

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 pre-reading skills by enhancing their parents' and caregivers' knowledge about and ability to foster 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 five. 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 five, 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.

Performance Measures

| Measure Type | Primary Measure | Previous Year Actual (FY11-12) | Current Year Purchased (FY12-13) | Current Year Estimate (FY12-13) | Next Year Offer (FY13-14) |
|--------------|---|--------------------------------|----------------------------------|---------------------------------|---------------------------|
| Output | Parents, teen parents and caregivers served | 13,799 | 7,000 | 14,000 | 14,000 |
| Outcome | % of participants who show an increase in reading and literacy activities | 90.0% | 90.0% | 90.0% | 90.0% |
| Output | Books delivered | 2,388,583 | 450,000 | 2,430,028 | 2,400,000 |

Performance Measure - Description

Output 1: This measure counts parents served in all ECS outreach, so those who received the New Parent Packages (welcome baby gifts) in the hospital have been added.

Outcome: The evaluation measures parents who 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.

Output 2: This number has been increased to reflect all the books delivered through the various ECS programs.

Legal/Contractual Obligation

The FY 2014 budget reflects the passage of Measure 26-143: "Form Library District with permanent rate to fund library services," November 2012 General Election. The district summary states in pertinent part: "If approved, the Multnomah County Library District would be formed with a permanent rate dedicated to library services, operations, books, materials, programs, activities and oversight of the district. Formation of a District would do the following: Restore and retain library services such as summer reading, books, student and jobseeker support, and outreach to senior citizens; Prevent reductions in services, programs and activities, and hours."

Revenue/Expense Detail

| | Proposed General Fund | Proposed Other Funds | Proposed General Fund | Proposed Other Funds |
|-------------------------|-----------------------|----------------------|-----------------------|----------------------|
| Program Expenses | 2013 | 2013 | 2014 | 2014 |
| Personnel | \$0 | \$697,509 | \$0 | \$537,038 |
| Contracts | \$0 | \$22,400 | \$0 | \$11,500 |
| Materials & Supplies | \$0 | \$261,251 | \$0 | \$108,913 |
| Internal Services | \$0 | \$22,980 | \$0 | \$28,163 |
| Total GF/non-GF: | \$0 | \$1,004,140 | \$0 | \$685,614 |
| Program Total: | \$1,004,140 | | \$685,614 | |
| Program FTE | 0.00 | 7.50 | 0.00 | 5.50 |
| Program Revenues | | | | |
| Total Revenue: | \$0 | \$0 | \$0 | \$0 |

Explanation of Revenues

The revenue allocated to this program offer represents a pro-rated share of Library District taxes (94%) and other revenues such as overdue fines, delinquent library levy taxes, interest earnings, grants, and user charges for services provided to library patrons (6%).

Significant Program Changes

Last year this program was: #80004, Early Childhood Services
Net reduction of 2.0 FTE due to funding pending from The Library Foundation.