ProLiteracy Visits Partner in Africa

Statistical Report:
Results from the 2016-17 Annual Member Survey
Supporters, members, advocates, and friends: Thank you for helping us start out strong in 2018. Your devotion to changing lives through literacy helps us continue to make a real and lasting impact for adult learners and our shared communities. We kicked off the year with new online courses, some exciting announcements, and a successful volunteer recruitment campaign.

We launched the volunteer recruitment campaign in January, and already ProLiteracy has connected hundreds of new adult literacy volunteers to opportunities in their areas. In addition, ProLiteracy is the new home to Leamos™, an online Spanish literacy course for Spanish-speaking adults. And this fall, we will launch New Readers Press Online, a platform that will offer a number of high school equivalency courses for subscribing programs and adult learners.

Also in this issue of Voices, we recap some of ProLiteracy’s most notable highlights from 2017, including our trip to inspiring programs in Africa and the 2017 ProLiteracy Conference on Adult Literacy. And finally, it is always our pleasure to showcase the moving stories of our member programs, their students and volunteers, and our wonderful supporters.

Thank you everyone for your continued support. I hope you enjoy this issue of Voices.

Kevin Morgan
President and CEO
Connecting Volunteers With Opportunities

VOLUNTEERS are essential for our network, and exponentially increase our impact. Best of all, they do it because they are passionate and committed to our mission. Realizing that it is a challenge to attract adult literacy volunteers, ProLiteracy decided to create change by implementing a new volunteer recruitment campaign.

The ProLiteracy website volunteer page, Become an Adult Literacy Volunteer, includes a short form that a potential volunteer can fill out to express interest. The form is submitted to a ProLiteracy staff member who searches for opportunities within or near the provided zip code utilizing the National Literacy Directory, a joint referral effort between ProLiteracy and National Center for Families Learning, with generous support from Dollar General Literacy Foundation. Once at least three opportunities are found, that staff member shares that information with the volunteer, and also reaches out to each program to let them know that there is an interested volunteer in its area, with contact information.

The enhanced website section features a helpful FAQ page for individuals who may have questions about volunteering. There is also an opportunity for people to send in their own personal volunteer stories to be shared on our blog and social media accounts.

To kick our new campaign into high gear, we worked with USA Today to display a banner ad on their website in February that promoted our volunteer recruitment effort. We also promote the new campaign across social media, and in Google Ads.

In two months, nearly 300 volunteers have submitted the form.

We are excited to see how much interest there is and we look forward to continuing to connect individuals who want to make an impact on adult literacy with volunteer opportunities serving learners across the country.

Learn more about ProLiteracy’s new volunteer recruitment campaign at ProLiteracy.org/Get-Involved/Volunteer.
ProLiteracy
VOICES

Annual Statistical Report 2016 - 2017

*Extrapolated data in this report are based on 2016-2017 Annual Member Surveys completed by member organizations for their program’s activities over a 12-month period.

Students

Gender

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<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>2016-17</td>
<td>35%</td>
<td>65%</td>
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</table>

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>White</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>43%</td>
</tr>
<tr>
<td>Asian</td>
<td>13%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>18%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>1%</td>
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<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td>3%</td>
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English Language Learners (ELL)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>50%</td>
</tr>
<tr>
<td>2010-11</td>
<td>50%</td>
</tr>
<tr>
<td>2011-12</td>
<td>49%</td>
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<tr>
<td>2012-13</td>
<td>57%</td>
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<tr>
<td>2013-14</td>
<td>56%</td>
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<tr>
<td>2014-15</td>
<td>55%</td>
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<tr>
<td>2015-16</td>
<td>60%</td>
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<tr>
<td>2016-17</td>
<td>63%</td>
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</table>

Student Entrance Levels: Basic Literacy Levels

- Grades 0-3 (Beginning Reader): 24%
- Grades 4-5 (Developing Reader): 24%
- Grades 6-8 (Intermediate Reader): 30%
- Grades 9-12 (Advanced Reader): 22%

Student Entrance Levels: ELL/ESL Levels

- Not able to speak or read English: 17%
- Able to speak some English, but not able to read English: 18%
- Able to read some English, but not able to speak English: 15%
- Able to read and speak some English: 49%

Instructors

Gender

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<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>2016-17</td>
<td>27%</td>
<td>73%</td>
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</table>

Paid vs Volunteer Instructors

- Paid Instructors: 4%
- Volunteer Instructors: 96%

85% is the average volunteer retention rate.

Nearly 75% of instructors in member programs have college degrees.

The percentage of instructors age 60 & older has grown over the years to 48%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2010-11</td>
<td>35%</td>
</tr>
<tr>
<td>2011-12</td>
<td>42%</td>
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<tr>
<td>2012-13</td>
<td>42%</td>
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<tr>
<td>2013-14</td>
<td>47%</td>
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<tr>
<td>2014-15</td>
<td>47%</td>
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<tr>
<td>2015-16</td>
<td>47%</td>
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<tr>
<td>2016-17</td>
<td>48%</td>
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### Programs/Services

#### Percentage of programs with student waiting lists

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<tr>
<td>% Waiting</td>
<td>76%</td>
<td>68%</td>
<td>68%</td>
<td>63%</td>
<td>66%</td>
<td>63%</td>
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#### Engagement in advocacy, public policy, and general awareness efforts (% of programs)

- Communicate with their legislators/local officials: 45%
- Forward ProLiteracy legislative alerts to students, instructors, or board: 42%
- Maintain an organizational website: 83%
- Maintain an organizational Facebook, Twitter, or LinkedIn account: 79%
- Have a presence in a local newspaper and/or local news website/social media page: 78%
- Send press releases with organizational news, announcements, etc.: 67%

#### Top 5 reasons learners left literacy programs

1. Met goal(s)
2. Lack of interest
3. Attained employment
4. Moved/left area
5. Personal problem (health, family, etc.)

- 79% of programs have a board/advisory group; the average number of members is 10.

#### Programs providing digital literacy services (% of programs)

- 2010-11: 12%
- 2011-12: 19%
- 2012-13: 19%
- 2013-14: 23%
- 2014-15: 29%
- 2015-16: 31%
- 2016-17: 31%

### Member Organization Funding

#### Percentage of members receiving United Way funding

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<tbody>
<tr>
<td>% Funding</td>
<td>50%</td>
<td>52%</td>
<td>54%</td>
<td>54%</td>
<td>49%</td>
<td>46%</td>
<td>51%</td>
<td>46%</td>
<td>46%</td>
<td>43%</td>
<td>40%</td>
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- 66% of programs receive private/individual donations.
- 43% of members rely 100% on nonpublic sources of funding.

#### Programs' private/individual donations (% of overall funding)

- 2007-08: 4%
- 2008-09: 4%
- 2009-10: 4%
- 2010-11: 5.5%
- 2011-12: 7%
- 2012-13: 6%
- 2013-14: 6%
- 2014-15: 7%
- 2015-16: 9%
- 2016-17: 7%
**New Readers Press® Online Learning**

**PROLITERACY**, through its publishing division New Readers Press, is excited to be launching new online courses, utilizing our innovative content, to help adults improve their literacy skills, obtain their high school equivalency diploma, and acquire workforce training.

New Readers Press will leverage BenchPrep, an online learning platform, to provide the new, subscription-based program. The program will launch with three test preparation courses this fall: Pre-High School Equivalency, GED®, and HiSET.

This will provide students the flexibility to learn and prepare at their own pace—they can utilize the platform from anywhere and at any time, across all devices. The program’s personalized components, helpful courses, educational games, and microlearning capabilities will provide a more engaging, efficient, and effective approach to learning. Students will be able to work in the program on their own, or with their tutors and instructors.

**We Are the New Home of Leamos™**

**PROLITERACY** is thrilled to announce that it is the new home of *Leamos™* (Let’s Read), an easy-to-use online course that teaches non-literate Spanish-speaking adults to read and write in Spanish.

Leamos consists of 43 instructional lessons and 150 hours of self-paced, digital instruction. *Leamos* has been used successfully by thousands of individuals, adult education programs, libraries, and more. *Leamos* also enables libraries and literacy programs to overcome the challenges of finding suitable Pre-ESL programs for diverse groups of learners throughout their communities.

Visit [www.proliteracy.org/leamos](http://www.proliteracy.org/leamos) to learn more, or email Patty Celidon at leamos@proliteracy.org.
NPR and ProLiteracy Partner Up for Adult Literacy

PROLITERACY has been working with National Public Radio (NPR) to create a segment that features the story of an individual who struggles with literacy as well as a tutor or volunteer who will share their passion and talk about the impact of adult education.

We reached out to our member programs to find some volunteers and students who would be interested in participating in this exciting opportunity. We received an amazing amount of submissions from across the country and submitted them to the producers at NPR. Literacy Volunteers of Bangor in Bangor, Maine was selected and two to four students will be interviewed. We will share the final segment when it airs in late spring.

With NPR’s worldwide following, this segment provides the opportunity to expand awareness of adult literacy to new and large audiences. A Harris telephone survey found that NPR was the most trusted news source in the United States. According to 2017 statistics, its weekly on-air audience reaches over 30.2 million people. ProLiteracy is excited to be a part of something that will increase awareness and worldwide efforts to overcome the challenges of adult literacy.

National Magazine Features Adult Learner Marty Calanche

PROLITERACY was recently contacted by a writer for WayFairer, a literary magazine distributed at the 2018 Tucson Festival of Books. WayFairer had come across the ProLiteracy blog post, It’s Not How You Start, It’s How You Finish, a special story about adult learner and ProLiteracy Board Member Marty Calanche, who attends classes at Literacy Connects in Tucson, Arizona. The magazine found his story to be inspiring and wanted to feature it in an article about adult literacy.

WayFairer pulled pieces of Marty’s story from the ProLiteracy blog post, as well as quotes from a video we produced for the 2017 ProLiteracy Conference on Adult Literacy, Marty Calanche’s Journey from a Discouraged Student to an Inspired Adult Learner. Marty’s tutor, Betty Stauffer from Literacy Connects, was also featured in the article.

We are thrilled to know that Marty’s and Betty’s stories will make a great impact. The WayFairer’s publishing team hopes to help literacy advocates, programs, and volunteers spread awareness of the literacy crisis with this article, and many more.
ProLiteracy Visits Partner in Africa

IN AUGUST, two ProLiteracy staff members, Michele Diecuch, director of programs, and Alesha Anderson, senior program officer for international work, embarked on a two-week trip to visit our partnering literacy programs in Kenya and South Africa.

ProLiteracy has supported literacy programs in South Africa and Kenya for 25 years. We are deeply committed to each of these countries and to the many challenges that adult learners face, especially in the tribal and rural areas.

Michele and Alesha started their visit in Kenya with longtime partner Kenya Adult Learners Association (KALA). KALA, headquartered just outside of Nairobi, is the only adult literacy organization in Kenya that devotes itself entirely to advocating for adult learners, especially women. Most of KALA’s projects are non-governmental, freestanding, neighborhood- or village-based efforts for impoverished and disenfranchised women. Learners in KALA programs originate from 14 different Kenyan communities and speak Swahili, their various mother tongues, and English. The diverse group of learners is made up of rural and urban migrants, nomadic people, and slum dwellers.

Magdalene Gathoni Motsi, KALA’s founder and executive director, is a shining example to women in KALA’s programs. She was an adult learner herself, and she has fought hard to advance her education and advocate for women’s and girls’ education in Kenya.

ProLiteracy’s goal was to learn more about a pilot program that we supported using Kindles to introduce digital literacy. Through a partnership with Worldreader, ProLiteracy provided KALA with 25 e-readers loaded with over 100 e-book titles in their native languages. Utilizing the e-readers not only increased learner attendance, but provided a variety of titles to newly literate learners who normally would be very limited with books in their native languages. KALA has seen students’ motivation to learn increase and it has plans to continue utilizing the tablets in other programs around the country.
During the visit Michele and Alesha met with learners in the communities of Narok (near the Maasai tribal region of Kenya) and Kikuyu. Though the visit was short, Michele and Alesha were incredibly humbled and encouraged by the students and teachers they met in KALA’s programs. In both locations, learners made requests for additional e-readers so they didn’t have to share or could take them home for additional practice.

After three days in Kenya, the next stop was South Africa to visit with Connect Network, a new partner program that is dedicated to helping women and children at risk in and around Cape Town. Thanks to generous funding from The West Foundation, ProLiteracy is working with Connect Network to implement a project to improve women’s health through literacy. The project is phase two of a pilot program that ProLiteracy conducted in 2016 with partners in Liberia.

ProLiteracy and Connect Network will develop a basic health literacy manual for 300 low-literate women in the Western Cape of South Africa. Utilizing experience and lessons learned in Liberia, we will develop a similar manual to be translated into the local language, and Connect Network will oversee implementation in Khayelitsha, one of Cape Town’s largest townships. Topic areas include sexual health and health as a human right (addressing domestic violence, and violence against children). ProLiteracy plans to make the manual available to other adult literacy and women’s health programs in South Africa this year.

While in Cape Town, Michele and Alesha also visited Sikula Sonke, a community center that works to educate parents, especially young mothers, and learned about the struggles young mothers have faced. By integrating literacy and health, Connect Network will be able to create a resource specific to women’s health needs to use in Sikula Sonke’s programs.
A Recap of the 2017 ProLiteracy Conference on Adult Literacy

Feedback From Our Attendees

We are happy to share that the 2017 ProLiteracy Conference on Adult Literacy was rated our best ever!

“The information was above and beyond my expectations.”

“Best conference I have attended ... in years!”

“If one is employed in the world of adult literacy this is the conference to attend.”

THE 2017 PROLITERACY CONFERENCE on Adult Literacy took place September 27–30 at the Radisson Blu Mall of America in Bloomington, MN. A diverse group of 500 frontline literacy providers and advocates came together to learn, network, and grow in their ability to effect positive change for adult learners worldwide.

A Perfect Pre-Conference

The ABE Volunteer Management Pre-Conference welcomed 119 attendees from 25 states. The day-long training, hosted in partnership with Minnesota Literacy Council, covered various topics including trends in volunteerism, professional development for tutors, and volunteer recruitment strategies.

Over 100 Exciting Workshops and Featured Sessions

With 115 workshops and seven featured sessions to choose from, attendees received a wealth of valuable information and innovative tools to tackle their most pressing adult literacy issues. Topics included blended learning, fundraising, advocacy, marketing strategies, research, tutor training, and strategic planning.

Sensational Speakers, Special Guests and Sponsors

We were fortunate to host a vibrant selection of speakers as well as special guests, including local politicians, expert panelists from the adult literacy field, and honored learners.

Fun and Informative “Appy” Hour

Semifinalists of the Barbara Bush Foundation Adult Literacy XPRIZE, presented by Dollar General Literacy Foundation, presented the mobile applications they are developing to support and accelerate adult literacy learning.

Engaging Exhibits

Attendees were able to connect with an exceptional group of exhibitors who showcased innovative tools, technology, strategies, and products that can be applied to various sectors of the adult literacy field.

SAVE THE DATE

2019 ProLiteracy Conference on Adult Literacy

September 25-28, 2019 | San Diego, CA
Sheraton San Diego Hotel & Marina
A Most Rewarding Experience

**AS A SINGLE MOTHER** from Somalia with two children, Teamir Melaku needed help developing her English language skills. Additionally, Melaku had a goal to become a Certified Nursing Assistant (CNA). To do so, she needed to pass the CNA test, which she had already attempted two times.

Marianne Heyden, a volunteer tutor at **People’s Resource Center (PRC)**, in DuPage County, Illinois, was just as committed as Melaku was to help her fulfill her dreams and provide a quality life for her children. The two would meet for as many as six hours a week at their local library.

While tutoring Melaku, Heyden also had the opportunity to learn new things. “I learned about nursing assistant skills right along with her,” she said. “We learned the physiology of the human body. We learned all about working in someone’s home. We practiced social skills, helping her get past the language barrier. The CNA test gives no concessions for English as a second language.”

As a tutor, Heyden worked to create a fun and educational learning environment for Melaku. In doing so, she applied a helpful, hands-on learning approach that ultimately led to Melaku passing her CNA exam. “She passed with flying colors—she got almost 100 percent,” said Heyden. “It really was a wonderful experience. A unique, special outcome.”

Heyden continued to work in the open classroom at PRC, and ultimately developed an ESL chat group where people from several different countries could practice conversational English. “I’m very physical in my explanations about things,” said Heyden. “I talk with my hands and act things out. One day, I acted out how scared I am of spiders. Another time I pantomimed how much I like kittens. Sometimes we laugh so hard, we cry. That’s the best!” Just like with Melaku, Heyden is devoted to providing a simplified, hands-on learning experience for all of her students. ●

Read the full story, *Laugh A Lot*, at [TellYourStoryPRC.org](http://TellYourStoryPRC.org). You can also view other inspirational stories on the [PRC blog](http://PRCblog).

“Watching another person grow is incredibly rewarding. I really enjoy working with people who want to change their life. Volunteering has taught me the immense satisfaction of giving your time and seeing a result.”

—MARIANNE HEYDEN

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**Program Student: Teamir Melaku**

“Watching another person grow is incredibly rewarding. I really enjoy working with people who want to change their life. Volunteering has taught me the immense satisfaction of giving your time and seeing a result.”

—MARIANNE HEYDEN
DONOR STORIES

Making a Lasting Impact on an Adult Learner’s Future

My Wife Margery, by Martin Fried

“My WIFE MARGERY was very devoted to literacy. She dedicated her whole career to the nonprofit sector because she knew she could make a difference.

Margery and I met when she began working for Literacy Volunteers of America in New Jersey. Shortly after joining the organization, she knew she had found her ultimate goal and purpose in life. She loved her work and found immense joy in leading her staff toward helping people learn to read.

Margery was the most proficient reader I had ever met. When we went on vacations, she took at least one book to read each day, and she completed each one. She even brought two extras for the plane rides.

Literacy has been one of my charities now for over twenty years. Margery insisted that we donated our time and financial support whenever and wherever possible. She even told me to continue supporting after she’s gone.”

Elizabeth Horan’s Commitment to Literacy

ELIZABETH HORAN grew up in Saginaw, Michigan. After attending Central Michigan University, she became a kindergarten teacher and taught from 1929 to 1936. Her son James Horan believes this is when her growing interest in learning and literacy really developed.

“She was always very empathetic with children, but always told me she wasn’t a very good teacher, which I find hard to believe,” said James.

After she stopped teaching in 1936, Elizabeth married and had children. She always made sure that her children had plenty of books and magazines to read, and went to the library regularly. James recalls his mother reading to him and his siblings, stories like The Story of Doctor Doolittle, The Swiss Family Robinson, The Goops, and stories by Hans Christian Anderson.

It wasn’t until later in life that Elizabeth learned about Laubach Literacy International. Every year, she made contributions. Laubach Literacy International merged with Literacy Volunteers of America to become ProLiteracy. Shortly before her death in 2003, Elizabeth left bequests to ProLiteracy and to Saginaw Promise, a program that awards scholarships to graduating high school students in the Saginaw Public School District.

Dr. Dorothy Johnston – Over Three Decades of Loyal Support

DR. DOROTHY JOHNSTON, 105, of Pottsville, Pennsylvania, was born July 16, 1909 in Philadelphia. She was a graduate of Abington High School and Women’s Medical College of Pennsylvania, and she was a psychiatrist for many years before retiring in 1965. She was also a member of Carmel Presbyterian Church in Glenside.

Dorothy was a loyal donor for 33 years whose perpetual will provision provides support to ProLiteracy for many years.

IN MEMORIAM

“It is and will always be my pleasure and honor to support ProLiteracy in Margery’s memory.”

—MARTIN FRIED
A Gift That Keeps Giving

ProLiteracy wants to thank the members of the Heritage Society, an exclusive group of ProLiteracy supporters who have confirmed a planned gift to ProLiteracy. A planned gift to ProLiteracy allows us to invest in resources to increase adult literacy efforts worldwide. This allows us to help adult learners overcome the challenges of having low literacy, and achieve high school education, U.S. citizenship, and employment.

Planned gifts can include bequests, retirement gifts, stocks and securities, real estate, life insurance, and gift annuities. For more information on establishing a legacy so that your passion of literacy will continue to make an enduring impact, please visit ProLiteracy.org/Get-Involved/Planned-Giving, or contact Wallace Barkins at 1-888-926-7323.

Heritage Society Members

Mrs. Elizabeth J. Allen
Mr. Glenn M. Allen
Dr. Nancy Alexis
Mr. Richard Artes
Mr. Julian M. Babad
Mrs. Cathryn Bacon
Mr. and Mrs. William E. Barlow
Dr. and Mrs. Guy O. Barnett
Mr. Anthony S. Bates
Dr. Jackson N. Baty
Dr. Shirley Bekey and Dr. George Bekey
Mrs. Nadean R. Bell
Ms. Marlene J. Berning
Mr. and Mrs. Lawrence E. Beyer
Mrs. Maria S. Boswell Jr.
Mrs. Elizabeth J. Brady
Mrs. Ruth D. Bressler
Mrs. Nancy Brewer
Mr. and Mrs. William O. Brown
Ms. Deirdre M. Brown
Ms. Beatrice Bruce
Ms. Frances E. Buell
Mr. and Mrs. William W. Butler
Mr. and Mrs. Richard Campbell
Dr. Samuel S. Campbell
Ms. Geraldine Chark
Ms. Jane A. Christison
Ms. Faith Clark
Mr. William Cohen
Mrs. Barbara L. Collins
Mrs. Ruth Colvin
Ms. Janet M. Conn
Dr. Betty L. Cottle
Ms. Helen B. Crouch
Ms. Susan H. Daoust
Mrs. Joy Davenport
Ms. Geraldine C. Davis
Mr. and Mrs. Harold F. De Witt
Mrs. Sharon Doll
Mr. and Mrs. Lester Eisenbeck
Mrs. Clare Forbes
Mrs. Dorothea H. Franzel
Mr. Kevin J. Freer Ph.D
Mr. Russell B. French
Ms. Susan S. Gilpin
Mrs. K. L. Goebel
Ms. Betty Ruth Goen
Mrs. Dorothy W. Haines
Ms. Marcia S. Halpern
Mr. and Mrs. Edward K. Hawkins
Mrs. Marjorie G. Helms
Mr. and Mrs. La Vern Herman
Mr. Vernon L. Higginbotham
Ms. Daryle Hollender
Ms. Martha B. Hunt
Ms. Ruth Esther Hussey
Ms. Sarah P. Inglis
Ms. Patricia B. Johnston
Mr. and Mrs. Carl F. Kantner
Miss Elizabeth A. Keat
Dr. Sylvia W. Keene
Mrs. Thelma J. Kieffer
Mr. and Mrs. John W. Kirk
Miss Helen A. Knutson
Mrs. Marjorie Kroehler
Ms. Jane E. Kuenmerle
Ms. Mary La Rue
Ms. Martha Lane
Mr. Rick Lawton
Mrs. Olive Leonard
Mr. Michael J. Lombardi
Ms. Christine Maack
Ms. Marilyn E. MacGregor
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Mr. Neilson E. Marshall
Mr. and Mrs. J. William W. McVey
Mr. and Mrs. John R. McCabe
Ms. Daisy M. McKenne
Ms. June Mealey
Dr. David Y. Miller
Mr. Kevin J. Morgan
Mr. Richard G. Morris
Mrs. Alice Morse
Ms. Gladys M. Murray
Mrs. Antoinette Natoli
Mrs. Mary Anne Nelson
Mr. and Mrs. Warren R. Nelson
Mr. Mark K. Osbeck
Ms. Caroline W. Palmer
Mrs. Eleanor I. Pawluk
Ms. Edith N. Potter
Ms. Janet M. Powers
Ms. Beverly Puerckhauer
Ms. Lynn N. Reed
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Ms. Eleanor A. Robb
Mrs. Florence B. Ross
Mr. and Mrs. James P. Rowan
Ms. Carolyn S. Rusk
Ms. Barbara J. Salice
Dr. Diane J. Sawyer
Mrs. Louise C. Schinnerer
Ms. Betty A. Shafer
Mr. and Mrs. Kirk L. Shisler
Dr. David P. Sickles
Ms. Frances A. Stevens
Mrs. Patricia R. Stewart
Ms. Marsha Tait
Mrs. Gertrude P. Taylor
Mr. and Mrs. Richard Tedder
Mr. and Mrs. Shurlo Tooker
Mr. and Dr. Arthur B. Waill
Mrs. Ginia D. Wexler
Mrs. Elizabeth H. Willoughby

To learn more about planned giving, contact Wallace Barkins at 1-888-926-7323 or by email at wbarkins@proliteracy.org.
WE CAN SAY GOODBYE to a time when a community organization would operate as a sole provider to meet a community need. Today, numerous organizations are familiar with the concept of Collective Impact, a framework to tackle deep-rooted and complex social issues. When organizations partner with other organizations across a community, they are proven to have a more profound and longer-lasting impact on the community.

One library in particular has shined in this aspect. The Azusa City Library in Azusa, California, is committed to providing literacy services that allow adult learners to fulfill their full potential.

A Community Initiative for ESL Classes

In 2013, Azusa City Library established Grassroots ESL, a library-led collaboration project that delivers ESL tutoring in small groups by trained volunteers. With a mission to serve nearly 25,000 residents who speak a language other than English, the project was invaluable. However, three years into the program, the participation of contributing programs waned, and Azusa City Library faced challenges as it was carrying out the majority of the workload.

In 2016, the Institute of Museum and Library Services (IMLS) awarded a Sparks! Ignition grant to the Azusa City Library to transform Grassroots ESL into a community-based partnership. With the grant, Azusa City Library had the opportunity to apply specific components of Collective Impact thinking to achieve a successful and more collaborative transformation. Some of these components include:

- Common Agenda
- Shared Measurement
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Support

Since the project launch in December 2016, Azusa City Library has gained perspective as it transitioned from leading a group of local organizations to building an operative community partnership to provide ESL instruction. Its goal was finally met—Grassroots ESL was no longer the library’s program but was the community’s program with shared ownership and responsibility.

Read the white paper Moving from Collaboration to Partnership at www.ci.azusa.ca.us/documentcenter/view/37497.
Our Members and Their Unique Approaches to Making an Impact

**Literacy Council and Farm Collaborate**

THE WHATCOM LITERACY COUNCIL (WLC) in Bellingham, Washington, has put a rural spin on adult literacy.

In January, WLC began offering an introductory English class at Curt Mayberry Farm, in Lynden, WA. Employees of the farm can attend class twice a week at the beginning of their workday. Since there were more than 30 employees interested who were all at various skill levels, WLC split the students into two different groups to better serve them. Whatcom is excited to be working with a long-time supporter like Curt Mayberry Farm.

You can learn more about WLC at WhatcomLiteracy.org.

**“Tasteful” Tales of Giving to Adult Literacy**

The Literacy Council of Montgomery County (LCMC) in Rockville, Maryland, hosts fundraising events that bring together members of its community in fun and enjoyable ways. The organization recently hosted two fundraisers that accommodated the taste buds of its participants.

LCMC held a FUNdraiser at World of Beer in Bethesda, MD. Proceeds raised from the entry fee were donated to the organization’s various programs. Attendees enjoyed a fun night of free drinks, raffle prizes, and good company.

Another tasteful fundraiser will be held at Chipotle in Rockville. Chipotle will donate 50 percent of its sales for the duration of the evening event. Supporters not only will come together to share a meal, but to help educate other patrons about LCMC’s work in the community.

Learn more about LCMC at LiteracyCouncilMCMD.org.

**Students Helping Students with Family Literacy**

Simpson County Literacy Center (SCLC) in Franklin, Kentucky, has teamed up with a student at Western Kentucky University. Hannah Wells is an education student who has been working on her honors thesis project which has resulted in her fun family reading project at SCLC.

In early April, Wells worked with SCLC to launch a family literacy project that focuses on educating parents about the importance of early literacy, technology, and involvement in their family’s education. The project consists of three classes that include 20-minute presentations for parents, and literacy activities for parents to do with their children.

- The first class is centered on early literacy, including reading skills, spelling, vocabulary.
- The second class focuses on technology and the role it plays in today’s workforce and in literacy activities for children.
- The third class emphasizes school success—helping students with homework, communicating with teachers, advocating for your child, etc.

“My hope is that families will walk away with an arsenal of resources (lists of books, games, activities, etc.) and strategies for reading with their child and helping them succeed. My other hope for this project is that it could serve as a framework for other schools and community centers to adapt to their own needs, especially in my own future as a teacher.”

—HANNAH WELLS

Hannah Wells
FIND MORE WAYS TO GIVE AT PROLITERACY.ORG

PROLITERACY BELIEVES every adult has a right to literacy. We champion the power of literacy to improve the lives of adults, families, and communities. We envision a world in which everyone can read, write, and use technology to lead healthy, productive, and fulfilling lives.

We can’t do it alone! Your support ensures that new learners in every community experience the chance to read to their children or grandchildren, earn their high school diploma, get hired at their first job, or keep themselves and their families healthy.

As always, thank you for your continued commitment to changing the world through adult literacy!

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