

2022 – 2023 ANNUAL REPORT

Every child entering kindergarten prepared to succeed.



Read to Me
PROJECT

SIBLINGS READING SUCCEEDING



Jeylan's little sister wears a Read to Me Project Superstar Medal that he received for meeting the goal of reading at least 4 days a week to her at home throughout the school year.

My class of 4th grade students, located in the Alisal Union School District, was one of the four to pilot the Read to Me Project in 2011. When this idea was first shared with me, I immediately knew the project was going to have a tremendous positive impact in our school and community.

Throughout my years of teaching and as an instructional coach, I observed students deepening their appreciation and love for reading, language & literacy. I witnessed how this program provides wonderful opportunities to practice listening, speaking, reading, and writing by offering students choice in the book content they checked out and then practiced reading with expression to their brothers and sisters.

Additionally, students looked forward to spending quality time with younger siblings each day before and after school. These simple routines provided opportunities for nurturing the children's curiosity while supporting a strong foundation of creativity, imagination, and plenty of time to "play" with languages before formally being introduced to academic vocabulary in school.

Furthermore, older siblings shared how they appreciated opportunities to model good reading habits and enjoyed being role models for their family members. I'm so grateful for the Read to Me Project and honored to be a part of this wonderful program's lasting legacy.

Respectfully,

William Franzell, Principal
Creekside Elementary School
and Alisal Virtual Academy
Alisal Union School District

Dear Friends of The Read to Me Project,

Read to Me Project’s focus is to address the root cause of low literacy among under-served children. By providing children ages 6 months to 5 years old with emergent literacy knowledge that is essential for learning how to read, the program is setting the children on course for academic and personal success and is helping to promote educational equity and social justice.

The results are clear: the program is making a difference.

In this report on Read to Me Project’s twelfth year, we proudly share emerging news about program impacts on the little ones in the program. We present program highlights and outcomes including, “The Key to Infinite Opportunity” parent education component and final results of 2022/2023 program year goals and challenges. The legacy of a donor’s son is honored, the perspectives of participating students and teachers are featured, and on the last page you will find a look ahead to exciting plans for reaching more preschoolers through expansive new collaborations.

A special highlight was being named Nonprofit of the Year for Youth Development by the Nonprofit Alliance of Monterey County!

We invite you to read this Annual Report with the knowledge that you are an important and valued contributor as a donor, volunteer, and/or educator. Your support and dedication to early literacy is helping to create a brighter future for children in need. Every child deserves an equitable start in school and a lifetime of greater opportunity. We are grateful to you for helping to make it happen.

Ever onward!



Jennifer Ortega Uribe
Board Chair



Julia Foster
Executive Director

FOUNDER

Barbara Greenway

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& Marketing

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\$50,001 - \$65,000

- Tanimura Family Foundation

\$25,000 - \$50,000

- DeWitt Fund of the Community Foundation for Monterey County
- Fund for the 21st Century and Lewis and Gloria Fenton Fund of the Community Foundation for Monterey County
- Harden Foundation
- Monterey Peninsula Foundation
- San Diego Foundation Expanded Learning Program Grant of the Community Foundation for Monterey County
- Taylor Farms



\$10,000 - \$24,999

- Barnet Segal Charitable Trust
- Coastal Roots Hospitality, Pick it Up-Pay it Forward
- Gunde and Ernie Posey Family Foundation
- Nancy Buck Ransom Foundation
- The Dunspaugh-Dalton Foundation
- The Nancy B Zaro Living Trust

\$5,000 - \$9,999

- International Paper Foundation
- Monterey County Gives, Matching Funds
- Pebble Beach Company Foundation
- Rita & Luis Echenique Charitable Foundation
- St. Dunstan's Foundation
- The Lilley Family

\$1,000 - \$4,999

- Alexander F. Victor Foundation
- Brad and Laura Niebling in memory of our grandson, John Walter Niebling
- Elaine Cardinale Charitable Fund in memory of Camille and Gianna Cardinale
- Letitia Bennett
- Manette and Stephen Rogers, IQ Devices
- Marcia F. DeVoe Fund of the Community Foundation for Monterey County
- Marylu and David Mesa
- Mechanics Bank
- Monterey Peninsula Volunteer Services Benefit Shop mpvsbenefitshop.org
- Nishan Moutafian
- Robert & Florence Slinger Fund of the Community Foundation for Monterey County
- Robert Talbott Family Foundation
- Rolling Hills Charitable Trust at Fidelity (from Cynthia Hertlein)
- Southern Monterey County Foundation, an affiliate fund of the Community Foundation for Monterey County
- The Carmel Realty Foundation of the Community Foundation for Monterey County

- The Nunes Company
- The UpJohn California Fund
- Union Bank Foundation
- Village Mobile Home Park
- Yellow Brick Road in memory of Dominic Clayton Buraglio

\$200 - \$999

- Alan & Alison Pomatto
- Andrea Noble
- Barbara & John Greenway, in honor of all who read to young children
- Blake Doherty & Rachel Glassberg
- Bruce & Lauren Haase in memory of Lieutenant Dominic Buraglio, US Air Force
- Carmel Host Lions Club Foundation
- Carol & David Jackson
- Cassandra Bridge
- Charles & Patricia Asmus Trust
- Dale Hillard
- David Taggart & David Duty
- Delta Kappa Gamma, Theta Pi Chapter
- Dion & Judith Dow
- Donna & Allan Van Noy
- Elizabeth Kantor
- Erik's DeliCafé Salinas
- Helen Ogden & Frederick McGarrity
- Jeffry & Diana Hitchcock
- Joe Fusco & Karen Parker Charitable Fund
- Juan Pablo Lopez
- Judith & Scott MacClelland
- Judy & Don Kirk
- Judy Wills
- Karen Judkins & Steven Wade
- Kathleen Armstrong
- Konny Murray & Dave Buckingham
- Laura Hooper
- Layne Buckley
- Marianne Gawain Davis
- Mark & Cynthia Garfield
- Mary De Groat
- Michael Covey & Jacqueline DeLu in honor of Barbara Greenway
- Patricia Asmus
- Patty Marlow
- Randy & Debra Robinson
- Robert and Susan Winn in memory of Lieutenant Dominic Buraglio
- Rotary Club of Monterey Pacific
- Stephen Hoch & Judith Tschirgi
- Susana Bugarin
- Toby & Barry Fernald
- Tracy Gibbons Charitable Fund of the Community Foundation for Monterey County
- Vincent van Joolen (The CyberBass Project)

IN-KIND DONATIONS

- Blue Fox Cellars
- First 5 Monterey County
- Jenny Panziera
- Lauren Ball
- Maria Lopez



\$100 - \$199

- Agata Maslowska & Wieslaw Maslowski
- Aliceon Jones (Bookies Book Club)
- Amy Anderson & George Somero Fund of the Community Foundation for Monterey County
- Barbara Moore
- Brad and Charlie Orsburn
- Bradley Zeve
- C. Chris & Sandra G. Thomason in memory of Lieutenant Dominic Buraglio
- Carol R. Lark in memory of Dominic Buraglio
- Carol Williams
- Cherie Campbell & David Goldschmidt
- Chun Lee
- Deb Wilson-Vandenberg & David Vandenberg
- Diane de Lorimier
- Dianne Nielson & Robert Ibarra
- Edward and Eva Parrott
- Edward & Peggy Dickson in honor of Judith Tschirgi
- Frank Mayer in memory of Lieutenant Dominic Buraglio
- Jessica Canning
- Joan Beller
- Joseph & Cynthia Hertlein
- Julia & Dyon Foster
- Julie & Todd Rumberger
- Kathleen Knight
- Kim Gilbreath
- Laura Anderson & Steve Imbimbo
- Linda A. Press
- Lynn Herrick
- Manning Phillips
- Margaret Hansen
- Marianne & Arne Owens
- Merry Trucksis
- Mitchell & Carol Goozé
- Myra & Drew Goodman
- Nell Flattery Carlson (Pacific Grove Bookworks)
- Patricia Monahan in memory of William Monahan
- Sharen Carey & Hal Latta
- Stephanie Herrick & Stephen Mehay
- Susan Young in honor of Overreaders Anonymous Book Club and Who Read the Book? Club
- Tiffany Buraglio

LEAVING A LEGACY

Your legacy giving will help underserved children achieve kindergarten readiness for generations 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 Julia Foster at 831-275.1300 x 701 or email julia@readtomeproject.org for more information on including the gift of literacy in your will.



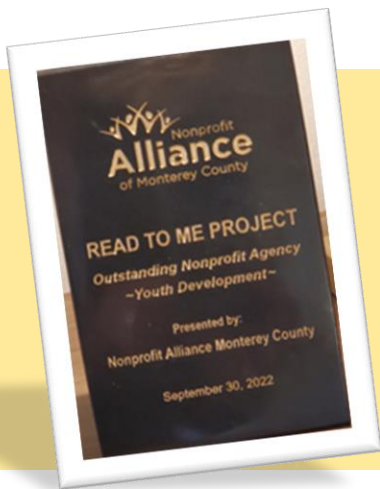
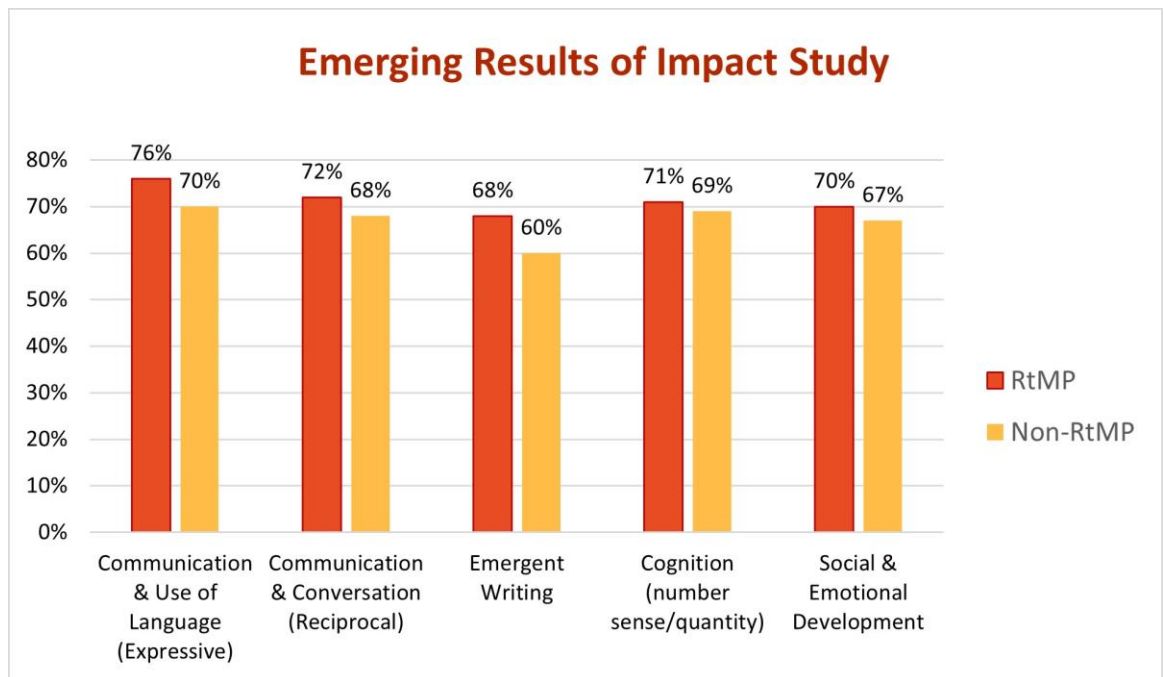
To date more than 25,500 pre-K little ones and 4th, 5th, and 6th grade students have preventatively and remedially benefited by participating in Read to Me Project (RtMP). In fact, as previously announced, a third-party study that was released in October 2019 showed RtMP student scores improved, on average, 68% on standard assessments compared to non-participants.



This year, impacts on the little ones were announced.

An analysis of 2020/2021 DRDP* data received through Head Start and Greenfield Union School District shows that children ages 3 and 4 years old who participated in RtMP for one year, scored 2- 8% higher compared to non-participating children of the same age. RtMP little ones scored greater on Language and Literacy Development regarding Communication and Use of Language (Expressive), Reciprocal Communication and Conversation, and Emergent Writing. They also scored greater on Social and Emotional Development and Cognition, including early math and science (related to number sense of quantity).

*The Desired Results Developmental Profile (DRDP) is an assessment that measures the learning and progress of individual children in child care and early childhood education programs.



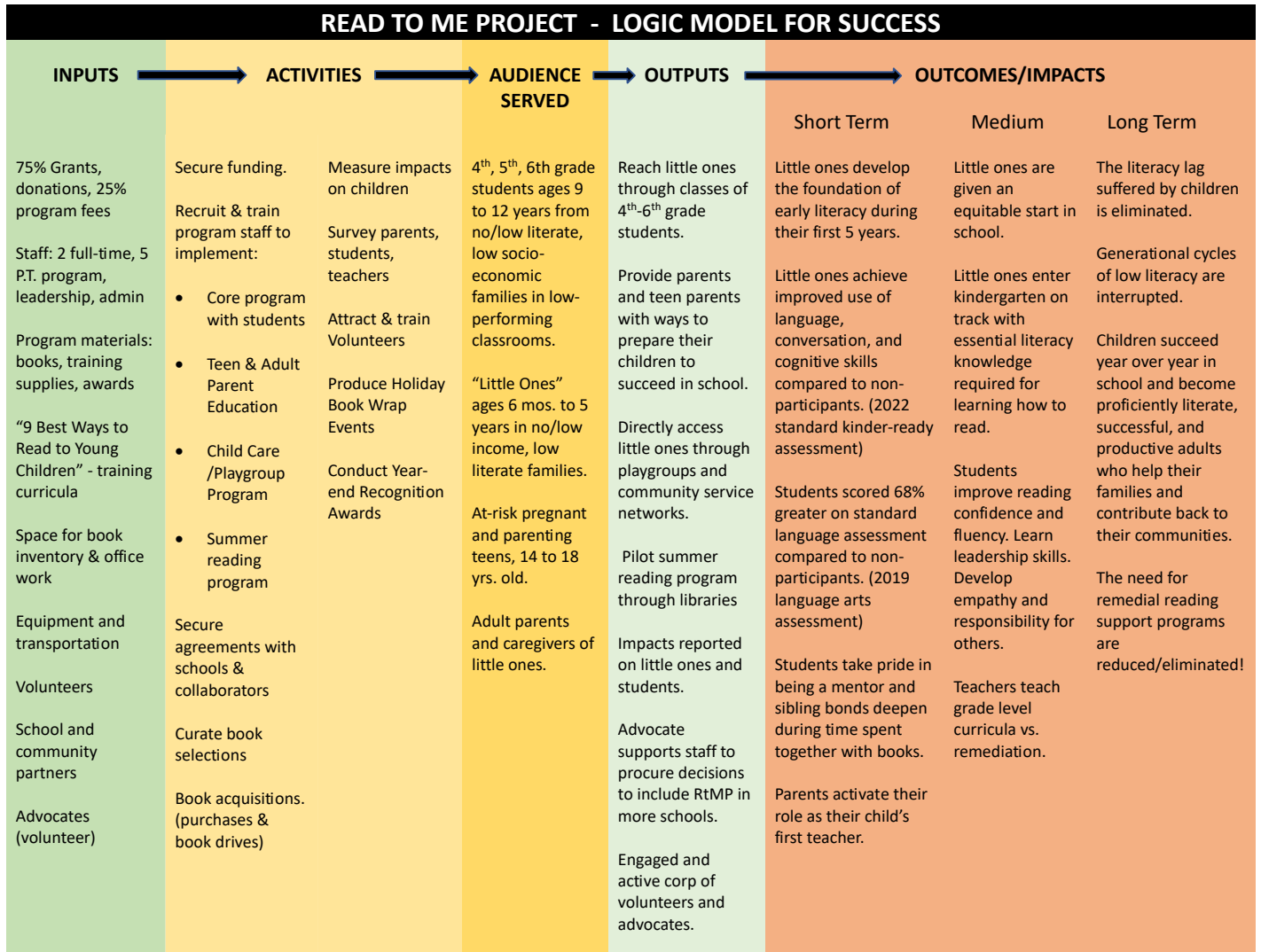
READ TO ME PROJECT NAMED OUTSTANDING NONPROFIT

The Nonprofit Alliance of Monterey County (NAMC), whose mission is to optimize the collective power of nonprofits for the benefit of Monterey County communities, named **Read to Me Project as the 2022 Outstanding Organization for Youth Development.**

READ TO ME PROJECT LOGIC MODEL FOR SUCCESS

A logic model is a visual representation or roadmap showing the connections between what the program needs and does in order to successfully achieve its purpose.

INPUTS: Essential resources needed for implementing the Read to Me Project. **ACTIVITIES:** Specific actions involved with program implementation. **AUDIENCE:** Target individuals and populations who benefit by the program. **OUTPUTS:** The products or deliverables of program activities. **IMPACTS:** The changes that result from the program's activities and outputs. Impacts are the ultimate outcomes or benefits that the program intends to achieve.



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.

2022 – 2023 PROGRAM GOALS

50% of students will read 100 days or more during the school year.

50% of students read four or more days every week that their class was in the program. (Some classes began the program later in the fall than others). In other words, half of the RtMP students were able to maintain or exceed the encouraged pace of reading throughout the school year.

70% of classes will check out books 25 weeks during the school year.

Four percent of classes checked out books at least 25 weeks during the school year. 54% of classes checked out books 70% (or more) of the total number of weeks. The average number of weeks available this year for students to check out books was 16 (vs. 25 weeks.)

Increase the number of parent and teen parent participants by 16% for a total of 1,000 attendees for the year.

This goal was ambitious and was not met. The Fall program schedule was cancelled because the collaborator's families had attended the program last year. However, a new opportunity arose in the Spring. Continuing the collaboration with Door to Hope, RtMP worked with 21 unlicensed daycare providers. Attendees shared their intention to apply the RtMP training toward becoming licensed daycare providers.

In addition, 20 teen parents attended Fall and Spring semester workshops that were offered for health class credit at Greenfield High School.



The year-end student survey revealed that

42% of RtMP student readers are THE ONLY ones who are reading to the little one(s).

This equates to 338 homes in which a RtMP reader is the only person reading to a preschooler.

Accounting for homes with more than one little one, 390 children ages 6 mos. to 5 years old would not be read to, during their critical years of brain development, if their older sibling was not part of RtMP.



PARTICIPATION

School Districts	5
Schools	11
Classrooms in the Program	79
Third through 6th Grades Combined Virtual Class	1
Fourth Grades	26
Fifth Grades	32
Combined Grades	3
Sixth Grades	17
Vision Readers (read to little ones at home)	1,063
Little Ones ages 6 months to 5 years	1,329
Quest Readers (read to someone other than a sibling)	1,011
Total Children Impacted	3,403
Weeks students read	31% 20+ weeks, 34% 10-14 weeks, 22% 15 – 19 weeks, 12% <10 weeks

HOLIDAY BOOK WRAP EVENT

833 books were given to students during RtMP’s Holiday Book Wrap Events. Six volunteers including new board member, Charlie Orsburn and RtMP Founder Barbara Greenway helped students select a special book to wrap as a holiday present for the little one they are reading to at home. The students get excited about this activity and share with their program coordinator how much they like having a gift to give.



“My sister liked tearing open the wrapping paper. Right away she sat down and started turning the pages on her book. I am happy I can give her a present.”

– 6th Grader Javier



YEAR-END AWARDS: CELEBRATING READERS

The final RtMP sessions of the school year are the Awards Ceremonies. Every student in a RtMP class was congratulated on their commitment to the program and received a Certificate of Recognition.

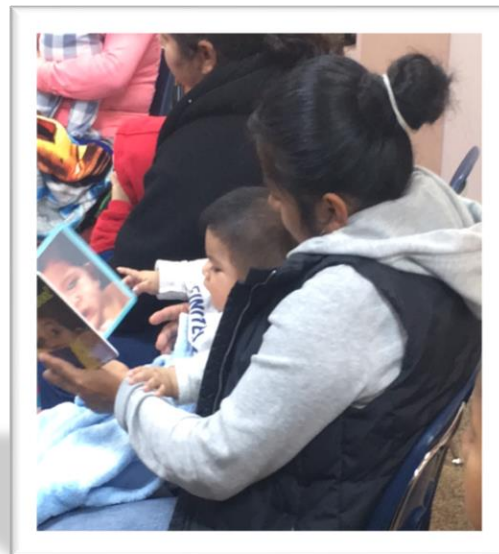
The student Book Bin Managers who facilitated weekly book checkouts for their class and the top readers, who met the goal of reading 4 or more days a week during the school year, received a medal for their achievements.

PARENT EDUCATION

Proyecto Léeme, Las Claves de Oportunidades Infinitas (Read to Me Project, Key to Infinite Opportunities) parent education empowers parents and child caregivers with knowledge about the crucial importance of fostering early literacy in children during their first five years of life.

Recognizing that many attendees have limited reading skills, the multi-session workshops focus on providing practical and accessible ways that promote language and literacy development in children. Rather than relying solely on books, the program emphasizes incorporating language-rich activities into daily routines and interactions with their children.

Partnering with Door to Hope in Greenfield, RtMP provided a Spring series of three one-hour sessions to 21 individuals who were unlicensed daycare providers. The attendees were interested in developing skills that could be applied toward potentially obtaining their daycare licenses, which not only enhanced their professional abilities, but also gave the children in their care the advantages of early literacy development.



TEEN PARENT EDUCATION

RtMP's parent education program is also valuable for teen parents.

By providing this program for school credit, the South Monterey County Joint Union High School District is sending a clear message that it values the well-being of its students.

Twenty pregnant and parenting teens participated in the program in the Spring and Fall. Each group received 10 hours of training that incorporated a combination of the same content that is used in the core program for 4th, 5th, and 6th graders and the adult parent education program.

These young parents are hearing that learning begins at birth and how to foster their baby's early literacy development.

During the last session of each semester, attendees were asked if they learned something in this class that surprised them. Some answered:

- *That babies learn so fast.*
- *How to read to my baby.*
- *On how important reading is for babies.*
- *Mostly everything that I learned surprised me.*
- *How to take care of and learning more about my baby and without books.*

Each year Read to Me Project Program Coordinators are asked to agree on just one hero teacher they have worked with during the school year. It's always a lively discussion to determine a short list of exceptional teachers to choose from.

Lori Wathen at Santa Lucia Elementary School in King City, CA was selected to represent the 73 RtMP teachers in Monterey County.

Maria Lopez, Ms. Wathen's RtMP program coordinator, says, "Ms. Wathen's class checked out books every week throughout the year. Beside vacations- I don't think her students missed a week. She has so many readers that are reading at or above the 4 day per week goal. But not only that, her class is the top reading class in the whole school, which means everyone in her class reads more books than other classes at Santa Lucia. She attributes part of that success to Read to Me Project."



Lori Wathen, 5th grade teacher, Santa Lucia Elementary School, King City CA

I feel so honored to be chosen as your champion teacher this year!

I believe wholeheartedly that strong reading skills are key to student success! Your beautiful program offers such natural opportunities for older students to practice and model their reading skills, while engaging and motivating younger children to follow in their footsteps. In addition, I am so proud of my fifth-grade students for their great participation in your program.

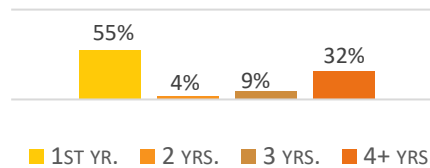


TEACHERS SURVEY

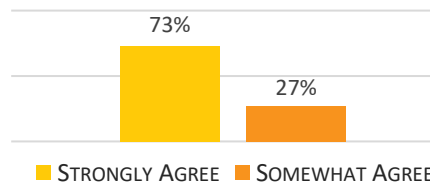
Teachers were asked to describe the ways RtMP benefited their students. 95% of respondents shared that the program inspired reading engagement and confidence and gave their students a sense of responsibility at home with the little ones.

One teacher in Greenfield added, "The way book bin managers become leaders and efficiently manage the bins with very little teacher help; also that struggling students build fluency by participating."

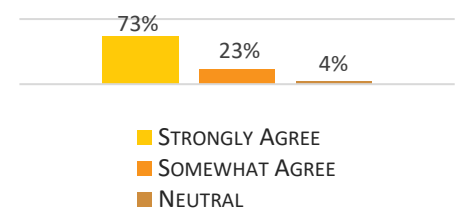
HOW MANY YEARS HAVE YOU PARTICIPATED IN THE RTMP?



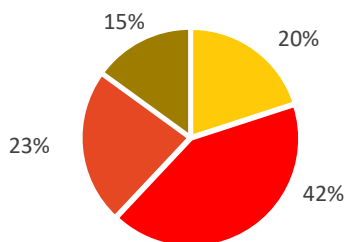
RTMP HAS A POSITIVE IMPACT ON THE DEVELOPMENT AND KINDERGARTEN READINESS OF YOUNGER CHILDREN.



I BELIEVE RTMP BENEFITED MY STUDENTS.

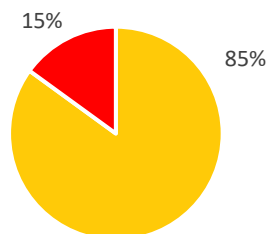


DO YOU LIKE READING MORE NOW THAN BEFORE YOU WERE IN THE READ TO ME PROJECT?



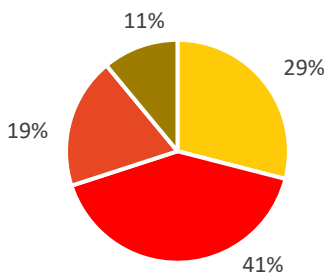
■ A LOT ■ A LITTLE ■ NOT SURE ■ NO

DID YOU LIKE LEARNING THE "9 BEST WAYS TO READ TO YOUNG CHILDREN"?



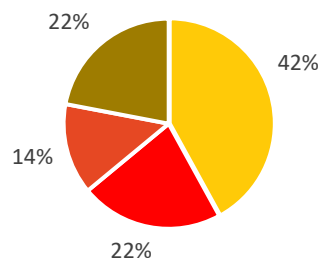
■ YES ■ NO

HAS PARTICIPATING HELPED YOU TO BECOME A BETTER READER?



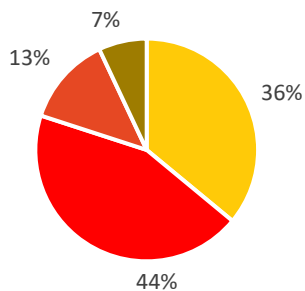
■ A LOT ■ A LITTLE ■ I DON'T KNOW ■ NO

HOW MUCH HAS READ TO ME PROJECT HELPED YOU TO BE A BETTER SPEAKER?



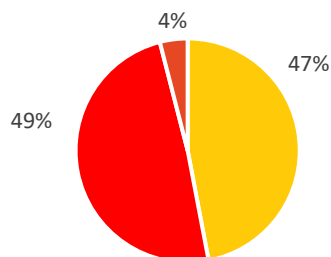
■ A LOT ■ A LITTLE ■ NOT AT ALL ■ I DON'T KNOW

DID YOUR LITTLE ONE LEARN FROM YOU READING TO THEM?



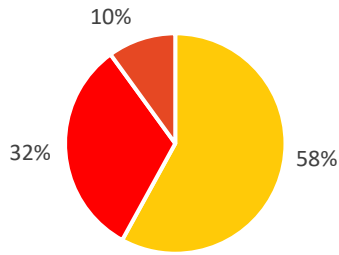
■ A LOT ■ A LITTLE ■ I DON'T KNOW ■ NO

DO YOU LIKE READING TO YOUR LITTLE ONE?



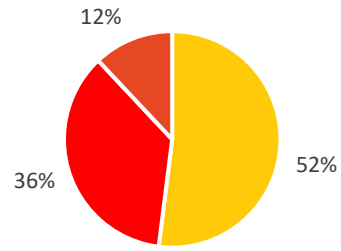
■ A LOT ■ A LITTLE ■ NO

WOULD YOU LIKE TO KEEP READING TO YOUR LITTLE ONE NEXT YEAR?



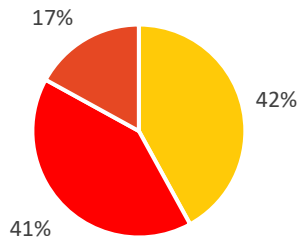
■ YES ■ I DON'T KNOW ■ NO

WILL YOU READ TO YOUR LITTLE ONE OVER THE SUMMER?



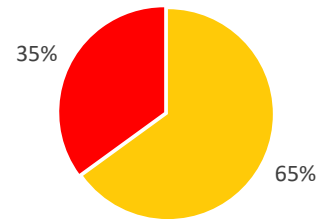
■ YES ■ I DON'T KNOW ■ NO

DOES ANYONE ELSE READ TO YOUR LITTLE ONE AT HOME?



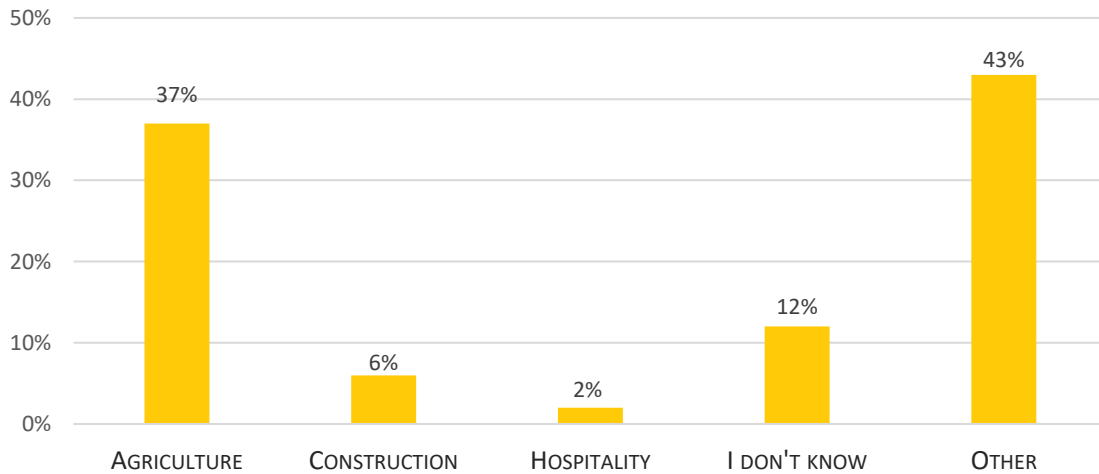
■ NO ■ YES ■ I DON'T KNOW

FOR THOSE WITHOUT A LITTLE ONE AT HOME, DID YOU PRACTICE READING OUT LOUD TO ANYONE THIS YEAR?



■ YES ■ NO

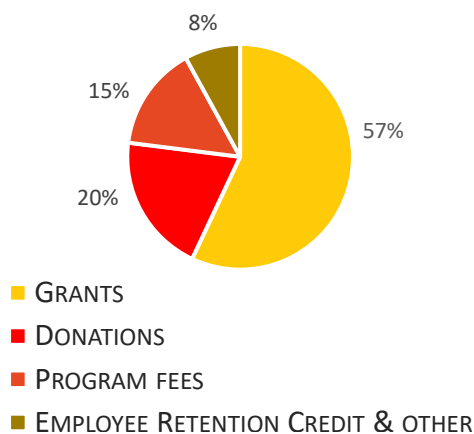
DOES AN ADULT AT YOUR HOME HAVE A JOB DOING SOMETHING IN:



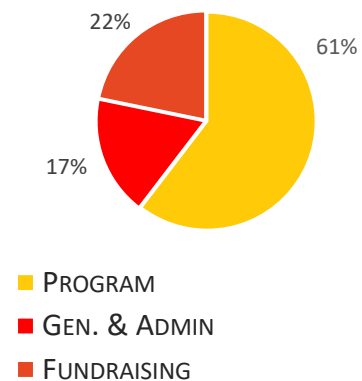
**Read to Me Project
Statement of Activities and Changes in Net Assets
for The Fiscal Year Ended June 30, 2023**

	FYE 6/30/23
REVENUES	
Grants	\$ 274,024
Donations	94,154
Program fees	71,707
Employee Retention Credits	36,972
Interest income	1,914
	<u>478,771</u>
EXPENSES	
Program expenses	229,884
General and administrative	66,793
Fundraising	86,052
	<u>382,729</u>
CHANGE IN NET ASSETS	<u>\$ 96,042</u>
NET ASSETS	
Beginning of year	\$ 534,118
End of year	\$ 630,160

REVENUE



EXPENSES



FAMILY SHARES STORY OF SON'S CHARITABLE SPIRIT AND GENEROSITY

\$2,608 donated to Read to Me Project in Memory of Lt. Dominic Buraglio



Lieutenant Dominic Clayton Buraglio [July 22, 1998- Nov 22, 2022] was born and raised in Carmel Valley, California. He had a lifelong love of reading from a very young age. His mother, Tiffany Buraglio, shares that her son practically taught himself to read by intensely studying Calvin and Hobbes books, which were an almost constant fixture in his life through elementary school.

His bedtime routines included nightly reading with his parents, and he particularly loved books by Dr Seuss, Roald Dahl, and the Harry Potter series.

Dominic was the oldest of three children. One of his favorite activities was to read to each of his two younger sisters. Sometimes he would read them Goodnight Moon or The Very Hungry Caterpillar before their bedtimes, and other times he would snuggle under a blanket with one or both of his sisters to read them cartoons or story books that he knew they would enjoy. Dominic and his sisters were regular patrons of the Carmel Valley Library, and they made frequent visits to check out books together on weekends and school holidays.

After leaving home to join the United States Air Force Academy, Dominic continued his love of reading, and obtained public library cards at each location he was assigned as an active-duty officer.

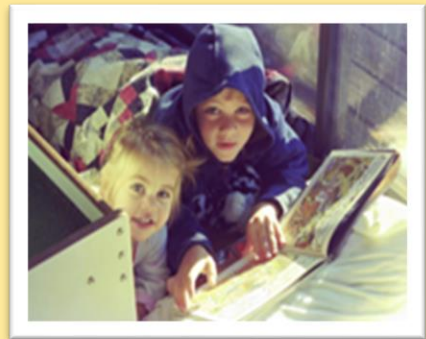
Dominic believed that reading was the best vehicle for personal growth and for connection and understanding of others.

Dominic's mother explains her family's tradition of charitable giving:

"To honor Dominic's memory, we identified three charities that had significance in his life and were meaningful to him; in addition to Read to Me Project, these were the Yosemite Conservancy and the Human Rights Campaign.

In our family we have a tradition of collecting spare change in a large glass bottle, and when there are occasions when we want to donate to a cause, we emptied the bottle and donated whatever was there. From the time our kids were very young, we used this to donate to relief efforts such as post-9/11, Hurricane Katrina, and one of the Haiti hurricanes (I can't remember which one) among others. When Dominic died, the jar at home was nearly full, so we counted everything up and split it evenly three ways between the three organizations - which is how we landed on the amount of \$158 for Read to Me Project."

Many others, including \$1,500 from the Yellow Brick Road generously donated to Read to Me Project in Dominic's memory.



Dominic at 7 years old reading to his baby sister, Giana.

While RtMP will continue to partner with schools to reach little ones ages 6 months to 5 years old through 4th, 5th, and 6th graders, changes to come for expansion in 2023/2024 involve important new collaborations with family service programs, child caregivers, and the Monterey County Office of Education. New alliances are in development to establish a trusted connection with even more parents of young children in under-served, low socioeconomic communities to directly reach and provide more little ones with foundational literacy knowledge.

Read to Me Project is part of the proof that when children are exposed to early literacy interventions, they develop important foundational skills that contribute to their overall educational success. In the meantime, national studies show strong evidence suggesting early literacy also supports long-term health benefits. By combining early literacy interventions with comprehensive early childhood education programs, there is the potential to address both educational and health-related outcomes simultaneously.

Lifelong educational attainment is one of the most important determinants of long-term health. Conversely, incomplete, or poor-quality education can jeopardize a child's prospects for health and well-being.

Early Childhood Education to Promote Health Equity: A Community Guide Systematic Review (J Public Health Manag Pract. 2016 Sep-Oct)
Robert A. Hahn, PhD, MPH; W. Steven Barnett, PhD; John A. Knopf, MPH; Benedict I. Truman, MD, MPH;
Robert L. Johnson, MD; Jonathan E. Fielding, MD, MPH, MBA; Carles Muntaner, MD, PhD;
Camara Phyllis Jones, MD, MPH, PhD; Mindy T. Fullilove, MD, MS;
Pete C. Hunt, MPH; the Community Preventive Services Task Force.

Read to Me Project staff and Board of Directors are energized over the prospects of expanding and deepening the program's reach through continuing and new collaborations for reaching into communities where the need for early literacy and reading support is most critical, and that the resulting impacts may also contribute to the long-term well-being of children, setting them on a path towards healthier and more prosperous lives.

2023 - 2024 GOALS

- Establish the program in two school districts that are new to the Read to Me Project.
- Forge 10 new collaborations with alliance organizations that can facilitate: increased awareness of Read to Me Project's work; partnerships for measuring impacts on preschoolers in the program; and/or expansion opportunities.
- Expand awareness of the RtMP in trending reports on the low literacy crisis and related health concerns in local, state, or nationwide media, or allied organization/association communications to their subscribers.



"My little brother repeats the words I say when I'm reading to him. He's 4 years old. And he points to the pictures to ask 'What's that? What's that?'"

- 5th grade student



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