



# PROJECT READ

*Changing Lives Through Literacy*

## FY2010 ANNUAL REPORT

### Overview

In the United States, an estimated 30 million people over the age of 16 read no better than the average elementary school child. Worldwide, nearly 800 million adults are illiterate in their native languages; two-thirds of them are women. Yet the ability to read and write is the basis for all other education; literacy is necessary for an individual to understand information that is out of context, whether written or verbal. Literacy is essential if we are to eradicate poverty at home and abroad, improve infant mortality rates, address gender inequality, and create sustainable development. Without literacy skills—the abilities to read, to write, to do math, to solve problems, and to access and use technology—today’s adults will struggle to take part in the world around them and fail to reach their full potential as parents, community members, and employees.

Project Read served over 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 181 dedicated volunteers this year who helped teach students and train tutors. Volunteers also helped with fundraising, public relations, web site and technical support, web site redesign, and general office tasks. Project Read board members are also volunteers.

VOLUNTEER	HOURS
Tutoring	3,584.00
Other Tutor-Related Activities	1,429.25
Other Activities	1,083.75
<b>TOTAL</b>	<b>6,097.00</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 2010, Project Read served 112 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.

During FY2010, 94 percent of the Project Read students who were retested using the Test of Adult Basic Education (TABE) increased their skills in either reading, language, or math. In addition, in FY2010, 70 percent of Project Read’s students achieved at least one literacy-related goal (see table on following page), compared to 72 percent in FY2009, 74 percent in FY2008, 56 percent in FY2007, 64 percent in FY2006, 63 percent in FY2005, 44 percent in FY2004, 31 percent in FY2003 and 23 percent in FY2002.

550 N. University Avenue, Suite 215 • Provo, Utah 84601 • [www.project-read.com](http://www.project-read.com)

Phone: (801) 852-6654 • Fax: (801) 852-7663 • [project\\_read@provo.lib.ut.us](mailto:project_read@provo.lib.ut.us) • Contact: Shauna K. Brown

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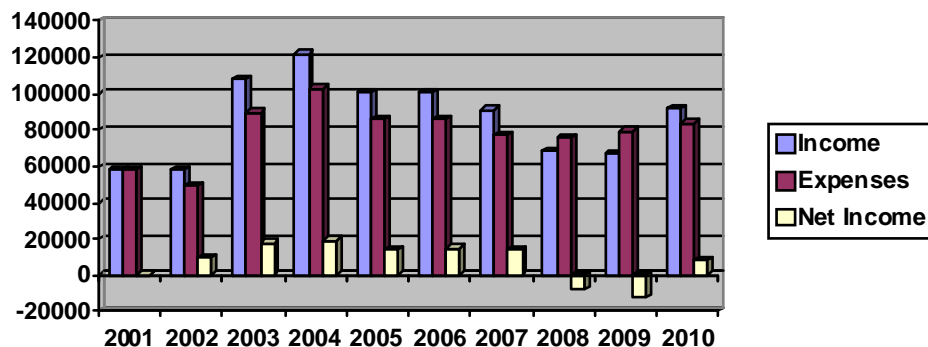
## FY2010 ANNUAL REPORT

Goal	Number Achieving Goal
Students entering employment	11
Students retaining employment	55
Students improving employment	2
Students receiving a raise	1
Students purchasing home	1
Students achieving level gains	39
Students placed in postsecondary education/training	8
Students passing the TOEFL	1
Students obtaining a driver's license	3
Students selling car	1
Students graduating from Project Read	4
<b>Total</b>	<b>126</b>

### 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. Sound financial management has allowed Project Read to accumulate a reserve of unrestricted net assets that Project Read was able to draw upon in lean economic years. This year Project Read was able to once again add its financial reserve.

Income, Expenses and Net Income Fiscal Year 2001 to 2010



### 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.

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## FY2010 ANNUAL REPORT

### Volunteer Hours Contributed

Volunteer Activity	Number of Volunteers	Hours Spent
Tutoring (English Literacy)	121	4,991.50
Tutoring (Spanish Literacy)	2	21.75
Web site/technical support	5	275.00
Books on CD	1	177.00
Health literacy	1	150.00
Office tasks	14	109.25
Board meetings	12	108.50
Public relations	3	72.00
Spelling Bee	16 (8)	60.00
Holiday party	5	53.00
Smith's Earn & Learn	5	50.00
Goal research	1 (1)	10.00
Transition program	1	10.00
Financial literacy	1	5.00
Training/orientation/workshops	3 (2)	4.00
<b>Total</b>	<b>181**</b>	<b>6,097.00</b>

\*( ) indicates number of volunteers in this category duplicated elsewhere in the count.

\*\*Unduplicated count.

### Student Level Gains

Level Growth	Decrease	No Change	0-0.9	1-1.9	2-2.9	3+	Totals
0-1.9	-	-	-	-	-	2	2
2-3.9	-	-	2	2	3	3	10
4-5.9	2	-	6	1	1	8	18
6-8.9	1	-	-	4	3	12	20
<b>Totals</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>25</b>	<b>50</b>

### Goals Achieved

Goal	Number Achieving Goal
Students entering employment	11
Students retaining employment	55
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<b>Total</b>	<b>126</b>

**Project Read served a total of 112 students and utilized the services of 181 volunteers  
We could not do it without you!**

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## FY2010 STUDENT DEMOGRAPHICS

### Employment Status

Employment Status	Number of Students	Percentage
Employed—Full	27	24%
Employed—Part	23	21%
Not in the Labor Force	29	26%
Unemployed	33	29%

### Household

Household	Number of Students	Percentage
Dependent	7	6%
Head: 2 Parent	46	41%
Head: No Dependents	20	18%
Head: Single Parent	13	12%
Living Alone	18	16%
Group Quarters	8	7%

### Income Level

Income Level (for 1 person)	Number of Students	Percentage
30% (<\$13,200)	52	46%
Very Low (\$13,201 – \$22,000)	24	21%
60% (\$22,001 – \$26,400)	11	10%
Low/Moderate (\$26,401 – \$35,200)	11	10%
Above Poverty (\$35,201+)	14	13%

### City

City	Number of Students	Percentage
Genola	1	1%
Orem	25	22%
Payson	1	1%
Pleasant Grove	1	1%
Provo	76	68%
Spanish Fork	2	2%
Springville	6	5%

### Age/Ethnicity/Gender

Age Group	Ethnicity/Gender										TOTAL
	American Indian or Alaska Native		Asian or Pacific Islander		Black not of Hispanic Origin		Hispanic		White not of Hispanic Origin		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16–18	0	0	0	0	0	0	1	0	0	0	1
19–24	0	0	1	5	0	0	2	2	1	1	12
25–44	0	0	3	13	0	0	12	24	7	6	65
45–59	0	0	0	4	0	0	9	7	5	2	27
60+	0	0	0	0	0	0	1	3	3	0	7
<b>TOTAL</b>	<b>0</b>		<b>26</b>		<b>0</b>		<b>61</b>		<b>25</b>		<b>112</b>
<b>Males: 45 / Females: 67</b>											

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## FY2010 ACCOMPLISHMENTS

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### **Changes Completed in FY2010**

*New Web Site:* Project Read launched a newly-designed website, [project-read.com](http://project-read.com). The dramatically redesigned site, created by a volunteer team from Utah Valley University's Digital Media Department, embodies Project Read's forward-thinking vision and commitment to the growing needs of its students. Based on research within the program, it now offers streamlined searching and more intuitive navigation, expanded multimedia related to tutoring low-literate adults, rich content provided by staff and other literacy professionals, and health literacy lessons accessible to a global audience of all ages and backgrounds. Project-Read.com aims to extend the reach of Project Read's programs by serving an audience of volunteer tutors, students, donors, literacy professionals, and community members. The Project Read blog is now integrated in the web site and features tips on teaching reading and writing, as well as tools to allow students to take advantage of online resources available to them.

*Health Literacy Initiative:* Literacy sometimes describes a person's facility with or knowledge about a particular topic (e.g., "computer literacy"). In that context, "health literacy" is a set of skills that constitute the ability to perform basic reading and math tasks for functioning in the health care environment and acting on health care information. The U.S. Department of Health and Human Services has found that low literacy "may impair functioning in the health care environment, affect patient-physician communication dynamics, and inadvertently lead to substandard medical care" (2009, <http://www.ahrq.gov/>). It is also associated with poor understanding of written or spoken medical advice, adverse health outcomes, and negative effects on the health of a population. Given that low literacy may affect health and well-being negatively, "Health Literacy Mini-Lessons" have been added to the Project Read curriculum. In addition to providing free health literacy lessons in person over the last few months, our Health Literacy intern, Kelsey Perry, has been hard at work developing mini health literacy lessons on a variety of topics: Health Professionals, Emergency Care, Regular Checkups, Health History Forms, Medicine, Reading Labels, Health Insurance, Nutrition, Chronic Diseases, Environmental Health, Alternative Household Solutions, Reproductive Systems, Minority Women's Health, and Maternity Health. Each lesson plan comes with supplemental vocabulary, materials, and activities suited to the topic. The lessons can be adjusted according to the level of the student, and they are all thorough, well-organized, and user-friendly. The material is applicable to everyone; tutors may even end up studying the information for themselves!

*Accreditation:* This year Project Read applied and its application was accepted for accreditation through ProLiteracy America. The site review will be this fall at which time Project Read hopes to be an accredited organization through 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.

*Spelling Bee Fundraiser:* Project Read hosted its third annual spelling bee fundraiser to raise literacy awareness and funds for Project Read. Community members gathered for an afternoon of friendly competition and community spirit in September. The winning team, "The Mnemonic Mamas," coasted past other teams to win the competition and help raise funds for Project Read.

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## FY2010 ACCOMPLISHMENTS, CONT.

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*Legal Compliance Checklist:* A board evaluation survey found that several board members were only “somewhat confident” that Project Read complies with federal, state, and local regulations. In response, the Project Read director put together a two-part checklist addressing legal compliance. The first part addresses federal, state, and local requirements for running a nonprofit organization in Provo, Utah. The list also includes approximate due dates and costs. The second part addresses grant requirements and timelines for various grant applications. Now staff & board members know exactly where Project Read stands in terms of legal compliance at any given time.

*GoodSearch Toolbar:* Project Read has a new toolbar available through GoodSearch. It is free to download and allows supporters to raise money for Project Read every time they search or shop online. Once added to Internet Explorer or Firefox, each time a person shops at more than 1,300 stores (from Amazon to Zazzle!) a percentage of the purchase is automatically donated to Project Read—at no cost to the shopper (and s/he may even save money because the toolbar provides coupons and deals as well). The toolbar also has a search box, and every time supporters search the Internet using the toolbar, about a penny is donated to Project Read.

*Spanish Literacy:* Project Read has streamlined its program by partnering with the Centro Hispano to offer Spanish Literacy services. Project Read tutors will now exclusively focus on English literacy skills, while a trained teacher from Centro Hispano will teach Spanish literacy classes to interested students.

*Blog:* Last year, Project Read created informational blog about Project Read designed to target current and potential Project Read supporters. This year, the staff created a blog targeted at Project Read volunteers, specifically tutors—a place where they can interact online—asking questions, sharing answers, experience, frustrations, and successes. Blogs will greatly enhance Project Read’s ability to stay connected with its tutors, students, and supporters as well as enhance the educational experience available through Project Read.

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## FY2011 PLANS

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### Changes Planned for FY2011

*Tutor Observations (Mini/Extended/Informal):* Project Read staff members plan to observe one full tutoring session for each tutoring pair each year in addition to two “mini” observations of 10 to 15 minutes each and informal observations of tutoring sessions occurring in the Project Read office. This gives staff members an opportunity to observe what goes on in tutoring sessions as well as offer suggestions for “best practices” and glean ideas to share with other tutors in the program.

*Accreditation:* Project Read applied for accreditation in the fall of 2009 and has a site visit scheduled with reviewers from ProLiteracy America this fall. Project Read staff is working to finish compiling all necessary documentation to meet the requirements for accreditation.

*Website:* Project Read is continuing to develop its new web site to encourage transparency—allowing 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. In addition, Project Read is using its website and social media outlets such as its blog and Facebook to provide up-to-date content in different media (print, audio, video, etc.) on topics such as tutoring best practices, teaching vocabulary, teaching reading comprehension, teaching writing, working with students with dyslexia, working with students from other countries, etc.

*Fund Development:* Project Read developed a plan to further diversify its funding sources. One way to do this is to solicit several small corporate donations ( $\leq$ \$1,000). Corporate donations typically have no strings attached, unlike grants. Also, the loss of two small donations will not have the negative impact on Project Read’s financial stability that the loss of one large grant can have. One of the best ways to get businesses to donate to Project Read is to have them hear directly from the students whose lives Project Read has helped improve. Project Read plans to have the local Toastmasters’ club host a public speaking training for members of the Students Speakers’ Forum so that we have a group of trained and confident current and former students who are willing to approach local businesses and pitch for donations.

*Financial Literacy Initiative:* Financial literacy is the possession of knowledge and understanding of financial matters. Financial literacy is mainly used in connection with personal finance matters. Financial literacy often entails the knowledge of properly making decisions pertaining to certain personal finance areas like real estate, insurance, investing, saving (especially for college), tax planning, and retirement. It also involved intimate knowledge of financial concepts like compound interest, financial planning, the mechanics of a credit card, advantageous savings methods, consumer rights, time value of money, etc. The absence of financial literacy can lead to making poor financial decisions that can have adverse effects on the financial health of an individual. The advantages or disadvantages of variable or fixed rates is an example of an issue that will be easier to understand if an individual is financially literate. In 2003, the U.S government launched the Financial Literacy and Education Commission. The office is responsible for having resources available for individuals who want to be financially literate. Project Read has a Master’s student from Brigham Young University who is going to develop a curriculum to help Project Read students improve their financial literacy skills.

*Transition Program:* Project Read has a Master’s student from Brigham Young University who is going to finish the curriculum started last year by Project Read board members. The purpose of the curriculum is to help Project Read students who are graduating from the program transition into other programs that will help them meet their goals—including getting a GED or high school diploma, or passing the TOEFL.

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**FY2011 PLANS, CONT.**

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*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.

*Blog:* Last year, Project Read created a blog targeted at Project Read volunteers, specifically tutors—a place where they can interact online—asking questions, sharing answers, experience, frustrations, and successes. This year, Project Read will design another blog as an educational tool for Project Read students—a place where they can interact with their tutor and other students, as well as provide publishing opportunities for student work. Blogs will greatly enhance Project Read's ability to stay connected with its tutors, students, and supporters as well as enhance the educational experience available through Project Read.

*JIT Tutor Training:* Project Read is investigating the Just In Time Tutor Training Model, which is an outgrowth of the research done by Alisa Belzer, Associate Professor at the Graduate School of Education, Rutgers University. Her study analyzed the relation between volunteer tutor training and reading instruction in four adult literacy programs. The data focused on tutors' choices of reading materials and strategies for assisting in the development of comprehension and word identification skills. Tutor training did not always transfer to practice. One implication drawn from the study was that less initial training and more ongoing, just-in-time training based on the specific needs and strengths of learners and tutors could be a more efficient use of resources in comparison to longer pre-service training models. The concept of Just-In-Time tutor training is to condense the initial training provided to tutors and focus on relevant topics applicable to all tutors. Specific topics and techniques are then provided to tutors after they have been matched with a learner and experienced some sessions.

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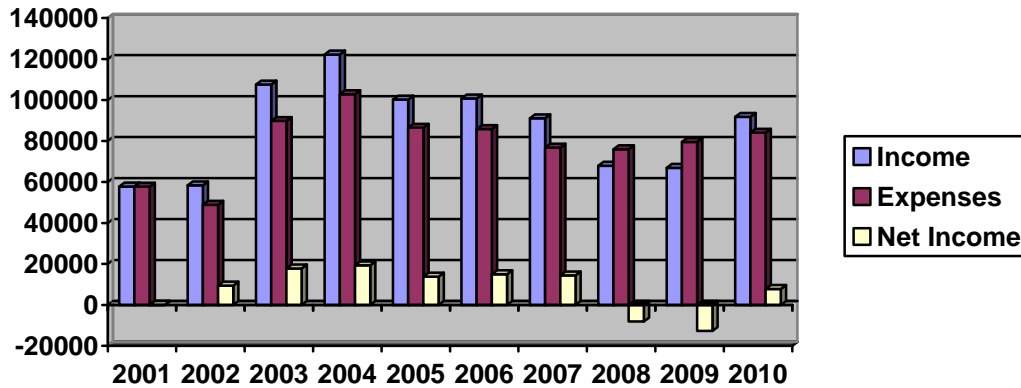
*Changing Lives Through Literacy*

## FY2010 FINANCIAL INFORMATION

### Project Read Financial Resources

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

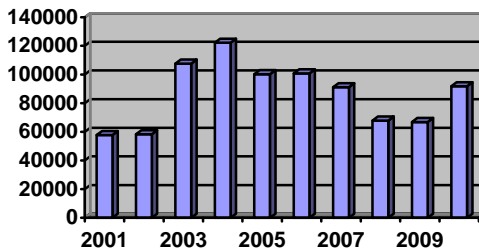
**Income, Expenses and Net Income Fiscal Year 2001 to 2010**



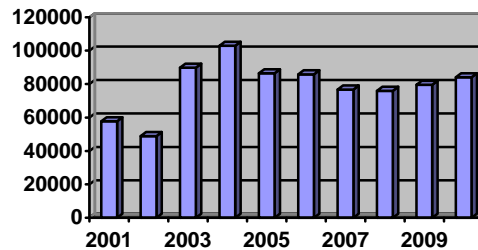
### Use of Resources

The following graphs demonstrate Project Read's financial position since 2001:

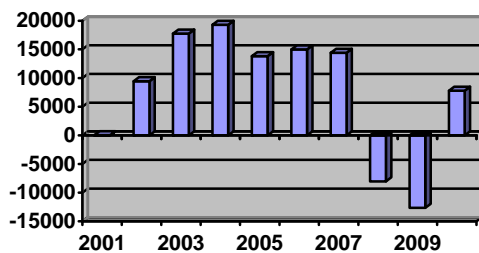
**Total Revenue**



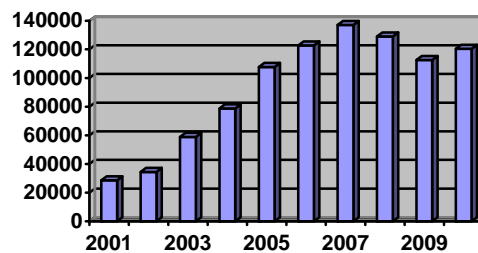
**Total Expenses**



**Net Income/Loss**



**Unrestricted Net Assets**



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## FY2010 FINANCIAL INFORMATION

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### Financial Accomplishments for the Organization

- FY2010 Goal: Do not use the operating reserve in FY2010. Project Read met this goal this year and was actually able to place over \$7,500 back into the operating reserve for the future. We will continue this goal for next year not to use the operating reserve and hope to have \$5,000–\$10,000 to place back in the operating reserve with the goal that eventually the operating reserve will contribute at least 10% of annual operating expenses. The operating is not yet enough to contribute 10% of annual operating expenses. Due to the poor economy again this year, it only raised just over \$1,000 in investment income—this is approximately 1% of the cash expenditures for Project Read in FY2010.
- FY2010 Goal: Corporate support should provide at least 15% of annual income. Project Read met this goal this year. Corporate support provided 15.9% of annual cash income—slightly higher than corporate support in FY2008 and FY2009. The majority of corporate support this year came in the form of a grant from the (national) Dollar General Foundation. I hope to have *local* corporate support provide 15% of annual cash income in the future.
- FY2010 Goal: Increased diversification of fundraising sources, decreased reliance on grant funds. Corporate and individual contributions were slightly higher this year, which is a huge accomplishment considering current economic conditions. The annual Spelling Bee fundraiser further diversified funding sources and raised almost twice as much as the previous year. As grant funding is increasingly difficult to find, diversification of fundraising sources is essential. Project Read is further working on its goal to find 25 businesses in Utah County to contribute \$1,000 apiece—this is a work in progress.
- FY2010 Goal: All board members become actively involved in fundraising efforts. Most board members were involved in the Spelling Bee fundraiser, and members of the fund development committee also helped design a plan to solicit small corporate donation—this plan is set to be implemented in FY2011.

### Financial Goals for the Organization

- Do not use the operating reserve in FY2011.
- Corporate support should provide at least 15% of annual income.
- Increased diversification of fundraising sources, decreased reliance on grant funds.
- Implement local corporate donation program.
- All board members become actively involved in fundraising efforts.

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