

Ready to Read Cradling Literacy Study

Mile High Early Learning and Clayton Early Learning implemented Ready to Read, an innovative program designed to increase early literacy skills among low-income children age birth to three in Denver. This program began in center-based sites in 2012 after being selected by Mile High United Way (a Social Innovation Fund recipient) to build the evidence base of promising early literacy interventions. This brief was prepared by the Butler Institute for Families at the University of Denver (Ready to Read's evaluator from 2013-2017) and provides an overview of those served by six Read to Read center-based programs, highlighting how they have benefitted families.

Programming

Cradling Literacy: A 12-module curriculum for teachers of young children to increase their knowledge and skills related to early childhood development, literacy and learning, and family engagement.¹

Dialogic Reading: An evidence-based program that emphasizes parents and caregivers reading interactively with children.



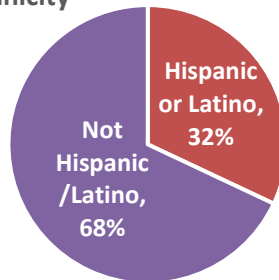
Children in the Ready to Ready Center-based Study 2012-2017

Total number of children: 333

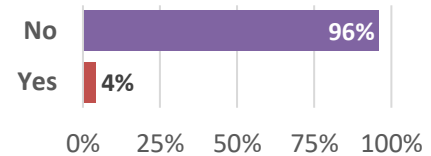
Child Race

American Indian/ Alaska Native	2%
Black/African American	34%
White/Caucasian	45%
Other	19%

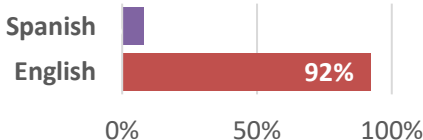
Ethnicity



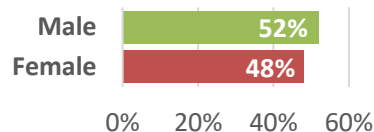
Individual Family Service Plan



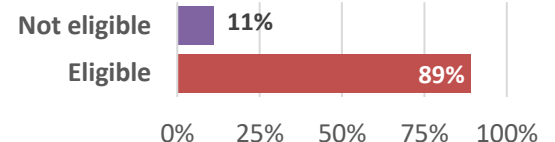
Primary Language



Child Gender



Free/reduced school lunch eligibility



Ready to Read Evaluation Study

Purpose: To evaluate the implementation and impact of Cradling Literacy.

Key Data Sources:

- Parent survey on frequency and quality of book reading and storytelling
- Child outcome data from early learning centers
- Program records
- Interviews with teachers and coaches





Highlights of Program Implementation

660 center-based staff and parents/caregivers were trained in **Dialogic Reading**.

612 volunteers and community members also received Dialogic Reading training through Ready to Read.

Teachers received an average of 9 **Cradling Literacy** training modules per year. Coaching was provided to teachers nearly every month over the course of the study.

 **Cradling Literacy** helped teachers develop a “literacy lens” for their interactions with families.

 **Dialogic Reading** reinforced Cradling Literacy concepts by offering concrete strategies for reading with children.

- According to teachers, the most helpful Cradling Literacy modules were...
- ✓ Behavioral Understanding
 - ✓ Development
 - ✓ Relationships
 - ✓ Stories

Ready to Read Impact Evaluation

Overview of Findings:

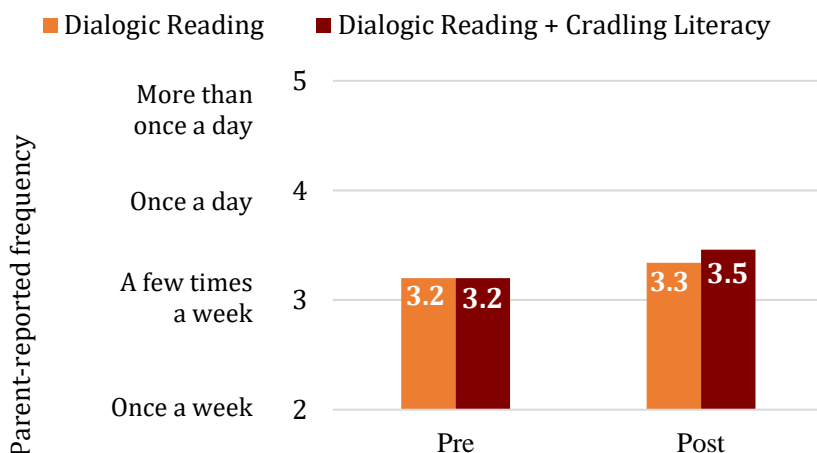
- ✓ Preliminary evidence that Cradling Literacy impacts **frequency of parent-child storytelling** and **children’s language development**.
- ✓ Most families – whether they received Dialogic Reading or a combination of Dialogic Reading and Cradling Literacy – showed increases in parent support of early literacy and children’s literacy skills.
- ✓ There was a boost in classroom-level support for child learning and teachers’ knowledge of practices to support early literacy.

A Child’s Story

“This little guy created a whole page full of scribbles that looked a lot like handwriting. He was not even three years old yet, and yet he had developed the ability to hold a pencil properly. He really had good strong fine motor skills at that point. His language was amazing. He used 4, 5, 6, 7-word sentences. Very, very fluently. You know, for this little guy, Cradling Literacy was a godsend.”

-Cradling Literacy Coach

Parent-Child Storytelling Frequency



Do you want to know more about Ready to Read? Please contact:

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¹Im, J. H., Osborn, C. A., Sanchez, S. Y. & Thorp, E. K. (2007). *Cradling literacy: Building teachers’ skills to nurture early language and literacy from birth to five*. Washington, DC: ZERO TO THREE.