



Celebrating and Reaching New

MILESTONES

2019 ANNUAL REPORT



Letter from Our President

It is hard to believe that it has been 30 years since I had the honor of founding the National Center for Families Learning (NCFL). It is even more amazing to realize that since then, we have worked to empower more than 4.5 million parents and children across the country through education solutions.

This past year has been filled with opportunities to remember the road we've traveled while at the same time explore new ideas for the road ahead. We celebrated the many families who have changed their lives and the lives of generations to come through family literacy, sharing these stories through special videos throughout the year. Chloe Goodman, Amanda Perez-Ramirez, Peyton Rhone, Guadalupe and Diego Maldonado, and Regina Lynn—some of our very first family literacy students—described their experiences at our 2019 Families Learning Conference, inspiring hundreds more to follow in their footsteps. Finally, we published *Grit, Grace, and Gratitude: A 30-Year Journey*, which tells the story of NCFL, of the many partners who have made this organization possible, and of the families who have worked so hard to change their lives.

As much as we looked to the past, it is this idea of change—the future of family literacy—that occupied our primary focus during 2019. More than ever before, we are pursuing our mission across broader, more diverse demographics. As our Statewide Family Engagement Centers (SFEC) continue to evolve, we are infusing family engagement across entire states. A closer look magnifies our rapidly-growing community and city-wide work, as we begin to build community coalitions and foster parent and community leadership in cities like Dallas and Muskegon, Mich. All the while, we remain deeply entrenched in individual neighborhoods, as a new grant has allowed us to scale up efforts in Louisville, Ky.

Our community coalition work began in Dallas and expanded to include Muskegon and Baytown, Texas over the past year. Bringing together key community organizations, the coalitions collectively work on laws, policies, and practices that can perpetuate inequities. Ultimately, they have the power of propelling vital community transformation. Our parent leadership efforts, meanwhile, are activating the leadership skills of parents by encouraging them to become engaged advocates for their community in order to bring about impactful change on education issues.

This work comes as the number of our place-based sites continues to multiply. In March, Toyota once again proved why it is one of the world's biggest proponents of family literacy by donating \$1 million—bringing total company contributions to an astounding \$50 million—to begin new programming in Washington, DC and northern Alabama.

Key grants have enabled us to dig in at the hyperlocal level as well. In the fall, we were awarded a grant from Bloomberg Philanthropies that will allow us to more strategically implement an already impactful initiative. In September, we were selected to expand our Say & Play with Words program in Louisville—one of five American cities chosen to implement an innovative early childhood education program designed to empower parents and caregivers to support language development as part of Bloomberg's What Works Cities initiatives. We are excited to lead this work in partnership with the City of Louisville along with support from community partners over the next three years.

Our digital platforms continue to have a nationwide and worldwide footprint as well. Over the summer, our digital property Wonderopolis partnered with Microsoft to incorporate its new Immersive Reader technology. The move made NCFL the first nonprofit entity to feature the technology, which works to expand content accessibility through a variety of reading assistance features. Content from Wonderopolis is now accessible in more than 60 different languages.

It was 50 years ago that I began volunteering to teach adults in a small Kentucky church basement, where my journey of family literacy began. The road that followed has been more remarkable than I could have ever imagined. There are so many intelligent, motivated, and selfless people who have contributed to the growth of family literacy along the way. As we continue to celebrate the results of generational change, I remain thankful for our many partners, inspired by the stories of our families, and encouraged by all that is to come.



Sharon Darling, President and Founder



Family Learning and Community Building

The National Center for Families Learning (NCFL) was built on the understanding that families learning together is more powerful and more effective than individual members learning alone. In 2019, NCFL took this concept of collaborative education one step further—to include the community as a whole.

Real, sustainable, and systemic change takes many hands to achieve.

Community Coalitions



Community coalitions begin by recognizing that those who are most impacted by certain issues should be seen as experts in determining solutions. Committed to addressing issues of social, economic, and racial injustice, coalition initiatives are often determined by an extensive root-cause analysis that recognizes how inequities are grounded in policies and practices. Ultimately, coalitions have the power of propelling community transformation by collectively working on laws, policies, and practices that can perpetuate inequities. Over the past year, NCFL has developed or supported community coalitions in Dallas, Muskegon, Mich., and Baytown, Texas.

Parent and Community Leadership



Parent leadership programs are designed to collectively activate the leadership skills of parenting adults by encouraging them to become engaged advocates for their community in order to make a powerful, impactful change on education issues. NCFL Parent Leadership efforts create a pathway for authentic family and community engagement to influence decision makers while providing culturally sustaining, accessible, and inclusive programming for families to be fully engaged in their educational journey. Parent and community leadership initiatives are currently underway in Dallas, Tarrant County, Texas, Louisville, Ky., and are soon to begin in Sheridan, Colo.

Place-Based Growth



At the same time as the development of these community-based initiatives, NCFL's traditional place-based work continues to grow at a rapid rate. Its number of active programs nearly doubled over the past year, increasing from 18 in 2018-19 to 32 in 2019-20. This tremendous growth was due largely to multiple [Statewide Family Engagement Center \(SFEC\)](#) grants awarded by the U.S. Department of Education. Through these grants, six traditional school-based family literacy programs have been implemented in both Arizona and Nebraska; four programs have begun in Kentucky, and one in Maryland. Thanks to support from longtime partner Toyota, an additional six programs were implemented in Dallas as well as two more programs put in place in Huntsville, Ala.



Expanding Influence

In 2019, the National Center for Families Learning (NCFL) took new steps to empower families across greater areas and at deeper levels than ever before.

Through our Statewide Family Engagement Centers (SFEC), we are infusing family engagement across entire states. Already, 17 new school-based family literacy programs have been developed in Arizona, Nebraska, Kentucky, and Maryland. At the same time, we are taking a refined, deeper approach in Kentucky, using new technologies to measure parent-child interactive behavior in new ways.

Say & Play with Words®



Two girls have fun doing an alphabet activity.



The National Center for Families Learning (NCFL), in partnership with Ready for K Alliance partners, was chosen to expand its Say & Play with Words initiative in 2019 as part of a three-year grant from Bloomberg Philanthropies. Through its What Works Cities initiatives, Bloomberg selected Louisville, Ky. as one of five American cities to implement an innovative early childhood education program designed to empower parents and caregivers with tools to support language development at a critical age—and help children enter kindergarten classroom ready.

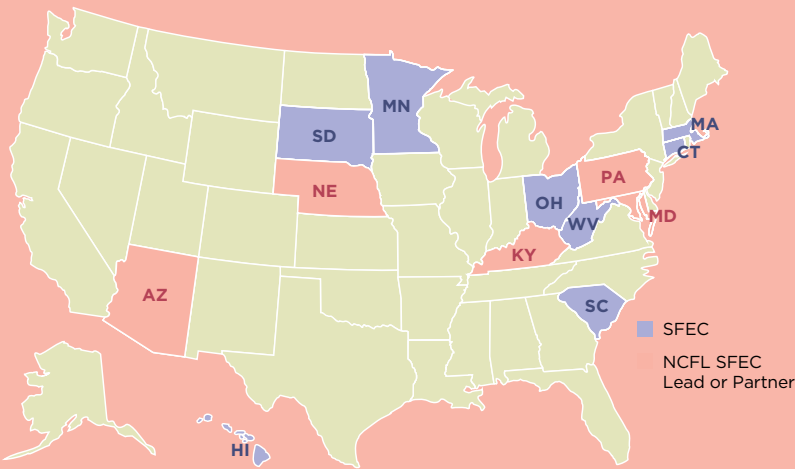
Say & Play with Words provides resources for family members and caregivers to engage with infants and young children through everyday interactions. By age 3, research shows that children from low-income families may be hearing up to 30 million fewer words than those from higher-income families. This “word gap” contributes to disparities in academic performance, such as kindergarten readiness and achieving grade-level reading.

The expanded Say & Play program will be centered on creating playgroups and parent groups in targeted Louisville zip code areas that demonstrate high percentages of children not ready for kindergarten. NCFL will serve as the lead implementer of the expansion, building on existing city infrastructure with new and current NCFL partner sites. The local effort will integrate innovative LENA (Language ENvironment Analysis) technology to track and measure words used in the home to gauge parent-child interactive behavior change as a result of participation. It will also incorporate the curriculum of Providence Talks, a Bloomberg-funded program in Providence, R.I.

“The National Center for Families Learning is excited to lead our community partners in the expansion of Say & Play with Words,” said NCFL President and Founder Sharon Darling. “In our 30 years of working with millions of families across the country, we have found that the two key ingredients to support the success of the family are: empowering parents through education and bringing the family together to learn.”

Combined with local investments, the support provided across the five cities totals nearly \$12 million over three years. Through the expansion, more than 1,200 families will participate in Say & Play with Words during that time.

Statewide Family Engagement Centers



- NCFL is a lead or partner in five of the 13 Statewide Family Engagement Centers across the country.
- 17 new school-based family literacy programs have been implemented in these states to date.
- 807 parents/families are currently engaged in SFEC activities in Arizona and Nebraska



Celebrating Long-Term Partnerships

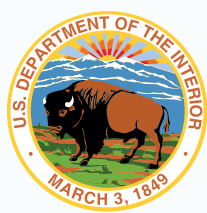
The National Center for Families Learning (NCFL) is deeply grateful to have worked alongside several extraordinary partners throughout the years. Our long-term relationships with these organizations are unprecedented, in some cases spanning multiple decades.

Kenan Family Literacy Program

Toyota

PNC Grow Up Great®

Bureau of Indian Education



FACE
Family and Child Education

For 30 years, the National Center for Families Learning (NCFL) has partnered with the Bureau of Indian Education to empower thousands of American Indian families across the country through the Family and Child Education (FACE) program.

Implemented in 48 American Indian communities, these programs help strengthen families' confidence, increase their educational ability, and broaden their outlook for success—all while infusing tribal language and culture in program implementation.

Recently, FACE programs took these efforts one step further by incorporating Family Service Learning. Developed in 2013, NCFL's six-step Family Service Learning model incorporates content learning, technology, problem solving, and leadership skills. Together, parents and children plan and execute a service project within their local community, fostering a sense of civic engagement at the same time.

In 2019, a total of 13 different FACE sites carried out Family Service Learning projects. Though the goal was to provide for their communities, many adults acknowledged that the projects enriched their own lives and the lives of their children as well. Following are brief summaries of three of the projects.



Little Wound School

It was back in the 2017-18 school year when adult education students at Little Wound first began expressing a desire to hold a naming ceremony at the school for themselves and their children. At the time, however, they did not feel as though they possessed the necessary tools to put on such an event. Tasked with developing a Family Service Learning project, they realized that this was their chance.

The parents recruited Elders to teach the history of their culture to the parents and their children. Meanwhile, members from surrounding communities were asked to visit and share their knowledge and skills in preparing for a ceremony such as this.

Ultimately, Little Wound School held a large naming ceremony in the center of the community. A total of 125 parents and children participated in the cultural experience.

"I was very emotional and grateful to have participated [in the ceremony] from beginning to end," one mother said. "I was able to give my daughter a priceless gift of not only teaching her [about her] culture, but [I also] hand made her a dress."



Blackwater Community School

For their Family Service Learning project, parents at Blackwater combined fun and learning into one special holiday activity.

During the month of October, they worked within the school and across the community to host "Book and Boo"—a haunted house on school grounds that also offered students free books to take home. Parents reached out to a variety of community resources, contacting Home Depot, local officials, Unite for Literacy, and others to construct a haunted house on school grounds.

On the night planned, 97 parents and children flocked to the school to 'get spooked' by ghosts and goblins, who in fact were just parents dressed in their best costumes. While waiting in line for the haunted house, parents and children had the opportunity to talk with one another, laughing and having fun. Once they had completed their trip through the haunted house, children were each given two books to take home and read.

The experience provided parents a way to organize and build relationships within their community. Many children brought in their new books to share at school. The haunted house is 90 percent sustainable, and the community has already asked for it to return next year.



Chief Leschi School

Adult education students at Chief Leschi came together in 2019 to investigate and learn about their culture's ways of planting, growing, and preserving traditional medicines and foods.

Over the course of several months, students unearthed these traditional practices through a variety of mediums. They located and purchased books on how to implement the project, and reached out to Tribal Counsel, their Tribal Elders Panel, and traditional medicine makers for guidance and information. They also went online to locate courses, videos, and trainings related to building the necessary skills to execute the project.

Once all of the information had been gathered, a total of 58 parents and children proudly shared the foods and medicines they had preserved with others in need within their community.

"It was powerful and spiritual for all of us," said one student. "We became a close community and school family. As a team, we are looking forward to carrying on this work with more students next year. It is a great opportunity to help others."

Tribal Elders have committed to continuing support of the Family Service Learning project by providing supplies as needed to make it sustainable year after year. Indeed, the valuable knowledge acquired by students and community members was not the only benefit of this project; new relationships were formed as well.

"We now have a stronger relationship with Tribal Counsel and the Tribal Elders Panel," said another student. "They helped us create a strong school family and community support system and strengthened the revitalization of our tribal language and traditional ways."



Digital Innovations

The National Center for Families Learning (NCFL) recognizes the increasingly critical role technology will play in shaping the educational landscape of the future. Our National Literacy Directory helped erase geographical barriers in 2019, bringing together practitioners from 17 states to online learning communities. Wonderopolis®, which received more than 50 million visitors over the past decade, integrated new technology from Microsoft to increase accessibility for all.

National Literacy Directory



Adult Learning Communities brought together practitioners from 17 states

The [National Literacy Directory \(NLD\)](#), a digital property of NCFL, recently directed a new program aimed at creating a digital learning community for adult education programs throughout the country. NLD Adult Learning Communities, a one-year, two-cohort program that began in 2018, continued into 2019 through the support of Dollar General.

Through the program, educators created an online community, sharing best practices with their peers from around the country during the 8-week course facilitated by NCFL. While the 2018 cohort was centered around improving student recruitment, engagement, and persistence, the 2019 cohort discussed teaching strategies for English language learners.



Following the course, programs were provided a \$2,000 stipend to design and field test an innovation to improve instructional practices. Members of each organization then presented their innovations to each other at the 2019 Families Learning Conference.

“It was wonderful to compare and share stories of frustration and success (at the Families Learning Conference),” said Potsdam, N.Y. Public Library Adult and ESL Program Coordinator Maria D. Morrison. “We are not alone! Together we can utilize our collective efforts to buoy one another up and return to our home zones with renewed energy.”

Over the course of the two cohorts, the Adult Learning Communities program brought together adult educators from 24 programs in 17 states across the U.S.

Since its inception in 2010, the NLD has helped connect more than 50,000 potential students and volunteers to literacy services, community education programs, and high school equivalency testing centers. You can search for literacy listings in your community at [NLD.org](#).

Wonderopolis®



Wonderopolis® becomes first nonprofit entity to feature Microsoft’s Immersive Reader technology

Wonderopolis®, an award-winning website created by NCFL that cultivates student curiosity, added a powerful new tool in 2019—[Microsoft’s Immersive Reader](#). NCFL became the first nonprofit to feature the new technology, which works to expand content accessibility through a variety of reading assistance features.

With the help of Immersive Reader, [Wonderopolis’s](#) content will now be translatable into more than 60 languages via text and text-to-speech. Additional features of Immersive Reader include language-specific accents, line focusing, text resizing, syllable breakdown, parts of speech identification, and a picture dictionary. Moving forward, these technologies will increase accessibility for Wonderopolis users with visual impairments, reading disabilities, and for English language learners.

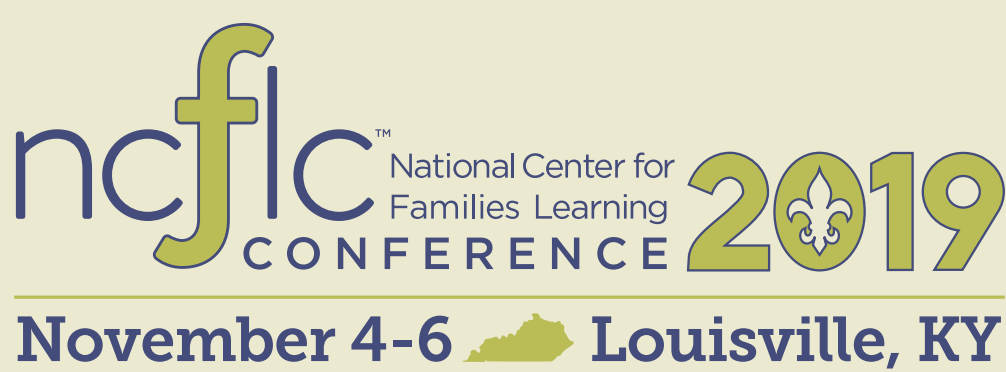
“For two years, I’ve dreamed of making Wonderopolis more accessible for all readers and English language learners,” said NCFL Senior Manager of Digital Communities John MacLeod. “But there wasn’t a great solution for a nonprofit--until now. Microsoft’s Immersive Reader puts Wonderopolis into the hands of truly everybody and provides the tools to include all learners in wondering and learning together.”

Created by NCFL in 2010, Wonderopolis has grown to become one of the most popular education sites in the world, boasting more than 2,000 unique [Wonders of the Day®](#) and over 50 million visitors since its debut. With multi-disciplinary content that aligns to Common Core State Standards (CCSS), the STEM Educational Quality Framework, and Bloom’s Digital Taxonomy, teachers everywhere use Wonderopolis’s daily Wonders to jumpstart their students’ critical thinking. With the addition of Immersive Reader, the number of users is expected to continue to grow.

The integration of Immersive Reader technology is the latest result in a growing relationship between Wonderopolis and Microsoft. Earlier in the year, Wonderopolis announced a new partnership with [Microsoft’s Flipgrid](#), a website that allows teachers to create “grids” in order to facilitate video discussions. Flipgrid is used by millions of students, educators, and families in over 180 countries around the world.

Families Learning Conference

The 2019 Families Learning Conference centered around families and festivity, providing a memorable capstone to three decades of families learning together. Over 900 educators, social service providers, librarians, policymakers, and funders gathered in Louisville, Ky.—the birthplace of family literacy—to take a more holistic approach to family engagement and celebrate the families who have changed their lives through family literacy.



Attendees enjoy the occasion at the 2019 Families Learning Conference.

For 30 years, NCFL has called Louisville, Kentucky home. For three days, family literacy and learning practitioners from across the country did the same, gathering together in the Derby City for the 2019 Families Learning Conference, held Nov. 4-6.

Over 900 educators, social service providers, librarians, policymakers, parent leaders, and funders attended, hailing from 45 states as well as Washington, DC, Canada, and Japan.

With over 100 learning sessions on tap in seven content strands, plus 15 exhibitors and multiple networking events, there were plenty of opportunities to share resources, strategies, and ideas throughout. Together, these aspects served to help equip educators and service providers with tools to take a more holistic approach to family engagement.

The Conference kicked off with an informative and inspiring keynote by Dr. Karen Mapp, who remarked on the importance of family engagement, not just parent engagement, and the conditions necessary to develop and sustain effective family-school partnership initiatives. Made possible by Scholastic, Dr. Mapp's keynote identified a variety of strategies that support student learning and school improvement.

Next, a panel of librarians from around the country discussed how culturally diverse families are often isolated from schools, libraries, and other community resources, offering solutions from their own communities during a live webcast, which was produced in partnership with the Public Library Association and sponsored by Better World Books. The day ended with the PNC Grow Up Great® Welcome Reception, which treated guests to bluegrass music, fun activities, and regional appetizers, all while celebrating a 25-year partnership between PNC and NCFL.

For nearly 30 years, NCFL has supported and worked with American Indian families through a deeply-rooted partnership with the Bureau of Indian Education and its Family and Child Education (FACE) program. It was in this spirit that Tuesday began with remarks from FACE Director Sue Bement and former FACE participant Amanda Perez-Ramirez, who shared how participating in the program not only led to her earning her GED®, but also catalyzed a fuller life for her and her children. Activist Scholar Dr. Debbie Reese challenged the audience to be more aware of misleading fictions about Native peoples, urging them to instead work to provide children with facts about American Indians, both in literature and in life.

Each year, the Tuesday evening Banquet Celebration is considered the Conference's signature event, and this year was no different. The Banquet marked a culmination and a celebration of three decades of empowering families through literacy and learning. ABC's Nightline co-anchor Byron Pitts emceed the evening, which included remarks from Regina Lynn, one of NCFL family literacy's first students, and Vice Chairman of Toyota's Board of Directors, Shigeru Hayakawa. Mrs. Lynn shared her remarkable story of perseverance and determination to leave an abusive relationship and break her family's cycle of poverty, while Mr. Hayakawa spoke to his company's long-standing and vital partnership with NCFL. Mr. Hayakawa presented the 2019 Toyota Family Teacher of the Year awards to Colleen Ryan of Chattanooga and Andrea Greimel of San Antonio.

The evening culminated with a special surprise tribute to NCFL President and Founder Sharon Darling. Toyota President Akio Toyoda recorded a heartfelt congratulatory message to Sharon and her organization for empowering millions of families over 30 years. The countless individuals whose lives have been touched by Sharon's then paid tribute to the pioneer of family literacy. NCFL's Board of Directors provided the exclamation mark, announcing the launch of the Sharon Darling Innovation Fund, which will enable NCFL to test new family literacy and learning innovations in its home state before scaling successful approaches to its full network. The board announced a substantial contribution to the fund, while challenging supporters of NCFL and family literacy to meet a goal of \$1 million raised by the end of the year.

To close the banquet, Diego Maldonado and his mother, Guadalupe, provided one final dose of inspiration, remarking in not one, or two, but three languages how the Toyota Family Learning program has changed the trajectory of both of their lives. Local NCFL partner, the Academy of Music Production Education and Development (AMPED), kept the dance floor alive well into the night at the Hometown Throwdown.

Though Tuesday was fulfilling in more ways than one, the Conference was far from over. Wednesday morning began bright and early with a series of two-hour deep dive sessions on topics such as family math, corporate funding, and family literacy partnerships. These were followed by the Closing Brunch, where attendees fell into fall with a special pumpkin Creme Brule while listening to the sonorous sounds of cellist Ben Sollee. Former XPRIZE CEO Marcus Shingles stretched the minds one last time by looking to the future, and hearts were ignited by Journeyman Ink to cap it off.

From acquiring new knowledge, to meeting new faces, to gaining new inspiration from families who have changed their lives, many left the 2019 Families Learning Conference with renewed vigor and brimming with ideas to put into action.

At NCFL, we know they will return to their individual communities with tireless passion; and we hope that knowledge gained is knowledge shared—that the lessons learned from the 2019 Families Learning Conference will spread far and wide.

Toyota Family Teacher of the Year



Toyota Family Teacher of the Year winner, Colleen Ryan (left), and runner-up, Andrea Greimel (right) pose with ABC's Nightline co-anchor Byron Pitts, NCFL President and Founder Sharon Darling, and Vice Chairman of Toyota's Board of Directors Shigeru Hayakawa.

Two dedicated educators were recognized at the 2019 Families Learning Conference for going above and beyond when it comes to engaging families.

Colleen Ryan, a kindergarten teacher at Rivermont Elementary in Chattanooga, Tenn., and Andrea Greimel, a prekindergarten teacher at Carvajal Early Childhood Education Center of San Antonio, Texas, were named the Toyota Family Teacher of the Year and runner-up, respectively.

To combat transportation challenges in her community, Ryan used her own money to build a mobile classroom – called "The Passage" – which offers a free, four-week series of 20-minute lessons on math, science, and literacy. Parents and students receive the opportunity to build a notebook full of strategies, games, and resources on the bus that can be used later to help children study.

Ryan's approach has yielded successful outcomes. As a result of The Passage, 75 percent of participating families have increased their literacy skills; 80 percent of families have improved math skills; and 85 percent of families have engaged in more positive behavior.

"(Colleen) took it upon herself to create a mobile learning/education center on wheels, tackling the problem of not only improving the education of families, but also overcoming the issue of transportation for the recipients," said Mike Goss, general manager, Social Innovation, Toyota Motor North America. "Providing mobility answers to those who need them most is what drives us every day."

Greimel is credited with helping parents understand the cognitive, social, emotional, cultural, and oral language benefits of dual-language learning. An instrumental player in bringing dual-language education to San Antonio Independent School District (ISD), Greimel leads culturally relevant parent engagement events. This includes opportunities for families to write and record their own family stories with their children. She also brings her love of the arts—including poetry and dance—into the classroom and helps her students connect to literacy through dramatization.

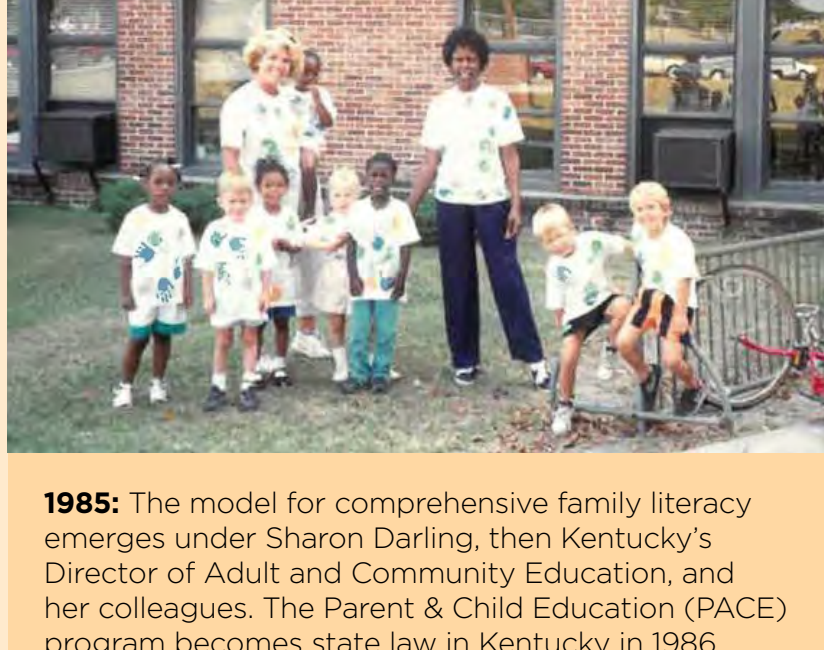
"We commend Andrea on how she has integrated two-generation learning with culturally relevant activities and dual-language education, not only in her own classroom and school but throughout San Antonio ISD," said Dr. Josh Cramer, NCFL Executive Vice President. "Andrea's leadership and passion for nurturing student and family success is evident. Research shows students with engaged parents do better in school."

[Ryan received a \\$20,000 check from Toyota and NCFL](#) to be used to continue her family literacy efforts with her mobile classroom, while Greimel and San Antonio ISD were awarded a \$5,000 grant to expand dual-language education within the district.

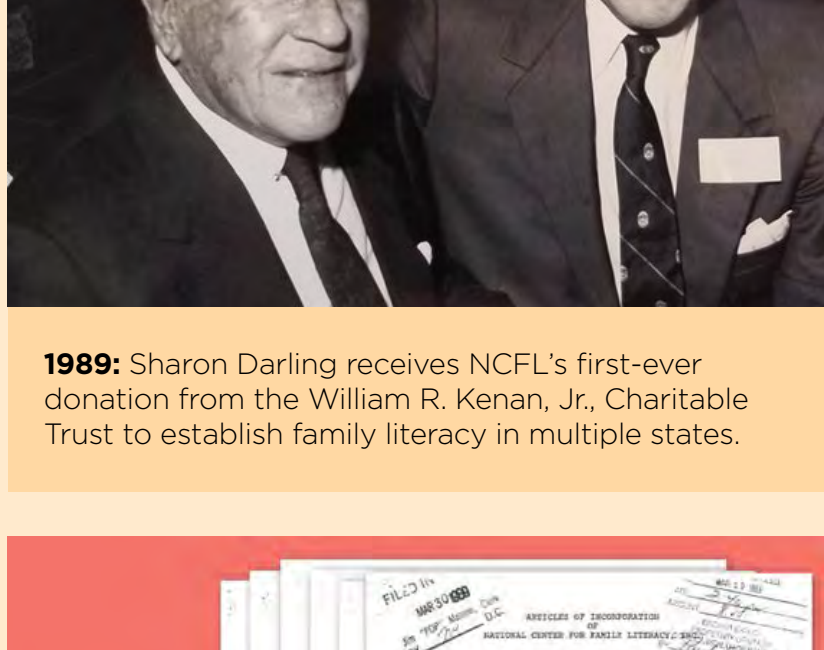
Since 1997, Toyota's Family Teacher of the Year winner, runner-up, and their respective organizations have received \$575,000.

30 Years of Family Literacy

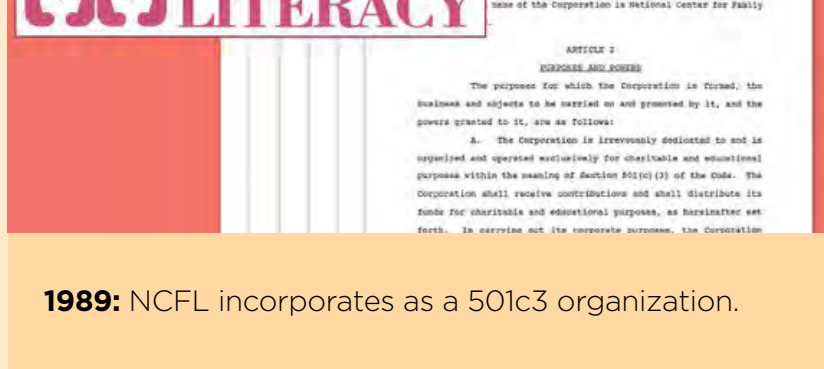
(1985 – 2000)



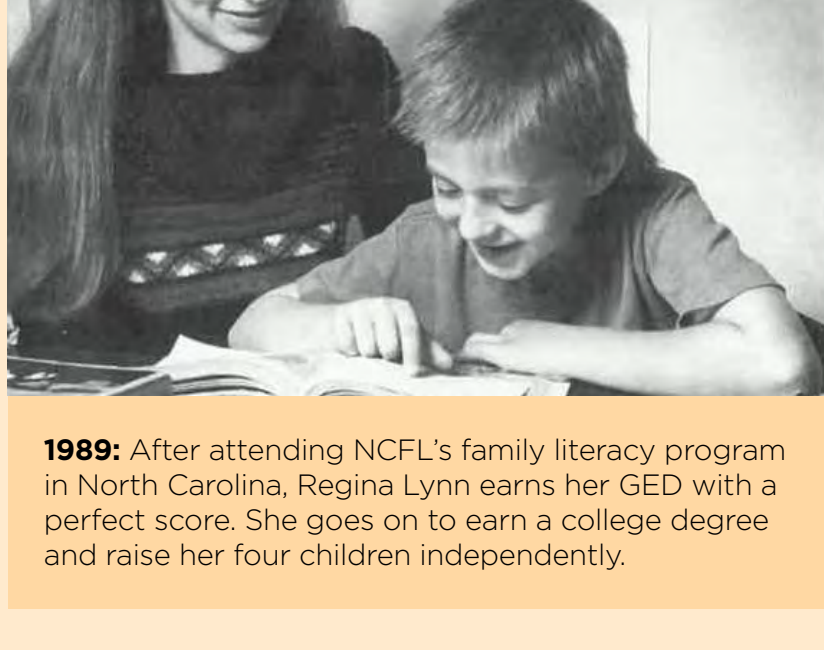
1985: The model for comprehensive family literacy emerges under Sharon Darling, then Kentucky's Director of Adult and Community Education, and her colleagues. The Parent & Child Education (PACE) program becomes state law in Kentucky in 1986 and, within three years, becomes a national model and earns the Innovations in American Government Award from the Harvard Kennedy School of Government.



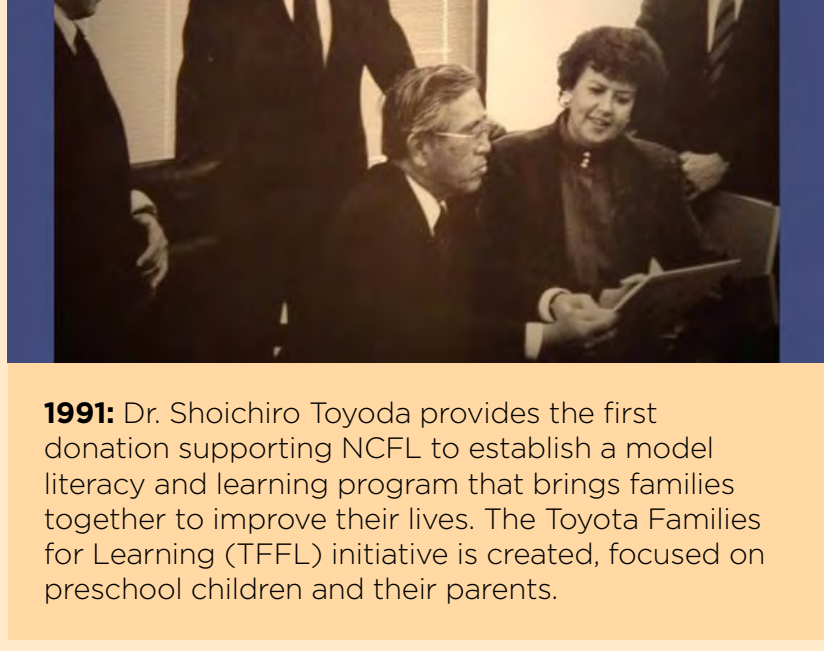
1989: Sharon Darling receives NCFL's first-ever donation from the William R. Kenan, Jr. Charitable Trust to establish family literacy in multiple states.



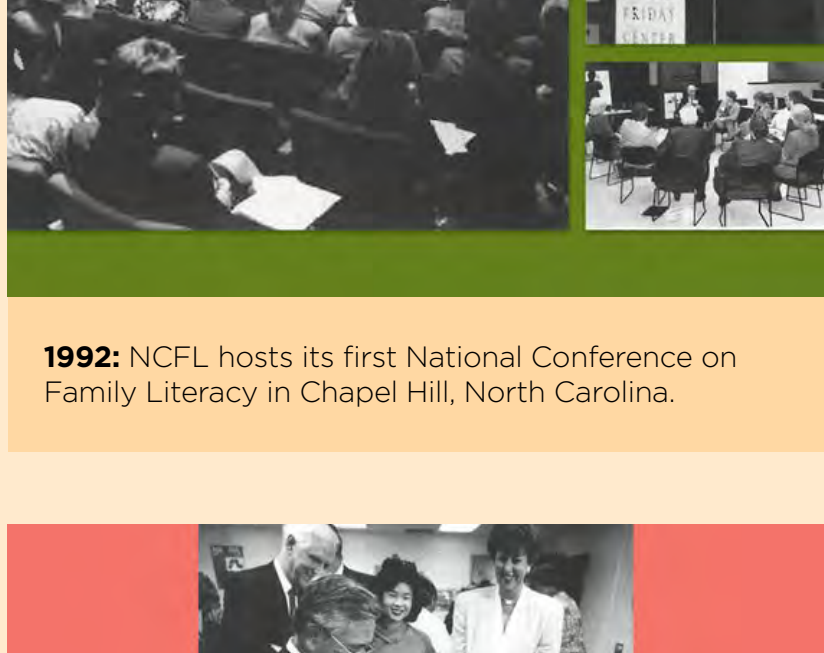
1989: NCFL incorporates as a 501c3 organization.



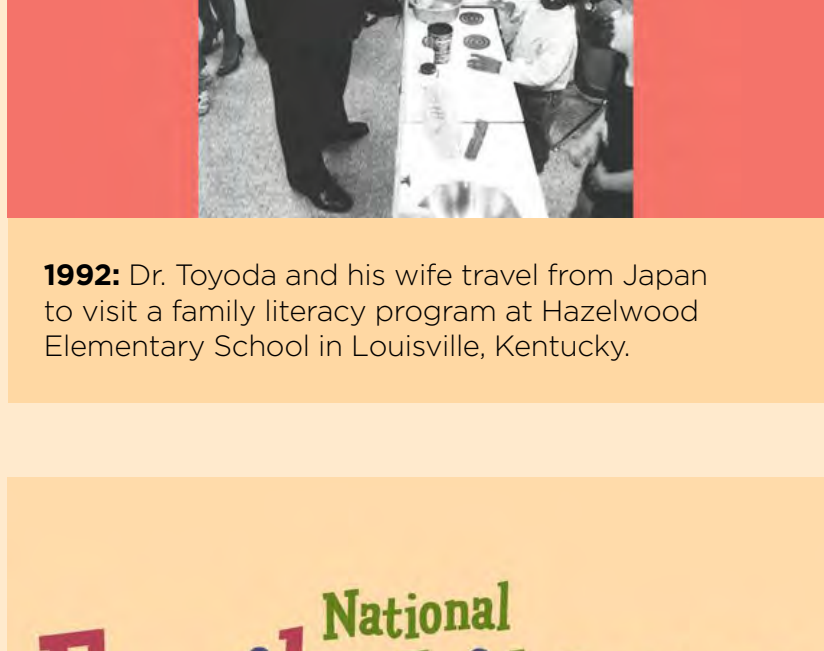
1989: After attending NCFL's family literacy program in North Carolina, Regina Lynn earns her GED with a perfect score. She goes on to earn a college degree and raise her four children independently.



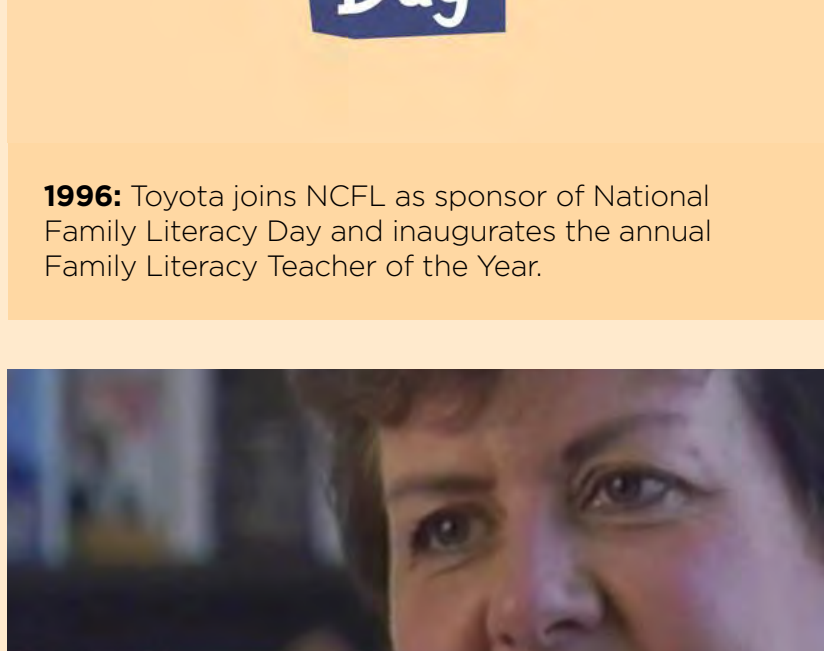
1991: Dr. Shochiro Toyoda provides the first donation supporting NCFL to establish a model literacy and learning program that brings families together to improve their lives. The Toyota Families for Learning (TFL) initiative is created, focused on preschool children and their parents.



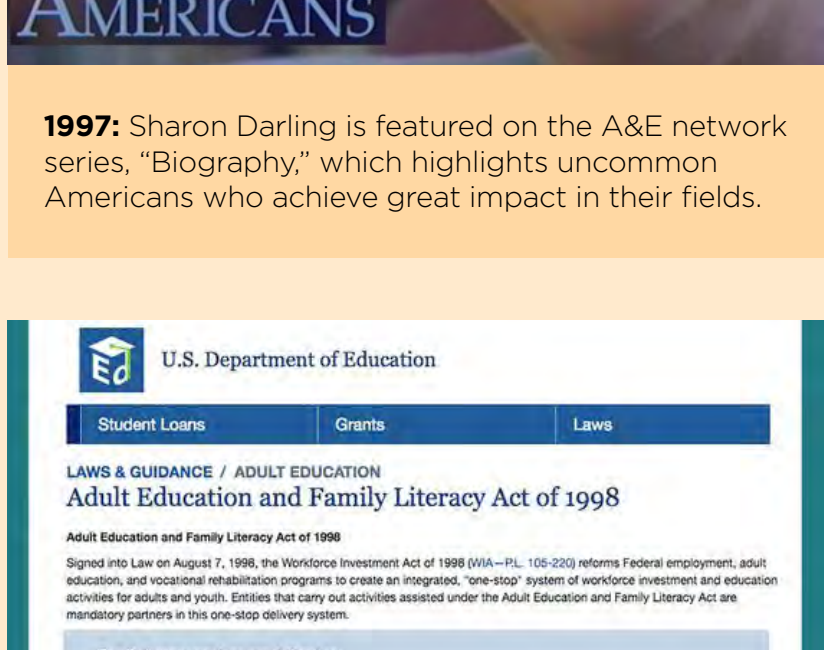
1992: NCFL hosts its first National Conference on Family Literacy in Chapel Hill, North Carolina.



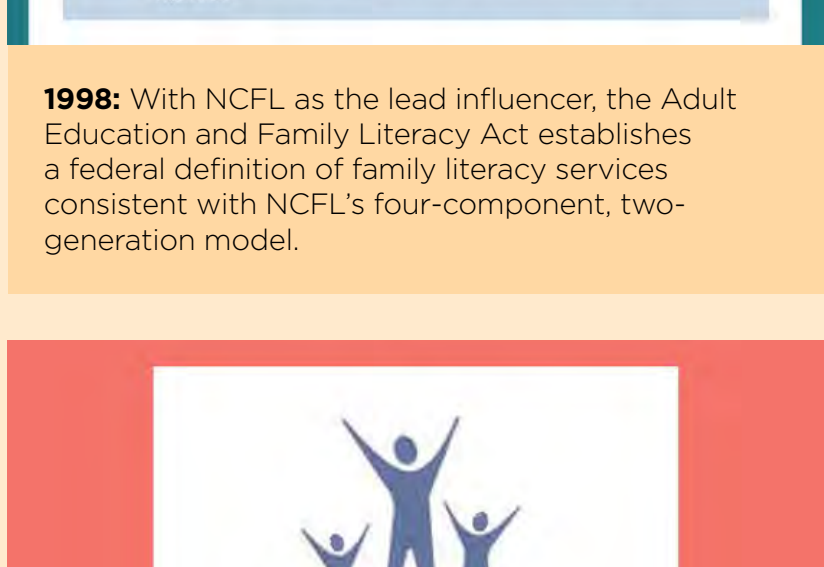
1992: Dr. Toyoda and his wife travel from Japan to visit a family literacy program at Hazelwood Elementary School in Louisville, Kentucky.



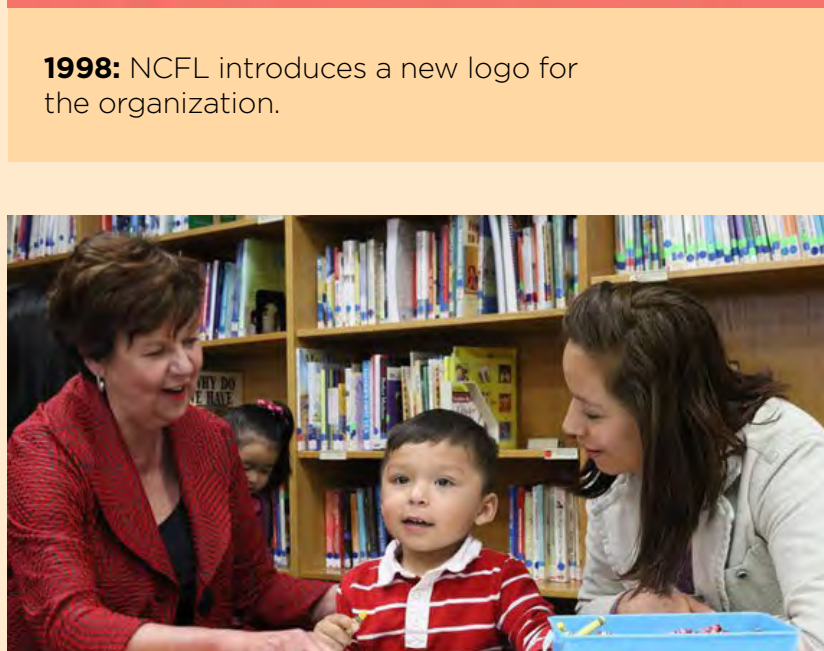
1996: Toyota joins NCFL as sponsor of National Family Literacy Day and inaugurates the annual Family Literacy Teacher of the Year.



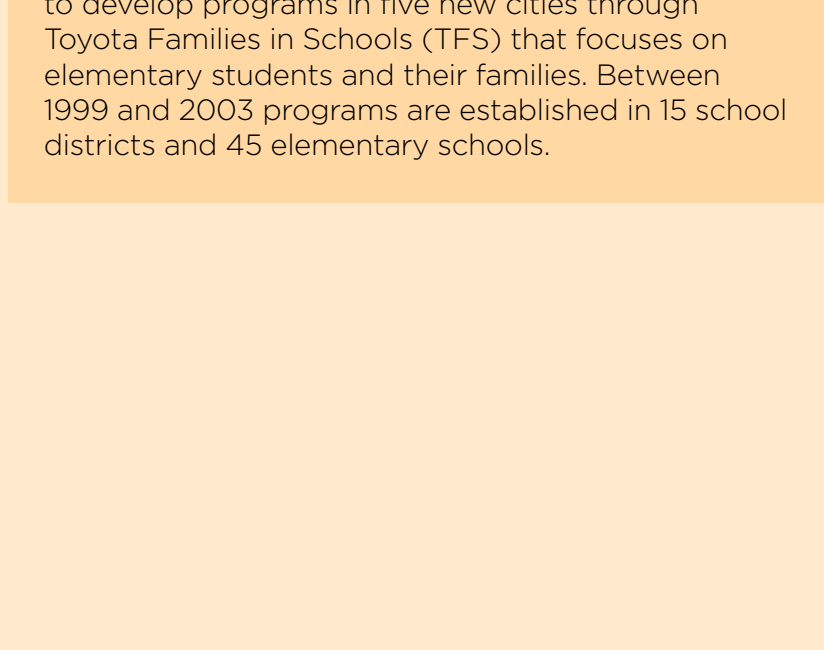
1997: Sharon Darling is featured on the A&E network series, "Biography," which highlights uncommon Americans who achieve great impact in their fields.



1998: With NCFL as the lead influencer, the Adult Education and Family Literacy Act establishes a federal definition of family literacy services consistent with NCFL's four-component, two-generation model.



1998: NCFL introduces a new logo for the organization.

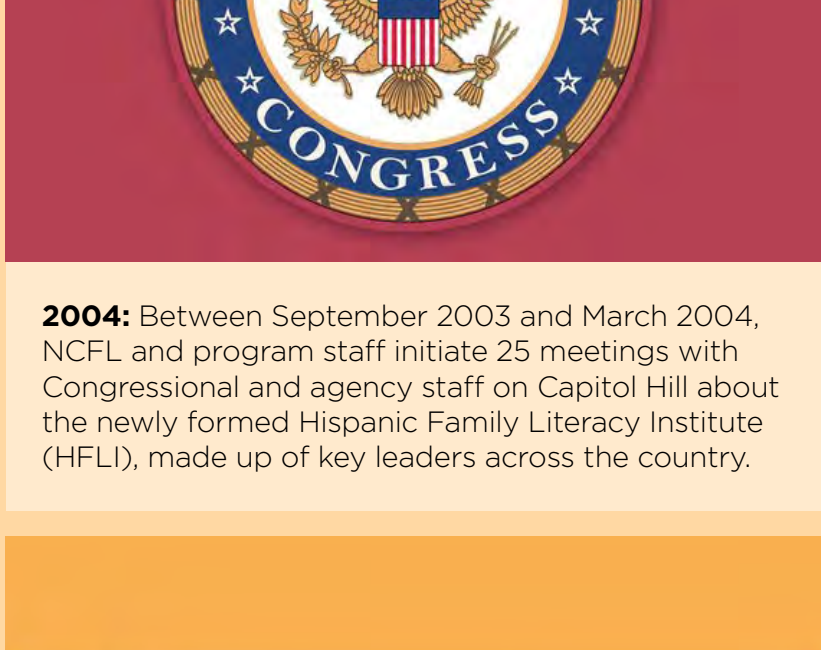


1999: With a \$2.3m grant, Toyota supports NCFL to develop programs in five new cities through Toyota Families in Schools (TFS) that focuses on elementary students and their families. Between 1999 and 2003 programs are established in 15 school districts and 45 elementary schools.

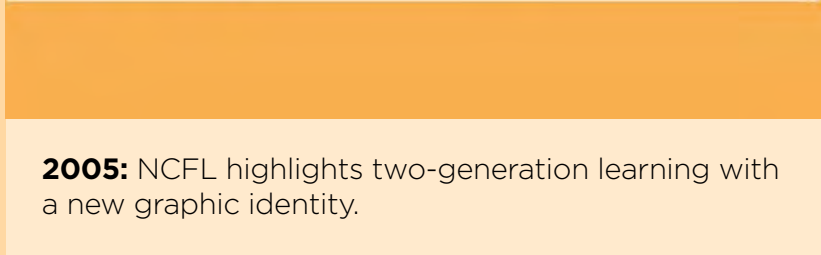
(2000 – Present)



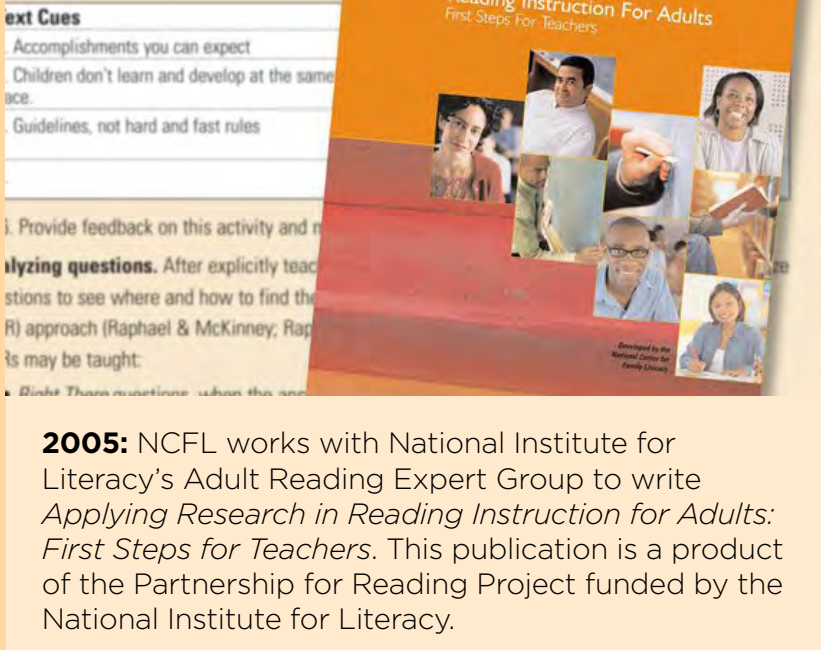
2003: With a \$3.2m grant, Toyota Family Literacy Program launches to bring parents and children from Hispanic/Latino and other immigrant families together in a classroom to serve the educational needs and engage with culturally relevant programming. Ultimately, the initiative reaches 90 Title I elementary schools spanning 30 cities.



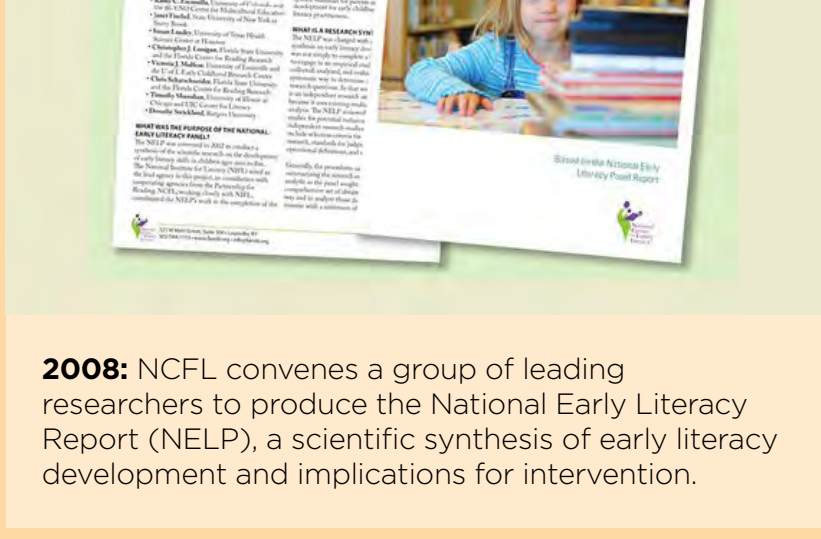
2004: Between September 2003 and March 2004, NCFL and program staff initiate 25 meetings with Congressional and agency staff on Capitol Hill about the newly formed Hispanic Family Literacy Institute (HFLI), made up of key leaders across the country.



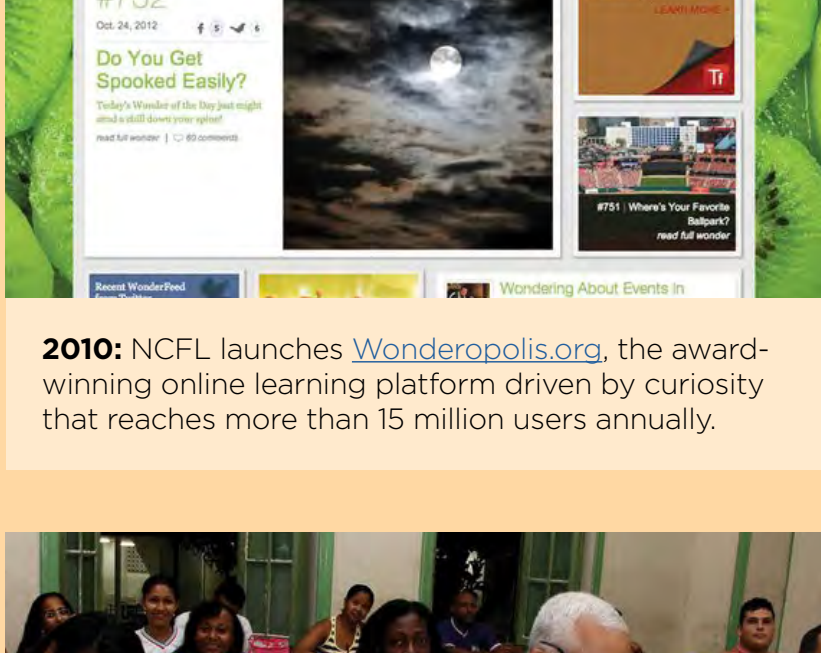
2005: NCFL highlights two-generation learning with a new graphic identity.



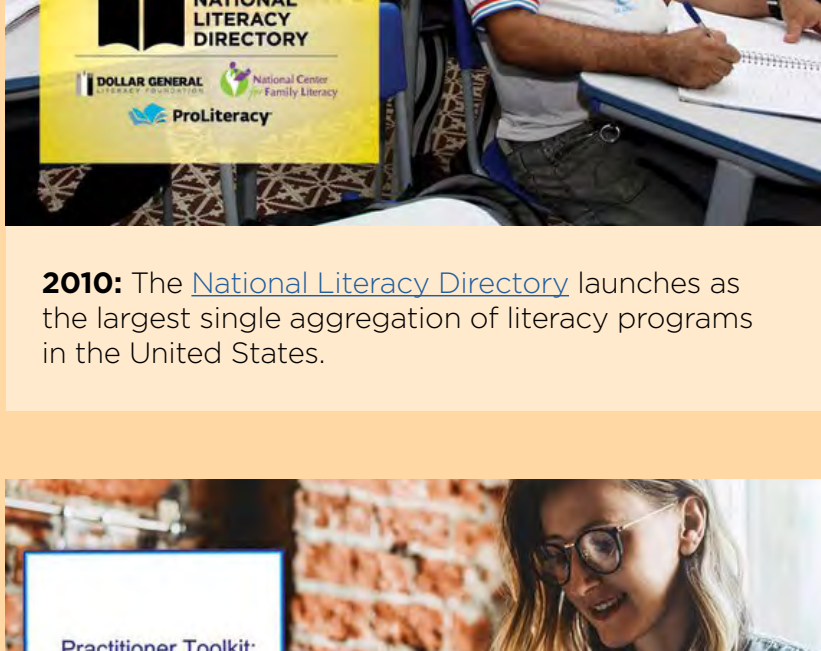
2005: NCFL works with National Institute for Literacy's Adult Reading Expert Group to write *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. This publication is a product of the Partnership for Reading Project funded by the National Institute for Literacy.



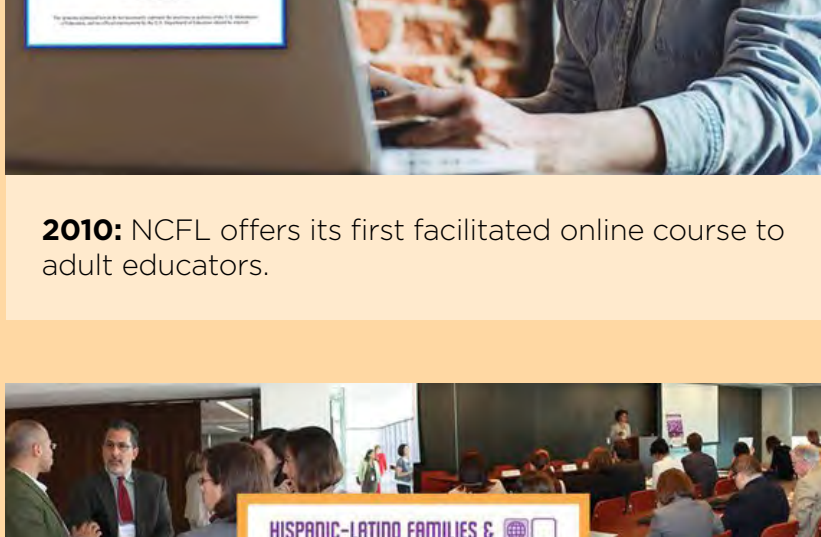
2008: NCFL convenes a group of leading researchers to produce the National Early Literacy Report (NELP), a scientific synthesis of early literacy development and implications for intervention.



2010: NCFL launches Wonderopolis.org, the award-winning online learning platform driven by curiosity that reaches more than 15 million users annually.



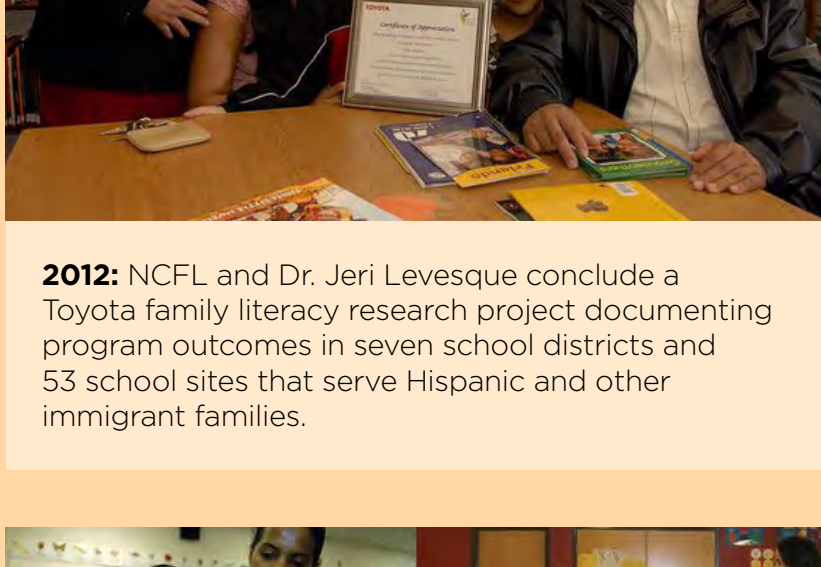
2010: The [National Literacy Directory](http://NationalLiteracyDirectory.org) launches as the largest single aggregation of literacy programs in the United States.



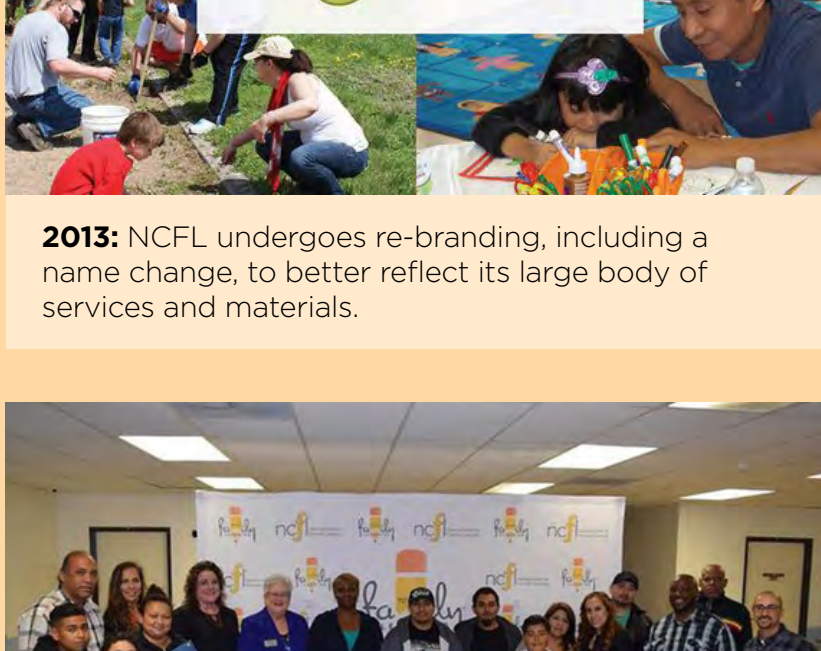
2010: NCFL offers its first facilitated online course to adult educators.



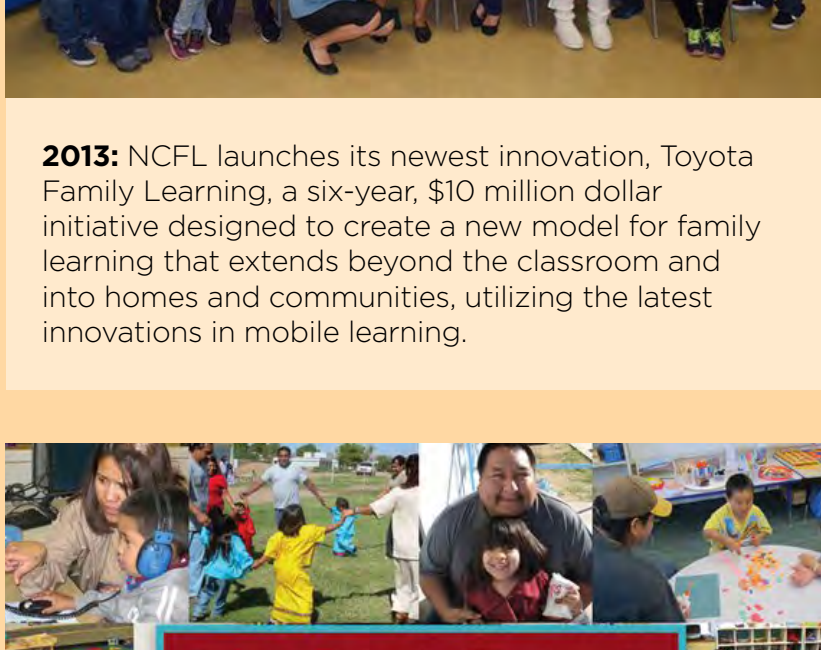
2012: NCFL hosts the Hispanic-Latino Families and Digital Technologies Forum. This convening leads to the 2013 co-founding of the Aprendiendo Juntos Council, a multi-sector group of researchers, practitioners, media producers, and policy experts seeking to improve educational outcomes for Hispanic-Latino families through the wise deployment of digital technologies.



2012: NCFL and Dr. Jeri Levesque conclude a Toyota family literacy research project documenting program outcomes in seven school districts and 53 school sites that serve Hispanic and other immigrant families.



2013: NCFL undergoes re-branding, including a name change, to better reflect its large body of services and materials.



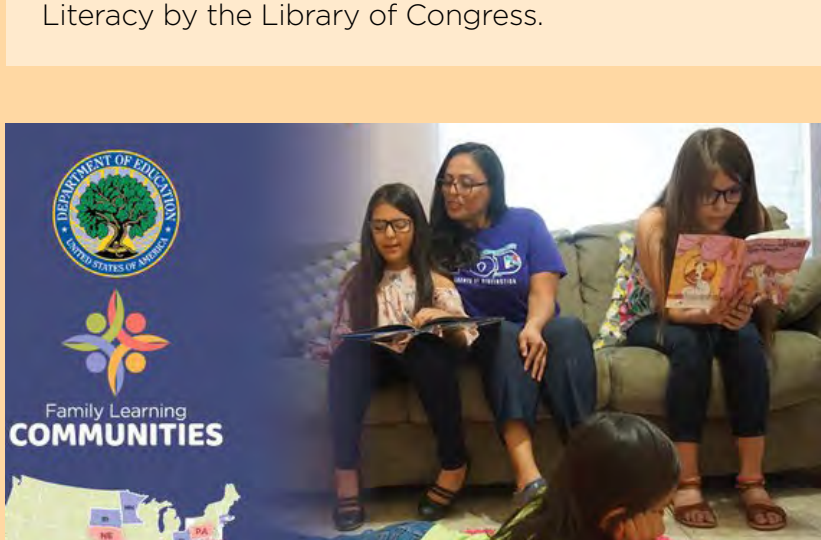
2013: NCFL launches its newest innovation, Toyota Family Learning, a six-year, \$10 million dollar initiative designed to create a new model for family learning that extends beyond the classroom and into homes and communities, utilizing the latest innovations in mobile learning.



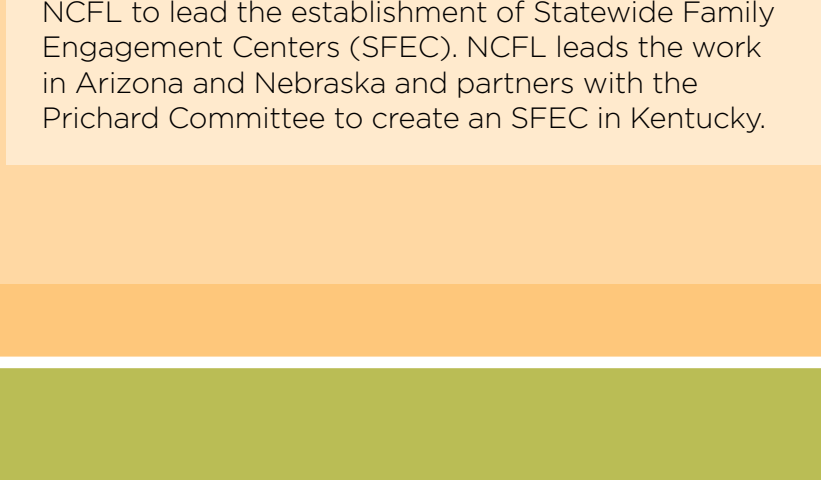
2015: NCFL and the Bureau of Indian Education (BIE) celebrate a 25-year partnership.



2016: NCFL and Toyota celebrate an unprecedented 25 consecutive years together in a public/private partnership.



2017: NCFL is awarded the American Prize for Literacy by the Library of Congress.



2018: The U.S. Department of Education selects NCFL to lead the establishment of Statewide Family Engagement Centers (SFEC). NCFL leads the work in Arizona and Nebraska and partners with the Prichard Committee to create an SFEC in Kentucky.



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Financial Information

FINANCIAL INFORMATION
Fiscal Year 2019 *(July 1, 2018 – June 30, 2019)*



July 1, 2018 – June 30, 2019

INCOME	
Contract Services and Registration Fee Income	\$3,262,586
Grant and Gift Income	\$3,005,076
Federal Grant and Contract Income	\$1,064,038
Investment Income, Net	
Available for Operations	\$255,334
Other Investment Earnings	\$410,758
Other Income	\$75,776
Total Revenues and Support	\$8,173,568
EXPENSES	
Literacy Programs	\$6,900,352
Development and fundraising	\$973,442
Management and administrative	\$1,222,706
Total Expenses	\$9,096,500
Change in Net Assets	\$(922,932)
Net Assets End of Year	\$13,404,536