Read On
ARIZONA

Filling the Gaps to Advance Early Literacy

Why Literacy?

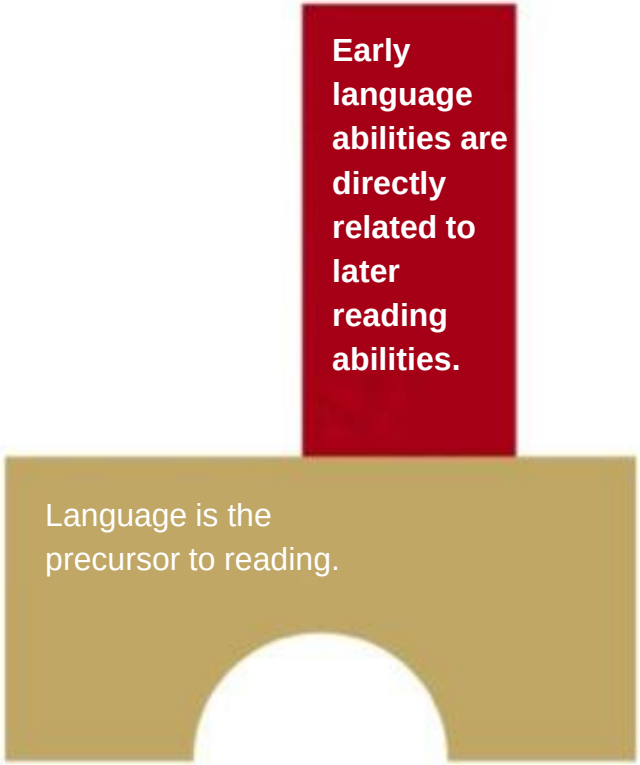
- the 21st Century skill
- the "4 Cs" of 21st Century education

critical thinking
communication
collaboration
creativity

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

Early Literacy

Building Blocks



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.

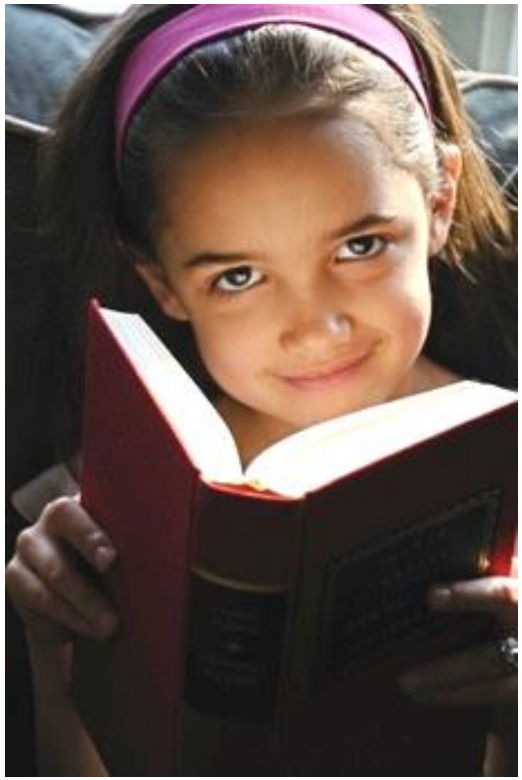
The amount of language a child hears affects processing speed and later vocabulary.

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

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

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

3rd Grade Reading in Arizona

- 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]

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.

Read On
ARIZONA

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

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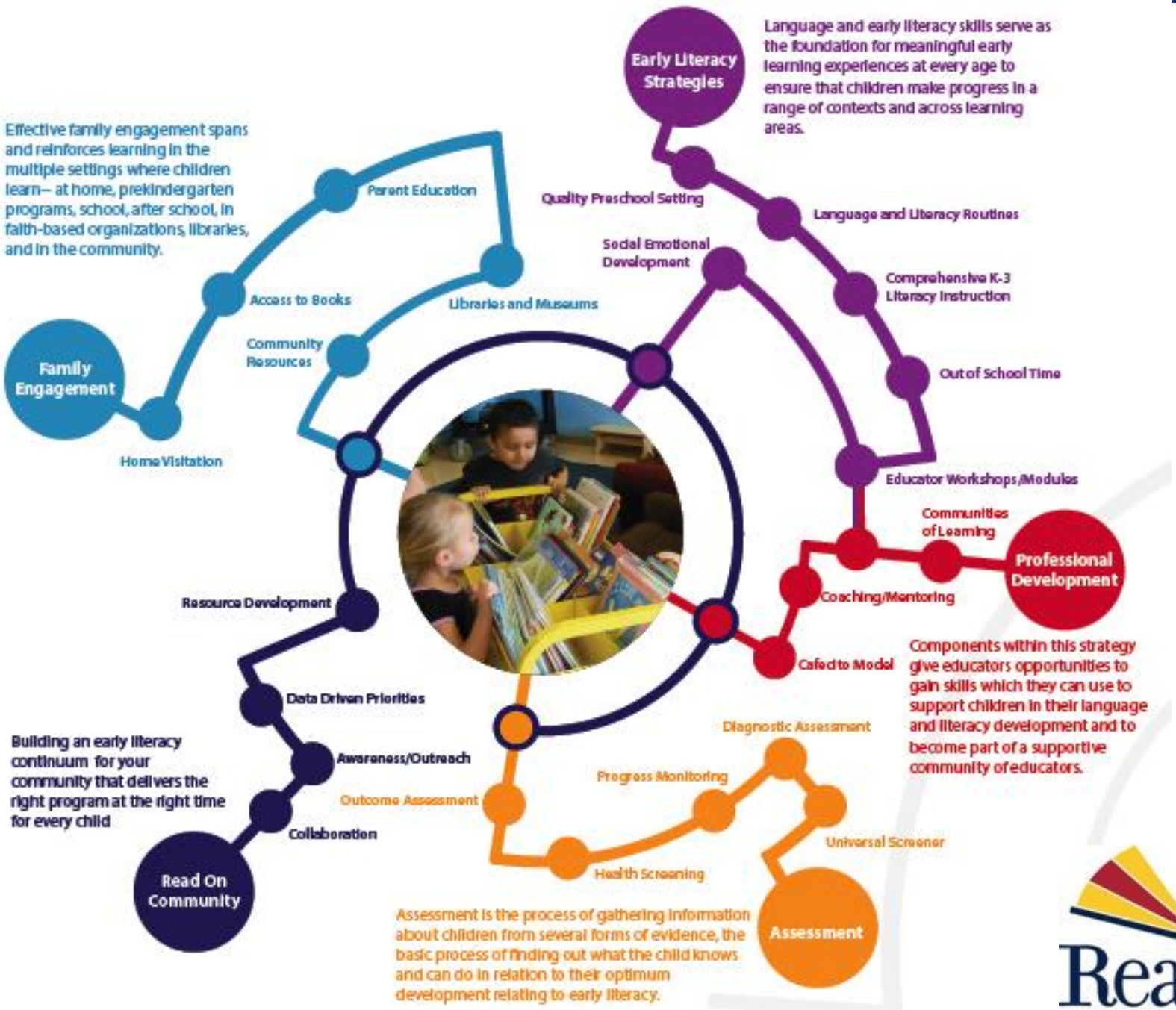
Early Literacy Model System



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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

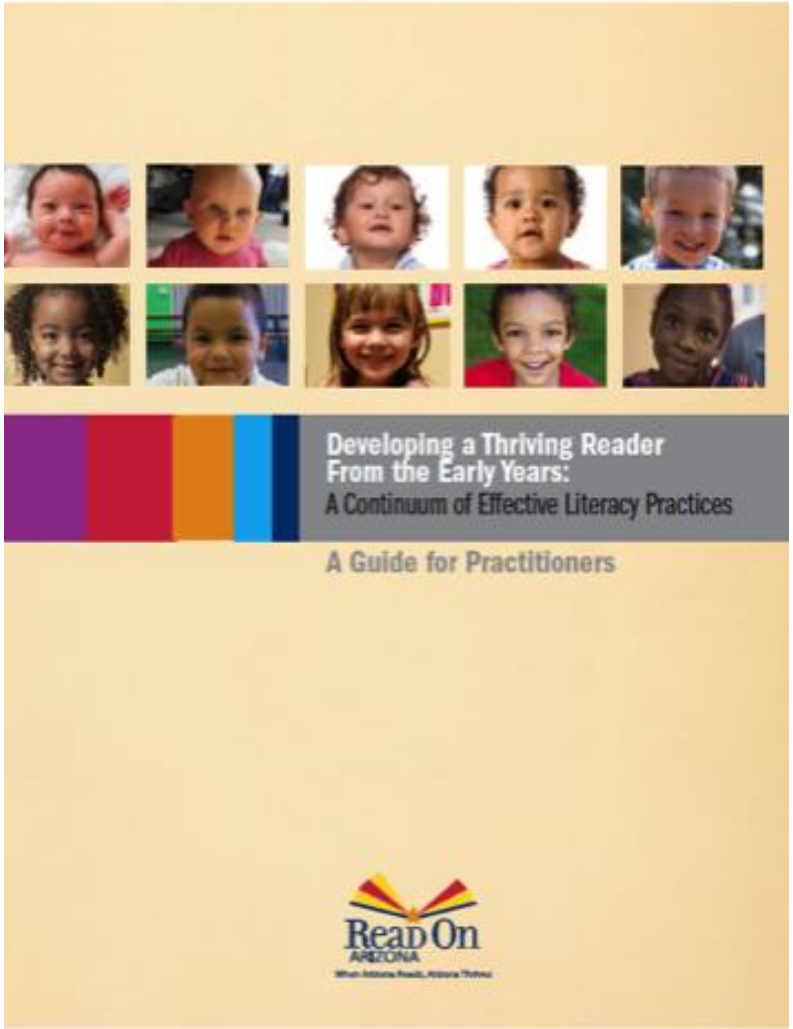
- Insufficient access to programs that work
- Continuum of effective practices

Read On
ARIZONA

Developing A Thriving Reader

A Continuum of Effective Literacy Practices

Filling the gaps to advance early literacy

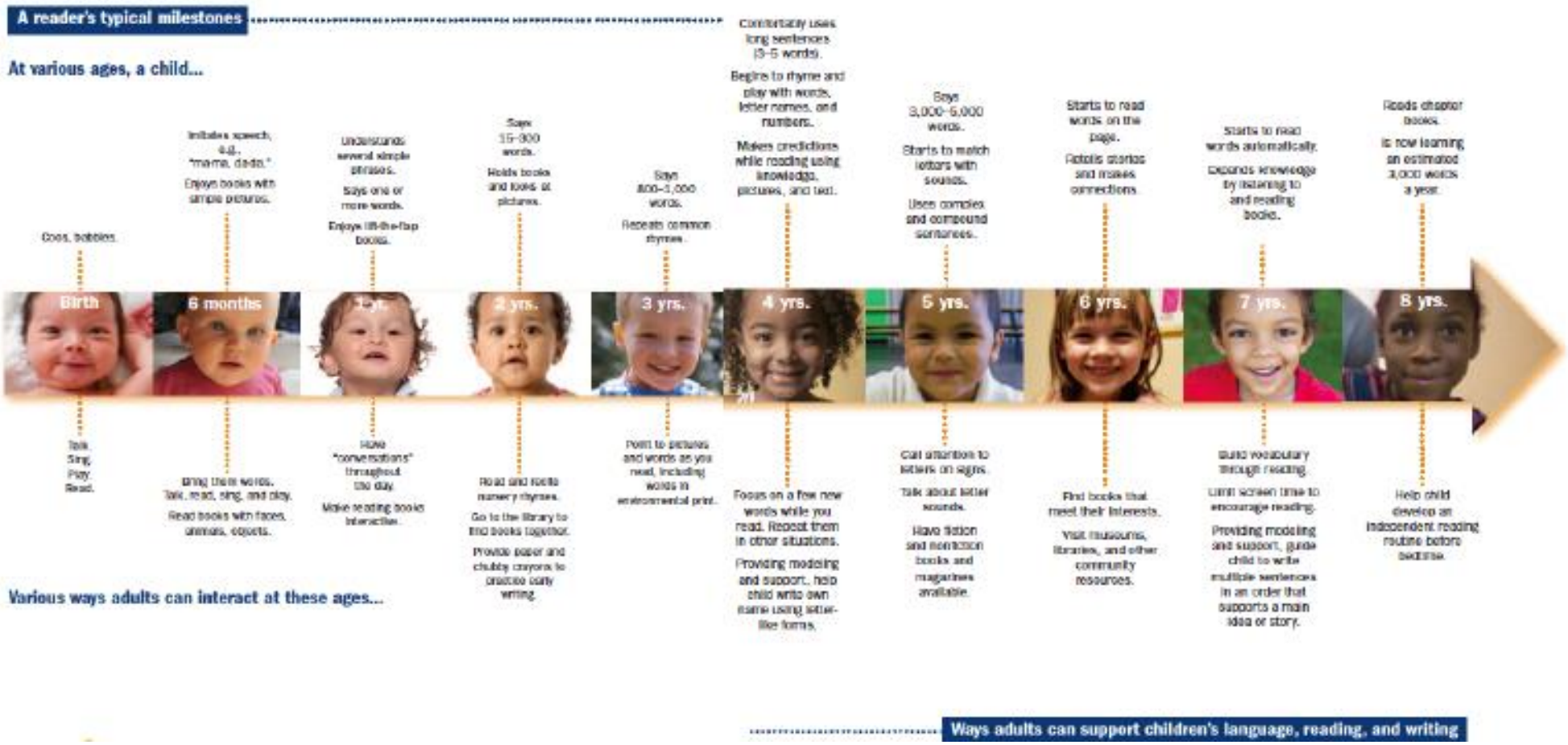


WEBINAR

Link on Read On Arizona:

Read On Arizona Continuum Overview training

Building Blocks



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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!

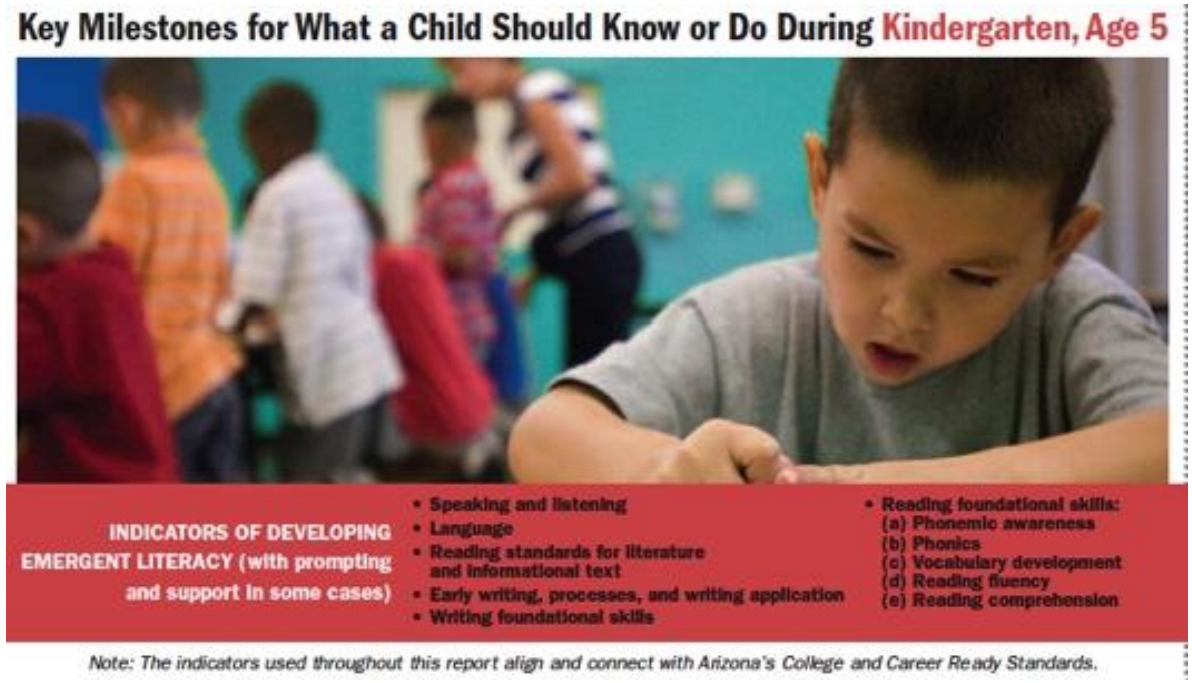
pages 6-7

The Preschool Years

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

pages 8-9

Kindergarten

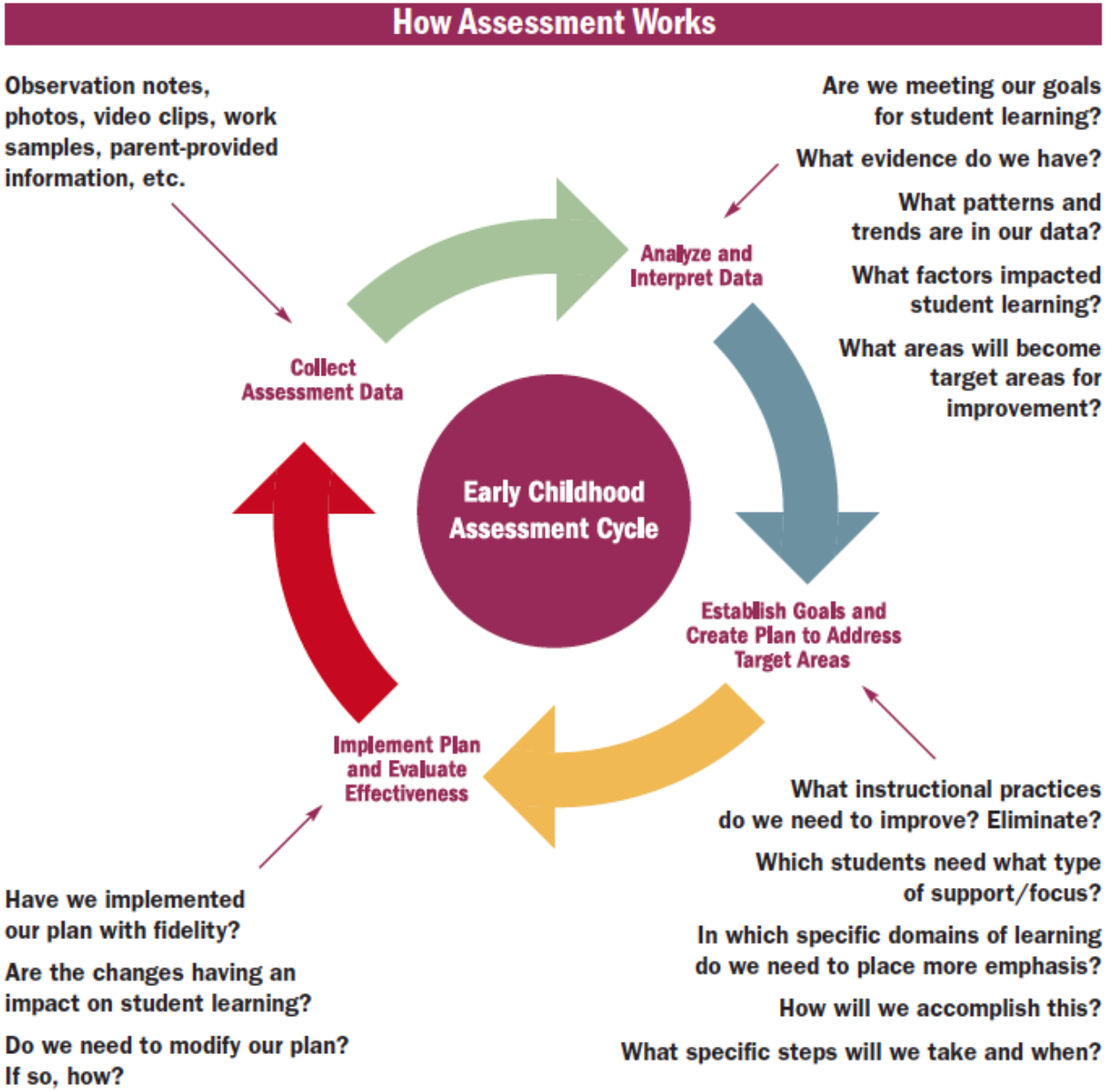


- AZ Early Learning Standards + AZCCRS for Kindergarten
- Pre-literacy skills & emerging literacy skills
- Picture books and beginning readers
- Writing letters to words and to sentences

page 10

Early Assessment

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



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Professional Development

Professional Development Opportunities for Those Who Work with Children

Appropriate Participants

AGES	Educators and early care practitioners	Adults*	Instructional support	Librarians	Community providers	Pre-service teachers	ELL coaches	Administrators
Writing	X	X	X			X	X	X
Vocabulary (grammar)	X	X	X			X	X	X
Reading	X	X	X	X	X	X	X	X
Language development	X	X	X	X	X	X		
Speaking & listening	X	X	X	X	X	X		

Professional Development Modules

** Use of the word "adult" is defined as a parent, family member, caregiver, educator, etc. In other words, an adult in a child's life who can help develop early literacy skills.*

"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

- Building true partnerships
- Family Engagement focused on literacy

Pages 25-29

Arizona's Early Literacy Landscape: Painting the Data Picture

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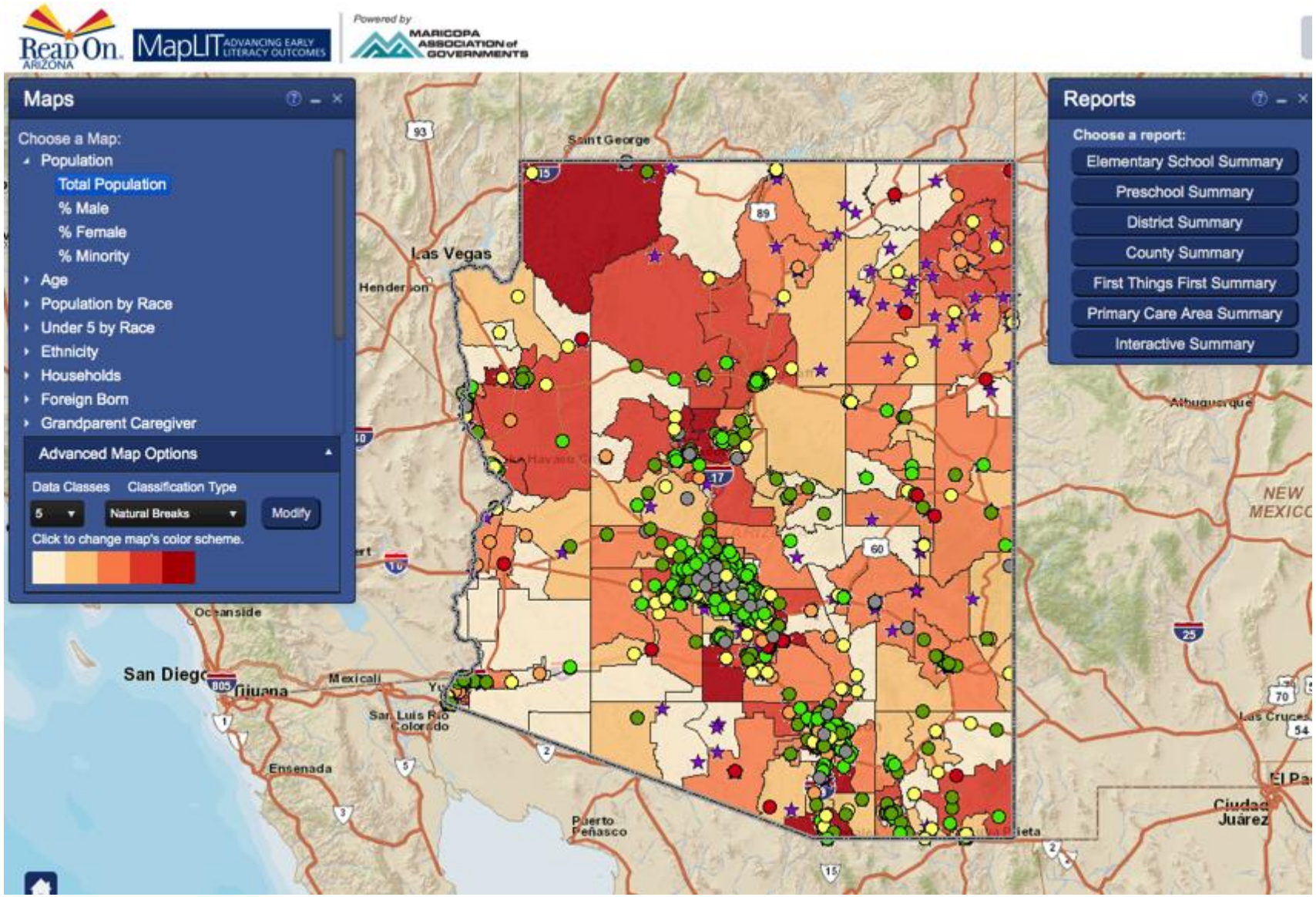
MapLIT ADVANCING EARLY LITERACY OUTCOMES

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

Read On ARIZONA

MapLIT ADVANCING EARLY LITERACY OUTCOMES

Powered by MARICOPA ASSOCIATION of GOVERNMENTS

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: 5 | Classification Type: Natural Breaks | Modify

Click to change map's color scheme.

District Summary

Mammoth-San Manuel Unified District (4439)

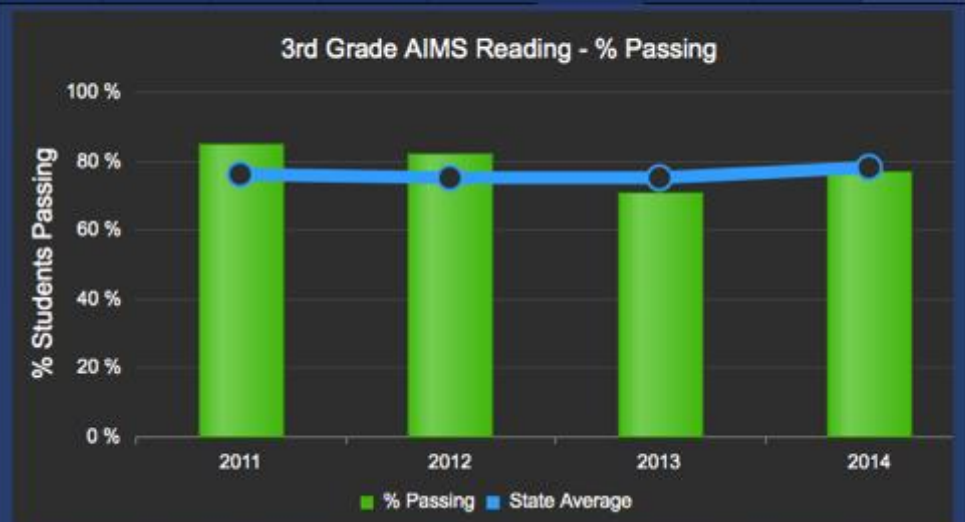
- District Type: Elementary
- District Type: Unified School District

GRADE C

2014 Chronic Absence Rate: 16.7%

2014 3rd Grade Reading Proficiency: 77%

Schools | Enrollment | Student Demographics | SAT 10 | AIMS Breakdown | AIMS Passing | Benchmark | Chronic Absence

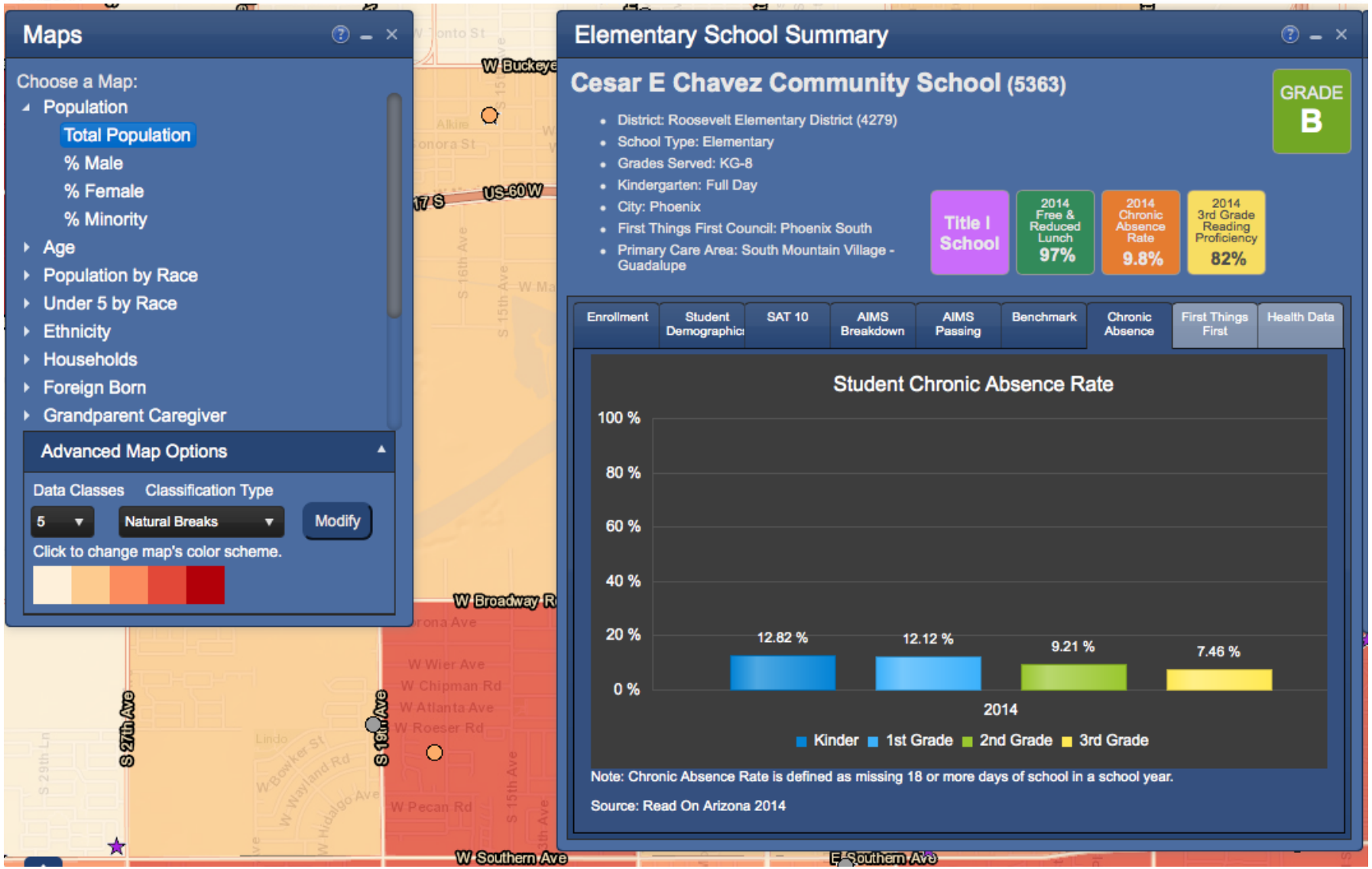


Note: Results for populations with fewer than 11 students or where all students score at the same performance level are masked to protect student identification, as required under the Family Educational Rights and Privacy Act (FERPA).

Source: Read On Arizona 2014

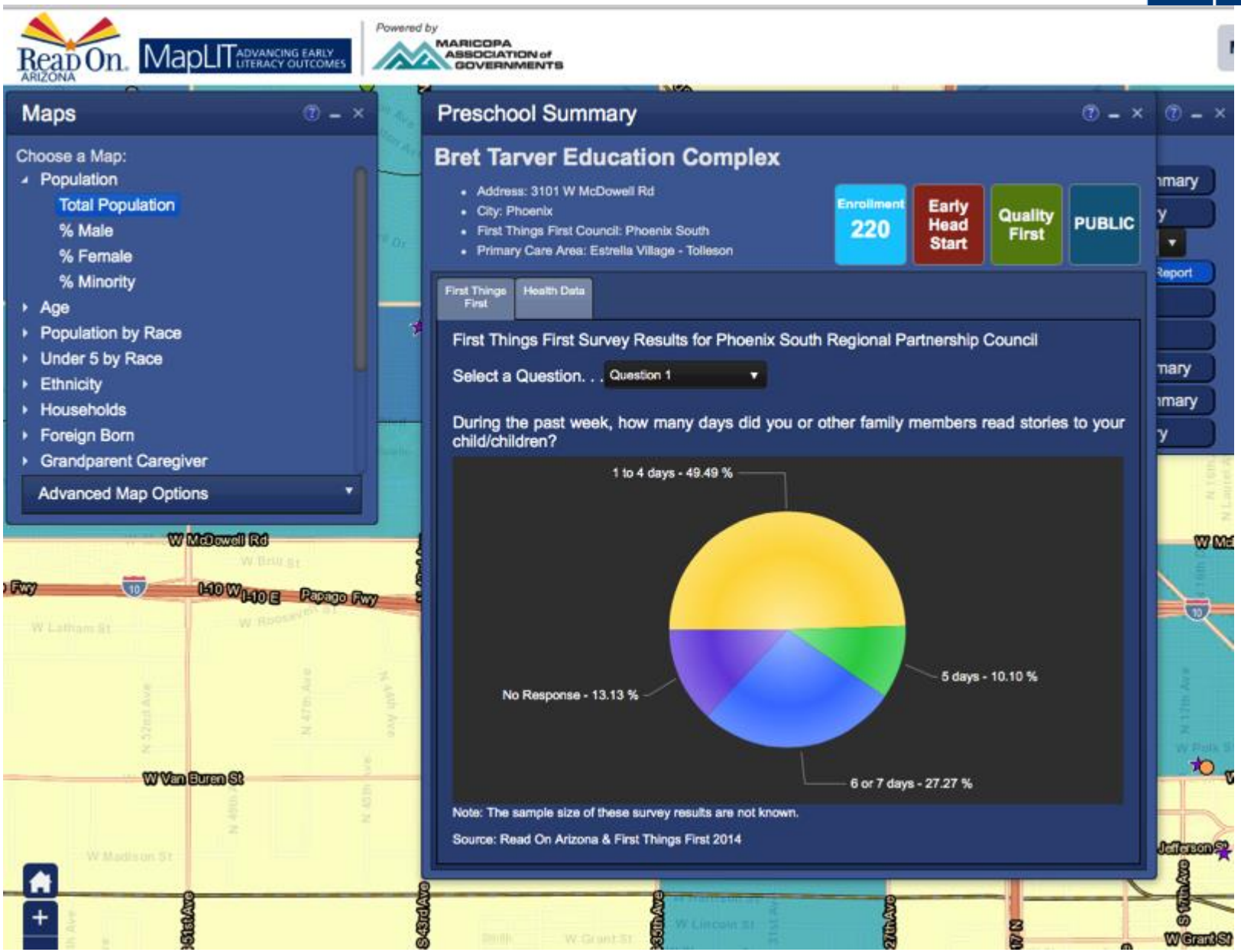
Data Integration and Systems Linkages

CHRONIC ABSENCE DATA



Data Integration and Systems Linkages

PRESCHOOL SITES



Data Integration and Systems Linkages:

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

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When Arizona Reads, Arizona Thrives

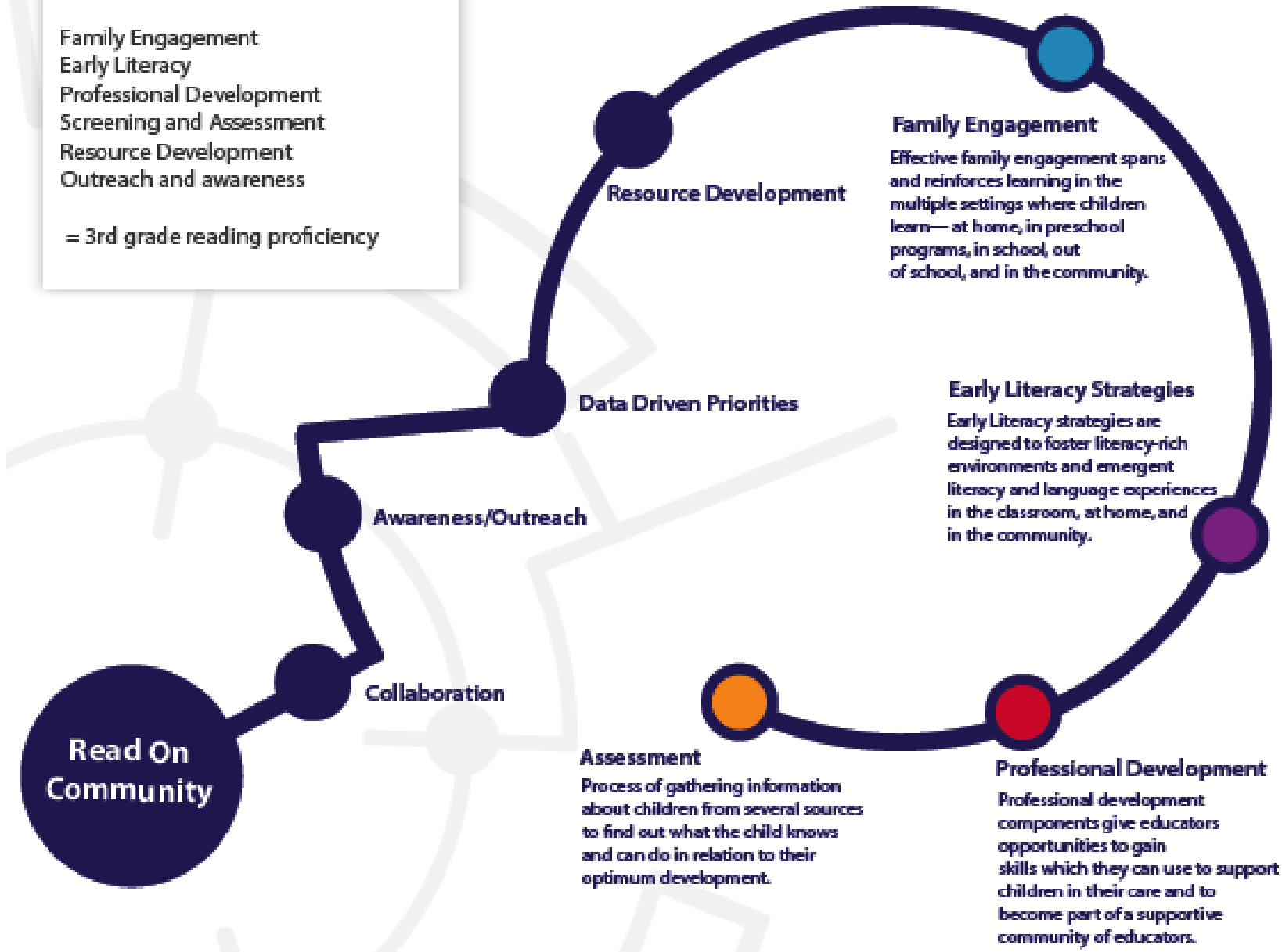
www.ReadOnArizona.org

Community Planning Tool

Alignment around:

Family Engagement
Early Literacy
Professional Development
Screening and Assessment
Resource Development
Outreach and awareness

= 3rd grade reading proficiency



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.

Cover to Cover

This strategy includes parent education, literacy-focused family engagement events, and community-based programs that reach families who do not have access to school-based programs. Programming is flexible and can be offered in nontraditional neighborhood locations families already frequent, such as social services offices, food banks, etc. Families gain shared early literacy experiences connected to increased reading routines at home. Visit www.makewayforbooks.org for more information.

Parent Education

This strategy supports parents through home visitation, workshops, etc.

Family Engagement

RAR

Raising A Reader

Raising A Reader is based on a national, evidence-based program designed to help families of young children (0-8) develop, practice, and strengthen the culture of reading at home through age-appropriate books and shared reading techniques to ensure that all children have the tools they need to succeed. For affiliates near you: www.swhd.org (Maricopa County) www.makewayforbooks.org (Southern AZ) yc.edu (Central AZ)

Family Resource Center

Centers provide support to strengthen families by coordinating education, prevention, and other programs/services to meet the needs of families.

Access to Books

Ensuring that children have access to books in a multitude of settings in a variety of categories: informational texts, diversity, movement/health, Spanish, differing abilities, wordless books, culturally appropriate, etc. Public libraries, online resources, book donation and book drive partners all offer various strategies in this focus area.

ROR

Reach Out and Read

Reach Out and Read is an evidence-based pediatric literacy program which builds on the unique relationship between parents and their pediatricians. At each well-child check visit, doctors use the book as part of the developmental exam and provide advice to parents to stress the importance of reading aloud to their child each day. Visit www.roraz.org for more information.

Libraries and Museums

Access to Community Resources

This strategy includes kindercamps, after school, summer, and faith-based programs.

Steps to drive outcomes in family engagement in your community:

1. Identify existing family engagement services in your community and who they serve.
2. Identify the gaps and target services.
3. Build on existing services or identify evidence-based strategy to fill gaps.

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
Creating a Positive Future for Young Children

Raising A Reader

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

southwest human development
Creating a Positive Future for Young Children

Raising A Reader

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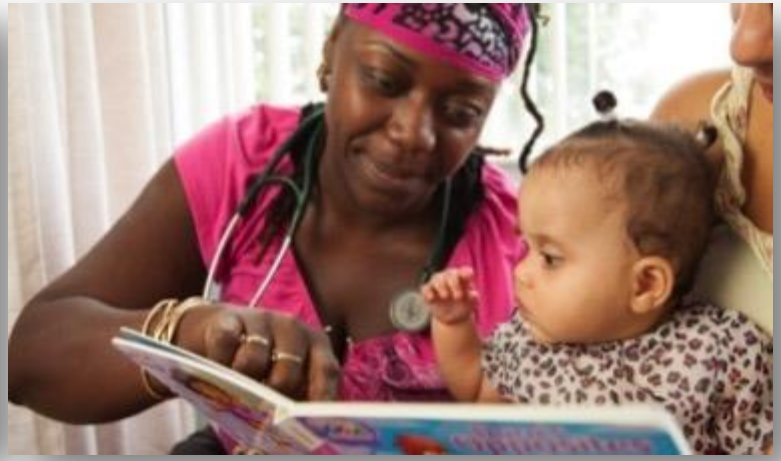
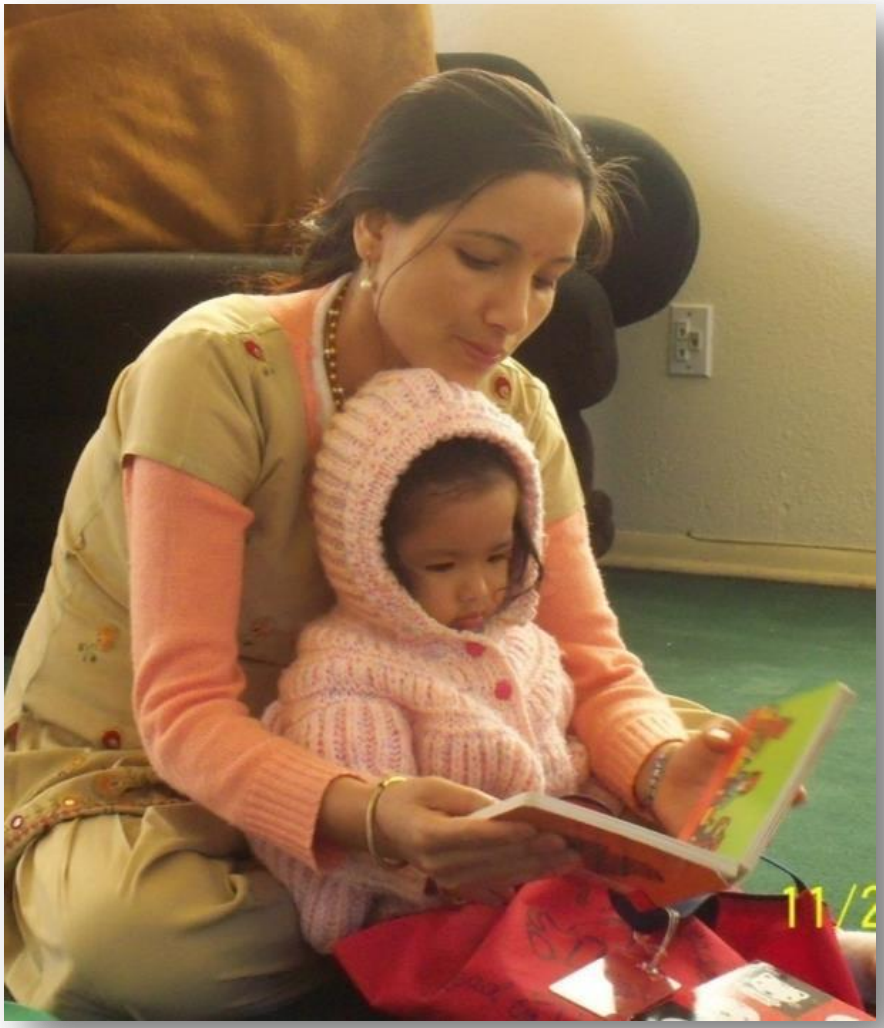
Building an Early Literacy System

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



Raising A Reader

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



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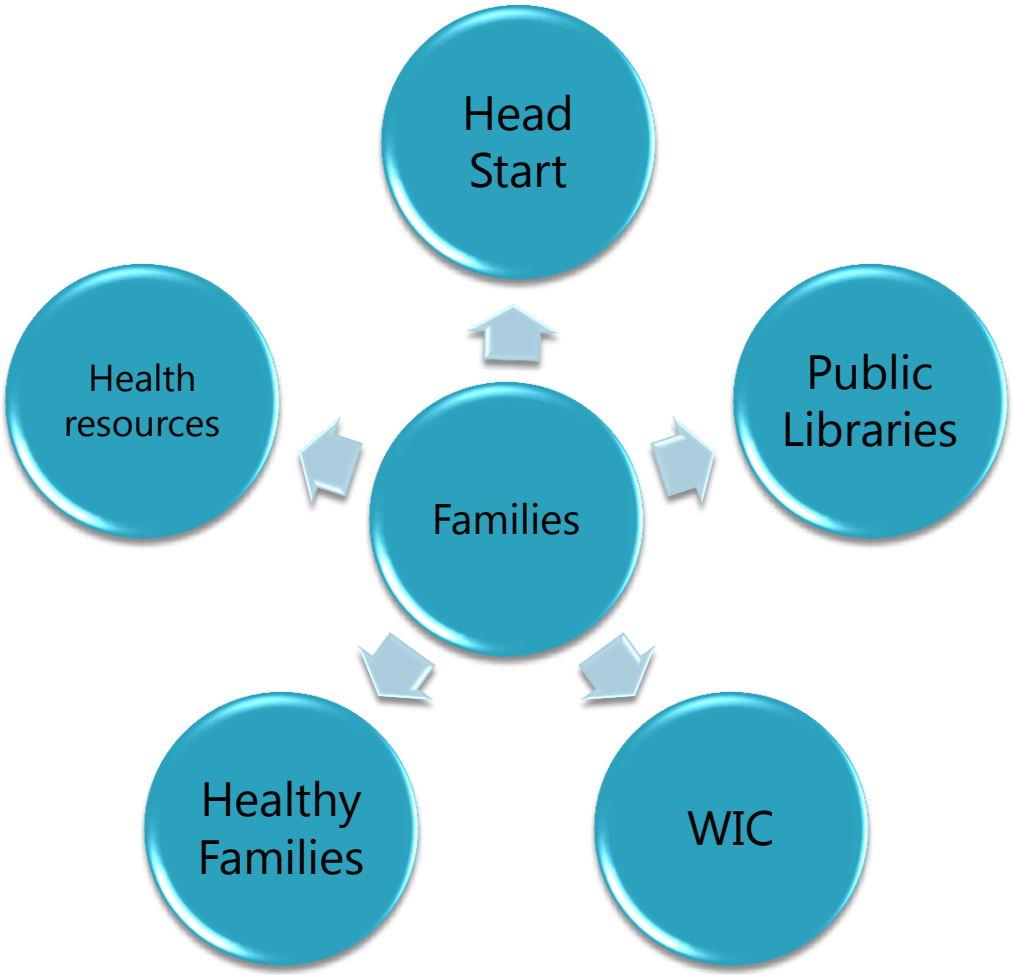
Community Resources

Raising A Reader



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Program Growth

Raising A Reader

FY 2010
17 series
170 families

FY 2011
63 series
630 families

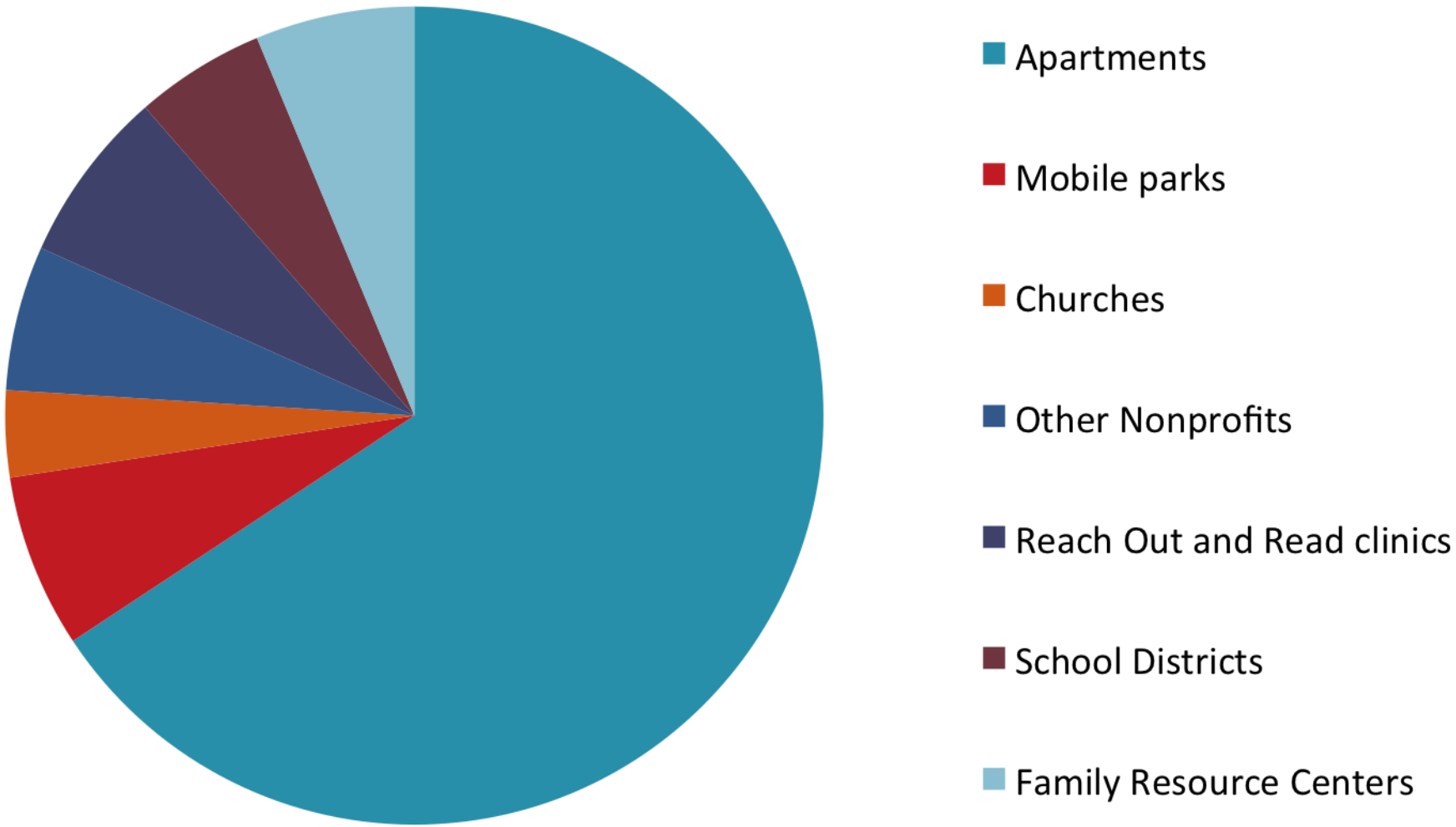
FY 2012
85 series
850 families

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

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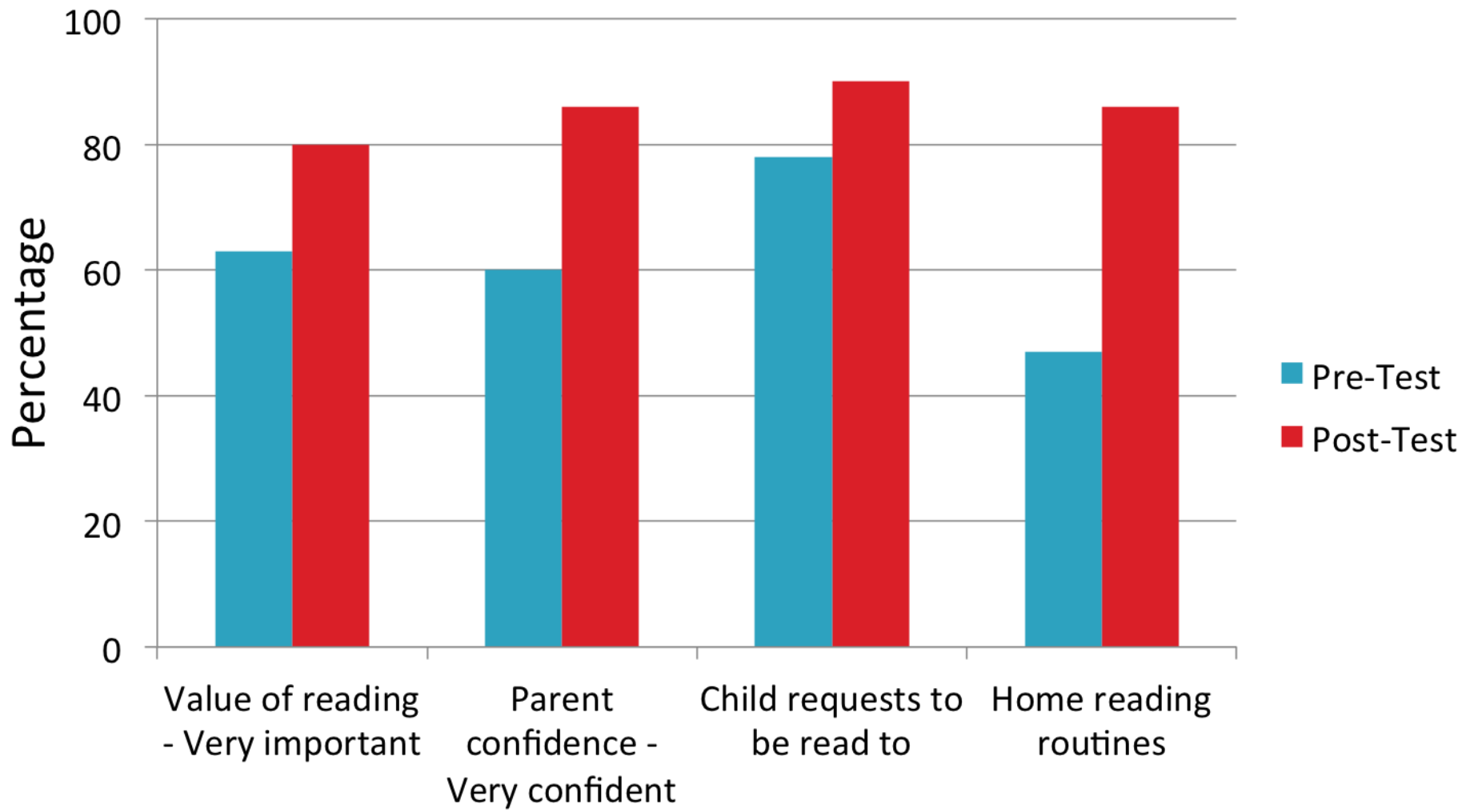
What families say…

"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."

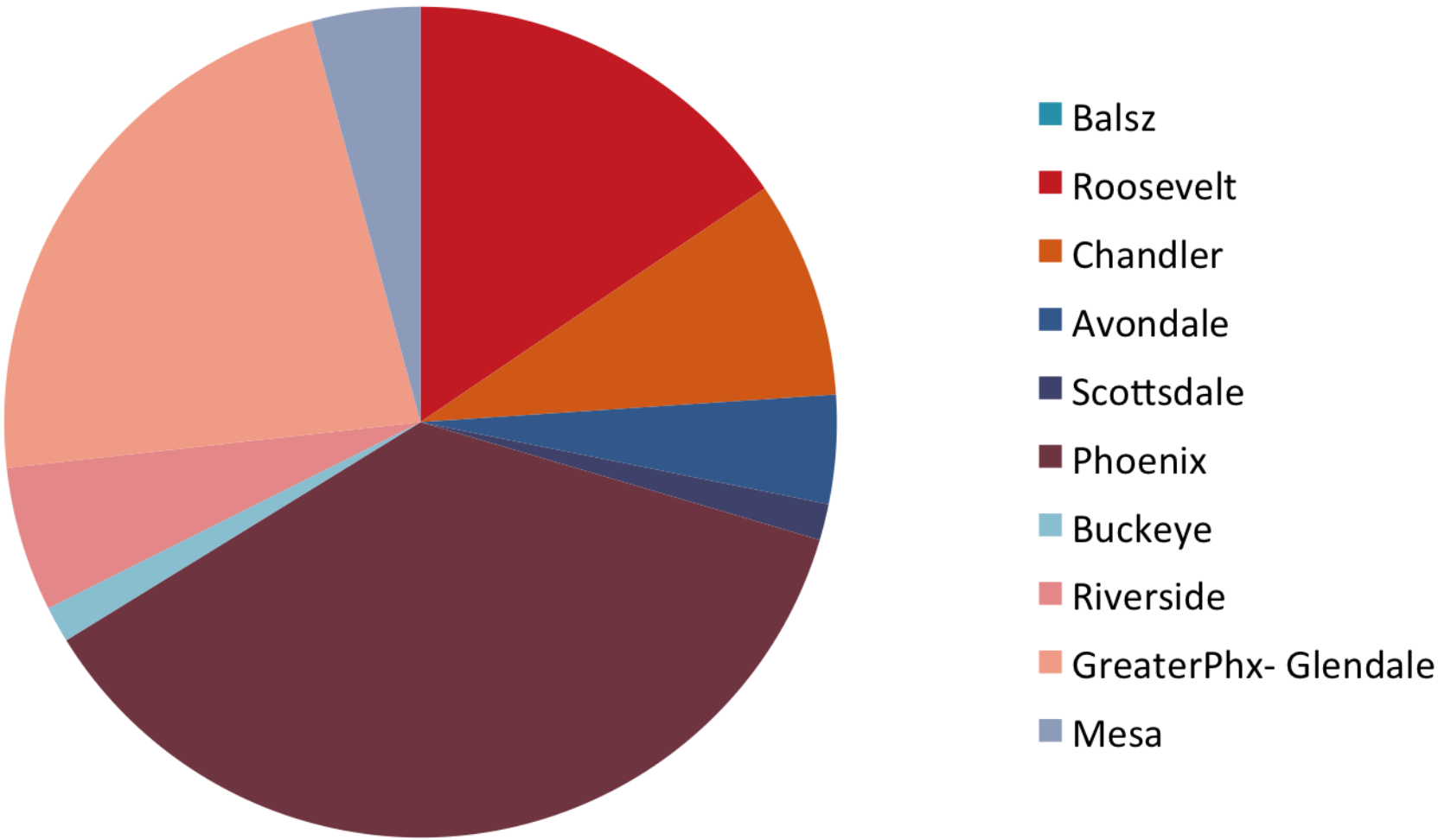
"My boys love reading and are now more interested in books than toys."

Child/Family Results



Fiscal year 14

Read On Communities



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Reach Out and Read

Reach Out & Read®
where great stories begin™

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

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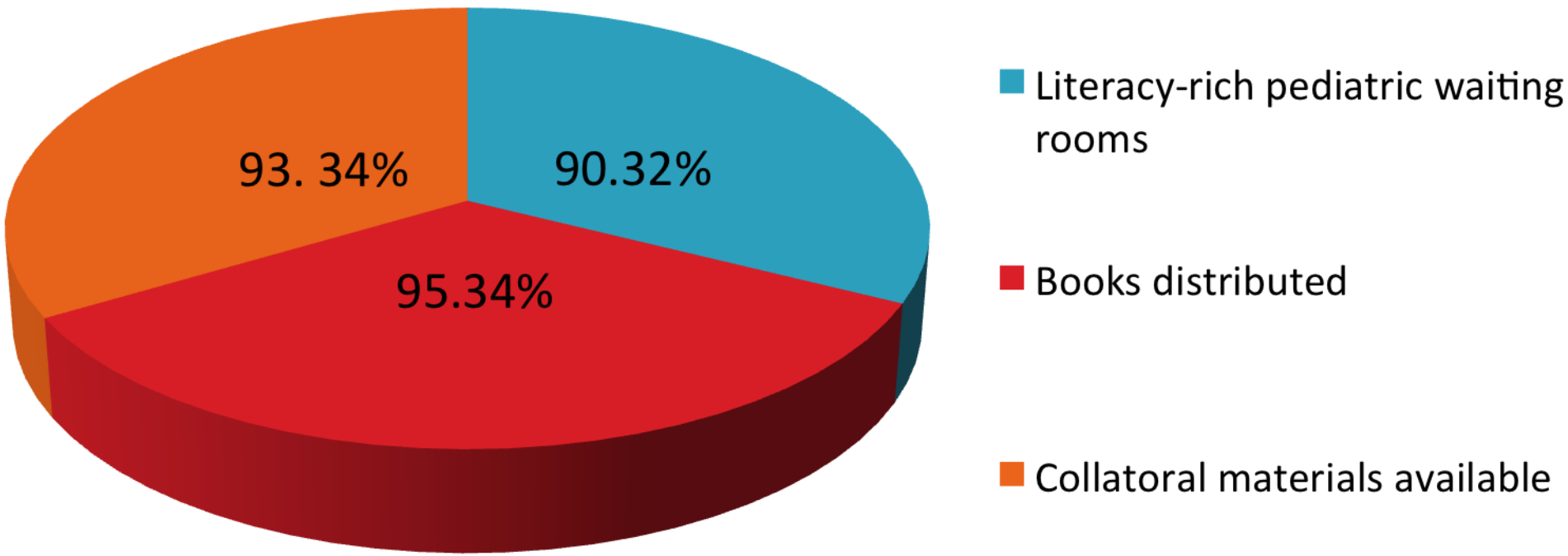
Reach Out and Read

Reach Out & Read®
where great stories begin™

- 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



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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

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Read On Communities

Reach Out & Read
where great stories begin™

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

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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

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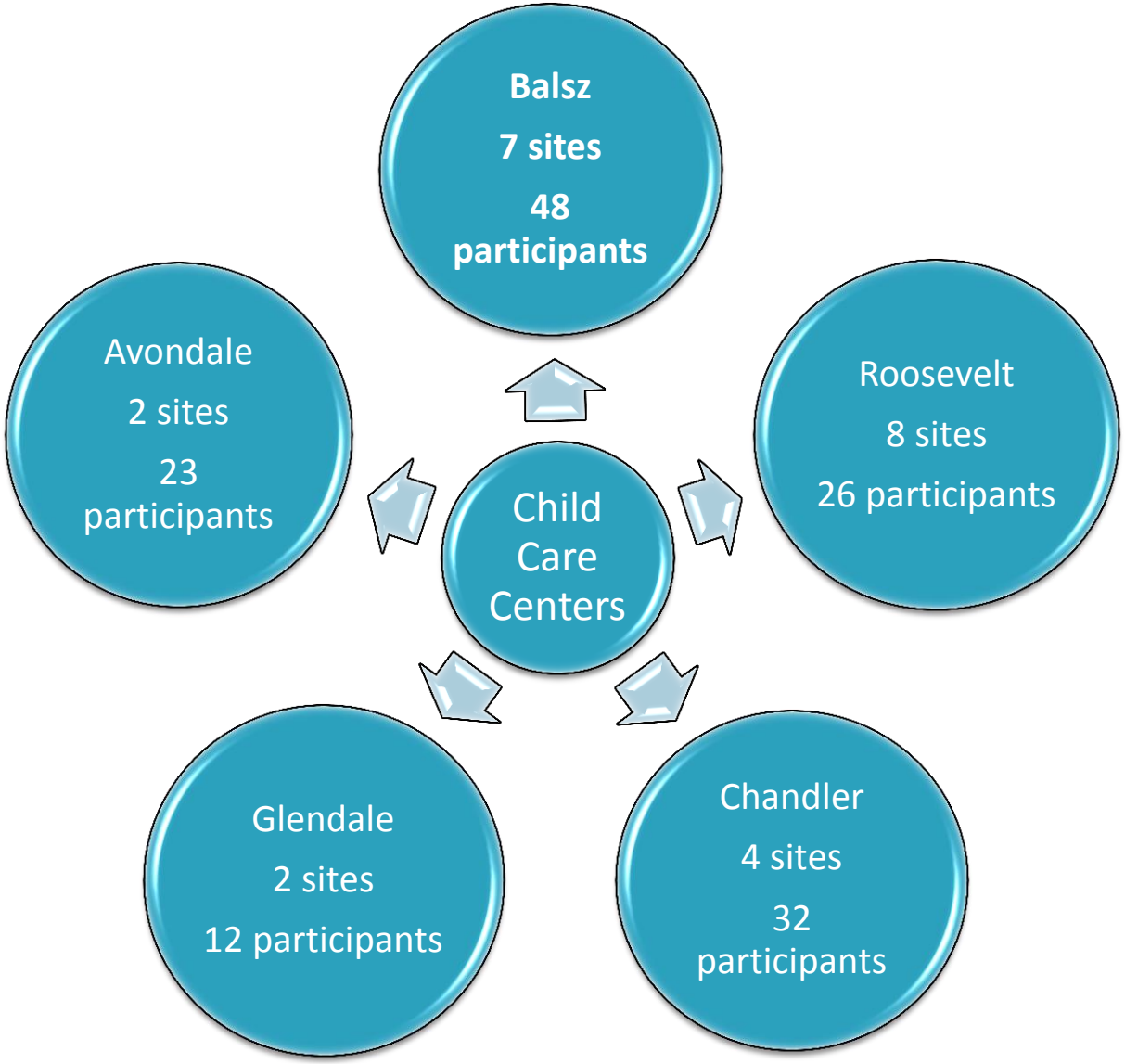
Read On Communities



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.

Early Literacy Strategies

Comprehensive Pre-K to 3rd Grade Interventions
Comprehensive K-3 Reading Instruction (school-based)–includes reading, listening, speaking, and writing and a multi-tiered system of supports.

Quality Preschool Setting

Make Way for Books Preschool Program
This program supports a culture of literacy in childcare centers, preschools, and home-care provider settings by providing lending libraries, classroom books, family engagement events, as well as one-on-one mentoring and professional development for educators. Visit www.makewayforbooks.org for more information.

Educator Workshops/ Modules
Workshops provide information on diverse topics to help educators integrate informational and narrative texts and literacy activities into their classrooms.

Volunteers
Use of trained volunteers for targeted, evidence-based, high-quality interventions.

Social Emotional Development
Promoting Peace Through Picture Books creates a positive and literacy-rich environment and gives children the opportunity to develop emergent literacy and social emotional skills. Supporting the Whole Learner module focuses on promoting high-quality interactions to support language and social-emotional development. Visit www.makewayforbooks.org and www.azed.gov/pdcapacitybuilding for more information.

Out of School Time Literacy Activities
Early literacy focused activities after school or during the summer that make reading fun and help a child continue to make specific progress.

Language and Literacy Routines
At-home and child-focused settings that utilize evidence-based approaches. These include story-reading, picture and story comprehension, etc., infusing literacy skill-building activities into daily routines around vocabulary and interactive conversations.

Steps to drive outcomes in early literacy strategies:

1. Identify existing early literacy services in your community and who they serve.

2. Identify the gaps and target services.

3. Build on existing services or identify evidence-based strategy to fill gaps.

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

vidanueva
Moon Rope
Abuela
DRAGON
DRAGÓN
PACO
Mommy!
¡Mamá!
Mrs. Wishy-Washy's Farm
READING
Feel Good

POP!
OH NO!

Pete the Cat

The Family Book
puzzles

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!

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.

Make Way for Books

The Early Literacy Resource Center for Southern Arizona

Neighborhood School Readiness Project

Early literacy programming improves the community for all.

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

80% of families are eligible for free/reduced lunch

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

Read On TUCSON

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
READ

Success!

Read On ARIZONA

When Arizona Reads, Arizona Thrives

Q&A

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THE CAMPAIGN FOR GRADE-LEVEL READING

3RD GRADE READING = SUCCESS MATTERS