Our goal is to close the literacy achievement gap between children growing up in low-income communities and their more affluent peers. The single most important in-school factor for student success is access to a great teacher, one that can anticipate student needs, address problems and create engaging learning opportunities. That access leads to success in school, a lifelong love of learning and career opportunities down the line. Do you remember a teacher that made a difference in your life? CLI’s proven approach shows that teachers can become exemplary instructors when they receive the right combination and intensity of training and coaching.
We are proud to share with you our accomplishments for school year 2018-19. Last year, Children’s Literacy Initiative served 94,000 students, a record number of children served by our organization, by providing in-classroom support and high-quality books. To all of our partners, for the tireless work and dedication on behalf of our underserved students across the country, thank you.

From Pre-K to 5th grade, CLI continues to expand our reach and deepen our impact so more students are prepared for what is ahead. We know that pre-kindergarten is the first in-school opportunity to impact long-term student outcomes. Building on impressive results with Blueprint, our early literacy curriculum, CLI won a prestigious 3-year federal grant to work with leading child development experts to refine and expand that curriculum to include math, science, and social-emotional components.

At the request of school district leaders, Children’s Literacy Initiative expanded its services to 4th and 5th grades last year. Though we remain committed to helping students read on grade level by 3rd grade, we also recognize the reality that the 4th and 5th grades are pivotal moments where students transition from "learning to read" to "reading to learn." This transition often proves difficult for struggling students, causing many of them to fall further and further behind. By expanding our reach into the 4th and 5th grades, we are able to help some of the most vulnerable children before they leave elementary school.

We believe that literacy is a fundamental right and the foundation of our democracy. We need strong readers, writers and thinkers to have an informed citizenry capable of guiding our nation forward. For over thirty years, Children’s Literacy Initiative has been impacting teacher effectiveness and student success. Our methods are proven and our foundation is solid. Please join us as we continue to help children succeed in school. The health and vitality of our democracy depend on it.
Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right. Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.

KOFI ANNAN
School Year 2018-2019

THE NUMBERS

Children’s Literacy Initiative works with pre-kindergarten through 5th grade teachers to improve literacy instruction so that children become powerful readers, writers and thinkers. We accomplish this by providing:

• One-on-one, job-embedded teacher coaching
• Trainings in the best practices in early literacy instruction
• Leadership development to support sustainable change
• High-quality classroom books and materials

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

A DECADE OF SERVICE

Over the years, CLI has continued its mission of impacting more students nationwide. This year, we highlight the continuous growth in the students we serve. Since 2009, our numbers continue to increase every year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Educators Served</th>
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</tr>
<tr>
<td>2018</td>
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THE NUMBERS

Over the years, CLI has continued its mission of impacting more students nationwide. This year, we highlight the continuous growth in the students we serve. Since 2009, our numbers continue to increase every year.
Jacob, a six-year-old Houston student, sits in front of a wall of cubbies filled with books. Energetic and talkative, when asked about his favorite classroom books, he pulls a few from the bins and shows off his favorite pages with glee. While currently his favorite is *Tick Tock Clock*—a book that uses humor, quirky characters and phonetics to help teach kids to tell time—as he pulls more books from the shelf and the pile beside him grows, it’s apparent that it’s difficult for him to pick just one book.

Jacob loves to laugh and finds the most joy in reading when books are funny. He also loves sharing those funny books with people. Perhaps most evident is his excitement about his progress as a reader. When asked about his favorite subjects in school, Jacob exclaims, “I got an A in reading!” Next to his pile of favorite books, the progress Jacob has made is clear. Standing to go back to his lesson, he adds one final note: “Last year, I couldn’t read. I just learned a little bit, but this year my teacher helped me.”

Jacob’s school is just one of the Houston schools that CLI has given curated book collections to. These collections have allowed students to have access to a diversity of books that not only cover a variety of topics, but also include diverse characters.

At home, Jacob’s family primarily speaks Spanish. Though his mother reads to the whole family, his father doesn’t read. The books given to his classroom by CLI allow him to tackle difficult topics in school, but they also allow him to create stronger bonds with his family, too. At home, he has begun reading *Captain Underpants* with his brother and sister, an activity that allows Jacob to dive into his love of humor and share it with others.

Books are not only windows into the world, they’re also mirrors for kids to see themselves in. With this in mind, CLI provides classrooms with books that cover a diverse array of topics through a diverse cast of characters. While teaching students to read is at the heart of CLI’s mission, getting them to find ways that they can enjoy reading is pivotal in making a lasting impact. A love of reading means students will learn more and perform better in school, but for kids like Jacob, fostering a lifelong love of reading is not just a path to opportunity, it’s a way of understanding himself, and a way, ultimately, of connecting with his family.
If we don’t give everyone the ability to simply read and write, we aren’t giving everyone a chance to succeed.

BARBARA BUSH
Children’s Literacy Initiative continues to expand our program to reach the students who need us most. By partnering with school districts to reach traditionally underserved schools and providing the professional development teachers need to deliver effective literacy instruction, Children’s Literacy Initiative is able to help students read on grade level, setting them on a path to future success.

REACHING CHILDREN WHO NEED US MOST

Children’s Literacy Initiative continues to expand our program to reach the students who need us most. By partnering with school districts to reach traditionally underserved schools and providing the professional development teachers need to deliver effective literacy instruction, Children’s Literacy Initiative is able to help students read on grade level, setting them on a path to future success.

THE BIG PICTURE

Simply learning to read is an extraordinarily freeing act. We envision a nation where every child, regardless of socio-economic background, has the power of literacy and the opportunity for lifetime success.
Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

JOHN F. KENNEDY
INCREASING KINDERGARTEN READINESS

Children who are kindergarten-ready are 50% more likely to read well by 3rd grade. In 2018, CLI won a five-year $3.9M grant from the U.S. Department of Education to transform Blueprint for Early Literacy, CLI’s Pre-K early literacy curriculum, into a comprehensive curriculum (in English and Spanish) designed to help teachers deliver excellent instruction.

CLI is working with a team of leading Pre-K content experts in STEM (Science, Technology, Engineering, and Math), social-emotional development, English language development, occupational therapy, deaf studies, and speech and language pathology.

Structured around more than 100 high-quality children’s books and engaging, purposeful reading and writing experiences, this curriculum will help teachers create vibrant classroom communities and deliver excellent comprehensive instruction in all areas of child development.

This five-year project is underway in collaboration with our district partners in Elizabeth and Newark, NJ. Through a third-party research firm, CLI’s project also will evaluate the quality of the curriculum’s implementation and its impact on student learning.

ABOUT BLUEPRINT FOR EARLY LITERACY

In 2003, CLI introduced Blueprint for Early Literacy, an early literacy Pre-K curriculum supplement anchored in high-quality children’s books, to address the lack of quality Pre-K literacy lesson plans and activities.

In 2016, CLI revised and field-tested Blueprint, refining its methodologies and practices. A report released in November 2018 found that the implementation of CLI’s Blueprint for Early Literacy paired with its teacher professional development had a substantial impact on students’ vocabulary development, and teachers’ reported job satisfaction and in-classroom confidence. Pre-K students in CLI-served classrooms made 2-3 additional months of growth in vocabulary development compared to their peers.
Mrs. Rigopoulis’s Pre-K classroom is a vibrant place. With fall having finally come to New Jersey, autumn-colored construction paper lines the walls, which are charmingly populated with posters and drawings, colorful cut-outs of birds in thinning trees and boards recognizing students for their daily achievements. Cubbies hug the east side wall where students hang their coats and post their favorite classroom artwork. On the room’s opposite end, among the bins of building blocks and toys, an array of art supplies is tucked away in the wooden shelves, on top of which sits a book propped so its cover can be seen across the room.

This is a common sight in Mrs. Rigopoulis’s classroom. Books are everywhere: stacked on bookshelves, on tables, in every corner of the reading area. As students walk across the classroom, a book is seemingly never out-of-reach.

Mrs. Rigopoulis’s classroom is an early-adopter of CLI’s Blueprint For Early Literacy. On this particular Tuesday, Mrs. Rigopoulis is doing an intentional read-aloud of Connie Schofield-Morrison’s I Got the Rhythm. The class gathers in front of her, reciting the words out-loud and performing the dance moves in the pictures. With each page, students bob and bounce together, mirroring the girl in the illustrations and following Mrs. Rigopoulis’s lead.

By the end of the lesson, Mrs. Rigopoulis hardly needs to guide them—she starts the line “I got the rhythm in my….” and points to the word “knees” and the students all say the word in unison, shaking their knees rhythmically together. There’s no doubt that the students are having fun, but what is more apparent to those watching is that the instruction is helping them connect the dots between words and concepts. Through this interactive learning process, the students are internalizing what they learn and responding to it.

When the lesson is over, the students move on to their next daily task. A few go over to the building blocks, some to the crafts table to cut up newspaper for projects. But many stay in the reading area, gathered around books they’ve pulled off the shelves. “They love the books. I really feel like they’re engaged and learning when we use them, and I Got the Rhythm is one of their favorites. I’m very grateful,” Mrs. Rigopoulis says before turning back to the class, gathering their attention, and starting the next lesson.
When it comes to developing the high standards we need, it’s time to stop working against our teachers and start working with them. Teachers don’t go in to education to get rich. They don’t go in to education because they don’t believe in their children. They want their children to succeed, but we’ve got to give them the tools. Invest in early childhood education. Invest in our teachers and our children will succeed.

Barack Obama
In 2018-2019, CLI expanded its professional development services to 4th and 5th grades, recognizing that students in this transition period face a perilous shift from “learning to read” to “reading to learn.” Over the past several years, multiple major district partners (School District of Philadelphia being the largest) have requested CLI serve their 4th and 5th grade teachers in light of what they identified as a pivotal inflection point in students’ lives.

Aligning CLI services through 5th grade enables us to reach more children and teachers, and also opens up new partnership opportunities to provide services to some of the most vulnerable students in the education system. While we remain committed to the early grades, we find it necessary to support 4th and 5th grade students who would otherwise go unsupported.

Many 4th and 5th grade teachers are not trained in effective early literacy practices because their students are expected to already know how to read proficiently. This means that the students struggling the most fall further and further behind. Because of this, CLI is now training teachers in the School District of Philadelphia and Broward County in the mechanics of how children learn to read and how to support students’ development of phonics, phonemic awareness, fluency and comprehension. This will ensure that these students leave elementary school with the tools necessary to become better readers, writers and thinkers.
Reading didn’t always come easy for Analisa. Early on as a shy student, it was difficult for her teachers to identify what she was struggling with. As the children around her found themselves getting more and more comfortable with reading, Analisa found that she wasn’t getting the attention necessary to help address what made reading difficult for her.

Analisa lives with her mom, her four-year-old sister, her ten-year-old brother and two dogs, Shanty and Rocky. Her mother wants what all parents want: for Analisa to learn to read, thrive in school and unlock her limitless potential. But like so many parents, she’s working with limited resources and—with three kids—even more limited time.

It can be difficult to assess what makes reading difficult for students early on in their education and that difficulty is often compounded in families where time and resources are stretched thin. With this in mind, CLI has devoted itself to providing one-on-one support to teachers so that when individual problems arise, they can be addressed quickly.

Analisa struggled with phonemics, the process of sounding words out and putting sounds together. This can be difficult to address for young readers, especially shy children like Analisa. It wasn’t until kindergarten, when her teacher started working with a CLI coach, that Analisa was able to get the help she needed to get back on-track in her reading. Her CLI coach was able to help her teacher identify what Analisa was struggling with and was able to offer the best instructional practices to make sure Analisa got the support she needed.

Now as a first grader, Analisa lights up when you ask her about her favorite book, which happens to be about dogs. She shares that she likes the pictures and how cute the illustrations are, but also, after a few pages, she confidently expresses all she’s learned about Seeing Eye dogs and how they serve people in need. Her joy for and pride in reading are palpable, and her ability to demonstrate knowledge shows how striking her progress has been.

By offering teachers like Analisa’s the necessary one-on-one coaching and resources they need, students like Analisa are given the help required to overcome their academic hurdles. This kind of support is vital for students and has been proven to lead to progress, and that progress is a path to knowledge, to joy and to understanding.
Once you learn to read, you will be forever free.

Frederick Douglass
CLI is proud to have reached more than 85,000 educators last year, surpassing our original goal of 30,000 by 2020, through LEARN.cli.org. LEARN is an online portal that provides teachers with free access to all of the high quality videos, tools and resources CLI uses to train and coach teachers in classrooms across the country. We have amassed a knowledge base that contains hundreds of videos and vibrantly-clear descriptions of how to implement the research-based instruction that is proven to help children learn to read.

LEARN focuses on the core instructional practices identified by the National Reading Panel and validated through third-party independent research. Topics include Intentional Read Aloud, Guided Reading, Message Time Plus™, Reading Workshop, Writing Workshop, Independent Work Time, Classroom Culture & Environment and Literacy Coaching.

Videos include lessons captured in real CLI classrooms, with real students, using relevant literacy objectives to illustrate the practices teachers will read about. LEARN offers teachers downloadable tools, including lesson plans, checklists, planning templates and guides, so that they can quickly and easily implement these practices in their classrooms.
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

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Change In Net Assets

$2,353,044
DONOR SPOTLIGHT

STEANS FAMILY FOUNDATION

BUILDING CAPACITY IN NORTH LAWNALE

CLI would like to extend its gratitude to the Steans Family Foundation, whose five-year investment in the North Lawndale READS program has allowed us to support students in one of Chicago’s most underserved communities. This service provides integrated teacher professional development to Pre-K—3rd grade classrooms as well as Levelled Literacy Intervention (LLI) to K—3rd grade classes at Charles Sumner Math and Science Academy and Joseph Kellman Corporate Community School.

Prior to CLI’s engagement in this project with the Steans Family Foundation, neither school engaged in Guided Reading and their literacy blocks did not include writing. Through the generosity of the Steans Family Foundation, CLI has implemented high-quality teacher instruction, student support, and pointed curricula that addresses literacy education.

Now coming into its 5th year, CLI will continue to build on the North Lawndale READS project at these schools. Our goal is to increase sustainability beyond the project’s scope so that students in the North Lawndale neighborhood can continue to receive the instruction necessary to read on grade level, a critical milestone associated with long-term personal and academic success.

A.D. HENDERSON FOUNDATION

STEADFAST SUPPORT IN SOUTH FLORIDA

A.D. Henderson Foundation is a tremendous partner for Children’s Literacy Initiative’s work in Broward County Public Schools (BCPS) in southeastern Florida. Founded in 1959 by the late A.D. and Lucy E. Henderson, the Foundation provided critical early support for CLI’s U.S. Department of Education’s Investing in Innovation (i3) Scale-up project in BCPS and regularly steps up to help CLI address local literacy needs. During the 2017-2018 school year, for example, the Foundation helped CLI provide nearly 6,000 high-quality children’s books to seven Broward County schools. This support allowed 140 kindergarten through 3rd grade classrooms to establish Home Lending Libraries, and helped each schools’ front office/reception areas establish “Book Nooks.”

Now as CLI expands its services in BCPS, A.D. Henderson Foundation is helping CLI transform a centrally-located elementary school into a Model School. By demonstrating effective literacy instruction, best practices for classroom culture, and methods for teaching students how to perform higher-order thinking about reading and writing, this Model School will serve as a professional development resource for educators throughout BCPS. CLI is grateful for A.D. Henderson’s generous, steadfast support.
CLI is grateful to the Selander Foundation for helping establish three state-of-the-art training rooms in its new National Headquarters in Philadelphia. The new facilities allowed CLI to hold more than 300 trainings last year for hundreds of early literacy coaches, pre-kindergarten and elementary school teachers, and administrators from across the country.

The new rooms offer ample meeting space filled with natural light, comfortable, ergonomic chairs and wheeled tables for flexible configuration. Two of the rooms are named in honor of our co-founders, Linda Katz and Pat Federman. All rooms are outfitted with high-resolution projectors, high-capacity data wiring, high-quality sound systems, and screens and monitors for presentations and video conferencing. The Pat Federman Training Room played an especially important role as CLI expanded its partnership with the School District of Philadelphia (SDP) to provide early literacy coaches in all 148 SDP elementary schools. The new Headquarters is conveniently located just half a mile from SDP’s administrative building.

Thank you to all of our partners – individual, foundation, corporate and government – for your commitment to transforming education for underserved students. You play a pivotal role in the continued growth of Children’s Literacy Initiative, helping us help teachers become the most impactful educators possible. As an organization devoted to building relationships between coaches and teachers, and teachers and students, we are honored to acknowledge our dedicated and generous supporters.
We are honored to recognize the following individuals and institutions for their generosity. Their support helps create positive, lasting change for teachers and students in under-resourced schools across the country.

More than $1,000,000
U.S. Department of Education
W.K. Kellogg Foundation

$500,000 to $999,999
Anonymous
Denver Public Schools Foundation
William Penn Foundation

$100,000 to $499,999
Allen H. and Selma W. Berkman Charitable Trust
Brook J. Lenfest Foundation
Cornerstone Foundation - Brad and Kate Vogt
Pew Charitable Trusts
PTS Foundation*
Sanderland Family
Steans Family Foundation
United Way of Greater Philadelphia and Southern New Jersey*

$50,000 to $99,999
A.D. Henderson Foundation
Claire and Jeff Black
Drexel University
Hamilton Family Charitable Trust
Powell Foundation
Summit Park East Associates
Temple Hoyne Buhl Foundation
Vert Charitable Trust

$25,000 to $49,999
Anonymous
Capital Group Companies
HEB Tournament of Champions
Charitable Trust
Joel and Sharon Koppelman
Lawrence J. and Anne Rubenstein Charitable Foundation
S. Albert Fund of The Philadelphia Foundation
Wells Fargo Bank

$10,000 to $24,999
Christian R. and Mary F. Lindback Foundation
Donley Foundation
Facebook
Mark and Lori Fie
Jeanne and Dov Haselkorn
Holman Automotive Group, Inc.
James P. and Brenda S.
Grusecki Family Foundation
Junior League of Houston
M&T Charitable Foundation
The Philadelphia Foundation/
Lillian Gest Memorial Fund
REAM Foundation
Adam and Sylvia Spector
Wells Fargo Government and
Community Relations Group

William and Sylvia Cohen
ConocoPhillips Charitable
Investments
Philo E. Cowen and
Sarah Corke
Daniel Doran
Dollinger-McMahon Foundation
EsinerAmper LLP
Adam Ernst
George and Mary Josephine
Hamman Foundation
Richard Gluck
Sara Beth Good
Governor’s Woods Foundation
Jessica and Quint Graham
Cory Haines
James Hasenmayer
Tim and Monica Heller
Lynn Hollyn
Megan and Luke Hotze
Illinois Tool Works Foundation
Alexandra and Zachary Inman
IntelliCents Inc
ITData Inc.
Jennifer and David Jacobs
William T. Johnson
Mary and Justin Klein
Kirkland & Ellis LLP
Lakeshore Learning Materials
Michael Warrens and Kathy Le
Richard and Julie Mahoney
Belinda Morgan
Gerald Moses
Paul and Karon Mueller
The Mark Bouzek and
Deborah Parks Charitable
Fund
NATCA Charitable Foundation
Network for Good
Nubro, Inc.
Edmund and Megan Pantuliano
Philadelphia Insurance
Companies
Philadelphia Phillies
Republic Bank
Jonathan and Alisha Risch
Richard L. Berkman and
Toni Seidl
Sahab Servaes
Susan and Tom Smith
Sandra and James St. George
Hamiit Stone

TisBest Philanthropy
Robin Tolbin
Leonard Trombetta
James Troyer
UPMC Health Benefits
Stephanie VanderLinden
YourCause, LLC
WAVIA

$500 to $999
Holly Snow and
Christopher Allen
Christopher Barlow
Bryan Briggs
Bryan and Elinor Buck
Karen Cheeseman
Eleanor Clark
Joni and Mark Croll
Exelon Corporation Employee
Giving/Match Program
Fidelity Charitable Gift Fund
Foley & Lardner LLP
Keith E. Frederickson
The Glenmede Trust Company
Davenger Publishing
Guilford Publications, Inc.
Heritage Planning Partners
Tyrone Howard
Houlihan Capital
IBM Employed Services Center
Julie and Richard Jaffe
Joshua Krieger
Jake Levin
John McDerrett
Joel A. Zarrow and Helen Nadel
Natalie Nuhn
Vladimir Ormond
Penn Children’s Center
Lilli Petruzzelli
Pfizer Foundation Matching
Gifts Program
Elizabeth Pilacik
Marc Shepard
Steven Sloan
Laura Stake
Roger W. Stube
Lori Taylor
Thomson Reuters My
Community Program
Peace Train
Beverly Walsh
Rob Wishnick
Jacqueline and Timothy Woolley

$100 to $499
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Stephanie Avioli
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Jennifer Bauman
Carol Bayens
Linda Becker
Susan Bergtraum
Reed Van Beveren
Jodi Blair
Peter and Marcia Bloom
Chara Bohan
Dennis Bonanni
Ricardo Bonvicini
Amanda Bowker
Brett Braddshaw
Robin Briggs
Thomas Clark
Kyle Brown
Robert Bulleit
Joe Byrne
Jeffrey Rowe and
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Peter and Norma Carter
Steven Caruselle
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Christine Mary Cayer
Kim Cermak
ChangeUp
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Michael Criss
Lois Cronholm-Netf
Anthony F. Scheurich
Julie A. Daraska

Thank you to all our donors for your generous support! We are honored to recognize the following organizations for their significant contributions to the Children’s Literacy Initiative.

A special thanks to the Chicago and Houston Advisory Boards who have supported CLI’s mission by raising visibility, working tirelessly to promote our mission, and securing vital resources for our Houston and Chicago programs.

By hosting events like Raise a Glass for Reading, our advisory board has not only provided invaluable ground-level support, but have allowed CLI to pursue its mission of helping students read on grade-level by 3rd grade throughout both Chicago and Houston.

Members of the advisory board come from a variety of backgrounds and assist our staff on the ground by raising critical awareness with individuals and corporate sponsors.

CLI is extremely grateful for our Houston and Chicago Advisory Boards and their hard work, tireless dedication, and outstanding ambassadorship.