

March 2017

This informal paper provides information about literacy, the impact of low literacy skills, and organizations active in literacy and learning.

Improving Literacy Report

Report #1

An Informal Paper

by

Henry E. Liebling

Henry has put together this bibliographic reference source of information
regarding the literacy field.

For additional information, please send an email to:

hliebling@morevirtual.com

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Introduction

This informal paper describes what I have learned about literacy, illiteracy, literacy education, adult literacy (people 16 years and older), family literacy, child literacy, and early childhood literacy.

Most of the information comes from web sites of organizations that work hard to improve literacy and learning.

This paper has information about:

- Statistics – the cost to human lives, government, and society
- Acronyms
- Literacy Definitions
- Early Language and Literacy Development
- The Thirty Million Word Gap by Age Three
- Family Literacy
- Two Generation Approach
- Services Provided in the Literacy Field
- Brief Examples from more than 125 organizations in the Literacy Field
- Two Acclaimed Innovative Programs: Harlem Children’s Zone and The Ron Clark Academy
- Henry Liebling – who put this information together
- Web and Video Conferencing

To Readers of this Paper

I don’t wish to be over dramatic, but I wish to inform you that the “statistics” information in this paper are quite startling.

The examples of what positive things are being done is inspiring.

Yet the statistics about the problem are pretty scary.

My belief: We must accelerate innovation and change so that people can learn to read and become literate.

The Inspiration for this Paper

My thanks go to Stephanie Garcia. She teaches the “*English Yes I Can*” program and was my inspiration to research the literacy field. I was fortunate to see her teach “*English Yes I Can*” on Gwinnett County Georgia Public Schools Television (GCPS Television), a local public television network. Stephanie Garcia has great teaching skills and she connects so effectively with the students. As a result of watching Stephanie teach, I got the vision ... that web and video conferencing software can be an additional tool in the literacy field.

About Henry Liebling

Education

Master of Public Administration, Syracuse University; **Bachelor of Arts**, Syracuse University
Continuing Education in Behavioral Science and Organizational Development, University of California.

Experience Highlights

More than 25 years experience in multiple sectors: private, government, non-profit, and education.

Co-Founder of MoreVirtual.com

- Web and Video Conferencing, Virtual Classroom, Virtual Collaboration, Virtual Meetings – consulting, training, and publications – “People First”
- Promoting volunteerism (for leading nonprofits and government)
- Grant writing
- Literacy advocacy
 - Increasing Literacy and Organizational Capacity using Web and Video Conferencing
 - Literacy For All Fund (Atlanta)

Training technology and distance learning clients have included:

AT&T	BellSouth	IBM Software Group
Microsoft	Nokia Learning Services	Rollins (Orkin)
United Healthgroup	Kuwait Airways	U.S. Security Associates
Organization Change Alliance	S.E. Association of Facilitators	Cox Communications
Operation Stand Down (Tennessee)		
Organization Change Alliance	American Society for Training and Development (chapter)	

Past clients have included (not technology): Federal Deposit Insurance Corporation (FDIC), American Bankers Association (Center for Bank Training), Monster Worldwide, The Great American Cookie Company, Los Angeles County, Ventura County, Rochester (NY) City School District, State of California, Temple University, Department of Adult Corrections and Department of Youth Corrections (State of California), Department of Human Services (DYFS), State of New Jersey, and Hoboken (NJ) Board of Education.

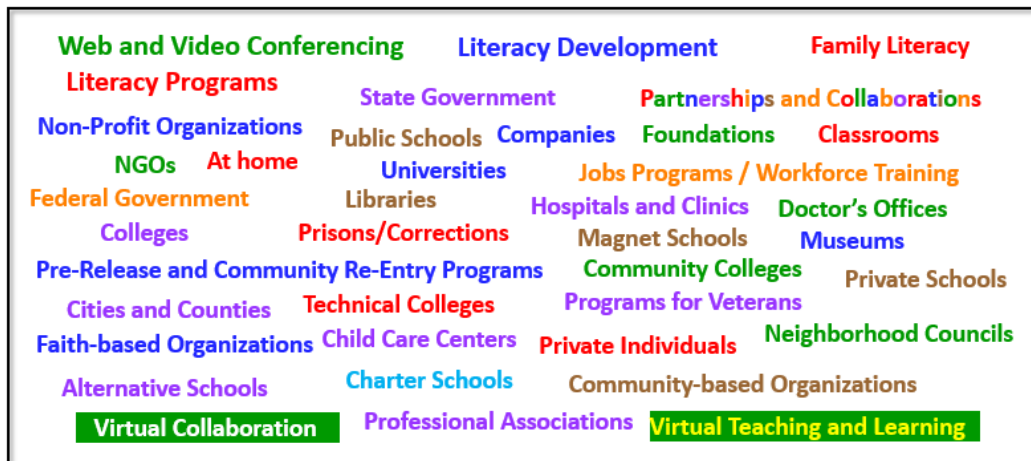
Government: Assistant to City Manager, City of Simi Valley, California and Human Resources Coordinator, City of Beaverton, Oregon.

Web and Video Conferencing

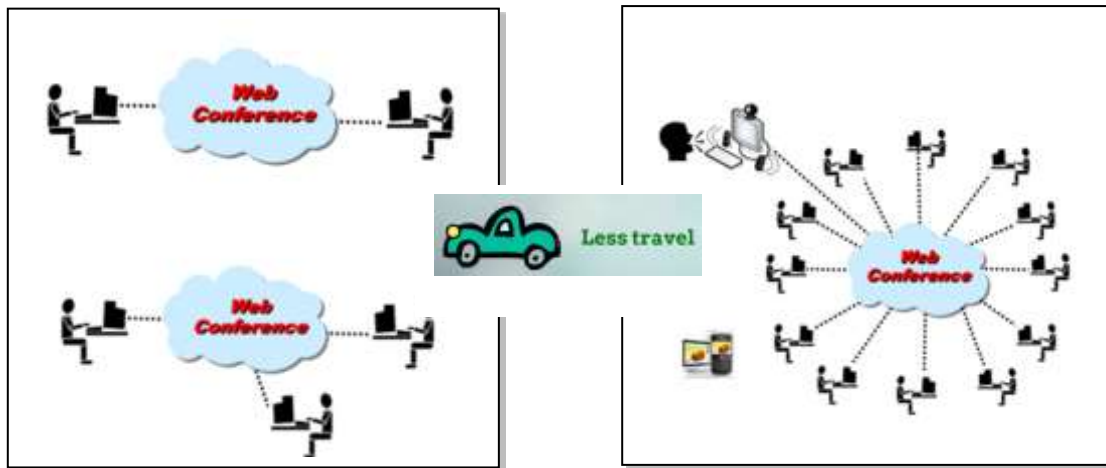
I am convinced that creative and effective use of web and video conferencing software will help in these areas:

- Increase literacy
- Increase organizational capacity and partnerships and alliances
- Do more with less
- Accelerate change
- Increase and expand conversations about literacy solutions
- Increase collaboration, innovation, and performance
- Scale your program
- HELP MORE PEOPLE
- Reduce travel time and improve productivity
- Reduce costs
- Teacher and volunteer skills
- Volunteer recruitment, onboarding, and training
- Leadership development

The result is a reduction in the human and economic problems caused by illiteracy.



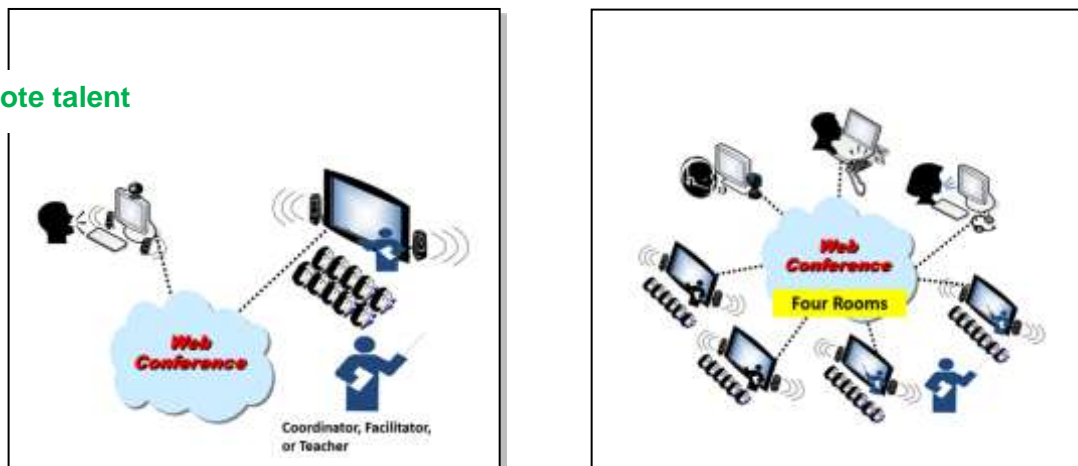
Each Person Connects From a Computer (desktop, laptop, tablet, smartphone)



Rooms and Virtual People (office, meeting room, classroom, auditorium)

Room Coordinator, Facilitator, or Teacher - optional

Remote talent



Three Styles of Web and Video Conferencing

- **Webinar style** – engagement, present slides, light discussion, and Q&A.
- **Training and Education style** – learning objectives, engage and involve the learners, knowledge, skills, applied learning, knowledge checks, and blended learning.
- **Collaborative and Interactive style** – engage and involve, socialize, brainstorm, agree on goals, write steps to solve a problem, team meeting, see a prototype, and build consensus on requirements.

Illustrations, Copyright © 2017 by SBTA, Inc.

Thank You's

I wish to say *Thank You* to the following people for their helpful encouragement and ideas.

- **Dave Peterson**, co-founder and retired CEO of North Highland Worldwide Consulting, and Trustee of Literacy Action, Atlanta, Georgia.
- **Steven O. Ludd**, J.D., Ph.D., Professor Emeritus at Bowling Green State University, author of the popular *“Confronting The Politics of Gridlock: Revisiting the Founding Visions in Search of Solutions.”*
- **Sheila B. Robinson**, Ed.D., Educator/Program Evaluator, Greece Central School District, Rochester, NY, University of Rochester.
- **Lisa Rosenthal**, Literacy Educator, Portland (OR) Community College.
- **Paul A. Hundredmark**, Consultant and Trainer on Collaboration and Media Tools.
- **Ruth Ann Forrester**, co-founder with Henry Liebling of MoreVirtual.com.

Literacy Acronyms

As you dive into the field of literacy education, here are some of the acronyms you will encounter.

2Gen	Two Generation
ABE	Adult Basic Education
ASE	Adult Secondary Education
CBO	Community based organization
ECE	Early Childhood Education
EL	English Literacy
ELL	English Language Learner
ESL	English as a Second Language
GED®	General Educational Development (High School equivalency)
HiSet®	High School Equivalency Test
HSE	High School Equivalency
LEP	Limited English proficient (as in LEP students)
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
TASC	Test Assessing Secondary Completion
TESOL	Teachers of English to Speakers of Other Languages

TED^x TALKS on Literacy and Brain Science

Dr. Daphne Greenberg is a Distinguished University Professor at Georgia State University. She is an Adult Literacy Researcher, Educator, and Advocate. Her 12 minute talk (TED^xPeachtree) includes human life examples. Her talk about Betsy helped me better understand the impact of low literacy skills on adults.

Click on the link and turn up your speakers: <https://www.youtube.com/watch?v=oGad2PKUhBE>

Dr. Patricia Kuhl, Ph.D. is Professor and Co-Director of University of Washington Institute for Learning and Brain Science. In this TED^x Rainier talk ("The Linguistic Genius of Babies"), Patricia Kuhl shares astonishing findings about how babies learn one language over another -- by listening to the humans around them and "taking statistics" on the sounds they need to know. Clever lab experiments (and brain scans) show how 6-month-old babies use sophisticated reasoning to understand their world.

Turn up your speakers, 13 minutes: <https://www.youtube.com/watch?v=G2XBikHW954>

How is Literacy Defined?

My research turned up definitions from different sources, including Merriam-Webster Dictionary, Encyclopedia Britannia, Wikipedia, and from organizations that specialize in the field of literacy education.

Merriam-Webster Dictionary

Their definition of literacy is this: **“the ability to read and write”** and **“knowledge that relates to a specific subject.”** A literate person is one who is “able to read and write.”

Wikipedia

I was curious to know more about “functional illiteracy.” From Wikipedia:

A purely illiterate person	Can <u>not</u> read or write in any capacity, for all practical purposes.
A functionally illiterate person	<p>Can read and possibly write simple sentences with a limited vocabulary, but cannot read or write well enough to deal with the everyday requirements of life in their own society.</p> <p>For example, a functionally illiterate person might be incapable of reading and comprehending job advertisements, past-due notices, newspaper articles, banking paperwork, complex signs, a dictionary, and written manuals.</p>

Programs for the International Assessment of Adult Competencies (PIAAC)

This organization gives another literacy explanation, covering three areas.

(<http://www.oecd.org/site/piaac/publications.htm>)

Literacy	Understanding, evaluating, using, and engaging with written text to participate in society, to achieve one's goals, and to develop one's knowledge and potential.
Numeracy	The ability to access, use, interpret, and communicate mathematical information and ideas, to engage in and manage mathematical demands of a range of situations in real life.
Problem-solving in technology-rich environments	Using digital technology, communication tools, and networks to acquire and evaluate information, communicate with others, and perform practical tasks.

Survey of Adult Literacy Skills (United States and U.S. Comparison to other Countries)

<http://www.oecd.org/site/piaac/Country%20note%20-%20United%20States.pdf>

Health Literacy

<http://health.gov/communication/literacy/quickguide/factsbasic.htm> (Health.Gov web site)

"Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions."

Health Literacy by State

<https://www.cdc.gov/healthliteracy/statedata/index.html>

Cultural Literacy

A term coined by E. D. Hirsch. It refers to the ability to understand and participate fluently in a given culture. A culturally literate person knows a given culture's signs and symbols, including its language, particular dialectic, stories, entertainment, idioms, idiosyncrasies, and so on.

The culturally literate person is able to talk to and understand others of that culture with fluency, while the culturally illiterate person fails to understand culturally-conditioned allusions, references to past events, idiomatic expressions, jokes, names, places, etc. (Wikipedia)

Health Literacy and Cultural Literacy

“Understanding Cultural and Linguistic Barriers to Health Literacy”

<http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No3Sept09/Cultural-and-Linguistic-Barriers-.html>

National Assessment of Adult Literacy (NAAL)

http://nces.ed.gov/naal/fct_hlthliteracy.asp

NAAL’s definition of health literacy focuses on one key aspect:

“the ability to understand and use health-related printed information in daily activities at home, at work, and in the community to achieve one’s goals and to develop one’s knowledge and potential.”

Health Literacy: Questions To Ask	
Can you read a prescription label and know how many pills you are supposed to take and when?	If a doctor or pharmacist gives you a written document about the health risks of obesity, would you understand it?

Digital and Computer Literacy

This refers to knowledge and skills associated with using stand-alone computers, software, media (media literacy) and digital devices, such as tablets, smartphones, and laptops.

Stem Literacy

<https://y4y.ed.gov/learn/stem/introduction/stem-literacy/> (U.S. Department of Education)

Stem Literacy relates to a student's ability to understand and apply concepts from science, technology, engineering, and mathematics, including computer science and interdisciplinary strategies, in order make informed decisions, create new products and processes, and solve complex problems.

- **Scientific literacy** is the ability to use knowledge in the science to understand the natural world.
- **Technology literacy** is the ability to use new technologies to express ideas, understand how technologies are developed and analyze how they affect us.
- **Engineering literacy** is the ability to put scientific and mathematical principles to practical use.
- **Mathematical literacy** is the ability to analyze and communicate ideas effectively by posing, formulating, solving, and interpreting solutions to mathematical problems.

Family Literacy

Family Literacy Programs have **four components**:

- Adult Education
- Children's Education
- Parent and Child Time Together (PACT) Time
- Parent Time

Family Literacy Services (Federal Definition)

<http://ccf.ny.gov/files/7413/8073/9524/FamilyLitSystem.pdf>

Federal Definition of Family Literacy Services

Family literacy services are defined as services that are of sufficient intensity in terms of hours, and of sufficient duration to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- Parent literacy education that leads to economic self-sufficiency
- Age-appropriate education to prepare young children for success in school and life experiences

Family Literacy – The Four Components

<http://www.communitycolleges.wy.edu/the-four-components.aspx>

State of Wyoming Community College Commission

Each of our family literacy centers is like a hub with four spokes. Instruction occurs in four specific areas, and when melded together the result is a family-centered, holistic approach to literacy. When a family enrolls in the program, parents and children are involved--some say immersed--in four components. The four components are:

Adult Basic Education:

Here, parents receive group and individualized instruction in basic skills, that is, Reading, Writing and Math. Some parents come to the center with very low reading skills. Others come with high reading skills and very low math skills. It does not matter where you start. All family literacy programs have highly qualified staff; people who know how to help individuals no matter where their starting point is. Once the instructor understands your long term goal, he or she will work very hard to help you achieve that goal.

Early Childhood Education:

While parents are in their Adult Basic Education classes, their children are in the Early Childhood Education (ECE) component of the program. In most centers, the ECE is divided into two classrooms: the infant/toddler program for children 0-3 years old; and the preschool program for children 3-5 years old. Their ECE curriculum is grounded in solid research, and staff plan children's activities that allow children to work at different levels on different activities. Educational activities are designed to achieve long-range goals and are related to local and state school standards. Staff recognizes that children develop knowledge and skills through active experiences and social interactions. The real world is the subject of learning, and children's play is respected by staff as legitimate learning time. The classroom environment is literacy-rich, and staff read to children daily. Books and other reading and writing materials are abundant and accessible.

Parent Time:

In this component parents learn that they are their child's first and most important teacher. The curriculum engages parents in language-rich interaction with their child, provides support for literacy in the family, helps parents understand progressive stages of child development, and provides guided opportunities for parents to solve problems within the context of routine family events. Parents also learn about teacher conferences, setting appropriate boundaries, and how to advocate for their children.

Parent and Child Together (PACT):

Parent-child time and activities are designed to help each parent learn more about his/her own child through both observation and play. These interactions help parents to see their children as active contributors to their own development and learning, form reasonable expectations about their children's abilities, and devise their own challenging but achievable play/learning activities. Parents also participate in discussions about these interactions with staff and other parents, reflecting on what they learn about child development and how to apply this knowledge to both center-based and home-based parent-child activities. Parents are involved in planning activities and deciding whether they are child-directed or parent-directed.

Two Generation Approach

Two generation approaches focus on creating opportunities for and addressing needs of both vulnerable children and their parents together.

For more information:

- Ascend – Aspen Institute www.ascend.aspeninstitute
- National Center for Families Learning <http://familieslearning.org>

Tools

<https://y4y.ed.gov/tools/> (U.S. Department of Education)

This above link allows you to further search on the following seven topics:

STEM

<https://y4y.ed.gov/tools/%20-%20stem%20-%20stem#stem>

Literacy

<https://y4y.ed.gov/tools/%20-%20literacy#literacy>

Family Engagement

<https://y4y.ed.gov/tools/#family>

Civic Learning and Engagement

<https://y4y.ed.gov/tools/%20-%20civic#civic>

Project-Based Learning

<https://y4y.ed.gov/tools/%20-%20pbl#pbl>

Aligning With The School Day

<https://y4y.ed.gov/tools/#alignment>

Stengthening Partnerships

<https://y4y.ed.gov/tools/%20-%20partnerships#partnerships>

Learning and Literacy Glossary

<https://y4y.ed.gov/tools/glossary/> (U.S. Department of Education)

This glossary contains explanations for over 75 learning and literacy terms.

Early Language and Literacy Development

During the first 3 years of life, the brain undergoes its most dramatic development and children acquire the ability to think, speak, learn, and reason.

When this early development is not nurtured, the brain's architecture is affected and young children begin to fall behind.

Many low-income children arrive at school already behind in communication and language, a disadvantage that only persists over time.

Parents and early childhood professionals play a critical role in the development of a child's early literacy skills.

By supporting them in this role, we reap significant dividends throughout a child's entire scholastic career. The literacy gap hinders our nation's ability to create the workforce needed to compete in the global market and ensure future prosperity.

By permission: Kupcha-Szrom, J. (2011). A window to the world: Early language and literacy development. Retrieved from **ZERO TO THREE**.

<http://www.eln2025.org/media/1127/early-language-and-literacy-development.pdf>

The Thirty Million Word Gap by Age Three

The following information is from Rice University (Houston, Texas), Suzanne M. Glasscock School of Continuing Studies, School of Literacy and Culture.

<http://literacy.rice.edu/thirty-million-word-gap>

A summary from “**The Early Catastrophe: The 30 Million Word Gap by Age 3**” by University of Kansas researchers Betty Hart and Todd R. Risley. (2003). American Educator. Spring: 4-9, which was excerpted with permission from B. Hart and T.R. Risley (1995). [Meaningful Differences in the Everyday Experiences of Young American Children](#). Baltimore, MD: Brookes Publishing.

In this groundbreaking study, University of Kansas researchers Betty Hart and Todd Risley entered the homes of 42 families from various socio-economic backgrounds to assess the ways in which daily exchanges between a parent and child shape language and vocabulary development.

Their findings were unprecedented, with extraordinary disparities between the sheer number of words spoken as well as the types of messages conveyed.

After four years these differences in parent-child interactions produced significant discrepancies in not only children’s knowledge, but also their skills and experiences with children from high-income families being exposed to 30 million more words than children from families on welfare.

Follow-up studies showed that these differences in language and interaction experiences have lasting effects on a child’s performance later in life.

The Early Catastrophe by Betty Hart & Todd R. Risley

Mission:

Betty Hart and Todd Risley were at the forefront of educational research during the 1960’s War on Poverty. Frustrated after seeing the effects of their high quality early intervention program aimed at language skill expansion prove unsuccessful in the long-term, they decided to shift their focus. If the proper measures were being taken in the classroom, the only logical conclusion was to take a deeper look at the home.

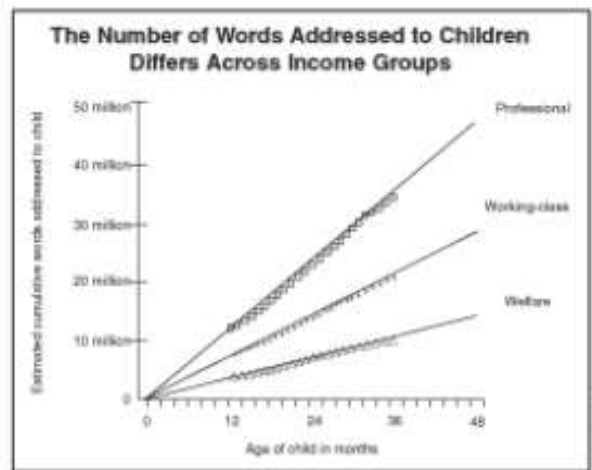
What difference does home-life make in a child’s ability to communicate? Why are the alarming vocabulary gaps between high school students from low and high income environments seemingly foreshadowed by their performance in preschool? Hart and Risley believed that the home housed some of these answers.

Experimental Method:

Hart and Risley recruited 42 families to participate in the study including 13 high-income families, 10 families of middle socio-economic status, 13 of low socio-economic status, and 6 families who were on welfare. Monthly hour-long observations of each family were conducted from the time the child was seven months until age three. Gender and race were also balanced within the sample.

Results:

The results of the study were far more severe than anyone could have anticipated. Observers found that 86% to 98% of the words used by each child by the age of three were derived from their parents' vocabularies. Furthermore, not only were the words they used nearly identical, but also the average number of words utilized, the duration of their conversations, and the speech patterns were all strikingly similar to those of their caregivers.

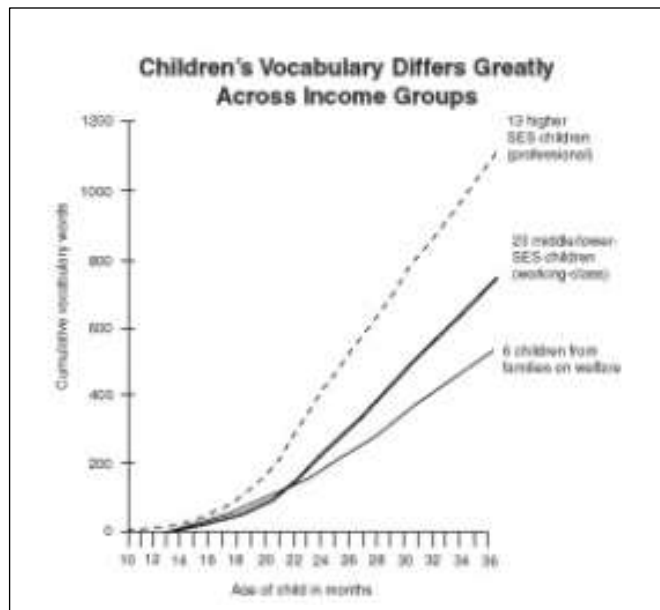


After establishing these patterns of learning through imitation, the researchers next analyzed the content of each. The number of words addressed to children differs across income groups. They found that the sheer number of words heard varied greatly along socio-economic lines. On average, children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high-income families.

In other words, children from families on welfare heard about 616 words per hour, while those from working class families heard around 1,251 words per hour, and those from professional families heard roughly 2,153 words per hour. Thus, children from better financial circumstances had far more language exposure to draw from.

In addition to looking at the number of words exchanged, the researchers also looked at what was being said within these conversations. What they found was that higher-income families provided their children with far more words of praise compared to children from low-income families. Children's vocabulary differs greatly across income groups.

Conversely, children from low-income families were found to endure far more instances of negative reinforcement compared to their peers from higher-income families. Children from families with professional backgrounds experienced a ratio of six encouragements for every discouragement. For children from working-class families this ratio was two encouragements to one discouragement. Finally, children from families on welfare received on average two discouragements for every encouragement.



To ensure that these findings had long-term implications, 29 of the 42 families were recruited for a follow-up study when the children were in third grade. Researchers found that measures of accomplishment at age three were highly indicative of performance at the ages of nine and ten on various vocabulary, language development, and reading comprehension measures. Thus, the foundation built at age three had a great bearing on their progress many years to come.

Inferences:

Within a child's early life the caregiver is responsible for most, if not all, social simulation and consequently language and communication development. As a result, how parents interact with their children is of great consequence given it lays a critical foundation impacting the way the children process future information many years down the road. This study displays a clear correlation between the conversation styles of parents and the resulting speech of their children. This connection evidences just how problematic the results of this study may truly be.

The finding that children living in poverty hear fewer than a third of the words heard by children from higher-income families has significant implications in the long run.

When extrapolated to the words heard by a child within the first four years of their life these results reveal a 30 million word difference.

That is, a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds.

In addition to a lack of exposure to these 30 million words, the words a child from a low-income family has typically mastered are often negative directives, meaning words of discouragement. The ratios of encouraging versus discouraging feedback found within the study, when extrapolated, evidences that by age four, the average child from a family on welfare will hear 125,000 more words of discouragement than encouragement. When compared to the 560,000 more words of praise as opposed to discouragement that a child from a high-income family will receive, this disparity is extraordinarily vast.

The established connection between what a parent says and what a child learns has more severe implications than previously anticipated.

Though Hart and Risley are quick to indicate that each child received no shortage of love and care, the immense differences in communication styles found along socio-economic lines are of far greater consequence than any parent could have imagined. The resulting disparities in vocabulary growth and language development are of great concern and prove the home does truly hold the key to early childhood success.

Sources Cited:

Hart, B. & Risley, T.R. "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). American Educator, pp.4-9.

— Prepared by Ashlin Orr, Kinder Institute Intern, 2011-12.

For more information about putting this research into practice, please explore our work at the [Rice Oral and Written Language \(OWL\) Lab](#).

Statistics

Before I conducted this research, I had taken “reading,” “writing,” and “literacy” for granted.

Although I have a Master of Public Administration and am a person who thinks about “what’s going on in America,” I had a blind spot to illiteracy.

The statistics on literacy startled me; they might also startle you.

This section of the paper provides statistics on “low literacy” from eight organizations that are very active in the literacy field:

- ProLiteracy Worldwide
- The Barbara Bush Foundation for Family Literacy
- The Campaign For Grade-Level Reading
- Dollar General Literacy Foundation
- Literacy Texas
- UNICEF and U.S. Fund for UNICEF
- Canadian Literacy and Learning Network
- McGraw-Hill Research Foundation – Return on Investment

ProLiteracy Worldwide

www.proliteracy.org

The following statistics are from the ProLiteracy Worldwide web site.

ProLiteracy informs us that **low literacy is a global crisis that affects all of us.**

United States Facts

- **More than 36 million adults** in the United States cannot read, write, or do basic math above a third grade level.
- **68%** of literacy programs are struggling with long student waiting lists and **less than 10 percent** of adults in need are receiving services.

Family Literacy

- **Children of parents with low literacy levels have a 72 percent chance of being at the lowest reading levels themselves.** These children are more likely to get poor grades, display behavioral problems, have high absentee rates, repeat school years, or drop out.¹

Unemployment/Workforce

- Individuals at the lowest literacy and numeracy levels have a higher rate of unemployment and earn lower wages than the national average. **Low literacy costs the U.S. at least \$225 billion each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.**³

Poverty

- **Of adults with the lowest literacy levels, 43 percent live in poverty,**⁴ and 70% of adult welfare recipients have low literacy levels. There is clear correlation between more education and higher earnings, and between higher educational scores and higher earnings.

Corrections

- **75 percent of state prison inmates did not complete high school or can be classified as low literate.**⁶ Research shows that inmates who are educated are 43 percent less likely to return to prison.

Health Literacy

- **An excess of \$232 billion a year in health care costs is linked to low adult literacy skills.**² Nearly half of American adults have difficulty understanding and using health information. Lack of understanding impedes adults' abilities to make appropriate health decisions and increases the likelihood that they will incur higher health costs.

Education

- **Every year, one in six young adults - - more than 1.2 million - - drop out of high school every year.**⁴ Recent data shows that nearly 30 percent of adults with household incomes at or below the federal poverty line do not have a high school credential. The key to financial success is a viable career path and adequate education to seek meaningful, family-supporting wages. The value to our economy in additional wages and the reduction in costs for various support programs is estimated at more than \$200 billion a year.

ELL (English Language Learners)

- **About 50 percent of the 2 million immigrants that come to the U.S. each year lack high school education and proficient English language skills.**⁷ This severely limits their access to jobs, college, and citizenship and increases their vulnerability to living in poverty.

Government Funding and Programs in Jeopardy

Adult education is in critical need for services. A decline in federal and state funding in the past 10 years has resulted in programs serving only a fraction of the adults in needs.

Currently, two-thirds of adult education programs are struggling with long student waiting lists. At the present level of public funding, less than 10 percent of adults in need are receiving services.

Sources:

- 1 National Bureau of Economic Research
- 2 American Journal of Public Health
- 3 National Council for Adult Learning
- 4 National Center for Education Statistics
- 5 U.S. Department of Justice
- 6 Rand Report: *Evaluating the Effectiveness of Correctional Education*
- 7 Center for Immigration Studies

The Barbara Bush Foundation for Family Literacy

<http://barbarabush.org>

- Children can be 18 months behind by the start of kindergarten.
- If a child is not reading proficiently by 3rd grade, they are four times more likely to drop out of high school.

The Campaign for Grade-Level Reading

<http://gradelevelreading.net>

“Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this crucial milestone.”

Dollar General Literacy Foundation

<http://www2.dollargeneral.com/dgliteracy/Pages/index.aspx>

The following Literacy Facts are from the Dollar General Literacy Foundation.

- Every year in the United States, one in every three young adults drop out of school.
- More than 30 million adults in the United States read at the lowest level of literacy.
- Among the 30 members of the OECD, the United States is the only country in which the younger adults are less educated than the previous generation. (The OECD is the Organization for Economic Co-operation and Development. It is made up of 34 countries with headquarters in Paris. www.oecd.org)
- More than 35.7 million adults ages 18-64 do not have a high school diploma.

Literacy Texas

www.literacytexas.org

The following facts and statistics are from the Literacy Texas web site.

Adult Literacy

- In Texas, 3.8 million people need the services of an adult education program, but only 100,000 are being served (TWIC 2010, A Primer on Adult Education in Texas). (TWIC is the Texas Workforce Investment Council.)
- According to the same study, it is estimated that almost 8 million Texans will be eligible for adult education services by 2040, almost double the need in 2008. (TWIC 2010, A Primer on Adult Education in Texas).
- Dropouts cost Texas \$9.6 Billion (United Ways of Texas).
- It is estimated that more than \$2 billion is spent each year on students who repeat a grade because they have reading problems (U.S. Department of Health and Human Services).
- A rise in of 1% in literacy scores leads to a 2.5% rise in labor productivity and a 1.5% rise in GDP (The Economist, August 28, 2004).
- 93 million American adults, or 45% of the adult population, have limited reading, writing, and math skills (National Assessment of Adult Literacy, 2003).

- Six of the ten fastest growing occupations listed by the US Department of labor in its employment projections through 2012 require an associate's or bachelor's degree (U.S. Department of Labor Statistics, 2004).
- Literacy programs in Texas are only serving 3.6% of the 3.8 million in need of adult basic education services (Texas LEARNS, April 2005).

Early Literacy

- Of the 93 million adults in the U.S. functioning at or below basic levels of literacy, 30 million are the parents or primary caregivers of children ages 0-8 (National Center for Family Literacy Fact Sheet).
- Today one in five adults is still not literate and two-thirds of them are women while 75 million children are out of school. Since its founding in 1946, UNESCO has been at the forefront of global literacy efforts and is dedicated to keeping literacy high on national, regional and international agendas. However, with some 776 million adults lacking minimum literacy skills, literacy for all remains an elusive target.
- As the education level of adults improves, so does their children's success in school. Helping low-literate adults improve their basic skills has a direct and measurable impact on both the education and quality of life of their children (National Institute for Literacy).
- Reading is absolutely fundamental. It's almost trite to say that. But in our society, the inability to be fluent consigns children to failure in school and consigns adults to the lowest strata of job and life opportunities (Dr. Grover Whitehurst, Assistant Secretary, U.S. Department of Education - Director, Institute of Education Sciences; Children of the Code interview, 2008).

Health Literacy

- Low health literacy was the top predictor of mortality after smoking, also surpassing income and years of education, the study showed. Most of the difference in mortality among people with inadequate literacy was due to higher rates of death from cardiovascular disease (Northwestern University, Feinberg School of Medicine, 2007).
- Low health literacy skills increase annual health care expenditures by \$73 billion (National Academy on an Aging Society).
- People with low functional health literacy are less likely to understand written and oral information given by physicians, nurses, pharmacists, and insurers (Center for Health Care Strategies, www.chcs.org).

- The health care industry estimates \$73 billion per year of unnecessary health care expenses are attributable to poor literacy (Centers for Medicare & Medicaid Statistics, 2004).
- Annual healthcare costs in the U.S. are six times higher for individuals who are considered to have low literacy skills than for individuals with high level literacy skills (ProLiteracy).

Illiteracy & Crime

- Adult low literacy can be connected to almost every socio-economic issue in the United States:
- More than 60 percent of all state and federal corrections inmates can barely read and write.
- Low literacy's effects cost the U.S. \$225 billion or more each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment (ProLiteracy).
- 85% of all juveniles who interface with the juvenile court system are functionally illiterate (National Assessment of Adult Literacy, 2003).
- Correctional populations report lower educational attainment than do those in the general population. An estimated 40% of State prison inmates, 27% of Federal inmates, 47% of inmates in local jails and 31% of those serving probation sentences had not completed high school or its equivalent while about 18% of the general population failed to attain high school graduation (Bureau of Justice Statistics Special Report 4/15/03 - Education and Corrections Populations - full report attached).
- 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 (www.begintoread.com).
- More than 60% of all state and federal corrections inmates are considered "functionally illiterate" (ProLiteracy).

UNICEF

http://www.unicef.org/specialsession/about/sgreport-pdf/07_AdultLiteracy_D7341Insert_English.pdf

http://www.unicef.org/specialsession/about/sgreport-pdf/sgrep_adapt_part2b_eng.pdf

UNICEF is the United Nations Children's Fund, formerly United Nations International Children's Emergency Fund. Their web site provides "international literacy" statistics and information.

Nearly a billion people will enter the 21st century unable to read a book or sign their names and two thirds of them are women.

(<http://www.unicef.org/sowc99/summary.htm>)

And they will live, as now, in more desperate poverty and poorer health than those who can. They are the world's functional illiterates—and their numbers are growing. The total includes more than 130 million school age children, 73 million of them girls, who are growing up in the developing world without access to basic education. Millions of others languish in substandard schools where little learning takes place.

Why educate girls?

Because it's their human right.

And because educated women are less likely to be oppressed or exploited and more likely to participate in political processes. In addition, they are likely to have smaller families, and healthier and better-educated children.

Without literacy skills, individual girls and women face dark futures of dependency, and without literate women, countries face unnecessary hurdles in economic development. Numerous studies have demonstrated correlations between women's educational status and every social indicator.

Canadian Literacy and Learning Network

<http://www.literacy.ca/literacy/literacy-sub/>

Literacy Statistics ... in Canada

42% of Canadian adults between the ages of 16 and 65 have low literacy skills.

55% of working age adults in Canada are estimated to have less than adequate health literacy skills. Shockingly, 88% of adults over the age of 65 appear to be in this situation.

Impoverished adults often do not have the literacy skills required to get into job training programs. They may need literacy skills upgrading before they can succeed in training programs but only about 5 – 10% of eligible adults enroll in programs.

Less than 20% of people with the lowest literacy skills are employed.

A 1% increase in the literacy rate would generate \$18 billion in economic growth in every year.

Investment in literacy programming has a 241% return on investment.

McGraw-Hill Research Foundation - Return on Investment

<http://www.mcgraw-hillresearchfoundation.org/wp-content/uploads/the-return-on-investment-from-adult-education-and-training.pdf>

http://worlded.org/Managed/docs/Adult%20Ed%20Facts_Mar2014.pdf

According to a recent policy paper, **“The Return on Investment from Adult Education and Training,” McGraw-Hill Research Foundation**, May 2011:

“A preemptive focus on adult education actually saves government money by reducing societal healthcare, public assistance, and incarceration costs.

Adult education also improves and expands the nation’s available pool of human capital by helping motivated but under educated people achieve gainful employment in today’s increasingly high-tech and global job market, and at a far lower cost per learner when compared to either K-12 or higher education.”

Services Provided by Local Literacy Programs

This section provides a highlight of direct services that are provided to adults at the local level. Much of this information also applies to early childhood and childhood literacy services.

These local programs teach adults to read, write, do basic math, compute, use technology, and learn English as a new language.

The adult learners can gain:

- Adult Basic Education
- GED® or high school equivalency preparation
- English Language Acquisition (ESOL - English for Speakers of Other Languages and ESL - English as a Second Language).

The literacy teachers and mentors are often volunteers who are trained and certified.

Local literacy services may be provided at no charge to these adult students.

Training and learning can take place in different settings, such as:

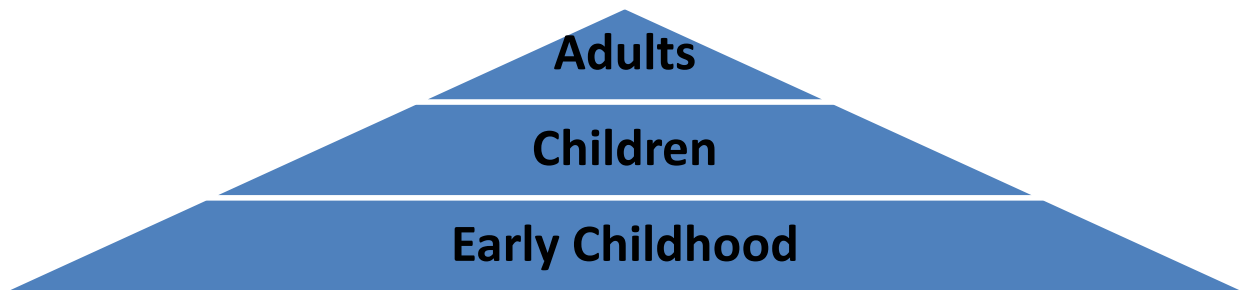
- Individual one-to-one tutoring
- Classroom
- Small group

Adult Literacy Services that are often delivered at the local level

This list is not meant to imply that all local programs provide all of these services, nor is this list meant to cover all the services that may be delivered locally.

- ☐ Adults learn basic literacy – how to read and write.
- ☐ Adults learn how to spell and do basic math.
- ☐ Adults learn health literacy.
- ☐ Adults learn life skills.
- ☐ Adults learn how to prepare for citizenship.
- ☐ Adults learn how to fill out job applications.
- ☐ Adults get free access to the Internet and instruction (digital literacy programs).
- ☐ Adults gain literacy skills to start a small business.
- ☐ Adults and parents learn how to improve literacy for their children and grandchildren (family literacy).

Literacy Services are for



Services for Volunteers and Community

The following list points out various services provided to volunteers and community. Again, this list is not meant to be all-inclusive.

- ☐ Provide awareness to the community about the literacy crisis.
- ☐ Train volunteers as tutors and classroom adult literacy instructors.
- ☐ Train volunteers to provide literacy education and activities to children, toddlers, and infants.
- ☐ Train volunteers to provide literacy education to families.
- ☐ Conduct workforce-training on behalf of companies and businesses.

Regional, State, National, and International Literacy Organizations: Activities and Programs

This section identifies literacy education activities and programs that are performed and provided by regional, state, national, and international organizations to assist local literacy efforts and programs. The information in this section comes from numerous web sites.

STRATEGIC PLANNING, CONSULTING, AND EVALUATION

- ☐ Capacity Building: Teach and consult local literacy education organizations how to build their capacity and improve the quality of their programs, using traditional, collaborative, innovative, and technology methods.
 - Adult Literacy
 - Child Literacy
 - Early Childhood Literacy
- ☐ Volunteer Talent: Teach and consult on methods for increasing the literacy volunteer pipeline.
- ☐ Strategic planning on the “future of literacy solutions and programs” and to increase the general public’s and government’s support for improving literacy.
- ☐ Strategic planning to increase the understanding that literacy improvements touch many aspects of society, including education, health care, and corrections, to name a few (conversely, that more and more people understand the consequences of illiteracy).
- ☐ Develop action plans to expand digital learning programs, skills and to start or improve online learning and teaching, use of reading improvement software, and game-based learning.
- ☐ Provide technical assistance.
- ☐ Communicate methods on how best to collect data (evidence, research) and develop programs and interventions based on such data.
- ☐ Evaluate programs and develop action plans for improvement (how effective is the program, how can it be improved?).
- ☐ Consult on family literacy programs.
- ☐ Consult on early childhood literacy programs.

- ☐ Collaboratively, design new programs.
- ☐ Improve curriculum and instructional methods.

GRANTS

- ☐ Give grants to local literacy programs – books, equipment, software, materials, and media.

ADVOCACY

- ☐ Help literacy providers, librarians, and library workers develop and advocate for accessible and innovative adult literacy services and resources.
- ☐ Help ensure that more adult literacy learners will be served.
- ☐ Help ensure there is funding and programs for early childhood literacy.
- ☐ Help ensure that there is an increase in improved literacy achievements.
- ☐ Foster and promote the development and expansion of new and existing literacy and educational programs.
- ☐ Promote the following: the understanding of literacy issues, effective policy and resource development, stronger and better funded programs, adult access to services, processes to teach parents how to improve literacy with their infants and toddlers, and fresh thinking and analysis.

PROFESSIONAL DEVELOPMENT, ENHANCING SKILLS, AND TRAINING

- ☐ Provide board development, leadership development, management development, and volunteer development. Analysis, content, instructional design, coaching and classes, coaching, evaluation. Distance learning, online courses, workshops, and personalized training. Provide mentoring.
- ☐ Provide education and training to non-profit organizations in the following areas: management, programs, screening and evaluation for reading comprehension, governance, volunteer recruitment, financial performance, fund raising, and organizational performance.
- ☐ Provide training to improve skills and effectiveness of literacy education teachers and tutors (teach and improve instructional methods).
- ☐ Teach people and organizations how to write and apply for literacy grants.
- ☐ Offer credentialing processes for literacy education teachers and mentors and offer certification programs for these people.

PARTNERSHIPS AND COLLABORATIONS

- ☐ Consult and teach how to start, build, and improve effective literacy partnerships.
 - Among literacy providers.
 - At the local, metropolitan, state, and national level.
 - With initiatives that impact parents, infants and toddlers.
 - With schools, libraries, and community centers.
 - With colleges and universities.
 - With job training programs.
 - With businesses and companies.
 - And so forth.
- ☐ Equip teachers, mentors, and volunteers with education and skills so they can effectively work with adult learners in workplace settings in order to build workplace skills.
- ☐ Develop and implement workforce training initiatives (projects).
- ☐ Help alternative schools.

SHARING

- ☐ Share best practices – what’s working really well, what’s not working so good.
- ☐ Share research-based findings.
- ☐ Plan and convene conferences, symposiums, workshops, and meetings.

BOOKS AND PUBLICATIONS

- ☐ Distribute books and materials for the community.
- ☐ Distribute student materials for classroom learning.
- ☐ Publish books and materials.
- ☐ Sponsor and conduct research and disseminate the research findings.

Organizations Involved with Literacy

This section provides a highlight of organizations that are active in the fight to stop literacy and improve peoples' lives.

To keep the length of this paper readable, I had to exclude the hundreds and perhaps thousands of organizations that work every day to improve literacy. Like much of the other parts of this paper, information is from the web sites referenced.

AARP (formerly The American Association of Retired Persons) Washington, DC
<http://www.aarp.org/experience-corps/>

Experience Corps is an award winning AARP Foundation **literacy program** that helps struggling students become great readers.

Fourth-graders who can't read at grade-level are four times less likely to graduate from high school; Experience Corps is focused on ensuring children can read by the end of third grade.

We use highly trained volunteers, who are 50 and over, to tutor students in kindergarten through third grade. Our work has been shown to improve the literacy rates of children, enrich the lives of our volunteers and strengthen schools in the communities we serve.

In a single school year, students who worked with Experience Corps tutors achieved 60 percent more improvement in critical literacy skills than their peers.

AARP Foundation Experience Corps has nearly 3,000 volunteers working in 22 cities where schools in lower-income districts have demonstrated a need for help meeting their state-mandated reading requirements. Each Experience Corps site operates one of three different tutoring models: one-on-one, group or classroom assistance (where volunteers work with teachers to tutor and coach during classroom activities).

Volunteers provide an average of 6-15 hours of support each week throughout the school year. AARP Foundation Experience Corps fights a major contributor to poverty – overwhelmed public schools - by providing older adults and children an opportunity to improve their lives through literacy and volunteering.

Alabama, State of

http://web.alsde.edu/general/STATE_LITERACY_PLAN.pdf

The link takes you to a PDF of the State of Alabama's Action Plan for Literacy: Birth Through Grade 12.

Alaska State Literacy Program

<http://www.akliteracy.org/>

The Alaska State Literacy Association (ASLA) is an organization of several local councils. Membership At Large is available to those who do not live in an area with an established literacy council. ASLA, affiliated with the International Literacy Association (ILA), hosts professional development opportunities each year. ASLA provides leadership training, a variety of grants and awards, and offers a network of support to members. We advocate for public policy to promote and support literacy for all Alaskans.

Annie E. Casey Foundation, The Baltimore, MD

<http://www.aecf.org/>

The Annie E. Casey Foundation is devoted to developing a brighter future for millions of children at risk of poor educational, economic, social and health outcomes.

Our work focuses on strengthening families, building stronger communities and ensuring access to opportunity, because children need all three to succeed. We advance research and solutions to overcome the barriers to success, help communities demonstrate what works and influence decision makers to invest in strategies based on solid evidence.

Arizona Literacy and Learning Center

<http://www.azliteracy.org/>

Mission: We help children and youth who have literacy/dyslexia and other language-based disorders, reach their potential to succeed in school, work, and life.

Arkansas Literacy Councils

<http://www.arkansasliteracy.org>

Arkansas Literacy Councils (ALC) is the statewide non-profit that provides structure and support to county-level literacy councils serving adults in over 50 Arkansas counties.

Ascend The Aspen Institute Washington, DC
<http://www.ascend.aspeninstitute.org>

What is a Two-Generation Approach?

Two-generation approaches focus on creating opportunities for and addressing needs of both vulnerable children and their parents together.

Two-generation approaches can be found along a continuum.

- **Whole-family** approaches focus equally and intentionally on services and opportunities for the parent and the child.
- **Child-parent** approaches focus first or primarily on the child but are moving toward a two-generation approach and also include services and opportunities for the parent.
- **Parent-child** approaches focus first or primarily on the parent but are moving toward a two-generation approach and also include services and opportunities for children.

They define five key components of the two-generation approach:

- Postsecondary Education and Workforce
- Early Childhood Education
- Economic Supports
- Health and Well-Being
- Social Capital

AT&T Foundation Dallas, TX
<http://www.att.com/gen/corporate-citizenship?pid=17722>

For many years, AT&T Foundation has been active in education. On their web site, they announce a commitment to investing \$350 million in education. They have supported the **Boys and Girls Clubs of America High School Dropout Prevention Program**, which includes AT&T employee mentors. **AT&T Aspire Program** is focused on helping more students graduate high school ready for college and careers. The Aspire Mentoring Academy gives AT&T employees the opportunity to make a lasting impression on a young person's life through mentoring.

Recently, AT&T announced a \$1 million contribution to **Girls Who Code**, a national nonprofit working to close the gender gap in the technology and engineering sectors.

AT&T also supports the White House **ConnectED Initiative**. AT&T has committed to provide 50,000 students and teachers in Title 1 schools with \$100 million of free mobile broadband access, mobile device management, network filtering, and teacher professional development for three years for each selected school.

Atlanta Speech School

<https://www.atlantaspeechschool.org/>

Established in 1938, the Atlanta Speech School is the nation's most comprehensive center for language and literacy. Our four schools, five clinics, summer programs and professional development center all share one common mission: to work within each program and collaborate across all programs to help each person develop his or her full potential through language and literacy. Here is information on their school programs and professional development center.

School Programs

- The Anne and Jim Kenan Preschool is an early education program that develops engaged learners who are exceptionally prepared for school.
- The Katherine Hamm Center, is a listening, spoken language and literacy program for children ages birth to 6 and their families.
- Stepping Stones is the only preschool program of its kind in Georgia, providing therapeutic education for young children with speech and/or language delays.
- The Wardlaw School is an elementary school that serves children with dyslexia and other language-based learning disabilities.

Professional Development Center

The Rollins Center for Language and Literacy is a professional development program that partners with over 40 public and private organizations to bring the Atlanta Speech School's expertise in language and literacy to teachers across our city, state and nation.

Their online campus (Cox Campus) is a great resource:

<http://app.readrightfromthestart.org>

<http://readrightfromthestart.org>

The Barbara Bush Foundation for Family Literacy Tallahassee, FL

www.barbarabush.org

Since its inception in 1989, The Barbara Bush Foundation for Family Literacy has had a mission to establish literacy as a value in every home in America. Their vision is to achieve 100% literacy in America. They work in the areas of advocacy, family literacy (over the past 25 years, the Foundation has sponsored 1,500 family literacy programs in 50 states), and mentoring.

The Foundation provides low-income families across the nation with scholarships to learn together. The Foundation also partners with a network of high-performing local family literacy programs that help both young children and their parents learn how to read and write.

The Foundation helps families understand: (1) the child's first school is the home, (2) the parent is the child's first teacher, and (3) the child's first subject is reading.

Their **Teen Trendsetters™** program (teens are mentors) reaches children in their first three grades in school. The Foundation distributes, free-of-charge, reading materials for new mothers.

Barksdale Reading Institute Oxford and Jackson, MS
<http://msreads.org>

The Barksdale Reading Institute works to improve the overall quality of public education in Mississippi through strategic literacy initiatives and the placement and support of highly-qualified school administrators. BRI was founded in 2000 by Jim and Sally Barksdale, who, after researching the state of education in America, became convinced that reading is the most fundamental skill that every child must master in order to become successful.

The Barksdales' \$100 million dollar donation established the Barksdale Reading Institute and funded the Mississippi Principal Corps, a program that trains and develops highly-effective school administrators throughout the state. The Barksdales' generosity has enabled us to partner with public schools, public universities and the state department of education to dramatically improve the quality of reading education in Mississippi's schools.

Reading is the most fundamental skill that students must master in order to be successful in all other subjects. We believe that any student – no matter his or her background – can succeed when given the right tools.

It's part of our Theory of Change, which states:

"In order to equip our children with the reading skills they need to be successful in college, their careers and in citizenship, we need strong, literacy-minded leadership in every public school and dedicated, creative, literacy-minded teachers in every classroom."

The Barksdale Reading Institute is designed to significantly improve Mississippi students' pre-literacy and reading skills through our seven-part mission:

- Improve literacy skills so students leave third grade reading fluently and comprehending at a third grade level.

- Implement diagnostically-driven, differentiated reading instruction in grades K- 3.
- Expand teachers' knowledge of reading instruction through professional development focused on BRI's Reading Universe program.
- Enhance the quality of early childhood education programs, including Head Start, in-school and private programs.
- Increase parental involvement in BRI's partner schools.
- Strengthen the role of the principal as the instructional leader in the schools where BRI is working.
- Develop and enhance pre-service teacher reading instruction at Mississippi's colleges and universities.

Beaverton Literacy Council Oregon

<http://www.beavertonliteracy.org/>

Beaverton Literacy Council provides low-cost ESL classes for adults.

Founded more than 40 years ago, Beaverton Literacy Council (BLC) is a community-based, all volunteer organization. Our volunteers, many of whom have been with BLC for many years, are trained to offer positive, encouraging tutoring experiences.

Mission: The Beaverton Literacy Council provides adult instruction in English literacy, English as a Second Language, and U.S. Citizenship.

Begin to Read Provo, UT

www.begintoread.com

They sell products designed to improve reading comprehension and writing for young children. They use phonics storybooks and writing lessons.

Bill and Melinda Gates Foundation Seattle, WA

www.gatesfoundation.org

The foundation works in four program areas/divisions: global development, global health, United States, and global policy and advocacy.

The United States division works to improve/reform United States K-12 education and support vulnerable children and families in Washington State. They award grants in all four areas, with emphasis on collaboration, innovation, risk-taking, and results.

Books Build Connections Toolkit (American Academy of Pediatrics) Elk Grove Village, IL

<https://littoolkit.aap.org/earlyliteraryresources/Pages/home.aspx>

This web site has information and downloadable resources covering early literacy and learning. You will find these topics:

- Early Literacy Resources
- Pediatric Professional Initiatives
- Reach Out and Read National Center
- Resources for Talking About Reading with Families With Low Literacy Levels
- Additional Public Resources

Boston Children's Museum

<http://www.bostonchildrensmuseum.org/exhibits-programs/programs/literacy>

Boston Children's Museum is a rich environment that helps children practice listening, speaking, reading and writing skills. Toddlers learn to repeat rhyming words as they sing along in *Music and Movement* class. Museum staff guide young poets as they create haiku in the *Japanese House*. Read-aloud interactive story times in *Countdown to Kindergarten* build familiarity with books and early reading skills.

KidStage performances help children develop listening skills and learn new vocabulary as they follow the narrative of folk tales such as the *Tale of the Three Little Pigs*, and see familiar characters such as Marc Brown's D.W. in *D.W. Counts Down to Kindergarten*. Children are often invited to join the actors on stage and show off their emerging public speaking skills. Writing skills begin long before children spell or compose. Shaping play dough, holding a paintbrush, and scribbling with chalk all help children develop muscles used to write.

Museum programs frequently offer families opportunities to write together and share their thoughts with other visitors, add their favorite tradition to our holiday traditions tree, or display a wish for the New Year. Older children can play more independently and create elaborate characters and stories through diverse Museum experiences such as designing a puppet in the *Art Studio* or taking a role alongside Museum staff running a pretend café. Opportunities for children to develop and practice early literacy skills can be found every day, throughout the Museum.

[Boys and Girls Clubs of America](http://www.bgca.org) National Office, Atlanta, GA
www.bgca.org

Here are several examples from various web sites pertaining to literacy education at BGCA clubs.

Boys and Girls Clubs of Greater Milwaukee (Wisconsin)

- Through a collaborative partnership with Milwaukee Public Schools, Boys & Girls Clubs aims to help improve the city's **high school graduation rate**. Within the safety of the Clubs and surrounded by positive role models, members receive academic support that both complements and builds upon school day curriculum.
- **SPARK Early Literacy Program:** Offered at 11 MPS school sites, SPARK Early Literacy Program helps boost the literacy skills of more than 750 K4 through 3rd grade students annually. SPARK Early Literacy tutors work with K5-3rd grade struggling readers, using a set lesson plan and program materials. SPARK Tutors are responsible for tutoring assigned students three times weekly and creating individualized lesson plans, following the set program format, for all students.

The SPARK Early Literacy Program is one of the few Boys & Girls Clubs programs that operates during the school day, so SPARK tutors are expected to have daytime availability, 3 days a week, between 8:00 am and 3:30 pm. Tutors must commit to 12-15 hours per week, depending on their AmeriCorps commitment. A recent evaluation of SPARK through an Investing in Innovations Grant showed a statistically significant and sizeable impact on its participants. The program operates during the school day in collaboration with the schools and classroom teachers. For K4 participants, SPARK tutors will come to the classrooms at specific times during

the school day. At the K5 through 3rd grade levels, one-on-one tutoring sessions and individual lessons are developed for each student. The program also includes family engagement so parents and guardians have the tools they need to help their children be successful. SPARK hosts two all-SPARK events per year and monthly family events at each site to celebrate student achievement.

- Daily, the Clubs offer **Power Hour** during the first hour after school. Members focus on homework or participate in differentiated educational activities and interventions.

Boys and Girls Clubs of Santa Ana (California)

- **Early Literacy:** The Club has partnered with Orange County United Way to bring a strategic program to our kids that will tackle the academic achievement gap and summer learning loss crisis that so many of our children face. The initiative provides age-appropriate reading materials, targeted literacy intervention for children in grades K-3 through cutting edge curriculum and engaging families in bi-weekly family literacy nights. We are proud to report that during our pilot of this program, over the course of summer 2014, 94.4% of Club members maintained or improved their Basic Phonics Skills and 87.5% maintained or improved their Reading Comprehension because of the early literacy program.* (*CRLP pre and post analysis of BGCSA Early Literacy program.)

Boys and Girls Clubs of Metro Atlanta (Georgia), John H. Harland Club

- Intel Computer Club, Graphic Design Club, Math and Science Tutoring
- Engineering Club facilitated by the National Society of Black Engineers
- FIREGRL Club (media literacy, health education, and technology training for girls)
- Music Production & Music Business Education Workshop
- Smart Girls Mother Daughter Covenant Supper & Sleep Over
- Career Week and Black Family Technology Week
- Girls In the Media (GIM): Health Education, Media Literacy and Technology Training for Girls)
- S.T.E.M. Lab
- Aero (Applied Engineering Response Organization) Atlanta University Center Student Engineering Group

Bridges4Kids Puerto Rico

<http://www.bridges4kids.org/states/pr.htm>

Here, you can find phone numbers for education resources and information, literacy resources, and parent training and information.

California Council for Adult Education Los Alamitos, CA

<http://www.ccaestate.org/>

The mission of the California Council for Adult Education is to take a leadership role in promoting adult education, providing professional development, and effecting change to best serve the needs and interests of adult education, the CCAE membership and the people of California.

Campaign for Grade Level Reading Washington, D.C.

<http://gradelevelreading.net/>

Our Goal: By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently at the end of third grade.

The Campaign is building a network of national and local civic leaders, policymakers, advocates, community organizations, and everyday people.

The Campaign is supported by a broad range of public, private, and nonprofit sector organizations, including the National Civic League, the National League of Cities, Generations United, United Way Worldwide, Target, City Year, the Corporation for National and Community Service, the U.S. Department of Education, and America's Promise Alliance.

At the state and local levels, the Campaign works with governors, mayors, school boards, superintendents, teachers, chambers of commerce, and many others.

Center for Adult English Acquisition Washington, D.C.

www.cal.org/caela/

CAELA was created to help states build their capacity to promote English language learning and academic achievement of adults learning English. One of their initiatives has been to build state capacity for improving the skills of teachers and administrators in adult ESL programs. CAELA is funded by the Office of Vocational and Adult Education, U.S. Department of Education.

Center for Non Profit Organizations Mercerville, NJ

<http://www.njnonprofits.org>

The Center for Non-Profits is New Jersey's state association of non-profits. For more than 30 years since our founding in 1982, the Center remains New Jersey's only umbrella organization for all charities in the state. Through advocacy, management assistance and cost-saving programs, the Center provides non-profits with knowledge, insights and tools so they can pursue their missions more effectively.

Centers for Disease Control and Prevention Atlanta, GA

<http://www.cdc.gov/healthliteracy/learn/index.html>

This link is for an online health literacy portal.

Centro Latino for Literacy (Centro Latino) Granada Hills, CA

<http://leamos.org/blog/index.php?entryid=10>

Founded in 1991, Centro Latino, a non-profit organization, Granada Hills, California, teaches non-literate Spanish speaking adults how to read and write. In 2004, Centro Latino developed its hallmark curriculum, *Leamos™*- a web-based course created from twelve years of classroom implementation. Our course has undergone formative and summative evaluations conducted by Dr. Concepción Valadez, UCLA School of Education and Information Studies.

Our Vision: That every non-literate Spanish speaker in the United States achieves functional literacy (basic reading, writing, computing, and technology for every day life).

Our Experience: As of March 31, 2015, we have taught literacy skills, including basic math, grammar, and financial literacy to 5,541 non-literate Spanish speaking adults, the majority in the Los Angeles area. Centro Latino offers the *Leamos* course in other cities through its Literacy Partner Network.

Chicago Literacy Alliance

<http://www.chicagoliteracyalliance.org>

In 2009, a small group of literacy nonprofits came together to discuss ways to share resources. Inspired by those first few meetings and the knowledge that collaboration is key to solving the literacy crisis, they formed the Chicago Literacy Alliance and began reaching out to like-minded groups across the city. Now, with an ever-growing slate of active member organizations and a regular schedule of meetings, meetups, and opportunities, the CLA is part of the city's literacy landscape, and remains passionately committed to fostering cooperation and collaboration for the cause.

Reading is the main focus area of CLA organizations. Other program foci include: creative writing, academic writing, literature, arts integration (theatre and literary arts), grant giving, teacher training, volunteer training, adult education, family or community literacy and English language learning. Collectively, CLA organizations provide **all** of the following programs and services:

- Early childhood and pre-kindergarten programs
- Programs for English Language Learners
- High school programs
- Parent and family programs
- Community programs
- Teacher training and professional development
- Book loan and donation programs
- Grant giving programs
- Adult education and literacy programs
- Training for volunteers and paraprofessionals

Children's Advocacy Project of Wilmington, The Wilmington, DE

<http://cap4kids.org/wilmington/>

The mission of The Children's Advocacy Project (CAP) is to help bridge the gap between the many quality social service agencies in the Wilmington area and the families that need their help the most. To bridge this gap, we aim to empower and to inform those that care for the children of Wilmington through this web site. The CAP will assist families, health care professionals, and social service providers by furnishing the tools necessary to connect families in need to the appropriate social service agencies that serve them.

There are numerous parent handouts and web links at this site.

Childrens Literacy Foundation *New Hampshire and Vermont*

<http://clifonline.org/>

The Children's Literacy Foundation is a nonprofit organization whose mission is to inspire a love of reading and writing among children up to age 12 throughout New Hampshire and Vermont. Since 1998, CLiF has served more than 180,000 low-income, at-risk, and rural children in 400 communities across every region of the Twin States. They also have a Children of Prison Inmates program.

City of Los Angeles

City of Los Angeles Program "OurCycle LA" (Excerpts – read entire story to see how numerous partners are involved)

[https://lamayor.org/mayor-garcetti-launches-%E2%80%99Courcycle-la%E2%80%9D-give-refurbished-city-computers-underserved-angelenos\](https://lamayor.org/mayor-garcetti-launches-%E2%80%99Courcycle-la%E2%80%9D-give-refurbished-city-computers-underserved-angelenos/)

February 2015

"OurCycle LA" is a City of Los Angeles program to refurbish City computers slated for replacement and give them to Angelenos in need. Computers not suitable for refurbishment will be recycled by a local e-waste social enterprise company committed to providing job training to previously incarcerated Angelenos who face barriers to employment.

With OurCycleLA, the City is repurposing those computers for the purposes of bridging the digital divide, enhancing workforce development, and promoting educational opportunity.

Los Angeles Public Library Adult Literacy Become a Volunteer

<http://www.lapl.org/adult-literacy/volunteer>

Tutors work in the Adult Literacy Program empowering another adult by teaching basic reading, writing and functional literacy skills. Volunteers receive 7 hours of instruction in tutoring techniques and at the conclusion of the training are certified as Laubach Literacy tutors. Tutors and students meet twice a week for 1 to 1-1/2 hours per meeting at a time and location convenient for both tutor and student. The Library requires a minimum commitment of six months.

Coalition on Adult Basic Education Syracuse, NY

<http://www.coabe.org/factsheets/>

COABE has developed a series of **fact sheets on the return on investing in adult basic skills**. We urge you to download and use these free fact sheets when advocating on the importance of adult education to policy makers and the press. At the above link, you can download the following fact sheets in PDF format.

- Fact Sheet
- Adult Basic Education Needs Factsheet
- Issues Factsheet
- WIOA (Workforce Innovation and Opportunity Act of 2014) Fact Sheet

Colorado Council International Reading Association

<http://www.ccira.org/home.html>

CCIRA is a professional organization of educators and community members dedicated to the promotion and advancement of literacy.

The purposes of the Colorado Council International Reading Association are:

- To promote the improvement of literacy instruction at all levels with diverse populations
- To encourage lifelong habits in literacy and an appreciation of the value of reading and writing
- To support local councils and individual members in promoting and advancing literacy
- To recognize and honor significant contributions to and achievements in literacy
- To be a respected and viable voice in literacy conversations and decisions in Colorado
- To advocate for policies and practices that support the best for all learners

Communities in School Arlington, VA

<https://www.communitiesinschools.org/>

We are dedicated to keeping kids in school and helping them succeed in life. Our unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. We partner with local businesses, social service agencies, health care providers and volunteers. Whether it's food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help. Their network is active in 25 states and the District of Columbia.

Connecticut Reading Association

<http://www.ctreading.org/>

The Connecticut Reading Association is an organization of literacy professionals throughout Connecticut. Membership is open to all classroom teachers, reading specialists, administrators, paraprofessionals, college and university students, and anyone interested in promoting literacy. We are the local affiliate of the International Literacy Association.

Our mission is to promote literacy for all by improving the quality of reading instruction through the study of current reading research methods and practices; to support and promote the local councils in their goals to promote literacy; to serve as a clearinghouse in disseminating reading information through conferences, newsletters, and speakers; and to encourage reading as a lifetime tool for success.

Correctional Education Association Laurel, MD

www.ceanational.org

This is the leading organization of its type in United States corrections. The Correctional Education Association (CEA) has recently announced a partnership with JPay that aims to significantly increase educational opportunities for incarcerated adults and juveniles and reduce recidivism in America's prisons. They plan to launch an open, digital education platform for use by educators, inmates and correctional staff. You may want to read excerpts from a RAND Corporation report, *"How Effective is Correctional Education, And Where Do We Go From Here."*

(www.rand.org/pubs/research_briefs/RB9728.html)

Council for Advancement of Adult Literacy

www.caalusa.org

Founded in 2001, The Council for Advancement of Adult Literacy (CAAL) is a national non-profit public charity dedicated to developing adult education, English as a Second Language, and workforce skills in America. CAAL operates a varied program of cutting-edge research, policy and issue analysis, symposia, planning, and leadership development activities. It strives to bring about change that will inform understanding, dialogue, and action – and that will help move individual Americans and the nation toward a better future. Its broad mission is to help advance adult education and literacy in the United States – to move adult literacy out of the shadows into the mainstream of American education, as required by the nation's 21st century needs. CAAL operates on a nonpartisan basis and free of vested interests. CAAL aims to promote understanding, effective policy and resource development, stronger and better funded programs, adult access to services, effective communications, and fresh thinking and analysis.

Digital Promise Washington, DC

<http://www.digitalpromise.org>

Digital Promise was created with the mission to accelerate innovation in education to improve opportunities to learn.

American education has pockets of excellence that outshine the best of the best around the world. All across the country, students are designing, coding, composing, animating, and publishing. They are experimenting and solving problems of water and energy, creating community guides and gardens, and connecting across cultural and national borders through virtual exchanges. All across the country, innovative education leaders and classroom teachers are engaging, motivating, and nurturing students to develop mindsets for lifelong learning.

And yet, huge gaps exist between learning outcomes, graduation rates, and college readiness of students based on race, class, and where they live. Gaps exist between high-performing and under-performing schools based on differences in access to funding and resources, community commitment, and the willingness of school leaders to innovate. Gaps exist between the abilities of adults to be productive in a rapidly changing global economy and good citizens in a democracy based on the quality of their experiences in school.

Our vision is that all people at every stage of their lives have access to learning experiences that help them acquire the knowledge and skills they need to thrive and continuously learn in an ever-changing world.

Dollar General's Literacy Foundation Goodlettsville, TN

www.dgliteracy.org

The Dollar General Literacy Foundation supports initiatives that help others improve their lives through literacy and education. Dollar General believes learning to read, receiving your GED®, or learning the English language is an investment that opens doorways for personal, professional, and economic growth. Since 1993, Dollar General's Literacy Foundation has awarded more than \$92 million in grants to nonprofit organizations and schools that have helped more than 5.4 million individuals learn to read, prepare for the high school equivalency test, or learn the English language. They provide grants in different areas, including adult literacy grants, family literacy grants, summer reading grants, and youth literacy grants.

[Dolly Parton's Imagination Library](#) ^{TN}

www.imaginationlibrary.com

Starting in 1995 to benefit the children of her home county in East Tennessee, USA, this early childhood literacy program now serves preschool children and their families by providing them a gift of a specially selected book each month. Age-appropriate books are sent directly to the home. They have mailed over 80 million books to children in the United States, Canada, and United Kingdom. Currently, over 1600 local communities provide the Imagination Library to over 1,000,000 children each and every month.

[Family Literacy Plus](#) (a program of the Jr. League of Phoenix, Arizona)

https://www.jlp.org/?nd=p_family_literacy_plus

Family literacy encompasses a unique educational approach that includes four separate but integrated components.

- (1) Parents receive adult education, often focusing on improving job skills or English language skills.
- (2) Children receive individualized education that is appropriate for their age and developmental level.
- (3) Parents take part in classes that help them understand their children's literacy development in order to learn ways to support that development at home.
- (4) One of the most unique elements of a family literacy program is Parent and Child Together (PACT) time, a regularly scheduled session when parents and children play and learn together through interactive literacy activities.

Family Literacy Plus also provides quarterly family literacy nights.

[First Book](#) ^{Washington, D.C.}

www.firstbook.org

First Book is a non-profit organization that connects book publishers and community organizations to provide access to new books for children in need. You can get free and low-cost resources.

First Things First Phoenix, Arizona

<https://www.firstthingsfirst.org/>

First Things First is committed to supporting the healthy development and learning of Arizona's young children from birth to age 5. The early childhood years are when the brain grows and develops the most. In fact, 90% of a child's brain develops by age 5, before they start kindergarten. And scientific research has shown that a child's experiences in their early years affect how their brain develops.

First Things First has Regional Partnership Councils throughout the state, that represent Arizona's diverse communities – urban, rural, and tribal.

Georgia Adult Literacy Advocates (GALA)

<http://www.gaadultlitadvocates.org/>

Our Mission ... increase awareness, support, and funding for adult literacy needs and efforts in Georgia.

Our Vision ... a literate Georgia with accessible learning opportunities for all adults.

Georgia Alliance for Health Literacy

www.GAHealthLiteracy.org

The Georgia Alliance for Health Literacy (GAHL) is a nonprofit, volunteer coalition representing educators, researchers, government officials, health care providers, health care payers, patients and consumers. GAHL members raise awareness about health literacy skills, offer health literacy resources, and foster better communication for a healthy Georgia and a robust health care industry. GAHL is addressing Georgia's health literacy deficiencies with a new campaign entitled "Good Questions for Good Health," an engaging patient-focused program that encourages Georgians to prepare for medical appointments by listing questions to ask doctors and other health professionals.

"When people ask their doctors and caregivers 'Good Questions for Good Health,' they are taking charge of their own health," says Don Rubin, chair of the Georgia Alliance for Health Literacy. "This October, we want to recognize patients, providers and health organizations throughout Georgia who are encouraging conversations that advance health literacy in their communities."

While many health experts and federal organizations agree there is a clear need for better communication and understanding among health providers and patients, accomplishing this task in the already complex world of health care will require collaboration from both patients that are more engaged in their health care needs and providers that embrace the power of an informed patient.

Georgia Department of Early Care and Learning (State of Georgia)

<http://dec.al.ga.gov/bfts/enrollinginprek.aspx>

Here, you can find comprehensive information for enrolling in Georgia's Pre-K Programs.

Georgia's Pre-K Program is a state lottery funded educational program for all age eligible four-year-old children in Georgia. The purpose of Georgia's Pre-K Program is to prepare children for success in Kindergarten and later school years.

Pre-K programs usually operate on the regular school system calendar for the length of a typical school day. Programs may be offered at local public schools or through private providers of preschool services.

Georgia, State of

Youth Literacy

<http://dph.georgia.gov/youth-literacy>

The Early Literacy Initiative

<http://gosa.georgia.gov/early-literacy-initiative>

Department of Education, Literacy and Striving Readers Grant

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Literacy-Reading.aspx>

Georgia Early Education Alliance for Ready Students (GEEARS)

<http://geears.org/>

GEEARS: The Georgia Early Education Alliance for Ready Students and the Committee for Economic Development (www.ced.org) have partnered on a **business toolkit** for child care to highlight ways through which the business community can:

- expand the availability of child care,
- promote ways to make child care more affordable, and
- promote child-friendly workplace policies to help families better balance the stress between work and family.

GEEARS: The Georgia Early Education Alliance for Ready Students is a nonpartisan, nonprofit organization operating to inspire and provide leadership for a statewide movement on quality early learning and healthy development for all children ages birth through five.

GEEARS' vision is, by 2020, all students will enter kindergarten prepared to succeed and on a path to read to learn by third grade.

Georgia State University – Adult Literacy Research Center

<http://education.gsu.edu/research/research-centers/adult-literacy-research-center/alrc-home/>

Adult literacy difficulties are pervasive and require a multi-pronged approach to addressing low adult literacy skills in our country.

Mission: Our mission is to link theory and practice through inter-disciplinary research, professional development, and community partnerships to understand the challenges and opportunities for adults with low literacy skills.

Research Focus: Our research focus is broad and includes both programmatic interventions and more general areas of adult literacy.

Programs:

- Adult Basic Education – for adult students who are not enrolled in school and who want to improve their basic skills in reading, writing, math, listening, and speaking.
- English As A Second Language (ESL) – for adult learners whose native language is not English to increase proficiency in reading, writing, speaking and listening.

- General Equivalence Diploma (GED®) – for adult students who wish to receive a credential equivalent to a high school diploma.
- Remedial Post-Secondary Education – for adults at the college level who take non-credit bearing courses to improve math, reading, and writing skills.

Other Areas of Adult Literacy

- Digital Literacy – the ability to use digital tools to access, identify, and integrate information.
- Family Literacy – the opportunity for parents and children to learn together to improve intergenerational literacy.
- Financial Literacy – the ability to use knowledge and skills to manage financial resources effectively.
- Health Literacy – the ability to obtain, process, and understand basic health information and services.
- Workforce and Workplace Literacy – the ability to possess the reading, writing, math, and communication skills needed on the job.

[Get Georgia Reading \(Georgia Family Connection Partnership\)](http://www.getgeorgiareading.org/)

<http://www.getgeorgiareading.org/>

The **Get Georgia Reading Campaign** is an unprecedented, population-focused collaboration of more than 100 public and private partners. These partners are working together to ensure that all children in Georgia learn to read proficiently by the end of third grade so they can read to learn throughout school and life.

The Get Georgia Reading Campaign is a platform for connecting people, agencies, organizations, sectors, disciplines, communities, and regions across Georgia around a common agenda supporting the **shared expectation that All Children in Georgia Will Be On A Path To 3rd Grade Reading Proficiency by 2020.**

The campaign has four pillars:

- **Language Nutrition**: All children receive abundant, language-rich, adult-child interactions, which are as critical for brain development as healthy food is for physical growth.
- **Access**: All children and their families have access to, and supportive services for, healthy physical and social emotional development and success in high-quality early childhood and elementary education.
- **Learning Climate**: All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, academic achievement and, ultimately, student success.

- **Teacher Preparation:** All teachers of children ages 0 to 8 are equipped with evidence-informed skills, knowledge and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.
- **Free Texts** <http://www.getgeorgiareading.org/gaready4k>

**Available in
English and
Spanish**

FREE TEXTING PROGRAM

Parents of 4 and 5 year-olds – for Pre K and Kindergarten

You can receive tips, facts, and resources on your mobile phone.

Instructions: Text GAREADY4K to 313131

Thanks to a collaboration between the Georgia Department of Education and Stanford University, Georgia parents of pre-kindergarteners and kindergarteners have access to a FREE texting program to help prepare 4- and 5-year-olds for kindergarten.

[Goodling Institute for Research in Family Literacy](http://ed.psu.edu/goodling-institute) University Park, PA
<http://ed.psu.edu/goodling-institute>

Mission: The Goodling Institute provides national leadership that promotes the value of family literacy and supports program improvement through research and its application to practice and professional development.

[Hawaii Literacy](http://www.hawaiiliteracy.org/)
<http://www.hawaiiliteracy.org/>

Hawaii Literacy's five programs focus on those with the lowest literacy skills and help disadvantaged children prepare for and succeed in school, give adults a second chance to learn to read and write, and train hundreds of literacy volunteers to teach in our communities. We provide books, mentors, literacy promotion, and the skills needed to break cycles of poverty and under-education.

Health Literacy Month (October)

<http://www.healthliteracymonth.org/>

In honor of Health Literacy Month each October, health advocates around the nation join forces to promote the importance of citizens fully understanding the nuances of their health care needs.

Hyatt Hotels Corporation “Ready to Thrive” Global Literacy and Career

Readiness Chicago, IL

<http://www.hotelinteractive.com/article.aspx?articleID=29595>

<http://thrive.hyatt.com/en/thrive.html>

Launched in 2013, “Ready to Thrive” focuses on literacy, workforce readiness, and career development. First year investments will include support for global literacy initiatives, as well as training programs in Brazil, a strategic location for Hyatt with the anticipated opening of Grand Hyatt Rio de Janeiro in 2015. According to the company’s CEO, “our focus on literacy and career development goes beyond charitable giving . . . we know that a solid education is essential for economic growth, job creation, and income generation, all of which are critical to creating thriving communities and to the success of our business.”

Idaho Adult Basic Education (Idaho State Department of Education)

<http://literacynet.org/idaho/home.html>

Adult Basic Education (ABE) in Idaho exists to provide adults with the basic skills necessary for functioning more effectively in society.

- To obtain the reading, writing, and arithmetic skills needed to get a job.
- To meet entrance requirements for vocational training courses.
- To study in preparation for the GED or high school equivalency.
- To learn to help children with their school work.
- To become wiser consumers and better citizens

Illinois Literacy Foundation, The

<http://theillinoisliteracyfoundation.org/>

Our mission is to enhance literacy awareness and support literacy programs throughout the State of Illinois by partnering with corporate and private sectors. Nearly four million adults in Illinois have limited skills in reading, writing, math or English proficiency. It's because of that we are committed to ensuring that all Illinois citizens have access to quality literacy resources.

India Literacy Project (ILP)

<http://www.ilpnet.org/>

ILP supports education and literacy projects predominantly in the rural and remote areas across various states of India. Our philosophy is to work with people of all age-groups and to empower the local communities.

India Literacy Project (ILP) was founded in 1990 in the USA by a group of Non-Resident Indians. With its mission to be 'A Catalyst for 100% literacy in India', ILP is a developmental support organization that works in partnership with local Non-Governmental Organizations (NGOs) and networks in India to play the role of a catalyst for literacy. ILP's main role is to enable and support the implementing partner (NGO) in its processes of strengthening the community, to identify and address the gaps in the delivery of education services, and to bring about systemic changes through advocacy.

Our Vision: To be a catalyst for 100% literacy in India.

Our Mission: To empower every individual we serve with functional literacy and an understanding of their basic rights and responsibilities.

Since its inception, ILP has supported nearly 100 projects across 17 different states of India. We are working in over 1200 villages benefitting around 300,000 people.

Indiana Literacy Association

<http://www.indianaliteracy.org/>

The Indiana Literacy Association (ILA) is a non-profit organization established in 2005 to improve access to literacy and basic skills education. The ILA provides professional development and networking opportunities for literacy volunteers and organizations that serve adult and family literacy clients in Indiana.

Indy Reads Indianapolis, IN

<http://www.indyreads.org/>

Indy Reads is a not-for-profit organization that relies on volunteers to provide basic literacy tutoring to illiterate and semi-literate adults. Our mission is to promote and improve the literacy of adults and families in Central Indiana.

We believe that everyone should have an opportunity to learn to read, and our goal is to make Indianapolis 100% literate. Our programs include one-on-one tutoring, small group sessions, English Language Learner instruction, and “Literacy Labs” at neighborhood centers.

Institute for the Student of Adult Literacy University Park, PA

<http://ed.psu.edu/isal>

Penn State's College of Education established the Institute for the Study of Adult Literacy (ISAL) in 1985 as a vehicle for using the resources of a major land grant institution to address issues related to adult literacy. Through the years, ISAL has focused on adults, children, and families facing literacy challenges. ISAL's work has included:

- Coalition building
- Family Literacy
- Instructional technology
- Workforce evaluation
- Health literacy
- Literacy Corps and American Reads
- Career Pathways

International Literacy Day - **September 8** This is a good day to honor !

www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/literacy-day/

International Reading Association Newark, DE

<http://literacyworldwide.org/>

For the past 60 years, they have provided teachers and leaders with the resources and expertise to support and inspire their students and each other. We have set the standards and agendas for literacy instruction and evaluation, and we have advocated for the cause of literacy before leaders at all levels. We have built a global community of literacy practitioners that spreads this transformation across 75 countries.

Iowa Library Services / State Library

<http://www.statelibraryofiowa.org/ld/t-z/youthservices/early-child-lit/earlyliteracyinlibraries/involvement>

Iowa's 544 public libraries are an integral part of early childhood learning. For many Iowa children, their local public library provides their first experiences with books, reading and literature. Both Iowa Library Services and Iowa's public libraries have been deeply involved for years in early childhood learning.

Here are several examples from this web site.

- In 2013 and 2014, Iowa Library Services provided continuing education for public librarians in delivering early literacy services to young children and their parents/caregivers. They had full-day workshops delivered in each of Iowa's library districts; in 2013, the focus was on the needs of children aged birth to three; and in 2014 on the needs of children aged 3-5. This curriculum included strategies for librarians to use with 0-5 year-olds in developing "ready to read" skills in reading, language and writing development. In addition, an all-day post-conference was offered at the 2015 Kids First Conference.
- Each year, Iowa Library Services provides the Collaborative Summer Library Program theme, curriculum, resource materials and training for public library staff for their summer library programs. More than 500 public libraries attend the training sessions and offer a summer library program each year. These programs are intended for children and teens, aged 0-18.
- Iowa Library Services has been a stakeholder and regular participant since the beginning of Early Childhood Iowa, a group of committed advocates dedicated to developing a comprehensive system of programs and services for Iowa's children ages zero to five.

Jacksonville Public Library Jacksonville, FL
<http://jpl.coj.net/linkuptoliteracy/resources.html>

Public libraries support our youngest children and their caregivers. Here are the ten ways libraries provide learning opportunities **for the birth to 5 year age group**:

Age-specific library storytimes:

1. Introduce the six pre-literacy skills in a casual setting to support a joy of reading and learning.
2. Provide social opportunities that support emotional health and an opportunity to practice these developing skills in a non-threatening environment.
3. Actively involve parents and caregivers in their child's learning and education before the start of formal schooling.
4. Focus on the child and caregiver working together to achieve learning success.
5. Demonstrate a variety of books, songs, and interactive games that promote literacy in the library setting and at home.

Library locations:

1. Offer resources to state and community agencies that benefit the entire family.
2. Integrate music, science, math, and art into literacy and early learning programs.
3. Demonstrate age- and developmentally-appropriate ways to accomplish literacy milestones.
4. Provide outreach storytime opportunities to bring books and materials into the home or childcare center.
5. **FREE for all members of the community!**

Kansas Health Literacy Council
<http://kshealthlit.blogspot.com/>

The Kansas Health Literacy Council is a group of organizations dedicated to coordinating health literacy initiatives throughout Kansas; linking Kansas to state and national resources on health literacy including funding opportunities; and advising practitioners on best practices related to building health literacy among key population groups.

Kentucky Reading Association

<http://kyreading.org/>

The Kentucky Reading Association is a professional organization of educators and individuals actively engaged in the development of literacy throughout the Commonwealth. We are committed to encouraging lifelong reading for pleasure and learning, providing information related to literacy, increasing opportunities for professional growth, and promoting research-based instructional practices.

LINCS – Literacy Information and Communication System Washington, D.C.

www.lincs.ed.gov

This is a professional learning community for adult educators that provides access to resources, professional development, and a connected network of practitioners. There is a lot here, including literacy fact sheets for early childhood and young children. LINCS is funded by U.S. Department of Education.

Improving Literacy

Report #1 – *draft*

Bibliographic source of information regarding literacy and learning
Henry E. Liebling hliebling@morevirtual.com

Literacy Action Atlanta, GA

<http://literacyaction.org>

Founded in a church basement, Literacy Action is now the oldest, largest, and leading adult basic education nonprofit in the Southeastern United States.

Vision: To set the standard of excellence in the field of adult basic education and to ultimately eradicate low literacy, a root cause of poverty, in the Atlanta area.

Mission: To build better futures for undereducated adults by teaching literacy, life and work skills that empower them to reach their highest potential.

Programs include:

Adult Basic Education	Over 175 classes are offered to adults in three 15-week semesters at our main offices in downtown Atlanta and downtown Decatur. Students can enroll in various levels of reading and writing, mathematics, computer training, and GED® preparatory classes.
English as Second Language	Three levels of English and conversation classes in DeKalb County Public Libraries are available to adult learners from a variety of backgrounds. We also provide programming for refugee-serving organizations and local housing authorities.
Workplace Literacy	Building career ladders for low-income workers promotes employment stability, advancement, and allows individuals to earn a better wage. We work with employers on site as well as at Literacy Action's campuses to advance employees towards that next pay raise.
Workforce Literacy	There is a serious need for literacy among the unemployed. Increasing basic literacy and numeracy skills helps people gain entry to job-training programs. We team up with The Center for Working Families and Westside Works to help residents obtain work.
Family Literacy	Building up the parent on basic academic skills, English, and/or parenting skills are all key components of a parental engagement strategy. We work with the Boys & Girls Clubs of Metro Atlanta and school districts teaching classes and educating parents.
Citizenship	We offer a citizenship preparation education program to help permanent residents – representing over 70 nationalities – achieve their goal of U.S. Citizenship. It is a privilege to help create dozens of new citizens each year.
Research	Contributing to the field of adult literacy is a core value of Literacy Action. Georgia State University, the University of Memphis, the University of Toronto, Kennesaw State University, and Emory University have all had researchers conduct studies at Literacy Action. Two Ph.D. dissertations have been written on Literacy Action's programming.

Literacy Action Network St. Paul, MN

<http://literacyactionnetwork.org/>

Literacy Action Network is a statewide professional membership organization whose mission is to develop, improve, and expand adult literacy services by coordinating public policy advocacy, fostering statewide collaboration, facilitating professional development, and supporting quality Adult Basic Education (ABE).

Literacy Alliance of Metro Atlanta (LAMA)

<http://www.literacyallianceatlanta.org/>

LAMA is a practical and innovative coalition including leaders from literacy and human service providers, educational and academic organizations, and the business community seeking to achieve 100% literacy among metro Atlanta's adults and families.

Literacy Bridge Seattle, WA

www.literacybridge.com

This private company has a "talking books" program to improve the health and income of some of the world's most impoverished people. The program incorporates the use of an audio touch-pad computer that provides on-demand access to life-changing and life-saving information for people without literacy skills or access to electricity.

Literacy Council of Buncombe County North Carolina

<http://litcouncil.com/>

Mission: To increase comprehensive literacy and English language skills through specialized instruction by trained tutors and access to literacy resources.

Vision: A community in which literacy is highly valued and achievable for all.

Our Promise: The Literacy Council of Buncombe County will provide ongoing, hands-on, and accessible tutoring for its students and the resources and training needed for its volunteers. Our donors will witness the positive impact for both the individual and the community at large.

Literacy Council of Northern Virginia

<http://www.lcnv.org/>

The Literacy Council of Northern Virginia (LCNV) serves nearly 1,500 beginning-level English language and literacy adult learners. LCNV's programs provide general English language instruction, targeted literacy skill development, and language for career-specific pathways through classroom, small group and tutorial instruction.

Literacy Council of Southwest Louisiana

<http://www.literacyswla.org>

The Literacy Council provides programs for adults, children and families. Programs for adults include adult basic education, HiSET® preparation, computer literacy, English as a second language, and workplace skills development. Programs for children include tutoring at partner sites, tutoring for middle and high school students at the Central School, and summer programs. Family programs include partnerships to support Early Literacy Foundations, Prime Time Family Reading Time®, Reach Out & Read and Reading is Fundamental.

Literacy For All Fund Atlanta, GA

<http://www.literacyforallfund.org>

Literacy For All is a community literacy fund and advocacy campaign dedicated to connecting results-focused literacy organizations to each other and the donor community.

We believe that literacy is not simply a personal problem, but a larger, multi-generational community issue with interconnected implications to business, government, education, culture, and family life everywhere in Georgia.

Literacy for Military Families

Here are two links.

United Through Reading

www.unitedthroughreading.org

Military Child Education Coalition ... for the sake of the child

<http://www.militarychild.org/parents-and-students/programs/>

Literacy, Inc. New York, NY

<http://lincnyc.org/>

Mission: Literacy Inc. builds neighborhood networks that support young readers by working with schools, libraries, and community partners. Our community-based strategy targets families in high-need, high-potential neighborhoods across New York City.

Throughout New York City's five boroughs, our programs connect school, home, and community and ensure that books are available and that children have access to reading and reading support. It has been proven that children who read more have a higher level of achievement.

Today, LINC's Programs can be found in 33 Schools, 16 Public Libraries, and 39 Community Partners with a total participation of 15,000 children and 4,000 parents.

Literacy Instruction for Texas (LIFT)

<http://lift-texas.org/>

1961, in response to their concern over the illiteracy rate among adults in the Dallas area, the National Council of Jewish Women (NCJW), Greater Dallas Section, founded LIFT. The goal was to create and support an organization that would offer free and easily accessible classes so that functionally illiterate adults could learn to read and write English.

Since 1961, over 45,000 low-literate adults have learned to read at LIFT. Today, we continue to grow the number, enhance lives, and strengthen communities by teaching adults to read.

LIFT serves over 5,000 learners with the help of over 330 volunteers.

Literacy KC Kansas City, MO

<http://literacykc.org/>

Our Mission: To advance literacy within the Kansas City region through direct services, advocacy, and collaboration.

Our Vision: Literacy for all.

Literacy KC offers adults a welcoming community to improve their literacy skills, enhancing quality of life for them and their families. With support from volunteers, donors, partners, and the community at large, Literacy KC invests in Kansas City's greatest asset – our people.

Each term, tutors, volunteers, and instructors build a collaborative learning environment where adult students expand their reading, writing, math, and digital skills. With each term, a new group of students inspires a legacy of education that results in a more positive and productive community.

Literacy KC has a Family Reading Program; it teaches the parent and reaches the child. This program allows parents to learn not only to read for themselves, but also how to be the first and best teacher in their child's life.

***"When you can't read, you are very
ashamed of who you are.***

***When you don't know something, you
are put in a box.***

***Once you've learned, no one can put
you in a box ever again."***

Written by a literacy student, Literacy KC

Literacy Network of Greater Cincinnati

<http://www.lngc.org/>

We are a nonprofit organization that serves as the contact center for literacy programs in the tri-state area. Our service area includes eight counties that works with more than 60 literacy programs. We also work with a coalition of more than 100 provider agencies and more than 30 schools to improve lives throughout the region.

Our Mission: The Literacy Network of Greater Cincinnati champions the development of literacy in the individual, the family, the workplace, the school, and the community by raising awareness, improving access, and serving as a catalyst for literacy efforts.

[Literacy New Jersey](https://literacynj.org)

<https://literacynj.org>

Literacy New Jersey exists so all adults have the opportunity to read, write, and communicate effectively. We do this by training volunteer tutors to help adult learners and by supporting a network of literacy programs.

Literacy New Jersey provides free instruction to adults who need help with reading, writing, math and speaking English. Trained volunteer tutors work with adults one-to-one or in small groups to help them improve their language and literacy skills so they can reach their life goals. Literacy NJ:

- Offers free adult literacy services in eight counties: Burlington, Gloucester, Mercer, Middlesex, Ocean, Sussex, Union, and (west) Hudson.
- Provides comprehensive training to prepare community volunteers to tutor adults.
- Provides professional development, technical assistance, training and other support services to 14 affiliate member programs.
- Develops and disseminates instructional materials and training on key topics in adult literacy.
- Advocates on behalf of a statewide network of programs for increased funding and increased visibility for the need for adult literacy services.

[Literacy New York, Buffalo, Cheektowaga, Niagara](http://www.literacybuffalo.org/) New York - LNYBN

<http://www.literacybuffalo.org/>

LNYBN is the region's sole provider of free, one-on-one adult literacy services serving Erie and Niagara Counties. We serve individuals looking to improve their reading skills and the growing population of recently relocated refugees and immigrants in the area who may not speak or read English. Our programs address the various social, economic, and educational issues of our clients. We strive to break the crippling cycle of intergenerational illiteracy and poverty in Western New York, in an effort to combat social ills, improve the local economy and achieve higher education objectives. Simply put, LNYBN changes lives, word by word.

Our Mission: To open pathways to expanded opportunities for adult learners and school children by enhancing their literacy skills and nurturing their well-being.

Our Vision: To be an integral partner in the revitalization of our community.

Literacy Partners New York City

<http://literacypartners.org>

Vision: We envision a future in which every parent has the tools to create success for themselves and a better future for their children. Children grow up in families with access to the resources and support they need to thrive.

Mission: Literacy Partners strengthens families through a two-generation approach to education. With our free classes, low-income parents in New York City develop the literacy and language skills they need to succeed in today's world. Our research-based curriculum also incorporates child development and parenting support to help parents boost their children's early reading, school readiness, and social-emotional growth.

Literacy Program Unlocking New Hope for Native American Children

http://www.huffingtonpost.com/anne-goddard/literacy-program-unlockin_b_6532174.html

Article about literacy programs for Native American children.

Literacy Programs around Simi Valley, California

<https://mycareertools.com/simi-valley-ca/>

Listed on this page are all GED® prep classes in and around **Simi Valley** where you will get properly prepared to sit for the GED® exam successfully.

Literacy Volunteers of Rochester, Inc. NY

<http://literacyrochester.org/>

Literacy Volunteers of Rochester, Inc. (LVR) is Rochester's community leader in the cause of literacy. We provide tutoring and classroom instruction in reading, English language and math. We understand the Digital Divide and advance digital literacy in Monroe County. And, we advocate for public policy changes that improve literacy in the community and across the nation. Their programs and services include:

- One-to-One Tutoring
- Small Group Instruction
- Digital Literacy
- Family Literacy
- Training

Literacy Works, Inc. Baltimore, MD

<http://literacyworksinc.com/>

Literacy Works, Inc., is a non-profit organization whose mission is to improve adult and family literacy.

Maine Department of Education

<http://www.maine.gov/doe/literacy-for-me/resources.html>

A useful site that contains literacy brochures and informational videos.

These resources describe literacy development at different points in time along the birth to adult continuum. The videos are three minutes each.

Michigan Reading Association

<https://www.michiganreading.org/>

Their slogan is: "Empowering all Michigan Students and Educators through Literacy."

Montana State Reading Council

<http://www.montanareads.org/>

Montana State Reading Council was organized in 1951 to stimulate and coordinate statewide activities for the improvement of literacy at all levels. Montana State Reading Council's purpose is to:

- encourage the organization and support of local reading councils and special interest councils in their efforts to promote literacy,
- sponsor conferences and meeting designed to promote the improvement of reading and literacy,
- serve, with the Office of Public Instruction, as a clearinghouse for information relating to the improvement of the quality of reading and literacy instruction and materials at all levels,
- coordinate activities and functions with other professional organizations that share the goal of literacy,
- cooperate with the International Reading Association,
- assume leadership in Montana literacy issues.

Nashville Adult Literacy Council

<http://nashvilleliteracy.org/>

They offer free tutoring for adults in reading, writing, and English.

National Assessment of Adult Literacy Washington, DC

<http://nces.ed.gov/NAAL/index.asp>

The 2003 National Assessment of Adult Literacy is a nationally representative assessment of English literacy among American adults age 16 and older.

Sponsored by the National Center for Education Statistics (NCES), NAAL is the nation's most comprehensive measure of adult literacy since the 1992 National Adult Literacy Survey (NALS).

The web site provides a lot of information, including (a) three types of literacy, (b) fact sheets, (c) health literacy, (d) state assessment of adult literacy, and more.

National Center for Families Learning Louisville, KY

<http://familieslearning.org>

Mission: To address our nation's literacy challenges by engaging all family members in learning, with a primary focus on parents and children living in poverty." Literacy is at the root of a person's ability to succeed, and the family is at the heart.

We are the National Center for Families Learning, formerly known as National Center for Family Literacy, and since 1989 we have helped more than one million families make educational and economic progress by pioneering - and continuously improving - family literacy programs. Our emphasis is on family literacy for a simple reason - study after study shows that family, home, and community are the true drivers of a child's education.

Consider these truths:

- Children's reading scores improve dramatically when their parents are involved in helping them learn to read.
- Low family income and a mother's lack of education are the two biggest risk factors that hamper a child's early learning and development.

Literacy is essential to success in today's economy, now more than ever. The family literacy approach harnesses the strength of parent-child bonds to help those who are most at risk of failing economically, emotionally, and socially.

Family literacy ensures the cycle of learning and progress passes from generation to generation.

National Latino Education Institute Chicago, IL

<http://www.nlei.org/>

National Latino Education Institute exists to enhance the quality of life for Latinos through educational, vocational, and employment services, and through advocacy, thus enabling the achievement of economic independence. They offer programs in:

- Adult Basic Education and Adult Secondary Education and ESL
- Digital Literacy
- Bridge to Success
- Economic Empowerment

National Literacy Directory

www.nationalliteracydirectory.org

This link helps individuals find a literacy or GED® Certification program. Just type in a zip code or city, state or make a phone call (1-877-38YOURGED). The web site also gives you a chance to find volunteer opportunities. The web site is sponsored by ProLiteracy, Dollar General Literacy Foundation, and National Center for Families Learning.

National Literacy Trust United Kingdom

<http://www.literacytrust.org.uk/>

In 2014/15 we launched new National Literacy Trust Hubs in Peterborough and Bradford. Here and in Middlesbrough we lead approaches to literacy which use all the community's assets to address the issues of literacy skills which we know to be key to other economic and social outcomes.

We helped more teachers and schools than ever before teach literacy, focusing on schools where there are high levels of poverty and low levels of literacy attainment.

Our National Literacy Trust Network saw a growth of 13% in school members, we launched a new training offer and strengthened our programme supporting reading for enjoyment in schools. Our early years programme had significant impact on children's early language development and we launched new cultural and secondary school programmes.

We published important new research into young people's reading and writing and early years literacy, and our Books about Town campaign raised awareness of the importance of reading for enjoyment not just in London and throughout the UK, but also globally.

We convened the National Literacy Forum which brought together 19 charities and published a Vision for Literacy which was supported by all three main political parties. We also played a key part in the Read On, Get On campaign launch in September 2014.

The ***Vision for Literacy Business Pledge*** is an exciting project that we are leading, with the support of KPMG, through the National Literacy Forum to galvanise the business community behind the literacy challenge. It builds on the [Vision for Literacy](#), a policy document released in October 2014 with cross-party commitment to tackle the UK's literacy crisis.

Businesses from a range of sectors, and of various sizes, have signed up to the pledge to highlight their commitment to tackling the literacy challenge through practical action that will deliver tangible benefits to the local community, and society as a whole. Business signatories recognise that low literacy undermines the UK's economic competitiveness and sustainability and creates obstacles to a fairer society. They also recognise that they are part of the solution to this problem.

Nebraska State Reading Association

<http://www.nereads.org/>

Mission: The mission of the Nebraska State Reading Association (NSRA) is to lead in the promotion of literacy in the state of Nebraska through collaboration, advocacy and professional development.

Vision: NSRA will become a highly visible, professional literacy organization with an engaged, diverse membership. The organization seeks to make a difference in the lives of Nebraskans; children, youth and adults, both directly and indirectly. Our priorities are: involvement with other professional organizations, growing as advocates, educators and leaders in the cause of literacy and celebrating successes.

New Mexico Coalition for Literacy

<http://newmexicoliteracy.org/>

The New Mexico Coalition for Literacy (NMCL) was founded in 1987 by First Lady Katherine Carruthers in response to the public's concern about the high illiteracy rate among adults in New Mexico. For twenty-five years, the NMCL has provided funding, training, and technical assistance to local adult literacy programs statewide. These local programs, in turn, provide literacy instruction to adults who want to improve their literacy skills.

North Carolina Health Literacy Council

<http://www.readingconnections.org/nchealthliteracy/>

The NCHLC is dedicated to promoting health literacy through a program of awareness, professional education, collaboration and best practice dissemination. We believe health literacy is one of our state's top priorities to meet the difficult goal of improving North Carolina's health.

The NCHLC was founded with the principles of community collaboration in mind. We believe the best solutions to community challenges are found by combining known best practices with the creative passion of community advocates.

Northern Nevada Literacy Council

<http://nnlc.org>

The Northern Nevada Literacy Council (NNLC) was founded in 1978 and incorporated in 1983. We are a 501 (c) 3 community-based non-profit organization dedicated to helping adults learners complete and achieve further goals in education. NNLC provides free classes to adults who want to complete their Certificate of High School Equivalency (HSE, formerly known as the GED®), as well as free English as a Second Language (ESL) classes, and free Citizenship classes to foreign-born adults.

Oklahoma City Metro Literacy Coalition

<https://okcliteracycoalition.org/>

Our Vision: Metropolitan Oklahoma City is a fully literate community.

Our Mission: To lead a collaboration of literacy providers and supporters to strengthen services and present a united voice for literacy in Metropolitan Oklahoma City

Our Goals:

- To ensure that anyone who wants literacy services can access them.
- To ensure that literacy providers have the resources needed to provide the best possible services to learners.
- To bring the community together in order to present a united voice for literacy.

Operation Stand Down Tennessee Nashville, TN

<http://osdtn.org/>

Mission: Operation Stand Down Tennessee assists Veterans and their families so they can be self-sustaining and better connected to the community.

One area of operation of OSDTN is they provide employment training and counseling, technical assistance, job training, and computer training with the focus of helping Veterans find good jobs.

Oprah Winfrey Leadership Academy for Girls South Africa

<http://www.owl.co.za>

This web site gives you an overview of The Leadership Academy for Girls, its vision, mission, students, and academic and leadership curriculum. The school is in Henley-on-Klip, south of Johannesburg, South Africa.

Mission: We strive to provide a nurturing educational environment for academically gifted girls who come from disadvantaged backgrounds. Our educational programmes are designed for girls in Grades 8 to 12 who have demonstrated academic talent and leadership potential. We equip students with the intellectual and social skills necessary to assume positions of leadership in South Africa and abroad.

Philadelphia, City of, Adult Education

<http://philaliteracy.org>

The Office of Adult Education (OAE), formerly the Mayor's Commission on Literacy, has worked to equip all adults in Philadelphia with the education they need for work, family, and civic engagement since 1983. OAE was charged to work on behalf of over 80 literacy and workforce development programs to help the estimated 550,000 adults in the city functioning below basic adult education levels to qualify for family-sustaining jobs and post-secondary training and education.

Pi Beta Phi Fraternity for Women Missouri

<http://www.pibetaphi.org>

Mission: The mission of Pi Beta Phi Fraternity for Women is to promote friendship, develop women of intellect and integrity, cultivate leadership potential and enrich lives through community service.

Vision: The vision of Pi Beta Phi Fraternity for Women is to be recognized as a premier organization for women by providing lifelong enrichment to its members and contributing to the betterment of society.

Read > Lead > Achieve® is Pi Beta Phi's philanthropic effort, which inspires a lifelong love of reading that can unlock true potential creating a more literate and productive society.

At Pi Beta Phi, we believe in the power of reading. We believe reading always has been — and always will be — a powerful step toward a life of enduring impact. We believe that when one out of four children cannot read, that is one too many. We believe in inspiring readers, sparking imaginations and igniting the desire to learn. We believe that readers become leaders. And, we believe reading is the foundation of all that we can achieve in life. For more than a century, we've committed ourselves to creating a more literate and productive society. We've changed with the times, but never shifted our vision.

Pitney-Bowes New York, NY

<http://www.pitneybowes.com/us/our-company/corporate-responsibility/literacy-and-education.html>

Literacy and Education

Every child deserves the chance to grow into a healthy, productive adult. Yet far too many children lack fundamental resources needed to progress academically, acquire critical skills and become successful in today's economy. They have limited access to books or programs that have been proven to make a lifelong difference.

We help combat this problem by partnering with outstanding nonprofits at the global, national and local levels. We focus our efforts on at-risk students served by school districts in communities where we have a presence:

- We serve young children through programs that encourage parent engagement, stimulate development of language and literacy skills and foster a true love of learning.
- We serve children from pre-kindergarten through middle school with year-round enrichment programs, both school-based and after-school. Our support for summer programs helps minimize the loss of academic skills during school vacations.
- At the high school level and beyond, we support programs that motivate and equip students for higher education and potential career choices. These programs range from mentoring and job training to high school equivalency and ESL or other local language programs.

In addition to providing more than \$1.6 million each year in grants, we encourage employees to donate their talent and expertise through skills-based volunteerism. From tutoring to participation on nonprofit boards, employees across the company donate thousands of hours each year to help children and families in our communities.

Here are just some of the educational organizations we support:

ProLiteracy Worldwide

For more than 20 years, we have supported the important work of ProLiteracy Worldwide, a global nonprofit focused on adult literacy. On January 27, 2016, ProLiteracy presented Pitney Bowes and the Pitney Bowes Foundation with its President's Award in honor of our continuing support of adult literacy and workforce preparedness initiatives on a local, national, and global level. We are only the second recipient of this award, first given in 2011.

Network For Teaching Entrepreneurship (NFTE)

NFTE provides a variety of programs to help young people from low-income communities build entrepreneurial skills and launch businesses. For NFTE's 2015 World Series of Innovation, the Pitney Bowes Foundation challenged students to create an app that would help young people find or become mentors for others in their community.

Out of 60 submissions, the winner was a New England team's "fem-tor" app to connect women working in STEM-based careers with students pursuing STEM education.

Reading Is Fundamental

Since 2004, Pitney Bowes and the Pitney Bowes Foundation have been proud supporters of Reading Is Fundamental (RIF), the nation's largest children's literacy organization. Our support has included funding for teacher training, book distributions to underserved school districts, and the development of *Share the Message: Read!* volunteer tool kits. *Share the Message: Read!* is a rewarding program in which volunteers read with young students in pre-K to grade 5, conduct craft projects, and help the children

choose a new book of their own to take home. In 2015 our “Share the Message: READ!” activities included a Family Literacy Night at Stepping Stones Museum for Children in Norwalk, CT. We also joined with others to celebrate RIF’s 50 years of achievement, including the distribution of more than 412 million books to 40 million children.

Read to a Child

Since 2007, we’ve been a Read to a Child National Partner, supporting national, regional and local mentoring programs for low-income elementary students. Read to a Child creates better opportunities for children and strengthens society as a whole by inspiring adults to read to children. In March 2016 (National Reading Month), we again supported their national digital fundraising campaign on the theme “Spark Something Meaningful – Help Kids in Need Love to Read.”

buildOn

Since 1972, we’ve collaborated with buildOn, a global nonprofit focused on helping U.S. inner-city students expand their horizons and develop critical skills. Its signature program engages students in building schools in developing countries, creating opportunities for others as well as themselves. In 2015, we invested in buildOn’s new Corporate Partner program as employee volunteers donated their time to help students develop college, career and financial literacy skills.

Horizons National Student Enrichment Program

Horizons National provides summer academic enrichment programs for at-risk, low-income students in partnership with nearly 500 U.S. schools, colleges and universities, with a curriculum spanning literacy, science, math, arts, sports and cultural enrichment at every level from pre-K to high school. Our support provides Horizons affiliates with reading specialists, assessment tools, training and STEM materials to help manage curriculum and facilitate data sharing with parents and public schools. In 2016 we are once again sponsoring Horizons Giving Day, the organization’s national online fundraising campaign. Ron Totaro, Pitney Bowes General Manager, Global Financial Services, recently joined the Horizons National board of directors.

Connecticut Science Center

With support from the Pitney Bowes Foundation, the Connecticut Science Center is developing materials in support of Next Generation Science Standards (NGSS) for grades 4-12. The program combines teacher training with interactive exhibits that illuminate the design process used by scientists and engineers to investigate and solve problems.

Children’s Learning Centers (CLC)

CLC provides preschool education and family engagement to more than 600 children and their families each year including low-income families served by Connecticut School Readiness, Head Start and Early Head Start programs. Our funding provides a full-day, full-year expanded Head Start program for low-income families with limited English language skills, allowing parents to work full-time while their

children receive extra help in preparation for kindergarten. CLC's holistic approach includes nutritious meals and snacks, family support services and a curriculum on social and emotional development that was recently honored with the Marvin Maurer Spotlight Award from the Yale Center for Emotional Intelligence. In May 2016 our longstanding support for CLC was formally recognized at the organization's annual fundraising gala.

Etasha

Pitney Bowes proudly supports the ETASHA Society in India to help students from disadvantaged backgrounds develop skills needed for successful employment. ETASHA provides vocational training, career guidance and placement programs. Our funding supports programs on essential competencies for employment and women's professional development and economic independence.

Tel Aviv "Wonder Class"

Pitney Bowes operations in Israel provide educational support to children at Tel Aviv's Achuzat Sara Children's Home. The goal: to break social, academic and emotional barriers that can keep students from reaching their potential. The Pitney Bowes-sponsored "Wonder Class" provides academic enrichment to 10 new residents aged 6 to 14 to ensure their success in both their new home and their new school. Students achieved significant progress in both areas. Additional volunteer efforts benefit the larger school community of 140 students.

[Portland Literacy Council](http://www.portlandliteracy.org) **Oregon**
<http://www.portlandliteracy.org>

Mission: Portland Literacy Council supports tutoring services for adults and families, provides support for volunteer tutors and students, and works with others in the community to promote literacy.

The Portland Literacy Council (PLC) is a nonprofit organization founded in 1993. PLC is dedicated to promoting adult literacy programs throughout the Portland metropolitan area. PLC activities include delivering volunteer tutor training programs around the metro area, hosting an annual literacy tutor conference, publishing the LiteracyLINKS newsletter, and supporting local literacy projects.

Programme for the International Assessment of Adult Competencies (PIAAC)

<http://www.oecd.org/site/piaac/> Paris, France

PIAAC is a survey completed in 2011-12 of 5,000 adults aged 16-65 in the United States and 23 other participating countries. The survey assessed literacy, numeracy, and problem-solving skills in technology-rich environments. The survey is referred to as the Survey of Adult Skills.

As part of its Programme for the International Assessment of Adult Competencies (PIAAC), the OECD (Organization for Economic Cooperation and Development which has some 34 countries as members) collects and analyses data that assist governments in assessing, monitoring and analysing the level and distribution of skills among their adult populations as well as the utilisation of skills in different contexts.

Project Literacy of Greater Bergen County New Jersey

<http://www.project-literacy.org>

Project Literacy of Greater Bergen County is a non-profit organization dedicated to providing, supporting and promoting the expansion of adult literacy in Bergen County.

We provide assistance to:

- Adults who cannot read, write, or speak English, who need one-to-one tutoring by trained volunteers, and for whom classes are either difficult or not possible.
- Adult literacy students who want to find free classes in reading, writing, and speaking English, or who want information on getting their HSE (GED).
- Employers who need an assessment of their literacy needs.
- Policymakers who need information regarding the literacy field to inform their decisions.
- Members of the media who want to inform the public and explain problems relating to illiteracy.

ProLiteracy Worldwide and New Reader Press Syracuse, NY

<http://www.proliteracy.org>

In 2002, ProLiteracy Worldwide was formed when Laubach Literacy International (founded by **Dr. Robert S. Laubach** in 1955) and Literacy Volunteers of America, Inc. (founded by **Ruth Johnson Colvin** in 1962) merged. New Reader Press is part of the organization.

ProLiteracy helps build the capacity and quality of programs that every day teach adults to read, write, compute, use technology, and learn English as a new language. Local adult literacy and basic education programs need access to best practices for program design and instructional methods and technical

assistance grants that will enable them to build their capacity, design innovative programs, support anti-stigma program campaigns for adult learners, and address other needs.

Here are some of their programs and services:

- Offers direct service to adult learners by partnering with a member program ... to teach low-income adults and youth computing and Internet skills in an effort to overcome the harmful effects of the digital divide. Provides free access to the Internet in a comfortable, familiar setting where students can gain digital literacy skills to achieve their work, education, and life goals. The project also provides basic computer instruction to the students such as learning to navigate a desktop, and using Microsoft Word and Microsoft Excel.
- Advocacy – help literacy providers, librarians, and library workers develop and advocate for accessible and innovative adult literacy services and resources.
- Working with alternate schools which are public schools that offer nontraditional education for students whose needs cannot be met in a regular, special education, or vocational school. Alternate schools can include schools for potential dropouts, residential treatment centers for substance abuse, schools for chronic truants, and schools for students with behavioral problems.
- Teaching literacy internationally.
- Teaching adults to read, write, and do basic math.
- Teaching adult learners to be leaders in their communities to make valuable contributions to society

The Crisis

- **When adults learn to read and write, they have the power to transform their lives.**

Why Literacy?

- Why not focus on world health? Or gender equality? Or poverty relief?
- Our answer at ProLiteracy is simple. To solve all of these socioeconomic problems and more, we must start by building a more literate adult population. Because when individuals the world over learn how to read, write, do basic math, and use computers, the more likely they are to lift themselves out of poverty, contribute to improved health care costs, and find and keep sustainable employment.

RAND Corporation Santa Monica, CA
www.rand.org/pubs/research_briefs/RB9728.html

You may want to read excerpts from the RAND Corporation's report, *"How Effective is Correctional Education, And Where Do We Go From Here."*

REACH Literacy Sioux Falls, South Dakota
<https://www.facebook.com/REACHliteracy/>

At the Literacy Council, we concentrate on three areas:

Reading: Adult learners come to us with a wide range of reading skills.

Writing: Reading and writing go hand-in-hand. Whether it is writing names, letter writing, or learning to fill out a job application.

Living: Adult learners build the self-confidence to take on new challenges such as reading a bus schedule, getting a library card, navigating the internet, and overcoming other obstacles.

Reach Out and Read Boston, MA
https://share.kaiserpermanente.org/media_assets/pdf/communitybenefit/assets/any/our_communities/northern-california/docs/Reach_Out_and_Read_brochure_english.pdf
www.reachoutandread.org

Kaiser Permanente and Reach Out and Read: Reach Out and Read is a national pediatric literacy program that seeks to make literacy promotion a standard part of well-child care beginning at six months of age. Kaiser Permanente's partnership with Reach Out and Read National Center ensures that books are part of a healthy childhood. Children thrive with reading. As of May 27, 2016, 4.4 million children are served annually. Reach Out and Read's thousands of doctors and nurses promote early literacy and school readiness to young children and their families in all 50 states. Each year, medical providers at the nearly 5,000 Reach Out and Read program sites nationwide distribute 6.5 million books to children and invaluable literacy advice to parents.

Reading is Fundamental Washington, DC

<http://www.rif.org>

**OUR VISION IS A LITERATE AMERICA IN WHICH ALL CHILDREN HAVE ACCESS TO BOOKS
AND THE OPPORTUNITY TO EXPERIENCE THE JOYS AND LIFE-CHANGING VALUE OF READING.**

There is a significant literacy crisis in America today. Many recognize there are issues around literacy, but do not see it as the massive, systemic and generational problem that plagues our society.

- 93 million adults in the U.S. read at or below the basic level needed to contribute successfully in society.
- 65% of 4th graders read below grade level, contributing to 8,000 students dropping out of high school every day.
- 43% percent of American adults are functionally illiterate.

Read It and Eat: Program Combines Early Literacy and Healthy Eating Arizona

<https://indiancountrymedianetwork.com/culture/health-wellness/read-it-and-eat-program-combines-early-literacy-and-healthy-eating/>

At the Native Health facilities in downtown Phoenix, Arizona, you can get literacy with lunch in a program called Read It and Eat—a combination of early literacy and cooking classes designed to address some of the health concerns facing Native American children.

“We’ve combined a literacy program offered through the City of Phoenix Libraries where we help mothers learn how to read interactively with their children, along with a proven cooking curriculum designed to be relevant to the served population, offered by the Maricopa County Department of Public Health,” said Susan Levy, of Native Health.

Reading Vermont

<http://www.internetsupportservice.com/resources.html>

This link provides a listing (and description) of Literacy organizations throughout Vermont that are working with adults and children to put a stop to the implications of illiteracy.

Includes Children’s Literacy Foundation (CliF), Everybody Wins! Vermont, Mother Goose Programs, and Stern Center for Language and Learning.

Refugee Family Literacy Georgia

<https://www.mommyandmefamilyliteracy.com/>

We are a non-profit intergenerational school that simultaneously serves refugee women and their young children in Clarkston, Georgia.

The Refugee Family Literacy Program offers ESOL classes for refugee women and an early childhood development program for their children, ages 0-5.

We take a family literacy approach that emphasizes parent-child joint learning through a four-pronged approach designed by the National Center for Family Literacy. Our team is made up of trained ESOL teachers, dedicated children's teachers (many of whom were refugees), and passionate volunteers.

Rhode Island Family Literacy Initiative

<http://www.provlib.org/rhode-island-family-literacy-initiative>

RIFLI is a collaborative of 6 public library systems in Rhode Island who work together to provide the following classes: English as a Second Language, Citizenship Preparation, Family Literacy, Career and College Transitions and Computer Class for ESL Students .

Participating library systems include the Cranston Public Library, East Providence Public Library, Pawtucket Public Library, Providence Community Library and Providence Public Library. In 2015 -16, RIFLI offered 23 classes at 9 libraries and community centers.

RIFLI supports 4 Learning Lounges where adults can drop in for any academic or employment related need. Learning Lounges are open at the Cranston, East Providence, Pawtucket and Providence Public Libraries.

Room to Read San Francisco – Global Headquarters

www.roomtoread.org

This is a global non-profit organization that focuses on literacy and gender equality in education in Asia and Africa. Its programs develop literacy skills and a habit of reading among primary school children, and supports girls to complete secondary school with relevant life skills to succeed in school and beyond. Room to Read creates libraries and distributes books.

Rotary International Evanston, IL
<http://www.rotary.org>

Rotary International is very involved with early childhood literacy and adult literacy. Rotary Clubs work with the International Reading Association (IRA) (www.literacyworldwide.org) on literacy projects such as: providing books and educational materials, building and supporting schools, mentoring students, and training teachers. Activities also include book donations, dictionary donations, library support, adopting a school, concentrated language encounter (CLE), and promoting community development by improving community health and addressing special needs.

Rotary International reminds us of these key literacy observances:

International Literacy Day	8 September
World Teachers’ Day	5 October
Rotary’s Literacy Month	March

Save The Children Fairfield, CT
<http://www.savethechildren.org>

Save The Children helps children in 120 countries, including the United States.

South Carolina, Department of Education, Office of Adult Education
<http://ed.sc.gov/instruction/adult-education/>

The Office of Adult Education (OAE) is housed within the South Carolina Department of Education. The foremost task for the Office of Adult Education (OAE) is to target the populations identified in the WIOA and to direct its efforts toward these populations. One objective for this task is to to assist immigrants and other individuals who are English Language Learners.

English as a Second Language (ESL) Programs provide services for adults with limited English-speaking proficiency. Instruction includes reading, writing, speaking, and listening skills.

Integrated English Literacy and Civics Education (IEL/CE) Programs may also include life-skills training and language courses to enhance an individual's employability and his or her prospects for job retention or advancement in addition to EL/Civics and/or citizenship instruction.

To meet the diverse needs of today’s adult English language learners, the OAE’s ESL Task Force is beginning the development of English as a Second Language (ESL) content standards, embedding technological skills, and aligning them to our state approved assessments, the NRS EFLs, and the College and Career Readiness Standards (CCRS).

State of Tennessee, Department of Education, Read To Be Ready Coaching Network

<https://www.tn.gov/education/topic/read-to-be-ready-coaching-network>

The Read to be Ready Coaching Network is a state-district partnership that focuses on improving K-3 reading instruction. Each region will have at least one department reading coach consultant who will provide training to district-chosen literacy coaches. These coaches, known as District Read to be Ready coaches, will be provided with training that will equip them with deep knowledge of reading instruction so they can more effectively lead reading professional learning opportunities for teachers in their district. District Read to be Ready coaches will also meet at least once a month and have the opportunity to share resources and discuss best practices.

Syracuse University, Ph.D. in Literacy Education NY

http://soe.syr.edu/academic/reading_language_arts/graduate/phd/default.aspx

The Doctor of Philosophy (Ph.D.) in Literacy Education provides students with the opportunity to gain expertise in cognitive, social, and critical perspectives toward language and literacy development, instruction, and teacher education. It is suitable for those who are interested in careers in research, teacher education, and program and curriculum development related to childhood or adolescent reading and writing instruction, English education, English language learners, children's or adolescents' literature, intervention, literacy across the curriculum, or multimodal literacies.

It is noteworthy that Dr. Robert S. Laubach, who founded Laubach Literacy International (which later merged with ProLiteracy Worldwide), is a former director of the Literacy Communications program at Syracuse University.

Syracuse University Literacy Corps (SULC) NY

<http://shawcenter.syr.edu/student/student-literacy/su-literacy-corps/>

The Syracuse University Literacy Corps (SULC) is a reciprocal learning experience in which SU students gain firsthand experience by working as tutors in urban school and community-based settings. In this program and under the direction of teachers and site staff, SU students tutor and mentor students in the Syracuse City School District to improve their literacy skills.

Tacoma Area Literacy Council Washington

[ReachHigherExecutiveSummary.pdf](#)

The Tacoma Area Literacy Council is a non profit volunteer organization that provides FREE one-on-one tutoring in basic literacy skills and English as a Second Language (ESL) to adult learners.

Training is provided to adult volunteers who want to help others gain the literacy skills necessary to function successfully in our complex society. No previous teaching experience is necessary.

The tutor and learner meet at convenient times in a public location. Lessons are confidential and goal oriented. Support is ongoing

Talk With Me Baby (TWMB) A Coalition in Georgia

<http://www.talkwithmebaby.org/>

Talking with your baby helps grow your baby's brain. Learn how early exposure to language can help a child build vocabulary and better communicate with adults, be ready for kindergarten and develop an essential life skill: the ability to read by the end of third grade. **Very involved with "language nutrition" and early literacy education.**

Free TWMB app (Language Nutrition On-The-Go)

Instructions: Go to the website to download their free app, to get weekly lessons, track your baby's milestones, get talking tips, and share your own experiences talking with your baby.

Background: With science demonstrating the importance of language nutrition on early brain development, the Talk With Me Baby lead partner organizations began coming together in mid-2013 to explore strategies for addressing what they viewed as a public health crisis – that the majority of Georgia's children were not receiving language-rich adult-child interactions during their infancy and, as a result, these children were failing to meet critical milestones of educational and lifelong success.

That year, just over one-third of Georgia's third graders were proficient readers and the state's graduation rate was 72 percent. Without a high school diploma, these youth would be more likely to struggle to support themselves and to have poor health outcomes.

The science was clear about *what* babies need – language nutrition – but a question remained: *how* to ensure that every child receives language nutrition.

Cross-Sector Coalition: Georgia Department of Public Health, led by Dr. Brenda Fitzgerald, began collaborating with the Marcus Autism Center at Children’s Healthcare of Atlanta, one of the nation’s leading experts in language acquisition; the Atlanta Speech School’s Rollins Center for Language and Literacy, the nation’s most comprehensive center for language and literacy development; Emory University’s School of Nursing and Department of Pediatrics; the Georgia Department of Education; and Get Georgia Reading – Georgia’s Campaign for Grade Level Reading.

Nurses and WIC Nutritionists. Drawing on public and private investments, this cross-sector coalition is beginning with a focus on two large-scale workforces of trusted professionals that already serve most parents and babies – **nurses** and **WIC (Women, Infants, and Children) nutritionists** who see 99 and 50 percent of all new and expectant parents in Georgia, respectively.

By integrating language nutrition coaching as a core competency in these two workforces, Talk With Me Baby is transforming parents and caregivers into conversational partners with their infants to provide the early language exposure that will support critical brain development paving the way for reading proficiency by the end of third grade, high school graduation, and a successful and healthy life.

The Miami-Dade Family Learning Partnership

<http://www.teachmorelovemore.org/AboutFamilyLearningPartnership.asp>

The Miami-Dade Family Learning Partnership, a coalition of local organizations, is dedicated to -- and cares about -- all the families of Miami-Dade County.

We work on this collaborative mission: Helping families gain the literacy and language skills they need to achieve their goals. Focusing particularly on families with young children, we advance three areas of family learning: (1) Parents as teachers, (2) children's literacy and (3) adult literacy. These following three strategies have been adopted as the Family Learning Partnership's priorities:

1. Early intervention programs focusing on children 0 to 3 years.
2. Developing a continuum of services for children spanning the years from preschool to second grade.
3. Ensuring that high quality adult literacy programs and standards are in place.

The Miami-Dade Family Learning Partnership addresses literacy with a slightly different approach than many other literacy-based coalitions. The Family Learning Partnership recognizes the importance of early literacy in developing competent, productive and responsible citizens.

For this reason, a large component of the Miami-Dade plan focuses on parent skill-building in an effort to prepare young children for school. Other traditional literacy efforts concerned with both children and/or adults also will be an important focus for Partnership members.

The Reading People **Lansing, Michigan**

<http://www.thereadingpeople.org/>

The Capital Area Literacy Coalition helps children and adults learn to read, write and speak English with an ultimate goal of helping individuals achieve self-sufficiency. We achieve this through direct services and by enhancing literacy efforts of community organizations in the Capital Area and throughout the State of Michigan. Because of its proximity to Michigan State University, many undergraduate and graduate students choose to obtain independent study or intern credit for their work with our programs.

Toyota Family Learning

<http://toyotafamilylearning.org/about>

Toyota Family Learning is a multi-generation solution to educational challenges that responds to societal changes and opportunities. This initiative is **led by National Center for Families Learning** and is funded by Toyota. It addresses educational needs and provides opportunities for low-income and ethnically diverse families.

The program is built on **four cornerstones**:

- Parent Time
- Parent and Child Time Together (PACT) Time®
- Family Service Learning
- Family Mentoring

Trident Literacy Association, The South Carolina

<http://tridentlit.org/>

Mission: Helping Adults reverse the cycle and impact of generational poverty and illiteracy through the acquisition of vital life skills.

U.S. Department of Health and Human Services - Health Literacy

<http://www.health.gov/communication/literacy/quickguide/factsbasic.htm>

At this web site, you can find important information about Health Literacy, including “fact sheets;” the “plain language” strategy for making written and oral information easier to understand; cultural and linguistic competency; resources; advocacy; and more.

[Utah Kids Ready To Read](http://utahkidsreadytoread.org/early-literacy.shtml)

<http://utahkidsreadytoread.org/early-literacy.shtml>

Mission: The mission of Utah Kids Ready to Read! is to provide information, training, technical assistance, and resources on emergent literacy for Utah librarians and their community partners.

Our vision is for all parents and caregivers to nurture their children's early literacy skills, and for all children to develop as independent, lifelong readers.

Governor's Commission on Literacy: The Governor's Commission on Literacy encourages every Utahn to read aloud and read stories with their children each day to help them develop a larger vocabulary, a longer attention span, better listening skills, and a solid reading foundation.

[UNICEF \(United Nations Children's Fund\) and U.S. Fund for UNICEF](http://www.unicef.org/sowc99/sw99rite.htm)

<http://www.unicef.org/sowc99/sw99rite.htm>

This web site is about the children of the world. The U.S. Fund for UNICEF supports UNICEF's work, and other efforts in support of the world's children, through fundraising, advocacy, and education in the United States. The web site provides statistics (nearly a billion people, 2/3's of them women, will enter the 21st century unable to read a book or sign their names); information about global strategies, initiatives, and conferences; and example after example of the consequences of illiteracy.

[Virginia Literacy Foundation](http://www.virginialiteracy.org/)

<http://www.virginialiteracy.org/>

The Virginia Literacy Foundation (VLF) provides funding and technical support to private, volunteer literacy organizations throughout Virginia via challenge grants, training, and direct consultation. Our community-based literacy organizations teach adults who read at or below basic literacy levels with one-on-one instruction and small group tutoring. The VLF also works in partnership with public and private organizations to improve literacy with individuals and in the workplace, and to provide professional development training and research-based promising practices for programs and staff.

Voices For Georgia's Children

<http://getgeorgiareading.org/>

We are a nonprofit child policy and advocacy organization that envisions a Georgia where children are safe, healthy, educated, employable, and connected to their family and community.

Our mission is to be a powerful, unifying voice for a public agenda that ensures the well being of all of Georgia's children.

Our coalitions and networks play a big role in our organization's success, and we invite you to explore our website to learn more about them, our child policy issues and how you can join our cause.

Voices for Literacy

<http://www.voicesforliteracy.org>

What is *Voices for Literacy*? It's a group of committed organizations coming together right now, leveraging their expertise and resources to ensure that everyone has an opportunity for education no matter their age. Our goal is to have literacy advocates in every corner of the United States—people like you who value reading and will stand up for the right of literacy for all.

Washington Literacy Center Washington, DC

<http://www.washingtonliteracycenter.org/>

The Washington Literacy Center has been helping DC residents with the greatest barriers and fewest resources learn to read since 1965. Starting off as an all-volunteer initiative, the WLC has grown into a dynamic nonprofit with full-time staff, professionally-trained instructors, and passionate volunteers.

The Washington Literacy Center achieves its goal of helping DC adults re-enter the workforce through small-group literacy classes, extracurricular trainings ranging in topic from math to computers, and individual tutoring.

West Virginia Family Literacy Initiative

<https://wvde.state.wv.us/abe/wvfli/literacy.html>

The Development of the National Family Literacy Program Model

Four Components of Family Literacy Programs

1. Adult Education
2. Children's Education
3. Parent and Child Together (PACT) Time
4. Parent Time

Core Values Guiding Our Work with Families

- All families have strengths
- Parents can and should set goals and make decisions about their lives and the lives of their families
- Families are culturally and individually diverse; this diversity is healthy and natural and enriches the community
- The family is a system of influence, and the transmission of values happens within that system
- The family is the appropriate focus to influence the attitudes, values, and expectations communicated in the home
- If families are to thrive, the needs of individual family members must be met
- Families struggle with multiple problems, concerns, and issues and may require regular support and assistance with these non-educational needs
- Literacy is an ongoing process; it exists on a continuum
- Learning and teaching should be relevant and student-centered
- The teaching / learning process is reciprocal for parents and children
- Change takes time; it is a gradual process

Sample Program Goals

- Improve basic and English language skills, and raise the educational level of parents
- Help parents develop skills and knowledge needed to become employed or to pursue further education or training
- Enable parents to become familiar with and comfortable in school settings and promote parental involvement
- Increase the development skills of children and better prepare them for academic and social success
- Improve the relationship of parents and children through planned, regular time together
- Enhance the parenting skills of adult participants and encourage action and advocacy

Wisconsin Literacy

<http://wisconsinliteracy.org/homepage.html>

Wisconsin Literacy, Inc., (WLI) serves Wisconsin's communities by serving its member agencies. Through its four Regional Literacy Consultants (RLCs) located in LaCrosse, Madison, Racine, and Milwaukee, member agencies receive services that support their individual and varied needs.

This support includes onsite visits that provide help with professional development, board development, tutor training, accountability, grant writing and any other area that an agency may identify.

In addition, WLI offers services to help new and emerging literacy agencies become established, as well as expertise in the areas of health literacy, workforce literacy and computer literacy. WLI also collaborates annually with the Wisconsin Technical College System and Department of Public Instruction to host the Wisconsin Adult Literacy Conference and supports its members' attendance through discounted registration fees and gas cards.

WLI's member agencies serve adults:

- who need to improve their literacy skills to get a GED® or find a better job.
- who need customized schedules due to juggling work and parenting responsibilities.
- who have learning disabilities that require individualized instruction.
- who are improving literacy skills while incarcerated.
- who seek confidentiality as they address their reading and writing challenges.
- who have had poor experiences with large educational institutions in the past.

World Literacy Foundation

<http://www.worldliteracyfoundation.org>

The World Literacy Foundation significantly dedicates their time and resources to conducting research, and uses resulting information to help advocate in local communities as well as on a global scale. We mobilise communities through our passionate volunteers, and seek to give individuals a voice so that they can also act as advocates for literacy within their own communities. We believe that raising community awareness is vital to the improvement of literacy standards.

Wyoming State Reading Council

<http://www.wyomingreadingcouncil.org/>

The Wyoming State Reading Council of the International Literacy Association is a professional organization that provides information, support and service to anyone concerned with the promotion of the lifelong love of reading and the development of literacy at all levels.

ZeroToThree Washington, D.C.

www.zerotothree.com

ZERO TO THREE works to ensure that babies and toddlers benefit from the family and community connections critical to their well-being and development. Healthy connections help build babies' brains.

Two Acclaimed Innovative Programs

Harlem Children's Zone New York, NY.
<http://www.hcz.org>

Harlem Children's Zone is a national model for breaking the cycle of poverty.

The Harlem Children's Zone® has always been driven by the belief that the success of our children and the strength of the community go hand in hand. Their needs are inseparable and must be addressed together in order to break the cycle of generational poverty and give our kids a real shot at the American dream.

Their "placed-based" approach to educating children and rebuilding an entire community ties together:

- Education
- Family and Community and
- Health

The Ron Clark Academy Atlanta, GA
<http://www.ronclarkacademy.com>

The Ron Clark Academy (RCA) is a highly-acclaimed, nonprofit middle school located in Southeast Atlanta. The Academy has received both national and international recognition for its success in educating students with academic rigor, passion, and creativity balanced by a strict code of discipline. Our 5th - 8th grade students represent various socio-economic and academic backgrounds and communities from across the metro region.

The Academy seeks to extend its reach beyond its student body by having an impact upon students everywhere. RCA is a demonstration school – a place where visiting educators engage in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops. In the past nine years, more than 38,000 superintendents, district level administrators, and teachers from 42 states and 22 countries have participated in the RCA Experience to learn better ways to engage students, promote academic rigor, and create a climate and culture that promotes success.