Detroit Parent Network

Funded by the Corporation for National and Community Service
Social Innovation Fund

CFDA #94.019
Grant #11SIHMI001

Final Evaluation Report
August 31, 2015

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Executive Summary

The Detroit Parent Network Pathways to Literacy project sought to improve the literacy skills of children aged 1.5 – 5.5 years in low-income communities of Detroit, Michigan, including Central/North End and Osborn. Pathways to Literacy Model intended to impact the school readiness of urban, low-income children by increasing caregiver knowledge, skills, and efficacy in promoting a literacy rich environment and facilitating emergent literacy skills. There were three primary components to the Pathways to Literacy Model: 1) Home-based parent visitation services using a Pathways to Literacy curriculum; 2) Detroit Parent Network Pathways to Literacy play groups, and 3) Detroit Parent Network's Child Development workshops.

The Pathways to Literacy project was originally designed to reach a moderate level of evidence by Year 5; during the first four years of the project, evidence would have been at a preliminary level. The project prematurely terminated in Year 3 due to reduction in time allowed to complete the project (in 2016 compared to 2017 planned originally, difficulty with finding a match, and staff changes. Seventy-four participants (caregivers, each with a participating child) were enrolled during the formative phase, and an additional 65 were enrolled in spring 2015 before project was discontinued. Originally, the project was designed to use a person-level randomized control trial to compare a group of 300 caregivers receiving the Pathways to Literacy Model to a delayed control group of an additional 300 caregivers. Key outcomes for caregivers were measured at baseline, 3, and 6 months from program entry and included: 1) increased knowledge of literacy; 2) improved engagement in dialogic reading; 3) increased frequency of reading to their child; 4) improved home literacy environments, and 5) increased parenting skills. As a result of these caregiver changes, children were hypothesized to increase language and literacy skills as measured at baseline and 6 months from the program entry.

This report provides an overview of the project activities, participants, data collection, and some assessments collected for the duration of the project (Years 1-3):

- Usability Phase- Twelve caregivers were enrolled into the Pathways to Literacy program during the usability phase (pilot) to monitor implementation and work through issues with workflow, recruitment, instrumentation, and coordination of the Pathways to Literacy Model components. The pilot occurred between December 1, 2013 and April 30, 2014 (see a separate report describing pilot findings).
- Formative phase (Cohort 1)- from December 1, 2014 to April 30, 2015 (i.e.,

Quarters 1 and 2, Year 3). During the formative phase of the Pathways to Literacy project, data were collected from 74 caregivers and 74 children using the following instruments: Preschool Language Survey 5 (PLS-5), Adult-Child Interaction Reading Inventory (ACIRI), Child/Home Early Language and Literacy Observation (CHELLO), and a Caregiver Survey. Staff completed a total of 332 assessments (not counting enrollment paperwork). In addition, 28 sessions (17 home visits, 8 workshops, and 3 play groups) were observed by supervisors and members of the Quality Assurance team to assess fidelity of implementation of the Pathways to Literacy Model components.

- Full Implementation (i.e., Cohort 2)- Full implementation of the Pathways to Literacy Model began in January 2015 and ended in August 2015. During the full implementation phase of the Pathways to Literacy Project (Quarters 2-4, Year 3), baseline data were collected from 65 caregivers and 65 children using the instruments described above. At the end of August 2015, staff completed a total of 244 assessments (not including enrollment paperwork) for Cohort 2 baseline data.

Cohort 1 pre-post data showed promising preliminary findings.

- Cohort 1 data shows all the PLS 5 standard score means to be in the expected direction with most approaching significant difference between the two groups (see Exhibits 1-3). The PLS 5 standard mean scores increased from baseline to 6-month follow-up for both the PTL Curriculum and Control groups. However, the mean scores increased more markedly from baseline to 6-month follow-up for the PTL Curriculum group than for the Control group. More data are needed to document significance.
- The PLS 5 Total Language mean standard scores were significantly higher in the PTL Curriculum group (M=102.00) than in the control group (M=94.57) by about half a standard deviation (see Exhibit 3). Percentile ranks were higher for both PLS 5 Auditory Comprehension subtest (56 in the PTL curriculum group compared to 42 in the control group) and PLS 5 Expressive Communication subtest (54 in the PTL curriculum group compared to 36 in the control group) in the PTL Curriculum group.
- For the PTL Curriculum group, both Adult Behavior mean scores (see Exhibit 4) and Child Behavior mean scores (see Exhibit 5) on the ACIRI significantly increased from baseline to 3-month follow-up and decreased slightly from 3-month follow-up to 6-month follow-up. The 6-month follow-up average score was significantly higher than the original average baseline score for the PTL

Curriculum group. For the Control group, Adult Behavior mean scores on the ACIRI did not change from baseline to 3-month follow-up and decreased from 3-month follow-up to 6-month follow-up.

- For four literacy areas assessed by CHELLO (book area, book use, writing materials, and toys) the PTL Curriculum group showed significant improvement in total scores (see Exhibits 6-10 for more details) as compared to the total scores in the control group. Both time and condition contributed to changes in scores for CHELLO. For technology – interaction between time and condition was not significant, but the time main effect was. When averaging over condition, Technology total scores on the CHELLO were significantly higher from baseline to later assessment scores.

Project Overview

Study Context

In an effort to address the relationship between poverty, parenting literacy intervention, and children's academic outcomes this Detroit Parent Network Pathways to Literacy project targeted 600 (300 in each of the control and treatment groups) low-income caregivers with children aged 1.5 – 5.5 years in the Central/North End, Osborn, and other communities of Detroit, Michigan. Pathways to Literacy Project's goal was to demonstrate the ability of a targeted parenting intervention to impact the school readiness of urban, low-income children, most specifically their literacy skills by increasing caregiver knowledge, skills, and efficacy in promoting a literacy rich environment and facilitating early childhood emergent literacy skills. Pathways to Literacy grew out of previous research on dialogic reading aloud. It consisted of the three primary components: 1) Home-based parent visitation services; 2) Detroit Parent Network Pathways to Literacy play groups, and 3) Detroit Parent Network's Child Development workshops. The fourth component was dropped from the model after the usability phase due to difficulty in getting books on time. It was determined that the change did not affect the Pathways to Literacy Model – or on the ability to track fidelity to this model component – because literacy skills and behaviors were demonstrated using books a caregiver had at home.

The Pathways to Literacy project was originally designed to reach a moderate level of evidence by Year 5; during the first four years of the project, evidence would have been at a preliminary level. The project prematurely terminated in Year 3 due to reduction in time allowed to complete the project (in 2016 compared to 2017 planned originally, difficulty with finding a match, and staff changes).

Originally, the project was designed to use a person-level randomized control trial to compare a group of 300 caregivers receiving the Pathways to Literacy Model to a delayed control group of an additional 300 caregivers. We hypothesized that the Pathways to Literacy Model (through the use of in-home literacy focused visits, play groups, and community workshops for families) would result in better home literacy environments, improved interactions during parent-child reading, and increased scores on the core child development domains (Partridge, 2010). Specific measures were gathered at both the child- and caregiver-levels. Child outcomes were measured using the Preschool Language Scale 5 (PLS-5) (Zimmerman, Steiner, & Pond, 2011). Caregiver literacy knowledge and the home environment were measured using a knowledge test and the Child Home Early Languages and Literacy Observation (CHELLO) (Neuman &

Koh, 2007). Engagement in reading was assessed using-the Adult/Child Interactive Reading Inventory (ACIRI) (DeBruin-Parecki, 2006). Specific measures were gathered at both the child- and caregiver-levels. Child outcomes were measured using the Preschool Language Scale 5 (PLS-5) (Zimmerman, Steiner, & Pond, 2011). Caregiver literacy knowledge and the home environment were measured using a knowledge test and the child/Home Early Languages and Literacy Observation (CHELLO) (Neuman & Koh, 2007). Engagement in reading was assessed using-the Adult/Child Interactive Reading Inventory (ACIRI) (DeBruin-Parecki, 2006).

Key outcomes for caregivers were measured at baseline, 3, and 6 months from program entry and included: 1) increased knowledge of literacy; 2) improved engagement in dialogic reading; 3) increased frequency of reading to their child; 4) improved home literacy environments, and 5) increased parenting skills. As a result of these caregiver changes, children were hypothesized to increase language and literacy skills as measured at baseline and 6 months from the program entry.

Multivariate Analyses of Variance were used to model the outcomes over time including interactions between the time variable and treatment condition. Pre-post data were only available for Cohort 1 (i.e., formative phase). Seventy-four participants (caregivers, each with a participating child) were enrolled during the formative phase, and an additional 65 were enrolled in spring 2015 before project was discontinued. This project used a person-level randomized control trial to compare a group of about 30 caregivers receiving the Pathways to Literacy Model (for experimental group participants, n=29 for PLS 5, n=21 for ACIRI, and n=19 for CHELLO) to a group of about 15 caregivers not receiving the program (delayed control group) (for control group participants, n=16 for PLS 5, n=15 for ACIRI, and n=16 for CHELLO). All caregivers were randomly assigned to one of the two conditions after they had expressed an interest in participating in the study. While planned that after the six month follow up assessments, the control group participants would receive the program in summer 2015, Cohort 1 control group participants did not receive an intervention due to the project being terminated.

This project had four distinct phases following the National Implementation Research Network framework:

1. A development/planning phase during which Evaluation Strategies staff in collaboration with Detroit Parent Network staff finalized the Pathways to Literacy Model components and an evaluation plan (including a consent and instrumentation), developed a database, and data collection procedures; training

as well as IRB submission took place (Year 1);
2. A usability implementation during which the team developed and tested specific hypotheses related to recruitment, implementation, randomization procedures, etc. (December 1, 2013 and April 30, 2014);
3. A formative implementation during which an initial number of participants were randomized (n=74) and the Pathways to Literacy Model was implemented (Quarters 1 and 2, Year 3); and
4. A full implementation during which the implementation started on a full sample; 244 pre- assessments took place. Full implementation began in January 2015 and ended in August 2015 (Year 3).

This report provides an overview of the project activities, participants, data collection, and some assessments collected for the duration of the project (Years 1-3):

- Usability Phase- Twelve caregivers were enrolled into the Pathways to Literacy program during the usability phase (pilot) to monitor implementation and work through issues with workflow, recruitment, instrumentation, and coordination of the Pathways to Literacy Model components. The pilot occurred between December 1, 2013 and April 30, 2014 (see a separate report describing pilot findings).
- Formative phase (Cohort 1)- from December 1, 2014 to April 30, 2015 (i.e., Quarters 1 and 2, Year 3). During the formative phase of the Pathways to Literacy project, data were collected from 74 caregivers and 74 children using the following instruments: Preschool Language Survey 5 (PLS-5), Adult-Child Interaction Reading Inventory (ACIRI), Child/Home Early Language and Literacy Observation (CHELLO), and a Caregiver Survey. Staff completed a total of 332 assessments (not counting enrollment paperwork). In addition, 28 sessions (17 home visits, 8 workshops, and 3 play groups) were observed by supervisors and members of the Quality Assurance team to assess fidelity of implementation of the Pathways to Literacy Model components.
- Full Implementation (i.e., Cohort 2)- Full implementation of the Pathways to Literacy Model began in January 2015 and ended in August 2015. During the full implementation phase of the Pathways to Literacy Project (Quarters 2-4, Year 3), 141 Cohort 2 participants were pre-enrolled as of summer 2015 with 65 of those participants signing consents and participating in baseline assessments. At the end of August 2015, staff completed a total of 244 assessments (not including enrollment paperwork) for Cohort 2 baseline data.

Evaluation Activities to Date (December 1, 2014 – August 30, 2015)

Summary of Activities

Evaluation Strategies team provided consultation and evaluation services to Detroit Parent Network – Pathways to Literacy staff. Evaluation Strategies' staff (Dr. Browning and Dr. Malofeeva) stayed the same throughout the study. Activities during this reporting period included:

Meetings, Emails, and Phone Conversations:

- Thirty in-person meetings between December 1, 2014 and August 30, 2015 took place to monitor implementation and work through issues with workflow, recruitment, coordination of the Pathways to Literacy Model components, development of the Pathways to Literacy /Detroit Parent Network database, and staff training on evaluation components;
- Twenty-eight phone conversations between Evaluation Strategies and Detroit Parent Network staff took place during this period;
- Six hundred sixty-two email exchanges occurred between Evaluation Strategies and Detroit Parent Network staff, and
- Evaluation Strategies staff participated in monthly United Way for Southeastern Michigan (UWSEM) meetings for SIF evaluators.

Trainings:

- Evaluation Strategies staff routinely provided hands on database demonstrations for Detroit Parent Network staff.
- Evaluation Strategies provided evaluation training to DPN on data collection instruments (i.e., CHELLO, ACIRI).
- Evaluation Strategies and DPN discussed additional trainings and requirements for each training.

Database and Data:

- Worked with DPN to identify procedures that allowed for better data management, tracking, and report distribution.
- Updates were made to the database as needed and included additional features requested by DPN, such as being able to search by id, being able to see certain fields, reports being produced by additional variables.
- Evaluation Strategies provided assistance with assessment data and incentive tracking.

- Evaluation Strategies worked with DPN to correct errors in data entry and/or missing info.
- Evaluation Strategies/DPN prepared data to submit to UWSEM.

Reports:

- Evaluation Strategies developed additional Quality Assurance Reports (as a part of the database) that aided in Quality Assurance processes.
- Evaluation Strategies developed, solicited feedback, and submitted a semi-annual report to UWSEM (dated May 2015).
- Evaluation Strategies reviewed reports DPN submitted to UWSEM as a part of its reporting requirements.
- Evaluation Strategies team developed an impact report (June 2015).
- Evaluation Strategies team developed a final evaluation report.

Tasks:

- Evaluation Strategies evaluation team distributed the weekly Quality Assurance Reports.
- Evaluation Strategies evaluation team discussed the implementation of the requirement for workshops and play groups together with DPN and United Way of Southeastern Michigan.
- Evaluation Strategies evaluation team and DPN discussed timelines and 3 month assessments.
- Evaluation Strategies assisted with electronic links for Caregiver interviews.
- Evaluation Strategies worked with DPN to monitor caseloads and timelines.
- Evaluation Strategies and DPN discussed timelines and 6 month assessments.
- Evaluation Strategies worked with United Way and Ty Partridge to update power analyses regarding sample size. The target sample size was reduced from 800 to 600 participants.
- Evaluation Strategies provided information to DPN on subcontractors to support DPN with staffing issues.
- Evaluation Strategies team provided extensive feedback to implement with fidelity.
- The Data tracking manual was updated to document procedures and protocols.
- Staff discussed procedures to use during recruitment to maximize response.
- Evaluation Strategies team discussed project termination and steps to take to bring it to a closure.

- Evaluation Strategies team developed a detailed caseload 2 year plan per UWSEM request (May 2015).
- Evaluation Strategies team cleaned and analyzed Cohort 1 and 2 data.

Program problems/challenges:

- There were ongoing discussions with United Way of Southeastern Michigan about implementation of workshops and play groups. It was decided that workshops and play groups would continue to be offered with the same dosage.
- Timeline issues. Since February 2015, the project was behind schedule. In April 2015 USWEM notified DPN that SIF funding would terminate a year earlier, in 2016. A new timeline to complete tasks was requested and produced. It became clear that a reduction in time would not allow the project to serve all participants to reach a moderate level of evidence. UWSEM in collaboration with DPN made a decision in summer 2015 to terminate this project.
- Staffing issues. One full-time staff member left the project in spring 2015. There were not enough staff to implement and administer assessments esp. with reduced timeline (a year shorter than originally planned). To address this issue, DPN hired student workers and reassigned existing staff to provide additional support. In addition, DPN trained additional volunteers and staff. With a reduced timeline originally budgeted staffing loads plus volunteers DPN was able to obtain were not enough to be able to complete the full scale of work needed to bring this project to completion.
- Volunteer involvement. DPN is known in the community for its strong work with volunteers. Using volunteers as the staffing strategy for assessments was not possible for a randomized control trial with rigorous evaluation requirements.
- There were challenges with recruitment for Cohort 2. Not enough participants were enrolled in Cohort 2 (141 participants were pre-enrolled as of summer 2015 with 65 of those participants signing consents and participating in baseline assessments). During pre-enrollment participants were asked for initial commitment prior to full enrollment. While initially giving approval, a number of participants (n=90) decided not to continue with the project. This was prior to signing a consent form and prior to any assessments and randomization.
- Additionally, a new power analysis was conducted to determine if a smaller sample size would yield an appropriate power. It was determined that a sample size of 600 participants, as compared to the original target sample of 800 participants, would still yield an appropriate power. DPN received approval to service 600 participants in April 2015.

- Finding Match dollars was difficult.
- Data collection. Outsourcing data collection to volunteers (e.g., PLS 5) was outside the scope of skills those volunteers possessed. Evaluation Strategies had multiple discussions with DPN about the skill levels required to complete most assessments. Evaluation Strategies had a number of trained data collectors on staff to conduct these assessments, but DPN chose not to go that route.

SIF Implementation Reporting

Implementation Study Context

1.1 Program delivery timeline	An original proposed timeline is included in Attachment 1. This project began full implementation in June 2014. The IRB application was re-approved on May 16, 2014 and an annual approval was received in November 2014. Pilot phase began January 2014 and was completed March 31, 2014. Cohort 2 data collection started in January 2015. Project was terminated in August 2015.
1.2 Program beneficiaries	Detroit Parent Network Pathways to Literacy project originally targeted 800 (400 in the experimental group and 400 in the control group) participants. After obtaining missing data rate in Cohort 1, it was determined that a sample size of 600 participants, as compared to the original target sample of 800 participants, would still yield an appropriate power. DPN received approval to service 600 participants in April 2015. Detroit Parent Network Pathways to Literacy project targeted 74 (36 in the experimental group and 38 in the control group) Cohort 1 low-income caregivers with children aged 1.5 – 5.5 years in the Central/Northend, Osborn, and other communities of Detroit, Michigan. For Cohort 2, 141 participants were pre-enrolled as of summer 2015 with 65 of those participants signing consents and participating in baseline assessments before the project was terminated.
1.3 Program components/ activities	Three key components of the Pathways to Literacy Model are: 1. Home-based parent visitation services targeting caregiver literacy knowledge and practices (10 home visits); 2. Detroit Parent Network Pathways to Literacy play groups (2 play groups), and 3. Detroit Parent Network's Child Development workshops (3 workshops).

	The fourth Pathways to Literacy Component (monthly Imagination Library books) was dropped after the usability phase due to difficulty in getting books on time. This change did not have any impact on the Pathways to Literacy Model – or on the ability to track fidelity to this model component – since books a caregiver has at home are being used instead by the home visitor to demonstrate literacy skills and behaviors.
1.4 Program outputs	**Service Delivery** 1. Characteristics of the caregivers enrolled in the Pathways to Literacy Program (family composition, ages of caregivers, ethnicity, primary language spoken in the home, caregiver educational/literacy level, caregiver employment status, income) 2. Characteristics of the children enrolled in the Pathways to Literacy Program (ages of children, ethnicity, gender) 3. Caregiver Satisfaction with the Pathways to Literacy Program 4. Number of participants who disenroll and reasons for disenrollment. **Programmatic** 1. Characteristics of program staff (demographics, degrees, specialized training) 2. Types of training staff received 3. Barriers to implementation 4. Pathways to Literacy staff caseloads 5. Number of service worker supervision hours by program administration 6. Number of continuing education hours of family service worker and program administrators **Assessments** 1. Percentage of clients with complete baseline data 2. The nature and types of services both groups receive outside of the Pathways to Literacy intervention **Home Visits** 1. Quality of the relationship between the home visitor and caregiver as reported by home visitor and caregiver 2. Number/frequency of home visits received

	3. Length of home visits 4. Content of home visits 5. Location of the home visit 6. Observation-based quality of the home visits is being tracked by collecting data on the following home visitor characteristics/behaviors: % of time spent on various home visitation activities, preparedness, connection to the previous visit, discussing the activity from the last visit, discusing the child's experience with the activiy from the last visit, facilitated the literacy activity as a parent-child experience, modeling reading a book, reviewing extension activities, reviewing activities for other age groups, encouraging caregiver to participate in dialogic book reading, reviewing the objective of the visit, facilitate parent's reflection of the child's experience, review appropriate literacy skills and activities, revisit next steps, incorporate family's language and culture, encourage engaging in book reading beyond the visit, provide a book and other supportive materials. **Pathways to Literacy Play Groups** 1. The level of caregiver and child engagement 2. The number/frequency of groups attended 3. Length of Pathways to Literacy play groups 4. Content of attended groups 5. Observation-based quality of the groups is being tracked by collecting data on the following facilitator characteristics: engagement in the opening activity, describing the timeline of the play group, planning acivities that support the focus on the play group, explanation of the focus of the play group, interact with child and caregiver to support the focus of the play group, and appear relaxed and confident when facilitating. **Pathways to Literacy Child Development Workshops** 1. The level of participant engagement 2. The number/frequency of workshops 3. Length of workshops 4. Content of workshops

	5. Observation-based quality of the workshops is being tracked by collecting data on the following facilitator characteristics: engagement in the opening activity, explanation of the goal, main points, and application of the workshop, opportunity to practice the message of the workshop, connect the workshop to participant's children, have a participant make a plan for implementation, appear relaxed and confident when implementing.
1.5 Program outcomes/impacts	Key outcomes for caregivers and children were measured at baseline, 3, and 6 months from the program entry and included: 1. Increased knowledge of literacy (Caregiver Survey) ; 2. Improved engagement in dialogic reading (ACIRI); 3. Increased frequency of reading to their child (Caregiver Survey); 4. Improved home literacy environments (CHELLO); and 5. Child improved auditory comprehension and expressive communication skills (PLS 5- at baseline and at 6 months).
1.6 Impact study design (including comparison group details, if appropriate)	This evaluation followed the same 74 Cohort 1 caregivers from entry into the Pathways to Literacy Program through 6 months from the program entry (with delayed treatment control group getting intervention after 6 months without any further assessments). It utilized an experimental design with randomization at the caregiver level as a means to determine the efficacy of the Pathways to Literacy Model. For Cohort 1, it compared a group of 36 caregivers receiving the Pathways to Literacy Model to a group of 38 caregivers not receiving the program (delayed-treatment control group). Of the 74 Cohort 1 participants, full pre-post data were available for 35 to 46 participants depending on the assessment. This project used a person-level randomized control trial to compare a group of about 30 caregivers receiving the Pathways to Literacy Model (for experimental group participants, n=29 for PLS 5, n=21 for ACIRI, and n=19 for CHELLO) to a group of about 15 caregivers not receiving the

program (delayed control group) (for control group participants, n=16 for PLS 5, n=15 for ACIRI, and n=16 for CHELLO). All caregivers were randomly assigned to one of the two conditions after they had expressed an interest in participating in the study. While planned that after the six month follow up assessments, the control group participants would receive the program in summer 2015, Cohort 1 control group participants did not receive an intervention due to the project being terminated. The study tested the claim that the Model (Pathways to Literacy) was the reason for the difference between the two groups. All children ages 1.5-5.5 who were at least 6 months from kindergarten entry were eligible to participate in the study. The order of activities followed the following sequence: eligibility screening, pre-enrollment, consent, baseline data collection, and random assignment. Reasons for sample loss were documented.

A. Research Questions

1. Impact Research Questions

a. Confirmatory Research Questions

1. At 3 months from the program entry, are the caregivers who are randomly assigned to the experimental group significantly superior to caregivers randomly assigned to the delayed control group on the following primary caregiver-level outcomes of interest:
   a. Parental knowledge of child development
   b. Frequency of reading to their child
   c. Engagement in reading
   d. Home literacy environment.
2. For caregivers in the experimental group, are Pathways to Literacy treatment gains maintained at a follow-up time period (6 months from the program entry).
3. At 6 months from the program entry, are the children whose caregivers are in the Pathways to Literacy experimental group

	significantly superior to those in the delayed-treatment control group on the following primary child-level outcomes of interest: a. Language, and literacy skills. **2.** Exploratory Research Questions 1. Will outcomes at post treatment be significantly and positively correlated with positive alliance between home visitor and participant and dosage? 2. Will participant engagement be positively correlated with positive alliance between home visitor and participant and treatment gains?

Implementation Dimensions

2.1 Fidelity to program implementation	Implementation evaluation was to ensure that the Pathways to Literacy Model was implemented as designed. It was developed to provide vital information about fidelity. 1. Implementation Research Questions One of the keys to a strong program evaluation was being able to link program outcomes to program activities as directly as possible. a. Service Delivery Implementation Questions 1. What are the characteristics of caregivers who enroll in Pathways to Literacy services? 2. What are the characteristics of children who enroll in Pathways to Literacy services? 3. How satisfied are participants with the Pathways to Literacy program? 4. Why and how many participants dis-enroll from the program? b. Programmatic Implementation Questions 1. What are the characteristics/demographics of the staff of the Pathways to Literacy program? 2. What types of training have the Pathways to Literacy staff received?

	3. What types of barriers to implementation do staff encounter while implementing the Pathways to Literacy Model? 4. What are Pathways to Literacy' staff caseloads? 5. How many supervision hours do administrators provide? 6. What is the number of continuing education hours that family service workers and program administrators engage in? c. Assessment Implementation Questions? 1. What percentage of caregivers have complete baseline data information? 2. What types and amounts of services do both control and treatment groups receive outside of their participation in the Pathways to Literacy program? d. Home Visit Implementation Questions 1. What is the quality of the relationship between the home visitor and the caregiver? 2. How many and how often do participants receive home visits? 3. What is the length of the home visits? 4. What is the content of the home visits? 5. Do coaches implement all the activities required by the Pathways to Literacy Curriculum? e. Pathways to Literacy Implementation Questions 1. What is the quality of the relationship between the Pathways to Literacy staff and caregivers? 2. What is the number/frequency of groups attended by caregivers? 3. What is the length of Pathways to Literacy play groups? 4. What is the content of attended play groups? f. Pathways to Literacy Workshop Implementation Questions 1. What is the number and frequency of workshops? 2. What is the length of workshops?

	3. What is the content of workshops? 4. What is the quality of the workshops? The second phase (formative evaluation) expanded implementation of the Pathways to Literacy Model to include additional 65 caregivers and the evaluation included randomization and outcome evaluation. Quality Assurance processes, tested and refined during the usability phase, were administered on a weekly (not a monthly basis as originally proposed due to staff needing more support) basis during a weekly Quality Assurance call and through feedback mechanisms (supervision, Quality Assurance Reports). Weekly Implementation Reports developed by the members of the Quality Assurance Team provided timely data-driven feedback to all Pathways to Literacy staff implementing the Pathways to Literacy Model. Areas of deviation were identified and recommendations for program adjustment were made.
2.2 Program exposure (or dosage)	1. Ten Pathways to Literacy home visits following the Pathways to Literacy Model lasting approximately one hour each. 2. Two (at a minimum) Pathways to Literacy play groups. 3. Three child development workshops.
2.3 Quality of program delivery	Quality of program delivery was measured using: 1. Workshop Fidelity Observation Form 2. Play group Fidelity Observation Form, and 3. Home Visit Fidelity Observation Form. The quality of the relationship between the home visitor and the participant was measured in the following way: 1. Working Alliance Inventory completed by the caregiver, and 2. Working Alliance Inventory completed by the home visitor.
2.4 Program participant responsiveness	Program participant responsiveness was measured using the following fidelity measures: 1. Workshop Fidelity Observation Form had one item on

	participant engagement during the workshop measured on a scale from 1 (engaged less than 10% of the time) to 5 (engaged 75 to 100% of the time). 2. Play group Fidelity Observation Form had 2 items on engagement: parent engagement (measured on a scale from 1 (engaged less than 10% of the time) to 5 (engaged 75 to 100% of the time)) and child engagement (measured on a scale from 1 (engaged less than 10% of the time) to 5 (engaged 75 to 100% of the time)).
2.5 Program differentiation	DPN staff and evaluation staff had multiple discussions about the Core Components that guided the development of measures, data collection instruments, workflow, analysis, and feedback regarding implementation fidelity. These core components represented the most essential and indispensable components of Pathways to Literacy Model. The Pathways to Literacy core components were derived from the following sources: • SEP documents that were developed and reviewed by Pathways to Literacy administrators and Evaluation Strategies staff; • The implementation science literature[1] provided guidance on the theoretical model, and • Evaluation Strategies staff identified the core components based on discussions with Detroit Parent Network and the Quality Assurance committee during Year 1 and Year 2 meetings and the usability phase of the study. During the full implementation phase, staff implemented the 3 required components included in the Pathways to Literacy intervention.

[1]Fixsen, D.L.,Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation research: A Synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network (FMHI Publication No 231).

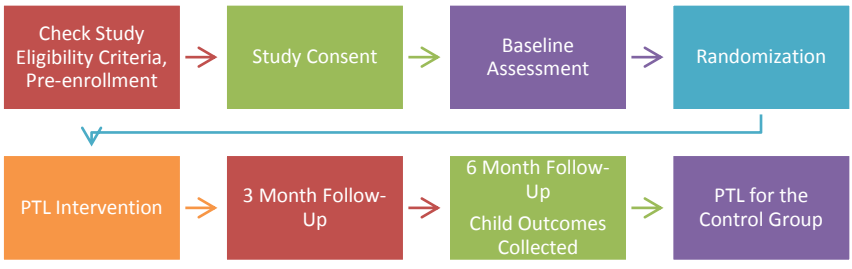
2.6 Participant satisfaction	DPN collected participant satisfaction data on a continuous basis every December at their Annual Meeting. Some caregivers submitted their satisfaction ratings indicating they had received Pathways to Literacy services in the past. Since only a very small number of SIF participants took part in the satisfaction survey, DPN decided not to pull this data separately for SIF analyses.

Implementation Data Collection and Measurement

3.1 Amount of data collected (e.g., observations, surveys, records). Sample for data collection (e.g., size, demographic composition, representativeness of sample to all personnel/ participants)	**Number of Subjects:** Located in SW Detroit, the DPN Pathways to Literacy program served 74 children and their caregivers through this study in Cohort 1. In addition, 65 caregivers were enrolled and pre- assessed in Cohort 2 (244 assessments were completed in January- August 2015). Those families with children older than one year and a half and younger than five and a half or who were at least 9 months from kindergarten entry and resided in Detroit qualified for services if they were considered low-income. As of August 2015 a total of 233 participants initially agreed to participate in the study; 92 participants in Cohort 1 and 141 in Cohort 2. 74 of the 92 participants in Cohort 1 signed consents and completed full baseline assessments (enrollment paperwork, ACIRI, Caregiver Survey, CHELLO, and PLS 5) and 65 of the 141 participants in Cohort 2 signed consents and started baseline assessments. Fifty-one participants in Cohort 2 had baseline assessments competed by August 2015. Only after all of the assessments were completed, participants in Cohort 1 (N=74) were randomized to one of the two conditions. In Cohort 1, 36 participants were randomly assigned to Group A (experimental group), and 38 were randomly assigned to Group B (control group). All participants who were randomized in Cohort 1 were followed up for 3 and 6 month assessments. For Cohort 1, those with incomplete baseline data (n=18) did not participate in the study due to such reasons as no longer

	interested, moved, no longer had time, no further response, or the phone number was not valid. Of the Cohort 2 participants who signed consents, 14 had incomplete baseline data. Seventy-seven participants in Cohort 2 were pre-enrolled (i.e., indicated interest) but did not yet sign consents in August 2015. Cohort 1 Baseline data were collected from 74 caregivers and 74 children using the following instruments: Preschool Language Survey 5 (PLS-5), Adult-Child Interaction Reading Inventory (ACIRI), Child/Home Early Language and Literacy Observation (CHELLO), and a Caregiver Survey. The following baseline Cohort 1 assessments were completed as of August 2015: ▪ ACIRI-74 (n=0, 0% missing) ▪ Caregiver Survey -74 (n=0, 0% missing) ▪ PLS-5 – 74 (n=0, 0% missing) ▪ Chello -74 (n=0, 0% missing) The following 3 month Cohort 1 assessments were completed as of August 2015: ▪ ACIRI-59 (n=15, 20% missing) ▪ Caregiver Survey -61 (n=13, 18% missing) ▪ Chello -60 (n=14, 19% missing) As of August 2015, the following 6 month Cohort 1 assessments were completed: ▪ ACIRI-57 with n=17, 23% missing ▪ Caregiver Survey -57 with n=17, 23% missing ▪ Chello -59 with n=15, 20% missing ▪ PLS-5 – 58 with n=16, 22% missing. Cohort 2 Baseline data were collected from 65 caregivers and 65 children using the following instruments: Preschool

	Language Survey 5 (PLS-5), Adult-Child Interaction Reading Inventory (ACIRI), Child/Home Early Language and Literacy Observation (CHELLO), and a Caregiver Survey. The following baseline assessments were completed with Cohort 2 participants as of August 2015: ▪ ACIRI-62 with n=3, 5% missing ▪ Caregiver Survey -64 with n=1, 2% missing ▪ Chello -64 with n=1,2% missing ▪ PLS 5-52 with n=13, 20% missing.
3.2 Sample for data collection	Below we present on analyses and findings from Cohort 1 participants' data. Since Cohort 2 baseline data collection was not complete and due to none of the Cohort 2 participants receiving PTL curriculum, these data are not reported here. All analyses below, including pre-posttest comparisons, include Cohort 1 data only. **Gender of Subjects:** Three of the 74 caregivers in Cohort 1 were male (32 females in Group A and 38 females in Group B, 3 males in Group A and 0 males in Group B). A Fisher's exact test could not be calculated due to small expected values in some cells. All staff, including supervisors, were female. **Age of Subjects:** All of the recruited caregivers involved children who were older than one year and a half and less than five and a half at the beginning of the study. Cohort 1 caregivers' average age was 31.5 years for Group A and 34.4 for Group B (the difference in age (continuous variable) between the two groups was not significant, $t(68)=-1.43$, $p>.05$). **Racial and Ethnic Origin:** In Cohort 1, 47 (63.5%) of the 74 caregivers were African-American. Twenty-one caregivers (28%) were Hispanic. All Fisher's exact tests were non-significant ($p>.05$). **Inclusion Criteria:** Eligibility was restricted to caregivers of children aged one year and a half to under the age under

	five and a half and those who live in Detroit. Caregivers who passed the screening (child age requirement and residency in Detroit) and who themselves consented to participation and who gave their child consent to participate were invited to participate in the study. Caregivers were randomly assigned to the treatment (Group A) or the control (Group B) group. If two children with the same caregiver wanted to join the study, only one was assessed. The younger child was chosen. **Exclusion Criteria:** Caregivers who did not satisfy the four screening criteria were excluded from participation in the study. Caregivers who declined to offer consent for their participation or their child's participation were not included in the study. Additionally, pregnant women were not eligible to participate.
3.3 Description of data collection methods (e.g., surveys, observations, interviews, focus groups, coding of existing data)	Assessments were being conducted through surveys (Caregiver Survey, observation (CHELLO, ACIRI)), and direct child assessment methods (PLS 5) by the coaches. It was estimated each child assessment required about an hour to an hour an a half per assessment. Additional measures required another home visit. Most baseline assessments were done in two sessions. The mode of data collection was the same in two groups.
3.4 Description of data collection procedures (e.g., who collected the data and how)	A complete list of measures and method used for collection is located in Attachment 2. Identical data were collected from both the treatment and control groups. Exhibit 1 presents the workflow of the Pathways to Literacy Project. 

	Upon completion of eligibility testing and the obtaining of study consent, baseline data were collected by coaches from all study participants. Then participants were randomly assigned to either the control or treatment group. Caregivers in both treatment and control groups were assessed again at 3-, and 6 months. If there was more than one child under 54 months of age, one child was randomly chosen to be assessed for the duration of the intervention. Child assessments occured at baseline and six months. Pathways to Literacy staff were responsible for all outcomes and some implementation data collection as well as for data entry (an internal database is being utilized). Evaluation Strategies' staff participated in some data collection, data tracking, training staff on data collection, data entry, quality assurance, and coordination of data collection and data processing. For both groups, all assessments were conducted by coaches. In addition, for Cohort 1 supervisors and evalaution staff observed 28 sessions (3%) to establish fidelity of implementation. These sessions were chosen randomly.
3.5 Measures used for each dimension, including target levels if appropriate	Collected data included the following: **Child**: Basic child demographic information was collected. Child outcomes were measured by the PLS-5. **Caregiver**: Caregiver data collected included educational attainment, marital, economic status (see Attachment 2). ACIRI was used to assess caregiver-child reading. Caregiver literacy knowledge and the home environment were measured using a knowledge test which was developed based upon the Pathways to Literacy curriculum and the Child/Home Early Language and Literacy Observation (CHELLO). The evaluator developed the knowledge assessment tool (based on the Pathways to Literacy curriculum) and 3 fidelity measures. Using these measures and methods, data were collected through either self-report or observation.

Implementation Analysis

4.1 Type of analysis	Descriptive statistics
4.2 Analysis procedure/steps	For data analyses, Evaluation Strategies is conducting the following steps: a. Clean the data (check for missing data and accuracies); b. Determine the data distributions of the major variables for the analysis (i.e., frequency distributions, histograms, central tendencies, skewedness, etc.); c. Adjust the analytic plan so the analysis is appropriate to the types of data; d. Create syntax for re-coding of variables if needed, for example to aggregate data, or re-code variables to address uneven distributions, etc.; e. If scales are used, calculate scale scores and determine scale reliability, and conduct item analysis to assess empirical validity; f. Conduct major analyses based on type of data, for example, correlational or inferential statistics; g. Write and present reports on findings and recommendations; and h. Consult on continuous improvement, design changes, and corrective action.

Implementation Findings

5.1 Implementation findings	The following services were provided by members of the Detroit Parent Network staff:	
	Usability (pilot) Total number of workshops offered	0
	Total number of caregivers attending workshops	0
	Total number of play groups	1
	Total number of caregivers attending play groups	1
	Total number of home visits	31

	Total number of caregivers receiving home visits	13
	Cohort 1	88
	Total number of workshops offered	
	Total number of caregivers attending workshops (Group A)	26
	Total number of play groups offered	69
	Total number of caregivers attending play groups (Group A)	25
	Total number of home visits (including assessment visits)	651
	Total number of caregivers receiving home visits	74
	Cohort 2	
	Total number of workshops offered from December 1, 2014 to August 30, 2015	0
	Total number of caregivers attending workshops (Group A)	0
	Total number of play groups offered from December 1, 2014 to April 30, 2015	0
	Total number of caregivers attending play groups (Group A)	0
	Total number of home visits (including assessment visits) from December 1, 2014 to August 30, 2015	152
	Total number of caregivers receiving home visits	65
	We want to note that Cohort 2 curriculum home visits, play groups, and workshops were not started by August 30, 2015.	
	In addition, the following services were provided during this study: ▪ Phone calls -1290 ▪ Text messages-17 ▪ Other (e.g., letters)-65	

	Below are the number and type of services provided by cohort. ▪ Usability ▪ Phone calls -76 ▪ Text messages-0 ▪ Other (e.g., letters)-34 **Cohort 1** ▪ Phone calls -727 ▪ Text messages-16 ▪ Other (e.g., letters)-34 **Cohort 2** ▪ Phone calls -487 ▪ Text messages-1 ▪ Other (e.g., letters)-9 In addition, 28 sessions (17 home visits, 8 workshops, and 3 play groups) were observed by supervisors and members of the Quality Assurance team to assess fidelity of implementation of the Pathways to Literacy Model components.
5.2 Lessons learned	Lessons learned from Cohort 1 included: 1. Documenting procedures and protocols was important for consistency. 2. Transportation continued to be a barrier to services in Detroit.

Outcomes/Impact Reporting

Program Delivery

1.1 Number of program units (e.g., sessions, events, classes)/outputs	Three key components of the Pathways to Literacy Model were: 1. Home-based parent visitation services targeting caregiver literacy knowledge and practices (10 home visits); 2. Detroit Parent Network Pathways to Literacy play

	groups (2 play groups), and 3. Detroit Parent Network's Child Development workshops (3 workshops). Program delivery began in June 2014 (recruitment and baseline assessments). Baseline assessments were completed in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began in January 2015 (Quarter 2, Year 3). Data were analyzed to track fidelity of implementation. Outcome data for Cohort 1 were analyzed using MANOVA.
1.2 Number of program units (e.g., sessions, events, classes)/outputs	See response to 5.1 above
	The following services were provided by members of the Detroit Parent Network staff to Group B**:** Total number of workshops offered 0 Total amount of caregivers attending workshops 0 Total number of play groups offered 0 Total number of caregivers attending play groups 0 Total number of home visits (not including assessment visits) 0 Total number of caregivers receiving home visits 0 Therefore, as planned Group B did not receive the PTL curriculum. We want to note that Cohort 2 home visits, play groups and workshops were not started by August 30, 2015.
1.3 Quality of/satisfaction with program delivery	DPN collected participant satisfaction data on a continuous basis every December at their Annual Meeting. Some caregivers submitted their satisfaction ratings indicating

	they had received Pathways to Literacy services in the past. Since the number of SIF participants who participated in the satisfaction survey was small, their responses were not analyzed separately.
1.4 Date program delivery began/ended	For Cohort 1, program delivery began in June 2014 (Quarter 3, Year 2). Baseline assessments were completed in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began in January 2015. For Cohort 2, program delivery did not begin.
1.5 Number of program participants/participation rate	As of August 2015 a total of 233 participants initially agreed to participate in the study; 92 participants in Cohort 1 and 141 in Cohort 2. 74 of the 92 participants in Cohort 1 signed consents and completed full baseline assessments (enrollment paperwork, ACIRI, Caregiver Survey, CHELLO, and PLS 5) and 65 of the 141 participants in Cohort 2 signed consents and started baseline assessments. Fifty-one participants in Cohort 2 had baseline assessments competed by August 2015. Only after all of the assessments were completed, participants in Cohort 1 (N=74) were randomized to one of the two conditions. In Cohort 1, 36 participants were randomly assigned to Group A (experimental group), and 38 were randomly assigned to Group B (control group). All participants who were randomized in Cohort 1 were followed up for 3 and 6 month assessments. For Cohort 1, those with incomplete baseline data (n=18) did not participate in the study due to such reasons as no longer interested, moved, no longer had time, no further response, or the phone number was not valid. Of the Cohort 2 participants who signed consents, 14 had incomplete baseline data. Seventy-seven participants in Cohort 2 were pre-enrolled (i.e., indicated interest) but did not yet sign consents in August 2015. **Cohort 1**

	During the formative phase of the Pathways to Literacy Project, baseline data were collected from 74 caregivers and 74 children using the following instruments: Preschool Language Survey 5 (PLS-5), Adult-Child Interaction Reading Inventory (ACIRI), Child/Home Early Language and Literacy Observation (CHELLO), and a Caregiver Survey. Staff completed a total of 759 assessments. In addition, 28 sessions (17 home visits, 8 workshops, and 3 play groups) were observed by supervisors and members of the Quality Assurance Team to assess fidelity of implementation of the Pathways to Literacy Model components. **Cohort 2** During the full implementation phase of the Pathways to Literacy Project (Quarter 2, Year 3), Cohort 2 baseline data were collected from 65 caregivers and 65 children using the instruments described above. Staff completed a total of 244 assessments (not including enrollment paperwork). The following measures were implemented to address differential attrition in the delayed intervention group: 1. At recruitment participants presented the project as a 9-month project. 2. We trained Detroit Parent Network staff to present the two conditions in a manner that was appealing to both groups no matter the assignment. A script is presented below: " The study participation will involve three assessment visits and participation in groups and home visits for three months. Some caregivers will start groups and home visits sooner and others are able to start in six months since we cannot service everyone at once. You will not be able to choose who starts sooner or later. Everyone will get the assessment visits at the same time points." 3. We excluded a number of assessment points from the previous version of the design from both groups in

	order to not overwhelm the participants. 4. We actively collected information on additional contacts, offer $10 incentives if a participant reported moving to a new address, and monitored the quality of the home visitor- caregiver working relationship.
1.6 Demographic characteristics of participants	Preliminary info is available as a response to item 1.6 above.

Counterfactual Condition

2.1 Final randomization process	Randomization was carried out through the database Detroit Parent Network used for the study (using the random number generator). Evaluation Strategies' staff worked with a computer programmer to develop a Random Assignment button generator that assigned enrollees to one of the two groups using the random number generator. The button was available after the baseline data collection was complete. The Random Assignment button was deactivated once hit and after randomly assigning an enrollee. Staff did not have an ability to manipulate the Random Assignment button. In a person-level randomized control trial one caregiver per family was randomly assigned to one of the two conditions with the primary goal of detecting treatment effects after baseline data collection took place.
2.2 Baseline equivalence analysis	**Cohort 1** **Gender of Subjects:** Three of the 74 caregivers in Cohort 1 were male (32 females in Group A and 38 females in Group B, 3 males in Group A and 0 males in Group B). A Fisher's exact test could not be calculated due to small expected values in some cells. All staff, including supervisors, were female. **Age of Subjects:** All of the recruited caregivers involved children who were older than one year and a half and less than five and a half at the beginning of the study. Cohort 1

	caregivers' average age was 31.5 years for Group A and 34.4 for Group B (the difference in age (continuous variable) between the two groups was not significant, t(68)=-1.43, p>.05). **Racial and Ethnic Origin:** In Cohort 1, 47 (63.5%) of the 74 caregivers were African-American. Twenty-one caregivers (28%) were Hispanic. All Fisher's exact tests were non significant (p>.05). Preliminary analysis show no significant differences between groups in gender, age (in months), and ethnicity.
2.3 Differential attrition analysis	See responses to section 4.1 above. We monitored retention rates and utilized various retention strategies in a proactive way. We actively tracked caregivers who were trying to drop out. In addition to getting information on three contacts, we established check in with caregivers, and worked with program staff to regularly assess the intent to move to a different location.
2.4 Matching diagnostic statistics	N/A
2.5 Description of counterfactual condition	Delayed treatment control group did not receive services with Cohort 2 participants due to premature project termination.

Data Collection & Measurement

3.1 Amount of data collected	Program delivery began in June 2014 (recruitment and baseline assessments). Baseline assessments were completed in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began in January 2015 (Quarter 2, Year 3). Project was terminated in August 2015.

	The types of data collected are described in detail in Implementation Data Collection and Measurement, section 3.1 above.
3.2 Description of data collection methods	(See responses to 3.3) A complete list of measures and method used for collection is presented in Attachment 2. Assessments were conducted through interview, observation, and direct child assessment methods by the coaches. It was estimated each child assessment required about 45 minutes to an hour per assessment. These were completed in one session or, if necessary, two depending upon circumstances. The mode of data collection was the same in two groups.
3.3 Description of data collection procedures	(See responses to 3.4) As of August 2015 a total of 233 participants initially agreed to participate in the study; 92 participants in Cohort 1 and 141 in Cohort 2. 74 of the 92 participants in Cohort 1 signed consents and completed full baseline assessments (enrollment paperwork, ACIRI, Caregiver Survey, CHELLO, and PLS 5) and 65 of the 141 participants in Cohort 2 signed consents and started baseline assessments. Fifty-one participants in Cohort 2 had baseline assessments competed by August 2015 before the project was terminated. Only after all of the assessments were completed, participants in Cohort 1 (N=74) were randomized to one of the two conditions. In Cohort 1, 36 participants were randomly assigned to Group A (experimental group), and 38 were randomly assigned to Group B (control group). For Cohort 1, those with incomplete baseline data (n=18) did not participate in the study due to such reasons as no longer interested, moved, no longer had time, no further response, or the phone number was not valid. Of the Cohort 2 65 participants who signed consents, 14 had incomplete baseline data. Seventy-seven participants in

	Cohort 2 were pre-enrolled (i.e., indicated interest) but did not yet sign consents in August 2015. All participants who were randomized (Cohort 1) were followed up for 3 and 6 month assessments. Participants in Group A, but not in Group B, received the Pathways to Literacy Model immediately after the baseline data collection. Identical data were collected from both the treatment and control groups. Upon completion of screening, baseline data were collected by coaches from all study participants. Then participants were randomly assigned to either the control or treatment group. Caregivers in both treatment and control groups were assessed again at 3-, and 6 months. If there was more than one child under 54 months of age, one child was randomly chosen to be assessed for the duration of the intervention. Child assessments occurred at baseline and 6 months. Pathways to Literacy staff were responsible for all outcomes and some implementation data collection as well as for data entry (internal database will be utilized). Evaluation Strategies' staff participated in some data collection, data tracking, training providers on data collection, data entry, quality assurance, and coordination of data collection and data processing. For both groups, all assessments were conducted by coaches. In addition, supervisors and evaluation staff observed 28 sessions (home visits, workshops, and play groups) that were chosen randomly to establish fidelity of implementation.
3.4 Measure validation results	Currently not available

Analysis

4.1 Type of analysis	Program delivery began in June 2014 (recruitment and baseline assessments). Baseline assessments were completed

	in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began in January 2015 (Quarter 2, Year 3). Outcome/impact data will be fully analyzed in Year 5 as low n for Cohort 1 will not make analyses meaningful.
4.2 Power analysis findings	The original study design involved recruiting 800 participants who would be divided into 400 participants per treatment or delayed control group condition. Power analyses were conducted again in March 2015 to determine if a smaller sample size would yield an appropriate power. It was concluded that a sample size of 600 participants who would be divided into 300 participants per treatment or delayed control group condition would yield sufficient power. Here are the assumptions used to calculate minimum detectable differences in the comparison of the Pathways to Literacy Model vs. a delayed treatment control condition: 1. Total sample size: 600, divided into 2 groups of 300 participants per group. 2. Analysis sample size: After 20% attrition, there are n=192 participants per group. 3. Power: 80% 4. Number of comparisons: 1 (Since there are only two groups) 5. Alpha: Since there are only two groups, we use two tailed tests with alpha = .05. 6. Variance explained: 50% as an estimate of posttest variance that can be explained by the pretest and covariates is used - this will reduce the between-person variation and increase the precision of the estimate of the treatment. In a balanced design with a proposed sample size with alpha at .05, power of .8, MDES for continuous outcomes is approximately .20.

	We originally arrived at 800 by assuming small effect sizes (.2 or .15) and factoring in attrition at 20% at two time points. With a Full Information Maximum Likelihood (FIML) estimation or multiple imputation procedure to address missing data we might not even need the 20% originally factored into the power analyses. **The updated proposed sample size is 600.**
4.3 Missing data analysis findings	Program delivery began in June 2014 (recruitment and baseline assessments). Model implementation began in August 2014. Full implementation began in January 2015 (Quarter 2, Year 3). Data were analyzed to track fidelity of implementation. Outcome data will be fully analyzed in Year 5.

Implementation Findings Outcomes

5.1 Implementation findings	**Cohort 1**: Program delivery began in June 2014 (recruitment and baseline assessments for Cohort 1). Baseline assessments were completed in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began January 2015 (Quarter 2, Year 3). Fourteen different Quality Assurance reports track fidelity of implementation info in real time (through the database). This info was discussed with staff during weekly evaluation calls. Fidelity of implementation was tracked through reviewing administrative records, staff interviews, and observations. Quality Assurance Reports were developed on a more frequent basis than originally intended (weekly as opposed to monthly). Rapid feedback was provided through additional Quality Assurance reports through the database that allowed staff continuously and effortlessly monitor certain implementation characteristics (e.g., frequency of home visits by client, length of services, etc.). The following services were provided during this study:

	▪ Phone calls -1290 ▪ Text messages-17 ▪ Home visits-834 ▪ Other (e.g., letters)-65 Below are the number and type of services provided by cohort. ▪ Usability ▪ Phone calls -76 ▪ Text messages-0 ▪ Home visits-31 ▪ Other (e.g., letters)-34 Cohort 1 ▪ Phone calls -727 ▪ Text messages-16 ▪ Home visits-651 ▪ Other (e.g., letters)-34 Cohort 2 ▪ Phone calls -487 ▪ Text messages-1 ▪ Home visits-152 ▪ Other (e.g., letters)-9
5.2 Outcomes	Program delivery began in June 2014 (recruitment and baseline assessments). Baseline assessments were completed in August 2014. Model implementation began in August 2014. Pathways to Literacy Model implementation was completed in November 2014. Full implementation began in January 2015 (Quarter 2, Year 3). **Preliminary Findings Using Cohort 1 Data** ▪ PLS 5 standard scores have a mean of 100 and a standard deviation of 15. Scores between + or -1.5 standard deviation from the mean are considered to be within the average range. Cohort 1 data shows all the PLS 5 standard score means to be in the expected direction with most approaching significant difference

	between the two groups (see Exhibits 1-3 below). The PLS 5 standard mean scores increased from baseline to 6-month follow-up for both the PTL Curriculum and Control groups. However, the mean scores increased more markedly from baseline to 6-month follow-up for the PTL Curriculum group than for the Control group: ▪ Auditory Comprehension: Time main effect- $F(1,43)=3.32$, $p=.075$; Condition main effect - $F(1,43)=3.68$, $p=.062$; Interaction between time and condition- $F(1,43)=.39$, $p>.05$). More data are needed to document statistical significance. ▪ Expressive Communication: a significant Time main effect- $F(1,43)=9.74$, $p<.01$; a significant Condition main effect - $F(1,43)=4.25$, $p>.05$; Interaction between time and condition- $F(1,432.57$, $p<.05$. ▪ The PLS 5 Total Language mean standard scores were significantly higher in the PTL Curriculum group ($M=102.00$) than in the control group ($M=94.57$) by about half a standard deviation (a significant Condition main effect, $F(1, 38)=4.73$, $p<.05$, see Exhibit 3). Percentile ranks indicate the percentage of children in an age group who score at or below a given score. Percentile ranks were higher for both PLS 5 Auditory Comprehension subtest (on average, 56 in the PTL curriculum group compared to 42 in the control group) and PLS 5 Expressive Communication subtest (on average, 54 in the PTL curriculum group compared to 36 in the control group) in the PTL Curriculum group. Exhibit 1. PLS 5- Auditory Comprehension Standard Scores

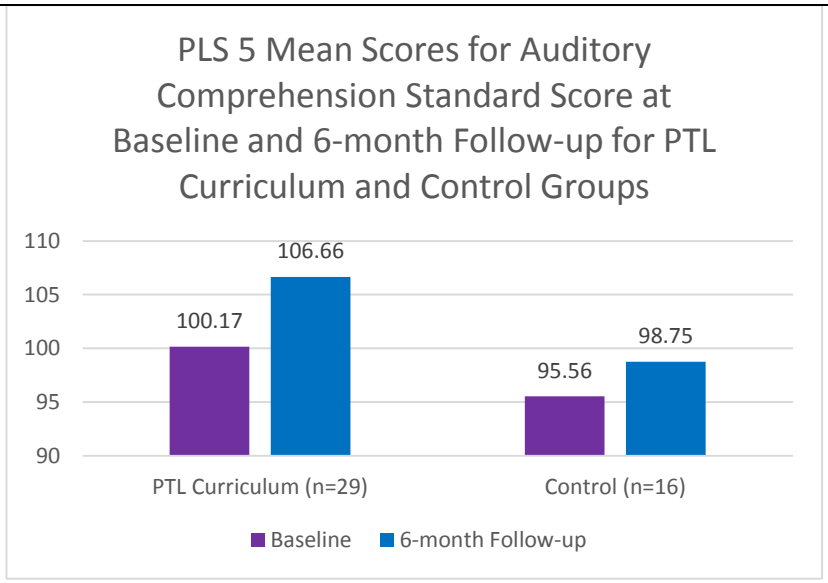


Exhibit 2. PLS 5- Expressive Communication

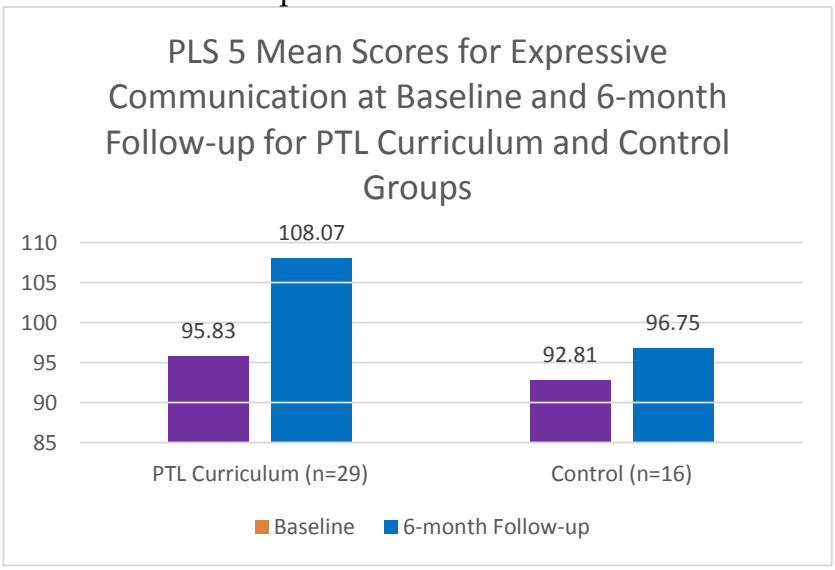
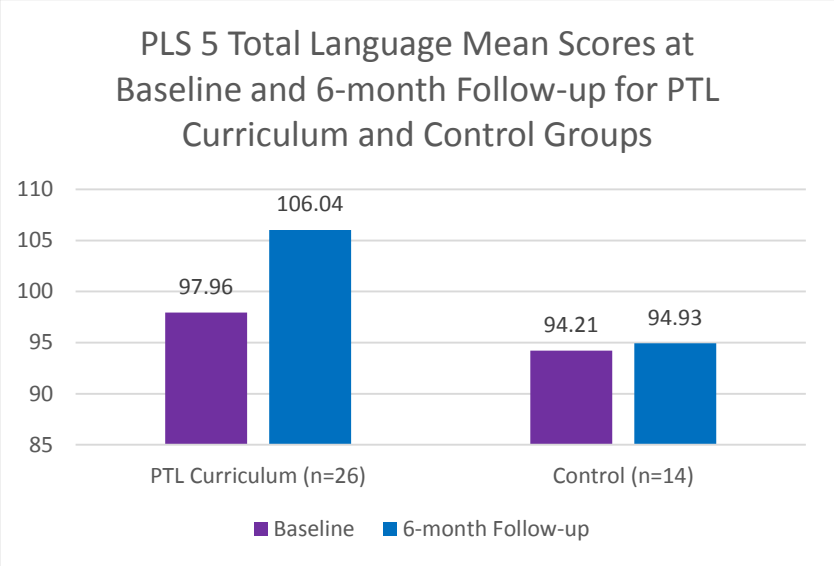


Exhibit 3. PLS 5- Total Language



- Both time and condition contributed to changes in scores for ACIRI (i.e., an interaction between time and condition was significant, $F(2,33)=38.13$, $p<.001$). For the PTL Curriculum group, both Adult Behavior mean scores (see Exhibit 4) and Child Behavior mean scores (see Exhibit 5) on the ACIRI significantly increased from baseline to 3-month follow-up (only in the experimental condition, (Adult Behavior-$t(30)=-8.81$, $p<.001$; Child Behavior- ($t(30)=-6.49$, $p<.001$) and significantly decreased from 3-month follow-up to 6-month follow-up (Adult Behavior-$t(20)=2.99$, $p<.01$; Child Behavior- ($t(20)=3.10$, $p<.01$). The 6-month follow-up average score was significantly higher than the original average baseline score for the PTL Curriculum group at 3 months (Adult Behavior-$t(57)=10.18$, $p<.001$; Child Behavior- ($t(57)=6.83$, $p<.001$)) and 6 months (Adult Behavior-$t(36)=11.55$, $p<.001$; Child Behavior- ($t(57)=8.58$, $p<.001$)), but not at baseline (Adult Behavior-$t(72)=-.703$, $p>.05$; Child Behavior- ($t(72)=-.47$, $p>.05$)). For the Control group, Adult Behavior mean scores on the ACIRI did not change from baseline to 3-month follow-up (Adult Behavior-$t(27)=1.92$, $p>.05$; Child Behavior- ($t(27)=1.58$, $p>.05$) and significantly decreased from 3-month follow-up to 6-month follow-

up (Adult Behavior-t(14)=4.92, p<.001; Child Behavior-(t(14)=2.77, p<.05).

Exhibit 4. ACIRI - Adult Behavior

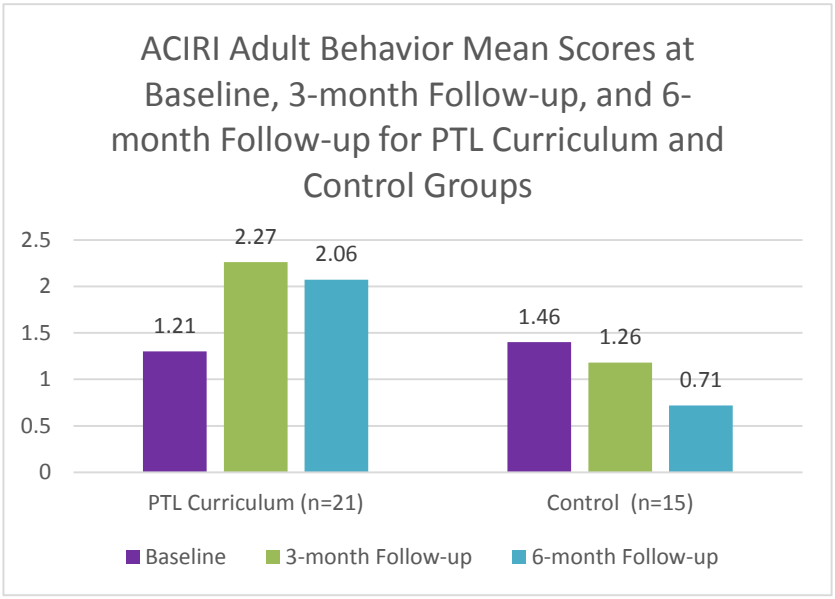
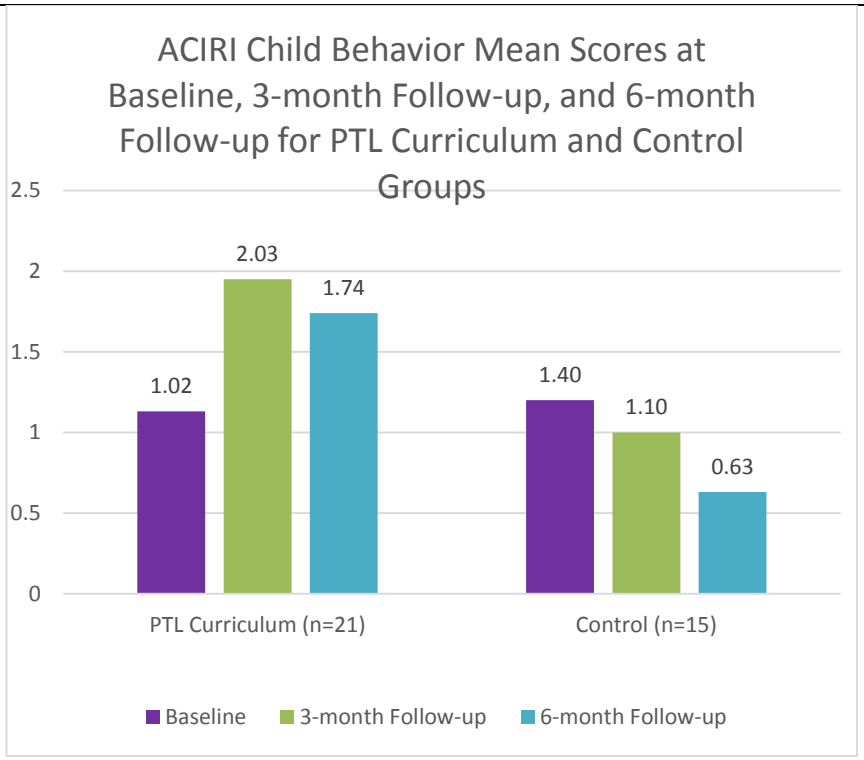
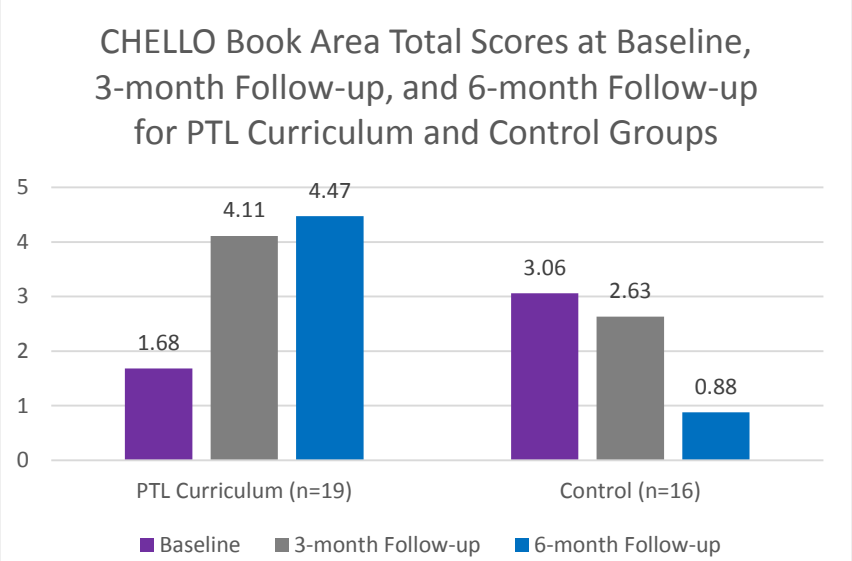


Exhibit 5. ACIRI - Child Behavior



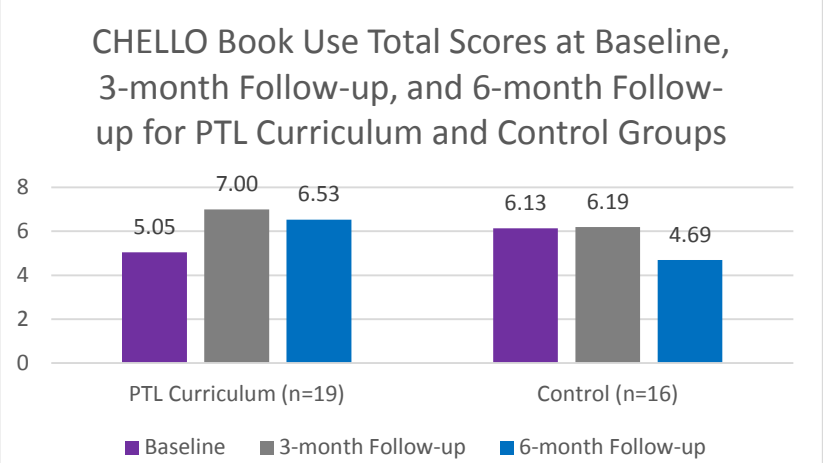
- For four literacy areas assessed by CHELLO (book area, book use, writing materials, and toys) the PTL Curriculum group showed significant improvement in total scores (see Exhibits 6-10 for more details) as compared to the total scores in the control group. Both time and condition contributed to changes in scores for CHELLO (i.e., an interaction between time and condition was significant, book area- $F(2,32)=36.03$, $p<.001$; book use- $F(2,32)=7.88$, $p<.01$; writing materials –$F(2,32)=14.05$, $p<.001$; toys- $F(2,32)=6.60$, $p<.01$). For technology – interaction between time and condition was not significant ($F(2,32)=.53$, $p>.05$), but the time main effect was ($F(2,32)=3.38$, $p<.05$). When averaging over condition, Technology total scores on the CHELLO were significantly higher from baseline to later assessment scores.

Exhibit 6. CHELLO - Book Area



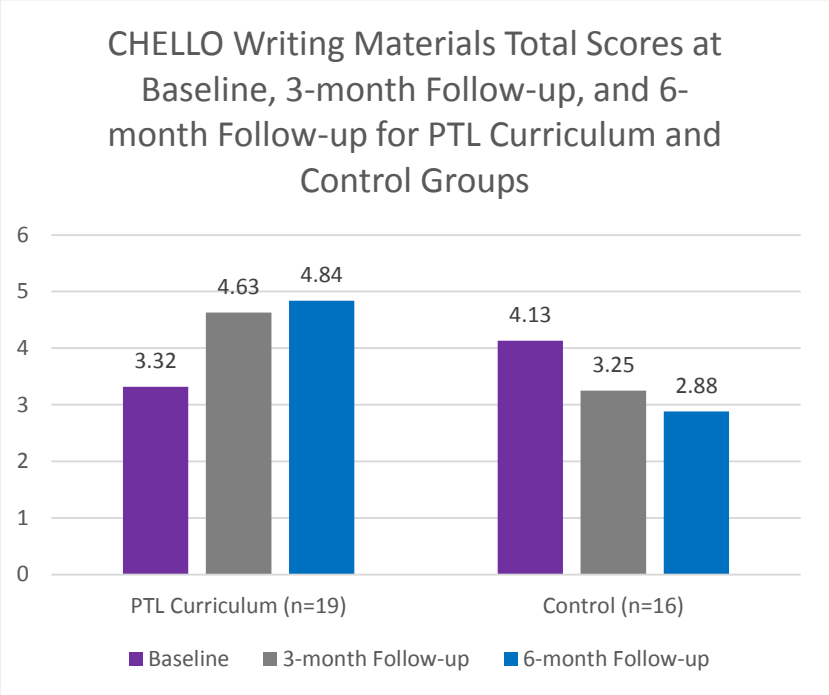
An interaction between time (Baseline, 3 months, 6 months) and condition (PTL Curriculum, Control) was significant for the Book Area total scores ($F(2,32)=36.03$, $p<.001$). For the PTL Curriculum group, Book Area total scores on the CHELLO increased notably from baseline to 3-month follow-up ($t(30)=-8.42$, $p<.001$) and did not significantly improve from 3-month follow-up to 6-month follow-up ($t(18)=-1.24$, $p>.05$). For the Control group, Book Area total scores on the CHELLO did not significantly change from baseline to 3-month follow-up ($t(28)=.86$, $p>.05$) and significantly decreased from 3-month follow-up to 6-month follow-up ($t(15)=4.34$, $p<.001$). At each time point except baseline ($t(72)=-.64$, $p>.05$), scores for the PTL Curriculum group were significantly higher than for the control group.

Exhibit 7. CHELLO - Book Use



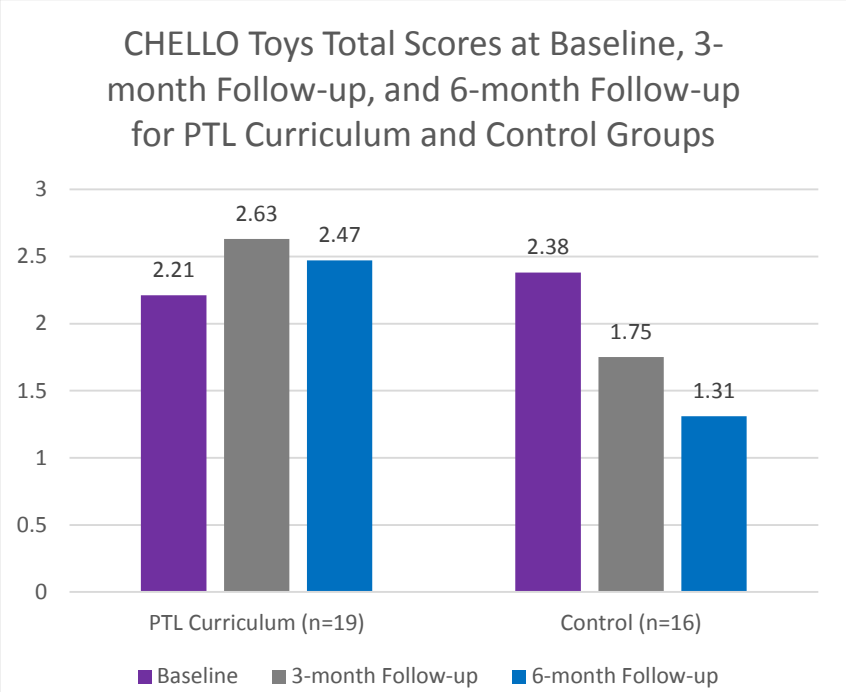
An interaction between time and condition was significant for these Book Use total scores ($F(2,32)=7.88$, $p<.01$). For the PTL Curriculum group, Book Use total scores on the CHELLO significantly increased from baseline to 3-month follow-up ($t(30)=-5.17$, $p<.001$) and did not change from 3-month follow-up to 6-month follow-up ($t(18)=1.58$, $p>.05$). The 6-month follow-up score was significantly higher than the original baseline score for the PTL Curriculum group. For the Control group, Book Use total scores on the CHELLO stayed about the same from baseline to 3-month follow-up ($t(28)=-.90$, $p>.05$). and significantly decreased from 3-month follow-up to 6-month follow-up ($t(15)=2.27$, $p<.05$ for both). At each time point except baseline ($t(72)=.51$, $p>.05$), scores for the PTL Curriculum group were significantly higher than for the control group.

Exhibit 8. CHELLO - Writing Materials



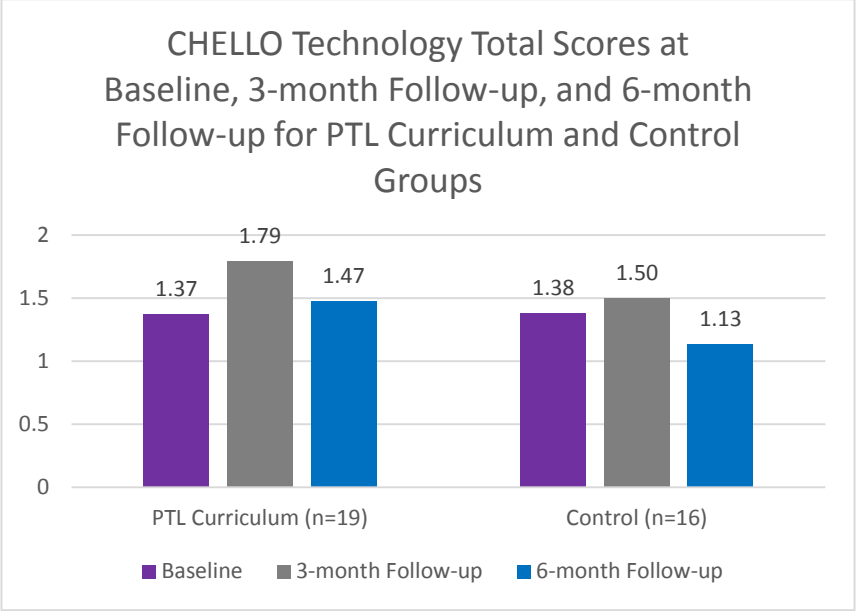
An interaction between time (Baseline, 3 months, 6 months) and condition (PTL Curriculum, Control) was significant for the Writing Materials total scores ($F(2,32)=14.05$, $p<.001$). For the PTL Curriculum group, Writing Materials total scores on the CHELLO increased significantly from baseline to 3-month follow-up ($t(30)=-4.85$, $p<.001$) and changed further from 3-month follow-up to 6-month follow-up ($t(19)=-4.14$, $p<.001$). For the Control group, Writing Materials total scores on the CHELLO did not significantly change from baseline to 3-month follow-up ($t(28)=.31$, $p>.05$) and from 3-month follow-up to 6-month follow-up ($t(15)=.66$, $p>.05$). At each time point except baseline ($t(72)=-.01$, $p>.05$), scores for the PTL Curriculum group were significantly higher than for the control group.

Exhibit 9. CHELLO - Toys



For the PTL Curriculum group, an interaction between time and condition was significant ($F(2,32)=6.60$, $p<.01$). For PTL Curriculum Group, Toys total scores on the CHELLO significantly increased from baseline to 3-month follow-up ($t(30)=2.16$, $p<.05$) and did not significantly change from 3-month follow-up to 6-month follow-up ($t(18)=.77$, $p>.05$). The 6-month follow-up score was the same as the original baseline score for the PTL Curriculum group ($t(19)=-1.16$, $p>.05$). For the Control group, Toys total scores on the CHELLO decreased markedly from baseline to 3-month follow-up ($t(28)=3.09$, $p<.01$) and did not significantly change from 3-month follow-up to 6-month follow-up ($t(15)=1.13$, $p>.05$). At each time point except baseline ($t(72)=.67$, $p>.05$), scores for the PTL Curriculum group were significantly higher than for the control group.

Exhibit 10. CHELLO - Technology



Across both groups, Technology total scores on the CHELLO increased from baseline to 3-month follow-up and decreased from 3-month follow-up to 6-month follow-up. When averaging over condition, Technology total scores on the CHELLO were significantly higher from baseline to later assessment scores (time main effect, $F(2, 32)=3.38$, $p<.05$).

5.3 Preliminary impact findings	This study was terminated prematurely. Only Cohort 1 data were collected pre-post.
5.4 Impacts	This study was terminated prematurely. Only Cohort 1 data were collected pre-post.
5.5 Lessons learned	Quality Assurance Process was in place to monitor implementation of the Pathways to Literacy Model. Additional feedback was provided on a continuous basis through the database. Weekly Quality Assurance Reports monitored missing data, ways data were coded, how data were tracked, and consistency in ways to document information.

Attachment 1: Pathways to Literacy Tasks and Timelines

	Year 1				Year 2				Year 3				Year 4				Year 5			
Activity	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
General Development/Planning																				
Finalize components of the model	X	X	X	X	X															
Finalize evaluation plan	X	X	X	X	X															
Consent development	X	X		X	X															
Instrumentation	X	X	X	X	X															
Develop data collection procedures	X	X		X	X															
Develop data collection training	X	X	X	X	X															
Document translation into Spanish	X	X	X	X	X															
Initial IRB				X	X															
Develop implementation instrumentation		X	X	X	X															
Database development	X	X	X	X	X															
IMPLEMENTATION PHASE 1: USABILITY (THE PILOT STUDY)																				
Usability Implementation					X	X	X													
Consent training		X	X		X															
Instrument Adjustment						X	X													

Attachment 1:
Pathways to Literacy Tasks and Timeline

	Year 1				Year 2				Year 3				Year 4				Year 5			
Activity	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Procedure Adjustment					X	X	X													
IMPLEMENTATION PHASE 2: FORMATIVE PHASE																				
Formative Implementation (n=100)							X	X												
Addition of control group: Randomization							X	X	X	X	X	X	X	X	X	X				
IMPLEMNATION PHASE 3: FULL IMPLEMENTATION																				
Full Implementation (n=600)									X	X	X	X	X	X	X	X	X	X	X	X
3 and 6 month follow ups (caregiver)								X	X	X	X	X	X	X	X	X	X	X	X	X
6 month follow up (child)										X	X	X	X	X	X	X	X	X	X	X
ON-GOING TASKS																				
Consent tracking			X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Randomization tracking					X	X	X	X	X	X	X	X	X	X	X	X				
IRB Updates					X				X				X				X			
Data entry					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Track and locate missing participants					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Implementation analysis/QA					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bi-Monthly Project Management Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Attachment 1:
Pathways to Literacy Tasks and Timeline

	Year 1				Year 2				Year 3				Year 4				Year 5			
Activity	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Analyses																	X	X	X	X
Semi-Annual Reports						X				X				X				X		
Annual Reports				X				X				X				X				X
Dissemination					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Utilization-focused Implementation Reports				X		X		X		X		X		X		X		X		X

Attachment 2: Pathways to Literacy Evaluation Measures

Measure	Description	Method of Collection	Technical Information
Child Outcomes			
Preschool Language Survey-5(Zimmerman, Seiner, & Pond, 2011)	The *PreSchool Language Scale, Fifth Edition* (PLS-5) is an individually administered test for identifying children from birth through 7.11 years. It assesses: • Language • Articulation • Connected Speech • Social/Interpersonal Communication Skills • Stuttering • Voice	Individually administered by trained home visitor. Contains Pointing or verbal response to pictures and objects. Completion Time: 45-60 minutes	Reviews on PLS 5 are under review, PLS 4 data is follows: The reliability of PLS-4 was estimated using test-retest reliability (data that show that PLS-4 scores are dependable and stable across repeated administrations), internal consistency (data that show tasks in PLS-4 are homogeneous), and inter-rater reliability (data that show scoring is objective and consistent across examiners). The test-retest stability coefficients ranged between .82 and .95 for the subscale scores and .90 to .97 for the Total Language Score. The internal consistency reliability coefficients range from .66 to .96 (for most ages the coefficients are .81 and higher). The inter-rater reliability study included 15 scorers who scored the Expressive Communication subtest on 100 protocols selected from the standardization sample. Each protocol was scored by two different scorers. The percentage of agreement between scorers was 99% and the correlation between the Expressive Communication scores was .99. Internal Structure. The internal consistency of the subscales were examined for evidence of high homogeneity. The internal structure of the PLS–4 was also examined—the correlation between the two subscales (Auditory Comprehension and Expressive Communication) across ages was .80. Relationships with Other Variables. A clinical validity study was conducted with a sample of 150 children (75 with a language disorder, 75 typically developing children). Sensitivity and specificity information for PLS-4 scores for children in this study are: • Auditory Comprehension Sensitivity .80 Specificity .92 • Expressive Communication Sensitivity .77 Specificity .84 • Total Language Score Sensitivity .80 Specificity .88

			• Auditory • Comprehension subtest was .65; the correlation of the PLS-3/PLS-4 • Expressive Communication subtest was .79.
Parent Outcomes and Home Environment			
Child/Home Early Language and Literacy Observation (CHELLO) (Neuman & Koh, 2007)	The CHELLO examines language and literacy practices specific to the contextual features of family and home-based child care settings (Neuman, Dwyer, & Koh, 2007). The CHELLO is composed of two interdependent research tools: The Literacy Environment Checklist, and the Observation and Provider Interview. The Literacy Checklist measures the presence or absence of 22 items in the environment, including the accessibility of books, writing materials, and displays of children's work.	Observation by Pathways to Literacy coaches. Checklist contains 22 items and can be completed in 10 minutes.	Reliability: Inter-Rater Reliability 91%. Internal Consistency: Cronbach's Alpha .82. Internal Correlations ranged from .34 to .97. Concurrent Validity: The CHELLO correlated significantly with children's language growth (as measured by the PPVT (r = .36, p<.01), phonological skills (as measured by the PALS nursery rhyme (r = .25, p< .05)), and ability to do language-oriented math problems (as measured by the Woodcock-Johnson Applied problems test (r = .28, p<.05)).
The Adult Child Interactive Reading Inventory (ACIRI) (DeBruin-Parecki, 2006)	Grounded in scientifically based reading research and extensively field tested, ACIRI • **Measures what's important.** ACIRI assesses both adult and child behaviors in three categories that research has identified as critical: Enhancing Attention to Text, Promoting Interactive Reading and Supporting Comprehension, and Using Literacy Strategies.	Observation by Pathways to Literacy coaches.	Not Available

	• **Takes just 15–20 minutes** for users to observe the adult and child reading together, assess them jointly using 12 key reading behaviors, and score the assessment with the simple, easy-to-use form. • **Includes intervention activities.** ACIRI is much more than an assessment. For each behavior evaluated, users will get tips on explaining the behavior to adults, plus two fun, photocopied activities to help promote the behavior: a class activity and a take-home activity. Lists of recommended children's books to use with the activities are also included		
Parental Literacy Knowledge Test	Measure of knowledge attained regarding literacy.	Caregiver Survey	Not Applicable. Survey created by Evaluation Strategies based upon content of the Pathways to Literacy Curriculum.
Parent/Guardian Life Course			
Educational attainment	Attending school, high school graduate, general educational development recipient (GED) or postsecondary education	Caregiver Survey; Pathways to Literacy Central Intake Form	Not Applicable
Marital status	Married with or without partner in the home or single with or without partner in home	Caregiver Survey; Pathways to Literacy Central Intake Form	Not Applicable
Economic status	Job training, employment, total household income, or reliance on government benefits	Caregiver Survey; Pathways to Literacy Central Intake Form	Not Applicable

Attachment 3: IRB Approved Updated Consents

Argus Independent Review Board

6668 S. Hidden Flower Way
Tucson, AZ 85756-5111
520-298-7494
argusirb@juno.com
www.argusirb.com

From: Argus Independent Review Board (AIRB)
To: LaCherryn Hoost
Subject: DPN-01-01
Sponsor: Detroit Parent Network

On November 28, 2014, AIRB performed a review of the changes/additions/corrections to the above protocol, consent form, and attachments.

This letter is to inform you that Argus has approved these items and has indicated same by its stamp of approval.

The FDA requires you to notify the IRB of any new advertisements or recruiting material, **serious** adverse events, amendments or changes to the protocol, significant protocol deviations, patient death or termination of study. Please note that you must submit all protocol amendments and/or advertisements to Argus for review, and await a response from the Board prior to implementing the amendments and/or advertisements.

AIRB requires a copy of the first questionnaire by the first subject in the study.

ARGUS requires periodic reports as well as a final report.

Argus Independent Review Board is in compliance with the regulations of the Food and Drug Administration as described in 21CFR parts 50 and 56.

Sincerely,

Valerie Golembiewski

Valerie Golembiewski
Chairperson

Caregiver Consent

Pathways to Literacy Project

You and your child you care for are invited to participate in a research study funded by the Social Innovation Fund, a program of the Corporation for National and Community Service. It is being conducted by Detroit Parent Network and Evaluation Strategies, an Ypsilanti, MI based research and evaluation firm. With this project, we hope to learn about the usefulness of our Pathways to Literacy Program services with parents and children.

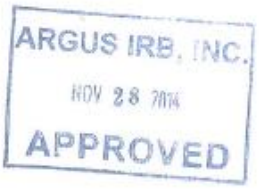
Detroit Parent Network (DPN) will work with **low-income caregivers with children ages one and a half to five and a half at start who live in Detroit, Michigan.** If you enroll in Pathways to Literacy Project, you will be part of a group of 800 caregivers and their children invited to participate. You and your child will be enrolled in the literacy program called *Pathways to Literacy* that includes:

- Up to 20 home visits (10 weekly home visits for the literacy curriculum and up to 10 home and/or office visits for assessments)
- 2 play groups, and
- 3 workshops which will provide caregivers with tools to help children enter school ready to learn.

You will get these services either immediately (Group A) or in six months (Group B). You will not be able to choose which group you are in. You will have an equal chance of being in either group. In both groups, project staff will visit you about twelve times in the next year to check on your child's development and learn about you and your needs in addition to the scheduled assessment visits. In both groups you will receive information on local resources that might assist you with any needs or concerns you have related to parenting and your family. There are absolutely no costs associated with participation in the Pathways to Literacy Project.

What is Pathways to Literacy Program Home Visitation Program?
This is a free program for caregivers to help them promote their children's literacy development. As part of this program, a family educator will visit you and your child in your home about once a week for about an hour at a time. The visits will be arranged at a time that is convenient for you.

What are Pathways to Literacy Play Groups and Workshops?
At the time when you receive services, you will also be invited participate in 2 play groups and 3 workshops. These groups and workshops will be held in convenient locations such as libraries or Detroit Parent Network offices and will consist of activities you can do with your child.



Tell me about the Assessment Visits?
The assessment visits will take place both at the office and at your child's home according to the following schedule.

	Enrollment	3 months from Enrollment	6 months from Enrollment
When? How long?	At Enrollment	At 3 months	At 6 months from enrollment
	Assessments take up to 3 hours at each assessment time		
Who?	Conducted by DPN staff		
Where?	In your child's home and/or in DPN office		
Incentive	Learning Basket	$20 Gift Card	$25 Gift Card

In addition, iyou will receive $10 gift card (after verification, e.g., a utility bill), sent to you by mail, when you contact the Pathways to Literacy Project at 313-832-0617, PTLCoaches@detroitparentnetwork.org.

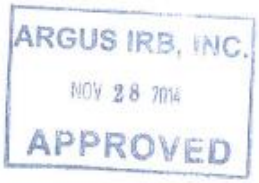
What Kinds of Questions Will I Be Asked in the Assessment Visits?
We will ask you your opinions and beliefs about parenting, about how your child is growing and if any, support from your family or friends. We will also observe you interacting and reading with your child as well as learn about your child's language and literacy development (at baseline and at 6 months).

Will You Get Information About Me From Any Other Source?
By signing this form you give us permission to get information about you from DPN. For example, the number of times they visit you and the types of services they provide to you.

Will the Information I Give Be Kept Confidential?
Yes. As is customary in all similar programs, staff may need to notify the authorities if they think your child you care for is being seriously injured, or if there is a threat of serious injury (for example, unusually harsh punishment, withholding food and/or water for long periods of time for punishment, etc.).

How Will the Information Collected From Me Be Used?
No names or identifying materials will be included in any of the developed reports, presentations, and papers. DPN will store the information for five years after the end of the project.

How Do I Benefit from Participating in Pathways to Literacy Project?
Many caregivers enjoy and appreciate the chance to know that their opinions are listened to and are used to improve services. You may also benefit from the information provided by regular



developmental assessments of your child and the information the staff will provide you on local resources that may assist you with a variety of needs.

What Risks Are There If I Participate In This Project?

There are few, if any, risks. If you feel uncomfortable answering some of the questions asked in the visit, you do not have to answer any questions, or schedule visits you do not want to.

Will I Get Information About the Results of the Study?

Upon completion of the study, information will be made available about the findings in an aggregated form.

If I Agree to Participate Today, Can I Change My Mind Later?

Yes. This will have no impact on the services you can use or will be offered by the state or any other service provider. For questions or concerns contact: Dr. Kimberly Browning, 734-476-5039. If you participate in this project and feel that your rights have been violated or that you were not treated fairly at any time, you may to contact Argus IRB at 520-298-7494.

The following applies to my participation in the Pathways to Literacy Project:

1. **Voluntary Participation and Rights:** I understand that participation with DPN Pathways to Literacy Program is voluntary. I give permission for me to participate.
2. **Services:** I authorize DPN, its employees, and agents to provide services such as visits to the child's home, parent-child activities in the community, referrals to resources and other service providers, and evaluation activities conducted by DPN and Evaluation Strategies staff.
3. **Participation:** I agree that I will actively participate with DPN during the course of the research project by being available for scheduled home visits, attending home visits, 2 playgroups and 3 workshops, and using the resources and other services recommended for us.
4. **Other Personal Information:** I agree that DPN and Evaluation Strategies staff may check on my progress in a child-care setting or communicate with collateral persons, such as relatives/friends, doctors and other professionals to document our child's developmental progress. I release my data to DPN, United Way for Southeastern Michigan, Evaluation Strategies staff, and Corporation for National and Community Service.
5. **Financial Agreement:** I understand that we are receiving services without charge from DPN. However, I understand that we (caregiver/guardian) are responsible for meeting the financial needs of the family and expect no financial gain from Detroit Parent Network other than as described as incentives for participating in the three scheduled assessment times during participation in the research project.
6. **Liability:** I release and discharge DPN, United Way for Southeastern Michigan, and Evaluation Strategies staff and volunteers, from all liability in connection with service provision and evaluation during the course of this research project.

Agreement to Participate: CONFIRMATION OF CONSENT

I, _____[print name], understand the procedures described above. This consent form has been reviewed and questions have been answered to my satisfaction. I agree to participate in the Pathways to Literacy Project. I agree to hold harmless DPN, Evaluation Strategies, and United Way for Southeastern Michigan, these agencies' staff, and volunteers against any and all claims, liabilities, or legal actions that may result from any act or omission. I further understand that the responsibility for my child's safety and well-being during activities and/or home visits is solely my responsibility.

Caregiver Name	Address
Caregiver Signature	Date
Guardian Name	Guardian Address
Child's Name (Please Print Full Name)	Child's Date of Birth

CAREGIVER CONTACT INFORMATION

We may need to contact you about you being in this project. This information will be kept COMPLETELY CONFIDENTIAL.

Address: _____

City: _____ Zip: _____

Home Phone: _____

Cell Phone: _____

E-Mail Address: _____

Other Contact Name: _____

Relationship to You (check √): Family _____Friend_____Other _____

Phone: _____

Other Contact Name: _____

Relationship to You (check √): Family _____Friend_____Other _____

Phone: _____

By signing below you give us permission to contact those mentioned above if we need to reach you or your child in regards to your participation in this project.

_____

Caregiver Signature

Staff Name	Signature	Date

Photograph and Name Release Consent

__ Yes, I authorize DPN, Evaluation Strategies, and United Way for Southeastern Michigan the right to use my name and photograph(s) in its publications, including pamphlets, printed ads, website, video and television commercials.

__No

_____ _____

Caregiver Signature Date MM/DD/YYYY

_____

Staff First and Last Names

Guardian Consent for a Child

Pathways to Literacy Project

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- Up to 20 home visits (10 weekly home visits for curriculum and up to 10 home and/or office visits for assessments)
- 2 play groups, and
- 3 workshops which will provide caregivers with tools to help children enter school ready to learn.

Your child's caregiver will get these services either immediately (Group A) or in six months (Group B). They will not be able to choose which group your child and his/her caregiver are in. They will have an equal chance of being in either group. In both groups, project staff will visit your child and your child's caregiver about twelve times in the next year to check on your child's development and learn about your family's needs in addition to the scheduled assessment visits. In both groups your child's caregiver will receive information on local resources that might assist with any needs or concerns he/she has related to parenting. There are absolutely no costs associated with participation in the Pathways to Literacy Project.

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When?	At Enrollment	At 3 months	At 6 months from enrollment
How long?	Assessments take up to 3 hours at each assessment time		
Who?	Conducted by DPN staff		
Where?	In your child's home and/or in DPN office		

What Kinds of Questions Will I Be Asked in the Assessment Visits?
We will ask your child's caregiver about their opinions and beliefs about parenting, about how your child is growing and if any, support from your family or friends. We will also observe your caregiver interacting and reading with your child as well as learn about your child's language and literacy development (at baseline and at 6 months).

Will You Get Information About Me From Any Other Source?
By signing this form you give us permission to get information about your child from DPN. For example, the number of times they visit your child and the types of services they provide to your family.

Will the Information I Give Be Kept Confidential?
Yes. As is customary in all similar programs, staff may need to notify the authorities if they think your child is being seriously injured, or if there is a threat of serious injury (for example, unusually harsh punishment, withholding food and/or water for long periods of time for punishment, etc.).

How Will the Information Collected From Me Be Used?
No names or identifying materials will be included in any of the developed reports, presentations, and papers. DPN will store the information for five years after the end of the project.

How Do I Benefit from Participating in Pathways to Literacy Project?
Many caregivers enjoy and appreciate the chance to know that their opinions are listened to and are used to improve services. You may also benefit from the information provided by regular developmental assessments of your child and the information the staff will provide to your child's caregiver on local resources.

What Risks Are There If I Participate In This Project?
There are few, if any, risks.

Will I Get Information About the Results of the Study?

Upon completion of the study, information will be made available about the findings in an aggregated form.

If I Agree for My Child to Participate Today, Can I Change My Mind Later?

Yes. This will have no impact on the services you can use or will be offered by the state or any other service provider. For questions or concerns contact: Dr. Kimberly Browning, 734-476-5039. If your child participates in this project and feel that his/her rights have been violated or that your child was not treated fairly at any time, you may to contact Argus IRB at 520-298-7494.

The following applies to my participation in the Pathways to Literacy Project:

1. **Voluntary Participation and Rights:** I understand that participation with DPN Pathways to Literacy Program is voluntary. I give permission for my child to participate.
2. **Services:** I authorize DPN, its employees, and agents to provide services such as visits to my child's home, caregiver-child activities in the community, referrals to resources and other service providers, and evaluation activities conducted by DPN and Evaluation Strategies staff.
3. **Participation:** I agree that my child and my child's caregiver will actively participate with DPN during the course of the research project by being available for scheduled home visits, attending 2 playgroups and 3 workshops, and using the resources and other services recommended for my child. I agree that by participating in the pilot study my child will be ineligible to participate in the main study.
4. **Other Personal Information:** I agree that DPN and Evaluation Strategies staff may check on my child's progress in a child-care setting or communicate with collateral persons, such as relatives/friends, doctors and other professionals to document our child's developmental progress. I release my data and my child's data to DPN, United Way for Southeastern Michigan, Evaluation Strategies staff, and Corporation for National and Community Service.
5. **Financial Agreement:** I understand that we are receiving services without charge from DPN. However, I understand that we (caregiver/guardian) are responsible for meeting the financial needs of the family and expect no financial gain from Detroit Parent Network other than as described as incentives for participating in the three scheduled assessment times during participation in the research project.
6. **Liability:** I release and discharge DPN, United Way for Southeastern Michigan, and Evaluation Strategies staff and volunteers, from all liability in connection with service provision and evaluation during the course of this research project.

Agreement to Participate: CONFIRMATION OF CONSENT

I, _____[print name], understand the procedures described above. This consent form has been reviewed and questions have been answered to my satisfaction. I agree for my child to participate in this project. I agree to hold harmless DPN, Evaluation Strategies, and United Way for Southeastern Michigan, these agencies' staff, and volunteers against any and all claims, liabilities, or legal actions that may result from any act or omission. I further understand that the responsibility for my child's safety and well-being during activities and/or home visits is solely my responsibility.

_____ Guardian Name	_____ Address
_____ Guardian Signature	_____ Date
_____ Caregiver Name	_____ Caregiver's Address
_____ Child's Name (Please Print Full Name)	_____/_____/_____ Child's Date of Birth

GUARDIAN CONTACT INFORMATION

We may need to contact you about you and your child being in this project. This information will be kept COMPLETELY CONFIDENTIAL.

Address: _____

City: _____ Zip: _____

Home Phone: _____

Cell Phone: _____

E-Mail Address: _____

Other Contact Name: _____

Relationship to You (check √): Family _____ Friend _____ Other _____

Phone: _____

Other Contact Name: _____

Relationship to You (check √): Family _____ Friend _____ Other _____

Phone: _____

By signing below you give us permission to contact those mentioned above if we need to reach you or your child in regards to your participation in this project.

_____

Guardian Signature

_____ Staff Name	_____ Signature	_____ Date

Photograph and Name Release Consent

__ Yes, I authorize DPN, Evaluation Strategies, and United Way for Southeastern Michigan the right to use my child's name and photograph(s) in its publications, including pamphlets, printed ads, website, video and television commercials.

__No

_____ _____

Guardian Signature Date MM/DD/YYYY

_____

Staff First and Last Names

Consentimiento Informado del Cuidador

Proyecto "Pathways to Literacy"/ "Camino a la Alfabetización"

Usted y el niño/a que cuida están invitados a participar en un estudio de investigación financiado por el "Social Innovation Fund" o "Fondo de Innovación Social", un programa de la "Corporation for National and Community Service." El estudio está conducido por "Detroit Parent Network" y "Evaluation Strategies", una compañía de investigación y evaluación establecida en Ypsilanti. Con este proyecto, esperamos aprender acerca de la utilidad de nuestro proyecto "Pathways to Literacy" / "Cámino a la Alfabetización" y sus servicios con padres y niños/as.

"Detroit Parent Network" (DPN) trabajará con **cuidadores de bajos ingresos con niños/as de un año y medio hasta los cinco años que residan en la ciudad de Detroit, Michigan**. Al inscribirse en el projecto "Pathways to Literacy" / "Cámino a la Alfabetización" serán parte de un grupo de 800 cuidadores y sus niñosinvitados a participar. Usted y su niño/a serán inscritos en un programa de alfabetización llamado "Pathways to Literacy" / "Cámino a la Alfabetización" que incluye:

- Hasta 20 visitas periódicas al hogar (10 visitas al hogar semanales para el currículo alfabetización y hasta 10 visitas al hogar o a la oficina para evaluación)
- 2 grupos de juego, y
- 3 talleres que proveerán a los cuidadores con herramientas para ayudar a los niños entrar a la escuela preparados para aprender.

Usted recibirá estos servicios inmediatamente (Grupo A) o en seis meses (Grupo B). Usted no tendrá la opción de escoger en cual grupo ingresarán. Habrá igual posibilidad de estar en un grupo u otro. En ambos grupos, usted tendrá visitas del personal como 12 veces en el año siguiente para examinar el desarrollo del niño/a y conocer de usted y las necesidades de su familia, además de las visitas programadas de evaluación. En ambos grupos usted recibirá información acerca de recursos locales que lo pueden asistir con cualquier necesidad o pregunta que usted tenga relacionada con las crianzas de padres y su familia. No hay absolutamente ningún costo asociado con la participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización."

¿Qué es el programa de Visitas al Hogar "Pathways to Literacy"/ "Camino a la Alfabetización"?

Este es en un programa gratis para padres/madres para ayudarles a promover el fomento de la alfabetización de sus hijos/as. Como parte de este programa, un/a educador/a de familias le visitará a usted y a su niño en su hogar como una vez a la semana por más o menos una hora cada vez. Las visitas se van a programar a una hora que sea conveniente para usted.

¿Qué son los Grupos de Juego y los Talleres del programa "Pathways to Literacy"/ "Camino a la Alfabetización?"

A la hora de recibir los servicios, usted también será invitado/a a participar en 2 grupos de juego y 3 talleres. Estos grupos de juego y talleres se reunirán en sitios convenientes como

bibliotecas o las oficinas de "Detroit Parent Network" y consistirán en actividades que usted pueda hacer son su hijo/a.

Dígame algo de las visitas de evaluación...
Las visitas de evaluación pasarán ambos en las oficinas de DPN y en su hogar de acuerdo al siguiente horario.

	Inscripción	A los 3 meses de la inscripción	A los 6 meses de la inscripción
¿Cuándo?	A la inscripción	A los 3 meses	A los 6 meses
¿Por cuanto tiémpo?	Evaluaciones duran hasta 3 horas por cada evaluación		
¿Quien?	Dirigido por el personal de DPN		
¿Dónde?	En su hogar o a la oficina de DPN		
Incentivo	Canasta de Aprendizaje	Targeta de Regalo de $20	Targeta de Regalo de $25

Además, si cambia su dirección postal, usted recibirá $10 tarjeta de regalo (una vez comprobado, por ejemplo, una factura de servicios públicos), enviado por correo, cuando se comunique con el Proyecto de Caminos a Alfabetización en el 313-309-8100, PTLCoaches@detroitparentnetwork.org.

¿Qué tipo de preguntas se me harán en las visitas de evaluación?
Le preguntamos sus opiniones y creencias acerca de la crianza de los niños/as, como está creciendo su hijo/a, y el apoyo por parte de su familia o amigos. También observaremos cómo se interactua y lee con su hijo/a, así como aprender acerca del lenguaje y desarrollo de la alfabetización de su hijo/a (a la inscripción y a las 6 meses).

¿Obtendrá información de mi de alguna otra fuente?
Al firmar este formulario nos da permiso para obtener información de usted de DPN. Por ejemplo, cuantas visitas se ha recibido y los tipos de servicio que se le ha dado a usted.

¿La información proporcionada se mantendrá confidencial?
Sí. Como es habitual en todos los programas similares, puede que el personal necesite notificar a las autoridades si creen que su hijo/a está siendo gravemente herido, o si hay una amenaza de daño grave (por ejemplo, inusualmente duro castigo, retención de agua o comida por largos periodos de tiempo como castigo, etc.).

¿Cómo se utilizará la información recopilada de mí?
No se incluirán nombres ni materiales de identificación en cualquiera de los informes, presentaciones, y documentos desarrollados. DPN almacenará la información durante cinco años después del final del proyecto.

¿Cómo me beneficio al participar en el proyecto "Pathways to Literacy" / "Camino a la Alfabetización"?

Muchos padres/madres disfrutan y aprecian la oportunidad de saber que sus opiniones son escuchadas y utilizadas para mejorar los servicios. Usted también puede beneficiarse de la información proporcionada por evaluaciones periódicas del desarrollo de su niño/a y de la información proporcionada por el personal de DPN acerca de recursos locales que le pueden ayudar a usted con una variedad de necesidades.

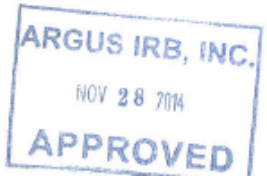
¿Qué riesgos existen al participar en este proyecto?
Hay pocos riesgos, si los hubiera. Si usted se siente incómodo/a al contestar alguna de las preguntas en la visita, no tiene que responderlas, ni tampoco programar ninguna de las visitas que usted no quiera.

¿Obtendré yo información acerca de los resultados del studio?
Al finalizar el estudio, la información estará disponible sobre los resultados en forma colectiva.

¿Si estoy de acuerdo en participar hoy, puedo cambiar mi decision más tarde?
Sí. Esto no va a tener impacto en los servicios que usted puede usar o los que van a ser ofrecidos por el estado o cualquier otro proveedor de servicios. Para preguntas o cualquier duda contacte a: Kimberly Browning al 734.476.5039. Si usted participa en este proyecto y siente que sus derechos han sido violados o que usted no ha sido tratado/a de una manera justa en cualquier momento, usted puede contactar a: Argus IRB al número 520.298.7494.

Lo siguiente se aplica a mi participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización":

1. **Derechos y participación voluntaria:** Yo entiendo que la participación con DPN en el programa "Pathways to Literacy"/ "Camino a la Alfabetización" es voluntaria. Yo doy permiso a mi participación en este proyecto.
2. **Servicios:** Yo autorizo a DPN, sus empleados y agentes a proporcionar servicios tales como visitas a nuestro hogar, actividades entre cuidador e hijo/a en la comunidad, remisiones a otros proveedores de servicios y recursos, y las actividades de evaluación realizadas por el personal de DPN y Evaluation Strategies.
3. **Participación:** Yo estoy de acuerdo en participar activamente con DPN durante el curso del proyecto de investigación por estar disponible para programar visitas al hogar, 2 grupos de juego y 3 talleres, y utilizar los recursos y otros servicios recomendados para nosotros.
4. **Otros datos personales:** Yo estoy de acuerdo con que el personal de DPN y Evaluation Strategies pueda revisar mi progreso en un establecimiento de cuidado infantíl o que se comuniquen con las personas colaterales, como familiares y amigos, médicos y otros profesionales para que documenten el progreso del desarrollo de mi hijo/a. Yo libero mis datos a DPN, United Way for Southeastern Michigan, personal de Evaluation Strategies, y la Corporation for National and Community Service.
5. **Acuerdo financiero:** Yo entiendo que estamos recibiendo servicios sin pago de DPN. Sin embargo, entiendo que somos (cuidador/ tutor) responsables de atender a las necesidades financieras de la familia y esperar no ganancia financiera de Detroit Parent Network más que descríbelos incentivos descritos por participar en los tres horarios de evaluación durante la participación en el proyecto de investigación.
6. **Responsabilidad:** Yo libero y descargo el personal de DPN, United Way for Southeastern Michigan y Evaluation Strategies y sus voluntarios, de toda responsabilidad en conexión



con la prestación del servicio y evaluación durante el curso de este proyecto de investigación.

Acuerdo para Participar: CONFIRMACIÓN DEL CONSENTIMIENTO
Yo _____[Letra de imprenta], entiendo los procedimientos descritos anteriormente. Este formulario de consentimiento ha sido revisado y las preguntas han sido contestadas a mi satisfacción. Estoy de acuerdo en participar en el proyecto "Pathways to Literacy"/ "Camino a la Alfabetización". Estoy de acuerdo en sostener inofensivo a DPN, Evaluation Strategies y United Way for Southeastern Michigan, el personal de estas agencias y voluntarios contra cualquier y todo reclamo, responsabilidades, o las acciones legales que puedan resultar de cualquier acto u omisión. Además, entiendo que la responsabilidad para la seguridad y el bienestar de mi hijo/a durante las actividades y visitas al hogar es únicamente mía.

_____ _____
Nombre en Imprenta del cuidador Direccion del cuidador

_____ _____
Nombre en Firma del cuidador Fecha

_____ _____
Nombre en Imprenta del Guardián Direccion del Guardián

_____ _____
Nombre del niño/a (Letras de imprenta) Fecha de nacimiento del niño/a

INFORMACIÓN PARA CONTACTAR EL PADRE/MADRE/ TUTOR LEGAL
Quizás necesitemos contactarle a usted que sea parte de este proyecto. Esta información será MANTENIDA EN PRIVACIDAD COMPLETA.
Dirección: _____
Ciudad: _____ Código Postal: _____
Teléfono de casa: _____
Teléfono celular: _____
Dirección de correo electrónico: _____

Otro nombre de contacto: _____
Relación con usted (chequee √): Familia_____Amigo/a_____Otro_____
Teléfono: _____

Otro nombre de contacto: _____
Relación con usted (chequee √): Familia_____Amigo/a _____Otro_____
Teléfono: _____
Al firmar aquí abajo usted nos da permiso para contactar a aquellos mencionados en la parte superior si nosotros necesitamos encontrarlo a usted o su niño/a en relación con su participación en este proyecto.

_____
Firma del cuidador

_____ _____ _____

Nombre del empleado oficial Firma Fecha

Fotografía y nombre consentimiento

__ Sí, autorizo a DPN, Evaluation Strategies y United Way for Southeastern Michigan el derecho de utilizar mi nombre y fotografía (s) en sus publicaciones, incluyendo folletos, anuncios impresos, la página web, video y comerciales de televisión.
__No

_____ _____
Firma del cuidador Fecha MM/DD/YYYY

_____
Nombre(s) y apellido(s) del personal

Consentimiento Informado del Representante Legal para un Niño/a

Proyecto "Pathways to Literacy"/ "Camino a la Alfabetización"

Su niño/a está invitado/a a participar en un estudio de investigación financiado por el "Social Innovation Fund" o "Fondo de Innovación Social", un programa de la "Corporation for National and Community Service." El estudio está conducido por "Detroit Parent Network" y "Evaluation Strategies", una compañía de investigación y evaluación establecida en Ypsilanti. Con este proyecto, esperamos aprender acerca de la utilidad de nuestro proyecto "Pathways to Literacy" / "Cámino a la Alfabetización" y sus servicios con padres y niños/as.

"Detroit Parent Network" (DPN) trabajará con cuidadores de bajos ingresos con niños/as de un año y medio hasta los cinco años que residan en la ciudad de Detroit, Michigan. Al inscribirse en el projecto "Pathways to Literacy" / "Cámino a la Alfabetización" serán parte de un grupo de 800 cuidadores y sus niñosinvitados a participar. Su niño/a será inscrito/a en un programa de alfabetización llamado "Pathways to Literacy" / "Cámino a la Alfabetización" que incluye:

- Hasta20 visitas periódicas al hogar (10 visitas al hogar semanales para el currículo alfabetización y hasta 10 visitas al hogar o a la oficina para evaluación)
- 2 grupos de juego, y
- 3 talleres que proveerán a los cuidadores con herramientas para ayudar a los niños entrar a la escuela preparados para aprender.

<u>El cuidador de su niño/a recibirá estos servicios inmediatamente (Grupo A) o en seis meses (Grupo B).</u> Él/ella no tendrá la opción de escoger en cual grupo su niño/a y su cuidador/a ingresarán. Habrá igual posibilidad de estar en un grupo u otro. En ambos grupos, su niño/a y su cuidador/a tendrán visitas del personal como 12 veces en el año siguiente para examinar el desarrollo del niño/a y conocer de usted y las necesidades de su familia, además de las visitas programadas de evaluación. En ambos grupos el/la cuidador/a de su niño/a recibirá información acerca de recursos locales que lo pueden asistir con cualquier necesidad o pregunta que él/ella tenga alrededor de las crianzas de padres. No hay absolutamente ningún costo asociado con la participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización."

¿Qué es el programa de Visitas al Hogar "Pathways to Literacy"/ "Camino a la Alfabetización"?

Este es en un programa gratis para cuidadores para ayudarles a promover el fomento de la alfabetización de sus hijos/as. Como parte de este programa, un/a educador/a de familias le visitará a su niño/a y el/la cuidador/a de su niño/a en su hogar como una vez a la semana por más o menos una hora cada vez. Las visitas se van a programar a una hora que sea conveniente para ellos.

¿Qué son los Grupos de Juego y los Talleres del programa "Pathways to Literacy"/ "Camino a la Alfabetización?"
El/la cuidador/a de su niño/a también será invitado/a a participar en 2 grupos de juego y 3 talleres. Estos grupos de juego y talleres se reunirán en sitios convenientes como bibliotecas o las oficinas de "Detroit Parent Network" y consistirán en actividades que uno pueda hacer son su hijo/a.

Dígame algo de las visitas de evaluación...
Las visitas de evaluación pasarán en las oficinas de DPN y en el hogar de su niño/a de acuerdo al siguiente horario.

	Inscripción	A los 3 meses de la inscripción	A los 6 meses de la inscripción
¿Cuándo?	A la inscripción	A los 3 meses	A los 6 meses
¿Por cuanto tiempo?	Evaluaciones duran hasta 3 horas por cada evaluación		
¿Quien?	Dirigido por el personal de DPN		
¿Dónde?	En el hogar de su niño/a o a la oficina de DPN		

¿Qué tipo de preguntas se me harán en las visitas de evaluación?
Le preguntaremos al/la cuidador/a de su niño/a de sus opiniones y creencias acerca de la crianza de los niños/as, como está creciendo su hijo/a, y el apoyo por parte de su familia o amigos. También observaremos cómo se interactua y lee con su hijo/a, así como aprender acerca del lenguaje y desarrollo de la alfabetización de su hijo/a (a la inscripción y a las 6 meses).

¿Obtendrá información de mi de alguna otra fuente?
Al firmar este formulario nos da permiso para obtener información de su niño/a de DPN. Por ejemplo, cuantas visitas se ha recibido y los tipos de servicios que se le ha dado a su familia.

¿La información proporcionada se mantendrá confidencial?
Sí. Como es habitual en todos los programas similares, puede que el personal necesite notificar a las autoridades si creen que su hijo/a está siendo gravemente herido, o si hay una amenaza de daño grave (por ejemplo, inusualmente duro castigo, retención de agua o comida por largos periodos de tiempo como castigo, etc.).

¿Cómo se utilizará la información recopilada de mí?
No se incluirán nombres ni materiales de identificación en cualquiera de los informes, presentaciones, y documentos desarrollados. DPN almacenará la información durante cinco años después del final del proyecto.

¿Cómo me beneficio al participar en el proyecto "Pathways to Literacy" / "Camino a la Alfabetización"?
Muchos cuidadores disfrutan y aprecian la oportunidad de saber que sus opiniones son escuchadas y utilizadas para mejorar los servicios. Usted también puede beneficiarse de la información proporcionada por evaluaciones periódicas del desarrollo de su niño/a y de la información proporcionada al/la cuidador/a de su niño/a por el personal de DPN acerca de recursos locales.

¿Qué riesgos existen al participar en este proyecto?
Hay pocos riesgos, si los hubiera.

¿Obtendré yo información acerca de los resultados del studio?
Al finalizar el estudio, la información estará disponible sobre los resultados en forma colectiva.

¿Si estoy de acuerdo en participar hoy, puedo cambiar mi decisión más tarde?
Sí. Esto no va a tener impacto en los servicios que usted puede usar o los que van a ser ofrecidos por el estado o cualquier otro proveedor de servicios. Para preguntas o cualquier duda contacte a: Kimberly Browning al 734.476.5039. Si su niño/a participa en este proyecto y siente que sus derechos han sido violados o que su niño/a no ha sido tratado/a de una manera justa en cualquier momento, usted puede contactar a: Argus IRB al número 520.298.7494.

Lo siguiente se aplica a mi participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización":

1. **Derechos y participación voluntaria:** Yo entiendo que la participación con DPN en el programa "Pathways to Literacy" / "Camino a la Alfabetización" es voluntaria. Yo doy permiso a mi niño/a a participar.

2. **Servicios:** Yo autorizo a DPN, sus empleados y agentes a proporcionar servicios tales como visitas al hogar de mi niño/a, actividades entre cuidador e hijo/a en la comunidad, remisiones a otros proveedores de servicios y recursos, y las actividades de evaluación realizadas por el personal de DPN y Evaluation Strategies.

3. **Participación:** Yo estoy de acuerdo en que mi niño/a y su cuidador/a participen activamente con DPN durante el curso del proyecto de investigación por estar disponible para programar visitas al hogar, 2 grupos de juego y 3 talleres, y utilizar los recursos y otros servicios recomendados para mi hijo/a. Estoy de acuerdo que al participar en el estudio piloto, mi hijo será inelegible a participar en el estudio principal.

4. **Otros datos personales:** Yo estoy de acuerdo con que el personal de DPN y Evaluation Strategies pueda revisar el progreso de mi niño/a en un establecimiento de cuidado infantil o que se comuniquen con las personas colaterales, como familiares y amigos, médicos y otros profesionales para que documenten el progreso del desarrollo de mi hijo/a. Yo libero mis datos y los datos de mi hijo/a a DPN, United Way for Southeastern Michigan, personal de Evaluation Strategies, y la Corporation for National and Community Service.

5. **Acuerdo financiero:** Yo entiendo que estamos recibiendo servicios sin pago de DPN. Sin embargo, entiendo que somos (cuidador o tutor) responsables de atender a las necesidades

financieras de la familia y esperar no ganancia financiera de Detroit Parent Network más que descríbelos incentivos descritos por participar en los tres horarios de evaluación durante la participación en el proyecto de investigación.

6. **Responsabilidad:** Yo libero y descargo el personal de DPN, United Way for Southeastern Michigan y Evaluation Strategies y voluntarios, de toda responsabilidad en conexión con la prestación del servicio y evaluación durante el curso de este proyecto de investigación.

Acuerdo para Participar: CONFIRMACIÓN DEL CONSENTIMIENTO

Yo _____[Letra de imprenta], entiendo los procedimientos descritos anteriormente. Este formulario de consentimiento ha sido revisado y las preguntas han sido contestadas a mi satisfacción. Estoy de acuerdo en que mi hijo/a participe en este proyecto. Estoy de acuerdo en sostener inofensivo a DPN, Evaluation Strategies y United Way for Southeastern Michigan, el personal de estas agencias y voluntarios contra cualquier y todo reclamo, responsabilidades, o las acciones legales que puedan resultar de cualquier acto u omisión. Además, entiendo que la responsabilidad para la seguridad y el bienestar de mi hijo/a durante las actividades y visitas al hogar es únicamente mía.

_____ _____
Nombre en Imprenta del representante legal Dirección del representante legal

_____ _____
Nombre en Firma del representante legal Fecha

_____ _____
Nombre en Imprenta del cuidador Dirección del cuidador

_____ _____
Nombre del niño/a (Letras de imprenta) Fecha de nacimiento del niño/a

INFORMACIÓN PARA CONTACTAR EL PADRE/MADRE/ GUARDIAN LEGAL

Quizás necesitemos contactarle a usted y su niño/a que sean parte de este proyecto. Esta información será MANTENIDA EN PRIVACIDAD COMPLETA.

Dirección: _____
Ciudad: _____ Código Postal: _____
Teléfono de casa: _____
Teléfono celular: _____
Dirección de correo electrónico: _____

Otro nombre de contacto: _____
Relación con usted (chequee √): Familia_____Amigo/a_____Otro_____
Teléfono: _____

Otro nombre de contacto: _____
Relación con usted (chequee √): Familia_____Amigo/a _____Otro_____
Teléfono: _____

Al firmar aquí abajo usted nos da permiso para contactar a aquellos mencionados en la parte superior si nosotros necesitamos encontrarlo a usted o su niño/a en relación con su participación en este proyecto.

_____

Firma del representante legal

_____ _____ _____

Nombre del empleado oficial Firma Fecha

Fotografía y nombre consentimiento

__ Sí, autorizo a DPN, Evaluation Strategies y United Way for Southeastern Michigan el derecho de utilizar el nombre y fotografía(s) de mi hijo/a en sus publicaciones, incluyendo folletos, anuncios impresos, la página web, video y comerciales de televisión.

__No

_____ _____

Firma del representante legal Fecha MM/DD/YYYY

_____

Nombre(s) y apellido(s) del personal

Consentimiento informado del Padre/Madre/Guardian
Proyecto "Pathways to Literacy"/ "Camino a la Alfabetización"

Usted y su niño/a están invitados a participar en un estudio de investigación financiado por el "Social Innovation Fund" o "Fondo de Innovación Social", un programa de la "Corporation for National and Community Service." El estudio está conducido por "Detroit Parent Network" y "Evaluation Strategies", una compañía de investigación y evaluación establecida en Ypsilanti. Con este proyecto, esperamos aprender acerca de la utilidad de nuestro proyecto "Pathways to Literacy" / "Cámino a la Alfabetización" y sus servicios con padres y niños/as.

"Detroit Parent Network" (DPN) trabajará con cuidadores de bajos ingresos con niños/as de un año y medio hasta los cinco años que residan en la ciudad de Detroit, Michigan. Al inscribirse en el projecto "Pathways to Literacy" / "Cámino a la Alfabetización" serán parte de un grupo de 800 cuidadores y sus niñosinvitados a participar. Usted y su niño/a serán inscritos en un programa de alfabetización llamado "Pathways to Literacy" / "Cámino a la Alfabetización" que incluye:

- Hasta 20 visitas periódicas al hogar (10 visitas al hogar semanales para el currículo alfabetización y hasta 10 visitas al hogar o a la oficina para evaluación)
- 2grupos de juego, y
- 3 talleres que proveerán a los cuidadores con herramientas para ayudar a los niños entrar a la escuela preparados para aprender.

Usted recibirá estos servicios inmediatamente (Grupo A) o en seis meses (Grupo B). Usted no tendrá la opción de escoger en cual grupo ingresarán. Habrá igual posibilidad de estar en un grupo u otro. En ambos grupos, usted tendrá visitas del personal como 12 veces en el año siguiente para examinar el desarrollo del niño/a y conocer de usted y las necesidades de su familia, además de las visitas programadas de evaluación. En ambos grupos usted recibirá información acerca de recursos locales que lo pueden asistir con cualquier necesidad o pregunta que usted tenga relacionada con las crianzas de padres y su familia. No hay absolutamente ningún costo asociado con la participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización."

¿Qué es el programa de Visitas al Hogar "Pathways to Literacy"/ "Camino a la Alfabetización"?
Este es en un programa gratis para padres/madres para ayudarles a promover el fomento de la alfabetización de sus hijos/as. Como parte de este programa, un/a educador/a de familias le visitará a usted y a suniño en su hogar como una vez a la semana por más o menos una hora cada vez. La hora de cada visita tomara lugar en conveniencia con su vida rutinaria.

¿Qué son los Grupos de Juego y los Talleres del programa "Pathways to Literacy"/ "Camino a la Alfabetización?"
Usted también será invitado/a a participar en 2 grupos de juego y 3 talleres. Estos grupos de juego y talleres se reunirán en sitios convenientes como bibliotecas o las oficinas de "Detroit Parent Network" y consistirán en actividades que usted pueda hacer son su hijo/a.

¿Dígame algo de las visitas de evaluación?
Las visitas de evaluación pasarán en las oficinas de DPN y en su hogar de acuerdo al siguiente horario.

	Inscripción	A los 3 meses de la inscripción	A los 6 meses de la inscripción
¿Cuándo?	A la inscripción	A los 3 meses	A los 6 meses
¿Por cuanto tiempo?	Evaluaciones duran hasta 3 horas por cada evaluación		
¿Quien?	Dirigido por el personal de DPN		
¿Dónde?	En su hogar o a la oficina de DPN		
Incentivo	Canasta de Aprendizaje	Targeta de Regalo de $20	Targeta de Regalo de $25

Además, si cambia su dirección postal, usted recibirá $10 tarjeta de regalo (una vez comprobado, por ejemplo, una factura de servicios públicos), enviado por correo, cuando se comunique con el Proyecto de Caminos a Alfabetización en el 313-309-8100, PTLCoaches@detroitparentnetwork.org.

¿Qué tipo de preguntas se me harán en las visitas de evaluación?
Las preguntas serán basadas en sus opiniones y creencias acerca de la crianza de los niños/as, como está creciendo su hijo/a, y el apoyo por parte de su familia o amigos. También observaremos cómo se interactua y lee con su hijo/a, así como aprender acerca del lenguaje y desarrollo de la alfabetización de su hijo/a (a la inscripción y a las 6 meses).

¿Obtendrá información de mi de alguna otra fuente?
Al firmar este formulario nos da permiso para obtener información de usted y de su niño/a de DPN. Por ejemplo, cuantas visitas se ha recibido y los tipos de servicio que se le ha dado a su familia.

¿La información proporcionada se mantendrá confidencial?
Sí. Como es habitual en todos los programas similares, puede que el personal necesite notificar a las autoridades si creen que su hijo/a está siendo gravemente herido, o si hay una amenaza de daño grave (por ejemplo, inusualmente duro castigo, retención de agua o comida por largos periodos de tiempo como castigo, etc.).

¿Cómo se utilizará la información recopilada de mí?
No se incluirán nombres ni materiales de identificación en cualquiera de los informes, presentaciones, y documentos desarrollados. DPN almacenará la información durante cinco años después del final del proyecto.

¿Cómo me beneficio al participar en el proyecto "Pathways to Literacy" / "Camino a la Alfabetización"?
Muchos padres/madres disfrutan y aprecian la oportunidad de saber que sus opiniones son escuchadas y utilizadas para mejorar los servicios. Usted también puede beneficiarse de la información proporcionada por evaluaciones periódicas del desarrollo de su niño/a y de la

información proporcionada por el personal de DPN acerca de recursos locales que le pueden ayudar a usted con una variedad de necesidades familiares.

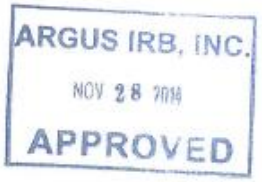
¿Qué riesgos existen al participar en este proyecto?
Hay pocos riesgos, si los hubiera. Si usted se siente incómodo/a al contestar alguna de las preguntas en la visita, no tiene que responderlas, ni tampoco programar ninguna de las visitas que usted no quiera.

¿Obtendré yo información acerca de los resultados del studio?
Al finalizar el estudio, la información estará disponible sobre los resultados en forma colectiva.

¿Si estoy de acuerdo en participar hoy, puedo cambiar mi decision más tarde?
Sí.
Usted también puede rehusar contestar cualquier pregunta que usted no quiera contestar y todavía permanecer en el proyecto. Esto no va a tener impacto en los servicios que usted puede usar o los que van a ser ofrecidos por el estado o cualquier otro proveedor de servicios. Para preguntas o cualquier duda contacte a: Kimberly Browning al 734.476.5039. Si usted participa en este proyecto y siente que sus derechos han sido violados o que usted no ha sido tratado/a de una manera justa en cualquier momento, usted puede contactar a: Argus IRB al número 520.298.7494.

Lo siguiente se aplica a mi participación en el proyecto de "Pathways to Literacy" / "Camino a la Alfabetización":

1. **Derechos y participación voluntaria:** Yo entiendo que la participación con DPN en el programa "Pathways to Literacy"/ "Camino a la Alfabetización" es voluntaria. Yo doy permiso a mí y a mi niño/a a participar.
2. **Servicios:** Yo autorizo a DPN, sus empleados y agentes a proporcionar servicios tales como visitas a nuestro hogar, actividades entre cuidador e hijo/a en la comunidad, remisiones a otros proveedores de servicios y recursos, y las actividades de evaluación realizadas por el personal de DPN y Evaluation Strategies.
3. **Participación:** Yo estoy de acuerdo en participar activamente con DPN durante el curso del proyecto de investigación por estar disponible para programar visitas al hogar, 2 grupos de juego y 3 talleres, y utilizar los recursos y otros servicios recomendados para nosotros y nuestro hijo/a.
4. **Otros datos personales:** Yo estoy de acuerdo con que el personal de DPN y Evaluation Strategies pueda revisar el progreso de mí y mi niño/a en un establecimiento de cuidado infantíl o que se comuniquen con las personas colaterales, como familiares y amigos, médicos y otros profesionales para que documenten el progreso del desarrollo de mi hijo/a. Yo libero mis datos y los datos de mi hijo/a a DPN, United Way for Southeastern Michigan, personal de Evaluation Strategies, y la Corporation for National and Community Service.
5. **Acuerdo financiero:** Yo entiendo que estamos recibiendo servicios sin pago de DPN. Sin embargo, entiendo que somos (cuidador o tutor) responsables de atender a las necesidades financieras de la familia y esperar no ganancia financiera de Detroit Parent Network más que descríbelos incentivos descritos por participar en los tres horarios de evaluación durante la participación en el proyecto de investigación.



6. **Responsabilidad:** Yo libero y descargo el personal de DPN, United Way for Southeastern Michigan y Evaluation Strategies y voluntarios, de toda responsabilidad en conexión con la prestación del servicio y evaluación durante el curso de este proyecto de investigación.

Acuerdo para Participar: confirmación del consentimiento CONFIRMACIÓN DEL CONSENTIMIENTO

Yo _____[Letra de imprenta], entiendo los procedimientos descritos anteriormente. Este formulario de consentimiento ha sido revisado y las preguntas han sido contestadas a mi satisfacción. Estoy de acuerdo en participar en el proyecto "Pathways to Literacy" / "Camino a la Alfabetización". Estoy de acuerdo en que mi hijo/a participe en este proyecto. Estoy de acuerdo en sostener inofensivo a DPN, Evaluation Strategies y United Way for Southeastern Michigan, el personal de estas agencias y voluntarios contra cualquier y todo reclamo, responsabilidades, o las acciones legales que puedan resultar de cualquier acto u omisión. Además, entiendo que la responsabilidad para la seguridad y el bienestar de mi hijo/a durante las actividades y visitas al hogar es únicamente mía.

_____ _____

Nombre en Imprenta del Padre/Madre/Guardián Direccion del Padre/Madre/Guardian

_____ _____

Firma del Padre/Madre/Guardián Fecha

_____ _____

Nombre del niño/a (Letras de imprenta) Fecha de nacimiento del niño/a

INFORMACIÓN PARA CONTACTAR EL PADRE/MADRE/ GUARDIÁN

Quizás necesitemos contactarle a usted y su niño/a que sean parte de este proyecto. Esta información será MANTENIDA EN PRIVACIDAD COMPLETA.

Dirección: _____

Ciudad: _____ Código Postal: _____

Teléfono de casa: _____

Teléfono celular: _____

Dirección de correo electrónico: _____

Otro nombre de contacto: _____

Relación con usted (chequee √): Familia_____Amigo/a_____Otro_____

Teléfono: _____

Otro nombre de contacto: _____

Relación con usted (chequee √): Familia_____Amigo/a _____Otro_____

Teléfono: _____

Al firmar aquí abajo usted nos da permiso para contactar a aquellos mencionados en la parte superior si nosotros necesitamos encontrarlo a usted o su niño/a en relación con su participación en este proyecto.

Firma del Padre/Madre/Guardián

Nombre del empleado oficial | Firma | Fecha

Fotografía y nombre consentimiento

__ Sí, autorizo a DPN, Evaluation Strategies y United Way for Southeastern Michigan el derecho de utilizar mi nombre y el nombre de mi hijo/a y nuestras fotografía (s) en sus publicaciones, incluyendo folletos, anuncios impresos, la página web, video y comerciales de televisión.

__No

Firma del Padre/Madre/Guardián | Fecha MM/DD/YYYY

Nombre(s) y apellido(s) del personal

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