

The Literacy Clinic

FORMATIVE REPORT

01.01.2022 – 03.31.2022

Launched Aug 25, 2021

STAKEHOLDERS

- ❖ 40th Judicial District Court
- ❖ St. John the Baptist Parish Schools, 5th Ward Elementary
- ❖ Louisiana Department of Public Safety & Correction
- ❖ 40th Judicial District Public Defenders Office
- ❖ River Parish Community College, Reserve Campus

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OVERVIEW

The Literacy Clinic brings together stakeholders in criminal justice reform and K12 education to support literacy education for adults who are involved in the criminal justice system and families with children enrolled in resource-challenged public schools. The ultimate goal of The Literacy Clinic is prevention-by-way-of-intervention community strengthening.

GOALS

1. Reduce recidivism among adults in the criminal justice system
2. Prevent at-risk children from entering the juvenile justice system

BACKGROUND

Educational institutions have worked with, and even in, penal systems, but services provided through these relationships have benefited offenders sentenced to serve time in a detention or correctional facility, not offenders assigned to diversion or probation. Courts are encouraged to play active roles in educating youth about the justice system through “Law Day” and “Judges in the Classroom,” but no Court in the State of Louisiana has ever partnered with the Louisiana Department of Safety & Corrections and local educational institutions for the express purpose of supporting literacy education for early and adult readers. The pressing need to focus at the intersection of literacy education and criminal justice is informed by the fact that these two systems have been and continue to be interlocked forces of racial and class disparities in the United States. These facts underlie the design and operation of **The Literacy Clinic**.

PROGRAM OBJECTIVES (see Appendix 1)

OUTPUT OBJECTIVES:

- Strengthen resource-limited communities and families
- Increase high school graduation rates
- Increase sustainable skills-based employment

SHORT-TERM OUTCOME OBJECTIVES:

- Improve Academic Performance
- Improve Social Behavioral Skills
- Increase Accountability
- Reduce Recidivism

LONG-TERM OUTCOME OBJECTIVES:

- Reduce juvenile delinquency
- Reduce recidivism
- Improve prosocial behaviors
- Increase accountability

MILESTONES

AUG 25, 2021

Public Meeting; Program Launch, 40th Judicial District Court

- Community stakeholders, including elected officials and faith-based representatives, convened at the 40th Judicial District Court.
- Judge Lewis, Tyra Duhe-Griffin (TLC Administrator) and Kennette Bardell (TLC Statistician) presented an overview of The Literacy Clinic, outlined goals & objectives, and invited community participation.

NOV 30, 2021 (see Appendix 2)

Parental Involvement Meeting, Fifth Ward Elementary

- Ms. Bardell communicated the vision, priorities, and plan of The Literacy Clinic to parents and teachers at Fifth Ward Elementary.
- Beginning of the Year DIBELS data was explained, with each family being provided with the individual student's data.
- A survey was provided to evaluate parental support need/s.

JANUARY 23, 2022

Real Ministers Read

- TLC partnered with local leaders from St. John the Baptist Parish's faith-based community to support literacy skills building by providing books to students and by reading to/with students and fostering critical thinking, listening, and comprehension.

FEB 23, 2022

Data-Driven Family Night, Fifth Ward Elementary

- TLC partnered with St. John the Baptist Parish Library to provide information to sign children and parents up to receive library cards.
- Parents received their students' literacy progress reports (DIBELS)
- Parents received information surrounding the acceleration support program (Heggerty)
- Parents participated in make-and-take literacy activities; families used activities with students and learned more ways they could support strengthening literacy skills at home
- Parents were provided with at-home literacy activities resources

MARCH 14, 2022

Heggerty Presentation, Fifth Ward Elementary

- During Fifth Ward Elementary's Family Literacy Night, The Literacy Clinic staff presented Heggerty strategies to families to inform them about how students are being supported AND to share ways they could extend support from school to home.

MARCH 23, 2022

Pelicans Read to Achieve Program

- Literacy instruction was supported by a student field trip to participate in Pelicans Read to Achieve Program.
- Students created bookmarks, read to one another, and completed writing prompts/reflections to build literacy skills.

Literacy & Math Night

- TLC partnered with Louisiana South Central Planning & Development Commission and River Parish Community College to support parental involvement in supporting student literacy.
- Parents engaged in a variety of reading activities to develop strategies and skills sets aimed at building students' vocabulary.
- Parents were provided reading lists and other resources for practicing reading at home.
- Students created wallflowers that have mathematical language to build numbers sense and capacity to convert numbers to word problems.

CHALLENGES

Adult and School-Level

- St. John the Baptist was among several Louisiana parishes pummeled by Hurricane Ida on August 29, 2021 and, as a result, destabilized families, children, and schools. Substantial adjustments to court proceedings followed for several weeks. Full launch and operation of The Literacy Clinic was, thus, stalled until families and children were able to return to the community and classrooms.

School-Level

- Middle of the Year Dynamic Indicators of Basic Early Literacy Success (DIBELS) assessment indicates that in kindergarten, 43% of students were well below in the measure first sound fluency, 37% in phoneme segmentation fluency, and 24% in nonsense word fluency.
- Middle of the Year Dynamic Indicators of Basic Early Literacy Success (DIBELS) assessment indicates that in first grade, students have had the opportunity for insignificant amount of growth, indicating that 81% of students lack understanding of correct letter sounds, 73% are well below or below grade level in reading words fluently, and 81% well below or below grade level in oral reading fluency.
- Second grade data indicates a 6% decrease in students at well below or below grade level in oral reading fluency.

Adult-Level

- Pending leadership change at the 40th Judicial District Public Defenders office and other structural challenges have made matching adult offenders with TLC resources difficult. A new PDO Chief will take office July 1, 2022. With this change, TLC projects growth in its operations and effectiveness with adults.

SUCCESSSES

Adult and School-Level

- Community feedback was overwhelmingly positive at The Literacy Clinic launch.
- Parents expressed that this initiative will be part of the solution to problems that continue to plague the community and its families.

School-Level

- Teacher buy-in is solid.
- The Literacy Clinic set tone for St. John the Baptist Parish Schools to purchase and implement the Heggerty curriculum for all students and teachers in grades K-3 to receive training and to utilize the curriculum, systemwide.
- 40% of the students have moved from well below and below to at or above in the measure first sound fluency. Growth will be determined for phoneme segmentation and nonsense word fluency in accordance with end of year data.

NEXT STEPS

April 1, 2022-May 31, 2022

- Real Leaders Read. Local and state political officials will read-along with students and discuss their roles, responsibilities, and duties as government representatives.
- Pelicans Read to Achieve Program. Students whose reading levels increase at mid-year benchmark assessment will receive tickets to participate as incentive for continued successful performance.
- End of Year Assessments.
- Barbershop Talks. To build awareness of opportunities for adults, The Literacy Clinic will visit barbershops throughout the parish to discuss the program, provide screening and enrollment information, and incentivize posting information in shops.
- Faith-Based Community Talks. To build awareness of opportunities for adults, The Literacy Clinic will meet with members of the parish's faith-based community to discuss the program, provide screening and enrollment information, and incentive posting information in high-traffic spaces at local churches.

June 1, 2022-July 31, 2022

- Summer S.H.I.N.E. The Literacy Clinic will provide continuing support to students during the district's summer school program.
- Upon the new Chief Defender assuming office, The Literacy Clinic will meet with the Chief and his/her staff to discuss the program and provide screening and enrollment information.
- Year One Update. The Literacy Clinic will host a community forum to share program outcomes for year one.

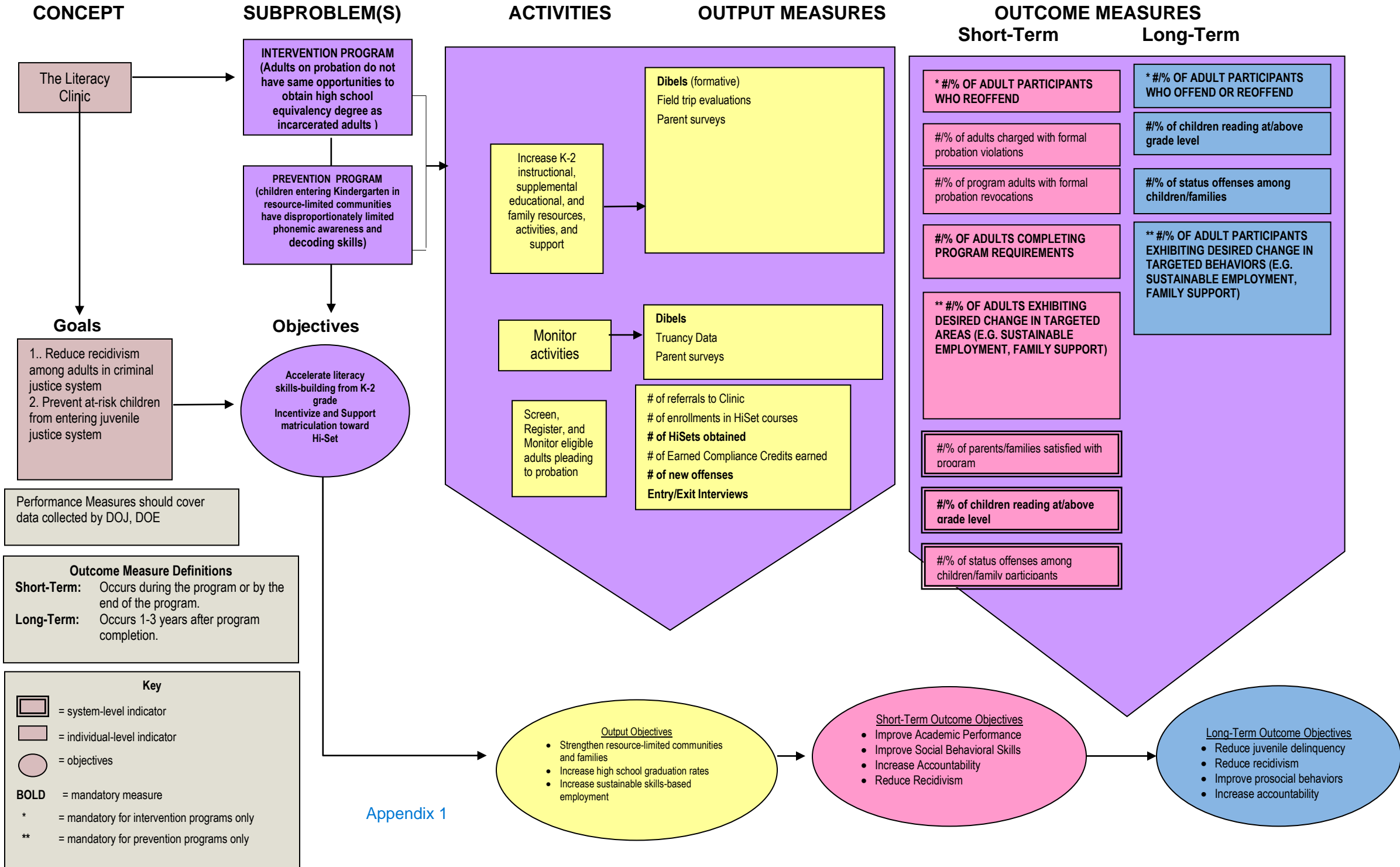
PROGRAM EXPANSION

A request for funding has been submitted to The Murphy Institute to support continued operations, data collection, and data assessment of The Literacy Clinic in St. John the Baptist Parish, and to support replicating the operations of The Literacy Clinic in Orleans Parish, from August 1, 2022 through July 31, 2023.

APPENDICES

- Appendix 1, The Literacy Clinic Flow Chart
- Appendix 2, Open House/Parent Night Survey
- Appendix 3, Program Benchmarks and Budget & Justifications
- Appendix 4, Intake Questionnaire

THE LITERACY CLINIC: FLOW CHART





The Literacy Clinic

For more information
please contact:
Terynek Grover
985-267-1556

Earn credits
toward GED

Receive GED

Receive
credit
toward
probation

The Literacy Clinic:

A Model for Intersystemic Prevention-
Intervention Programming

Agenda

1. What is The Literacy Clinic?
2. The Challenge
3. The Plan
- 4 Supporting Scholars at Home
5. Questions & Answers
6. Parent Survey



During this session participants will ...

- **Believe**

- The Core Strategies of the Literacy Clinic will accelerate the pace of school improvement.
- Literacy is the key to academic and economic success
- Students, Teachers, Parents/Caregivers, and the Community are committed to academic success.

- **Know**

- Promote Parent and Family Engagement by increasing active participation, communication, and collaboration between all stakeholders, by reaching beyond barriers of culture, language, disabilities, and poverty to improve education and other important outcomes for children, youth ,and adults
- Support parents in supporting and encouraging literacy.
- Monitor and Communicate Literacy Goals Quarterly to ensure actions and goals are being met

- **Do**

- Commit to ensuring academic success of each and every student.

THE



CHALLENGE

STATISTICS

- 14.9% OF ADULTS, AGE 18 AND OLDER, IN THE STATE OF LOUISIANA, DO NOT HAVE A HIGH SCHOOL DIPLOMA OR EQUIVALENCY*
- 16.5% OF ST. JOHN THE BAPTIST PARISH RESIDENTS AGE 18 AND OLDER DO NOT HAVE HIGH SCHOOL DIPLOMAS OR EQUIVALENCY*
- THE AVERAGE READING LEVEL OF PERSONS IN THE PHYSICAL CUSTODY OF THE LOUISIANA DEPARTMENT OF SAFETY & CORRECTIONS IS 6TH/7TH GRADE**
- OVER TIME, RATES OF RECIDIVISM DECREASE FOR PERSONS RELEASED FROM DOC CUSTODY FOR REASONS RELATED TO ATTAINMENT OF/ADVANCEMENT IN EDUCATION WHILE INCARCERATED**

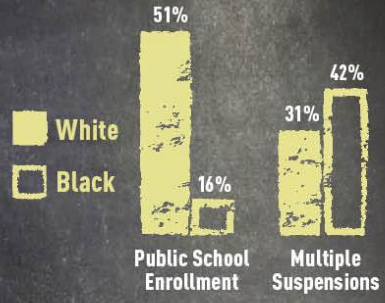
*U.S. Census

**Louisiana Department of Public Safety & Corrections, June 30, 2020, Recidivism in Adult Corrections Benchbook

SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.

Zero-tolerance discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.¹




 Black students represent **31%** of school-related arrests²

Black students represent **31%** of school-related arrests²



Black students are suspended and expelled **3x** more than white students.³



Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴



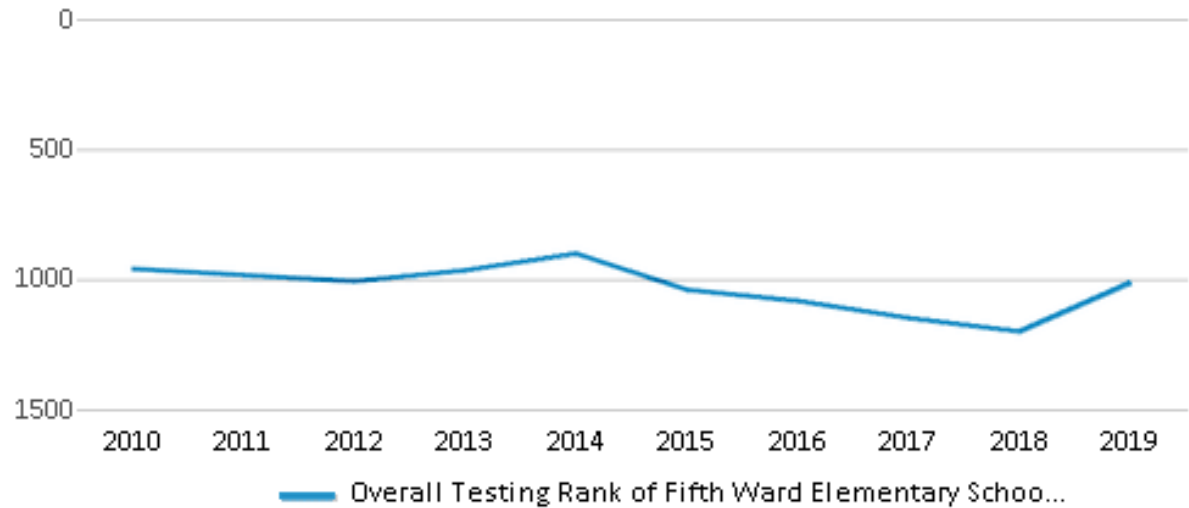
BROWN AT 60: STILL SEPARATE. STILL UNEQUAL.



See, also, Artika Tyner, *The Tangled Web of Mass Incarceration: Addressing the School-to-Prison Pipeline through a Restorative Justice Approach*, 17 U. St. Thomas L.J. 59

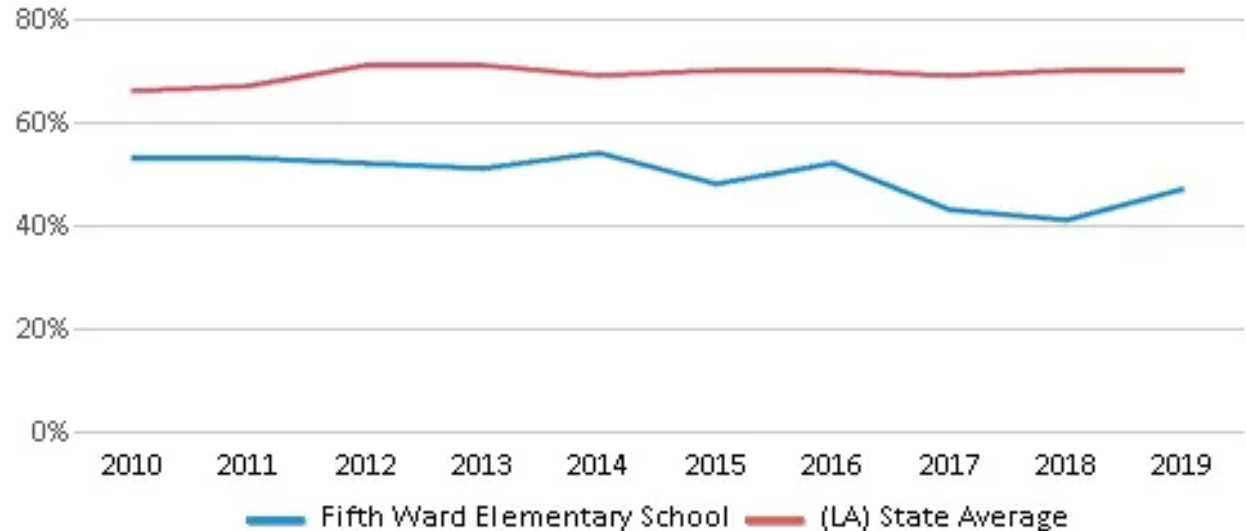
¹ Data Snapshot: <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>
² *Ibid.*
³ *Ibid.*
⁴ *Breaking School Rules* http://csjjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

EVIDENCE OF THE CHALLENGE



#1014 out of 1267 schools
(Bottom 50%)

Reading Proficiency:
45-49% (Btm 50%)
Louisiana state average:
70%



FIFTH WARD ELEMEMENTARY STUDENT PROFILE

- Grades: **Prekindergarten-4**
- Students: **495 students**
- Student: Teacher Ratio: **13:1**
- Overall Testing Rank: **Bottom 50% in LA**



RIGOROUS ASSESSMENT

Consent/Assent Forms
(parents, stakeholders)

ELA Data (fluency,
comprehension, Louisiana
Department of Education)

Entry/Exit Interviews (stakeholders,
parents)

Formative and Summative
Behavioral Reports

Truancy, Ungovernable Referrals

Consent Forms

Reading Comprehension
Assessments (formative and
summative)

Entry/Exit Interviews

FIFTH WARD ELEMENTARY

All students at Fifth Ward Elementary School in Grades Kindergarten through Third are screened for reading difficulties three times a year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next.

This is one assessment that helps us identify students who may need extra support in learning the skills needed to become a strong reader.



The Essential Early Literacy and Reading Skills

- **Phonemic Awareness:** Hearing and using sounds in spoken words.
- **Phonics:** The system of letter-sound relationships that serves as the foundation for decoding words in print.
 - **Alphabetic Principle and Basic Phonics:** The concept that printed letters correspond to the sounds of spoken words. Knowing the most common sounds of consonants and vowels and sounding out phonetically regular VC and CVC words.
 - **Advanced Phonics and Word Attack Skills:** Knowing all of the sounds for letters and letter combinations and sounding out written words.
- **Accurate and Fluent Reading of Connected Text:** Reading stories and passages easily and confidently with few mistakes.
- **Reading Comprehension:** Understanding what is read.
- **Vocabulary and Language Skills:** Understanding and correctly using a variety of words.

What is DIBELS Acadience Assessing?

Overview of the Acadience Reading Measures Acadience Reading comprises six measures.

1. **First Sound Fluency (FSF):** The assessor says words, and the student says the first sound for each word.
2. **Letter Naming Fluency (LNF):** The student is presented with a sheet of letters and asked to name the letters.
3. **Phoneme Segmentation Fluency (PSF):** The assessor says words, and the student says the individual sounds in each word.
4. **Nonsense Word Fluency (NWF):** The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words.
5. **Oral Reading Fluency (ORF):** The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read.
6. **Maze:** The student is presented with a reading passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence.

FIFTH WARD ELEMEMENTARY STUDENT PROFILES

Kindergarten

Grade Kindergarten

Levels	BOY FSF	MOY FSF	BOY PSF	MOY PSF	BOY NWF	MOY NWF	BOY WRF	MOY WRF
Above	5/42 12%	9/49 18%		9/49 18%		20/49 41%		0%
At/On Level	6/42 14%	19/49 39%		22/49 45%		17/49 35%		0%
Below Level	2/42 5%	9/49 18%		8/49 16%		4/49 8%		0%
Well Below	29/42 69%	12/49 24%		10/49 20%		8/49 16%		0%

	FSF	PSF	NWF
On/Above	57%	63%	76%
Below/WB	43%	37%	24%



FIFTH WARD ELEMENTARY STUDENT PROFILES

Kindergarten

While reviewing your child's data from our midyear assessments in reading and math, I wanted to provide you with their beginning of the year assessment data to compare. Many of us have seen so MUCH growth and I am so proud! We have been working very hard this year. Please take some time to monitor your scholar's progress and reach out to me to further discuss strategies to improve your scholar's performance. Thank you for working with your child at home. Reading and practicing math daily, makes a BIG DIFFERENCE! Your Partner in Education!

Student Name: _____ Teacher: _____

Grade: Kindergarten

Math Beginning of the Year	Math Midyear of the Year	Math End of the Year	Reading Beginning of the Year	Reading Midyear of the Year

Levels: Above, At/On, Below or Well Below



FIFTH WARD ELEMEMENTARY STUDENT PROFILES

First Grade

First Grade

Levels	BOY LNF	MOY LNF	BOY PSF	BOY CLS	MOY CLS	BOY NWF	MOY NWF	BOY WRF	MOY WRF	BOY ORF	MOY ORF
Above			2/50 4%	6/50 12%	7/52 13%			18/50 36%	6/52 12%		5/52 10%
At/On Level			5/50 10%	8/50 16%	7/52 13%			10/50 20%	4/52 8%		5/52 10%
Below Level			14/50 28%	5/50 10%	8/52 15%			22/50 44%	4/52 8%		6/52 12%
Well Below			28/50 56%	31/50 62%	30/52 58%			0/50 0%	38/52 73%		36/52 69%

CLS	WRF	ORF
19%	27%	19%
81%	73%	81%



FIFTH WARD ELEMENTARY STUDENT PROFILES

First Grade

While reviewing your child's data from our midyear assessments in reading and math, I wanted to provide you with their beginning of the year assessment data to compare. Many of us have seen so MUCH growth and I am so proud! We have been working very hard this year. Please take some time to monitor your scholar's progress and reach out to me to further discuss strategies to improve your scholar's performance. Thank you for working with your child at home. Reading and practicing math daily, makes a BIG DIFFERENCE!
Your Partner in Education!

Student Name: _____ Teacher: _____
Grade: 1st Grade

Reading	Math	Reading	Math	Reading

Levels: Above, At/On, Below or Well Below



FIFTH WARD ELEMEMENTARY STUDENT PROFILES

Second Grade

Second Grade

Levels	BOY NWF	MOY NWF	BOY WRF	MOY WRF	BOY ORF	MOY ORF	BOY Maze	MOY Maze
Above	10/64 16%		13/64 20%		10/64 16%	7/61 11%		
At/On Level	5/64 8%		7/64 11%		2/64 3%	6/61 10%		
Below Level	8/64 13%		17/64 27%		2/64 3%	7/61 11%		
Well Below	43/64 67%		25/64 39%		50/64 78%	39/61 64%		

ORF
21%
75%



FIFTH WARD ELEMENTARY STUDENT PROFILES

Second Grade

While reviewing your child's data from our midyear assessments in reading and math, I wanted to provide you with their beginning of the year assessment data to compare. Many of us have seen so MUCH growth and I am so proud! We have been working very hard this year. Please take some time to monitor your scholar's progress and reach out to me to further discuss strategies to improve your scholar's performance. Thank you for working with your child at home. Reading and practicing math daily, makes a BIG DIFFERENCE!
Your Partner in Education!

Student Name: _____ Teacher: _____
Grade: 2nd Grade

BOY: Beginning of the Year ORF: Oral Reading Fluency	MOY: Middle of the Year ORF: Oral Reading Fluency

Levels: Above, AT/On, Below or Well Below



FIFTH WARD ELEMEMENTARY STUDENT PROFILES

Second Grade

Third Grade

Levels	BOY Maze	MOY Maze
Above	7/46 15%	6/53 11%
At/On Level	3/46 7%	2/53 4%
Below Level	5/46 11%	45/53 85%

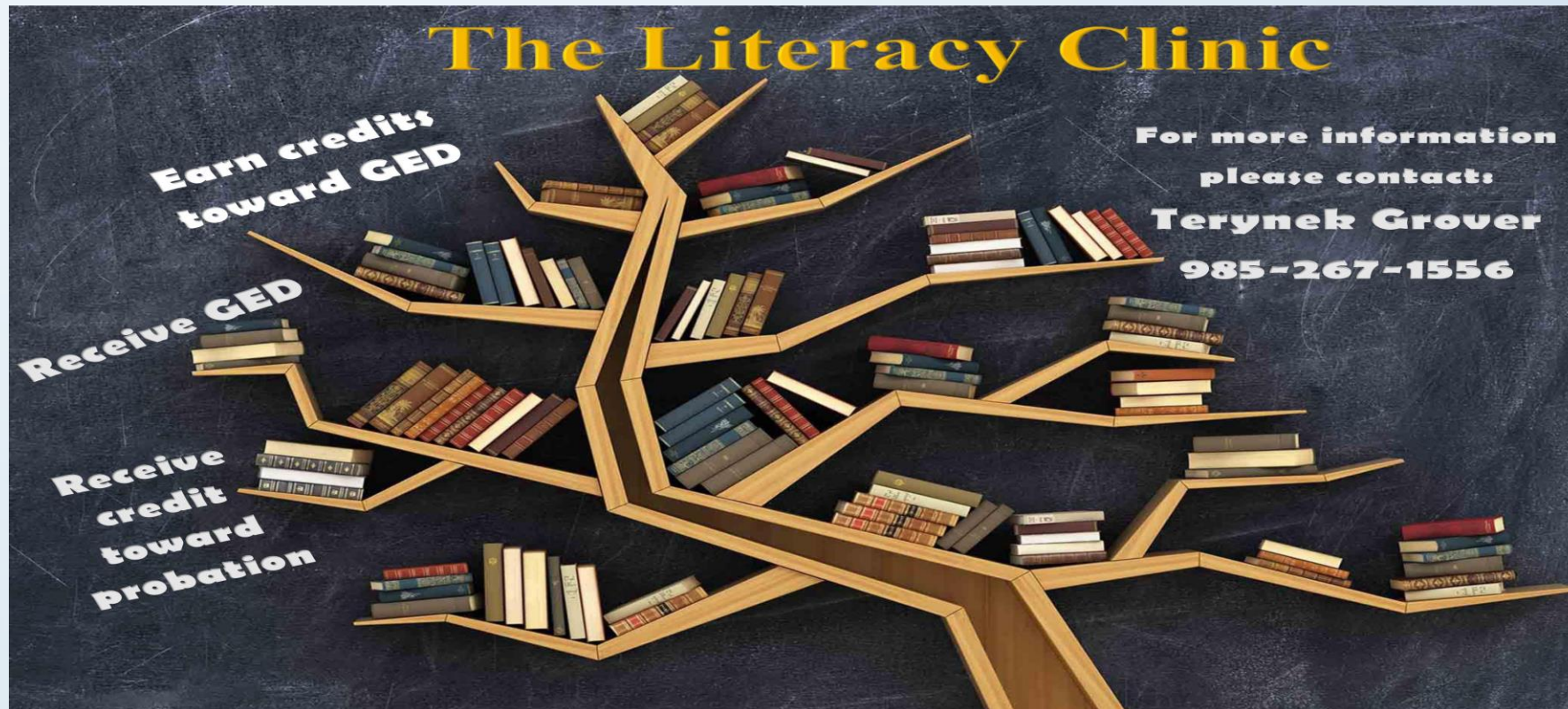


Reflect:

Take a look at individual data.

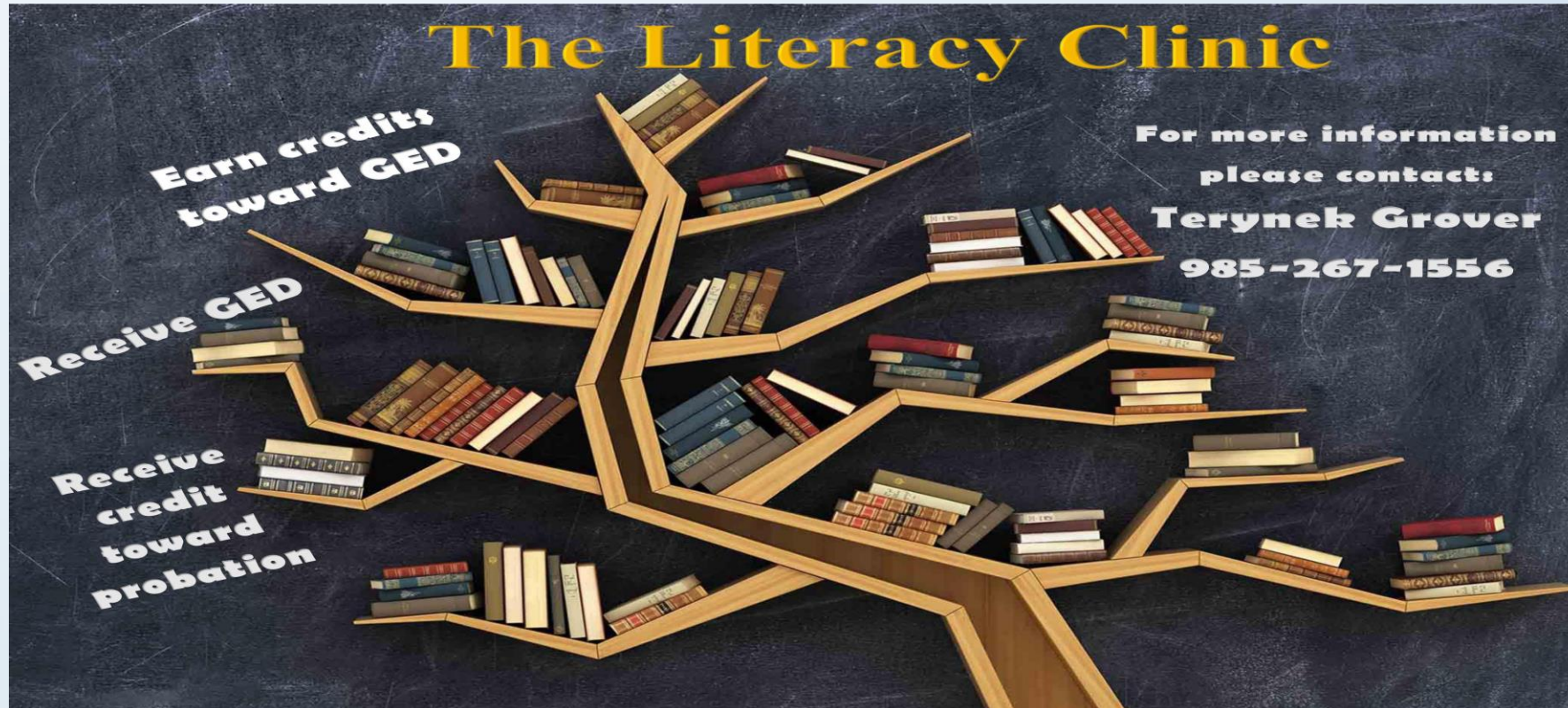
WHAT DO YOU NOTICE ABOUT THE DATA?

Is my scholar above, at, on, below, or well-below?



LET'S DISCUSS:

WHAT ADDITIONAL LITERACY CHALLENGES DO STUDENTS AT FIFTH WARD ELEMENTARY FACE?



The Literacy Clinic

Earn credits toward GED

Receive GED

Receive credit toward probation

For more information please contact:
Terynek Grover
985-267-1556

THE OPPORTUNITIES

Repurpose, Reimagine, and Give New Direction

OUR MANTRA

“It is not just what schools can do, but what institutions and communities must do to change predominant narratives around K12 education and criminal justice reform in Louisiana and throughout the United States.”

THE OPPORTUNITIES

Change Outcomes for K-2 grade scholars in the State of Louisiana

Measures:

1. Produce Proficient readers (fluency and comprehension) by Grade 3
2. Identify Learning Challenges and Match Students and Families with Services/Service Providers (FINS)
 - a. Cognition
 - b. Communication
 - b. Environment (school + family + neighborhood)
3. Track & Reduce Adverse In-School Disciplinary Reports, and FINS-Referrals for Truancy and Ungovernableness
4. Track & Reduce Delinquency
5. Track and Increase High School Graduation

THE PLAN

K-2 Literacy Clinic

Current Stakeholders

- Fifth Ward Elementary
- St. John the Baptist Parish Schools
- St. John the Baptist 40th JDC Court

Adult Literacy Clinic

Current Stakeholders

- District Attorney, St. John the Baptist Parish
- Louisiana Department of Safety & Corrections
- River Parish Community College,
- St. John the Baptist 40th JDC Court
- 40th JDC Public Defender's Office

THE PLAN

K-2 Literacy Clinic Pilot Run (1 Year, Kindergarten FWE)

1. Professional Development Retreat for K-teachers, literacy coaches, child welfare & attendance liaison, FINS Coordinator
2. Baseline screening
3. Parent Academy (Truancy Risk)
4. Family Mentor Match Up
5. Supporting Families in obtaining GED

THE PLAN

Professional Development for Teachers



[Curriculum](#)

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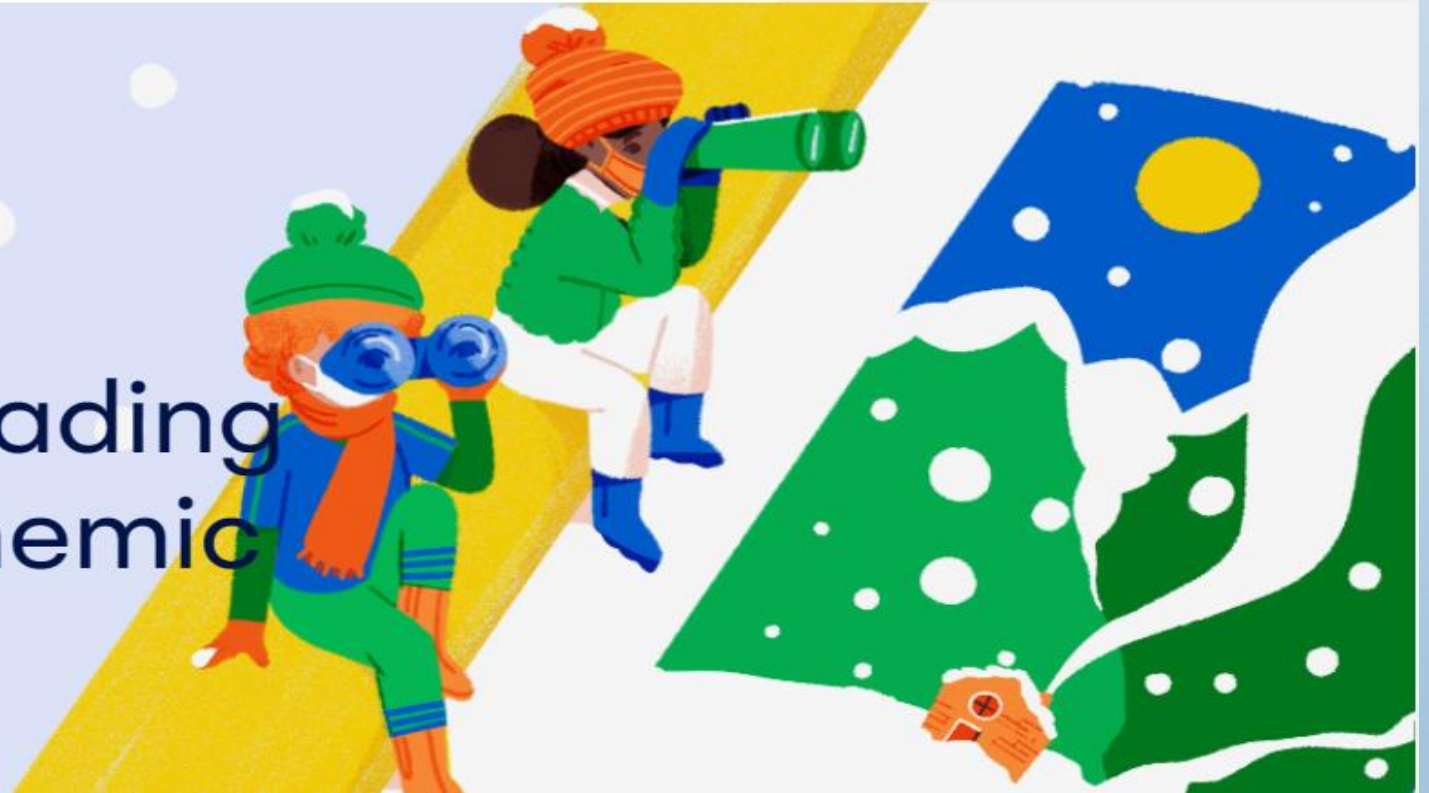
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The journey to reading begins with phonemic awareness.



THE PLAN

Family Mentor Match-Up



THE PLAN

Literacy Field Trips



LITERACY DAY

PELICANS GROUP EVENT

WEDNESDAY, MARCH 9 • 7:00 PM



VS



Join the Pelicans for a fun day of learning, activities, and games from 11 am - 2 pm at the Smoothie King Center!

THE PLAN



Earn Your High School Equivalency

Call Today!



**FREE
ADULT
EDUCATION
CLASSES**



**START HERE,
GO ANYWHERE!**

Gonzales Campus
225-743-8500

Reserve Campus
985-536-4418

**St. Charles Campus
(Boutte)**
985-785-5080

**Westside Campus
(Plaquemine)**
225-687-5500

St. James Center
225-461-7842



THE PLAN

River Parishes Community College Adult Education - WorkReadyU



www.rpcc.edu

River Parishes Community College Adult Education – WorkReadyU program provides the following opportunities:

HiSET Preparation

WRU can assist in high school equivalency exam preparation. The HiSET exam, the new alternative to the GED test, is now administered throughout the state. Staff help individuals identify academic strengths and weaknesses and provide instruction according to areas of need. Participants can work with instructors in person or via online portals. Students work at their own pace with the aid of the staff who assist students in building academic skills and developing test-taking strategies. Any individual 18 years of age or older who is not enrolled in k-12 grades may enroll.

ESL

WRU offers classes in English as Second Language (ESL) for adults. Our classes teach English for everyday use. Our instructors seek to help students in becoming more confident and successful members of their community. Students of all levels of English proficiency are welcome.

Academic Tutoring

WRU, in partnership with TRIO, offers tutoring in most subjects. Tutoring services are available to all RPCC students. Students may contact WRU staff to schedule an appointment.

THE PLAN

Distance Learning

WRU offers hybrid and online options for students. The application and enrollment process can be done partially or completely online depending on the technology a student has available to them. Once established as a student, lessons/instructional materials can be provided through printed materials, or online resources.

Community Education

WRU offers a variety of courses as community education. Courses such as Workplace skills/Workforce Prep, Computer Literacy, Health Literacy, and Accuplacer Test Preparation are offered through our adult education program. These courses are generally offered over a 1-2 week session at different times throughout the year.

Co-enrollment in College/5 for 6

Individuals who do not yet hold a high school credential can qualify to enroll in credit-earning classes at River Parishes Community College. A 5 for 6 scholarship is specifically for students who do not have a high school diploma. The amount of money awarded to each student is equal to the tuition charged for 6 credit hours.



Earn Your High School Equivalency

Call Today!

FREE ADULT EDUCATION CLASSES



START HERE, GO ANYWHERE!

Gonzales Campus
225-743-8500

Reserve Campus
985-536-4418

St. Charles Campus (Boutte)
985-785-5080

Westside Campus (Plaquemine)
225-687-5500

St. James Center
225-461-7842



BUILDING LITERACY SKILLS AT HOME

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet well lighted place for study.
- Encourage my child's effort and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child see me read

BUILDING LITERACY SKILLS AT HOME

St. JOHN the BAPTIST PARISH



LIBRARY

BUILDING LITERACY SKILLS AT HOME

At-Home Literacy Activities

Families are a child's first educator and can serve as valuable partners throughout a child's literacy development. Providing families with quick, easy-to-use activities and strategies to use at home strengthens school-home connections and deepens learning.

PREPARING TO ENGAGE

- Allot time for planning ahead of events so that teachers and support personnel have adequate time to prepare engaging, interactive, sustainable activities.
- Encourage families to take pictures at home or do so at school and have the student provide the words to tell a story. Publish and leave around the community for others to read while waiting.

SCHOOL STRUCTURES

While these are activities that are designed to promote at-home interaction, the school plays an essential role in setting families up for success. Schools can promote at-home family literacy engagement by sharing ideas with families including:

- **Family Book Clubs**
 - › Trade books with other families in the class or community.
- **Storytelling**
 - › Read and tell stories.
 - › Document or write stories.
 - › Record stories on a phone.
- **Family Fun or Game Night**
 - › Reading is involved in lots of games and activities like charades, board games, or card games.
 - › Something as simple and fun as reading directions to a board game provides real-world practice and application.
- **Family Movie Night**
 - › Read books first then watch the movie.
- **Table Topics**
 - › Place topics in a bowl and pull one each night and discuss.
- **Other at-home activities**
 - › Recipes
 - Read the ingredients and steps with your child while cooking a favorite dish.
 - › Bedtime reading
 - Let your child select a book that you or they can read aloud.
 - › Environmental labels
 - Read road signs, grocery items, and building signs.
 - Label items around home.
- **School-based challenges**
 - › Host contests with reading goals in classrooms or school-wide.

TRENDING TECHNOLOGY

- Living Literature
 - › Tell a tik-tok story
 - › Share on Instagram stories
 - › Retell a text, chapter, or section using video, props, and creativity
- Documentaries on Netflix, Hulu, or TV
 - › They often align thematically with literature from school.

Actividades de alfabetización en el hogar

La familia es el primer educador de un niño y puede servir como un valioso socio durante el desarrollo de la alfabetización del niño. Proporcionar a las familias actividades y estrategias rápidas y fáciles de usar para el hogar fortalece las conexiones entre la escuela y el hogar y profundiza el aprendizaje.

PREPARÁNDOSE PARA PARTICIPAR

- Asigne tiempo para planificar con antelación los acontecimientos para que los maestros y personal de apoyo tengan tiempo suficiente para preparar actividades interactivas sostenibles y atractivas.
- Anime a las familias a tomar fotografías en el hogar o en la escuela y haga que el estudiante proporcione palabras para contar una historia. Publíquela en la comunidad para que otros la lean mientras esperan.

ESTRUCTURAS ESCOLARES

Si bien estas son actividades diseñadas para promover la interacción en el hogar, la escuela juega un papel esencial en preparar a las familias para el éxito. Las escuelas pueden promover la participación de la familia en la alfabetización en el hogar al compartir ideas con las familias, que incluyen:

- **Clubes de lectura familiares**
 - › Intercambiar libros con otras familias de la clase o de la comunidad.
- **Narraciones**
 - › Leer y contar historias.
 - › Documentar o escribir historias.
 - › Grabar historias en un teléfono.
- **Noche de juegos o diversión familiar**
 - › La lectura está involucrado en un montón de juegos y actividades como adivinanzas, juegos de mesa o juegos de cartas.
 - › Algo tan simple y divertido como leer las instrucciones de un juego de mesa proporciona práctica y aplicación en el mundo real.
- **Noche de cine familiar**
 - › Primero leer libros y luego mirar la película.
- **Tabla de Temas**
 - › Coloque los temas en un tazón, saque uno cada noche y hablen sobre eso.
- **Otras actividades en el hogar**
 - › Recetas
 - Lea los ingredientes y los pasos con su hijo mientras cocina su plato favorito.
 - › Lectura a la hora de dormir
 - Deje que su hijo seleccione un libro que usted o ellos puedan leer en voz alta.
 - › Etiquetas medioambientales
 - Lea las señales de tráfico, de los alimentos y los letreros de los edificios.
 - Etiquete los artículos de la casa.
- **Desafíos basados en la escuela**
 - › Organice concursos con objetivos de lectura en las aulas o en toda la escuela.

TENDENCIA EN TECNOLOGÍA

- Literatura viva
 - › Contar una historia Tik-Tok
 - › Compartir en historias de Instagram
 - › Volver a contar un texto, capítulo o sección usando video, accesorios y creatividad.
- Documentales en Netflix, Hulu o TV
 - › A menudo se alinean temáticamente con la literatura de la escuela.

BUILDING LITERACY SKILLS AT HOME



Phonological Awareness Activity Cards



Phonological awareness – having awareness of sound properties of a spoken word. This includes phonemic awareness (awareness of individual sounds in a word).

Word Discrimination - Stand Up

Word Discrimination: the ability to discriminate between two words

Directions: Stand up if the words are the **same**. Stay seated if different.

mice/cheese	far/fall	king/king	shell/shell
wish/wish	pea/peach	ream/real	phone/phone
girl/girly	rose/rose	book/beek	small/all
basket/ball	lamp/lamp	drive/drive	vein/vine

Teacher Tip: Change up the action, such as thumbs up/thumbs down.

First Sounds

First sound fluency: the ability to isolate the first sound of a word

Directions: Listen to the first sound in car, /c/, car. What is the first sound in jump? Yes, the first sound in jump is /j/ (say letter sound, not the letter name). What is the first sound in (word)?

map	chair	run	shoe	star	face	smile	gate
fall	real	ball	desk	team	grab	egg	nose
up	horse	aim	yes	lady	bring	eagle	daughter

Teacher Tip: Time them for one minute. Record how many they did in one minute. Have them do a second round trying to beat round one.

BUILDING LITERACY SKILLS AT HOME



Phonological Awareness Activity Cards



Phoneme Blending - Basketball

Phoneme blending: the ability to blend individual sounds into one word

Directions: Teacher says the sounds. Student says the sounds, pretending to bounce a basketball for each sound, then blends the sounds as they pretend to shoot the basketball.

/m/ /o/ /p/ - mop	/s/ /k/ /l/ /p/ - skip	/l/ /o/ /g/ - log
/sh/ /e/ /d/ - shed	/b/ /r/ /e/ /d/ - bread	/c/ /æ/ /k/ - cake
/sh/ /or/ /t/ - short	/g/ /r/ /ee/ /n/ - green	/s/ /t/ /o/ /p/ - stop
/w/ /ie/ /p/ - wipe	/f/ /a/ /s/ /t/ - fast	/t/ /oe/ /s/ - toes

Teacher Tip: If a student struggles, start with words with two phonemes and work their way up to multiple phonemes.

Phoneme Reversal

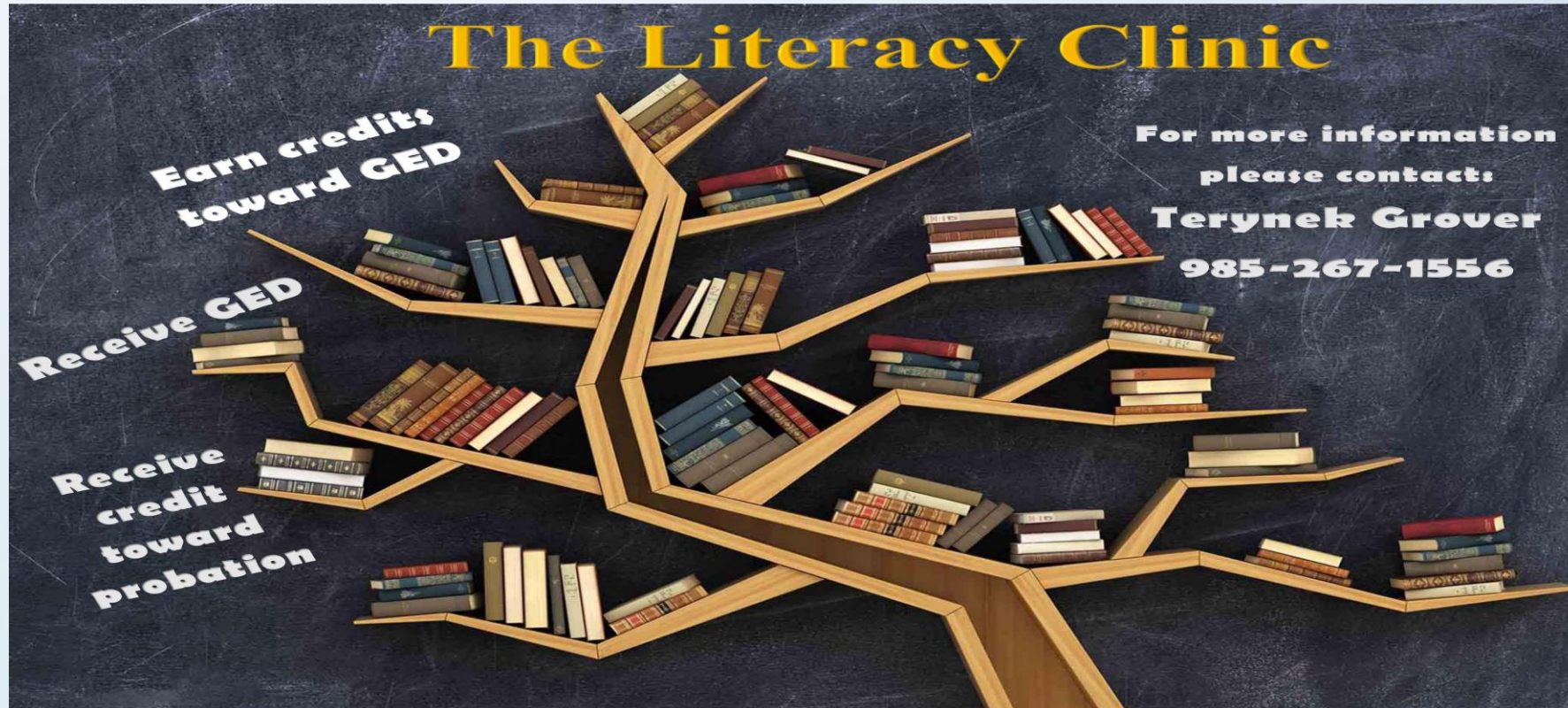
Phoneme reversal: the ability to reverse one sound for another

Directions: Reverse the sounds in the word.

toe - oat	tip - pit	card - dark
tell - let	tab - bat	sub - bus
cake - cake	keep - peek	gum - mug
cheap - peach	cook - cook	funny - enough

Teacher Tip: This is the most advanced phonological skill. Students who struggle may start with segmenting the sounds before blending.

**LET'S TALK:
WHAT ADDITIONAL ACTIVITIES, STRATEGIES,
AND/OR OPPORTUNITIES DO YOU BELIEVE
WILL SUPPORT THE STUDENTS IN FIFTH WARD IN
BEING SUCCESSFUL?**



How Will We Know It Works?

- Parent Meetings
- Screening/Assessments- 3 Times per Year
- Listserv
- Newsletter
- Zoom Updates
- Social Media Announcements

WE NEED YOUR VOICES!!!!



Q&A

SURVEY COMPLETION

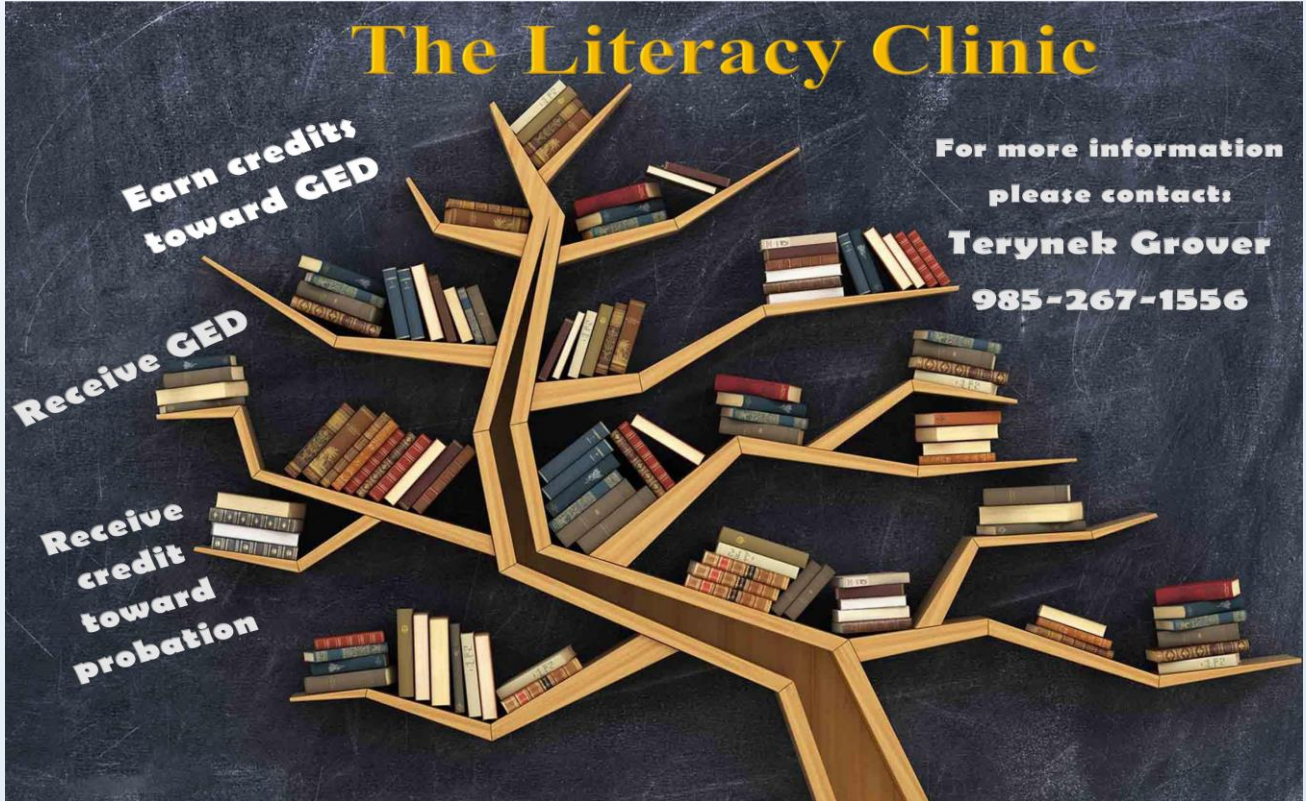
- The survey will support with developing additional opportunities in upcoming Literacy Clinics and serve as an of parents/caregivers
- All participants must complete a survey
- Reminders will be sent to support ongoing commitment to student achievement through The Literacy Clinic
- Participants completing the survey will receive a gift card

SURVEY COMPLETION



<https://tinyurl.com/FebLiteracyClinicParent>

Closing



The Literacy Clinic

Earn credits toward GED

Receive GED

Receive credit toward probation

For more information please contact:
Terynek Grover
985-267-1556



The Literacy Clinic

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985-267-1556**

**Earn credits
toward GED**

Receive GED

**Receive
credit
toward
probation**



PROGRAM BENCHMARKS

Program Component	Program Outcome	Indicator/ Measurement	Goal	1st Term		2nd Term		Grant End
				July 1 st	December 31 st	January 1 st	March 31	July 31, 2022
				Actuals at period end		Actuals at period end		Cumulative Actuals at grant end
<i>School-Level Assessment Tools</i>	Work with Master Teachers and Literacy Coaches to Collect Baseline Data	<i>Dibels scores of students in grades K, 1, 2 at entry</i>	175	175	175			
<i>Court-Level Assessment Tools</i>	Public Defender Office screens potential candidates for enrollment at point of entry in PDO system; Court directs candidates to enroll or recommends enrollment at sentencing	<i>Screening instruments completed</i>	50	0	0			
		<i>Referrals for enrollment</i>		0	7			
Hire program administrator and statistician for TLC		contracts perfected		contracts perfected 11/30/21				

BUDGET & JUSTIFICATION

BUDGET ITEM	SOURCE	07/1/2021-12/31/20	SOURCE	01/01/2022-03/31/2022	YEAR-TO-DATE	REMAINING BALANCE
PERSONNEL EXPENSES	MURPHY	3000	LASC	75000		
Tyra Duhe-Griffin, Program Administrator		(1250)		(7500)		
Kennette Bardell, Program Statistician		(1250)		(3600)		
PROGRAM EXPENSES						

A.M.P., printing & copying invitations		(48)				
Lorenzo Edwards, Refreshments, Public Meeting		(425)				
Heggerty Program & Materials				(3225.26)		
Parent Incentives (gift cards)				(1875)		
Real Ministers Read (Literacy Support)				(79.80)		
Adult Clinic Posters				(679.80)		
Heggerty Training & Professional Development Workshop				(750)		
New Orleans Pelicans Read to Achieve Literacy Support				(1272)		

St. John the Baptist Parish Schools (transportation/ NOLA Pelicans)				(332.56)		
Literacy Banner				(72)		

55613.58

The Literacy Clinic Questionnaire

Please read this notice in full. If you have any questions, ask. The questions that follow are being asked to learn whether you are eligible to participate in **The Literacy Clinic**. The Literacy Clinic is run by the 40th Judicial District Court. It is open to people who have not graduated high school and are facing criminal charges that the law does not define as a crime of violence or a sex crime. You are not required to answer these questions. You will not face any punishment because you did not answer these questions. If you choose to answer the questions, the information will only be used to determine whether you are eligible to participate in the clinic.

1. Please write your name: _____

2. Please write your date of birth: _____

3. Did you finish high school? _____

4. If you did not finish high school, what is the last grade you finished? _____

5. Would you like to get a high school diploma? _____

6. Please briefly state why you would like to get a high school diploma:

7. What was your favorite subject when you were in school? _____

8. Why was this your favorite subject?

9. Was it ever hard for you to focus in school? _____

10. If you answered yes to question 9, please state why it was hard to focus.

DO NOT WRITE BELOW THIS LINE

Internal Use Only