

# ACHIEVING READING PROFICIENCY BY THE END OF THIRD GRADE

A Resource Guide  
To Accompany the 2010 KIDS COUNT Special Report  
From the Annie E. Casey Foundation

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## **RECOMMENDATION 1: DEVELOP A COHERENT SYSTEM OF EARLY CARE AND EDUCATION THAT ALIGNS, INTEGRATES, AND COORDINATES WHAT HAPPENS FROM BIRTH THROUGH THIRD GRADE SO CHILDREN ARE READY TO TAKE ON THE LEARNING TASKS ASSOCIATED WITH FOURTH GRADE AND BEYOND.**

**Birth to Five Policy Alliance:** The Alliance, established in 2005 with an initial investment by the Buffett Early Childhood Fund, seeks to shift the odds for the nation's youngest, most vulnerable children so they can grow up eager to learn and ready for success in life. It invests pooled funds in three primary strategies: providing information and assistance to build new inside-government champions for early childhood policy, state-based advocacy, and knowledge development and dissemination. Grantees include national organizations and organizations in ten states. In addition to the Buffett Early Childhood Fund, current investors include: Bill and Melinda Gates Foundation, Irving Harris Foundation, George Kaiser Family Foundation, W.K. Kellogg Foundation, JB and MK Pritzker Family Foundation, and an anonymous donor. The web site provides access to reports and other policy resources on early care and education issues and links to a number of related databases on state policies and initiatives.

Web site: <http://www.birthtofivepolicy.org>

For more information, contact: [info@birthtofivepolicy.org](mailto:info@birthtofivepolicy.org)

**Broader, Bolder Approach to Education:** In late 2006, as the reauthorization date for the No Child Left Behind law approached, the Economic Policy Institute convened a task force to consider the law in the broader context of the nation's approach to education and youth development policy. The task force's work resulted in a statement, published in 2008, that called for: 1) an expanded concept of education that includes not only formal schooling, but also high-quality early childhood and preschool programs, after-school and summer programs, and programs that develop parents' capacity to support their children's education; and 2) paying attention not only to basic academic skills and cognitive growth, but to the development of the whole person, including physical health, character, social development, and non-academic skills. Among the specific recommendations were to increase investment in developmentally appropriate and high-quality early childhood, preschool, and kindergarten and to pay more attention to the time students spend out of school. Signatories included a wide variety of high-level experts and leaders from diverse backgrounds, affiliations, and fields. In May 2010, members of the task force built on the initial statement with recommendations for reauthorization of the Elementary and Secondary Education Act., including calling for integration of the various programs in different federal agencies that support the successful development of children from low-income families. The original effort was supported by the Nellie Mae Education Foundation and an anonymous donor.

Web site: <http://www.boldapproach.org>

Media inquiries: Economic Policy Institute [news@epi.org](mailto:news@epi.org) (202) 775-8810

For more information, contact: [boldapproach@epi.org](mailto:boldapproach@epi.org)

**BUILD Initiative:** BUILD was created in 2002 by the Early Childhood Funders Collaborative, an affiliation of funders with substantial early childhood grantmaking portfolios, to help states create comprehensive early childhood systems that address children's health and mental health, early care and education, and family support. Presently, BUILD is working with eight states to reform existing systems, test new models, and better coordinate programs and services to promote school readiness. Current BUILD supporters include the Annie E. Casey Foundation, Bill and Melinda Gates Foundation, Birth to Five Policy Alliance, Foundation for Early Learning, George Gund Foundation, Irving Harris Foundation, Heinz Endowments, Kresge Foundation, A. L. Mailman Foundation, McCormick Foundation, McKnight Foundation, JB and MK Pritzker Family Foundation, Rauch Foundation, Schumann Fund for New Jersey, and William Penn Foundation. Available at the web site are BUILD research reports and policy briefs, as well as other information on topics such as early care and education and family support.

Web site: <http://www.buildinitiative.org>

For more information, contact: Gerrit Westervelt (303) 929-5011

**Cherish Every Child:** This initiative of the Irene E. and George A. Davis Foundation is a city-wide effort in Springfield MA to bring together all members of the community around a shared vision for children ages birth to five: a healthy and safe childhood that prepares them to enter kindergarten ready to succeed in school and in life. In 2009, the initiative convened an Early Literacy Advisory Committee to develop a game plan to make reading and early literacy a community priority. The resulting 2010 report -- Reading Success by 4<sup>th</sup> Grade: A Blueprint for Springfield -- includes detailed recommendations from the Family, Schools, and Community Subcommittees, as well as recommendations about building public will, policy and advocacy. The report is available at the web site.

Web site: <http://www.cherishspringfield.org>

For more information, contact: Sally Fuller [sfuller@davisfdn.org](mailto:sfuller@davisfdn.org) (413) 734-8336 x7

**Community Action Project Tulsa County (CAPTC):** With roots tracing back to the War on Poverty, CAPTC is the designated community action agency and the primary Head Start agency for Tulsa County. The organization, which serves more than 1,900 low-income children in sixteen early childhood centers, emphasizes high quality programming and collaborative partnerships to build a foundation for children's success. Through more than twenty partnerships, CAPTC provides home- and center-based services that include early childhood education, parent education, family support and counseling, crisis intervention, case management, and health care. Several of their early childhood education centers are co-located with elementary schools to provide a smooth transition between preschool and elementary school and encourage parent engagement. In addition to federal Head Start and Early Head Start funding, CAPTC's early childhood programming is supported by a number of public and private sources, including several public school districts, the state of Oklahoma, the University of Oklahoma, and the George Kaiser Family Foundation.

Web site: <http://www.captc.org>

For more information, contact: (918) 382-3200

**Discovery 2011:** In this initiative, the William Caspar Graustein Memorial Fund is partnering with communities throughout Connecticut to create early childhood systems that ensure early learning success. Through community change and policy reform, the data-driven effort seeks to contribute to this goal: Connecticut children of all races and income levels are ready for school by age five and are successful learners by age nine. The web site provides information on the overall initiative and individual community plans and progress, as well as tools and resources on birth to eight programming, data collection, collaboration, parent leadership and engagement, community building, and other related topics.

Web site: <http://discovery.wcgmf.org>  
For more information, contact: (203) 230-3331

**Early Childhood and Family Investment Transition Report:** The charge that re-elected Oregon Governor John Kitzhaber gave to his Early Childhood and Family Investment Transition Team was to recommend changes to existing state funded services, agencies and structures “to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.” This January 2011 report outlines recommendations in three areas: early identification and support; shared measurement and accountability; and budget and governance. The report is available at: [http://www.oregon.gov/Gov/docs/priorities/Early\\_Childhood\\_Transition\\_Report.pdf?ga=t](http://www.oregon.gov/Gov/docs/priorities/Early_Childhood_Transition_Report.pdf?ga=t)

**Early Childhood Data Collaborative (ECDC):** ECDC provides tools, resources, and a national forum to support state policymakers’ development and use of coordinated state early care and education data systems to improve the quality of programs and the workforce, increase access to high-quality ECE programs, and improve child outcomes. ECDC is a partnership of: Center for the Study of Child Care Employment at UC Berkeley; Council of Chief State School Officers; Data Quality Campaign; National Center for Children in Poverty at Columbia University; National Conference of State Legislatures; National Governors Association; and Pre-K Now. Funding is provided by the Birth to Five Policy Alliance, Pew Charitable Trusts, and David and Lucile Packard Foundation.  
Web site: [www.DataQualityCampaign.org](http://www.DataQualityCampaign.org)

**“Early Childhood Systems Building From a Community Perspective”:** This Issue Brief was developed in conjunction with a five-year, \$5.75 million effort by The Colorado Trust to help the state’s network of local early childhood councils build infrastructures that better integrate health and health care into the broader early childhood development system. The brief explains what is required to build a system and illustrates the need for systems-building at the local level from the perspectives of children and families and service providers. Available at:  
[http://www.coloradotrust.org/attachments/0001/1403/EarlyChildhoodSystemBuilding\\_IssueBrief.pdf](http://www.coloradotrust.org/attachments/0001/1403/EarlyChildhoodSystemBuilding_IssueBrief.pdf)

**Early Learning Ventures (ELV):** Early Learning Ventures is a nonprofit organization founded by the David and Laura Merage Foundation to strengthen the early care and education industry in Colorado and to work toward universal access to high-quality programs. A central strategy is the Early Learning Ventures Alliance, a community-based network of small centers and family child care homes that retain their autonomy and diversity while realizing economies of scale through shared business functions. It is anticipated that each Alliance will support about 100 providers, enabling them to become more sustainable and better able to deliver high quality, affordable, comprehensive services. A detailed report on the Shared Services model, including examples from around the country, is available at the web site.  
Web site: <http://earlylearningventures.org>  
For more information, contact: Lindsay Dolce (303) 789-2664 x234 [ldolce@earlylearningventures.org](mailto:ldolce@earlylearningventures.org)

**Early Literacy and Your Community: Helping Young Children with Language and Reading:** This document prepared by the William Caspar Graustein Memorial Fund brings together information on early literacy for communities that are working to improve how young children learn to use words and read. The three sections provide: broad categories of research literature related to early literacy; an overview of the four settings in which early literacy programs are offered, including the family, schools and child care programs, the community, and health providers; and a list of early literacy programs. Available at the Foundation's web site: [http://wcgmf.org/pdf/publicaton\\_42.pdf](http://wcgmf.org/pdf/publicaton_42.pdf).

**Educare:** An Educare Center is a state-of-the-art program providing high quality care and education to help disadvantaged children from birth to age 5 arrive at kindergarten healthy and prepared for school success. The Centers, which combine a core model built around evidence-based practices with features unique to the communities in which they are located, also serve as a tangible way to inform policymakers and opinion leaders about the benefits of a positive early learning environment. Each Center is set up through collaboration among a local philanthropy, a program partner such as a Head Start/Early Head Start provider, and a public school. Centers from around the country are linked through the Bounce Learning Network, supported by the Buffett Early Childhood Fund and the Ounce of Prevention Fund, which provides technical assistance and a forum for peer exchange. The web site includes detailed information on the model, individual Educare Centers, and the Bounce Network.

Web site: <http://www.educarecenters.org>

For more information, contact: (312) 922-3863

**Education Commission of the States (ECS):** ECS provides research and analysis and facilitates collaboration to help states address public education policy and practice. Its Early Learning and the Early Grades site provides information on: Infants and Toddlers; Preschool; Kindergarten and the Early Grades; and Early Care and Education Systems, which addresses the integration of policies and programs from birth through third grade. Available at the site: ECS Policy Brief [Transition and Alignment: Two Keys to Assuring Student Success](#) (February 2010); and [Linking Ready Kids to Ready Schools: A Report on Policy Insights From the Governors' Forum Series](#) (2009). The latter report, resulting from a project sponsored by the W.K. Kellogg Foundation and the Education Commission of the States, calls attention to the importance of better links across early learning and early grades and describes efforts to create those links in Arizona, Connecticut, Mississippi, Ohio, and Pennsylvania.

Web site: <http://www.ecs.org>

For more information, contact: Mimi Howard (303) 299-3662 [mhoward@ecs.org](mailto:mhoward@ecs.org)

**Education Trust:** This organization promotes high achievement for all students at all levels -- pre-K through college -- by fostering understanding of achievement and opportunity gaps and providing analyses, information and assistance about how to close those gaps. It advocates for accountability, high standards, equitable funding, equitable access to effective teachers, high quality instructional tools to help teachers, and aggressive and appropriate mechanisms to turn around the lowest performing schools. Among its initiatives is support for state teams working on creating an integrated system that aligns preschool, K-12, and postsecondary education. Funders include: Eli and Edythe Broad Foundation, Carnegie Corporation of New York, Annie E. Casey Foundation, Bill and Melinda Gates Foundation, Hastings/Quillin Fund, William and Flora Hewlett Foundation, Walter S. Johnson Foundation, Joyce Foundation, Lumina Foundation, MetLife Foundation, Karen and Christopher Payne Family Foundation, State Farm Companies Foundation, Wallace Foundation, and Washington Mutual Foundation.

Web site: <http://www.edtrust.org>

For more information, contact: (202) 293-1217

**First 5 California:** Also known as the California Children and Families Commission, First 5 California promotes the healthy development and school readiness of California's young children from prenatal to age 5 through a comprehensive system of education, health services, child care, and other programs. Revenue for First 5 California comes from a special tax on cigarettes that was approved by voters in 1998; the majority of funds are distributed to local First 5 County Commissions, which develop programs tailored to the needs of their local communities.

Web site: <http://www.ccfc.ca.gov>

For more information, contact: (916) 263-1050

**First Five Years Fund (FFYF):** FFYF works to focus nationwide attention and resources on comprehensive, quality early care and learning programs for children birth to age five. Through public education, federal advocacy, and coordinated outreach, it seeks to increase the number of policymakers, private foundations, and business leaders who believe in the value of supporting young children in order to ensure that the interests of at-risk children ages 0-5 are included in policy and funding decisions and to attract additional investment. The Fund is supported by the Buffett Early Childhood Fund, Bill and Melinda Gates Foundation, Irving Harris Foundation, George Kaiser Family Foundation, W.K. Kellogg Foundation, and J.B. and M.K. Pritzker Family Foundation.

Web site: <http://www.ffyf.org>

For more information, contact: (312) 453-1835

**Georgia Early Education Commission:** Over the past eleven years, Georgia has benefited from significant investments in early childhood education by a number of foundations and community organizations. To build on that work, the United Way of Metropolitan Atlanta convened an Early Education Commission, co-chaired by the presidents of the Federal Reserve Bank of Atlanta and Spelman College, to make recommendations on how better to align efforts to improve the quality and accessibility of early education in Georgia. The Commission's report, issued in April 2010 and available at the web site, lays out a multi-year plan for assuring consistently high-quality early learning so that children enter kindergarten ready to learn and on a path to "read to learn" by third grade. The Georgia Coalition for Early Education, the successor to the Commission that is being chaired by Stephanie Blank, trustee of the Arthur M. Blank Foundation, will work in collaboration with other key stakeholders to: increase public awareness of the importance of high-quality early education; improve the quality, accessibility and affordability of early education programs; and ensure that early learning initiatives are aligned with K-12 reform efforts. A number of foundations, including the Goizueta Foundation and the Joseph B. Whitehead Foundation, have pledged support for these efforts, the effectiveness of which will be measured by third grade reading scores.

Web site: <http://www.unitedwayatlanta.org>

For more information, contact: Milton Little, President, United Way of Metropolitan Atlanta  
(404) 527-7200

**Harlem Children's Zone Project (HCZ):** This program began in the early 1990s with a pilot project that brought a range of support services to a single block in Harlem to address all the problems that poor families were facing. From that small start, HCZ grew steadily, and today the organization serves over 10,000 children and 10,000 adults in Harlem. Moreover, its influence is national in scope, providing the model on which the Obama Administration's Promise Neighborhoods Initiative is based. HCZ's goal is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment and supportive adults. The HCZ pipeline begins with Baby College, a series of workshops for parents of children ages 0-3, offers preschool programs to get children ready for kindergarten, and includes in-school, after-school, social service, health and community-building programs, all grounded in best practices. In 2009, in the two public charter Promise Academy elementary schools, almost all third graders were at or above grade level in English Language Arts.

Web site: <http://www.hcz.org>

For more information, contact: (212) 360-3255 [info@hcz.org](mailto:info@hcz.org)

**Head Start/Early Head Start:** Through federal grants, local agencies provide comprehensive child development services -- including education, health, nutritional, social and other services -- to

economically disadvantaged children and families, with a particular focus on helping preschoolers develop the early reading and math skills they need to be successful in school. Special emphasis is placed on engaging parents, including fathers, in both their children's learning and program administration. Head Start has served 27 million children since it began in 1965. Early Head Start was added in 1995 to promote healthy prenatal outcomes, enhance the development of children from birth to age 3, and foster healthy family functioning.

Web site (U.S. Department of Health and Human Services, Office of Head Start):

<http://www.acf.hhs.gov/programs/ohs/about/index.html>

**Investing in Children: An Early Learning Strategy for Washington State:** This paper describes the Bill and Melinda Gates Foundation's ten-year strategy to partner with public and private funders to make a significant, measurable improvement in school readiness and long-term outcomes for all children in the state. Available at: <http://www.gatesfoundation.org/United-States/Documents/early-learning-strategy.pdf>

**Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy:** New policies outlined by the Obama Administration aim to force improvements in the \$8 billion a year federally funded initiative, Head Start. The program, according to some experts, has displayed a lower impact on early childhood development than other independent programs. This volume explores whether the nation's early childhood programs are boosting child development and preparing children for schooling and proposes reforms that would improve the programs. The volume contains contrasting papers on the success of Head Start, Early Head Start, and home-visiting programs and on policies that would improve these three programs. In this overview paper, Haskins and Barnett detail government spending on early childhood programs, review the number of children enrolled in each type of program, review the papers on the three programs and an additional paper on program coordination, and recommend policies that would increase the returns produced by early childhood programs. Suggestions to reform Head Start and other early education programs would allow them to be better targeted, more effective, and provide better taxpayer bang-for-the buck in these tough fiscal times. The report is available at:

[http://www.brookings.edu/~media/Files/rc/reports/2010/1013\\_investing\\_in\\_young\\_children\\_haskins/1013\\_investing\\_in\\_young\\_children\\_haskins.pdf](http://www.brookings.edu/~media/Files/rc/reports/2010/1013_investing_in_young_children_haskins/1013_investing_in_young_children_haskins.pdf)

**Judy Centers:** Begun in 2001, Maryland's Judith P. Hoyer Early Child Care and Family Education Centers (known as "Judy Centers") promote school readiness by providing a central location for early childhood education and support services for children birth through kindergarten and their families. The Centers are located in or linked programmatically with public schools in low-income areas and foster collaborative partnerships among schools, local agencies, and community organizations. Typically open year-round for 10-12 hours a day, Judy Centers meet high quality standards for early childhood programs and provide extensive staff development and opportunities for parents to be involved and to increase their own capacity.

Web site: [http://www.marylandpublicschools.org/msde/divisions/child\\_care/early\\_learning/judy.htm](http://www.marylandpublicschools.org/msde/divisions/child_care/early_learning/judy.htm)

For more information, contact: Cheryl DeAtley [cdeatley@msde.state.md.us](mailto:cdeatley@msde.state.md.us) (410) 767-0586

Valerie Kaufmann [valeriek@msde.state.md.us](mailto:valeriek@msde.state.md.us) (410) 767-7798

**Kids First: Five Big Ideas for Transforming Children's Lives and America's Future:** This 2011 book by David L. Kirp calls for cradle-to-college initiatives including: strong support for new parents; high quality early education; linking schools and communities to strengthen what both offer children; providing mentors to youngsters who need a caring, stable adult in their lives; and providing a nest egg to help pay

for college or kick-start a career. The book, which was developed with support from the Annie E. Casey Foundation and the Smith Richardson Foundation, was published by PublicAffairs.

**Lessons in Early Learning: Building an Integrated Pre-K-12 System in Montgomery County Public**

**Schools:** This Maryland school district developed and implemented a plan to increase student achievement that included providing more children with a critical early learning foundation and linking the skills gained in pre-K with the later grades. Results have included: double-digit declines in achievement gaps between different racial and ethnic groups, almost 90% of kindergartners entering first grade with essential literacy skills, and nearly 88% of third graders reading proficiently. This report, developed with support from the Pew Center on the States, a project of the Pew Charitable Trusts, and the Foundation for Child Development, discusses the strategies that Montgomery County used and the lessons learned through these efforts. Available at:

[http://www.pewcenteronthestates.org/report\\_detail.aspx?id=60526](http://www.pewcenteronthestates.org/report_detail.aspx?id=60526)

For more information, contact: Krissi Jimroglou [kjimroglou@pewtrusts.org](mailto:kjimroglou@pewtrusts.org) (202) 540-6416

[See also Recommendation Four/Supporting English Language Learners/Montgomery County, Maryland]

**Mind in the Making: The Seven Essential Life Skills Every Child Needs:** This 2010 book by Ellen Galinsky synthesizes research on brain development and early learning and offers research-based guidance about how to foster the development of critical skills that give children the ability to be successful learners. The skills include: focus and self-control; perspective taking; communicating; making connections; critical thinking; taking on challenges; and self-directed, engaged learning. The book was published by HarperCollins.

**National Association for the Education of Young Children (NAEYC):** NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for children from birth through age 8. The organization sets research-based standards and offers voluntary accreditation for early childhood programs and for professional preparation programs. The accreditation systems have been revised in the past several years with support from a number of foundations including: Carnegie Corporation of New York, Robert R. McCormick Tribune Foundation, A. L. Mailman Family Foundation, Family Care Development Fund (a joint project of AT&T, the Communications Workers of America, and the International Brotherhood of Electrical Workers), W.K. Kellogg Foundation, Smart Start Georgia, Rockefeller Brothers Fund, Annie E. Casey Foundation, and Joyce Foundation. In addition, the organization works to improve early childhood program quality and to enhance the professional development and working conditions for staff, and helps families learn about high-quality early childhood education. Available at the web site: NAEYC's 2009 Position Statement on Developmentally Appropriate Practice and associated resources regarding principles and guidelines for best practice in the care and education of children birth through age 8.

Web site: <http://www.naeyc.org>

Media inquiries: Kristina Gawrgy (202) 350-8857 [kgawrgy@naeyc.org](mailto:kgawrgy@naeyc.org)

For more information, contact: (202) 232-8777 or (800) 424-2460

**National League of Cities (NLC) Institute for Youth, Education, and Families:** NLC represents the interests of forty-nine state municipal leagues and approximately 1,600 member cities. With support from the W. K. Kellogg Foundation, NLC has launched the Educational Alignment for Young Children Initiative to help municipal leaders align early childhood programs and elementary education to increase the likelihood that children will be poised for educational success by the time they reach the third grade. Web site: <http://www.nlc.org>

For more information, contact: Audrey Hutchinson (202) 626-3053 [Hutchinson@nlc.org](mailto:Hutchinson@nlc.org)  
Heidi Goldberg (202) 626-3069 [Goldberg@nlc.org](mailto:Goldberg@nlc.org)

**New America Foundation Early Education Initiative:** This initiative seeks to promote a high-quality and continuous system of early care and education for all children, birth to age 8, with special emphasis on pre-K through third grade. The work is supported by the Foundation for Child Development, the W. Clement and Jessie V. Stone Foundation, and the Strategic Knowledge Fund, which is co-funded by the Foundation for Child Development and the W.K. Kellogg Foundation. Among the resources available at the web site is the recently released report, [A Next Social Contract for the Primary Years of Education](#), which envisions a new system that: serves children starting at age 3; erases the artificial divide between preschool and K-12 programs; establishes clearly articulated, aligned standards for what children should know and be able to do at each step in the pre-K-3rd continuum; and sets proficiency in reading, math, and social and emotional skills by the end of third grade as a foremost education goal.

Web site: <http://earlyed.newamerica.net>

For more information, contact: Lisa Guernsey, Director, Early Education Initiative

[guernsey@newamerica.net](mailto:guernsey@newamerica.net) (202) 986-2700

Kate Brown, Media Relations Manager

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**Ounce of Prevention Fund:** The Ounce of Prevention Fund was founded by Irving Harris to pursue a single goal: that all American children, particularly those born into poverty, have quality early childhood experiences in the crucial first five years of life. Ounce opened the first Educare school, in Chicago, in 2000, and in 2004 joined with the Buffett Early Childhood Fund to create the Bounce Learning Network. Among its other birth-to-five programs are: home visiting, in which parent coaches provide child development and parenting information to teen parents; Head Start/Early Head Start, through partnerships with community agencies; and doulas, trained community mentors who guide pregnant teens through late pregnancy, childbirth, and into the baby's early months. Ounce also advocates for increased funding for early childhood services and provides training for early childhood professionals at its Illinois Birth to Three Institute.

Web site: <http://www.ounceofprevention.org>

Media inquiries: Jelene Britten (312) 348 3997

Chaunda Roseborough-Smith (312) 453-1947 x3535

For more information, contact: (312) 922-3863

**“PreKindergarten-3<sup>rd</sup> Grade: A New Beginning for American Education”:** This eight-minute video tells the story of South Shore School, a public preK-8 school in southeast Seattle whose student body, over half of whom receive free or reduced price lunches, is 50% African American, 30% Asian, 13% white, and 7% Latino. By starting early and addressing each student’s learning strengths and challenges, engaging families, and fostering academic, social and emotional development, the school gets strong results for all children. The film and several related policy briefs on preK-3<sup>rd</sup> education are available at <http://www.prek-3rd.org/>.

**Pre-K Now:** Pre-K Now is a public education and advocacy campaign that promotes high-quality, voluntary pre-kindergarten for all three and four year olds as a means to assure that every child enters kindergarten prepared to succeed. A project of the Pew Center on the States, it has received funding from the Pew Charitable Trusts, David and Lucile Packard Foundation, McCormick Foundation, Foundation for Child Development, RGK Foundation, CityBridge Foundation, Schumann Fund for New Jersey, and the Nellie Mae Foundation. Since 2002, Pre-K Now has provided \$10 million and technical assistance to a carefully selected group of states; in that time, state funding for pre-K programs has

more than doubled and enrollment has increased by more than 30%. The web site's Resource Center provides access to reports and other materials about pre-K, profiles of state pre-K programming and pre-K references in the 2010 governors' State of the State addresses, and links to other web sites with information about pre-K.

Web site: <http://www.preknow.org>

Media inquiries: Liz Snyder (202) 552-2057

Krissi Jimroglou (202) 540-6416 [kjimroglou@pewtrusts.org](mailto:kjimroglou@pewtrusts.org)

For more information, contact: (202) 540-6350

**PreK-3<sup>rd</sup>: Putting Full-Day Kindergarten in the Middle:** This June 2010 Brief prepared for the Foundation for Child Development (FCD) by Kristie Kauerz characterizes full-day kindergarten as a bridge between Pre-K and the primary grades and presents evidence about its effectiveness in boosting children's cognitive learning and academic achievement. For these reasons, the Brief recommends making high-quality full-day kindergarten a key part of education reform. The Brief is available at FCD's web site: <http://www.fcd-us.org>.

**Promise Neighborhoods Institute (PNI):** Promise Neighborhoods in a program of the U.S. Department of Education launched in mid-2010 that is based on the comprehensive cradle-to-college-through-career approach of the Harlem Children's Zone (see above). In the fall of 2010, approximately 20 sites around the country will receive one-year planning grants. Over 300 places have submitted applications, and many have indicated an intention to pursue their effort, whether or not they receive a federal award. PNI is an independent, foundation-supported non-profit resource housed at PolicyLink that was created to provide information, tools, and assistance to communities applying in the federal competition. Looking ahead, once the federal awards are announced, PNI plans to shift its attention to support for implementation planning. It will target three audiences, with different opportunities for each: those who won federal awards; unsuccessful applicants who still want to pursue their proposed plans; and others who are interested in the Promise Neighborhood concept, but who did not participate in the federal competition.

Web site: <http://www.promiseneighborhoodsinstitute.org>

**Qualistar Early Learning:** Created in 2004 through a merger of Educare Colorado and the Colorado Office of Resource and Referral Agencies, Qualistar is a statewide non-profit organization working with child care providers, parents and communities to improve the quality of early childhood education in Colorado. The Qualistar Rating, developed by 150 early childhood experts, measures the quality of preschool and center and home-based child care programs. A Qualistar assessment looks at five components – learning environment, relationships with families, education and experience of staff, adult to child ratios, and accreditation status – and provides a rating of one to four stars, an outline of the strengths and weaknesses of the program, and a detailed plan for continuous quality improvement. Donors include: Chambers Family Fund, Colorado Department of Human Service, Daniels Fund, Helen K. and Arthur E. Johnson Foundation, Rose Community Foundation, Boettcher Foundation, Colorado Trust, Piton Foundation, and Temple Hoyne Buell Foundation.

Web site: <http://www.qualistar.org>

For more information, contact: (303) 339-6800

**Raising Young Children to the Top of the Policy Agenda: Lessons from Illinois:** In 2006, Illinois became the first state in the nation to enact voluntary high-quality preschool for all three- and four-year-olds. In addition, funding was approved for a wide range of child development, mental health and early intervention services for infants, toddlers and young children at risk of later school failure, rates for child

care and home visiting programs were increased, and barriers that dissuaded early childhood practitioners from pursuing certification were lowered. This report tells the story of how this victory was achieved, and the lessons that advocates elsewhere can learn from Illinois' experience. The report was prepared by the Ounce of Prevention Fund, in collaboration with Illinois Action for Children and Voices for Illinois Children and with support from the McCormick Tribune Foundation. Available at: <http://www.ounceofprevention.org>

For more information about the report or Illinois' Preschool for All program, contact: Ounce of Prevention (312) 922-3863

**Rosa Parks Early Childhood Center:** Through a partnership between the Union Public Schools and the Community Action Project-Tulsa County (CAPTC), this program seeks to enhance the development of very young children and promote healthy family functioning. Home-based programming, including Early Head Start and Parents as Teachers, provides parent education, family support, referrals to needed services, and developmental screenings for low-income children from birth to age 3. When children reach age 3, they can transition into the Rosa Parks Early Childhood Education Center, a state-of-the-art facility adjoining Rosa Parks Elementary School that offers a year-round, full-day developmentally appropriate educational program, along with continued referrals to needed services and developmental screenings. Every class has a certified teacher.

Web site: <https://unionps.org/index.cfm?id=399>

(See also CAPTC web site: <https://www.captc.org/ECE/pecp.php> )

For more information, contact: (918) 357-7380

**School of the 21st Century (21C):** Developed by Edward Zigler and Matia Finn-Stevenson at Yale University, 21C is a community school model that incorporates: early care and education; guidance and support for parents; before-school, after-school and vacation programs for school-age children; health education and services; networks and training for child care providers; and information and referral services. Its overall goal is to promote the optimal growth and development of children beginning at birth. Today, there are over 1300 21C schools across the United States, including a statewide network of 21C schools in Arkansas that is being supported by the Winthrop Rockefeller Foundation. Other supporters of the School of the 21st Century Program have included: A. L. Mailman Foundation, Carnegie Corporation of New York, Child Health and Development Institute of Connecticut, Danforth Foundation, Educational Foundation of America, Ford Foundation, Foundation for Child Development, Human Family Foundation, Kraft Foods, MetLife Foundation, Rockefeller Brothers Fund, Rockefeller Foundation, and the U.S. Department of Education.

Web site: <http://www.yale.edu/21c>

For more information, contact: (203) 432-9944 [Yale21c@yale.edu](mailto:Yale21c@yale.edu)

**School Readiness Indicators Initiative:** This Initiative worked with seventeen states to develop a comprehensive set of indicators to inform public policy, improve school readiness, and help ensure early school success. It was managed by Rhode Island KIDS COUNT and sponsored by the David and Lucile Packard Foundation, the Ewing Marion Kauffman Foundation and the Ford Foundation. Available at the web site are reports on the initiative and the work of the states, as well as discussions about the core indicators selected to measure "ready children, ready families, ready communities, ready health services, ready early care and education services, and ready schools."

Web site: <http://www.gettingready.org>

For more information, contact: Elizabeth Burke Bryant [ebb@rikidscount.org](mailto:ebb@rikidscount.org) (401) 351-9400

Catherine B. Walsh [cbwalsh@rikidscount.org](mailto:cbwalsh@rikidscount.org)

**Smart Start:** Smart Start, administered by the North Carolina Partnership for Children, Inc., is the state's comprehensive early childhood care and education initiative for children younger than age 6 and their families. Since 1993, the statewide program has sought to help working parents pay for child care, improve the quality of care, and provide health and family support services. The Ready Schools Initiative, a partnership between Smart Start and the North Carolina Department of Public Instruction, helps preschools and elementary schools work together to make sure teachers are "ready" to help children of all backgrounds succeed academically. A National Technical Assistance Center provides guidance on developing high-quality comprehensive early childhood systems. In addition to the State of North Carolina, major funders include the W.K. Kellogg Foundation, Blue Cross and Blue Shield, North Carolina Foundation, Z. Smith Reynolds Foundation, and the Kate B. Reynolds Charitable Trust.

Web site: <http://www.smartstart-nc.org/>

For more information, contact: (919) 821-7999

**SPARK (Supporting Partnerships to Assure Ready Kids):** A six-year initiative of the W.K. Kellogg Foundation launched in 2001, SPARK sought to create a seamless transition to school and align early learning and elementary school systems for vulnerable children ages 3 to 6 in seven states and the District of Columbia. It supported partnerships of selected communities, schools, state agencies, and families working to achieve those goals. The web site provides: information on and lessons learned in the initiative; links to learn more about the participating sites' work; videos of Governor's Forums held in states that were pioneering transition and alignment policies; and descriptions of several grants on related issues such as engaging parents and building literacy skills.

Web site: <http://ww2.wkkf.org/default.aspx?tabid=75&CID=168&NID=61&LanguageID=0>

For more information, contact: Dr. Anthony Berkley, W. K. Kellogg Foundation (269) 968-1611

**State of Preschool Yearbook:** This annual publication of the National Institute for Early Education Research describes state-funded pre-kindergarten programs in the United States. Sections include: summary of national trends in enrollment, quality and spending; detailed state profiles, including access, quality standards, resources, and unique features; and appendices with additional state and national data. The latest report is for the 2008-2009 program year. Funding for the report comes from the Pew Charitable Trusts. Available at: <http://nieer.org/yearbook/>

**Thrive by Five:** Thrive by Five Washington is a public-private partnership created in 2006 to champion the importance of early learning between birth and age 5 in the state of Washington. Current funders, many of whom are represented on the Board of Directors along with other key government, business and philanthropic leaders, include: the Bill and Melinda Gates Foundation, W.K. Kellogg Foundation, Bezos Family Foundation, Apex Foundation, Ginger and Barry Ackerley Foundation, Medina Foundation, Kirilin Charitable Foundation, Washington Dental Services Foundation, Norcliffe Foundation, Kirkpatrick Family Foundation, Bank of America Charitable Foundation, Microsoft Corporation, Boeing Company, United Way of King County, Talaris Institute, Save the Children, and Social Venture Partners. The strategic plan adopted in 2009 sets three goals: help create the environment to support early learning and positive child development; make effective learning programs more available; and be a voice for and assist in building effective early learning systems. With support from the Bill and Melinda Gates Foundation, the organization has established two Thrive Demonstration Communities to serve as models for how a community-wide approach to early learning can improve the development of all children birth to age 5 and their readiness to enter school. The web site provides information about the overall initiative and the demonstration sites.

Web site: <http://www.thrivebyfivewa.org>

Media inquiries: Molly O'Connor (206) 621-5562 [molly@thrivebyfivewa.org](mailto:molly@thrivebyfivewa.org)

For more information, contact: (206) 621-5555

**Turning the Page: Refocusing Massachusetts for Reading Success; Strategies for improving children's language and literacy development, birth to age 9:** The 2010 report, authored by Nonie K. Lesaux and commissioned by Strategies for Children, Inc., begins with an overview of the importance of reading and the need for attention for Massachusetts' reading scores as forty-three percent of third graders do not read at grade level. The report recommends Massachusetts refocus on reading success, particularly toward the quality of infants' and children's language and reading environments across the many settings in which they are growing up, playing and studying. In the report, the researchers draw on the findings from the most current and salient research, including seminal national reports, policy reports, regulations, state guidelines and standards, and relevant national and state-level data. With this knowledge, the researchers then studied fifteen communities in Massachusetts to get a sense of the challenges faced by students and the resources and services available to them. They found the programs and supports suffered from low-quality implementation and/or lacked sufficient intensity. Given the research, the report features five recommendations for producing measurable success in children's reading outcomes including changes in program design and impact, assessments of children and settings, professional education, curriculum and partnerships with families.

**United Way of America:** United Way's Education focus area seeks five key outcomes for students – enter school ready to succeed; read proficiently by 4th grade; make a successful transition to middle school; graduate from high school on time; and be ready for success in college, work and life. Current activities build on efforts such as Success by Six, which created local coalitions to improve school readiness, and *Born Learning*, a national public engagement campaign to create early learning opportunities for young children.

Web site: <http://www.liveunited.org>

For more information, contact: (703) 836-7112

**Using Data to Promote Collaboration in Local School Readiness Systems.** This report by Leah Hendeby and Tom Kingsley of the Urban Institute includes cross-site findings and lessons from a National Neighborhood Indicators Partnership (NNIP) project that used data-based approaches to promote integration and collaboration among providers of early childhood services in eight cities (Atlanta, Chattanooga, Cleveland, Denver, Memphis, Miami, Milwaukee, and Providence). Local NNIP members followed a sequence of activities, including: 1) conducting a scan to assess the comprehensiveness and integration of early childhood services, as well as the coverage and gaps in corresponding data; 2) mapping children's services and risk factors by neighborhood in order to help guide and assess targeting of place-based interventions; and 3) documenting and assisting locally-based stakeholder collaboratives working to connect early childhood services into a coherent system.

The report is available at <http://www.urban.org/url.cfm?ID=412198>

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Additional resources available online at <http://datacenter.kidscount.org/readingmatters.aspx>

## **ACHIEVING READING PROFICIENCY BY THE END OF THIRD GRADE**

A Resource Guide  
To Accompany the 2010 KIDS COUNT Special Report  
From the Annie E. Casey Foundation

### **RECOMMENDATION 2: ENCOURAGE AND ENABLE PARENTS, FAMILIES AND CAREGIVERS TO PLAY THEIR INDISPENSABLE ROLES AS CO-PRODUCERS OF GOOD OUTCOMES FOR THEIR CHILDREN.**

#### ***ADDRESSING FAMILY STRESSORS THAT INTERFERE WITH LEARNING***

**Community Partnerships for Protecting Children (CPPC):** CPPC was launched in Portland, Maine in 2006 through the joint efforts of the Children’s Advocacy Council, the Maine Department of Health and Human Services, the United Way of Greater Portland, and Casey Family Services. Now operating in a number of Maine communities, CPPC fosters collaboration among front-line providers and encourages the development of informal neighborhood-focused support networks designed to keep families strong and children safe. The goal is to assure that families can readily access assistance from caring neighbors and community agencies to help in times of need, before more costly intervention by child protective services is required. CPPC is supported by the City of Portland, the State of Maine, a wide range of partner agencies, the Annie E. Casey Foundation, Casey Family Services, and Casey Family Programs.

Web site: <http://www.cppccumberland.org>

For more information, contact: (207) 523-5078

**Fostering Connections Resource Center:** The federal Fostering Connections Act builds on prior law by adding a new requirement that case plans for foster children ensure the educational stability of the child and show that the child is a full-time student or is incapable of attending school due to a documented medical condition. This Resource Center, which is managed by Child Trends and The Finance Project, tracks and monitors state-by-state implementation progress and provides information, training, and tools to those implementing or affected by this legislation. Funders of the Fostering Connections Resource Center include: Annie E. Casey Foundation, Casey Family Programs, Dave Thomas Foundation for Adoption, Duke Endowment, Eckerd Family Foundation, Jim Casey Youth Opportunities Initiative, Sierra Health Foundation, Stuart Foundation, and Walter S. Johnson Foundation.

Web site: <http://www.fosteringconnections.org>

For more information, contact: (202) 572-6000 [info@fosteringconnections.org](mailto:info@fosteringconnections.org)

**Starting Early Starting Smart (SESS):** SESS was a national public-private partnership between Casey Family Programs and the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) which tested a model for providing integrated behavioral health services for at-risk children from birth to age 7 and their families in typical early childhood settings, such as child care, Head Start and primary health clinics. The final report on the project indicates that: placing services in settings where families already were bringing their children did improve access and increase utilization; the home environment was strengthened as parental stress and negative behaviors decreased and positive parent-child interactions increased; and the social-emotional and language development of children improved. The web site provides access to extensive documentation about the project and lessons learned, as well as related tools, training resources, and other materials.

Web site: <http://ncadi.samhsa.gov/promos/sess>

**Strengthening Families:** Using the Strengthening Families approach, early care and education programs, child welfare departments, and others seek to build Protective Factors in families that can reduce the incidence of child abuse and neglect. The Protective Factors include: parental resilience; social connections; knowledge of parenting and child development; concrete support in times of need; and children's social and emotional development. The approach was developed by the Center for the Study of Social Policy, with support from the Doris Duke Charitable Foundation and working in collaboration with a set of pilot states. Today, the Strengthening Families National Network links 23 states that have or are exploring statewide initiatives. The Strengthening Families Electronic Library offers extensive resources about the approach and related issues.

Web site: <http://www.strengtheningfamilies.net>

For more information, contact: Center for the Study of Social Policy (202) 371-1565

**Turning the Page: Refocusing Massachusetts for Reading Success; Strategies for improving children's language and literacy development, birth to age 9:** The 2010 report, authored by Nonie K. Lesaux and commissioned by Strategies for Children, Inc., begins with an overview of the importance of reading and the need for attention for Massachusetts' reading scores as forty-three percent of third graders do not read at grade level. The report recommends Massachusetts refocus on reading success, particularly toward the quality of infants' and children's language and reading environments across the many settings in which they are growing up, playing and studying. In the report, the researchers draw on the findings from the most current and salient research, including seminal national reports, policy reports, regulations, state guidelines and standards, and relevant national and state-level data. With this knowledge, the researchers then studied fifteen communities in Massachusetts to get a sense of the challenges faced by students and the resources and services available to them. They found the programs and supports suffered from low-quality implementation and/or lacked sufficient intensity. Given the research, the report features five recommendations for producing measurable success in children's reading outcomes including changes in program design and impact, assessments of children and settings, professional education, curriculum and partnerships with families.

### ***COMMUNITY SCHOOLS***

**Children's Aid Society:** This 150 year old agency provides a comprehensive range of supports and services for children in need, from birth to young adulthood, and for their families. An early leader in today's community schools movement, Children's Aid now operates 21 community schools in New York City, in partnership with the NYC Department of Education. In addition to emphasizing best educational practices, these schools offer: enrichment programs before and after school, on weekends and in the summer; medical, dental, mental health, and social services; parent involvement programs; early childhood education; adult education; and community-wide events. Major private support for the community school program has come from: Charles Hayden Foundation, Citigroup Foundation, Clark Foundation, James and Judith Dimon Foundation, JP Morgan Chase Foundation, Mulago Foundation, Tiger Foundation, and Zoom Foundation.

Web site: <http://www.childrensaidsociety.org>

For more information, contact: National Technical Assistance Center for Community Schools  
(212) 569-2866

**Coalition for Community Schools:** A community school is a place and a set of partnerships between the school and community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement to improve student learning and to develop stronger families and communities. The Coalition, which is housed at the Institute for

Educational Leadership, is an alliance of national, state, and local organizations seeking to: share information about successful community school policies, programs and practices; build broader public understanding of and support for community schools; inform public and private sector policies to strengthen community schools; and develop sustainable sources of funding for community schools. Coalition funders include: Atlantic Philanthropies, Annie E. Casey Foundation, JP Morgan Chase Foundation, Charles Stewart Mott Foundation, Stuart Foundation, and W.K. Kellogg Foundation. Available at the web site: The Early Childhood and Community Schools Linkage Project: A Framework for Action.

Web site: <http://www.communitieschools.org>

For more information, contact: (202) 822-8405 x156

### ***PROMOTING READING***

**100 Book Challenge:** This program of the American Reading Company grew out of an effort by a reading specialist to improve the skills of second graders who were reading at a kindergarten level. She challenged her students to read 100 books, offering them small prizes as incentives, but more important, book choices that aligned with their abilities, so that they would experience success and build enthusiasm for reading more. The positive effects in the district where it was developed led to widespread adoption of the program, first in Philadelphia with support from the William Penn Foundation and eventually well beyond. Today, more than 400 districts in 40 states and the District of Columbia use this standards-based reading approach, which includes students reading independently for 60 minutes a day, using leveled books, professional development to help teachers provide individualized assessment and coaching, and materials for parent participation. Research has demonstrated the program's effectiveness in improving reading skills and shrinking the gap between minority and majority students; its individualized approach makes it particularly helpful with English language learners.

Web site: <http://www.americanreading.com>

For more information, contact: (866) 810-2665

**Between the Lions:** This award-winning PBS television series is designed to foster literacy skills, while playfully demonstrating the joys of reading. Each show aims to give children ages 3 to 7 some of the experiences they need in order to become successful readers. The web site offers: on-line games and off-line activities for children; resources for families, including read-aloud books, books about teaching reading, and videos with ideas for encouraging a budding reader; and information and materials for educators to use in integrating Between the Lions into child care programs, preschool, elementary classrooms, libraries, and after-school programs.

Web site: <http://pbskids.org/lions>

**Children's Reading Foundation:** This organization, which includes a national office and a network of independent community-based Reading Foundations, encourages and educates families about their important role in raising a reader, supports schools in assuring that students read on grade level by the end of third grade, and facilitates community involvement in promoting early literacy and helping young readers be successful. The Ready! for Kindergarten program provides tools and training for parents and other caregivers. Through the Team Read program, volunteer tutors work with students who do not qualify for other remedial programs, but who are reading below grade level; data show that nearly 70% of participants read at grade level by spring of third grade. Local Reading Foundations are self-sustaining non-profits, generally operating as a public-private partnership with school districts; presently, there are chapters in Washington State, where the program began, and in Tennessee, New

York, Idaho, Ohio, Oregon, and Utah. Also available at the web site is information on the National Children's Reading Foundation's work with the Kennewick School District (WA State) to reach the goal that 90% of students in this high-poverty district would be able to read at or above grade level by the end of third grade.

Web site: <http://www.readingfoundation.org>

For more information, contact: (509) 735-9405

**Dolly Parton's Imagination Library:** Dolly Parton began this program in 1996 in her home county in East Tennessee to instill a love of reading in young children and assure that every child has books, regardless of the family's income. Today, over 1,000 communities in the U.S., Canada, and the United Kingdom and more than 560,000 children participate; last year, more than 6 million books were distributed. Children enrolled in the program receive a new, age-appropriate book in the mail every month between birth and age 5. Book selections are rotated periodically so that younger siblings receive different books than those already received by an older child in the home. By tradition, though, the first book a child receives always is The Little Engine That Could and the last one, at age 5, is Look Out Kindergarten, Here I Come. Communities, rather than individual children sign up, and every young child in the community is eligible, reflecting Parton's commitment that "no child would be left out or singled out." The Dollywood Foundation administers the program, which operates in communities through local partnerships.

Web site: <http://imaginationlibrary.com>

For more information, contact: The Dollywood Foundation (865) 428-9604

**Family Reading Partnership (FRP):** This non-profit community organization was founded in Ithaca, NY in 1997 by a coalition of individuals, businesses, schools, libraries and other organizations, with the goal of creating a culture of literacy in which all children in the community experience the pleasure of books as part of everyday family life. Among its programs: on a prenatal visit, expectant parents receive a children's book and adult book on the importance of reading; families receive a book as a gift from the hospital when their baby is born; children receive books at well-child visits, following the Reach Out and Read model; children receive a book as a gift from the school when they are registered for kindergarten; a holiday book drive provides families with new books to give their children as gifts (local book stores offer a 20% discount on books for donation); gently-used books are made available free of charge at locations such as Social Services; human service organizations receive grants to purchase quality children's books for low-income families they are serving; and volunteers travel to day care programs, where they read to children and leave boxes of picture books for the children to enjoy between visits. Support for FRP programs comes from a wide array of people and organizations in Ithaca. A number of other communities in New York State and elsewhere in the national have adopted FRP's approaches.

Web site: <http://www.familyreading.org>

For more information, contact: (607) 277-8602

**Ferst Foundation for Childhood Literacy:** Established in 1999 to foster literacy and creativity among Georgia's pre-kindergarten children, the Ferst Foundation works in partnership with local Community Action Teams to provide books to children and tips for parents through the Dolly Parton Imagination Library and the Leap Into Books initiative. Presently, the program is available in 71 Georgia counties, with an eventual goal of statewide operation. An assessment in Morgan County, the first to adopt the program, showed notable effects – after three years of program operations, the proportion of enrolled children passing the kindergarten readiness test had risen from 45% to 80%. The program, which is free to participating families, is supported by corporate, civic and philanthropic donations. Among major donors are: J.B. Fuqua Family; Dollar General; Community Foundation for Greater Atlanta, Inc.; Home

Deport Foundation; Atlanta Charity Clays, Inc.; J.W. Fund; Lewis Hall and Mildred Sasser Singletary Foundation, Inc.; Tull Charitable Foundation; Georgia-Pacific and Georgia-Pacific Foundation; Community Foundation of South Georgia, Inc.; and Pittuloch Foundation.

Web site: <http://ferstfoundation.org>

For more information, contact: (888) 565-0177

**First Book:** First Book was founded in 1992 by three corporate lawyers who learned that the children they tutored as volunteers at an inner-city soup kitchen had no books to read. The organization provides high-quality new books and other educational materials to preschools, Title I classrooms, after-school programs, mentoring and tutoring programs, shelters, and day care centers, thereby giving teachers and administrators the tools to help the children they serve succeed. In its twenty year history, First Book has delivered more than 70 million books. Books are free or deeply discounted for programs serving children from low-income families. First Book receives the majority of its funding from cause-based marketing campaigns developed in partnership with leading corporations and organizations.

Web site: <http://www.firstbook.org>

For more information, contact: (202) 393-1222

**Joan Ganz Cooney Center:** Sesame Workshop created this Center to catalyze and support research, innovation and investment in digital media technologies to advance children's learning. Its inaugural focus has been on how technology can help elementary-aged children develop the fundamental building blocks of literacy, including reading, writing, speaking and listening. Special emphasis is being given to struggling readers who risk educational failure if they do not catch up to their peers by grade four. Through a partnership with First Book, the University of Maryland and Sirius Thinking Ltd., and with support from the Longview Foundation, the Center is exploring how to most effectively deliver printed and digitally formatted books and interactive educational media through community-based channels to low-income and minority children in the United States. The Cooney Center Prizes for Innovation include cash awards, business planning support, and mentoring to nurture and take to scale breakthrough ideas in children's digital media and learning.

Web site: <http://www.joanganzcooneycenter.org>

Media inquiries: Ellen Lewis (212) 875-6396 [ellen.lewis@sesameworkshop.org](mailto:ellen.lewis@sesameworkshop.org)

Jodi Lefkowitz (212) 875-6497 [jodi.lefkowitz@sesameworkshop.org](mailto:jodi.lefkowitz@sesameworkshop.org)

For more information, contact: (212) 595-3456

**Literacy, Inc. (LINC):** LINC's mission is to help less advantaged communities become "literacy-rich" neighborhoods which foster early literacy skills. It acts as a catalyst, mobilizing parents and other community members and leveraging community resources to provide expanded opportunities for children to read and, ultimately, succeed. LINC Coordinators, who generally come from the community or nearby, organize local stakeholders into neighborhood-based Community Literacy Networks. The Networks develop an array of literacy activities shaped by local needs and resources, which may include unique efforts and/or programs adapted from LINC's menu of services. The LINC menu focuses on four areas: helping parents enhance reading skills at home and become local leaders in promoting literacy; literacy celebrations, such as a 100% Attendance Breakfast and Family Literacy Nights; reading partner programs, including teen tutors and intergenerational programs that pair children with seniors; and reading-related events in collaboration with organizations such as the Bronx Zoo. Founded in 1996, LINC now works with more than 100 schools throughout New York City and in Hudson and Mount Vernon, New York. LINC is supported by public, corporate, philanthropic, and individual contributors.

Web site: <http://www.lincnyc.org>

For more information, contact: (212) 620-5462

**Reach Out and Read (ROR):** Reach Out and Read is a national, non-profit organization founded in 1989 by pediatricians and early childhood educators to promote school readiness and the development of critical early reading skills. In the exam room, the doctor or nurse talks with parents about the importance of reading aloud to their children every day and "prescribes" books; children ages 6 months to 5 years are given a new, developmentally appropriate book to take home and keep. In addition, the doctor's waiting room has displays and books to create a literacy-rich environment and, where possible, volunteer readers entertain the children and model techniques for the parents. 3.9 million children and families receive more than 6 million books annually in programs located in all fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Evaluations of this evidence-based model show that ROR families read together more often and that children enter kindergarten with larger vocabularies and stronger language skills.

Web site: <http://www.reachoutread.org>

For more information, contact: (617) 455-0600

**Reading is Fundamental (RIF):** Started in 1966 by a former teacher as a pilot project in three Washington, D.C. schools, RIF today operates in all fifty states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and Guam, as well as in Argentina and the United Kingdom. Children of all ages can participate, but the highest priority is reaching underserved children from birth to age 8; last year, more than 4 million children received over 15 million new books and other literacy resources. RIF programs seek to prepare and motivate children to read through a variety of enriching activities and by allowing children to choose and keep several books each year, at no cost to the family. Other program components help parents learn how to develop their children's language and literacy skills. More than 100 national foundations, corporations, and local organizations support RIF.

Web site: <http://www.rif.org>

Media inquiries: Melissa Mills (202) 536-3528 [mmills@rif.org](mailto:mmills@rif.org)

For more information, contact: (877) RIF READ or (202) 536-3400

**Reading Rockets:** Reading Rockets is an educational initiative of WETA, the flagship public television and radio station in Washington, D.C., that produces and distributes research-based PBS television programs, online services and professional development opportunities for parents, teachers, child care providers and others who teach children and help struggling readers. The web site provides access to news headlines, sign-up for newsletters and email blasts, research-based articles and other resources, tips for parents and educators, and video interviews with top children's book authors. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs.

Web site: <http://www.readingrockets.org>

**Ready to Read Corps:** This program of the Columbus OH Metropolitan Library strives to prepare children for kindergarten by going into the community to seek out parents and caregivers who don't come to the library. It offers workshops on pre-reading skills at child care sites, provides mobile services such as checking out books and signing up children and adults for library cards, and visits sites like food pantries and benefits offices to teach parents about easy literacy-building activities and to give them a kit that includes puppets, board books, and tips to help prepare their children for school. In addition to how-to guidance about the program, the web site outlines the insightful process of data collection, analysis, and consultation that was undertaken to identify community needs and inform program design. Ready to Read Corps is funded by United Way of Central Ohio, the Siemer Family Foundation, JPMorgan Chase, and Nationwide Insurance Foundation.

Web site: <http://www.columbuslibrary.org/readytoreadcorps>

For more information, contact: (614) 645-2275

**Sesame Workshop:** In 1996, with support from the Carnegie Corporation of New York, Joan Ganz Cooney produced a study entitled The Potential Uses of Television in Preschool Education, which provided a rationale for using television to teach disadvantaged children basic skills. Based on that study, Carnegie, together with the U.S. Office of Education, Corporation for Public Broadcasting, and the Ford Foundation, financed creation of the Children’s Television Workshop, which was renamed Sesame Workshop in 2000. This non-profit organization uses a research-intensive process to develop innovative and engaging educational content that is delivered to millions of children, parents, caregivers, and educators in a variety of ways, including television, radio, books, magazines, interactive media, and community outreach. In addition to Sesame Street, the Workshop is responsible for a host of other programs that nurture early literacy and numeracy, including, for example: Happy, Healthy, Ready for School; Every Day is a Reading and Writing Day; Learning is Everywhere; Talking Cents; and The Electric Company. Today, the Workshop receives public, philanthropic, corporate and individual support. Web site: <http://www.sesameworkshop.org>

### ***SUPPORTING PARENTS' ROLE IN CHILDREN'S HEALTHY DEVELOPMENT***

**Abriendo Puertas/Opening Doors:** Cited by the Harvard Family Research Project as one of twelve “breakthrough family involvement programs” nationwide, Abriendo Puertas targets Latino parents with children 0-5 years of age. This evidence-based program of Families in Schools (Los Angeles) draws on the real life experiences and cultural strengths of participants to build parenting, leadership, and advocacy skills so that children enter school ready to learn and parents are prepared to play an active role in assuring the quality of their educational experience. Thousands of parents already have participated in the 10-session curriculum, and the program continues to grow as people trained as facilitators commit to train at least one additional facilitator in turn. Created with funding from Wellspring Advisors, Abriendo Puertas currently receives support from the Boeing Company, Pritzker Foundation, California Community Foundation, First 5 Santa Clara County, West Ed, the Los Angeles Unified School District, and an anonymous donor. A recent grant from the W.K. Kellogg Foundation will allow Abriendo Puertas to move beyond Los Angeles to train facilitators in New Mexico, Florida and the metropolitan Washington, D.C. area.

Web site: <http://www.familiesinschools.org>

For more information, contact: Sandra Gutierrez [sgutierrez@familiesinschools.org](mailto:sgutierrez@familiesinschools.org)  
(213) 484-2870 x261

**America’s Promise Alliance:** Founded in 1997, America’s Promise Alliance today is a cross-sector partnership of more than 400 organizations working to ensure that all young people graduate from high school ready for college, work and life. To do this, the Alliance is seeking to mobilize communities to provide the resources essential to success, which it calls the Five Promises: 1) caring adults such as parents, teachers, mentors, coaches and neighbors; 2) safe places that offer constructive activities when young people are out of school; 3) a healthy start and healthy development; 4) an effective education; and 5) opportunities to help others. A particular focus of the Alliance, in conjunction with the Annie E. Casey Foundation, is on encouraging and enabling parents to be strong contributors to their children’s success. Their 3A Framework for parent engagement emphasizes: Attendance Every Day, Achievement Every Year and Attainment Over Time. The web site offers examples of promising practices, toolkits, and links to relevant literature and resource organizations.

Web site: <http://www.americaspromise.org>

For more information, contact: (202) 657-0600

**Avance:** Avance is a non-profit organization offering comprehensive early childhood education and family support services, primarily to Hispanic families in low-income, at-risk communities. From its beginning in 1973, when it served 35 families in a public housing development in Dallas, Avance has grown to serve more than 20,000 parents and children in Texas, California and New Mexico. This expansion has been supported by the Texas Education Agency and a consortium of funders that includes the W.K. Kellogg Foundation, Carnegie Corporation of New York, Charles Stewart Mott Foundation, Ford Foundation, Hasbro Children's Foundation, Conrad H. Hilton Foundation, Rockefeller Foundation, and Meadows Foundation. The Avance Parent-Child Education Program Model provides parenting education classes, information and tools for parents, home visits, early childhood education, adult education to promote economic self-sufficiency, and services such as transportation to help families participate on a consistent basis. In 1991, Avance held a reunion for its first group of graduates. The outcomes for this group are notable – 94% of the children had completed or were still attending high school or had received their GED; 43% of the children who had graduated were attending college; and more than half of the mothers who had dropped out of school had returned to complete their GED.

Web site: <http://national.avanceinc.org>

For more information, contact: (210) 270-4630

#### **Engaged Families, Effective Pre-K: State Policies that Bolster Student Success:**

As policy makers across the nation work to raise the quality of publicly funded, voluntary pre-k programs to maximize the benefits to young children and taxpayers, strong evidence indicates that strategies to increase family engagement should be central to those efforts. Family engagement is a unique ingredient of pre-k quality. This report, by Deborah R. Stark and supported by the Pew Center on the States, explores the ways family involvement enhances high-quality pre-k. It also recommends actions policy makers can take to ensure that state programs help families establish a firm foundation of engagement in their children's learning when it matters most ; the early years in life. The report begins by establishing family engagement as an important aspect of pre-k quality. The report then highlights family engagement in current federal policy. The report closes by giving state examples and policy recommendations.

**Even Start:** This federal program provides grants to states to support local family literacy projects that integrate early childhood education, adult education, parenting education, and interactive parent-child literacy activities for low-income families with children birth through age 7. The program's goals are to: help parents improve their literacy or basic educational skills; help parents become full partners in educating their children; and help children reach their full potential.

Web site: <http://www2.ed.gov/print/programs/evenstartformula/index.html>

**Families in Schools (Los Angeles):** This non-profit organization was created in 2001 to sustain and expand the parental involvement efforts begun by the Los Angeles Annenberg Metropolitan Project. Among its programs are: Reading Roads/Caminos Para Leer, a family literacy academy for parents of kindergarten through 5<sup>th</sup> grade students; Read with Me/Lea Conmigo, which trains school and community agency staff in family literacy strategies, so that they in turn can provide workshops for parents; the Million Word Challenge, an annual campaign that challenges students to read a million words outside of the classroom; an annual Family Book Fair; and Abriendo Puertas/Opening Doors, an evidence-based parent leadership training program for Latino parents with children 0-5 years of age.

Web site: <http://www.familiesinschools.org>

For more information, contact: (213) 484-2870

**The Family: America's Smallest School:** This report by the Educational Testing Service examines the kinds of family and home conditions that research has found to make a difference in children's cognitive development and school achievement. Among the areas discussed are: single-parent families; family finances; early literacy development reflecting the extent to which children are spoken and read to; child care disparities; the availability of educational resources such as books and computers; and parent-school relationships. Available at: <http://www.ets.org/research/pic>

**Family and Child Education Program (FACE):** Begun in 1990 and currently operating in 44 schools funded by the U.S. Bureau of Indian Education, FACE is a culturally responsive early childhood/family literacy/parent support and involvement program created by the Parents as Teachers National Center and the National Center for Family Literacy for American Indian families with children prenatal to age 5. The program offers home visits and developmental screenings until children turn 5, early childhood education for children age 3 to 5, adult education, parent education and monthly group meetings for parents, and a resource network. Participating children are enrolled in Dolly Parton's Imagination Library, which provides them with a new book every month up to age 5. Evaluation has shown that FACE improves school readiness, reduces the readiness gap for high-risk American Indian children, provides the early intervention that can reduce the need for placement in school-age special education, and helps parents improve their own literacy and parenting skills.

Web site: <http://www.faceresources.org>

For more information, contact: Debbie Lente-Jojola, U.S. Bureau of Indian Education  
[dlentejojola@bia.edu](mailto:dlentejojola@bia.edu) (505) 563-5258

**HIPPY (Home Instruction for Parents of Preschool Youngsters):** HIPPY is a parent involvement/school readiness program that started as a demonstration project in Israel in 1969. It came to the United States in 1984, and now operates in twenty-two states and the District of Columbia, as well as in six other countries. The program follows a developmentally appropriate curriculum and provides parents of children ages 3 to 5 with books and other materials designed to strengthen their children's cognitive and early literacy skills and their social, emotional and physical development. Parents learn how to use the books and materials with their children through role playing with a home visitor, who often is a community resident with young children, and in group meetings. HIPPY USA is the national oversight and technical assistance organization supporting the state coordinating offices and local programs. Among HIPPY's national supporters are the W.K. Kellogg Foundation, American Express Foundation, Joseph Ciner Foundation, Jewish Endowment Foundation, and JustGive.org. The web site provides more detail about the program model, research documenting HIPPY's positive effects, and a listing of state coordinating offices.

Web site: <http://www.hippyusa.org>

For more information, contact: HIPPYUSA (501) 537-7726

**Motheread, Inc.:** Founded in 1987, Motheread is a national non-profit organization that combines the teaching of literacy skills with child development and family empowerment strategies. Adult classes teach child development and the "why" of reading as well as the "how", as participants learn to be story readers, writers and tellers. Classes for children teach reading, critical thinking, and problem-solving. Motheread's national office certifies instructors, develops curriculum, and supports a multi-state network of affiliated humanities councils.

Web site: <http://www.motheread.org>

For more information, contact: (919) 781-2088

**National Black Child Development Institute (NBCDI):** NBCDI's Love to Read initiative is an early literacy public education program designed to help parents and other caregivers of children ages 0-6 improve the academic performance of African-American children. As part of the campaign, NBCDI has partnered with Reading is Fundamental to provide literacy training to early childhood educators in Nashville, Charlotte, Philadelphia, and Albany NY.

Web site: <http://nbcdi.org>

For more information, contact: (202) 833-2220

**National Center for Family Literacy (NCFL):** Based on the premise that parents and children learn best when learning together, the family literacy approach offers educational opportunities to whole families so that every member is able to improve literacy and life skills. NCFL works with community partners to develop model programs and innovative family literacy strategies. The Toyota Family Literacy Program (TFLP) is a prime example. Currently, 75 sites in 25 cities are helping Hispanic and other immigrant families increase adult English language and literacy skills while also supporting parent's involvement in their children's education. Children in the program are exceeding their peers in academic performance, motivation to learn, attendance, and classroom behavior. NCFL also offers free on-line tools to assist literacy efforts, professional development, and experts who can provide in-depth information on: child, adult and family literacy; reading strategies; and education issues, including those affecting urban and rural communities, English language learners, and American Indians. Available at the web site: [Developing Early Literacy](#), a synthesis of 300 studies on early childhood literacy to determine which methods lead to long-term success.

Web site: <http://www.familit.org>

For more information, contact: (502) 584-1133

**Nurse-Family Partnership:** Nurse-Family Partnership is an evidence-based community health program which offers ongoing home visits from registered nurses to help low-income first-time moms have a healthy pregnancy, provide responsible and competent care for their children, and become more economically self-sufficient. Well-designed studies have shown substantial and sustained benefits for both mothers and children. As of January 2010, Nurse-Family Partnership is operating in twenty-nine states, with oversight and assistance from national headquarters in Denver. Among the national-level funders are: Edna McConnell Clark Foundation, Bill and Melinda Gates Foundation, Fox Family Foundation, Google Grants, William Randolph Hearst Foundation, Robert Wood Johnson Foundation, W.K. Kellogg Foundation, Kresge Foundation, Medimmune LLC, Wells Fargo Foundation, Robertson Foundation, Johnson and Johnson, EON Office, Andavo Travel, *enVision* Business Consulting, and Applied Trust Engineering. The web site provides detailed information on the program model, evaluation data, state profiles, and links to associated research.

Web site: <http://www.nursefamilypartnership.org>

Media Inquiries: Julian Kesner [julian.kesner@nursefamilypartnership.org](mailto:julian.kesner@nursefamilypartnership.org)

Lauren Baker [lauren.baker@nursefamilypartnership.org](mailto:lauren.baker@nursefamilypartnership.org)

(866) 864-5226

For more information, contact: (866) 864-5226 or (303) 327-4240

**Parent Leadership Training Institute (PLTI):** This program – designed by the American Leadership Forum, Leadership Greater Hartford, and the Connecticut Commission on Children – helps parents and grandparents become leading advocates for children through a training program and by developing communities of graduates who will support one another in skills development and action for children. The 20-week leadership training course includes classes, field activities, and a community project., capped by a graduation ceremony where participants receive diplomas from the CT Secretary of State.

An evaluation showed that PLTI provides participants with new skills and knowledge valuable for supporting improved child outcomes, as well as a greater sense of efficacy; alumni report increased civic engagement, and many have launched new programs and services in their community.

Web site: <http://www.cga.ct.gov/COC/plti.htm>

For more information, contact: Connecticut Commission on Children (860) 240-0290

**Parents as Teachers (PAT):** With funding from the State of Missouri and the Danforth Foundation, Parents as Teachers began in 1981 as a pilot project for first-time parents of newborns. In 2005, Meld, a Minnesota program to meet the needs of new parents, merged with PAT, adding to the services and products available to parents and those who work with them. Today, PAT operates in all fifty states and several other countries, and families with children up to kindergarten entry may participate. The Parents as Teachers Born to Learn model includes: home visits in which parent educators share child development information with parents, address parenting concerns, and engage the family in activities that nurture child development; group meetings for parents; annual developmental, health, vision, and hearing screening of children; and help to families to identify and connect with needed services. Among the PAT National Center's major funders are the McKnight Foundation, Aaron Foundation, Boeing Company, Express Scripts Foundation, General Mills Foundation, and Missouri Foundation for Health. The Annie E. Casey Foundation supported a 2009 strategic planning process. The web site provides detailed information on the program's history, design, and operation, as well as a listing of programs around the country.

Web site: <http://www.parentsasteachers.org>

For more information, contact: (314) 432-4330

**Raising a Reader (RAR):** Raising a Reader is an evidence-based program that seeks to foster healthy brain development, parent-child bonding and early literacy skills critical for school success by engaging parents in a routine of daily "book cuddling" with their children from birth to age 5. It began within a partnership of the San Mateo County Library and the Peninsula Community Foundation and grew with the aid of the Foundation's Center for Venture Philanthropy; although now an independent organization, it maintains a relationship with the Silicon Valley Community Foundation, which was created through a merger of the Peninsula Community Foundation and the Community Foundation of Silicon Valley. In 2009, the program was implemented by local affiliates at over 2,400 locations around the nation. Each week, children take home bright red bags filled with books that are age-appropriate and tailored to suit diverse cultural traditions and linguistic demographics. The children must return those books, which are rotated to another family, but they also receive a blue bag that is theirs to keep and to use when they visit local libraries. In addition to the book circulation, parents are taught read-aloud strategies grounded in language development research. Studies have shown that RAR increases the amount of time parents spend reading to their children, the number of visits to a library, and kindergarten readiness skills; effects have been particularly notable in Spanish-speaking households. The web site includes a searchable database of local programs.

Web site: <http://www.raisingareader.org>

For more information, contact: (650) 450-5566

**SUPPORTING PARENT ENGAGEMENT: Lessons from Settlement House Programs:** United Neighborhood Houses (UNH) is the membership organization of New York City settlement houses and community centers. Rooted in the history and values of the settlement house movement, UNH promotes and strengthens the neighborhood-based, multi-service approach to improving the lives of New Yorkers in need and the communities in which they live. UNH's membership comprises one of the largest human service systems in New York City, with 38 agencies working at more than 400 sites to provide high

quality services and activities to a half million New Yorkers each year. UNH supports its members through policy development, advocacy and capacity-building activities. In December 2009, UNH released SUPPORTING PARENT ENGAGEMENT: Lessons from Settlement House Programs, a report that draws on the experiences of six UNH member agencies, all based in New York City, that have received grants from the MetLife Foundation to support parent engagement work. UNH's Parent Engagement Project, on which the report is based, was intended to help agencies that participated in the Project sustain and expand their parent engagement work and allow these agencies to partake in periodic peer exchange discussions on best practices. The report uses the experiences of the six UNH sites in the Project to describe the real-life challenges of parent engagement programming and to highlight best practices for meeting the challenges and for offering families meaningful, high quality activities and services.

Web sites: United Neighborhood Houses <http://www.unhny.org/>

The Parent Engagement Project: <http://www.unhny.org/beta/promoting/parents.cfm>

**Talaris Institute/Parenting Counts:** The Institute was established in 2000 by new parents Bruce and Jolene McCaw to translate what researchers know about how babies and young children learn into usable information for parents and caregivers. From an initial Talaris-PBS partnership that developed one-minute television spots and companion workshops for parents, the Parenting Counts product line has grown to include a wide range of high-quality, research-based, easy-to-use tools and materials to support early childhood development and the parent-child relationship.

Web site: <http://www.talaris.org>; <http://parentingcounts.org>

For more information, contact: (206) 859-5600

**What Works for Parent Involvement Programs for Children: Lessons from Experimental Evaluations of Social Interventions** and **What Works for Parent Involvement Programs for Adolescents: Lessons from Experimental Evaluations of Social Interventions**. These 2009 publications synthesize the findings from rigorous evaluations of parent involvement interventions. They are available from the Child Trends LINK database.

Web site: [http://www.childtrends.org/Files/Child\\_Trends-2009\\_12\\_09\\_FS\\_WWParentInvolveProg.pdf](http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWParentInvolveProg.pdf)

[http://www.childtrends.org/Files/Child\\_Trends-2009\\_12\\_09\\_FS\\_WWParentInvolveAdol.pdf](http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWParentInvolveAdol.pdf)

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Additional resources available online at <http://datacenter.kidscount.org/readingmatters.aspx>

## ACHIEVING READING PROFICIENCY BY THE END OF THIRD GRADE

A Resource Guide  
To Accompany the 2010 KIDS COUNT Special Report  
From the Annie E. Casey Foundation

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**RECOMMENDATION 3: PRIORITIZE, SUPPORT, AND INVEST IN RESULTS-DRIVEN INITIATIVES TO TRANSFORM LOW-PERFORMING SCHOOLS INTO HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENTS IN WHICH ALL CHILDREN, INCLUDING THOSE FROM LOW-INCOME FAMILIES AND HIGH-POVERTY NEIGHBORHOODS, ARE PRESENT, ENGAGED, AND EDUCATED TO HIGH STANDARDS.**

### ***ADDRESSING THE OPPORTUNITY TO LEARN***

**National Opportunity to Learn (OTL) Campaign:** The Schott Foundation for Public Education is managing a collaborative philanthropic effort to build public will for ensuring that all students have a guaranteed right to four core resources needed to provide a fair and substantive Opportunity to Learn – access to highly effective teachers; early childhood education; college preparatory curricula; and equitable instructional resources. Over a five-year period, the OTL Campaign will seek adoption of this framework in at least seven nationally significant states, working toward establishing a federal right to an "opportunity to learn" for all students. The Schott Foundation's partners include: 21st Century Foundation, Charles A. Freuauuff Foundation, Ford Foundation, KnowledgeWorks Foundation, Lumina Foundation, National Education Association, Nellie Mae Foundation, Rauch Foundation, Susan Sandler of the Sandler Foundation, and Winthrop Rockefeller Foundation. Available at the web site: [Lost Opportunity: A 50-State Report on the Opportunity to Learn in America](#) (summary and information on accessing the full report and an on-line database).

Web site: <http://www.schottfoundation.org>

Media inquiries: Shawna Ellis (617) 876-7700

For more information, contact: (617) 876-7700

**Turning the Page: Refocusing Massachusetts for Reading Success; Strategies for improving children's language and literacy development, birth to age 9:** The 2010 report, authored by Nonie K. Lesaux and commissioned by Strategies for Children, Inc., begins with an overview of the importance of reading and the need for attention for Massachusetts' reading scores as forty-three percent of third graders do not read at grade level. The report recommends Massachusetts refocus on reading success, particularly toward the quality of infants' and children's language and reading environments across the many settings in which they are growing up, playing and studying. In the report, the researchers draw on the findings from the most current and salient research, including seminal national reports, policy reports, regulations, state guidelines and standards, and relevant national and state-level data. With this knowledge, the researchers then studied fifteen communities in Massachusetts to get a sense of the challenges faced by students and the resources and services available to them. They found the programs and supports suffered from low-quality implementation and/or lacked sufficient intensity. Given the research, the report features five recommendations for producing measurable success in children's reading outcomes including changes in program design and impact, assessments of children and settings, professional education, curriculum and partnerships with families.

## **IMPROVING TEACHING**

**American Federation of Teachers (AFT) Innovation Fund:** This fund provides grants to AFT affiliates nationwide to develop bold innovations in public schools. Among the projects undertaken thus far are fresh ways to evaluate, pay, and recruit teachers. In addition to the AFT, supporters of the Innovation Fund include: Carnegie Corporation of New York, Ford Foundation, Charles Stewart Mott Foundation, Bill and Melinda Gates Foundation, and Eli and Edythe Broad Foundation.

Web site: <http://www.aft.org/about/innovate/>

For more information, contact: (202) 393-6341 [innovate@aft.org](mailto:innovate@aft.org)

**Boston Teacher Residency (BTR):** BTR is a joint initiative of the Boston Public Schools and the Boston Plan for Excellence, Boston's local education foundation. The program recruits talented college graduates, career changers and community members for a year-long classroom apprenticeship working under an experienced mentor teacher and a commitment to teach in the Boston public schools for at least three years after the apprenticeship. During the apprenticeship, participants also pursue rigorous coursework, thus benefiting from a unique blend of theory and practice and enabling them to earn a Master's degree and initial licensing by the end of the year. Full tuition is forgiven for BTR participants who complete the three-year teaching commitment. To support replication of the model, BTR co-founded Urban Teacher Residency United, a non-profit organization that serves residency programs nationwide. In addition to support from the Boston Public Schools, Americorps and the U.S. Department of Education, BTR receives funding from: Barr Foundation, Richard and Susan Smith Family Foundation, W. Clement and Jessie V. Stone Foundation, Harold Whitworth Pierce Charitable Trust, Shippy Foundation, Motorola Foundation, Ford Foundation, Carnegie Corporation of New York, Cabot Family Charitable Trust, and Braitmayer Foundation.

Web site: <http://www.bostonteacherresidency.org>

For more information, contact: (617) 227-8055

**Bush Foundation:** In December 2009, the Bush Foundation launched a \$40 million, ten-year initiative being undertaken in partnership with fourteen higher education institutions to transform teacher-preparation programs in Minnesota, North Dakota, and South Dakota. Collectively, the institutions are expected to produce at least 25,000 new effective teachers over the next ten years, representing virtually all of the new teachers the three states will need in that period. The initiative is part of the Bush Foundation's efforts to increase by 50% the number of students in the three states who are on-track to earn a degree after high school and to eliminate disparities among diverse student groups.

Web site: <http://www.bushfoundation.org/education/teinitiative.asp>

Media inquiries: C. Scott Cooper (651) 245-9039 [scooper@bushfoundation.org](mailto:scooper@bushfoundation.org)

For more information, contact: (651) 227-0891

**Children's Literacy Initiative (CLI):** This professional development organization seeks to close the gap between disadvantaged children and their more affluent peers by providing pre-K through 3rd grade educators with high-impact techniques to teach reading and writing to children with little early literacy experience. CLI offers: seminars and workshops; coaching for individual teachers, small groups of teachers, and grade-level teams; and curricula to build young children's literacy skills. 135 model classrooms in low-income neighborhoods located in five states let visiting teachers see first-hand the impact of rich literacy environments, exemplary teaching, and high expectations for students. One of a number of assessments showing CLI's positive impact is an evaluation of a CLI project in Philadelphia that was commissioned by the William Penn Foundation. The study found that students in schools with

CLI Model Classrooms consistently outperform their peers in the district's literacy skill development assessments. CLI funders include, among others: Pew Charitable Trusts, William Penn Foundation, CIGNA Foundation, Prudential Foundation, Geraldine R. Dodge Foundation, and Verizon.

Web site: <http://www.cliontheweb.org>

For more information, contact: (215) 561-4676

**Denver Professional Compensation Plan for Teachers (ProComp):** In 2005, the Denver Public School System adopted a groundbreaking pay-for-performance teacher compensation system. ProComp provides pay bonuses and raises for teaching in high-poverty schools or subject areas with personnel shortages, showing student achievement as measured by test scores, and pursuing professional development that yields classroom benefits. According to a report by the Colorado Association of Funders, "Early results show teachers enrolled in ProComp have more success in sparking student achievement than teachers paid under the traditional salary system." The Rose Community Foundation provided planning and early implementation funding for the collaborative effort by the teachers union and the school district; adding to Rose's \$4 million investment were another \$2.5 million contributed by the Daniels Fund and other philanthropic groups. Once able to demonstrate its effectiveness, ProComp garnered sufficiently strong backing that Denver voters approved a property tax increase to pay for the \$25 million cost.

Web site: <http://denverprocomp.dpsk12.org>

**International Reading Association (IRA):** IRA is a membership organization for literacy professionals. It works to advance the quality of literacy instruction and research through professional development activities, publications, advocacy, recognition awards, and grants. Among the journals IRA publishes is The Reading Teacher for those working with children up to age 12.

Web site: <http://www.reading.org>

For more information, contact: (800) 336-7323 or (202) 624-8800

**Read Right From the Start:** This initiative to provide research-based literacy training to pre-K teachers is being piloted at twenty pre-K sites in Georgia. The goal is to impact teachers' classroom practice through ongoing, embedded professional development that will lead to improved literacy skills for pre-K students. The project is a public-private partnership with the Rollins Center for Language and Learning at the Atlanta Speech School, Smart Start Georgia, United Way of Metropolitan Atlanta, Georgia State University, the Hanson Initiative for Language and Literacy at Massachusetts General Hospital, Bright from the Start, and the Georgia Department of Early Care and Education.

For more information, contact: Comer Yates, Executive Director, Atlanta Speech School (404) 233-5332

**Teachers College Reading and Writing Project (TCRWP):** Located at Teachers College, Columbia University, TCRWP has been supporting literacy instruction through research and professional development for more than twenty-five years. Presently, it is working with teachers in more than 600 schools in New York City and around the country. Data show that students in the Project schools achieve at a higher level than their counterparts in non-Project schools.

Web site: <http://www.readingandwritingproject.com>

**Teach for America:** Since 1990, Teach for America has recruited, trained, and placed individuals with a record of leadership and high achievement, but generally not with prior preparation to teach, to serve as teachers in low-income communities for at least two years. Presently more than 8,000 teachers are working in 39 urban and rural regions, serving more than 500,000 students annually. Since the program's inception, more than 20,000 Teach for America members have reached more than 3 million

students. Teach for America has an extensive list of public, philanthropic, corporate and individual supporters who contribute to its work nationally and at the regional level (full list available at the web site).

Web site: <http://www.teachforamerica.org>

Media inquiries: (212) 279-2080 x11137 [press.center@teachforamerica.org](mailto:press.center@teachforamerica.org)

For more information, contact: (800) 832-1230 or (212) 279-2080

**Thinkfinity:** The cornerstone of the Verizon Foundation’s Literacy, Education and Technology initiatives, Thinkfinity is a free, comprehensive digital platform designed to improve learning in and beyond the classroom through high-caliber content and professional development. The platform offers grade-specific teaching and learning resources developed by Content Partners in nine subject areas, an on-line community through which members can share ideas and resources, at-home activities for students and parents, and access to on-line and face-to-face training opportunities. Reading-related content is developed by the National Center for Family Literacy, ProLiteracy, the International Reading Association, and the National Council of Teachers of English. Content in all areas is aligned with national standards and, through partnerships with state education agencies, with state-specific standards.

Web site: <http://thinkfinity.org>

### ***SCHOOLWIDE IMPROVEMENT***

**Academy for Urban School Leadership (AUSL):** AUSL was founded in 2001 to improve student achievement in Chicago’s high-poverty, chronically failing schools. It trains teachers in a rigorous one-year residency program and then places them in AUSL-managed turnaround schools to effect whole-school transformation. AUSL has been responsible for eight turnaround schools since 2006 and will take on four more in the 2010-11 school year, including renovating facilities and introducing a new climate and culture of success, new curriculum, new leadership and new staff, many of whom are graduates of the AUSL urban teacher residency program. Students in AUSL-managed turnaround schools are showing substantial gains on Illinois Standard Achievement Tests. AUSL receives funding from the Chicago Public Schools and various foundations, groups and individuals, including these major donors: Bill and Melinda Gates Foundation, New Schools Venture Fund, and Michael and Susan Dell Foundation.

Web site: <http://www.ausl-chicago.org>

For more information, contact: (773) 534-0129

**AppleTree Institute for Education Innovation:** AppleTree provides evidence-based accelerated early language and literacy programs for underserved preschool children in Washington, D.C. , with the aim of closing the achievement gap. Presently, it operates four charter preschools, and also provides professional development, assessment, and evaluation to additional schools. Evaluation of AppleTree’s approach has shown substantial benefit on key school readiness indicators. AppleTree receives support from philanthropy and the federal government, and recently was awarded an i3 grant from the U.S. Department of Education.

Web site: <http://www.appletreeinstitute.org>

For more information, contact: (202) 488-3990

**Bay State Reading Institute (BSRI):** Since 2005, BSRI has been working with Massachusetts elementary schools to achieve literacy-centered, data-driven, whole school reform. The focus is on schools with a high proportion of low-income, minority, or limited English students. Professional development for teachers, principals, and other school personnel is a key component of their work, much of which is provided in the form of mentoring and coaching by former master literacy specialists and high-

performing principals. Outcomes analysis has shown that the number of students who are proficient or advanced readers doubles in the first two years of BSRI partnership with a school. BSRI receives funding from the state and federal government, businesses, and foundations; among the latter are the Boston Foundation and the Community Foundation of Western Massachusetts. Recently, BSRI was awarded an i3 grant from the U.S. Department of Education.

Web site: <http://www.BayStateReading.org>

**Foundations, Inc.:** Foundations, Inc. is a non-profit organization that works with school and community leaders to improve educational opportunities for children and youth. The organization provides assessment, technical assistance and professional development to improve instruction and address other components that contribute to a high-quality learning experience. Foundations, Inc. also operates afterschool programs and an urban farm at a Philadelphia high school, which provides students with experience running a cooperative food business and yields produce which is donated to local homeless shelters. Since 2002, Foundations, Inc. has managed previously underperforming schools in Northwest Philadelphia through its Neighborhood School Network; in one of its notable success stories, a high school in this network no longer is listed as a "persistently dangerous school" and the proportion of students meeting graduation requirements has gone from less than 50% to more than 80%.

Web site: <http://www.foundationsinc.org>

Media inquiries: John Henderson (856) 533-1600 [jhenderson@foundationsinc.org](mailto:jhenderson@foundationsinc.org)

For more information, contact: (888) 977-5437

**Grade Level Reading: An Action Framework for School and District Leaders:** This publication by Foundations, Inc., released in 2011, identifies eight key elements and associated strategies through which districts and schools can enable all children to read on grade level by third grade. The elements and strategies are based on the organization's extensive work with urban schools, including a set of schools in sites that are part of the Annie E. Casey Foundation's *Making Connections* initiative. The report can be viewed and downloaded at the web site.

Web site: [www.foundationsinc.org](http://www.foundationsinc.org)

For more information, contact: (888) 977-5437

**KIPP (Knowledge is Power Program):** KIPP is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and life. Started in 1994 by two former Teach for America teachers who opened KIPP Academies in inner-city Houston and the South Bronx, the organization has now grown to include 16 elementary schools (pre-K through grade 4), 55 middle schools (grades 5-8), and 11 high schools located in nineteen states and the District of Columbia. More than 21,000 students attend these schools, all of which share a core set of operating principles: a culture of achievement and support grounded in high expectations; students, their parents and the faculty choose to be in the program and make a commitment to excellence; an extended school day, week and year to give more time for academics and extracurricular experiences; flexibility and autonomy for principals to pursue maximum effectiveness with their students; and a relentless focus on high student performance on standardized tests and other objective measures. National supporters of KIPP include: Doris & Donald Fisher Fund, Walton Family Foundation, Atlantic Philanthropies, Broad Foundations, Bill & Melinda Gates Foundation, Michael & Susan Dell Foundation, Rainwater Charitable Foundation, Robertson Foundation, Thomas and Susan Dunn, Ewing Marion Kauffman Foundation, Abrams Foundation, All Stars Helping Kids, Annie E. Casey Foundation, CityBridge Foundation, Credit Suisse, John and Laura Fisher, Robert and Elizabeth Fisher, William and Sakurako Fisher, Goldman Sachs Foundation, Goldsbury Foundation, Kinder Foundation, Koret Foundation, Leon Lowenstein Foundation, Hee-Jung and John Moon, Stephen Jr. and Susan

Mandel, Jay Pritzker Foundation, Lynne and Harry Bradley Foundation, NewSchools Venture Fund, NFL Charities, Peter B. and Adeline W. Ruffin Foundation, and Select Equity Group, Inc.

Web site: <http://www.kipp.org>

Media inquiries: Steve Mancini (415) 531-5396 [smancini@kipp.org](mailto:smancini@kipp.org)

For more information, contact: (866) 345-5477

**New Leaders for New Schools:** Through a combination of coursework and a residency year working with a mentor principal, this program, which was created in 2000, prepares aspiring school leaders to manage an urban public school so that every student achieves academic excellence. Programs operate in California's Bay Area, Charlotte (NC), Chicago, Baltimore, Prince George's County (MD), Memphis, Milwaukee, Greater New Orleans, Greater New York City, Newark, and Washington D.C. Preliminary data indicate that students in elementary and middle schools led by New Leaders principals for at least three years are academically outpacing their peers by statistically significant margins. In 2006, New Leaders for New Schools established the Effective Practice Incentive Community (EPIC), which provides monetary awards to school leaders and teachers whose students are making significant academic gains in exchange for sharing their effective practices with other educators. New Leaders for New Schools receives funding from federal, state, local, philanthropic, corporate, and individual sources, including major donations from the following foundations: Bill and Melinda Gates Foundation, Broad Foundation, Carnegie Corporation of New York, Hyde Family Foundations, Michael and Susan Dell Foundation, Noyce Foundation, Pearson Foundation, Doris and Donald Fisher Fund, Harry and Jeannette Weinberg Foundation, Joyce Foundation, Schwab Foundation, and Walton Family Foundation.

Web site: <http://www.nlms.org>

Media inquiries: Margot Simmons [press@nlms.org](mailto:press@nlms.org) (646) 792-1054

For more information, contact: (646) 792-1070

**Project GRAD:** This program introduces a set of high-impact approaches to teaching reading and mathematics and managing classrooms into an entire feeder system -- a high school and all elementary and middle schools which feed students into it -- which contributes to a comprehensive and coherent educational experience as students move from grade to grade and school to school. Developed initially in Houston, the program has since expanded to Akron, Alaska, Atlanta, Brownsville, Cincinnati, Knoxville, Lorain, Los Angeles, Newark and Long Island, serving more than 120,000 students in over 200 disadvantaged public schools. One of Project GRAD's key focus areas is literacy, and most of its schools use the Success for All reading program. Parent involvement also is emphasized, and Project GRAD schools have full-time social service staff. Project GRAD has helped increase achievement levels, high school graduation rates, and college attendance and completion, and has narrowed achievement gaps. In addition to numerous public, philanthropic and corporate supporters at each local site, the national umbrella Project GRAD USA receives major support from: Bill and Melinda Gates Foundation, KnowledgeWorks Foundation, Battelle Memorial Institute, Pennsylvania Department of Education, U.S. Department of Education, Cornerstone Foundation, Continental Airlines, Lumina Foundation for Education, McKaCo Charitable Foundation, Vinson and Elkins, Cockrell Foundation and Simmons Foundation.

Web site: <http://www.projectgrad.org>

For more information, contact: (713) 986-0499

**P.S. 112 Jose Celso Barbosa:** This New York City pre-K through Grade 2 school serves about 300 children, virtually all of whom are low-income and nearly a fourth of whom are limited English proficient. For the school year 2009-2010, all P.S. 112 students were tested, and all made Adequate Yearly Progress in English Language Arts. The school has been recognized by New York State as an

Outstanding Early Childhood and High-Performing Gap-Closing School; New York City has named P.S. 112 as a Mentor School demonstrating best practices in early childhood literacy and math. Among the reading-related strategies used by the school are Read Aloud, Phonemic Awareness, Shared Reading, Guided Reading, Independent Reading, Comprehension and Vocabulary Instruction, and Independent, Shared, Guided and Interactive Writing. Early identification of low-performing students allows an Academic Intervention Team to provide them with the additional support they need to succeed.

Web site: <http://schools.nyc.gov/SchoolPortals/04/M112>

For more information, contact: Eileen Reiter, Principal (212) 860-5868

**School Development Program (SDP)/also known as the Comer Process:** Developed by child psychiatrist James Comer and colleagues at the Yale Child Study center, in collaboration with the New Haven Public Schools, SDP is a research-based, comprehensive K-12 education reform program grounded in the principles of child, adolescent and adult development. The program brings together administrators, teachers, support staff, and parents within a framework for planning and managing all the activities of a school based on the developmental needs of its students. Evaluation has shown that SDP improves school and classroom climate, attendance and academic achievement and narrows the achievement gap. Since its creation in 1968, the Comer Process has been used in more than 1100 schools across the country.

Web site: <http://medicine.yale.edu/childstudy/comer/>

For more information, contact: (203) 737-4000

**Success for All (SFA):** In 1987, Robert Slavin and Nancy Madden of Johns Hopkins University began a pilot test of a prototype school reform approach that embedded cooperative learning in the curriculum. A year later, they added five more schools to the original participating elementary school; today, the SFA model is used by schools in 48 states, Guam and the Virgin Islands, and versions have been implemented in other countries. Success for All is a whole-school reform model particularly designed for disadvantaged students that includes a reading, writing and oral language development program for students in pre-K through eighth grade. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability; certified teachers provide extra tutoring to students who are having difficulty reading at the same level as their classmates. Success for All schools also emphasizes family and community involvement. Rigorous studies have shown that students in schools following the Success for All model achieve at significantly higher levels than similar students in control schools, and that the black-white achievement gap is rapidly narrowed. The Success for All Foundation (SFAF) provides intensive initial training and ongoing coaching to implementing schools.

Web site: <http://www.successforall.net>

Media Inquiries: Mia Proctor (800) 548-4998 x2386 [mproctor@successforall.org](mailto:mproctor@successforall.org)

For more information, contact: (800) 548-4998 x2372

## ***STANDARDS AND ACCOUNTABILITY***

**“Best Practices for State Assessment Systems Part I: Summary of a Workshop.”** This report summarizes a National Academies of Sciences workshop on school achievement assessment and accountability systems. The report focuses on lessons to be drawn from past experiments with innovative assessments, technical challenges, and the opportunities presented by the current common standards movement. The Workshop was convened with funding from James B. Hunt, Jr. Institute for Educational Leadership and Policy, the Bill & Melinda Gates Foundation, and the Stupski Foundation.

Web site: <http://www.nap.edu/catalog/12906.html>

## **SUPPORTING ENGLISH LANGUAGE LEARNERS**

**¡Colorín Colorado!**: ¡Colorín Colorado!, an educational initiative of WETA, Washington, D.C.'s flagship public television and radio station, is a free bilingual (Spanish-English) web site that provides research-based and best practice information, activities, and advice for families and educators of English Language Learners. Tip sheets for parents of children in preschool through 3<sup>rd</sup> grade are available at the web site in **eleven languages**; tip sheets for parents of babies and toddlers are presently available only in English and Spanish, but will be translated into the other languages shortly. Major funding comes from the American Federation of Teachers, with additional support from the National Institute for Literacy and the U.S. Department of Education.

Web site: <http://www.colorincolorado.org>

**“Effective Reading Programs for English Language Learners and Other Language-Minority Students,”** by A. Cheung and R.E. Slavin in Bilingual Research Journal (2005). Available at The Best Evidence Encyclopedia, a free web site created by Johns Hopkins University with funding from the U.S. Department of Education.

Web site: [http://www.bestevidence.org/reading/ell/ell\\_read.htm](http://www.bestevidence.org/reading/ell/ell_read.htm)

**“Language Diversity, School Learning, and Closing Achievement Gaps: A Workshop Summary.”** This report is a summary of the proceedings of a National Academies of Sciences workshop focusing on language development, school achievement, and instructional approaches for English Language Learners, speakers of diverse dialects, and speakers of non-standard English. The workshop was sponsored by the William and Flora Hewlett Foundation.

Web site: <http://www.nap.edu/edu/catalog/12907.html>

**Montgomery County, Maryland:** When Jerry Weast became Superintendent in 1999, he focused on helping the county's rapidly growing population of low-achieving, low-income students, many of whom were black or Latino. He secured extra funding for schools serving these students, reduced kindergarten, first and second grade class size in those schools, started all-day kindergarten, and provided summer learning opportunities. The school system also adopted a data-driven approach that uses intensified assessments and real-time collection of test scores, grades and other data to identify problems and speed up interventions such as after-school tutoring, study sessions and meetings with families. In a dramatic contrast to performance levels only a few years ago, for the past two years, almost 90% of kindergarten students ended the year able to read simple text proficiently, with only marginal differences among races and income groups. Leading for Equity: The Pursuit of Excellence in the Montgomery County Public Schools (July 2009), published by Harvard Education Press, discusses the elements of Montgomery County's approach and the lessons other districts can draw from their experience.

For more information, contact: Janine Bacquie (301) 230-0691 [Janine\\_G\\_Bacquie@mcpsmd.org](mailto:Janine_G_Bacquie@mcpsmd.org)  
[See also Recommendation 1/Lessons in Early Learning: Building an Integrated Pre-K-12 System in Montgomery County Public Schools]

**National Center for Latino Child and Family Research:** This nonpartisan center conducts new research, disseminates research-based information on issues relevant to Latino children and families and provides research-based technical assistance to practitioners. Among the focus of current projects are preschool and child care programs serving Latino and migrant children and assessment approaches for English language learners. Funders include: A.L. Mailman Family Foundation, Council of Chief State School Officers, First 5 LA, Foundation for Child Development, National Center for Research in Early Childhood

Education, U.S. Department of Health and Human Services, Morgridge College of Education at the University of Denver, and Pew Charitable Trusts.

Web site: <http://www.latinochildresearch.org/>

For more information, contact: Michael Lopez, Executive Director [milopez@earthlink.net](mailto:milopez@earthlink.net)

**National Council of La Raza (NCLR):** Through its affiliates in sixteen states and the District of Columbia, NCLR is working to increase the percentage of Latino children who are “school ready” at entry into kindergarten. Its bilingual early literacy development initiative seeks to equip parents with the information and tools to nurture their children’s learning and to become advocates for their children in early childhood programs and schools.

Web site: <http://www.nclr.org>

For more information, contact: (202) 785-1670

**National Task Force on Early Childhood for Hispanics:** This task force brought together policymakers, business and community leaders, early childhood educators, and researchers to address school readiness of young Hispanic children and ways ultimately to support their long-term academic achievement. Funders included: Foundation for Child Development, A. L. Mailman Foundation, Marguerite Casey Foundation, Peppercorn Foundation, and the Winthrop Rockefeller Foundation. The Task Force concluded its work and has disbanded, but resources developed through its efforts are available at the web site.

Web site: <http://www.echispanic.org/>

**New American Children (NAC) Initiative:** This initiative of the Foundation for Child Development aims to build a knowledge base about the well-being of young children living in immigrant families, how best to nurture and educate our newest Americans, and how to connect research with sound policies and practices to improve their life prospects. An important component of the effort is the Young Scholars Program, which supports basic and policy-relevant research about the early education, health, and well-being of children in immigrant families from birth to age nine. Information on the Initiative and resources about English language learners is available at the Foundation's web site.

Web site: [http://www.fcd-us.org/initiatives/initiatives\\_show.htm?doc\\_id=463971](http://www.fcd-us.org/initiatives/initiatives_show.htm?doc_id=463971)

## ***TUTORING/MENTORING***

**Experience Corps:** A 1988 concept paper by John Gardner, former Secretary of Health, Education and Welfare and founder of Common Cause, envisioned this program to mobilize older Americans to revitalize their communities. Experience Corps became a reality seven years later, with the launch of pilot projects in five cities. Today, 2,000 Experience Corps members in twenty-two cities tutor and mentor K-grade 3 students, help teachers in the classroom, and lead after-school enrichment activities. Studies show that Experience Corps' work with students helps increase reading comprehension, raise performance on assessment tests, and improve classroom behavior. Among current and recent funders are: Atlantic Philanthropies, Charles Stewart Mott Foundation, David and Lucile Packard Foundation, Corporation for National Service, Deerbrook Charitable Trust, Robert Wood Johnson Foundation, Fidelity Charitable Gift Fund, Patton Family Charitable Trust, UPS, and Virginia Piper Charitable Trust.

Web site: <http://www.experiencecorps.org>

Media inquiries: Lindsay Moore (202) 478-6159 [lmoore@experiencecorps.org](mailto:lmoore@experiencecorps.org)

For more information, contact: (202) 478-6190

**Jumpstart:** Jumpstart brings college students and community volunteers together with preschool children in low-income communities for a full school year of individualized mentoring and tutoring. Its roots go back to 1993, when fifteen Yale University students partnered with fifteen preschool children in New Haven, Connecticut; in the 2009-10 school year, nearly 13,000 children are being served in partnership with more than 250 early learning centers and 62 universities and colleges. Jumpstart volunteers work with children one-on-one and in groups, using a research-based curriculum that focuses on building the children's language literacy and social and emotional skills. Regional sponsors of Jumpstart programs include many national and local foundations and corporations.

Web site: <http://www.readfortherecord.org>

Media inquiries: Jodi Hullinger (857) 413-4624 [jodi.hullinger@jstart.org](mailto:jodi.hullinger@jstart.org)

**Reading Excellence and Discovery (READ) Foundation:** READ recruits and trains teens to provide structured one-on-one tutoring in reading to at-risk kindergarten and first graders in New York City. The young children achieve reading gains essential to their future success, while the teens develop college, career, and life skills. Since its founding in 1999, more than 13,000 children and teens have participated in READ programs.

Web site: <http://www.readnyc.org>

For more information, contact: (646) 867-6100

**Reading Recovery:** Reading Recovery, developed thirty years ago in New Zealand, is a short-term intervention of one-to-one tutoring for low-achieving first graders. Individual students are tutored by specially trained teachers for a half-hour each school day over twelve to twenty weeks, until they are meeting grade-level expectations. Since the program began in the United States in 1984, approximately 75% of students who complete Reading Recovery interventions meet grade-level expectations in reading and writing, and follow-up studies have shown that the gains are sustained and students do well on standardized tests. The program has been shown to be effective in helping to bridge the achievement gap for low-income and minority children and English language learners. Extensive research supporting Reading Recovery's effectiveness is accessible through the web site.

Web site: <http://www.readingrecovery.org>

For more information, contact: (614) 310-7323

**Summer Scholars:** Recognizing the link between youth violence and academic failure, this program was started by community activists in response to Denver's nationally publicized 1993 "Summer of Violence." Originally operated as a program of the Greater Park Hill Community Organization and the Denver Public Schools, today it is an independent non-profit organization providing year-round extended learning programming for elementary-age Denver students. Its primary goal is to bring these students up to grade level in reading, math, and/or English language acquisition. Program components include: Summer Student Achievement, providing small-group and individualized reading instruction, recreation, and enrichment activities; tutoring and enrichment activities during the school year in the Scholars After School program. and the Family Education Program, which is based on the model for linking parent and child education developed by the National Center for Family Literacy. Over 20,000 young people have participated in Summer Scholars programs since its founding. Summer Scholars sponsors include the Piton Foundation, Gay and Lesbian Fund, and a number of Denver-area businesses and law firms.

Web site: <http://www.summerscholars.org>

For more information, contact: (303) 355-0290

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Additional resources available online at <http://datacenter.kidscount.org/readingmatters.aspx>

## ACHIEVING READING PROFICIENCY BY THE END OF THIRD GRADE

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### **RECOMMENDATION 4: FIND, DEVELOP AND DEPLOY PRACTICAL AND SCALABLE SOLUTIONS TO TWO OF THE MOST SIGNIFICANT CONTRIBUTORS TO THE UNDER-ACHIEVEMENT OF CHILDREN FROM LOW-INCOME FAMILIES – CHRONIC ABSENCE FROM SCHOOL AND SUMMER LEARNING LOSS.**

#### ***REDUCING CHRONIC ABSENCE***

**Attendance Works:** This new national and state-level initiative seeks to build public awareness about the need to address chronic absence and helps organizations and coalitions launch campaigns to promote individual student attendance tracking and investments in programs to reduce absences. Further, it offers information about promising programs, tools, and technical assistance to help communities, schools and school districts monitor and address chronic absence. The initiative's support has come from the Annie E. Casey Foundation and, in California, from the Stuart Foundation, California Endowment., and San Francisco Foundation.

Web site: <http://www.attendanceworks.org>

For more information, contact: Hedy Chang [hnychang@earthlink.net](mailto:hnychang@earthlink.net) (415) 505-6845

**Baltimore City Student Attendance Work Group:** In Baltimore, a chronic absence analysis showed that one in six elementary school students were missing at least 20 days of class; rates were even higher among middle school and high school students. By drawing attention to these data, the Open Society Institute (OSI) catalyzed the creation of the Baltimore City Student Attendance Work Group, which is co-chaired by representatives of the Mayor, the Baltimore City Public Schools, and OSI. The Work Group brings together a wide array of stakeholders to craft and implement strategies to reduce chronic absence and build public awareness of the problem. One result is that attendance now is tracked daily, and principals receive alerts about students who are or appear at risk of becoming chronically absent; the students can then be referred to a team to address concerns and work with the family to develop an attendance plan.

For more information, contact: Sue Fothergill (443) 414-0236 [attendancewg@gmail.com](mailto:attendancewg@gmail.com)

**Kent School Services Network (KSSN):** One way in which Grand Rapids, Michigan is addressing chronic absenteeism is through this community school initiative. KSSN is a broad partnership that brings health and social services into schools to address barriers families are facing and keep students in class. Early results from an independent evaluation show declining absenteeism and fewer discipline problems in most schools, as well as rising standardized test scores and greater satisfaction among teachers. The partnership includes local foundations, service providers, eight schools in two school districts, and the county. Among the funders are: Grand Rapids Community Foundation, Skillman Foundation, Kresge Foundation, Dyer-Ives Foundation, Heart of West Michigan United Way, Frey Foundation, Steelcase Foundation, Doug and Maria DeVos Foundation, Keller Foundation, Institute for Systemic Change, Sebastian Foundation, and Student Achievement Fund.

Web site: <http://www.kentisd.org/kssn>

For more information, contact: Carol Paine-McGovern (616) 550-2587

**“Present and Accounted For: Improving Student Attendance Through Family and Community Involvement”** in *Journal of Educational Research*, 2002 (95), pp. 308-318. This article by J.L. Epstein and S.B. Sheldon reports on a longitudinal analysis of attendance data and identifies practices that may be able to increase daily attendance and decrease chronic absenteeism.

**Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades** by Hedy Chang and Mariajose Romero (September 2008). This report, which resulted from an action research project supported by the Annie E. Casey Foundation, documents the consequences, prevalence, potential causes and possible solutions to children missing extended periods of school in grades K-3. Chronic absence places children at academic risk, but it can be reduced significantly when schools, communities and families join together to monitor and promote attendance and to address factors that prevent young students from attending school every day. The report is available from the National Center on Children in Poverty at [http://www.nccp.org/publications/pub\\_837.html](http://www.nccp.org/publications/pub_837.html).

**Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure:** Over the past several decades, research has documented strong relationships between social class and children’s cognitive abilities. These initial cognitive differences, which are substantial at school entry, increase as children progress through school. Despite the robust findings associated with this research, authors have generally neglected the extent to which school absenteeism exacerbates social class differences in academic development among young children. Using growth-curve analyses within a three-level hierarchical linear modeling framework, this study employs data from the Early Childhood Longitudinal Study (ECLS-K) to examine the links between children’s social class, school absences, and academic growth during kindergarten and first grade. Results suggest that the effects of schooling on cognitive development are stronger for lower socioeconomic status (SES) children and that the findings associated with theories of summer learning loss are applicable to literacy development during early elementary school. Indeed, although they continue to achieve at lower absolute levels, socioeconomically disadvantaged children who have good attendance rates gain more literacy skills than their higher SES peers during kindergarten and first grade.

**Strengthening Schools by Strengthening Families: Community Strategies to Reverse Chronic Absenteeism in the Early Grades and Improve Supports for Children and Families:** This October 2008 paper by the New School’s Center for New York City Affairs discusses the findings from research to determine the extent and causes of chronic absenteeism among New York City primary school children. Based on individual school data that showed at least one in every five students in grades K-5 was chronically absent, a number of changes were adopted, including assistance from the New York City Department of Education for the schools with the highest rates, more outreach to parents, and new reports to monitor chronic absenteeism. Support for the paper was provided by: Child Welfare Fund, Ira W. DeCamp Foundation, Sirius Fund, and the United Way of New York City. The paper is available at: <http://www.newschool.edu/milano/nycaffairs/documents/StrengtheningSchoolsReport.pdf>  
For more information, contact: Kim Nauer [NauerK@newschool.edu](mailto:NauerK@newschool.edu)

#### ***ADDRESSING SUMMER LEARNING LOSS AND OUT-OF-SCHOOL TIME***

**Advancing Literacy Through the Arts:** United Neighborhood Houses (UNH) is the membership organization of New York City settlement houses and community centers. Rooted in the history and

values of the settlement house movement, UNH promotes and strengthens the neighborhood-based, multi-service approach to improving the lives of New Yorkers in need and the communities in which they live. UNH's membership comprises one of the largest human service systems in New York City, with 38 agencies working at more than 400 sites to provide high quality services and activities to a half million New Yorkers each year. UNH supports its members through policy development, advocacy and capacity-building activities. In 2007, with the generous support of the E.H.A. Foundation, UNH was able to award seven sites with \$5,000 to undertake an arts-related after school program that developed literacy skills among k-8 students. In an effort to highlight the various program and share both challenges and best practices, in December 2009, UNH released ADVANCING L ITERACY THROUGH THE ARTS: Lessons from Settlement House After School Program. This report begins with brief profiles of the seven arts/literacy projects and continues by describing in detail the challenges involved in operating such projects and the best practices used to make them as appealing and meaningful as possible to children and youth.

Web sites: United Neighborhood Houses <http://www.unhny.org/>

Literacy Through the Arts in Afterschool: <http://www.unhny.org/beta/promoting/arts.cfm>

To view report: <http://www.unhny.org/Advancing%20Literacy%20through%20the%20Arts.pdf>

**Afterschool Alliance:** The Alliance, established in 2000, seeks to raise awareness of the importance of afterschool programs and advocates for more investment in afterschool so that all children will have access to affordable, quality opportunities. The organization grew from a partnership between the Charles Stewart Mott Foundation and the U.S. Department of Education which was created to expand afterschool programs through the 21st Century Community Learning Centers Initiative. Today, in addition to the Mott Foundation, supporting partners include: Atlantic Philanthropies, Wallace Foundation, JCPenney Afterschool Fund, William T. Grant Foundation, Open Society Institute/The After-School Corporation, MetLife Foundation, Nellie Mae Education Foundation, Robert Browne Foundation, Annie E. Casey Foundation, Noyce Foundation, Lumina Foundation for Education, Longview Foundation, U.S. Tennis Association, Marriott International, Torani, Bright House Networks, NAMM, and Quaker Chewy. The web site provides policy-related information, issue briefs and reports on afterschool programming, and on-line resources to help programs and parents seeking afterschool opportunities for their children.

Web site: <http://www.afterschoolalliance.org>

For more information, contact: (202) 347-2030

**Afterschool.org:** This web site, which is maintained by the Center for Youth Development at the Academy for Educational Development, includes a searchable database of promising practices in afterschool programming. The site also offers a listserv through which practitioners can share resources and ideas, access to webcasts and webinars, and information on funding and professional development opportunities.

Web site: <http://www.afterschool.org>

For more information: (202) 884-8267

**Beacon Program (New York City):** Beacons are school-based community centers serving children age 6 and over, youth and adults. The program began in 1991 and expanded quickly. There currently are 80 Beacons located throughout New York City, with at least one in each of the 32 local school districts and several in the city's poorest neighborhoods. They operate in the afternoons and evenings, on weekends, during school holidays and vacation periods, and during the summer. Among the typical activities, which are free and open to anyone, are: tutoring; literacy and math enrichment; recreation; GED; English for Speakers of Other Languages; and parenting skills training. Beacons, which are

operated by community-based organizations in collaboration with the host school and other groups, are funded by city, state, and federal dollars.

Web site: [http://www.nyc.gov/html/dycd/html/afterschool/beacon\\_program.shtml](http://www.nyc.gov/html/dycd/html/afterschool/beacon_program.shtml)

For more information, contact: (212) 788-6754

**Building Educational Leaders for Life (BELL):** Founded in 1992 by a group of Black and Latino Harvard Law School students, BELL is a non-profit organization that today provides educational summer and after-school programs for 12,000 elementary students in low-income communities in New York city, Boston, Baltimore, Detroit and Springfield, MA. The six-week summer program includes literacy activities, math instruction, physical education, and arts enrichment activities. Trained college and graduate students serve as mentors to the participants. Shown through evaluation to be effective in improving reading skills and encouraging parents to read to children, BELL was recently cited by the White House as an example of the type of successful program to be supported by the new Social Innovation Fund.

Web site: <http://bellnational.org>

For more information, contact: (800) 305-0671

**Horizons:** Founded in 1964, Horizons is a national nonprofit organization with affiliates at nineteen sites in ten states. It offers a six-week tuition-free summer program including academic, cultural enrichment, and recreational activities for K-8 public school students from low-income families, with some supplemental activities during the school year. Every participant learns to swim, which not only is fun but also has benefits for self-esteem and learning; Horizons notes that this is a life-saving skill that few children from low-income communities have an opportunity to acquire. Many children return year after year, which allows long-term supportive relationships to be built, and attendance by siblings is encouraged to strengthen parent involvement. Each classroom is led by a professional teacher. A formal evaluation of the original site by Dr. Edward Zigler found that the program prevented summer decline in math and positively affected children's attitudes about learning and attendance during the school year; subsequent evaluations continue to show positive results, including substantial gains in reading skills by students who are behind grade level. Among Horizons' many corporate and philanthropic supporters are the Geraldine R. Dodge Foundation and Wallace Foundation.

Web site: <http://www.horizonsnational.org>

For more information, contact: (203) 594-7040

**National Center on Time and Learning (NCTL):** NCTL is dedicated to expanding learning time for academic and enrichment opportunities in order to eliminate the achievement gap and assure a well-rounded education for all children. The organization conducts research, addresses public policy at the federal, state, and local levels, and provides technical assistance to states, districts and schools. The web site offers access to research reports and other resources about expanded learning time and a searchable database of public schools that operate with more time per day and/or more days per year than surrounding public schools.

Web site: <http://www.timeandlearning.org>

Media inquiries: (617) 378-3926 [media@timeandlearning.org](mailto:media@timeandlearning.org)

For more information, contact: (617) 378-3940

**National Summer Learning Association:** The Association serves as a network hub for thousands of summer learning program providers and stakeholders, offering tools, resources, and expertise to improve program quality, generate support, and increase youth access and participation. In addition, it seeks to increase the number of and funding for high-quality summer learning programs, particularly for

low-income youth, and to build support for summer learning as a public policy priority. The web site provides access to Research Briefs and other publications about summer learning. Among the Association's funders are: Atlantic Philanthropies, Morton K. and Jane Blaustein Foundation, Robert R. and Gay C. Cull Family Foundation, Doug and Marie DeVos Foundation, Elev8 Baltimore, Kentfields Foundation, Bill and Melinda Gates Foundation, Goldsmith Family Foundation, Lilly Endowment, Longview Foundation, Lumina Foundation for Education, Charles Stewart Mott Foundation, Nellie Mae Education Foundation, New York Life Foundation Nuveen Investments, Open Society Institute-Baltimore, David and Lucile Packard Foundation, Prudential Foundation, Bernard and Irene Schwartz Foundation, T. Rowe Price Foundation, Victoria Foundation, Wallace Foundation, and Walmart Foundation.

Web site: <http://www.summerlearning.org>

Media inquiries: Jeanne Johnson (410) 856-1370 x403 [jjohnson@summerlearning.org](mailto:jjohnson@summerlearning.org)

**Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program**

**Supports:** This 2010 report by the Harvard Family Research Project (HFRP) describes the benefits of OST-school partnerships, identifies five research-derived principles, and profiles "on-the-ground" partnership efforts. Available at HFRP's web site: <http://www.hfrp.org>.

**What Works for Summer Learning Programs for Low-Income Children and Youth: Preliminary Lessons from Experimental Evaluations (2009).**

Web site: [http://www.childtrends.org/Files/Child\\_Trends-2009\\_09\\_01\\_FS\\_WWSummerLearning.pdf](http://www.childtrends.org/Files/Child_Trends-2009_09_01_FS_WWSummerLearning.pdf)

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### ADDITIONAL RESOURCES

**ASPIRA:** Founded in 1961 to address the high drop-out rate and low educational attainment of Puerto Rican youth in New York City, ASPIRA today has evolved into a national association of organizations in six states and Puerto Rico serving all Latinos and a substantial group of non-Latinos. Many of ASPIRA's programs target youth, but it also is managing a number of charter schools that include preschool and early grades and sponsors the ASPIRA Reading Institute, which supports adult, child and family literacy. The ASPIRA Parents for Excellence (APEX) program provide a series of workshops designed to increase the involvement of Latino parents in their children's education and enhance their effectiveness. ASPIRA receives public, philanthropic and corporate support, including funding from these foundations: Verizon Foundation, FINRA Investor Education Foundation, NBNA Foundation, PepsiCo Foundation, Prudential Foundation, and JustGive.org.

Web site: <http://www.aspira.org>

For more information, contact: (202) 835-3600

**Center for Law and Social Policy (CLASP):** Established in 1969, CLASP advocates for federal and state policies to support and strengthen children, youth, and families, create pathways to education and work, and improve the lives of low-income people. Child Care and Early Education is one of its focus areas. The web site provides access to a variety of CLASP-produced materials, including reports, articles, analyses, fact sheets, and presentations. CLASP is supported by institutional, individual, and philanthropic contributors, including: Atlantic Philanthropies, Birth to Five Policy Alliance, Buffett Early Childhood Fund, California Endowment, Annie E. Casey Foundation, Casey Family Services, Endowment for Health, EOS Foundation, Ford Foundation, Bill and Melinda Gates Foundation, George Gund Foundation, Irving Harris Foundation, Hagedorn Foundation, Robert Wood Johnson Foundation, Joyce Foundation, Louisiana Disaster Recovery Foundation, Lumina Foundation, John D. and Catherine T. MacArthur Foundation, A.L. Mailman Foundation, Moriah Fund, Charles Stewart Mott Foundation, New Prospect Foundation, Northwest Area Foundation, Open Society Institute, David and Lucile Packard Foundation, Public Welfare Foundation, Sisters of Charity Foundation of South Carolina, Twenty-First Century Foundation, and Women's Funding Network.

Web site: <http://www.clasp.org>

Media inquiries: Jenice R. Robinson [jrobinson@clasp.org](mailto:jrobinson@clasp.org) (202) 906-8007

For more information, contact: (202) 906-8000

**Child Care and Early Education Research Connections:** Research Connections is a project of the National Center for Children in Poverty, the Inter-university Consortium for Political and Social Research, and the U.S. Administration for Children and Families, the last of which provides funding to support the program. The web site provides access to an extensive collection of scholarly research, policy briefs,

government reports, data, and instruments from a wide range of sources. Research Connections also compiles and distributes bibliographies, develops issue briefs, and synthesizes research on key topics. Web site: <http://www.researchconnections.org>

**Child Trends:** Child Trends is a nonprofit, nonpartisan research center that seeks to improve outcomes for children by: identifying emerging issues; evaluating programs and policies; and providing data-driven, evidence-based guidance on policy and practice. Among the topics addressed are: early childhood development/school readiness (birth through early elementary school) and education (K-12). The web site offers an extensive library of resources and the LINKS database. LINKS includes a continually updated database of programs to enhance children's development and publications that synthesize lessons learned from experimentally evaluated programs. Child Trends has an extensive list of public, nonprofit and philanthropic supporters, including the following foundations: Atlantic Philanthropies, Annie E. Casey Foundation, Casey Family Programs, Edna McConnell Clark Foundation, Commonwealth Foundation, Duke Endowment, Eckerd Family Foundation, Freddie Mac Foundation, Irving B. Harris Foundation, William and Flora Hewlett Foundation, Jim Casey Youth Opportunities Initiative, Walter S. Johnson Foundation, W. K. Kellogg Foundation, Milton S. Eisenhower Foundation, Minnesota Early Learning Foundation, Pew Charitable Trusts, Sierra Health Foundation, Alexander and Margaret Stewart Trust, Stuart Foundation, Summit Fund of Washington, John Templeton Foundation, Dave Thomas Foundation for Adoption, and Wallace Foundation.

Web site: <http://www.childtrends.org>

Media inquiries: David Carrier (202) 572-6138 [dcarrier@childtrends.org](mailto:dcarrier@childtrends.org)

For more information, contact: (202) 572-6000

**Council of Chief State School Officers (CCSSO):** CCSSO is a nonprofit, nonpartisan membership organization representing the top state education officials. It educates federal policy makers on the education policy needs of the states and provides assistance to states in areas such as improving and supporting the education workforce, designing and using robust information systems, and developing comprehensive and balanced assessment systems. In partnership with the National Governors Association, CCSSO led development of the recently-released Common Core State Standards. The web site provides access to policy statements, project descriptions, and CCSSO publications on a wide variety of education-related topics.

Web site: <http://www.ccsso.org>

For more information, contact: (202) 336-7000

**Foundation for Child Development (FCD):** FCD is the oldest private, independent, grantmaking foundation in the nation with a sustained focus on improving the life prospects of children. Over the course of its 100-plus-year history, FCD has contributed to the field of child development by supporting research, policy, programs, and advocacy. In addition to specific FCD-supported efforts cited previously in this Resource Guide, the Foundation's web site and Resource Library provide additional information on pre-K-3rd grade issues and access to all material published by FCD and its grantees.

Web site: <http://www.fcd-us.org>

For more information, contact: (212) 867-5777 [info@fcd-us.org](mailto:info@fcd-us.org)

**Harvard Family Research Project (HFRP):** This organization focuses on three components of complementary learning – early care and education, out-of-school time, and family and community involvement in education. The web site provides access to issue briefs and topical digests, reports, and periodicals, as well as searchable databases/bibliographies.

Web site: <http://www.hfrp.org>

Media inquiries: Marcella Franck [marcella\\_franck@harvard.edu](mailto:marcella_franck@harvard.edu)

**National Center for Children in Poverty (NCCP):** Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP uses research to inform policy and practice to ensure positive outcomes for children. Several NCCP projects focus explicitly on early care and learning, including Improving the Odds for Young Children, which has assembled state-specific, regional and national profiles about policies that affect early childhood development (available at the web site).

Web site: <http://www.nccp.org>

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Diana Barnes Brown [barnes-brown@nccp.org](mailto:barnes-brown@nccp.org) (646) 284-9628

For more information, contact: (646) 284-9600

**National Center for Latino Child and Family Research:** The Center seeks to increase understanding and visibility of Latino child and family issues by synthesizing and disseminating information, conducting new research, helping to increase the representation of Latino families and children in major research efforts, and providing research-based technical assistance. Funders include: A.L. Mailman Foundation, Council of Chief State School Officers, First 5 LA, Foundation for Child Development, National Center for Research in Early Childhood Education, National Task Force on Early Education of Hispanics, U.S. Administration for Children and Families, University of Denver, and Pew Charitable Trusts

Web site: <http://www.latinochildresearch.org>

**National Center for Rural Early Childhood Learning Initiatives:** Established in 2004 with support from the U.S. Department of Education, this program of the Mississippi State University Early Childhood Institute fosters original and applied research on the quality, accessibility, and replication of early educational intervention services for at-risk young children and families in rural America.

Web site: <http://earlychildhood.msstate.edu/national-initiatives/ruralec.htm>

For more information, contact: (662) 325-4836

**National Council of La Raza (NCLR):** NCLR is the largest national Latino civil rights and advocacy organization in the United States. Tracing its origins back more than forty years when the Southwest Council of La Raza was established to address the challenges facing Mexican Americans, today it works to improve opportunities for all Hispanic Americans. One of its priority areas is early care and education, which it sees as key to equalizing educational outcomes. Sixty NCLR affiliates working in sixteen states and the District of Columbia offer some form of early childhood education for 38,000 preschool-age children and their families. NCLR also conducts research and policy analysis to inform federal and state policy development aimed at improving access to and the quality of early education programs for Latino children and English Language Learners.

Web site: <http://www.nclr.org>

For more information, contact: (202) 785-1670

**National Governors Association (NGA):** This bi-partisan organization is the collective voice of the nation's governors. NGA's Center for Best Practices' Education Division provides information, accessible through the web site, on early childhood care and education, elementary, secondary and postsecondary education, turning around low-performing schools, high school redesign, and extra learning opportunities. Also available is information on the Common Core State Standards, a state-led effort coordinated by NGA and the Council of Chief State School Officers, to define the knowledge and skills student should acquire during their K-12 education.

Web site: <http://www.nga.org>

For more information, contact: (202) 624-5300

**National Institute for Early Education Research (NIEER):** NIEER conducts and communicates research to support high quality, effective early childhood education for all young children. It offers independent, research-based advice and technical assistance to policymakers, journalists, researchers, and educators. Past and current supporters include: Pew Charitable Trusts, Carnegie Corporation of New York, The Fund for New Jersey, Geraldine R. Dodge Foundation, David and Lucile Packard Foundation, Prudential Foundation, Schumann Fund for New Jersey, Smith Richardson Foundation, Tulsa Community Foundation, and the U.S. Department of Education. The web site provides access to: research and publications by NIEER and others, including an annual Yearbook profiling state-funded pre-K programs; a listing of experts with contact information; and an extensive list of links to organizations working in the early childhood education arena.

Web site: <http://nieer.org>

For more information, contact: Carol Shipp (732) 932-4350 x225 [cshipp@nierr.org](mailto:cshipp@nierr.org)

Pat Ainsworth (732) 932-4350 x229 [painsworth@nierr.org](mailto:painsworth@nierr.org)

**“Reading by Grade Three: A National Goal to Help Every Child Succeed”:** This July/August 2010 Special Report by The American Prospect includes articles on why early literacy is critical, the challenges that must be addressed, and effective strategies to improve outcomes. Available at:

[http://www.prospect.org/cs/archive/view\\_report?reportID=96](http://www.prospect.org/cs/archive/view_report?reportID=96)

**Social Programs That Work:** This web site is maintained by the Coalition for Evidence-Based Policy with funding from the MacArthur Foundation and the Edna McConnell Clark Foundation. The Coalition is a nonprofit, nonpartisan organization created to serve as a neutral, independent source of information about programs shown through rigorous studies to produce sizeable, sustained benefits. The web site provides summary information and links to Early Childhood and Education interventions that meet the Coalition's criteria of effectiveness. Among these interventions are: Nurse-Family Partnership (home visitation program); Abecedarian Project (high-quality child care/preschool for children from disadvantaged backgrounds); Perry Preschool Project (high-quality preschool for children from disadvantaged backgrounds); Success for All (school-wide reform program with strong emphasis on reading instruction); Good Behavior Games (classroom strategy for dealing with disruptive/aggressive behavior); SMART (volunteer tutoring program for at-risk readers); and Lindamood curriculum (tutoring intervention for at-risk readers in grades K-2).

Web site: <http://evidencebasedprograms.org>

For more information, contact: (202) 239-1248

**SparkAction:** SparkAction, which is managed by the Forum for Youth Investment in partnership with the National Collaboration for Youth, Campaign for Youth, and Child Advocacy 360, is an on-line resource for journalists, advocates, and organizations working on behalf of children, youth and families. In addition to a biweekly newsletter, the organization offers a searchable site that features links to research, reports, policy briefs, action alerts and other materials from a wide variety of sources. Among the featured topics is Early Care and Education.

Web site: <http://sparkaction.org>

**Stand for Children:** Stand for Children is an advocacy organization that envisions “a society where all children receive the education and community supports that will enable them to live successful, fulfilling lives, and where parents and other concerned citizens are engaged and vigilant in ensuring that elected

officials make decisions in the best interest of children and families.” It focuses on state and local levels, building networks of trained grassroots advocates who work on priorities such as adequate funding for public schools, improving teacher quality, and accountability for results. In addition to the national organization, currently there are state affiliates in Arizona, Colorado, Illinois, Massachusetts, Oregon, Tennessee, and Washington State. Stand’s successes led TIME magazine to name its founder, Jonah Edelman, as one of “11 Education Activists for 2011.”

Web site: <http://www.stand.org>

For more information, contact: (800) 663-4032

**Voices for America’s Children:** This non-partisan non-profit network of more than sixty organizations located throughout the country leads advocacy efforts at the community, state, and federal levels to improve the lives of all children, especially those most vulnerable, and their families. School Readiness and School Success are two of Voices’ key policy goals. Among Voices’ funders are: A.L. Mailman Family Foundation, Annie E. Casey Foundation, Atlantic Philanthropies, Birth to Five Policy Alliance, California Endowment, Casey Family Programs, CRY America, Hagedorn Foundation, Kansas City Power and Light, Kellogg Action Lab, Marguerite Casey Foundation, Ohio Children’s Foundation, Peppercorn Foundation, Sprint Foundation, W.K. Kellogg Foundation, and William Penn Foundation.

Web site: <http://www.voices.org>

For more information, contact: (202) 289-0777

**The Wallace Knowledge Center:** The Wallace Foundation invests in independent research and demonstration projects to develop, test, and then share information about promising approaches to expand learning and enrichment opportunities. Its Knowledge Center provides access to reports, articles and tools on a number of topics, including: Education Leadership; Out-of-School Time Learning (including Summer Learning Loss); and Teacher Recruitment and Retention.

Web site: <http://www.wallacefoundation.org/KnowledgeCenter>

Media inquiries: Lucas B. Held (212) 251-9782 [lheld@wallacefoundation.org](mailto:lheld@wallacefoundation.org)

For more information, contact: (212) 251-9700

**What Works Clearinghouse (WWC):** A U.S. Department of Education resource that is administered by Mathematica Policy Research, Inc., the WWC was created to provide educators, policymakers, researchers and the public with a central, trusted source of scientific evidence about "what works". Among the topics covered are: Beginning [grades K-3] Reading Interventions; Early Childhood [ages 3-5] Interventions; Early Childhood Interventions for Children with Disabilities; and English Language Learner Interventions. Quick Reviews, designed to provide timely and objective assessments of quality of research evidence, examine recently released research papers and reports.

Web site: <http://ies.ed.gov/ncee/wwc>

For more information, contact: (866) 503-6114

**Zero to Three:** This organization promotes the health and development of infants and toddlers by providing information, training, and support to professionals, policymakers, and parents. Among the areas on which Zero to Three focuses are: child care, infant mental health, early language and literacy development, early intervention, and the impact of culture on early childhood development. Zero to Three also operates the Early Head Start National Resource Center.

Web site: <http://www.zerotothree.org>

Media inquiries: Tom Salyers (202) 638-1144 x608

For more information, contact: (202) 638-1144

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Additional resources available online at <http://datacenter.kidscount.org/readingmatters.aspx>