



**Item:**

Inquiry on Grade-Level Reading Campaigns

**Requested Action:**

1. The Board is asked to receive the response.

**Background:**

**Board Request:**

Board Member Chance requested information on national and state-level grade-level reading campaigns that have demonstrated success in improving 3rd grade reading outcomes, including the role of backbone organizations and their models.

**Staff Response:**

There are several models with each offering diverse resources. The links to each organization mentioned is included for exploration.

Staff consulted with Jenn Faber (Florida Grade-Level Reading Campaign) and Ron Fairchild (Senior Consultant for National Grade-Level Reading Campaign). Mr. Fairchild had previously read the literacy assessment report and provided feedback to the Alachua County FGLR Campaign and a few community partners. Additionally for the Alachua County Grade Level Reading (GLR) Campaign, Maddy Fleming (United Way of North Central Florida) and CTAC Staff Mia Jones have engaged in valuable discussions with the [Patterson Foundation](#) (Suncoast Region) and The Learning Alliance ([Indian River County – Moonshot Moment](#)).

Staff are also reaching out to Dr. Nicole Patton Terry ([Florida Center for Reading Research](#)) and [the Lucy Project](#) in Miami, both of whom have led impactful literacy work in their local communities and/or nationally.

**National and State-Level Grade Level Reading Campaigns:**

Ms. Faber highlighted the success of Indian River County's Moonshot Moment campaign, which has significantly improved 3rd grade reading scores through a \$3 million annual investment in 18 reading coaches across 12 elementary schools. While effective, Ms. Faber noted that replicability may be limited for similarly sized counties due to budget constraints. The Learning Alliance has invited our team to learn more through in-person discussions and site visits. Ms. Faber also mentioned [Read On Arizona](#) which leads the statewide collaboration to advance the strategies, policies, and investments needed for all children to learn to read at grade level. They have launched [Arizona Literacy Plan 2030](#).

Mr. Fairchild emphasized the importance of a strong quarterback/backbone organization. In addition to the Suncoast Region and Indian River Co, Florida, he cited additional successful campaigns with significant growth in 3<sup>rd</sup> grade reading proficiency in:

- **Dallas, TX** – [Commit Partnership](#)
- **Spartanburg, SC** – [Spartanburg Academic Movement](#)
- **Dayton, OH** – [Learn to Earn](#)
- **Salt Lake City, UT** – [Promise Partnership](#)

These communities are affiliated with the GLR Campaign and are also part of the [StriveTogether](#) and/or [Purpose Built Communities](#) networks.

#### Models

Mr. Fairchild recommends a **collective impact approach** that integrates targeted tools and resources aligned with key early success indicators:

- **School readiness** ([ELN Collective](#))
- **Attendance** ([Attendance Works](#))
- **Out of School Time opportunities- Afterschool and summer learning**

This approach can help build a sustainable, community-wide movement and support schools in strengthening PK–3 instruction. Mr. Fairchild has expressed interest in staying involved and is open to further discussions.

#### **Next Steps:**

- Continue connection to Dr. Nicole Patton Terry (Florida Center for Reading Research) and the Lucy Project (Miami).
- Explore opportunities for connection and collaboration with national partners like Mr. Fairchild, Strive Together, ELN, if team agrees.
- Continue planning with community partners and CNE for literacy expert gathering, documentary viewing, and community town hall meetings.
- Continue to review and research literacy resources and evidence-based framework.

#### **Programmatic Impact:**

Goal 2: Children & Youth Can Learn What They Need To Be Successful

#### **Fiscal Impact:**

None

#### **Recommendation:**

Receive the requested action