MISSION
To help adults with low-level literacy develop basic reading and communication skills so they can fulfill their roles as citizens, workers, and family members.

VISION
We envision a community in which all adults with low-level reading skills have access to the service and resources they need to meet their individual literacy goals, so they can fulfill their roles as citizens, workers, and family members. In the greater Richmond Metropolitan Area, the Read Center will be recognized as the primary not for profit provider for program services designed to improve adult literacy skills.

The READ Center will eliminate adult literacy one adult at a time. In pursuit of that vision, The READ Center will contribute to the research and development of best practices for delivering curriculum, programs and experiences which increase adult literacy students’ ability to read well enough to meet their life goals. The READ Center will collaborate with public educational institutions and private community-based literacy organizations to meet its mission and recognize this vision.

VALUES:
To operate the non-profit business of The READ Center with honesty and integrity.
To treat all students with dignity and respect.
To treasure the gift of time or money from each volunteer or donor.
To work collaboratively with all organizations seeking to eliminate adult illiteracy.
To measure The READ Center’s programming against the most recent academically informed research-based methods.

*Mission, Vision and Values statements are being reviewed and revised by the Strategic Planning Action Team and will be presented to the board for review and adoption upon completion.

READ Center Students: Adults over the age of 18 who want help to improve their literacy skills.
The READ Center serves Adult Basic Education (ABE) students reading at 0-7 grade levels. The majority of READ students are beginning readers (read at or below the 3rd grade level) and need the structure and instruction time provided by classrooms.

Definition of Adult Basic Education from the Virginia Department of Education: ABE programs are designed to help adults improve their skills in reading, writing, mathematics, language acquisition and other basic skills. Students working below the ninth-grade level receive help to transition to Adult Secondary Education.

How do we serve our clients? The mission is accomplished by providing classroom instruction, one-to-one and small group tutoring by READ trained volunteer tutors, adult literacy curriculum and supporting educational resources.

Why do we serve them? READ Center students are adults who choose to attend classes. Students come to READ with goals they want to achieve. Student goals guide instruction and provide motivation for students. At the READ Center, life and literacy progress go together.
GOALS

1. Create a sustainable model to help READ stay fiscally sound by increasing awareness and understanding of the problem of adult literacy in our community and READ’s role in addressing the issue. **Covers financial/fundraising/marketing

2. To have a consistently effective board of directors. **Covers board

3. To have programs that fulfill ongoing and future student needs within mission. **Covers Programs

GOAL ONE
Create a sustainable model to help READ stay fiscally sound and increase by increasing awareness and understanding of the problem of adult literacy in our community and READ’s role in addressing the issue.

OBJECTIVE
1.1 Continue to increase community awareness through branding, advocacy and community outreach

INITIATIVES

1.1a Update READ’s case statement.

1.1b Develop an awareness campaign about the problem and impacts of adult literacy in Henrico, Chesterfield and City of Richmond that targets government officials (elected, appointed and career), nonprofits, media and community organizations.

1.1c Review READ social media presence and define strategies for each platform including tutor recruiting sites.

MEASUREMENTS

• Case statement is updated.
• An awareness campaign is developed and initiated.
• Social media review results in a strategy for each platform.

Marketing and Development Assistant, Director of Development and ED are responsible

OBJECTIVE
1.2 Continue to explore diversifying funding by analyzing READ’s current funding sources and opportunities.

INITIATIVES

1.2a Analyze READ Center fundraising streams to develop a strategy to address READ’s financial dependence on grants.
1.2b Continue to increase individual fundraising through cultivation of current/past volunteers, current/past board members, current/past students and their families, and new donors.

1.2c Continue to increase business and organization giving by developing strategies and plans for increased support through board-led contacts, Trivia Bee and increased awareness.

1.2d Develop a strategy and plan for increased support from faith-based organizations.

1.2e Educate READ Center volunteer tutors about READ’s need for financial support and how they can engage in fundraising.

1.2f Explore revenue options for READ. Define what READ is good at and what services READ can offer, what organizations need and what they would be willing to pay for.

1.2g Develop messages/strategy for payment for services from organizations READ partners with when READ services are free to students.

**MEASUREMENTS**

- READ Center funding is analyzed and development plans include a strategy and plan for grant funding, increasing business support, increasing faith-based support and education and involvement of tutors in fundraising.

- Revenue options are researched, and a strategy put into place for identifying and reaching organizations with needs for READ services.

*Board, Director of Development and ED are responsible.*

**OBJECTIVE**

1.3 Review and update fundraising policies

**INITIATIVES**

1.3a Gift acceptance policy is reviewed and updated at least every other year.

1.3b Gift policy includes endowment and bequest giving.

**MEASUREMENTS**

- Gift acceptance policy is reviewed and updated as needed.
- Endowment and bequest giving policies are added to the gift acceptance policy.

*Board, Director of Development and ED are responsible.*

**OBJECTIVE**

1.4 Continue to monitor and assess opportunities for local, state and federal funding

**INITIATIVES**

1.4a Maintain Region 15 DOE funding.
1.4b Research and secure Neighborhood Assistance Program (NAP) credits

1.4c Increase local funding by increasing Henrico’s and Chesterfield’s commitment and securing funding from Richmond City.

MEASUREMENTS
- READ is part of the Region 15 grant in the 2019-2021 funding cycle
- NAP credits are researched and secured if they fit READ’s strategies and values
- READ increases funding from local governments

GOAL TWO
To have a well-run organization including an effective board of directors and professional staff. An “effective” board is one that
- supports fundraising through personal giving, raising money, raising awareness;
- represents READ in the community;
- provides governance and guidance;
- sets READ’s vision;
- and supports READ’s staff.

OBJECTIVE
2.1 Have a diversified (age, geographically, by skill, etc.) and engaged board

INITIATIVES
2.1a Create a recruitment, nomination, orientation, and on-going board education processes.
   - Create board matrix
   - Develop a recruitment process calendar
   - Hold an annual board retreat
   - Consider creating a “student seat” on the board

2.1b Monitor new board engagement model (two standing committees, Executive and Finance, with short-term Action Teams to implement events and activities), review and make changes as needed.

2.1c Implement annual individual board member evaluation and at least bi-annual board evaluation.

2.1d Review by-laws at least every other year.

2.1e Explore the feasibility of creating a young professionals/associate board to support volunteer and fundraising opportunities.

MEASUREMENTS
- Recruitment, orientation, nomination processes are documented and in place.
- Executive committee develops and adheres to recruitment calendar.
2019-2022 STRATEGIC PLAN

- Board members self-evaluate annually, and the board evaluates itself at least bi-annually.
- By-laws are reviewed at least every other year.
- Feasibility of a young professionals/associates board is explored, and a recommendation is made to the board on whether to go forward.

ED and Executive Committee are responsible.

OBJECTIVE
2. Re-engage and continue to engage former board members

INITIATIVES
2.2a Consider putting together an Advisory Council to encourage past board member feedback and on-going participation. Hold an annual meeting to update group on READ’s accomplishments and challenges.

2.2b Consider re-engaging former board members by inviting them to serve on Action Teams.

2.2c Continue to regularly communicate with former board members.

MEASUREMENTS
- Implementing an Advisory Council is reviewed and if deemed viable, put into place.
- Former board members are serving on Action Teams.
- Former board members are receiving READ communications.

Executive Committee and ED are responsible.

OBJECTIVE
2.3 Review and update mission statement and define READ’s values.

INITIATIVES
2.3a Review and update mission statement to reflect READ’s current programs, initiatives and direction.

2.3b Define READ’s values as an organization.

2.3c Review and update visions statement.

MEASUREMENTS
- Mission statement is reviewed and updated as needed.
- READ’s values are defined.
- Vision statement is reviewed and updated as needed.

Executive Committee and ED are responsible.

OBJECTIVE
2.4 Discuss and develop financial and programmatic sustainability plans.

INITIATIVES
2.4a Use information from the strategic plan in sustainability planning.
2.4b Develop a framework for discussion and planning.
2.4c Sustainability plan is developed.
2.4d Succession planning is part of the sustainability plan.

MEASUREMENTS
- Framework for discussion is developed.
- Plan is developed that includes READ strategic planning process and information.

GOAL THREE
To have programs that fulfill ongoing and future READ student needs within mission.

OBJECTIVE
3.1 Review and assess volunteer programs and process for involvement.

INITIATIVES
3.1a Continue to review and revise tutor training to meet READ’s goal to grow 1:1 pairs and tutors’ responsibilities for instruction in classrooms.

3.1b Provide opportunities for tutors to work with board members on Action Teams.

3.1c Provide on-going professional development opportunities for tutors including inclusivity and diversity training, mandated training and online courses.

3.1d Explore volunteer opportunities within the READ Center to allow for one-day involvement (Document Day), engagement of past tutors (substitute tutors), mentoring and lead tutors, and tutors who want other options.

3.1e Implement tutor policies, procedures and evaluation.

3.1f Capture information about skills, expertise and experience that volunteers are willing to share in LACES.

MEASUREMENTS
- Tutor training is reviewed, and pathways developed for classroom tutors to gain experience and training to move to 1:1 tutors.
- Tutors are provided the opportunity to serve on Action Teams.
- Professional development requirements are incorporated into tutor policies and procedures. A plan to address implementing mandatory tutor PD is developed for current READ tutors.
- Volunteer opportunities are documented and shared with volunteers in newsletters and on READ’s website.
- Volunteer skills information can be accessed when needed.

Program Manager and Program Assistant are responsible.

OBJECTIVE
3.2 Review program measurements to define READ’s pathways for students and measures of success.

INITIATIVES
3.2a Create and document how READ measures and defines program student success. Programs and development use the same measurements and definitions.
3.2b. Develop/identify programs that provide opportunities for education and participation socially when students have plateaued in literacy progress.

MEASUREMENTS
- READ Center student success is defined and measurements documented.
- Develop READ programming or identify community programs for students who have maximized READ’s literacy services.

Program Manager, Program Assistant are responsible.

OBJECTIVE
3.3 Strategically grow READ’s educational offerings, services, students, and volunteers.

INITIATIVES
3.3a Develop/initiate a student recruitment campaign including radio advertising, partner marketing and student involvement.

3.3b. Increase 1:1 pairs by training tutors for this work and adhering to the policy of pairing students who are at a grade 4 or above reading level.

3.3c. Bring READ classes and office under one roof as proof of concept of a workable model that better serves students needs.

3.3d. Conduct a scope of services review every 3-5 years including opportunities in family literacy and ELL needs.

3.3e. Develop strategies including new programming to attract and serve 18-24-year-olds.

3.3f. With input from the Student Council, review of community needs, and input from partners, assess the need for additional services READ can provide within its mission.

MEASUREMENTS
- Student campaign is initiated and student registration increases.
- Strategies and plans in student recruitment and tutor training are implemented to increase 1:1 pairs.
- READ offices and at least 2 classrooms are operating in one space.
- Scope of services review is conducted every 3-5 years. Review includes suggestions for additional or new services based on student input, an identified community need (funding) and/or request for services from a partner.
- Strategies are in place to attract and serve 18-24-year-old students.
- Input from READ’s Student Council is part of READ’s assessment of programs, locations, marketing and recruitment.

Program Manager and Program Assistant are responsible.