

Reading Summit meeting

Saturday February 26, 2005

Purpose: The meeting was called by Prairie Public Broadcasting to discuss current literacy activities in the state and consider future opportunities.

Present: Siobhan Keinwolterink (Prairie Public - Ready to Learn Coordinator)
Bev Pearson (Prairie Public –Educations Services)
Judy Kvaal
Paula Rogers (ND Reading Assoc)
Vickie Bouette (Reading Recovery-West Fargo Schools)
Cheryl Fredenburg (ND Reading Assoc)
Stacy Beckfield (NDSU teacher educ)
Pamela Drayson (ND Library Assoc & NDSU Libraries)

Bev welcomed everyone and indicated that she hoped we could use this opportunity to share information about the various literacy programming provided by Prairie Public and learn a little about some of the other literacy activities in the area/state. She shared the following *Goals for the Day*:

1. Learn/share problems, plans and priorities over the next two years
2. Identify highest needs to ensure our students read at proficient levels to ND standards
3. Identify common agendas and explore areas that overlap to determine how groups and organizations can work together.

Prairie Public: Bev shared information about some of the literacy related programming broadcast by Prairie Public including Reading Rainbow, Letter TV, Scholastic Classic Literature Programs and Between the Lions. She indicated that schools may tape free of charge the Scholastic Classic Literature programs.

Siobahn provided a look at the Reading Resources for Professional Development and other child oriented educational resources for parents and teachers that are located on the www.prairiepublic.org/education website.

Teacherline: Prairie Public in cooperation with the Corporation for Public Broadcasting, Adams State University and several other organizations (including NDSU) is currently offering college credit continuing education courses online for teachers. Judy told us that a number of teachers at a school in the area (Eastwood) have enrolled in one of the courses and are meeting together once a week.

School programs: Several individuals present are involved in such school based as *Reading First, Early Reading First, Literacy block, and Reading Recovery*. These like other federally funded education programs are generally aimed at lower income families so offered only at qualifying schools.

Bev pointed out that the preschool “Even Start” program will not be funded under the President Bush’s proposed budget.

ND Library Assoc: Most public libraries in the state provide literacy programming for preschool children through storytime and other events. The summer reading programs for school aged children are extremely successful as is the Flickertale Award project sponsored by NDLA. Of course, school libraries are actively engaged in literacy efforts in cooperation with their teachers. The State Library provides considerable assistance to libraries through professional development offerings, their newsletter and consultation services.

ND Reading Assoc: The ND Reading Association publishes a newsletter about their various sections of the state. This would be a good tool to use to monitor some of those activities.

Adult: Overall the discussion of the morning was primarily centered on preschool and elementary school level reading programs. It was pointed out that adult education, family health educ, county extension, prison educ, Tribal agencies, public health, public libraries, and United Way community service organizations, etc. were not represented but should be invited to participate in future meetings or projects. The reading/literacy issues and funding opportunities for working with adults is considerably different than child centered programs.

Literacy Council: The question was raised about whether there was a literacy council/coalition in the state or even Fargo-Moorhead area. It appears that such an organization is not currently active. It was the considered opinion of the group that there is a need for such an entity for improved communication, shared marketing, and other collaborative initiatives including grant applications.

University: It was hoped that there might be greater support at the collegiate level for literacy assessment and education to be included in the teacher education curriculum. This is also an area ripe for research, publication and service.

Recommendations/Action steps:

- ***Prairie Public***

1. Improve marketing of Prairie Public educational broadcasting and information resources (specifically Teacherline and website resources) to teachers and school administrators (principals and superintendents). It was suggested that this might best be done through a brief (5 min) video about each that could be shown to school administrators, teachers and librarians at their conferences, as well as made available for showing at beginning of the school year.

2. Add a listing of ND literacy resource organizations and programs to the Prairie Public education services website. Consider hosting a literacy listserv if funding assistance can be located for this.
 3. Take the lead on grant applications for regional and national funding for reading/literacy assessment and projects.
- ***Group & Prairie Public***
 1. Investigate possibility of an assessment & planning grant to identify the literacy activities and needs in ND. (what's available, service group, who is being missed, source of funding, collaborations, professional development needs for teachers & volunteers, etc.)
 2. Organize a statewide Reading/Literacy Summit meeting(s) of reading/literacy stakeholders to gather information, assess needs and make recommendations. (Either through one or more in-person sessions, a videoconference session or a session at the appropriate conferences; ie. NDLA, NDRA, NDEA). This information could then be used in grant writing and planning activities.
 3. Investigate the need and interest for a Literacy Coalition (statewide?) that could assist with information gathering, grant applications, shared programming and marketing, and other collaboration.

At the meeting's end, it was the consensus that there is considerable opportunity and benefit of increased collaboration by groups working on reading/literacy in the state. Those present all indicated a willingness to meet again for a follow up session.

Respectfully submitted by P Drayson