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**Tools to Evaluate the Outcomes of KVIE's Ready To Learn Program
For the Support of Fundraising Efficacy**

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Abstract

KVIE Public Television is a nonprofit, public broadcast station that serves the greater Sacramento area with educational programming and related services. Ready To Learn (RTL) is KVIE's largest non-broadcast program and helps train parents, caregivers, and teachers to teach children how to read. With unstable support, however, KVIE faces financial challenges to maintain the program. In an effort to diversify the funding for RTL, KVIE has asked that a set of evaluation tools be created to help support fundraising efforts.

The objectives of the evaluation are to provide KVIE education and development staff with quantitative and qualitative data gathering tools and provide KVIE staff with the necessary steps to implement and analyze the results of the tools as well as provide recommendations for sustainable use of the tools.

The consultant first reviewed best practices in fundraising narratives and building a case for support and then worked to contextualize the problem of childhood literacy. A program logic model was then created in collaboration with program staff. Because of the demographics of the RTL workshop participants and the ethical issues involved with studying children, a mixed-method approach was designed with a quantitative longitudinal survey and a qualitative focus group protocol.

The consultant also made recommendations about the implementation of the tools, analysis of the results, and future steps to ensure the sustainability of the evaluation.

Keywords: Fundraising effectiveness, program evaluation, mixed-method evaluation, literacy.

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Background

KVIE Public Television

KVIE Public Television is a nonprofit, public broadcasting television station dedicated to airing high quality, educational, and life-enriching programs. The station began broadcasting in 1959 as part of the National Education Television (NET) network with a partial day of programming (Lowe, 2009). Today, KVIE provides a 24-hour-a-day schedule and serves as the primary over-the-air educational channel for 28 counties in Northern California and the Central Valley—reaching nearly 1.4 million households (KVIE Public Television, n.d.).

Now affiliated with the Public Broadcasting Service (PBS), KVIE's broadcast content consists of both programs created by other PBS member stations, and several in-house productions. The weekday morning schedule is dedicated entirely to children's programming, while afternoon and evening schedules consist of current affairs, documentary, science, and locally-produced content. Popular drama programs, like *Downton Abbey* and *Sherlock*, are typically reserved for weekend schedules to help draw audiences from commercial broadcasters when viewer competition is typically lower (Lowe, 2009).

While KVIE's primary service to the community is its television broadcast, the station also offers several supplementary services, which seek to augment the impact of its on-air programming. This includes hosting free screenings of programs followed by forums with expert panels; providing science, technology, engineering, and mathematics videos with accompanying resource guides and sample experiments to

elementary science teachers; and offering professional development resources for elementary and high school teachers (KVIE Public Television, 2013).

The Ready To Learn Program

KVIE's most comprehensive supplementary service is Ready To Learn (RTL), which offers full-day literacy workshops to parents, caregivers, and educators of pre-third grade children using a train-the-trainer model. Participants of RTL workshops receive instruction on how to leverage existing KVIE and PBS programs with books and activities to engage children in what is referred to as "See-Read-Do," a model designed to be easily replicated in participants' homes or classrooms. Participants also receive training to help children identify letters, sound out words, and read full sentences (KVIE Public Television, 2013). Recently, PBS has further helped to develop RTL by moving to a "transmedia" model, which seamlessly integrates television programs, books, spelling and reading activities, and smartphone apps into a larger educational ecosystem with shared storylines, themes, and educational goals (Public Broadcasting Service, 2012). During the RTL workshops, KVIE provides free DVDs, books, apps, and activity guides to each participant based on the number of children they will train.

While open to everyone, RTL workshops are primarily conducted inside of schools that have highest need. In 2012, program staff established relationships with the Robla Elementary and Sacramento Unified school districts (two of the three districts with the lowest ELA-CST proficiency rates in Sacramento County) and regularly conduct workshops at each school within the district. Many of these workshops are conducted in collaboration with a Spanish translator, due to the high number of non-English speaking

households within these districts (J. Kline, personal communication, March 15, 2015). Occasional, ad hoc workshops are also conducted at other schools in the Sacramento area or at KVIE's studios in collaboration with specific teachers or parent groups. Each year, KVIE conducts over 100 of these workshops, which reach an estimated 15,000 children (KVIE Public Television, 2013).

Objectives

KVIE's Ready To Learn program, however, faces a major obstacle moving forward: proving the program's worth to funders when few metrics of the program are being measured. RTL is partly funded by a partnership between PBS, the U.S. Department of Education, and the Corporation for Public Broadcasting (CPB) (KVIE Public Television, 2013). In recent years, however, this funding has become increasingly unstable while grants and individual donor support have gradually become a more important portion of the program's funding (J. Kline, personal communication, March 15, 2015). Despite this, the program's evaluation process still only reflects the information needed for its federal funding. As such, only three pieces of information are currently being measured: the number of children impacted based on the train-the-trainer model, the number of free books distributed at workshops, and the number of workshops conducted (KVIE Public Television, 2013). Such little information has often been a hindrance to fundraising efforts, according to KVIE development staff (J. Kline, personal communication, March 15, 2015).

To assist KVIE's staff in building a case for support for the program, the purpose of this evaluation is to identify and document the outcomes resulting from the Ready To

Learn workshops. To that end, the development of an evaluation tool will seek to accomplish three objectives:

- O1. To provide KVIE education and development staff with a quantitative data gathering tool to enhance reporting to funders.
- O2. To provide KVIE education and development staff with a qualitative data gathering tool to be used in the development of a case for support, which will, ultimately, enhance fundraising appeals.
- O3. To provide KVIE staff with the necessary steps to implement and analyze the results of the tools, as well as provide recommendations for sustainable use of the tools.

Literature Review

Fundraising Effectiveness

Fundamentally, each of the objectives of this evaluation seek to improve KVIE's fundraising effectiveness for the Ready To Learn program. To create tools that will accomplish this, it is important to first understand what kinds of information will be useful and for what the data gathered should eventually be used.

Leroux Miller (2010) identifies four characteristics of powerful messaging for marketing and fundraising communications: Emphasis on the impact on one person, evocative of specific emotions, reinforcing of the reader's personal identity, and having a strong call to action. She argues that to accomplish this, a nonprofit must learn to tell stories that have these four characteristics. Likewise, Brooks (2013) notes that data is rarely internalized by readers, whereas vivid accounts of personal stories are more likely to be remembered and acted upon.

C. Heath and D. Heath (as cited in Leroux Miller, 2010, pp. 79-83) identify three types of story plots that are the most impactful: challenge, creativity, and connection. In

the challenge plot line, a protagonist must overcome some obstacle, which inspires the reader to take action. In the creativity plot line, a breakthrough or revolutionary moment happens in which a problem is creatively solved. In the connection plot line, a small event, which might seem insignificant, is revealed to have a larger connection to a universal human experience. Leroux Miller (2010) advocates that nonprofits should adapt their messaging to fit such plot lines to increase response rates among prospective donors and volunteers.

Sargaent & Shang (2010), however, note that many grant applications are turned down due to their lack of detailed data. In fact, many foundations will not fund a proposal without evaluative data or a plan to evaluate the program. Similarly, Brooks (2013) and Ahern and Joyaux (2008) argue that statistics and numbers are needed to reinforce stories and messaging to provide a certain degree of validity. This highlights the importance of having a balanced approach to program evaluation, which gathers both qualitative and quantitative data for use depending on the intended audience.

Similar to storytelling, Ahern and Joyaux (2008) also recommend being able to contextualize the problem that an organization or program is trying to solve. This might include determining how large the problem is and placing the program's impacts into scale. Leroux Miller (2013) also recommends describing the problem in terms of its effect on a community or society but then focusing on a single person who is affected, making the problem more relatable and also easier to solve.

Ahern (2011) argues that the ultimate goal of any evaluation or data gathering processes in a nonprofit should be to create or update a case for support. A case for support would include all of the information, both quantitative and qualitative, needed

about an organization or program that would convince a prospective donor to make a gift. A case for support can become the foundation of all fundraising efforts, providing consistent messaging and information for both stakeholders and staff (Pendel, 1981).

Methodology

Contextualizing the Issue of Childhood Literacy

Before developing the tools to evaluate RTL's outcomes, it is important to holistically consider the issue of childhood literacy, as the literature on fundraising efficacy suggests. The consultant reviewed the issue by finding facts and figures that will support the results of the evaluation in building a case for support. This includes the long-term effects on children who are illiterate, the associated costs to society, and a more detailed look at the issue in the Sacramento area.

Overall, research shows that third grade is a pivotal year in a child's life. According to the Annie E. Casey Foundation (2010), this is the final year in which children learn the mechanics of how to read. When they return to school for fourth grade, students are expected to "read to learn." The distinction is subtle but marks the end of most traditional literacy education in the U.S. school system. No longer will they study how to decode multisyllabic words or sentence construction. Instead, fourth graders use their existing skills to read books filled with facts and dense information. This skill alone allows them to begin to master other subjects, such as history, science, and even math.

Not being able to read at or above the third grade level puts students behind, often for the rest of their lives. Frustrated by increasingly difficult vocabulary and subject

matter, children may avoid reading altogether, which contributes to continued skill deficits. At the same time, these less skilled readers struggle in other subjects that require them to “read to learn,” putting them ever further behind in school (Paul, 2012).

Third grade reading proficiency is a critical indicator of a child's future success—both as a student and a member of society. A study by the Annie E. Casey Foundation (2012) found that students who were not proficient readers by the end of third grade were four times more likely to drop out of high school than their more literate peers. The U.S. Department of Education (n.d.) reports that over 2.7 million students dropped out of high school in 2011, increasing the national population of dropouts to over 38 million for the first time in U.S. history. These dropouts have a tangible effect on the economy. High school dropouts were 20% less likely to be employed in 2008 than their peers with a high school diploma and half as likely to be employed than those who had attained at least a bachelor's degree (Sum, Khatiwada, & McLaughlin, 2009). Further, Sum, Khatiwada, & McLaughlin found that “Nearly 1 of every 10 young male high school dropouts was institutionalized on a given day in 2006-2007 versus fewer than 1 of 33 high school graduates” (2009, 3-4). In total, Former U.S. Secretary of Education R. W. Riley and education adviser T. K. Peterson (2008) estimate that every dropout costs the country \$260,000 in “lost earnings, taxes, and productivity.”

The underlying causal factors of this issue are large and systematic, going far beyond a simple lack of resources. According to the Annie E. Casey Foundation (2010), many of the contributing factors are present before a child even begins school—often centering around the parents. Many parents do not have proper training to encourage their children to learn during some of their most developmentally active ages; and the

school system itself often does not encourage parental involvement, especially those parents who work multiple jobs or must take public transit to reach their child's school.

In 2013, only 45% of California third graders scored "proficient or higher" on the English Language Arts California Standardized Test (ELA-CST) (Lucile Packard Foundation for Children's Health, 2014). Counties across the state varied dramatically on the exam. Marin County students had the highest pass rate, with 66% of students scoring proficient or higher, while Modoc County had the lowest, at a 24% pass rate. Similarly, school districts within each county had wide variances in the proficiency pass rate. Sacramento County had one of the largest disparities between school districts. While the county, as a whole, had a 42% pass rate, Folsom-Cordova Unified School District had the county's highest pass rate, 58%, and Twin Rivers Unified had its lowest, 28%. Likewise, two other of the county's school districts scored well below the county and state's average: Robla Elementary (29%) and Sacramento Unified (36%).

Significant research shows that parental involvement is key in early literacy development. In a study by Lonigan and Whitehurst (1998), researchers found that the intervention was most effective when both parents read to their children regularly. Leslie and Allen (1999) found that the degree of parental involvement in a reading intervention for children in first through fourth grades who were either non-readers, or who were behind by one or two grade levels, was a direct indicator of reading improvement.

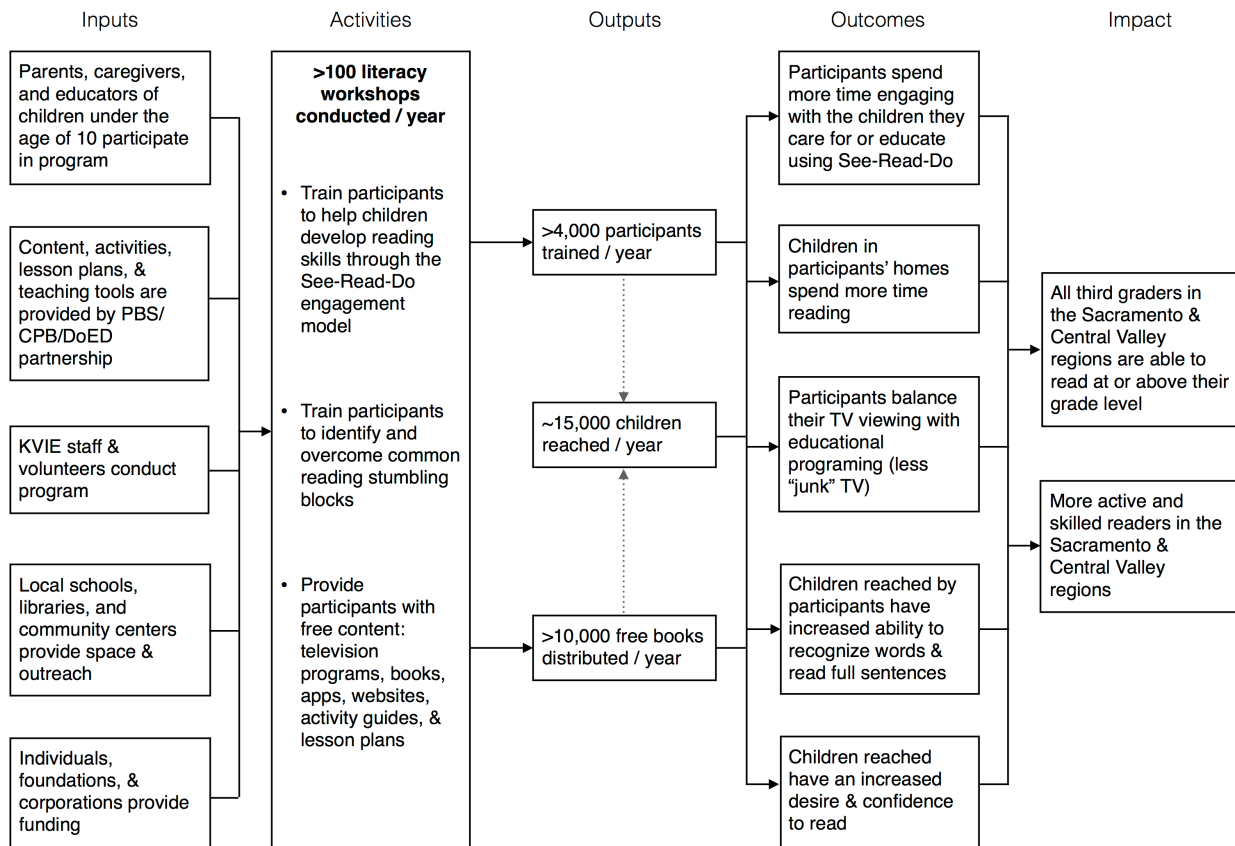
Identifying Outcomes to Be Evaluated

As KVIE has never defined the outcomes and impacts of RTL, the consultant worked closely with the program staff to create a program logic model (Figure 1). The

consultant and program manager then used the logic model to identify outcomes to evaluate and draft the three research questions to guide the development of the final data gathering tools:

- R1. To what degree have program participants incorporated “See-Read-Do” activities into their home lives?
- R2. To what degree do the children reached by workshop participants demonstrate increased ability to read?
- R3. To what degree do the children reached by workshop participants exhibit an increased desire to read?

Figure 1.
Logic Model for KVIE’s Ready To Learn Program



Evaluation Design and Special Considerations

Linebarger (2009) conducted an evaluation of a similar literacy program, the *Between the Lions* Mississippi Literacy Initiative. Like this evaluation, Linebarger's evaluation sought to determine the literacy program's effectiveness. While the final evaluation does not explicitly state a research question, it could be phrased as, "To what degree is the use of *Between the Lions* effective in helping young children acquire literacy skills?" To conduct the program evaluation, Linebarger created three groups: a treatment group, a maintenance group, and a control group. Linebarger recruited teachers to use the *Between the Lions* literacy package (which included lesson plans, activities, coaching, and mentoring in addition to the actual television program) and these classes served as the treatment group. Classes that had previously used the *Between the Lions* literacy materials served as a maintenance group. Several classrooms that had not previously used and were not using the materials served as a control group.

The study made three hypotheses: "The treatment group would outperform the control group at the post-test;" "The maintenance group would outperform the control group at the post-test;" and, "There should be no or, at most, a slight difference between the treatment group and the maintenance group." To test these hypotheses, Linebarger conducted a pre- and post-test on each group.

Ideally, to answer the research questions put forth in this evaluation, a similar design would be used: two groups of children would have their literacy skills tested using a quasi-experimental, quantitative design. The first group, or the control group, would consist of children whose parent or guardian has not registered for nor attended a

RTL literacy workshop. Further, these parents would be ineligible to attend a workshop until the completion of the study. The second group, or treatment group, would consist of children whose parent or guardian is currently registered for an RTL literacy workshop within the next month and has never attended a workshop previously.

Both the control and treatment groups would undergo a pre-test, conducted in person, to establish a baseline of current literacy and reading comprehension skills as well to determine current desire to read. Six months after the pre-test, a post-test would be conducted, also in person, to determine any changes in literacy skills and desire to read. The treatment group would also be surveyed to determine the level of incorporation of the workshop materials and activities into their home lives.

Such an evaluation, however, is not possible for three reasons. First, in person literacy tests of children require significant investment in training staff and special attention to testing design and protocol, which KVIE does not currently have the capacity to conduct nor maintain. Second, KVIE has determined that directly studying the children reached by the program would be too intrusive given that the organization's relationship is with the parents and not the children. Finally, using children in research settings has ethical concerns. Both federal guidelines and the research field require that any research studying subjects who cannot give informed consent, including those under 18 years of age, be reviewed by a human subjects research review committee or an internal review board (Barbour, 2008; Morgan, 1998a). While Barbour suggests that focus groups are a more preferred mode of data collection, in terms of ethics and danger to a vulnerable population like children, over individual interviewing, the complications involving children can still be significant (2008).

The consultant, instead, proposes to conduct a longitudinal study of each group of workshop participants, who will report observational data on their children. A pre-test would be conducted on those who are currently registered for but have not yet attended a RTL literacy workshop. Six months after completing the workshop, a post-test would be conducted on the same group of participants to determine to what extent they have observed changes in their children.

These instruments, however, rely on the assumption that the workshop participants are themselves able to read and write effectively enough to provide reliable data. Based on current demographics of workshop participants, this is not an assumption that can be safely used as some workshops have parent-participants who do not speak English or have not learned to write in their first language. Due to these specific demographics, the evaluator and program manager have concluded that using a survey, which can be translated, would be ideal to collect quantitative data only and that a focus group, conducted in the participants' native languages, would work best for collecting qualitative data.

Quantitative Instrument Design

Linebarger's (2009) evaluation of the *Between the Lions* Mississippi Literacy Initiative describes several literacy indicators and how each was tested on the participant children: Language development, letter knowledge, phonetic awareness, reading mechanics, print conventions, and a combined battery of all of these early childhood literacy skills (see Table 1). These indices were used in the creation of both

the pre- and post-test instrument, specifically to inform the literacy and reading skills questions and ensure that the research questions would be answered.

Table 1.
Examples of Early Childhood Literacy Indicators

Indicator	Examples
Language development	Recognizing and spelling objects, animals, and people in pictures.
Letter knowledge	Knowing the names of letters and difference between capital and lower case letters.
Phonetic awareness	Knowing the sounds of and able to sound out letters. Able to construct words.
Reading mechanics	Able to follow and understand sentences.
Print conventions	Understanding of standard book layout and differentiation between printed words and pictures.

Source: Linebarger, 2009: pp. 7-9.

Additionally, Penuel et al. evaluated an early iteration of the Ready To Learn program (2009). Similar to the Linebarger evaluation, Penuel et al. used a randomized, controlled experiment to test the effectiveness of the RTL curriculum. The testing instruments used an extensive battery. As part of the post-test, evaluators also conducted a survey of each child's family to establish demographics, desire of children to read, and use of literacy tools within the household. These questions were modified for use in post-test to determine how parent participants have incorporated the workshops materials and tools into their home lives. These questions served as the foundation for the pre- and post-test instruments as they provided appropriate language to gauge a parent's observation of their child's literacy skills and desire to read.

To encourage participation, each survey participant will receive a DVD, book, and plush doll from the television program *Daniel Tiger's Neighborhood*, a resource that is of low cost to KVIE while being mission- and program-oriented. A link at the end of the online survey will direct participants to a separate webpage from which they can claim the items. This will also help to ensure trust by keeping the survey participants' individual answers anonymous and only aggregated within the final results.

The final question of the post-test also allows survey participants to voluntarily provide their email addresses and allow the evaluator to contact them in the future for further information. While there are more direct means of recruiting participants for qualitative data gathering, this provides KVIE an alternate method of identifying children with success stories.

The pre- and post-test instruments can be found in Appendices A and B.

Qualitative Instrument Design

Wolff, Knodel, and Sittitrai (1993) argue that focus groups are an ideal complement to quantitative surveys, as they “enhance the quality of the resulting analysis and the confidence that can be placed in it” (p. 119). Likewise, Krueger and Casey (2010) consider focus groups as a method of gaining deeper insight into quantitative study. Also, due to the demographics, which may not be able to provide qualitative data in a survey, a focus group can help elicit more in depth and detailed stories, which is especially true if the focus groups are held in the participants' native language (Barbour, 2008).

Morgan (1998b) notes that one of the most important steps to planning a focus group is determining how structured the process will be. Because the goal of these focus groups is to generate stories for use in a case for support and other fundraising materials, it will be important to have less structure and let the group to explore each question from the moderator without too much interruption. Such a lack of emphasis on structure allows participants to generate new ideas and discover new insights (Morgan, 1998b). The question route developed has bulleted questions to allow the moderator to ask the questions in a free-form way that makes sense depending on the group. Several follow-up questions are included in case elaboration is needed. A more structured question route was used over a topic guide, which would not include specific questions, to allow for more straightforward analysis of the focus group transcripts (Krueger, 1998a).

Based on Krueger's (1998a) model for developing question routes, the consultant and program staff brainstormed numerous questions that would allow for participants to share stories that answer the three research questions. This pool was then narrowed down to six questions, which were broad enough to allow for interpretation but also have a specific correlation to a research question. Six questions were also chosen as an ideal number for an hour-long focus group with moderate structure.

In keeping with best practices for sequencing of questions, a non-threatening and fact-based question will be asked first regarding how each participant uses the literacy model at home with his or her children (Krueger, 1998a). The following question asks each participant to think of something surprising they learned at the workshop to engage their memories and begin to further break the ice (Krueger, 1998a). The final

four questions then begin to dig deeper and allow for participants to share success stories. Questions are phrased in such a way as to elicit excitement from participants about their children and maintain engagement (Krueger, 1998a).

The question route has been designed with an introduction to explain the process and expectations to each participant and a closing to wrap up the focus group. A final question has been included to ask the participants if they are willing to be contacted in the future if staff have questions. This allows for fundraising staff to get in contact with participants to ask for permission to use their stories or get more detailed information in an individual interview.

The focus group question route can be found in Appendix C.

Recommendations

Distribution and Sampling

Survey participants. Ideally, all RTL workshop participants should be given the pre- and post-test surveys. The pre-tests could be conducted as part of the registration process. The test may, however, add too much time to registration and deter potential participants. The pre-test could instead be e-mailed out in advance of the workshops. The participation inducements could then be waiting for the survey respondents when they arrive at the workshop. Alternatively, if this proves too administratively challenging, program staff could distribute the survey in paper form and ask participants to complete it before the workshop begins. This, however, would require that survey responses be recorded electronically at a later time, increasing administrative burden.

As the number of participants for each workshop varies, the sample size for each survey will range dramatically. As some sample sizes can be very small, it will be important to encourage as many participants to take the survey as possible. While the incentive may help, program staff should reach out to as many participants in the sample as possible to increase participation.

Focus groups participants. Program staff already have a strong relationship with those best suited to identify children whose parent or caregiver has attended an RTL workshop and are showing improved performance at school: district administrators and teachers. These administrators and teachers at partner schools, who often recruit parents to attend workshops in the first place, already have the access and ability to market and recruit parents to attend a focus group. Furthermore, by offering these focus groups at the school or district office, there is a stronger likelihood that parents will agree and be able to attend.

When scheduling focus groups it is important to consider their compositions. Preferably, each group would include six to 10 participants who attended an RTL workshop no more than eight and no fewer than five months ago. Similarly, each group should be made up of speakers of the same language so as to avoid the need for multiple translation services, which can slow down or hinder the flow of participation.

Data Analysis

Work with an analytical expert. Currently, KVIE's staff have little training or resources to conduct a detailed statistical analysis. It may be worthwhile to invest in a

part-time position or independent contractor to conduct the analysis for this study. A professional will also have access to more advanced statistical software.

Compare scores between tests. As the survey has been designed with a pre- and post-test, the analysis will mostly consist of comparing scores between the two instruments. The first step in the analysis will be to analyze the mean, median, mode, and standard distribution of each question. Comparing each question to its corresponding post-test result will reveal a trend, or lack thereof. For instance, a question regarding a child's ability to sound out letters might show a strong increase after the RTL workshop.

Once the means have been calculated, it is possible to further analyze the results by comparing them to the demographic information collected at the end of the surveys. The use of a t-test to do this may reveal information about how certain grades or genders are performing differently than others. Likewise, a correlation or regression model could be made to determine if certain skills, like being able to sound out letters, is related to other skills. Patterns that emerge among these correlations should be looked at closely.

Ensure statistical relevance. One of the most important concepts in statistical analysis is that the results meet a level of statistical relevance, or that the results are replicable and thus in fact supportive of a hypothesis (Schmuller, 2013). For instance, many statisticians use the probability factor of 95% as their threshold for statistical relevance, or that there is a 95% probability that the results are accurate. Regardless of whether the analysis is done by KVIE or a third party, this statistical relevance should be disclosed and considered when weighing the findings.

Identify patterns, themes, and stories. As one of the goals of this evaluation is to support KVIE's fundraising staff in collecting stories to be used in the development of a case for support, the transcripts of the focus groups should be carefully studied for patterns, themes, and whole stories that emerge. First, if any impactful stories, like those identified by C. Heath and D. Heath (as cited in Leroux Miller, 2010, pp. 79-83), have emerged, they should be selected from the transcript for further review. If no story has emerged, it may indicate that more information is needed or an individual interview is necessary to create a story. To identify those that have stories but did not share them during the focus group, the analyst could identify participants that gave very specific, intense, or emotional comments (Krueger, 1998b). Patterns and themes may also emerge despite not having a specific story. These types of information should be noted as more general inferences can be made and assembled in the case for support (Krueger, 1998b).

Pilot Testing

As these types of data gathering and evaluation procedures are new to KVIE staff, it will be important to test the tools before formally implementing them. While this paper has made every effort to take real world considerations into account when designing the tools and their distribution procedures, there will undoubtedly be unpredictable factors that complicate the implementation (Seidman, 2013). A pilot testing period will help to identify these issues and make changes before KVIE staff implement the tools on wide scale.

Survey. As the survey is designed to be used as a longitudinal study of one group, it would be imprudent to wait the full six months between administering the pre- and post-tests. Instead, KVIE should first administer the pre-test to new group of workshop participants. At the same time, the post-test should be given to a group of participants who attended a workshop six months ago to create a sort of quasi-experimental group, which would mimic the results of the longitudinal study of one group. This would allow staff to determine whether both tests are practical in application and allow for testing of the analytical steps. KVIE should also consider contacting some, if not all, of the respondents to the survey to determine if the survey itself has any issues. For instance, staff should ensure that the survey is easily understood by the respondents and that there are no technical issues that would dissuade someone from completing the survey.

Focus groups. Testing the focus group procedure will be important to ensure that the question route encourages active participation and generates the intended results. KVIE should consider hiring a professional to conduct the pilot groups and use these as an opportunity to train staff in how to properly conduct a focus group. Pilot testing the focus group procedure is an ideal time to also test the recruitment process. KVIE should work closely with the partner schools to ensure that the best participants are found and that the location and setting of the focus groups is convenient for them. The first phase of testing should be limited to English-speaking participants to make the procedure as straightforward for staff as possible. A later test of the translated focus group protocols should be conducted once the protocol has been tested and refined.

Further Recommendations

Translate the survey and question route. Because of the demographics of the participants, it will be important for KVIE to have the survey translated into the primary languages of the participants. As KVIE has few native Spanish- and Hmong-speaking employees, it will be helpful to have a professional translator ensure that the survey is properly translated with careful consideration given toward using simple, easy to read phrasing. Similarly, the focus group question route should also be translated into the primary languages of the participants to encourage active participation. KVIE should also consider hiring and training a native speaker of each language to conduct these focus groups.

Share the results with stakeholders. Once an analysis has been completed and the formal results have been compiled, KVIE should consider sharing the results with stakeholders of the RTL program. This might include presenting the findings to the partner districts so that teachers and administrators understand the value of the program; presenting the findings to the participants so that they understand the value of their participation in the evaluation process; and sharing the findings with the board so that they understand more fully the outcomes of the program.

Create benchmarks. Regardless of the findings, KVIE should also use this opportunity to evaluate the program's efficacy and create benchmarks for future success. As the tools are designed for ongoing study, this might include creating a dashboard that program staff and board members could use to determine if issues arise or if the program is meeting goals.

Integrate the results into current reporting mechanisms. As RTL currently receives much of its funding from grants, the findings of the evaluation could be used to supplement reporting to foundations and the Corporation for Public Broadcasting. Likewise, KVIE currently releases an annual report highlighting its community services and the current RTL reporting only includes output numbers. This would be an ideal opportunity to expand upon that reporting by including the findings of these tools.

Develop a case for support and specific stories. Once the quantitative and qualitative analyses have been completed, the findings should be compiled into case for support. Development staff should identify impactful stories, like those identified by C. Heath and D. Heath (as cited in Leroux Miller, 2010, pp. 79-83), or themes, and begin to shape narratives to be used in fundraising appeals.

Build internal capacity. While KVIE staff currently lack the capacity to fully implement the tools and analyze the results, this may not always be the case. By working with statistical analysts, translators, and consultants, program staff can learn and develop the skills needed to bring these roles in-house. By also training other staff with these skills, KVIE can ensure the long-term sustainability of the program if there is staff turnover. Further, because of the cost of using these outside contractors, building internal capacity is important, not only for the long-term success of the tools, but also the prudent use of grant and donor funds. If staff are able to gain the skills necessary to conduct the analysis of the data, KVIE should also consider investing in software like IBM's SPSS Statistics.

Create a meta-analysis or long-term study. As these tools have been designed for long-term use, KVIE will amass a large pool of data over many studies. It

may, at some point, become possible to create a meta-analysis of the results, which would combine the results of all of the previous studies and re-analyze the results in the larger context. This would allow for a much larger sample size and in turn increase statistical relevance. Such a study, however, will require careful preservation of all previous study results. KVIE should ensure that all data is kept safe from tampering, deletion, or accidental loss. KVIE could also consider creating a long-term study, in which follow-up post-test could be conducted a year or 18 months after completing a survey. The original post-test could easily be used or adapted for this purpose. Such a study could reveal the long-term impacts of the RTL program. Further focus groups might also reveal more dramatic changes in a child's academic performance, such as whether the child is now reading ahead of his or her grade level or being placed in an advanced class.

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Appendix A: Survey Pre-Test

Thank you for participating in this survey!

Goal

This survey will help us to understand how the Ready To Learn literacy workshops help children learn to read. As a registered participant at an upcoming workshop, your answers are very important.

Thank you gift

To show our appreciation, you will receive a DVD, book, and plush doll from the TV show *Daniel Tiger's Neighborhood*.

Instructions

- Please be completely honest. Your individual answers will be kept anonymous but ultimately aggregated within a report.
- Please focus on only one child. (Pre-K to 4th Grade) when answering the questions. If you have more than one child (Pre-K to 4th Grade) in your household that you help learn to read, you may fill out another survey for each child.

Please indicate how much **you** agree or disagree with each of the following statements.

My child enjoys reading.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

My child enjoys learning new words.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

My child will often choose to read without being told to do so.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

In the past month, has **your child** asked for you to... ?

	Yes	No
Read aloud to her or him	<input type="radio"/>	<input type="radio"/>
Help her or him to read a book	<input type="radio"/>	<input type="radio"/>
Help to sound out a word	<input type="radio"/>	<input type="radio"/>
Help to identify a letter	<input type="radio"/>	<input type="radio"/>
Buy her or him a book	<input type="radio"/>	<input type="radio"/>
Take her or him to the library	<input type="radio"/>	<input type="radio"/>

How often does **your child** do these things related to her or his literacy and language skills?

	Often	Sometimes	Rarely	Never
Pretend to write letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correctly write letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend to write own name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correctly write own name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much **you** agree or disagree with each of the following statements.

My child is often able to tell the difference between upper and lower case letters of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child is often able to correctly identify the name of a letter of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child is often able to correctly make the sound of a letter of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

When reading with my child, she or he often correctly identifies the names of animals, colors, and objects in the pictures.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

After helping my child sound out a word, he or she easily remembers the sound.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child can often read a full sentence without assistance.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Is **your child** a...?

- Boy
- Girl

What grade is **your child** currently enrolled in?

- Pre-K
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade

What is the primary language spoken in **your child's** home?

- English
- Spanish
- Vietnamese
- Hmong
- Cantonese
- Tagalog
- Other

In total, how many children reside in your household that **you** assist with literacy and language skills?

- 1
- 2
- 3
- 4
- 5 or more

Appendix B: Survey Post-Test

Thank you for participating in this survey!

Goal

This survey will help us to understand how the Ready To Learn literacy workshops help children learn to read. As participant at a workshop in the past few months, your answers are very important.

Thank you gift

To show our appreciation, you will receive a DVD, book, and plush doll from the TV show *Daniel Tiger's Neighborhood*.

Instructions

- Please be completely honest. Your individual answers will be kept anonymous but ultimately aggregated within a report.
- Please focus on only one child. (Pre-K to 4th Grade) when answering the questions. If you have more than one child (Pre-K to 4th Grade) in your household that you help learn to read, you may fill out another survey for each child.

Please indicate how much **you** agree or disagree with each of the following statements.

My child enjoys reading.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

My child enjoys learning new words.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

My child will often choose to read without being told to do so.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

In the past month, has **your child** asked for you to... ?

	Yes	No
Read aloud to her or him	<input type="radio"/>	<input type="radio"/>
Help her or him to read a book	<input type="radio"/>	<input type="radio"/>
Help to sound out a word	<input type="radio"/>	<input type="radio"/>
Help to identify a letter	<input type="radio"/>	<input type="radio"/>
Buy her or him a book	<input type="radio"/>	<input type="radio"/>
Take her or him to the library	<input type="radio"/>	<input type="radio"/>

How often does **your child** do these things related to her or his literacy and language skills?

	Often	Sometimes	Rarely	Never
Pretend to write letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correctly write letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend to write own name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correctly write own name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much **you** agree or disagree with each of the following statements.

My child is often able to tell the difference between upper and lower case letters of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child is often able to correctly identify the name of a letter of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child is often able to correctly make the sound of a letter of the alphabet.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

When reading with my child, she or he often correctly identifies the names of animals, colors, and objects in the pictures.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

After helping my child sound out a word, he or she easily remembers the sound.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child can often read a full sentence without assistance.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

How often do **you and your child** together...?

	Daily	Several Times a Week	Weekly	At Least Once a Month	Less than Once a Month	Never
Watch educational TV shows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch other TV shows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play educational games that practice reading or writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When **you** participate with your child to watch educational TV, read, or play an educational game, do you...?

- Schedule time in advance
- Use free time as it becomes available
- A combination of both

How often do **you** combine watching educational TV, reading, and playing an educational game into a single activity?

- Daily
- 2-3 times a week
- Weekly
- At least once a month
- Less than once a month
- Never

How often do **you** talk with your child about what she or he has learned when together you...?

	Always	Often	Sometimes	Rarely	Never
Watch educational TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch other TV shows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play educational games that practice reading or writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is **your child** a...?

- Boy
- Girl

What grade is **your child** currently enrolled in?

- Pre-K
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade

What is the primary language spoken in **your child's** home?

- English
- Spanish
- Vietnamese
- Hmong
- Cantonese
- Tagalog
- Other

In total, how many children reside in your household that **you** assist with literacy and language skills?

- 1
- 2
- 3
- 4
- 5 or more

Appendix C: Focus Group Question Route

KVIE Ready To Learn Focus Group Question Route

Welcome

- Thank guests for attending.
- Moderator should introduce him or herself.
- Introduce any KVIE staff present and explain roles.

Purpose

- Explain purpose of the focus group and how we will use the results:
 - “Today we would like to hear about your experience at the Ready To Learn workshop and hear a little bit about how your child has been affected by what you’ve learned.”
 - “The results of today’s discussion will be used to help us identify how these workshops help children learn to read.”

Guidelines

- Explain what will happen during the focus group and what everyone should expect:
 - “Over the next hour, we will have a discussion about a few questions that I have for you.”
 - “Please talk with each other and share your thoughts.”
 - “I am here to be a moderator, not a judge.”
 - “There are no right or wrong answers.”
 - “Please be respectful of others opinions and experiences.”
- Explain the use of a recording device and ask for everyone’s permission to use it:
 - “We will be recording today’s discussion to make sure we don’t miss anything important.”
 - “Is everyone comfortable with that?”
 - “Please make sure that you say your name before speaking, so that later we know who you are.”
 - “Please be mindful not speak over someone else.”

Questions for Discussion

- “How do you use ‘See-Read-Do at home?’”

- Elaboration: "Describe a recent time when you sat down to read together."
- "Think back to the workshop that you attended, what was something that you learned that surprised you?"
- "Why did you attend the Ready To Learn workshop?"
- "What changes have you noticed in your child since using 'See-Read-Do' at home?"
 - Elaboration: "What was he or she like before?" "What do you think has made the biggest difference?" "Have his or her teachers noticed a change?"
- "What is something that your child has done recently that surprised you or made you proud about his or her reading skills?"
 - Elaboration: "What excites you about your child's reading skills?"
- "Does your child like to read?"
 - Elaboration: "What kinds of books does he or she like?" "Do you go to the library a lot?"

Closing

- Thank guests for sharing.
- Asking for any last comments or stories.
- Ask for permission to follow up privately.
- Distribute incentive gifts.