Yes We Can…READ!™ Initiative Theory of Change

Program Activities	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes

Teachers will:

- attend parent engagement workshops
- create and maintain folders to document literacy development goals for each child every week.
- share students' project folders with parents
- share folders with mentors to guide the content of their sessions with children
- provide classroom environment conducive to mentorship sessions

Parents will:

- attend 4 literacy workshops with teachers
- attend 2 family literacy nights
- receive children's books

Volunteer Mentors will:

- be recruited and trained
- read with assigned children weekly during a six-week Fall session and 10-week Spring session
- follow teachers' weekly lesson plans for each child

Teachers will:

- use the assessment data to engage in reflective practice
- see value in the program processes and presence of the mentors

Teachers and parents will:

- have more positive interactions with one another
- Collaborate to support children's literacy development

Parents will:

- demonstrate increased *knowledge* and *use* of strategies for supporting children's literacy development
- have more positive interactions with their children
- share books with their children more often

Children will:

- enjoy sessions with their mentors
- express increased *interest* in reading and *confidence* in their reading abilities
- apply literacy skills introduced by teachers and reinforced by mentors

Volunteer mentors will:

- be satisfied with program processes and procedures
- utilize effective teaching and learning techniques with the children
- feel they are making a meaningful difference in the lives of children

Increased literacy skills by end of kindergarten

Kindergarteners who participate in the Yes We Can Read Initiative will demonstrate significantly greater pre-post gains in literacy skills (as measured by *Imagine It* & *Developmental Reading Assessment* scores) when compared to their peers who did not participate in program activities

Increased 3rd grade reading scores

By the end of third grade, children who participated in the program will be significantly more likely to be reading at grade level (i.e. at the proficient or advanced level) than their peers as demonstrated by the results of California STAR tests

Yes We Can…Read!™
A program from Grail Family Services