

STORY time

every day. everywhere.

December 3, 2014

*Klamath/Chiloquin Community Meeting on Early
Literacy*

Agenda

- Setting the stage
 - ▣ What are we proposing to do?
 - ▣ The urgency around early literacy
 - ▣ National and state level data
- Introduction to *StORyTime. every day. everywhere.*
- Introduction to the Oregon Early Literacy Grant

Objective: To provide you with some background to inform your upcoming brainstorming session on how you want to organize early literacy efforts in your communities.

What are we proposing to do?

- Invest \$25,000 to support targeted family and community engagement that focuses on promoting early literacy and leverages the resources of the *StORyTime* campaign.
- Funds will flow through the South Central Early Learning Hub.
- These funds are available through June 30, 2015.
- How you choose to use these funds is up to you (with some parameters in place).

Why is Oregon investing in early literacy?

- Early literacy is a key component of school readiness

- Closing gaps in third grade reading proficiency starts early
 - Overall proficiency
 - Gaps between sub-groups of students

What does the early literacy research tell us?

1. Language and literacy development begins at birth
2. Reading proficiency requires three sets of interrelated skills:
 - Oral language development
 - Reading mechanics
 - Content knowledge
3. Parents, primary caregivers and teachers have the most influence on children's language and literacy development

Source: Lovejoy, A., Szekely, A., Wat, A., Rowland, C., Laine, R., & Moore, D. (October 2013). *A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade*. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>

Why do we have a sense of urgency around early literacy?

The Word Gap

*Children from professional families have heard **30 million more words** by the time they are three years old than those from families in poverty.*

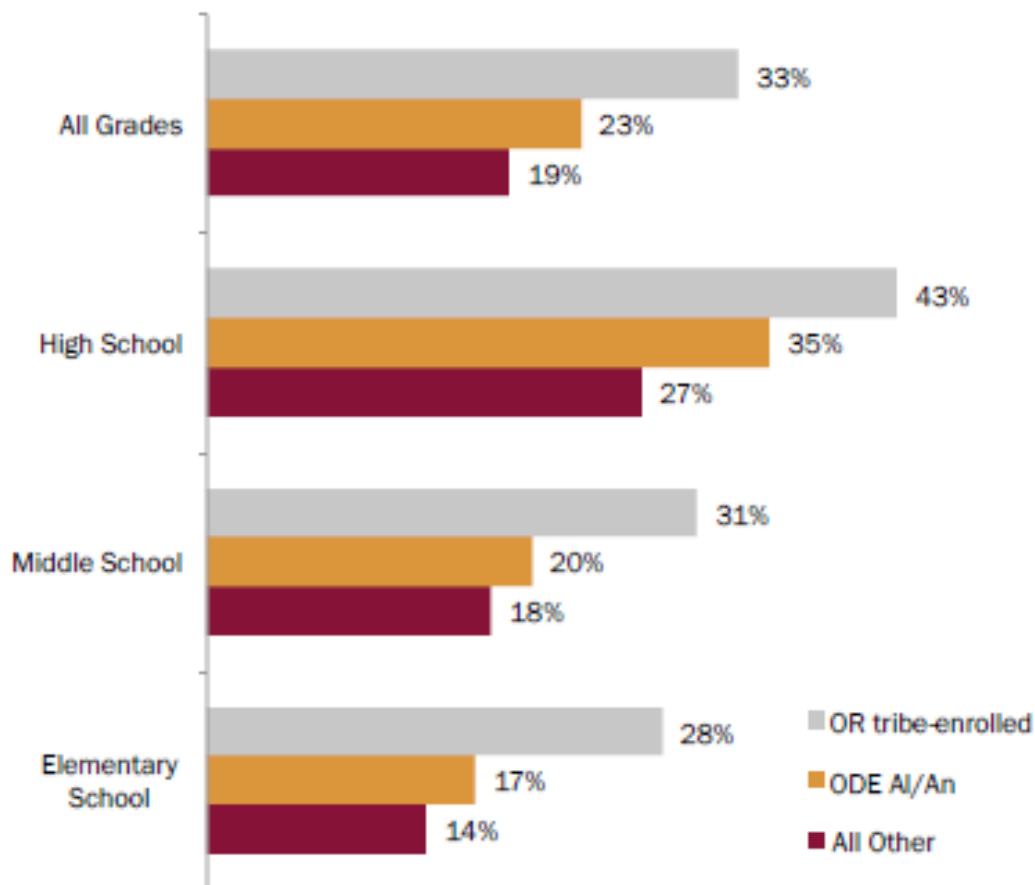
Source: Hart, B., Risley, T. (Spring 2003). The Early Catastrophe; The 30 Million Word Gap by Age 3. American Educator.

Why do we have a sense of urgency around early literacy?

- In Oregon, nearly 1 in 3 children do not read at grade level by the end of third grade.
- Students who are not proficient readers by the end of the third grade are four times more likely to drop out of high school.
 - Source: <http://gradelevelreading.net/wp-content/uploads/2012/01/Double-Jeopardy-Report-030812-for-web1.pdf>
- For 85-90% of poor readers, intervention and support programs implemented before third grade can increase reading skills to average grade levels.
 - Source: Lesnick, J., Goerge, R., Smithgall, C., & Gwynne J. (2010). Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? Chicago: Chapin Hall at the University of Chicago.

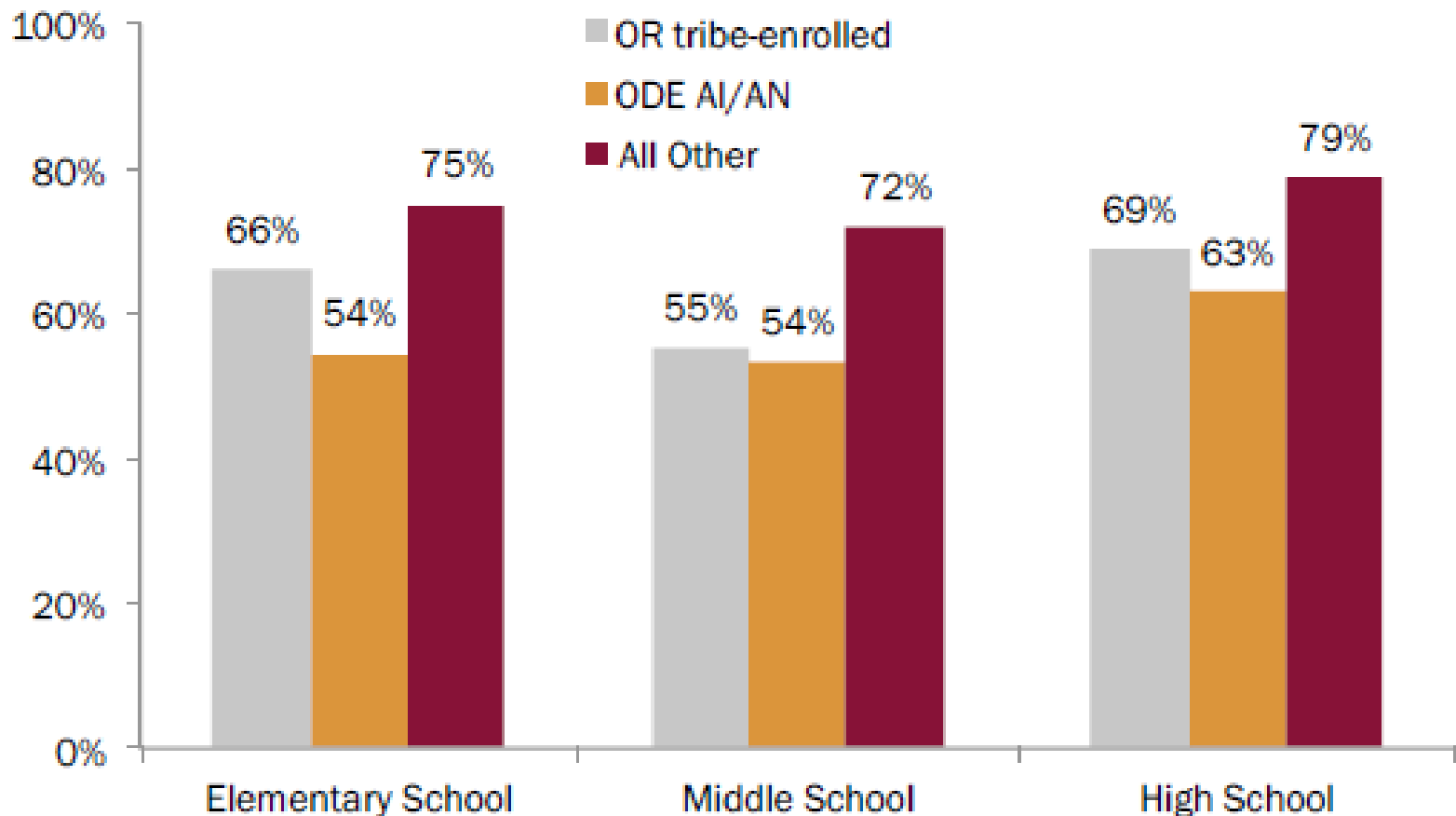
Rates of Chronic Absenteeism in Oregon

Figure 7. Share of students who are chronically absent (missing more than 10 percent of school days), by school level, SY 2011-12



Oregon Reading Proficiency Data

Figure 10. Share of Oregon students meeting or exceeding benchmarks for reading, SY 2011-12



Statewide Literacy Campaign Approach

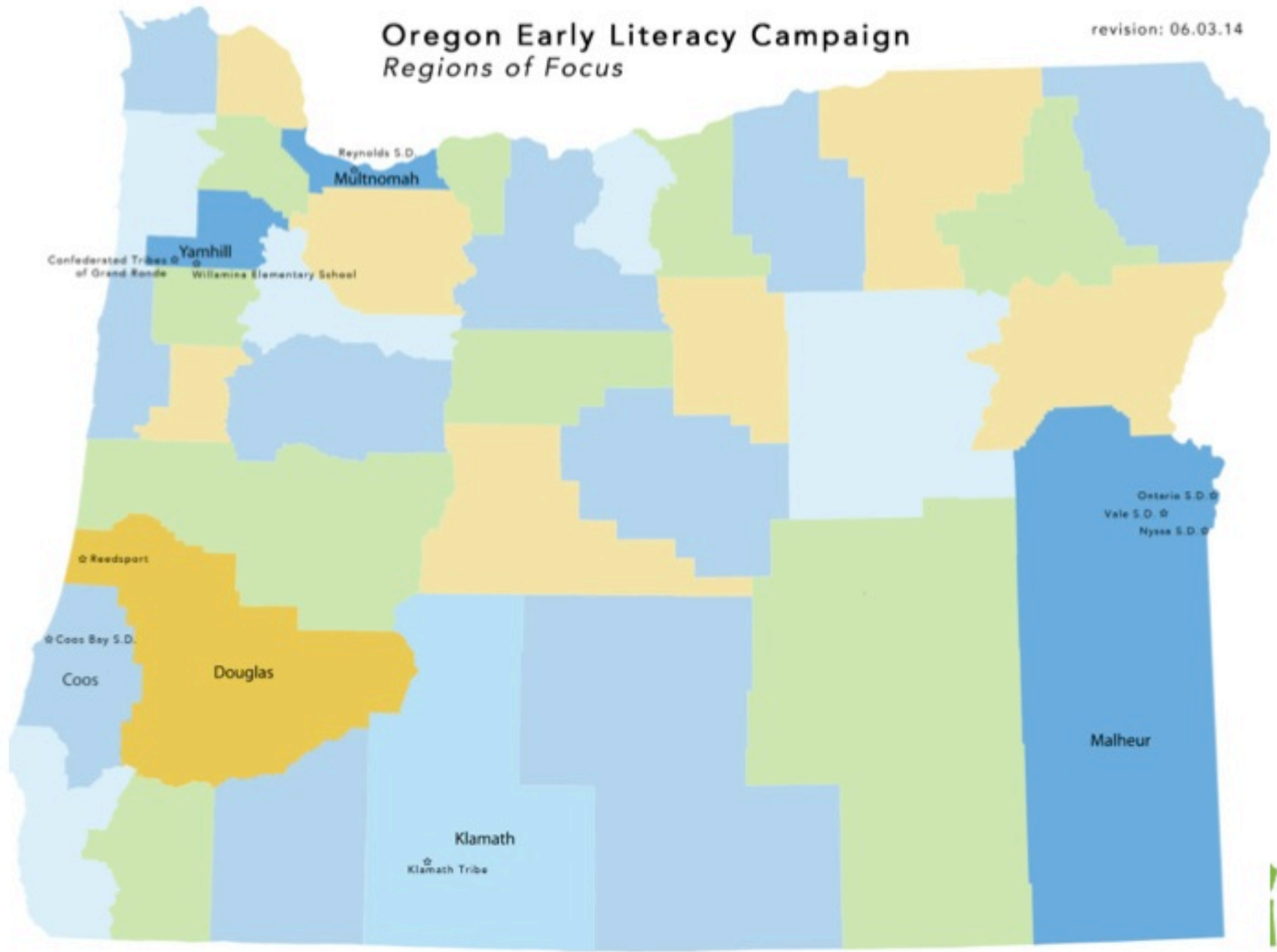
Focus on Families

- Engage deeply with families and communities whose children face multiple barriers to reading proficiently by third grade
- Meet families where they are
- Empower parents; bring important skill building into the home and daily life
- Develop strategies for communities to come together in support of families to collectively impact 3rd grade reading

Oregon Early Literacy Campaign

Regions of Focus

revision: 06.03.14



Themes Across Oregon

- Despite good intentions, parents feel that they do not know how to engage their children at home
- Reading to and with their children is intimidating to many parents. Even the word “reading” does not feel inviting to low literacy parents or parents who speak a language other than English
- Belief that reading has to be done in English in order to be beneficial
- In some communities cultural tradition and education in the home are perceived as being at odds
- Barriers to engaging with literacy programs that already exist
- Confusion about what kind of literacy activities are “ok”
- No books at home or lack of culturally specific or relevant books
- Reading takes a backseat to meeting basic family needs

Campaign Values



Family Engagement Tactics

Go to them

Reach them
where they
are already
going

Provide
immediate
access

The Look and Language...

STORY
time

every day. everywhere.

PLAY
TALK
SING
READ



What is Oregon's Early Literacy Grant designed to do?

Improve early literacy opportunities for children ages 0-6 by:

1. Investing in proven early literacy programs, strategies, and curricula
2. Building the capacity of adults to have positive, effective literacy interactions with children
3. Engaging families and primary caregivers in children's early language and literacy development
4. Increasing the frequency and length of adult/child literacy interactions
5. Increasing access to culturally relevant books and literacy materials
6. Focusing on closing access and opportunity gaps for children who are disproportionately represented in the third grade achievement gap

How are some communities using Early Literacy funds?

- **Greater Albany Public Schools**
 - Conducting multiple ten-week play and learn groups for Latino families

- **Umatilla-Morrow Head Start**
 - Conducting six six-week traveling preschool sessions in rural/remote communities

- **Early Learning Multnomah**
 - Developed set of culturally-specific early literacy kits based on keys to literacy model in collaboration with community partners and are disseminating them to be used by providers

- **Start Making a Reader Today (SMART)**
 - Providing one-on-one reading time with adults for children in the OCDC Klamath Falls OPK Program and Migrant Seasonal Preschool, OCDC Malin Migrant Seasonal Preschool, and the Chiloquin OCDC Oregon Pre-Kindergarten Program

- **South Central Early Learning Hub**
 - Using a training of trainers approach to build regional capacity of early learning providers in using the dialogic reading model

Our early literacy opportunity in Klamath & Chiloquin

- Invest in targeted, community-driven early literacy approaches that align with and leverage the *StORyTime* campaign
- Support the collaborative relationship between the Early Learning Hub, the Klamath Tribes, and the communities of Klamath County
- Connect early literacy, school readiness, family and community engagement, and regional growth and prosperity

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