



THE LITERACY LAB

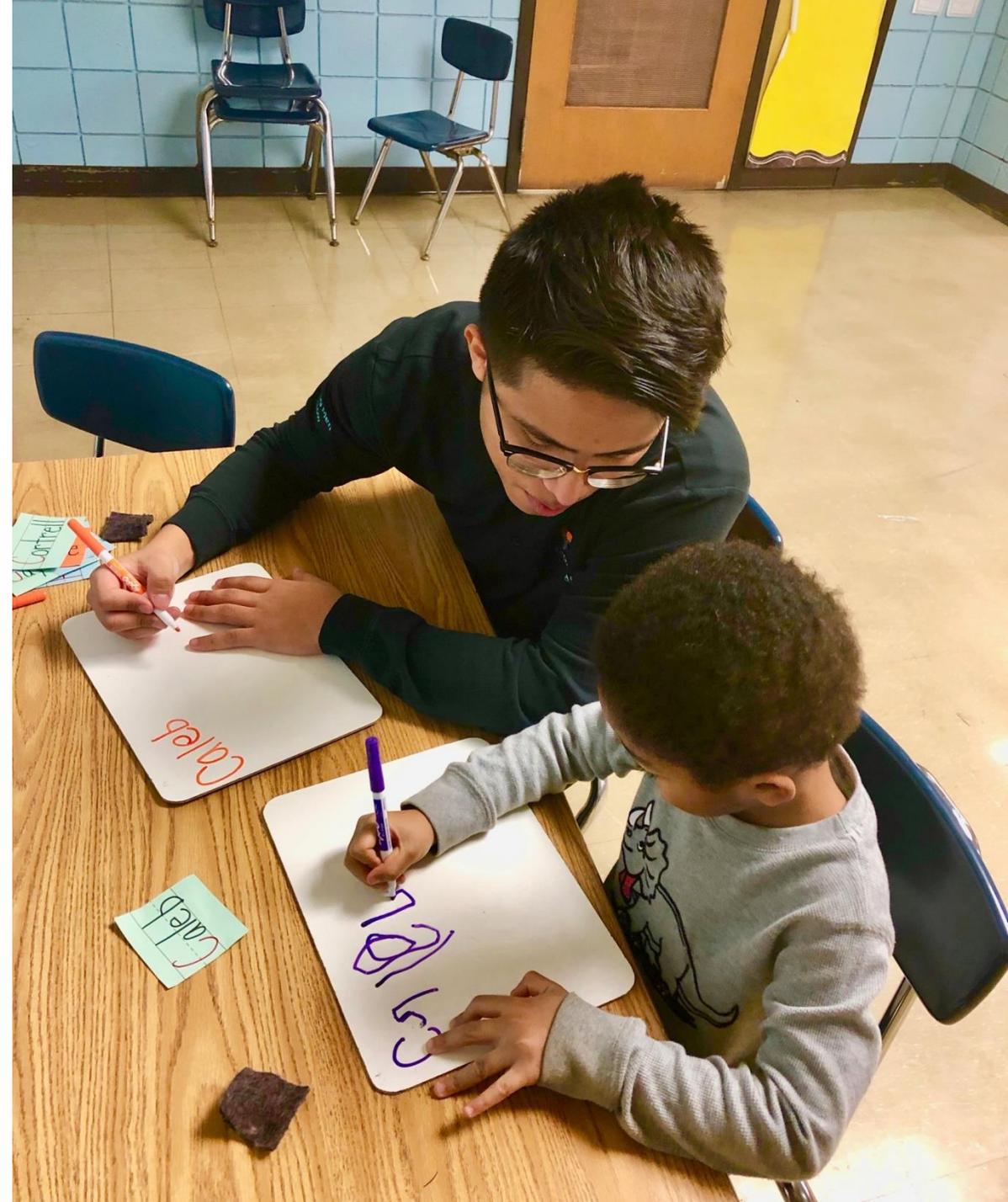
Strong Readers. Strong Futures.



Leading Men Fellowship
Milwaukee Common Council Presentation
February 13, 2019

Leading Men Fellowship

- Launched by The Literacy Lab in partnership with District of Columbia Public Schools (DCPS) in 2016
- Aims to help children be ready to read and to help young men of color ages 18-24 explore careers in education with rigorous training and coaching to become an early literacy tutor
- Commitment to work in a pre-K classroom for an entire school year for 25-30 hours per week; paid an hourly living wage (\$15/hour)
- \$2,500 college/higher education scholarship upon successful completion of the program
- Winner, national Zaentz Early Childhood Innovation Challenge at Harvard Graduate School of Education

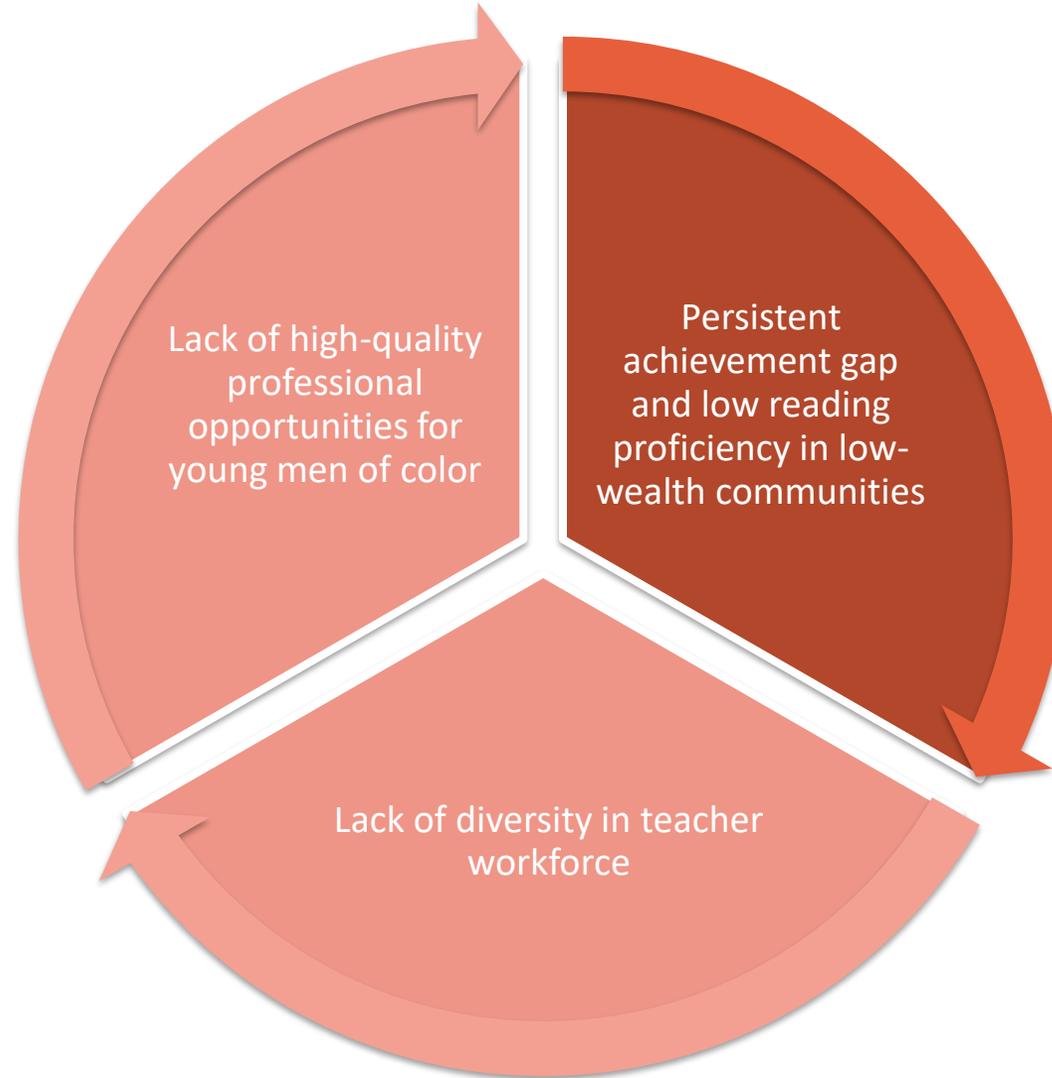


Although the student population is majority minority and 50% male, only 5% of public school teachers across the country are males of color.
(US Department of Education 2016)

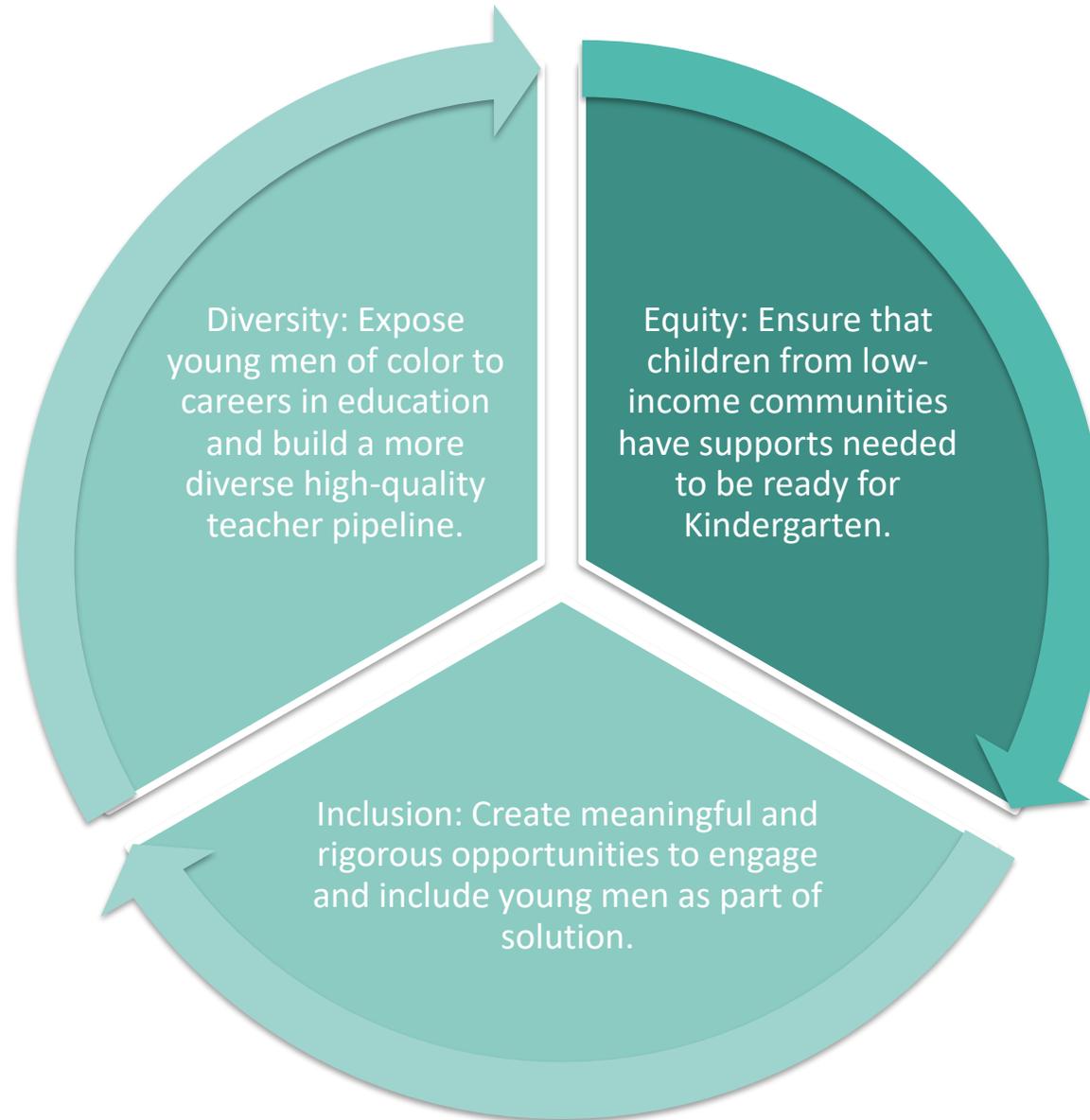
Children who do not read on grade level by third grade are four times more likely than proficient readers to drop out of high school. (Hernandez, 2011)



Leading Men: Innovative Approach to Address 3 Issues



Leading Men In the Context of Diversity, Equity, and Inclusion



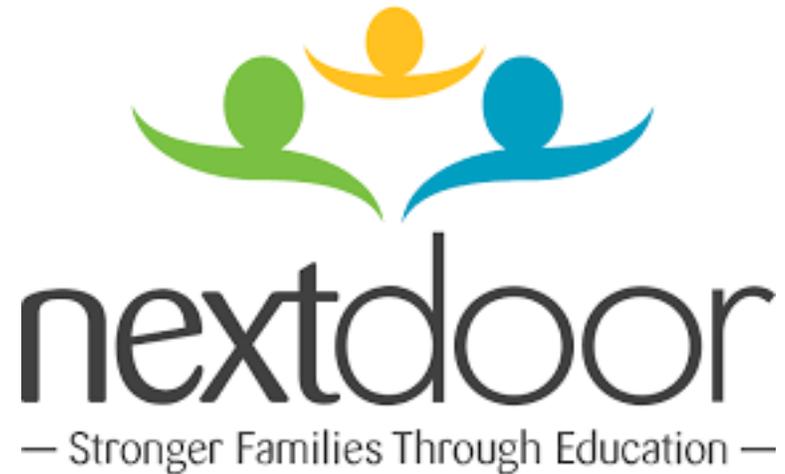
Expectations and Supports

- Assigned to a single classroom at one school site Mondays through Friday for the entire school year
- Work 8:30AM to 2:30PM each day
- Implement a scripted, multi-tiered, research- and evidence-based early literacy and social-emotional development framework
- Fellows work closely with their lead classroom teacher and paraprofessional, but have their own caseload and responsibilities.
- Weekly, 2-hour professional learning group series: classroom content practice and data assessment, national book club, one-on-one office hours with LMF Program Staff, and personal and professional development.
- Matched within a community of mentors to provide individualized collective cohort support
- Credit-bearing partnerships with local colleges and universities



2018 – 2019 Placement Site Partners

Next Door Foundation



Milwaukee Public Schools



**MILWAUKEE
PUBLIC SCHOOLS**



THE LITERACY LAB

Goals for Fellows

- Gaining on-the-ground exposure to careers in early childhood education and the many pathways in education while building their own professional networks
- Building academic, professional, career, and life skills that can help them compete, excel, and thrive in the workforce
- Exploring college options and taking steps to pursue higher education
- Diversifying the teacher workforce and help close the literacy gap nationwide



What is the Model?





Pre-K Interventions

- Repeated Read Aloud: To increase vocabulary, comprehension, oral language skills, phonological awareness, and print concepts
- Sign-In: To address letter recognition and formation, print concepts, and fine motor skills for writing
- Phonological Awareness: Continuum of complexity supports the development of critical listening skills from environmental sounds to sentences, words, syllables, and word parts
- Visual Discrimination: Continuum of complexity supports the development of skills from object, color, and shape recognition to number, letter, and letter-sound recognition and identification





Outcomes – Cohorts I & II

- 85% completion rate (all four regions)
- 40% of Fellows in Cohort I enrolled in college seeking a degree in early childhood education during the 2018-2019 academic year
- 70% of Fellows in Cohort II did the same
- 70% of Fellows who completed the Fellowship in Cohorts I and II are now actively engaged in careers in education
- 50% of Fellows who have decided to pursue a career in education from Cohorts I and II have been hired by District of Columbia Public Schools as paraprofessionals
- DCPS Study found particular positive impact on Black/Hispanic male students
- All Leading Men met rigorous implementation fidelity standards



Impact on Black/Hispanic Male Students

Study conclusion: “The Fellows Program, though limited in scope, is one strategy to meeting the needs of our PreK children at risk due to economic and/or racial social disadvantage early, in order to lessen or eliminate the income-based achievement gap likely to already be in progress.”

Figure 5: Language K-Readiness Differences

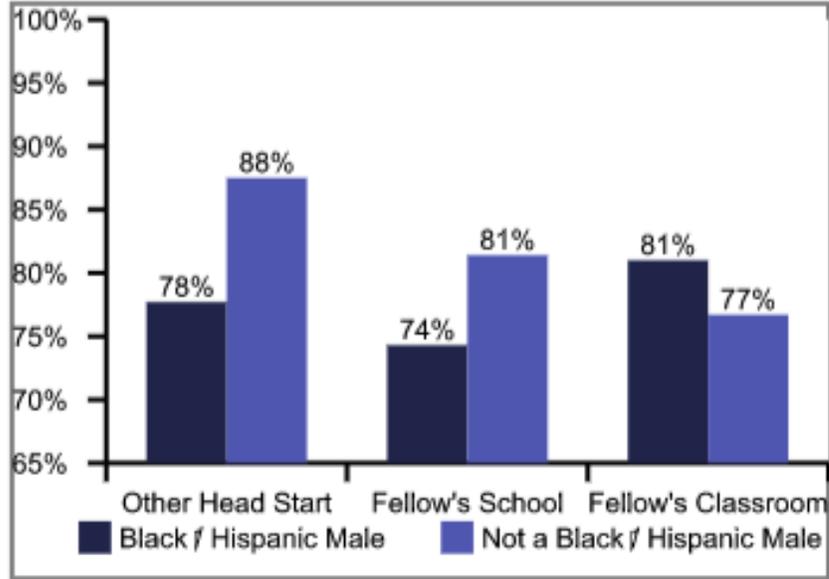


Figure 6: Cognition K-Readiness Differences

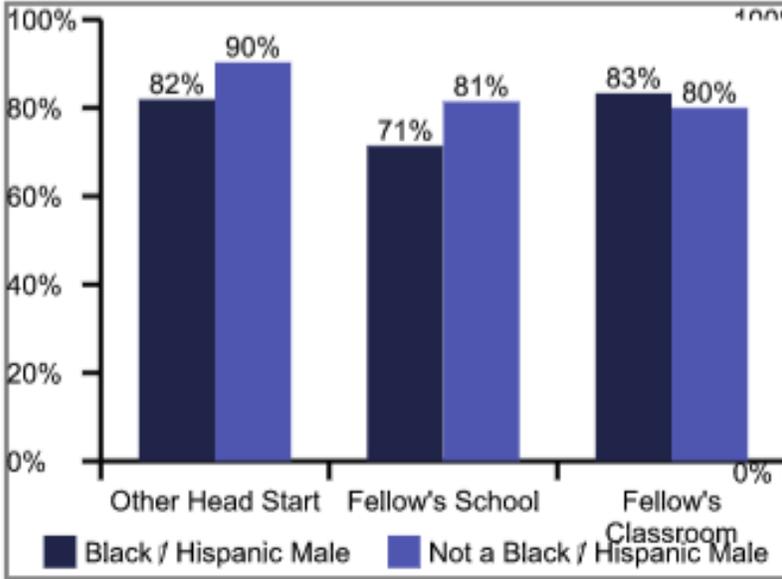
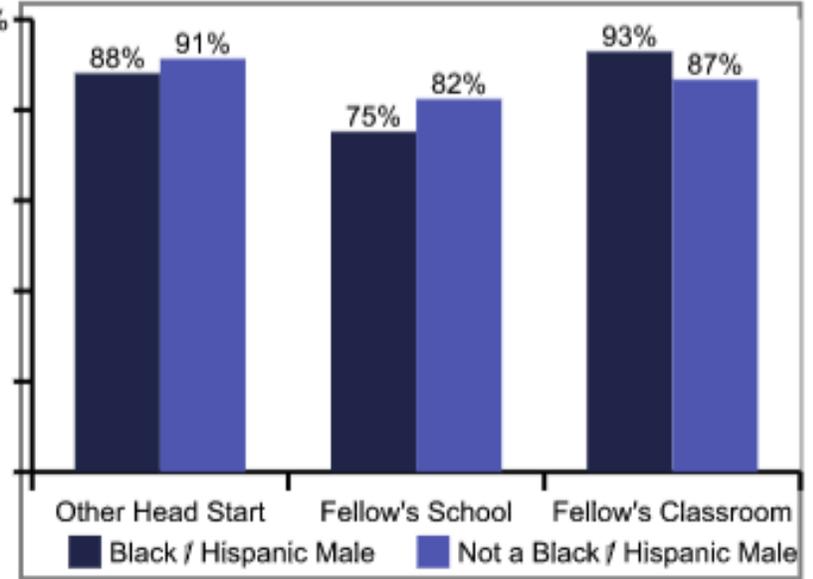
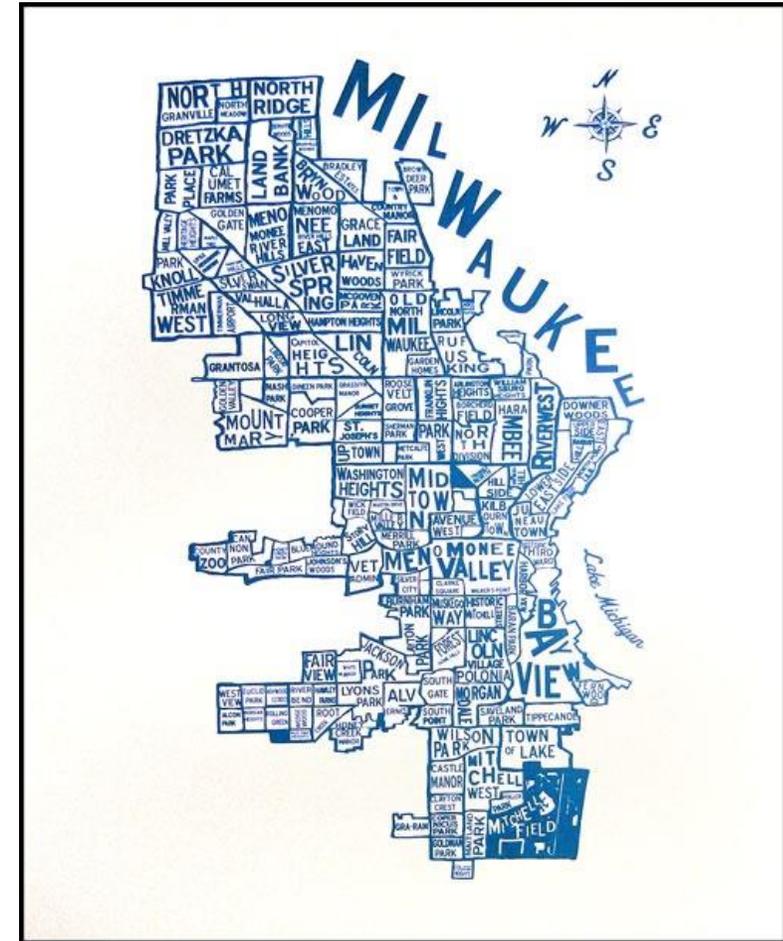


Figure 7: Physical K-Readiness Differences



Milwaukee Neighborhoods Served

- Metcalfe Park 53210
- Harambee Riverwest 53212
- Capitol Heights 53216
- Midtown 53205
- Lincoln Creek 53216



Preliminary Data & Student Growth: Milwaukee Region

- To date, Leading Men Fellows have served 214 students in Milwaukee Pre-K classrooms
- Of the 214 students, 42 are three years old and 172 are four and five years old preparing to enter kindergarten
- In all, 89% of the 4-5 year old students had a composite score that was far below target, as measured by the [Preschool Early Literacy Indicators \(PELI\) Assessment](#).
- As of winter 2019, students have begun to improve in all assessment areas
- To date, 41% of students have achieved kindergarten readiness in alphabet knowledge and 34% in comprehension



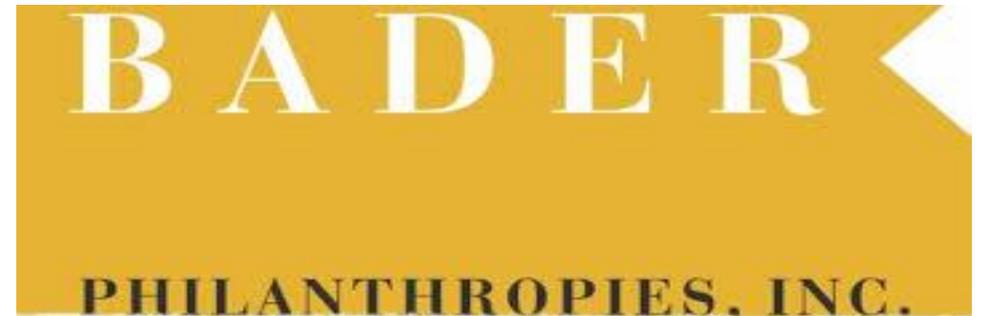


How Can You Help?

- Help us tell our story: Connections to leaders/stakeholders (school districts, mayors, governors, philanthropists) interested in advancing the cause of emerging male educators
- Visit Fellows at their placement sites to see them in action with their students
- Invite Fellows to upcoming professional events that will enable them to inform and educate other community stakeholders about their work
- Help us sustain this work through city funding opportunities (i.e., Community Development Block Grants, etc.) so that future men of color and high needs communities throughout the city of Milwaukee can continue to benefit from our services
- See Leading Men as an extension of the work that is being done in the Office of Early Childhood Initiatives



Existing Funders



Questions?

