



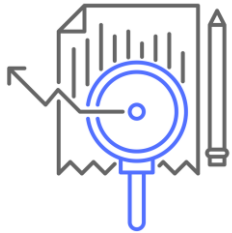
**Board of County Commissioners
April 10, 2018**



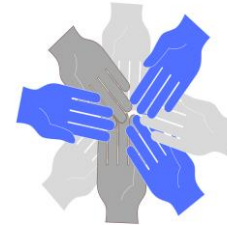
Open Books. Open Opportunity.

A 10-year initiative that coordinates, integrates and aligns people, resources and data to double third grade reading proficiency from 39% in 2015 to 80% by 2025.

Four Areas of Activity



Research & Data



Improving Systems



Strategic Funding



Building Networks

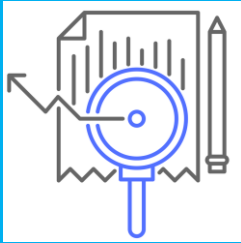
Strong Partnership With CMS

- Superintendent Wilcox is on our board
- We work frequently with Chief Academic Officer, ED of Learning and Teaching, Director of Literacy and other central office staff
- Good relationships with multiple Learning Community leaders and principals

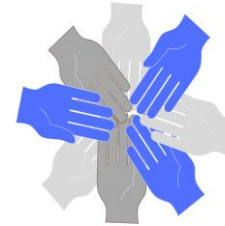
We Are Not Alone In This Work



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How Do We Know What Works?

Our Approach:

Map backwards from 3rd grade and focus on predictors that improve the odds of reading proficiency.

Focus on Foundational Reading Skills

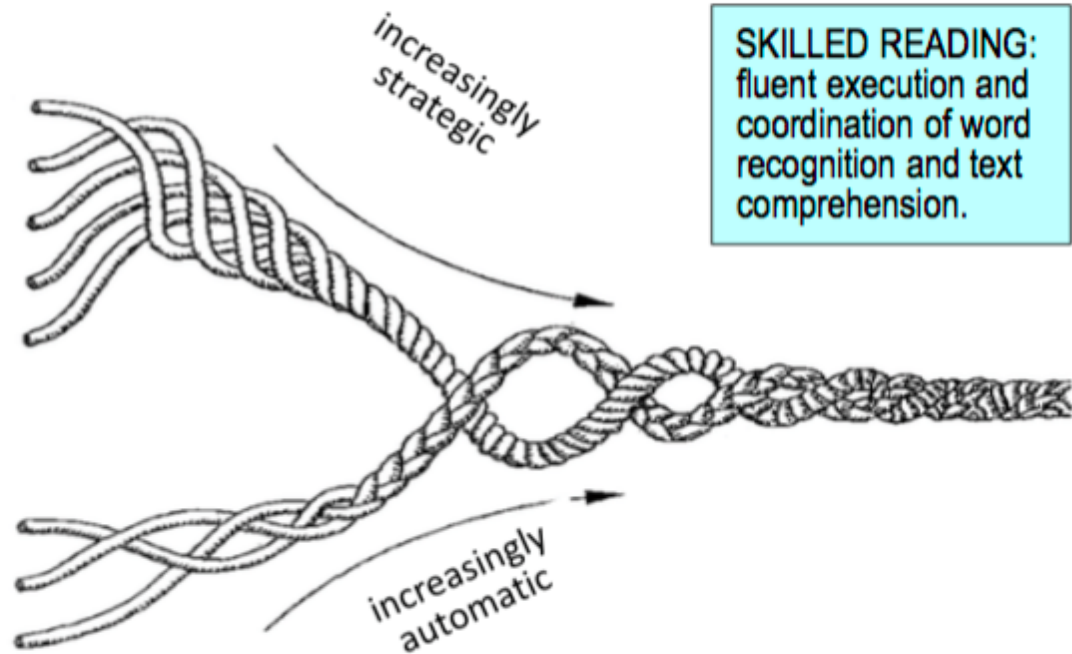
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Nine Research-Based Indicators

These skills and competencies predict third grade reading proficiency.

Indicator	Age Range
Expressive Language	Infants and Toddlers
Language Comprehension	Infants and Toddlers
Letter Knowledge	Preschool Age (3-5)
Approaches to Learning	Preschool Age (3-5)
Phonemic Awareness	Preschool Age thru Kindergarten
Phonics & Decoding	Kindergarten – Third Grade
Fluency	Second – Third Grade
Reading Level	Kindergarten – Third Grade
School Attendance	Kindergarten – Third Grade

Our Focus: Keep Kids On The Pathway

READING SUCCESS PATHWAY



- Expressive Language
- Language Comprehension
- Approaches to Learning
- Letter Knowledge
- Phonemic Awareness

Birth to 5 Years



- Letter Knowledge
- Phonemic Awareness
- High Frequency Words

Kindergarten



- Phonemic Awareness
- High Frequency Words
- Phonics

1st Grade

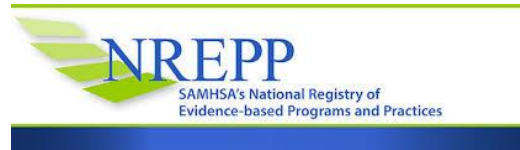


- Vocabulary
- Fluency
- Comprehension

2nd-3rd Grade



We Reviewed Over Two Dozen Databases



ABOUT ED / INITIATIVES
Early Learning



National Center on
INTENSIVE INTERVENTION

at American Institutes for Research



A NONPROFIT, NONPARTISAN ORGANIZATION



Center for Early Literacy Learning



Harvard Family
Research Project



The average “evidence-based” literacy intervention improves outcomes for 3 of 100 kids. These do better.

14

kids



46

kids



18

kids



55

kids



10

kids



22

kids

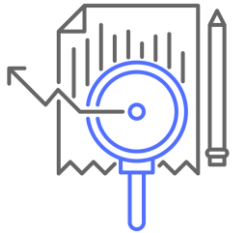


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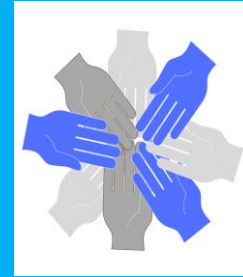
kids



Four Areas of Activity



Research & Data



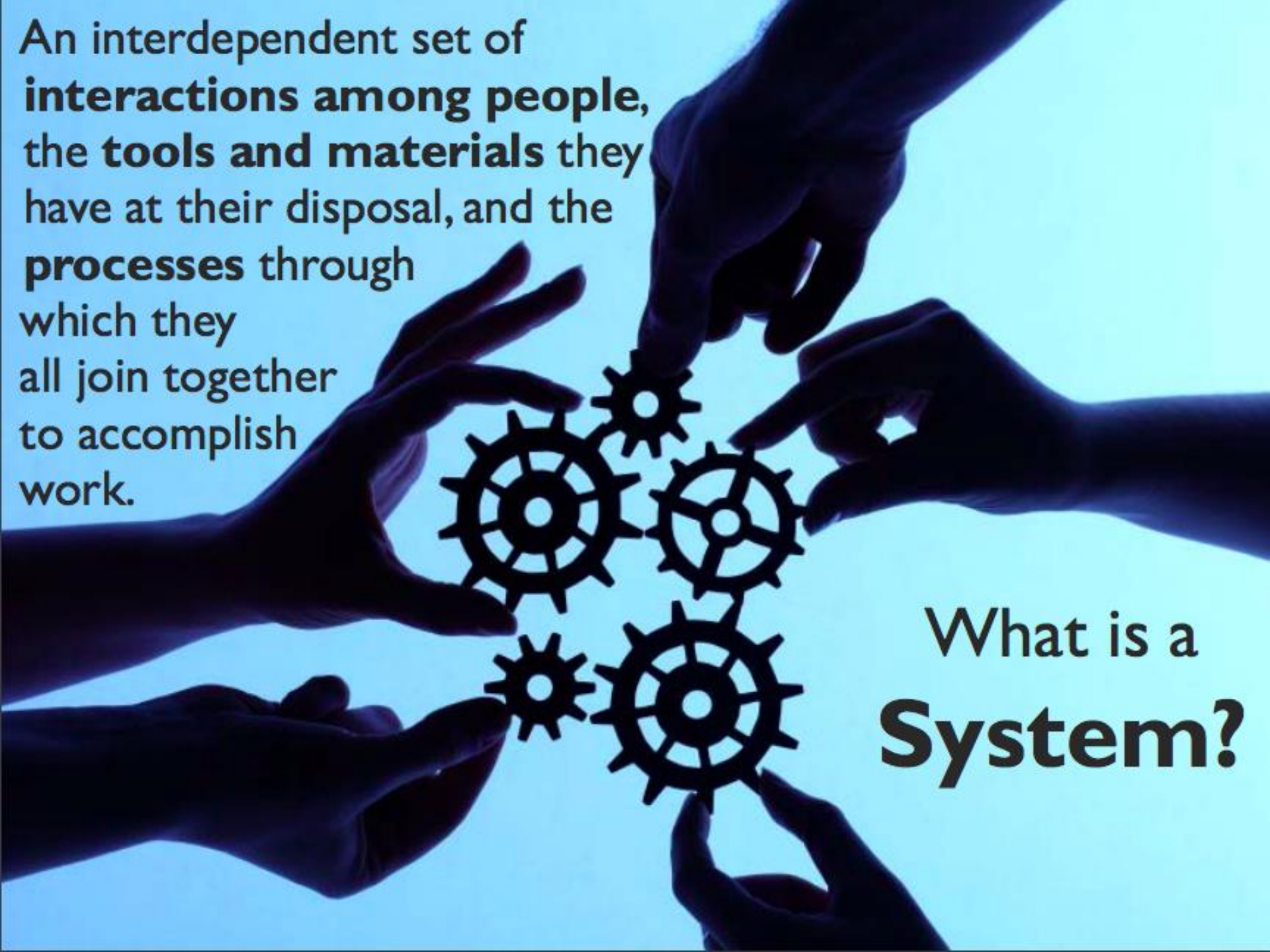
Improving Systems



Strategic Funding



Building Networks



An interdependent set of **interactions among people**, the **tools and materials** they have at their disposal, and the **processes** through which they all join together to accomplish work.

What is a
System?

Children We Serve Over Next Seven Years

Testing year (Spring):	2018	2019	2020	2021	2022	2023	2024	2025
Current grade/age of students who will take the NC EOG in third grade:	3rd	2nd	1st	K	4 yrs	3 yrs	2 yrs	1 yr
Current grade/age of students who will take the NAEP in fourth grade:		3rd		1st		4 yrs		2 yrs

Current Ages of “2025 Kids”

Testing year (Spring):	2018	2019	2020	2021	2022	2023	2024	2025
Current grade/age of students who will take the NC EOG in third grade:	3rd	2nd	1st	K	4 yrs	3 yrs	EOG	1 yr
Current grade/age of students who will take the NAEP in fourth grade:		3rd		1st		4 yrs	NAEP	2 yrs

We Targeted Birth-5 in 2017

The average “evidence-based” literacy intervention improves outcomes for 3 of 100 kids. These do better.

14

kids



46

kids



18

kids



55

kids

Story Talk

10

kids

Ready4K

22

kids



35

kids



2017

2017

2017

2017

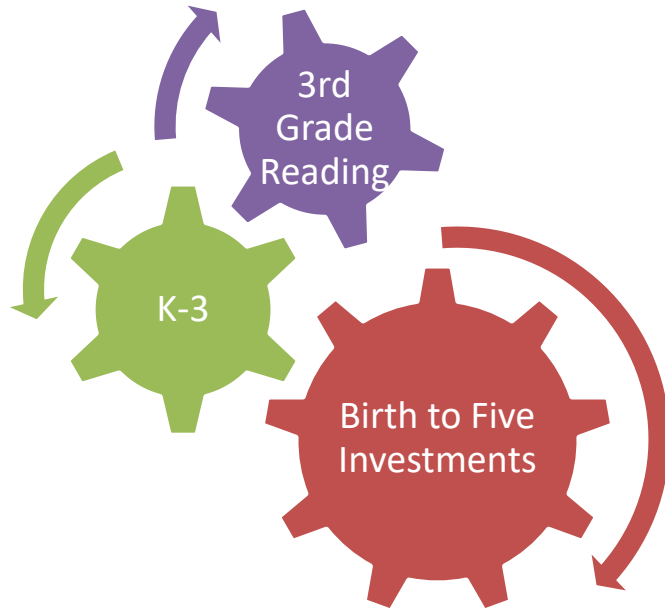
2017

**Coming
Soon**

**Coming
Soon**

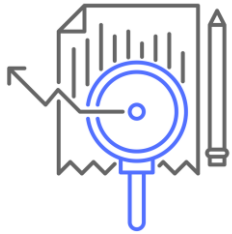


Birth To 5 Investments Made Between 2018-2021 Will Impact NC EOG Starting In 2022

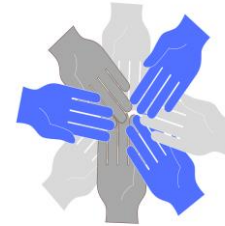


- Active Reading workshops
- Reach Out and Read
- Ready4K text program
- Ready To Read
- Data Collaborative
- County child care subsidy
- State and federal Pre-K funding

Four Areas of Activity



Research & Data



Improving Systems



Strategic Funding

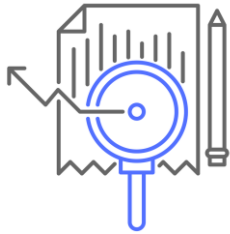


Building Networks

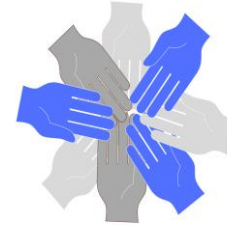
\$2.6M in Strategic Co-Funding

- Launched Ready4K
- Launched Active Reading workshops
- Launched Ready To Read
- Launched Tutor Charlotte
- Launched Data Collaborative
- Piloted Summer Literacy Infusion
- Funded CMS literacy study
- Funded CMS continuous improvement pilot

Four Areas of Activity



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Building Networks

Opportunity for K-3 Impact Next 3 School Years

(Greatest opportunity for near-term impact circled in green.)

Testing year (Spring):	2018	2019	2020	2021	2022	2023	2024	2025
Current grade/age of students who will take the NC EOG in third grade:	3rd	2nd	1st	K	4 yrs	3 yrs	2 yrs	1 yr
Current grade/age of students who will take the NAEP in fourth grade:		3rd		1st		4 yrs		2 yrs

Solution Requires Programs *and* Systems

CMS has major role to play, but schools need help.



**Help children build
home libraries**



**Empower families to
support literacy at home**



**Provide high quality
targeted tutoring**



**Help stop summer
reading loss**

A Blueprint for Literacy Partnerships

READ CHARLOTTE LITERACY PARTNERSHIP BLUEPRINT

A set of coordinated, integrated and aligned activities designed to help more children move down the Reading Success Pathway to third grade proficiency.

FOUNDATIONAL READING SKILLS

- Can understand communication from others.
- Can speak audibly and express thoughts, feelings, and ideas clearly.
- Develop interest in books and motivation to read.
- Comprehend and use information presented in books and other print media.
- Develop book knowledge and print awareness.
- Develop phonological awareness.
- Develop knowledge of the alphabet and the alphabetic principle.

HELP CHILDREN BUILD HOME LIBRARIES

- Provide Pre-K children with picture books to build home libraries. Include both fiction and nonfiction books.
- Very young children love books with familiar objects and animals, and books with rhyming language.
- For English language learners, also provide some (not all) books in their native language for their parents to read with them.

EMPOWER FAMILIES TO SUPPORT LITERACY AT HOME

- Provide 90-minute Active Reading workshops for all Pre-K families. Enroll families in free Ready4K text messaging service. Provide family workshops at school that empower families with effective home literacy routines that promote Pre-K foundational reading skills.

PROVIDE HIGH QUALITY, TARGETED TUTORING

- Provide targeted tutoring to help PK students build language, letter knowledge, and basic print concepts.
- Provide opportunities for children to engage in Active Reading with trained volunteers. Provide volunteer- or staff-based tutoring through Tutor Charlotte.

STOP SUMMER READING LOSS

- Demonstrate understanding of the organization and basic features of print.
- Print upper- and lowercase letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply letter-sound correspondence, long and short vowels, and common high-frequency words by sight.
- Read emergent-reader texts with purpose and understanding.

- Provide Kindergarteners with simple fiction books such as those that have talking animals. Include nonfiction books such as ABC and counting books. Books should have illustrations that match the words to support comprehension. Make an extra effort to provide books with diverse characters.
- Kindergarteners benefit from books with simple and predictable repeating patterns and books with simple structures that have a beginning, middle, and end.

- Provide 90-minute Active Reading workshops for all Kindergarten families. Provide family workshops at school that empower families with effective home literacy routines that promote Kindergarten foundational reading skills. Help families understand how to help their children at reading levels A-D.

- Provide targeted tutoring to help Kindergarten students build language, letter knowledge (letter ID and letter-sound correspondence) and phonemic awareness skills.
- Provide opportunities for children to engage in Active Reading with trained volunteers.
- Provide volunteer- or staff-based tutoring focused on targeted skills through Tutor Charlotte.

- Prevent summer reading loss through targeted efforts that encourage all Kindergarteners to read (or be read to) at least 20 minutes a day over the summer.
- Prioritize participation in summer learning programs for Kindergarteners below DIBELS benchmarks for letter naming fluency and letter-sound correspondence (nonsense word fluency).

1st Grade

- Demonstrate understanding of the organization and basic features of print.
- Print all upper- and lowercase letters legibly.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read on-level text with sufficient accuracy and fluency to support comprehension.

- First graders enjoy the same types of books as Kindergarteners. They also enjoy books that have nonrealistic situations and characters, and text with rhythm and rhyme. Make an extra effort to provide books with diverse characters.
- First graders benefit from books full of illustrations. Include books with sentences that may be more complex than children normally use in conversation but still easy enough for them to follow.

- Provide 90-minute Active Reading workshops for all first grade families. Provide family workshops at school that empower families with effective home literacy routines that promote first grade foundational reading skills. Help families understand how to help their children at reading levels D-I.

- Provide targeted tutoring to help first graders with phonemic awareness and phonics skills.
- Provide opportunities for children to engage in Active Reading with trained volunteers.
- Provide volunteer- or staff-based tutoring through Tutor Charlotte.
- First graders identified by CMS struggling with some combination of letter-sound correspondence, phonemic awareness and/or phonics should be served by tutoring programs that specialize in these skill areas.

- Prevent summer reading loss through targeted efforts that encourage all first graders to read at least 20 minutes a day over the summer.
- Prioritize participation in summer learning programs for first graders below DIBELS benchmarks in phonemic awareness, phonics and oral reading fluency.

2nd Grade

- Print all upper- and lowercase letters legibly and proportionally.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read on-level text with sufficient accuracy and fluency to support comprehension.

- Provide second graders with high interest easy readers and chapter books. Having a variety of books (genres), both fiction and nonfiction, is important. Make an extra effort to provide books with diverse characters. Second graders enjoy books with characters who learn and change. Books with themes, such as making friends and helping others, are also important at this age.
- Unlike the earlier grades, book choice is important at this age. Children are more likely to read books that they choose for themselves. Children can read in a range and may read books below or slightly above their age or level.

- Provide 90-minute Active Reading workshops for all second grade families. Provide family workshops at school that empower families with effective home literacy routines that promote second grade foundational reading skills. Help families understand how to help their children at reading levels J-M.

- Provide targeted tutoring to help second graders with phonics, fluency and comprehension skills.
- Provide volunteer- or staff-based tutoring through Tutor Charlotte.
- Second graders identified by CMS struggling with some combination of letter-sound correspondence, phonemic awareness, phonics and/or fluency should be served by tutoring programs that specialize in these skill areas.

- Prevent summer reading loss through targeted efforts that encourage all second graders to read at least 20 minutes a day over the summer.
- Prioritize participation in summer learning programs for second graders below DIBELS benchmarks in phonics and oral reading fluency benchmarks.

3rd Grade

- Create readable documents with legible handwriting (manuscript and cursive).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read on-level text with sufficient accuracy and fluency to support comprehension.

- Provide third graders with high interest easy readers and chapter books. Having a variety of books (genres), both fiction and nonfiction, is important. Make an extra effort to provide books with diverse characters. Children at this age like books with subtle humor, subtle themes, social issues, simple biographies, and characters who learn and change.
- Book choice is very important at this age; children are more likely to read books that they choose for themselves. Children can read in a range and may read books below or slightly above their age or level.

- Provide family workshops at school that empower families with effective home literacy routines that promote third grade foundational reading skills. Help families understand how to help their children at reading levels N-P.

- Provide targeted tutoring to help third graders with phonics, fluency and comprehension skills.
- Provide volunteer- or staff-based tutoring through Tutor Charlotte.
- Third graders identified by CMS struggling with some combination of first, second or third grade skills should be served by tutoring programs that specialize in these skill areas.

- Prevent summer reading loss through targeted efforts that encourage all third graders to read at least 20 minutes a day over the summer.
- Prioritize participation in summer learning programs for third graders below DIBELS benchmarks for phonics and oral reading fluency benchmarks or who scored below a 3 on the NC third grade reading LOG.

Multi-Sector Literacy Partnerships



School



Co-Lead Partners



Help Children Build Home Libraries



Provide High Quality Targeted Tutoring



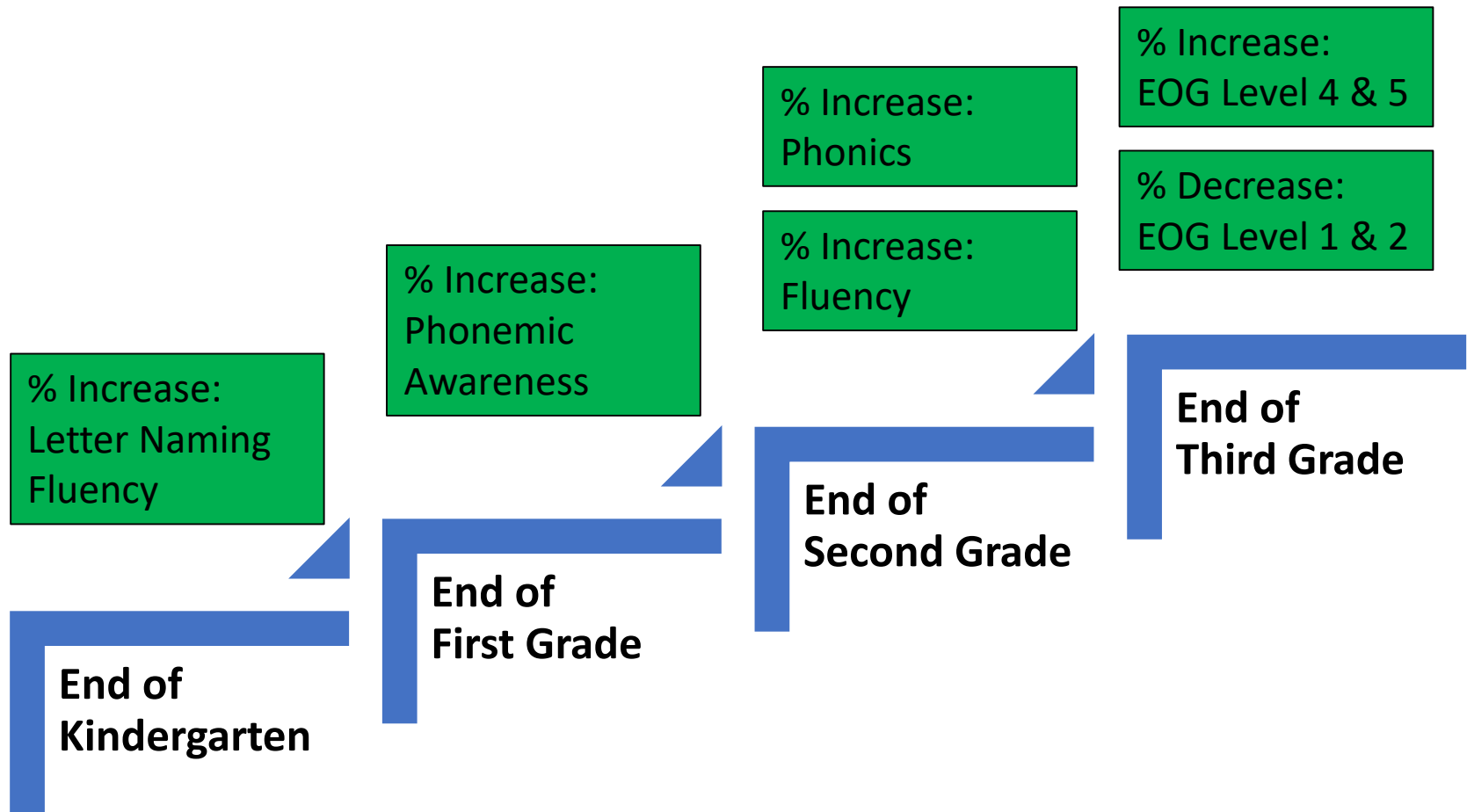
Empower Families to Support Literacy



Stop Summer Reading Loss

How We Will Measure Student Progress

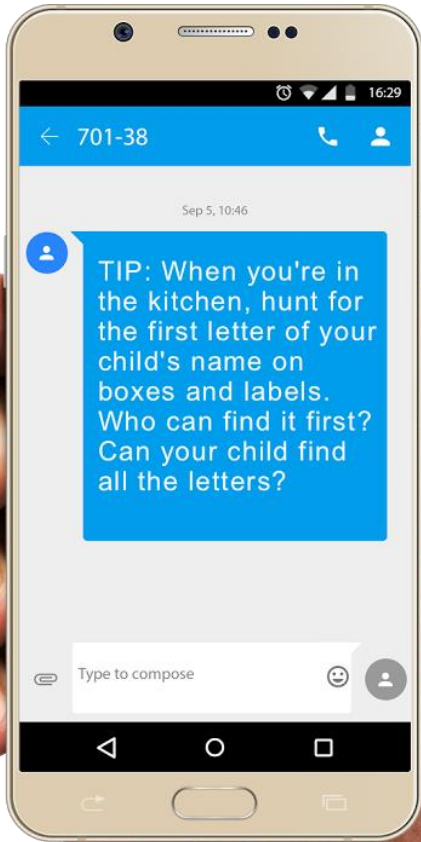
K-2 students at grade-level benchmarks on DIBELS have a 70%-85% chance of making subsequent literacy goals.



What have we accomplished to date?

Ready4K

Since April 2017, with the help of many community partners 2,318 families with children between birth and 5 years have received 241,000 text messages in English and Spanish with tips and advice on how to get their child get ready for school.



Reach Out and Read

Since April 2017, 2,500 more low-income families talk with their doctors about language and literacy in Mecklenburg County during well child visits through the Reach Out and Read Program.

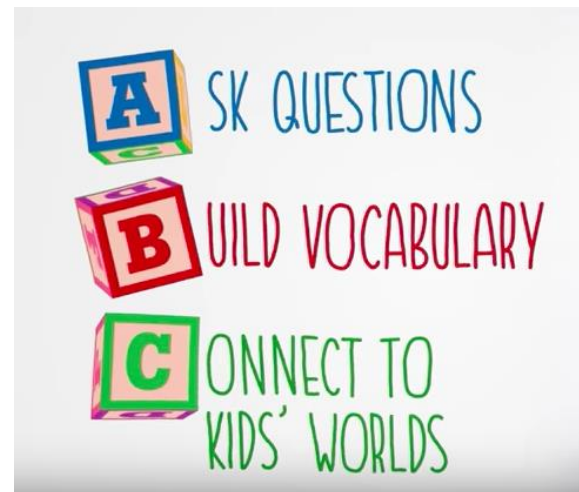


Currently reaching 22,973 children -- or 27% of children under 6 in Mecklenburg County. Plan to add another 12,500 in 2018 & 2019.

Active Reading Workshops



Since July 2017, the Charlotte Mecklenburg Library has taught 884 adults the ABCs of Active Reading.



Ready To Read

Three-year demonstration project with CCRI to enhance child care by supporting teachers and families to get children ready to learn to read.

Started fall 2017, now in 16 child care centers.

Over 3 years will have about 1,000 children combined in treatment and comparison groups.



Ready To Read: Four Stacked And Aligned Birth-to-5 Interventions



Rotating book bags go home each week



Preschool teachers trained in Active Reading strategies with their students



Families trained in Active Reading strategies with their children



Families receive tips and advice three times a week via text messaging

Tutor Charlotte



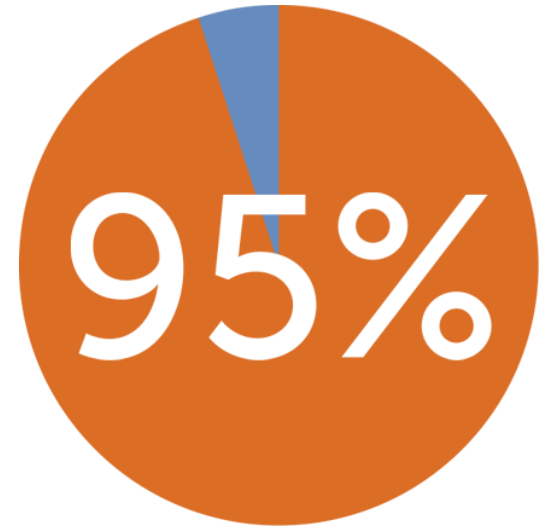
We launched a new initiative with the United Way to recruit, train and match tutors with children who need help.

Since last fall 218 K-1 students in 6 elementary schools have been matched with a Reading Mentor trained in Active Reading.

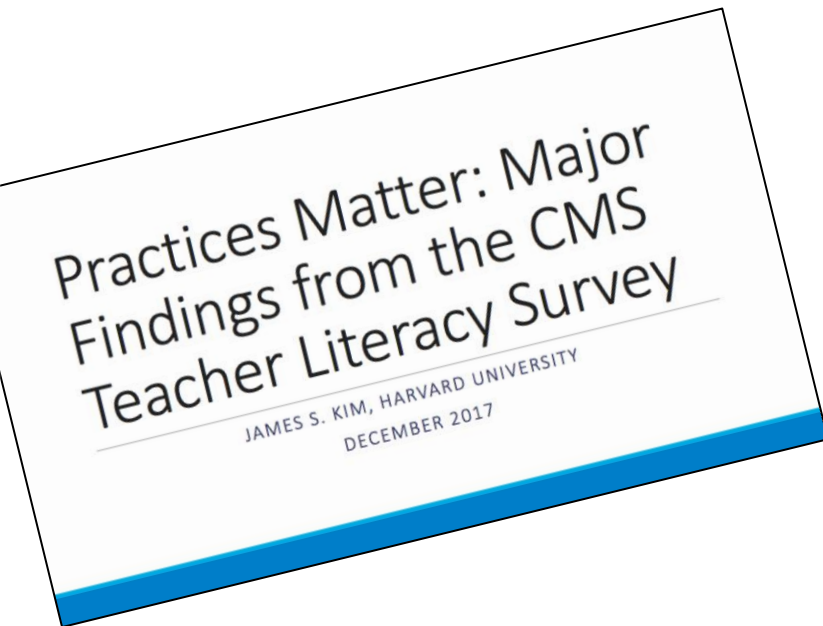
Summer Literacy Infusion

In summer 2017, we partnered with the YMCA to replicate a program from Philadelphia that adds 1 hour of literacy a day to summer camps.

Pre- and post-test data on half of the 200 kids served at two Y branches and a Discovery Place STEM camp at a CMS school found **95%** maintained or improved reading levels.



CMS Literacy Study



We partnered with CMS to co-fund a study by Harvard Professor James Kim of effective elementary classroom literacy practices in 2016-2017 school year.

Study connected surveys of 1,000 K-5 teachers with student data in 30 representative CMS schools.

This study is informing CMS and Read Charlotte and helped attract \$30 million grant from the Chan Zuckerberg Initiative.

Early Literacy Continuous Improvement Project



18 month (Jan 2018-June 2019) project with CMS in 6 schools to use insights from Kim study and help them make better and faster data-driven decisions to improve early literacy instruction and outcomes.

Focus: getting better at getting better.

Plan is to scale what works to other schools.

Read Charlotte Data Collaborative

Since June 2017, 10 nonprofits serving children birth-3rd grade started using common literacy assessments and received coaching on how to use data to improve literacy outcomes.



1,520 children assessed so far,
33 nonprofit staff receiving coaching.

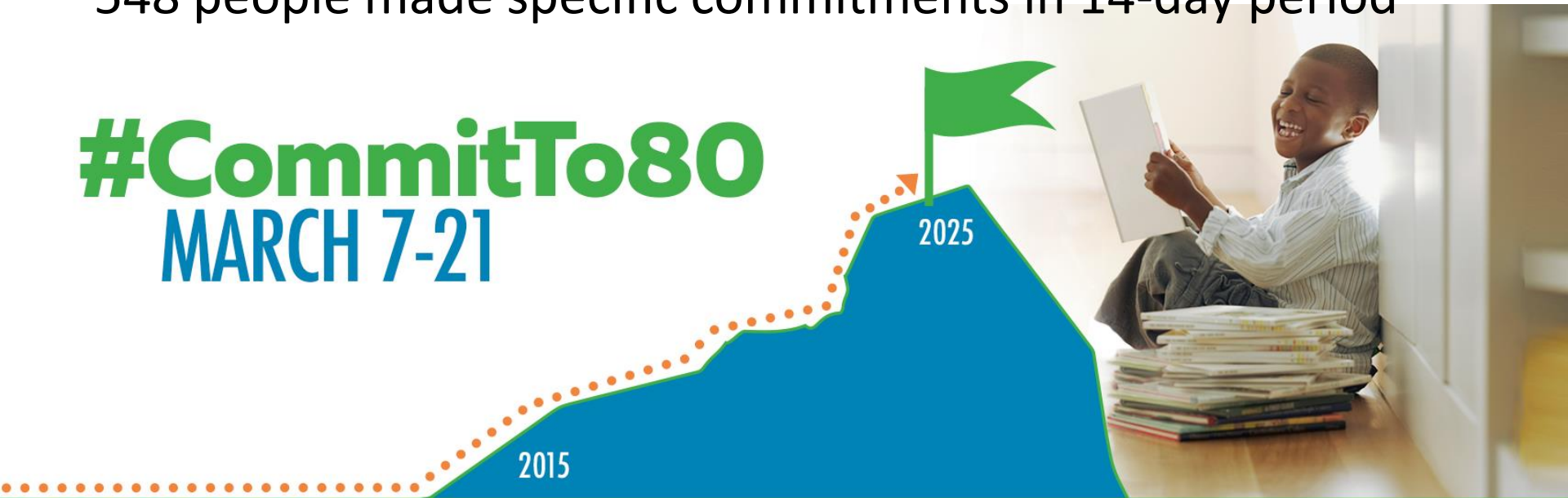


Public Campaign: Commit To 80

First annual campaign March 7-21, 2018 to raise awareness and get people to commit to specific actions.

548 people made specific commitments in 14-day period

#CommitTo80
MARCH 7-21



**What we have before us
are some **breathhtaking
opportunities** disguised as
insoluble problems.**

John W. Gardner
Former Secretary of Health, Education and Welfare
Founder, Common Cause
Founder, Independent Sector