

DRAFT



**The National Illiteracy Action Project
2007 – 2012**

The National Illiteracy Action Project 2007 – 2012

DRAFT

A Five-Year Plan to Create Community Literacy Collaborations to Solve America's Illiteracy Problem.

PROBLEM OF ILLITERACY ON AMERICA

The failure of the National Literacy Act of 1991, the Title II Adult Education and Family Literacy Act of 1998, and the failure of the system running public education to teach English language literacy skills to students and adults, has led to the Retarding of America and the Imprisonment of Potential in the American Family and Workforce.

The National Literacy Act of 1991 was created to help 30 million illiterate adults, over the age of sixteen, become literate. Today, about 90 million Americans (National Adult Literacy Survey, 1993, 55% of the adult population) are functionally illiterate. Additionally, the national increase in the high school dropout rate has contributed to the functionally illiterate population.

In its 1991 National Literacy Act, Congress defined literacy as follows: an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

THE SOCIAL IMPACT OF ILLITERACY IN AMERICA

Twenty-two million people each year (44,000 people each week) are added to the adult illiterate population in the United States. (U.S. Department of Education)

Forty-three percent of the people with the lowest literacy skills live in poverty; 17 percent receive food stamps, and 70 percent have no job or a part-time job. (National Institute for Literacy)

Approximately 20% of American adults do not have a high school diploma. (U.S. Census 1990)

An estimated 5 million adults holding jobs are considered functionally illiterate. (Nation's Business)

Workers who lack a high school diploma earn a mean monthly income of \$452, compared to \$1,829 for those with a bachelor's degree. (National Adult Literacy Survey, 1993)

Four out of ten job applicants tested in 1992 for basic reading and/or math skills lacked the mastery necessary for the job they sought. (National Adult Literacy Survey, 1993)

Over 50% of surveyed manufacturing companies indicate that more than half of their front line workers have serious literacy problems. (National Adult Literacy Survey, 1993)

Parents with low literacy skills often do not have access to written information that could help them become better parents. (National Adult Literacy Survey, 1993)

A child who grows up in a home with at least one illiterate parent is twice as likely to be illiterate. (Laubach Literacy Statistics)

At least 1/3 of all AFDC mothers (Aid to Families with Dependent Children) is illiterate. (Laubach Literacy Statistics)

The single most significant factor influencing a child's early educational success and achievement (first and second grade) is an introduction to books and being read to at home prior to beginning school. (U.S. Department of Education, A Nation at Risk, 1985)

Children who have not already developed some basic literacy practices when they enter school are three to four times more likely to drop out in later years. (National Adult Literacy Survey, 1993)

The National Illiteracy Action Project 2007 – 2012

DRAFT

THE ECONOMIC IMPACT OF ILLITERACY IN AMERICA

The cost of illiteracy to businesses and taxpayers is estimated at \$20 billion annually. (Illiteracy: A National Crisis, United Way of America)

Five billion a year in taxes goes to support people receiving public assistance that are unemployable due to illiteracy. (Laubach Literacy Action)

Statement of Senator Frank Lautenberg: NATIONAL LITERACY DAY (Senate - June 27, 1991)
“In the book ‘Illiterate America’ by Jonathan Kozol, the author describes the growing crisis of illiteracy in America. In this country it is often said that we live in the information age. Yet for many Americans, information is inaccessible. Over 30 million American adults cannot read. An additional 42 million read below the level needed to function successfully. The American Library Association estimates the cost of illiteracy is \$225 billion, although, in truth, no value can be put on the devastation of illiteracy.”

“The cost includes the lifetime earnings that will not be realized by men and women who cannot get and hold jobs requiring any reading skills. The cost includes child welfare expenditures for the children of adults who lack the skills to get jobs.”

“The cost includes prison maintenance for the inmates whose imprisonment can be linked to their illiteracy. The cost includes on-the-job accidents and damage to equipment caused by the inability of workers to read and understand instructions for the operation of machines.”

“It is vital to call attention to the problem of illiteracy. Our society must begin to understand the severity of this problem and its detrimental effects. Perhaps even more essential is the need to reach the people who need help in overcoming their illiteracy and to make them aware of the services that are available.”

The National Illiteracy Action Project 2007 – 2012

DRAFT

THE REASON AND PURPOSE OF COMMUNITY LITERACY COLLABORATIONS

The National Illiteracy Action Project offers a five-year plan to reverse the illiteracy trend in America by creating Community Literacy Collaborations to solve America's illiteracy problem

The purpose of Community Literacy Collaborations is to provide literacy educational tutoring services to Title 1 students, to provide literacy educational tutoring services to adult workforce participants and to encourage the creation of other community collaborations that support these goals. Participation in literacy programs can best be implemented with the community as a hub.

America needs Community Literacy Collaborations to help increase parental knowledge of their rights in the education of their children. These collaborations will encourage participation and achievement in Federally funded adult literacy programs, the Federally funded No Child Left Behind Supplemental Education Services and the hundreds of private and business funded literacy programs.

First, illiteracy is a community problem, **NOT** a school educational problem, and needs to have Community Literacy Collaborations involved helping reach the families in the illiterate population. These Community Literacy Collaborations must be comprised of businesses, faith-based organizations, and other community partners.

Secondly, the current literacy programs used by organizations, funded by the Workforce Investment Act and US Department of Education **must be changed** and new programs that work based on the scientific research results of the National Reading Panel study **must be utilized**.

Thirdly, these Community Literacy Collaborations are motivated and benefited by the economic and community achievement of functionally literate adults. The maintaining and control of individuals running the program components is already in place at the Federal level (National Leadership Activities) and does not require any additional Federal funds, (such as Title I NCLB SES Supplemental Educational Services, Workforce Investment Act and Adult Education) to operate these collaborations.

BENEFITS

As the education level of an adult 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.

Children of adults who participate in literacy programs improve their grades and test scores, improve their reading skills, and are less likely to drop out.

As with other community and county organizations in which collaboration has been successful, this type of collaboration allows each member to play a specific, predefined role and keeps control of the program in the hands of the stakeholders. Hence, it ensures that each student meets their academic achievement goals. High school and adult students need to have a strong foundation of academic literacy skills and training for high-wage careers.

The National Illiteracy Action Project 2007 – 2012

DRAFT

GOALS

The goals of the Community Literacy Collaboration between churches, governments, and businesses, are the following:

GOAL I: Focus on Student and Adult English Literacy Achievement

- Instruction based on academic standards and assessments
- Includes achievement of all students
- Increase the percent of proficient and advanced students and 100 percent tested
- Show progress over time
- Provide the same high standards of academic achievement for all
- Ensure achievement is statistically valid and reliable
- Provide continuous & substantial academic improvement for all students
- Provide separate measurable annual collaborative objectives for achievement

GOAL II: Focus on Scientific Research Based English Literacy Programs

- Use of a Scientific Research Based Literacy Program defined by the National Reading Panel Report which provides analysis and direct instruction in five areas of literacy development: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Each literacy skill taught by direct classroom instruction is backed by evidence from scientific research and proven strategies for teaching literacy skills.
- These direct instruction programs emphasize methods and approaches that have worked well and caused reading improvement for large numbers of children.
- With the use of a Scientific Research Based Literacy Program, Tutors and teachers can build their students' literacy skills efficiently and effectively, with greater results than ever before. Most importantly, with targeted direct instruction, the incidence of reading success will increase dramatically.

GOAL III: Focus on Reducing Bureaucracy and Increasing Flexibility

- To advance the educational priorities of the State
- To reduce bureaucracy all partners must enter into a performance memo of understanding agreement with collaborations between churches, governments, and businesses.
- To consolidate and use Federal funds for activities aligned with other grants.
- To assist Local Education Agency's in making AYP, improving student achievement, and narrowing achievement gaps.

GOAL IV: Focus on Increasing Options for Students and Adults

- Provide No Child Left Behind Supplemental Educational Services (SES) through academic instruction designed to increase the academic achievement of students in low-performing schools.
- Provide a program designed to improve the education of limited English proficient (LEP) children, youths, and adults by helping them learn English and meet challenging state academic content and student academic achievement standards.
- Provide resources, serve as mentors, as teachers and act as advocates, particularly in schools and communities where parental involvement is limited.
- Share success stories with community leaders so that they too can use resources and information provided by No Child Left Behind.
- Assist the Office of Vocational and Adult Education to capture information on the effectiveness of the family and adult literacy programs, the prevalence of programs in communities and institutions, the number of students enrolled, and how programs are structured in order to provide services to students.
- Work to help all students reach high levels of achievement and empower students and parents to seek meaningful educational options of post secondary education.

The National Illiteracy Action Project 2007 – 2012

DRAFT

IMPLEMENTATION OF THE FIVE-YEAR PLAN

YEAR ONE: July 1, 2007 to June 30, 2008

Service Description and Goals

The Project will follow the organizational structure of other community and county organizations in which collaboration has been successful.

This type of collaboration allows each member to play a specific predefined role, keeps control of the program in the hands of the stakeholders and meets the goals defined in this document.

In year one, The National Illiteracy Action Project will implement the Community Literacy Collaborations project in five US communities. The five target communities are Los Angeles County, Washington, DC, New York, Chicago, and Houston.

Each community partner will work with the Contracting Agent of the Community Literacy Collaboration and with the help of Local Agencies assist with the recruiting of faith-based or other community organizations to become subcontracting tutoring service providers to about 25 qualified students per location.

The Project will provide tutor/teacher training, tutor/teacher English literacy materials, student reading and comprehension assessment tests grades 1-11, student learning plan form, student attendance form for Community Literacy Collaborations and all subcontractors. The subcontractors can purchase books and other materials with their own funds received by providing tutoring services.

Deployment Plan Milestones

June 1 to July 1, 2007

Key Milestone:
Key Milestone:
Key Milestone:

July 1 to 15, 2007

Key Milestone:
Key Milestone:

July 15 to 20, 2007

Key Milestone:
Key Milestone:

July 20 to August 30, 2007

Key Milestone:

August 1 to 30, 2007

Key Milestone:

August 15 to November 15, 2007

Key Milestone:

December 5, 2007

Key Milestone:

The National Illiteracy Action Project 2007 – 2012

DRAFT

Performance Monitoring Plan Goals and Achievement of Service Goals:

Focus on Student and Adult English Literacy Achievement
Ensures achievement is statistically valid and reliable
Provides continuous & substantial academic improvement for all students
Provides separate measurable annual collaborative objectives for achievement

YEAR TWO: July 1, 2008 to June 30, 2009

Ten new US cities

YEAR THREE: July 1, 2009 to June 30, 2010

Twenty new US cities

YEAR FOUR: July 1, 2010 to June 30, 2011

Thirty new US cities

YEAR FIVE: July 1, 2011 to June 30, 2012

Sixty new US cities

The National Illiteracy Action Project
2007 – 2012

National Illiteracy Action Project



The Talking Page Literacy Organization

www.writespellread.com