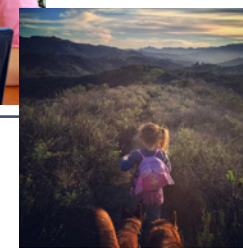


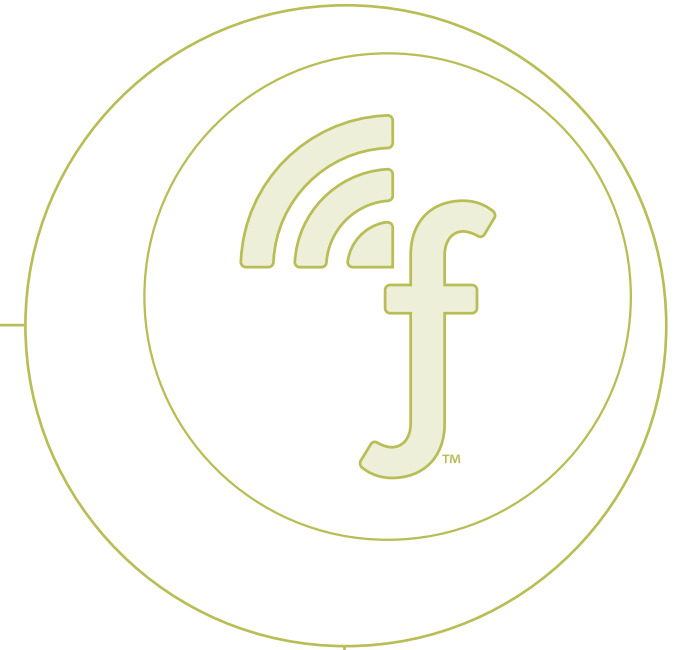
NATIONAL CENTER FOR FAMILIES LEARNING
2015 ANNUAL REPORT



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.



Dear Friends,

As you read through this annual report, you'll experience NCFL's work as it unfolded over the course of the fiscal year. It was an exciting time, having just celebrated NCFL's 25th anniversary the prior year — we didn't dare rest on our laurels for a minute! Enjoy a sneak peek before you dive in.

We kicked off July by welcoming a record-breaking 20,000 Campers seeking to learn through inquiry and adventure with NCFL's signature summer learning initiative — Camp Wonderopolis™. This go-to resource is so successful because our dedicated team has found the right balance between fun and learning.

NCFL's annual parent survey launched in conjunction with the start of the school year, and we uncovered the fact that many parents struggle with helping their children with homework due in large part to their own educational limitations. We answered this call for help by providing simple, practical, and actionable tips for parents to use when engaging with their child's education.

In September, we committed to a three-year partnership with five new communities, welcoming them into our special Toyota Family Learning family. Our new partners span Detroit to California and represent school districts, libraries, and community organizations.

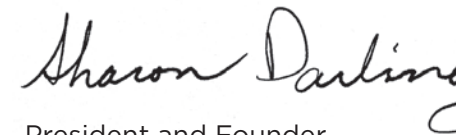
The fall continued with a celebration of NCFL's 25-year partnership with the Family and Child Education (FACE) program, offering NCFL the unique experience of having more than two decades of independently evaluated data of its work with American Indian families. We continue to see significant gains in parents and children when they participate in this intensive two-generation early childhood model.

We didn't waste a second of learning time as communities and education leaders rallied around Wonderopolis® in January as a way to learn during what seemed like endless snow days!

Our team traveled to the Big Apple in February to launch our very first digital game, Renegade Buggies, at the Digital Kids Conference. The game went on to win several industry awards, including Instructional Game of the Year by the Institute for Financial Literacy.

We were feeling adventurous when springtime came as we unveiled a dynamic new way to engage with families: Family Trails. In a short time, we've had families in 44 states and 34 countries engage with us online for this exciting educational adventure. Share with us your #FamilyTrails!

I am so grateful to lead this extraordinary organization. Please enjoy reading more about our work.

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

NCFL has been working with Ardmore City Schools (ACS) in Oklahoma to improve student literacy rates and intergenerational engagement through the use of on- and offline educational tools. The goal of this partnership is to establish and build school and community support for improving literacy and family learning.

In just six months, the Rural Family Learning program resulted in over 2,000 hours of reading time (with 60 percent of this reading happening outside of the school day). That's roughly 12,000 books read together by families attending three elementary schools.

NCFL coupled digital reading with research-based reading strategies to fuel reading among elementary students and their families. We brought paired-reading strategies to share with teachers and parents, access to an interactive digital library (myON) for all elementary students, and combined these approaches with the power of digital engagement via tablets — all thanks to generous funding from Dollar General Literacy Foundation.

Paired reading has been shown to have a positive impact on student literacy for those in grades K-3, and research has shown that only 1-2 hours of parent education is necessary to make a positive impact at home.

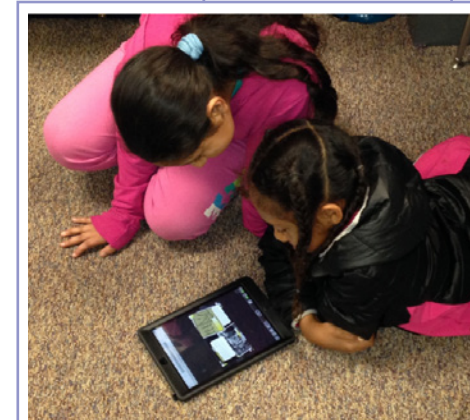
At family learning events, parents were shown how the students were using myON subscriptions in class with tablets and learned how the same resource could be accessed at home to unleash the power of paired reading. For those students without high speed Internet connections and a myON compatible device, they were reminded that the same great interactive literacy strategies can be used with paper books. The teachers stressed that together parents, grandparents, and teachers can help all Ardmore children and families reach their full potential.

"You know, that paired reading really works! I can't believe how smoothly my daughter is reading since we started doing it!"

— Parent, Ardmore City Schools

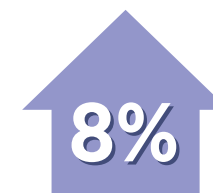
The early results have already proved this was a strategy worthy of expansion, and ACS has decided to match the original funding to reach more students.

"NCFL's approach and partnership with Ardmore City Schools have energized our commitment to literacy. Our students and their families are avid fans of reading digitally and we expect to find student gains follow this excitement," said ACS Superintendent Sonny Bates.





Ardmore, OK, elementary students



increase in Lexile levels



7,174 books opened,
3,906 books read



Statistics by grade level:

- **Kindergarten** – **48%** of kindergarten participants learned one or more phonics skill(s) during summer school and **84%** of participants learned one or more phonological awareness skill(s)
- **First grade** – **88%** of first-grade participants learned one or more phonics skill(s) during summer school and **35%** of participants learned one or more phonological awareness skill(s)
- **Second grade** – **15%** of second-grade participants increased fluency levels by one or more grade level(s) and **94%** of participants gained one or more phonics skill(s)
- **Third grade** – **34%** of third-grade participants increased fluency by one or more grade levels
- **Fourth grade** – **27%** of fourth-grade participants increased fluency by one or more grade levels
- **Fifth grade** – **70%** of fifth-grade participants increased fluency by one or more grade levels

Recorded by myOn metrics

For the second year running, NCFL sought to amplify the voices behind the students heading back to classrooms to spark an honest conversation about universal parental concerns that accompany the back-to-school season.

One annual survey revealed that parents found the transition from summer to school and costs of school supplies were causes of stress, along with worries that their children would be bullied or have trouble fitting in. Further, in a follow-up survey, parents admitted to struggling with providing help with their children's homework due to its subject matter and also for lack of time.

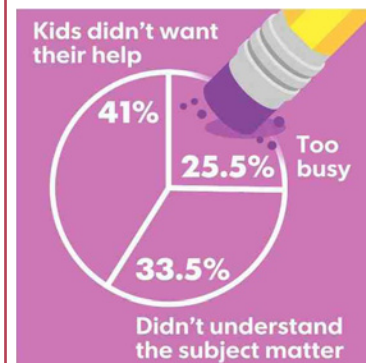
Understanding that all parents can be intimidated by the responsibilities of teaching their families and preparing them for life's endeavors... and homework, NCFL took the opportunity to recommend practical tips to help parents feel empowered and shared its free resources (e.g., Wonderopolis® and Family Time Machine™) for infusing learning into everyday moments to feed a child's natural curiosity and desire to build knowledge.

News outlets such as *USA Today* and *Education World* took notice and shared the results of NCFL's annual surveys with their audiences, furthering the conversation.

USA TODAY

Parents cope with homework

Of the 60% of parents who had trouble helping with homework:



Source [National Center for Families Learning](#) annual homework survey
JOAN MURPHY AND KARL GELLES, USA TODAY



education world®

Connecting educators to what works™

NCFL's survey revealed that going back to school isn't just about hitting the books:

- Just over **25%** (27.4%) of respondents admit it's tough transitioning the family from summer back into the school year routine
- Nearly **25%** of parents (23.1%) are concerned about the social aspects of school like bullying and trying to fit in
- **20.5%** of parents point the finger at the numerous expenses—books, clothes, classroom fees and supplies – each school year brings
- A little more than **10%** of parents (11.9% are worried about interacting with their child's teachers)
- And nearly **10%** (9.2%) of respondents are afraid of being asked to help with homework they didn't understand

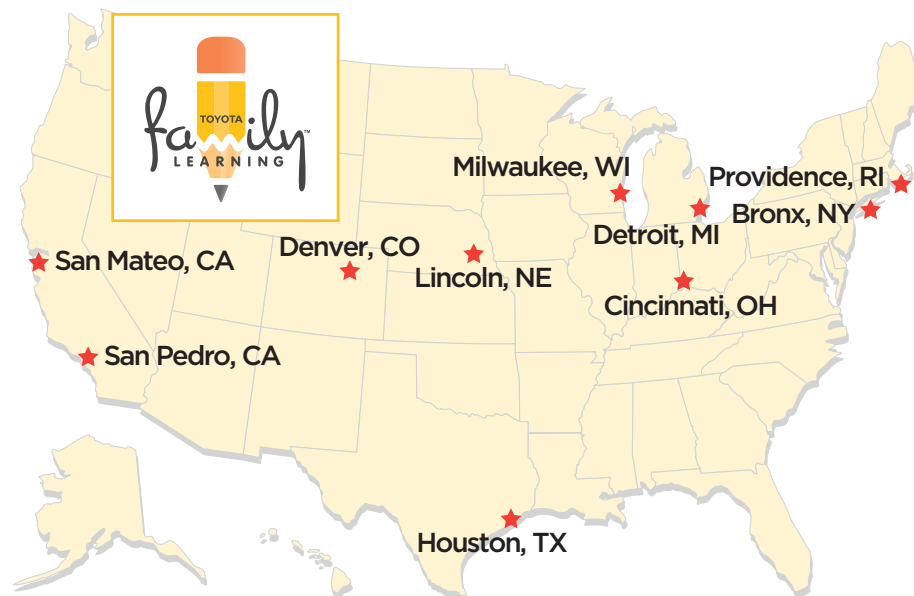
In 2013, NCFL set out with the intention to begin building the next-generation model for family literacy with its exciting new initiative, Toyota Family Learning. This year, a new cohort of five \$175,000 three-year grants were awarded to a school, library, and community-based organizations spanning Ohio, Michigan, Wisconsin, Colorado, and California.

Toyota Family Learning incorporates two of NCFL's time-tested strategies—Parent and Child Together (PACT) Time® and Parent Time—and two new components—Family Service Learning and Family Mentoring—with digital learning infused throughout. NCFL specialists led professional training and technical support for sites.

The Goodling Institute for Research in Family Literacy's quantitative evaluation data backed up the qualitative. Here is a top-level view of what Toyota Family Learning produced in its inaugural year:

- Increases in parents confidently using technology with children across a wide variety of educational, informational, and entertainment websites, indicating the extent of online learning and interaction
- Increases in parents' school engagement, especially volunteer activities that require parents to actively engage with school personnel beyond their child's behavior or watching a school performance

- Increases in community involvement and leadership, by 30 to 50 percentage points, indicating that participants gained knowledge and confidence in their skills and voice to become engaged in their communities, as manifested by service learning projects and site visits
- Gains in the number of times parents read to, read with, and listened to their child(ren) read
- Increases in sibling and father involvement, the latter of which rose 24 to 44 percent in a variety of categories
- Programs logged 8,721 participant hours overall

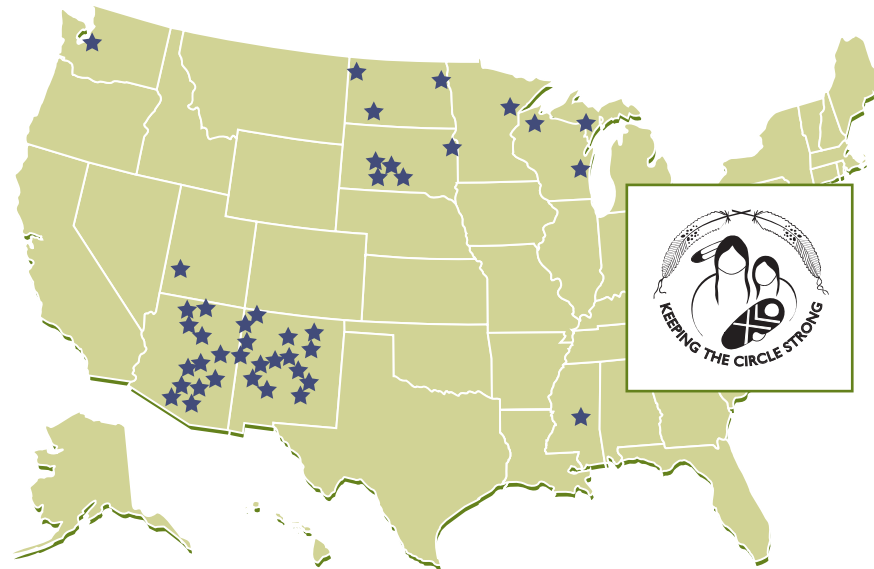


In 1990, the Office of Indian Education Programs (OIEP), Bureau of Indian Affairs (BIA), now the Bureau of Indian Education (BIE), developed a groundbreaking early childhood/parental involvement program in BIE schools called Family and Child Education (FACE). Now in its 25th year, the national partnership between BIE, Parents as Teachers National Center (PAT), and NCFL is still going strong.

NCFL introduced dialogic reading to FACE's culturally and linguistically responsive education, resources, and support for American Indian families with children from birth to grade three. Children who were tested in the spring of 2014 demonstrated the largest gains, rendering them at the 61st national percentile equivalent at the end of the school year (above the national average of 50) – marking significant and meaningful increases in expressive language development.

Parents' successes were equally impressive. Following is a sample of the information Research and Training Associates (RTA) gleaned from assessing the parents participating in the FACE program during the 2014–2015 school year.

- 84% of parents indicated that FACE helps them “a lot” in increasing the amount of time they spend with their child.
 - » 78% of the parents reported that they read to their child daily or almost daily as a result of the program.
 - » 84% of parents reported that they listen to their child read on a daily basis.
- 409 FACE parents became employed during the year, with some earning the required credentials to be employed as early childhood instructors.
- 5,900 adults have gained employment during the life of the FACE program.
- The majority of the parents in the center-based, NCFL-supported programs achieved their parenting goals.
- Consistent with previous years, 95% of parents reported FACE impacts their parenting skills “somewhat” to “a lot.”
- 84 adults completed requirements for their GED or received a high school diploma.



At kindergarten entry, children who had participated in the FACE program scored significantly higher on the MAP Reading Assessment and the MAP Mathematics Assessment than did kindergarteners who had not participated in FACE.

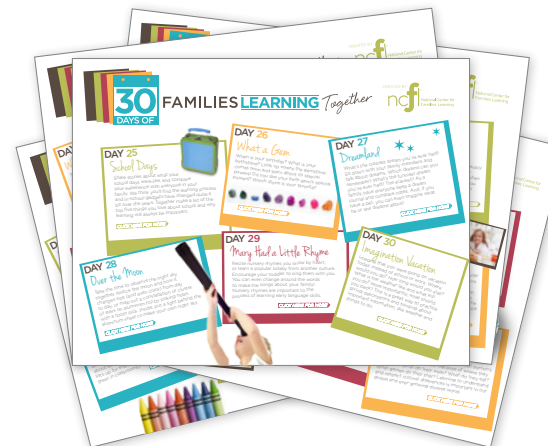


National Family Literacy Day®, a holiday trademarked by NCFL, is celebrated across the U.S. with special activities and events that showcase the importance of family literacy programs. First held in 1994, the annual event is officially celebrated on November 1st, but many events are held throughout the month of November—National Family Literacy Month®. Schools, libraries, and other literacy organizations participate through read-a-thons, celebrity appearances, book drives, and more.

This year, NCFL celebrated in a big way by launching “30 Days of Families Learning Together,” a month’s worth of family literacy activities and practices designed to inspire family memories rooted in learning, imagining, and playing. These hands-on and wonder-filled activities were hand-selected from our signature programs, Wonderopolis® and Family Time Machine™. We had a blast hearing from families and teachers about how they were using the tips and strategies!

Thirty Days of Families Learning was downloaded by thousands and shared on social media using the hashtag #NCFL30Days.

“Always looking for ways to raise my two life-long learners. I would love to learn about things I can do to help our families at our elementary school. I am a middle school English teacher who is trying to find fun and interactive ways to engage families and their students in reading and writing.”



NCFL has pioneered a new and innovative family engagement strategy with its national Family Service Learning initiative. More than a volunteer experience, Family Service Learning is a two-generation learning model that takes NCFL's signature PACT Time® experience to a whole new level and empowers families to use their collective voices to affect positive change in their communities. NCFL's Toyota Family Learning sites are testing and honing this approach to parenting curriculum and student learning through service in communities across the country, and they are seeing great results. Here's how:

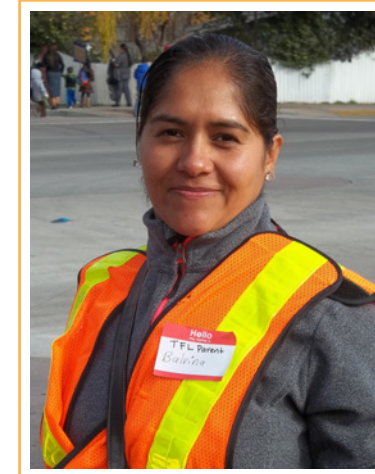
- Families at East Side House Settlement (NYC) chose to investigate and collectively address neighborhood safety standards in Mott Haven, one of the nation's poorest Congressional districts. It's a place where 20 percent of the adult population has less than a ninth-grade education and where crime and drugs overrun the daily lives of many residents.
- After the idea for a 'Safety Walk' originated, families communicated a desire to see increased police presence in targeted areas, improved sanitation services along sidewalks and in parks, and more opportunities for residents to work with other members of the community and schools to share ideas and address concerns.
- The Toyota Family Learning families set out with fliers and messaging to recruit friends, local-business owners, law-enforcement officials, and neighbors to help give voice to community concerns. On the day of the Safety Walk event,

about 50 families showed up to walk their Bronx-neighborhood streets with members of the New York Police Department to point out safety concerns, such as inadequate lighting and sanitation issues, and areas where suspected drug and gang-related activities occur.

- "The Safety Walk is about stepping out of our comfort zones and getting involved as entire families to make our community better," said ESH Executive Director John Sanchez.
- Family Service Learning participants have reported an increase in technology, problem-solving, and workforce-training skills; advancements in language development and employment situation; and, most importantly, the confidence and know-how to be more engaged in their children's education. This serves to further NCFL's belief that every parent, regardless of education or economic challenges, can help his or her child succeed in school and life.

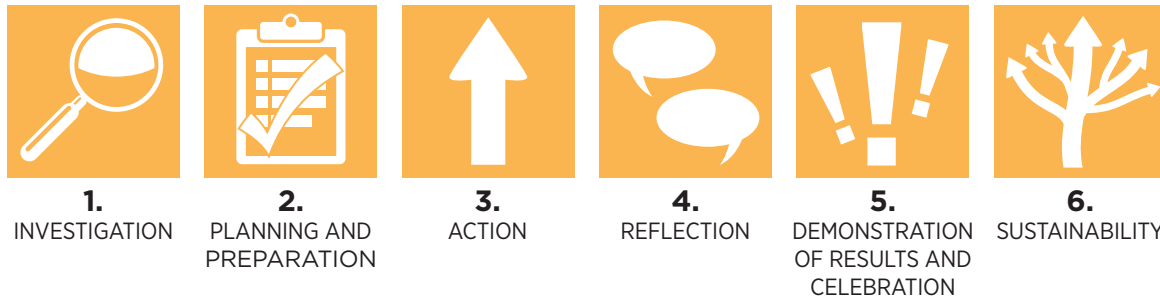
"The Toyota Family Learning program at East Side House works with area families to help them find and use their voices, and the Safety Walk is an example of how our families feel more empowered to make a difference in the quality of their community."

— John Sanchez, Executive Director
East Side House





Steps in Family Service Learning



Family Service Learning Brief

Spring 2015

ncfi
National Center for Families Learning

Joshua Cramer

Goodling Institute
Blair Wilson Toso

Service-learning strategies have been widely used to enhance learning experiences of youth and young adults. Participation in these strategies often results in increased school engagement, civic participation, and leadership activities. Although service-learning and leadership activities have been carried out with underserved and low-income students, the National Center for Families Learning (NCFL) has developed a model that extends service-learning benefits to families. A six-step process is embedded in multi-generational educational programming and is currently being implemented through NCFL's Family Service Learning Program, in collaboration with 10 schools and community organizations across the United States. Our findings suggest that the Family Service Learning activities provided ample opportunities for families to improve a variety of skills: organization, research, planning, reading and writing, technology, teamwork and sharing, civic responsibility, and leadership. This brief highlights the benefits of engaging families in service-learning activities, offers initial findings from an independent evaluation of the model, and provides action steps for carrying out Family Service Learning activities.

Background of Service Learning

The ethic of service has been a part of America's democratic and social fabric since the country's inception. Professionals across the educational spectrum—from preschool through adult education and beyond—recognize the value of learning through hands-on experiences. The National and Community Service Trust Act of 1990 defined service learning as "a method (A) under which students or participants learn and develop through active participation in thoughtfully organized service that (B) is conducted in and meets

the needs of a community; (C) is coordinated with an elementary school, secondary school, institution of higher education, or community service program; and with the community; and (D) that (1) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (2) provides structured time for the students or participants to reflect on the service experience."

Although this definition does not include adult basic education or family literacy as a vehicle for service learning, NCFL believed these settings would be ideal to provide traditional family literacy content while addressing community needs and engaging adult learners, their children, other family members, and community partners.

NCFL's reasoning was based on substantial evidence pointing to the promise of service learning. For example, when families participate in service learning, communities and adults act as positive role models for their children (Chickering, 1981; Goodenough, 2002). Further, the value that parents place on civic engagement and relationships within the community increases when they participate in service learning. Service learning has been shown to increase the child's ability to learn, care for others (Littig, 2003; Rouse, 2003; Hefelt, & Hefelt, 2005; Frakes, Switzer, Doss, Goyette, & Simmons, 1998). Student service learning projects also may enable low-income families to build substantive connections with their community, develop a stronger sense of self-worth, experience a reduction in social isolation, and improve parenting skills (Family Strengthening Policy Center, 2006).

National Center for Families Learning and the Goodling Institute: Family Service Learning Brief 1

The National Center for Families Learning and Goodling Institute for Research in Family Literacy teamed up to issue a brief on the six-step process to embed Family Service Learning in multi-generational educational programming.

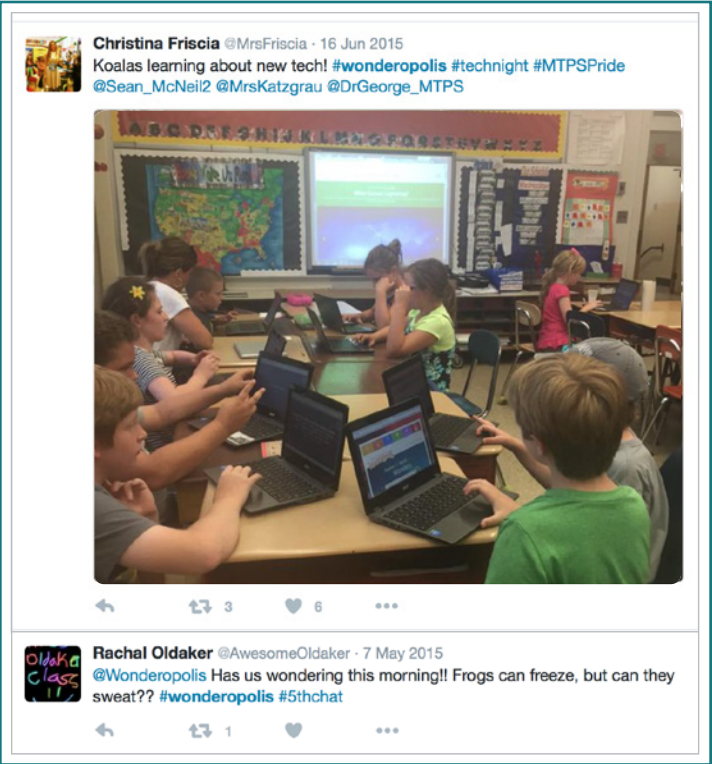
The power of wonder-inspired learning was recognized last winter when school districts began adopting Wonderopolis® as a resource to drive at-home learning and facilitate new knowledge — even on snow days!

“Wonderopolis.org is an exciting learning tool used in a growing number of our classrooms,” Jefferson County Public Schools (JCPS) Superintendent Dr. Donna Hargens said.

“JCPS students stayed engaged in learning during our recent snow days, logging on to tackle fascinating questions in the ‘Wonder of the Day!’”
— Dr. Donna Hargens, JCPS Superintendent



NCFL Vice President Emily Kirkpatrick and “Dr. Wonder” appear on **WDRB in the Morning**. wdrb.com/story/27834257/wonderopolis-hopes-to-spark-curiosity-when-students-have-time-to-flex-their-imagination



Since Wonderopolis launched in October 2010, we have engaged thousands of learners, and the energy of curiosity and inquiry has continued to pick up steam. At the end of FY 2015, some highlights of the platform include:

- **1,400+ Wonders of the Day®**, covering a vast range of topics—you're sure to find something that interests you!
- We've had nearly **24 million visits** since the site launched and welcomed more than **600,000 visitors** each month.
- More than 55 million page views
- **32,000+ comments submitted** by our users, each with a personal response from Wonderopolis.
- More than **30,000 Wonder questions** submitted by our users in the Wonder Bank. All of our new Wonders of the Day now come from questions from our users.
- The gamified Camp Wonderopolis platform extension, which has welcomed more than **200,000 visits**



Students traced the outline of shoes as inspired by the book *Pete the Cat*.

NCFL has been working to improve kindergarten readiness among vulnerable families through the implementation of NCFL's family engagement model that extends learning beyond the classroom and into homes and communities. In January, this work came to life for many visitors who saw firsthand the value of bringing parents and children together to learn.

"I am not sure there would have been such a crowded room if the invitation had read 'Come learn the steps for the dialogic reading process,'" writes the U.S. Department of Education in their May 11, 2015, blog post about a recent Family Literacy Night in Louisville, KY. that was attended by USDOE's Dr. Libby Doggett, Deputy Assistant Secretary of Early Learning, and Brenda Girton-Mitchell, Director of the Center for Faith-based and Neighborhood Partnerships.

There was singing, dancing, and, yes, dialogic reading. This high-energy and well-attended night of family learning exemplifies NCFL's partnership with Jefferson County Public Schools (JCPS) to help early childhood teachers utilize proven literacy strategies that build parent capacity to engage in joint learning with their children and build critical early literacy skills.



"Thanks to the teachers who maintain close working relationships with the children and their families, 84 percent of [McFerran Early Childhood Center's] 74 families were present to participate in a fun-filled evening with 'Pete the Cat.'"

— Dr. Libby Doggett, USDOE's Deputy Assistant Secretary of Early Learning

Introducing: Renegade Buggies! In February, NCFL launched Renegade Buggies, a brand new iOS/Android game with financial literacy curriculum designed to engage families needing support in developing basic budgeting and money management skills. By capturing these situations in a game, Renegade Buggies provides parents with a tool that enables them to learn with their children about how to make smart choices with money. The free app was made available by NCFL with funding from the Dollar General Literacy Foundation—a long time partner in giving families resources to learn together regardless of the parents' educational or economic background.

The game covers four concepts: unit prices, buying in bulk, coupons, and promotions. The entertaining gameplay meets the educational goals seamlessly and enables Renegade Buggies to engage parents and children in a joint-learning process. It also reinforces money-saving tips parents may or may not know while instilling the value of fiscal responsibility in children from a young age.

This innovative approach to learning caught the attention of media and received winning acclaim from financial literacy organizations, bringing home a Beyond the Classroom award at the REVERE Awards Gala (hosted by the Association of American Publishers (AAP) PreK-12 Learning Group) and named Instructional Game of the Year by the Institute for Financial Literacy.

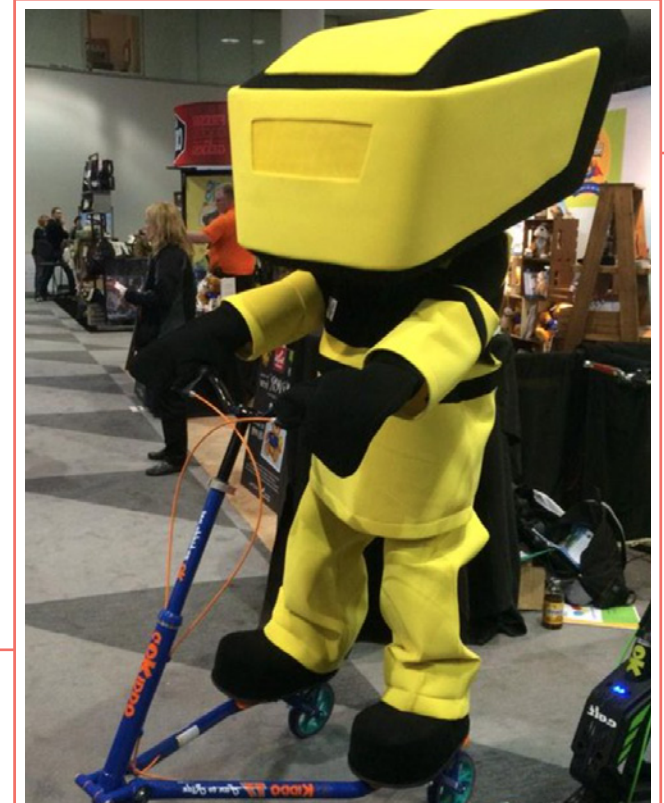


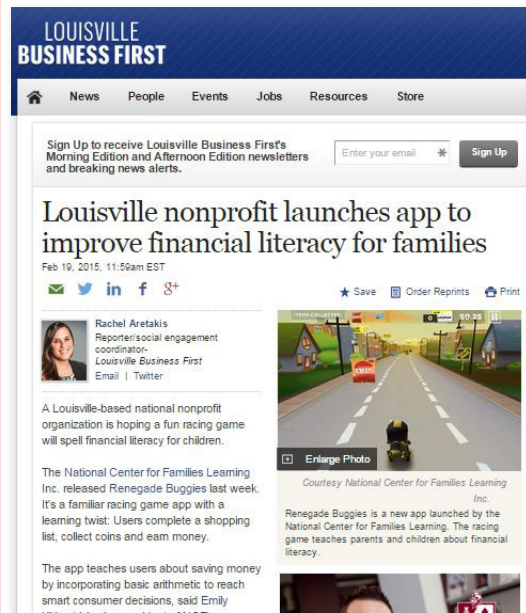
"This app is great because it makes the player learn without actually realizing it. It is very similar to app games that many kids have played before, like temple runner and minion race. It makes the person think about money in ways that not many students would."

— Revere Award Judge

"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 Award Judge





Louisville Business First

Louisville nonprofit launches app to improve financial literacy for families
bizjournals.com/louisville/news/2015/02/19/louisville-nonprofit-launches-app-to-improve.html



The Zela Wela Kids

Kids and Money: New App with Renegade Buggies
zelawelakids.com/blog



Renegade Buggies Awards



Instructional Game of the Year by the Institute for Financial Literacy



Beyond the Classroom award at the REVERE Awards Gala (hosted by the Association of American Publishers (AAP) PreK-12 Learning Group)



WAVE 3 – Sunrise at 6:00
 New App Called Renegade Buggies



WAVE 3 – News at 5:00
 Schools tackle snow-day brain drain with home activities
wave3.com/story/28141281/schools-tackle-snow-day-brain-drain-with-home-activities

FEBRUARY

Families Learning Summit: Two Generations, One Goal

The 2015 Families Learning Summit (Houston, Texas) attracted the nation's most progressive educators, administrators, visionaries, community leaders, researchers, and policy makers committed to families learning together. More than 100 sessions offered opportunities to learn in areas such as family engagement in education; dual generation programming; coalition, library, and community literacy collaborations; and early childhood, K-12, and adult education.

Highlights

- The week before Families Learning Summit kicked off, NCFL traveled to Washington, D.C., to surprise high school teacher Kristen Whitaker with the news she had been named the 19th Annual Toyota Family Teacher of the Year. When Ms. Whitaker arrived at that morning's planned school assembly, her efforts in engaging students' families in their children's education were applauded by 400 of her upperclassmen, fellow co-workers, D.C. Public Schools Chiefs of Curriculum and Human Resources, and the very first parent she had ever visited at home. Kristen laughed and choked down tears as she thanked NCFL, Toyota, her colleagues, and her students for the honor.
- Our annual Summit luncheon keynote speaker was Leland Melvin, co-chair of the White House STEM Council and recently retired Deputy Director of Education at NASA. After sharing his experience with perseverance and what it takes to succeed and make a difference in the lives around you, the former astronaut joined Wonderopolis for a very special #WonderChat. Mr. Melvin shared with @Wonderopolis followers what he had learned about black holes, growing plants in outer space, the first dog to leave the Earth's atmosphere, and how astronauts use the restroom. It was a STEM-driven and engaging conversation.
- The 2015 Summit featured an interactive webcast session at the Houston Public Library, made possible by NCFL and the Urban Libraries Council, which showcased powerful collaborations between libraries, schools, and community-based organizations. Library leaders and community partners from Houston, Hartford, and Nashville led the Better World Books-sponsored panel discussion about the necessary and enduring influence of libraries to transform programming and create centers for intergenerational learning, innovative afterschool programming, and strong digital approaches.





TWO GENERATIONS: ONE GOAL



Former astronaut Leland Melvin joined Wonderopolis for a very special #WonderChat. Mr. Melvin shared with @Wonderopolis followers what he had learned about black holes, growing plants in outer space, the first dog to leave the Earth's atmosphere, and how astronauts use the restroom.



Live webcast of the Houston Library Panel



Toyota Family Teacher of the Year, Kristen Whitaker

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AND SUPPORT FROM



MARCH

The goal of Toyota Family Learning is to take learning beyond the classroom and into the kitchen, the bus stop, or the grocery store—all with the aim of bringing learning to all aspects of life and all ages. In 2015, NCFL expanded to 10 communities serving 296 families (including 860 children). For more than 24 years, NCFL and Toyota's intergenerational approach to learning has brought more than one million parents and children together to reach their educational and economic goals. Toyota has been a major part of that effort, standing side-by-side with NCFL as a dedicated partner in family learning initiatives since 1991.

Here's a quick glance at how several Toyota Family Learning sites gave back to their communities in 2015:

- San Mateo Public Library's Toyota Family Learning families set out to clean up their neighborhood and send the message that East Palo Alto families care about the maintenance of their streets, parks, and other public places. Together, parents and children collected more than 2,000 gallons of trash: <http://bit.ly/neighborhoodcleanup>
- Families from Southwest Solutions' Toyota Family Learning program shared food and homemade scarves with Detroit's homeless community, while others prepared holiday gifts to share with families in need: <http://familieslearning.org/blog/southwest-solutions-holiday/> Each Monday, mothers participating in Lincoln Public Schools' Toyota Family Learning at Everett Elementary School in Lincoln, NE., hosted a World Games after-school club for students in grades K-2 to learn about different cultures: <http://bit.ly/LPSWorldGames>



- Toyota Family Learning families from Dorcas International Institute of Rhode Island (DIIRI) in Providence, R.I., volunteered to host Thanksgiving dinner for the student-led Brown University Refugee Youth Tutoring and Enrichment (BRYTE) program.



"I want my children to improve. The Toyota Family Learning Program is helping me to solve problems at home and to help each other."

— Sandra Castillo, parent participant

Highlighted Outcomes 2014-2015



Parent and Child Together Time® (PACT Time) and Parent Time support learning and goal setting



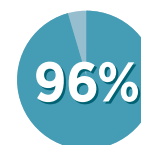
Family-to-family networks foster learning and help build social capital



Family Service Learning helps solve community problems and build workplace skills



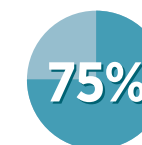
increase in parent engagement in their children's education



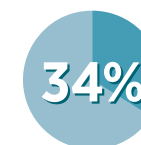
of parents became a better teacher to their child



increase in all literacy activities at home



of parents increased their English language skills



of parents got a better job

NCFL continues to be a prominent thought-leader in the adult education learning landscape. In April, we joined more than 1,500 adult educators in Denver for the Commission on Adult Basic Education (COABE) conference, leading presentations on implementing standards-based instruction; incorporating Family Service Learning models in programs; and how NCFL's Theory of Change aims to break the cycle of intergenerational poverty.

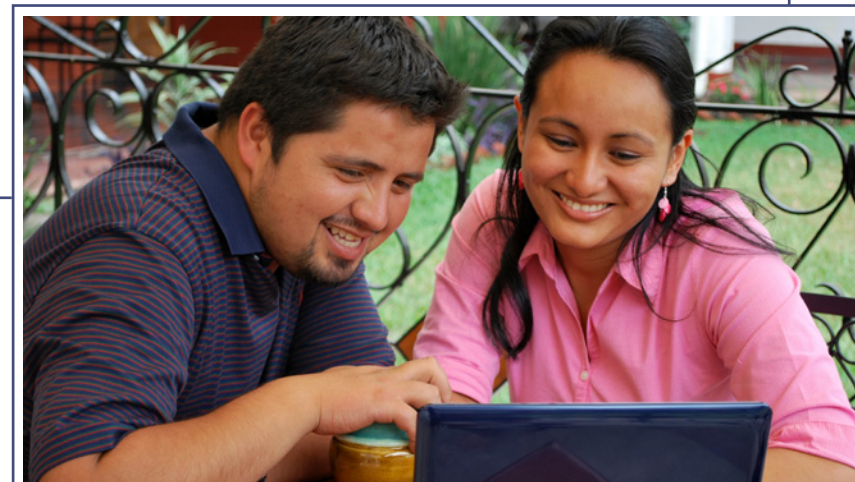
NCFL continued to expand its digital footprint in the adult education field by filling a need for relevant and practical professional development through its unique online courses.



Johan E. Uvin, U.S. Acting Assistant Secretary for Career, Technical, and Adult Education presenting *Making Skills Everyone's Business: A Call to Transform Adult Learning in the United States*.



Reecie Stagnolia, Contessa Love, Christina Marsh, and Gayle Box with Kentucky Adult Education and NCFL's Donna Elder team up at COABE.



Toyota Family Trails

In June, NCFL unveiled a dynamic new way to engage with families: Family Trails. The initiative encourages and recruits families to learn through adventures as grand as a trip across the country or as simple as a quick visit to a park around the corner. Believing your family is the best teacher your child will ever have—and the world around us is the ultimate classroom—Family Trails is designed to help families find new ways to learn together.

FamilyTrails.org is the hub for posts from Family Trail Guides, a diverse set of influential bloggers aligned with NCFL’s mission of families learning together, as well an aggregate of social media posts using #FamilyTrails from families across the globe. Since its debut in June 2015, the mobile-learning adventure arm of Toyota Family Learning has gained social engagement with families in 44 states, 34 countries, with a reach of more than 1.4 million using #FamilyTrails on Instagram and Twitter. Join us!

Toyota Family Trails is an adventure brought to life thanks to a partnership between NCFL and Toyota.

[SEE ALL POSTS](#)[SUBSCRIBE](#)

MEET THE FAMILY TRAIL GUIDES

Ralph DeFelice
from Pasadena, CA
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Vanessa Bell
from Long Beach, CA
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Sheena Tatum
from Valparaiso, IN
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Hannah Carpenter
from Searcy, AR
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Rebecca Darling
from Austin, TX
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rwethereyetmom 1 day ago
This mysterious box arrived on our doorstep yesterday!! But we have to wait until Friday to open it! Can't wait to see what's inside! #FamilyTrails

jeigelman_corinne_413 familytrails and 89 others like this

noesquearamedim Wow 🙌🏻 @rwethereyetmom

radioreet A box of fun? We want one!!

emilouemash How cool!!

candylolives How exciting!!

stacyorifice How cool!!!! How do you get that box?

semlipav I want to know more about this.

monogoodate Can't wait to hear more

g_sapara I have a million questions for this box! I wish I could see it!

Leave a comment...

Family Trails @Family_Trails · 17 Feb 2015
"Nothing beats a sunset hike with this girl."- @lifewithlifefishes. #FamilyTrails
instagram.com/lifewithlifefishes...

Sheena Tatum @SheenaTatum · 23 Mar 2015
#FamilyTrails When @toyota @familytrails sends your family a surprise crate and tells you not to open it 'til 3/27... [ft.t/1N27hXz](#)

Wonderopolis Retweeted
Family Trails @Family_Trails · 2 Mar 2015
As of today, FamTimeMachine is #FamilyTrails! Join along as we celebrate learning through adventure & exploration!



Camp Wonderopolis

NCFL fed the minds of 20,000 Campers at the award-winning Wonderopolis.org's 2014 virtual summer camp, designed to build vocabulary, reading comprehension skills, and background knowledge through 42 interactive learning pathways.

Starting with an appearance on Good Morning America, Camp Wonderopolis™ made its mark for reengineering summer learning through wonder, gaming, and science-made-fun during the out-of-school months, providing a truly engaging two-generation learning opportunity that is free and designed to build learning skills.

NCFL brought Camp Wonderopolis content to life with a graphically rich and imaginative online campground full of curious questions and STEM-based learning. Fun discussions about roller coasters, fireworks, boomerangs, lightning bugs, and much more accompanied interactive features such as Word Wheels, the Wonder Wall, and collectible Wonder Cards to create an engaging resource for children and families to learn together through the summer months and beyond.

At the end of FY15, Camp Wonderopolis (available year-round) had attracted more than 20,000 registered Campers, resulting in 92,000 vocabulary words mastered and 39,500 informational text and vocabulary quizzes passed.



DIGITAL PROPERTIES



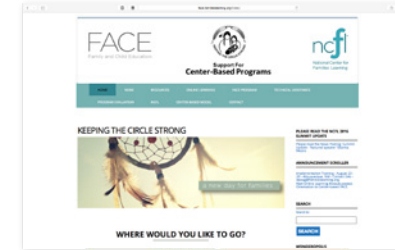
familieslearning.org



wonderopolis.org



toyotafamilylearning.org



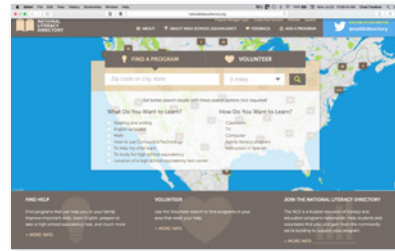
face.familieslearning.org



camp.wonderopolis.org



familytimemachine.com



nationalliteracydirectory.org



renegadebuggies.familieslearning.org



familytrails.com



30days.familieslearning.org

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familieslearning.org/donate

Your gift will support NCFL's efforts to elevate learning so that individuals achieve higher levels of confidence and economic well-being; families set and pursue bigger dreams and aspirations; and our communities prosper and grow with a more skilled, competitive, and inspired workforce.

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Simon & Schuster, Inc.
The College of Wooster
William and Margie Wilson

FINANCIAL INFORMATION

July 1, 2014 — June 30, 2015



Income

Corporations, foundations, and individuals	\$3,139,766
Federal and state grants	\$145,054
Contract services/registration fee income	\$1,732,401
Endowment income	\$352,279
Other income	\$45,817

Total	\$5,415,317
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Expenditures

Program services	\$4,402,601
Development and fundraising	\$413,001
Management and administration	\$863,869

Total	\$5,679,471
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Change in net assets	\$264,154
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Net assets end of year	\$15,532,479
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