



Annual Report

1600 South Avenue, Rochester New York 14620-3036 (585) 473-3030 www.literacyrochester.org

Dear Friends:

As you review the LVR Annual Report for 2010-11, we thank each of you for your continued support of Literacy Volunteers of Rochester and of the adult learners we serve as well as the volunteers we support. While the past year was not without its challenges, as LVR and many other non-profits in our community worked to obtain the resources necessary to support the work which we do, it has also been a wonderful year for new opportunities and changes for LVR.

The highlight of these changes was our move in September 2010 to our new location at 1600 South Avenue. After 18 years at our Highland Avenue location, the organization decided to move and expand our office space to create more opportunities for learners, volunteers, and our staff. Our new relationship with the AI Sigl Community of Agencies as a tenant has been exceptional. In addition to larger, upgraded facilities we are proud to share space with one of Rochester's premier non-profit organizations which has such a stellar reputation in our community. The move was no small task, even for an agency of our size. There were planning, preparation, financing, and operational impacts both in the short and the long term. Our thanks go to many people from inside and outside our organization who helped make the move happen.

Our learners, volunteers, friends, board, and staff all stepped up to help us meet the challenges and helped to make this transition a success. The new facility provides dedicated space for training of tutors, intake and assessment of learners, and a larger and more accessible library. For anyone who has not yet had the opportunity to visit LVR at 1600 South Avenue we invite you to stop by and take a tour.

The past year also continued to include financial challenges for many non-profits in our community including LVR. Our Board and staff continue to meet the challenges presented by reductions in public funding but were boosted by the support of individuals, foundations and businesses who stepped up to help us meet those challenges. LVR's new Strategic Plan has placed a renewed emphasis on providing future funding for the organization and the long term stability of this 47 year-old organization.

Part of our mission is to foster literacy in the Rochester community. During the past year, with the assistance of WHEC-TV 10, the work of LVR and the needs in adult literacy were promoted in a series of "cause-marketing ads". Local businesses and organizations; (PAETEC, Bryant

and Stratton College and Hickey Freeman) all stepped up to get the message out about LVR and adult literacy.

New opportunities with our programs included the expansion of work in literacy to include math. Responding to an ongoing demand from our learners and others in the community for one-to-one assistance with math, LVR secured support from the Daisy Marquis Jones and the Davenport-Hatch Foundations and Thomson Reuters to develop a curriculum and support a pilot project during 2011 to train volunteers to provide that assistance. From basic numeracy skills to skills necessary for employment and GED, innumeracy, just like illiteracy, has been a long ignored problem among adults.

Overall the past year presented many challenges to this organization, but, just as we have seen for the past 47 years, the volunteers, learners, Board, and staff of Literacy Volunteers have stepped up to meet these challenges. Thanks to the Rochester community for your continued support of LVR and our adult literacy programs.

Sincerely,

Diane Kassmann, President
LVR Board of Directors

Robert Mahar, Executive Director

Facts & Figures

431 Learners Served by 348 Volunteers 20,348 Volunteer Hours

Value of Volunteer Time \$27.17*/hour = \$ 552,855

**2009 Independent Sector value for New York State*

Level Gains: 98

Basic Literacy: 64

ESOL: 34

Learner Achievements Reported: 4012

Applied literacy skills to family/self

Read to children regularly/increased literacy practices at home: 59
Identified learning strengths and used them to acquire new information: 61
Attended parent/teacher conferences/school-related meetings: 55
Improved basic literacy skills: 107
Improved English literacy skills: 78
Helped children with homework: 45
Volunteered in child's school: 42
Communicated with teachers/school staff: 64
Wrote to family/friends: 58
Conversed with family/friends in English: 71
Read or wrote poems, journals, books, stories, novels: 60
Registered children for school according to guidelines: 51
Other family & home: 54
Read for religious activities: 51

Attained consumer skills

Opened checking/savings account: 12
Interpreted and paid bills: 64
Filled out insurance forms: 55
Used recipes: 59
Counted and used coins and currency: 73
Compared price or quantity to determine the best buy for goods and services: 69
Selected appropriate housing: 58
Developed personal and/or family budget: 63
Understood directions for use of household appliances: 66
Wrote checks: 57
Understood contracts/lease: 59

Demonstrated knowledge of, and application of skills for obtaining information and assistance through community resources

Used library and/or other information services: 76
Interpreted map/transportation schedules or asked for directions: 66
Used the telephone and/or telephone book: 120
Identified or used different types of transportation: 68
Used postal services: 66
Located and/or used community agencies or services: 61
Ordered from restaurant and fast food menus: 67
Read and understood signs: 70
Applied for unemployment: 34
Applied for public assistance: 41
Completed loan/credit application: 46

Demonstrated knowledge of, and application of skills for wellness and healthy lifestyle

Planned nutritious meals for a day: 66
Implemented an exercise routine: 56
Read a medication bottle: 65
Described symptoms of an illness: 61
Used appropriate health care facilities and services: 73
Understood medical and dental forms: 58
Read product label directions and safety warnings: 58
Identified practices that promote mental well-being: 62

Attained employability skills

Demonstrated basic computer skills & use of common software programs: 65
Filled out job application/has language to interview for a job: 54
Arrived at appointments consistently and on time: 74
Completed work forms: 57
Read and understood manuals: 61
Communicated with peers, supervisors, and/or customers: 67
Demonstrated improved conversational skills in social/work settings: 70
Read and understood work-related information: 65
Understood help wanted ads: 51
Interacted one-to-one competently and/or participated as a member of a team: 72

Improved employment or economic status

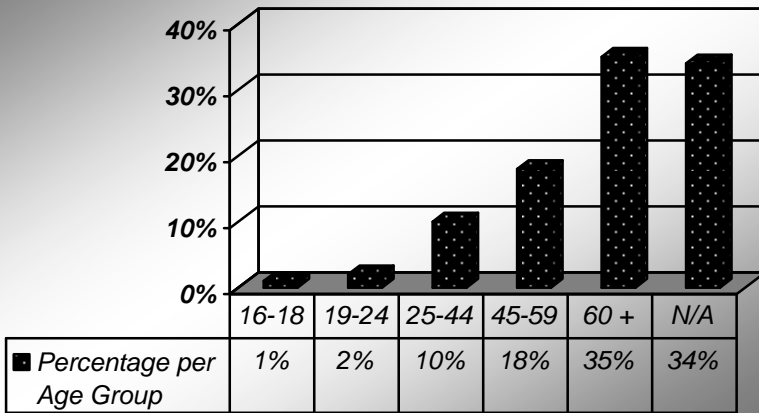
Obtained a job: 22
Retained current job: 66
Had reduction in receipt of public assistance: 41
Improved current job status: 55
Entered other training/educational program: 54
Earned a secondary school diploma or achieved a GED certificate: 3
Obtained license or certification: 36

Demonstrated knowledge of, and application of skills for rights and responsibilities of citizenship

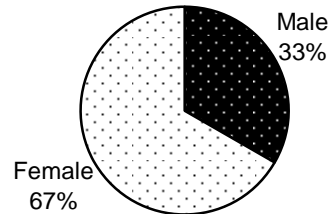
Answered questions about U.S. history/government: 57
Completed U.S. citizenship class: 10
Applied for/received U.S. citizenship/legal immigrant status: 6
Registered to vote/voted in election: 39
Participated in civic organizations: 46
Increased involvement in civic/community activities: 48
Wrote from dictation: 57
Understood individual's legal rights and responsibilities and procedures for obtaining legal advice: 52
Other community activity: 42
Participated in neighborhood watch activities: 37

Volunteer and Learner Demographics 2010-2011

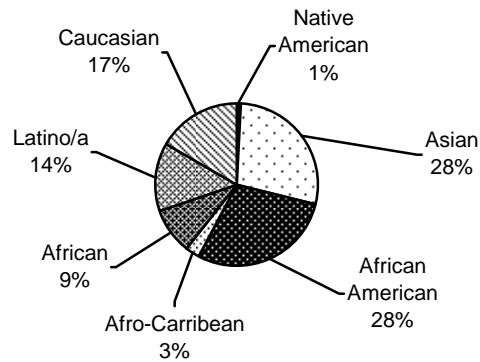
Volunteer Age



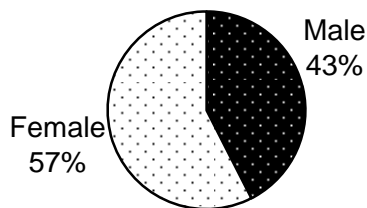
Volunteer Gender



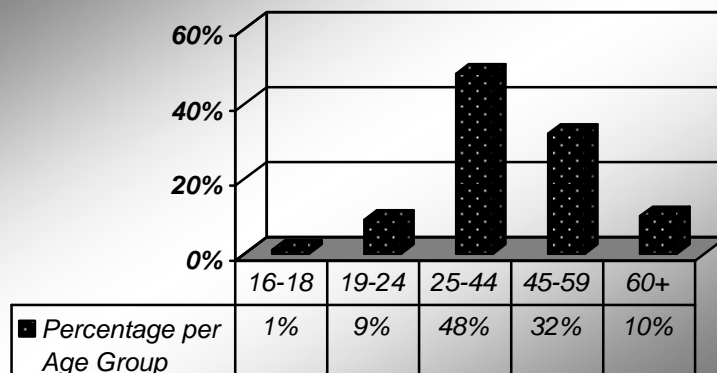
Learner Ethnicity



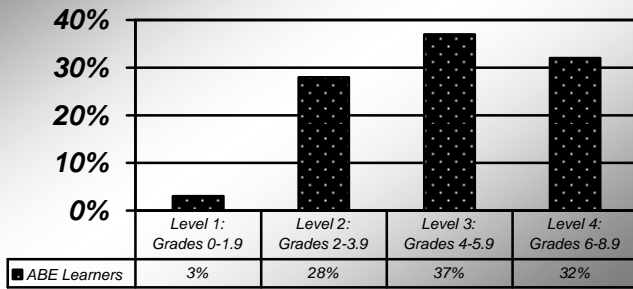
Learner Gender



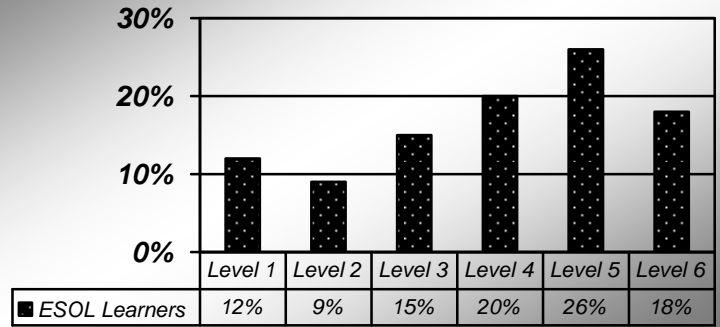
Learner Age



ABE Educational Functioning Levels



ESOL Educational Functional Levels



There are functioning levels for ABE (Adult Basic Education) and ESOL (English Speakers of Other Languages) learners. Standardized assessments (test) place learners in one of these levels. Additional assessments measure gain in skills.

For ABE Learners, Level 1 is equivalent to grade 0-1.9, Level 2 is grade 2-3.9, Level 3 is grade 4-5.9, and Level 4 is grade 6-8.9.

For ESOL Learners, BEST Plus assessments measure English speaking and listening skills. The scores determine the levels. Level 1 is below 401. Level 2 is 401-417, Level 3 is 418-438, Level 4 is 439-472, Level 5 is 473-540, and Level 6 is 507-540.

2011 Financial Information

2011 Income

Contributions	\$75,126
United Way	\$11,364
Grant revenue	\$139,089
Fundraising events	\$18,100
Workshop fees	\$3,240
Interest and dividends	\$215
Other income	\$973
Investment Income	\$34,019

Total Income \$282,126

2011 Expenses

Program Services	\$167,089
Management and General	\$77,030
Fundraising	\$39,471
Total Expenses	\$283,590

Change in Net Assets (\$1,464)

20,348 Volunteer Hours

Value of Volunteer Time \$27.17*/hour = \$ 552,855

**2009 Independent Sector value for New York State*