

Iowa Public Television
Ready To Learn
2006-2007 Program Year (July 1, 2006 - June 30, 2007)

of counties served: 57

of sites: 110

of people served: 4,370

of children's books distributed: 9,176

of Spanish or bilingual children's books distributed: 2,310

Estimated children's book distribution per month this year: 1,952

Partner organizations: Iowa Empowerment Board, Making Connections, Iowa Parent Information Resource Center, Iowa Department of Education, State Library of Iowa, Head Start and Early Head Start programs, Area Education Agencies, Child Care Resource and Referral Agencies, school districts, community colleges, community early care and education providers, public libraries and adult literacy programs.

Selected Ready To Learn Participant Outcomes: Following are examples of some of the changes that participants reported in their level of engagement in early literacy activities with the children in their care during the year of their involvement with Ready To Learn on average. Note: Early care providers responded to a more detailed questionnaire than the parents did (see last four bullet points).

- All participants read books more often to their children. (Families increased to 4-6 times per week and providers increased to almost 3-4 times per day.)
- All participants talked about new words in the story when they read to their children more frequently. (Families increased to almost 4-6 times per week and providers increased to approximately 5 + times each day.)
- All participants answered more of their children's questions about the story. (Families increased to approximately 4-6 times per week and providers increased to 4-5 times each day.)
- All participants were more likely to ask their children questions about the story. (Families increased to approximately 3-4 times per week and providers increased to 4-5 times each day.)

Selected additional changes reported by early care providers on a more detailed survey:

- Early care providers were more likely to connect the story to a real-life experience or event before reading. (Providers increased this behavior to 4-5 times each day.)
- Early care providers were more likely to suggest a reason for the children to listen to the story. (Providers increased this behavior to 4-5 times each day.)
- Early care providers were more likely to ask the children to guess what the story is about and to make predictions about what will happen next. (Providers increased these behaviors to 4-5 times each day.)

- Early care providers were more likely to talk about the story by relating to the children's experiences after reading it. (Providers increased these behaviors to 4-5 times each day.)