

# reenvisioning literacy sowing seeds of change

---

Impact Report



# contents

## by the numbers

National Impact Data	06
Regional Impact Data	07

## regional spotlight

Sowing a Love of Literacy in Chicago	11
Reenvisioning the Joy of Reading in Philadelphia	14
Transforming Coaching with Compassion in Massachusetts	15

## community

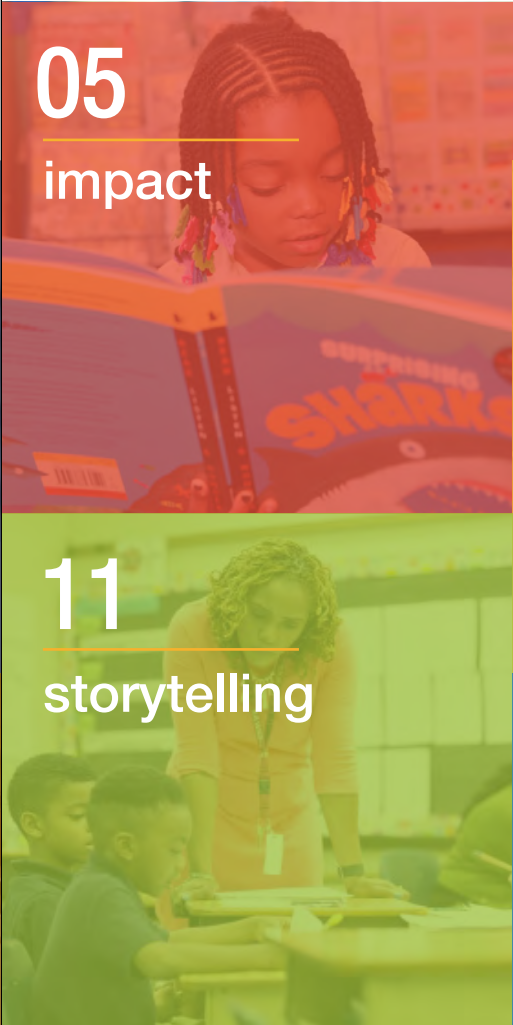
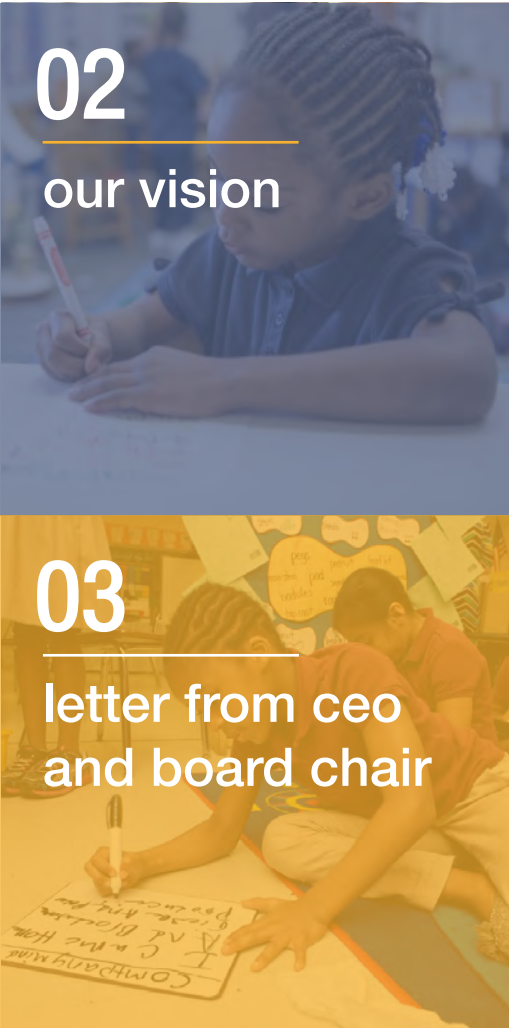
Message of Gratitude	19
Raise a Glass for Reading	21
Strong Belief and Loyal Support	23
Gates Foundation and Improving Pre-K	24
Music, Literacy, and a Passion for Change	25
The Ambassador and the Literacy Champion	26

## literacy tool

The Framework for Teaching and Learning	27
---	----

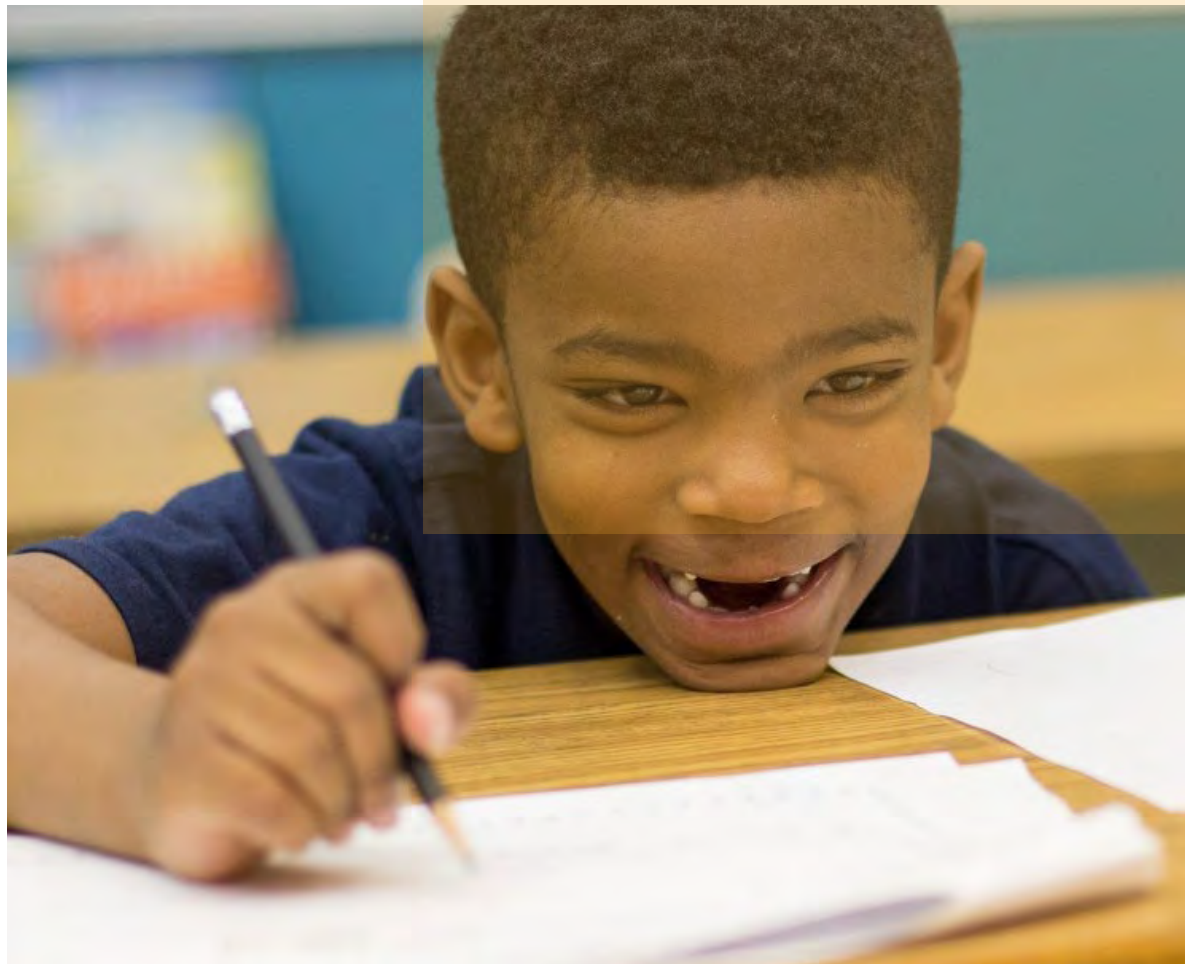
## leadership

Board of Directors	31
Advisory Boards	32



Visit [cli.org/impact-report-2022/financials](https://cli.org/impact-report-2022/financials) to see FY22 financial reporting.





“I am glad to see you addressing equity issues,  
which are at the heart of learning achievement.”

*Linda Katz*

Founder, Children’s Literacy Initiative

## our vision

Children’s Literacy Initiative seeks to dismantle structural racism by providing Black and Latinx children with the anti-racist early literacy instruction, support, and advocacy needed to create equity in education.

We are working towards creating a more equitable education system, one that promotes early literacy, cultural competency, and equitable outcomes for all students, particularly Black and Latinx students who have long been disproportionately isolated from the resources to obtain the education they deserve. CLI believes that literacy is a vital pathway to create lasting social change and foster a just and equitable society.

Vist [cli.org/our-new-mission](https://cli.org/our-new-mission) to learn more about our sharpened mission.

# letter from ceo and board chair

CLI is grateful to our community—school partners, philanthropic investors, and the wide body of stakeholders and volunteers who support our work. Because of your contributions, we continue to have profound impact on the literacy and educational experience of children, particularly the Black and Latinx children we serve.

The report that follows is a testament to the tremendous power of early literacy instruction, support, and advocacy that centers and celebrates children in the classroom. With this year's report we have transitioned from the traditional format to an impact report that focuses on outcomes, and the stories behind those outcomes. In the 2021-2022 school year, CLI served over 57,000 children, 3,100 educators, and 2,408 classrooms.

Over the past year, CLI has developed anti-racist early literacy training, coaching, and online teacher resources based on an instructional model that incorporates Culturally Sustaining Pedagogy (CSP). Integrating anti-racist CSP into instructional practice is integral to CLI achieving an enduring and positive impact for Black and Latinx children at scale. This integration ensures that our coaches and all our organizational leaders have the mindset and capability to be effective systemic change agents.

It is our collective belief that literacy is about more than reading books, it is the foundation of learning. Our access to language has significant impact on our quality of life and the accessibility of our dreams. Reading is an act of identity building and affirmation. It is a way to

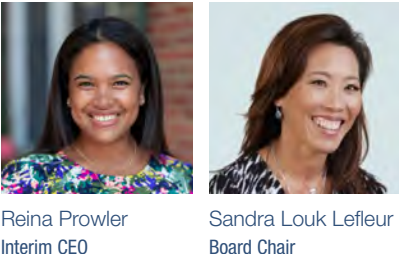
understand and question the world around us, and a source of joy. Our society's true strength rests on our educators' ability to help all children develop literacy proficiency in its fundamental purpose and holistic value. Our success lies in how we realize a world of equitably educated children who are transformative thinkers and world-changers.

When we teach children to read, we open a world of possibility. When we invest in children's literacy, we are investing in our children's futures - our collective future. We have chosen to be explicit in identifying ourselves as anti-racist, and we know we need to build a movement around providing Black and Latinx children with the instruction, support, and advocacy they need to propel them into lifetimes of abundant outcomes. Together, we are committed to reenvisioning literacy instruction and sowing seeds of change.

Join us in this movement.

  
Reina Prowler  
Interim Chief Executive Officer

  
Sandra Louk LaFleur  
Chair, Board of Directors







# impact

**im • pact** | \ im-’pakt

verb

to have a direct effect or impact on

**synonyms:** effect, influence, mark

## by the numbers

Children’s Literacy Initiative, in working with pre-kindergarten through fifth grade teachers, is transforming literacy instruction and early childhood education so that children learn to read as a powerful act of identity, agency, and cultural joy.

We accomplish this by providing (virtually or in-person):

- One-on-one 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 that endures over time.

“In working with teachers to improve instruction, developing a teacher’s instructional expertise impacts student learning and all the children taught over the course of a teacher’s career.”

– Reina Prowler  
Interim Chief Executive Officer

Contact a member of our Development Team to learn more about how you can have an impact on the next generation of leaders. [Click here.](#)

3171

Educators  
Served

2408

Classrooms  
Served

57469

Students  
Served

46777

Books  
Distributed

570

Books  
Reviewed

# regional impact

In the 2021-22 school year, CLI began integrating its new literacy framework and coaching model into its coaching content, leading to major impact in children’s reading attainment across every program offering. The impact data below tells a powerful story about the effectiveness of CLI’s enriched approach.



## philadelphia

Increases in schools’ growth rates reflect the high collaboration between CLI’s Early Literacy Coaches and school-based Literacy leads and principals. Deep and ongoing leadership engagement is key to advancing a robust ecosystem of support for educators in a school. For example, in a group of 116 Philadelphia-based, CLI-served schools:

96%

96% of schools CLI served saw an increase in the percentage of students performing at or above reading benchmarks between fall and spring.

15%↑

CLI advanced a 15-percentage point increase, on average, of the percentage of students per school performing at or above reading benchmarks between fall 2021 and spring 2022.

10↓

CLI-served schools saw a 10-percentage point decrease on average of the percentage of students per school in the highest reading support tier between fall and spring.

## chicago

Despite the unpredictable disruptions to our children’s learning, CLI has continued to support amplified reading outcomes. Student-level data from partnerships point to sustained growth in reading attainment, even during remote learning. In CLI-served schools in Chicago:

1½ yrs

Children receiving 4 days of 30-minute supplemental reading instruction saw improvements in up to 1.5 years of reading growth,

4+↑

Improvements in reading by 4 or more levels.

## broward

Although COVID-19 continued to disrupt in-person coaching and literacy instruction, CLI coaches are supporting teachers in their use of student level data to optimize lesson planning of curriculum, also helping them apply backwards planning to advance progressive and strong child learning outcomes. In CLI-served schools in Broward County Florida, on average, and across grades K-5, children saw:

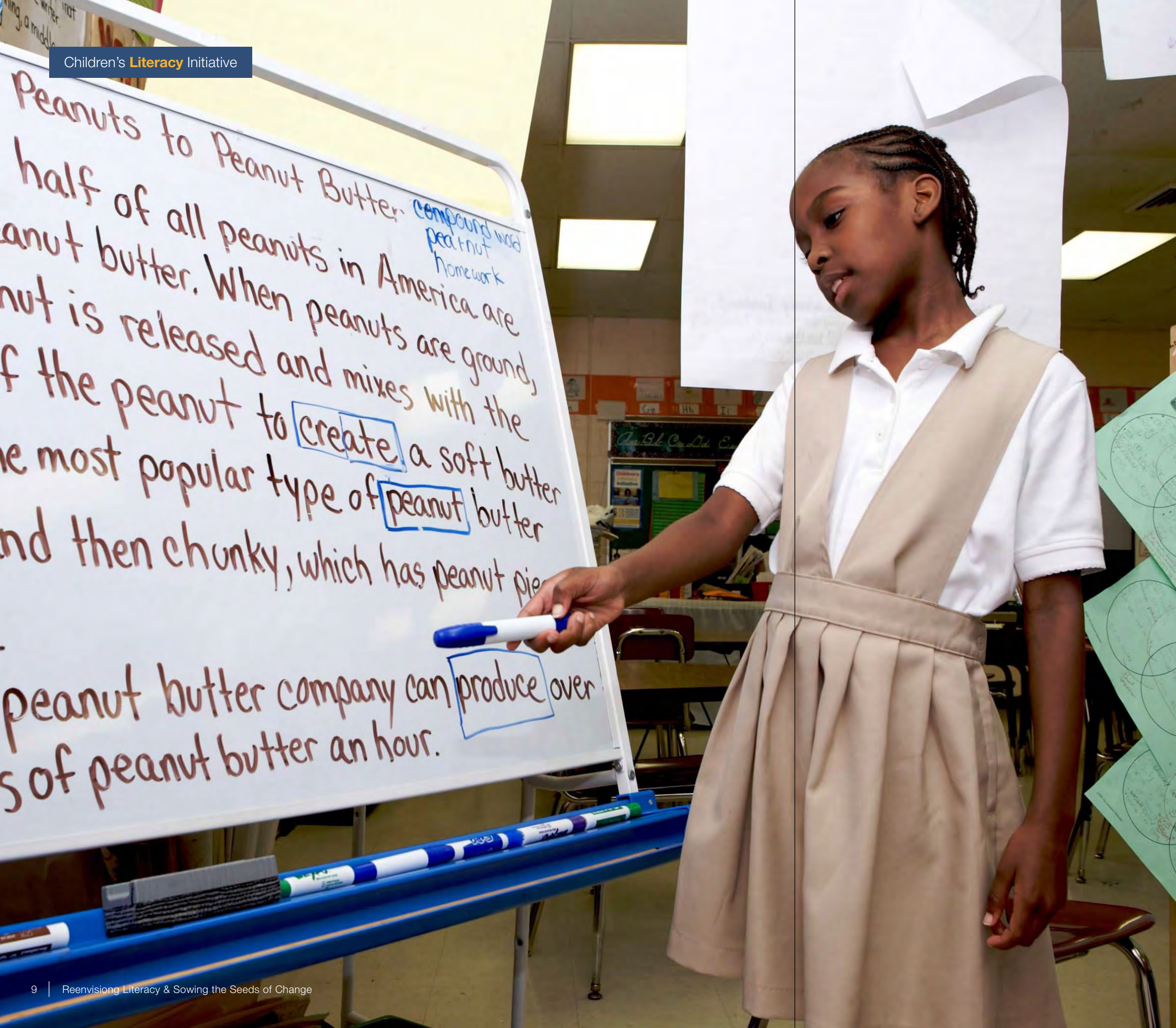
5 points↑

On average, child reading outcomes were 5 points higher for schools receiving CLI support teachers, than for non-CLI schools.

20-25%

20-25% gains in reading proficiency from the start to the finish of the school year.





It was a blessing to have a CLI coach this year especially considering the circumstances from the two years previous. [My coach] was a great help in improving my reading time with my students.

She modeled impactful lessons, and her willingness to listen to my concerns and give heartfelt suggestions was exactly “what the doctor ordered” to get through this challenging year. I say challenging because we got students that were home for two years and came back to school out of routine, and lacking skills.

I feel very fortunate to have worked with [my coach] to improve my guided reading groups and improve my confidence.

— Teacher at a CLI-supported school



Regional Spotlight

# sowing a love of literacy in chicago

Alisha\* sat in a first-grade classroom at Joseph Kellman Corporate Community Elementary School in Chicago. Day after day, this sweet and quiet girl listened attentively as her classmates shared during check-in time, but she didn't say much. Then one morning after all the children were done writing in their journals about a story from that day's read-aloud, the children had the opportunity to use their new crayons and markers to illustrate their writing and share their drawings.

This little girl who was once reserved and hesitant to speak became excited and enthusiastically talked about her picture with the rest of her classmates. Alisha found her voice through sharing her illustration and reading her writing aloud. This experience led to her sharing more during check ins and participating in book discussions, especially when she could share her illustrations. Alisha grew and flourished as a reader over the following months, improving four reading levels from where she started at the beginning of the school year.

This story sheds light on many children's experiences in the North Lawndale Reads program at Kellman this past school year. When teachers are given coaching and resources that support

the creation of inclusive, respectful, and affirming classrooms, it promotes positive self-identity so that children feel comfortable sharing their whole selves, including their cultures, languages, gifts, talents, and oral traditions. This creates an environment where children can thrive and it yields powerful results.

In the 2021-2022 school year, CLI Interventionists coached teachers on classroom culture and environment, helping them physically arrange their classroom and libraries to create positive learning environments. Interventionists coached teachers how to analyze assessment data to improve instruction, and those improvements led to exercises and activities like the one that helped that little girl.

By the end of the school year the number of children reading below grade level at Kellman declined by nearly half, and the number of children reading at a first grade level more than doubled. This is what is possible when you coach teachers to deliver early literacy instruction in a way where every child is seen and celebrated.

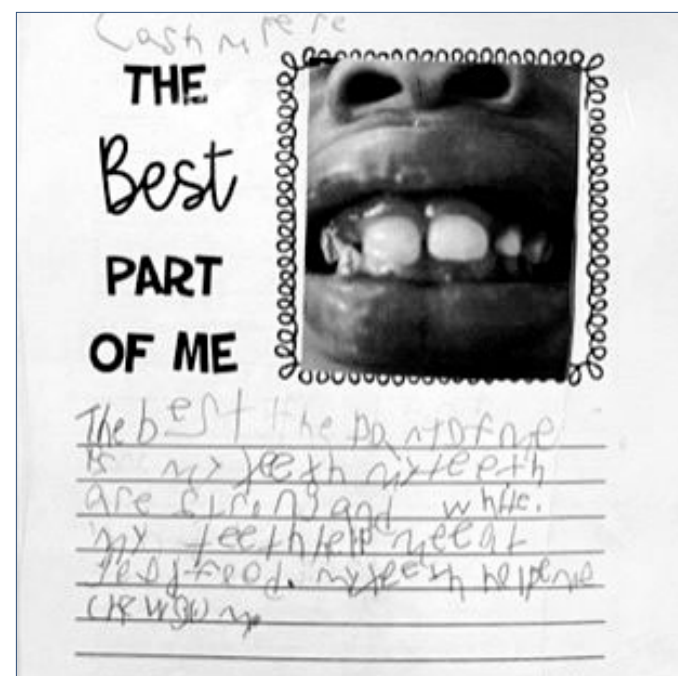
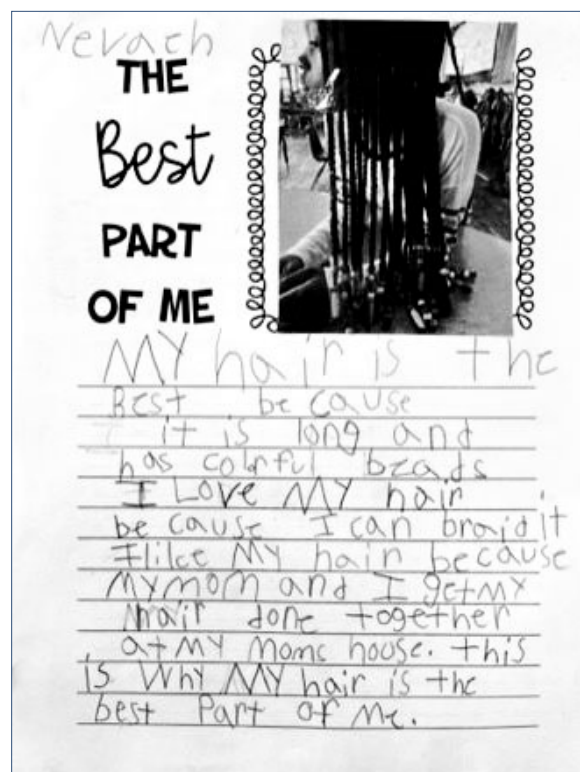
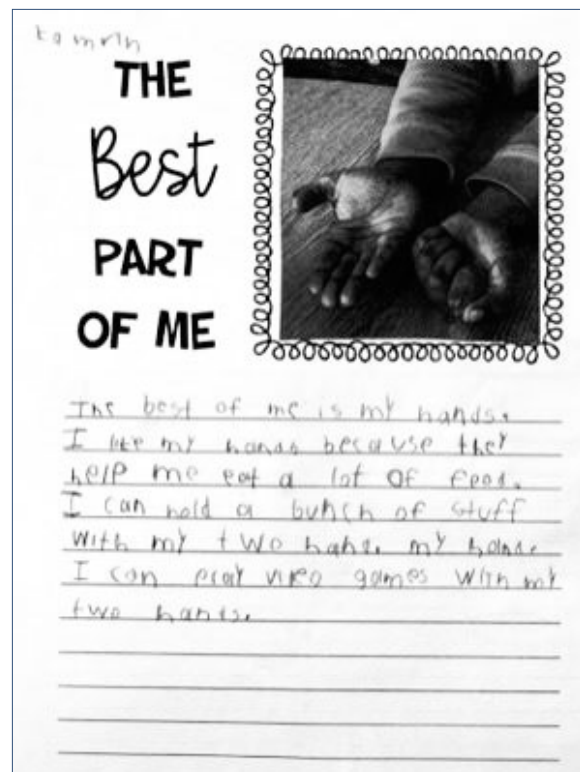
\*Name changed to protect the privacy of our students



Interested in learning more? Connect with Mary List, Executive Director of our school support center in Chicago.







## Regional Spotlight

# reenvisioning the joy of learning in philadelphia

As CLI's Early Literacy Specialist Jara Zwolak walked the halls at Benjamin B. Comegys School in the Kingsessing neighborhood of Philadelphia, she saw children's work featured at every turn. The displays outside each classroom are bursting with color, content, and connections.

The children at this elementary school are clearly being seen and supported through instruction that allows them to navigate their identity while being given an opportunity to connect with joy and hope. Jara knows that with the targeted support teachers receive from trained specialists like herself, the literacy instruction the children receive is not only cultivating and creating strong readers, but also helping them to develop a positive sense of self.

In one first-grade classroom, all the children know the eraser as "The Fixer," and that their teacher will reinforce excellence in their writing when working towards any objective.



Children are engaging with Wendy Ewald's book, "The Best Part of Me: Children Talk About Their Bodies in Pictures and Words," in a second-grade classroom. They are candid in sharing the best part of their physical selves while telling stories of identity, interest, and love for family.

Jara sees a child in a third-grade classroom exploring content through journaling, sharing his thoughts, ideas, and perspective.

In all these classrooms the same story is unfolding. Children are learning the power of words. They are learning that telling stories is an innately human experience that creates in us a sense of belonging and connects us with others.

connect with us



Interested in learning more? Connect with Michelle Allen, Executive Director of our school support center in Philadelphia.

>>



## Regional Spotlight

# transforming coaching with compassion in massachusetts

In Massachusetts, in addition to teachers receiving coaching, school leaders also engage in weekly leader coaching. While teachers are on their journeys with the CLI coach for their school, leaders are on their journeys with Lindsay Mangold, CLI's Partnership and Implementation Manager.

Lindsay has learned that to transform practice, coaches need to get to the root of their beliefs and the beliefs of their clients. They must ask themselves, "What is at their core that causes them to move in this way? Plan this way? Teach children this way? Defend this practice? What is at our own core that causes us to see things differently? How can we plan for success when our whole selves – all our experiences and beliefs – come to the table in every coaching conversation?"

Even with careful planning, these assumptions about teacher beliefs (developed through observations) are often incomplete, inconclusive, or sometimes flat out wrong. CLI's coaches shine in how they respond when this inevitably happens.

One day one of Lindsay's coaches came to her frustrated about one of her teachers.

The coach told Lindsay, "She's not ever talking to children. She isn't supporting her co-teachers. She is mad because she moved classrooms. She doesn't think she has to participate anymore. The children don't listen to her. She's angry and never smiling."

Lindsay used CLI's transformational thinking guide to walk through these observations with the coach. The guide explores what the coach is seeing, how it plays into what they believe and what they think the teacher believes, what emotions it could bring up, and then directs them on how to design their coaching accordingly.

Before consulting with Lindsay, the coach feared conflict, so she may have never brought her concerns to the teacher. She may also have done a surprise formal observation and given the teacher a "bad score." After walking through the problem with Lindsay, the coach decided to diversify her data and get to the heart of the teacher's beliefs. She ultimately brought the teacher together with her co-teachers so they could negotiate individual and shared classroom responsibilities as a team.



Lindsay Mangold  
Partnership and  
Implementation Manager



Interested in learning more? Connect with Michele LaCoursiere, Executive Director of our school and district work in Massachusetts.







CLI has strengthened my confidence and knowledge in the world of reading and writing. I am so thankful to have the coaching and training they have given me. I am a true believer in this program.

— Teacher at a CLI-supported school



Inspired by what you've seen and want to support CLI? Contact a member of our Development Team to learn more about how your philanthropic investment can advance our literacy mission. [Click here.](#)





Message of Gratitude

# fueling a movement: the power of collective philanthropy



Naimah Bilal  
CDO

Philanthropy as a practice is as old as humankind itself. For millennia people have given to others with the aim of providing resources to meet a wide spectrum of human needs – spanning the physiological (food, shelter, clothing) to the psychological (love, belonging, care).

Individual acts of philanthropy are powerful, each one making a profound difference and strengthening the social fabric which binds us all. But philanthropic action takes on transformative meaning when many individual altruistic acts converge around a shared goal and vision for change, shifting the deed of giving from an individual phenomenon to a collective fueling a movement.

Like most nonprofits, Children’s Literacy Initiative relies on the generosity of our contributors who give of their time, talent, treasure, ties, and testimony in support of our literacy and social justice mission. Our gratitude abounds for the 1,280 gifts (\$3.62M) we received this past year which exemplify the impact of collective philanthropic action aimed at equity in early literacy.

Taken together, these contributions have become greater than the sum of their parts, catalyzing many innovations and supporting the delivery of literacy coaching excellence in over 2,400 classrooms during the 21-22 school year.

An audacious path toward racial equity requires bold investment in early literacy, which centers, reflects, and affirms the identities of Black and Latinx children.

As you read on, we hope you are moved by stories of teachers and children teaching and learning and by the impact of CLI’s early literacy work.

Even more, we hope you are inspired to join CLI’s growing movement to reenvision reading instruction and create a world where every child can harness the power of literacy!

*Naimah Bilal*

Naimah Bilal  
Chief Development Officer



\$3.62M

philanthropic  
dollars raised

537

new  
donors

28

LIT Society  
Members

# generosity

gen • er • os • i • ty | \ je-nə-rä-sə-tē

noun

willingness to give or to share

**synonyms:** bigheartedness, philanthropy, unselfishness

# thank you

We thank you all—individuals, families, foundations, corporations and government entities—for your generosity and your commitment to transforming instructional practice and amplifying reading outcomes for the children CLI serves. You play a pivotal role in the continued innovation and growth of Children’s Literacy Initiative.

Welcome to all new donors. CLI celebrates everyone who made the decision this past year to direct their charitable giving—whether as a first gift, annual contribution, monthly recurring donations, or major gift—in support of its mission, work, and impact.

A special thank you to CLI volunteer leaders across the country, especially advisory board members in Broward County, FL and Chicago who have committed their time, talent, treasure and ties to promoting CLI’s mission and elevating its visibility.

*Donor lists are now only available to readers of CLI’s quarterly digital newsletter, The Read.*



# raise a glass for reading

Raise a Glass for Reading has been CLI’s signature event, starting in 2017, bringing together supporters to raise funds for programs that help teachers and students succeed and renew our commitment to creating equity in education.

In 2021, we began hosting the event virtually, sharing regional impact stories with a national audience. This year CLI expanded the celebration across an entire week coined Spirit Week. During RGR Spirit Week (May 16 – 19), CLI hosted three virtual events: an interactive Read Aloud, a fun Family Game Night, and the main fundraising event featuring a fireside chat.

New York Times best-selling author, writer, and poet Jason Reynolds was this year’s special guest featured in the interactive Read Aloud event, reading excerpts from his latest release, *Stuntboy, in the Meantime*.

Family Game Night was full of fun and activities for attendees. This event was perfect for children and families, as we played CLI Bingo, held a scavenger hunt, and shared in an arts and crafts activity. Game winners and participants received an autographed copy of *Stuntboy, in the Meantime*.

The final event focused on the incredible work of teachers and coaches across the country. CLI’s Associate Director of DEI Programming, Erica Plummer, sat down with Jason Reynolds to discuss the importance of affirming identities in children’s literacy, his writing process, and the value of quality teachers.

Thanks to the generosity of our supporters, we raised close to \$60,000 for children’s literacy. That support helps us reach more than 3,000 teachers and 70,000 students across six states. Special thanks to all the attendees and the CLI staff who worked hard to make this event happen.

3

Events Hosted

100+

Total Attendees

\$50K+

Dollars Raised

special thank you to our sponsors





“I have focused my support of CLI on Pre-K and early childhood because that is the critical foundation not only for reading skills, but also for instilling a love of reading.”

– Richard Gluck



#### Supporter Spotlight

## strong belief and loyal support

Richard Gluck has had a lifelong interest in childhood reading education. This is reflected in his creating an after-school tutoring program while in high school, and serving as a Peace Corps volunteer where he worked to develop an English as a second language curriculum in southern Africa. His strong belief in the value of reading for personal growth and economic success has inspired his loyal support of Children’s Literacy Initiative for over 10 years.

Richard’s late wife, Meehee, and some of her close friends were introduced to CLI’s founder, Linda Katz, in the early 2000s when CLI was first trying to obtain funding to scale up its operations. “We helped to fund a pilot program in the DC public schools that was independently evaluated in a published report,” he shares as he reflects on their early support of CLI. “The positive outcome of that trial and report supported CLI’s first successful grant application to the Department of Education, and that grant, in turn, helped to launch CLI on a dramatic expansion of its programs.”

Although Meehee passed away in 2011, Richard has continued to support CLI and follow its development, innovation and growth. Richard adds, “From the beginning we saw the potential to expand the scale of CLI from its roots in Philadelphia to other cities and schools. It has been most gratifying to see CLI continue to grow from those modest beginnings, and to produce measurable, tangible results year over year.”

Richard continues to find the quality of CLI’s teacher training programs impressive and describes with appreciation the illustrations and text in the books that he has seen being used in early grades, “I wish they (the books) had been available when I was teaching my own children how to read!”

#### Supporter Spotlight

## the bill & melinda gates foundation and improving pre-k

The Bill and Melinda Gates Foundation has awarded CLI a grant to develop and refine a culturally responsive pre-kindergarten curriculum audit tool in partnership with the Center on the Ecology of Early Development (CEED).

The audit tool, created by renowned scholars Drs. Stephanie Curenton and Ximena Franco also from CEED, is being designed to ease decision making for early childhood center leaders, parents, teachers, community members, education policy makers and program administrators when selecting and adopting a Pre-K curriculum.

Our curriculum audit tool ... can make a difference in young children’s school experiences by ensuring that classrooms are spaces where children can see themselves represented in the curriculum.

– Erica Holmes-Ware  
Chief Academic Officer

The tool will provide insights as to the extent to which Pre-K curricula, particularly the language and literary resources, are culturally responsive, anti-bias and anti-racist, and inclusive of the strengths and intersectional identities that Black and Latinx children bring to the classroom. Additionally, it will help early childhood programs and schools identify improvement plans for curricula currently in use.



“The early childhood field has been a leader for decades in curricula and professional learning related to anti-bias. I am thrilled to be one of the scholars taking up this mantle again by creating tools to help the field measure how well we are doing this work. Our curriculum audit tool, along with classroom quality measures that focus on racial equity like the Assessing Classroom Sociocultural Equity Scale (ACSES), can make a difference in young children’s school experiences by ensuring that classrooms are spaces where children can see themselves represented in the curriculum,” says Children’s Literacy Initiative’s Chief Academic Officer Erica Holmes-Ware.

CLI is grateful for this partnership that aligns with the Bill & Melinda Gates Foundation’s Early Learning strategy aimed to increase kindergarten-readiness for Black and Latino children and children experiencing poverty, with the goal of ultimately increasing children’s likelihood of meeting Grade 3 benchmarks that are predictive of academic and later-life success.



# music, literacy and a passion for change

The collaboration between Jeff Coffin (saxophonist of Dave Matthews Band) and NYC trumpeter Augie Haas happened quite organically. Jeff and Augie had known each other for years, given that they are both musicians. Yet it was not until recently, in the early days of the COVID pandemic that they discovered that the other had written a book for children. Augie soon volunteered himself as illustrator for Jeff. According to Jeff, because of their friendship and shared wacky sense of humor and creativity, they found that they worked really well together. And so the children’s book, *The Rabbit, The Carrot, The Crow, And The Quarry* was born, and their relationship with Children’s Literacy Initiative began not long after.

“Augie and I discovered CLI online,” Jeff explains as he shares why they chose to donate a portion of every sale to CLI. “We were looking for a great place to donate money from the sale of our books and wanted a place that was dedicated to literacy and focused on educating young people,” he continues. “I reached out and they told us about what CLI does and their vision for the future...we were in!”

Jeff describes himself as having been a voracious reader as a kid and recalls the excitement of being able to turn a page of EB White’s *The Trumpet of the Swan* (where he first learned of Louis Armstrong), books about his favorite sports heroes like Bobby Orr, and many others.

“Literacy is the very foundation of all learning and the pathway to liberation for every human being. This is the statement of purpose on CLI’s website and I couldn’t agree more! Literacy is at the core of all education (even music),” he continues. “We owe it to children to teach them to read and to be inspired by others’ words, ideas, perspectives, and creativity.”

“Reading unlocks the imagination and opens doors to previously unimaginable worlds. What better gift is there to give?”

– Jeff Coffin



# the ambassador and the literacy champion

In spring of 2022, CLI announced Jason Reynolds as the official Literacy Champion for its national Literacy to Liberation campaign.

Reynolds, a #1 New York Times Bestselling author, and three-year Library of Congress Ambassador for Young People’s Literature, is being featured in public service announcements and the digital fundraising campaign, which highlights the need for funding to support CLI’s work supporting educators as they advance literacy attainment for Black and Latinx children.

“High-quality culturally sustaining instruction is the most critical enabler of the reading successes of Black and Latinx children - who have long been disproportionately isolated from literacy instruction that – like so many of my books - reflects their identities, genius, and potential,” says Reynolds.

“With a newly sharpened mission, CLI is thrilled to build awareness of its newest phase of impact in partnership with Jason Reynolds”, said Joel Zarrow, then CLI’s president and CEO.

“We are so grateful to Jason for his advocacy for our mission and work with educators and Black and Latinx children,” Joel went on to say. “He will no doubt help CLI put a spotlight on the vital importance of supporting educators in their delivery of instruction that amplifies their reading success.”

Reynolds’s highly acclaimed books include *Stamped*, *Stuntboy*, *Miles Morales Spider-Man*, *As Brave As You*, and *All American Boys*.



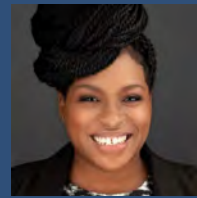
# the framework for teaching and learning

Children's Literacy Initiative's culture of innovation and continuous improvement is reflected in the methods in which technology has empowered our mission. During the pandemic, that technology was evidenced in the way CLI seamlessly pivoted to serve the needs of partners, educators and children as classrooms closed and learning transitioned online.

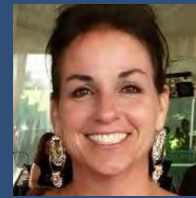
Today, CLI is pioneering new territory as we aim to tell new evidence-based stories about the impact of high-quality culturally responsive teaching on a child's literacy journey. To enable this journey and measure success, we are creating durable data-driven systems powered by technology that will help us track, accelerate and drive improvements in both CLI coaching and teacher practice and child reading outcomes across CLI partnerships.

The foundation to this is a new framework for teaching and learning, which represents an equitable and culturally sustaining vision for literacy instruction. It guides our work by focusing on the instructional core and culturally sustaining pedagogies, while focusing our attention on the most important levers for instructional improvement—the teacher, the content, the children, and the interactions among all three.

In alignment with this framework, CLI's new coaching app will help us to expand our understanding of how improvements in a teacher's reading instruction leads to the extraordinary reading outcomes for children that we are able to report year after year.



Erica Holmes-Ware  
CAO



Caryn Henning  
Managing Director of Content  
Development and Program Design



Providing coaches with a system for single-site entry for key teacher instructional data, and with ready access to student learning and teacher practice data, the app will enable coaches to collect, organize and use these data sources to drive and support their coaching practice. It will also help CLI ensure that children are getting the thoughtful, rigorous instruction they deserve and generate rich insights that CLI can share with internal teams and school partners for continuous improvement.

Four questions that are at the core of CLI's new coaching app:

- Do children have access to high-quality, culturally sustaining texts and materials that are aligned to the standards and meet grade-level expectations?
- Do children have access to the excellent tier one instruction foundational to their experience of school?
- Do children have opportunities to share and build their gifts while learning from and building on the gifts of others?
- Does the classroom environment meet the learning needs of all children and support them in extending learning and leadership beyond the lesson and classroom?

“Ongoing investment in technology has been fundamental to CLI developing and implementing this coherent strategy for data collection and use across the organization and in telling CLI's stories of impact. Embarking on this next technological phase will be critical for CLI's organizational learning, sustainability and growth.”

– Caryn Henning

Director of Content Development  
and Program Design





With all the resources and coaching presented by my CLI coach, I was able to use different strategies and modalities to teach my students strategies to become fluent readers, and their comprehension enhanced. It has been an awesome experience to see my children blossom into reading, enhance their reading, and with guided reading lessons, close reading gaps.

– Teacher at a CLI-supported school

Inspired by what you've seen and want to support CLI? Contact a member of our Development Team to learn more about how your philanthropic investment can advance our literacy mission. [Click here.](#)



# board of directors

Name	Board Title	Position	Employer
Sandra LaFleur	Chair	Director, Social Change Initiatives	Miami Dade College
Gerald Mosely	Vice-Chair	President	CP&P Development, LLC
Victoria Raivitch	Treasurer	Principal	CliftonLarsonAllen LLP
Mary Klein	Secretary	Retired Educator	
Richard Berkman		Of Counsel	Dechert LLP
Henri Crockett		Co-Founder & President	Crockett Foundation
John Bonow		Managing Director & CEO	Public Financial Management
Nelson Flores		Associate Professor, Educational Linguistics Division, Graduate School of Education	University of Pennsylvania
Frank Gettridge		Executive Director	National Public Education Support Fund
Steve Piltch		Senior Fellow Director, School Leadership Program	Graduate School of Education University of Pennsylvania
Lori Taylor		Senior Counsel	Foley & Lardner LLP
Jacqueline Woolley		Attorney & Counselor at Law	The Ezold Law Firm, P.C.
Reina Prowler		Interim CEO	Children's Literacy Initiative

# advisory boards

## chicago

### Ken Bigger

Senior Fellow, Center for the Future of Libraries - American Library Association

### John Croll

Solutions Delivery Manager, Illinois Tool Works

### Duane B. Davis

Executive Director K-12 Initiatives, University of Chicago  
Chicago Director, My Very Own Library

### AJ DeLeón

Co-Founder & CEO, Innovare

### Jurema Gorham

Executive Director, Burst into Books

### Holly Snow

Partner Paul Hastings

### Palak Vora

Data and Business Analyst, Citrus Innovations

## broward

### Evan J. Goldman – Chair

Vice President, Community Planning and Government Relations, Jewish Federation of Broward County

### Kevin Johnson – Vice-Chair

President/CEO, Johnson Management Group & Host, Life After Sports Podcast

### Marc Harris – Secretary

CEO, ProbateCash

### Lauren M. Alperstein

Associate, Boies Schiller Flexner

### Rachel Danzig

### Renzo Ferro

Vice President, Account Management & Operations, L2L Marketing & Communications

### Heather Gray

Vice President - Treasury Solutions, Truist

### Primrose Humphries

Licensed Mental Health Counselor, Culmer Counseling Services, LLC.



Impact Report  
**2022**

---

Non-Profit Org  
U.S. Postage  
**PAID**  
Southeastern, PA  
Permit No.239

### Children's Literacy Initiative

990 Spring Garden Street  
Suite 400  
Philadelphia, PA 19123


215.561.4676

[cli.org](http://cli.org)

[info@cli.org](mailto:info@cli.org)

 @cliupdates

 @cliupdates

 [company/childrens-literacy-initiative](https://www.facebook.com/company/childrens-literacy-initiative)

 [childrensliteracyinitiative](https://www.linkedin.com/company/childrensliteracyinitiative)

