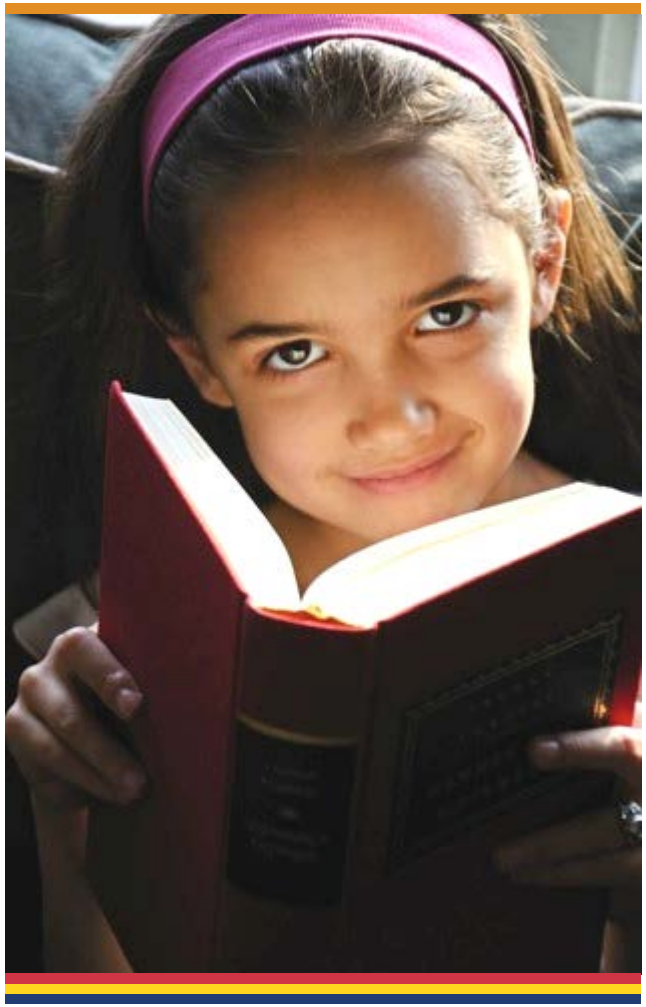


Read On ARIZONA

When Arizona Reads, Arizona Thrives

Filling the gaps to advance early literacy

Presented by Terri Clark

September 2013

Why Literacy?

- the 21st Century skill
- the "4 Cs" of 21st Century education

critical thinking
communication
collaboration
creativity

- the demand for high standards of reading/writing proficiencies required by today's society

Why Early Literacy?

- Reading is the major foundational skill for school-based learning.
- Reading ability is strongly related to academic and vocational success.

Reading — the Connection to Academic and Vocational Success

3rd Grade reading levels are strong predictors of:

- Ninth grade course performance
- High school graduation
- College attendance

"Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least modestly skilled reader by that time is unlikely to graduate from school."

National Research Council
The National Academies

Early Literacy Building Blocks

Early language abilities are directly related to later reading abilities

Language is the precursor to reading

Language Skills Begin at Birth — or sooner

4.5 months	6 months	8 months	9 months
Recognizes sound pattern of his/her name	Uses own name or "momma" to segment speech and add a new word in a passage	Distinguishes word patterns easily	Hones in on native language/ becomes language specialist

Source: Kathy Hirsh-Pasek, Temple University; Language for Reading: Lessons from the Crib for the Classroom, 2011.

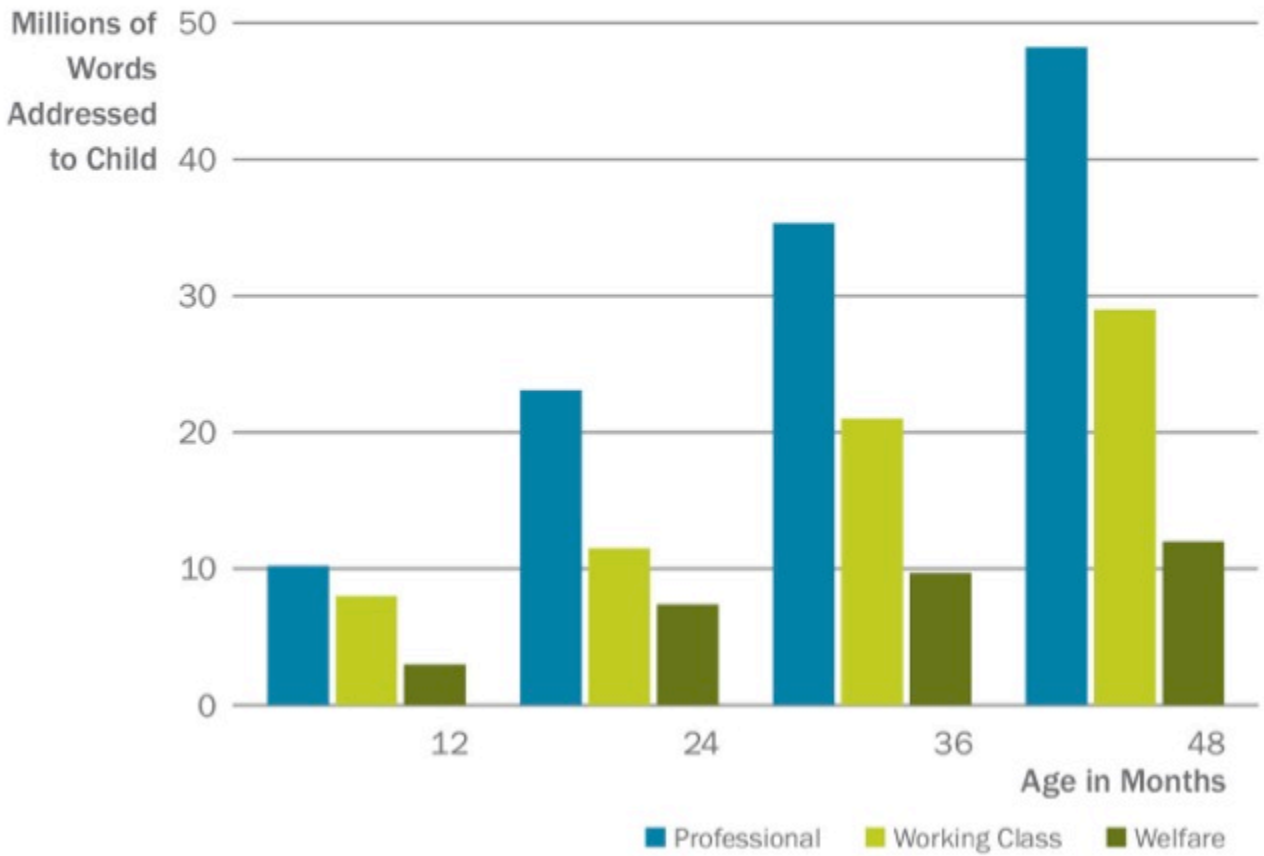
Language Matters — Amount

Preschoolers whose parents read to them,
tell stories, and sing songs tend to develop larger vocabularies,
become better readers, and perform better in school.

Amount of language a child hears affects processing speed and later vocabulary

Amount and diversity of verbal stimulation fosters early and rich language outcomes

The 30 Million Word Gap



Source: Hart & Risley; Meaningful Differences in the Everyday Experience of Young Children. 1995.

Early Literacy Gaps

- Disparities in language development emerge in infancy and widen in toddlerhood.
- Low-income children entering kindergarten are typically 12-14 months below national norms in language and pre-reading skills.
- Nearly 40% of incoming kindergartners nationwide enter school without the basic language skills they need to learn to read.

Arizona's Children
Reading Achievement Scores

- 3 out of every 4 fourth graders in Arizona cannot read proficiently according to national standards* — only Nevada, Alaska, and Washington, D.C. have lower NAEP percentages.
- 85% of low-income children read below proficiency.

*National Assessment of Educational Progress (NAEP).

Arizona is facing an early literacy crisis.

A model early literacy continuum (Birth to age 8)

The right program at the right time for every child

Language-rich and engaging curricula coordinated for impact (quality/dosage)

→

Ongoing assessments and screenings as early as possible

→

Capacity building models (professional development)

→

Family supports focused on language and literacy

Outcome Goal: 3rd grade reading proficiency

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SOLUTION: An Early Literacy Continuum

Building the continuum:

- Alignment of key stakeholders (cross sector engagement)
- Framework for collaboration (process/gap analysis/plan)
- Momentum to achieve results

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Overview

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When Arizona Reads, Arizona Thrives

MISSION: Read On Arizona is a statewide public/private partnership of agencies, foundations and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth to age eight.

Read On FLAGSTAFF

Read On GOODYEAR

Read On MESA

Read On GREATER PHOENIX

Read On PHOENIX

Read On SAHUARITA

Read On TUCSON

Read On YUMA

Visionary Community Goals

- Increase the % of students reading at or above grade level by 3rd grade to 100%.

- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain.

- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated systems.

So that every child:
enters kindergarten ready for school success and
stays on track for college and career success.

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Alignment

Statewide and regional partners:

Founding Partners

- Arizona Community Foundation
- Arizona Department of Education
- First Things First
- Head Start State Office of Collaboration
- Helios Education Foundation
- Virginia G. Piper Charitable Trust

Core Partners*

- City of Goodyear
- City of Mesa
- City of Phoenix
- United Way of Northern Arizona
- United Way of Tucson and Southern Arizona
- United Way of Yuma
- Valley of the Sun United Way

** Convening role in Read On Arizona community*

Alignment

Collaborative partners:

- Achievement Learning
- Advocacy and Communication, Inc.
- America Reads
- Arizona Association for the Education of Young Children
- Arizona Business Education Coalition
- Arizona Center for Afterschool Excellence
- Arizona Charter Schools Association
- Arizona Head Start Association
- Arizona Literacy and Learning Center
- Arizona Ready Education Council
- Arizona State Library
- Arizona State University, Mary Lou Fulton Teachers College
- Association for Supportive Childcare
- AZ K-12 Center
- Boys and Girls Club
- BUILD Arizona
- Central Arizona College
- Children's Action Alliance
- The Children's Museum of Phoenix
- City of Flagstaff
- City of Phoenix, Mayor Greg Stanton's Office
- City of Tucson, Mayor Rothchild's Office
- Educare Arizona
- Eight, Arizona PBS
- Elevate Phoenix
- Expect More Arizona
- Experience Matters
- First Book
- Flinn Foundation
- Fred Rogers Center for Early Learning
- Governor's Office of Education Innovation
- Greater Phoenix Educational Management Council
- International Dyslexia Association- AZ
- International School of Arizona
- Jumpstart
- KPMG
- Lakeshore Learning
- Leaps & Bounds, ASU
- Literacy Connects
- Maricopa County Head Start
- National Center for Family Literacy
- Northern Arizona University, College of Education
- Parent Teacher Association of Arizona
- Paradise Valley Community College
- Phoenix Public Library
- Raising A Reader
- Reach Out and Read Arizona
- Reading Is Fundamental
- Rodel Foundation
- Salt River Pima-Maricopa Indian Community Schools
- Sanford Inspire Program
- Southwest Human Development
- Southwest Institute for Families and Children
- Stepping Stone Foundation
- Target
- Toyota Family Literacy Program
- University of Arizona, College of Education
- WestEd
- And more…

Preliminary Gap Analysis

- The system is fragmented.
- Effective practices are disconnected from standards.
- Outcomes are measured differently across program types.
- There is a lot of data collection but little data sharing.
- The needs of those groups that would benefit most from effective literacy services are not being met.
- Provider capacity is stretched.

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Challenges / Solutions

Challenges and solutions

- Lack of information on critical factors prevents solutions.
- Data Integration and system linkages

- Lack of communication and coordination between efforts
- Read On Cities Network- a collaborative effort in each community to fill the literacy gaps

- Insufficient access to programs that work
- Continuum of effective practices

- Too little awareness and attention given to early literacy
- Community awareness and engagement

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Strategic Literacy Action Plan:

- 10 Year Literacy Action plan
- Year 1 action steps, goals, objectives and outcomes
- Community scan process underway by core partners
- Pilot strategies in local Read On Communities

= Roadmap to guide the desired outcomes

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Year 1 (statewide):

- Ongoing introduction of national best practices
- Building a community of practice between regions
- National recognition of statewide model
- Assistance with Move On When Reading Literacy Plans

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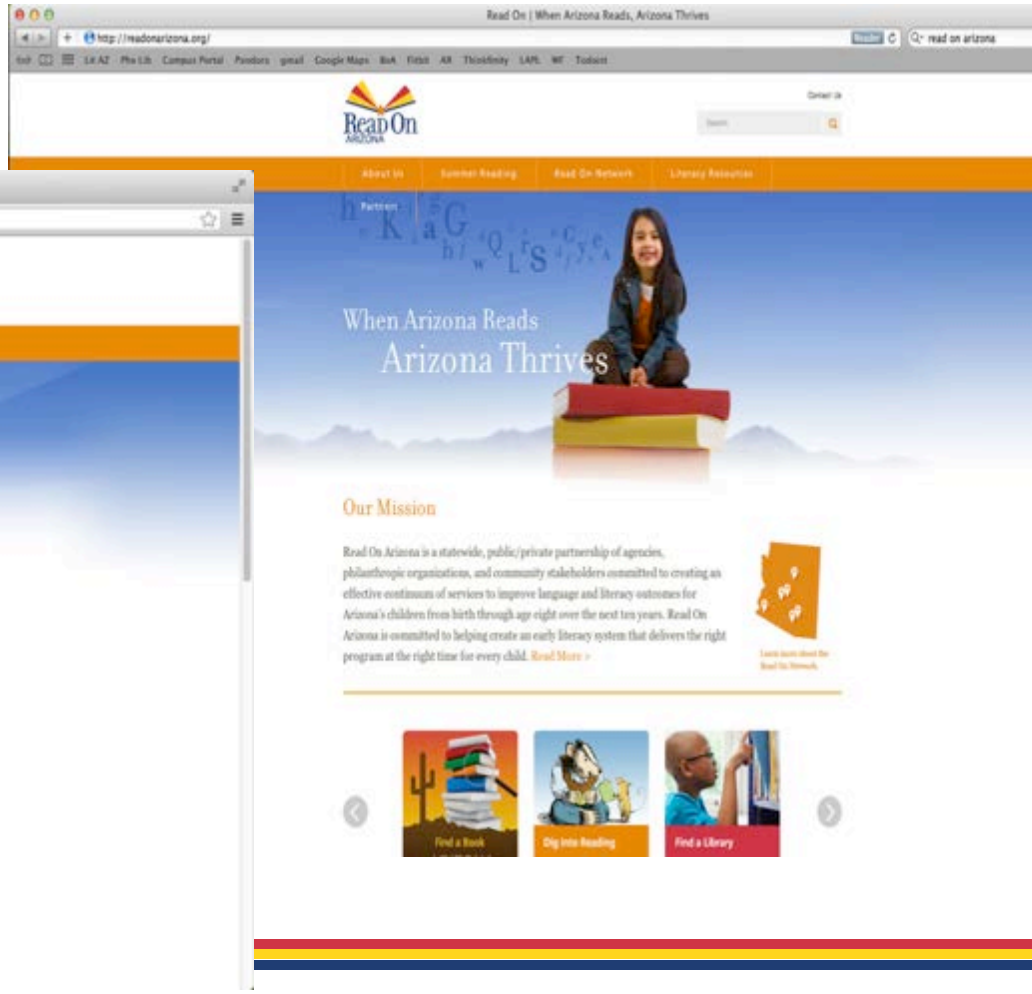
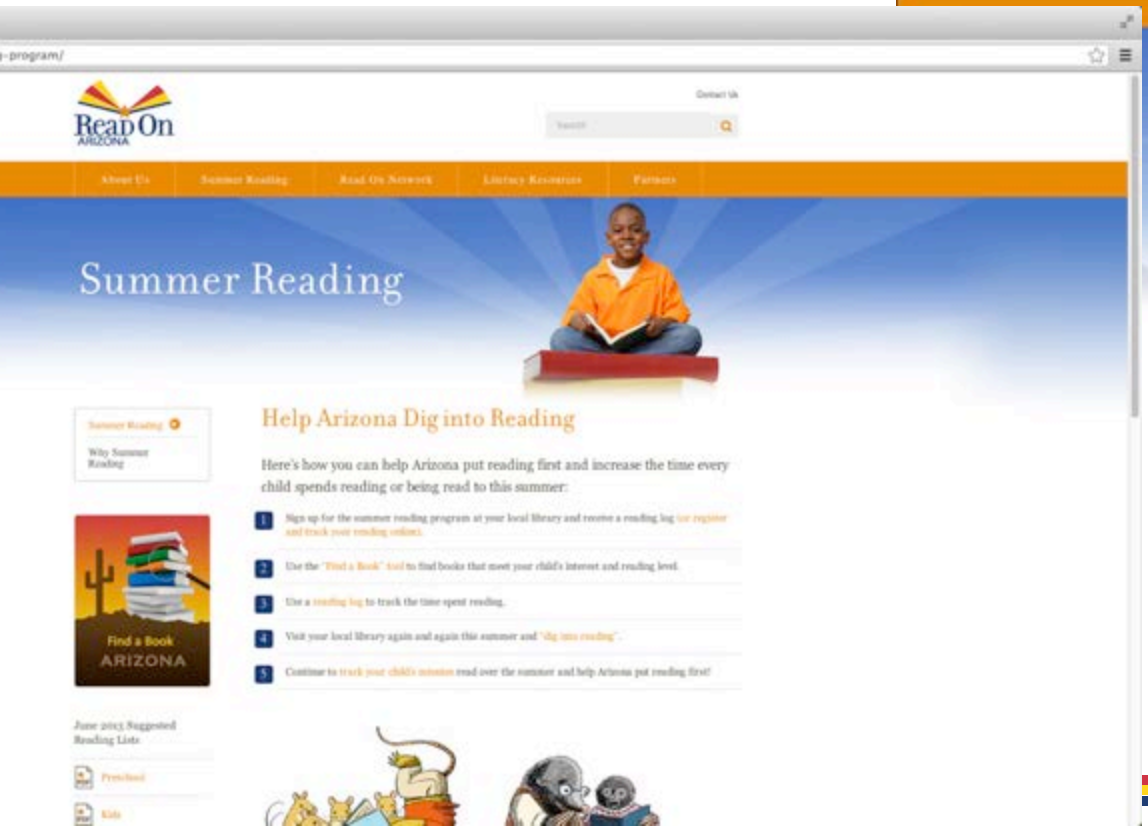
Year 1 (statewide):

- readonarizona.org





Read On Communities

- Technical Assistance
- New READ ON communities joining the network
- Effective practices exist to be scaled
- Helping fill the literacy gaps that meet the needs of local communities
- Toolkit to become a Read On Community

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Read On Community: Next steps

- Letter of Intent
- Community scan
- Identify literacy gaps
- Develop a community early literacy plan
- Implementation phase

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Summary

Framework

+

Alignment

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Continuum

= 3rd grade reading proficiency

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Discussion/ Q&A

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