

Governor's Early Literacy Foundation (GELF) Inventory Contents

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(I) indicates intervention



Imagination Library/Birth-5-Book Delivery



Pending Panel Review

| Program/Intervention Name | Description/Additional Information | | | |
|----------------------------------|---|--|--|--|
| Imagination Library/Birth-5-Book | The program is a partnership with Dolly Parton's Imagination Library to provide every Tennessee child from birth to | | | |
| <u>Delivery</u> | age five with a book each montl | age five with a book each month at no cost to families, delivered right to their mailbox. It is a gift of up to 60 high- | | |
| ☑ Program | quality, age-appropriate books to build a child's home library before kindergarten with beloved classics like <i>The Little</i> | | | |
| ☐ Intervention within Program: | Engine That Could and the Llama Llama series, selected by a blue-ribbon committee of early childhood education | | | |
| | experts. | | | |
| Delivery Setting | Target Population | | | |
| Home | | Infancy/Early Childhood, Families | | |

| Logic Model | Outputs | Outcome(s) |
|---|---|--|
| If we partner with Dolly Parton's Imagination | 1. Number of books delivered | 1. Percentage of third through eighth graders |
| Library to provide every Tennessee child from | | reaching reading proficiency as measured by TN |
| birth to age five with a book each month at no | | Ready |
| cost to families, then we will increase reading and | 2. Number of newly enrolled children | |
| interaction with books for those children, | 3. Percentage of eligible children enrolled | |
| improve their school readiness and increase a | | |
| culture of reading within Tennessee. | | |



(I) Newborn Enrollment Partnerships: Birthing Hospital Partnership and Welcome Baby



Outputs

| Program/Intervention Name | Description/Additional | Information | | |
|---|--|--|--|--|
| Newborn Enrollment Partnerships: | Newborn enrollment part | Newborn enrollment partnerships seek to introduce Dolly Parton's Imagination Library program to families | | |
| Birthing Hospital Partnership and | with children at birth thro | ugh the first six months. It does this through two efforts—the Birthing Hospital | | |
| Welcome Baby | Partnership and Welcome | Baby—which respectively provide outreach within hospitals and through a | | |
| ☐ Program | handbook and enrollment materials provided by the Department of Health and Vital Records. Some hospital- | | | |
| ☑ Intervention within Program: | based partnerships also provide <i>The Little Engine That Could</i> as the first book. | | | |
| Imagination Library/Birth-5-Book Delivery | | | | |
| Delivery Setting | | Target Population | | |
| Hospital/Treatment Center | | Infancy/Early Childhood, Families | | |

| Logic Model | Outputs | Outcome(s) |
|--|--|------------|
| If we enroll as many newborns as possible in | 1. Number of enrollments at birthing hospitals | |
| Tennessee with Dolly Parton's Imagination | 2. Number of enrollments via DOH's Parent | |
| Library within the first six months of life, then we | Handbook | |
| will increase reading and interaction with books | 3. Number of <i>The Little Engine That Could</i> books | |
| for those children, improve their school readiness | ordered by partners | |
| and increase a culture of reading within | | |
| Tennessee. | | |



Storybook Trails



Outputs

| Program/Intervention Name | Description/Additional Information | | | |
|------------------------------------|---|---|--|--|
| Storybook Trails | In partnership with Tennessee S | In partnership with Tennessee State Parks Conservancy, city parks and outdoor areas, this program creates | | |
| ☑ Program | enriching outdoor reading experiences for children and families to connect literacy with a fun, physical activity. It | | | |
| ☐ Intervention within Program: | achieves this by presenting a children's storybook on child-height panels along a short trail to promote adult-child | | | |
| | interaction around books and nature. | | | |
| Delivery Setting Target Population | | Target Population | | |
| Outdoor spaces | | Infancy/Early Childhood, Families | | |

| Logic Model | Outputs | Outcome(s) |
|---|--|------------|
| If we partner with state and local organizations to | 1. Percentage of population living within 25 miles | |
| provide storybook trails in parks throughout | of a Storybook Trail | |
| Tennessee, then we will create enriching outdoor | 2. Number of new trails funded | |
| reading experiences for children and families, | 3. Number of unique book titles utilized | |
| connect literacy with a fun, physical activity, | | |
| improve children's reading proficiency, and | | |
| increase a culture of reading within the state. | | |



Book Bus



Outputs

| Program/Intervention Name | Description/Additional Information | | |
|--|---|--|--|
| Book Bus | This program partners with school systems to create mobile libraries that provide children and families with access | | |
| ☑ Program | to high-quality resources. Partnering school systems retrofit decommissioned school buses with seating and | | |
| \square Intervention within Program: | shelving to house books and literacy resources, creating a learning space for children and families to enjoy. | | |
| Delivery Setting | Target Population | | |
| Mobile | Infancy/Early Childhood, Children, Adolescents/Young Adults, Families | | |

| Logic Model | Outputs | Outcome(s) |
|--|--|------------|
| If we partner with school districts and local | 1. Number of school districts served by a book | |
| organizations to provide book buses in | bus | |
| communities throughout Tennessee, then we will | 2. Number of new buses funded | |
| expand access to books, improve reading | 3. Number of days book buses operate | |
| proficiency and increase a culture of reading | | |
| within Tennessee. | | |



K-3 Summer Home Library Program



Evidence

| Program/Intervention Name | Description/Additional Information | | | |
|--|---|---|--|--|
| K-3 Summer Home Library | This program provides students | This program provides students, teachers and families with quality resources to support student learning in the | | |
| <u>Program</u> | home and combat learning loss | . In partnership with book-gifting organizations, this program mails books and | | |
| ☑ Program | literacy tools (e.g., activity sheets to help children engage with the books) to kindergarten through third grade | | | |
| \square Intervention within Program: | students during the summer, at no cost to families or school districts. | | | |
| Delivery Setting | Target Population | | | |
| Home, School | | Children, Families | | |

| Logic Model | Outputs | Outcome(s) |
|--|---|--|
| If we partner with school districts and vendors to | 1. Number of school districts/charter schools | 1. Percentage of third through eighth graders |
| provide quality age-appropriate books to rising | participating in program | reaching reading proficiency as measured by TN |
| kindergarten through third graders throughout | | Ready |
| Tennessee, then we will increase access to books, | 2. Number of books delivered | |
| improve students' reading proficiency and | 3. Number of students served | |
| increase a culture of reading within Tennessee. | 4. Percentage of households utilizing books given | |
| | by K-3 Summer Home Library Program (based on | |
| | GELF survey data) | |

| Evidence | | | Causal Evidence |
|---------------|----------------------|---------------|---|
| Clearinghouse | Entry Name & Link | | Evidence Rating |
| WSIPP | Summer book programs | s: Multi-year | One citation, at least one effect size in desired |
| | intervention | | direction |



Caregiver Engagement



Outcomes

| Program/Intervention Name | Description/Additional Information | | |
|--|--|---|--|
| Caregiver Engagement | The program partners with vendors to give families the tools to turn conversations into learning opportunities by | | |
| ☑ Program | connecting books with experiences. Resources, like reading tips and learning activities, are shared digitally with | | |
| \square Intervention within Program: | caregivers and model how everyday interactions at home can be used to boost learning. | | |
| Delivery Setting | | Target Population | |
| Home | | Infancy/Early Childhood, Children, Families | |

| Logic Model | Outputs | Outcome(s) |
|--|---|--|
| If we partner with school districts and vendors to | 1. Number of text messages sent | 1. Percentage of parents who believe their child |
| provide caregivers with digital reading tips, then | | has increased literacy skills, based on survey |
| we will increase caregiver involvement with | | results |
| literacy, improve students' reading proficiency | 2. Number of students served | |
| and increase a culture of reading within | 3. Number of school districts/charter schools | |
| Tennessee. | participating | |
| | 4. Opt-out rate (parents choosing to exit the | |
| | program) | |