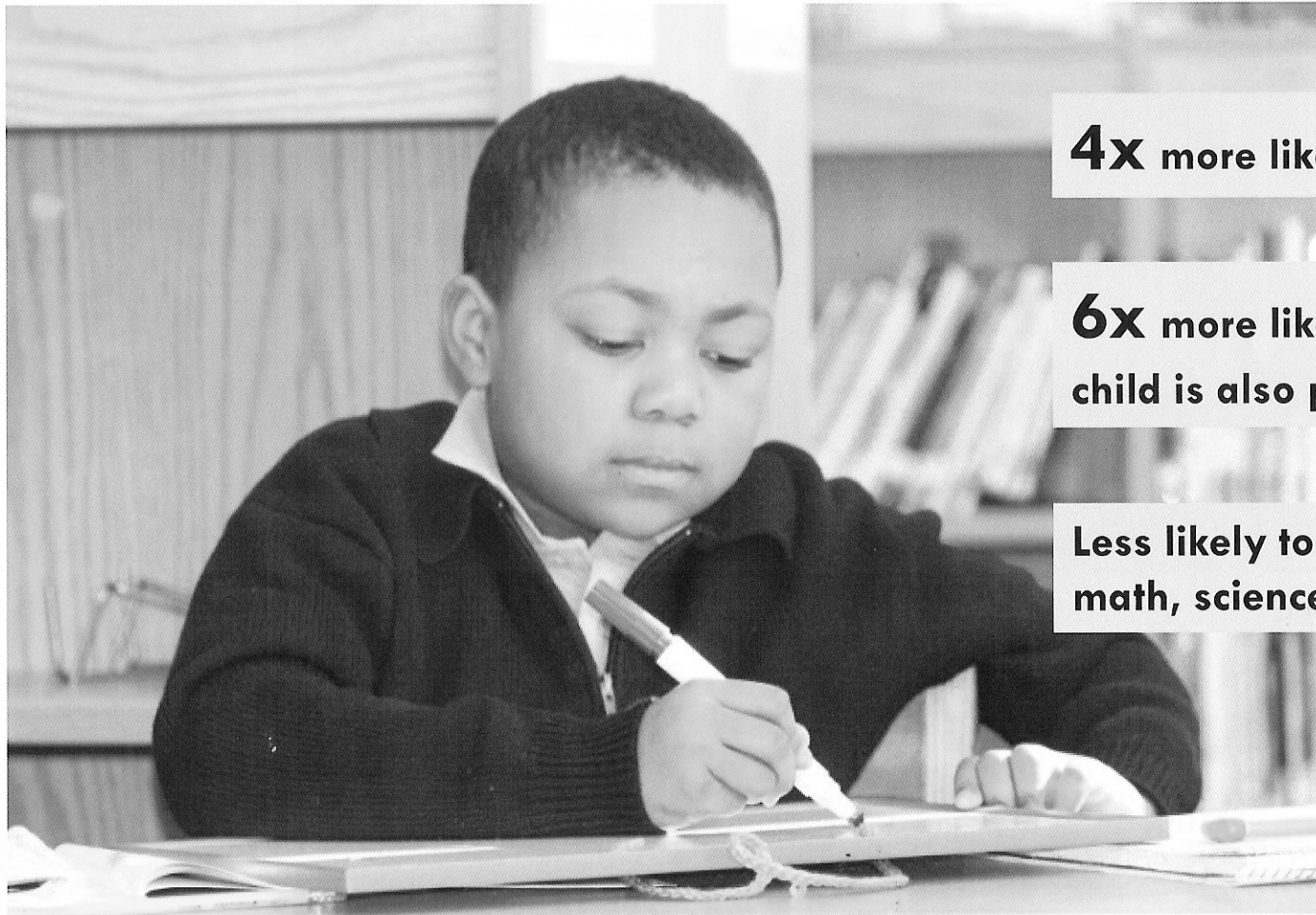




3rd Grade Reading: Charlotte CAN do more.

A Child Not Reading by 3rd Grade is:



4x more likely to drop out

6x more likely to drop out if
child is also poor

Less likely to perform in
math, science, humanities

Not Reading Crosses Economic Lines

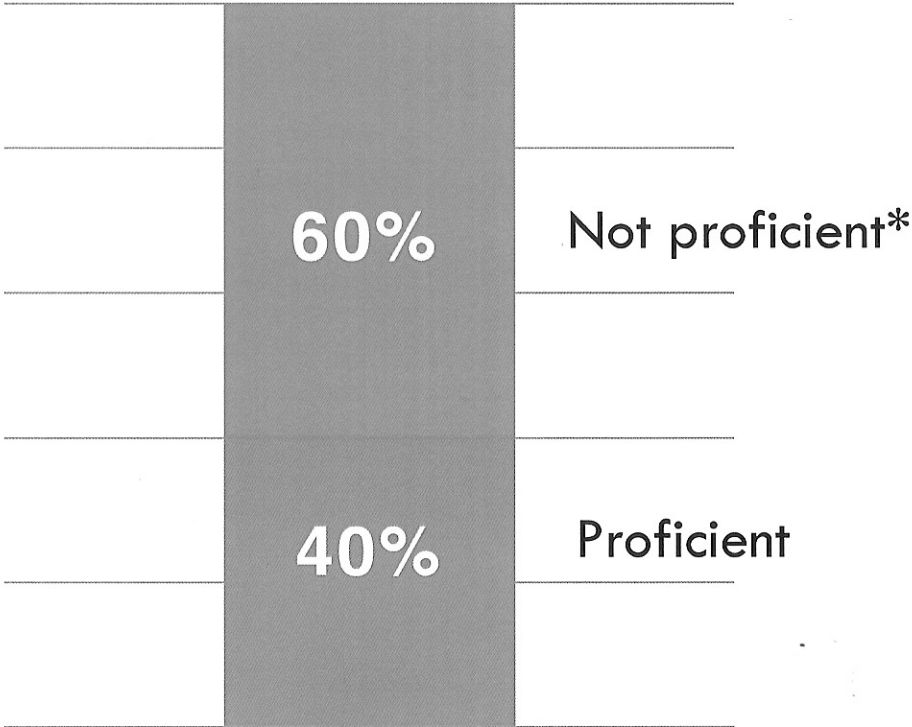
- ❑ 70% of economically disadvantaged students failed
- ❑ 30% of non-economically disadvantaged students failed

**Every single CMS school had students
not passing, at risk**

**Based on 2012-13
NC EOG reading scores*

CMS vs Other Urban Districts

CMS NAEP Scores



At 40%, CMS reading proficiency scores are higher than other large urban districts (26%) and the nation (34%), but they're not where they need to be for children to succeed in life.

**Based on NAEP 2013 4th grade public school reading scores.*

3rd Grade Reading Action Team

- ❑ *Johanna Anderson*, The Belk Foundation
- ❑ *Weston Andress*, PNC Bank
- ❑ *Charles Bowman*, Bank of America
- ❑ *Ann Clark*, Charlotte Mecklenburg Schools
- ❑ *Brian Collier*, Foundation For The Carolinas
- ❑ *Jay Everette*, Wells Fargo
- ❑ *Theresa Foust*, MetLife
- ❑ *Trevor Fuller*, Meck. County Commission
- ❑ *Suzanne Gimenez*, Retired Educator
- ❑ *Lee Keesler*, Charlotte-Mecklenburg Library
- ❑ *Rhett Mabry*, The Duke Endowment
- ❑ *Michelle Maidt*, Sisters of Mercy Foundation
- ❑ *Michael Marsicano*, Foundation For The Carolinas
- ❑ *Michelle Maidt*, Sisters of Mercy Foundation
- ❑ *Mary McCray*, CMS Board
- ❑ *Ellen McIntyre*, UNC Charlotte College of Education
- ❑ *Jane McIntyre*, United Way
- ❑ *Arthur Morehead*, The Duke Endowment
- ❑ *Katie B. Morris*, The Belk Foundation
- ❑ *Anna Spangler Nelson*, CD Spangler Foundation
- ❑ *Valerie Truesdale*, CMS
- ❑ *Stick Williams*, Duke Energy

Designing a Solution for Mecklenburg

- ▣ 5 Meetings: April – September 2014
 - Reviewed local plans
 - Learned from national experts
 - Designed scope and structure
 - Agreed on Goal

- ▣ Multiple interviews and focus groups
 - Service providers
 - Educators
 - Parents and Families

What Does Our Community Need?

- ❑ A strong, unified voice for birth – 3rd grade reading
- ❑ Influential leadership for the long run
- ❑ More funding decisions based on data and evidence
- ❑ Alignment of services, focus on the “handoff”
- ❑ Community education on what matters for reading
- ❑ A public/private partnership: CMS, County, City, funders and service providers aligned together

A Community-Wide Goal

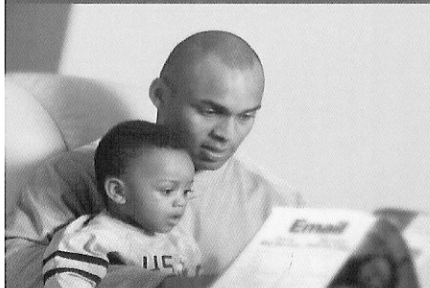
Double the percentage of 3rd grade students reading at grade level from 40% in 2014 to 80% in 2025.

- *Measurement: 2025 NAEP Reading Scores*

A Community-Wide Effort

- ❑ Governing Board
- ❑ Lean central staff
- ❑ Four working groups organize the effort:

Talk With Me, Baby



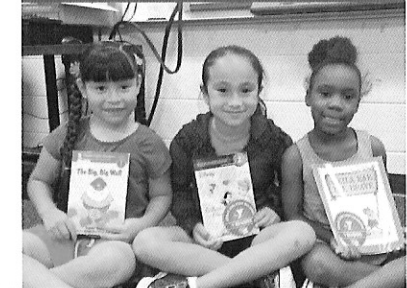
Ready for School



Schoolhouse



Summer Learning



Birth – PreK

K – 3rd Grade

Positioned for Respect and Influence

Lean Central Staff

Guides Vision

Shares Data

Aligns Activities

Builds Public Will

Advances Policy

Mobilizes Funding

Inspires change through new funding models

TRANSFORMATION FUND

Pooled funding that promotes innovation, capacity building, collaboration, and seeds new programs meeting unmet needs along the birth through 3rd grade continuum

TARGETED CO-FUNDING

Co-Funding where funders use campaign data, evidence and strategies to inform their grant-making

Strong Fiscal and Physical Hosts

Fiscal Agent

Foundation For The Carolinas

- ❑ Dollars flow through a designated FFTC fund
- ❑ Staff are technically FFTC employees
- ❑ Back-office efficiency

Physical Location

Charlotte-Mecklenburg Library

- ❑ Housed at Main Library location
- ❑ Natural literacy connection
- ❑ Access to convening space
- ❑ Library providing pro bono space

Next Steps



- ❑ Confirm funding/ participation
- ❑ Establish Governing Board
- ❑ Search for Executive Director
- ❑ Launch initiative

Appendix

GOAL: DOUBLE THE PERCENTAGE OF 3RD GRADE STUDENTS READING AT GRADE LEVEL FROM 40% IN 2014 TO 80% IN 2025.
(MEASUREMENT: 2025 NAEP READING SCORE)

PILLARS	Talk With Me, Baby (Ages 0-4)	Ready for School (Ages 0-4, PreK)	Schoolhouse (Ages 5-8, K-3)	Summer Learning (Ages 5-8, K-3)
WHY IMPORTANT	<p>Language development is fundamental to a child’s cognitive development and future ability to read. The first few years of life are critical for laying the groundwork for reading. Beginning in the home, parents and caregivers should be armed with both the <i>knowledge</i> and <i>resources</i> to infuse language starting at birth.</p>	<p>Children have their best shot at hitting the 3rd grade reading goal if they come to school ready to learn. Quality, literacy-rich early education programs and PreK prepare students for entering Kindergarten ready to read. Kindergarten readiness ensures a child has the appropriate screenings, including vision and hearing.</p>	<p>Early grade teachers are the most important in-school factor to a child’s ability to achieve reading proficiency. All adults in charge of student learning K-3 require evidence-based training and resources to meet the individual learning needs of their students.</p>	<p>For many children, especially from lower-income backgrounds, summer means a halt, or decline, in reading skills. Children in Kindergarten – 3rd grade should be in literacy rich summer learning programs that continue reading development when school is not in session.</p>
WHAT DOES THIS INCLUDE?	<ul style="list-style-type: none"> ▪ Targeted literacy interventions, training and awareness programs for families to understand language development, beginning at birth ▪ Age appropriate books in the home. 	<ul style="list-style-type: none"> ▪ Increasing access and availability for more low-income children to attend high quality early childhood programs, including PreK, childcare, and preschool ▪ Quality improvement for existing early childhood programs serving all socioeconomic backgrounds ▪ Supplemental, targeted literacy interventions in the early education program setting ▪ Vision, developmental and hearing screenings 	<ul style="list-style-type: none"> ▪ Professional development for teachers, reading facilitators, and principals ▪ Resourced classrooms that support reading instruction (levelled readers, curriculum, teaching assistants) ▪ Trained tutors who provide one-on-one or small group reading support ▪ Family support to better understand how to help their children ▪ Attendance awareness, monitoring and incentives so that students are in school, learning 	<ul style="list-style-type: none"> ▪ Increasing access to high-quality summer learning programs with developmentally appropriate reading experiences and individualized support ▪ Families understanding the ways and resources to help their children continue to read during the summer months

GOAL: DOUBLE THE PERCENTAGE OF 3RD GRADE STUDENTS READING AT GRADE LEVEL FROM 40% IN 2014 TO 80% IN 2025.

(MEASUREMENT: 2025 NAEP READING SCORE)

PILLARS	Talk With Me, Baby (Ages 0-4)	Ready for School (Ages 0-4, PreK)	Schoolhouse (Ages 5-8, K-3)	Summer Learning (Ages 5-8, K-3)
KEY FACTORS ACROSS ALL	<p style="text-align: center;">Families as First Teachers <i>Caregivers are integral to a child's language and reading journey, beginning at birth</i></p> <p style="text-align: center;">Educator Effectiveness <i>Adults in charge of instruction must have the knowledge and tools for evidence-informed instruction</i></p> <p style="text-align: center;">Attendance Matters <i>Adults are responsible for children to attend school and learning programs</i></p> <p style="text-align: center;">Increased Access for Struggling Readers <i>All children need intentional support, but some need additional interventions</i></p>			
CORE PRINCIPLES ACROSS ALL	<ul style="list-style-type: none"> ✓ We believe that reading on or above level by 3rd grade is a universal goal that requires intentionality for families of all backgrounds, beginning at birth. ✓ We acknowledge that the entire community benefits from 3rd-graders reaching this mark; as such, we all have a role to play in helping students achieve reading proficiency. ✓ We have a strong preference for data-driven, evidence-informed decision-making when aligning resources, programs, and policy. ✓ We focus on the hand-offs, particularly between early childhood and elementary and between schools and summer learning providers, and know that each development stage builds off the others. ✓ We appreciate the many factors that set a child up for success academically (e.g., nutrition, pre-natal care, strong families) but prioritize the more literal connections to reading development in the initial years of this effort. 			

**3rd Grade
Reading
Effort:**

STRUCTURE

GOVERNING BOARD

*Governance, Vision, Strategy
Allocates Pooled Fund*

- 1-8) Lead Funders
- 9) CMS Superintendent
- 10) University
- 11) County Rep
- 12) City Rep
- 13-17) Community Reps

**TARGETED
CO-FUNDERS**

*Learn from data and strategies
to inform own funding*

*Lead Funders
\$100k+ Annually to
Backbone and Pool*

*Participating Funders
Designate % of funding
to effort priorities*

BACKBONE STAFF

Implements Vision and Strategy

- 1) Executive Director
- 2) Program/Data
- 3) Administrative Support
- 4) UNCC PhD Student

WORKING GROUPS

Action Planning, Prioritizing, Informing Governing Board

Talk With Me, Baby

6-8
Experts and
Community Members

+ 1 Gov. Board Rep

Ready for School

6-8
Experts and
Community Members

+ 1 Gov. Board Rep

Schoolhouse

6-8
Experts and
Community Members

+ 1 Gov. Board Rep

Summer Learning

6-8
Experts and
Community Members

+ 1 Gov. Board Rep