

2015–2016 READ Together Impact Report

Inspiring daily reading at school and at home



The 2015–2016 READ Together program was conducted by Kids Need to Read (KNTR) in 69 kindergarten classrooms at ten Title I Arizona schools and ten Title I national schools throughout the 2015–2016 school year. The program provided 1,400 disadvantaged children with targeted resources for both at-home and on-campus reading, offering a hands-on approach to overcoming many of the systemic barriers to early academic success by increasing daily reading.

School	City	State	Demographics								
			African American	Asian	Caucasian	Hispanic / Latino	Middle Eastern	Native American	Pacific Islander	Other	Poverty Level
107th St	Los Angeles	CA	24%	0%	1%	75%	0%	0%	0%	0%	100%
Berean	Sierra Vista	AZ	21%	0%	47%	22%	0%	2%	6%	2%	58%
CFA	Phoenix	AZ	45%	0%	0%	53%	0%	0%	0%	2%	99%
CICS	Chicago	IL	45%	0%	0%	53%	0%	0%	0%	2%	99%
Cottonwood	Chinle	AZ	0%	0%	0%	0%	0%	100%	0%	0%	99%
Frierson	Wadmalaw	SC	96%	1%	1%	1%	0%	0%	0%	1%	85%
Guerrero	Mesa	AZ	4%	0%	9%	80%	0%	5%	1%	1%	98%
H.E. White	Bomont	WV	2%	0%	96%	2%	0%	0%	0%	0%	85%
Incito	Goodyear	AZ	9%	0%	45%	44%	0%	2%	0%	0%	51%
J.B. Sutton	Phoenix	AZ	1%	1%	1%	96%	0%	1%	0%	0%	99%
Jemez	Counselor	NM	0%	0%	1%	1%	0%	98%	0%	0%	95%
La Vega	Waco	TX	22%	0%	20%	57%	0%	1%	0%	0%	95%
Lincoln	Hillsboro	OR	0%	0%	5%	95%	0%	0%	0%	0%	100%
Lowell	Mesa	AZ	1.7%	0%	1.7%	95%	0%	1.6%	0%	0%	92%
Mesa Arts	Mesa	AZ	5%	0%	23%	67%	0%	3%	1%	1%	89%
Mexicayotl	Tucson	AZ	0%	0%	1%	75%	0%	24%	0%	0%	60%
Ocean Ave	Middletown	NJ	2%	2%	80%	7%	0%	1%	0%	8%	47%
Palimino	Phoenix	AZ	4%	0%	6%	89%	0%	1%	0%	0%	87%
Parr	Arvada	CO	2%	3%	52%	41%	0%	0%	0%	2%	66%
Spann	Jacksonville	MS	91.5%	0.5%	1%	6%	0.5%	0.5%	0%	0%	90%

Program Summary

Each participating school was provided with 200 books of varying reading levels appropriate for kindergarten students, enough for each student to take home a different book every school day to "read together" with adult caregivers and siblings at home. 1,450 students were served. Each received plentiful reading resources to keep for themselves and read over the winter and summer breaks. Stuffed reading buddies were given to each child to have a "pal" to read with in the absence of a caregiver. Parents were provided with bilingual reading tips and teachers were given many tools to help the program run smoothly, including

reading logs for the parents to sign, book checkout logs to keep track of the books each child read, reading pledges, a literacy poster, and a classroom early literacy game. Pre and post surveys were provided to both teachers and students in order to assess the effectiveness of the program.

Interactive presentations were hosted by KNTR at participating schools located in the Phoenix



metropolitan area before the winter and summer breaks in order to inspire the students to keep practicing their reading skills during the breaks. Author/Illustrator Steven Riley was introduced to the students before the winter break, humorously taking the children through the process of creating stories. By the end of his program, the kids had the knowledge and inspiration they needed to put together their own imaginative tales. They were given a new book and Highlights High Five magazine to keep and read over the holidays.



KNTR Executive Director Denise Gary presented a high energy, ninja-themed story time before summer break, engaging the children in reading and acting out the stories, as well as practicing important skills such as confidence, self-control, and devotion to accomplishment. Each student was thrilled to receive a book bag filled with eleven new books—six of which were bilingual—and one Highlights magazine.

Reading and Vocabulary Skills

Kindergarten level reading skills are often best illustrated by growth in vocabulary skills over the school year.

At the beginning of the year, more than half of the surveyed students participating in READ Together were in the Beginning Literacy Skill bracket, with 50% at the bottom tier in Vocabulary skills, and 67% at the bottom of Reading and Literacy skills. Over the course of the school year, the Beginning percentages were cut in half, bringing Beginning Reading and Literacy Skills down to 27.4% and Vocabulary skills down to 24.6%. The most remarkable change, however, was in the Exemplary Skill bracket. Exemplary Vocabulary Skills quadrupled, beginning with 4% and ending with 16%. Reading and Literacy Skills started at only 1% exemplary—an indicator that most participating students were entering school with little reading experience—and increased to 14.2% over the school year.

The number of students that meet the standard for reading and literacy skills more than doubled, with the Good level increasing from 13% to 35.5%, and Vocabulary skills rising from 21% to 38%. Nearly half of the overall students who participated in READ Together gained Literacy skills.

School	Pre Assessment Reading/Literacy Skill Level				Post Assessment Reading/Literacy Skills			
	Beginning	Fair	Good	Exemplary	Beginning	Fair	Good	Exemplary
All Schools	67%	18%	13%	1%	27%	23%	36%	14%
107th St*	49%	36%	13%	2%	70%	10%	17%	3%
Berean	67%	0%	33%	0%	17%	33%	50%	0%
CFA	-	-	-	-	-	-	-	-
CICS	80%	13%	7%	0%	-	-	-	-
Cottonwood	91%	9%	0%	0%	27%	6%	67%	0%
Frierson	82%	12%	6%	0%	0%	0%	100%	0%
Guerrero	53%	37%	7%	3%	6.4%	33.3%	27%	33.3%
H.E. White	100%	0%	0%	0%	14%	29%	52%	5%
Incito	55%	30%	13%	2%	-	-	-	-
J.B. Sutton	77.8%	11.1%	9.5%	1.6%	13.2%	22.5%	43.4%	20.9%
Jemez	43%	17%	40%	0%	-	-	-	-
La Vega	36%	30%	34%	0%	14%	16%	47%	23%
Lincoln	88%	8%	4%	0%	36.7%	26.5%	26.5%	10.3%
Lowell	89%	9%	2%	0%	54.3%	17.3%	21%	7.4%
Mesa Arts	48%	28%	24%	0%	12%	12%	60%	16%
Mexicayotl	96%	0%	4%	0%	0%	32%	41%	27%
Ocean Ave	37.5%	35.7%	17.9%	8.9%	16%	23%	40%	21%
Palimino	100%	0%	0%	0%	27.8%	25.7%	30.6%	15.9%
Parr	-	-	-	-	16.7%	23.8%	42.8%	16.7%
Spann	93.2%	5.4%	1.4%	0%	10%	76%	10%	4%

School	Pre Assessment Vocabulary Skills				Post Assessment Vocabulary Skills			
	Beginning	Fair	Good	Exemplary	Beginning	Fair	Good	Exemplary
All Schools	50%	25%	21%	4%	22.6%	23.8%	38%	15.6%
107th St*	20%	35%	41%	4%	56.8%	26.6%	13%	3.6%
Berean	67%	0%	33%	0%	17%	33%	50%	0%
CFA	-	-	-	-	-	-	-	-
CICS	64%	25%	11%	0%	-	-	-	-
Cottonwood	93%	7%	0%	0%	6%	27%	67%	0%
Frierson	82%	12%	6%	0%	0%	0%	100%	0%
Guerrero	72.6%	13.7%	11%	2.7%	6%	32%	33%	29%
H.E. White	100%	0%	0%	0%	14%	33%	48%	5%
Incito	25%	17%	47%	11%	-	-	-	-
J.B. Sutton	39.7%	26.2%	24.6%	9.5%	13%	18%	49%	20%
Jemez	20%	20%	60%	0%	-	-	-	-
La Vega	32%	33%	31%	4%	13%	15%	53%	19%
Lincoln	84%	4%	12%	0%	40%	22%	26%	12%
Lowell	72%	16%	10%	2%	39.5%	19.8%	19.8%	20.9%
Mesa Arts	56%	12%	24%	8%	12%	12%	60%	16%
Mexicayotl	0%	100%	0%	0%	0%	32%	41%	27%
Ocean Ave	30%	11%	43%	16%	12%	23%	35%	30%
Palimino	81%	19%	0%	0%	24.3%	15.3%	38.2%	22.2%
Parr	-	-	-	-	7%	12%	60%	21%
Spann	51%	49%	0%	0%	10%	74%	10%	6%

*Numbers were heavily impacted due to extreme attendance changes and other factors

Caregiver Involvement

A large focus of READ Together is to educate caregivers on the critical importance of reading with their children. This is accomplished by providing daily reading resources, as well as bilingual educational flyers. There was a wide difference in the effectiveness of the program in achieving this goal among the participating schools. While some schools saw an extremely positive swing in parental involvement (5% to 71%), others saw a large decrease (90% to 38%). There was only a 3% increase when results were averaged between all of the reporting schools. Kids Need to Read has arranged to conduct case studies at three participating schools to identify the effectiveness of READ Together in all areas, but with a particular focus on increasing caregiver involvement, as it is the greatest predictor of high reading proficiency levels among children.

A Natural Desire to Read

Despite experiencing difficulty in reading, nearly all of the students expressed an enjoyment of learning from books and an ongoing desire to read—perhaps the most significant information gleaned in this report. It is this natural desire and enjoyment of reading that must be nurtured in all children, both at school and at home.

Upon entering kindergarten, 56% of participating students had difficulty reading at the beginning of the school year (18% found reading kind of difficult and 38% found it difficult). That number was reduced significantly to 32% by the end of the school year (12% found reading kind of difficult and 20% found it difficult). Pre-surveys indicated 86% of participating students enjoy learning from books, which increased to an overwhelming 93% on post survey results. This is an excellent indicator of how receptive children are to learning from well-chosen reading resources and dedicated teachers.

School	Pre SWEDR*	Post SWEDR*	Pre CIRE**	Post CIRE**
*SWEDR: Students Who Exhibit a Desire to Read				
**CIRE: Caregivers involved in their child's reading education				
All Schools	81%	88%	56%	59%
107th St	73%	79%	47%	66%
Berean	67%	83%	33%	50%
CFA	-	-	-	-
CICS	86%	-	63%	-
Cottonwood	51%	90%	5%	71%
Frierson	88%	93%	71%	60%
Guerrero	78%	92%	26%	44%
H.E. White	76%	71%	90%	38%
Incito	53%	-	45%	-
J.B. Sutton	83%	77%	57%	46%
Jemez	70%	-	67%	-
La Vega	92%	91%	70%	53%
Lincoln	92%	100%	20%	79%
Lowell	81%	80%	67%	46%
Mesa Arts	72%	92%	52%	80%
Mexicayotl	57%	91%	91%	86%
Ocean Ave	63%	93%	52%	53%
Palimino	100%	96%	63%	57%
Parr	-	90%	-	74%
Spann	100%	99%	76%	80%



Students who exhibited a desire to read (SWEDR) increased from an already high 81% to an even higher 88%. The increase is indicative of excellent book choices, and the terrific work conducted by participating teachers and caregivers, as sometimes this percentage can actually decrease as children learn how to read and discover it can be difficult. Increasing caregiver involvement in future school years would go a long way toward capitalizing on this strong desire to read by children.



School	PRE ASSESMENT				POST ASSESMENT				PRE		POST	
	Reading is...				Reading is...				Do you like to learn new things from books?		Do you like to learn new things from books?	
	Easy	Kind of Easy	Kind of Dif	Difficult	Easy	Kind of Easy	Kind of Dif	Difficult	Yes	No	Yes	No
All Schools	28%	16%	18%	38%	46%	22%	12%	20%	86%	14%	93%	7%
107th St	36%	18%	19%	28%	30%	33%	9%	28%	75%	25%	89%	11%
Berean	33%	10%	17%	40%	50%	14%	11%	25%	97%	3%	100%	0%
CFA	-	-	-	-	-	-	-	-	-	-	-	-
CICS	43%	13%	21%	23%	-	-	-	-	88%	13%	-	-
Cottonwood	5%	15%	7%	73%	42%	32%	14%	12%	45%	55%	88%	12%
Frierson	0%	47%	53%	0%	50%	50%	0%	0%	100%	0%	100%	0%
Guerrero	15%	12%	19%	53%	56%	15%	13%	15%	78%	22%	89%	11%
H.E. White	33%	24%	0%	43%	76%	5%	10%	10%	81%	19%	95%	5%
Incito	-	-	-	-	-	-	-	-	-	-	-	-
J.B. Sutton	41%	13%	21%	24%	36%	30%	11%	23%	76%	24%	86%	14%
Jemez	13%	17%	57%	13%	-	-	-	-	67%	33%	-	-
La Vega	27%	13%	17%	43%	46%	17%	14%	24%	96%	4%	97%	3%
Lincoln	8%	12%	8%	72%	34%	24%	25%	18%	100%	0%	97%	3%
Lowell	43%	5%	1%	51%	44%	6%	6%	43%	86%	14%	84%	16%
Mesa Arts	68%	4%	12%	16%	84%	8%	4%	4%	92%	8%	96%	4%
Mexicayotl	4%	65%	9%	22%	27%	41%	32%	0%	96%	4%	100%	0%
Ocean Ave	30%	14%	27%	29%	68%	13%	13%	7%	93%	7%	93%	7%
Palimino	25%	29%	12%	34%	44%	29%	11%	16%	93%	7%	96%	4%
Parr	23%	19%	12%	47%	33%	19%	19%	29%	91%	9%	98%	2%
Spann	8%	11%	27%	54%	89%	11%	0%	0%	100%	0%	100%	0%

Reading Buddies

What do you do if a child's caregiver is unable or unwilling to read with them?? You give the child a buddy to read with, of course! Reading Buddies are delightful stuffed friends a child can read out loud with when a caregiver is unavailable, or if a child is shy or unwilling to read in front of others. While Kids Need to Read has programs to energize children, and gives them books to read, it is all pointless if they have no one to read with. Having a pal they can take with them on a literary adventure is an important and integral part to guiding a child into a life of literacy.

Reading buddies were a hit among the children served and they enjoy reading with them. 79% of the students loved the reading buddies at the start of the program, which increased to 85% by the end of the school year.

Kids Need to Read is dedicated to not only inspiring children to read, but providing them with a full toolbox in order to do so.

School	Pre Assessment			Post Assessment		
	Is it fun to read with a reading buddy?			Is it fun to read with a reading buddy?		
	Yes	No	Sometimes	Yes	No	Sometimes
All Schools	79%	8%	13%	85%	9%	6%
107th St	75%	4%	21%	97%	2%	1%
Berean	87%	3%	10%	100%	0%	0%
CFA	-	-	-	-	-	-
CICS	68%	25%	7%	-	-	-
Cottonwood	49%	13%	38%	76%	14%	10%
Frierson	94%	0%	6%	81%	19%	0%
Guerrero	44%	8%	48%	94%	4%	2%
H.E. White	62%	24%	14%	86%	5%	10%
Incito	-	-	-	-	-	-
J.B. Sutton	86%	7%	7%	77%	9%	14%
Jemez	77%	13%	10%	-	-	-
La Vega	87.3%	6.3%	6.4%	82%	9%	9%
Lincoln	84%	16%	0%	96%	4%	0%
Lowell	80%	11%	9%	84%	9%	7%
Mesa Arts	80%	16%	4%	92%	4%	4%
Mexicayotl	96%	0%	4%	100%	0%	0%
Ocean Ave	71%	16%	13%	68%	21%	11%
Palimino	83%	0%	17%	77%	17%	6%
Parr	81%	12%	7%	69%	21%	10%
Spann	100%	0%	0%	100%	0%	0%



Conclusions

READ Together is fulfilling the program goals not only by developing literacy skills but by engendering positive familial relationships and engaging caregiver support. READ Together is effective because it focuses on the three most important factors leading to high literacy skills and provides the support necessary to strengthen each of these areas. The program is positively assisting educators in building a solid academic foundation among the participating students and should be expanded to more grades and schools.

Future of the Program

The impact of READ Together on participating students and the extremely positive response of school personnel have inspired KNTR to expand the program to the first grade at each school. If funding permits, the program will be expanded to other schools, as well. Plans are in place to provide more classroom sets to larger schools, so the teachers will not have to share between themselves as much. This should help make program administration less cumbersome. KNTR will also provide more of the lower level books, as requested by teachers. Because of the effectiveness of the program, Kids Need to Read will continue providing and expanding READ Together indefinitely.

2015–2016 Read Together Contributors (over \$1,000)

Cardinals Charities: \$2,500 – 01/04/2016

Cox Charities: \$6,000 – 09/11/2015

Employees Community Fund of Boeing Arizona: \$5,000 – 07/28/15

Fiesta Bowl Charities: \$5,000 – 08/24/2015

John F. Long Foundation: \$1,500 – 11/10/2015

Kathy & Jerry Wood Foundation: \$25,000 – 03/30/2015

Mesa United Way: \$2,164 – 07/06/15

2015–2016 Read Together In-kind Book Contributors (over \$1,000)

Cookie Bear Press

Highlights for Children

Phil Padwe



Testimonials

Teachers and principals we spoke with reported they were extremely happy with READ Together and wanted to continue next year, as well as recommending that the program be expanded to first grade. Many teachers stated that they felt the program inspired a majority of the parents to read with their children, with some sending back logs showing many more books read in addition to the program books. Some parents expressed joy over having reading resources available to read with their children and asked for books to take home during spring break, so they would not break the cycle of daily reading. Nearly all teachers reported the books as being perfectly chosen for the program and expressed their opinion that READ Together affected reading skills positively. One teacher tearfully thanked KNTR staff profusely for providing such a wealth of resources and literary gifts for the children, saying her students are not used to being considered worthy of gifts and inspiration toward academic excellence.

The following are written testimonials from the 2015–2016 READ Together program:

“Since this is our 3rd year as a school we are barely forming a library. With Read Together it gave the students an opportunity to take books home and having that one on one time with their parents. I noticed a difference once I started sending books home because when students would come across a word they already knew from reading they were very happy to be able to read. I saw a growth from their [Developmental Reading Assessment] scores which was a plus for the students and I.” —Mexicoytl Academy, Tucson, Arizona

“My students were very excited to participate in program. I could tell after the first week of taking their reading buddies and their books to read they were more into reading. They were always asking "Are we taking a new book today?" Some of them were coming back and telling us what they read. If students had to go home early, the parents would ask for their books because their child loved to read.”—Berean Academy, Sierra Vista, Arizona

“The kindergarten teacher has been sending the books home every day with students, and they are loving the program and the participation they are seeing from parents.” —Berean Academy, Sierra Vista, Arizona

“I must say—my first assessment of these little books is “YAY”: (1) short books kiddos can start with, (2) easy books the non (or very little)-English speaking parents can monitor, and (3) interesting books that appeal to such a wide variety of children. Super job choosing these books for a program like this. Excellent.” —Spann Elementary, Jackson, Mississippi

“You folks are phenomenal. I listened to a little girl from China reading thru the books you sent us last year. She was FLYING thru them. She's in 1st grade now.... but had access to your books last year. She was still learning English. No kidding.... she can whiz thru those books now. THANK YOU. THANK YOU. THANK YOU.” —Spann Elementary, Jackson, Mississippi

“One way that the program was beneficial was that it provided students who do not have access to books, or transportation to get books the books they needed to read on a daily basis. Another benefit of students being provided books on a daily basis was that their exposure to language was increased. Students also learned to be responsible and to bring the books back on a daily basis. It was great because the program required parents to participate and model reading with their children because most kinder were developing readers. The parents reading with their child also gave the parent insight as to their child's reading development.”—107th Street Elementary, Los Angeles, California

“I thought the presentation by Steven Riley for our kindergarten students was outstanding! Kindergarten is a hard age to keep engaged, and he had our 150 kindergarteners engaged and enjoying themselves throughout the presentation. What’s even more amazing is that he incorporated teaching standards for literature while entertaining our kids. I couldn’t recommend this presentation more highly.” —J. B. Sutton Elementary School, Phoenix, Arizona

“The presentation from Kids Need to Read was outstanding. Students were engaged in learning and were excited about meeting an author. Greatly appreciate KNTR for bring in Steven Riley to present to our school. Students enhanced their learning about what an author and an illustrator does and learned it through a fun and engaging way. Steven Riley is an amazing author/illustrator and my students loved the story Little Ty Cooney and the Grand Canyon Tour Company. It's heartwarming seeing my students excited about reading to their new reading buddies.” —J. B. Sutton Elementary School, Phoenix, Arizona

“It has been a wonderful year of reading for our Pre-K through Kindergarten grade level readers at our school. So many wonderful books that the students could self-select and take home books. The three teachers were very motivated in helping the students take home books to read with their family members. As the students developed responsibilities of checking out a book, a couple of books were still lost. Parent involvement was successful, too. We would like to thank all the people who serve on your committee who bring reading materials to our children. We hope to continue to be a part of your program.” —Cottonwood Day School, Chinle, Arizona

“The reading provided opportunities for children to apply what they learned here and at home. They were very excited to receive their reading buddy (stuffed animal) which they [love] and to reward them with more books to take home will be more exciting for them. Thank you so much for this program. I hope you will continue to have this program available next year. Thank you!” —Cottonwood Day School, Chinle, Arizona

"Great program! Provided books in the homes every night. Kids were able to read some on [their] own. And books to take home for summer reading is GREAT!" —LaVega Primary School, Waco, Texas

"I liked the fact that the books were grade level appropriate. Students were motivated to take them home and read them. It was an effective confidence booster." —LaVega Primary School, Waco, Texas

"Having the different levels of books was excellent! What a great variety of books." —LaVega Primary School, Waco, Texas

"The program is a wonderful way for all of the students to have books to read on a regular basis." —LaVega Primary School, Waco, Texas

"Thanks for the abundance of books to expose children to. It was fantastic!" —LaVega Primary School, Waco, Texas

"Builds confidence in student's reading skills." —LaVega Primary School, Waco, Texas

“Students are reading more at home, as is evidenced by the book logs. They are excited when they receive things to take home, and parents seem to take more of an interest in keeping the logs current. Student reading skills have increased for a number of reasons, one of which we believe is this program. We are really excited about the books that the students get to take home for the summer, too!” —LaVega Primary, Waco, Texas

“Thank you for partnering with our school to participate in Kids need to read. Our kindergarten students greatly benefitted from having access to books on their level. Our students did not have a lot of resources before receiving these books. In allowing our students to take these books home for practice with reading, it helped parents understand what to read with their students.” —Edith L. Frierson, Wadmalaw Island, South Carolina

“I think that it was beneficial for our Kindergarten students. I think that it really excited a lot of them when they got to “check out” additional books for reading, and they all enjoyed receiving a reading buddy to read to.”—Parr Elementary, Arvada, Colorado

“The READ Together program was extremely beneficial for our kindergarten students because many of them do not have books at home. The majority of our kindergarteners enter our school as non-readers with very little letter/sound knowledge. At the beginning of the year, the leveled readers were used as “Read to Me” books—sent home for families to read to their child. The second half of the year the students were able to take the books home and read to their families which was an exciting progression.”—CICS Prairie, Chicago, Illinois

“The parents were thrilled as were the children with the books that came home each night. Doing parent workshops helped them to understand the purpose and importance of the nightly reading. With a few exceptions most books came back each day. We put stickers in the top corner of each book to help us keep track of which books were from READ together which helped with organization.”—Ocean Avenue Elementary, Middletown, New Jersey

“We were so pleased with the selection of little readers that were shipped in the beginning of the year, as well as the *Highlights* Magazine and the Stuffy Buddies. The program has been a huge success thus far and the response from teachers and parents has been very positive.” —Ocean Avenue Elementary, Middletown, New Jersey

“Many of them showed a lot of enthusiasm in reading the books each night. I provided “Reward Bucks” to students after they read so many books on their log. Many of our students do not have books at home, so this program has been instrumental in providing materials for them to sharpen their reading skills at home.”—H.E. White Elementary, Bomont, West Virginia

“The students were able to have exposure to a variety of books in the classroom and at home.... First grade would love to have the program extended to promote reading.” —Lowell Elementary School, Mesa, Arizona

“For the most part I think the kids really enjoyed the program. They liked taking a book home and reading it and earning a prize if they filled their reading log. I think it would be good to expand it to first grade.”—Guerrero Elementary School, Mesa, Arizona

“Just wanted to thank you for the wonderful assembly and gifts for the students. Everyone LOVED Steven Riley and the kids were so excited to get the books, magazines and buddies! The teachers liked the game as well.” —Palomino Primary School, Phoenix, Arizona

“READ Together was beneficial to our Kindergarten students. Many of them showed a lot of enthusiasm in reading the books each night. I provided “Reward Bucks” to students after they read so many books on their log. Many of our students do not have books at home, so this program has been instrumental in providing materials for them to sharpen their reading skills at home.... I am so thankful that this program was offered to us.”—Lincoln Street Elementary School, Hillsboro, Oregon