

Love
them

OUT
LOUD



A project to support early literacy
development in Montgomery County

Local Data



Results of Fall 2017 Kindergarten Experience Survey on Library Visits and Reading Books at Home

School District	Library Visits				Reading books at home			
	No	Yes	Total	Valid N	No	Yes	Total	Valid N
Brookville	33%	67%	100%	91	25%	75%	100%	91
Centerville	29%	71%	100%	385	19%	81%	100%	385
Dayton Public	64%	36%	100%	442	55%	45%	100%	442
Huber Heights	47%	53%	100%	168	35%	65%	100%	168
Jefferson	57%	43%	100%	14	43%	57%	100%	14
Kettering	51%	49%	100%	333	40%	60%	100%	333
Mad River	56%	44%	100%	228	43%	57%	100%	228
Miamisburg	50%	50%	100%	206	43%	57%	100%	206
New Lebanon	42%	58%	100%	55	33%	67%	100%	55
Northmont	41%	59%	100%	235	26%	74%	100%	235
Northridge	67%	33%	100%	81	60%	40%	100%	81
Oakwood	26%	74%	100%	123	20%	80%	100%	123
Trotwood	61%	39%	100%	102	60%	40%	100%	102
Valley View	52%	48%	100%	77	47%	53%	100%	77
Vandalia Butler	47%	53%	100%	173	34%	66%	100%	173
West Carrollton	59%	41%	100%	245	51%	49%	100%	245
Dayton Leadership	67%	33%	100%	15	73%	27%	100%	15
DECA	48%	52%	100%	42	36%	64%	100%	42
Total	49%	51%	100%	3015	39.3%	61%	100%	3015

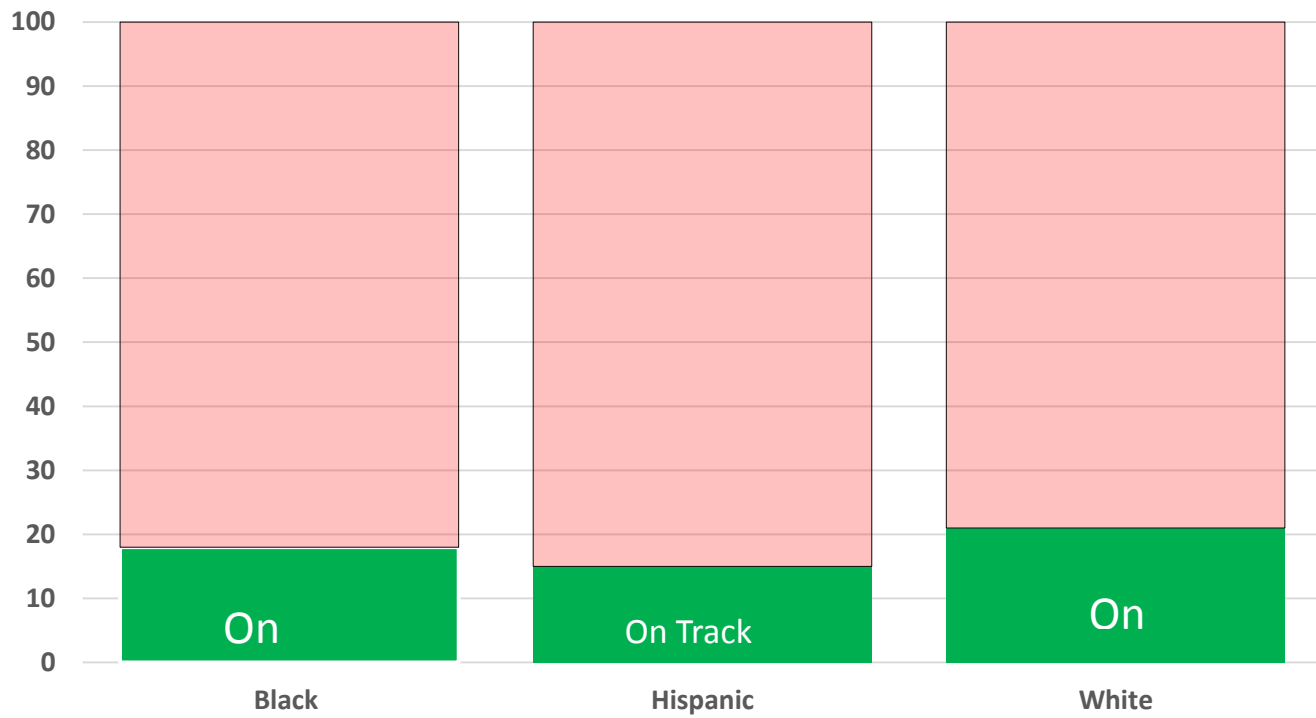
61% of the families reported reading aloud at home prior to kindergarten

45% of the families entering Dayton Public Schools read aloud at home before kindergarten



Kindergarten Readiness Assessment – Dayton Public Schools 2016-17

Percent demonstrating readiness

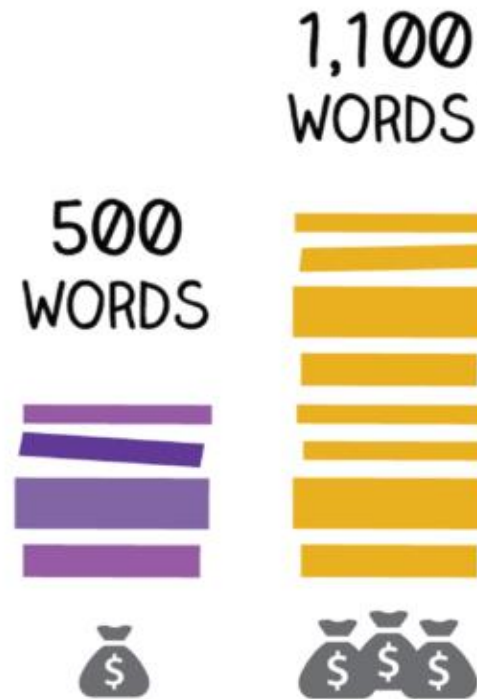


**"Ready to learn" is defined as scoring in the highest of 3 "bands" on Ohio's Kindergarten

Vocabulary

“We were awestruck at how well measures of accomplishments at age 3 predicted measures of language at age 9.”

-Betty Hart and Todd Risley



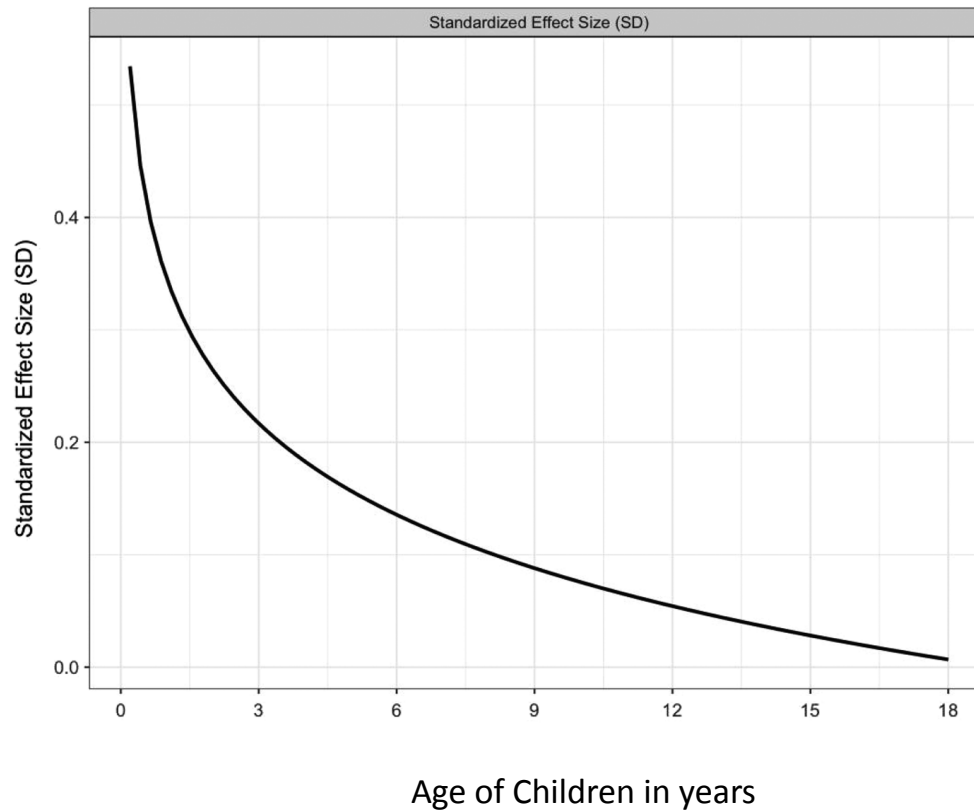
BY THE AGE OF 3, HIGH-INCOME CHILDREN HAVE
DOUBLE THE VOCABULARY OF LOW-INCOME CHILDREN

No evidence of SES-related brain differences at birth

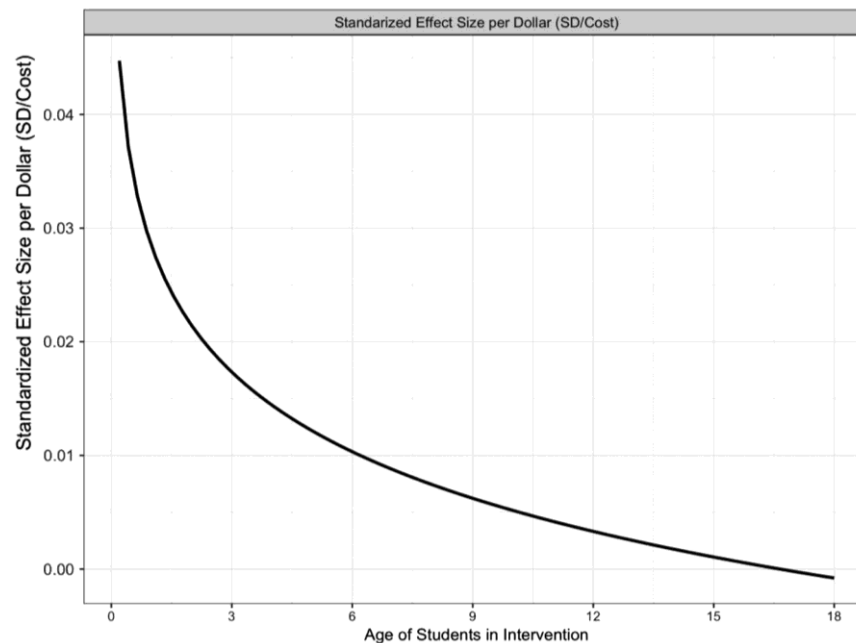


evidence of SES-related EEG differences by six to nine months of age

The earlier the intervention, the stronger the impact



Investments in [children](#) 0-3 years produce the highest financial returns



“The longer society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to remediate the disadvantage.” James Heckman, 2008

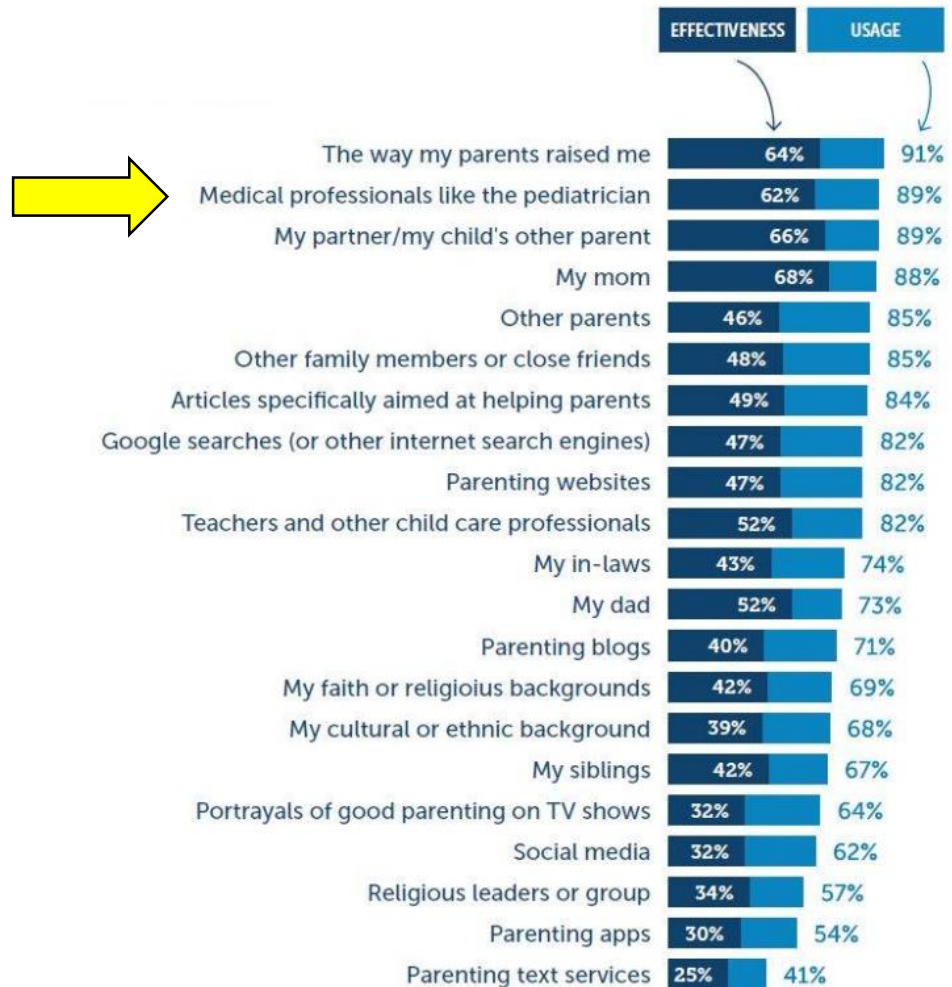
National Parent Survey by *Zero to Three*
 with the support and collaboration of the *Bezos Family Foundation, 2016*

Parents were asked to choose at what age on average (birth, 3 months, 6 months, 1 year up to 8 years) a child is capable of the following skills:

Skill	Approximate age when skill is attained	Age at which parents believe children attain this skill (percent of all parent responses)
Age when reading aloud to a child builds future language skills	6 Months	45% said 2 years or older. 16% said 1 year.
Age when talking to a child can support growing language skills	Birth	63% said 3 months or older. 34% said 1 year or older.

Usage: How often do you get parenting advice, information or guidance from these resources?: occasionally, sometimes, frequently

Effectiveness: How helpful do you find these resources?: scale of 1-5



Core Service:

“Provide relevant resources and tools to support early childhood literacy”



Partners who have relationships with Parents and Caregivers of Infants:



63% of parents overall say “I am skeptical of people who give parenting advice and recommendations ***if they don't know my child and my situation specifically.***”



What we heard from service providers:

1. A book, a book, a book
2. Keep it simple – not too much content at once
3. Think about how partners will be able to store the items



Past Learnings



Cuyahoga County
Public Library

Package the resource so that it looks/feels like a gift – this engages partners

Resource that gives parent educators an opportunity to model early literacy practices and, when possible, for the parent to try the practice immediately



Talk to your baby from day one

Responsive adult-child interactions

Communication skills are the
foundation for school learning



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Practices/concepts – evidence based

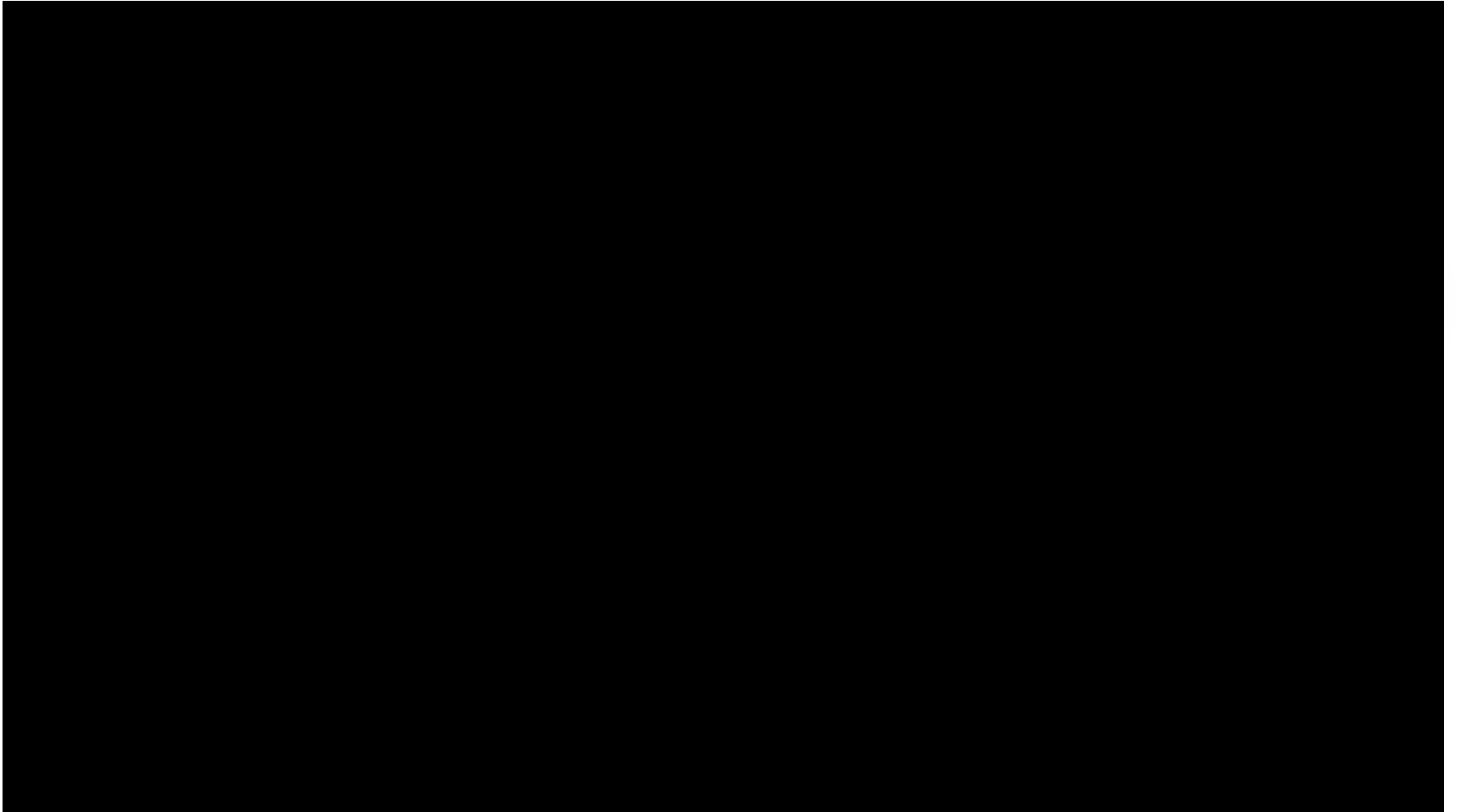
Singing builds brain connections that help babies learn to discriminate sounds and rhythms – important for language and reading development

Label the things your baby is looking at

Imitate the things your baby does and the sounds they make to stimulate their learning

Back-and-forth games like peek-a-boo, lay the foundation for later back-and-forth conversation

It's never too early to start reading aloud. Make it a cozy time to build attachment when your baby is fed, alert and happy



I love you out loud,
as we go through our day.
You're learning so much
as we talk, sing, and play!



ACKA
BACKA
Soda Cracker

Gently bounce baby, lift baby up, and give baby a hug as you move through the verses.

Acka backa soda cracker

Acka backa boo

Acka backa soda cracker

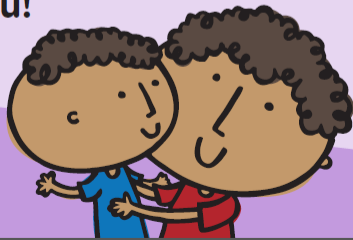
Up goes you

Acka backa soda cracker

Acka backa boo

Acka backa soda cracker

I love you!



JACK
Be Nimble



Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.



I love you out loud,
it's so easy to see.
You have lots of fun
just being with me.



WHY YOU NEED TO *love them out loud*

Talk. Sing. Play. Read.

Your baby is listening. Listening and learning.

Recent research found that children with larger vocabularies at age two entered kindergarten better prepared academically, and could control their behavior better than their peers. Additionally, educators now say the key to a more successful life is directly connected to reading achievement.

To make the most of these crucial years, you can love your baby out loud, starting right now.



“There is no way to be a perfect mother, but a million ways to be a good one.”

-Jill Churchill



Library Card Application

ALL AREAS SHOULD BE COMPLETED
Please print in English. *Required areas are marked *

First Name (Last Name/Initials)	Street	City/State
Home Address (Street/County, etc.)		
Account: Working Address/PO Box		
City	State	Zip Code
Home/Work Phone / Author access code	Secondary / Home/Work access code	
How would you prefer to receive your library notifications? (You can be emailed in the preferred way.)		
<input type="checkbox"/> Check email <input type="checkbox"/> Home <input type="checkbox"/> Text message - carrier <input type="checkbox"/> None		
E-mail Address		<input type="checkbox"/> Yes (Please identify on file card) <input type="checkbox"/> No <small>Change if applicable</small>
Do you have internet access?	<input type="checkbox"/> Yes if you live at the library or work at your chosen library <input type="checkbox"/> No <input type="checkbox"/> N/A	
<small>*The Friends of the Library and the Dayton Metro Library are not liable for any loss of materials or damage to materials. We reserve the right to change the rules of the library at any time.</small> <small>*The Dayton Metro Library and Friends of the Library are not responsible for any loss of materials or damage to materials. We reserve the right to change the rules of the library at any time.</small> <small>*The Dayton Metro Library and Friends of the Library are not responsible for any loss of materials or damage to materials. We reserve the right to change the rules of the library at any time.</small>		
<small>*For Friends of the Library: Please provide your School District.</small>		

PLEASE READ BEFORE SIGNING: I certify that the above information is correct and I am not a minor. I understand that I am responsible for the materials loaned to me and I agree to return them to the library in good condition. I agree to pay the replacement cost of any materials lost or damaged. I agree to return the materials to the library in good condition. I agree to pay the replacement cost of any materials lost or damaged. I agree to return the materials to the library in good condition. I agree to pay the replacement cost of any materials lost or damaged.

NAME (PRINTED) _____ SIGNATURE OF APPLICANT _____
(If Applicant is under age 18)

DATE OF APPLICATION _____ SIGNATURE OF LIBRARIAN _____
(If Applicant is under age 18)

PRINT NAME OF APPLICANT _____ PRINT NAME OF LIBRARIAN _____

STAFF USE ONLY



COST BREAKDOWN

- \$40,730 overall, included design and production:
- \$25,350 Upward Time – including illustrator
- \$15,380 Production Costs
- Qty: 1500 ordered of each, each kit runs about \$9.15:
- Box - \$2.15/piece
- Flip Book - \$4.50/piece
- Board Book - \$2.50/piece

Impact on families



Program Name WEC Date 7.27.17

Baby's age [REDACTED] 7 month


1. Do you think the "Love Them Out Loud" materials will inspire you to read, sing, or talk to your baby more than you otherwise might have?

yes maybe I already do this frequently

2. When was the last time you visited the library to borrow books for your family?

in the last month in the last year in the last five years never

3. Approximately, how many books do you currently own for your baby? 1

A stack of "Love Them Out Loud" materials, including a book and a card, with the title "I love you OUT LOUD" visible.

Program Name WEC Date 11/8/17

Baby's age 3 months

1. Do you think the "Love Them Out Loud" materials will inspire you to read, sing, or talk to your baby more than you otherwise might have?

yes maybe I already do this frequently

2. When was the last time you visited the library to borrow books for your family?

in the last month in the last year in the last five years never

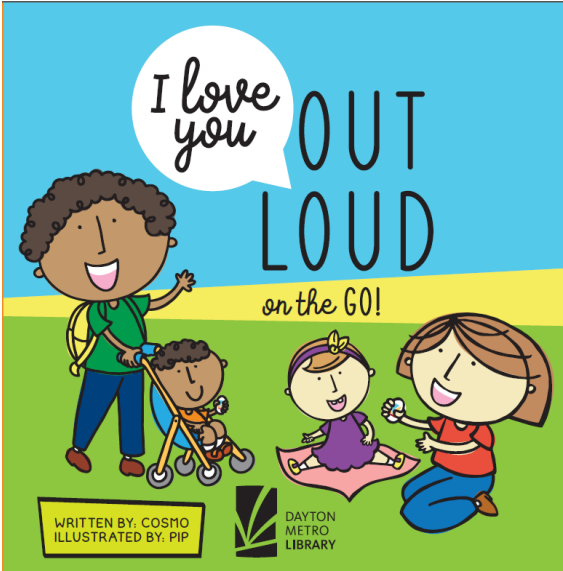
3. Approximately, how many books do you currently own for your baby? NONE



61% thought the resource would inspire them to read, sing, play or talk to their baby more than they otherwise might have

30% Said they already do those practices frequently

Box for toddlers – *on the GO!*





Project Outcomes:

Library as education anchor in community: Families get a valued resource from the library regardless of whether they step into a library.

Creation of community partnerships: Agencies serving families have a voice in design and have a tool for parenting education.



By 2025, we need 60% of working-age adults to have at least a 2-year college degree or a high quality post-secondary credential