

Ready to Read Play and Learn 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 Play and Learn Groups in 2012 after being selected by Mile High United Way (a Social Innovation Fund recipient) to build the evidence base of a 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 Read to Read's five Play and Learn programs, highlighting how they have benefitted families.

Programming

LENA® feedback: The Language Environment Analysis system (LENA®) is an audio-recording device children wear for 10 to 16 hours to record their home literacy environment. Play and Learn facilitators present the LENA results to parents and discuss ways to increase meaningful adult-child interactions.

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

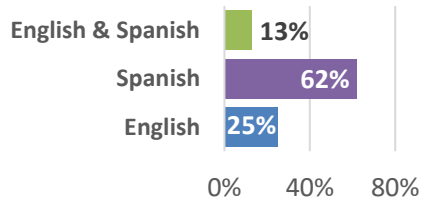


Children in the Ready to Read Play and Learn Study

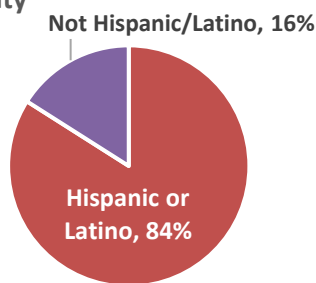
2012-2017

Number of children: 210

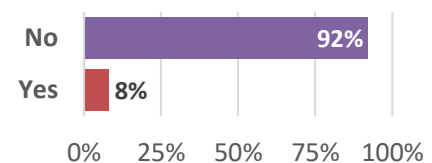
Primary Language



Ethnicity



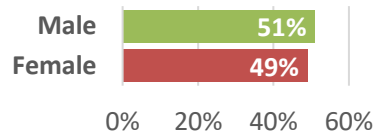
Individual Family Service Plan



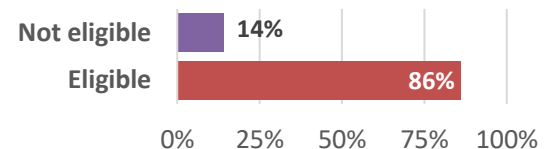
Child Race

White/Caucasian	88%
Other	12%

Child Gender



Free/reduced school lunch eligibility



Ready to Read Evaluation Study in Play and Learn Groups

Purpose: to evaluate the implementation and impact of LENA Feedback.

Key Data Sources:

- Parent-reported frequency and quality of book reading and storytelling
- LENA® recordings
- Ages and Stages Questionnaire – Third Edition®, communication subscale
- Mac Arthur-Bates Communicative Development Inventory
- Program records




Highlights of Program Implementation

397 Play and Learn staff and parents/caregivers were trained in **Dialogic Reading**.

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


Parents received the **LENA®** recording and feedback bi-monthly.

Parents used the LENA® an average of 3 times, and feedback sessions were about 15-20 minutes.

 **LENA Feedback** provided parents with tailored and data-informed information about their home language environment and how to increase their language use with children throughout the day.

 **Dialogic Reading** offered concrete strategies for reading with children.

87% of parents reported that they were “very likely” to change their behavior as a result of the LENA Feedback.

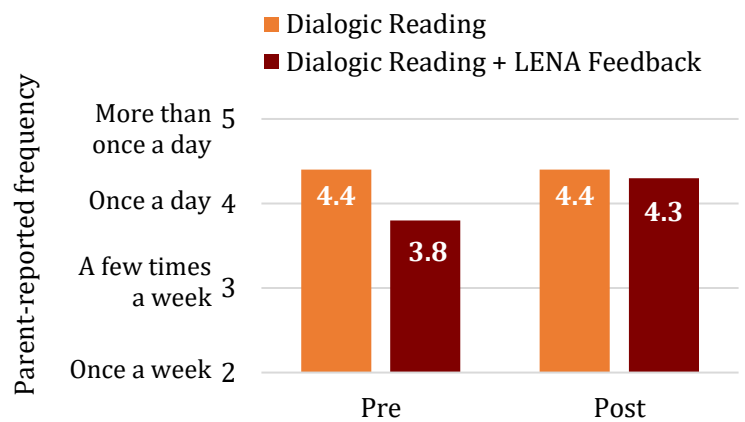


Impact Evaluation

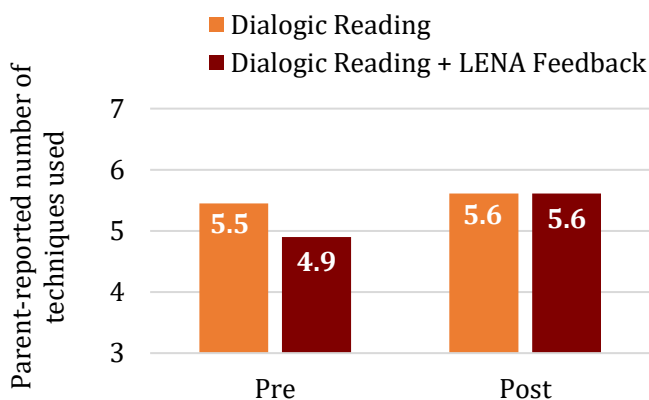
Overview of Findings:

- ✓ We found preliminary evidence that LENA Feedback impacts **the frequency and quality of parent-child reading**.
- ✓ Most families – whether they received Dialogic Reading or a combination of Dialogic Reading and LENA Feedback – showed increases in parent support of early literacy and gains in children’s vocabularies.

Parent-Child Reading Frequency



Use of Interactive Reading Techniques



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

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