

<b>Program Leader</b>
Bev Schwartzberg
<b>Program Name</b>
One in Five: The Dyslexia Project
<b>I. Summary of Activities based on the objectives submitted from the Request for Proposal and Activity Chart. These should reflect the goals of AEBG including but not limited to integrative programming for noncredit pathway bridge courses and certificates, internship/placement programs, integrative learning strategies, progress of program working groups and task forces. List and describe their progress.</b>
The project has issued a RFP and hired a consultant to teach the Orton-Gillingham based reading instruction classes to tutors, parents, and community members. The first 18-hour course was held in May and June 2017, and staff members are currently placing some trained tutors through the library's adult literacy tutoring program.
<b>II. Data Reporting: Fall 2016 - Present</b>
1. we have served no students enrolled in noncredit programs, but have served about 40 community members 2. we are not issuing digital budgets 3. none
<b>III. Budget Narrative. Members are expected to make their best efforts to expend funding by: December 31, 2017 for AEBG Grant Year 1 (2015-2016 programs) and August 31, 2018 for AEBG Grant Year 2 (2016-2017 programs). The timeline of activities should reflect expenditures by this deadline. Please describe your efforts to expend these funds. Examples include hiring faculty and/or faculty, narratives, programmatic committee meetings, purchasing of supplies etc.</b>
We have currently spent \$824 on materials. The consultants will invoice the project at the completion of the third training.
<b>IV. Marketing Efforts. Please list and describe marketing and outreach efforts to advertise your program.</b>
The project was marketed through public programs and associated p.r. dealing with dyslexia, with one program taking place in January 2017, and three other programs, including a panel discussion and two simulations, in May 2017. The training was marketed through the Library's e-newsletter, which reaches 30,000 community members, Facebook posts to the local dyslexia advocacy community, a display case in the Central Library, posters, flyers, presentation of the local school board, and a press release.
<b>V. AEBG Practices with Promise: due no later than the 3rd Quarter Report, September 22, 2017. Please visit the AEBG Practices with Promise webpage for successful submissions at <a href="http://aebgpracticeswithpromise.com/">http://aebgpracticeswithpromise.com/</a>.</b>
Our practice with promise is collaboration with community advocacy groups and service programs. These collaborations have led to expanded community-wide efforts to support help for those who struggle with reading. We're delighted that the city's afterschool teen program run by the Police Athletic League has expressed interest in our training and sent participants to the first round. The Santa Barbara Unified School District, in response to community concerns about students with dyslexia not being served, is appointing a Teacher on Special Assignment for dyslexia in the coming school year, and one of the high schools plans to open a new reading center. All of these changes are not due to the AEBG grant, but they reflect the coming together of community concern about a specific issue.