

Inspiring a Lifelong Love of Literacy



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Literacy is the very foundation of all learning and the pathway to liberation for every human being.

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Vist cli.org/impact-report-2023/financials to see FY23 financial reporting.

OUR VISION

Children's Literacy Initiative seeks to dismantle structural racism by providing Black and Latinx children with the antiracist 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.

Visit cli.org/our-new-mission to learn more about our sharpened mission.



LETTER FROM CEO AND BOARD CHAIR



Dr. Diana Greene
CEO



Sandra Louk Lefleur
Board Chair

We are thrilled to share our Impact Report for fiscal year 2023. It is a true celebration of the past year and 35 years of CLI's work to empower children, educators, and communities through literacy. This report highlights the remarkable progress we've made this year in our mission to instill a lifelong love of reading in Black and Latinx children.

First and foremost, we want to express our heartfelt gratitude to our school partners, philanthropic investors, and all the volunteers who support us. Your contributions have made an incredible impact on the lives of the children we serve. With your help, we were able to reach and support over 16,468 children, 2,456 educators, and 781 classrooms.

This past year, CLI worked with teachers, school leaders, and district leaders to diagnose and strengthen early literacy instruction so that every child we served could experience mastery, success, and the freedom to shape their own future. We are equipping and empowering educators with skills that will endure, allowing CLI to touch the lives of every student they teach over the lifetime of their careers. This is an impact that is sustained long after CLI coaching and training are complete.

We believe that literacy is the foundation of lifelong learning and a powerful tool for understanding and questioning the world around us. If we don't educate our children, we risk our democracy, and we risk our ability to live up to our country's potential.

Literacy provides children with mirrors into themselves and windows into worlds of possibility. CLI is dedicated to providing literacy instruction that liberates children, inspires them to dream bigger, and empowers them to be their most authentic selves. We're firmly committed to creating a world where all children have access to equitable education, and where they're empowered to become transformative thinkers and world-changers.

Our report is a testament to the incredible power of culturally sustaining early literacy instruction, support, and advocacy. We are excited to enter this next phase of impact at this critical time in education. We hope that this report will inspire you to join us in building a lasting legacy of literacy and empowerment for generations to come.

Dr. Diana Greene
CEO

Sandra Louk LaFleur
Chair, Board of Directors

DRIVING IMPACT FOR CHANGE

Working with pre-kindergarten through fifth grade teachers, CLI 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 on 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.

By the Numbers

6 Regions	8 Districts
781 Classrooms	124 Schools
1,358 Educators	1,098 Teachers
249 Adminstrators	16,464 Students

We value the feedback from the teachers, principals, and educators we partner with. Educators must feel empowered and equipped with the necessary tools, resources, and knowledge to drive impactful change in classrooms, schools, and districts. CLI's project surveys provide insight into how we are building teacher and leader capacity.

2023 School Year Training Survey

91%

respondents agreed that CLI trainings will positively impact their planning and instruction.

90%

respondents agreed that CLI trainings will positively impact their students' literacy skills.

2023 School Year Teacher Survey

84%

responding teachers agreed that CLI coaching has had a positive impact on their professional development.

89%

responding teachers agreed that CLI coaches help promote a classroom that is inclusive, respectful, and affirming.

2023 End-of-Year Principal and Director Survey

100%

responding instructional leaders said that they were satisfied with CLI-facilitated leadership team meetings.

100%

responding instructional leaders said that they were satisfied with CLI-facilitated walkthroughs and Learning Walks.



CLI has helped my students' literacy learning this year by providing me with a wonderful CLI Coach. She has supported my students and me a lot this year. One student in particular, who was struggling to read and was on a beginning kindergarten level, has made great progress this year.

[She] provided many phonics/phonemic awareness activities for me to use with this student. She also modeled small group lessons and visits my class every Tuesday. She has established a rapport with my students, particularly the student who was struggling to read. She would take the time to bring her to the school library each week to choose books on her level.

Thanks to [her], this student is making progress, reading on a first/beginning second grade level, and writing responses to comprehension questions, which she wasn't able to do before.

Teacher at CLI-supported school

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.](#)

A NEW LEADER, A RENEWED COMMITMENT

We are proud to announce Dr. Diana L. Greene as the organization's next Chief Executive Officer (CEO). Founded in 1988 by former librarian Linda Katz, Children's Literacy Initiative is a nonprofit organization with more than 34 years of experience developing the instructional strengths of educators and leaders in pre-k – grade 6 schools in order to amplify and sustain powerful learning outcomes for children.

Dr. Greene has served in public education for over 37 years, previously holding roles as a classroom teacher, school principal, and, most recently, serving as the Superintendent of Duval County Public Schools (DCPS), the 20th-largest school district in the nation.

A champion of children, families, and educators, Dr. Greene oversaw many transformative changes at DCPS. She increased and maintained the district's highest graduation rates over her five-year tenure, removing all schools from the state's turnaround list, while cutting the number of low-performing schools by more than half and leading the transition to remote learning during the COVID 19 pandemic. Dr. Greene successfully led the passage of two voter referendums, raising more than \$2 billion over 15 years to replace and repair school buildings and increase teacher compensation.

With a deep commitment to social justice and racial healing, Dr. Greene also oversaw the renaming of six Duval County public schools that honored Confederate leaders. Dr. Diana Greene concluded her exceptional tenure as one of only a handful of Black women in the country serving as superintendents of large school districts. Recently, the Jacksonville Public Library unveiled the Dr. Diana Greene Children's Reading Place, a literacy center located on its main campus, in recognition of Dr. Greene's contributions as DCPS superintendent and her passion for literacy.



Source: TEDxJacksonville



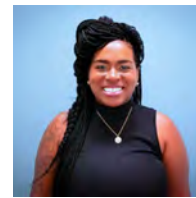
"Following an extensive national search, we are thrilled to have Dr. Greene lead CLI into its next phase of impact," stated Sandra Louk LaFleur, Chair of the Board of Directors at Children's Literacy Initiative. "CLI advances work at the intersection of professional learning, literacy, and equity, all aimed at enhancing children's learning journeys and reading outcomes in collaboration with our school partners. Dr. Greene's exceptional leadership expertise at the school district level, her unwavering dedication to childhood literacy, acumen in resource development, and profound commitment to equity in education will propel CLI forward in fulfilling its mission at a most vital time in the field of education."

"As I embark on my next chapter in the journey to empower educators and children, joining CLI is a tremendous honor," said Dr. Diana L. Greene, CEO of Children's Literacy Initiative. "Now, more than ever, it is crucial to prioritize high-quality professional learning support for teachers and ensure that children receive the effective, joyful, and culturally responsive literacy instruction they deserve. I am thrilled to join an organization that places such immense importance on equity and evidence-based learning, and the Science of Reading, and eagerly anticipate collaborating with school and district partners nationwide to collectively build and sustain powerful learning communities."

EVOLVING AND ADAPTING: LEARNING TOUR FOUNDATIONS

Last year, we reached a pivotal point in our organizational journey, embarking on a project to develop a crucial component of our educational framework: the “Foundations” page. This initiative was not merely about keeping pace with the latest findings in children’s literacy research. It was an expansive effort to comprehensively understand the diverse facets of teaching and learning, integrating various critical perspectives. Our goal was to create a tool to assist teachers, coaches, and school leaders in assessing the current state of early literacy instruction and instructional practices, aligning them with their vision for culturally relevant and sustaining pedagogy, affirming identities, and antiracist literacy instruction.

Our journey took us to various locations, including Broward, Boston, Chicago, Philadelphia, and Northern New Jersey (NNJ). These visits were integral to our mission of empowering stakeholders to make data-driven decisions to foster the growth and development of teachers. Our focus was on improving instructional practices and creating classroom cultures and experiences that affirm and uplift students. We aimed to continue developing a tool centered on teacher coaching and development.



Erica Holmes-Ware
Chief Program Officer



I loved the support and resources shared ... through CLI. I loved [the] many lessons and planning I was able to do this year. I have to say that the book tasting idea that my coach introduced me to was one of my favorites. She was supportive and flexible with my crazy schedule. I truly appreciate her candor and sweet disposition. She made this year so pleasant.

Teacher
CLI-supported school

Engaging with parents and caregivers was a central aspect of our approach. We recognized their crucial role in shaping a child’s learning environment and sought their insights on the educational process. Understanding their perspectives on developmental needs and their aspirations for their children’s literacy experiences provided us with invaluable viewpoints often overlooked in traditional educational frameworks.

Another key component was our in-depth engagement with teachers. As primary educators, their insights are crucial. We explored their experiences in teaching and learning within their specific school environments, including both their successes and challenges. These discussions were vital in identifying the support teachers need to provide excellent literacy instruction. By understanding their challenges, we could tailor our framework to be more effective and supportive.

Our efforts to gain a holistic understanding led us to visit classrooms across all our markets. These visits allowed us to observe the current state of teaching and learning, focusing on understanding the developmental needs of students and the necessity for Diversity, Equity, and Inclusion on school campuses. These experiences provided us with a comprehensive view of the educational landscape and the diverse needs across different regions and demographics.

[See how we are improving literacy instruction.](#) Connect with a CLI team member today to learn more about our work and how we are transforming classrooms for equity. →

Interviews with students were enlightening, offering direct insight into their experiences and perspectives on teaching and learning, as well as their hopes and dreams for their classroom experience. This student feedback was invaluable in assessing the effectiveness of current teaching methods and identifying areas for improvement.

Our comprehensive approach involving engagement with parents, teachers, classroom visits, and student interviews enabled us to gain a rich, multi-dimensional understanding of the educational landscape. This understanding has been instrumental in shaping our Foundations page, ensuring that it is not just theoretically sound but deeply rooted in the real-world experiences and aspirations of those involved in the educational journey. Our ongoing aim is to continually evolve and adapt our approach to remain at the forefront of educational excellence and relevance.





Mary List
Senior Executive Director

NORTH LAWNSDALE READS INITIATIVE

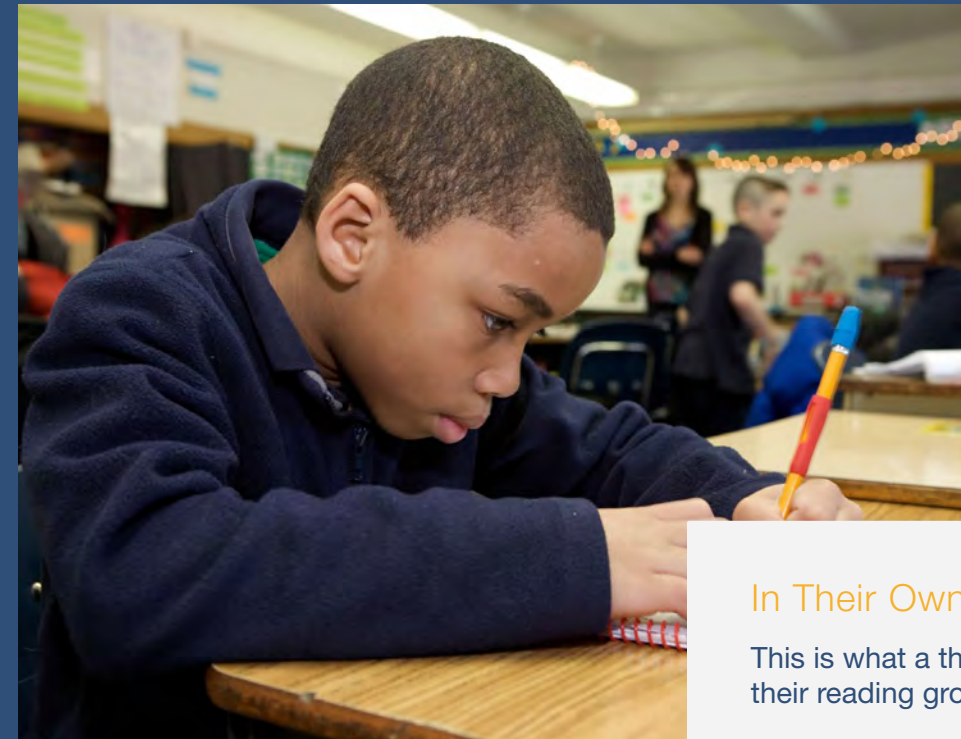
In our final year supporting the North Lawndale Reads Initiative, CLI has exceeded all expectations, showcasing remarkable progress and achievements. The data speaks volumes, highlighting the undeniable positive impact of our interventions and instructional strategies on children's reading growth and performance. This resounding success firmly affirms the effectiveness of our implemented approaches.

A standout achievement is the substantial overall growth in children's reading levels. Among consistently present students at both Sumner and Kellman, the average increase surpassed an impressive 4 reading levels, surpassing our initial goals.

Moreover, the data emphatically underscores our success in meeting grade-level expectations. The notable rise in the percentage of children scoring within their grade band at the end of the year, compared to the beginning, is a testament to the efficacy of our interventions and instructional support. This positive shift is evident across all subgroups, demonstrating our ability to not only meet but exceed grade-level expectations.

CLI's 4-day model for supplemental literacy instruction, known for its rigor, has made a discernible positive impact. The substantial growth observed in children this year reinforces the effectiveness of CLI's culturally-sustaining approach to supplemental literacy instruction.

Specifically, Kellman saw an impressive 53% of second-grade children and 47% of third-grade children meeting or surpassing grade-level expectations. In contrast, Sumner had 14% of second-grade children achieving this milestone. These figures underscore the effectiveness of our interventions and instructional support in propelling children toward grade-level success.



In Their Own Words

This is what a third grader had to say about their reading growth this year:

My scores went up in reading, and I can read longer books now. I've been working hard and never give up. Spelling has gotten better because you taught me how to break words apart and sound words out. I never knew how to spell long words. Now I can. I got the most improved reading award in my class this year and that made me proud of my progress in reading and writing. I feel more comfortable reading and writing in class because teachers can help me a lot more than parents.

My mom is always at work, so nobody can help me. I learned how to make a movie in my head when I am reading longer books and that way, I can remember what I read. I also tap words out that I don't know when I read or write. I want to be an all "A" child next year. I need to keep working on my reading and writing and come to school every day.

Interested in learning more? Connect with a CLI team member today to learn more about our work and how we are transforming classrooms for equity. →



Lindsay Mangold
Partnership and
Implementation Manager

SUPPORTING EARLY CHILDHOOD IN MASSACHUSETTS

We have many goals for the impact of our early childhood work in Massachusetts. We want to equip directors with the skills of a coach so they can lead and develop their staff. We want to improve data systems at centers to support program quality. We directly support educators so they develop the skills to run affirming, engaging, and inspiring days for children. A big part of these goals is implementing a meaningful, connected curriculum.

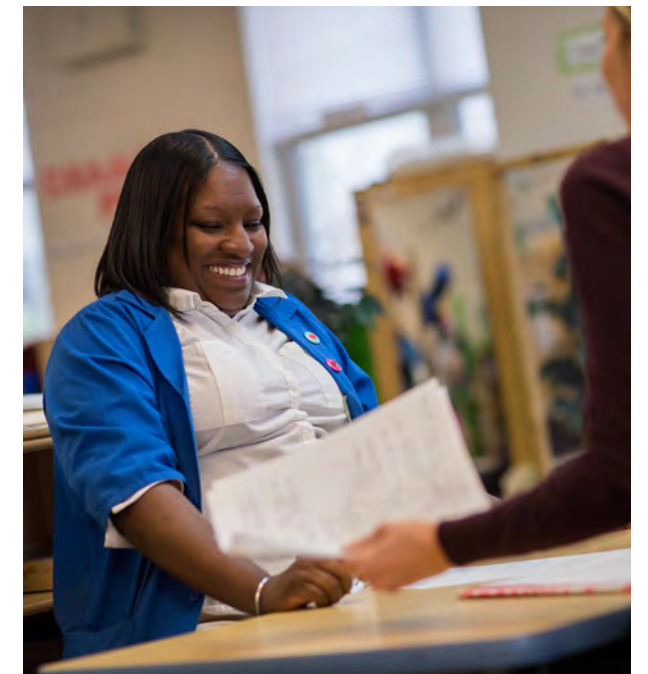
When we talk about curriculum in early childhood, we always run into the question of what to do around seasons and holidays. These are the hallmarks of early childhood curriculum as it has been implemented for generations. Some families look forward to sending their children in costume on Halloween, receiving handmade Christmas gifts, and preparing valentines to be sent to school.

Challenging seasons and holidays can challenge the very core of many leaders' and educators' reasons for entering early childhood careers in the first place. Even so, as an anti-racist organization, the questions remain. How do curricular and community activities based on seasons and holidays include, affirm, and celebrate all families? Who gets left out?

While all centers grapple with these questions as they navigate curriculum leadership in holiday months, one center has transformed its thinking around inclusionary and culturally affirming curriculum. With the support of the CLI coaching team, the leaders honed their vision for curriculum, deciding that "it is not in the best interest of ALL of our students to include religious celebrations in our daily curriculum." This decision was not taken lightly. Over many staff meetings, surveys, and months of planning, the leaders worked to hear and align with their staff on the decision. They spoke with families and brainstormed other ways to gather, including outside visitors, and still create open spaces for all children to share about special traditions happening for them throughout the year.

This past Halloween was the first holiday where the center had to navigate its new curriculum decisions. Change management is complicated and imperfect. The team at the center communicated their vision, spent hours thinking about and responding to families' questions and concerns, and held open office hours to discuss the shift. The thing they kept returning to in discussion after discussion was the question: Who are we and what do we value?

This is the power of transformational coaching. It is not the role of CLI to impose thinking or facilitate one behavior change. Our support helps clients dive deep and really consider who they want to be and the kind of school they want to lead. From this, a clear vision and set of values helps drive the rest of the difficult decisions coming next. If we clearly see our values around anti-racist, inclusive, and affirming experiences for children, then we equip educators and leaders to take the actions that live those values again and again.



Interested in learning more? Connect with a CLI team member today to learn more about our work and how we are transforming classrooms for equity. →

BUILDING BRIDGES: FOUNDATIONAL SKILLS FOR EARLY LEARNERS



Nicole Unegbu
Partnership &
Implementation Manager



No one can deny the impact that COVID has had on our society. One of the most salient areas of impact is the literacy development of young learners. As COVID necessitated an emergency shift to distance learning, educators across the country embarked on a steep learning curve with new instructional technologies and methodologies overnight. Simultaneously, social inequalities increased barriers to effective instruction—such as access to internet or technology devices for many Black and Brown students during this time.

As a response to the continued impact of the pandemic, in the fall of 2022, literacy coaches in Portfolio 1 began developing coaching plans with teachers and school leaders to address foundational skills knowledge with the earliest learners. Teachers and leaders alike expressed concern over how to meet the diverse needs of early literacy development in large and small group settings. Assessments and observations demonstrated foundational skills needs, especially for those whose first school experiences coincided with the COVID-19 pandemic.

At one partner school, Morrison Elementary, teachers received one-on-one and small group coaching around curricula new to the school to specifically address students' phonological awareness and phonics development. Under the facilitation of the CLI literacy coach, Morrison teachers also collaborated in weekly Professional Learning Committee (PLC) meetings to develop a new framework for foundational skills-focused small group instruction, using materials designed to bridge the phonics and shared reading curricula in the school.

The impact of the CLI-Morrison collaboration to redress foundational skills had a tremendous impact on students, nearly tripling the number of second-grade students scoring "At or Above Grade-Level" on the foundational skills benchmark tests. One teacher marveled, "Coaching helped me to use data to drive instruction by analyzing my students' performances, which guided my instruction on who needed more support, reinforcement, or who would benefit from having enrichment lessons."



"It gave me true feedback on how many of my students were understanding the lesson." Another teacher exclaimed, "[CLI coaching] helped us create a smart structure for small group instruction with predictable routines. [It] made planning easy and learning automatic!"

At another partner school, Frederick Douglass Mastery Charter School, the CLI literacy coach supported the K-2 team as they shifted small-group instruction to include a targeted opportunity to practice systematic phonics with apprentice teachers and address areas of phonological awareness development with the classroom lead teacher.

In one kindergarten classroom receiving coaching, the teachers saw a 25% increase in the number of children meeting or exceeding grade-level assessments in foundational skills. One teacher reflected on her coaching experience, "Coaching sessions were telling me everything I needed to know as a new teacher. Everything is for immediate impact! I would see it work in a model and then immediately try it." Another teacher expressed, "Figuring out how to teach different levels of kids and planning for them using data was very helpful."

Interested in learning more? Connect with a CLI team member today to learn more about our work and how we are transforming classrooms for equity. →

LIFELONG LOVE OF LITERACY: BRYCE SIMMONS

As we celebrate our 35th anniversary, it presents us with the opportunity to take a look back at the impact that Children's Literacy Initiative has had on the lives of teachers and children, and to follow up with the friends we have made along the way.

In 1999, "Room 107, A Special Place" was filmed at Kearny School in Philadelphia. In that video we filmed our very first model classroom teacher, Ellen Ginsberg, and spoke with her about how working with CLI has changed the lives of her and her students.

In 2009 we caught up with one of the students from that classroom, Bryce Simmons, to see what he remembered about his kindergarten experience. And now, in 2023, we brought Bryce back to talk about life, being a dad, and what role his early learnings have had on his life.

Only this time we brought a surprise...



of a CLI Model Kindergarten Classroom
y Initiative - YouTube



Watch the full story on cli.org/impact-report-2023.

Vist cli.org/impact-report-2023 to see Bryce and Ellen's inspiring journey.

For children, learning to read has meaning far beyond the simple building of skills. Reading is an act of identity building and affirmation, intellectualism, a way to understand and question the world around them, and most importantly, joy.



EMPOWERING THROUGH LITERATURE

Read4Change's Impact on Childhood Literacy in Philadelphia

In the heart of Philadelphia, a group of seniors from MaST Community Charter School has embarked on a mission to bridge the opportunity gap and promote early childhood literacy through their non-profit organization, Read4Change. Established by Judith, Sana, and Siobhan, this student-run initiative has its roots in a shared passion for literature and a commitment to addressing the disparities in educational opportunities.

Read4Change is dedicated to advancing literacy in the Philadelphia community by generating funds for literary organizations in any creative and engaging fashion possible to aid the community in obtaining books and other fundamental resources for children in need and ultimately combat the exorbitant illiteracy rates in the city of Philadelphia.



Satya Nelms
Foundation Relations
Grants Manager



Stephanie Tallman
Manager of Development
and Stewardship

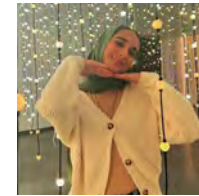
Judith, a volunteer at her local library, where she reads stories to young children, observed the stark contrast in resources available to different children in Philadelphia. Her inspiration stemmed from witnessing first-hand the impact of economic disparities in educational opportunities.

Sana is the daughter of Iraqi refugee parents. They fled their homeland in the late 90's due to persecution for their religious minority identity and their rebellion against the oppressive regime. Sana sought to use literature as a medium to inspire minorities and challenge societal norms, showing that literature cannot be censored and that it should not merely be limited in access to those who have the material means to buy it. Sana believes that every story and piece of literature deserves to be shared and experienced by everyone. It should not be a luxury or a privilege. It is a universal human right.

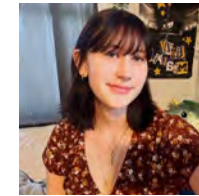
This experience not only motivated Sana to collaborate with her friend Menah on an in-the-works project centered on the teachings of suppressed Middle Eastern narratives but also propelled her to join forces with Judith and Siobhan in establishing Read4Change.



Judith



Sana



Siobhan

Siobhan's inspiration connects to her desire for children to be able to have the experience of developing a passion for narratives and storylines, as well as expanding their education in a fun and engaging way. She loves to read because it allows her to use her imagination and she finds relaxation within the hobby. Siobhan wholeheartedly believes children would be able to relate to her love of reading if provided greater access to literacy. When children have access to books that align with their interests, it allows them to build a positive sentiment for literature, inspiring them to pursue their dreams and aspirations.

Together, they hope to bridge partnerships and create further alliances with organizations such as Reading Recycled, the National Book Foundation, and the Braille Institute, to increase awareness. In addition, Read4Change intends to get its gradually growing teenage/young adult audience on both their Instagram and within their school's student body to participate in their projects to best maximize impact and contribute to awareness of the global illiteracy epidemic.

Read4Change's impactful initiatives include the Read4Change Fundraiser, a project encouraging high school students to collectively read 100 books in four months. The initiative took place this fall and was conducted through an Instagram page, garnering significant success, engaging over 45 students. They are currently working with multiple Philadelphia high schools to organize a book donation project coming soon!

Launching a non-profit as high school students presented challenges, especially in gaining support and partnerships. Rejections and unanswered messages were common, but through perseverance, Read4Change connected with the Children's Literacy Initiative and its vision of literacy to liberation.

Although Read4Change is in its early stages, the organization has already seen success through its interactive fundraiser. Collaborating with the Children's Literacy Initiative, raised \$1000, which is the equivalent to an estimated 60-66 high-quality, identity-affirming books for children in classrooms to check out and read at home. With potential campaigns and collaborations on the horizon, Read4Change aims to amplify its impact on childhood literacy rates.

Upon graduating from high school, the founders have diverse career aspirations. Judith envisions becoming a college professor and spreading the joy of learning to the next generation. Sana is working toward her dream to be a traveling physician that specifically treats refugees in asylum camps, and Siobhan plans to pursue a career in graphic design. Despite their individual paths, they remain united in their commitment to continue Read4Change and fight illiteracy in Philadelphia.

Read4Change stands as a testament to the transformative power of literature and the determination of young minds to make a difference in their community. Through their passion, initiative, and collaborations, these students are paving the way for a future where every child can unlock their full potential through the joy of reading.

RUN FOR READING

Unleashing the Power of Literacy with CLI's Inaugural 5K Run



Stephanie Tallman
Manager of Development
and Stewardship



The Children's Literacy Initiative (CLI) invites you to join us for Run 4 Reading. This event goes beyond the ordinary 5K walk/run; it's a thoughtful celebration of literacy, empowerment, and community, where every step resonates with the power of positive change.

CLI, a trailblazer in the world of literacy for 35 years, is launching the Run 4 Reading annual fundraising event. Mark your calendars: Saturday, April 13, 2024, a day when we will bring the excitement to life both in person and virtually. Feel the adrenaline surge as the live edition unfolds at the iconic FDR Park in Philadelphia, PA.

Run 4 Reading replaces Raise a Glass for Reading, which was CLI's signature fundraising event between 2017 and 2022. It is not just a shift; it is a transformation, a bold move to dive even deeper into the vibrant tapestry of our partner communities. CLI's community consists of over 57,000 passionate supporters spanning our email list and social media. Get ready as we connect with an even larger group of literacy enthusiasts and champions through this new event.

We are preparing for up to 200 participants at the local event, locking arms with another 200 virtual champions. This is not just a run/walk; it is a race toward a brighter future for Black and Latinx children, driven by the collective power of literacy advocates like you.

Let us transform literacy from a distant dream into a living, breathing reality for every child. Lace up those sneakers, rally your friends and network, and be part of a celebration of literacy, unity, and the boundless potential within each child.

If you are looking to elevate your brand and participation, we have sponsorship opportunities available. As a sponsor, you will have the opportunity to show your commitment to education, community, and positive change. Choose from a range of sponsorship packages designed to maximize your visibility, from logo placements on event materials, to prime recognition during the race experience. Be a driving force in the movement towards a brighter future for Black and Latinx children, while gaining valuable exposure to our vast community.



Contact Us for Sponsorship

Do not miss the chance to be part of this inaugural event—seize a sponsorship opportunity for Run 4 Reading and be a catalyst for change! For more information, contact Stephanie Tallman, at stallman@cli.org.

DONOR SPOTLIGHT

Dov and Jeanne Haselkorn



Dov and Jeanne Haselkorn met in college studying finance and upon graduation both pursued careers in their field of study. Yet, there was another interest that they also shared—that of literacy and a love of reading.

Once married, Dov and Jeanne decided they wanted to contribute to meaningful nonprofits and specifically sought out organizations and causes that were important to them. In 2010, they discovered CLI and were drawn to the organization's work in Philadelphia and nationally to ensure that children in underserved communities receive the high-quality instruction and books needed to prepare them to read on grade level.

"We did our due diligence on the charity ranking websites and one of the few we chose was Children's Literacy Initiative."

Dov and Jeanne have since started their family and love to watch their own children, ages 3 to 14, in whom they have instilled their love for reading, devour books. The family has sustained their support for CLI, committed to having as many children as possible have access to the gift of reading.

"CLI has impressed us at every turn—from the growth into new markets and the quick move to coaching teachers on effective Zoom strategies when the pandemic started; to the shift toward explicitly addressing the literacy needs of Black and Latinx children in an effort to combat what is broken in our education system," Dov and Jeanne share as they reflected on what has inspired them to renew their support year after year.

"Over the past 13 years, all of CLI's leadership and personnel have been amazing, and we've no doubt that the current team will propel the mission forward to even higher heights."



CLI has impressed us at every turn ... explicitly addressing the literacy needs of Black and Latinx children in an effort to combat what is broken in our education system.

Dov and Jeanne Haselkorn
CLI Supporter

DONOR SPOTLIGHT

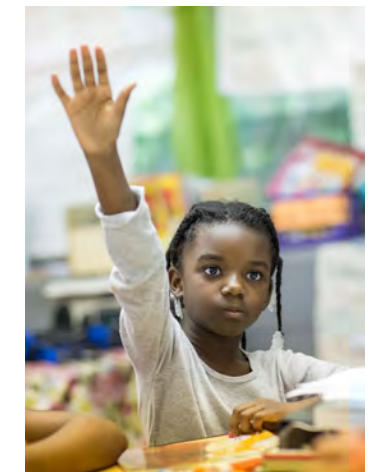
Hamilton Family Charitable Trust: Literacy Champions for Over Two Decades

Children's Literacy Initiative would like to offer our sincere gratitude and appreciation to the Hamilton Family Charitable Trust for over 23 years of giving. The Trust has seen CLI evolve and adapt to meet the needs of the schools, educators, and children we serve. They have supported our work as we have grown and refined our services to develop and establish literacy practices that meet the needs of all children.

The Hamilton Family Charitable Trust is comprised of two generations of the Hamilton family and has a long history of philanthropy in the Philadelphia region. They invest in experiences that empower students to achieve academically and become meaningful contributors to their local and global communities. The family has demonstrated a commitment to improving educational opportunities for children and youth, which is evident in their legacy of giving.



THE
HAMILTON FAMILY
CHARITABLE TRUST



Literacy is practice of justice and joy, and we are committed to supporting children and teachers.

BOARD OF DIRECTORS 2022-2023

Name	Board Title	Position	Employer
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Frank Gettridge		Executive Director	National Public Education Support Fund
Steve Piltch		Senior Fellow Director, School Leadership Program	Graduate School of Education University of Pennsylvania
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Reina Prowler		COO	Children's Literacy Initiative

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