

Overview



The Connecticut Peer Learning Pilot on Social-Emotional Development and Early Literacy

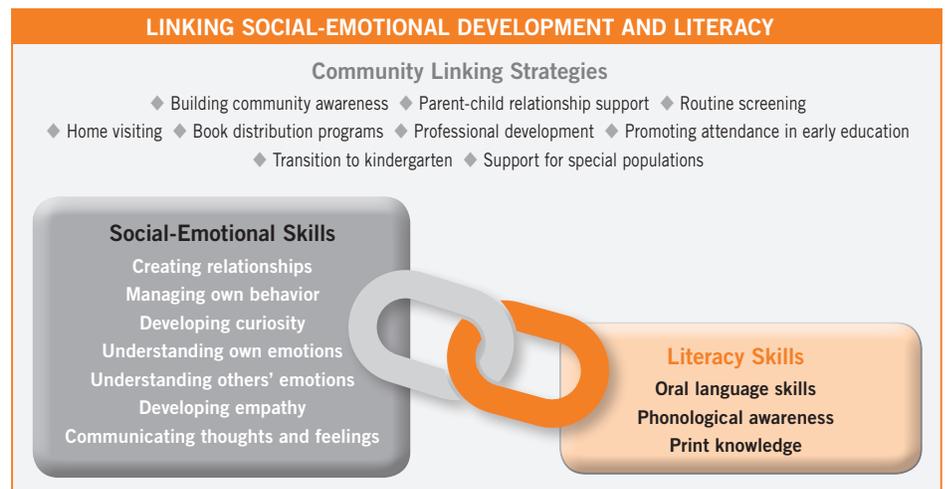
Strengthening the Connection Between Social-Emotional Development and Literacy

Experts agree that there is a deep connection between social-emotional development and literacy in children's early school success including achieving reading proficiency in the early grades. Reading proficiency by the end of third grade is a strong predictor of high school graduation and later student success. In Connecticut, 57 percent of 4th graders, including 80 percent of low-income children failed to achieve reading proficiency by the end of 3rd grade posing serious consequences for their future.

In 2014, nine communities in Connecticut assessed their resources and explored researched-based strategies to link supports for social-emotional and literacy skills as part of The Connecticut Peer Learning Pilot on Social-Emotional Development and Early Literacy.

The Connecticut Peer Learning Pilot on Social-Emotional Development and Early Literacy was developed and led by the Campaign for Grade-Level Reading, in partnership with the National Center for Children in Poverty and with support from the Irving Harris Foundation and others. Participating community teams represented Campaign for Grade-Level Reading and William Caspar Graustein Memorial Fund Discovery Initiative coalitions from Bridgeport, Colchester, Danbury, Enfield, Norwalk, Torrington, Vernon, West Hartford, and Winchester.

Promising strategies used by communities who participated in the peer learning initiative reflect the understanding that literacy and social-emotional development build on and reinforce each other. The strategies, along with recommendations for state action, are highlighted in the Child Health and Development Institute's IMPACT, *"Connecting Social and Emotional Health and Literacy: Critical for Early School Success."*



For more information on implementing successful strategies for early school success, download IMPACT, "Connecting Social and Emotional Health and Literacy: Critical for Early School Success" at www.chdi.org.

Recommendations for state action to advance the linkage and integration of supports for children's social-emotional health and learning include the following:

- Align systems that address social-emotional development and literacy
- Increase support and education for parents
- Invest in professional development for those working with young children
- Institute universal and routine screening for social-emotional development and appropriate follow-up
- Expand the reach of evidence-based practices and programs
- Focus attention on special populations