



2021 - 2022
ANNUAL REPORT



*EVERY CHILD ENTERING KINDERGARTEN
PREPARED TO SUCCEED.*



A MOTHER'S EXPERIENCE

We started reading to Emma when she was a baby, so she developed an early interest for learning and reading. She was eager to learn and loved her books. When Aldo came along he was not so interested in books at first and his attention span was not the same as Emma's. In consequence we didn't read to him as much and focused on books with few words and more of things he liked. Meanwhile Emma got involved in the Read to Me Project at school and started reading to Aldo every day. Now Aldo is four years old and he loves books. He pays attention to Emma as she reads the stories. I am happy that Aldo and Emma have that connection and that she worries about him being ready for kindergarten. She loves the program and we are grateful that it is part of the school activities.

– Amelia

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Libby McMahan
Executive Director
8/2018 - 6/2022

Julia Foster
Executive Director
(6/2022 - present)

Mary De Groat
Director, Development
& Marketing

Amanda Evans
Program Director

Dear Friends of The Read to Me Project,

The difference between change and transition may be that the former can be unexpected and out of our control while the latter can be strategic and over a determined period of time. We tend to adapt and develop resilience during sudden change if we acknowledge and rise to the opportunity for growth and learning.

Harken back to when schools closed in spring 2020. Covid brought unexpected and uncertain changes to the world. Read to Me Project was not spared. However, our intrepid staff demonstrated a creative ability to adjust and successfully rallied through the challenges.

Building on growth and learning from those challenges, intentional changes were determined. When students returned to the classroom last fall, we transitioned back to providing an important, leadership responsibility for a select group of students in the program. We hope you enjoy an interview on page 10 with a charming 4th grader who serves as a RtMP book bin manager for her class. A forward-moving transition was one of retirement and hiring. If you haven't seen the announcement, you will meet our new Executive Director Julia Foster and new Program Director Amanda Evans on page 15.

Also, in this report on the 2021-2022 program year, we share how goals were met and the evolution of our parent education program. The curriculum for Proyecto Léeme, "La Clave de Oportunidades Infinitas," was re-adapted to attendee needs and took place through new and continued collaborations with allied organizations. In addition, we present a special spotlight on teachers and what they say about the program.

Thank you for supporting Read to Me Project's 10th year. A year of growth and transition.

Sincerely,



Jennifer Ortega Uribe
Board Chair



Libby McMahan
Executive Director



\$50,001 - \$65,000

- Tanimura Family Foundation

\$25,000 - \$50,000

- Harden Foundation
- Monterey Peninsula Foundation
- Taylor Farms
- The John & Mary Dawson Learning Fund, Paul Edward and Gay Delores Rochester Fund, Donna Roop Endowment Fund, Steven D. Kesselring, and Jean M. Forrest Fund of the Community Foundation for Monterey County

\$10,000 - \$24,999

- Barnet Segal Charitable Trust
- De Witt Fund of the Community Foundation for Monterey County
- Nancy Buck Ransom Foundation

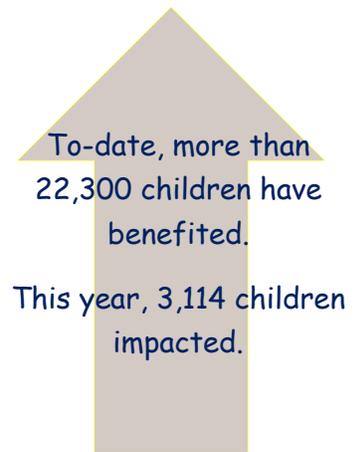
\$5,000 - \$9,999

- Alex Lilley
- Dollar General Literacy Foundation
- Doolittle Fund of the Community Foundation for Monterey County
- Manette and Stephen Rogers, IQ Devices
- Pebble Beach Company Foundation
- Rita & Luis Echenique Charitable Foundation
- Robert Talbott Family Foundation
- St. Dunstan's Foundation
- The Upjohn California Fund

\$1,000 - \$4,999

- Alexander F. Victor Foundation
- Community Foundation for Monterey County:
 - Carmel Rotary Fund
 - McNeely Fund
 - Robert & Florence Slinger Fund
 - William and Vicki Mitchell, Carmel Realty Foundation
- Cynthia Hertlein
- David Duty and David Taggart
- David and Marylu Mesa
- Driscoll's
- Elaine Cardinale Charitable Fund
- Judy Tschirgi & Stephen Hoch
- Kenneth Hinshaw
- Laura and Brad Niebling in memory of our grandson, John Walter Niebling

- Mechanics Bank
- Monterey County Gives Campaign Match
- Monterey Peninsula Volunteer Services Benefit Shop
- Naturipe Berry Growers
- Nishan Moutafian
- Read to Me Project Board of Directors & Sr. Staff
- Richard & Grace Merrill Fund of the Community Foundation for Monterey County
- Stevenson School Philanthropy Project
- Union Bank Foundation
- Yellow Brick Road



\$200 - \$999

- Aimee Pasley
- Amy Anderson and George Somero
- Barbara and John Greenway, in honor of all who read to young children
- Carmel Host Lions Club Foundation
- Carolyn & Max Mazenko
- Charles and Patricia Asmus Trust
- Costco
- David and Carol Jackson
- Debora Sanders
- Donna & Allan Van Noy
- Edward and Eva Parrott
- Elaine Cardinale Charitable Fund
- Helen Ogden and Rick McGarrity
- Joni & Luis Zabala
- Judith & Dion Dow
- Judith & Scott MacClellan
- Judy and Don Kirk
- Judy Wills
- Kim Gilbreath
- Laura Hooper
- Lettie Bennett
- Marianne Gawain Davis
- Mary Yui & Jeffrey Longmate
- Melanie & Eric Allen
- Michael Covey and Jacqueline DeLu
- Monica Browning
- Network for Good anonymous donations
- Patty Marlow
- Randy and Debra Robinson
- Robert Taggart
- Rotary Club Monterey Pacific
- Sage Ghastin
- Stephanie Herrick and Stephen Mehay
- Susana Bugarin
- The Nancy B. Zaro Living Trust
- The Nunes Company
- Tularcitos Elementary School

- Tyler Greenway
- Virginia Bassett & Don Conrad in memory of Gene Bassett

\$100 - \$199

- Agata Maslowska and Wieslaw Maslowski
- Aliceon Jones (Bookies Book Club)
- Adrienne Herman
- Anita and Edwin McKean
- Barbara Moore
- Bradley Zeve
- Carol Williams
- Cheryl Block
- Dale Hillard
- Daphne and Gerry Kapolka
in memory of Christine Haska Ford and Joanne Hofler
- Delta Kappa Gamma, Theta Pi Chapter
in memory of Benita Low
- Diana Garrett and George Wehrfritz
- Dianne Nielson and Robert Ibarra
- Donna and Allan Van Noy
- Edward & Peggy Dickson
- Elaine Herrmann
- Gail and Lance Larsen
- Gretchen Jordan
- Heidi Fisher/Gilead Sciences
- Jenny Green
- Kathleen Armstrong
- Kathleen Pahl
- Konny Murray & Dave Buckingham
- Laela Leavy
- Linda A. Press
- Lori Stewart
- Lynn Herrick

- Marianne & Arne Owens
- Margaret Hansen
- Marli & Bob Melton in honor of Sage,
Anya, Bodhi, Johanna, Robbie, and Cora
- Merry Trucksis, Trucksis Ent.
- Myrleen Fisher
- Mitchell and Carol Goozé
- Patricia Monahan in memory of
William Monahan
- Sharon Moore
- Susan Spiegel and Irwin Speizer in honor
of Lettie Bennett
- Susan Young in honor of my book club friends
- Tony Tollner & Julie Conrad

IN-KIND SERVICES

- Delta Analytics
- Luis Larrauri, website design & development
- Moranda Minds, IT support
- Trucksis Enterprises, design and printing

BOOK DONATIONS AND DRIVES

- Anita McKean
- Bob Holmes of Mind Skills 4 Skills
- Brad and Laura Niebling
- Friends of the Pacific Grove Library
- Friends of Seaside Library
- Joni Kahn
- Leslie Simon
- Maezy & Ruby Browning
- Natalie Low
- Partnership for Children
- Robert Ball

LEAVING A LEGACY

You can create a legacy that helps underserved children achieve kindergarten readiness for years to come. This can be done by including Read to Me Project in your will, estate plan, or making a gift to an endowment fund.

Please contact Read to Me Project at 831-275.1300 x 701 or email julia@readtomeproject.org for more information on including the gift of literacy in your will for the benefit of generations to come.

MISSION STATEMENT

Read to Me Project helps under-served children achieve kindergarten readiness and a lifetime of literacy by empowering school age brothers and sisters to read to their young siblings at home. We also raise public awareness about the literacy crisis and the need for language development and pre-reading skills during a child's first five years of life.

GOALS

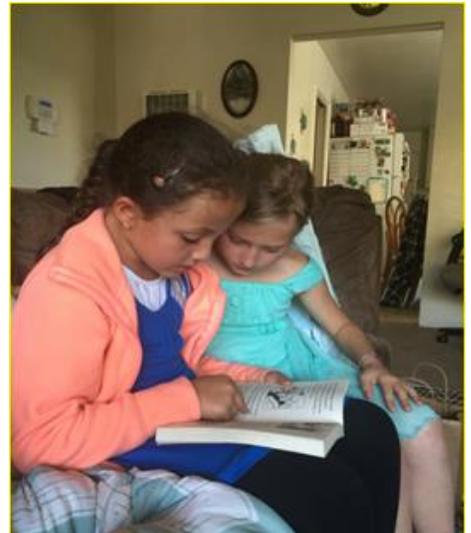
50% of students will read to the youngest family members 80 or more days during the school year. Measured by weekly reading recordings, 15% of students met their goal of reading at least four days a week or 80 or more days in total. 30% of students read 60 days or more. There is more work to be done to help students find time, a quiet reading place, and support at home.

Outcomes for students include improved reading and comprehension skills, confidence, and leadership skills. The little ones acquire vocabulary, cognitive, and language skills, and of course, special attention from their big brother or sister.

Scale Proyecto Léeme Las Claves de Oportunidades Infinitas (Read to Me Project Key to Infinite Opportunities) adult and teen parent education programs by 100% over 2020/21. Measured by awareness building outreach activity through collaborating organizations and actual session attendance, the number of sessions conducted in 2021/2022 exceeded the prior year by 35%. However, attendance attained 42% of the goal.

80% of parents attending a Proyecto Léeme parent education session will rate the content as very useful. Measured by an exit survey of every attendee, 100% of attendees rated the curriculum very highly and meaningful.

Parents received training for developing their young children's literacy skills during routine and special activities with and without the use of books.



PROGRAM HIGHLIGHTS

Read to Me Project is implemented in partnership with teachers, students, and the RtMP program coordinators to provide children ages 6 months to five years old early literacy knowledge that prepares them to succeed in kindergarten.

It was another difficult year for students and educators, but teachers said:

I have thoroughly enjoyed working with Read to Me Project and watching the students in the program develop the skills to be leader readers, book bin managers, and develop self-confidence in their own learning.

It was my first year participating in this program, and I loved hearing the presentations and seeing how engaged my students were when Ms. Beverly [RtMP program coordinator] came in.

Teachers say this year was even more challenging than the prior year's remote learning situation. Students returned to attend school in person last fall far behind academically, socially, and emotionally. One principal shared that his school's students starting kindergarten, 1st grade, and even 2nd grade struggled with things such as fine motor skills including not knowing how to hold a pencil. Children struggled emotionally as well. In fact, there were several cases of students talking about hurting themselves. Some cases were so serious that they had to call in crisis management support.

These are children! It is heartbreaking to hear how these students are feeling.

Further exacerbating the situation this year, students and teachers missed many days and weeks of school due to being quarantined at home as COVID continued to sweep through classrooms.

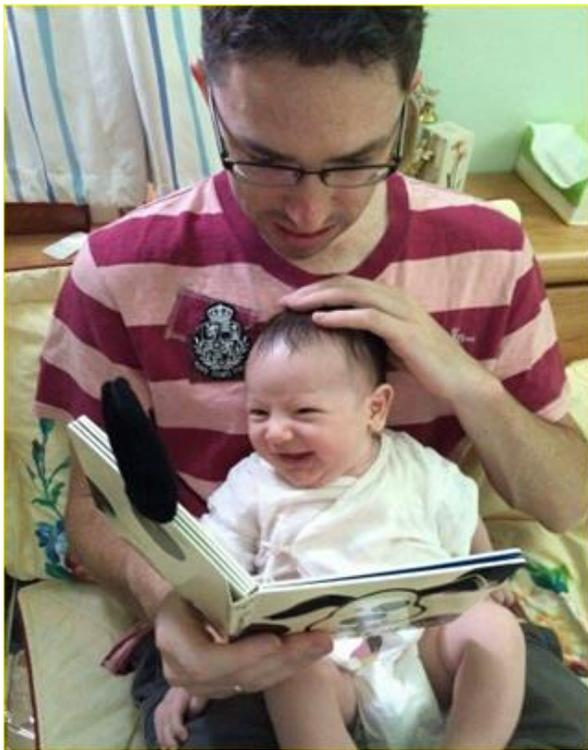
Yet, a constant factor for students was the Read to Me Project. Students in the program became inspiring changemakers at home. Eighty-four classes of 2,118 students participated. Among them, 870 students read to 996 little ones and shared the magic of stories infused with literacy-developing experiences that lit up young minds, while improving the own students' reading skills. During the year-end award ceremonies, students were made aware of how proud they made their teacher and RtMP program coordinator and that they should be proud of themselves too! Above their normal schoolwork and responsibilities at home, they regularly read to their little ones. They took time to find a quiet place, to cuddle up, and to point and talk about pictures in a book with their infant, toddler, and preschool-aged siblings. These students built a strong learning foundation for their little ones to be successful in kindergarten and beyond. The children spent quality time together, forging healthy bonds and treasured memories, and developing vocabulary, language and cognitive knowledge while giggling and wondering what the "Duck on a Bike, or "No, David" might do on the next page in that week's story book. Students highlighted their love for RtMP when surveyed, stating they like having the chance to help their little ones be ready for school and spending time with them.

Teachers and school administrators pushed forward this year, adjusting their lesson plans to meet the unfortunate academic levels of their students. They worked with students who struggled with behavior management and emotional needs. Through it all, educators welcomed and partnered with their RtMP program coordinator for successful program implementation.

ADULT PARENT EDUCATION

We continued collaborations with Door to Hope (play groups), Parents as Teachers, and Greenfield Union School District, and forged a new partnership with King City Union School District. The online delivery worked well for this year's 259 participant sessions.

The curriculum includes information about early brain development, with strong emphasis on the urgency of building literacy starting as early as possible in a child's life. Participants learn practical ways to introduce to their little ones concepts of colors, counting, names for feelings and emotions, words, and cognitive skills that include logic and reasoning during routine daily activities. Parents are also encouraged to use books for building early literacy even if they are poor readers and of the easy, private way to access their local free library services.



TEEN PARENT EDUCATION

Partner Agency: Pinnacle Coastal Valley High School, South Monterey County Joint Union High School District

108 participant sessions were accredited health class options for pregnant and parenting teenagers ages 14 to 18 years old in South Monterey County Joint Union High School District. Attendance and participation improved between the fall and spring semesters by 8%. We continued to adjust the curriculum and delivery style to meet the parents' literacy levels, emotions, and abilities while providing an organic approach to early literacy.

During the series of six classes during the fall semester and eight classes in the spring, teen parents were taught how to use Read to Me Project's "9 Best Ways to Read to a Young Child", including specific read-aloud techniques that promote their child's early language acquisition, comprehension, and vocabulary development. In addition, they learned specific early literacy building techniques and activities usually presented during everyday interactions with their baby.



Read to Me Project Program Coordinators had a difficult time selecting only one teacher among this year’s 84 wonderful educators to highlight in this report. This year, Ms. Santina Pacheco, a 5th grade teacher at Oak Avenue Elementary School, was chosen for her three years of excellent support and enthusiasm for the Read to Me Project.

Ms. Pacheco’s Read to Me Project Program Coordinator was Beverly van Joolen. Beverly says, “I have been so inspired by Ms. Pacheco’s teaching example, energy, and the way she guides and encourages her students. I have appreciated being allowed to spend time with her students. Congratulations!”



Santina Pacheco, Oak Avenue Elementary School, Greenfield



Left: Santina Pacheco receives RtMP’s Lamp of Learning Medal for being a champion teacher.

Champion RtMP teachers ensure that their class has checked out books at least 80% of the total number of possible weeks during the school year. They also advocate for the program in their school.



TEACHER SURVEY

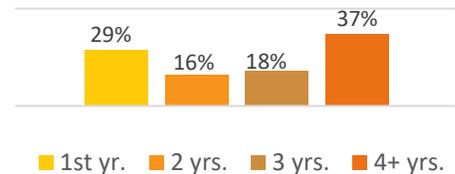
Key Findings:

Teachers stated that students were reading more at home, improving their reading skills, gaining confidence, and were more interested in reading and excited about checking out books to read to the little ones.

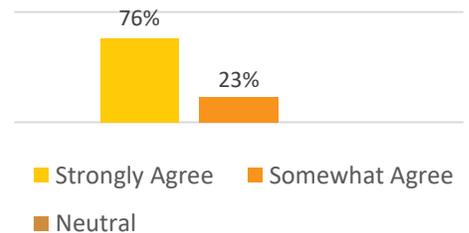
A few teachers also mentioned the benefits the program had for the RtMP book bin managers in terms of developing the students’ leadership abilities.

Survey responses were mixed regarding how much the program benefited the Quest students (students in the class without a family member under the age of 5 at home to read to.) In these cases, Quest Readers are encouraged to read to a parent, grandparent, even a pet, just as long as they keep reading.

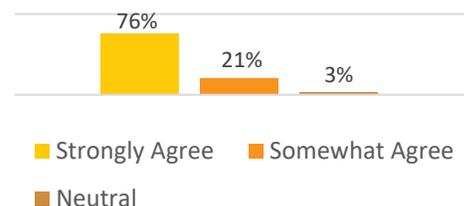
How many years have you participated in the Read to Me Project?



Read to Me Project can have a significant impact on student readers and on kindergarten readiness of younger children.



I believe Read to Me Project has a positive impact on my students.





Emma and Aldo

The role of book bin manager is important for successful program implementation. Two or three students in every participating class are selected by their teacher to help ensure their classmates have the opportunity to check out a RtMP book every week and that the prior week's book is returned to be exchanged for another book.

The book bin manager is also trained to carefully record the number of days each classmate read the prior week.

Students charged with these responsibilities gain leadership experience, learn to help others, and learn to be conscientious and well organized.

Emma just turned 10 years old and was a 4th grader at Oak Avenue Elementary School during the 2021/2022 school year. Emma's brother Aldo is 4 years old. She is interested in fashion design, being a model, and a fighter for children's rights. She recently joined Girls, Inc.

Emma's answers are verbatim as shared. The only edits are bracketed for clarification.

Emma, please tell me about being in the Read to Me Project.

I like talking with people in class. I'm not shy anymore and they listen to me. I'm amazed when they are asked how many days they read that week and so many say 7 when they used to say 3 or 4 days. Read to Me Project is helping me to not be shy and is giving me confidence to talk to others.

What do you think about being a book bin manager?

It's fun to get to work with my friend Alicia. We're teammates who help each other if there's a mistake. I like the interaction with her and the others [classmates].

Do you remember what you first thought when you were picked to be a book bin manager?

I felt so happy that I could be part of a program that helps little ones. A smile split across my face I was so happy. My teacher, Mr. Cervantes says we're the best class behaviorally in the school. He didn't pick out who to be a book bin manager. He put everyone's names in a box and pulled out our names.

Tell me about how you work with your teacher to make sure the weekly book exchanges happen.

My friend and I are trusted and given 15 minutes to call up students for a book. My teacher, Mr. Cervantes always remembers except sometimes if it's testing week and he's really busy, so I remind him.

As a book bin manager, you have an important responsibility to help other students with the books. Would you talk about that?

It feels like they know that I'm here for them. When someone lost a book, I didn't put pressure on him. I talked to him privately and asked how the book got lost. People in charge can embarrass someone. I try to make the students comfortable. I want to be sure they are happy with their books too. It makes me happy when they're happy. Being there for them makes me happy and if the student does something wrong, I don't let it be a big thing.

Is there anything that is hard or that you don't like and want to change?

It's hard for my friend when you have to move quickly to fill out the electronic reading log and I got a piece of paper, wrote down the names so that we can write down the number of days they read more quickly, then enter the numbers into the reading log. Students were getting mad about having to wait for us to [electronically] enter the number of days they read so I made up the paper to help the problem. It used to take about 20 minutes but now it's about 15 minutes.

How is being a book bin manager helping you?

It makes me a leader and organized. I'm not so shy and I'm more confident. I like interacting with everyone. I'm happy to be helping the little ones. I've always wanted to take care of little kids. When they're happy, I'm happy – it's the sweetest thing.

How is Read to Me Project helping the little ones?

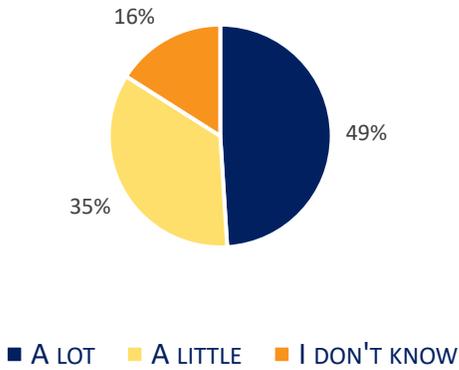
Aldo [4-year-old brother] was always watching TV. When I started reading to him, he started identifying animals and tries to say the scientific names. He loves animals and books and singing with me. Aldo rejoices me. He loves being with me. Aldo is more adventurous now and is learning more. He's thinking about new things he's learned and wants to do them. If we read a book with a firefighter, he wants to be a firefighter. Animals and firefighters are his favorite right now.

I want to be a role model for him, and he is protective of me. My mom and dad read to me before Aldo was born but now they are so busy. I want Aldo to have the experience that I had.

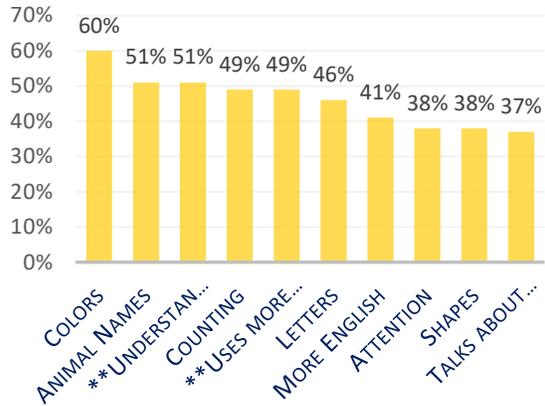
Is there anything else you would like to share?

It's an amazing project helping all the kindergartners be ready. It made me sad when Ms. Beverly [RtMP program coordinator] told us 7 out of 10 are not ready to be kindergartners. My mom and dad read to me and I want that for other children.

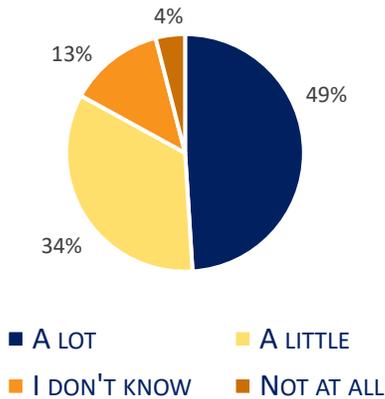
HOW MUCH HAS YOUR LITTLE ONE LEARNED?



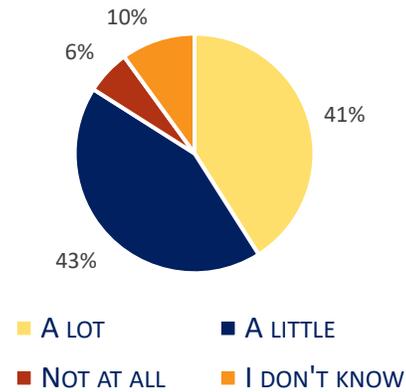
WHAT HAS YOUR LITTLE ONE LEARNED?*



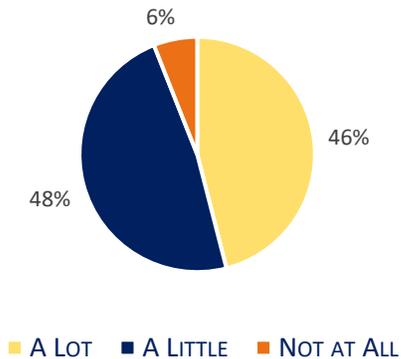
HOW MUCH HAS RtMP HELPED YOU TO BE A BETTER READER?



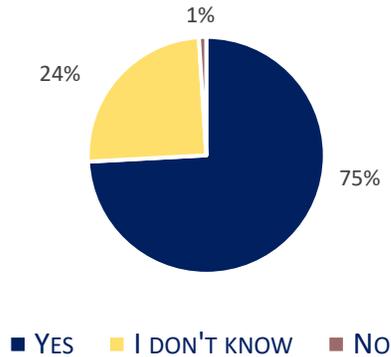
HOW MUCH HAS RtMP HELPED YOU TO BE A BETTER SPEAKER?



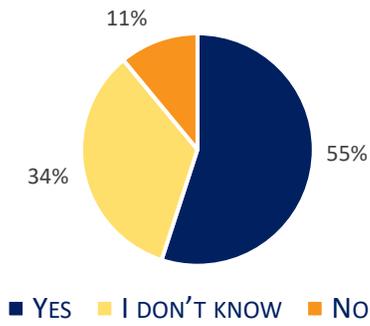
HOW MUCH DOES YOUR LITTLE ONE LIKE BEING READ TO?



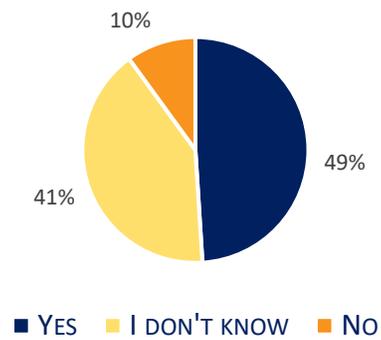
DO YOUR PARENTS LIKE IT WHEN YOU READ TO YOUR LITTLE ONE?



WILL YOU PARTICIPATE AGAIN NEXT YEAR?



WILL YOU READ TO YOUR LITTLE ONE OVER THE SUMMER?



* Students were asked to check all answers that applied.

** Understands and uses more words.

IMPLEMENTATION AND PARTICIPATION DATA

School Districts	4
Schools	14
Classrooms in the Program	84
Third & Fourth Grades Combined	1
Fourth Grades	33
Fifth Grades	31
Fifth & Sixth Grades Combined	1
Sixth Grades	18
Vision Readers (those reading to little ones at home)	870
Little Ones Ages 6 months to 5 years	996
Quest Readers (Students without little ones at home)	1,248
Total Children Impacted	3,114

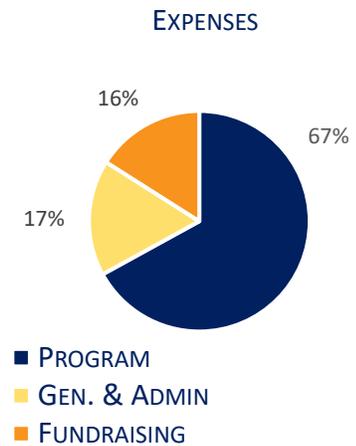
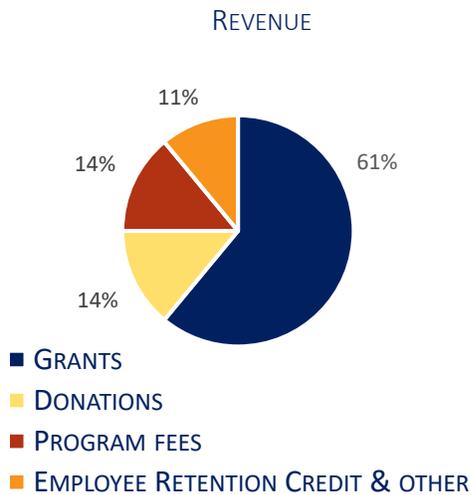
DAYS STUDENTS READ TO THEIR LITTLE ONES

RtMP students are given the goal to read to their little ones at least four days a week or 80 days in total for the school year.

80+ days	15%
60 - 79 days	15%
40 - 59 days	21%
< 40 days	49%

**Read to Me Project
Statement of Activities and Changes in Net Assets
For The Fiscal Year Ending June 30, 2022**

		FYE 6/30/22
REVENUES		
Grants		\$ 315,560
Donations		75,409
Program fees		74,264
Employee Retention Credits		58,763
Other income		589
		524,585
 EXPENSES		
Program expenses		256,404
General and administrative		64,952
Fundraising		64,764
		386,120
 CHANGE IN NET ASSETS		\$ 138,465
 NET ASSETS		
Beginning of year		\$ 395,653
End of year		\$ 534,118





Read to Me Project Founder Barbara Greenway (l) welcomes Julia Foster (c) to the position of executive director.

I knew about Read to Me Project’s mission to work with school aged students and their younger siblings to improve literacy, but the powerful impact of the program only became clear to me when I saw it unfold with my own children. My son happened to be in a classroom that had signed up for the Read to Me Project. Inspired by what he had learned from the program coordinators about the developing brain, he began reading to his younger sister at home. Not only did my daughter’s reading levels improve quickly, both children also loved the emotional connection that came with this experience.

When I then learned that the Read to Me Project was looking for a new executive director, I felt compelled to apply so that I could help bring the gift of literacy and emotional bonding to children and families across Monterey County and beyond.

We have a terrific team on staff including a fantastic new program director, Amanda Evans. Amanda has more than fifteen years of broad business experience in both local and international corporate and non-profit environments and has held leadership positions in training and development, communications, and program management.

Since reading to our little ones at home lies at the core of Read to Me Project’s mission, I want to strengthen our data collection efforts by enlisting the help of promotoras who then connect with our families and conduct pre and post assessments of the little ones.

Thank you all – funders, volunteers, staff, and board members - who have shared and supported Read to Me Project’s journey and progress over the years to help ensure the vision: *Every child entering kindergarten prepared to succeed.* I look forward to meeting you and bringing the gift of literacy to our underserved families!



Amanda Evans, Program Director

Julia Foster
Executive Director

2022/2023 PROGRAM GOALS

- 50% of students will read 100 days or more during the school year. Measured by student reading log records.
- 70% of participating classes will check out books at least 25 weeks during the school year. Measured by reading log records.
- Increase the number of Proyecto Léeme/Read to Me Project adult and teen parent participants by 16% for the year. Measured by year-over-year attendance comparisons.



"Reading is
good and
makes you
smart."



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