

The Literacy Dashboard
2021 Update
November 30, 2021



Housekeeping

Welcome

Welcome! Please use the chat feature to introduce yourself. Be sure to select to have everyone see your chat.

Enjoy

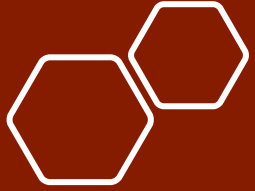
Enjoy the presentations. Q&A time will follow the presentations.

Question

Have a question during the presentations? Use the Q&A box to ask any questions. (Questions will only be visible to panelists and speakers.)

Note

Please note that we will not use the raise hand feature to minimize interruptions.



Today's Agenda

Welcome and Introductions

Adult Literacy Updates – Lauren Atkins, Vice President – Strategic Initiatives

Early Childhood Updates – Robert Paponetti, President & CEO

Center on Urban Poverty & Community Development – Meghan Salas Atwell, Ph.D.

Family Connections – SPARK early literacy intervention – Monica Gaulden

Giving Tuesday

A gift of \$25 or more will help prepare young children for kindergarten and help adults access the education and skills necessary to earn a sustainable living wage

Donate today here:

www.literacycooperative.org/donate
or scan the QR Code!



"My girls love receiving books from you all every month. I think that what your organization and Dolly Parton does is amazing for the community! Thank you so much again."

DANIELLE M.

**GIVING
TUESDAY**



What do we do?

- Convene and inform
- Champion awareness
- Identify strategies

Priority Areas

- Early Childhood/Parent Engagement
- Adult Literacy & Career Pathways Vision
- Whole Family Initiatives

Our mission is to work to advance literacy by raising awareness of the issue, promoting effective public advocacy, and fostering a delivery system with maximum impact on the region.

The Literacy Dashboard:

Annual assessment to provide accurate, relevant and compelling data

- Children
 - # enrolled in high quality pre-school enrollment
 - # enrolled in Imagination Library
- Adults
 - # enrolled in certified Aspire programs funded by ODHE
 - # of high school equivalencies



Our goals:

Clearly convey costs and consequences of the status quo

Highlight strategies and programs that are producing measurable results

Inform agencies that provide literacy services

Strengthen public policies that result in increased literacy

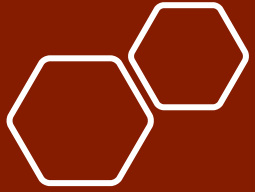
Increase funder support of effective strategies and programs





Adults



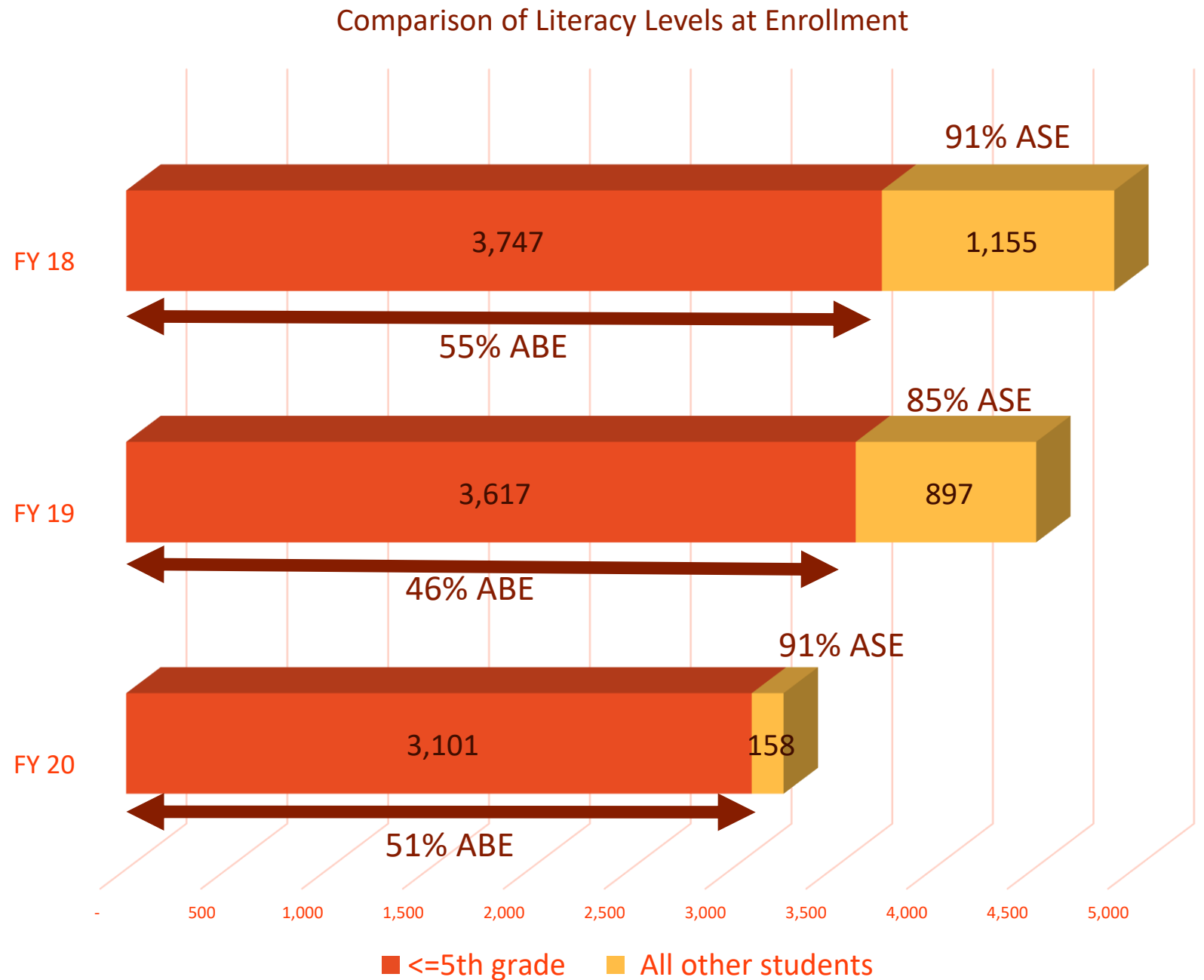


Adult Education in Cuyahoga County

Three programs funded by ODHE-Aspire

- Cuyahoga Community College - Ohio Options
- Cuyahoga County Public Library – Aspire Greater Cleveland
- Aspire at Polaris Career Center

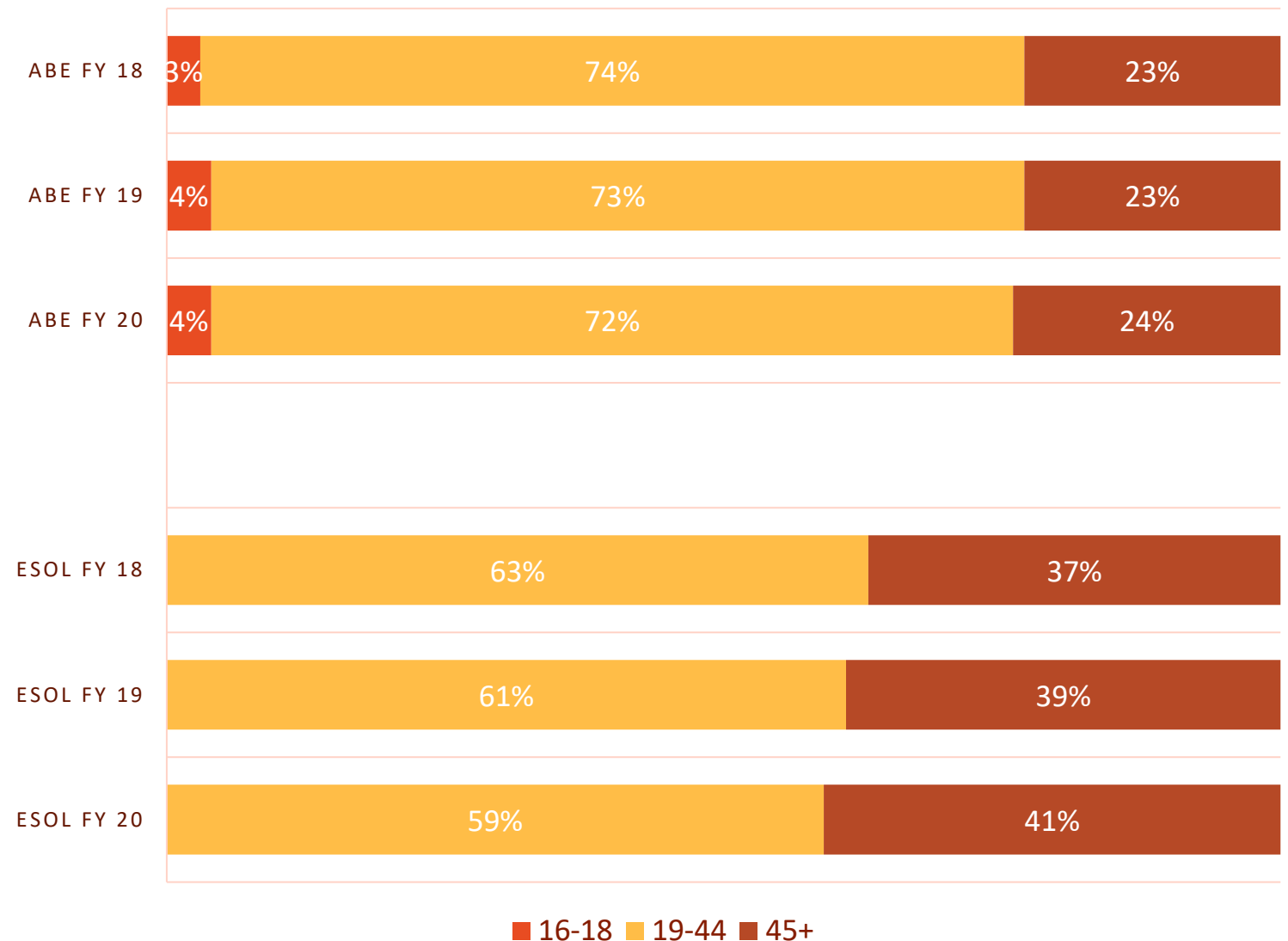
Cuyahoga County: Total Enrollment by year Adult Basic, Secondary, and ESOL



FY 2018
through FY
2020

Consistently
prime working
age adults are
largest
number
served

AGE GROUP OF ASPIRE CLIENTS WHO BEGAN WITH A GRADE LEVEL AT OR BELOW
5TH GRADE, BY ASPIRE PROGRAM TYPE

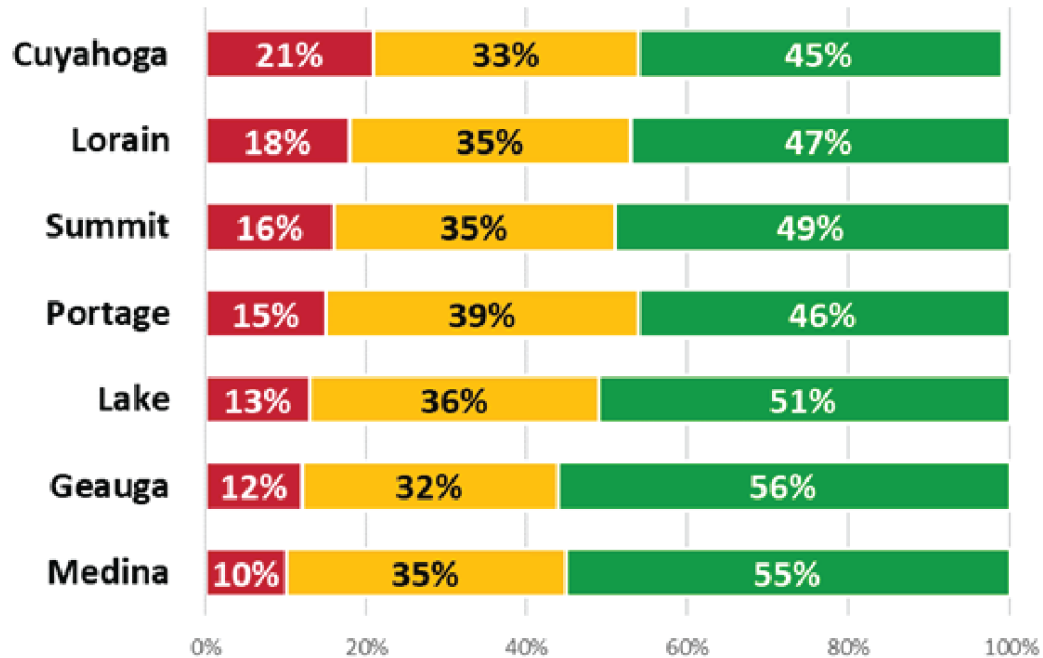


What is PIAAC?

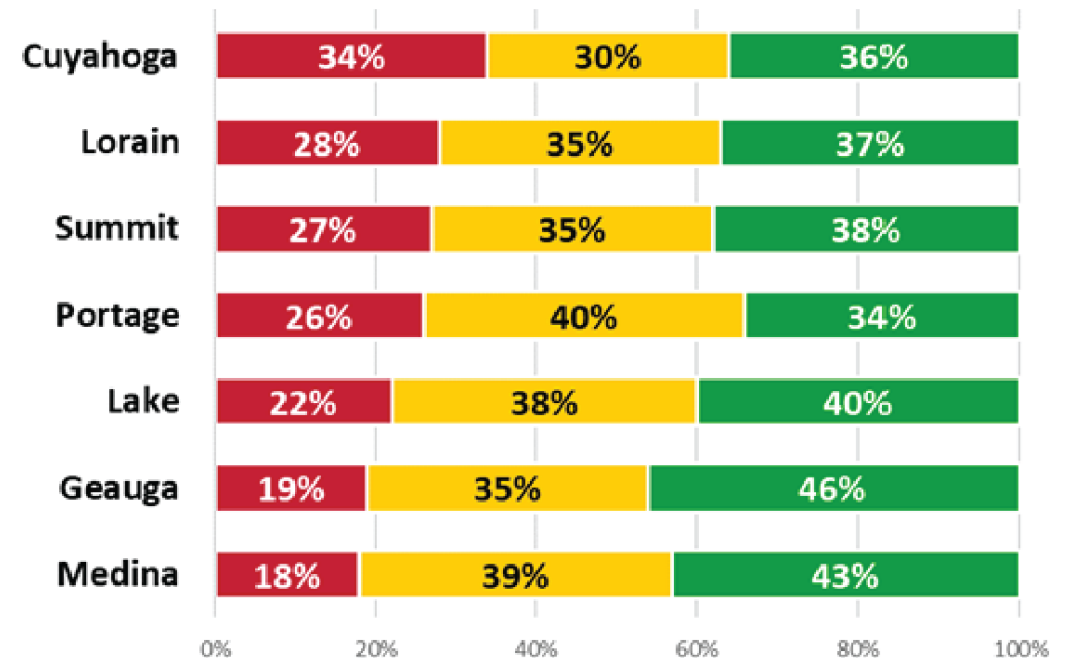
- The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study that was developed under the auspices of the Organization for Economic Cooperation and Development (OECD). **The assessment focuses on workplace skills needed for successful participation in 21st-century society and the global economy.**

Literacy and Numeracy Levels in Northeast Ohio Counties

Literacy Levels



Numeracy Levels



Note: Percentages may not total to 100% due to rounding.



How do the literacy levels play a part in the development of the skills needed for in-demand jobs?



How can we prepare adults for in-demand jobs using this data?

Our recent report:

Employers: Advancing Literacy is Key to Advancing Your Workforce

- ❖ 54% of in-demand jobs in Ohio require skills beyond high school but not a four-year degree
- 54% of American adults are not proficient in literacy
- 64% are not proficient in numeracy
- 24% are operating at the lowest level of digital skills
- Cuyahoga County is consistent with the national average



2022 Opportunities to Advance Literacy and Increase Employment

01

Use Contextualized
Literacy and
Numeracy with
Skills Training

02

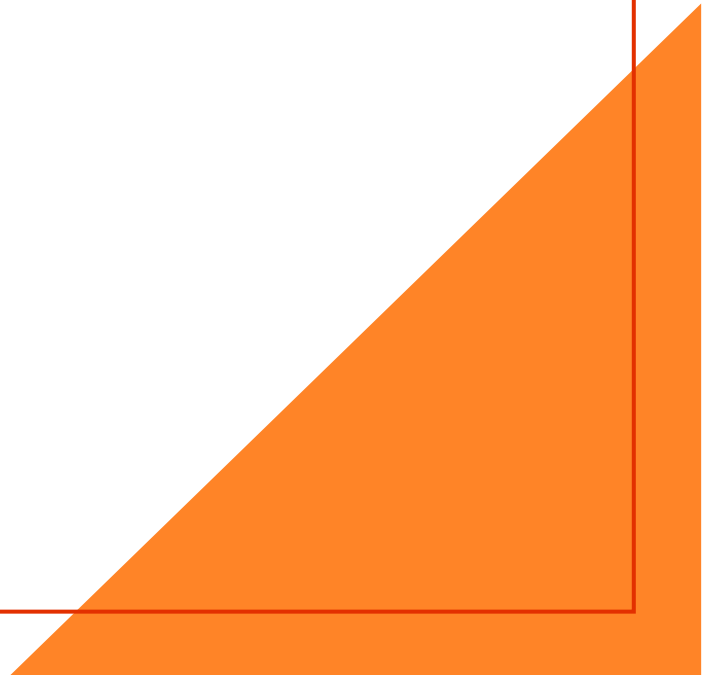
Connect Adult
Literacy to
Workforce and
Economic
Development

03

Connect
Contextualized
Literacy to
Employers and
Sector Partnerships



Children



Cuyahoga County: Quality Pre-K Enrollment



Utilization of Pre-K
remained strong at 84%



Pre-K enrollment in
the last two years 14%
has increased



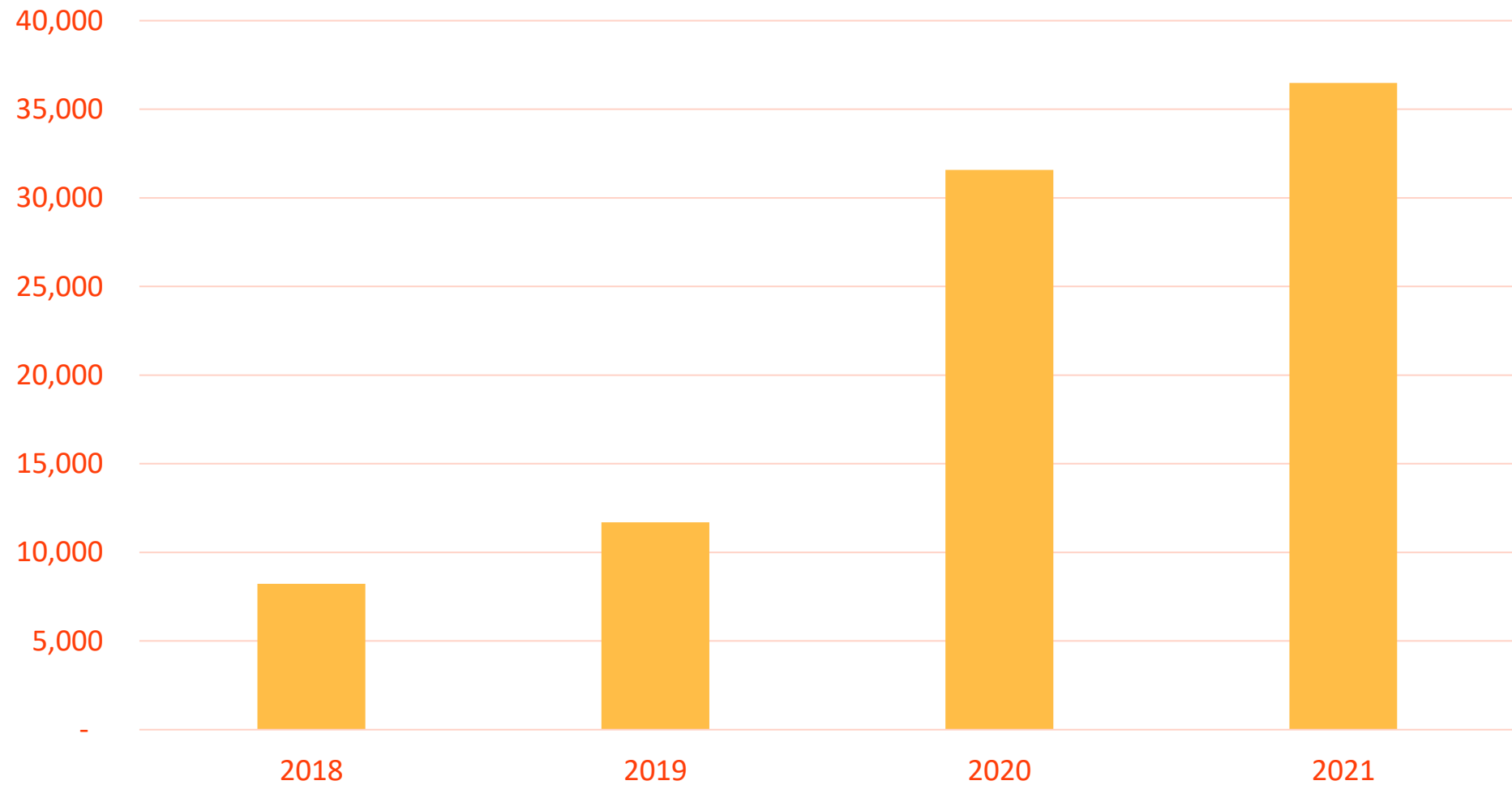


Children enrolled in Dolly Parton's Imagination Library receive a free, brand new, high quality, age-appropriate book mailed to them at home every month they are enrolled from birth until they turn 5.

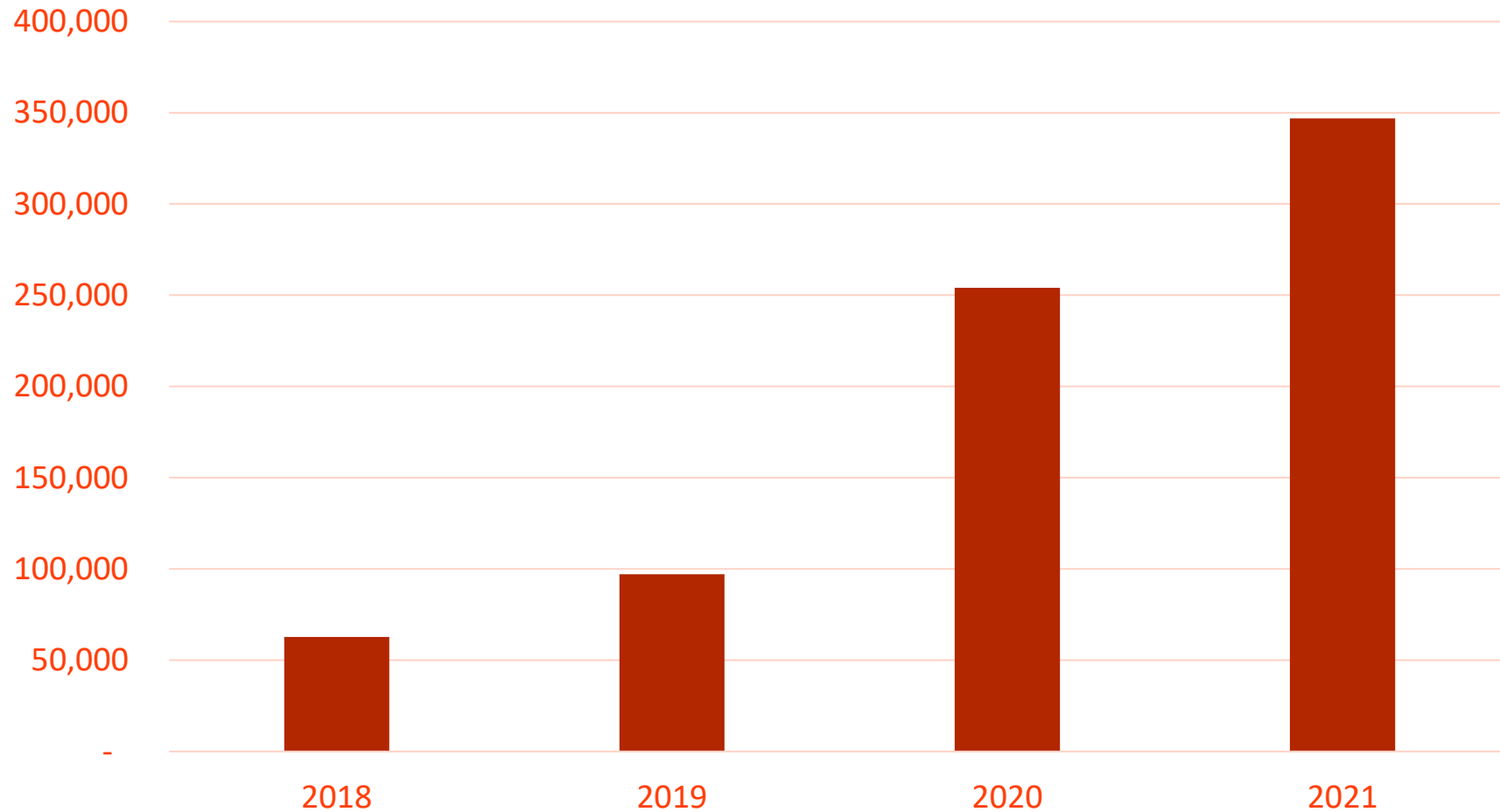
Currently, more than 30,000 children in Cuyahoga County are enrolled, fostering a love of books, reading and learning.

In Cuyahoga County, The Literacy Cooperative is leading the program and its expansion with the goal of fostering optimal family literacy habits and kindergarten readiness.

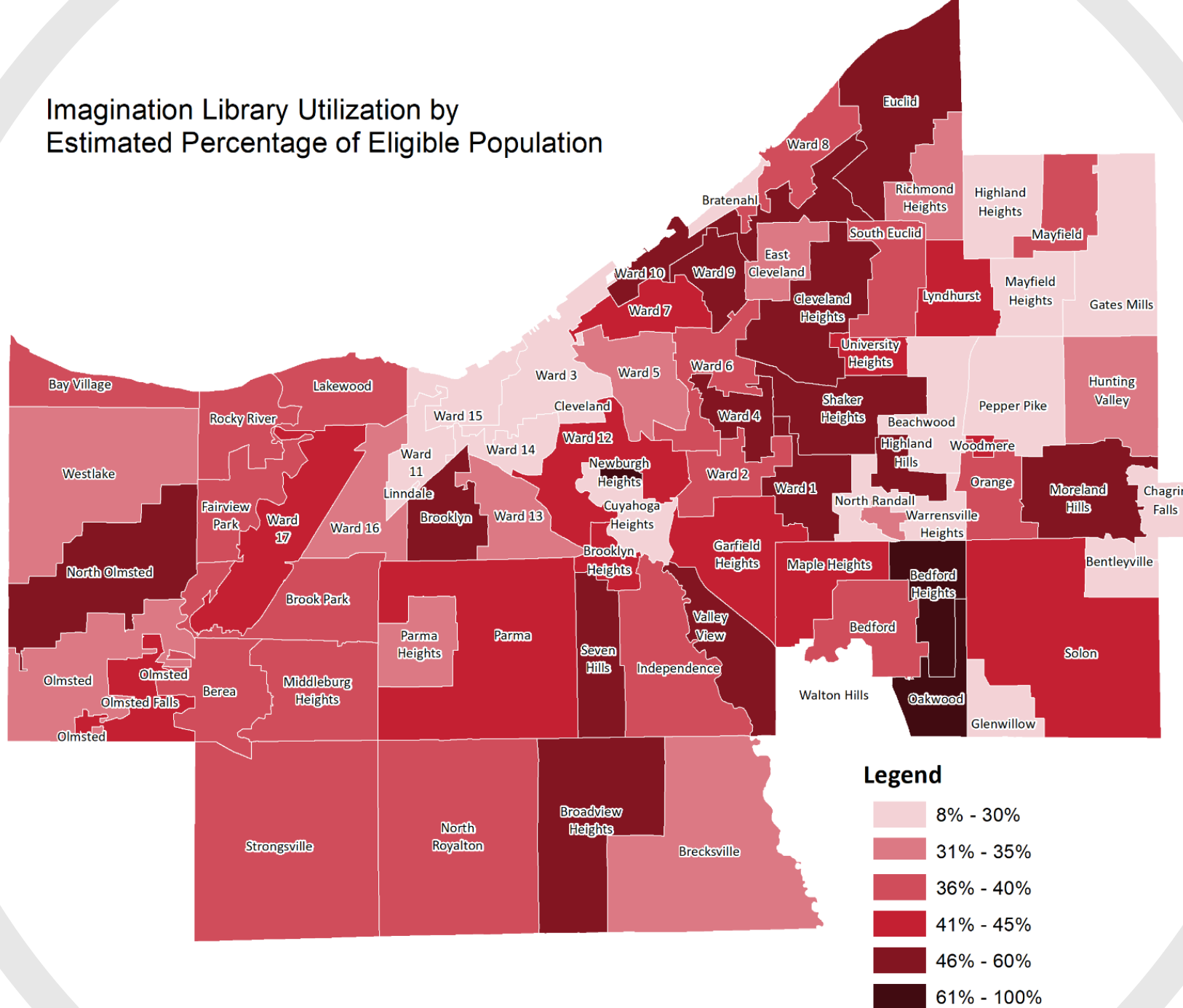
Children Served in Cuyahoga County



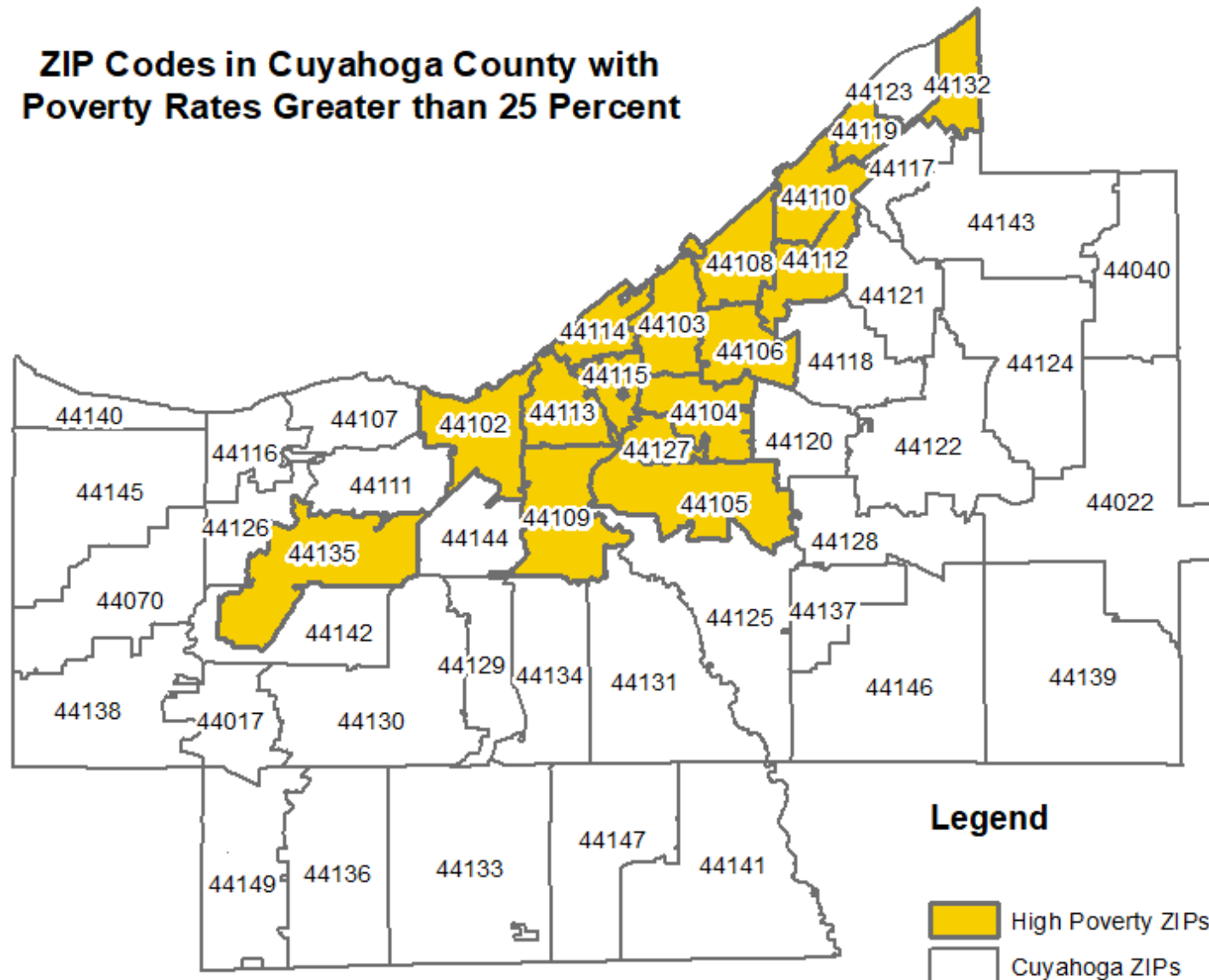
Books Mailed to Children in Cuyahoga County



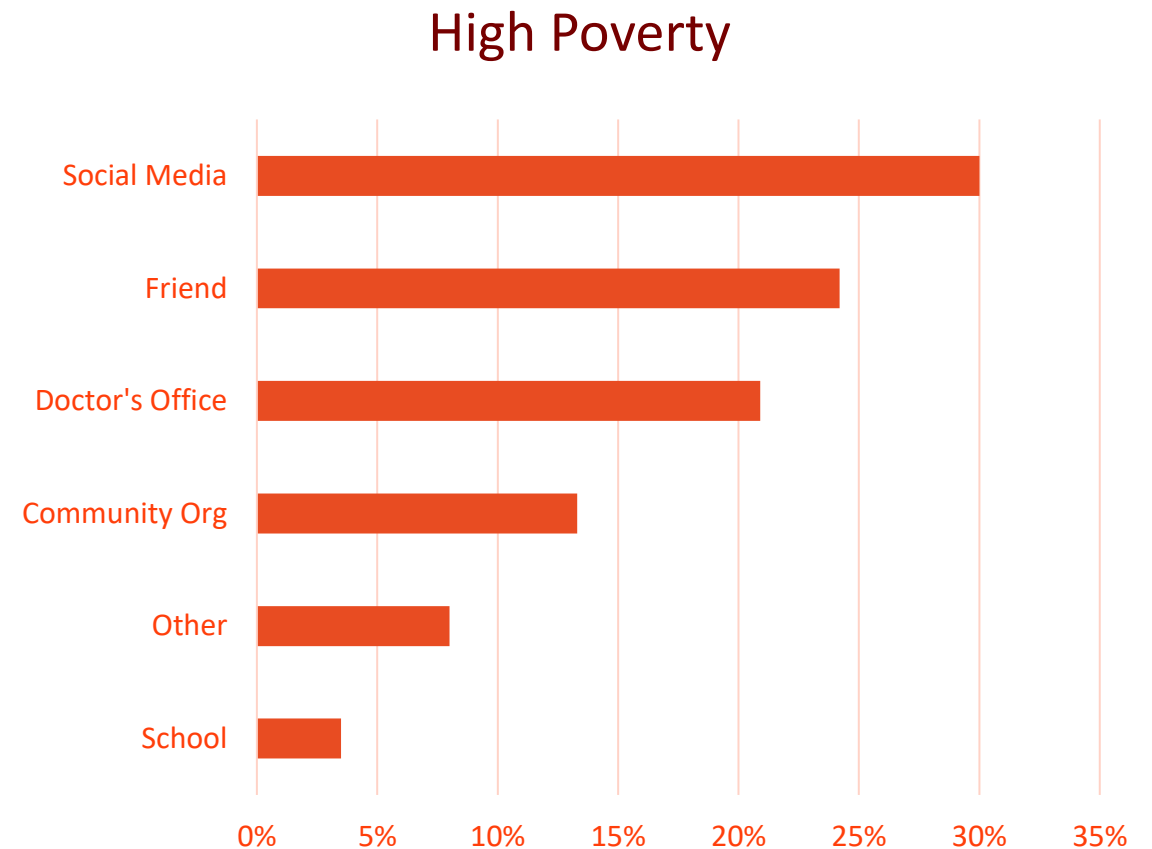
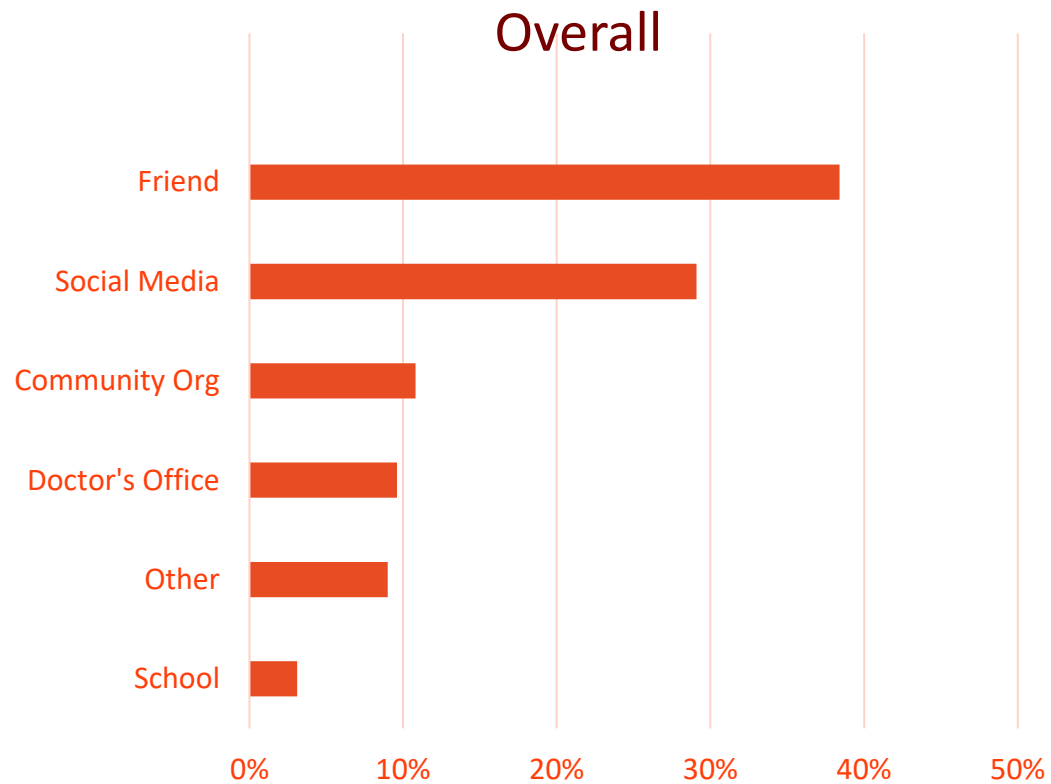
Imagination Library Utilization by Estimated Percentage of Eligible Population



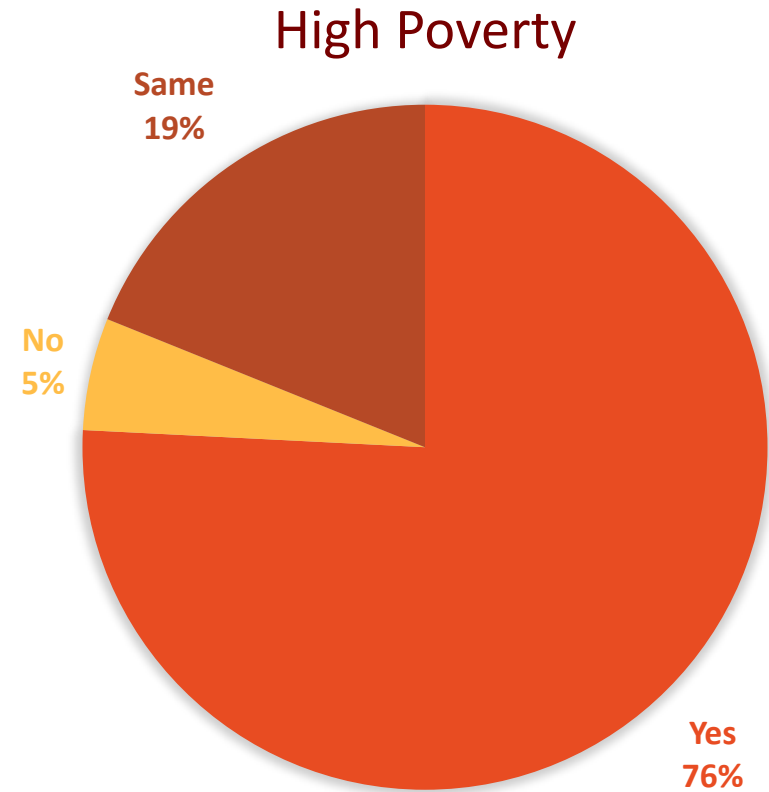
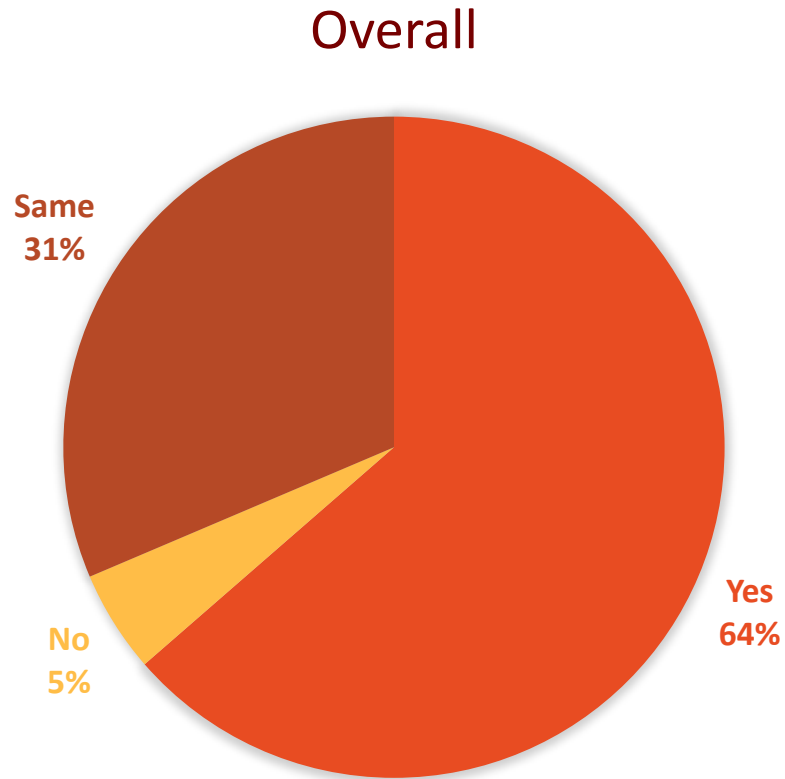
**ZIP Codes in Cuyahoga County with
Poverty Rates Greater than 25 Percent**



How did you learn about Imagination Library?

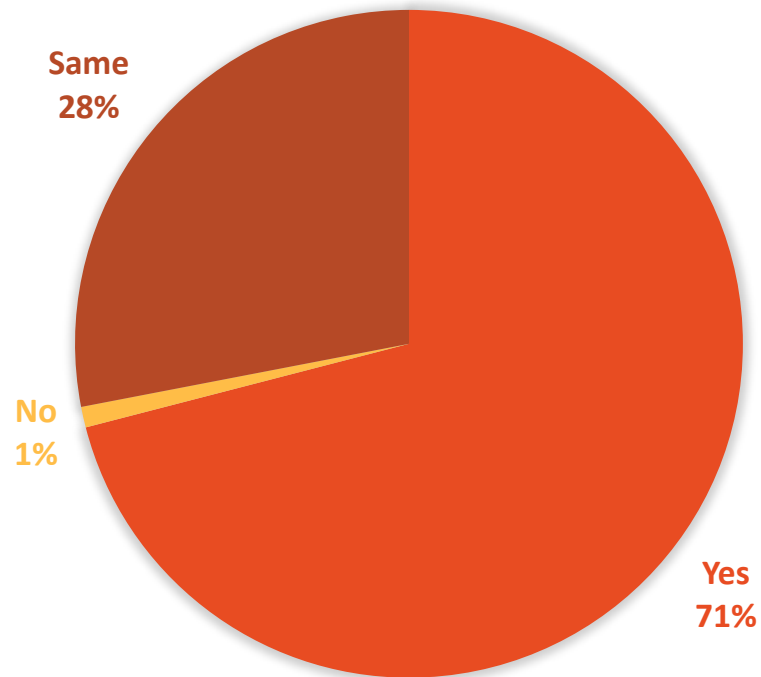


Is your child asking to read more often since you began receiving Imagination Library books?

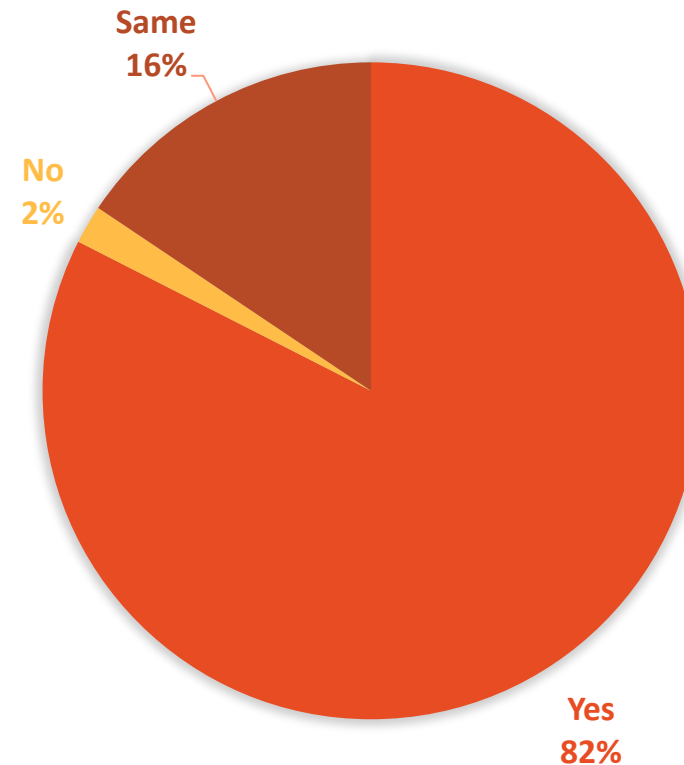


Do you, or other family members, read to your child more often since you began receiving Imagination Library books?

Overall

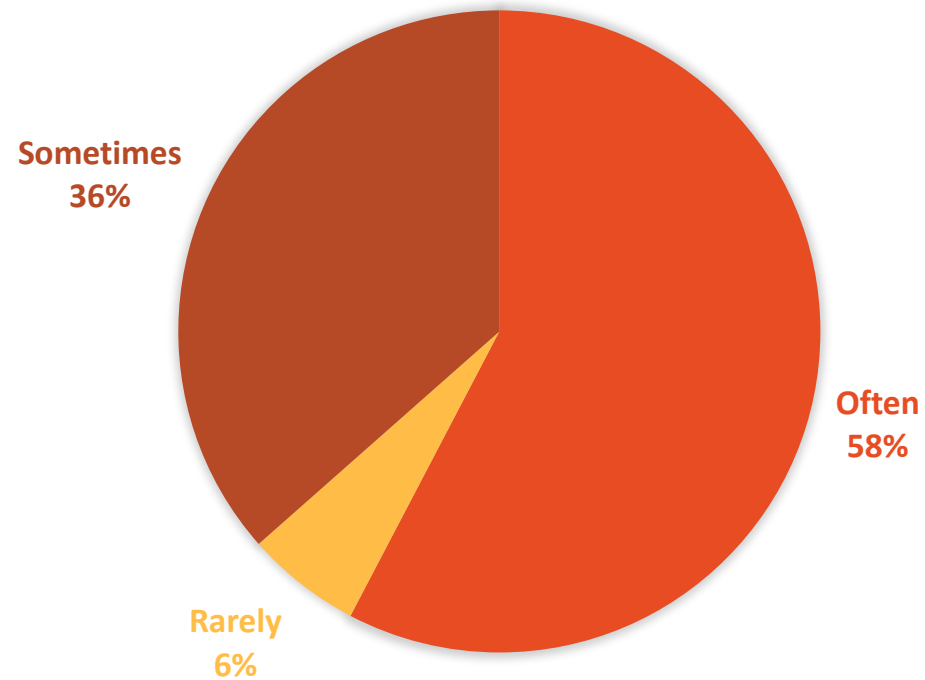


High Poverty

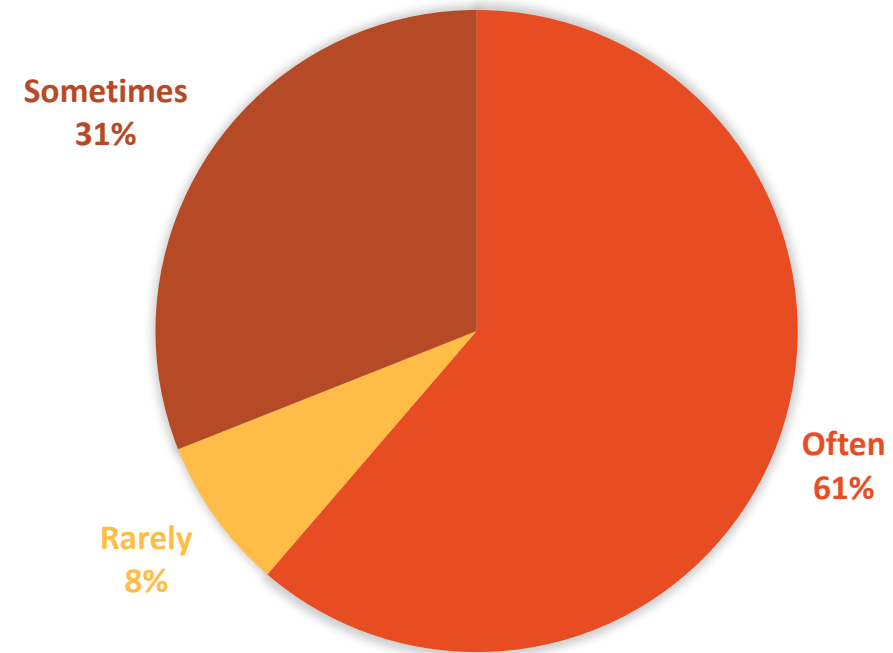


How often do you find your child using new words he/she has learned from the books you have read?

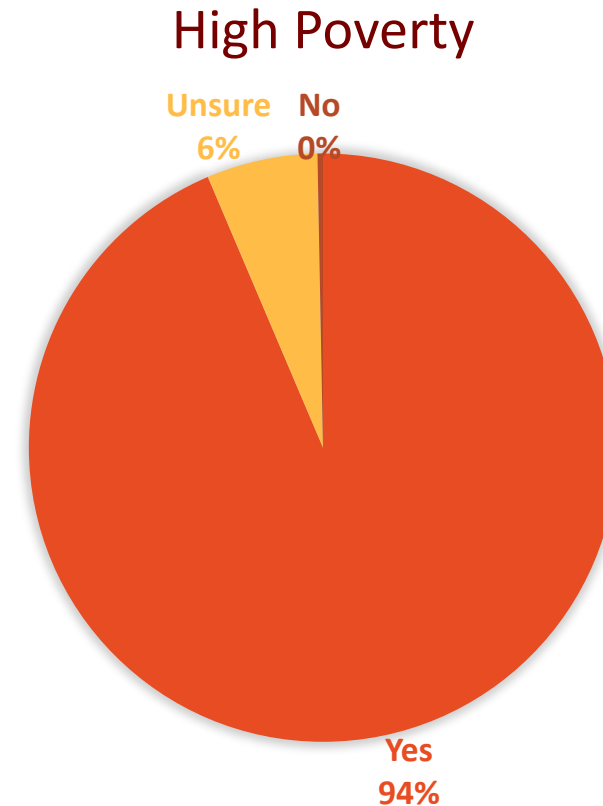
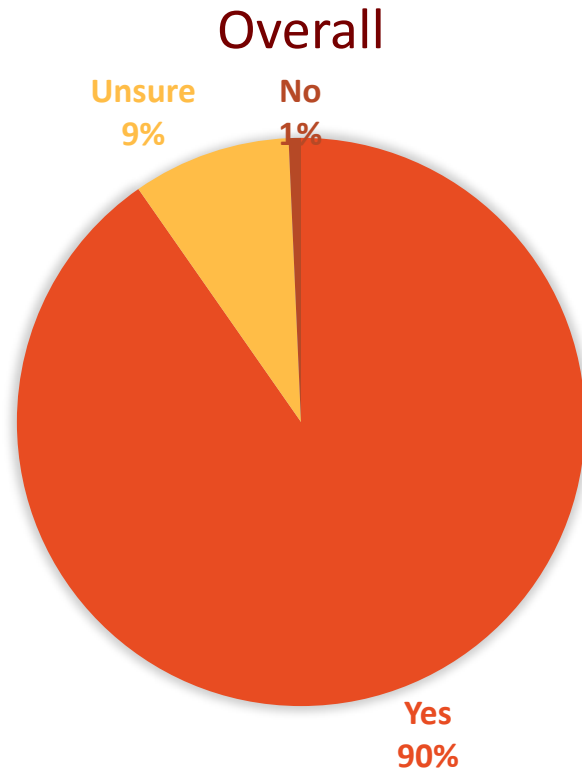
Overall



High Poverty

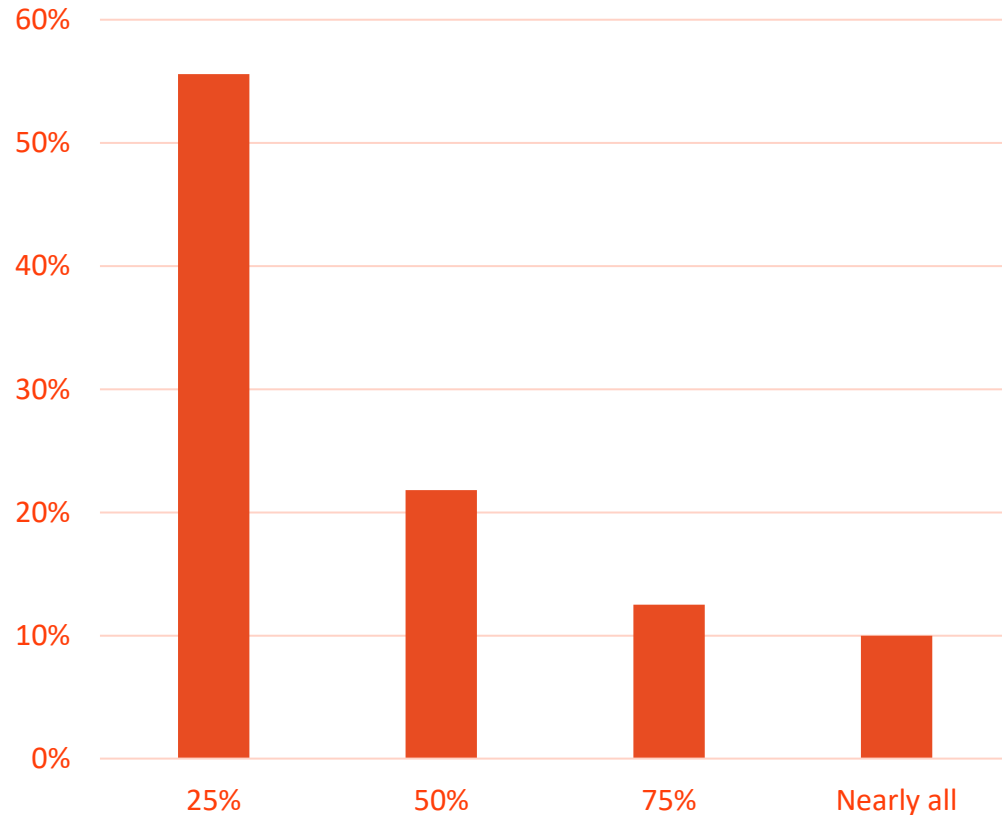


Do you believe participation in Imagination Library is helping your child better prepare for Kindergarten?

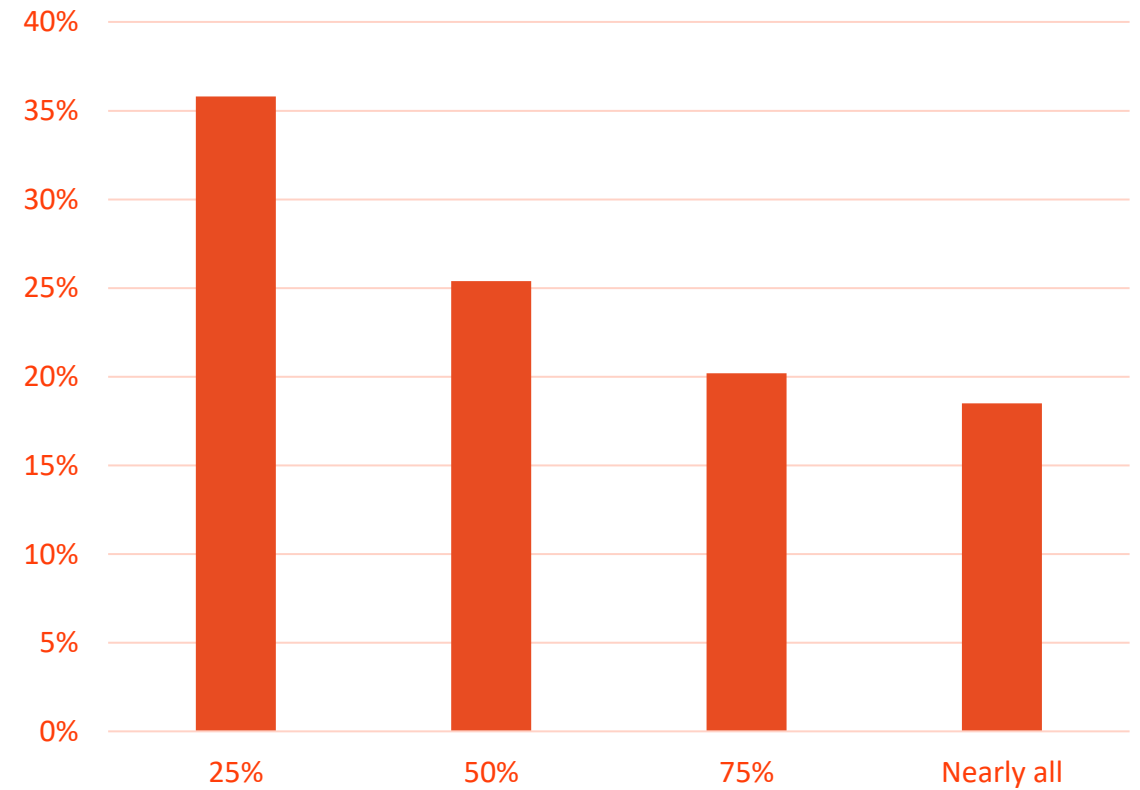


Imagination Library books make-up what portion of your home library?

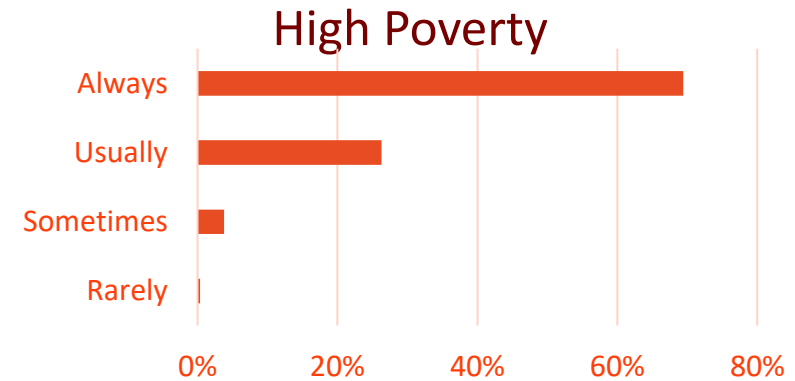
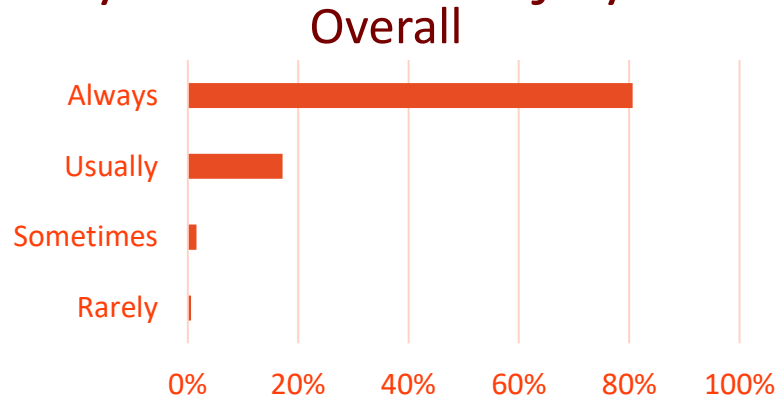
Overall



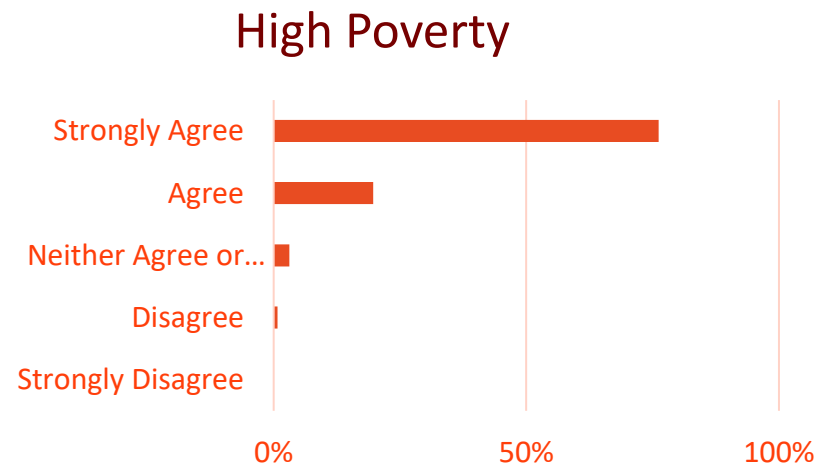
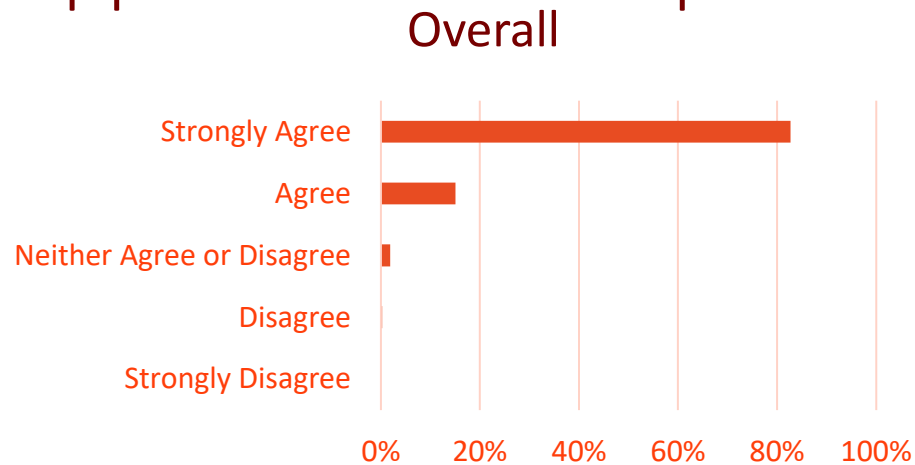
High Poverty



Does your child enjoy the books?

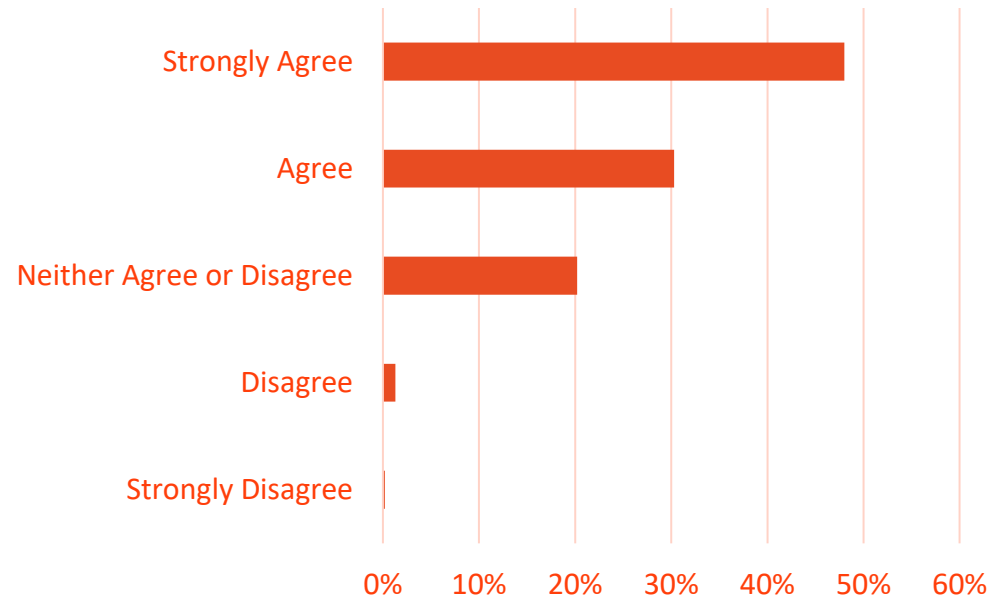


I appreciate the uniqueness, variety, diversity?

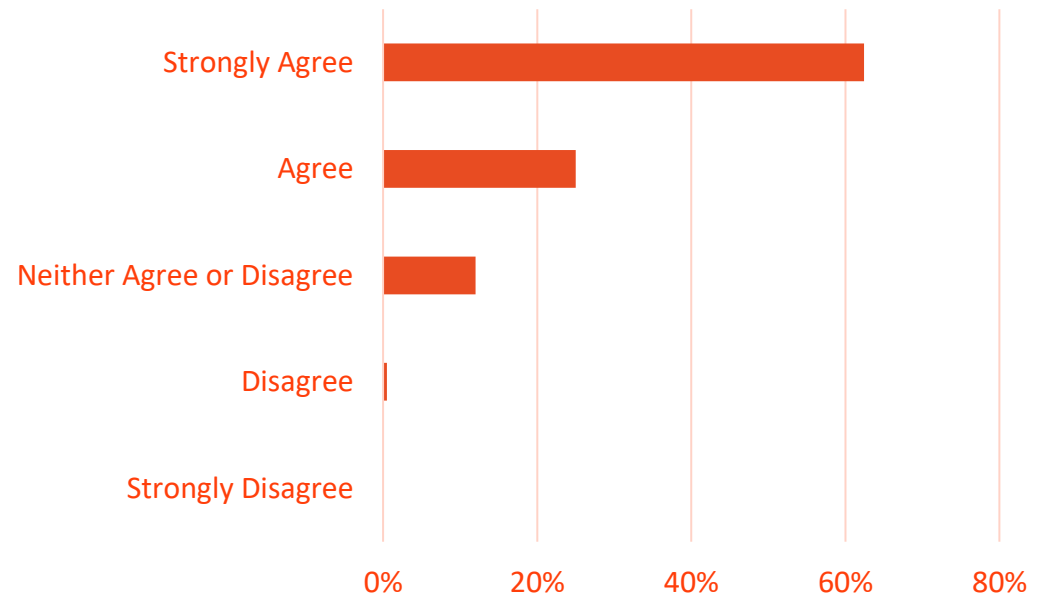


Reading Tips Useful?

Overall



High Poverty



Exploring the Relationship between Imagination Library Program Participation and Kindergarten Readiness: Results from a Preliminary Analysis

Meghan Salas Atwell

Analysis conducted by Beth Anthony, Alena Sorensen and
Stephen Steh

Center on Urban Poverty & Community Development

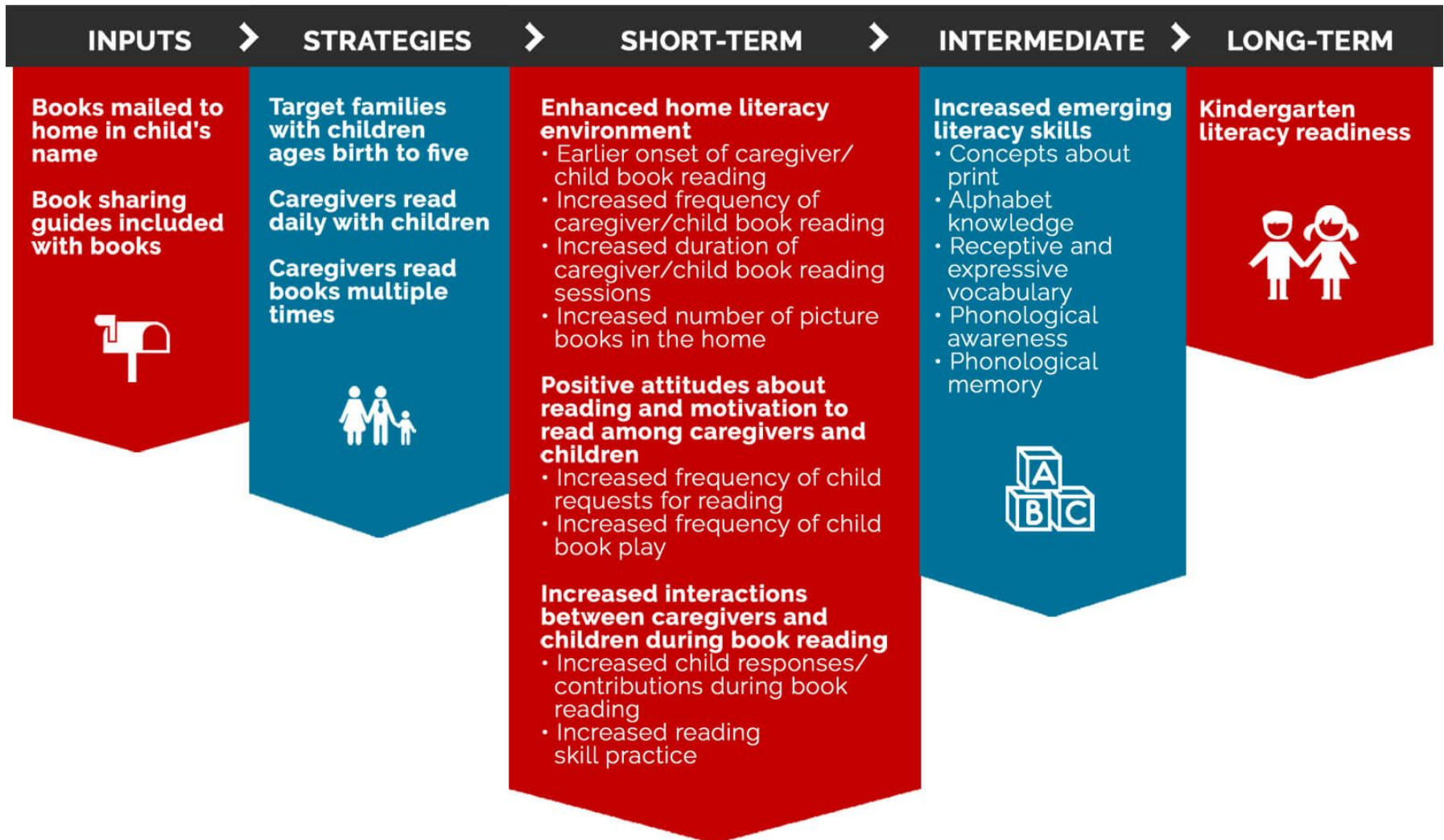
November 30, 2021



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

Logic Model

Based on Imagination Library Research Findings and Literature Review



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

Imagination Library Prior Findings

Since its founding in 1995 in TN, the delivery and effectiveness of Imagination Library has been studied at sites in the US and internationally. Findings include-

- Parents and community coordinators report improved literacy behaviors in the home among IL families.
- Participants who had been enrolled in IL longer reported higher levels of frequency of reading, number of children's books in the home, enthusiasm and interest in reading
- Parents report increased perception of the importance of reading in relation to their child's cognitive development
- Research in multiple sites has found significant positive differences in literacy status at Kindergarten entry between IL/nonIL, and that IL students continued to outperform their nonIL peers on 3rd grade reading proficiency exams.

<https://imaginationlibrary.com/news-resources/research/>

Data and Analysis

Data Sources

- Imagination Library monthly program records with demographic and service information of enrolled children
- Administrative records held in the Child Household Integrated Longitudinal Data (CHILD) System
 - Including Kindergarten Readiness Assessment (KRA) results from select public school districts from 2005-2006 through 2019-2020.

Analysis

- Imagination Library graduates in Fall 2019 entering kindergarten in 2019-2020 (n=518; n=472 with a valid KRA score) are compared to their peers entering kindergarten that did not participate in the Imagination Library program (n=4,884; n=4,056 with a valid KRA score).
 - Descriptive comparison of characteristics available in the CHILD System
 - Descriptive comparison of KRA results
- Descriptive comparison of KRA performance within the Imagination Library sample (n=472) based on months of enrollment in the program

Sample by school district

	Imagination Library n=518	Comparison n=4,884
School District where KRA score was located		
Bedford	55	175
Cleveland (CMSD)	179	2,961
Cleveland Heights/University Heights	70	198
East Cleveland	19	98
Euclid	48	300
Garfield Heights	46	156
Lakewood	2	367
Maple Heights	53	186
Richmond Heights	3	52
South Euclid/Lyndhurst	13	250
Warrensville Heights	30	141

Comparison of Imagination Library children to unserved kindergarteners at the same district on risk factors available in CHILD System

	Imagination Library n=472	Comparison n=4,056
Birth Characteristics	%	%
Born to a teen mother (10-19 years old)	9.1	13.9
Born to a mother w/ high school degree	82.2	70.2
Mother received 'adequate prenatal care' as indicated on birth certificate	53.2	55.4
Born at low birth weight (<2,500) grams	15.3	13.1
Born premature (<37 weeks gestation)	13.6	13.5
Child Welfare Involvement		
Any involvement with child welfare system	22.9	28.8
At least 1 substantiated/indicated incident of abuse or neglect	7.6	9.6
Public Assistance Receipt		
Family received food assistance (SNAP) at least 1 month since child's birth	79.2	84.5
Family received cash assistance (TANF) at least 1 month since child's birth	27.3	32.1
Family received child care subsidy for at least 1 month since child's birth	54.7	49.7
Lead		
Tested for lead at least once since birth	91.1	87.3
At least 1 Elevated Blood Lead Level (EBLL) >5 mg/dL	14.4	16.7

Note. The birth and lead data used in this report come from the Ohio Department of Health. This should not be considered an endorsement of this study or these conclusions by the Ohio Department of Health.

Baseline Differences

We know that the Imagination Library subgroup of children differs from their unserved peers at the same school districts in several important ways.

- Mother's age at birth
- Mother's educational attainment
- Receipt of child care subsidy, etc...

We need to take care in making a comparison on KRA performance between groups due to these inherent bias.

- Groups not only differ in their Imagination Library participation, they differ based on data presented in the previous slide as well as other unknown characteristics and experiences
- These group differences could explain some differences in KRA performance

Kindergarten Readiness Assessment

The KRA is a comprehensive State of Ohio mandated school readiness assessment that measures four areas of early learning aligned with Ohio's Early Learning and Development Standards.

- **Language and Literacy**
 - Raw scores for the language and literacy subscore are grouped into binary 'On-track' and 'Not on-track' categories that are intended to predict a child's likelihood of passing a reading diagnostic assessment requirement at third grade.
- **Social Foundations for Learning**
 - Measures social and emotional development and approaches toward learning.
- **Mathematics**
- **Physical development/well-being**

The KRA is administered by the child's kindergarten teacher in the beginning of the school year.

Raw scores on the Social Foundations, Mathematics, and Physical Development/Wellbeing subscales range from 202-298, but are not dichotomized into 'On track' and 'Not on track' categories. Thus, this outcome is a continuous score with higher scores demonstrating greater proficiency in each area.

Results

Descriptive Comparison of KRA Scores

	Imagination Library n=472	Comparison n=4,056
Overall KRA Band		
% Emerging	27.3	36.6
% Approaching	38.1	37.7
% Demonstrating	34.5	25.7
% 'On-track' Language & Literacy	59.8	45.8
Social Foundations (M)	272.1	268.6
Mathematics (M)	261.4	258.6
Physical Development/Wellbeing (M)	269.8	266.6

On average, children who participated in the Imagination Library program prior to kindergarten entry in Fall 2019 were enrolled in the program for M=13.4 months(SD=10.2 months, range: 1-56 months; enrollment was calculated as the number of months between enrollment and graduation dates).

Within-group descriptive comparison of KRA performance by number of months enrolled

	Mean (months)	SD (months)
Overall KRA Band		
Emerging	11.1	7.9
Approaching	13.2	8.7
Demonstrating	15.4	12.5
Language & Literacy		
‘On-track’	14.9	11.5
Not ‘on-track’	11.2	7.3

- These results indicate a positive correlation between the two variables such that as months enrolled in the Imagination Library program increases, so does KRA performance.
- However, it is impossible to infer causation from this analysis; months enrolled in the Imagination Library program is likely associated with several other currently unknown factors that are also positively associated with KRA performance.
- Modeling that includes greater statistical and methodological control is needed to infer causality.

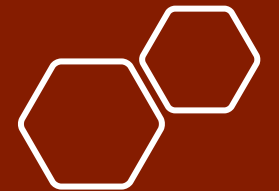
Next Steps

- More rigorous regression analyses are currently underway to examine school readiness outcomes for participating children after controlling for several variables known to predict KRA performance.
- As the longevity of the Dolly Parton Imagination Library program continues in Cuyahoga County, researchers hope to be able to examine how even longer program participation (up to 60 months) is associated with kindergarten readiness.

Thank you!
Questions or comments?



Monica Gaulden –
SPARK Ohio Recruitment, Retention and Training
Supervisor





Invested in
their
early
learning.

Invest in Children



Strong Families Build Strong Communities

We want all children to be ready for Kindergarten.

Many factors, including the changes caused by this pandemic, can affect how, when and where they learn. As early educators, healthcare and social service providers, you are a lifeline to the children and families you serve. Rest assured, we are here to support you.

SPARK is a family-focused program that helps 3 and 4-year olds get ready for school by building reading, language and social skills. SPARK will provide help with:

- Parent-led sessions and activities
- Transitioning to Kindergarten
- Individual child learning plans
- Assessment and referral to preschool education settings and resources
- Free education supplies

To refer a child for SPARK services, or if you have questions please contact:

Family Connections of Northeast Ohio
Monica Gaulden (216) 921-2023 or
mgaulden@familyconnections1.org

Invest in Children

Our Lead Agency for SPARK



TOGETHER WE THRIVE





Family Partners is focused on helping families build the support systems necessary to achieve positive, stable outcomes for children and caregivers. By affirming strengths and identifying areas for growth, Family Partners can offer families a personalized blueprint for building a stable structure.

For information on enrollment, contact:

Richaun N. Bunton, Promise Neighborhood Initiative Manager
216.357.4470 | rbunton@socfcleveland.org
Keesha Tolliver Funches, SPARK-Ohio Parent Partner
216.921.2023 | KTolliverFunches@familyconnections1.org

Made possible by the Sisters of Charity Foundation of Cleveland and the William J. and Dorothy K. O'Neill Foundation

How does it work?

SPARK home-visiting program serves up to 30 families at a time in the Central neighborhood.

SPARK's parent partner meets with each family consistently to learn more about their preschool-aged child or children, their relationships and their needs.

SPARK then makes purposeful introductions to connect families with community resources in education (Starting Point), mental health (OhioGuidestone) and other social support networks (Cleveland Central Promise Neighborhood).

With each of these partner organizations comes a network of additional potential connections for expertsto share with families, always with family's agreement and leadership.

Older and younger siblings of SPARK students and their parents are connected to support systems as well, ensuring the whole family is served simultaneously



Family Partners works to strengthen Protective Factors in each family, which will lead to positive outcomes.

Protective Factors

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Social and emotional competence of children
- Concrete support in times of need

Outcomes

- School readiness
- Increased family literacy
- Powerful learning partnerships among parents and children
- Strong mental health foundations
- Appropriate physical and emotional health in children
- Overall stronger family relationship

Thank you for attending today!

Giving Tuesday

A gift of \$25 or more will help prepare young children for kindergarten and help adults access the education and skills necessary to earn a sustainable living wage

Donate today here:

www.literacycooperative.org/donate
or scan the QR Code!



"My girls love receiving books from you all every month. I think that what your organization and Dolly Parton does is amazing for the community! Thank you so much again."

DANIELLE M.

**GIVING
TUESDAY**