



FY2016 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 85 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 194 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	2,864.50
Other Tutor-Related Activities	1,275.00
Other Activities	434.30
Total	4,573.80

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 2016, Project Read served 85 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.



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During FY2016, 95 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 (68 percent of those retested achieved a level gain—a 1.0 grade-level equivalent (GLE) increase in either reading, language, or math), and the average gain was 1.9 GLE. In addition, in FY2016, 62 percent of Project Read’s students achieved at least one literacy-related goal (see table below).

Goal	Number Achieving Goal
Students entering employment	6
Students retaining employment	40
Students improving employment/receiving a raise	8
Students achieving level gains	28
Students passing the TOEFL	1
Students placed in postsecondary education/training	2
Students obtaining a GED/high school diploma	1
Students achieving other significant literacy goals	17
Total	102*

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

Financial Highlights

In these difficult economic times, Project Read has struggled with the rest of the nonprofit world to find the revenue to equal the expenses required to continue programming. Sound financial management has allowed Project Read to accumulate a reserve of unrestricted net assets that Project Read has been able to draw upon in lean economic years. Although Project Read has dipped into this reserve this year, the staff is committed to increasing revenues and/or decreasing expenses in the future to reverse this trend and once again add to the Project Read financial reserve.

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 Executive Director Shauna K. Brown at (801) 448-READ (7323) or shauna@projectreadutah.org to donate.



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Volunteer Hours Contributed

Volunteer Activity	Number of Volunteers	Hours Spent
Tutoring	59	3,708.00
Tutoring lab	152 (59)	430.50
Board meetings	13 (2)	46.00
Fundraising	16 (5)	99.25
Program Support	3 (3)	4.50
Web site/technical support	3	63.75
Events/Public Relations	7 (1)	143.75
Office tasks	9	129.50
Total	261 (70)	4,625.25

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

**Unduplicated count.

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Student Level Gains

Level Growth						
Entry Level	Decrease	0-0.9	1-1.9	2-2.9	3+	Totals
0-1.9	0	1	0	3	1	5
2-3.9	1	5	2	3	1	12
4-5.9	0	5	4	5	0	14
6-8.9	0	0	1	2	3	6
Totals	1	11	7	13	5	37

Goals Achieved

Goal	Number with Goal Set	Number Achieving Goal	Percent Achieving Goal
Students entering employment	22	6	27%
Students retaining employment	45	40	89%
Students improving employment/ receiving a raise	9	8	89%
Students achieving level gains	37	28	76% (of those retested)
Students obtaining a GED	3	1	33%
Students passing the TOEFL	5	1	20%
Students placed in postsecondary education/training	3	2	67%
Total	124	85*	69%

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

Project Read served a total of 85 students and utilized the services of 194 volunteers.

194 volunteers donated **4,574 hours** and helped Project Read serve **85 students** who learned skills that improved not only their own personal lives but also the lives of their spouses and children (**111 immediate family members impacted**).

Thank you for your support—we could not do it without you!



FY2016 Student Demographics

Employment Status

Employment Status	Number of Students	Percentage
Employed—Full	21	25%
Employed—Part	23	27%
Not in the Labor Force	22	26%
Unemployed	19	22%

Household

Household	Number of Students	Percentage
Dependent	4	5%
Group Home	3	4%
Head: 2 Parent*	22	26%
Head: No Dependents	31	36%
Head: Single Parent	8	9%
Living Independently	17	20%

*Number of children impacted: 62

Income Level

Income Level (for 1 person)	Number of Students	Percentage
Very Low (30% < \$14,250)	48	56%
Low (50% \$14,251 – \$23,700)	21	25%
Moderate (80% \$23,701 – \$37,900)	13	15%
Above Poverty (\$37,901+)	3	4%

City

City	Number of Students	Percentage
Lehi	1	1%
Mapleton	1	1%
Orem	19	22%
Payson	4	5%
Pleasant Grove	1	1%
Provo	53	62%
Santaquin	2	3%
Spanish Fork	2	3%
Springville	2	2%



PROJECT READ

CHANGING LIVES THROUGH LITERACY

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	0	0	1	0	1
19-24	0	1	2	2	0	0	1	5	1	2	14
25-44	0	0	2	3	2	1	7	19	3	2	39
45-59	0	0	1	1	0	1	0	12	7	1	23
60+	0	0	0	3	0	0	1	1	2	1	8
TOTAL	0	1	5	9	2	2	9	37	14	6	
	1		14		4		46		20		
Males: 30 / Females: 55											



FY2016 Accomplishments

Changes Completed in FY2016

Marketing/Program Expansion: Use increased brand exposure and marketing to build awareness and partnerships within the community and reach more people.

Utah County Illiteracy Survey: Project Read worked with three professors at BYU to conduct a demographic study to determine the number of adults with low literacy skills in Utah County who qualify for Project Read.

Diversified Funding: Project Read received donations from several local companies this year including United Way, Corporate Alliance, Yelp Foundation, eBay, Micro Focus, Wells Fargo, Premier Auto Brokers, Provo Towne Center, . In addition, Project Read conducted several annual fundraisers including AmazonSmiles, PayPal Giving Fund, and Smith's Community Rewards.

Quarterly Fundraisers: Corresponding with its efforts to diversify fundraising sources, Project Read held quarterly fundraisers with local businesses in FY2016. In the first quarter, Project Read hosted its ninth annual Spelling Bee fundraiser to raise literacy awareness and funds for Project Read, in addition to a fundraiser with the Outlets at Traverse Mountain. In the second quarter, Project Read participated in Giving Tuesday. In the third quarter, Project Read participated in the Love Give Utah 24-hour statewide day of giving, and in the fourth quarter, Project Read continued its efforts to implement the Benevon Fundraising Model.

Marketing: Project Read continued to host Premiere Tours following the Benevon model. These tours are held semi-monthly and provide an opportunity to showcase who we are and what we do as we seek to find community members passionate about literacy. Project Read has made some revisions to the tours and plans to increase attendance at these tours in FY2017 by having hosts bring 10 attendees. Project Read also hosted information booths at the Orem SummerFest and regularly hosts information at both Brigham Young University and Utah Valley University to recruit volunteers.

Networking: Project Read staff started attending Key Bank Networking luncheons (which helped increase attendance at Premiere Tours) and is working to cultivate relationships with Teens Act and the Circles program in FY2017.

Salesforce: Project Read staff started using Salesforce to track donor relations/activities. In FY2017, staff wants to learn to harness the full power of Salesforce to track donor relations.

Website: Project Read contracted with Sebo Marketing and Sebo Development to create an updated website and improve its analytics. Plans for FY2017 are to continue adding content to the website.



Social Media: Project Read now has a functional social media plan and is effectively using FaceBook, Twitter, and Instagram. Project Read plans to start using LinkIn in FY2017. Staff continues to make a concentrated effort to consistently post on Social Media to engage followers in literacy dialogue.

Annual Recognition: Project Read hosted its second annual recognition event to celebrate its tutors and students and their accomplishments. The event was held in the ballroom of the Provo Library with nearly 100 in attendance. In addition, Project Read hosted smaller thank you events for tutors and donors.



FY2016 Accomplishments

Changes Completed in FY2016

Create Infrastructure/Limit Barriers: Create infrastructure to support efficient, effective programs and training, and limit barriers to entry/instruction.

Online Orientation: Project Read staff started working on an online orientation/training program for new tutors to better accommodate diverse schedules and needs. This should be completed in FY2017.

Library Inventory: Project Read started a full inventory of the Project Read library. This will help familiarize staff with the library and make materials more accessible to Project Read tutors and students. Due to a recent donation of a barcode scanner, in FY2017 Project Read staff will implement a barcode system on all books in the library.

Tutor Resources: Project Read staff started gathering and posting tutor resources on the new Project Read website.

Policies & Procedures: Project Read staff has started updating all policies and procedures manuals and handbooks.



FY2016 Accomplishments

Changes Completed in FY2016

Improve Instruction: Improve the quality individual instruction offered by volunteers to help adult learners in Utah County improve their literacy skills.

Literacy Lab: Project Read now has a literacy lab available fourteen hours a week. The Literacy Lab provides additional instruction for students (both native and non-native speakers) and provides an additional training setting for tutors. Literacy Lab provides additional training for volunteer tutors by giving them a chance to observe lab lessons offered by a Master Teacher, meet Project Read students, and receive teaching feedback prior to being paired with a student. In addition, Literacy Lab creates “real life” situations for students to apply knowledge, creates a unique learning environment wherein both native and non-native English speakers benefit, and creates a learning and social network for students. Lab attendance has nearly doubled in the past year and continues to grow.

Literacy Specialist: Project Read now has two literacy specialists who oversees the Literacy Lab fourteen hours a week as well as mentors Project Read tutors to help them provide the best instruction possible, provides workshops for tutors and students on various topics, and creates lesson plans for tutors to use.

Curriculum Development: The Project Read Literacy Specialist has worked with multiple university students to create curriculum for the Literacy, Employment, and Writing Labs.

Transition Program: Project Read has implemented a six-month transition program for students who are graduating from Project Read to transition into other education or employment opportunities.