

# Fostering Grade Level Reading

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## Project description

Washington County Cooperative Library Services (WCCLS), in partnership with OregonASK, applied for and received a Library Services and Technology Act (LSTA) Grant from the State Library of Oregon in 2017. The 2017 LSTA Grant is being used to research and develop resources for public library staff and other out-of-school time providers to use to plan, implement, and evaluate research-based literacy activities for K-3 grade students who are learning how to read. Additionally, the grant is funding the development of a training about the reading process, best practices in literacy-based out-of-school time programs, and how to utilize the resources most effectively for library staff and out-of-school time providers. Currently, the 2017 LSTA Grant project is in the research phase and we are on track of complete the development of the resource by September 30, 2018.

WCCLS, in partnership with OregonASK, are applying for a 2018 LSTA Grant to implement a pilot project. If funded, six public libraries and four out-of-school time sites will be selected to participate in the pilot project. Staff at all the sites will use the resources developed with the 2017 LSTA Grant to plan, implement, and evaluate research-based activities for K-3 grade students. Staff at half of the sites will participate in one training about the reading process, best practices in literacy-based out-of-school time programs, and how to utilize the resources most effectively.

The purpose of Fostering Grade Level Reading is that by offering research-based literacy programs for K-3 grade students, libraries and out-of-school time programs can support local efforts to increase the number of students reading at grade level by the end of third grade. The 2018 Grant will also fund an evaluation, conducted by NPC Research, of the pilot project to measure the following desired outcomes:

- Library staff and out-of-school providers are more knowledgeable about the reading process
- Library staff are more confident in their ability to support children learning to read
- Library staff use Fostering Grade Level Reading materials to provide research-based literacy programs for K-3<sup>rd</sup> grade children
- The evaluator will determine the desired outcomes for K-3 grade children that staff at libraries and out-of-school programs can measure appropriately and effectively

The Fostering Grade Level Reading resources will be updated based on the results of the evaluation and feedback from the libraries and out-of-school time programs participating in the pilot project. In July 2019, the final version of the resources and report on the evaluation will be published online and made freely accessible. The resources will include several complete and detailed activity plans, a template for developing your own research-based literacy activities, the research the resources are based on, answers to questions caregivers and students frequently ask, guidance on selecting books for beginning readers, and more. WCCLS and OregonASK will promote the availability of the resources to our local, statewide, and national networks of public libraries and out-of-school time programs. Thus, providing the resources to libraries and out-of-school time programs to plan, implement, and evaluate research-based literacy programs for K-3 grade students.

## Talking points for letters of support

- Address your letter to Ross Fuqua, State Library of Oregon, 250 Winter St. NE, Salem, OR 97301
- Submit your letter by Friday, March 16, to Katie Anderson at [katiea@wccls.org](mailto:katiea@wccls.org) for inclusion in the 2018 LSTA Grant application—it must be signed by hand (not typed), but can be scanned and sent via email
- Only 59% of third grade students in Beaverton School District, the schools my library/program serves, are reading at grade level by the end of school year. [Find the data for your school(s) or school district(s) online at <https://schools.oregonlive.com/> and edit this statement to reflect your service area]
- My library offers research-based early literacy programs to families with young children. When children are ready to learn how to read independently, their caregivers ask us what programs and resources the library offers to support this next step in the reading process. Unfortunately, we don't have the resources we need to plan and implement research-based literacy activities for students who are learning how to read and lack the expertise to answer many of the questions caregivers ask about the reading process.
- My out-of-school time program strives to support teachers and students by providing homework help, free voluntary reading time, and fun extended learning opportunities to students. While we have access to the resources we need to offer research-based STEM activities, we lack the resources we need to plan and implement research-based literacy activities to more effectively support students who are learning how to read.
- Fostering Grade Level Reading resources would help my co-workers and me...
  - Feel confident that we are offering literacy activities that research shows helps students improve their reading skill.
  - Answer questions caregivers ask about the reading process and selecting books for their children.
  - Answer questions students ask us about books and reading.
  - Select developmentally appropriate, high-interest books.
  - Match students with the right books for their interest and reading level.
- Fostering Grade Level Reading resources would benefit my library or out-of-school time because we would be able to...
  - Promote these activities as “research-based” to schools, teachers, and caregivers.
  - Improve the quality of our program/library programs.
  - Offer more literacy programs for K-3 grade students.
  - Improve our collection of books for students learning how to read.

- Offer a continuation of programs and services to families when their children are ready to leave storytime and join Fostering Grade Level Reading activities that support learning how to read.
- K-3 grade students and their caregivers in my community would benefit from my library/program offering research-based literacy activities because...
  - My organization would be able to offer research-based literacy activities for free/low cost to caregivers with children who are struggling readers and cannot afford tutors or expensive supports.
  - The location of my program fills a gap in my community where geography prevents caregivers and students from accessing similar services provided elsewhere.
  - My library/program can take these research-based literacy programs and implement them at partner locations that serve struggling readers who likely cannot access literacy support elsewhere.