

AUGUSTINE PROJECT FOR LITERACY



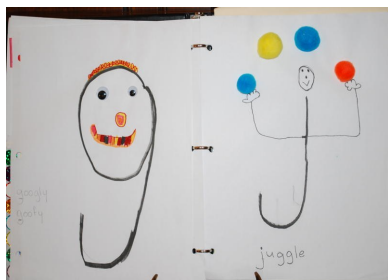
NEWS

SPRING 2012

Director's Report

The most fun I have in my position is observing tutors and their students engaged in an Augustine lesson. Here is where concepts of multisensory learning meet the needs of one particular student in a way that engages her with strategies for learning to read, write, and spell.

This year I heard a tutor and student read and write rhyming sentences. I also saw pages from the notebook of a student struggling with the sounds that letters **g** and **j** make (see example at right). These are two of many examples of creatively designed lessons that offer a variety of paths to learning our language from the simple to the complex.



Augustine students are usually found in the small group of children who require explicit instruction in working with the sounds and structure of our language. Their deficits are results of various reasons: neurological, environmental, or both. For some, a year with a trained tutor brings them to grade level. Others will need

support for several years, and then accommodations throughout their entire academic careers, including college and beyond.

School assessment data and our own data indicate that our students make progress. The student whose story is told in the article on the lower half of this page is approaching grade level after a year and a half of teacher and tutor efforts. His tutor plans to continue to offer him help in developing literacy skills, as well as caring support.

An Augustine tutor and student together in action breathe life into our slogan, "Changing lives two at a time." I invite you to use this [link](#) to go to our project's website and read the article *Key Challenges to Learning Literacy Skills* by Virginia Brien, in which she explores the obstacles faced by many children in acquiring skills that are the foundation of academic success.

Candace Armstrong, Director



Learn more about us at our next **GET ACQUAINTED COFFEE**, Friday, March 30, 8:30am, Montclair Elementary School.

Following the Child

Ricky [student's name has been changed] was homeless when he was first referred to the Augustine Project. A bright child, he learned to avoid the embarrassment of being behind his classmates by staying home or hiding in the counselor's office.

"I told him if he'd come to school every day, I'd try to be there at least three times a week to tutor him, and he got so [that] he was willing to come to school," said his Augustine tutor, who was then a first year tutor. Later in the year, when Ricky changed schools, it increased his tutor's determination to stay in touch, and she even arranged to be his lunch buddy during the summer as a way to provide him some stability.

Augustine works closely with school counselors to reach children who are losing ground, but might not qualify for formal services. "Our criteria is that a child must be struggling with literacy skills, have low income, and have no significant behavioral or emotional problems. We try to keep the rules as simple as possible to make sure students get the help they need," said director Candace Armstrong.

As trust builds, tutors begin to learn more about their children's life perspectives. One afternoon Ricky confided to his tutor that he knew how to read a radio clock, but wanted to learn how to read a clock with a face. Another day, he asked her, "Do you still have those plants growing in the back of your car?" It took her awhile to realize he was talking about some bedding plants she was bringing home from the nursery the previous spring.

Just this month, Debbie McCarthy, executive director of the Augustine Project in Chapel Hill, received an exuberant letter from a boy she'd worked with several years before. He had just taken his first plane ride and was starting a job with AmeriCorps. It's what we hope for, for all our students: doors opening to college, plane rides, and futures that would be unthinkable without the lifelong gift of literacy.

Virginia Brien

Our mission is to increase the reading, writing, and spelling skills of low income children and teens who struggle with literacy skills. The Project recruits, trains, and supports volunteer tutors who provide free, long-term, one-on-one instruction using the principles of multisensory learning based on the Orton-Gillingham approach and Wilson Reading System® materials. To learn more about us, visit our website at www.augustine.st-peters.org.



*Changing lives two at a time
through literacy tutoring, compassion & caring.*

YOGA FUNDRAISER

Friday, April 20, 6:00 pm

Fundraiser for Augustine Project Charlotte
Hosted by Yoga for Life



A multi-level class (beginners welcome!) will be given until 7:15 pm. Donations to the Augustine Project will be accepted to 'pay' for the class.

After class, gather at Savor Cafe (across the street) for refreshments. A portion of these proceeds will be given to the Augustine Project.

Reserve your spot by contacting
megan_forrest@hotmail.com



1410 W. Morehead, 28208
yogaforlifefund.org

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For information about volunteering, or to refer a student or request a speaker:

Visit: www.augustine.st-peters.org

Contact: Candace Armstrong, Director

carmstrong@augustine.st-peters.org 704-332-7746

TUTOR PLACEMENTS

Currently, the Augustine Project for Literacy has placed 50 tutors in Charlotte--Mecklenburg or other schools, and in other settings such as day care centers.

Schools placements for the Spring 2012 term include:

Barringer Academic Center

Berryhill School

Blythe Elementary

Bruns Academy

Walter G. Byers Elementary

Cotswold Elementary

Crestdale Middle

Elizabeth Traditional Elementary

Lansdowne Elementary

Mallard Creek Elementary

McAlpine Elementary

Merry Oaks Int'l Academy

Montclair Elementary

Newell Elementary

Park Road Montessori

Rama Road Elementary

Sedgefield Elementary

Selwyn Elementary

Shamrock Gardens Elementary

Smithfield Elementary

Waddell Language Academy

Westerly Hills Elementary

Training News

2012

Training Dates

June 18 - 29

Site to be determined

Sept 24 - Oct 5

St Martin's Episcopal Church
Charlotte

Follow the link

augustine.st-peters.org

to download an application.

THANK YOU FOR YOUR SUPPORT

We continue to build this vital community project with the generous support of St. Peter's Episcopal Church, St. Peter's Hospital Foundation, and individual contributors. We are grateful for the 2009 - 2011 backing of the Jessie Ball duPont Fund.

We appreciate the support of IVIZE managing partner Tom Pagani and his staff for printing our training manuals for the past six years. We offer special thanks to St. Martin's Episcopal Church and Elizabeth Traditional Elementary School in Charlotte and to Lake Forest Church in Huntersville for hosting our tutor training and practicums.

Finally, we are pleased to acknowledge the support of Presbyterian Women of First Presbyterian Church, The Good Samaritan Fund, and The Episcopal Church Women of Christ Church. Thank you to Virginia Brien and Annette Miner for their assistance in preparing this newsletter.

To join in supporting our work, you may contribute by check or online:

TO CONTRIBUTE BY CHECK:

- Make your check payable to St. Peter's Episcopal Church (please note *Augustine Project* in the memo line of your check).
- Mail to: St. Peter's Episcopal Church
115 W. 7th Street, Charlotte, NC 28202

TO CONTRIBUTE ONLINE:

- Visit our website at augustine.st-peters.org.
- Click on **Contribute** at the top of the page.
- Click on **Make a Payment** online.