2014-2015 BOARD OF DIRECTORS

Barbara Greenway, Chairman of the Board, is the Founder and Executive Director of the Read to Me Project. Until 2013, she was a public school Speech and Language Specialist working closely with teachers, children and families in East Salinas to develop and provide language-rich interventions and experiences to promote learning and literacy. She holds Masters Degrees in Educational Administration and Speech, Language and Audiology.

Cynthia Hertlein, Treasurer and Secretary, has been the president of The Upjohn California Fund since 1992. The Upjohn California Fund has supported non-profits on the Central Coast since 1973 including many youth-serving organizations. As a CPA, Cynthia was on the professional staff of Touche Ross & Co. in San Francisco for 7 years before moving to private industry.

Sonia Aramburo, Member, has served as an educator for almost 30 years. She has worked at the elementary, middle and high school levels as a teacher, counselor and administrator. Currently, Sonia serves as a principal for the Greenfield Union School District.

Janel Yamasaki, Member, is a veteran teacher with 35 years’ experience providing bilingual education to the children of the Alisal Union School District in East Salinas. She is highly respected by both administrators and colleagues and has provided both school-site and district level leadership. Raised in the Salinas Valley by parents who were both Special Education teachers, Janel has a passion for teaching and a deep commitment to her community.

ADVISORY COUNCIL

Judge Jonathon Price, Retired Monterey County Judge.

Lori Stewart, Award-winning author of multi-generational books and a range of other works.

Cathi Draper-Rodriquez, Chair Department of Education, California State University, Monterey Bay.

Michael Covey, Ph.D., President and Board Director for the Lois Lenski Covey Foundation (A foundation that supports small libraries and innovative literacy programs.)

Benita L. Low, Retired educator with a wide range of experience as bilingual classroom teacher, ESL and Bilingual Resource Teacher, Project Coordinator, Principal, Superintendent, Curriculum and Staff Developer, and Teacher Trainer.

Alex Lilley, Member of the Stanford Alumni Consulting Team for the past ten years, he has provided pro bono consulting for Monterey County non-profits including the Read to Me Project.

Libby McMahon, Manager of nonprofits since 2005, serving as Finance Director at the ACTION Council of Monterey County from June 2008 through April 2015.
THE STORY THAT CHANGES LIVES

The story of the Read to Me Project began with an epiphany early one morning in 2011.

At the beginning of every school year, working as a public school Speech and Language Specialist, I received calls from alarmed kindergarten teachers asking me to assess dozens of children who had started school without important basic knowledge. The children simply weren’t ready for kindergarten, and the teachers were asking, “what’s wrong with these children!” Most of the children were not “disabled”, but lagged as much as two years behind in language and cognitive skills. Skills that had not been stimulated at home during the first years of life, when 85 percent of the brain develops.

Having spent years working to correct and remediate what could have been easily prevented, I realized one morning that action in a new direction was needed. That's when the simple idea of enabling upper elementary students to read to their infant, toddler and preschool age siblings took form.

2014-2015 was our fourth wonderfully productive year. With the dedicated support of many who believe in the concept — teachers, administrators, students, board members, funders, volunteers and staff — the Read to Me Project has moved the needle on the literacy gap in Monterey County. To-date, the Project has trained and inspired thousands of students to read to young family members.

Book-by-book, day-by-day, we hear that young siblings are using new words learned and are waiting at the front door for their older brothers or sisters to come home from school with another new story to be read out loud to them. Students tell us that they love reading stories, spending time with their young siblings and are becoming better readers. The Read to Me Project is a shared family experience centered on the love of reading and learning. The door has been opened for greater opportunities and a lifetime of success – their lives are being changed forever.

Barbara S. Greenway
Founder and Executive Director
barbara@readtomeproject.org, 831.275.1300 x 701
FUNDERS AND SPONSORS

The generosity of so many has made it possible to touch and change the lives of more than 5,000 young children. Thank you!

$25,000 and above
- Community Foundation of Monterey County
- Tanimura Family Foundation

$10,000- $24,999
- Lois Lensky Covey Foundation
- Monterey Peninsula Foundation, host of the AT&T Pebble Beach National Pro-AM
- Nancy Buck Ransom Foundation

$5,000 - $9,999
- Pebble Beach Company Foundation
- Talbott Family Foundation

$1,001 - $4,999
- Barnet Segal Charitable Foundation
- Upjohn California Fund
- Women of St. Dunstan's Church
- Yellow Brick Road

$200 - $1,000
- California Giant, Inc.
- Church Brothers, LLC
- Delta Kappa Gamma, Theta Pi Chapter
- Marylu and David Mesa
- Edward and Patricia Bulkley
- Union Bank, South Main Branch

Books
- ABC Mouse
- Carmel Unified School District
- Costco, Salinas
- First Five, Monterey County

In-kind Donations
- Scheid Vineyards
- Hampton Inn
VISION: Every child entering kindergarten prepared to succeed.

Mission: The Read to Me Project helps children achieve kindergarten readiness and a lifetime of literacy by empowering school age brothers and sisters to read to their young siblings at home.

2014-2015 Achievements

- Received official 501(c) (3) nonprofit status on September 19, 2014, after three years under fiscal sponsorship of the ACTION Council of Monterey County.

- Formed a five member working Board of Directors.

- Expanded from three to five school districts within Monterey County adding Carmel and Gonzales, to Greenfield, Alisal and Santa Rita.

- Added resources making it possible to meet the Read to Me Project’s expansion goal of 80 classrooms and library pilot implementations.

- Secured contracts with school district to fund $500/year per classroom.

- Added a part-time, bilingual school site coordinator.

- Completed a scalable, structured, year-long training curriculum.

- Captured meaningful amount of data to establish benchmarking Project impacts.

- Improved and updated the website and social media content, while reviewing other low/no-cost marketing and promotional options.

- Expanded outreach dramatically to more than 1,000 readers signing up for Read to Me Project at the beginning of the year, 866 students completed the program reading to 1,128 siblings.

- Worked with Alisal Union Schools to organize a district-wide teacher training session.
**Program Trends**

**Students Reading to Siblings**

- **2013-2014**: 381 students, 866 siblings
- **2014-2015**: 486 students, 1,128 siblings

**Number of Classrooms**

- **2011-2012**: 4
- **2012-2013**: 12
- **2013-2014**: 36
- **2014-2015**: 80

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**End-of-Year Student Survey Results**

**Do you want to participate next year?**

- **Yes**: 71%
- **Maybe**: 25%
- **No**: 4%

**How much do you like reading to your sibling?**

- **A Lot**: 66%
- **A Little**: 30%
- **Not At All**: 3%

**How often do you read each week to your sibling?**

- **6 or more times**: 60%
- **3-5 times**: 33%
- **0-2 times**: 7%

**Will you read to your sibling over summer?**

- **Yes**: 73%
- **No**: 22%
- **I Don't Know**: 5%
IN THE STUDENTS’ WORDS

“I love the Read to Me Project because it helped me get closer to my little sister and make the future better. My little sister and baby brother are starting to learn more and how to say words and it makes me happy to know that I am part of it.”

“Es muy importante el programa.”

“I like, because they can talk about English, colors and some animal names and shapes. I love Read to Me Project it helps me and most of all it helps my sister.”
IMPLEMENTATION AND PARTICIPATION DATA

Schools and Libraries

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School Districts</td>
<td>5</td>
</tr>
<tr>
<td>Libraries</td>
<td>5</td>
</tr>
<tr>
<td>Classrooms Participated</td>
<td>80</td>
</tr>
<tr>
<td>Third Grade</td>
<td>5</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>37</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>27</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>11</td>
</tr>
<tr>
<td>Number of Student Readers</td>
<td>866</td>
</tr>
<tr>
<td>Number Siblings Read To</td>
<td>1,128</td>
</tr>
</tbody>
</table>

Student Reading Log Results

<table>
<thead>
<tr>
<th>Percent of Students Who Read</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100+ Times</td>
<td>32%</td>
</tr>
<tr>
<td>80-99 Times</td>
<td>16%</td>
</tr>
<tr>
<td>60-79 Times</td>
<td>18%</td>
</tr>
<tr>
<td>40-50 Times</td>
<td>14%</td>
</tr>
<tr>
<td>&lt;40 Times</td>
<td>20%</td>
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</tbody>
</table>

KEY LEARNINGS

Require all participating teachers to attend orientation and training.

Improve coordinator follow-up to keep teachers and students on track.

Refine tracking and data collection efforts to reduce the amount of time to track and compile results.

Library model requires a dedicated champion librarian for successful implementation.

Student input identified the need for book bin dividers and larger lending library of books.

Provide teachers with incentives and awards for successful implementation.

OVERVIEW

Expansion

Read to Me Project added another school district taking that number from four districts to five: Santa Rita, Alisal, Gonzales, Greenfield and Carmel.

Expanded from 36 classrooms to 80, with 100 percent of the previous year’s teachers choosing to participate again.

Student reader and sibling participation more than doubled.

Challenges

Classroom implementation of the Project was not as robust as anticipated due to several possible factors:

Twenty percent of teachers did not attend the orientation.

Dramatic changes in school curriculum and increased demands on teaching time.

State testing window extended to six weeks for the majority of school sites. During that time some teachers chose not to implement the Project.
FINANCIAL REPORT

Read to Me Project
Statement of Activities and Changes in Net Assets
for the Year Ended June 30, 2015

REVENUES
Grants $119,500
Donations 4,580
Project fees 37,000
161,080

EXPENSES
Program expenses 102,520
Fundraising 3,263
General and administrative 17,697
123,480

INCREASE IN NET ASSETS
$37,600

NET ASSETS
Beginning of year $69,867
End of year $107,467

Revenues
16% Grants
74% Donations
3% Project fees

Expenses
14% Program
3% Fundraising
83% Gen/admin

EXPENSES CORRECTION: Fundraising and General & Administrative figures were transposed in original report.
Corrected 2/2/16
In light of continuing high demand and year-over-year expansion since inception in 2011, it’s time to take stock in the Project’s ability to continue on the fast track without over-extending fulfillment capabilities. In 2015-2016, a “maintenance level” stand has been taken to strategically set the stage for a new level of expansion. 2015-2016 will be a year of review and renewal to ensure adequate staffing, quality controls and additional funding resources to reach the thousands more underserved students and their pre-kindergarten siblings in Monterey County.

Since July 1, 2015:

- Project was launched in 10 schools and 70 classrooms.
- 5,400 books are in use by 700 students reading to 856 siblings.
- A scabable, year-long, motivational training and coaching curriculum has been completed.
- Added bilingual parent training presentations in Gonzales, Greenfield, Big Sur, Cachagua and East Salinas.
- Hired and trained school site project coordinators.
- Collecting and analysing data for measurable results reporting. (In progress)
- Review and define revision of RTMP’s strategic plan.
- Planning 1st annual Salinas Valley Grows Readers event for Spring 2016.
- Expanding collaboration with community organizations and agencies.
- Cultivating partnerships. RTMP is now a member of the Community Alliance for Safety & Peace (CASP).
- Hired an associate executive director and associate director.

**Associate Executive Director Mary De Groat** joined the staff on September 1, 2015. Mary is a marketing communications executive with more than twenty years’ experience creating and directing consumer and business-to-business brand and content marketing strategies. She holds a Bachelors of Science, Business and Marketing, attended Northwestern University and graduated Trinity College & University.

**Associate Director Rafael Hernandez** also joined the staff on September 1, 2015. Rafael brings a background in teaching, and experience in program development and coordination, data analysis, as well as social work and advocacy on behalf of immigrant communities and specific needs sectors that have included at-risk children, and public health issues. Rafael holds a Master of Public Administration from the Middlebury Institute of International Studies at Monterey (MIIS).