

LITERACY AWARDS

LIBRARY
OF CONGRESS

2018



A MESSAGE FROM THE LIBRARY OF CONGRESS

“Until I feared I would lose it, I never loved to read.”

Those words were said by one of America’s best-loved writers: Harper Lee, author of “To Kill a Mockingbird.”

Lee’s terse statement speaks powerfully about the essential role that reading plays in all our lives. Those of us who read cannot even fathom a world in which text on a page or words on a sign present a formidable obstacle, perhaps even a source of embarrassment.

The Library of Congress promotes literacy as part of its mission of sharing its universal store of knowledge with the world. For what good is a store of knowledge to someone who cannot read any of it?

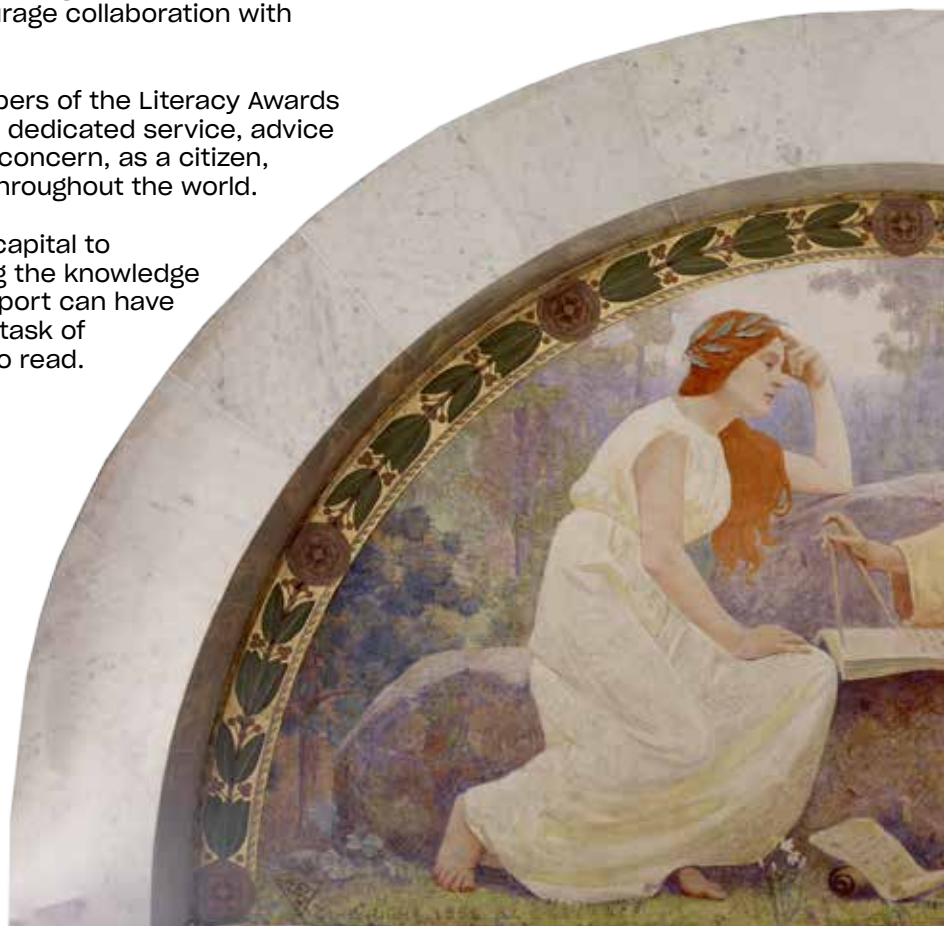
Philanthropist David M. Rubenstein created the Library of Congress Literacy Awards in 2013 as an expression of his love for reading and the critical role it has played in his success. Rubenstein’s vision was for the awards to not only help support the organizations that receive them but to also inspire other organizations to emulate their practices.

This “best practices” booklet was drafted in this spirit. The Library pays tribute to the extraordinary efforts of the successful literacy organizations profiled herein. And we hope that like-minded groups will read about these three 2018 award winners and 15 best practice honorees and leverage their ideas to better promote literacy and reading.

Since 2013, the Library of Congress Literacy Awards Program has awarded \$1.5 million in prizes to 91 institutions in 28 countries. By recognizing current achievements, the awards seek to enable organizations or programs that operate on a nonprofit basis to strengthen its involvement in literacy and reading promotion and to encourage collaboration with like-minded organizations.

The Library of Congress is grateful to the members of the Literacy Awards Program Advisory Board for their generous and dedicated service, advice and energy, and to David M. Rubenstein for his concern, as a citizen, about the state of literacy in our country and throughout the world.

There may never be enough money or human capital to eradicate illiteracy worldwide, but by leveraging the knowledge and expertise outlined in this booklet, that support can have a multiplier effect on the seemingly Sisyphean task of creating a universal world of people who love to read.



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2018

Winners & Best Practice Honorees
By Guy Lamolinara

Center for the Book, a unit of the Center for Learning,
Literacy and Engagement at the Library of Congress



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The three winners of the 2018 Library of Congress Literacy Awards, **Reading Is Fundamental**, **East Side Community School** and **Instituto Pedagógico para Problemas del Lenguaje**, represent the best in their field.

They are performing exemplary work to increase literacy levels -- both in the United States and around the world.

These three organizations, together with the 15 Best Practices Honorees, are doing work that is sustainable and worthy of emulation by other institutions. They have a proven track record of success. It is hoped that the awards and honors have a long-lasting and meaningful impact on all these organizations' work, and that other literacy groups will learn from what the organizations herein are doing to eradicate illiteracy.

The three Library of Congress Literacy Awards are:

The **David M. Rubenstein Prize (\$150,000)** is awarded to an organization that has made outstanding and measurable contributions to increasing literacy levels and has demonstrated exceptional and sustained depth and breadth in its commitment to the advancement of literacy. The organization meets the highest standards of excellence in its operations and services. This award may be given to an organization based either inside or outside the United States.

The **American Prize (\$50,000)** is awarded to an organization that has made a significant and measurable contribution to increasing literacy levels in the United States or the national awareness of the importance of literacy. This award may be given to any organization that is based in the United States.

The **International Prize (\$50,000)** is awarded to an organization or national entity that has made a significant and measurable contribution to increasing literacy levels in a country other than the United States. This award may be given to any organization that is based in a country outside the United States.



Location:
Washington, D.C.

Service Area:
Nationwide

Population Served:
Children, parents, families,
educators, caregivers,
literacy advocates and
volunteers

Founded:
1966

Website:
www.rif.org

Reading Is Fundamental



Reading Is Fundamental (RIF), the nation's largest nonprofit organization for children's literacy, has focused primarily on giving books to children. Founded in 1966, it has provided more than 415 million books to 40 million children across the nation, in the belief that all children deserve an opportunity to own books, learn to read and obtain the fundamental building blocks to achieve their highest potential. RIF works with publishers, community groups, other organizations and like-minded corporations in carrying out its mission.

Reading Is Fundamental is committed to a literate America by inspiring a passion for reading among all children, providing quality content to make an impact and engaging communities in the

solution to give every child the fundamental literacy skills for success.

The organization's programs include:

Books for Ownership, enabling children to select age-appropriate books to own

Read for Success, an innovative reading-intervention program that addresses the literacy backslide that traditionally happens during the summer months

Literacy Central, an online destination for teachers, parents and literacy volunteers to get thousands of free digital resources tied directly to the books children love and teachers turn to everyday

Literacy Network, a portal for local literacy partners

The Reading Log App, used to track and share time spent reading.



East Side Community School



East Side Community School is a small 6th to 12th-grade college preparatory school in New York City dedicated to the belief that all students can, must and will learn and succeed academically. Staff set high standards for each student and help them meet these standards by providing personal attention, a strong sense of community, high quality instruction and engaging and innovative learning experiences in and out of the classroom.

Students, staff, families and community members see themselves as part of a team whose main goal is the success of every individual student in East Side's diverse learning community. There is a commitment to promoting social justice and combating racism, sexism, homophobia, classism and any other form of discrimination. The goal of the school is to create a community of highly skilled students, lifetime learners, critical thinkers and socially responsible citizens who, upon graduation, will be prepared to succeed in college and beyond.

Some highlights that distinguish the East Side Community School:

Its 6th to 12th-grade comprehensive college preparatory curriculum ensures that students begin their college and career readiness from the first days of middle school

All students develop graduation portfolios in the core subjects. Students present and defend their work to committees twice a year

All students graduate by completing performance-based assessment tasks, such as a college-level history research paper and a student-designed science project

All students take a studio arts class each year

East Side has an average class size of 18 to 24 students and an 8-1 adult to student ratio



EAST SIDE COMMUNITY HIGH SCHOOL
A 6TH – 12TH GRADE
COLLEGE PREPARATORY ACADEMY

Location:
New York, N.Y.

Service Area:
New York City

Population Served:
middle and high
school students

Founded:
1992

Website:
www.eschs.org

Instituto Pedagógico para Problemas del Lenguaje



Location:
Mexico City, Mexico

Service Area:
Mexico City

Population Served:
deaf and learning
disabled children,
and teachers (with
teacher-training
programs)

Founded:
1967

Website:
www.ippliap.edu.mx



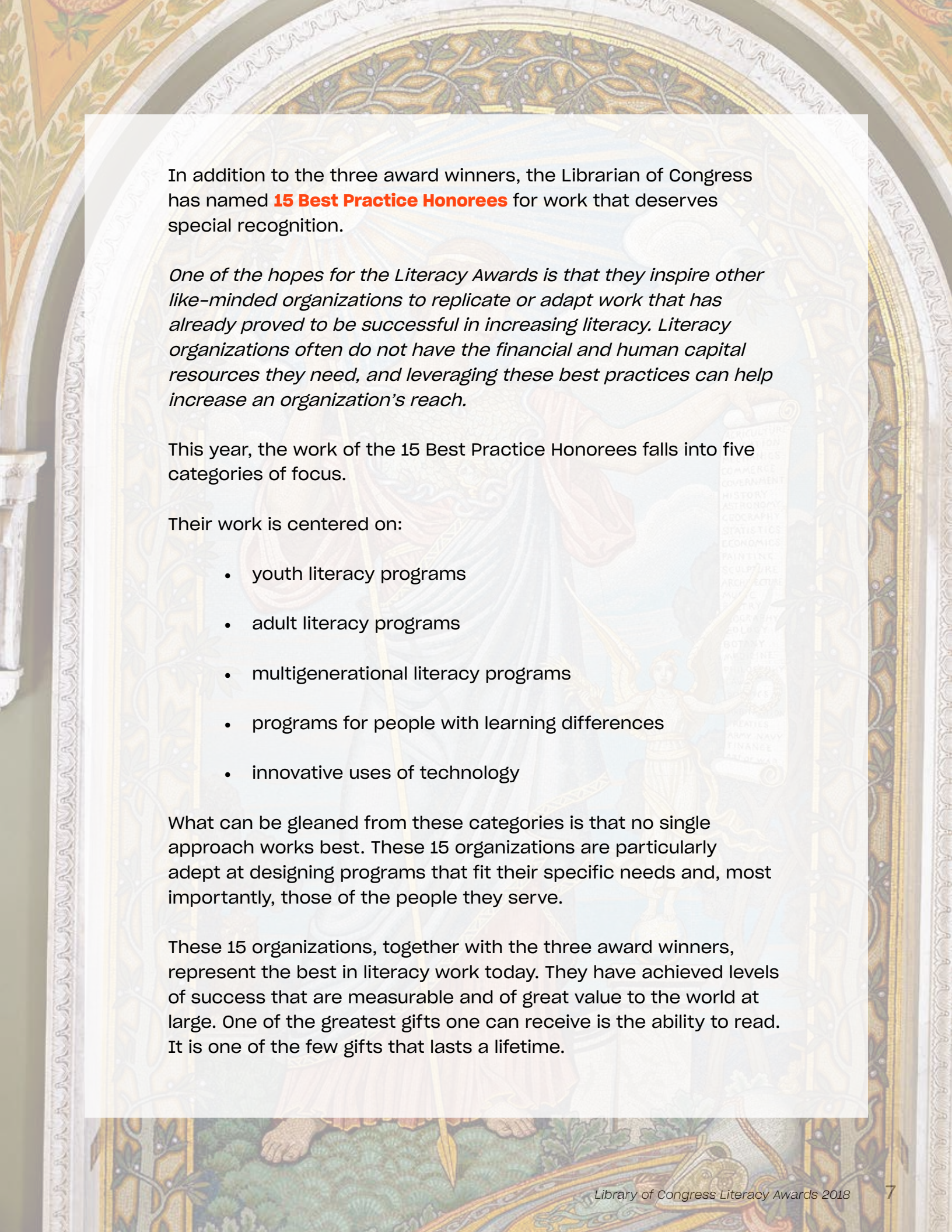
Instituto Pedagógico para Problemas del Lenguaje supports deaf children and children with other language and learning disabilities who come from low-income families, mainly through educational programs and after-school assistance.

The 2010 census of the National Institute of Statistics and geography counts 694,000 people in Mexico and 45,000 in Mexico City who are deaf. While deaf people form a significant linguistic and cultural minority, the vast majority grow up illiterate and marginalized, unable to participate in and contribute to society. The primary obstacle to developing literacy skills is the limited access to a natural signed language.

In 1992 the Instituto initiated a Bilingual Educational Model for K-6 deaf children using Mexican Sign Language (LSM) and Spanish. The organization was the first school to implement this model. A natural language provides deaf children with the linguistic and cognitive skills necessary to learn and grow like any other child and sets the foundation for accessing Spanish literacy as a second language. The implementation of a bilingual framework for literacy development is the innovation that has allowed us to become the leaders in deaf education in Mexico and a model for other Spanish-speaking countries.

To date, the Instituto continues to be one of the few schools that recognize the linguistic right of deaf children to access a quality education in LSM while developing literacy skills in Spanish. Its students have the skills to continue their education and become part of the labor force in their chosen field. To increase the reach of its work, for the past 14 years, the Instituto has provided national-level training and hosted workshops, seminars and conferences on how to implement a bilingual framework for literacy development with deaf children at other schools.

About 14 years ago, the organization established a Teacher Training Program. The Instituto has alliances with other similarly situated institutions such as Gallaudet University in Washington, D.C., the California School for the Deaf and the New Mexico School for the Deaf, among others.



In addition to the three award winners, the Librarian of Congress has named **15 Best Practice Honorees** for work that deserves special recognition.

One of the hopes for the Literacy Awards is that they inspire other like-minded organizations to replicate or adapt work that has already proved to be successful in increasing literacy. Literacy organizations often do not have the financial and human capital resources they need, and leveraging these best practices can help increase an organization's reach.

This year, the work of the 15 Best Practice Honorees falls into five categories of focus.

Their work is centered on:

- youth literacy programs
- adult literacy programs
- multigenerational literacy programs
- programs for people with learning differences
- innovative uses of technology

What can be gleaned from these categories is that no single approach works best. These 15 organizations are particularly adept at designing programs that fit their specific needs and, most importantly, those of the people they serve.

These 15 organizations, together with the three award winners, represent the best in literacy work today. They have achieved levels of success that are measurable and of great value to the world at large. One of the greatest gifts one can receive is the ability to read. It is one of the few gifts that lasts a lifetime.

YOUTH LITERACY PROGRAMS



According to a 2013–2014 study commissioned by UNESCO, 175 million young people in low and lower-middle income countries are unable to read, and 61 percent of them are female.

Because of these startling and horrific statistics, many literacy organizations have devoted themselves to promoting youth literacy. The earlier the intervention the more likely these young people are to learn to read and to grow up successful citizens.

In addition to 2018 Literacy Award winners Reading Is Fundamental and East Side Community School, the Library of Congress is recognizing three other organizations for their “best practices” work promoting youth literacy.



America SCORES has had remarkable success working with youth in large cities from low-income backgrounds with its holistic approach of combining sports with reading and community-service programming.

The **Mango Tree Literacy Lab** uses a low-cost approach of teaching and supporting educators in Uganda, who use what they have learned to increase literacy levels. And **Reach Incorporated** focuses on a tutoring program by teens who serve as role models for younger students in Washington, D.C.



America SCORES



America SCORES serves more than 14,000 students at 194 public and charter schools in San Francisco, Chicago, Boston, Los Angeles, Cleveland, Denver, Milwaukee, New York, Portland, Seattle, St. Louis, Vancouver and Washington, D.C. Sixty percent of the schools served

by America SCORES affiliates are designated as Tier 1 or Tier 2 persistently lowest-achieving schools as defined by Title I.

All schools served are within a high-need school district. More than 85 percent of SCORES participants qualify for free or reduced lunch, and 55 percent of students do not have basic proficiency in language arts based on state standardized tests.

The population affected by America SCORES programs nationally is 62 percent Hispanic, 25 percent African-American, 5 percent Asian-Pacific Islander, 2 percent Caucasian, 2 percent biracial and 4 percent other; 32 percent are English as a Second Language/ESL students.

The organization's mission is to inspire urban youth to lead healthy lives, be engaged students and have the confidence and character to make a difference in the world. America SCORES achieves this mission through free, daily after-school and summer programming that combines soccer, poetry and service-learning. America SCORES students follow a sequenced literacy curriculum, revised in 2015 to align with the Common Core. Its coaches (school-day teachers trained by SCORES staff) are attuned to school-wide strategies to individualize literacy-writing instruction during the school day to increase reading proficiency rates - and highlight and reinforce these strategies during America SCORES' after-school enrichment.

The organization's program, which is often recommended by administrators for students struggling with behavioral or academic issues, provides highly engaging opportunities for previously struggling students to gain confidence and improve their literacy skills in a supportive team setting.



Location:
New York, New York

Service Area:
194 traditional public and public-charter schools in North America

Population Served:
14,000 low-income, majority-minority students attending struggling urban schools

Founded:
1994

Website:
www.americascoreres.org



YOUTH LITERACY PROGRAMS



MANGO TREE LITERACY LAB

Location:
Lira, Uganda

Service Area:
Lango subregion of Uganda

Population Served:
Early grade learners,
teachers and parents
involved in education

Founded:
2010

Website:
www.mangotreeuganda.org

Mango Tree Literacy Lab



Since 2010, Mango Tree has been supporting teachers and schools in the Leblango language community in northern Uganda.

The main goals of the Mango Tree program include increasing literacy rates, enhancing education quality through improved materials and effective teachers, and fostering a culture of reading among pupils, parents and communities within a cost-effective and scalable framework.

This initiative began from the grassroots with the revision of the Leblango (a dialect spoken in Uganda) orthography and building the capacity of the local language boards. Using this foundation, Mango Tree has been able to nurture local writing and illustration talent.

This results in low-cost, creative and attractive local-language materials for primary school children and other stakeholders. Another pillar in the program design is the strong support for local educational structures, including district and school-level administration. Teachers participate in routine training, receive teachers' guides and primers for their pupils and benefit from a supervisory structure that allows them to be continually monitored and supported.

Mango Tree's primary platform, the Northern Uganda Literacy Program, has been rigorously evaluated by researchers from the University of Illinois. Results have shown that, relative to government schools without such intervention, the Mango Tree model delivers better quality teacher instruction, access to relevant literacy materials and significant gains in literacy along several key components such as phonetic and phonemic awareness and reading fluency and comprehension.



Reach Incorporated



Location:
Washington, D.C.

Service Area:
District of Columbia

Population Served:
Reach Incorporated enlists high school students in grades 9-12 to serve as tutors for elementary school students in 2nd and 3rd grade.

Founded:
2009

Website:
www.reachincorporated.org

Reach Incorporated develops grade-level readers and confident leaders by preparing teens to serve as tutors and role models for younger students, resulting in improved literacy outcomes for both the teen tutors and their elementary school students.

Through this unique, cross-age tutoring model, teens address foundational literacy gaps while ensuring that younger readers never fall behind. Ninety-five percent of its participants are African-American, 3 percent are Latino and 2 percent are multiracial.

In addition to participation in this core after-school program, teens have the opportunity to participate in other supportive programs. Specifically, during the summer, tutors can enroll in the Summer Leadership Academy by which they prepare for life beyond high school through résumé building, collaborative projects, college visits, mock interviews and a charity-focused public speaking competition.

Additionally, interested teens can be connected to an adult mentor through the College Mentorship Program, giving them individual support in college selection, application and financial aid processes. Some tutors, during the summer program, become published children's book authors. Those teens often do public readings, inspiring young people with their relevant and diverse stories. The organization donates 2,500 teen-authored books to local schools and organizations each year.



ADULT LITERACY PROGRAMS



It is never too late to intervene in a person's life and make a notable difference. With that motivating principle in mind, several of this year's best practice honorees devote their attention to adult literacy.

Approximately 10 percent of adults in the United States cannot read, according to the U.S. Department of Education and the National Institute of Literacy.

The Organization for Economic Cooperation and Development says that half of all adults in America cannot read a book at the 8th-grade level.

The **Philadelphia Office of Adult Education** is working to change these startling statistics in a city where an estimated 550,000 adults are in need of basic literacy skills.

The mission of the City of Philadelphia's Office of Adult Education is to ensure access to high-quality basic education for all adult learners in Philadelphia. The office has partnered with more than 80 organizations citywide to encourage Philadelphians who need literacy training to get it.

Project Read of Provo, Utah, offers a one-on-one tutoring service that draws on community volunteers for its programs.

ProLiteracy Worldwide reaches individuals around the globe through its 1,000 member programs across 50 states and its work with 30 partners in 25 countries to target adults primarily at the lowest literacy levels.



Philadelphia Office of Adult Education



The mission of the City of Philadelphia's Office of Adult Education (OAE) is to ensure access to high-quality basic education for all adult learners in Philadelphia.

Formerly known as the Mayor's Commission on Literacy, the OAE has worked since 1983 to equip all adults in Philadelphia with the education they need for work, family and civic engagement. OAE was charged to work on behalf of more than 80 literacy and workforce development programs to help the estimated 550,000 adults in Philadelphia who need to

develop their workforce literacy skills to compete in today's knowledge-based economy, complete secondary education or prepare to participate in postsecondary programs.

The Office of Adult Education is proud of its initiatives to engage adult education agencies, learners, residents, community-based organizations, Philadelphia's corporate community and every entity throughout the city to ensure quality education for all adult learners as they pursue postsecondary education and employment.

Services include:

Enrolling adult learners in basic education, high school equivalency prep and English as a Second Language classes in their neighborhood. Adults can also prepare for entrance and work exams

Providing professional development for adult educators as well as technical assistance and support to scores of adult education providers. One of OAE's largest programs is the annual Technology in Adult Education Conference, where hundreds of professionals convene each spring to discover trends and best practices in infusing technology into adult education instruction

Recruiting, training and placing volunteers to serve as adult literacy tutors and mentors at Volunteer Partner agencies

Overseeing free public computing labs and supporting online classes at remote locations

Convening the Philadelphia Adult Literacy Alliance, a membership group of hundreds of adult literacy professionals, organizations and advocates

Developing partnerships to leverage resources benefiting adult literacy and workforce development systems

Advising on public policies that help people put adults on a pathway to learning and earning



Location:
Philadelphia, Pennsylvania

Service Area:
Philadelphia

Population Served:
Residents of Philadelphia

Founded:
1983

Website:
www.philaliteracy.org



ADULT LITERACY PROGRAMS

Project Read



Location:
Provo, Utah

Service Area:
Utah County

Population Served:
Adults with low literacy skills in Utah County

Founded:
1984

Website:
www.projectreadutah.org



Project Read provides one-on-one tutoring services to adults with low literacy skills in Utah County and changes lives through literacy by empowering individuals, strengthening families and building community. The goals of Project Read are met through the cooperation of community volunteers and other organizations that serve adults with low literacy skills.

The National Center for Education Statistics estimates that Utah County (the state's second-largest county, with Provo as its county seat) could have as many as 33,000 adults who cannot read above a 4th-grade level.

By continuing to offer tutoring in literacy and life skills, Project Read is able to change the lives of individuals and improve the economy of Utah County. Each student who comes to Project Read helps break the illiteracy cycle, improving the education, health and quality of life for the next generation.

As students increase their literacy and education levels, they become more employable and start earning more money. The data shows that a student who earns a High School Equivalency can earn an extra \$8,000 annually – a nearly 40 percent increase over those without High School Equivalency.



ProLiteracy Worldwide



ProLiteracy

Location:
Syracuse, New York

Service Area:
Worldwide

Population Served:
Adult Learners

Founded:
2002

Website:
www.proliteracy.org

ProLiteracy Worldwide was founded in 2002, through a merger of Laubach Literacy International (founded in 1955) and Literacy Volunteers of America (founded in 1962). The organization advances and supports programs to help adults acquire literacy skills needed to function more effectively in their daily lives.

ProLiteracy Worldwide has 1,000 member programs across 50 states and works with 30 partners in 25 countries to target adults primarily at the lowest literacy levels. Most of their members are nonprofit, community-based organizations that receive no public funding. ProLiteracy Worldwide gives them access to information, materials and networks that they otherwise could not find or afford.

ProLiteracy's New Readers Press has been a leading adult literacy resource since 1967 and now is available in both print and digitally. A recent acquisition is the Leamos online Spanish literacy course to teach non-literate Spanish-speaking adults to read and write. ProLiteracy Worldwide runs a biennial Conference on Adult Literacy to share timely topics and build expertise among partner organizations.

In 2016 the organization launched its Education Network, an online learning site for tutors, trainers and program administrators. Later this year, ProLiteracy will launch an online Leadership Training program to help build industry-specific leadership skills needed to run adult literacy organizations. The organization currently supports the advancement of 500,000 adult learners annually and hopes to double its reach within the next five years.



MULTIGENERATIONAL LITERACY PROGRAMS



Rather than specialize in either adult or youth literacy, several of this year's best practice honorees have chosen a multigenerational approach in their literacy programs.

Fundación A Mano Manaba in Jama, Ecuador, is bringing literacy to a tiny fishing village that was nearly destroyed by the 7.8 magnitude earthquake that struck it in 2016. Among other initiatives, the organization is establishing libraries in areas where connectivity is nonexistent.



Nearly 75,000 children and adults in Minnesota are helped through the work of the **Minnesota Literacy Council** through preschool and summer reading programs, GED preparation classes and job readiness training, among other programs.

In Rwanda, **Umuhuza** established community-based assistance programs to promote not only literacy but also peace. The organization leverages community assets to increase parental involvement to improve literacy skills.



Fundación A Mano Manaba



Location:
Jama, Ecuador

Service Area:
North Coast
of Ecuador

Population Served:
People from North Manabí
Province and Cantón Jama

Founded:
2016

Website:
www.amanomanaba.org

Through formal and informal educational programs, Fundación A Mano Manaba (FAMM) strives to better the lives and widen the economic and human opportunities in a tiny fishing village in the north coast of Ecuador devastated by a 7.8 magnitude earthquake on April 16, 2016.

All of FAMM's programs are driven by a fun-loving spirit that includes education. It partners with local governments, national education programs and universities to fund its endeavors. The organization offers student trips to private schools. These partnerships exercise intercultural programs among an urban culture and a rural fishing community. College students from the Universidad de las Artes spend time as "artists in residence."

With the help of donations of books, FAMM is establishing a network of libraries in areas where electronic devices are scarce, due to a lack of connectivity. The goal is to create stress-free environments where children and adults can read and make discoveries.

FAMM has successfully developed remedial reading programs that have increased graduation rates, reduced domestic violence in the home and turned participants into community leaders.

MULTIGENERATIONAL LITERACY PROGRAMS



Sharing the Power of Learning

Location:
St. Paul, Minnesota

Service Area:
Minnesota and national partnerships

Population Served:
75,000 people statewide

Founded:
1972

Website:
www.mnliteracy.org

Minnesota Literacy Council



The Minnesota Literacy Council (MLC) serves Minnesotans of all ages – from 3-year-olds mastering their ABCs to grandparents determined to get their GED. The organization reaches nearly 75,000 children and adults each year, thanks in great part to the more than 3,000 volunteers and 100 national service members that MLC trains annually.

MLC's literacy-rich preschool and summer reading programs start

Minnesota's youngest readers off on the right foot. Free English, GED preparation and job readiness classes prepare adults for postsecondary education and careers. The organization's support in program best practices, educational technology, volunteer training and national service strengthens hundreds of literacy programs across the state.

The definition of literacy is ever-changing, and MLC takes pride in anticipating shifts in community needs. Its work is evolving, so its members are prepared to give everyone the best opportunity to be successful students, workers, family members and citizens.

The Minnesota Literacy Council leads the expansion and development of the Northstar Digital Literacy Project. The ability of adults to perform digital literacy tasks is assessed through online, self-guided modules in 10 areas, such as basic computer use, Internet, Windows Operating System, Mac OS, email, Microsoft Word, Excel and more.

By offering a low-cost subscription structure, Northstar is widely used in adult basic education programs, workforce centers, libraries, community-based programs and junior colleges. There are now 520 sponsor sites in 38 states and three foreign countries.



Umuhuza



Umuhuza is a Rwandan Non-Governmental Organization founded in 2005 and is recognized by the Rwanda Governance Board (RGB). Umuhuza aims to foster a culture of peace through educating children and their parents to promote peace education, the culture of reading and improved childhood development to create educated citizens. Umuhuza has extensive experience in community mobilization, family learning and parental training. Through its activities, children, parents, local leaders, faith-based organizations and other partners have been sensitized and equipped to support family and community early-literacy approaches.

Umuhuza works countrywide, and its approach is community-based; that is, all activities are established at the lowest administrative level (village). Working with volunteers has enabled Umuhuza to scale up its work.

Umuhuza has developed a unique grassroots approach to implementing community literacy activities across rural communities in Rwanda. The organization draws on communities' own assets to increase effective community and parental involvement to improve literacy skills and to foster a culture of reading. Umuhuza's innovative interventions are founded on strong relationships with the communities as well as an understanding of the hierarchy of local officials and the appropriate channels necessary for effective communications. Integrated, systems-level interventions help families, communities and schools support their children's learning.

In addition, Umuhuza mobilizes the civic duty of Rwandans by training community literacy volunteers on facilitating reading clubs and spreading literacy messages in their communities. This approach includes a social-behavior-change campaign that disseminates literacy messages to community members, local authorities and religious leaders on how to encourage and support children's literacy. By utilizing all available channels, key literacy messages are included across a spectrum of community activities.



Location:
Kigali, Rwanda

Service Area:
Rwanda

Population Served:
Children between ages 7 and 9 and their families

Founded:
2005

Website:
www.umuhuza.org



PROGRAMS FOR PEOPLE WITH LEARNING DIFFERENCES



People with learning differences often require individualized attention and instruction. In addition to International Award winner Instituto Pedagógico para Problemas del Lenguaje, three of this year's best practice honorees have dedicated themselves to addressing this population.

For 70 years, **Learning Ally** has worked with struggling readers to make them ready for success. Today, the organization serves almost 300,000 students and 45,000 teachers in more than 13,000 schools across the country. Throughout the years, Learning Ally has kept pace with changing technology and now offers its recorded materials in digital format.



In the Philippines, **Resources for the Blind** has worked for 30 years to serve those who are visually impaired. Using a holistic approach, the organization readies its clients for full inclusion in society. About 700 teachers across the country have received training in order to help students thrive in regular schools.

The National Science Foundation and Gallaudet University in Washington, D.C., provide funding to **Visual Language and Visual Learning (VL2)**. This organization comprises four research hubs, all devoted to addressing the needs of growing bilingual children.



PROGRAMS FOR PEOPLE WITH LEARNING DIFFERENCES

Learning Ally



Founded in 1948 as Recording for the Blind, Learning Ally is a 70-year-old national nonprofit ed-tech organization focused on improving educational outcomes and fostering life readiness for those who struggle with the printed word. The organization currently

serves nearly 300,000 students and 45,000 teachers in more than 13,000 schools nationwide. Learning Ally's mission is to promote personal achievement when access and reading are barriers, transforming struggling students into successful learners.

In recent years, the number of students served continues to grow as does their diversity. Learning Ally is evolving and continues to improve with ongoing development of its audiobook solution, incorporating state-of-the-art technologies and developing a growing set of new student-centric solutions that will identify students who are at risk of becoming struggling readers and provide them with proven solutions to close the word gap. Learning Ally also equips parents and educators with information to better understand how every individual learns.

Since its founding, Learning Ally has worked to fill the need for recorded educational materials. Its long history began by providing soldiers blinded in World War II with reel-to-reel audio recordings of college textbooks so they could take advantage of the GI Bill of Rights free college education. Learning Ally has continually developed its solution to match current technology, moving from audiocassettes to compact discs before going completely digital in 2013. In 2018, the organization began using virtual studios with volunteer readers recording remotely around the world.

Over the past five years, Learning Ally has transformed from an audiobook library to an education solution. The organization made a significant change in 2017 when it updated its terms of service to more accurately address both students formally identified with a learning difference as well as those who exhibit the characteristics of a learning disability.



Location:
Princeton, New Jersey

Service Area:
United States

Population Served:
blind, visually impaired,
dyslexic and those with
print disabilities

Founded:
1948

Website:
www.learningally.org



PROGRAMS FOR PEOPLE WITH LEARNING DIFFERENCES



Location:
Quezon City, Philippines

Service Area:
Philippines

Population Served:
Persons with visual
impairment

Founded:
1988

Website:
www.blind.org.ph

Resources for the Blind



Resources for the Blind Inc. (RBI) is a nonprofit Christian organization focused since 1988 on serving people with visual impairment in the Philippines. Its primary objective is to enable the visually impaired to reach and understand their full potential through RBI's varied programs and services.

RBI's main office and preschool are in

Quezon City and primarily serve those in the national capital and Luzon areas. The offices in Cebu and Davao cater to those in the Visayas and Mindanao regions, respectively. Currently, RBI has 48 full-time staff delivering services to clients nationwide. RBI believes in the full inclusion in society of people who are blind, and its core values are focused on employing a holistic approach to the training and education of the visually impaired.

For the past 30 years, RBI has maintained a close partnership with the Philippines Department of Education for inclusion of children with visual impairment in regular schools. Its program includes visual assessments, production of reading materials for visually impaired students, teacher trainings and parental involvement. For example, teachers and parents are trained on how to handle children with visual impairments to guarantee quality of instruction.

To date, RBI has trained about 700 teachers across the Philippines. In 2017, RBI concluded three projects on improving literacy with the United States Agency for International Development.



PROGRAMS FOR PEOPLE WITH LEARNING DIFFERENCES

Visual Language and Visual Learning (VL2)



Location:
Washington, D.C.

Service Area:
United States

Population Served:
Deaf and hard-of-hearing children

Founded:
2006

Website:
www.vl2.gallaudet.edu

Visual Language and Visual Learning (VL2) is a Science of Learning Center in the United States, funded by the National Science Foundation and Gallaudet University in Washington, D.C. There are four resource hubs within VL2, all of which focus on the optimal learning and neural foundations of the growing bilingual child; reading and literacy; communication among scientists, public educators and policymakers; and the creation of translational products for the betterment of young children's learning and academic success.

Visual Language and Visual Learning seeks to understand how learning through visual processes, visual language and visually based social experiences contributes to the development of language and literacy in all children, especially young deaf visual learners. VL2 seeks this knowledge for the benefit of all humans.

Motion Light Lab (ML2), one of the four hubs, is a space where creative literature meets digital technology to create immersive learning experiences. Motion Light Lab translates research findings into literacy resources and runs the VL2 Storybook Creator program, including the development of VL2 Storybook Apps. Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard-of-hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological and rapidly changing world. Gallaudet is the only university in the world that serves deaf and hard-of-hearing students with a commitment to academic excellence and specialized research to support quality education for deaf people.

INNOVATIVE USES OF TECHNOLOGY



Technological advances are enabling creative literacy organizations to effectively reach and equip populations that previously were unable to access literacy tools and instruction. For 2018, three best practice honorees have leveraged technology for the betterment of society.

Sesame Workshop India (SEI) has developed an Indian version of “Sesame Street” to increase literacy, reaching more than 5 million children. SEI is also taking advantage of the widespread use of cell phones with its app-based resources.

The problem of large sectors of the population not having access to education is severe in Colombia. **Transformemos Fundación Para El Desarrollo Social** has brought together educators, social communicators, political scientists and psychologists to achieve its mission. The organization provides educational software, digital tablets, digital platforms and teacher training.



World Possible, based in Irvine, California, has developed a server that makes it possible to access digital information anywhere, even in areas without Internet access. World Possible is reaching learners who previously had no access to books or information available online.



Sesame Workshop India



sesameworkshop **INDIA**

Location:
New Delhi, India

Service Area:
India

Population Served:
Children

Founded:
2008

Website:
www.sesameworkshopindia.org

Sesame Workshop India (SEI) is leading the movement to change the early-education paradigm through its innovative projects that put children at the center of development. Under its flagship initiative, “Galli Galli Sim Sim” (the Indian adaptation of “Sesame Street”), SEI works in low-resourced classrooms and communities to bring children and their caregivers language and strategies that have proven impact on their cognitive, physical and social-emotional well-being. Since 2007, SEI has reached more than 5 million children across India in partnership with the government, nonprofit organizations and the corporate sector to fulfill its mission to help kids grow smarter, stronger and kinder.

Ninety percent of children in India in grade 1 are unable to read at grade level. The condition only gets worse as they progress. Play.Connect.Learn addresses this reading gap by equipping children with well-researched, culturally relevant content in their mother tongue, deployed on a digital device that is easily accessible. SEI developed an adaptive learning application, loaded with games and e-books in Marathi (mother tongue spoken in Maharashtra, India). On this application, children play games to reinforce the skills learned, while reading increasingly advanced e-books, which become accessible based on a child’s learning progression.

The initiative is innovative in many ways:

The app leverages the potential of the growing use of cell phones and is designed for low-end Android phones, which are most popular in low-resourced communities. The app is designed to function fully offline, addressing the issues of connectivity in remote areas

E-books are interspersed with interactive games to reinforce learning at every level. The app also assesses the child’s learning progression

The content is designed in partnership with education and language experts to align with the state curriculum

It leverages the popularity of the “Galli Galli Sim Sim” television show in the local language to further reinforce reading skills among children



Transformemos Fundación Para El Desarrollo Social



Location:
Colombia

Service Area:
Colombia

Population Served:
Young and adults of
vulnerable populations

Founded:
2006

Website:
www.transformemos.com



Founded in 2006, Transformemos is a nonprofit, civil society organization comprising educators, social communicators, political scientists and psychologists who contribute to the human and social development of vulnerable communities through high-quality

education mediated by technology.

The foundation's main function is to implement the educational model Transformemos Interactive System to bring education to populations excluded from the education system. The system provides educational software, digital tablets, digital platforms and teacher training. Education is available for diverse contexts, indigenous ethnic groups and Afro-Colombian populations – all adapted to the different regions of Colombia.

For more than 11 years, the foundation has included more than 435,000 people in the educational system who have participated in studies ranging from primary and secondary basic education to advanced secondary education. The foundation develops its own printed and digital didactic materials and uses impact research to make needed adjustments to the educational processes it implements.

The Transformemos Interactive System is the only Latin American educational model that has received the Unesco Confucius Award for its contributions to education in vulnerable populations and its contributions to peace. It has been recognized by the Inter-American Development Bank as one of the 10 best innovative pedagogical initiatives in the use of technology.



World Possible



**WORLD
POSSIBLE**

Location:
Irvine, California

Service Area:
United States and
developing countries

Population Served:
Offline youth
and adult learners

Founded:
2009

Website:
www.worldpossible.org

World Possible (WP) is a nonprofit organization with a mission to connect offline learners to the world's knowledge. WP is the creator of RACHEL (Remote Area Community Hotspot for Education & Learning), a small plug-and-play server that makes it easy to bring educational content anywhere. RACHEL is used by hundreds of organizations worldwide to bring a vast digital library of books and educational materials to schools, libraries, community centers and prisons.

RACHEL capitalizes on three major trends in technology: the development of HTML5 standards, the plummeting costs of storage and a robust creator community of Open Educational Resources. These three trends converge in RACHEL, which uses high-speed data connections in California to "scrape" high-quality open educational websites such as Fantastic Phonics and Wikipedia, creating a website snapshot.

This website snapshot can be endlessly replicated. Once RACHEL is loaded with copies of more than 100 websites, it uses networking protocol to create an access point that allows any device with a web browser to access the stored content, thus providing the highest quality educational resources available to offline learners without need for the Internet.

Because RACHEL is lightweight and rugged, it is easy to carry to the world's most remote regions. As a result, WP is able to reach learners in areas that previously have never had access to books. RACHEL has been deployed in schools in Amazonian jungles, Pacific islands and villages across the developing world. The BBC recently made a short video showing a RACHEL installation in the Himalayas, demonstrating how easily RACHEL can piggyback onto projects focused on bringing power and computing devices to remote areas, turning remote villages into learning centers.



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LITERACY AWARDS

**LIBRARY
OF CONGRESS**

2018

The Library of Congress Literacy Awards

Through the generosity of philanthropist David M. Rubenstein, the Library of Congress Literacy Awards Program recognizes nonprofit organizations that have made outstanding contributions to increasing literacy in the United States and abroad. The awards encourage the continuing development of innovative methods for combating illiteracy and the wide dissemination of the most effective practices. The Library of Congress Literacy Awards Program is administered by the Center for the Book, a unit of the Center for Learning, Literacy and Engagement at the Library of Congress.

About the Center for the Book

A public-private partnership, the Center for the Book sponsors educational programs that reach readers of all ages, both nationally and internationally. It provides leadership for affiliated state centers for the book and nonprofit reading-promotion partners and plays a key role in the Library's annual National Book Festival. It also oversees the Library's read.gov website and the Poetry and Literature Center.

About the Library of Congress

The Library of Congress is the world's largest library, offering access to the creative record of the United States—and extensive materials from around the world—both on site and online. It is the main research arm of the U.S. Congress and the home of the U.S. Copyright Office. Explore collections, reference services and other programs and plan a visit at loc.gov, access the official site for U.S. federal legislative information at congress.gov and register creative works of authorship at copyright.gov.

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