A woman with curly hair is reading to a young boy. The woman is looking down at the book, and the boy is also looking down, focused on the text. The background is a soft, out-of-focus light color.

JUNIOR LEAGUE OF OKLAHOMA CITY LITERACY REPORT CARD 2011

2010-11 Literacy Projects

**A Soldier's Story
Back to School
Life 101 (Formerly Books in a Box)
Boys and Girls Club Child Literacy
Cultural Literacy
Family Fun in the Zone
Family Reading Night
Health Literacy**

**JETS Reading Program
JLOC Book Drive
KIPP, Knowledge is Power
Pauline Mayer Literacy For All
Prime Time (Formerly Someone's
Grandma)
Wild Tuesday Story Time Safaris
YWCA Financial Literacy**

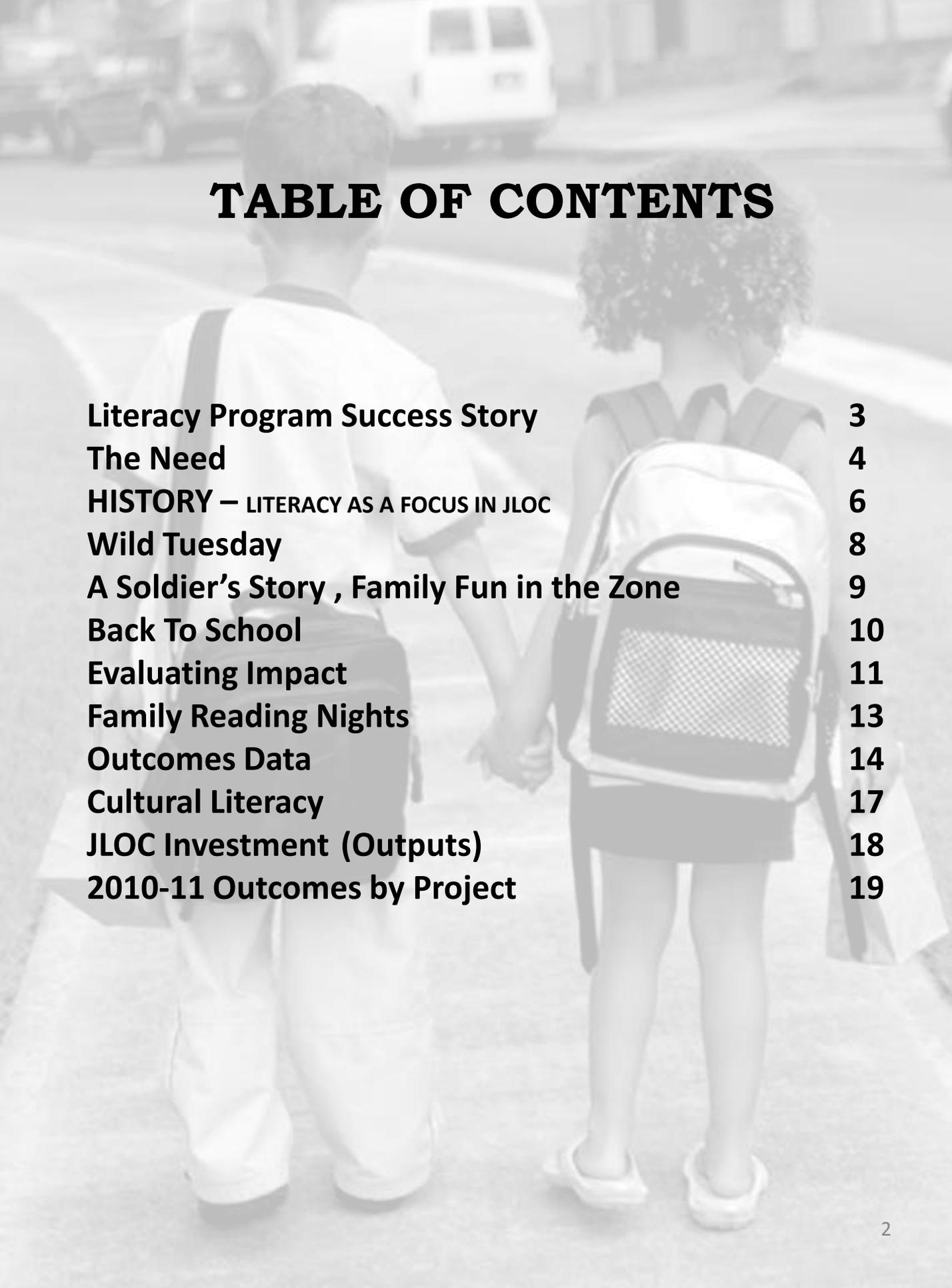


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Boys and Girls Club after school reading program

A Jay Johnson, Boys and Girls Club Director

“The Junior League program is second to none. The program helps our kids who are reading at or below grade level become better readers.

One example was a girl a couple of years ago who initially had scored an 11 in reading. We got her in the program and after a semester in the Junior League Reading Club she was up to a 75. A lot of people look at that and say, ‘Oh, that’s still a C.’ But for her to go from an 11 to a 75, that’s an A to me and I credit the Junior League for helping her with that.”



***“I like to read, I like to succeed.
I want to go home to think and read with
that big fat brain of mine.
Here isn’t wasted time-that was the rhyme.
Now it’s time to shine.”***

-Client in the summer program at B&GC



As volunteers, we can see a few of our students reading abilities improving since the start of the program. Also, the children have gained a sense of pride being in the class, and want to read to the volunteers to show how much they’ve improved.
Liza Cryder, JLOC Volunteer

Literacy in Oklahoma City – what’s at stake?

- In 2009, 35% of Oklahoma 4th grade public school students scored below proficient and below basic on NAEP reading tests. - *U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.*

- In Oklahoma, 72% of 4th grade public school students scored below proficient reading level in 2009. - *U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.*

41% of Oklahoma children ages 3 to 5 were not enrolled in nursery school, preschool, or kindergarten in 2008. - *U.S. Census Bureau, 2008 American Community Survey microdata.*

- In Oklahoma, 14% of children ages 1 to 5 were read to less than 3 days per week by family members in 2007. Young children whose parents read to them, tell stories, or sing songs tend to develop larger vocabularies. - *U.S. Department of Health and Human Services, HRSA, Maternal and Child Health Bureau, 2007, The National Survey of Children’s Health.*

- In 2007, 16% of Oklahoma school-aged children repeated one or more grades since starting kindergarten. The National Survey of Children’s Health also shows that the likelihood of repeating a grade increases as a child gets older, with 13% of 12- to 17-year-olds having ever repeated a grade compared to 9% of 6- to 11-year-olds. - *U.S. Department of Health and Human Services, HRSA, Maternal and Child Health Bureau, 2007, The National Survey of Children’s Health.*

- In 2008, Oklahoma ranked 36th in the nation with 8% of Oklahoma teens ages 16 to 19 not in school and not high school graduates - *US Census Bureau, 2008 American Community Survey, American Factfinder, Table B14005.*

- On an average day in Oklahoma, 14 children will quit high school without graduating. - *National Assessment of Adult Literacy (NAAL)*

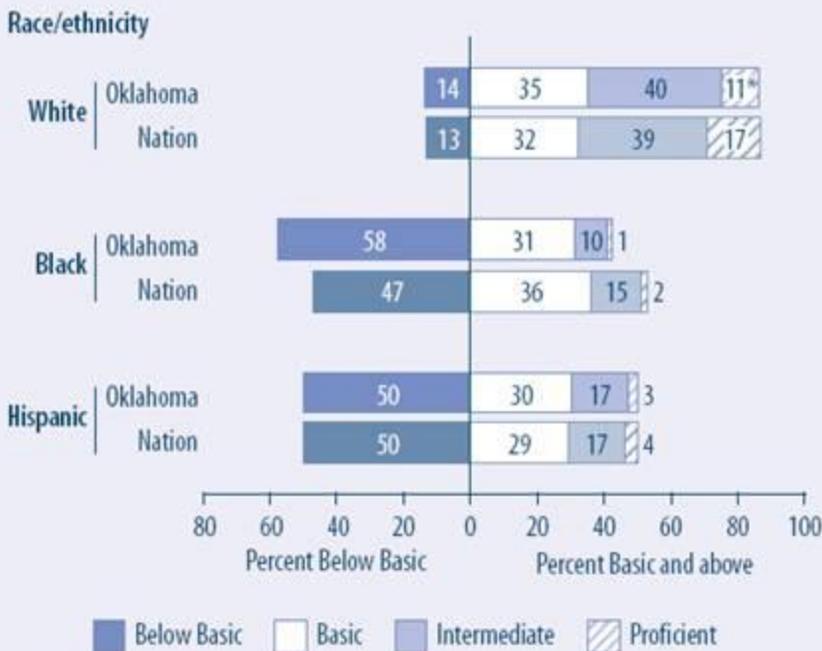
- 14% of 18- to 24-year-olds in Oklahoma were not attending school, were not working, and had a high school diploma or less in 2008. - *US Census Bureau, 2008 American Community Survey microdata.*

- 14% of Oklahoma children lived in households where the household head was not a high school graduate in 2008. The median income for someone with less than a high school degree was \$23,000 compared to \$48,000 for someone who obtained a bachelor’s degree or higher. - *U.S. Census Bureau, 2008 American Community Survey microdata.*

- In 2008, Oklahoma ranked 44th, with 47% of children living in low-income families (below \$43,668 for a family of two adults and two children). - *U.S. Census Bureau, 2008 American Community Survey, American Factfinder, Table B17024.*

Adult Literacy in Oklahoma

Figure 4. Percentage of adults in Oklahoma and the nation in each quantitative literacy level, by race/ethnicity: 2003



National Assessment of Adult Literacy (NAAL):

- Literacy is learned. Illiteracy is passed along by parents who cannot read or write.
- One child in four grows up not knowing how to read.
- 43% of adults at *Level 1* literacy skills live in poverty compared to only 4% of those at *Level 5*
- 3 out of 4 food stamp recipients perform in the lowest 2 literacy levels
- 90% of welfare recipients are high school dropouts
- 16 to 19 year old girls at the poverty level and below, with below average skills, are 6 times more likely to have out-of-wedlock children than their reading counterparts.

• Adult literacy programs return \$33 to the economy for every dollar invested in them.

• Only 2.5 million adults are currently enrolled in literacy or adult basic education programs despite research showing 32 million adults need additional education for success in the workplace.

• About \$2 billion is spent collectively by federal, state and philanthropic funding for adult literacy and basic education programs annually. Federal funding in real dollars has decreased over

the past 10 years, despite a growing need for adult education.

• Three out of ten high school students don't graduate on time. If all students in 2007 graduated on time, they would earn an estimated \$329 billion in income over their lifetimes -- generating long-term benefits to the economy.

• A high school dropout has an average annual income of \$17,209 while a college graduate earns on average \$52,671 annually.

Junior League Commits to an Investment in Literacy

Literacy is defined by using the National Institute for Literacy's definition: "an individual's ability to read, write, speak English, compute and solve problems at levels of proficiency necessary to function on the job, in the family, as an individual and in society".

Junior League's journey into Literacy began in the spring of 2003. Charged with researching new focus areas, the Community Research and Project Development Committee (CR/PD) investigated other Leagues and the needs in Oklahoma City. After months of research, CR/PD recommended that the League have one long-term focus area. At the January 2004 General Meeting, the membership voted to pursue the community service area of Education.

Further research into the area of Education revealed a great need for service to the community in the areas of: School Readiness/Preschool Education, Elementary Education, and Literacy. Information regarding these areas and the community issues surrounding them were published in the League Link and distributed at spring interviews and general meetings to aid members in making an informed decision.

At the April 2004 General Meeting, the membership had the opportunity to discuss the pros and cons of each area before voting. Literacy was chosen as the new long-term focus area. The Junior League has committed itself to this focus area to reach out to our community members of all ages. Our vision is to build a better community by dedicating our efforts to life-long learning. Focusing on literacy as a lasting pursuit will not only improve individual success but the future of our community.

Below are highlights of work by JLOC in the areas of Literacy since the focus began:

YEAR 1-2004-2005: Literacy Focus Adopted by JLOC Membership begins

All JLOC Community Projects develop Literacy components to tie into newly adopted focus

Work by "Hit Design" to create our Literacy logo and "Changing Lives Through Literacy" tagline was underwritten by Sonic

New Project: **Leaders Read** at area day care centers is developed

Community round-table study groups on Literacy are offered to investigate areas where literacy services are currently provided.

YEAR 2 - 2005-2006: CR/PD is changed to READ-Research Education and Development

Pauline Meyer Shelter "**Literacy for All**" is developed

Newly formed Literacy Collaboration Initiative (LCI) committee – formed a steering committee between United Way, CLC, OCCF, Retired Senior Volunteer Program (RSVP) and JLOC

Meetings are conducted weekly throughout the summer to oversee the organization of the **Oklahoma City Metro Literacy Coalition (OKCMLC)**

Search for a consultant to train JLOC in obtaining outcomes measurements began

YEAR 3 - 2006-2007: Outcome Measurements process is created for all Community Projects

1st **Book Drive** with Bank of Oklahoma collected more than 8000 books

Partnering with NBA Hornets, JLOC publishes *Helping Hands* a children's book

OKCMLC - Received recognition from Mayor Mick Cornett in the form of a Proclamation of Support of the OKCMLC and its justified need in our city

OKCMLC - Received recognition from State Superintendant of Public Instruction Sandy Garrett proclaiming the importance and support of a Literacy Coalition in our community

Oklahoma City Metro Literacy Coalition Incorporated as a 501(c)(3) in June 2007

YWCA Financial Literacy, Wild Tuesday Story Time Safari at the OKC ZOO and **Knowledge is Power Program(KIPP)** are developed

YEAR 4-2007 - 2008: 2nd Book Drive with Bank of Oklahoma (9000 books collected)

"Book'In It for Oklahoma" events in November to honor Oklahoma's Centennial Centennial Parade-Educational Float sponsored by Devon (used JLOC members)

Organizational Self Assessment(OSA) is taken by 86% of the Active League Membership. Literacy as a focus receives a 75% approval rate; and 67% of our members agree we are impacting the community with our focus of literacy

A Soldiers Story at Veterans Hospital and **Cultural Literacy** with World Neighbors are developed

(cont'd from page 6)

Snapshot of JLOC Investment in Literacy

In 2006-2007

181 Volunteers
donated

1,502 total hours and
gave

12,653 books and
18,565 school
supplies to individuals
served through
literacy based
Community Projects.

4,095 client contacts
were with
youth/children

268 Client contacts
were adults
(4,363 total client
visits)

League members support
the choice of
Literacy as a focus

YEAR 5 (2008 – 2009): 3rd Book Drive with Bank of Oklahoma (more than 9000 books were collected)

“End Zone” Signature Project at Children’s Hospital began

JLOC received a donation of 30,000 books courtesy of Tate Publishing. Members distributed them to our various community projects.

The Junior League partnered with the Oklahoma City Thunder in March for a book drive held at the Ford Center prior to a basketball game. JLOC volunteers collected more than 1,000 books from the public.

New Literacy Projects developed include **Books in a Box** with Youth Services of Oklahoma County, **Health Literacy** with Juvenile Diabetes Research Foundation and **Family Fun in the Zone**, a project with The Children’s Hospital at OU Medical Center.

YEAR 6 (2009 – 2010) JLOC Book Drive collected 9500 books.

Provided volunteers for the Community Literacy Center’s neighborhood Literacy Fall Fest, and hosted a holiday party and event to show CLC adult learners how to engage their own kids in reading books.

Donated \$3000 to the Coalition to fund community literacy events.

President-elect Jill Greene attended Coalition Board meetings, and member Mei Cheng was sent to the Literacy Coalition Convention in Chicago

Co-hosted community-wide Literacy Roundtable with Oklahoma Foundation for Excellence

Literacy Awareness and Review Committee (LARC) was implemented to review and assess the literacy focus area, increase community efforts to reduce illiteracy.

Griffin Communications General Manager Rob Krier and Oklahoma City Community Foundation Executive Director Nancy Anthony were joined by JLOC to brainstorm ways to increase public awareness of illiteracy.

Invited NBA Thunder to become engaged in the public awareness campaign.

YEAR 7 (2010 – 2011) Book Drive collected 13,000 books and distributed them to non-profits throughout the community.

Continued to fund the OKCMLC

“Reading with Enthusiasm: Tips for engaging children in reading” training session was held for new readers enrolled at the Community Literacy Centers

JLOC funded OKCMLC’s Scrabble Tournament which was staffed by our IMPACT placement

New Projects developed: **Family Reading Nights** at Educare partnering with Sunbeam Family Services; **JETS Reading program** partnering with Skyline Urban Ministry; **Someone’s Grandma** partnering with Will Rogers Park Senior Center (OKC Parks & Recreation).

Member Satisfaction 2007-08

- 90% of our members are familiar with Literacy as our focus
- 85% are satisfied-extremely satisfied with this 10 year focus
- 66% have seen our Literacy Focus positively affect lives in their projects
- 67% say they have personally seen our Literacy Focus help the community

A Wild Summer at the Zoo



The Wild Tuesday Story Time Safari Project serves a huge number of children and families during a time when school is out and kids may not always be thinking about learning or reading. This is a free event where families can take a break from the heat with their kids, hear a story and make an accompanying craft.

It is so special to see the kids' faces light up as the docents bring out animals that can bring the stories to life. One day, I caught a special moment of a dad helping his young son create the animal craft and it was really neat to hear him talk with his son about the animals and their sounds in the book they had just heard. Special moments with their parents are what kids will remember most and it was rewarding to see a moment that the Junior League was instrumental helping to create.

In 2010 Wild Tuesday Story Time was held at the newly opened Children's Zoo at the Oklahoma City Zoo. Ten volunteers beat the heat every Tuesday in June and July to provide children 11 and under with Story Time, juice, snacks, crafts, and a visit from a zookeeper or naturalist. Storytime at the zoo served 681 children in June and 505 in July for a grand total of 1,186 children!! A total of 188 books were given away through the Eager Reader program in the project's fourth year.

*"Zoo workers are cool!
We love the project and reading!"
WTST client age 7*

Long-term National Center for Family Literacy follow-up studies found the following:

- 51% of adults participating in family literacy programs earned their GED or the equivalent.
- 43% became employed, compared with 14% before enrolling.
- 13% enrolled in higher education or training programs and another 11% continued in GED programs.
- 23% of those who were on public assistance when they enrolled are now self-sufficient.

Telling a Story with America's Vets



"We now see these veterans being more communicative and outgoing with each other and the staff -- even high-fiving each other down the hall and making jokes about who won the game the night before," she remarked. "I think it is great to see this kind of direct result in such a small amount of time. We are helping to get their minds off their situations and make their time in the hospital a little more enjoyable. It truly is a blessing to witness the impact on our veterans."

- A JLOC volunteer

Consider this...

Individuals with inadequate literacy levels can misunderstand their doctor's instructions and mismanage their health care.

Illiteracy can be responsible for families giving their children tablespoons of medication when it calls for teaspoons.



Family Fun in The Zone

**Exactly 3,999 patients have visited
The Zone between
March 2010 and January 2011.**

**Adding siblings and parents there have been a total of
16,646 visits to this Bricks and Mortar project of the
Junior League of Oklahoma City!**

"You walk in knowing you are in a children's hospital, but the room is so cheery and inviting. What's best? When the kids and their parents/loved one's walk in. You can see their sadness or concern turn to relief. It's a place they can forget about their problems and take their minds off what's waiting for them when they return to their rooms. The kids can be kids with all the fun activities we offer, and the parents can relax and enjoy watching their children just be kids. It's an amazing placement!"

- Kelli Hayward, JLOC volunteer

Self-esteem in a Pencil Box

Shannon was one of many children I'd helped that day to pick out school supplies – a backpack, a new box of crayons, glue sticks and pencils. She picked each item deliberately, choosing the red pencil box over the blue and the sparkly ruler from among the many wooden and plastic ones that had been purchased. As she reached the last table, I told her she could choose any book she wanted. School supplies are great – but it's books that really give a child a love of reading and learning. Shannon looked over them carefully and chose one about a girl and her dog.



We had placed book plates in each of the books we had set out as a fun “extra” for each of the foster children we served that summer and asked each child to write his or her name in the book – we wanted it to be owned by that child, something he or she could have and read and cherish.



When I asked Shannon to write her name in her book, she looked up at me and said, “You mean I get to keep this book?” Yes, I told her – the book and all the supplies were hers to keep, because we wanted her to love school and love reading. She hadn't yet learned how to write her name, so I took her hand in mine and together we wrote her name inside the book:

S-H-A-N-N-O-N

-Ann Trudgeon, Junior League Volunteer



Evaluating JLOC's Impact on Literacy

PROJECT	YEARS	PROJECT	YEARS
SUNBEAM SUPER SATURDAY	2004-2009	CULTURAL LITERACY	2009-current
BOYS & GIRLS - LITERACY	2004-current	LIFE 101	2009-current
BACK TO SCHOOL	2004-current	HEALTH LITERACY	2009-current
P MAYER BIRTHDAY PARTIES	2004-2010	FAMILY FUN IN THE ZONE	2009-current
NORTH HIGHLAND STORY TIME	2004-2009	A SOLDIER'S STORY	2009-current
LEADERS READ LITERACY	2004-2009	JETS	2009-current
JLOC BOOK DRIVE	2006-current	PRIME TIME	2010-current
P MAYER LITERACY FOR ALL	2006-current	FAMILY READING NIGHTS	2010-current
KNOWLEDGE IS POWER PROG (KIPP)	2007-current	HEALTH LITERACY	2010-current
WILD TUESDAY STORYTIME	2007-current	IMPACT	2010-current
YWCA FINANCIAL LITERACY	2007-current		

Measuring the results of JLOC's Literacy Efforts

After selection of Literacy as a ten-year focus, the Junior League Community Research and Project Development (CR/PD) chair and Strategic Planning chair researched other leagues supporting a long term focus. They presented compelling evidence of the need to provide concrete evidence of the benefit of supporting and commitment to its 10-year literacy focus

On the recommendation of the Board, the Strategic Planning Committee formed an ad hoc committee to select and hire a consultant who would facilitate development of an outcome measurement system. The **Outcome Measurement Group** unofficially became known as "OMG." This committee undertook a facilitated process to develop the instruments, systems and procedures to complete a **comprehensive outcome measurement system** within the league and its diverse community projects.

Members of the OMG included: Ann Trudgeon, Betsy Mantor, Katie James, Christina Bloomer, Dana Schwarz, Karla Wallace, Laura Ogle, Liz Eickman, Mary Delafield, Lyn Watson.

The committee found that the work of the Junior League in literacy programs results in outcomes in the three basic categories defined as: Agency, Youth clients, and Adult clients. OMG developed logic models for the expected outcomes of each category.

Desired Long-term Outcomes

Agency

"Capacity of Agency is increased"

A single instrument, a survey, has been put in place to measure agency initial and intermediate outcomes. The survey is administered at once a year in the spring to get the input and feedback of the agencies about how the association with the Junior League is benefiting their agencies to help them achieve their literacy goals.

Youth

"Gain tools to Learn, Develop and Grow" and "Increased Potential to Succeed in Life"

Because the youth programs vary in scope, age level and duration of contact, a "Question Bank" has been developed for 10 outcomes: Increased motivation to learn, Enhanced language skills, Improved Behavior, Increased self-esteem, Increased confidence, Developed appreciation for learning, Improved capacity to learn and, where applicable, Increased Reading Level.

Adults

"Increased Self-sufficiency"

Because the adult programs vary in scope, age level and duration of contact, an "Adult Question Bank" was developed for 10 outcomes: Increased motivation to learn, Increased confidence, Increased self-esteem, Increased reading level, Enhanced language skills, Improved work skills, Completion of personal education goals, Enhanced critical thinking skills.

... the work of the Junior League in literacy programs will yield outcomes in three basic categories :

*Agency, Youth clients,
and Adult clients.*

JLOC developed logic models for the expected outcomes of each category.

Family Reading Nights

Kristin Packnett, Project Manager 2010-11 provided the following information on Family Reading Nights:

This community project with Educare is a literacy based program that provides families with a story time and companion activity each month. The families receive a free book each time they attend. Participants are a mixed group. Some are foster parents and children, some are single moms with several kids, and others are families who are struggling financially. We provide each family with a safe place to interact together and engage with others and practice life skills. Kristin Packnett, Project Manager 2010-11 shared the following story.

“One single mom, who has five children, recently brought her family to a Family Reading Night event for the first time. She still had on her uniform from work and anyone could tell she had put in a hard days work. However, she was happy to be there and the whole family was engaged in story time and an activity. When she left she hugged me and thanked me because as a single mom she has a hard time providing constructive activities in the evening for her children. She was truly thankful for our program.

Another mom is currently fostering two children, ages two and four. They had been with her for several months. During one Family Reading Night, we noticed that it took awhile for the oldest to engage in the story time. But once she felt comfortable she began engaging with all the volunteers. That month, “Extreme Animals” had been invited to make an appearance for the activity. All of us were having a great time holding the animals. I looked over at the mom and she had tears in her eyes. She was watching both of her kids interacting with the other kids, volunteers, and animals. This was a big deal for the children and where they were in their healing process. They have continued coming to our events and we have seen continued growth in both kids. ”



“I love it when these ladies come to teach us to read to the children. It gives us an opportunity to get out of the house and do something educational and fun.”
Family Reading Night Adult Client

Studies Show

- 44 million adults in the U.S. can't read well enough to read a simple story to a child.
Source: National Adult Literacy Survey (1992) NCED, U.S. Department of Education

Adults stay enrolled in family literacy programs longer than in most adult-only programs, and their attendance rate is higher. Children participating in family literacy programs in 15 cities made gains at least three times greater than would have been expected based on their pre-enrollment rate of development.

- Adults significantly improve their self-confidence, confidence in their parenting abilities, and in their employment status (29 percent increase).
- Children showed an 80 percent increase in reading books, and made twice as many trips to the library.

Making a Difference in Partnering Agencies

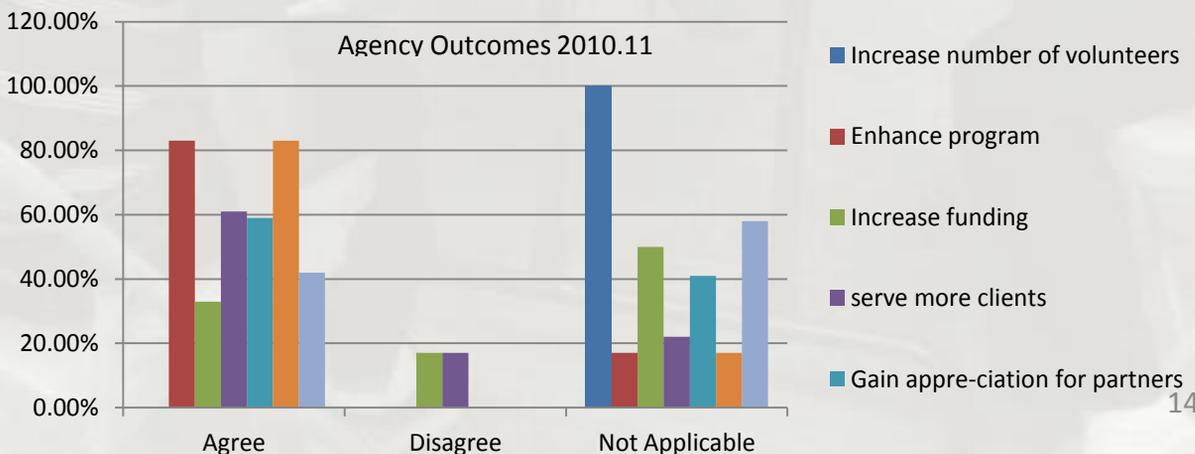
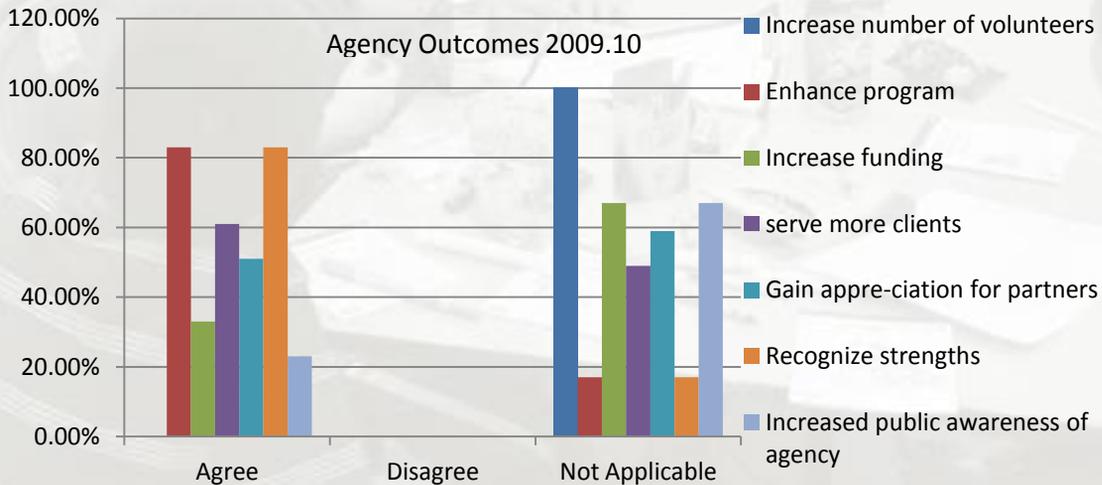
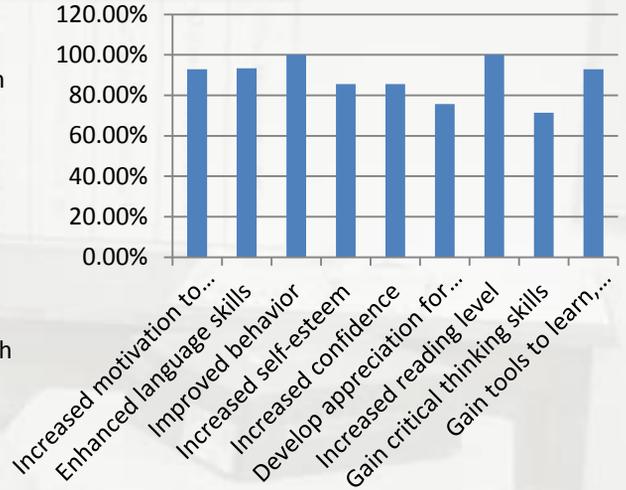
2008 North Highlands Agency Director Debbie Downs reported as a result of JLOC's involvement:

"test scores in reading have increased in grades 3rd to 5th. Students at North Highlands Middle School Academy love to see Junior League volunteers in the school and are excited to take their book home.

Sometimes this book maybe the only item that truly belongs to themselves alone. Literacy is not a priority, however this pattern is beginning to change.

Our school has also expanded the Junior League program and launched another branch for a push toward literacy as a result of your efforts. Thanks! Thanks! Thanks! We look forward to renewing our partnership with the Junior League."

2007-08 Youth Outcomes



Making a Difference in the Youth of Oklahoma city

Outcomes Measurements Results for Youth Projects

JLOC measures projects by measuring expected outcomes (as listed on the x axis).

Surveys ask participants questions that correlate to a specific outcome.

Surveys are then compiled across multiple diverse projects.

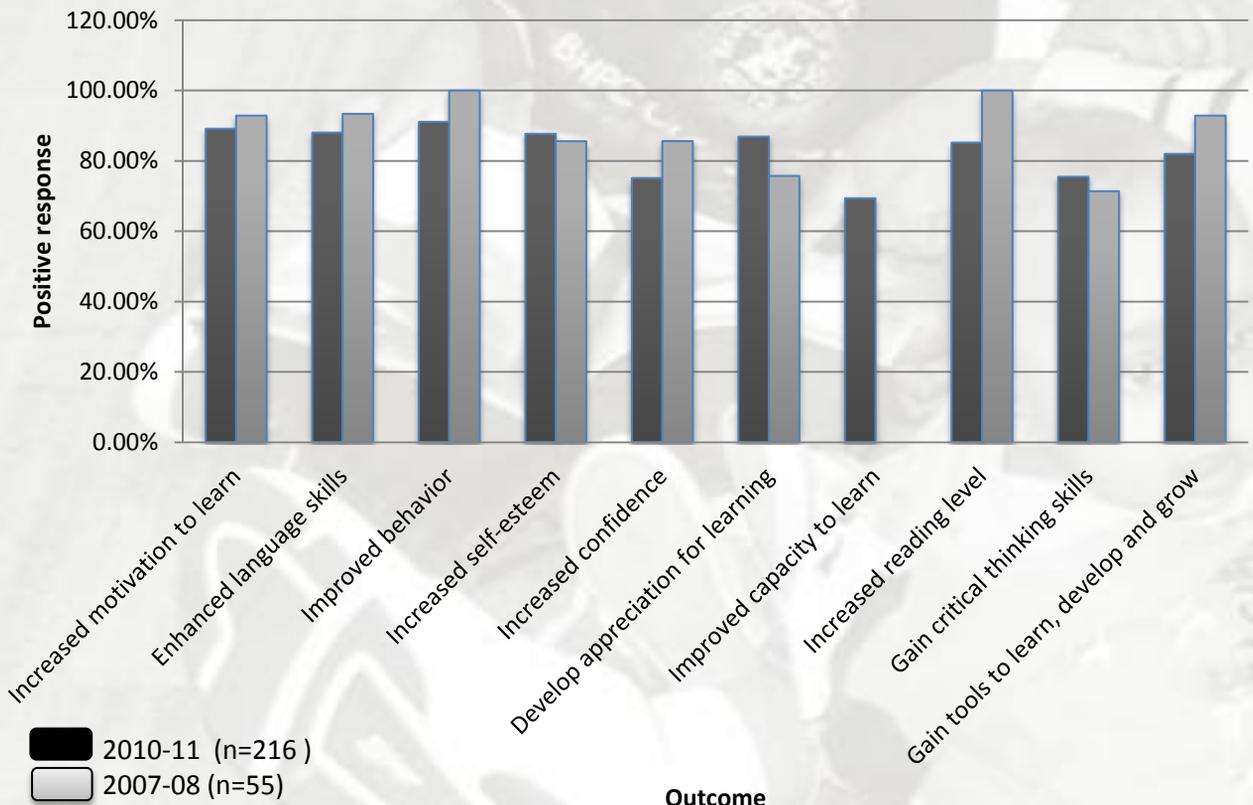
and sorted by outcomes and put into graphs to better understand the data.

Below you will find the first year of measurements and the most recent outcomes for JLOC's literacy projects.

2007-08 – Clients in four Youth Community Projects with a literacy component were surveyed

2010-11 – Clients in ten Youth Community Projects with a literacy component were surveyed

Youth Outcomes Summary 2010-11 vs. 2007-08



Revised 6.6.11

In 2006-07

- 8000 books were donated to community non-profits that were collected in the first ever JLOC/BOK book drive
- An additional 4,793 books were given away through nine community projects
- Volunteers interacted in 6,288 client visits and gave away 18,565 educational supplies
- The investment in Community Projects was a total of 1507 volunteer hours and \$51,348.00

In 2007-08
JLOC
Invested
1736.5 volunteer
hours in
Literacy
focused projects

Oklahoma Department of Libraries states:

- There are nearly 140,000 adults in Oklahoma City who are considered functionally illiterate.
- Illiterate adults earn 42% less than a high school graduate.

In 2010-11

- 17,340 books were donated to community non-profits that were collected in the JLOC book drive
 - Through eleven youth and three adult community projects with a literacy component, JLOC gave away a total of 17,340 books and 16,930 supplies through 7,124 client contacts.
 - The investment in Literacy based community projects was a total of 2781 volunteer hours and \$68,045
- (revised June 6, 2011)*

Experiencing Cultural Literacy



The Cultural Literacy project is a “Trip Around the World.” The incredible nature of our community projects is that there is always so much more to them than meets the eye. The benefits of being involved in our community and cultivating an interest in literacy is immeasurable!

Cultural Literacy gave me, as the Project Manager, the unique opportunity to be a “virtual tour guide and tourist!” On our itinerary were the regions of Africa, Asia and Latin America. We packed our bags mentally, and set off on a grand adventure to explore these grand locales! We learned a lot about these amazing places as we bridged the gap between continents through stories, pictures, music, exotic foods, crafts and games. **We all became more literate about the world around us**, and while our cultures may seem worlds apart and vastly different, we quickly realized we are all very much the same. We each have basic desires for love, family, friends, food, shelter, and the opportunity to succeed.

A moment that illustrates the impact of this project was during our “tour” of a traditional Asian home when we helped the youth to gain perspective as to how small Asian living spaces are compared to their own. The resulting appreciation for their own lives in Oklahoma was one of those true “ah- ha” moments. Their consciousness of the world increased through our time together. Seeing the children’s faces express wonder, awe and a greater depth of understanding of differences and similarities between cultures was a truly inspiring League experience!

-Matilda Clements, A Junior League Volunteer

“Trip Around the World (Cultural Literacy) is a highly successful community program that's been well covered in the press... we were contacted by a national library website so other libraries could use the program as a model.”

~ Lisa M. Wood, Children's Services Coordinator, Metropolitan Library System

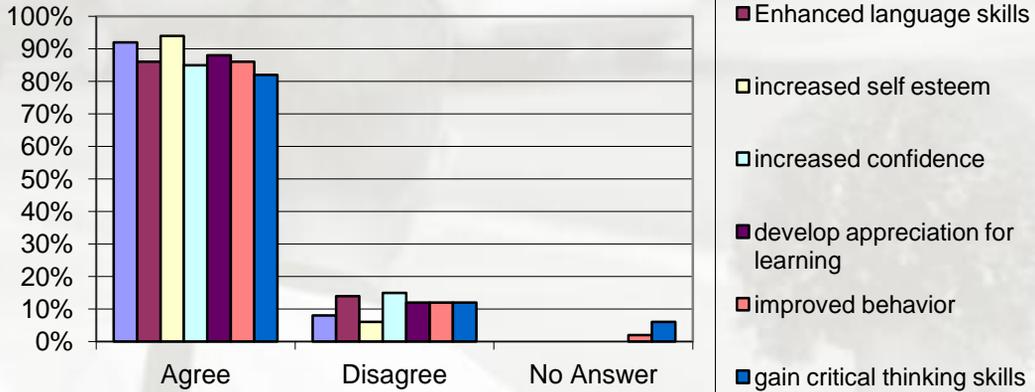
JLOC OUTPUTS

Our Investment by the Numbers

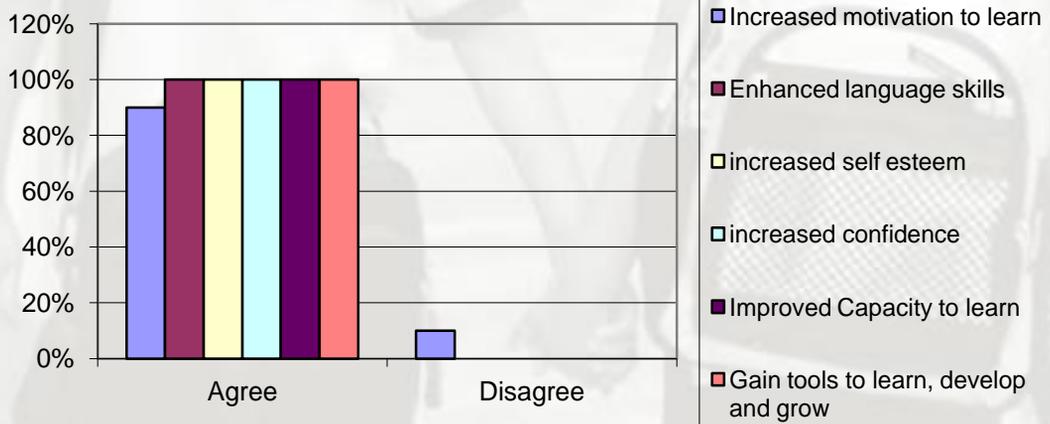
YEAR	TOTAL LITERACY PROJECTS	\$ INVESTMENT	SIGNATURE PROJECT BUDGET
2004/05	5	\$35,945	
2005/06	6	\$44,815	
2006/07	7	\$48,348	\$3000
2007/08	12	\$68,456	\$3500
2008/09	13	\$65,970	\$5000
2009/10	14	\$64,105	
2010/11	15	\$68,045	

Revised 4.12.11

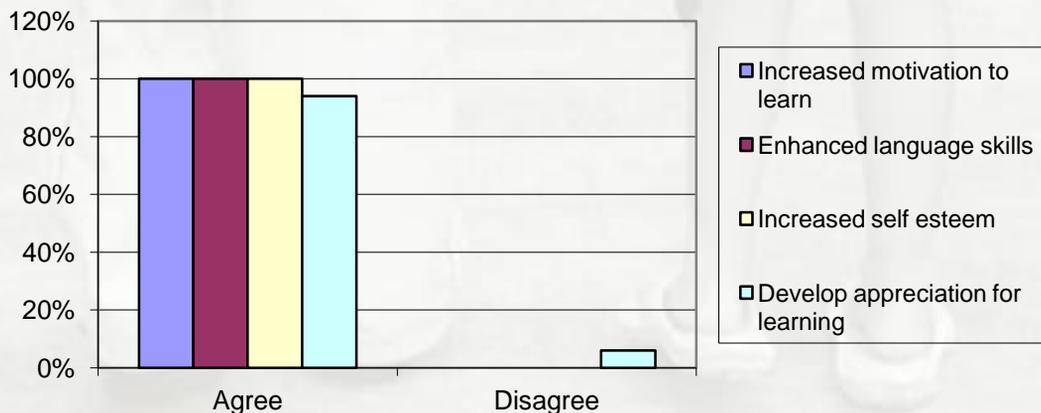
Boys & Girls Club 2010-2011



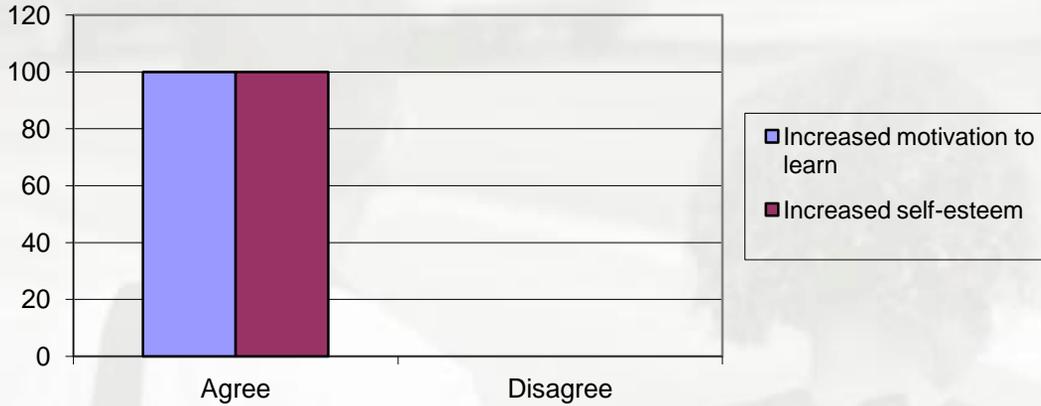
Cultural Literacy 2011



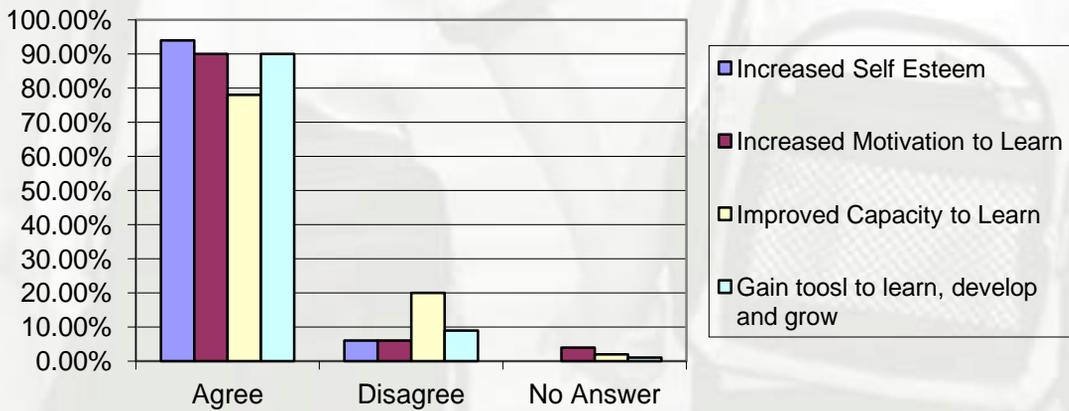
Family Reading Nights 2010-2011



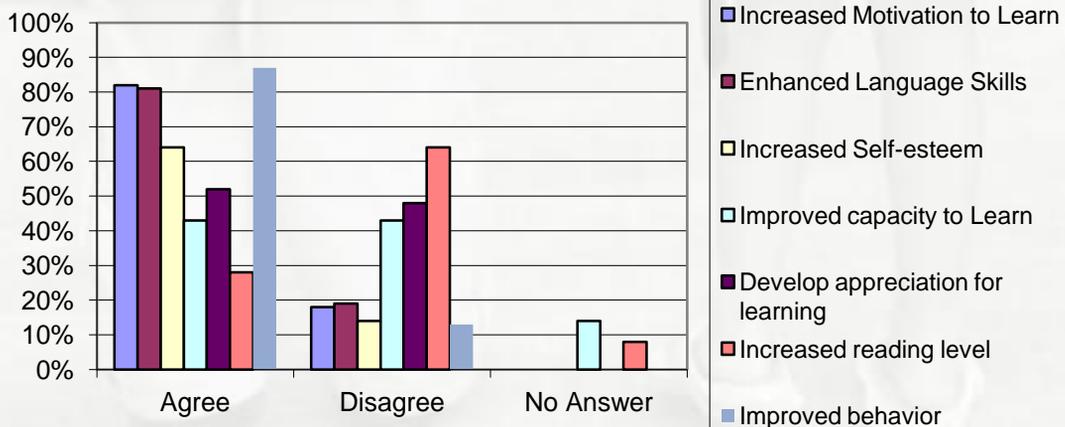
The Zone 2010-2011



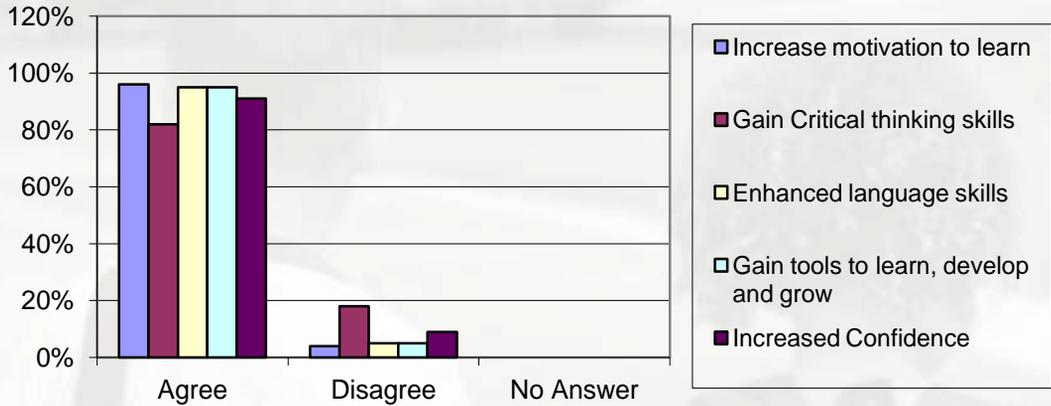
Health Literacy 2010-2011



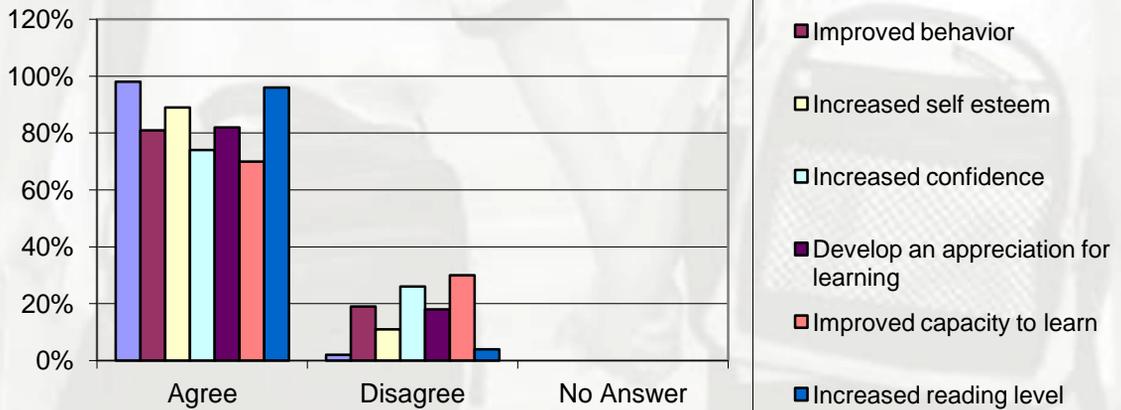
JETS 2010-2011



KIPP 2010-2011



Literacy For All 2011-2011



Life 101 2010-2011

