



# THE LITERACY PROJECT FOUNDATION

## OUR VISION

***The Literacy Project Foundation will bring the gift of literacy to all children as a foundational learning element to help fulfill their personal vision of becoming whatever they want to be.***

## OUR MISSION

Our mission is to make available the ***Get Set Read!*** literacy product to students who have been faced with challenges in learning to read.

The goal of the product is to:

- Enhance key phonics skills
- Promote learning in a fun, social and interactive environment
- Develop increased self confidence
- Lead to self sufficiency and economic success

## SUMMARY OF NEED

According to research conducted by National Institute for Literacy, illiteracy accounts for:

- increased school drop out rates
- juvenile offenses
- gang affiliations
- drug use and crime

***Illiteracy*** among students often results in the lack of skills and credentials necessary to function successfully in today's increasingly complex society and technological workplace.

What ***literacy*** means for both the individual and society:

- builds the foundation for personal development
- allows people to become members of a self-confident and informed populace
- brings opportunities for job placement & financial security
- promotes self reliance
- it impacts personal and family health
- it promotes civic engagement

***Literacy has the potential to empower, enrich and enlighten people who are powerless. These are among the more priceless payoffs of literacy.***



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## ABOUT THE PRODUCT

### ***Get Set Read!***

- Is designed to access basic literacy levels, enhance key phonics skills and promote learning in a fun, social interactive environment.
- Like no other, this product was designed as a supplemental curriculum program to the classroom based upon the California Basic Phonics Skills Standards approved mode of learning.
- Provides nonreaders with the ability to improve their encoding and decoding skills of the English language.
- Teaches phonics skills in all three learning modalities; auditory, visual and tactile.
- Brings hope and opportunity to develop literate and productive adults.

## GOALS FOR LAUNCH OF ***GET SET READ!***

- To **target specific markets with low literacy rates.**
- To provide a **highly cost effective learning method** to struggling students.
- To have the California Reading and Literature Project of The Regents of the University of California **provide training** to teachers, volunteers and after school program staff on the product.
- To provide **pre and post testing** to each participant to substantiate the success rate within a 10-week program.
- **Future enhancements** to the product include the development of additional supportive components such as spelling, comprehension and vocabulary materials.



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## SOLID IMPACT / PROVEN SUCCESS

This program has a proven track record and was piloted over a two year period by the California Reading and Literature Project (CRLP). A research project was developed to ascertain its merits.

The data analysis was conducted by Dr. Gerald Treadway, Professor of Reading and Language Development at San Diego State University. During the study, both tutor and student information were collected. The student data indicated that students made solid improvement in the basic phonics skills that were tested. The study also indicated that tutor's phonics knowledge grew, as their understanding of the role that phonics play in literacy development. Additionally, the tutor surveys indicated that the content and design of the program was comprehensible and user friendly.

Based on research findings, the California Reading and Literature Project of The Regents of the University of California and the Literacy Project Foundation collaborated on an extensive redevelopment of the phonics program. It was made to conform and complement reading programs currently used in California classrooms.

The advantage of **Get Set Read!** is that each dollar spent on the program will help many students augment their classroom instruction by practicing essential reading skills in a unique and stimulating way, thus effectively extending the instructional day.

## STAGGERING ILLITERACY STATISTICS

- According to the 2007 California Academic Performance Index, research show that 57% of students failed the California Standards Test in English
- Illiteracy has become such a serious problem in our country that 44 million adults are now unable to read a simple story to their children
- 50% of adults cannot read a book written at an eighth grade level
- 44% of the American adults do not read a book in a year and 6 out of 10 households do not buy a single book in a year
- Illiteracy costs American taxpayers an estimated \$20 billion each year
- School dropouts cost our nation \$240 billion in social service expenditures and lost tax revenues

*(Source: National Institute for Literacy, National Center for Adult Literacy, The Literacy Company, U.S. Census Bureau)*



# THE LITERACY PROJECT FOUNDATION

## BOARD OF TRUSTEES

### **Marian Bergeson**

- Marian Bergeson's experience includes more than 22 years in government service as secretary of education under Governor Pete Wilson
- A state senator from 1984 to 1995 and assemblywoman from 1978 to 1984 and member of the Orange County Board of Supervisors
- She has been a UCI Foundation ambassador since 1999, an advocate of the Claire Trevor School of the Arts and Arts Bridge, and a member of the Center for the Study of Democracy's Leadership Council
- Currently, Marian Bergeson has been appointed to the California Transportation Commission

### **Francis M. Crinella, Ph.D.**

- Clinical Professor of Pediatrics, Psychiatry & Human Behavior, and Physical Medicine & Rehabilitation, University of California, Irvine
- Director, Neuropsychology Laboratory, UCI Child Development Center Department of Pediatrics, University of California, Irvine

### **Dr. R. Preston Gelhart**

- Educational Psychologist, EL 1336
- Emeritus Professor of Education & Psychology, Pepperdine University
- Co-founder and author of the book, *The Write to Read*, an educational kit designed to serve as a model to enable children to develop their own literacy reading skills, creativity and conceptual style
- Co-founder of the an after school educational center dealing with children with special needs

### **Daniel G. Aldrich III, Ph.D.**

- Senior Development Associate, Institutional Advancement, Office of the President, University of California
- COSMOS board member, University of California, Irvine
- Dan Aldrich, Jr. Society board member, University of California, Irvine

### **Stephen J. Ritter**

- 28 years in the K-12 California public schools as a classroom teacher (California, Mexico), principal, school site administrator, and cabinet level administrator at the district office
- Former Assistant Superintendent Business Services for East Whittier City School District in Whittier and Huntington Beach Union High School District in Huntington Beach
- Current instructor in extended education program for school business administration at California State University, Fullerton