

Piper is a student who struggles with reading. In her traditional school, Piper was falling behind her peers and losing the innocent qualities of childhood—qualities like friendliness, openness, creativity and curiosity. Simply, Piper’s zest for life was being squelched. When Piper moved to the Darrel & Dee Rolph Literacy Academy (RLA), however, her positive qualities were preserved and celebrated. Piper’s grandmother, Tammi Hope, believes that RLA “is what saved Piper.”

Dyslexia is misunderstood. It is hereditary and has nothing to do with visual perception such as letter reversals. It is a language processing disability which occurs at the sound unit level within language. For example, “buh” and “duh” sound similar, so the child does not recognize the sound and then has difficulty mapping it to the letter.

Research has proven that children who are dyslexic do not learn to read in a large classroom of children during their early elementary years. We also know that mainstream curricula in use in most schools does not provide the key to unlock the code for children with dyslexia. Teachers tell us that they don’t know what to do with these students, believing that dyslexia is simply a visual reversal of letters. These teachers often feel great empathy for the child, but lack the knowledge and tools to help the student.

One of the best definitions of dyslexia is provided by Dr. Sally Shaywitz, “Dyslexia is defined as an unexpected difficulty in learning to read. Dyslexia takes away an individual’s ability to read quickly and automatically and to retrieve spoken words easily, but it does not dampen their creativity and ingenuity...Dyslexia is a weakness in a sea of strengths.”

The truth about Dyslexia

A PERVERSIVE MISCONCEPTION

In a national survey, 95% of respondents in the United States indicated they think Dyslexia is about seeing words backwards.

It is estimated that

1 IN 5

people have dyslexia



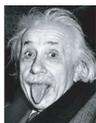
20% believe dyslexics would do better if they just worked **HARDER**

This is not **True**



35%
OF ENTREPRENEURS
ARE DYSLEXIC

Einstein was dyslexic
IQ = 160*
*estimated



Dyslexia is **NOT** tied to IQ



Steve Jobs was dyslexic

“Reading is a code-processing skill. It is the process of assembling and projecting streams of thought or spoken words according to the instructions and information contained in a code. It is an artificial, unconscious, cognitive, technological, code-processing skill.

Without decoding skills, children fail early and manifest the shame of not learning to read with their peers. They often walk away from this early experience with a self-perception of being dumb or stupid and feeling ashamed of their minds. This, of course, is the road to school and life failure.” *Children of the Code*, www.childrenofthecode.org



Phillips Fundamental Learning Center focuses its effort not only on addressing the decoding weakness of dyslexia, but it also finds the many strengths within each child.

It finds their **SUPERPOWERS!**

Many dyslexic children are neurobiologically designed to think out-of-the-box, and they make up a large portion of future big thinkers, entrepreneurs and innovators. Curiosity, imagination and an ability to figure things out from pictures, an eagerness to watch and learn new ideas, a love of facts, surprising maturity, a large vocabulary, excellent puzzle, building or inventing skills, excellent comprehension and understanding when read to—these are but a few of the superpowers PFLC witnesses every day.

“Some people there are who, being grown;
forget the horrible task of learning to read.
It is perhaps the greatest single effort that
the human undertakes, and
he must do it
as a child.”

John Steinbeck
1962 Nobel Prize Winner for Literature





Jeanine Phillips moved back to Wichita in 1991 from Colorado where her son, Cooper, had a miserable kindergarten year. Now in first grade, Cooper was sick at school and struggling significantly to learn. At a Wichita Country Club luncheon that fall, someone asked Jeanine how her move back to Wichita was going. Jeanine burst into tears and shared that her son had been diagnosed with dyslexia and was ill from stress and frustration. Another woman at the table said, “You need to call my good friend, Gretchen Andeel. She knows a lot about dyslexia because her daughter, Katie, has it, too.” Jeanine phoned Gretchen who told Jeanine to go to Dallas for special training that could save Cooper’s life. Gretchen called Jeanine on the day Jeanine was to leave. Jeanine was packed but had decided not to go. She didn’t want to leave her husband and boys and be gone three weeks. A few minutes later, Gretchen knocked on Jeanine’s door, put her suitcase in the car, handed her a thermos of coffee and said, “Go.” That was the beginning of an amazing friendship and partnership that continues 30 years later.

Jeanine and Gretchen—both former elementary teachers—co-founded Fundamental Learning Center in 2000, now renamed Phillips Fundamental Learning Center (PFLC), with a mission to serve children who have significant reading, spelling and writing difficulties, including children with dyslexia, ADHD and other-related difficulties.

The famous trip to Dallas resulted in Jeanine’s training with Southwest Multisensory Education Center in the Academic Language Therapist Program. Today, she is a Certified Academic Language Therapist (CALT) and a Qualified Instructor for the Academic Language Therapist Association (ALTA).

After Jeanine and Gretchen joined forces, they became pioneers in a state that didn’t recognize dyslexia. Jeanine had the vision for what this center could become, and Gretchen had the skills to implement the vision. It began for both women as a mother’s struggle. As their journey continued and their knowledge grew, PFLC became a center that changed the lives not only of their own children but of thousands of others to follow.

“I went to a private school, and by the time I was in second grade, the teachers were wanting me to be held back. My mother, who was a teacher, would work with my brother and me after school. We would come home crying and upset, because we didn’t understand what was going on in school and were far behind.



Jordan Spellman, MS Elem. Ed, Emporia State U. (2018)

My mom got me screened at Phillips Fundamental Learning Center, and they told me I had dyslexic tendencies. I was set up with an Alphabetic Phonics teacher in Augusta. I would go see my tutor early in the mornings and go to school a little bit late, or I would go during lunch and recess to get my Alphabetic Phonics instruction. I was in Alphabetic Phonics from the second to the fifth grade. The last day of Alphabetic Phonics was the worst day of my life; I was so upset and sad. I had such a wonderful relationship with my tutor. It was my safe place. Without Alphabetic Phonics, I would not have graduated college. I would’ve hated school. I think I would be angry all the time. I knew teaching Alphabetic Phonics was my goal, but then, after coming to the Darrel & Dee Rolph Literacy Academy, I know I am able to teach the kids other teachers are unable to reach, and I am able to use the tools I know are effective.”

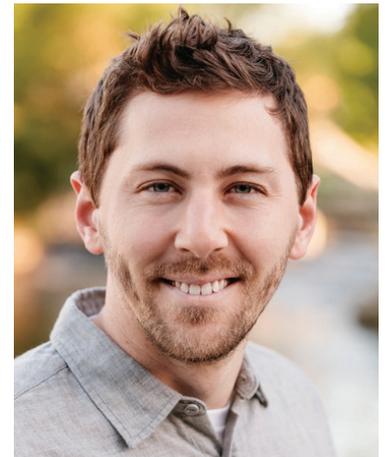
– Jordan Spellman

Like many dyslexic children, Jef struggled to learn to read. PFLC Executive Director Jeanine Phillips and another therapist worked with Jef to complete the Alphabetic Phonics program. Jef credits his Alphabetic Phonics experience for helping him reach his dream of becoming an architect for one of San Antonio’s largest firms.

“I was always imaginative, drew cartoons, painted ceramics. I found a lot of joy in that, and so that was a natural segue into architecture. Reading, on the other hand, did not come so naturally. I want children with dyslexia to know that they, too, can succeed. It’s been a long road, and it’s required a tremendous amount of work putting in extra hours, but it’s been so worth it, and I wouldn’t trade that experience for anything. It really made me who I am and has given me experiences that I really value.” – Jef Snyder



Jef helped contribute to this design at the firm where he works.



Jef Snyder



Phillips Fundamental Learning Center (PFLC) is not just a school. It's not just a teacher training institute. PFLC is not just a dyslexia screening center. It is all of this and more.

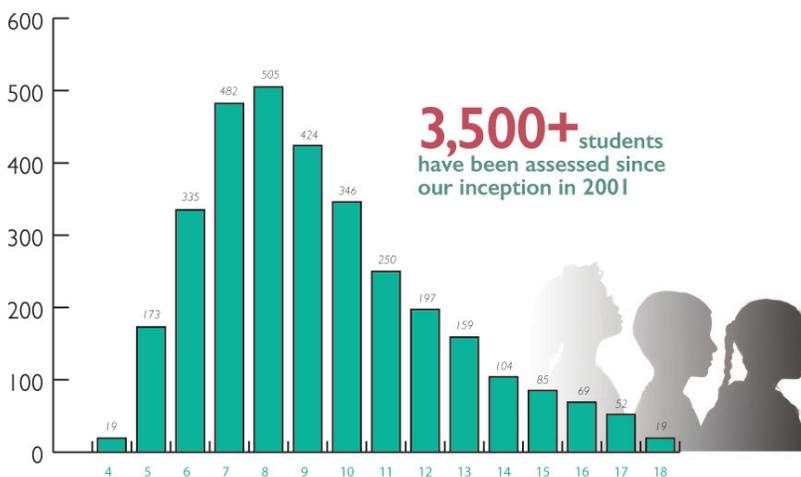
Today, PFLC provides: The Darrel & Dee Rolph Literacy Academy (RLA): RLA is the only school in the Midwest that provides a full-day school for children with dyslexia or other reading difficulties, ages 5-11. This serves as a laboratory for educators as they observe and participate in a healthy, hands-on classroom. Established in 2014, RLA creates a partnership with students and parents to capitalize on students' strengths. RLA uses the Alphabetic Phonics program, a research-based and proven method to teach students with reading difficulties. Once students gain the ability to read, write and spell, the goal is to mainstream students back to a traditional school equipped with the tools necessary for success.

Today, PFLC provides: The Andeel Teacher Literacy Institute: Given the gravity of the problem and the estimation that there are 14,507 students in Wichita, or 19,337 students in Sedgwick County, or 104,237 students with dyslexia in Kansas, we know that we cannot provide a comprehensive full-day school for all these children. Rather, our vision is to train adult learners, parents and teachers, how to effectively teach students with reading difficulties. Offerings range from one-day workshops to two-week accredited courses. Since 2001, ATLI, has trained 701 Literacy Intervention Specialists, 71 Certified Academic Language Therapists and qualified eight as Instructors. Distance-learning allows our highly trained instructors to effectively teach participants located anywhere in the world through our virtual classroom.

Today, PFLC provides: Dyslexia Screenings:

Since PFLC's inception in 2001, more than 3,500 5- to 18-year-old students have been screened for dyslexia. This is the starting place for children trapped without the crucial life skills of reading, writing and spelling. At PFLC, a Certified Academic Language Therapist, familiar with learning different students, helps parents understand why their bright son or daughter battles with the printed language. We explore the phonemic, reading, writing and spelling skills of the student. We listen to the parents as they tell of their journey to help their child. We gather a history and prepare a strategy for future success.

Assessment/Placement Screenings 2003-2024



Today, PFLC provides: **Reading Conferences with Nationally Known Speakers:**

There have been
9,492
people who have
attended reading
conferences with
nationally known
speakers.

G. Reid Lyon, PhD, neuroscientist and former Chief of the Child Development and Behavior branch within the National Institute of Child Health and Human Development (NICHD) at the National Institute of Health (NIH)

Drs. Sally E. Shaywitz, MD, and Bennett Shaywitz, MD, co-directors of Yale Center of Dyslexia and Creativity

Gordon Sherman, PhD, Psychobiologist and past Neuroscientist at Harvard Medical School, and Director of Dyslexia Research Lab at Beth Israel Hospital

Rick Lavoie, MA, ED., internationally known expert on children with Learning Disabilities.

Today, PFLC provides: **Parent and Teacher Lectures:** These workshops provide simulations that help adults experience what the children feel every minute of every day. In addition, PFLC provides background information and the latest scientific information about dyslexia and other learning disabilities. There are also workshops to alert parents to the rights that children have under the law.

There have been
5,525
people who have participated
in Parent-Teacher Lectures
since 2001.

Today, PFLC provides: **Political Advocacy:** This service has been particularly important for people in states, like Kansas, who are just recently recognizing dyslexia as a specific learning disability. PFLC's Executive Director, Jeanine Phillips, has been appointed to the Kansas Dyslexia Legislative Taskforce. The mission is to make recommendations related to children with dyslexia on how children are assessed and how their needs are served as well as providing recommendations for teacher training.

Today, PFLC provides: **Legal Advice and Support:** Both one-on-one and in groups, PFLC helps parents navigate the complexity of the law as it relates to children with dyslexia's rights in the classroom.

In other words, PFLC provides: **HOPE.**

Hope for students who are ashamed of their inability to grasp language. Hope for parents desperately trying to understand why their bright child struggles to read, and, hope for our nation grappling with the reality that only 36 percent of fourth-graders and 34 percent of eighth-graders perform at or above the proficient level in reading.

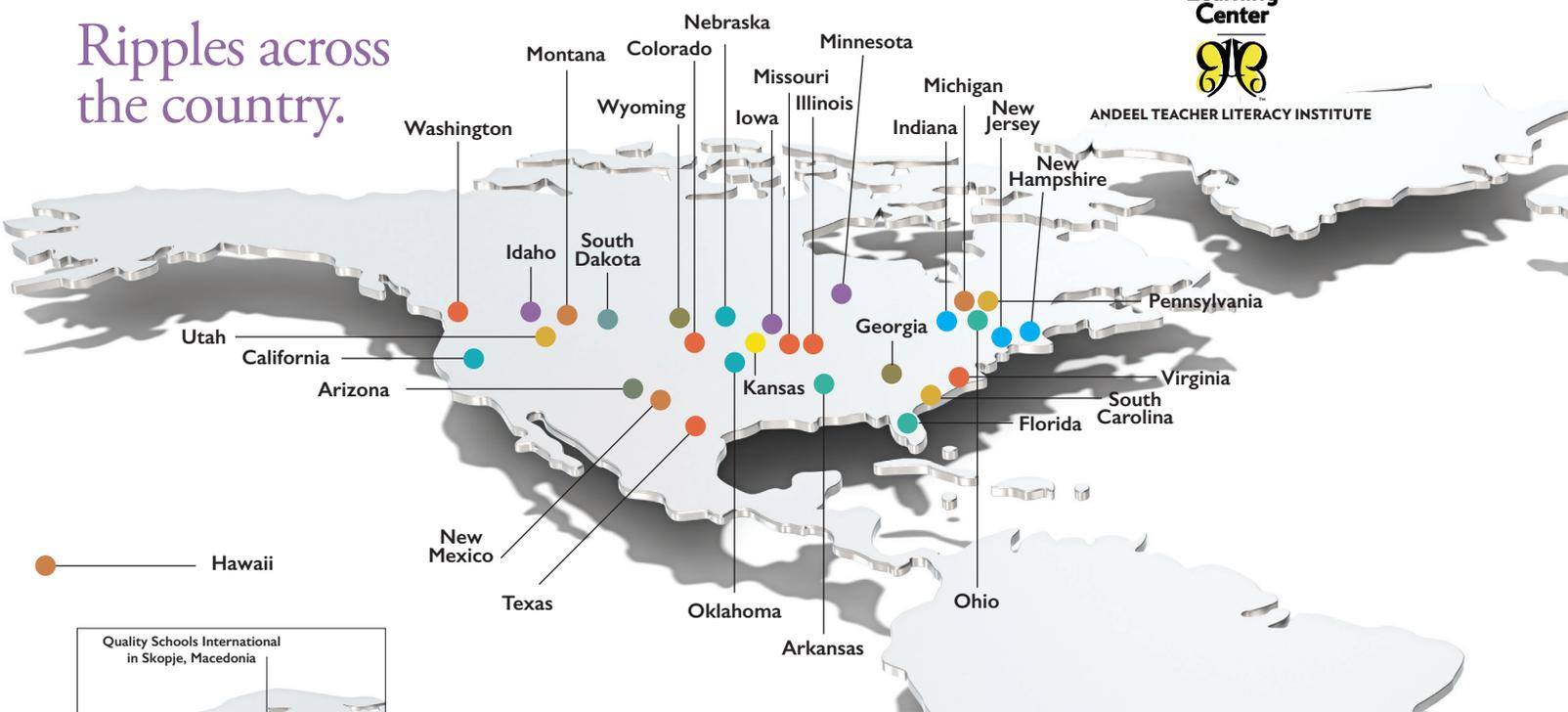
From PFLC's inception twenty years ago, through its work preparing classroom teachers, training Alphabetic Phonetics specialists and tutors, and teaching children, PFLC has taught over 213,047 Kansas children how to read. In addition, because of its reading conferences and parent education, PFLC has built awareness of dyslexia within a growing community of a million people.



As a mother and teacher, Gretchen Andeel's journey with dyslexia began with her daughter, Katie. Gretchen's extraordinary efforts to find a way to help Katie learn to read led her to co-found Fundamental Learning Center (FLC) in 2001. Although tutoring children with reading difficulties was important to Gretchen, as well as the founding of a literacy academy, she, along with her husband, Stan, believed that there would be a limit to the number of students FLC could reach directly. Their goal has always been to teach teachers how to teach children with dyslexia. In that way, FLC would create a ripple effect. When Stan's brother, Lindy Andeel, died, a large portion of his estate was left for the creation of the Andeel Teacher Literacy Institute (ATLI). The Institute provides educators and parents with the tools necessary to teach children with dyslexia how to read, write and spell. The Andeel family continues to support its growth and reach.

PFLC's work with individual students changes their lives. However, the work done in the Andeel Teacher Literacy Institute transforms thousands of students' lives annually, across the country, and even more around the world. Each educator trained at the Institute begins improving students' lives within weeks. When you add the distance-learning component, these numbers grow exponentially.

Ripples across the country.



ANDEEL TEACHER LITERACY INSTITUTE

Shown above are the number of locations within a state or region where parents or educators trained at Phillips Fundamental Learning Center through the Andeel Teacher Literacy Institute are transforming children's lives. Literacy instruction at our Center has created a ripple effect around the world.



ANDEEL TEACHER LITERACY INSTITUTE

“This training gives me the knowledge and confidence I need to teach my sweet daughter. The materials and program bring the subject matter to life and make me excited to teach! I cannot say enough positive things about the instructors and the training. I am so thankful for what PFLC and ATLI have done for our family.”

- Stephanie Goscha, parent



ATLI educators spend time in an adult education classroom, learning promising trends and practices in educational theory from some of the top experts in the field. Classes, workshops and courses are recognized as research-based and accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA).

ATLI offers a clear path for teachers and parents to become Literacy Intervention Specialists, or to take a step further, Certified Academic Language Therapists—a nationally recognized certification.

ATLI is affiliated with Friends University in Wichita, Kansas, and partners with Kansas State University, Fort Hays State University, and Wichita State University. Specific graduate credit courses will be offered through PFLC.

“My eyes have been opened to the plight of so many children who are struggling, and I am excited I soon will be able to help them. This program has given me an amazing foundation for beginning to help students with dyslexia. I’m humbled to begin my adventure of helping students open up the world of reading.”

- Lynne Schneider, teacher



ANDEEL TEACHER LITERACY INSTITUTE

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Darrel & Dee Rolph

The passion that fuels Dee Rolph grew over a lifetime with her husband Darrel. He started out as a teacher in Great Bend, Kansas, where he loved working with the kids who struggled to learn. Even though his career changed to entrepreneur and businessman, Darrel retained his love of working with kids as a coach. Darrel and Dee's success was rooted in Wichita, and they immediately began to give back, supporting numerous organizations, all of which centered on helping young people. They loved the outdoors, fishing and family. Their own family was affected with dyslexia in profound and sad ways. When Darrel died, Dee decided to honor his life with a legacy that

reflected who he was. That led her to Phillips Fundamental Learning Center (PFLC). Here, teachers were being trained to teach struggling readers, children who couldn't read were being taught to read, and Jeanine Phillips and Gretchen Andeel had an amazing vision that could change the world for children. Dee's urge to get something done led the building campaign. The threads all can be seen in the laboratory school, the enhanced teacher education program, the inspiring outdoor setting and the beauty of the building—everything that touches the hearts, souls and minds of the children here and children far away. The Darrel & Dee Rolph Literacy Academy (RLA) is a school like no other, and it lights the way for other schools and for other children.

RLA offers a complete curriculum including math, science, social studies, art physical education, dance, music, theater and more. But, its primary goal is to teach children—especially those with dyslexia—how to read, write and spell successfully, so they will be able to return to a mainstream school after 24 months with RLA. Here, highly qualified teachers offer hope through the delivery of proven, research-based curriculum and multisensory instruction necessary to unlock reading.

RLA provides 80 minutes per day of Alphabetic Phonics five days a week. This is an ungraded multisensory curriculum based on the Orton-Gillingham approach that teaches the structure of the English language. This literacy program is taught with one teacher for every four students. Our instructors are Certified Academic Language Therapists or working toward that certification.

RLA classrooms do not look like traditional classrooms, because students often are participating in hands-on, creative activities that work best to teach students who learn differently. Teachers do not give paper-and-pencil tests or homework. Instead, they assess each student on an individual basis with weekly reports.





“He has always had a thirst for knowledge, but was never given the time to show it. He was given the gift of time at RLA...what this school has is a beautiful way to make learning exciting and positive. My son is excited every day for school. He never had that feeling before—no more headaches!”

- Kelly, RLA Parent

Many of the students arrive scared, worried, skeptical and ashamed. They blame themselves for their struggles with reading. They lack confidence with letters, letter sounds and vocabulary words heard and spoken. They may have been made to feel dumb or told they lack motivation and effort.

As students progress through these unique and specialized programs, they begin to believe in their abilities. RLA gives children control of their learning process through visual, auditory and kinesthetic activities. These methods give students confidence to learn without failure. Small successes build upon each other and become big successes.

RLA forms a **PARTNERSHIP** with its students, capitalizing on their strengths and striving to understand how they think and process new information and respond to challenges. This empowers students who are then:

- Allowed to **DISCOVER** new learning rather than having it forced upon them
- Allowed to fully **EXPERIENCE** new learning
- **ASKED** what they are thinking
- **LISTENED** to as they make connections, ask questions, process new learning, and share their “aha” moments and challenges

Dyslexia cannot be cured. It is a neurobiological fingerprint. But we can teach children with dyslexia how to read, write and spell sufficiently to succeed in a traditional school setting with accommodations. RLA students not only leave our school with these necessary skills, but also with an understanding of how they learn, how to advocate for their learning style and with the confidence and self-esteem necessary for continued education and a successful life. RLA focuses on strengths rather than deficits. Its students leave with a real sense of their unique abilities and “superpowers.”

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ROLPH LITERACY ACADEMY

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The Human Impact

Ten-year-old DeVonte lives with his single mom and younger sister. He is starting fourth-grade this year but reads at a first-grade level – at 85% below proficiency. His mom works two jobs and has little time and even fewer ideas about how to help him learn to read. Sadly, DeVonte will not learn to read in a typical fourth-grade classroom. His teacher—young, inexperienced, discouraged and assigned to a troubled urban school—is already thinking about her own future, including thoughts about leaving the teaching profession altogether. Everyone—DeVonte, his mom and his teacher—are all **in desperate need of help and encouragement.**

School shutdowns due to COVID have created a gap that will show a growing significant disparity for many years to come. Some students may never recover and learn to read.



The link between academic failure and delinquency, violence and crime is welded to reading failure.

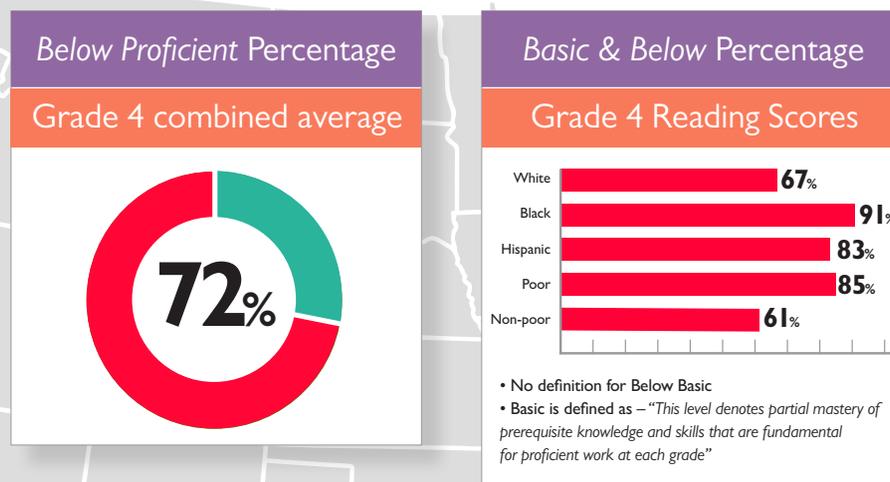
- U.S. Dept. of Justice

Will DeVonte ever be able to read a medicine label or nutritional label on a food product? Will he be able to read a home loan application or fill out a job application? Will he be able to read and understand government policies, use a computer to access news or analyze sophisticated media and advertising messages to glean good information and avoid scams? Will he be able to help his own children with their homework?

DeVonte is not alone. Many fourth-graders are not being taught how to read—whether in urban, suburban, private, parochial, or charter schools. This is especially important, because fourth-grade reading instruction builds on basic reading skills. Students without the basic skills are left behind.

The research is clear: **Students with dyslexia (20% of the population) require a specialized approach to reading instruction that few schools in America provide.**

Reading problems contribute significantly to the perpetuation of socio-economic, racial and ethnic inequities.



Kansas 2024 results from National Assessment of Education Progress (NAEP) 4th Grade Reading Scores

Statistically, more children are at risk of suffering long-term life-harm from the consequences of not learning to read well than from parental abuse, accidents, and all known childhood diseases and disorders combined.

The Economic Impact

It is easy to visualize the impact of illiteracy on individuals and their families, but **what about the economic impact on society** as a whole? Consider for a moment that 75% of unemployed adults have reading or writing difficulties and that 43% of Americans with the lowest literacy skills live in poverty. An adult's constructive engagement, by being able to work, lessens the burden of public assistance, creates commerce and promotes the growth of businesses of all sizes.

The cost to businesses in lost productivity and profitability due to poor literacy includes the cost of fixing incorrect orders or processing refunds, customers lost due to poor communication and the cost and difficulty in finding adequately skilled staff. There is also lost wealth creation opportunities for businesses. Poor literacy skills make it harder for business owners and entrepreneurs to understand and apply business finance concepts such as management and allocation of capital to increase shareholder value. This is very different from ensuring that income exceeds expenses.

Employees with poor literacy are more likely to have work-related accidents, because they cannot read or understand written health and safety regulations and warnings or instructions. Illiteracy significantly limits an employee's ability to access, understand and apply health-related preventative information which results in poor household and personal health, hygiene and nutrition. This leads to a higher rate of disease, accidents, and other health issues which in turn raises demand for medical services and causes job absenteeism and even, if unchecked, permanent disability or death.

The economic cost of illiteracy to society in terms of crime is significant. Seventy percent of inmates in America's prisons cannot read above the fourth-grade level. According to the US Department of Justice, "The link between academic failure and delinquency, violence and crime is welded to reading failure." We can measure the fallout of academic failure in crime rates, prison populations and taxpayer costs—individually and collectively. **The numbers are staggering and unacceptable.**

Your investment in Phillips Fundamental Learning Center's future success is not an investment in a building—it is a means for building a stronger community, state, country and world. It is not an investment in a structure—it is an investment in our societal infrastructure. It isn't just an investment in a school—it is an investment in all children's access to an opportunity that is deserved and one that our society needs.



43% of Americans with the lowest literacy skills live in poverty and 70% have no job or a part-time job.

- National Institute for Literacy



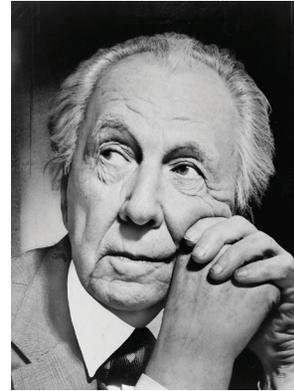
70% of the inmates in America's prisons can't read above the 4th grade level.

- Proliteracy



a Building That Was Never Built...an Almost Forgotten Work of Genius

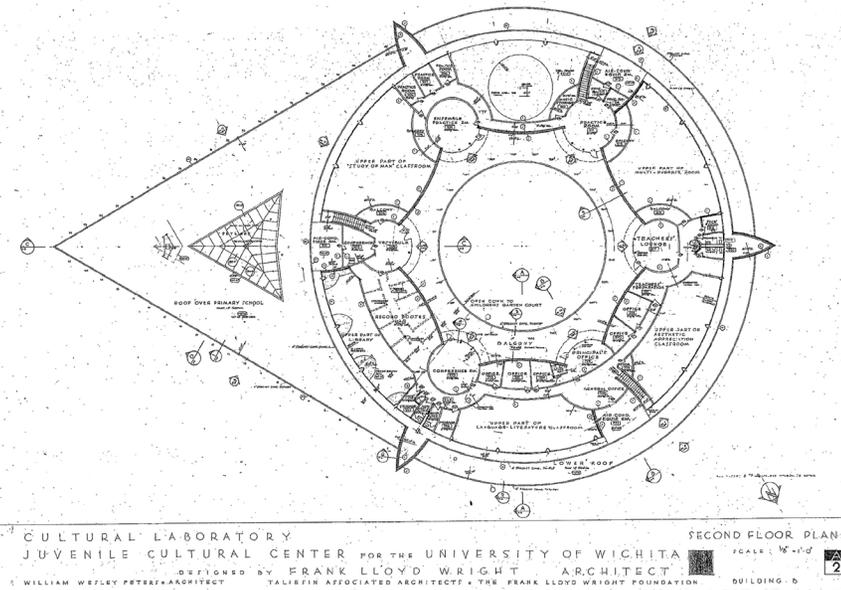
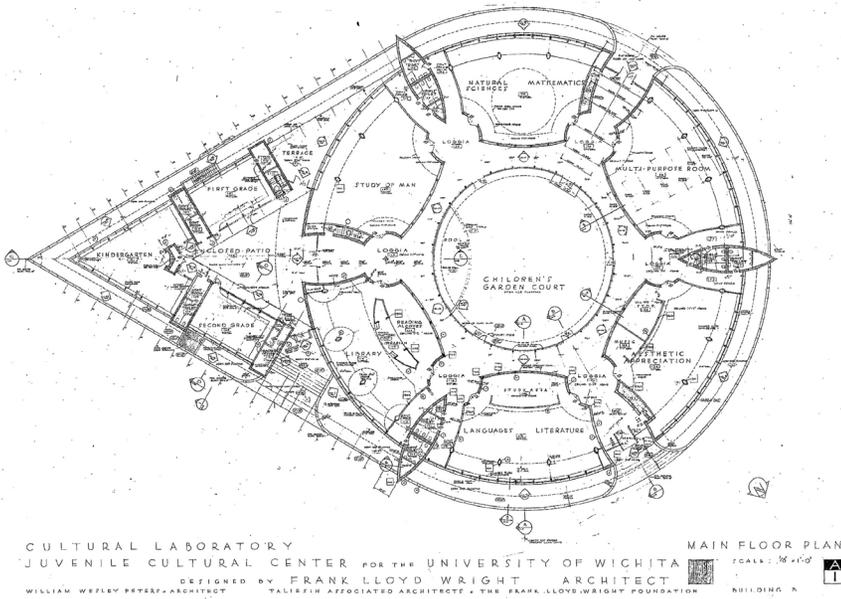
In the summer of 2012, Fundamental Learning Center (FLC) Executive Director, Jeanine Phillips, sat in a small conference room inside the maintenance building on the Wichita State University (WSU) campus in total disbelief, as the old and intricately drawn plans for the Juvenile Cultural Center, drafted by Frank Lloyd Wright, were unveiled. Hearing of these



Frank Lloyd Wright

plans from her father, Dr. Larry Jones, founding member of the FLC Board and WSU treasurer in the 1950s, she understood the magnitude and meaning of this moment.

Said Jeanine, "I noted the name of the world-renowned architect at the bottom of the plans, the hand-drawn design, the date on the architectural plan of 1953, and realized this hidden gem had been stored away from public view for more than 50 years. The moment was overwhelming. The plans revealed not just a notable educational facility design by one of the world's most revered architects, but provided an educational theory within a refreshing and progressive space design for elementary educators, while at the same time revealing an innovative laboratory school for children where teachers could observe and celebrate the unique talents of a child." She knew what had to be done.



As a person with dyslexia herself, she immediately recognized the potential and purpose of the design. There were several things rarely seen designed into an educational elementary environment. Children were:

- Multi-aged grouped (Kindergarten through 2nd grade), children choosing the class that excited them the most as they began their school day,
- Changing classes for Kindergarten through 2nd grade throughout the day, learning to adapt to different teacher's individual instructional styles and subject interest,
- Taught by a master teacher in each classroom; experts in their field,
- Learning in classroom environments that encircled an interior garden space that provided natural beauty, sunlight and an outdoor classroom space for all subject matter,
- Moving from classroom to classroom labeled: AESTHETIC APPRECIATION, LANGUAGES & LITERATURE, STUDY OF MAN, NATURAL SCIENCES & MATHEMATICS,
- Observed by university pre-service educators from above, who watched, listened, observed best-practices and participated in the instruction when appropriate,
- Influenced by Friedrich Froebel, the German educationalist best known as the originator of the 'Kindergarten system,' and of creative, kinesthetic learning through play.

PFLC began with Wright's vision, followed his philosophies, and is building a new space like no other.



“The maple wood blocks...are in my fingers to this day,” said Frank Lloyd Wright, attesting to the influence of the Froebel blocks on his work. The blocks were developed by Friedrich Froebel in the 1830s for children to learn the elements of geometric form, mathematics, physics, science and creative design.

Frank Lloyd Wright, the world-renowned architect, was intelligent, but he did not perform well in school. He was a 'hopeless' student. He never graduated from high school or college. It has been assumed that he was dyslexic. His mother, a school teacher, realized he was interested in art and architecture early in his life and purchased a set of Froebel kindergarten blocks, called Froebel Gifts (Gabe) at the Centennial Exposition in Philadelphia. Young Frank was fascinated by the blocks and much of his architectural design was influenced by the geometric shapes he experimented with as a child.

“That early kindergarten experience with the straight line; the flat plane; the square; the triangle; the circle! If I wanted more, the square modified by the triangle gave the hexagon, the circle modified by the straight line would give the octagon. Adding thickness, getting ‘sculpture’ thereby, the square became the cube, the triangle the tetrahedron, the circle the sphere.”

Frank Lloyd Wright, from *An Autobiography*

