

A. Significance

“The READY! program directly correlates with the skills we hope our incoming kindergarteners have. This program is a tremendous support to our parents and students as we work together to ensure our students are prepared for school.”

~ Niki Arnold-Smith

Principal, Eastgate Elementary Kennewick, WA

“It is common to find within a kindergarten classroom a five-year range in children’s literacy-related skills and functioning. What this means is that some kindergarteners may have skills characteristic of the typical three-year-old while others might be functioning at the level of the typical eight-year-old.” This clear statement made jointly by the International Reading Association and the National Association for the Education of Young Children (1998) illustrates the importance of utilizing innovative techniques in early learning strategies that prepare young children before they enter kindergarten to ensure success in school and in life. These early learning strategies much be continued to support young learners as they continue through the education process.

Early literacy skills are key to the success of each child’s educational journey yet many families lack the resources and knowledge necessary to adequately prepare their children. In response to these needs the national Children’s Reading Foundation offers READY! for Kindergarten parenting classes through local chapters that serve parents and primary caregivers of children ages birth to five years. For the purpose of this grant, programs will focus on children three to five years living in regions identified as high need, high poverty. In doing so school districts in these LEAs will see significant gains in the skills of incoming kindergarten

students. As researched by Dr. P. Strand, READY! is an effective tool for improving school readiness within the diverse public school systems.

The READY! for Kindergarten curriculum includes age-appropriate targets, training, tools and books designed to engage both the parent and the child in purposeful play. Local directors and facilitators are trained to deliver the curriculum and material in a way that empowers parents to become an active participant in their child's early literacy and pre-academic development. Since parents and primary caregivers are a child's first and most influential teacher, activities are modeled during these hands-on interactive classes in an effort to increase awareness of the importance of early adult-child interactions. Toys and books introduced by the facilitator are given to the family providing much needed resources in the home for ongoing learning and intentional play.

Chapters of the Children's Reading Foundation also implement the summer reading program, Read Up. Based on findings of Raikes et al (2006), we should not overlook the importance of access to books and the encouragement to read daily with a child. Children in kindergarten through third grade lose an average of three months' reading skill when coming from high-need, high-risk families. The Read Up program spans eight weeks and includes the distribution of a much needed book each week to all children present, birth through age eight. Facilitators of the weekly program engage children in a twenty minute reading session, modeling for parents and caregivers easy techniques to encourage children within this age group to participate in reading activities twenty minutes each day. Parents also are given materials to take home as reminders to read with their child(ren) twenty minutes each day.

Both READY! for Kindergarten and Read Up acknowledge parents and primary caregivers as being significant in preparing children for school and continued success through

the educational process. By strategically partnering with parents and caregivers early and often, an understanding and cultural shift develops within these prominent adults that they hold a significant amount of responsibility in the education of their children. While schools provide quality instruction of children once they pass through their doors, parents and caregivers receive new information and training through these programs on ways to equip their child with the pre-academic and early literacy skills necessary to be successful students. In this way, the Children's Reading Foundation implements these innovative programs that offer new strategies for

- delivering strong and capable students to our schools,
- lowering the achievement gap and reducing remediation expenses for K – 12 students by helping children start and stay at grade level, and
- empowering parents to be their child's first and best teacher.

Dr. Don Dreshler, University of Kansas has said, "To significantly move the needle on literacy everyone must own part of the problem and believe big changes can happen." Local directors and program facilitators of the Children's Reading Foundation work diligently to expand programs in high need, high poverty regions, targeting children most at-risk for starting kindergarten behind. Implementation of READY! for Kindergarten and Read Up within these communities provides new strategies for changing the culture to one where reading and the provision of literacy rich environments are of utmost importance.

B. Quality of Project Design

“Access to books and educational material is the single biggest barrier to literacy development in the United States and beyond.”

~ Susan B. Neuman, Ph.D.

University of Michigan, Center for Improvement of Early Reading Achievement

Once a phrase only understood in the industry of education, the “achievement gap” is now as much a social issue to be addressed by our nation as drunk driving, smoking, seat belt laws or texting while driving. Every year 40% of children walk into kindergarten 1 to 3 years behind (Fielding, L., 2009). In response to this, chapters of the Children’s Reading Foundation deliver READY! for Kindergarten curriculum within local education agencies (LEA) that meet the eligibility requirements set forth in this grant as well as deliver the summer reading program Read Up to children in these same regions with an emphasis to include children currently attending or targeted to attend schools meeting the eligibility of Small Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS).

READY! curriculum is research based and focuses on 26 target skills children need when entering kindergarten. Instructional format within the parent classes is research based and aligns with parent education programs linked to gains in student learning. Parents and caregivers who attend the READY! classes leave with training and tools to equip their child with the pre-literacy and early learning skills for a successful start in school.

Read Up is a summer reading program delivered over eight weeks with a focus on modeling reading techniques for parents and caregivers while engaging children in a twenty

minute reading period followed by a free book distribution. Adults will leave with new skills to encourage reading and children will leave with a new book to add to their personal in-home library. Access to books and books in the home directly leads to gains in pre-literacy and literacy skills. Studies show that on average, low-income neighborhoods include only one book for every 300 children (Neuman, S.B. et al. 2006).

Under this grant, chapters of the Children’s Reading Foundation in six states will serve children and families in nineteen eligible high risk, low poverty LEAs as shown in the chart below. The number of unique families to attend READY! for Kindergarten will be approximately 2,400 and Read Up will provide over 15,000 books each week.

National Implementation of READY! for Kindergarten and Read Up

State	LEAs	Avg. % Poverty	Designation
Illinois	4	33 %	
Kentucky	4	34 %	RLIS (4)
New Mexico	4	39 %	RLIS (2)
Oklahoma	1	32 %	
Virginia	1	31 %	RLIS (1)
Washington	5	28 %	RLIS (1) SRSA (2)

Chapters of the Children’s Reading Foundation will meet two definite goals in their demographic area

GOAL ONE: To assist parents and primary caregivers in becoming the first and most influential teacher as they prepare their child for kindergarten.

Objective One: 25% of parents with children age three to five within each targeted LEA will attend three, ninety minute classes where they will observe facilitators as they model proper parent – child learning activities that promote pre-literacy and school readiness skills in a fun and purposeful way. This number will increase to 30% in year two.

Objective Two: Parents will learn the importance of reading with their child twenty minutes each day and receive a minimum of four books at each READY! class increasing the in-home library to a minimum of twelve books within one year.

Objective Three: At least 85% of parents attending READY! classes in year one for age three – four will return for continued training during year two.

Objective Four: 75% of parents attending READY! classes will visit the READY! online site to view additional learning activities and review activities taught in class.

GOAL TWO: Increase the number of books in low-income high risk neighborhoods for children birth through eight years leading to increased opportunity for reading and improved reading ability.

Objective One: 40% of children birth to eight years, identified as living in low-income homes within our targeted LEAs will attend weekly reading events and receive a free book. This number will increase to 50% in year two.

Objective Two: Parents and caregivers of these children will receive weekly tips and take home tools to remind them to read with their child twenty minutes each day.

Objective Three: Information going home with those who attended the reading events will reach others who did not attend the reading event and lead to an increase in community awareness to read twenty minutes a day with a child.

Anticipated outcomes from children whose parents or primary caregivers participated in READY! are that children age four to five years will show an increase in oral language ability. These children will be better prepared for kindergarten and enter school at a level comparable to their peers from a higher socio-economic group. Progress will be monitored throughout the program through the use of self-reporting evaluations given to and completed by the parents. Annual and final outcomes will be obtained from individual assessments given children at the end of each year. The assessment used will be based on that used by Dr. P. Strand when evaluating the effectiveness of READY! in Kennewick School District, Washington (Strand, P., 2009).

Parent participants in READY! will be give an evaluation to complete at the end of each class to evaluate the perceived effectiveness of the program. Feedback from the evaluations will be monitored by the director for future class adjustments. Facilitators will be videotaped or personally monitored once each year to evaluate the effectiveness of their presentation.

READY! classes will be held in neighborhood schools and local community centers central to the target participants. Where classes are held in school buildings, this will nurture the relationship between families and school officials. Early relationship building between families and schools will increase the level of parent involvement once the child enters school as a student leading to an increase in academic achievements.

Anticipated outcomes of the Read Up program will be that neighborhoods where books are traditionally difficult to find will see an increase in access to reading material at age appropriate levels. Parents and caregivers in these neighborhoods will understand the importance of reading twenty minutes each day. Children returning or entering school from these neighborhoods will show an increase in literacy skills measurable by standardized tests existing within the school system. Evaluators and directors will work with these schools to provide results to the community as affirmation that reading early and often is key to school success.

Children attending the Read Up events will register when receiving their first book and attendance will be tracked within a database. Directors will monitor when a child has not been present at an event for more than two weeks and try to make contact with the family. Read Up events will be held in partnership with local libraries, in community parks and other areas central to low-income families. Families will receive information about the reading events from social service agencies or by viewing informational posters, flyers and brochures in public locations.

Volunteers involved in the delivery of the Read Up program and reading events will be trained and monitored by the local director for effective engagement techniques. Parents and caregivers will be given an opportunity to evaluate the program and offer suggestions as to how it may better meet the needs of each individual community.

C. Quality of the Project Services

“As a teacher, it (READY! for Kindergarten) is everything I want parents to know and as a parent, it is everything I wish teachers would tell me.” READY! facilitator, 2009

To ensure that every child and parent within the target demographic has an opportunity to participate in the READY! for Kindergarten program as implemented by the local chapter of the Children’s Reading Foundation, we work diligently with established partners such as Head Start, Early Head Start and local public libraries to identify and deliver the curriculum to parents and caregivers. Directors also work with local food banks and homeless shelters to establish relationships and potential delivery sites for the READY! classes. Information about the READY! program is also delivered through local and county agencies offering public assistance to high need, high risk families.

All parent materials and corresponding tools are available in English and Spanish. Where other languages are spoken, special training is given to facilitators on how to best conduct a READY! class for non-English speakers if native translation is not available. READY! lessons are presented verbally, minimizing difficulties for blind participants and include written take home materials as parent reminders and to assist the hearing impaired.

In addition to the cultural diversity found within the participating LEAs, the Children’s Reading Foundation recognizes the diversity within families. For this purpose we use the generic term parent knowing that the significant person or primary caregiver attending the class on behalf of a child may be a biological parent, grandparent, biological family relative or court appointed representative.

Head Start and Early Head Start programs find READY! for Kindergarten curriculum to be a perfect addition to existing programs as evidenced by its successful use in Benton and

Franklin Counties, Washington the past three years. The 90-minute lessons are easily tailored to fit within three monthly parent meetings or delivered monthly in the comfortable atmosphere of the home visit. Facilitators from both Head Start and Early Head Start have seen an increase in parent participation since the inclusion of the READY! curriculum. Parents are eager to participate in this program with its built-in incentives. Special training sessions are held with Head Start and Early Head Start teachers and staff to ensure the proper delivery of READY! materials. Hands-on training is held at the beginning of each year. Webinars and video training are given throughout the year to emphasize key targets in the upcoming lessons or as review points for special activities. The interactive nature of the curriculum is stressed with all facilitators. It should not be rushed or belabored. Each lesson is given to parents with activities that are easy to replicate in the home with the tools and toys provided. Each activity is modeled for the parent with the child and then reviewed as the parent and child interact together.

As exemplified by our chapters in areas of most desperate need, chapters also partner with food banks and homeless shelters to present the curriculum to this high-need population. In Doña Ana County, New Mexico these partnerships are well established. The flexible nature of the READY! curriculum works well in meeting the needs of families in their current situation. Facilitators are once again trained to divide the curriculum into smaller lessons that can be delivered to parents and caregivers while waiting to receive additional services. By modeling how to use the tool and participate in the learning activity, combined with a 1-page sheet that will remind parents how to perform these activities when they return home or to their place within the shelter, mini-lessons are easy for parents or caregivers to participate in weekly while tending to other necessary needs. Facilitators also stress the importance of parent-child engagement during these formative years. Parents must understand the importance of purposeful

play, even just ten minutes each day, as they contribute to the successful start their child will have in school. Parents connect with facilitators and program directors to receive information on how to attend a formal, full-length class at a nearby location.

Partnerships with public libraries and other local service agencies will provide avenues for reaching additional parents and caregivers while providing central locations for the delivery of READY! classes. Parents will attend the 90-minute READY! for Kindergarten classes in these central public locations three times each year. Materials used in these classes will include parent handouts based on the twenty-six age level targets, age appropriate tools with learning activities to encourage parent-child engagement in a fun and informative way, and a minimum of four books per class. Facilitators instruct parents on the importance of this early purposeful play and encourage them to be their child's first and best teacher.

Implementation of the summer reading program Read Up is flexible, allowing directors and volunteers to meet and deliver materials to families in a wide variety of locations. This mobile program is designed to go where the children are each summer. Short, 20-minute readings are given in places such as local parks, low-income housing units, near public swimming areas and anyplace the local director may find parents and children gathering. Where applicable, these events are held in Spanish and include the distribution of books in Spanish. Reading events are held in multiple locations each week to allow accessibility for the highest number of high needs, high risk families. Read Up is an eight week program providing each child the opportunity to receive a total of eight books within one summer. If multiple children live within the same family, the home library will grow rapidly as this program provides one book per child, not family in attendance. As with implementation of READY!, partnerships will be nurtured with all area agencies that serve these high-need families in an effort to support them

with the books and educational services necessary to support parents as they encourage children to read as part of their summer activities.

The books available at these events will be varied in subject matter and reading level. It is the intention of the program that children will be allowed to choose a book that meets their personal interests increasing the desire to read. The pride of owning a book will also increase the value of reading the books received. The book selection will include board books, wordless books, picture books and chapter books from beginner through fourth grade. It is the intent of the program to not only meet the reading level of the child but the parent. As parents observe reading techniques during the event and are given simple reminder cards to take home, they will also feel comfortable with the books they are asked to use as they engage their child in reading.

By ensuring the books meet the interests of the children and the reading level of the parent, the number of minutes children are read to each day will increase. As mentioned by Duursma et al. (2008), bookreading stimulates conversation between parent and child leading to an increase in oral language development. While other activities, such as educational television and videos may increase conversation between child and adult, “children’s books contain 50% more rare words than prime-time television or college students’ conversations” (Duursma, 2008). It is the inclusion of these rare words that leads to the growing vocabulary and school readiness of young children.

Parent tips sent home after the reading events will be brief, not text heavy and easy to read, with reading difficulty being no higher than a third grade level. Take away cards will also contain references to online sources for additional education on how to engage children in reading. Online sources will also be given to fun, engaging and educational sites for children to visit as they develop their pre-literacy and early academic skills.

While it will be the primary goal of the local director to secure many diverse locations for this program, he will be supported by a strong team of trained volunteers during the implementation and weekly activities of Read Up. These volunteers will be trained on the importance of reading often. Volunteers will also be trained on engagement techniques to share with parents while children are being read to. The primary reader for the event will model engagement techniques and interact with both children and parents during the twenty minute session as a strong example of what reading should look like in the home.

READY! facilitators and Read Up volunteers receive training throughout the year. An initial training is held to introduce program targets and research based curriculum and techniques. Follow-up trainings are required bi-monthly for READY! facilitators. Information will be presented in the form of webinars and online video, and hands-on training prior to each session. Read Up volunteers will attend similar training but on a weekly basis, one hour each week for four weeks prior to the kick-off of the program. Facilitators and volunteers will be trained in personal skills as well as teaching techniques. It is imperative that the programs are presented in a way that is easy to understand and received from a trusted source. Facilitators and volunteers must be approachable. READY! is delivered from the viewpoint of a facilitator and not a teacher to encourage peer interaction during the parent classes or mini-lessons. Parent involvement during the learning process will lead to parent – child interaction when the parent returns home with the knowledge, tools and confidence to begin playing and reading in a purposeful way with their child.

D. Adequacy of Resources

“READY! (is) an effective intervention for improving kindergarten reading readiness and provides parents information, skills and education materials and activities that ensure a rich early learning environment at home.”

~ Dr. Miguel A. Villarreal

Assistant Superintendent, Othello School District, Othello, Washington

The achievement gap begins in the home as soon as a child returns from the hospital. Parents and primary caregivers have the opportunity to provide a wide variety of experiences for the child that will enrich their learning. Kindergarten readiness is a journey birth through age 5 and is nurtured primarily within the home. Many parents within low-poverty neighborhoods did not have fun engaging experiences as a child and therefore do not know how to provide these important learning opportunities to their own child within the context of their daily lifestyle.

As Dr. James Heckman has said, skill begets skill. Children that grow-up in a home where a wide variety of experiences, daily reading, and learning opportunities are provided will in turn raise their children in the same manner. When this foundation is not laid naturally within the family system, we must assist families by “fostering the environment in the home and the immediate environment of the child” as a strategy to lay the proper foundation for early learning (Heckman, www.heckmanequation.org).

The Children’s Reading Foundation provides programs that foster positive parent – child relationships within the home during crucial pre-kindergarten and early elementary years.

READY! for Kindergarten provides parents and caregivers with valuable training and tools that encourage them to develop a daily habit of playing with a purpose and reading twenty minutes each day with a child. Training occurs three times a year in an engaging format that allows

parents the opportunity to practice the very activities they will use with their child when they return home. Parents will be met at the door by eager children as they bring home new toys and a minimum of 4 new books after each class. With an average cost in year one of [REDACTED] per child (1,372 children) and a year two average of [REDACTED] (1,638 children), READY! is a cost effective way to change the lifestyle of these families. As shown by Dr. P. Strand, READY! is an effective intervention strategy improving school readiness skills.

The prevalence of books in low-income homes is almost non-existent. Read Up offers books and training to low-income, high risk families during the summer months when reading and pre-literacy activities tend to take a backseat to swimming and playing in the park. By meeting children and parents in the park and at the pool, Read Up provides free books to children and parent take-aways with tips and engagement ideas for summer reading.

In year one, Read Up will provide books to over 15,000 children at the average cost of [REDACTED] per child. If a child attends the entire eight week program, they will increase their home library by eight books and parents will receive multiple tips and tools. If a family has more than one child, their home library will increase by that fold. The same service will be provided during year two with an increase in reach to 18,850 children and a total program cost averaging only [REDACTED] per child. Many studies show the number of books in the home directly correlates with pre-literacy and reading skills. By increasing access to books and reading opportunities throughout the summer, children will enter kindergarten or return to school with reading skills that have not the opportunity to slide back during the summer months.

E. Quality of Management Plan

“The quality of the teaching materials is exceptional. The helpfulness of the READY! office and support staff in the warehouse is very much appreciated.”

~ Rae Smith

Monadnock School District, Swanzey, New Hampshire

The Children’s Reading Foundation provides valuable services and tools to parents, children, schools, and public and private social service agencies nationwide. Chapters of the Children’s Reading Foundation have been supporting communities for over fifteen years by developing and providing innovative grassroots approaches to meeting the needs of children and families as they prepare for a successful career in school and life. With ten years experience READY! for Kindergarten has been providing parents with valuable target driven training and tools to assist in preparing children to enter school with the skills necessary to succeed. Qualified individuals work together as a team to deliver quality materials and program assistance.

Job Descriptions:

Project Director (PD): (Lodahl) will manage grant funds, recruit, supervise, guide and direct the project staff to achieve the grant objectives, evaluate staff against grant objectives, liaison with chapter directors, monitor activities and accomplishments, support chapters in developing sustainability and longevity, and assure resources are available to meet project needs.

Project Assistant (PA): will work under the direction of the Project Director to support completion of tasks.

Project Coordinator/READY! Director (PC): will provide logistical support at the local chapter level, hire program facilitators, recruit and train volunteers, liaison with local school and

community officials in strengthening partnerships, promote programs and events, and work with PA in securing materials and supplies.

Trainer (TR): (Botsford) will provide onsite training to directors and facilitators during year one, and facilitate webinars and follow-up training.

Facilitators (FA): will attend onsite training and webinars, thoroughly familiarize self with curriculum, be available for annual reviews, and deliver READY! for Kindergarten curriculum to parents and caregivers in a fun, interactive and engaging format.

Curriculum Specialist (CS): (Paine) will oversee trainer, provide trainer with quality training materials, oversee any modifications to curriculum if necessary, oversee video presentations placed online, and monitor webinar content.

Evaluator (EV): will monitor progress of programs from beginning, participate in webinar to train PC on evaluation processes, visit chapters once each year to review processes and collect data, work with PC to facilitate partnerships with schools, and present comprehensive reports annually and at completion.

Full job descriptions and resumes of key personnel are included in the appendices.

Year One	Timeline	Milestone	Responsible Party
1) Establish READY! for Kindergarten program			
a) Identify and hire READY! director	Oct 10 – Oct 20	Director hired	PD and local CRF Board
b) Recruit and hire R! facilitators	Oct 20 – Oct 30	Facilitators hired	PC lead, PD advise

c) Contact community partners with R! information	Oct 20 – June 15	Community awareness and partnerships begin	PC and local CRF Board
d) Recruit volunteers	Oct 20 – June 15	Volunteer list created	PC and local CRF Board
e) Coordinate family identification and registration with partnering agencies	Oct 30 – June 15	Eligible families registered	PC
f) Class delivery sites are established for each season	Oct 30 – May 15	Location of classes secured	PC
g) Class dates and times are established for each season	Oct 30 – May 15	Time and dates of classes announced	PC
h) On-site training of R! director and facilitators, morning portion includes stakeholders and interested community members	Nov 1 – Dec 10	Qualified instructors and train the trainer model established, broader community awareness	PD, CS, TR and PC

i) Webinar training of PC on evaluation process	Nov 1 – Dec 10	Understanding of data collection and evaluation requirements	PD, EV and PC
j) Webinar and Video training for facilitators	Jan 5 – June 15	Continued training of facilitators	CS, TR and PC
k) Parent/child activity videos are on R! website and YouTube channel	Nov 1 – May 15	Continued training in place for parents	CS
2) Promote READY! for Kindergarten classes			
a) Create READY! flyers and announcements for each season	Oct 30 – May 15	Publication complete	PD, PA and PC
b) Activate online parent registration creating ongoing database for tracking	Oct 30 – May 15	Parent registration and database started	PC
c) Disseminate R! publications to community partners and in public locations	Nov 10 – May 15	Parents register for R! classes	PC
3) Facilitate READY! parent classes			
a) Order material for classes per season	Nov 1 – May 15	Curriculum received	PC and PA

b) Establish inventory controls	Nov 1 – May 15	Track inventory	PC
c) Verify that all technology is compatible and working	Nov 1 – Nov 30	Technology in place	PC and PA
d) Distribute Facilitator lesson plans 4 weeks prior to class date	Nov 1 – May 15	Lesson review complete	CS and PC
e) Distribute and collect parent self-reports and evaluations	Jan 5 – June 30	Data collection complete	PC, FA and EV
f) Deliver R! classes to parents with targets, tools and books	Jan 5 – June 30	Parent training occurs	PC and FA
g) View at least one parent class per year per facilitator	Jan 5 – June 30	Insure program quality and fidelity	PC
h) Analyze self-reports and additional evaluation tools	June 1 – July 30	Evaluation materials analyzed	PD, PC and EV
i) Disseminate evaluation results to National and local CRF staff and all required parties per grant	Aug 1 – Sept 15	Analysis complete	PD and EV
4) Establish Read Up Program			
a) Identify and recruit volunteers	April 1 – Aug 30	Staff in place for Read Up	PC and local CRF Board
b) Contact community partners	April 1 –	Solidify community	PC and local

with Read Up information	June 30	partners	CRF Board
c) Develop print materials for promotion	April 1 – May 15	Promotion items complete	PC and PA
d) Identify event locations, dates and times	April 1 – April 30	Location, date and time of classes secure	PC and local CRF board
e) Train volunteers in reading techniques and parent/child registration	May 1 – June 1	Volunteers trained, data collection in place	PD, PC and TR
f) Disseminate Read Up promotional items within community	May 15 – July 15	Community awareness of events	PC and volunteers
g) Order books and Parent take away items	May 15 – July 1	Supplies on hand	PC and PA
h) Parent registration form and database prepared	May 15 – June 10	Data collection in place	PD, PC, PA and EV
i) Books labeled with “Read 20 minutes” labels	June 1 – July 15	Reading awareness	PC and volunteers

j) Personal invitation delivered to eligible parents and children	June 1 – July 30	Target audience reached	PC, community partners, volunteers
k) Volunteers observed at reading events in person or video	July 1 – Aug 15	Evaluation of program	PC and EV
l) Volunteers meet bi-weekly to review program results	July 1 – Aug 15	Continued training and program development	CS and PC
m) Parent registration and child attendance entered in database	July 1 – Aug 30	Data collection for evaluation	PC and EV
n) Analyze attendance numbers and demographics	Aug 30 – Sept 15	Read Up evaluation complete	PD and EV
o) Disseminate Read Up results to staff	Sept 15 – Oct 1	Assess next steps	PD, CS and EV

Year Two

During year two all tasks from year one will be repeated excluding the initial on-site training of READY! facilitators. A fall webinar will be included as a supplement. It is the intention that the PC will work to retain 90% plus of facilitators eliminating the need for on-site training and follow the train-the-trainer model set in place during the previous year's training. Project improvements will be based on evaluations and coordinated with the CS and PD prior to

year two roll-out. Activities will be improved and adjusted as necessary and in coordination with PC.

The project director will be available full-time to all chapters and assist with initial start-up and implementation. On-site training will be held in all locations for a minimum of three days in year one. The project evaluator will make no less than one site visit to each chapter in both year one and year two. The project evaluator will work closely with the project director and project coordinators throughout each to year in assessing the data collection process. To ensure timely training and adequate timing of visits, the project assistant will coordinate all travel for project director, project evaluator, trainer and chapter attendance of training in Washington, D.C.

All material orders will be coordinated through the project assistant in the office of the project director. All promotional materials and publications will be developed and coordinated under the supervision of the project director and coordinated by the project assistant. This will ensure quality control and adequate materials throughout the project. With more than ten years experience, the READY! for Kindergarten warehouse staff has proven responsive and will deliver all materials on time and in a secure and efficient manner.

F. Quality of Project Evaluation

“It’s a real blessing to work with such a professional group of people who all share the common passion of supporting the families of our youngest citizens.”

~ Terry Botsford

Executive Director, READY! South Kitsap School District, Washington

The evaluation of READY! for Kindergarten and Read up will include both the processes and outcomes established in the project plans, consisting of both formative and summative components. The intended use by the end user will guide the Evaluator while moving through the process. The Evaluator, project staff and other stakeholders will participate in a feedback loop established to provide continual project and quality improvements.

The formative evaluation will focus on the extent that actions and tasks have been completed as provisioned in the management plan (section e); timelines and milestones listed in the plan will provide the “benchmarks” for the assessment of the projects processes. The Evaluator will meet with the Project director and key staff on a regular basis to review progress, barriers encountered or setbacks that may have occurred, and adjustments that are needed in the management plan. The Evaluator will also call upon and meet with other stakeholders in the project such as school administrators, partnering public and private agencies, and to the extent practical, parents and child participants. As objectives are accomplished and outcomes produced, their assessments will also be included in the formative evaluation, until the end of the project; at this point summative evaluations will be conducted and reported. The Evaluator will complete annual reports for the Project Director at the end of the fiscal year to be shared with key staff and stakeholders.

The evaluation of the objectives will rely primarily on the quantitative data collected by project coordinators, Evaluator and self-report and evaluations obtained from participating parents and caregivers. Evaluation of Objective One under Goal One will be obtained through database registration of parent attendance in classes provided each year. Overall number of parents to be served within each LEA will be obtained from local service agencies. The same database will be used for evaluating Objective Three, Goal One. Objective Two, Goal One will be evaluated by processing self-reports given parents twice each year. Online tracking devices will track the number of parents accessing the online READY! and YouTube channels for additional parent education.

Local census numbers will be used to estimate the number of children living in RLIS and SRSA. Numbers obtained from registrations at each location will be used to evaluate Objective One, Goal Two. The assessment of Objective Two, Goal Two will be observation by project staff. It will be observed how receptive parents are to different forms of communication and recommendations will be made as how to best disseminate valuable information to parents within this demographic.

All evaluations will be performed under the guidance and direction of the Project Evaluator. All evaluations will be reported to the Project Director, both verbally and in writing, and written annual reports will be submitted as required under this project.