DRAFT Early Literacy Pathway for Change

April 6, 2017

About This Document

The following pages include the work of the Early Literacy Design Team, which has been summarized in table format for ease of use. There are two sections of the document: the overview and a deep dive of the work done by the team.

The Overview summary is organized as follows:

- The overarching impact the Early Literacy Design Team is aiming for along with three goals (green)
- Desired outcome of Supportive Families and Adults, the two indicators aligned with this outcome, and reasons why the two indicators are not being achieved today based on qualitative data gathered by the ELDT and other family data (blue)
- Desired outcome of Supported Families and Adults and educators and three indicators aligned with this outcome (blue)
- Reasons why the three Supported Families and Adults indicators are not being achieved today based on qualitative data gathered by the ELDT and other family data (orange)

The deep dive is organized in a similar way. The themes identified by the ELDT during meeting #2 are included, as well as the root causes associated with each theme. The root causes are categorized into six system characteristics: The six characteristics are:

- **Mindsets** - Attitudes, values, and beliefs that shape behavior
- **Components** - Range, quality, effectiveness, and location of services, supports, and opportunities in the community
- **Connections** - Relationships and exchanges between and across different actors, organizations and system characteristics (e.g. information, referrals, resources and learning
- **Regulations** - Policies, practices, procedures, and daily routines that shape the behavior patterns of individuals, groups, and organizations
- **Resources** - Human, financial, and social resources that are used within the system
- **Power** - How decisions are made, who participates in decision-making, whose voice matters, and the structures available to support inclusive voice

Additional root causes and details brainstormed by the team during Meeting #3 can be found in red text.
Additional root causes and details from the team's service provider interviews can be found in purple text.
Additional root causes based on the team's initial strategy ideas can be found in green text.
Root causes prioritized by the team at Meeting #3 can be found in highlighted text (with the number of votes for prioritization in parentheses).

Overview: DRAFT Early Literacy Pathway for Change

<table>
<tr><th colspan="8">Child Impact: Guilford County children enter Kindergarten with needed literacy skills.</th></tr>
<tr><td colspan="8">GOALS:
• % of children demonstrating receptive and expressive language from birth to age 3 as outlined in NC Foundations
• % of children who meet literacy/language expectations at Pre-K entry (4-year olds)
• % of kindergartners who meet expectations (5-year olds)</td></tr>
<tr><th colspan="8">Supportive Families & Adults</th></tr>
<tr><td colspan="8">Indicator #1: % of families and adults using effective active reading strategies daily with children
Indicator #2: % of families and adults who report confidence in their ability to prepare children for literacy success</td></tr>
<tr><td colspan="8">Why isn’t this happening today?</td></tr>
<tr><td colspan="3">Some families and adults don’t know effective active reading and early literacy development strategies</td><td colspan="5">Some families and adults do not receive what they need to effectively support children’s literacy development</td></tr>
<tr><th colspan="8">Supported Families & Adults</th></tr>
<tr><td colspan="2">Indicator #3: % of children and families reached by/engaged in quality, culturally competent early literacy programming and supports.</td><td colspan="5">Indicator #4: % of formal and informal childcare settings with high-quality, culturally competent early literacy programming that is aligned with NC Foundations Indicators
#5: % Literacy programs effectively build parents’ skills to promote literacy at home</td><td>Indicator #6: % of adults see their role in supporting early literacy</td></tr>
<tr><td colspan="2">Why isn’t this happening today?</td><td colspan="5">Why isn’t this happening today?</td><td>Why isn’t this happening today?</td></tr>
<tr><td>Literacy programs and supports are not easy to access and use</td><td>Local stakeholders are not connecting families to literacy supports</td><td>Not all formal/informal child care and education settings use curricula aligned with NC Foundations for Early Learning and Development or associated measures.</td><td>Some literacy programs not supporting parents’ ability to promote literacy</td><td>Not all existing literacy programs/supports are use culturally competent practices</td><td>Continuous improvement has not been a focus as it relates to early literacy development</td><td>Child care and education settings do not always have staff who can effectively support literacy</td><td>Lack of shared community responsibility for promoting literacy</td></tr>
<tr><th colspan="8">Responsive and Innovative Early Childhood System</th></tr>
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DEEP DIVE: DRAFT Early Literacy Pathway for Change

Supportive Families and Adults (Trusted Others, Community Members)

Indicator #1: % of families and adults using effective active reading strategies daily with children*

Indicator #2: % of families and adults who report confidence in their ability to prepare children for literacy success

*Active reading (dialogic reading) involves reading a book with a child rather than reading a book to a child. This evidence-based approach improves children's language skills, vocabulary, and ability to understand what they read on their own.

Why isn't this happening today?

SOME FAMILIES AND ADULTS DON'T KNOW EFFECTIVE ACTIVE READING AND EARLY LITERACY DEVELOPMENT STRATEGIES

Resources: Some families do not know effective literacy development strategies, how to use them, or how to ensure they are being provided in care settings.

- Families need to see/understand active reading and why it's important
- Families need support in implementing literacy strategies and tactics.
- Families don't know what to look for when it comes to high-quality literature.
- Families need to understand the appropriate role of technology (by children's age, development) in promoting literacy and engagement.

Resources: It is challenging for some families to find the time to incorporate reading and educational play into the natural family routine

- Parents need strategies for incorporating reading and educational play into the natural family routine, to help with time management.
- Families feel like they don't have enough time or opportunities to sit down

Resources: Some trusted others and community members do not know how to promote literacy in their settings

Mindset: There's a mismatch of family expectations of toddlers/preschoolers' literacy development and developmentally appropriate milestones.

- Parents may have unrealistic expectations of the child's developmental behavior level.

Mindsets: Some Parents do not prioritize active reading with children from birth on.

- Parents do not understand the value (evidence-based) of active reading, so do not make it a priority.
- Some families view reading as another parenting "box to be checked" instead of a joyful activity.
- Parents themselves may not have had positive experiences with reading, which makes it difficult to embrace and support reading with their children.

SOME ADULTS DO NOT RECEIVE WHAT THEY NEED TO EFFECTIVELY SUPPORT CHILDREN'S LITERACY DEVELOPMENT

Resources: Some families need support in building literacy skills for themselves and their children.

- Parents may lack confidence or self-efficacy in their own literacy skills and may not know appropriate strategies to develop their own and their child's literacy and language skills.
- Refugee families may not be able to read in their own language, making it more difficult to read with children.
- Parents may not have the knowledge needed to build literacy and language skills. Knowing how to use language play, music, drama, and talk, as well as having developmentally appropriate expectations for their child all play a part in building skills.
- Families experiencing mental illness, toxic stress, poverty, etc. need additional support to feel confident in building

Resources: Some families lack books and home libraries to support active reading.

- Families also may not have access to multicultural books or books in their own language (if not English or Spanish speakers).
- Immigrant/refugee families may not have had any experience with books in their home country.

	and read with their children. But language and literacy development doesn't have to be only with books; if families can use creative ways to regularly incorporate reading into their daily routine they can still help their child develop skills.				• literacy skills for themselves and their children. • Lack of training/knowledge in literacy and child development may make families feel less confident in preparing their children for school. • Parents whose children are on track developmentally need reinforcement. • Some parents experience shame about their own low literacy skills, which impacts their engagement and enthusiasm about reading with children.	

Supported Adults										
Indicator #3: % of children and families reached by/engaged in quality, culturally competent early literacy programming and supports										
Why isn't this happening?										
LITERACY PROGRAMS AND SUPPORTS ARE NOT EASY TO ACCESS AND USE									**LOCAL STAKEHOLDERS ARE NOT CONNECTING FAMILIES TO LITERACY SUPPORTS**	
Components: Not enough quality early literacy program slots are available to reach all children/families	**Resource: some families lack knowledge of available resources and how to use them** • Some families may not have the confidence or ability to use	**Resources: Some literacy resources are not easy for some families and adults to understand.** • Resource materials (applications, brochures,	**Components: Some early literacy programs are not offered at times/places convenient for families** • Organizations do not always have the	**Components: Some early literacy programs are not matching the wants/ needs of families** • Early literacy supports and programs are not designed to meet the	**Regulations: Some application processes are difficult for families to use** • Across the system, families report that	**Resources: Early literacy supports are not matching the language needs of all families** • Families say that translation services are	**Mindsets: Some families fear stigma and negative consequences if they seek early literacy support resources. (9 votes)** • Some immigrant/refugee families have	**Power: Families are not always engaged as partners and leaders in decision-making and implementation of early literacy policies and programs**	**Resources: Many pediatricians do not have knowledge or time to effectively connect families to early literacy programs and resources**	**Connections: Organizations not using effective practices to connect families with needed services (10 votes)** • The programs surveyed by the 100-Day Challenge Team

Commented [R1]: Formerly
Connections: Early literacy information is not reaching some families and adults (10 votes)
Connections: Few stakeholders are referring families to needed early literacy supports (9 votes)

• NC Pre-K and Head Start/Early Head Start serve 2,391 children, a small percentage of the 37,562 children ages 0-5 in Guilford County.	the public library. • Some families lack knowledge and skills to access community resources that support active reading, i.e. public libraries, programs • Families in impacted communities may not be aware of the availability of story time. • Some families lack awareness of services and programs available for adult literacy. • Families in impacted communities may not be aware of story times' benefits to a child's learning. • Parents do not know about all the available programs to help their children build literacy skills. • Families may not be aware of	posters, websites) are overwhelming and confusing for everyone (all literacy levels). • Families need brief, understandable, user-friendly information they can use at a glance. • Families who speak a language other than English need resources in their native/ primary/ home language • Families report that flyers are not available in languages other than English and sometimes Spanish • Families need credible, easy-to-understand information about what's developmentally appropriate for each stage. • Parents have difficulty accessing information due to literacy issues	capacity to deliver services at locations where families already gather. • The early literacy survey found that many programs are not offered at times/places convenient for families. • Families don't feel they have the resources (time, money, transportation) to access services that would help them get their child ready for school (For example, High Point has limited bus service—time of day, route coverage, etc.) • Car seat requirements make it difficult for child care settings to bring children to the library, and libraries have limited	Individual needs of families. • Families have said they need programs that offer child care • Some programs have not built the trust needed for positive relationships with families. • Organizations do not always have the capacity to deliver services at locations where families already gather.	applications are long, confusing and filled with jargon. • Parents may lack knowledge of application process due to language barriers, lack of phone/ internet access, logistics of entire application process.	not always available. • Data-gathering tools are not specific/ robust enough to accurately capture languages spoken so that programs con offer books and resources in families' native languages. • Programs struggle to advertise or market because they can't deliver in the many languages spoken in the county. • Programs face an overwhelming number of different cultures and languages in the community they serve. • Many programs are unable to	concerns enrolling in programs given the current political climate. • Parents are afraid to deviate from their cultural norm when making decisions about enrolling children in services. • Native English speakers may feel more shame about low English literacy than non-native speakers.		• During office visits, pediatricians need help in connecting families with early literacy supports and programs.	tend to recruit by word-of-mouth and may not reach children who need services most • Many parents have difficulty accessing information due to limited access to technology. • Reach Out and Read is not aware of ALL children's medical homes to offer the program during well-child visits to reach all families that would most benefit from early literacy education and exposure to the importance of reading early to children. • Early literacy programs are missing connecting to families needing support – focusing on outreach. • Parents whose children are not on track

	easy-access components of library story times: free of charge, no registration or library card required to attend, 8 library locations in neighborhoods. • Families know there are many available resources, but don't know what they are. • Parents need access, communication, and knowledge-sharing via trusted sources, social media, and community connections.	related to education level or country of origin.	staff to go out into the community. • Libraries struggle to reach families who most need literacy information and supports due to lack of weekend and evening staff, transportation issues, and low attendance of programs.			deliver programming in languages other than English due to lack of availability and funding for interpreters and translation. • Pediatricians encounter language barriers when meeting with families during office visits.				developmentally need to be connected to resources to help their children get on track as early as possible. • some providers do not know what supports are available • dealing with an ever-changing landscape of services makes it hard for providers to refer • Some providers are not always comfortable making referrals because there is not good accountability and families "fall through the cracks" when referrals are made but services aren't ultimately received. • Organizations don't do enough to take advantage of networking opportunities or to target and market to

										• underserved families. • Organizations sometimes do not market in a way that meets families where they are or helps them access.

Indicator #4: % of formal and informal childcare settings with high-quality, culturally competent early literacy programming that is aligned with NC Foundations; Indicator #5: % Literacy programs effectively building all parents' skills to promote literacy at home										
Why isn't this happening?										
NOT ALL SETTINGS USE EARLY LITERACY CURRICULA ALIGNED WITH NC FOUNDATIONS FOR EARLY LEARNING AND DEVELOPMENT OR ASSOCIATED MEASURES			**NOT ALL SETTINGS USE CULTURALLY COMPETENT EARLY LITERACY PRACTICES**		**SOME LITERACY PROGRAMS NOT SUPPORTING PARENTS' ABILITY TO PROMOTE LITERACY**		**CONTINUOUS IMPROVEMENT HAS NOT BEEN A FOCUS AS IT RELATES TO EARLY LITERACY DEVELOPMENT**	**SOME SETTINGS DO NOT ALWAYS HAVE STAFF WHO CAN EFFECTIVELY SUPPORT LITERACY DEVELOPMENT**		
Regulations: There are insufficient or conflicting regulations guiding how 0-5 programs approach literacy development • Current licensing regulations (policies, practices) do not require high-quality, culturally competent programming in early care and education settings. • There are no specific language/literacy requirements for classrooms serving	**Resources: Some curricula are unaffordable for settings to purchase** • Cost of Creative Curriculum (aligned with NC Foundations) is $2,800 per classroom, which is prohibitive for many. Materials can't be easily shared across classrooms.	**Mindsets: There is not a shared community-wide definition or understanding of what quality literacy programming looks like (10 votes)** • Multiple curricula exist across early child care settings. • Some 110s (4-hour unlicensed programs at places of worship, which serve many children in Guilford County) are not aware of or use NC Foundations related curriculum	**Resources: Some settings lack culturally appropriate books** • There's a lack of books and props in formal childcare classrooms geared to multi-cultural audiences; hard to get these materials and they're expensive. • There's a lack of books that are considered "culturally appropriate" in informal childcare settings • Teachers and service providers	**Resources: Some staff do not have adequate training to provide culturally competent programming** • Families report that some service providers may not have the cultural competency skills needed to work with parents/educators. • Staff may be unaware of or unfamiliar	**Some early literacy programming does not focus on building families' ability to support children's literacy (9 votes)** • In many care settings, including NC Pre-K, parents are encouraged to read to their children but not necessarily	**Some settings not effectively engaging and building trust with families** • Some programs have not built the trust needed for positive relationships	**Regulations: Some programs are not collecting outcome data to inform improvement and learning.** • 47% of respondents to 100-day challenge survey indicated that they track whether families read to their child daily. 47% indicated that they track whether families report confidence in preparing their child for school.	**Resources: Some staff do not have adequate training to support language and literacy development of children in their care. (14 votes)** • Educators need adequate training, including support staff, private providers, families, and teachers. • Preschool teachers and other educators need professional development to	**Resources: Staff turnover in some settings gets in the way of implementing high-quality curriculum** • Creative Curriculum would be difficult for many of the programs in our area to implement because of significant	**Mindset: Not all formal/ informal child care and education settings and providers view their role as early literacy developers.** • Some formal/informal child care and education settings and providers emphasize child safety and basic caregiving,

infants through age 3 • Many formal childcare programs do not operate with a curriculum in place or have a "home grown" curriculum. • Guesstimate that 25-30% of child care settings have curriculum based on NC Foundations. • 4 and 5 star programs are required to have approved curriculum in 4-year-old classrooms • Access to books and technology is part of Environmental Rating Scales • Educators have many different sources dictating what they should focus on. Example: print rich environment is important, but fire safety standards say only 50% of the wall can be covered with materials. • Licensing focuses on safety considerations and other basic standards. NAEYC accreditation looks beyond basic standards.	• Organizations need more funding and resources, materials, and capacity to more efficiently support families. • Some organizations lack funding to make early literacy a priority. • Lack of consistent funding keeps materials that can help with language and communication development out of the hands of parents	in their classrooms. • Child care providers do not have a consistent definition or clear understanding of what early literacy is. Results in variability of school readiness.	must value students' first language, and provide bilingual books. • The community needs more books in languages other than English (Spanish, Arabic, Burmese, Vietnamese).	with topics that make parents/educators from other cultures uncomfortable, which depletes trust. • Providers not trained to build their own cultural competency as our community's population changes, i.e. more refugees/ immigrants. • Creative Curriculum would be difficult for many of the programs in our area to implement because of cultural competency requirements. • Service providers must be aware of the cultural implications of our practices and demonstrate cultural sensitivity.	taught HOW to do it. • Families want free, convenient resources and programs to build skills and confidence. • Many providers outside of care and education settings are reinforcing the message that families should read to children, but are not showing them how to do it. • Pediatricians are passing on the message that parents should read to children, but not necessarily about active reading or how to incorporate	with families.	• 41% of respondents to the 100-Day Challenge survey use a formal assessment to measure the impact of their literacy program. 59% do not. • Many programs still training staff to implement GOLD assessment effectively • Many child care settings are inconsistent in use of data, especially before Pre-K. • Child care programs do not have a good understanding of the need for and use of data. If they are required to collect data, they do not take ownership of this data and don't use it effectively. • Data collection in NC Pre-K and other classrooms is not, in all cases, used to inform instruction. • Teachers have not been trained on how to observe, document, and utilize data. • Data isn't collected and used	be knowledgeable about early literacy. • Teachers need training to support oral language development, especially for ELL students. • All NC Pre-K teachers are required to have training in NC Foundations (1 full day). • Some classrooms have NC Foundations and use it (or curriculum that supports Foundations). Others have the NC Foundations book, but do not know what to do with it (requires technical assistance). • Child care professionals and early literacy providers need training to implement active reading in care settings • Creative Curriculum would be difficult for many of the programs in our area to	teacher turnover. • Staff turnover is high among early childcare providers, resulting in constant training/ retraining.	but not enriched language or brain development. • Some organizations do not consider adult literacy as their mission or priority. • For some programs, active reading is not a priority of their work.

• As a state, we don't value accreditation • No focus on early literacy development (licensing). • The licensing system and Rated License process is not strength-based and focuses more on health and safety than quality educational/literacy programming, so child care programs (particularly outside of Pre-K) do not focus on early literacy programming and may be afraid to ask for help in improving their program. • Child care settings are required to participate in so much training to be certified, that it leaves little time for additional literacy training for staff. • Organizations have differing views on the vehicles used to best help families and early literacy – i.e. e-books/technology • UNCG's Birth-Kindergarten program does not have criteria for early literacy that				• Early childhood programs need staff development to provide quality, culturally competent early literacy programming. • Programs need to see/ understand what high-quality, culturally competent programming looks like. • Most parents/ teachers struggle with how to create a culture in their program that supports language, literacy, and cultural competence. There is a lack of understanding of the importance of these. • Teachers, providers, and parents in their respective environments are not	reading into daily routines. • Providers may have difficulties supporting families' ability to provide learning experiences at home and need simple tools they can share with families/use to partner with families. • Some organizations need support to understand how to promote reading success by parents.		to inform technical assistance and professional development. • Some organizations do not have a way to know if parents are using active reading techniques. • Some care and education settings do not begin tracking child outcomes data (like TS-GOLD) until pre-K (4 years old). • Early care and education settings use a variety of tools and methods to track student outcome data (when they do track it). • Teachers using assessment tools may not implement them with fidelity, and many instruments are subjective in nature. • Real-time data about impact of early literacy interventions is not currently available.	implement because of educational levels of many teachers. • Teachers in established NC Pre-K classes do not have adequate professional development or coaching or support on early literacy practices. • Child care providers may not have access to individualized, strengths-based training, technical assistance and support to help improve early literacy programming. • Many organizations do not know how to do active reading with children. • Child care providers cannot take time away from daily operations for literacy training. • Early child care providers may not have good fundamental literacy skills themselves.		

sites must meet to be considered as field placement sites for student teachers.				informed of training and content. • Families require a trusted referral from another organization/ program they participate in to feel comfortable taking advantage of their services and programs. • Immigrant and refugee families are not participating in services due to the current political climate and fear of being deported; organizations are not adjusting to address those concerns.				• Programs need funding for early literacy training resources/ implementation. • Literacy-specific training is not always available to direct care staff, educators, and providers. • Training may not be offered at times that work for providers. • Professional development providers may need to be more intentional and coordinated in order to offer comprehensive, high-quality professional development. • Training is not always intentional or part of an implementation plan. Meaning, is it a one-time deal; is it sustainable; is it effective? Training should be intentional, measured, and part of an implementation with specificity. • Training and education for new and current		

								• teachers focuses on other requirements, meaning that literacy is often not a focus. • Service providers need training and ongoing support (coaching, supervision, monitoring) to implement evidence-based programs and practices with fidelity, but staff time is a limited resource.		

Indicator #6: % of families and adults see their role in supporting early literacy		
Why isn't this happening?		
SOME ADULTS DO NOT SEE THEIR ROLE IN SUPPORTING EARLY LITERACY	**BIRTH-4 EDUCATION/ EARLY LITERACY SYSTEM NOT CONNECTED TO K-12 (I.E. DATA, HR, FUNDING, TRAINING/PD)**	**NO ONE ORGANIZATION "OWNS" EARLY LITERACY AND IS RESPONSIBLE FOR DELIVERING OUTCOMES.**
Mindset: Some adults do not see their role in supporting children's literacy • It is unclear/there is not agreement as to who owns responsibility for literacy with children (families, schools, etc.). • All adults who come into contact with young children need to understand the importance of supporting early literacy and their role, (i.e. churches, grocery stores, businesses)**.**	**Resources: K-12 has access to financial and human resources that early literacy/early childhood does not, i.e. transportation, nurses, behavioral and mental health support, ESL, etc.** • Pre-K not valued the same as K-12 by policy makers and funders. • Early literacy system is disconnected from K-12 system. • There is no standard data collection prior to Pre-K, and there is no way to track longitudinally/connect Pre-K practices to K-3 success in Guilford County. • GCS K-3 literacy data (DIBELS and TRC) exists but is not connected to Pre-K students in order to track outcomes of Pre-K instruction.	

Parking Lot

Need more information:

- Families who do not have other basic needs met (housing, food, etc.) face multiple barriers that impede participation in literacy programs.
- Some programs that encourage active reading techniques don't have sufficient attendance.
- Some organizations have difficulty facilitating the use of active reading techniques during stand-alone parenting courses due to low attendance.
- Even with training, providers may struggle to support literacy and language development for children and families.
- Barriers in the health care system make it difficult to implement early literacy skill building programs in medical homes

Commented [ED2]: need more information on what barriers these families are encountering

Informing Strategy Design

- Families like programs that offer incentives to participate (like raffles/chances to win prizes)
- English Language Learner families may prefer story times in English because it helps them and their children learn the language.

Don't fit in Pathway:

Programs not effectively maintaining engagement of families

- Some programs have difficulty maintaining contact with participants when contact information changes.
- The importance of participation as a way to communicate with programs has not been made clear to families

Programs lack the resources needed to implement evidence-based programs well and with high quality.

- Lack of available resources (funds, staff, materials) is a barrier to implementing evidence-based programs well and with high quality.