

**Detroit PBS Neighborhood Model**

Evaluation Report

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HighScope Educational Research Foundation

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## **Table of Contents**

Introduction	p. 3
Overview of Detroit PBS Neighborhood Model	p. 4
Summary of Evaluation	p. 6
Preliminary Findings	p. 15
Recommendations	p. 35

## **Introduction**

This report provides an overview of preliminary findings from an evaluation of the Detroit Public Broadcasting Service (PBS) Neighborhood Model. The Neighborhood Model consists of a variety of touchpoints with caregivers (parents, teachers, grandparents, coordinators, etc.) to meet targeted neighborhood needs including specific efforts to support child literacy through the program Read, Write, Roar (RWR). The overall goal of the model is to engage all learners and support them, cradle to career, with specific aims to:

- improve the quality of adult-child interactions,
- increase caregiver awareness, skills, and confidence, and
- foster networks between and among caregivers and community partners to share resources and expertise.

Guided by these aims, the HighScope Educational Research Foundation (HighScope) worked in partnership with Detroit PBS to conduct a mixed-method evaluation to learn more about the implementation and early outcomes of the Neighborhood Model from August 2023 to August 2024. Because of Detroit PBS's established engagement with the Brightmoor community, efforts were made during all phases of the evaluation process to capture the perspectives of caregivers living in the Brightmoor community.

## Overview of the Detroit PBS Neighborhood Model

Detroit PBS is an established and longstanding community partner that reaches and serves young people and their families and communities. The Detroit PBS education team was originally motivated to increase outreach given that 93% of children living in Detroit were not reading at grade level. In 2018, the education team made the intentional decision to focus all outreach efforts in the Brightmoor neighborhood to improve educational outcomes, increase community connectedness, and increase community use of and access to resources to support early childhood development. The team developed strong partnerships and found new ways to serve the community more effectively. This work was the foundation for the station’s award-winning “Learning Neighborhood Model,” inspiring the Corporation for Public Broadcasting to adopt the concept nationwide. During the COVID-19 pandemic, the DPTV education team received additional funding to continue the work of providing critically needed resources and to innovate with virtual program components.

In 2020, DPTV continued to work in the Brightmoor neighborhood while expanding the model to the East Side of Detroit, which led to additional development of the Neighborhood Model including additional programming that occurs on Thursdays.

Currently, the Neighborhood Model includes multiple touchpoints to engage all learners and the caregivers (parents, teachers, early childhood coordinators, grandparents, etc.) who support them from cradle to career. Touchpoints include monthly and yearly activities, as well as networking efforts. During touchpoints, Detroit PBS uses a relationship-based approach to employ a variety of resources and expertise to support child development targeted at community needs (for more information, please see Table 1).

**Table 1:** Detroit PBS Neighborhood Model Summary of Caregiver Touchpoints

<b>Monthly Thursday Activities</b>	<ul style="list-style-type: none"> <li>• In-person play groups</li> <li>• Virtual parent meetups</li> <li>• PBS Kids in the Neighborhood</li> <li>• Virtual bedtime stories</li> </ul>
<b>Yearly Activities</b>	<ul style="list-style-type: none"> <li>• Be My Neighbor Day</li> <li>• Looping Families Together</li> <li>• Back to school events</li> <li>• Workshops</li> <li>• Professional development opportunities for teachers</li> <li>• Galas</li> <li>• Baby showers</li> <li>• Field trips</li> </ul>
<b>Networking Efforts</b>	<ul style="list-style-type: none"> <li>• Early childhood collaborative monthly meeting</li> <li>• Social media engagement</li> <li>• Collaboration and relationship building with community stakeholders (schools, businesses, libraries, etc.)</li> </ul>

The Neighborhood Model includes specific support for literacy via the program Read, Write, Roar (RWR). RWR includes activity books, videos, and a website that offers differentiated content by grade level to support literacy inside and outside of the classroom.

The overall goal of the model is to engage all learners and support them, cradle to career, with specific aims to

- improve the quality of adult-child interactions,
- increase caregiver awareness, skills, and confidence, and
- foster networks between and among caregivers and community partners to share resources and expertise.

A summary of activities, aims, and overall goal is displayed in a preliminary logic model in Figure 1.

**Figure 1: Preliminary Detroit PBS Neighborhood Model Logic Model**

Inputs	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> <li>• Thursday activities for caregivers</li> <li>• Yearly activities for caregivers</li> <li>• Resources and expertise on child development</li> <li>• Networking and collaboration efforts (including monthly meetings and social media engagement)</li> <li>• Read, Write, Roar Materials (RWR)</li> </ul>	<ul style="list-style-type: none"> <li>• Caregivers attend monthly activities</li> <li>• Caregivers attend yearly activities</li> <li>• Caregivers engage with resources and employ learning</li> <li>• Caregivers use RWR materials consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Caregivers increase <b>awareness</b> about best early childhood practices (including literacy best practices)</li> <li>• Caregivers increase <b>confidence</b> to support children’s development (including confidence to support literacy)</li> <li>• Caregivers improve <b>interactions</b> (including interactions to support literacy development)</li> <li>• Partnerships and networks between and among caregivers and organizations</li> </ul>	<p style="text-align: center;"><b>Engage all learners and support them, cradle to career</b></p>

## Summary of Evaluation

### Measure Development

HighScope developed nine measures to better understand caregiver and community leader perceptions about implementation and early outcomes of the Detroit PBS Neighborhood Model.

#### *Thursday Activity Surveys*

HighScope developed surveys for three of the four Thursday activities (in-person play groups, virtual parent meetups, and virtual bedtime stories)<sup>1</sup>. Each survey asked for the caregiver's zip code and whether they currently live in the Brightmoor community. Each survey contained questions specific to measuring outcomes of the activity and questions designed to collect information needed for continuous improvement efforts. Questions related to outcomes of the activity were based on document analysis that revealed the purpose and focus of each Thursday activity (See Table 2). Each survey always concluded with one open-ended question “Is there anything else that you would like to share about today’s [name of event]” and a question that asked if respondents were interested in participating in an interview for an additional incentive.

**Table 2:** Thursday Activity Survey Item Examples

	<b>Example: Outcome Item</b>	<b>Example: Continuous Improvement Item</b>
<b>In-person play group survey</b>	<i>Did this playdate help you connect with other caregivers in your community?</i>	<i>How do you feel about the duration of today’s playdate?</i>
<b>Virtual parent meetup survey</b>	<i>Today’s virtual parent meetup gave me new ideas that are practical or make sense for me and my family.</i>	<i>Today’s parent meetup was virtual. What is your preference, virtual or in-person meetups?</i>
<b>Virtual bedtime story survey</b>	<i>My child found the virtual bedtime story engaging.</i>	<i>Today we met at 6:00 PM for our virtual bedtime story. How do you feel about the timing of the virtual bedtime story?</i>

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<sup>1</sup> HighScope and Detroit PBS made the decision not to collect data during PBS Kids in the Neighborhood event. This is because both teams decided that data collection might be disruptive to the nature of the event, in which families and Detroit PBS staff interact informally.

### ***Thursday Activity Interview Protocols***

Two interview protocols were developed to learn more about caregiver experiences during in-person play groups and virtual events (parent meetups and bedtime stories). Each protocol consisted of 10 questions, including an icebreaker, that asked about how caregivers learned about the activity, why they chose to attend the activity, their experiences during the activity, if and how the activity led to any changes in mindsets, behaviors, practices, and if the activity met their need that led them to attend the activity in the first place.

### ***Read, Write Roar (RWR) Surveys***

Two surveys were developed to understand caregivers use and perception of RWR materials. The first RWR survey (RWR Phase 1 Survey) was designed to capture caregivers' initial impressions of RWR materials and obtain a sample of caregivers to follow up with to better understand RWR use over time. Survey questions asked for each caregiver's email address (for incentive and follow-up), zip code, if they currently lived in the Brightmoor community, their caregiver role (parent, teacher, grandparent, etc.), the age of the child with whom they use RWR materials, and how they learned about the RWR program. Questions also asked about caregivers' initial impressions of RWR materials.

The second RWR survey (RWR Phase 2 Survey) was developed as a follow-up survey to understand if caregivers had chosen to use RWR materials after learning about the program, which materials (activity books, videos, and/or website) they were using, how often they were using them, and their perceptions of materials after use. Caregivers were prompted to answer background questions (zip code, role, child age, etc.) if they did not complete the first RWR survey. If a caregiver indicated that they had not yet used the materials or chose not to use the materials, caregivers were prompted to share more about why they had not used the materials. The RWR Phase 2 Survey concluded with one open-ended question ("is there anything else that you would like to share about your experiences with Read, Write, Roar?") and a question that asked if the caregiver was interested in participating in an interview for an additional incentive to learn more about their experiences with RWR.

### ***Read, Write, Roar (RWR) Interview Protocol***

One interview protocol was created to use with caregivers who indicated that they chose to use RWR materials and that they chose to use them often (at least once week) to gain a deeper understanding of how RWR materials were used by caregivers and their perceptions of materials after use. The protocol included 11 questions, including an icebreaker, that asked about how caregivers learned about RWR, why they chose to use

the program, how they used RWR, and if RWR led to changes in how they approach literacy with their child(ren).

### ***Community Leader Focus Group/Interview Protocol***

We created one interview protocol to learn more about community leader perspectives of the Neighborhood Model, including in-person activities such as PBS Kids in the Neighborhood. This protocol included nine questions, including an ice-breaker, and asked community leaders to share how their partnership with Detroit PBS began, if and how the partnership changed over time, if and how the partnership with Detroit PBS impacted their work (specifically with regard to engagement with families, support for early childhood educators, and building community), what community leaders perceive as the most valuable aspect of the partnership, and how they hope the partnership might grow.

## **Data Collection and Sample**

### ***Community Leaders***

We conducted one in-person focus group and four virtual semi-structured interviews with community leaders (n=13) in the summer of 2024. Community leaders that partner with Detroit PBS were invited by a Detroit PBS staff member to participate in the focus group and the focus group was facilitated by two HighScope staff members. Community leaders unable to attend the focus group were invited to participate in a virtual interview. A majority (62%) of the community leaders that participated in a focus group or interview serve the Brightmoor community. Community leaders that participated in a focus group or interview received a \$25 gift card.

### ***Caregivers***

Detroit PBS invited caregivers to complete a Thursday Activity Survey after each monthly event using a link or QR code. For example, after each monthly Virtual Bedtime Story, all caregivers attending the event were invited to complete the survey. After one of the Thursday Activities, thirty-seven (see Table 3) caregivers completed a Thursday Activity Survey. Using a random number generator, up to two caregivers were randomly selected to receive a gift card of \$25 for completing the survey.

**Table 3:** Thursday Activity Sample

<b>Activity</b>	<b>Survey Responses</b>
In-person playdates	12
Virtual parent meetups	6
Virtual bedtime stories	19



We planned to interview caregivers who attended virtual events (meetups and bedtime stories) and indicated on an activity survey that they were interested in participating in an interview. However, after inviting caregivers and sending several reminders, HighScope heard back from only one caregiver willing to complete an interview. Because we are unable to derive themes from only one interview, data from this interview was not included in the findings.

We distributed two surveys focused on understanding caregiver use and perceptions of Read, Write, Roar (RWR): RWR Phase 1 Survey and RWR Phase 2 Survey. Detroit PBS invited caregivers to complete the RWR Phase 1 Survey about their initial reactions to RWR materials after an event that promoted RWR. A link to the survey was also posted via Detroit PBS social media. Using a random number generator, 20 caregivers were randomly selected to receive a gift card of \$10 for completing the survey. The RWR Phase 2 Survey was distributed via Qualtrics to caregivers who attended a Detroit PBS event. Using a random number generator, 12 caregivers were randomly selected to receive a \$100 gift card for completing the survey. Table 4 displays the number of participants in both phases divided by whether the participants lived in Brightmoor. A total of 114 caregivers completed the RWR Phase 1 Survey, with 24 caregivers from this sample reporting that they lived in Brightmoor.

**Table 4:** Number of RWR Survey Participants by Community and Survey Phase

Brightmoor	Phase 1	Phase 2
Yes	24	47
No	90	266

Table 5 displays the roles of caregivers who completed the first RWR survey. Most caregivers who completed the first survey were parents/stepparents, grandparents, or aunts or uncles.

**Table 5:** Sampled Caregiver Roles  
*Source: RWR Phase 1 Survey*

Relationship	Other (%)	Brightmoor (%)
sample size (N)	90	24

Relationship	Other (%)	Brightmoor (%)
Parent or stepparent	70.0	79.2
Grandparent	17.8	12.5
Aunt or uncle	6.7	4.2
Child care provider	3.3	0.0
Teacher	1.1	0.0
Caregiver	1.1	4.2

Table 6 displays the distribution of the number of children in each age range (see column 1). As expected, the percentages decreased as the number of children in care increased. For example, for the age range from two to five years old about 21% of participants in Brightmoor had 1 child at care while 41% had 1 child in care in other communities.

**Table 6:** Ages of Children for Whom Sampled Caregivers use RWR materials  
*Source: RWR Phase 1 Survey*

Age	Children sample size (N)	Other (%)	Brightmoor (%)
		90	24
0 to 1	0	73.3	79.2
	1	24.4	16.7
	2	1.1	0.0
	3	0.0	4.2
	9 or more	1.1	0.0
2 to 5	0	43.3	58.3
	1	41.1	20.8
	2	10.0	12.5
	3	1.1	8.3
	4	2.2	0.0
	5	1.1	0.0
6 to 8	6	1.1	0.0
	0	50.0	58.3
	1	31.1	33.3
	2	10.0	4.2
	3	5.6	0.0
	5	0.0	4.2
	6	1.1	0.0
	9 or more	2.2	0.0

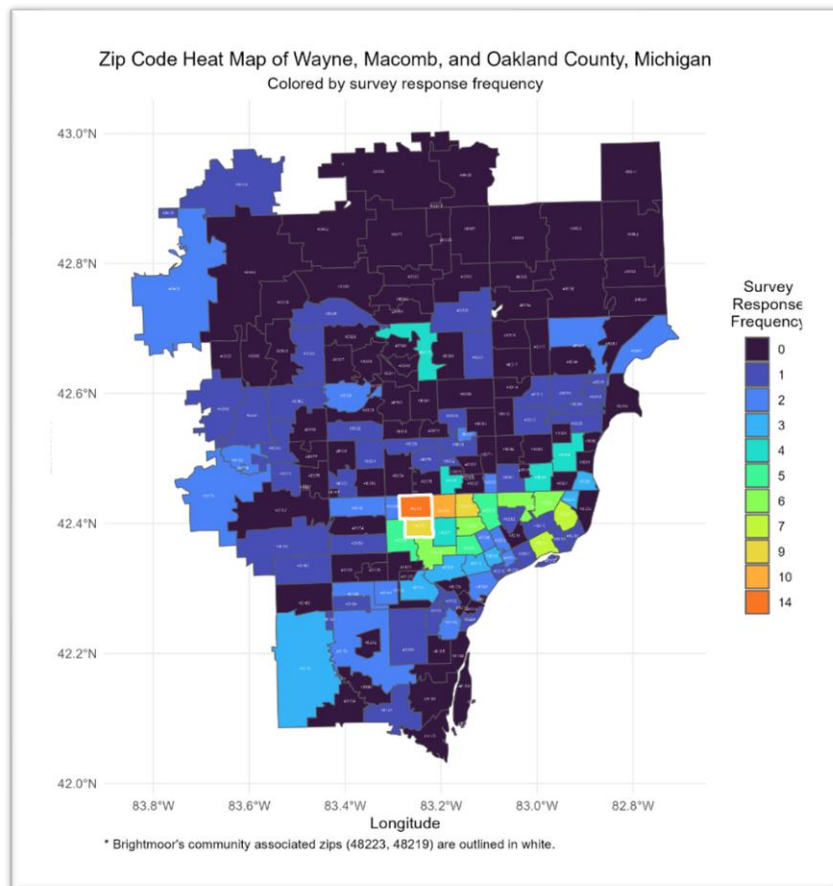
Age	Childre n	Other (%)	Brightmoor (%)
	0	67.8	66.7
	1	22.2	20.8
9 to 12	2	7.8	12.5
	3	1.1	0.0
	6	1.1	0.0

A noticeable difference is about 8% of Brightmoor caregivers report caring for three children (between two and five years old) compared to only 1% in other communities. Similar differences are observed for the 0 to 1 age range, 4% in Brightmoor with 3 children in care compared to 0% in other communities with 3 children in care. This suggests that many sampled Brightmoor caregivers have more young children in care settings than sampled caregivers in other communities.

The RWR Phase 2 Survey received 313 responses, with 47 responses from participants living in Brightmoor (See Map 1 for details).

**Map 1: Caregiver Sample Distribution by Zip Code**

*Source: RWR Phase 2 Survey*



Like the RWR Phase 1 Survey, sampled caregivers from the Phase 2 Survey most often selected their role as a parent, grandparent, and/or aunt/uncle. However, an increased number of teachers completed the RWR Phase 2 Survey. This may be explained by the larger sample size and a change in the language of the question regarding caregiver role.<sup>2</sup>

**Table 7:** Sampled Caregivers Relationship to Child  
*Source: RWR Phase 2 Survey*

Relationship	Other (%)	Brightmoor (%)
sample size (N)	266	47
Parent or stepparent	61.7	68.1
Teacher	28.2	21.3
Grandparent	12.8	8.5
Aunt or uncle	11.3	6.4
Child Care Provider	10.5	8.5
Sibling	6.0	4.3

During the RWR Phase 2 Survey, child age was approximated based on grade-age ranging from infant toddler to over 18 years old. Most participants in both Brightmoor and other communities had children in preschool and kindergarten ages followed close by first to third grade.

**Table 8:** Ages of Children for Whom Sampled Caregivers use RWR materials  
*Source: RWR Phase 2 Survey*

Age	Other (%)	Brightmoor (%)
sample size (N)	266	47
Infant/toddler	30.1	31.9
Preschool	42.9	46.8
Kindergarten	39.8	27.7
1st grade	30.5	23.4
2nd grade	25.2	14.9
3rd grade	26.7	21.3
4th grade	3.0	2.1
5th grade	1.9	0.0
6th grade	0.8	0.0
Multi grade	3.0	2.1
Over 18	0.8	0.0

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<sup>2</sup> In the Phase 1 RWR survey, answer choices were mutually exclusive. In the Phase 2 survey, caregivers were able to select all roles that were applicable.

We also conducted 11 semi-structured interviews with caregivers in the summer of 2024 who indicated on the RWR Phase Survey 2 that they were interested in participating in an interview to share more about their experiences with RWR and reported that they were using RWR materials at least once a week. Specifically, caregivers that indicated that they used the activity books, website, and/or videos every day, a few times a week, or once a week were invited to participate in an interview. Five out of the eleven caregivers had indicated in the survey that they live in the Brightmoor community. A majority (82%) of the caregivers that participated in the interview indicated that they were a parent that uses RWR, four indicated that they were a teacher that uses RWR, and one indicated that they were a grandparent that uses RWR. All interviewed caregivers indicated on the survey that they used early childhood RWR materials (Infant-toddler through 3<sup>rd</sup> grade). Most caregivers that we interviewed from Brightmoor indicated that they used RWR videos while most caregivers outside of Brightmoor indicated that they used RWR activity books and websites. All caregivers who participated in an interview received a \$30 electronic gift card.

## **Analysis**

### ***Quantitative***

Statistical analyses included univariate descriptive statistics and frequencies analyses. Inferential tests were not used due to small sample sizes of participants from Brightmoor, and the sample was one of convenience and not randomized, potentially biasing inferences to a population.

### ***Qualitative***

Using data from focus groups, interviews, and open-ended survey responses, two members of HighScope's research team conducted a theme analysis (Braun & Clarke, 2006). First, they reviewed audio files, transcripts, and memos. Interviewers wrote memos following each interview and focus group to capture initial thoughts and connections. Second, the research team read and coded the transcripts using a codebook based on the Neighborhood Model's outcomes. Third, they generated preliminary themes based on the coding. Fourth, they shared, revised, and modified the themes. During their review, the team members used matrices to organize quotes to ensure there was sufficient data supporting each theme. Finally, the research team named and described the final themes. We integrated and organized the themes in the preliminary findings section.

## Preliminary Findings

Preliminary findings are organized into two sections: Implementation and Early Outcomes. The implementation section focuses on findings related to Detroit PBS inputs and outputs, while the outcomes section focuses on early outcomes (See Logic Model on p. 5)

**Figure 2:** Overview of Preliminary Findings

Finding Type	Finding
Implementation	The relationships that Detroit PBS has built and continues to foster support the implementation of programming because they are viewed as a trusted partner.
Implementation	Detroit PBS meets caregivers where they are — literally and figuratively — which supports caregiver engagement and use of RWR materials.
Implementation	While caregivers and community leaders described how programming and resources are differentiated to meet unique community needs, implementation of RWR greatly varies greatly and differentiated support might be needed for all caregivers to get started with RWR.
Early Outcomes	Community Leaders described ways in which Detroit PBS elevates the early childhood field.
Early Outcomes	Detroit PBS networking addresses community needs and leads to sharing of resources.
Early Outcomes	RWR is helpful because it makes literacy approachable for a variety of caregivers to address child and caregiver needs, including providing a school-home connection.
Early Outcomes	After using RWR, caregivers perceived changes in their mindsets, interactions, and practices when working with young children and beyond.

### Implementation

This section includes data gathered from surveys, focus groups, and interviews about how Neighborhood Model components (monthly activities, yearly activities, Read, Write, Roar, networking efforts) are accessed and used by caregivers and community leaders. Findings also include caregiver and community leader perceptions of how components are implemented.

#### *Implementation Finding #1*

**The relationships that Detroit PBS has built and continues to foster support the implementation of programming because they are viewed as a trusted partner.** Community leaders described both longstanding — over 10 years — and recent partnerships — starting just this year — with Detroit PBS. When describing longstanding partnerships, community leaders described how close, or in the words of one community leader, “intimate” relationships have been built over time. Multiple community leaders

used the word “trust” when describing their partnership with Detroit PBS and acknowledged the work that the Detroit PBS team did to build those relationships and establish trust between community organizations and caregivers. One community leader, when describing the relationship work, told a story about Detroit PBS’s efforts to establish relationships with home care providers, who are often guarded:

*They’re [home care providers] the most reluctant, right...cause they’re just like one adult with like six kids so they don’t just let people in you know... And they be like... ‘some lady came to my door, and I didn’t let her in cause’ I didn’t know her’ and somebody else said, ‘oh that’s [Detroit PBS Staff Member] from Detroit Public Television. She’s good, let her in’.*”

Another community leader commented on the work that Detroit PBS put in to build strong and trusted relationships, sharing through “the dips and the highs and the lows,” their organization “has built a strong trust, a strong bond together. We can communicate on a different level than we could maybe in 2015/2016 where it was, you know, we were trying to figure out our own roles. And then, how do we fit in together?.” The community leader continued that the “relationship is key” because it allows for “open conversations” and “brainstorming.”

As a result of their work to build and foster relationships, Detroit PBS is viewed as “well known and trusted,” which in turn community leaders describe as supporting implementation of programming. First, community leaders described how the Detroit PBS symbol alone “represents so much.” Community leaders commented on how this creates buy-in for attending events and distributing materials, with one community leader sharing that in their experience events with the Detroit PBS logo yield greater attendance. Another community leader discussed how their organization was in a rebuilding phase and working to establish trust between caregivers and their organization. They shared that despite issues engaging with caregivers for certain events, ones that were done in partnership with Detroit PBS still had caregivers engaged because of the trust in the brand. Another community leader commented on this same sentiment sharing, “I get more buy-in from families...when you can provide resources from DPTV you become more trustworthy...you are now more resourceful.” Another caregiver, who works directly with educators, shared that educators can be critical of the information and the resources that they are willing to share with their students’ parents or use in their classroom. They shared that because the Detroit PBS brand “stands on its own,” teachers have the opposite reaction when she shares Read, Write, Roar (RWR) materials, noting that she currently has multiple teachers “begging” her for more RWR materials.

Second, community leaders described how the relationship supports implementation because of “mutual support and collaboration.” Several community leaders described how they have a direct connection to caregivers and Detroit PBS has



high-quality resources ready for them to employ based on caregiver needs. One community leader described this symbiotic relationship sharing, “When they started the training, they were looking for people to attend. And I was like, you need some people, I got you some people. You need some parents; I got you some parents. You need some teachers; I will send all my teachers.” When commenting on their work to meet their community needs another community leader shared, “I know that I can always count on them.”

Third, community leaders consistently promoted and advocated for Detroit PBS resources and programming. One community leader shared that they developed a pitch for how they promote RWR materials in their community:

*So, I like, I have a whole little speech, right? ...Whenever I have the books available, I let them know. I say, ‘So these are made by the Michigan learning channel.’ Then I’ll tell them DPTV, because they’re more familiar with that than Michigan Learning Channel...I tell them all the time, I said, ‘So the really cool thing about these booklets is on each page, they have a QR code. And that QR code will take you to a Michigan certified teacher who will walk you through the lesson plan, so that when your child starts working on the activity, you’ll be more familiar with what’s being done on that page.’ That’s literally my speech every time I’m talking to somebody about the booklet in the program.*

Another community leader, during the focus group, started recommending and promoting Detroit PBS professional development for educators. As a result, at the end of the focus group information was exchanged as other community leaders discussed how they could get their teachers signed up for the professional development. During one interview, a community leader advocated for the partnership itself, exclaiming, “the partnership is real. The resources are real. They’re here. They’re right here in my office.” Multiple community leaders echoed their appreciation for the partnership, with one community leader sharing “I hope we work together for another 10 years.” These examples demonstrate that Detroit PBS can leverage the relationships they built with community partners to implement current programming, and to build new partnerships for future implementation.

### ***Implementation Finding #2***

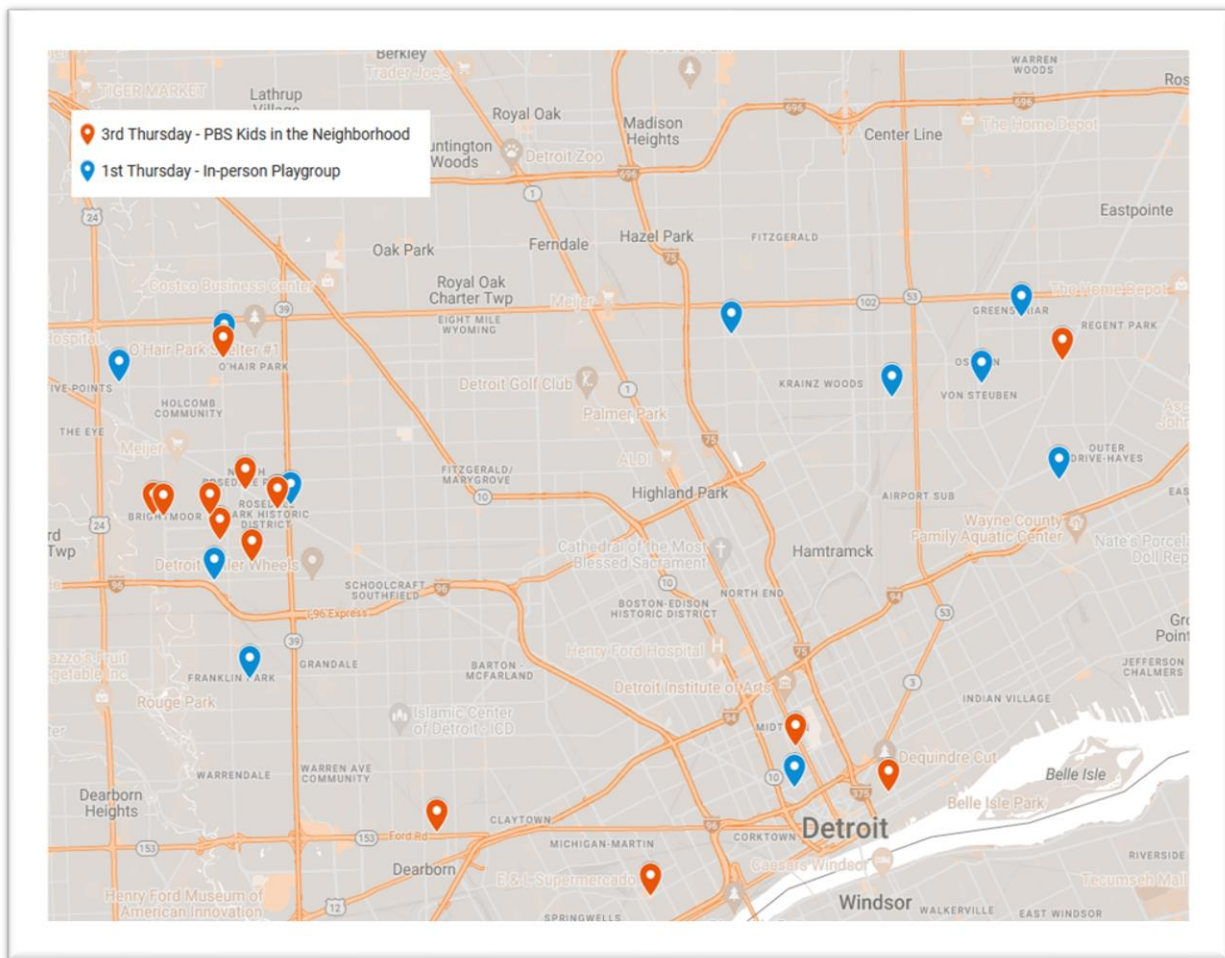
**Detroit PBS meets caregivers where they are at — literally and figuratively — which supports caregiver engagement and use of RWR materials.** Community leaders and caregivers acknowledged and described how Detroit PBS has a presence in their neighborhoods, which in turn creates opportunities to build relationships with families. One community leader, when describing their presence shared that Detroit PBS is “everywhere, right? I mean like literally everywhere.” He continued,

they [Detroit PBS] go to McDonald's...I mean, like, some of the most unconventional places...But jeez they go to like gas stations. They go to different places that, or, grocery stores, you know, places where large populations of families frequent a lot...it ain't just like partnerships with organizations, they're getting their word out, they're actually just like in your neighborhood. You might pop up at the gas station and get some gas and see Clifford the dog hanging out inside. So that's a really cool thing.

During an interview, a caregiver shared a similar sentiment when asked how she learned about Read, Write, Roar (RWR), responding, "So Read, Write, Roar is usually everywhere, they're like at McDonalds, so like you always kind of like run into them." Map 2 displays the locations of in-person Thursday activities from October 2023 to May 2024, including PBS Kids in the Neighborhood activities, in which the Detroit PBS team visits different neighborhood spots to meet with families and distribute resources.

**Map 2:** Thursday In-person Activities by Address

*Source: Detroit PBS Air Table*



In addition to meeting families where they are literally or physically, community leaders and caregivers also described how Detroit PBS meets caregivers where they are when it comes to their needs and understanding of child development. Community leaders described working with Detroit PBS staff to identify which programming or resources meet the needs of each unique community. For example, one community leader described the organization of a neighborhood baby shower for families expecting a new child while others described accessing Detroit PBS for high-quality and accurate information about the upcoming solar eclipse. This also can be interpreted by the modality of events, given that some Thursday events are offered virtually while others are offered in-person. Table 9 displays a summary of the number of children and caregivers who attended the monthly Thursday activities from October 2023 to May 2024.

**Table 9:** Monthly Thursday Activity Participation (October 2023-May 2024)

*Source: Detroit PBS Air Table*

Activities	Children	Parents	Total
1st Thursday - In-person Playgroup	89	78	179
2nd Thursday - Virtual caregiver meet up	11	21	32
3rd Thursday - PBS Kids in the Neighborhood	435	170	647
4th Thursday - Virtual bedtime stories	85	57	144

Table 10 breaks down attendance of each monthly Thursday activity by month. Overall, virtual events had more attendance in the fall and winter. One interpretation of this pattern might be that families and children are more likely to be available to attend these events virtually when the weather makes it difficult to play outside or travel to in-person events.

**Table 10:** Overall Thursday Activity Participation by Month

*Source: Detroit PBS Air Table*

Activities	Year	Month	Children	Parents	Total
1st Thursday — In-person Playgroup	2023	October	3	4	7
		November	7	8	16
		December	8	11	24
	2024	January	32	23	56
		March	3	5	8
		April	28	20	51

Activities	Year	Month	Children	Parents	Total
2nd Thursday — Virtual caregiver meet up	2023	May	8	7	17
		October	6	4	10
		November	0	6	6
		December	3	1	4
	2024	January	2	8	10
		March	0	2	2
3rd Thursday — PBS Kids in the Neighborhood	2023	October	18	17	38
		November	63	47	110
		December	62	33	104
	2024	January	16	9	25
		February	54	2	69
		March	67	23	90
		April	9	15	26
		May	146	24	185
4th Thursday - Virtual bedtime stories	2023	October	4	6	10
		December	8	7	15
	2024	January	32	22	55
		February	16	13	29
		March	7	4	11
		April	18	5	24

The presence of Detroit PBS is also demonstrated by the many ways that caregivers reported learning about Read, Write, Roar (RWR). Table 11 displays the many ways in which surveyed caregivers indicated that they first learned about RWR.

**Table 11:** How caregivers learned about RWR

*Source: RWR Survey Phase 2*

How did you learn about RWR?	Caregivers <b>not</b> living in Brightmoor (n=266)	Caregivers living in Brightmoor (n=47)
I attended a PBS KIDS/MLC event.	36.5%	34%
I saw a post on DPTV social media.	24.4%	29.8%
I saw it on my TV.	12.8%	21.3%
I heard about RWR from a family member or friend.	18.8%	12.8%
My child's school shared information about RWR.	12.4%	17%

Most sampled caregivers learned about RWR by attending Detroit PBS events or from their social media. More participants living in Brightmoor, compared to other

communities, mentioned learning about RWR from TV. Less than 20% of sampled caregivers select that their child's school was the source for where they learned about RWR. The two most common responses from caregivers when they selected "other" for where they learned about RWR were Brilliant Detroit and the Brightmoor Community: these responses were mainly from sampled caregivers living in Brightmoor.

During interviews and focus groups, caregivers consistently complimented the materials because they are scaffolded to meet the needs of caregivers with different levels of knowledge about child development. This is supported by the fact that RWR books link to a corresponding video that can be accessed via QR code to instructions from a Michigan certified teacher. Caregivers commented that this makes the RWR materials approachable. One caregiver shared that when using the materials you "don't have to feel overwhelmed like I don't know what I'm doing." A community leader described a similar sentiment when reflecting on their experience introducing the materials to parents sharing, "you know, books can be intimidating, right? But when I tell a parent that, these booklets have instructions by Michigan certified teachers, it allows them to exhale, it's not so intimidating."

During one interview, a parent that works as a high school educator acknowledged that she was unsure about how to support her own young children. She continued that RWR materials are her "guide as the parent." During another interview, a teacher described how she uses RWR materials to meet the needs of all her children because they are scaffolded sharing,

*I love the way it's broken down by grade level, so I don't have to struggle. So, if I'm in third grade, I can say let me get some ideas for third grade. If I'm in second grade, I don't have to just search a million different websites because again, there is no time, the day goes by so fast.*

### ***Implementation Finding #3***

**While caregivers and community leaders described how programming and resources are differentiated to meet unique community needs, implementation of RWR greatly varies greatly and differentiated support might be needed for all caregivers to get started with RWR.** Community leaders reported varied methods for implementing RWR to meet the needs of their community. Some community leaders described developing successful methods to implement RWR in their own program while others expressed confusion, and in some cases frustration, about how to implement RWR in their community. One caregiver asked, "What comes next with the books – are there more?" while other caregivers questioned what materials are available for use and where to find them.

Some community leaders described how their program organized events, which allowed families within the community to obtain the RWR materials in easily accessible ways while members of the organization were present to answer questions. One community leader detailed how they made resources accessible by designating hubs within the community where families could pick up RWR materials. They also offered a drop-off service for families unable to pick up materials. Another community leader shared how they organized drive-by pick-ups, with materials in bags and information on how to use the RWR materials ready to be distributed to caregivers in their cars. The community leader described the process sharing:

*If parents did not have access to transportation to pick up materials, our parent coalition would drop them off with, you know directions on how to use it. The schedule of you know...you know, to be able to get the videos and access to technology so that they could, you know, use it on their phone, use it on the desktop or TV, whatever they were using. [...] we would do drive by, so parents could just drive through a line and pick up some great things that the ISD (Intermediate School District) had to offer, great things that the great star collaborative had to offer, and then they would get their bag with the Read, Write, and Roar in it, and we had hundreds of families come through.*

To motivate caregivers and children to start using or continue to use RWR materials, programs organized recurring meetings with caregivers, implemented check-ins with caregivers, or offered incentives. Ideas for incentives included tablets, ice cream, raffles, and other celebration events. One community leader described how they organized follow-ups and incentives sharing:

*So, we had parent Coalition meetings weekly, and if we ran like contests like if you did the section of your workbook bring it in and you would be put in for a raffle of books that the ISD would, you know, help promote literacy. So we wanted to engage with parents.*

While some community leaders developed plans for ongoing support to families who finished RWR, others reported not being sure where to start with the RWR program. One community leader described the need for continued guidance as to how to implement the RWR program after the initial support from Detroit PBS, sharing, “Then they [Detroit PBS] started just dropping off books. And I’m like, and I kept saying, ‘When are we gonna do the next cohort?’ Because at this time, now we’re in the next, we’re in the first semester of the next year.” Another caregiver echoed the need for this type of follow-up support admitting, “I think this effort is phenomenal and high quality. I’m having trouble taking those initial steps to see how I can squeeze it into our school buildings and/or use it with my own 3rd grader over the summer.” The need for implementation support and varied implementation across programs led to confusion about available resources.

Some caregivers also reported having knowledge of resources available, but were unsure how to access them, while others were unsure about what resources were available as described by the quote below.

*It seemed very difficult to access the information. I wasn't even aware there were "books" ...I thought they were just individual worksheets for each activity. The videos were also difficult to access because the links were on a mobile device, and I didn't know another way to access them.*

While most surveyed caregivers reported using Read, Write, Roar (RWR) materials after learning about the program, not all caregivers used materials after learning about the program (See Table 12).

**Table 12:** Use After Learning About RWR  
*Source: RWR Phase 2 Survey*

Used program	Other (%)	Brightmoor (%)
Sample size (N)	266	47
No	29.7	14.9
Yes	64.7	80.9

**Table 13:** Willingness to Still Use RWR  
*Source: RWR Phase 2 Survey*

Future use	Other (%)	Brightmoor (%)
Sample size (N)	79	7
I plan to still use	83.5	71.4
I probably will not use	15.2	28.6

For sampled caregivers that indicated that they did not use RWR after learning about the program, most sampled caregivers from both the Brightmoor community (71%) and outside of the Brightmoor community (84%) indicated that they still plan to use the program in the future (See Table 13). One of the most common responses to why sampled caregivers had not yet used materials was time. Other common responses, however, suggest that caregivers might need more or differentiated support to use RWR materials. Reasons related to implementation are highlighted in orange in Table 14.

**Table 14:** Reasons Why Sampled Caregivers Have not yet Used RWR  
*Source: RWR Phase 2 Survey*

Source	Other (%)	Brightmoor (%)
Sample size (N)	79	7
I have not had time to use RWR	36.7	14.3
I'm not sure about the quality of RWR	3.8	0.0
I'm not sure I want to add extra screen time to my child's day	8.9	14.3
I don't have enough information about RWR	31.6	14.3
I do not understand how to use RWR	15.2	0.0
I do not know how to access RWR	22.8	0.0
I do not know how to get started with RWR	20.3	14.3

Source	Other (%)	Brightmoor (%)
I already use other literacy materials with my child or children	17.7	0.0
I'm not sure the RWR program would hold my child's interest	7.6	14.3
Although I have not used it, I have recommended it as a summer option for many families	1.3	0.0
I am currently teaching a higher grade level	1.3	0.0
Kids are a little young still	1.3	0.0
My child is only 2	0.0	14.3
We don't have access to technology at my school	0.0	14.3
We utilize Talking is Teaching model	1.3	0.0
We went on vacation the day after school is over and we just got back We plan on using it.	1.3	0.0

Close to a third of participants from Brightmoor that did not use RWR materials after learning about them indicated that they will probably not use them in the future compared to only 15% in the other communities (see Table 13). However, 27% represents only seven responses from caregivers in Brightmoor. Each sampled caregiver living in the Brightmoor community mentioned a unique reason for why they will probably not use RWR (see Table 15). We caution generalizing this information as the maximum sample size for each reason was very small for other communities and Brightmoor (12 and 2 respectively).

**Table 15:** Reasons Why Sampled Caregivers Will Probably not use RWR

*Source: RWR Phase 2 Survey*

Reason	Other (%)	Brightmoor (%)
Sample size (N)	12	2
I do not have time to use RWR	41.7	0
I'm not sure about the quality of RWR	8.3	0
I'm not sure I want to add extra screen time to my child's day	16.7	0
I don't have enough information about RWR	50.0	100
I do not understand how to use RWR	8.3	0
I do not know how to access RWR	33.3	0
I do not know how to get started with RWR	33.3	0
I already use other literacy materials with my child or children	33.3	0
I'm not sure the RWR program would hold my child's interest	8.3	0
I would like a redo on materials	8.3	0
My child too old	8.3	0
With the curriculum we use in our current center, I'm unsure if we are allowed to use RWR at this time	0.0	50



When asked about other literacy materials that caregivers use with their child or children, there was not a common response. Sampled caregivers provided 14 unique responses ranging from formal preschool curriculum (Creative Curriculum), general strategies (using flashcards), and other programs (Talking is Teaching).

For sampled caregivers that indicated that they are using RWR materials, most sampled caregivers living in and outside of Brightmoor indicated that they use materials at least once a week. Daily use of materials was more prominent in other communities when compared to usage from caregivers in Brightmoor. Only 3% of caregivers living in Brightmoor reported using the books daily and none of the caregivers living in Brightmoor reported using the videos or website daily (See Table 16).

**Table 16:** Frequency of RWR Material Use by Sampled Caregivers

*Source: RWR Phase 2 Survey*

Material	Frequency of use	Other (%)	Brightmoor (%)
Sample size (N)		121	30
Book	Everyday	10.7	3.3
	A few times a week	43.0	43.3
	About once a week	19.0	33.3
	A few times a month	16.5	13.3
	About one time per month	3.3	3.3
	Less than once a month	6.6	3.3
Web	Everyday	6.4	0.0
	A few times a week	33.0	42.9
	About once a week	21.3	14.3
	A few times a month	21.3	21.4
	About one time per month	7.4	0.0
	Less than once a month	4.3	7.1
Video	Everyday	6.5	0.0
	A few times a week	31.2	45.0
	About once a week	22.6	20.0
	A few times a month	19.4	15.0
	About one time per month	9.7	5.0
	Less than once a month	3.2	5.0

## Early outcomes

Early outcomes are organized by themes generated from qualitative and quantitative analysis.

### *Early Outcome Finding #1*

**Community Leaders described ways in which Detroit PBS elevates the early childhood field.** Community leaders described how Detroit PBS has worked to bring awareness of the important work of the early childhood field and has worked directly with educators to lift the profession. One community leader detailed how Detroit PBS brings awareness and respect to early childhood teachers by making their work visible within the community:

*DPTV helped see the educators in the community. Like they made everybody more visible, they were giving recognition to people, right. So, like they did those videos. And people got the chance to profile about, you know, years of doing work at the community that had never really been, you know, front and center... so it was a nice compliment to all the work and capacity building that was kind of going on...In that DPTV really gave that recognition and reached out to the teachers specifically.*

In addition to bringing awareness of the field to the community, one community leader described how Detroit PBS elevates early childhood by working to ensure the state government recognizes the field, which leads to families seeing the value of early childhood as well:

*I also think that it has elevated early childhood, at least when I was in [county name] it has elevated early childhood where parents recognize it's validated the importance of early childhood. So, you know, prior to that partnership... Obviously the work we did was very localized and very important, but it didn't get the publicity, if you will, until it was connected to that partnership. And I've noticed that even at the state level, you know having that partnership and being recognized and having the Governor recognize that this partnership is important, and it's just brought, it's highlighted it in a different way. And I think that families feel that connection and that relationship and find value in it as well.*

Other community leaders recalled stories about how they observed increased motivation and excitement for the profession after educators attended Detroit PBS professional development. One participant described this change sharing, “They [educators] come back...Motivated or inspired, energized, to do more in the classroom. [...] It kind of helps them move out of that, out of that job to ‘oh I love this. This can be fun. It’s not just a lot of work, but it be fun if I make it fun.’” Another community leader told a story about how their program’s partnership with Detroit PBS inspired a caregiver to become an educator after experiencing the joy in engaging with her child through the

RWR program: “And one of those parents ended up, after going through the program, found out she liked, liked working not just with her child but she liked the process. She...became a teacher.”

### ***Early Outcome Finding #2:***

**Detroit PBS networking addresses community needs and leads to sharing of resources.** Caregivers and community leaders frequently shared how their partnership with Detroit PBS led the sharing of resources between caregivers, schools, local organizations, and the community. For example, community leaders and caregivers described how they were motivated to share RWR materials with others in their community. Some caregivers shared how they introduced RWR resources to their children’s educators, with one caregiver wondering how these resources could be used in upcoming teacher trainings. Another caregiver shared the outcome of sharing RWR materials with a teacher in terms of children’s engagement, sharing:

*I was like, hey, you know, this would be fundamental for the kids. You know, you could do story time. You could switch it up because she would usually do the same lectures every day, and I told her, hey, maybe the kids are bored, you know a lot of them fussy. They won't, they need something you have to make reading fundamental. So, I suggest that she use it [...] She started using it and the one of activities. And look, I'm telling you right now. She got kids. There's not even, you know. They usually be fussy because they really don't have anything to do. She got kids. It's like, literally sitting at the table like, Yeah, I'm ready. I'm interested.*

During focus groups and interviews, community leaders spoke about the power of networking throughout their partnership with Detroit PBS, specifically referencing monthly networking meetings. Community leaders shared how this allowed them to make connections and learn about other programs and resources in their community to further the goals and mission of their own programs and highlight the important work that their organization is doing. One community leader summarized how the networking meetings are helpful sharing, “Once we all came together, all of the partners, all of the people that work with PBS, we were able to come together on a regular basis and share resources to kind of partner with each other...Not just our partnership with them, but they bring all the partners together. So, we can share and you know. Support one another.”

### ***Early Outcome Finding #3***

**RWR is helpful because it makes literacy approachable for a variety of caregivers to address child and caregiver needs, including providing a school-home connection.** Most sampled caregivers indicated on the RWR Phase 2 Survey that materials are helpful for adults who want to help a child learn to read (See Table 17).

**Table 17:** Sampled Caregivers Perceptions About RWR to Help a Child Learn to Read

*Source: RWR Phase 2 Survey*

Material	Helped read	Other (%)	Brightmoor (%)
Sample Size (N)		121	30
Book	Strongly agree	56.2	46.7
	Agree	33.9	43.3
	Strongly disagree	5.8	10.0
Web	Strongly agree	57.4	42.9
	Agree	31.9	28.6
	Disagree	1.1	0.0
	Strongly disagree	3.2	14.3
Video	Strongly agree	46.2	30.0
	Agree	43.0	50.0
	Strongly disagree	3.2	10.0

Most sampled caregivers living inside and outside of the Brightmoor community also agreed that all RWR materials (activity books, website, and videos) are easy to use (See Table 18).

**Table 18:** Sampled Caregivers Perceived Ease of Use of RWR Materials

*Source: RWR Phase 2 Survey*

Material	Ease	Other (%)	Brightmoor (%)
Sample Size (N)		121	30
Book	No	1.7	3.3
	Yes	96.7	96.7
Web	No	2.1	14.3
	Yes	91.5	71.4
Video	No	3.2	0.0
	Yes	89.2	90.0

Interviews, focus groups, and open-ended survey responses from caregivers and community leaders provide better understanding as to *why* and *how* caregivers find RWR materials helpful and easy to use. Caregivers described many reasons for why they find

Read, Write, Roar (RWR) materials helpful, often describing how RWR makes literacy content approachable because materials are:

- Professional
- Scaffolded
- Engaging
- Clear about the grade level
- Linked to support from a certified teacher
- Designed to create connections between classroom and home learning

A community leader emphasized the significance of the fact that RWR activity books are linked to videos, emphasizing “it’s not just a book.” They continued, “the booklet has QR codes that when you scan the page, it takes you to a Michigan certified teacher who teaches the lesson for whatever on that page. When I explain that to families, it just kind of blows their mind, you know, that they know that they have that additional help.” Others noted the significance of the materials being free. One caregiver summarized this sentiment sharing:

*You know, a lot of parents work one, two, three jobs, right? Because inflation is so high. So, they can’t either afford tutoring or they don’t have time. So, I like that a lot of the episodes and things in Read, Write, Roar, it’s self-paced and like people can log in and it fits their family’s schedule, it’s fun.*

Caregivers often described using RWR materials to differentiate or as a supplement to what occurs in the classroom after school, during the summer, as enrichment, to prepare for the next grade, or reinforcement for a child that might need extra literacy support. Caregivers described using the materials for children struggling to read on grade level and children ready for enrichment. One surveyed caregiver wrote, “my son has autism. With my son being male, black, and on the spectrum, I have to work triple as hard cause I don’t want no one to look at my son different. I want my son to excel when I leave this earth and I know the Read, Write, Roar and the TV episode go together help him learn...thank you RWR.”

During interviews, caregivers described how RWR materials can support differentiation—both at home and in the classroom. One caregiver described how the paraprofessional in their classroom used RWR materials to provide additional support to children learning to read. Another caregiver that identified as a teacher described how RWR materials are used to differentiate in their classroom, sharing:

*So sometimes I may have a kid that is a second grader but is operating at maybe a preschool/first grade level so it’s, I like the program because I can go back and look at some of the first grade things and make that kid or my kid still feel engaged and involved. Like you know what I’m saying because sometimes schools*

*what they do is take kids that are struggling and they just separate them but it does, that's not to me the best practice so I use the things and different things like that from the website to kind of um without reinventing the wheel.*

This caregiver continued explaining about how differentiation could be applied at home too for parents with multiple children, explaining “it takes the guesswork and the pressure off the parent who’s already worked all day...Who has to come home and cook dinner, who has to do homework for two or three grade levels with their own kids.” One caregiver acknowledged that she is new to the teaching field and has not yet earned her certification. She used the RWR videos as professional development, sharing, “I taught adults for 11 years as a job-coach and training instructor. So, this is like my second career around, so I wanted to kind of watch some, some professionals in actually, who actually enjoy teaching. Because a lot of times, new teachers, we get in a school and, you know, [other] teachers they don’t have time to train you and the school don’t have time to train you.” She continued, providing details about how the RWR videos impacted her teaching:

*I learned to slow down. I watched the teachers teach, they went really slow and they were very detailed and um excited about the material that they were teaching. So, I said ‘ok, forget the pacing guide pressure, let’s focus on making it fun so that the kids can actually go home and talk about what they learned.’...I noticed that they used a lot of anchor charts, the teachers when they are online teaching the lessons and I wasn’t really using the anchor charts as much. Uh, so I was like you know what, I’m going to anchor chart to death because this is what they do. And so, I have anchor charts here at home too. Because again it’s always good when the students forget you can say hey let’s refer back to our anchor chart, remember when we did this, this, this, this, this and then the lightbulbs come on, right. Because there is always absenteeism, its kids tired, its all those kind of things so you get really excited when they can remember. That’s how you know like oh yeah, I’m making some change because they remembered. Like when they can recall the events. So I’ve learned a lot from just on a teacher’s side and parent’s side of um watching them operate.*

Community leaders and caregivers alike often described the helpfulness of RWR because it creates a connection between the home and the classroom. One community leader described the materials as “bridge” between the classroom and the home because the materials “mirror” what is happening in the classroom. Another community leader described how the materials create a connection between home and the classroom explaining:

*We always say parents are your first teachers, right? A lot of parents now want to do their part at home, but don't have the resources. So this, these booklets, are a major resource. One, because it gives them that family time to sit down and work on it together. But two, it has someone to teach them. Like, you know, our children go to school every day and learn from the teachers in school, but the parents aren't in the school. They aren't in the classroom, so they're not getting that same lesson plan.*

This sentiment is correlated with survey findings, in that most sampled caregivers living inside and outside of the Brightmoor community agreed or strongly agreed that RWR materials helped to better understand what is happening in their child's or children's classroom.

**Table 19:** Sampled Caregiver Perception of RWR to Understand Classroom Activities

*Source:* Read, Write, Roar Phase 2 Survey

Material	Understand class	Other (%)	Brightmoor (%)
Sample size (N)		121	30
Book	Strongly agree	34.7	36.7
	Agree	28.1	33.3
	Disagree	5.8	10.0
	Strongly disagree	5.0	6.7
Web	Strongly agree	35.1	35.7
	Agree	31.9	21.4
	Disagree	6.4	14.3
	Strongly disagree	4.3	7.1
Video	Strongly agree	36.6	25.0
	Agree	30.1	35.0
	Disagree	7.5	15.0
	Strongly disagree	2.2	10.0

***Early Outcome Finding #4***

**After using RWR, caregivers perceived changes in their mindsets, interactions, and practices when working with young children and beyond.** During interviews, caregivers described changes in their mindsets and practices when it comes to reading because of using RWR materials. These changes included being more aware, an increase in confidence, and a new understanding of the importance of literacy. A

community leader shared a story about a caregiver’s realization after working with RWR materials that it would be “weird” if they did not have just 30 minutes to work with their child on literacy each day. Most surveyed caregivers also agreed or strongly agreed that RWR materials improved their confidence in helping their child learn to read.

**Table 20:** Sampled Caregivers’ Perception of RWR Materials Impact on Caregiver Confidence

*Source:* Read, Write, Roar Phase 2 Survey

Material	Confident help	Other (%)	Brightmoor (%)
Sample size (N)		121	30
Book	Strongly agree	43.8	46.7
	Agree	45.5	43.3
	Disagree	2.5	0.0
	Strongly disagree	4.1	10.0
Web	Strongly agree	42.6	42.9
	Agree	42.6	35.7
	Disagree	3.2	0.0
	Strongly disagree	4.3	7.1
Video	Strongly agree	40.9	30.0
	Agree	44.1	50.0
	Disagree	3.2	0.0
	Strongly disagree	3.2	10.0

Caregivers also described how using RWR materials has changed the frequency with which they interact with their child and/or how they interact with their child when it comes to literacy. One caregiver described how using RWR materials led to “more of an interaction time where we will watch it and discuss things that we saw, or things that we noticed, or things that they said.” Multiple caregivers also mentioned being more patient or gentle in their approach. One caregiver shared, “it’s just taking the time to read the books and not like zoom through them...I’m taking my time, and I’m being patient with her [child], and I’m going through the words.” Another caregiver, when describing how RWR provides fun activities, shared that RWR “gave me a lot of ideas on how to break down a subject. Like, I was trying to like teach way too much, too much content at one time.” Another caregiver commented on how the RWR materials impacted her as a parent, sharing that the materials “help me to be a better person and a better mom...be a better teacher to my child.”



Caregivers also described changes in their child's literacy after using RWR materials. Changes included children recognizing words, writing words, and spelling words. Other caregivers and community leaders told stories of children learning to read because of the RWR program. Additionally, caregivers described how RWR materials have changed children's disposition towards literacy, in that children are more motivated, engaged, and enthusiastic about reading because of RWR. A grandparent that completed the RWR Phase 2 Survey described changes in her granddaughter's attitude towards reading sharing, "My granddaughter loved the program so much. She has dyslexia and the program was easy for her and greatly improved her reading. We are talking about a child that didn't like reading because of her diagnosis but now she is thriving in reading as she enters middle school." During an interview, another caregiver described her child's enthusiasm for reading after using RWR materials sharing that her child "actually came to school yesterday and told his teacher that we practiced learning the letter 'A' yesterday, and it was from the Read, Write, Roar videos."

Lastly, community leaders described how Read, Write, Roar has impacted adult literacy because adults are also developing skills when using the materials with their child, and because adults can use the materials to learn to read. A community leader shared that, based on her work with families, RWR materials have supported adult learners:

*This is also addressing the adult illiteracy rate, in a quiet, non-judgmental way... helping parents who struggle with literacy.... parents are able to help themselves, improve on their literacy, their literacy abilities without the stigma of being labeled or having to go outside of the home to do it. It also helps with English as a second language.*

A caregiver completing the RWR Phase 2 survey spoke to the community leader's observation, sharing "Through this process, I not only learned a lot of new knowledge, but also improved my writing and speaking skills."

## **Summary of Findings**

Findings from this evaluation suggest the Neighborhood Model supports community and caregiver efforts to support child development from career to cradle by:

1. Building and sustaining relationships with a variety of caregivers (parents, teachers, grandparents, youth coordinators, early childhood coordinators, etc.).
2. Meeting caregivers where they are—literally and figuratively. The Neighborhood Model includes multiple touch points with caregivers in spaces that they frequent (restaurants, gas stations, schools, etc.), virtual touch points to reduce travel constraints, and differentiated content that meets caregivers where they are regardless of their background, comfort, or expertise in child development.
3. Offering support (activities, materials, professional development, etc.) centered on a variety of neighborhood needs.

## Recommendations

### **1. Conduct a process evaluation to better understand what works when implementing RWR prior to scaling**

Findings suggest that RWR is shared and implemented in a variety of ways, with some caregivers and community leaders describing what they have found works to implement and pitch RWR successfully. One community leader acknowledged the work their organization did to figure out “what works” when it comes to implementing RWR in their neighborhood, sharing,

*So we definitely couldn't have done Read, Write, Roar without Detroit Public Television, which is now Detroit PBS. They were very central in, you know, introducing us to the set of resources that were developed in connection with Michigan Learning Channel. And then we all came together to figure out, how do we promote this within the community as a tool that families have access to that will really, again, allow families to have that teacher coming right into their home through that process.*

Consequently, it may be helpful for Detroit PBS to work with community leaders to better understand what works across communities and develop a “toolbox” for launching and implementing RWR. This might include a model pitch to describe what RWR is and what it is not, suggestions for launching RWR (such as material distribution in the form of drop-offs, pick-ups, etc.), and/or a training or training series for partners that would like to get started with RWR. A pitch or user-friendly breakdown of the available resources and corresponding events will further allow Detroit PBS to align resources with community needs. Additionally, resources for “follow-up” or “sustaining” RWR implementation might be helpful. This includes “what works” for follow up communication with caregivers, incentives, parent-coalitions, etc. When it comes to sustainability, clear communication for the roles of Detroit PBS and the organization to continue this work might be helpful, as well as offering differentiated support (high, low, etc.) for organizations that might need more support to continue to implement RWR.

### **2. In addition to providing literacy resources, continue building and fostering responsive partnerships by considering emerging community needs in areas such as health and safety.**

When we asked community leaders about how they hope their partnership with Detroit PBS might grow or evolve, many caregivers expressed the need for health and safety programming and resources for their community. During the in-person focus group, one topic that all community leaders agreed was important was adult use of marijuana around young children. When describing the significance of the issue, one community leader shared that “everybody is trying to figure out how to do it.” Community leaders described how children are being impacted by marijuana use after being exposed to the substance at the home or in the car on the way to school. One community leader described how not only do children’s clothes smell like marijuana, but that some children are cognitively impacted in the morning at preschool and

then later, in the afternoon, children feel agitated as the substance wears off. Other health and safety topics included information about immunizations for enrollment, child car seats and car safety, impact of social media and cellphone use, and responding to children’s big emotions. Other community leaders shared why they felt that Detroit PBS could successfully address these topics because of their ability to develop digestible information and reach both caregivers and children. One community leader shared, “an immunization message from PBS, it would be in a language that parents can understand...cause we get a lot of pushback, cause they [caregivers] are not realizing, they are not understanding the language that the doctor or the website is giving them. So, if the language can meet them where they are at, it would help.” Another community leader described how Detroit PBS can reach both the caregiver and the child to share health information, stating “[Information] will be more effective coming from PBS because often times parents are trying to manage and figure out life, life decisions. They have the child either in front of the tablet or in front of the TV, or, a phone, and they can hear those messages and children can hear those messages too.”

**3. Continue to offer high quality support to meet caregiver’s needs by improving the implementation of Thursday activities.**

While we noted that attendance during virtual Thursday activities was low, survey and interview data suggested that the topics during these activities were meaningful. First, while the sample size was low, most caregivers that completed a survey following a Thursday Activity indicated that the content was meaningful (See Table 21 for examples).

**Table 21:** Example of Caregivers Perceptions of Thursday Activity Content

*Source: Monthly Thursday Activity Survey Responses*

<b>Activity</b>	<b>Survey Item</b>	
1 <sup>st</sup> Thursday – In-person playdates	<i>Did you learn a new way to connect with other adults outside of this playdate (Yes/No)</i>	<b>83%</b> (Selected yes)
2 <sup>nd</sup> Thursday – Virtual parent meetup	<i>Today’s virtual parent meetup gave me new ideas that are practical or make sense for me and my family (Strongly agree-strongly disagree)</i>	<b>100%</b> (Agreed or strongly agreed)
4 <sup>th</sup> Thursday – Virtual bedtime stories	<i>Today’s virtual bedtime story gave me new ideas to try at bedtime with my child(ren) (Strongly agree-strongly disagree)</i>	<b>83%</b> (Agreed or strongly agreed)

During interviews with caregivers focused on Read, Write, Roar, caregivers, without prompting made comments about needing support for bedtime routines and responding to dysregulation. Another caregiver made a comment that included a misconception about learning and play. Consequently, Detroit PBS might consider ways to improve implementation of virtual monthly Thursday activities, such as working to ensure that virtual activities are easily accessible, or offering virtual activities during winter months when caregivers might be less inclined to meet outside or in-person.

**4. For future RWR development, consider leveraging the playful nature of materials by including games.**

Caregivers spoke to how RWR materials are different from other literacy materials because they are engaging. Several caregivers described how they use the materials to develop games with their children, or how games might be an additional support for literacy development. Examples, in the words of caregivers, are included below:

*I would just say, if there's any other additional learning resource materials out there, I would love [additional materials]—how many Molly of Denali's do you see on the card and have children practice in that sense to being that, you know, typically PBS is something that you know a lot of children do in, you know, watch or engage in their, their games.*

*Like you can take a page from their book and then create into a game, and that's what we did on, on one of the pages we had created into a game. It was like a maze.*

To continue to make RWR materials approachable, Detroit PBS might consider developing materials that can be used for multiple games to include with activity books/a RWR kit or creating games that involve materials that can easily be found at home. This allows caregivers to engage with their child using familiar and easily accessible materials at no additional cost.

## Annex 1: Additional results

### Yearly Activities

**Table 22:** Sample of Yearly Event Attendance

Event	Number of Kids	Number of Caregivers	Total
Community Baby Shower	50	66	116
Looping Families Together	256	203	477
Be My Neighbor Day	401	88	549

### Recommendation of RWR Materials

Finally, caregivers expressed how likely they were to recommend RWR materials. Their recommendations varied by sources and community. For example, about 60% of participants in both Brightmoor and other communities were very likely to recommend web and videos; however, recommendation of books at this high level was minimal in other communities and about 10% in Brightmoor (See Table 22 for details). Recommendations of books are surprisingly somewhat unlikely (76%) in other communities and 57% in Brightmoor. Responses of recommendations of Web and videos were polarized with about 20% reporting very unlikely to recommend these two resources compared to the more than 60% that were very likely to recommend them. In summary, recommendations of Web and videos was very likely and lack of recommendations of books seems to be an issue for participants who used the books.

**Table 23:** Sampled Caregiver Recommendation of RWR

Material	Recommend	Other (%)	Brightmoor (%)
Sample size (N)		121	30
Book	Very likely	1.7	10.0
	Somewhat likely	18.2	30.0
	Somewhat unlikely	76.0	56.7
	Very unlikely	1.7	0.0
Web	Very likely	60.6	57.1
	Somewhat likely	4.3	0.0
	Somewhat unlikely	9.6	0.0
	Very unlikely	18.1	28.6
Video	Very likely	62.4	65.0
	Somewhat likely	0.0	5.0

Material	Recommend	Other (%)	Brightmoor (%)
	Somewhat unlikely	6.5	0.0
	Very unlikely	22.6	20.0

**Participation Perceptions of Activities — RWR Phase 1 Survey**

***Confidence in Supporting Children***

When asking participants how confident they felt in supporting their children in reading, about half reported to be very confident in other communities while a little more than 1/3 reported this level of high confidence in Brightmoor. However, the percentage of confidence seems to be similar in both communities when considering confident and very confident (about 70% in both communities).

**Table 24:** Participant Resource Preferences

Activity	Score	Other (%)	Brightmoor (%)
sample size (N)		90	24
Supporting child in reading	Very confident	53.3	37.5
	Confident	23.3	41.7
	Somewhat confident	16.7	20.8
	Not at all confident	6.7	0.0
Child would watch RWR episodes	Very likely	52.2	45.8
	Likely	40.0	45.8
	Unlikely	4.4	8.3
	Very unlikely	2.2	0.0

***Children Watching RWR***

When asking participants about the likelihood that their children would watch RWR episodes, the great majority (about 90%) reported that children would be likely or very likely to watch these episodes. We also inquired about reasons that would prevent watching RWR episodes. Table 25 displays the main reasons as reported by participants during Phase 1.

**Table 25:** Reasons That Prevent Watching Read, Write, Roar and Complete Activities With Child

Reason	Other (%)	Brightmoor (%)
Sample size (N)	90	24
Nothing	66.7	58.3
I'm not sure I want to add extra screen time to my child's day	6.7	4.2
I do not have time to use RWR	5.6	4.2
Access to internet	5.6	0.0
I'm not sure about the quality of RWR	2.2	12.5
Don't feel qualified	2.2	8.3
My children are all older	1.1	0.0



Reason	Other (%)	Brightmoor (%)
Some of my grandchildren aren't very interested in this show	1.1	0.0
Completing tasks, activities and viewing content, lots of options	0.0	4.2

More than half of participants reported that nothing would stop their children using RWR. However, small percentages, around 5% or 6% reported concerns in adding screen time, lack of time and access to internet in the case of other communities. The main difference with Brightmoor appears to be the concern about RWR quality (12.5%) or not feeling qualified (8%). *Media Preference:* About half of the participants in other communities reported a printed version of a book as a preferred medium, while about 40% in Brightmoor preferred printed books. The use of QR codes is welcomed by most participants.

**Table 26:** Media Preference in Phase 1

Resource	Score	Other (%)	Brightmoor (%)
Sample size (N)		90	24
Media preference	Digital copy to download online on a computer or tablet	27.8	37.5
	Printed version in a book	57.8	41.7
	I will not use the activity book, but we will watch the episodes	1.1	4.2
	I will not use the activity book and will not watch the episodes	0.0	4.2
QR code preference	I do not know how to use a QR code	1.1	4.2
	No not at all	1.1	0.0
	Maybe	14.4	16.7
	Yes	70.0	66.7