

**REDEFINING  
LITERACY**

**FOR THE  
PHILANTHROPIIC  
COMMUNITY**



*Co-presented with*

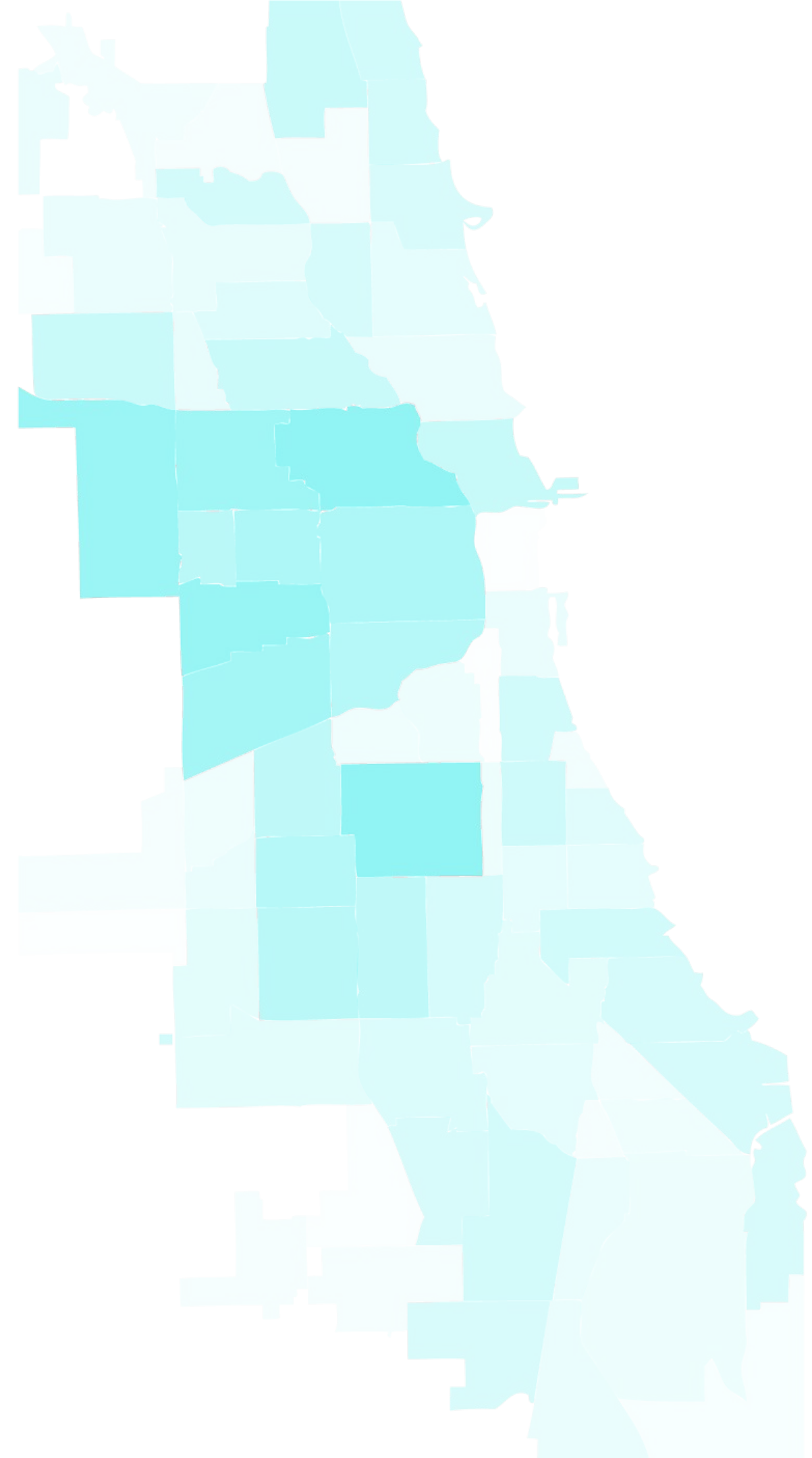
Forefr<sup>o</sup>nt



# Ken Bigger

**Executive Director**

***[kbigger@ChicagoLiteracyAlliance.org](mailto:kbigger@ChicagoLiteracyAlliance.org)***





# *About Us*

**At the CLA, we believe that literacy can be a powerful tool – but it has to be equitably accessible to all.**

We support more than 100 of Chicago's literacy and education organizations, with a special focus on capacity building, alignment, and advocacy. We collaborate with our members and stakeholders throughout Chicago's communities to build collective, community-centered solutions towards a 100% literate Chicago.



# *What We Know: "Learning Loss"*

- Nationwide, Black people have died from COVID-19 at **1.4x** the rate of white people. Hispanic or Latinx people have died at **1.2x** the rate of white people.
- In Chicago, **COVID-19 deaths have been clustered on the South and West sides of the city, and the majority of deaths in these areas have been African Americans.**
- Deficit-based terminology, such as "learning loss", has become common in discussions about the disproportionate impact of COVID-19 on Black and Brown communities.

# *What We Know: Achievement Gap*

- Nationwide, **82%** of Black fourth grade students and **77%** of Hispanic fourth grade students do not have proficient reading levels, compared to **55%** of white students.
- In CPS schools with less than **50%** of students receiving free or reduced lunches, **81%** of students meet or exceed average NWEA scores. In schools where over half of students are receiving free or reduced lunches, only **52%** of students meet or exceed average NWEA scores.



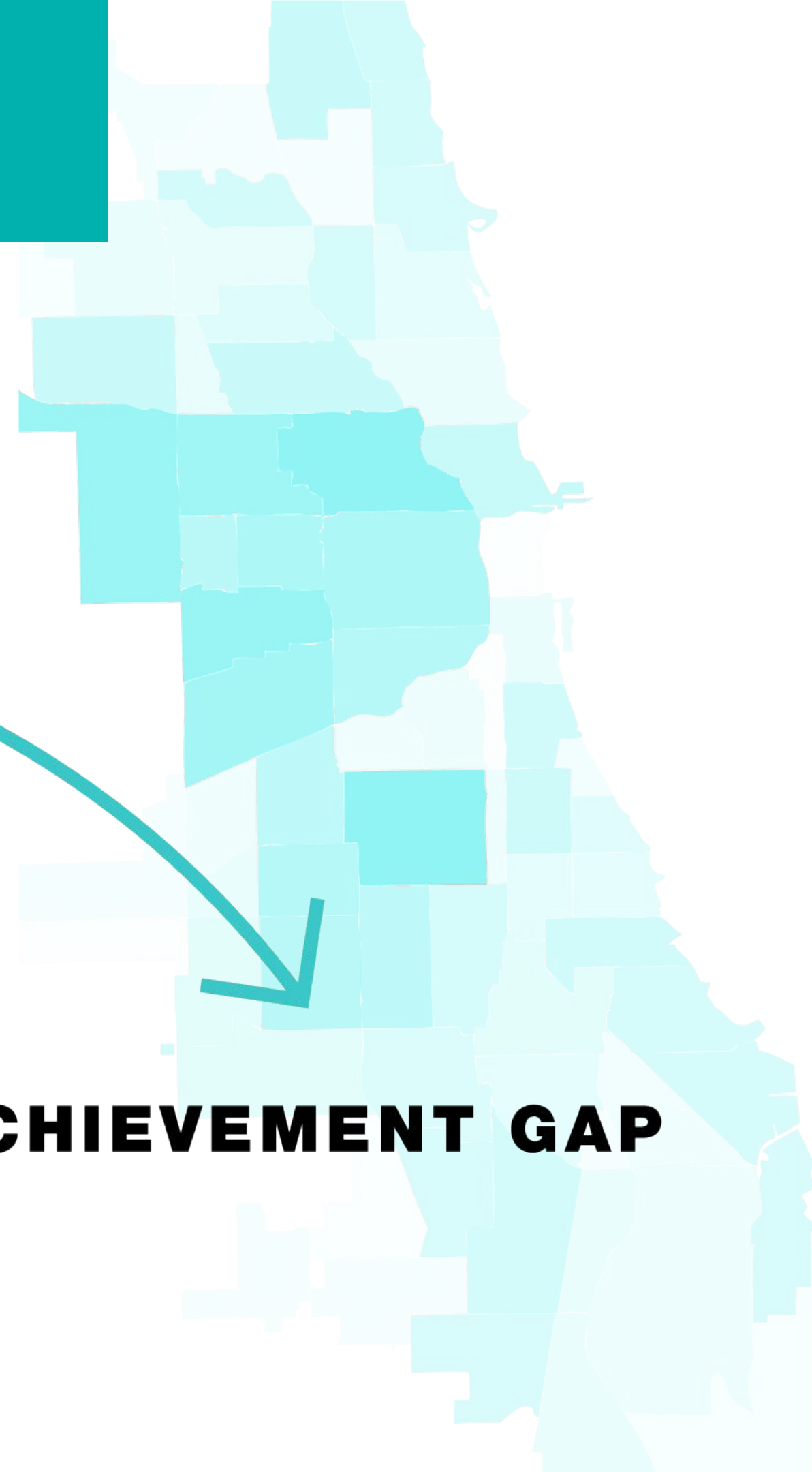


# *Literacy and Systemic Issues*

**SYSTEMIC OPPRESSION**

**OPPORTUNITY GAP**

**ACHIEVEMENT GAP**





# *Literacy as Social Progress*

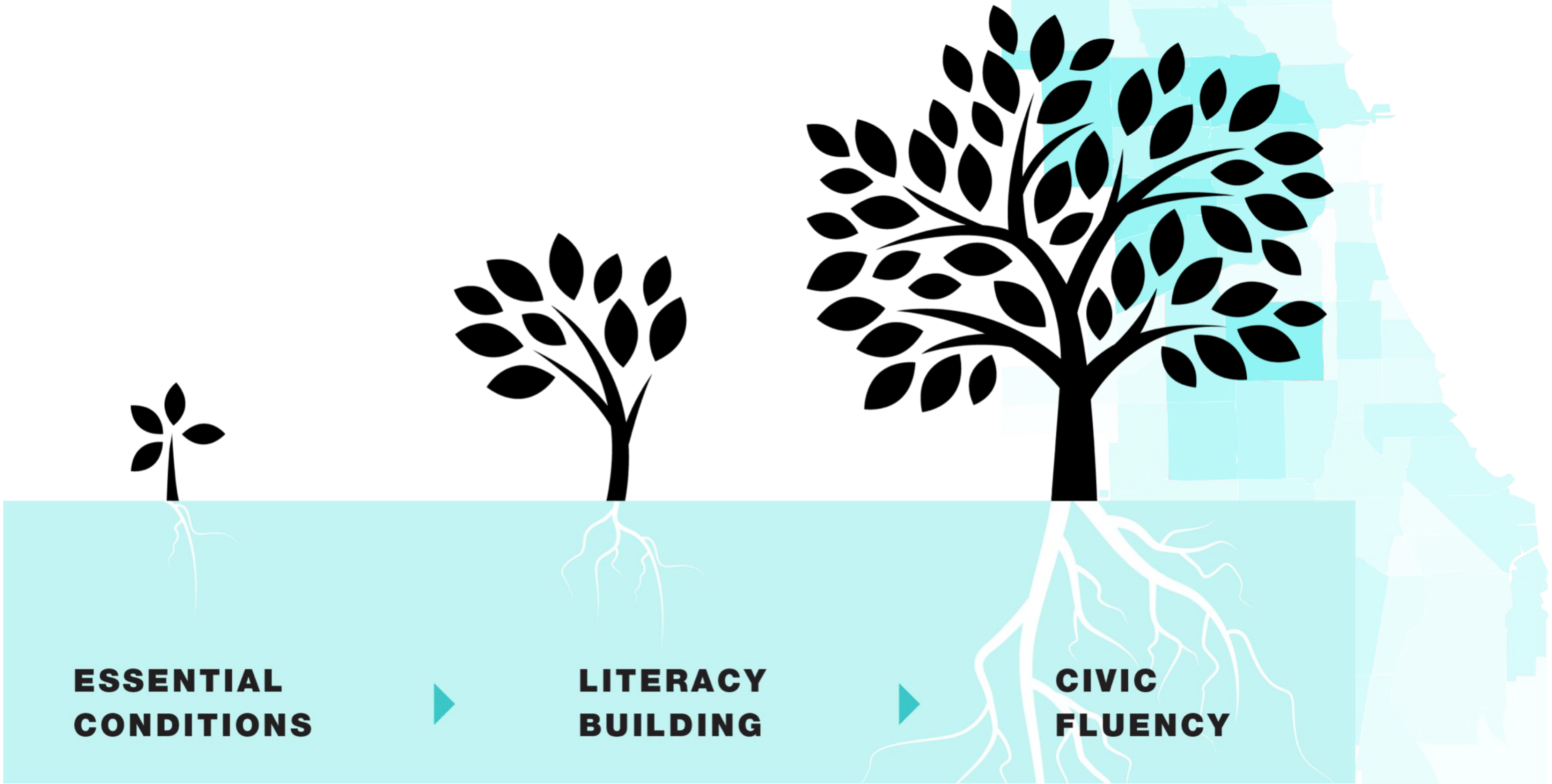


# *Literacy and Systemic Issues*

- In the U.S., nearly **70%** of incarcerated adults have lower than average literacy.
- Low literacy leads to fewer and lower paying job opportunities.
- Low literacy creates difficulties accessing appropriate health services and establishing relationships with health providers, and fear of stigma can cause patients to conceal poor understanding of health information.



# *Literacy as a Solution*



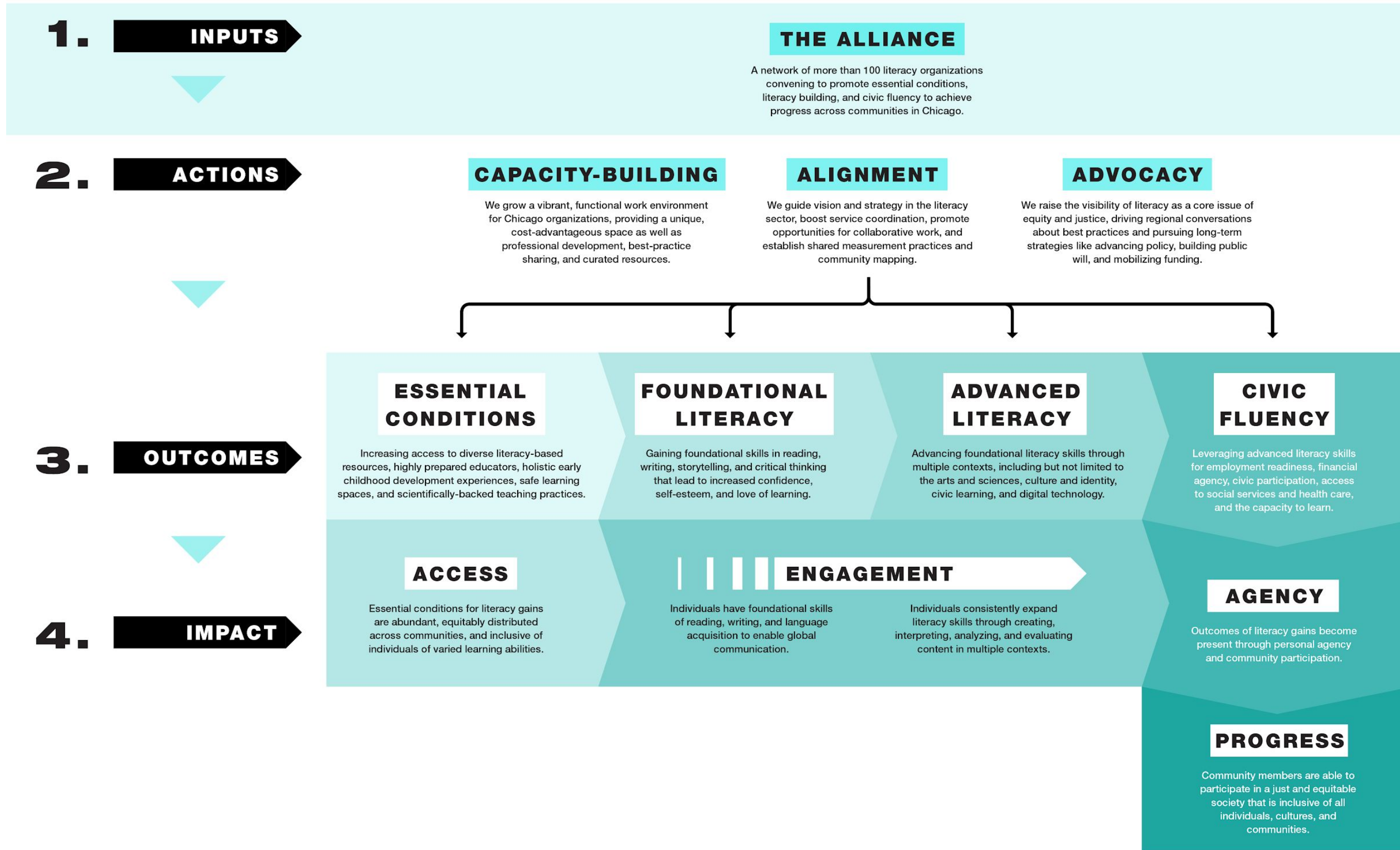


# *It Begins With a Theory of Change*

The **Equity Through Literacy Framework** are guiding our efforts to:

- **address** the opportunity gaps facing Chicago's communities
- **align** CLA member services for greater impact
- **advocate** for equitable policies and distribution of resources
- **co-design** meaningful partnerships within communities
- **communicate** a cohesive, comprehensive literacy impact narrative around the value proposition of literacy as a tool for social progress

# HOW THE WORK OF THE **CLA** HELPS DRIVE MORE EQUITABLE COMMUNITIES





# HOW THE WORK OF THE **CLA** HELPS DRIVE MORE **EQUITABLE COMMUNITIES**

## INPUTS



### THE ALLIANCE

A network of more than 100 literacy organizations convening to promote essential conditions, literacy building, and civic fluency to achieve progress across communities in Chicago.

## ACTIONS



### CAPACITY-BUILDING

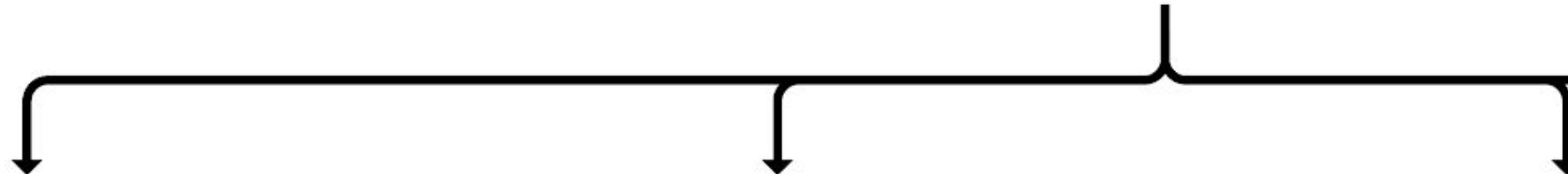
We grow a vibrant, functional work environment for Chicago organizations, providing a unique, cost-advantageous space as well as professional development, best-practice sharing, and curated resources.

### ALIGNMENT

We guide vision and strategy in the literacy sector, boost service coordination, promote opportunities for collaborative work, and establish shared measurement practices and community mapping.

### ADVOCACY

We raise the visibility of literacy as a core issue of equity and justice, driving regional conversations about best practices and pursuing long-term strategies like advancing policy, building public will, and mobilizing funding.



ESSENTIAL

FOUNDATIONAL

ADVANCED

CI

## ACTIONS

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## OUTCOMES

### ESSENTIAL CONDITIONS

Increasing access to diverse literacy-based resources, highly prepared educators, holistic early childhood development experiences, safe learning spaces, and scientifically-backed teaching practices.

### FOUNDATIONAL LITERACY

Gaining foundational skills in reading, writing, storytelling, and critical thinking that lead to increased confidence, self-esteem, and love of learning.

### ADVANCED LITERACY

Advancing foundational literacy skills through multiple contexts, including but not limited to the arts and sciences, culture and identity, civic learning, and digital technology.

### CIVIC FLUENCY

Leveraging advanced literacy skills for employment readiness, financial agency, civic participation, access to social services and health care, and the capacity to learn.

### ACCESS

Essential conditions for literacy gains are abundant, equitably distributed across communities, and inclusive of individuals of varied learning abilities.

### ENGAGEMENT

Individuals have foundational skills of reading, writing, and language acquisition to enable global communication.

Individuals consistently expand literacy skills through creating, interpreting, analyzing, and evaluating content in multiple contexts.

### AGENCY

Outcomes of literacy gains become present through personal agency and community participation.

### PROGRESS

Community members are able to participate in a just and equitable society that is inclusive of all individuals, cultures, and communities.

## IMPACT

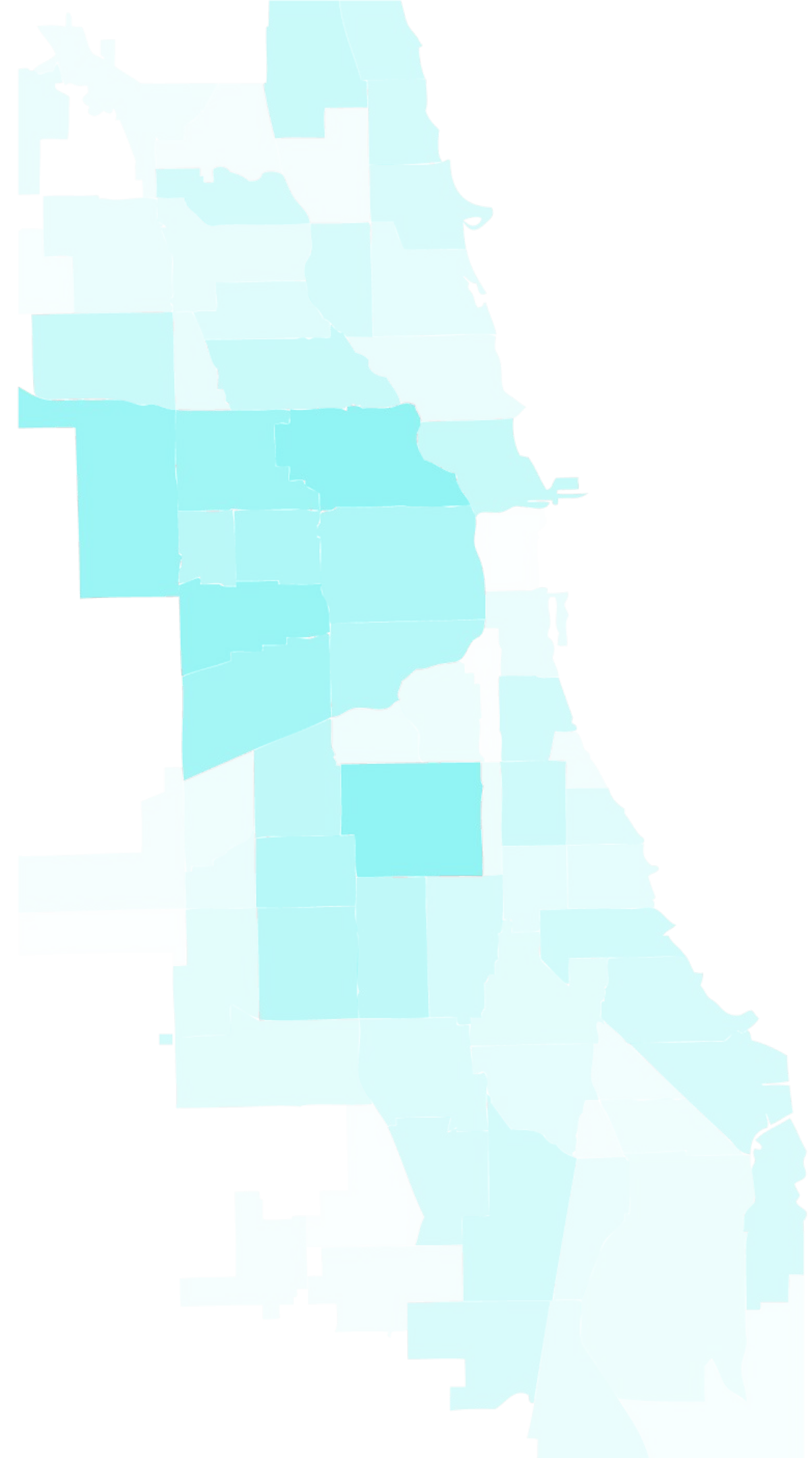




# Kaitlyn Childs

**Network and Evaluation Specialist**

***[kchilds@ChicagoLiteracyAlliance.org](mailto:kchilds@ChicagoLiteracyAlliance.org)***





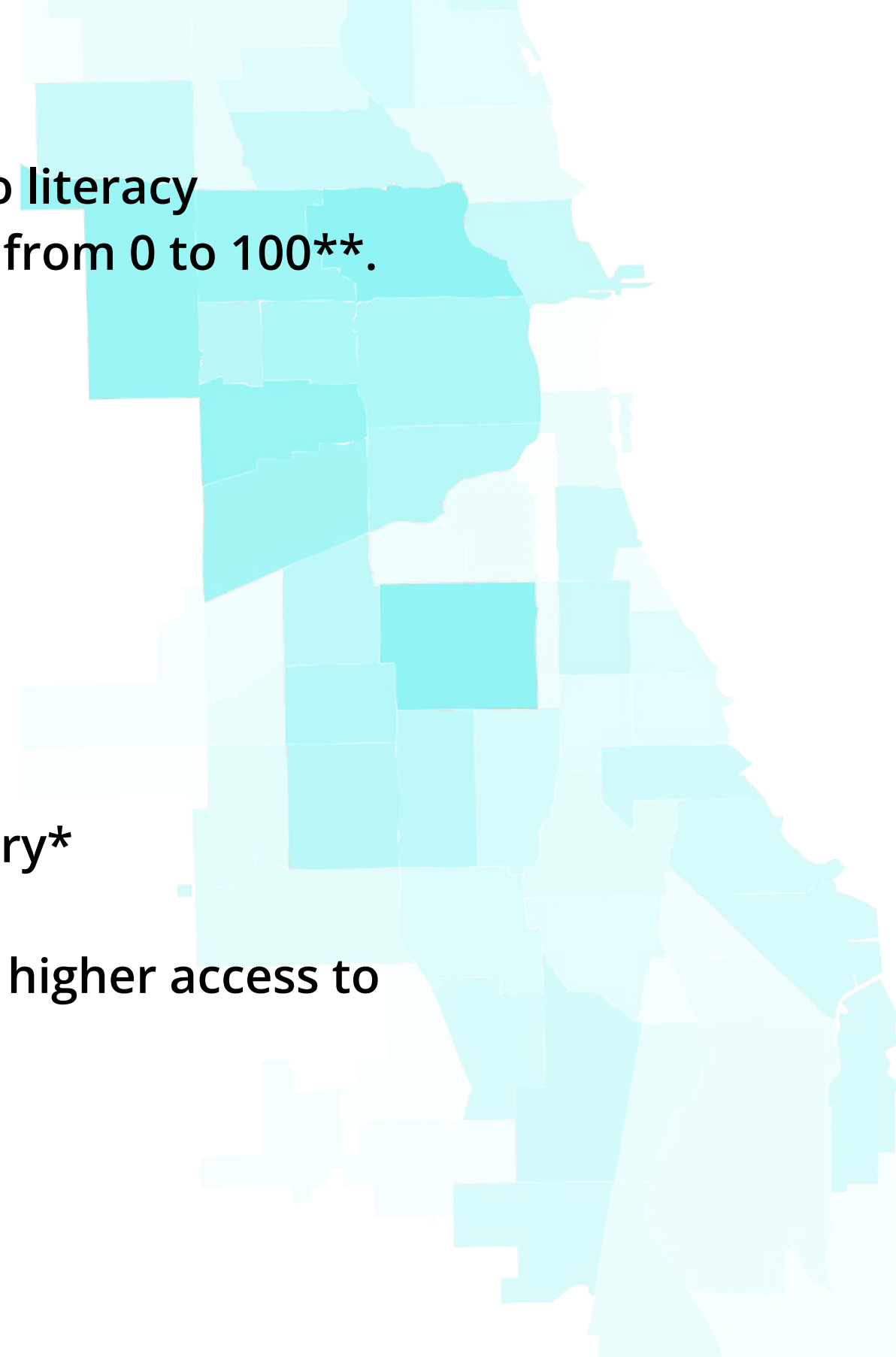
# Chicago Community Area Access Scores

The **Access Score** represents each Chicago Community area's need for access to literacy resources. It is the average of six variables that have been normalized to range from 0 to 100\*\*.

The six variables are

1. % of residents with a Bachelor's Degree or higher education level
2. % of residents unemployed (aged 16+)\*
3. % of households below poverty\*
4. 5Essentials scores
5. Early childhood education access
6. Distance from the center of the Community Area to the nearest CPL library\*

Lower scores indicate lower access to literacy resources, higher scores indicate higher access to literacy resources.





# Introducing

# LEI: Insights

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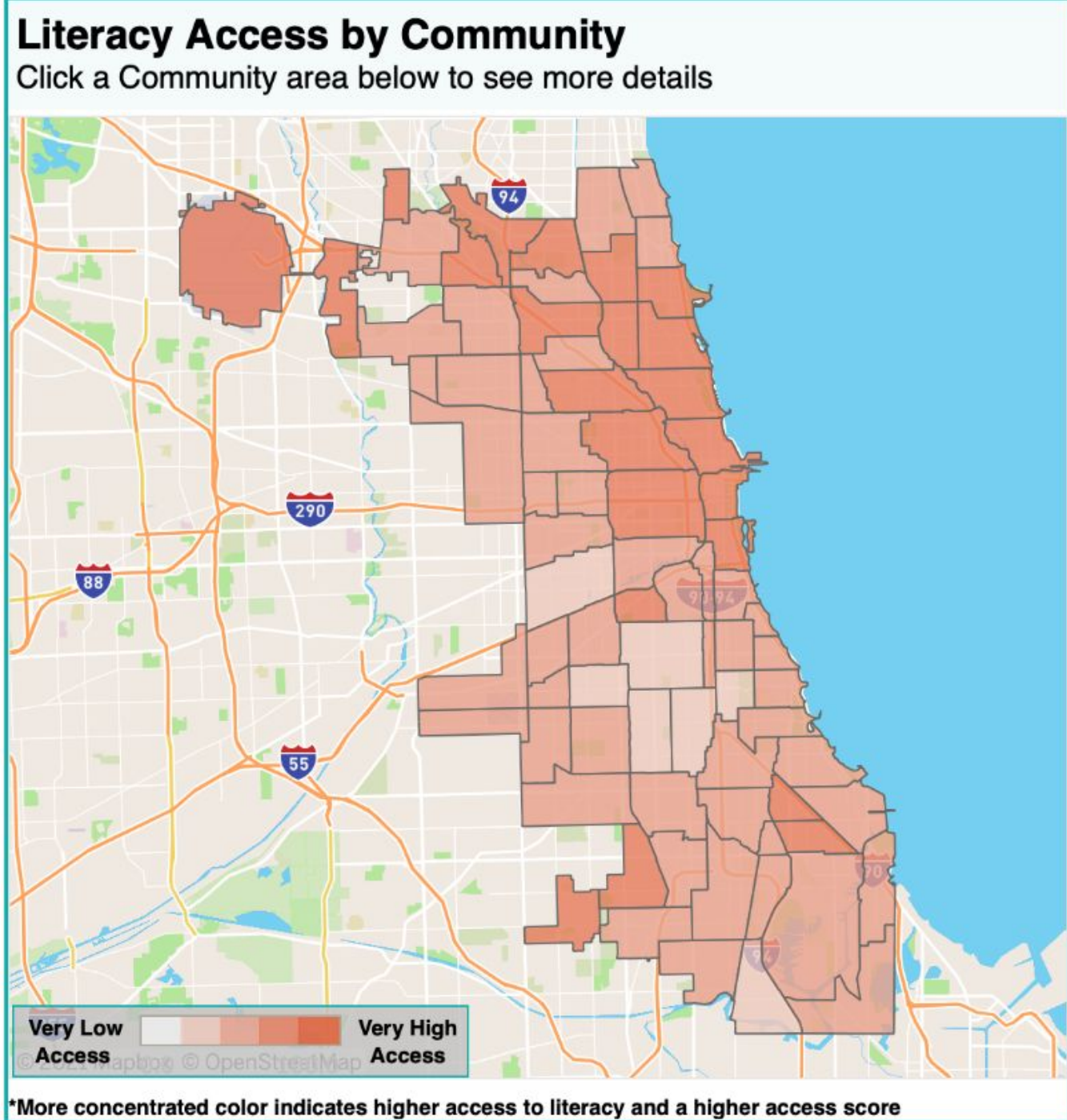


**Innovare**

Social Innovation Partners







<b>Community Area</b>	<b>Population</b>	
	<b>2,717,788</b>	
<b>Literacy Access Level</b>	<b>Community Access Score</b>	<b>Chicago Access Score</b>
		<b>56.0</b>
<small>*Literacy access based on a scale of 1-100</small>		

<b>Indicator Access Level</b> ⓘ	<b>Academic Outcomes</b>

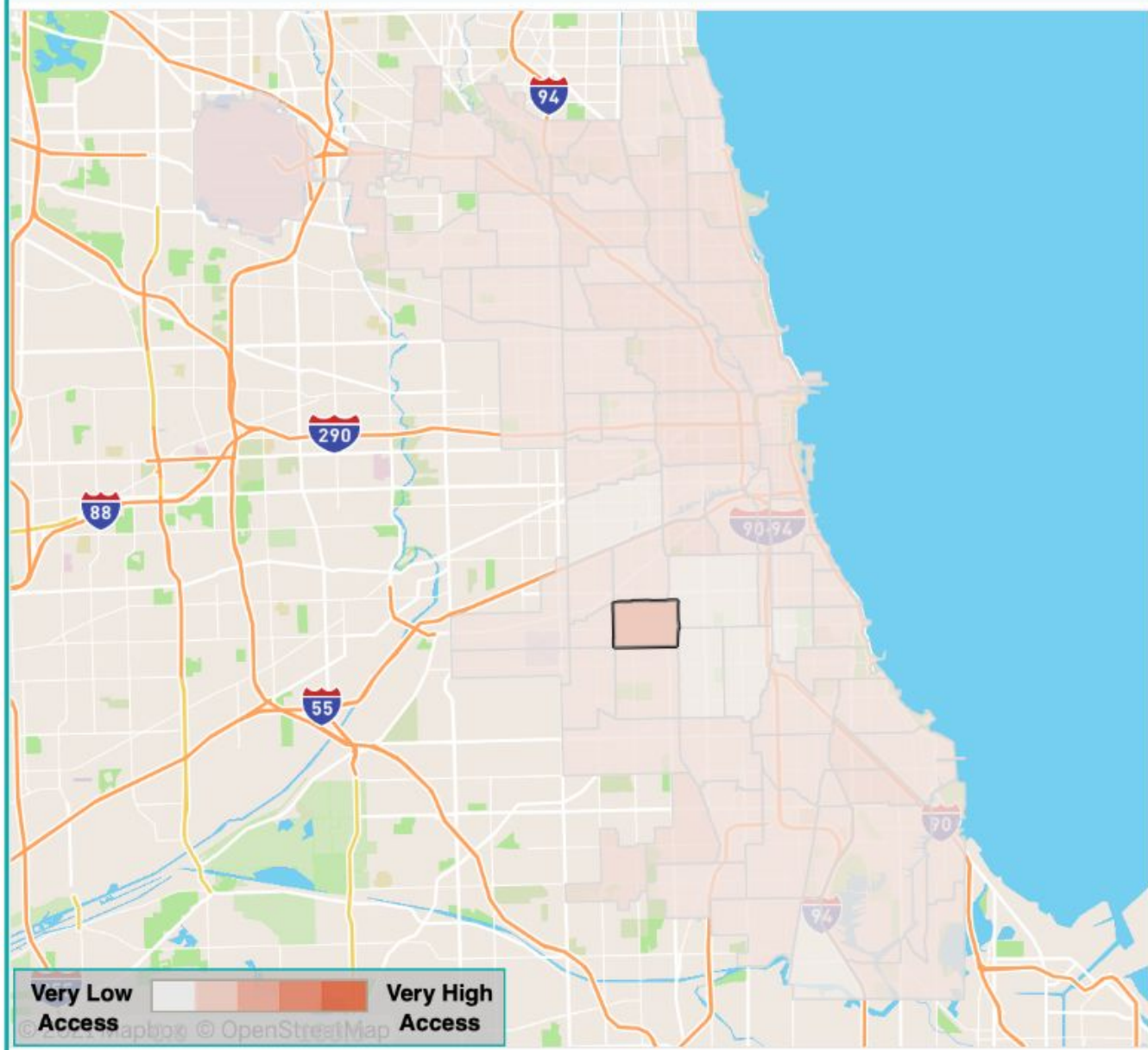


What do you think? [Click here to share your feedback.](#)





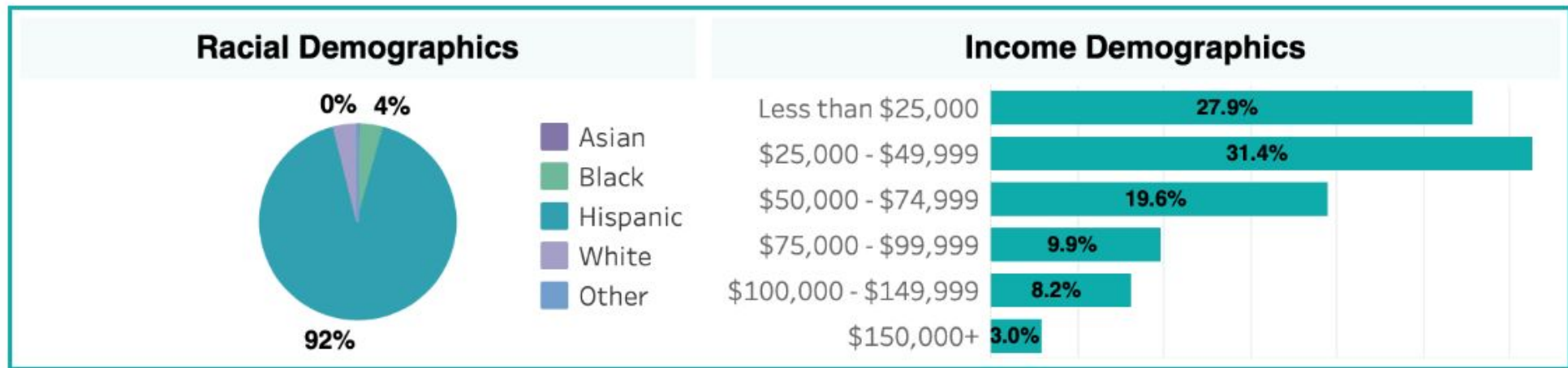
**Literacy Access by Community**  
Click a Community area below to see more details



\*More concentrated color indicates higher access to literacy and a higher access score

<b>Community Area</b>	<b>Population</b>	
Gage Park	39,302	
<b>Literacy Access Level</b>	<b>Community Access Score</b>	<b>Chicago Access Score</b>
Low Access to Literacy	36.4	56.0
<small>*Literacy access based on a scale of 1-100</small>		

Indicator Access Level ⓘ		Academic Outcomes	
5Essentials	Low	% Meeting NWEA Growth	64.2%
Age 16+ employed	Moderate	% Meeting NWEA Attainment	60.9%
Bachelor's degree or higher	Very Low	% Freshman on Track	87.2%
Early childhood education	Very Low	% Students Meeting College Readiness	32.1%
Household income profile	High		
Proximity to nearest library	Very High		





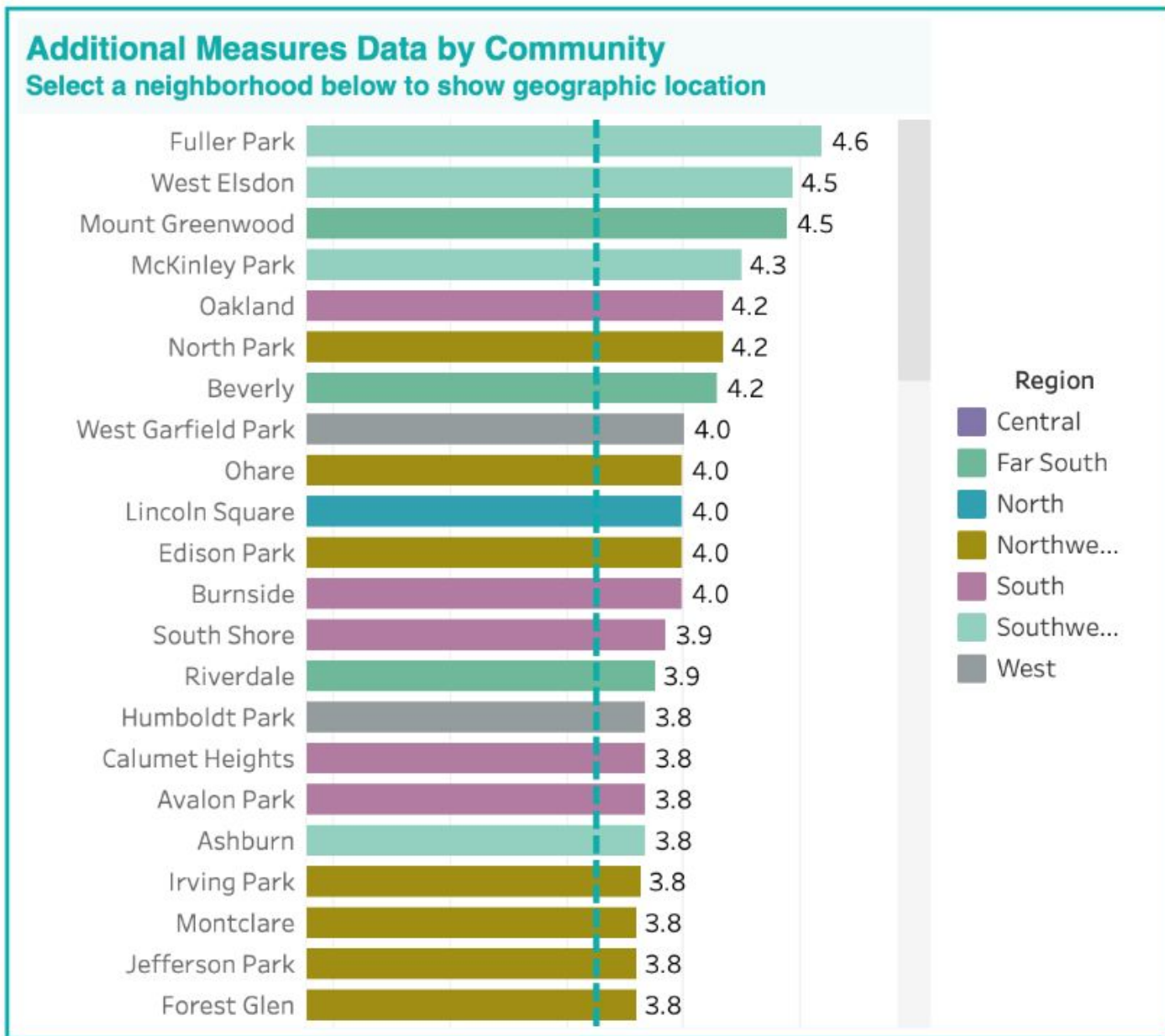
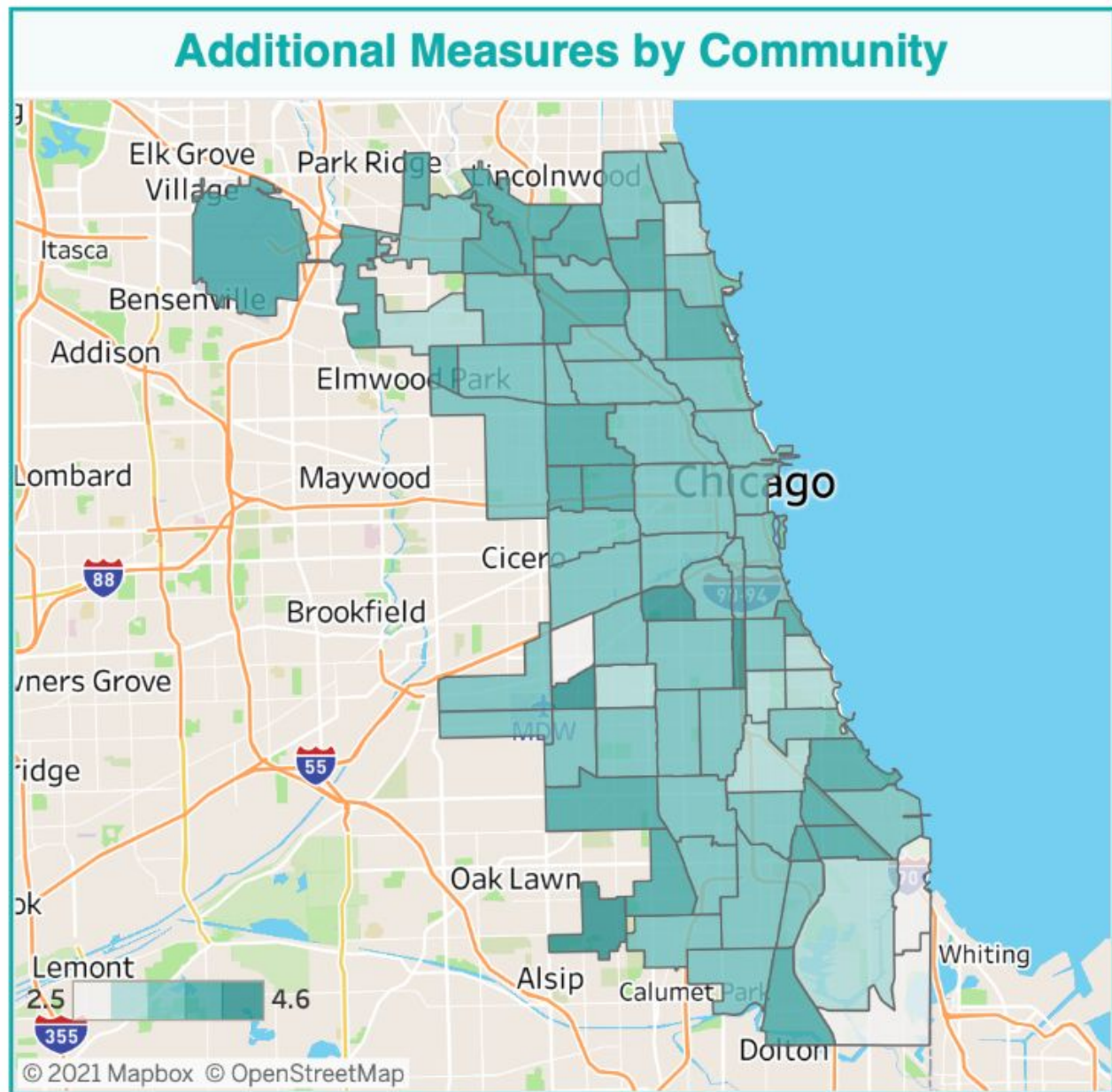
**LITERACY EQUITY INITIATIVE**

**LEI: Insights**  
Additional Analysis

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Measure  
5E Average (CPS)

Measure Name
5E Average (CPS)
Average
3.6
Median
3.6





**Measure Name**

5E Average (CPS)

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**Average**

3.6

---

**Median**

3.6

**Additional Measures**

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**Measure**

5E Average (CPS)

- (All)
- 5E Average (CPS)
- # CPL Libraries
- # of CLA Member Programs
- # of CLA Member Programs, Controlled for # of CPS Schools
- # of CPS Schools
- # of Library Visitors
- % Freshman on Track
- % Meeting NWEA Attainment
- % Meeting NWEA Growth
- % Students Meeting College Readiness
- \$25,000 - \$49,999
- \$25,000 - \$49,999 (%)
- \$50,000 - \$74,999
- \$50,000 - \$74,999 (%)
- \$75,000 - \$99,999
- \$75,000 - \$99,999 (%)
- \$100,000 - \$149,999
- \$100,000 - \$149,999 (%)
- \$150,000+
- \$150,000+ (%)
- Aged 16+ Unemployed (% Reversed)
- Aged 16+ Unemployed (%)
- Aged 25+ Without a High School Diploma (%)
- Asian
- Asian (%)
- Associate's Degree (%)

**Measures Data by Community**

Neighborhood below to show geographic location

Community	Score
Park	4.6
sdon	4.5
wood	4.5
Park	4.3
kland	4.2
Park	4.2
verly	4.2
Park	4.0
hare	4.0
quare	4.0
Park	4.0
inside	4.0
Shore	3.9
rdale	3.9
Park	3.8
ights	3.8
Park	3.8
burn	3.8
Park	3.8
clare	3.8
Park	3.8
Glen	3.8

**Region**

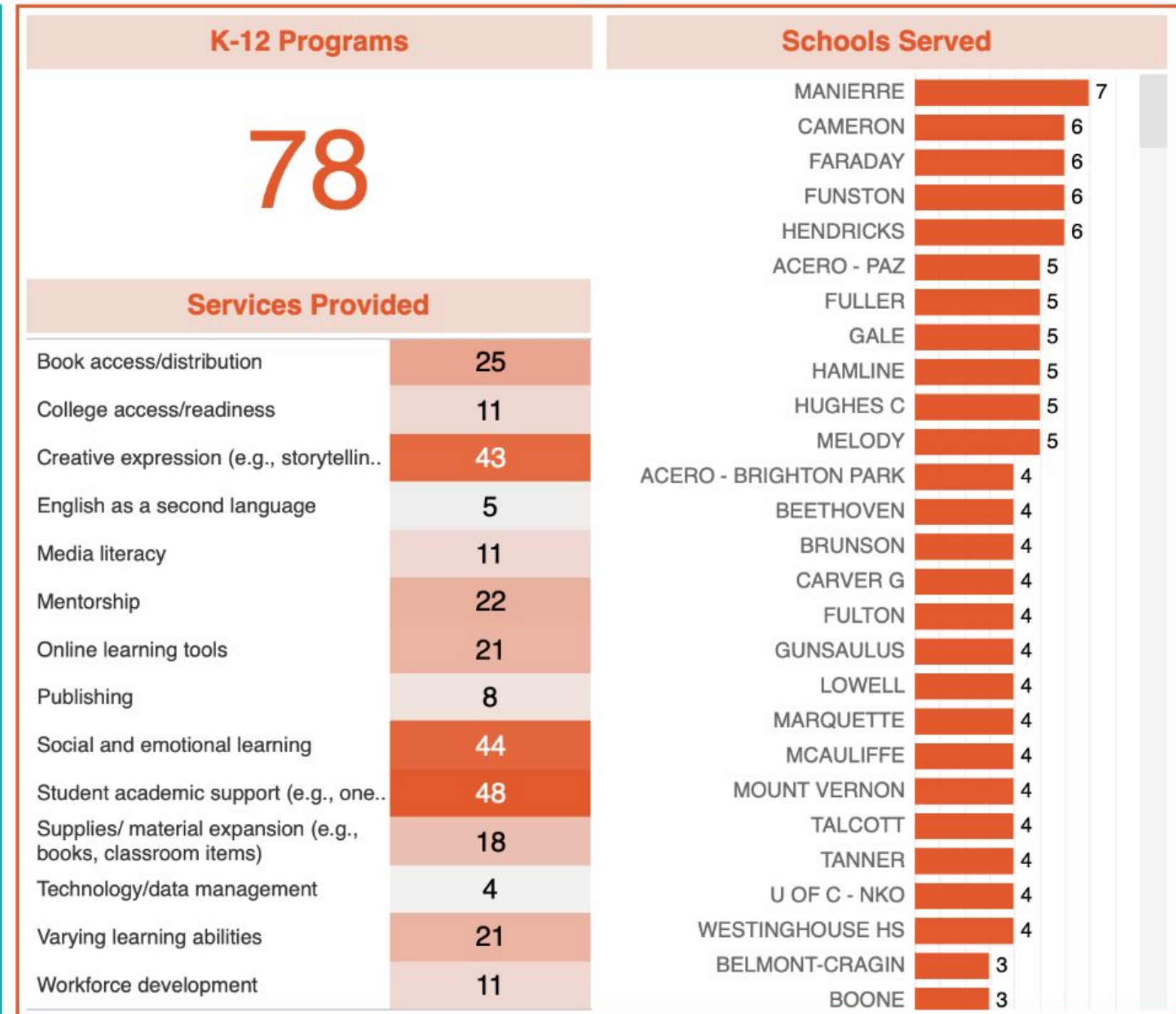
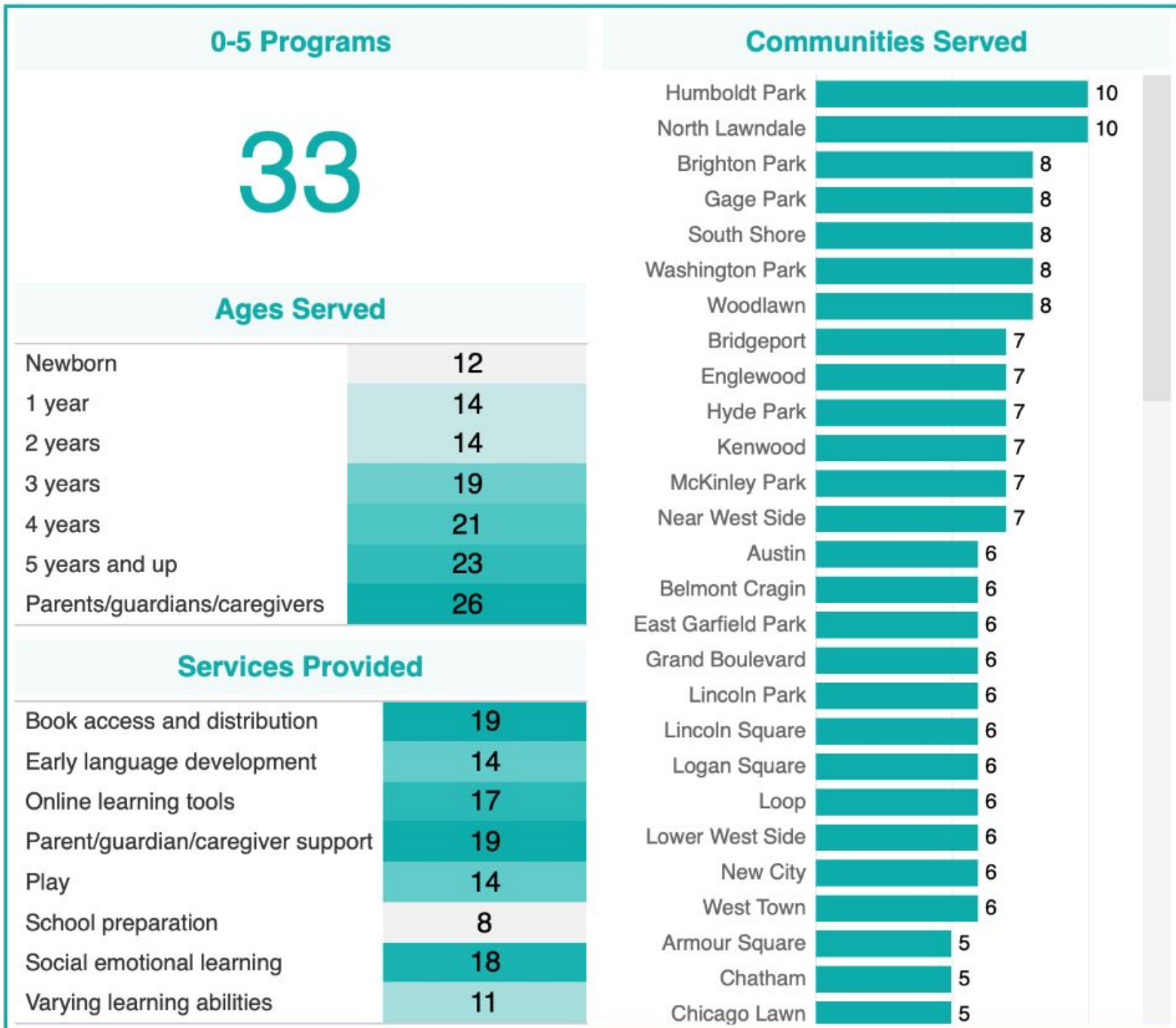
- Central
- Far South
- North
- Northwe...
- South
- Southwe...
- West



**LITERACY EQUITY INITIATIVE**

**LEI: Insights**  
Alliance Census Data

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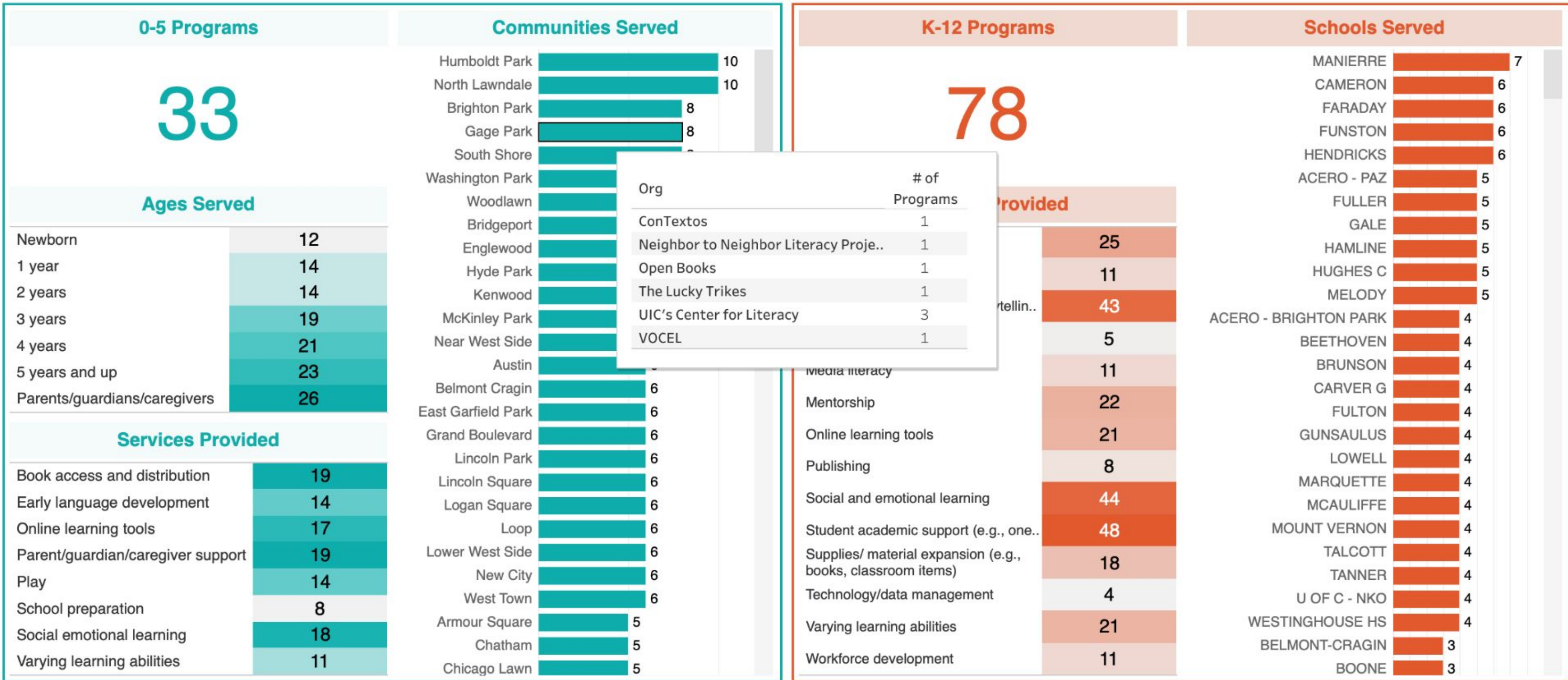
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## Panelists:



**Jurema Gorham**  
Founder and Executive Director  
Burst Into Books



**Miriam Warren**  
Board Chair  
Yelp Foundation



**Christy Uchida**  
President  
The Brinson Foundation

## Moderator:



**Ken Bigger**  
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Chicago Literacy Alliance