

Is Read Right Effective for Adults?

Justin was surprised when he tested into developmental reading. He had thought his reading skills were fine. He was required to participate in Read Right—a highly structured system of reading intervention that addresses students' basic reading deficiencies. "I started off on the lowest level," Justin shares. In two semesters, he was able to read at college level without errors, breaks, or awkward pausing and with excellent literal comprehension. Combining Read Right with traditional developmental reading coursework designed to help him learn strategies to analyze text and to think critically about information gained from reading prepared Justin to succeed in regular college coursework.

Jacob is a new immigrant to the United States. From the Congo, his college goal is to acquire English quickly so that he can take pharmacy exams in the U.S. and resume his career as a pharmacist. Read Right simultaneously helps students improve reading while facilitating language acquisition. States Jacob: "When I came [to the U.S.], it was very difficult for me to listen and to speak. Read Right is helpful not only for reading, but also for improving your grammar and your pronunciation. My vocabulary is exploding!"



Participation in Read Right rapidly improves reading ability.

Data—both quantitative and qualitative—are provided on pages 6-12.

What Does a Read Right Intervention Program Look Like?



The Read Right methodology is unique. It provides every student with individualized support and instruction. The essential components include:

Excellent Reading: Grounded in Piaget's learning theory, this component involves a highly structured system designed to familiarize students with the text, enabling them to be held accountable to produce excellent reading and to acquire

language. **Coached Reading:** In this component, students read unfamiliar text and tutors provide immediate feedback as symptoms emerge. **Critical Thinking:** Conducted weekly. The small group activity is interactive and designed to help students think more critically about what they have read. **Independent Reading:** Required 20 minutes per day of reading outside daily tutoring time from books in the Read Right library

www.readright.com

360-427-9440

READ RIGHT® PREPARES STUDENTS FOR COLLEGE-LEVEL READING

Read Right is an innovative, highly structured system that causes the brain to remodel the neural networks that, in poor readers, erroneously guide the reading process. Once the networks are appropriately remodeled, excellent reading results each and every time the student reads. The methodology uniquely focuses on *total elimination* of the reading problem. The methodology is delivered by specially-trained Read Right practitioners (individuals employed by various institutions or online tutors employed by Read Right Systems).

There are two different delivery systems to bring Read Right to your students:

- **Read Right's Intensive, Small-Group Intervention, Site-Based Project** (Description on Page 4)

Read Right Systems provides a turn-key program—everything required for a successful implementation is provided,* including intensive hands-on training at your school(s) for up to four staff members per program site. Staff members you choose can be certified (teachers) and/or non-certified (aides).

- **Read Right Online Tutoring Service** (Description on Page 5)

Highly-trained Read Right employees work with your students online in live, real time, interactive tutoring sessions—students and online tutors see and hear each other via audio and video conferencing software, but the students do not see and hear each other.

READ RIGHT IS INNOVATIVE & RESULTS DRIVEN

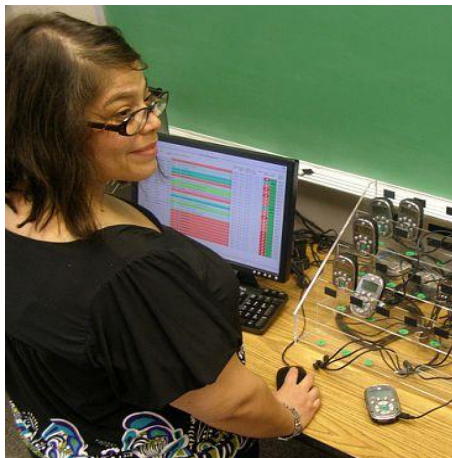
- Formative evaluations are built into the system, ensuring efficient, individualized instruction.
- Each Read Right student begins the program at an optimum reading level—text complexity that is neither too hard nor too easy, providing an appropriate degree of challenge without overwhelming the learner. The student progresses to higher levels of text as soon as he or she demonstrates appropriate competency.
- At each level of text complexity, Read Right students are required to produce oral reading that makes sense, feels comfortable, and sounds as natural as conversational speech. The system design makes it possible for every student (*including dyslexics*) to produce excellent reading. It is an exciting approach for struggling readers of all reading abilities because they are enabled, for the first time in their lives, to experience excellent reading.
- Read Right students work with both non-fiction and fiction stories and books—comprehension improves because students are working throughout the program to develop highly efficient, sophisticated strategies designed to construct meaning from text.
- Read Right's focus is not on rapid word identification. Rather, Read Right's focus is on active construction of meaning. Oral reading reflects natural language competency and so mirrors conversational speech.
- As students read *hundreds* of paragraphs excellently, reading ability improves. Literally: Students construct a new and more efficient neural network to guide the process of reading—a neural network that relies on complex cognitive processing to *anticipate meaning*, rather than to identify individual words.

*Exception: For the small-group intensive intervention, the client needs to provide students with a device (MP3 player, tablet, or computer) for downloading the audio files and playing them back as needed for each Read Right session. These devices must have search capability.

**For more information, contact Dee Tadlock at:
(360) 427-9440 deet@readright.com**

READ RIGHT® PROVIDES BOTH FORMATIVE AND SUMMATIVE EVALUATION

Formative



Read Right has continuous formative evaluation built into the methodology. Your trained teachers and aides will monitor student performance to inform their tutoring decisions. Individualized instruction is assured because every interaction between the student and the tutor is dependent on both the student's performance in the moment and patterns revealed over recent tutoring sessions. Data on student progress is entered into the web-based Read Right Data Management Portal at



the end of each month by the tutors. The data is compiled into monthly reports that track each student's progress and the health of the project as a whole. Advancements in complexity of text expressed as grade level gains are included in the reports. The monthly reports are an important component of Read Right's quality assurance system.

Summative



Read Right provides a norm-referenced, standardized test of reading comprehension (*Test of Adult Basic Education*) to be used for summative program evaluation. Two different forms of the test together with answer sheets are included with the support materials sent to each client. The school personnel administer the tests before the students begin Read Right tutoring and then when they exit the program (or at the end of the school year). The data is shared with Read Right Systems, and we create graphs from the data and share it with the school in the form of an annual report.

"We have increased demand for Read Right on our campus because of word of mouth. Word is getting out that this is a program that works, and students want to be able to improve their reading in the shortest time possible."

Karen Poor

*Reading Specialist and Read Right tutor
Ashland Community & Technical College
Ashland, KY*

READ RIGHT® DELIVERY SYSTEMS: ONSITE OR ONLINE

SITE-BASED, SMALL-GROUP INTENSIVE INTERVENTION



All small-group work is student-driven, based fully on the student's individual needs



For Training, the Client Provides:

- Up to four faculty/staff members to be trained—a college degree is not required.
- Up to four students to be served by each tutor during each tutoring period. Skill levels of students may vary widely and may include English language learners.
- Dedicated tutoring space furnished with tables and chairs appropriate for small group work, tables for book bins holding the Read Right library, and a three-drawer filing cabinet.

Professional Development

Read Right Systems will send a consultant to your school(s) to provide the intensive training required for your staff to competently implement the Read Right small-group intervention program. This training includes:

- Seven weeks of training spread over 15-18 weeks. Our training model is hands-on, so service to students begins immediately, with each trainee working with up to 4 students at a time.
- One full year of off-site support—trainees and administrators may contact us as often as needed via phone, fax, email, or Zoom.
- Certificates for trainees upon successful demonstration of criterion-referenced tutoring competencies.

Read Right Systems Provides

- The Read Right Program Library (500+ books plus more than 200 digitally recorded selections)*
- Online access to the audio files for the portion of the Read Right Library used for the Excellent Reading Component
- All of the supporting systems needed for quality assurance, student and project management, and formative and summative evaluation
- One full year of data reporting—includes monthly reporting on individual student progress and the health of the project as a whole and an end-of-year report that summarizes the results of pre- and post-testing with a norm-referenced, standardized test of reading comprehension

*The client needs to provide students with a device (MP3 player, tablet, or computer) for downloading the audio files and playing them back as needed for each Read Right session. These devices must have search capability.

"I can now comprehend what I read, thanks to Read Right. Because I am an excellent reader, I am now doing well in all my other classes. This class really helped me a whole lot, and I loved it."

—Anna, freshman student

Ashland Community & Technical College, Ashland KY

For more information, contact Dee Tadlock at: deet@readright.com (360) 427-9440

The Read Right Online Tutoring Service delivers the same kind of highly-structured, systemic, real time tutoring as that delivered in site-based projects. Students and tutors work together online via audio and video conferencing technology. The program is:

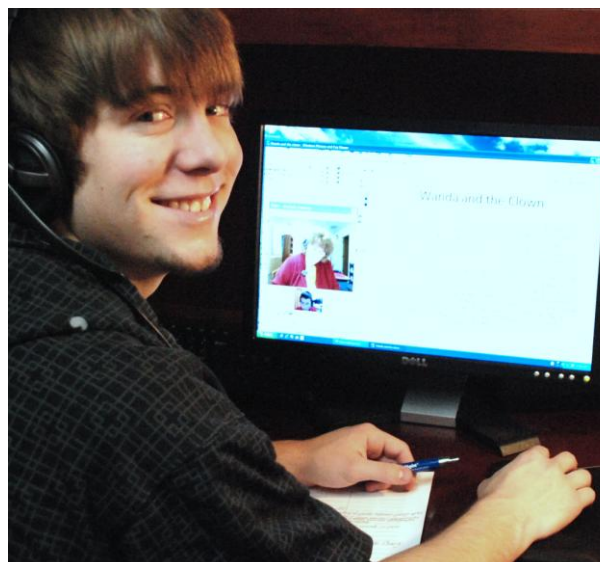
- Available for private-pay individuals & for institutions that want to offer online tutoring for their students
- Convenient—tutoring can be done at any location with access to high-speed Internet
- Affordable, competitive tutoring rates

The Read Right Online Tutoring Service Package Provides:

- Online tutoring by a trained Read Right Tutor for up to three students at one time.
- All the books and support materials required to implement a successful project.
- Off-site support as needed via email, Skype, or phone, as long as your students are tutored.
- Monthly reports tracking each student's progress and detailing the health of the project as a whole.
- A summative evaluation at the end of the project detailing student growth by comparing pre-tutoring and post-tutoring scores on a norm-referenced, standardized test of reading comprehension.

The Client Provides:

- One computer station per student per session equipped with
 - High speed internet access
 - A headset with microphone
 - A high-resolution webcam
- A local contact to be the liaison between Read Right personnel and the client. The liaison partners with Read Right personnel for a successful project and help to facilitate student engagement.



Each student sees and hears the tutor but does not see or hear other students.



“Read Right has already completely changed my life. I find that, instead of feeling intimidated by a long passage, I now read for accuracy, meaning, and content. My scores on the simulated exams [for the bar exam] are going through the roof. I am scoring a higher percentage correct than I have ever scored.”

—John Schweri,
Law Student

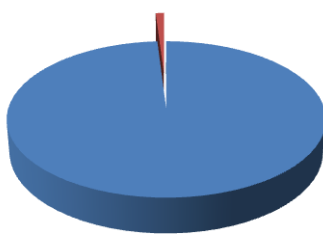
See references for on-line tutoring for schools and colleges on page 14.

For more information, contact Dee Tadlock at: deet@readright.com (360) 427-9440

READ RIGHT: EVIDENCE OF EFFECTIVENESS

Ashland Community and Technical College, Ashland, KY

Student Survey Results



- Students Satisfied with their progress in the Read Right Program: 99%
- Students Dissatisfied with their progress in the Read Right Program: 1%

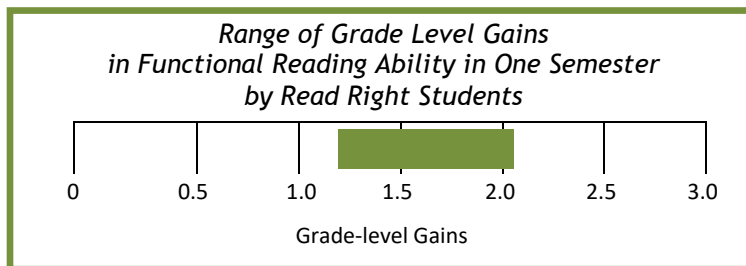
Also from the Survey Data:

- 93% of students stated that they did better in other classes as a result of their improved reading
- 93% of students would recommend Read Right to someone else who needed help in reading

Grade Level Gains in Functional Reading Ability

The measure of functionality provides a view of the impact Read Right® tutoring is having on the students' abilities to read increasingly complex text. At entry into the program, each student is placed in books reflecting the level of text complexity that would provide the correct amount of challenge for instruction. This level is determined by analyzing the severity and frequency of symptoms that emerge as the student reads aloud from progressively more complex passages.

As the reading problem diminishes due to Read Right tutoring, the student is advanced to more complex text (higher grade-levels) to maintain the appropriate degree of challenge. In one semester, Read Right students at Ashland Community and Technical College registered an average grade level gain of 1.7 in their functional reading abilities (range = 1.4 – 2.1, as indicated in the chart below).



Note:

The average grade-level gain in one semester was:
1.7

A Few Comments from Ashland Students

"At first I didn't think I needed to take this class, but I am glad I did, because it has seriously improved my reading. I enjoy reading now." – Jillian, age 18

"My grades in all of my classes have improved 100% since I started the Read Right® program." – Rachel, age 18

"Being a student in the Read Right program has helped me out tremendously. I enjoy reading now more than ever." – Cindy, age 32

In Spring 2011, educators at Century Community College surveyed students and examined growth in functional reading levels to evaluate the effectiveness of their Read Right® program.

Student Survey Results

- 100% of students felt they were somewhat or much better readers as a result of being in Read Right.
- 100% of students said they would somewhat or definitely recommend the reading program to someone else in need of reading assistance.
- 94% of students said that their self-confidence had somewhat or definitely changed since they entered the Read Right program.
- 97% said that improving their reading ability had helped them improve performance in other classes somewhat or a lot.
- 83% said that they were somewhat or much more hopeful about their chances of finding a good job now that they had improved their reading skills.

Student Comments

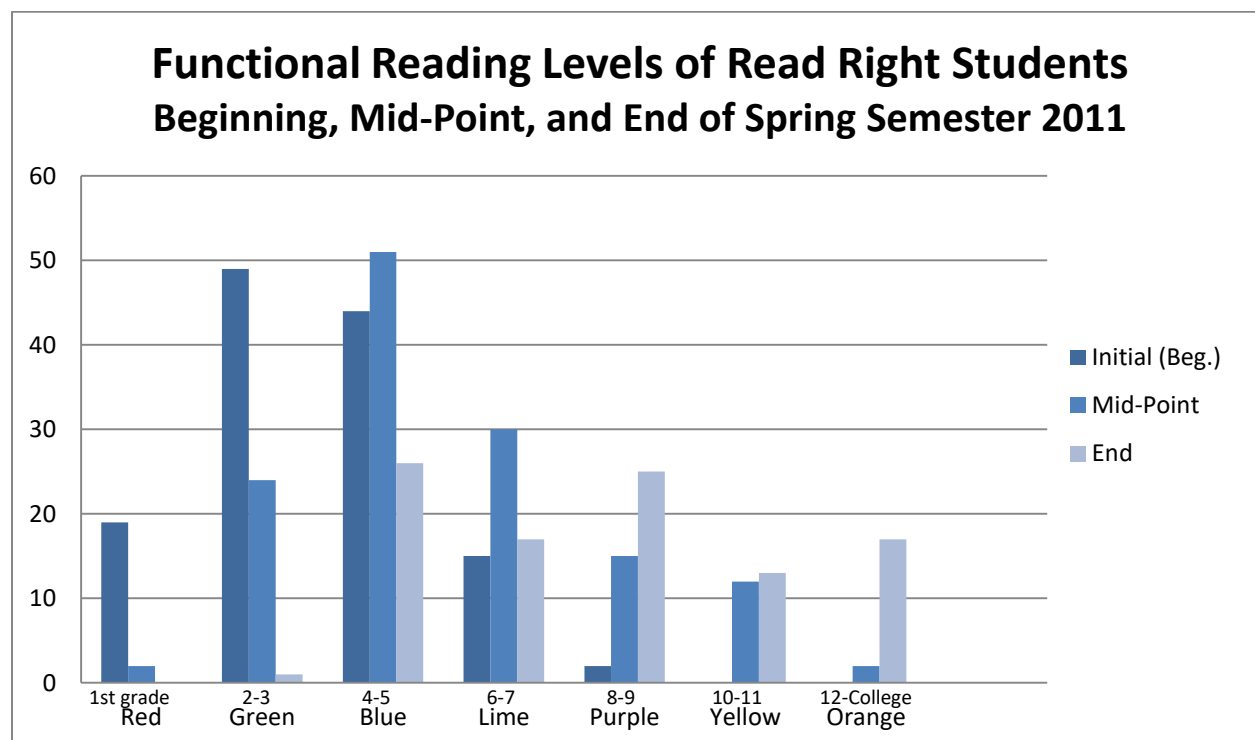
"After doing Read Right, my reading skills have improved dramatically."

"I feel like it's easier for me to read because I have learned the right reading steps."

"It's one of the most important things that has happened to me."

Functional Reading Levels at Beginning, Middle, and End of Read Right Tutoring

The chart below reveals the improvement in functional reading levels of a cohort of Read Right students during one semester. Note only 3 students began the semester at a functional level higher than 7th grade, and 55 ended the semester at a functional level higher than 7th grade.



Quantitative Data

Success of Read Right students in Reading-Intensive College Courses

Heartland Community College (HCC) Professor of Reading Lisa Putnam Cole compared the performance of regular college students to developmental students in Psychology 101 and Sociology 101, both reading intensive courses. Results are presented in the chart below for the year prior to bringing Read Right to campus (2009) and the year Read Right was added as a lab to the developmental reading curriculum (2010). Success was defined as receiving a grade of A, B, or C. The chart reveals that developmental students who didn't have Read Right prior to enrolling in these courses performed significantly poorer than their regular-education peers. Developmental students who did have Read Right performed significantly better than developmental students the previous year (who did not have Read Right) and nearly as well as regular students who did not need developmental reading. Cole notes that the only change in the HCC developmental program from 2009 to 2010 was the addition of Read Right.

A Comparison of Success Rates of Heartland Community College Developmental Students and Regular Students in Reading Intensive Courses before and after Read Right Was Part of the Developmental Reading Curriculum

Students	HCC Psychology 101				
	Total N FY 2009	Fiscal Year 2009 Success Rate (A,B,C) Traditional program	Total N FY 2010	Fiscal Year 2010 Success Rate (A,B,C) Read Right Lab added	Change
Regular	1261	68%	1187	69%	+1%
Developmental	61	44%	69	62%	+18%
	HCC Sociology 101				
	Total N FY 2009	Fiscal Year 2009 Success Rate (A,B,C) Traditional program	Total N FY 2010	Fiscal Year 2010 Success Rate (A,B,C) Read Right Lab added	Change
Regular	881	73%	1075	72%	-1%
Developmental	47	55%	58	69%	+14%

Qualitative Data

Quotes from Heartland Community College Stakeholders

Lisa Putnam Cole, HCC Professor of Reading: "I could teach students strategies to approach textbook reading, I could help them learn more vocabulary words, I could help them pick out a book to read for pleasure. What I couldn't do was go back and help [them] learn how to read fluently, without stumbling, without sounding like they were working so hard. ...Read Right is working. We have qualitative and quantitative data. We are seeing those great gains that we had heard about. It works."

Padriac Shinville, HCC Administrator: "When you have K-3 teachers talking about how wonderfully it's worked and junior high teachers talking about how wonderfully it's worked and community colleges. . . When they are all saying the same thing—that it's working—now you have a methodology that's working across levels."

Tiara Randle, HCC Reading Facilitator: "Read Right intertwines everything. They are working on the language, and yet they are still working on comprehension and knowledge that they can take with them. . . I think it's awesome."

Terry, HCC Student (Adult returning to school to obtain a degree in criminal justice): "Before I started Read Right, I didn't like to read a whole lot. Whenever I would read, I would not concentrate and rush to get through it. Now I pay attention. It's helping me a lot. I would highly suggest it for everybody, whether you are an everyday reader or you're a person learning a new language."

Kinesha, HCC Student: "I read to my daughter a lot before we go to bed. I was stumbling over the words reading to her. Now, I don't stumble over the words. I passed the English class and I believe this reading class helped me a lot."

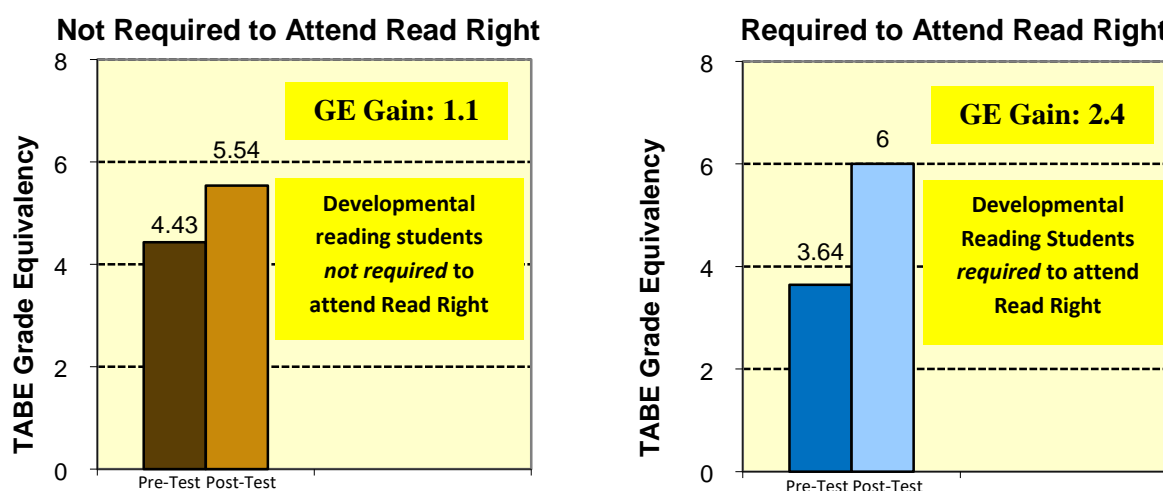
Quantitative Data

A Comparative Study Using a Norm-Referenced Standardized Reading Test

At Midlands Technical College in Columbus, SC, developmental students who scored the lowest on the college entry test were required to participate in Read Right®. They significantly out-performed developmental reading students not required to attend Read Right as measured by the Test of Adult Basic Education even though their college entry test results were lower. After an average of 38 hours of participation, the Read Right group experienced gains in reading ability more than *double* those of the less at-risk comparison group.

TEST OF ADULT BASIC EDUCATION RESULTS

A Comparison of Two Developmental Student Groups



A Comparison of the Retention Rates of Read Right Developmental Students with All Other Developmental Students

Midlands Technical College has noted **significant improvement in retention rates** among the Read Right developmental students:

Fall to Spring Retention: Read Right students = 95%; all other developmental students = 74%

Spring to Fall Retention: Read Right students = 66%; all other developmental students = 35%

Qualitative Data

Quote from Midlands Technical College Retention Coordinator

Dr. Mary Gene Ryan: "Midlands Technical College began a project designed to improve students' reading skills, funded by a U.S. Department of Education Title III grant. Read Right was a major part of the project, and our students' reading skills have indeed improved. ...Read Right has become the basis for a 3-credit hour course that is going to be required for all students who score between 36 and 60 on the COMPASS-R [reading] placement test, and the tuition revenue generated through that course is projected to cover the costs of tutor time, trainer recertification, and supplies/materials for the year."

North Dakota Department of Corrections, Statewide

The State of North Dakota first introduced a Read Right tutoring program at its youth corrections facility in October 2005. Since then, 279 incarcerated youth have eliminated their reading problems and graduated from the Read Right program. "Graduated" means that students can read with total comfort, as naturally as conversational speech (when reading aloud), and with full comprehension. The State of North Dakota has been so impressed with the effectiveness of Read Right with teens and its role in reducing recidivism that it has expanded the program throughout the North Dakota adult corrections system.

Ozarks Technical Community College, Springfield, MO

During the 2011-2012 academic year, 451 Ozarks Technical College students qualified for developmental reading (Reading 040; 045; or 050) via the COMPASS test. Cut-off scores for students were as follows: 19-55 = Reading 040; 56-67 = Reading 045; 58-80 = Reading 050. Students scoring 81 or higher did not need developmental reading. Ozarks Technical College provides Read Right tutoring as an important component of all three reading courses.

Of the 451 students qualifying for developmental reading, 338 students (80%) passed their developmental reading course after Read Right tutoring. Significantly, 220 students (49%) scored 81 or higher on the COMPASS post-test, indicating that they no longer required developmental reading courses because they were now ready for college-level reading. Disaggregated by course, those who scored 81 or higher after one semester of Read Right tutoring were as follows: 32% of the 112 Reading 040 students; 36% of the 130 Reading 045 students; 66% of the 209 Reading 050 students.

Institute for Extended Learning, Community Colleges of Spokane, Spokane, WA

At the Extended Learning Institute, 47 adult basic education students received an average of 27.6 hours of Read Right tutoring. Students were tested before and after tutoring using the Comprehensive Adult Student Assessment System (CASAS). By Washington State standards, average gain scores between 3 and 5 are considered successful adult basic education programs, and it is recommended that students receiving fewer than 40 hours of instruction should not be included in the data. Although the 47 Read Right students averaged only 28 hours of instruction, the average gain score for the group, 6.3, exceeded the State standard.

Spokane Falls Community College, Spokane, WA



"I think this Read Right student summarizes every reading teacher's goal for their students:

'When I read I feel different; I feel that it is easier. I don't struggle to read each word. I simply look at text, and it seems like the text is talking to me. It flows in a line of thought; as a result it is much easier to understand. It doesn't feel to me as though I am reading, it sounds. . . I don't know how to explain it. Maybe it is like reading someone's thoughts. It's not about the text; it's all about meanings and I think I just get the meanings'.

—Joan Nealey, Director,
Communications Learning Center
Spokane Falls Community College

READ RIGHT: INDEPENDENT, GOLD-STANDARD RESEARCH



CREATING STRONG
SCHOOLS & COMMUNITIES

News from Education Northwest

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July 8, 2010

Nationally Used Reading Intervention (Read Right®) Significantly Increases Reading Comprehension

Portland, OR—A rigorous experimental study by researchers at Education Northwest found that low-achieving middle and high school students increased their reading comprehension after one semester of tutoring with Read Right, a nationally used intervention program that supplements regular English language arts instruction. The study looked at student achievement in reading and motivation to read for 424 students in four Omaha, Nebraska, secondary schools during the fall semester of 2009.

The evaluation found Read Right had a significant positive effect on reading comprehension. Also, after participating in Read Right, a significantly larger proportion of students reported they read for fun almost every day compared to students in a control group. Effects varied by school and student subgroup. "Overall, this means that Read Right worked in these Omaha schools," said Dr. Caitlin Scott, lead researcher on the project at Education Northwest. "After a semester of Read Right, students made about as much gain on the Gates-MacGinitie Reading Comprehension Test as a typical 9th- or 10th-grade student makes from an entire year of instruction. This is good news for these struggling readers."

Dr. Dee Tadlock, the developer of Read Right, said, "We were very pleased with the results ... a lot of administrators want to see research by third parties as an evaluation of effectiveness. It lends credibility to all of our data and that will help us in demonstrating that we get pretty amazing results." Tadlock noted that this is the first study of Read Right to use an experimental design, which is considered to be the "gold standard" of research designs.

The Omaha-based Sherwood Foundation, which has invested more than \$1 million in implementing the program in nine Omaha public secondary schools, commissioned the evaluation for Omaha Public Schools (OPS). "Because OPS wants to make good decisions based on data, we offered to do an experimental design, randomized controlled trial for them so they could really find out how well or if this program was working at all," said Katie Weitz White, a Sherwood Foundation officer. She added that the study findings will be used to make changes in training and to provide additional materials and tutors. Read Right has been used in about 500 sites since 1991. Rather than stressing phonics and vocabulary like many traditional reading interventions, Read Right tutors focus on students' comprehension, accuracy, pacing, and intonation. Typically, Read Right is a class during the school day with no more than five students per tutor.

Education Northwest, based in Portland, Oregon, is currently conducting a number of national literacy studies. For more than 40 years, the nonprofit organization has worked to improve learning by building capacity in schools, families, and communities through applied research and development. More information about Education Northwest is available at <http://educationnorthwest.org>.

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Rhonda Barton 503.275.9520,
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To access the full report: <http://educationnorthwest.org/resource/1195>

***Researcher's View of the Results of the Study:**

"This is the most exciting research I have been involved in in my entire career." *Caitlin Scott, PhD*
Evaluation Associate
Education Northwest

ACHIEVEMENTS IN PRIVATE INDUSTRY

DEE TADLOCK, PH.D.

HONORED WITH PAPER INDUSTRY LITERACY AWARD



In 2001, the Sales Association of the Paper Industry (SAPI) honored Read Right developer Dr. Dee Tadlock and Read Right Systems with the organization's annual Literacy Award. Making the award, SAPI Chairman Kevin Wassil noted that Read Right Systems had implemented more than 50 successful Read Right employee literacy projects at Weyerhaeuser, Simpson, Georgia-Pacific, and International Paper.

An article in an industry publication noted that Simpson Timber was the first paper-related industry to implement a Read Right adult tutoring program (1990-1995, helping 729 employees and 222 family members).

"We wanted to find a program that would yield successful, rapid results for our employees. We chose Read Right because it represented a fundamentally new, innovative approach to teaching reading and was supported by a strong data base showing exceptional results"

– Barbara Hinck, Simpson Program Manager

**READ RIGHT® NAMED "BEST PROGRAM AVAILABLE"
BY HEWLETT PACKARD**

In 1995, representatives from Hewlett-Packard facilities throughout the United States were asked to examine various reading programs in use by the company and choose one to recommend as the best program available. After a thorough review using criteria of rate of advancement, time away from the job, accessibility, resources provided, management support, performance analysis, quality assurance, program expansion, and costs, Hewlett-Packard representatives recommended Read Right tutoring as the best practice (*Hewlett-Packard Reading Program Guide*, December 1995).

**WEYERHAEUSER SEES HUGE IMPACT
WITH READ RIGHT**

Weyerhaeuser implemented Read Right successfully in 21 operations located in six states and British Columbia including pulp, paper, container board, sawmill, plywood, particleboard, and logging operations. More than 1,181 employees accumulated 28,680 hours of tutoring. Jim Collins, Manager of Organizational Development and Training, reported: "The results achieved were judged to be highly successful. Participants improved their reading abilities quickly and dramatically, which contributed to increased self-esteem and a sense of personal empowerment. This resulted in higher levels of participation and increased contribution in virtually all aspects of the life of the company."

Edward P. Rogel, Vice President of Human Resources and Total Quality at Weyerhaeuser's Timberlands and Wood Products divisions summarized the importance of empowering employees through improving reading skills. "It isn't just a literacy issue," he says. "As we move ahead as a company, we're trying to engage the power of people as one of our core strategies...the Read Right program really fit with that strategy. It is probably the best tool we've been able to identify to get the reading skills our people need to enhance their participation in the workplace."

Otto Leuschel, Vice President, Manufacturing, Western Lumber Business, wrote in a letter in which he was assessing the impact of Read Right on his operations, "In our units, we see people who were once reluctant to participate on teams for Total Quality improvement projects now stepping up. I see people coming out of their shells and coming forward with more improvement ideas. *I can think of no other training that we have done or are doing that will make a greater contribution to improving the performance of our mills and the quality of life of some of our people than Read Right.*" (italics added)

READ RIGHT® CLIENT REFERENCES

Metropolitan Community College
Omaha, Nebraska

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Ozarks Technical Community College
Springfield, MO

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Heartland Community College
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**Metropolitan Community College
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Spokane Falls Community College
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Jan is re-tired. Listed is
her personal contact information.

For additional references and testimonials, visit the Read Right video library at:

www.readright.com/video

READ RIGHT® CLIENT REFERENCES FOR ONLINE TUTORING

The Read Right Online Tutoring Service delivers the same kind of highly-structured, systemic, real time tutoring as that delivered in site-based projects. Up to four students and one tutor work together online via audio and video conferencing technology. Each student can see and hear the tutor, but the students cannot see or hear each other.

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New Haven, Missouri

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Gateway School

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Quileute Tribal School

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Mark Jacobson
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Thornwell Home for Children

Clinton, South Carolina

Serving elementary and secondary students

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VP for Educational Services
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READ RIGHT® PROGRAM COSTS

SMALL-GROUP, INTENSIVE INTERVENTION

The investment for a small-group intervention project that trains up to four of your staff members (teachers or aides) to implement Read Right is as follows: (Does not include staff salaries or applicable state and local taxes, which **will be included as an extra charge if required.**)

Tutor Training and Quality Assurance Investment

Tutor Training Investment: Includes seven weeks of on-site training spread over one semester (consultant travel expenses included), quality assurance, and an end-of year report summarizing the project result as measured by a norm-referenced, standardized reading test. \$61,600

Support Materials Investment: Includes the Read Right Library (500+ books), one *Read Right Tutor Manual* for each trainee, the training materials, reading consultation materials, norm-referenced summative evaluation testing materials, and the student and project management systems. All shipping and handling costs are included. 11,000

First Annual Read Right Audio File Lease Fee & Monthly Reports: Includes the audio files for the Read Right Library. The digital library is updated as books go out of print and as we determine we need to increase the numbers of books at a specific grade level. The annual fee includes monthly reports that evaluate each student's progress and the health of the project as a whole. The lease & monthly reports fee for subsequent years will be billed on the same date as the original. 900

Total Read Right Project Investment **\$73,500**

Invoicing can sometimes be scheduled to spread payment over two budget-years. If this option is elected, a service charge of 3% will be added.

Optional Train-the-Trainer Project:

The trainer designee must have earned certification as a Read Right Tutor. The trainer will be trained by a Read Right consultant over a five-week period of time as she trains up to four additional tutors as they work with students. Once trained, the trainer assumes responsibility for quality assurance activities and for training new tutors to replace tutors lost to staff turnover, to expand the program at existing sites, and to implement new projects at other schools in the District.

If a Read Right project is established at a new school during the Train-the-Trainer project, an additional library (\$11,000) must be purchased.

If new tutors are trained at the same site, and there are no more than 5 tutors in the classroom, supplemental books will not need to be added to the existing library in order to accommodate the 5 tutors and their students. If there are more than 5 tutors, supplemental books will likely need to be added. If there are sufficient new tutors in the same school to require a second classroom, an additional library needs to be purchased (\$11,000).

Total Investment for Training a Read Right Trainer **\$44,950**

READ RIGHT ON-LINE DELIVERY SYSTEM

Cost of Tutoring: A minimum of one pod, which serves up to three students, must be purchased. A 20-session minimum package is required; we recommend 60 sessions. Each session lasts up to 55 minutes, depending on the client's scheduling constraints.

One pod (three students) @ \$64 per session X 60 sessions = \$3,840

\$64 per 3-student session

Support Materials Investment: Includes Read Right Library (more than 100 books containing more than 150 fiction and non-fiction stories), management systems, standardized testing materials, reporting systems, and quality assurance systems. All shipping and handling costs are included.

\$2,700

One library will accommodate multiple pods if each meets at a different time.

HOW DO COLLEGES FUND A READ RIGHT® PROJECT?

SOURCES FOR FUNDING A READ RIGHT PROJECT

- Developmental Education and Adult Basic Education Budgets
- Funds available for providing services to English language learners or Native Americans
Read Right has successfully served every category of struggling readers.
- Title III monies
- Staff development budgets
The Read Right training model provides seven weeks of intensive hands-on training spread over a semester of time.
- Technology budgets
The client college needs to provide devices (MP3 players, tablets, or laptops) for students to access audio files for one component of the Read Right methodology, and there is an annual licensing fee of \$900 for the audio files plus monthly reporting.
- Vocational Sources
JTPA, Carl Perkins, WIA, WorkFirst.
- Contingency budgets
Sometimes at the end of a fiscal year, there is money left over in contingency budgets.
- President's discretionary fund
In some colleges, the president maintains a discretionary fund to enable a flexible response to unplanned expenditures.

CREATIVE WAYS READ RIGHT CLIENTS HAVE FUNDED THEIR PROJECTS

- Delay a capital project, such as resurfacing the parking lot.
- Seek grant funding.
- Partner with a local high school and share the cost.
- Partner with a local business and make Read Right tutoring available to your students and the business's employees.

IS READ RIGHT EXPENSIVE?*

When measured in cost per grade level gain,
*Read Right is the **least expensive** program available.*

How else should it be measured?

**Some of our clients have remarked that Read Right is a money-generating program because once students significantly improve their abilities to easily and comfortably get*

information from print, increasing numbers of them succeed in their academic programs, and they stay in school—thereby increasing FTEs to the college or university.