

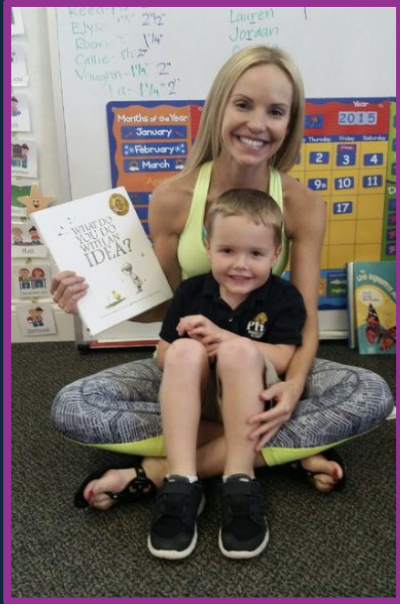


REED

CHARITABLE FOUNDATION

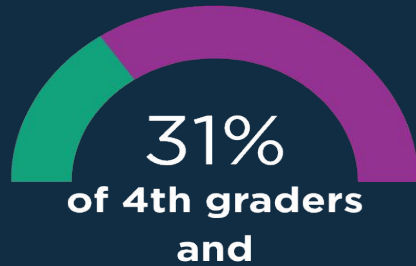


Our Story



The Statistics

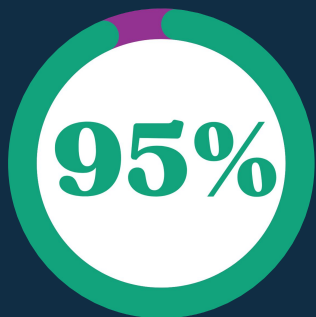
According to the 2024 National Assessment of Educational Progress (NAEP) results:



In 2024-25, the Florida Chamber Foundation reported that **only 43%** of FL's Kindergarteners were considered **ready for school**.

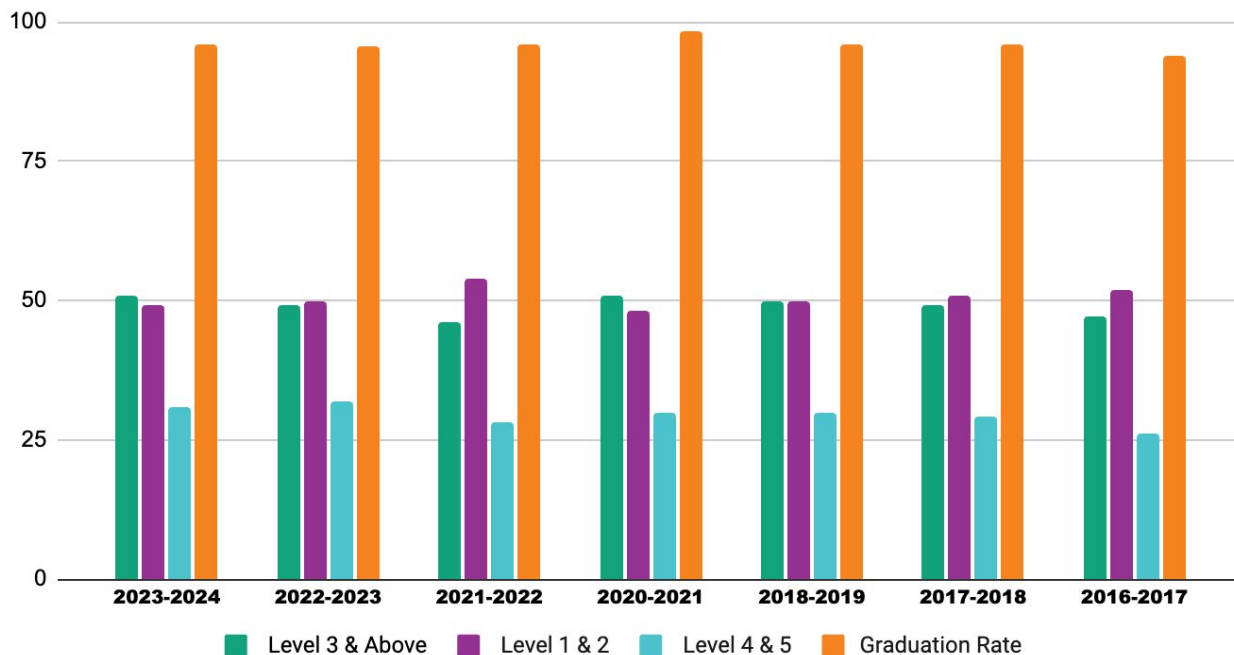
“More than any other subject or skill, our **children's futures** are all but determined by how well they learn to read.”

Children of the Code



of students have
the ability to learn
to read when
taught with
methods based on
the science of
reading

Historical Data ELA Achievement vs. Graduation Rates in OCPS High Schools





The link between academic failure and delinquency, violence, and crime is welded to reading failure. **Over 70% of inmates** in America's prisons cannot read above a fourth grade level.

-The Department of Justice

Overview and Mission of Organization



We make science-based literacy training, materials, implementation support, and related educational events and programming financially & geographically **accessible**, because *every child* deserves to feel **empowered** and have a teacher who can confidently teach them **how to read**.

Our Vision

Equipping Teachers
Empowering Students
Ending the Literacy Crisis

Strategic Investment in Program Support



SYSTEMIC
Change



Ready, Set, REED!

Lifting Little Learners



Program Overview

Ready, Set, REED! provides best-in-class **foundational literacy instruction** to early learning centers in low-income neighborhoods experiencing generational poverty.

Pre-K providers receive comprehensive training, classroom materials, and on-site implementation support, including:

- Modeled lessons
- Co-teaching
- Teacher observation & feedback
- Continuous coaching



Beta Stats

5 Early Learning Centers

16 Teachers

67 Pre-K students

Training & Materials

On the first Saturday of every month, the ELC providers met from 9:00 - 12:00 for breakfast and training.

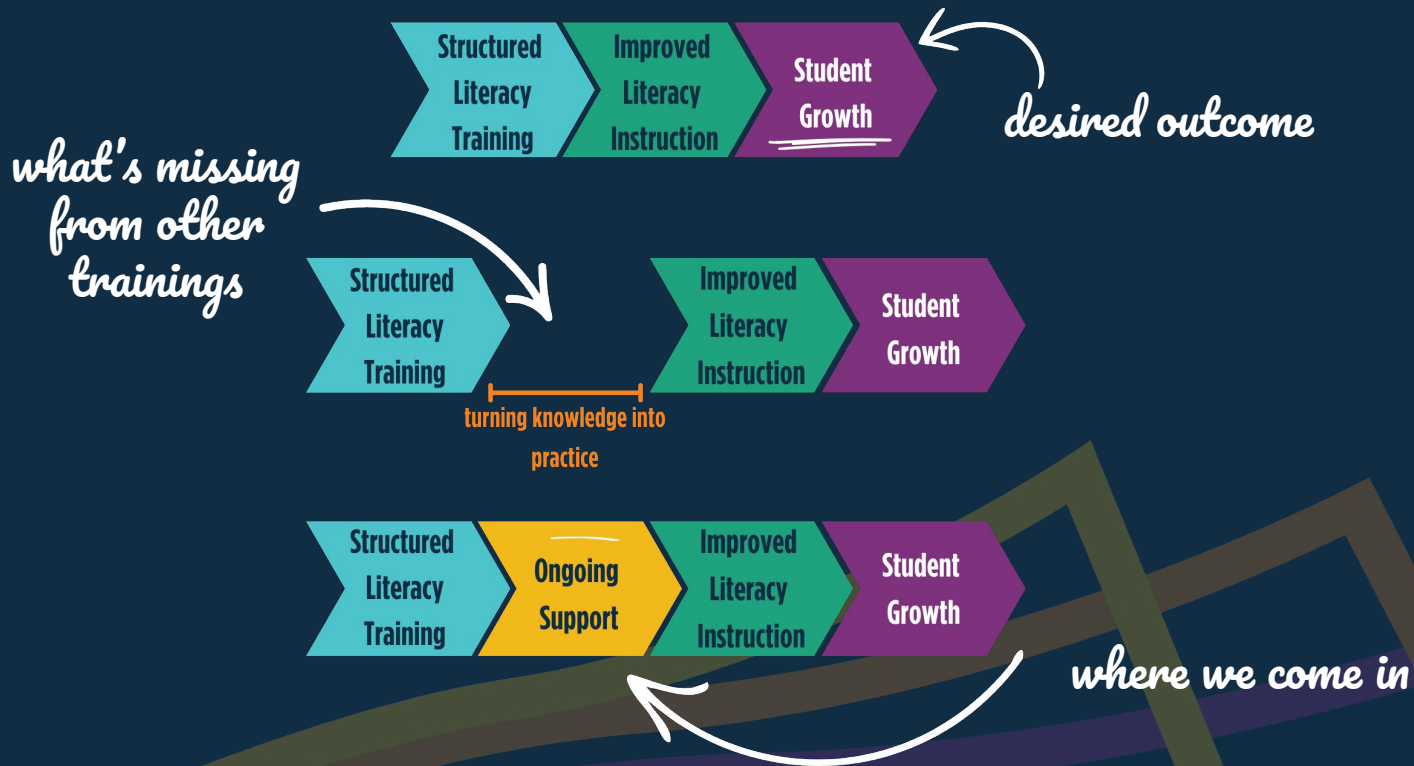
Each session included an opportunity for community building and collaboration, as well as hands-on practice of the content.

Content Focus:

- **February:** Compound word blending, segmenting and deletion; Letter ID with multisensory instruction, Read Aloud questioning strategies
- **March:** Syllable blending, segmenting and deletion; Onset & Rime; Letter & Sound ID - pronunciation and mouth formation, Read Aloud vocabulary & retelling
- **April:** Isolation of initial sounds; blend and segment 2-3 phonemes; Implementation best practices, lesson planning, small group instruction; Visual Drill
- **May:** Data-driven instruction; blend and segment CVC words, review of skills; handwriting



Training and Implementation Support



Implementation Support



Implementation Support Schedule

February	March	April	May
2/1/25 Training	3/1/25 Training	4/5/25 Training	5/3/25 Training
Week of 2/3/25 Administer Initial Assessments	Week of 3/3/25 Check in & Model a Lesson	Week of 4/7/25 Administer midpoint assessments	Week of 5/5/25 Check in & Model a Lesson
Week of 2/10/25 Check in & Model a Lesson	Week of 3/10/25 Coteach & Support	Week of 4/14/25 Check in & Model a Lesson	Week of 5/12/25 Coteach & Support
Week of 2/17/25 Lesson Observation & Feedback	Week of 3/17/25 Lesson Observation & Feedback	Week of 4/21/25 Lesson Observation & Feedback	Week of 5/19/25 Lesson Observation & Feedback
Week of 2/24/25 Coteach & Support	Week of 3/24/25 Collect Feedback	Week of 4/28/25 Coteach & Support	Week of 5/26/25 Model Student Groups for Review

Implementation Support

Model

Literacy Specialist will:

- Collaborate with teacher to select the lesson focus based on assessment data
- Deliver the lesson while the teacher observes
- Explain how to introduce the skill, scaffold for all levels, and provide productive error correction
- Model the use of formative data collection to plan next steps

Co-teach

Teacher will:

- Select the lesson focus based on students' recent performance data
- Lead the instruction

Literacy Specialist will:

- Provide in-the-moment coaching and support for instructional delivery and error correction strategies

Observe

Teacher will:

- Select the lesson focus based on students' recent performance data
- Lead the instruction

Literacy Specialist will:

- Observe and take notes on instruction and error correction
- Provide written feedback to the teacher after the lesson; debrief on next steps

Feedback from Early Learning Center Providers

“Before the training we had just started learning about compound words and it was a **struggle** to get them to understand the concept. The **materials and training** made it so much easier and now my kids are constantly pointing out compound words in everyday conversations.”

“I have **learned** so much and can’t wait to **continue** on with it.”

“Thank you so much for choosing us and giving us the **opportunity** to better our kids’ education. Loved the program and everything about it. It’s been a **HUGE HELP!**”

“The children are our future, and they have so much **potential** with so little people to **believe in them**. I thank you all for being those who truly believe.”





Ready, Set, REED!

Lifting Little Learners



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FINAL ASSESSMENT DATA **16 Weeks of Instruction**



Assessments

Assessments were administered one-on-one by the RCF Structured Literacy Team:

- Initial Assessment: Beginning of February
- Midpoint Assessment: Beginning of April
- Final Assessment: End of May

The assessment we used is an abbreviated form of the Phonological Awareness Screening Test (PAST) by Dr. David Kilpatrick.

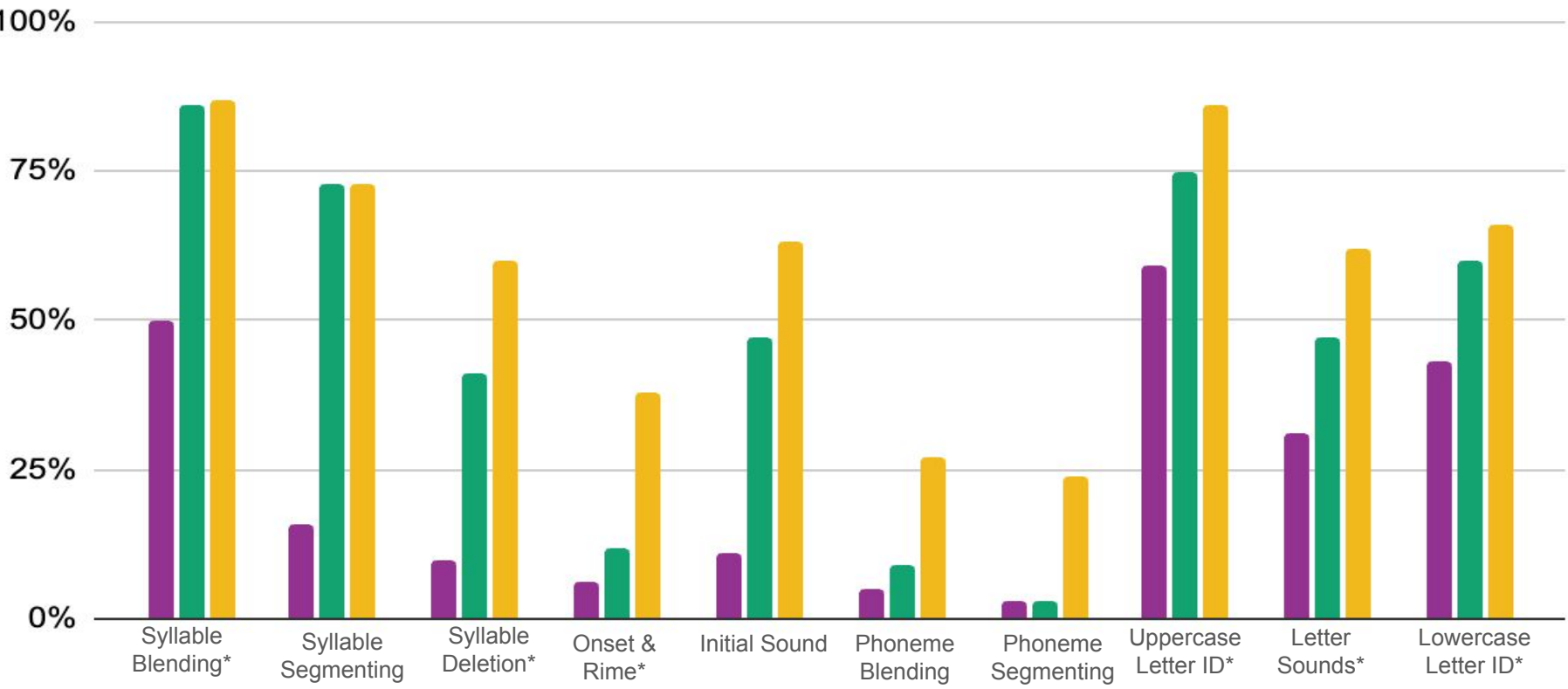
Skills assessed:

- Syllable blending, segmentation, deletion
- Onset and rime blending
- Isolation of initial sound
- Phoneme blending and segmentation
- Letter identification for uppercase and lowercase letters
- Sound identification

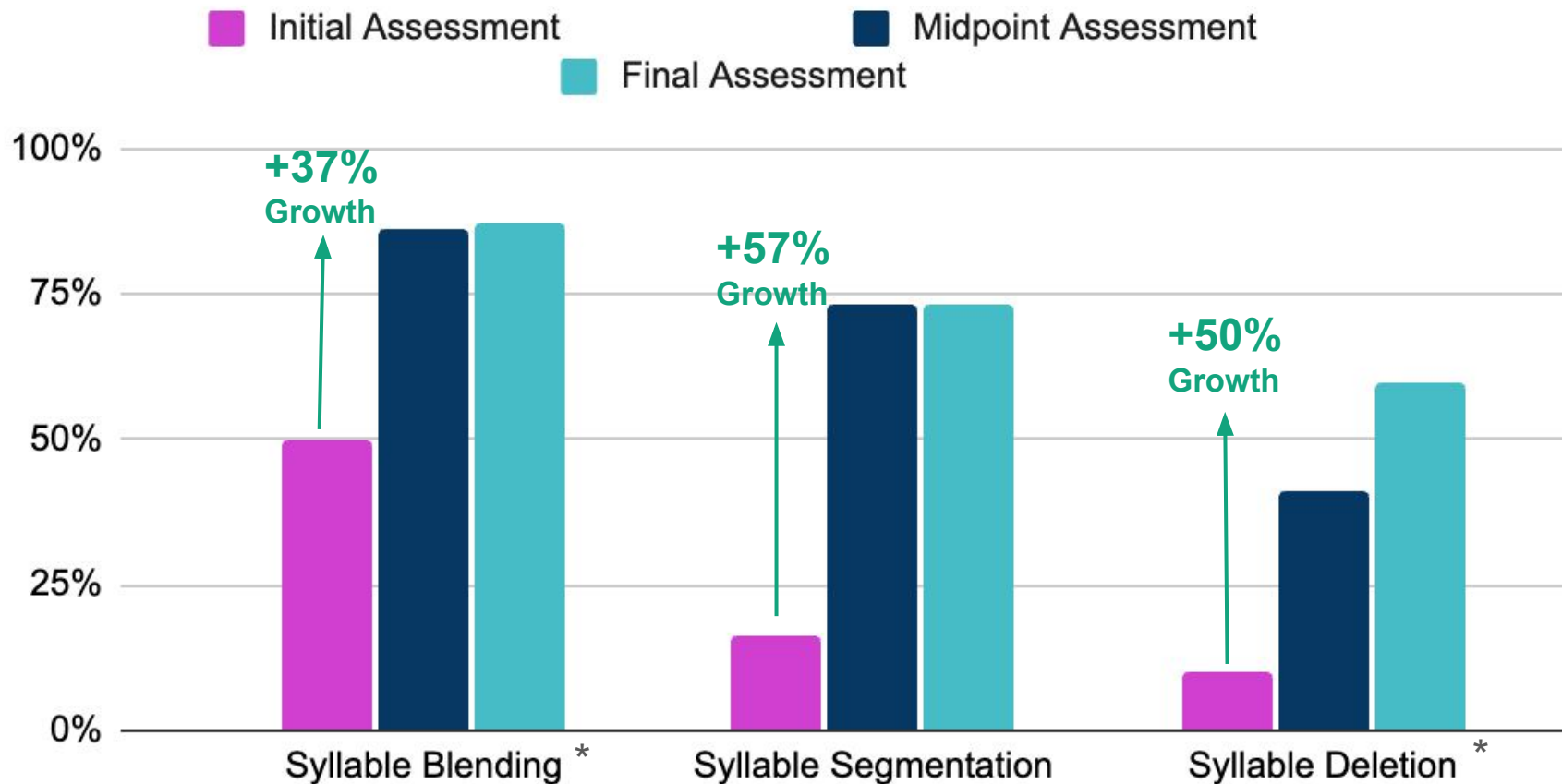


Ready, Set, REED: Lifting Little Learners Program Data

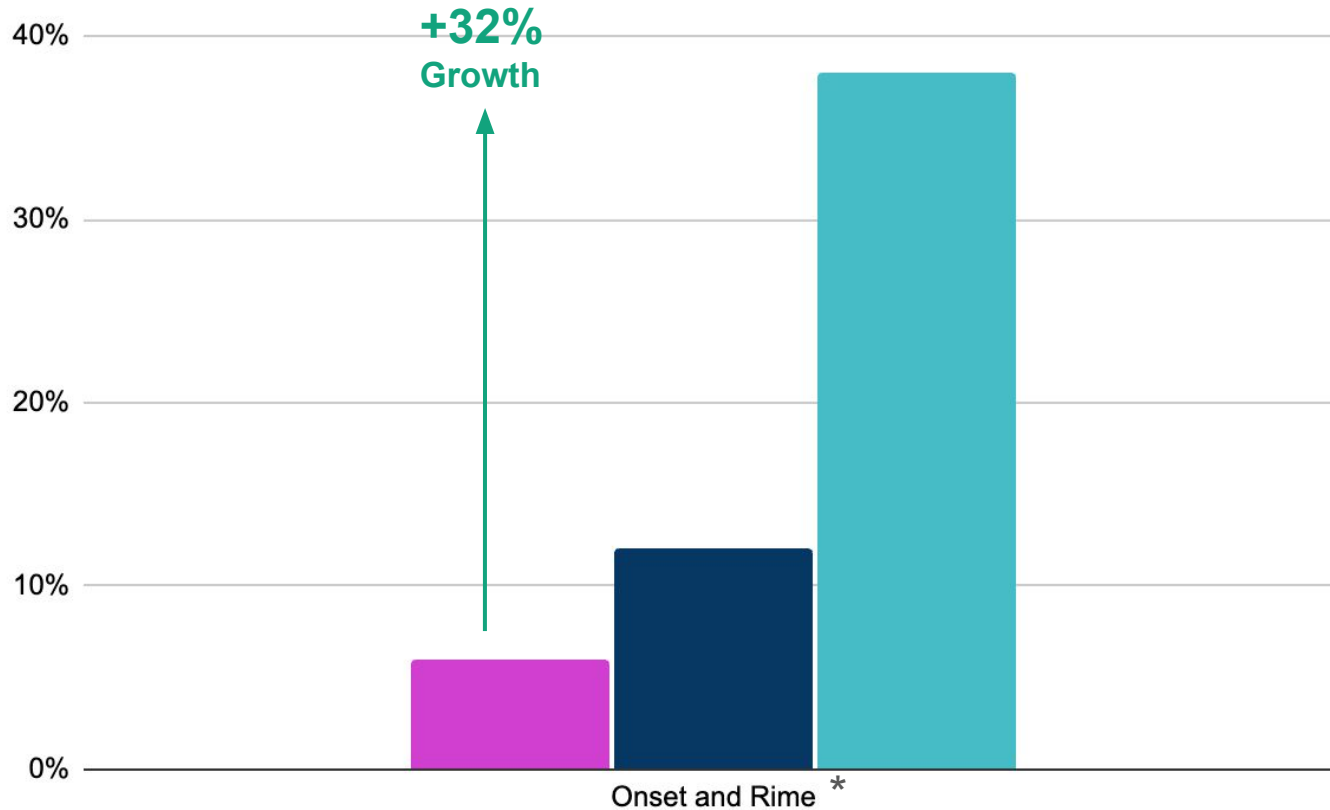
Initial Assessment: February 2025 Midpoint Assessment: April 2025
Final Assessment: May 2025



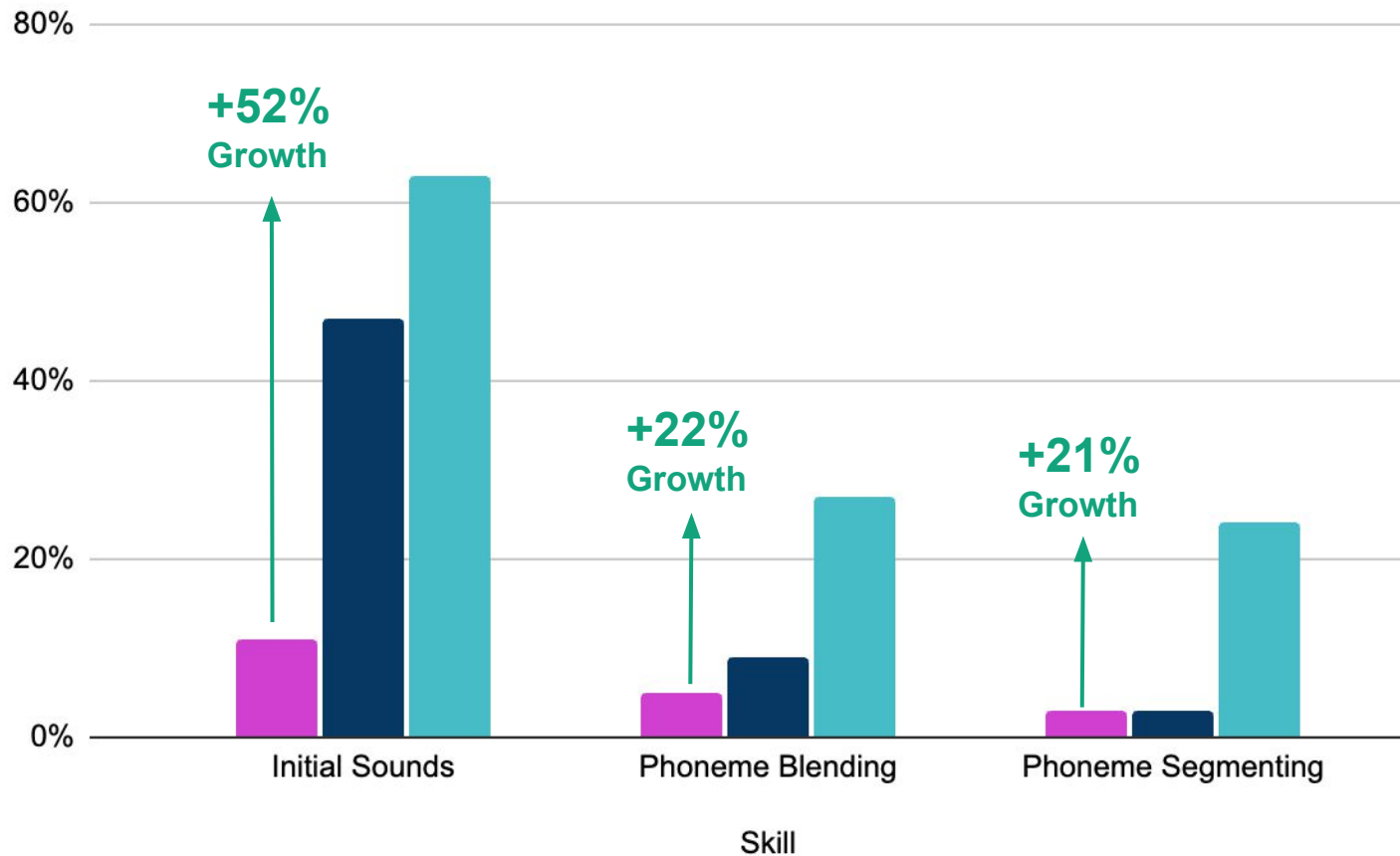
Syllables: Students Scoring Mastery of Skill



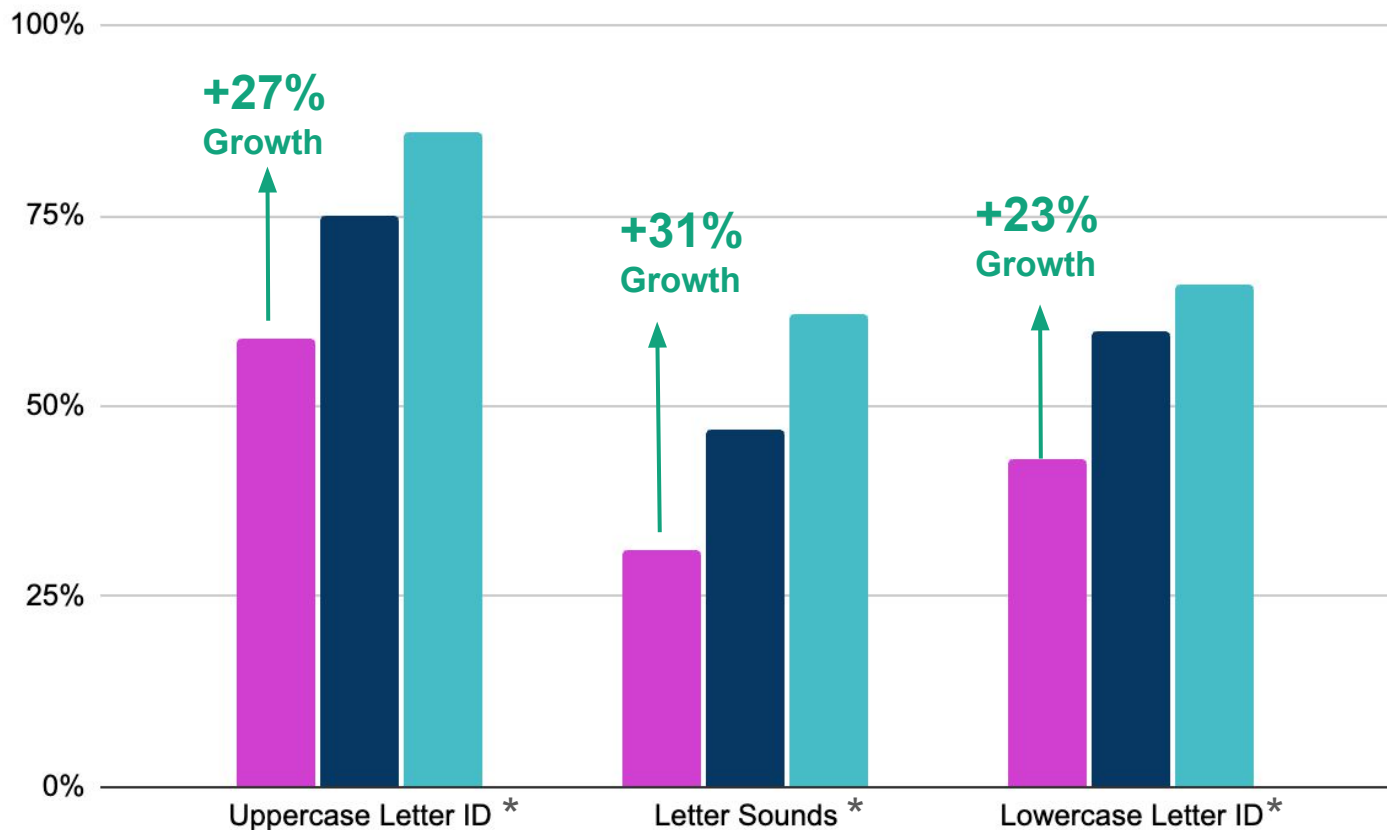
Onset & Rime: Students Scoring Mastery of Skill



Phonemic Awareness: Students Scoring Mastery of Skill



Letters & Sounds: Students Scoring Mastery of Skill



Three-Year Plan

Train

Foundation & Skill Building

- This is the initial learning phase, where individuals receive structured instruction, guidance, and resources. The focus is on building knowledge, introducing core concepts, and developing essential skills. It's about setting people up for success with clarity and confidence.

Sustain

Application & Support

- Once the foundation is in place, this phase focuses on reinforcing and applying what was learned. Continued coaching, modeling, and feedback help deepen understanding and foster consistency. The goal is to keep momentum going while challenges are still fresh and serve as models to other ELC's.

Maintain

Long-Term Integration & Growth

- In this phase, practices are fully integrated into day-to-day routines. Systems for monitoring, self-reflection, and occasional refreshers help preserve effectiveness. The focus shifts to ensuring longevity and evolving as needed over time.



Ready, Set, REED!

Lifting Learners



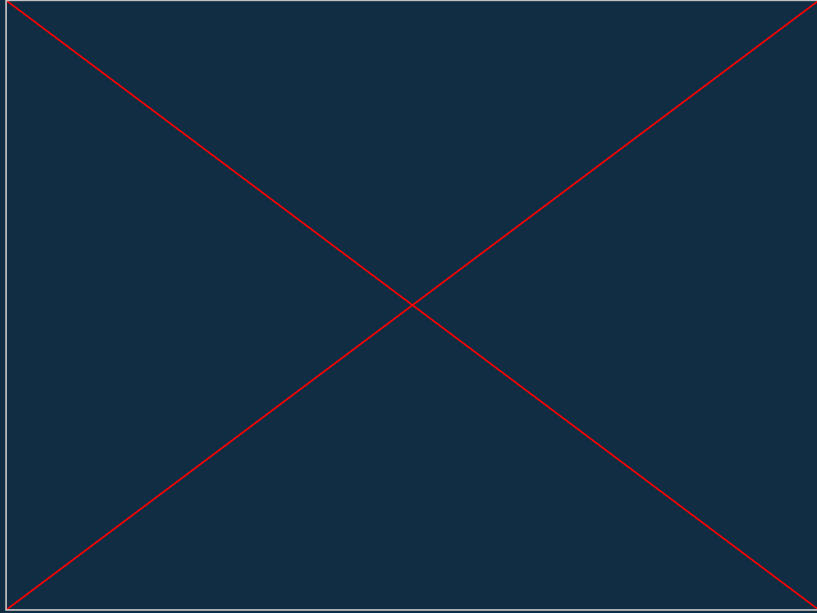
REED CHARITABLE
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Natasha Abraham
Founder/Director



**EARLY LEARNING
CONNECTIONS**



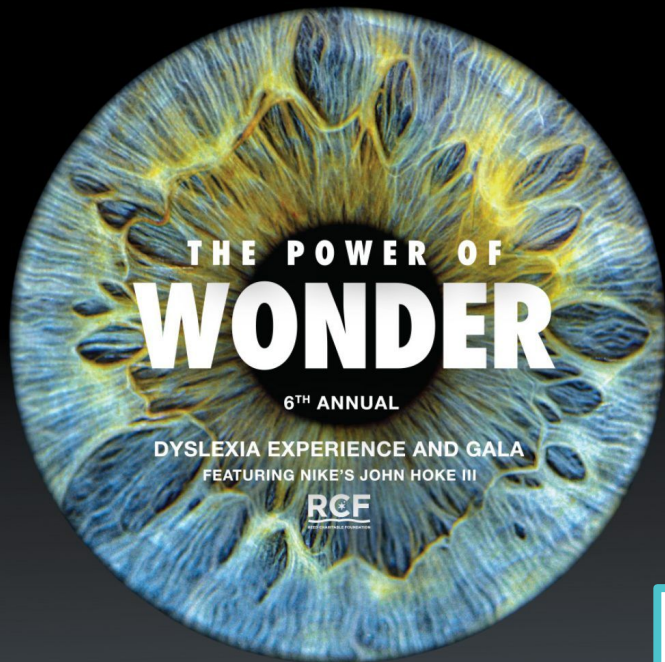




Until every teacher is *trained*.
Until every child can *read*.



Q&A



THE POWER OF
WONDER

6TH ANNUAL

DYSLEXIA EXPERIENCE AND GALA

FEATURING NIKE'S JOHN HOKE III

RCF



Featuring

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CHIEF INNOVATION OFFICER
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THE
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OCTOBER 17, 2025

5:30-9:30 PM

WINTER PARK HEALTH FOUNDATION'S
CENTER FOR HEALTH & WELLBEING

THE
GALA

SATURDAY
OCTOBER 18, 2025

6-11 PM

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