

# Program Evaluation Report

---

---

## California Parenting Institute: Loving Books Together



First 5 Sonoma County Children  
and Families Commission

April 2006



# CPI's Early Literacy Programs

---

- Literacy Fiestas
- Raising a Reader®
- Reach Out and Read®

# Evaluation Research Design

	<b>Within Group Comparisons</b>	<b>Comparison Group(s)</b>
<b>Literacy Fiestas</b>	Pretest before intervention and post-test one month after intervening with consenting participants	<b>Dosage:</b> comparison of first-time early literacy program participants to those Literacy Fiesta participants also in Raising a Reader or another early literacy program*
<b>Raising a Reader</b>	Retrospective pretest one month after first "school semester" of intervention with consenting participants	<p><b>Dosage:</b> comparison of first-time early literacy program participants to those Literacy Fiesta participants also in Raising a Reader or another early literacy program*</p> <p><b>Benchmarking:</b> With another RAR program evaluation: comparison of results from interviewee participants to those of a RAR evaluation conducted in 2001 in San Mateo County**</p>

# Sampling Plan

---

- Literacy Fiestas
  - Consent required
  - Includes parents participating any time between Dec. 05 and Feb. 06
- Raising a Reader
  - Consent forms administered to all families in all Raising a Reader Head Start sites
  - Interviewees (45) randomly selected from those parents who returned consent forms (74) by Jan. 06

# Study Strengths

---

- Focused on two main interventions:  
Literacy Fiestas and Raising a Reader
- Interviews conducted in Spanish –  
population’s primary language
- Uses within group & comparison group  
design
- Random sampling for RAR with solid  
sample size for statistical analysis
- Statistical tests allow for identification of  
significant findings

# Study Limitations

---

- ❑ Evaluation conducted near the end of the contract period; data represent a snapshot
- ❑ Number of potential interviewees limited to small pool of parents attending a Literacy Fiesta in 12/05 to 02/06
- ❑ No opportunity for randomization of Literacy Fiesta parent interviews
- ❑ Limited process data available for all early literacy components\*

# CPI's Early Literacy Programs

---

## Literacy Fiestas

- Bring early literacy into families' homes
- "Tupperware" style of gathering where a family invites other parents into their home for a literacy party
- Training by Spanish-speaking parent educator to help parents recognize their children's strengths and needs
- Offer skills to build literacy and to enjoy learning

# Literacy Fiestas at a Glance

---

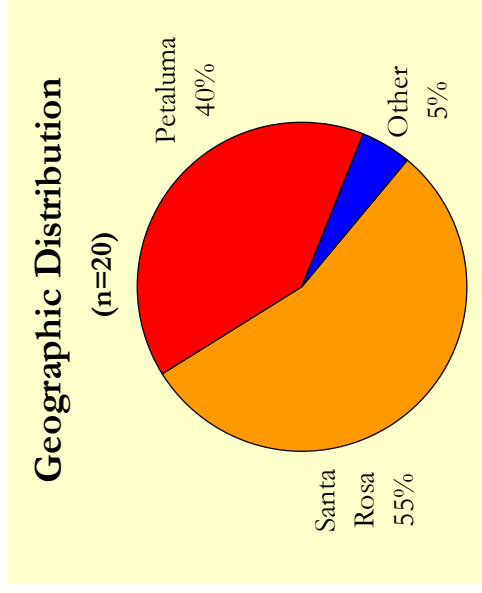
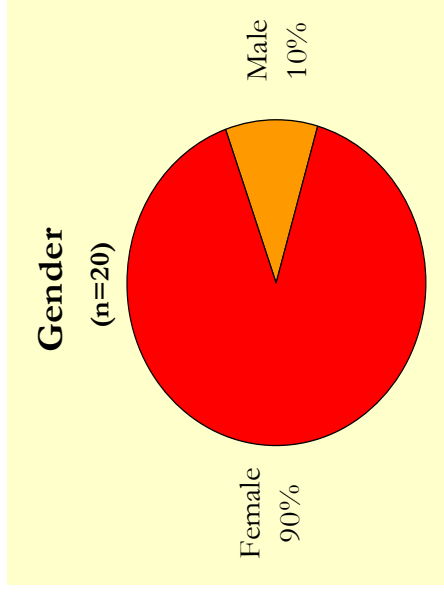
- Approximately 500 parents have attended a Literacy Fiesta during the two years of the program.
- 50 Literacy Fiestas have been held at Head Start sites and in family homes.
- In family homes there have been between 5 and 10 participants per fiesta and approximately 20 participants in the fiestas at Head Start sites.



# Literacy Fiestas

## Interviewee Characteristics

---



- Parent age ranges between 21 and 43 years, with an average age of 29.
- Spanish is the primary language spoken in the home for 97% of interviewee families. The remaining 3% primarily speak English.
- 100% of parents interviewed identified as Hispanic/Latino.

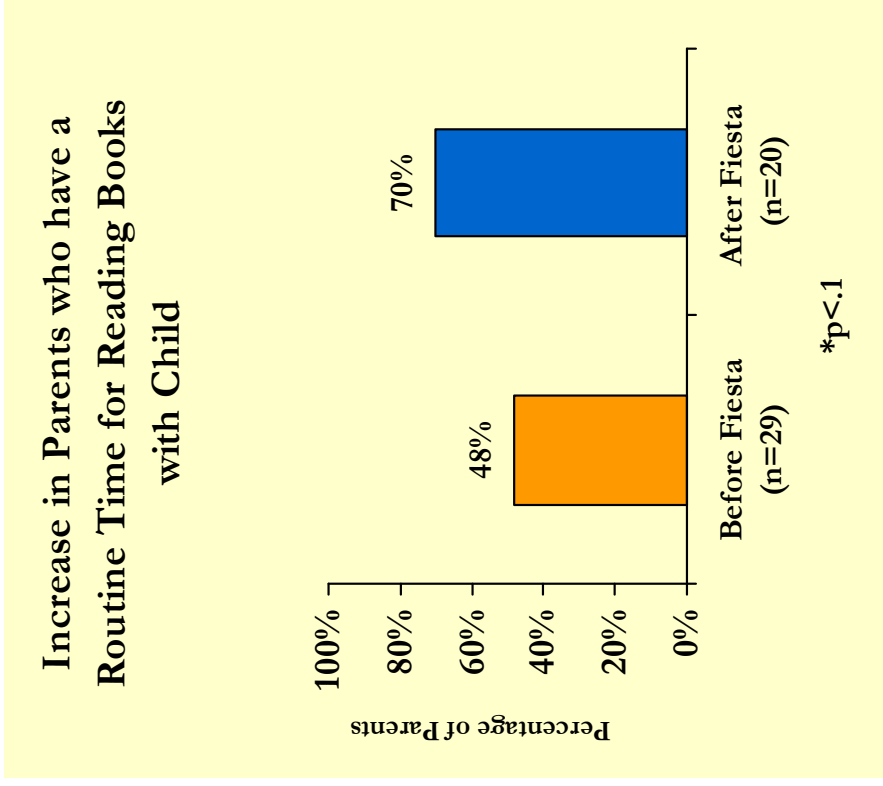
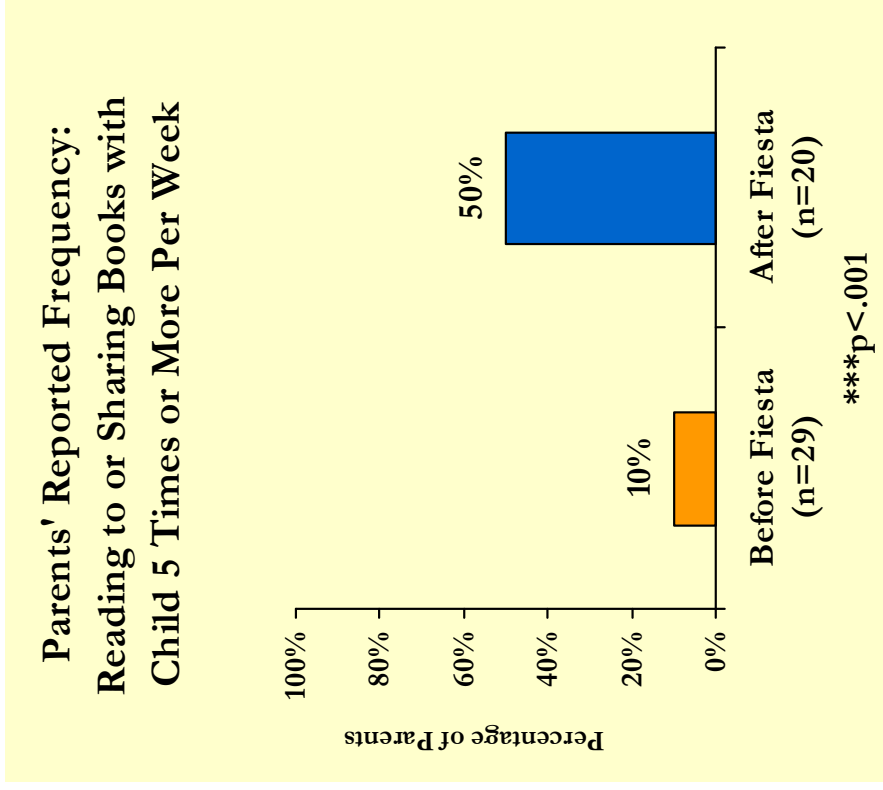
## Literacy Fiestas

# Interviewee Characteristics

---

- Interviewee parents have between one and four children, nearly half (48%) of whom parent two children.
- 89% of interviewee parents attended a Literacy Fiesta for the first time.
- 26% of families participating in a Literacy Fiesta also take part in the Raising a Reader program.

# Literacy Fiestas Influence on Parenting



## Literacy Fiestas

# Parent Education and Satisfaction

---

- 70% of parents reported learning new literacy activities to do with their child.
  - 80% of these parents continue to do these activities with their children at least one month after participating in the Literacy Fiesta.
  
- 95% of parents would recommend a Literacy Fiesta to a friend or family member.
  
- 70% of parents would consider hosting a Literacy Fiesta themselves.

# Literacy Fiestas

## Parents Report New Literacy-Building Activities

---

- **Reading stories through pictures**  
“It does not matter if the book is written in English. We can use the drawings to tell a story.”
- **Fostering imagination through reading**  
“Not only read a story to the child, but also try to stimulate her imagination, and ask her what she thinks.”
- **Giving the child control**  
“Let the child hold the book.”  
“I let my child tell her stories.”
- **Finding time to read every day**  
“Use any free time available to read with the child; in the restaurant, in the car, etc.”

# Literacy Fiestas

## Parent-Identified Changes in Children

---

Since participating in the Literacy Fiesta program, parents identified changes they have seen in their child as a result of reading to him/her.

- "My child is more attentive and asks many more questions when we read."
- "He pays more attention to what I read him and shows an interest in our reading activities."
- "My child shows so much more interest in books."
- "My child has calmed down."
- "She shows more joy!"

# Parents' Praise for Literacy Fiestas

---

- "It is a very important program. Parents that do not speak English should practice reading activities in their own language to help their children develop their mental faculties through reading books."
- "This is a great program to develop verbal and mental skills."
- "Please continue to provide this service, because many parents don't know how to help their children to learn to read."

# CPI's Early Literacy Programs

---

## Raising a Reader

- ❑ Operates predominantly through Head Start
- ❑ Nonprofit supporting organization of the Peninsula Community Foundation
- ❑ Take-home book bag lending program that promotes daily book sharing between parents and their children ages 0-5
- ❑ Cultivates a shared story experience that fosters a love of reading
- ❑ Aims to improve family reading behavior and school readiness



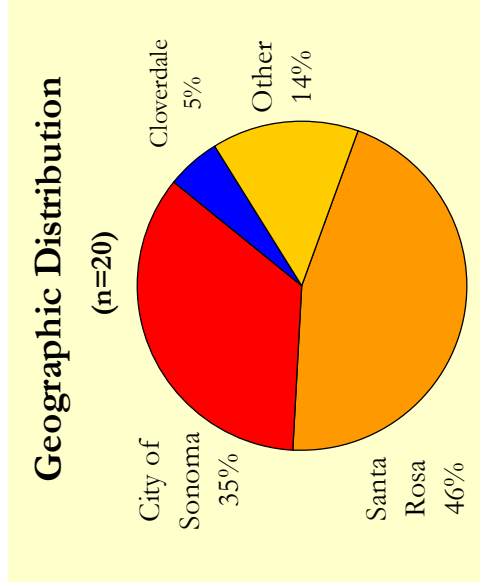
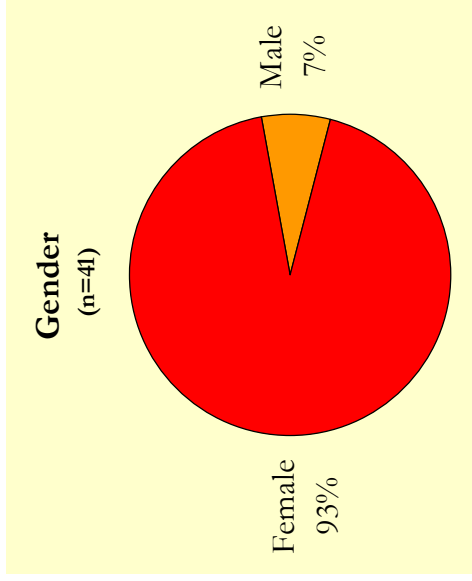
# Raising a Reader at a Glance

---

- This book-lending program operates at 35 individual sites in Sonoma County, 14 of which are Head Start sites.
- The program brings books into more than 1,600 low-income homes a week.

# Raising a Reader Interviewee Characteristics

---



- Parent age ranges between 21 and 47 years, with an average age of 31.
- Nearly all participants (83%) identify as Hispanic/Latino, 12% as White, and 5% as Multiracial/Other.
- Spanish is the primary language spoken in the home for 78% of participating families.

# Raising a Reader

## Interviewee Characteristics

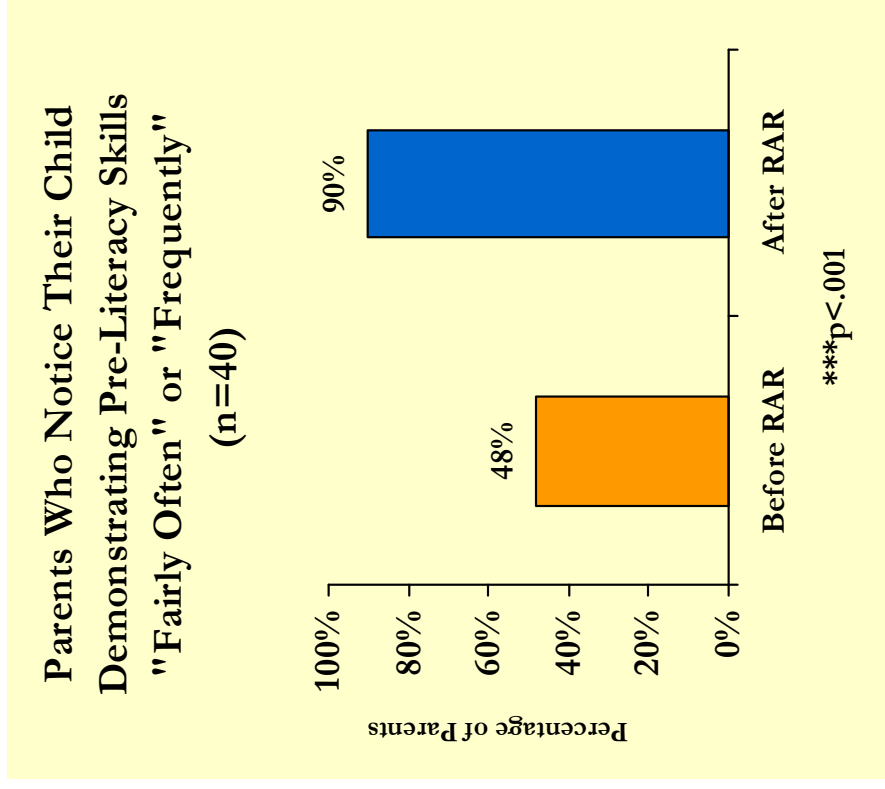
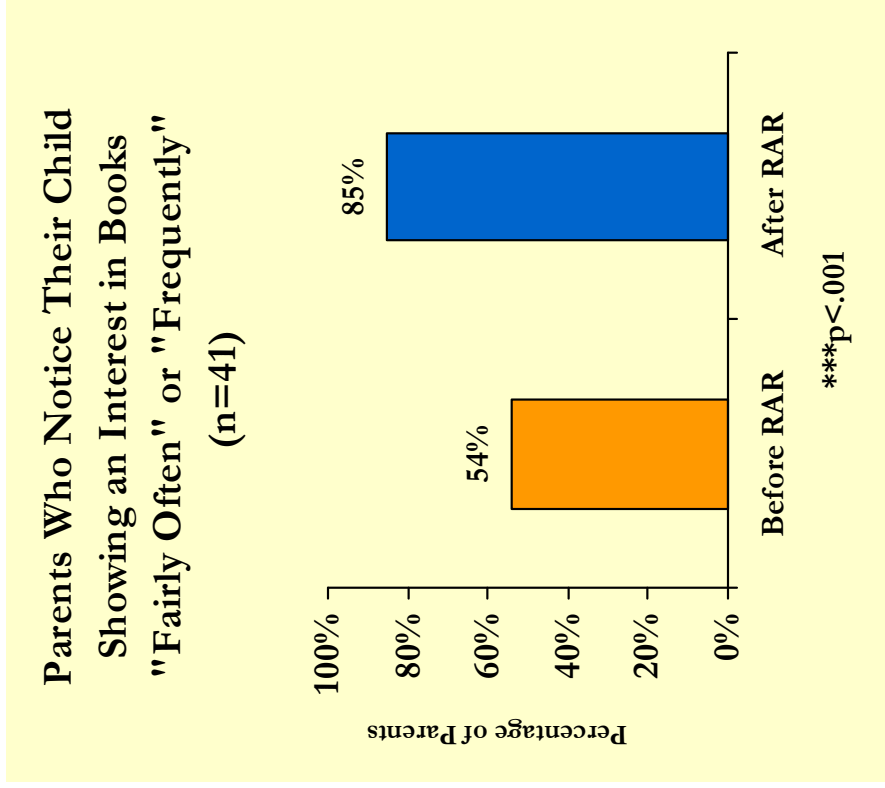
---

- Interviewee parents have between one and four children, nearly half (49%) of whom parent two children.
- 81% of interviewee parents have children who are first-time participants of Raising a Reader.

# Raising a Reader: 1

## Parent Education of Pre-Literacy Skills

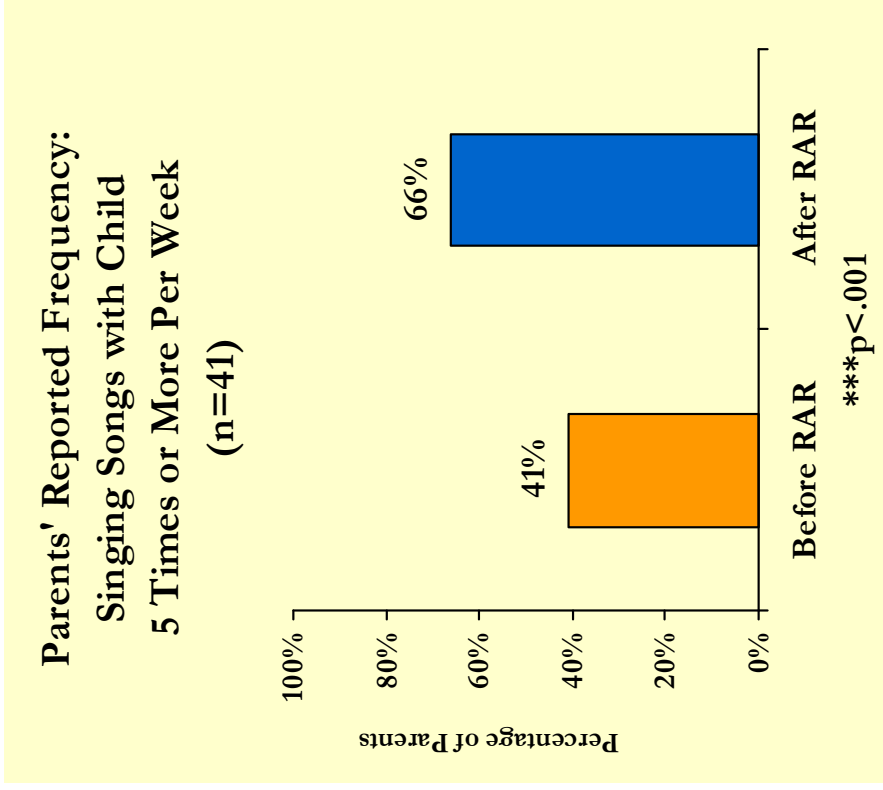
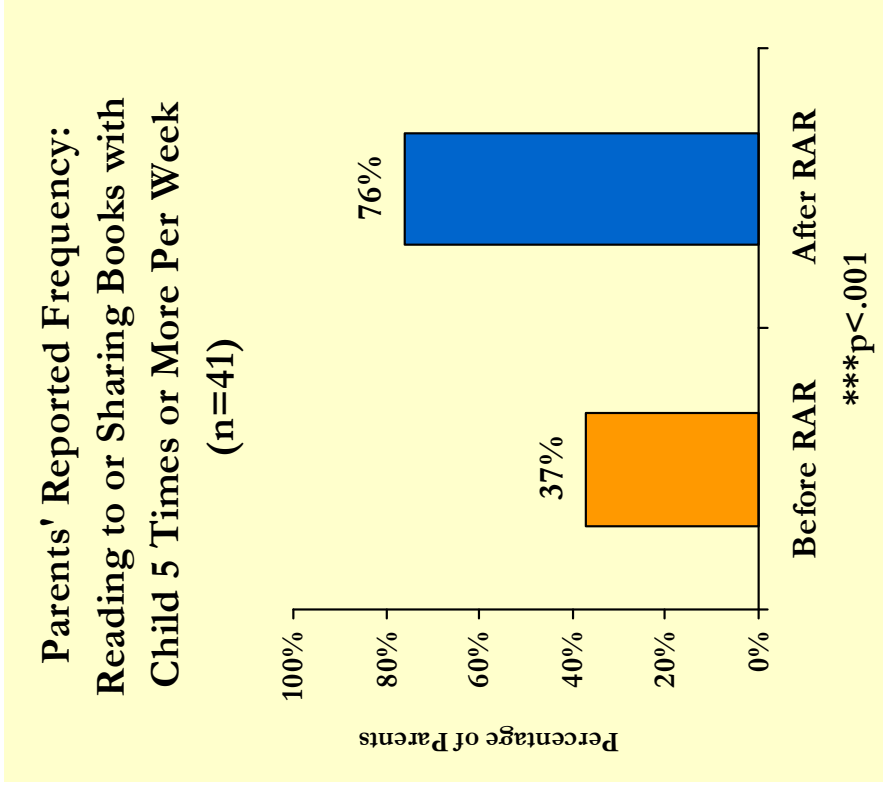
---



# Raising a Reader: 2

## Parent Education of Pre-Literacy Skills

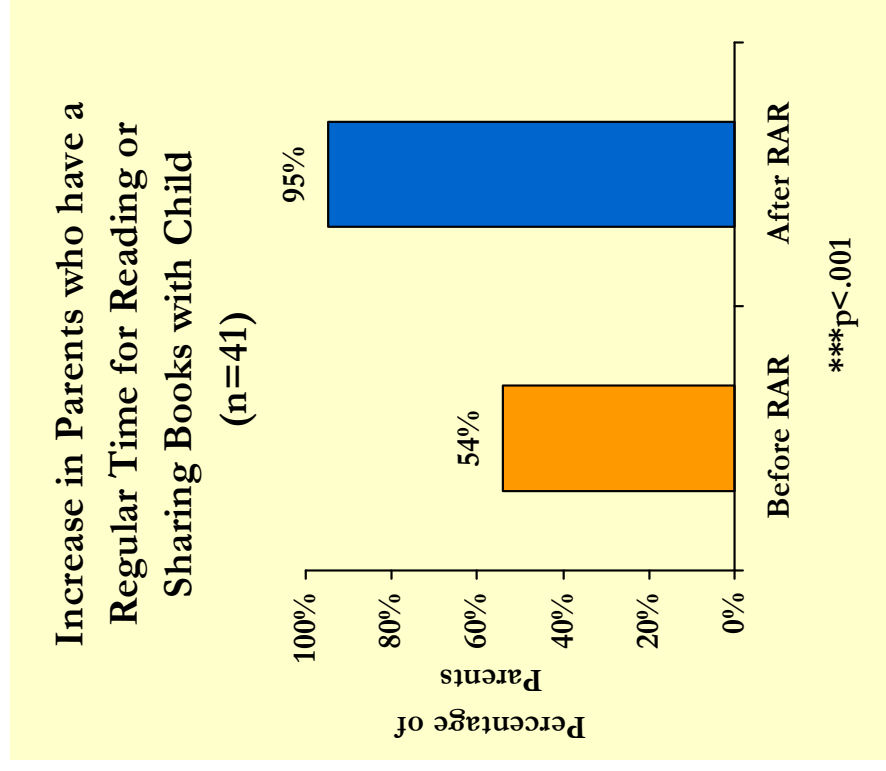
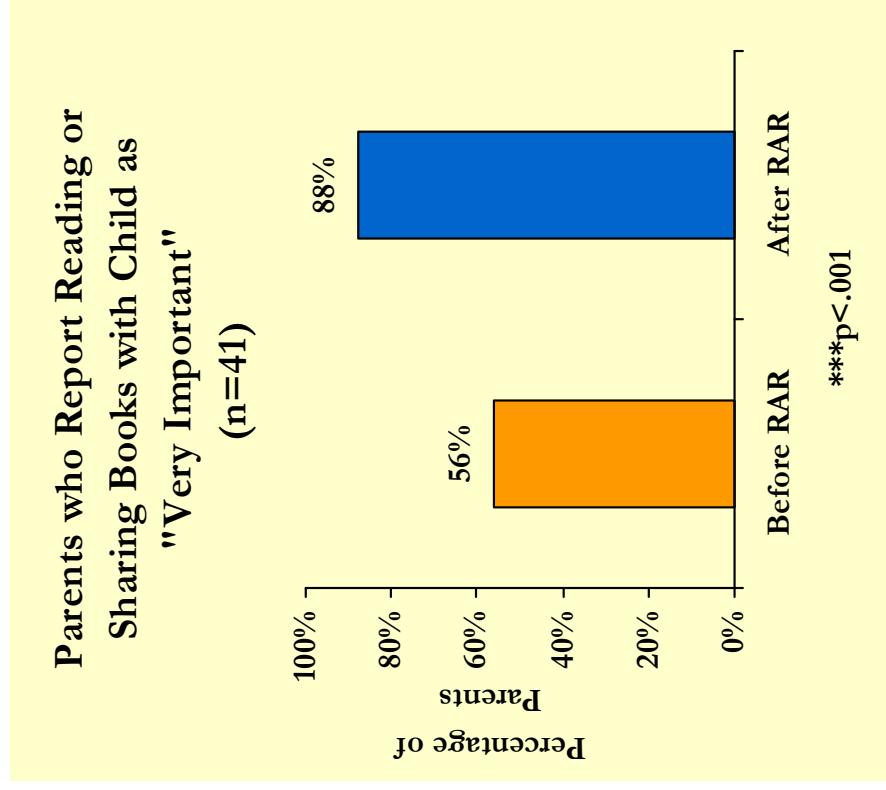
---



# Raising a Reader: 3

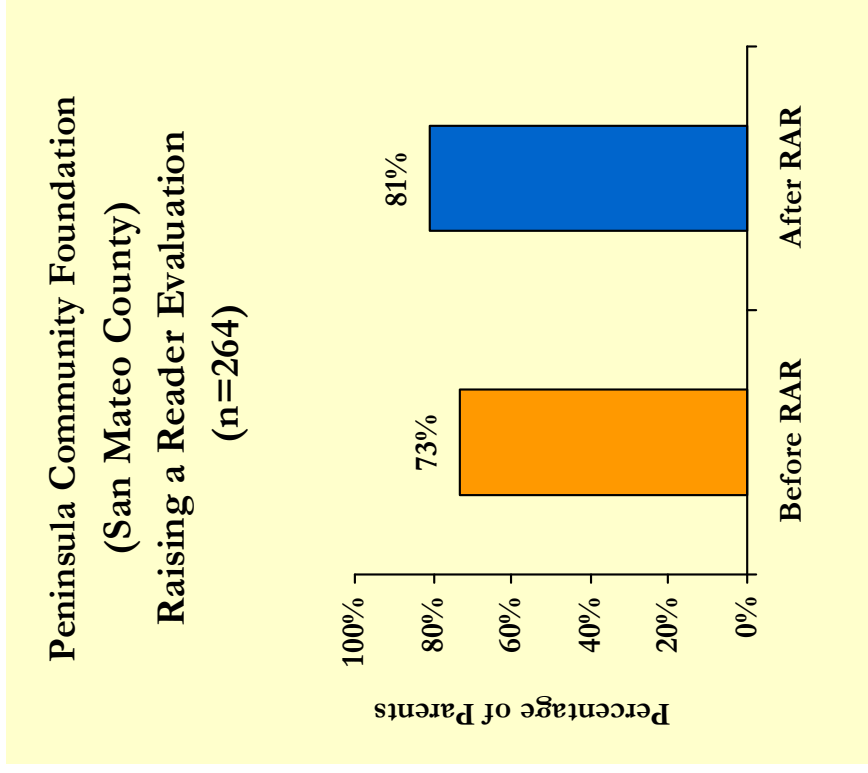
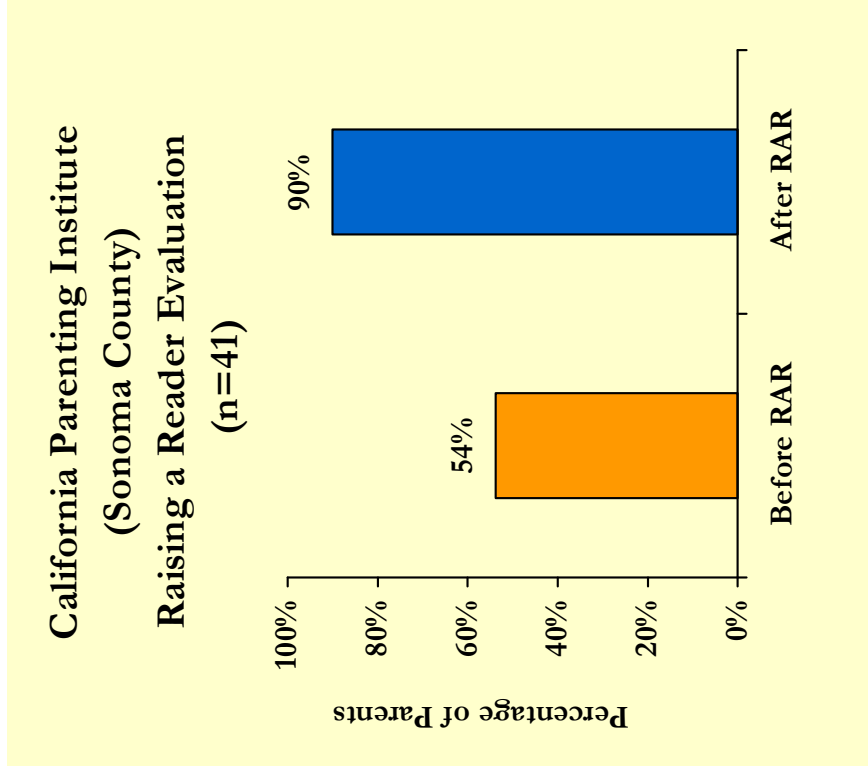
## Parent Education of Pre-Literacy Skills

---



# Raising a Reader: 4 Reading to Child 3x or More Per Week\*

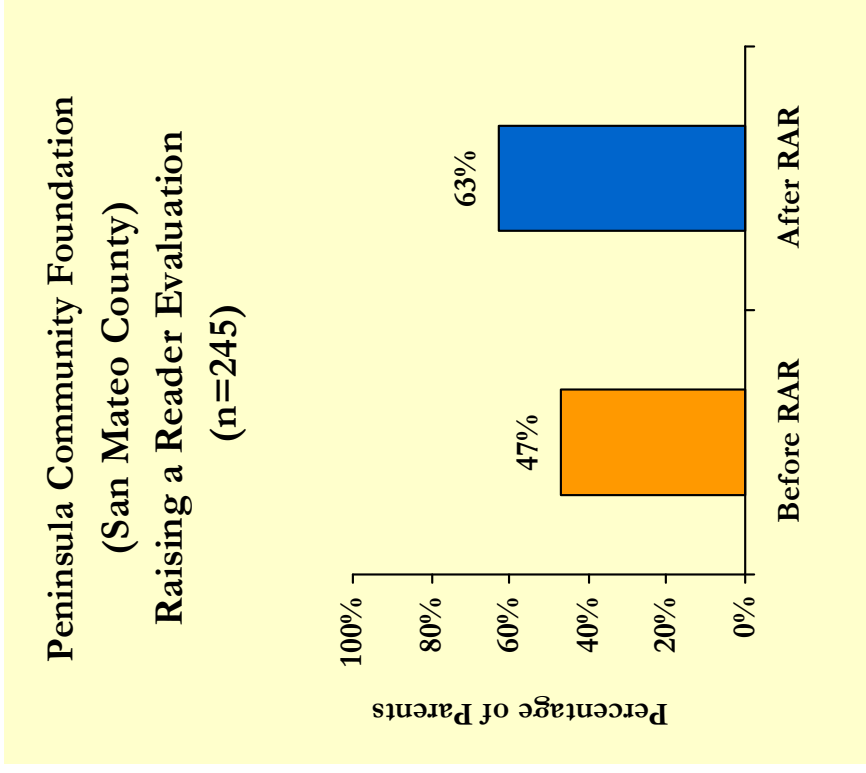
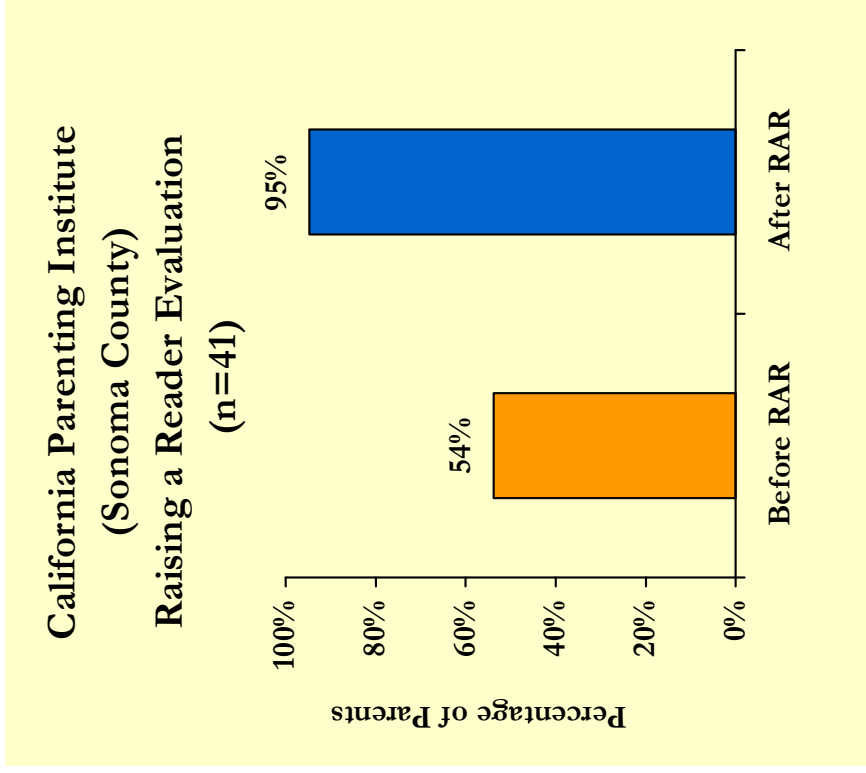
---



# Raising a Reader: 5

## Children who have a Reading Routine at Home Each Day\*

---





## Raising a Reader

# Parent Education and Satisfaction

---

- 83% say they started doing new reading or literacy activities with their child while they were involved in the Raising a Reader program.
- Of these parents who began literacy activities while in the program, 85% continue to do these activities with their child.
- 100% of respondents would recommend Raising a Reader to a friend or family member.

## Raising a Reader

# Parents Report New Literacy-Building Activities

---

### **Allowing the child to “read” books to the parent**

- “She pretends to read to me, and then I read to her. She observes how her teachers at school do it and imitates them by pointing out with her finger.”
- “I read to her first and then I ask her to read to me. She can’t read, but she ‘reads’ them to me by looking at the pictures or she memorizes the stories I tell her. We practice a lot on the names of colors and letters.”
- “I read to her and she follows along with me looking at the pictures and asks questions related to the reading. When we are done, she reads the book again in her own way and reads to me.”

## Raising a Reader Parents Report New Literacy-Building Activities

---

### **Sharing conversations about books and stories**

- “Before we didn’t talk about the book, and now we talk about it.”
- “I ask my child to tell me what they read about or, to see if she was really paying attention, I ask her to draw something that she remembers from the book or story.”
- “We do a lot of question and answer activities where we ask each other about the reading.”

## Raising a Reader Parents Report New Literacy-Building Activities

---

### **Reading as a family activity**

- “We read the books and he also reads them with my husband and his older brother.”
- “I have my children read together.”
- “We look at the Spanish books together and tell stories that are creative.”

# Raising a Reader Parent-Identified Changes in Children

---

Since participating in Raising a Reader, parents identified changes they have seen in their child as a result of reading to him/her.

<b>Parent-Identified Areas of Child Improvement</b>	<b>Percentage of Participants (n=41)</b>
Interest and Dedication to Reading	49%
Pre-Kindergarten Skills	44%
Attention and Focus	34%
Creativity and Imagination	22%
Language Acquisition	15%
Self-Esteem	5%

\* Responses fell into multiple categories, thus percentages add up to more than 100%.

# CPI's Early Literacy Programs

---

## Reach Out and Read

- National model
- At children's well-child appointments, doctors and medical providers give books and advice to parents on the importance of reading to their children
- CPI's role with the program is to provide these free books through 8 children's medical clinics and hospitals in Sonoma County

# Reach Out and Read Service Characteristics

Clinic Name	Number of Participating Medical Providers	Number of Books Distributed
Southwest Community Health Center	2-6	1,475
Sonoma County Indian Health Project	10-12	1,573
Roseland Children's Health Center	3-6	1,135
Petaluma Health Center	6-11	1,594
Sutter Family Practice Center of Santa Rosa	36-42	1,850
Kaiser Permanente Santa Rosa	13-19	13,106
West County Health Center	11	434

# Collaborative Partners

---

- ❑ CPI trained one Kaiser Permanente doctor on the Reach Out and Read (ROR) program. This doctor trains other providers at all of the 8 clinics throughout the county.
- ❑ Kaiser Permanente's staff is active in promoting ROR and in fundraising. It acts as a model for other programs.



# Leveraging First 5 Sonoma Funds

---

- The Loving Books Together contract represents 80% of the early literacy programs budget.
- Through receipt of First 5 funding, the program has been able to leverage an additional \$20,000.
- CPI receives donated new and used books, program volunteers through the Volunteer Center and other in-kind services as well.

# Collaborative Partners

---

- Community Action Partnership (CAP) has already committed to having the Raising a Reader program in each of its 14 Head Start sites. It has recently committed to fund replacement costs such as new books and bags and has incorporated these costs into its program budget.

## Summary of Key Findings

---

- *CPI has successfully attracted its target population, Spanish-speaking parents of children ages 0-5*
- *Literacy Fiestas and Raising a Reader deliver similar content but a Literacy Fiesta is a one-time event and Raising a Reader is a weekly program delivered over the course of an entire school year*

## Summary of Key Findings

---

- *Both programs achieved similar positive outcomes but parental change is more profound in Raising a Reader participants*
- *Literacy Fiestas are organized organically by the parents themselves and are important in filling a gap by providing services to those families who are hard to reach through Head Start programs and other more traditional settings*

# Recommendations

---

- *CPI should invest in a data collection system, including a database, in order to track participant-level data for its early literacy programs*
- *Specifically, CPI and its partnering sites should track the number of bags and books that end up in homes through the Raising a Reader program*



# Questions?

---