



Mobilizing Minnesota's communities so every child is wired to read proficiently

Rally to Read Community Coalition Action Teams Evidence-Based Best Practices Options

During Rally to Read Community Innovation Action Plan Forums, communities are asked to identify objectives and strategies to achieve the RtoR BHAG and Benchmarks within their community. Communities have asked for guidance on what initiatives have evidence-based best practice and research informed results so they can maximize their impact and return on their investment.

**Rally to Read Coalition Action Teams
will be initiated to:**

Increase education and awareness

Provide every parent or guardian of a newborn a “child development tool kit”

Optimize community connections

Surround parents and children with support

Be culturally-responsive in every action



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Increase Education and Awareness

Provide every parent or guardian of a newborn with a "child development toolkit"
(Newborn Owner's Manual/Baby Brain Building Kit)

Newborn Owner's Manual Contents



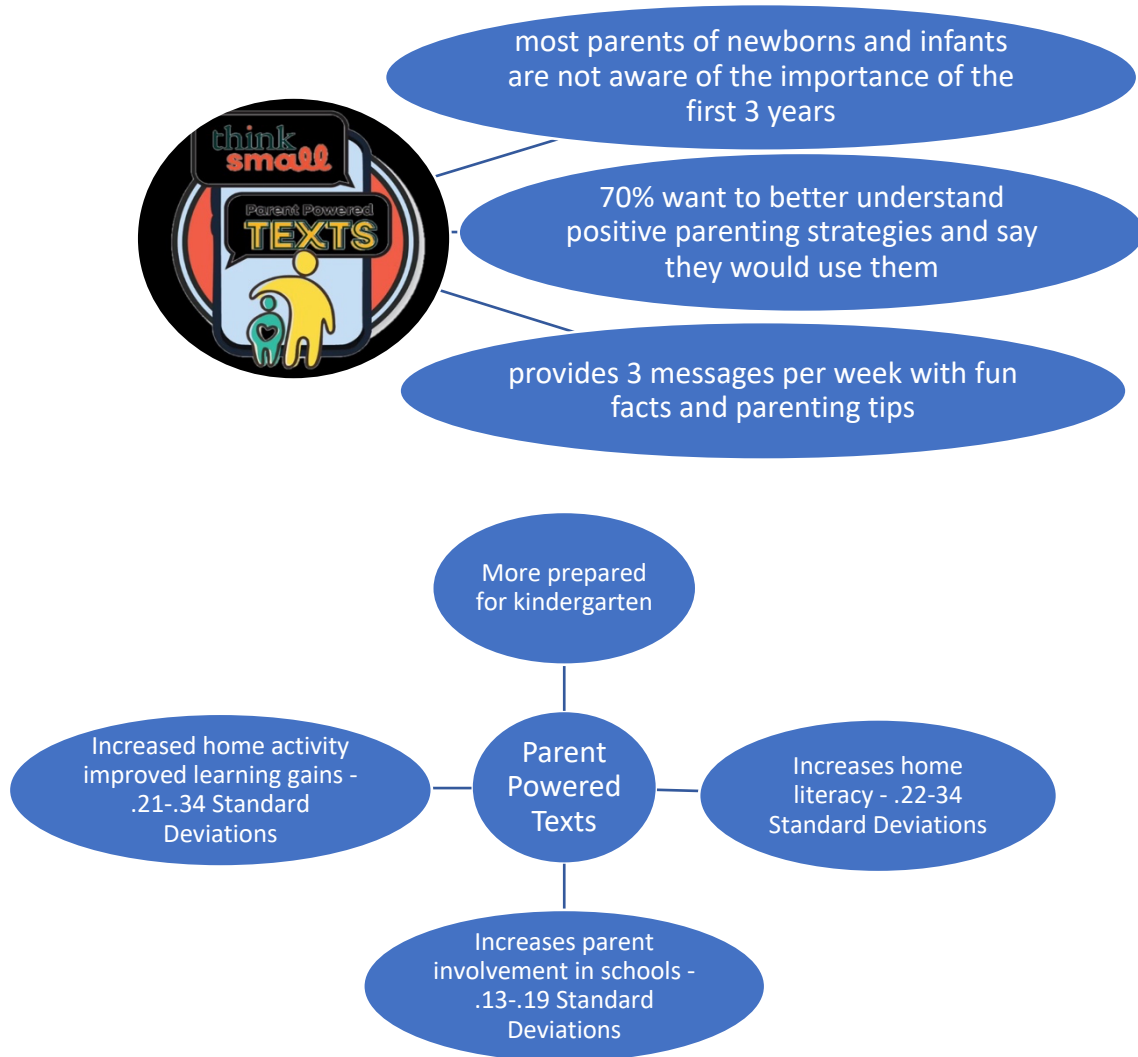
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Research on Parent Powered Texts



Parent Powered Texts are brain and literacy development text messages for parents prenatal to age 5. These texts break down the complexity of parenting by providing weekly fun facts, easy tips, and ideas on how to promote your child's learning. Harvard and Stanford University research studies demonstrate that children of parents who participate in Parent Powered Texts are: The widespread use, low cost, and ease of scalability of text messaging make texting an attractive approach to supporting parenting practices. In comparison, parenting programs that have shown promise (such as ECFE Early Childhood Family Education) often are not widely accessible, either due to the demands they place on parents' time and effort or cost.

Center on the Developing Child, Harvard University <https://developingchild.harvard.edu/>

Stanford Univ. Center for Education Policy Analysis <https://cepa.stanford.edu/content/one-step-time-effects-early-literacy-text-messaging-program-parents-preschoolers>

Journal of Development Economics <https://www.sciencedirect.com/science/article/abs/pii/S0304387823001578>

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Broadcast and distribute Little Moments Count public service announcements across the community and target communities with the largest opportunity gaps.



little
moments
count

74% of parents who recalled seeing a talk-read-sing TV or radio ad said the ads led them to talk, read, and sing more with their children

Center on the Developing Child, Harvard University
<https://developingchild.harvard.edu/>

Tuning In – National Parent Survey Report”, ZERO TO THREE, 2016,
<https://www.zerotothree.org/resources/1425-national-parent-survey-report>

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Optimize Community Connections

A study by Kaiser Permanente published in the Bio Medical Central Journal of demonstrates the importance of showing up where families may feel more comfortable and trusting of services offered in familiar and welcoming environments. This builds trust and engagement. It reduces logistical difficulties by eliminating the need for separate trips and navigating unfamiliar locations, accessing resources becomes more convenient. Embedding resources within existing routines and locations can increase awareness and encourage families to utilize them. Therefore, by leveraging existing community spaces and family routines, service providers can effectively reduce barriers and enhance access to resources for families in need.

<https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-11981-5#:~:text=An%20assessment%20of%20programs%20designed,can%20help%20address%20identified%20needs>





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Community Innovation Action Planning

Community Innovation is a facilitated action planning process designed to leverage a community's social capital to mobilize a multi-sector coalition to achieve a specific measurable goal. In this case the BHAG (Big Hairy Audacious Goal) is to transform Minnesota to the state with the highest reading proficiency with the fewest inequities and achieve it with a fierce urgency of now. The benchmarks of success: every child is "wired" to read by age 3 and reads proficiently at grade level.

Community Innovation flows from a disciplined way of thinking and acting to improve entrenched and complex social problems. Communities use it to improve the lives of children, youth, adults and families. Community Innovation is informed in part by the "Results Based Accountability (RBA)" methodology Mark Friedman described in his book "Trying Hard is Not Good Enough." For more than 4 decades, Community Innovation has been used in all 50 United States and in more than a dozen countries around the world to create measurable change in people's lives, communities and organizations.

Community Innovation:

- Gets from talk to action quickly;
- Is a simple, common-sense process that everyone can understand;
- Starts with ends and works backward towards means;
- Helps groups to surface and challenge assumptions that can be barriers to innovation;
- Builds collaboration and consensus;
- Uses data and transparency to ensure a community's accountability for both the well-being of people and the performance of programs;
- Focuses on actions that will have the greatest impact on the children, youth and families that face the greatest opportunity inequities.

What's different about Community Innovation?

It starts with ends and works backward towards means. The "end" or difference a community is trying to make looks different if you are working on a broad community level vs focusing on a specific program or organization. The population versus performance distinction is what separates Community Innovation from other frame works. Population accountability organizes work with co-equal partners to promote community well-being. It isn't a "program" approach to solving social problems. Community Innovation determines who is responsible for what. It measures and monitors progress on benchmarks quarterly to determine if the chosen strategies are producing the results they are intended to achieve. When they aren't the Rally to Read Coalition will divest from poor performing initiatives and invest in ones that are achieving results.

Organizations and programs can only be held accountable for the customers they serve. Community Innovation helps organizations identify the role they play as part of a community-wide collective impact. Identifying specific targeted children and families who experience the largest opportunity inequity benefit allows Rally to Read Coalitions to focus resources. Programs performance measures focus on whether children and families are better off as a result of their services. These performance measures also look at the quality and efficiency of these services. Three simple questions get at the most important performance measures:

How much did we do? How well did we do it? Is anyone better off?

<https://clearimpact.com/results-based-accountability/>

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Research and Evidence Based Approaches

This table is a summary of evaluation evidence from various programs and research related to these strategies.

Note:

Minnesota's Rally to Read has not independently verified the validity of the findings.

Objective	Strategy	Evidence it is effective
Increase community education and awareness	<p>Enhance awareness and education of the importance of literacy/brain development for children 0-3. Encourage everyone to talk, play, read, sing and dance with infants and toddlers.</p> <ul style="list-style-type: none">Broadcast and distribute Little Moments Count public service announcements / messages across the community and target communities with the largest opportunity gaps.	<p>Harvard University's Center on the Developing Child research reveals that each little moment of human connection with a child—particularly in the first 1,000 days—has a tremendous impact on literacy and brain development.</p> <p>Research also reveals that most parents of newborns and infants are not aware of the importance of the first 3 years. Among those parents who do know of the lifelong impact, more than half of them find this fact terrifying. They need actionable, positive parenting strategies to alleviate this fear. And research shows they are open to learning more: almost 70% want to better understand positive parenting strategies and say they would use them. Half reported wanting to know specifically about brain development.</p> <p><i>Tuning In – National Parent Survey Report”, ZERO TO THREE, 2016,</i> https://www.zerotothree.org/resources/1425-national-parent-survey-report</p> <p>When parents know the impact of talking, reading, and singing on brain development, behavior changes. In California, nearly 74% of parents who recalled seeing a talk-read-sing TV or radio ad said the ads led them to talk, read, and sing more with their child.</p> <p>Research resource: Center on the Developing Child, Harvard University https://developingchild.harvard.edu/</p> <p>Studies reveal detrimental impacts of screen time on the cognitive, linguistic and social emotional development of children.</p>

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	<ul style="list-style-type: none"> Encourage community businesses to implement the Itasca Project first 1000 days tool kits. 	<p>https://pmc.ncbi.nlm.nih.gov/articles/PMC10353947/</p> <p>Research reveals parents, especially Gen Z are losing the love of reading aloud which has lifelong implications on children's brain and literacy development.</p> <p>https://corporate.harpercollins.co.uk/press-releases/new-research-reveals-that-parents-are-losing-the-love-of-reading-aloud/</p> <p>The Itasca Project, a cross-sector alliance of employers, launched the <u>First 1,000 Days</u>, an employer toolkit to help raise awareness among employers of the crucial role they play.</p> <p>https://itascaproject.org/wp-content/uploads/Itasca_Project_First_1000_Days_Full_Report.pdf</p> <p><i>Touch point opportunities in the community to increase education and awareness include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <i>OB/GYNs</i> <i>Pediatricians</i> <i>Other healthcare providers</i> <i>Child care providers</i> <i>Libraries</i> <i>Park and Recreation</i> <i>Food Shelves</i> <i>Public housing projects</i> <i>Public Health home health nurses</i> <i>Faith Communities</i> <i>Restaurants</i> <i>School buses</i>
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<p>Provide every parent or guardian of a newborn with a "child development toolkit"</p>	<p>Equip every parent or guardian of a newborn child a "child development toolkit" to increase awareness of the developmental stages in utero, as infants and toddlers till age 5 and provide concrete tools and tips on how to enhance language and brain development.</p> <p>Ensure every parent and guardian has access to resources such as:</p> <ul style="list-style-type: none"> • Parent powered texts • Parent Aware • Help me Grow 	<p>Parent Powered Texts are brain and literacy development text messages for parents prenatal to age 5. These texts break down the complexity of parenting by providing weekly fun facts, easy tips, and ideas on how to promote your child's learning. Research demonstrates that children of parents who participate in Parent Powered Texts are:</p> <ul style="list-style-type: none"> • more prepared for kindergarten. • positively affected the extent to which parents engaged in home literacy activities with their children by 0.22 to 0.34 standard deviations • increased parental involvement at school by 0.13 to 0.19 standard deviations. • Increases in parental activity at home and school translated into student learning gains in some areas of early literacy, ranging from approximately 0.21 to 0.34 standard deviations. <p>The widespread use, low cost, and ease of scalability of text messaging make texting an attractive approach to supporting parenting practices. In comparison, parenting programs that have shown promise (such as ECFE Early Childhood Family Education) often are not widely accessible, either due to the demands they place on parents' time and effort or cost.</p> <p>https://cepa.stanford.edu/content/one-step-time-effects-early-literacy-text-messaging-program-parents-preschoolers</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S0304387823001578</p> <p>Caregivers with lower incomes and education, minorities and non-English speakers were less likely to enroll in parent child development texts. Future research could identify ways to increase engagement among these populations.</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC6286891/</p> <p>Research indicates that providing parents of newborn's materials, tools, and training they need to enact a comprehensive bedtime routine, seven days a week results in families reading significantly more with their children each week and the number of families implementing a consistent bedtime routine nearly double. This data</p>
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		<p>represents an increase in oral language development and improvements in sleeping patterns that support the development of healthy minds and bodies of children.</p> <p>https://bedtimeinabox.org/</p> <p>Parent Aware provides free tools and resources to help families find quality child care and early education programs. Research overwhelmingly shows that high-quality early child care and education programs have a significant positive impact on children's development and future success. These programs not only improve cognitive, social and emotional skills, but also contribute to better long-term academic achievement, literacy skill development, health outcomes and even earning potential.</p> <p>https://www.ffyf.org/wp-content/uploads/2018/05/Importance-of-Quality-in-Child-Care.pdf</p> <p>https://www.brazeltontouchpoints.org/about__trashed/evidence-based-research/</p> <p>The STEEP (Steps Toward Effective, Enjoyable Parenting) program longitudinal studies reveals how parent-infant attachment develops, how it changes over time, and how the quality of attachment in infancy influences long-term development. This research has been used to inform and shape preventive intervention for parents and infants in high-risk circumstances</p> <p>https://www.researchgate.net/publication/227931338_Linking_theory_and_research_to_practice_The_Minnesota_Longitudinal_Study_of_Parents_and_Children_and_the_STEEP_program</p> <p>Research demonstrates that a brief training with men during the transition to parenthood improves fathers' skills in interacting with their babies and their involvement.</p> <p>https://www.researchgate.net/publication/6850691_An_Intervention_to_Increase_Father_Involvement_and_Skills_With_Infants_During_the_Transition_to_Parenthood</p>
Optimize community connections	Optimize each touchpoint with parents/guardians and	Research demonstrates the importance of showing up where families may feel more comfortable and trusting of services offered in familiar and welcoming environments. This builds trust and engagement. It reduces logistical difficulties by eliminating the need for separate trips and navigating unfamiliar locations, accessing resources

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	<p>children to educate, inform and encourage them to talk, play, read, sing and dance with infants and toddlers.</p> <p>Enhance opportunities to engage and influence parents, guardians and families at child care centers, pediatricians/other medical professionals offices, parks and recreation facilities, faith communities, business and restaurants, food shelves and places that interact with children and their families.</p>	<p>becomes more convenient. Embedding resources within existing routines and locations can increase awareness and encourage families to utilize them. Therefore, by leveraging existing community spaces and family routines, service providers can effectively reduce barriers and enhance access to resources for families in need.</p> <p>https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-021-11981-5#:~:text=An%20assessment%20of%20programs%20designed,can%20help%20address%20identified%20needs.</p> <p>https://files.eric.ed.gov/fulltext/EJ1124003.pdf</p> <p>The Brazelton Touchpoints-informed practice are periods in the first years of life, during which children's spurts in development result in disruption in the family system. The succession of touchpoints in a child's development is like a map that can be identified and anticipated. The Touchpoints-informed practice has more than a decade of extensive and in-depth evaluation that shows that Touchpoints-informed practice is proven effective in a variety of organizations and settings, including early care and education centers, pediatric healthcare, mental health, early intervention and home visitation, child welfare, public health, institutions of higher learning (i.e., pediatric residency programs, nursing sites, education sites, and early childhood education quality improvement programs) and Tribal communities. Touchpoints works and skills learned are maintained over time, with reflective practice.</p> <p>https://www.brazeltontouchpoints.org/about_trashed/evidence-based-research/</p> <p>The importance of prenatal to age 3 brain development:</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC3722610/</p> <p>https://www.firstthingsfirst.org/early-childhood-matters/brain-development/</p> <p>The role music and rhythm have in brain and language development:</p> <p>https://drive.google.com/file/d/1RUOb0qnd0iU9R-RJli4X5S6_hlR7q4WK/view</p> <p>Parents' early book reading to children: Relation to children's later language and literacy outcomes https://pmc.ncbi.nlm.nih.gov/articles/PMC6927670/</p>
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<p>Surround children and parents with support</p>	<p>When a child is assessed as falling behind, immediately trigger appropriate interventions.</p> <ul style="list-style-type: none"> • Right Time • Right Intensity • Right Resources <p>As soon as there is an indicator that parents or guardians may need support, offer nurturing relationships and opportunities.</p>	<p>Research reveals the importance of early interventions when children are identified as falling behind on developmental benchmarks.</p> <p>https://www.cdc.gov/ncbddd/actearly/whyActEarly.html#:~:text=Earlier%20is%20better!,in%20life%20rather%20than%20later.&text=The%20connections%20in%20a%20baby's,learning%2C%20behavior%2C%20and%20health.</p> <p>https://www.asha.org/siteassets/bhsm/2021/2021-ei-opportunity-for-children-and-families.pdf?srltid=AfmBOoqhDtPQf-eiM3Oa_sWWuIE-4CXiFMS59KflxtH3G4KzSDtkT1Be</p> <p>Help Me Grow provides resources for families to understand developmental milestones and learn if there are concerns. This helps families take the lead in seeking additional support or referring their child for a comprehensive, confidential screening or evaluation at no cost.</p> <p>Minnesota's Help Me Grow is an interagency initiative of the State of Minnesota Department of Education, Department of Health and Department of Human Services. It partners with all local service agencies.</p> <p>https://helpmegrowmn.org/HMG/index.htm</p> <p>There are certain diagnosed conditions that result in automatic eligibility for Infant and Toddler Intervention services. "High probability" or "established condition" means current research findings indicate that at least 50% of children with a given diagnosed condition will experience a developmental delay in one or more areas of development by the time they enter kindergarten.</p>
<p>Be culturally-responsive in every action</p>		<p>Research demonstrates the efficacy and importance of cultural identity-based brain and literacy development and community engagement. The research underscores a profound interplay between cultural identity and educational experiences, revealing how students' diverse backgrounds shape their engagement, academic success, and overall learning and success in school. It highlights the dual nature of cultural identity as both a source of strength and a potential barrier, as students navigate educational systems that may not fully recognize or value their backgrounds.</p> <p>https://www.researchgate.net/publication/388528815_The_Role_of_Cultural_Identity_in_Shaping_Educational_Experiences</p>

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		<p>https://www.doe.mass.edu/massliteracy/pathway-to-equity.html</p> <p>Reading culturally relevant books improves student's comprehension:</p> <p>https://oakland.edu/oumagazine/news/SEHS/2020/study-shows-reading-culturally-relevant-books-improves-students-comprehension</p> <p>https://keystoliteracy.com/blog/culturally-responsive-literacy-instruction/#:~:text=Muniz%20(2019%2D2020)%20points%20out%20that%20compelling%20research%20highlights,10%2D11)</p> <p>Network for the Development of Children of African Descent https://www.ndcad.org/about</p> <p>Research on maternal child development demonstrates using culturally responsive, community-driven, and anti-racist approaches to support underserved, low-income, or at-risk families can help these programs increase opportunities to identify and address racial inequities and disparities, as well as improve maternal and early childhood outcomes.</p> <p>https://www.chcs.org/resource/addressing-racial-and-ethnic-disparities-in-maternal-and-child-health-through-home-visiting-programs/</p> <p>https://www.joinviolet.com/resources/the-proven-success-of-culturally-tailored-interventions</p>
Economic Impact and Return on Investment		<p>See economic impact research references at the end of this document: https://www.nature.com/articles/s41562-016-0005 Harvard University https://evidence2impact.psu.edu/wp-content/uploads/2023/05/s_wifis32c01.pdf</p>

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