



ANNUAL REPORT

FISCAL YEAR 2021



Our Mission

Our mission is to leverage what already exists in school communities—talented, passionate adults—to build capacity and create fluent, motivated, self-confident readers.



Welcome Letter

Dear friends of Literacy Trust:

As we close 2022, we are ending our second full year of living with COVID-19. The research coming out of the first year has told us that providing intensive programs that accelerate learning is a method that may truly impact students who fell behind due to remote learning. Providing intensive intervention, individual, small group, and concentrated high intensity tutoring to help students to do more work in a concentrated period of time can help them make meaningful progress. Literacy Trust recognizes the value of such high intensity tutoring and has for many years. We, too, see the growing demand for high-quality, evidence-based models to support dramatic growth in the learning gap that has been fueled by the COVID-19 pandemic.

Our organization is attentive to NYC communities and schools who are impacted more significantly, and we continue to serve NYC's high-poverty communities and their schools. With that in mind, the following pages lay out our work, investments, and impact in Fiscal Year 2021.

While we reflect on the previous year and also look ahead to ways to further our impact, we extend deep thanks to our donors, community partners, funders, and advocates for your continued investment, confidence, and support as we move into a transformative period of our work and yours. We could not have done this work without you.



A handwritten signature in black ink that reads "Salma Muro".

Salma Muro

Executive Director, Literacy Trust

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About Us

Our Mission

To leverage what already exists in school communities—talented, passionate adults—to build capacity and create fluent, motivated, self-confident readers.

Our Vision

A level, fair, uniform New York City school system where students leave the early grades literate—as ready and enthusiastic readers—regardless of the communities they live in and the resources available to their schools.

How We Work

Our vision keeps LT focused on strengthening our program model and expanding it wherever possible to reach struggling early learners in school communities of need throughout all five boroughs of New York City.

We work directly with high-need schools and community organizations serving children in out of school time. We aim to impact the broader community for years to come through capacity-building and intervention models.

Schools must be places where all students can learn to read, either in a classroom with their peers, or in a 1:1 or 1:2 intervention for students who need extra, research-based support. We know that the ability to read is the foundation of social and educational equity, and if students are behind in the early grades, it is much harder to catch up and access grade-level material across subjects.



Our Guiding Principles

Intentional

Literacy Trust is steadfast in our commitment to advancing equity in education. We believe that learning to read is a right that should be available to every child. We pursue our mission and vision with an unwavering commitment to providing access to high quality literacy education for all children in NYC.

Individualized

We approach partnership with an informed and evolving understanding of the diverse backgrounds and needs of the communities we serve, and specifically by every school, community organization, individual, and child who our teams support. We recognize the importance of providing responsive and targeted support to every partner we serve and begin that journey of learning from each partner's starting point.

Inspired

We approach our work with a vision of promise and possibility. We believe it is critical to inspire a love of reading in every child and to empower every instructor with the physical and technological tools that are simple to use. We train, teach, and coach with a high-touch, strengths-based approach.

Integrity

We are deliberate in our choices as an organization. We use research-based content and consider the infrastructure that must be provided for programs to work effectively. We measure our success by the outcomes of our work. We believe that being data driven and rigorous sets instructors, schools, and their students up for a positive and successful experience of program implementation.

Impactful

We are committed to making measurable impact in our partnerships. We use a well-defined program model, make data to drive student and program decisions and measure our outcomes with rigor. We measure our delivery of resources such as professional development, book sets, literacy learning toolkits for school communities, instructors, and students. We believe that human, physical, and technological resources have measurable effect on equity, access, instructor ability, and student learning.

“

It has been a marvelous opportunity to step into the role of a Program Coordinator. I see literacy and my role as a school-based literacy coach through a new lens. I am so passionate about reading and lifting our students up, and this role has been so refreshing and gratifying because I get to be a part of the solution to the problem.

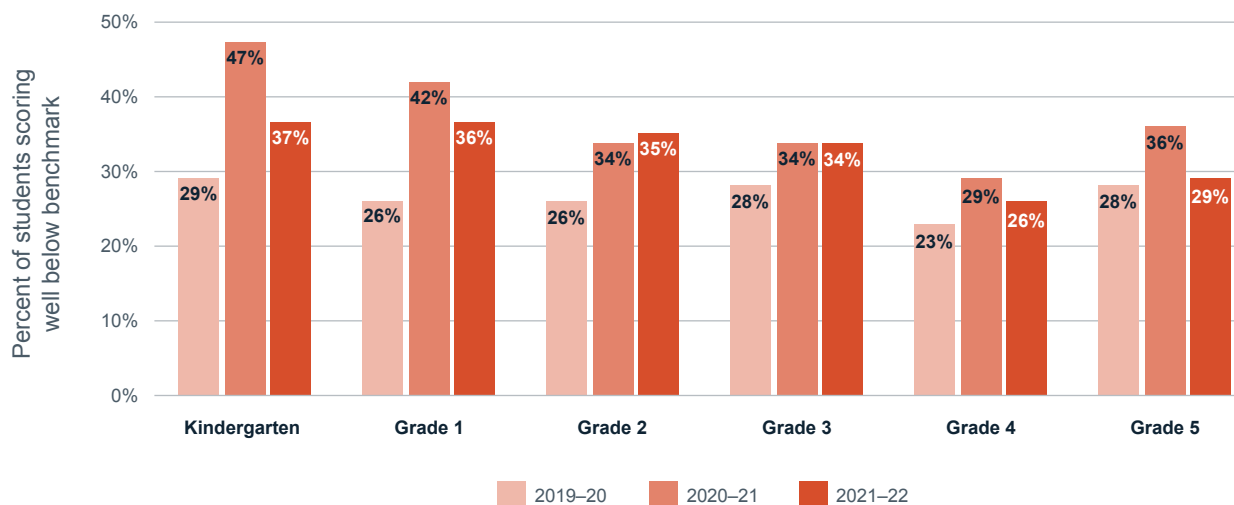
ANNE-LYS PATTON, PROGRAM COORDINATOR AT P.S. 115 K

”



Context: Literacy Crisis Following COVID-19

Percent of students far behind (needing intensive intervention)



“The latest middle-of-school-year data show that American students have made great progress in recovering from the school disruptions caused by COVID-19. But, in every elementary grade, there are still more students at risk of not learning to read than there were two years ago, before the pandemic disruptions began. The data show that remaining COVID-related instructional loss is especially great in kindergarten, grade 1, and grade 2, and that Black and Hispanic students in those three grades have been disproportionately impacted.”

“
The data show that there are now (mid-2021-22) fewer students far behind in learning to read than there were last year (mid-2020-21), but more than there were two years ago (mid-2019-20) before the pandemic. The exception is 2nd grade, where there were even more students in the greatest risk category than there were last year.”



Our Impact

Our Work Impacts Students, Instructors, and Entire School Communities.



School Outcomes

The Literacy Trust team worked with over **140** partners to ensure students received critical literacy intervention.



1,098

virtual support sessions from Literacy Trust program staff received by partners.



47,298

books were provided to our school and community-organization partners.



100%

of school responders say that Program Manager support met their expectations.



60%

of those say support exceeded their expectations related to professional development, data management, and program reporting.



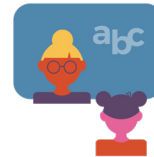
Professional Development (PD) Outcomes

Students are successful when their educators are knowledgeable, well prepared, and passionate about their work. Through PD and ongoing coaching, we build community leaders in literacy. In school year 2020-2021, **897** Instructors completed our PD series (teachers, paraprofessionals, school aides, etc.).



87%

percent of instructors felt equipped with the reading science knowledge to teach students in Reading Rescue.



95%

were able to apply the skills they learned in PD to their other areas of work as an educator.



90%

As a result of our PD, 90% of instructors felt better at their role in their school or organization beyond their work as a Reading Rescue Instructor.



Student Outcomes

During school year 2020-2021, **982** students received intervention.



55%

We mitigated learning loss and our students made gains: for students with at least two assessment occasions, 55% 1st graders and 50% of 2nd graders moved from below benchmark to at/above according to their reading intervention level.



80%

of all students received at least 20 sessions (20 sessions is considered a minimum threshold for students receiving Reading Rescue and 50 sessions is the number associated with the greatest improvement).

Our Financials

ASSETS

Cash and money market funds	958,687
Receivables	1,896,034
Property, equipment, and software	551,824
Other assets	98,217
Total Assets	\$3,504,762

LIABILITIES

Accounts payable and accrued expenses	76,795
PPP Loan Payable	328,707
Deferred Rent	57,110
Total Liabilities	\$462,612

NET ASSETS

Without Donor Restrictions	1,485,203
With Donor Restrictions	1,556,947
Total Net Assets	\$3,042,150
Total Liabilities and Net Assets	\$3,504,762

SOURCES OF FUNDS

Program service fees	566,852
Philanthropic contributions	3,925,700
Other	2,657
Total	\$4,495,209

USES OF FUNDS

Programs	2,012,035
General Admin	467,754
Fundraising	326,803
Total	\$2,806,592

Contributors

Thank you to our generous FY21 donors.

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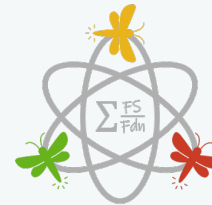
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Our Partners

Our Program Partners



NYC YMI



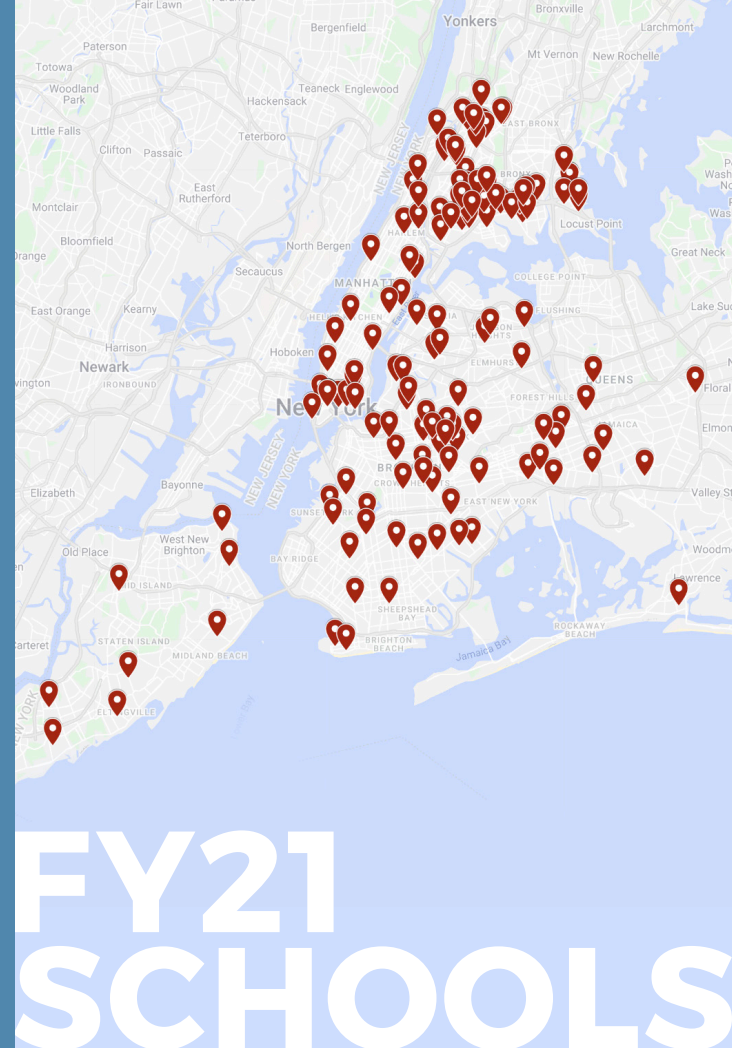
NYC DOE



CAMBA



GO PROJECT



Our collaboration with Literacy Trust has helped us support teachers with the conceptual, holistic approach to reading and has made stronger, effective reading instructors. Drawing from their extensive reading research, we have strengthened our tier 1 instruction and are able to provide targeted support to students that need specific supports in learning. Together, we are one step closer in reaching our instructional focus: Every Student, Every Day.”

WALTER NINO FILIPPO GALIANO JR., PRINCIPAL AT P.S. 304 X



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