

RECAP

2015 ANNUAL REPORT

LITERACY
PARTNERS



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LITERACY PARTNERS
strengthens families
through a two-generation
approach to education.



LETTER FROM THE DIRECTOR



DEAR FRIENDS,

It's my pleasure to share with you our 2015 Annual Report.

For anyone who struggles to read, write, or speak in English—but especially for parents—making your way in New York City is not easy. Whether finding a living-wage job, helping a child with homework, or navigating the subway system, everyday tasks become big challenges nearly unimaginable to those who have had the advantage of a strong education in the United States.

In the face of these challenges, we are making gains in bringing our free classes to the people who need them most. As you'll read in these pages, Literacy Partners has expanded our classes to Queens and Staten Island to bring instruction directly to parents who are striving to make ends meet and support their children's progress in school.

Our students are the reason we're here, and we are pleased to share several of their stories. You'll read about Angelica Hernandez and Ignacia Gonzalez, two mothers who are overcoming substantial obstacles to learn to speak and read in English so they can help their children succeed. You'll also read an essay by Jason Gonzalez, whose joy we shared when he recently passed the high-school equivalency test. Students like these inspire me and all of our staff to redouble our efforts!

For me, one of the big highlights of the past year has been the launch of our new program Books of Their Own. We are now providing each of our families with 10 age-appropriate, culturally relevant books for each of their children along with support to make family reading a daily habit. We designed the program based on research that shows a strong correlation between children being read to frequently and having books of their own with their later academic achievement. We are grateful to Simon & Schuster, Macmillan, and HarperCollins: three great publishing houses that stepped up to enable us to provide home libraries for all of our students. Their generosity was matched by 75 individuals at our June 2016 Gala who donated money to support the program.

I'm extremely grateful to each one of our generous supporters, and I hope you'll enjoy catching up on our work. Please drop me a note at anthonyt@literacypartners.org if you'd like to get more involved.

A handwritten signature in black ink, appearing to read 'Anthony Tassi'.

Anthony Tassi
Executive Director

SIX CLASSES, ONE RESULT: BOOSTING SCHOOL READINESS AMONG LOW-INCOME CHILDREN

When we made the strategic choice two years ago to focus our program on parents of young children, we retooled our operations to deliver our classes in partnership with Head Start programs across New York City. Head Start is a federally funded preschool program available to three- and four-year-old children from low-income families, many of whom are immigrants.

Our assumption was that when we help parents improve their literacy and language skills, we would see a beneficial impact on their children's growth and development.

Since then, we have analyzed data collected by our Head Start partner organizations where six of our English for Parents classes are held to measure their impact on the development of our students' children. At each site, the results were the same:

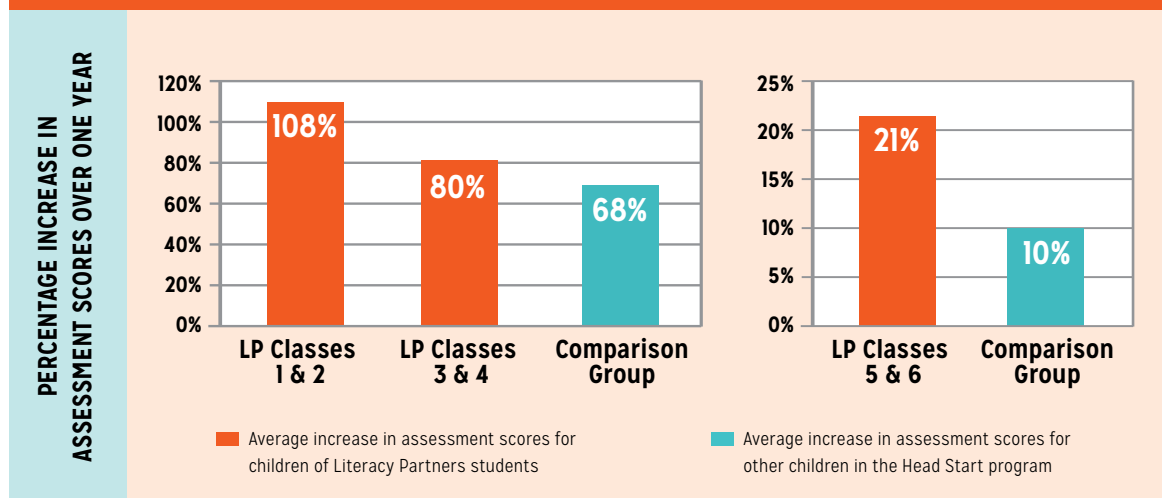
Head Start assessment scores for our students' children increased throughout the year by more than the assessment scores for their peers in the same preschool program whose parents were not enrolled with Literacy Partners. These data confirm many testimonials from our students and ample anecdotal evidence.

"Literacy and language classes for parents boost the early learning and school readiness of their children," says Anthony Tassi, Literacy Partners executive director. "These findings suggest that early childhood education will be more effective when we systematically include parents as well."

“These findings suggest that early childhood education will be more effective when we systematically include parents as well.”

PARENT CLASSES ADVANCE CHILDREN'S ACADEMIC PROGRESS

Change in Head Start Assessment Scores for Children of Literacy Partners Students Compared to Other Children



Notes: The Head Start program affiliated with classes 1–4 used Teaching Strategies Gold, a checklist of 19 indicators used by teachers to assess their students' progress. We focused on the six indicators related to literacy and language skills. The Head Start program affiliated with classes 5 and 6 used the Brigance Inventory of Early Development, which employs a similar set of indicators but is scored differently and cannot be compared to results based on Teaching Strategies Gold.

REACHING THE FIVE BOROUGHS

PARENTS JOIN OUR CLASSES IN QUEENS AND STATEN ISLAND

In 2015, **Literacy Partners** expanded our reach to all five boroughs of New York City, with the addition of new community partnerships in Queens and Staten Island.

“Our expansion into Queens and Staten Island reflects our new model of providing services to parents at the early-childhood-education sites where their young children go to learn,” says Anthony Tassi, Literacy Partners executive director. “We want to make it as easy as possible for them to join our program.”

With a small New York City contract and a generous grant from the Staten Island Foundation, we’ve launched a new partnership with the Staten Island

Mental Health Society, one of the original Head Start programs in New York City. Together, we offer high-school equivalency and literacy classes to parents who live on Staten Island’s North Shore.

“Literacy Partners is the first program I found to prepare for the high-school equivalency test,” says Staten Island student Anthony Moulrier, adding, “My teacher is outstanding and has helped me so much with my English reading and writing skills.”

In addition, with donations from our annual appeal, Literacy Partners can now offer English classes for immigrant parents in Corona, Queens, at the Therese Cervini Early Childhood Development Center sponsored by Catholic Charities. Our students drop off their children in the morning and walk down the hall to their own classes. In less than a year since its opening, this site is already filled to capacity.

To meet the need for more English instruction in the communities where we offer parent classes, Literacy Partners recently launched weekly English conversation practice groups with support from the Mayor’s Office of Immigrant Affairs. Led by trained volunteer facilitators, the new conversation groups are based on the Emmy Award-winning educational TV show *We Are New York*. Each week community members gather at one of our partner organizations to watch an episode about a topic of interest, such as going to the doctor or banking, and then practice their English skills in a facilitated conversation.

We are thrilled to work with such great community-based organizations across the city to expand opportunities for families in need and make it easier for parents to achieve their educational goals. We plan to continue expanding this approach with new partners across the city. ■



Rosalia, a participant in a *We Are New York* discussion group, reads with her daughter.

CREATING FAMILY LIBRARIES: BOOKS OF THEIR OWN

PUBLISHERS HELP TO LEVEL THE PLAYING FIELD

Having books at home fuels children's reading habits and school readiness. Even a small collection promotes parent-to-child reading, gives children the chance to select their own "just-right" books, and instills a family culture of learning. Yet 61% of families living in poverty do not have a single book in their homes, compared to dozens, if not hundreds, of children's books owned by the families of college-educated parents.

To level the playing field, Literacy Partners launched Books of Their Own in 2015 to provide each of our students with a library of at least 10 books for each of their children. Books are hand-selected to ensure that they are literacy-rich and culturally relevant. For many of the families, the books are the first they have owned.

What sets Literacy Partners apart from other charities distributing books to low-income children is both the volume of books we provide and our ongoing support for parents to make family reading a daily habit.

We began this new project with generous support from Macmillan and Simon & Schuster, who were joined by HarperCollins to sustain this work.

In addition to our corporate partners, the response from individual supporters has been amazing, with a number of people coming forward to donate their gently used children's libraries. Literacy Partners is always collecting high-quality new or gently used books for our families; please contact Manzar Samii at 646-237-0146 or manzars@literacypartners.org.

 HarperCollins Publishers

 macmillan


SIMON &
SCHUSTER

DID YOU KNOW?

61%

Percentage of families living in poverty who have no books at home

50%

Increase in the percentage of parents who read to their children >3 times a week after one semester at Literacy Partners

19%

Increase in the likelihood of children attending college if they grow up in a home with books

ANGELICA HERNANDEZ

DREAMING IN ENGLISH

Angelica Hernandez points to the two sides of her head. “One English, one Spanish,” she says. Recently, the English side has started taking up residence in her dreams—dreams in which she can speak perfectly.

For 10 years, Angelica struggled in New York City, where she cleaned a deli to make ends meet, unable to understand the words she heard around her. As her young family grew—Ximena is now 8, David, 5, and Sandy, 4—Angelica’s inability to communicate on their behalf began to overwhelm her.

“When I went to the doctor with my children, I didn’t understand, and when I spoke to him, he couldn’t understand me,” says Angelica, who worried that he might make the wrong diagnosis or, worse, give the wrong medicine.

Her frustration grew when she couldn’t understand the conversations that her own children—rapidly absorbing English—spoke around her. But the breaking point came in early 2015 when Ximena, then a first grader, brought home low grades on several tests, and Angelica was at a loss to help her. At a parent-teacher conference, she waited for an interpreter who never arrived.

“I feel different.
I feel good about
myself.”

Angelica decided then and there that she didn’t want her younger children to face the same obstacles. In September 2015, she was dropping off her son at the Therese Cervini Early Childhood Development Center in Corona, Queens, when she saw a flier about Literacy Partners’ English for Parents class. She was nervous when she arrived. But, after nine months of attending class three times a week, her confidence has increased exponentially, along with her vocabulary.

Now, Angelica speaks up at her children’s school and in stores, and most important, she understands Ximena’s assignments and reads to her children, she says, beaming with pride.

Ximena is thrilled that her mother can read her favorite book, *Don’t Let the Pigeon Ride the Bus*, which Angelica estimates she has read cover to cover 10 times to her children at home.

Angelica takes armloads of books out of her local library and reads to her children every day, often helping Ximena with her required daily reading and journal entries.

“We teach each other,” she says. “They correct my pronunciation—even the little ones!”

Today, Angelica dreams of helping to recruit students to Literacy Partners’ classes so that they can learn English as she is doing. “I am very thankful,” she says. “I feel different. I feel good about myself!” ■



“ We teach each other. . . They correct my pronunciation—even the little ones! ”



Ignacia Gonzalez (right) with teacher Sejal Shah.

Ignacia is filling her home with books, in both Spanish and English—a huge boost for her son’s school achievement.

IGNACIA GONZALEZ

SPEAKING FOR HERSELF

When she arrived at the Literacy Partners English for Parents class in September 2015, Ignacia Gonzalez was an absolute beginner. She cried that day, because her son, Junior, 6, was being bullied at school about his English pronunciation.

"You can't help me because you don't speak English," he told his mother.

Born in Ecuador, Ignacia had left school at 12 because her family could not afford to pay the fees, and she went to work taking care of an older neighbor. Her mother did not know how to read.

In English class, at the Shirley Chisholm Day Care Center in Bedford-Stuyvesant, Brooklyn, pronunciation was the largest stumbling block for Ignacia. But, she soon stood out for her perseverance and excellent attendance, so much so that one weekday when she took Junior to the pediatrician, he said, "Mami, give me your phone. I have to call your teacher to say 'Mami can't come to school.'"

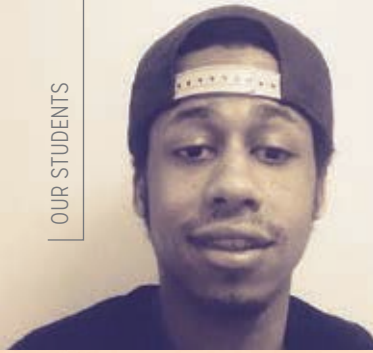
Ignacia's teacher, Sejal Shah, provided not only extra support but a strong dose of compassion, sitting down after each class with Ignacia to review the pronunciation of each word the class had learned. "Now her speaking is phenomenally better," Sejal says. "She never spoke at first, but now she'll tell a long story about her son and his homework."

Early in Junior's kindergarten year, Ignacia learned that he might have to repeat the grade. But by the end of the year, thanks to her reading and doing homework with him every day, he is on track to move up a grade and recently scored 100% on a vocabulary test.

"This is a vivid illustration of how our classes actually help close the achievement gap," Sejal says. "Ignacia has gone from feeling helpless to helping her son every day. They're in it together."

Ignacia is filling her home with books—in both Spanish and English—an important factor in school achievement. And, where she once relied on Junior to translate everyday conversations with teachers and at the doctor, she now understands many of the words spoken around her. She even provides directions when asked on the street—earning her credentials as a "real New Yorker." ■

“Ignacia has gone from feeling helpless to helping her son every day. They're in it together.”



FIRST PERSON: JASON GONZALEZ

Jason Gonzalez, 23, earned his high-school equivalency degree in April 2016 after just eight months taking Literacy Partners' prep class. A Staten Island resident, Jason is working at a grocery store while planning his next step—either going to college or enlisting in the military. Neither of these options was available to him before he passed the Test Assessing Secondary Completion (formerly called the GED).

If someone were to ask me how has the TASC/GED program affected me, I would say, "It changed my life."

Prior to being in this program I felt to be a hopeless individual who had no direction in who I wanted to be and how I would make out in life. Not too long ago I was depressed and homeless. Never in my life did I more feel as if I had absolutely no purpose for my existence.

No goals, no education, or form of confidence kept me in a cycle of doubt and self-effacing thoughts. After reaching out to a family member of mine, I came across the presence of this TASC/GED program. I wasn't too sure how any of the program would hold up and benefit me.

I was completely wrong. Upon entering, I've formed a great relationship with Mr. Phil Cameron and other classmates. Phil made the class very enjoyable and easy to make all of the students feel comfortable. The program has helped in more ways than one, not just academically. Phil kept us socially stimulated with others, which was normally a hard thing to approach.

“Throughout the program I, for once in a long time, felt as if my life had meaning, and I actually would look forward to class unlike I have ever done in the past.”

Throughout the program I for once in a long time felt as if my life had meaning, and I actually would look forward to class unlike I have ever done in the past. Phil and I have spoken on numerous occasions about the hardships I was struggling with during my life at that time. Mr. Cameron helped with my confidence and made all other students excited to come to this class every day.

Life for me was just beginning. Phil made me understand that each of us goes through stuff in life and we can overcome adversity and grow through the harsh negative moments.

Looking back to when I first started the class, who could've ever thought how much this class would ever affect my life in a positive way. I would've never thought that it would have helped in this magnitude and help me move/progress forward in the right direction. I would love to take the time to thank Phil, the other classmates, and anyone else who helped me make this program come to life as I know it.

Without this experience, I have no idea where I would be. I value this experience. This moment gives me hope, life, happiness, and courage. If a program can help an individual such as myself in a way like this, that program should prosper. This is my life and it is not over.

My future has just begun. Once again, I am forever grateful for what this program has done for me. It has saved my life.

I hope one day to look back at this moment whenever I feel doubt about myself and relive all the great aspects which this experience provided. Thanks for making my life have meaning and bring me on the path of success. Let us all take aim at the hidden potential within ourselves. ■

“Let us all take aim at the hidden potential within ourselves.”

JACQUELINE WOODSON: TELLING HER STORY SO OTHERS CAN, TOO



Guests at the **Evening of Readings & Gala Dinner Dance** were treated to a reading by Jacqueline Woodson, acclaimed author of books for all ages who has received the National Book Award, Coretta Scott King Award, Newberry Honor Medal, Caldecott Medal, Parents Choice Award, and many others. In 2015, she was named the Poetry Foundation's Young People's Poet Laureate.

With her editors, Tracy Sherrod of HarperCollins and Nancy Paulsen of Penguin, looking on, Woodson read from her forthcoming book for adults, *Another Brooklyn*, which has been described as a “fever dream” about the “promise and perils” of girls growing up in Brooklyn in the 1970s.

Woodson has made it her life's work to connect young people to literature, helping them see that they, too, have a story to tell and a right to tell it. Her books are lyrical and imaginative, and they speak the truth even when that truth is uncomfortable.

In introducing her reading, Woodson said, “In terms of underserved people and people of color, in this country for more than 400 years, we weren't even able to learn how to read. And then when we were finally able to learn how to read, the schools to some extent were not capable of doing the work of catching up. I am grateful for Literacy Partners, you [gala guests], and all the people who are trying to catch this country up and get those stories into the world.... It's everyone's right to read and everyone's right to tell their stories.”

Woodson acknowledged that as a child she was never a fast reader. She realized as she grew older that she reads as a writer—becoming deeply engaged with the words on the page and understanding how the author plies his or her craft.

In her National Book Award-winning autobiographical *brown girl dreaming*, Woodson addressed the challenges that being a slow reader created in school. The poem on the following page is shared with her permission.

reading

I am not my sister.
Words from the books curl around each other
make little sense
until
I read them again
and again
and again, the story
settling into memory. *Too slow*
the teacher says.
Read faster.
Too babyish, the teacher says.
Read older,
But I don't want to read faster or older or
any way else that might
make the story disappear too quickly from where
it's settling
inside my brain,
slowly becoming
a part of me.
A story I will remember
Long after I've read it for the second, third
tenth, hundredth time.





HIGHLIGHTS OF THE 2016 GALA

EVENING OF READINGS & DINNER DANCE

Our 30th annual gala, honoring Time Inc. Chief Content Officer Norman Pearlstine, was held June 7, 2016, at Cipriani 42nd Street.

Hosted by Sunny Hostin, senior legal correspondent and analyst for ABC News and a cohost of *The View*, the event raised \$1 million for our programs and affirmed our supporters' deep commitment to literacy.

Among the highlights: author Jacqueline Woodson read from her forthcoming novel *Another Brooklyn* and fashion designer Tommy Hilfiger from his memoir *American Dreamer*. Both shared how they had to overcome their own difficulties in reading to achieve their highly successful careers.

Literacy Partners student Matthew Brown appeared a second year in a row, this time with his son and accomplished performer Verlon Brown. The two brought the house down with their duet of Nat King Cole's "L-O-V-E."

There was not a dry eye in the house when our student Lorena Quiroga, a new English speaker, addressed the room. "Last year, before my class, my son Mateo said 'I love you' in English, but I stayed quiet," she said. "I didn't know the right word to say until a few weeks ago, when I learned how to say 'tambien' in English. In Spanish, we say 'tambien.' In English we say 'too.' Now, I tell Mateo I love you, too. I love you, too!"

Gay Talese introduced Pearlstine, extolling his many accomplishments as an editor and a highly respected leader in the news business. Pearlstine, in turn, traced his much-admired career to his parents' love of books and the advantages he had from learning to read at a very young age.

Days before the gala, Pearlstine spent a morning observing a Literacy Partners class for immigrant parents. The organization, he said, "really [brings] out the best in our society." ■

Above from left: Designer Tommy Hilfiger; Nan Talese, Gay Talese, and Norman Pearlstine; Jacqueline Woodson and Lisa Sharkey. **Opposite page top row from left:** Verlon and Matthew Brown; student speaker Lorena Quiroga with teacher Sandra Cespedes (left) and Manzar Samii (right); Sunny Hostin; **second row:** Rachel Empson, John Josephson, and Elizabeth Gordon; Mark Jackson, Gigi Stone Woods, Mike Steib, and Courtney Corleto; **third row:** Katherine Raymond Hinton and Les Hinton, Norman Pearlstine and Jane Boon; Melissa Derella and Matthew Derella; Alina Cho and Geraldo Rivera; **fourth row:** Books of Their Own donations; Mary Ellen and Karl von der Heyden; Jackie Weld Drake and Richard Lewison.



2016 GALA



REMEMBERING

ARNOLD

(1930–2015)

Scaasi



Arnold Scaasi spent his days and nights mingling with the rich and famous, but he had profound compassion for people who had little because they couldn't read.

Among the world's foremost fashion designers, Arnold dressed four first ladies, and his designs were beloved by dozens of movie and television stars, notably Barbra Streisand and Mary Tyler Moore, who influenced a generation of women's fashion. A native of Montreal, Arnold moved to New York in the 1950s, where he launched his six-decade career. In 1996 he received the Council of Fashion Designers of America Lifetime Achievement Award.

Arnold joined the Literacy Partners Board of Directors in 1993 as the charismatic cohost of the annual Evening of Readings

& Gala Dinner Dance—with Liz Smith, his dear friend, and Parker Ladd, his husband and the love of his life of more than 50 years.

Having grown up gay and Jewish at a time when either of those mantles could have posed significant obstacles to his career and personal life, Arnold had deep empathy for those who faced discrimination—a sentiment that fueled his philanthropy. He was moved to action when he came to understand the lengths to which illiterate people went to cover up the shortcomings in their educations.

"When Arnold called and asked his friends and colleagues to support our cause, he wouldn't take no for an answer," says Anthony Tassi, Literacy Partners executive director. "That persistence served our students very well. The benefits of Arnold's commitment to Literacy Partners can't be overstated. He not only made his mark on the work of fashion, but he changed thousands of lives for the better through his support of Literacy Partners. He was one of our most important champions."

In 2007, Literacy Partners turned the spotlight on Scaasi, Ladd, and Smith, honoring them for their decades of dedication to the organization. "Our work together has truly been a labor of love," the trio wrote in their annual gala message. "Just as our annual Evening of Readings is a time to celebrate the magic of the written word, for us, it is a time to look back on our long association with Literacy Partners with considerable pride and satisfaction." ■



RUN JESSE RUN!

BOARD MEMBER CONQUERS MARATHON; RAISES FUNDS FOR LITERACY PARTNERS

For Jesse Haines, the highlight of the [2015 TCS New York City Marathon](#) was seeing her sons, Lucas and Dean, on the side of the road, holding signs for her and cheering like maniacs.

After all, it was their inspiration that drove Jesse, a Literacy Partners board member, to train for four months to join the organization's marathon team. Seeing her sons surrounded by books—and especially her older boy learning to read in kindergarten—made her acutely aware of how lucky they were to have the world of reading open up to them.

Marathons and the battle against illiteracy have a lot in common. They both require unwavering commitment, consistency, and endurance to reach the finish line. For Jesse, merging the two was a perfect way to support the cause she loves and get in shape, too.

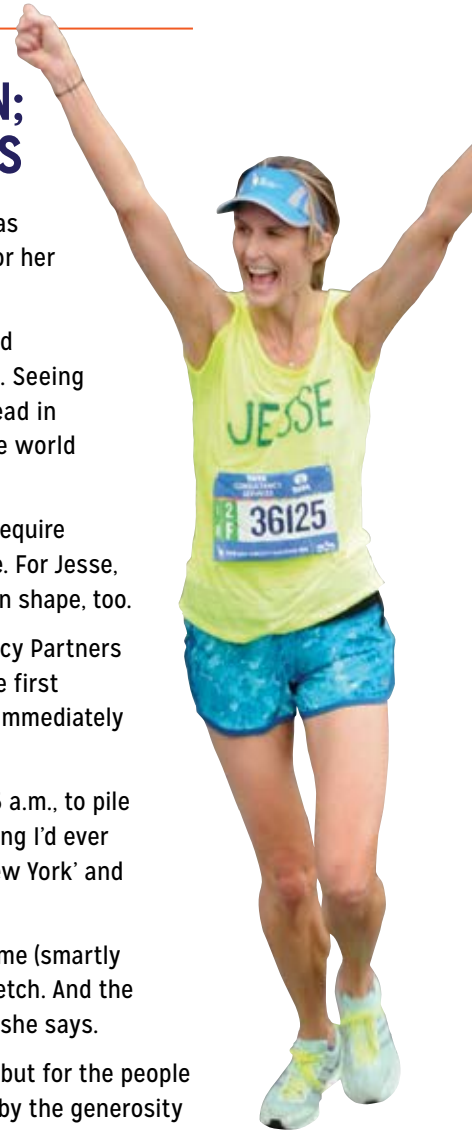
Long inspired by the New York City marathon, Jesse in 2015 joined the Literacy Partners board and learned that the organization was putting together a team for the first time. “All of sudden, there was the motivation I was looking for. I signed up immediately and started training!” she says.

When the day came, she says, “It was so awesome to be on the subway at 5 a.m., to pile onto the Staten Island ferry with thousands of runners. It was unlike anything I'd ever experienced. And then the race started! They blasted Sinatra's ‘New York, New York’ and we were off!”

The support of friends, family, and hundreds of strangers who yelled her name (smartly penned on her T-shirt) along the way got Jesse through the difficult final stretch. And the feeling of crossing the finish line? “Incredible. I was so psyched and proud,” she says.

“It's very motivating to know that you're not just running to finish the race, but for the people who believe in Literacy Partners and you,” says Jesse, who was astonished by the generosity of those who sponsored her run. “I felt like all of New York was on my side that day.”

For Jesse, running the marathon was a win-win: a great way to get in shape and a big boost for a cause she believes in. With her help, [Team Literacy Partners](#) raised \$22,000 to support our classes. ■



HOW DID SHE DO IT?

When it came time to get in shape for the marathon, Jesse, who develops accessories for Android devices at Google, not surprisingly downloaded the Runkeeper app and used it religiously to keep track of her running data. Her secret weapon? Listening to the entire Broadway cast recording of *Hamilton*.

“I felt like all of New York was on my side that day.”

WELCOME NEW BOARD OF DIRECTORS MEMBERS

EXPANDING OUR REACH THROUGH THEIR OUTSTANDING SERVICE

The Literacy Partners Board of Directors is growing, and we're proud to announce our members who have joined in 2015 and 2016. These new members join an amazing group of devoted New Yorkers—recognized leaders in a variety of fields, each with their own commitment to adult literacy education.



Courtney Corleto



Mark Gurevich

*Partner,
Ropes & Gray LLP*



Jesse Haines

*Director of Marketing,
Google Goods,
Google*



Lawrence A. Jacobs

*Executive Vice President
and General Counsel,
Time Inc.*



Liz Perl

*Executive Vice President
& Chief Marketing Officer,
Simon & Schuster*

Photo: Don Pollard



Nathalie Texiera-Guillot

*Managing Director,
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Literacy Partners would like to express our sincere gratitude to the Dorothy Strelsin Foundation for its generous gift to establish the Dorothy Strelsin Foundation Endowment at Literacy Partners. The Endowment will bring the joy of reading to families for years to come.

Pictured above: Dear friends Liz Smith and Dorothy Strelsin together with Richard Gere

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Tracy Corrigan (right) visits the Literacy Partners English for Parents class in Cypress Hills, Brooklyn. Photo: Marc Goldberg

“The Dow Jones Foundation looks to support a number of areas that align with our values, including freedom of the press, literacy, and education, and has worked with Literacy Partners for many years. I was delighted that this year, when it came time to pick the Employee’s Choice, Dow Jones staff recognized the value of Literacy Partners’ work and voted in large numbers to provide additional support.”

Tracy Corrigan is the Chief Strategy Officer for Dow Jones.

EVELYN PALMER INDIVIDUAL DONOR, MANHATTAN



“Tutoring students was so rewarding and it was moving to see how their progress affected their families. One person got his driver’s license; another improved her status at work; and others became able to read to their children. One young man told a story about getting lost on his first day of work because he couldn’t read the subway map. Now, he won’t get lost anymore.

When my circumstances wouldn’t allow me to tutor students anymore, I wanted to continue to support them in some way. I like giving to the Books of Their Own project because it’s so tangible—a donation will actually put books into someone’s hands. The home environment is so important to learning, and having books available to students and their children at home is a vital step toward advancing literacy. Books were an important part of my upbringing, and I’m glad to have the opportunity to help to pass on that tradition. ”

Evelyn Palmer, pictured above at age 5, is a former Literacy Partners volunteer.

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“I donate to Literacy Partners because I’m a lifelong learner, and I want everybody to be able to learn. I get tons of letters seeking donations, and when I saw the letter from Literacy Partners, I was very much interested. Reading is fundamental.

I have a lot of adult books and a vast library of children’s books; they make children become better people. It’s a grand passion of mine.”

H. Hunter is a retired teacher’s assistant.

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“ Learning to read and write can transform lives. I hugely admire our students. They are raising families and holding down two or three jobs, yet they are determined to study, too. They work incredibly hard. It’s often difficult for people to admit they can’t read. But if they’re brave enough to ask us for help, we should do all we can to support and encourage them.

By giving a small amount of money—or a big amount, which is even better—you can make a real difference. When I tell people about Literacy Partners, I talk about what New York gets back for every dollar we spend on literacy. One study showed that for every dollar spent on adult illiteracy, society gained \$7.14. It’s a pretty amazing return, isn’t it? ”



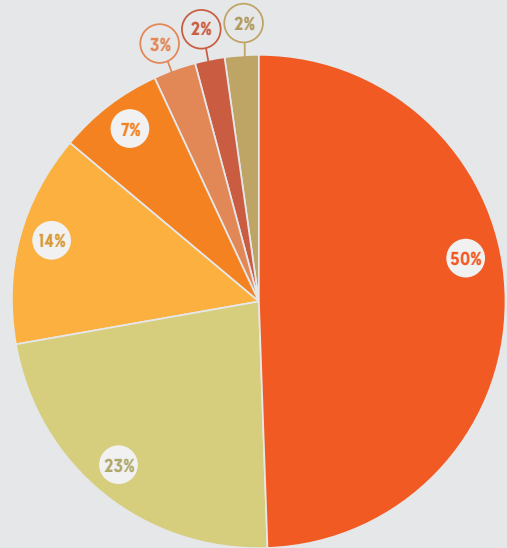
FINANCIALS 2016*

REVENUE FISCAL YEAR 2016**

Events	\$1,030,318	50%
Other Revenue	\$472,867	23%
Foundation Grants	\$280,250	14%
Individuals	\$135,581	7%
In-Kind Donations	\$54,555	3%
Government	\$39,250	2%
Corporate	\$32,500	2%

Total: \$2,045,321

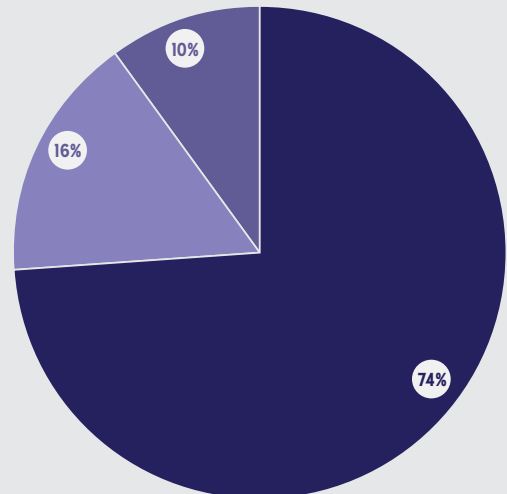
** Percentages add up to more than 100% due to rounding.



EXPENSES FISCAL YEAR 2016

Program	\$1,645,941	74%
Fundraising	\$360,871	16%
Administration & Management	\$228,701	10%

Total: \$2,235,513



* Unaudited Financial Statement

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Literacy Partners would like to thank the following corporations, community partners, and individuals for their generous donations of material goods, classroom space, and time.

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Two years ago, when we began to shift our program to serve parents and their young children, we wanted a new look and feel that would better reflect this change. **The&Partnership** generously offered us their extraordinary talent and expertise in developing a new visual identity that communicates confidence and optimism in keeping with our new mission. We are enjoying the new burst of color and are grateful to our creative partners.

LITERACY PARTNERS

ANTHONY TASSI, Executive Director
anthonyt@literacypartners.org

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