



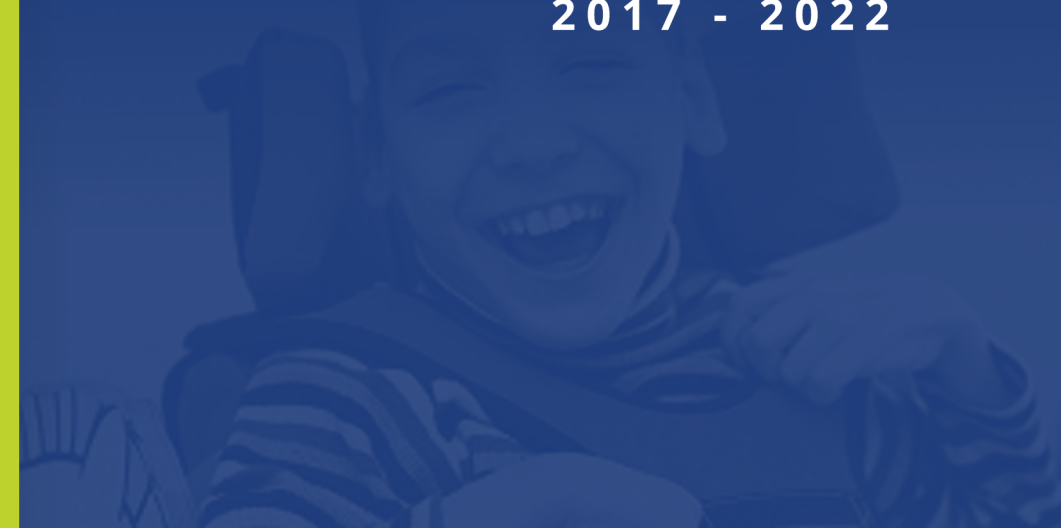
313
Reads

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COALITION REPORT

THE FIRST **FIVE YEARS**

2017 - 2022



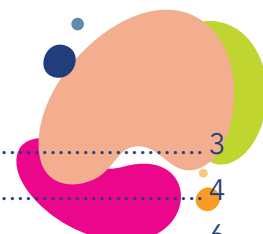


CONTENTS

WE BUILD TOGETHER

Our First Five Years:

Laying the Foundations for Systems Change	3
Major Five-Year Accomplishments	4
We're Here for YOU!	6
Financial Statements	11
Help Us Rise	14
Our Funders / Grants	15





WE BUILD TOGETHER

IN THE NEXT FEW PAGES:

OUR FIRST FIVE YEARS:
LAYING THE FOUNDATIONS FOR SYSTEMS CHANGE

MAJOR FIVE-YEAR ACCOMPLISHMENTS



2017-2019

Summer 2017:

Pre-pilot Summer Learning Programming with shared assessment in small cohort as part of Excellent Schools Detroit

2018:

313Reads officially launched as collective impact coalition with Brilliant Detroit and United Way for Southeastern Michigan as co-backbones

Spring 2018:

313Reads Coordinating Council established for initial building of 313Reads

Summer 2018:

DIBELS launched as Coalition's common assessment

Fall 2018:

313Reads tables launched and co-chairs nominated: Summer Learning; Attendance; and Early Literacy

Summer 2019:

Coalition doubled number of partners, students served by common assessment, and number of books distributed

2021

Spring 2021:

Partnership and Data Sharing Agreements are co-developed with Tables and Steering committed and signed by Coalition partners

Summer 2021:

Coalition named collective funding as a priority and secured \$175k to fund meals and food expenses as part of summer literacy programming

Fall 2021:

Workgroup began co-building Community of Practice for Literacy Essentials for Equity (CoP LEE) with local, regional, and state partners

Fall 2021:

Acadience Reading K-6 adopted as common assessment; Acadience Learning Online made scores immediately available to support data-informed tutoring and continuous improvement

2022

Winter 2022:

Evaluation for Equity and Impact Table launched with system level partners

Spring 2022:

Year 1 of the CoP for Summer and Out-of-School Time Attendance co-launched with Every School Day Counts Detroit, Attendance Works, And Detroit PEPER – with 22 members and 14 participating organizations

Spring 2022:

Collective Learning amplified with Facebook Live webinars, dyslexia series, and sessions co-convened with local, state, and national partners

Spring 2022:

Coalition earns status of State Continuing Education Clock Hours (SCECH) Coordinator to provide SCECH to participants in collective learning

Summer 2022:

Detroit Collective Impact Collaborative launched with \$100k in funding to engage consultants form Collective Impact Forum to support Detroit coalitions in growing collective impact muscle system wide

2022

Fall 2022:

First Coalition Charter and Governance co-built and approved by Steering Committee and Tables

Fall 2022:

Year 2 of the CoP for Summer and Out-of-School Time Attendance begins

Fall 2022:

First Fund Development consultant engaged to co-build strategic funding plan aligned with Coalition Charter

Fall 2022:

Literacy Assessment Corps training deepened and LAC coach brought onboard to strengthen validity of Acadience data

Winter 2022:

9,000+ individuals reached by Collective Learning to date

2022

Winter 2022:

6,000+ books distributed to partners to date

Winter 2022:

All processes now in place for stronger fiduciary-Coalition collaboration on budget, including monthly detailed spend-down reports and fiduciary check-ins

Winter 2022:

Youth Advisory Council (YAC) launched to co-build the Coalition's work from a youth perspective

Winter 2022:

YAC begin planning BIPOC Youth Literacy Justice Summit

Winter 2022:

First 3-year Strategic Plan drafted

Major Five-Year ACCOMPLISHMENTS



1. 313Reads Charter & Governance

Generous support from The Skillman Foundation made it possible for the 313Reads collective impact coalition to significantly strengthen the structures of our Coalition and Backbone Team, which was deeply needed to move the work forward. Through an iterative collaboration that centered equity of voice and democratic decision making, the **Steering Committee, Co-Chairs of Tables, Co-Backbone, and Backbone Team** co-built and unanimously approved **313Reads' first Coalition Charter and Governance (Charter)**. The Charter is meant to drive aligned, coordinated efforts toward literacy access, opportunity, equity, and justice across the Coalition, as well as to clarify distributed leadership roles and responsibilities within the collective work.

Building our Charter was an opportunity to reframe our collective literacy work from deficit lenses that imply that something is wrong with our children ("achievement gap," "getting kids up to grade level"), to asset-framing ("opportunity and access gaps for historically marginalized children and communities," "ensuring that all children and those who serve them have access to whole human and literacy supports," and "ensuring that all literacy educators- school and community based- have what they need to support children's literacy as part of whole human wellbeing.") **These are not merely rhetorical shifts.** As the Coalition dug deeper into what the research tells us (and what we know from our collective lived experiences) about the intersection of literacy with systems of reproduction, oppression, resistance, and liberation, **we realized that the foundations of our collective work needed to make important shifts.** Now, our Key Levers and Focus Domains align with our understanding that: **Literacy is access and opportunity. Literacy is equity and justice. Literacy is liberation.**

Our Key Levers were strengthened by aligning them with a focus on literacy as liberation and living a collective impact approach to achieve our shared vision that:

- “
- *All children in Detroit have equitable access to the opportunities, instruction, and resources they need \ in order to develop literacy and grade level reading as tools for self determination and*
 - *engaging fully as agents of change in a democratic society. In order to reach this bold vision, all*
 - *those who serve children will have equitable access to what they need*
 - *to make this a reality.*

We named together that in order to support children’s literacy, **we need to support literacy educators as a key mechanism of systems change.** Our mission shifted as a result, **with emphasis on understanding and meeting the needs of program partners,** as expressed by them:

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

Reflecting our commitment to growth (“Do the best you can until you know better. Then when you know better, do better.” -Dr. Maya Angelou), we are participating in and **co-convening with Hope Starts Here and other Detroit coalitions,** the Detroit Collective Impact Collaborative (DCIC), **which has made it possible to work with [Dr. Junious Williams](#) and [Paul Schmitz](#) from the [Collective Impact \(CI\) Forum](#) to grow coalition and systems level muscle for CI.**



2. Collective Learning

Learning Collectively was lifted up as a need by Coalition Members and was named a Key Lever in our Charter. We made the significant shift from stating that 313Reads Coalition is **not about professional development to centering that we are all learners in this work and we are all teachers.** We **commit to learn** from and with one another by building brave spaces in which to engage in the **vulnerable work of learning and growing.** We **facilitate spaces of learning** with and from one another about early language and literacy development, evidence-based practices, literacy equity, and literacy policy advocacy.

Our Coalition also recognized that, in order to support our collective professional learning, **we needed to hire a Backbone Team member** to steward this. In June 2022, [Alyce Hartman](#) joined our team as the [Director of Collective Learning and Resources.](#)

Supporting adult learning through coaching/mentoring, not just “inoculation” or “one and done” models of professional development, **has been an important shift in how 313Reads serves as a community resource.** [Ana Howrani](#) as a part-time coach/mentor developing a Coaching Framework to ensure that mentoring/coaching across all areas of our Coalition’s work are aligned with [leading practices in coaching](#) through [asset-lenses and culturally sustaining practices.](#) This Coaching Framework will be woven into the draft model of the CoP for [Literacy Essentials for Equity](#) that 313Reads is co-building and co-convening with partners including Wayne RESA (who will provide training in Literacy Essentials free of charge as part of their [Letter of Shared Commitment](#) with 313Reads), Wayne State University, and other partners including [Dr. Aaron M. Johnson](#), a **nationally recognized expert on [culturally sustaining literacy for Black males.](#)** This CoP is developed to the stage that we are currently seeking funding for it in order to make stipends available for early childhood education providers and centers, SOST programs, and K-3 educators to come together for collective learning centering how the Literacy Essentials can be used as **important tools for literacy equity.**

Our coalition has co-convened numerous collective learning opportunities during this grant period. These have been **well attended by community and Coalition members** and we are **seeking funding from additional sources** to continue establishing 313Reads as a community resource for professional learning. The opportunities we’ve co-convened in the past year are **listed below and will be discussed in detail in under Output 4.**

- Five-part dyslexia series, including resources for screening, tutoring, families, and policy advocacy
- Culturally responsive and culturally sustaining teaching community conversation with Dr. Gholdy Mohammad and Wayne RESA
- Community Conversation on culturally sustaining literacy co-convened with [Coalition of Schools Educating Boys of Color](#)
- Community conversations following MLC Literacy Essentials training
- Resources shared through social media posts and newsletter sections
- Completed year 1 of CoP for SOST Attendance
- Launched year 2 of [CoP for SOST Attendance](#)
- Multiple-day training for each Literacy Assessment Corps (LAC) member and LAC Mentor
- Extensive training through Acadience for 2 LAC members to become Acadience Mentors to be able to lead 313Reads in-house assessment training and 1:1 coaching support to LAC members



3. Common Assessment

Assessment was previously the largest focus of 313Reads, arguably the de facto singular emphasis, with a focus on measuring our children and program partners, rather than **using assessment and the resulting data as tools** to address racial and economic equity gaps in literacy access and success. Our Charter **reframed the role of assessment, data, and evaluation as tools for equity** and continuous improvement in how we collectively serve children, families, and communities for impact and named this as a Key Lever. **For too long our children have been measured as “less than.”** We reject this and know that we measure what matters to us; for us this includes measuring equitable access, outcomes, and youth experiences. **Data-informed, equity-focused decision making is central to our work as a collective impact coalition**, and it must be approached in ways that address systemic barriers and respect all of the important work and impact our partners are mobilizing, while also helping us grow collective muscle for data literacy and data democratization.

From 2018-2021, the Coalition was implementing the paper-based DIBELS assessment. **Shifting to virtual and hybrid literacy programming** created and showed the limitations to this method. We came together to select Acadience Online Learning (ALO) as our common assessment in fall 2021. The new assessment, **which is supported by rigorous research and complements any evidence-based literacy curriculum**, holds promise for more accurate and reliable data, comprehensive training, and faster data reporting. **Making this resource available to coalition partners was a critical evolution of the common assessment and shared data strategy.** When setting out to build an entirely new system, the investment of activation energy is required on the front end before traction can be expected. While ambitious goals provide motivation as we stretch and push our growth edge, **we have learned many lessons about what we might expect from a broad range of coalition partners** along the technology adoption bell curve just under a year into the ALO launch.

313Reads backbone staff engaged with coalition partners to determine training needs and assessment support, and began to build the Literacy Assessment Corps, a highly-trained cohort of education and literacy champions, to support partners with administration of the assessment. In January 2022, **the Acadience Reading K-6 and ALO pilot was launched with the training of 20 partners and Literacy Assessment Corps members.** Eight out of sixteen partners engaged in the pilot by sharing rosters and assessing students, **which is a remarkable 50% of immediate engagement.** Of the 743 students served by 313Reads coalition partners in the winter window, 270 students were imported into ALO and 156 benchmark assessments were completed as well as 69 progress monitoring assessments. For summer, of the 742 students served, 662 were imported into ALO, and 136 pre-assessments were administered. A total 29 students received both pre- and post-assessments through progress monitoring, and 1066 progress monitoring probes were administered by 11 Literacy Assessment Corps Members.

313Reads has co-built this new system and all the supporting training, guidance, and protocols in deep collaboration and constant communication with partners and Literacy Assessment Corps members as challenges arise. One example of this that is informing how we move forward, was

raised by the observation of an LAC member administering the assessments. The concern raised was the equity challenges with PSF and ORF scoring to adjust for dialect differences, with particular attention to African American English as a valid dialect with differences from Standard Academic English.



4. Collective Funding

If we are addressing the **access and opportunity gaps that are barriers to student literacy in Detroit**, we must address the **access and opportunity gaps** that many literacy educators (school and community-based) experience in accessing resources, materials, training, professional development, mentoring, and coaching for the implementation of culturally sustaining and evidence-based literacy practices. **All of this relies on collective funding**, so we named it as a priority in our Charter. Our Fund Development Consultant, Monique Phillips will support the Coalition in building and mobilizing strategies to fund our shared work and secure funds that will be regranted to Coalition Partners.

To date, we have:

- Come together to collectively apply for and receive \$175,000 to fund access to summer program meals
- Worked with Every School Day Counts Detroit to collectively fund attendance efforts throughout the City to the amount of \$925,000
- Secure \$100,000 to fund the Detroit Collective Impact Collaborative (DCIC) to support learning around Collective Impact
- To regrant \$300,000 in funds to directly to Coalition Partners in support of SOST Programming

In 2021, **Partners shared that access to funding for healthy meals was limited**. Many partners didn't meet consecutive day requirements for common funds and that the meals provided through many programs were neither **healthy, appetizing, nor culturally sustaining**. 313Reads collectively applied for and received \$175K from **Share Our Strength/No Kid Hungry**. This was re-granted to Coalition Partners to flexibly fund food needs that made possible 23,613 meals.

One Coalition Partner, ACCESS, shared that **"Funding allowed us to provide 514 families with both food vouchers and food packages with bulk food staples (produce, flour, beans, etc.) that were halal/kosher, thereby eliminating waste**. Food vouchers were to be used with local grocers that had signed agreements with ACCESS close to the areas of voucher use. Those food vouchers, **which were restricted to the purchase of meat, produce, and other ingredients meant to cook healthy meals**, made eating multiple nutritious meals a day a reality for hundreds of families. Given that the majority of these families are new immigrants, many did not qualify for any other relief effort (or chose not to apply for these state and federal resources due to fear instilled by the now eliminated Public Charge rule), therefore these funds were especially beneficial for these families."

Another Partner, Urban Neighborhood Initiatives shared that, **"We hosted a community food event to ensure families had meals and food between the time our program ended and school started. This is the first time we have ever hosted such an event. It was open to anyone in the neighborhood. We served around 200 families**. We provided families with fresh produce, staple items (culturally appropriate like rice and tortillas), and warm meals from two local restaurants (La Terraza and El Catracho). Families had the opportunity to pick items from each station and fill in their bags. **Families shared that they were happy to see items they actually use in their kitchen and are true staple food items in their home**. This format allowed families to enjoy a day off of cooking and stock up on food items so they could use their limited monetary resources on school supplies. **Lastly, we were able to support our local grocers and restaurants**, which indirectly allowed us to support more families in the neighborhood because most of the employees of these establishments are residents of our neighborhood."



WE COLLECTIVELY OWN THE WORK

IN THE NEXT FEW PAGES:

INFOGRAPHIC OVERVIEW:
PARTNERSHIPS

COALITION MEMBERS

STEERING COMMITTEE MEMBERS AND TABLE CO-CHAIRS

BACKBONE TEAM + LEAD CONSULTANTS

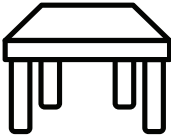
LITERACY ASSESSMENT CORPS TEAM



74 Coalition
PARTNERS



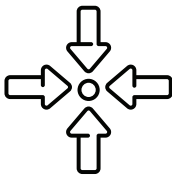
56 Signed Partnership, Data
Sharing Agreements,
and Letters of Shared
Commitment



4 Standing
TABLES



2 Work
GROUPS



8 Systems level tables
that 313Reads sits at
to support aligned,
coordinated efforts

Working with
313Reads
has been
tremendously
helpful.

Much of our growth has happened alongside our participation in 313Reads. Center for Success has a lot of educators on our team, so we know about teaching literacy and how to administer assessments, but there are all these other pieces that affect our ability to support our students. Working with 313Reads, we get to see what our partners are doing with attendance, early literacy, family engagement, and many other things.

We learn from their leading practices or we have a list of referrals we trust to share with families. We can help where our strengths are too! It also takes so much pressure off to work with people who understand everything that goes into supporting literacy.

Even applying for funding is easier when there is this structure of all the necessary parts clearly displayed by 313Reads."

ANDREA MEYER, EXECUTIVE DIRECTOR
Center for Success Network





STEERING COMMITTEE

- **Cindy Eggleton, Chair** // Brilliant Detroit
- **Kenyatta Stephens** // Black Family Development, Inc.
- **Andrea Meyer** // Center for Success Network
- **Jametta Lilly** // Detroit Parent Network
- **Kim Johnson** // Developing Kingdoms in Different Stages
- **Denise Smith** // Hope Starts Here
- **Eileen Storer-Smith** // W.K. Kellogg Foundation
- **Gloria Chapman, Ed.S.** // Michigan Department of Education, Office of Partnership Districts
- **Dr. Carmen Kennedy-Rogers** // The Skillman Foundation
- **Ellen Gilchrist** // United Way for Southeastern Michigan
- **Dr. Rosalyn Shahid** // Wayne Regional Educational Services Agency

EARLY, FAMILY, AND COMMUNITY LITERACY TABLE CO-CHAIRS

- **Maria Montoya** // Brilliant Detroit + Hope Starts Here
- **Mary Jo Vorkamp** // Detroit Public Library

EVALUATION FOR EQUITY & IMPACT TABLE CHAIR

- **Dr. Adrea Truckenmiller** // Michigan State University

SUMMER AND OUT-OF-SCHOOL TIME TABLE CO-CHAIRS

- **Andrea Meyer** // Center for Success Network
- **Marilyn Weathersby** // MACC Lit

YOUTH ADVISORY COUNCIL CO-CHAIRS

- **Corrine Z. Lyons** // Detroit Public Schools Community District
- **Jamarria Hall** // Youth Co-Chair

Special Thanks



A special thank you to Kenyatta Stephens and Kim Johnson.

Kenyatta served as Co-Chair of the Early, Family, and Community Literacy Table from 2019-2022. Kim served as Co-Chair of the Summer and Out-of-School Time Table from 2018-2022. Their leadership made a tremendous amount of collective work and impact possible.

Literary Assessment Corps



We want to thank the amazing community members, educators, and Literacy Champions of the Literacy Assessment Corps (LAC), past and present, in coming together to build shared data across the coalition.

This mission serves to ensure that all Detroit literacy programs are supported in providing the research-based, data-informed literacy practices that our students deserve.

313Reads is incredibly grateful for your dedication to serving our children. We could not do the collective work without our robust and diverse group of LAC members! Thank you!

Mori Anderson
Lasha Brassell
Rae Chesny
Armenak Chobanian
Dereck Givens
Bomani Gray
Morae Griffin
Ana Howrani
Jamica Ingram
Autumn Kadlec
Shacara Lampkins
Jonelle Lopez
Kevin Lurkins



Amy Lyons
Kyra Maine
Candace Martinez
Ja Lisia Melendez
Heidi Miller
Marissa Morrison
Karly Ora
Julie Palileo
Pamela Parham
Jose Pelcaspre
Kendra Pitts
Chula Ramirez
Faith Ramos



Patricia Rice
Patricia Rodriguez
Terry Sanders
Diana Shoulders
Katie Stanford
Myles Stewart
Sonia Stewart
Kayla Stierwalt
Deanne Surles
Marilyn Weathersby
Esther Yang



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WE COMMIT TO ALIGNED, COORDINATED EFFORTS FOR IMPACT

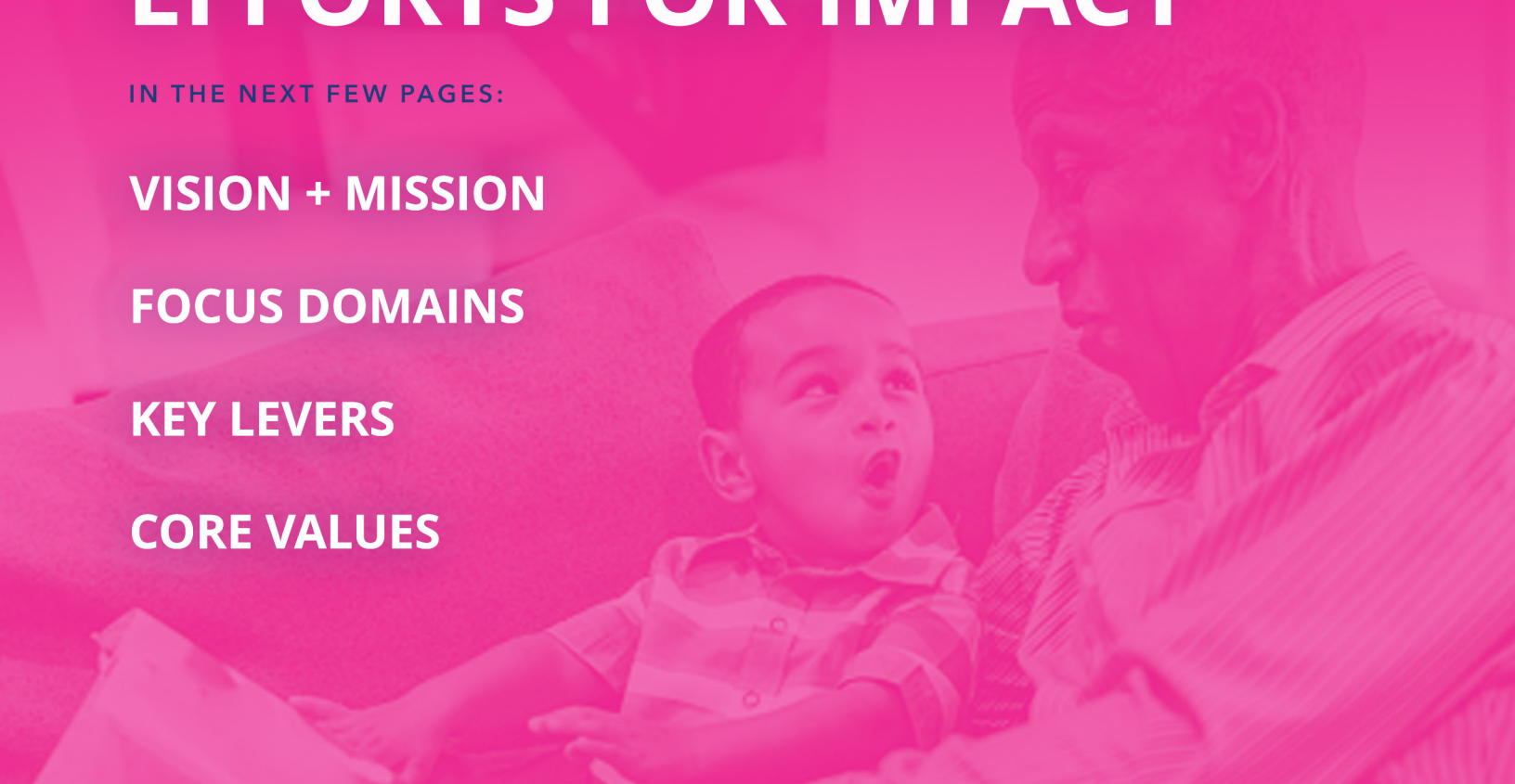
IN THE NEXT FEW PAGES:

VISION + MISSION

FOCUS DOMAINS

KEY LEVERS

CORE VALUES



Vision + Mission



OUR VISION is that all children, families, and adults in Detroit have equitable access to the opportunities, instruction, and resources they need in order to develop literacy and grade level reading as tools for self-determination, economic stability, whole human health, and engaging fully as agents of change in a democratic society.



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

OUR WORK IS MADE POSSIBLE with the generous support of our funders.

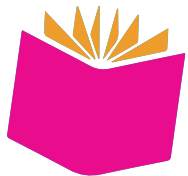


United Way
for Southeastern Michigan



a new direction in banking

Focus Domains



WE UNDERSTAND that literacy is a social and cultural tool developed by individuals in the context of family, community, and culture for the purposes of connection with others, exploration, learning, and self-expression. **Literacy exists within the larger context of the human experience and supports whole human health, joy, and thriving.**

Literacy is a human right to which all deserve equitable access. Within this broader understanding of literacy, our collective work focuses on aligned, coordinated efforts in **three domains**:

- 1) Child, Adult, Family, and Community Language and Literacy;
- 2) Summer and Out-of-School Time Literacy Learning; and
- 3) Enrollment and Attendance in Early Childhood Education and Literacy Programming.



Key Levers



STAND AS CO-CONSPIRATORS FOR EQUITY, JUSTICE, AND LIBERATION:

We live our commitment to **equity, justice, and liberation** in all areas of our work, and hold ourselves and others accountable for these. We name **barriers to these and center our work on collectively addressing them**. We do the **internal work** to serve as **co-conspirators for anti-racism, justice, and policy for literacy equity**. We are unyielding in our persistence and commitment to literacy as liberation.

01

LEARN COLLECTIVELY:

We are all learners in this work and we are all teachers. We commit to learn from and with one another by **building brave spaces** in which to engage in the vulnerable work of learning and growing. We commit to **convening ongoing community-based learning together**. Our intent is to transform the literacy landscape by also working with organizations and programs **outside traditional literacy learning spaces** – infusing a focus on literacy and learning across systems of care through a whole human approach; e.g., healthcare, housing, transportation.

02

MOBILIZE EVIDENCE-BASED AND CULTURALLY SUSTAINING LITERACY PRACTICES AND RESOURCES:

We center literacy practices supported by **evidence-based research**. We **hold ourselves accountable** to implementing literacy programming that is evidenced to be effective. We know that our children, families, and multilingual learners **deserve access to high quality programs and those that affirm their identities, cultures, languages, and whole human selves**. We recognize that **we cannot have population level impact on children's literacy** without also addressing needs for greater access to adult and family literacy. **Our work is multigenerational**.

03

MOBILIZE ASSESSMENT, DATA, AND EVALUATION AS TOOLS FOR EQUITY, AND IMPACT:

We view these as tools **for equity and continuous improvement** in how we collectively serve children, families, and communities for impact. For too long our children and families have been **measured as "less than."** We **reject this** and know that we measure what matters to us; for us this includes **measuring equitable access and outcomes**, and youth experiences. **Data-informed, equity-focused decision making** is central to our work as a collective impact coalition.

04

COLLECTIVELY FUND OUR WORK:

Adequate and equitable funding is an important part of ensuring that all children, families, and the programs that serve them have access to the **resources needed for literacy**.

05

Core Values



01

Children and Families First

.....

We hold **at the heart of our collective work** a focus on its impact for children and families. We believe that **those closest to systemic barriers** are central to decision making and mobilization of systems change. **Radical love and respect for children and families guide our work.** We recognize that supporting children's literacy must engage multigenerational approaches and **whole human health** for the impact we seek.

02

Amplifying the Impact of Partners

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313Reads **exists to add value to and amplify** the work of our partners. We **break down silos** to support the **effective distribution** and use of resources for system-wide impact.

03

Transparent and Distributed Servant Leadership

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We **collectively own the work** and serve as champions who lead portions of it. We center **consensus building, transparency, shared decision-making, and shared accountability.**

04

Asset-Framing

.....

We **respect and value** those we serve. We **frame all aspects of our work** through asset lenses. As Trabian Shorters has lifted up, "How do we **create equitable outcomes** for all members of our community? We can start by **defining people by their aspirations, not their challenges.**"

Core Values



We value **candid and direct conversations** that hold us **collectively accountable** for learning, growing, and doing better individually and as a coalition. We **speak our truth from spaces of good intent**, remembering the words of bell hooks, **"The heart of justice is truth telling**, seeing ourselves and the world the way it is rather than the way we want it to be. More than ever before we, as a society, need to **renew a commitment to truth telling**.



We value **growth and continuous improvement**. Making mistakes is inherent to striving, learning, and doing better.



Amidst the **importance and urgency of our collective work**, we remember that **building together** in Beloved Community must also center joy.



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WE MOBILIZE FOR LITERACY ACCESS, EQUITY, JUSTICE, AND LIBERATION

IN THE NEXT FEW PAGES:

STAND AS CO-CONSPIRATORS FOR EQUITY, JUSTICE, AND LIBERATION

MOBILIZE EVIDENCE-BASED AND CULTURALLY SUSTAINING PRACTICES
AND RESOURCES TO SUPPORT CHILD, ADULT; AND FAMILY LITERACY

MOBILIZE ASSESSMENT, DATA, AND EVALUATION FOR EQUITY

FINANCIAL REPORT



- 1 Youth Advisory Council (YAC)** planning grant secured and 3 co-chairs engaged, all Detroit Public Schools alum, including 1 recent graduate, 1 current language arts teacher and Teacher Equity Lead, and 1 BMe Vanguard fellow.
- 1 BIPOC Youth Literacy Justice Summit** planning in progress by YAC
- 1 Evaluation for Equity and Impact** Table established
- 1 Invitation to serve as mentor in Nonprofit Leaders of Color Fellowship** from Micron Foundation and Georgetown University's Center for Public and Nonprofit Leadership
- 1 Day of dyslexia bill advocacy** in Lansing co-planned with MiPAAC
- 2 Rounds of invited feedback** from Coalition to Michigan Department of Education for Equity in Literacy guidance and Early Literacy Task Force's Literacy Essentials
- 2 Open letters penned to state legislators** with Michigan Partnership for Equity and Opportunity calling for equitable and adequate education funding to support educational equity
- 2 Blog posts to engage support for dyslexia legislation** to ensure all children have access to dyslexia screening
- 2 Equity coalitions joined as active members** – Michigan Partnership for Equity and Opportunity (a coalition of civil rights, social justice, civic and business leaders working to promote educational equity for all Michigan students, especially the most underserved) and Michigan Parent, Advocate, and Attorney Coalition (powered by the Autism Alliance of Michigan to serve families in learning about and navigating current special education issues and topics of interest, as well as to advocate for state policies and legislation that support their needs)
- 2 Fellows served Coalition from Michigan Education Policy Fellowship Program and Teach for America Detroit** to champion collective learning on dyslexia policy and curating and communicating policy advocacy resources
- 5 University invitations to speak to public and education policy graduate students** about collective impact work for literacy equity in Detroit– across Wayne State University, American University, and Georgetown University



- 1 Director of Collective Learning Resources** role created and staffed
- 1 Five-part series on dyslexia screening, tutoring, resources, support** for families, and policy advocacy co-convened with 14 local, state, and national partners
- 1 Community of Practice (CoP) for Literacy Essentials for Equity framework,** scope and sequence, and timeline co-planned with Coalition members, Wayne RESA, Early Literacy Task Force, and other partners
- 1 Invitation from national Campaign for Grade Level Reading** to lead Crucible of Practice collective learning session with SOST CoP partners
- 1 State Continuing Education Clock Hours (SCECH) Coordinator** status for Coalition approved by MI Dept of Ed
- 1 State Continuing Education Clock Hours (SCECH) Coordinator** status for Coalition approved by MI Dept of Ed

17 Collective Learning sessions co-convened with partners including DPSCD, Coalition of Schools Educating Boys of Color, Dr. Gholdy Mohammad, and Wayne RESA

22 Individuals from 14 Coalition member organizations completed year 1 of Summer and Out-of-School Time Learning Attendance of Community Practice (SOST Attendance CoP) co-convened with Every School Day Counts Detroit, Attendance Works, and Detroit Partnership for Education Equity & Research

66 SCECHs awarded to support renewal of teacher certifications



6,306

children's books distributed to program partners

9,500+

individuals reached across Facebook Live collective learning sessions on Facebook so far

\$9,000

in stipends to SOST Attendance CoP members; 30 coaching calls

\$15,250

in stipends paid to Coalition partners for their time and expertise in literacy development, instruction, assessment, policy, and advocacy



**We are building and
growing together.**



**We are committed to
systems-level change.**



**We pivoted to meet the
needs of the coalition.**



**We measure
what matters.**



2021 Launched our common assessment, Acadience Learning Online, with a small pilot.

- 75% of students did not experience summer learning loss

2021 Co-convened the Evaluation for Equity and Impact (EEI) Table, focused on understanding and improving our coalition-wide efforts of identifying and addressing systemic literacy needs in Detroit.

2022 Fully implemented the common assessment across many of our coalition partners.

- 10 partners currently assessing
- 742 students served from 8 different program partners
- 1044 progress monitoring assessments administered

2022 Launched the Literacy Assessment Corps (LAC)

- 160 collective hours of Acadience administration training
- 37 partner staff and community members trained

2022 Hired 2 Literacy Assessment Corps Mentors for our LAC members to further their development and success as literacy assessors at our program partner sites.

- 20 hours of coaching conversations to support assessment
- 12 hours developing a coaching framework to support LAC members
- 60 hrs developing and piloting performance assessment to increase assessment administration fidelity

2022 1 enrollment roster and attendance tool co-developed with Detroit PEER

2022 Held 8 listening sessions with program partners, consultants, and backbone team members to understand programming and assessment needs and opportunities for the coalition to address them.

- Included additional data points (i.e., Lexile levels) to assessment data for program partners' ease of understanding use across programming curricula
- Hiring and training LAC members to ease capacity concerns around assessment data collection
- Adjustment of timelines for assessment windows to best meet the needs and realities of program partners
- Created a coaching framework and a performance assessment for LAC members to ensure fidelity of assessment administration

2022 8 training hours in data interpretation and analysis provided for partners

2022 Evaluation data shift to include youth experiences as critical to understanding impact and to better serve youth

2023 We are committed to improving literacy in Detroit at a systemic level. This change happens slowly and with intentionality, and the entry point for this work is trusting relationships. Building trust across the city for collective impact literacy work takes time.

2023 Evaluation focus shift from steadily increasing number of assessments given to data understanding and program implementation with ongoing, individualized support from 313Reads.

2023 We focus on whole-child growth and development, and reiterate that programs should be supported in the work that they're doing in coordinated literacy efforts.

There's **so much that can't be measured** with assessment.

- Coalition Member



Collectively we've secured
\$3,490,873 in funding to
support grade level reading and
literacy equity in Detroit

\$330,194

Regranted to Program
Partners



\$15,250

Stipends to Coalition
Co-Chairs and CoP
Members



\$164,907

in funding to support
Community of Practice
for Summer and
Out-of-School Time
Attendance

\$50,000

in Micro-Grants
to support of
SOST
programming



\$167,194

in funding for summer
meals



\$100,000

co-secured with Hope
Starts Here to fund CoP
on collective impact
muscle building

Fund Development



Fund Development Consultant Role - Welcome, Monique Phillips!



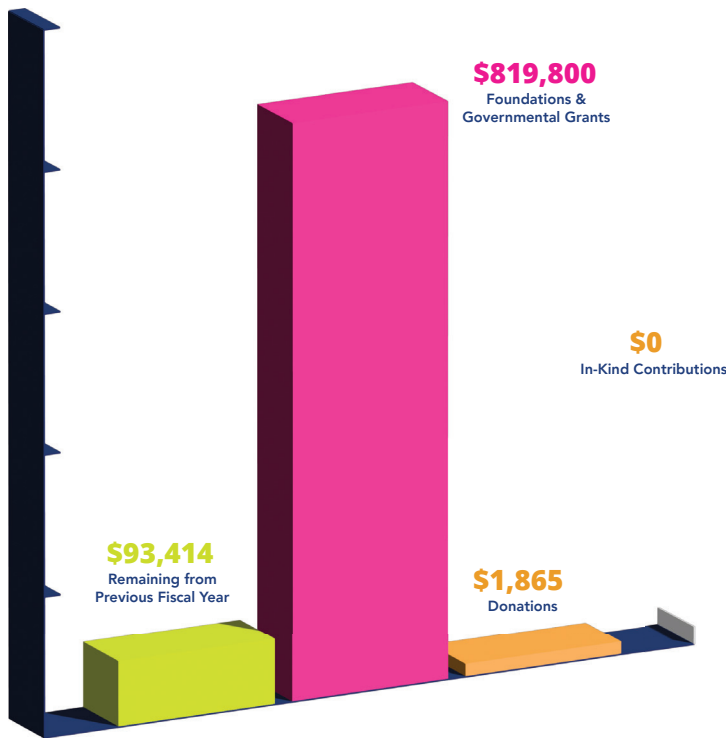
313Reads works to secure adequate and equitable funding so that all children, families, and programs that serve them have access to the resources needed for literacy. To that end, we added a Fund Development Consultant in 2022 to help us build bridges to the funding community and advance our mission.

With this support, we are building relationships with more funders in the last 6 months than were connected in the first years of our Coalition, and the momentum is only growing. Our fundraising plan details the multi-faceted, multi-pronged approach to fundraising that includes cultivating relationships with local and national funders to further expand the reach of our work, but also revenue diversification strategies to achieve sustainability.

Additional tools and resources that have been created include a Grants Tracker, Monthly Development Report, and Funder Connection Pitch Document. We are excited about the abounding possibilities, and are confident that with our new strategy in place, we are well positioned for exponential growth and success in 2023 and beyond.

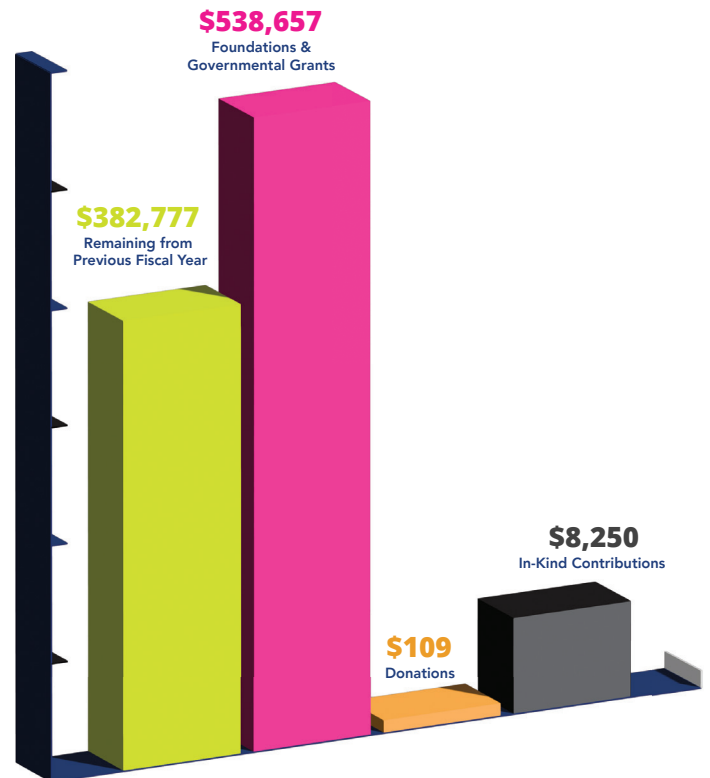
REVENUE AS OF DECEMBER 31

2021



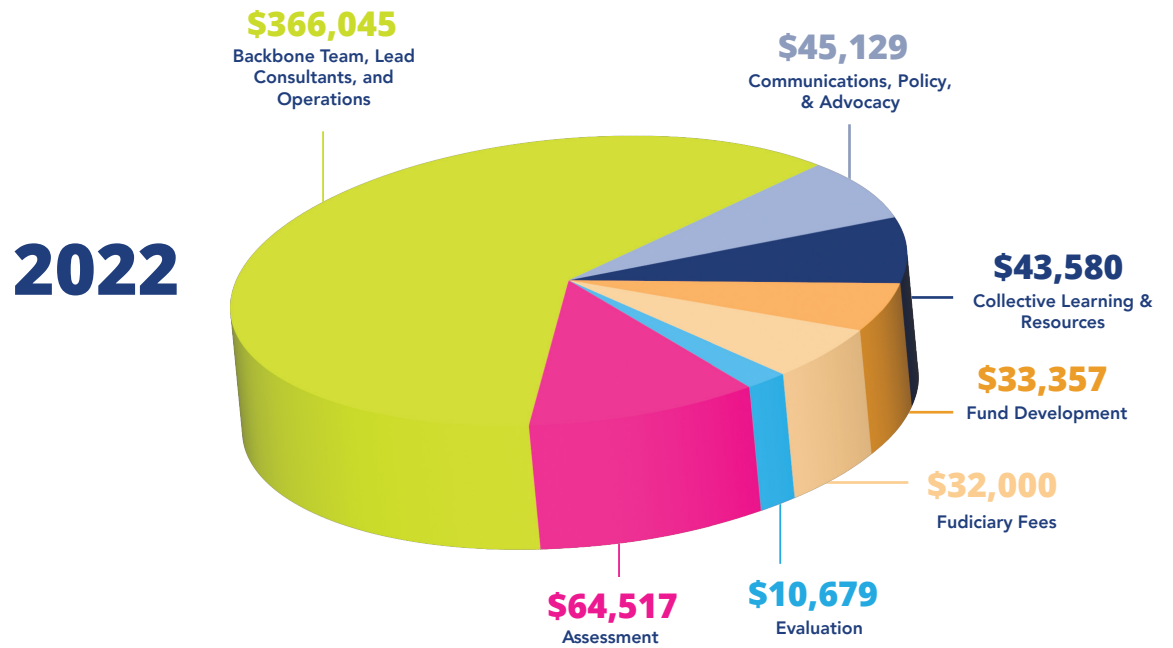
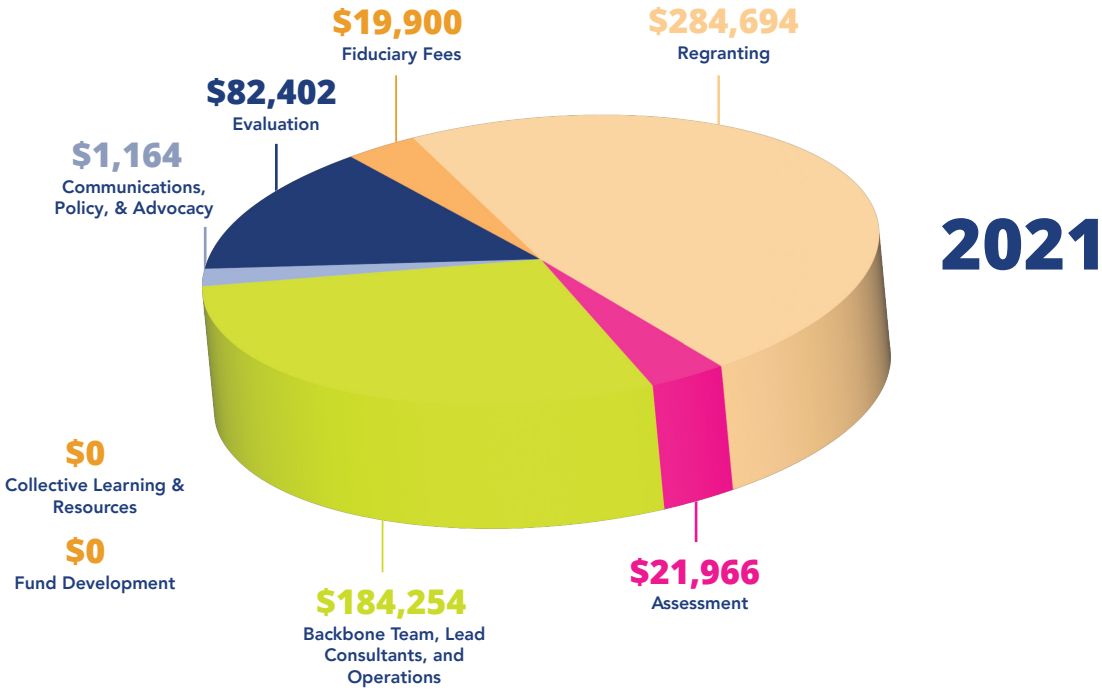
2021 TOTAL:
\$915,079

2022



2022 TOTAL:
\$929,794

EXPENSES AS OF DECEMBER 31



313 Reads

info@313reads.org • 313reads.org

5675 Larkins Street • Detroit, MI 48210



BACKBONE TEAM STAFF MEMBERS:

- **Amber Gustafson** // Assessment & Evaluation for Equity
- **Alyce Hartman** // Collective Learning & Resources Director
 - **Paige Hughart** // Engagement Director
 - **Dr. Leah van Belle** // Executive Director

BACKBONE TEAM LEAD CONSULTANTS:

- **Evaluation Consultant** // Dr. Adrea Truckenmiller - Michigan State University
 - **Fund Development** // Monique Phillips - Monique Phillips Consulting
 - **Graphic Design** // Dewon Hall - That Creative Guy
- **Literacy Assessment Corps Mentor & Coach** // Ana Howrani - Wayne State University
 - **Literacy Equity** // Dr. Aaron M. Johnson - Archetype Consulting
- **Michigan Education Policy Fellowship (MEPF Fellow)** // Megan Eme - Teach for America

REPORT DESIGNED BY:

