

## THE MISSION

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Project Read provides a one-on-one tutorial program to enable functionally non-literate adults to improve their reading and writing skills sufficiently to meet their personal goals, function well in society, and become more productive citizens.

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## BOARD OF TRUSTEES

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### Project Read

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# Project Read



## Adult Literacy Program

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FY2004 ANNUAL REPORT

## THE PROGRAMS

Project Read offers programs for both English and Spanish speakers looking to improve their reading and writing skills in either language.

Project Read provides free assistance for adult residents of Utah County with literacy needs. This assistance is centered on the individual learner, who receives a needs assessment, one-on-one tutoring, establishment of goals, an individualized teaching plan, evaluation of goal attainment, and periodic reassessments. Project Read tutors and staff respect the uniqueness of each individual and seek to enhance self-esteem through successful personal study and group interaction.



## THE HISTORY

Project Read began in 1984 through the efforts of the Provo and Orem City Libraries, the Provo City School District, and other concerned members of the community. Project Read expanded its tutorial sites to include the Provo, Orem, and Payson City Libraries; other local libraries; Deseret Industries; the Alpine Life & Learning Center; the Center for High School Studies; the Scenic View Center; the Food & Care Coalition; Brigham Young University; and Utah Valley State College in order to better serve all of Utah County.

# Annual Report

## OVERVIEW

Adult non-literacy is a social problem that silently affects us all. In Utah alone, more than 250,000 adults are functionally non-literate, and in Utah County, that number is 21,000 adults (Utah Adult Education Annual Statistics Report, 1994). This means that thousands of adults cannot perform basic functions such as writing checks, reading instructions on medicine, getting a driver's license, or finding an address. "We are now on the eve of a new National Assessment of Adult Literacy report, scheduled for release in 2005. . . I predict that the NAAL estimate of functionally illiterate Americans will be larger and we will have a much grimmer picture of the state of adult literacy than we do now" (Robert Wedgeworth, President, ProLiteracy Worldwide).

For businesses, non-literacy translates into lost dollars: U.S. businesses lose \$25–30 billion a year due to poor literacy skills of employees and customers. Non-literacy also costs taxpayers millions of dollars due to increasing numbers of people on public assistance (ProLiteracy Worldwide Report on Literacy Programs).

Project Read served over 170 students this past year to combat the cycle of illiteracy in Utah County. This report details its successes.

*"Project Read has helped me become a better member of the community."*

*~Kevin Sykes, Project Read Student*



## VOLUNTEER CONTRIBUTION

Without a doubt, volunteers are the lifeblood of Project Read. Project Read could not fulfill its mission without the help of the 324 dedicated volunteers this year who helped teach students, train tutors, and recruit volunteers and students. Volunteers also helped with public relations, office tasks, and grant writing. Project Read board members are also volunteers.

VOLUNTEER ACTIVITY	HOURS SPENT
Tutoring	7,975.50
Other Activities	2,068.25
<b>TOTAL</b>	<b>10,043.75</b>

## ASSET-BASED APPROACH

Project Read focuses on the strengths and skills the adults already possess and then uses those strengths and skills to encourage the development of literacy skills. Tutors are trained to apply reading and writing skills to everyday life so the adults see how what they are learning is applicable and feel successful in their quest for literacy skills. The adults in the program also realize that they are not completely without literacy skills, and they may just need to strengthen the skills they already possess.

## STUDENT SUCCESSES

In Fiscal Year 2004, Project Read served 172 students. Project Read focuses on retention until a student completes the program or accomplishes his or her goals. Goals and outcomes will continue to be the focus of Project Read services and will be measured through standardized literacy assessments, Individual Education Plans, and monthly tutoring calendars.

GOAL	STUDENTS ACHIEVING GOAL
Enter Employment	21
Retain Employment	38
Enter Better Employment	4
Receive a Raise	2
Placement in Postsecondary Education/Training	5
Graduate from High School	2
Achieve Citizenship Skills	2
Receive a Driver's License	1
Graduate from Project Read	8
<b>TOTAL</b>	<b>83</b>

During FY2004, 42.5% of Project Read's students increased one or more Educational Functioning Level, as determined by the Brigance Comprehensive Inventory of Basic Skills. In addition, in FY2004, 44% of Project



Read's students achieved their goals, compared to 31% in FY2003 and 23% in FY2002.

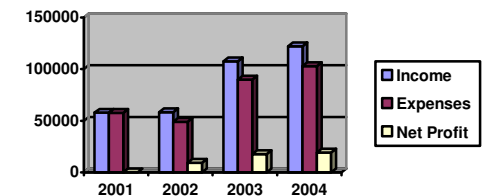
*"I can now read to my five children and understand what the words mean."*

*~Wendi Currie, Project Read Student*

## FINANCIAL HIGHLIGHTS

Project Read has improved its financial outlook dramatically since 2001. Although revenues and expenditures have both increased, the amount of income has increased at a higher rate than the rate of expenses, and the amount of unrestricted net assets has more than tripled since 2001.

**Income, Expenses, and Net Profit  
Fiscal Year 2001 to 2004**



## FUNDRAISING

Project Read celebrated its 20<sup>th</sup> anniversary in April 2004 with a gala fundraising event. In addition to fundraisers, Project Read relies on grants, corporate sponsorships, and individual donations to continue offering its services free of charge. Without continued community support, Project Read could not realize the successes it has each year.

Give the fundamental gift of reading. Please contact Project Read Director Shauna K. Brown at (801) 852-6654 to donate.