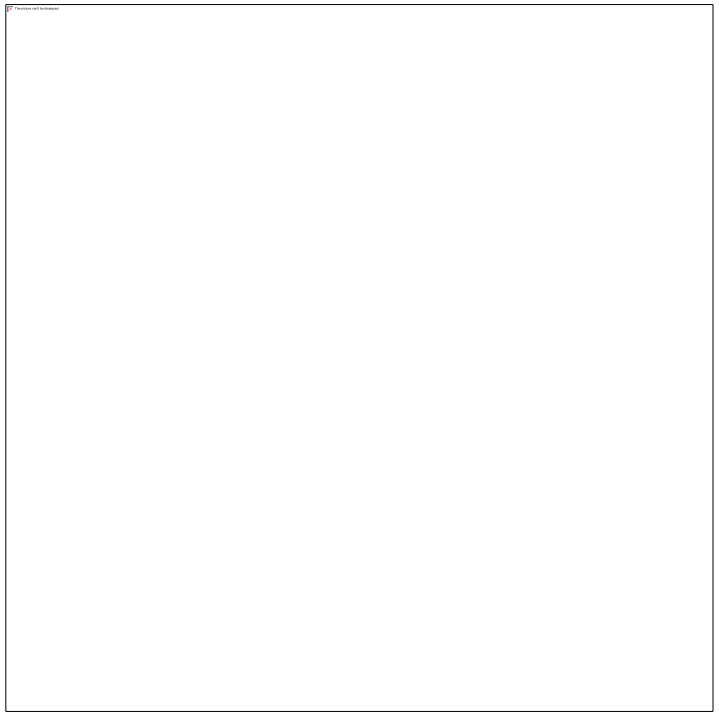


Prince George's County Literacy Commission Preliminary Recommendations

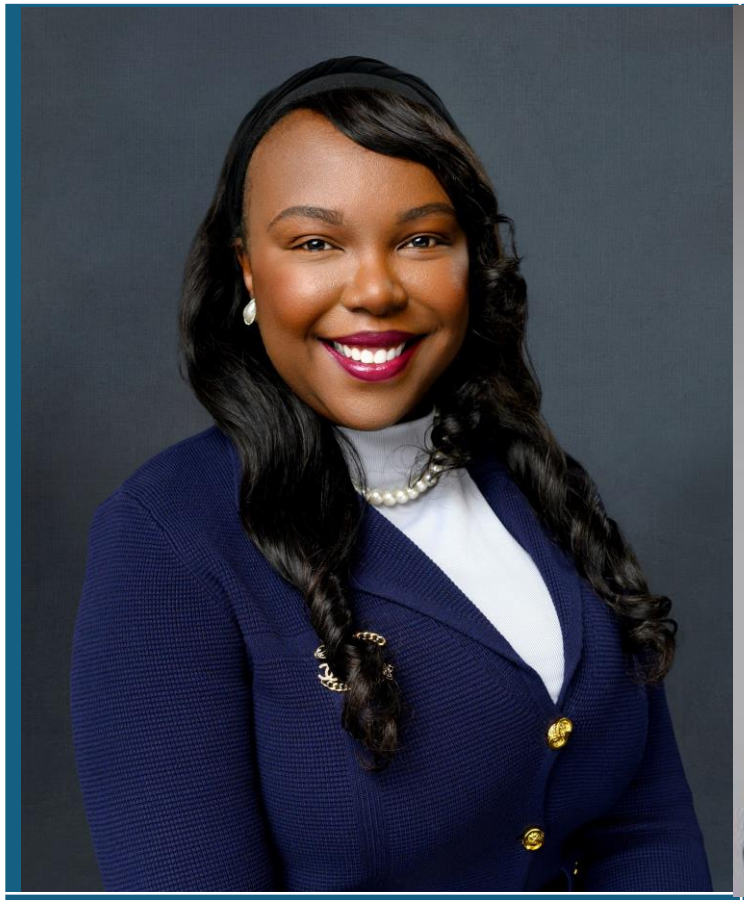
Prepared by EWD Committee Staff

September 28, 2026

Enabling Legislation

- CR-088-2025
- CR-013-2026

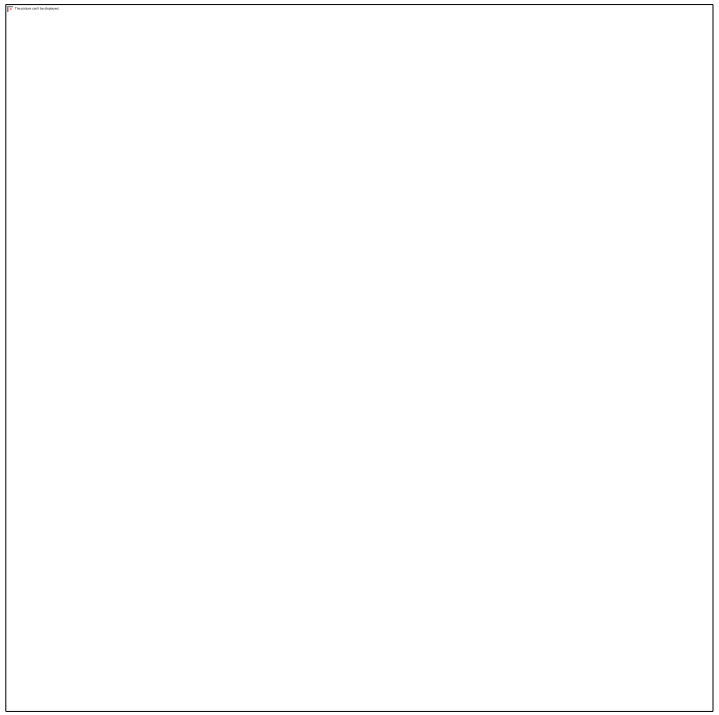
Officers of the Literacy Commission



Krystal Oriadha,
County Council Chair (D7)

Dr. Phelton Moss,
Literacy Commission Chair,
Board of Education Member (D7)

Where We Are



- The Commission met on April 22, May 20, 2026, July 15, 2026, and September 16, 2026. Three meetings remain this year.

- The Commission has moved from information gathering toward identifying the highest-leverage strategies for improving literacy outcomes and closing literacy gaps

- Recommendations are currently preliminary, but will become

Existing Literacy Activity vs. Emerging Need

Literacy work is already occurring across the County through:

- Schools and intervention systems
- Libraries
- Higher education
- Tutoring programs
- Family literacy initiatives
- Summer and out-of-school programs
- Adult education and ESOL
- Workforce-connected literacy
- Nonprofit, faith-based, and community organizations

Emerging Needs include:

- Stronger coherence
- More consistent implementation
- Better coordination
- More equitable access
- Shared accountability

Themes

curriculum, professional learning, instruction, intervention, and family support

2. **Consistent Implementation** – Effective strategies reaching classrooms and residents consistently
3. **Coordination** – Literacy organizations functioning as an ecosystem rather than as disconnected programs
4. **Access and Equity** – Residents accessing existing resources across geography, language, disability status, age, and circumstance
5. **Accountability** – Knowing what is being implemented, who is being reached, and whether strategies

Preliminary Recommendation 1: Strengthen Evidence-Based Core Instruction, Targeted Intervention, and Educator Capacity

Strengthen evidence-based literacy instruction, including practices grounded in the Science of Reading, by improving coherence across Tier 1 instruction, screening, targeted intervention, professional learning, and daily classroom practice, while ensuring students who are behind receive sufficient instructional time and support to accelerate their growth.

- Strong and consistent Tier 1 instruction
- Early identification of student needs
- Targeted intervention and sufficient instructional time matched to specific skill gaps
- Progress monitoring and instructional adjustment
- Aligned professional learning, coaching, collaborative data use, and teacher

What should be different:

Greater coherence across curriculum and teacher learning through intervention, instructional dosage, progress monitoring, and adjustment when students are not responding

Preliminary Recommendation 2:

Strengthen the Birth-to-Third-Grade Literacy Continuum

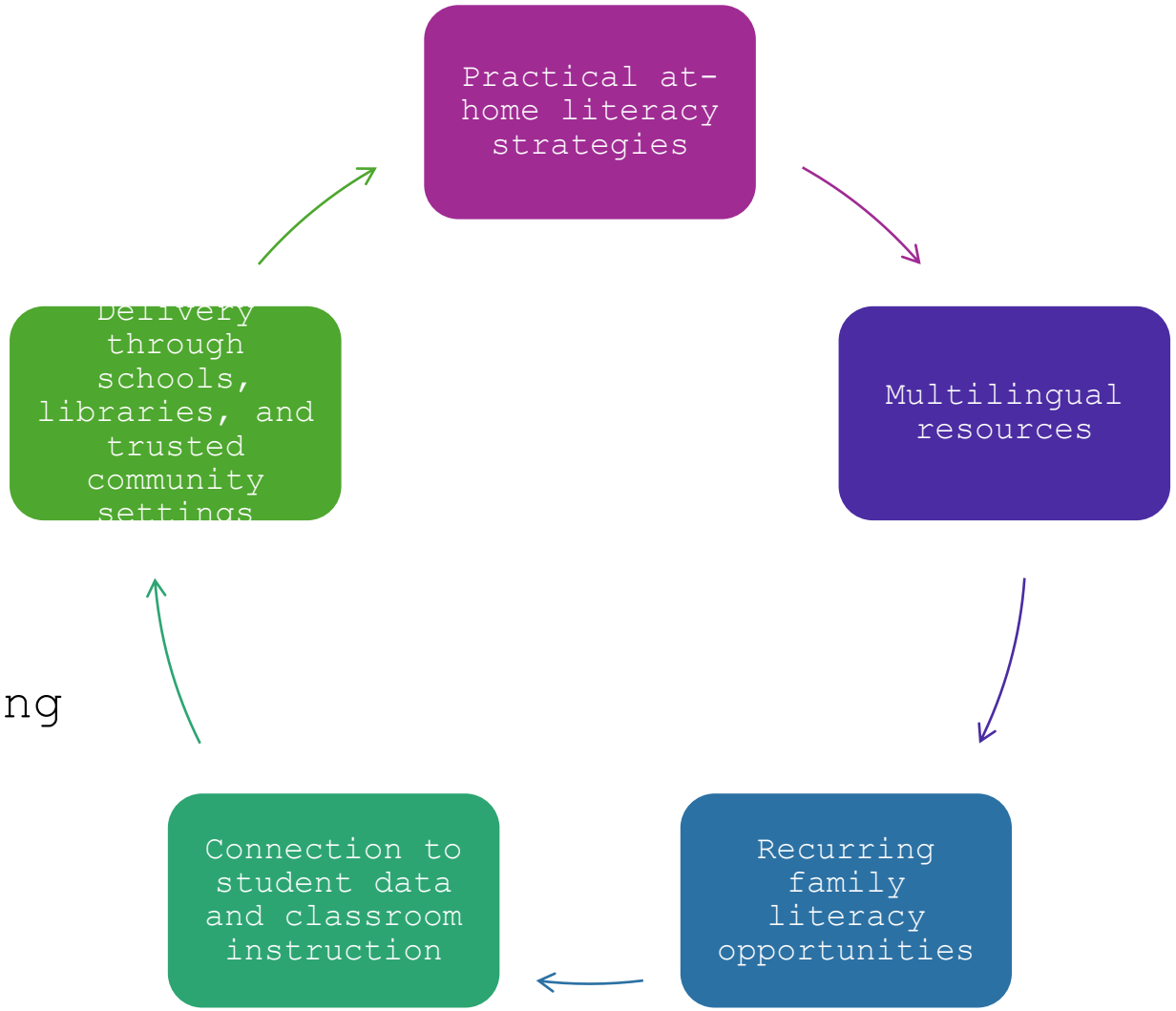
Strengthen the County's birth-to-third-grade literacy continuum by connecting early-childhood literacy, kindergarten readiness, book access, foundational instruction, screening, intervention, family support, and measurable early-literacy outcomes.

- Kindergarten readiness
- Foundational literacy
- Early screening and intervention
- Access to books
- Family support
- Clear early-literacy goals

What should be different:

Connect existing early-literacy efforts into a continuous developmental pathway

Preliminary Recommendation 3 - **Develop a Coordinated Family and Community Literacy Strategy**



Make family partnership a recurring literacy practice by providing caregivers with practical, culturally and linguistically responsive tools connected to classroom learning and student needs.

What should be different:

Move from isolated family events toward an ongoing family-literacy partnership.

Preliminary Recommendation 4 –

Establish a Sustained Countywide Literacy Coordination Framework

Establish a sustained countywide framework connecting schools, libraries, higher education, County agencies, municipalities, nonprofit and faith-based organizations, families, and other literacy partners.

- Align resources
- Identify service gaps
- Reduce duplication
- Strengthen partnerships
- Share promising practices
- Advance shared literacy priorities

What should be different:
Move from project-by-project collaboration toward ongoing countywide coordination.

Preliminary Recommendation –

Create a Centralized Literacy Resourc and Navigation System

Develop a centralized and accessible system through which residents can identify and connect with literacy programs and supports throughout Prince George's County.

- Potential resources:
- Tutoring
- Family literacy
- Book access
- Library programs
- Adult education
- English-language learning
- Summer and community programs
- Workforce-connected literacy

What should be different:
Residents should not have to know which organization provides a service in order to find literacy support.

Preliminary Recommendation 6 –

Develop an Equitable Countywide Summer and Out-of-School Literacy Strategy

Develop a coordinated countywide summer and out-of-school literacy strategy that aligns schools, libraries, recreation, municipalities, camps, nonprofits, and community partners while addressing geographic and population-level gaps in access.

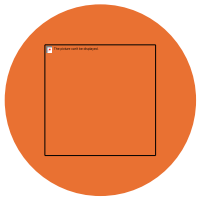
- Reading and book access
- Tutoring and mentoring
- Transportation and geographic access
- Multilingual learners
- Students with disabilities
- Communities with fewer existing resources

What should be different:

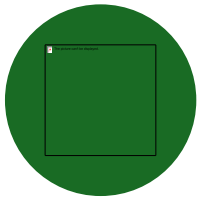
Identify who is being reached and who is missing, then align resources based on need.

Preliminary Recommendation 7 – **Build a Continuous Literacy Pathway from Adolescence through Adulthood and Workforce Preparation**

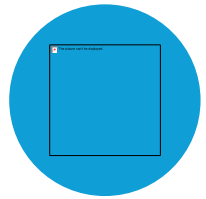
Adopt a lifespan approach to literacy by strengthening adolescent literacy across academic and career-related subjects and expanding flexible adult literacy, English-language learning, and workforce-connected literacy pathways.



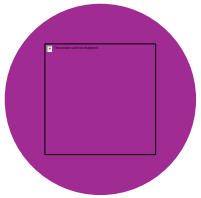
Literacy across secondary content areas



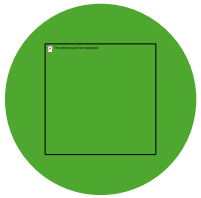
Writing and critical thinking



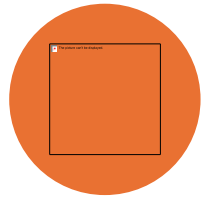
Adult literacy



English-language learning



Flexible scheduling and individualized support



Career-connected literacy

What should be different:

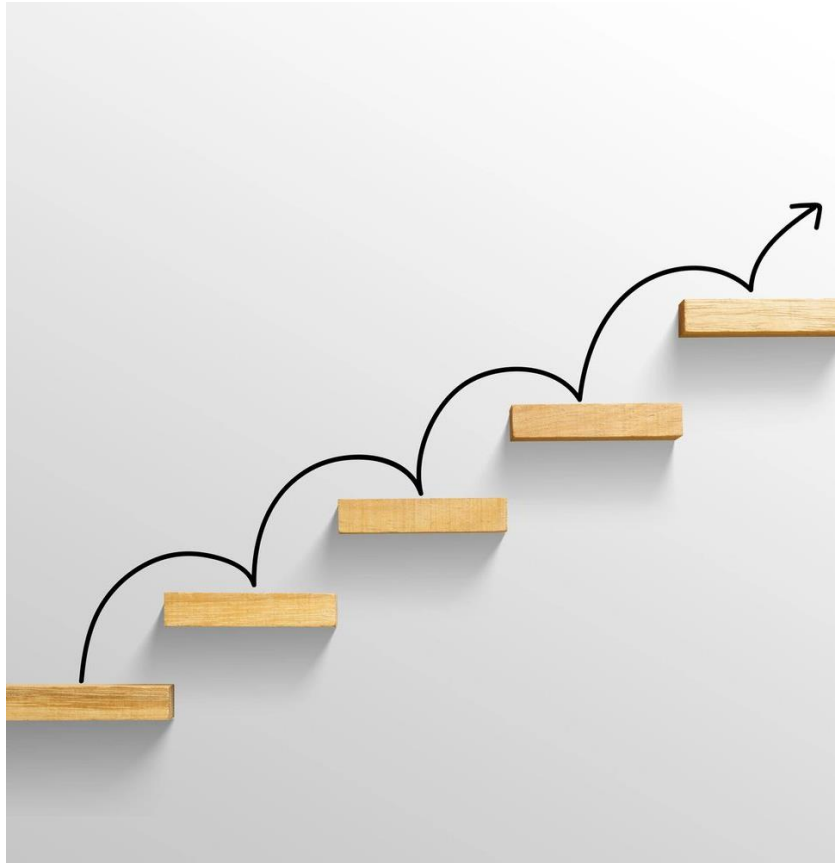
Treat literacy as a lifelong continuum.

Preliminary Recommendation 8 – **Establish Shared Measures, Implementation Accountability, and Public Transparency**

Establish a manageable set of shared literacy measures and strengthen transparency and accountability regarding

- Shared literacy measures
- Implementation monitoring
- Participation and access
- Outcome tracking
- Public transparency
- Continuous improvement

What should be different:
Move from asking, "Do we have this initiative?" to asking, "Is it being implemented consistently, who is accessing it, and is it

Next Steps

- Future meetings of the Literacy Commission will be on October 21, November 18, and December 16
- Determine the highest-leverage strategies, identify potential responsible partners, develop measurable outcomes, consider implementation and resource implications, and prepare final recommendations to be sent to the County Council
- The term of the Literacy Commission expires on December 31, 2026.