

AEBG: Santa Barbara Public Library: One in Five, Santa Barbara Dyslexia Initiative

Spring 2018 Quarterly Report

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I. Summary of Activities based on the objectives submitted from the Request for Proposal and Activity Chart. These should reflect the goals of AEBG including but not limited to integrative programming for noncredit pathway bridge courses and certificates, internship/placement programs, integrative learning strategies, progress of program working groups and task forces.

List and describe their progress.

- In January-February 2018, we offered the last of three training courses by Dyslexia Training Institute for parents, tutors, and community members. This hybrid course offered nine hours of live instruction in Orton-Gillingham methodologies and four-week access to online course materials supporting reading comprehension, vocabulary building, and other topics. We were able to film the live part of the course to show to tutors and community members in the future, ensuring sustainability.
- We continued to place adult literacy tutors who completed the training with adult learners who show evidence of dyslexia. A number of teachers and volunteers also work with children, and are using their training to help these struggling readers build the reading skills they need.
- The library and its community partners also offered a monthly program series called Dyslexia Dialogues for parents, children, teachers, and community members.
- Another component of the program was a new four-part tutor in-service course on Phonics Basics, taught in spring 2017 and January 2018.

II. Data Reporting:

1. Current number of students served

We served 30 new community adults (tutors, teachers, and others) at tutor training, bringing the cumulative total to approximately 100 registered for training, with about 50% of those completing the training (online training had a much lower completion rate). We have met the specific goal for this part of the project. We used survey data to demonstrate the outcomes in knowledge and confidence teaching reading. Eighty-seven percent of respondents said the training made them much more confident (50% of total) or more confident (37% of total) teaching reading. Ninety-four percent of respondents said the reading instruction course by Dyslexia Training Institute improved their knowledge of reading instruction, with 65% saying the course increased their knowledge "a great deal" and 29% saying the course increased their knowledge "some."

The Dyslexia Dialogues, a series of public programs, also drew large audiences of between 30-50 per monthly workshop/lecture/screening. We also collected data on the extent to which these programs increase participants' knowledge of learning disabilities, educational methods, and benefits of non-traditional thinking. One hundred percent of respondents agreed the programs increased their knowledge.

We also created and offered (twice: once in spring 2017 and once in winter 2017-18) a series of four 1.5 hour "Phonics for Tutors" workshops for adult literacy tutors to prepare them for the Dyslexia Training Institute, and approximately 40 unduplicated adult literacy tutors and parents took advantage of this program. Every day, we see tutors in the Library's Adult Literacy Center using the knowledge gained in these classes.

We have placed 11 adult learners showing characteristics of dyslexia to date. Because many of these learners have not attended for a consistent period to demonstrate progress, we do not have currently have data for this group.

III. Budget Narrative. Members are expected to make their best efforts to expend funding no later than December 2018 (year 2) and December 2019 (year 3). The timeline of activities should reflect expenditures by this deadline.

Please describe your efforts to expend these funds and list what has been spent to date.

We have completed the training contract, which is the largest portion of the grant, and submitted the invoice.

We have ordered some supplies and will be completing supply orders in April 2018.

As of 04/27/18 we have submitted invoices for 18,118.74, and have spent/encumbered another 15,619.88 to date and will be submitting invoices shortly. The total spent/encumbered is 33,738.62

IV. Marketing Efforts. Please list and describe marketing and outreach efforts to advertise your program.

Marketing of the tutor training course occurred through flyers and posters, press releases, the library calendar, community partners, and social media. Our community partner Dyslexia SB greatly expanded the reach of the marketing effort through their social media sites. Marketing of the tutoring program continues through the library website and flyers, posters, and other print materials. The one remaining element of the grant is an expanded marketing campaign, scheduled to occur in 2018.

V. AEBG Practices with Promise: due May 15, 2018. Please visit the AEBG Practices with Promise webpage for successful submissions at <http://aebgpracticeswithpromise.com/>. One of the goals of this grant was to better equip parents who have children who struggle with reading. We offered training to parents, tutors, and other community members, including a number of teachers who chose to take advantage of the three long courses available at no charge. A key community partner was the advocacy group Dyslexia Santa Barbara, and their sponsor, the Santa Barbara Education Foundation. Through the Foundation, the local school superintendent approached the library about sponsoring a summer reading instruction program for elementary school children. Because we have a pool of trained volunteers and curriculum resources, the Library began to explore the possibility of such a program. We visited a model Orton-Gillingham project, FOG Readers, at the San Francisco Public Library. Even though the school district was unable to follow through, the exploration process has led to plans for a summer reading program to support local families. We know that these programs eventually result in adults seeking tutoring as well, as parents of children who struggle are often struggling readers themselves. We look forward to seeing the fruits of this project later in 2018.

Another unexpected benefit took us by surprise. The dyslexia advocacy community strives to ensure that all struggling readers have access to appropriate research-proven, evidence-based reading instruction. Recent changes in California law have mandated this instruction, but teachers and, in particular, teacher

training programs are not always well-prepared. One of the participants in the January dyslexia tutor training turned out to be an elementary school teacher trainer on the faculty at the University of California Santa Barbara, and told us that she immediately put to use the new knowledge she gained from our courses. She updated her curriculum for teaching student teachers and prospective reading instructors, and is truly helping the Library and the larger community achieve the goal of supporting struggling readers who need multisensory, explicit phonemic awareness/phonics/vocabulary instruction, such as Orton-Gillingham, to make progress. We didn't expect this result, but are delighted to play a role in helping families, and in the long run, preventing the sort of adult literacy challenges we see in the Library's literacy tutoring program.