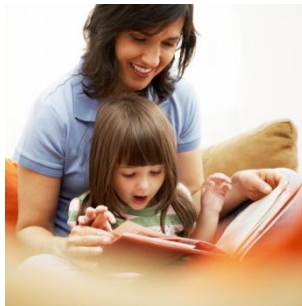




Results from Year 1: 2010-2011



PROGRAM EVALUATION FUNDED BY:

the David &
Lucile Packard
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TECHNICAL SUPPORT PROVIDED BY:



P.O. Box 1927, Watsonville, CA 95077 • 831.728.1356 •
991 West Hedding St., Suite 102, San José, CA 95126 • 408.247.8319 •
www.appliedsurveyresearch.org

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Executive Summary

Background of the Yes We Can...Read!™ Children’s Initiative

The Yes We Can...Read!™ Children’s Initiative is a collaborative effort by Grail Family Services, Alum Rock Union School District, United Way Silicon Valley, San José Public Library, the Office of Assemblymember Nora Campos and other local community partners to support young children’s literacy development and later academic achievement in East San José. The program was developed in response to the great number of children in the Alum Rock Union School District who were falling behind in reading early on in elementary school and consequently less likely to have positive education outcomes. The Yes We Can...Read!™ Children’s Initiative was piloted in kindergarten classrooms at Dorsa Elementary School in 2010-2011. Intervention strategies utilized by the program included:

- **Parent Engagement Workshops:** Two-hour Parent Engagement Workshops (4 to 6 per semester) for parents and teachers that were facilitated by Grail Family Services staff. These workshops focused on increasing parents’ use of literacy-building strategies and fostering teacher-parent partnerships.
- **Family Literacy Nights:** Family Literacy Nights that focused on strategies for reading with children were offered to families twice each semester through a partnership with the San Jose Public Library.
- **Community Volunteer Mentors:** Community volunteers were trained to provide one-on-one literacy mentoring sessions to kindergarteners for 30 minutes each week. A total of 6-10 mentoring sessions per child were provided each semester.

An evaluation was conducted of the intervention in its first year to assess whether program processes were occurring as intended and whether program activities were having impacts on children’s reading test scores and parent practices.

Evaluation Plan

Evaluation Question	Related Measures
Was the Yes We Can...Read!™ Children’s Initiative implemented as intended?	<ul style="list-style-type: none"> ■ Teacher-Mentor Communication Logs ■ Community Volunteer Mentor Survey ■ Teacher Feedback ■ Parent Engagement Workshop and Family Literacy Night Attendance Records
Did parent engagement and home literacy practices improve after participation in Parent Engagement Workshops and Family Literacy Nights?	<ul style="list-style-type: none"> ■ Parent Engagement Workshop Survey ■ Parent Survey
Did children’s attitudes toward reading improve with program participation?	<ul style="list-style-type: none"> ■ Children’s Enjoyment of Reading Survey
Did children’s literacy skills improve with program participation?	<ul style="list-style-type: none"> ■ SRA Imagine It! California Benchmark Reading Assessment ■ Dynamic Indicators of Basic Early Literacy Skills ■ Developmental Reading Assessment

Key Findings

Was the Yes We Can...Read!™ Children's Initiative implemented as intended?

Yes

The program surpassed its service objectives in its pilot year, by providing mentoring to twice as many kindergartners at Dorsa Elementary School as originally planned. The majority (81%) of students completed at least 90% of the mentoring sessions offered both semesters. In addition, the number of families attending Parent Engagement Workshops/Family Literacy Nights doubled between Fall and Spring. Satisfaction with program processes was high. As one mentor stated, *"I found it personally rewarding ... The best hour of my week ... and I feel that I made a difference in the lives of the two incredible 5-year-olds that I mentored."* Nearly three-quarters of mentors pledged to continue with the program in Fall 2011. Families and teachers also reported satisfaction with program processes and components in Year 1. One parent shared, *"[The workshops taught us] the importance of reading with and learning about our children on a daily basis."*

Did parent engagement and home literacy practices improve after participation in Parent Engagement Workshops and Family Literacy Nights?

Yes

In comparison to parents who did not participate in program activities, participants showed greater pre-/post gains in their use of practices to support their children's literacy development. Parents reported teaching children about their culture, sharing *dichos* (Spanish proverbs or sayings), and sharing other stories and songs with their children more often after participating in the sessions. Parents communicated more often with teachers and teachers noticed increased confidence and involvement among parents who participated. As one teacher stated, *"Parents and children felt closer to the school and, in the case of parents, became more involved."*

Did children's literacy skills and attitudes toward reading improve with program participation?

Yes

Students' enjoyment of reading and confidence in their own reading abilities improved significantly between pre- and post- assessments, and these gains were associated with family practices and relationships built with mentors. As one teacher observed, *"[The students] say they like reading now and it's directly attributable to a positive experience with their mentor."*

Did children's literacy skills improve with program participation?

Yes

Students who received more program services (mentoring; parent workshops) demonstrated significant gains in literacy skills on two of three assessments shown to be predictive of students' later performance on California State Tests. Program participation was related to higher scores on the SRA Imagine It! California Benchmark Assessments and DIBELS assessments.

Conclusions and Implications

The root causes of low literacy in a language minority community are many, and Grail Family Services and its partners involved in the Yes We Can...Read!™ Children's Initiative approached the issue in the Alum Rock community with a multi-pronged, research-based, collaborative approach. The data gathered in this evaluation provide compelling evidence that this innovative model or 'recipe' works: *the program reached who it intended to reach, mentors were successfully paired and worked well with individual children, parents engaged more with their children in literacy-enhancing ways, and most importantly,*

children gained the critical early literacy skills needed for later success in school — and these gains were associated with the support they had received from their parents and mentors. In sum, children benefitted from this unique, multi-pronged, collaborative approach. The model's ability to promote these outcomes, coupled with its careful implementation of quality program activities, makes the Yes We Can...Read!™ Children's Initiative an important offering to the community, and a good candidate for expansion and replication into additional school sites who want to improve children's literacy.

Introduction

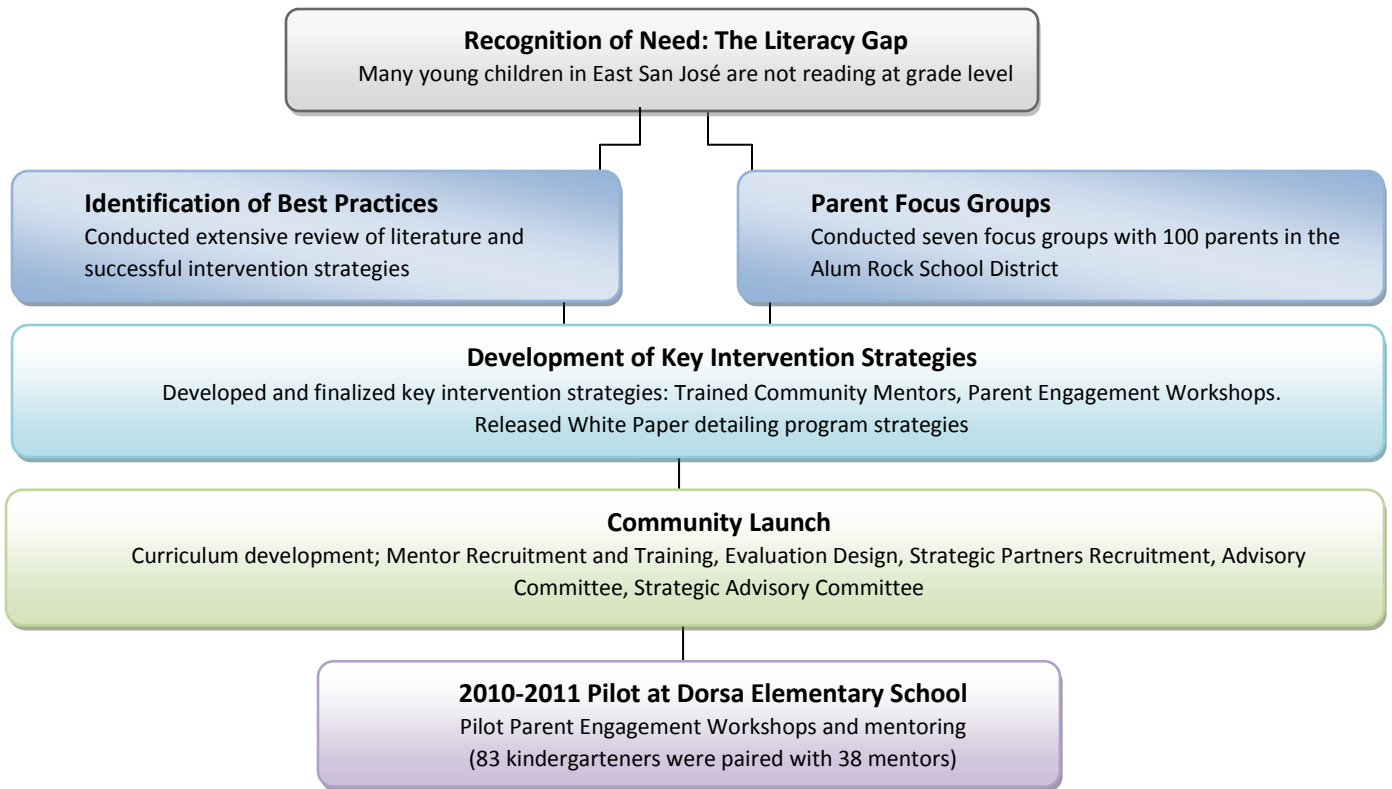
Development of the Yes We Can...Read!™ Children's Initiative

The Yes We Can...Read!™ Children's Initiative is a collaborative effort by Grail Family Services, Alum Rock Union School District, United Way Silicon Valley, San Jose Public Library, the Office of Assemblymember Nora Campos and other local community partners to support young children's literacy development and later academic achievement in East San José.

Need for the Initiative. Nearly three-quarters of children are not meeting grade level expectations for literacy upon entering kindergarten in the Alum Rock Union School District and this gap in achievement often continues into the third grade and beyond.ⁱ According to the California Standardized Testing and Reporting Results, only 35% of third graders in the Alum Rock Union School District scored at the Proficient or Advanced level for English-Language Arts in the year 2009-2010. Among these third graders, only 14% of English Language Learners scored as Proficient or Advanced. Research shows that children who are not reading by the third grade have a very difficult time catching up with their peers. "Poor academic outcomes, increased problem behaviors, higher probability of dropping out of school, limited employment opportunities, and a higher likelihood of living in poverty are all more likely to result following failure to acquire literacy skills in the early elementary grades."ⁱⁱ Research conducted nationally finds that students who do not read proficiently by third grade are four times more likely to leave school without a high school diploma than are proficient readers.ⁱⁱⁱ Children who read below grade level AND who live in poverty and/or are from ethnic minority backgrounds are more than six times as likely to not graduate from high school. The Alum Rock Union School District has one of the highest percentages of students receiving free and reduced meals in Santa Clara County, as well as one of the county's highest Latino and minority populations. Seventy percent of the students speak English as a second language, and many parents do not speak English at all. Given the negative academic and life consequences faced by many of the students who were falling behind in reading in this district, it became clear that the community needed to come together to make a positive change early in the lives of these students.

How the Initiative Began. The formation of the Yes We Can...Read!™ Children's Initiative began three years ago as an effort to address the literacy needs of children in East San José and the gaps in achievement seen between children by income, race/ethnicity, and primary language. The development of the initiative was a multi-year process that involved a thorough review of research and successful interventions, focus groups with families, and collaboration and input from a wide range of community stakeholders. Figure 1 on the next page provides a diagram of the multiple steps that were involved in program development.

Figure 1. **Development of the Yes We Can...Read!™Children’s Initiative**



Identification of Research-Based Best Practices. Grail Family Services conducted an extensive review of the research and evaluation literature to inform the design of the Yes We Can...Read!™Children’s Initiative. Key findings in the literature included the importance of incorporating the following components into an effective intervention:

- **Oral language development:** Researchers suggest that it is essential for teachers and parents to foster children’s oral language development as a component of helping children learn how to read.^{iv} Oral language development is a precursor to the development of early literacy skills. For dual language learners, the continued development of oral language skills in their home language will assist in their development of English language skills, and will help to maintain children’s connections to their family, culture, and community.^{v,vi}
- **Family involvement:** Southwest’s Educational Development Laboratory’s synthesis of research on the impact of school, family and community connections concluded that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life.”^{vii} The studies reviewed in this research synthesis provided evidence that programs and interventions that foster parents’ involvement in their children’s educations and engagement with their children at home are linked to higher student achievement scores in reading and math.
- **Mentoring by Trained Community Volunteers:** Research demonstrates that one-on-one mentoring sessions between children and trained community volunteers offered as a supplement to classroom

instruction are a highly effective way to improve children’s reading skills. Studies have shown one-on-one mentoring sessions to be one of the most effective intervention strategies for at-risk students and to be related to significant gains in children’s reading achievement and the proportion of children reading at grade level.^{viii}

- **Comprehensive and collaborative approaches to intervention that involve children, families, teachers and community members:** While research points to the importance of families, mentors, and teachers in children’s academic success—the *combination* of such strategies and efforts have been shown to be particularly effective in increasing children’s literacy achievement.^{ix}

Identification of Community Need: Parent Focus Groups. Grail Family Services conducted seven focus groups with 100 parents who had children enrolled in the Alum Rock Union Elementary School District in order to better understand parents’ perspectives and opinions with regard to their children’s educations and literacy levels. Most parents (82%) were unaware that three-quarters of second to fifth graders in the District were not reading at the State’s standard of proficiency.^x The majority of parents interviewed (80%) recognized themselves as playing an important role in their children’s education and 70% felt it was important that teachers and parents work as a team. As one parent stated, “without parents on board and committed to their child’s education, even the best school is challenged.” However, less than half of the parents were able to describe specific actions they could take to support their children’s literacy development and become more involved in their children’s educations. Parents cared deeply about their children’s futures and success and valued school-family connections, but needed support in learning ways to partner with teachers and strategies they could use to support their children’s learning at home and at school.

Components of the Yes We Can...Read!™ Children’s Initiative. Based on evidence in the literature and community need, the Yes We Can...Read!™ Children’s Initiative designed its literacy intervention around two key strategies: 1) Parent Engagement, and 2) Community Volunteer Mentors.

- **Parent Engagement Workshops:** Grail Family Services designed a series of two-hour Parent Engagement Workshops (4 to 6 per semester) for parents and teachers. These workshops are focused on increasing parents’ use of literacy building strategies and building teacher-parent partnerships. The parent/teacher collaboration component of these workshops was developed in response to parents’ focus group comments highlighting the importance of strengthening teacher-parent communication. The literacy curriculum for these sessions was drawn from two other curriculum models used by Grail Family Services: the Lee y Seras® (“Read and You Will Be”) curriculum, developed by Scholastic,^{xi} and the “Read to Me” curriculum.^{xii} As

Sample Parent Engagement Workshop Outline

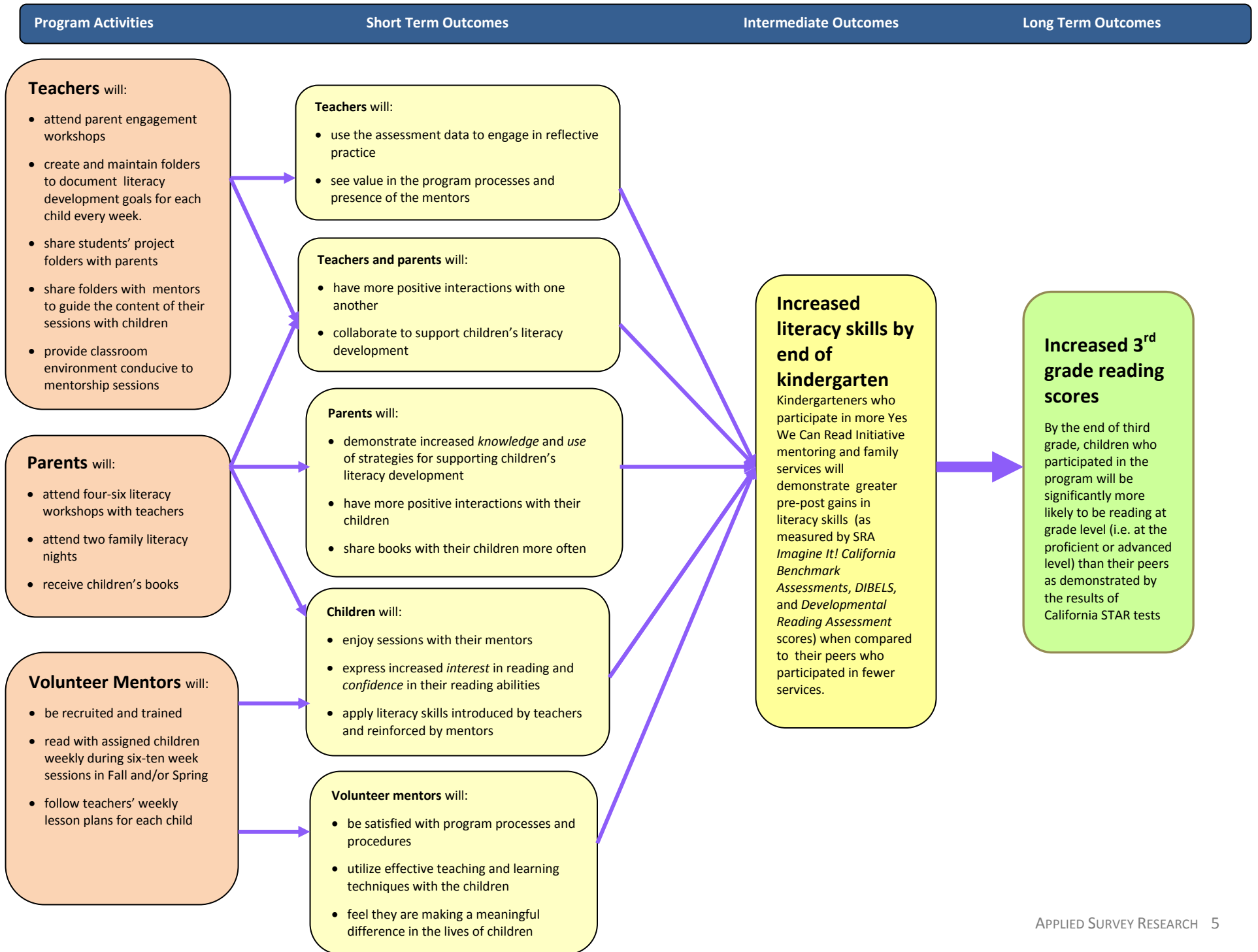
- Welcome
- Parent and Teacher Joint Section
 - Share hopes and dreams for children
 - Discuss communication strategies
- All About Books Section
 - Teacher Read-aloud
 - Discuss tonal variety in reading
- Knowledge Building Section
 - Discuss importance of reading
 - Building Blocks of Reading
 - Oral language development
- Parent Enrichment Section
 - How to be your child’s most important teacher
 - Talk, talk, talk activity
- Closing Activity
 - Fun Things to do at Home (Checklist of literacy building activities)
 - Homework—Talking with your child

seen in the inset at above, topics discussed in these workshops include strategies to support children's oral language and literacy development (e.g., singing, rhyming, reading, story-telling, etc.), the importance of sharing one's culture and home language with one's children, and ways to advocate for children by increasing engagement in classrooms and schools. Participants also received children's books to keep.

- **Family Literacy Nights:** Through a partnership with a local branch of the San Jose Public Library, family nights were offered twice per semester that focused on the importance of and strategies for reading with children.
- **Community Volunteer Mentors:** United Way and Grail Family Services partnered to recruit volunteers from diverse sectors of the community including college students, corporate professionals, and retired teachers to mentor kindergarteners one-on-one for 30 minutes each week in reading, oral language, and literacy skill development. Training for mentors was provided by Grail Family Services. The weekly content of mentorship sessions was individualized by children's needs. Kindergarten teachers assigned mentors to work on specific skills (i.e., Concepts of Print, Phonemic Awareness, Alphabetic Knowledge, or Word Recognition & Spelling) each week through a Teacher-Mentor Communication Log. The program aimed to provide an average of 8-10 mentoring sessions per child each semester.

The logic model on the next page outlines the program activities that were developed as they relate to anticipated short, intermediate, and long-term outcomes for children and other participants. The program was piloted with kindergarteners at Dorsa Elementary School in 2010-2011.

Yes We Can...Read!™ Children's Initiative Theory of Change



Evaluation Design and Methods

The Yes We Can...Read!™Children’s Initiative provides a model for literacy intervention that may eventually be implemented throughout the Alum Rock Union School District. During Year 1, the program was piloted at Dorsa Elementary School in order to refine program processes and explore the effectiveness of program services. Initially, the program intended to focus on only two of the four kindergarten classrooms at the school, but was ultimately able to provide services to all four classrooms during 2010-2011. Grail Family Services received a technical assistance grant from the David and Lucile Packard Foundation to evaluate the implementation and initial outcomes of the program during its pilot year. The goals of this evaluation were to monitor whether the program was being implemented as intended and to assess the short term and intermediate outcomes of the program for children and parents. Applied Survey Research (ASR) was contracted by Grail Family Services to help design and implement this evaluation.

Snapshot of Dorsa Elementary School

- **School API:** Dorsa Elementary School has a state-wide API rank of 3.
- **Student characteristics:** 95% Latino; 88% low-income
- **Classrooms Participating:** Four kindergarten classrooms.
- **Teacher characteristics:** 96% of teachers at the school hold full teaching credentials.
- **Classroom Literacy Curriculum:** SRA Imagine It!

Concurrent Interventions Occurring at Dorsa Elementary in 2010-2011:

- Differentiated workshop activities
- After school intervention for students performing below grade level
- Guided reading groups during the day
- Americorps tutoring for students with greatest need

Primary Evaluation Questions

In Year 1, the evaluation of the program sought to answer the following process and outcome evaluation questions:

- Was the Yes We Can...Read!™Children’s Initiative implemented as intended?
- Did parent engagement and home literacy practices improve after participation in Parent Engagement Workshops and Family Literacy Nights?
- Did children’s attitudes toward reading improve with program participation?
- Did children’s literacy skills improve with program participation?

Measures and Approach to Analysis

Measures were developed and/or selected to address each of the four evaluation questions. Figure 2 on the following page provides a description of all measures used, when measures were administered, and who administered each measure. Grail Family Services staff collected and stored all data with the exception of children’s reading scores which were obtained from Dorsa Elementary School. Data were de-identified and analyzed by Applied Survey Research to provide descriptive statistics about program processes, and to examine relationships between program participation, parent practices, and children’s reading performance and attitudes toward reading.

Figure 2. Evaluation Measures in Year 1

Evaluation Question	Related Measures	When Administered	Who Administered
<p>Was the Yes We Can...Read!™ Children's Initiative implemented as intended?</p>	<p>Teacher mentor communication logs: Log completed by children's teachers assigning literacy skills for the mentor to work on with the child each week. The log also records whether the session occurred, whether mentor completed the assigned task, whether the child was present, and whether it was the assigned mentor or a substitute mentor who facilitated the session.</p>	<p>Completed Weekly in Fall and Spring</p>	<p>Teachers and Mentors</p>
	<p>Community volunteer mentor survey: Anonymous SurveyMonkey survey assessing volunteer mentors' perspectives about the quality of training they received, their satisfaction with program processes, and their suggestions for improving program implementation.</p>	<p>December and April</p>	<p>Grail Family Services</p>
	<p>Teacher feedback : Grail Family Services staff holds semester-end meetings with teachers to debrief on experiences during the semester and gain teachers' input about program processes.</p>	<p>December and April</p>	<p>Grail Family Services</p>
	<p>Parent Engagement Workshop and Family Literacy Night attendance records: Records documenting how many parents were served and how many sessions parents attended.</p>	<p>After each workshop/literacy night</p>	<p>Grail Family Services</p>
<p>Did parent engagement and home literacy practices improve after participation in Parent Engagement Workshops and Family Literacy Nights?</p>	<p>Parent Engagement Workshop Survey : Brief assessment of the frequency with which workshop participants use literacy building practices with their children and their ratings of the usefulness of workshop components.</p>	<p>January and April</p>	<p>Grail Family Services</p>
	<p>Parent survey : Written survey administered to all parents of kindergarteners at Dorsa Elementary concerning demographic characteristics, home literacy practices, and school engagement.</p>	<p>December and April</p>	<p>Grail Family Services</p>
<p>Did children's attitudes toward reading improve with program participation?</p>	<p>Children's enjoyment of reading survey: Mentors asked children to rate their feelings toward reading at school, at home, with others, and by oneself as well as overall confidence about reading skills using a smiley face rating scale to identify how they feel about reading in different contexts. Items for this survey were drawn and adapted from several existing scales.^{xiii}</p>	<p>January and April</p>	<p>Mentors</p>
<p>Did children's literacy skills improve with program participation?</p>	<p>SRA Imagine It! California Benchmark Assessments: These assessments monitor student progress across the school year and serve as a predictor of success on state and other high-stakes tests. Skills assessed include Comprehension; Grammar, Usage & Mechanics; Letter Recognition; Rhyming; Blending, Segmentation; Letter Sounds; Word Reading; and High Frequency Words. A Total Score and a Letter-Sound Fluency score are calculated on the basis of students' performance in these areas. For more information, see http://www.imagineitreading.com</p>	<p>January, March and June</p>	<p>Classroom Teacher</p>
	<p>Developmental Reading Assessment (DRA): The Developmental Reading Assessment provides teachers with a method for assessing and documenting students' development as readers over time. Its purpose is to identify students' reading level, defined as a children's book on which students meet specific criteria in terms of accuracy, fluency, and comprehension. For more information, see http://www.pearsonschool.com</p>	<p>September, January, and May</p>	<p>Classroom Teacher</p>
	<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS): This assessment consists of short (one-minute) measures to assess students' phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. For more information, see: https://dibels.voregon.edu/</p>	<p>December and June</p>	<p>Dorsa Elementary School Reading Specialist</p>

Was the Yes We Can...Read!™ Children’s Initiative Implemented as Intended?

Yes

Highlights from Findings:

- 83 kindergarteners at Dorsa Elementary were paired with mentors. Most children (81%) participated in 90% or more of the mentoring sessions offered.
- 12 families participated in Parent Engagement Workshops and Family Literacy Nights in the Fall and 23 families participated in the Spring.
- Mentors, classroom teachers, and parents reported high degrees of satisfaction with program processes and the perceived value of program services.

Service Provision to Children and Families

The program surpassed its Year 1 goals for outreach to children. Participation in the Yes We Can....READ® Children’s Initiative increased greatly between Fall 2010 and Spring 2011, surpassing the program’s original goal of expanding from one to two classrooms. The figure below highlights the characteristics of children served.

Figure 3. **Characteristics of Child Participants**

Characteristic	Category	Percent
Age in Fall 2010	4.5 to less than 5 years	19%
	5 to less than 5.5 years	55%
	5.5 to less than 6 years	24%
	Older than 6 years	1%
Ethnicity	Latino/Hispanic	93%
	Filipino	2%
	East Asian	4%
	Other	1%
English Proficiency	English Language Learner	83%
	English Only	16%
	Initially Fluent English Proficient	1%
Primary Language*	Spanish	74%
	English	30%
	Vietnamese	2%
Annual Family income	Less than \$14,999	35%
	\$15,000-\$34,999	29%
	\$35,000-\$49,999	14%
	\$50,000 and higher	22%
Presence of Potential Family Stressors	Parent lost job in past year	42%
	Single parent household	22%
	Parent has not graduated high school	47%
	Parent was a teen at birth of child	27%
Number of children’s books in home (Fall 2010)	0-10 books	45%
	11-20 books	20%
	21-30 books	13%
	31+ books	22%
Number of books for adults to read in home (Fall 2010)	0-10 books	78%
	11-20 books	10%
	21-30 books	0%
	31+ books	12%

Sources: Parent Surveys from Fall 2010 and Spring 2011; School District data

Note: Parent Survey (Fall); N=63, Parent Survey (Spring), N=55; School District data, N=83.

*More than one response could be selected, therefore percentages may not sum to 100.

As can be seen in Figure 3, the participating children were primarily from Hispanic/Latino backgrounds and many of the children had multiple indicators of socioeconomic need. Over half the children had fewer than 20 children’s books in their homes and the majority of families owned fewer than 10 books for adults in the household to read. In addition, 57% of families had no access to internet in their homes.

Mentor recruitment strategies were effective. United Way Silicon Valley and Grail Family Services advertised the mentorship opportunity at local agencies, schools, and businesses. The number of participating mentors grew from 10 in Fall 2010 to 38 in Spring 2011, with 70% of the mentors from Fall continuing with the program in Spring.

Parent participation doubled from Fall to Spring. Parent participation in Parent Engagement Workshops and Family Literacy Nights grew from 12 parents in Fall 2010 to 23 parents in Spring 2011 representing 27% of the families of kindergarteners.

Implementation of Mentoring Sessions

Teacher-Mentor Communication Logs were used to record the number of mentoring sessions each child received and monitor the content that was focused on during the sessions. The majority (81%) of students completed at least 90% of the sessions offered both semesters. The average number of sessions completed is reported in the figure below. Teachers assigned one to two literacy areas for the mentors to focus on during their sessions. Logs indicated that mentors addressed at least one of the content areas suggested by teachers in the time available during sessions. In Fall 2010, session content focused primarily on Phonemic Awareness (addressed during 55% of the sessions), followed by Word Recognition and Spelling (48%), Concepts of Print (45%) and Alphabetic Knowledge (41%). In Spring 2011, session content focused on Word Recognition and Spelling (addressed during 80% of the sessions), followed by Concepts of Print (56%), Phonemic Awareness (42%), and Alphabet Knowledge (33%).

Figure 4. **Mentor Session Record Information**

	Participants	Sessions Offered	Average # Sessions Completed	% Completing all Sessions Offered	Mentor Absences (Substitute Present)	Child Absences Recorded
Fall	21 students; 10 mentors	6 sessions	5 sessions	43%	2	2
Spring	83 students; 38 mentors	8-10 sessions	7-8 sessions	70%*	33	10

Source: Teacher-Mentor Communication Logs.

Note: *Percentage completing 8 or more sessions.

Implementation of Parent Engagement Workshops and Family Literacy Nights

During 2010-2011, 27% of the 83 kindergarten families participated in Yes We Can...Read!™ Children's Initiative Parent Engagement Workshops and/or Family Literacy Nights. According to program attendance records, 12 families participated in Fall 2010. In Spring 2011, 23 families participated in all or some of the sessions offered (eight of these families had also attended at least one session in Fall). Seventy-four percent of the families who participated attended 5 or more sessions, and 49% attended all sessions offered.

In Fall 2010, four Parent Engagement Workshops and two Family Literacy Nights were offered to parents of kindergarteners at Dorsa Elementary School. In Spring 2011, program offerings were expanded to include six Parent Engagement Workshops and two Family Literacy Nights. The two workshop sessions were added on the basis of feedback received from parent participants in Fall 2010. A Grail Family Services staff member who helped facilitate the workshops described verbal feedback from parent participants that led to subsequent program refinements and additions:

"[Parents] expressed that they needed additional sessions to better understand the content and to provide them with hands on activities that would help them become more familiar with these concepts. One of the most significant changes [we made] was to strengthen activities that would assist parents in helping their children with their oral language development. Parents shared that they were not communicating much with their children and [given] that that is one of the building blocks of reading we felt that this was an important area to strengthen. Since the workshops are not lecture [based] additional time was needed to allow for parents to share their challenges and successes in incorporating these activities in their everyday life."

During the course of the workshops, facilitators learned that several parents also had a need for basic parenting and child development information. Program staff connected these families with local parenting resources and services.

How Effective Were Program Processes from Participants' Perspectives?

Mentors' views. As indicated by the mentors' responses to surveys administered at the end of the Fall and Spring sessions, the majority of mentors appeared to have valued their time spent with the program.

- Nearly all mentors in the program (97%, N=37) reported that the following statement was "definitely true" for them: **"I feel that my time spent is worthwhile."**
- Grail Family Services staff fine-tuned the training process between Fall and Spring. The majority of mentors in Spring reported that they "agreed very strongly" that the **training process** was **well-organized, clear**, and that they felt **well-prepared** to work with the classroom teachers and children. This was an improvement from the Fall mentors' average ratings of "agree" in regard to these items.
- Both semesters, the majority of mentors reported that they were "satisfied" or "very satisfied" with the **clarity** of their weekly assignments, **program processes and procedures**, and **support** available from program staff.
- Ninety-five percent of mentors surveyed reported that they would **recommend the mentorship experience to friends**.

- Seven of the 10 mentors from Fall continued on to volunteer again in Spring. Seventy-four percent of the 27 mentors surveyed in Spring **pledged to continue mentoring** with the program in the Fall. When asked what was the most important factor in their decision to continue mentors reported that they felt they were making a difference in the lives of children.
- Challenges faced by some mentors included finding a **quiet space** in the classroom to work one-on-one with children (23%) and finding **strategies** to reach disengaged/distracted students (15%).

Teachers' views. At the end of the Fall and Spring semesters, Grail Family Services staff conducted focus groups with the four kindergarten teachers at Dorsa Elementary School to review the program processes during the semester and discuss what went well and what could be improved from the teachers' perspectives. The quotes that follow highlight teacher views and suggestions around program processes. Teachers' observations of student and parent growth will be discussed in subsequent sections of this report.

- "I felt that the planning sheet included in students' folders was **easy to complete**. All that was required was to initial a skill that the students would be tutored on. "
- "Grail did an outstanding job **recruiting the mentors**. The mentor biographies (provided by Grail) were a great way to get acquainted."
- "[In the future] **teachers should help** with the pairing of mentors. Each mentor should be given one at grade-level student and one below grade-level student."
- "I think teachers and mentors would benefit from **meeting** before the program. This would allow teachers to present kinder curriculum and kinder standards and expectations."

Parents' Views. Parents who participated in the Parent Engagement Workshops and Family Literacy Nights were also asked about what they felt went well in the workshops and what could be improved.

- According to parents, the most important aspects of the Parent Engagement Workshops were teacher participation, session content, and reading aloud.
- Teacher participation in the workshops was endorsed as being important by all parents surveyed. One parent stated that he/she would like to see teachers become even more involved in this process, "We would have liked the teachers to be here with us the entire 2 hours of the workshops instead of just the first half."

Mentor Views:

"I found it personally rewarding ... The best hour of my week ... and I feel that I made a difference in the lives of the two incredible 5 year olds that I mentored."

"What I remember and liked about the [mentor] training was the level of enthusiasm that the instructor imparted when she read the children's stories. It helped me to really tell the story in a compelling way to bring the story to life."

"The program was well organized for being so new. There is a definite need for this type of program."

"The children reminded me of my struggle with reading when I was their age and I was happy to participate in a program that helps them build a positive relationship with reading."

Parent views:

"[I enjoyed] having activities at the library. Through the puppet making activity I learned the importance of making learning fun."

"I learned how rhymes (rimas) can be a fun and interactive way for our children to learn."

"I learned how to read to my children."

"[The workshops taught us] the importance of reading with and learning about our children on a daily basis."

- Parents felt that the workshops had been worthwhile. As one parent stated, “We learned valuable lessons in every workshop.”
- One parent noted that an area for improvement would be to involve more parents in the workshops.

Section Summary

In Year 1, the Yes We Can...Read!™ Children’s Initiative surpassed its original goals for children served. The number of families attending Parent Engagement Workshops and Family Literacy Nights doubled between Fall and Spring. Overall, mentors were very satisfied with program processes and reported high degrees of satisfaction with the perceived worth of the program and its benefits for children. Nearly three-quarters of mentors pledged to continue with the program in Fall 2011. Families and teachers also reported satisfaction with program processes and components in Year 1.

Areas for Continued Growth

- Increase parent participation in Parent Engagement Workshops and Family Literacy Nights
- Involve teachers in the mentor-child matching process to diversify the ability levels of children assigned to each mentor
- Involve teachers to an even greater extent in the Parent Engagement Workshops
- Minimize distractions during mentoring sessions

Did Parent Engagement and Home Literacy Practices Improve after Participation in Parent Engagement Workshops and Family Literacy Nights?

Yes

Highlights from Findings:

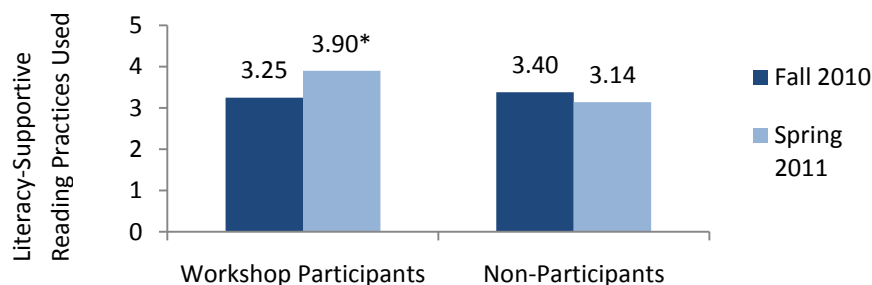
- Workshop attendance was associated with significant gains in parents' use of five reading practices known to support children's literacy development (e.g., asking children to predict what will happen next in a story) ($t(19)=2.37, p=.03.$)
- Parents who attended Parent Engagement Workshops reported speaking to teachers about their children's academics and schoolwork 32% more often than did parents who attended no workshops ($chi-squared=4.84(51), p=.02.$)
- Teachers observed increased confidence and engagement among the parents who attended the workshops.

Fall-Spring Comparison of the Home Literacy Practices of Parent Engagement Workshop Participants and Non-Participants

Workshop participants showed greater improvements in literacy practices than did non-participants.

A Parent Survey was sent home to all Dorsa Elementary School kindergarten families in Fall 2010 and Spring 2011 to assess parents' home literacy practices and their frequency of communication with school personnel. One item on the survey asked parents to think about the last time they had read to their child and to indicate whether they had: 1) asked the child questions about the story, 2) answered the child's questions about the story, 3) asked the child to participate in chanting a recurring phrase or rhyme in the story, 4) discussed with the child the actions or feelings of the characters in the story, or 5) asked the child to predict what they think will happen next. Figure 5 below displays the average number of these literacy-supportive reading practices parents reported using, out of the five practices listed. As can be seen, parents who participated in the workshops demonstrated statistically significant gains in the number of these practices they used between Fall and Spring ($t(19)=2.37, p=.03.$) The effect size of this change was $d=.54$, which is considered to be a medium-sized effect. Non-participants actually *decreased* the number of literacy-supportive practices used between Fall and Spring.

Figure 5. Average Number of Literacy-Supportive Reading Practices Used



Source: Parent Survey (2010; 2011).

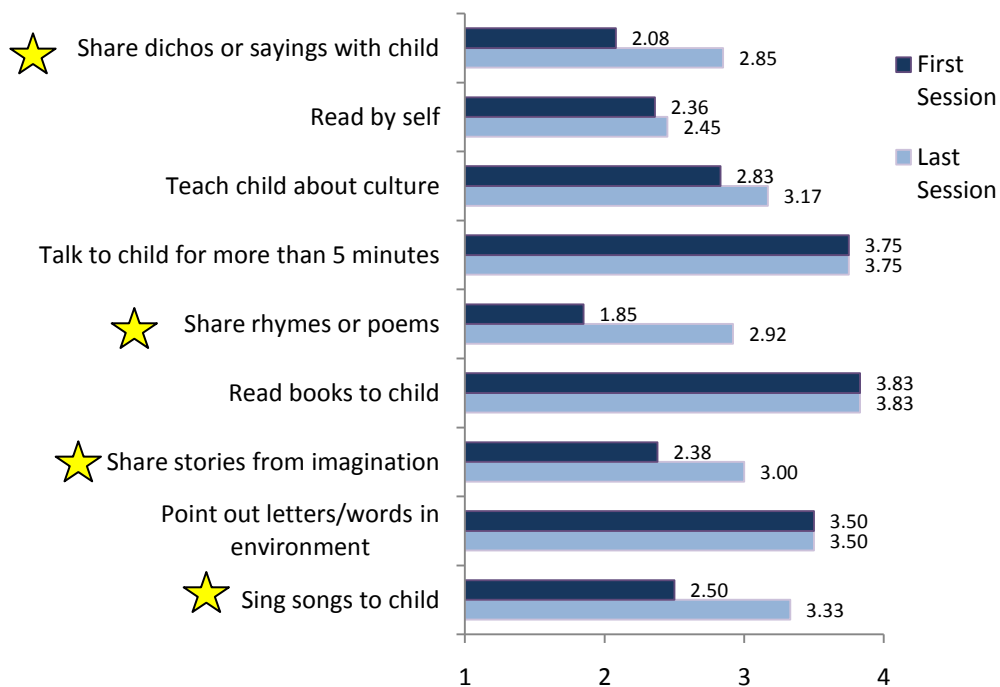
Note: Workshop Participants, N=20, Non-Participants, N=21.

*=statistically significant at .05 level

Pre-Post Comparison of Workshop Participants' Reported Literacy Practices

Workshop participants significantly increased the frequency of literacy experiences shared with their children. Parent Engagement Workshop participants completed a brief survey during the first and last sessions of the Spring semester workshop series. This survey assessed the frequency with which they engaged in nine different literacy practices (rated on a four point scale from 1=Rarely or never to 4=Daily/almost daily). Results indicated that 92% of participants had demonstrated growth in the frequency with which they engaged in at least one of nine literacy building behaviors. Figure 6 summarizes parents' pre- and post- workshop responses.

Figure 6. **Changes in Workshop Participants' Literacy and School Engagement Practices in Spring 2011**



Source: Parent Engagement Workshop Survey.

Note: N=13, Rating scale: 1=Rarely or almost never, 2=A few times per month, 3=A few times per week, 4=Daily or almost daily. Stars indicate that mean difference is statistically significant. T-test values and effect sizes:

Dichos: $t(12)=2.99, p=.01, d=.84$; Rhymes/poems: $t(12)=3.48, p=.005, d=.96$; Stories, $t(12)=2.55, p=.02, d=.73$; Singing: $t(12)=2.86, p=.01, d=.80$.

The stars in Figure 6 indicate the practices for which a statistically significant change was observed. After attending the workshops, parents progressed from singing and sharing stories, rhymes, poems and *dichos* (Spanish proverbs or sayings) with their children on a monthly basis to sharing these experiences with their children multiple times per week.

Parents who attended a greater number of workshops reported speaking with their children about their culture more often. Correlations were conducted to explore the relationship between the number of workshops attended and parents' reported literacy practices at the end of the Spring

"We learned that we don't need material things to teach our children"
-Parent Participant

semester. A positive association was found between attending more workshops and the frequency with which parents reported teaching children about their culture ($r=.72$, $p<.01$, $N=13$). These findings may reflect the emphasis that the workshops placed on the importance of culture in children’s development and multiple ways parents can support their children’s literacy development without needing additional materials.

Associations between Workshop Attendance and Parent Engagement

Parents who attended Parent Engagement Workshops reported communicating with their children’s teachers more frequently. In the Spring 2011 Parent Survey, parents were asked whether or not they had spoken to their child’s teacher about the child’s academics and schoolwork in the past month. Parents who attended Parent Engagement Workshops/ Family Literacy Nights reported speaking to teachers about these topics 32% more often than did parents who attended no workshops (chi-squared=4.84(51), $p=.02$).

Teachers observed increased confidence and engagement among parents who attended Parent Engagement Workshops. During focus groups with the classroom teachers, Grail Family Services staff asked the teachers to describe the changes, if any, they had noticed among the parents who had participated in program workshops and Family Literacy Nights. The following are responses from each of the four classroom teachers in Spring 2011.

- **“Parents and children felt closer to the school** and, in the case of parents, became more involved.”
- “The parents who participated in the workshops became **more comfortable** with me in the school setting.”
- **“Parents gained self-confidence.** Some of the parents who participated in the program volunteered more”
- “I really enjoyed getting acquainted with [the families] on a personal level. The parents who participated became more comfortable with me. **Two volunteered to chaperone on our field trip.** I also noticed a nice relationship develop between parents that participated.”

Section Summary

Parents who participated in the Parent Engagement Workshops and Family Literacy Nights showed significant growth in the quality of their home literacy practices and engagement in their children’s schooling. In comparison to parents who did not participate in program activities, participants showed greater pre-/post gains in their use of practices to support children’s literacy development. In addition, parents reported teaching children about their culture, sharing *dichos* (Spanish proverbs or sayings), and sharing other stories and songs with their children more often after participating in the sessions. Teachers noticed increased confidence and involvement among parents who participated.

Areas for Continued Growth

- Provide further emphasis in workshops on importance of talking with child, reading books with child, and pointing out letters/ words.
- Continue building on strengths identified in Year 1 (e.g., focus on oral language development, culture, and teacher/parent partnerships).

Did Children's Attitudes toward Reading Improve with Program Participation?

Yes

Highlights from Findings:

- Students showed significant growth in their enjoyment of reading and confidence in their own reading abilities between the first and last mentoring sessions of the Spring semester. Teacher and Mentor observations supported these findings.

Students' Attitudes toward Reading

Students demonstrated significant increases in their enjoyment of reading and confidence in their own reading abilities. To assess children's feelings about reading,

kindergarteners were surveyed by their mentors during the first (January) and last (April) mentoring sessions of Spring 2011. Children used a five-point "smiley-face" rating scale to indicate their feelings about reading at school and home from "Very Unhappy" to "Very Happy" and their perceptions of their own reading abilities from "A not-so-good reader" to a "Really good reader." Children's perceptions of their abilities were fairly high at both points in time, responding that they felt "Happy" about reading in most situations. However, enjoyment of reading increased significantly ($p < .05$) between January and April.

*"[The students] say **they like reading now** and it's directly attributable to a positive experience with their mentor"*

-Kindergarten Teacher

- Thirty-five percent of children reported increased enjoyment of **reading by themselves while at school**, ($t(64)=1.88, p < .05$).
- Thirteen percent of children reported increased enjoyment of reading by themselves while **at home**, ($t(65)=10.84, p < .01$).
- In addition to these increases, 33% of children felt their own reading abilities had improved between January and April, with more children reporting that they felt they were "**Really good readers**," ($t(47)=2.42, p < .05$).

Teachers and mentors felt that the mentor-student relationship played an important role in children's increased enjoyment of reading:

- "All students' interest in reading increased. They enjoyed listening to mentors read and, more importantly, they excitedly read to their mentors. They eagerly awaited the special time (one-on-one) to read and share. All the praises they received gave them more confidence and improved their self-esteem. In my opinion, greater self-esteem will lead to better performance." – Kindergarten Teacher
- "The student/mentor bond was an unexpected, positive outcome. The students crave the positive relationship with an adult...I see growth in the students participating." – Kindergarten Teacher
- "[My favorite part of the mentorship experience was] seeing the kids get so excited when we showed up and at the end realizing how much of an improvement they made with their reading." – Mentor

Family practices were also related to increases in children's enjoyment of reading. The more often parents took time to engage their children in extended conversations, the more enjoyment children reported in reading books to others at home ($r=.58$, $p<.05$, $N=16$).

Section Summary

Students' enjoyment of reading and confidence in their own reading abilities improved significantly between pre- and post- assessments, and were associated with family practices and relationships with mentors.

Did Children’s Literacy Skills Improve with Program Participation?

Yes

Highlights from Findings:

- Students who received a greater number of mentoring sessions and/or whose parents attended more Parent Engagement Workshops showed more growth on the SRA *Imagine It! California Benchmark Reading Assessment* than did children who received fewer mentoring sessions. Strengths were particularly evident in the areas of High Frequency Word recognition and Letter-Sound Fluency.
- Students also had higher year-end Composite Scores on the *DIBELS* when their mentors had focused on Word Recognition and Spelling with them more frequently. This relationship was strongest in the area of Letter Recognition.

At Dorsa Elementary, kindergarteners are assessed with three literacy assessment tools: the SRA *Imagine It! California Benchmark Reading Assessment*, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Developmental Reading Assessment (DRA). The relationship between Yes We Can...Read!™ Children’s Initiative programming (i.e., Mentoring and Parent Engagement Workshops/Family Literacy Nights) and student scores were explored by leveraging data from each of the three assessments.

SRA *Imagine It! California Benchmark Reading Assessment*

During 2010-2011, the kindergarten classrooms at Dorsa Elementary used the SRA *Imagine It!* literacy curriculum, a research-based curriculum linked to California State reading standards. As a component of the curriculum, Benchmark assessments are conducted three times each year. These assessments monitor kindergarten students’ progress across the school year and serve as a predictor of later success on California State tests. The assessment consists of two portions. The first part is the 100-Points Skill Battery, in which students answer questions relating to comprehension, vocabulary, grammar, usage, and mechanics, spelling, phonics, and phonemic/phonological awareness. The 100-Points Skill Battery is weighted and administered according to each grade level’s focus. Because the battery includes a separate section on each major strand within the curriculum, it also gives teachers information about students’ performance in specific areas of the curriculum. The second component is the Fluency

California English-Language Arts Content Standards for Reading in Kindergarten

Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

- Concepts About Print
- Phonemic Awareness
- Decoding and Word Recognition

Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

- Comprehension and Analysis of Grade-Level-Appropriate Text

Literary Response and Analysis

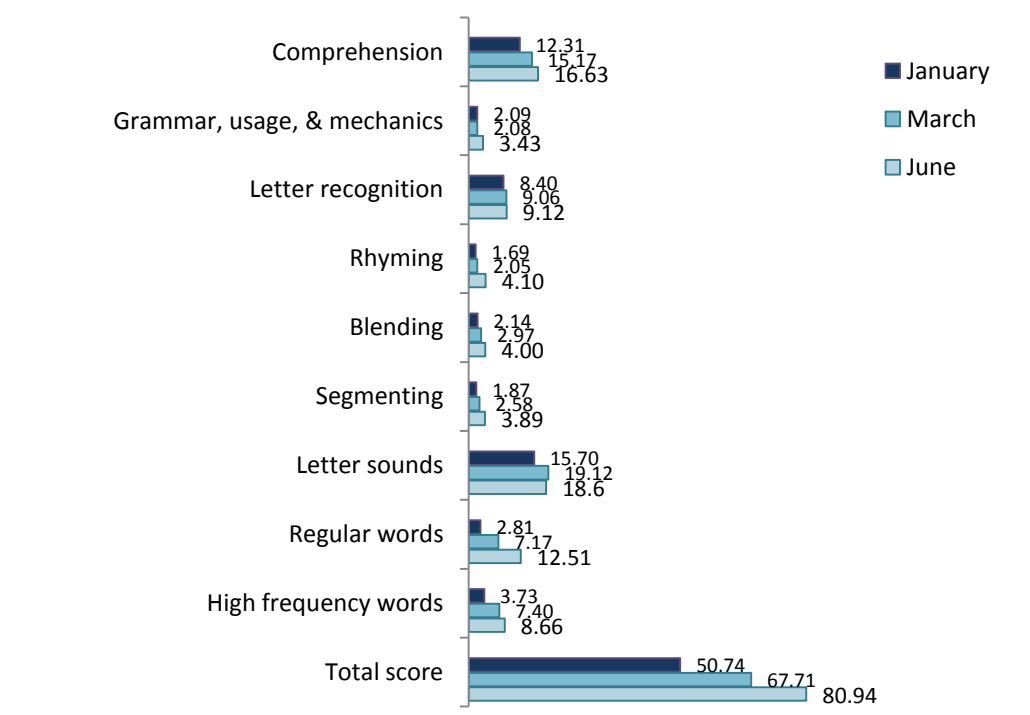
Students listen and respond to stories based on well-known characters, themes, plots, and settings.

- Narrative Analysis of Grade-Level-Appropriate Text

Assessment, which is a global indicator of kindergarten student’s reading ability. For kindergarten-level students, letter-sound fluency is used as the measure of fluency.^{xiv}

In 2010-2011, the Benchmark assessments were administered three times (January, March, and June). kindergarteners’ performance on the 100-Points Skill Battery and individual skill areas assessed within the battery are displayed in the figure below. At the year-end assessment in June, 57% of students were scored as being at or above grade level (with scores of 85 or higher) on the 100-Point Skills Battery.

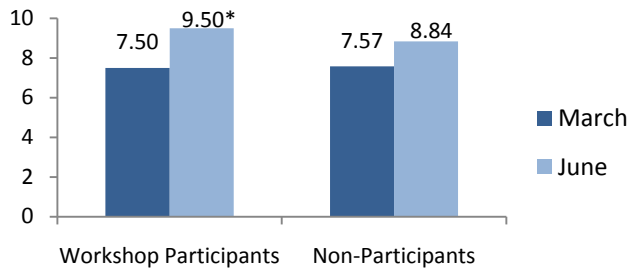
Figure 7. **Kindergartener Performance on the SRA *Imagine It!* 100-Point Skills Battery**



Source: SRA Imagine It! Benchmark Report, 2010-2011.
Note: N=81

The greater students’ participation in Yes We Can...Read!™ Children’s Initiative activities, the higher their scores were in the High Frequency Word domain of the 100-Points Skill Battery. Correlations between Mentoring/Parent Engagement Workshop attendance and total overall scores on the 100-Points Skill Battery did not reach statistical significance, however, significant relationships were found with the skills assessed within the Battery. Within the 100-Point Skills Battery, students varied in the amount of High Frequency Words they recognized by the degree to which they had participated in the Yes We Can...Read!™Children’s Initiative. Specifically, students whose parents attended Parent Engagement Workshops and/or Family Literacy Nights showed more growth in their knowledge of High Frequency Words between March and June of 2011 than did students of parents who did not participate.

Figure 8. **Growth in Students' Knowledge of High Frequency Words by Parent Participation**

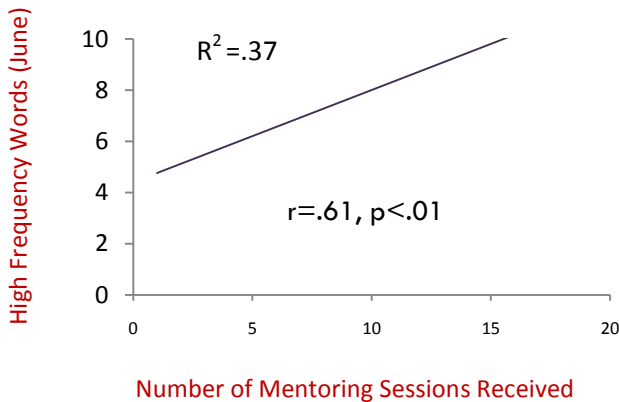


Workshop attendance by parents was significantly correlated with greater gains in students' knowledge of High Frequency Words, $r=.28$, $p<.05$, $N=52$.

Source: School district assessment data, 2011 and Parent Engagement Workshop and Family Literacy Night attendance records. Note: Participants (N=22), Non-participants (N=42). *=statistically significant at $p<.05$ level

Similarly, students who received more mentoring sessions also showed more growth in the recognition of High Frequency Words ($r=.24$, $p<.05$, $N=80$). These correlations were strongest for the classroom of students who received mentoring both semesters ($N=21$), with mentoring explaining 37% of the variance seen in students' assessment scores (see Figure 9).

Figure 9. **Correlation Between Mentoring Sessions and Knowledge of High Frequency Words**

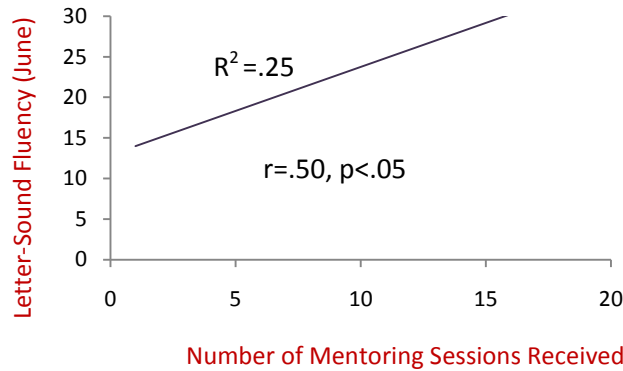


*"My experience this spring semester was absolutely wonderful and I felt like I **made a difference** by the end (my student knew all 50 out of 50 high frequency words at our last session; when we first started, he only knew 20)"*
 –Mentor

Source: SRA Imagine It! Benchmark Report, 2010-2011, and Teacher-Mentor Communication Logs. Note: N=21

Students who received more mentoring sessions had higher Fluency Assessment scores. The more mentoring sessions a student received, the higher his/her Fluency Assessment scores were on the *SRA Imagine It! California Benchmark Assessment* ($r=.24$, $p<.05$, $N=80$). Overall, most children (89%) scored at or above grade level on their Fluency Assessment in June 2011. Recall, the Fluency Assessment provides a global indicator of students' reading abilities and is measured by Letter-Sound Fluency in Kindergarten. Correlations between mentoring were strongest for the classroom of students who received mentoring both semesters ($N=21$), with mentoring explaining 25% of the variance seen in these children's Fluency Assessment scores (see Figure 10).

Figure 10. Correlation Between Mentoring Sessions and Letter-Sound Fluency

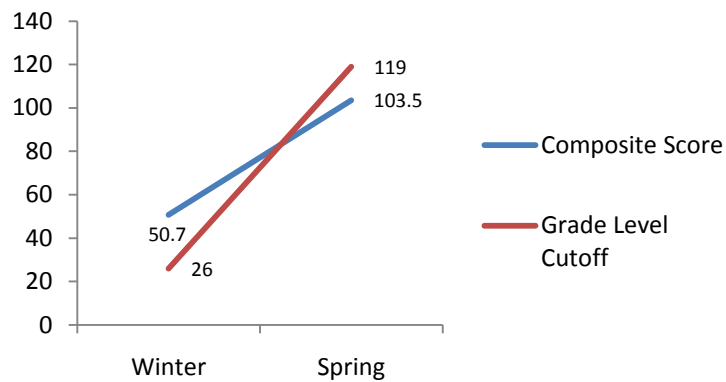


Source: SRA Imagine It! Benchmark Report, 2010-2011, and Teacher-Mentor Communication Logs.
 Note: N=21

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Similar to the *SRA Imagine It! California Benchmark Assessment*, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assesses children’s early literacy skills. DIBELS uses short (one-minute) measures to assess students’ Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency. At each assessment point, a Composite Score is reported summarizing students’ performance across areas. For more information on the DIBELS, please see <https://dibels.uoregon.edu>. The DIBELS was administered twice at Dorsa Elementary in 2010-2011 (Winter and Spring). The figure below displays students’ Composite scores on the DIBELS in Winter and Spring in the context of grade-level cutoff scores. In Winter, the majority of children (82%) were meeting grade-level expectations. At the end of the year, although children had shown improvements in their DIBELS scores, only 29% of students had Composite Scores that met or surpassed the raised grade-level cutoff score.

Figure 11. Students’ DIBELS Scores in Winter and Spring 2011 with Associated Grade-level Cutoff Scores



Source: DIBELS Benchmark Report, 2010-2011.
 Note: N=78. Maximum Composite Scores possible were 170 in Winter and 334 in Spring.

Students who received more mentoring sessions focused on Word Recognition and Spelling had higher Composite Scores on the DIBELS. Teachers assigned mentors to work with children on specific literacy skills during their one-on-one mentoring sessions, such as Phonemic Awareness, Word Recognition and Spelling, Concepts of Print, and/or Alphabetic Knowledge. Analyses indicated that the content mentors focused on during these sessions related to differences in students' year-end DIBELS scores. Specifically,

- The more mentoring sessions students received that were focused on Word Recognition and Spelling, the higher their year-end Composite Scores were on the DIBELS ($r=.28$, $p<.05$, $N=77$).

Specific skills assessed within each literacy area (e.g., Fluency with Connected Text, Phonological Awareness, etc.) that sum up to the Composite Score differs at each assessment point depending on the skills that children are focused on at that point in the school year. However, one measure of literacy that was assessed in both Winter and Spring was Letter-Naming Fluency. Children's average scores on this measure increased from 36 to 45 ($N=78$). Analyses revealed a positive correlation between receipt of mentoring sessions focused on Word Recognition and Spelling and growth in Letter Naming Fluency ($r=.28$, $p<.05$, $N=77$).

Developmental Reading Assessment (DRA) Levels

The Developmental Reading Assessment (DRA) is a literature-based early reading assessment that is primarily used as a tool to inform instruction. In this assessment, teachers observe children as they read books that can range from pre-reading to advanced levels to observe the children's literacy skills and assign them to an appropriate DRA level, which is defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. For more information, see <http://www.pearsonschool.com>.

Before children develop comprehension skills, they must first develop skills in basic abilities such as oral language development, letter recognition, phonological awareness, and decoding.^{xv} Initial results from Year 1 from the SRA Imagine It! and DIBELS assessments suggests that program services are related to improvements in the basic skills that are needed for reading and comprehension. However, relationships between program services and children's DRA scores did not reach statistical significance. For instance, according to the DRA, the majority of children (84%) entered kindergarten at a pre-reading level in 2010-2011. In other words, students entering kindergarten had intensive literacy needs and went on to make gradual gains in the basic skills related to reading and comprehension. However, the DRA does not include subscales or any other indicators that allow measurement of students' progress in the multiple basic skills that contribute to assigned DRA levels, and thus the DRA does not provide the sensitivity needed to detect child outcomes related to the Yes We Can...Read!™ Children's Initiative in its pilot year. As a global measure of reading ability and comprehension, the DRA appears to be better suited as a long-term evaluation measure for the Yes We Can...Read!™ Children's Initiative, rather than as a short term measure of direct program effects.

Section Summary

Students who received more program services (mentoring; parent workshops) demonstrated significant gains in literacy skills on assessments shown to be predictive of students' later performance on California State Tests. While program participation was related to students' overall scores on the SRA Imagine It! California Benchmark Assessments and DIBELS assessments, student growth was particularly evident in the specific domains of letter recognition, knowledge of high frequency words, and letter-sound fluency. When mentors had spent more sessions focusing on Word Recognition and Spelling, students had higher DIBELS scores. A relationship was not found however between program services and DRA levels during Year 1. It may be that relationships did exist between program services and the skills that contributed to each students' DRA levels (e.g., high frequency words, letter recognition, etc.), but these relationships did not emerge due to the broader, more global nature of this assessment.

Areas for Continued Growth

- Though program services were associated with growth in literacy skills, the literacy needs of students are still great. Consideration might be given to intensifying program services and/or having services continue into the 1st and 2nd grades.
- Reconsider use of the DRA as an evaluation measure at the kindergarten level. The measure does not provide enough sensitivity to detect changes in individual reading skills. It would be more appropriate as a third-grade outcome measure.

Conclusions

In its pilot year, the Yes We Can...Read!™ Children's Initiative was successful in delivering program activities as intended and was associated with improved outcomes for parents and children in all areas of intervention. The model demonstrated the power of community collaboration in making a difference in the lives of parents and children.

A great strength of the program was the intentional, reflective, research-based approach that program staff used to design the intervention program and to continually reflect upon and refine program processes throughout the year. In the initial development stage, Grail Family Services staff conducted focus groups with 100 parents and conducted an extensive review of literature in the area to identify intervention strategies that were evidence-based and informed by community need. This systematic attention to process and detail continued throughout the program's launch and first year of implementation. Program staff gave careful consideration to all feedback received from participants and advisory members and used this feedback to review materials, update trainings, and strengthen content in all areas of the initiative's implementation. This commitment to continual improvement and refinement will facilitate the successful expansion of the model to additional school sites in its second year.

Another unique aspect of this initiative was the focus on teacher-parent relationships and the inclusion of teachers in the Parent Engagement Workshops. In Year 2, evaluation efforts should consider assessing the characteristics of parent/teacher relationships before and after the workshops occur to examine what impact the experience might have on the nature of this relationship.

Prior literature suggests that the most effective literacy interventions tend to be those that use a comprehensive, collaborative approach to services that involves students, families, teachers, and community members. As participation in the Yes We Can...Read!™ Children's Initiative increases and sample sizes permit more advanced statistical techniques, the evaluation can explore this concept—i.e., whether students receiving both mentoring and workshop components experience more growth in literacy development than if they just receive a single component.

In its pilot year, the Yes We Can...Read!™ Children's Initiative demonstrated great potential in impacting children's literacy development. However, while students did experience growth related to program services, the literacy needs of children in East San Jose remain great. Building on the promising evidence from Year 1, the initiative should consider intensifying/expanding its services to reach more children and families and have services follow children and families beyond the kindergarten year.

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