Introductory Webinar – The Campaign for Grade Level Reading
Disrupt the Cycle of Inter-Generational Poverty:
Graduate from HS, get and keep a job, delay childbearing

Third Grade:
Learning to read to reading to learn

DATA:
67% Nationwide
80% Low-Income
• **The Readiness Gap:** Too many children from low-income families begin school already far behind.

• **The Attendance Gap:** Too many children from low-income families miss too many days of school.

• **The Summer Slide:** Too many children from low-income families lose too much ground over the summer months.
Percentage of Children Ages 3–6 With Selected School Readiness Skills, by Poverty Status

Ratio of Age-Appropriate Books Per Child in Middle- and Low-Income Neighborhoods

Chronic Kindergarten Absence Lowers 5th Grade Reading Success for Low-Income Students

Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP).
Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade

- Middle-Class Student
- Low-Income Student
- Advanced by One Month
- Fall Behind by 2-3 Months
- Same Rate of Progression During School Year

YEARS

K 1st 2nd 3rd 4th 5th

GRADE
Momentum Is Building

142 communities, representing 39 states across the nation, as well as the District of Columbia, Puerto Rico and the U.S. Virgin Islands with 1,600 local organizations (including over 100 local funders)
Communities benefit from being part of the Network which serves as a:

- **Platform**
- **Community of Practice**
- **Distribution Channel**

for promising ideas, programs and practices

that advances the work through peer exchanges, peer learning and peer coaching

for delivering technical assistance, pursuing scale and accelerating innovation
The NCSC functions as a **hub**, **broker** and **accelerator** that supports communities in producing results.

**“Hub”** by serving as the curator of communities of practice and as the navigator for the distribution channel.

**“Broker”** by offering communities access to tools, experts and information needed to develop the capacities (leadership, resources and skills) to execute their plans.

**“Accelerator”** by finding and creating catalytic events, awards and other opportunities designed to increase the scope and pace of change.
Communities in the Grade-Level Reading Network will serve as proof points for school readiness, school attendance, summer learning and reading proficiency in the early grades.
School Readiness

- More children from low-income families ready for school and developmentally on track
- Fewer children from low-income families entering kindergarten with undetected, undiagnosed and untreated conditions and developmental delays that can impede learning
Progress Indicators

School Attendance

• More children from low-income families attending school regularly

• Fewer children from low-income families missing school because of manageable health challenges such as asthma and preventable ones such as tooth decay
**Summer Learning**

- More children from low-income families participating in summer programs that meet their academic and social needs
- More children from low-income families maintaining or increasing their reading levels over the summer
- Fewer children from low-income families experiencing summer as a high-risk period with major challenges to good nutrition and fitness

**Early Grade Reading Proficiency**

- More children from low-income families reading at or above grade-level at the end of first, second and third grade
Improving student outcomes on school readiness:

- Fresno, CA
- Bridgeport, CT
- Marshalltown, IA
- Topeka, KS
- Gulfport, MS
- Buffalo, NY
- San Antonio, TX
- Roanoke, VA
- Wake County, NC
too many children start school already far behind their peers and never catch up. Especially for low-income children, this readiness gap predicts a persistent achievement gap and diminished prospects for reading on grade level by the end of third grade.

research confirms:

- Low-income children are twice as likely to experience developmental delays as their higher-income peers. Poverty-associated trauma and toxic stress exacerbate these developmental delays and compromise social-emotional health.
- Low-income children are significantly more likely to be in poor health and are less likely to receive adequate treatment for vision, hearing, dental care, and other health conditions that could compromise physical and cognitive development.
- By 18 months, low-income toddlers are already several months behind more advantaged children in language proficiency. By age 4, low-income children would have heard 30 million fewer words than their more affluent peers.
- Low-income children have few if any age-appropriate books in their homes — there is one book per 300 children in low-income neighborhoods versus 13 books per child in middle-income neighborhoods.
- Low-income children have less access to high-quality developmentally appropriate early care and learning opportunities.

community-wide messaging to raise awareness about the importance of early literacy, social-emotional-cognitive skills and the health determinants of early school success

practices, programs and policies that equip parents, caregivers and providers with the information, tools and supports needed to take action on early literacy, social-emotional-cognitive development and the health determinants of early school success

universal screening and ongoing assessment that focus on early identification and treatment of developmental delays, vision and hearing impairments, and other physical and behavioral health challenges

cross-sector coordination and partnerships that result in shared ownership for supporting parent success and joint accountability for making measurable progress on student outcomes
Improving student outcomes on attendance:

- Stockton-San Joaquin County, CA
- Tahoe Truckee, CA
- Hartford, CT
- New Britain, CT
- Ames, IA
- Council Bluffs, IA
- Dubuque, IA
- Holyoke, MA
- Springfield, MA
- Las Vegas, NV
- Providence, RI
- Richmond, VA
too many students fall behind during the year because they miss too much school and lose too much instructional time. For low-income children, poor attendance compounds the risk of lower reading achievement.

research confirms:

- Many parents do not realize that too many absences in the preschool and early elementary years jeopardize reading achievement.
- Kindergarten and first-grade students who miss 10% or more of school are less likely to read proficiently in third grade. Nationwide, 11% of kindergartners and 9% of first graders miss that much school. In some communities, those numbers climb to one in four.
- Low-income children, whose academic performance is especially hard hit when they miss school, are four times more likely to be chronically absent in kindergarten than their higher-income peers.
- Low-income children are more likely to have asthma, and children with asthma miss three times more school than children without the disease. Low-income children miss 12 times more school due to dental disease than their higher-income peers.
- Higher absenteeism throughout a school is associated with decreased achievement for all students.

community-wide messaging to raise awareness about the importance of good attendance and helping families understand how easily absences starting in the early grades can add up and impede learning.

practices, programs and policies that promote improving attendance through the development of early warning and rapid response systems to prevent and reduce chronic absenteeism and to address systemic barriers to going to school.

use of data on chronic absenteeism to identify and ameliorate health barriers (e.g., asthma, tooth decay) to good attendance.

cross-sector coordination and partnerships that result in shared ownership for improving attendance and joint accountability for making measurable progress on student outcomes.

the campaign helps by:

- Raising awareness by co-sponsoring Attendance Awareness Month in collaboration with Attendance Works, America's Promise Alliance, and other Campaign Partners.
- Mobilizing community engagement, civic action and policy advocacy, e.g., through the Superintendents' Call to Action and the Network to Advance State Attendance Policy.
- Expanding the "big tent," e.g., by including Chief State School Officers and having them lead the Advisory Committee to End Chronic Absence.
- Establishing the Network Communities Support Center (NCSC) to serve as a one-stop, fast-track resource providing technical assistance and support to GLR Network communities.

Recruiting Attendance Works (www.attendanceworks.org) as a key Implementation Partner and promoting use of its toolkits and other online resources, data tracking tools and peer learning webinars.
Improving student outcomes on summer learning:

- Delray Beach, FL
- Sarasota, FL
- Tampa, FL
- Waukegan, IL
- Des Moines, IA
- Quad Cities, IA
- Pittsfield, MA
- Kansas City, MO
- Paterson, NJ
too many children lose ground over the summer months, returning to school in the fall further behind than when they left in June. Children in low-income families lack access to enriching summer learning experiences, have few if any books in the home and face increased food insecurity without school meals.

research confirms:
- Many low-income children lose 2–3 months of reading skills each summer.
- Summer learning losses are cumulative; by the end of fifth grade, many low-income children are nearly three grade levels behind their higher-income peers.
- Two-thirds of the ninth-grade reading achievement gap can be attributed to summer learning loss during elementary school.
- Only 18% of children from low-income families participate in summer learning programs. Less than one-third participate in any organized summer program or activity.
- Nationally, only 15% of children who receive free or reduced price meals during the school year have access to those meals during the summer.

community-wide messaging to raise awareness about the importance of summer learning; to encourage parents, caregivers and community leaders to take advantage of existing programs and services; and to support families in reading to and with children over the summer months.

practices, programs and policies that expand access to books and integrate literacy skills development in order to help children continue reading and learning over the summer months.

expanding access to summer meals, physical activity, and health and nutrition information in a variety of settings and programs over the summer months.

cross-sector coordination and partnerships around data sharing, collection and analysis that result in joint commitment and accountability for making measurable progress on student outcomes.

the campaign helps by:
- Raising awareness by co-sponsoring Summer Learning Day in collaboration with the National Summer Learning Association (NSLA) and others
- Mobilizing community engagement, civic action and policy advocacy, e.g., through the New Vision for Summer School Network
- Expanding the “big tent” to include libraries and museums through partnership with the Institute of Museum and Library Services (IMLS) and the Urban Libraries Council (ULC)
- Establishing the Network Communities Support Center (NCSC) to serve as a one-stop, fast-track resource providing technical assistance and support to GLR Network communities
- Recruiting NSLA (www.summerlearning.org) as a key implementation Partner and promoting use of its guides, toolkits and quality measures
Criteria for Success & Sustainability

Is the community/sponsoring coalition:

1. Demonstrating measurable improvement in student outcomes on readiness, attendance, summer, and grade-level reading?

2. Operating with an updated Community Solutions Action Plan (CSAP)?

3. Implementing Key Strategies for Success and replicating proven/promising programs?

4. Integrating efforts to support parent success and address and the health determinants of early school success?

5. Driving with data to establish baselines, set targets, track progress, disaggregate for subgroups, and ensure accountability?

6. Building a coalition of local funders committed to achieving the result?
SUPPORTING PARENT SUCCESS

**School Readiness**
- Track and assess progress toward early developmental milestones
- Enrich their children’s vocabulary and promote a love for reading

**Attendance**
- Recognize and address health and environmental hazards in the home
- Seek intervention and support at the earliest signs of attendance issues

**Summer**
- Use technology to facilitate ongoing learning, especially during the summer months
- Encourage, support and model healthy eating and fitness
- Engage children in enriching summer activities at home or in the community

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First teacher and brain builder | Best advocate and coach | High-touch and high-tech manager | Most important role model
Reading Success by the End of Third Grade

More children LEARNING in the summer
- Summer food programs keep kids healthy when school is out
- Physical activity helps children pay attention and learn

More children ATTENDING school regularly
- Managing children's asthma helps them reduce absences
- Breakfast in the classroom improves attendance and learning
- Regular dental care prevents lost learning time

More children READY for kindergarten
- Screenings catch developmental, hearing and vision problems before they interfere with learning
- Social and emotional development builds curiosity and supports learning
- Prenatal care supports early brain development

The Health Determinants of Early School Success