



INDEPENDENT EVALUATIONS SUMMARY
1999-2017

Raising A Reader

Independent Evaluations Summary

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Program Description

Raising A Reader (RAR) has a 20-year history of delivering a proven, evidence-based family engagement and early literacy program for children ages 0-8. The program fosters healthy brain development, parent-child bonding and development of early language and literacy skills that are critical for a child’s academic and life success by engaging parents in a routine of “book cuddling” with their children. Efforts are focused particularly in areas where issues of poverty, low education, language barriers, and a lack of interest in reading are prevalent. The mission of RAR is to substantially increase the number of families that share books and stories with their children frequently and routinely each week.

Raising A Reader was created in 1999 as a response to a national crisis: one in three children enter kindergarten lacked basic pre-reading skills (Carnegie Foundation for the Advancement of Teaching Report, 1991). Since its first pilot in San Mateo, CA, RAR has served over 2 million children and has now expanded its reach to over 3,000 sites across 40 states in the nation. Unfortunately, however, the crisis in early childhood first identified 20 years ago still exists in the US today. A research report published by the Annie E. Casey Foundation confirms that early-grade reading proficiency continues to be low, especially for those children who are from low-income families and families of color (Fiester, 2013). Children from high-poverty families and neighborhoods typically enter kindergarten 12 to 14 months behind the national average in pre-reading and language skills (Fiester, 2013; Hernandez, 2012).

The value of Raising A Reader's mission is amply validated by 30 years of academic research. The support and activity of parents is essential in early learning (Shonkoff & Phillips, 2000; Weiss, Caspe & Lopez, 2006; Halgunseth, Peterson, Stark & Moodie, 2009), particularly through creating literacy-rich home environments (Dickinson & Tabors 1991; Edwards 1991; Payne, Whitehurst & Angell, 1994; Saracho 1997; Storch & Whitehurst, 2001; Se'ne'chal, 2006; Burgess & Fischel 2008), such as having books in the home (Evans, Kelley, Sikora & Treiman, 2010) and engaging in activities like reading aloud to their children (Lamb, 1986; Lonigan & Whitehurst, 1998; Whitehurst, Falco, Lonigan, Fischel, DeBaryshe, Valdez-Menchaca & Caulfield, 1988; Wasik & Bond, 2001; Justice & Ezell, 2002; Hill-Clark 2005; Mol, Bus, de Jong & Smeets, 2008). Children of parents who have little knowledge of the importance of literacy or the experience of how to create a literacy-rich home environment (Hart & Risley, 1995; Hart & Risley, 2003; Bracken & Fischel, 2008; Fernald, Marchman & Weisleder, 2013; Snow, 2013) are at much greater risk of lower literacy skills which, initially, negatively impacts school performance and, ultimately, reduces family stability, earnings potential, even longevity. (Schweinhart, Barnes, & Weikart, 1993; Reynolds, Temple, Robertson & Mann, 2001, Barnard, 2004) Research shows that a high percentage of these children who enter school behind stay behind, never developing strong reading skills essential for life success.

In its work to address this literacy gap, RAR designed a program that is implemented through a train-the-trainer model in a variety of early childhood, school age, and family education settings. We work with organizations responsible for childcare and education to conduct caregiver workshops and distribute red bags containing 3-4 books for children to take home and ask to have read to them by their caregiver. Each week, children return the books and are given a new set of books to take home in their red bag. At the end of 13-26 weeks, children "graduate" from the program and are given their very own Blue Library Bag, with their own library card inside, to keep.

Theory of Change

Raising A Reader seeks to shift the family dynamic to drive better literacy outcomes and has structured its program to deliver maximum benefit for these parents and children through reliance on three overarching principles:

Leveraging – not fighting – human nature...

The child drives the process. Children are excited and curious about Raising A Reader's bright Red Book Bag this bag that is given to them. They naturally want to explore what it contains. When a child is excited and curious about the beautiful books in the bag she

brings home each week, she will enthusiastically insist that loved ones to share them with her over and over again.

Parents are empowered with the knowledge and resources they need. Family-friendly research-based practices help caregivers overcome any of their own anxiety and encourage them to play an active role in their child's development through "book cuddling". We focus on supporting shared exploration of books, its story or its pictures – no reading is required. Parents of all reading levels become inspired to engage in "read aloud" with their children, whether through reading the words or reading the pictures.

Making this easy...

Repetition is a key foundational element of Raising A Reader's program – reading needs to be established as a behavior to drive long-lasting outcomes. New habits can be fragile and get derailed with small impediments. Parent fear, teacher overload, and inconsistent application can all compromise the benefit of introducing shared reading to families.

Raising A Reader works with each agency to identify books that are right for their community and provides tools and training to agencies to work directly with parents to help them build shared reading habits. Raising A Reader's weekly book bag delivery system is turnkey. Books and materials arrive ready to use, making implementation easy for teachers. Raising A Reader shares best practices across all Affiliates to ease maintenance hiccups. And finally, the program is accompanied with assessment tools to measure effectiveness, which is a key driver for continued investment.

Supporting long term change...

Before the program cycle ends, families are connected to their local and/or school libraries and children receive a Raising A Reader Blue Library Bag that is theirs to keep and use to carry library books. By offering a concrete mechanism for a family to continue their book cuddling habit, Raising A Reader's impact is sustained over time.

Raising A Reader is aligned to meet many organizational, federal, and state program performance goals, including Head Start and Common Core Standards as well as ESSA provisions.

In its 20 years, Raising A Reader has been part of 39 program evaluations - all of which show in some way that we help our families have more robust home-reading habits and our children have higher school readiness and better language skills.

Overall Summary of Impact Studies¹

Of the studies conducted to evaluate the Raising A Reader program, 34 have examined changes in the home literacy environment for children. 8 studies have focused on or included measures of the impact of the Raising A Reader program on children's literacy skills.²

Evaluation of home literacy environment

Measures of the changes in the home literacy environment are typically gathered through a survey sent to parents before the Raising A Reader program is introduced to them and after the program has completed. The gap between pre and post administration of the survey ranges from 6 months to 1 year. There is a fair amount of variation in what questions are posed to parents from independent evaluators; however, Raising A Reader has worked with these researchers to test a certain set of practical indicators of high-quality family reading behaviors whenever possible.

While not every study asked a question corresponding to a key indicator, many did and found positive results:

- Increases in children's interest in books – 11 studies found a significant increase in the number of children spending time looking at books (and pretending to read books) on their own, asking questions during book sharing or generally perceived by parents as enjoying reading.
- Number of times a week an adult read to the child –26 studies call out a statistically significant increase in the number of families who report reading to their children from before being a Raising A Reader family to after. The largest gains occurred in parents' report of reading to their children "at least three times a week," with some families reporting increasing reading to "at least five times a week."
- Increase in the time spent reading per session – 9 studies capture data suggesting that families are reading longer per session after Raising A Reader.
- Increase in shared reading behaviors such as pointing out pictures, sharing a book multiple times, asking questions of the child, using voices for characters, allowing the child to point out items or pretend to "read" - 11 studies reported significant, positive changes in the quality of parent interactions during reading time.

¹ The following summary is meant to call out highlights or areas covered by reports. It is not meant to provide a statistically rigorous meta-analysis.

² Although Raising A Reader expanded its program in 2014 to include children in grades 1 -3, most of the studies (all but three) looked at results with Raising A Reader's original program target, children aged 0 – 5.

- The family has an at-home reading routine – 16 studies identify a statistically significant increase in families establishing consistent at-home reading routines (e.g. a story right before bedtime).
- Increased usage of the library or increase in the frequency of visits to the library – 15 studies found statistically significant increase in visitation to or usage of public and school libraries, including checking out materials, participating in library story time and getting a library card, following Raising A Reader.
- The number of children’s books at home – 14 studies report a statistically significant increase in the number of families with more children’s books at home. The threshold values varied by study, with significance reported for more than 3, 6, or 20 books in the home.
- Change in parent’s belief in the importance of literacy – 10 studies found statistically significant changes in how parents perceive the importance of literacy and their role in it. It should be noted that parents’ ratings of the importance of literacy were often high prior to RAR, but still increased after the program, averaging above 9 on a 10 point scale.

Recent work with Child Trends, a nationally recognized education policy and research firm, has established a method to look at performance across indicators to offer a composite benchmark that can be used to identify overall impact more clearly. Families who achieve the “high quality” benchmark on 5 or more of these behavior indicators are deemed to have developed the family habits that drive real improvement in their children’s literacy.

Indicator	Performance Metric	Benchmark
1. # of times child asks per week	Child Interest	5 times
2. # of times sharing books per week	Reading Dosage	3 times
3. # of minutes sharing per week	Reading Dosage	60 minutes
4. # shared reading behaviors ^a last session	Reading Quality	4 behaviors
5. Has a reading routine	Reading Quality	Yes
6. # of library visits last month	Access	1 visit
7. # of books at home	Access	More than 10
Composite Benchmark		
# of benchmarks met	Family Reading Behaviors	5 or more benchmarks ^b

^a Shared reading behaviors include: parent lets child choose what to read, child pays attention, parent asks child questions about story, child turns pages of book, child asks questions about book, child reads or tells story about pictures, child asks to read book again, parents used different voices for different characters, parent and child talked about new words.

^b Meeting at least 5 benchmarks is considered “high” on the Composite Family Reading Benchmark; meeting 3-4 benchmarks is considered “medium”; meeting fewer than 3 benchmarks is considered “low.”

Based on a wide-scale review of Raising A Reader programs touching close to 3500 children in Baltimore MD, Phoenix AZ and Chelsea and Revere MA, Child Trends

determined that 33% of “at-risk” families who participate in a Raising A Reader program shift behavior significantly enough to alter the child’s literacy outcome.

Additional benefits

In addition to looking at the impact of the program overall, some studies have looked at other questions of interest. While not extensively represented in the range of studies, these individual inquiries nonetheless suggest additional benefits in the Raising A Reader approach.

- One study was able to look at the difference in impact from a program that offered a point-in-time intervention versus the focus on habit formation of Raising A Reader. This study suggested that the longer-term habit development focus drove twice the impact realized with a single intervention.
- Several studies looked at the differences in impact between native English and English learning populations. All of these 6 studies showed that English learners experienced greater gains from Raising A Reader (though one showed only a weak effect). One study went so far as to suggest that Raising A Reader could play a critical role in closing the skills gap between these two populations.
- Different cultures appear to have different literacy traditions and some studies note that culture subgroups within Raising A Reader populations experience more significant changes in family habits following the program. One study found that the number of books in the home increased only for families in the program who were African American. Another found greater changes in increased number of books in the home and parent knowledge of the importance of reading for Native Americans relative to the overall population served. Still one more noted greatly increased dialogic reading behaviors among Cantonese-speaking families.
- Similarly, several studies affirmed the greater impact of Raising A Reader on families of lower incomes (typically defined as below either \$20,000 or \$40,000 a year) and less education. This is often due to the fact that middle income and families headed by more educated parents were beginning from a higher baseline, exhibiting some literacy habits already.
- 6 studies called out the fact that Raising A Reader impacted the entire family. Fathers, grandparents, cousins and older siblings all became involved in shared reading as a result of the program. While not quantified by any study, it is clear from verbatims that involving parents and grandparents who themselves face literacy challenges drove adult literacy gains as well as improved literacy for the child.

- One study specifically noted that the love of books created by Raising A Reader was driving a choice of reading over watching television for entertainment.
- Two studies examined the relationship between the fidelity/quality of implementation of Raising A Reader with outcomes and found a positive correlation. This suggests that the formal nature of the turnkey solution, created by an organization that focuses on ease of implementation and continuous broad evaluation/improvement, is valuable.

Collectively, the findings allow us to conclude that a substantial number of targeted families is positively and meaningfully impacted by Raising A Reader.

We would be remiss if we didn't point out that most of the data on the home literacy environment is self-reported and the pre/post methodology does lend itself to potential bias (families with a positive Raising A Reader experience are potentially more inclined to provide the final post survey, e.g.). To bolster our confidence in the validity of the survey findings, we can turn to positive evaluations of the hard literacy skills of children participating in Raising A Reader compared to their peers who have not been a part of the program.

Evaluation of literacy skills

8 studies offer a more unbiased review of the impact of Raising A Reader through a focus on evaluating the literacy skills of children who participate in the program. In each case, Raising A Reader children performed better than their peers who had not been in the program or than the national average.³

In addition, one study was able to review 4 years' worth of longitudinal assessment data, and while offered with caveats due to data quality, did suggest that there was evidence in the assessments not only of superior performance by Raising A Reader children but also of the longevity of the skill gain. Whereas most children exhibit random variation in tested skills over a multi-year period, the consistency of skill presentation by the Raising A Reader population was noteworthy.

Tests used to gauge literacy skills vary from study to study. Descriptions taken from the test creators are:

- FACES (Head Start Family and Child Experiences Survey)
(more info: <https://www.acf.hhs.gov/opre/research/project/head-start-family-and-child-experiences-survey-faces>)

³ It should be noted that one study (Evaluation 30) did not find significant improvement when Raising a Reader was implemented with the light touch family engagement model used by some of our Affiliates. The gains were seen in the group in which more family engagement training was offered.

Used by three studies. This test was “developed for Head Start and the United States Department of Health and Human Services by WESTAT, a national evaluation firm. The Head Start FACES tool is comprised of three sub scales:

1. Pre-reading. The pre-reading section evaluates whether a child knows the difference between letters and pictures and how English is read from left to right and top to bottom.
2. Comprehension. The comprehension section evaluates whether a child understands the feelings of the main character and the content of the story.
3. Book Knowledge. The book knowledge section assesses whether a child knows the front versus the back of the book, how to open a book to the first page to read, where the title of the book is located and what an author does.”

- PALS-PreK (Phonological Awareness Literacy Screening)
(more info: https://www.palsmarketplace.com/v/vspfiles/files/learn-more/PALS-Pre-K/PALS_PreK_Sample.pdf)

Used by one test. This is “a standardized literacy screening test designed by the state of Virginia to test students in prekindergarten through third grade. Other states, such as Wisconsin, also use PALS to assess young readers. PALS-PreK measures name writing, alphabet knowledge, beginning sound awareness, print and word awareness and rhyme and nursery rhyme awareness.”

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
(more info: <https://dibels.uoregon.edu/assessment/dibels>)

Used by two tests. “DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.”

- PPVT (Peabody Picture Vocabulary Test)
(more info: <https://www.nlsinfo.org/content/cohorts/nlsy79-children/topical-guide/assessments/peabody-picture-vocabulary-test-revised>)

Used by one test. PPVT "measures an individual's receptive (hearing) vocabulary

for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude."

- Others
One study used a measure created by the author and one study used assessment questions from a range of published measures.

Multiple studies conducted by different researchers in different contexts converge on a conclusion: Raising A Reader is positively correlated with higher literacy skills for children. This finding, combined with the overwhelmingly positive outcomes found in the home literacy environment evaluations, strongly suggests that the Raising A Reader program is a successful intervention.

When all of the elements in our program exist, we see real, positive change – families share books, children perceive reading books as pleasant not as a chore, and the entire community becomes involved in helping families sustain their literacy habit over time. Through creating a habit of book sharing in families, Raising A Reader supports the development of more literate children.

Selected Findings from Each Study

p values are reported where available. Studies with bold titles are available upon request.

Program Affiliate/Location+	n=	Selected Findings
1. Peninsula Community Foundation, San Mateo, CA (Pacific Consulting Group, 2000)	266	<p>1. In the overall group, four of six reading behaviors showed a significant improvement. Number of times a week an adult read to the child, the child has an at-home reading routine, the number of children’s books at home, and the frequency of visits to the library. (p < 0.05)</p> <p>2. Even though only one of the four books in the Red Book Bag in Spanish, the Spanish- speaking respondents showed a significant improvement in all four reading behaviors that improved in the overall group. (p < 0.05)</p> <p>3. The number of times a week the child reads to him/herself showed a significant improvement. (p < 0.10)</p>
2. Peninsula Community Foundation, Santa Clara, CA	467	1. Significant overall increase in frequency of reading to or sharing books with child 3 times or more per week;

(Pacific Consulting Group, 2001)		<p>from 50 to 66%. (p < 0.05)</p> <p>2. Significant overall increase in the frequency of library usage from 17 to 32%. (p < 0.05)</p>
3. Peninsula Community (Pacific Consulting Group, 2001)	496	<p>1. Significantly higher performance in book knowledge, comprehension, and pre-reading knowledge of English speaking children participating in Raising A Reader on the FACES assessment compared to national norms. (p < 0.05)</p> <p>2. Significantly higher performance in book knowledge, comprehension and pre-reading knowledge of Spanish-speaking children on the FACES assessment compared to national norms. (p < 0.05)</p> <p>3. Significant increase in performance on FACES in book knowledge and comprehension when compared to local Head Start children who did not participate in Raising A Reader. (p < 0.05)</p>
4. Raising A Reader of Sonoma County, CA (The Christopher Group, 2002)	113	<p>1. Significant increase in frequency of father/stepfather, grandparents, and brother/sister reading to the child. (p < 0.05)</p> <p>2. Significant increase in families' use of the library for listening to story time with library staff. (p < 0.05)</p>
5. United Way of the Bay Area, San Francisco County, CA (Applied Survey Research, 2003)	214	<p>1. On the FACES individual subscales, Raising A Reader children had substantially higher pre-literacy scores than children without the program. Raising A Reader children had adjusted mean scores that were 58% higher in pre-reading, 27% higher in story comprehension and 16% higher in book knowledge than San Francisco children without the program.</p> <p>2. The Parent Survey showed a dramatic increase in the percentage of parents who read to their child five or more times a week, from 7% in the pre-survey to 37% in the post-survey.</p>
6. Home Visiting Nurses, Santa Clara, CA (Pacific Consulting Group, 2003)	198	<p>1. 12% increase in frequency of reading or sharing stories with child. (p < 0.10)</p> <p>2. 18% increase in establishing regular routine for reading with child. (p < 0.05)</p>

<p>7. Roaring Fork Raising A Reader, Roaring Fork, CO (Pacific Consulting Group, 2005)</p>	<p>137</p>	<p>1. Percentage of parents reading or sharing books three or more times per week increased from 70 to 84%.</p> <p>2. Percentage of parents who have a regular or routine time to share books increased from 65 to 77%.</p>
<p>8. United Way South Hampton Roads, VA (PALS Pre-K Head Start, 2005)</p>	<p>120</p>	<p>1. Increase from 31 to 81% performance on print and word awareness subtests of PALS.</p> <p>2. Increase of 322% in the number of children who met or exceeded the PALS pre-k letter sounds subtest. (From 23 to 97 students.)</p> <p>3. Increase of 112% in number of students who met or exceeded the PALS pre-k beginning sound awareness subtest.</p>
<p>9. Multnomah County Public Library, Portland, OR (Essential Services, Beaverton, OR, 2006)</p>	<p>33</p>	<p>1. Increased paternal participation in reading activities.</p> <p>2. Overall increase in parent knowledge of why literacy is important.</p> <p>3. Increased awareness of culturally diverse topics and range of potential materials.</p>
<p>10. First 5 Sonoma County Children and Families Commission (Lafrance Associates now LFA Group, 2006)</p>	<p>41</p>	<p>1. Significant increase in the percentage of parents who have regular reading time with their child (41%). (p < 0.001)</p> <p>2. A little over half of parents said that they thought it was very important to read to their children before Raising A Reader, and 88% said that they thought it was very important to read to their children after Raising A Reader.</p>
<p>11. Catholic Charities, Santa Clara County, CA (Deanne Perez-Granados, Lynne Huffman, & Marcia Latzke, CA State University Monterey Bay, Stanford University, Children’s Health Council, 2007)</p>	<p>74</p>	<p>1. Number of days per week mom reads to the child had a positive change score of .73 for Raising A Reader families.</p> <p>2. Raising A Reader families tended to take their child to the library more often, and had a mean change score of .54 vs. .45 for control families.</p> <p>3. Raising A Reader families felt that reading/book-sharing was important for their child.</p>
<p>12. First 5 San Joaquin (Harder + Company</p>	<p>581</p>	<p>1. Nearly three-quarters (70.5%) of parents reported reading to their child at least five days a week after</p>

<p>Community Research, 2007)</p>		<p>participating in the program, compared with less than half (46%) at the start of the program.</p> <p>2. Significantly fewer parents reported never reading to their child prior to Raising A Reader (28.7%) than subsequent to participating in the program (6.4%). ($p < 0.05$)</p> <p>3. Most children (88.3%) had at least six age-appropriate books available to them after Raising A Reader, whereas approximately two thirds (68.2%) reported six books prior to Raising A Reader. The proportion of children who had fewer than three books at home was nearly eliminated, dropping from 11.9% to 2.6% of respondents.</p>
<p>13. Multnomah County Public Library (Public Policy Research, 2007)</p>	<p>1586</p>	<p>1. Book sharing 3x per week increased from 52% to 82%.</p> <p>2. Percentage of children who spent time looking at books three times per week increased from 53% to 86%; with an additional increase from 52% to 84% asking for books to be read to them three times per week.</p>
<p>14. Oklahoma Child Care Resource & Referral Association (Bentham & Associates, 2007)</p>	<p>313</p>	<p>1. Proportion of Native American families reporting that they had a regular routine time for reading increased from 54 to 72%.</p> <p>2. Significant increase in the number of books in Native American homes and perceived importance of reading and sharing books. ($p < 0.05$)</p>
<p>15. Roaring Fork Raising A Reader, Roaring Fork, CO (Pacific Consulting Group, 2007)</p>	<p>285</p>	<p>1. The percentage of parents who read or share books with their children three or more times a week significantly increased by 7 percentage points, from 74% to 81%.</p> <p>2. The percentage of parents who use any library services significantly increased by 17 percentage points, from 72% to 89%.</p>
<p>16. First 5 Shasta, CA (Evaluation Solutions, 2007)</p>	<p>47</p>	<p>1. There was a significant increase in respondents reporting spending time reading or sharing books with their children 3 or more times a week.</p> <p>2. There was a significant increase among respondents reporting having a regular time for reading. This</p>

		increase was even greater for respondents with a high school education or less.
17. First 5 San Joaquin, CA (Harder + Company Community Research, 2008)	1628	<p>1. Significantly more parents reported reading to their child most days of the week after participating in Raising A Reader.</p> <p>2. While a higher proportion of both English Learner and English Proficient families read to their child after participating in Raising A Reader, the increase among English Learner families nearly doubled.</p>
18. First 5 Shasta – McConnell Foundation (Evaluation Solutions, 2008)	2976	<p>1. A significant increase in the number of books parents reported having in the home with 5% more parents reporting having over 10 children’s books in the home. (p < 0.01)</p> <p>2. Parents reported reading or sharing books with their children more frequently, three or more times a week by the post-test. (p < 0.03)</p> <p>3. More parents reported increasing their reading time to 20 minutes or more. (p < 0.01)</p>
19. First 5 San Luis Obispo, CA (Thomas Keifer Consulting, 2008)	21	<p>Child behaviors indicating interest in reading and sharing books increased from pre- to post-survey: “My child turned the pages of the book” - 64% pre to 86% post; “My child asked questions about the book” - 3% pre to 38% post; “My child ‘read’ the book to me or told me a story about the pictures” - 5% pre to 19% post).</p>
20. First 5 Shasta, CA (Evaluation Solutions, 2008)	585	<p>1. There was a 15% increase in respondents reporting spending time reading or sharing books with their children 3 or more times a week. (p < 0.0001)</p> <p>2. There was a 5% increase among respondents reporting having a regular time for reading. (p < 0.019)</p> <p>3. There was a 5% decrease by the post-test in the number of respondents who said that their child did not all/rarely go to the library. (p < 0.009)</p> <p>4. By the post test, parents noted the following changes that they had made because of their experience with Raising A Reader: 22% read more to their child; 17% chose different books; 14% read for longer periods of</p>

		time; and 11% said they cuddled more when they read.
21. Multnomah Public Library, Portland OR (NPC Research, 2008)	404	<p>1. Reading at least 3 times per week increased by 46% over the previous level.</p> <p>2. Parents reported using positive read aloud practices 63% more than before Raising A Reader.</p> <p>3. After Raising A Reader, children chose to read books 33% more often than other activities with an increase of 31% in frequency of asking to be read to.</p>
22. Seattle Public Library Foundation, WA (Organizational Research Services, 2008)	190	<p>1. Significant increase in the number of parents who recognize the importance of sharing books to increase reading readiness. ($p < 0.001$)</p> <p>2. Significant increase in exposure to books and everyday use of literacy activities. ($p < 0.001$)</p>
23. North Carolina Partnership for Children-Smart Start (Frank Porter Graham Child Development Center, University of North Carolina, 2009)	662	<p>1. Significant increase in the number of children's books in minority households following Raising A Reader. This was primarily true for African American parents and parents of children in classes with high subsidized care enrollment.</p> <p>2. Significant increase in girls sharing books with parents.</p>
24. First 5 Shasta, CA (Evaluation Solutions, 2009)	634	<p>1. More parents reported having a regular time for reading. ($p < 0.0001$)</p> <p>2. More parents reported reading or sharing books with their children more frequently, 3 or more times a week, by the post-test. ($p < 0.033$)</p>
25. Raising A Reader Massachusetts (Nonie Lesaux & Andrea Anushko, Harvard Graduate School of Education, 2010)	98 (parent data) 121 (child data)	Parents in the Raising A Reader group reported reading every day to their children more often than did parents in the comparison group at post-test.
26. Southwest Human Development Center, AZ (Mary Lou Fulton Teachers College, Arizona State University, 2013)	1000	<p>1. Having a reading routine increased from less than half of families (47%) to 86% by end of program.</p> <p>2. Number of parents reporting spending 11-30 minutes reading increased from 35% to 53%.</p> <p>3. 90% of parents participating in program reported</p>

		<p>child requests to be read to.</p> <p>4. Non-mothers were as successful as mothers in supporting and developing reading routines with their children.</p> <p>5. Statistically greater impact was demonstrated with families who are Burmese, Nepalese, and French speaking.</p>
<p>27. Raising A Reader Aspen to Parachute (Garfield Re-2 School District and Garfield 16 School District, 2013)</p>	N/A	<p>Garfield Re-2 Schools (based in Rifle): Based on the Garfield County School District Re02 assessment that measures a child's preparation for reading success, Raising A Reader children in kindergarten scored 10 percentage points higher than non-Raising A Reader children.</p> <p>Garfield 16 School District (based in Aspen) By grade 3, children with a Raising A Reader background and support from the Colorado Preschool Program (CPP) significantly outscored non-Raising A Reader/CPP children on literacy proficiency. Only 27% of Raising A Reader/CCP third graders tested in the low literacy category.</p>
<p>28. Calhoun Intermediate School District (Western Michigan University-Jianping Shen, PhD, John E. Sandberg Professor of Education, 2013)</p>	300	<p>1. The percentage of families having more than 30 books at home increased from 50.2% to 60.2%. ($p < 0.001$)</p> <p>2. Parents/guardians who read to children for 10-15 minutes daily increased from 26.7% to 32.3%. ($p = 0.10$)</p> <p>3. Parents who asked children questions about books increased from 54.8% to 64% ($p = 0.005$) and children who asked questions about books increased from 55.1% to 62.7%. ($p = 0.017$)</p> <p>5. In comparison to non-Raising A Reader children, Raising A Reader children scored 4.6 points higher on letter identification (on a 54-point Likert scale), 4.6 points higher on sound identification (on a 54-point Likert scale), 5.1 points higher on concepts of print (on a 22-point Likert scale) and 1.4 points higher on Clay Read (on a 22-point Likert scale).</p> <p>6. Raising A Reader children from immigrant families</p>

		where English is not the primary language, showed an increase in vocabulary, language development and literacy skills.
29. Fayetteville State University (Shirley L. Chao, et. al, 2014)	148	<p>1. The percentage of families who had routines for sharing books with their children increased from 47% to 65%. (p < 0.05)</p> <p>2. Parents who asked children questions about books increased from 53% to 72%. (p < 0.05)</p> <p>3. Families who had more than 30 books in the home increased from 51% to 57%. (p < 0.05)</p> <p>6. The results of a pre/post PPVT (Peabody Picture Vocabulary Test) revealed positive effects following implementation of Raising A Reader. 68% of Raising A Reader children made significant gains in vocabulary based on the Pre and Post Growth Scale (GSV) while control groups showed only 39% of non-Raising A Reader children making significant gains.</p>
30. University of Texas Health Science Center, Houston TX (Jason L. Anthony, et. al, University of Houston, 2014)	617	<p>1. Raising A Reader + Family Engagement Workshops* demonstrated improved scores for English Speaking children on measures of oral language: Vocabulary (p < 0.05), Memory for sentences (p < 0.05), and Grammar (p < 0.05)</p> <p>2. Raising A Reader + Family Nights (FN) benefited children who started preschool lagging behind in school readiness on grammar and print knowledge (p < .05) suggesting that this Raising A Reader model offers hope for closing the achievement gap.</p> <p>3. It should be noted that this study did not find significant improvements for children in preschool classes who participated in Raising A Reader <u>without</u> the family workshops.</p> <p>*Raising A Reader + Family Engagement Workshops: Raising A Reader book bag rotation augmented with 4 family workshops that focused on research-based interactive reading strategies. This study did not find significant score effects when Raising A Reader was implemented without enhanced family training.</p>
31. Innovative Approaches	3,459	1. The percentage of families who shared books 3 or

<p>to Literacy Grant - Multistate (Child Trends, 2014)</p>		<p>more times per week increased from 61% to 78%. (p < 0.001)</p> <p>2. The percentage of families who spent 60 minutes or more sharing books increased from 41% to 59%. (p < 0.001)</p> <p>3. The percentage of children who asked to be read to 5 or more times per week increased from 14% to 28%. (p < 0.001)</p> <p>4. The percentage of families who had routines for sharing books with their children increased from 25% to 38%. (p < 0.001)</p> <p>5. Families who had more than 10 books in the home increased from 39% to 57%. (p < 0.001)</p> <p>6. Of the 1,307 families in the priority population (with little to no pre-existing literacy habits), 33 percent reached the highest category of family reading performance by the end of the program year. This number rises to 52% with additional parental instruction.</p>
<p>32. Southwest Human Development, AZ (Mary Lou Fulton Teachers College, Arizona State University, 2014)</p>	<p>911</p>	<p>1. 74% percent of parents or guardians reported that they or someone in their households read to their children four or more times in a week (compared to 44% prior to participation). (p values not reported but study notes that all changes were significant)</p> <p>2. Only 2% parents or guardians reported that their children did not enjoy reading after the program, compared to 11% prior to participation. 79% of families reported their child “definitely enjoys” reading, up from 55% at the study start.</p> <p>3. Over half of the respondents reported an increase in the number of books in their homes.</p> <p>4. 52% of the families visited the library at least once in the previous week, compared to 35% before the program began.</p>
<p>33. San Diego Unified</p>	<p>62</p>	<p>1. The percentage of parents who had a reading routine</p>

<p>School District (Child Trends, 2015)</p>		<p>increased in the treatment group (from 56% to 63%) but stayed the same in the control group (52%). (directional only given small sample size)</p> <p>2. There was a 20 percentage point increase in the percentage of treatment group parents who said they had more than 30 books in their home, while there was little change in the number of books control group parents reported having in the home. ($p < 0.10$)</p> <p>3. The percent of parents who reported that their child read the book or told a story about the pictures and who talked about new words in the treatment group increased more than in the control group (increases of 20 percentage points vs. 10 percentage points and 23 percentage points vs. 15 percentage points, respectively) (directional only given small sample size)</p>
<p>34. Southwest Human Development, AZ (Mary Lou Fulton Teachers College, Arizona State University, 2015)</p>	<p>1128</p>	<p>1. 72% percent of parents or guardians reported that they or someone in their households read to their children four or more times in a week (compared to 45% prior to participation). (p values not reported but study notes that all changes were significant)</p> <p>2. Only 2% parents or guardians reported that their children did not enjoy reading after the program, compared to 13% prior to participation. 74% of families reported their child “definitely enjoys” reading, up from 53% at the study start.</p> <p>3. Over half (55%) of the respondents reported an increase in the number of books in their homes.</p> <p>4. 51% of the families visited the library at least once in the previous week, compared to 32% before the program began.</p>
<p>35. First 5 San Joaquin (Harder + Company Community Research, 2016)</p>	<p>1106</p>	<p>After the program:</p> <p>1. 11% more families had 10 or more books in the home after the program ($p = 0.000$)</p> <p>2. 19% more parents read to their child on most days/every day ($p = 0.000$)</p> <p>3. 7% more parents visited the library with their child in</p>

		<p>the last month (p=.000)</p> <p>4. Gains among English learners were higher than for English speakers.</p>
<p>36. Raising A Reader Aspen to Parachute (Garfield Re-2 School District, 2016)</p>	NA	<p>Using DIBELS (Dynamic Indicators of Basic Early Literacy Skills):</p> <p>1. Among children who scored at or above “national expectations for reading success,” the percentage of <u>prepared</u> students in the Raising A Reader cohort was 12 percentage points higher than those in the non-Raising A Reader cohort.</p> <p>2. Among those in the category “far below expectations,” the percentage of <u>unprepared</u> students in the Raising A Reader cohort was 10 percentage points lower than those in the non-Raising A Reader cohort.</p>
<p>37. Southwest Human Development, AZ (Mary Lou Fulton Teachers College, Arizona State University, 2016)</p>	514	<p>1. Before participating in Raising A Reader, a majority (66%) of parents or guardians reported that they were “very confident” reading or sharing books with their children. After participating in the program, almost all parents or guardians (92%) reported that they were very confident reading or sharing books with their children. (p values not reported but study notes that all changes were significant)</p> <p>2. While a substantial majority of the parents or guardians reported reading to their children prior to participating in Raising A Reader, approximately half of the parents or guardians reported engaging with their child while reading. At the program’s conclusion, a larger number of parents or guardians reported that they asked their children questions about the story, their child asked questions about the story, or that their children “read” to them or told them a story about the pictures while reading.</p> <p>3. None of the parents or guardians reported that their children did not enjoy reading after the program, compared to 6% prior to participation. Eighty-seven percent of the parents or guardians reported that their children “definitely enjoyed” reading after participating in the Raising A Reader, compared to 58% before the program. (significance on this question couldn’t be</p>

		<p>tested due to an empty cell - in the post-program survey, none of the parents reported that their children do not enjoy reading)</p> <p>4. While most of the parents or guardians (71%) reported that their children asked to be read to or brought them books to share prior to participating in the program, fewer than half (46%) of families had a reading routine with their children. At the program's completion, 87% of parents or guardians indicated that they had a reading routine with their children.</p> <p>5. Eighty percent of parents or guardians reported that they or someone in their households read to their children four or more times in a week (compared to 50% prior to participation).</p> <p>6. The percentage of parents or guardians who took their children to the library also increased substantially from 41% before the program to 72% after the program.</p>
<p>38. Family Engagement Impact Project, San Mateo CA (Mathematica Policy Research, 2016)</p>	<p>450</p>	<p>1. Asking children questions while looking at books increased 12% among families engaged in Raising A Reader + Family Engagement Workshops.</p>
<p>39. Southwest Human Development, AZ (Mary Lou Fulton Teachers College, Arizona State University, 2017)</p>	<p>515</p>	<p>1. Before participating in Raising A Reader, a majority (67%) of parents or guardians reported that they were "very confident" reading or sharing books with their children. After participating in the program, almost all parents or guardians (92%) reported that they were very confident reading or sharing books with their children. (p values not reported but study notes that all changes were significant)</p> <p>2. 62% of parents or guardians asked their children questions about the stories they were reading before the program, compared to 87% after the program, a 40% increase. Likewise, participants reported that before participating in the program, 59% of their children asked questions about the last book they shared, compared to 82% after the program was completed, a 39% increase.</p>

	<p>3. None of the parents or guardians reported that their children did not enjoy reading after the program, compared to 3% prior to participation. 87% of the parents or guardians reported that their children “definitely enjoyed” reading after participating in the Raising A Reader, compared to 61% before the program. (significance on this question couldn’t be tested due to an empty cell - in the post-program survey, none of the parents reported that their children do not enjoy reading)</p> <p>3. While most of the parents or guardians (77%) reported that their children asked to be read to or brought them books to share prior to participating in the program, fewer than half (47%) of families had a reading routine with their children. At the program’s completion, 85% of parents or guardians indicated that they had a reading routine with their children.</p> <p>4. Eighty percent of parents or guardians reported that they or someone in their households read to their children four or more times in a week (compared to 50% prior to participation).</p> <p>5. The percentage of parents or guardians who took their children to the library also increased substantially from 44% before the program to 66% after the program.</p>
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