

**NOMINATION FORM
COMMISSION ON HIGHER EDUCATION SERVICE LEARNING COMPETITION**

Institution: The Citadel

Title of Project: Engaging Students in Literacy Intervention and Assessment: Impacting Literacy in High-Risk Youth through Service Learning

Project Director: Dan T. Ouzts, Ph.D. – Literacy Division Coordinator

Contact Information for Project Director: Dan T. Ouzts

Zucker Family School of Education

The Citadel

171 Moultrie Street

Charleston, SC 29409

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Establishment Date of Project: 1977- Present

Unit That Administers Project:

Dean Larry Daniels

Zucker Family School of Education

The Citadel

171 Moultrie Street

Charleston, SC 29409

Total Number of Students Involved: Approximately 70 graduate students, and approximately 800 children (25 in summer school reading program and 775 in 4 partner schools).

1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is linked in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution and is related to a college course with some type of reflection activity. How does your project meet the parameters of this definition?

With an ever present momentum to improve literacy in South Carolina and with the Read to Succeed Act, it is imperative that students enrolled in literacy classes, graduate or undergraduate, be given opportunities to experience real-life situations to identify and have respect for children who are reading below grade level and to reflect on their own service activities which can support children, parents, and community efforts. It is not enough for college students to sit in classes and listen to lectures on how to teach reading. They must be given hands-on learning experiences to develop their talents, ideas, and personal lives through service learning.

The Citadel's School of Education, as part of its requirement for a graduate level course, **Education 590 – Literacy Assessment and Instruction (EDUC590)**, began an outreach community service in literacy in 1977 which was available to children in Charleston County. The program, now in its 39th year, continues to serve children who are at risk for failure in literacy skills, their families, and ultimately their schools and communities.

At no costs to parents, the EDUC590 summer reading program is a two week instructional program designed to provide remedial assistance to children who lag behind their peers by two or more years and who will experience summer reading loss. The participating children are typically from low-

income families and low-performing schools. Many reside with single parents/guardians. It is imperative that, for these children who are having difficulties in reading, some preventive and structured program be supplied during the summer. During the two week program, each graduate student in the six week EDUC590 course works one-on-one with an identified child and his/her family. Our program shows that this one-on-one literacy intervention produces positive results (see appended summaries of program impact on child reading scores).

The individualized instruction that helps high-risk children advance (in many cases by several grade levels) is of incalculable benefit to the young readers who are now positioned to engage more effectively in school. What is also significant about the program is the change in behavior and attitude of graduate students who provide the instruction. After mentored service and reflection in the EDUC590 course, graduate students are more confident in themselves and are more understanding of children who are in the third grade and are reading at a first grade level. Graduate students also become more empathetic towards these children and their parents, who are often at a loss as to what to do.

At the conclusion of the program, parents are given a case study report and recommendations are made available to the child's family and the school that the child attends. Additionally, the program focuses on the home environment and what parents can do to assist. Graduate students develop positive motivational attitudes and positive experiences. This is evident in their continued address human, family and community needs. Graduate students understand themselves better and now have the motivation and skills to assist community efforts to eradicate illiteracy. After many successful decades, this program has also seeded expanded literacy interventions, including a *Highlights* magazine partnership project that engages graduates of EDUC590 in far-reaching child and family literacy initiatives.

2. Specifically, which segments of the college/university community does your project involve?

The summer school reading program and our support programs involve all 15 faculty members in The Zucker family School of Education. Dr. Dan Ouzts, Literacy Division Coordinator, is founder of this highly successful, far-reaching EDUC590 course and continues to personally teach and mentor the estimated 25 graduate students who participate in this course each summer. In addition to the service directly integrated in this course, Dr. Ouzts mentors related summer initiatives that engage undergraduates, veteran students, and graduate students in summer outreach to prevent summer learning loss and promote literacy in high-risk youth. Through the institution's Faculty Fellow in Service Learning and Civic Engagement program, Dr. Ouzts has been able to teach simple reading assessment and targeted intervention to SUCCEED Fellows and Summer AmeriCorps-VISTA Summer Associate volunteers recruited through The Citadel's Krause Center for Leadership and Ethics. In addition, the highly beneficial *Highlights* collaborations that grew out of the EDUC590 course are spearheaded by The Zucker Family School of Education but take our intervention to some of the most challenged Title I schools in the Low-country.

3. How many students (specify degree levels to the extent possible) does the project affect?

All students who pursue our Master of Education in Literacy are required to take EDUC590, Literacy Assessment and Instruction. Presently, we have 77 graduate students enrolled in our degree program. We will have 26 graduate students this summer, and each graduate student will complete the service learning with one child. There may be additional graduate students who will enroll in EDUC590 for recertification purposes or to meet the course requirements of The Read to Succeed Act.

4. Describe the target community or communities your project services.

The EDUC590 summer reading program directly serves approximately 25 children every summer and is conducted on campus. This affords participants the opportunity to visit a college- which is rare, if ever, for these children. Over the course of 39 years we have provided this service to approximately 700 children and parents/guardians.

Additionally, this program has provided a springboard for other literacy-based initiatives in the Low-country schools and community. Last summer, Dr. Ouzts trained 14 SUCCEED Fellows and AmeriCorps-VISTA Summer Associates using the processes and materials developed for his EDUC590 course. They went on to successfully intervene with 840 children from Title 1 schools in nine summer programs. Through the Scholastic FACE program, more than 400 books were distributed free of charge to children and families aspiring to read more in their homes.

Building on the successes of the EDUC590 course, The Zucker Family School of Education has partnered with *Highlights Magazines* to serve four low-performing schools in Charleston County (Burke High School, Mitchell Elementary School, Sanders-Clyde Elementary School, and Goodwin Elementary School) to broaden service learning for our graduate students. Through this partnership, every student-through the third grade receives a copy of *Highlights*. An *Authors in Schools* program has been implemented at each school – two authors visited this past fall (Jerry Pallotta and Charles Smith) and two will visit in the spring (Floyd Cooper and Sharon Draper). The goal is to excite students about reading and developing an appreciation for literature. We have also identified approximately 150 children at Goodwin Elementary School who receive a variation of *Highlights* called *Bilingue*, which pairs English and Spanish text (see additional information – Zaremba). This is where we belong. This is our community. Our service learning has met the challenge of our growing Hispanic population to strengthen English reading skills. This literacy initiative, which grew out of the EDUC590 service learning initiative and engages some of its graduates, serves approximately 800 students during the academic year.

5. Describe your project's effectiveness in helping to solve problems or concerns in the target community.

The Citadel's Zucker Family School of Education became an advocate for improving literacy in Charleston County. The effectiveness of our EDUC590 Literacy course has not only been measured by a change in our graduate students' attitudes about service learning. Our assessment indicates that we are making continuous progress in helping children become better readers. Our two-week summer reading program increases the literacy levels of participating children. We use pre and post test scores of a basic word recognition test (Slosson Oral Reading Test) to carefully monitor our children's success. Please note tables 1 – 6, as well as the study results and our program efficacy summary (see appended tables of test scores). In addition, further engagement of EDUC590 graduates in literacy intervention multiplies the impact of this course service learning experience in the community (see articles about recent graduates). Reading assessment and intervention processes developed for the EDUC 590 course have been further modified and shared with undergraduate, veteran, and graduate students working in community programs to prevent summer learning loss. Funded programs to provide literacy consultation, reading materials (in English and in Spanish), and family literacy support all grew out of the EDUC590 service learning course concept.

6. Describe the degree to which your project enhances student learning while also providing specific examples of the service learning activities the college students engage in. Also explain how the service learning activities reinforce or apply what the college students learn in the classroom.

One of the first questions that tutors (graduate students) who are enrolled in EDUC590 ask and are often puzzled by is, "How can I assist the parents/guardians in the literary development of their children who reads two or more years below grade level?" It appears as a diagnostic puzzle to the tutors, but the self-questioning and reflection processes lead to service learning that extends and promotes communication between the parent and tutor. For two weeks prior to the service learning component of EDUC590, Dr. Ouzts teaches his student "tutors" the strategies that children are lacking. These soon become the focus of instruction for tutors. Instruction that tutors use is based on the specific needs of each child and is based on research of the report of The National Reading Panel. Activities include:

1. Read-alouds to develop an appreciation of literature;
2. Direct instruction in sight word recognition using multiple strategies;
3. Comprehension activities to improve and promote growth in literacy development;
4. Vocabulary instruction to expand word-knowledge base;
5. Fluency to improve comprehension, and
6. Writing prompts to connect reading and writing

Students directly apply their new knowledge of reading assessment and best intervention practices when they begin their two week intensive service learning, tutoring children who have the very reading issues they have been studying. Throughout the tutoring process, group and individual reflection and supervision further deepen and enhance student learning. The power and impact of the individual tutoring and the opportunity to engage with families combine to produce graduate students who are more empathetic and in many cases more motivated to pursue work in the literacy area.

7. Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.

Yes, the reading program is conducted in Education 590, Literacy Assessment and Instruction. This graded course is a requirement for students pursuing the Master of Education in Literacy and three graduate credit hours are given for this course. Additionally, teachers seeking South Carolina State Certification as a Literacy Teacher/Literacy Coach are given three graduate credit hours. The service learning component of this course is a two-week structured program that supports, engages students, and develops civic responsibility for graduate students.

8. If funding is required, how is the project funded and what is the approximate annual budget for the project?

No funding is required for our summer school reading program for children. For 39 years, the outreach has continued on an unfunded basis. That said, the program successes have generated donor interest and resources to expand literacy outreach. The Zucker Family School of Education allocates fifty dollars per child for our book fair where children select award-winning literature such as the Caldecott, Newbery or Coretta Scott King books. The project receives funding for the *Highlights Magazine* and *Authors in School Program* which serve four partner schools. For the current academic year we will receive funds in the amount of \$92,000 from a literacy initiative funded by The Zucker Family School of Education. These funds are for approximately 800 children to receive the *Highlights Magazines* and four author visits.

9. Add other comments you have about your project.

Please see attachments and supplemental information for support documentation referenced within the nomination form. Through generations of students and vast changes in our schools and communities, Dr. Ouzts has modeled, shared, and documented the good that could come of engaging students in service as part of an advanced course in literacy assessment and intervention. Dr. Ouzts' steadfast dedication to eliminating illiteracy and the powerful impact of his EDUC590 service learning course – on young readers and their families, on graduates who become leaders in literacy intervention, and on programming to address literacy in the most challenged populations– are long overdue for recognition.

Appendix A: Recent test scores for participants in the EDUC590 service learning literacy intervention

CURRENT STUDY RESULTS

TABLE 1

SORT-R Results: Composite Scores

Subject	Gender	Age	Grade Level	Pre-SORT-R	Pre-SORT-R	Post-SORT-R	Post-SORT-R	Raw Score	Reading Grade
				Raw Score*	Grade Level	Raw Score*	Grade Level	Gains	Level Gains
[REDACTED]	F	7	1	27	1.3	31	1.5	4	0.2
[REDACTED]	F	6	1	49	2.5	59	2.6	10	0.1
[REDACTED]	F	7	1	50	2.5	56	2.8	6	0.3
[REDACTED]	M	7	1	34	1.7	45	2.2	11	0.4
[REDACTED]	M	7	1	30	1.5	53	2.6	23	1.1
[REDACTED]	F	6	1	33	1.6	48	2.4	15	0.7
[REDACTED]	F	7	1	14	0.7	29	1.4	15	0.7
[REDACTED]	M	8	2	67	3.3	87	4.3	20	0.9
[REDACTED]	M	8	2	98	4.9	116	5.8	18	0.9
[REDACTED]	M	8	2	90	4.5	92	4.6	2	0.1
[REDACTED]	F	8	2	69	3.5	85	4.3	16	0.7
[REDACTED]	M	8	2	50	2.5	58	2.9	8	0.4
[REDACTED]	F	8	2	69	3.4	73	3.6	4	0.2
[REDACTED]	F	9	3	14	0.7	18	0.8	4	0.1
[REDACTED]	M	9	3	54	2.7	69	3.4	15	0.7
[REDACTED]	F	9	3	112	5.6	113	5.7	1	0.1
[REDACTED]	M	9	3	89	4.5	92	4.6	3	0.1
[REDACTED]	M	10	4	74	3.7	93	4.6	19	0.8
[REDACTED]	M	10	4	73	3.7	85	4.3	12	0.5
[REDACTED]	M	9	4	72	3.6	75	4.5	3	0.8
[REDACTED]	M	9	4	107	5.3	126	6.3	19	1
[REDACTED]	F	10	5	108	5.4	110	5.5	2	0.1
[REDACTED]	F	11	5	145	7.3	150	7.5	5	0.2
[REDACTED]	F	12	5	146	7.3	169	8.5	23	1.1
[REDACTED]	M	10	5	70	3.5	84	4.2	14	0.6
[REDACTED]	F	10	5	74	3.7	85	4.5	11	0.7
[REDACTED]	M	10	5	140	7	162	8.1	22	1.1
Mean		8.6		72.52	3.5	83.81	4.2	11.3	0.5
SD		7.6		36.3	1.8	37.8	1.9	7.1	0.3

SD=Standard Deviation

CURRENT STUDY RESULTS

TABLE 2

SORT-R Results: 1st Grade

Subject	Gender	Age	Grade Level	Pre-SORT-R	Pre-SORT-R	Post-SORT-R	Post-SORT-R	Raw Score	Reading Grade
				Raw Score*	Grade Level	Raw Score*	Grade Level	Gains	Level Gains
[REDACTED]	F	7	1	50	2.5	56	2.8	6	0.3
[REDACTED]	F	6	1	49	2.5	59	2.6	10	0.1
[REDACTED]	M	7	1	34	1.7	45	2.2	11	0.5
[REDACTED]	F	6	1	33	1.6	48	2.4	15	0.7
[REDACTED]	M	7	1	30	1.5	53	2.6	23	1
[REDACTED]	F	7	1	27	1.3	31	1.5	4	0.2
[REDACTED]	F	7	1	14	0.7	29	1.4	15	0.7
MEAN		6.7		33.9	1.7	45.9	2.2	12	0.5
SD		0.5		11.6	0.7	10.9	0.5	15.6	0.8

CURRENT STUDY RESULTS

TABLE 3

SORT-R Results: 2nd Grade

Subject	Gender	Age	Grade Level	Pre-SORT-R	Pre-SORT-R	Post-SORT-R	Post-SORT-R	Raw Score	Reading Grade
				Raw Score*	Grade Level	Raw Score*	Grade Level	Gains	Level Gains
[REDACTED]	M	8	2	98	4.9	116	5.8	18	0.9
[REDACTED]	M	8	2	67	3.3	87	4.3	20	0.9
[REDACTED]	M	8	2	90	4.5	92	4.6	2	0.1
[REDACTED]	F	8	2	69	3.5	85	4.3	16	0.7
[REDACTED]	F	8	2	69	3.4	73	3.6	4	0.2
[REDACTED]	M	8	2	50	2.5	58	2.9	8	0.4
MEAN		8		73.8	3.2	85.2	4.3	11.4	0.5
SD		0		15.8	0.9	17.7	0.9	7	0.3

CURRENT STUDY RESULTS

TABLE 4

SORT-R Results: 3rd Grade

Subject	Gender	Age	Grade Level	Pre-SORT-R	Pre-SORT-R	Post-SORT-R	Post-SORT-R	Raw Score	Reading Grade
				Raw Score*	Grade Level	Raw Score*	Grade Level	Gains	Level Gains
[REDACTED]	F	9	3	112	5.6	113	5.7	1	0.1
[REDACTED]	M	9	3	89	4.5	92	4.6	3	0.1
[REDACTED]	M	9	3	54	2.7	69	3.4	15	0.6
[REDACTED]	F	9	3	14	0.7	18	0.8	4	0.1
Mean		9		67.3	3.4	73	3.6	5.8	0.2
SD		0		37	1.9	70.7	1.8	5.4	0.3

CURRENT STUDY RESULTS

TABLE 5

SORT-R Results: 4th Grade

Subject	Gender	Age	Grade Level	Pre-SORT-R Raw Score*	Pre-SORT-R Grade Level	Post-SORT-R Raw Score*	Post-SORT-R Grade Level	Raw Score Gains	Reading Grade Level Gains
[REDACTED]	M	9	4	107	5.3	126	6.3	19	1
[REDACTED]	M	10	4	74	3.7	93	4.6	19	0.8
[REDACTED]	M	10	4	73	3.7	85	4.3	12	0.5
[REDACTED]	M	9	4	72	3.6	75	4.5	3	0.8
Mean		9.5		81.5	4.1	94.8	4.9	13.3	0.8
SD		0.5		14.7	0.7	19.1	0.8	6.6	0.2

CURRENT STUDY RESULTS

TABLE 6

SORT-R Results: 5th Grade

Subject	Gender	Age	Grade Level	Pre-SORT-R Raw Score*	Pre-SORT-R Grade Level	Post-SORT-R Raw Score*	Post-SORT-R Grade Level	Raw Score Gains	Reading Grade Level Gains
[REDACTED]	M	10	5	140	7	162	8.1	22	1.1
[REDACTED]	F	12	5	146	7.3	169	8.5	23	1.1
[REDACTED]	F	11	5	145	7.3	150	7.5	5	0.2
[REDACTED]	F	10	5	108	5.4	110	5.5	2	0.1
[REDACTED]	F	10	5	74	3.7	85	4.5	11	0.7
[REDACTED]	M	10	5	70	3.5	84	4.2	14	0.6
Mean		10.5		113.8	5.7	126.7	6.4	12.8	0.06
SD		0.8		32.2	1.6	76.8	1.7	5.2	0.4

CURRENT STUDY RESULTS

Averages

N=27 13 F 14 M

	PRE	POST	AVE GAIN
7 1st	1.7	2.2	0.5
6 2nd	3.2	4.3	0.5
4 3rd	3.4	3.6	0.2
4 4th	4.1	4.9	0.8
6 5th	5.7	6.4	0.6
MEAN	3.6	4.3	0.5

PROGRAM EFFICACY

- I. Positive reading level gains across-the-board (range 0.1 - 1.1)
- II. Short two-week intervention program
- III. Students experience gains on all levels of reading ability regardless of initial SORT-R test scores

Appendix B- Case studies of recent EDUC590 graduates

To describe and answer this with respect to student learning and activities, we are providing two exemplary cases of individuals who address personal and literacy needs of children in our program.

Melissa Zaremba, CGC '15, Master of Education in Literacy

In a third-grade classroom at Goodwin Elementary, one of the Zucker Family School of Education partner schools, teacher Melissa Zaremba puts into practice the knowledge she gained from her master's degree course work. Zaremba, who graduated from The Citadel in May with her master's in literacy education, was a teacher for eight years before she began the program. "I thought I was doing everything right before, but the master's program has given me the supplemental tools needed to find where my students actually are in their reading and writing abilities. I may not get them all to a fourth-grade reading level by the end of their third-grade year – I'd like to hope I would – but I have learned that it's more about prevention than remediation. My mind can't process it any other way now that I've learned more about literacy through my courses at The Citadel," said Zaremba.

The third-grade personalized learning class she teaches started the year off with diagnostic testing to find the current reading and writing level of each student – The Developmental Reading Assessment, the Slosson Oral Reading Test, the Kottmeyer Spelling Test and MAP, a district-wide test that measures academic progress. Most of the tests are administered as a beginning assessment, mid-year assessment and end-of-year assessment to track student progress. While the assessments are not all required by the district and can be time consuming to administer and score, Zaremba finds the data they provide are invaluable. "The tests all jive together to make sense. The results allow me to see the bigger picture of individual students' levels. Without my coursework at The Citadel, I would not have known about some of these tests. Last year, at the end-of-year assessments, I had gains of 20, 21, 31, and 34 points on MAP when the average gain is 8 to 10 points," said Zaremba.

In a typical day in Zaremba's classroom, she follows a true Reader's Workshop model. She reads either a fiction or nonfiction book that teaches a reading strategy based on the South Carolina College and Career-Ready State Standards. While Zaremba gives small group instruction, the rest of her students are independently reading a book on their level and practicing the focus strategy. Students progress at their own pace once they have demonstrated mastery of a standard. "Sometimes managing differentiated groups can be challenging, but it is necessary to meet the individual needs of the students. I differentiate the groups, then strategically work with them based on where they are and where they need to go. I try not to rely solely on test scores because, to me, that makes the children more of a number, and I want to see them as individual students," said Zaremba.

Even though she sees a lot of transience among her students, Zaremba's efforts are making a difference. "I took a special interest in one student last year, but he moved away mid-year. He was originally transferred from another school and scored very low in reading and writing. In answer to a prompt on a pretest, he simply wrote 'What?' because that was all he could understand. By the time he left my class, he was writing paragraphs. That progress took place in just six months." Zaremba credits Ouzts with inspiring her to be her best. "He really cares about all of his students and their success. I

probably wouldn't have gotten through my program without his cooperation, dedication, assistance and support of my optimal growth and development as a graduate student. He truly is a genuinely kind-hearted man, and I have nothing but gratitude for him." To her own students, Zaremba also shows that same dedication and support. The students are grateful and some even come back to visit. "I just saw one of my previous students graduate a couple of years ago. He's 6 feet 4 now. Another former student wrote a book about me for his middle school class. I teach a lot of siblings – parents request to have me over and over again. I have a third sibling this year. Those are the highs for me, when they come back to say thank you. I just love what I do. I believe it's a calling, I couldn't imagine doing anything else. I know I'm making a difference. I sincerely want my students not only to be able to read, but to become lifelong learners."

Jermaine Joyner, '04, Bachelor of Science Secondary Education; CGC '10, Master of Education in Secondary Administration

Sanders-Clyde Creative Arts School Principal Jermaine Joyner is familiar with The Citadel and its service to the surrounding community. Joyner graduated from both the Corps of Cadets and The Citadel Graduate College. Not only has he worked with Ouzts for years, but he also serves on The Citadel's professional education board. "The Citadel is helping to bridge the gap between the kids who don't have the luxuries at home and those who do," said Joyner. "We have about eight families that currently reside in a homeless shelter, so many of our kids don't have the opportunity to receive *Highlights* at home. The Citadel is making it possible. I am most excited about the guest authors because our kids need to be exposed to real-life professionals. Such exposure brings an authentic aspect to what we teach our kids about reading and writing. Engaging the students, being able to share the magazines and then show their parents what they're doing will hopefully encourage reading both inside the school and out."



"Being able to read is the key to success. With our master's in literacy education, the ambition that I see in our students and the new programs that South Carolina is putting into place—it's a new day in South Carolina," said Ouzts, "and The Citadel is at the center of it."

Melissa Zaremba, CGC '15, Master of Education in Literacy

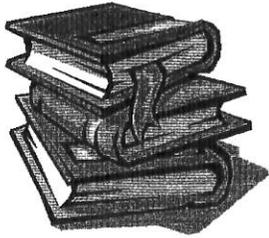
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master's program has given me the supplemental tools needed to find out where my students actually are in their reading and writing abilities. I may not get them all to a fourth-grade reading level by the end of their third-grade year—I'd like to hope I would—but I have learned that it's more about prevention than remediation. My mind can't process it any other way now that I've learned more about literacy through my courses at The Citadel," said Zaremba.

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The Citadel Summer Reading Program

To: _____

From: Dan T Ouzts. Ph.D.
Coordinator of Summer Reading Program

Thank-you for your interest in The Citadel Summer Reading Program. Our reading program is designed to help students who are having reading problems. Students are accepted on a first-come, first-serve basis and upon completion of the two attached forms.

We provide one-on-one testing and tutoring for approximately two weeks, and our program is Monday through Thursday. The program begins in mid-June and the hours are usually 1:00 PM – 3:00 PM. However, you should call Dr. Ouzts to verify dates and times (953-5097). Parents are responsible for transportation, and will be notified of acceptance by a telephone call in early June. However, you may call after May 15th to see if your child has been accepted. There are no fees for the program. It is a service we offer to the children and to the community during the summer.

It is important that both attached forms are completed and returned to Dr. Ouzts. Parents are to complete the application for admission, and your child's teacher is to complete the teacher referral form. Please return both forms to:

Dr. Dan Ouzts
School of Education
The Citadel
171 Moultrie St.
Charleston, SC 29409

Again, thank-you for your interest, and we hope that we will be able to help your child.

Sincerely,

Dan T. Ouzts, Ph.D

APPLICATION FOR ADMISSION TO
THE CITADEL
SUMMER READING PROGRAM

Name of Student _____
Address _____

(City) (State) (Zip Code)

Student's Birthday ____/____/____ Age _____
Male/Female _____

School that your child attends _____ Grade _____

Name of Parent(s) or
Guardian(s) _____
Address _____

(City) (State) (Zip Code)

Telephone (home) _____ (work) _____

Father's Occupation _____

Mother's Occupation _____

**READING PROBLEM
(MUST BE COMPLETED BY PARENT)**

1. Why do you believe your child needs to be in this reading program?

2. Have you been contacted by your child's teacher concerning a reading problem?

3. Is your child enrolled in a special reading program at school?

Parent/Guardian Signature Date

TEACHER REFERRAL FORM FOR
THE CITADEL
READING PROGRAM

Student's Name _____ Grade _____

1. Do you think this student needs special assistance in reading? Why?

2. What appears to be the problem this student is having?

3. Do test scores reflect reading below grade level?

4. Is this student enrolled in any special reading program at school?

Teacher's Signature

Date

Name of School _____

