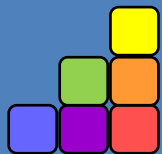# Supporting Early Language and Literacy

- John Boggiano, Starling
- James Ella Collins, Charleston First Steps
- Katie Elmore, Charleston First Steps
- Patti Wilkes, Fairfield First Steps
- Janie Eargle, Newberry County Public Library

Kim Archung, Moderator

Meet Your Team

The Founders

Chris   Nicki   Jon

Operations Team

Niki   Marissa   Shea

Why We Created the Starling

82%
"Early Education"
really starts on the drive
home from the hospital.

Most Early Education Innovations
center around the classroom

Lack of Individual Intervention

Cost is a big limitation

App-Based Solutions
places technology between the parent
and child
fails to capture the entirety of a child's
daily experiences

Lack of Reliable Data
Difficult to ID individual
struggling children

The Goal: Shift Parental Behavior
Parents are the key to improving educational outcomes

"Increasing the quantity and quality of parental – child engagement could have a transformational impact on American society. I can attest that the promise of a real-time word count with the Starling will be a great leap to helping achieve this."

– Dr. Anne Fernald
Director, Stanford Language Learning Lab

Research shows: when parents get feedback on how much they're talking to their babies, they *talk more.*

Starling
by VersaMe

The Starling allows measurement of this previously un-measurable period

The Starling **counts words**, helping parents:

- Measure a previously un-measurable period
- Answer, "am I doing enough?"
- Engage more as a family
- Learn healthy habits

Talking more helps young children:

- Accelerate language development
- Read sooner, increase vocabulary size
- Improve IQ, school performance
- Develop socio-emotional skills, EQ, grit, resilience
- Reach their highest potential in life
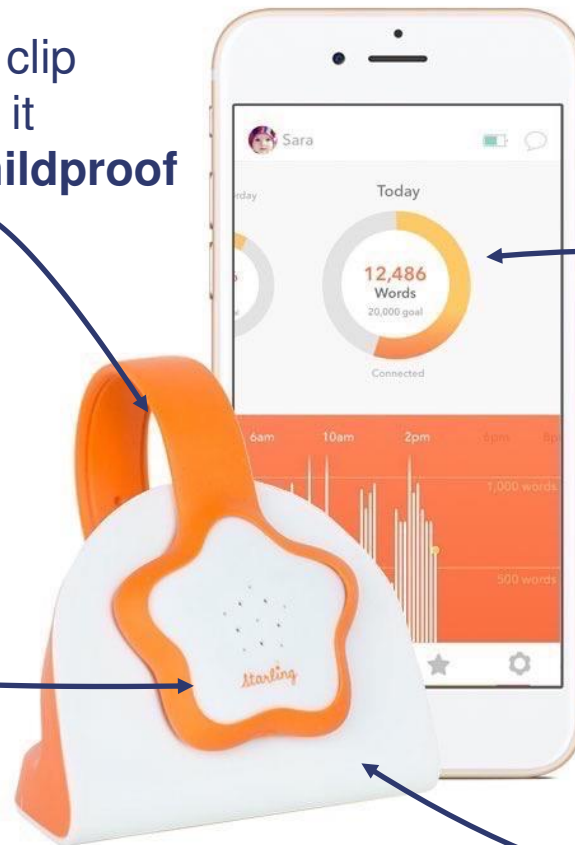
Starling: Wearable Word Counter

Strong, seamless clip
Kids love wearing it
Military grade childproof

Direct sync with companion app

Instantaneous word count update
In-app activities to help parents

Works in all languages

Water resistant
Battery life up to 4 days
Does not record

Coming soon… reading

Sylvia
DOB: 11/24/2016
Age: 24 months

Report Nov 2 - Nov 8
First Sync'd: 04/21/2016
2,735,093 Words to Date

6:48 am
Words Start Avg.

9,542
AVERAGE DAILY WORDS
+2.5% from last week

7:50 pm
Words End Avg.

1,000 Words

500 Words

83,498
7 DAY TOTAL

Nov. 5th
14,897
HIGHEST DAY

Nov. 6th
2,897
LOWEST DAY

11,500
WORD GOAL

87%
SUCCESS RATE
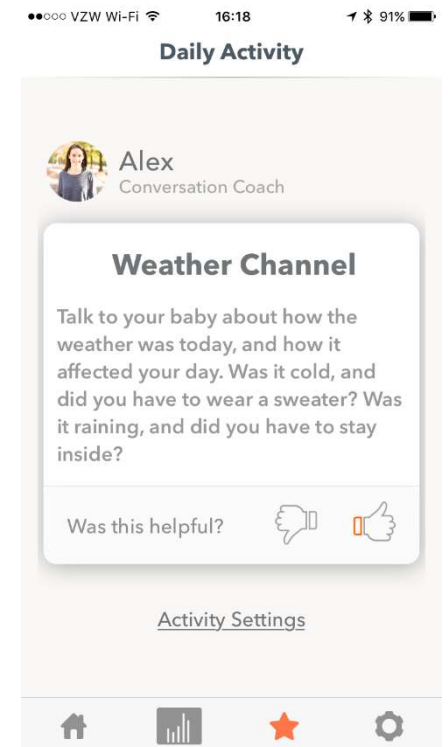
April 18th
-500
GOAL CHANGED

17 Mins Reading
Avg. Time

72
Words Per Minute

GOOD
Background noise

Doctor's Notes:

How the Starling Works for Organizations
Charlotte Bilingual Preschool

1

FIRST

time incorporating the Starling
in a nonprofit partnership

10

10 STARLINGS

10 families • 0-2 Year Old children •
Average Monthly Income
of $2,008

1

1 WEEK

Families wore the Starling for an
entire week

Charlotte Bilingual School

Overall Takeaways

Trend line for all families showed a16 percent increase in word count

+16%
Word Count

Across the board, word count increased once families received activities of the day

Night and Day difference between organic control family

100% of families expressed that they loved the experience and would be willing to do it again

"I really like this thing, I think more parents should get it. My son used to watch a lot of tv but now I've been making sure he watched less and I talk to him more"
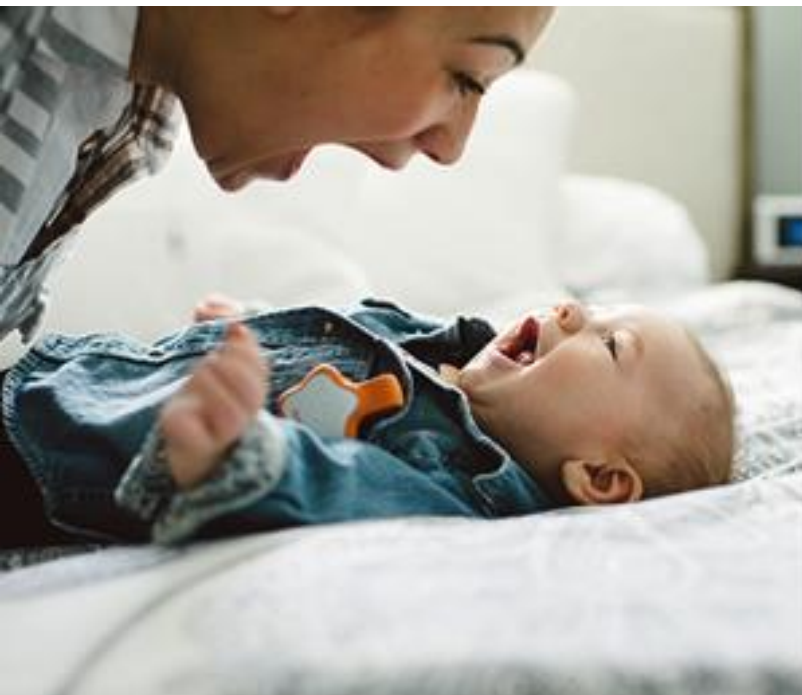
"Anything that can help my baby be successful, I want to do."

She and her husband, who were both present at both clinic meetings, **would check the word count before putting Sebastian to bed and found themselves reading more at night to complete the word goal.**

A Day in the Life of A Starling

6:07 AM
Good Morning!

1,008
Words
10,000 Goal

Your Starling app has your first activity ready! Practice the names of body parts with your baby throughout the day.

While getting baby dressed, point out your little one's hands, toes, shoulders, and belly button.

11:40 AM
It's Play Time!

5,672
Words
10,000 Goal

Talk about the colors of the flowers you pass, the kinds of animals you meet and the friends you make in the park.

Check in on your word count! You're halfway through the day and halfway to your word goal!

5:32 PM
It's Dinner Time!

8,305 Words
10,000 Goal

Uh-oh, baby food is all over the Starling! Good thing the Starling is waterproof and super easy to clean!

Remember your daily activity! You can point out more of your baby's body parts as you wipe the food off of your little one.

7:55 PM
It's Storytime!

10,204
Words
10,000 Goal

No better way to complete your daily word goal than with a bedtime story!

During storytime, ask your baby questions about the book. Even if baby only babbles back, this is a great way to get to first words!

THANK YOU

jon@versame.com

An Early Literacy + Family Engagement Partnership with Charleston County First Steps

Program Overview

What's Raising A Reader?

Raising A Reader is an **early literacy** and **family engagement** program that:

★ **Engages** parents, children, and professionals in a shared partnership.

★ Develops, practices and sustains interactive **read aloud routines** in children's homes.

★ <u>Mission</u>: To engage caregivers in a routine of book sharing with their children to foster healthy brain development, a love of reading, and the language and literacy skills critical for school success.

CHARLESTON COUNTY
FIRST STEPS
Getting children ready for school.

Program Aims

1. Foster Healthy Brain Development

2. Develop and Enhance Early Language and Literacy Skills

3. Promote and Strengthen Parent-Child Bonding

4. Develop, Foster, and Promote Intrinsic Reading Motivation

CHARLESTON COUNTY
FIRST STEPS
Getting children ready for school.

Program Aim #1:
How Does RAR Foster Brain Development?

1. Sharing books enhances language interactions that develop the brain through active listening and response.

2. Sharing books increases family bonding time, which fosters the nurturing environment and experiences needed for healthy development.

3. Families spend the most time with their children and have the biggest impact on their brain development.

Program Aim #2:
How Does RAR Foster Early Language and Literacy Development?

★ Reading Aloud

★ Reading Books from Important Genres

★ Reading Stories that Provide a Window and Mirror

★ Storytelling

★ Family Bonding

★ Language Acquisition

★ Experiences

★ Retelling Familiar Stories

Program Aim #2:
What evidence exists that RAR effects early language and literacy development?

★ To date, 32 independent evaluations of Raising A Reader programs have proven that Raising A Reader makes a positive and lasting impact, significantly improving:

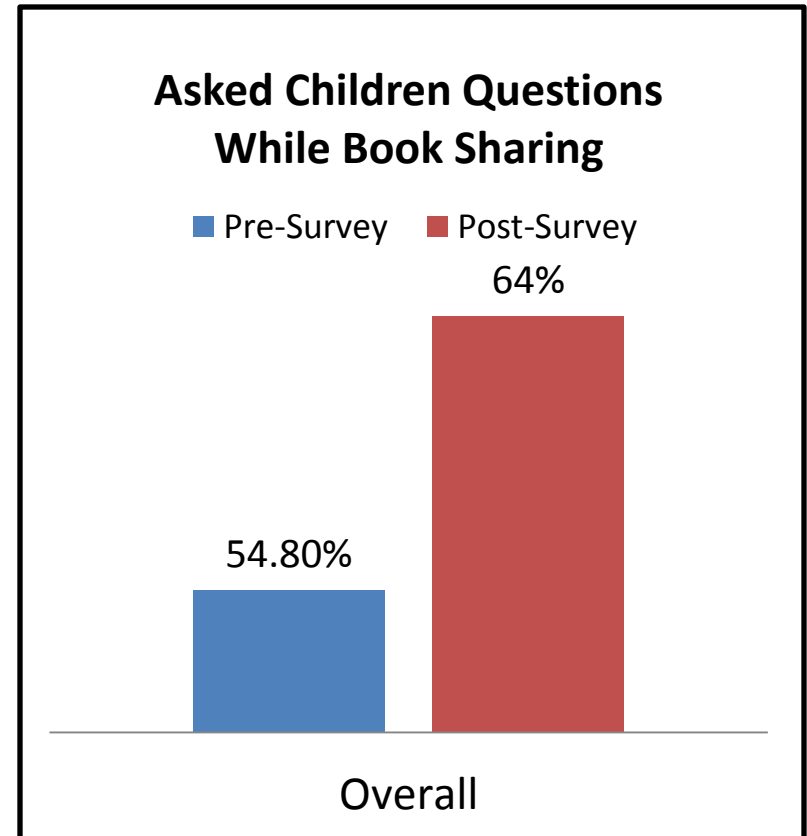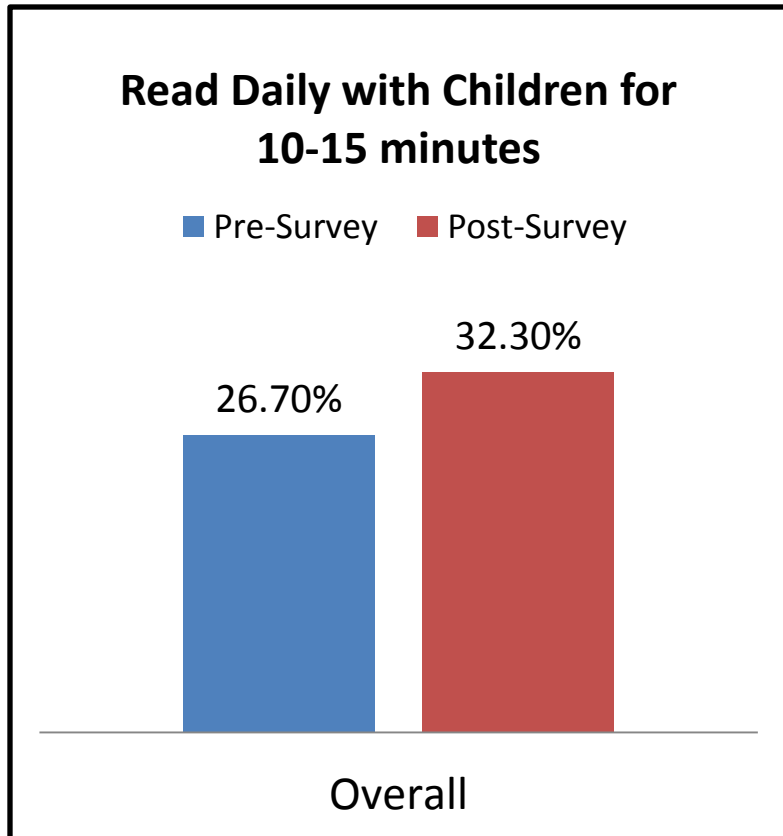- Family reading behavior

- Parent-child bonding time

- Kindergarten readiness across cultural & language demographics

★ Language & Literacy Outcomes Effected

- Reading motivation (e.g., child enjoyment and valuing of reading)

- Oral language skills (e.g., vocabulary)

- Emergent literacy skills (e.g., book knowledge, comprehension, print knowledge, letter naming, rhyming, and sound fluency)

Program Aim #3:
RAR families demonstrated an increase in parent-child reading:

Read Daily with Children for 10-15 minutes

- ■ Pre-Survey
- ■ Post-Survey

26.70%   32.30%

Overall

Asked Children Questions While Book Sharing

- ■ Pre-Survey
- ■ Post-Survey

54.80%   64%

Overall

RAR Year 2 Evaluation Survey conducted by Jianping Shen, PhD., Western Michigan University
Data collected from Calhoun Intermediate School District (2013).
Statistically significant at 99% confidence level with sample size of 300.

Raising
A Reader

Program Aim #3:
RAR families demonstrated an increase in parent-child reading:

Established a Reading Routine at Home

■ Pre-Survey ■ Post-Survey

86

47

Overall

Read Between 11-30 minutes with Children

■ Pre-Survey ■ Post-Survey

53

35

Overall
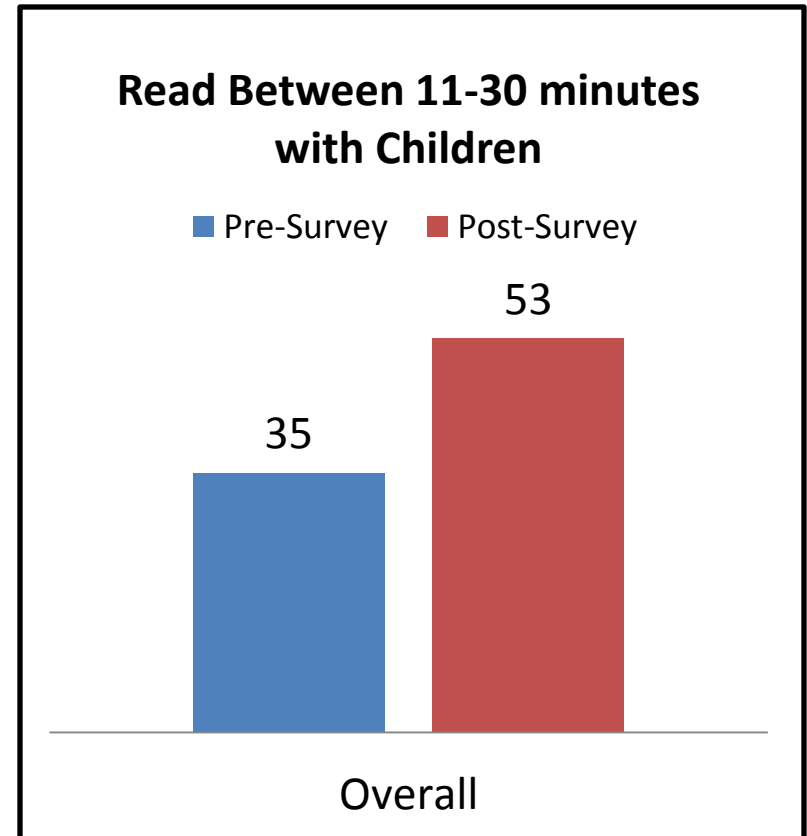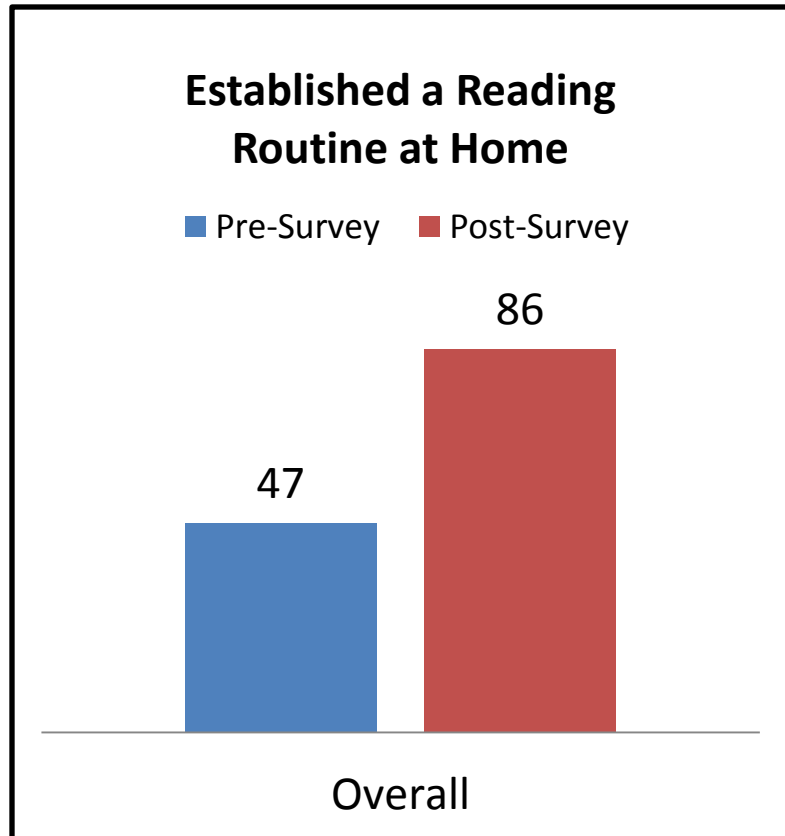
External Evaluation conducted by the Research and Evaluation Staff of Virginia G. Piper Charitable Trust Data collected from Southwest Human Development (2013).

Raising A Reader

Program Aim #4:
Develop, promote, and foster Intrinsic Reading Motivation

★ Intrinsic reading motivation is linked to two key factors:

1. When an individual wants to learn more about a topic.
2. When an individual has a high level of self-efficacy associated with reading.

★ All learning begins with an emotional context and print motivation is one of the predictive factors of later reading success.

Raising A Reader

Program Aim #4:
What evidence exists that RAR fosters intrinsic reading motivation?

EXTERNAL EVALUATOR

Child Trends - Innovative Approaches to Literacy
YEAR: 2014 | **N =** 3,459

Families who participated in Raising A Reader showed a statistically significant increase in creating literacy-rich home environments:

★ *The percentage of families who shared books three or more times per week increased from 61% to 78%.*

★ *The percentage of families who spent sixty minutes or more sharing books increased from 41% to 59%.*

★ *The percentage of children who asked to be read to five or more times per week increased from 14% to 28%.*

★ *The percentage of families who had routines for sharing books with their children increased from 25% to 38%.*

★ *Families who had more than ten books in the home increased from 39% to 57%.*

Anchors of Success

Child drives the process.

Parents learn and engage in "read-aloud" strategies.

Coordinators ensure that delivery system is turnkey.

Program Implementers are trained to communicate early literacy strategies to parents.

Children and parents get to know their local library.

PARENTS

CHILD

BOOK BAG

Leads to healthy brain development, parent-child bonding and early literacy skills

IMPLEMENTERS

LIBRARIES

Core Program Components

Core Component #1:
Train The Trainor Model

- **Coordinators-**
  Attend RAR Training by RAR National

- **Implementers-**
  Trained/Refreshed twice per year by Coordinator

- **Parents-**
  Trained 1-4 times per year

  *Coordinators conduct visit sites and coach implementers at least once per year

RAR National Office
- Production of RAR Book Bag Kits
- Maintenance of the RAR brand
- Affiliate training & technical assistance
- Coordination of the National Affiliate Network
- Research & development
- Outreach to form national partnerships

Affiliate Coordinator
- Book Bag Kit ordering
- Implementer training and coaching
- Resource dissemination
- Library coordination
- Community support
- Site Visits (and evaluation)

Local Implementer
- Parent Kick Off Orientation
- Parent Engagement Workshops
- Child Introduction
- Tracking and Rotating Kits
- Blue Library Bag distribution and library information
- Parent Survey

Parents and Children
- Book cuddling & interactive reading strategies
- Book conversations
- Handle RAR Books with care
- Return Red Book Bags weekly
- Visit the library
- Limit damage and loss

RAR Core Component #2:
Book Bag Rotation

★ RAR Red Book Bags rotate to children's homes every week

- 0-PreK Program – 4 books/bag

★ To ensure program consistency and quality, materials are purchased from the Raising A Reader only.

★ Tools include rotation logs, book bag tags, and pocket charts

Raising A Reader

RAR Core Component #3:
Library Partnership

★ Library component is designed to sustain the book-sharing routines that families develop through RAR

★ Blue Library Bag is given to each child at the end of the program year to continue book-sharing over the summer.

★ Libraries are engaged as partners and welcome RAR families by issuing children library cards.

Raising A Reader

RAR Core Component #4:
Program Evaluation

To ensure consistency and program quality, RAR encourages all affiliates to evaluate program performance on an annual basis. This is done through:

★ Annual Affiliate Check-In with RAR National Office

★ Affiliate Evaluation Tools:

- Pre/post Parent Surveys

Raising A Reader

Program Evaluation: Pre/Post Survey Example

Raising A Reader

CHARLESTON COUNTY FIRST STEPS

Thank you for answering this survey. Your honest answers are important to us and will be kept confidential.

1. **LAST WEEK, how many times did your child look at books with you or other people in your household?**

   About [____] times last week

2. **How many minutes do you or other people in your household usually spend with your child each time you look at books together?**

   About [____] minutes each time

3. **In the last week, how many times did <u>your child ask</u> to look at books with you or another person in your household?**

   About [____] times last week

4. **Which of the following happened the LAST TIME you looked at books with your child.** (Mark all that apply.)
   - o I let my child choose what to read
   - o My child did not pay much attention to the story
   - o I asked my child questions about the story
   - o My child turned the pages of the book
   - o My child asked questions about the book
   - o My child read the book to me or told me a story about the pictures
   - o After we finished reading a book, my child asked me to read the book again
   - o I used different voices for different characters in the story
   - o We talked about new words and what they meant
   - o None of these

5. **Do you have a routine for looking at books with your child?** *(Examples: reading at a certain time of day; reading in a special place)*
   - o No
   - o Yes. If yes, please list these routines or traditions:

   5a [_____]

   5b [_____]

6. **Overall, how difficult is it for you to share books with your child on a regular basis?** Reasons it may be difficult to share books: Lack of time, child not interested, not comfortable reading aloud. *(Please shade one circle below.)*

Not difficult at all		Somewhat Difficult		Most Difficult
1	2	3	4	5

7. **In the past month, how many times did you visit the library with your child?**

   About [____] library visits in the past month

Charleston County First Steps Implementation Model

CCFS Implementation:

Program Growth Over 3 Years

Raising A Reader

FY15
- **3** Early Head Start/Head Start Centers
- **6** Classrooms
- **79** Children Served

FY16
- **5** Early Head Start/Head Start Centers
- **14** Classrooms + 24 Home-based Families
- **158** Children Served

FY17
- **7** Early Head Start/Head Start Centers
- **20** Classrooms + 85 Home-based Families
- ***285** Children Projected To Serve*

Implementation & Program Design

Classroom Model	Home-based Model
Program Year: September - June	**Program Year:** August - June
Implementer: Classroom Teacher	**Implementer:** Parent Educator
Bookbag Rotation: Monday-Thursday weekly	**Bookbag Rotation:** New bag each home visit
Library Connection: Blue Bag Bonanza year-end event coordinated for each center	**Library Connection:** Blue Bag Bonanza year-end event coordinated for each caseload of families

Implementation:
Data Collection

★ Annual Affiliate Check-In with RAR National Office

★ CCFS Evaluation Tools:

- Pre/post Parent Surveys – Collected at the start + end of program year to track changes in reading behavior.

- Reading Logs – Used by implementers to track # of books read on a weekly basis.

- Literacy Events – CCFS tracks literacy events held throughout the year.

- Library Connection - CCFS tracks # of new library cards issued per program year.

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FY16 Program Highlights

★ Presented **151** new library cards (issued by the Charleston County Public Library) to RAR children at the year-end Blue Bag Bonanza.

★ Through pre/post survey results, **81%** of parents reported that they developed a new 'book cuddling' routine with their child since participating in the RAR. (i.e. reading at a certain time of day, establishing a special reading nook, incorporating interactive dialog about books ect.)

Raising A Reader

1000 Books Before Kindergarten

FAIRFIELD COUNTY
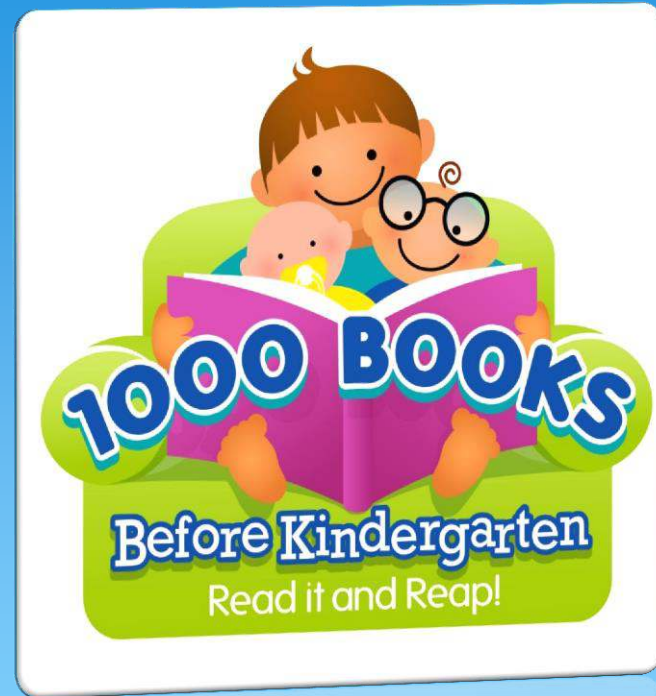**FIRST STEPS**
Getting children ready for school.

1000 Books Before Kindergarten

This program has two main objectives:

Promote reading to children birth to age five

Encourage a parent-child bond through reading

The Children

* It is something BIG!
* Parents are involved
* Vocabulary is increased
* Literacy skills are increased
* Joy of reading is increased
* Build language skills
* Positive attitude toward reading

The Parents

* Bond with children
* Acts as a teacher for their child
* New experiences together
* Explore places together

Fairfield County

- 6 Schools
- 11 classrooms
- Over 200 students
- 5 New Books per classroom every 6 weeks
- Minimum of six books for each child to take home

Supporting Early Language and Literacy

Library Outreach Program

Janie Eargle, Outreach Librarian

Newberry County Public Library and

Newberry County First Steps

2016 Chairmen's Summit on Early Childhood

Time for Questions!

Questions?

CHARLESTON COUNTY
FIRST STEPS
Getting children ready for school.

Raising A Reader