

Transforming the Early Literacy Landscape Using Collective Learning with 313Reads

January 10, 2023

@readingby3rd #GLReading #LearningTuesdays



Reflections on Lessons Learned



Moderator



Alyce Hartman

Director of Collective Learning
& Resources

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CRUCIBLE
OF PRACTICE

Reflections on Lessons Learned

The Campaign for
GRADE-LEVEL
READING

Presenters



Christine Bell
Executive Director
Urban Neighborhood Initiatives



Emma Herdean
Senior Fellow
Attendance Works



Andrea Meyer
Executive Director
Center for Success



Reverend Larry Simmons
Executive Director
Brightmoor Alliance



Leah van Belle, Ph.D.
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OUR PARTNERS IN THIS COLLECTIVE MISSION

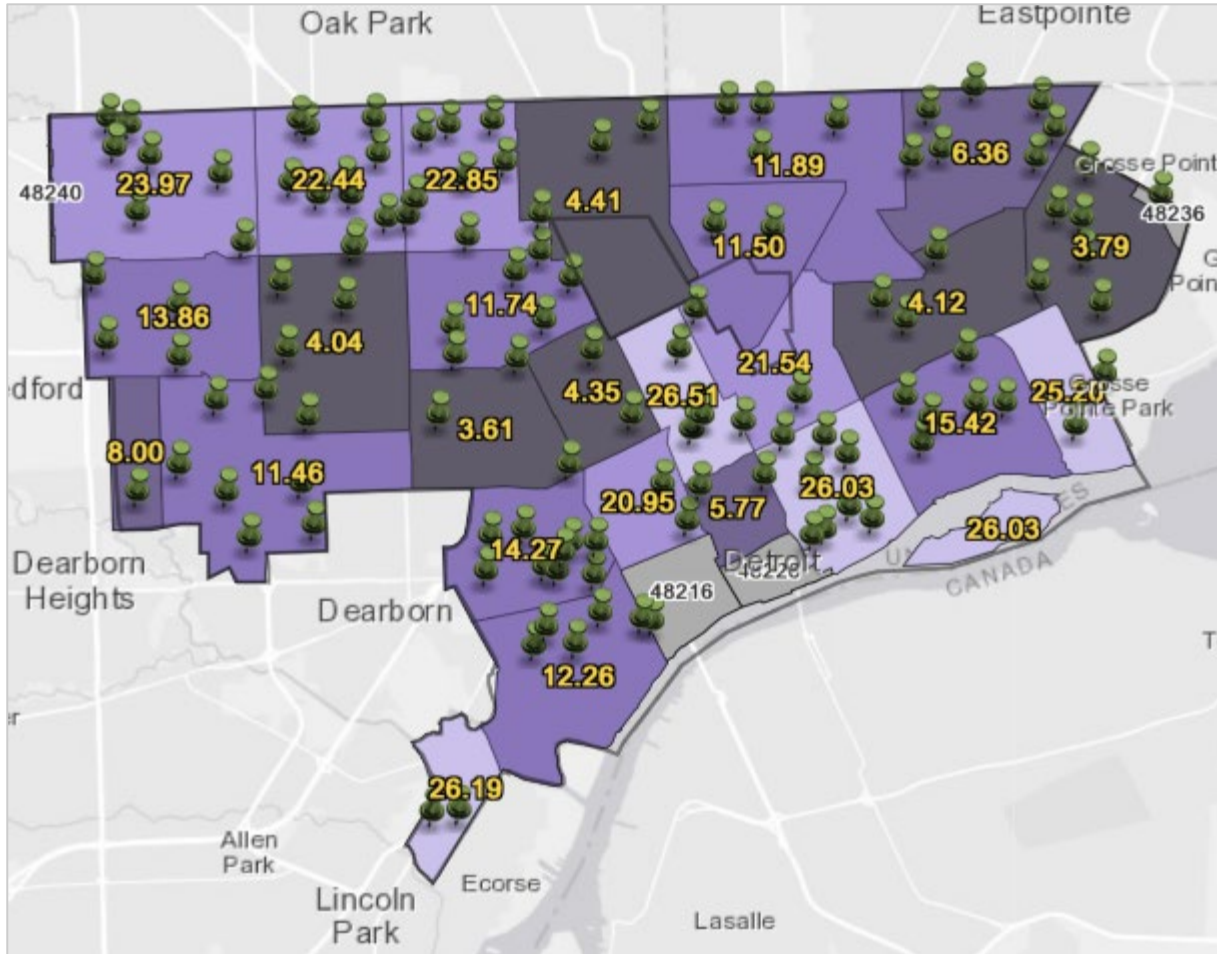


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Our Collective Work Is Made Possible With Generous Support From Our Co-Backbones and Lead Funders





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What does literacy inequity look like in Detroit?

- 44% MI avg. for 3rd grade reading proficiency on M-STEP
- 11.9% Detroit Public Schools Community District
- ZIP 48204 = 3.61%

Grosse Pointe, MI 82%



Our Mission to Ensure Literacy Equity

We work as a collective impact coalition to ensure that all those who serve our children and families in Detroit have equitable access to evidence-based and culturally sustaining literacy practices and programs, data, assessments, and resources in order to support grade level reading, literacy equity, and literacy justice for our children, families, and community.



KEY LEVERS

1. Co-Conspirators for Equity + Justice
2. Collective Learning
3. Evidence-Based + Culturally Sustaining Practices
4. Assessment, Data, and Evaluation as Tools for Equity
5. Collective Funding

FOCUS DOMAINS

1. Child, Adult, Family, + Community Literacy
2. Data Literacy + Data Sharing for Equitable Impact
3. Collective Learning for Literacy Champions
4. Enrollment and Attendance in ECE + Literacy Programming
5. Policy Advocacy



COLLECTIVE LEARNING– We have shifted considerably in this!

- Key Lever for impact across the body of our collective work
- We are all learners and we are all teachers
- Began with Community Conversations and webinars
- Grew to 5-part dyslexia series
- Now in Year 2 of CoP for Summer and OST Attendance
- Building CoP for Literacy Essentials for Equity
- Central to our 3-year strategic plan

A Problem

56%

Chronically Absent

Two Communities Coming
together: Learning

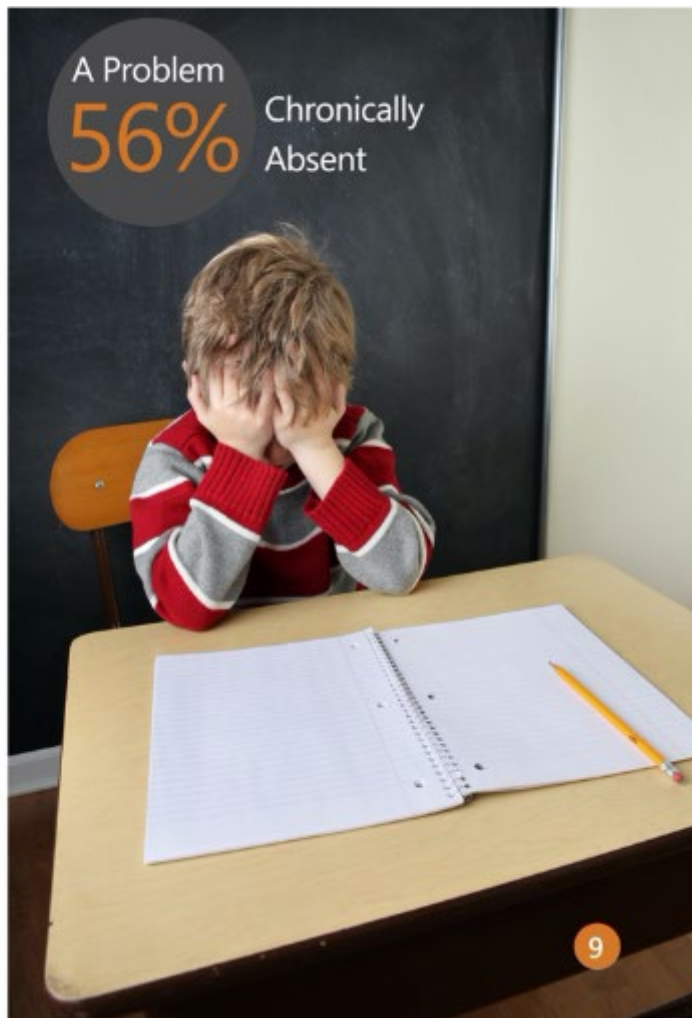


Grand Rapids Learning Trip
2014

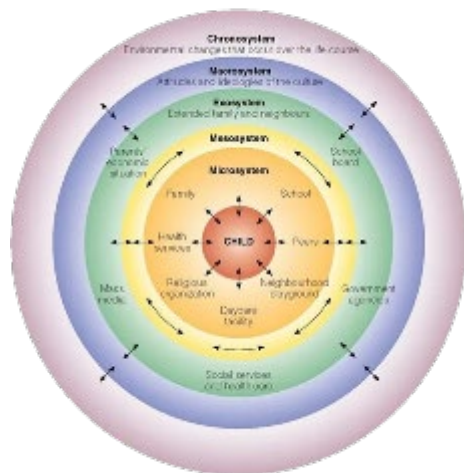


Brightmoor and Southwest

- ✱ Less likely to read at grade level
- ✱ Less likely to graduate HS
- ✱ Less likely to stay out of trouble
- ✱ Less likely to succeed after H.S.



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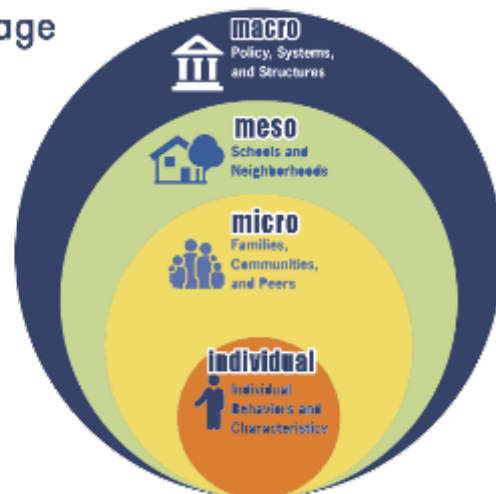
Bronfenbrenner's



Research
Implementation
Innovation
Advocacy

The Ecological Model

The Village



Research

Research is the foundation of the Every School Day Counts Detroit strategy to gather, analyze, and use data and research to support the development of a shared understanding of the problem of student absenteeism, informing policy design and practice through a learning community grounded in continuous improvement
Led by Wayne State University Detroit Partnership for Education Equity and Research (see Detroit PEER).

know better

Technical Assistance

Technical Assistance (TA) develops the capacity and skill of school staff, partners, and policymakers to improve individual, organizational and school practice around attendance and to deepen family engagement toward academic success. TA utilizes a holistic approach informed by national and local research, communication as a tool for attendance messaging, and wraparound support to address barriers to attendance. Led by UNI

do better

15% Chronic Absence by 2027

HOW?
the Village Way

"It takes a village to raise a child"



Communications

Communications builds a student-parent-staff infrastructure which creates targeted communications. Addressing policy and practices at all levels (see "WSU Research and ESDCD Vision") and for the whole person (SAMHSA Wellness), these communications invoke use of personal power, collective action and modification of public policy to promote school attendance reducing Chronic Absence. Led by BrightmoorAlliance

share better

Wrap Around

Wraparound employs a strengths-based perspective, acknowledging that individuals and communities are working hard to reduce barriers to attendance. Our role is to map, coordinate, and elevate existing resources and facilitate new school-community partnerships as needed. The systems we build in collaboration with schools are sustainable, scalable, and responsive to stakeholders. Led by UNI

help better

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How?
The Village Way

- Research
- Communications
- Wrap Around
- Technical Assistance

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EVERY SCHOOL DAY COUNTS

DETROIT

Every Student. Every Day.



Attendance
Works

Advancing Student Success By Reducing Chronic Absence



The Problem

In the 2020-21 school year, at least 10.1 million students nationwide were chronically absent. We estimate chronic absence has more than doubled from the more than 8 million students, pre-Covid-19, who were missing so many days of school that they were academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason (excused, unexcused absences and suspensions) — can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. Read this [research summary](#) for more details.

A Shift in Mindset

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Truancy Vs. Chronic Absence

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies

 Attendance
Works



“The CoP for Attendance has provided a space for our organization to delve into attendance, reflect on our strategies, and pilot fresh ideas and best practices. Most inspiring is the invaluable opportunity to connect and learn from community organizations across the city.” - Heidi Miller, CFSN

Community of Practice for Attendance

- Year One
- Year Two
- 1:1 Coaching



Detroit Summer and Out of School Time (SOST) Community of Practice (CoP)

Session #1
March 2, 2022

Session #2
April 13, 2022

Session #3
May 25, 2022

Summer

FOUNDATIONS OF ATTENDANCE

- Launch the CoP and learn about each other
- Find out why attendance matters for SOST providers
- Learn about a tiered approach
- Focus on attendance foundations supports within your organization

BUILD ON THE FOUNDATIONS OF ATTENDANCE AND ENGAGEMENT

- Peer share on current practices
- Focus on high leverage relationship building strategies
- Take a team approach to implement attendance strategies and best practice
- Consider a data driven approach to inform action

USING DATA TO INFORM THE WORK

- Hear lessons learned from high leverage strategy and strengthening attendance team
- Unpack data tracking and analysis
- Pilot a data tool during the summer

Piloting the Tracking Tool

Coaching and ongoing TA support

CoP Practice: try out one strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

Detroit Summer and Out of School Time (SOST) Community of Practice (CoP)

Session #4
Aug 31, 2022

Session #5
Dec 7, 2022

Session #6
Feb 22, 2023

Session #7
May 3, 2023

Deepening the Work

- **Sharing:** Report on how and whether you were able to monitor attendance this summer? What worked what was hard?
- **New Topic:** Warm, welcoming universal strategies that motivate showing up
- **Break Out:** How do we strengthen universal engagement strategies?
- **Practice :** Adopt improved Attendance Tracking in Fall

Providing Additional Support

- **Sharing:** Report on engagement strategies, and insights from data tracking
- **New Topic:** Transportation issues that affect attendance
- **Break Out:** Actions programs can take internally; actions that require community involvement
- **Practice:** Outreach to families on transportation and other challenges to attendance

Connecting with School and/or School Staff

- **Sharing:** Insights from about barrier to attendance for group of concern
- **New Topic:** Options for strengthening connections with Schools
- **Break Out:** Discuss how to strengthen school connections
- **Practice:** Reach out to School/School staff

Sustaining the Work

- **Sharing:** Work with School staff, and insights from data tracking
- **New Topic:** Sustaining the work/integrating into ongoing operations
- **Break Out:** Reflect on Opportunities to Sustain the Work.
- Complete the SOST self-assessment, and consider priority next steps

Ongoing CoP Practice: track, analyze and use attendance data

CoP Practice: try out improved attendance tracking and report back

CoP Practice: identify a group needing support and find out about their barriers

CoP Practice: try out one more strategy, and report back on its practice



A New Data Mindset

Expand your focus from

Attendance = Compliance and Funding

to

Attendance = Improved Program Outcomes

Strong Attendance = Capacity of the Child to Improve Learning Outcomes

Attendance Data = Continuous Improvement Tool; it provides the early warning system

Absences = Program Outreach and Action Alert





Why Is Attendance Data by Child Important?

Attendance Data By Child helps clarify:

- **Dosage:** How consistently does each student attend - ie the "dosage" of the program each student is receiving?
- **Need for Support:** Which students or families may need more support to understand the value of consistent attendance and/or address barriers to achieve positive outcomes from the program?
- **Patterns:** Are there patterns of absences that can help you develop a plan for improving attendance?

Push/Pull Factors with Students



To attend or not to attend -
that is the question!

- What motivates absence?
What motivates attendance?
- What pulls students in
what pushes students out?

[SOST CoP Session #5](#)
[Jamboard Activity](#)

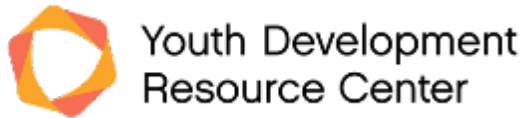
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 **Center for**
SUCCESS



COMMUNITY PARTNERS



ENRICHMENT PARTNERS



Family and Mentor Feedback

98% of parents surveyed say CFSN has helped their child **improve** their **reading skills**

98% of parents surveyed say CFSN has **increased** their child's **confidence level**

97% of parents surveyed say CFSN has helped **improve** their child's **outlook on reading**

97% of mentors surveyed feel supported, appreciated, and understood by CFSN Staff





"I have had a wonderful experience with the staff and students both. I appreciate the Center's emphasis on social justice and equity in mentoring, and the students I work with have such amazing personalities."

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 Center for
SUCCESS







**We unite literacy and
community to empower
students in the journey of
education.**





Thank you for your time and interest in our collective work for literacy access, equity, and justice

We're grateful to learn from and with you!

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Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

Special Rebroadcast!

“Big Bets Part III: Community Schools Accelerating Equitable Recovery”

Tuesday, January 10, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

PARTNER WEBINAR

Co-sponsored by New America

Learning How States, Districts, and Educators are Strengthening Kindergarten

Tuesday, January 17, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Co-sponsored by Attendance Works

Closing the Gap: Improving Attendance for Our Youngest Learners

Tuesday, January 24, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

FUNDER TO FUNDER

Co-sponsored by The Patterson Foundation

Digital Access & Devices: Scaling the Work Domestically & Internationally with Corporate & Nonprofit Partners

Tuesday, January 31, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

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