



Read Better Be Better



**ANNUAL REPORT**  
**2015-16**



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# Letter from the CEO

It is my absolute privilege to share with you our first annual report. I think you will agree that we are setting the bar rather high for years to come, as the achievements of the past year are truly remarkable.

Read Better Be Better was founded to address a vast problem: students not reading at grade level by the end of 3rd grade are 4 times less likely to graduate high school. Yet 84% of Arizona 3rd graders from low-income families are not reading on grade level.

This report showcases the extraordinary progress we have made in the last year to address this problem, highlights of which include: positive impact data that proves our logic model and program effectiveness; a stellar and committed board; a growing reputation for excellence; a broad, deep and diverse network of partnerships across the valley; and, of course, the exceptional RBBB team.

A sense of deliberate urgency grew in the RBBB Boardroom earlier this year, as we saw both the scale of the problem and the clear evidence of RBBB's accumulated successes. We understand the power of possessing a tool that is proven to improve 3rd grade reading comprehension, and the responsibility we therefore have to scale the program to reach more children who need it. As such, the five-year plan is a balance between exponential growth and absolute commitment to program quality.

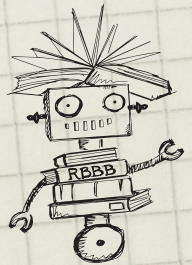
Read Better Be Better sees literacy as a critical social justice issue. We believe that every child should master the foundational skills necessary for independent learning. Our holistic programming teaches children to learn, equipping them with the tools and the confidence to succeed. They will have choices.

Furthermore, by helping students in our program recognize their own potential and the potential of others, we empower them to be part of the solution: older students are committing RBBB's curriculum to memory and implementing it at home with their younger siblings; younger students are now speaking up in the classroom to convince their peers of the importance of reading. That is how we affect lasting, societal change.

I would like to thank every member of the RBBB team of staff and volunteers. I am so very humbled by your unwavering commitment to our mission. If it wasn't for the professionalism, dedication and loyalty of our amazing team, it might be difficult to imagine serving 6,800 children in 10 school districts in the 2020-21 schools year. However, you only have to look at what has been achieved in one short year to know - we got this!

This one's for Dr. Dave.

Love,  
**Sophie Etchart**  
CEO and Founder  
Read Better Be Better  
Be Excellent. Be Kind.





# Letter from the Board

Dear Friends and Colleagues,

Providing the best opportunities for Arizona's students to gain confidence, believe in who they are and meet with success in the early grades is imperative to creating students who are motivated, curious and engaged throughout their educational pathway.

Children receive encouragement and validation through a blend of adults and peers, but when the education system is overburdened and under-resourced many children get pushed rather than guided along their educational journey. Being an individual amongst many can cause a student's learning struggles to go unnoticed. In addition, oft times there are too many barriers within the existing system to allow for individual supports. Research shows that the lack of a strong language and literacy foundation is especially detrimental to a student's school success. Reading words in a text or reciting vocabulary words are recognized foundational skills, but not possessing the ability to apply meaning or context to the words limits the student in understanding what she/he has read.

Read Better Be Better, a program that helps students improve reading skills and become better learners, is vital to a student's academic success. By pairing a young mentor with a struggling third grade reader Read Better Be Better fills a gap and/or augments the current literacy instruction in Arizona schools. The exciting news is that data from an analysis of the first year of implementation shows a significantly strong effect on the third graders' perception of themselves as a reader. The 8th grade tutor also increased their own literacy skills as well as experienced an increase on their feelings of social and personal responsibility.

Educational systems should arm all students with the basic skills to approach learning with the foundation to be successful. Providing programs that support students who are struggling with the basics such as reading comprehension could be the "game changer" for the individual – the difference between the young student thinking "I can" versus "I cannot". This perception could translate into the student's desire to complete high school and pursue a degree versus be another drop out statistic.

As an educational community we have choices and Read Better Be Better is a smart choice, especially for our struggling readers in third grade.

Sincerely,

**Karen J. Ortiz, Ph.D.**

Vice President & Program Director of Early Childhood Education  
Helios Education Foundation  
Governing Board Member  
Read Better Be Better



We create change by:



Improving  
concentration



Encouraging an active  
enjoyment of reading



Helping develop a  
deeper understanding  
of what is being read



## MISSION

Read Better Be Better helps children improve literacy skills and become better learners.

## VISION

A society in which children master the foundational skills necessary to become independent learners.

## VALUES

Be Excellent  
Be Kind





# Program Overview

## The Problem

Arizona Ranks 44<sup>th</sup> out of 50 states in education and 45<sup>th</sup> in 4<sup>th</sup> grade reading proficiency

Students who do not read proficiently by 3<sup>rd</sup> grade are 4X less likely to graduate high school

85% of 3<sup>rd</sup> graders from AZ low-income families are not proficient readers

## Our Solution

Evidence-based, after-school literacy intervention program proven to improve reading comprehension, confidence, and enjoyment of reading

**3<sup>rd</sup> Graders + 8<sup>th</sup> Graders | 2 x Per Week | 90 Minutes Per Session**

## Key Program Partners



## Our Results

Students...

**Read at grade level by the end of 3<sup>rd</sup> grade**

***Understand* what it is they are reading**

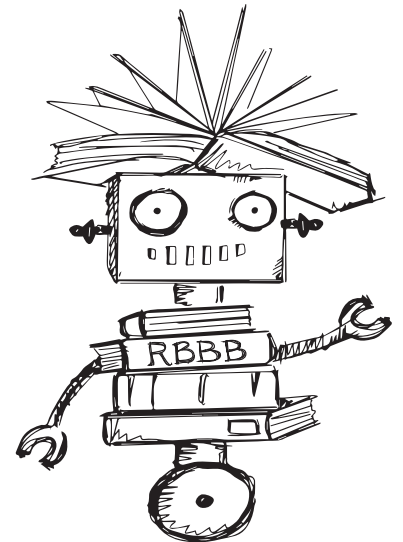
***Enjoy* reading**

***Are more confident* when reading**

***Are better prepared* to learn**

***Show an increased sense of responsibility, commitment and civic duty***

***Are better prepared* for college success**

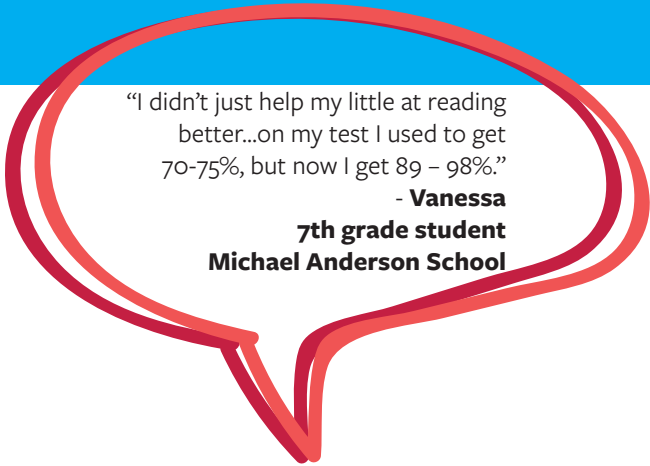




# Program Overview

## The Schools:

- For the 2015-2016 school year, RBBB operated in Whitter Elementary, Edison Elementary, and Garfield Elementary in Phoenix Elementary School District, as well as Lattie Coor and Michael Anderson in Avondale Elementary School District.
- Beginning in Fall 2016, RBBB will be in every elementary school in Avondale Elementary and Tolleson Elementary.
- In January 2017, RBBB will grow to include another entire school district, as well as Avondale and Tolleson.



"I didn't just help my little at reading better...on my test I used to get 70-75%, but now I get 89 – 98%."

- **Vanessa**  
**7th grade student**  
**Michael Anderson School**

## The Students:

RBBB is built on the belief that all children deserve the chance to succeed and the knowledge that literacy is a stepping stone to academic and life-long success. RBBB afterschool programs inspire and equip at-risk 8th graders through service-learning to work with struggling 3rd graders to build literacy skills. 100% of the students in the program qualify for Free and Reduced Lunch and attend schools where the median family income is far below the state average. The 3rd grade participants are students who are at risk of not promoting to 4th grade according to AZ's Move On When Reading law. The 8th grade participants are recruited from groups of students identified by school social workers and police officers as being at risk of gang recruitment, drug use, or disengagement and are not on course to graduate high school.

## The Program:

Students meet twice a week, for 90 minutes each session. The Site Leader, often an ASU or GCU intern, greets students with a handshake and takes attendance, while students enjoy a healthy snack--for some, the only healthy food they may have that day. Students add their name to the behavior chart on the wall, which 8th grade Reading Leaders (called Bigs) adjust throughout the session to reflect each student's effort, allowing for recognition of excelling students. 3rd grade Reading Learners (called Littles) decide which book they would like to read, fostering a sense of autonomy.

For the first 45 minutes, 8th graders work one-on-one with 3rd graders, following a preset lesson plan focused on literacy skills. After this, the 3rd graders who have excelled according to the behavior chart choose a group activity from the following program components: Be A Better Thinker (e.g., board games), Be a Better Mover (e.g., yoga), or Be A Better Reader (e.g., extended comprehension activities). This program is evidence-based and proven to improve participants' reading comprehension, confidence, and enjoyment of school. Upon completion of the program, students are recognized for their accomplishments at a graduation ceremony.



# Evaluation Data

## Commitment to Evaluation

RBBB is committed to qualitative and quantitative evaluation to measure program impact on participants. Our evaluations have been designed with the pro-bono help of a Northern Arizona University Research Associate who specializes in educational impact evaluation. Evaluations, consisting of qualitative self-assessments and teacher assessments and quantitative standardized comprehension tests, are completed upon referral to RBBB, per semester during participation, and upon exit from the program.

## 2015 Evaluation Data Highlights

Littles:

100% said they liked coming to RBBB.

91% said they would attend again next year.

Bigs:

98% said they like coming to RBBB.

91% said they would attend again next year.

70% had not previously volunteered. Of those students, 92% said they would volunteer in the future.

One in five Bigs self-report that they now help younger siblings to read.

## Spring 2016 Evaluation Data Highlights

Spring 2016 Evaluation Data Highlights

Littles:

96% said they liked coming to RBBB.

100% said they would attend again next year.

Bigs:

100% said they liked coming to RBBB.

91% said they would come again next year.

Of those who had not volunteered before, 100% said they would be interested in volunteering more in the future.

One in three Bigs self-report that they now help younger siblings to read.





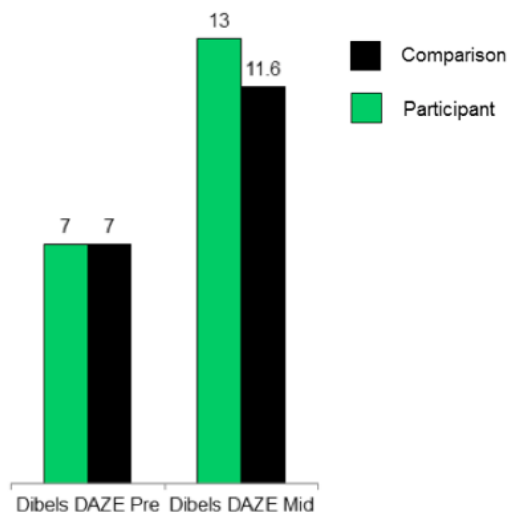
# Evaluation Data

## Independent Evaluation Results

In early 2016, Valley of the Sun United Way funded an independent evaluation of RBBB's data to verify our impact. The Evaluation Report found that "RBBB has notable effects on participants' reading skills, significantly strong effects on their general perception as a reader and, most importantly, significant improvement in reading according to Dibels, DAZE and AimsWeb testing."

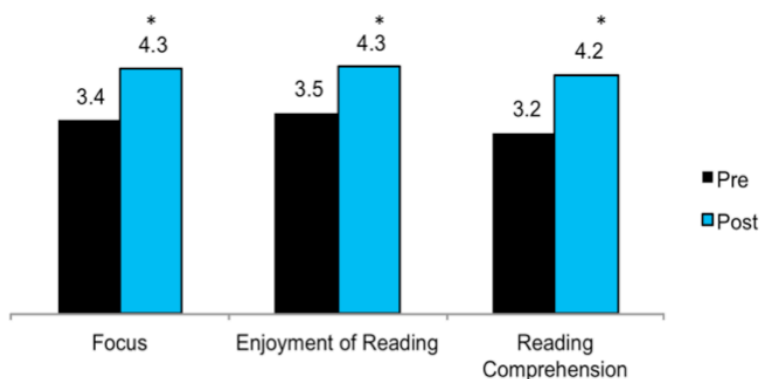
## Comparison Data, Fall 2015

Read Better Be Better participants and non-participant



## Pre and Post Data, Fall 2015

Read Better Be Better participants and non-participants





# Governing Board

**Sophie Etchart**, Founder/CEO, Read Better Be Better



Sophie was raised and educated in England. She studied at the University of Newcastle-Upon-Tyne, after which she joined a financial services agency specializing in strategic HR consulting. In 2009 Sophie designed and executed the Private Equity Foundation / Deutsche Bank Leadership Program: a series of instructional workshops and networking events in partnership with INSEAD business school, France. After spending a year on loan to the Private Equity Foundation, Sophie committed to a full transition into the non-profit sector.

Sophie moved to Peru in 2010 to run the education program at SKIP, an international development organization. There, she managed a team of 25 staff and volunteers working with 330 young people aged 3-17. The key component of the program was a comprehension curriculum designed to complement the national public schooling system. This program received a commendation during a site visit by professional contacts at the Bill Gates Foundation.

Sophie met her husband, an Arizona native, in Peru and moved to Phoenix in 2012. She spent 2 years managing the JA BizTown® team at Junior Achievement, with great success. However, this experience led Sophie to identify a need for basic reading comprehension support. The JA BizTown® program serves over 20,000 students per year, an alarming number of whom had neither the focus nor the foundational skills to obtain the most value from the experience. When the “Move On When Reading” law was announced, she decided that the timing was critical to support those 3rd graders at risk of being kept behind.

“I liked having something to look forward to that gave me a sense of pride.”

- **Roberto, 8th grade student, Whittier Elementary School**



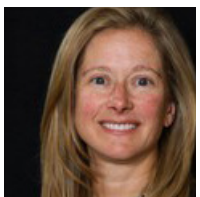
**Karen J. Ortiz, Ph.D.** Vice President & Program Director of Early Childhood Education, Helios Education Foundation

With more than 25 years of experience in early childhood education, Dr. Ortiz’s work revolves around deepening early childhood systems to promote literacy for children birth through age eight. In addition to practical experience within school districts and classroom settings, she served as an early childhood policy advisor to Arizona’s Governor Janet Napolitano and was Director of the State Board on School Readiness. Dr. Ortiz has helped lead statewide and national initiatives impacting children and their families. She is a graduate of Arizona State University and holds Doctoral and Master degrees in Curriculum and Instruction, Early Childhood Education.



**Jenny Volpe**, Executive Director, Make Way for Books

Jenny is Executive Director of Make Way for Books, a Tucson-based nonprofit organization that serves 31,000 children, parents, and educators each year. Jenny is passionate about helping children gain access to quality educational opportunities and believes in the power of literacy to change lives. Jenny holds a bachelor of arts from The University of Chicago and a master’s in education from the Johns Hopkins University. Jenny began her educational career as a Teach For America teacher and taught elementary school for five years before entering the educational publishing world and nonprofit sectors.



**Dr. Betsy Hargrove**, Superintendent, Avondale Elementary School District

Dr. Hargrove is the Superintendent of the Avondale Elementary School District. She provides on-going leadership in creating a positive climate of high expectations for all involved with the educational program of the district, and she works to engage in the continuous improvement of the Avondale educational community. Dr. Hargrove holds a bachelor’s degree from the University of Southern Maine, master’s degree in educational administration and supervision from Fordham University, and a doctorate in educational administration and supervision from ASU.



# Advisory Board



**Stephanie Bergland**, Elementary School Teacher  
Stephanie is a certified elementary school teacher, with a BS in family studies and human development from the University of Arizona. She has taught in Phoenix, AZ; Seoul, South Korea; and San Francisco, CA. Currently, she is beginning her 6th year teaching at an elementary school in San Francisco, CA.



**Daniil Gunitskiy**, Chief of Staff, Teach for America / Governing Board Member, Phoenix Elementary School District

Daniil is dedicated to expanding educational opportunity in Arizona. He is currently the Managing Director, Chief of Staff in the Teach For America – Phoenix region and has served on the Phoenix Elementary School District Governing Board since January 2015.

Daniil began his career as a middle school science teacher. He holds a Master of Education Degree from ASU and completed his undergraduate studies at the University of Michigan, where he graduated with honors in history and political science.



**Ed Knight**, Director, Arizona Endowment Building Institute.  
AZ Community Foundation

Ed was born in Virginia but raised in both Boise, Idaho and Phoenix, Arizona. He earned both his Bachelor of Science and Master of Science from Brigham Young University, followed by his Juris Doctorate from ASU. Ed is an attorney certified by the State Bar of Arizona. In his free time he enjoys serving on community committees, giving service through church responsibilities, and being with his family.



**Kristin Moon**, Professional Learning Coordinator, Arizona K-12 Center

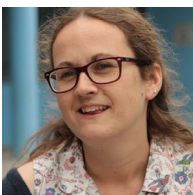
Professional Learning Coordinator, Arizona K-12 Center

Kristin is the Professional Learning Coordinator at the Arizona K-12 Center, where she works closely with local teachers and schools. She is a proud native of Arizona, and currently lives in Phoenix and enjoys travel, photography, arts & crafts in her spare time.



**Artem Tretiakov**, RBBB Finance Coordinator, Audit Associate, BDO USA LLP

Artem is an auditor at BDO USA LLP. After graduating from university in Ukraine, he moved to Phoenix to discover the United States and pursue an accounting major at Grand Canyon University. As he is advancing in his career, he helps RBBB address accounting and financial questions.



**Liz Wilson**, Executive Director, Supporting Kids In Peru

Liz is the Director of SKIP- Supporting Kids In Peru, a non-profit supporting children and their families living in poverty. Liz has a Bsc (Hons) in Psychology and a MSW (Masters in Social Work) and was a child protection social worker for 5 years before joining SKIP. In February of 2014, Liz gave a TEDx Talk “Do Stuff you Love and Make a Difference” speaking about her own personal experiences and how they have shaped her career in international development.

“The program changed me because it helped me to be more patient and taught me how to be a better role model”

- **Rogelio**,  
**8th grade student,**  
**Edison School PESD**



# Bigs Speak Out

**“I do feel like I helped my little read better and be better. It makes me feel really good and accomplished. Nothing else I do makes me feel that way,”**

**-Naomi Echeveste  
Avondale Middle School, Avondale, AZ**

## **How did you spend your time after school before starting RBBB?**

Naomi says she just went home and played on her phone or watched T.V.

## **What did you like the most about reading with your little?**

Naomi liked using the movie voices while reading, and thought it was a lot of fun.

## **Why do you think it is important to help third graders read better?**

Naomi feels like everybody deserves to know how to read and be successful, and that's what RBBB does. She says reading is fun, and helps people get away from using only electronics.

## **What did you learn about your role in the world through RBBB?**

She says RBBB made her more of a leader and listener. She learned more about herself, and learned that she is excited about reading.

## **How would you encourage other leaders to volunteer with RBBB in the future?**

Naomi would tell them that it's a lot of fun, it feels good to help kids and become friends with your little.

## **What do you do differently at home or at school that you didn't do before RBBB?**

Naomi now thinks about what she is reading. She also reads more at home and at school, and enjoys reading more than she used to.



At 12 years old, Naomi is a quiet girl who approaches the world with open eyes. She is curious and aware, and always ready to learn. Her thirst and enthusiasm for knowledge and purpose is inspiring, but, at this age, these qualities can easily be dampened. Instead, at Read Better Be Better, Naomi's curiosity and drive were nurtured.

Before Naomi volunteered as a Big, she would spend hours after school playing on her phone or watching television. There wasn't much for her to do; she was bored. When she became a Big, that all changed. Reading with her Little brought her great joy. She watched the Littles grow, and she saw that she was a part—a huge part—of that. That's when Naomi realized that she believes in the mission of Read Better Be Better. She believes that everyone should be comfortable reading, and they should enjoy it, too!

The program also gave Naomi an opportunity to learn about herself. She learned that she can be a leader, that she is a good listener, that she cares about helping others, and that she enjoys reading and thinking critically. As Naomi goes off to high school, these qualities will serve her well.



# Bigs Speak Out

**“Seeing smiles on Littles’ faces motivated me.”**

**-Roberto “Tito” Lemus  
Whittier Elementary, Phoenix, AZ**

**Has RBBB changed your views about volunteering in any way?**

Tito says he is even more motivated to volunteer after his first experience as a Reading Leader with RBBB.

**What did you like the most about being in the program and being a mentor?**

When he was in the program, Tito enjoyed changing kids grades and helping them read. As a Big, he liked being able to control kids in a friendly way.

**Describe how mentees viewed you as a role model.**

Tito describes himself as a role model saying, littles told him that they looked up to him. He enjoyed how he was able to give his littles’ reading lessons.

**Do you have a career or two in mind?**

Tito plans on becoming either an Attorney or baker in the future.

**What is something you learned in this experience that you can use in your daily life or in an another volunteer experience?**

Tito says that after his experience as a Reading Leader, he is now able to help kids and talk to them. He is glad that he can see eye to eye with younger kids, since he couldn’t before; He also says he is able follow directions easier.

**If you could change the world in anyway, what would you change?**

Education seems to be something that Tito is passionate about. If he could change anything in the world, he would make sure “every kid in the world has a chance to learn.” Tito also points out that we could do without war.

**Do you see yourself teaching children in some form in your future?**

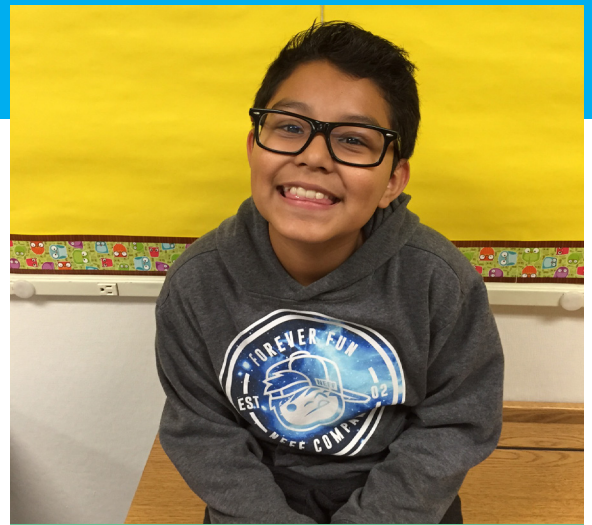
His experience as a Reading Leader has lead Tito to want to teach “anybody anything as a teacher or volunteer someday.”

**Can you tell me a little about your plans for high school? What made you chose Brophy?**

Tito says he is currently trying to get into Brophy because they have an amazing academic program and more resources to offer compared to other high schools.

**Do you have any clue what you might want to do after you graduate high school?**

Tito has hopes of getting into college to accomplish his dream of becoming an attorney. Looks like Tito is on a path towards success!



Tito participated in RBBB as a Big, and he is the first to say that this experience has positively affected the way he thinks about his future. He is a passionate young man, and RBBB gave him a way to focus that passion. It did not take long after beginning work as a Big for Tito to realize that he loves teaching kids and that he cares deeply that every child have the opportunity to learn and understand their world. He enjoyed learning how young kids’ minds work, and interacting with them.

The Littles in Tito’s program told him they look up to him, and this gave Tito a sense of purpose he had never experienced. He is confident that he helped these kids become better learners and enjoy reading, and he is excited for chances he’ll have to do the same for others in the future. He is headed to a prestigious local high school, where he is determined to work hard. One day, he hopes to be an attorney—or a baker. Tito wants to have a bright future, and we are confident that is exactly what he’ll have!



# Community Feedback

"Our 7th Grade Reading Leaders are keeping out of trouble and making better choices."

- Lillian Linn  
Principal  
Avondale Elementary School District

"They can take their love of reading with them for the rest of their life. All because RBBB gave them the tools to be the best readers they can be."

- Stephanie Bergland  
3rd Grade Teacher  
Rocketship Charter Schools

"Now I want to work in places where they need an change and need help, because I am confident that I can do that."

- Claire Roberts  
ASU Service-Learning Intern  
RBBB Site Leader

"Reading is an integral part of education. If you want to improve your system, you must start with the basics and master it. Nothing more basic then reading."

- Jill Rosztoczy  
RBBB Site Leader

"A lot of our students don't have support at home with reading, so having that one-on-one help is really useful."

- Debra Woodrum  
3rd grade teacher  
Phoenix Elementary School District

"RBBB is one of the most impressive non-profits I had the privilege of partnering with while at AzCASE."

- Melanie McClintock  
Former Executive Director  
Arizona Center for Afterschool Excellence

"The results are tangible as you walk around the classroom."

- Jill Rosztoczy  
RBBB Site Leader

"There is a stronger sense of community on campus - all the time we hear 'there's my little!' or 'that's my big!'"

- Clare Okyere  
Principal  
Phoenix Elementary School District

"RBBB allows 8th graders a chance to be mentors and leaders, feel pride and really gain a sense of self-esteem helping younger children and seeing the results."

- Julie Robbins  
Social Worker  
Phoenix Elementary School District

"What a dynamic program that makes a difference in so many ways! The student engagement demonstrated and obvious pride on all of the participants was evident. This is on top of growth in reading abilities - impressive!!"

Dr. Betsy Hargrove  
Superintendent  
Avondale Elementary School District



# Statement of Activity

July 2015 - June 2016

	<u>Total</u>
<b>Revenue</b>	
Direct Public Support	68,048.80
Reading Program	6,986.66
<b>Total Revenue</b>	<b>\$ 75,035.46</b>
<b>Expenditures</b>	
Contractor fees	14,110.00
Curriculum materials	3,112.15
Dues and Subscriptions	90.00
IT	544.67
License and fees	993.00
M&E	2,041.24
Merchant and bank fees	0.32
Office expense	213.69
Participant Incentives	2,243.94
Payroll Expenses	14,142.44
Printing	2,468.76
Professional Development	280.00
Professional Fees	2,780.00
Supplies	4,945.41
<b>Total Expenditures</b>	<b>\$ 47,965.62</b>
<b>Net Operating Revenue</b>	<b>\$ 27,069.84</b>
<b>Other Revenue</b>	
In-Kind Contributions	19,363.28
<b>Total Other Revenue</b>	<b>\$ 19,363.28</b>
<b>Other Expenditures</b>	
In Kind Expenses	19,363.28
<b>Total Other Expenditures</b>	<b>\$ 19,363.28</b>
<b>Net Other Revenue</b>	<b>\$ 0.00</b>
<b>Net Revenue</b>	<b>\$ 27,069.84</b>

"Now I'm thinking in the future I might want to teach little kids. I have been reading to my neice and nephew a lot more."

**-Crystal, 8th Grade**



# Statement of Financial Position

As of June 30, 2016

	<u>Total</u>
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
Cash	42,706.55
Total Bank Accounts	\$ 42,706.55
Other current assets	
Employee Advances	5,848.02
Total Other current assets	\$ 5,848.02
Total Current Assets	\$ 48,554.57
<b>TOTAL ASSETS</b>	\$ 48,554.57
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Payroll Liabilities	904.09
Total Other Current Liabilities	\$ 904.09
Total Current Liabilities	\$ 904.09
Total Liabilities	\$ 904.09
Equity	
Unrestricted Net Assets	32,913.82
Net Revenue	14,736.66
Total Equity	\$ 47,650.48
<b>TOTAL LIABILITIES AND EQUITY</b>	\$ 48,554.57

"Now at home I like to read like I do at Read Better Be Better."

-Anthony, 3rd Grade

Over the past year, Read Better Be Better grew from one pilot site to five operational school sites. As a result, we have collected extraordinarily positive impact data and overwhelmingly supportive community feedback.

The governing board collaborated with local local education leaders to finalize a five-year strategic plan that focuses on expanding service, increasing organizational capacity, and improving sustainability.

Over the next five years, Read Better Be Better will expand to reach one whole elementary school district per semester. By 2021, Read Better Be Better will be helping approximately 6,800 Arizona children in 10 school districts improve literacy skills and become better learners.

We are determined that this program continue to be offered free of charge to those who need it, so....  
**we are asking for your financial support.**

## INVESTMENT OPTIONS

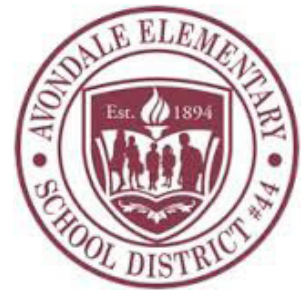
<b>\$35/month</b>	<b>Ongoing support for one student</b>
<b>\$200</b>	<b>Supports one student for one year</b>
<b>\$1,000</b>	<b>Supports five students for one year</b>
<b>\$6,500</b>	<b>Supports one school for one semester</b>
<b>\$13,000</b>	<b>Supports one school for one year</b>



# Thank You to Our Many Supporters

Our deepest gratitude to the support and dedication of our community partners, our tireless site leaders, and our many, many volunteers.

**Thank you for Being Better.**







Read Better Be Better

~~IM~~POSSIBLE



**Contact:**

Sophie Etchart  
CEO and Founder

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