



LITERACY & ECONOMIC DEVELOPMENT SUMMIT



April 7, 2021
River Center Library Branch
Baton Rouge, Louisiana

Thank you to our sponsors:



Welcome!

Did you know that only 26% percent of fourth graders in Louisiana are proficient readers?

Welcome to the first Literacy & Economic Development Summit hosted by the Center for Development & Learning. As you hear from speakers and participate in discussions with our various panels of experts throughout the day, I know you will gain valuable knowledge and insight into how we must collaboratively, strategically, and creatively serve all students.

We believe this is one of the most important discussions for our state. Literacy is a critical issue and barrier keeping Louisiana held back by generations of poverty, poor educational attainment, and limited economic and workforce opportunities. We simply cannot accept 26%.

Our primary takeaway from today will be having the information we need, along with your input, to create a plan on navigating Louisiana's intersection of literacy and economic development.

My hope is today will provide you with the opportunity to network and build partnerships to effectively and sustainably serve this need. Speaking of partnerships, I am so thankful for A+PEL, CABL, EBRPL, and Louisiana Economic Development's support in making this event a reality.

I look forward to spending the day with you, and working to create a roadmap to improving Louisiana's literacy rates.



Dr. John E. Wyble, CAE
President and CEO

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SCHEDULE OF EVENTS

Arrival/Check-In | 8:30AM - 9:00AM

Welcome | 9:00AM - 9:15AM

Purpose | 9:15AM - 9:45AM

The Summit will begin with a presentation by Dr. John Wyble that describes the purpose and goals of the Literacy & Economic Development Summit.

Louisiana's National Assessment of Educational Progress (NAEP) scores have continually ranked in the bottom three among both the South and the nation. The Summit's goal is to chart a course to change the state's educational trajectory through collaboration with education and business leaders from across the state and Gulf South. Louisiana's economic success lies at the intersection of educational attainment and workforce development, both of which are only possible through high-quality, science-based literacy instruction. After hearing from education leaders from other states that have successfully implemented education and literacy reform, Summit participants will identify contributing factors in Louisiana's ongoing struggle with literacy education and determine the next steps toward achieving a state of young, strong readers.

Keynote Presentation | 9:45AM - 10:45AM

How Comprehensive Early Literacy Efforts are Transforming Education and Opportunities for All Students

Kymyona Burk, Ed.D.

It is widely known that literacy is both an education and economic issue. In fact, a recent study by the Barbara Bush Foundation suggests that the United States could be losing up to \$2.2 trillion annually due to low adult literacy rates. In light of the national disruption to learning caused by the pandemic, efforts to address teaching and learning loss have dramatically increased. This session will explore Louisiana's current literacy landscape and detail how a comprehensive approach to improving literacy outcomes can close learning and opportunity gaps for all students.

Break | 10:45AM - 11:00AM

Solutions and Strategies | 11:00AM - 12:15PM

In this panel moderated by Dr. Burk, Summit participants will hear from the Louisiana Department of Education and other Departments of Education leaders from around the Gulf South. Panelists will discuss the education reform successes their states have already experienced, projects they are currently working to achieve, and collaborative strategies states can employ to enhance the outcomes of their literacy efforts.

SCHEDULE OF EVENTS

Lunch | 12:15PM - 12:45PM

Legislator of the Year Award Presentation | 12:45PM - 1:00PM

Representative Royce Duplessis - House Legislator of the Year

Senator Bodi White - Senate Legislator of the Year

Plan and Promise | 1:00PM - 1:30PM

The Center for Development and Learning and the Louisiana Department of Education will engage in a collaborative presentation about what the future holds for Louisiana's literacy efforts.

The Economic Impact of Literacy | 1:30PM - 2:30PM

Susana Schowen from Louisiana Economic Development will explain how the intertwining of literacy and workforce development creates a thriving, advancing economy.

Break | 2:30PM - 2:45PM

Where Do We Go From Here? | 2:45PM - 3:45PM

The Summit's final panel features an open dialogue between Louisiana's business and industry leaders, policymakers, and advocacy groups about how each sector must collaborate to improve Louisiana's literacy rates, drive our economy, and enhance our workforce.

OUR SPONSORS



Associated Professional Educators of Louisiana

The Associated Professional Educators of Louisiana is the premier educators' organization in Louisiana, advancing A+ teachers as career professionals. By focusing on professional development, teacher advocacy and excellence in education, it empowers Louisiana's youth for future success.



Council for A Better Louisiana

Council for A Better Louisiana is a nonprofit, nonpartisan statewide organization that works on issues in the public interest by raising citizen awareness, advancing sound public policies, holding government accountable, and fostering civic leadership.



East Baton Rouge Parish Library

The East Baton Rouge Parish Library is a community service organization that connects our citizens with information, resources, materials, technology, and experiences in order to make a positive difference in their lives.



Louisiana Economic Development

With dedicated and knowledgeable professionals committed to Louisiana's economic future, Louisiana Economic Development is responsible for strengthening the state's business environment and creating a more vibrant Louisiana economy, striving to help businesses find the resources they need to make relocation and expansion successful, profitable endeavors.

SPEAKERS



Dr. Kymyona Burk

Dr. Kymyona Burk is the Policy Director for Early Literacy at the Foundation for Excellence in Education (ExcellinEd). In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. Dr. Burk also served as the Executive Director for the Office of Teaching and Learning in the Jackson Public School District and led all aspects of the district's instructional programming. She is also the former K-12 State Literacy Director at the Mississippi Department of Education where she led the state-wide implementation of Mississippi's Literacy-Based Promotion Act, which aims to ensure that all students are proficient readers by third grade.



Dr. Cade Brumley

Dr. Cade Brumley has served as the Louisiana State Superintendent of Education since June 2020. Dr. Brumley is a product of public education who has invested his entire professional career into improving the lives of Louisiana children. He previously served as Superintendent of Jefferson Parish Schools, the largest school system in the state, during which time the school system earned its first increase in four years on its 2019 state report card. He also served six years as DeSoto Parish Schools Superintendent in Northwest Louisiana, a system that now ranks as one of Louisiana's top ten districts for student academic achievement. In addition, Dr. Brumley served as the President of the Louisiana Association of School Superintendents, representing the interests of all Louisiana school systems at the state level.



Neva Butkus

Neva Butkus is a Policy Analyst at the Louisiana Budget Project where she researches and advocates on issues of state tax policy, poverty alleviation, and K-12 finance. Prior to LBP, Neva worked on the development team at City Year Baton Rouge where she advocated for private sector funding to invest in programs working to increase high school graduation rates in under-resourced Baton Rouge public schools. Neva is also an active member on the Junior League of Baton Rouge and is the Past-President of Forum 225, Baton Rouge's largest young professionals leadership organization. Born and raised in the Chicago area, Neva moved to Louisiana to attend college and be closer to her extended family. She has a bachelor's in political science and master's in public administration from LSU.

SPEAKERS



Dr. Keith Courville

Dr. Keith Courville is the Executive Director of the Associated Professional Educators of Louisiana (A+PEL), which empowers students through engaging in teacher advocacy and providing professional development for educators. He previously served as A+PEL's Director of Professional Development and University Programs, a role in which he fostered stakeholder relations with universities and teacher practitioner programs and developed and conducted professional development programs on state, regional, district, and school levels. Dr. Courville spent over two years as a chemistry and physics teacher at Walker High School prior to joining A+PEL. He has completed numerous paid research projects on district academic performance on K-2 literacy throughout his career.



Rep. Royce Duplessis

Royce Duplessis was elected to serve the people of Louisiana House District 93 in 2018, where he serves on the Ways & Means, Criminal Justice, Labor & Industrial Relations, and the House Executive Committees. District 93 includes the Central Business District, Warehouse District, French Quarter, Lower Garden District, Central City, Lower Mid-City, Tremé, 7th Ward, and St. Roch neighborhoods. He is the son of a veteran teacher and career-long postal service worker – public servants who were his first examples of hard work and integrity. In high school, Royce worked summers as a bricklayer's assistant, learning the value of sweat equity. During college at Xavier University, he supported himself earning tips as a busboy at Mandina's Restaurant. When Hurricane Katrina devastated New Orleans, Royce poured himself into rebuilding his community by serving as Chief of Staff to former New Orleans Councilman James Carter.



Barry Erwin

Barry Erwin is a Louisiana native who serves as President of the Council for A Better Louisiana (CABL). CABL is a statewide, nonpartisan organization that works on issues that impact the quality of life in Louisiana. CABL is involved in numerous public policy issues at the state level, including education, workforce development, state fiscal policies, and governmental ethics. Erwin began doing consulting work for CABL in 1995 and became President in 2001. Erwin worked on numerous public affairs projects prior to joining CABL and spent 15 years as a television journalist covering state politics at KSLA-TV in Shreveport and WBRZ-TV in Baton Rouge. Erwin graduated from Louisiana Tech University with a bachelor's degree in journalism.

SPEAKERS



Susana Schowen

Susana Schowen joined LED FastStart, a division of Louisiana Economic Development, in June of 2011. As the Director of Workforce Initiatives, she implements high-level strategies focused on systemic workforce reform. She collaborates with educational stakeholders to align offerings to Louisiana employers' needs based on workforce supply and demand. Susana previously managed a private technical college in Baton Rouge after creating a nationwide basic skills program focused on underperforming high schools for Thomson Peterson's. Before that, she held several positions with Kaplan, Inc. managing test preparation courses and online college programs. She received chemistry degrees from Wellesley College and Columbia University.



Sen. Bodi White

Louisiana State Sen. Mack "Bodi" White, R-Central, La., represents State Senate District 6. White currently serves as chairman of the Senate Finance Committee and is a member of the Commerce, Consumer Protection and International Affairs Committee; Education Committee; Judiciary C Committee; Joint Legislative Committee on the Budget; and Joint Select Committee on Louisiana Economic Recovery. Improving education for Louisiana students is important to Senator White and is evident by legislation he carried that created the Central Community School System in East Baton Rouge Parish and his work with constituents in the St. George area of EBR to improve their community and schools. He is a conservative who works to balance the state's budget and prioritize funding for families.



Kristen Wynn

Kristen Wynn is the State Literacy Director (K-12) at the Mississippi Department of Education, where she works diligently to improve literacy outcomes of schools and districts across Mississippi. Wynn's service in the field of education spans 15+ years. She is committed to ensuring equitable access for all students to effective literacy instruction, highly-qualified teachers, and high-quality instructional materials. Her experience in the classroom includes teaching 1st and 2nd grade, as well as serving as a Kindergarten through 5th grade Intervention Specialist. Ms. Wynn previously served as a Literacy Coach for the Mississippi Department of Education (MDE), a Regional Literacy Coordinator, and an Assistant State Literacy Coordinator.

LEGISLATIVE PRIORITIES

1. EQUITY IN EDUCATION

Support parent-focused literacy awareness training to encourage at home learning opportunities through quality family engagement. Promote equal access and equitable representation in classrooms by building culturally relevant resources and guidance.

2. SCHOOL-READINESS FOR ALL CHILDREN

Fund more expansive training of early childhood teachers. Increase acquisition of books for families to build home libraries. Advocate on the benefits of additional seats for the Child Care Assistance Program.

3. LOUISIANA'S STUDENTS ARE READING PROFICIENTLY BY THE END OF THE THIRD GRADE

Re-evaluate LDOE Tier I reading/foundational skills curriculum criteria for grades K-3 to help ensure all children have science-based reading instruction through structured literacy. Create LDOE K-2 reading intervention materials and fund certified dyslexia therapists/practitioners in schools to reach all students.

4. TEACHERS ARE PREPARED AND SUPPORTED USING THE SCIENCE OF READING

Reform higher education teacher preparation programs to teach the science of reading and request a test on the science of reading as part of the teacher certification requirement. Provide funding to expand literacy training and development to school-level staff by widening the Louisiana Department of Education professional development vendor list.

HOW WE CAN HELP

STATE LEVEL

1. Train the trainer program in science of reading
2. Teacher certification for childcare center teachers
3. Expertise on state commissions
4. Parent and family literacy training
5. Book distribution program with culturally-responsive focus
6. Library of digital resources

DISTRICT LEVEL

1. High quality, evidence-based professional development for K-3 educators
2. Virtual Literacy Coach program to provide districts with expertise at a fraction of the cost
3. Assist districts in data interpretation
4. Curriculum-review consultation
5. Build school-level capacity and sustainability



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CDL STAFF



Dr. John Wyble, CAE

Dr. John Wyble is the CEO of the Center for Development and Learning. Dr. Wyble is an accomplished leader, strategist, and collaborator with more than 25 years' proven success leading complex organizations to sustained and strategic growth. Dr. Wyble's career is concentrated in executive leadership, organizational development, governmental advocacy, and stakeholder engagement. He also has significant experience in strategic planning; program design and assessment; professional development and training; and leadership development. He is particularly adept at convening stakeholders to facilitate innovative strategies for improving organizational capacity, efficiency, and competency.



Sarah Cortell Vandersypen, CFRE

Sarah Cortell Vandersypen, CFRE, is the Vice President for Advancement and Strategy. Sarah oversees the organization's fund development, marketing and communications, strategic partnerships, and organizational strategy. She comes to The Center for Development & Learning from the LSU Foundation where she established the Office of Strategic Engagement, which is responsible for raising \$2.5 million annually. Additionally, Sarah maintains her consulting firm, Philanthropic Partners, which helps nonprofits cut through the noise around raising money. Through her consulting services and trainings, Sarah shows organizations how to raise funds more effectively while making meaningful connections for donors.



DeJunne' C. Jackson

DeJunne' Clark Jackson, CDL's Vice President of Program Development, is an educational professional with over a decade of experience working with children and adolescents. From early childhood development to college matriculation, DeJunne' has been able to serve a host of students – helping them to become successful in their educational pursuits. In addition to her service with the district attorney's child advocacy center, she has served in the capacities of college disabilities coordinator, classroom teacher, school counselor/student services coordinator, and reading interventionist. DeJunne' has an in-depth knowledge of the necessary school-based solutions for readers and students with attention and learning challenges.



Jen Hebert

Jen Hebert is the Early Childhood Program Assistant at the Center for Development & Learning where she works with teachers who are participating in CDL's CDA Cornerstones Louisiana BESE-approved Early Childhood Ancillary Certificate program. Jen has worked in the field of early childhood education for over 15 years as a teacher, mentor, and child care center director designee. Jen received a bachelor's degree in child development and a minor in health education from the University of Southern Mississippi. Jen is an approved Child Development Associate (CDA) Professional Development Specialist and an Infant, Toddler, and Pre-K CLASS reliable observer.

CDL STAFF



Denise Howell

Denise Howell, as the Center for Development & Learning's Programs Manager, spends much of her time organizing CDL's annual Plain Talk About Literacy and Learning®. She also coordinates the logistics and collects data for all professional learning sessions conducted by CDL professionals. Prior to coming to CDL, Denise worked with the Youth Service Bureau in St. Tammany Parish as their referral coordinator and as the assistant coordinator for the Youth Service Bureau's annual fundraiser, Chef Soiree.



Alana Mangham

Alana Mangham, M.S., is the Literacy and Learning Specialist for CDL. Alana is also a member of Louisiana's Early Literacy Commission. She has taught elementary school for fourteen years in both New York City and Louisiana. She served as the Rapides Parish District English Language Arts Curriculum Specialist, Dyslexia Coordinator, STAR Early Literacy Coordinator and Summer Literacy Camp co-chair before joining the CDL team. Alana holds several trainer certifications such as the Data Team Process, Common Formative Assessments, DIBELS, and LETRS, (Language Essentials of Teachers of Reading and Spelling). She is excited to share her passion for early childhood literacy through her experience with evidence-based reading practices.



Mary Mills

Mary Mills is the Director of Cornerstones, the early childhood program at the Center for Development & Learning. Mary is passionate about the field of early childhood education with a specific focus of working to ensure positive growth and development for all children. Mary's academic and professional experience in early childhood education enables her to support early childhood teachers in providing high-quality care and experiences for every child. Mary received a bachelor's and a master's degree in human development and family science with a focus in early child development from Mississippi State University.



Cindy Phillips

Cindy Phillips is the Center for Development and Learning's Director of Business Operations. Cindy oversees CDL's accounting and risk management issues. Cindy brings extensive non-profit financial management experience to CDL, having previously worked for the Volunteers of America, where she managed multi-million dollar budgets with various program delivery models. Cindy holds a bachelor's degree in finance and a bachelor's degree in accounting from the University of New Orleans.

CDL STAFF



Lauren Richardson

Lauren Richardson is the Center for Development and Learning's Marketing Manager. She designs and prints all training and promotional materials, including all materials for the annual Plain Talk about Literacy and Learning® Institute. She also designs and manages the Plain Talk app and CDL's website and email newsletters. Lauren graduated from Louisiana State University College of Art and Design in 2008 with a Bachelor of Fine Arts with a concentration in graphic design.



Michael Willis

Michael Willis, the Director of Public Policy, brings to the Center For Development and Learning Team close to a decade of governmental relations experience. After gaining valuable knowledge about the intricacies of Capitol Hill through an internship with Senator Bill Cassidy, he moved back to Louisiana to work for Checkmate Strategies. This allowed him the opportunity to both learn the Louisiana State Legislature, as well as start passing meaningful, impacting legislation. Due to his experience and success in the State Legislature and experience on Capitol Hill, he began working with Congressman Ralph Abraham's office. Having been raised in Brusly, Louisiana, Michael understands the unique dynamic of Louisiana's political culture and strives to help those most in need.

LOUISIANA READS!

FAMILY LITERACY

LEARNING BEGINS AT HOME.

Parents' continuing support of literacy development can positively affect a child's reading journey.

Data from the National Household and Education Survey demonstrates that children from households with limited resources enter school at a disadvantage, making it extremely difficult to catch up to their more affluent peers.

Researchers have found two factors that contribute to this:

1. ACCESS TO BOOKS
2. BEING READ TO ALOUD AT HOME

To address these factors, **Louisiana Reads!** empowers families with the knowledge, confidence, awareness, and literature to support their child's learning experience at home.

Bridging the gap between classroom instruction and at-home learning.



DID YOU KNOW?
According to 2019 NAEP scores, only 26% of Louisiana's third graders and 27% of fourth graders are reading on grade level.



PROGRAM DELIVERY

- Digital Family Engagement Library
- Parent/Caregiver Workshops
- Community Partnerships
- Printable Resources/Activities
- Book Distribution to Build Home Libraries

PROGRAM FOCUSES

- Black and Brown Characters
- Girl Empowerment
- Louisiana Authors
- Students as Authors





ExcelinEd

How Comprehensive Early Literacy Efforts are Transforming Education and Opportunities for All Students

CDL Literacy and Economic Development Summit

April 7, 2021

Literacy is the answer. 



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Reading is an Education and Economic Issue



88%
of students who failed to earn a diploma were struggling readers in third grade.

Students who are not reading proficiently in third grade:

- 4 x  Are four times more likely to not to graduate high school.
- 6 x  If African American or Hispanic, are six times more likely to drop out or fail to graduate from high school.
- 8 x  If low-income minority, are eight times more likely to drop out or fail to graduate from high school.

High School Dropouts

- Are not eligible for 90% of the jobs in the economy.
- Have yearly earnings that are less than 50% of someone who earns a Bachelor’s Degree.
- Make-up nearly 50% of all heads-of-households on welfare.

Annie E. Casey Foundation, [Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation](#), 2011. [Begin to Read](#), [Literacy Statistics](#), 2014

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Why is a K-3 Reading Policy necessary?

- More than half of U.S. adults aged 16 to 65-years-old (54% or 130 million people) lack proficiency in literacy, reading below the equivalent of a sixth-grade level (U.S. Department of Education).
- The nation could be losing up to \$2.2 trillion annually due to low adult literacy rates (Barbara Bush Foundation for Family Literacy).
- Nationwide, low-literate adults struggle to earn a living wage, participate in the democratic process, and manage their family’s health and finances simply because they lack the ability to read, write and comprehend (Barbara Bush Foundation for Family Literacy).

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Why focus on the Science of Reading?

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Most Recent Forces Behind Reading Policy Momentum



Science of Reading

The Science of Reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

Dyslexia-Focused Reform

As parents and teachers are learning more about dyslexia and other reading challenges, efforts are underway to ensure that teachers can identify dyslexia characteristics and provide appropriate instruction and interventions.



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How can we reach ALL students?

The Ladder of Reading

- 5% Learning to read seems effortless
- 35% Learning to read is relatively easy with broad instruction
- 40 to 50% Learning to read proficiently requires code-based explicit, systematic, and sequential instruction
- 10 to 15% (Dyslexia) Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

Advantaged by a structured literacy approach

Structured literacy approach essential

© N. Young, 2012 (Updated 2020)
Artwork by Dean Stanton
(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

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Comprehension = The Goal of Reading

The Simple View of Reading by Gough & Tunmer, 1986
a model that represents the skills students need to comprehend

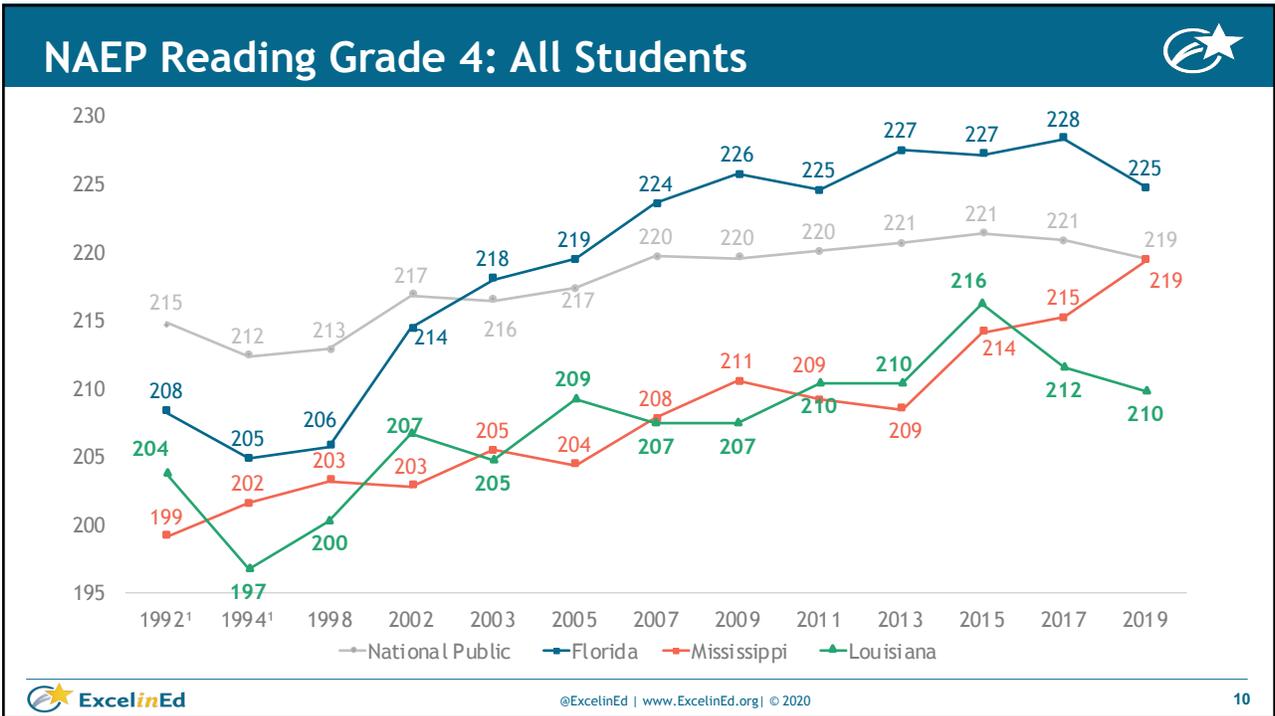
Word Recognition × Language Comprehension = Reading Comprehension

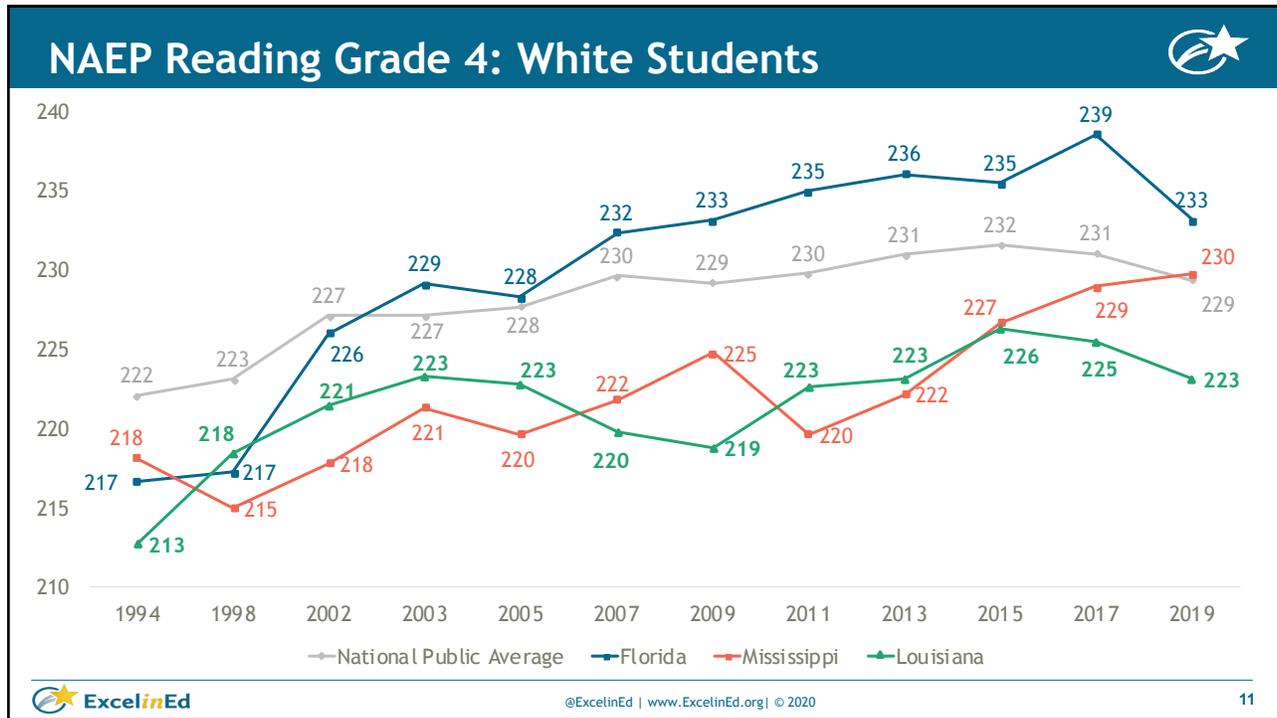
- **Word Recognition/Decoding** - Ability to transform print into spoken language (phonics, phonological awareness)
- **Language Comprehension** - Ability to understand spoken language (vocabulary, background knowledge, structure of language)

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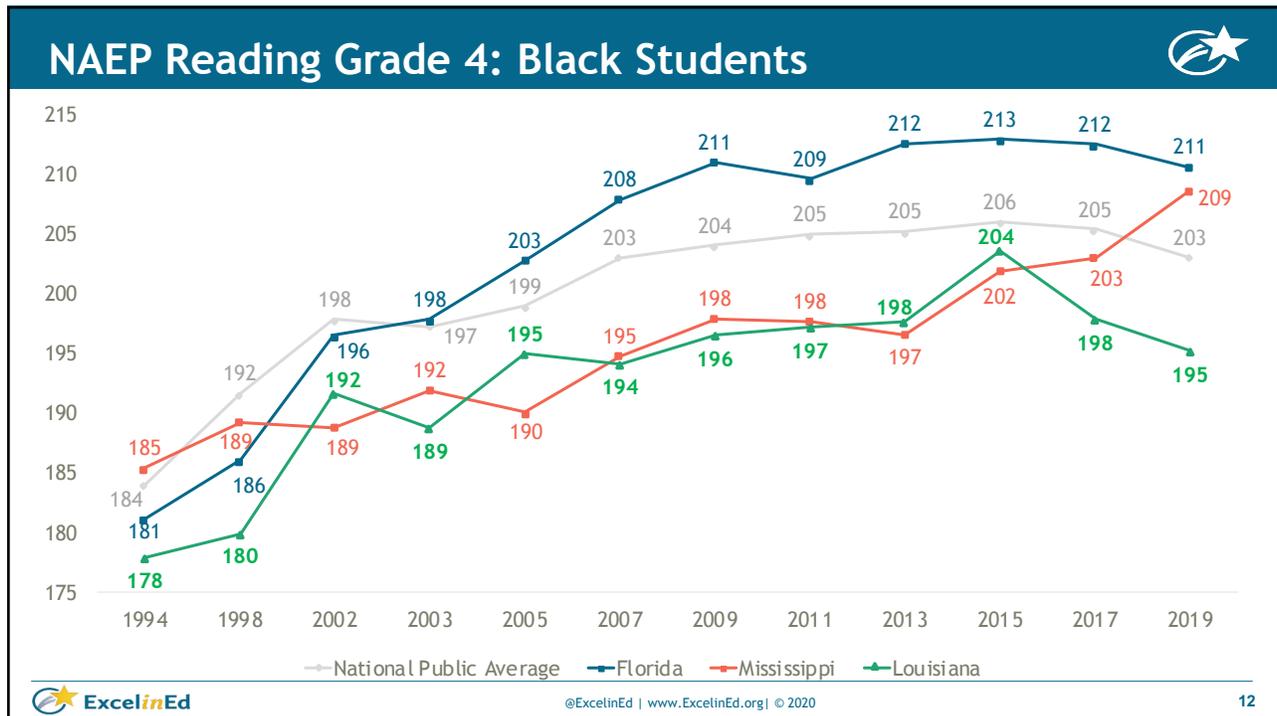


Louisiana's Literacy Achievement Landscape

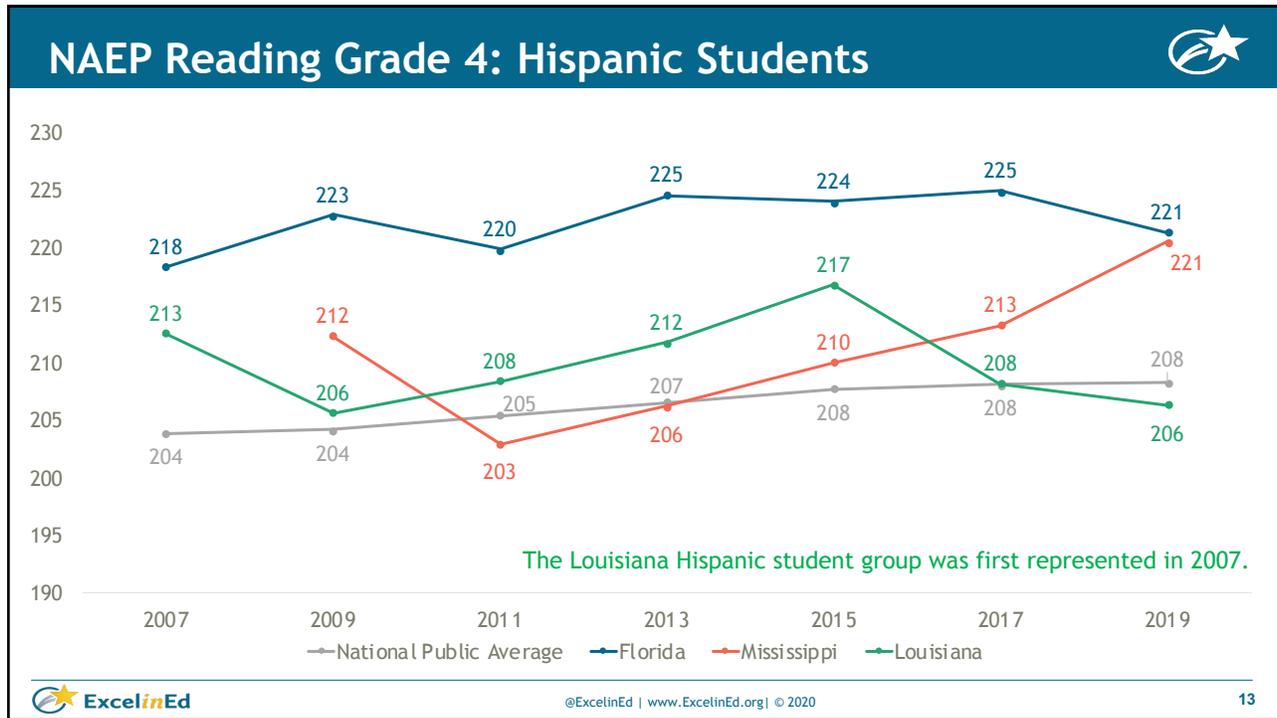




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Context for State Comparisons

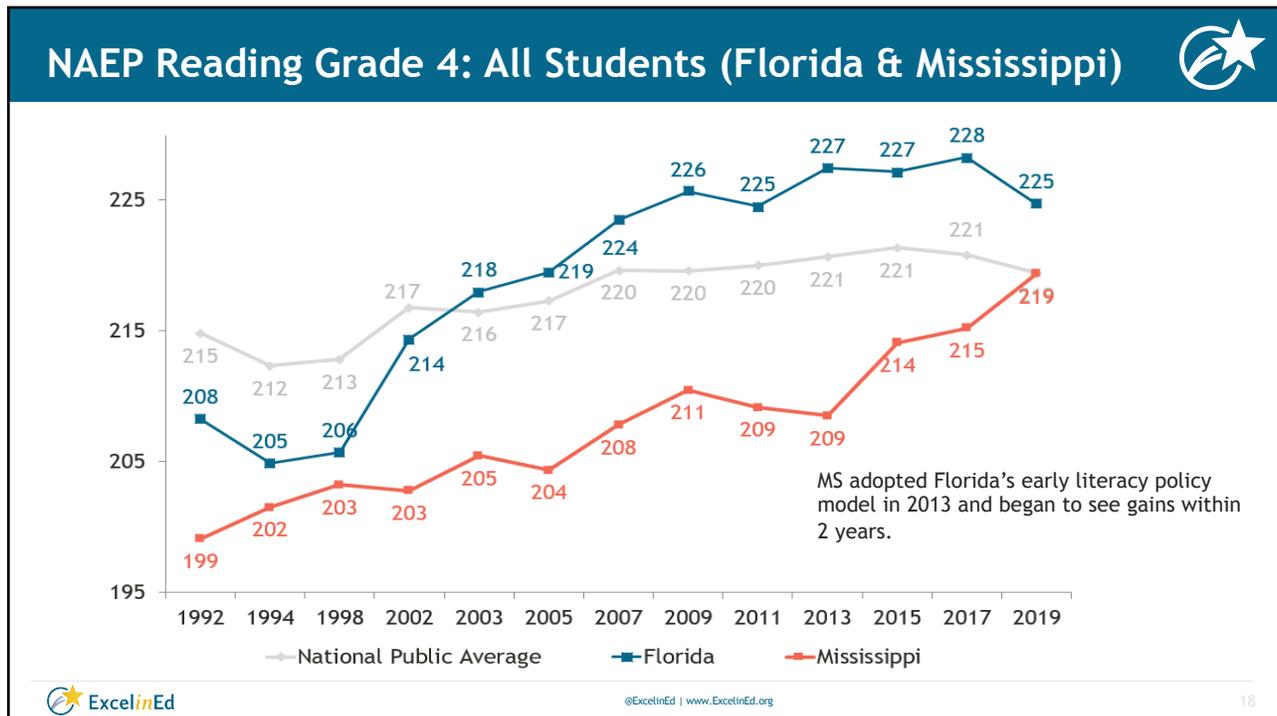
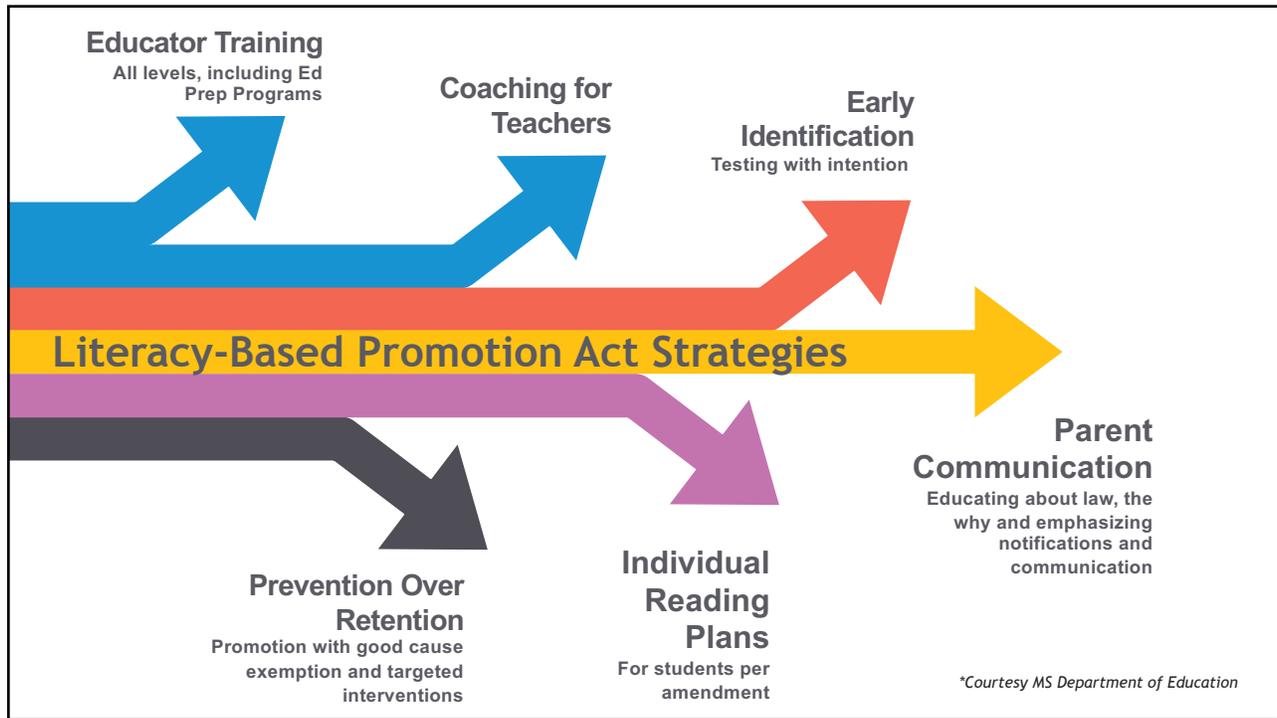
ALL students can learn. No excuses.

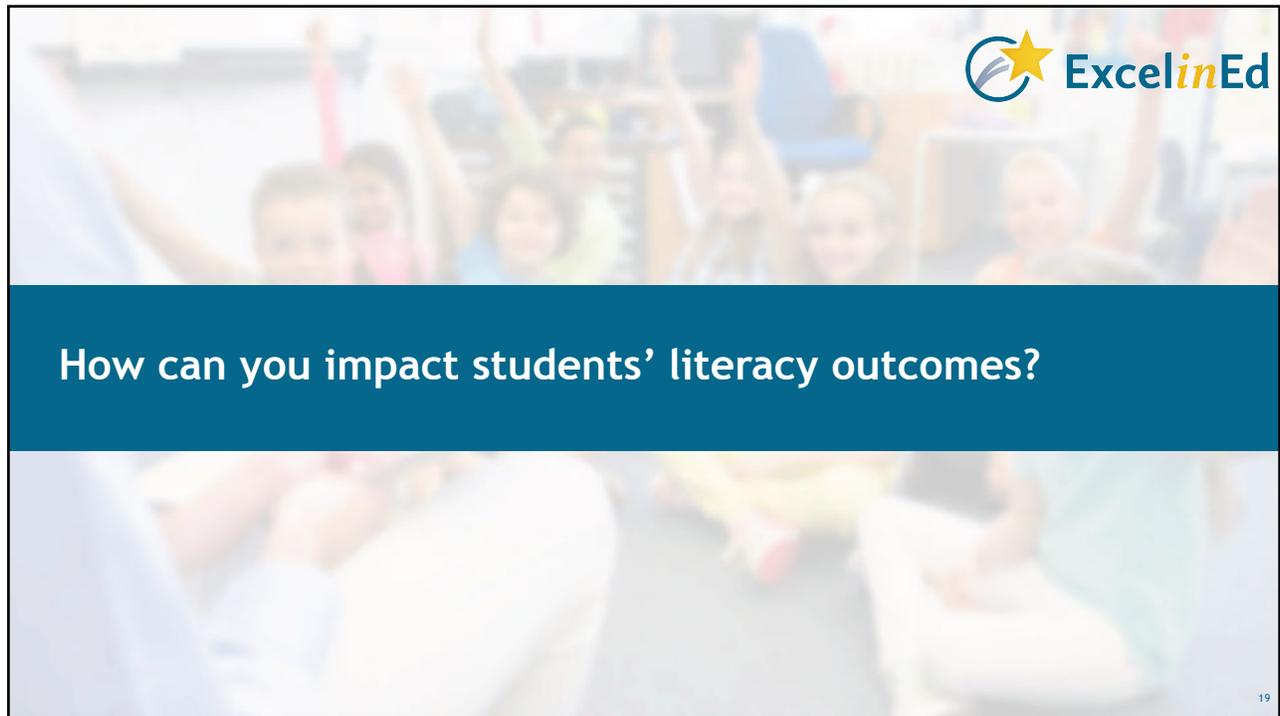
2019 NAEP Grade 4 Reading	Louisiana			Florida			Mississippi			National Public	
	Scale Score	Rank	Gap	Scale Score	Rank	Gap	Scale Score	Rank	Gap	Scale Score	Gap
All Students	210	49		225	6		219	28		219	
White	223	43		233	9		230	19		229	
Black	195	39	28	211	4	22	209	7	21	203	26
Hispanic	206	34	17	221	1	12	221	2	9	208	21
FRL	202	47	28	216	1	22	215	3	24	207	28

*Only 42 jurisdictions reported Black student scale scores. LA ranked 39th.

2018-19	Louisiana	Florida	Mississippi
Student Population	711,783	2,846,444	471,298
Black	43%	22%	48%
Hispanic	7%	34%	4%
White	44%	37%	44%
Free/Reduced Lunch	53%	55%	74%
Per Pupil Expenditure	\$11,636	\$ 9,663	\$ 8,909

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How can you impact students' literacy outcomes?

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Strategies

- **State Agency Reading Initiatives**
 - Governor's SEA challenge to create a reading initiative
 - Challenge other state agencies to get involved
- **Community/Business Partnerships**
 - Form state partnerships to raise awareness of the importance of reading
 - Partner with Scholastic to create parent brochures on the five areas of reading and partnered with FedEx to disseminate for free statewide.
- **Book Drives**
 - Form state partnerships to put more books in the hands of children while raising money to support statewide and local reading programs.
- **Mentor Programs**
 - (*Florida ex.*) Governor's Mentor Initiative - state employees were given one hour a week of paid time to serve as mentors to K-3 students struggling in reading.



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Comprehensive Early Literacy Approach: A Collaborative Effort to Improve Literacy Outcomes

The diagram illustrates a collaborative effort to improve literacy outcomes. At the center is a black circle labeled "Improved Outcomes for Students". Surrounding this central circle are six other circles, each representing a stakeholder group, with arrows pointing towards the center:

- Parents (blue circle)
- Policy Makers (yellow circle)
- SEAs (red circle)
- LEAs/Educators (purple circle)
- Teacher Preparation Programs (dark grey circle)
- Community & Business Leaders (green circle)

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ExcelsinEd

Thank You!

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MISSISSIPPI'S APPROACH TO *K-3 Literacy Instruction*

OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

STRUCTURED LITERACY INSTRUCTION

Application of the Science of Reading

Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. *Structured Literacy* teaches all the components that evidence has found to be foremost in ensuring reading success.

Structured Literacy is **not** just about phonics; it includes much, much more.

[The Simple View of Reading](#) (Gough and Tumber, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

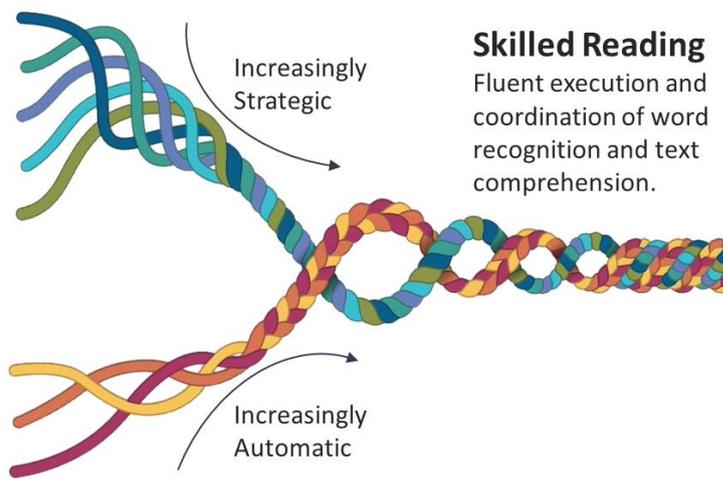
SIMPLE VIEW OF READING



SCARBOROUGH'S READING ROPE MODEL

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression



Emphasis on knowledge building and access for ALL to complex text.

FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION

Effective, high-quality instruction is...



systematic,



inclusive of a carefully **planned scope and sequence,**



explicit,



scaffolded, and



differentiated.

INSTRUCTIONAL RESOURCES

[Instructional Planning Guides for ELA K-12](#)

[Virtual Literacy Instruction Guide for K-5 Teachers](#)

[MDE Literacy: Resources for Teachers](#)

[MDE Literacy: Resources for Administrators](#)

[MDE Literacy: Professional Development and Resources](#)

[Barksdale Reading Institute: Reading Universe](#)

[REL-Southeast: Emergent Literacy PLC Guide](#)



Check us out!

MISSISSIPPI'S APPROACH TO *K-3 Literacy Instruction*



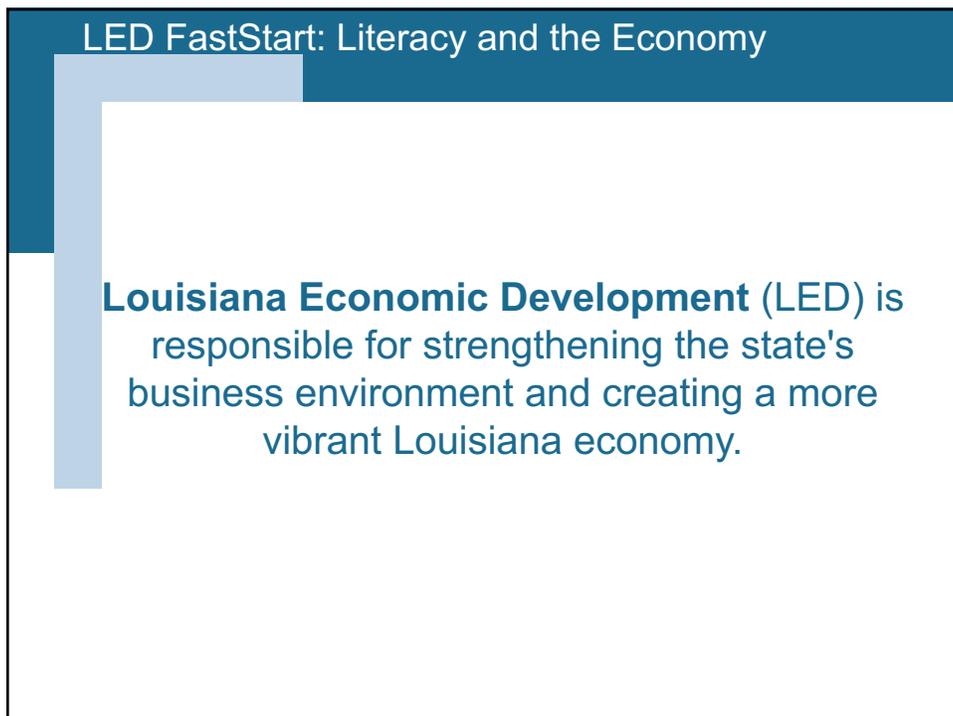


LED FastStart
Louisiana's Custom Workforce Solution

LED FastStart
Literacy and the Economy

Susana Schowen
Director of Workforce Initiatives

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LED FastStart: Literacy and the Economy

Louisiana Economic Development (LED) is responsible for strengthening the state's business environment and creating a more vibrant Louisiana economy.

LED FastStart: Literacy and the Economy

LED FastStart
No. 1 Workforce Training and Talent Attraction
Program

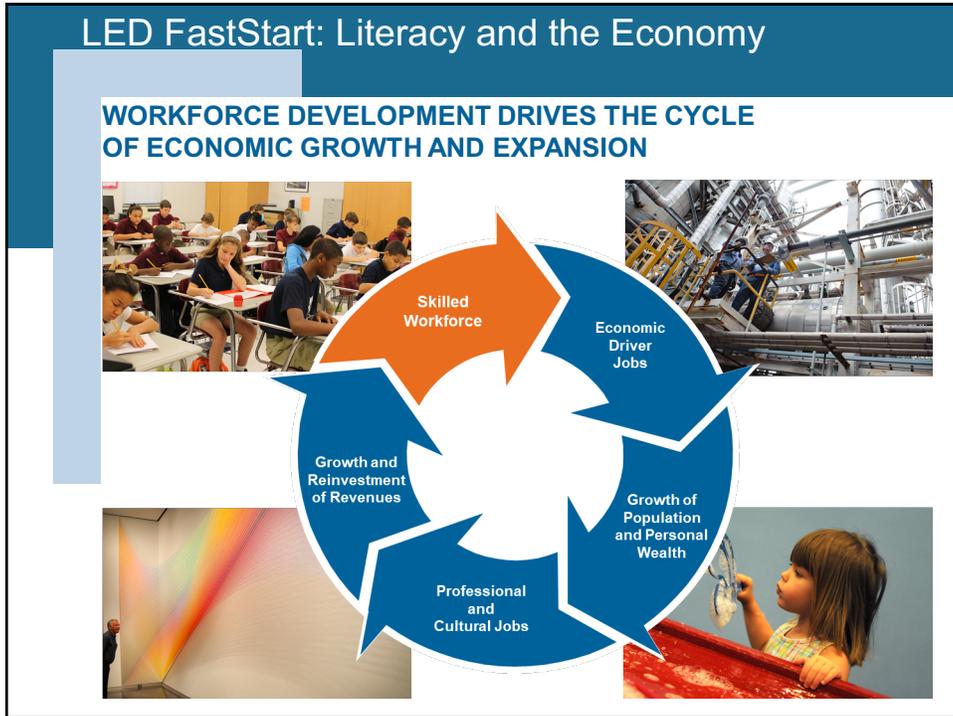
Eleven Consecutive Years

Business Facilities Rankings Report, 2020

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The Prosperity Challenge

- Employers have access to talent
- Our people have access to develop their talent
- We focus on resilience, innovation, and equity



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A demand-side, competency-based approach aligns talent to the needs of the economy

Traditional approach	Demand-side, competency-based approach
<ul style="list-style-type: none"> • Education providers offer educational programs that are affordable, appeal to students, and maximize graduation rates • Students self-select fields of study • Government and students fund education • Educational programs may not prepare students for success in the economy • Consequences: Increased job vacancy and time-to-hire, higher unemployment, longer-than-necessary durations of education, higher student debt, lower attainment levels 	<ul style="list-style-type: none"> • Employers and educators form deep understanding of the skills that are required in the workforce and adjust rapidly • Educators align administration, programs, and educational experiences to those needs • Employers engage with the educational system and ensure student experiences align with real world expectations • Measures of success focus on demonstrated competencies and employment outcomes instead of time-based evaluations • Challenge: Fostering engaged partnerships, responding to increasingly dynamic landscape

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Prosperity depends on talent

- Highly valued skills are connected to adult literacy
- Adult literacy connects to childhood and family literacy
- The economy of the future requires increasingly sophisticated workers with multiple literacies and interdisciplinary competencies
- The ability to acquire these competencies depends on successfully navigating multiple life transitions

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Literacy is a key factor in successful life transitions

- Leadership
- Multiple opportunities
- First job
- College education
- High school graduation
- Success in STEM courses
- Early college credit
- Reading for pleasure and personal development
- Eighth grade promotion
- Multiple literacies
- *Learning to read becomes reading to learn*
- Childhood literacy

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PRE-COVID analysis has major implications for education providers, students, and job seekers

Every region is undersupplying workers in manufacturing and IT, both of which are expanding significantly in Louisiana. There are important regional differences, but these fields are top priority everywhere. These trends are expected to persist in the mid- to long-term.

Some healthcare fields are undersupplied statewide, but many more of them are undersupplied in rural and underserved urban areas.

The best opportunities in the state require post-secondary preparation in specific fields:

- Community and technical colleges: short-term certifications to Associate's degrees in construction crafts and manufacturing production and maintenance
- Four year colleges and universities: Bachelor's degrees in computer science, engineering, accounting, and data analytics
- Various levels of preparation for certain healthcare fields like nurse practitioners, nurse anesthetists, EMTs, and physical therapists. RNs and GPs needed in certain areas

What do these jobs have in common? And how are things changing?

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New economy – New society – Constant transformation

What LED's Partners tell us they need from workers

Ability to thrive in highly dynamic environments

Foundational competencies

- Today's technical skills
- Tomorrow's technical skills
- Non-technical skills – interpersonal skills, resilience

Strong ethical orientation

Commitment to equity in opportunity and outcome

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Current economic challenges drive long-anticipated shifts in the world of work, and some new ones

- All jobs are technology jobs
- Few jobs are *only* technology jobs
- As jobs are eliminated, others shift and new ones are created
- The nature of work is fundamentally changing

What is the future of human work?

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Human work blends human traits such as compassion, empathy, and ethics with our developed human capabilities such as critical analysis, interpersonal communication, and creativity.

Jamie Merisotis
Human Work in the Age of Smart Machines

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Competencies of the future

- STEM and technical
- Interpersonal and communication
- Higher order thinking
- Ethics and empathy
- Resilience and adaptability

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Competencies of the future : STEM and technical

- Digital literacy
- Security
- Digital ethics
- Quantitative reasoning
- Algorithmic thinking
- Data with a human face
- AI and automation in the real world

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Competencies of the future: interpersonal and communication

- Fostering human development
- Collaboration and lifelong learning
- Communicating complex ideas to non-experts
- Making data relevant and actionable

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Competencies of the future: higher order thinking

- Problem solving
- Critical thinking
- Nuance and subtlety
- Wide learning
- Innovation
- Creativity
- Vision

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Competencies of the future: ethics and empathy

- Remembering the person
- Demonstrating compassion
- Exhibiting ethical behaviors
- Confronting bias
- Strengthening the social fabric

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Competencies of the future: resilience and adaptability

- Lifelong learning
- Personal and professional development
- Embrace of constant change
- Future orientation
- Where is equity?

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Everything is linked – integrative skills

Tear down the walls

Emerging fields are inherently interdisciplinary

- Cybersecurity
- Data visualization
- User interface design
- Game development

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What are the implications for Louisiana?

- What if we get it right?
- What if we don't?
- How will you engage?



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Thank You!

On behalf of the Center for Development & Learning, I'd like to graciously thank you for attending the Literacy & Economic Development Summit. I hope this event has provided great insight as to where the state's literacy rates are, and what we must do to fix them. You have the promise of the Center for Development & Learning that we will continue working on this critical mission. Should you have any ideas that you would like to work on together, we look forward to collaborating with you.



Michael Willis
Director of Public Policy