



www.ChildrensLiteracyAlliance.org
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COMMUNITY LITERACY COALITION

Literacy is the key to success.

Our program is open to everyone.

Unlock your potential. Our program empowers individuals of all ages. Join us in our journey to create a more literate and successful community by enhancing skills and building confidence. Together, we can make a difference.





In today's world, **literacy** is essential for success. It opens the doors to **education, personal growth, and employment**. By helping others improve their literacy skills, we assist them in achieving their dreams. **Everyone** can make a positive contribution to society.

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Dangers in the Community

The Vicious Circle



Low literacy levels impede community development. A lack of proficiency in reading comprehension, writing skills, and general communication abilities fuels other social ills, creating a **vicious circle**.

POVERTY

Illiteracy is closely linked to poverty, with **approximately 43% of illiterate adults living below the poverty line**, which limits their access to health services.

UNEMPLOYMENT

75% of Americans receiving food stamps perform at the lowest two literacy levels. 90% of high school dropouts receive welfare.

HOMELESSNESS

Many homeless individuals struggle with literacy skills and are often excluded from opportunities to improve them. In the USA, **75% of homeless children** perform below their grade levels in reading.

DRUGS

A 2019 study revealed that **drug overdoses** were concentrated in areas with **lower education and income levels**. Research has shown that **poverty and lack of education** increase the risk of prescription overdoses and fatal overdoses.

CRIME

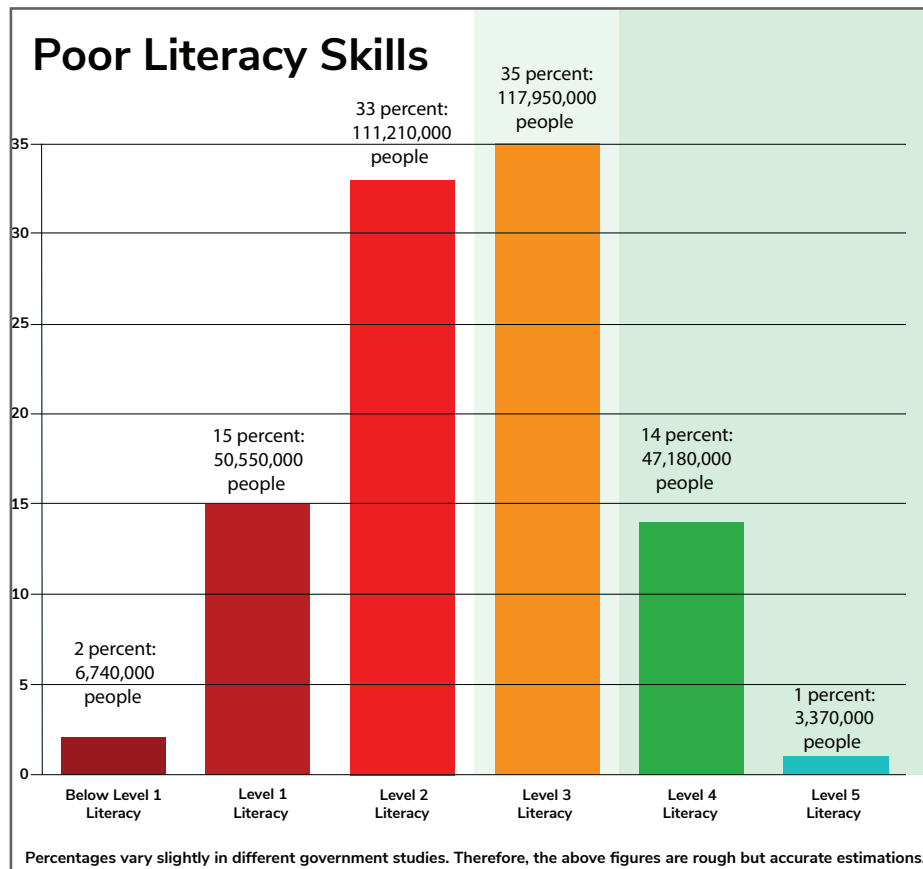
75% of prison inmates and nearly **85% of juveniles** who face trial in the court system are **functionally illiterate**. Of over 2.3 million inmates incarcerated in the USA, 95% will eventually be released.

ILLITERACY

Illiteracy leads to limited access to information, **fewer job opportunities, increased health risks, economic disadvantage, social isolation**, and educational barriers for children.

Levels of Literacy

An international study (called the International Assessment of Adult Competencies, or PIAAC) has established a system for measuring, analyzing, and comparing an adult's basic literacy skills. The chart below indicates the literacy levels found.



People with **Level One Literacy** can:

- Locate one piece of information in a sports article
- Locate the expiration date on a driver's license
- Total a bank deposit entry

People with **Level Two Literacy** can:

- Interpret appliance warranty instructions
- Locate an intersection on a street map
- Calculate postage and fees when using certified mail

People with **Level Three Literacy** can:

- Write a brief letter to explain a credit card billing error
- Use a bus schedule to choose the correct bus to take to get to work on time

- Determine the discount on a car insurance bill if paid in full within 15 days

People with **Level Four Literacy** can:

- Explain the difference between two types of benefits at work
- Calculate the correct change when given prices on a menu

People with **Level Five Literacy** can:

- Compare and summarize different approaches lawyers use during a trial
- Use the information in a table to compare two credit cards and explain the differences
- Compute the cost to carpet a room in a house

Only 1% of the Population Reaches the Highest Levels of Literacy

The literacy abilities key to independent thought are only included under Level Five Literacy goals (as covered in the PIAAC standards). These include the abilities to:

- Select reliable information sources
- Pinpoint vital pieces of information
- Evaluate evidence-based arguments
- Judge the reliability of evidence

These abilities are critical for acquiring the further skills necessary for success in life, but an individual must also be able to:

- Make moral choices
- Understand evidence-based science
- Differentiate fact from opinion and fact from fiction
- View political discussions objectively
- Make informed voting decisions
- Comprehend religious texts, such as the Bible
- Discourse sensibly with people of different points of view
- Observe and interpret nuances
- Think logically and independently

All of the above are needed in daily decision-making — at home, in the workplace, and within the community. *These skills affect every aspect of life.*

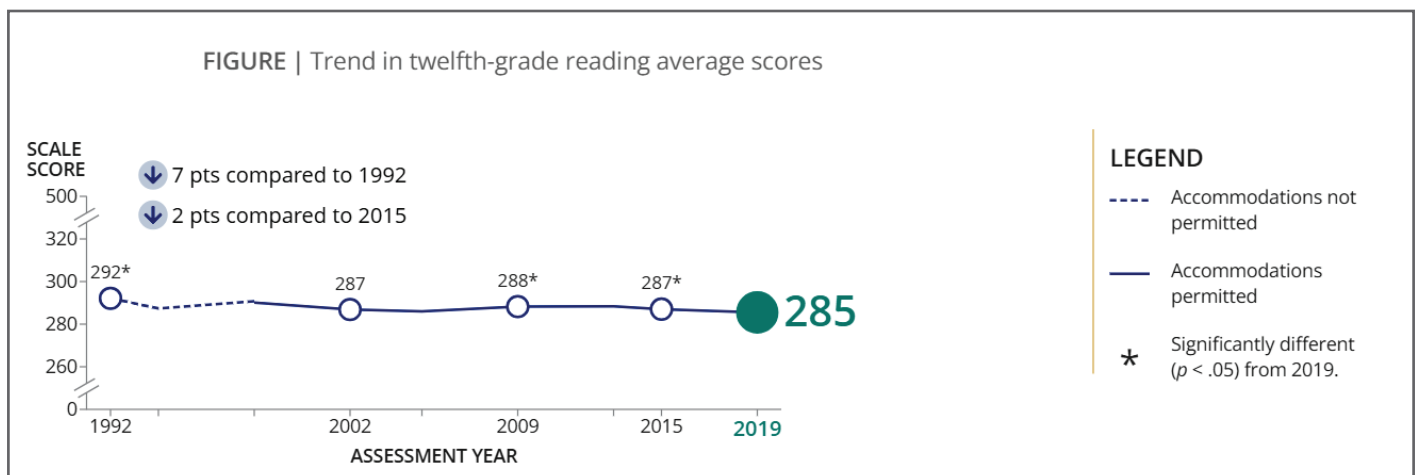
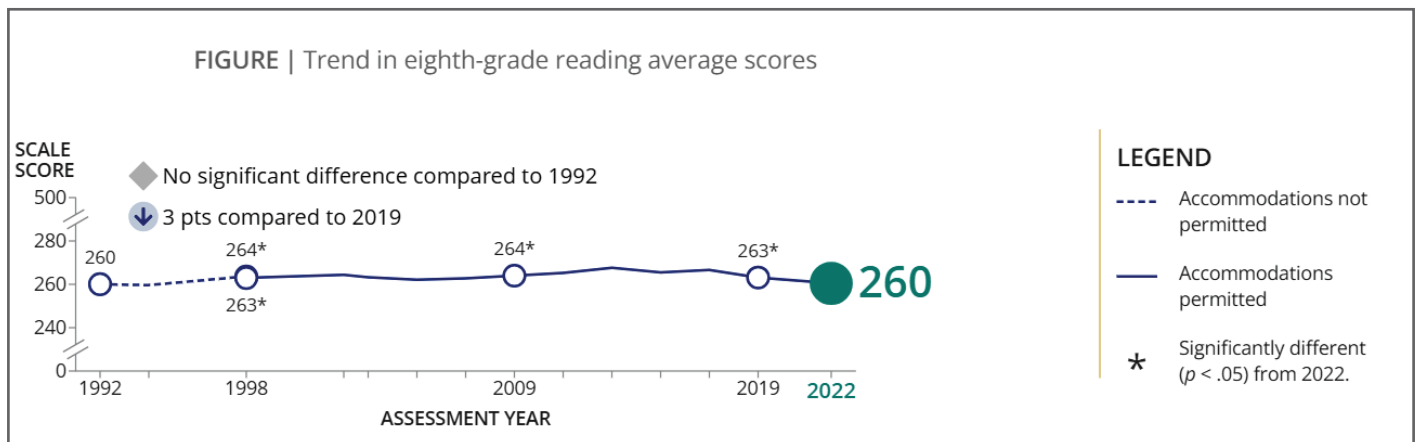
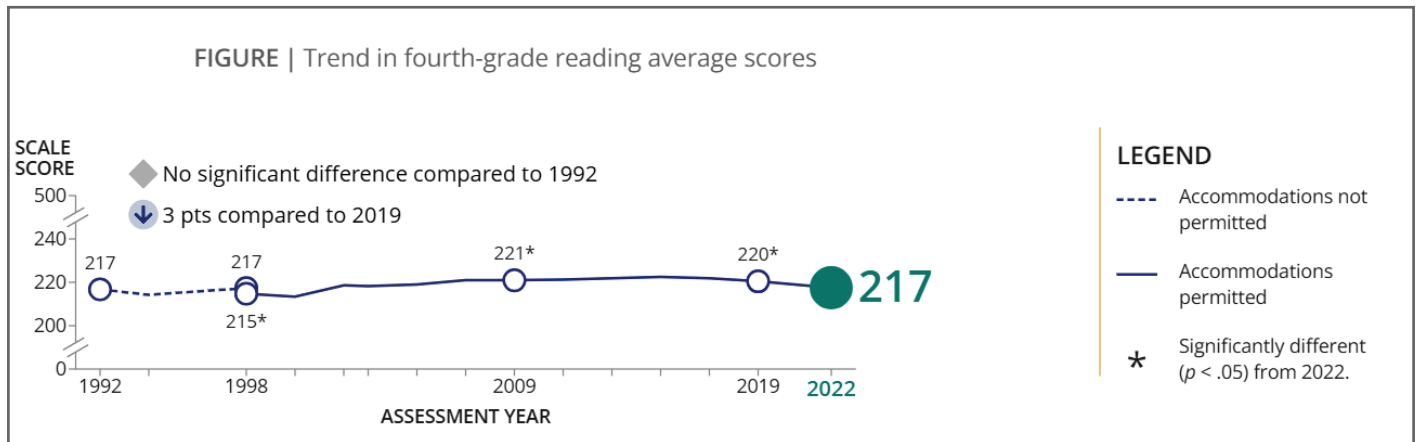
The Catastrophe of Current Literacy Levels

The current goal of high school education is **Literacy Level Three**.

However, we often *fail to achieve even this minimum standard*.

Literacy Level Three is **insufficient** for success in a knowledge-based economy.

National Average Reading Scores Have Shown No Improvement Over the Past Thirty Years



Literacy and Employability

Approximately 54% of American adults read below a sixth-grade level, according to a 2020 Gallup analysis of data collected by PIACC and the U.S. Department of Education from 2012 to 2017.



This means that more than half of the adults in the USA currently have reading levels below that of a twelve-year-old.

However, 2019 data, also from PIACC, states:

"PIAAC defines literacy as 'the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential.'

"... Four in five U.S. adults (79 percent) have English literacy skills sufficient to complete tasks that require comparing and contrasting information, paraphrasing, or making low-level inferences."

According to the information above, 79% of adults are considered "functionally literate."

**IF MORE THAN HALF OF US ADULTS CANNOT READ AT A TWELFTH-
GRADE LEVEL, HOW CAN WE CLAIM THAT 79% OF ADULTS ARE
"FUNCTIONALLY LITERATE"?**

Program Overview

What Is the Community Literacy Coalition?

Children's Literacy Alliance supports the Community Literacy Coalition, which helps restore literacy to the world through community outreach activities. We work with volunteer organizations, religious groups, nonprofits, civic groups, and other like-minded individuals.

The coalition's purpose is to empower these groups to help their communities by helping provide access to proven literacy programs, to:



Empower Communities

Give parents and community members the ability to improve the literacy of their family members and neighbors, empowering them to take positive and independent action on their own initiative and obtain real results.



Create Opportunities

Make it possible for parents, community members, friends, and family members to help one another successfully and effectively with the restoration of literacy in their own areas.

Through our programs, the coalition strengthens the very **foundation** of literacy, offering every individual the opportunity to develop the knowledge and skills necessary for achieving success and realizing their potential in life. Your support can make a transformative difference!

Why Literacy?

While it is commonly held that poverty drives illiteracy, the truth is quite the reverse: illiteracy drives poverty. While it is true that lower-income areas are at a disadvantage when it comes to access to high-quality education, it is the lack of literacy that sustains poor economic performance.

Literacy is the Route Out of Poverty

No matter what background, any person who becomes literate (able to read and write with understanding) has a chance to change his life and prosper.

A person who never attains literacy may be condemned to a lifetime of hardship and privation for himself and his children.

At Least Twenty Million Children Are “Lost to Illiteracy”

What does that mean, and how do we know?

If a child cannot read past a sixth-grade level, it may mean he won't finish high school. 24% of American children drop out of high school, leaving their future employment options limited. Many high-school dropouts, illiterate teenagers, and illiterate young adults eventually turn to crime.

Anecdotally, 70% of all convicted felons are considered either *completely or functionally illiterate*: unable to fill out a job application or medical form or even to write a simple “thank you” letter.

A functionally illiterate adult cannot obtain, let alone maintain, any job that requires the ability to read, write, send an email, or use a computer.

Both illiterate and functionally illiterate adults have deficiencies in reading, writing, and speaking that impact them: economically, in their personal lives, and in their professional relationships. Unless the issue of illiteracy is addressed, it affects them throughout their entire lives.

How do we help those who have never had a proper education? How do we empower children so they are given a chance? How do we give people a route to a bright future, both for themselves and for their succeeding generations?

We focus on **literacy**.

Education vs Indoctrination

In our society, we have observed a systematic replacement of genuine education with indoctrination, particularly within our regulated and institutionalized educational systems.

When education is influenced by special interest groups, it ceases to be provided for the benefit of students and children. Instead, it increasingly focuses on advancing agendas.

We have seen the gradual erosion of the rights of parents, children, civic groups, and churches. This decline began in the 1950s, accelerated in the 1980s, and picked up speed in the last decade.

As a community, we must guard against this and fight for the rights of our children.

Definitions

EDUCATE

“To bring up or guide the powers of, as a child; to develop and cultivate, whether physically, mentally, or morally.

... To form and regulate the principles and character of; to prepare and fit for any calling or business by systematic instruction.”

— *Webster’s New International Dictionary of the English Language*

INDOCTRINATE

“To imbue with a partisan or ideological point of view.”

— *The American Heritage Dictionary of the English Language*

The mental health of children deteriorates in proportion to the amount of indoctrination received instead of education. Education should provide children with the tools needed for a successful and independent life.

Critical Thinking Begins With Literacy

A key element of a good education is teaching students how to think critically. Critical thinking and logic are built on a foundation of literacy. When this foundation is lacking, a child’s, teenager’s, or adult’s ability to observe facts and think independently is impaired.

This truth is a historical fact acknowledged by great educational philosophers, churches, and thought leaders throughout history. The establishment of grammar schools, supported by churches and communities in the Middle Ages, contributed

significantly to the Renaissance. The decline of grammar schools in the mid-20th century coincided with a decrease in literacy and critical thinking, a trend that has now reached a crisis stage.

Around the world, we can see the consequences of failures in critical thinking. How much conflict, poverty, and suffering could be avoided if students were taught to think independently and differentiate facts from opinions? How different would the world be if children everywhere were given the ability to think objectively, see nuances, and understand context?

With that said, how does one go about teaching people how to think?

Literacy is the Great Equalizer

Improving functional literacy benefits the community and promotes equality. Functional literacy is a fundamental **human right**. When a child, teenager, or young adult lacks access to it, a significant injustice occurs.

Millions of children are victims of an unfair and unequal education system that only provides quality instruction to a privileged few.

- 45 million Americans are currently functionally illiterate and cannot read above a fifth-grade level.
- 50% of adults cannot read a book written at an eighth-grade level.
- 57% of students failed the California Standards Test in English.
- Only 1/3 of fourth-graders reach the proficient reading level.
- Only 25% of students in California school systems can perform basic reading skills.
- 85% of juvenile offenders have difficulties reading.
- 3 out of 5 people in American prisons cannot read.
- 3 out of 4 people on welfare cannot read.

The literacy program that Children's Literacy Alliance supports is both simple and transformative. With minimal training, anyone can become an effective instructor, making a significant difference in people's lives.

You can help us ensure that children receive their fundamental right to literacy.

Program Description

The *Ollie the Elephant* Functional Literacy Program

Up to fifty percent of any English sentence consists of what we refer to as *simple words*. These are words like *and*, *at*, *in*, *to*, and so on. If one were to remove only five of these words from one's vocabulary one would find it difficult to put together most proper sentences.

The *Ollie the Elephant* — *Learning Made Easy: English Basic Words* series is designed to create **understanding** and **literacy** in a language.

One of these "simple" words, such as the word *to*, has ten distinctly different meanings that are commonly used. Other simple words have many different widely-used meanings. Correct knowledge of these words helps form a foundation of literacy and an understanding of the English language.

This factor is overlooked in many schools, language-learning programs, and English grammar courses. Confusion about simple words can prevent a child or adult from succeeding in his studies. If one cannot easily understand what one is reading or hearing, learning becomes difficult.

To demonstrate this, let's look at bigger words like *airport* and *airplane*. These two words are easy to teach and learn. They each have one basic meaning. There is nothing difficult about this. But now let's look at a word like *in*. This word has twelve different common meanings!

Failure to learn the meanings of key common words is a major barrier to learning any language with understanding.

Depending on how one uses a word in a sentence, the definition can change completely. Failure to learn the meanings of key common words is a major barrier to learning any language with understanding.

The *Ollie the Elephant* series was specifically designed to convey the meanings of these fundamental words using **pictures**. These are not storybooks. They teach the proper use of important common words in the English language.

Adults are often shocked that even they learn new things from *Ollie the Elephant*. The series is designed to give a university-level understanding of key English words to even first-grade students.

Confusion about simple words can prevent a child or adult from succeeding in his studies.



The secret lies in the illustrations. Every single one of the illustrations is designed to convey a specific meaning. This method enables a child to learn complex English simply and rapidly.

How *Ollie the Elephant* Books Create Functional Literacy

The *Ollie the Elephant* series is laid out in an exact sequence.

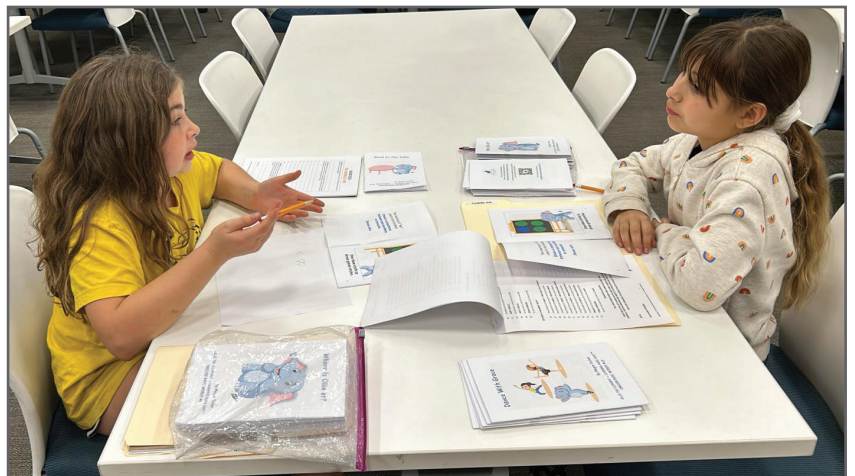
It consists of a compilation of many smaller booklets, in a series of modules, along with workbooks containing checksheets, exercises, and drills. Each booklet contains one definition of a simple word. There are, for example, five booklets for the word *at*. Each booklet covers a different meaning of the word *at*. There are three booklets for the word *and*, to cover each of the meanings of *and*, and so on. After reading each booklet, one does an exercise to improve understanding. After studying all of the booklets for one word, a series of drills and exercises is undertaken to move an individual toward super-literacy.

The secret lies in the illustrations. Every single one of the illustrations is designed to convey a specific meaning.

How to Use *Ollie the Elephant* – Learning Made Easy

The booklets can be studied alone or with a tutor, but they are best studied with a study partner. Depending on the setting, the partner can be any of the following:

- A parent
- A tutor, teacher, or instructor
- Another student



The entire purpose of this *Ollie the Elephant* series is to create understanding in the mind of the student. It is not a reading test.

How it Works

AND Booklet One

Definition of the word
“and” used in this
booklet: ***Shows that
there is more than
one thing (or person,
animal, or idea).***



The student begins by reading the definition of a simple word. After that, he reviews twenty illustrated example sentences that demonstrate how the simple word is used. Each example is read aloud. Once the student has finished reading the booklet, he completes the accompanying exercise. This exercise requires him to create ten examples of his own. The instructor then checks these example sentences. After this step, the student can move on to the following booklet, as each one is numbered.

The student reads the second definition of the simple word provided in the accompanying booklet. After that, he reviews the twenty illustrated example sentences that demonstrate how the word is used with this particular meaning.

Once he has finished reading all the example sentences and understands their usage, he completes the accompanying exercises related to this meaning. The instructor checks the exercises for accuracy, and once they are verified, the student moves on to the next booklet.

AND Booklet Two

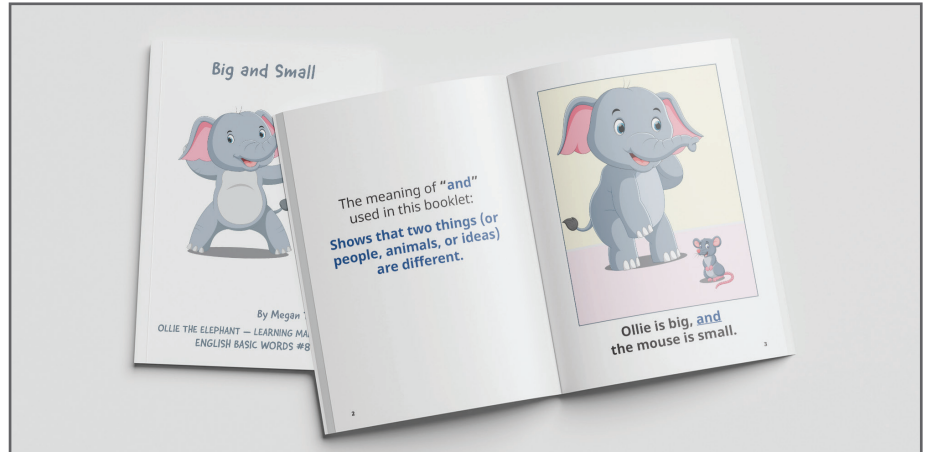
Definition of the word
“and” used in this
booklet: ***Shows the
result of an action, or
shows what happens
after an action.***



The same procedures and exercises from the previous booklet are applied here, but with this new definition. The exercises are completed by the student and then checked by the instructor.

AND Booklet Three

Definition of the word "and" used in this booklet: ***Shows that two things (or people, animals, or ideas) are different.***



After covering the basic definitions of a simple word, we proceed to the functional literacy (or reading comprehension) drills. This final step is essential, as it greatly improves the student's ability to understand both written and spoken English.

The drill consists of a series of sentences in which a simple word is used in different contexts. The student practices identifying the correct meaning of the word based on its usage in each sentence.

DRILLS ANSWER SHEET AND

DEFINITIONS USED IN THIS DRILL:

- Shows that there is more than one thing (or person, animal, or idea).
- Shows the result of an action, or shows what happens after an action.
- Shows that two things (or people, animals, or ideas) are different.

DRILL ANSWERS:

- | | |
|-------|----------------|
| 1. 1 | 11. 3 |
| 2. 3 | 12. 1 |
| 3. 2 | 13. 3 |
| 4. 2 | 14. 2, 1 |
| 5. 1 | 15. 3, 3 |
| 6. 2 | 16. 1, 1 |
| 7. 2 | 17. 1, 3, 1 |
| 8. 1 | 18. 3, 1, 2 |
| 9. 2 | 19. 1, 1, 2 |
| 10. 1 | 20. 2, 1, 2, 1 |

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This exercise is repeated multiple times until the student can easily recognize the appropriate meaning. Typically, an average person may need to complete this drill ten times or more before he can consistently identify the correct meaning from the context.

The drill is conducted with a partner who acts as the coach. The coach has an answer sheet with the correct meanings and assists the student throughout the practice.

Once the student can confidently identify and articulate the correct meanings as they are used in the sentences, he will have completed the drill. After this, he can proceed to the next set of booklets that cover another simple word.

DRILL SHEET AND

- I see a duck **and** a cat.
- This cat is black, **and** that cat is white.
- Father works **and** earns money.
- Sit down **and** eat dinner.
- I want an apple **and** a banana.
- Joe goes outside **and** plays.
- I go to the store **and** buy an ice cream.
- I see a goat **and** a cow in the field.
- I get dressed **and** have breakfast.
- A cat **and** a dog are playing together.
- Grandfather is old, **and** I am young.
- He is tired **and** hungry.
- Sara is happy, **and** Suzie is sad.
- Dad goes to the store **and** buys an apple **and** a banana.
- Mother is at home, **and** Father is at work, **and** I am at school.
- A goat **and** a pig **and** a cow live on the farm.
- The goat is white **and** brown, **and** the cow is black **and** white.

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Testimonials & Results

"The children have changed. They love the classes and are interested in learning. There is a new look on their faces. You can see them walk around and shine. They are very excited about the daily classes. They always arrive before the teacher!"

"Because of the methods used to teach, the students are eager to learn. They lose their sense of time! They will stay as long as we give a class. We could teach them all day without losing their interest. They come every day.

"The method is completely different from what I am used to, but it is amazingly powerful. The children change in front of your eyes."

— P.N., Volunteer Tutor

"All my life, I did not know what I didn't know. From today, I will know what I know, even if it is only one word (the word "at"). It is a start! These are the nuts and bolts of the English language. I now have a communication tool with which I can express place and location. I didn't get it until I got it.

"What was life like before? When I was supposed to learn, I ran away. I didn't know there was a structure of learning. My aunt was an academic. She worked for the government and told me 'If you cannot spell and read like the other guys, you will be called *stupid*.'

"I felt guilty and ashamed. I was running a program to protect myself. That's how I existed. I ran away!

"When my kids came home for homework, I went fishing! I would go to the end of the river with the fishing rod because I didn't know how to communicate with anybody, including my daughters. I had to run away from my kids. I didn't want to be confronted with the embarrassment that I couldn't help. I felt guilt and shame all my life because I couldn't spell, read, or write.

"My mental health was very fragile. Nobody presented me with a system of learning and understanding. I never had that awareness that I could communicate in English.



"Ollie the Elephant is what I was looking for my whole life! This is what was missing. **I didn't know that I didn't know.**



"This program is like it's made from heaven. This is amazing! The gradient work in it made communication so much easier, and with that, clarity of communication.

With that level of communication, I can express myself. I can be me."

— **Student**

"I have a four-year-old [student] who has never set foot in a school. He is now starting to READ these little sentences of the Ollie books. He really likes the pictures, and he can overcome the barriers easily ... He is still concentrated on the lesson for the full 30 minutes. Very rare for that age.

— **J.S., Tutor**

"Before this, I didn't dare to speak English in front of anyone. I was embarrassed, and I thought that people would just laugh at me.

"But after just a few days on the program, I realized that I would become fluent, and that I could learn to speak like a 'gentleman.' I found confidence in speaking. And even though I still make mistakes, it no longer bothers me. I know I need to practice and not worry about mistakes.

"I have learned how to communicate with others. I am no longer afraid. I no longer hesitate. I have gained the confidence to speak.

"I could never even look at others before. Now I can face anyone!"

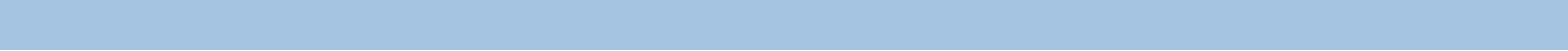
— **V.K., Student**

"This is one of the most important programs for effective positive change in the world. I have gained a much more exact understanding of anything I read, to the point where it has opened up my willingness to confront and handle every area of my life.

"My ability to read and immediately do has dramatically improved. Thank you Megan and William Tucker."

— **A.J., Businessman**





Donation Form

Every \$25.00 donated can fund an hour of classroom time. Children's Literacy Alliance Inc is a 501(c)(3) nonprofit organization, and donations are tax-deductible to the extent allowed by law. Please consult your tax advisor for details. To make a donation, fill out the form below.



Donor Information

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Payment Details

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Name on Card:	
Expiry Date:	Security Code:

Donation Details

I would like to make a one-time donation of:	\$
I would like to make a monthly recurring donation of:	\$
Check all that apply: I'd like to cover transaction fees ____	
I'd like to donate anonymously ____ Please contact me about future campaigns ____	



Thank You for Your Interest in Our Program!

For more information about our initiatives, to participate, volunteer, or donate, please visit our website or contact us using one of the methods listed below.

If you prefer to donate by check, please make it payable to “Childrens Literacy Alliance Inc” and mail it to the address provided below.

Childrens Literacy Alliance Inc is a registered 501(c)(3) US Public Charity. Contributions to Childrens Literacy Alliance are tax-deductible to the extent allowed by law. We recommend consulting your tax advisor for further details.



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