



# William Penn Foundation Family Literacy Initiative

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October 26, 2021

# Agenda

- Welcome and Introductions
- William Penn Foundation Family Literacy Initiative Overview
- Successful strategies for integrating components, recruitment, and partnerships
- Preliminary evaluation findings



# WPF Family Literacy Initiative Overview

- 3-year Initiative--December 2018 to November 2021, possible 2 additional years
- 5 sites in Philadelphia--Beyond Literacy, Indochinese American Council, KenCrest, National Services Center, Supportive Older Women's Network (SOWN)
- 3-4 Component model—Adult Education, Parent Education, Interactive Literacy Activities (ILA), ECE/School
- Goodling Institute—external evaluator and technical assistance provider

# Beyond Literacy

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# SOWN

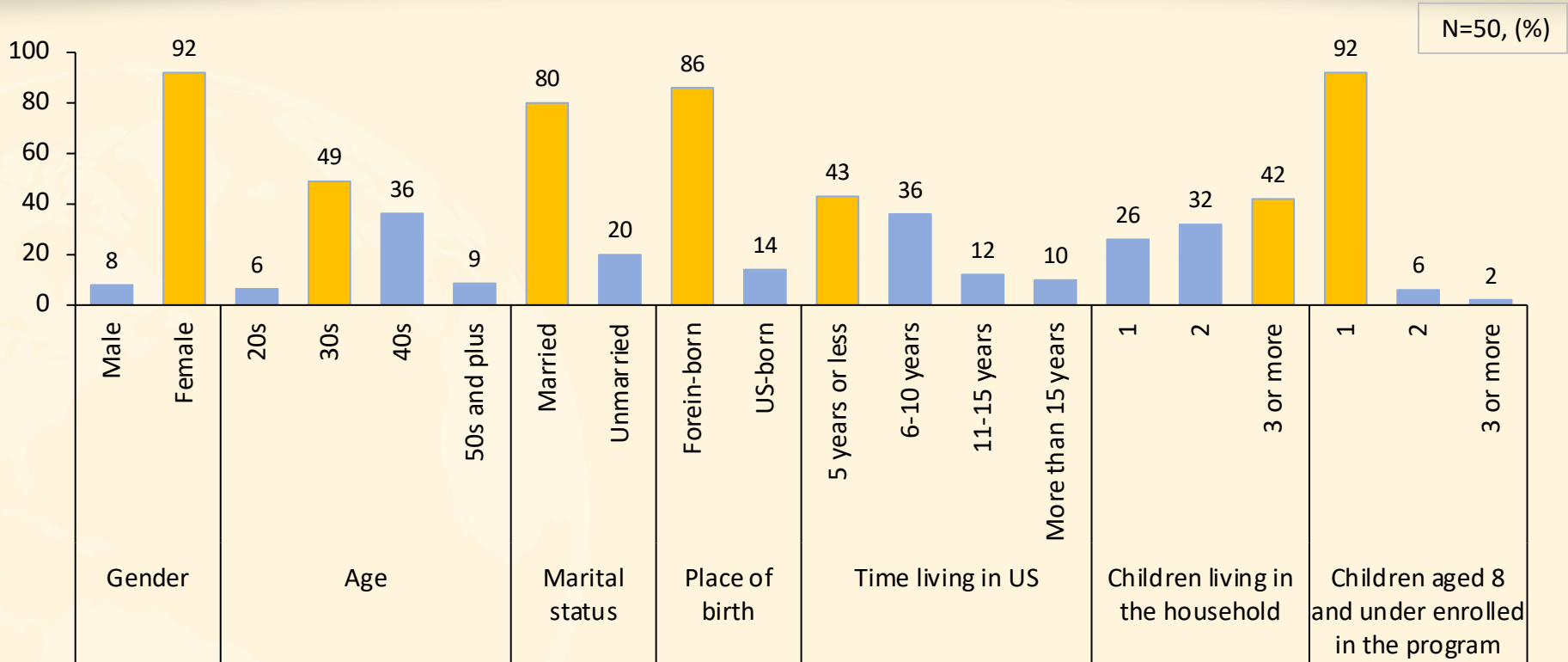
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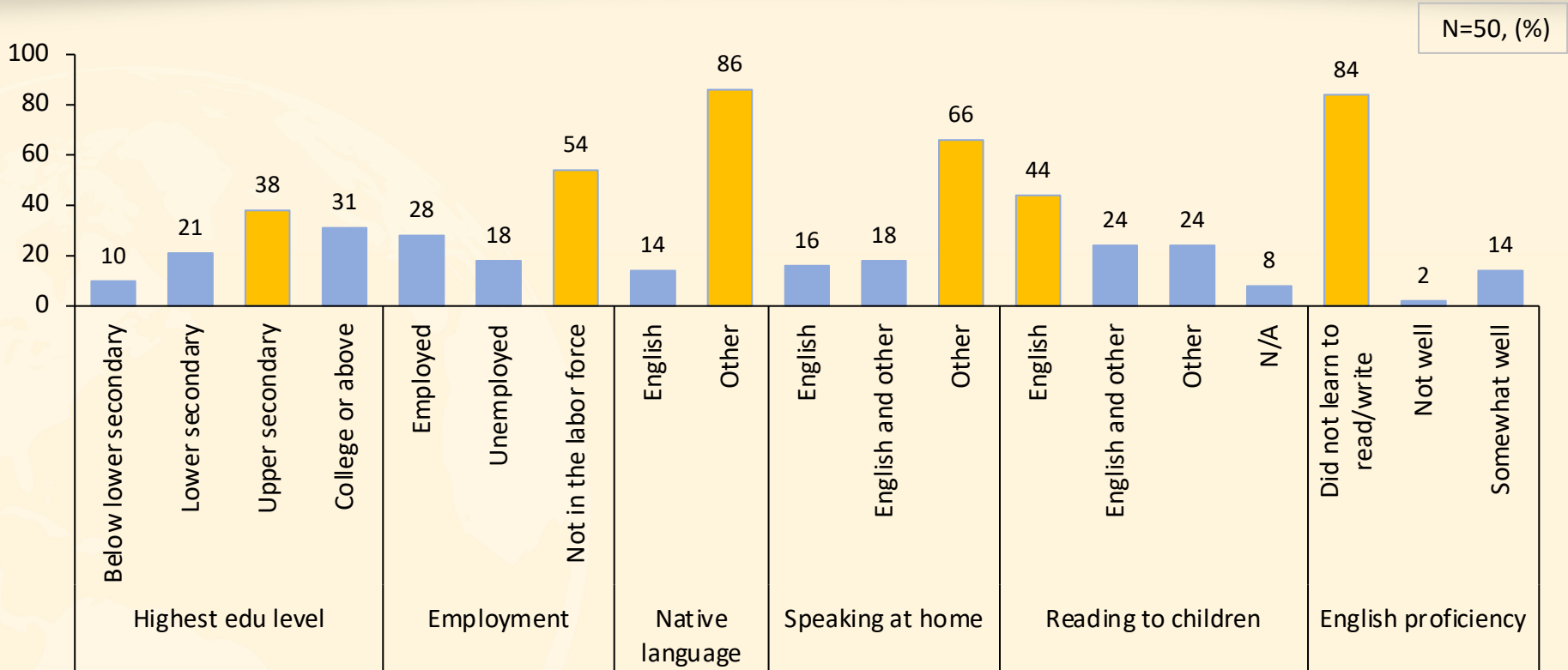
## Mixed methods design:

- Qualitative data: annual site visits (interviews, focus groups, observations, desk review)
- Quantitative data: Pre-post caregiver survey, weekly home activity log, end-of-year school report

# Demographics

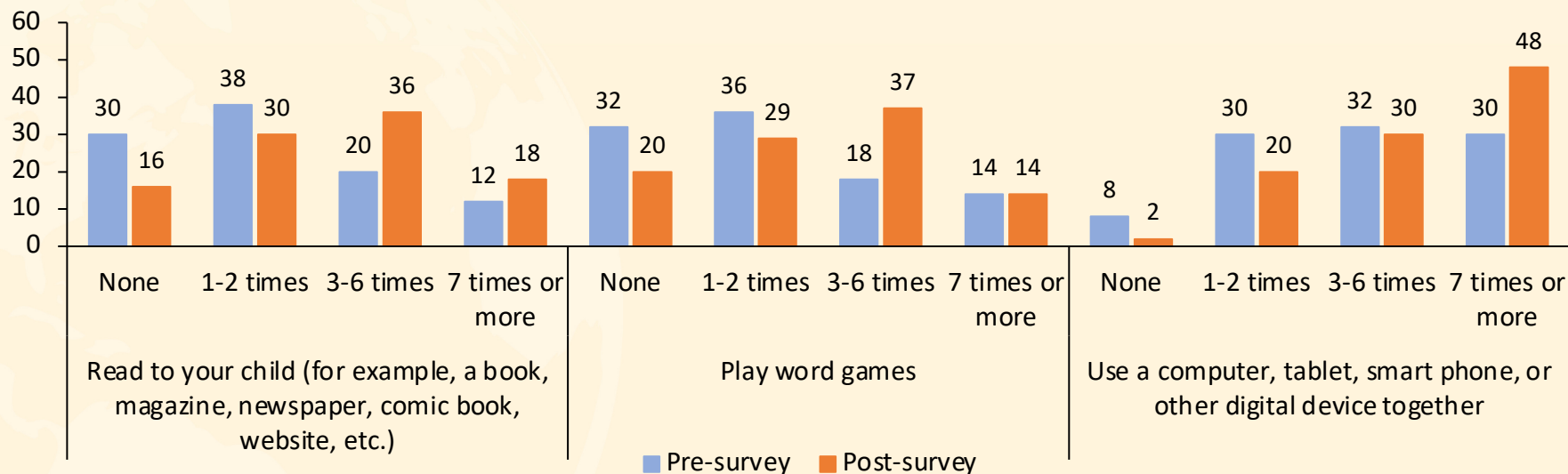


# Demographics

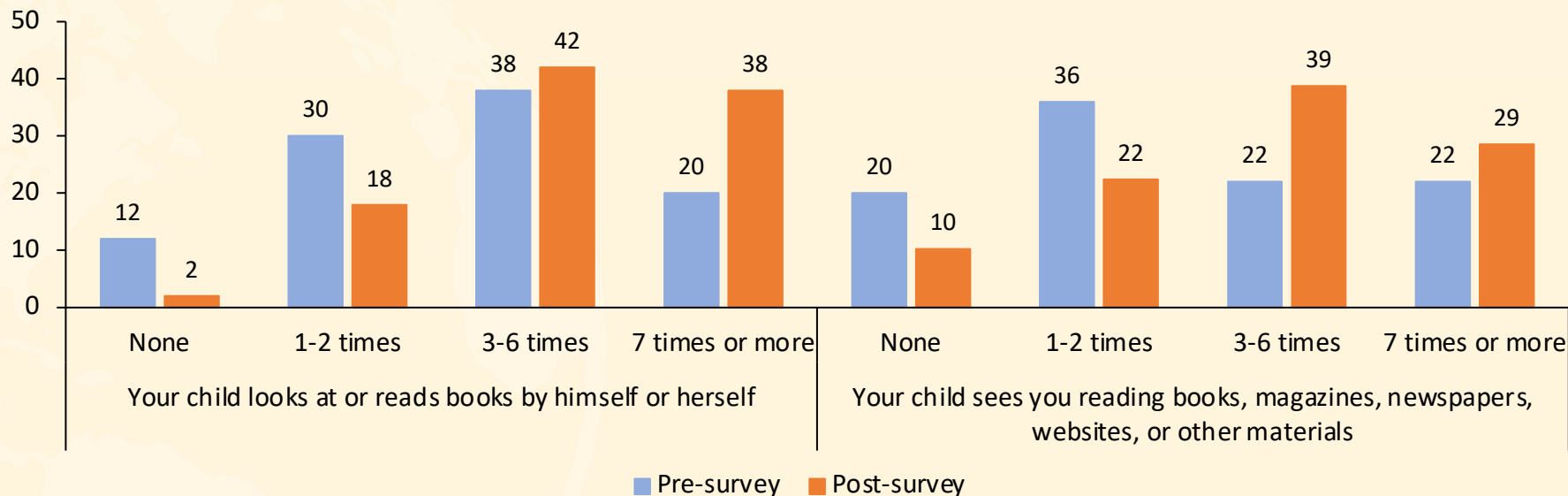




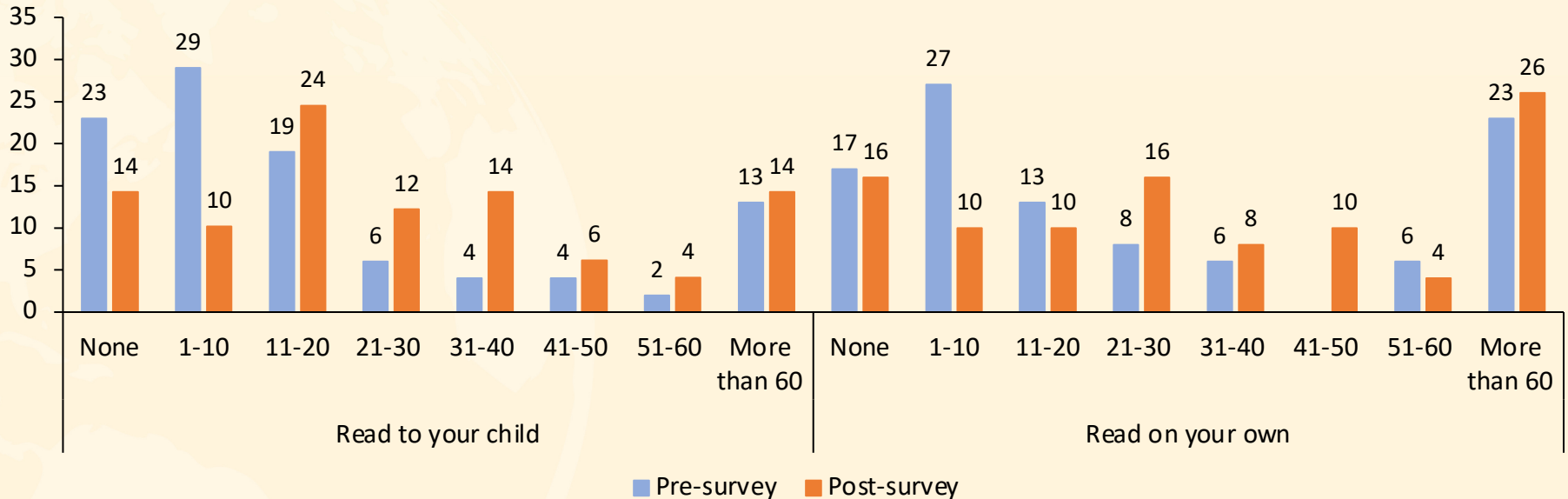
- Statistically significant differences in interaction with children were observed ( $p < .05$ ).
  - Reading to the child (3 times or more) : 32% -> **54%**
  - Playing word games with the child (3 times or more) : 32% -> **51%**
  - Using digital devices together with the child (3 times or more) : 62% -> **78%**



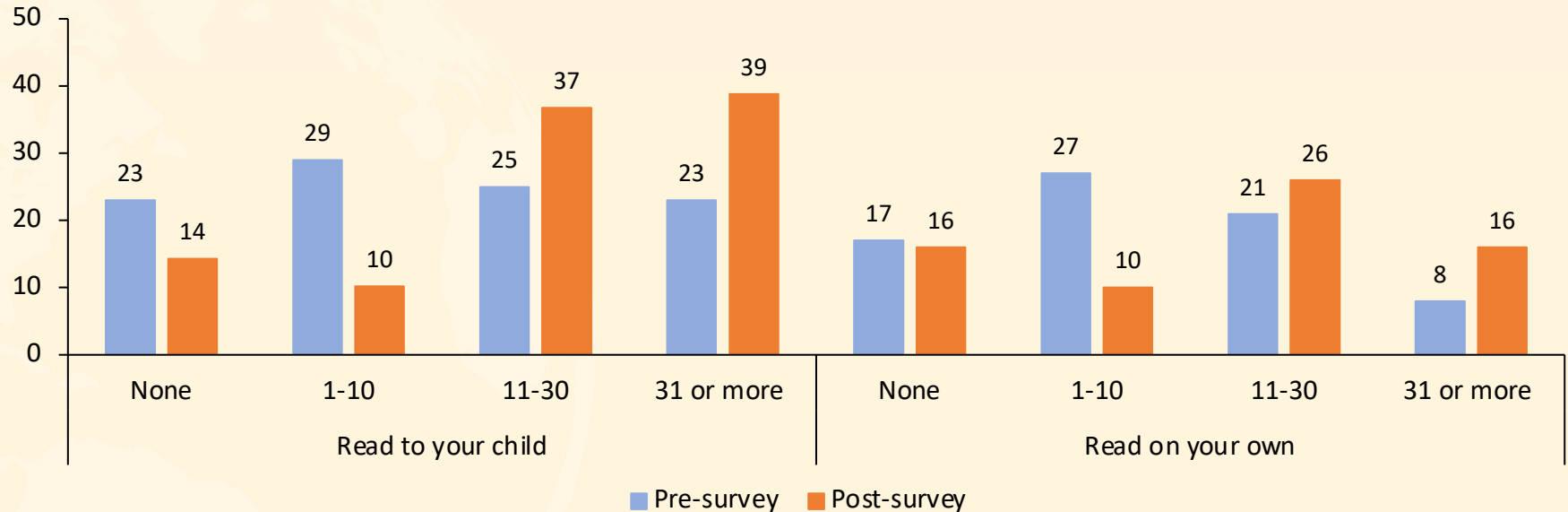
- Statistically significant differences in participation in literacy activities were observed ( $p < .05$ ).
  - Children's reading activity (3 or more times per week): 58% -> **80%**
  - Caregiver's reading activity (3 or more times per week): 44% -> **68%**



- Statistically significant differences in reading time per week were observed ( $p < .05$ ).
- Reading to your child for 30 or more minutes per week : 23% -> **38%**
- Reading on your own for 30 or more minutes per week : 35% -> **48%**

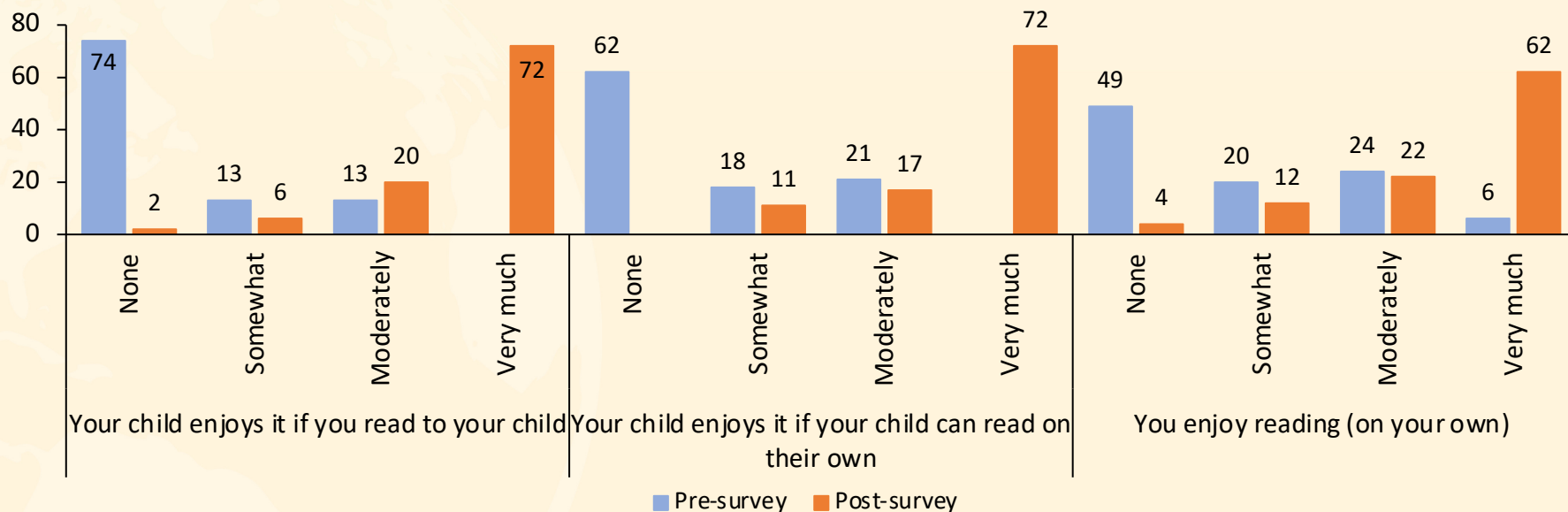


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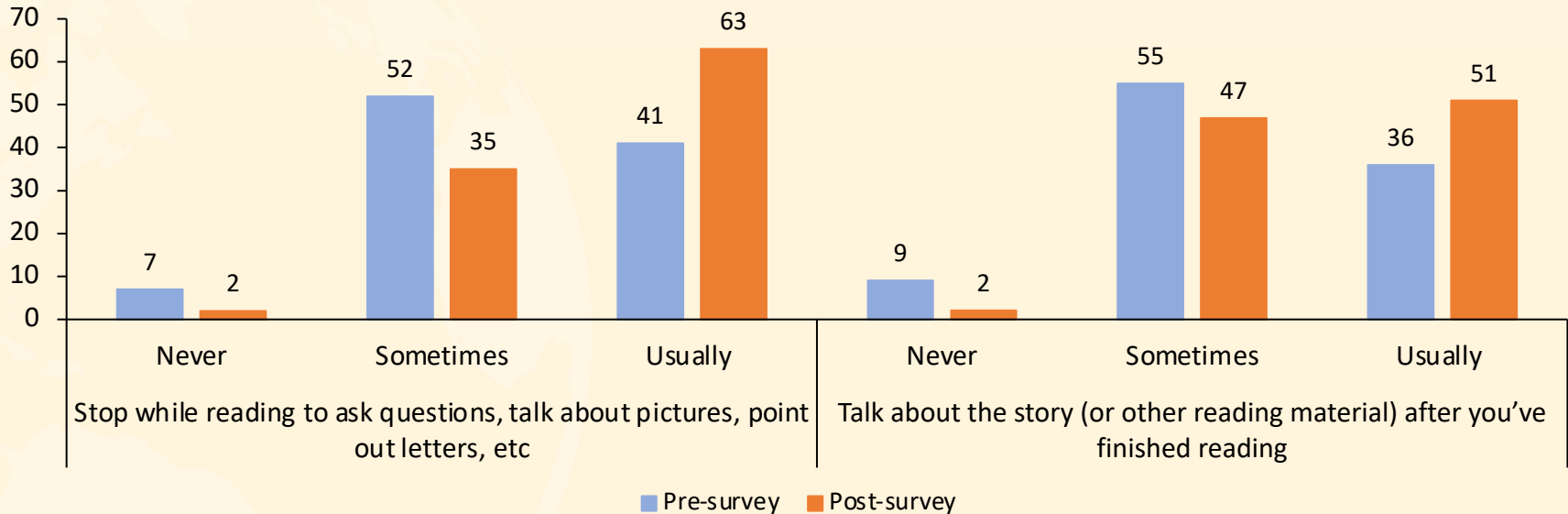


# Enjoy reading books

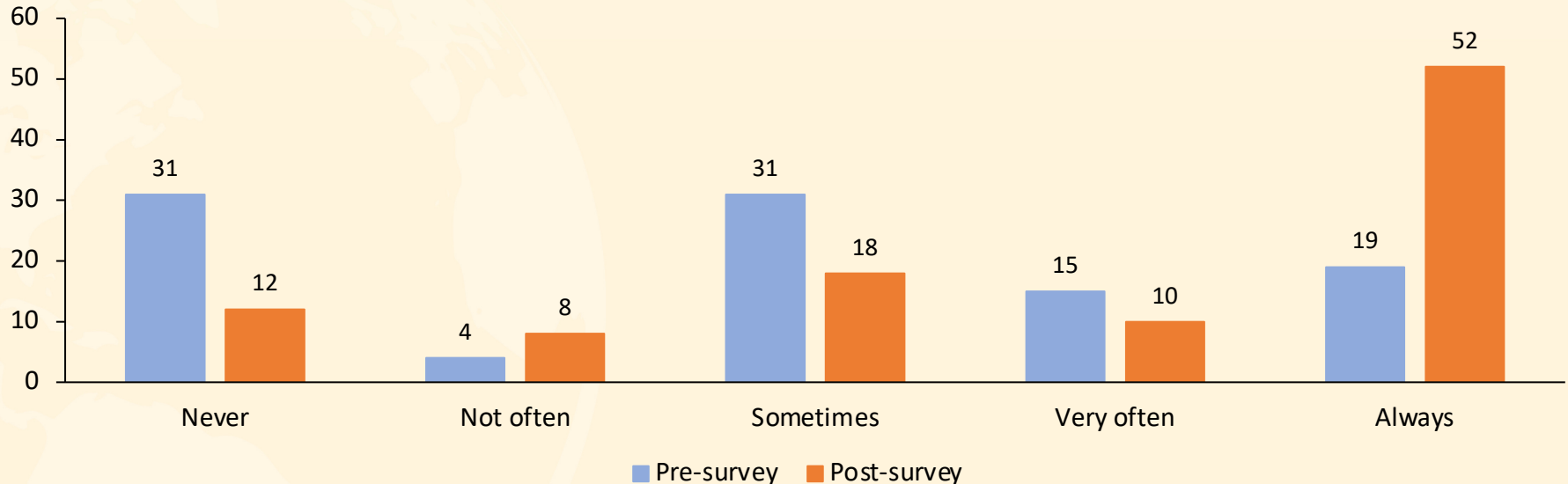
- Statistically significant differences in enjoying reading books were observed ( $p < .05$ ).
  - Children enjoyed it if caregiver read to their children: 13% -> **92%**
  - Children enjoy reading on their own: 21% -> **89%**
  - Caregiver enjoy reading on their own: 30% -> **84%**



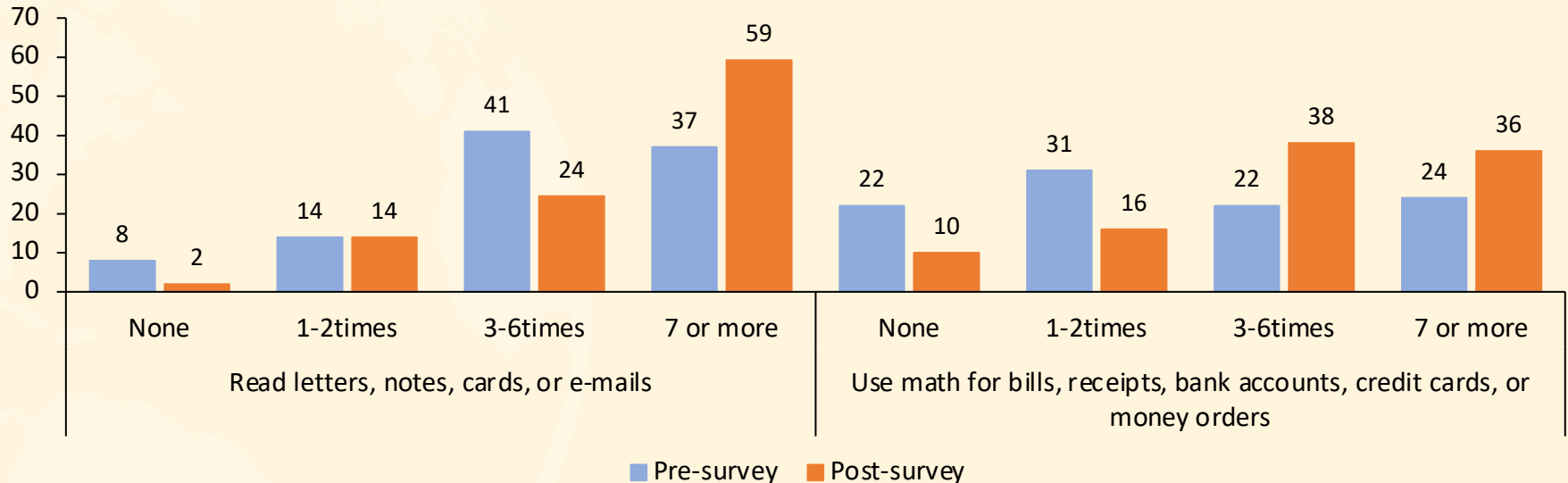
- Statistically significant differences in reading activities were observed ( $p < .05$ ).
  - While reading, ask questions, talk about pictures, or point out letters: 41% -> **63%**
  - After reading, talk about the story: 36% -> **51%**



- Statistically significant differences in following activity were observed ( $p < .05$ ):
  - Looking up information online about the child's school or education (very often or always): 34% -> **62%**



- Statistically significant differences in using digital devices for following purposes were observed ( $p < .05$ ):
  - Reading letters, notes, cards, or emails 7 or more times per week : 37% -> **59%**
  - Using math for bills, receipts, bank accounts, credit cards, or money orders 7 or more times per week : 24% -> **36%**





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