

		<b>Description:</b> Early Literacy for Priority Populations	<b>Value Stream ID:</b>		<b>Site / Location:</b>		<b>Event Number:</b>	<b>Revision:</b>
		<b>Sponsor:</b>	<b>Process Owner/Team Lead:</b>		<b>Facilitator:</b> Donna Mills	<b>Sensei:</b>		

Current Date:	Event Date:	<b>1: REASONS FOR ACTION</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>4: GAP ANALYSIS</b>	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>7: COMPLETION PLAN</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go
		<ol style="list-style-type: none"> <li>Problem: Very few Latino children in Central Oregon have the literacy skills by 3<sup>rd</sup> grade that they need to thrive.</li> <li>AIM: All Latino children meet or exceed literacy standards in 3<sup>rd</sup> grade.</li> <li>Boundaries: Latino families with pre-natal-3<sup>rd</sup> grade children in Crook, Jefferson and Deschutes Counties.</li> </ol>	<ol style="list-style-type: none"> <li>Parents don't always feel equipped to be first reading teachers to their children</li> <li>Families don't necessarily know the value of reading with children</li> <li>Books and resources in Spanish aren't available and accessible to families</li> <li>Parents do not have trusting relationships with schools</li> <li>Often families who only speak Spanish feel ill equipped to navigate schools and libraries</li> <li>There is a general fear of government institutions for Latino families</li> <li>Teachers and staff don't know about or engage with the resources and programs available for Latino's</li> <li>Families impacted by poverty don't have the capacity to prioritize reading to your child</li> </ol>		

Team	<b>2: INITIAL STATE</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>5: SOLUTION APPROACH</b>	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>8: CONFIRMED STATE</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go
	<ol style="list-style-type: none"> <li>Latino children score 44% lower than their non-Latino, white peers on <i>letter names</i> and 51% lower on <i>letter sounds</i> at Kindergarten entry (16-17 school year)</li> <li>Only 33% of Latino students in Central Oregon meet or exceed literacy standards in 3<sup>rd</sup> grade. That is roughly half the rate of their white peers (15-16 school year)</li> <li>By age 24 months, there is already a six-month gap between socio-economic groups in processing skills critical to language development.</li> </ol>	<p><b><u>FAMILIES IN- SCHOOLS</u></b></p> <ul style="list-style-type: none"> <li>If we invite families into schools and libraries in intentional and culturally considerate ways, then we increase trust between families and these institutions</li> <li>If we work with Spanish-speaking parents to read in Spanish with their children, we increase parental confidence in their role as first teacher</li> <li>If teachers and school staff are engaged with Latino specific resources and programs, students build stronger relationships with them</li> <li>If teachers and staff actively make themselves available and accessible, then students will build trusting relationships with them</li> <li>If we reach families before they enter K-12, they are more prepared to enter into school</li> </ul> <p><b><u>RESOURCES OUT- MEETING FAMILIES WHERE THEY LIVE</u></b></p> <ul style="list-style-type: none"> <li>If we bring resources to families where they live, we reach more families literacy resources than we do if we expect them to come to us</li> <li>If we provide books and parenting education about literacy in Spanish, more families read with their children</li> </ul>		

1 2 3 4 5 6 7 8	<b>3: TARGET STATE:</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>6: RAPID EXPERIMENTS</b>	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<b>9: INSIGHTS</b> <input type="checkbox"/> Go <input type="checkbox"/> No Go
	<ol style="list-style-type: none"> <li>The gap in <i>letter names</i> and <i>letter sounds</i> between Latino children and their non-Latino, white peers in Kindergarten is significantly reduced</li> <li>Third grade reading disparities between Latino students and their white peers are significantly reduced</li> <li>Latino families identify teachers and school staff with whom they have strong connections</li> <li>Latino families report more frequently reading with their children in English or Spanish</li> <li>Schools and libraries regularly create safe and accessible space for Latino families to engage on-site</li> <li>Latino parents feel they can be first teacher to children</li> </ol>	<p><b><u>FAMILIES IN- SCHOOLS</u></b></p> <ul style="list-style-type: none"> <li>Early Spanish literacy program pilot in three elementary schools (ages 3-5) (<b>Juntos Aprendemos</b>)</li> </ul> <p><b><u>RESOURCES OUT- MEETING FAMILIES WHERE THEY LIVE</u></b></p> <ul style="list-style-type: none"> <li>Central coordination bringing literacy resources to families where they live           <ul style="list-style-type: none"> <li>Assessment of needs from low-income families</li> <li>Convening and aligning organizations that send literacy packets to families with children 0-5</li> <li>Bringing family literacy education and resources to low-income housing areas</li> </ul> </li> <li>Pilot Imagination Library in Warm Springs, Crook County, Jefferson County and La Pine</li> <li>Developing early learning Native Language resources, beginning with board books</li> </ul>		