

“...I want to thank the program for the opportunity to receive the red bag. I learn so much when I read to (my son). It helps me improve my English. And my son is so in love with the books, and he gets so excited and happy when we read together.” -Parent, Brockton, MA

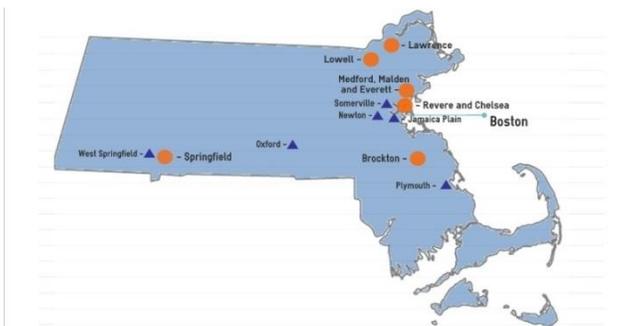


Raising A Reader is closing the academic achievement gap facing children living in low-income communities by helping their families develop, practice, and maintain habits of reading together at home. Our work, which both increases access to books and gives families tools for strengthening the culture of reading at home, is driven by more than 25 years of research that correlates high rates of family book sharing with kindergarten readiness. Raising A Reader MA works. Parents who experience Raising A Reader MA are 27% more likely to read three or more times a week with their children at home.

Direct and Indirect Services to Children and Families

Raising A Reader MA is closing the achievement gap by engaging families in their children’s early literacy development through three strategies:

1. Our signature Red Bag book rotation program, which makes dozens of high quality, culturally appropriate books accessible to children and families through weekly deliveries of bags they can share together at home.
2. Multilingual DVDs, workshops, and peer and professional support services that educate parents in Dialogic and Interactive Reading strategies and their impact on pre-literacy development (like vocabulary, letter awareness, phonics and oral expression).
3. Training and support for early education providers in strategies for reinforcing the family’s role in children’s literacy development through storytelling, book sharing and other activities.



Raising A Reader MA is serving nearly 10,000 children in the 2012-213 program year through a combination of direct (orange dots) and indirect (blue triangles) services.

We offer our services year-round through partnerships with centers of early education and care and other community-based organizations where families regularly go (e.g. Head Start, churches, and/or playgroups).

Direct model: Raising A Reader MA partners that primarily serve children living in the Governor’s Gateway Community are provided with significant staffing and fundraising support to ensure they can successfully integrate Raising A Reader MA in their early literacy instruction. These partners benefit from Raising A Reader MA’s Direct Service Model.

Indirect model: Partners that serve children and families living outside of the Governor’s Gateway Communities implement Raising A Reader MA through a high-touch train-the-trainer model called the Indirect Service Model.

Table 1 shows the differences between communities receiving direct versus indirect services:

Table 1: Direct versus indirect model for integrating Raising A Reader MA into your early literacy instruction

Direct Service	Questions	Indirect Service
Teachers or other program staff	Who manages Red Bag rotations?	Teachers or other program staff
Teachers or other program staff	Who distributes multi-lingual Dialogic Reading DVDs?	Teachers or other program staff
Raising A Reader MA staff	Who provides five-part Dialogic Reading workshops for families	Teachers or other program staff
Raising A Reader MA staff	Who does parent outreach for the five-part Dialogic Reading workshops?	Teachers or other program staff
Raising A Reader MA	Who trains teachers or other program staff to manage the program	Raising A Reader MA
30-90 minutes	How much time is needed for teacher/program staff training each year?	Two days
Raising A Reader MA staff	Who manages program fidelity data collection?	Teachers or other program staff
Raising A Reader MA	Who runs program fidelity reports to ensure the highest quality?	Raising A Reader MA
Partner must minimally pay for the cost of lost or damaged books and other materials each year, usually 8-12% of program costs	What is the minimum annual financial obligation of the partner?	Partner must pay all costs associated with integrating Raising A Reader MA into the early literacy instruction on site

Getting Started with the Indirect Service Model

There are three steps to launching Raising A Reader MA’s train-the-trainer or indirect service model in a community-based program.

1. First, your program secures funding to support the implementation of Raising A Reader MA. Funding sources may include Title I, CFCE grants from the Department of Early Education and Care, Target money or a special grant (e.g. from the local education foundation, or a local service club).
2. Next, you designate staff to attend an intensive two-day session covering the ins- and-outs of Raising A Reader MA answering questions such as, why is early literacy and family engagement important? How does it work? And, what will it look like in my community?
3. Finally, you launch the Red Bag rotation for their children and families, and implement the Raising A Reader MA parent training curriculum.

Raising A Reader MA staff provide ongoing support through quarterly visits, regular data collection and reporting to ensure fidelity to the program model, and follow up professional development. This is an ongoing relationship; in all of our partner sites- both Gateway and those using the train-the-trainer model- Raising A Reader MA provides services over multiple years as community expertise makes the program stronger and the cost per child decreases each year after initial materials have been purchased.

Contact Sara Pollock DeMedeiros to learn more about introducing Raising A Reader MA as part of the early literacy instruction available in your program, info@raisingareaderma.org or 617.292.BOOK (2665).

Learn more online:

- www.facebook.com/raisingareadermassachusetts
- www.twitter.com/raisingareaderm
- www.youtube.com/raisingareaderma

Raising A Reader MA is a 501-c-3 nonprofit organization. All donations are tax deductible. Our EIN number is 80-0297898.

