



Motheread/Fatheread Colorado

Recent Evaluation Results
January 2020

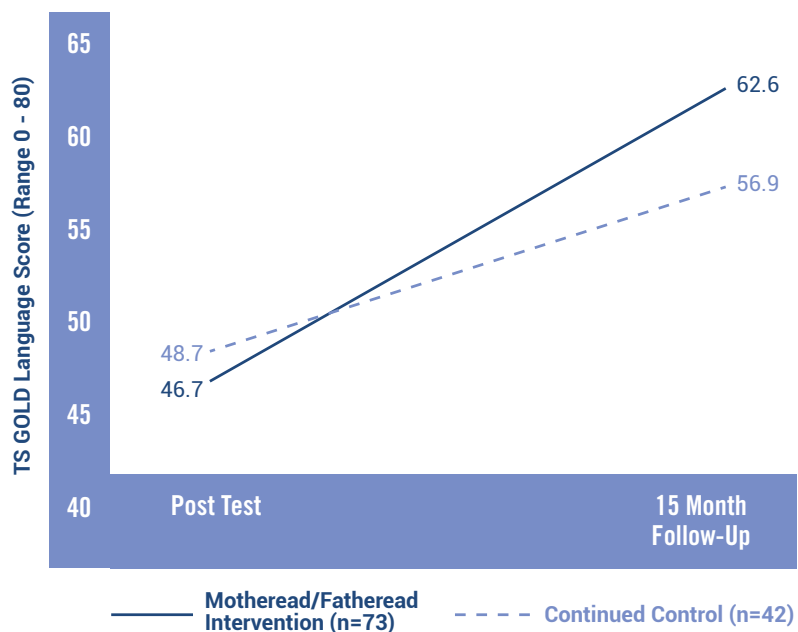
Motheread/Fatheread® Colorado Changes Literacy Behaviors

In classes parents practice literacy skills and share strategies for creating a learning culture in the home and ways to enjoy reading together.



Key Finding: Better Teaching Strategies Gold Scores

Children whose parents participated in the program showed higher rates of growth on the TS Gold Language domain after the program ended than children whose parents were in the control group.



Thank you



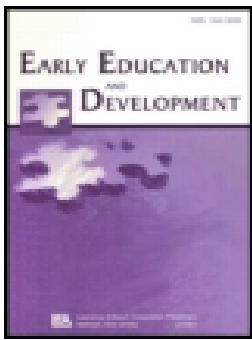
To learn more, contact
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THE DENVER FOUNDATION

Motheread/Fatheread Colorado
September 2018 - August 2019

	A	B	C	D	E	F
1	Program	Adults Served	Children Served	% Improvement	Hrs. Attended	Hrs. Home Reading
2	Catholic Charities of Central Colorado	2	4	26	20	72
3	D11 ECE	5	11	5	36	42
4	Early Childhood Center at Gregory Hill	16	31	28	108	244
5	ECPAC at Hillcrest Elementary	10			100	17.35
6	Flynn Elementary	9	17	8	160	220
7	Flynn Elementary 2	9	19	-5	150	91.8
8	Harris Park Elementary	12	16	24	96	108.65
9	Harris Park Elementary 2	10	15		78	58.25
10	Hodgkins Elementary	16	17	8	192	240.5
11	Hodgkins Elementary 2	5	6	16	20	72
12	Holy Cross Lutheran Church	9	15	37	61.5	50.5
13	Ignacio Community Library	13	23	11	61.5	505
14	Indian Peaks Elementary	9	16	15	56	14.25
15	Ittybags, Inc.	5	11	31	40	43.5
16	Jamaica Child Development Center	6	6		49.5	
17	Jamaica Child Development Center 2	5	6	28	31.5	
18	Junior Academy (Teacheread)	13	144	7	105	140.4
19	Kemp Elementary	5	10	10	62	60.9
20	McElwain Elementary	14	26	21	118	165.5
21	Raising a Reader	11	28	62	127	1167.3
22	Raising a Reader 2	11	22	27	162	96.3
23	Rocky Mtn. Elementary	7	11	19	62	107
24	Timberline PK8	12	24	21	88.5	111
25	Ute Detention Center	103	238			
26	Wiggins Preschool	9	9	11	40.5	33.5
27	Wiggins Preschool 2	7	6	27	40.5	26
28	Catholic Charities of Pueblo	12	29	23	144	24
29	Totals	345	760	20.90909091	2209.5	3711.7



Early Education and Development

Publication in a peer-reviewed journal
November 2018

ISSN: 1040-9289 (Print) 1556-6935 (Online) Journal homepage: <http://www.tandfonline.com/loi/heed20>

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To cite this article: Holen K. Hirsh, Melissa K. Richmond, Fred C. Pampel, Shelby S. Jones, Anthony C. Moleri & Josephine Jones (2018): Results From a Randomized Controlled Trial of the Motherread/Fatheread Early Literacy Intervention: Evidence of Impact in a Rural Community, Early Education and Development, DOI: [10.1080/10409289.2018.1544813](https://doi.org/10.1080/10409289.2018.1544813)

To link to this article: <https://doi.org/10.1080/10409289.2018.1544813>



Published online: 25 Nov 2018.



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Results From a Randomized Controlled Trial of the Motherread/Fatheread Early Literacy Intervention: Evidence of Impact in a Rural Community

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ABSTRACT

Research Findings. A randomized controlled trial evaluated the impact of Motherread/Fatheread Colorado (MFC), an early childhood literacy intervention, on parent reading behaviors and their preschool-aged children's literacy skills. Parents in the experimental condition participated in MFC; control parents did not. Dependent variables included measures of parental behavior supportive of reading in the home, and parent- and teacher-reported child literacy outcomes. Parents in the intervention group reported spending significantly more time reading with their children and a significantly greater use of interactive reading skills than parents in the control condition. Children in the intervention group scored significantly higher than children in the control group on parent-reported language and reading skills immediately following the intervention. There was no significant difference in immediate post-intervention teacher reports of child literacy skills. However, up to 15-months after program completion, children in the intervention condition had greater gains in teacher-reported language skills than children in the control condition. Results suggest that MFC is a promising intervention for changing the home literacy environment and children's literacy outcomes. **Practice/Policy.** Motherread/Fatheread may be a good fit for organizations interested in implementing interventions aimed at improving home literacy for preschool-aged children.

Children's literacy skills are critical for school success and lay the foundation for healthy development, employment, and social participation in adulthood (Lyon, 2002; Lyon, Shaywitz, Shaywitz, Chhabra, & Adams, 2005). Although literacy skills are developed throughout an individual's life span, the preschool years mark a particularly important learning period because neural pathways are developing in ways that either facilitate or undermine subsequent learning experiences (McGrath & Gu, 2015). Reading stimulation at this time builds children's capacities to acquire new sets of cognitive skills essential to classroom participation and continued learning (Lonigan, Shanahan, & Cunningham, 2008; Posner & Rothbart, 2007). As the school curriculum builds on previous years' lessons and age-appropriate developmental milestones, children with poor literacy skills are vulnerable to falling behind the learning curves of their peers and entering a literacy gap that is difficult to overcome. Indeed, children with low levels of reading proficiency at the end of third grade are less likely to complete high school and are more likely to display disciplinary, health, and emotional problems throughout their remaining school years (Blachman et al., 2014; Lyon, 2002; Lyon et al., 2005; Miles & Stipek, 2006). The consequences of poor literacy skills persist into adulthood, when these individuals are more likely to experience unemployment and reliance on government support (Fiester, 2010; Lyon, 2002; Lyon et al., 2005).

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Color versions of one or more of the figures in the article can be found online at www.tandfonline.com/heed.

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