CGR

Inform & Empower
Center for Governmental Research

What Supports 3rd Grade Reading in Rochester?

October, 2012

Prepared for:
The United Way of Greater Rochester and
The Max and Marian Farash Charitable Foundation

Prepared By:
Kirstin Pryor, M.S.
Project Director

1 South Washington Street
Suite 400
Rochester, NY 14614
585.325.6360

www.cgr.org

©Copyright CGR Inc. 2012 – All Rights Reserved

97 years
CGR • 1915-2012

Table of Contents

Table of Contents i

Summary 1

Notes to the Reader about this Report 2

Critical ingredients across assets 3

I. Motivating Context and Methodology 6

Why does reading proficiently by the end of 3rd grade matter? 8

How is Rochester doing? 8

Why should we be talking about 0 – 8? 9

What are the key components of a 0-8 path for Rochester? 9

II. School Readiness 10

School readiness assets 11

III. Attendance in Effective, Engaging Schools 16

Attendance assets 16

School-based assets 17

Community and school assets: Getting kids reading 23

IV. Expanding Learning Opportunities in Out-of-School Time 26

Expanded learning time assets 27

V. Asset Tables 32

VI. Concluding thoughts 48

Moving from assets to action 49

Appendices 50

Community Supports for 3rd Grade Reading

October, 2012

SUMMARY

In fall of 2011, Monroe Community College hosted an exploratory kickoff for what would become known as ROC the Future, Rochester's version of the Strive "cradle to career" network.[1] A framework of collective impact appeals to our common sense and desire for optimism, holding that if we work together with our community resources, applying constant and strategic pressure to common aims, complicated societal problems are surmountable. ROC the Future has chosen to target 3rd grade reading as an early and critical indicator of children's success in life. Children in poverty who don't read on level by 3rd grade are more than four times as likely to drop out.[2] And if kids fail to become strong readers, communities pay later in terms of unskilled workers, increased incarceration rates and lack of educated citizenry. When we learn that this school year, *fewer than one in four* of our 3rd graders tested as proficient readers, the urgent need for a new approach is apparent.

The United Way and the Farash Foundation engaged CGR to conduct an environmental scanning process. The Children's Agenda provided support to this process. The intent was to document the high-level local assets that already exist supporting the goal of having more of Rochester's children reading on level by the critical threshold of 3rd grade. Our data collection process allowed us to spend four months gathering input from over 140 local experts, practitioners, and institutions as well as to be informed by national research about promising practices. We compiled what we learned into a description of assets that can be used to guide future action.[3]

Simultaneously, Rochester became part of a network of 124 cities across the nation working toward this 3rd grade goal. Joining Annie E. Casey's *National Campaign for Grade Level Reading* positions Rochester to gain national insight and resources that will support our work here at home. The Campaign recommends that communities focus their support in three key areas: school readiness, attendance and summer learning. In the spirit

---

[1] www.strivenetwork.org
[2] Annie E. Casey's *Double Jeopardy*, 2012.
[3] Please note that this report is neither a formal needs assessment nor a full-blown asset map. The methodology section explains the report's parameters more fully.

of aligning and coordinating efforts, we used these categories to organize this report, with slight adaptations. Thus, we report on assets, and the opportunities they suggest, within:

1. School readiness
2. Attendance in effective, engaging schools
3. Out-of-school time (after-school, summer, expanded learning time)

Notes to the Reader about this Report

This report was intended to facilitate the next planning stages of community action, to equip those that will help guide the process with information about what currently exists.

1. What this report does best is answer the questions:

- Who are some of the **key people and organizations in Rochester that have been studying and working on this issue** of preparing more children to read at grade level by age 8 or 9?
- What are some **examples of strong practices** or programs?
- What are the **key networks that can be activated and coordinated** as we begin to plan action?
- What are the **policies or funding initiatives that are aligned** with this priority?
- What are some of the **successful practices at schools**, and what do we know about community-school partnerships that currently exist?

The report will answer these questions to the best of our ability, but it will not provide an exhaustive list of all assets that support children.

2. The body of the report provides explanation for targeting 3rd grade reading, as well as narrative descriptions of the key assets that emerged in each area of focus. Chapter I outlines the context and methodology, while Chapters II – IV include the discussions of assets.

3. Chapter V presents the same assets in a series of tables that also note whether the asset is evidence-based, tracks data internally, is in use elsewhere, and was identified by interviewees as an asset.

4. The appendices include further information that will interest some readers. School-level performance and partnership data; survey themes; a transcription of the priorities shared by interviewees; and an initial asset inventory begun by the large plenary group are all included.

Critical ingredients across assets

Our first global finding is evident to anyone who knows Rochester—our community is rich in assets that support young children's development. When we looked across those assets, and across the categories of school readiness, attendance in effective schools, and out-of-school time, we identified several common features of successful structures and practices.

The following principles are "critical ingredients" for systemic success. They may seem obvious, or too conceptual to be useful. We include them because of the consistency with which our interviewees mentioned them as contributors to success. We propose that ROC the Future incorporate these as it plans its operating structure and how to tackle these opportunities. Critical features are:

- **A granular focus on the school/classroom/site level, aligned with larger policies and practices:** Granular means equipping practitioners with very specific examples of what they should be doing. No global policy can replace effective professional development or technical assistance to build capacity for classroom teachers or staff in non-school settings.
- **Having people from a range of roles at a shared table to enable coordinated, smart decision-making and action:** You need practitioners and policy makers, from the public and private sectors, advocates and researchers, etc., together.
- **Intentionally valuing relationships, and using them to support and sustain changes in practice:** This is true whether the relationships are between a child and an adult, a school and a community partner, competing providers of out of school programming, parents and teachers, funders and grantees. What seems to work well is when some sort of community is created around learning/capacity building. Building trusting relationships is time-consuming, but an investment that pays off.
- **A focus on learning about effective practice together in supportive settings that share concrete examples and allow for reflection and problem solving**. Creating spaces and communities for parents or staff to learn is an irreplaceable strategy in building capacity.
- **Explicit focus on a concrete goal or task, with a sense of urgency:** A shared definition of success and how you'll measure it in some way (not always quantitative).
- **Careful use of data, both for targeting, but also for implementing and monitoring**: And importantly, for learning as you go. (Again, building in qualitative data is helpful too.)

ROC the Future itself is an emerging community asset in this work of ensuring our children become productive, engaged citizens—which is far more likely if we ensure they read on level by 3rd grade. The convening

organizations individually, and their collective voice, do have influence. This description of local assets and common features suggest leverage points where this influence can best be applied.

It seems that ROC the Future's role is to spur, support, monitor and champion coordinated action, and the next step is for this document to be used to prioritize areas for further assessment and action. We believe that ROC the Future will likely convene, or tap into existing, workgroups of the content experts in various areas of focus. These groups would then do the necessary further research, suggest useful data collection and/or analysis, and most importantly plan the strategies deemed effective in moving toward the larger goal.

Through this funded fact-finding process, CGR and TCA amassed information about "who is doing what" in the community, the existing data sources, the priorities local practitioners see and the actions they are poised to take, as well as logical connections that can be made—in short, the opportunities suggested by Rochester's assets. Our two organizations have synthesized these opportunities for potential action into a standalone companion document, which will be provided to ROC the Future, and will be available on our websites: *Potential Opportunities and Actions for ROC the Future, as heard by CGR and TCA*.

We look forward to community discussions of how to use these assets and the opportunities they suggest, and we are hopeful that motivated individuals will use this information, and us, as an asset in getting to work. Our children are depending on our ability to channel our collective will into collective impact.

Acknowledgements

A project like this requires that many community members and practitioners share their time and their expertise. Over 140 people representing out-of-school providers; principals, teachers and district staff; agency executives; funders; libraries; volunteer organizations; early education collaboratives and higher education graciously participated in our fact-finding. We are indebted to them.

Learning from national resources such as the Campaign for Grade-Level Reading, the All-American City Award reviewers, The Children's Defense Fund, and peer organizations such as Read to Succeed Buffalo was also helpful.

The Children's Agenda donated an inordinate amount of staff capacity and expertise to this project, through the time and talents of Carolyn Lee-Davis, Policy Analyst. Her knowledge of what works in early childhood, and of the intersection between policy and ground-level practice, as well as her collaboration in interviews, data collection and writing the report were invaluable.

I. Motivating Context and Methodology

As ROC the Future, Rochester's version of the Strive framework, was launching and organizing itself for future action, the United Way and Farash Foundation invested in this first step of an environmental scan regarding the initial 3rd grade reading goal.

In response, CGR and The Children's Agenda designed a high-level process to identify local assets and opportunities regarding 3rd grade reading. This fact-finding, recording and synthesizing process occurred from May-August 2012. Our working parameters for this initial scan include: 1) a focus on ages birth through 8; and 2) a fairly narrowed focus on reading, while understanding that "literacy" is a vast concept which includes all ways of obtaining, making and communicating meaning.

Asset mapping can mean different things in different contexts, ranging from actual geographic mapping to identifying types and examples of assets to a participatory grassroots activity. Thus, it is important to explain how we approached this process.

The purpose of this project dictated the type of asset map we provide. This environmental scan was meant to help inform imminent communitywide action. It very much builds on other such community work that has already been done in terms of needs assessments; 2010's *The Community Status Report on Children* is one such example.[4] Therefore, it did not need to be an all-inclusive list of each and every person and institution that could conceivably be considered an asset. Rather, it sought to answer these questions:

1. Who are the people and organizations in Rochester that have been studying and working on this issue of preparing more children to read on grade level by age 8 or 9?

2. What are some examples of strong practices or programs?

3. What are the key networks that can be activated and coordinated as we begin to plan action?

---

[4] This report quantifies our community's funding, gaps and future targets in home visitation for parents of infants, early care and education and after-school programming. http://www.uwrochester.org/pdf/CommunityStatusReportonChildrenFinalMarch1.pdf

4. What are the policies or funding initiatives that are aligned with this priority?

5. What are some of the successful practices at schools, including what do we know about community-school partnerships that currently exist?

This project did not have the resources nor the intention of inventorying each place that children spend after-school hours, or all the faith-based organizations or community networks in town, for example. (However, the appendices do include a more exhaustive collaborative asset mapping process that the entire ROC the Future plenary group participated in, as well as a list of participating organizations.)

This is a description of the local lay of the land—pointing out key programs, practices, and "happenings." The assets represent those places where input from local experts and practitioners converged with national research and in many cases with at least preliminary outcomes. This report is meant to be a planning document, ensuring that interested parties are aware of both the big picture and many of the key "players" in each area. All told, we interviewed and surveyed over 140 practitioners from the school district, community-based organizations, philanthropy, and higher education.[5] Their input, along with a deeper dive into practices at successful schools, led us to the assets included in this report. Because we did synthesize what we learned, we also include appendices which include the unabridged version of what we heard. A separate synthesis of the opportunities that emerged from our asset mapping process is being presented to ROC the Future and will be accessible through CGR and TCA websites.

This is not an exhaustive and all-inclusive inventory of every person, practice and organization that is an asset in this community work. It is not a needs assessment or gap analysis, nor an evaluation of programs. It does not aggregate funding sources, in part because many funding streams do not match the age range on which we focused. It is also not focused on the broadest definition of what prepares children to read by age 8. Therefore, we did not look at the true list of assets which would include assets supporting parental wellbeing, literacy and self-sufficiency; access to quality healthcare; good nutrition; mental health supports; secure attachment relationships; safe and positive neighborhoods, etc.

What's on the List?

Types and examples of assets that: 1) are known to contribute fairly directly to children reading on level by 3rd grade; and 2) will help guide future planning and action.

More specifically, we include programs or community initiatives that meet at least one of these criteria:

- ✓ *Identified by at least 3 local expert interviewees as assets supporting 3rd grade reading;*
- ✓ *Evidence-based models;*
- ✓ *Serve at least 100 children birth - 8;*
- ✓ *Are considered promising practices nationally;*
- ✓ *Are networks that should be leveraged in doing this community work; or*
- ✓ *Were part of the school-level inventory*

CGR notes that there will be worthy programs and assets that we did not uncover, or whom did not respond to data collection attempts. Thus, this should not be seen or used as a static document.

[5] Additionally, surveys were sent to all elementary schools administrators, out-of-school providers and as many literacy volunteer organizations as we could obtain contact information for. See appendix for more details.

Why does reading proficiently by the end of 3rd grade matter?

Failure to read proficiently by the end of 3rd grade limits a child's ability to learn. The transition from 3rd to 4th grade is dominated by a shift from "learning to read" to "reading to learn." Academic content in elementary school starts to dramatically ramp up in 4th grade; this will continue under the Common Core Curriculum. The focus shifts from helping a child learn how to read to expecting a child to be able to read in order to consume academic content.

Not reading on level by 3rd grade triggers a pathway of academic failure. **Recent research reports that children in poverty not reading by 3rd grade are four times more likely to drop out.**[6] Chances for individual success are substantially limited, and in areas with concentrations of struggling readers, there is a compounding negative impact on the community. ***If kids fail to become strong readers, communities pay later*** in terms of unskilled workers, increased incarceration rates and lack of educated citizenry.

How is Rochester doing?

In 2011-12, fewer than one in four third graders (22.6%) in the Rochester City School District tested proficient, compared to 56% statewide. This means that at the end of last school year, 1,826 of Rochester's 8 and 9 year olds *did not* read on level. This low performance has been fairly steady since the 2009-10 year, when NYS recalibrated proficiency levels.

This 11-12 school year was also the first in many that the district has had a common assessment at 1st and 2nd grades. The Northwest Evaluation Association (NWEA) assessments were taken in the fall and spring, and report individual scores for each child, as well as a growth measure. The district's average growth was less than the national average growth in both grades. Furthermore, only two elementary schools realized as much growth as the national norms show. It should be kept in mind that the national norm sample is not specifically urban students, which is why we comment on growth rather than absolute performance norms.

---

[6] Annie E. Casey's ***Double Jeopardy: How Poverty & Third-Grade Reading Skills Influence High School Graduation***, *2012*

Why should we be talking about 0 – 8?

The importance of reading by age 8 has been part of the national dialogue for decades. With Annie E. Casey's *Early Warning* and 2012's *Double Jeopardy* and the more urgent focus on chronic achievement gaps in large urban school districts, comes a renewed focus on this critical threshold.[7] As a result, and based on emerging research into what works, a campaign for communities to create a birth to 8 continuum to ensure the ability to read proficiently by the end of 3rd grade has been building. The Annie E. Casey Foundation has joined with 20 other funders across the country to launch the Campaign for Grade-Level Reading, which now has 124 charter member communities with a plan for improving the number of children reading at grade level.[8] In summer 2012, Rochester became one of these participating cities, overlapping with this first phase of the Strive framework. Central to all of these campaigns is the call for systemic, data-informed approaches that coordinate across systems, and that support children and families in developmentally appropriate ways from birth through 3rd grade.

What are the key components of a 0-8 path for Rochester?

At the heart of this nationwide attention are a few key research findings, first comprehensively articulated by the Annie E. Casey Foundation and now further described in the Campaign for Grade-Level Reading's recommendations for how communities should focus. Because these have been established as high-impact areas for communities to target their efforts toward increasing the number of children who are reading proficiently by the end of 3rd grade, we adopted this framework as the organizing principle for this report[9]:

- **School Readiness matters**: The early years of a child's life are a period of robust and critical brain development. Language development, the roots of academic and social skills, the ability to problem solve and cooperate and collaborate with peers and a love for learning are all built during these years. But, brain development can be either fostered or stunted. How and where a child spends the years before they knock on

---

[7] Annie E. Casey's *Early Warning Early Warning! Why Reading by the End of Third Grade Matters*, 2010

[8] The Campaign for Grade-Level Reading, 2012: http://www.gradelevelreading.net/

[9] We modified the framework slightly, to reflect the earlier 2010 version of Annie E. Casey's recommendations. The main difference is in the school attendance piece. The earlier version includes a focus on what occurs in schools, while the later Campaign for Grade-Level Reading makes recommendations purely on the community side, leaving schools alone. To include our school focused case studies, we opted to use the more comprehensive category of attendance in effective schools.

the kindergarten door affects how they will do inside that kindergarten classroom. Without opportunities that develop neural pathways and strong habits, children are at a significant intellectual disadvantage and are likely to require costly special education or other remedial services when they enter school.[10]

- **Attendance in Effective, Engaging Schools matters**: Children who consistently attend effective schools are more likely to move forward in development and to be ready to meet future education demands. Poor attendance is a predictor of academic failure, and the research supports that access to effective teaching improves student learning.
- **Expanded Learning Opportunities During Out-of-School Time and Summer matter**: Children benefit from extended, complementary learning opportunities in after-school programs and especially over the summer to stem the "summer learning loss" that can happen between grades. Nationally, students in poverty lose as much as 1-3 months of academic functioning over the summer.

Our findings are grouped according to these three categories.

II. School Readiness

"School readiness" is somewhat of a misnomer because young children develop at such different paces, and schools must be ready to adapt. Thus, the appropriateness and accuracy of readiness measures is highly debatable and needs to be considered with care.

School readiness can be thought of in two ways—the skills and attitudes that children enter kindergarten with, and the degree to which children of any age come to school ready and able to learn. Both definitions have large social-emotional components, as children who do not have basic human needs met cannot fully participate in learning.

CGR and TCA, as well as the funders of this review, are completely aware that the best way to get all children reading on grade level by 3rd grade is to ensure the overall wellbeing of families. Access to quality healthcare, basic needs like shelter, food and financial self-sufficiency, and mental health supports for mothers and for children are critical. Environments in which children are free from traumatic experiences and have a dependable, healthy attachment relationship are basic foundational ingredients as well.

---

[10] Zero to Three, 2000. http://main.zerotothree.org/site/PageServer?pagename=ter_key_childdevt_surveydata&AddInterest=1153

The focus of this project was exclusively on literacy-focused activities/programs because that seemed to be the hole in the existing local knowledge base, not because the importance of everything else is in question. In fact, in Rochester, many of our children have social-emotional "risk factors" that make these community supports very important; 25.6% of incoming pre-kindergartners have at least 1 risk factor; 13.0% have multiple risk factors.[11] The reader should keep in mind that these literacy assets and opportunities all occur against the more foundational "basic human need" backdrop.

The more academic aspect of readiness is language and literacy development, which is being developed—or *not being developed*—from birth. Development of early literacy, also referred to as emerging literacy or early reading, affects a child's school experience, reading success and academic success. Being "ready" for kindergarten is a developmental continuum that happens not only through direct instruction but also from being in a stimulating and responsive environment with nurturing adults. To best support early literacy development and school readiness, children should be in environments that provide:

- Developmentally appropriate settings & materials;
- Rich conversations in both group and one-on-one settings;
- Shared reading experiences that encourage a child's willingness to listen to stories and promote a desire to be read to and provide opportunities for the child to read;
- Support for emergent reading & writing; and
- Opportunities for play that foster enjoyment of songs, poems, rhymes, and dramatic play. A literacy-rich play environment exposes children to valuable print experiences and lets them practice narrative skills.

These experiences help children increase literacy behaviors and encourage the key literacy skills of phonemic awareness and concepts of print and story.

School readiness assets

Before children enter school via kindergarten, they spend their years in a variety of settings ranging from home with a parent to a home- or center-based daycare to a more formal nursery school, HeadStart, or Universal Pre-Kindergarten (UPK) class. In many cases, a child will move between three or four of these settings during the five years before they enter

[11] RECAP 2010-11 Fourteenth Annual Report, October 2011. http://www.childrensinstitute.net/sites/default/files/documents/RECAP-annual-presentation-2011.pdf

school. Each has the potential to be an asset to a child and each can provide a nurturing environment that readies a child for school by supporting literacy development. As explained in the methodology section, the following list is not an exhaustive list of individual community assets, but instead provides examples of assets and opportunities identified.

ASSET: Rochester has been working diligently to lay the groundwork for a system of services that equips parents with critical parenting skills needed to be their child's "first teacher." Utilizing public and private support, these programs focus on teaching parents how to foster physical and mental health and social well-being of their children. There are still many parents who do not receive necessary support in their development as parents, but the foundation is being laid for a spectrum of services with, ideally, a single point of entry.

- The **Nurse Family Partnership program (NFP)** is an evidence-based, effective nurse home-visitation program that improves the health, well-being, and self-sufficiency of 330 low-income, first-time Monroe County parents and their children.
- **Building Healthy Children (BHC)** uses a combination of four evidence-based practices to supply parenting education, parent-child attachment and maternal depression therapy, and additional services like food, housing and transportation for 3–5 years to 120 children and their mothers. The goals include decreasing the number of families involved with Child Protective Services and promoting positive parent-child relationships with healthy child development.
- **Parents as Teachers** (**PAT**): PAT is a parent education program that incorporates home visits and group sessions from the third trimester of pregnancy through the child's third year, with continued limited service and support through age five. The program includes screening for developmental delays. Both Mt. Hope Family Center and Family Resource Centers are trained to offer PAT programs to the community.
- **The Incredible Years Program (IY)** is designed to promote emotional and social competence in order to prevent and reduce behavior problems in children aged 2-8. There is a collaborative of the local agencies that are trained to provide IY, including Family Resource Centers and Mt. Hope Family Center.
- **Talk, Sing, Play Campaign** was crafted with the assistance of the Ad Council and consists of public service announcements that promote talking, singing, and playing with children to foster attachment between caregiver and child which strengthens oral language development to support early literacy.

ASSET: Nationally renowned expertise in providing support for emotional and social development and critical mental health services.

- **Children's Institute** develops, evaluates, and trains appropriate staff in preventative approaches to best support children's social and emotional development. This includes Primary Project, an asset that detects school adjustment issues and lays a foundation for a school-based trusting relationship with an adult, improving a child's adjustment to school and improving self-confidence, social skills, and learning skills.
- The **Mt. Hope Family Center** is a critical source of research, best practice, and services in the community for mental health needs and treatment for traumatic stress, which affects children's brains, bodies, emotions, and behavior in ways that can be challenging to understand and manage.
- **BASIC (Behavioral and Social Interventions for Children)**: Mt. Hope Family Center, Children's Institute, Early Childhood Education Quality Council, MCC Association, and United Way of Greater Rochester have partnered together to offer BASIC, which supports the delivery of an integrated, tiered set of evidence-based programs that target social and emotional supports for children, delivered in child care. It includes universal screening and evaluation of all children; review of screening results and identification of children with referral to appropriate program(s), including Incredible Years, Primary Project, Behavioral Health Consultation, Child Parent Psychotherapy, and Trauma-Focused Cognitive Behavioral Therapy; parent support through Incredible Years workshops; and fostering nurturing classrooms through the PATHS preschool program.

ASSET: Ongoing community partnerships to build quality and coherence across the childcare and early childhood education systems.

Some partnerships focused on investigating and providing "what works" to improve the quality of care delivered to children 0-3 have been underway for years.

- **The Early Childhood Education Quality Council (ECEQC)** is an independent, grassroots initiative that was formed in our community in 1993. Its mission is to help support the highest quality possible in urban, not-for-profit child care centers in the city of Rochester. Collectively the ECEQC currently serves over 2,000 children in nineteen child care centers. All member centers are either nationally accredited or are in the process of achieving accreditation. The goal of the Council is to increase resources including funding, tangibles, and intangibles that support urban, early childhood education programs in Rochester in achieving the highest quality possible.
- **Community investment in efforts to support and build quality in family-based child care providers, including** The Caring for Quality and Partners in Family Child Care Projects connected family child care providers with necessary professional development through home visits

and networking meetings in order to increase the quality of care provided to young children**.**

- **QUALITYstarsNY** is a voluntary quality rating and improvement system that is designed to increase quality in early learning settings throughout New York State. QUALITYstarsNY seeks to provide parents with information to make best child care choices, provide a tool for accountability in tracking quality programs, and create a continuous improvement evaluation system to raise the quality of all involved programs. Rochester was invited to be a part of the first State pilot in 2010 and is a part of the current pilot.
- **Accreditation Differential:** To encourage quality child care, Monroe County pays 10% above market rate for licensed and registered child care providers that meet nationally recognized standards and are accredited by a professional organization.

The community and school district collaborate to provide a high quality UPK classroom to nearly 2,000 4-year-olds each year. An established curriculum, consistent partnership and evaluation continue to yield measurable outcomes for vulnerable children at risk of not being "ready for school." According to district sources, and to NWEA data for those kindergarteners who took the assessment in Fall 2011, Rochester's children are the closest to national norms in fall of kindergarten, which attests to the value.

- **Universal Pre-Kindergarten** in Rochester supports and improves the literacy development of Rochester's 4-year-olds. Over 10 years ago, the Early Childhood Development Initiative (ECDI) wrote the Rochester UPK proposal for the New York State Education Department and leveraged resources to bring UPK to RCSD. Today, nearly 85% of Rochester's four-year-olds are served in UPK or Head Start classrooms annually, through a fully integrated program with 20 community partner agencies. Standards, including having a certified teacher and utilization of a high quality, state-approved curriculum, are the same in all settings.
- The community-district partnership is also evident in the outreach and registration that happens for UPK, including non-traditional partners – past years have included working with Time Warner to include UPK brochures with monthly cable bills during registration period.
- **Rochester Parent Preschool Program (RPPP):** Started before Rochester had a UPK program, the RPPP was a preschool experience built hand in hand by parents and the district to incorporate parent involvement and presence and increase parent understanding of child development and how to best support their developing child. Today, RPPP is the 'UPK' program in 15 schools, including Schools No. 1, 2, 6, 7, 16, 22, 23, 29, 34, 36, 39, 41, 42, 44, and 52. There is a Parent Council of RPPP at each school which meets weekly, parents are invited into the classroom at all times, providing hands on opportunities for

parents to learn how to foster child development, including emergent literacy development. RPPP is a part of the RECAP assessment system.

- **Rochester Early Childhood Assessment Partnership (RECAP):** Rochester has created an assessment and feedback system to measure quality in Rochester's UPK classrooms. RECAP is a low-stakes model that gives teachers and directors the tools they needed to improve and allows providers to use data to make informed decisions that improve child, program, and system outcomes. This 14-year assessment system has consistently found that Rochester has the highest quality classrooms for 4-year-olds in Western world.[12] The RCSD program achieved an ECERS-R that reflects an average annual rating of 6.1 (on 7-point scales) of more than 100 RCSD classrooms. These exceptionally strong ECERS-R scores have been observed in Rochester since 2001. National and international averages remain at a 4.3 level.

ASSET: Collaborative tables with a healthy broad-base representation exist for children 0-8; groups come together regularly to share information, identify gaps, and strategize on solutions.

- **The Early Childhood Development Initiative (ECDI)** is a 20-year old collaborative that brings together community organizations to share information, expertise, and knowledge, identify gaps, and craft approaches that address the range of family and developmental issues that support children 0-8 being in a nurturing, stimulating environment, including access to high quality child care and UPK programs.
- **The Children's Agenda** provides advocacy on a range of issues affecting children 0-8, including improving access to subsidies and being a voice, in partnership with community organizations, for quality care.
- **New preK-2 working group, comprised of members of ECDI and RCSD staff.** This group is attempting to expand the vertical alignment between preK and K-2 in areas such as curriculum, educator and school leadership practices, so that students move through a more coherent, developmentally appropriate system in their early years.

ASSET: Community organizations work to promote and support language and literacy development by equipping families and care providers with specific strategies and activities to do with young

[12] The ECERS-R is a rating scale for observing and rating the quality of the learning environment. It is used broadly in early childhood settings nationally and internationally. Keeping up with new research, a new assessment measure (CLASS) has been introduced to measure quality of teacher-student interactions.

children. There are also parent networks that can be leveraged in this work.

- Monroe County Libraries, in particular the Central Children's Librarian and the Maplewood Branch, are working to reach out and support families. A new Raising a Reader grant, and Maplewood's work with immigrant families are possibilities worth further exploration.
- Rochester Hearing and Speech, and Literacy Volunteers of Rochester have or are piloting models for working directly with parents and caregivers.
- RCSD's Office of Adult and Career Education Services (OACES) runs family literacy sites at schools 15 and 22. Based on national family literacy models with successful outcomes, local data is not available.
- Many existing parent groups could be activated to reach out to parents to promote and share ideas for early language development. ABC Headstart has active parental advisory boards, RPPP sites do as well. Programs serving teen parents, including RCSD's Young Mothers, can also be tapped. The parent liaisons at most elementary schools could also be utilized to communicate and link up with parents.

III. Attendance in Effective, Engaging Schools

This is common sense. To learn to read, students need to be in school consistently, and while they're there, they need to be engaged in effective instruction. For readability, this section is arranged according to the two aspects of this theme: 1) attendance assets; and 2) school-based assets.

Attendance assets

Nationally, the normal practice for schools and districts is to report average daily attendance. Increasingly, it's understood that this metric masks chronic absence at the student level. This is because you could have a critical mass of students missing over 20 days of school each, but as long as they weren't all absent on the same day, average daily attendance for the school would remain at satisfactory levels. National attendance advocates are sounding alarm bells that our traditional targets of 90-95% average daily attendance for schools lets too many children fall through the cracks.

While attendance is a systemic issue at all grades, if we're serious about ensuring that more children read on grade level by 3rd grade, the need to promote good attendance from the start of kindergarten is clear. Kindergarten launches family habits toward school, and builds an instructional foundation for literacy development. Rochester faces a

particular challenge with kindergarten attendance. According to district data, roughly 1/5 of kindergarteners missed more than 20 days of school last year.

Emerging assets in this arena include:

- **ASSET**: In June, NYS passed legislation making kindergarten mandatory. We note the law is new with unknown implications, but this sends a message to families that kindergarten is a valuable foundational educational experience. It also allows the district to utilize legal and child welfare systems in severe cases of truancy, instead of having to wait until first grade to begin the process. Early intervention with these extreme cases may help rectify the situation before the child misses substantial time. A public awareness campaign should be a key first step to reaching families.

- **ASSET**: The district has spent the last year studying and revamping both the processes and technical aspects of taking accurate attendance, monitoring and intervening at the student level, and on involving the community in getting more children to school. Look for a more detailed and more proactive attendance initiative in the 2012-13 year, with details for the community to come after they establish their internal practices.

- **ASSET**: The City, RCSD and the United Way have invested money to study the issue of truancy, and has engaged a consultant to help design the local approach, based on success in Yonkers, NY.[13] This work began in late summer, and the community should stay tuned for ways to support this work once designed. It's worth noting that this issue is a national one and several districts have been developing solutions and seeing results. In June, the US Conference of Mayors endorsed a resolution calling for cities to put their weight behind the issue of chronic absenteeism. It builds on NYC's Mayoral Interagency Task Force which includes all the social service support branches of City government as well as district officials. They have designed ways of gathering more accurate data, and have also designed a cadre of "attendance mentors" for students with poor attendance. The mentors are existing staff or community volunteers and are provided low-cost, basic training. Attendance Works is a national resource, Baltimore also has practices worth looking into.

School-based assets

There are 38 elementary schools in RCSD, four elementary charter schools in the City, and one charter in Irondequoit that serves primarily

[13] See: www.programdesign.com

city children. This list of assets we highlight here is NOT an exhaustive list. It IS a list of common themes that emerged from interviews with schools which consistently outperformed their peers when controlling for variables such as poverty and student population, based on regression analysis over 6 years of 3rd grade test results.[14] Additionally, we mention a few practices and schools which came to our attention through the expert interview phase of our environmental scan. Again, these examples serve as illustrations, not a comprehensive assessment of school effectiveness, which was beyond the scope and purpose of this report. The intent is to help articulate the critical ingredients of success specific to early literacy in hopes they will be instructive to schools, district staff charged with school improvement and support, and concerned community members.

ASSET: **There are marked similarities in the approaches and practices used at the schools that consistently do "better than" in terms of moving students toward being readers by 3rd grade. These common practices at 19, 23, 25, 58 and Eugenia Maria del Hostas Charter can be considered an asset from a knowledge management standpoint:**

Coherent, explicit school-created/selected continuum of skills and approach to teaching reading in K-2. Each school has determined the skills and sequence of instruction (the WHAT), in addition to the way instruction is delivered (the HOW) across classrooms. There is consistent practice across classrooms and each grade level, and across the primary grades. There are common reading strategies taught school-wide, and school-wide norms about instructional activities like flexible groupings, daily read aloud, independent reading, assessment, etc. This gets granular in these schools—a specific sequence of letter-sound cycles taught in all Kindergarten classes; a discrete set of skills for all 1st graders; a built in skills block for the whole school; a set time for the entire grade to "walk to read," which means students move to various adults for targeted instruction at their level. It's important to note that this is not one set model or curriculum or reading series. These schools pull pieces from a variety of sources including Success for All, Reading First, The Daily

[14] Methodology—CGR ran regression analyses based on 6 years of NYS test data and school demographics such as poverty, stability, students with disabilities and English Language Learners, to identify schools that consistently outperform their peers. We also asked district and school leaders and staff for their perspectives on where early literacy practices and result were strongest. The schools we interviewed were largely at the intersection of these quantitative and qualitative lists. We note there were others, but the scope of the project required us to limit the number of case studies. 2012 scores were not released at the time of this analysis; School 52 in particular would have been added as a case study if they had been, although we did gather some insight from School 52.

Café, Houghton-Mifflin, and Open Court, but they have designed an explicit, consistent instructional approach to teaching reading.

- **Intentional use of speech-language expertise.** Speech and language pathologists (SLPs) possess deep and critical knowledge of the way language develops, knowledge which by most accounts is not included in general education teacher preparation. In particular, the importance of phonemic awareness was raised repeatedly, with this example shared: An expert in language development knows that it makes sense to emphasis sounds (phonemes) rather than letters, and that some sounds are easier to produce and recognize than others. So, beginning with the sound |m| and exploring that sound before introducing the graphic letter, and before starting with "A" makes it easier for students to learn. This is the type of specific expertise that these schools say resides in speech and language professionals, and in some reading specialists.

  - Therefore, these schools have engaged SLPs to conduct professional development for their staff, enlisted them to help design the instructional approach, or used them as team-teachers. The most robust example we found of this is at School 25, where the STEPS program (Speech - language Therapy Encourages Production of Sounds) has all Kindergarteners in classrooms co-taught by a general educator and a SLP, with an explicit focus on hearing and producing sounds. The same cohort moves into 1st and 2nd grades where co-teaching with a special and general educator expands this focus. This program has been identified by NYSED's S3TAIR clearinghouse as an effective practice for special education, because the model helps declassify students with speech-language disabilities (increasing their odds of academic success).[15] The school staff also sees this model of explicit instruction in phonemic awareness and language as benefitting the broader pool of all students. School 25 has posted relatively impressive 3rd grade NYS test scores in the last two years (48.6% proficient vs. the district's 22.6% this year, and 60% vs. 24% in 2011). Thus, while this model is resource intensive it presents an asset that could be considered for replication.

- **Principals or Assistant Principals with specialized experience in early childhood, Kindergarten, Reading or Special Education.** Leadership is, of course, not dictated by certification or background; however, these principals are all very well-versed in the specifics of early literacy, primary instruction and teaching of reading. They are subject matter experts, and devote much of their time and attention to primary grade

[15] When the model was under study, it posted declassification rate of 95% for students going into 3rd grade after 3 years in this program. Translation: the gaps that qualified students for special education services had been remedied. Since academic performance for students with disabilities is far below non-classified students, this is a good outcome.

reading instruction. In many cases, they lead grade level team meetings and are deeply into the diagnostic assessment data. They allocate resources to early grades—in one case foregoing an assistant principal for an additional ELA coach so that one could be devoted to primary grades. They prioritize placing strong staff in the early grades, they use "all hands on deck" approaches to take advantage of extra minutes in the day and more individualized instruction.

- **Diagnostic approach to teaching reading and corresponding structures for using data to plan and deliver individualized instruction.** Every school in the district uses student data on some level, but these schools use their assessment data (including teacher-made assessments) very actively and strategically. Some use the data to place students in groups that remain in place for 8 weeks, at which point they reassess. Some create student profile sheets that specify exactly what skills the student is working on independently, in guided reading settings and for individual instruction. Data helps identify common areas of need such as first grade sight words, which then merits a grade level approach to planning and integrating "word work" into each day. Others use data to match students to targeted computer applications/games during breakfast and lunchtimes. Progress monitoring data is also used to encourage student ownership for learning—so that students actually track how many letters they recognize or their fluency levels.

- **Emphasis on students reading a lot, and fostering the habit of reading for pleasure.** This seems obvious, but is not always the norm. Studies have shown that proficient readers spend more time actually reading during the school day, even without counting reading outside of school. There is also an established link between the volume of reading and proficiency. Unfortunately, in many schools, weaker readers who need vastly more practice reading, actually spend more time on isolated skill instruction and *less* time reading, thus compounding the problem.

  By contrast, these schools all prioritize building the habit of reading frequently, and for pleasure. They make extensive use of their librarians, they have book of the month, or family-child book clubs, or reading competitions. They devote or find resources to build rich classroom libraries including high-interest, varied and leveled texts. They build in independent reading of "real books" (as opposed to readers or worksheets), and help students learn to pick well-matched books and build their reading stamina. In short, they create a culture of reading (and writing) that permeates the school.

- **Intentional, planned use of community partners and volunteers.** These schools consider how to best utilize community volunteers. For example, some target volunteers to build fluency in primary grades by being "reading buddies" which means listening to a child do repeated reading.

Some work with higher education partners to host on-site methods classes, which also brings in trained graduate students to tutor selected students in specified areas of need. Others partner with Center for Youth's Summer Reading Fun program which provides students with books at home for the summer months, along with parental suggestions. Some build more instructional partnerships that correspond to grade level standards in content areas such as science. Some of the schools have been able to partner closely for summer programming as well.

Robust, ongoing building-based professional learning. Leadership teams at these schools are very proactive and systematic in terms of planning the professional development offerings for their schools. Professional learning is collaborative, incorporating collegial circles or studying professional books together. Most of them rely heavily on their coach/specialist position, the function of which varies across schools. In some, coaches operate in classrooms, modeling, co-teaching and planning with teachers. Elsewhere coaches work more directly with students, as part of the response to intervention or flexible grouping process. All play a role in identifying school-wide trends and responses.

ASSET: There are many schools, beyond those we formally interviewed, that are actively analyzing and using their data to design a school-wide approach. For example, #42 convened a study team to research options for "good first teaching" and through that group and SBPT selected The Daily Café (link) and created an implementation plan. The majority of teachers volunteered their time over last summer to learn about the approach. At another school, #3, the ELA coaches began collegial circles around Fountas & Pinnell's work on balanced literacy. Here again, teachers are volunteering time and reporting that it is changing their practice around early literacy instruction. School 12 has a robust approach to using data to target how volunteers work with students. The data will tell over time if these are successful examples, but early signs suggest that the processes these schools are using to build school-wide coherence and the approaches they've selected provide examples other schools could learn from.

ASSET: Curriculum developments which will result in a clear articulation of high standards. The 2011-12 school year was the first year of implementation for RCSD's K-2 curriculum. This curriculum was written by teachers and has some important strengths. Namely, it sought vertical alignment from pre-K, and incorporated both developmentally appropriate practice and the input of speech and language pathologists. Also, it was the first attempt in quite some time to create a common curriculum documents for the primary grades.

Year two of this curriculum will occur against the backdrop of the shift to the Common Core (CC) Standards and the emerging NYS CC Curriculum.

In spring 2012, NYSED awarded a contract to The Core Knowledge Foundation to write the K-2 NYS Common Core curriculum. It includes two key strands: a listening and learning strand and a skills strand. CGR's understanding is that the listening and learning strand is being used in the 2012-13 school year, while the phonics/skills strand will be completed for the following school year. While it is unclear exactly what curriculum will be used in RCSD primary grades over the near future, the focus on clearly articulating the knowledge and skills students need is a welcome opportunity.

ASSET: A newly-created "preK-2 group"—a collaboration of external early childhood experts and the district's teaching and learning directors. Rochester has a well-established history of collectively improving the quality of preK settings through RECAP (Rochester Early Childhood Assessment Project). That group featured collaboration across community-based organizations and the district, common and low-stakes assessments; a feedback loop to use the data to offer PD; and a blend of practitioners and policy advocates. ECDI members have partnered with the district's teaching and learning directors to collaboratively consider how to expand its reach into K-2. It is a work in progress, and the level of buy-in and scope are as yet still to be determined. Relationships are being built, although in a time of transition, it will take even more time to solidify the charge.

The group (which includes ECDI, Children's Institute, Children's Agenda, and RCSD staff from Accountability and Teaching & Learning) began meeting about the K-2 curriculum with the immediate goal of assessing implementation and gathering teacher feedback, and the longer-term goals of assessing the curriculum and improving outcomes for kids in K-2. The group was aiming to complete the list of suggested common measures in summer 2012; this work has not been completed at the time of writing this report. This work opened the door for conversations around professional development needs, and a "spinoff" group is working to design and offer PD for administrators where needs have emerged through these interviews.

Despite its nascent stage, this group is considered an asset because it maintains focus on K-2 curriculum and instruction, builds on past success and current partnership, and it brings external resources to the district in the form of professional development, evaluation capacity, advocacy and materials. It also helps bridge the traditional district divide between early childhood and primary grade leadership.

ASSET: In the 11-12 school year, a common reading assessment (Northwest Evaluation Association, referred to simply as the NWEA) was used district-wide in grades 1 and 2. Some schools administered the NWEA for the first time; others had piloted it for a few years prior.

Schools continue to use a wide variety of other assessments, but this common assessment could allow for trends, needs and strengths to emerge.

ASSET: NYS is overhauling the way it holds teachers, schools and districts accountable for student success. APPR, which stands for Annual Professional Performance Review, and the state's new "diagnostic tool" for district improvement are both examples. 2012-13 marks the first year that teachers will be evaluated according to student performance. Twenty percent of the evaluation will be performance on NYS standardized tests, 20% on local assessments (student learning outcomes) and the remaining 60% on observations of practice. There is a new rubric to guide administrators and peer mentors in making observations and giving feedback. This will be a challenge to implement well, and will certainly have "growing pains;" however, it may have the effect of making teachers more receptive to more explicit guidance in teaching reading and developing literacy. Making instruction a priority can allow us to have necessary conversations about what's not working and build on what is.

ASSET: AmeriCorps members serving in elementary schools provide a flexible and affordable way of supporting students' social-emotional and academic functioning.

- Two schools have had AmeriCorps members for the past two years, and seen academic, attendance and behavioral gains in students who worked with members. CityYear is a national model that targets cadres of members at one school. Members provide a uniquely flexible group of year-long volunteers that can be focused in ways that extend the day and provide more enrichment and acceleration.
- A cohort of 25-30 AmeriCorps members will arrive in town in Summer 2013, focused on improving educational outcomes for elementary children in Rochester. The grant application that will determine how this cost-effective resource will be used is not due until late fall, creating the opportunity for a coordinated, strategic use.

Community and school assets: Getting kids reading

ASSET: A large number (at least 1,000) of community volunteers regularly partner with schools and are at least tangentially related to literacy. Some focus in the early grades. The volunteer programs with the largest critical mass are Rochester Jewish Literacy Coalition, FREE Partnerships, higher education institutions and PENCIL partners. Many more are faith-based, elder homes or individuals such as retired teachers or RCSD Central Office staff. These range from individual support for

students to formal tutoring groups to organized summer programs. Volunteers *can* fulfill an important role, with some basic training in something as simple as being a "Reading Buddy", which allows students the important opportunity to read aloud to someone who wants to listen, improving fluency and time on task to read, both important needs. A challenge to remember is that in-school volunteers will almost never be able to make causal claims about the impact of the time spent with children, because there are so many other factors at play, but this should not limit our efforts to ensure that this important and available community resource is put to the best use.

ASSET: Rochester Education Fund (REF) The Teachers' Choice grant program that REF runs is under-appreciated in terms of its potential impact on building a culture of reading in schools, and often extending to families. Currently, the grant program supplies winning teachers with class sets of books to use for an instructional unit, independent reading, student book clubs, or family literacy resources, as well as some supplemental funds to enrich with related field trips, art supplies, or activities. Children keep the books at the end of the activity. Qualitative research finds that students, families, and teachers report that students enjoy reading more as a result of increased access to engaging books. The nature of the grant is an asset in two ways even beyond the impact on individual classrooms. First, the ideas that these teachers have for increasing reading time for students can be shared. Also, REF is very willing to coordinate with the district to use these grants as a carrot—a reward for teachers who participate in certain professional development for example, or agree to change practice in some particular way. The RFP can also be designed to facilitate more parental literacy and summer reading, which many of the most successful grantees have done. (Example, "Reading fun kits" that one primary teacher created for multiple books, which provides families with home kits of a book, related cooking project and ingredients, and literacy game.)

ASSET: Librarians, both in-school and out, help students access good books and are an invaluable resource in promoting a culture of reading. A commitment has been made this year to have a librarian in every elementary school. In the schools that successfully build a culture of reading, librarians play an active role. They match students to texts, organize and promote literacy-related events and contests, and work directly to support teachers and students. Additionally, the department of Library Services has purchased electronic databases of books that all RCSD students can access online for free. Tumblebooks, TumbleReadables, Scholastic Bookflix and Trueflix are all new and at this point underutilized; the district is very open to suggestions for how to promote. They need the community to do so.

The Monroe County Library is poised to take a more aggressive role in promoting reading. Their new grant, Raising a Reader, and new actions to forgive fines and coordinate with RCSD to increase the number of children who have and use library cards demonstrate this. The coordination and the ability to track usage will be key moving forward.

ASSET: Many organized parent groups can be helpful in reaching out to parents to promote and share the importance of reading and connecting kids with books.

- Utilizing the connections that RCSD's Office of Parent Engagement has built would be smart. They can contact parent-teacher organizations at each school, parent liaisons and school-based planning members to share information.
- As more parents use the district's online tool, Parent Connect, this will become an avenue as well.

ASSET: Local higher education institutions play an active role in supporting literacy development of students in primary grades in an array of ways:

- Preparing the bulk of RCSD teachers, and sending many student teachers into the district schools. This also includes holding methods classes at schools, and linking graduate students with teachers for professional learning opportunities.
- Bringing a substantial number of graduate and undergraduate students to volunteer directly with students, often a critical mass of tutors at one school.
- Designing more in-depth partnerships around a common area of need, interest or expertise.
- Forming year-round partnerships with schools through the Horizon summer partnerships (explained more fully in out-of-school section.)
- Nazareth College and the University of Rochester both have year-long service learning fellows or volunteers that are available to serve in interesting capacities. Nazareth Fellows can help a district do action research in a targeted capacity.
- Nazareth College has run the Marie Callahan reading clinic for 30 years and serves students who are referred with reading problems.

IV. Expanding Learning Opportunities in Out-of-School Time

The national thinking in this area has been shifting from "out-of-school" time to "expanded" learning time. Traditionally, we have had the school day and then out-of-school settings—after-school programs and summer learning opportunities. The school district ran the former and community-based organizations (CBO) the latter. Locally, we've invested a good deal in coordinating after-school access and quality and have recently made strides in summer learning as well. Very recently, the framework of expanded learning time (ELT) is coming on the scene and will be important in fashioning next steps. The City School District has signaled its intention to dramatically embrace this approach.

The move toward expanded learning time holds that students need and deserve more time to learn as standards rise (and as performance lags). Our agrarian school calendars don't meet the current demands, and many of the successful private and charter models include substantially more time. The models that are working nationally: 1) Add at least 300 hours of school time, delivered through longer days and/or more calendar days; 2) Expand instruction in core subjects, including time for remediation/acceleration; 3) Include enrichment activities such as robotics that we typically think of as after-school; and 4) Enable more time dedicated to teacher collaboration.[16]

ELT is predicated on public-private partnerships, focused with the school as the hub. Typical models pair one lead CBO with a school, with that CBO becoming an imbedded part of the school day (now longer). This principle, including some ability to blend funding streams, is now written into NYSED policy, part of NYS's ESEA waiver. Accordingly, RCSD has begun, and will continue to, move in this direction.

Mass2020 has a well-developed model of ELT time, which they have undertaken in 19 schools across Massachusetts.[17] The effective partnerships take time and technical assistance to build, but are paying off in terms of student outcomes.

Because this direction is new in Rochester, we discuss after-school, summer learning, out-of-school and expanded learning time separately in

---

[16] For more information, consider these sources: http://www.timeandlearning.org/ ; http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Pages/default.aspx

[17] http://www.mass2020.org/

this report, although out-of-school also includes summer school. We do this for clarity, fully recognizing that local providers straddle multiple categories.

Expanded learning time assets

ASSET: Precedent for and infrastructure to support systems-level improvement through collaborative planning and capacity building. Rochester is uniquely positioned for systemic success because of common tables already established, prior needs assessments conducted, and past work to identify quality standards. These are groups which convene providers, advocates, funders, and the school district to share information, coordinate efforts, fundraise and build local capacity for quality programming.

- The After School Task Force (convened by then Mayor Duffy and Superintendent Brizard) established a recommended **Rochester After-School Plan**, although there are varying perspectives on how effectively that has been required by funders. Many programs also participate in a common process of improvement, the Youth Program Quality Assessment.
- The Greater Rochester After School Alliance (**GRASA**), and Greater Rochester Summer Learning Association, now known as **SummerLEAP**, both work collaboratively to provide quality standards, increase access, and plan in coordinated ways. **Rochester Mentors** is another common table that works to ensure quality in the adult relationships and settings kids spend time in.
- **The United Way's shift to a Blueprint strategy for out-of-school programming is an emerging asset regarding community approaches to fostering literacy development. Key aspects include building a network of common expectations and support, and a common data system, COMET.** Leveraging funding this way is a shift for funders and it takes time to build relationships and trust. While a preliminary evaluation of the approach is coming soon, the practices it employs are sound. Highlights we think important are: 1) An explicit requirement that sites include a literacy component in their programming. It allows wide variety, but the expectation that to receive funding, literacy must be intentionally and obviously incorporated is a big change; 2) Building willingness and capacity to use a common database. Currently COMET focuses on attendance data, but it could expand; 3) Creation of Learning Circles, a network of support and capacity building for site/program staff.

  The Learning Circles seem to us to be a promising new asset. They're clearly in development stage, but with potential to increase the amount of effective and engaging literacy-related activities that children participate in. Learning Circles bring staff of after-school programs

together monthly to share actual practices—ways they have incorporated literacy activities or focus into their programming. It is also a time to ask questions, problem solve, and share ideas. The value of time to reflect on practice and to learn new strategies and specific ideas in collaborative peer settings should not be underestimated. We must recognize that asking program staff to shift from a focus on providing safe places for kids to a focus on providing an enriching learning environment will require support.

- This track record of collaboration and strategic planning has yielded a great deal of information and data in Rochester. The Community Status Report of 2010 quantifies the investments, gaps and community targets in after-school programming, calling for us to increase the number of children attending high-quality after-school programming by 2015.[18]

ASSET: Over the last two years, RCSD's recent overhaul of key planning, funding, and evaluation processes have moved it toward a more strategic use of after school and summer learning. One notable change is the new, more articulated RFP process for external partners and for schools to run their own offerings. Another is the Office of Extended Learning and Academic Intervention's commitment to smart, well-managed district-private-community partnerships. The participation in GRASA and SummerLEAP as well as willingness to blend funding in effective ways and share information is paying off for students. The third aspect of this is RCSD's selection for a four-year Wallace Foundation grant project, which looks to support and study what works in summer learning opportunities. In its second year, the grant targets summer learning opportunities for students in the summer before 4th grade and engages RAND Corporation to do an evaluation of the academic impacts on students. Each summer 600 students participate; the study will look at outcomes in 2013 and 2014.

ASSET: **Rochester has a number of strong, well-respected out-of-school providers that offer safe, nurturing, enriching environments for children, after school and in the summer, many of which are intentional about infusing literacy.** Surveys and interviews demonstrate that providers are invested in supporting literacy and open to strengthening their practices. In addition to many of the well-known programs such as Quad A, Freedom Schools, Boys and Girls Club, and YMCA, our interviews also highlighted the growing Mercier Program and the SummerLEAP consortium. We describe the programs here, noting that

[18] This report was commissioned by the Rochester Area Community Foundation and the United Way, and can be found at http://www.uwrochester.org/pdf/CommunityStatusReportonChildrenFinalMarch1.pdf.

they illustrate a range from a 3-hour program to a more comprehensive full day model.

- **Mercier Literacy for Children** defines itself as primarily an academic reading program, and currently runs after school and summer programs for K-5 students at Schools 9 and 46, as well as smaller programming at Rochester Childfirst Network. The school-based four-week summer session served 220 students across both sites, mostly K-2 at No. 9. The three-hour days include physical education and music—all planned to support the development of language and phonemic awareness. The program has a diagnostic, explicit approach to teaching reading, and hires teachers who specialize in reading, as well as a cadre of assessors. It maintains a low student-teacher ratio (7:1 – 10:1) and utilizes graduate students from Nazareth to provide further individualized instruction. Transportation is provided, and books are sent home weekly with activities. Almost all students in the primary grades show improvement on DRAs and assessments of sight words, letter recognition and concepts of print; the program tracks data and is willing to share. Most assessment data is done for summer, when Mercier feels more confident in taking ownership for the results. This program receives $50,000 from Monroe County, and is a formal SES (supplemental educational services) provider for No. 9, but the bulk of funding is private, mostly from George Mercier.
- **SummerLEAP is a consortium of providers and fundraising advocates who focus on expanding quality summer learning opportunities for low-income children, primarily employing the national Horizons framework[19]. The goal is to serve 1000 K-8 students by 2017.** Over the last three years, they have built on the success of the Horizons site at The Harley School to launch three new Horizon affiliates: Warner School at University of Rochester, Monroe Community College and Nazareth. These represent a unique opportunity in being the first higher-education-based Horizons nationally. Collectively, these sites served about 300 low-income students this summer, two-thirds of whom were below grade level when they enter. Encompass/Norman Howard is a partner, focusing on serving students in foster care and SUNY Geneseo is as well, welcoming RCSD middle-schoolers on its campus.

  While each Horizons site has flexibility, key aspects of the framework are a six-week day-long program staffed with experienced teachers who

[19] Horizons serves 2500 children nationally, and has built a reputation for quality summer enrichment that improves academic outcomes for students and builds long-term relationships. On average students gain 2-3 months in math and reading. Students who stay with Horizons for several consecutive summers demonstrate increased outcomes such as graduation. Visit www.horizonsnational.org for more information.

design an inquiry-based approach to learning, enrichment including daily swimming, nature experiences and STEM activities. Horizons mandates a small student-teacher ratio of maximum 15:1, although this is supplemented with volunteers and Horizon graduates, and the use of the DIBELS diagnostic reading assessment pre- and post-session. Being on college campuses has enabled a host of in-kind resources including graduate students and campus facilities. Another important ingredient is that each Horizons program draws students primarily from one local elementary school, and has begun to build the partnership into year-round connections with the students and with the schools. At this point, the partnerships are:

- Harley and School 9
- MCC and School 3, Nathanial Rochester Community School
- Nazareth and Discovery Charter School
- Warner School, U of R and School 33 and School 36

Horizons summer programs are very affordable for students, but expensive to run, in the neighborhood of $2,800 per student/summer. Thus far, the models are primarily supported by private funds and in-kind resources from the campuses, so SummerLEAP puts a great priority on fundraising. This year, RCSD did use a portion of its summer funds to contract with Horizons, contributing $500 per child enrolled in the district to Horizons.

ASSET: Other Rochester assets are combatting summer learning loss by working to increase reading done at home over the summer. This is part promotion and awareness aimed at families and part placing engaging books into students' hands and home libraries.

- **Center for Youth's *Summer Reading Fun*** program served 2042 first and second grade students in 13 schools in summer 2011. (In summer 2012 the program was in 14 schools: 1, 7, 8, 16, 19, 22, 25, 28, 30, 36, 39, 43, 45, and 50.) The last week of school, each student receives a backpack with a new book, a book box and a letter for parents. Over the course of the summer, five additional books are mailed to each child, along with specific suggestions for parents on how to participate/foster child's reading. A few weeks into the following school year, students receive a final book, related to the curriculum at that grade level. Thus, each child receives a total of seven books through the program.

  This is a fairly low cost model, and yet, the assessment that has been done shows impact. Developmental Reading Assessments (DRAs) show that 74% of students for whom spring-fall scores were available maintained or improved reading performance. Against the national data that shows children in low-income families tend to lose 2-3 months of

reading ability, this is impressive. Surveys of parents and children also report increased frequency and enjoyment of reading.

- This summer, **RCSD's Early Childhood Department** also sent five carefully chosen books with corresponding parental suggestions home with students who will be entering Kindergarten in the fall. Individual schools also utilized outside partners to implement some type of summer reading program for their students.
- The District has also become more visible in promoting reading, especially over school breaks. With private partners to provide promotion and incentives, the district is getting more students to participate in **ROC Read**. The new online resources and platforms such as **Tumblebooks** for students to read electronic books is also an asset, especially once the word gets out effectively.

ASSET: In recognition of these assets and emerging practices in summer learning, Rochester was just awarded "Pacesetter Honors" from the National Campaign for 3rd Grade-Level Reading.

Twenty-five communities were designated Pacesetters in 2012, seven in the summer category. Rochester's recent work to expand and strengthen the systemic approach to summer learning experiences is what garnered the recognition. This designation entitles Rochester to have access to a network of cities all focused on this work of coordinating and moving the needle on 3rd grade reading. Importantly, it shows that the hard work of interagency cooperation and alignment can happen.

ASSET: **Alignment and momentum around ELT on a school-by-school basis, beginning with School 9 at the elementary level.** The national models of effective expansion of learning time demonstrate that seeing results requires focused resources and targeted technical assistance. To this end, RCSD pursued and was recently awarded a Ford Foundation planning grant to launch ELT at two schools, with more to follow in Year 2. The grant also piggybacks on the comprehensive community support pledged to Northeast Prep by an independent group of citizens. The ultimate goal is that using community partners, new agreements with staff, and different approaches to funding will literally expand the amount of time students spend at school by increasing the daily hours, days of the week, and weeks of the year.

This intense school-by-school relationship not only makes intuitive sense, but is aligned with recent changes in NYSED policy, which requires ELT for the lowest performing schools to which it awarded School Improvement Grants (SIGs) in the past, or which will be named priority/focus schools in the future. Furthermore, Supplemental Education Services (SES) which are available to children in low-performing schools

will also change toward a school-based provision rather than an open-market approach where each child chooses a citywide tutoring provider.

ASSET: **A cohort of 25-30 AmeriCorps members will arrive in town in Summer 2013, focused on improving educational outcomes for elementary children in Rochester.** The grant application that will determine how this cost-effective resource will be used is not due until late fall, creating the opportunity for a coordinated, strategic use.

Rochester AmeriCorps will apply in late 2012 for its next cohort of members, who will be ready to work at sites in summer 2013. The Corporation for National and Community Service has recently mandated a shift toward education focused placements, so this is a huge opportunity for Rochester to use this cost-effective human capital. Members have had success supporting students' social emotional and academic functioning at two elementary schools in this past grant cycle; these provide models of how AmeriCorps members could be effectively deployed. CityYear is another model that has focused a cadre of AmeriCorps members in one school, charged with improving attendance, student engagement or academic performance. Members provide a uniquely flexible group of year-long volunteers that can be focused in ways that extend the day and provide more enrichment and acceleration.

V. Asset Tables

Some audiences will prefer a condensed "at-a-glance" presentation of the assets in each focus area. The tables that begin on the following page organize the information from the previous three chapters into tables. They also let the reader know whether the asset is evidence-based, tracks data internally, is in use elsewhere, and was identified by interviewees as an asset.

SCHOOL READINESS: This has become an all-inclusive umbrella, with the ideal state being that children arrive at school in Kindergarten physically and mentally healthy, having achieved certain developmental milestones, and ready to engage in classroom activities. It is a comprehensive goal, far beyond just supporting literacy development, as it includes indicators like increasing healthy-weight births and decreasing child abuse and poverty. This list of assets excludes healthcare systems and providers, as well as adult employment and anti-poverty programs in the community; they are critical, but beyond the scope. We do however include initiatives that contribute more explicitly to brain, language and social development.

Types of Assets, with Examples (See methodolgy section of report.)	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets that Support & Develop Foundational Parent-Child Relationship and Parenting Skills: Research has long established the link between strong foundational parenting and language/literacy development. Additionally, some of these programs do equip parents with specific literacy strategies such as reading to their babies.								
Nurse Family Partnership (NFP)	NFP is an evidence-based, effective nurse home-visitation program that improves the health, well-being, and self-sufficiency of 330 low-income, first-time Monroe County parents and their children.	Gap analysis and community targets for expansion have been done and can be found in the 2010 Community Status Report.	X			X	X	
Parents as Teachers (PAT)	PAT is a parent education program that incorporates home visits and group sessions from the third trimester of pregnancy through the child's third year, with continued limited service and support through age five. The program includes screening for developmental delays. Both Mt. Hope Family Center and Family Resource Centers are trained to offer PAT programs to the community.		X				X	
Incredible Years	The Incredible Years Program (IY) is designed to promote emotional and social competence in order to prevent and reduce behavior problems in children aged 2-8. There is a collaborative of the local agencies that are trained to provide IY, including Family Resource Centers and Mt. Hope Family Center.		X					
Building Healthy Children	BHC uses a combination of four evidence-based practices to supply parenting education, parent-child attachment and maternal depression therapy, and additional services like food, housing and transportation for 3–5 years to 120 children and their mothers. The goals include decreasing the number of families involved with Child Protective Services and promoting positive parent-child relationships with healthy child development.		Randomized Control Trial underway			X	X	
Talk, Sing, Play Campaign	Public service announcements that promote talking, singing, and playing with children to foster attachment between caregiver and child which strengthens oral language development to support early literacy.	Could be part of larger community PR campaign around reading.		X			X	
Teen parent supports, e.g., Mercy Community Services or TAPPS at SPCC	These programs serve a very targeted population, but one that is critical to this work. While they support young mothers in a variety of ways, some programs do have explicit literacy curriculum that provides books and ideas for reading to your baby. Some use the PAT curriculum		PAT curriculum				X	X
Local examples of engaging parents in modeling literacy behaviors, equipping at-home activities.	Rochester Preschool Parent Program, Headstart, and RCSD's Family Literacy sites have formal parent education components which model literacy activities for parents to then apply at home. The Rochester Education Foundation gives grants that encourage teachers to develop ways of doing this, and keeps a central record of what they do. Children's Institute and Rochester Hearing & Speech used to utilize the Early Literacy Project curriculum to work with parents and care-givers. Literacy Volunteers of Rochester is developing a pilot approach to working with a small group of families this fall, "pushing-in" to an existing community-based program to conduct activities with parents and children.These sources together could provide ideas and lessons learned.	No one program seems to have the perfect way to engage parents in this way. Local examples do provide a group of people and organizations that have given this a lot of thought and effort, have insight into what might work, and are assets in shaping future action in this area.		As part of larger evaluations of RPPP and Headstart.	X	Family Literacy Sites	X	

SCHOOL READINESS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets that Support Social, Emotional and Behavioral Development: A child's mental health, brain development and social functioning impact school behavior and learning.								
The Children's Institute	Children's Institute develops, evaluates, and trains staff in preventative approaches to support children's social and emotional development. One example is Primary Project, a program that detects school adjustment issues and lays a foundation for a school-based trusting relationship with an adult, improving a child's adjustment to school and improving self-confidence, social skills, and learning skills.		Runs many, e.g., Primary Project				X	
Mt. Hope Family Center	A source of research, best practice, and services in the community for mental health needs and treatment for traumatic stress, which affect children's brains, bodies, emotions, and behavior. Serves a small, but extremely needy population.		Runs many				X	
BASIC (Behavioral and Social Interventions for Children)	Mt. Hope Family Center, Children's Institute, Early Childhood Education Quality Council, MCC Child Care Center, and United Way have partnered together to offer BASIC, which supports the delivery of an integrated, tiered set of evidence-based programs that target social and emotional supports for children. It includes universal screening and evaluation of all children; review of screening results and identification of children with referral to appropriate program(s), including Incredible Years, Primary Project, Behavioral Health Consultation, Child Parent Psychotherapy, and Trauma-Focused Cognitive Behavioral Therapy; parent support through Incredible Years workshops; and fostering nurturing classrooms through the PATHS preschool program.		X				X	
Assets that Build Quality and Coherence in Childcare and Early Childhood Education: Rochester has a reputation for widespread quality in early childhood care, supported by data. For example, RCSD's Kindergarteners score close to national norms. There are many providers of quality childcare and early childhood education in Rochester, both in home or family-based sites and in centers. We do not list them all here, but rather highlight the key networks that work to expand access and ensure quality across the system of care.								
Networks of Providers								
Early Childhood Education Quality Council (ECEQC)	ECEQC is an independent, grassroots initiative formed in 1993. It helps support the highest quality efforts possible in urban, not-for-profit child care centers in the city of Rochester. Collectively the ECEQC currently serves over 2,000 children in nineteen child care centers. These centers provide the bulk of care to Rochester's birth - 3-year-old population.						X	X
Universal Pre-Kindergarten (UPK), in RCSD classrooms and HeadStart (primarily through Action for a Better Community)	UPK in Rochester supports and improves the literacy development of almost 2000 Rochester 4-year-olds annually. A decade ago, the Early Childhood Development Initiative (ECDI) wrote Rocheste'sr UPK proposal to New York State Education Department, successfully winning funding. Today, nearly 85% of Rochester's four-year-olds are served in UPK or Head Start classrooms annually, through a fully integrated program with 20 community partner agencies. As a result of this collaboration, all classrooms use consistent HighScope curriculum and participate in shared professional development, resources and assessment. The quality of Rochester's UPK classrooms and the consistent growth children make is well-established.	There is a desire to know who and where the 15% not served by UPK are, and whether they could benefit from UPK.	X		X		X	

SCHOOL READINESS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Networks of Providers, continued								
Rochester Parent Preschool Program (RPPP)	Started before Rochester had a UPK program, RPPP was a preschool experience built hand-in-hand by parents and the district to incorporate parent involvement and increase parental understanding of child development and how to best support your child. Today, RPPP is the 'UPK' program in 15 schools, including Schools No. 1, 2, 6, 7, 16, 22, 23, 29, 34, 36, 39, 41, 42, 44, and 52. There is a Parent Council of RPPP at each school which meets weekly, parents are invited into the classroom at all times, providing hands on opportunities for parents to learn how to foster child development, including emergent literacy development.	It would be worth studying long-term effects including child outcomes and parental habits. RPPP's parental education components could be useful in developing methods of supporting more parents in developing literacy practices at home.	X		X		X	X
RCSD family literacy sites at Schools 15 and 22, Office of Adult & Career Education Services	Based on models from National Center of Family Literacy, and in the past funded by Toyota Family Literacy grants. Works with adults to complete GED or job readiness education, while also including parent-child literacy activities. Family literacy is big component of serving English Language Learners. National research demonstrates improved child outcomes such as reading on grade level and graduation, as well as increased literacy habits like parents reading to children at home.				X	X		
Networks, Coalitions or Organizations that Build Capacity and Quality								
Early Childhood Development Initiative (ECDI)	An organized volunteer group focused on building policies and partnerships that increase early childhood access, quality and advocacy. After 20 years of such collaborative work, ECDI is seen as the driving force between much of Rochester's pre-K quality.	These collaboratives are largely responsible for Rochester's success strong *system* of quality early childhood education. They have a wealth of knowledge on specific needs and targets. It could be beneficial for the RCSD administrator of K-3 literacy to join ECDI to strengthen birth - 8 coherence.					X	X
Rochester Early Childhood Assessment Program (RECAP)	Rochester's 15-year-old assessment and feedback system to measure quality in Rochester's UPK classrooms. RECAP is a low-stakes model that gives teachers and directors the tools they needed to improve and allows providers to use data to make informed decisions that improve child, program, and system outcomes. Includes 145 classrooms in RCSD and CBO preK providers. Funded locally and by NYSED. Work primarily led by The Children's Institute and RCSD Office of Accountability.			X	X		X	
QUALITYstarsNY	QUALITYstarsNY is a voluntary quality rating and improvement system that is designed to increase quality in early learning settings throughout New York State. It seeks to provide parents with information to make best child care choices, provide a tool for accountability in tracking quality programs, and create a continuous improvement evaluation system to raise the quality of all involved programs. Rochester was invited to be a part of the first State pilot in 2010 and is a part of the current pilot.				X			

SCHOOL READINESS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Networks, Coalitions or Organizations that Build Capacity and Quality, continued								
preK-2 ECDI and RCSD group	This is a new attempt to address instructional needs consistently across the birth - age 8 continuum, spanning the traditional divide between preK and K-3. Currently ECDI, Children's Institute and RCSD's Teaching & Learning and Office of Accountability staff are involved. This group is assessing the implementation of K-2 curriculum, discussing professional development for principals and identifying common measures of success.				X		X	
The Children's Agenda	The Children's Agenda provides advocacy on a range of issues affecting children 0-8, including improving access to subsidies and being a voice, in partnership with community organizations, for quality care. While they have been focused largely on health, developmental wellness, and early childhood, they are beginning to focus more on K-12 educational issues.				X	X	X	
ROC the Future / National Campaign for Grade-Level Reading	This coalition designed to focus and align community efforts on improved outcomes for children is in its nacient stages. Currently spearheaded by MCC, UW, The Community Foundation, The Children's Institute, The Children's Agenda, CGR and RCSD. It has adopted 3rd grade reading as the first community target. Rochester is also part of the National Campaign for Grade-Level Reading, which is a national network of communities working to align community supports around this goal.				will	X	X	X
Assets (Community Organizations, Resources) that Promote or Support Literacy Development in Young Children, or Networks that Could be Leveraged to Do So								
Monroe County Library System, in particular Central Library's Children's Librarian; new Raising a Reader grant	The library system is an obvious asset, with 12 branches in the city. It is working to increase circulation to young children by partnering with schools to get students signed up for library cards, piloting fine forgiveness, and considering lowering the age of library card eligibility. Beyond that, The Monroe County Library is a new affiliate with the national Raising a Reader program that helps families "build and sustain literacy practices at home." The children's librarian at Central Library is the main contact, and since the grant is new, implementation details are still unfolding.			X (Raising a Reader)	X	X	X	
Maplewood Library	This branch library provides an example of how libraries can be very involved in family literacy efforts with immigrant population in particular. It also incorporates volunteers from area faith-based organizations.				X		X	
small pilot program at Literacy Volunteers of Rochester	This pilot is still in development, and will begin working with a small group of families this fall. Locally developed, in response to a demonstrated need, Literacy Volunteers staff will "push-in" to an existing community-based program to conduct activities with parents and chidlren.	Equipping parents with tools to foster language and literacy development was such a commonly expressed need in our interviews, and we don't yet have a strong, scalable practice. Even a small pilot is worth learning from.					X	

SCHOOL READINESS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Community Organizations, Resources that Promote or Support Literacy Development in Young Children, or Networks that Could be Leveraged to Do So, continued								
Rochester Hearing & Speech	This is a provider of hearing and speech services to children, but also of training and professional development primarily to early childhood educators. One example, is the summer speech outreach program which serves 200 children and provides in-class modeling for teachers at 10 community childcare sites. It is funded by 11 local funders and achieves the targeted outcomes.	Both the importance and the underutilization of speech and language expertise was raised repeatedly in our interviews and school case studies.			X		X	
Organized Parent groups	ABC Headstart has active group of advisors, as do Rochester Preschool Parent Networks. The District's Young Mother's program is also a pre-existing network of youn parents, who could be involved in shaping action.						X	X
Parent Leadership Training Initiative (PLTI)	PLTI is a model of teaching parents a "democratic toolkit" and empowering them to be advocates for children. It is widespread in Connecticut, and shows increased rates of civic engagement, volunteerism and parental involvement as well as qualitative impacts. It aims to improve child outcomes through more equipped, savvy parents. The first Rochester cohort has just begun in fall 2013.	Unknown what "topics" or community solutions this group will take on. Possible that the first cohort could focus on an action directly related to 3rd grade reading goal.	Kellogg funding national evaluation currently	X	X	X	X	X

Note: Asset list for the next focus area, Attendance in Effective Engaging Schools, begins on the next page.

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS: This is common sense. To learn to read, students need to be in school consistently, and while they're there, they need to be engaged in effective instruction, and build a habit of reading for pleasure. Certainly much of this responsibility resides inside RCSD, but the community can support many aspects of this work.								
Types of Assets, with Examples (See methodolgy section of report.)	**Overview / Description of Assets**	**Notes for the Community**	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Superintendent and Mayor's Truancy Initiative, focused on K-3	This formal truancy initiative is just beginning at the start of the 2012-13 school year. A collaboration of RCSD and the City, and involving a consultant, Program Design and Development. The idea is to get a handle on the actual data and focus on chronic absenteeism. Ultimately, the strategy will likely include utilizing community partners and citizens. Better coordination with government and agencies will be key. Other districts have also found success through carefully organized use of volunteer attendance mentors.	While the local work is being built on the Yonkers NY model, the national Attendance Works group provides more information and examples to learn from. Stay tuned for the call to action that is sure to come.			X	X	X	
Mandatory Kindergarten legislation	In June, NYS passed legislation making kindergarten mandatory. We note the law is new with unknown implications, but this sends a message to families that kindergarten is a valuable foundational educational experience. It also allows the district to utilize legal and child welfare systems in severe cases of truancy, instead of having to wait until first grade to begin the process. Early intervention with these extreme cases may help rectify the situation before the child misses substantial time.	A public awareness campaign should be a key first step to reaching families, and early communications from RCSD have begun to highlight this key message.				X	X	
Instructionally Focused Assets: School Practices, District and NYS Context								
Key Common Ingredients at "Beating the Odds Schools"	There are marked similarities in the approaches and practices used at the schools we identified that consistently do "better than" in terms of moving students toward being proficient readers by 3rd grade. These common practices at Schools 19, 23, 25, 58 and Eugenia Maria del Hostas Charter can be considered an asset from a knowledge management standpoint. (See the report for more detailed explanation of these success stories and how they were selected.)							
	Coherent, explicit school-created or selected continuum of skills and approach to teaching reading in K-2. Each school has determined the skills and sequence of instruction (the WHAT), in addition to the way instruction is delivered (the HOW) across classrooms. There is consistent practice across classrooms and each grade level, and across the primary grades. Important to note, not one off-the-shelf "program" or school reform model.			X (of some key practices or models)	X	X	X	
	Intentional use of speech-language expertise. These schools recognize the need to understand how language develops, content knowledge not all teachers have. So, these schools have engaged speech-language pathologists (SLP) to conduct professional development for their staff, enlisted them to help design the instructional approach, or used them as team-teachers. **School 25's STEPS program** (Speech Language Therapy Encourages Production of Sounds) provides the most robust example. All Kindergarteners are co-taught by a general educator and a SLP, with an explicit focus on hearing and producing sounds. The same cohort moves into 1st and 2nd grades where co-teaching with a special and general educator expands this focus.	School 25 has posted impressive 3rd grade NYS test scores in the last two years (48.6% proficient vs. the district's 22.6% this year, and 60% vs. 24% in 2011). Thus, while this model is resource intensive it presents an asset that could be considered for replication.		X	X	X	X	
	Principals or Assistant Principals with specialized experience in early childhood, Kindergarten, Reading or Special Education. These leaders understand how language and literacy develop and make resource and staffing decisions to support primary grade instruction.						X	

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Instructionally Focused Assets: School Practices, District and NYS Context, continued								
Key Common Ingredients at "Beating the Odds Schools", continued	**Diagnostic approach to teaching reading and corresponding structures for using data to plan and deliver individualized instruction.** Every school in the district uses student data, but these schools use their assessment data (including teacher-made assessments) very actively and strategically. Progress monitoring to build student ownership is key as well.			X		X	X	
	Emphasis on students reading a lot, and fostering the habit of reading for pleasure. These schools prioritize building the habit of reading frequently and for pleasure through extensive use of their librarians, book of the month, or family-child book clubs, reading competitions. They devote or find resources to build rich classroom libraries including high-interest, varied and leveled texts.	Research shows the more minutes kids read, the better they get. It also shows that in many schools students actually read for a small portions of the day, and that weaker students get less reading time. The community can help promote.		X (of the practice of reading more minutes, building stamina)	X	X	X	
	Intentional, planned use of community partners and volunteers. These schools consider and plan how to best utilize community volunteers, targeting them at specific grades or skills areas. Examples include: building fluency in primary grades with volunteer "reading buddies," partnering with higher education to host on-site methods classes, which also brings in trained graduate students to tutor selected students in specified areas of need. In addition to these schools, School 12 also has a robust systems for targeting volunteers, and School 52 has a long-term volunteer-run summer program.						X	
	Robust, ongoing building-based professional learning. Leadership teams at these schools are very proactive and systematic in terms of planning coherent, focused professional development offerings for their schools.	Schools 42 and 3 also shared new, high-impact professional learning around early literacy.					X	
Northwest Evaluation Associates (NWEA) assessments now given to all 1st and 2nd graders	In the 11-12 school year, this common reading assessment was used districtwide in grades 1 and 2. Some schools administered the NWEA for the first time; others had piloted it for a few years prior. Schools continue to use a wide variety of other assessments, but this common assessment could allow for trends, needs and strengths to emerge.							
PreK-2 group (ECDI and RCSD)	A new collaboration of external early childhood experts and district staff in an attempt to address instructional needs consistently across the traditional preK and formal schooling divide. Known as vertical alignment, this practice helps educators better understand and align grade level expectations and teaching practices. Currently ECDI, Children's Institute and RCSD Teaching & Learning and Office of Accountability staff are involved. This group is assessing the implementation of K-2 curriculum, planning professional development for principals and identifying common measures of success.	Although a small beginning, there is potential for research, policy and practice to be impacted through this partnership.			X	X	X	

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS, continued								
Types of Assets, with Examples	**Overview / Description of Assets**	**Notes for the Community**	**Use of Evaluation (known to us)**			**Model or practice in other places**	**≥ 3 local interviews identified as asset**	**Key Network**
			Evidence-based program	**Evaluation conducted**	**Collects internal data**			
Instructionally Focused Assets: School Practices, District and NYS Context, continued								
A Focus on K-2 Curriculum: NYS Common Core and RCSD K-2	There is a new focus on articulating an explicit curriculum for primary grades. 11-12 was the first year of implementation for RCSD's K-2 curriculum, which sought to provide a districtwide approach that was vertically aligned from preK, and that incorporated developmentally appropriate practice and the input of speech and language pathologists. 12-13 will require teachers to work from the NYS Common Core curriculum and infuse the RCSD curriculum as well. In spring 2012, NYSED awarded a contract to The Core Knowledge Foundation to write the K-2 NYS Common Core ELA curriculum. It includes two key strands: a listening and learning strand and a skills strand. Implementing the new draft curriculum will be a two-year process; it is not complete at this point.	NYS Common Core curriculum is in development. See: www.engageny.org . Integrating the two new curricula will be ongoing work over the next few years.				X, but newly so	X	
NYS changes such as the new teacher evaluation system and NYSED's new diagnostic tool for school and district improvement	While the implementation and impact of these is far from known, the ability to look at teacher and school effectiveness in new ways might help shed light on systemic solutions.					X, but newly so	X	
Literacy-focused In-school Tutor/Volunteer Assets: Quantifying volunteers in schools is difficult, as there are 38 elementary schools, all with unique relationships and multiple partners. This list includes those volunteer organizations who mobilize volunteers over multiple sites, participated in our data collection attempts and are at least partially focused on literacy in primary grades. They represent over 1000 volunteers.								
Friends of Education Excellence (FREE) Partnerships	FREE Partnerships works to coordinate a variety of school-based volunteers in the district. It provides centralized recruitment and screening, and works to obtain some training for volunteers, in partnership with the district. Individual partnerships utilize assessment data from schools, and FREE is working with The Children's Institute to design an evaluation. It reports 350 volunteers. It currently operates with these community partners in schools: First Universalist Church @ School 7; Community Christian Church @ School 10; Highland Park Neighborhood Association @ School 12; First Unitarian Church @ Schools 15 and 22; Mt. Olivet Baptist Church @ School 20; Grace Urban Ministries and St. Catherine's Church @ School 34; Church of the Transfiguration @ School 39; St. Joseph's Church @ School 50; Temple B'rith Kodesh @ School 52.			In planning stage	X (tutors, hours, DRA)		X	X
Temple B'rith Kodesh, an example of volunteer program that partners with FREE	Mobilizes over 90 volunteers to support School 52 in a variety of ways. Provides one-to-one tutoring during school hours, and for 7 years has run a volunteer summer reading program at the school for four weeks, three mornings a week. What's notable here is that the principal of this school (which has rising achievement) cites the well-targeted use of volunteers as critical to her success. The FREE Partnership coordinator works with school staff to match volunteer tutors to student needs.	School 52 has made encouraging strides in recent years, with 2/3 of its 3rd graders deemed proficient in reading in 2012.			X (DRA scores)		X	
Rochester Jewish Coalition for Literacy (RJCL), of the Jewish Federation of Greater Rochester	Over 150 volunteers, currently volunteering to raise students' enjoyment of reading in Grades K-6 at Schools 1, 3, 5, 7, 12, 23, 28, 35, 36, 41, 45, 46, and 58.				X (teacher, tutor survey)		X	X

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Literacy-focused In-school Tutor/Volunteer Assets, continued								
SUNY Geneseo	This program utilizes undergraduate and graduate students as volunteers in Schools 15, 33, 46, 50, 58. They do focus explicitly on literacy and work with students in one-on-one capacity, worked out in collaboration with schools. Engage up to 25 tutors a year, to serve between 50-100 children annually.				X			
University of Rochester: Partners in Reading, Project CARE, UReading	Engages 50-100 undergraduate and graduate students annually to serve over 100 children in consistent small group relationships at Schools 19 and 33. Focused primarily on reading support in grades K-6 at 33, K-2 at 19. UReading supplies 40 tutors, each 4 hours a week to Kindergarteners and 1st graders at School 29.				use data from school		X	X
Foster Grandparents, The Community Place	Between 50 and 100 low-income, minority men and women over 55 years old, each contribute 20 hours a week in one consistent classroom. This is targeted at grades K-2, and currently in Schools 2, 4, 5, 6, 7, 8, 9, 17, 19, 20, 22, 25, 28, 30, 33, 35, 36, 39, 44, and 57. Volunteers do support reading activities, but also do a variety of other supportive tasks.				teacher input			X
Scott Spino Foundation-Literacy Program	Currently mobilizes over 100 volunteers (retired teachers, church members, etc.) in Schools 12, 22, 30, 33, 43, 50. They support over 100 primary grade children, focusing on reading skills, book distribution and family literacy activities.							X
PENCIL partners, some literacy focused	M&T @ 8; UW @ 17; Greater Rochester Quality Council @22;Teamworks and Leadership Rochester @ 28; Sentry Group @36; Lonza and Frontier Corporation @ 43; Klein Steel @ 52; Westervelt Consulting @ Montessori Academy	There are more PENCIL partners; not all focus on literacy.				X		X
Higher Education Partnership Assets								
Nazareth, University of Rochester, SUNY Brockport, SUNY Geneseo, St. John Fisher, Monroe Community College	Area colleges and universities partner with a large number of schools, in a variety of ways. Partnerships range from placing student teachers to ongoing well-planned partnerships around curriculum and instruction for students, to literacy consulting, to schools serving as host sites for methods classes to a steady commitment of college students acting as mentors and tutors. Colleges with Horizons summer programs are beginning to build focused year-round partnerships with specific schools (Nazareth and Discovery Charter; MCC and School 3; UofR and Schools 33 and 36).	Currently, no consistent central source of this information, either at RCSD or within the partnering organizations. It is unclear whether that would be a benefit or not. One note: there is potential value for the district and the schools of education that prepare its teachers to come to some common expectations.						
Nazareth's Marie Callahan Reading Clinic	Struggling readers can be referred to the clinic, which is staffed by graduate students, under the direction of Dr. Naomi Erdmann. Tutors use a variety of approaches and assessments and students can participate in the clinic for free, although they must travel to Nazareth's campus. Diagnostic assessment is used, but aggregate outcomes are not reported.				X		X	

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets (Coalitions, Networks or Community Resources) that Could be Leveraged to Support both Attendance and Reading in Schools								
Rochester AmeriCorps members	A cohort of 25-30 AmeriCorps members will arrive in town in Summer 2013, focused on improving educational outcomes for elementary children. The grant application that will determine how this cost-effective resource will be used is due in late fall 2012, creating the opportunity for a coordinated, strategic use. Members have had success supporting students' attendance, social-emotional and academic functioning at Schools 2 and 8 in this past grant cycle; these provide models of how AmeriCorps members could be effectively deployed.	This model of using a critical mass of AmeriCorps members in schools has been done by CityYear. This program has shown at least contributing impact on student outcomes at specific schools.		X (of CityYear)	X	X	X	X
ROC the Future	This coalition designed to build and harness collective impact is in its nacient stages. Currently spearheaded by MCC, UW, The Community Foundation, The Children's Institute, The Children's Agenda, CGR and RCSD. It has adopted 3rd grade reading as it's first community target.				will	X	X	X
Communication networks within the district that could be leveraged	(1) RCSD's Executive School Based Planning Team, (2) The Parent Council; (3) Rochester Council of Elementary School Principals; (4) The Rochester Teachers Association's Primary Grades Liaison and the online portal Parent Connect.							X
Assets that Work Specifically to Build a "Culture of Reading"								
RCSD School Librarians	School librarians are an invaluable resource in promoting a culture of reading and access to engaging books. A commitment has been made this year to have a librarian in every elementary school. In the schools that successfully build a culture of reading, librarians play an active role. They match students to texts, organize and promote literacy-related events and contests, and work directly to support teachers and students. Additionally, the Library Department has purchased electronic databases of books that all RCSD students can access online for free. Tumblebooks, TumbleReadables, Scholastic Bookflix and Trueflix are all new and at this point underutilized; the district is very open to suggestions for how to promote.						X	X
Monroe County Libraries	The Children's Librarian at Central Library is particularly passionate about aligning the libraries to schools, and supporting literacy at home. The branch libraries are also piloting ways of working more closely with schools to promote library card application, forgive fines, etc.						X	X
ROC Read	A community collaborative aimed at promoting reading over school breaks, including summer. Business partners such as Wegmans, the Redwings and Abbotts have donated incentives for students who complete a form about a book they have read. There are also promotional activities designed to create positive "buzz" about reading. This began last school year, in response to Dr. Vargas' request for the community to help him promote a culture of reading.				tracks participation, by school		X	

ATTENDANCE IN EFFECTIVE, ENGAGING SCHOOLS, continued								
Types of Assets, with Examples	Overview / Description of Assets	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets that Work Specifically to Build a "Culture of Reading" , continued								
Rochester Education Fund (REF) Teachers' Choice Grants	REF's Teachers' Choice grant awards help build a culture of reading in many schools, often extending to families. Winning teachers in over 50 schools have been supplied with books for an instructional unit, independent reading, student book clubs, or family literacy resources, as well as supplemental funds to enrich with related field trip or art supplies. Children keep the books at the end of the activity. Qualitative evaluation finds that students, families, and teachers report increased student enjoyment of reading stemming from the increased access to engaging books. REF is willing to coordinate with the district to use these grants as a carrot—a reward for teachers who participate in certain PD for example, or agree to change practice in some particular way. The RFP could also be designed to facilitate more parental literacy and summer reading, which many grantees have done. (Example, "Reading fun kits" created by a primary teacher which provide families with home kits of a book, related cooking project and ingredients, and literacy game.)			X qualitative	X	X	X	X
Center for Youth, Summer Reading Fun	Center for Youth's Summer Reading Fun program served 2042 first and second grade students in 13 schools in summer 2011. (Currently the program is in 14 schools: 1, 7, 8, 16, 19, 22, 25, 28, 30, 36, 39, 43, 45, and 50.) Program provides each child with a backpack and book in the last week of school, then mails five additional books home over the summer, along with specific suggestions for parents on how to participate/foster child's reading. In the fall, students receive a 7th book related to the curriculum at that grade level.			internally	X	X	X	X

Note: Asset list for the next focus area, Out-of-School Time, begins on the next page.

OUT-OF-SCHOOL TIME: The national thinking in this area has been shifting from "out-of-school" time to "expanded" learning time. Out-of-school includes after-school programs and summer learning opportunities. Very recently, the framework of expanded learning time (ELT) is coming on the scene and will be important in fashioning next steps. Note: many local providers straddle all three categories.								
Types of Assets, with Examples (See methodolgy section of report.)	Overview / Description of Examples	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets (Coalitions, Strategies, Funders) that Work to Build Systemic Quality and Coordination								
Prior Community Plans, Needs Assessments	This community has done much of the work around defining quality standards, developing models that work and assessing the need and gaps in services. The 2008 Rochester After-School Plan recommends structure, programming and cost, and 2010's Community Status Report quantifies the needs and community targets by 2015. Both are helpful in understanding this work, and should guide action in this area.	The Rochester After School Plan can be found on RACF's website. The Community Status Report on Children: www.cgr.org/reports/10_R1611_KeyLeadersFinalReport.pdf						
Infrastructure for systemic planning and provision of quality exists, evidenced by Greater Rochester After-School Alliance (GRASA)	Greater Rochester After-School Alliance (GRASA) is convened by Rochester Area Community Foundation to work on a communitywide level to get more children into high-quality after-school programs. It serves as a coordinating body and communications network for both funders and providers. The Children's Agenda's After-school Inventory and the Youth Program Quality Assessment (YPQA) data from The Children's Institute provide more information on this work.				X	X	X	X
United Way Blueprint for School-Aged Children and Learning Circles	The United Way's Blueprint guides its investment in quality after-school settings and supporting providers in infusing literacy into their programs. There are a few key ways they do this: 1) making the Rochester After School Model, with explicit literacy component, a requirement of funding; 2) providing a common data system (COMET); and 3) building an infrastructure (Learning Circles) for program staff to learn and share resources. Learning Circles bring staff of after-school programs together monthly to share actual practices—ways they have incorporated literacy activities into their programming. It is also a time to ask questions, problem solve, and share ideas. The value of time to reflect on practice and to learn new strategies and specific ideas in collaborative peer settings should not be underestimated. The UW has also been engaged in evaluation that could help improve program impacts and policy-level decision-making. (Note: The UW also funds and supports summer programming.)			X (just completed)	X	X	X	X

OUT-OF-SCHOOL TIME, continued								
Types of Assets, with Examples	Overview / Description of Examples	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets (Coalitions, Strategies, Funders) that Work to Build Systemic Quality and Coordination, continued								
Greater Rochester Summer Learning Alliance / SummerLEAP	SummerLEAP is a consortium of providers and fundraising advocates who focus on expanding quality summer learning opportunities for low-income children, primarily employing the national Horizons framework. The goal is to serve 1000 K-8 students by 2017. Over the last three years, they have built on the success of the Horizons site at The Harley School to launch three new Horizon affiliates: Warner School at U of R, Monroe Community College and Nazareth. Collectively, these sites provided over 300 children from Rochester with six-week opportunity in summer 2012. RCSD is a partner in this work and provides some of the funding for students to attend these low-cost programs. This model is expensive ($2-3000/child) but the national data on affiliates does show on average, 2-3 month gains in reading and math performance. Horizons mandates a small student-teacher ratio of maximum 15:1, although this is supplemented with volunteers and Horizon graduates, and use of the DIBELS diagnostic reading assessment pre- and post-session. About 2/3 of Horizon's students are below grade level when they enter the program, but the national data also shows improved longitudinal outcomes such as graduation. This summer's local data is not available at this time.				X	X	X	X
RCSD's Office of Extended Learning and Intervention	In recent years this office has worked to overhaul the approach to both after-school and summer learning, focusing on quality and on strategic partnerships with community-based organizations. This office has partnered with GRASA and SummerLEAP, and is strategic in terms of blending funding. Very recently, it is delving into expanded learning time.				X		X	X
Wallace Grant / RAND evaluation is one way in which RCSD's Office of Extended Learning and Intervention is becoming more strategic	RCDS was one of 6 districts nationally to receive a four-year (2011-14) Wallace Foundation grant which supports the district in expanding quality, full-day summer learning opportunities. It began funding an expansion of quality programming for 3rd-go-4th graders in summer of 2011, and also funds researchers from RAND Corp. to identify improvements each summer and conduct a longitudinal evaluation of the impacts and lasting effects. Summer programs are operated in conjuntion with community-based partners selected through an RFP process.			underway	X	X	X	
ROC the Future	This coalition designed to build and harness collective impact is in its nacient stages. Currently spearheaded by MCC, UW, The Community Foundation, The Children's Institute, The Children's Agenda, CGR and RCSD. It has adopted 3rd grade reading as first community target.						X	X

OUT-OF-SCHOOL TIME, continued								
Types of Assets, with Examples	Overview / Description of Examples	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets (Coalitions, Strategies, Funders) that Work to Build Systemic Quality and Coordination, continued								
Alignment and momentum around Expanded Learning Time (ELT) on a school-by-school basis, as evidenced by The Ford Foundation Grant to RCSD and RACF	Expanded learning time calls for 300 more hours a year, enrichment activities during the school day, expanded time in core courses, and intense school-community partnership to provide these supports. The national models demonstrate that seeing results for students required focused resources and targeted technical assistance. To this end, RCSD and RACF were recently awarded a Ford Foundation planning grant to launch ELT at School 9 and Northeast Prep, with more to follow in Year 2. (The grant piggybacks the comprehensive community support pledged to Northeast Prep by an independent group of citizens.) This school-by-school relationship is aligned with recent changes in NYSED policy, which requires ELT for lowest performing schools.			evaluation of the strategy, not local application	X	X	X	X
Pacesetters award for Summer Learning	Annie E. Casey's National Campaign for Grade Level Reading has designated Rochester as a Pacesetter community in the area of Summer Learning. This means that Rochester's new collaboration and coordination between community, school district and higher education is being recognized as a strong practice. This recognition positions Rochester to receive technical assistance from national staff as well as be eligible for scale-up/replication grants from national funders in 2013.						X	X
Assets (Community Providers and Resources) that Support Access to Quality Out-of-School Time								
Examples of community providers for school-aged youth (e.g., Boys and Girls Club, Charles Street Settlement, City Rec, Community Place, Ibero, SWAN, Freedom School, Quad A, YMCA)	We list examples of community providers here, although this study did not attempt to inventory or evaluate out-of-school providers. All providers are potential assets in that they interact with children on a daily basis and could be instrumental in supporting literacy. A few such as Freedom Schools report outcomes in reading levels, and others like YMCA and Boys & Girls Club use formal literacy programs such as Accelerated Reader. Others have found creative ways to engage students in literacy practices like writing plays. We do list providers who participated in a survey to learn about key practices and needs in the list of stakeholders interviewed and in the appendix discussion of survey results. (Please note, most of these providers also run summer opportunities.)	A 2010 Community Status: Report on Children estimated that 26% of Rochester children ages 6-17 were served by after-school programs, although only 11% were in high-quality settings. It established a 2015 community goal of having 25% of youth in high-quality after-school programs.						
RCSD's school-based after-school offerings (planned by Office of Extended Learning and Intervention)	We do not list the number of schools that ran their own after-school programs, because this is in flux from year to year, and the models vary widely. The district changed the Title I RFP process last year to allow schools more flexibility in targeting student needs; most elementary schools offer some version of after-school support, either onsite or in conjunction with a community partner, although there are usually a limited number of slots and days of service.							

OUT-OF-SCHOOL TIME, continued								
Types of Assets, with Examples	Overview / Description of Examples	Notes for the Community	Use of Evaluation (known to us)			Model or practice in other places	≥ 3 local interviews identified as asset	Key Network
			Evidence-based program	Evaluation conducted	Collects internal data			
Assets (Community Providers and Resources) that Support Access to Quality Out-of-School Time								
Supplemental Education Service providers	Based on recent NYS overhaul to legislation, RCSD was granted more authority and oversight into how these SES tutoring providers offer services to students in the district. As of September 2012, the following providers were recommended: Baden Street, Dial a Teacher, EnCompass Resources for Learning, FallsView Academy, Huntington Learning, IBERO, Iglesia Educational Services, Mercier Literacy, and Sylvan Learning. The district is directing that services be offered at the school site; school partnerships have not been determined yet.	While these do not exclusively serve students in grade K-3, the community has a vested interest in assuring quality and results among these tutoring groups.			X (varied)			X
Center for Youth's Summer Reading Fun	Served 2,042 first and second grade students in 13 schools in summer 2011. (Currently in 14 schools: 1, 7, 8, 16, 19, 22, 25, 28, 30, 36, 39, 43, 45, and 50.) The program provides each child with a backpack and book in the last week of school, then mails five additional books home over the summer, along with specific suggestions for parents on how to participate/foster child's reading. In the fall, students receive a 7th book related to the curriculum at that grade level. This fairly low cost model has used school-provided Developmental Reading Assessments (DRAs) to show impact. 74% of students for whom spring-fall scores were available maintained or improved reading performance. This is against national data that shows children in low-income families tend to lose 2-3 months of reading ability. Surveys of parents and children also report increased frequency and enjoyment of reading.			internally	X	X	X	X
Mercier Literacy for Children, summer programs	Mercier conducts four-week summer sessions at Schools 9 and 46, as well as programming at Rochester Childfirst Network. In 2012, served 220 students across both schools, mostly K-2 at No. 9. The three-hour days include physical education and music—all planned to support language development and phonemic awareness. The program has a diagnostic, explicit approach to teaching reading, and hires teachers who specialize in reading. It maintains a low teacher:student ratio (1:7 –1:10) and utilizes graduate students from Nazareth to provide further individualized instruction. Transportation and books for home are provided. Almost all students in the primary grades show improvement on DRAs and assessments of sight words, letter recognition and concepts of print; the program tracks data and is willing to share. This program receives $50,000 from Monroe County, and is a formal SES (supplemental educational services) provider, but the bulk of funding is private, mostly from George Mercier.			internally	X		X	
Rochester AmeriCorps	Members have helped Schools 2 and 8 expand learning time, and elsewhere CityYear is a model of using AmeriCorps members in cadres placed at one school, charged with improving attendance, student engagement or academic performance. Members provide a uniquely flexible group of year-long volunteers that can be focused in ways that extend the day and provide more enrichment and acceleration. They often serve in both after-school and summer programming. New members arrive here in Summer 2013.	Rochester AmeriCorps' will submit its plan to utilize 25-30 members late this fall. This is a chance to target them strategically to expand learning time.		X	X	X	X	

VI. Concluding thoughts

ROC the Future itself is an emerging community asset in this work to ensure that more than one in four of our 3rd graders read proficiently. The convening organizations individually, and their collective voice, do have influence. This report compiles local assets that suggest leverage points where this influence can best be applied.

When we look across the magnitude of assets we documented, it's evident that Rochester is asset-rich. We also identified common features of successful structures and practices, across the asset categories. The challenge is to capitalize on these assets in a systemic way.

The following principles are "critical ingredients" for systemic success. They may seem obvious, or too conceptual to be useful. We include them because of the consistency with which our interviewees mentioned them as contributors to success. We propose that ROC the Future incorporate these as it plans its operating structure and how to tackle these opportunities. Critical features are:

- **A granular focus on the school/classroom/site level, aligned with larger policies and practices:** Granular means equipping practitioners with very specific examples of what they should be doing. No global policy can replace effective professional development or technical assistance to build capacity for classroom teachers or staff in non-school settings.
- **Having people from a range of roles at a shared table to enable coordinated, smart decision-making and action:** You need practitioners and policy makers, from the public and private sectors, advocates and researchers, etc., together.
- **Intentionally valuing relationships, and using them to support and sustain changes in practice:** This is true whether the relationships are between a child and an adult, a school and a community partner, competing providers of out of school programming, parents and teachers, funders and grantees. What seems to work well is when some sort of community is created around learning/capacity building. Building trusting relationships is time-consuming, but an investment that pays off.
- **A focus on learning about effective practice together in supportive settings that share concrete examples and allow for reflection and problem solving**. Creating spaces and communities for parents or staff to learn is an irreplaceable strategy in building capacity.
- **Explicit focus on a concrete goal or task, with a sense of urgency:** A shared definition of success and how you'll measure it in some way (not always quantitative).

- **Careful use of data, both for targeting, but also for implementing and monitoring**: And importantly, for learning as you go. (Again, building in qualitative data is helpful too.)

Moving from assets to action

The assets and common features identified suggest leverage points ready for collective impact. It seems that ROC the Future's role is to spur, support, monitor and champion coordinated action, and the next step is for this document to be used to prioritize areas for further assessment and action.

CGR and The Children's Agenda have also compiled what we learned about the opportunities for action that logically emerged from this fact-finding process. This companion document, *Potential Opportunities and Actions for ROC the Future, as heard by CGR and TCA*, will be shared with ROC the Future and on our websites.

We look forward to community discussions of how to use these assets and the opportunities they suggest, and we are hopeful that motivated individuals will use this information, and us, as an asset in getting to work. Our children are depending on our ability to channel our collective will into collective impact.

APPENDICES

A. List of Interviewees

B. School-by-school inventory

C. Survey Themes

D. Priorities Heard in Interviews and Surveys

E. Preliminary Asset Map from Plenary

Appendix A - List of Interviewees

This entire project was premised on the local expertise of people who have been engaged in studying and conducting the work of supporting Rochester's children. We simply could not have painted the picture of what exists without the insight and information the following people provided.

Rochester City School District

1. Prior Deputy Superintendent for Teaching and Learning Beth Mascitti-Miller
2. Deputy Superintendent for Teaching and Learning Bev Burrell-Moore
3. Deputy Superintendent for Operations (former Associate Commissioner for the Office of Curriculum, Instruction and Field Services at NYSED), Anita Murphy
4. Director of Early Childhood, Robin Hooper
5. Assistant Director of Early Childhood Education, including oversight of the Rochester Parent Preschool Program, Patricia Dangler
6. Project Administrator, Office of Accountability, Andrew MacGowan
7. Director of Integrated Literacy, Connie Lucchese
8. Executive Director of Teaching and Learning Initiatives, John Rowe
9. Director of Extended Learning and Intervention, Caterina Leone-Mannino
10. Director of Mathematics (and Acting Science), Jeff Mikols
11. Mathematics Lead Teacher K-6, Sondra Myers
12. ELA Elementary Lead Teacher, Katie Yarlett
13. Director of Professional Learning, Carlos Leal
14. RTA Primary Grades Liaison, Mariella Diaz
15. Director of Specialized Services, Shirley Green
16. Director of English Language Learners, Miriam Estesham-Cating
17. School Chief Shaun Nelms
18. School Chief Anne Brown-Scott
19. School Chief Deasure Matthew
20. School Teams (Principal, ELA Coaches, Librarians, Teachers, etc.) at School 19
21. School Teams (Principal, ELA Coaches, Librarians, Teachers, etc.) at School 23
22. School Teams (Principal, ELA Coaches, Librarians, Teachers, etc.) at School 25
23. School Teams (Principal, ELA Coaches, Librarians, Teachers, etc.) at School 58
24. Assistant Principal at School 42
25. Primary Literacy Coach at Eugenia Maria del Hostas Charter School, Kathy Pritty
26. 8 Primary Teachers at RCSD Schools
27. Director of Assessment and Related Services, Stephanie Beemish
28. Director of Testing, Joyce Shultz
29. Instructional Director of School Library System and Media Services, Colleen Sadowski,

30. Director of School-wide Instructional & Positive Behavioral Supports, Carleen Meers
31. Director of Office of Adult & Career Education Services, Paul Burke
32. Principal, Marlene Blocker
33. Principal, Wakili Moore
34. Director of Strategic Community Partnerships, Nydia Padilla-Rodriguez

Community

35. Executive Director The Children's Institute, Dirk Hightower
36. Out-going Deputy Director of The Children's Institute, Lori Van Auken, ECDI
37. Children's Services Consultant at Central Library of Rochester and Monroe County, Tonia Burton
38. Assistant Director of Rochester Public Library Branch Administration, David Creek
39. Executive Director, Rundel Library Foundation, Ned Davis
40. Senior Speech Language Clinician, Rochester Hearing & Speech, Tawn Feeney
41. Executive Director of Rochester Childfirst Network, Noreen Boje (formerly of RH&S)
42. Early Childhood Development Initiative (ECDI) Chair Emeritus, Jacqueline Cady
43. ECDI in-coming co-chair, Executive Director of Rochester Childfirst Network, Marsha Dumka
44. ECDI out-going co-chair, RACF representative, Rochester's Child, Nancy Kaplan
45. ECDI Co-Chair of Professional Development, Mary Louise Musler, Quality Council
46. ECDI Co-Chair of Parent Subcommittee Mary Jo Brach, Family Resource Centers of Crestwood
47. ECDI Co-Chair of Challenging Behaviors, Jody Todd Manly, Mt. Hope Family Center
48. ECDI Chair Emeritus, Dan Ross
49. Maxine Smith, Education and Disability Services Manager, Head Start, Action for a Better Community
50. 292-Baby, administered by MCC, Professor Jim Coffey
51. Special Children's Services Administrator, Child and Family Services, Monroe County Department of Public Health, Ann Marie Stephan
52. Program Coordinator, Rochester Literacy Volunteers, Jennifer Eaton
53. Director of Mercier Literacy for Children, Rosanne Kulikowski (also primary teacher, Webster)
54. Greater Rochester Summer Learning Association / SummerLEAP Founder, Conger Gable
55. Treasurer, National Horizons Board, Mary-Jo Gable
56. Program Officer School Aged Youth, United Way, Stephanie Fitzgerald
57. Community Investment and Synergy Fund, United Way, Patricia Davis
58. President, The Rochester Area Community Foundation, Jennifer Leonard
59. Grants and Program Director, Max and Marian Farash Charitable Foundation, Isobel Goldman
60. President of The Children's Agenda, Jeff Kaczorowski, M.D.

61. Out-going Vice President for Community Partnerships at Community Place of Greater Rochester, Inc and Incoming Executive of Special Projects at The Children's Agenda, Leonard Brock
62. Program Coordinator, Residential Services at Mercy Community Services, Nikisha Johnson
63. Executive Director, Center for Youth Services, Elaine Spaull
64. Center for Youth Services, Summer Reading Fun, Patty Yarmel
65. Executive Director of Rochester Education Fund (REF), Patricia Braus
66. Program Director of Rochester AmeriCorps, Rachael Tachco

Higher Education

67. Visiting Faculty and Executive Director of Horizons at Warner (UofR), former RCSD teacher, Lynn Gatto
68. Chair Education Department at MCC, Responsible for Horizons and MCC, MCC staff to ROC the Future, Rick Costanza
69. Special Assistant to the VP, Academic Services at MCC (Responsible for Horizons at MCC), Clayton Jones
70. Professor Nazareth School of Education, Literacy Specialist at Discovery Charter School, Debbie Godsen DePalma
71. Clinical Assistant Professor, Department of Inclusive Childhood Education and Executive Director, Horizons at Nazareth, Deanna Darling
72. Professor / Director of Graduate Literacy Programs, Nazareth College, Dr. Naomi Erdmann

Participated through online surveys

73. 35 Elementary Principals and Assistant Principals
74. Roughly 1,700 teacher survey responses to questions about setting district priorities (CGR survey 2011)
75. Freedom School
76. Quad A
77. YMCA
78. Clinton-Baden Community Rec Center
79. The Community Place
80. Charles Street Community Settlement
81. Urban League of Rochester
82. Cameron Community Ministries
83. Encompass Resources for Learning
84. FREE Partnerships
85. Third Presbyterian Church
86. Temple B'rith Kodesh
87. Jewish Literacy
88. First Unitarian Church

89. University of Rochester, UReading Tutors, Partners in Reading

National Conversations

90. Literacy Powerline, liaison to National Campaign for Grade-Level Reading, Kim Scott
91. Attendance Works / Baltimore guy / NYC woman
92. Panelists from 0-8 coherence panel, Montgomery County, MD; University of NC,Chapel-Hill
93. Executive Director, Read to Succeed Buffalo, Anne Ryan
94. National League of Cities, Institute for Youth, Education, and Families, Tonja Rucker

Appendix B: School-by-School Inventory

Assessment results for 1st, 2nd and 3rd grades, as well as NYS accountability status and a listing of reported school partners. (Green denotes exceeding the comparison.)

School	% Poverty (2011 FARMS)	# Tested	Fall mean (K - winter)	Spring mean	Growth (change)	2012 3rd Grade NYS English Language Arts Performance (% at Levels 1 - 4)				Community Partners (Reported from RCSD 2011 inventory and our sources. CGR did not update or verify.)
NWEA NATIONAL NORMS 2011 - K **NWEA NATIONAL NORMS 2011 - 1st** **NWEA NATIONAL NORMS 2011 - 2nd**			**151** **160.3** **175.9**	**157.7** **176.9** **189.6**	**6.7** **16.6** **13.7**	**Level 1**	**Level 2**	**Level 3 (Proficient)**	**Level 4 (Exceeds)**	
New York State	**49%**					**13.6**	**30.8**	**48.8**	**6.8**	
New York State w/o NYC	**34%**					**12.1**	**28.5**	**51.8**	**7.6**	
RCSD total	**85%**					**38**	**39.3**	**21.7**	**0.9**	
#1 - Martin B. Anderson (Focus)	**88%**									
1st grade		40/41	153.3	164.6	11.3					Foster Grandparent Program, Monroe County Black Bar Association, School Without Walls Commencement, Jewish Federation for Literacy, Xerox, Summer Reading Fun (CfY)
2nd grade		42/38	168.4	178.4	10					
3rd grade		44				22.7	38.6	38.6	0	
#2 - Clara Barton (Focus)	**88%**									
1st grade		42/44	152.5	165.3	12.8					Iglesia Educational Center, Nazareth College/Partners through Learning WISE grant pilot
2nd grade		43/44	169.2	178.4	9.2					
3rd grade		40				50	42.5	7.5	0	
#3 - Nathaniel Rochester Community Sch. (Priority)	**87%**									
Kindergarten		64/67	141.9	150.3	8.4					Generation 2, Baber AME Church, Downtown Unified Presbyterian Church, Jewish Federation for Literacy, Mt. Vernon Baptist Church, Third Presbyterian Church (2012-13), Monroe Community College (Horizons)
1st grade		58/63	154.8	163	8.2					
2nd grade		59/61	172.7	178.2	5.5					
3rd grade		63				44.4	36.5	19	0	
#4 - George Mather Forbes (Focus)	**92%**									
1st grade		48/44	148.8	163.5	14.7					Quad A, Foster Grandparent Program
2nd grade		43/44	160	171.1	11.1					
3rd grade		50				62	36	2	0	
#5 - John H. Williams (Focus)	**95%**									
1st grade		56/59	152.4	164.1	11.7					Jewish Literacy Foundation, SES Providers, RIT, Foster Grandparent Program
2nd grade		58/57	174.7	182.2	7.5					
3rd grade		64				21.9	40.6	35.9	1.6	
#6 - Dag Hammarskjold (now closed)	**98%**									
1st grade		56/52	148	155.4	7.4					Third Presbyterian Church, IBERO/PYRD, Foster Grandparent Program
2nd grade		58/49	168.2	179.4	11.2					
3rd grade		40				12.5	52.5	35	0	
#7 - Virgil I. Grissom (Focus)	**84%**									
1st grade		99/95	150.8	163.8	13					FREE Partnerships with First Universalist Church, Volunteers of America, Norman Howard School, U of R, St. John Fisher College, Nazareth College, Jewish Federation for Literacy, Foster Grandparent Program, Summer Reading Fun (CfY)
2nd grade		65/71	166.6	177.4	10.8					
3rd grade		82				28	36.6	34.1	1.2	
#8 - Roberto Clemente (Priority)	**93%**									
Kindergarten		59/62	140.2	146.3	6.1					Rochester Rotary, Maplewood YMCA, PENCIL partner M&T Bank, Foster Grandparent Program, Summer Reading Fun (CfY)
1st grade		77/77	147.8	159.9	12.1					
2nd grade		74/77	162.1	173.8	11.7					
3rd grade		82				62.2	31.7	6.1	0	
#9 - Dr. Martin Luther King Jr. (Priority)	**98%**									
Kindergarten		63/104	138.9	143.4	4.5					Note, this may all change given Expanded Learning Time grant: Mercier Literacy Program, Baden Street Settlement, St. Mary's, Foster Grandparent Program, St. Paul's Episcopal Church, St. Luke, Christ of Pittsford, Nazareth College, St. John Fisher College
1st grade		103/99	147.9	164	16.1					
2nd grade		108/110	163.7	170.7	7					
3rd grade		105				47.6	41	11.4	0	
#10 - Dr. Walter Cooper Academy (Focus)	**91%**									
Kindergarten		44/42	143.6	145.5	1.9					Jewish Coalition for Literacy (?), FREE Partnerships with Community Christian Church
1st grade		43/43	149.6	161.4	11.8					
2nd grade		44/45	165.5	177.2	11.7					
3rd grade		41				34.1	51.2	14.6	0	

Appendix B: School-by-School Inventory

Assessment results for 1st, 2nd and 3rd grades, as well as NYS accountability status and a listing of reported school partners. (Green denotes exceeding the comparison.)

School	% Poverty (2011 FARMS)	# Tested	Fall mean (K - winter)	Spring mean	Growth (change)	2012 3rd Grade NYS English Language Arts Performance (% at Levels 1 - 4)				Community Partners (Reported from RCSD 2011 inventory and our sources. CGR did not update or verify.)
NWEA NATIONAL NORMS 2011 - K			151	157.7	6.7					
NWEA NATIONAL NORMS 2011 - 1st			160.3	176.9	16.6	Level 1	Level 2	Level 3 (Proficient)	Level 4 (Exceeds)	
NWEA NATIONAL NORMS 2011 - 2nd			175.9	189.6	13.7					
New York State	49%					13.6	30.8	48.8	6.8	
New York State w/o NYC	34%					12.1	28.5	51.8	7.6	
RCSD total	85%					38	39.3	21.7	0.9	
#12 - James P.B. Duffy (Focus)	**80%**									
1st grade		97/96	153.5	164	10.5					FREE Partnerships with Highland Park Neighborhood Association, Spino Foundation, Jewish Coalition for Literacy (?)
2nd grade		103/101	170.2	178.9	8.7					
3rd grade		109				37.6	41.3	19.3	1.8	
#15 - Children's School of Rochester (Focus)	**83%**									
1st grade		33/33	154	169.7	15.7					Family Literacy Program, Encompass Resources for Learning, MCC, SUNY Geneseo, St. John Fisher College, FREE Partnerships with First Unitarian Church
2nd grade		39/39	165.3	175.9	10.6					
3rd grade		41				43.9	36.6	19.5	0	
#16 - John Walton Spencer (Focus)	**88%**									
1st grade		74/71	154.9	162	7.1					Arnett Public Library, St. Stephens Episcopal Church, Pentecostal Miracle Deliverance Center Church, St. John Fisher College, U of R, MCC, Nazareth College, Summer Reading Fun (CfY)
2nd grade		52/50	172.7	181.2	8.5					
3rd grade		60				28.3	53.3	18.3	0	
#17 - Enrico Fermi (Priority)	**97%**									
Kindergarten		60/57	142	145.8	3.8					Webster Plank Road North and South Elementary Spry Middle, Encompass Resources for Learning, Ark of Jesus Ministries, Thomas Jefferson HS Volunteers, Foster Grandparent Program, PENCIL partner UW
1st grade		90/88	147.5	158.1	10.6					
2nd grade		87/85	159.1	171.1	12					
3rd grade		75				52	36	10.7	1.3	
#19 - Dr. Charles T. Lunsford (Focus)	**98%**									
Kindergarten		45/41	143.4	151.5	8.1					UofR Project CARE, Deloitte (Junior Achievement), Flint Street Community Center, French Road School, Gates Public Library, Pittsford Public Library, Foster Grandparent Program, Summer Reading Fun (CfY)
1st grade		46/41	151.3	163	11.7					
2nd grade		46/49	162.6	172.9	10.3					
3rd grade		48				45.8	29.2	25	0	
#20 - Henry Lomb (Focus)	**94%**									
Kindergarten		52/51	142	147.2	5.2					Valley Manor, General Electric Corp, Foster Grandparent Program, FREE Partnerships with Mt. Olivet Baptist Church
1st grade		46/45	148.5	161.1	12.6					
2nd grade		61/62	169.8	175.8	6					
3rd grade		42				23.8	47.6	28.6	0	
#22 - Lincoln (Priority)	**93%**									
Kindergarten		43/41	139.3	149.1	9.8					"Buddies, Bridges, and Brains", FREE Partnerships with First Unitarian Church, Spino Foundation, Foster Grandparent Program, PENCIL partner Greater Rochester Quality Council, Summer Reading Fun (CfY)
1st grade		40/42	150.4	163.6	13.2					
2nd grade		52/54	167.5	175.4	7.9					
3rd grade		56				57.1	33.9	8.9	0	
#23 - Francis Parker (Good Standing)	**64%**									
1st grade		34/34	163.3	181.7	18.4					Jewish Coatlition for Literacy, U of R, Mindy Stein, Ginny Desantix, Mona Relin, Sue Gattozzi, Arlene Pollen, Harvey Steron, Stephanie Senical
2nd grade		40/40	188.1	198.7	10.6					
3rd grade		46				23.9	23.9	45.7	6.5	
#25 - Nathaniel Hawthorne (Focus)	**94%**									
1st grade		42/42	154.3	173	18.7					Sully Branch Library, Staples, Joy Community Church, Reformation Lutheran Church, Foster Grandparent Prgm, Summer Reading Fun (CfY)
2nd grade		49/47	173.2	185.3	12.1					
3rd grade		35				17.1	34.3	45.7	2.9	

Appendix B: School-by-School Inventory

Assessment results for 1st, 2nd and 3rd grades, as well as NYS accountability status and a listing of reported school partners. (Green denotes exceeding the comparison.)

School	% Poverty (2011 FARMS)	# Tested	Fall mean (K - winter)	Spring mean	Growth (change)	2012 3rd Grade NYS English Language Arts Performance (% at Levels 1 - 4)				Community Partners (Reported from RCSD 2011 inventory and our sources. CGR did not update or verify.)
NWEA NATIONAL NORMS 2011 - K			**151**	**157.7**	**6.7**	**Level 1**	**Level 2**	**Level 3 (Proficient)**	**Level 4 (Exceeds)**	
NWEA NATIONAL NORMS 2011 - 1st			**160.3**	**176.9**	**16.6**					
NWEA NATIONAL NORMS 2011 - 2nd			**175.9**	**189.6**	**13.7**					
New York State	**49%**					**13.6**	**30.8**	**48.8**	**6.8**	
New York State w/o NYC	**34%**					**12.1**	**28.5**	**51.8**	**7.6**	
RCSD total	**85%**					**38**	**39.3**	**21.7**	**0.9**	
#28 - Henry Hudson (Focus)	**88%**									
Kindergarten		40/39	144.3	148.8	4.5					Foster Grandparent Program, East High TLI, PENCIL partner Teamworks & Leadership Rochester, Jewish Coalition for Literacy, Summer Reading Fun (CfY)
1st grade		43/41	152.7	160.3	7.6					
2nd grade		44/39	170.4	177.6	7.2					
3rd grade		86				33.7	37.2	29.1	0	
#29 - Adlai E. Stevenson (Focus)	**95%**									
Kindergarten		0/43	-	146.1	-					Boys and Girls Club, Literacy for Life Harter Secrest & Emery, U of R Ureading Tutoring Program
1st grade		42/46	151.1	162.3	11.2					
2nd grade		42/43	166.3	173.8	7.5					
3rd grade		46				50	45.7	4.3	0	
#30 - General Elwell S. Otis (Priority)	**98%**									
Kindergarten		45/45	142	147.6	5.6					Foster Grandparent Program, Cameron Community Ministries, Boys and Girls Club, Spino Foundation, Summer Reading Fun (CfY)
1st grade		44/40	148.9	158.6	9.7					
2nd grade		49/49	164.2	172	7.8					
3rd grade		53				45.3	43.4	11.3	0	
#33 - John James Audubon (Focus)	**87%**									
1st grade		157/157	149.3	159.4	10.1					Scottsville Rotary Club, Sully Branch Library, Foster Grandparent Program, Encompass Resources for Lwearning, U of R Partner in Reading Program, SUNY Geneseo, Spino Foundation
2nd grade		161/161	167.1	177.7	10.6					
3rd grade		146				21.9	39	37	2.1	
#34 - Dr. Louis A. Cerulli (Priority)	**93%**									
Kindergarten		69/68	143.1	148.4	5.3					Quad A, Scottsvill Rotary Club, City of Rochester Police Department, FREE Partnerships with Grace Urban Ministries and St. Catherine's of Siena
1st grade		64/60	153.4	169	15.6					
2nd grade		82/77	169.4	182.8	13.4					
3rd grade		71				43.7	47.9	8.5	0	
#35 - Pinnacle (Focus)	**90%**									
1st grade		44/61	153.5	162.9	9.4					Third Presbyterian Church, Jewish Coalition for Literacy, Foster Grandparent Program
2nd grade		52/54	170.7	177.8	7.1					
3rd grade		62				33.9	35.5	30.6	0	
#36 - Henry W. Longfellow (Focus)	**97%**									
1st grade		45/43	152.7	159.8	7.1					UofR Warner School, Jewish Coatlition for Literacy, Nazareth Partners in Learning, Interact Clubs Pittsford Sutherland and Mendon HSs, Foster Grandparent Prgm, PENCIL partner Sentry Group, Summer Reading Fun (CfY)
2nd grade		29/30	170.9	181	10.1					
3rd grade		52				25	51.9	23.1	0	
#39 - Andrew J. Townson (Focus)	**84%**									
1st grade		95/95	151.7	165.9	14.2					St. John Fisher College, Encompass Resources for Learning, Foster Grandparent Program, FREE Partnerships with Church of the Transfiguration, Summer Reading Fun (CfY)
2nd grade		104/100	167.3	177.4	10.1					
3rd grade		78				37.2	39.7	21.8	1.3	
#41 - Kodak Park (Priority)	**92%**									
1st grade		80/75	148.9	160.4	11.5					Jewish Coalition for Literacy, Asbury Methodist Church Reading Program, Boy Schouts, Girl Scouts, City Recreation, Foster Grandparent Program
2nd grade		64/65	166.7	177.1	10.4					
3rd grade		90				54.4	31.1	14.4	0	

Appendix B: School-by-School Inventory

Assessment results for 1st, 2nd and 3rd grades, as well as NYS accountability status and a listing of reported school partners. (Green denotes exceeding the comparison.)

School	% Poverty (2011 FARMS)	# Tested	Fall mean (K - winter)	Spring mean	Growth (change)	2012 3rd Grade NYS English Language Arts Performance (% at Levels 1 - 4)				Community Partners (Reported from RCSD 2011 inventory and our sources. CGR did not update or verify.)
NWEA NATIONAL NORMS 2011 - K NWEA NATIONAL NORMS 2011 - 1st NWEA NATIONAL NORMS 2011 - 2nd			151 160.3 175.9	157.7 176.9 189.6	6.7 16.6 13.7	Level 1	Level 2	Level 3 (Proficient)	Level 4 (Exceeds)	
New York State	49%					13.6	30.8	48.8	6.8	
New York State w/o NYC	34%					12.1	28.5	51.8	7.6	
RCSD total	85%					38	39.3	21.7	0.9	
#42 - Abelard Reynolds (Focus)	83%									
Kindergarten		64/65	145.2	151.5	6.3					MCC, City Recreation Program THRIVE, Foster Grandparent Program
1st grade		67/61	151.8	166.1	14.3					
2nd grade		62/58	172.5	182.2	9.7					
3rd grade		71				40.8	35.2	23.9	0	
#43 - Theodore Roosevelt (Focus)	89%									
1st grade		85/86	150.8	163.7	12.9					City of Rochester Recreation Department, Spino Foundation, PENCIL partner Lonza & Frontier Corporation, Summer Reading Fun (CfY)
2nd grade		74/71	173.2	183.9	10.7					
3rd grade		82				36.6	43.9	18.3	1.2	
#44 - Lincoln Park (Priority)	92%									
1st grade		45/43	148.7	157.7	9					VJ Stanley Inc., Foster Grandparent Program
2nd grade		46/44	166.8	173.3	6.5					
3rd grade		48				52.1	29.2	18.8	0	
#45 - Mary McLeod Bethune (Priority)	93%									
Kindergarten		0/71	-	149	-					United Way, Boy and Girl Scouts, Center for Youth, Jewish Coalition for Literacy,Summer Reading Fun (CfY)
1st grade		92/91	151.8	161.1	9.3					
2nd grade		88/87	164	171.9	7.9					
3rd grade		91				50.5	39.6	9.9	0	
#46 - Charles Carroll (Focus)	73%									
1st grade		42/44	159.5	171.1	11.6					City Recreation Program, East High TLI, SUNY Geneseo
2nd grade		44/40	175.5	187.9	12.4					
3rd grade		40				17.5	55	25	2.5	
#50 - Helen Barrett Montgomery (Focus)	89%									
1st grade		59/57	155.4	167.6	12.2					Nazareth, Boys and Girls Club, SUNY Geneseo, FREE Partnerships with St. Joseph's Church, Spino Foundation, Summer Reading Fun (CfY)
2nd grade		69/68	169.5	175.2	5.7					
3rd grade		60				48.3	33.3	18.3	0	
#52 - Frank Fowler Dow (Good Standing)	74%									
Kindergarten		57/55	149.7	155.5	5.8					Temple B'rith Kodesh, PENCIL partner Klein Steel
1st grade		44/44	167.5	180.4	12.9					
2nd grade		34/40	177.9	183.5	5.6					
3rd grade		43				11.6	20.9	58.1	9.3	
#53 Montessori Academy (Good Standing)	62%									
1st grade		26/25	156.6	169.6	13					PENCIL partner Westervelt Consulting; developing due to move to Freddie Thomas site fall of 2012
2nd grade		24/24	171.1	181.3	10.2					
3rd grade		17				35.3	64.7	0	0	
#54 - Flower City School (Focus)	82%									
Kindergarten		45/0	139.8	-	-					Nazareth College
1st grade		40/41	149.8	157.5	7.7					
2nd grade		33/34	171.9	181.1	9.2					
3rd grade		44				27.3	47.7	25	0	
#57 Early Childhood School of Rochester (Focus)	88%									
1st grade		58/54	151	162	11					Foster Grandparent Program
2nd grade		46/42	169.6	174.2	4.6					
3rd grade										
#58 - World of Inquiry (Focus)	71%									
Kindergarten		42/42	150.6	160.3	9.7					House of Mercy, SUNY Geneseo, Jewish Coalition for Literacy, MCC School of Education, East High's Teaching and Learning Institute
1st grade		42/42	154.9	164.6	9.7					
2nd grade		42/41	185	194.2	9.2					
3rd grade		45				11.1	46.7	35.6	6.7	

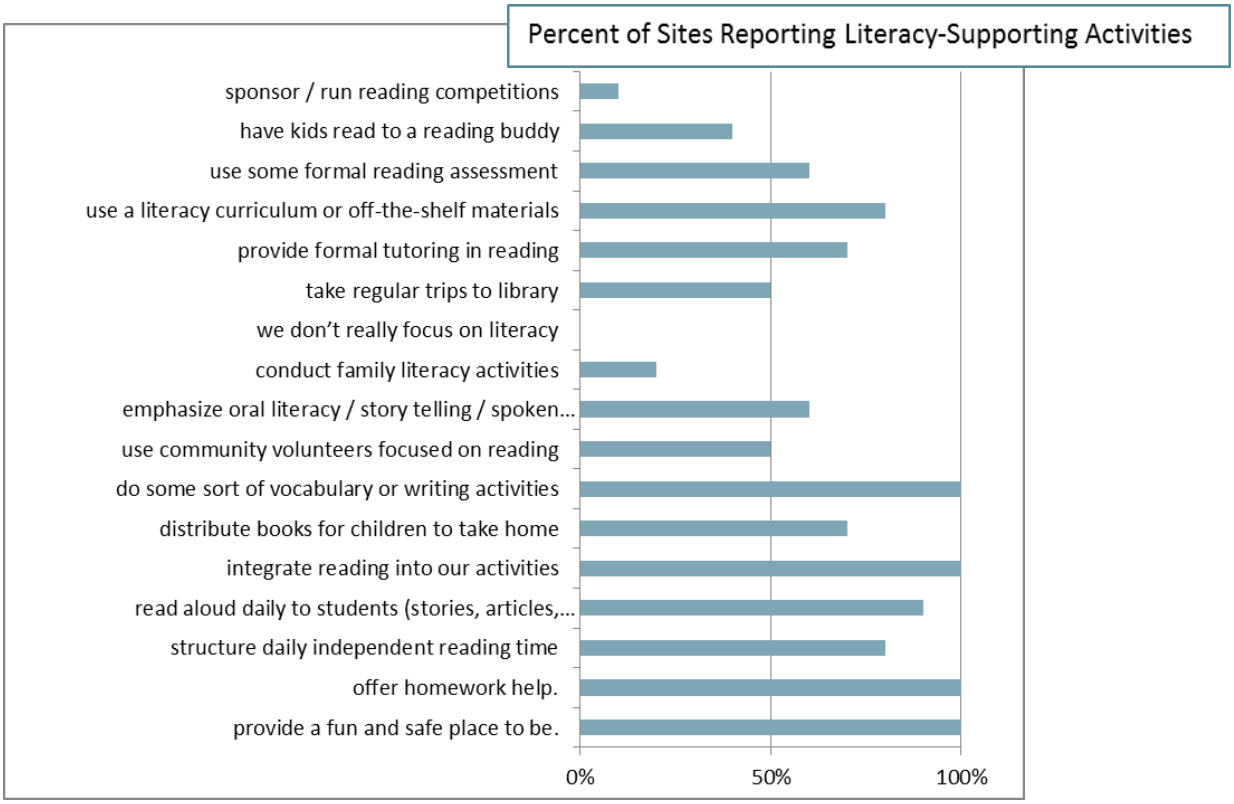
Appendix C: Survey Results

I. Out-of-school providers

A survey was sent to out-of-school providers that CGR and TCA identified, and all members of GRASA and the United Way-funded programs. Ten community providers completed the survey: Cameron Community Ministries, Charles Street Community Settlement, a City Rec site, The Community Place, Encompass Resources for Learning, Freedom Schools, Quad A, Urban League and the YMCA. The notable absences in terms of critical mass are the City of Rochester and the Boys & Girls Club, Ibero, and SWAN. All told, respondents oversee over 35 sites, serving roughly 2,000 students 0 – age 8. CGR notes that most sites do not serve that age exclusively, making it hard to get a firm count.

Lots of Literacy Activities Reported

Almost all respondents report that their program has an explicit focus on literacy, and many say they could increase that focus. As the chart below shows, there is a wide variety of literacy activities occurring:



Key themes

While there are a lot of providers not represented here, those responding are unanimous that more training—low-cost, quality training in how to support reading and literacy activities—would be useful to their staff. In fact, they all say they'd be willing to send their staff to such

training. This is because the majority of respondents say that they are not able to provide adequate staff training on this themselves.

The prioritized topics are specific strategies to help children read better and ways to engage families. The preferred formats are: 1) a series of short workshops, 2) someone to come onsite and model for staff. Some are also interested in webinars.

When asked what sites needed to increase their ability to support children in reading better, the top 3 needs reported were: staff training, explicit examples of how other sites have done this, and extra staff.

II. School-based Volunteer Coordinators

CGR compiled a list of school partnerships focusing on literacy in primary grades from the school partnership inventory provided by RCSD's Office of Strategic Partnerships. We sent the survey to all volunteer organizations that we had contact information for. All told, we received 15 completed surveys, covering 25 of the 38 elementary schools. These 15 volunteer organizers reported coordinating roughly 1000 volunteers. Of the 15, there are four that focus on K-3; the rest focus on the entire elementary school age.

We note that these partnerships do not include higher education partners who send student teachers or partner with teachers for professional development.

The most commonly reported activities supporting reading were: providing 1:1 time, reading to kids, having kids read to them; helping with classwork, and donating or distributing books. About 1/3 of the programs say they receive student assessment data from the school. These volunteer partnerships seem to be well embedded in the schools, as they all report working with principals, most report cooperating with teachers, and some sit on School-based Planning Team.

The majority of volunteer programs report training their volunteers, but they would also be open to more. This makes sense as providing training was one of the most frequently reported challenges. The topics they were most interested in were specific reading strategies, ways to develop vocabulary and to make reading exciting and engaging for children.

Another reported challenge is biggest challenge is recruiting volunteers to make the consistent time commitment and knowing how to best use volunteers. They are willing to target a particular grade level if that made sense for the school. Coordinators do see a value in collaborating with other volunteer organizations, sharing ideas.

III. RCSD Elementary Principals & Assistant Principals

A survey was sent to all principals and assistant principals at the elementary school level. Twenty-seven of the 38 elementary schools had someone complete the survey. Their insight about practices at their schools, as well as their assessment of strengths and needs shaped much of the report. Here we share a few highlights from the survey, although we do not show responses on a school-level to preserve privacy of respondents. Also note, their responses to the community priorities question are presented in Appendix D.

School self-assessments

We asked leaders to assess their school on a variety of practices and topics relevant to teaching reading. While many admitted areas of need, they also felt that they had promising structures in place to address those needs. More specific, school-level information can be shared with the district, or can be obtained by contacting Kirstin Pryor at kpryor@cgr.org; what follows highlights each section by noting the responses chosen by roughly half of respondents.

Strengths
• Stability of Kindergarten staff • Utilization of volunteers and building effective community partnerships • A schoolwide approach to teaching reading in K-2 • Utilization of the school library
Areas of need, with no plans to address
• Providing enough minutes for students to actually read, and supporting independent reading • Comprehension, vocabulary, phonemic awareness, fluency, integration of literacy into content area • Family literacy activities
Areas of need where schools would like support
• Having sufficient classroom materials for play-based learning in K-2 • Supporting the literacy development of our students with disabilities • Finding/offering relevant PD on early literacy development • Having sufficient classroom libraries in grades K-2

Thoughts on volunteers

School leaders were almost unanimous that volunteers can play a very useful role, when trained and targeted correctly. Schools vary—many say they have no volunteers in this area, many others say they could use more, and more effectively trained volunteers. Many do target them—around fluency, sight word development, primary grades, or summer programming. Some comments mention using assessment data, and a coordinator or plan to really be strategic in use of volunteers; as one school wrote, "We have dramatically increased the number of volunteers, and we have begun to redesign how we use them. This is still a work in progress, but we have begun to shift towards having volunteers engage in very focused activities for specific children."

In terms of the community's role, they have this to say, "We do have volunteers but their capabilities vary tremendously. There is a way for volunteers to be more helpful, more targeted. Centrally trained volunteers would be supportive. Perhaps community partner personnel could be charged with that task?"

Top 5 Specific Requests

We asked school leaders to share the "top 5" specific requests they had relative to supporting reading instruction. The table on the following page shows responses. High on the list are: more

staff resources devoted to reading in younger grades, ability to expand learning time, professional learning for teachers and social-emotional supports for students, as well as high-quality books for classrooms.

Please identify the top 5 specific things you would like to request to help you in your work of getting more students reading on level by 3rd grade. We understand that there are MANY other factors involved in running an effective school, but are focusing in on these discrete factors. Feel free to chose other, but please explain.	% of Responses
Another staff person for intervention (RtI).	**70%**
A reading teacher for school.	**57%**
Ability to run our own extended day, or summer programming in the early grades, or to be involved with one partner who does it with us.	**57%**
Support structures/resources for social-emotional well-being of our students.	**40%**
Quality, high-interest books for classrooms, including non-fiction.	**30%**
Smaller class size in Kindergarten, or in grades 1 and 2.	**30%**
Quality PD for my primary teachers on teaching reading effectively.	**30%**
An ELA coach to focus on coaching, modeling in primary classrooms.	27%
Free, specific training or ideas for volunteers who support reading in your school	27%
A staff person to focus on data analysis	23%
Ideas or resources on how to reach more families around literacy practices at home.	23%
More knowledge/quality PD on good first teaching for early grades, and how to establish a common approach to teaching reading K-2 in my school.	20%
More knowledge/quality PD for our school team (teachers and leaders) on how to use diagnostic assessment data to target reading instruction.	20%
Very explicit examples of how classrooms and schools that are getting good results for kids do it.	20%
Other	17%
Tools to improve behavior management.	10%
Quality, high-interest books in languages of my ELL students.	7%
Remedial/accelerated reading programs like Accelerated Reader, Wilson Reading, etc.	7%
More knowledge/quality PD for me and my administrative team about developmentally-appropriate practice.	3%
A reading "package" like textbooks, supplemental workbooks, teacher's guides, etc.	3%
Materials (e.g. water tables, dramatic play, etc.) to implement the K-2 curriculum	0%

Appendix D: What Local Experts See as the Priorities

As part of our interviews and surveys we asked, "If you were in charge of targeting all community resources, or could set the priorities, what would your top two be?" What follows are transcriptions of their responses. Please note, we did not correct typos from survey responses.

What we heard through community interviews

Early Parenting

- Equip Parents to see their Role as their Child's 1st and Primary Teacher
- Promote the importance of nurturing an infant which will focus on the child's emotional wellbeing and including a focus on secure attachment
- Home visitation for teen moms to infuse 20 minutes a day or reading
- Expand Home Visiting
- Creating level-appropriate and literacy rich home environments that promote reading and language acquisition

Early Childhood

- Subsidized childcare encourages/requires quality, DAP, early literacy
- Childcare subsidy for all families who need it
- Professional development for all PreK (upk in cbo, upk in rcsd, preK that is not upk)
- Creating level-appropriate and literacy rich home environments that promote reading and language acquisition
- Classroom-based opportunities for 3 year olds (before UPK)
- Compensate Early Educators for their Important Work

Mental Health/Behavior

- Increase Access to appropriate services (trauma treatment, parental mental health, childcare, medical care) to mitigate the effects of poverty
- Focus on Social Emotional Development and DAP
- Eliminate Child Maltreatment
- Support Social-Emotional Development of Babies and Toddlers
- Help/Support Parents in Supporting Social-Emotional Development of Babies and Toddlers
- Get TCRS on state approved list, k-12 sample, to track social/emotional
- Remedy cuts to early intervention
- Early identification of childs' needs to be successful readers
- Knowledge about the effects of trauma, including exposure to violence, maltreatment, parental depression, substance abuse, and other mental health issues

Promoting Culture of Reading

- Offer books that kids want to read -- support home libraries so they have time on task to become good readers.
- Support reading buddies in school - so kids can get the one on one support they need to add to their time on task
- build culture of reading every day, surround kids everywhere, in doc offices, everywhere kids go
- Public awareness-utilize Ad Council, all media, make it cool.
- Community promotion of importance of reading.

Family Literacy

- Focus on Family Literacy (evidence-based practices)
- Provide Additional Support to Families Regarding ways to Enhance their child's Literacy in Various Settings
- Family Literacy
- **Need parent engagement** –reading to kids, checking/monitoring kids reading to them, literacy-rich activities (including singing songs, looking at phone books, picture books)
- Creating level-appropriate and literacy rich home environments that promote reading and language acquisition
- **Family literacy** approach in community

District, Teachers, Schools

- All K-2 teachers know and use DAP
- Focus intensely on reading in Kindergarten (assessment, quality PD, matching students to strategies, phonemic awareness, etc.) get that right.
- Great Teachers
- Individualization for teacher training/PD
- Ensure one-on-one supportive relationships within classrooms focused on reading
- Find/utilize and empower expertise in teaching reading at Central Office level.
- Support new K-2 Curriculum so that it is implemented fully in RCSD
- Require pre-service training for all early educators and providers
- Continued individualization of program for each child
- Offer valuable training in best practices to teachers - and make sure all kids are getting best practices in school. Identify top reading educators - then support and emulate what they're doing.
- District needs to strengthen core curriculum (from Central Office Staff member)
- Instructional Focus on K-2 (from Central Office Staff member)
- Internal Central Office Staff need to share vision and plan of execution for improving achievement (from Central Office Staff member)
- Teacher education/preparation/professional development improvements
- Improvement needed to professional learning, including coaches & mentoring in schools

- Need: collegial learning circles
- Need more professional learning in early childhood for teachers & principals.
- Need social/emotional component to professional development.
- Need: course for administrators on how to observe and evaluate 3rd grade reading including technical assistance.
- Improved/enhanced understanding of what is important in early education, school level, building level, top level
- WOULD DO consistent high quality PD to ensure coherence between grades and to support teachers, decrease turnover in kindergarten
- Some subject area chiefs need training on what is DAP
- **Professional development skills -Emergent literacy skills, scaffolding –** taking child where they are/meeting them there and using their interests and what they are already engaged in to move them forward,
- SUSTAINABILITY needed in curriculum, approach – reduce amount of change and transition which is hard on teachers, and in turn, on kids
- Focus on PreK – K transition
- District to create a policy for a default choice to stay in school where child was in PreK to maintain relationships started with staff, building, teachers
- Venues for pre K to track to K-3 teachers and vice versa, alignment between grades and communication within grades
- Return to neighborhood schools, makes the parenting pieces easier to address.
- People in lower grades (staff and volunteers). Lower ratios work.

Summer and After School

- Summer Learning
- Fund small staff ratios in summer, after-school and early grades. Smaller is better.
- Summer learning—expand access and quality
- Support summer reading programs so kids don't lose reading ability
- Fund additional locations for Mercer Literacy Center
- Adopt after-school model with literacy, numeracy, physical and nutrition, SEL, parental components
- Make after-school full partners at schools
- PD, need the youth development expertise and the instructional expertise

Volunteers

- Call all retired teachers to come back to classrooms to help teach reading with individual students.
- People in lower grades (staff and volunteers). Lower ratios work.

Linking Systems

- Data sharing, across systems and organizations.

- Support Cross Discussions and “Mindset” Change so ECE Best Practice Is Shared at all These Tables
- Taking a case management approach, following each child
- Individualized attention for students
- Create a community focus on all Children born in 2012, Continue to focus on that group for 8 years when they are tested in 3rd grade (in 2021)

What we heard through ECDI consensus activity (top 3)

Secure Attachment/Relationship with Caregiver

- Literacy begins before birth, “getting ready for school starts at prenatal”
- Build awareness, create support
- Literacy doesn’t happen in school it builds on early emotional wellbeing

Ensure Developmentally Appropriate Practice (DAP) in K-2 classrooms and all childcare settings

- PD for Teachers and Administrators (mentors, supervision, assessment) is most important part of this priority
- DAP for families as well (Building Healthy Children)
- Focus on “whole child”, social-emotional development
- Use New Jersey as a model of policy approach, Barry Bazelton’s work in Syracuse “Touchpoints”, and RCN’s use of collegial circles for PD.

Universal Access to Tiered Level of Services

- High-quality childcare, therapeutic services, medical services, proper nutrition
- Easy access, coordinated, not letting children fall through cracks.

What we heard through the survey of school leaders

Improvements within school (curriculum, teaching expertise, staffing ratios)

- Additional support teachers to increase small group instruction for acceleration
- I would also suggest a 'solid' k-2 curriculum that target students needs as well as skillset. At this time, I am not certain if the current curriculum is effective.
- certified reading teachers in elementary schools to work with struggling readers earlier in grades 1 and 2 with researched based programs.
- staff and people to support core instruciton in primary grade.
- staff and people to support interventin for individual and small groups.
- Teaching Staff--investment, skill acquisition, mandatory training and professional development (Professional development initiatives are "voluntary" per the teachers union.)

- More staff in buildings
- Hire and place teachers with literacy certification to teach K-2 grades
- Literacy Teachers who know how to teach reading.
- Training invested teachers
- Mandated planning requirements for teachers that are reinforced district wide
- Strategically Planning More Time on Academic Tasks
- Extra adult in grades K-3.
- A smaller teacher to student ratio for more individualized attention. 24 students in kindergarten with one teacher does not allow for either of these to occur.
- Consistency of curriculum and instructional programs across the district.
- Concentration of resources at Kdg. - 2nd gr. levels; i.e. reading specialists
- addition of hands-on & field trip experiences (gaining experience to understand the world around us),
- A curriculum that is research based and meets the needs of ELL and special education students.
- Additional staff resources to provide specialized reading instruction via research based reading interventions.

After-School and Extended Day

- Funding/ Transportation for Afterschool Tutoring
- Funding to pay teachers to tutor children after school
- Afterschool tutoring with transportation provided
- Extended school day, so that support pullout does not interupt Core Instruction
- extend the learning day with opportunites for success
- more time to focus on reading

Parenting/Families

- "Parent Investment”
- “Parent Partnerships"
- Provide Registered Nurse support for mothers with their newborns, to teach parenting skills. This should ensure children get proper nutrician, and so moms learn how to care for, discipline, and speak & listen to thier children. Research on the dramatic impact this can have is substantial. Dr. Jeff Kozerowski (sp?) is already doing something like this on a very limited scale
- Educate the families while working with the children
- Academic Resouces and support for parents
- Working with parents about reading at home and providing books
- Provide families with trainings on how to promote reading at home... this would be optional but also could be leveraged with social services. Provide family incentives for visiting public libraries... we have given our families plenty of books but we need to provide them the means and motivation to make reading a habit in their homes. Incentives could include bus passes,

sporting tickets, wegman's meals, etc. My point with both of these targets is to bring the importance of reading into the home.
- Early stimulation, vocabulary development, birth to 5 being read to DAILY!!!!!!!
- Parent involvement and literacy
- Parent Reading Nights in K, 1 and 2

Early Childhood

- Mandatory pre k with transportation
- Mandate pre-school for all kids; make it a part of the regular public school sysytem; use it to both begin to instruct and assess where each child is developmentally and to create an individualized trajectory for thier early literacy and nujmeacy instruction.
- Early Academics--Additional Preschool Programs, Full Day Preschool (as opposed to only half day programs that are available now.)
- preschool readiness skills for all entering K students
- Universal healthcare

Mental Health/Behavior

- More resources for schools to support students with mental health needs.
- Intervention Services outside of Special Education (this includes academic and social emotional/mental health services)
- Mental health issues

Tutor/Volunteers

- Getting volunteers in school to help students and have them read with children
- immediate one-on-one tutoring for struggling learners,
- I would more than likely take a look at area colleagues to recruit aspiring teachers to establish a 'reading buddy' program.

Books/Promoting Reading

- increased amounts of leveled materials for students to be reading
- Books to read
- Reading Buddy to read with and read to
- Home reading plans
- increased leveled books
- Provide opportunities for families to engage in reading challenges together. Community reading challenges (Wegmans, Tops, Price Right, Recreation Centers, Libraries, Churches) Connect reading to everyday life (Traffic signs, Grocery Store products, Hospitals, Businesses, Restaurants)
- City Wide Conferences for Parents of Primary students to encourage reading to your child, how to get a library card, etc. More school-wide incentives for reading
- Focus on the big five reading skills: phonics. fluency, comperehension , vocabulary and decoding

- Adequate supply of leveled reading books.
- Providing lots of free, high interest books for children to constantly borrow to classroom teachers, parent centers, administrators.
- Giving books in the hands of our children-to be a good reader, you have to have books to read
- Increase classroom libraries to support independent reading in a variety of genres

Technology/Research

- I would like to see more technology in classrooms to support independent reading skills. (netbooks, SmartBoards, etc...)
- Make online literacy programs that are used by RCSD available to all students at home.

What we heard through survey of providers and volunteer coordinators

Capacity of Sites and Schools

- hire additional staff to focus specifically on reading
- Schools seem to be over crowded & not enough GOOD teachers. Training around literacy and the changing world of reading..... are "paper books" a thing of the past? Innovations, creativity and theory around literacy/reading. Many of us are not specialists in this area.
- Continuing work on teacher evaluation is necessary, with support and classroom assistance for those needing it. Most city teachers love their work and are very good at it in my experience. Some need extra training and support as with any group.
- Somehow our schools need to be more parent friendly. #52 school has a talent show each year that fills the auditorium to over flowing and gets parents engaged. This is one successful example of how to make parents feel they are invested and welcome at the school. Provide the resoources & technologies needed to help improve/develop reading skills.
- Providing regular instruction (daily) to children in reading using materials at their reading level.
- Establishing committees to work closely with teachers to develop fun and educational activities that get kids excited about reading-Kids will be more willing to learn to read if they were taught in an engaging, fun, and meaningful way.

Early Childhood

- quality pre-k programs all over the city
- Early Childhood Providers - considering the amount of time during early years spent with children Families - considering the social and learning foundations

Community Partnerships/Volunteers

- I have always been interested and involved in getting seniors to work with children on such subjects. I am a product of Rochester city schools and know that even in poor neighborhoods, children can succeed!

- Recruit more volunteers from the ethnic and racial communities from which most of our students come so the students could have more direct role models.
- Priority #1: FREE Partnerships needs more financial support support from the Rochester community so it can scale up to achieve this 3rd grade reading goal. We will not reach the tipping point of success with 3rd grade reading proficiency unless the Rochester community steps up to support in-school literacy programs, such as those provided by FREE Partnerships, that will enable teachers to be more effective.
- Priority #2: FREE Partnerships needs assistance to recruit and train more volunteers so we can provide enough volunteers in Kindergarten, 1st, 2nd, and 3rd grades to help every Level 2 student become proficient. By targeting Level 2 students with more volunteer interventions, this will allow the classroom teacher and other school specialists to spend more time supporting Level 1 students.
- Providing more CARING adults in the schools to work in small groups with children. Class sizes are too big for teachers to meet all of the children's needs.
- Provide stipends for older teens to assist in after-school program to read to the children. Reading can be difficult for some children. By reducing the number of children in a group size you increase the attention that can be given to each child. Having older teens getting paid to work with younger children and helping them to read, you encourage older teens to improve their reading ability and younger children look up to the older teens who are helping them. The older teens serve as a role model for the younger ones. This also helps the economy.
- transportation funds specifically targeted for library trips to inform children and families of library resources software funds for children to use in schools and at home
- Invest in read mobile. The mobile unit will go specifically to community based organizations, churches and other inner city locations to promote reading and distribute books.
- To reinforce the learning that occurs in school, students should also have opportunities to continue learning in after-school activities whether these activities take place in school, at home, or in community centers. Therefore, one of my top priorities would be to connect students to community centers where their creativity can be further explored and expressed. This connection may also help strengthen positive community relationships.
- Involve more people from the community to champion reading and assist kids with reading. This is important because if kids see people they know well or respect from their communities championing reading then its suddenly something they get more interested in rather than someone from the outside like us volunteers coming in for just an hour a week trying to get them excited about it.
- Get more reading materials and keep school libraries open longer. Allows kids with better access to reading materials and a safe, comfortable and quiet place to read and practice reading.
- Pre-School, after school and Saturday and/or summer classes and social activities. Support activities for children and families.
- Base line assessment first...Where are we? Where do we want to be, and by when ...and no low expectation excuses of why we didnt do it.

Fuller Definition of Literacy

- Making all literacy efforts relevant to the children's social and community lives by developing a more "project-based learning" approach to literacy - this would mean having children develop projects at school that reach out and into their own community.
- Involving children in community activities; giving them some sense of partnership and value. Literacy is not just reading, and most community activities can incorporate numerous literacy practices. Relevance is very important. Children have a lot to add in terms of how their community develops, but typically they are not part of decision-making processes. Yet these processes involve prediction, deliberation, dialog, reading/writing, and other aspects of
- literacy...the practice of civic engagement is far more important than a DRA, and we cannot overlook its importance so that we can raise the city's passing rates by a tiny percentage.
- More time for teaching and less for assessments.
- Connecting students to local libraries can also be effective to increase literacy levels. Local libraries can be a great resource not only for sharing reading strategies with the school staff but also for holding activities and events that promote reading.

Parenting/Families

- outreach to adults for more adult learning - we see many parents in our program that likely cannot read well themselves and could not support their child learning
- Provide Supports to the Families of our young people: who cares about reading if you can't pay the electric bill or get some food on the table.
- Getting parents involved in this effort - maybe they need to be encouraged to read. They may need a literacy program using children's books!
- Parenting and parent social groups/classes. When families don't understand and support the work of the school it's hard for children to come to school prepared and enthusiastic about learning or to value what they're being taught. The goals of the Rochester schools are not understood or supported by a good percentage of parents.
- Encouraging early literacy among parents-The earlier kids start reading, the sooner they can be on level. This love of reading must start at home, and if we encourage parents to encourage children, children can read sooner.

Assets Generated at March 2012 Community Plenary Session

Category	Response	Group
	OUT OF SCHOOL TIME	
We Bring…to 3rd Grade Reading	City learning program - Wallace Grant wrap around summer hearing loss, peer learning & pilot projects for capacity UW focuses $ on network of out-of-school program providers focused specifically on literacy Supplemental literacy programming GRASA table, standards on literacy Monroe County summer reading push, childcare subsidies Monroe County pushes best practices in youth development via professional development sessions, mentoring, coaching/helping programs move along a continuum AmeriCorps members - new focus on education proposals in Sept. Unified data system across providers & RCSD Lobbying support	Out of School Time
We Bring…to Asset Mapping	GRASA - inventory RASA - 21st century funds TCA - best practices ACT Rochester County Mental Health - trauma initiative Child Care Council Young people = asset themselves Universal pre-K enrollment CI's Partners in Child Care Parents Teachers 2 generation literacy program Brush Family Funding Analysis of reading curriculum's effectiveness in RCSD RCSD's summer learning program list Unified data system across providers & RCSD	Out of School Time
Suggest Local Asset or Idea?	Policy: youth master plan? (youth data portal) engagement strategy All-American cities program - evidence-based research they have on literacy National Foundations' surveys of best practices YAR (mini grants) LFL (Bar Association)	Out of School Time
	HIGHER EDUCATION	
We Bring…to 3rd grade literacy	UR health programing Reading & literacy programs - teacher programs (Brockport, UR) Teaching programs: move to "team teaching" and clinically rich (Brockport) Horizons program (UR, MCC, Naz, Fisher, Geneseo, Brockport, RIT) Summer reading clinics - other summer enrichment programs Students as volunteers/tutors frats/soros (service learning) Naz reading center, mercer foundation @ school 9 UR clinical reading program (faculty focus in school) Ed admin, school counseling, MSW Ed progrrams @ all colleges Naz has assessment programs Curriculum literacy (Lucia French) @ UR SUNY strat plan Precollegiate programs New service learning opportunities (systemic coordination across colleges) clearing house College support programs & successes/failures Streamlined MOU w/ RCSD to support policies Space/facilities procedures	Higher Ed
We Bring…to Mapping	Faculty experts (connections) Connections (local & national) IR power	Higher Ed
Suggestions for Local Assets & Ideas	Library Parent groups - inside school, outside school Idea - foundation for schools Nancy Zimpher/NYS/SUNY YWCA teen moms & YMCA & Boys & Girls Database of partnerships within RCSD Day cares (group?) Data from previous efforts Barnes & Noble WXXI & local stations Public access TV 292-BABY Health care providers	Higher Ed

	SCHOOL	
We Bring 3rd Gr. Reading	Older students read to younger (community service) REF gives books to students; support teachers with literacy events; online process to apply for books Churches convene after school programs, book collections, reading programs, purposeful Sunday School reading programs, align with school curriculum Reachout & Read gives books, outreach at No. 3 for making music - making minds, volunteers from Nazareth and others to work with teachers (DRA) Parent Liaison's Workshops in ELA, Math assessments Lending library; help parents build foundation to teach child (current model at School 36); home visits; give books at school carnivals, etc.; tap into community resources like Wegmans AmeriCorps members could do full-time service in schools; aim for 45 volunteers; also help with recruiting volunteer (at Nos 2,8 Hillside & Student Support Centers now) FREE (Friends of Educational Excellence) parenterships at 10 schools; 350 volunteers provide 1,100 hours per week in classrooms (K-Gr. 6) helping with students, K-3 = 600-700 hours; want to grow volunteer base; use churches Retired Teachers Association provides resources Braindump Rochester Curriculum - K-2 - draw out practices Classroom instructional materials-books Teacher training/PD - how to teach reading!! Information to schools Informing School leadership District level resources through Division of Teaching and Learning Support of aligned district departments (Library and Media, Cultural Responsive work of African American Students Dept., Communications Dept.) Summer program initiatives Teacher feedback Data Testing measures Decision making power to impact t&l	School
We Bring…to Mapping	Help promote Strive to increase linkages reduce duplication website: What's being done? = ACT Rochester Integrate data, race, equity, ethnicity; look at 3rd grade data Rochester Council Elementary School (RCES) Leaders' Partnership committee Help coordinate membership, volunteers, resources REF online process to support evidence-based resource distribution Bring teachers together	School
Suggestions for Local Asset or Idea?	Stand-alone organizations Pencil Partnership Churches Lawyers for Learning Many more that should be included in assets mapping Differenciate assets that are working with those groups looking for how they can help IDEA; One night all schools have family reading event; tap into media; WDKX	School

	EARLY CHILDHOOD EDUCATION	
We Bring 3rd Grade Reading	ECDI Connections ECEQC Funders - Banks, Community Foundation, United Way, ROC Child, GRHF, etc. UPK (RCSD) Head Start Diocese Family Childcare Settlement System NFP Home Visitation	E.C.E.
Asset Mapping	RECAP - 16 years of data for 4-year olds History/culture of collaboration ECDI Connections EI (birth-3) Dept. of Health Health system CGR studies GAPS - PLT I/Parent Participation, Cultural appreciation of ECE, Continuity ECE - School Age, Younger Children <3 not in quality care, Funding	E.C.E.
Suggest Local Asset or Idea?	See Asset Mapping p. 1 Better integration from ECE through G 3 Delay of systems to work with children's needs - fragmentation of E1 types services "We will do whatever is needed so a child will succeed." (attitude/vision) Connection of literacy with "whole" child - social-emotional, health… Use diversity as strength Expand community to ECE; make it affordable Stop sending "kids all over the world" to attend school Include school age providers (see out of school)	E.C.E.
	FAMILIES AND PARENTS	
We Bring...to 3rd Grade Reading	Fostercare Grandparents Human Services - Education & training parents, childcare and transportation Data D. Human Service Office of Aging: Grandparents prog. PAT/Parents as Advocates Crestwood Skip connections with homeless services (Wilson) Advocacy Center (parent ed - id early disabilities)	Families & Parents
We Bring…to Mapping	Grandparents TAPs at SPCC (WCP, Nurturing Communities grass roots "go to them" parents (jobs Chuck E Cheese) Give-aways to engage Skip connections with homeless services (Wilson) Advocacy Center (parent ed - id early disabilities) GRHF Women's Network Indep. parent orgs (in churches) Proj - U.R.G.E Understanding parent literacy or other limitations Review parent report cards Parent portal RCSD - parent connect Mentoring Groups Ontario Cty - book for new mom	Families & Parents
Suggested Assets/Ideas	Create literature where parents are at, places where parents go (e.g. Chuck E Cheese, supermarkets), consider time of day Integrate info in locations Work with extended families and teams transiency issue - look at Look at transportation disparity Mercy community services residential shelters Parent (title I $) liasion (not in every school)	Families & Parents

	COMMUNITY PARTNERS	
We Bring…to 3rd Grade Reading	45+ years of working in low-income neighborhoods Policy (all levels)/political process MCC teacher training program ("service placements")/development MDHS - Committing to read at schools regularly	Partners
Asset Mapping	RTA (Tom) ABC…parents (Naimah)…mapping Youth Bureau - share data/map ROC reads? Check library?	Partners
Suggested Local Asset or Ideas?	Housing - affordable, access Library Foundation, higher ed, stds (service learning) Libraries Role models/community leaders Community recreation centers Not for profits with focus on youth (e.g. community place, swan, Charles House) Elected Officials - all levels Professional & Service Orgs ROC Reads, ad agency, bar association, ad council, PR affinity, bar, rotary, etc., media/PR, churches, law enforcement, fire safety, sports teams, business with community conscience (looking for projects) engaged parents already (SBPT, PITAS, council) Networks of organizations, i.e. YSQC High interest reading materials? MC Lib - go into schools to sign up?	Partners
	MEDIA, CULTURE & PEERS	
Suggestions for Local Assets & Ideas	Beatriz LeBron - Community Place	Culture/ Peers
	HEALTHCARE	
We Bring…to 3rd Grade Reading	Reading materials for all levels - take home Health issues in early childhood - screenings, access to healthcare including lead exposure and learning challenges (early) Child Health Plus facilitated enrollment (CCSI)	Healthcare
We Bring…to Mapping Process	HEART - County Health Dept. U of R U of R obesity prevention Facilitated enrollment Health Foundation Finger Lakes Health Systems Agency Center for Community Health (Prince St.) - UR Pediatric Community - Monroe County Medical Society Excellus & MVP	Healthcare
Suggested Assets/Ideas	Promoting a healthy lifestyle Greater Rochester Health Foundation grant from HUD: HEART Distribution of health related materials - cartoons Bridges to wellness Rochester pre-school parent program - health awareness program Mercy Community Services - Outreach Center & residential services for teen moms & children Network of childcare centers Network (1st grade & up) of after-school programs - GRASA Safety, injury & fire prevention (prevention first), police (PAC & police-youth league) - CO detectors fire dept as asset Faith Community - get info to familites (along with facilitated enrollment) Health systems - UR, Unity, RGH Health Centers - Jordan, Westside Social agencies that interface health systems MOCHA, AIDS care, sex health education Nurse-family partnerships Monroe plan (less well known) - medicaid insurer/deliverer - medicaid managed care Parents having jobs in promoting health can help spread awareness and buy-in	Healthcare
Suggestions/Parking Lot	Definition of literacy? - functional or read for meaning	
Other comments	Community Resources: churches, libraries, cub/girl scouts, transportation Expectations: community, parent, peer Teacher Training: absence of literacy training/specialists, library specialists	