Let’s Talk:

Ending the Shameful Epidemic: Advancing Nationwide Equity Through Reformed Language and Literacy Ecosystems

October 15, 2019

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THE PROBLEM: THIS IS AMERICA

ONLY 37% of our Nation’s 4th graders read at or above proficiency
Who are proficient readers in fourth grade?
• 73% of Atlanta’s white children
• 17% of African American children
• 19% of Hispanic children
• 15% of those eligible for free or reduced lunch

A child who cannot read is more likely to become an adult who cannot read and is not eligible for knowledge-based jobs is more likely to be unemployed is more likely to be incarcerated.

Illiteracy is a dangerous epidemic. And it affects some of our children disproportionately.
BLAME ME.
READING BRAIN CONSTRUCTION

Reading is not a natural or automatic function of the brain.

Thanks to decades of neurological and biological research, we now know **circuits specific to reading must be built** in order for a child to read proficiently.
“...circuits specific to reading must be built before a child can learn to read.” What does that look like?

At birth, an infant has 100 billion neurons, ready to form connections.

By 8 months old, there are 1000 trillion connections, or circuits.

An infant’s interactions with responsive adults in his life give shape to these neural networks.

Throughout life, the brain remains plastic, pruning connections that are not used and making new connections.

Researchers tell us what adults must do to construct children’s brains for reading.
Science tells us that constructing reading brains requires the child follow a **specific developmental sequence**. Then, once the child learns to read, everything else they learn builds on that ability.
READING BRAIN CONSTRUCTION: A CONTINUUM

During the PREPARATION phase, a child learns language, executive functions, critical thinking and empathy.

If one of these is missing, the child arrives at kindergarten already behind.

Our best teachers know how to fill in the gaps from within ecosystems where the whole school is committed to support the whole child.

The leaders’ responsibilities in the education of each child begin with supporting an ecosystem that fuels the construction of the reading brain.

To eradicate illiteracy, leaders must provide teachers this capacity – in every ZIP code, for children of every race and every ethnicity.

PREPARE

Last trimester-5
Cox Campus is the prenatal through 3rd grade destination for educators, healthcare professionals, child facing agency staff and families everywhere to learn how to create and foster an ecosystem for constructing the brain for reading and learning as they serve children and their families.

Cox Campus supports, provides resources and gives a place for community while modeling practices so teachers can scale change while also doing what they know.
75,000+ Strong

More than 75,000 members in all 50 states and 42 countries.

In this digital age... nothing is stopping our reach from spreading even further across the globe.
Questions? Comments? Let’s Talk!
Savannah's Resolute Determination to Improve Quality

COX Campus
Read Right from the Start
Improving Quality of Teaching through Cox Campus

Baseline Scores
Mock Scores
Final QR Assessment Scores

Program 1 (CCLC - did not use Cox Campus)
Program 2 (CCLC)
Program 3 (Head Start)
Program 4 (FCC)

Cox Campus
Read Right from the Start
Improving Quality of Teaching through Cox Campus

We are committed to reaching our families on the power of language for infants, toddlers and preschoolers. – Center Director

I think I enjoy teaching again! Head Start Lead Teacher

We love the videos and scenarios in the training! – FCC Provider

Program 1 (CCLC - did not use Cox Campus)  Program 2 (CCLC)  Program 3 (Head Start)  Program 4 (FCC)

Length of Process (Months)
FOR MORE INFORMATION

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