

READ TO ME ACADEMY

A PARENT LITERACY PROGRAM

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INTRODUCTION

The original goal of Read to Me Academy was to increase awareness of male caretakers about the significant role fathers play in the education of their children, and to provide caretakers with strategies for promoting their children's literacy development within their homes and in the community. The program expanded its inclusion criteria to serve expectant and parenting fathers AND mothers. The program endeavored to build parental competence by providing them with knowledge and skills for engaging in home literacy activities with their family.

COLLABORATION



We partnered with local community agencies that shared our vision of making an intergenerational impact through improved literacy.

POPULATION & METHODS

- All participants were parents or part-time caretakers (i.e. aunts and uncles) of children ages 1-10.
- Students attending literacy or GED programs at the Durham Literacy Center and Achievement Academy of Durham
- Parents residing at a temporary homeless shelter at Families Moving Forward.
- Over a course of 20 weeks, classes took place twice a week across three locations.
- Obtained pre- and post-intervention measures using:
 - A self-developed survey (JRT)
 - Motherread© Family Book Reading Survey (ELT)



Durham Literacy Center

PROJECT DESCRIPTION



CLASS FORMAT

- Ice Breaker
 - Introductory activity to invite participants to be active and creative
- Literacy as Experience
 - Connecting text and developmental themes to personal context
 - Reading the book aloud as a group, round robin-style and discussing the book
 - Identifying reading comprehension skills
- Literacy as Art
 - Practice read-aloud techniques - ways to make a story come alive
 - Examples:
 - Read the title, author, and illustrator's names before reading
 - Narrow the distance between the child and the story
 - Incorporate and encourage reactions and dramatization from child
 - Ask child open-ended questions or prediction questions
 - Discuss opportunities to develop literacy skills in children
 - Teach techniques and provide practice opportunities
- Literacy as Process
 - Connect adult literacy samples to the theme of the lesson and participant's lives
 - Encourage participants to tell their story
 - Identify and focus on specific reading/writing skills (e.g. figurative language, symbolism)

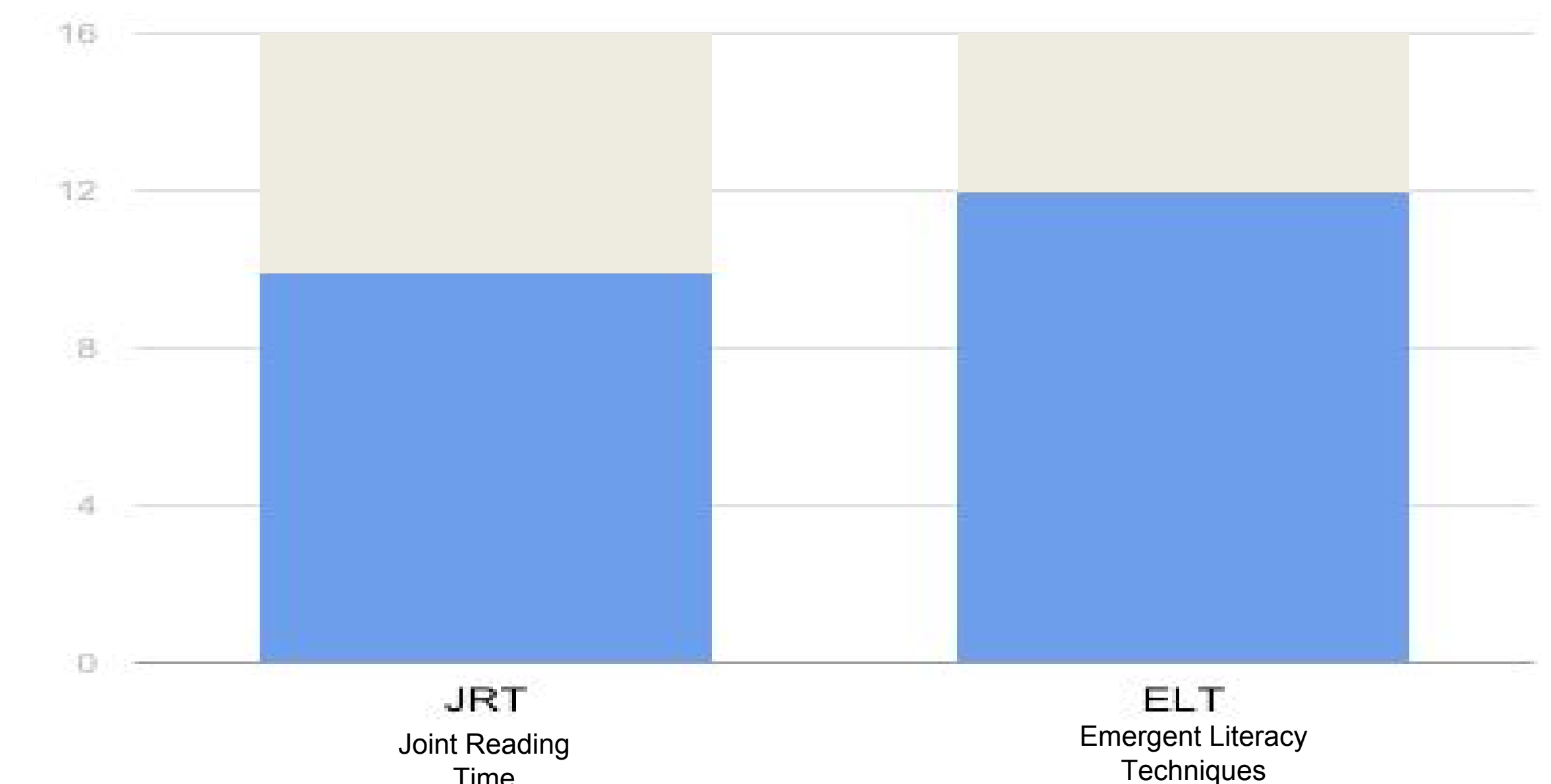


Book List

Where the Wild Things Are
Grandfather's Journey
Flossie & the Fox
Follow the Drinking Gourd
Goggles
Goldilocks & the Three Bears
Ferdinand
Abiyoyo
Three Billy Goats Gruff
A Chair for My Mother

Book list and curriculum adapted from the research based Motherread/Fatherread© program

OUTCOMES



- 10 of 16 male and female caregivers participated in joint reading time (JRT), implementing literacy strategies with their children for 15 minutes, 3 times a week.
 - Average increase in reading time was 34 minutes per week
- 12 of 16 participants demonstrated increased use of emergent literacy techniques (ELT) from the Family Book Reading Survey with their child(ren) when they read together.
- Distributed 162 books across 25 households
- Provided 160 hours of direct instruction to parents
- 100% of participants reported feeling "really confident" or "confident" in reading to their child

"Has participating in this class changed the way you read to your child/family member?"

- "Yes it has made our relationship and bonding time better."
- "Yes, I actually read and enjoy reading."
- "It changed me to want to read more to teach my child new things, what happens, how they happen."
- "Yes! Just the way I bring the book to life to make it more engaging."

"I think reading to my child/family member I care for is important because..."

- "It expands their vocabulary and also gives them confidence."
- "It's important because it helps them learn words and encourage them that reading is important."
- "It helps my youngest child to relax."
- "It expands their vocabulary and adds to family time."

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