



# Fifteen Years, Hundreds of Dedicated Individuals

Fifteen years ago, three women—Becky Clingman, Trudy Winstead, and Susan Uphoff, with help from St. Paul’s Episcopal Church—started the Winston-Salem Augustine Project with six tutors and students at one school. They believed, as we still do, that volunteer tutors could train and truly help struggling readers who could not afford private tutors or special schools. The seeds that this initial group planted have sprouted, bloomed, and reseeded many times since 2001. Along the way, the determined and generous efforts of so many people have nurtured the project’s growth. This school year, over 165 students have Augustine tutors in over 35 locations across our community.

In 2015, **READWS** sprouted from those first seeds. Our expanded mission reflects a belief that all children deserve to learn to read, no matter what school they attend. All children also deserve a teacher who has a deep understanding of the structure of our language and how to teach it. The 30 Winston-Salem/Forsyth County Schools educators who trained with Ron Yoshimoto last summer are multiplying our impact with every student they teach. Thirty more educators will train this summer.

Parent education and more free resources are growing from these seeds as well. Parents want their children to be strong readers, but few parents, unless they are teachers, know how to provide targeted help. Parent seminars, along with more free resources, are sprouting this year at **READWS**.

Our community’s stated goal is 90% of third-graders reading at grade level by 2020. While not the only piece, we know the research-based, best practices of an Orton Gillingham approach are part of the solution for struggling readers, especially those with language-based learning issues.

Our district has a long way to go in a few years. To make the 90% goal a reality, every member of our community must be ALL IN for reading. Whether you are a current or former tutor, a current or former board member, an educator, a community partner, a parent, or a supporter, we thank you for your past and future commitment as we sow the seeds that are growing readers.

Best,  
Henri Brown, Executive Director



2001

Augustine Literacy Project (ALP) begins, Becky Clingman serves as volunteer director

6 tutors in 1 school



2003-2004

ALP board of advisors formed, part-time executive director hired

19 tutors



2005-2013

Program grows ... to 50 tutors and then to 105



2014

ALP board studies expansion



2015

Board forms **READWS** (Read.Write. Spell), ALP board becomes **READWS** board, 1st OGI educator training begins, dyslexia simulation begins

151 tutors in 30+ locations, 30 WSFCS educators OGI trained



2016

2nd OGI educator training (summer), parent education begins (summer), **READWS** partners with Cook Literacy Model School

162 ALP tutors in 35+ schools/ after-school locations, OGI training for 30 more WSFCS educators

## READWS MISSION

The mission of **READWS** is to reach, teach, and advocate for struggling readers by training tutors, educators, and parents to use the evidence-based best practices of a multisensory structured literacy approach. We focus on students who are at an economic disadvantage.

### Family Embraces Literacy

For one family, the Augustine Literacy Project program has helped two sons not only improve their reading, but is also giving them the confidence to excel at school. “My kids have had a wonderful experience with the Augustine Literacy Project,” said their mom, Andrea.

According to the mother, her two younger sons were struggling with reading and had tested below grade level. Mason’s teacher approached her about the Augustine Project program to see if she would be interested in having him placed with a tutor. After reading through the information about the program, Mason’s mom approached Logan’s teacher and asked if he would be eligible. The teacher agreed that he also would benefit, and the mother completed both applications that same day.

“I went from having kids who were struggling to get through assignments, tests, and homework to kids that can now work more independently and have much-improved reading test scores. I truly feel this would not have happened without our wonderful tutors who not only met with them during the school year, but also met with them over the summer so they didn’t lose any progress. This program has changed my boys’ lives and given them a confidence they didn’t have before.”



### Congratulations to Paula Wilkins, Principal, Cook Literacy Model School



Paula Wilkins and Henri Brown celebrate 100th birthday of Lafayette A. Cook

When the 2016-17 school year begins, Cook Elementary will reopen as Cook Literacy Model School. Paula Wilkins, formerly head of Winston-Salem/Forsyth County Schools Professional Development, will lead the new Cook team as principal. “Paula was the driving force behind our Yoshimoto OGI educator training on the school-system side,” says **READWS** executive director Henri Brown. “She is a great community partner, and **READWS** is committed to do whatever we can to support Paula, her Cook team, and her students. With Paula’s leadership, I know that Cook Literacy Model School will serve as a turnaround model for other low-performing schools in our district.” Go Team Cook!



# READWS Supports Educator Training

Here's what we know: With only 56% of Winston-Salem/Forsyth County Schools (WSFCS) students reading at grade level, regular classroom teachers, as well as those working with small groups, must know how to serve struggling readers and writers. There will never be enough teachers or volunteer ALP tutors assigned to exceptional children to handle all the students who need their help.

**Here's what READWS is doing to help:**

## 1) Orton Gillingham International summer training for educators

In partnership with WSFCS, **READWS** is hosting a one-week Basic Orton Gillingham (OGI) training for 30 educators, led by Orton fellow Ron Yoshimoto. **READWS** piloted this training in summer 2015, and will train a second cohort of 30 educators in July 2016.

Here is a sample of what educators said about last year's Yoshimoto OGI training:

*"This has been the best workshop that I have attended in the 10 years I have been teaching. I am looking forward to implementing the OGI training in my classroom. I know this will help all my students for many years to come. Thank you for investing in the lives of our students."*

*"A must for teaching reading."*

*"This has been a great experience! Ron has been a spectacular presenter! This is the perfect time of year for this workshop. Every EC and K-1 teacher should take this workshop. It would*



***"This has been the best workshop that I have attended in the 10 years I have been teaching."***



*make an amazing difference for our struggling students."*

*"How do we work, or help you work, to make sure the WSFCS system understands the magnitude and importance of this training, as it has the potential to produce student growth in the public schools? In other words, now that the ball is rolling, how can we help it continue?"*

## 2) Dyslexia simulations

Thanks to **READWS**, over 270 educators and parents have walked in the shoes of struggling readers and writers this year. "The simulations give me an idea of how my students feel as they struggle in reading," says a first-grade teacher. As adults participate in the simulation, **READWS** dispels myths about dyslexia and builds awareness of the needs of students with language-based learning issues.

The WSFCS Collaborative Learning Conference; WSFCS Reading Interventionists; and schools such as Union Cross, Walkertown, and Whitaker have all been enthusiastic about their participation.

## 3) Other professional development

In addition to dyslexia simulations and the weeklong summer training, **READWS** staff is working with individual schools and teacher cohorts, when asked. Sometimes this means a targeted seminar during an early dismissal time or a full day's training for a grade-level team.

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 Allison Copeland Williams...in honor of Henri Brown  
 Jane McDowell Williams  
 Mr. and Mrs. Arthur T. Williams III...in honor of Henri Brown  
 Donna and John Willingham...in honor of Henri Brown  
 Mr. and Mrs. H. Norton Willis  
 Matilda Willis  
 Mr. and Mrs. Ben S. Willis, Jr.  
 Emily and Edwin Wilson  
 Jeanie and Alex Wilson  
 Mr. and Mrs. Jackson D. Wilson  
 Mary Lou and Peter Wilson  
 Patty Wilson  
 Mr. and Mrs. Stuart Winikoff  
 Trudy Winstead  
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 Mr. and Mrs. H. Vernon Winters  
 Dr. and Mrs. David R. Wood  
 Robin and Lee Woodard...in honor of Mrs. Joan Carlson, Mrs. Jody Shaw, Mr. and Mrs. Daniel Falken, Mr. and Mrs. Rick Filler, and Ms. Anna Reilly  
 Leigh Ann Woodruff  
 Sandi M. Woodward  
 Mr. and Mrs. William E. Wright  
 Debbie Yancey  
 Mr. and Mrs. Steve Yarbrough...in honor of Bill Yarbrough  
 Dr. and Mrs. R. Patrick Yeatts  
 Charlene Young  
 Mr. and Mrs. Charles Jeffrey Young  
 Nancy N. Young...in honor of Linda Winikoff  
 Susan and David Yount...in honor of Barbara Gerhard

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 Phyllis Alexander...Lamar Taft  
 Dr. and Mrs. Elms Allen...Morrison Divine  
 Anthony & Co. dba Colliers International...Morrison Divine  
 Martha Apple and David Rea...Paul D. Apple  
 Louise Z. Austell...Lamar Taft  
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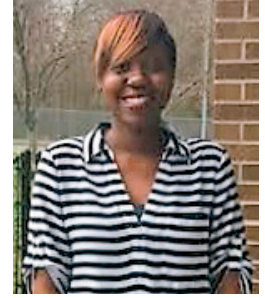
Rebecca and David Beaver...Keith Frick and Diane Brooks  
 Mr. and Mrs. James C. Bethune...  
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 Mr. and Mrs. H. Arthur Bolick, II...  
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Amelia O. Jarrard... Morrison Divine  
Janie and Jarman Jenkins... Lamar Taft  
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Mr. and Mrs. Roger W. Jones... Lamar Taft  
Mr. and Mrs. Henry H. Jordan... Morrison Wenceslaus Divine III  
Kristin and Brent Keene... Morrison Divine  
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Caroline and Clark Kinser... Lamar Taft  
Ruth and Keith Kooken... Lamar Taft  
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Marja H. Newton... Lamar Taft  
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Libby and Bill Noah... Morrison W. Divine, III  
Mr. and Mrs. Frank L. Orgain... Lamar Taft  
Stacy and John Owen... Morrison Divine  
Richard Patterson, MD... Fred Uphoff  
Lucy P. Paynter... Lamar Taft  
Louise Perry... Doris Rodgman  
Jane Witherspoon Peters... Lamar Taft  
Betty and Doug Petty... Morrison Divine  
Carolyn and Steve Phelps... Tom Goodrum  
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Dr. and Mrs. Gary Poehling... Lamar Taft  
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Mr. and Mrs. Jackson D. Wilson... Lamar Taft  
Mary Lou and Peter Wilson... Lamar Taft  
Mr. and Mrs. H. Vernon Winters... Lamar Taft, Morrison Divine and Charles Ficken  
Dr. and Mrs. R. Patrick Yeatts... Lamar Taft  
Charlene Young... Charles Parker

## New Faces at **READWS**

Happily, if you drop by the office, you will see some new, wonderful, part-time staff helping **READWS** grow. To better support our volunteers, current Augustine tutors **Deena Dreyfuss** and **Pam Blizard** are creatively sharing a part-time Augustine support



Deena Dreyfuss, Pam Blizard, Tonya Nealon, and Shonette Lewis

position. Deena has more than 12 years' experience volunteering in our public schools and with educational nonprofits. Her experience in communications, marketing, planning, and organization as well as her knowledge of our school system are invaluable to our program. Pam, an Augustine tutor since 2014, is mentoring, assisting with recruiting, serving as testing coordinator, and more. Pam says she had no idea what a difference this organization would make in her life! Both are terrific additions to our team.

Also at the office, current Augustine tutor **Tonya Nealon** has agreed to share her talents with **READWS**. Tonya describes herself as a "Jill of all trades" when it comes to her teaching skills. She has taught high school biology, middle school life science, and breastfeeding and parenting skills for moms. She is assisting with Parent Education, website resources, grant writing, and more. We are delighted to have Tonya on the **READWS** team!

Finally, **Shonette Lewis** is leading our new Parent Education efforts. Shonette is a native of Winston-Salem. She attended North Carolina Central University and North Carolina State University, where she obtained degrees in child development and in family life and youth development, respectively. In addition to her part-time job with **READWS**, Shonette teaches at North Hills Elementary. Her boundless energy will be a terrific asset in her new role as lead parent educator.

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## **WHY I MENTOR** • **Mark Davidson**

Why do I mentor? After pausing a moment to contemplate this question, it occurs to me that my reasons are fourfold: children in need of instruction, tutors in need of companionship, society in need of transformation, and my own need for continued education and connection.

When a person makes a decision to give of his or her time and energy to enrich the life of another, that person deserves to be nurtured and supported. We all encounter anxiety and uncertainty when we commit to something new. Not having a background in childhood education, I know the feeling of vulnerability I experienced as I presented my first few lessons with the Augustine Project. When we struggle through the anxiety of our first few lessons, we become personally invested and connected, and this is where it becomes sacred

or holy. We all need someone to walk with us as we enter new territory and step out in faith to help a child. What a privilege to have been that companion.

There is no more transformative experience than to struggle with another through a difficult problem and to learn together how to overcome it. This sacred (holy) work is the daily work of **READWS** and the Augustine Literacy Project.





## FREE Community Resources and Local Partnerships New Videos and Other Free Resources

On the dream list, **READWS** has always wanted to make simple videos that would help parents, teachers, and tutors. Just think if parents could find an easy strategy to help their child unravel b/d confusion. Wouldn't that be wonderful? Thanks to Winston-Salem Child Study, **READWS** will soon start up its long-awaited video library. Hooray and thanks to Winston-Salem Child Study!

In addition, we are adding new resources to our lending library at the office and creating more free internet resources. Be sure to come by the office or visit [www.readws.org](http://www.readws.org) to harvest what might help you or a student you know!

### Junior League BookWORM Partnership Continues

Thanks to our partnership with the Junior League and its BookWORM program, **READWS** has distributed over 500 books for our students to enjoy and take home. "What a wonderful gift," says Kris Cox. "Our students, who often have limited resources for books at home, are now able to build their own personal libraries. Not only do they read,

but then they share the books with their siblings. What a great gift this is to our students!"

In addition, **READWS** was able to supply appropriate books to two Little Free Libraries on or near the campus of Griffith Elementary. Griffith, one of our partner schools, serves a high percentage of economically disadvantaged students. Many thanks to all who keep paying it forward through the Junior League BookWORM program.

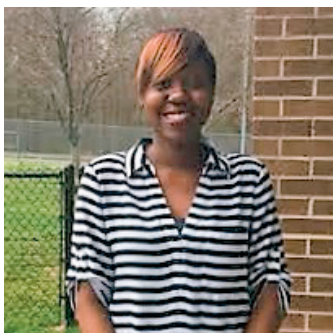


Little Free Library built by Jack Cockerham, Boy Scout Troop #703

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## Parent Education Begins at **READWS** PwC Partners with **READWS** for Parent Education Seminars

In summer 2016, **READWS** will hold its first parent seminars, thanks to support provided by the PricewaterhouseCoopers (PwC) Charitable Foundation. **READWS** will teach simple and effective multisensory strategies that can be used at home to strengthen early reading success. Led by part-time parent educator Shonette Lewis, these seminars will target parents of children 4-8 years old.



Shonette, new to the **READWS** team, has over 10 years' experience in early childhood education. She is a licensed birth through kindergarten teacher.

As a mother and an educator, Shonette understands how parent involvement can impact academic success. She has built partnerships with families in a variety of settings, and

provided instruction for children with diverse needs.

"I am excited about this unique opportunity to become a parent educator because I know parent involvement plays a critical role in positive child outcomes," says Shonette. The most important part of parent education is to ensure that parents have the tools they need to support their children's learning at home. The

overall purpose of parent education is for both the parents and children to be successful."

As we open this new area of **READWS**, we are delighted to have the support of PwC and the leadership of Shonette Lewis. We look forward to sharing stories from this new, exciting endeavor.

# WHY I STILL TUTOR

## Judith Margerum – tutor for 6 years



Tutoring a child who is struggling with reading stimulates my brain, stimulates my creativity, stimulates my compassion, and stimulates my heart. What better gift could I offer a young mind than the keys to literacy?

*(In recognition of all her contributions to READWS—tutoring, artwork for the project, mentoring, and so much more—Judith recently received the D.A.R. Excellence in Community Service Award. Congratulations, Judith!)*

## Nancy Keshian – tutor for 6 years

Helping students learn to read pays huge dividends for our community. It has an exponential impact. When students can read proficiently, they enjoy school success, which increases graduation rates and leads to an educated workforce. Students flourish and our community prospers.



## Kathleen Tatter – tutor for 8 years



The inspiring staff does a remarkable job supporting, guiding, and teaching tutors how to best serve their students. The strengths of the program are many, but the most important is that it works.

I have learned as much as I have taught. But in the end, it's the relationships with the students, teachers, school communities, fellow tutors, and

Augustine staff that make tutoring a rewarding experience. I enjoy being part of this team that is making a difference in our community.

## Liz Kelly – tutor for 5 years

Having parented a child with learning differences, I know firsthand the importance of intervention—and the earlier the better.

Through the Augustine Project, I can begin to level the playing field, helping a child gain access to resources and services that may never have been at his or her disposal. It is my favorite volunteer activity, working one-on-one with a student and taking it one sound, one word, one page at a time, helping develop learning strategies that will foster academic success and boost self-esteem.



## John Fisher – tutor for 9 years

Life is difficult enough. If you have trouble reading, you don't have a chance. I can't teach a foreign language or quantum physics, but I know how to read, and using the Augustine curriculum, I think I've been able to help the kids I've tutored over the years.

## Irene Burton – tutor for 8 years

When I am working on those time-consuming lesson plans, I often ask myself why I am still doing this. I answer my question every Tuesday and Thursday between 11:30 a.m. and 12:30 p.m. when I work with my current student. We both love our one-on-one time together—when she uses some of the words we have learned in conversation, when she asks if there is a way to show her teacher her perfect chart, and when she tells me, "I want to get to Book 100!"



## Debbie Cassels – tutor for 5 years

I became an Augustine tutor five years ago because I wanted to use my education background. I continue to tutor because watching a child make progress in his or her reading ability has been such an enjoyable experience for me!

## Sandria Kerr – tutor for 6 years

When I started tutoring in 2010, I imagined working with a sweet, shy little girl. Instead, I got a wiggly, second-grade boy who taught me the chicken dance. Another student taught me how to "Ask Google" on my phone. My current student is the sweet and shy girl, but happily she is no longer shy with me.



Why do I tutor? I like to learn and then explain it to someone else. It turns out, tutoring is the best part of teaching for me. Tutoring involves understanding an idea and finding the best way to present it to one (and only one) person, who is still young enough to think it's interesting to have a magic "e" jump over a consonant and pinch a vowel. There are no tests to make up, no grades to give out.



## Upcoming ALP Tutor Information Sessions

Tuesday, June 21, 2016 1:30 – 2:30 p.m.

"Ice Cream for Augustine"

St. Paul's Episcopal Church, 3rd floor library  
520 Summit Street, Winston-Salem, NC 27101

Thursday, July 14, 2016 10:30 – 11:30 a.m.

"Lemonade for Literacy"

St. Paul's Episcopal Church, 3rd floor library  
520 Summit Street, Winston-Salem, NC 27101

RSVP requested: (336) 723-4391, ext. 1509, or pam@readws.org

## Upcoming Augustine Tutor Training Dates

September 19 – 23, 2016 8:30 a.m. – 2:30 p.m.  
or October 13 – 17, 2016 Evening & Weekends

Honor the people who taught you to read by tutoring a struggling reader this year. Join the over 150 Augustine tutors in our community who are changing lives, one lesson at a time. **READWS** will train and support you, giving you and your student the tools for success.

[www.readws.org](http://www.readws.org) (336) 723-4391, ext. 1509

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## BE THE SPARK. Ignite a reader.

Attached please find my tax-deductible contribution in the amount of \$ \_\_\_\_\_  
**READWS Angel:** \$1,000 **Patron:** \$500 **Sponsor:** \$250 **Donor:** \$100 **Friend:** \$50

Name: \_\_\_\_\_  
(for acknowledgment on Donor Honor Roll, or  I prefer that my name not be listed)

Address: \_\_\_\_\_

My gift is  in honor  in memory of: \_\_\_\_\_

Please send notice of my gift to: \_\_\_\_\_

*Please make check out to St. Paul's Episcopal Church with "READWS" on the memo line.  
Mail to **READWS**, 520 Summit Street, Winston-Salem, NC 27101*

# The Gift of Literacy

by **READWS** Board Chair Robin Woodard

Over the past seven years, I have been blessed to become a trained Augustine tutor. I have watched four wonderful children develop into better readers, have interacted with dozens of dedicated Augustine tutors, and have met great teachers and staff of the Winston-Salem/Forsyth County Schools system. As a board member, I've worked closely with the **READWS** staff and advisory board, and I know we are all committed to reach, teach, and advocate for struggling readers who are at an economic disadvantage.

So why do I continue to volunteer for **READWS**? As I reflect on this question, it really comes down to three things:

- The first reason is a bit selfish. I love interacting with students who are in their early, formative years, and I enjoy their inquisitive minds and youthful energy.
- Second, I know reading opens doors that once were closed. For children to be successful students and adults, they must be able to read. Plus, watching an eager child experience a breakthrough learning moment is totally irresistible.

• Last, I love the collective, collaborative nature of this project. My colleagues come from many walks of life and diverse backgrounds, but we share a passion for teaching children how to become talented readers. Collectively, our efforts yield far more than we could ever achieve on our own.

The gift of literacy is enduring. Once given, this gift can never be

taken away. It is much more than being able to read. Literacy enables confidence, which in turn breeds broader learning, which ultimately creates a path for success. The transformative impact of literacy on a child's life is quite limitless.

We are so fortunate to have **READWS** play such an active role in Forsyth County, and I am grateful to our many benefactors, our volunteers, and the **READWS** staff for their enthusiastic support of our many literacy initiatives.



St. Paul's Episcopal Church  
520 Summit St.  
Winston-Salem, NC 27101-1195

