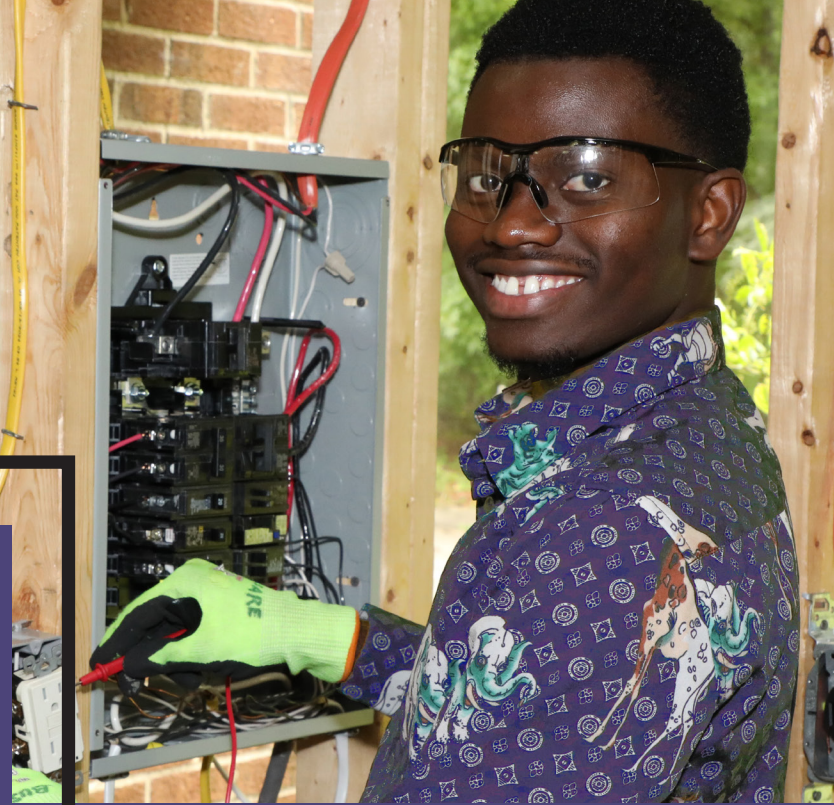


A FUTURE REWIRE

BY LITERACY

“My goal is to be a journeyman electrician and run a small business. I passed my naturalization, and I can call myself an American. Without Literacy for Life, I’m not sure if I could get all these things.”



ANNUAL REPORT 2024

Busare spent his first 20 years in refugee camps in Tanzania due to unrest in his home country, the Democratic Republic of Congo.

He attended school consistently in the camps and earned a high school diploma—but that didn’t mean much when he and his family seized the opportunity to resettle in the United States. He now had safety and opportunity, but did not have English or a meaningful credential.

As the oldest child, Busare took responsibility for his six siblings and labored around the clock to support them. Despite an exhausting schedule, he found time to learn English and take GED classes. He passed three of the four GED tests, but Language Arts eluded him. He enrolled with Literacy for Life for one-to-one help and was matched with his tutor, Heidi.

Heidi worked around Busare’s busy schedule to find convenient times to meet online. With her help, Busare’s reading and writing improved significantly, but he needed more time to reach GED level.

Heidi wondered if Busare would have a better chance to study and pass if he was less exhausted and stressed. She wondered if a better



job should be his next step.

Heidi consulted with LFL staff and encouraged Busare to meet with

LFL’s career coach, Frances. Busare decided to enroll into the electrician program at Virginia Technical Academy (VTA). Frances worked tirelessly to help him secure state workforce development funding and private scholarships so that he could afford to attend.

Busare excelled at VTA. He stayed after class for extra hands-on practice and studied hard to overcome the language barrier as he learned technical vocabulary and prepared for exams. He completed the program with flying colors in August 2024.

Meanwhile, Heidi has remained Busare’s biggest advocate. They continued to meet, even while Heidi spent several months in Turkey! They focused on preparing Busare for citizenship. He passed his naturalization test and interview and swore in as a proud American citizen in October. Now, Heidi and Busare are circling back to Language Arts to complete that GED.

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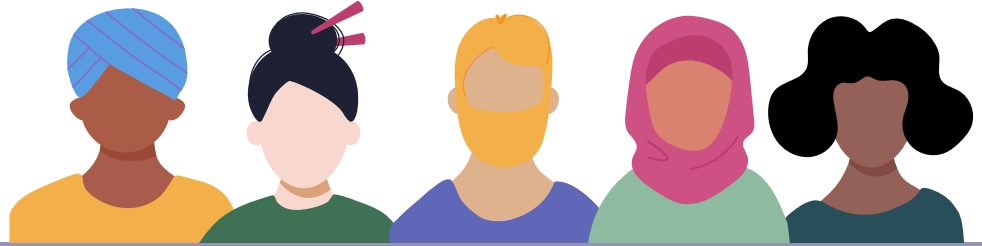
YOUR IMPACT

956
learners served

through one-to-one tutoring, in-person and online classes, and off-site programs

64 from **COUNTRIES**

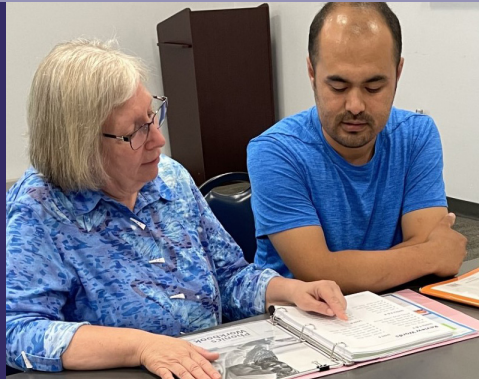
44 speaking **LANGUAGES**



13,252 volunteer hours of instruction
(a \$442,350 value)

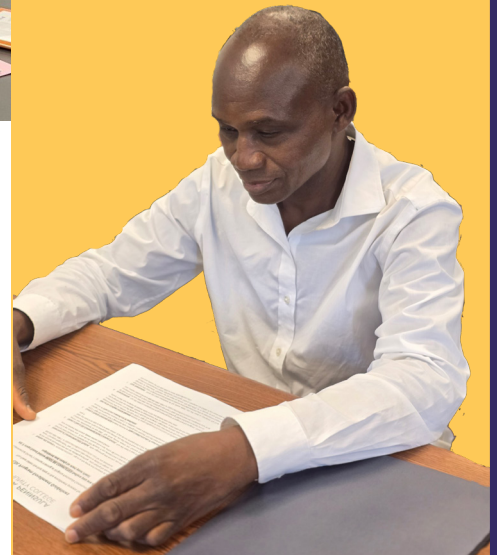
1,412 
personal goals met

such as enrolling in community college, earning a certification for work, reading a book to a child, opening a savings account, and obtaining a GED

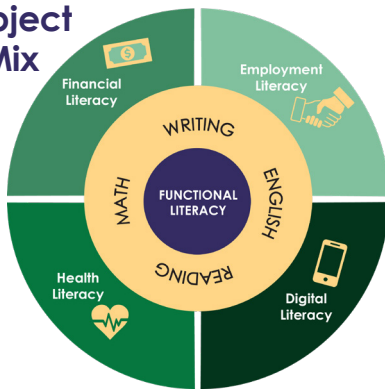


22 learners became U.S. citizens

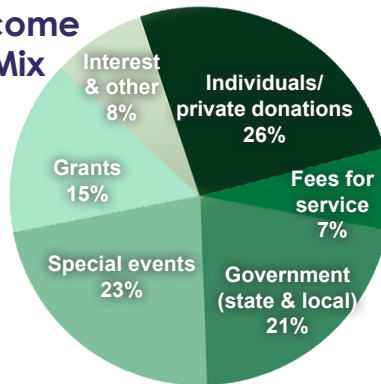
after studying American civics and history with their tutors



Subject Mix



Income Mix



An advanced health literacy (HEAL) class shows their workbooks—a proprietary curriculum created by Literacy for Life.



\$1,030
cost to serve one learner per year



273
VOLUNTEERS

changed lives by tutoring, teaching classes, serving as board & council members, and assisting the staff

School was miserable for me. Don't get me wrong, I'm not knocking any school—but I just didn't learn like I'm learning now."

LARRY

I never understood sounds. Now I do, and I'm starting to read and comprehend.

BLANCHE

"I get my Ds and Bs mixed up. We work with phonics, and that's a good thing."

THOMAS

Peninsula Center reaches diverse group with similar needs

On Tuesday and Thursday evenings, at Literacy for Life's new Peninsula Center location in Hampton, a diverse group of adult learners gather to learn how to read. Half completed high school. One never attended school at all. They all read at or below a second-grade level.

Week by week, their teacher, Jaren, unlocks the mysteries of letter sounds, blending, and phonics rules. Jaren's class ranges in age from 30 to 83. The older ones are thrilled that reading—a frustration for decades—is finally coming together.

One hopes to read the Bible. Another, an avid cook, has begun reading recipes. A third shares books with her grandchild. Meanwhile, the younger learners look forward to a more independent, successful, and we do!"

and fulfilling future.

The learners love their teacher, and the feeling is mutual. "She takes her time with us," says Larry. "She stops and helps when we're confused. She tells us we'll get it—and we do!"



HOW TO HELP MORE LEARNERS:

1. Spread the Word

If you know of someone who needs help with their literacy skills, tell them about Literacy for Life. Share the "tear off" below and help them set an appointment to start improving their future.

2. Volunteer

If you have time to help someone improve their literacy skills, please call us. Our need for tutors is great, as we always have eager students who want to remove the barriers in their lives through education.

LITERACY FOR LIFE



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