



Tuesday Morning Breakfast Forum | Sep 21, 2021

empower

(verb)

1. give (someone) the authority or power to do something
2. make (someone) stronger and more confident, especially in controlling their life and claiming their rights
3. to endow with an ability; enable

Families Come In All Shapes and Sizes

Some act when they receive relevant and useful information and resources

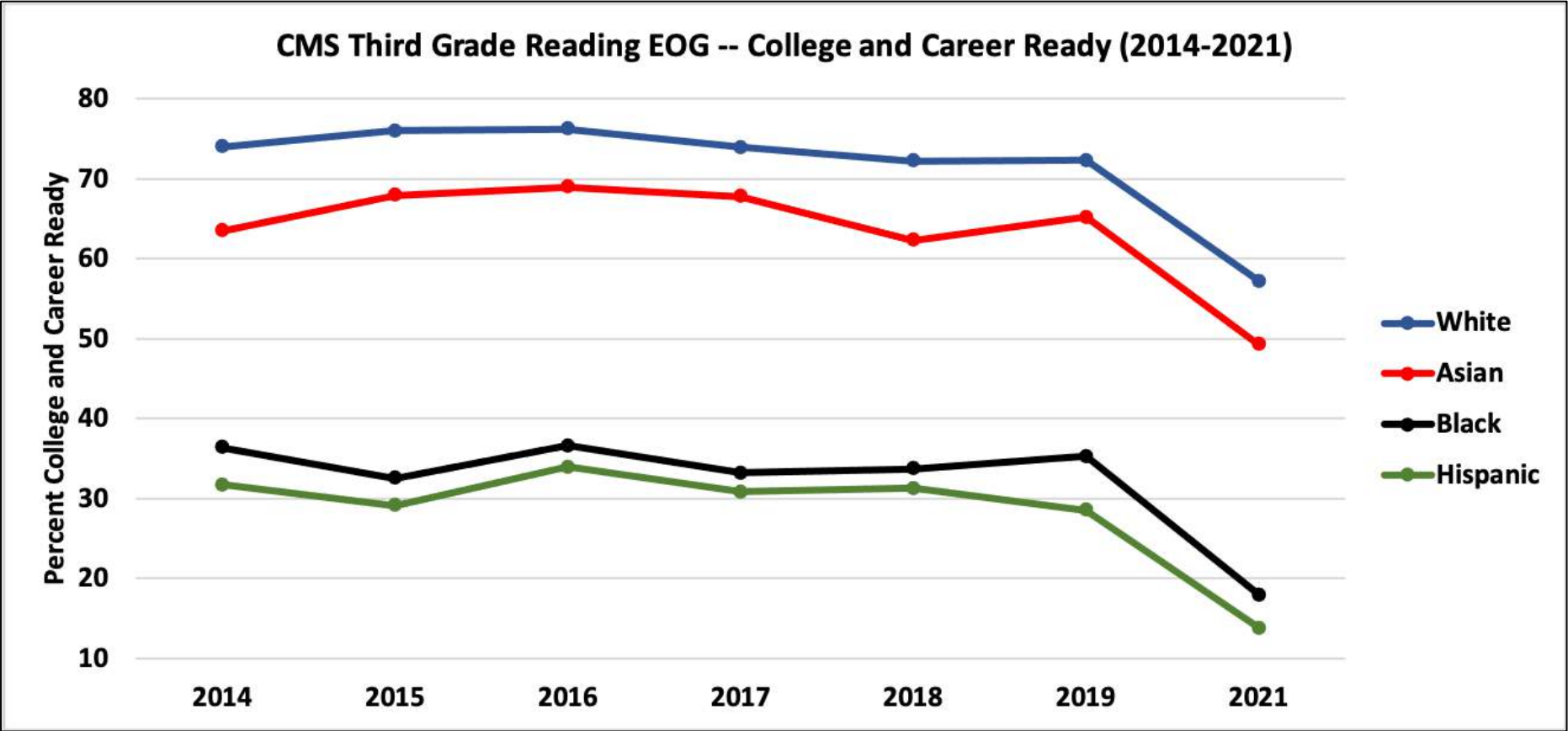
Some act when they receive help from others to use relevant and useful information and resources

Some have a lot going on in their lives and need help to see how to prioritize literacy

Five Major Approaches to Family Empowerment

1. Large-scale family events
 - *BCDI-Charlotte's Family Outreach*
2. Support families of tutored students
 - *Caterpillar Ministries, Ada Jenkins Center, The Learning Collaborative, BCDI-Charlotte's Summer Camp*
3. Family academic support groups
 - *Charlotte Bilingual Preschool*
4. Integrate literacy into existing family services
 - *Prodigal Son Foundation*
5. Parent leadership
 - *BCDI-Charlotte, Charlotte Bilingual Preschool, Ada Jenkins Center*

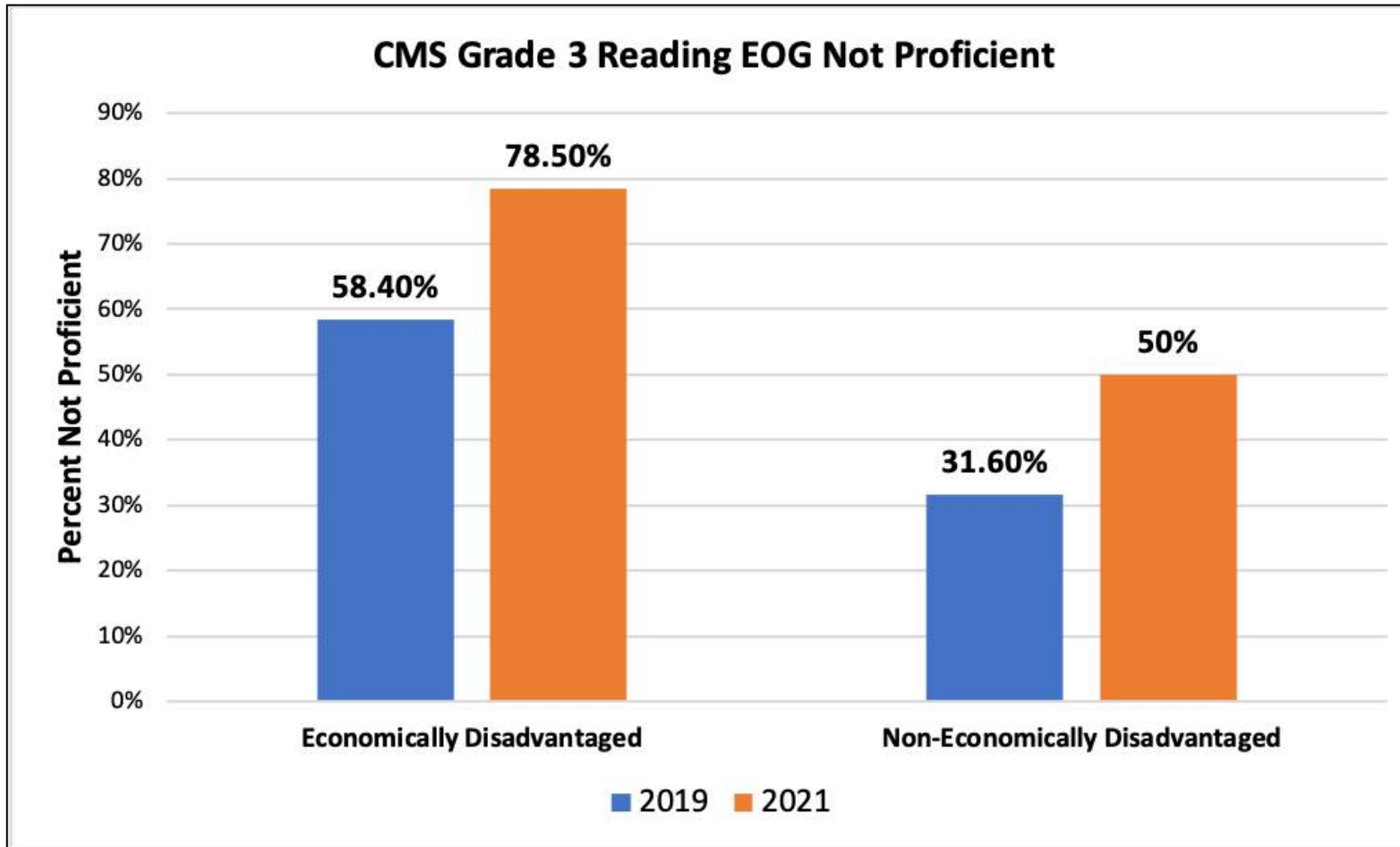
All Racial Subgroups in CMS Negatively Impacted by Pandemic



CCR Decline (2019 vs 2021)

White: -15.1%
Asian: -15.9%
Black: -17.4%
Hispanic: -14.7%

Children Across Socioeconomic Groups Experienced An Increase in Not Proficient Scores

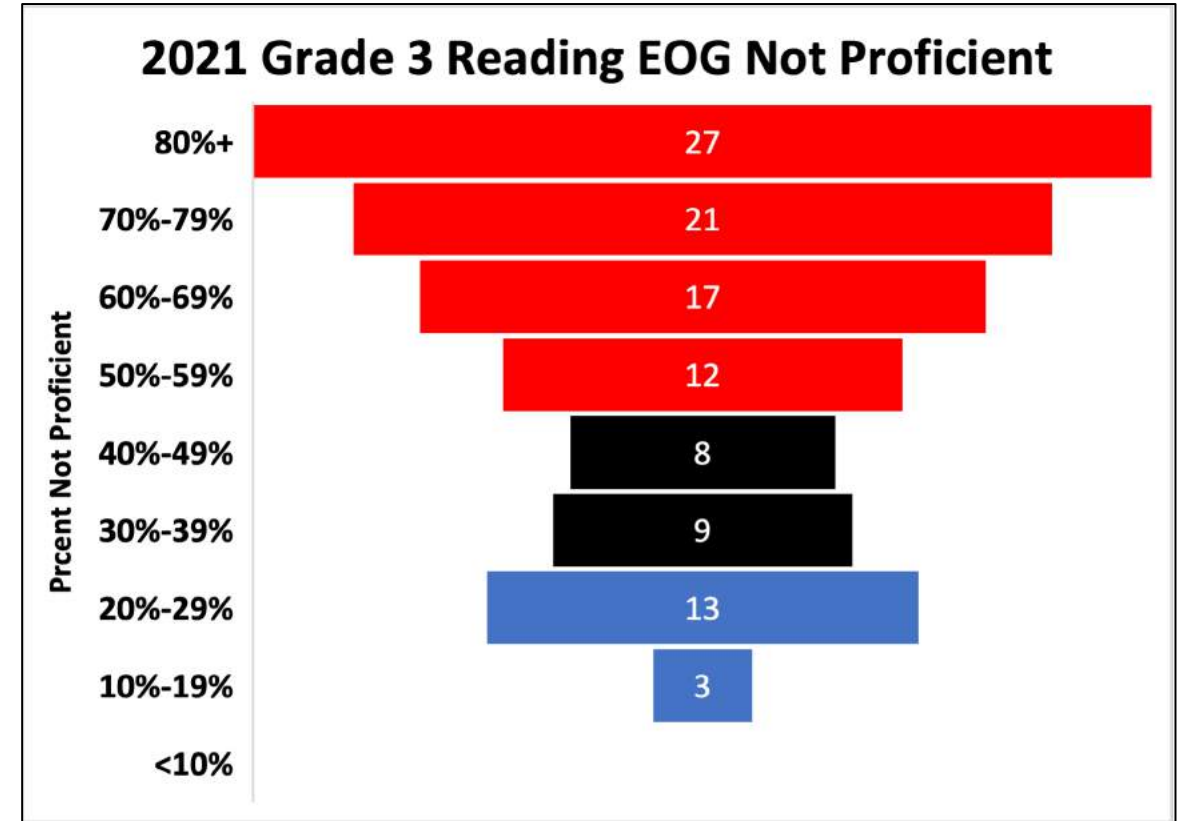
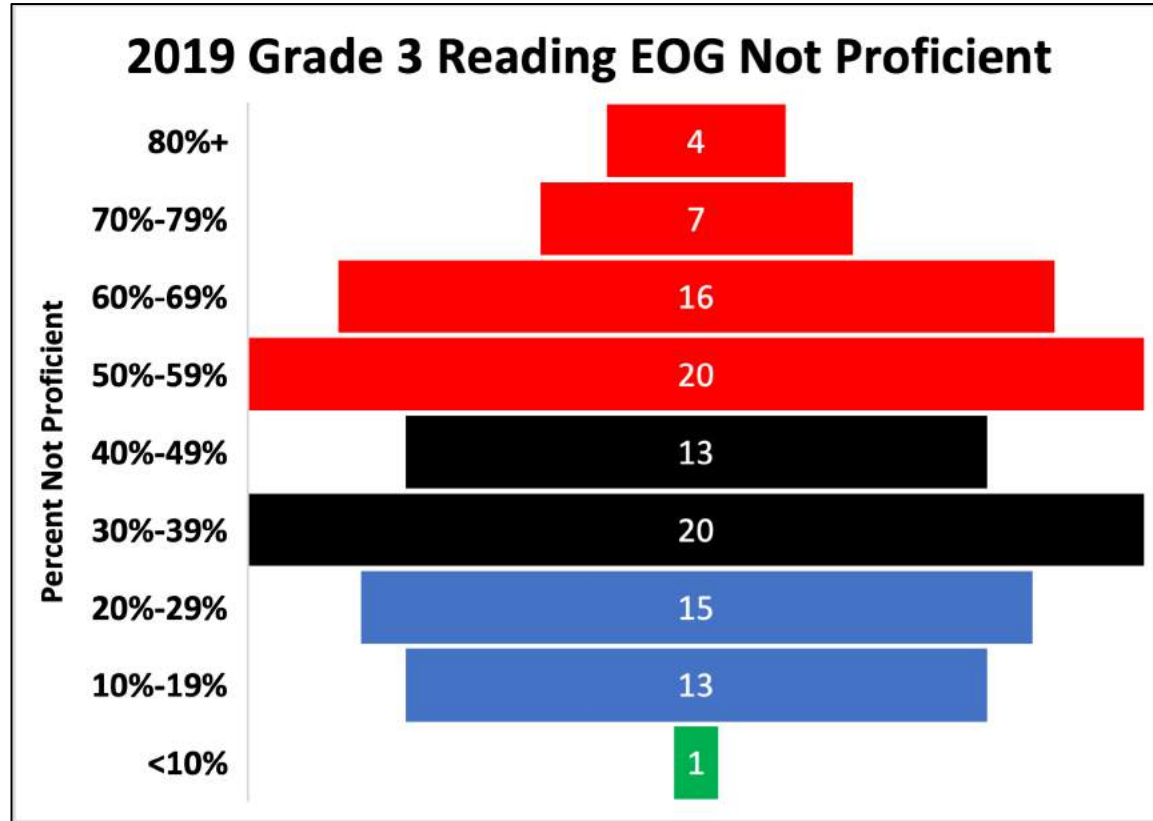


Over three-fourths of Economically Disadvantaged and half of Non-Economically Disadvantaged third graders scored at Not Proficient in reading.

The percentage point increase between 2019 and 2021 for Economically Disadvantaged third graders (20.1%) was not much greater than Non-Economically Disadvantaged (18.4%)

Pandemic's Negative Impact Felt Across the District

Number of schools by achievement level. There are more schools in 2021 with higher levels of Grade 3 students Not Proficient on EOG.

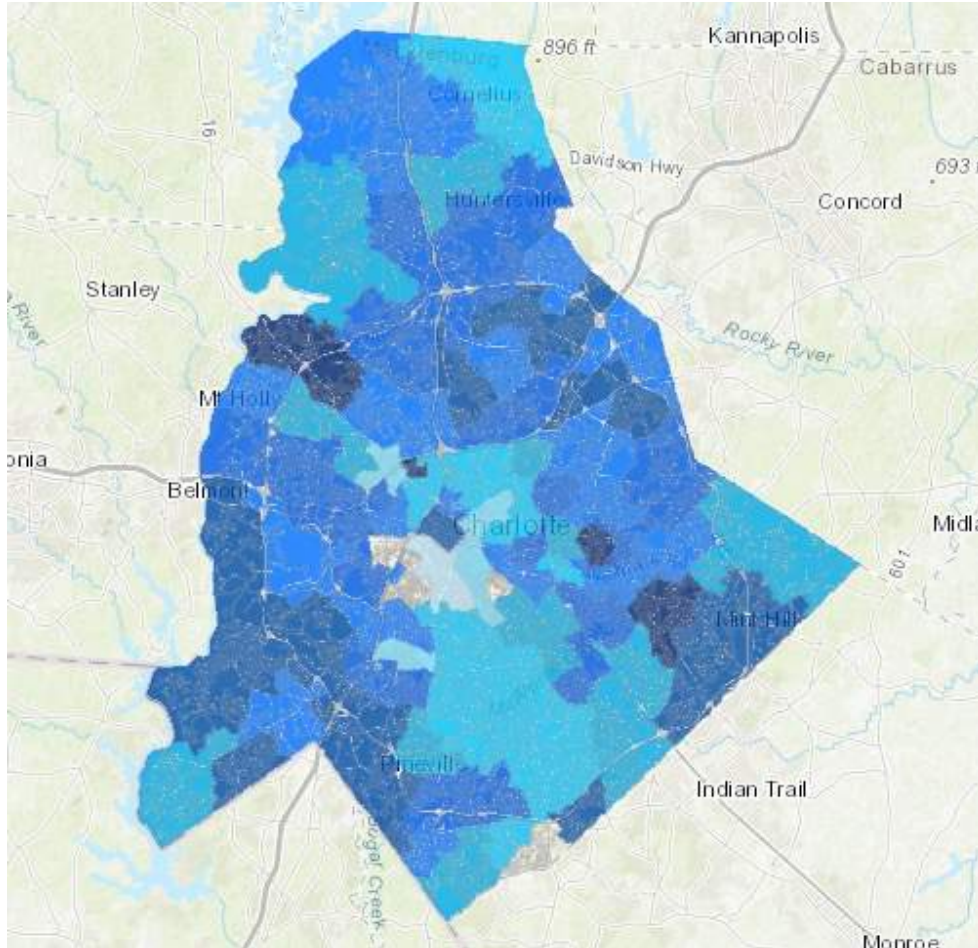


Note: Level 4 & 5 = College & Career Ready; Level 1 & 2 = Not Proficient

Major Increases in Not Proficient Scores Across County

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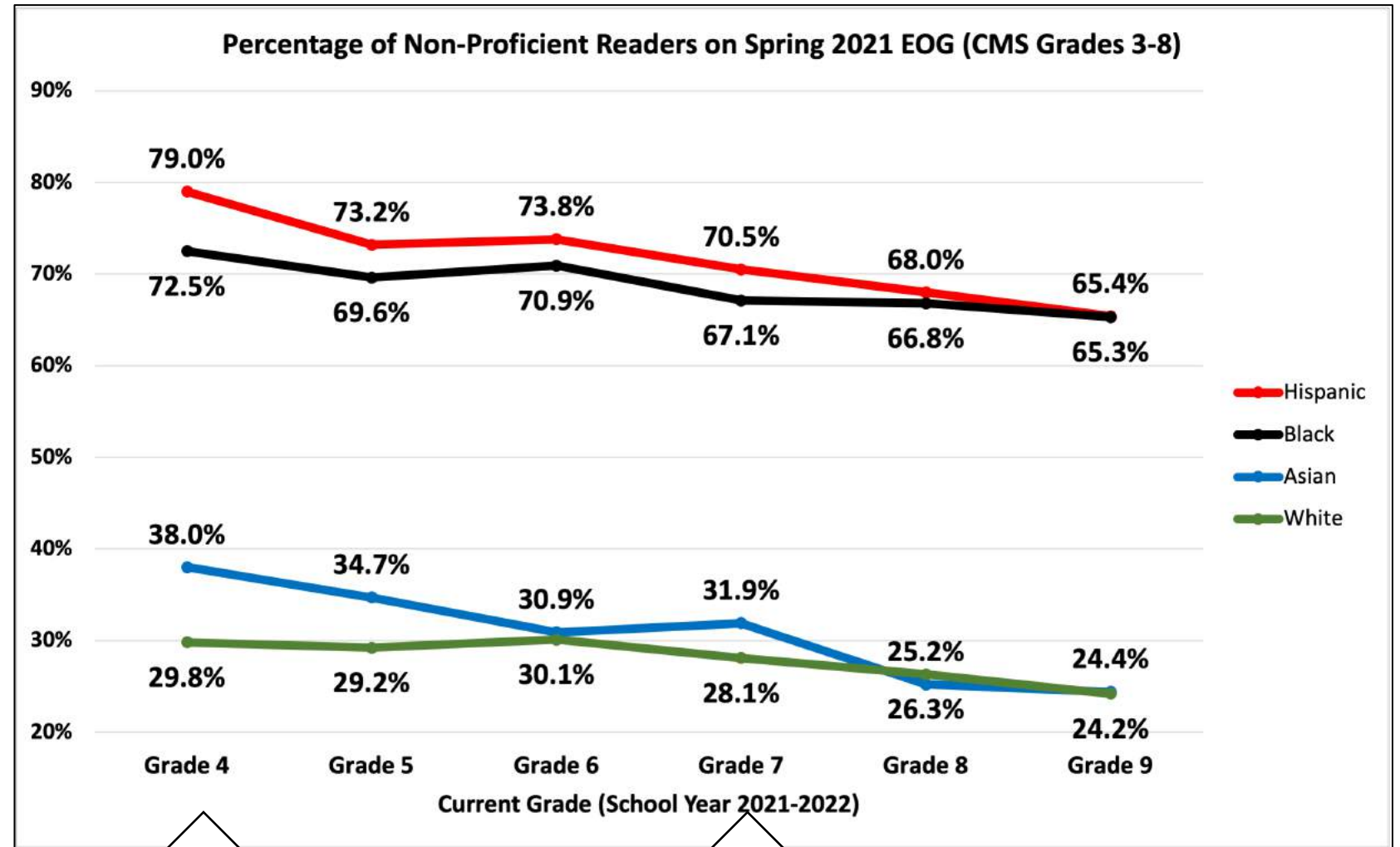
Major increases in percentage of third graders at Not Proficient spread out across Mecklenburg County.



Darker areas indicate higher levels of increase in numbers of third graders scoring Not Proficient (Levels 1 & 2) on the third grade reading EOG in 2021 compared to 2019.

Change in NP	Scale
-7- -1.625	1
-1.624- 3.75	2
3.76- 9.125	3
9.126- 14.5	4
14.6-19.875	5
19.876- 25.25	6
25.26- 30.625	7
30.626-36	8

Where Will These Students Be in 10 Years?



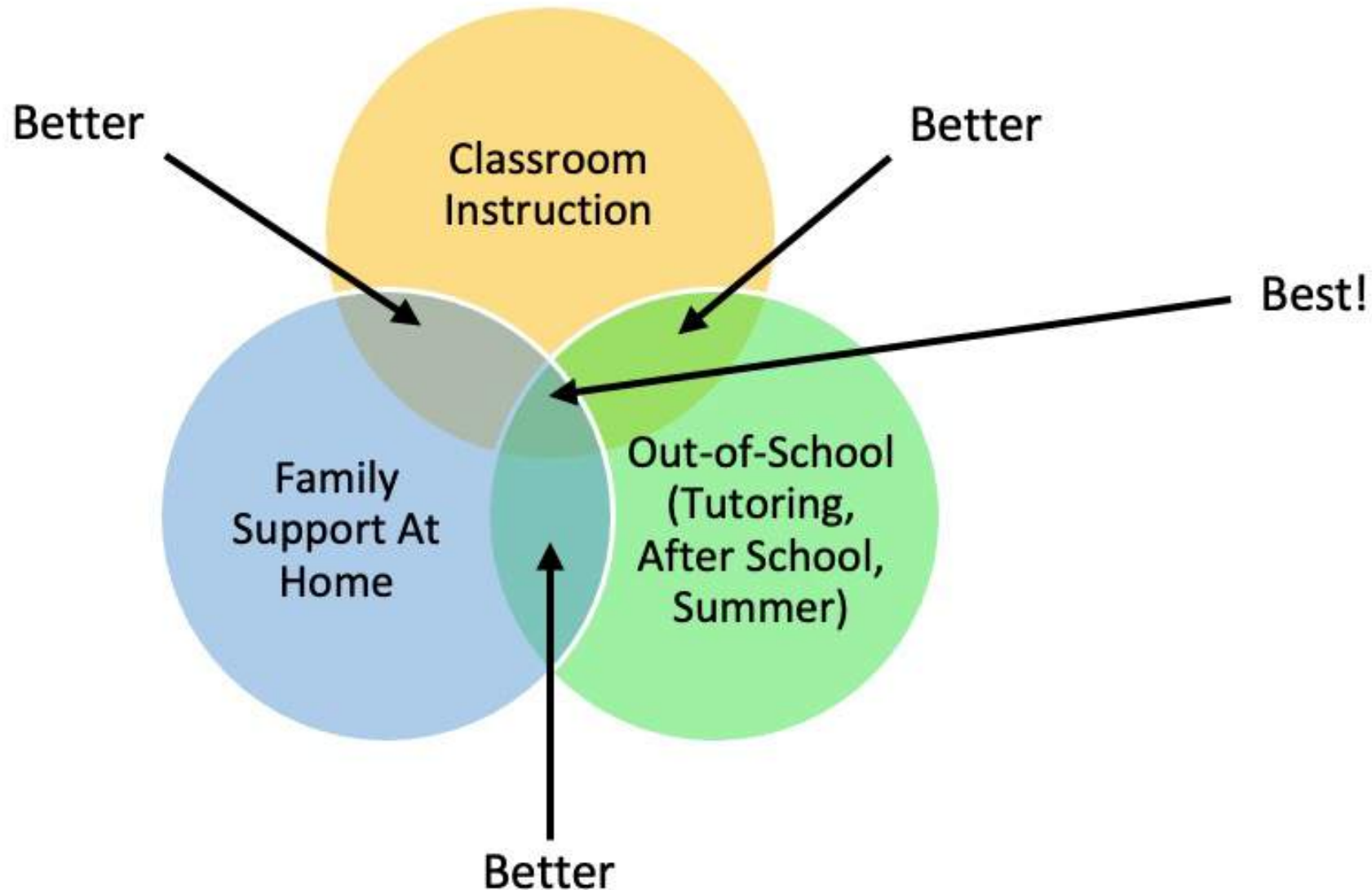
Age 19

Will they graduate high school on time “College & Career Ready”?

Age 22

Will they be entering the workforce with a degree and earning a living wage?

PreK-3 Reading Recovery & Acceleration

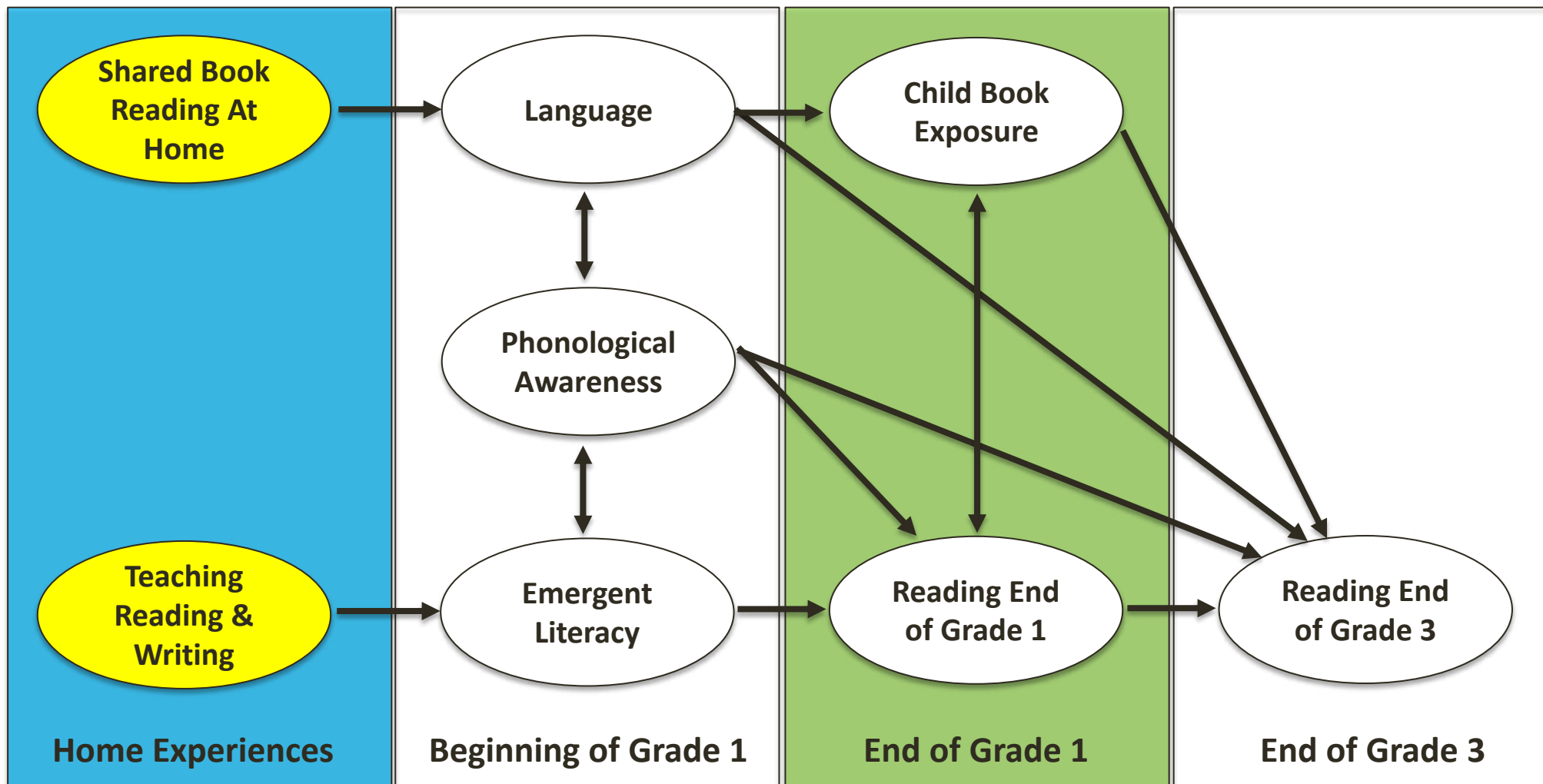


A study of 317 Kindergarteners in Greensboro, NC found **children of low-income mothers** who engaged in a **variety of home literacy activities** outperformed peers of higher income homes whose parents engaged in fewer home literacy activities.

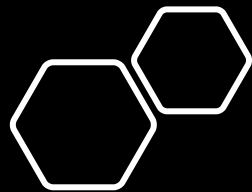
Christian, K., Morrison, F. & Bryant, F. (1998). "Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments". Early Childhood Research Quarterly. 13(3): 501-521.

- Mother's education is the greatest predictor of a child's success in school.
- A 2015 study of 3,208 children linked to 2,031 mothers
- Researchers found there is **one specific thing** college-educated mothers do for their children that makes the difference...
- They read to their children 3 or more times a week.

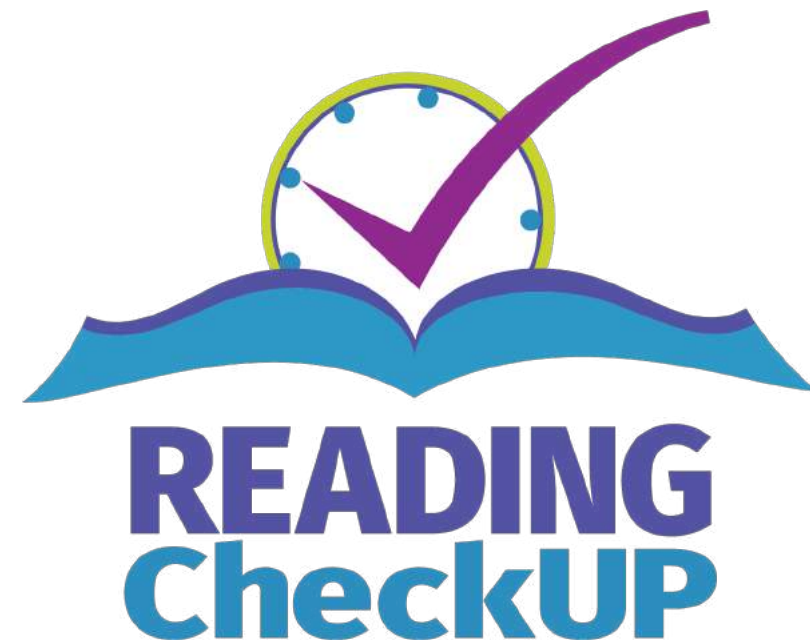
What Can Families Do?: The Home Literacy Model



Sénéchal, M. & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: a five-year longitudinal study. *Child Development*. 73(2): 445-60.



Cutting-Edge Technology



Code-Focused Skills

Meaning-Focused Skills

Adult-Managed Activities

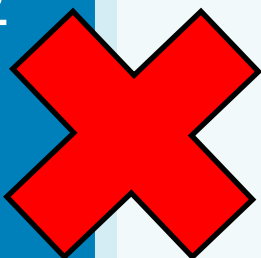


Child-Managed Activities



Children's Skills

- Word Reading
- Vocabulary
- Comprehension



Connor C. (2014). Individualizing teaching in beginning reading. *Better: Evidence-based Education*. 6(3): 4-7.

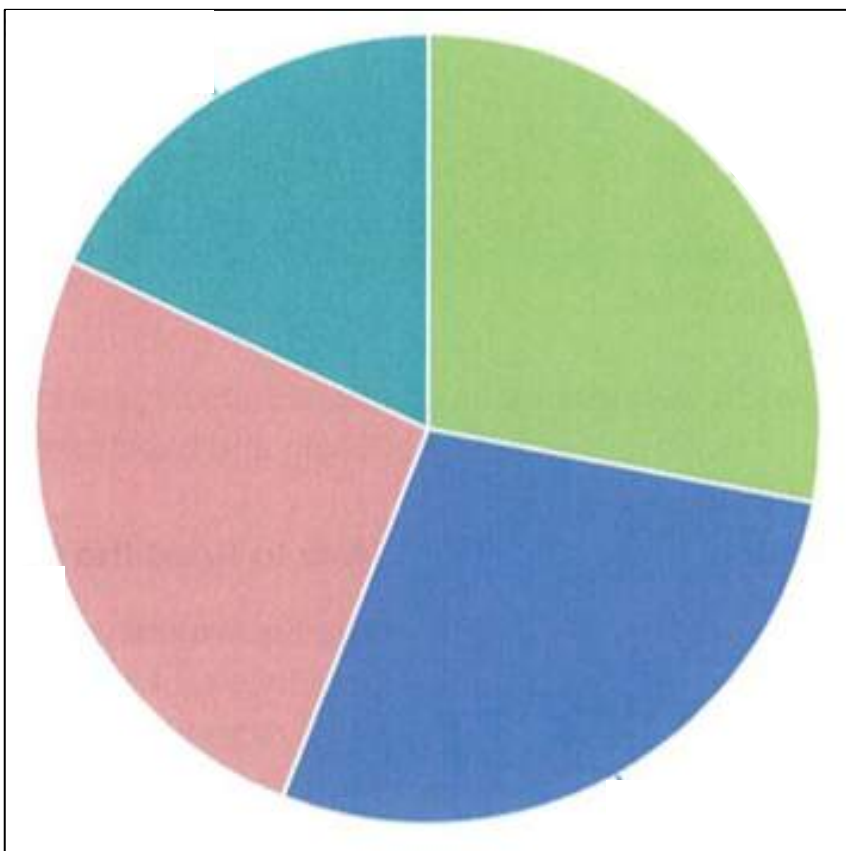
Individual Reading Plans Created in 20 Minutes

 **Adult-managed
meaning-focused**

 **Adult-managed
code-focused**

 **Child-managed
code-focused**

 **Child-managed
meaning-focused**



Child-managed meaning-focused ?

Title	Minutes
Let's Make A Comic	15
My Favorite Animal	20
My Saturday!	20
Compare Two Characters	1
Favorite Part?	30
Sound Alikes	10
Attribute Analysis	15
Ask and Answer	20
Cause and Effect Match	15
Fluent Phrasing	15

Adult-managed meaning-focused ?

Title	Minutes
Ask Open-Ended Questions	15
Compare Two Characters	1
Emoti-Sentence	15
Make Predictions	20
Poems	20
Show Evidence	5
Sound Alikes	10
Tell Me A Sentence	10
Transportation Key Sort	20
Fact or Opinion Football	15

Child-managed code-focused ?

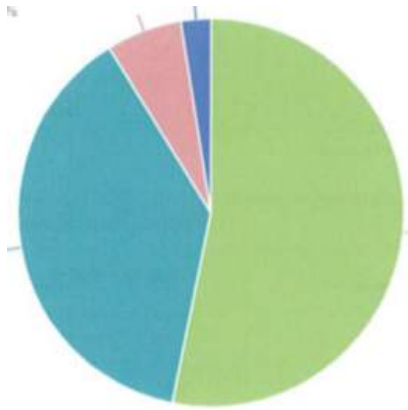
Title	Minutes
Long or Short	20
Before or After	15
Affix Zip	15
Change My Word	15
Compound Creation	5
Express Yourself	5
How Many Words?	15
Read Along Books	10
Testing 1, 2, Read!	10
Phoneme Counting Sort	10

Adult-managed code-focused ?

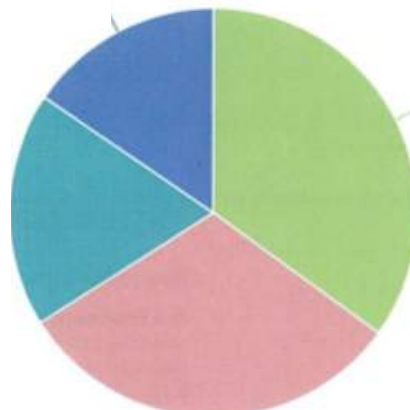
Title	Minutes
Amazing Read Scavenger Hunt	10
Chorus Reading	5
Compound Creation	5
Express Yourself	5
Initial Phoneme Picture Sort	10
Make a Smoothie Blend	15
Match Maker	10
Pick a Letter	5
Scavenger Hunt	10
Syllable Breakdown	10

Example: BCDI-Charlotte Summer Camp

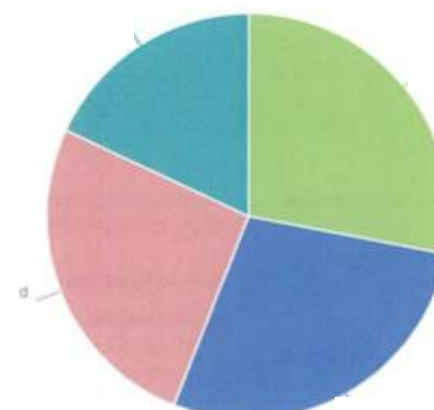
A2i After School helped BCDI-Charlotte pinpoint each child's needs.



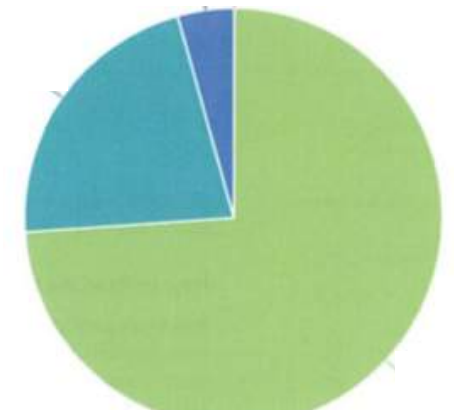
Valentina
CMS Student
Rising 3rd grader



Parker
Catholic School Student
Rising 2nd grader



Kylie
CMS Student
Rising 4th grader



Tyreek
Charter School Student
Rising 4th grader

 **Adult-managed
meaning-focused**

 **Adult-managed
code-focused**

 **Child-managed
code-focused**

 **Child-managed
meaning-focused**

370 Family-Friendly Literacy Activities & 150 Tutorial Videos

Aligned to the scope and sequence of the District's core literacy curriculum – EL Education

ADULT-MANAGED CODE- FOCUSED

SYLLABLE TOSS

Time: 10 – 15 minutes

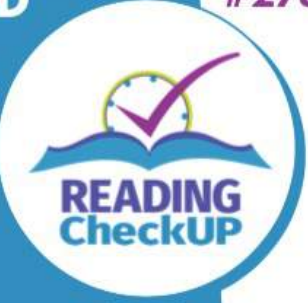
Materials:

- Chalk OR • Paper
- Beanbag • Pencil
- Small object to toss

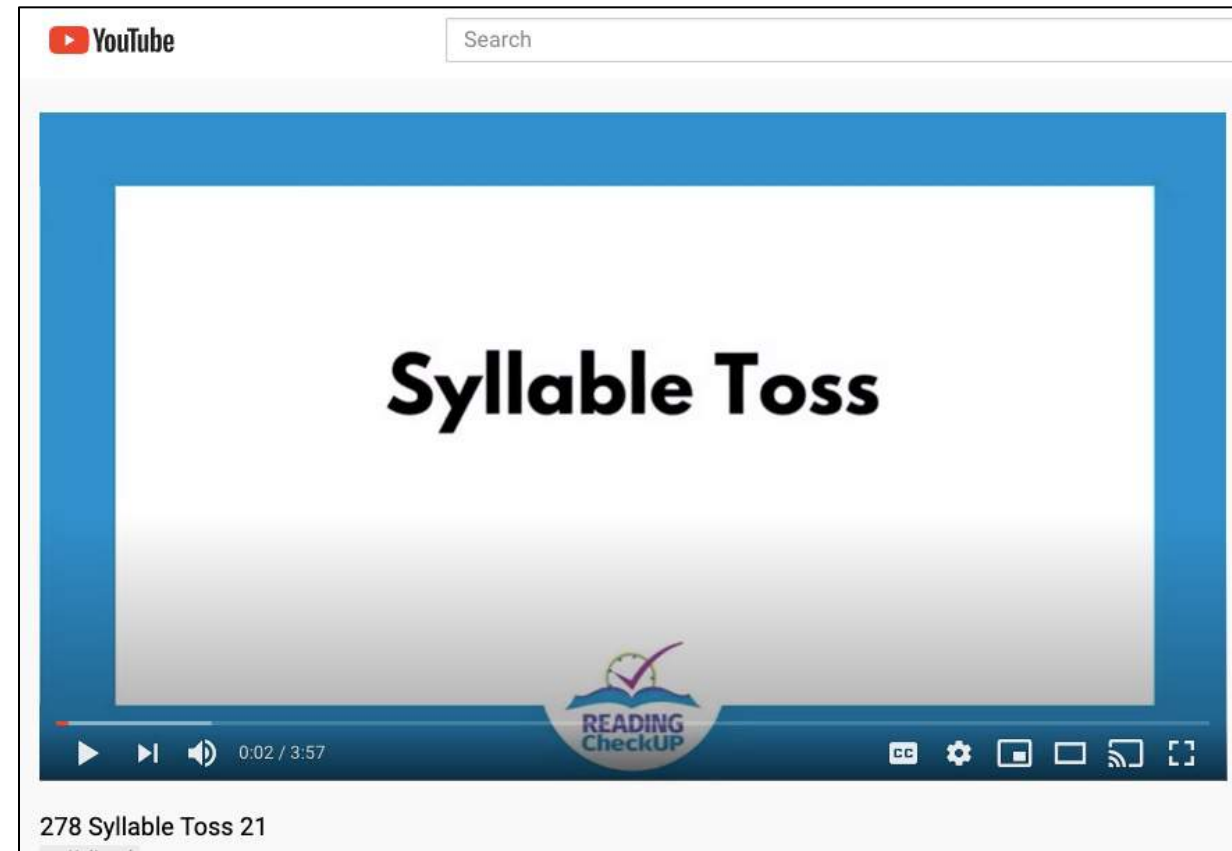
There are two types of syllables: open and closed. Open syllables occur when we read a long-vowel sound, as in hero (the e and o are both long vowel sounds). Closed syllables occur when we hear a short vowel sound (as in the word picnic). Write open syllable words on the ground (or on a large piece of paper). Using a beanbag, ball (or small object), toss the object onto a word. Have the child read the word that the object lands on. Talk about each word. For example, ask the child, "How do you know it is a long-vowel sound?" Or, "How do you know it is a closed syllable sound?" Here are some words to get you started: closed syllables: web, mill, bit, bed, web, sock, him, beg, Bob, not. Open syllables: we, so, hi, no, go, me, my, by, be

[Watch a Video Demonstration!](#)

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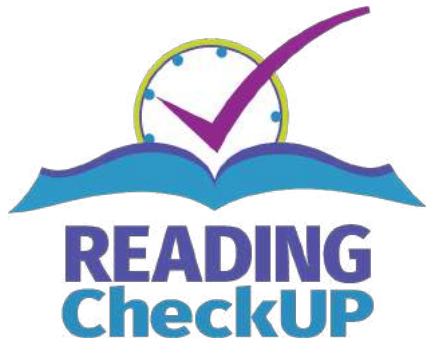


ReadingCheckup.org



Up to 6 Shifts Per School Year to Promote Acceleration



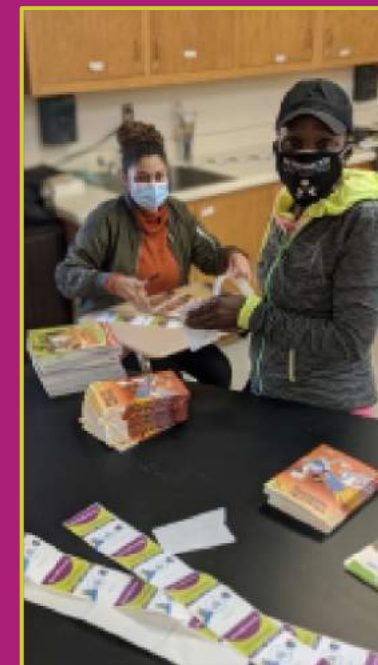


To support an individual child

- Quick 20-min quizzes
- Up to 3 children per account
- Literacy kits
- New, diverse books
- Marketing support for Family Outreach Partners



Family Outreach Partners



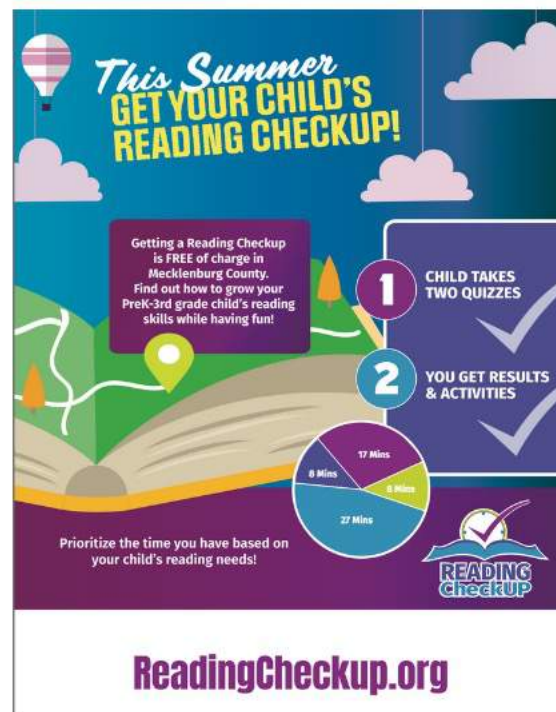


On-site signage



On-site signage

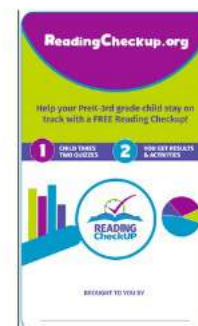
READ CHARLOTTE | GETTING EARLY LITERACY BACK ON TRACK



Flyers



Literacy Kit Stickers



Bookplate Stickers



Digital assets



Billboards



If you want to work together, please contact Sonya Castellino at sonya@readcharlotte.org

Family flyer available at bit.ly/ReadCLT_Flyer