Inkster Family Literacy Movement Year Three Evaluation Report

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Prepared by
Public Sector Consultants Inc.
Lansing, MI

Prepared for
Starfish Family Services
Inkster, MI

INTRODUCTION

The Starfish Family Services Inkster Family Literacy Movement (IFLM) is a United Way of Southeastern Michigan (UWSEM) Social Innovation Fund (SIF) project. The primary focus of the IFLM is to positively affect the language development, cognitive development, and communication skills of young children in Inkster through an innovative mix of community engagement, community campaigns, and a coordinated continuum of family literacy programs, services, and events. Starfish Family Services aims to decrease the percentage of children exhibiting vulnerabilities in these two areas, which aligns well with (1) UWSEM's overarching SIF project goal of having 80 percent of Inkster children begin kindergarten ready to succeed by 2018, and (2) Starfish's broader vision that "all Inkster children start school ready to succeed."

The IFLM is unique in that it uses a number of methods to reach both individual residents and the broader community. For example, it runs a public awareness campaign to educate all Inkster residents about the importance of early literacy; it works with a coalition of community partners to promote literacy-enhancing practices and programs; it hosts family-friendly events throughout the community to demonstrate early literacy activities that children and families can use at home; and it provides more intensive programming for many parents and young children to further encourage early literacy.

Through its many efforts, the IFLM strives to

- improve coordination among community agencies focusing on early literacy activities,
- improve community residents' knowledge of and attitudes and beliefs about the importance of early literacy and how to promote it among children, and
- increase the proportion of Inkster children who enter school ready to learn.

While the overall SIF project is undergoing evaluation at the national level, the national evaluating organization also requires that each individual SIF project funded by the UWSEM be evaluated at the local level. To that end, the IFLM contracted first with a team from Wayne State University (WSU) to evaluate years one and two of the project, and then contracted with Public Sector Consultants (PSC) to evaluate years three and four. This report, prepared by PSC, focuses specifically on year three activities, data collection, and results.

YEAR THREE EVALUATION ACTIVITIES

Completing the IFLM year three evaluation was challenging, particularly due to severe time constraints caused by delays in approval of the Subgrantee Evaluation Plan (SEP) and the Institutional Review Board (IRB) application. Following is a description of key year three activities and the impact they had on the overall evaluation project.

- In October 2014 (the end of the second program year), the IFLM hired PSC to replace the outgoing evaluation team from WSU. As soon as it was on board, PSC began working diligently with the IFLM, the UWSEM, and community partners to review, update, and enhance the project's existing evaluation plan.
- In December 2014, WSU delivered its *Year Two Evaluation Report*. PSC immediately reviewed the report and worked quickly to finalize its own recommendations for improving and completing the evaluation in years three and four.
- In February 2015, PSC, UWSEM staff, and IFLM staff learned that the SEP needed to be updated and re-submitted to the SIF evaluation team. At the heart of this request was the need to provide moderate

evidence in addition to the preliminary evidence that was presented in previous years. To that end, PSC worked with the UWSEM and the IFLM to further revise the evaluation approach and submitted an updated SEP in March 2015. It was approved in August 2015.

- While the SEP was being reviewed and approved by the SIF evaluation team, PSC submitted an IRB application to the Michigan Public Health Institute (as required by the SIF). IRB approval was received in September 2015.

- In September 2015, PSC began collecting preliminary evidence through (1) the Knowledge, Attitudes, Beliefs, and Behaviors (KABB) survey, which was administered to IFLM participants; (2) focus groups with IFLM families; (3) individual interviews with community members; and (4) post-event surveys carried out by IFLM staff at the conclusion of each community event. However, since PSC could not begin collecting data until approvals of the SEP and IRB were received, the data collection timeframe was severely shortened. This, in turn, limited the amount of data that PSC could gather, analyze, and use for evaluation purposes.

- The UWSEM technical staff was responsible for providing moderate evidence related to the impact of the IFLM project on kindergarten readiness. It used a quasi-experimental design of the Children Observation Record (COR) Advantage assessment (a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level, including those who are English language learners and/or have special needs), which is administered to all children enrolled in Head Start through Starfish Family Services. Using propensity score matching (a three-group, paired comparison), the UWSEM technical staff compared the COR Advantage scores of IFLM children with those of Inkster and non-Inkster children to determine whether IFLM activities and marketing efforts improved kindergarten readiness in the community. This analysis was completed in October 2015.

- In October 2015, PSC received notification that funding would not be available for year four of the IFLM project, making the year three report the last one produced for purposes of evaluating the IFLM. The year three report includes only year three project results from the internal evaluation (program metrics and post-event surveys) conducted by IFLM staff and the external evaluation (KABB surveys, focus groups, interviews, and COR Advantage data) conducted by PSC, with assistance from UWSEM.

The SEP called for two full years of data collection, but only a one-month data collection window was possible due to delays in IRB approval. As a result, the data and analysis provided in this report are limited in the following ways:

- The KABB survey was not administered to community partners and the wider Inkster community as planned. The data set, therefore, is limited to only those IFLM participants who were surveyed electronically and on site at IFLM events in September 2015.

- PSC's analysis of KABB survey data is based on 41 responses, which is not nearly as robust a sample as planned. Because of the low number of responses, the survey data should be treated as anecdotal.

- Because different data collection methods were used, comparisons cannot be made between the KABB surveys conducted by PSC and those completed in years one and two.

PROGRAM METRICS

The following metrics and targets were established by IFLM program staff specifically for year three:

■ Establish three Book Nooks by the end of the program year

■ Distribute 6,000 books to Inkster children and families (500 each month) by the end of the program year

■ Distribute 50 percent of the books to Inkster children aged 0–5 by the end of the program year

■ Have 500 parents/caregivers participate in IFLM events by end of the program year (42 per month)

■ Have 600 Inkster children participate in IFLM events by the end of the program year (50 per month)

■ Have 30 percent of IFLM participants attend three or more program events or activities

■ Maintain 13 formalized agreements with community partners to support IFLM events and activities

■ Fill 100 volunteer slots at IFLM events and activities

As shown in Exhibit 1, the program met seven of the eight year three targets. A total of 299 parents/caregivers (unduplicated count) participated in IFLM activities, along with 555 Inkster children (unduplicated count).

EXHIBIT 1. Performance on Program Metrics, Year Three

Metric	Monthly Avg.	TOTAL	Target Met/Unmet
Three Book Nooks established by the end of the year	n/a	1	UNMET
6,000 books distributed to Inkster children and families (500 each month)	538	6,456	MET
50 percent of book distribution goes to Inkster children aged 0–5	n/a	59%	MET
500 parents/caregivers participate in Inkster Family Literacy Movement events by end of the program year (42 per month) *	104	1,246	MET
600 Inkster children participate in Inkster Family Literacy Movement events by the end of the program year (50 per month) *	72	863	MET
30 percent of IFLM participants attend three or more program events or activities	n/a	30%	MET
Maintain 13 formalized agreements with community partners to support IFLM events and activities	n/a	16	MET
Fill 100 volunteer slots at IFLM events and activities	17	186	MET

Participation is calculated each month. Thus participants who attend in a prior month were counted as new participant for the subsequent month.

POST-EVENT SURVEYS

After IFLM events and activities, IFLM staff distributed a post-event survey to assess overall satisfaction with the event. A total of 291 surveys were returned by participants in year three. Ninety-eight percent (98%) of respondents reported they were either very satisfied (95 percent) or somewhat satisfied (3 percent). At the same time, nearly everyone said they would definitely (89 percent) or probably (10 percent) recommend an IFLM event to a friend or family member.

When asked to rate certain aspects of each event, 98 percent of participants either strongly agreed (78 percent) or agreed (20 percent) that the event(s) they attended (1) increased their child's/children's awareness of the importance of reading, (2) increased their own awareness of the importance of reading, and (3) gave them ideas about how they could promote reading with their own child/children.

In addition, the surveys asked participants to indicate how they planned to use what they learned in the weeks following the event. As shown in Exhibit 2, a majority of respondents planned to engage in all of the actions tested, with "Read to my child" being the most prevalent response at 91 percent.

EXHIBIT 2. Planned Actions among IFLM Participants, Year Three

Action	%
Read to my child	91
Have my child read to me	82
Talk to my child about his/her day	81
Play a reading or word game with my child	73
Talk to a friend/family about the importance of reading activities	64

External Evaluation Results

PRELIMINARY EVIDENCE

In the original evaluation design, PSC was to provide preliminary evidence by collecting data through multiple KABB surveys, focus groups, and interviews. As noted earlier, data collection was limited to a 1-month collection period (September 2015). Following is a description of each of the methods PSC used, the number of times and the populations with which those methods were used, and an analysis of the results.

KABB Survey

The KABB survey was designed to (1) assess the knowledge, beliefs, and feelings of respondents about literacy; (2) document literacy-promoting activities that occur in households with children, and (3) obtain a broader understanding of how respondents are involved in the Inkster community. The proposed evaluation design included using the KABB survey instrument with a representative sample of Inkster residents and with attendees at community coalition partner events in order to compare the results with those of surveyed IFLM participants. However, because of delayed approvals of the SEP and the IRB application, surveys were only conducted with IFLM participants.

A total of 41 surveys were collected in September 2015. Survey respondents were primarily African American (65 percent) and female (97 percent); a large majority had either completed some college (32 percent) or had a college degree (53 percent); and about half (52 percent) had an annual household income of less than $25,000. A frequency report of survey responses is included as an appendix to this report. Because of the low number of responses, PSC recommends treating the KABB survey data as anecdotal.

Three sections of the KABB survey assess the knowledge, beliefs, and feelings of respondents by asking them to indicate the extent to which they agree or disagree with statements related to early childhood literacy. Each question was answered on a 5-point Likert scale, ranging from strongly agree to strongly disagree. For some of the questions, a positive response (agree or strongly agree) indicated a correct understanding of the best way to promote early childhood literacy. For others, a negative response (disagree

or strongly disagree) indicated a correct understanding of the best way to promote literacy in young children. An overall score was calculated for each section of the survey, as well as for the three sections combined. If the respondent answered strongly agree or agree when a positive response was called for or strongly disagree or disagree when a negative response was appropriate, their response was coded as a one, otherwise it was a zero. Using this approach, each of the three sections of the survey had a total of six possible points (one for each question), for a total possible KABB score of 18.

Among survey respondents, there was a mean KABB survey score of 14 (out of a possible 18). As shown in Exhibit 3, mean scores were highest on the "knowledge" section (5.9), indicating that, on average, respondents are quite knowledgeable about specific activities that support literacy in young children. On average, respondents appropriately agreed or disagreed with "belief" statements 4.5 times out of 6, and with "feeling" statements only 3.7 times out of 6. These scores indicate there is still more work to be done related to shaping adults' understanding of how best to encourage early childhood literacy.

EXHIBIT 3. KABB Scores among IFLM Participants, Year Three

Section	Mean Score (6 points possible)
Knowledge	5.9
Beliefs	4.5
Feelings	3.7

The fourth section of the KABB survey was designed to identify the extent to which respondents (1) were familiar with and/or had participated in any IFLM events, and (2) engaged in other early literacy activities with their children.

- **Participation:** The majority of respondents (64 percent) were either very familiar (32 percent) or somewhat familiar (32 percent) with the programs and activities provided by the IFLM. The majority of respondents attended a Family Literacy Night (71 percent), received a book from the IFLM (57 percent), or went to a Reading Rally (55 percent). On average, respondents reported participating in 3.3 of the eight IFLM activities listed in the survey, indicating that while they attended some events, they did not attend the majority of them.

- **Time spent reading:** Over half of respondents (58 percent) reported reading just about every day with their child (or children) in the past week, with 25 percent reading three or four times with them, 11 percent reading once or twice, and 6 percent not reading at all during that timeframe. About two-thirds of respondents (64 percent) reported that their child enjoys being read to for 10–30 minutes in one sitting and one-fifth (22 percent) said their child enjoys being read to for only a few minutes at a time. No respondents reported that their child enjoys being read to for more than an hour, and just three percent said their child does not enjoy being read to at all.

- **Early literacy activities at home:** When asked which activities they engaged in with their child at home over the past week, respondents most frequently said they told their child a story (79 percent); involved him/her in such household chores as cooking, cleaning, setting the table, or caring for pets (76 percent); sang him/her songs or listened to music (74 percent); and played with toys or games indoors (74 percent).

- **Early literacy activities in the community:** Respondents were also asked what types of activities they engaged in with their children in the community during the past month. The most common responses

included visiting a playground, visiting a park, or going on a picnic (76 percent); going to a mall or store, like Target (71 percent); attending a church activity or church school (64 percent); and attending an event sponsored by a school, community, ethnic, or religious group (62 percent).

PSC also conducted analyses (called Pearson Correlations[1]) to see if there were statistically significant correlations between the scores of individual respondents on the KABB survey and four variables: (1) familiarity with the IFLM, (2) time spent reading with children, (3) engaging in early literacy activities at home, and (4) engaging in early literacy activities in the community. PSC found that there was no statistically significant correlation between KABB survey scores and any of the tested variables. However, there was

- a statistically significant correlation (alpha=0.05) between the number of IFLM activities participated in and the amount of time spent reading with children (r=.355),

- a statistically significant correlation (alpha=0.05) between the number of early literacy activities conducted at home in the past week and the amount of time spent reading with children (r=.416), and

- a statistically significant correlation (alpha=0.01) between the number of early literacy activities conducted at home in the past week and the number of activities attended in the community in the past month (r=.769).

Focus groups

PSC conducted three focus groups in September 2015 with twenty-five people from Inkster who had participated in IFLM activities over the past year. Many participants had attended several IFLM activities. The activities mentioned most often included Reading Rallies, Family Literacy Nights at McDonalds, free book distributions, and book clubs for both children and adults. Most focus group participants said they had heard about these events when participating in other Starfish programs, from Starfish staff, and from flyers available at Starfish and other community locations, such as libraries. Many participants said they sought out the events as social opportunities for themselves and their children, and stated a desire to identify new ways to positively engage their children that did not include staring at a television, computer, or handheld screen.

At all of the IFLM activities, families were shown literacy and math games they could replicate at home. Participants reported that some of the IFLM activities, such as FLOW (Family Literacy Opportunity Workshop), taught them strategies to help their children learn how to read or how to be stronger readers. Since participating in the IFLM activities, participants reported that they now have much larger libraries at home, and that they and their children are reading more often. Participants also said they are (1) talking about reading and books more often with other family members; (2) encouraging their children to read more often; and (3) reading more often with their children, including with their older children who already know how to read. Some parents, including those in the book club, indicated that they are reading more themselves at home, which, in turn, encourages other family members to read.

Participants reported that they loved the variety of activities offered at IFLM events. For example, in addition to engaging in games and activities, participants reported seeing visiting authors, storytellers, a poetry café, an opera singer, and a living museum with African American historical figures played by local community members. This variety, they said, keeps the events interesting and exposes children to new things they may want to learn more about in the future. Participants also said they like the large number

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[1] The Pearson Correlation statistic (r) is a measure of the strength and direction of a relationship between two variables. Statistically significant correlations at either 95 percent (alpha=0.05) or 99 percent (alpha=0.01) confidence levels are presented as a number between -1 and +1. Stronger correlations are closer to -1 and +1, while weaker correlations are closer to zero.

and variety of books provided through the program. Again, having numerous options to choose from allows everyone to find a book they like, and enables parents to find books that their children may not have chosen, but that they really enjoy.

Some participants identified challenges with the IFLM activities, and others offered recommendations for improving events in the future. For example, some members said that the Reading Rallies and Family Literacy Night events were too crowded. As a result of space limitations, children were often herded from one activity to the next instead of being allowed to fully engage in the offerings, and some children could not participate in certain activities at all. Participants also reported that some parents in the community are unable to read themselves and, thus, may be too embarrassed to come to a literacy event or activity. With regard to improvements, some participants suggested that there should be more activities for older children rather than focusing predominantly on young children, and others recommended providing transportation assistance to enable more people to engage in the different IFLM activities.

Everyone stated that they would recommend IFLM activities to others, and many said they had already done so or had previously taken family members with them to events. One person recommended that funders should attend the activities and events to see how successful they are and how much families need them.

Individual Interviews with IFLM Coalition Members

PSC attempted to interview representatives of all seven coalition partner organizations: the Inkster Public Library, the Inkster Task Force, the Josie Odum Morris Literacy Project, Sisters Who Are Powerful (SWAP), Starfish Family Services, the Taylor Reading Corps, and Westwood Community Schools. However, PSC was only able to reach four coalition members for interviews: one from Westwood Community Schools, one from the Inkster Public Library, and two from the Josie Odum Morris Literacy Project. While all of the organizations have been involved in the IFLM Coalition since its inception, two of the representatives interviewed were new, having been involved with the coalition for less than a year. Interviewees were asked questions about the coalition's mission, its successes, concerns about the coalition and the challenges it has faced, partners who should be invited to join the coalition, and the coalition's future.

- **Mission:** Those interviewed had varying interpretations of the coalition's mission. While some respondents explained its goal as improving literacy in Inkster, others said it was simply to promote literacy and increase access to available literacy materials. One person reported that its mission was to ensure that each of the partner organizations' did not hold events at the same time to avoid competition for attendees.
- **Success:** Coalition members viewed the IFLM events they participated in as successful. They noted that event attendees had a good time and, thus, were more inclined to attend future events. They also said that participants all received literacy materials.
- **Concerns:** Interviewees reported a couple of concerns about the coalition and its work.
  - Two coalition members reported that few people in the community know which organizations comprise the IFLM. According to one interviewee, many people in the community think the IFLM is the early childhood literacy division of Starfish Family Services as opposed to a broader coalition of community organizations. It was suggested that using all the coalition partners' logos could serve as an educational opportunity and increase commitment to participating in and assisting with IFLM events among partners.
  - Interviewees reported wanting to do more to increase community awareness about the importance of literacy and improve literacy rates in Inkster. Additionally, coalition members reported that although many books and other literacy materials were distributed to families, not enough was done

to teach people, especially adults, how to read, or to connect them with organizations/resources that could teach them.

- **Challenges:** Coalition members reported that the lack of continuity of coalition membership and the dissolution of Inkster Public Schools (IPS) were the greatest challenges facing the IFLM.
  - The Leanna Hicks Public Library, one of the coalition partners in Inkster, has had two different directors in the last two years and is currently without a director. The IFLM itself has had three different program managers.
  - IPS was a member of the coalition until the district was dissolved in 2013. Inkster students now attend Westwood Community Schools, Wayne-Westland Public Schools, Romulus Public Schools, Taylor Public Schools, or an area charter or private school. Only Westwood Community Schools is an IFLM Coalition member. In addition to being disruptive, the dissolution of IPS makes it difficult to measure the impact the IFLM may be having on student literacy because (1) the IFLM has to reach out to every district to obtain data, and (2) it is challenging for schools to break out data only for those students who live in Inkster.
- **Partners:** Each of the four interviewees made a different recommendation regarding who should join the coalition. One person said the library should be more involved; one person said the surrounding school districts should be more active; one person recommended that Western Wayne Health Center join the coalition; and another person advocated for the involvement of parents and older children. The latter individual argued that having parents and youth on the coalition could generate more ideas for literacy activities for older children.
- **Continuation:** Interviewees expect the coalition to continue working to improve literacy in Inkster, but some believe not all of the current members will remain involved. One person noted that without funding, coalition-planned events would change dramatically.

MODERATE EVIDENCE

As required by the SEP, moderate evidence of impact on kindergarten readiness is provided through the quasi-experimental design of the COR Advantage assessment, which is given to all children enrolled in Head Start through Starfish Family Services. Using propensity score matching (a three-group, paired comparison), COR Advantage scores were compared between IFLM children, Inkster children, and non-Inkster children to help determine if IFLM activities and marketing efforts improved kindergarten readiness in the community.

COR Advantage

As a preliminary step in the analysis we screened all of the COR advantage items to check that the scores were normally distributed and met all the assumptions required for subsequent analyses. The data were found to meet all the distributional and statistical requirements for the analyses to be conducted and no transformations or adjustments were needed.

We then computed propensity scores in order to create matched controls for the individuals in the intervention group. The use of propensity scoring methods has been expanding in program evaluation as it provides an alternative to randomized control trials which are often, untenable to implement (Guo & Fraser, 2013). Propensity scores are conditional probability estimates of receiving treatment, given a set of measured covariates. This can be expressed as a binary logistic regression of the form, $P(T_i|X_i=x)$, where P is the probability of person i receiving treatment T, given that person i has a specific set of values x on the vector of conditioning or covariate variables X. These covariate variables X are potential confounds

related to self-selecting into treatment, which might be an alternative explanation for mean differences in the outcome for those receiving treatment and those in a control group.

Using this approach, an individual propensity score can be calculated in the form of a logit, or log odds, such that $\log^{e}$ (P/1-P) yields a log odds (or logit estimate) of the likelihood of receiving treatment—given the values of the covariates for that person. Once these logits are calculated, individuals in the treatment group and the control group are matched based on their propensity scores, or their individual logit values. Since these values are usually not exactly the same, a method is needed to determine how close a control propensity score needs to be to a treatment propensity score in order to be considered a match.

We used a nearest neighbor-matching procedure which involves calculating the smallest absolute difference between any two pairs of individuals' propensity scores among all the treatment and control group pairs. Any difference that falls within the range of that minimum distance is considered a match.

Propensity scores were calculated based on the following covariates: family income, age of parents, age of participating child, parent education, primary language used in the home, and ethnicity. Propensity scoring and matching procedures were computed using the statistical software package R.

Once the propensity scores were established and matching had been completed baseline scores for all 34 domains of the COR Advantage were compared between the intervention group and the matched controls using an independent sample t-test. These analyses indicated that there were no significant differences between the control group and the intervention group on any of the COR Advantage domains at baseline.

To assess the primary evaluation question regarding the improvement in COR Advantage scores for IFLM relative to controls we conducted separate mixed methods ANOVAs for each of the 34 COR Advantage domains. In these ANOVAs intervention status was specified as the between subjects factor and the 3 repeated measurements (baseline, post, and follow-up) were specified as the within subjects factor. Specifically, in these ANOVA models, we tested to see if there was a significant group (intervention v. control) by time (baseline, post-test, follow-up) interaction. Because of the disparity in sample size between the intervention and control groups (see exhibit 4), unequal within group variances were assumed. These analyses indicated that for 8 of the 34 COR Advantage domains the IFLM participants showed statistically greater gains than the propensity score matched controls. These domains were: Reflection – $F(2,259)=2.58$, $p=.07$, $\eta^2= .02$; emotional expression and regulation $F(2,259)=3.08$, $p=.04$, $\eta^2= .024$; positive relationships with peers $F(2,259)=2.61$, $p=.07$, $\eta^2= .02$; gross motor skills $F(2,259)=4.18$, $p=.01$, $\eta^2= .03$; use of personal care and healthy behaviors $F(2,259)=2.64$, $p=.07$, $\eta^2= .02$; pre-reading and print awareness skills $F(2,259)=3.28$, $p=.03$, $\eta^2= .03$, use of predictive reasoning and drawing conclusions $F(2,259)=3.89$, $p=.02$, $\eta^2= .03$, and self-concept / theory of mind skills $F(2,259)=4.34$, $p=.01$, $\eta^2= .04$. In 4 additional domains IFML participant showed marginally significant gains in comparison to propensity score matched controls. These domains included: attachment/positive adult relationships, auditory verbal comprehension, movement and creative expression, and understanding concepts of past, present, and future. These marginally significant findings are important given that the intervention sample size was relatively small.

EXHIBIT 4. Sample sizes for treatment v. control groups across three waves of COR assessment

COR Assessment Wave	Treatment Group n	Control Group n	Total Sample N

Wave 1 (baseline)	17	374	392
Wave 2 (Post Intervention)	18	356	374
Wave 3 (Follow-up)	17	341	358

Conclusion

- **The IFLM met its targets for programming.** With the exception of establishing Book Nooks, the IFLM met all of its targets for book distribution, events, and community member participation in Inkster.

- **IFLM activities and events get high marks from participants.** Post-event surveys show that IFLM activity participants were overwhelmingly satisfied (98 percent) with their experience. These high marks were echoed by focus group participants who raved about the quality and variety of activities provided by IFLM staff. Focus group participants credited IFLM staff, events, and activities with giving them the skills, ideas, and strategies they need to encourage literacy at home.

- **IFLM participants are highly engaged with literacy.** According to post-event surveys, the majority of respondents planned to do all of the literacy activities tested, with the vast majority of participants indicating that they plan to read to their children (91 percent). At the same time, over half (58 percent) of IFLM KABB survey respondents said they already read to their child/children just about every day. Finally, there is a positive correlation with participation in IFLM activities and the amount of time spent reading with children.

- **Coordination with partners could be improved.** Because no KABB survey data were collected from participants in events independently hosted by coalition partners, no conclusions can be made about their familiarity or engagement with the IFLM. Individual interviewees indicate some concerns with the coordination of efforts among coalition members, ranging from logo use on printed materials to worries about the broader reach and impact of activities on participant knowledge and literacy. At the same time, changes in IFLM staff and volatility in partner organizations (for example, the Inkster Public School District was dissolved during the project) also made coordination difficult.

As stated above, the data collected and presented in this year three report are only a fraction of what was proposed and approved in the SEP. The small sample of IFLM KABB surveys collected demonstrate some positive correlations between IFLM participation, the amount of time spent reading with children, and broader engagement with other learning activities and events in the community, so it appears that the IFLM could be having a positive impact on literacy-promoting behaviors. However, in the absence of KABB survey data from community members and coalition partner participants, it is not possible to make comparisons to these other groups. As a result, the evaluation is lacking critical context for triangulating data, which is makes it difficult to draw conclusions about the preliminary evidence provided through

surveys, focus groups, and interviews. In other words, while PSC is able to document and verify that the IFLM met nearly all of its program metrics, it cannot say with confidence what impact these efforts had on the community.

Finally, data from year two indicated that IFLM participants who also participated in Starfish Head Start scored higher on kindergarten readiness assessments, as did Inkster children, when compared to non-Inkster Head Start children. Mixed methods ANOVAs were conducted with propensity score matched intervention v. control group designation as the between group factor and data collection wave (pre, post, follow-up) as the within group factor on each of the 34 domains of the COR Advantage data in year three. These results indicated that on 8 of the 34 COR Advantage domains the IFLM participants showed statistically greater gains than the propensity score matched controls. These domains were: Reflection, emotional expression and regulation, positive relationships with peers, gross motor skills, use of personal care and healthy behaviors, pre-reading and print awareness skills, use of predictive reasoning and drawing conclusions, and self-concept / theory of mind skills. In 4 additional domains IFML participant showed marginally significant gains in comparison to propensity score matched controls. These domains included: attachment/positive adult relationships, auditory verbal comprehension, movement and creative expression, and understanding concepts of past, present, and future. These marginally significant findings are important given that the intervention sample size was relatively small.

IFLM KABB Survey

[N=41]

AWARENESS OF IFLM

1. Overall, how familiar are you with the programs and activities provided by the Inkster Family Literacy Movement (IFLM)?

a)	Very unfamiliar	24%
b)	Somewhat unfamiliar	10
c)	Neither familiar or unfamiliar	2
d)	Somewhat familiar	32
e)	Very familiar	32

2. Which of these IFLM programs have you and/or your children participated in during this past year? [CHECK ALL THAT APPLY]

a)	Reading Rally	55%
b)	Family Literacy Night at McDonalds	71
c)	Literacy Chat	7
d)	Book Nook	5
e)	Paws Event	7
f)	Received a book from the IFLM	57
g)	Book Club	41
h)	IFLM Community Impact Awards	14
i)	Josie Odum Morris Literacy Program (JOMLP) Literacy Extravaganza	21
j)	Play Group	31
k)	Poetry Café	14
l)	Other	11

3. How have you heard about IFLM? [CHECK ALL THAT APPLY]

a)	Information delivered to your home (flyers, brochures, etc.)	21%
b)	Information you got at a community event (flyers, brochures, etc.)	69
c)	Facebook (saw information or announcements from IFLM)	29
d)	Twitter (saw tweets from IFLM)	0
e)	Website (visited the IFLM website)	19
f)	Email message (got an email about IFLM)	52
g)	IFLM Literacy Vine newsletter	10
h)	None of these (never heard of IFLM prior to taking this survey)	7

4. Have you ever seen any pictures of the character "Jay"?

a)	Yes	75%
b)	No	25

5. Have you ever seen an IFLM billboard like the one pictured here around Inkster?
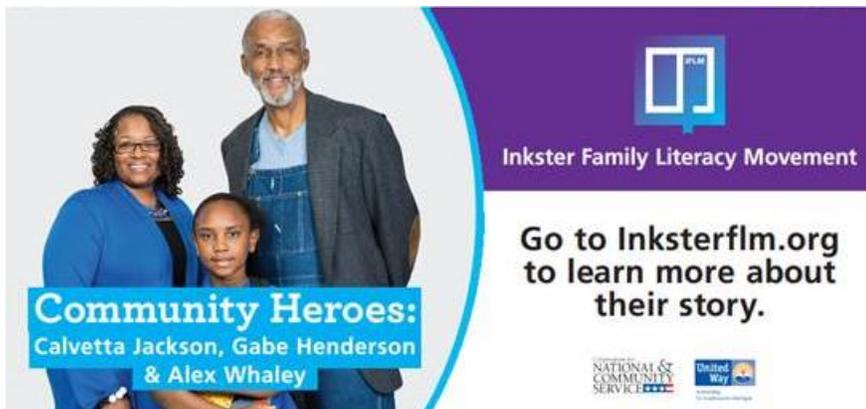
a)	Yes	60%
b)	No	40

KNOWLEDGE, BELIEFS, AND FEELINGS

6. Tell us how much you agree or disagree with each of the following statements:

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a) It is important for infants and toddlers to hold and play with different kinds of toys.	85%	12%	2%	0%	0%
b) It is important for preschool children between the ages of 3 and 5 years old to have books.	88	7	5	0	0
c) It is important for infants and toddlers to have books read to them.	93	7	0	0	0
d) It is important to talk to infants and toddlers even if you don't think they can understand what you are saying.	98	2	0	0	0
e) It is important to talk with preschoolers about your/their daily events/activities.	90	10	0	0	0
f) It is important that parents and caregivers teach preschoolers numbers and letters.	93	7	0	0	0

7. How much do you agree or disagree with each of the following statements:

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a) I believe it is important to maintain a quiet home environment in order for infants, toddlers, and preschoolers to learn.	29%	29%	27%	15%	0%
b) I believe it is important to plan activities that are primarily "just for fun" for preschool children.	39	29	15	17	0
c) I believe it is important for parents and/or caregivers to provide opportunities for preschoolers to select many of their own indoor activities.	44	42	12	2	0
d) I believe it is important for parents and/or caregivers or providers to use treats, stickers, and/or stars to get toddlers to do activities that they don't really want to do.	28	20	25	18	10
e) I believe it is important to read stories to infants and toddlers every day.	88	12	0	0	0
f) I believe it is important to let preschoolers watch television regularly without adult supervision.	5	0	7	39	49

8. How much do you agree or disagree with each of the following statements:

	Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a)	I feel watching television is a good learning tool for infants and toddlers.	3%	21%	46%	28%	3%
b)	I feel flashcards are a good way to teach preschool children to read.	21	51	13	10	5
c)	I feel toddlers learn to color best within pre-drawn forms.	8	34	40	8	11
d)	I feel it is important that preschoolers learn to play and work independently.	36	47	14	3	0
e)	I feel it is important that preschoolers see their parent(s)/caregivers read magazines, newspapers, and books.	67	26	8	0	0
f)	I feel it is important to provide toddlers with daily opportunities for developing social skills (i.e., cooperating, helping, talking) in the home.	80	20	0	0	0

9. How many children live in your home, including children of friends and/or relatives, in the following age groups?

a)	**None – there are no children under 18 years old in my home [PLEASE SKIP TO QUESTION 14]**	7%
b)	2 years old or under	83%
c)	3–5 years old	95
d)	6–10 years old	94
e)	11–13 years old	86
f)	14–17 years old	60

ACTIVITIES

This next set of questions is about activities that you or someone in your home might do with young children. This would include parents, grandparents, aunts/uncles, mentors, or another caregiver. *If you don't have children in your home, or don't care for children who are friends or relatives, please skip to question 14*.

10. How many times have you or someone else read to the child (children) in your home **in the past week**?

a)	Not at all	6%
b)	Once or twice	11
c)	Three or four times	25
d)	Just about every day	58

11. How long does your child (children) enjoy being read to in one sitting?

a)	Doesn't enjoy it	3%
b)	Only a few minutes	22
c)	10–30 minutes	64
d)	45 minutes–one hour	11
e)	More than one hour	0

12. **In the past week**, have you or someone in your family done any of the following things with your child (children)? [CHECK ALL OF THE ACTIVITIES YOU DID IN THE PAST WEEK]

a)	Told (him/her) a story	79%
b)	Taught (him/her) letters, words, or numbers	71
c)	Sang (him/her) songs or listened to music	74
d)	Worked on arts and crafts with (him/her)	52
e)	Played with toys or games indoors	74
f)	Played a game, sport, or exercised together	62
g)	Took (him/her) along while doing errands like going to the post office, the bank, or the store	71
h)	Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets	76
i)	Talked about what happened at school	69
j)	Talked about TV programs or DVDs	36
k)	Played counting games like singing songs with numbers or reading books with numbers	48

13. **In the past month**, have you or someone in your family done the following things with your child (children)? [CHECK ALL OF THE ACTIVITIES YOU DID IN THE PAST MONTH]

a)	Visited a library	50%
b)	Gone to a movie	45
c)	Gone to a play, concert, or other live show	17
d)	Gone to a mall or store like Target	71
e)	Visited an art gallery, museum, or historical site	19
f)	Visited a playground, park, or gone on a picnic	76

g)	Visited a zoo or aquarium	29
h)	Talked about family history or ethnic heritage	41
i)	Attended an event sponsored by a school, community, ethnic, or religious group	62
j)	Attended an athletic or sporting event	33
k)	Attended a church activity or church school	64

OTHER INFORMATION

14. What is the highest level of education you have completed?

a)	Some high school	0%
b)	High school graduate or GED	16
c)	Vocational or trade school	0
d)	Some college	32
e)	College degree	53

15. This past year, what was your annual household income?

a)	Less than $10,000	14%
b)	$10,000–$14,999	9
c)	$15,000–$24,999	29
d)	$25,000–$34,999	6
e)	$35,000–$49,999	11
f)	More than $50,000	31

16. What is your gender?

a)	Female	97%
b)	Male	3

17. What is your racial or ethnic background? [IF HISPANIC "D", ALSO ANSWER Q18]

a)	American Indian or Alaska Native	0%
b)	Asian	2
c)	Black or African American	65
d)	Hispanic, Latino, or Spanish origin	3
e)	White	16
f)	Some other race	14