READING WITHIN REACH

Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

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Webinar series presented by Reading within REACH in collaboration with the Global Reading Network

November 2018

Acknowledgments

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- It was prepared by Reading within REACH, which is implemented by University Research Co., LLC. (URC). Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T) for the Office of Education (E3/ED).

Welcome!

- This EGR professional development series was developed by the Reading within Reach (REACH) initiative, which is funded by USAID and implemented by University Research Co., LLC (URC)

- REACH supports the Global Reading Network (GRN) community of practice to develop and share research, innovations and resources related to EGR programming

- For more information about REACH and the GRN, visit www.globalreadingnetwork.net

Webinar presenters

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Webinar series goal, content and approach

- The purpose of this professional development webinar series is to **provide participants with evidence-based information, guidance and resources to support the design and implementation of effective EGR initiatives**

- Each session is focused on a key technical topic and includes a summary of **research, experiences and best practices to date**

- **Cross-cutting issues** such as gender equity, ICT and inclusive education are integrated throughout the different webinars

- Issues related to EGR program **monitoring, evaluation, scale-up and sustainability** will be addressed as well

- **Opportunities for interaction and questions** will be provided throughout each webinar

Webinar session topics and dates

- **Webinar 1** – Introduction to EGR improvement (Nov. 1)

- **Webinar 2** – Resources for teaching and learning EGR (Nov. 6)

- **Webinar 3** – Key EGR skills and strategies for effective instruction and assessment (Nov. 8)

- **Webinar 4** – Language considerations in EGR programs (Nov. 13)

- **Webinar 5** – Teacher professional development and coaching in EGR programs (Nov. 15)

- **Webinar 6** – From conception to scale: Program design, expansion and sustainability (Nov. 27)

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Session 1: Introduction to early grade reading improvement

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"Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success" Webinar Series

November 1

Presented by: Amy Pallangyo, REACH Technical Consultant

Session objectives

By the end of this session, participants will know and be able to apply learning about:

- The importance of improving reading outcomes in the early grades

- Relationship between early grade reading and global efforts to improve education quality

- Early grade reading programs and progress to date

- Common core components and cross-cutting issues in USAID early grade reading programs

Photo: USAID, Malawi

To share your questions and comments

- We will provide time throughout the webinar to address your questions and comments

- Please submit them via the "Q&A" box in Zoom

Relationship between reading and literacy
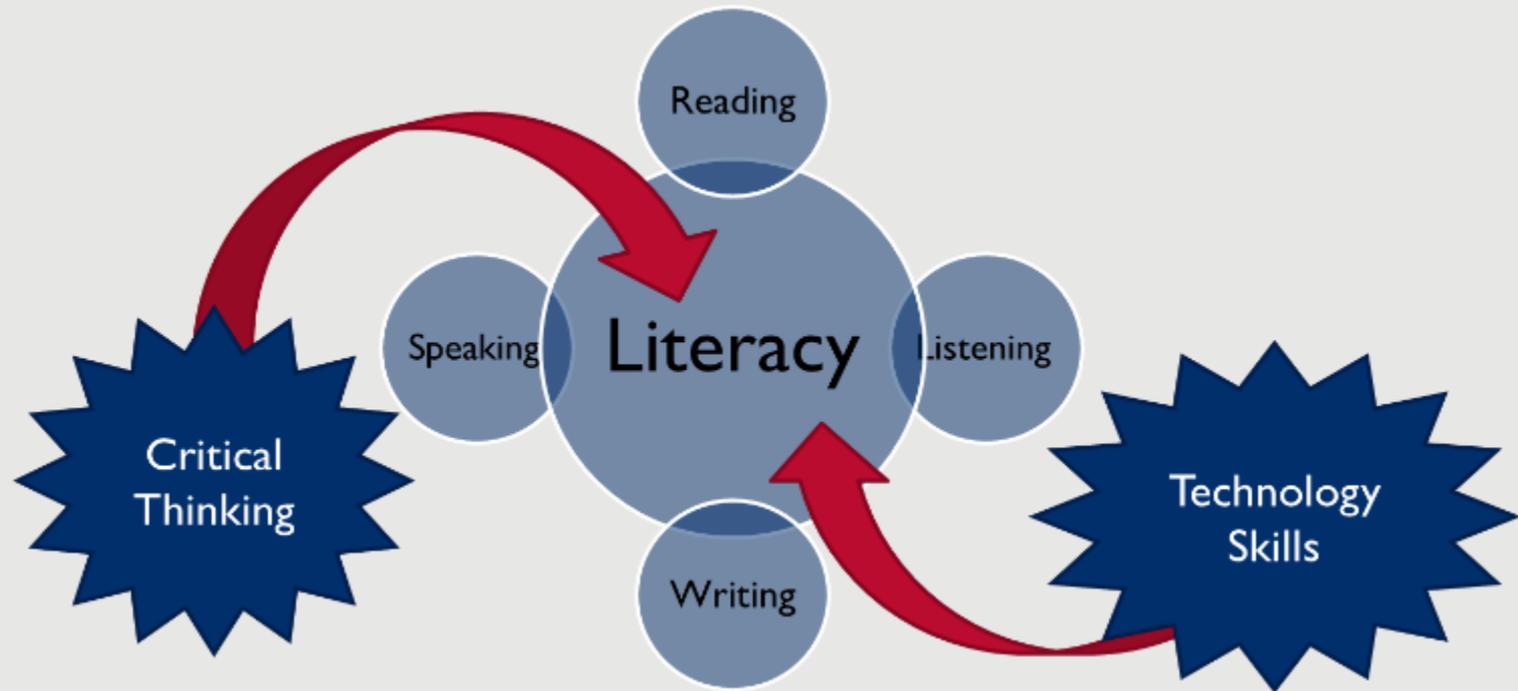
Literacy is the use of a set of skills (speaking, listening, reading, writing, technology and critical thinking) to make sense of information received aurally (hearing) and in reading texts, and expressed orally (speaking) and in writing texts

Early grade reading programs generally focus on improving reading, writing and listening skills
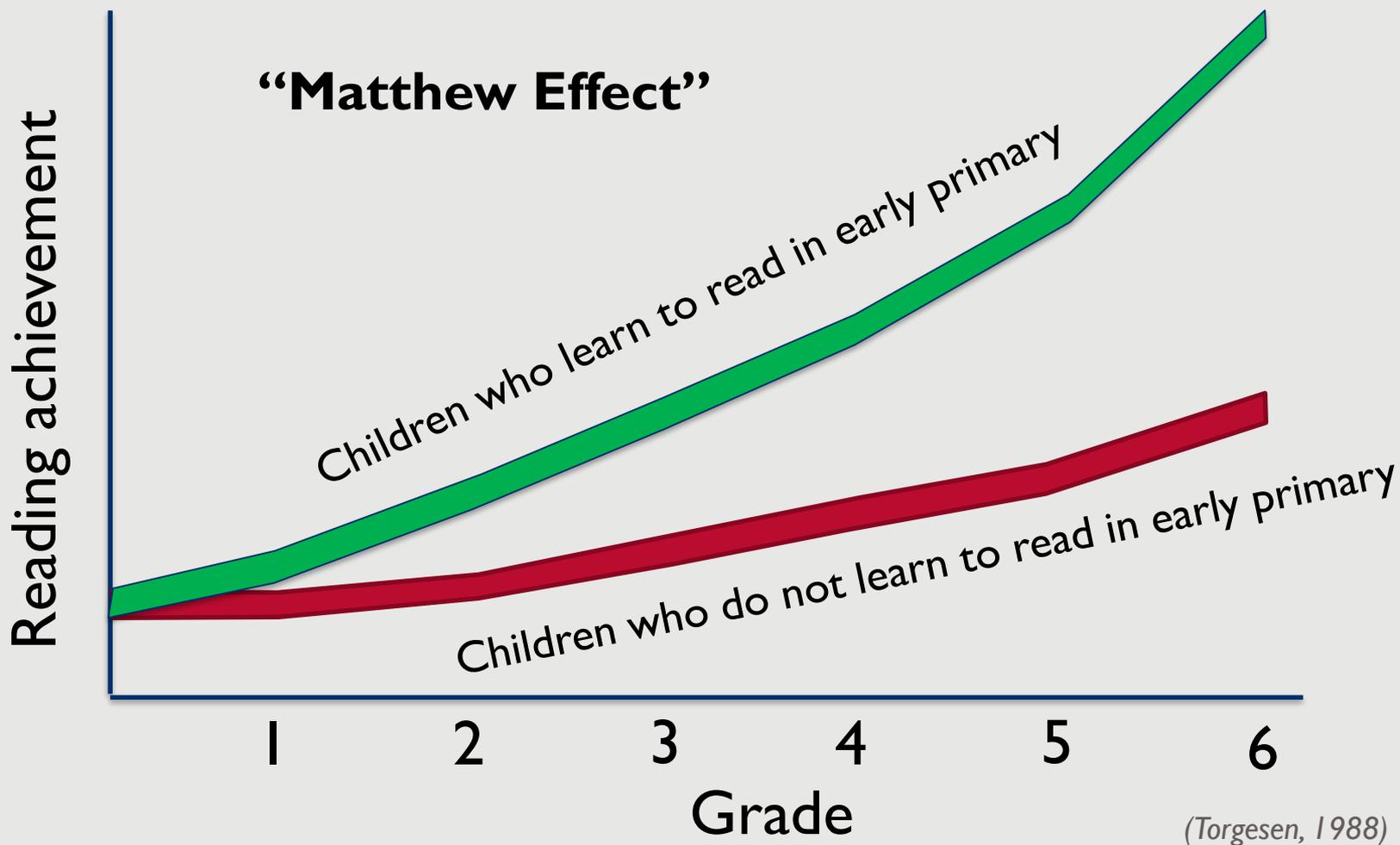
Why focus on improving early grade reading?

- Evidence overwhelmingly indicates that the reading skills of children in low-income country contexts are extremely low (Gove, A. & Cvelich, P., 2011; Gove, A. & King, S., 2016; EGRA Barometer)

- Reading is a critical skill that affects children's ability to learn other subjects, and ultimately succeed in school and beyond

- If children don't learn to read in the early grades, they fall further and further behind their peers who do learn to read early ("Matthew Effect") (Torgesen, 1988)

Photo credit: RTI International, Malawi, MTPDS (USAID)

Why children need to learn to read in early primary

"Matthew Effect"

Reading achievement

Children who learn to read in early primary

Children who do not learn to read in early primary

1 2 3 4 5 6

Grade

(Torgesen, 1988)

Reflect and Zoom Chat

How does your program work to address the Matthew Effect in its design, implementation, and/or approach to early grade reading improvement?

Early grade reading improvement: a global movement

- U.N.'s Sustainable Development Goals (SDGs) call for quality education that leads to "effective learning outcomes" (United Nations, 2017)

- Since 2011, USAID has led efforts to improve education through improvements in literacy instruction and outcomes

- Other donor agencies working to improve reading include the United Kingdom's Department for International Development (DfID), the Global Partnership for Education (GPE), the World Bank and UNICEF

Infographic: Early Grade Reading: A Foundation for Development

http://bit.ly/EGRinfographic

Why is USAID focusing on improving early grade reading?

- Need to focus on what is happening in the classroom if we are to improve learning outcomes

- We know how to effectively teach reading in the early grades (Kim et al., 2016)

- Evidence indicates that the approaches USAID is supporting in low- and middle-income countries are working, though more needs to be done (Gove, Mora & McCardle, 2017; Kelly and Graham, 2018; USAID, 2018)

Landscape Report on Early Grade Literacy

Available at the Global Reading Network website

The READ Act

- The Reinforcing Education Accountability in Development Act became law in September 2017

- The legislation builds on current U.S. efforts to:

  – Ensure access to quality education for the 263 million children and youth around the world who are still not in school (one-third of whom live in conflict- and crisis-affected areas)

  – Improve the quality of education for those already enrolled in school

  – Build sustainability and country independence

Source: Basic Education Coalition (BEC)

The READ Act can be found here: https://www.congress.gov/bill/115th-congress/house-bill/601

U.S. Government Strategy and USAID Policy on International Basic Education

- **U.S. Government Strategy (released September 2018)**
  - Focused on improving learning outcomes and expanding access to quality basic education for all, particularly marginalized and vulnerable populations

- **USAID Policy (draft released October 2018)**
  - Marginalized and vulnerable children and youth have increased access to quality education that is safe, relevant, and promotes social well-being
  - Children and youth gain literacy, numeracy and social-emotional skills that are foundation to future learning and success
  - Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society
  - Higher education institutions have the capacity to be central actors in development

MOSAIC: A comprehensive design & implementation approach to early grade learning

Enabling Policies and Standards

Regular Reading Practice Outside of School

High-Quality Texts and Materials

Children Reading

Continuous Assessments Inform Instruction

Effective Teachers and School Leaders

Effective Teacher Coaching and Mentoring

Cross-cutting issues and approach to EGL programming

- USAID's approach to EGL improvement strives to be *inclusive and equitable* by providing all children, regardless of life circumstances or ability, an opportunity to learn to read. This includes:

  - Reaching **marginalized populations**

  - Taking a **gender equitable** approach across all aspects of programming

  - Including **children with disabilities**

  - Supporting those in **emergency, conflict or crisis** situations

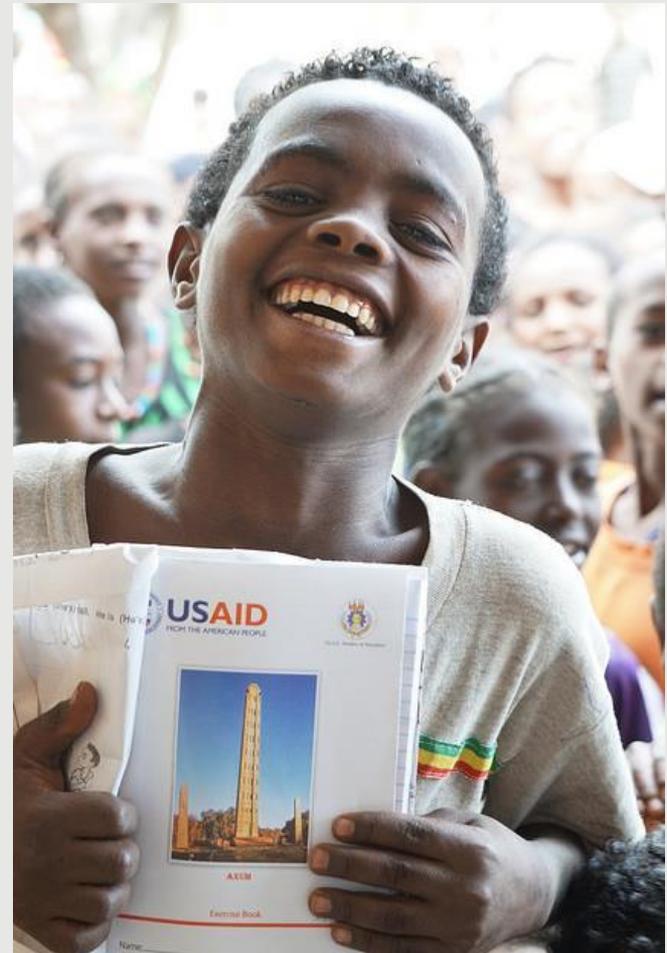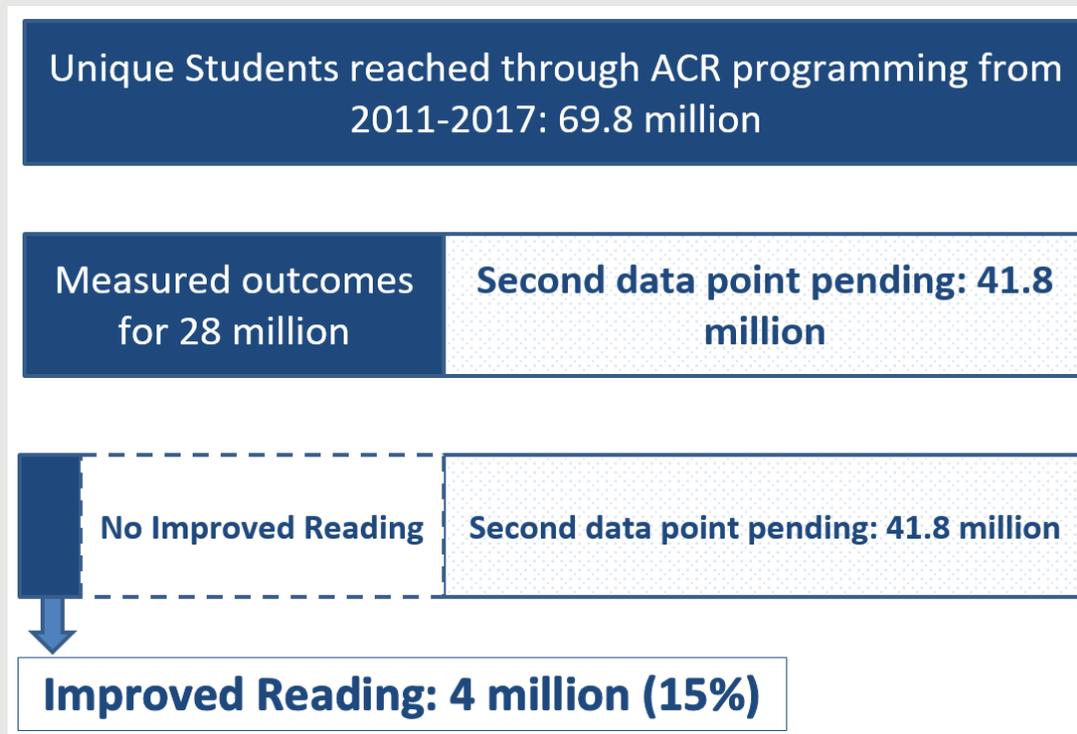- Resources related to these topics have been integrated throughout the webinars

Photo credit: USAID (Ethiopia)

What have we accomplished so far?

Number of improved readers

Unique Students reached through ACR programming from 2011-2017: 69.8 million

Measured outcomes for 28 million	Second data point pending: 41.8 million

No Improved Reading	Second data point pending: 41.8 million

Improved Reading: 4 million (15%)

What are the gaps to think about throughout the EGR webinar series?

A 2018 review of select EGR evaluations found:

- **Skills and Instruction:** Most reading interventions had significant, positive effects on reading scores, but in practical terms the gains were small

- **Resources:** Interventions were generally successful at producing and delivering materials, but sometimes with delays

- **Teacher PD:** Lack of evidence of quantitative relationship between in-service training and student learning

- **Coaching:** Many implementation difficulties due to staffing, training and logistical issues

Source: USAID (2018). Synthesis of findings and lessons learned from USAID-funded evaluations
https://pdf.usaid.gov/pdf_docs/PA00T1HD.pdf

What are the gaps to think about throughout the EGR webinar series? (continued)

- Activity **theories of change** lacked clear causal pathways backed by evidence
- Activity design did not always reflect reality of the **context**
- Activities were designed as a **package** that only allowed measurement of cumulative effects over time

Source: Walls, E. (2018); drawn from USAID (2018)

Programs lack emphasis on
- capacity-building,
- policy,
- data analysis, and
- system strengthening

For more information

Check out this resource and others listed in the "Resources and References" document that you will receive following the webinar

Progress toward a literate world: Early reading interventions in low- and middle-income countries

Gove, A., Mora, A., & McCardle, P. (Eds.), (2017)

Provides in-depth analysis of specific EGR improvement initiatives

Download at:
https://onlinelibrary.wiley.com/doi/epdf/10.1002/cad.20180

New Directions for Child and Adolescent Development

Elena L. Grigorenko
EDITOR-IN-CHIEF

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Progress toward a Literate World: Early Reading Interventions in Low- and Middle-Income Countries

Reflect and Share

- Reflect on the information shared in today's webinar. In the "Q&A" window of Zoom, submit any remaining questions you have about today's presentation.

- Then, in the "Chat" window of Zoom, respond to the following:

  - What are your specific learning needs as a participant in this series? By providing this information, you will help us prepare webinars specific to your learning needs

Register for upcoming EGR webinars at:
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