**Partnership:** Down East Partnership for Children

**Activity Name**: Reach Out and Read

**EC Profile ID:** FS20

**PSC:** 5523

FY 23 Logic Model

| Need Statement | Target Population | Program Components | Evidence-Based/Informed Practice | Outputs | Outcomes | Required County Level Indicators/ Strategic FrameworkTargets |
| --- | --- | --- | --- | --- | --- | --- |
| *Nationally 34% of American children entering kindergarten today lack the basic pre-literacy and language skills necessary to learn to read and write. Children from low-income families are at higher risk of school failure.**Research shows that reading aloud, book sharing, and the number of books in the home contribute to a young child’s pre-literacy and language development and school success.[[1]](#endnote-2)*Indicators of potentially low literacy levels:Number of children in povertyEdgecombe: 37.2% Nash: 20.7% (US Census Bureau, 2019)Percent of economically disadvantaged third grade students below grade level for reading.Edgecombe: 78.3% Nash: 70% (3rd Grade Students Not Proficient on End-of-Grade Reading Testing) – NC Public Schools Report Card, 2018 Percent of Limited English proficient students below grade level for reading (all grades)Edgecombe: 73%Nash: 69.8% Statewide average for all children: 57.3%Percent of economically disadvantaged students below grade level for reading (all grades)Edgecombe: 74% Nash: 66.3% Statewide average for all children: 57.3%  | Medical Care Practices will incorporate the Reach Out and Read® (ROR) program, an evidence-based model, which promotes pre-literacy and language development skills, into their standard practice of care.ROR will target medical care practices and providers. Also, the project will serve young children ages 6-month to age 5 who are from low-income families.Note: participating medical practices must agree that, at least, 35% of all children served will be Medicaid eligible. | 1. Identify and partner with local medical care practices/providers who will implement ROR in accordance with the National ROR guidelines and with model fidelity.2. Support medical practices in implementing ROR model into their standard of care during well-child visits.3. Project Coordinator will work with the medical care practices to assure active participation in ROR, data collection, and promote model fidelity by:a. Creating literacy-rich waiting room areas for families to reinforce the doctor’s “prescription to read.”b. Delivering high-quality, culturally, and developmentally appropriate new children’s books to medical practices as needed for distribution during well-child visits.c. Assisting with collecting evaluation data. | *Evidence Based* | 7 medical care *practices* will participate in ROR.Number of well-child checks where ROR books are distributed to children ages 6 months – 5 years at participating medical care practices.Number of new children’s books delivered to medical practices. | 75% of parents will be reading or looking at books with/to their child(ren) at least several times weekly or daily.Parents report an increase in adult/child shared reading. (Rate of reading higher for "returning" parents than "new" parents.)90% of parents will indicate their pediatrician talked with them about the importance of daily reading with their child. | FS20- Percent of Parents/Guardians who report reading to their children dailyH20 - Percentage of children enrolled in Medicaid who receive a well-child examStrategic Framework:75% of parents report that they read to their child daily  |

**Additional Information**

1. For each unique Program Component listed in the above Logic Model provide a narrative description.

Reach Out and Read® (ROR) is a national evidence-based model that promotes early literacy. The mission of ROR is to make early literacy a standard part of pediatric primary care with a special emphasis on children who grow up in low-income communities. The ROR model advises parents that reading aloud is the most important thing they can do to help their children love books and to start school ready to learn. The ROR model has 3 key elements:

1. Medical care providers are trained to deliver early literacy guidance to parents of children up to 5 years of age during each well-child visit. This guidance focuses on age-appropriate strategies, which include demonstrating how to enjoy looking at board books and naming pictures with infants, the importance of rhyme and repetition to toddlers, and asking open-ended questions when reading with preschoolers.
2. During the well-child visit the medical provider gives the child a new, developmentally, and culturally appropriate children’s book to take home, building a collection of 9 new books in the home before the child goes to kindergarten.
3. Many ROR programs also create literacy-rich waiting rooms, including gently used books for waiting rooms, or for siblings to take home.

Note: While COVID-19 is still prevalent and affecting how literacy-rich waiting room areas may look, it is important to know that gently used books, hand-held manipulatives, and other items that will risk exposure to the virus have been removed from waiting rooms by medical care practices. However, literacy related posters and resources are still placed in the waiting room areas.

For medical providers who partner with the DEPC ROR Project, the National ROR office will:

1. Train medical care providers prior to delivery of services.
2. Provide ongoing technical assistance and monitoring to ensure model fidelity, and annual evaluation of ROR services.
3. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| Project Coordinator – Ready Schools Specialist | 0.05 FTE | Bachelor’s Degree in early literacy, early childhood, or other related human service degree.  |

1. Does this activity contain grants of any kind or incentives to participants?

Yes [ ]

What is given to participants? If you have checked yes, describe in detail, and attach a copy of any associated grant agreement(s).

New, culturally- and developmentally-appropriate books are provided to medical providers to give to patients 6-months to 5 years at well-child visits.

1. Is any portion of this activity Medicaid reimbursable?

 No[x]

 If you have checked yes, describe in detail.

1. Community Collaborations:

The ROR Project directly targets medical care providers as partners in the Campaign for Grade Level Reading (CGLR). Twin Counties Read to Rise, our local CGLR coalition, supports strategies beginning at birth that put children on a pathway to grade-level reading by the end of third grade. The Ready Schools Specialist serves as a liaison between Twin Counties Read to Rise and its medical partners by providing them with additional early literacy resources to support/enhance ROR programming. In addition, ROR clinics partner with DEPC to provide Dolly Parton Imagination Library (DPIL) information to patients via DPIL brochures and registration forms in their waiting rooms. DEPC also provides ROR clinics with Active Reading resources to share in waiting rooms as well. Overall, ROR builds on the unique relationship between parents and medical providers in the community to develop critical early reading skills in children, beginning at 6 months of age.

1. History of Results

**FY21 Outputs:**

* 7 medical care practices participated in ROR.
* 6984 children ages 6 months-5 years were seen during well-child visits in participating medical care practices.
* 7858 new children’s books were delivered to medical practices.

**FY20 Outputs:**

* 7 medical care practices participated in ROR.
* 7076 children ages 6 months-5 years were seen during well-child visits in participating medical care practices.
* 7074 new children’s books were delivered to medical practices.

**FY19 Outputs:**

* 7 medical care practices participated in ROR.
* 7467 children ages 6 months-5 years were seen during well-child visits in participating medical care practices.
* 6688 new children’s books were delivered to medical practices.

**FY 18 Outcomes:**

* 73.4% of parents read or looked at books with their child(ren) "several times a week" or "daily".
* Parents reported an increase in adult/child shared reading.
* 95.3% parents indicated their pediatrician talked with them about the importance of daily reading with their child.
1. Cash/In-Kind Contributions Plan:

Contributions may include (but are not limited to): cash donations, non-state grants, office or classroom space, staff support, professional/non-professional volunteer services, discounts, meeting supplies and literacy materials.

1. Contract Activity Description (CAD)

 This activity will collaborate with medical care practices to provide pre-literacy opportunities for children and their parents. The participating trained medical care providers will voluntarily incorporate Reach Out and Read (ROR), an evidence-based model, into young children's regular well-child visits. The medical care providers will implement ROR in their practices according to the National ROR guidelines. During each of the routine visits, children will receive a new, culturally and developmentally appropriate book to take home and read with their parents. The medical care providers will discuss the importance of reading, model reading a book aloud to the child, and encourage parent-child interactions as part of pre-literacy and language development. The program begins at the child's newborn checkup and continues through age 5, with a special emphasis on children growing up in low-income communities. Medical practices will participate in the parent survey period and submit parent surveys to ROR Carolinas. The medical care practice will display a literacy-rich waiting room area that reinforces the doctor's prescription to read. Smart Start funds may also be used to assist with equipping the waiting room area. Meals, snacks, and food tastings may be provided at lunch and learn meetings for participating medical providers, and activities will occur remotely as needed. Program staff will implement the activity. Staff will provide program support as needed.

1. For more information, explore the National Reach Out and Read® website: <http://www.reachoutandread.org/> [↑](#endnote-ref-2)