

Reading Is Fundamental Pittsburgh

*2023-2024 City of Pittsburgh STOP the
Violence Community Investment Grants*

Reading Is Fundamental Pittsburgh

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FollowUp Form

City of Pittsburgh STOP the Violence Mid-Year Progress Report

The City of Pittsburgh established the STOP the Violence grants as part of the City's comprehensive approach to ending violence. Through the STOP the Violence Community Investment Fund, the City partnered with your organization to build new insights and stride toward our mutual goals. Thank you for your efforts to take proactive steps with individuals who exhibit risk factors for violent behavior, support those individuals to overcome the risk factors, avoid violence, and lead healthy and productive lives.

With these grants come the expectations of midterm and final reports. This interim report provides space for your organization to tell the City about the progress of your originally-stated activities, outcomes, and goals. It also offers an opportunity to share any challenges and triumphs thus far. This critical feedback helps us:

1. Keep focused on the investment made and the anticipated project results;
2. Understand if our grantees are on track for success to bring about their anticipated project results (midterm reports), and
3. Analyze our work, learn from your experiences, and make choices for the future.

WHAT SHOULD I INCLUDE IN MY REPORT?

This report should include grant-related activities and projects from when your organization received funds through the first six months.

We are interested in knowing

1. what you did;
2. what you learned;
3. what questions your work answered, and what questions remain;
4. what follow-up work do you plan to do?

When reading the narrative report, we understand that no project proceeds entirely as planned. Some strategies work better than hoped; others do not. An honest assessment of what worked and what did not gives us additional context to gauge the impact of the grants and consider the implications for future collaboration.

Put your project into a larger context of reflection and interrogate its assumptions and method. Your report should include these considerations.

1. How did your strategies and design work?
2. What might you or others do differently in the future?
3. What do you see now about your problem or question that would press you to do things differently?
4. Progress and Results: Please briefly describe (in 300 words or fewer) the key actions, activities, or products resulting from the grant funding, as well as any resulting benefit to the organization or the people it serves.
5. Please explain any significant variance from your planned use of funds as stated in your grant proposal. For example, have there been changes in your project timeline or expenditures?
6. Please describe the challenges the funded project encountered, and explain how you overcame them (or plan to overcome them).
7. Photos, Stories, Social Media Posts/Reels, and Testimonials: Your participant/event stories, reels, and photographs provide a critical piece of the puzzle for us. They give us the materials needed to inspire others to engage, celebrate, and continue to support your violence prevention and intervention efforts.

Organization Name*

Please enter the name of your project/program in the box below.

Reading Is Fundamental Pittsburgh

Project Start Date (from Grant Proposal)*

06/01/24

Project Start Date (Actual)*

05/31/25

Grant Information

Grant Amount Awarded*

\$20,000.00

Award Amount Spent*

Has your organization spent the awarded STOP the Violence funds in their entirety?

Yes

Population Served

Number of Program/Project Participants (Proposed)*

5000

Number of Program Participants (Actual)*

6300

Number of Participants Ages 0-17 (Actual)*

6300

Number of Participants Ages 18-30 (Actual)*

106

Number of Participants Ages 30+ (Actual)*

0

What neighborhoods do your project participants represent?*

Allegheny Center
 Allegheny West
 Allentown
 Arlington
 Arlington Heights
 Bedford Dwellings
 Beechview
 Beltzhoover
 Bloomfield
 Bluff (also known as Uptown or Soho)
 Bon Air
 Brighton Heights
 Brookline
 California-Kirkbride
 Carrick
 Central Lawrenceville
 Central Northside (Mexican War Streets)
 Central Oakland
 Chartiers
 Chateau
 Crafton Heights
 Crawford-Roberts
 Duquesne Heights
 East Allegheny (also known as Deutschtown)
 East Carnegie
 East Hills
 East Liberty
 Elliott
 Esplen
 Fairywood
 Fineview
 Friendship
 Garfield (The Valley, The Hilltop)
 Glen Hazel
 Greenfield (Four Mile Run)
 Hays
 Hazelwood
 Highland Park
 Homewood North
 Homewood South
 Homewood West
 Knoxville

Larimer
Lincoln Place
Lincoln-Lemington-Belmar
Lower Lawrenceville
Manchester
Marshall-Shadeland (also known as Brightwood and Woods Run)/Brunot Island
Middle Hill
Morningside
Mount Oliver
New Homestead
North Oakland
North Point Breeze
North Shore
Northview Heights
Oakwood
Overbrook
Perry North (also known as Observatory Hill)
Perry South (also known as Perry Hilltop)
Polish Hill
Ridgemont
Saint Clair
Shadyside
Sheraden
South Side Flats/SouthSide Works
South Side Slopes
Spring Garden
Spring Hill-City View
Stanton Heights
Strip District
Terrace Village
Troy Hill/Washington's Landing
Upper Hill
Upper Lawrenceville
West End
West Oakland
Westwood
Windgap

Participant Contact Information*

Our team maintains a list of complete names, addresses, and contact information for all or almost all of the program participants in the project/initiative.

No

Police Zone Served*

Zone 1
Zone 2
Zone 3
Zone 4
Zone 5

Zone 6

Work Conducted

Proposed Project/Program Activities*

Provide a list of project activities/initiatives from your proposal.

Our Storymobile program focuses on early literacy development, kindergarten-readiness and community engagement, helping to ensure that at-risk youth in our community receive the tools to succeed in school and beyond. Biweekly storytime visits to early childhood centers, schools, and after-school sites entail magical read-alouds, literacy-building activities, and lending or giveaway books for every child who participates. During our biweekly stops in or near public housing communities, everyone is welcome to climb aboard our libraries-on-wheels to play games, color pictures, and pick out terrific new books to keep. Every child whose life we touch gains access to books, resources, and positive role models that act as a deterrent to violence and help them to develop into healthy, contributing members of society, ultimately leading to safer, more literate communities.

Collaborations

Please comment on the collaborations presented in your project proposal. Did you collaborate as anticipated in the proposal?

Circumstances to consider:

- Have roles and responsibilities shifted?
- What unanticipated changes did you experience?
- What impact does the collaboration make on the project and the population served?
- What circumstances would improve collaboration among STOP the Violence grantees?

To achieve our Storymobile goals, we have collaborated with our growing network of partners, including more than 60 different educational sites across the city; other organizations committed to building literacy, empowering youth and ending violence; and families and community members.

We have worked extensively with Pittsburgh Public Schools to better support students and teachers. Our close communication with educators has helped us to meet students' leaning needs, appeal to their unique interests, and ultimately, motivate kids to read more.

As planned, we've partnered with Teen ELECT to provide more books for teen moms and families, and grow awareness of our work; The Maker's Clubhouse, providing biweekly Storymobile visits to children in their afterschool programs at PPS Faison and PPS Lincoln; Center that Cares, the city outreach coordinator and one of our Storymobile sites; and the Carnegie Library of Pittsburgh for professional development opportunities and support, to name a few examples.

We have also upheld our service contract with the Housing Authority of the City of Pittsburgh (HACP), and our Storymobiles have made more biweekly stops in HACP-managed communities.

Overall, these partnerships have allowed us to leverage our combined resources to increase our impact. In the future, more direct access to families/parents could help us to extend our network even further and better serve children in our community.

Status of Project Plan*

What activities/events from your proposed project plan have been implemented?

Our libraries-on-wheels have continued to be a personal sanctuary—a safe, welcoming space—for thousands of kids and families to learn, grow and explore. During our biweekly visits, kiddos have had a blast learning new songs like “Popcorn Kernels,” excitedly bunching up scarves in their hands, shaking them fast, then tossing them up in the air to make them “POP!”; listening to memorable read-alouds like “Stella’s Stellar Hair,” in which a young girl traverses the galaxy to find the perfect hairdo; completing fun activities that have helped grow their social-emotional and foundational literacy skills; and of course, picking out terrific books to borrow or keep every visit! Many of the teachers at our early childhood centers have also shared positive feedback about our monthly storytime kits, including books, rhyme/song sheets and complementary literacy activities.

At community time stops, more kids, parents/caregivers and other community members have joined us on the Storymobiles in their neighborhoods to play games, read and pick out new books to keep, and join our community of readers. As always, we’ve intentionally offered a wide array of high-interest, diverse titles – from “Future Astronaut” for tots to popular teen and adult works like “The Hate U Give” by Angie Thomas – that reflect the primarily Black communities we serve and inspire readers of all ages and backgrounds to dream big for their futures. We have even taken it a step further by fulfilling special book requests that those joining us for Storymobile visits could place at any time. We’ve encouraged kids to get active as well – with hula-hoops, bouncy balls and bubble machines! The more we’ve read, played, and learned together, the stronger these relationships have grown, allowing us to guide and support children along their path to success.

Proposed Outcomes*

RIF Pittsburgh’s proposed outcomes include positively impacting:

- The number of books in low-income families’ homes
- The number of books read by “RIF kids”
- The number of high-quality “pushed in” literacy experiences that children participate in
- The number of high-quality math and science activities that children engage in
- The number of opportunities for families to read together
- The number of opportunities for kids to read with adults outside of their family
- The number of positive role models for at-risk youth
- The number of books and literacy resources in educators’ classrooms
- The literacy skills (including phonemic awareness, alphabet knowledge, rhyme awareness, vocabulary, and comprehension) of RIF kids
- The social-emotional skills (e.g., self-regulation, appropriate interactions with others, conflict resolution, etc.) of RIF kids
- The tools needed for academic success
- The effort to reduce the literacy gap and violence in our community

Progress*

Please provide an overview of the project achievements/highlights to date. Provide any appropriate data supporting your statements.

Our Storymobile program has provided more than 6,500 high-quality books to kids this past summer and roughly 11,713 books so far this school year. Moreover, we’ve provided positive mentorship to our RIF kids

and strengthened our relationships within the communities we serve. As an example, a long-time RIF parent expressed, “I really hope you guys realize how big of an impact you make with our family. The kids absolutely adore getting books.”

This past year our organization has also received recognition that has gained greater support for our work. For instance, our literacy mentoring programs were highlighted on CBS Pittsburgh during their ‘KD Sunday Spotlight’ in April and again as a news feature this November. In addition, we received invitations to participate in a roundtable discussion with U.S. Deputy Secretary of Education Cindy Marten at PPS King, and meet with U.S. Secretary of Education Miguel Cardona at PPS Faison, allowing us to share the reach of RIF’s programs.

Do you believe that your project or program impacted violence?*

Do you believe that your project or program contributed to violence prevention or violence intervention rates in the communities served?

Yes

What has this project done to reduce or prevent violence?*

1. Describe your actual outcomes.
2. Describe the impact of your project.

Our Storymobile program has increased access to high-quality books, resources, safe, literacy-rich environments, and positive role models for thousands of at-risk youth in our community to engage in healthy, educational activities.

Aboard our libraries-on-wheels, we’ve helped our RIF kids to build core literacy skills, social-emotional skills, and a positive attitude toward reading that will set them up for future success. At storytime visits and community time stops, our caring RIF team has provided constant support and encouragement for kiddos during all learning activities. We’ve modeled how to cheer on classmates and work together as students have taken turns flipping over letter cards to find the sneaky fox from “How to Find a Fox” by Nilah Magruder hiding on the felt board; we’ve identified and sorted our emotions/colors into jars like in the story “The Color Monster” by Anna Llenas; and we’ve fostered children’s love of learning with fun, hands-on activities like a magnet scavenger hunt after reading “Marsha is Magnetic” by Beth Ferry. Moreover, many of our read-alouds have featured diverse characters and stories that have helped kids to see themselves positively represented in the stories they read and envision futures for themselves they might not have otherwise. Overall, we’ve worked upstream to prevent violence by empowering youth with the resources, motivation and opportunities to grow into healthy, contributing members of their community.

Learning and Adapting

Are there any changes to any aspect of your proposed plan? If “Yes”, please explain.*

No

Challenges

Describe any ongoing challenges.

The overarching obstacles that we continue to face are the inherent challenges that poverty presents for many of our RIF kids and families. In our target communities, the reality is that families often cannot afford to prioritize literacy, facing more pressing struggles like a lack of access to food, housing or transportation, which inevitably impedes children's academic performance.

To combat these challenges, our network of literacy programming is strategically designed to follow the little ones we meet as infants and toddlers throughout their lives, meeting families where they are and supporting them every step of the way. We continue to build strong relationships with our RIF kids and families through our consistent storytime routine and schedule; the culturally relevant books and resources we provide; and equitable opportunities for little ones, parents/caregivers and other community members to engage in our literacy programs.

Budget

Current Budget Overview*

1. Click here to download the Budget Reporting Form.
2. Complete the form.
3. Upload the completed form. https://www.grantinterface.com/Documents/Download/f17c57b0-f6cc-4be9-a9d5-2dce30b11bcbhttps://docs.google.com/document/d/1jM3sEoOobpMJQUc8W-irhCr_7KXZVtRM/edit?usp=sharing&oid=101637342679599276330&rtpof=true&sd=true

STV Budget Reporting Form B.xlsx

Share Your Story

For services supported in whole or in part by your **STOP the Violence** grant, share a story about a client (without sharing any personally-identifying information), service, or community initiative that could be shared with other stakeholders.

*

Here are some of the anecdotes and feedback we've received from our RIF kiddos, families, educators and community partners that speaks to the positive impact we've made in thousands of children's lives:

- "The Storymobile plays a big role in children reading and selecting books. It's a cool place to pick out books besides school and the library." - Teacher, Angel Academy JC
- "[RIF staff] went over and beyond to make sure ALL of my students had access to books. We have English language learners and they made sure to bring books in Arabic." - Teacher, Spring Garden
- "I like RIF. RIF made me start reading more." - Student
- "The program is so wonderful and our students always benefit from read-alouds and taking home books. Thank you!!" - Teacher, Crescent Early Childhood Center
- A parent who has been a member of our Book Babies young family engagement program since 2017 reached out to share that she lets "everyone possible" know about our programs. As an educator, she also expressed that many of the activities she does inside her classroom with students at Early Head Start come

from what she learned by watching RIF staff during storytimes. She even asked if we could attend a social event with her to help spread the word about our organization to reach more children and families!

Photos and Digital Clips

Please attach any photos or videos illustrating your work.

RIF Pittsburgh Pictures and News.pdf

Verification

Name of Organizational Representative Completing Report*

Florri Ladov

Title of Organizational Representative*

Executive Director

Authorization*

By entering your signature information above and clicking "*I agree.*" you certify that: I certify, to the best of my knowledge, that all information included in this report is correct. The tax-exempt status of this organization (*or fiscal sponsor organization*) is still in effect.

I agree.

Date of Submission*

12/19/2024

File Attachment Summary

Applicant File Uploads

- STV Budget Reporting Form B.xlsx
- RIF Pittsburgh Pictures and News.pdf

Grant Financial Report

This is a protected worksheet. Complete only those sections that are shaded. See additional instructions below, indicated by corresponding number.

Organization: [1]

Reading Is Fundamental Pittsburgh

Grant Process

[4]

Stop the Violence

Grant Start / End Dates: [2]

01-Jun-24

to

31-May-25

Report Period: [5]

1: [5]

01-Jun-24

to

18-Dec-24

Approved Grant Amount: [3]

\$ 20,000

(in US\$)

[illegible]

Indirect Costs		\$ 0	\$ 0	\$ 0	
Totals	\$ 20,000	\$ 20,000	\$ 0	\$ 20,000	\$ 0

The line-by-line budget should match those specified in your proposal.

A red "*" indicates that you must include an explanation of the budget variance. This variance will require Foundation approval.

By submission of this report you hereby certify that the individual submitting this report is authorized to submit it on behalf of you compliance with the requirements of the grant letter, and that any funds expended have been expended in accordance with the |

Name and Title: [12]

Date:

E-mail Address: [13]

Phone Number: [14]

Instructions

1. Enter the organization's legal name.
 2. Enter the approved start and end dates of the grant.
 3. Enter the approved grant amount.
 4. Enter your grant program or process for which you received funding.
 5. Enter the current reporting period from and to dates.
 6. Enter the total amount of POISE Foundation funds received through the end of the reporting period. Specify amount in US\$.
 7. Select Budget Categories which match your proposed grant budget. Select categor(ies) from drop down menu on right of cell
 8. Enter the approved POISE Foundation budget for each budget category. All figures should be reported in US\$.
 9. Enter the sum of amounts spent in each budget category for all previous reporting periods. All figures should be reported in US\$.
 10. Enter the amount spent in each budget category for this reporting period. All figures should be reported in US\$.
- The total spent to date and unexpended balances will be computed automatically.
11. If the expended amount in a budget category significantly exceeds the total direct costs by 35%, an explanation is required. Lines requiring explanations will be indicated by a RED "**".
 12. Enter the name and title of the individual who certified the information contained in the report.
 13. Enter the e-mail address for that person.
 14. Enter the phone number for that person.

Total received to date (US \$): [6] \$20,000.00

Please explain significant budget variances where indicated
[11]

ur organization, that the organization is in
purposes of the grant.

Florri Ladov
Executive Director

12/18/2024

fladov@rifpittsburgh.org

412-321-8022

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US\$.



Reading Is
Fundamental
Pittsburgh



2024

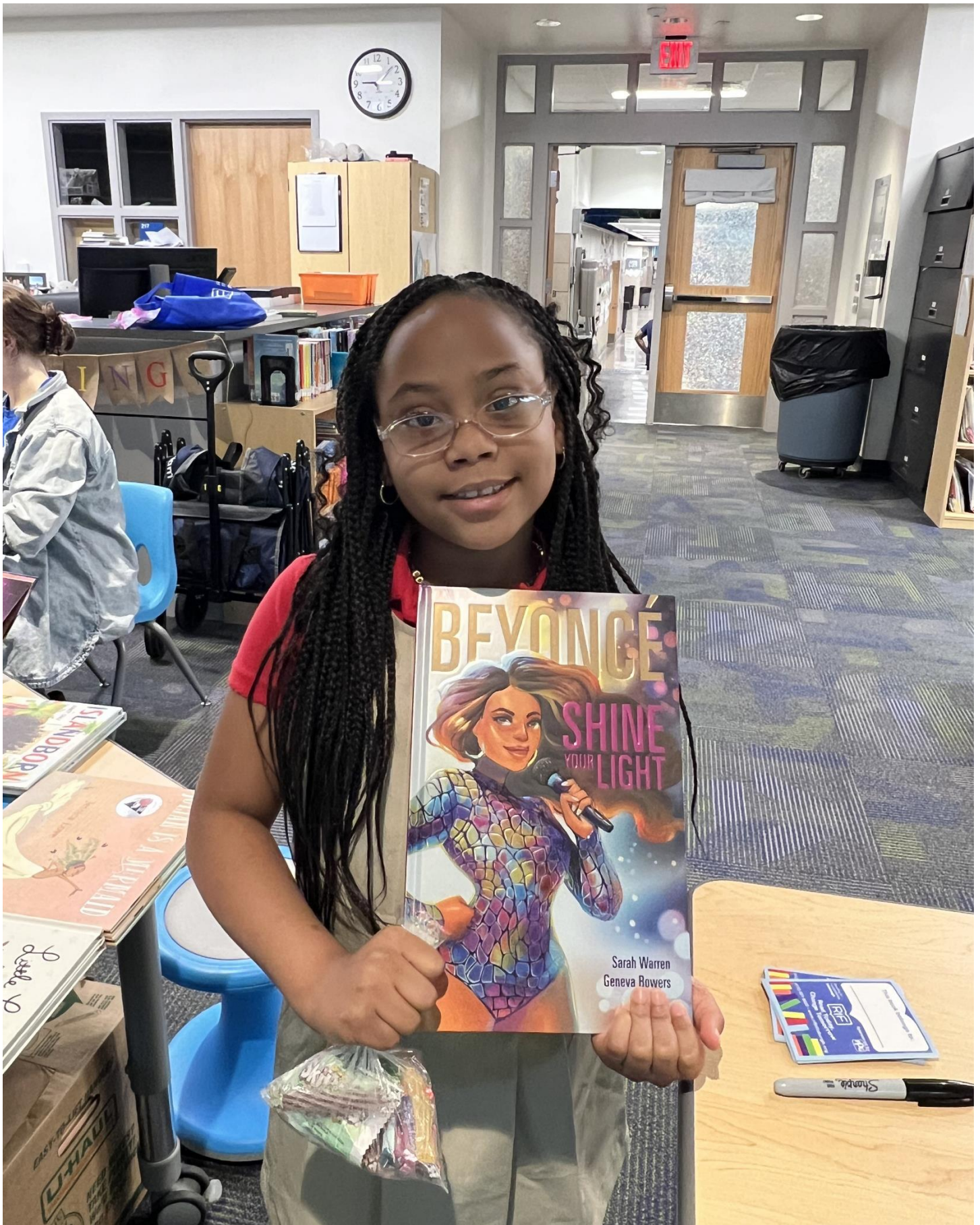


















KD SUNDAY SPOTLIGHT

KDKA

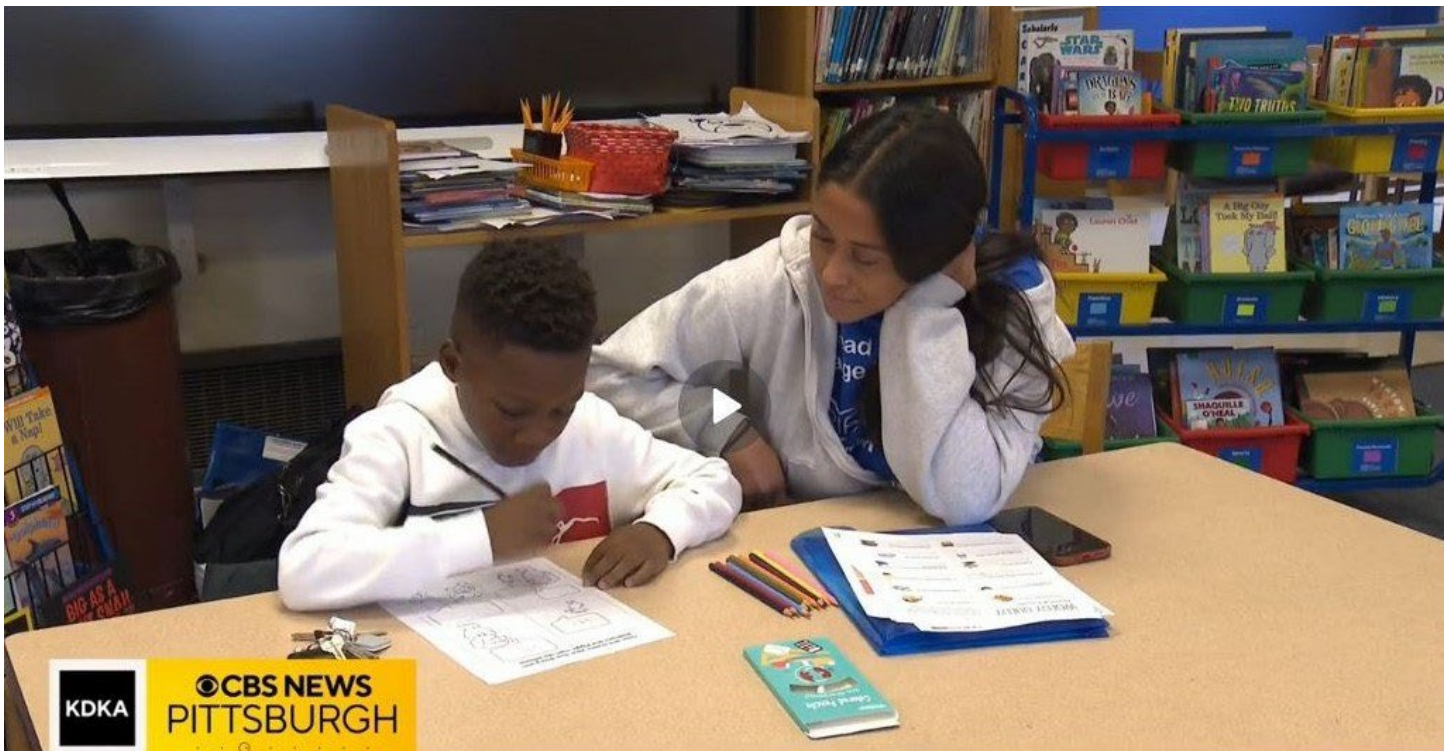
CBS NEWS
PITTSBURGH

"READING IS FUNDAMENTAL PITTSBURGH"

KD Sunday Spotlight: Reading Is Fundamental Pittsburgh (March 2024)

March is National Reading Month and one non-profit in our area, Reading Is Fundamental Pittsburgh is making a big difference in the lives of children. Megan Shinn highlights their work in the KD Sunday Spotlight.

<https://www.cbsnews.com/pittsburgh/video/kd-sunday-spotlight-reading-is-fundamental-pittsburgh/>



KDKA

CBS NEWS
PITTSBURGH

Program helps Pittsburgh students build a love for reading (November 2024)

At Pittsburgh Public Schools, there's a need to read and students are all about it. KDKA-TV's Lindsay Ward has more.

<https://www.cbsnews.com/pittsburgh/news/reading-is-fundamental-pittsburgh/>