



PROJECT READ

Changing Lives Through Literacy

FY2006 ANNUAL REPORT

Volunteer Hours Contributed

Volunteer Activity	Hours Spent
Tutoring (Project Read)	4,878.00
Office Tasks	252.25
Fundraising	200.00
Spanish Literacy Volunteer/Student Recruiting	200.00
Student Recruitment	100.00
Student Support Group	100.00
Holiday Party Planning	100.00
Inventory	100.00
Board Meetings	72.00
Web Site	60.00
Human Resources Consulting	60.00
Training/Orientation	45.00
General Public Relations	30.00
Volunteer Training	6.00
Tutor Training	1.50
Total	6,204.75

Student Level Gains

Level Growth	Decrease	No Change	0-0.9	1-1.9	2-2.9	3+	Totals
0-2.9	2	1	3	2	0	0	8
3-4.9	3	1	3	1	0	2	10
5-6.9	0	1	1	4	2	1	9
7-7.9	1	0	0	1	0	0	2
Totals	6	3	7	8	2	3	29

Goals Achieved

Goal	Number Achieving Goal
Students Entering Employment	8
Students Retaining Employment	42
Students Entering Better Employment	2
Students Receiving a Raise	1
Students Placed in Postsecondary Education/Training	2
Students Entering Center for High School Studies	1
Students Achieving Citizenship Skills	2
Students Receiving Drivers' License	1
Students Graduating from Project Read	5
Total	64

**Project Read served a total of 88 students and utilized the services of 186 volunteers
We could not do it without you!**

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FY2006 STUDENT DEMOGRAPHICS

Employment Status

Employment Status	Number of Students	Percentage
Employed—Full	50	57%
Employed—Part	10	11%
Not in the Labor Force	20	23%
Unemployed	8	9%

Household

Household	Number of Students	Percentage
Dependent	12	14%
Group Quarters	3	3%
Head: 2 Parent	28	32%
Head: No Dependents	22	25%
Head: Single Parent	5	6%
Living Alone	18	20%

Income Level

Income Level (for 1 person)	Number of Students	Percentage
30% (<\$11,800)	33	37%
Very Low (<\$19,650)	30	34%
60% (<\$23,550)	10	11%
Low/Moderate (<\$31,400)	5	7%
Above Poverty (<\$31,401+)	10	11%

City

City	Number of Students	Percentage
Lindon	2	2%
Mapleton	1	1%
Nephi	2	2%
Orem	26	30%
Payson	3	3%
Pleasant Grove	1	1%
Provo	44	50%
Spanish Fork	5	6%
Springville	4	5%

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Vision Statement

Changing Lives Through Literacy.

Mission Statement

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.

Policy

Project Read provides assistance for adult residents of Utah County with literacy needs. This assistance is centered on the individual learner, who receives a needs assessment, one-to-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.

Strengths, Weaknesses, Opportunities, Threats (SWOT)

S

Strengths

- Twenty-two years of experience
- Unique service for a specific clientele—from non-readers to 8th grade level
- Collaboration with other agencies
- Increased public awareness of agency
- Multiple tutoring locations makes it easier to serve entire geographic area
- Qualified tutor trainers

W

Weaknesses

- Services and staff size dependent on annual funding
- Declining student numbers
- Central location of main office makes it difficult to serve some of the outlying areas

O

Opportunities

- ProLiteracy Accreditation
- Collaboration with other agencies
- Long-range financial planning
- Increased board involvement with fundraising

T

Threats

- High staff turnover due to strictly part-time job offerings
- Current financial climate negatively affects philanthropy
- Marketing the program to literacy students is a daunting task at best
- Part-time director

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; Deseret Industries; the Alpine Life & Learning Center; the Center for High School Studies; the Scenic View Center; the Food & Care Coalition; Brigham Young University; Utah Valley State College; and other local libraries in order to better serve all of Utah County.

Core Programs

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



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Definitions of Literacy¹

The Workforce Investment Act of 1998 defines literacy as “an individual’s ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.” This is a broader view of literacy than just an individual’s ability to read, the more traditional concept of literacy. As information and technology have increasingly shaped our society, the skills we need to function successfully have gone beyond reading, and literacy has come to include the skills listed in the current definition.

How is adult literacy measured?

When literacy was simply a synonym for reading skill, it was typically measured in grade-level equivalents. In other words, an adult’s literacy skill was described as equivalent to reading at a grade in the kindergarten–12th grade system.

The National Assessment of Adult Literacy (NAAL) is a nationally representative and continuing assessment of English language literacy skills of American adults age 16 and older. The U.S. Department of Education’s National Center for Education Statistics (NCES) in the Institute of Education Sciences has conducted assessments of U.S. adult literacy since 1985.

The 2003 NAAL provides the first assessment of the nation’s progress in adult literacy since 1992. In addition to describing the status and progress of literacy in the nation and in each of the six participating states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma), the 2003 NAAL provides information about background factors associated with literacy, the skill levels of the least-literate adults, and the application of literacy skills to health-related materials. It seeks to: describe the status of adult literacy in the United States; report on national trends; and identify relationships between literacy and selected characteristics of adults

NAAL is a nationally representative assessment of the English literacy skills of Americans age 16 and older. The National Center for Education Statistics (NCES) has conducted assessments of U.S. adult literacy since 1985. The 2003 NAAL was the first assessment of the nation’s progress in adult literacy since 1992. It provides information about the status and progress of literacy in the nation as a whole and among key population groups, including the nation’s least-literate adults. The 2003 NAAL also provides the results of state-level assessments for six states that chose to participate in separate state assessments—Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma—and an assessment of literacy among the nation’s prison population.

The “main NAAL” assessment, as distinct from the new NAAL components described below, measures how well Americans perform tasks with printed materials similar to those they encounter in their daily lives at work, at home, and in the community. Such tasks might include, for example, balancing a checkbook (quantitative literacy), filling out a job application (document literacy), or finding information in a news article (prose literacy). NAAL provides separate prose, document, and quantitative literacy scores. The 2003 NAAL also, for the first time, produces a health literacy score, provides previously unavailable information about the basic literacy skills of the least-literate adults, and measures the English oral fluency of all respondents.

NAAL is designed to measure *functional* English literacy. The assessment measures how adults use printed and written information to adequately function at home, in the workplace, and in the community.

Since adults use different kinds of printed and written materials in their daily lives, NAAL measures three types of literacy—**prose, document, and quantitative**—and reports a separate scale score for each of these three areas. By measuring literacy along three scales, instead of just one, NAAL can provide more comprehensive data on literacy tasks and literacy skills associated with the broad range of printed and written materials adults use.

The 2003 NAAL assessment questions were developed to permit measurement of these three types of literacy

The NAAL uses four main literacy levels based on work done by the National Research Council’s Committee on Performance Levels for Adult Literacy:

Proficient means that someone can do complex activities such as comparing viewpoints in two editorials or interpreting a table about blood pressure and physical activity.

¹ The source for this section is the National Institute for Literacy <http://www.nifl.gov/nifl/faqs.html>.



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Intermediate means that a person can do moderately challenging tasks such as calculating the cost of an order from an office supply catalog or identifying a specific location on a map.

Basic means a person can perform simple and everyday tasks such as comparing the ticket price of two sporting events or understanding a pamphlet that describes how a person is selected for jury duty.

Below Basic indicates the lowest levels of performance such as signing a form or adding the amounts on a bank deposit slip.

There is also a fifth level for the population that is *nonliterate in English*.

How literate is the adult population?

Very few adults in the United States are truly illiterate. Rather, there are many adults with low literacy skills who lack the foundation they need to find and keep decent jobs, support their children's education, and participate actively in civic life. Thirteen percent of all adults had *Below Basic* prose literacy. This translates into 30 million adults with *Below Basic* prose literacy, meaning that these 30 million Americans cannot do much more than sign a form or search a simple document to find out what they are allowed to drink before a medical test.

The adults at the bottom of the *Below Basic* level did poorly on the easiest test questions. They represent three percent of the population. This three percent of the population corresponds to seven million adults. These adults were considered to be *nonliterate in English*. Another two percent of the population, or four million adults, could not take the test because of language barriers. Interviewers spoke both English and Spanish, but most of these adults spoke some other language. They also could not understand the interviewers when they tried to ask them about things such as their age and education. They are not included in the results. These four million adults, along with the seven million who did very poorly on simple test questions, are considered to be *nonliterate in English*. A total of 11 million adults were *nonliterate in English*.

Based only on adults who could be tested, 14 percent of adults are considered *Below Basic*. 30 million adults had *Below Basic* prose literacy. These adults can do no more than the most simple literacy activities.

Sixty-three million had *Basic* literacy. This means they are able to perform simple literacy activities such as understanding information in a pamphlet for prospective jurors.

Ninety-five million had *Intermediate* prose literacy. This means they can perform moderately difficult activities such as finding information in reference materials.

Twenty-eight million had *Proficient* literacy. This means they can perform complex and challenging literacy activities such as comparing viewpoints in two different editorials.

The number of adults with *Below Basic* literacy was similar on the document scale, but more adults had *Below Basic* quantitative literacy.

Project Read Client Support

Project Read focuses on individual needs, seeking to foster a more literate society. The reasons why someone did not learn to read are complicated, and there is no simple solution. However, Project Read clients respond well to *individualized tutoring* and *goal-oriented lessons*.

To better serve its clients, Project Read developed a proactive support system, which includes:

- Standardized assessment, intake system and screening for learning disabilities
- Staff supervised first meeting with a tutor and student
- One month follow-up call from office staff
- Monthly tutoring reports, submitted by tutors, with dates, time, materials covered, and goals/achievements
- Individual Education Plan and goal-setting meeting after six months of instruction
- Periodic reassessments to chart growth

Students and their family members, tutors, and volunteers also have access to Project Read's Technology Center. The computers are loaded with educational software. Staff and/or volunteers helps users navigate the system and computer classes available through the Provo City Library help students learn basic computer skills. Students may use the lab at any time to supplement their instruction.



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Project Read also offers semi-annual gatherings for Project Read students to get together, get to know one another, enjoy good food, and celebrate one another's successes. In addition, Project Read provides a Student Support Group that currently meets every other month (except over the summer) to allow students to meet with one another, share successes and frustrations, and realize they are not alone in their struggle to gain literacy skills. Support services are necessary for students to remain in the program until they reach their goals, such as obtaining or retaining employment, passing the GED, enrolling in higher education, becoming a citizen, passing the driver's exam, or reading to their children. Project Read also conducts tri-annual Invite a Friend Open House activities where students are encouraged to invite their friends and/or family members who also struggle with literacy, to come and learn more about the services we offer. This event is designed to recruit new students, but also allows students to meet one another and to feel a sense of unity as they bring in new students.

Demographics for Utah County

Project Read serves Utah County with an office in Provo, Utah. Project Read also has agreements with most of the libraries in the county so that tutors and students can meet there as well.

Estimates of Adult Literacy Levels, by city, based on 1990 and 2000 Census²

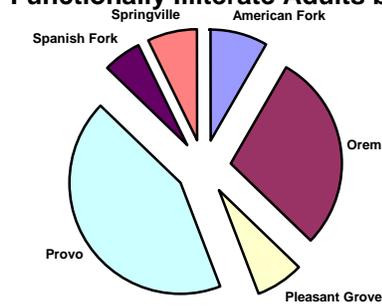
The results from the National Assessment of Adult Literacy (NAAL) have not yet been extrapolated to the state and local level. As such, the following results and estimates are from the 1992 National Adult Literacy Survey (NALS). The National Adult Literacy Survey found that 21 to 23% of adults 16 and older (40 to 44 million) demonstrated skills in the lowest level of prose, document, and quantitative literacy proficiencies. For example, they were able to total an entry on a deposit slip, locate the time and place of a meeting on a form, and identify a piece of specific information in a brief news article. Others were unable to perform these types of tasks, and some had such limited skills that they were unable to respond to much of the survey. Stephen Reder, of Portland State University, created Synthetic Estimates of Literacy for each state, county, congressional district, and city or town (<http://www.casas.org/lit/litcode/>). Utah County falls below the national average, yet the number of adults with the lowest skills is still shockingly high.

City	Population Age 16+	Functionally Illiterate Adults
Utah County	173,302	10% (17,330)
American Fork	9,630	12% (1,156)
Orem	40,378	10% (4,038)
Pleasant Grove	8,039	12% (965)
Provo	66,670	9% (6,000)
Spanish Fork	7,040	11% (774)
Springville	8,967	11% (986)

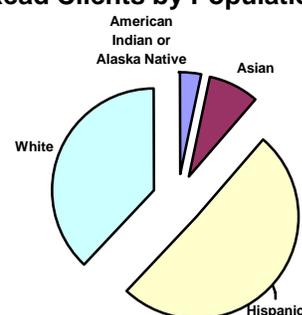
Information was not available for the following cities:

- | | | | |
|----------------|----------|------------------|----------------|
| Alpine | Genola | Mapleton | Vineyard |
| Cedar Fort | Goshen | Payson | Woodland Hills |
| Cedar Hills | Highland | Salem | |
| Eagle Mountain | Lehi | Santaquin | |
| Elk Ridge | Lindon | Saratoga Springs | |

Functionally Illiterate Adults by City



Project Read Clients by Population Group



2 Synthetic Estimates of Adult Literacy Proficiency by Stephen Reder, <http://www.casas.org/lit/litcode/>.

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Project Read Clients by Age and Population Group, FY2005 (1 July 2005 to 30 June 2006)

Age Group	American Indian or Alaskan Native	Asian	Native Hawaiian and Other Pacific Islander	Black or African American	Hispanic	White, not of Hispanic Origin	Total
Less than 16	0	0	0	0	0	0	0
16-18	0	0	0	0	1	0	1
19-24	1	1	0	0	0	8	10
25-44	0	5	0	1	23	13	42
45-59	2	1	0	0	17	9	29
60 and older	0	0	0	0	3	3	6
Total	3	7	0	0	44	33	88

City Populations by Population Group³

City	Total	Total Hispanic	One Race	White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Some Other Race	Two or More Races
Utah County	368,536	25,791	361,703	340,388	1,096	2,206	3,917	2,122	11,974	6,833
Alpine	7,146	114	7,045	6,960	13	14	21	12	25	101
American Fork	21,941	1,011	21,642	20,896	35	92	143	53	423	299
Cedar Fort	341	3	332	327	0	2	1	1	1	9
Cedar Hills	3,094	60	3,054	3,004	3	9	16	6	16	40
Eagle Mountain	2,157	67	2,125	2,083	7	8	7	1	19	32
Elk Ridge	1,838	60	1,811	1,746	0	5	4	14	42	27
Genola	965	78	956	893	0	7	4	0	52	9
Goshen	874	73	859	806	0	5	0	0	48	15
Highland	8,172	177	8,081	7,967	10	11	25	8	60	91
Lehi	19,028	569	18,788	18,206	47	110	89	82	254	240
Lindon	8,363	278	8,261	8,001	17	18	58	13	154	102
Mapleton	5,809	119	5,766	5,681	8	14	20	13	30	43
Orem	84,324	7,217	82,482	76,567	280	615	1,226	721	3,073	1,842
Pleasant Grove	23,468	1,069	23,116	22,330	68	90	126	92	410	352
Payson	12,716	864	12,547	11,956	16	49	48	30	448	169
Provo	105,166	11,013	102,600	93,094	486	846	1,924	882	5,388	2,566
Salem	4,372	122	4,330	4,244	3	4	6	12	61	42
Santaquin	4,834	414	4,768	4,425	8	30	8	3	294	66
Saratoga Springs	1,003	40	981	950	6	1	10	5	9	22
Spanish Fork	20,246	861	19,975	19,295	41	114	62	58	405	271
Springville	20,424	975	20,051	19,317	22	126	72	58	456	373
Vineyard	150	11	149	139	0	0	0	0	10	1
Woodland Hills	941	23	932	915	2	2	1	0	12	9

³ Source: U.S. Bureau of the Census Web site, June 2004.



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Interpretation of Data

The National Adult Literacy Survey found that adult literacy enrollment is about 1% nationwide. If Project Read served 1% of adults in Utah County who need services, the number would be approximately 173. Project Read, as a small nonprofit, is capable of serving this number of students. However, Project Read also focuses on the quality of client support, with an annual retention goal of 75%. Retention is defined as being an active student/tutor pair for the entire fiscal year, or by remaining in the program to the end of the fiscal year if the match was made after the fiscal year started. Retention is also counted when clients graduate from the program because they met their goals.

Staff Function

Currently, four part-time employees provide the following job functions:

Program

- Assessments and learning disabilities screenings
- Re-assessments
- Matching students and tutors
- First Meetings
- Individual Education Plans
- Client support
- Tutor support

Administrative Support

- Data entry
- Bookkeeping
- Reporting
- Scheduling assessments, reassessments, and first meetings
- Directing calls
- Mailings and bulk mailings
- Ordering materials and supplies

Volunteer Training

- Scheduling workshops
- Registering tutors (mailing applications, reviewing applications and calling references)
- Training tutors

Special Projects

- Serving as a liaison to other collaborative agencies
- Providing statistics, receiving statistics, and reporting to appropriate person(s) and agencies
- Attending or setting meetings

Fundraising

- Writing grant applications
- Making fundraising calls
- Sending out materials
- Working with board of trustees
- Providing support and planning for special events

Public Relations

- Speaking to other organizations
- Speaking with the media, providing stories, training volunteers and students to speak
- Attending community meetings

Board Relations

- Maintaining contact with current board members
- Interviewing potential new board members

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- Ensuring that board members are informed of pertinent information
- Attending board and committee meetings and providing materials for meetings

Current Staff

The following is a list of staff members and their areas of responsibility:

- Director (part time): Program, Volunteer Training, Special Projects, Fundraising, Public Relations, Board Relations
- Program Coordinator (part time): Program, Special Projects, Fundraising, Public Relations, Board Relations
- Office Manager (part time): Program, Administrative, Volunteer Training, Special Projects
- Volunteer Coordinator (part time): Program, Administrative, Volunteer Training, Special Projects

In order to provide a high level of services, the following positions should be in place:

- Development Office or Director (part time or full time)

Volunteers are the lifeblood of Project Read. Project Read could not fulfill its mission without the help of almost 200 dedicated volunteers each year. Volunteers help teach students, train tutors, and recruit volunteers and students. Volunteers also help with public relations, office tasks, and grant writing. The agency board members are also volunteers.

Number of Clients to be Served

In Fiscal Year 2006, Project Read served 88 students. In Fiscal Year 2007, Project Read seeks to serve 100 students. At the beginning of Fiscal Year 2007, 35 students were active, so Project Read will need to add 60 new students *and* tutors.

Unfortunately, the number of clients Project Read is serving has seen a steady decline over the past several years. This can be attributed to several factors, including but not limited to the following:

1. Stricter admittance policies (Project Read has imposed stringent policies regarding the English speaking proficiency of non-native English speakers as well as enforcing progress policies as well).
2. Increased number of students achieving goals and/or graduating from the Project Read program (see below—as students achieve the literacy goals they have set for themselves, they often find they are no longer in need of the services Project Read provides and move on to other educational opportunities).
3. New testing procedures (since Project Read started using the TABE in September 2004, it has seen a marked increase in the number of students who “test out” of the program—either not qualifying initially or qualifying for graduation from Project Read).

A group of BYU MPA students conducted a needs assessment and found the following information. The top five reasons why students stop participating in Project Read are:

1. Lack of interest
2. Student moved
3. Conflict with time and/or location of services
4. Student was too busy
5. Illness/incapacity

The research team recommended (1) using marketing techniques that may attract more students and increase retention (e.g. marketing the program through local businesses, particularly through businesses that employ the type of people most likely to need literacy training); and (2) improving the information available upon which to make marketing and retention strategy decisions (e.g. improved exit interviews—accelerate the process of contacting students who have missed tutoring sessions and obtaining contact information for family members and/or friends of Project Read students).

Project Read staff is in the process of putting together a student recruitment/retention plan, and these recommendations will be taken into consideration.

Project Read will seek a 15% increase in students and tutors in subsequent years, focusing 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.



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Client Progress

During FY2006, 69 percent of the Project Read students who were retested using the Test of Adult Basic Education (TABE) increased their skills in either reading or writing (45 percent increased one or more educational functioning level). This compared to 48 percent of Project Read's clients who increased one or more Educational Functioning Level (EFL), as determined by the Test of Adult Basic Education (TABE) in FY2005. The slight decrease in the percent increasing one or more EFL may be a result of time constraints placed on the students being tested this year. Please refer to the Annual Report for more information regarding student level gains and goals achieved.

Student Goals for FY2006

In FY2006, 64 percent of Project Read's students achieved their goals, compared to 63 percent in FY2005, 44 percent in FY2004, 31 percent in FY2003 and 23 percent in FY2002. Project Read did not meet its goal of having 79 percent of its students achieve their goals in FY2006, so Project Read will lower its goal slightly for FY2007 to 74 percent (a 15% increase from FY2006). In addition, Project Read will continue to reassess its students on a regular basis.

Changes Completed in FY2006

Streamlined Organization Structure: The Project Read Board of Trustees has continued to build on the work that was done last year as a result of the separation from the Mountainland Literacy Coalition. Project Read filed its first Form 990 with the IRS, had its first compilation conducted by an independent auditing firm, and met all other reporting requirements for an independent nonprofit.

Project Read Payson: After careful consideration, the Project Read Board of Trustees decided to close the Project Read Payson Office, although continued efforts have been made to serve clients in southern Utah County. Project Read maintains close partnerships with the Payson Library and Spanish Fork Department of Workforce Service. Project Read also enjoys continued community support in southern Utah County and has been able to serve a similar number of students thus far.

Vision Statement: The Project Read Board of Trustees voted on a vision statement for Project Read: Changing Lives Through Literacy. This encapsulates what Project Read is trying to accomplish and the impact it has on the lives of its students.

Outreach: This past year, Project Read hired a program coordinator whose main focus is overseeing the public relations effort, which includes an ongoing public awareness campaign for both Project Read and the local literacy effort, as well as developing and maintaining community partnerships, which includes actively networking with surrounding communities to provide literacy training, coordinating and developing outreach sites, and working closely with other service agencies in Utah County as well as other adult literacy programs. Her efforts have increased networking with other local agencies and enhanced existing relationships with the Department of Workforce Services, the Utah State Office of Rehabilitation, the Boys & Girls Club, both the BYU and UVSC Centers for Service and Learning, etc. that have resulted in continued student and volunteer referrals. New relationships have been developed with LDS Employment Services and Danville Services of Utah County. She has also worked closely with the Hispanic community to build the Project Read Spanish Literacy program.

The Literacy Link: Project Read's most recent Public Relations project has been the development of a new quarterly newsletter targeted to "Friends of Project Read," donors, and supporters. The newsletter is designed as to be an inspiration to businesses and professionals in Utah County to continue, or begin, financial and in-kind support of Project Read. Project Read appreciates the assistance of a public relations volunteer from BYU in creating this newsletter.

Improved Tutor Orientation/Training: This year Project Read enhanced its Tutor Orientation/Training system so that tutors receive more extensive training before meeting with a student for the first time.

Volunteer Handbook: In conjunction with the improved tutor orientation/training system implemented, Project Read expanded the volunteer handbook created last year to include a training component with essential information a tutor will need to know before meeting with a student for the first time (e.g. goal setting and lesson planning).

Student Recruitment: Project Read utilized the services of a group of BYU volunteers who conducted a survey of a sample of current Project Read students and found that an effective source of new student referrals is current Project



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Read students. As a result, Project Read plans to hold “Bring a Friend” referral meetings three times a year in January, May, and September.

Fundraising: Project Read also had a group of BYU volunteers who worked on fundraising in two different capacities. The first group collected 111 gift certificates with a total value of \$390. These gift certificates are used to recognize the efforts of Project Read volunteers and students throughout the year. Another group promoted Project Read at local Smith’s grocery stores through the Earn & Learn program. When customers sign up their Fresh Values Card and designate Project Read as their educational institution of choice, a percentage of their purchases is donated to Project Read. Project Read’s earnings have increased tenfold through their efforts, and in the last quarter it received the maximum allowable donation through the Smith’s Earn & Learn program (\$1,800/quarter).

Inventory: With the help and inspiration of a group of BYU volunteers, the Project Read staff has been organizing, labeling, and updating the Project Read inventory. The staff created and implemented a policy for inventory procedures that will ensure better tracking and maintenance of the Project Read Library. Project Read has also received extra funding this fiscal year that will be used to enhance the library with additional tutoring materials and adult interest pleasure reading books. A wish list has also been created on Amazon.com that potential donors can access when purchasing books for in-kind donations.

Staff Development: The Project Read Director, with input from the staff, put together a staff development plan to ensure that the Project Read staff is up to date and current on all Project Read policies and procedures, current best practices for nonprofit organizations and literacy providers, and current literacy and pedagogical research and theory. The staff meets on the second and fourth Friday of every month to cover a staff development topic and work on accreditation.

Book Group: Project Read implemented a quarterly book discussion group. The book is announced in the monthly Project Read newsletter, *The Candlestick*, and then tutors and students have a couple months to read the book together before coming to the discussion group held at the Project Read Office to discuss the book with other tutors and students.

Changes Planned for FY2007

Streamlined Organization Structure: The Project Read Board of Trustees is working toward independence from the Provo School District as of 1 July 2006. In addition to serving as Project Read’s fiscal agent, the Provo School District has served as an employee leasing group for Project Read. A group of UVSC students is helping the Project Read director put together a new system including the use of a payroll company, analysis of benefit packages, etc. They will also help revise the Project Read Personnel Manual to reflect its new independent status. In addition, the Project Read Director and Board of Trustees has been working to put together a policies and procedures manual to protect Project Read from any mismanagement.

Institutional History, Transparency & Governance: Building an organization committed to the highest ethical standards demands more than just following the law: it also requires fostering practices that create an environment of transparency, accountability, and integrity. The Project Read Director has been working to put together an institutional history to facilitate program stability in case of staff turnover, new board members, audits, etc. An institutional history will also help with contingency planning, business continuity planning, consistent policies, controls, and avoiding missed deadlines. Along with the institutional history, Project Read is trying to be more transparent by allowing its donors, volunteers, and staff easy access to key documents such as vision and mission statements, statement of values and code of ethics, form 990, etc.

Board Training: As a result of the split from the Mountainland Literacy Coalition, Project Read has a fairly new and inexperienced Board of Trustees. As such, the Project Read Director has been putting together training materials including basic information about Project Read and its services as well as general information about board service and responsibility.

Needs Assessment: A group of BYU MPA students has decided to undertake a needs assessment to address the question of the declining number of students accessing Project Read’s services. First, the needs assessment will look at the number of student Project Read is currently serving (and has been serving over the past five years) and compare it with similar programs in counties of similar population and demographics. This will give some indication



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of whether Project Read is meeting the need in the community (i.e. serving the number of students likely to have need). Second, the needs assessment will look at the exit information Project Read has collected (and collect any incomplete data) regarding reasons students have given for leaving the program to confirm the most prominent reasons for leaving. This would give some indication of whether the program is serving the needs of the clients after they enter the program. They will also help Project Read finish developing its exit interview. The needs assessment will identify any “red flags” in terms of student attrition and possibly some good strategic ideas in terms of attracting students and volunteers (through benchmarking with other programs).

Accreditation: This year, Project Read is continuing to move toward its goal of national accreditation through ProLiteracy America Accreditation, which is the only national accreditation system in the adult education and literacy field. National accreditation will help facilitate long-term stability, enhance credibility in the community, and increase public recognition of Project Read’s services. It provides a recognizable stamp of quality for local literacy providers. Project Read is going through a process of comprehensively evaluating its strengths and weaknesses and bringing about continuous improvement of operations. Accreditation assures students, volunteers, employees, funders, and the community at large that the organization implements high-quality services within a sound management framework.

TABE Upgrade: This year, Project Read will start using the Test of Adult Basic Education (TABE) version 9 & 10 (an upgrade from version 7 & 8 that Project Read currently uses). TABE 9 & 10 is a national norm-referenced test designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. The test measures reading, language, vocabulary, language mechanics, and spelling skills. This test is approved by the Utah State Office of Adult Education and is a more accurate measure of the skills of Project Read students.

Tutor Mentor Program: Project Read is working with its training committee to set up a tutor mentor program wherein seasoned volunteer tutors will mentor novice tutors extensively for the first month and then serve as a resource and referral source for the tutors throughout their tutoring experience with Project Read.

Online Web Forum: Project Read is working with a volunteer to design an online web forum or listserv where tutors can communicate with each other, pose questions, and post answers to support one another through the volunteer tutor process.

Improved Tutor Orientation/Training: Two UVSC service learning volunteers are reviewing the current tutor training and new tutor/student orientation system to suggest changes to enhance and improve the value and effectiveness of these meetings.

Student Referral Program: As a result of the student recruitment survey mentioned above, Project Read plans to hold “Bring a Friend” referral meetings three times a year in January, May, and September.

Student Recruitment Report/Plan: The Project Read Program Coordinator is in the process of developing a written student recruitment plan, including, but not limited to, a written plan for the internal student referral plan mentioned above, as well as a list of key organizations with whom Project Read needs to continue to collaborate. Project Read is also updating its written student intake plan to ensure accurate and consistent procedures.

Student Support: A group of volunteers from BYU are conducting a survey of current Project Read students regarding their interest in a Student Support Group and topics they would be interested in covering. Project Read looks forward to receiving the results of the survey and implementing new ideas to revitalize the currently poorly attended Student Support Group.

Speakers Forum: Project Read is developing a speakers’ forum to help Project Read students feel more comfortable speaking at community outreach events, grant presentations, etc. Current Project Read students and graduates will then be used as “champions of literacy” as they tell their story and spread the word about Project Read and adult literacy.

Student Portfolios: The Project Read staff is helping tutors recognize the importance of keeping a portfolio of student work. This serves as an excellent benchmark for students to see where they’ve been, where they are, and where they want to go. The staff hopes to collect student writing samples twice a year to keep in their file, share in the newsletter, etc.



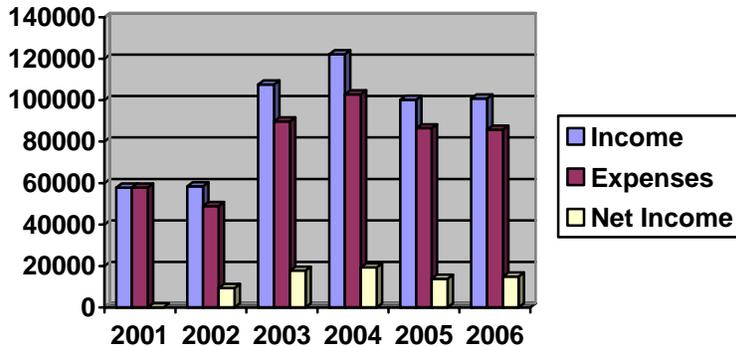
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Project Read Financial Resources

The chart below demonstrates Project Read's financial growth since 2001.

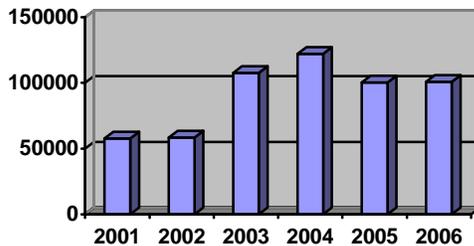
**Income, Expenses and Net Income Fiscal Year
2001 to 2006**



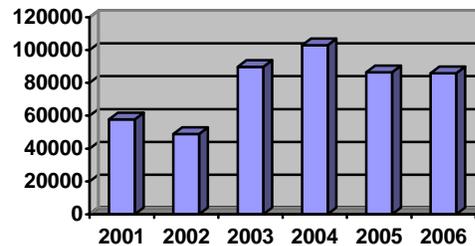
Use of Resources

The following graphs demonstrate how Project Read has improved its financial position since 2001:

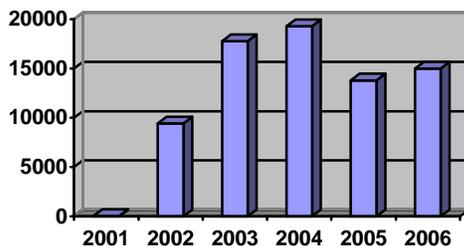
Total Revenue



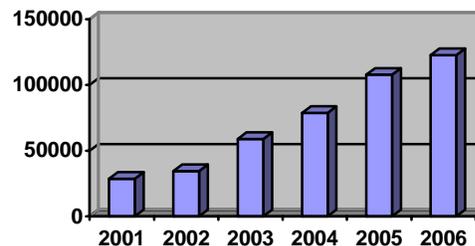
Total Expenses



Net Income/Loss



Unrestricted Net Assets



Financial Accomplishments for the Organization

- FY2005 Goal: Annual commitment of placing \$10,000 a year in an endowment fund, without touching the principle; build the endowment to contribute 10% of annual operating expenses. Report: This year, Project Read placed \$14,977.40 in its endowment fund—150% of its goal. The endowment is not yet enough to contribute 10% of annual operating expenses, but it is growing.



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- FY2005 Goal: Corporate support currently provides 8% of annual cash income. Next year, corporate support should provide at least 15% of annual income. Report: This year corporate support provided 11.8% of annual cash income—a 3.8% increase over last year, although not the 15% we hoped for.
- FY2005 Goal: Increased diversification of fundraising sources, decreased reliance on grant funds. Report: Corporate and individual contributions have increased, leading to a decrease in reliance on grant funds; however, more can still be done.
- FY2005 Goal: All board members become actively involved in fundraising efforts. Report: This is an area that still needs to be addressed.
- FY2005 Goal: Creation and support of bi-annual gala event. Report: We have not created this event yet, but it is scheduled to be discussed at the August 2005 Strategic Planning Meeting.

Financial Goals for the Organization

- Annual commitment of placing \$10,000 a year in an endowment fund, without touching the principle; build the endowment to contribute 10% of annual operating expenses.
- Corporate support should provide at least 15% of annual income.
- Increased diversification of fundraising sources, decreased reliance on grant funds.
- All board members become actively involved in fundraising efforts.
- Creation and support of bi-annual gala event.

Community Support/Linkages

Provo City Library: Donation consists of a beautiful space in the new library at Academy Square, including furniture, bookshelves, filing cabinets, and storage space. Services donated include office and tutoring space for Project Read, phone, fax, electricity, and Internet access.

Orem & Payson City Libraries: Project Read students are given priority for the space available for tutoring.

Provo & Alpine School District: Project Read collaborates with the adult education programs for both school districts.

Center for High School Studies: Students who are prepared for high school courses are referred to this school. The school also refers low-level readers to Project Read. Project Read also participates in Graduation Ceremonies with the Center for High School Studies.

Mountainland Regional Learning Center: Students who are prepared for high school courses are referred to this school. The school also refers low-level readers to Project Read.

United Way Volunteer Center: A number of volunteers have become tutors with the help of the Volunteer Center, as well as the Information and Referral Center at United Way. Project Read is also involved in the Connections Council and the Service Council.

ESOL Adult Program: Project Read and the ESOL Adult Program serve as reference and referral sources for one another. They have also coordinated to create a Spanish Literacy program whereby native Spanish speakers are taught basic literacy skills in Spanish before attempting to learn them in English. A representative from the ESOL Adult Program also serves on the Project Read Board.

Community Learning Centers: Coordinates funding for the GEAR UP and 21st Century grants, which allow Project Read to provide literacy services at schools in the Provo School District.

Department of Workforce Services: Clients of DWS who need literacy skills for employment are often referred to Project Read.

Brigham Young University (BYU) Center for Service and Learning: The Center for Service and Learning helps recruit and track volunteer tutors for Project Read. They also send service-learning volunteers to help Project Read with everything from organizational management to web site design to student recruitment.



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Utah Valley State College (UVSC) Center for Service and Learning: The Center for Service and Learning helps recruit and track volunteer tutors for Project Read. They also send service-learning volunteers to help Project Read with everything from organizational management to human resources consulting to training analysis.

Deseret Industries: Deseret Industries employees are tutored by Project Read volunteers as part of an on-site work-release program.

WIA Youth Services: This program for at-risk youth refers clients with low reading and writing skills to Project Read for assistance.

Timpanogos Community Network (TCN): The TCN is a source of referrals for Project Read, in addition to providing community connections to other non-profit organizations, businesses, and community activities.

Corporate Alliance: Project Read partners with Corporate Alliance to identify businesses in Utah County that are interested in supporting literacy through donations (cash or in kind), volunteer support, student referrals, etc.

Utah State University Extension: Project Read has coordinated with the Utah State University Extension for computer resources, online training, and recruitment efforts.

Mexican Consulate and Even Start: Project Read partners with the Mexican Consulate to receive materials and training for the Spanish Literacy Program. An Even Start program in Orem has started a similar Spanish Literacy Program and refers adults it cannot serve to the Project Read program.

Family Literacy Centers, Community Action, Food and Care Coalition, the Gathering Place, Recreation for All Handicapped, Community Health Connect, Boys & Girls Club, Mountainland Head Start, Family Support and Treatment Center, Utah County Health Department, MATC, Wasatch Mental Health, LDS Employment, Centro de La Familia/Migrant Head Start, and Vocational Rehabilitation: All of these agencies serve as referral sources for Project Read. Project Read also refers many of its students to these agencies.

Public Relations/Outreach

Increased public relations and outreach will have a positive impact on fundraising and services. As the agency grows, so must the number of staff members and volunteers serving clients. In turn, policies and procedures must be in place in order for the agency to grow in a positive manner.

Project Read studies have shown that new students are found primarily through word-of-mouth referrals. We work continuously with other local agencies, organizations, and businesses to promote community awareness and encourage employees/members to refer their clients, friends and family to our program.

Reports compiled this year show that our greatest resource for finding new students is those individuals who are directly involved with Project Read: students, tutors, staff, and board members. Apart from making presentations and creating networks within the community we have also been developing and refining our Invite a Friend Open House events throughout FY2006 in order to obtain more of these referrals.

Our reports also show that new students are referred to us regularly from other local organizations. The Program Coordinator works to create relationships with local organizations (those that serve our target population) and to maintain those relationships each year in order to encourage student referrals. This is done through personal visits and presentations to staff in order to educate organizations about Project Read services.

Staff Development

Project Read will provide professional development opportunities for its staff and volunteers. Professional opportunities may include: classes, in-services, conferences, and specialized training. Each staff member will complete an annual professional development plan, which will be reviewed by the Executive Director and the Executive Committee for final approval. Staff members will then be allotted a specific amount for professional development in the annual budget. Staff development will enable Project Read to improve the services it provides to its constituency. For example, a staff member could be trained to screen for learning disabilities, which would enable him or her to devise ways of working with individual disabilities.



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Board Development

The Board of Trustees will be evaluating its effectiveness and looking for areas of improvement. In 2004, Project Read applied for its own 501(c)3 status and a new Board of Trustees was created. This board could create the position of Board Enrichment Chair and a committee to replace a Nominating Committee. The Board Enrichment Committee would be responsible for identifying and cultivating new board members, providing orientation, and offering educational opportunities. The committee would maintain a board matrix identifying specific skills, interests, and experiences needed for Project Read. The board matrix would be used to fill gaps in the new board, such as legal experience or accounting experience. This committee would develop and review job descriptions for board members in general, for officers, and for committees. The Board Enrichment Committee could also evaluate individual attendance and compliance with other board responsibilities; Board Enrichment Committee members would be responsible for contacting absent members or those who have not made their annual financial contribution. Finally, the Board Enrichment Committee would periodically review the bylaws, the mission of the organization, and evaluate the Board of Trustees on an annual basis.

The Board of Trustees will continue to seek out diversity in its representation, seeking members whose unique experiences will enhance the work of the organization and the people it serves. Diversity includes, but is not limited to: age, sex, ethnicity, education, occupation, religious affiliation, and national origin.