

NATIONAL CENTER FOR FAMILIES LEARNING
2014 ANNUAL REPORT





FAMILIES LEARNING **TOGETHER**

We address education and literacy needs by engaging all family members in learning—individually and as a unit.

We provide leadership to those invested in families learning together and family literacy. Our beneficiaries are families. Our customers are education professionals, practitioners, and advocates.



**We Inspire
Everyday Learning.**

Our programs and resources put families at the center of the learning universe to facilitate the learner's interests and needs.

**We Support Families
as Hotspots for Learning.**

When parents and children learn together, the impact and effects are amplified—in our homes, schools, and communities.

We Create Knowledge.

We are a recognized thought leader in what it means to actively learn together today.

We Lead the Charge.

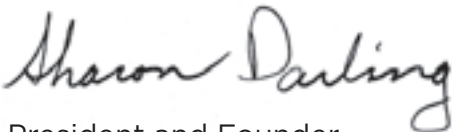


LETTER FROM SHARON DARLING

In 2014, we marked our 25th year of serving the education needs of our nation's families. With an ongoing commitment to those facing the greatest challenges, we built upon our quarter-century of experience in helping families learn together. We learned that when wonder is involved, parents and children are even more inspired to learn—especially in the summer months, as opportunities such as camp becomes a learning vehicle. We learned that new media, while rapidly spreading, still has not made as much of an impact on parenting as is suggested by popular press reports. And, we gained more and more evidence that the individual family becomes stronger when parents and children learn together.

Helping families realize their potential and what they can achieve when they learn and work together is the cornerstone of our work at NCFL. We know learning should be family-led and authentic, and that the relationship between families and schools should be built on a two-way exchange of information, mutual trust, and respect. The well-being of our communities depends on our collective ability to build sustainable change that will benefit future generations.

NCFL has long been a beacon for the creation and implementation of multi-generational family learning opportunities, with an emphasis on best practices in literacy learning. With our continuous gain of knowledge and strong supporters, we will press forward to speak on behalf of families and family learning. Please join us!

A handwritten signature in black ink that reads "Sharon Darling". The signature is fluid and cursive, with the first name "Sharon" and last name "Darling" clearly distinguishable.

President and Founder
National Center for Families Learning

A LEADER IN FAMILY LITERACY



At the National Center for Families Learning (NCFL), we believe that learning is an infinite and ongoing exchange among parents, children, educators, and communities. From a conversation around the dinner table to a day in the classroom, we believe the real world is both how and why we learn. NCFL leads a collective of people and programs unified by a single mission—Families Learning Together.

The National Center for Families Learning has a proud tradition of leading innovative solutions to real-world literacy challenges, and we are excited by the opportunities we have to improve the literacy and lives of those most in need. Since its inception, NCFL has talked with families about how they learn and what they need to build strong, literate communities. Each of our initiatives fulfills the very real needs of families and tackles learning challenges through the implementation of proven solutions backed by NCFL research and data.

NCFL leaders and supporters described 2014 as a year of “momentous change” where a new, unifying compass was calibrated and is now pointing the organization and the field collectively forward. After 25 years of championing literacy in powerful ways, people took notice as NCFL emerged with a new name in late 2013. Moving from “family literacy” to “families learning,” NCFL broadened its name to reflect on its mission and today’s world, where learning is everywhere, families are hotspots for learning, and education can transform through the power of wonder.

“My dear friend, the National Center for Family Literacy in the many things it invented, demonstrated, and shared, was always a pioneer and forward-thinking. Goodbye to NCFL past and welcome to National Center for Families Learning. The new NCFL builds on that heritage and becomes what is needed next. Congratulations and best wishes as the next chapter begins.”

— NCFL friend and advocate

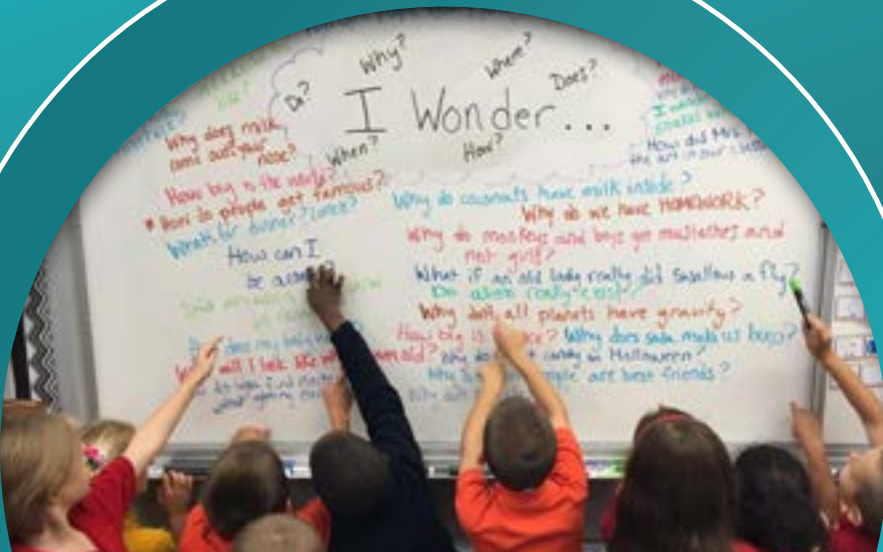
INSPIRING EVERYDAY LEARNING

Part of everyday learning is seeing the wonder in simple things and using imagination and curiosity as a platform for learning both at home and inside the classroom.

To foster inquiry-based and everyday learning, NCFL developed the interactive digital resources **Wonderopolis®** and **Family Time Machine™**, which put families at the

center of their own learning universe and urge community and institutional supports to facilitate the learner's interests and needs.

Additionally, NCFL amplified the high-quality curriculum of **Camp Wonderopolis™**, the official summer learning program of the popular learning destination Wonderopolis. The new approach better embodies the spirit of exploration and engages students in self-led discovery to creatively fight potential summer-learning loss.



“The nation recognizes NCFL’s national leadership in assembling the best strategies around family approaches to reading and learning—which makes them a natural choice to join our efforts in bringing the strongest literacy programming to Indiana families.”

— Glenda Ritz, Indiana superintendent of public instruction

SUPPORTING FAMILIES AS HOTSPOTS FOR LEARNING

The **family hotspot** represents amplification, empowerment, connectivity, and a collective spirit. The hotspot sends the message: *“I support families learning together.”*

NCFL’s efforts are designed to position “families as hotspots for learning.” While families engage with NCFL through different types of programs, there is one constant theme: **families own their learning, and NCFL is there to help facilitate and guide success.** Our family hotspot symbol represents the success in building and equipping a network of families to champion this core concept.

NCFL casts a wide net in fostering families as hotspots for learning—from direct service to families at the lowest end of the educational and economic ladder, to the development of innovative literacy products and strategies, to professional development for educators and practitioners, to leadership in community, statewide, and national initiatives. Examples at each level in 2014 include:

- **Toyota Family Learning** is a pioneering movement to provide opportunities for children and parents to learn together through Family Service Learning and mentor programs backed by NCFL-led support and professional development. In 2014, Toyota Family Learning’s first set of five communities received three-year, \$175,000 grants and generated



exciting results after just one year of programming.

- With remarkable potential reach, NCFL announced a partnership with the **Indiana Department of Education** to support the already-robust offerings of the Hoosier Family of Readers.
- NCFL joined forces with myON to create the **Rural Family Learning** initiative, introducing a digital reading platform to support schools and family literacy nights, starting with Ardmore Public Schools in Ardmore, Oklahoma. These particular efforts tailor strategies and techniques to support and encourage families to read together on an ongoing basis.

CREATING KNOWLEDGE

In 2014, NCFL redoubled its efforts to track what works and why it is effective. Working with preeminent researchers across the country and commissioning public opinion polls, NCFL learned and shared important insights about family time and education.

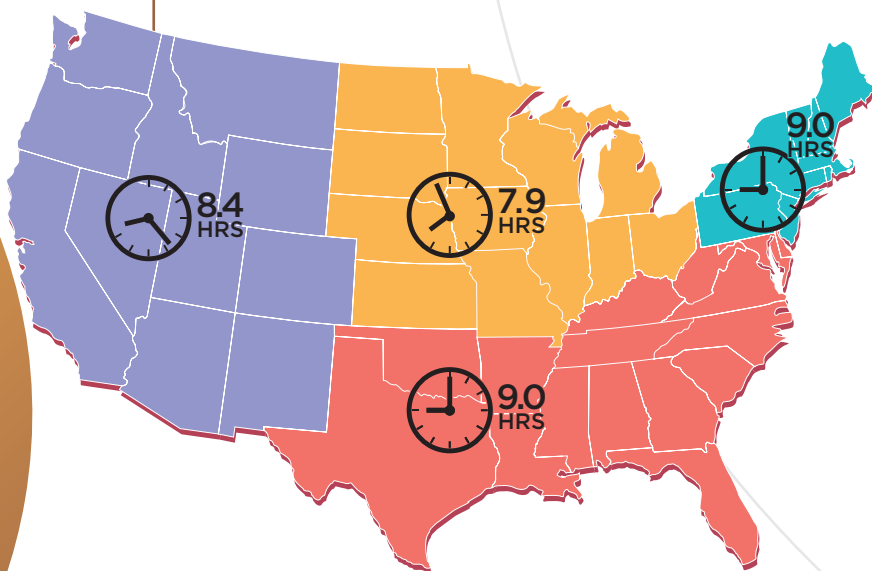
New Findings

With the goal of identifying challenges and opportunities facing today's parents as they prepare to arm their children with the tools they need to become lifelong learners, NCFL commissioned a **Harris Poll** to conduct a comprehensive survey exploring how parents spend time with their children. In this honest depiction of

family life today, the poll revealed that parents across the board—whether single or married, working or stay-at-home, moms or dads, in low-income or affluent households—spend much more time with their children than popular narratives promote. And, nearly all (96 percent of parents surveyed) believe it is important to play an active role in children's learning development. In fact, on average, even working parents (employed full-time, part-time, or self-employed) spend nearly seven hours (6.7) with their kids each day. The report concludes: When parents and children use their time together within a context that truly interests them both, they are more ready and excited to learn together.



HOURS PARENTS SPEND WITH THEIR CHILDREN EVERY DAY



Source: Harris Poll of over 2,000 American adults, 454 of whom are parents of children under 18. Poll conducted online in October 2013.

DEEPENING UNDERSTANDING

Wanting to learn more about how Hispanic families use media to engage and learn together, NCFL partnered with the Center on Media and Human Development at Northwestern University to develop the study ***Media, Technology, and Reading in Hispanic Families: A National Survey***. Released in December 2013, the report provides a detailed look at family practices related to reading and the use of electronic media in Hispanic households with young children.

This eye-opening survey includes a sample of 663 Hispanic parents of children ages eight and under. Overall, the study reveals that Hispanic family homes see media consumption via television, computers, or mobile devices as a valuable opportunity to support the learning experience outside the classroom. When asked about the impact of various types of media on different aspects of their children's development, including academics, behavior, and social skills, parents were more positive than negative regarding the impact of TV, mobile devices, and computers on literacy.

NCFL garnered headlines with the ground breaking report, ***Parenting in the Age of Digital Technology: A National Survey***, revised and released in June 2014. This study explores how parents are incorporating new digital technologies (tablets, smartphones) as well as older media platforms

(TV, video games, and computers) into their family lives and parenting practices. Again, NCFL partnered with the Center on Media and Human Development at Northwestern to conduct this extensive survey of a nationally representative sample of more than 2,300 parents of children from birth to eight years old.

Time Spent Using Screen Media by Children, by Age

Among 0- to 8-year-olds, average time spent using each medium at home per day (in hours)

	AMONG ALL	UNDER 2 YEARS OLD	2 TO 5 YEARS OLD	6 TO 8 YEARS OLD
TV or DVDs	1:45	0:58	2:00	1:50
Computer	0:25	0:09	0:21	0:39
Video game player (console)	0:16	*	0:12	0:29
iPad, iPod Touch, or similar device	0:13	0:03	0:15	0:17
Handheld video game player	0:11	0:01	0:09	0:17
Smartphone	0:09	0:03	0:11	0:09
TOTAL SCREEN MEDIA	3:00	1:15	3:09	3:41

*Denotes a number greater than zero, but less than one minute.

Among the many compelling findings, the report concluded that while new media technologies have become widespread, a majority of parents do not think these tools have made parenting and planning family learning moments any easier. In fact, books, toys, and other games are used more often than media and technology during family time.

LEADING THE CHARGE

Increasingly, NCFL is the national thought leader and voice for families learning together. With emphasis on telling success stories and spreading the word about available tools and resources, NCFL leads the education field in this essential area.

Convening Leaders for Families Learning

Each year NCFL hosts the premier event focused on learning and education for children and their families. The **2014 Families Learning Summit** welcomed family engagement and literacy professionals from 46 states to Washington, D.C., for three days of energy-filled action that elevated the national conversation around family engagement, literacy, and learning.

Speakers and participants shared knowledge, opinions, and tools to strengthen family learning. Highlights ranged from policy

recommendations to personal stories. Calling for goal-linked parent engagement, Dr. Joyce Epstein participated in a panel discussion with celebrated author and educator Christopher Lehman to tackle the question of “Has the Standards Movement Forgotten Families?” that was moderated by *USA Today’s* national education reporter Greg Toppo. Offering a more personal viewpoint, celebrity actress, parent, author and philanthropist Holly Robinson Peete shared her journey as a mother of a son with autism spectrum disorder and of starting an organization focused on consistent and reliable education for all children.

The Summit provides ways for new and returning supporters to join forces to amplify the work and messages about the importance of families learning together.



SUSTAINING SERVICE AND IMPACT

Over the last 25 years, NCFL has continued to seek opportunities while building capacity. Striving to weave together individual projects into a powerful whole, NCFL has captured the imagination of partners, funders, and families as the hotspot idea makes its mark.

The ripples of impact created by NCFL's work continue to grow. More families have more resources and greater knowledge to increase learning in their homes, schools, and communities. Now is the time to expand these opportunities and dig deeper to support children, youth, and families.



The ripples of impact created by
NCFL's work continue to grow.

WONDEROPOLIS®

NCFL's award-winning Wonderopolis.org celebrated its fourth year in 2014 by continuing to widen its influence and inspire children, teachers, parents, grandparents, and entire schools to learn through wonder. The platform served over four million unique visitors in 2014 alone, and added Disney's Babble.com's recognition as one of "7 sites that inspire learning" to its long list of accolades.

"Children, by nature, are curious about their world and environment. Wonder can inspire children of all ages to become engaged in learning," said Barbara Phillips, a teacher at Monroe Elementary School in Monroe, Ohio. She uses NCFL's signature digital learning platform to help bridge formal (school) and informal (community) learning environments to teach literacy skills and ignite student curiosity with several important Wonderopolis tools:

- Wonders of the Day® - informational text written around high-interest topics
- Connections to hands-on and real-world exploration
- Educator resources
- Pathways for family engagement and teacher-parent collaboration
- Camp Wonderopolis

Oakland Elementary School (South Carolina) Principal Dr. Josh Patterson also heralds Wonderopolis as a critical school turnaround tool used for innovation and improvement in the classroom: "Wonderopolis is our teachers' go-to resource, and one they most frequently share with other teachers."



Consistently recognized for its fresh daily content and high-interest informational text, the site's Wonder of the Day® allows families to complete activities related to classroom subject areas including science and the arts. New questions such as "Where Do Last Names Come From?" and "Why Does Your Skin Get Wrinkly In Water?" allow students and adults to explore real-world content and connect with topics before or after the school day ends.

“Our teachers see Wonderopolis as their go-to resource, and one they most frequently share with other teachers.”

— Dr. Josh Patterson, Oakland Elementary School principal



CAMP WONDEROPOLIS™

Created to fight summer learning loss and build vocabulary and background knowledge, Camp Wonderopolis is an extension of the popular Wonderopolis platform. By implementing a new program model in 2014 and working with an expanded network of partners across the country, NCFL realized Camp's most successful year to date.

Camp Wonderopolis kicked off with a celebration event at 44th and Broadway outside the Good Morning America studios. An army of elementary school children asked the outside audience Wonder questions, then popped by the GMA Live set to tell the anchors more. New York City was one of the top three markets for Camp Wonderopolis, which had more than 10,000 registered users over the summer. As a validator for other cities, the New York City Department of Youth and Community Development demonstrated how Camp Wonderopolis could be embedded in the community and city programs.

Beyond providing a high-quality curriculum to a diverse group of learners, parents note Camp's success in sparking student excitement about



learning during the summer months. New connections with libraries and community-based organizations in Kentucky, Houston, and San Diego have additionally expanded the reach and scope of the virtual program.



Katie S. in Kenton County, Kentucky, remarked, "My family attended [Camp Wonderopolis] this week. We had so much fun that the very next day my boys bought science kits to take on vacation. We're headed back to the Kenton County Public Library next week to find some books about science to continue our learning!"¹

¹ Learn About Science at Camp Wonderopolis.
<http://www.familyfriendlycincinnati.com/2014/07/10/learn-science-camp-wonderopolis/>

“Both my daughters loved Camp Wonderopolis this year. They loved learning about the science and nature around us. They especially loved doing all the hands-on experiments that were available. After doing some of these experiments, they were able to apply those learned principles to other areas, and were amazed that they could do so!”

— C. McGuinness, parent

TOYOTA FAMILY LEARNING

Groups of parents, teachers, students, grandparents, cousins, and friends pose for a picture at Everett Elementary School in Lincoln, Nebraska. After one year, the group is gathering to celebrate each family's accomplishments and their completion of Toyota Family Learning. The initiative, aimed at breaking the cycle of low literacy and achievement for students and their families, not only raises the literacy and digital skills of families, but also brings confidence to graduates.

"We know that this program helps parents become more capable of helping their children complete homework, do well in school, graduate, and grow up into accomplished adults. Family learning is about

hope," remarked Lincoln Public Schools Associate Superintendent for Instruction Jane Stavem.

Participating families across the nation learn together and influence each other in classrooms, communities, and homes.

"Parents...have the opportunity to work on their own education, and they also have the opportunity to work with their children and gain some confidence in them," said Julie Piccolo, Director of Family Literacy at Toyota Family Learning site Dorcas International Institute of Rhode Island.²

A key element of Toyota Family Learning's success is its unique synthesis of best practices from family and digital learning and powerful new pathways of Family Service Learning and mentoring. Participating sites enable parents and their children to attend classes together, complete homework assignments, plan and participate in community service, and engage in family-to-family mentoring. The work has produced great results: sites logged 8,721 participant hours,





“ Thanks to this program and the English class, I can show to my grandson that no matter what the age, you can achieve your goals and be a successful person.

”

— Grandmother and graduate of Toyota Family Learning in Providence, Rhode Island

with community involvement and leadership improving 30 to 50 percent; 97 percent of reporting parents stated they had become a better teacher of their child. Parents also reported they gained self-confidence, developed their social networks, and developed crucial technology, organizational, and advocacy skills through the program’s activities.

“Thanks to this program and the English class, I can show to my grandson that no matter what the age, you can achieve your goals and be a successful person,” remarks one grandmother and graduate of Toyota Family Learning in Providence, Rhode Island.

The first round of five grantees in 2014 included Houston Public Library

(Texas), Lincoln Public Schools (Nebraska), community programs from Toberman Neighborhood Center (California), Dorcas International Institute of Rhode Island, and East Side Settlement House (New York).

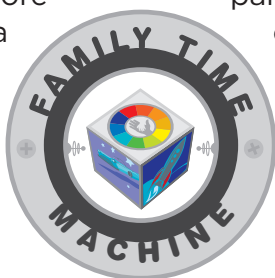
Five additional sites were selected in June 2014 to join the Toyota Family Learning community: Beech Acres Parenting Center (Ohio), Metropolitan State University of Denver (Colorado), Milwaukee Environmental Sciences Charter School (Wisconsin), San Mateo County Library (California), and Southwest Solutions (Michigan).



² Cloutier, Kathleen. “Kathleen Cloutier: Engaging immigrant families in schools.” *Providence Journal*. 12 June 2014. <http://bit.ly/1IXDKPS>

FAMILY TIME MACHINE

Toyota Family Learning parent participant surveys indicate this NCFL-led initiative is changing the culture of family learning. More than 90 percent of Toyota Family Learning parents noted that their whole family spends more time reading, they are more involved in their children's education, and they are comfortable in their children's classroom.³ By leveraging technology and providing professional development for the family, this program fosters anywhere, anytime learning. NCFL's newest online platform, the Family Time Machine, provides families with ideas



for activities that creatively integrate learning into bath time, bedtime, road trips, and more. Toyota Family Learning parents and families nationwide are encouraged to add their own favorite family activities to the Family Time Machine.

By leveraging the power of the family to improve student outcomes, Toyota Family Learning is building a culture of learning parents can incorporate even after they've graduated.

³ Goodling Institute for Research in Family Literacy. (2014). Toyota Family Learning: Final report year 1 (2013-2014).



familytimemachine.com

SUPPORTING EDUCATORS

NCFL provides training and professional development to educators as they navigate today's dynamic education landscape. Beginning in 2011, NCFL has worked with **Kentucky Adult Education** to develop and deliver courses to support adult educators in their implementation of the College and Career Readiness Standards for Adult Education. Through two new online courses for part-time educators and ESL instructors, NCFL promoted the refinement of instructional skills applicable to serving adult learners and continued to support educator quality within the literacy field.

In total, there were 221 course completions, which included the courses covering standards-based instruction as well as skill development for English language learners. This work in Kentucky is gaining the attention of other states interested in similar statewide efforts.

Significant achievements were made with early childhood educators, as well. NCFL worked with school districts to develop customized professional development plans based on early-learning research that provide methods of engaging more

than one generation in the educational process. Based on locally-developed goals, NCFL tailored services to help all students reach their full potential through family learning.

NCFL leveraged the power of inquiry-based learning for early learners by expanding its popular Wonderopolis platform. The Wonderopolis experience was maximized for use in online and offline environments with parents, educators, and early childhood students. Early-childhood professional development included materials for the Wonderopolis approach that sparked curiosity-driven discovery in the classroom and beyond.



“The most profound thing was the use of Churchill's speech as a thoughtful introduction and exercise. Excellent. Engaging. The sharing with others through the Forum was very helpful.”

— Instructor, Kentucky Adult Education

RURAL FAMILY LEARNING

NCFL partnered with Ardmore City Schools to combine research-based literacy strategies with myON, an interactive online library, to raise literacy rates among elementary students in Ardmore, Oklahoma. Harnessing the power of digital learning and community partnerships, the program provides critical access to libraries outside of the classroom.

Using strategies such as paired reading and employing intergenerational engagement models such as family literacy nights has proven successful. Parents receive professional development on how to tutor children

in reading activities, then put these lessons into practice with their families for greater impact. In Ardmore during 2014, more than 11,500 books were read—and more than 60 percent of this reading happened outside of the school day. Rural Family Learning students showed a five percent Lexile growth.

“NCFL’s approach and partnership with Ardmore Public Schools has energized our commitment to literacy...Early results proved this was a strategy worthy of expansion, so we’ve matched the original funding with our own to reach more students with this approach,” explained Sonny Bates, superintendent of Ardmore City Schools.



“ NCFL’s approach and partnership with Ardmore Public Schools has energized our commitment to literacy.

— Sonny Bates, superintendent of Ardmore City Schools

NATIONAL LITERACY DIRECTORY

As a national platform connecting adults and their children with learning tools and resources, the National Literacy Directory (NLD) embodies NCFL's mission and values: linking potential students, educators, influencers, and families with programs that provide a wide variety of educational services.

The searchable database, made possible by the support of the Dollar General Literacy Foundation, helped more than 50,000 potential students and volunteers find literacy and learning programs, as well as GED® testing centers, in 2013. Dynamic mapping and directional features allow families to quickly find and share resources in their area and connect

with volunteer opportunities in their neighborhood. In January 2014, NLD launched significantly enhanced mobile features and design, which includes intuitive symbols, directions, and prompts that cater to all levels of literacy ability.



NATIONAL LITERACY DIRECTORY

The National Literacy Directory is additionally supported by a 24-hour, 7-day-a-week hotline providing local program referrals. The hotline is managed by NCFL partner ProLiteracy at 1-877-389-6874.



nationalliteracydirectory.org

RENEGADE BUGGIES

Launched in December 2014, Renegade Buggies is an award-winning educational mobile app experience centered on improving financial literacy skills and knowledge.



Developed with support from the Dollar General Literacy Foundation, Renegade Buggies seamlessly combines entertainment with education and engages parents and children in a joint-learning process. Players first steer their buggy (shopping cart) down the street to collect money and items while dodging obstacles. Once enough items are collected, players hit the checkout phase and are challenged to make quick budget-saving decisions. The game covers four concepts: unit prices, buying in bulk, coupons, and promotions.

“Renegade Buggies competed with games from around the globe,” [for an EIFLE Award] said John Linfield, president of the Institute for Financial Education, which provides financial education, counseling and information to nearly 500,000 consumers and is a national authority on adult financial education. “NCFL’s game engages parents and children in a joint-learning process, reinforcing money-saving tips that parents may or may not know while instilling the value of fiscal responsibility in children from a young age.”



2015 WINNER
REVERE awards
AAP PRE K-12 LEARNING

“ This was a great game to get kids thinking about money. The endless runner style draws most students in immediately. The critical thinking skills were well hidden inside the game. Students were engaged and kept coming back to this app. ”

— Revere Awards Judge

FAMILY AND CHILD EDUCATION (FACE)

“FACE is the most significant education initiative in the BIE’s history.”

Jacquelyn Power, superintendent and principal of Blackwater Community School, gave high praise to the Family and Child Education (FACE) program in Congressional testimony this February. The Blackwater Community School resides on the Gila River Indian Reservation in Coolidge, Arizona. Thanks to FACE, the Gila River community has seen improvement in early education for American Indian children. Results show those who regularly participate in FACE are academically stronger than their peers.

The Office of Indian Education Programs (OIEP), now the Bureau of Indian Education (BIE) within the U.S. Department of the Interior, created FACE in 1990. This groundbreaking early childhood/parental involvement pilot began with six sites located at BIE-funded schools. The BIE approached NCFL to become a core partner for FACE by implementing a center-based family literacy model,



and the results over the last 25 years have been incredible: FACE has expanded to 46 programs at BIE-funded schools in 10 states and has served more than 31,400 individuals from 12,600 American Indian families.

The NCFL-led FACE model is focused on high-quality instruction for adults and children, staff development, and evaluation. Parents have earned their GED®, become employed, and learned how to support their children’s language and literacy development and academic success. Children have received a host of educational services, been screened for early identification of developmental delays, learned about their culture and community, and thrived in school as a result of participation.

According to Power, FACE has had such an impact because, “The FACE model recognizes that education begins at birth and parents are the first and most important teacher of their child.”

- Children in grades K-3 who participated in FACE as preschoolers scored significantly higher on standardized reading and math tests than children who did not participate in FACE.
- Children with high attendance in FACE preschool scored at the 63rd percentile at post-test, well over the national average.

— Research & Training Associates, Inc., (RTA)

EVERYDAY LEARNING COLLABORATIVE

“This kind of collaborative approach — to address the crucial need to reach children early in their learning careers — clearly represents our community’s and our state’s priorities.”

Mason Rummel, president of the James Graham Brown Foundation, Inc., speaks to the Foundation’s commitment to bring new tools for early learning at home and in the classroom through the Everyday Learning Collaborative, a partnership between NCFL, Kentucky Educational Television (KET), and Metro United Way. The Collaborative aims to increase early childhood educator effectiveness and family engagement to help improve school readiness in science, math, social studies, health, and the arts.

NCFL is equipping school staff with the knowledge and skills needed to use dialogic reading techniques in the classroom, as well as sharing how the teachers could share dialogic reading with parents. Additionally, NCFL is providing materials and professional development to libraries across the state to help staff deliver intergenerational family workshops designed to help with school readiness. NCFL’s contributions are joined by a series of Everyday Learning videos developed by KET, interactive classroom activities, and curriculum toolkits for educators and families to make up the Collaborative’s suite of products.

With an emphasis on serving low-income children and families, the Everyday Learning Collaborative is expected to reach 28,000 individuals across Kentucky during the grant period and more than 100,000 over the next seven years.



“ This kind of collaborative approach—to address the crucial need to reach children early in their learning careers—clearly represents our community’s and our state’s priorities. ”

— Mason Rummel, president of the James Graham Brown Foundation, Inc.

HAPPY HEALTHY FAMILY HABITS

Habits are hard to break. That's why the Happy Healthy Family Habits program seeks to teach families how to create positive habits through research-based approaches to improving health literacy and practice. NCFL and Humana partnered to create the program that was implemented at seven sites in Chicago, San Antonio, and Houston. Through outreach to schools and libraries, the Happy Healthy Family Habits program provides families with health-focused family-learning opportunities that couple literacy-based strategies with engaging content. The program encourages positive changes in everyday behaviors that dramatically

contribute to overall health such as water intake, physical activity, and healthy diet.



With ongoing support from the Humana Foundation, NCFL is expanding the reach and impact of the program by digitizing the materials to make them available to more families as they build new, healthy habits.



LEADERSHIP

NCFL's Board of Directors and Board of Advisors are diverse groups including researchers, business executives, and former students who help us champion the cause of family literacy. They understand that literacy is the foundation for national economic well-being and local community progress.

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Humana Foundation

PNC Bank Foundation

Lee B. Thomas

\$10,000 - \$24,999

Anonymous

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Audrey Geisel/Dr. Seuss Fund at the
San Diego Foundation

Thomas A. Marsh

Pearson Education

Pitney Bowes

Republic Bank Foundation

\$5,000 - \$9,999

Combined Federal Campaign

Half Price Books

Microsoft Matching Gifts Program

\$500-\$4,999

A Plus Events

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BJ's Wholesale Club

C. E. & S. Foundation

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Christ Church Cranbrook

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Crowe Horwath LLP

Sharon Darling

Eclipse Bank

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Emily S. Kirkpatrick

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Pasta Pazzia

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Stock Yards Bank and Trust Company

Stoll-Ballard Fund

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David Verble
Suzanne M. Warner
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Margo Waddell
Louise Wall
Tom Webster
Ann Zimmerman

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AmazonSmile
Anonymous
Lisa Avetisian
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Eric Boggs
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Anita and Charles Bolin
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Steve Bullock
Colleen Byrne
Royce Castleberry
Susan Cellura

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Gary Winders
Michelle Wolverton
Jeff Zelaya
Craig R. Ziegler

In Honor of Johnna Torsone

Pitney Bowes

FINANCIAL INFORMATION

July 1, 2013 — June 30, 2014

Income

Corporations, foundations, and individuals	\$4,084,274
Federal and state grants	\$72,257
Contract services/registration fee income	\$1,554,637
Endowment income	\$1,299,292
Other income	\$88,752
Total	\$7,099,212

Expenditures

Program services	\$4,222,104
Development and fundraising	\$370,217
Management and administration	\$847,956
Total	\$5,440,277

Change in net assets	\$1,658,935
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Net assets end of year	\$15,796,633
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