



30

Investing in Teachers & Improving Early Literacy for 30 Years



Continued Inspiration

Dear Friends,

As Children’s Literacy Initiative celebrates its 30th year, I continue to be inspired by its impact. Throughout our history, we have helped change the lives of over a million children.

CLI began as a quest to provide Philadelphia children and teachers with high-quality books, launching the Children’s Expo Book Fair in 1988. The book fair grew in popularity and spawned a partnership with former First Lady Barbara Bush to host a national radio show where authors and celebrities read from their favorite children’s books.

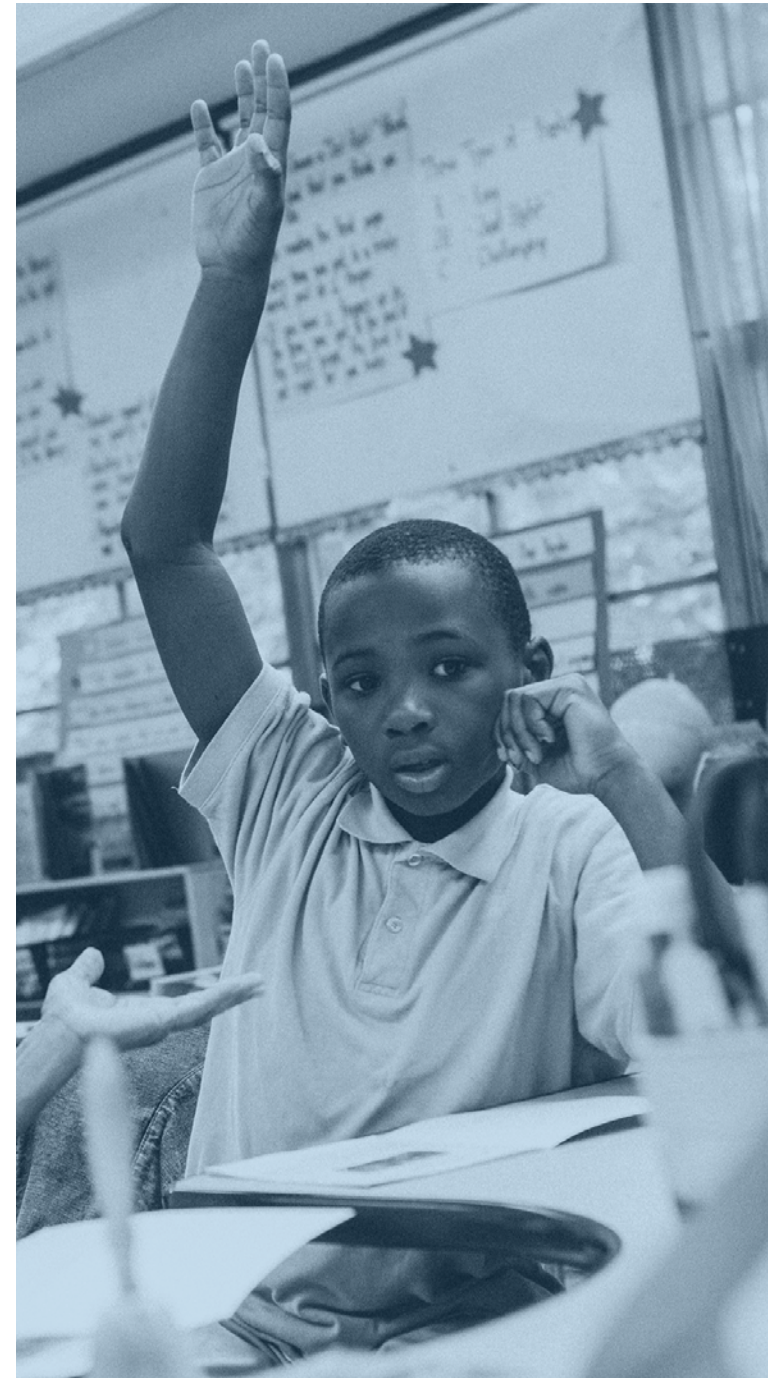
As CLI evolved over time, the focus turned more squarely to providing teachers with the materials and support they need to accelerate the learning of low-income students and close the early literacy gap. Providing teachers with an early literacy coach – in classroom, in the moment support – became central to CLI’s approach.

I am pleased to say that CLI is now considered a leading national non-profit, helping to solve one of education’s most important challenges: ensuring all children can read and write on grade level. The U.S. Department of Education recognized CLI’s impact by awarding it three highly competitive grant awards over the last ten years. In addition, in 2017, CLI won the Library of Congress’ most prestigious award for making “outstanding and measurable contributions to increasing literacy levels.”

The awards are nice, but it is the children that matter most. That’s what drew me to join CLI’s board of directors. I know that my involvement is a way to contribute to making the lives of children better. In the pages that follow, I think you will also be inspired. I invite you to join me in supporting CLI as it launches into its next thirty years.

Sincerely,

David J. Bloom
Chairman, Board of Directors



A History of Service

Dear Friends,

You are likely reading this because you care about children and equity. You already see the connection between a child’s ability to read and write and their future prospects. You recognize that just about any indicator we might use to gauge the health of our society, like employment rates, mortality rates, incarceration rates, has a direct connection to early literacy rates. My guess is you are already involved in making a difference, or are seeking a way to do so. Thank you.

In this 30th Anniversary Annual Report, we celebrate where we have been, where we are going and the difference we have made. From CLI founder Linda Katz, a tenacious librarian who refused to see so many children who could not read without doing something about it, to Superintendent Roger Leon, who is reshaping and scaling early literacy support across Newark, NJ, the pages ahead provide a snapshot of CLI’s 30 year history.

Our impressive past is prologue to an even more exciting future. Read about our expansion into 4th and 5th grades, so we can serve the entire elementary continuum. Learn about the rigorous third-party evaluation demonstrating that low-income Pre-K students are achieving 2-3 months more learning in classrooms supported by CLI than those that are not. Find out about CLI’s most recent Federal award, enabling us to develop a comprehensive Pre-K curriculum in both English and Spanish.

There is so much to share of our thirty years, even more given our ambitious plans for the future. I think you will be inspired by the work we do. Let’s make a difference, together.

Best,

Joel Zarrow, Ph.D.
Chief Executive Officer

School Year 2017-2018

By the Numbers

Children’s Literacy Initiative is a 501(c)(3) non-profit organization that works with pre-kindergarten through 5th grade teachers to improve instruction so that children become powerful readers, writers and thinkers.

Our goal is to close the literacy achievement gap between disadvantaged children and their more affluent peers.

- **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 Provide Workshops & Seminars** to build teachers’ knowledge of literacy content and pedagogy. We also extend our services with online professional development resource at LEARN.cli.org.

By helping educators learn high-impact instructional strategies and nurturing 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.

CLI serves teachers and students from across the country through offices in Broward County, Chicago, Denver, Houston, Northern New Jersey, and its Philadelphia headquarters.

73,750
Students Served

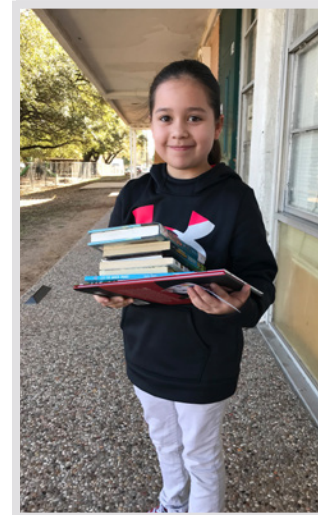
382
Schools Served

5,038
Educators Served

108,107
Books Distributed

Student Spotlight

We love working with teachers and students across the country. This year we want to highlight a couple of special students by sharing with you their favorite books and what reading means to them.



Deneena

Favorite book: *Esperanza Rising*

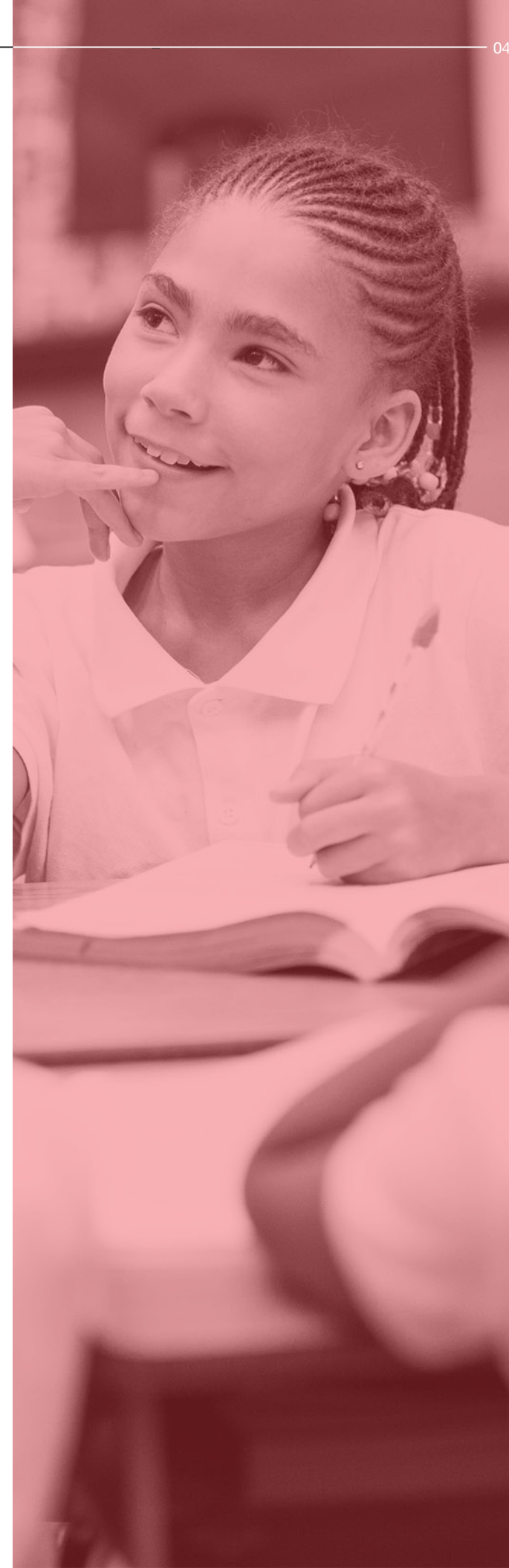
- “I love it because I love the main character.”
- “I like to read because I get to learn new things.”
- “My favorite character is baby bear from *Goldilocks* because I really love bears.”
- “My teacher taught me to use context clues when I don’t know what a word is.”
- “Reading is important so I can get my education.”



Mehki

Favorite book: *The Hate U Give*

- “I like it because it feels like real life.”
- “I like reading because I like learning about the characters.”
- “If I could be any character I would be Captain America because he is optimistic, strong and brave.”
- “One important lesson my teacher taught me is that the movie is always different from the book. So you should read the book.”
- “Reading is important because it gives you a lot of information.”



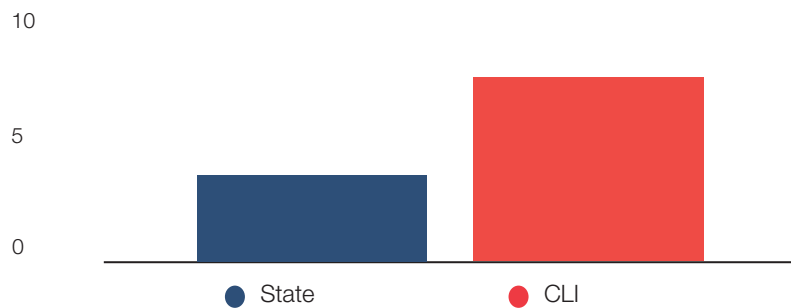
Student Impact

Learning to read by third grade is a strong predictor of a student's future academic success. Our district partners have seen major improvements in student achievement.

Broward County Public Schools

CLI-served schools doubled the percentage point gain of third grade students at or above proficiency standards on the Florida Standards Assessment (FSA) compared to the state.

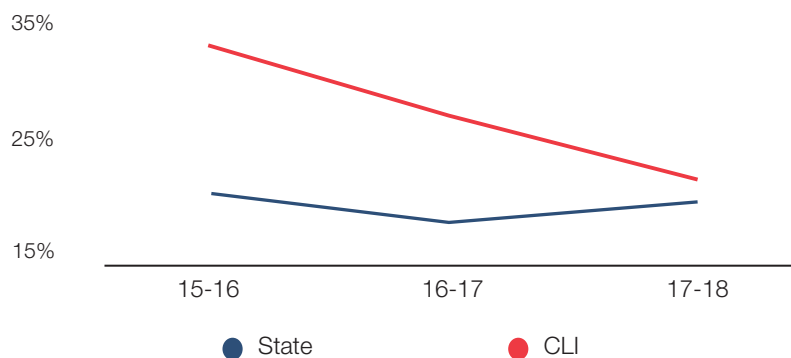
Figure 1: Percentage Point Increase of 3rd grade Students Meeting or Exceeding Grade Level Expectations on FSA



2x

CLI-served classrooms saw a ten percentage point drop in students in the lowest performance tiers, compared to a 2 percentage point drop across the state.

Figure 2: Percentage of 3rd Grade Students Level 1 on FSA



5x

Transforming Pre-K Education

Students benefit from having CLI's early literacy curriculum, Blueprint, in their classrooms and CLI-trained teachers. After the first full year of implementation, children in Philadelphia Pre-K centers with Blueprint and CLI coaches showed the equivalent of **2-3 months more progress** in their pre-literacy skills (as measured by the Peabody Picture Vocabulary Test, a leading assesment tool) than children in comparable centers without CLI services.

+ 2-3 Months Learning

Denver Teachers

Our core belief is in the power of great teachers involved in great instruction. Teacher feedback is critical to our success. 2017-18 survey results showed that teachers in Denver enjoy working with CLI and can see the difference we make.

94% use CLI strategies in their classroom.

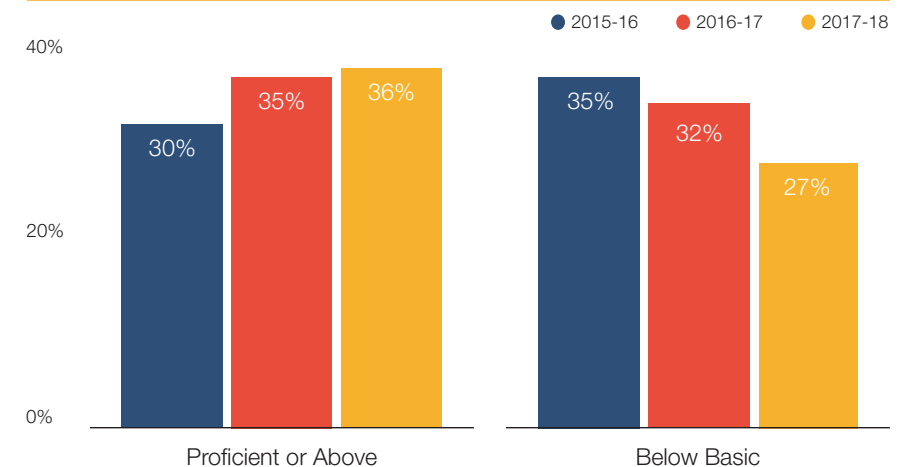
90% CLI coaching had a positive impact on their professional development.

93% have a good relationship with their CLI coach.

School District of Philadelphia

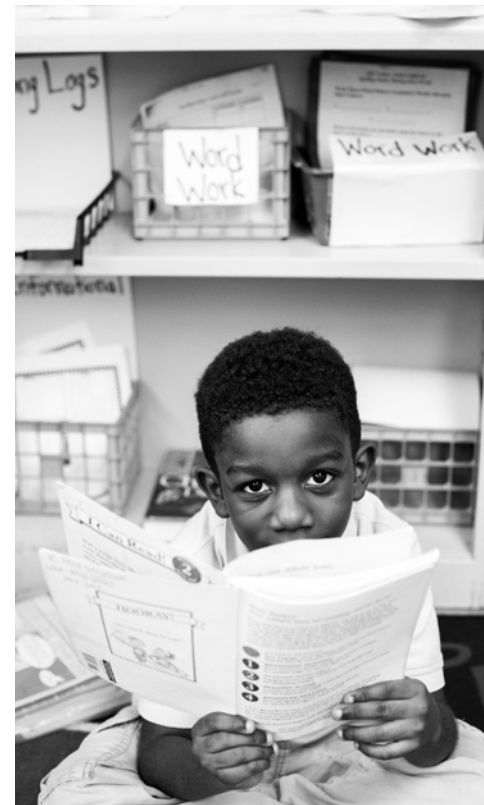
CLI works extensively in the School District of Philadelphia (SDP), with CLI's embedded coaches providing early literacy support to K-3 teachers throughout the District. Since the start of this Early Literacy Specialist work, SDP schools have seen a steady increase in the percent of third grade students meeting or exceeding proficiency standards on 3rd grade ELA state assessments (PSSA) and a decrease in the percent of third grade students in the lowest proficiency category on PSSA.

Figure 3: Performance on PSSA ELA assessment over time



Turning Points

Over 30 years, many moments shaped Children's Literacy Initiative's mission and work on behalf of children.



1984 We began as the hope of a single librarian in Philadelphia. Founder, Linda Katz created the Children's Expo as a way to get high-quality books to families across Philadelphia.

1990 Linda, along with co-founders Pat Federman and Marcia Moon, established *Rainbow Readers* and *Mrs. Bush's Story Time*, a successful story hour radio show featuring First Lady Barbara Bush.

1988 Each of these early endeavors shed light on a much larger issue – teachers were also in dire need of literacy tools. Educators attending the Expo expressed the need for better training on how to teach reading to their children, and an equally strong need for quality classroom book collections to do this work. Thus, the Expo transformed into Children's Literacy Initiative.

1990 Initially working with Head Start and childcare centers in economically disadvantaged neighborhoods, CLI focused on bringing high-quality books into classrooms and providing teachers with trainings around best practices for early literacy instruction.

2001 As demand for our services continued to grow, we wanted to ensure that CLI's approach created sustainable change in public education. To address the needs of our district partners we expanded our services to include sustained, one-on-one, content-focused coaching for teachers in the classroom.

2008 We launched our Pre-K curriculum, *Blueprint*. The curriculum continues to be a game-changer for our organization and for the Pre-K space. We are transforming pre-school education by providing an engaging and purposeful resource for classrooms that not only builds teacher capacity but also sets young children on the path for lifelong learning.

2010 We won a 5-year U.S. Department of Education Investing in Innovation (i3) grant which allowed CLI to spread our impact across the country and help schools transform their culture to develop and support effective literacy instruction through one-on-one coaching in Philadelphia, Chicago, Camden, and Newark.

2014 We developed the Literacy Education and Resource Network (LEARN.cli.org) to provide all teachers with free access to our knowledge and resources online. LEARN is an important tool in accomplishing CLI's mission to improve literacy instruction for all teachers across the nation.

2016 *What Works Clearinghouse (WWC)* determined that our i3 validation results provide statistically significant positive effects for teachers and their students and meet WWC standards without reservation.

2017 The Library of Congress awarded CLI its top honor, the David M. Rubenstein Prize, in recognition of CLI's outstanding and measurable contributions in increasing literacy levels and for demonstrating exceptional and sustained depth and breadth in our commitment to the advancement of literacy.

District-Wide Impact

In 2018, we renewed our partnership with Newark Public Schools to radically transform early literacy in their district. Our partnership will show what is possible when low-income schools have the support necessary to accelerate literacy achievement.

We sat down with Roger León, Superintendent for Newark Public Schools, to discuss his view on CLI, our impact, and his vision for the future of our partnership.

📍 Newark, NJ



When did you first learn about Children's Literacy Initiative?

In 1997, I was the principal of Dr. William H. Horton School, and a presentation from CLI to the district compelled me to request to be in the first cohort of schools involved in this initiative. The most impressive aspect of the effort was that CLI coaches were going to work directly with principals and school leaders who supervised teachers in the early grades.

Additionally, the CLI coaches worked directly with teachers providing authentic professional development opportunities that were purposeful and targeted. Within the first two years of my administration and implementation of CLI, student achievement in literacy began to soar, and the entire school moved in a positive academic trajectory.

What was your role in NPS during CLI's i3 grant work?

In 2010, I was the Deputy Chief Academic Officer and the district's lead on the i3 grant work. I designed a team of the district's very own Master Teachers in Literacy (some were former model CLI teachers) to learn, assist CLI, and help guide the work.

What was your experience like working with CLI during the i3 grant?

My experience working with CLI during the i3 grant was incredible. The content expertise of the CLI staff, the professional development provided directly to principals and school leaders, and the literacy coaches assigned to teachers and their classrooms was incomparable. The grant created a very methodical, strategic, and logical sequence of implementation, which enabled us to intentionally train staff across the grades with the progression of students in mind to maximize exposure and impact of CLI.

What kind of impact did you see CLI have on Newark's teachers?

The effect of CLI on Newark's schools and teachers was profound. We have great teachers who work hard at improving the teaching and

love of reading. CLI provided the modeling of best practices, identified model teachers who would be trained to sharpen their skills, helped model teachers improve the skills of their colleagues, trained teachers in the importance and value of working collaboratively, and trained school leaders on how to assist all of their teachers in the work. CLI was more than a partnership with the district; it taught principals, other school leaders, and teachers that they were also critical partners with each other in the work.

What is your vision of CLI's return to NPS, and why did you want to renew our partnership?

The central aspect of CLI's philosophy is to provide professional development to principals, school leaders who supervise these grade levels, and to the teachers directly.

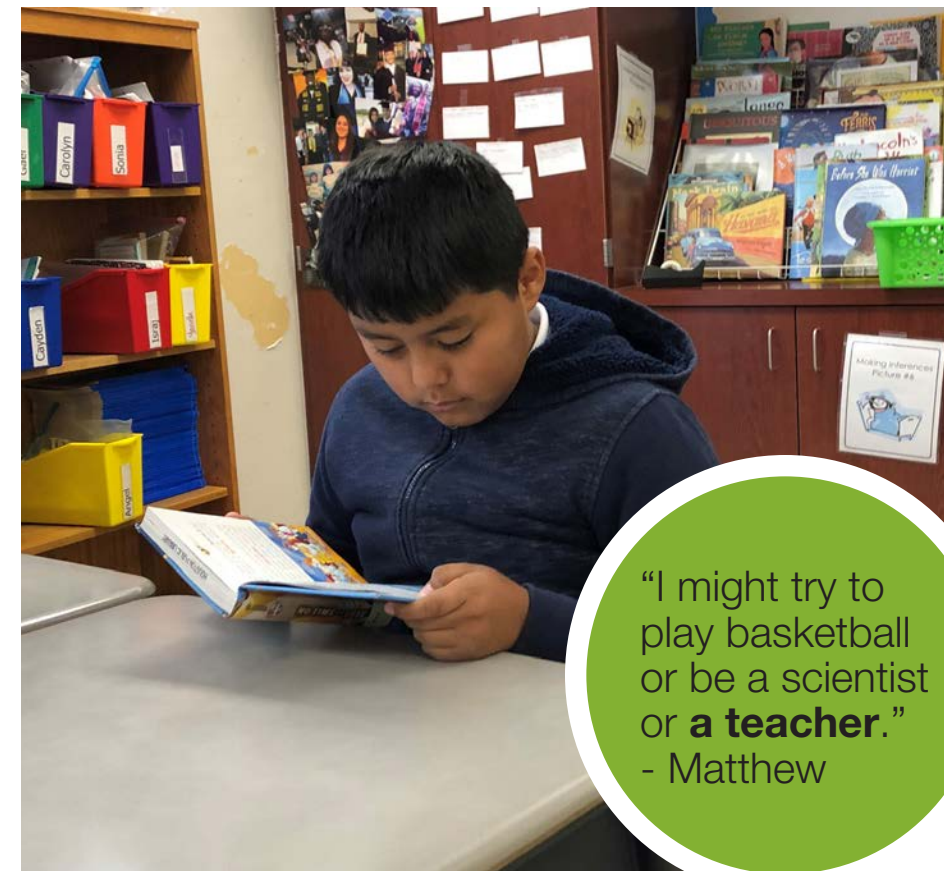
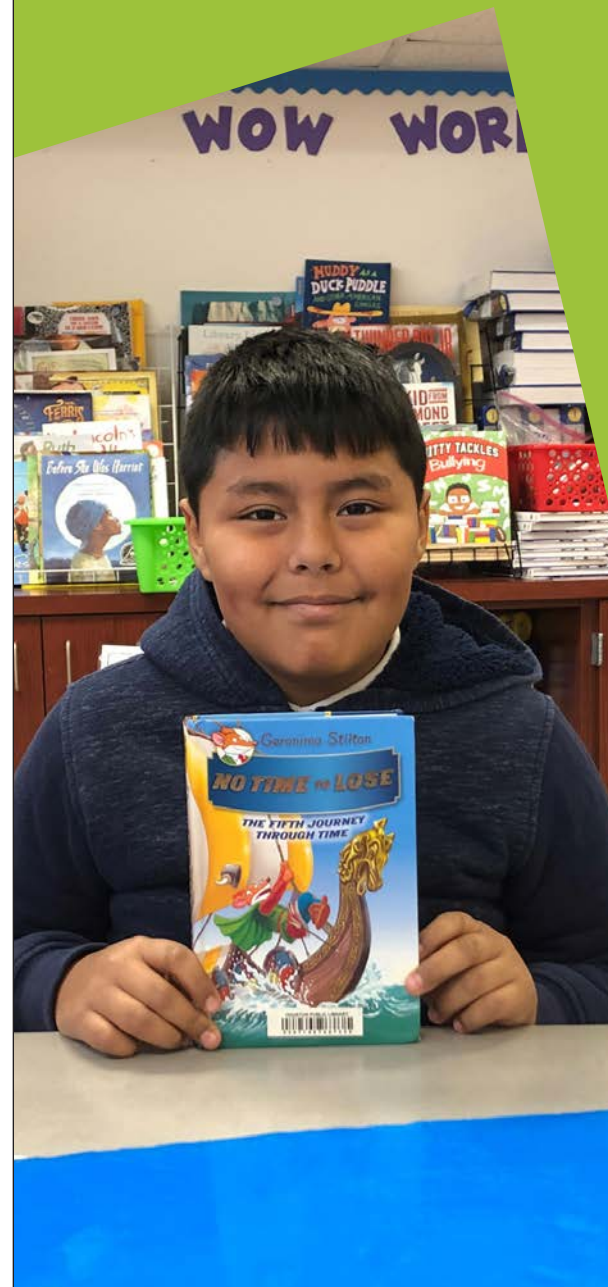
The traditional "train-the-trainer" model has historically not worked very well for us. However, the one-on-one with a coach and teacher, and the one-on-one with a coach and student with the teacher as the observer in the classroom is where the work happens and matters the most. CLI brings this type of work to our district.

We have model teachers in the district and leading schools across the state. The vision is to identify model teachers, gain traction with previously trained staff quickly, accelerate the learning amongst new colleagues, assist principals and school leaders, and monitor the program across schools and grades with full implementation from age 3 to grade 3.

Finding Identity

Meet Matthew, a third grade student in Houston. Matthew has had his struggles with reading. But with the help of his teacher, and her CLI coach, Matthew has improved, and enjoys reading!

📍 Houston, TX



"I might try to play basketball or be a scientist or a teacher."
- Matthew

After spending two years in kindergarten and two years in first grade, Matthew still entered second grade as a non-reader. He didn't identify as a reader and lacked confidence, even telling his teacher that he was stupid and a failure.

Matthew is from a large family. When asked about his siblings, he said, "I have two brothers and so many sisters that I lose count." His parents aren't together and he bounces back and forth between them. At 10 years old, he is already an uncle.

His teacher, Mrs. V, set out to build Matthew's confidence and give him the tools he needed to learn – and love – to read. "Matthew is so bright," said Mrs. V. "I knew his reading comprehension was fine because he was always the first to raise his hand during read alouds." Working with her CLI coach, they identified the areas where he needed to focus. "We spent a lot of time on phonics."

While Mrs. V focused on building Matthew's confidence, his CLI coach was helping Mrs. V. grow her own confidence as a teacher. As a first year teacher, her coach helped her diagnose Matthew's strengths and areas for growth, so that Matthew could experience some quick successes.

Now a proud third grader, Matthew reads at a level F. He even has his own library card and his mom makes him read two new books a week. In addition to Geronimo Stilton and a book on Martin Luther King Jr., he said, "I just checked out a Tinkerbell book so that I can read it to my baby sister."

Matthew recently starting playing basketball and loves it. When asked what he wants to be when he grows up, he said, "I might try to play basketball or be a scientist or a teacher."

Council Partners

The CLI Chicago Community Council supports CLI's mission to ensure kids from any and every background have the opportunity to become powerful readers, writers and thinkers.

Chicago, IL



A special thank you to the Chicago Community Council for making 2018 a fantastic year! Launched in early 2017, the Council supports CLI's mission by raising visibility and resources to support our work to improve early literacy instruction and student reading proficiency rates in high-need elementary schools across the city.

CLI piloted the Community Council concept in Chicago, where CLI's work is almost 100% philanthropically funded, to establish a base of local support and engagement on behalf of CLI programs. Members of the Council hail from a variety of backgrounds and assist staff on the ground in Chicago in raising CLI's profile with other individuals and corporate partners. In October 2018, the Council hosted its second annual Raise a Glass for Reading fundraising event to benefit CLI's programming in the Little Village neighborhood in Chicago. The Council also assisted in providing teachers and students with a unique book collection last year, featuring Chicago-

based authors and historical figures. A Holiday Book Drive Campaign run by the Council raised funds to stock classrooms with read-aloud collections. CLI is very grateful to the Chicago Community Council for being such outstanding ambassadors and advocates of our work.

CLI is currently launching Community Councils in our other program cities, to build and engage additional, local support and resources for our work. If you are interested in learning more about CLI Community Councils, and how you can get involved on behalf of the CLI programs in your area, please contact Jaclyn Stacy at jstacy@cli.org.



Meeting of the Minds

The Campaign for Grade Level Reading's 2018 Grade Level Reading Week conference brought partners, supporters and colleagues from around the country to Philadelphia to focus on the work that's advancing early learning.

Philadelphia, PA



Snapshot of the GLR Gratitude Reception Hall sponsored by Comcast and CLI



CLI CEO, Joel Zarrow, speaking at GLR Gratitude Reception



CLI Regional Executive Director, Jill Valunas, speaking with a district partner at CLI sponsored event



In July 2018, the Campaign for Grade Level Reading's Grade Level Reading Week conference brought Children's Literacy Initiative's friends, partners, supporters and colleagues from around the country to Philadelphia to focus on the work that's advancing early learning, early literacy and early school success. CLI enjoyed having so many of its partners, including the School District of Philadelphia, Denver Public Schools, and Broward County Public Schools, gathered together for a highly productive week of collaborative learning and reflection.

The Conference positioned Children's Literacy Initiative as a Grade Level Reading "Bright Spot," providing CEO Joel Zarrow an opportunity to speak with a national gathering of practitioners and funders about the critical importance of their work to close the nation's reading achievement gaps. The Campaign for Grade Level Reading recognized as 2017 Pacesetter communities two key markets in which CLI works: Broward County and Philadelphia.

In addition, CLI was pleased to see several of our connections honored as local members of The Campaign for Grade Level Reading Council of Champions, including:

- Cindy Arenberg-Seltzer, president and CEO, Children's Services Council of Broward County, the lead agency of Broward Reads,
- Lori Canning, Ed.D., Executive Director of Broward County Public Schools Early Learning Language Acquisition,
- Beam Furr, Mayor of Broward County,
- Dr. William Hite, Superintendent of the School District of Philadelphia, and
- Siobhan Reardon, president and director of the Free Library of Philadelphia.

Meet Miss Stacy

Stacy Dougherty, a kindergarten teacher at Clara Barton Elementary in Philadelphia, shares her experience working with us, the impact it has had on her students, and her professional development.

Philadelphia, PA



As a child, what inspired you to become a teacher?

My parents were teachers, so maybe it's genetic. I would pretend to be sick, so I could go to school with my mom. But it was in my mom's classroom that I decided I was meant to teach. I decided to set up a student desk with "Miss Stacy" on it. I loved drawing happy faces with the teacher's red pen. I loved going there. Also, my first-grade teacher was magical, and I wanted to be a part of that magic. Now, I can genuinely say that my classroom is my happy place, and I look forward to every day I get to spend there with my students.

What was your teaching philosophy when you first started?

My philosophy of education was based on what I knew and had experienced at that point in my career, which wasn't much. I wanted to save the world. I tried to help my students become lifelong learners, and I wanted to inspire them. I had no idea how I was going to make that happen, but I guessed I would figure that out later.

Is your philosophy the same? Has CLI had any influence on your philosophy?

I think it's changed quite a bit and a large part of that is because of CLI. Now, I want to build good relationships with my students based on mutual respect and trust and how that sets the tone for a classroom community.

I want to provide them with the tools to be successful in an information literate society. I want to allow them the freedom to express themselves and room to grow as human beings and learners while setting appropriate limits.

I want to create a welcoming, safe classroom atmosphere that is accessible to all students and that celebrates their diversity. I want to share my enthusiasm and passion for learning with my students each day. Finally, I want to be dedicated to lifelong learning and a desire to make contributions to my team of colleagues and the field of education.

When did you first hear of CLI? And what were your first reactions to understanding you were going to be coached?

I had heard of this magical place that helped teachers become better teachers early in my teaching career. CLI had done some coaching work in my school before I taught there. I then heard that they wanted to come back and do more coaching and even find specific teachers to receive additional coaching. I remember that day like it was yesterday! All of the kindergarten teachers would be visited, and then they would select the teacher that would receive the training. I told myself that I would not be disappointed if I wasn't selected, but I knew I would be devastated. When they selected me I started to cry. They gave me a business card with the dates of the training, and I still have it to this day.

How different were your initial thoughts of CLI and your perspective once you began to work with CLI?

I thought that CLI was going to come in and change my teaching. I didn't realize how much work was involved and the research behind it. I was up for the challenge and so excited to make meaningful changes to my teaching. The best part was that when I wondered "why?" there was always a reason! My coaches made sure that I was part of every decision about student learning and that helped me grow in so many ways!

Do you enjoy working with a CLI coach? How was CLI different from any other professional development you've had?

I LOVE working with the CLI coaches! I have learned so much, and they have been so supportive. Through content-focused coaching, I was able to understand the content of what I am teaching.

Understanding what is to be prepared first often has led me to modify how the lesson will be taught. The CLI coaches want you to succeed. The coaches were always supportive and willing to help in any way they could. I always

continued on page 14 >>



"The team of CLI coaches truly want you to succeed."
– Stacy

left the sessions excited for the next steps and counting the days until we met again. Teachers must be provided with and understand the theory supporting a strategy.

My coach and I were able to reflect on the children's learning, consider the effectiveness of the lesson, and plan for the goals of future lessons.

How would you say CLI has influenced your teaching?

Honestly, I am the teacher I am today BECAUSE of CLI. CLI gave me the confidence to trust my instincts and do what is best for the learners in my classroom. Also, having a coach helped influence my teaching. If I was not sure about something, or just needed a sounding board, my coach was there to help me through. Usually, you are told what your needs are, but I was able to do a lot of self-reflection, along with my coach, and decide what I needed to do to become a better teacher. That ownership was crucial and having the support of coaches was invaluable.

What would you say is the most essential aspect of CLI's coaching model?

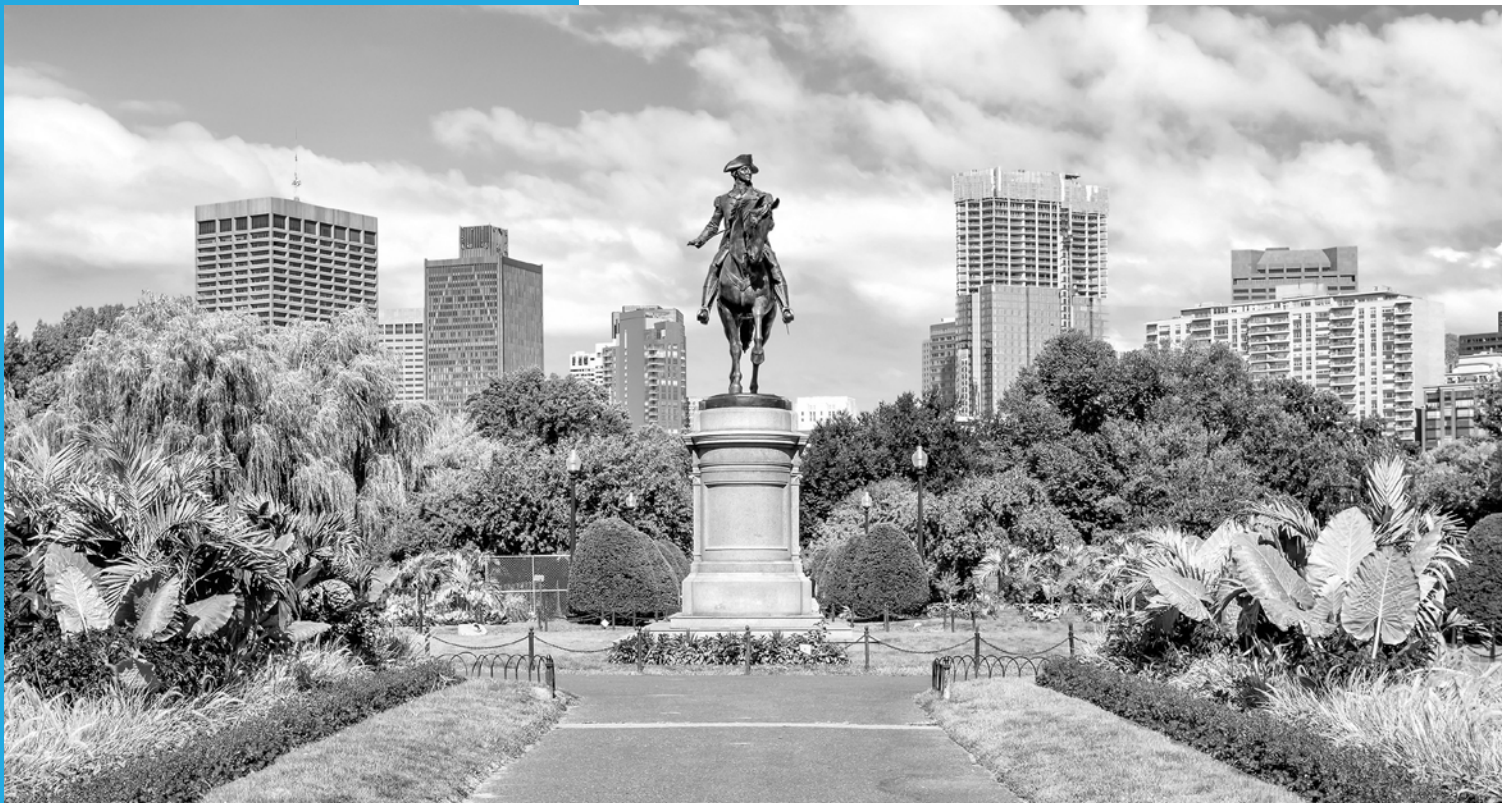
I think that the most critical aspect is the relationships that are built. My coach and other professional developers are some of the most passionate people I have ever met. They are excited about the content they are supporting, but also passionate about my success as an educator. This is important to me as I felt we were partners in this collaborative work.

Have you seen your work with CLI translate to student impact? If so, how?

Absolutely! I became a happier, more confident teacher. I began to see that my kids were happier too, and they became more confident. I was learning new things, and the kids saw that. I think it helps connect us and shows them that I will do everything I can for them!

What does your relationship with your coach feel like? (Current or former coach)

They have become some of the most trusted people in my life. I send them



Steadfast Partner

For more than a decade, the Allen H. and Selma W. Berkman Charitable Trust has invested in CLI to improve teacher and student success.

Children's Literacy Initiative is grateful for the commitment of the **Allen H. and Selma W. Berkman Charitable Trust**. Since 2008, the Trust's support has impacted the academic success of thousands of at-risk students across the country.

From investing in elementary schools in Philadelphia to supporting our strategic planning process and the codification of our Pre-K services, the Trust has been an invaluable partner in Children's Literacy Initiative's evolution and ability to grow with impact.

“The Allen H. and Selma W. Berkman Charitable Trust is **a steadfast partner in the success of CLI**. Over the last decade, CLI has more than doubled the number of teachers and students we serve, while continuing to demonstrate positive outcomes in teacher practice and student achievement. Intentional, impactful growth is only possible when we have generous and committed partners like the Trust.” – Joel Zarrow, CLI CEO



Looking Forward

Our charge is simple – deepen our impact; expand our impact. Today, we support teachers reaching about 70,000 children. By 2020, we will increase that by 36% and reach 110,000 children in a single year. Our results are strong, but there is still plenty of ground to take. Here we describe several priority areas that will help CLI continue to get better, while impacting more children.

Invest in Innovation (i3): In 2016, CLI was the highest-rated applicant for the U.S. Department of Education Scale-Up award that brought our work to Denver (CO), Houston (TX), Broward County (FL) and Elizabeth (NJ). The award provided seed funding and we are seeing the seeds begin to grow. Building on strong results in each of these districts, we are expanding our services with local district and philanthropic funding. In Elizabeth, for example, we have expanded services into an additional six schools, as well as Pre-K. We have increased our work in Houston and Denver and are in the midst of expansion discussions in Broward. Demonstrating impact and value while cultivating strong working relationships is the surest path to impacting more and more students.

CLI's Comprehensive Pre-K Curriculum - Blueprint: CLI was awarded a prestigious five-year federal grant to develop, implement and evaluate the effectiveness of a comprehensive Pre-K curriculum in English and Spanish. This work builds on CLI's success in Pre-K: evaluation firm Research for Action found that in low-income classrooms served by CLI, children attained 2-3 months more learning in critical early literacy skills than in comparable classrooms without CLI services. One tremendous advantage of the federal award is that it enables Pre-K

teachers to try out components of the curriculum and give feedback during the development phase, ensuring we create exactly what they need to help their children succeed.

Expanding CLI's Online Learning Capabilities: Over the next three years, CLI is building out its collection of professionally produced early literacy demonstration videos. CLI's collection will provide educators with on-demand access to videos to help improve teaching. In person, one-on-one coaching will remain central to CLI's approach; however, the online learning opportunities we are creating will accelerate the progress of teacher instructional improvement.

Building CLI's Digital Infrastructure: It takes an efficient and agile organization to provide cost-effective services and move the needle on student learning. Investing in improvements in back office systems, such as Salesforce and financial software, is essential when striving to be the most effective organization in the field. Over the next three years, we will have a database architecture and linked operational systems that will set the standard for any non-profit organization.

Board of Directors

Name	Board Title	Position	Employer
David J. Bloom	Chairman	Managing Director	Wilmington Trust Company
Gerald Mosely	Vice-Chairman	President	CP&P Development, LLC
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Susan B. Smith	Secretary	Retired Executive Director	Devereux's Kanner Center
Christine S. Beck		Child Advocate	
Richard Berkman		Of Council	Dechert LLP
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A. Bruce Crawley		President	Millennium 3 Management Inc.
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Adam Spector		Managing Partner	Brandywine Global Investment Management, LLC
Kate Wilson		Vice President of Brand Marketing	First Aid Shot Therapy
Joel Zarrow		CEO	Children's Literacy Initiative

2017-2018

Financial Summary

With only 13% of expenses going to administration and fundraising costs, **87%** 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 Gold Participant rating from GuideStar, the world's largest source for information on non-profit organizations.

In addition, the University of Pennsylvania's Center for High-Impact Philanthropy identified CLI as an organization where charitable dollars can do the most good. Their evaluation is based on four key strengths:

- CLI results are externally evaluated.
- CLI programs are evidence based.
- CLI's approach is cost effective.
- CLI leverages public investments already made by increasing the productivity of existing teachers.

Revenue

Private Philanthropy	\$2,655,099
Government	\$5,664,977
School District Contracts	\$16,277,779
Investment Income	\$120,204
Total Revenue	\$24,696,059

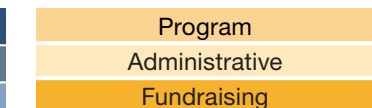
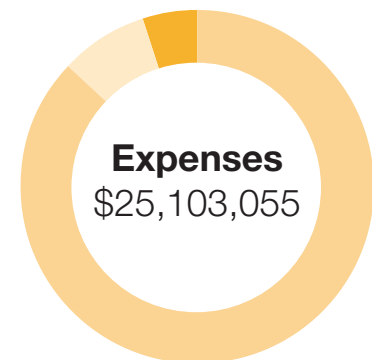
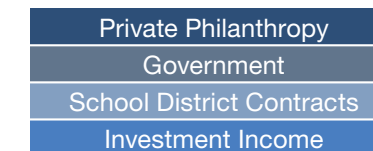
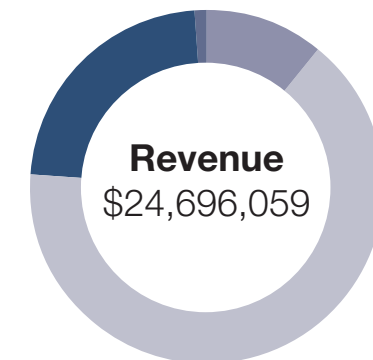
Expenses

Program	\$21,737,800
Administrative	\$1,996,853
Fundraising	\$1,368,402
Total Expenses	\$25,103,055

Change In Net Assets (\$406,996)

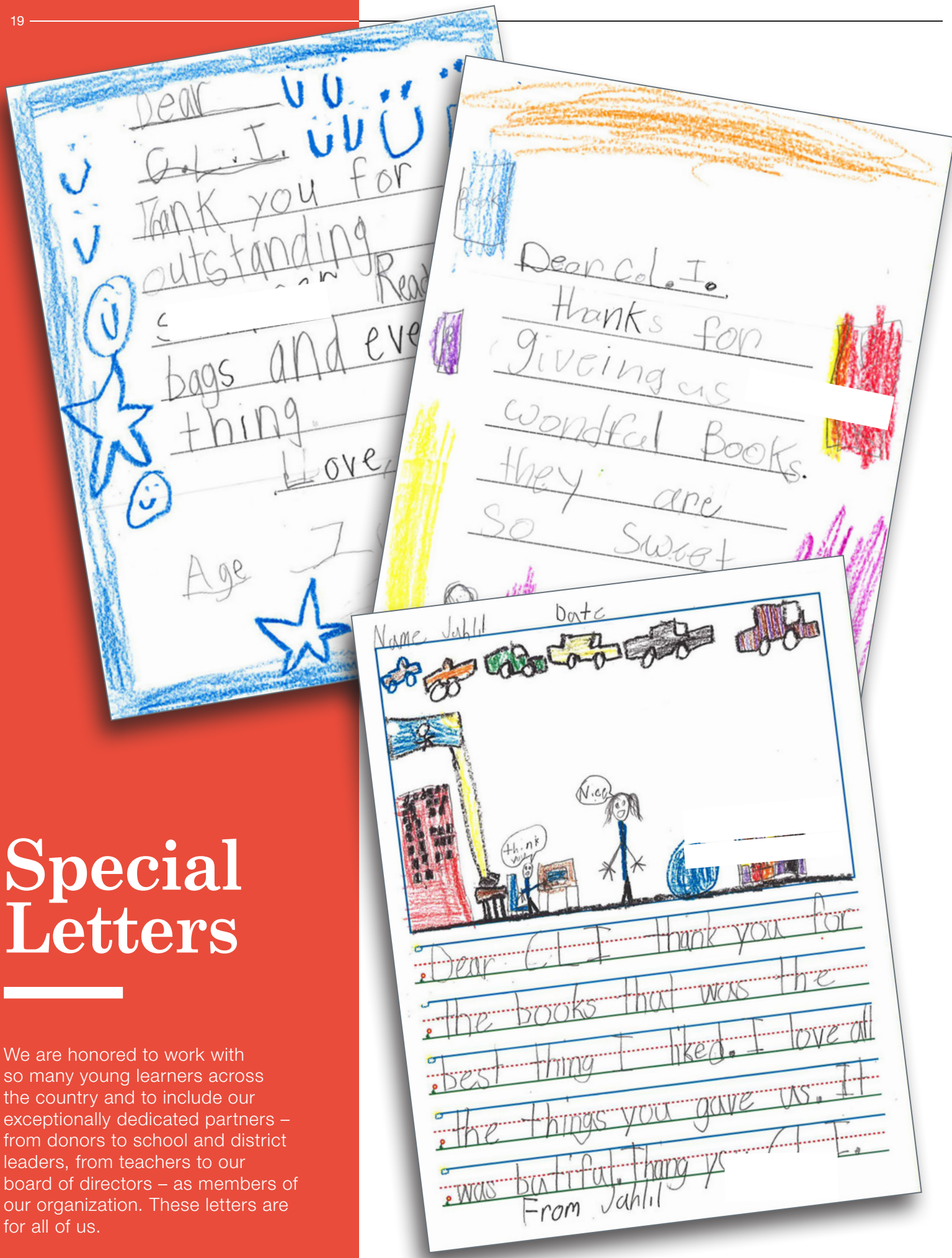
Total Ending Net Assets \$7,073,330

**This anticipated change in net assets was due in part to recognizing significant philanthropic gifts in FY17 that were released from restriction and used in FY18.*



Special Letters

We are honored to work with so many young learners across the country and to include our exceptionally dedicated partners – from donors to school and district leaders, from teachers to our board of directors – as members of our organization. These letters are for all of us.



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