



Early Literacy Strategic Plan & Associated Workgroups

February 2017

Early Literacy Outcomes

	<u>2016-17 Data</u>	<u>2020 Goal</u>
• % of children demonstrating receptive & expressive language from birth to age three as outlined in NC Foundations	Not collected	TBD
• % of children who meet literacy/language expectations at PreK entry (4-year olds)	Not collected	TBD
• % of kindergarteners who meet early literacy expectations at entry (5-year olds)	53%	TBD

Workgroup 1 Strategies

Associated Indicator: % of families using effective Active Reading strategies daily with children

1. Develop and implement Active Reading training program that can be used with providers, families and volunteers.
2. Build and leverage volunteer corps to serve as models/mentors for Active Reading in a variety of settings where families already gather
3. Work with Family ALT members, PTA, Head Start family leaders, LENA Start Families, other parent leaders to serve in peer mentoring roles with other families about Active Reading
4. Work with Formal providers, community partners, volunteers engaging families in AR approaches/tools and reinforcing AR with families
5. Promote Ready4K and Active Reading to all new parents through partnerships with home visiting programs, libraries, etc.

Workgroup 2 Strategies

Associated Indicator: % of families reporting confidence in their ability to prepare children for literacy success and % of literacy programs effectively building parents' skills to promote literacy at home

1. Embed Active Reading and build literacy rich environments within three pediatric practices to reach families in trusted settings.
2. Pilot Active Reading training for agencies/organizations that serve children prenatally through age 5
3. Expand LENA Start pilot program with key literacy partners and evaluate progress
4. Train parents in Active Reading through partnership with Guilford Parent Academy and others

Workgroup 3 Strategies

Associated Indicator: % of children engaged in quality, culturally competent early literacy programming

1. Expand number of providers using Active Reading approaches
2. Expand access to literacy rich environments/experiences for young children and their families via museums, libraries, parks and more
3. Expand effective early literacy/family literacy programs with goal of meeting community need

Workgroup 4 Strategies

Associated Indicator: % of formal and informal childcare settings with high-quality, culturally competent early literacy programming aligned with [NC Foundations](#)

1. Develop Active Reading/early literacy workshops to supplement current curriculum in PreK and other child care settings (March – June 2018)
2. With partners, develop and offer Active Reading training, technical assistance and coaching to early childhood teachers (July 2018 – June 2019)

Workgroup 5 Strategies

Associated Indicator: % of adults who see their role in supporting early literacy

1. Book Acquisition and Distribution
 1. Launch “6K in 6 months” campaign to educate community about Active Reading and to engage community in book drive
 2. Dolly Parton Imagination Library implementation (led by Partnership for Children)
2. Develop and test common communication plan and public campaign focused on early literacy and reading on grade-level by third grade
3. Train key communicators/influencers in neighborhoods/faith communities to share information with families about Active Reading
4. Implement public campaign and evaluate

Workgroup 6: Supporting Strategies (Lead: Ready/Ready Staff)

1. Hire Early Literacy Coordinator for Guilford County who will be responsible for implementing the strategic plan with partners
2. Develop and implement Facebook pages as family engagement tool for each age/stage of development, i.e. babies born in 2018, 2019, etc.
3. Gather baseline data
4. Work with GCS to complete Campaign for Grade Level Reading application

Note about strategies that don't appear here...

This deck reflects strategies prioritized by the Early Literacy Design Team to be addressed in the first 1-2 years of plan implementation.

Additional strategies and action steps remain part of the ELDT plan and will continue to be brought forward as the implementation process evolves.



Appendix

Initiative Goal: Each Child Ready for Kindergarten

Five equally important areas:

1. **Language/communication development**
2. Physical development
3. Social-emotional development
4. Approaches to play & learning
5. Cognitive development



Supportive and Supported Families

Responsive and Innovative Early Childhood System

Indicators of Success

1. % of families using effective Active Reading strategies daily with children
2. % of families reporting confidence in their ability to prepare children for literacy success
3. % of literacy programs effectively building parents' skills to promote literacy at home
4. % of children engaged in quality, culturally competent early literacy programming
5. % of formal and informal childcare settings with high-quality, culturally competent early literacy programming aligned with NC Foundations
6. % of adults who see their role in supporting early literacy

No Baseline
Data
Available...
Yet

Community Conditions

Impact

Guilford County children enter kindergarten with needed literacy skills

Outcome: % of kindergartners who meet expectations (5-year olds)

Child Early Success

Children are reaching literacy milestones

Outcome: % 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)

Supportive Families

Families prepare children for literacy success

Indicator 1: % of families using effective active reading strategies daily with children

Ready Families

Families have knowledge, skills, attitudes, and social-emotional capacity to prepare children for literacy success

Indicator 2: % of families reporting confidence in their ability to prepare children for literacy success

Indicator 4: % of children engaged in quality, culturally competent early literacy programming

Supportive Learning Environments

Children engaged in quality, culturally competent early literacy programming and supports (museums, library, etc.)

Children engaged in quality, culturally competent formal and informal childcare settings

Supportive Adults

General public supports children's literacy success

Indicator 5: % of formal and informal childcare settings with high-quality, culturally competent early literacy programming aligned with NC Foundations

Supportive Learning Environments

Early literacy programs/ supports with high-quality, culturally competent early literacy programming

Formal and informal childcare settings with high-quality, culturally competent early literacy supports

Indicator 6: % of adults who see their role in supporting early literacy

Adult Capacities

Public sees their role in supporting early literacy

System Condition

Quality: Early Literacy efforts effectively build families' capacity to promote children's literacy

Access: Early literacy programs and supports are easy to access

Indicator 3: % of literacy programs effectively building parents' skills to promote literacy at home

System Condition

Quality: Staff capable of providing high-quality, culturally competent literacy programming

Coordinated: Shared community-wide definition of quality literacy programming

Coordinated: Aligned regulations guiding early literacy programming

Access: Enough quality childcare and early literacy program slots to reach all children

Responsive System: Programs use outcome data to inform decisions

System Condition

Responsive System: Early literacy programs and supports match families' wants/needs

Engagement: Families do not fear judgment for seeking early literacy support resources

Access: Community effectively connects families with literacy programs and supports

Access: EL program and support locations easy for families to access

Mindsets: Families are aware of and value how early literacy can help children get ready for kindergarten

Domains	Sub Domains
Approaches to Play and Learning	<ul style="list-style-type: none"> • Curiosity, information seeking and eagerness • Play and imagination • Risk-taking, problem-solving and flexibility • Attentiveness, effort and persistence
Emotional and Social Development	<ul style="list-style-type: none"> • Developing a sense of self • Developing a sense of self with others • Learning about feelings
Health and Physical Development	<ul style="list-style-type: none"> • Physical health and growth • Motor development • Self-care • Safety awareness
Language Development and Communication	<ul style="list-style-type: none"> • Learning to communicate • Foundations for reading • Foundations for writing
Cognitive Development	<ul style="list-style-type: none"> • Construction of knowledge: Thinking and reasoning • Creative expression • Social connections • Mathematical thinking and expression • Scientific exploration and knowledge

Work Group Action Steps

What are the Settings where Strategies occur?	What are 2 Activities to Accomplish Strategies?	What does success in this strategy look like?	What Resources are Needed? What are known costs?

Refer to Guilford County [Data](#) on GetReadyGuilford.org to target populations served.