**Partnership:** Down East Partnership for Children

**Activity Name**: Raising a Reader

**EC Profile ID:** FS20

**PSC:** 5512

FY23 Logic Model

| Need Statement | Target Population | Program Components | Evidence-Based/Informed Practice | Outputs | Outcomes | Required County Level Indicators/Strategic Framework Targets |
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| Research shows the more words parents use when speaking to an 8-month-old infant, the greater the size of their child's vocabulary at age 3. Children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4. *(Hart, B. Risley, 1995).*  Children who fall seriously behind in the growth of critical early reading skills have fewer opportunities to practice reading. Evidence suggests that these lost practice opportunities make it extremely difficult for children who remain poor readers during the first three years of elementary school to ever acquire average levels of reading fluency. (Torgeson, J., 2004).  **Indicators of potentially low literacy levels in Nash and Edgecombe Counties:**  37.6% of children ages 0-5 in families living below the poverty level in Nash County *(US Census Bureau, 2020).*  23.6.3% of children ages 0-5 in families living below the poverty level in Edgecombe County *(US Census Bureau, 2020).*  14.9% of Nash County residents live below the federal poverty level ***(*American Community Survey (ACS), one-year estimates** *2020).*    24.1% of Edgecombe County residents live below the federal poverty level *(ACS, 2020).*  14.4% of Nash County residents with less than a high school degree *(ACS, 2020).*  18.9% of Edgecombe County residents with less than a high school degree *(ACS, 2020).*  Teen pregnancy rate in Nash County is 28.4 per 1,000 *(SHIFT NC, 2018).*  Teen pregnancy rate in Edgecombe County is 39.1 per 1,000 *(SHIFT NC, 2018).*  Note on missing data: On March 23, 2020, the U.S. Department of Education approved North Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19) *(NC Schools Report Card, 19-20. NC Department of Public Instruction (NC Schools).*  65% of economically disadvantaged third grade students are below grade level for reading in Nash County *(NC Schools Report Card, 2018-19 data. NC Department of Public Instruction (NC Schools)).*  68% of economically disadvantaged third grade students are below grade level for reading in Edgecombe County *(NC Schools, 18-19).*  72% of limited English proficient third grade students are below grade level for reading in Nash County *(NC Schools, 18-19).*  65% of limited English proficient third grade students are below grade level for reading in Edgecombe County  *(NC Schools, 18-19).* | Raising A Reader helps parents develop the habit of sharing books through RAR’s train the trainer model. It offers agencies who work with families the opportunity to build a positive connection with families to help them learn family friendly versions of research-based practices that will support book sharing at home.  In Nash and Edgecombe Counties, RAR will be provided to agencies / programs that serve low-income parents and their children age birth to five, parents who are poor readers themselves or who do not speak English.  *RAR will target child care facilities based on 3, 4, and 5 star-level*  RAR will seek referrals for the program from the following sources:   * *NC Division of Child Development and Early Education* * *Down East Partnership for Children* * *Nash-Rocky Mount and Edgecombe County School Systems* * *Current Child Care Providers* | * Recruit, and engage RAR sites. * Once sites are identified, the coordinator will conduct at least two trainings (in person or remote) for RAR site implementers, per year:  1. Kick off Orientation Event 2. Implementer Skill Building Training   *Best Practice Option: Interactive reading parent training.*   * Each implementer will receive coaching from the coordinator, at least once annually as part of a coordinator site visit.   *Best Practice Enhancement: the Coordinator will provide more frequent site visits that incorporate implementer coaching and modeling of read aloud techniques.*   * Provide a Book Bag Distribution cycle (Minimum 26-week cycle).   *Best Practice Enhancement: if being delivered in a child care center or school setting, deliver the program in alignment with the length of the school year.*   * RAR book bags (4 books per bag) rotate to children’s homes every week during the book distribution cycle. * Site implementers will facilitate weekly shared reading sessions. * At minimum, two Parent Workshops /Trainings (in person or remote) will be offered per RAR cycle:  1. Kickoff Parent Orientation 2. Parent Interactive Book Sharing/Read Aloud Training  * Coordinator ensures parents are meaningfully connected to their local library providing:  1. Invitation to attend at least one library event or a RAR Library event (in person or remote). *(this is in addition to the two parent trainings or in conjunction with a parent training).* 2. Information about the library. 3. A library card application. 4. Provide RAR blue library bags to participants who have participated in RAR. Distributed prior to the end of the program.   *Best Practice Enhancement: Coordinator provides the blue library bags at a library event, partners with the library to conduct multiple library events, and develop alternatives for families who experience barriers in library access.*   * Trained staff conducts annual site visits (in person or remote) and utilizes the RAR Site Evaluation Rubric or another measure of program quality. * Under the supervision of the coordinator, the site implementers will administer a pre and post parent RAR survey.   *(recommend sites utilize the RAR National Parent Survey)*   * Coordinator will participate in the annual RAR Affiliate Check-In and share program demographic and performance information. * Coordinator will attend RAR webinars and other RAR focused networking opportunities. | **Evidence-Informed: Promising** | 12 Program sites  2 Parent Workshops  350 Total unduplicated Parents attending the parent workshops  5 Events  1 Site Visit per site  350 Parent Surveys Administered  500 children participating in Raising a Reader. | Smart Start Literacy Related Outcomes:  As measured by changes in pre-and post-assessment RAR Parent Survey scores:  By June 30, 60% of parents will report an increase in the number of times per week they read with their child.  By June 30, 20% parents will report an increase in the number of books in their home since their participation in RAR.  By June 30, 20% parents will report an increase in the use of read aloud techniques recommended by implementers. | Required County Level Indicators  FS20b: Family Literacy/Language Development- Percent of parents who report reading to their children daily.  Strategic Framework Target:  \*75% of parent report that they read to their child daily |

**Additional Program Information and Guidelines**

A. Program Components

* **Train‐the‐Trainer procedures are used by coordinators to train implementers, teachers & parents.**

The coordinator has attended the required *Raising A Reader* (RAR) National Coordinator training. The coordinator will conduct implementer training two times a program year. These trainings will include skill building for the implementers to conduct weekly interactive book sharing and literacy building with parents and site teachers. Two teacher trainings, including a Kickoff Orientation to introduce the site teachers to the program, will be provided. Implementers will receive onsite coaching during an onsite visit by trained staff at least once a program year. The coordinator will ensure that all parents are offered training opportunities at least two times a program cycle. A Kickoff Orientation will introduce the parents to the book bag rotation and simple book sharing techniques. Parent Interactive Book Sharing/Read Aloud Training to provide additional supports in interactive book sharing/read aloud skills will be offered. \*\*Components will occur remotely as necessary due to COVID-19.

* **Book Bag Rotation**

The coordinator will target child care centers with a 3, 4, or 5 star rating and/or a high-percentage of low-income families for participation in RAR. Teachers from the identified centers will be invited to participate in the RAR program by an invitation letter. As a component of the program, implementers will loan participating teachers RAR red book bags each stocked with 4 high quality children’s books, for at home, read aloud interactions. The teachers will distribute book bags to their participating families and will encourage families to share the included books and activities with their child (ren). The coordinator will establish a check out rotation system for those participating centers for a minimum of 26 weeks, by which the bags will be exchanged weekly. In conjunction with the book bag exchange, implementers and teachers will conduct weekly interactive book sharing in the classrooms. To ensure brand consistency and quality, materials will be purchased from the RAR National Office. \*\* Book bag rotation will occur when feasible due to COVID-19.

* **Library Partnership**

Braswell Memorial Library is an affiliate of the RAR National program. The RAR Coordinator will ensure that families are meaningfully connected to the library through a family library event (in person or remote), at which time parents will be encouraged to apply for a library card and given strategies to strengthen their read aloud practice. Parents will be notified of such events by flyers, community calendar event listings, and email notifications from the affiliate library. Each child participating in the program will receive a blue library bag with important library information and incentives to continue visiting the library and build a lifetime habit of library usage. Those children entering Kindergarten will receive a book about the skills needed to be successful as they begin their journey.

* **Evaluation**

To ensure consistency and quality, Raising A Reader Affiliates can use the Pre- and Post-Parent Survey, Site Rubric and/or other tools to assess their implementation and quality of program outcomes. To ensure teachers are following the book sharing examples modeled by the implementers, a pre- and post-assessment of book sharing skills will be conducted and results shared with the teachers. A copy of any evaluation report(s) conducted by independent evaluators is shared with the RAR National Office.

* **Annual Affiliate Check In**

Raising A Reader conducts a yearly survey in which local affiliates provide demographic, programming and fundraising information to the National Office.

B. Staff

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| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| Raising a Reader Coordinator | 1 full-time staff (partially funded through Smart Start). | Bachelor’s degree in library science, early literacy, reading, early childhood education or related human service field.  Minimum requirement of MLS degree or equivalent degree to qualify for K-12 School Library Media Coordinator certification at Master’s degree level.  Minimum of two years progressively responsible work experience as a public library administrator and/or supervisor. |
| RAR Implementers/  Children’s Programmer | 4 part-time staff (fully funded through Smart Start) | No specific education or experience required. However, a basic knowledge of library services provided to children including collections and knowledge of a variety of issues relating to preschool child development stages and teaching resources and materials is required. |

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

Yes  No

1. Is any portion of this activity Medicaid reimbursable?

Yes  No

E. Community Collaborations:

The Raising A Reader (RAR) Program collaborates with childcare centers and families throughout Nash and Edgecombe Counties, Head Start, NC PreK classrooms, and Even Start to enhance early childhood literacy. Braswell Memorial Library, the affiliate of the RAR program, is located in Nash County. RAR complements the work of the Down East Partnership for Children and other community-funded programs. These local programs include Reach Out and Read, Down East Partnership for Children’s Ready Schools and Ready Communities initiatives, and other support services for young children and their families. While each addresses specific objectives in their program, all of them work together to achieve the shared goal of ensuring young children’s success in school and beyond.

F. History of Results-

The fiscal year 2020-2021 was the ninth year of Raising a Reader (RAR) in Nash and Edgecombe Counties. The program was offered in 30 classrooms at 12 sites throughout both counties. Over 500 children received exciting and interactive story times for 32 weeks. The children also brought home a stylish red Raising a Reader bag filled with award winning titles that were rotated on a weekly basis for the 32 weeks. Through the rotation system implemented by the story readers and teacher, the children were exposed to over 100 books. At the programs’ completion, each child received a certificate and blue Raising a Reader bag containing one book donated by Braswell Memorial Library. End of year celebrations were held at the sites and drive through event was held at Braswell Memorial Library where parents were encouraged to get themselves and their children library cards. Data compiled from the pre- and post-surveys provided acuity into the time parents spend reading to their children, visits to the local library, quality of reading behaviors, and the number of books in the home. Statistical data was gathered on all participants and presented generally and by income level. These statistics were included in the Annual Affiliate Check In for the Raising a Reader program. The impact on time parents spent reading to their children significantly increased overall from the pre-survey to the post survey. The number of books in the home increased overall. Visits to the library increased overall from pre-survey to post-survey. The data also showed that parents and children seem to have become more positive about their reading behaviors. This was noted by the increased number of parents letting their children pick the books to asking questions of the child about the story. Allowing the child to “read” the book to the parent and talking about new words and what they mean. Parents also used different voices for different characters in the story. Parent’s attitudes about the importance of reading did not change – started high and stayed high – presenting that they know it is an essential skill and with Raising a Reader they are given the tools to achieve success.

1. Cash/In-Kind Contributions Plan:

Braswell Memorial Library will continue to provide in-kind rent, utilities, retirement and health insurance valued at $20,000 for 2022-2023. The library will also purchase incentives to be used to enhance participation of the program with an estimated value of $500. Braswell Memorial Library will provide travel valued at $400.

1. Contract Activity Description (CAD)

A Raising A Reader (RAR) Community Coordinator will implement Raising A Reader, a program that promotes improved literacy development through daily book sharing between caregivers and young children. The RAR Coordinator will hold a Bachelor's degree in early childhood education or related human service field and is required to attend the RAR National Coordinator Training prior to initial implementation. Coordinators will host two trainings for the site implementers that have been identified to participate in this project. Identified families will be loaned a book bag containing high quality developmentally appropriate children's books. The books will be exchanged each week. Parents of the children in the project will be invited to participate in at least two parent workshops where they will learn book sharing strategies. At least one library event will be provided for RAR participants and their families. Participants and their families will be provided with library information, library card application, and other community literacy resources. The program will be implemented with model fidelity as described above. Child care centers with a 3, 4 or 5 star rating and serve a high percentage of low income children will be targeted. Weekly shared reading sessions will take place at each RAR site with RAR implementers for a minimum of 26 weeks. Activities will occur remotely, and adapted as needed based on guidance from Raising A Reader. Smart Start funds may also be used for program supplies, books for children, child care for participants, and/or incentives for eligible participants.