Growth with Impact
2014-15 Annual Report
“When dozens of schools in Camden and Philadelphia see jumps in students’ reading skills, it’s worth asking why. The answer is an effort called the Children’s Literacy Initiative.”

U.S. Secretary of Education, Arne Duncan
Dear Friends,

The results are in! CLI makes a proven difference in improving teaching and learning. More students become strong readers and writers in classrooms with CLI trained teachers than students in non-CLI supported classrooms. Such are the conclusions reached by a rigorous five-year evaluation conducted by the American Institutes of Research.

In 2015-2016, we are reaching even more students. We’ve launched new partnerships with Denver Public Schools (CO), St. Louis Public Schools (MO), and Passaic Public Schools (NJ). In all, we anticipate working with over 2,600 teachers to enable more than 65,000 low-income students to become strong readers, writers and thinkers. Now that’s scaling impact.

You can help. A study from the Annie E. Casey Foundation estimates that every dollar given to support early literacy saves taxpayers seventeen dollars in the long run. CLI has received four consecutive Charity Navigator 4-Star Ratings, as well as numerous other awards for our best non-profit practices. If you believe that education is the gateway to opportunity, there is no better place to invest than CLI.

I look forward to hearing from you,

Joel Zarrow, Ph.D.
Chief Executive Officer

dear Friends of Children’s Literacy Initiative,

Zip codes should not determine a child’s opportunity to read and write at grade-level. Every child deserves the tools to reach his or her potential, regardless of zip code.

Take a look at the data on access to quality books, for example. A study by the U.S. Department of Education reports that low-income families have an average of one children’s book in their homes per 300 children! Yes, you read that right! However, in middle-income families, the average is 13 books per child. What an injustice!

Access to high quality books matters. Access to high quality teaching matters still more!

That is why I am involved with Children’s Literacy Initiative. Early childhood education is the building block to success, and CLI provides literacy coaching and training for low-income school teachers, grades K-3, in ways that get proven results for students. In addition, CLI gives much-needed books and materials to each participating classroom.

Please join me in supporting the efforts of Children’s Literacy Initiative. It’s our obligation to help all our children learn to read and write. It’s an investment in our future.

With thanks,

Christine S. Beck
Chairman, Board of Directors
2014/15 School Year

OVERVIEW

CLI is a 501(c)(3) non-profit organization that works with pre-K through 3rd grade teachers to improve instruction so that children become powerful readers, writers, and thinkers.

CLI creates a sustainable, school-wide culture of literacy that introduces students to the joys of reading, writing, and life-long learning.

• We Coach Teachers one-on-one and in small groups in the classroom – providing demonstrations and feedback that help teachers incorporate effective literacy practices into their daily work with students.

• We Stock Classrooms with learning materials and collections of high-quality children’s literature. We also extend our services with online professional development resources.

• We Provide Workshops & Seminars to build teacher’s knowledge of literacy content and pedagogy.

SUSTAINABILITY

By helping educators learn high-impact instructional strategies and nurture dynamic professional learning communities, CLI builds lasting capacity in teachers and principals over time.

CLI works with district partners to create sustainable organizational processes that continue the trajectory of improvement in schools. Building a teacher’s instructional expertise impacts student learning over the course of a teacher’s career.

2014/15 By The Numbers

190 Schools Served

1,669 Educators Served

40,225 Students Served

102,978 Books Distributed

100% of principals said that working with CLI improved their teachers’ literacy instructional practices.

• of teachers said that their ability to implement effective practices improved.

• of teachers said that working with CLI improved their literacy instructional content knowledge.
NEW VISUAL IDENTITY & WEBSITE

This year we launched a new visual identity and website. At the heart of our new visual identity is a logo that imparts the importance of literacy and exemplifies the reputation and persona that we’ve built during our twenty-six year history. The key represents an important message: literacy is the key to a child’s education, their well-being, and their future.

As CLI embarks on an ambitious plan for growth, a new visual identity and website are important to the success of our mission.

Our new website communicates the importance of literacy, the research supporting our approach, and connects teachers and families with practical resources and a wealth of knowledge and experience that they can use to improve children’s literacy.

ONLINE DIGITAL GROWTH

This year has seen incredible growth in our website and social media audience. Thanks in large part to our website’s digital publishing and social sharing efforts, our audience is engaging in conversations around the topics we post and sharing those articles across their own social networks.

+452% Facebook Followers

+116% Twitter Followers

+63% LinkedIn Followers

+46% Website Page Views
Results

A rigorous study from the American Institutes for Research (AIR) found that CLI’s professional development program for teachers has a measurable impact on student literacy outcomes. As part of its i3 Validation grant, funded by the US Department of Education in 2010, CLI commissioned AIR to conduct an independent, three-year study to evaluate CLI’s effectiveness and impact on student learning, teachers’ literacy instruction, and classroom environment.

CLI’s validated program is an effective way to ensure that both teachers and students have the tools and support they need not only to meet but to exceed expectations. The results of the evaluation highlight the positive impact we have in the classroom.

“We’re proud to partner with Children’s Literacy Initiative as they empower early-childhood educators who are working to ensure all students become great readers and critical thinkers.”
— Nadya Chinoy Dabby, Assistant Deputy Secretary, U.S. Department of Education

“Improved teacher planning, analysis of student data, interclass visits, peer coaching and sustained staff development have increased teachers’ knowledge and use of best practices. That leads to positive student outcomes.”
— Margarita Hernandez, Principal, Wilson Avenue School, Newark, NJ

“I cannot wait to learn more best practices and improve my literacy instruction for all of my future students.”
— 1st Grade Philadelphia Teacher
EFFECT ON READING ACHIEVEMENT

Kindergarten and Second Grade CLI students exhibited significantly greater reading achievement than non-CLI students. Especially students in classrooms with teachers who had received CLI training for two years.

![Kindergarten Results](image1)

![2nd Grade Results](image2)

Based on reading achievement scores, second grade CLI students received the equivalent of two additional months of instruction as compared to non-CLI students. That is, without the expense and logistical difficulties of keeping school open for summer, CLI teachers provided students with the instructional equivalent of attending school nearly year-round.

EFFECT ON TEACHERS’ LITERACY INSTRUCTION & CLASSROOM ENVIRONMENT

Having a literacy-focused and positive classroom environment makes a big difference. So does having a teacher able to implement best instructional practices. We accomplished both.

- Teachers who received CLI training had a significantly more positive classroom environment than teachers who did not receive CLI services.
- Teachers who received CLI services exhibited significantly more language and literacy practices in the classroom.

* Teacher practice and classroom environment were measured by the Early Language and Literacy Classroom Observation (ELLCO), an observational measure of the presence of literacy best practices. This included how well and how often a teacher encouraged extended classroom discussions, facilitated oral language development and whether the teacher regularly used and updated a word wall in the classroom. Each element was rated on a scale of 1 (poor) to 5 (excellent).
**Expansion**

**GEOGRAPHIC**

At CLI, we are focused on growth with impact, not just getting bigger. As part of the federally funded i3 initiative, we made significant investments in our infrastructure to deliver our services at scale. With solid results and sound infrastructure, we are expanding our impact. We just completed the first year of a three-year strategic initiative to grow from a strong regional organization into a strong national organization. This year, we launched a partnership with Denver Public Schools, establishing our presence in the Mountain States region. In the Central States, we expanded into St. Louis Public Schools. In the East, we are now working with Passaic Public Schools in New Jersey.

**Service Corridors**

![Service Corridors Map]

In the upcoming year, we will continue to grow our impact. We anticipate forging new partnerships with at least four new urban school districts, including one on the West Coast. This will enable us to have a CLI office in each of the four time zones, creating service corridors to more effectively support schools and districts. Most importantly, this means more children reading and writing at grade level by third grade.

**PRESCHOOL**

With increased national attention on expanding access to pre-K, we are notching up our efforts in pre-K to make sure that more classrooms also means more high quality instruction. Our first step was to revamp our Blueprint for Early Literacy pre-K curriculum. Based on the best developmental research available, and aligned to state standards across the country, Blueprint offers pre-K teachers a comprehensive resource to bring play, learning, and early literacy together. We like how a teacher using Blueprint put it: “You’ve put down in words what it took me 10 years of teaching to learn!”

Of course, families play an important role in building a love of learning, so we included resources and activities for parents to use at home. Tips and resources are also accessible from mobile devices and computers, extending what happens in the classroom to what happens in the home, grocery store, or anywhere else.

Even with great pre-K resources, we know that effective teacher training and follow up coaching provide the comprehensive support that helps turn classrooms into high quality classrooms. That’s what CLI is all about.
**Digital**

This year we launched the digital expansion arm of our strategic plan. We began transitioning our paper-based trainings to a modern and adaptable digitally-based format.

While making CLI a greener organization, going digital will most importantly allow us to deliver our trainings with increased engagement and provide a more differentiated and individual learning experience for the teachers with whom we work.

Housing our trainings online in a learning management system will increase the traction of our professional development, as participants will have access to learning materials long after their training day.

**Year One**

Foremost, we focused on ensuring that our trainings’ existing strengths would be preserved as we move toward a completely digital format.

Over the course of the year we:

- Selected a learning management system.
- Began work to create a digital participant registration process. This new system will allow participants to register and update their information prior to a training, effectively saving CLI hours of manual data entry and giving participants online access to their training materials in the case of digital trainings.
- Completely digitalized CLI’s Classroom Culture training.
- Acquired iPads and storage/charging carts to be used for digital trainings.
- Began software training for digital content authoring.

**The Year Ahead**

This year, CLI will integrate digital processes into our standard operating practices.

We will:

- Build staff capacity in digital authoring tools.
- Digitize four more trainings.
- Train all facilitating Professional Developers to host digital trainings and manage digital off-site registration.
- Roll out digital registration.
- Create enhanced training features that utilize the iPad’s features to offer participants a richer learning experience.
- Market new digital trainings to new and existing clients.

“Going Digital” marks a huge turning point in how we deliver trainings to teachers and support them in their implementation of best practices.

We are incredibly excited by the possibilities technology affords us to grow our already effective trainings into more powerful, engaging, and lasting learning experiences for our teachers.
CLI Board members’ skills, insight, and drive help us advance CLI’s mission every day. We are grateful for our Board’s ongoing and enthusiastic support and encouragement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Board Title</th>
<th>Position</th>
<th>Employer</th>
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<tbody>
<tr>
<td>Christine S. Beck</td>
<td>Chairperson</td>
<td>Child Advocate</td>
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<tr>
<td>David J. Bloom</td>
<td>Secretary</td>
<td>Managing Director</td>
<td>Wilmington Trust Company</td>
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<tr>
<td>A. Bruce Crawley</td>
<td>President</td>
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<td>Millennium 3 Management Inc.</td>
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<tr>
<td>Nelson Flores</td>
<td>Assistant Professor</td>
<td></td>
<td>University of Pennsylvania</td>
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<tr>
<td>Bonnie Greenberg</td>
<td>Retired Urban Educator</td>
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<tr>
<td>Nina Grier</td>
<td>Product Management – Senior Manager</td>
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<td>Independence Blue Cross</td>
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<tr>
<td>Julie Jaffe</td>
<td>Retired Educator</td>
<td></td>
<td>School District of Philadelphia</td>
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<tr>
<td>Carla P. Maresca</td>
<td>Partner</td>
<td></td>
<td>Deasey, Mahoney &amp; Valentini, Ltd.</td>
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<tr>
<td>Gerald Mosely</td>
<td>President</td>
<td></td>
<td>CP&amp;P Development, LLC</td>
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<td>Elizabeth Pilacik</td>
<td>Director, Nonprofit Services</td>
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<td>BDO USA, LLP</td>
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<tr>
<td>Victoria Raivitch</td>
<td>Treasurer</td>
<td>Partner Not-for-profit and Health Care Audit Practice</td>
<td>Grant Thornton LLP</td>
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<tr>
<td>Susan B. Smith</td>
<td>Retired Executive Director</td>
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<td>Devereux’s Kanner Center</td>
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<td>Adam Spector</td>
<td>Managing Partner</td>
<td></td>
<td>Brandywine Global Investment Management, LLC</td>
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<tr>
<td>Kate Wilson</td>
<td>Vice-Chair</td>
<td>Vice President of Brand Marketing</td>
<td>First Aid Shot Therapy</td>
</tr>
<tr>
<td>Joel Zarrow</td>
<td>Chief Executive Officer</td>
<td></td>
<td>Children’s Literacy Initiative</td>
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</tbody>
</table>
It takes a lot of dedicated, talented and passionate people to combat the literacy issues facing our nation. These are the incredible people helping us get it done.

Ajuba, Ifeoma: Director of Operations
Ajuba, Obinna: Project Associate
Aquino, Gilbert: Resource Coordinator
Asher, Bonnie: Senior Writer
Ball, Lindsay: Project & Events Coordinator
Barner, Megan: Research Analyst
Caponiti, Teresa: Project Manager
Carbino, Michelle: Executive Coordinator
Cataldi, Alexandra: Executive Coordinator
Coulombe, Michele: Content Development Manager
Davis, Sade: Project Coordinator
Di Leone, Brooke: Research & Evaluation Manager
Donahue, Denise: Executive Coordinator
Echenhofer, George: Senior Technology Manager
Federman, Pat: Co-Founder and Lead Regional Manager
Folkman, Claire: Executive Coordinator
Foxman, Irena: Project & Events Coordinator
Gandolfo, Patricia: Literacy Supervisor
Grossman, Frank: Deputy Executive Director & Chief Academic Officer
Haegel-Hill, Kristin: Research & Evaluation Manager
Henning, Caryn: Director of Program Design & Professional Development
Johnston, Emily: Project Associate
Jones, Michael: Director of Marketing
Kasher, Jacqueline: Associate Regional Manager
Khalsa, Mahan: HR/Recruitment Manager
King, Michael: Grant Writer
Kretschman, Christopher: Accounting Manager
List, Mary: Regional Manager
Longstreth, Galen: Content Development Supervisor
Melkusky, Stanley: Production Manager
Monkus, Kate: External Relations Manager
Mumford, Amelia: Content Development Assistant
Nalley, Justin: Research Analyst
Nyame-Kusi, Kwame: Project and Accounting Associate
Owen, Jordanne: Associate Director of Program Design & Professional Development
Parker, Claire: Associate Regional Manager
Phillips, John: Executive Coordinator for PDSI
Phillips, Kelly: Project Supervisor
Pinkerton, Janet: External Relations Writer
Roberts, Cynthia: Director of Finance and Facilities
Rudofker, Ted: Assistant Production Manager
Sharp, Donna: Literacy Supervisor
Sieger, Nastassia: HR Specialist
Soroka, Christine: Project Manager
Sudia, Douglas: Office & IT Coordinator
Sullivan, Tiffany: Human Resources Assistant
Tan, Sophia: External Relations Coordinator
Valunas, Jill: Regional Manager
Vergara, Carlos: Production Assistant
Voss, Cameron: Deputy Director
Walter, Rebecca: Bin Production Associate
Weikert, Jen: Director of External Relations
Weldon, Sharon: Regional Manager
Wildonger, Samantha: Project & IT Associate
Williams, Lawrence: Staff Accountant
Youkin, David: Director of Professional Development Services and Innovation
Zarrow, Joel: Chief Executive Officer
Supporters

CLI is pleased to acknowledge the following donors, including all members of CLI’s Board of Directors, for their investments in CLI’s mission during Fiscal Year 2015 (July 1, 2014 through June 30, 2015). Charitable contributions to CLI take many forms – gifts, grants, employer matches, United Way designations, in-kind donations, and gifts of publicly traded securities. CLI greatly appreciates each gift.

**$1,000,000 OR MORE**
U.S. Department of Education
The William Penn Foundation

**$500,000 TO $999,999**
Target

**$100,000 TO $499,999**
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The Capital Group Companies Education Collaborative Fund, J.P. Morgan
The Brook J. Lentz Foundation

**$10,000 TO $24,999**
The Barra Foundation
Claire & Jeffery Black
Richard Gluck

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<th>Amount</th>
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| $1,000,000 OR MORE | Governor’s Woods Foundation  
Dov & Jeanne Haselkorn  
The Patricia Kind Family Foundation  
Princeton Area Community Foundation  
State Farm Mutual Automobile Insurance Company  
Subaru of America Foundation  
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YourCause, LLC
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For more information on supporting Children’s Literacy Initiative, please contact CLI Director of External Relations Jen Weikert at (215) 561-4676, x129, or jweikert@cli.org.
### Fiscal Year

With only 16.4% of expenses going to administration and fundraising costs, **83.6%** of all expenses were dedicated solely to CLI programming.

Children’s Literacy Initiative’s sound fiscal management practices and commitment to accountability and transparency have earned it a 4-star rating from Charity Navigator, America’s largest independent charity evaluator. This is the 4th consecutive time Children’s Literacy Initiative has earned this top distinction.

#### Revenue

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<th>Source</th>
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#### Expenses

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<td><strong>Total Expenses</strong></td>
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#### Change In Net Assets

**$(575,842)**

#### Total Ending Net Assets

**$5,434,700**

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* This anticipated change in net assets was due in part to recognizing significant philanthropic gifts in FY14 that were released from restriction and used in FY15.
As CLI continues to expand with impact, we have big things to accomplish in 2015-2016. Below are our goals for this year. We look forward to sharing our results with you next year!

**EXPANSION**
We will grow our work in current districts by 10% and launch services in at least four new districts in SY16-17.

**IMPACT**
We aim to impact 64,500 students, in nearly 250 schools, across 25 districts in 6 states in 3 time zones. We will distribute 75,000 books, conduct 225 trainings and coach over 20,000 hours.

**FINANCIAL HEALTH**
We will run on or under budget, achieve or exceed our client revenue projections, and achieve or exceed our philanthropic revenue goals.

**EMPLOYEE WELL BEING**
80% of employees will report strong job satisfaction, confidence in CLI leadership, and confidence in the direction of CLI, as measured by an employee engagement survey.