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**PROJECT READ**  
*Changing Lives Through Literacy*

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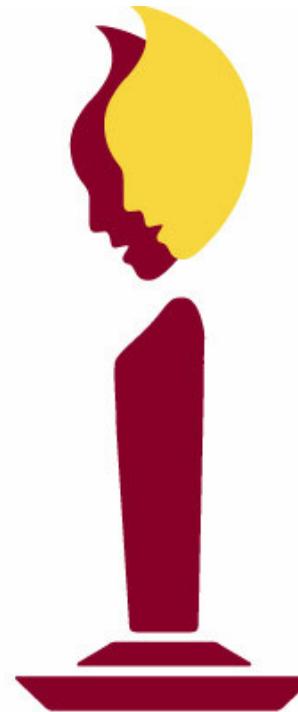
## THE MISSION

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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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# Project Read



**Adult Literacy  
Program**

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FY2007 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 low-cost 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.

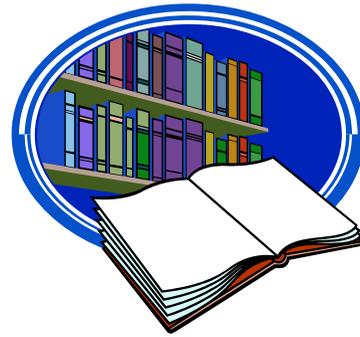


## THE HISTORY

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 thousands of adults cannot perform basic functions such as writing checks, reading instructions on medicine, getting a driver's license, or finding an address. "It can't be emphasized enough that there is a huge impact on this country when many people cannot read or write well," said Robert Wedgewort, President of ProLiteracy Worldwide. "We've seen that adults with lower literacy levels do not generate significant incomes. This can cause a decline in personal income per capita, which will, in turn, have a significant impact on the tax bases of many states. Accordingly, there is a higher need for public assistance among low literate adults than for individuals with stronger literacy ability."

"One adult unable to read is one too many in America," said U.S. Secretary of Education Margaret Spellings.

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 almost 100 students this past year to combat the cycle of illiteracy in Utah County. This report details its successes.

## VOLUNTEER CONTRIBUTION

Without a doubt, volunteers are the lifeblood of Project Read. Project Read could not fulfill its mission without the help of the 122 dedicated volunteers this year who helped teach students, train tutors, and create a mentor program for tutors. Volunteers also helped with fundraising, public relations, web site and technical support, creating a speakers' forum, and general office tasks. Project Read board members are also volunteers.

VOLUNTEER ACTIVITY	HOURS SPENT
Tutoring	4,515.50
Other Activities	646.50
<b>TOTAL</b>	<b>5,162.00</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 2007, Project Read served 71 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	5
Retain Employment	22
Enter Better Employment	3
Receive a Raise	5
Placement in Postsecondary Education/Training	2
Graduate from Provo College	1
Achieve Citizenship Skills	1
Achieve work-based goal	2
Achieve other literacy goal	25
<b>TOTAL</b>	<b>66</b>

During FY2007, 55 percent of the Project Read students who were retested using the Test of Adult Basic Education (TABE) increased their skills in either reading or

*"I was twenty when I started learning the alphabet. I knew that I had to go back to school to learn to read and write, because my two children always want me to read to them and also help them with their homework. I thought that by learning to read and write I could get a better job. . . [My tutor] always encourages me to not give up on myself. Right now, I am doing much better than before. Thank you, Project Read!"*

*-Heather Garcia, Project Read Student*

language. In addition, in FY2007, 56 percent of Project Read's students achieved their goals, compared to 64 percent in FY2006, 63 percent in FY2005, 44 percent in FY2004, 31 percent in FY2003 and 23 percent in FY2002.

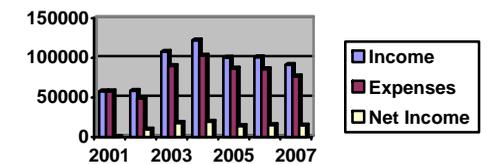
*"Project Read has changed my life for the better. Project Read give me hope not to give up!"*

*-Delano Gardner, 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 quadrupled since 2001.

Income, Expenses and Net Income  
Fiscal Year 2001 to 2007



## Fundraising

Project Read relies on grants, corporate sponsorships, and individual donations to continue offering its services for a minimal fee. 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.