



Major Discussion Points

- We started the session by recapping the discussion that was had in the early literacy session at the Local Action Summit. It was emphasized that there are many factors affecting literacy and whatever approaches the groups take must take this into account. Interim Superintendent Feria indicated that the discussion at the summit encouraged her to call a large meeting with after school program service providers to identify opportunities for introducing literacy into all kinds of programs and be consistent in literacy education between programs. Issues affecting literacy that are usually not addressed in a literacy context include, but are not limited to, childhood trauma, cultural relevancy of reading materials, and emotional access to parents.
- The need for larger scale communication with the community and collaboration between organizations was continually emphasized throughout the discussion. In terms of communication with the community, it was noted that unheard voices in literacy, such as those of young fathers or older male siblings playing father like roles, need to be heard. Additionally, women who are pregnant must be aware of literacy related services in the pre – natal stage, rather than waiting for children to be born.
- Discussion around greater organizational collaboration centered on the need for all organizations working on literacy to understand where they fit into the literacy continuum and to effectively understand how to connect those being served to progressively age appropriate literacy services. New Jersey 211 as consistently brought up as a service that could be used that many people were not aware of.
- Lexia, a tool for early childhood literacy, was discussed repeatedly throughout the discussion. It is a well-regarded electronic tool that can be used both in school and after school to supplement literacy instruction. Interim Superintendent Feria indicated that several schools were using or would soon be using Lexia in a pilot phase, but the group was looking at ways to expand the use of this in all after school programs.
- The White House My Brother's Keeper goal related to literacy is to ensure that all children are reading at grade level by the end of third grade. The group thought that this goal was not ambitious enough as curriculum begins to shift to reading to learn during third grade. For the Capital City My Brother's Keeper initiative, our goal will be to ensure all students are reading at grade level by the end of second grade.



Action Items

- Health, Nutrition, and Environment
 - This group will be working on issues that significantly affect literacy, but tend to be left out of the discussion, including addressing pre - formal education issues and parental engagement.
 - Commitments: Maritza Raimundi-Petroski and Karen Hoppock
- Afterschool and summer literacy programs
 - This group will be working on increasing the quality of and access to high quality literacy programs that are utilizing best practices and strategies for improving literacy.
 - Commitments: Interim Superintendent Feria, Walter Bliss, Kirk Norris, Laura Pekata
- Comprehensive literacy resource list
 - This group will be working on the creation of a comprehensive literacy resource list for distribution to parents throughout Trenton starting before formal education. This resource will not only be provided in schools, but in places where parents will see it and have ease in accessing it.
 - Commitments: John Santana, Megan Kirschner, and Richard Pease