

2025 Impact Report



Children's Dyslexia Centers

Unlocking Potential
Through Literacy

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THE IMPACT OF OUR WORK



CENTER SPOTLIGHT: OPENING DOORS TO LITERACY

ACKNOWLEDGMENTS

This report was made possible through the dedication and support of the teams across the Children's Dyslexia Centers, Scottish Rite Charities, and Scottish Rite Benevolent Foundation.

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DEVELOPMENT

Walter F. Wheeler, 33°,
SGC / Board President
Supreme Council, 33°
AASR, NMJ, USA

DEVELOPMENT

Scottish Rite Charities
Development@SRNMJ.org
(781) 465-3341

EDITING

Spencer North
Development Associate
Scottish Rite Charities

Susan Goldberg
Communications Coordinator
Children's Dyslexia Centers

DESIGN

Matt Blaisdell
Director of Design

PRINTING

Tom Brown
Manager of Print Services

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Shortly after starting as Executive Director in May, I attended my first corporate board meeting. More than once I said, “**Here is my one-month answer...**” Fast forward to today, and I am now offering nine-month answers. Nine months can seem long, yet it has passed in a blink as I have grown into this role.

Time is the essential ingredient in our work. Tutor training takes a full year for initial certification. Children in our program generally spend two years completing the instruction we provide. Many Centers operate with waiting lists—on average, twelve months long. There are no quick fixes. Our program requires a significant, sustained investment of time from everyone involved, and that investment consistently produces excellent results—built one day at a time.

I am grateful for the thousands of people who contribute to this mission. Children and parents make tutoring a priority. More than 400 staff members, led by committed and capable

directors, support children and trainees. Slightly more than 300 tutors advanced their training this year, including 219 volunteer trainees at the initial level. Hundreds of men and women serve on our local Boards of Governors. Thousands of donors and countless other volunteers fuel our work through their generosity and fundraising efforts.

Over these nine months, I have also come to deeply appreciate our corporate team—the seven headquarters staff who oversee Center operations day to day, the corporate board that sets direction and policy, and the Supreme Council Charities Department team that supports fundraising and donations across our system.

All of this happens through steady commitment: an hour, a day, a week at a time. One person at a time.

Thank you for the part you play in our success. The days and dollars you give produce an incredible return.



Sincerely,

J. Randy Clark
RANDY CLARK
 EXECUTIVE DIRECTOR

Pictured: Randy & wife, Dana Clark



Our Leadership & Staff

STAFF

- 

J. RANDOLPH CLARK
EXECUTIVE DIRECTOR
- 

DR. CARIN ILLIG
CLINICAL DIRECTOR
- 

CINDY ALLEN-FUSS, M.ED.
ASSOCIATE CLINICAL DIRECTOR
- 

DANIEL QUATTROCCHI
ACCOUNTING MANAGER
- 

DANIEL PANG
PAYABLE & AP MANAGER
- 

DONNA BRODERICK
ADMINISTRATIVE ASSISTANT
- 

SUSAN GOLDBERG
COMMUNICATIONS COORDINATOR

CREDITS & ACKNOWLEDGMENTS

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WE CAN DEFINE

dyslexia

"but it won't define me!"

One in five children will face dyslexia-related challenges in their lifetime, yet they each hold the potential to succeed.

FAVORITE MUSIC
POP & HIP HOP



FAVORITE CLASS
ENGLISH AND GYM

FAVORITE SPORT
"ALL OF THEM!"

FAVORITE BOOKS
ADVENTURE & FANTASY



Dyslexia may shape how a child learns, but together we can unlock a world of potential.

To us, a child is more than a statistic. They are more than one in five,

they are one in a million.

SOURCE:
"DYSLEXIA FAQ," YALE CENTER FOR DYSLEXIA & CREATIVITY,
WWW.DYSLEXIA.YALE.EDU/DYSLEXIA/DYSLEXIA-FAQ/.

Growing our Impact

The first Center opened in 1993 in Newtonville, Massachusetts, serving just 12 students.

Since then, we have grown to more than 40 locations and expanded our reach across 13 Northeastern and Midwestern states.

Headquarters
Lexington, MA



These Centers are relocating to new & improved locations to better support their students and educators!

Chicago
LaGrange, IL

Nashua, NH

Hartford, CT

Bay City, MI

Milwaukee, WI

Our Centers

CONNECTICUT

Bridgeport*

961 Huntington Turnpike
Bridgeport, CT 06610

Hartford Area*

2 High Street, Upper Level
Farmington, CT 06032

Waterbury

529 Highland Avenue
Waterbury, CT 06708

ILLINOIS

East Central Illinois

109 West North Street
Danville, IL 61832

Metropolitan Chicago

20 North Ashland Avenue
LaGrange, IL 60525

Northwest Illinois

Masonic Temple
305 West Stephenson Street
Freeport, IL 61032

Palatine Illinois

123 North Plum Grove Road
Palatine, IL 60067

Southern Illinois

417 W. Main Street
Collinsville, IL 62234

Springfield

1020 Rickard Road
Springfield, IL 62704

INDIANA

Indianapolis

650 North Meridian St.
Indianapolis, IN 46204

MAINE

Bangor

294 Union Street, Suite 3
Bangor, ME 04401

Portland

1897 Congress Street
Portland, ME 04102

MASSACHUSETTS

Boston North

79 Dutton Street
Lowell, MA 01852

Central Massachusetts

One Ionic Avenue
Worcester, MA 01608

Greater Boston

460 Newtonville Avenue
Newtonville, MA 02460

MICHIGAN

Great Lakes Bay Region

800 S Euclid, Unit #3
Bay City, MI 48706

Southeastern Michigan

907 Monroe St.
Dearborn, MI 48124

NEW HAMPSHIRE

Nashua

223 Main Street
Nashua, NH 03060

Seacoast

33 Hanson Street
Rochester, NH 03867

NEW JERSEY

Burlington

700 Highland Drive
Westampton, NJ 08060

Hasbrouck Heights

301 Division Ave.
Hasbrouck Heights, NJ 07604

Northfield

2000 New Road
Northfield, NJ 08225

Scotch Plains

14 Vogt Drive
Bridgewater, NJ 08807

Tenafly

404 Tenafly Road
Tenafly, NJ 07670

NEW YORK

Central New York

8280 State Route 69
Oriskany, NY 13424

New York City

71 W. 23rd Street
Lower Level
New York, NY 10010

Rochester

1549 Empire Blvd.
Webster, NY 14580

OHIO

Canton

836 Market Avenue N.
Canton, OH 44702

Cincinnati

317 East Fifth Street
Cincinnati, OH 45202

Cleveland

1150 Linda Street
Rocky River, OH 44116

OHIO, CONTINUED

Columbus

290 Cramer Creek Court
Dublin, OH 43017A

Dayton

525 West Riverview Ave
Dayton, OH 45405

Norwood

2020 Hopkins Avenue
Cincinnati, OH 45212

Southeastern Ohio

935 Wheeling Avenue
Cambridge, OH 43725

PENNSYLVANIA

Central Pennsylvania

2701 N. Third Street
Harrisburg, PA 17110

Lancaster

46 W. Cottage Ave
Millersville, PA 17551

Lehigh Valley

1533 Hamilton Street
Allentown, PA 18102

Pittsburgh

3579 Masonic Way
Pittsburgh, PA 15237

Reading

430 South Seventh Avenue
West Reading, PA 19611

Western Pennsylvania

110 East Lincoln Avenue
New Castle, PA 16101

RHODE ISLAND

Rhode Island

1 Rhodes Place
Cranston, RI 02905

WISCONSIN

Madison Area

301 Wisconsin Avenue
Madison, WI 53703

Greater Milwaukee

P.O. Box 170738
Whitefish Bay, WI 53217

Upper Wisconsin, Eau Claire

616 Graham Avenue
Eau Claire, WI 54701

Upper Wisconsin, Superior

3117 N. 21st Street
Superior, WI 54880

*Denotes Satellite
Tutoring Locations

**As of December 31, 2025

Who We Are

Our Children's Dyslexia Centers organization was founded in 1994 through a partnership between the Scottish Rite Freemasons of the Northern Masonic Jurisdiction and the Language Disorders Unit of Massachusetts General Hospital.

The program helps children with dyslexia learn to read, write, and spell through a network of community-based after-school tutoring and teacher training programs. Through one-on-one tutoring, each lesson is catered to the unique needs of every child. By tackling the underlying challenges that dyslexic youth are facing, the Children's Dyslexia Centers create lifelong learners equipped with the skills they need to excel in the classroom and beyond. Together, our **45** Children's Dyslexia Centers have served over 17,000 Children and trained over 4,000 educators.



Our Mission

Our dedicated educators make a difference in the lives of children with dyslexia every day. The mission of each Children's Dyslexia Center has three components:



EDUCATOR CERTIFICATION

Train tutors in the art, science, and practice of tutoring children using a multisensory structured language approach to teach reading, spelling, and writing.



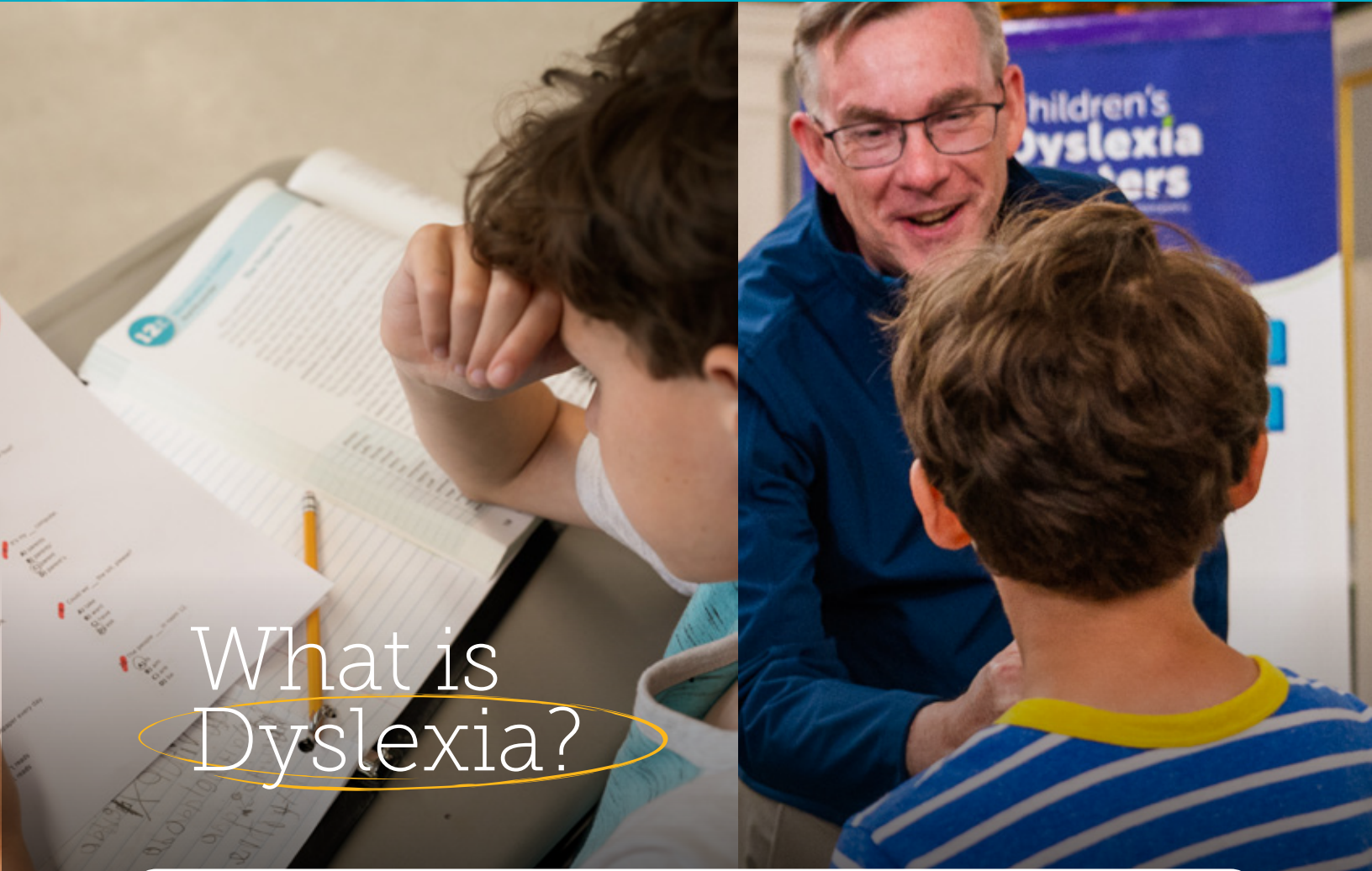
STUDENT EDUCATION & SUPPORT

Provide the highest quality, state-of-the-art, multisensory tutorial reading and written language instruction to children with dyslexia.



SCIENTIFIC RESEARCH

Advance the body of scientific knowledge of dyslexia through support of clinical research to improve today's standards and tomorrow's care.



What is Dyslexia?

As many as **one in five children** have dyslexia, a learning difference that makes it difficult for them to **read, write, and spell.**

Children with dyslexia are bright and often eager to learn, but are more likely to make mistakes. Dyslexia can affect more than just reading and writing: it can limit a child's ability to learn in all subjects, including math, social studies, and science. Children with dyslexia often have to work much harder to keep up with their classmates. This can be devastating to young learners who may begin to experience anxiety, frustration, and self-doubt

in reading and in school; these feelings can persist throughout their lives.

While the signs of dyslexia appear as early as kindergarten, many teachers are not trained to recognize them. This leaves millions of children undiagnosed and at risk of falling behind, something that can be nearly impossible to overcome without support. It is for these children that the Children's Dyslexia Centers exist. See how we do it!



Program Overview

The Children's Dyslexia Centers, Inc. reading instruction is direct, systematic, cumulative, individualized, and responsive to each child's unique needs.

Every child receives one-on-one tutoring; instruction is never delivered in groups. Lessons are customized based on assessment data and ongoing performance. Instruction follows a Multisensory Structured Language Education (MSLE) approach rooted in Orton-Gillingham/Structured Literacy principles. Instruction is direct, explicit, systematic, sequential, and cumulative. Skills are taught in a carefully planned progression from foundational phonemic awareness through advanced decoding, spelling, and written language. Sessions are held twice per week after school and last approximately 55 minutes. Children typically complete about 50 lessons per year.

Each lesson includes a review of previously taught concepts, multisensory practice, introduction of new concepts, guided reading and spelling practice, and written language

application with immediate corrective feedback. Instruction is diagnostic and prescriptive. Tutors continuously adjust pacing and content based on the child's responses. Initial standardized and curriculum-based assessments determine entry-level skills. Formal progress monitoring occurs after the first year and guides instructional decisions and recommendations for continuation.

For children who continue for a second year, formal progress monitoring is repeated. Most children attend the program for about two years. Children graduate when they meet established benchmarks and demonstrate meaningful progress in reading.

Tutors receive specialized training in the structured literacy approach. Clinical staff provide ongoing oversight that ensures instructional fidelity, quality, and consistency across centers. The program's effectiveness and family satisfaction are reflected in recent feedback, as the 2024–2025 Parent Survey results indicated that 100% of respondents would recommend the program.

Below is an overview of how services are organized for each child.

Tutor Training and Oversight

- Tutors receive specialized training in the structured literacy approach.
- Clinical staff and Center Directors provide oversight to ensure instructional fidelity.
- Instructional quality and consistency are monitored across Centers.

One-on-One Instruction

- Every child receives individual tutoring.
- Lessons are customized based on assessment data and ongoing performance.

Structured Literacy Framework

Instruction follows a Multisensory Structured Language Education (MSLE) approach rooted in Orton-Gillingham principles.

LESSONS ARE:

EXPLICIT

SYSTEMATIC

SEQUENTIAL

CUMULATIVE

Skills are taught in a carefully planned progression from foundational phonemic awareness through advanced decoding, spelling, and written language.

Frequency & Scheduling

- Tutoring sessions are held after school, twice per week.
- Each session lasts approximately 55 minutes.
- Children typically complete about 50 lessons per year.

Lesson Structure

EACH SESSION TYPICALLY INCLUDES:

- Review of previously taught concepts
- Multimodal practice
- Introduction of new structured literacy concepts
- Guided reading and spelling practice
- Written language application
- Ongoing error correction with immediate feedback

Lessons are diagnostic and prescriptive—meaning instruction is continuously adjusted based on the child's responses.

Assessment & Progress Monitoring

- Initial standardized and curriculum-based assessments determine entry-level skills.
- Progress monitoring occurs formally after the first and second year, before graduation.
- Data guide instructional pacing and decisions about program continuation.

Duration of Services

- Most children attend for approximately two years.
- Attendance for a second year is based on growth data and remaining instructional goals.
- Graduation occurs when children meet established benchmarks and demonstrate meaningful reading growth.

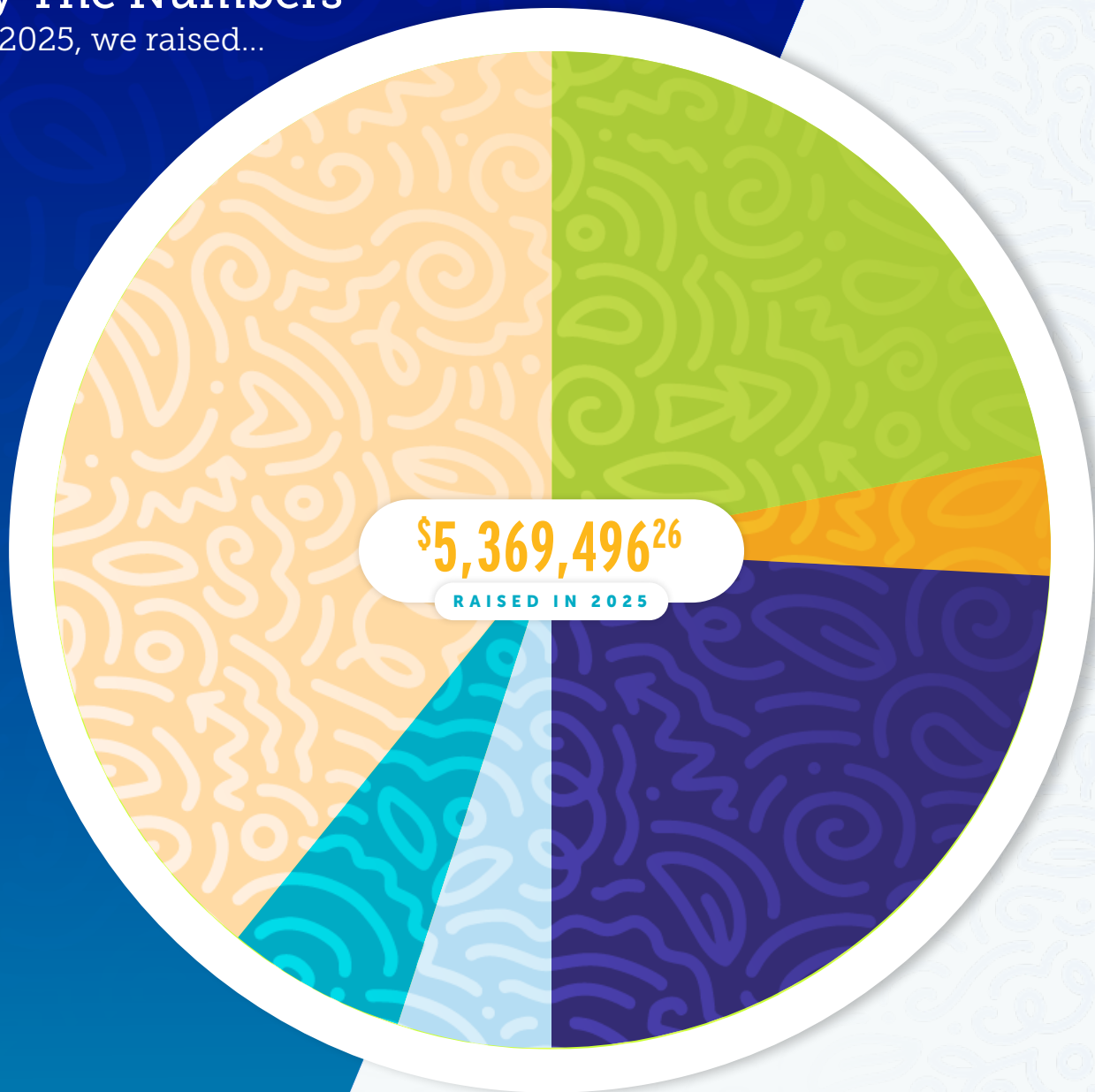
The Impact of Our Work

In 2025, we had...



By The Numbers

In 2025, we raised...



\$1,171,270
SPECIAL EVENTS

\$230,000
SPONSOR A CHILD
PROGRAM

\$1,284,562
ORGANIZATION
DONORS

\$261,037
MERCHANDISE
SALES

\$326,763
GRANTS

\$2,095,865
INDIVIDUAL
DONORS

I am honored to be part of a mission that is changing lives. The opportunity to serve children, their families, and the professionals who guide them is both humbling and deeply meaningful.

RANDY CLARK
EXECUTIVE DIRECTOR

A Lifetime of Leadership

J. Randolph Clark named Executive Director of the Children's Dyslexia Centers



In an era where thoughtful leadership and compassionate service are more critical than ever, J. Randolph "Randy" Clark stands out as a leader who brings both to the forefront.

Randy steps into this role with more than 30 years of executive-level experience. Most recently, he served as Executive Secretary and COO of a nonprofit organization in Dayton, Ohio. His leadership

journey began early in life through a youth group in Ohio, where he served at the state level. That early experience in mentoring and service shaped his lifelong commitment to creating pathways of opportunity for others.

His professional journey also includes over 20 years as a pastor, leading youth and community development efforts—experience that has shaped his values-driven leadership approach.

Randy holds a bachelor's degree in economics from the University of Cincinnati and a Master of Divinity from United Theological Seminary. Faith, family, and service are the core values that define his life—both personally and professionally.

Randy's arrival comes at a key time in the CDC's evolution. "I am honored to be part of a mission that is changing lives. The opportunity to serve children, their families, and the professionals who guide them is both humbling and deeply meaningful."

With Randy's leadership, the Children's Dyslexia Centers are poised for a new era of growth and impact. His ability to unite vision with execution, and empathy with structure, offers a powerful foundation for the organization's continued success.

As he begins his next chapter, one thing is clear: The children, families, and educators served by the CDC are gaining not only an experienced leader, but one driven by purpose, compassion, and an unwavering belief in the power of learning.

STUDENT SPOTLIGHT

RETURNING TO HELP

Caroline Heitz struggled in middle school. "I'd be called to read aloud, and I'd be nervous to mix up a word and I'd get made fun of." Her teachers told her that she couldn't read or write the way other kids were taught, and Caroline was nervous about how her classmates would treat her.

At school, her teachers could not spend enough one-on-one time to give her the unique instruction she needed, so she would have to spend time in special lessons. "I'd get pulled out of class, which was embarrassing for me. Everyone would ask, 'Why did you get pulled out of class?' I'd have to say, 'Well, I'm not good enough, so I have to get extra help on certain things.'" Caroline believed that her struggles with learning to read in a typical classroom meant that her classmates were smarter than her.

The truth is that Caroline just needed to learn in a different way from her peers. Caroline's parents had her tested for dyslexia, and then they found the Cincinnati Dyslexia Center. There, tutors gave her specialized training with teaching methods proven to help with dyslexia. Caroline learned how to



break words down to smaller components, what those stems meant, and how to sound them out. One of the first things her tutor told her was, "You have a different way of learning. It's not the wrong or right way." Caroline realized that having dyslexia just meant that she learned differently. "When I came to the Center, I realized that I'm not stupid, I can read and write. It just required more background for me."

With the help from her tutors at the Cincinnati Center, Caroline worked hard to learn how to read and write. This hard work paid off: after she graduated from the Center's program in eighth grade, she went on to succeed in high school. She loved English and writing classes, and reading came easier to her. More importantly, her confidence improved. "Going into high school, my parents' concern was, 'Is she going to be okay?' I firmly believe that the Dyslexia Center made me okay to go to high school."

Caroline graduated high school and started college. Originally, she wanted to be a teacher, but she realized that her skill set lay in a different place. She took a gap semester off from classes and came home, and that's where she found the Cincinnati Center again.

Caroline's little brother, also dyslexic, was attending the Center when Center Director Cathie Arnold mentioned to their father that she was in need of an administrative assistant. Their father came home and told Caroline about the position. "Do it!" her little brother said. "It would be so fun. You'll be going back!"

Caroline's application was accepted, and in her new role working at the Center she can see tutoring from a whole new perspective. She has been able to help children and their families to see how impactful the Centers are.

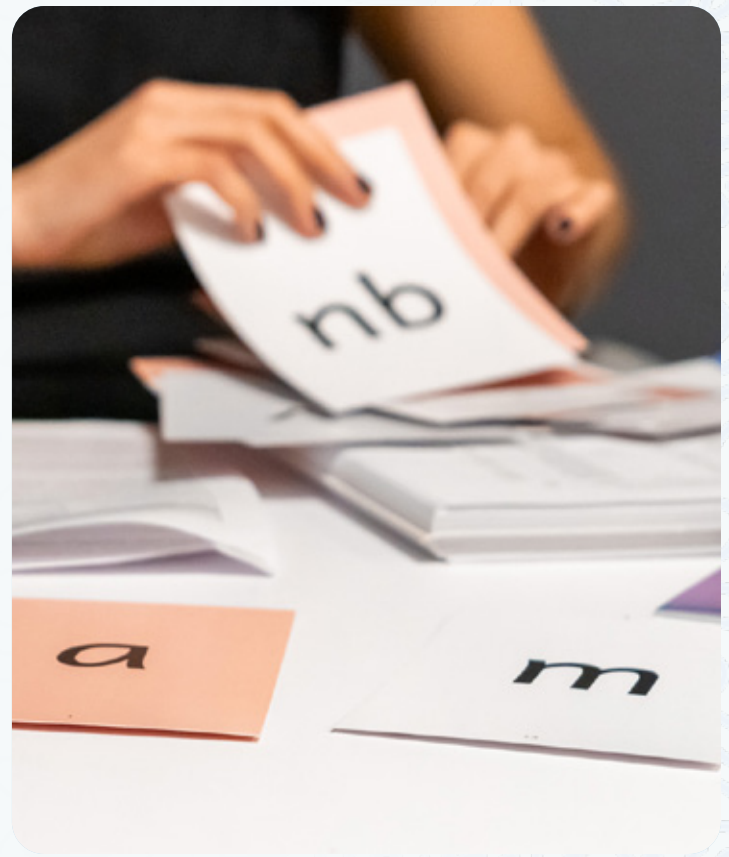
At one point, a mother called about help for her son, who had just been diagnosed with dyslexia. The mother was interested in how the Dyslexia Center could help her son, but she was nervous that the tutoring would not be effective for him.

Because Caroline had a similar experience, she was able to share her own perspective.

"I told her my parents were in her exact same shoes because I was struggling ten years ago, and when I went through the program, my confidence and my writing skills and my word comprehension grew."

After that, the mother told her to send over the application.

Center Director Cathie Arnold emphasizes how helpful it's been to have Caroline, as a former student, work at the Center. "Caroline has been great about educating the children that it has nothing to do with your intelligence. As soon as letters come into the picture, kids think they're



not smart, and that's not the case." Cathie shared that as children learn to read, their confidence grows. "I can't tell you how many parents have said, 'Thank you for giving me back my child. I haven't seen this side of them since they were 2 or 3 years old.'"

Caroline also gets to see her brother go through the Cincinnati Center. Before he started, she felt for him. "Reading was like pulling teeth. Trying to get him to read or write sentences was a struggle." Since her brother has gone through the Center, his confidence has grown. "He's reading now, he's writing, he's doing things by himself." Her brother even had the confidence to audition for a lead role in his school play, and he got the part! "Seeing him step into that role and keep up with school at the same time, and to be here at the Center, it's just crazy. I would've never expected him in a million years to be up on that stage."

CHILDREN'S DYSLEXIA CENTERS OF CINCINNATI

IN HONOR OF
CARL AND EDYTH LINDNER

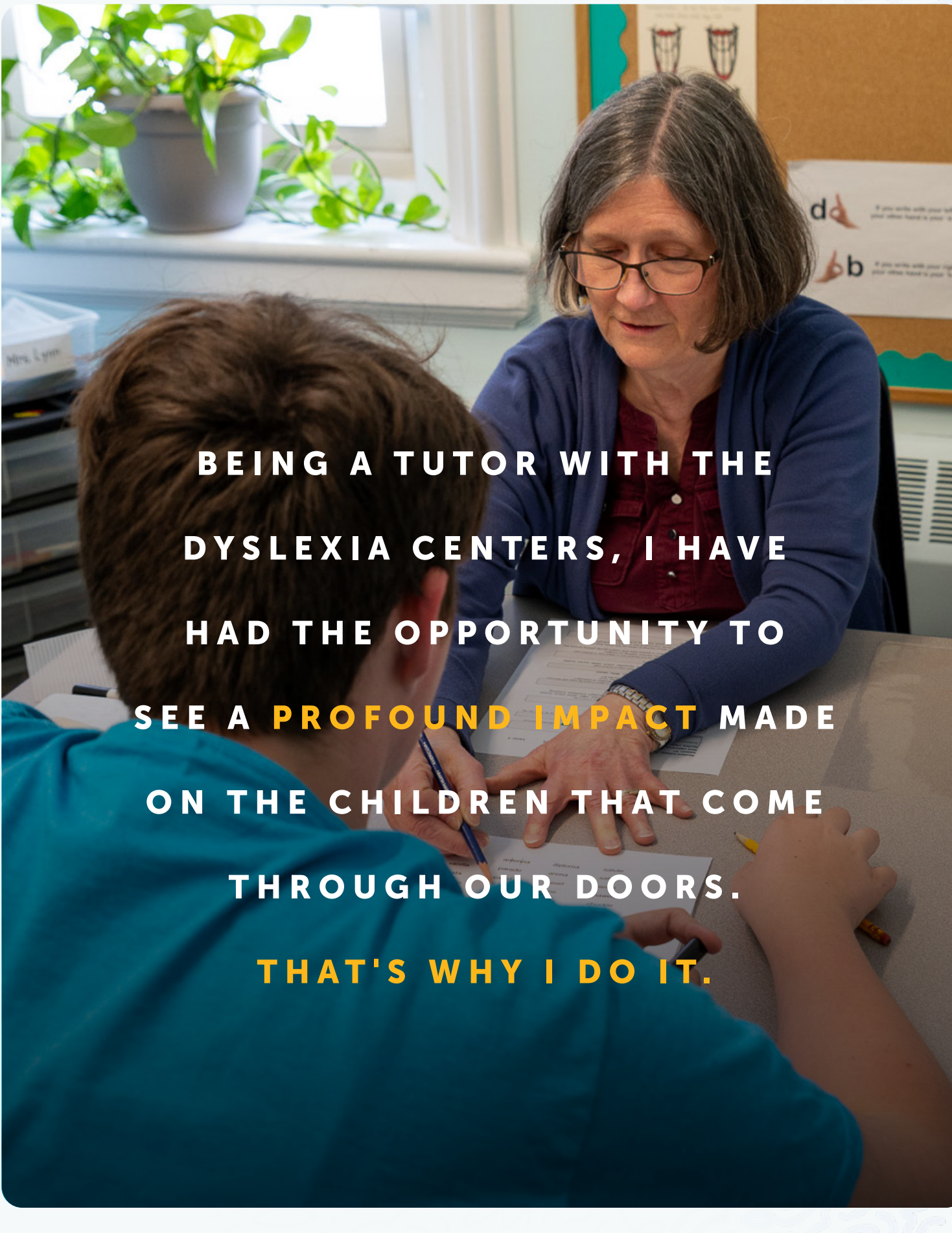


While Caroline is working at the Center, she is also back in college studying to be an echocardiographer. Cathie has the opportunity to see a student she helped a decade ago flourish as a young adult. "She's unlocked her true potential, and shows it every day. It's so much fun having an alumna back. It's such a feel-good story to know that every single child who walks through this door will leave better than when they first walked in.

Where else can you say that?"

**TO EVERY DONOR WHO HAS
IMPROVED CAROLINE'S LIFE
BY HELPING HER, SHE HAS
ONE THING TO SAY:**

"A huge 'thank you.' I honestly don't think I would be who I am today if it wasn't for this Center. Where my confidence is, where I'm at academically, even working here now. It's a huge honor to have gone through this program and to come back and see more students succeed and grow, even seeing my own brother go through it. It's amazing."



BEING A TUTOR WITH THE
DYSLEXIA CENTERS, I HAVE
HAD THE OPPORTUNITY TO
SEE A **PROFOUND IMPACT** MADE
ON THE CHILDREN THAT COME
THROUGH OUR DOORS.
THAT'S WHY I DO IT.



OPENING DOORS TO LITERACY

Inside the Growing Impact of the
Children's Dyslexia Center—In Honor of
Richard J. Luckay in Columbus, Ohio

The story that follows comes from a recent working session with Columbus Center Director Blythe Wood and Board Chair Tim Strawn. It is a story of practical solutions, measurable results, and an open invitation to help more children read with confidence.

TRAINING TEACHERS, MULTIPLYING REACH

Blythe Wood began as an instructional coach who kept meeting bright students stalled by reading. Determined to help, she trained at the CDC and then collaborated with local leaders to remove barriers like transportation and cost for educators. The team built in-district training so schools could grow their own mentors and trainers. The result is a scalable model: one Center training teachers who then lift hundreds of students across multiple districts.

DYSLEXIA AFFECTS FAMILIES, NOT JUST STUDENTS

As Tim Strawn shared, dyslexia often reshapes a whole household's routines and self-confidence. Families write to share what it means when a child can finally sound out a word, finish a page, or volunteer to read aloud. The Center even sends graduates off with gift cards to Half Price Books, a small nudge to make reading a habit, not a hurdle.

WHY A WAITING LIST & WHAT IT WILL TAKE

A waiting list of 60 students means help is not arriving fast enough. One-to-one, free tutoring is resource-intensive—in the best way. It is also exactly what many children need.

TO THIS END, THE COLUMBUS CENTER'S GOALS INCLUDE:

- More trained educators inside school districts (the in-district model).
- Focused fundraising to expand tutoring capacity at the Columbus CDC location.
- Practical community toolkits—checklists, local contact lists (schools, libraries, civic groups), and how-to-guides to help neighborhoods rally around literacy.

CULTURE IS STRATEGY

What sets the Columbus Center apart is not just method, it's mindset. Blythe leans into team strengths (including event planning and volunteer coordination), and the Center's supportive culture keeps tutors engaged and families hopeful. The Columbus Center has become a practical example other Centers can look to: do the basics well, build community, and keep refining what works.

HOW YOU CAN HELP

- Donate to expand tutoring capacity and reduce the waiting list.
- Share the Story: tell a parent, teacher, or neighbor who might need the program.
- Partner as a school, district, or community group to host in-district training.
- Support supplies via the Center's wishlist.

THE BOTTOM LINE

Train more teachers, reduce the wait, lift more families. If you or your company, foundation, or organization want to be part of that momentum, whether through funding, partnerships, or outreach—we would love to talk. The need is real. So is the difference we can make together.

COLUMBUS CDC AT A GLANCE

500

EDUCATORS
TRAINED

5,000+

CHILDREN INFLUENCED
VIA TRAINED EDUCATORS

38

CHILDREN CURRENTLY
ENROLLED

60

CHILDREN ON THE
WAITING LIST IN 2025

15

GRADUATES PER
YEAR (AVERAGE)

THE APPROACH
FREE, ONE-TO-ONE TUTORING
PLUS IN-DISTRICT TEACHER
TRAINING

Breaking Boundaries for Neurodiversity

Children's Dyslexia Centers Partner with Empowered™

In spring of 2025, a new opportunity emerged to bring the mission of the Children's Dyslexia Centers (CDC) to a national stage. Sovereign Grand Commander Walt Wheeler together with Dan Quattrocchi, Assistant Operations Manager of the CDC, connected with the national public television series Empowered™, hosted by Academy Award–nominated actress Meg Ryan.



That first conversation sparked immediate interest on both sides. The result: plans for a feature segment aired fall 2025 entitled “Breaking Boundaries for Neurodiversity: Dyslexia.” The collaboration quickly grew into a multi-faceted project—an informational commercial, an educational documentary, and a national television segment—all designed to shine a spotlight on dyslexia, the children affected by it, and the transformative power of CDC tutoring.

BUILDING THE STORY TOGETHER

From the beginning, the CDC's clinical leadership team recognized the potential of this project to educate the public and elevate awareness of dyslexia's impact on children and families. To shape the story, Clinical Director Dr. Carin Illig, Associate Clinical Director Cindy Allen-Fuss, Senior Director of Marketing & Communications, Linda Patch, and Senior Director of Support Services Jim Dill joined forces with Empowered™ producers to identify the strongest voices to bring forward.

Columbus Center Director Blythe Wood played a pivotal role, gathering current and

former families willing to share their personal journeys. Their experiences became the heart of the story: how children learned to read with confidence, how parents found hope, and how family life was transformed through the CDC's science-based and proven regimented literacy program.

A DAY OF FILMING IN COLUMBUS

When filming day arrived in Columbus, Ohio, the excitement was palpable. Families, tutors, and staff came ready to tell their stories, highlighting both the science of CDC's approach and the life-changing outcomes for children. The behind-the-scenes emotions of the day – laughter, nerves,



LOOKING AHEAD

The final segment aired nationwide on public television in October 2025, aligning with Dyslexia Awareness Month. With distribution across all 50 states, Empowered reached millions of viewers, introducing the CDC mission to new audiences and strengthening the message to long-time supporters.

Beyond awareness, the project serves as a valuable tool for fundraising, donor engagement, and community education. The video assets—commercial, documentary, and national segment—will be shared not only on television, but also with partners, donors, Scottish Rite members, and communities invested in supporting literacy and neurodiverse children.

and pride – are seen in the photos accompanying this article, conveying the genuine spirit of the Centers and the families they serve.

As the cameras rolled, children and parents were prompted with thoughtful questions:

QUESTIONS FOR THE CHILDREN

- How has the tutoring you've received at the CDC improved your ability to learn and read?
- How has it changed your life inside and outside the classroom?

QUESTIONS FOR THE PARENT

- What led you to seek help for your child?
- What has your CDC journey meant for your family?

The responses were powerful, heartfelt, and inspiring—proof that the CDC story resonates far beyond individual families.

THE POWER OF YOUR SUPPORT

For the Scottish Rite and the Children's Dyslexia Centers, this collaboration underscores a simple truth: by telling our story on a national stage, we can inspire more families to seek help, more communities to understand dyslexia, and more donors to support this life-changing mission. Every contribution to the CDC directly supports the training of tutors and the delivery of one-on-one instruction to children who might otherwise fall through the cracks.

Your support ensures that children with dyslexia receive the tools, confidence, and opportunities they deserve. Together, we can continue breaking boundaries for neurodiversity and expanding the reach of the Children's Dyslexia Centers so more children, families, and communities can benefit from this life-changing work.

**TO LEARN MORE, VIEW THE VIDEOS,
OR TO JOIN US AS A SUPPORTER VISIT:**

CHILDRENSDYSLEXIACENTERS.ORG



Grounded In the Science of Reading

Dr. Carin Illig
CLINICAL DIRECTOR

Cindy Allen-Fuss, M.Ed
ASSOCIATE CLINICAL DIRECTOR



The Children's Dyslexia Centers, Inc., remains closely aligned with current research in the science of reading and dyslexia intervention.

The organization regularly reviews emerging research and integrates evidence-based findings into its instructional practices. In addition, its accrediting body, the International Multisensory Structured Language Education Council (IMSLEC), updates training standards and content to reflect current research and best practices, ensuring tutors are equipped with the most effective, research-informed approaches to support children's reading growth.

A Conversation With Dr. Carin Illig

Q: How long have you been with the Children's Dyslexia Centers and what strides have you seen made over the years?

A: I took my first course with the Children's Dyslexia Centers in 2003 at the Nashua Center. I was hired as a tutor with the Nashua Center and remained there until the summer of 2009 when I was hired as the Clinical Director.

Since my first course with the Children's Dyslexia Centers, I have seen tremendous growth in the program. The lesson plans have been updated to include activities supported by scientific research. The curriculum has evolved to include updated information from scientific and educational research, including effective teaching practices. Within the Children's Dyslexia Centers mission, we have improved all three components. We have improved the consistency and quality of the training we provide to adults across all locations. We have improved our data collection and analyses practices. These two components of the mission support our ability to provide instruction that leads to the most growth and best possible outcomes for the children who attend the CDC program.

Q: What was the concentration of your doctorate?

A: I completed a Doctor of Education in Leadership and Learning from Rivier University in Nashua, NH. My doctoral dissertation is titled, *The Relationship between Dyslexia Subtypes and Reading Outcomes*. My

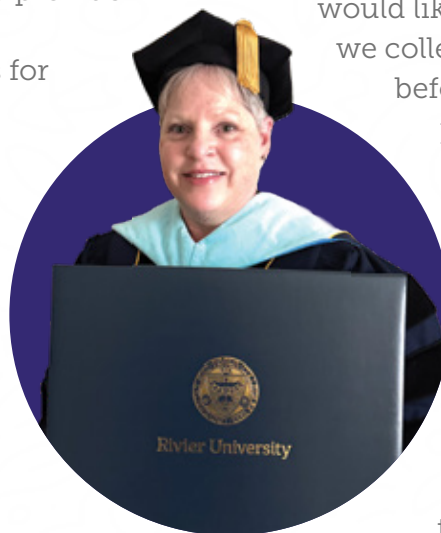
dissertation focused on the correlation between dyslexia subtypes according to Bowers and Wolf's double-deficit hypothesis and investigated growth in word reading for students attending one of our largest centers. My goal was to better understand why some students are more successful with reading interventions than other students and how we can use that information to improve our practice.

Q: How did you decide to pursue your doctorate?

A: I chose to complete a doctorate because I wanted to deepen my knowledge and strengthen my skills as a researcher. I wanted to challenge myself to become a stronger leader and contribute to the reading field in meaningful ways.

Q: With your continued education, how do you wish to see added benefits for the Children's Dyslexia Centers?

A: With my enhanced set of professional skills, I would like to conduct research using the data we collect on the students' performance before and after our program. The program has been collecting data for research purposes since its inception. We can use this information to improve our understanding of dyslexia and how students respond to the CDC instructional model. This information ensures that the CDC continues to provide high-quality reading instruction and teacher-training programs.



Ways to Give

As you consider your commitment, we invite you to support the Children's Dyslexia Centers through meaningful giving opportunities that change lives and strengthen our mission.



CHILDRENSDYSLEXIACENTERS.ORG/WAYS-TO-GIVE



SPONSOR A CHILD

While dyslexia is a lifelong challenge, the right intervention can make all the difference. Through the dedicated work of our tutors, students at the Children's Dyslexia Centers achieve measurable and lasting improvements in reading and spelling, opening doors to confidence and opportunity.

The cost to provide this specialized instruction exceeds \$5,000 per child, per year. By sponsoring a child, you directly support this life-changing work.

A gift of \$5,000 provides a full year of tutoring for one student—an investment in a brighter future.

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BUILDERS COUNCIL

The Builders Council recognizes those who have made a leadership commitment to sustain and advance the work of the Children's Dyslexia Centers.

With a \$10,000 commitment (or as little as \$83.34/month), you help ensure that our Centers continue to serve children and families today and for generations to come.

Members receive a commemorative green tie or scarf as a symbol of their dedication to this important cause. Upon fulfillment of their pledge, they are presented with a gold tie or scarf, reflecting their enduring impact.

Through your leadership, the work continues.

LEARN MORE AT
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PLANNED GIVING / LEGACY GIFTS

A planned gift offers a meaningful way to extend your values and support beyond your lifetime. Through options such as bequests, charitable gift annuities, or beneficiary designations, you can create a lasting legacy with the Children's Dyslexia Centers or designate a specific Center.

Our team is honored to work with you to structure a gift that reflects your philanthropic goals while supporting your financial plans.

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[SCOTTISHRITECHARITIES.MYGIFTLEGACY.ORG/BENEFICIARY-DESIGNATIONS](https://scottishritecharities.mygiftlegacy.org/beneficiary-designations)



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Thoughtful planning can enhance the impact of your generosity. Strategies such as Qualified Charitable Distributions (QCDs) from your IRA, Donor Advised Funds, or stocks & securities may allow you to support the Children's Dyslexia Centers in a tax-efficient manner.

With careful planning, your gift can accomplish even more.

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Many employers offer matching gift programs that can increase the value of your contribution. These company matches could double, triple, or more your generosity. Often companies extend this benefit to part-time and retired employees, as well as spouses.

We encourage you to explore whether your company will match your gift, helping to expand access to the life-changing services provided by our Children's Dyslexia Centers.

Together, we can extend the reach of every dollar given.

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Builders Council: Our Supporters

The ability to read is the foundation of each child’s future. It provides the base upon which all learning depends. Builders Council members have made a commitment to ensure that our Children’s Dyslexia Centers will be able to help children with dyslexia today and for years to come.

Joining the Builders Council is achieved through a commitment of \$10,000 to any of our Children’s Dyslexia Centers, or to the organization as a whole. Today, more than 600 individuals and organizations have made this incredible commitment to empowering our children.

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