

Moving the Needle on

GRADE-LEVEL READING IN ARKANSAS

IMPACT, INFLUENCE AND LEVERAGE



ARKANSAS
CAMPAIGN FOR
GRADE-LEVEL
READING

2011–2017





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ANGELA DURAN

Campaign Director

INTRODUCTION

Friends,

Six years ago, we launched the Arkansas Campaign for Grade-Level Reading and set out on a mission: to ensure that **every child** in Arkansas read on grade-level by the end of third grade.

Why third grade? Because that is when students switch from “learning to read” to “reading to learn.” If children are not reading on grade-level by this point, they will have a difficult time navigating their entire educational path, struggling through math, science, and other courses that would prepare them for success in our 21st century economy and position Arkansas to become a top state in education and economic outcomes.

In the past few years, we have moved the needle on the percentage of third graders reading on grade-level—from 35 percent in the 2015-2016 school year to 37 percent in 2016-2017. While we celebrate this progress, we know we have a long way to go. We have set an ambitious goal, but why strive for anything less? **All children** should be able to read and it is our responsibility to teach them.

This six-year retrospective report serves as a reflection point to acknowledge the great strides we have made, but also to recommit to the continued mission and goals of the Campaign. In these pages, you will see how we have moved the needle on our five key impact areas—family and community engagement, school readiness, school attendance, classroom instruction, and summer learning, by using four key strategies—building local capacity,

enhancing state policies, increasing public will, and strengthening our backbone capacity. We are measuring our progress through three levels of outcomes—**impact, influence and leverage**.

Our accomplishments so far are the result of a team approach, bringing together over 30 organizations from around the state, representing parents, educators, early childhood education, state agencies, and foundations to work collectively to move the needle on third grade reading.

As we move forward, we know that we must double down on our efforts. We must find ways to align and aggregate the many successful programs so they can have an even greater impact. By the time every child reaches kindergarten, we want to make sure they have everything they need to succeed—parents and caregivers that talk, read, and sing to them every day; screenings that identify any developmental delays and services to help catch up; high quality pre-K; and access to books. The full array of successful strategies must continue in the early elementary years—science-based reading instruction, screening for dyslexia, breakfast and lunch during the school day, attending school every day, and quality summer learning programs.

We must also engage more communities across the state in working toward our goal. We want children in every corner of the state to have the same access to this full array of strategies.

I hope that, whoever you are and wherever you are, you'll join us on our journey toward ensuring that all our children can read. I believe in the generosity and the power of community in Arkansas. Together we can achieve our goal for **all of Arkansas's children**.



Theory of CHANGE

GOAL

All Arkansas
children read
on grade level
by *the end of
third grade.*



IMPACT AREAS

Key issues impacting
the ability to achieve
our goal

Family and Community Engagement:

Support parents as their
child's first teacher and
most important advocate

School readiness:

Ensure young children
are ready to begin school

Attendance:

Support
parents, teachers and
schools to make sure
kids attend school
every day

Classroom instruction:

Ensure teachers have the
skills to teach children
to read

Summer learning:

Support quality summer
learning programs



STRATEGIES

Strategies for moving
the needle across the
impact areas

Build local capacity:

Demonstrate effective
models in communities
across the state

Enhance state policies:

Advocate for state-level
systems change

Increase public will:

Increase awareness of
and engagement around
grade-level reading

Strengthen backbone capacity:

Build infrastructure
to support the work of
the campaign



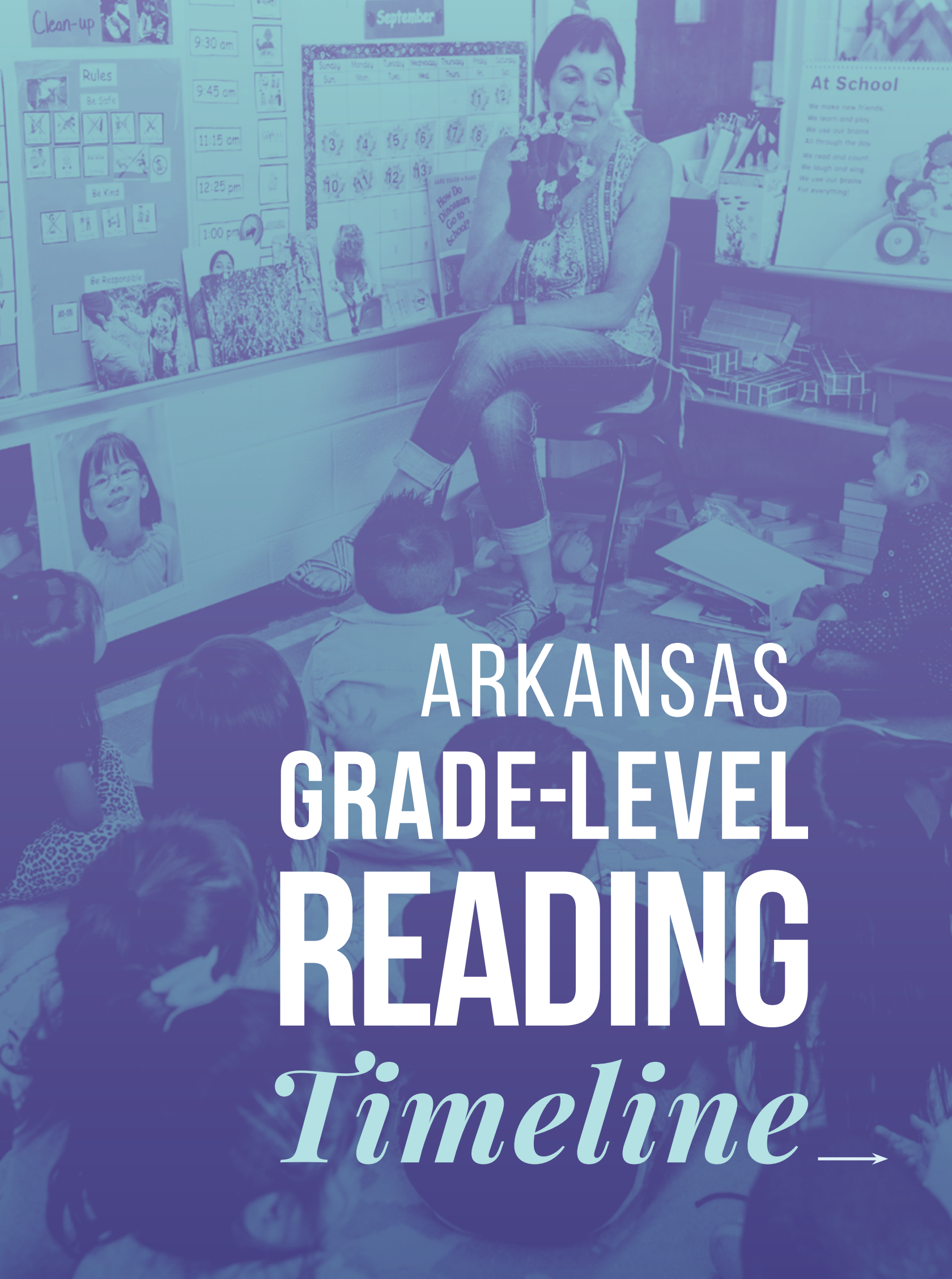
OUTCOMES

Outcomes achieved as a
result of the strategies

Impact: Outcomes for
children in Arkansas

Influence: Policy and
systems change

Leverage: Use of
partnerships and
philanthropic resources
to achieve outcomes



ARKANSAS GRADE-LEVEL READING *Timeline* →



05.2010

The Annie E. Casey Foundation releases *Early Warning: Why Reading by the End of Third Grade Matters*. The national Campaign for Grade-Level Reading launches and seeks to build a Campaign of cities and states committed to the goal of increasing reading proficiency for our nation's children.

09.2011

Winthrop Rockefeller Foundation biennial grantees meeting seeks feedback on development of AR-GLR

09.2012

AR-GLR publicly launches campaign with release of *The Arkansas Campaign for Grade-Level Reading: A Call to Action*

01.2013

AR-GLR convenes statewide Action Summit to rally local and state leaders around the AR-GLR goal

02.2013

AR-GLR launches AETN partnership with airing of *Raising Arkansas's Readers: The Campaign for Grade-Level Reading* and development of five Public Service Announcements—one each on the campaign goal, family engagement, school readiness, attendance and summer learning

04.2013

Arkansas legislature passes law mandating that school districts screen kindergarten through second grade students exhibiting dyslexia markers and provide interventions to students who need them



08.2013

AR-GLR launches the Community Solutions Initiative to build school-community models that improve third grade reading proficiency

10.2013

AR-GLR launches Make Every Day Count to build local models to reduce chronic absenteeism in Arkansas schools

01.2014

AR-GLR named state Pacesetter by national Campaign for Grade-Level Reading

12.2014

Arkansas awarded **\$60 MILLION** from the U.S. Department of Education to improve and expand pre-K quality

03.2015

AR-GLR hosts inaugural legislative briefing. Arkansas legislature approves one-time increase of **\$3 MILLION** to improve pre-K quality

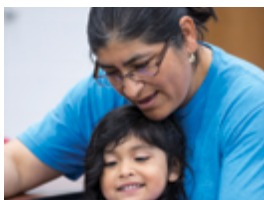
04.2015

AR-GLR named state Pacesetter by the national Campaign for Grade-Level Reading for the second time

10.2015

Commissioner Key announces partnership with AR-GLR in his monthly *Key Points* video





03.2016

AR Kids Read, Marvell-Elaine Reads, and OneCommunity Reads named as Pacesetters by the national Campaign for Grade-Level Reading

04.2016

Arkansas Community Foundation launches Summer Learning Initiative providing grants to support programs working to stop the summer slide

Arkansas Department of Human Services and Arkansas Head Start Collaboration Office release *Arkansas Child Development and Early Learning Standards: Birth through 60 Months*

05.2016

Full Speed Ahead: Moving the Needle on Grade-Level Reading in Arkansas documents milestones and success stories

10.2016

Make Every Day Count: Reducing Chronic Absence in Schools and Leading Attendance in Arkansas released at State Board of Education

11.2016

Talking is Teaching: Talk, Read, Sing campaign launches in southwest Little Rock and Eudora

01.2017

Governor Asa Hutchinson announces Reading Initiative for Student Excellence (R.I.S.E.) Arkansas to build a culture of reading



03.2017

Marvell-Elaine and Springdale named Pacesetters by national Campaign for Grade-Level Reading

04.2017

Arkansas legislature approves \$3 MILLION increase to ABC pre-K program and passes several bills that improve reading instruction and reporting to parents

05.2017

Full Speed Ahead: 2017 Progress Report on Grade-Level Reading in Arkansas provides update on campaign goals and milestones

06.2017

Springdale wins the 2017 ALL-AMERICA CITY AWARD for achieving grade-level reading gains

08.2017

AR-GLR and Arkansas Advocates for Children and Families release *The Importance of Childhood Screenings: Improving Access to Early Identification, Referrals, and Linkages to Services*

09.2017

Arkansas Department of Education includes chronic absence as an accountability measure in the state's Every Student Succeeds Act (ESSA) plan



11.2017

Campaign for Grade-Level Reading presents State Pacesetter Honor to AR-GLR and Special Recognition to Gov. Hutchinson for his dedication to early school success

GRADE-LEVEL READING IN ARKANSAS

BY THE NUMBERS

CHALLENGE 1

IF SCHOOLS HAVE STRONG PARENT-COMMUNITY TIES, THE PROBABILITY THAT THEY WILL SEE IMPROVEMENTS IN...

- MATH IS 10X HIGHER
- READING IS 4X HIGHER
- ATTENDANCE IS 1.3X HIGHER

THAN IN SCHOOLS WITH WEAK TIES

PROGRESS

5,500
FAMILIES

engaging with their children through Talking is Teaching: Talk, Read, Sing

AN ANNUAL AVERAGE OF
400
VOLUNTEERS

tutoring almost **900 aspiring readers** in more than **45 schools** in Pulaski County through AR Kids Read.

56,000
CHILDREN

receiving books from Dolly Parton's Imagination Library and Reach Out and Read

CHALLENGE 2

ONLY ABOUT HALF OF KINDERGARTEN STUDENTS IN ARKANSAS ARE READY FOR SCHOOL WHEN THEY ARRIVE IN THE CLASSROOM.

PROGRESS

\$114
MILLION

in annual funding for the Arkansas Better Chance pre-K program

\$11.4
MILLION

to expand quality infant and toddler care through Early Head Start Child Care partnership grants

\$60
MILLION

from the U.S. Department of Education in 2015 to improve and expand pre-K quality and local capacity



CHALLENGE 3

IN 2014-2015, MORE THAN 12 PERCENT OF KINDER-GARTEN THROUGH THIRD GRADERS IN ARKANSAS WERE CHRONICALLY ABSENT.

PROGRESS

OVER 45
SCHOOL DISTRICTS

developing plans to reduce chronic absence through **Make Every Day Count**

IN 2018-2019,
ALL 250+
SCHOOL DISTRICTS

in the state will start reporting chronic absence rates, a new accountability measure in the state's ESSA plan

CHALLENGE 5

ONLY 21 PERCENT OF ARKANSAS STUDENTS HAVE ACCESS TO HIGH-QUALITY SUMMER LEARNING PROGRAMS

PROGRESS

5

Summer Learning Initiative sites across the state are working to stop the summer slide and increase reading levels.

\$4.3
MILLION

in NSLA funds provided for high-quality after-school and summer learning programs, tutoring and pre-K in the 2016-2017 school year.

CHALLENGE 4

IN 2015-2016, ONLY 35% OF ARKANSAS THIRD GRADERS ARE READING ON GRADE LEVEL

PROGRESS

37%

of third graders reading on grade level in 2016-2017

1,000 **K-2ND**
GRADE

teachers trained through R.I.S.E Arkansas

30+

AR-GLR partner organizations



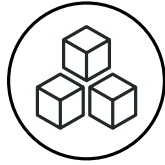


OUR WORK

IN THE FOLLOWING PAGES YOU WILL
LEARN MORE ABOUT HOW PARENTS,
COMMUNITIES, FUNDERS, POLICYMAKERS,
SCHOOLS LEADERS AND OTHER
STAKEHOLDERS HAVE CONTRIBUTED
TO THE PROGRESS OF THE ARKANSAS
CAMPAIGN FOR GRADE-LEVEL READING.

*Within each impact area, you will read
about the strategies we have employed
and the outcomes we are seeing. We also
feature the great work being done in
communities across the state and by key
partners without whom we would not
have achieved such progress to date.*

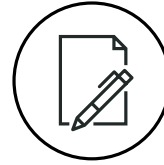
KEY STRATEGIES



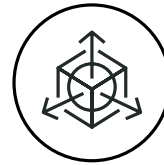
BUILD LOCAL CAPACITY



INCREASE PUBLIC WILL



ENHANCE PUBLIC POLICY



STRENGTHEN BACKBONE CAPACITY

A core strategy from the beginning of the Campaign has been to ensure that there is sufficient “backbone” capacity, or support, to manage the work of the Campaign and drive results.

AR-GLR has been managed by a statewide director, Angela Duran since 2011, and she was joined by an assistant director in 2016. The Arkansas Community Foundation serves as the Campaign’s fiscal agent, and the Community Foundation, Arkansas Advocates for Children and Families, and the Winthrop Rockefeller make up the Campaign’s management team. The Campaign has also engaged The Hatcher Group to help with communications as well as Attendance Works and the University of Arkansas to provide technical assistance to communities.

RESEARCH TELLS US THAT SCHOOLS AND COMMUNITIES WITH STRONG ENGAGEMENT FROM PARENTS AND CAREGIVERS ARE **FOUR TIMES MORE LIKELY** TO SEE IMPROVEMENTS IN READING.



IMPACT AREA

FAMILY AND COMMUNITY ENGAGEMENT

Why Does Family and Community Engagement Matter?

Parents and caregivers are a child's first teachers and most important advocates. Research tells us that schools and communities with strong engagement from parents and caregivers are four times more likely to see improvements in reading. Conversely, those with weak family-community ties are more likely to see reading and math scores stagnate and lower levels of school attendance. The bottom line is that schools cannot move the needle on grade-level reading alone; parents and the community have a key role to play.



STRATEGIES



In celebration of Read Across America Day, AR-GLR received this photo as part of its annual photo contest that seeks to get parents and children reading.

Photo: MEL K. MADKIN.



Build Local Capacity

Community Solutions

Initiative: AR-GLR supports local models that increase third grade reading proficiency through our five key impact areas, including strengthening family and community engagement. Our Community Solutions Initiative (CSI) supports parents, schools and communities working together to move the needle on grade-level reading. Through grants and technical assistance from the Winthrop Rockefeller Foundation, five communities in Arkansas are mobilizing local stakeholders to implement community-based solutions for local grade-level reading challenges.



Increase Public Will

Encouraging Family Engagement:

AR-GLR leverages school and community partners, social media and other channels to encourage families to engage with their children's development and early success. More families now:

- Talk, read and sing to children
- Read books that match children's reading levels and interests
- Ensure children are developing on pace
- Find high-quality child care or pre-K programs that support family efforts to prepare children for kindergarten
- Make sure children of all ages attend school regularly



*Because you help me—because of you,
I can reach my full potential.*

—AETN PUBLIC SERVICE ANNOUNCEMENT



OUTCOMES

Impact: AR-GLR CSI Communities Build Nationally Recognized Models for Parent and Community Engagement

EACH YEAR

OneCommunity Reads, *UnaComunidad Leyendo!* in Springdale has engaged more than

30 PARENTS

through Parents Taking Leadership Action which provides interactive lessons for taking leadership in schools and community.

MLK Reads in Little Rock recruits and trains more than

30 TUTORS

through a cross-sector collaboration between MLK Elementary, Second Baptist Church, and other community organizations who have partnered to ensure all students at MLK Elementary are reading on grade-level by the end of third grade.

AR Kids Read has recruited and trained more than

400 TUTORS,

50 local businesses, churches, and civic groups to serve more than

1,000 STUDENTS

in elementary schools in Pulaski County.

Influence: Policy Change to Support Parent Engagement

A new law passed during the 2017 legislative session requires all public schools to report to parents their child's independent reading level in terms of K-8 grades, twice a year. Previously, a child's reading level had been shared in the form of assessment scores, which can be difficult for parents to translate. The new policy gives parents a clear understanding of their child's reading progress.

Leverage: Building Partnerships to Reach Families Across Arkansas

Using television as a tool: WRF partners with the Arkansas Educational Television Network (AETN) to support the outreach and engagement goals of AR-GLR. AETN reaches more than 460,000 viewers across Arkansas and is the state's only PBS affiliate. Through this partnership, AETN has:

Produced five public service announcement on the AR-GLR impact areas that aired two to three times a day during peak children's programming and emphasized the critical role parents and caregivers play in ensuring third grade reading success

Produced and aired "Raising Arkansas's Readers," a one-hour broadcast special with national and local experts on the impact areas of AR-GLR

Coordinated local kick-off events for the five AR-GLR CSI communities featuring PBS characters, fun educational activities for children and early literacy material for parents

460,000+
ARKANSANS

REACHED WITH AR-GLR PUBLIC
SERVICE ANNOUNCEMENTS

\$1.1 MILLION

invested by the
Winthrop
Rockefeller
Foundation to
create new
parent and
community
engagement
models in AR

SPRINGDALE, AR
AWARDED PRESTIGIOUS
All-America City
Award FOR
GRADE-LEVEL READING

THOUSANDS OF BOOKS
DISTRIBUTED BY AR-GLR
PARTNER ORGANIZATIONS

SPOTLIGHT

“
The All-America City Award recognizes the efforts of our entire community working together to ensure that all our children can read proficiently and reach their full potential.

—DOUG SPROUSE,
 Springdale Mayor

Springdale: An All-America City

In June 2017, the City of Springdale earned the prestigious All-America City Award for its community-wide civic engagement efforts to help more young children achieve grade-level reading proficiency and early school success. Springdale was one of just 15 communities nationwide to win the award from the national Campaign for Grade-Level Reading and the National Civic League.

The award recognized the collaborative efforts of community organizations, educators, parents and volunteers working together to achieve measurable progress toward helping children read proficiently and reach their full potential. **OneCommunity Reads, UnaComunidad Leyendo** which started in 2013, is a cornerstone of Springdale's grade-level reading efforts. The organization uses student and parent programs and outreach to develop a culture of reading among Springdale School District families, including those where Spanish and Marshallese are spoken at home.

Through community-wide partnerships, Springdale has:

REDUCED CHRONIC ABSENTEEISM RATES BY NEARLY 70 PERCENT at Monitor and Parson Hills Elementary Schools. Both elementary schools moved the needle by informing parents about the importance of good attendance, monitoring attendance data monthly for patterns and trends, establishing a positive and engaging

school climate and reaching out to parents proactively and personally when a student misses school.

INCREASED THE PERCENTAGE of rising first through fourth graders not losing ground over the summer from **81 percent in 2014–2015 to 89 percent 2015–2016**. Through Feed Your Brain, students have the opportunity to read bilingual books and learn reading techniques to encourage learning over the summer months.

INCREASED PARENT ENGAGEMENT through the **Parents Taking Leadership Action** program, which provides parents interactive lessons in their native language aimed at strengthening parent-school communication, increasing educational awareness and enhancing the leadership potential of parents from diverse populations.

The momentum spurred by the success in generating community-wide attention on reading continued with the introduction of the new “Springdale Reads” campaign in fall 2017.



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LEVEL BY THE END
OF THIRD GRADE.



IMPACT AREA

SCHOOL READINESS

Why Does School Readiness Matter?

Research shows that birth through age five are critical development years that set children on a path of learning and prepare them to succeed in school. In Arkansas, only about half of kindergarten students are considered ready for school when they arrive in the classroom, which makes them less likely to read on grade level by the end of third grade. AR-GLR strives to close this readiness gap by engaging parents in the development of their young children and advocating for public investment in high-quality early education programs.



STRATEGIES



Build Local Capacity

Good to Great is an initiative to improve the quality of early childhood education and expand access to it in Arkansas. With funding from the W.K. Kellogg Foundation and the Winthrop Rockefeller Foundation, Campaign partners have worked in Marvell and Prescott to build staff capacity at early care facilities, engage parents to advocate for high-quality care and convene key partners to elevate the discussion around the importance of early childhood education.





Enhance Public Policy

Developmental Screenings: Research has shown that 85 percent of a child's core brain development occurs by age three. AR-GLR believes early screenings for children are critical to their long-term success to ensure they are hitting important milestones in their growth and development. Arkansas Advocates for Children and Families (AACF) partnered with AR-GLR to publish a report on how early childhood developmental screenings will help Arkansas children: *Childhood Screenings: Improving Access to Early Identification, Referrals, and Linkages to Services*. The report outlines the types of early screenings available, the services available to children and the barriers Arkansas children face when attempting to access these resources. It also offers policy recommendations to improve access to these services for all children. AR-GLR is partnering with AACF and Arkansas Children's Hospital's Natural Wonders Partner Council to identify opportunities for implementing the report's recommendations.

Increased Investment in Pre-K:

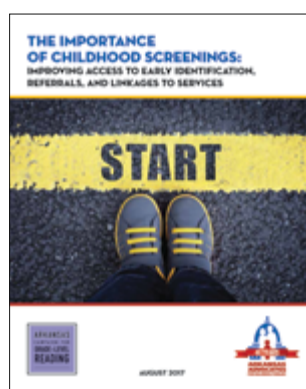
AR-GLR supports investments in early childhood education through Arkansas Better Chance (ABC), the state-funded pre-K program. ABC is an evidence-based solution that provides high-quality learning opportunities to thousands of Arkansas children. A study in Arkansas found that students who attend ABC yielded a 31 percent growth in vocabulary prior to entering kindergarten compared to students who did not attend. AR-GLR is working with AACF and ForwARd Arkansas to increase funding for ABC to maintain and expand this quality early childhood education opportunity.



Increase Public Will

Talking is Teaching: Talk, Read, Sing is a parent engagement and public awareness campaign designed to empower parents and caregivers to talk, read, sing and play with children from birth. The campaign offers fun and easy tools and resources designed to help parents and caregivers boost young children's vocabulary and improve school readiness.

- AR-GLR and AETN launched pilot sites in Eudora and Little Rock during the 2016-2017 school year and ran a public service announcement to raise awareness.
- Early education tools, such as "Ready Rosie" videos, were provided to parents to increase language and learning in the home.
- Trusted messengers like preschool teachers, child care providers, home visitors and nutritionists from the state's Women, Infants and Children program (WIC) shared information and resources with parents.
- AR-GLR and AETN partnered with *Too Small to Fail*, a national education nonprofit, to develop billboards, bus ads and promotional materials to reach parents of young children.





OUTCOMES

Impact: Reaching Parents to Improve Early Learning

Expanding reach: Though the *Talking is Teaching: Talk, Read, Sing* campaign, 5,500 families in Little Rock and Eudora participated in the pilot, receiving subscriptions to Ready Rosie and materials including handouts, bibs, placemats, and magnets with messages aimed to increase interactions with young children. All promotional materials, as well as posters, billboards and bus ads, were co-branded with AETN's logo, providing instant name recognition to the thousands of Arkansans viewing the materials. Running a PSA on AETN during regular children's programming also expanded the reach of the campaign beyond the two pilot sites to a statewide audience.

Influence: Policy Change To Support School Readiness

ABC and Pre-K: In 2017, state policymakers increased state funding for ABC from \$111 million to

**\$114 MILLION
PER YEAR,**

the first *permanent* increase in funding since 2008. AR-GLR is working with AACF, ForwARd Arkansas and other partners to advocate for an additional \$17 million, the amount needed to sustain the quality of existing pre-K programs.

Releasing new standards: In 2016, the Arkansas Department of Human Services and the Arkansas Head Start State Collaboration Office leveraged W.K. Kellogg Foundation funding to release new standards to increase the quality of early childhood education. They demonstrate the continuum of developmental milestones from birth to age five and will lead to more children being kindergarten ready.



Leverage: Increased Investment Expands Access To Early Education

Early Head Start

- Three Early Head Start programs in Arkansas received a total of \$7.6 million in grants from the U.S. Department of Health and Human Services (HHS) in 2015 to provide increased care for infants and toddlers in partnership with local child care centers.
- Arkansas received additional funding for Early Head Start Child Care partnerships in 2017. The Division of Child Care received \$3.8 million from HHS, which will provide high-quality programs for 168 infants and toddlers living in high-need areas. Two additional Early Head Start programs also received grants from HHS that will serve more than 160 infants and toddlers.

Expanding pre-K

In 2015, the U.S. Department of Education awarded Arkansas

\$60 MILLION

to improve and expand pre-K quality by building local capacity and providing resources to strengthen curriculum.

The funding added

**1,371 NEW
PRE-K SLOTS**

and improved services for roughly

1,500 CHILDREN.



85

PERCENT

OF A CHILD'S
CORE BRAIN
STRUCTURE
IS FORMED
BEFORE

AGE THREE

CHILDREN FROM LOW INCOME
BACKGROUNDS HEAR

30 MILLION
FEWER WORDS

BY AGE THREE THAN THEIR
PEERS FROM HIGHER
INCOME FAMILIES.

PROVIDING QUALITY PRE-K
GIVES COMMUNITIES A

SEVEN-FOLD

RETURN

ON INVESTMENT.



FEATURED PARTNER

“
Our goals align.
Education is
at the core of
everything we
do. AR-GLR
brings the data;
we bring the
resources like
PBS kids.

—JULIE THOMAS,
AETN's Marketing Director

The Power of Partnerships: Arkansas Educational Television Network

AR-GLR and AETN built on a shared belief in education for all Arkansas children to develop a multi-faceted partnership. In 2013, AETN aired "Raising Arkansas Readers," an on-air call-in show to educate the public about the importance of grade-level reading.

They also created Public Service Announcements (PSAs) that aired heavily across Arkansas on topics from grade-level reading to the importance of talking, reading and singing with your children, as part of the *Talking is Teaching: Talk, Read, Sing* campaign. This campaign is designed to empower parents and caregivers to talk, read, sing and play with their kids beginning at an early age. Research shows that the first few years of a child's life are the most important for brain development, so *Talking is Teaching* offers fun and easy tools—including weekly videos from Ready Rosie—to help parents and caregivers of children ages 0 to 5 boost their vocabulary and improve school readiness.

"Our partnership is the perfect match," says Julie Thomas, AETN's marketing director. "Our goals align. Education is at the core of everything we do. AR-GLR has amazing and passionate people. They bring the data; we bring the resources like PBS Kids. Together, AR-GLR lets us know through their data that we are putting our resources in the right areas and then, through our airwaves, we reach parents across Arkansas to show why early education is critical."

Indeed, the partnership with AETN allows AR-GLR to expand beyond the local level to reach the entire state.

"As a free and public television station, AETN can be viewed by people across the state, regardless of income levels," says AR-GLR Campaign Director Angela Duran. "Their programs may deliver the only pre-K education some of our kids receive. All things combined, we can spread our message to a huge audience using the most effective resources and tools."

AETN and AR-GLR also created different community events in schools featuring PBS Kids characters, such as Clifford and the Cat in the Hat. At the events, students could hug and shake hands with the characters and each child received a backpack, filled with books and a journal and pencil to write.

"I'm sure this campaign made a big impact on the kids, but it made a huge impact on us at AETN too," says Thomas. "Being able to see so many smiles on the children's faces made this one of the most worthwhile campaigns I have participated in. The teachers were so grateful for the attention and were telling us 'our kids never get this.' It made us feel like this is absolutely a priority in building a culture of reading in Arkansas."



IN ARKANSAS,
MORE THAN 12
PERCENT OF
KINDERGARTENERS
THROUGH THIRD
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CHRONICALLY
ABSENT, MEANING
THEY MISS A MONTH
OR MORE OF SCHOOL
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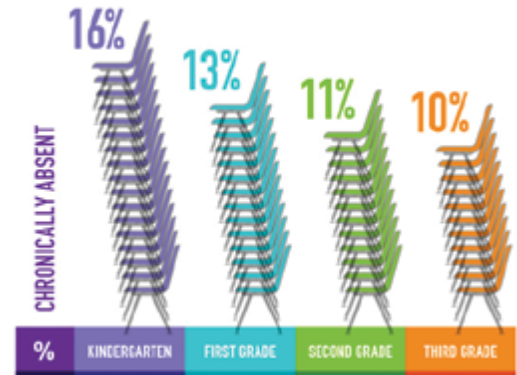
IMPACT AREA

SCHOOL ATTENDANCE

Why Does School Attendance Matter?

Attendance is critical to academic success, even early on. When children attend school regularly in kindergarten and first grade, they are more likely to read proficiently by the end of third grade and less prone to dropping out of high school. Unfortunately, in Arkansas, more than 12 percent of kindergarteners through third graders

are chronically absent, meaning they miss a month or more of school each year. Students from low-income families are twice as likely to be chronically absent than their more affluent peers. To reach our goal of all children reading proficiently by the end of third grade, we are working with partner organizations and communities to make sure that we are making every day count for Arkansas kids.



STRATEGIES



Build Local Capacity

Make Every Day Count

initiative: AR-GLR supports local efforts to reduce chronic absence in the early grades. Launched in 2013 in partnership with our national partner, Attendance Works, the *Make Every Day Count* initiative helps schools, districts and communities track chronic absence and develop and implement plans to keep children in the classroom every day.

Leading Attendance in

Arkansas: To better prepare schools, AR-GLR released an online toolkit for school leaders in 2016: *Leading Attendance in Arkansas*. It outlines five strategies to help principals develop a comprehensive plan to reduce chronic absence in their schools. With tools and resources to reduce chronic absence, teachers and administrators are better equipped to ensure all kids are reading on grade level.



Increase Public Will

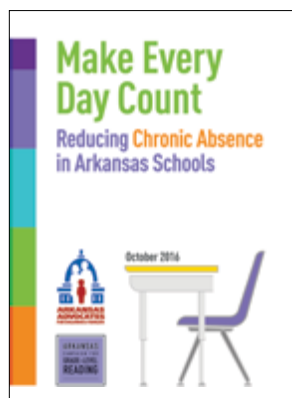
Attendance Awareness Month: AR-GLR celebrates Attendance Awareness Month each September, but the message of “Make Every Day Count” continues all school year. Local radio station personalities have recorded PSAs to encourage parents to make sure their children attend school every day, and schools and districts use tools

developed by AR-GLR to share and reinforce the message with parents and the broader community. To engage students in the message, schools use AR-GLR promotional materials such as banners, buttons and bookmarks, and many partner schools participate in our Attendance Awareness Month poster contest.



Enhance State Policy

Chronic Absence Report: In October 2016, AR-GLR and AACF released a report, *Make Every Day Count: Reducing Chronic Absence in Arkansas Schools*, which analyzes chronic absence data in the state and recommends strategies and state policy to address the issue.





OUTCOMES

Impact: Two Schools Reduce Chronic Absence Rate

Marvell-Elaine Elementary School began a focus on attendance in August 2014, taking universal approaches to reach all students. Teachers now track and analyze attendance data, the staff has cultivated a climate of encouragement and excitement and family outreach has helped to inform parents about the importance of attending school every day. The school drove down its chronic absence rate from 18 percent in 2012-2013 to seven percent in 2014-2015.

Springdale's Monitor Elementary School first scrutinized attendance data in 2013, noticing various patterns that contributed to a 19 percent chronic

absence rate, including higher rates among certain populations such as students from the Marshall Islands. Monitor used positive, culturally sensitive strategies such as family nights, form letters, adult mentors and personal phone calls (rather than robo-calls) for the students to reduce their chronic absence rate to six percent in the 2014-2015 school year.

Statewide Expansion: After initial success in Marvell and Springdale, the Arkansas Department of Education (ADE) encouraged districts around the state to become part of *Make Every Day Count*, which has expanded to over 45 school districts.



Influence: Policy and Systems Change to Enhance Attendance

The Every Student Succeeds Act (ESSA) is the federal legislation that replaced No Child Left Behind. Arkansas submitted its plan to implement the new law to the U.S. Department of Education in September 2017 and it was approved in January 2018. The partnership between ADE and AR-GLR around attendance laid the groundwork for the inclusion of chronic absence as an accountability measure in the state's ESSA plan. Every school in the state will now track chronic absence and be able to use the data as an early warning indicator to reach students who are likely to fall behind academically.

Reformed Disciplinary Policies: Research shows that out-of-school suspensions and expulsions for students in grades K-5 are not effective in changing behaviors and harm academic performance by keeping students away from classroom

instruction. Data also shows the need to improve equity: Black students are suspended about 3.5 times more often than white students. The Arkansas legislature in 2017 reformed disciplinary policies by banning such punishments for elementary students unless a student poses a harm to themselves or others, and all other measures have been attempted and failed.

Chronic health issues can be a significant cause of excessive absences. Marshallese students in Arkansas have had limited access to health care because they have been ineligible for ARKids First, which provides coverage for children in low-income families. The Arkansas Legislature in 2017 asked the Governor to extend ARKids First coverage to children born in the Marshall Islands. Doing so would increase access to health care and thus reduce days missed due to illness.



CHRONIC ABSENCE STARTS EARLY.

IN ARKANSAS,
MORE THAN
12 PERCENT
KINDERGARTEN
THROUGH THIRD
GRADERS ARE
CHRONICALLY ABSENT.



FAMILY INCOME AFFECTS ATTENDANCE.

STUDENTS FROM
LOW-INCOME
FAMILIES ARE TWICE
AS LIKELY TO BE
CHRONICALLY ABSENT.





FEATURED PARTNER

“
One of our major accomplishments has been raising awareness around the importance of grade-level reading and then elevating that issue among state policymakers.

—GINNY BLANKENSHIP,
AACF's Education
Policy Director

The Power of Partnerships: Arkansas Advocates for Children and Families

As AR-GLR's key policy partner since 2012, Arkansas Advocates for Children and Families (AACF) is a leader in child advocacy in the state. Together, the two organizations work on a range of important policy issues, including expanding access to high-quality pre-K and afterschool programs, researching chronic absence and curbing school suspensions.

“Arkansas Advocates leads all of our policy work,” says Angela Duran, AR-GLR Campaign Director. “They have decades of expertise and policy wins that we can draw on to help achieve our goal of all children reading on grade level.”

Together, through policy and advocacy work at the state level, they have increased state funding for pre-K, significantly reduced expulsions and out-of-school suspensions for elementary students and advocated for the inclusion of chronic absence as a measure on which schools and districts will report and be held accountable.

“The two organizations combined bring a unique blend of state-level policy work, coupled with local efforts in communities and school districts,” says Ginny Blankenship, Education Policy Director for AACF. “One of our major accomplishments has been raising awareness around the importance of grade-level reading and then elevating that issue among state policymakers.”

AACF believes that the grade-level reading campaign has brought new urgency to their early education work, allowing people to make the connection as to why early education and grade level reading proficiency is critical to children's futures.

AACF and AR-GLR researched the new federal Every Student Succeeds Act (ESSA) and the opportunities it provides

to improve educational outcomes for all students in Arkansas. The two organizations developed and submitted recommendations to create a more coherent system that would increase the likelihood that all Arkansas students can read by the end of third grade. Recommendations included reducing chronic absence, expanding high-quality after-school and summer programs and adopting policies to improve school discipline and reduce racial disparities.

“We were successful in getting legislation passed this year to ban expulsions and suspensions for students in grades K-5,” says Rich Huddleston, Executive Director of AACF. “Data shows black students are suspended about 3.5 times as often as white students, and we need to improve equity. We need to keep all kids in the classroom so they don't miss out on education opportunities.”

“Our collaboration with AR-GLR has been extremely rewarding, especially in the area of early childhood education,” says Huddleston. “The partnership has brought us in contact with a range of groups that are focused on literacy, allowing us to develop productive working relationships and move the needle on education in our state. I'm continually impressed with AR-GLR's ability to think holistically across many different issues that impact a child's ability to read at grade level and get results.”





Garland County

A number of communities throughout Arkansas have independently recognized the importance of achieving grade-level reading and have committed to taking significant steps toward ensuring that all kids and their families have the support and resources they need to succeed. Among these communities is Garland County.

In February 2016, school and community representatives among the seven school districts in Garland County established Garland County Reads with the goal of making sure that all students can read proficiently. The focus areas of the partnership are similar to the statewide impact areas of AR-GLR: attendance, school readiness, parental engagement, teacher preparation and success and summer learning.

- **GARLAND COUNTY MADE ACCESS TO HIGH-QUALITY PRE-K A PRIORITY.**
In 2016, six of the county's seven school districts came together to establish a new Arkansas Better Chance pre-K program, making pre-K accessible in all Garland County school districts and closing the gap on unmet demand.
- **SCHOOL DISTRICTS ARE MAKING AN EFFORT TO RECRUIT THE BEST TEACHERS** in the K-3 years and ensure they are adequately supported, knowing that the early years are critical for building a strong educational foundation.
- **A COUNTY-WIDE ATTENDANCE PUSH** has included parent nights, visits to PTO meetings, the use of newsletters and social media. Leaders ensure that teachers and parents understand both the importance of attendance every day and the expectations set by schools and districts.
- **PARENTS AND CAREGIVERS ARE BEING ENCOURAGED** to spend 3 hours a day with their children—including 20 minutes a day of reading—through family outreach.
- **HOT SPRINGS SCHOOL DISTRICT LAUNCHED A SUMMER LEARNING ACADEMY IN 2016**, which focuses on increasing reading levels among K-4 students with a holistic approach. They have a strong application process for teachers and are increasing the pay of those who are selected to teach in the program.



“

One County, One Book is the biggest success we've seen so far. It really is a community-wide event that shows our commitment to making sure all kids can read proficiently.

—STEPHANIE NEHUS,
Hot Springs School District
Superintendent

ONE COUNTY, ONE BOOK

In fall 2016, Garland County became the first community to transform the nonprofit Read to Them's *One District, One Book* program into **One County, One Book**. Every elementary family across the county received a copy of *School Days According to Humphrey* and followed a countywide reading schedule with their parents, caregivers or siblings each week.

The program kicked off with a community-wide celebration, which involved leaders from all seven school districts, the police department, the library and other organizations. The event included a cookout, booths from various reading organizations, and a live reading of the first chapter of *School Days According to Humphrey*. Both the *One County, One Book* initiative and the community kickoff event will continue for years to come due to the success that leaders saw in building excitement and support around reading.



ELEMENTARY
TEACHERS MUST
HAVE DEEP
KNOWLEDGE OF
EVIDENCE-BASED
STRATEGIES
FOR TEACHING
READING, AS WELL
AS THE SKILLS
TO IMPLEMENT
THEM IN ORDER TO
MOST EFFECTIVELY
PREPARE STUDENTS
TO READ ON
GRADE LEVEL.



IMPACT AREA

CLASSROOM INSTRUCTION

Why Does Classroom Instruction Matter?

Reading and literacy skills are vital for success in the classroom and beyond. Elementary teachers must have deep knowledge of evidence-based strategies for teaching reading, as well as the skills to implement them in order to most effectively prepare students to read on grade level. AR-GLR wants to ensure that teachers have the skills to teach young children to read. We are working to find additional ways to enhance state policy and build local capacity to improve the training and support for early elementary educators in order to boost classroom instruction.



STRATEGIES



Build Local Capacity

R.I.S.E. Arkansas: In January 2017, Governor Asa Hutchinson announced the launch of R.I.S.E. (Reading Initiative for Student Excellence) Arkansas, a statewide reading campaign that emphasizes the importance of building a culture of reading. A key component of the initiative is to build teacher capacity to teach reading. ADE is working to

ensure that educators have an understanding of the science of reading as well as an in-depth understanding of phonics and phonemic awareness to support beginning readers. The initiative hopes to increase the number of students in grades three through eight who meet the ACT Aspire reading readiness benchmark by 10 percent within three years.





OUTCOMES

Impact: Schools Commit to R.I.S.E. Campaign

Training teachers: In summer 2017, ADE offered schools the opportunity to become R.I.S.E. schools. More than 350 schools made the commitment to create a positive culture of reading and strengthen core reading instruction by participating in R.I.S.E. Academies. Over the summer, ADE trained 80 literacy specialists who provide support to more than 1,000 kindergarten through second grade teachers. Educators gained in-depth knowledge about the science of reading, evidence-based instructional strategies and how to make data-based decisions for students. Participants will receive ongoing coaching and opportunities for collaboration with other educators.

Influence: 2017 Legislative Wins

Enhanced Laws to Strengthen Classroom Instruction

During the 2017 legislative session, policymakers passed several bills that build on the momentum spurred by the launch of R.I.S.E. Arkansas and represent a solid step toward moving the state closer to our goal of all children reading on grade level. These laws require:

- New elementary teachers to demonstrate competency in teaching children to read in order to obtain a teaching license
- Teacher preparation programs to align instruction with these new licensure requirements
- Current and future teachers to demonstrate proficiency in teaching children how to read
- School districts to inform parents about the level at which their child is reading

Ensuring Accountability to Meet the Needs of Students with Dyslexia

One in five children in Arkansas is affected by the language-based disorder dyslexia, which can impact a student's ability to develop literacy skills. The Dyslexia Project, a group of parents and education professionals, has led a statewide movement to ensure that all students receive proper screening and interventions for dyslexia. As a result of their efforts:

- A law was passed in 2013 mandating that all school districts screen kindergarten through second grade students and any older students exhibiting clear dyslexia markers and provide appropriate interventions for each child.
- Amendments to the law in 2017 require schools to report the number of children identified as having dyslexia, the number receiving dyslexia interventions and the intervention programs provided.



THE PERCENTAGE OF
THIRD GRADERS
MEETING THE
READING READINESS
BENCHMARK
INCREASED FROM
35 PERCENT IN
2016-2016 TO

37 PERCENT
IN 2016-2017.

1,000

**K-2 TEACHERS
WERE TRAINED
IN SUMMER
2017 BY ADE
THROUGH R.I.S.E.
ACADEMIES.**





FEATURED PARTNER

“
Together, we were
able to reach
the whole state
to implement
solutions that
will foster
our students
education.

—STACY SMITH,
ADE’s Assistant
Commissioner for
Learning Services

The Power of Partnerships: Arkansas Department of Education

To achieve our goal of all students reading on grade level, students must be in class every day, and teachers must have research-based tools and resources for teaching children how to read.

After training and technical assistance by AR-GLR to schools in Marvell and Springdale led to significant reductions in chronic absence rates, the Arkansas Department of Education (ADE) invited the Campaign to share those resources with schools and districts around the state.

“Through our partnership with Attendance Works, we could provide educators with research on the impact and prevalence of chronic absence, tools for calculating their schools’ chronic absence rates and strategies for reducing those rates,” says Angela Duran, campaign director of AR-GLR. “The Department of Education is a terrific partner. They helped AR-GLR expand our reach to the state’s 15 regional education service cooperatives, providing training so far to over 45 districts.”

This partnership between ADE and AR-GLR around chronic absence laid the groundwork for the inclusion of chronic absence as an accountability measure in the state’s ESSA plan, which was approved by the U.S. Department of Education in January 2018.

“It’s one thing to connect someone to the right people, but it’s ultimately the follow-up that matters,” says Stacy Smith, Assistant Commissioner for Learning Services at ADE. “Angela and AR-GLR provided important and

beneficial information, and they were asked to come back to several locations. Together, we were able to reach the whole state to implement solutions that will foster our student’s education.”

The work on chronic absence was the first step in a deepened relationship between ADE and AR-GLR that began when Johnny Key became the new Commissioner of Education in 2015. Key wanted the Department’s priority to be improving literacy, which clearly was a perfect complement to AR-GLR’s work.

In January 2017, Governor Asa Hutchinson announced R.I.S.E. (Reading Initiative for Student Excellence) Arkansas with very clear goals about literacy, including improved reading scores, to promote a culture of reading. To help the success of R.I.S.E., ADE has started training K-2 teachers around the state about how to teach reading, using data-driven practices to differentiate instruction so that all children learn to read proficiently.

“If we want our students to be proficient readers, it will take everybody—we can’t do this alone,” adds Smith. “We need community and state partners like AR-GLR. AR-GLR exemplifies our goal of changing the culture of reading. We want all citizens to value and embrace reading, which is the ticket to moving our state forward economically.”



ARKANSAS
DEPARTMENT
OF EDUCATION



Reading Initiative for Student Excellence

MANY KIDS,
PARTICULARLY
CHILDREN FROM
LOW-INCOME
BACKGROUNDS, LOSE
AS MUCH AS TWO
TO THREE MONTHS
OF READING SKILLS
EACH SUMMER.



IMPACT AREA

SUMMER LEARNING

Why Does Summer Learning Loss Matter?

Summer can be a time of academic enrichment or learning loss for children. Many kids, particularly children from low-income backgrounds, lose as much as two to three months of reading skills each summer. Known as the “summer slide,” that learning loss can add up, leaving some children 2.5 to three years behind their peers by fifth grade.

But summer learning loss can be prevented with high-quality summer programs, which have been shown to improve reading and math skills, in addition to stronger motivation among students. Unfortunately, only 21 percent of Arkansas students have access to such programs. AR-GLR is working with various partner organizations to spread awareness about the importance of summer learning and to support high-quality programs.



STRATEGIES



Build Local Capacity

Summer Learning Initiative (SLI): To prevent summer learning loss, AR-GLR partnered with the Arkansas Community Foundation (ACRF) to provide grants to innovative summer learning programs around the state run by nonprofit-school partnerships that increase reading proficiency for children in pre-K through third grade. The Arkansas Out of School Network, one of AR-GLR’s key summer learning partners, provides technical assistance to the grantees and connects them to the broader network of summer and afterschool programs.



Increase Public Will

Promoting Educational Summer Activities: To encourage families to continuously engage with the young children in their lives, AR-GLR partnered with AETN to air a public service announcement emphasizing the need for children to continue learning during the summer months.

Mitch Breitweiser, the Marvel Comics artist, recorded a PSA for AR-GLR promoting summer learning programs. It aired on radio stations in the state. “Growing up in Arkansas, super-powered heroes inspired my career. My love for reading empowered me to express my art in the story form of comics. Take the kids in your life to a library, or sign them up for a summer learning program.”

“

My daughter moved from asking me to read her a book to picking up a book and reading it herself. Everything was hands-on and engaging.

—MOTHER OF A RISING FIRST GRADER IN STUTTGART



OUTCOMES

Impact: Preventing learning loss through summer programs across Arkansas

Marvell-Elaine Reads

The Boys, Girls, Adults Community Development Center (BGACDC), Marvell-Elaine Elementary School and local volunteers have strengthened community-wide efforts to increase the number of students reading proficiently. Through Marvell-Elaine Reads, more than 100 local children—about half of the community’s children—attended a six-week summer learning day camp in 2016 to build literacy and social awareness skills.

RATES OF INCREASED READING LEVELS AMONG THE PARTICIPANTS:



Park Avenue Elementary School in Stuttgart

In 2016, more than 100 incoming kindergarten through fourth grade students took part in a five-week long summer learning camp at Park Avenue Elementary School. Students who did not attend pre-K or who were assessed as reading one to two grades below grade level were invited to attend the camp, which focused on both literacy and STEAM (Science, Technology, Engineering, Arts, and Math). Incoming first graders increased their scores between the end of the school year and the end of the summer camp by 14 percent, and incoming second graders increased their scores by 11 percent.



OUTCOMES

(continued)

Influence: Legislature Increases Funding for Out-of-School Programs

AR-GLR partners with the Arkansas Out of School Network and Arkansas Advocates for Children and Families to push for investment in quality summer programs. As part of the Arkansas legislature's 2017 refinement of the

state's K-12 school funding formula,

\$4.3 MILLION in resources for high-poverty school districts will be provided annually for high-quality after-school and summer learning programs, tutoring and pre-K.

Leverage: Keeping Children Fed and Learning During the Summer

The Arkansas Hunger Relief Alliance (HRA) understands that children lose access to healthy meals during the summer when they are not in school. They stepped up their work to expand access to summer meals in 2010 by joining No Kid Hungry, a national effort led by the nonprofit Share Our Strength. Leveraging USDA-sponsored meals and other resources, HRA recruits organizations around the state to deliver meals at parks, pools, schools, community-based organizations and remote rural locations. In 2012, about one-third of Arkansas's 75 counties had no summer meal sites. By 2014, all counties had sites.

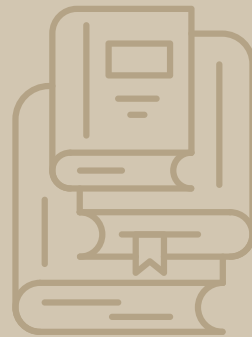
The Arkansas Community Foundation expanded its partnership with AR-GLR in 2016 by launching the Summer Learning Initiative grant program and providing support to innovative summer learning programs that increase reading proficiency for pre-K through third graders in Arkansas. These programs also receive technical support from the Arkansas Out of School Network. Over the past several years, the Community Foundation has invested an average of \$130,000 a year in the initiative.





NOT HAVING ACCESS TO QUALITY
SUMMER LEARNING PROGRAMS
CAN CAUSE CHILDREN TO FALL
2.5 TO 3 YEARS BEHIND
THEIR PEERS BY FIFTH GRADE.

ONLY 21 PERCENT
OF ARKANSAS CHILDREN
HAVE ACCESS TO QUALITY
SUMMER LEARNING PROGRAMS.





FEATURED PARTNER



The Foundation is eager to continue this giving model with AR-GLR because we are seeing positive results. AR-GLR's strategies are simple and effective, and really important to the future of our state.

—SARAH KINSER,
Arkansas Community
Foundation's Chief
Program Officer

The Power of Partnerships: Arkansas Community Foundation

AR-GLR's partnership with the Arkansas Community Foundation (Community Foundation) began with an invitation to serve on the Campaign's advisory committee. A few years later, the Community Foundation became AR-GLR's fiscal agent, providing support to help manage the Campaign.

The partnership between the Community Foundation and AR-GLR expanded again in spring 2016, with the launch of the Summer Learning Initiative (SLI). Through SLI, the two organizations awarded grants to five programs across the state working to stop the summer slide and increase reading levels: Booneville School District, Hot Springs Family YMCA, Mount Judea Area Alliance, Ouachita Children's Center in Hot Springs, and Park Avenue Elementary in Stuttgart. Each grantee hosted camps to engage kids over the summer to prevent learning loss, helping them continue to make educational gains.

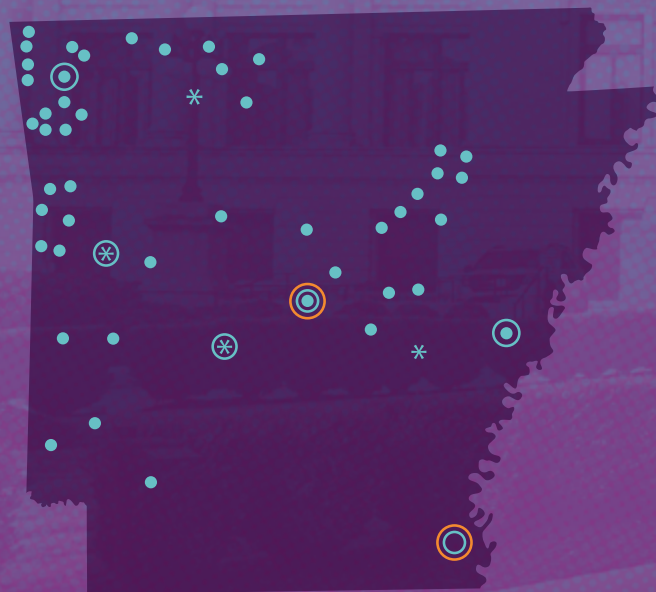
"Funding for summer learning programs tends to be hard to come by, but is high impact," says Sarah Kinser, the Foundation's Chief Program Officer. "We supported five programs to prevent summer learning loss for kindergarten and early elementary students. The Foundation is eager to continue this giving model with AR-GLR because we are seeing positive results. AR-GLR's strategies are simple and effective, and really important to the future of our state."

"The Arkansas Community Foundation is showing other funders how we can work together across Arkansas to make a difference in early education for our students," says Angela Duran, Campaign Director. "They have been a tremendous partner and have demonstrated that investments in summer programs can lead to measurable results—stopping summer learning loss and increasing reading levels."

THE ARKANSAS CAMPAIGN FOR GRADE-LEVEL READING THANKS THE PARTNERS AND COMMUNITIES ACROSS THE STATE WHOSE DEDICATION TO OUR GOAL HAS IMPACTED THE EDUCATIONAL OUTCOMES FOR CHILDREN ACROSS OUR STATE.

OUR COMMUNITIES

-  **Community Solutions Initiative**
Community-school partnerships to engage parents and communities for local grade-level reading challenges
-  **Make Every Day Count**
Partnerships with schools and districts to reduce chronic absence
-  **Summer Learning Initiative**
Community-school partnerships to reduce summer learning loss
-  **Talking is Teaching: Talk, Read, Sing**
Community partnerships to engage parents in their children's vocabulary development



A faint, blue-tinted background image of the Arkansas State Capitol building, showing its iconic dome and classical architectural details like columns and pediments.

OUR PARTNERS

ADULT LEARNING ALLIANCE • AR KIDS READ • ARKANSAS 21ST
CENTURY SCHOOLS NETWORK • ARKANSAS ADVOCATES FOR
CHILDREN & FAMILIES • ARKANSAS ASSOCIATION OF EDUCATIONAL
ADMINISTRATORS • ARKANSAS COMMUNITY FOUNDATION
ARKANSAS DEPARTMENT OF EDUCATION • ARKANSAS DEPARTMENT
OF HUMAN SERVICES • ARKANSAS EDUCATIONAL TELEVISION
NETWORK • ARKANSAS EDUCATION ASSOCIATION • ARKANSAS
HEAD START STATE COLLABORATION • ARKANSAS HOME VISITING
NETWORK • ARKANSAS HUNGER RELIEF ALLIANCE • ARKANSAS STATE
UNIVERSITY • ARKANSAS OUT-OF-SCHOOL NETWORK • ARKANSAS
PARENT TEACHER ASSOCIATION • ARKANSAS PUBLIC POLICY PANEL
ARKANSAS RESEARCH CENTER • ARKANSAS SCHOOL BOARDS
ASSOCIATION • COMMUNITY RESOURCE INNOVATIONS • CURRICULAR
CONCEPTS • THE DYSLEXIA PROJECT • DOLLY PARTON'S IMAGINATION
LIBRARY • ENDEAVOR FOUNDATION • EXPECT MORE • FORWARD
ARKANSAS • HIPPIY USA • INVEST EARLY COALITION • NO KID HUNGRY
ARKANSAS • REACH OUT & READ ARKANSAS • RURAL COMMUNITY
ALLIANCE • UNITED WAY OF NORTHWEST ARKANSAS • WINTHROP
ROCKEFELLER FOUNDATION • WORDS TO GROW ON

A background photograph of a library or classroom setting. In the foreground, a young boy with dark hair, wearing a dark grey t-shirt with a bright green Nike swoosh, is looking down at a book. Behind him, several other children and adults are visible, some looking at books on a table. The table is covered with many colorful children's books. The text 'WHERE WE ARE GOING' is overlaid in large, bold, purple capital letters. Below the title is a short horizontal line.

WHERE WE ARE GOING

THE ARKANSAS CAMPAIGN FOR
GRADE-LEVEL READING HAS
MADE MUCH PROGRESS TOWARD
ENSURING ALL CHILDREN READ
ON GRADE LEVEL, BUT THERE IS
STILL A LOT TO ACCOMPLISH TO
REACH OUR GOAL.

In coming years, the Campaign will:



Build on the momentum at the state level, using local proof points to take grade-level reading strategies to scale with comprehensive policy solutions

Broaden community engagement to embrace influencers and stakeholders in the business and healthcare sectors



continued on page 46

continued from page 45



Develop two-generation strategies that meet educational, health and economic needs of both children and their parents



Double down our work for children ages 0-8 by aligning and aggregating evidence-based strategies to achieve outcomes for ALL children





ARKANSAS CAMPAIGN FOR GRADE-LEVEL READING

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