

## INTRODUCTION

For the 2015-16 school year, Raising A Reader served approximately 2,880 Pre-Kindergarten children in nine (9) counties throughout Maryland: Anne Arundel, Cecil, Charles, Dorchester, Prince Georges, Talbot, Somerset, Washington, and Worcester counties.

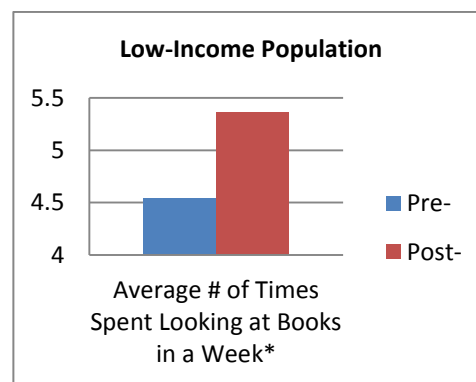
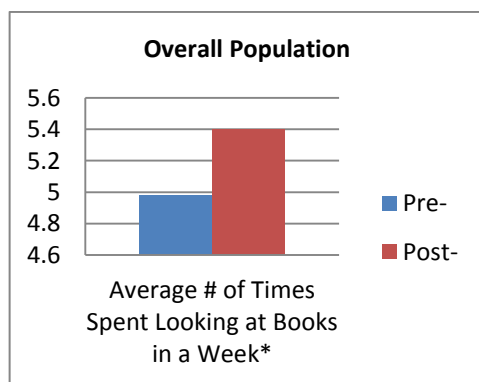
Parent Pre- and Post- Surveys were collected from all counties.

The results of this evaluation report reflect parent survey data from a randomized sample size of 341 respondents. Out of these 341 families, 181 families (53%) self-reported as being low-income.

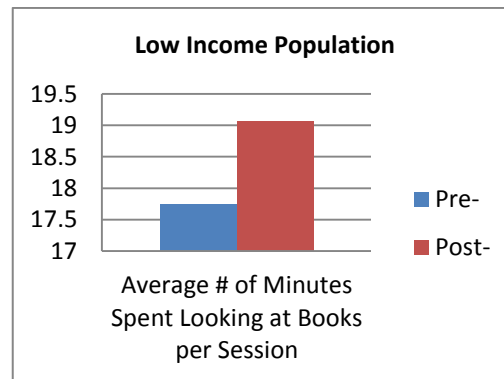
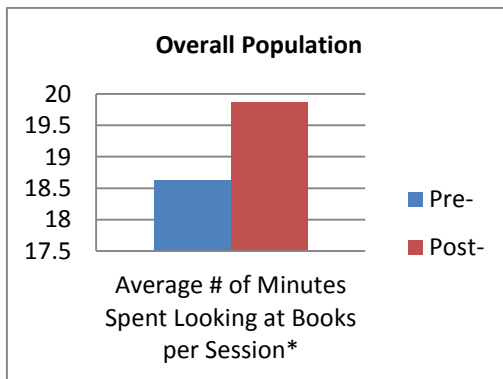
## OVERALL RESULTS:

Overall, results from the RAR Parent Pre-/Post- Surveys showed that families in Maryland who participated in the Raising A Reader program continue to have positive increases in the following areas:

- The amount of time spent looking at books between parent and child



*\*Indicates statistically significant increases,  $p < 0.05$ .*



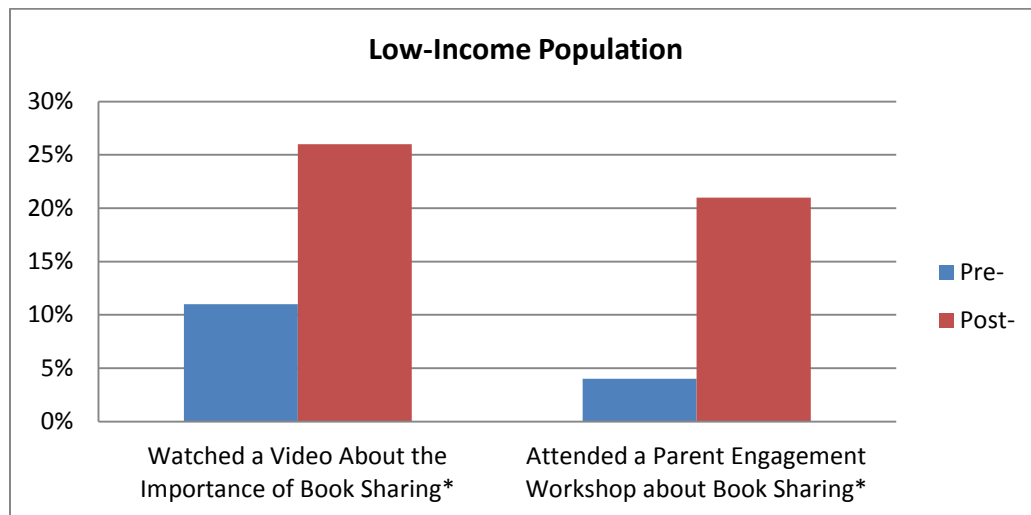
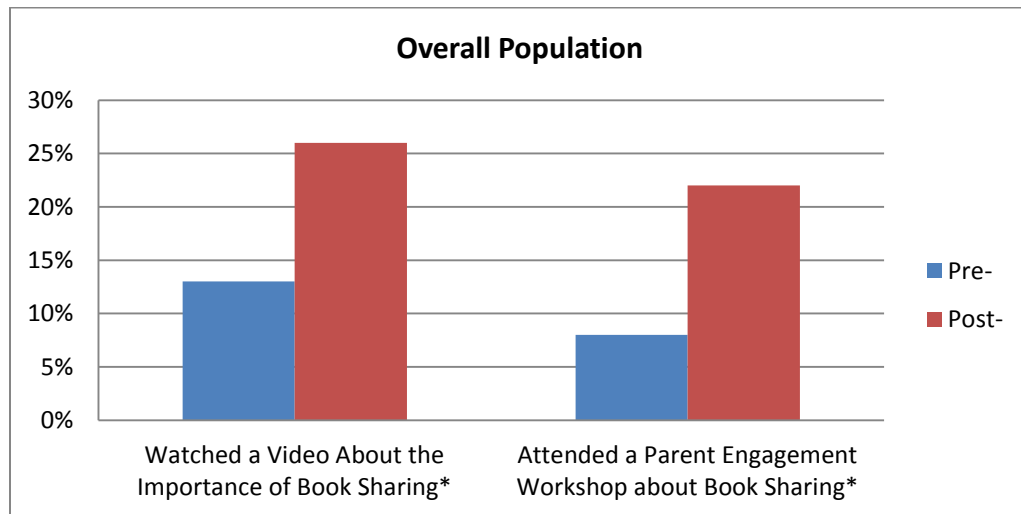
\*Indicates statistically significant increases,  $p < 0.05$ .

- The types of literacy habits and practices used while book sharing

	% Point Increase (General Population)	% Point Increase (Low-Income)
I let my child choose what to read.	9%*	16%*
I asked my child questions about the story.	9%*	22%*
My child turned the pages of the book.	6%	17%*
My child “read” the book to me or told me a story about the pictures.	3%	17%*
Family has a reading routine	5%*	17%*

\*Indicates statistically significant increases,  $p < 0.05$ .

- Parent knowledge regarding the importance of early literacy development



\*Indicates statistically significant increases,  $p < 0.05$ .

## **RESULTS BY SUBGROUPS: PRIORITY POPULATION**

Out of the 341 families in the sample size, 31% of the families fell into the priority population category. The priority population consists of families who met all of the following criteria:

- Families with children who are 8 years old or younger,
- Low Socioeconomic Status
- Meeting fewer than 5 benchmarks at baseline.

After participating in the Raising A Reader program, **36% of families in the priority population** met at least 5 benchmarks, which follows the same trends as our national average. Results revealed that there were increases in the number of priority population families across all seven (7) of Raising A Reader's benchmark areas:

	Baseline	Follow-Up	% Point Increase
Child asks to look at books at least 5 times a week	12%	33%	21%*
Family shares books at least 3 times a week	67%	85%	18%*
Family shares books at least 60 minutes a week	41%	71%	30%*
Family used at least 4 dialogic behaviors at last book sharing	70%	84%	14%*
Family has a reading routine	22%	46%	24%*
Family has more than 10 books in home	53%	72%	19%*
Family made at least 2 library visits last month	16%	24%	8%
<b>Families met at least 5 out of 7 benchmark indicators</b>	<b>0%</b>	<b>36%</b>	<b>36%*</b>

*\*Indicates statistically significant increases,  $p < 0.05$ .*

## **CONCLUSION**

Through implementation of the Raising A Reader program, the Maryland State Department of Education (MSDE) Race to the Top Early Learning Challenge grant (Project 8) was successful in helping increase the frequency and length of time families devoted to shared book reading, particularly the families who fell into the Raising A Reader low-income and priority populations. The time spent sharing books at home reinforces emerging decoding and comprehension skills and helps children associate reading with pleasurable experience outside the realm of school and homework. The participating families also demonstrated an increase in establishing and engaging children in home-based daily literacy routines. In general, MSDE had a successful implementation and found success in changing and improving several family literacy behaviors.

Raising A Reader looks forward to a continued partnership with MSDE and Maryland families.