

A young boy is sitting on a tall stack of books, looking up at a sky filled with floating letters and words. The background shows a mountain range under a blue sky with clouds. The text "Filling the Gaps to Advance Early Literacy" is overlaid on the left side of the image.

Filling the Gaps to Advance Early Literacy



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



Early Literacy

Building Blocks

Early
language
abilities are
directly
related to
later
reading
abilities.

Language is the
precursor to reading.

Language Matters: Amount and Quality

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

The amount and diversity of verbal stimulation fosters early and rich language outcomes.



The amount of language a child hears affects processing speed and later vocabulary.

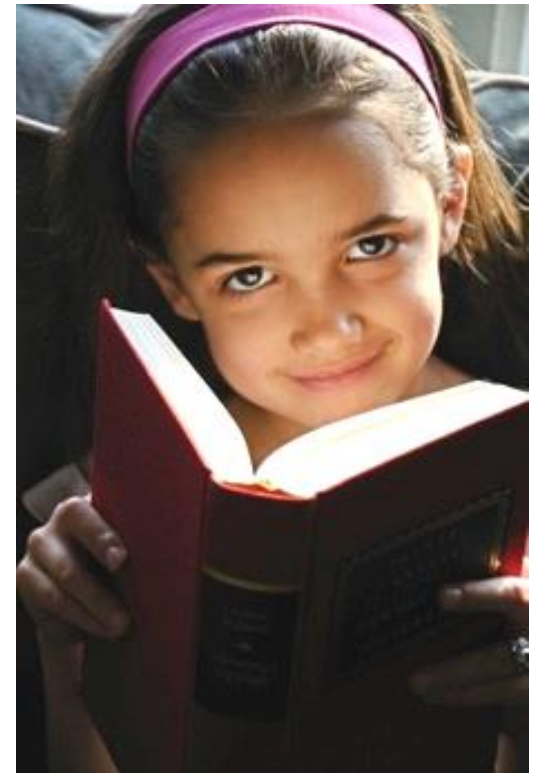
Reading

Connection to Academic and
Vocational Success

**3rd
Grade**

reading levels
are strong
predictors of:

- ninth grade course performance
- high school graduation
- college attendance





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 Children Reading Achievement

Type of Student	% Below Basic/Basic	% Proficient/Advanced
Native American/ Alaska Native	92	8
Economically Disadvantaged	84	16
Hispanic	81	19
Black	78	22
White	49	51
Asian/Pacific Islander	53	47
Arizona Students	72	28

Source: U.S. Department of Education, Institute of Education Sciences

National Assessment of
Educational Progress (NAEP)
4th Grade Reading, 2013

- Arizona is one of many states that has a mandatory third-grade retention policy—Move On When Reading (ARS 15-701).
- In 2014, Arizona adopted a new statewide assessment, AzMERIT, that raises the bar for proficiency.¹

3rd Grade Reading in Arizona

AzMERIT English Language Arts % of Students Spring 2015	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Grade 3	44%	15%	31%	10%

¹ Arizona Department of Education, AzMERIT: Reading Estimate Projections, 2015.



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.

Collaborative Partners

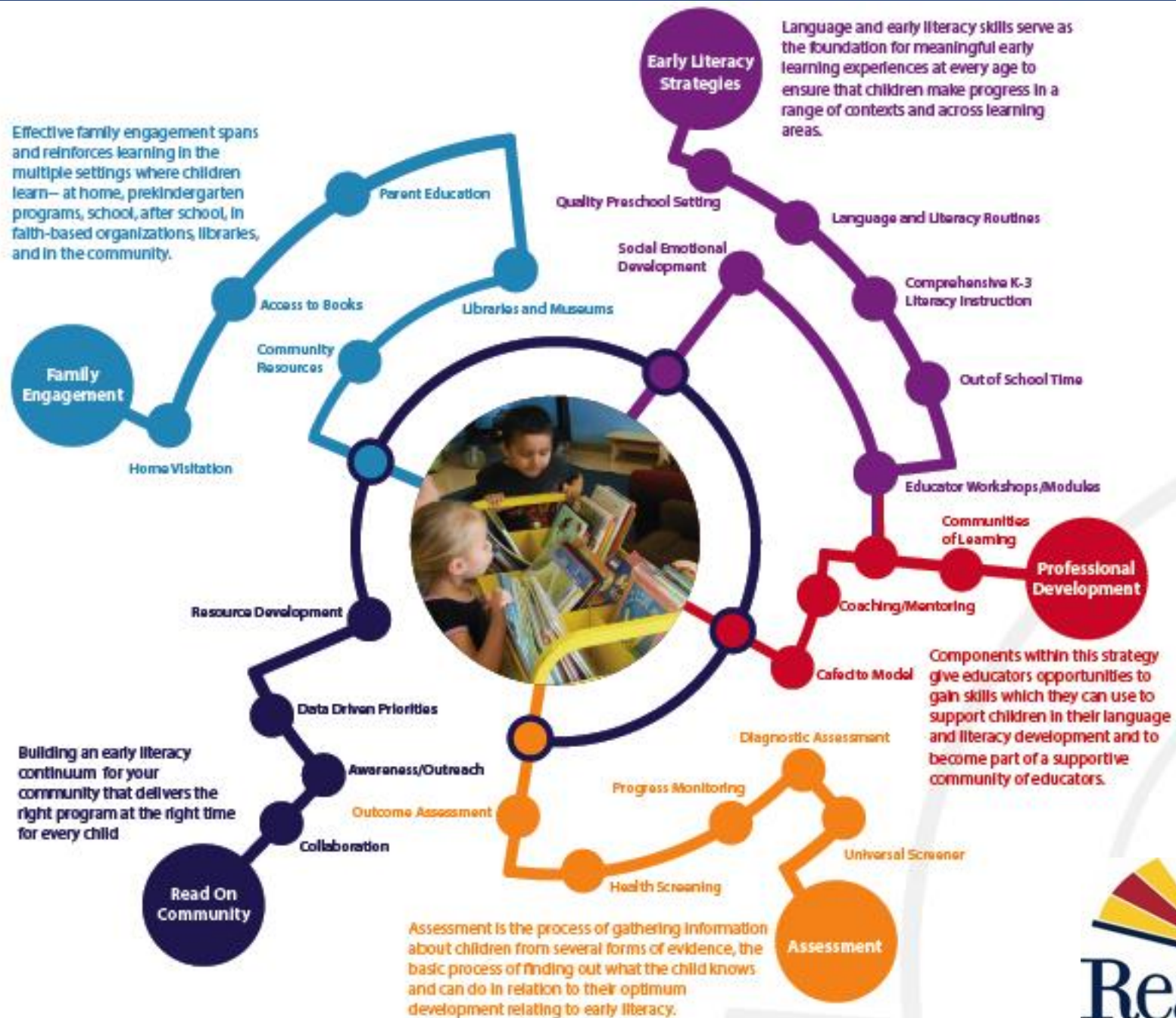
- 
- Achievement Learning
 - Advocacy and Communication, Inc.
 - America Reads
 - Arizona Academy of American Pediatrics
 - Arizona Association Education of Young Children
 - Arizona Board of Education
 - Arizona Business Education Coalition
 - Arizona Center for Afterschool Excellence
 - Arizona Charter Schools Association
 - Arizona Community Foundation
 - Arizona Department of Education
 - Arizona K-12 Center
 - Arizona Literacy and Learning Center
 - AZ PTA
 - Arizona Ready Education Council
 - Arizona State Library
 - ASU, Mary Lou Fulton Teachers College
 - Association for Supportive Childcare
 - ATI Online
 - AZ K-12 Center
 - Bookpals
 - Boys and Girls Club
 - BUILD Arizona
 - Catholic Charities
 - Central Arizona College
 - Chicanos Por La Causa
 - Children's Action Alliance
 - Childsplay
 - The Children's Museum of Phoenix
 - City of Buckeye
 - City of Chandler
 - City of Flagstaff
 - City of Goodyear
 - City of Mesa, Mayor Smith's Office
 - City of Phoenix, Mayor Greg Stanton's Office
 - City of Scottsdale
 - City of Tempe
 - City of Tucson, Mayor Rothchild's Office
 - Cochise County Office of Education
 - Educare Arizona
 - Eight, Arizona PBS
 - Expect More Arizona
 - Experience Corp., AARP
 - Experience Matters
 - First Book
 - First Things First Regional Councils
 - Flinn Foundation
 - Governor's Office of Education Innovation
 - Grand Canyon University
 - Greater Phoenix Economic Council
 - Greater Phoenix Leadership
 - Greater Phoenix Management Educational Council
 - Head Start State Collaboration Office
 - Helios Education Foundation
 - International Dyslexia Association-AZ
 - Jumpstart
 - KPMG
 - Lakeshore Learning
 - Literacy Connects
 - Make Way For Books
 - Maricopa County Head Start
 - Maricopa County Library
 - Mesa Community College
 - National Center for Family Literacy
 - Northern Arizona University, College of Education
 - Parent Teacher Association of Arizona
 - Paradise Valley Community College
 - Parents Education Network- Phoenix
 - Pascuay Aqui Community Library
 - Phoenix Public Library
 - Pima Community College
 - Raising A Reader
 - Raising Special Kids
 - Reach Out and Read Arizona
 - Reading Is Fundamental
 - Rodel Foundation
 - Sanford Inspire Program
 - Santa Cruz County Office of Education
 - Southwest Human Development
 - Southwest Institute for Families and Children
 - Stand For Children
 - Target
 - Town Globe
 - Town of Miami
 - Town of Payson, Star Valley, Pine, Strawberry, Tonto Basin, and Young
 - Toyota Family Literacy Program
 - United Way of Northern Arizona
 - United Way of Tucson/Southern Arizona
 - United Way of Yuma County
 - University of Arizona, College of Education
 - Valley of the Sun United Way
 - Virginia G. Piper Charitable Trust
 - And more....

Arizona's Goals

- All students graduating college and career ready
- All students reading at grade level by the end of 3rd grade
- All students entering school ready to learn



Early Literacy Model System



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 Communities Network - a collaborative effort in each community to fill the literacy gaps
- Too little awareness and attention given to early literacy
- Community awareness and engagement
- Insufficient access to programs that work
- Continuum of effective practices



Developing A Thriving Reader

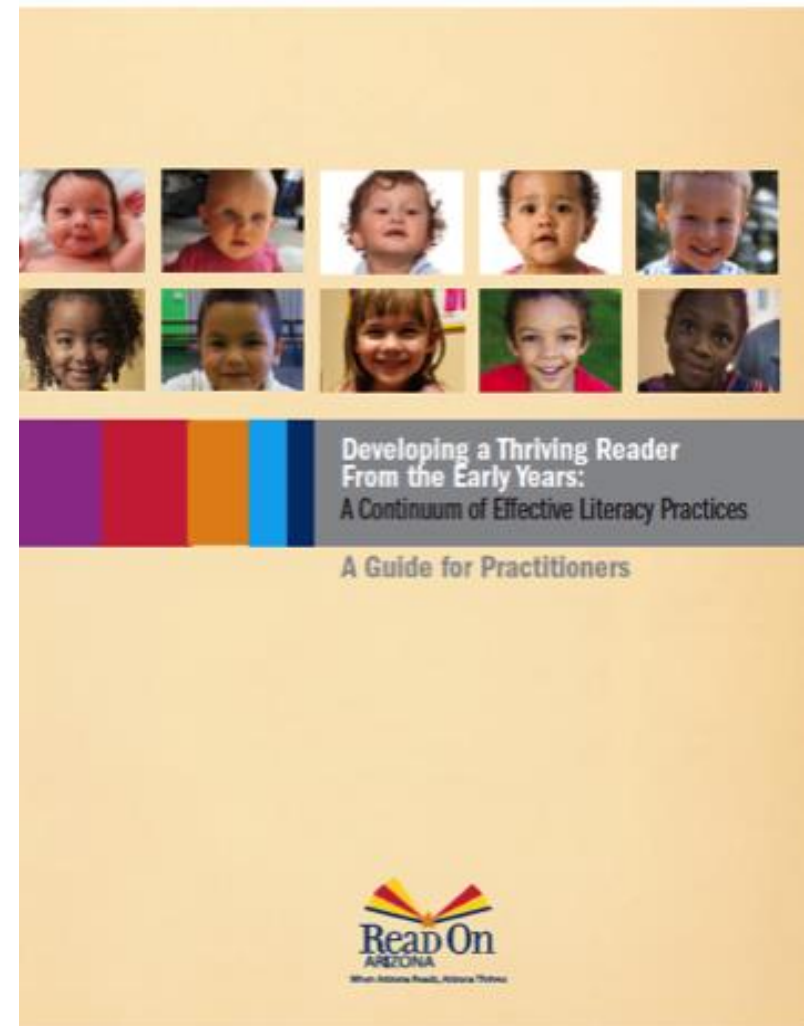
A Continuum of Effective Literacy Practices

Filling the gaps to
advance early literacy

WEBINAR

Link on Read On Arizona:

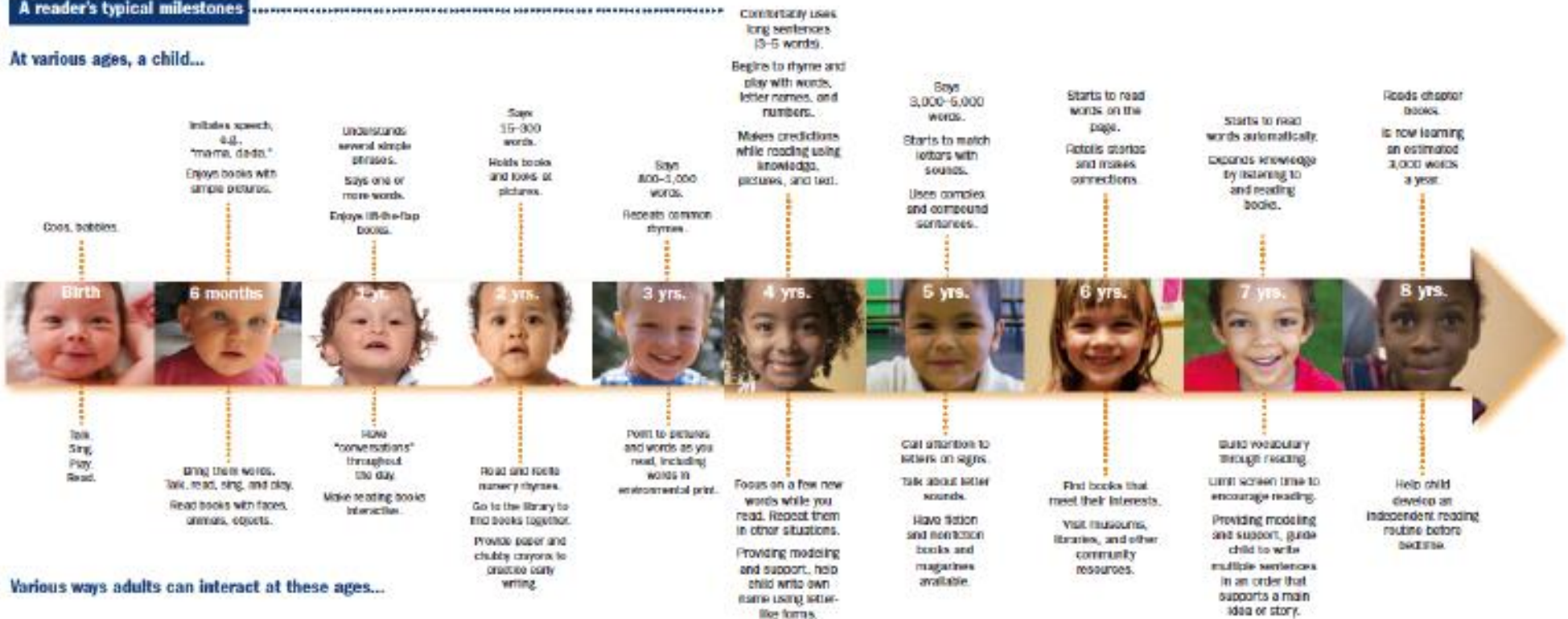
[Read On Arizona Continuum Overview training](#)



Building Blocks

A reader's typical milestones

At various ages, a child...



Various ways adults can interact at these ages...

Ways adults can support children's language, reading, and writing

Infants and Toddlers

5 KEY COMPONENTS OF EARLY LITERACY BEHAVIORS FROM BIRTH TO 36 MONTHS:

1. Practicing/Modeling

Conversations: Back-and-forth games that model the “taking turn” practice of having a conversation

2. Looking and

Recognizing: How children interact with pictures in books, and behaviors that show a beginning understanding of pictures

3. Story-Reading

Behaviors: Behaviors that include verbal interactions and increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words

4. Picture and Story

Comprehension: Behaviors that show a child’s understanding of pictures or events in a book, such as imitating an action seen in a picture or talking about an event in a story

5. Book-Handling

Behaviors: Child’s physical manipulation or handling of books, such as page turning or chewing

INDICATORS OF DEVELOPING EMERGENT LITERACY

- Shows interest in songs, rhymes, and stories
- Shows interest in photos, pictures, and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols

Note: The indicators used throughout this report align and connect with Arizona’s Infant and Toddler Developmental Guidelines.



- Infant and Toddler Guidelines
- Progression of development in language and emerging literacy over time
- Adult support
- Interactive talking with child
- Talk, sing, read, play!

pages 6-7

The Preschool Years

Key Milestones for What a Child Should Know or Do Between 3 and 4 Years Old



5 KEY COMPONENTS OF EARLY LITERACY STRATEGIES FOR 3 AND 4 YEAR OLDS:

1. Reading aloud to children in an interactive and conversational style
2. Promoting children's phonological skill development by playing with the separate sounds within spoken words
3. Familiarizing children with letters of the alphabet and corresponding sounds
4. Providing opportunities for children to experiment with writing
5. Fostering an understanding of print concepts

INDICATORS OF DEVELOPING EMERGENT LITERACY

- Receptive language understanding
- Expressive language and communication skills
- Vocabulary
- Phonological awareness
- Alphabet knowledge
- Comprehension
- Early writing, processes, and writing application
- Concepts of print
- Book-handling skills

Interactive Shared Reading
Dialogic Reading—Having a Conversation While Reading



During reading:

- Read expressively.
- Focus on introduced vocabulary words.
- Ask open-ended questions to promote discussion.
- Evaluate and expand on the child's response.
- Repeat the initial question to check that the child understands the new information.

After reading:

- Encourage the child to retell the elements of the story (looking for sequence of events and important details).
- Encourage the child to make connections between the events in the story and experiences they have had.

Appropriate prompts to encourage interaction:

- Completion questions encourage a child to finish a phrase.
- Recall questions help check the child's understanding.

- Arizona Early Learning Standards
- Dialogic Reading
- Adult support
- Intentional play

pages 8-9

Kindergarten

Key Milestones for What a Child Should Know or Do During Kindergarten, Age 5



INDICATORS OF DEVELOPING EMERGENT LITERACY (with prompting and support in some cases)

- Speaking and listening
- Language
- Reading standards for literature and informational text
- Early writing, processes, and writing application
- Writing foundational skills

- Reading foundational skills:
 - (a) Phonemic awareness
 - (b) Phonics
 - (c) Vocabulary development
 - (d) Reading fluency
 - (e) Reading comprehension

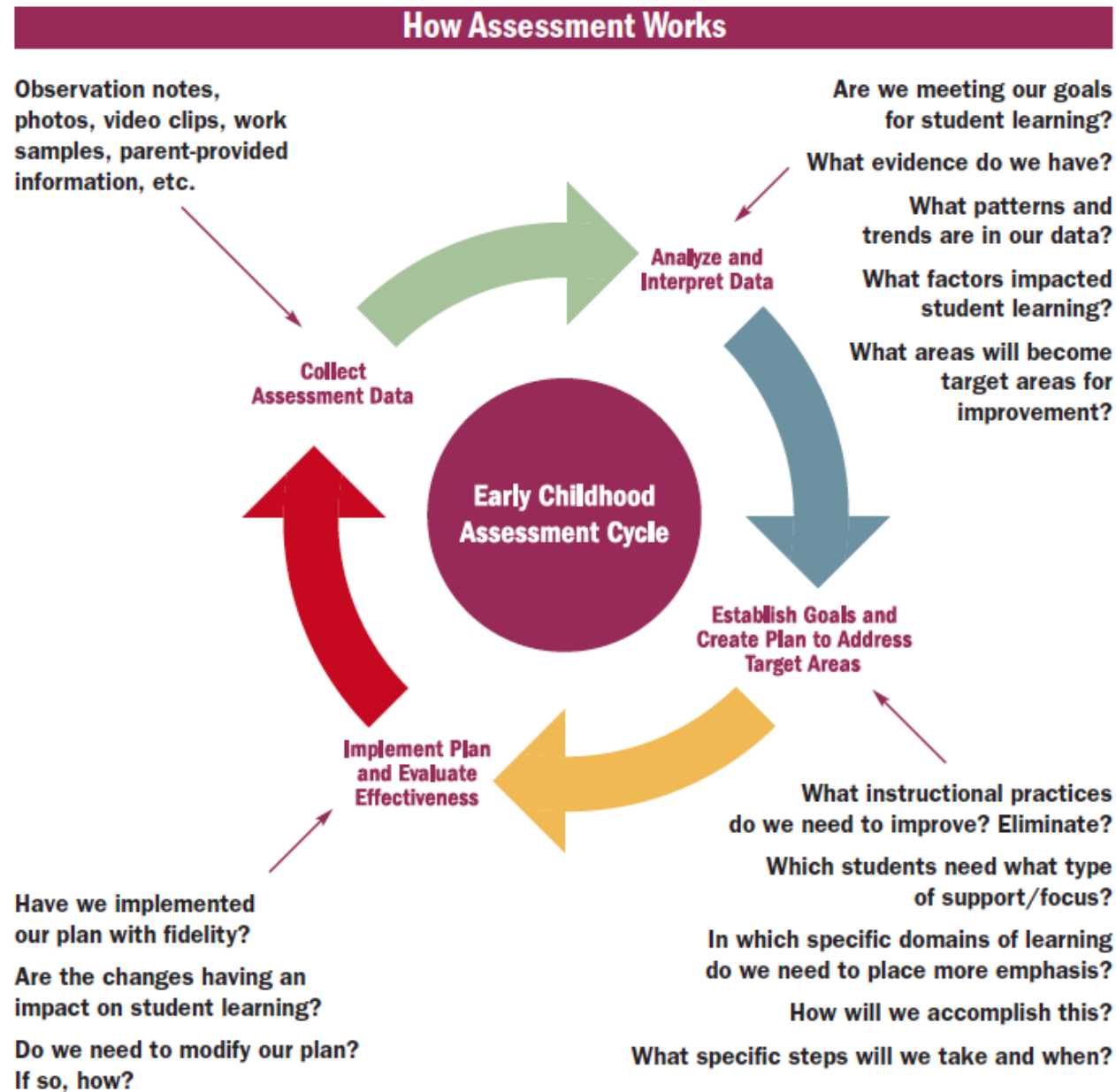
Note: The indicators used throughout this report align and connect with Arizona's College and Career Ready Standards.

- AZ Early Learning Standards + AZCCRS for Kindergarten
- Pre-literacy skills & emerging literacy skills
- Picture books and beginning readers
- Writing letters to words and to sentences

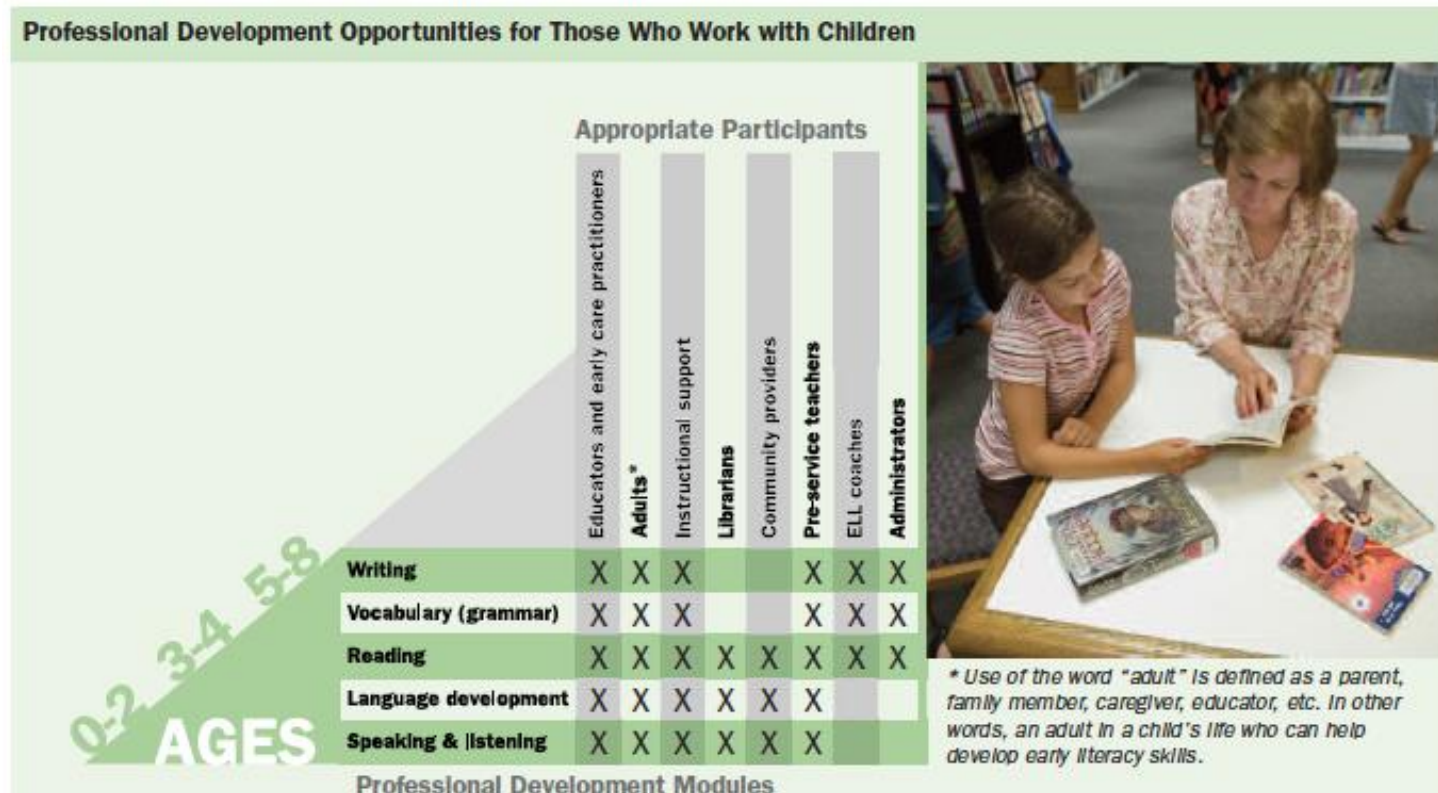
Early Assessment

- Assessment is viewed as a process
- Collect quality data
- Analyze the data

page 16



Professional Development



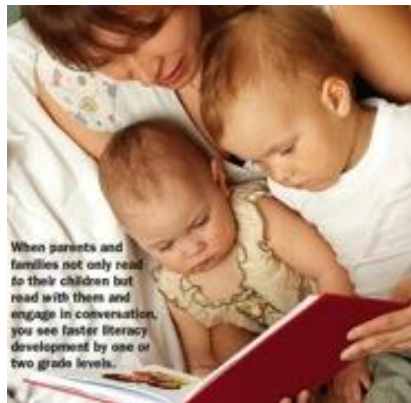
“learning to read and acquire literacy is a process in which ALL the adults in a child’s life can participate”

page 22-24

Family Involvement to Family Engagement



Family Involvement is Important to Family Engagement



When parents and families not only read to their children but read with them and engage in conversation, you see faster literacy development by one or two grade levels.



- Building true partnerships
- Family Engagement focused on literacy

Pages 25-29

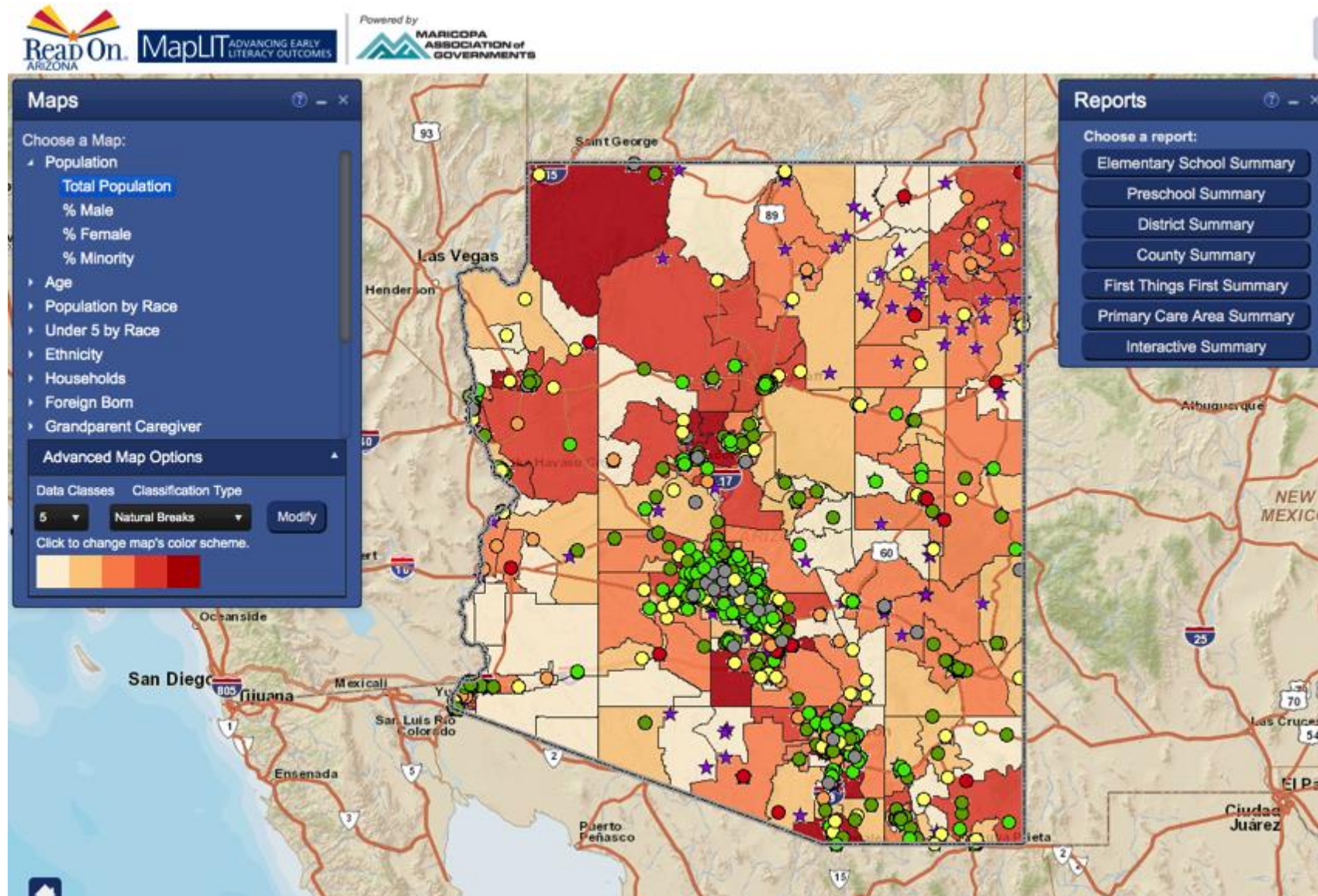
Arizona's Early Literacy Landscape: Painting the Data Picture



Data Integration and Systems Linkages:



Devising strategies for improvement through data integration, data-driven decision making, research, and evidence-based solutions.



Data Integration and Systems Linkages

Maps

Legend

Reports

Help

Maps

Choose a Map:

Population

Total Population

% Male

% Female

% Minority

Age

Population by Race

Under 5 by Race

Ethnicity

Households

Foreign Born

Grandparent Caregiver

Advanced Map Options

Data Classes Classification Type

5

Natural Breaks

Modify

Click to change map's color scheme.



District Summary

Mammoth-San Manuel Unified District (4439)

- District Type: Elementary
- District Type: Unified School District

GRADE
C

2014
Chronic
Absence
Rate
16.7%

2014
3rd Grade
Reading
Proficiency
77%

Schools

Enrollment

Student
Demographic

SAT 10

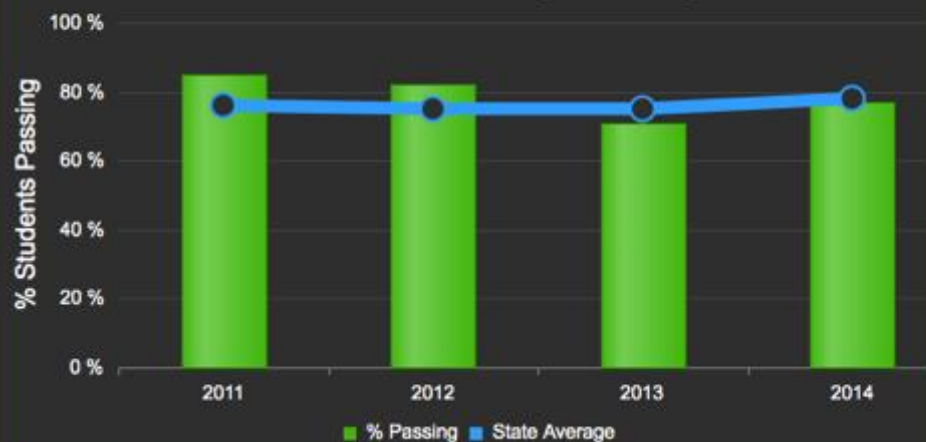
AIMS
Breakdown

AIMS
Passing

Benchmark

Chronic
Absence

3rd Grade AIMS Reading - % Passing



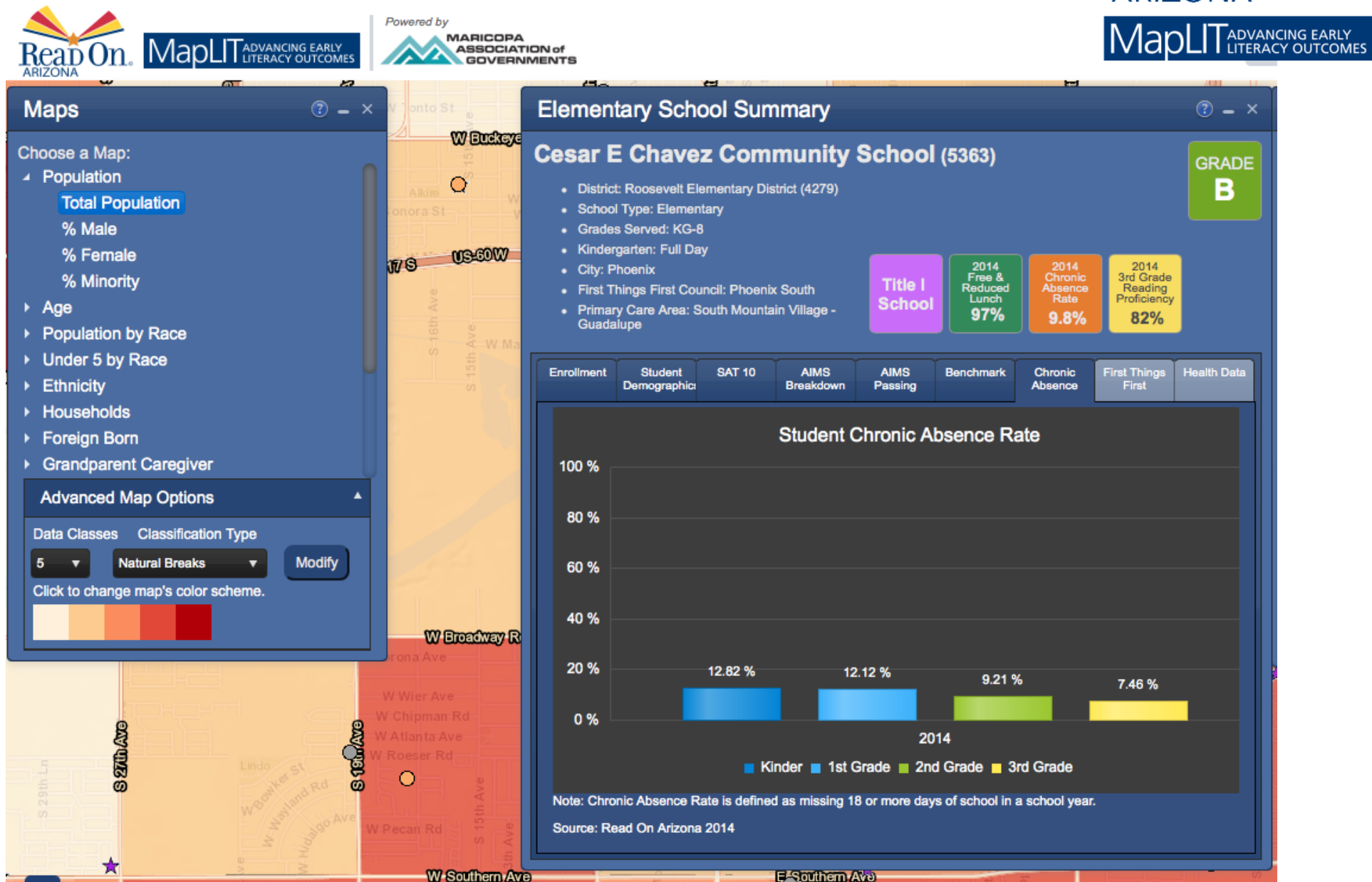
Note: Results for populations with fewer than 11 students or where all students score at the same performance level are masked to protect student identification, as required under the Family Educational Rights and Privacy Act (FERPA).

Source: Read On Arizona 2014

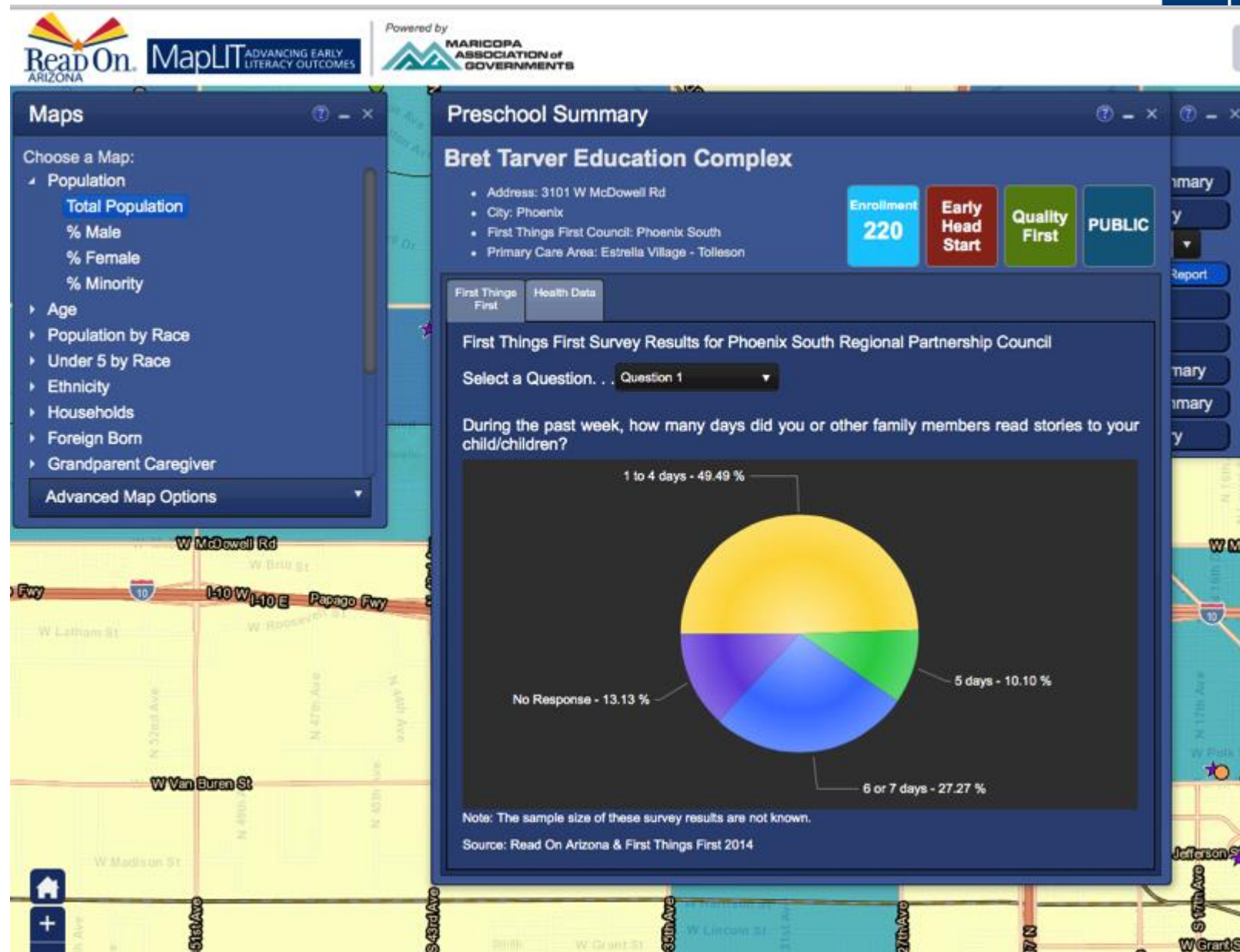
Data Integration and Systems Linkages



CHRONIC ABSENCE DATA



PRESCHOOL SITES



Possible Uses for Literacy Data:

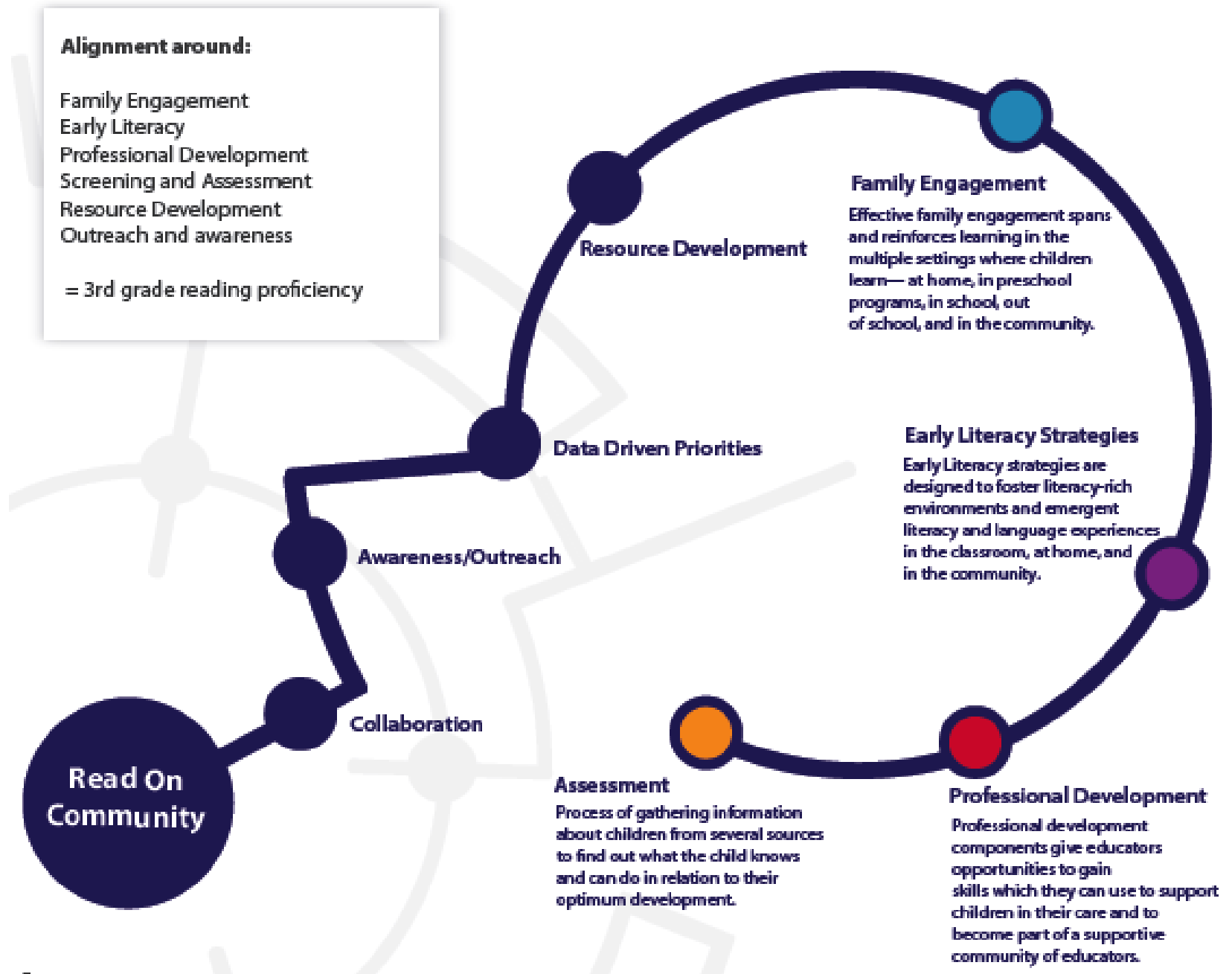
- | | | |
|-----------------------------------|---|---|
| FTF Regional Partnership Councils | - | Help guide program/services decisions |
| Community Libraries | - | Help identify needs of target populations |
| Local Read On Communities | - | Help identify gaps/needs in a community |
| Local School Districts | - | Help inform challenges to readiness factors |
| Local Childcare site | - | Help inform what programs to offer |

**Routes to Grade-Level Reading:
Strategies for Improving
Early Literacy Outcomes**



When Arizona Reads, Arizona Thrives
www.ReadOnArizona.org

Community Planning Tool



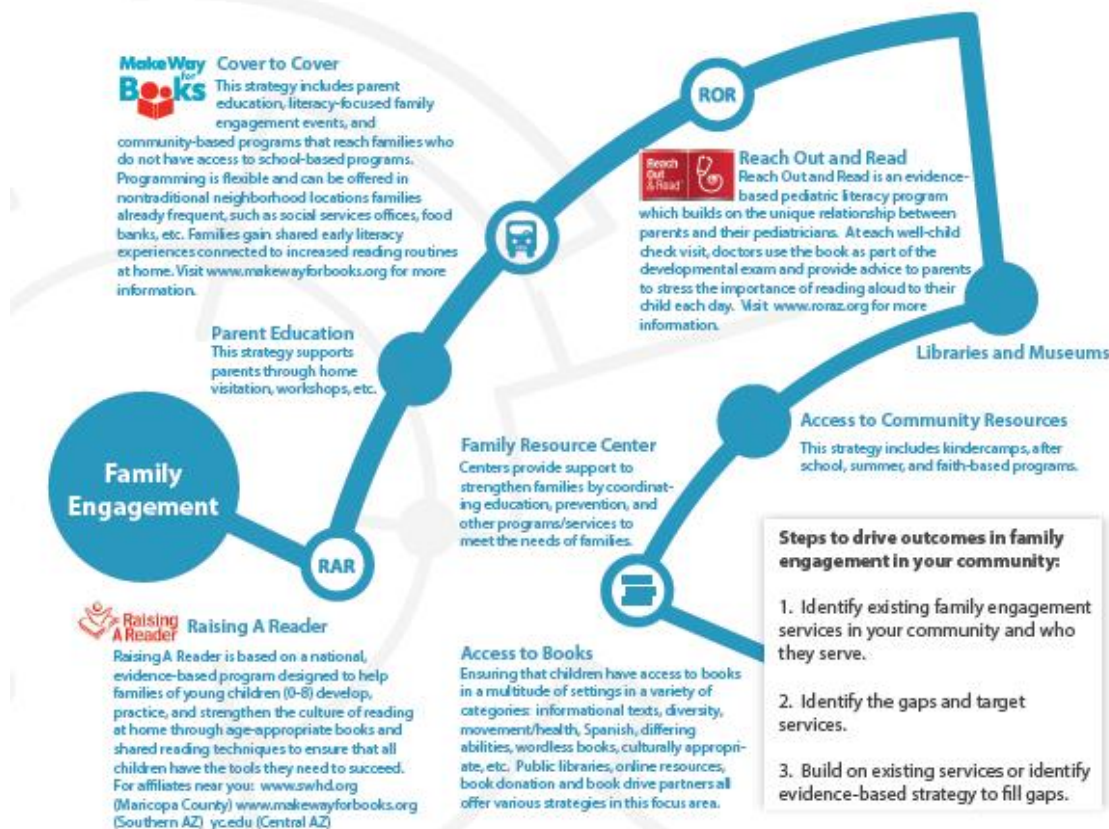
Family Engagement Strategy: SWHD

Routes to Reading Family Engagement



- Programs serve children ages 0-8
- Offered for children and families
- Train the trainer opportunities included
- Volunteers integrated throughout programs

Effective family engagement spans and reinforces learning in the multiple settings where children learn—at home, in prekindergarten programs, in school, after school, in faith-based organizations, at libraries, and in the community.



Southwest Human Development

Mission Statement:

Southwest Human Development strengthens the foundation Arizona's children need for a great start in life.

Vision:

A positive future for every child.

Southwest Human Development

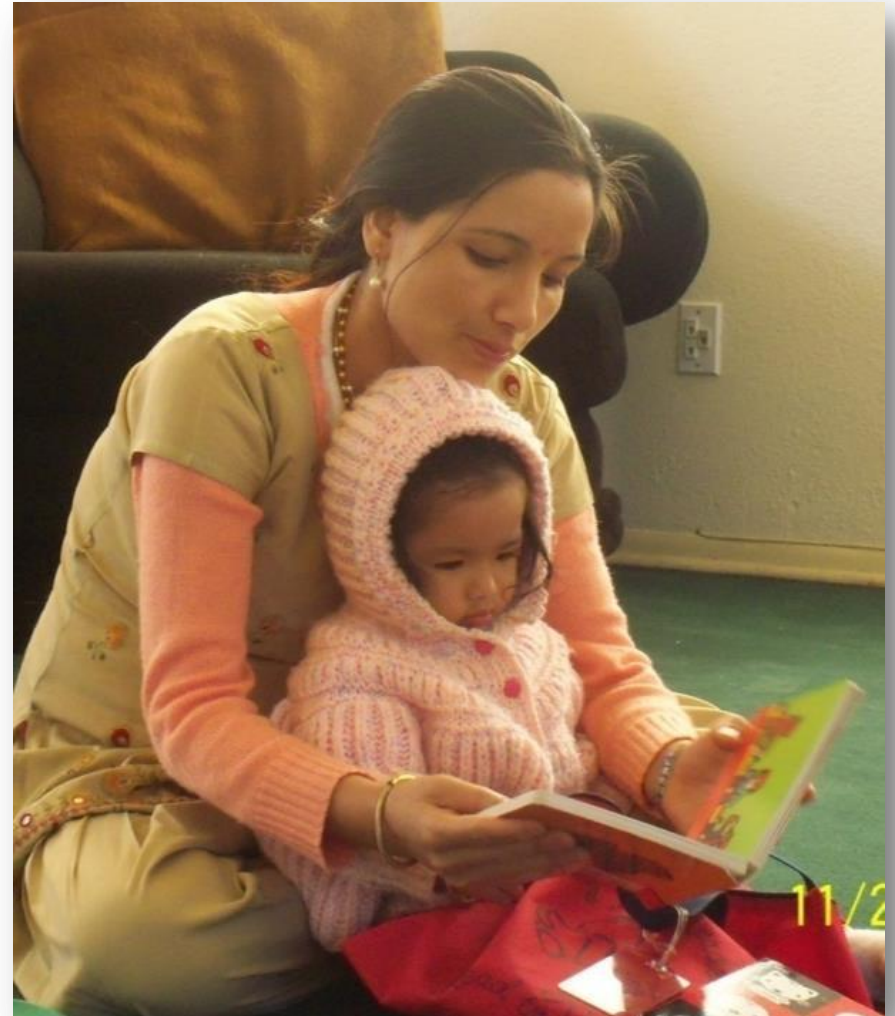
- ❑ **Arizona's largest nonprofit dedicated to early childhood development**
- ❑ **Focuses on children ages birth to five**
- ❑ **Recognizes that a child's earliest experiences and relationships establish the foundation for all future development**
- ❑ **Committed to using the latest research and best practices to create and implement programs**

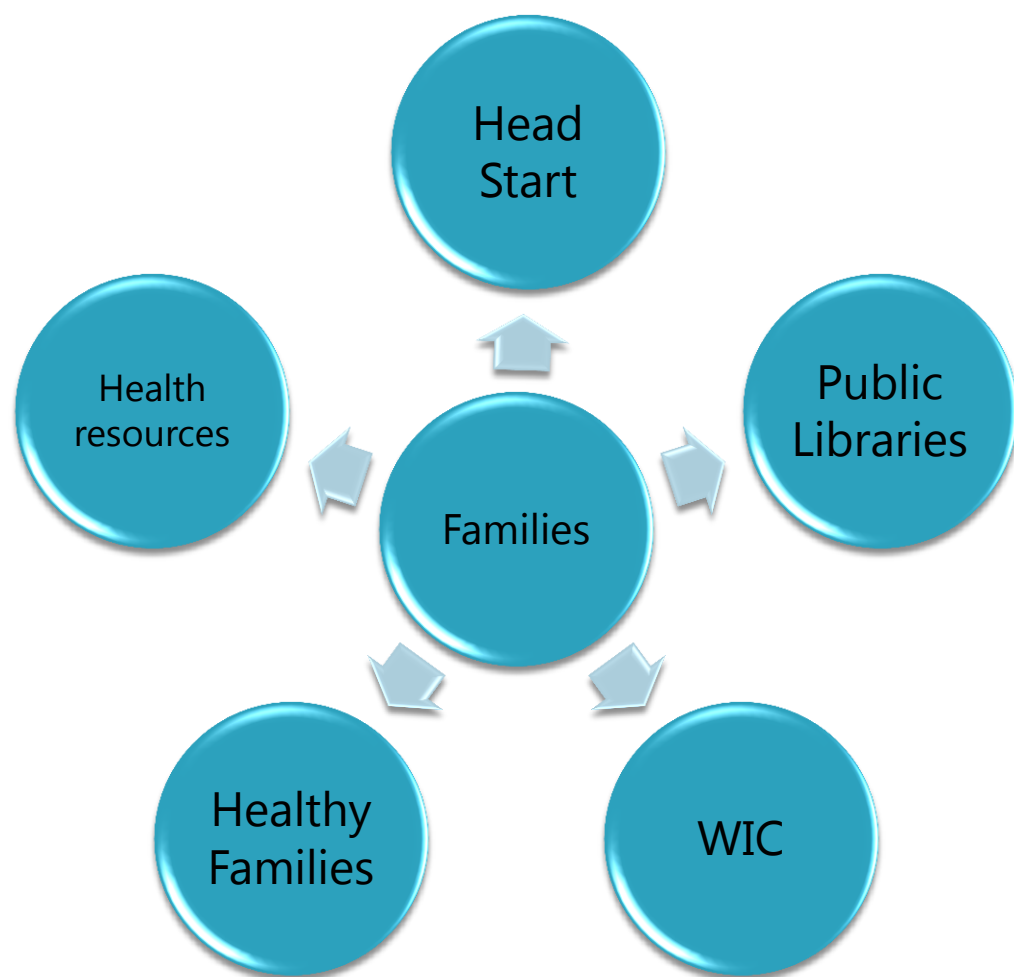
Building an Early Literacy System

- ❑ Raising A Reader
- ❑ Reach Out and Read
- ❑ Literacy Communities



- ❑ National model
- ❑ Adapted for Arizona by SWHD in 2009
- ❑ Enhances parent-child relationship
- ❑ Develops relationships, routines, and vocabulary
- ❑ Builds literacy skills and community cohesion





Program Growth

FY 2010

17 series

170 families

FY 2011

63 series

630 families

FY 2012

85 series

850 families

FY 2013

107 series

1070 families

FY 2014

125 series

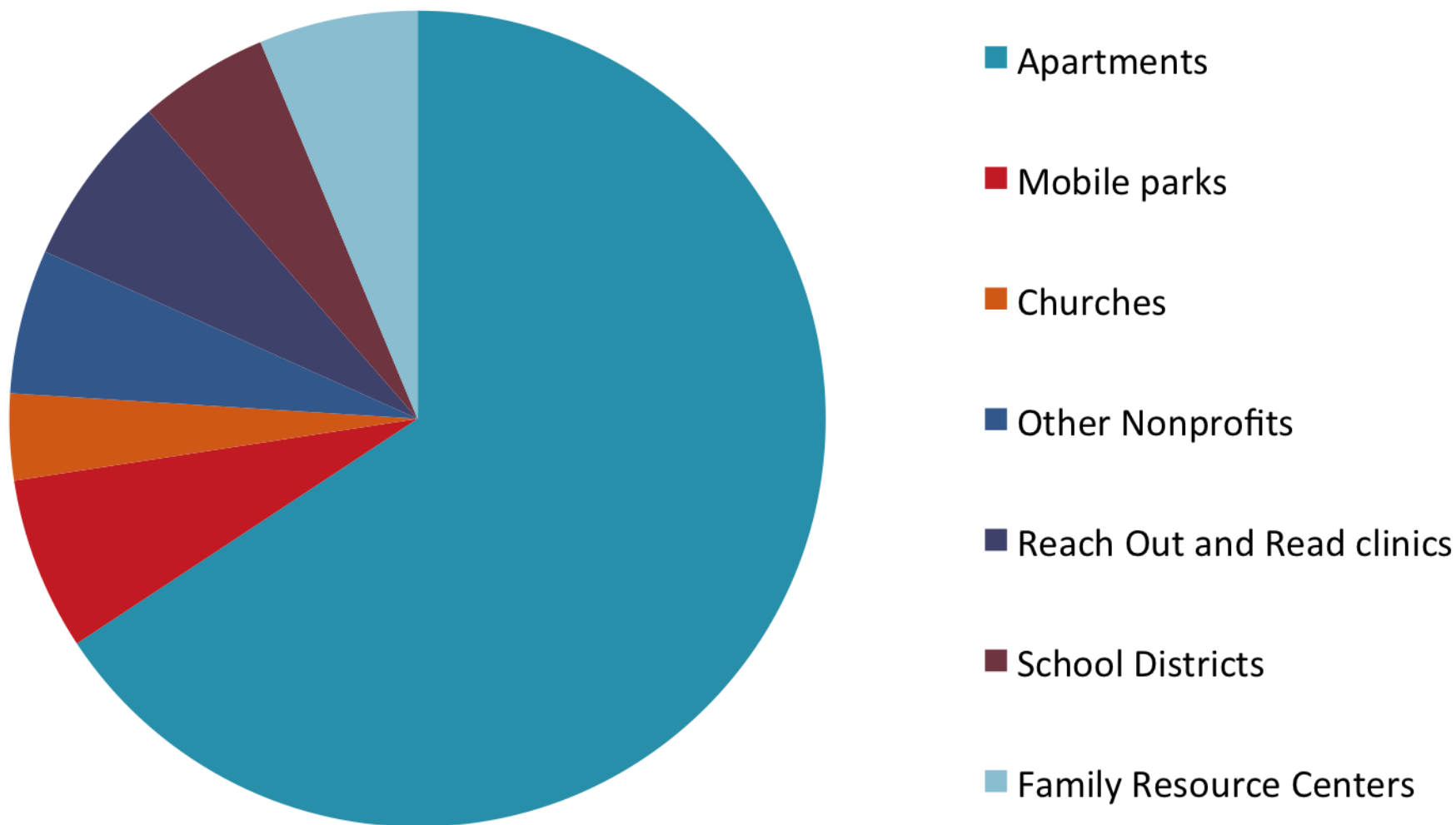
1300 families

FY 2015

138 series

1625 families

Community Partners



Benefits/Goals

- ❑ Builds relationships and routines using books
- ❑ Books serve as springboard for storytelling
- ❑ Creates a foundation for reading and school readiness
- ❑ Reinforces with parents that they are their child's first teacher
- ❑ Links families to each other and to community resources



What families say..

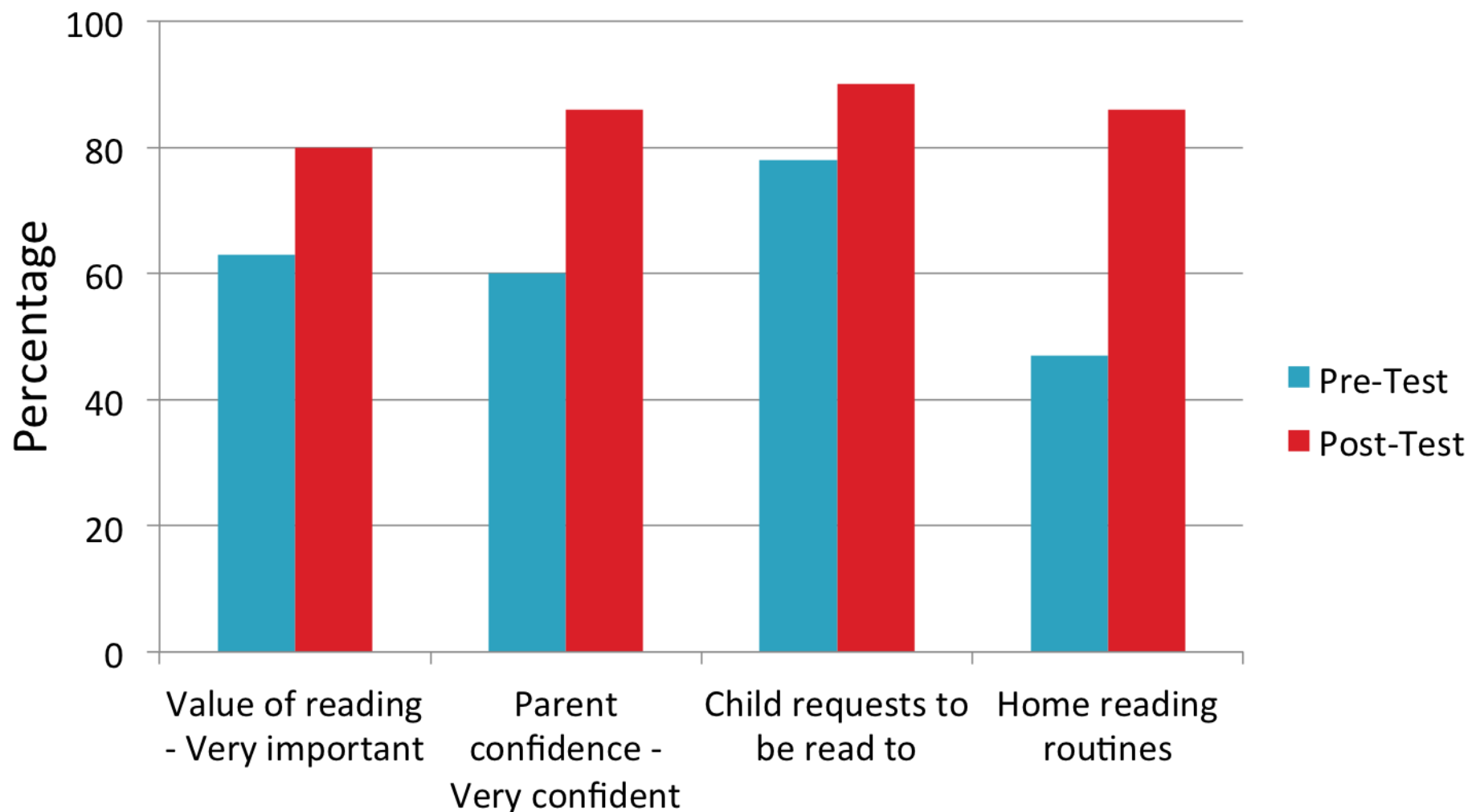
“During the reading program, I learned to spend more time with my daughters. I also learned how to work in a group, to do a lot of activities and I learned how to participate in a workshop.”



“Now my daughter expects to read a book once she is done taking her bath.”

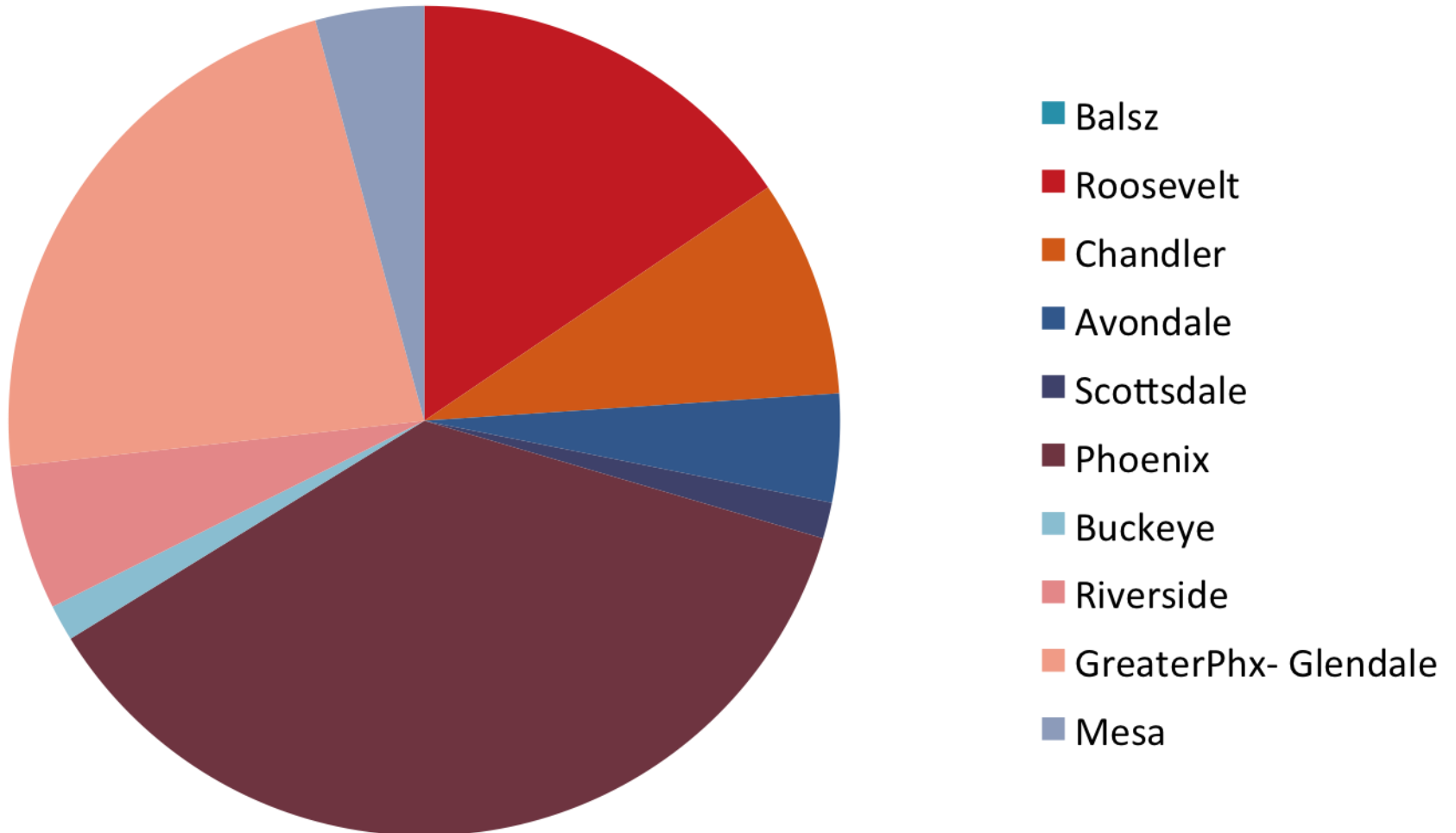
“My boys love reading and are now more interested in books than toys.”

Child/Family Results



Fiscal year 14

Read On Communities



Reach Out and Read

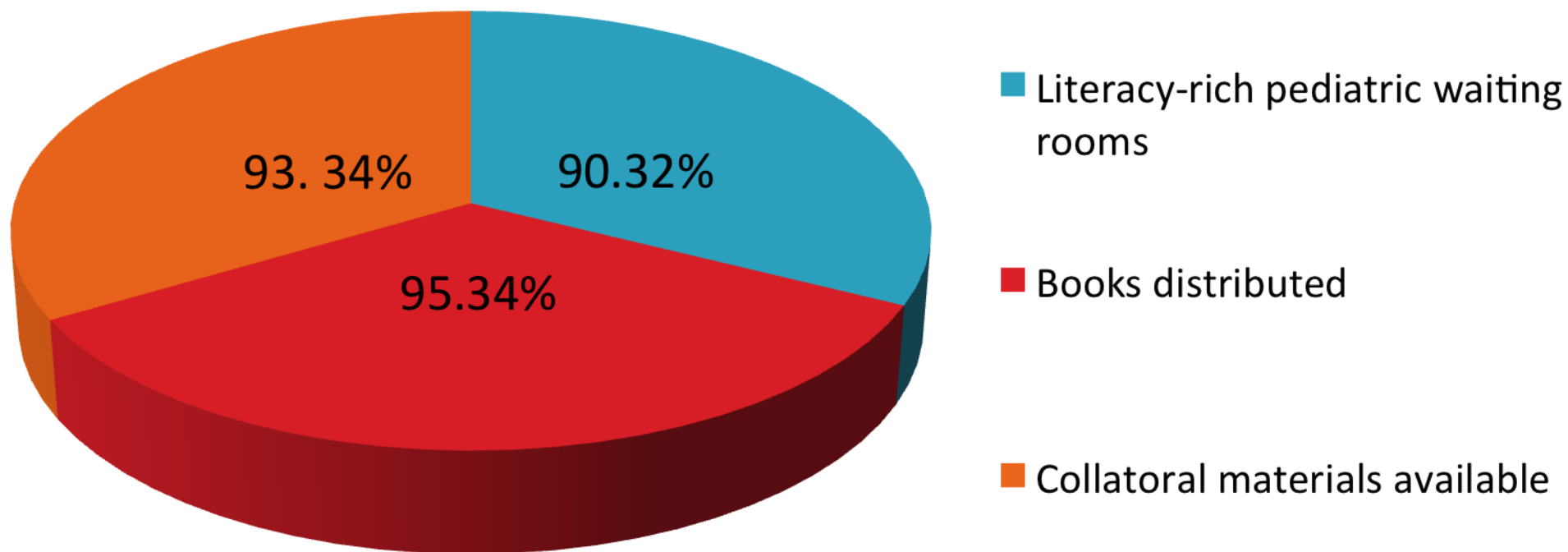
- An evidence-based, national model that promotes early literacy in pediatric offices by using books as a developmental tool during well-child visits.



- ❑ During the well-checks they will give families a “prescriptions” for reading.
- ❑ At every regularly scheduled check-up, children will receive a new developmentally-appropriate book to take home and keep.
- ❑ In literacy-rich waiting rooms, volunteer readers will model reading aloud when possible.
- ❑ Gently used books are made available for the waiting rooms and for sick visits and siblings.



Site Observation Scale



Annual Quality Assessment

Based on a 25 point system with 5 focus areas

1. literacy rich waiting/exam rooms
2. book availability, access and distribution
3. clinic culture
4. anticipatory guidance provided by medical providers
5. clinic professional development

Read On Communities

Scottsdale
4 clinics
208 children

Goodyear
1 clinic
428 children

Mesa
4 clinics
3489 children

Tempe
3 clinics
2463 children

Phoenix
7 clinics
5910 children

Balsz
4 clinics
5392 children

Roosevelt
3 clinics
5392 children

Chandler
4 clinics
7376 children

Avondale
1 clinic
657 children

Literacy Communities

- ❑ ZERO TO THREE's *Cradling Literacy: Building Teachers' Skills to Nurture Early Language and Literacy from Birth to Five*
- ❑ 20 hours of professional
- ❑ 16 hours of onsite technical assistance

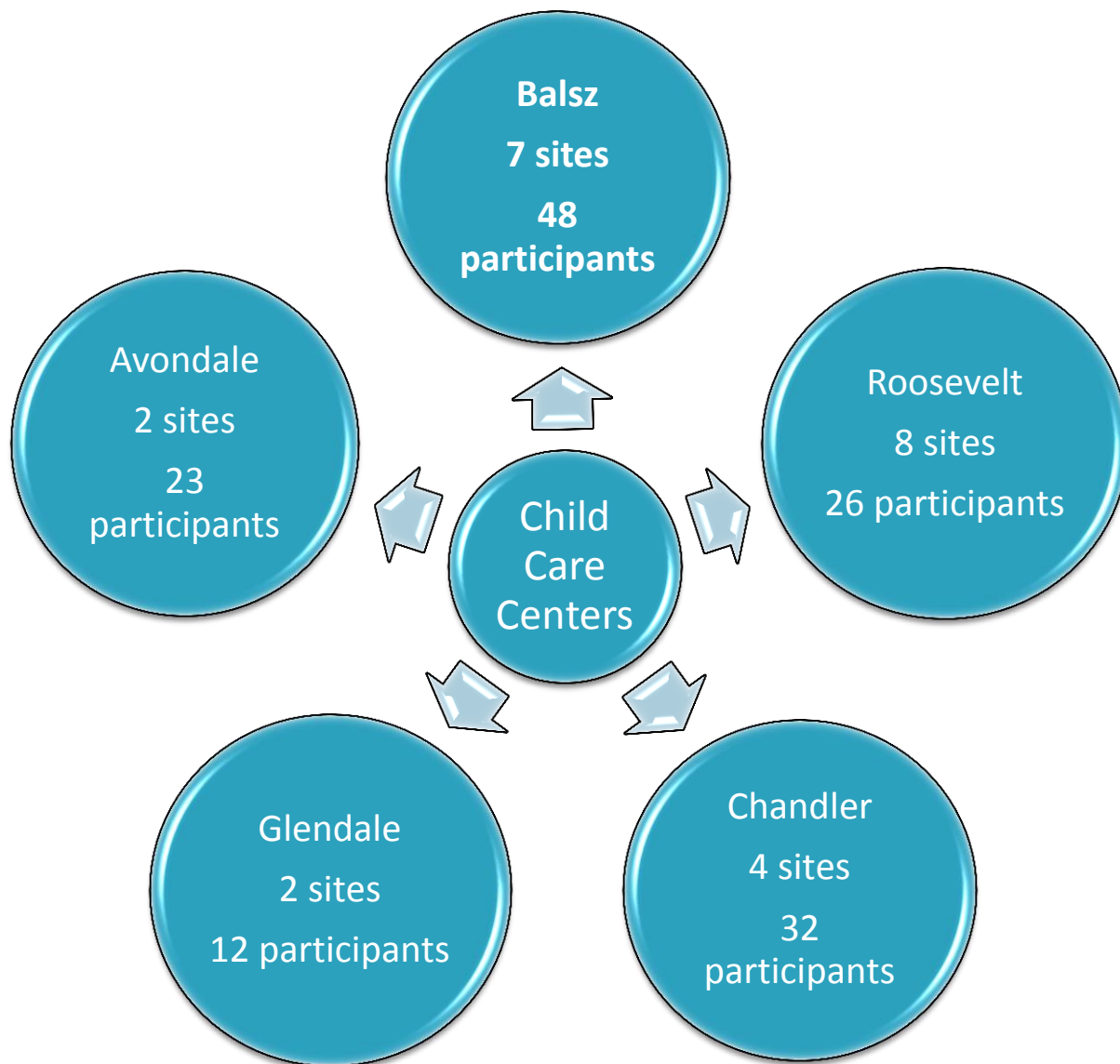


ELLCO PRE-K

- ❑ Section 1: Classroom Structure
- ❑ Section 2: Curriculum
- ❑ Section 3: The Language Environment
- ❑ Section 4: Books & Book Reading
- ❑ Section 5: Print & Early Writing



Read On Communities



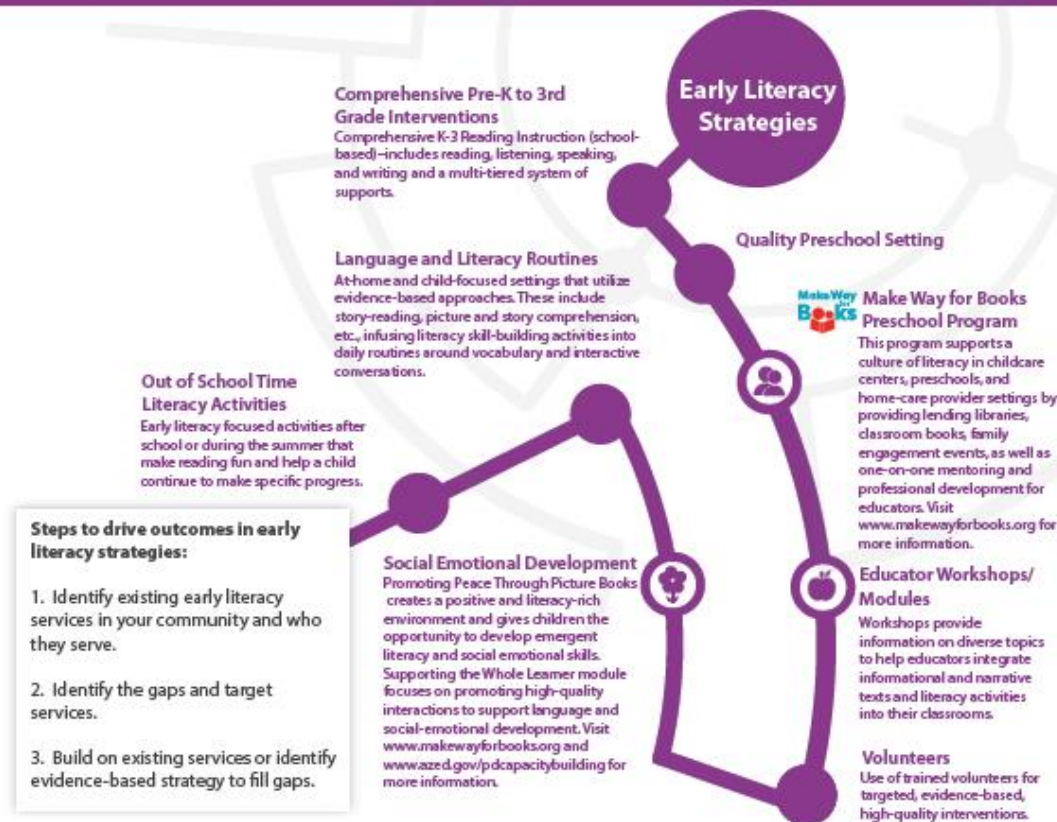
Early Literacy Strategy: Make Way For Books

Routes to Reading Early Literacy Strategies



- Programs serve children ages 0-8
- Offered for children, families, and educators
- Train the trainer opportunities included
- Volunteers integrated throughout programs

Early literacy strategies are designed to foster literacy-rich environments and language and literacy experiences in the classroom, home, and out of school time settings.





**Our mission is to give all children
the chance to read and succeed.**



MWFB is building an early literacy system and creating routes to reading in southern Arizona and connecting statewide through partnerships and collaboration with Read On Arizona. Each year we impact 31,000 children, families, and early childhood educators.



The Early Literacy Resource Center for Southern Arizona

- Impact structure includes two branches of strategies with different routes to help build a comprehensive early literacy system
- We operate on the principles of innovation, breaking down barriers, building on strengths and meeting children, families, and early childhood educators where they are to achieve success for children



In Early Care & Education Settings...

- Professional development workshops for Early Childhood Educators
- One-on-one on-site mentoring
- Communities of Practice
- Classroom book collections, lending libraries, book distributions
- Parent education and family engagement programming











**Through Family Literacy and
community-based programs...**



Reaching the 7/10

- **Five** different innovative MWFB programs reach families and children who don't have access to preschool and childcare with early literacy programming in various community settings such as low resource apartment communities, WIC and health clinics, food banks, partnering with home visitation programs, etc.



**A common goal:
All children have the chance to read
and succeed.**



**A child's journey to and readiness for school to
improve third grade reading. . .
Make Way for Books decided to meet children
and families where they already are—the
neighborhoods where they live!**



The Neighborhood School Readiness Collaborative

A **Read On** project with a systems-building approach to . . .

- Engage and empower families
- Support educators
- Develop children's emergent literacy and language skills.

Achieving the **Read On Arizona** goal of **access to the right program at the right time for every child.**

Neighborhood Readiness Collaborative—A *Read On* Project



Primary Partnerships

- Helios Education Foundation
- Tucson Unified School District
- United Way of Tucson and Southern Arizona- Read On Tucson
- Pima County Public Library
- University of Arizona
- 40+ Community Organizations



Connecting families with children 0-5 to their neighborhood elementary school



7,500 children in the **Read On Tucson** community are impacted through the project as they transition to kindergarten with improved early literacy and language skills and are on track for third-grade reading down the road...





Make Way for Books Preschool Program serving preschools, childcare centers, and home care providers surrounding each Read On Tucson elementary school.

**Make Way for Books
Cover to Cover** offered at
nearby, convenient,
community locations—
grocery stores, clinics,
food banks, swap meets,
etc.





Raising A Reader parenting education and book sharing offered at surrounding apartment and mobile home communities, as well as at the Read On Tucson Elementary School.





The Early Literacy
Resource Center for
Southern Arizona

Neighborhood School Readiness Project

Program

Make Way for Books Preschool Program

- Preschools
- Child care centers
- Home-based providers

Make Way for Books Cover to Cover

Community locations:

- Parks
- Swap meet
- Food bank

Make Way for Books Raising A Reader Intensive

Apartment communities

Location



Teachers
Parents
Children



80% of families are
eligible for free/reduced
lunch

69% of families do not have access to
quality, early childhood education

Early
literacy
programming
improves
the community
for all.



Impact

Children at all project sites receive support to transition to kindergarten at their local TUSD Read On school ready to read and succeed.



This
is
the
start



Success!



When Arizona Reads, Arizona Thrives

Q&A

Terri Clark

Arizona Literacy Director

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