

The more you read, the more things you will know.
The more that you learn, the more places you'll go.
~Dr. Seuss



PROJECT READ
Changing Lives Through Literacy

Project Read

FY2011 Annual Report

Project Read Information

Definitions of Literacy^[1]

Literacy has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. The United Nations Educational, Scientific and Cultural Organization ([UNESCO](http://www.unesco.org)) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

Program

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-on-one tutoring provided by a volunteer, establishment of goals, an individualized teaching plan, evaluation of goal attainment, and periodic reassessments. Project Read volunteer tutors and staff respect the uniqueness of each individual and seek to enhance self-esteem through successful personal study and group interaction.

Core Values

Project Read volunteer tutors and staff operate under the following core values:

Support: We create a supportive and caring community that allows students to feel comfortable and able to focus on their learning.

Empowerment: We give students the tools and support they need to feel confident about returning to the classroom.

Commitment: We never give up on our students. We work with them in small groups and one-on-one until their learning goals are met.

Personal Attention: We take the time to get to know each individual, and together, we set a course for learning that is right for them.

Professionalism: We hold everything we do to the highest standards.

Results: We focus on results and measure success by each student who achieves his or her personal goals, whether that is testing for a higher level of literacy or passing a GED.

^[1] The source for this section is Wikipedia: <http://en.wikipedia.org/wiki/Literacy>.



Vision

Changing Lives Through Literacy

Mission

Project Read seeks to prevent and alleviate adult illiteracy in Utah County. Project Read provides one-on-one tutoring services to help improve reading and writing skills sufficiently to meet personal goals, function well in society, and become more productive citizens. The goals of Project Read are met through the cooperation of community volunteers and other organizations that serve adults with low literacy skills.

Goals

To offer quality instruction that incorporates current adult learning theory and proven methodologies and focuses on the needs of the individual students.

To maintain superior program administration and transparency that supports tutors and students in their efforts while providing them the flexibility needed to succeed.

To ensure the financial health of the organization by diversifying funding sources.

A Message from the Executive Director



Dear Friend:

Sophocles once said that “success is dependent on effort.” The staff, tutors, students, volunteers, and supporters of Project Read are making those small efforts every day, and success will be the end result. This report shows the progress our tutors and students have made toward our goal of changing lives through literacy—for that is what we do, change lives.

In the last year, 187 volunteers have contributed almost 6,000 hours (including almost 5,000 tutoring hours). During this fiscal year, 88 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 FY2011, 64 percent of Project Read’s students achieved their goals; they reported the following successes: 8 entered employment, 42 retained employment, 7 improved employment, 2 received a raise, 27 achieved level gains, 1 received a secondary school diploma, 7 were placed in postsecondary education/training, 1 obtained a driver’s license, and 4 graduated from Project Read. Project Read and its volunteers served a total of 91 students and impacted the lives of 230 immediate family members. Way to go!

“So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable,” said Christopher Reeve. This truly encapsulates what happens at Project Read as our students and tutors courageously pursue their dreams—we are changing lives through literacy. We are involved in a great work. I have recently read stories from our students that touched my heart, and they remind me why we do what we do. It’s for those small moments when the light turns on, and a new world is opened to a student who can do something they’ve never done before.

The coming year offers more opportunities to build on the connections made in FY2011. With your continued support, we are confident that we can continue to change lives through literacy.

Sincerely,

Shauna K. Brown

Shauna K. Brown
Executive Director

PROJECT
READ

Offering Quality Individual Instruction

By evaluating the needs of Project Read students and tutors and then working to fulfill those needs in a variety of ways, Project Read remains on the cutting edge of adult education.

FY2011 Accomplishments:

- *Tutor Observations (Mini/Extended/Informal)*: Project Read staff members observe one full tutoring session and two 15-minute “mini” observations of each tutoring pair each year. Staff members observe the tutoring sessions as well as offer suggestions for “best practices” and glean ideas to share with other tutors in the program.
- *Transition Program*: A BYU Master’s student worked on a curriculum to help high-level Project Read students transition into other programs that will help them meet their goals—including getting a GED or high school diploma, or passing the TOEFL. The curriculum currently has 10 lesson plans teaching skills such as textbook reading, group work, study organization, and test taking. The lesson plans will be finalized this summer and tested with Project Read tutors and students in the fall.
- *Tutor Training*: Project Read Trainer Shauna K. Brown improved the tutor training this year to include a more detailed and prescriptive section on how to create a lesson plan.
- *Provo Adult Education Partnership*: Project Read improved its partnership with Provo School District Adult Education by offering orientation meetings and providing individual literacy tutors on location. This has decreased the number of “lost” referrals, mitigated transportation issues, and helped students progress.
- *Vocational Rehabilitation Partnership*: Project Read strengthened its partnership with Vocational Rehabilitation (VR) by providing referrals to and receiving referrals from VR as well as having VR provide vocational rehabilitation outreach and orientation services for Project Read students.
- *Referrals*: Project Read documented increased student referrals from the library, Nomen Global, Stevens Henager College, and word-of-mouth referrals from current Project Read tutors and students. Project Read has also had an increased number of volunteers from Utah Valley University.



I enjoy the one-on-one tutoring format of Project Read which allows me to tailor lessons specifically to my student’s needs.

Rachel Smith
Project Read Tutor



Hector Trejo came to Provo about 6 years ago and found Project Read about 18 months ago. He

and his tutor have worked together since January 2010. Hector loves to learn and challenge himself. He works at two jobs and still finds time to complete his homework and study for his High School Diploma. He's developed good computer skills and uses the internet to study English online. Hector has collected lots of materials over time for his personal library so he can study on his own. Hector's tutor said "It has been interesting to see him 'take charge' of his own learning in many ways.

He realizes that he's easily distracted and so he spends his study time at the library where there are very few distractions. We're enjoying our sessions and, I feel, we are accomplishing a lot." One of his goals is to take the GED soon. During an average tutor session he and his tutor work on finishing his GED packets. He also studies his grammar and vocabulary, reads books and articles and writes paragraphs about what he has learned and works from the *Endeavor* Series provided to him by Project Read. Hector has many goals and dreams for his future and is working very hard to meet those goals and fulfill his dream of entering college and obtaining a degree someday. Maybe Hector will end up studying to be a teacher. He'd be a good one.

Maintaining Superior Program Administration

Committed staff working within a robust framework allow tutors and students maximum support and flexibility to accomplish goals and change lives.

FY2011 Accomplishments:

○ *Accreditation:* On September 15, 2010, ProLiteracy awarded accreditation to Project Read. ProLiteracy's accreditation system is the only national accreditation system designed for adult literacy organizations that deliver instructional services using trained volunteers. The accreditation is based on a set of 16 nationally recognized quality standards that address instruction, training, and other programmatic areas as well as organizational management. Project Read completed a rigorous process of self-evaluation, program improvement, documentation of compliance with the standards, and ongoing evaluation, ending with a site review by a nationally trained accreditation reviewer. A national review panel made the final determination of accreditation. ProLiteracy Accreditation acknowledges literacy organizations that are distinguished by high-quality professional leadership, effective programs, committed governing boards, and outstanding volunteer support.

○ *Website:* Project Read continues to develop its new web site to encourage transparency—allowing donors, volunteers, and staff easy access to key documents. 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 various topics.

○ *Easter Seals Partnership:* Project Read partnered with Easter Seals this year to sponsor a program participant who tutored for Project Read as well as helping with various office tasks. Project Read provided a safe and healthful work site, and adequate orientation and training.

○ *Promotional Videos:* A group of organizational behavior students from BYU created three short promotional videos for Project Read informational presentations targeting potential students, tutors, community partners, and sponsors. These videos are available on the Project Read YouTube channel.



Project Read helped me to solve my problem. It was wonderful for me. I learned English without any problem.

Qualified teachers helped me to read and write. Now I feel more confident. . . . I also . . . learned how to make a resume and prepare a good interview for jobs. I am grateful for Project Read because only this project change my life. Now I can see life in a refreshing way and I also improved the woman inside me.

Humera Jamshed
Project Read Student

My name is *Luis M. Gutierrez*, I am from Mexico City and moved to Utah seven years ago. Mexico City is the largest city in the world with 22 million population and has a high pollution index. I married Iliana 16 years ago, we have 3 wonderful children.

I have been working at Kodia Mountain Stone for 3 years as supervisor for maintenance and production. I also have a business for Appliance Service Repairs after my regular work. I make service calls to customers to repair appliances and make electrical service repairs.

When I was a child I learned magic tricks for my dad and now I am a qualified magician. I perform for parties and for special occasions, using magic has broken barriers for me.

I like to cook Mexican food usually I cook on weekends and my wife is happy about that (only when I clean the kitchen after I cook).



I started Project Read 3 months ago, I am here because my goal is to learn to speak proper English and to learn to use correct grammar and to improve my writing skills. These skills will help me better communicate with customers and with my supervisor at my job. I am grateful for my tutor because she is teaching me well and she is smart, nice and patient with me.

Luis dazzled Project Read staff, tutors, students, and their families with his magic at the Summer Party in June.

Preserving Financial Stability

A strong and vibrant infrastructure will ensure necessary resources to work effectively and assist volunteers, students, and other organizations focused on adult literacy.

FY2011 Accomplishments:

- *Spelling Bee Fundraiser:* Project Read hosted its fourth 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.
- *Diversified Funding:* Project Read received donations from several local companies this year including Provo School District Community Learning Centers, United Way, Smith’s Earn & Learn, Dollar General, SelectHealth, Wal-Mart, and Cedar Fort Publishing.
- *10-year anniversary (\$10 for 10):* Shauna K. Brown celebrated her tenth anniversary as the Project Read Executive Director. “Shauna has become the irresistible force behind Provo’s Project Read,” described coworker Sue Bartlett, Project Read Volunteer Coordinator. Brown started as a volunteer tutor for Project Read, then became a trainer and finally the executive director in March 2001. She has worked hard to build relationships in the community. Provo City Library Director Gene Nelson said, “I’ve had the opportunity to work side by side with Shauna, and she is the primary reason that Project Read is a viable, progressive agency. She has the ability to find grants and the skills to manage not only money but also staff and volunteers. Coupled with these traits, Shauna has a great passion for helping the non-literate adult increase their skills and providing them opportunities for future growth in many areas.” In the ten years Brown has served at Project Read, she and her staff of three part-time employees have helped an average of 100 students per year. They rely heavily on volunteers from the community to carry out the program’s mission. To celebrate Project Read asked all current and former students, tutors, and supporters for a \$10 donation to Project Read with a goal of raising \$10,000. That will be \$10 for each of the 1,000 students helped!

Project Read provides a much-needed service in Utah County. Because of its efforts, many people have been able to gain invaluable skills in reading, writing, and communicating well. In an increasingly complex world of technology and information overload, such skills are necessary. They affect and improve students’ personal and professional lives in profound ways, allowing them to gain employment and enrich relationships.

Wendy Smemoe
Project Read Board Member

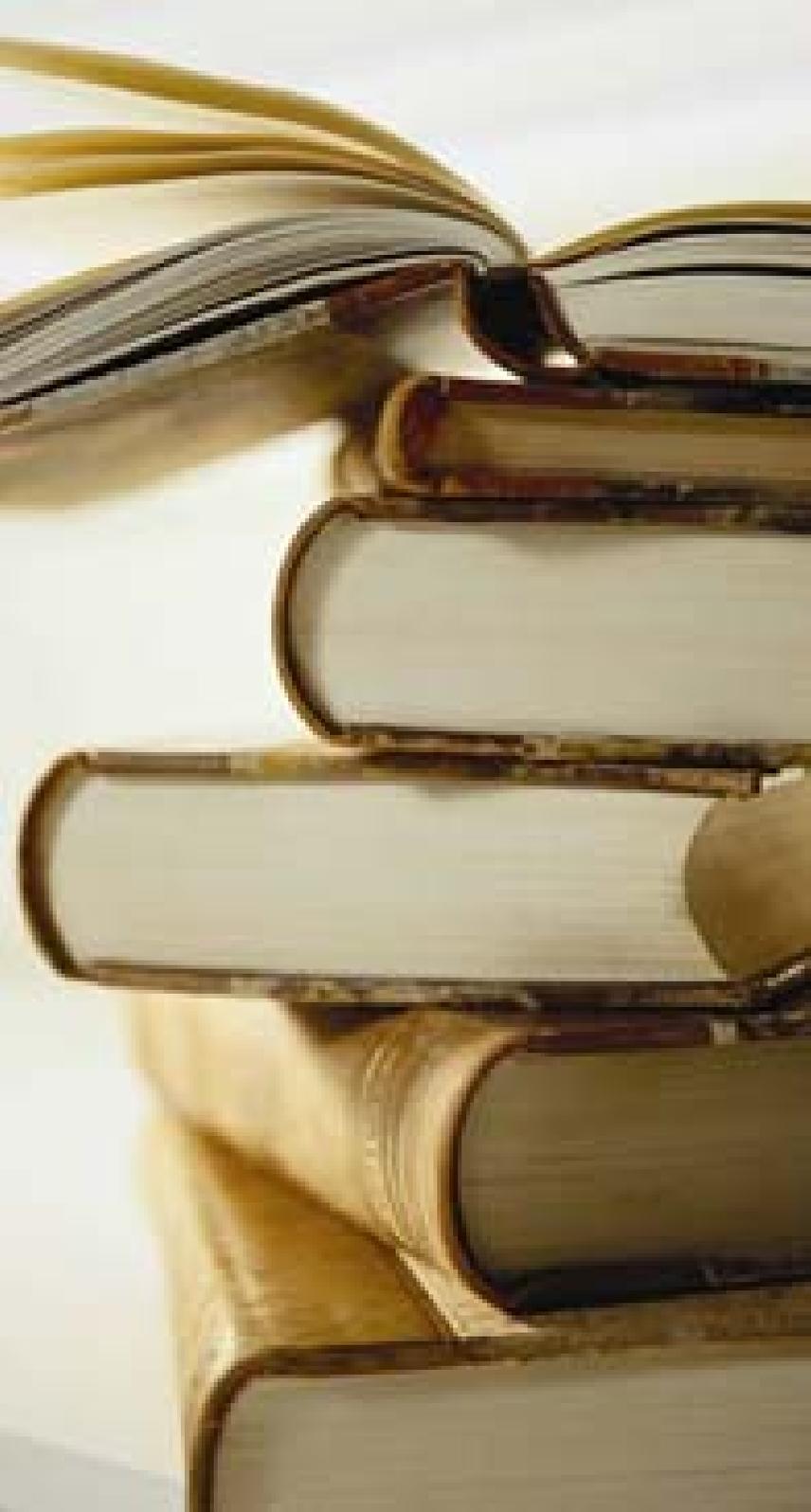
Volunteer Hours Contributed

Volunteer Activity	Number of Volunteers	Hours Spent
Tutoring (English Literacy)	102	4,768.50
Office tasks	8	399.50
Spelling Bee	20 (7)	85.25
Board meetings	11	76.50
Public relations	5	65.00
Web site/technical support	4	60.00
Transition program	1	60.00
Holiday party	6	51.00
Smith's Earn & Learn	5	50.00
PassKey instructional video	5	50.00
PassKey training	5	50.00
Tutor Tips/Material Spotlights	5	50.00
Gift certificates	5	50.00
Spelling Bee promo. Video	4	40.00
Tutor certification	4	40.00
Fundraising	3 (1)	12.00
Training/orientation/workshops	3	5.00
Total	187**	5,912.75

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

**Unduplicated count.





Student Goals Achieved

Goal	Number Achieving Goal
Students entering employment	8
Students retaining employment	42
Students improving employment	7
Students receiving a raise	2
Students achieving level gains	27
Students receiving a secondary school diploma	1
Students placed in postsecondary education/training	7
Students obtaining a driver's license	1
Students graduating from Project Read	4
Total	98*

*This is a duplicated count—some students achieved more than one goal.

Leadership

Board of Trustees

Karen Brown
Literacy Specialist
Provo School District
Chair

Nicke Brown
CEO
Kiwi, Inc.

Eddie Ferris
Student Representative
Project Read

Toni Johnson
Tutor Representative
Project Read

Karen Salmon
Community Representative

Staff

Shauna K. Brown
Executive Director

Wayne Bulsiewicz
Program Coordinator

Wendy Smemoe
Linguistics Professor
Brigham Young University
Vice Chair

Renata Swanson
Tutor Representative
Project Read

Lori Thorn
Principal
East Shore High School

Carla Zollinger
Adult Services Director
Provo City Library
Treasurer

Sue Bartlett
Volunteer Coordinator

Melissa Robison/Jason Monson
Office Manager



Volunteers

Tutors

Charlee Allen
Alison Arntsen
Teresa Arroyo
Katie Ayala
Bryan Bennett
Courtney Bulsiewicz
Jason Bunker
Kathryn Bunn
Erin Campbell
Jillian Carr
Jen Castillo
Tim Chen
Alyssa Child
Jamie Christensen
David Coleman
Abe Collier
Matt Cox
Tahlia Cozzens
Hillary Crook
Courtney Daly
Betty Jo Davis
Mindy Day
Lynn Dean
Camille Dockery
Heidi Doxey
Jennifer Dunwoody
Matt Earl
Michelle Egbert
Jean Gardner
Melissa Gersdorf
Icie Graff
Rose of Sharon Gribble
Sarah Gwynn
Jessie Hale

Shanna-Mae Slight
Kristin Hatch
John Henstrom
Squire Hepworth
Eileen Hilton
Connie Hodson
Steve Holland
Kyle Hollenback
Kristen Hoopes
Michael Hoopes
Aaron Johnson
Clayton Johnson
Dean Johnson
Toni Johnson
Nathan Kuhn
Angela Lankford
Anna Lefler
Jershon Lopez
Kyle Mathews
Liz Mayes
Katie McCarthy
Rebekah McClure
Richard Memory
Doris Mohler
Limher Montoya
Greta Motiejunaite
Lisa Murri
Jeffrey Oswell
Jenna Palmer
Shenole Palmer
Missy Parry
Katie Poole
James Powell
April Recksiek

Paul Rinehart
Whitney Roberts
Jo Robison
Jessica Rose
Gail Russell
Kerri Russell
Ted Ryser
Emily Samek
Elise Scoggin
Brantley Scott
Aaron Seiter
Steven Shelley
Lauren Simpson
Danielle Smith
Rachel Smith
Jessica Spencer
Linda Sterling
Daniella Subieta
Ann Sumner
Greg Swain
Renata Swanson
Savannah Swanson
Leslie Taute
Jan Taylor
Benjamin Theodore
Mark Turco
Linda Tyler
Brett Ward
Whitney Ward
Roger Williams
Emily Wilson
Michael Wyatt
Jeremy Young
Philip Young

Board

Kendra Hall-Kenyon
Heather Pack

Fundraising

Philip Bulsiewicz
Eddie Ferris
Katie McCarthy

Gift Certificates

Jeffrey Hawkins
Chance Mansfield
Joshua Oaks
Jeffrey Oswell
Wally Potts

Holiday Party

Christopher Barnes
Katie Fogle
Alexa Kirk
Christopher Ricks
Brandon Smith

Office Volunteers

Jennifer Guerra
Katherine Hubner
Jenna Mitchell
Gail Russell
Emma Smith
Savannah Swanson
Logan Waite
Jessica Walker

PassKey Training

Austin Boaz
Scott Maddux
Matthew Perkins
Kandace Pope
Brittany Thompson

Public Relations

Jona Ashcroft
Nathan Broadhead
Harris Mata'afa
Tyler Robgetson
Brandon Scott

Smith's Earn & Learn

Reed Crandall
Brock Didricksen
Chris Dulgarian
Braun Edwards
Jordan Potter

Spelling Bee

Lee Bartlett
Sue Bartlett
Devin Brown
Drea Brown
Karen Brown
Nicke Brown
Shauna Brown
Shaylee Brown
Mayor John Curtis
Jennifer Guerra
Chelsie Hansen
Holly the Owl
Seth Pearson
Dana Robinson
Melissa Robison
Wendy Smemoe
Tad Walch
Carla Zollinger

Spelling Bee Video

Conrad Edwards
Matthew Francom
Lance Hancock
Kaesha Fry

Tech Center Video

Paula Barrientos
Tim Bradshaw
Alex Murdoch
Michael Tomco
Michael Vogeler

Tech Support

Eric Cybulski
Ian Greer
Derek Johnson
John Meade

Training

Emily Holmgren
Valerie Roberts
Steven Rogers

Transition Program

Merry Gravett

Tutor Certification

Tim Enger
Alex Seegmiller
Monica Stutte
Matt Walter

Tutor Tips/ Materials Spotlights

Jason Bunker
Jesse Christopher
Claymore Hardman
Ponrtepp Ungvichian
David Wilkinson

Contributors and Sponsors

\$25,000 and above

Provo City Library

\$10,000-24,999

Adult Education and Family Literacy
Community Learning Centers
United Way of Utah County
Utah State Office of Education

\$5,000-\$9,999

Dollar General
Orem City
Provo City
Smith's Earn & Learn

\$1,000-\$4,999

Cedar Fort Publishing
FedEx
SelectHealth
Wal*Mart

\$500-\$999

Corporate Alliance
Democratic Women of Utah County
Hale Center Theater
Provo Rec Center

Up to \$500

Sue Bartlett
Bryan C. Bennett
Shauna K. Brown
Wayne Bulsiewicz
BYU Linguistics Department
Carraba's
Eileen Chamberland
Cherry Lane Keepsakes
Classic Skating
Despain Family
Einstein Bros. Bagels
Steve Esplin
Joy Glaus
GoodSearch
Rose of Sharon Gribble
Chelsie Hansen
HEC Reading Horizons
Heirloom Communal Restaurant
Kate Holz
Jamba Juice
Bryan Johnson
Jump On It
JustGive
Les Olson Company
Mullett Hoover

Up to \$500, *continued*

Gene Nelson
NuSkin
Greg Pearson
Pita Pit
Provo Towne Center Theater
Sargeant Family
Spoon Me
Stewart's RV
Jeri Swalberg
Ralph & Renata Swanson
Trafalga
Tucano's
Utah Kernels
Water Gardens Cinema
Wentz Family





Financial Statements

Independent Accountant's Compilation Report

Board of Directors
Project Read

We have compiled the accompanying statement of financial position of Project Read (a non-profit organization) as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the year then ended. We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with accounting principles generally accepted in the United States of America.

Management is responsible for the preparation and fair representation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements.

Our responsibility is to conduct the compilation in accordance with the Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of a compilation is to assist management in presenting financial information in the form of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements.

A handwritten signature in black ink that reads "Squire & Company, PC". The signature is written in a cursive, flowing style.

September 7, 2011

Project Read Statement of Financial Position

(Years Ended June 30, 2011 and 2010)

ASSETS

Current Assets

Cash	\$139,659	\$117,448
Accounts receivable	<u>2,716</u>	<u>12,222</u>
Total current assets	\$142,375	129,710

Capital Assets –

net of accumulated depreciation	<u>2,009</u>	<u>2,679</u>
Total assets	<u>\$144,384</u>	<u>\$132,389</u>

LIABILITIES AND NET ASSETS

Current Liabilities

Accrued wages	<u>\$ 6,498</u>	<u>\$ -</u>
Deferred grant revenue	<u>-</u>	<u>9,000</u>
Total current liabilities	6,498	9,000

Unrestricted Net Assets	<u>137,886</u>	<u>123,389</u>
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Total liabilities and net assets	<u>\$144,384</u>	<u>\$132,389</u>
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Project Read Statement of Activities (Years Ended June 30, 2011 and 2010)

Unrestricted Net Assets

Revenue and Support		
Grants	\$ 80,036	\$ 80,738
Special events	2,197	4,327
Interest	1,010	1,057
Donations	10,793	3,834
In-kind Donations	111,668	112,080
Other	<u>1,891</u>	<u>1,851</u>
Total revenue and support	207,595	203,887
Expenses		
Professional services	86,081	87,669
Wages and benefits	69,639	66,390
Occupancy	25,000	25,000
Supplies	5,511	5,056
Other	<u>6,367</u>	<u>9,313</u>
Total Expenses	193,098	193,428
Change in Net Assets	14,497	10,459
Net Assets at Beginning of Year	<u>123,389</u>	<u>112,930</u>
Net Assets at End of Year	<u>\$137,886</u>	<u>\$123,389</u>

Project Read Statement of Cash Flows (Years Ended June 30, 2011 and 2010)

Cash Flows from Operating Activities

Cash received from grantors	\$ 80,542	\$ 71,568
Cash received from donors	12,458	8,096
Interest received	1,010	1,057
Other cash receipts	1,891	1,851
Cash paid to employees	(63,141)	(66,914)
Cash paid to suppliers	<u>(10,589)</u>	<u>(14,245)</u>
Net cash provided by operating activities / net change in cash	22,171	1,413
Cash Flows from Investing Activities:		
Purchases of capital assets	<u>-</u>	<u>(3,349)</u>
	22,171	(1,936)
Cash at Beginning of Year	<u>117,488</u>	<u>119,424</u>
Cash at End of Year	<u>\$ 139,659</u>	<u>\$ 117,488</u>

Supplemental Information

A reconciliation of the change in net assets to cash flows provided by operating activities for the years ended June 30, 2011 and 2010 follows:

Change in net assets	\$ 14,497	\$ 10,459
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	670	670
Change in operating assets and liabilities		
Accounts receivable	9,506	(8,070)
Accounts payable	-	(546)
Accrued wages	6,498	-
Deferred grant revenue	<u>(9,000)</u>	<u>(1,100)</u>
Net cash provided by operating activities	<u>\$ 22,171</u>	<u>\$ 1,413</u>

The Organization paid no interest or income taxes during the years ended June 30, 2011 and 2010.



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PROJECT READ
Changing Lives Through Literacy

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