



## Every Child Ready to Learn

### Overview

Children who enter school without strong literacy skills are less likely to become proficient readers. Students who fail to learn to read well by 3<sup>rd</sup> grade are at risk for long-term remediation needs, special education referral, higher likelihood of school dropout, and a host of other negative outcomes.

Through research we know what effective reading instruction is and what best practices are to support the needs of children at greatest risk for poor outcomes. Unfortunately, we also know that there is a research to practice disconnect. Too few teachers are equipped to meet the instructional needs of their students and, as a result, too many children fail to become strong readers.

**Every Child Ready to Learn** is the bridge between research and practice. Our professional development team is working in eight school districts across Idaho to build the capacity of PreK to 2<sup>nd</sup> grade teachers to implement evidence-based reading instruction.

### Impact

- Create a system that makes research accessible, understandable and actionable for teachers to implement
- Improve the participating teachers' reading instructional practice and increase the reading achievement of the students they teach
- Promote systems wide change in early education to ensure that all of Idaho's children can have a bright future.

### Duration

- August 2018 – December 2024

### Funding

#### *Lead Funding:*

- W.K. Kellogg Foundation

#### *Matching Funding:*

- CapEd Federal Credit Union
- Hearst Foundation
- Laura Moore Cunningham Foundation
- Idaho Community Foundation
- Treasure Valley YMCA

- Whittenberger Foundation
- United Way of Treasure Valley

### **Collaborators**

- Idaho Association for the Education of Young Children (IAEYC)
- Multiple school districts across Idaho
- Public and private early childhood centers across Idaho
- The Caldwell Preschool Collaborative -Treasure Valley YMCA

### **Publications**

- Lane, C., Prokop, M., Podhajski, B., Nathan, J., & Johnson, E. S. (2014) Promoting Early Literacy Development through the Professional Development of Head Start Teachers, *Early Years Education: An International Research Journal*, 34, (1), 67-80, doi: 10.1080/09575146.2013.827157