



**My Brother's Keeper Community Challenge**  
**Deep Dive Milestone 2 – Reading at Grade Level by Third Grade**

# Agenda

---

## **Introduction**

- MBK Webinar Overview
  - Cradle-to-College-to-Career Approach
  - Driving Systemic Change in Your Community
  - Elements of Success
- 

**2**

## **Milestone Overview**

---

**8**

## **Build Understanding**

- Engaging your Community Ecosystem
  - Key Substantive Principles of Practice
- 

**9**

## **Identify Leading Practices**

- Evidence-Based Practices
  - Programmatic Success in the Field
- 

**10**

## **Take Action**

- Turning Theory into Action: Institutional Resources
- 

**11**

## **Wrap Up**

---

**12**

# Introduction

*NOTE: The content included in this introductory section of the presentation was originally shared as part of the MBK Implementation Webinar hosted on December 18<sup>th</sup>, 2014.*

# MBK Webinar Overview

Through early January, MBK Community Challenge Milestone webinars will be conducted by TA Providers and Federal Agency Leaders. Each webinar will cover one milestone and you are invited to attend based on your community focus areas:

## MBK Community Challenge Milestones

- 

**1** Entering school ready to learn
- 

**2** Reading at grade level by third grade
- 

**3** Graduating from high school ready for college and career
- 

**4** Completing post-secondary education or training
- 

**5** Successfully entering the workforce
- 

**6** Reducing youth violence and providing a second chance

## Webinar Objectives

- **Introduce the communities to TA providers and resources available** through the MBK Community Challenge
- **Provide resources for continuing education around implementing milestones** for Mayors and Staffers
- **Enable sharing of leading practices** for community programming / lessons learned from local initiatives undertaken to date
- **Provide opportunity for Q&A** with webinar facilitators and discuss resources coming available through the MBK Community Challenge

# Cradle-to-College-to-Career Approach

The disparities between children from poor families and those from non-poor families are significant and pervasive, but targeted, continuous intervention at multiple life stages has the potential to eliminate these disparities across the cradle-to-career continuum.<sup>1</sup>



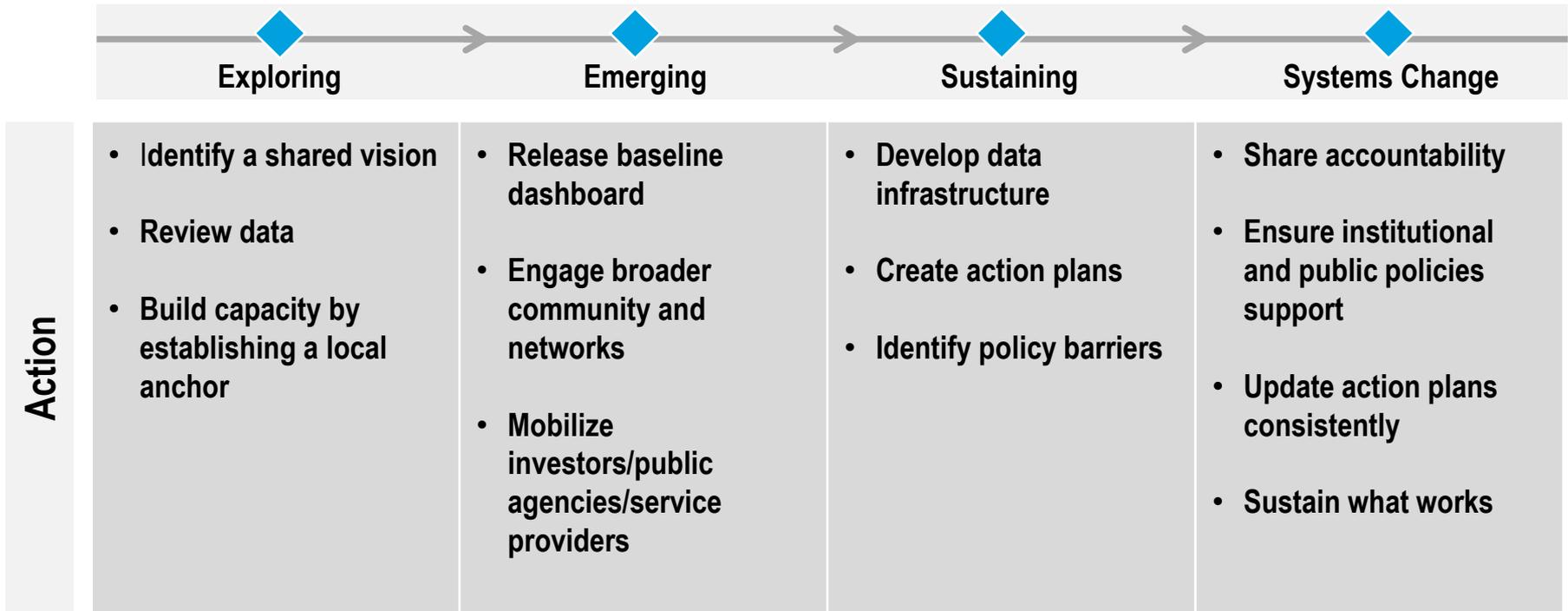
## Key Principles for Developing Sustainable Approach<sup>2</sup>

1. Engage the Community 
2. Focus on Eliminating Locally Defined Disparities 
3. Develop a Culture of Continuous Improvement 
4. Leverage Existing Assets 

In order to effectively and sustainably implement a cradle-to-college-and-career approach it is important to understand the underlying key principles

# Driving Systemic Change in Your Community<sup>3</sup>

Following your Local Action Summit, you are asked to review existing programs and policies related to MBK and establish a baseline understanding of where gaps and opportunities lie within your community. As you conduct this review, you can reference the below proven model to create a sustainable strategy for your community:



The review should include recommendations for action on your selected areas of focus, standards for tracking and sharing data across public agencies / community partners, and structural recommendations for institutionalizing the effort until goals are reached

# Elements of Success

By incorporating some or all key elements of success into your design, you will drive systemic and sustainable change in your community, no matter the issue at hand.<sup>4</sup> These elements of success include:

- 
- 1. Clear Goals**
  - 2. Emphasis on Place**
  - 3. Authentic Youth and Community Engagement**
  - 4. Committed Leadership**
  - 5. Support from Political Leaders**
  - 6. Engaging Local Intermediary Organizations**
  - 7. Leveraging Expertise of Organizations / Networks**
  - 8. Policy and Systems Reform**
  - 9. Strategic Use of Data**

**MBK Milestone 2:**

*Reading at Grade Level by  
Third Grade*

# Milestone Overview: Reading at grade level by third grade<sup>5</sup>

## CHALLENGES

- **Reading well at an early age is essential to later success** in education, employment, and life
- **Students who are not reading at proficient levels** by the end of third grade are more likely to struggle throughout their school years which in turn **leads to higher dropout rates and fewer students being college and career ready**
- Increasing proficiency rates and closing the achievement gap are among the **most persistent educational challenges we face**
- Making significant progress for all children, including boys and young men of color, is **more likely when families, schools and communities work as partners to share the responsibility** for all children reading on grade level by the end of third grade

## OPPORTUNITIES

- **Promote Family-School-Community Partnerships** to support joint book reading and in-home literacy
- Bring **successful evidence-based practices to scale**

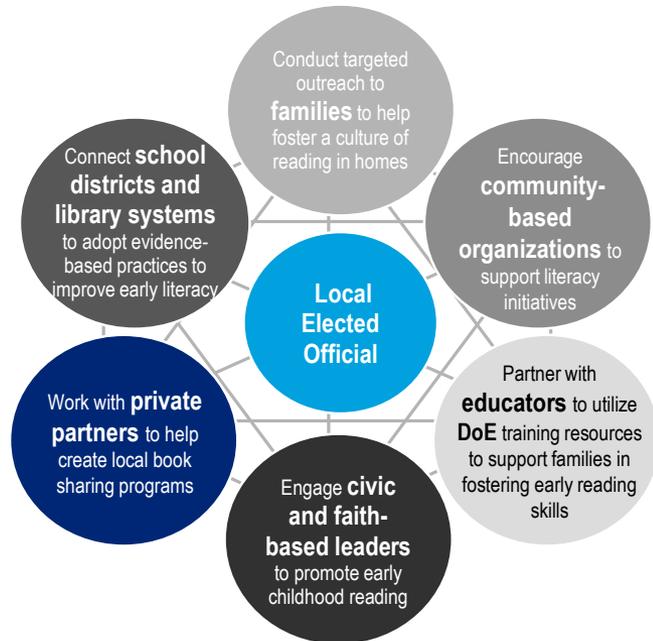
**All children should be reading at grade level by the end of third grade — the time at which reading to learn, and not just learning to read, becomes essential**



# Build Understanding: Engaging your Community Ecosystem and Key Principles

## Engaging Your Community Ecosystem

A key next step toward driving change involves mapping your local community ecosystem, with a focus on engaging and connecting key stakeholders\*, including:



\*These key stakeholder groups are meant to serve as an illustrative sampling, to be validated and adapted as relevant to your specific community

## Key Principles



We must invest in support for intensive and effective professional development to early educators responsible for the education of young children



Family involvement is a critical element of high-quality early care and education



Libraries and Community Based Organizations (CBOs) are an important component of a community's educational efforts to promote early literacy



Evidence-based instruction, aligned with the National Reading Panel, is critical for ensuring that students are properly equipped with the reading skills they need to succeed

# Identify Leading Practices: Evidence-Based Practices and Programmatic Success

## Evidence-Based Practices

1

Universal Screening

2

Progress Monitoring

3

Multi-tiered Systems of Academic and Behavioral Support

4

Collaboration between Special Education and General Education

## Programmatic Success in the Field

### Raising a Reader – Baltimore, MD

Engaging caregivers in a routine of book sharing with their children from birth through age eight fosters healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success



### Minnesota Reading Corps

– Communities across MN

Plans to place more than 1,000 trained literacy tutors for children age three to grade three in over 700 elementary schools and preschool settings during the 2014-2015 school year

### Data-Driven Advocacy – San Antonio, TX

By using data to identify issues with busing that led to absenteeism, 12 schools across three districts were able to lobby successfully for bus interventions, resulting in an attendance increase of over 45% in pre-K, kindergarten, and first grade



By tailoring these evidence-based practices to your local context, you can help move the needle in your community

# Take Action: Resources for Turning Theory in Action

## Promote Family-School-Community Partnerships to Support Joint Book Reading and In-Home Literacy

Literacy Begins at Home - Teach Them to Read

[http://lincs.ed.gov/publications/pdf/Literacy\\_Home.pdf](http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf)

The Dual Capacity Building Framework for Family-School Partnerships

<http://www.ed.gov/family-and-community-engagement>

How Community Groups Can Serve Children Who Most Need Help

<http://www.readingrockets.org/article/how-community-groups-can-serve-children-who-most-need-help>



## Bring Successful Evidence-Based Practices to Scale

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>

National Center on Intensive Intervention

<http://www.intensiveintervention.org/>

IRIS Center: Reading Instruction Resources

<http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-3-Reading-Brochure-DL-100513.pdf>

First Year Teacher Self-Study Course

[http://www.readingrockets.org/teachers/firstyear/fyt\\_program](http://www.readingrockets.org/teachers/firstyear/fyt_program)

A collage of educational resources. At the top right is a green box titled "Assessing and Improving Student Reading Response to Primary Grades Literacy Instruction". Below it is a diagram titled "Interactive DBI Process" with a flowchart showing steps: "Assess student learning and individualize instruction", "Provide targeted instruction", "Monitor student progress", "Adjust instruction as needed", and "Celebrate success". To the right is a photo of a teacher and a student reading together. At the bottom left is a box for "First Year Teacher Self-Study Course" with a tree icon. At the bottom right is a box for "THE IRIS CENTER" with a purple iris flower.

*Note: These resources include information and examples from nongovernmental sources. These resources are provided for informational purposes only. Inclusion of nongovernmental information and resources does not indicate endorsement by the White House or the U.S. government of entities, their products or services, and the information contained at referenced sites does not necessarily reflect the official views of the U.S. government*

## Wrap Up

Thank you for reviewing the MBK Community Challenge Webinar presentation. For additional questions, please visit our website at [www.mbkchallenge.org](http://www.mbkchallenge.org)

# MY BROTHER'S KEEPER *Community Challenge*

*Note: MBK Community Action Resource Guides are a project of the National Convening Council, with support and technical assistance from the White House, Federal agencies, and external partner organizations including the National League of Cities, StriveTogether, United Way, PolicyLink, Urban Institute, and Deloitte*

---

## Appendix

## Speaker Biographies



**Dr. Michael McAfee** is the Director of the Promise Neighborhoods Institute at PolicyLink where he partners with leaders in the US and abroad to improve the educational and developmental outcomes of children in some of the world's most distressed communities. He oversees the Institute's efforts to accelerate local leaders' ability to improve the well-being of children, build evidence on the implementation of cradle-to-career strategies, and scale and sustain the impact of Promise Neighborhoods. Prior to PolicyLink, he worked in the Community Planning and Development Division of the Chicago Regional Office of the U.S. Department of Housing and Urban Development.



**Michael Yudin** is the Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. Previously, he served as Principal Deputy Assistant Secretary for the Office of Elementary and Secondary Education (OESE). Prior to that, Yudin spent nine years in the United States Senate, as a legislative director to Senator Shaheen and counsel to Senators Bingaman and Jeffords.