

Read

C H A R L O T T E



Our future depends on it.

We Have a Serious Reading Crisis

6 out of 10 CMS 3rd graders are not reading at grade level



Not Proficient



Proficient

Based on 2013 NAEP 4th grade reading scores

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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
and humanities

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Not Reading Crosses Economic Lines

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

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



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

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Designing a Solution for Mecklenburg

5 Meetings: April – September 2014

- Reviewed local plans
- Learned from national experts
- Designed scope and structure
- Agreed on goal

Interviews & Focus Groups

- Service providers
- Educators
- Parents and families



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What Our Community Needs

- A strong, unified voice for early reading development, beginning at birth
- Influential leadership for the long run
- More funding decisions based on data and evidence
- Alignment of services, with a focus on the “hand-off” from early learning to CMS
- Community education on what matters for reading
- A public-private partnership: Charlotte-Mecklenburg Schools, County, City, corporations, foundations and service providers aligned together

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A Community-Wide Goal

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

Measurement: 2025 NAEP reading scores

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A Community-Wide Effort

Governing board
Lean central staff
Four working groups

Read Charlotte Working Groups

Talk with Me, Baby



Ready for School



Schoolhouse



Summer Learning



Birth – Pre K

K – 3rd Grade

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Positioned for Respect and Influence

BACKBONE

A lean, central staff implements the following roles:

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

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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

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Read Charlotte Governing Board

- **Weston Andress**, PNC
- **Rachel Banks, MD**, CMC-NorthPark Family Medicine
- **Charles Bowman**, Bank of America
- **Rev. Jerry Cannon**, CN Jenkins Memorial Presbyterian Church
- **Ron Carlee** | **Holly Eskridge**, City of Charlotte
- **Ann Clark**, Charlotte-Mecklenburg Schools
- **Dena Diorio**, Mecklenburg County
- **Jay Everette**, Wells Fargo
- **Patrick Graham**, Urban League of Central Carolinas
- **Rhett Mabry**, The Duke Endowment
- **Michael Marsicano** | **Brian Collier**, Foundation For The Carolinas
- **Ellen McIntyre**, UNC Charlotte College of Education
- **Rosie Molinary**, professor and author
- **Katie B. Morris**, The Belk Foundation
- **Anna Spangler Nelson**, CD Spangler Foundation
- **Crawford Pounds**, PwC
- **Stick Williams**, Duke Energy

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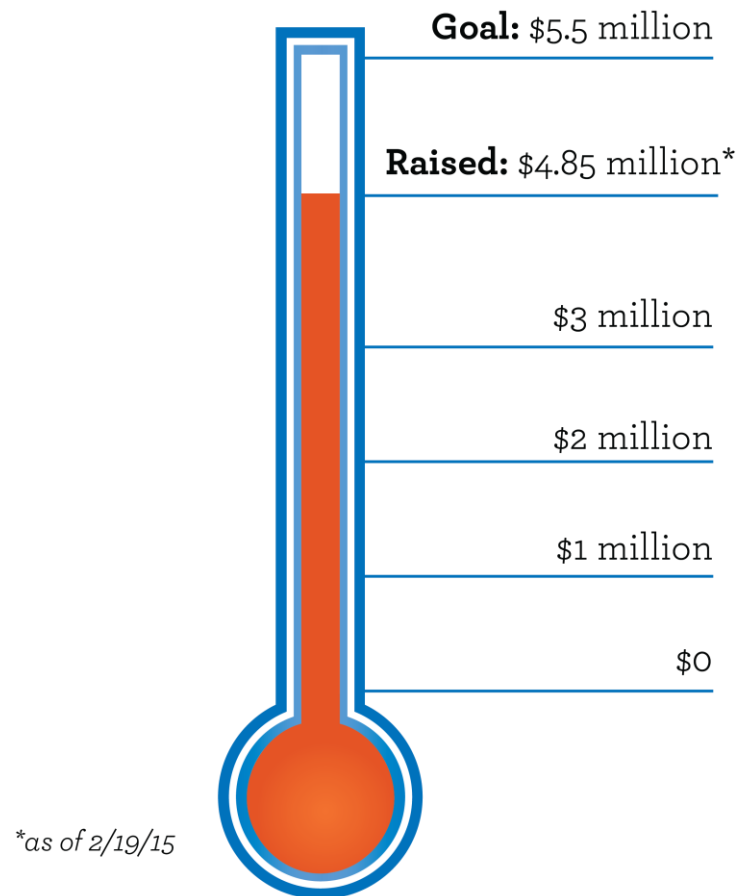
Our Financial Supporters



Our In-Kind Supporters



Our Goal: \$5.5 million over 5 Years



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Next Steps

- Finalize Governing Board
- Hire Executive Director
- Select and organize working groups
- Develop strategic action plan
- Continue to add funders:
 - Lead Funder:
 - (\$100k+ x 5 years) = Governing Board
 - Participating Funder:
 - Backbone, Transformation Fund, and/or Targeted Co-Funder
- Plan community engagement



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APPENDIX

Read Charlotte Structure

GOVERNING BOARD

Governance, Vision, Strategy Allocates Pooled Fund

9 Lead Funders
1 CMS Superintendent
1 University Rep

1 County Rep
1 City Rep
5 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

Executive Director
Program/Data

Administrative Support
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

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

(MEASUREMENT: 2025 NAEP READING SCORE)

Working Groups	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	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.	Children have their best shot at hitting the 3 rd 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.	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.	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.
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

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KEY FACTORS ACROSS ALL	<p>Families as First Teachers <i>Caregivers are integral to a child's language and reading journey, beginning at birth</i></p> <p>Educator Effectiveness <i>Adults in charge of instruction must have the knowledge and tools for evidence-informed instruction</i></p> <p>Attendance Matters <i>Adults are responsible for children to attend school and learning programs</i></p> <p>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.			



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