

**A
COMPREHENSIVE
EARLY CHILDHOOD
LITERACY
PROGRAM**

Two Books!



**WHAT WE'VE LEARNED
FROM KENNEWICK . . .**

KENNEWICK, WA

- A city of 100,000 people located on the Columbia River in west-central Washington
- School District of 15,000 Students
- 13 Elementary Schools
- 40% Mobility Rate – migrant labor
- They have over 90% of their students reading on grade level by the end of 3rd grade – national avg. = 60%.

For Context . . .

Lakewood Local Schools

- Located in south-central Licking County
- 2068 students
- 54% free/reduced lunch pop.
- 22% mobility rate

Licking Valley Local Schools

- Located in eastern Licking County
- 2,149 students
- 1 elementary school
- 40% free/reduced Lunch Pop.
- 9.5% mobility rate

“THE ACHIEVEMENT GAP IS CREATED BEFORE CHILDREN EVER ENTER THE SCHOOL DOORS FOR THE VERY FIRST TIME [BECAUSE THEY HAVE NOT BEEN EXPOSED TO BOOKS AND READING].”

- Fielding, Kerr and Rosier, 2007

“READING IS OUR FIRST AND MOST BASIC EDUCATIONAL PROCESS. FROM KINDERGARTEN THROUGH THIRD GRADE, CHILDREN LEARN TO READ. THEREAFTER THEY READ TO LEARN. CHILDREN WHO READ WELL BY THIRD GRADE DO WELL IN OUR SCHOOLS. CHILDREN WHO DO NOT LEARN TO READ WELL BY THIRD GRADE DO POORLY. SOMETIMES THEY DO POORLY FOR THE REST OF THEIR LIVES.”

- Fielding, Kerr and Rosier, 1998

“74% OF CHILDREN WHO ARE POOR READERS IN 3RD GRADE REMAIN POOR READERS IN 9TH GRADE AND NEVER CATCH UP.”

- Fielding, Kerr and Rosier, 1998

“WE CAN AFFECT THE LIVES OF MORE STUDENTS, MORE DEEPLY, FOR A LONGER PERIOD OF TIME, AT LESS COST, BY TEACHING THEM TO READ WELL BY 3RD GRADE, THAN BY ANY OTHER SINGLE THING WE CAN DO IN OUR SCHOOL SYSTEMS.”

-Kathleen Daily, Kennewick School Board Member (in Fielding, Kerr and Rosier, 1998)

**“IN A \$100,000,000
BUDGET, A SCHOOL
DISTRICT WILL SPEND
\$56,800,000 TRYING TO
CATCH UP THE LOWEST
40% OF STUDENTS”**

- Fielding, Kerr and Rosier, 2007

**“WHEN WE LOOK AT DISCIPLINE,
ATTENDANCE, SELF-ESTEEM, AND
DROP-OUT PROBLEMS IN OUR
SCHOOLS, WE ARE LOOKING FOR
THE MOST PART AT CHILDREN
WHO DO NOT READ AT GRADE
LEVEL.”**

Fielding, Kerr and Rosier, 1998

**“[RESEARCH DEMONSTRATES] THAT 85 TO
90% OF EVEN OUR POOREST READERS
CAN BE TAUGHT TO READ AT GRADE
LEVEL. THE COMMITMENT TO SUCCESS
FOR ALL IS TO DO WHATEVER IT TAKES TO
SEE THAT EVERY CHILD MAKES IT
THROUGH 3RD GRADE AT OR NEAR GRADE
LEVEL IN READING.”**

- Robert Slavin, Co-director, Center for Research on the Education
of Children Placed at Risk, Johns Hopkins University

(in Fielding, Kerr and Rosier, 1998)

“32% OF STUDENTS READING BELOW GRADE LEVEL ON THE NAEP HAVE PARENTS WHO ARE COLLEGE GRADUATES.”
- Fielding, Kerr and Rosier, 2007

“WHEN WE READ WITH CHILDREN FOR 20 MINUTES PER DAY FROM BIRTH THROUGH AGE 5, THEY ENTER KINDERGARTEN WITH OVER 600 HOURS OF LITERACY EXPOSURE AND ARE PREPARED TO BEGIN THEIR SCHOOLING SUCCESSFULLY.”
- Fielding, Kerr and Rosier, 2007

WHAT WE LEARNED FROM KENNEWICK

- 1. ADOPT AN ASSESSMENT SYSTEM THAT WILL PROVIDE YOU WITH VALID, RELIABLE, ACCESSIBLE, TIMELY DATA ABOUT YOUR STUDENTS’ READING LEVELS AND GROWTH – NWEA MAP ASSESSMENTS**
- 2. USE THE ASSESSMENT DATA TO DRIVE IMPROVEMENT IN YOUR CLASSROOM READING INSTRUCTION – TARGETED ACCELERATED GROWTH (TAG) - MORE EYEBALL-TO-EYEBALL READING INSTRUCTION FOR KIDS WHO NEED IT**

**WHAT WE LEARNED FROM
KENNEWICK**

- 3. SATURATE YOUR COMMUNITY WITH THE MESSAGE THAT PARENTS HAVE TO READ WITH THEIR CHILDREN EVERY DAY FROM BIRTH THROUGH ELEMENTARY SCHOOL – READING FOUNDATION
- 4. GIVE YOUR PRESCHOOL PARENTS THE TARGETS, TOOLS AND TRAINING TO HELP THEIR CHILDREN LEARN LITERACY SKILLS FROM 0-5 – READY! FOR KINDERGARTEN PROGRAM

**“REAL CHANGE
CAN ONLY BE
DRIVEN BY VALID
DATA”**

NWEA MAP ASSESSMENTS

- COMPUTER BASED
- REAL-TIME ADAPTIVE TO STUDENT KNOWLEDGE AND SKILLS
- NATIONALLY NORM REFERENCED
- DIAGNOSTIC AND PRESCRIPTIVE
- SCIENTIFICALLY VALID AND RELIABLE DATA
- TIMELY, ACCESSIBLE, USER-FRIENDLY DATA
- CCSS ALIGNED

**WITH THIS VALID, RELIABLE
DATA YOU CAN DIAGNOSE YOUR
CURRICULAR AND
INSTRUCTIONAL ISSUES AND
STUDENT LEARNING ISSUES
AND BEGIN TO AFFECT CHANGE
IN YOUR CLASSROOMS.**

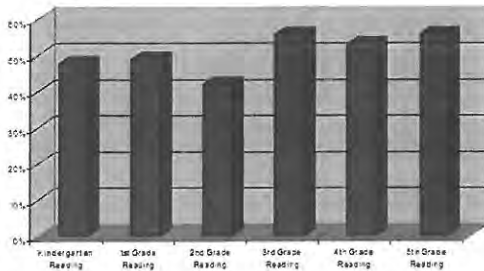
**WHAT WE LEARNED
ABOUT OURSELVES . . .**

**WHAT WE LEARNED ABOUT
OURSELVES . .**

- WE HAD TWO DIFFERENT READING CURRICULA BEING TAUGHT IN OUR PRIMARY
- STUDENTS WERE ONLY GETTING ABOUT 20 MINUTES OF DIRECT READING INSTRUCTION PER DAY IN A GUIDED READING PROGRAM
- STUDENTS WHO NEEDED CATCH-UP GROWTH WERE NOT GETTING ENOUGH ADDITIONAL DAILY INSTRUCTION
- WE HAD LITTLE VALID, RELIABLE STUDENT ACHIEVEMENT DATA AND NO GROWTH DATA
- TEACHERS TAUGHT READING LIKE SUB-CONTRACTORS

LV: 40-50% OF OUR CHILDREN DID NOT READ ON GRADE LEVEL

Percentage on Grade Level - Fall 2008 NWEA Assessment Data - Reading



WHAT DID WE DO?

- USED THE MAP DATA TO DRIVE INSTRUCTIONAL IMPROVEMENTS
 - ADOPTED CONSISTENT PHONICS-BASED CURRICULUM K-2 (IMAGINE IT BY SRA-MCGRAW-HILL)
 - INCREASED DIRECT READING INSTRUCTION K-2 FROM 20 MINUTES TO 90 MINUTES PER DAY WITH 45 MINUTES IN FLEXIBLE ABILITY GROUPS
 - FOUNDED THE LICKING COUNTY CHILDREN'S READING FOUNDATION
 - IMPLEMENTED READY! FOR KINDERGARTEN

WHY A READING FOUNDATION?

WHY?

- **ACHIEVEMENT GAP OCCURS FROM 0-5 YRS**
- **CLOSING THE GAP**
 - **NEED TO EDUCATE PARENTS**
 - CHILDREN BEGIN LEARNING IN THE WOMB!
 - PARENTS ARE THEIR CHILD'S FIRST AND BEST TEACHERS
 - REMEMBER: 32% OF STUDENTS READING BELOW GRADE LEVEL ON THE NAEP HAVE PARENTS WHO ARE COLLEGE GRADUATES

WHY?

- **THE FOUNDATION STARTS WITH A CLEAN SLATE:**
 - NO HISTORY
 - NO BAGGAGE
 - HASN'T ASKED FOR A LEVY OR EXPELLED YOUR NEPHEW!
- **SINGULAR FOCUS, MISSION AND MESSAGE**
 - READING ALOUD WITH CHILDREN FROM BIRTH THROUGH ELEMENTARY SCHOOL IS AN ESSENTIAL PARENTING PRACTICE.

WHAT?

- **A GROUP OF COMMUNITY STAKEHOLDERS COMMITTED TO COMMUNICATING THE MESSAGE LOUDLY, CLEARLY AND BROADLY**
- **AN OFFICIAL NON-PROFIT ORGANIZATION REGISTERED AS A 501 (c) (3)**
- **CONSISTS OF:**
 - A BOARD OF 10-15 PEOPLE
 - PRESIDENT
 - EXECUTIVE DIRECTOR

WHO?

BOARD MEMBERS

➤ CHARACTERISTICS:

1. PROVIDE IMMEDIATE CREDIBILITY FOR THE FOUNDATION
2. COMPETENT TO MAKE THINGS HAPPEN IMMEDIATELY IN A PERSONAL AREA OF EXPERTISE (E.G., ADVERTISING, MEDIA, FUND RAISING, ETC.)
3. PASSIONATE ABOUT THE SPECIFIC, FOCUSED MISSION OF THE FOUNDATION

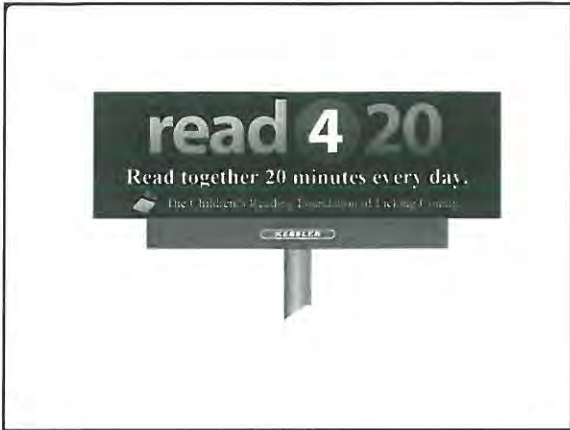
HOW

- Read the Kennewick Books and contact the NCRF:

<http://www.readingfoundation.org/>

THE CHILDREN'S READING FOUNDATION OF LICKING COUNTY

- **LAUNCHED IN THE FALL OF 2009 AS AN AFFILIATE OF THE NCRF**
- **OUR VISION: 100% LITERACY IN LICKING COUNTY**
- **OUR MISSION: THE MISSION OF THE CHILDREN'S READING FOUNDATION OF LICKING COUNTY IS TO PROMOTE READING TO EVERY CHILD EVERY DAY.**
- **COUNTY-WIDE LAUNCH:**
 - WE LAUNCHED OUR READING FOUNDATION WITH A \$25,000.00 GRANT THAT PAID FOR THIS ELECTRONIC BILLBOARD:



WHAT WE DO . . .

- SATURATE THE COMMUNITY WITH THE MESSAGE – READ FOR 20
- HOLD BOOK DRIVES TO COLLECT GENTLY USED BOOKS – P/T CONFERENCES WORKS WELL
- PASS OUT THE USED BOOKS AT EVERY OPPORTUNITY – FIND REASONS AND PLACES TO GIVE KIDS BOOKS
- GIVE THE USED BOOKS TO TEACHERS AND HAVE THEM GIVE THEM TO KIDS THEY KNOW DON'T HAVE BOOKS AT HOME

WHAT WE DO . . .

- *RECENT RESEARCH SHOWS THAT SENDING KIDS HOME WITH AT LEAST 12 BOOKS OVER THE SUMMER IS MORE EFFECTIVE THAN SUMMER SCHOOL REMEDIATION!*
- PROMOTE THE MESSAGE – READ FOR 20! ON ALL SCHOOL NEWSLETTERS AND MESSAGES TO PARENTS

WHAT WE DO . . .

- **CONNECT THE READING FOUNDATION TO ALL AGENCIES THAT TOUCH KIDS:**
 - PEDIATRICIANS – ROR
 - HOSPITALS
 - CHURCHES
 - LOCAL SERVICE AGENCIES
 - CHARITABLE ORGANIZATIONS
 - UW
 - ROTARY

REACH OUT AND READ AND THE CHILDREN'S READING FOUNDATION OF LICKING COUNTY

REACH OUT AND READ MODEL

- LITERACY PROMOTION BECOMES A STANDARD PART OF PEDIATRIC WELL CHILD VISITS.
- BRAND NEW BOOKS ARE HANDED OUT TO EVERY CHILD BETWEEN THE AGES OF 6 MONTHS AND 5 YEARS OLD AT THEIR CHECK-UPS.
- PARENTS ARE GIVEN AGE APPROPRIATE GUIDANCE ON THE IMPORTANCE OF READING TO THEIR CHILD.
- THE TRUST PARENTS PLACE IN THEIR PEDIATRICIANS GIVES IMPACT TO THE LITERACY ADVICE .
- WITH ROR CHILDREN GROW UP IN HOMES WHERE BOOKS AND READING ARE A PART OF EVERYDAY LIVING.

REACH OUT AND READ WORKS

- **COMPARING FAMILIES BEFORE AND AFTER REACH OUT AND READ WAS IMPLEMENTED:**
 - **AFTER ROR, PARENTS WERE 4 TIMES MORE LIKELY TO READ TO THEIR CHILDREN WHERE THEY WERE READING ALOUD MORE THAN 3 TIMES A WEEK.**
- **COMPARING FAMILIES IN A REACH OUT AND READ PROGRAM TO FAMILIES WHO RECEIVED REGULAR STANDARD OF CARE (NO ROR):**
 - **REACH OUT AND READ FAMILIES WERE 10 TIMES MORE LIKELY TO READ TO THEIR CHILDREN WHERE THEY WERE READING ALOUD MORE THAN 3 TIMES A WEEK.**

REACH OUT AND READ LICKING COUNTY

- **THE CHILDREN'S READING FOUNDATION OF LICKING COUNTY LAUNCHED ROR IN JUNE 2009.**
- **PARTNERSHIP BETWEEN LICKING MEMORIAL PEDIATRICS AND AMERICAN HEALTH NETWORK PEDIATRICS.**
- **THE POPULATION SERVED IS 40% MEDICAID**
- **COMBINED WE HAND OUT OVER 10,000 BOOKS PER YEAR.**

WHAT WE'VE DONE SO FAR . . .

- **ADOPTED A SUPERB FORMATIVE ASSESSMENT SYSTEM – MAP**
- **USED THE MAP DATA TO DRIVE INSTRUCTIONAL IMPROVEMENT IN THE CLASSROOM**
- **SATURATED THE COMMUNITY WITH THE IMPORTANCE OF READING WITH CHILDREN EVERY DAY AND GIVING THEM THE BOOKS TO DO IT**

**NOW, WE HAVE TO
DIRECTLY ATTACK THE
ACHIEVEMENT GAP
WHERE IT STARTS – WITH
THE PARENTS IN THE
HOME!**

LAKWOOD'S APPROACH

➤ **IN-HOUSE PRESCHOOL**

➤ **THE INCREDIBLE YEARS
PROGRAM**

READY! FOR KINDERGARTEN

TRAININGS, TARGETS AND TOOLS

➤ ***TRAININGS***

- THROUGH A SERIES OF THREE CLASSES EACH YEAR, PARENTS AND CAREGIVERS LEARN ABOUT AGE-APPROPRIATE TARGETS AND TOOLS TO USE AT HOME TO ENSURE THEIR CHILD BEGINS KINDERGARTEN PREPARED.
- THE 90-MINUTE CLASS TIME IS SPENT UNDERSTANDING THEIR CHILD'S SPECIFIC AGE APPROPRIATE TARGETS AND PRACTICING HOW TO USE THE TOOLS AT HOME.

READY! FOR KINDERGARTEN

➤ TARGETS

- THE *READY! FOR KINDERGARTEN* CURRICULUM IS DESIGNED AROUND 26 AGE-LEVEL TARGETS THAT A TYPICAL 5-YEAR-OLD NEEDS TO BE FAMILIAR WITH BY THE TIME HE OR SHE STARTS SCHOOL.
- PARENTS LEARN HOW TO GUIDE THEIR CHILD TOWARD THE TARGETS THAT ARE ATTAINABLE FOR THEIR CHILD'S LEVEL OF DEVELOPMENT.

READY! FOR KINDERGARTEN

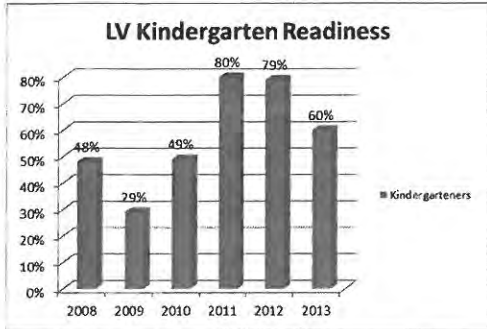
➤ TOOLS

- CLASS PARTICIPANTS RECEIVE AN EARLY LEARNING TOOL KIT FOR EACH CLASS THEY ATTEND CONTAINING AGE-APPROPRIATE LEARNING MATERIALS FOR THEM TO USE WITH THEIR CHILD AT HOME.
- TOOLS INCLUDE FLOOR PUZZLES, COLORFUL WOODEN SHAPES, BLOCKS, MAGNETIC LETTERS AND NUMBERS, AND AUDIO CDS

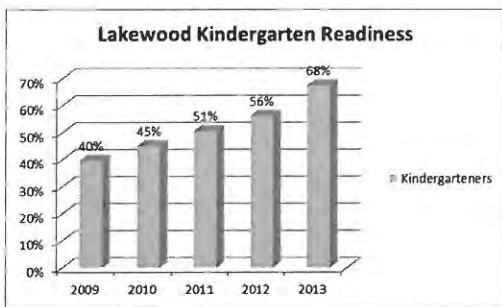
CAN IT BE DONE/WILL IT WORK?

- YES - KENNEWICK LOCAL SCHOOLS SET THEIR 90% READING GOAL – 90% OF 3RD GRADERS READING ON GRADE LEVEL – IN 1996. IN 2007, THEY HAD BETWEEN 90 AND 95% OF THEIR 3RD GRADERS READING ON GRADE LEVEL.
- HOW - THEY CREDIT EARLY LITERACY INTERVENTION PRACTICES FOR 50% OF THEIR SUCCESS AND INSTRUCTIONAL IMPROVEMENT FOR THE OTHER 50%:
 - THE CHILDREN'S READING FOUNDATION
 - THE READY FOR KINDERGARTEN PROGRAM

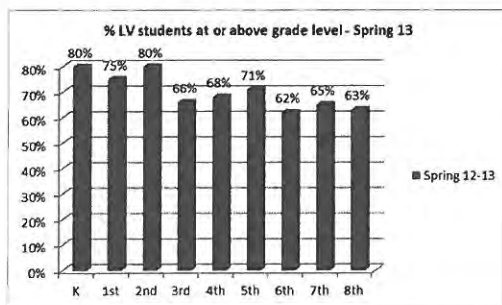
OUR RESULTS



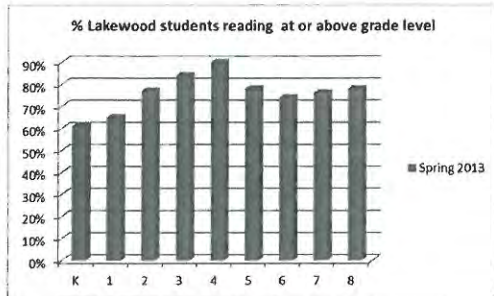
OUR RESULTS



OUR RESULTS



OUR RESULTS



QUESTIONS?
