

ANNUAL REPORT • 2016



LITERACY
VOLUNTEERS
CHARLOTTESVILLE
ALBEMARLE



"If we don't have English, we find everything difficult—talking to people, making friends, at our jobs and for travel. We need English a lot."

—Walter, Burma

Literacy Volunteers of Charlottesville / Albemarle addresses low literacy and under-education among adults in our region through free, individualized reading, writing, and English language instruction. Our mission is to help individuals become better workers, consumers, neighbors, citizens, and parents through one-to-one tutoring.

FY16 Numbers at a Glance

- ◆ Total number of students: **413**
- ◆ Total number of tutors: **336**
- ◆ Type of instruction provided:
 - Basic Literacy **10%**
 - ESOL **90%**
- ◆ Total number of volunteer hours provided by tutors: **20,986**
- ◆ Annual Budget: **\$476,941**



Tutor-Student pair Pauline and Palwasha have been working together for about a year.

Year in Review

2016 was the year of challenge. With the increase in demand for our services and more success at recruiting tutors, Literacy Volunteers accepted more than 400 students this past fiscal year. Our challenge became accommodating needs while still maintaining a personal touch with our students and tutors. With so many individuals coming and going, we miss knowing everybody on a first-name basis.

Anticipating the challenge, we hired full-time Program Manager, Steven Reid, at the beginning of the fiscal year. Since he began, he has made over 200 new student-tutor matches. We welcomed the return of Paige Zelikow, our Civics and Citizenship Coordinator. In order for program and support staff to have full focus on students and tutors, data entry and book-keeping tasks were outsourced. Fortunately two skilled volunteers, Carolyn Plog and Joyce MacDonald, began the process of digitally cataloging our library so that we can rely on technology to keep track of our books while we try to keep track of the people.

Better collaborations with our service-provider partners allowed us to see the totality of our students' efforts to improve their lives. The International Rescue Committee helps our Citizenship students with their naturalization paperwork. Our relationship with PVCC, and their Community Self Sufficiency Programs, allows us to help move students into work-certification career tracks. Our friends at the Adult Learning Center and Albemarle County Adult Education Department keep us informed when we have shared students. With all these resources in place, we finished out FY16 knowing we, and our students, can meet any challenge.

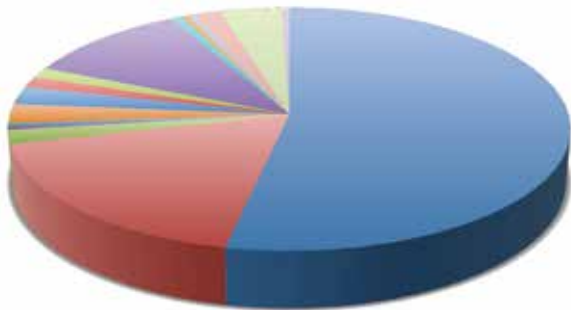
—Ellen Osborne, Executive Director

Income and Expenses



Indiv/ business contributions	\$46,864
Gifts in kind- goods	\$18,570
Foundation/ trust grants	\$163,660
Federal grants	\$115,723
State grants	\$36,052
Local gov't grants	\$63,897
Earned income	\$2,663
Special Events (Wordplay)	\$29,510

Total Income: \$476,939



Salaries and related	\$250,249
Prof and Temp help (Federal grant)	\$83,698
Supplies	\$9,013
Phone and Internet	\$2,345
Postage, shipping, delivery	\$1,545
Equip. and software maintenance	\$12,070
Special events (Wordplay)	\$11,367
Printing and copying	\$6,741
Books, subscriptions, reference	\$6,391
Rent, parking, other occupancy	\$49,980
Travel and meeting expenses	\$3,593
Insurance (non-employee)	\$1,849
Staff development	\$2,235
Advertising expenses	\$7,910
Gifts in kind- goods expended	\$18,570
Misc	\$2,470

Total Expenses: \$470,026

A complete copy of our audited financial statements is available by contacting the Literacy Volunteers office at 434-977-3838.



"I'm really grateful to be able to do this. A lot of people think it's hard to find time to do something like this. Even though I might feel tired or overwhelmed a particular day, giving back to someone else helps revitalize me as a person. It makes my life better." —*Lindsay Daniels, Tutor*

LVCA Tutor Demographics

In FY16, **149** new people were trained as tutors, increasing our total number of tutors to **336**. The dedication of our students and tutors resulted in **75** students advancing to a higher educational level. A total of **23,805** volunteer hours were logged, equivalent to an economic value of **\$621,048**.

Our tutors come to us from a variety of sources:

- Referred by another tutor or friend = 17%
- LVCA website = 19%
- Newspaper = 13%
- Special event (volunteer fair, cultural event) = 15%
- The rest of our volunteers heard about Literacy Volunteers through flyers, radio, television, church, employer, or other means.

Our tutor retention rate, those who return for 2 or more years (measured from FY16 to FY17) is 68%.

How volunteer time is spent:

Teaching hours for tutors	12,570 hours
Tutor prep and travel.....	6,957 hours
Tutor training.....	1,459 hours
Non-tutor volunteer hours	2,819 hours

(event planning, office assistance, etc)

"What Literacy volunteers is doing is providing the foundation for a better community by investing in the people who live here. I can't think of a better way to spend my time than teaching people how to read and write and get a job and interact with you." —*Ray Forthuber, Tutor*



Tutor Profile: Esther Tom



Tutor Esther Tom and student Hanan

For Esther Tom the decision to become a Literacy Volunteer was a natural one. A recent arrival to Charlottesville, she was looking for a way to give back to her community.

“I was looking online at different places and Literacy Volunteers looked like a place I could enjoy, learn from, and give back. It fit my personality type,” Esther said.

Tutoring also fit with her career goals—currently a substitute teacher for Charlottesville City Schools, Esther will be entering the Curry School’s Master of Teaching program this fall. While LVCA’s one-on-one tutoring experience differs quite a bit from teaching, Esther is drawn to both fields because she loves to learn with others.

Esther’s student, Hanan, enjoys learning with her. Hanan, who is originally from Sudan and moved here twelve years ago, said it was difficult adjusting to life in the United States with no language skills.

“It was hard, very hard,” Hanan said. “But it’s fun too. It’s good to learn something different from your own country or from your own language.”

Hanan started studying English years ago, then took a break when her children were born. The main reason she wants to learn English is to become more independent.

“I want to not always depend on my husband to go to the store, or an appointment with my children,” she said.

Now that her children are in

school—her son is nine and her daughter is five—she has more time to focus on her studies and achieve that goal.

“I like to come here every Sunday to learn. It helps me a lot with my job. Now I talk a little bit to my boss,” said Hanan.

Esther appreciates being able to help Hanan with her goals. “Sometimes I’ll have a lesson planned out, and she’ll come in with a question about something I wasn’t expecting,” explained Esther. “If she’s really curious about it and can’t move forward with the question getting answered, I’ll switch to the subject.”

In addition to working on language skills, Esther also helped Hanan study for the citizenship exam. Hanan passed her citizenship interview in July.

“There are a lot of immigrants in our community, and they come with different education levels,” Esther said. “I think it’s really important that we provide them with the capability to improve their basic reading, writing and speaking skills. That’s going to help them communicate with people in the community.”

Hanan values being better able to communicate and knows practice is important, even if she’s nervous.

“Don’t be shy if you don’t know English,” Hanan said, explaining that it’s good to try to express yourself even if it’s difficult. “People are friendly. They like to help.” 🌟

Upcoming Tutor Training Events

Due to the increased demand for Literacy Volunteers services, we will be offering additional new tutor training opportunities in 2017. If you or someone you know is interested in becoming a volunteer, call our office at 434-977-3838 to register for one of these events:

January 21 • February 22 & 23 (evenings)
March 25 • April 22 • May 20



Bringing Students Together

Meeting each Thursday evening at Common Ground Healing Arts, students gather to practice their conversation skills, sharing stories about themselves and their lives in the United States. Although they each have their own unique story and experience, there is one thing they all have in common: food.

The group’s leaders, tutors Richard Alonzo and Pat L’Herrou, decided to capitalize on this commonality and host a summer potluck in late June. Students all brought dishes from their home countries to share.

In addition to our Thursday night conversation group, we also host conversation groups for beginning learners on Thursday mornings, and advanced groups also meet on Monday and Wednesday evenings. 🌀

Student Outcomes and Achievements

Number of students who achieved this goal

Got a job or better job.	50
<i>(23 of these students entered the job market in our area for the first time, generating a total of approximately \$173,029 per year in tax revenue.)</i>	
Improved employability skills	49
Entered other education and/or training.	37
Improved score on standardized test	88
Met a work-based goal	143
Obtained citizenship.	13
Registered to vote/ voted for first time.	1
Obtained a driver’s license	8
Increased involvement in community activities	17
Increased involvement in children’s education	67
Attained consumer skills	64
Attained wellness and healthy lifestyle.	52
Other personal goal.	58

A Motivated Student: Marco

A resident of the Charlottesville area for over 18 years, Marco moved here from Mexico without any English. Because of the language barrier, he had to rely on nonverbal communication at first—particularly his winning smile.

“When I came here and people asked me questions, I didn’t know what they said to me, so I put on a big smile,” Marco explained. “Now you ask me questions, and I can answer you.

Marco works as a chef and his wife speaks English, so he’s had plenty of opportunity to practice his speaking and listening skills over the years. He started studying at Literacy Volunteers two years ago because he wanted to improve his reading and writing skills

—and his confidence. Working with his tutor, Pervaneh Child, has helped him in all three areas.

“I was really self-conscious before when I was speaking ... because I wasn’t sure if I said the right words or if I was offending somebody,” Marco said.

“I have loved tutoring Marco,” said Pervaneh. “It is a real pleasure because he is so motivated and eager to learn.

One of the main reasons Marco chose LVCA was the one-to-one tutoring model because he and Pervaneh can focus directly on his learning goals. He wants to write down all of his recipes. “They stay in my head, but I need to put them to paper,” Marco said.



He also wants to improve his English so he can help with the care and education of his newborn daughter. “If she needs to go to appointments and my wife cannot be there, I can take my daughter and understand whatever the doctor says to me,” Marco said. 🌀

Literacy Volunteers Hosts First Annual Tutor Retreat

On Saturday, June 11, Literacy Volunteers held the first annual Tutor Retreat in order to provide tutors with new ways to develop their tutoring skills.

This year's inaugural event featured keynote speaker and guest presenter Lauren Osowski, Director of Adult Education in Nashua, New Hampshire. Osowski presented information about the federal Workforce Investment and Opportunity Act (WIOA) and its affects on organizations like Literacy Volunteers.

In addition to her keynote address, Osowski also led a session on incorporating technology into tutor sessions. LVCA staff members led sessions on working with low level ESOL students, lesson planning, civics, the naturalization process, and incorporating creative writing.

The 2017 Tutor Retreat is scheduled for Saturday, June 10. 



Thirty tutors attended the day-long retreat and learned about workforce training, technology, lesson planning, and civics issues.



Students and tutors once again enjoyed a field trip to Monticello, where they learned about Thomas Jefferson's home and history while enjoying a tour of the grounds.

"It is important because I need to learn English to get a better job."
—Daniel, Mexico



Student Demographics

Gender:	Age:	18-24	49
Female 258		25-34	139
Male 155		35-44	115
		45-54	63
		55-64	38
		65+	9

Employment Status

Employed	309
Unemployed	24
Not in labor force	76
Retired	4

Level of Education

None — 4 years	53
5—11 years	182
High school diploma	80
Some college/ degree	85
Graduate degree	13

Ethnicity/Race

Asian	72
Black/African American	62
Hispanic/Latino(a)	200
Middle Eastern	60
White	19

Thank you to our 2016 contributors!

Gifts and contracts that made our work possible July 1, 2015 through June 30, 2016.

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