

**Lead Agency:** Library

**Program Contact:** Renea Arnold

**Program Offer Type:** Existing Operating

**Related Programs:**

**Program Characteristics:** Measure 5 Education, In Target

### Executive Summary

Early Childhood Services (ECS) helps children enter kindergarten with the skills they need to learn to read by enhancing their parents' and caregivers' knowledge about and skills in fostering early literacy, early brain development, and hands-on literacy activities, and by providing demonstrations of best practices in sharing books with their children. Services are directed toward families whose children are at risk for low literacy.

### Program Description

ECS staff, who are trained in child development, brain development, and early reading research, visit parents and caregivers in social service agencies, childcare centers, Head Start centers, teen parent programs, treatment facilities, and any other locations serving adults with children birth to 5. They teach parents and caregivers how to prepare their preschool children for reading. Classes, taught in English, Spanish, Russian, Chinese, and Vietnamese, show adults how to read, talk, sing, and rhyme with babies, toddlers, and preschoolers so that children develop the pre-reading skills they need before they enter kindergarten.

From birth to age 5, children go through a critical window for brain development that supports literacy. Reading, talking, singing, and rhyming with children during this sensitive time determines a child's future as a reader. Many parents and caregivers don't know how early this window opens—and closes—and how tremendous an impact simple actions can have on their children's future ability to read. Children must have early experiences with language, books, and writing tools to become successful readers. Research shows that disadvantaged children start kindergarten with significantly lower cognitive skills than their more advantaged counterparts because of their lack of language and literacy experiences BEFORE they get to school. The most vulnerable children are those who live in poverty, speak English as a second language, have few books in their homes, and whose mothers have limited education and low literacy. ECS reaches these parents on-site and shows them easy ways to help their children gain pre-reading skills during these most important years. Program evaluations show that parents and caregivers gain clear knowledge of their role in their children's preparedness for reading. This program links to the Early Childhood Framework Early Care and Education Goal: "All children benefit from developmentally appropriate active learning opportunities."

### Performance Measures

Measure Type	Primary Measure	Previous Year Actual (FY09-10)	Current Year Purchased (FY10-11)	Current Year Estimate (FY10-11)	Next Year Offer (FY11-12)
Output	Parents, teen parents and caregivers served	7,019	6,500	6,500	6,500
Outcome	% of participants who show an increase in reading & literacy activities	90.0%	90.0%	92.0%	90.0%
Output	Books delivered	461,555	200,000	450,000	450,000

### Performance Measure - Description

Outcome - Parents show an increase in five behaviors: 1. Encourage child to participate more often; 2. Point out pictures and talk about them; 3. Read the book more than once; 4. Ask or answer questions while reading; 5. Talk about new words.

## Legal/Contractual Obligation

Measure No. 26-81 "Renew Five-Year Local Option Levy to Continue Library Services", November 2006 General Election – The levy language reads: "Continue programs for school age children, story hours for babies and toddlers, summer reading, literacy services for children in child care, programs for teens; Help teachers and students use library resources; Provide homework helpers to assist children with school work; Maintain free access to information; Update books and materials; Continue books delivery to homebound seniors and nursing home residents; Open planned libraries in underserved neighborhoods of East County and North Portland; Keep libraries open; Maintain current hours and services at Central and neighborhood libraries."

## Revenue/Expense Detail

	Proposed General Fund	Proposed Other Funds	Proposed General Fund	Proposed Other Funds
	2011	2011	2012	2012
<b>Program Expenses</b>				
Personnel	\$0	\$687,432	\$0	\$493,441
Contracts	\$0	\$62,550	\$0	\$18,000
Materials & Supplies	\$0	\$313,270	\$0	\$136,113
Internal Services	\$0	\$22,349	\$0	\$25,272
Total GF/non-GF:	<b>\$0</b>	<b>\$1,085,601</b>	<b>\$0</b>	<b>\$672,826</b>
Program Total:	<b>\$1,085,601</b>		<b>\$672,826</b>	
Program FTE	0.00	5.50	0.00	5.50
<b>Program Revenues</b>				
Total Revenue:	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

## Explanation of Revenues

The Library Fund revenue allocated to this program offer represents a pro-rated share of Library Levy taxes (57%), Library Fund balance (15%), and library-generated revenues such as overdue fines, interest earnings, and user charges for services provided to library patrons (5%). General Fund revenue represents about 23% of the library's total revenue.

\$38,084 is expected from the State's "Ready to Read" per capita funding.

## Significant Program Changes

Last year this program was: #80004, Early Childhood Services  
No significant changes.