

Gaston Literacy Council, Inc., an accredited affiliate of ProLiteracy America and a funded program of the United Way of Gaston County, is a progressive agency committed to ensuring that all people are able to make decisions about the kinds of lives they will lead and under what circumstances they will lead them.

Definition: Literacy is the ability to clearly read, write, and speak English on a level necessary to develop one's knowledge and potential, compute and solve problems, achieve individual goals, and function in our English-speaking society.

Mission: It is our mission to help people become functionally literate through advocacy initiatives and instructional services.

Vision: It is our vision to promote a thriving productive community that recognizes individuals in need of literacy services, encourages them to come forward, and supports their efforts to gain essential knowledge.

Values: We believe that literacy enriches the quality of life for individuals and our community. To this end, we are committed to: inclusiveness, accessibility, learner-centered instruction, volunteerism, partnership, responsibility, and accountability.

Note From...

Kaye Gribble

Looking to the Future

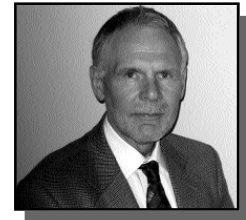
We believe within the next decade our Reading Soul Mates program has the potential to significantly reduce the need for so many human service agencies in our community. Studies have shown that illiteracy contributes to crime, teenage pregnancy, domestic violence, poor health, welfare dependency, and so forth.

A five year study of our adult literacy students validates our theory that children's literacy programming is vital to eradicating the problem. The survey revealed that regardless of last grade completed in school, most function below fourth grade level. The majority reported they received no help at home, and falling behind, they simply endured school until they were old enough to withdraw. Thus, the familial cycle of illiteracy continues.

Reading Soul Mates addresses the root cause by pairing trained volunteers with elementary school students reading below grade level. This program helps students develop skills to research and make decisions, and become productive members of society.

Promoting literacy is essential to addressing the larger issues of health, hunger, and poverty. (Bhichai Rattakul, President, Rotary International 2003)

Farewell from... Board Chair



Larry W. Wood
Board Chair

It has been my privilege to serve on the Board of Directors of the Gaston Literacy Council for more than seven years now. My favorable impression of the work done through GLC began before that. My wife served as a volunteer tutor and I had opportunities to know some students and to help encourage others to get involved. As I complete a term as Chair of the GLC, my appreciation for its work has only grown. I have been consistently impressed with the quality of the staff, the Board members, the much deserved statewide and local recognition, and with the services provided to the students. I am proud of the GLC and I am pleased to know that as I move from this position, I leave it in highly qualified hands. Its work in helping to improve lives, and subsequently the community, is important.

Program Highlights

92% of our adult students achieved work-related goals • Client services increased by 9% over last year • Reading Soul Mates grew by 75% • Of the 624 students served, 486 were adults and 138 were children • Our 117 volunteer tutors included adults, and middle- and high-school students • 46 ESL students were wait-listed at the end of the year

Adult Basic Education (ABE)

ABE students are lower level readers and non-readers who often have visual, mental, and/or auditory barriers to learning. Historically, their tutoring has been one-on-one with volunteers. One of our strategic plan goals is to improve the outcomes of these students who know failure all too well. An 05/06 experiment combining volunteer one-on-one tutoring with small group instruction resulted in a remarkable 68% demonstrating improvement compared to 44% last year.

A new class adapting strategies from *The Gift of Dyslexia* was piloted for students frustrated by visual reversals. Students learned to arrange letters and numbers in the correct order and in the correct positions. Building on success, they are now learning letter sounds, blends and patterns.

Reading a Novel is also a new class piloted for struggling readers. This class builds vocabulary and gives students an opportunity to hear someone read at a fluent pace while following along silently. Comprehension skills are refined through questions and group discussions.

Due to extreme reading deficiencies, these students' math skills could not even be assessed with the CASAS tool. Therefore, we created a base level math class called *Math Concepts* in which students learn to write number words, dates in alternate formats, checks and registers, to read a tape measure, recognize place values and round off. Addition and subtraction are reviewed with increasingly larger numbers. The same model calculator that is allowed on the GED test is introduced and basic functions are taught. At the end of the session, 67% demonstrated improvement by successfully completing the CASAS math assessment.

Additionally, students may attend classes in Spelling and Writing, Math I focusing on multiplication, and Reading in Literature which offers easy-to-read classic short stories.

Reading Soul Mates (RSM)

RSM has been placing trained reading tutors with at-risk second graders since 1999. Of the nearly 500 children tutored, 96% realized gains and 62% achieved grade level or above. In keeping with our Strategic

Pre-GED

Students involved in the Pre-GED program are adequate readers who need help with specific skills for job related goals; GED attainment; to meet post secondary education requirements; or simply to improve their daily lives.

Most students' needs can be met by the topics covered in standard Math, Spelling and Writing, Social Studies, Science, Literature, and Writing classes. But, when staff noted that diagrams and charts were often missed on practice GED tests, they developed a new class to provide students with additional practice decoding graphs, charts and diagrams. This class challenges students to correctly interpret material that requires careful reading and presents information in a variety of visual formats.

The lack of a basic foundation in American history among our students contributes to their inability to understand other topics covered in Social Studies. So, new US History material designed to make the politics of our government more relevant and more easily understood has been incorporated into the Social Studies classes.

Strategic plan goals include creating additional pre-GED classes and accommodating additional pre-GED students. Pre-GED services increased by 3% last year and retention is strong.

66% made gains in reading and 74% in math • 41% passed at least 1 practice GED test • 22% passed at least 3 practice tests and were referred to the college for the official GED exam
16% have passed at least 1 component of the official GED • 3% passed the GED

Plan goal of increasing the numbers served, this year 138 students were tutored at 14 elementary schools—an increase of 75% and 27% respectively.

Due to a shortage of adult volunteers, we began soliciting help from middle-schoolers enrolled in Life Skills classes, and high-school students enrolled in Peer Tutoring, Early Childhood Development, and Teacher Cadet programs. This service learning project gives students realistic & engaged instruction with real life situations and helps them clarify career choices. The addition of adolescent volunteers enables us to serve students in all three levels of instruction at

English as a Second Language (ESL)

The ESL program teaches conversational English, reading, and writing to adults whose native language is not English. Instruction in Citizenship and Test of English as a Foreign Language (TOEFL) is also offered depending on student goals and preparedness.

Because it is more difficult for Intermediate High and Low Advanced leveled ESL students to demonstrate gains and advance beyond these levels, a competency-based education plan was piloted during the winter session. Using post-test answers, staff determined which competencies needed extra reinforcement (i.e., grammar, vocabulary) and developed lesson plans to provide requisite information and adequate practice to build on identified strengths and fortify areas of weakness. Tutors expressed greater confidence in helping students achieve their goals.

Additionally, the Civics component of ESL expanded to include early United States history. Students enjoyed relating to topics such as immigration, slavery and civil rights, and they were eager to discuss personal experiences and talk about their native countries. The curriculum provided opportunities to practice listening, reading, and pronunciation as students took turns reading passages that exposed them to a wide variety of vocabulary, idioms, and cultural topics.

97% demonstrated gains in Reading and/or Listening • 93% achieved independent living goals such as involvement in child's education, going to the doctor without a translator, or understanding street signs • 15% opened a bank account • 10% got a driver's license

critical junctures in their intellectual and social development, giving them more than one opportunity to “catch up” and “fit in.” This year, a total of 89 tutors were trained. 83 became active tutors. Although some students received tutoring for only 2 to 3 months, 98% demonstrated gains on their Developmental Reading Assessment post-test. Due to delayed start-up at almost half the schools, only 36% achieved grade level reading compared to our historic average of 60%. However, 21% exceeded grade level surpassing the historic average of 20%.

Literacy—Aspiring Students and Devoted Teachers...

Words cannot adequately convey our gratitude to our volunteers who contributed more than 13,000 hours of instruction valued at approximately \$235,169

Adult Basic Education Volunteers

Butler, Linda
Citro, Jessica
Howe, Sarah
Jarvis Yates, Debbie

Lail, Patsy
McDaniel, Rita
Miller, Robin
Parks, Marianne

Perry, Kathy
Purcell, Rachel
Reed, Janet
Rosetta, Robert

Ruttenbur, Mary
Sadesky, Darylene
Smith, Courtney

Stultz, David
Thomas, Belinda
Wright, Marsha

Pre-GED Volunteers

Craig, Edwina

Holiny, Cynthia

Loschman, Hope

English as Second Language Volunteers

Bittner, Laura
Frazier, Tom
Greenberg, Elaine

Hamrick, Luci
Jones, Clyde
Kester, Shelley

Matthews, Judy
Perry, Kathy

Proctor, Jean
Schmitt, Natalie

Slaughter, Nell
Wright, Marsha

Tutors Trained - Waiting

Aleman, Daniel
Carney, Karen

King, Lynn
Rimmer, Mary

Sadler, Nicole

Wall, John

Waters, Kasey

Reading Soul Mates Volunteers

Beam, H. H. Elementary

Turner, Dawn

Brookside Elementary School

Brown, Terry

Jarvis Yates, Debbie

Flint Grove Seniors

Sunday School Class Tutors

Biddy, Shirley

Bivens, Irlene

Bush, Celia

Calvert, Lyndia

Clemmer, Gretchel

Cline, Horace

Cline, Muriel

Davis, Dee

Fowler, Max

Frale, Vivian

Hayes, Rachel

Main, Alan

McGinnis, Barbara

Salmon, Nancy

Catawba Heights Elementary

Gallagher, Cherie

Chapel Grove Elementary

Lynn, Cookie

North Belmont Elementary

Green, Peggy

Herndl, Elizabeth

Lynch, Lissette

Nicholson, Libby

Thamm, Gwen

Lingerfeldt Elementary

Burkes, Charlotte

Jarvis Yates, Debbie

Snuggs, Bernice

Thamm, Gwen

Valentine, Karen

Lowell Elementary

Barrow, Brenda

Marr, Gail

New Hope Elementary

Smith, Lovancy

Ashbrook High School Tutors

Blake, Emily

Brooks, Hayley

Burroughs, Whitney

Hartman, Terry

Hess, Allison

Love, Kristen

Piasecki, Lauren

Tidwell, Haley

Trull, Summer

Turner, Carl

Williamson, Carie

McAdenville Elementary

Cozart, Bill

Marr, Gail

Martin, Donna

Padgett, Robin

Pleasant Ridge

Hunter Huss High School Tutors

Crawford, Sierra

Harvey, Jennifer

Harvin, Danielle

Lockhart, Paige

McDaniel, Julia

Mayer, Morgan

Moss, Jessica

Swain, James

Woods, Latoya

Young, Marcus

Rhyne Elementary

Forbes, Loretta

Robinson Elementary

Susie Henry

Food Lion Tutors

McCabee, Fran

Ogle, Linda

Sadler Elementary School

Food Lion Tutors

Bankhead, Misty

Emory, Tish

McSwain, Marilyn

Perrigo, Kathy

Tryon Elementary

Communities in Schools Coordinator

Schadewald, Becky

Bessemer City Middle School Tutors

Arthurs, Kristina

Bridges, Tyler

Day, Amy

Denton, Christin

Dixon, Deshawn

Gist, Tristan

King, Chastity

Moore, Ridasian

Patterson, Kara

Poteat, Melissa

Rhyne, Jasmine

Rippy, Steven

Roderick, Krista

Simpson, Shakirah

Turner, Tyler

Whittington, Taylor

Williams, Dominique



“How far you go in life depends on you being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong, because in life, you will be all of these!” – Unknown

“What we learn with pleasure, we never forget.” Alfred Mercer

Meet Intern, Marsha Wright

As I walk through the doors of Gaston Literacy Council, I reflect on the things I have observed here. Sincere smiles, encouragement, positive learning experiences, humor, caring attitudes; I found all of this at Gaston Literacy. My internship—required time spent here, is long over, but I still volunteer as an ESL tutor. This is where I want to be now. I am part of this. So I give my time freely, as many others do.

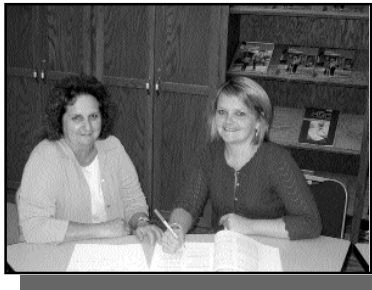
While working full time, I finished my education degree at Belmont Abbey. Completing an internship was one of my last requirements. That’s how my relationship with the literacy council began. As I entered my first class to observe, the students smiled shyly at me. Even though the subject was tough, the adult students were having fun and encouraging one another. It is obvious that the teacher sincerely cares about them. They seem to realize this too. The class continues to practice until everyone understands. I think to myself, they have found a good place to learn.

The atmosphere’s the same in other classes I observe. Encouragement seems to flow naturally and students depart classes smiling. I get up my courage and teach an ESL (English as a Second Language) class. That was an exciting experience I had not anticipated as part of my internship. Even though I have taught ministry classes to adults before, I had not visualized my education studies would lead to teaching adults. Yet, the experience was enlightening and inspiring. Helping them learn is a rewarding challenge. The realization that I am making a difference in their lives is gratifying.

I am aware of my increased compassion for immigrants and desire to help them improve their lives. I have gotten to know them and now look forward to my time in class. I try to keep the learning active and fun, and relevant. The students respond favorably and thank me for teaching them—imagine being appreciated as a teacher!



Coping with Success



Upon hearing the results of her test, Carolyn groped the back of a chair. Confusion spread across her face as she said, “Say what, Hon?”

Janet was still smiling up at her. “You passed, I said you passed.” “I did what?” she asked.

“You passed; you passed with

flying colors.”

A look of disbelief replaced the confusion. Carolyn had to take a seat to regain her composure. Janet Terry, Director of Education, had given Carolyn an Official Practice Test of the GED. “No, that was a hard test. There’s no way I passed.”

“Sure you did.” Her confidence had been building slowly, but she was still unprepared for this giant leap.

Carolyn sought the services of Gaston Literacy Council when her job was lost to foreign competition. “I thought I was going to retire there,” she told me. Aware of the slim prospects for work without a high school diploma, fellow co-worker, Shirley, who had also lost her job, shared her positive experiences as a student here and encouraged Carolyn to enroll.

Carolyn said she felt nervous about beginning classes “because of not being in school for so long.” She started to feel at home almost immediately. “No one is stuck up,” she said with a chuckle about the staff and students. Carolyn is well pleased with the one-on-one attention and the small classes. She also mentioned how comfortable she feels asking questions.

Carolyn studies hard and attends both morning and evening classes, preparing for the GED exam. As a bonus, her improved literacy skills have turned everyday tasks she once avoided into activities she doesn’t dread. Self-doubt caused her to avoid writing letters or inscribing cards, but writing and spelling classes have boosted her self-confidence and now she enjoys sending notes to her friends.

ESL Students Study Early American History

Although Hector Cortes attended college in his native country of Columbia, he would like to attend college in the United States. However, the first step is to acquire a GED in English. Although the GED is offered in Spanish, Hector feels mastering the English version will better prepare him for college courses.

In response to the increasing number of requests from immigrants for GED preparation, advanced ESL students now have the opportunity to take additional classes such as Pre-GED math and history. Hector is one of many who opted for this additional curriculum.

According to Hector, history is one of the areas that is least familiar to immigrants but yet the most important. He states, “This is necessary information people need to know to pass the oral interview for citizenship. It is so important to know the constitution, presidents, customs, laws, and policies of this country.”

We listened to Hector and enhanced the civics portion of the ESL program with curriculum covering the early history of the United States. Using immigration as a theme, students are gaining a better understanding of how America was built and populated. Learning how the history and culture of this country was shaped gives students a better understanding of its regional variations in culture and dialect.

In response to the course, Hector stated, “It is important to see how the immigrants have been coming to this country and how they discovered new opportunities for their life. I think it was perhaps more difficult in early history for immigrants. They had to create many of their own opportunities. For me, there are already many.”



COMMON THINGS SOMEONE IN NEED OF LITERACY SERVICES MIGHT SAY OR DO:

- May I take that application home to fill it out and bring it back to you?
- You read the work order and I'll gather up the tools.
- Could you fill this out for me? I forgot my glasses.
- I don't like to read.
- I didn't bring my glasses. Can you tell me what this says?
- Fake a coughing fit and/or leave the Sunday School class or other assembly when it's their turn to read.
- May I take this test orally? It makes my eyes burn to read.
- I don't need to write that down; I'll remember it.
- I lost my appointment card. What time is my appointment?
- Cannot read the appointment card and habitually shows up really early or too late.
- I can see really well far away, but can't make out anything up close.
- Received a certificate of attendance instead of a diploma.
- Always unable to find a pencil or paper when asked to take a phone message.
- At a restaurant, "I'll have what he's having."

Financial Statement

July 1, 2005 - June 30, 2006

Beginning Balance	\$39,540.00
Receipts	306,782.00
Subtotal	346,322.00
Disbursements	<u>-325,989.00</u>
Ending Balance	\$20,333.00
Liabilities	0
Assets	
Checking	\$6,082.00
Savings	14,051.00
Cash on Hand	<u>200.00</u>
Total Assets	\$20,333.00
Fund Balance	
Appropriated	\$9,002.00
Unappropriated	<u>11,331.00</u>
Total Fund Balance	\$20,333.00

Endowment Account

Beginning Balance - Cost	\$768,858.00
Deposit - Contributions	22,501.00
Net Earnings	51,868.00
Ending Market Balance	\$843,227.00

GASTON COUNTY FACTS

- 29% of Gaston County adults have less than a high school diploma⁽¹⁾
- Literacy levels are a barrier to economic development⁽²⁾
- 43% of kindergartners enter kindergarten unprepared to learn⁽³⁾
- 57% of Gaston Literacy Council's students function below 5th grade level⁽⁴⁾
- 46% of Gaston County 9th graders failed to graduate.⁽¹¹⁾

NATIONAL FACTS

- American businesses lose more than \$60 billion in productivity each year⁽⁵⁾
- Drop outs earn 48% less than those with a high school education⁽⁶⁾
- 47% of prison inmates are high school drop outs⁽⁷⁾
- \$73 billion is wasted annually in unnecessary healthcare costs due to low health literacy⁽⁸⁾
- Almost half of all mothers on welfare lack a high school diploma, leaving their children trapped in a cycle of poverty⁽⁹⁾
- When adults improve their literacy skills, their children have fewer health problems, drop out of school less, and have fewer teen pregnancies, less joblessness, and less social alienation⁽¹⁰⁾

Sources:

- (1)U.S. Census Bureau, 2000
- (2)Centralina CEDS, 2004
- (3)United Way of Gaston County Community Needs Assessment 1998
- (4)GLC Survey, 1999-2004
- (5)National Center for Education Statistics, 1998
- (6)National Institute for Literacy, 2000
- (7)National Center for Family Literacy, 2002
- (8)National Academy of an Aging Society
- (9)U.S. Census Bureau, 1995
- (10)Ohio Literacy Resource Center, 1997
- (11)NC Public School System DPI Statistical Profile, 2004

“(Reading Soul Mates) has drawn my Sunday School class closer as a group because we have something in common we’re all working on,” said Barbara McGinnis

Contributors

Major Funders

United Way of Gaston County \$135,000
NC Community College System \$90,000

Olna Daves Leadership Givers

Endowment Contributions

Carstarphen Family Foundation \$5,000
A. B. Carter, Inc. \$2,500
Duke Kimbrell \$5,000
George F. Henry, III \$5,000
Petty, Mr. and Mrs. Larry K. \$5,000

Grant Awards

Carrie E. and Lena V Glenn. Foundation \$12,500
Gaston County \$9,000
Community Foundation of Gaston County
Run for the Money Match \$7,313
First Gaston Foundation \$3,850
First Presbyterian, Gastonia \$2,700
Gaston Commission on the Family \$2,250
Goody's FAST Grant \$2,500

In-Kind

Susan G. Crisp
First United Methodist Church
Gaston Day School
The Gaston Gazette

Sarah Howe Literacy Guild (\$2,500+)

David Belk Cannon Foundation
Gastonia East Rotary Club
The Charles and Irene Nanney Foundation

Laubach Society (\$1,000+)

American & Efirid, Inc.
Cozart, William H., Jr.
The Eugene R. Matthews Memorial Fund
Myers, Albert G., Jr.
Plato and Catherine Pearson Fund
Petty, Mr. and Mrs. Larry K.
Sam's Club Foundation
United Way of Central Carolinas
Wal-Mart Foundation

ROTELL Partners (\$500+)

Alala, Nell P.
Caldwell, Christy
Citizens South
Gastonia East Rotary Literacy Endowment
Henry, George F., III
Observer Charities
The Joseph P. Pearson Fund
Rankin, Dr. and Mrs. Richard E., Jr.
Torrence, Mr. Charlton K., III
The Elizabeth Matthews Welton Fund
Weston Bakery
Pearl Wilson Mission Fund

Sustaining Supporters (\$250+)

Cleveland, Dr. and Mrs. Brett S.
Deas, Dr. and Mrs. David J.
Garrison, Mr. and Mrs. Avery, Jr.
Gehle, Dr. and Mrs. Randall D.
Gibbons, Lisa W.
Houck, Mr. and Mrs. F. B.
W. Duke Kimbrell Fund
Proctor, Mary Hall
Ragan, Dan and Lillie Bell
Smith, C. W. and Peggy C.
Wood, Mr. and Mrs. Larry W.

Literacy Advocates (\$100+)

Abernathy, Dr. and Mrs. William B., Jr.
Arney, Dr. and Mrs. Gerald
Ayers, Margaret
Baker, James
BellSouth
Cherry, Mr. Gregory V.
Croft, Alfred
Current, Dr. and Mrs. Will, Jr.
Current, Dr. and Mrs. William A.
Davis, Robert T.
Frazier, Thomas M.
Gallman, Mr. and Mrs. Charles
Gastonia Sheet Metal Works, Inc.
Gray, Mr. and Mrs. Walter
Harris, Mr. and Mrs. D. Russell
Hoyle, Senator and Mrs. David W.
Hunter, Barbara E. and Eugene
Jones, Renee
William and Betsy Lawson Foundation
Laughlin, Juliet
Lewis, Mr. and Mrs. Mike
Massey, Mr. and Mrs. Henry H., Jr.
McCallister, Mr. Duane K.
McLeod, Michael and Dianna
Miller, Dr. and Mrs. George R.
Morris, Mr. Kellum
Moser, Mr. and Mrs. Daniel B., Jr.
Norcross, Dr. and Mrs. Frederick
Page, Mr. and Mrs. John C.
Pearson, Robert and Jane
Penegar, Richard M.
Porta-Jon of the Piedmont, Inc.
Ratchford, Mr. and Mrs. James E.
Rhoton, Rev. Wilson and Mrs. Frances
Rose, Mr. and Mrs. Arthur M.
Royster, Annabelle Z.
Sadler, Dr. and Mrs. Edward D., Jr.
Silkstone, Gail
Silvoy, Dr. and Mrs. Edward J.
Spach, Mr. and Mrs. Fred P., Jr.
Springs, Yates and Frances
Stultz, Mr. and Mrs. David
Styers, Mr. and Mrs. Wesley N.
Superior Seeding, Inc.
Torrence, Jean Marie

de la Vega, Dr. and Mrs. Raul S.
Watts, Dr. and Mrs. John C., III
Wright, Marsha K.
Yates, Mr. and Mrs. Roger

Skill Builders (\$50+)

Andrews, Dena and Harold
Anonymous
Boyd, Daniel and Amy
Burriss, Mr. and Mrs. M. Randall
Craig, Julie M. H.
Crane, John
Davis, Mr. John, Jr. and Mrs. Natalie M. Tindol
Dewalt, Carolyn
Dyke, Melanie W.
Edwards, Charles and Ann
Efird, H. T. Efird Family Fund
Erwin, Mr. and Mrs. Max G.
Fidelity Bank
Four Seasons Garden Club
Hall, Mr. and Mrs. W. Alex, Jr.
Hovis, Frank W.
Jurs, Andy and Lisa
Jurs, Ms. Sara E.
Kaylor, Ruby A.
Lineberger, Laura
Love, Mr. Mitchell W.
McCannon, Rogers, Driscoll & Assocs.
Meakin, Dr. and Mrs. Charles J., III
Montgomery, W. Gregory and Karen
Moose, Mr. and Mrs. John E.
Morrow, Virginia and Patrick
Newcomb, Jennifer Spence
Page, Jack and GearlDean
Pearson, Mary Lou
Rinehart, Dr. and Mrs. David
Robinson, May G.
Rogers, Mary Carolyn
Sherrill, Randall & Mary
Smith, Mr. and Mrs. David W., III
Stenzel, Charlotte
Waters, Gina
Wells, Edith K.
Witten Lumber Co., Inc.
Wright, Mr. Barry

Read!Read!Read Club

Alexander, Mr. and Mrs. John M., Jr.
Allison, Nanette S.
Andrews, Mickie (Dr. Kevin Weiss Memorial)
Barringer, Dr. and Mrs. Robert
Bean, Lynn M.
Biggerstaff, Teresa
Cable, Ruth C. and S.M., III (Param Memorial)
Cinq-Mars, Bob and Ellen
Collier, Annamarie

Thank You

Thank You

Thank You

Thank You

Contributors cont.

Cook, Elizabeth

Anonymous

Daniel, Natalie and Evans, Sherri

(Param Memorial)

Davis, Mr. and Mrs. Leslie G.

Anonymous

Emmerling, Hazel M.

Finger, Marilyn S.

Flowers, Charles and Arlene

Anonymous

Green, Peggy E.

Harris, LeeAnn H.

Hollowell, Sybil

Anonymous

Ipock, Beverly

Joles, Mr. and Mrs. Bill

Jones Real Estate Services

Kendrick, Martha L.

Lawing, Hugh A. (Param Memorial)

Layne, Janet S.

Lintz, Charles and Joe Anne

(Param Memorial)

Lockett, Mr. and Mrs. John E.

Long, William A.

Long, William and Dove

McCloskey, Joseph

McLain, Ms. Rebecca L.

Maddox, Janet

Meakin, L. H.

Anonymous

Quarles, Dr. and Mrs. William G.

Rhinehart, Scarlett A.

Roche, Mr. and Mrs. Gerald J.

Anonymous

Waggoner, Dr. and Mrs. Lonnie A., Jr.

Waggoner, Rachel P.

Wallace, Nancy H.

Stenzel, Charlotte

Sumner, Mary

Sutton, Mrs. Benette T.

Wilmarth, Mr. Andrew

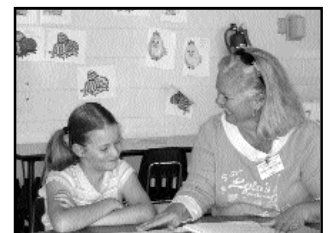
Thank You

2005 National Assessment of Adult Literacy (NAAL)

Secretary of Education Margaret Spelling released the first national findings on adult literacy since 1992. The National Assessment of Adult Literacy (NAAL) measures the ability of adults to perform literacy tasks similar to those that they encounter in their daily lives.

The Secretary highlighted the following:

- *Almost 30 million adults' literacy skills are so limited they cannot function in America*
- *Another 63 million adults are unlikely to have the skills required to be gainfully employed or self-sufficient, and will be unprepared to perform the jobs of the future.*
- *Approximately 95 million adults are estimated to have Intermediate (average) literacy skills*
- *College graduates had a lower average score in 2003 than in 1992*
- *The average literacy scores of adults 50 and older increased, but they accounted for the highest percentage of adults with Below Basic skills in all three areas*



“The ability to read is an indispensable element in a person’s equipment for living. Anyone who has not been given the opportunity to learn to read and write cannot lead a full human, individual, and social life.” – Eve Malmquist, an international authority on teaching both children and adults to read.

Board of Directors

2005/2006

Larry W. Wood, Chair
Richard E. Rankin, Jr., Vice Chair
Will MacDonald, Secretary
Charlton K. Torrence III, Treasurer
Larry K. Petty, Immediate Past Chair
Elson F. Baldwin
Amy Boyd
Catherine Carstarphen
Merryman C. Cleveland
William H. Cozart, Jr.
Coleman C. Efird
Annette Gehle
Nancy Harrill
Susie Henry
John K. Long
Joyce McCallister
Rebecca McLain
Carroll B. Saunders
Bennette T. Sutton
Jennifer T. Stultz
Lissette M. Westover

2006/2007

Richard E. Rankin, Jr. Ed.D., Chair
Julia M. Shovelin, Vice Chair
Bennette T. Sutton, Secretary
Charlton K. Torrence, III, Treasurer
Larry W. Wood, Immediate Past Chair
Elson F. Baldwin
Kerry Bean
Amy Boyd
Catherine Carstarphen
Merryman C. Cleveland
William H. Cozart, Jr.
Annette Gehle
Nancy Harrill
Susie Henry
Elyse Hillegass
John K. Long
Joyce McCallister
Rebecca McLain
Larry K. Petty
Edward D. Sadler, Jr., Ed.D.
Carroll B. Saunders
Jennifer T. Stultz

Staff

Kaye Gribble, Executive Director
Janet Terry, Director of Education
Susan Barker, Program Assistant
Edwina Craig, Funds Development
Coordinator
Sara Holcomb, Support Services
Coordinator
Courtney Smith, Program Assistant
Program Coordinators:
Lana Catlin, ABE/pre-GED
Kelly Link, ESL
Rebecca Franco, RSM

*The Gaston Literacy
Council, Inc., a private
non-profit organization,
exists to help people
become functionally
literate through advocacy
initiatives and
instructional services.*



116 South Marietta Street
Gastonia, NC 28052
704/868-4815
literacy@gastonliteracy.org
www.gastonliteracy.org

Accredited Affiliate

ProLiteracy America

Affiliations

United Way of Gaston County
NC Literacy Association

Awards

NC Center for Nonprofits
Sector Stewards Award
All-America City Project
Gaston Together's
Circle of Caring Award
Kiwanis Club Tablet of Honor
United Way of Gaston County
Award of Excellence

NON PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT #537
GASTONIA, NC