



DPIIL Research Review

Metiri Group and NS4ed



Table of Context



Section A. Research Review

- Section A1: Analysis of DPIL research conducted to date
- Section A2: Research on the efficacy of other home-based, early childhood literacy programs
- Section A3: A literature review of early childhood literacy more generally
- Section A4: Logic Model

Section B. Recommendations

- Section B1: Program Recommendations
- Section B2: Research Recommendations
- Section B2: Other Recommendations

Section C. Next Steps and Phase 2



Section A1

Analysis of DPIL Research To Date

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DPIL Research To Date

184

DPIL documents

Analyzed
& entered



Database Fields

- Document name
- Location of program/study
- Research type
- Methods
- Purpose
- Design
- Sample/Source
- Outcome(s)
- Findings
- Limitations
- Reason(s) for Common Guidelines classification
- Overall rigor
- Rigor justification
- Authors/APA citation

yielded



41

Research/
evaluation
studies



DPIIL Research To Date

41 research or evaluation studies

Type

Category	Number of Studies
Foundational	20
Early Stage/Exploratory	11
Design & Development	9
Efficacy	1

No studies were rated as Effectiveness or Scale-up

Method

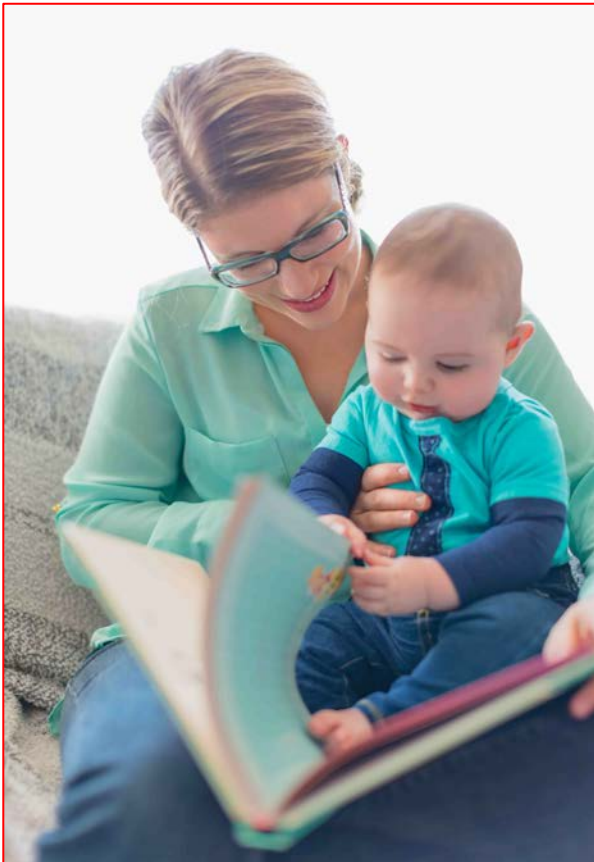
Category	Number of Studies
Quantitative	21
Qualitative	5
Mixed methods	15

Design

Category	Number of Studies
Descriptive	25
Correlational	5
Quasi-experimental	10
Ethnography	1



DPIL Research To Date - Rigor



- **GOAL:** To communicate the continuum of rigor that was present in the 41 research studies, as well as to identify the most rigorous examples.
- **RIGOR:** Most of the DPIM research was descriptive, thus the ratings in rigor were relatively low:
 - High or Medium High Rigor: 2 studies
 - Medium Rigor: 4 studies
 - Low or Medium Low Rigor: 35 studies
- **4 RIGOROUS EXAMPLES:**
 - Columbia, MO
 - Shelby County, TN
 - Alleghen County, MI
 - Syracuse, NY



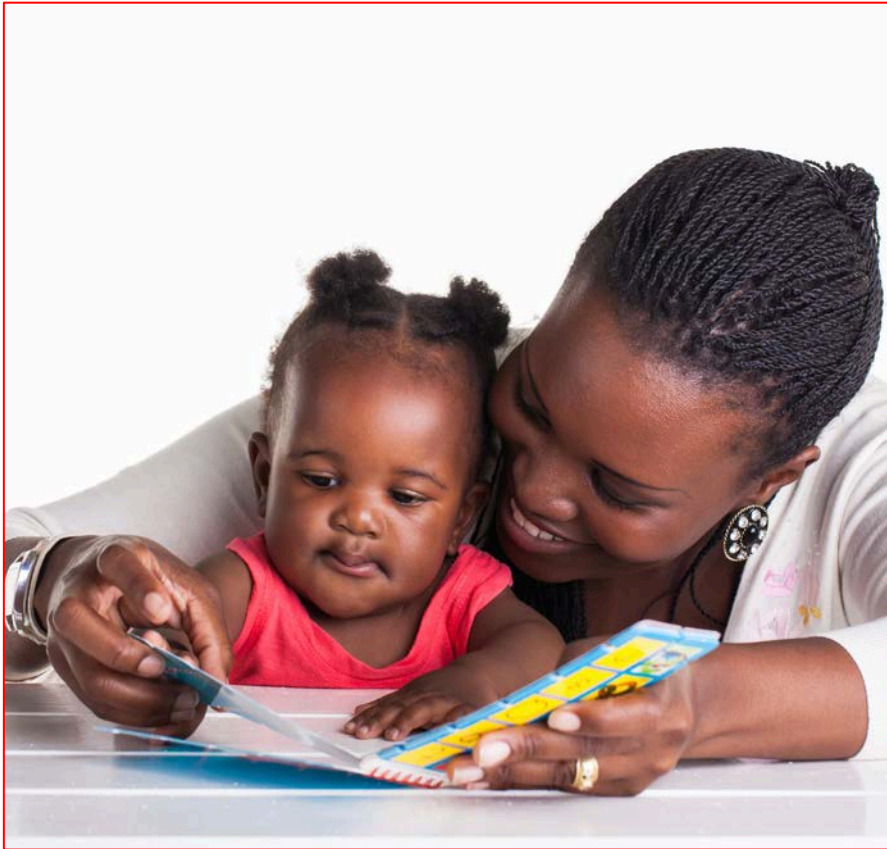
Section A2

Research on the efficacy of other home-based, early childhood literacy programs

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Research on other home-based, early childhood literacy programs



NUMBER: 11 efficacy studies

- 3 focused on the Bookstart program (UK)
- 4 focused on the Reach and Read program (US)
- Programs often included materials and information about the benefits of reading

RESEARCH DESIGN:

- 10 experimental or quasi-experimental
- 1 correlational
- All with comparison groups

FINDINGS: Overall, positive effects on:

- Children's and adults' attitudes toward reading
- The time adults spend reading with children
- Short duration (months) = few results
- Longer duration (1-2 years) = significant differences on vocabulary and emerging reading skills



Comparison of Literature to DPIL Research

SIMILARITIES

Outcomes. The DPIL research has explored similar outcomes to that in the general literature base, including home literacy environment, amount of time spent reading, and early literacy skills.

Results. Both have found significant, positive results.

DIFFERENCES

Publication. While the studies in the literature review were published in peer-reviewed journals, most of the DPI research were not. Published studies are typically required to meet research standards.

Research Design. Due in part to the criteria for the literature review, the general literature base included more rigorous research designs (experimental or quasi-experiment, with comparisons groups) which allowed for causation claims. Only a few of the DPIL studies met those standards of design rigor.

Time. The studies cited in the general literature review were shorter in duration than many of the DPIL studies. This made it possible to control the experiences of treatment and control groups and control for confounding variables. Note: Too short a duration allows less time for the intervention to have an effect.



Research Considerations

ADD RIGOR TO FUTURE DPIL RESEARCH

1. While the DPIL research was similar to the literature base in many ways, there were a few key characteristics where the DPIL research needed to be more rigorous in order to compare favorably with the literature overall.
2. DPIL research should use experimental or quasi-experimental designs to control for rival explanations and establish causation between the DPIL program and the desired outcomes. This would include both a treatment and comparison group of children, ideally randomly assigned to either receive IL books or not, to effectively look at differences resulting from participation in DPIL.
3. DPIL should focus on child outcomes and establish more proximal outcomes to the intervention (e.g., emergent literacy) rather than the distal outcomes measured by standardized, school-administered assessments (e.g., kindergarten readiness, conventional literacy skills).



Research Considerations

ADD RIGOR TO FUTURE DPIL RESEARCH CONT'D

4. Quasi-experimental research should include a baseline measure of the outcomes of interest in order to establish group equivalency and assess student growth over time.
5. Reliable, valid instruments should be used to measure the stated program outcomes. These can be either existing measures or assessments that are validated for use in measuring IL, but should be administered by DPIL researchers for the purpose of conducting efficacy studies of DPIL.
6. Both the treatment and comparison conditions should be adequately described. This will likely entail collecting data related to home literacy environments and reading practices in both DPIL and non-DPIL respondents. This is necessary to determine if participation in IL is changing literacy practices among participants when compared to their peers who are not receiving DPIL books.



Section A3

A literature review of early childhood literacy more generally

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A literature review of early childhood literacy more generally



Characteristics of the home environment that influence children's literacy and serve as readiness indicators for success in reading:

- Early readers are read to by caregivers from a very young age
- Early readers had access to reading and literacy-focused materials in the home
- Early readers had been taught letter sounds by their parents as part of these early reading activities.



How Parents Read Matters



Activities that lead to emerging literacy:

Multiple reading of same book, where parents/guardians (Trivette, et al., 2012) :

- Engage children in the text and encourage participation
- Help children attend to letters and sounds
- Give children opportunities to read and spell while reading

Researchers have found that home literacy activities, parents' attitudes, and parent-child literacy practices have a positive impact that transcends these other variables such as demographics and environmental characteristics (Pillinger & Wood, 2014).



How Parents Read Matters

Providing guidance to caregivers to help them engage their children in specific activities while reading can improve the literacy outcomes of IL participants.



Overall, the research suggests that increasing the amount of time spent reading with children improves children's language development, but that direct literacy teaching is necessary to build early literacy skills

Parents teaching their children literacy skills during reading was more effective in promoting literacy than when parents simply read to children without any specific instruction.

Activities found to have positive effects include:

- Relating stories to personal experiences
- Asking open-ended questions
- Prompting the child to retell a story



How Parents Read Matters



The literature (including DPIL) shows significant correlations between a rich, home literacy environment and a child's early literacy skills. Nine characteristics (Payne, Whitehurst, Angell (1994):

1. Overall frequency of shared book reading
2. Age of onset of picture book reading
3. Duration of shared picture book reading during one recent day
4. Number of picture books in the home
5. Frequency of child's requests for shared picture book reading
6. Frequency of child's private play with books
7. Frequency of shared trips to library
8. Frequency of caregivers personal reading
9. Caregiver's enjoyment of private reading



Section A4

Logic Model

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Logic Model

Based on findings from the literature review

INPUTS

- Books mailed to homes in child's name
- Book sharing guides included with books
- Guidance provided online or through app

STRATEGIES

- Target families with children ages birth to 5
- Caregivers read daily with children
- Caregivers read books multiple times
- Caregivers ask questions and model literacy practices
- Caregivers teach basic literacy skills (e.g., letter naming, object naming, memory/story retelling, letter sounds)

SHORT-TERM OUTCOMES

- Enhanced home literacy environment
 - Early onset of caregiver- child book reading
 - Increased frequency of caregiver- child book reading
 - Increased duration of caregiver/child book reading sessions
 - Increased number of picture books in the home
- Increased interactions between caregivers and children during book reading
 - Increased child responses/ contributions during book reading
 - Increased reading skill practice
- Positive attitudes about reading and motivation to read among caregivers and children
 - Increased frequency of child requests for reading
 - Increased frequency of child book play

INTERMEDIATE OUTCOMES

- Increased emerging literacy skills
 - Concepts about print
 - Alphabet knowledge
 - Receptive and expressive vocabulary
 - Phonological awareness
 - Phonological memory

LONG-TERM OUTCOMES

- Kindergarten literacy readiness

Logic Model

Current DPIL Program

- Shows promise of leading to outcomes; no definitive causal research
- Does not include explicit inputs and strategies that research demonstrates would lead to the intermediate outcomes

INPUTS

Books mailed to homes in child's name

Book sharing guides included with books

Guidance provided online or through app

STRATEGIES

Target families with children ages birth to 5

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SHORT-TERM OUTCOMES

Enhanced home literacy environment

- Earlier onset of caregiver-child book reading
- Increased frequency of caregiver-child book reading
- Increased duration of caregiver/child book reading sessions
- Increased number of picture books in the home

Positive attitudes about reading and motivation to read among caregivers and children

- Increased frequency of child requests for reading
- Increased frequency of child book play

Increased interactions between caregivers and children during book reading

- Increased child responses/contributions during book reading
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INTERMEDIATE OUTCOMES

Increased emerging literacy skills

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Kindergarten literacy readiness

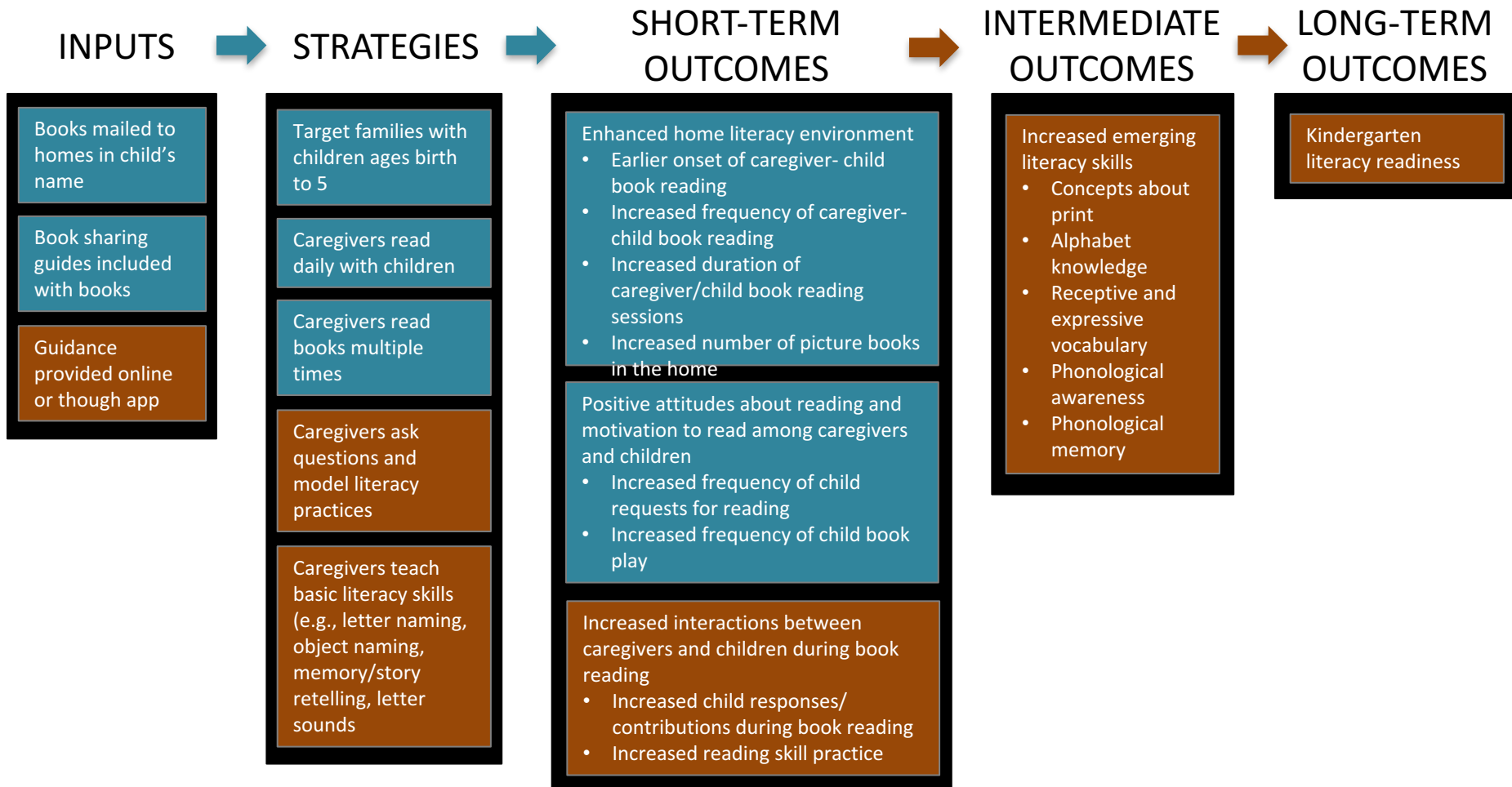
Logic Model

Current DPIL Program

- Shows promise of leading to outcomes; no definitive causal research
- Does not include explicit inputs/strategies that research demonstrates would lead to the intermediate outcomes

Recommendations: Parent Engagement & Rigor of Research

- Adds inputs and strategies that research says improves the short-term and intermediate outcomes
- Adds the rigor to the research in order to document the links between the inputs/strategies and the outcomes





Section B1

Program Recommendations

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Program Recommendation:

Provide detailed guidance for parents



- How long and how often to read with children
- How to encourage different levels of thinking about the stories such as summarizing and relating the story to personal experiences
- How to target early reading skills like letter identification and letter sounds



Program Recommendation: Standardize Implementation



In order to provide all participating children with the most effective experience and increase the likelihood of achieving the desired outcomes, a clear description of the implementation in homes should be provided.

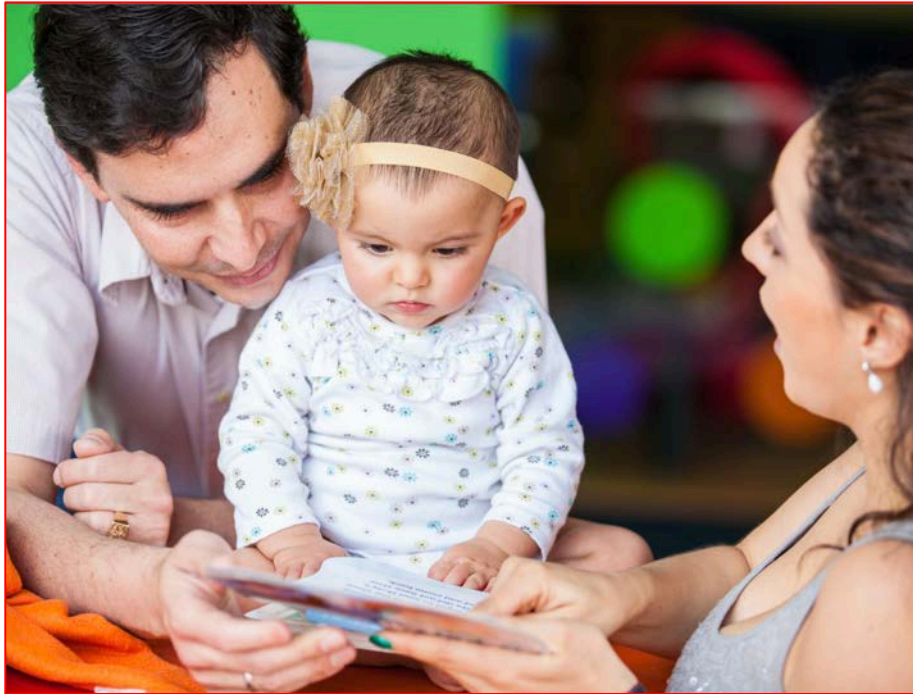
This description might include the following guidance, specific to the age of the child:

- The number of times parents and children should read each book together
- The duration of each reading session
- Questions that parents should ask children while reading each book



Program Recommendation:

Establish common DPIL program outcomes



In order to ensure appropriate, research-based outcomes are the focus of all DPIL implementations, establish common program outcomes and ensure that these outcomes are explicitly communicated to program staff at all levels.

All programs should be aware of the short-term outcomes, which can be measured locally; medium-term outcomes, which can be measured with the assistance of research and evaluation partners; and long-term outcomes which are the ultimate goal but beyond the scope of the program implementation.



Section B2

Research Recommendations

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Research Recommendation

Establish an Imagination Library Research Agenda



The current research on DPIL has been implemented almost exclusively at the local level, studying individual implementations. In some ways it is duplicative, over-measuring parents' perception of the program's value, for example. In other ways, it is disconnected, as it does not always define the outcomes in the same way or assess the same outcomes for children.

Implementing rigorous research on DPIL will require substantial leadership and guidance from the highest levels of the program to ensure all research conducted contributes to the DPIL knowledge base and expands what is known about DPIL, its implementation, and its efficacy.



Research Recommendation

Establish a Dissemination Plan



Once the research is under way, communicating the progress of the research efforts and both preliminary and final results is essential to increasing the reach of DPIL. Establishing the dissemination plan prior to conducting the research will ease the process once findings are available.

The plan should identify the purpose for the dissemination activities, the type of research DPIL would like to share, the target audience(s), methods for sharing that would reach the intended audience(s), and strategies for executing the plan.

Research can and should be disseminated through multiple means aimed at a variety of stakeholder groups



Research Recommendation

Provide Ongoing Research Leadership and Support



Build the capacity of local program staff to promote the type of research described in the research agenda by:

- Conducting a needs assessment
- Encouraging program partners to establish research partnerships to implement studies aligned with DPIL's research agenda at the local level.
- Providing research plans, templates, approved measures/instruments, and technical assistance to local partners to encourage research planning prior to program implementation
- Locating or developing and validating rigorous instruments and design process
- Establishing Imagination Library online community of practice can be created for project leads and their researchers as a medium for exchanges, discussions, access to resources, training, and consultancy.



Research Recommendation

Support Original Research



In order to assess the impact of DPIL on the desired outcomes in the final logic model, the Dollywood Foundation should consider funding and supporting original research that is aligned with the research agenda.

Such research would focus on describing model implementations and establishing evidence of program efficacy and effectiveness. A combination of rigorous research methods should be used.



Section B3

Other Recommendations

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Other Considerations

Expand the Program Beyond Primary Caregivers

Unique contribution to the literature by expanding the focus of the program to include specific guidance focused on other potential providers of literacy experiences

Non-Literacy Related Outcomes

Motivation and social-emotional outcomes that could result from participation in the DPIL to further establish its efficacy



Section C

Next Steps and Phase 2

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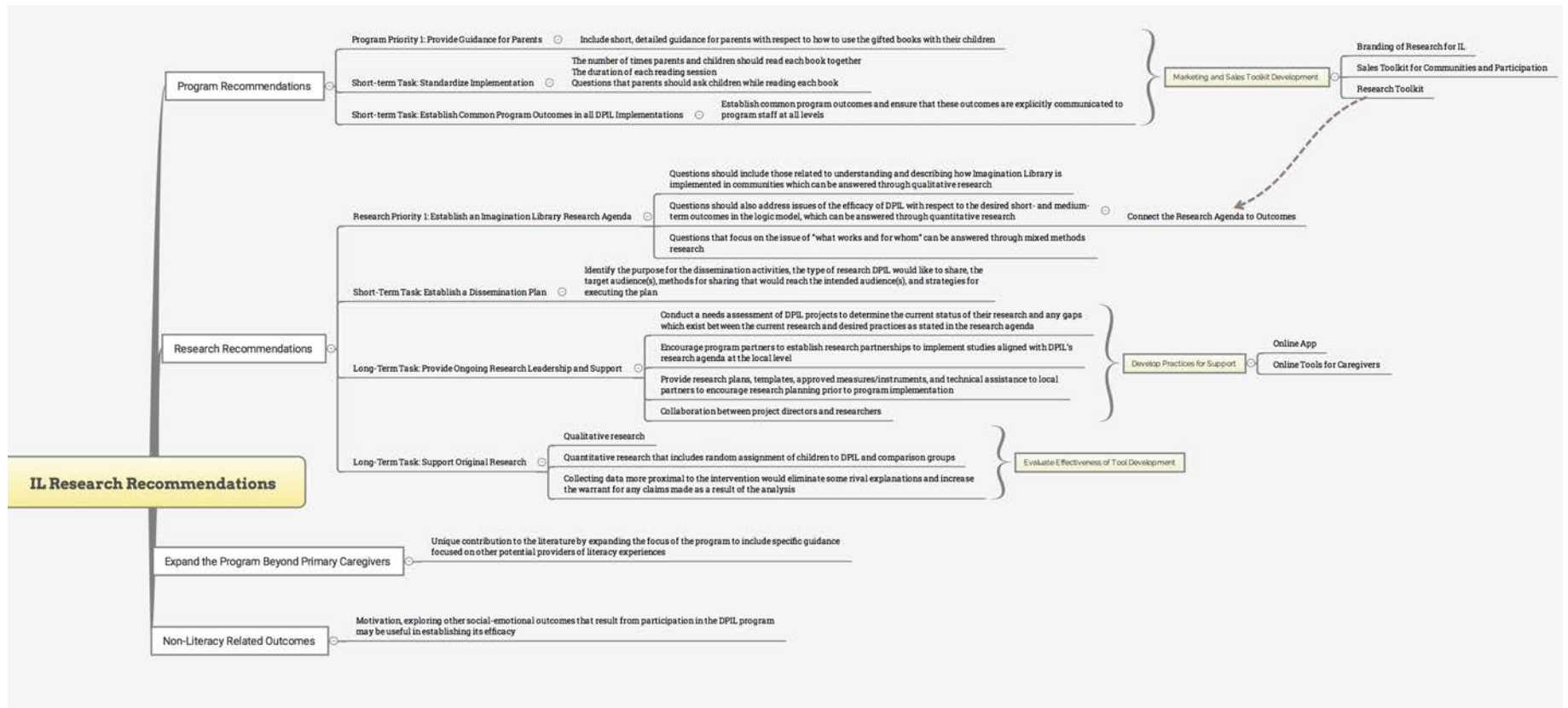


Moving Research into Practice

- Marketing and Sales Toolkit Development
 - Rebranding of Research for IL
 - Summary Brochure
 - Communication Plan
 - Develop Sales Toolkit
 - Summary Brochure
 - Customized for Community, Schools, Parents, and Government Stakeholders
 - Develop Research Toolkit
 - Brochure that Connects to a Research Agenda for IL
 - Dissemination Plan for Implementation
- Practices to Support Implementation
 - Develop Models for Increasing Partner Engagement
 - Test Models to Provide Content/App accessible to Parents and Caregivers
 - Develop data analysis program to inform research
- Qualitative Research to Implement Best Practices
 - Continue with Rigorous review and Ongoing Evaluation of Tools and Implementation Practices



Summary of Phase 2 Next Steps





Summary of Phase 2 Investment

Marketing and Sales Toolkit Development	Development of Tools to Support Parental Engagement	Continued Evaluation of Effectiveness of IL
Timeline: 3-4 Months	Timeline: 3 Months	Timeline: Ongoing
Cost: \$100,000	Cost: \$80,000	TBD
<u>Deliverables:</u> Marketing Toolkit Sales Toolkit Research Toolkit Communication Plan	<u>Deliverables:</u> Develop and Test Models to Increase Parent Engagement (i.e. App Connected to IL)	TBD



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