



Mississippi Campaign for Grade-Level Reading

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MISSISSIPPI CAMPAIGN FOR GRADE-LEVEL READING



**3RD GRADE READING
SUCCESS MATTERS**



Early Warning: 3rd Grade Reading Matters

- **National Assessment of Educational Progress (NAEP):** More than 80% of children from low-income families do not read proficiently at the end of third grade.
- Research confirms the common-sense conclusion that this is a **catastrophe** in the making.
- Third-grade reading is a **key predictor** of future school success and high school graduation.
- **High school graduation** is the pathway to jobs, careers, military service, and higher education.
- Future prospects for the 80% missing this early but critical milestone are **bleak**.

Founding Partners

MISSISSIPPI CAMPAIGN FOR GRADE-LEVEL READING

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GLR Campaign: Three Core Assurances

- **Assurance #1:** Quality teaching for every child in every setting every day.
- **Assurance #2:** Locally-owned community solutions for improving school readiness, attendance, and summer learning.
- **Assurance #3:** Promoting more seamless, outcomes-accountable systems of care, services, and family supports for children from pre-natal through third grade.

Community Solutions Areas

The GLR Campaign has focused on **community-driven solutions** to three major challenges to third-grade reading success for low-income children:



- **School Readiness:** Too many children begin school already far behind.



- **Attendance:** Too many children miss too many days of school.
- **Summer Learning:** Too many children lose ground over the summer months.





Ultimately!!

- **Grade-Level Reading** — Help more children from low-income families read at or above grade level at the end of third grade (within kindergarten, first, and second)



The GLR Campaign's 2020 Goal:

Sustainable momentum trending toward more low-income kids reading on grade level by the end of third grade and closing the gap with their more affluent peers.

An Inconvenient Truth

A large and growing number of kids are falling **beyond the reach of schools.**

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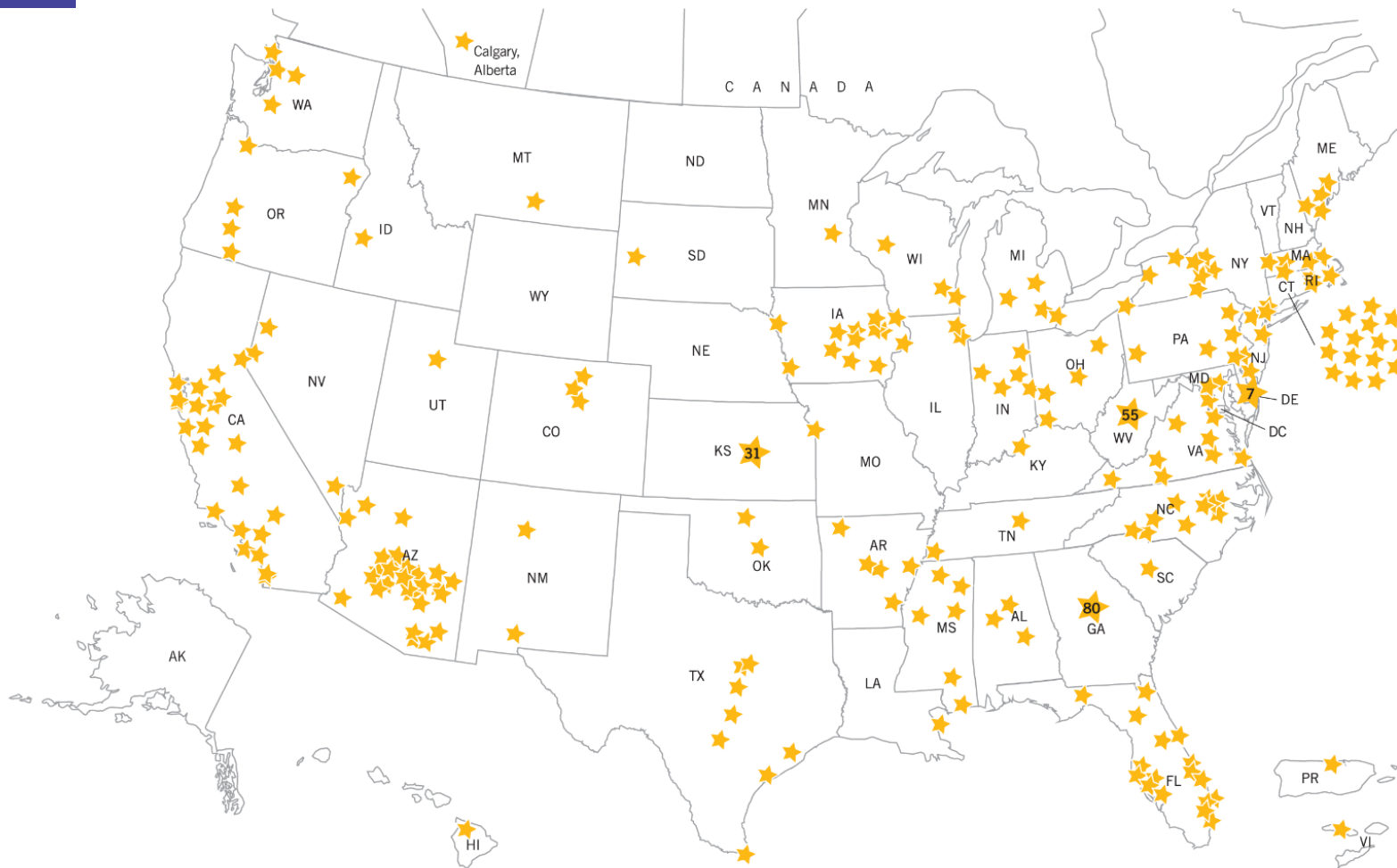
Ensuring Early School Success for Low-Income Children: What Mobilized Communities Must Do

- Stop playing catch-up by ensuring that fewer children start school so far behind.
- End chronic absence so that students don't fall further behind during the school year.
- Reverse the summer slide to enable striving and struggling readers to make progress instead of losing ground.
- Acknowledge and address health-related challenges that prevent early academic success.
- Help parents succeed in their critical roles as brain builder, first teacher and tutor, strongest advocate and best coach.



STAY THE COURSE. DOUBLE DOWN.

	Readiness	Attendance	Summer
PARENTS			
HEALTH			
PUBLIC HOUSING			
MORE VULNERABLE CHILDREN			
COLLEGES AND UNIVERSITIES			
BUSINESS			
TECHNOLOGY			



Momentum Is Building!

More than 390 communities in 44 states across the nation, as well as the District of Columbia, Puerto Rico, the U.S. Virgin Islands and Canada — with 4,100 local organizations and 520 state and local funders, including 191 United Ways.



Places with Plans

The GLR Campaign has succeeded with developing these “places with plans” into an intentional Community of Practice & Learning Network with communities learning with, and from each other:

- GLR Communities Network has developed a strong track record.
- Diffusion and replication of proven and promising programs.




Campaign Coalition Work Takes a Village...

- Community-based organizations providing Early Childhood Education and/or K-3 after-school and summer learning programs
- Community-based organizations providing other services to young children and their families
- School district leaders and key staff overseeing functions of relevance to literacy and Campaign for Grade-Level Reading strategies
- Library system leaders
- Leaders of local businesses and other major employers, Chambers of Commerce, and economic development entities
- Faith leaders
- Local public sector leaders and heads of relevant entities or departments (parks and recreation, etc.)
- Leaders or key staff of media entities
- Health care providers
- Public health and human service officials



The MS Campaign for Grade-Level Reading...

IS	ISN'T
A framework for organizing existing efforts and resources, as well as opening lines of communication between stakeholders	A replacement for existing initiatives or a new fad
An opportunity to explore various resources (including funders!) across the state and nation	A funding, revenue source
A community-driven and community-led effort	A one-person effort
A support network – statewide, regionally, and nationally	A prescriptive “program” or magic bullet



“What crystallizes the moral imperative to act is the knowledge that acting could make a difference.”



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