

STEMMING THE TIDE OF INTERGENERATIONAL ILLITERACY:

A TEN-YEAR IMPACT STUDY OF
PRIME TIME FAMILY READING TIME®

EXECUTIVE SUMMARY

Principal Investigator:
James E. Barr, Ed.D.



PRIME TIME
FAMILY READING TIME™



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EXECUTIVE SUMMARY

PRIME TIME FAMILY READING TIME® (PRIME TIME) was developed by the Louisiana Endowment for the Humanities in 1991 to reach those people who are typically underserved or never-served by humanities organizations, and for which most programming is predicated on literacy. After nearly five years of field testing, a turn-key family literacy program targeting at-risk families with 6-10 year old children was developed and launched statewide in 1995, and then nationally in 1998. **Its objective was to intervene and reverse the persistent statewide pattern of intergenerational illiteracy by transforming the family into a learning environment bonded around the act of reading together.** In so doing, it intended to significantly impact and improve student learning.

PREEMPTIVE SOLUTION TO A PROBLEM

In short, **PRIME TIME was created as a preemptive approach to addressing the problem of intergenerational illiteracy before it became an irreversible problem.** The program model that emerged post pilot phase offers flexibility to adapt to local needs and settings while maintaining three essential components:

1. PRIME TIME programs are led by highly skilled and trained team members, including university professors (PRIME TIME scholars), master storytellers (PRIME TIME storytellers) as well as host agency staff (teachers, librarians, social workers etc.)
2. PRIME TIME programs combine high quality, humanities-rich literature with the Socratic Method to develop interest in reading and boost critical thinking skills in the whole family.
3. PRIME TIME programs specifically recruit at-risk families and eliminate barriers to participation by offering transportation, meals and child care for younger siblings. The success of the turn-key model in recruiting and



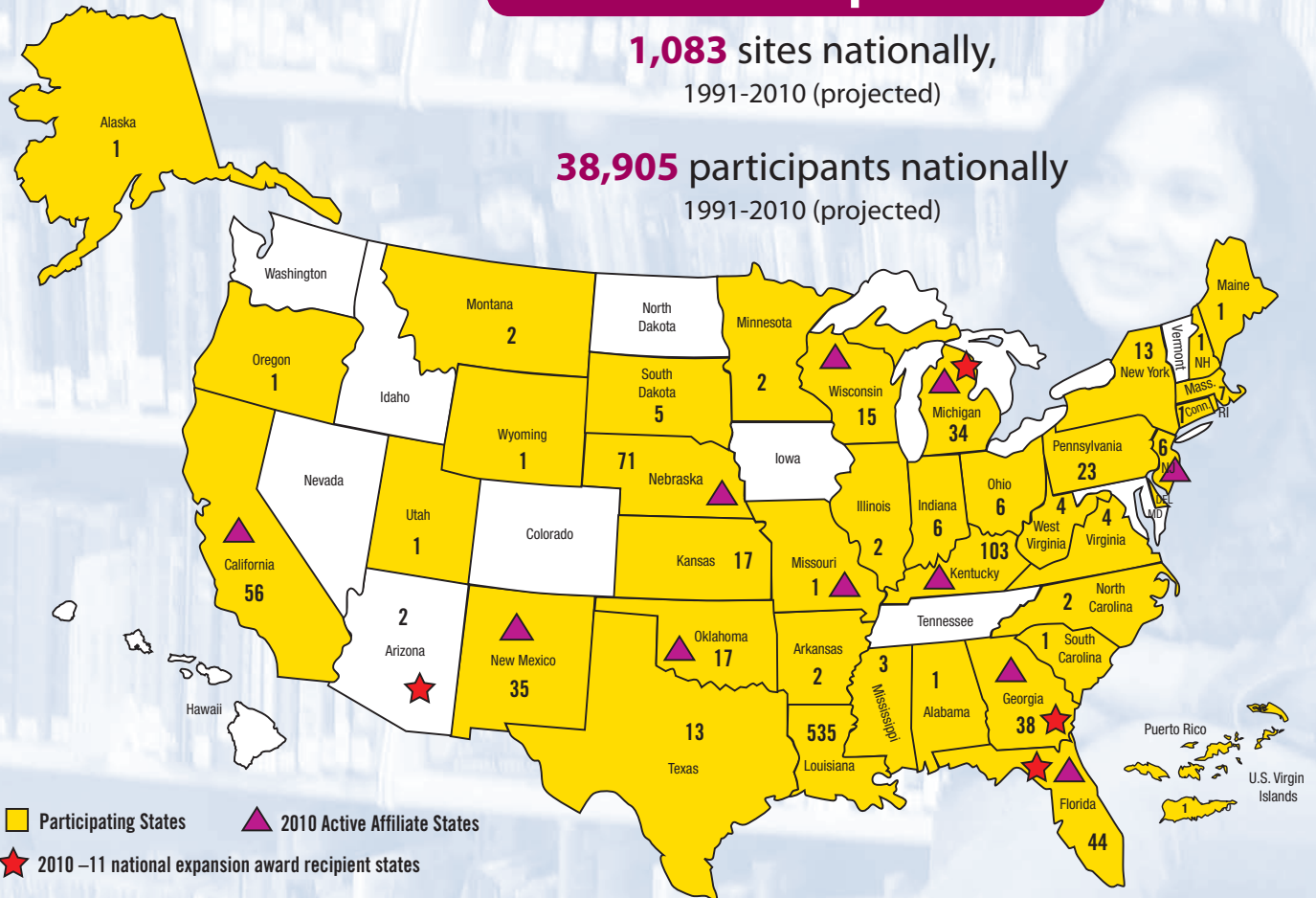
There is statistical evidence, based on the analyses of the study, that students who participate in the PRIME TIME program during their early elementary years, first through fourth grades, performed at a higher level on grade level content areas of LEAP, iLEAP, and GEE.

retaining target populations is evident from the demographic summary of this study and in the program's 76% retention rate (based on individual participant attendance) and 120% program attendance growth rate (based on total attendance from session 1 to session 6 or 8.) Additionally, mandatory biannual intensive training provides host agencies with proven strategies for identifying and recruiting at-risk families, including targeting Title I schools, Head Start and Early Head Start programs, and other social service agencies that have direct contact with

National Expansion

1,083 sites nationally,
1991-2010 (projected)

38,905 participants nationally
1991-2010 (projected)



target populations. To date, PRIME TIME has been implemented in all of Louisiana's 64 parishes and 38 other states. **Since 1991, PRIME TIME has enrolled almost 40,000 at-risk children and their parents/guardians.** In 2000, PRIME TIME was introduced as an effective family literacy and engagement program in Louisiana's public schools. **In recognition of its quality and impact, more than 200 of all statewide programs have been implemented in public schools or in collaboration with public schools.**

EFFECTING MEASURABLE RESULTS

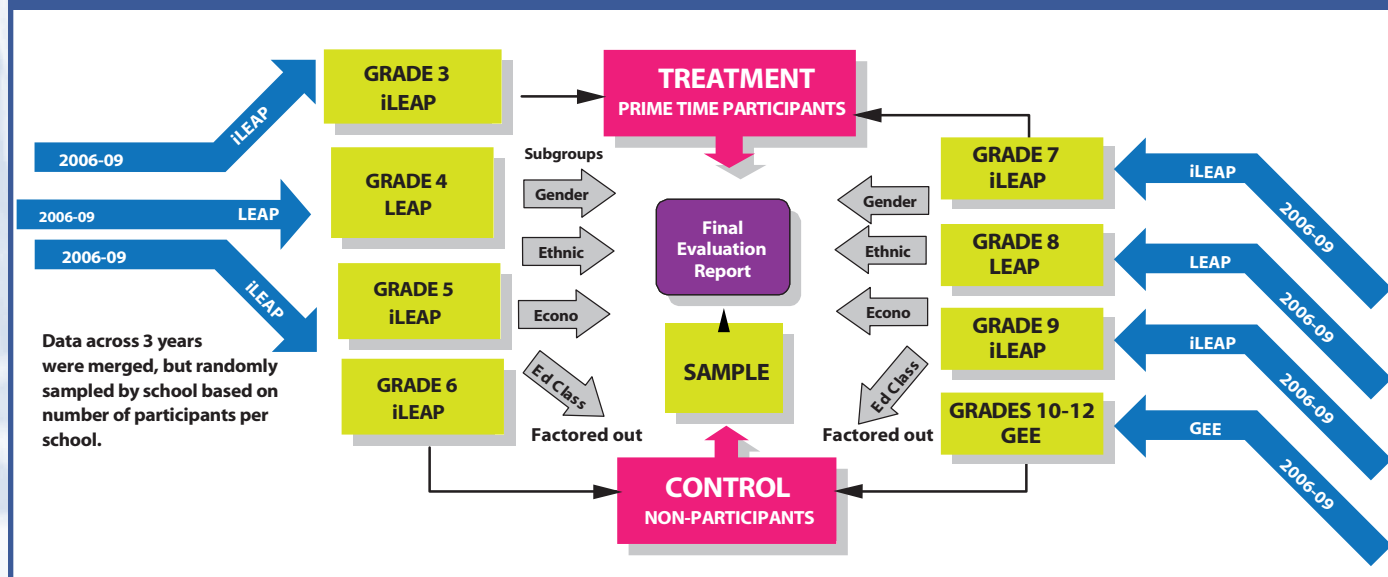
The purpose of this "impact study" was to determine quantitatively the effects of PRIME TIME READING FAMILY TIME program on student achievement. Using a longitudinal analysis, the study shows that participants engaged in the PRIME TIME program perform at a higher level on achievement tests than non participants, and that the level of achievement is statistically significant on numerous grade level variables as well as above the national norm. Furthermore, while PRIME TIME targets students and their

considerations in choosing this school district for the study. The West Baton Rouge Parish Library conducted 21 PRIME TIME programs since 1996, enrolling almost 1,400 students and their parents/guardians. A total of 4,350 West Baton Rouge Parish student participants and non participants were studied, including repeaters reoccurring each of the three years, and a random sample of 816 students in the control group, and 816 students in the PRIME TIME treatment group. The data were further sorted by school, grade, gender, ethnicity, free or reduced lunch (as a measure of economic status), and educational classification. **In general, the profiles of the PRIME TIME participation (treatment) group contained: more participants on free and reduced lunch (economically disadvantaged), a higher percentage of students identified for special education, a higher percentage of Black students, and a higher percentage of female students.** Students with exceptionalities were factored out of the study. This decision was based on the low participation numbers for students with exceptionalities in PRIME TIME, thus failing to provide a viable sample with which to work. *Below is a figure showing the data collection components for this study.*



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Generalized Assessment Model For Data Collection



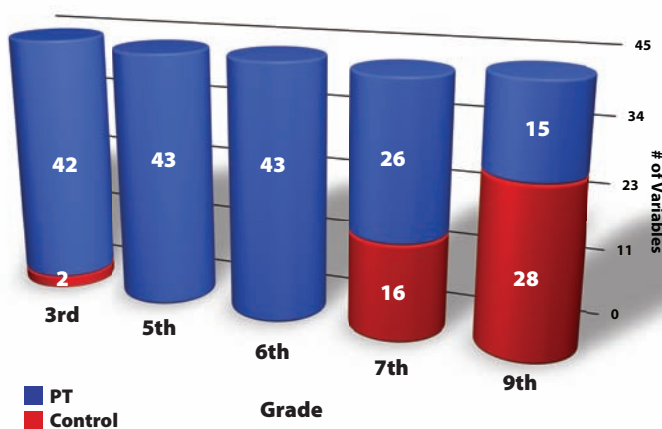
¹ The Curriculum Impact Chart is available in Figure 36, page 54. Table 27 on page 53 provides an overview of the findings.

GENERAL KEY FINDINGS

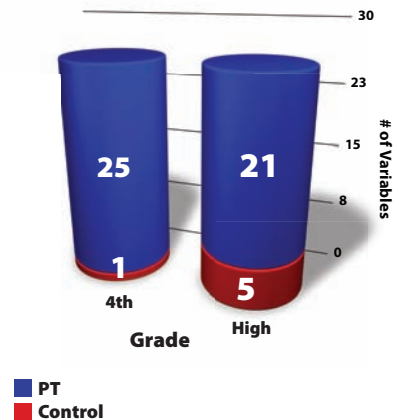
There is statistical evidence, based on the analyses of the study, that students who participate in the PRIME TIME program during their early elementary years, first through fourth grades, performed at a higher level on grade level content areas of LEAP, iLEAP, and GEE. Students who participated had mean performance scores and sub scores that were consistently higher in grades 3, 4, 5, 6, 7, and high school. This study revealed that student performance was consistently higher than national norms in grades 3 and 5 as measured by *Norm*

Curve Equivalents (NCEs)² in Reading, Language, and Mathematics, and grade 6 in Reading. While no specific reason can be discerned as to why the 8th grade analysis differed from that of the other seven grades in the study, the anomaly can be reasonable attributed to a smaller sample size of the treatment group than needed for fully consistent measurement. Below is a brief summary of compiled findings by grade level and the corresponding number of variables showing that the PRIME TIME participants scored higher than the Control Group.

iLEAP Performance Ratios:
of Variables PRIME TIME Participants Scored Higher vs. Control Group



LEAP Performance Ratios:
of Variables PRIME TIME Participants Scored Higher vs. Control Group



- **3rd Grade (PT Target Grade).** Ratio of PT variables is higher than Control Group in 42 out of 44 variables.
- **4th Grade (PT Target Grade).** Ratio of PT variables is higher than Control Group in 25 out of 26 variables.
- **5th Grade (1 Year Post PT).** Ratio of PT variables is higher than Control Group in 43 out of 43 variables.
- **6th Grade (2 Years Post PT).** Ratio of PT variables is higher than Control Group in 43 out of 43 variables.
- **7th Grade (3 Years Post PT).** Ratio of PT variables is higher than Control Group in 26 out of 42 variables.
- **8th Grade (4 Years Post PT).** Ratio of PT variables is higher than Control Group in 3 out of 26 variables.
- **9th Grade (5 Years Post PT).** Ratio of PT variables is higher than Control Group in 15 out of 43 variables.
- **High School (8 Years Post PT).** Ratio of PT variables is higher than Control Group in 21 out of 26 variables.

² NCE - Norm Curve Equivalent

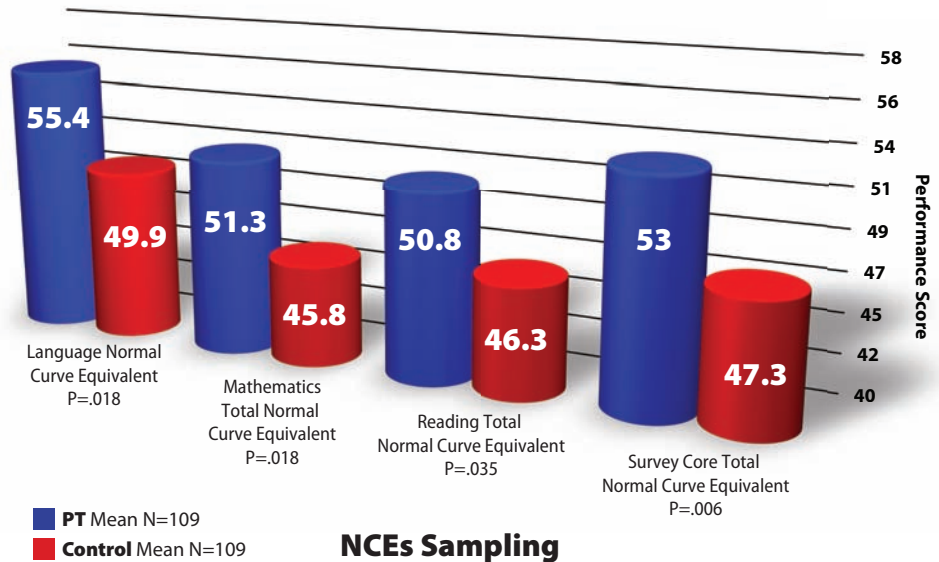
SPECIFIC KEY FINDINGS

PRIME TIME Participants Scored Higher vs. Control Group

3rd Grade NCE Performance

3rd Grade PRIME TIME Students:

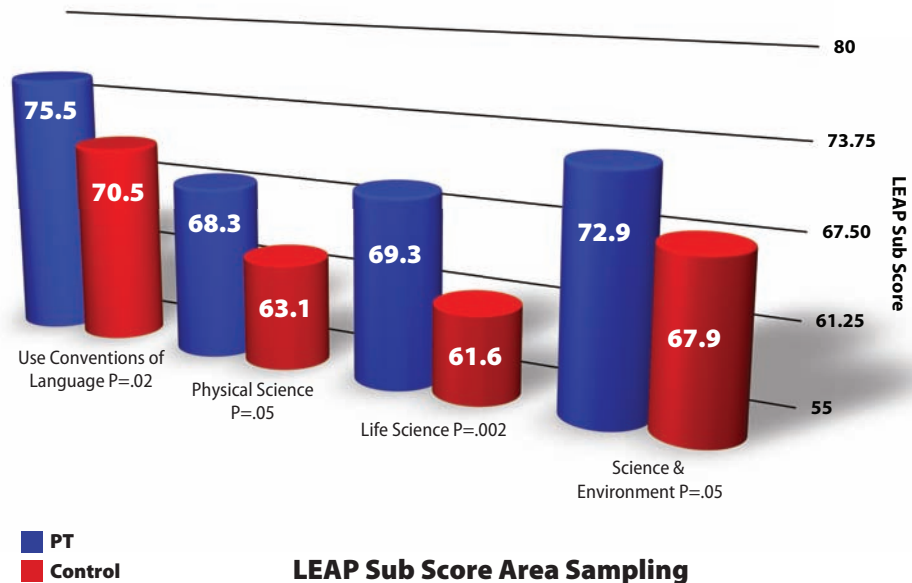
- Performed higher on 95.5% (42 out of 44) areas of the iLEAP
- 17 areas had performance measures that were statistically significantly higher



4th Grade Sub Score Data (2006-2009)

4th Grade PRIME TIME Students:

- Performed higher on 96% (25 out of 26) areas of the LEAP
- 5 areas had performance measures that were statistically significantly higher



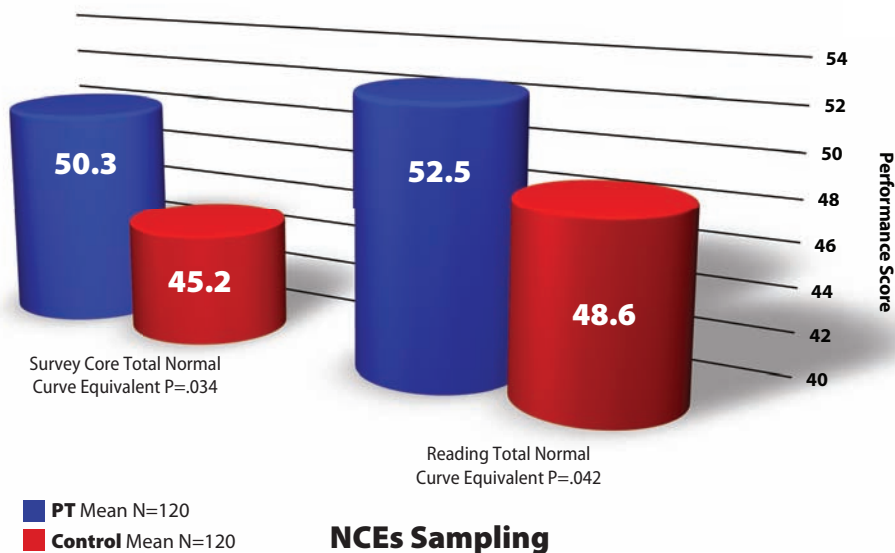
SPECIFIC KEY FINDINGS

PRIME TIME Participants Scored Higher vs. Control Group

5th Grade NCE Performance

5th Grade PRIME TIME Students:

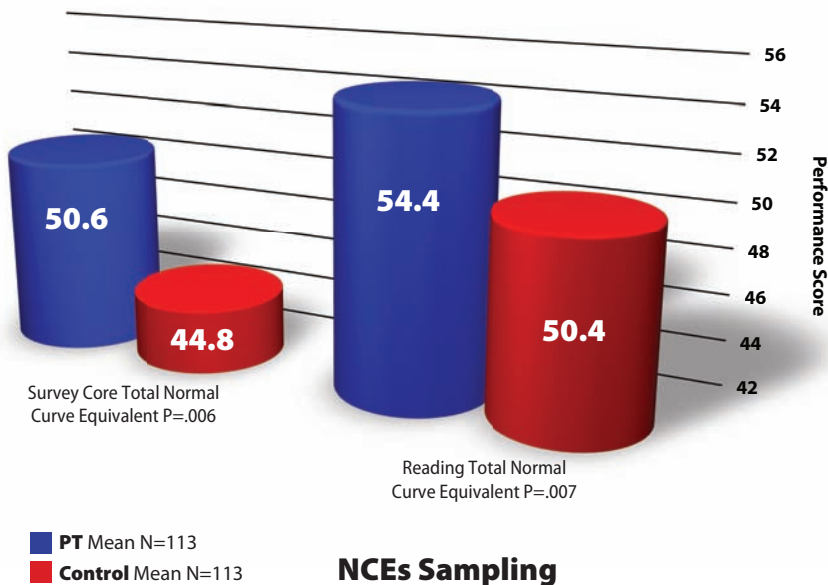
- Performed higher on 100% (43 out of 43) areas of the iLEAP
- 21 areas had performance measures that were statistically significantly higher



6th Grade NCE Performance

6th Grade PRIME TIME Students:

- Performed higher on 100% (41 out of 41) areas of the iLEAP
- 15 areas had performance measures that were statistically significantly higher



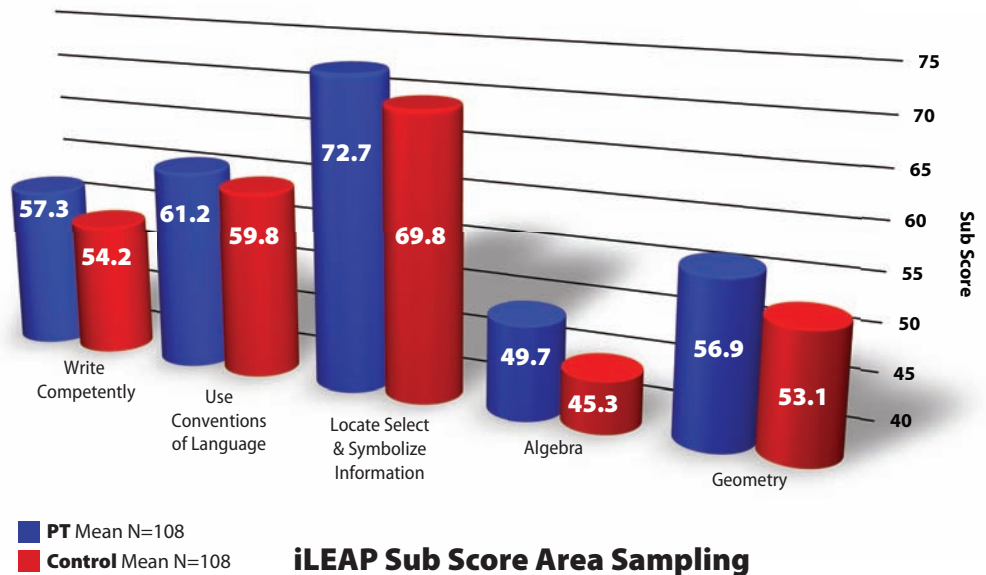
SPECIFIC KEY FINDINGS

PRIME TIME Participants Scored Higher vs. Control Group

7th Grade Sub Score Data (2006-2009)

7th Grade PRIME TIME Students:

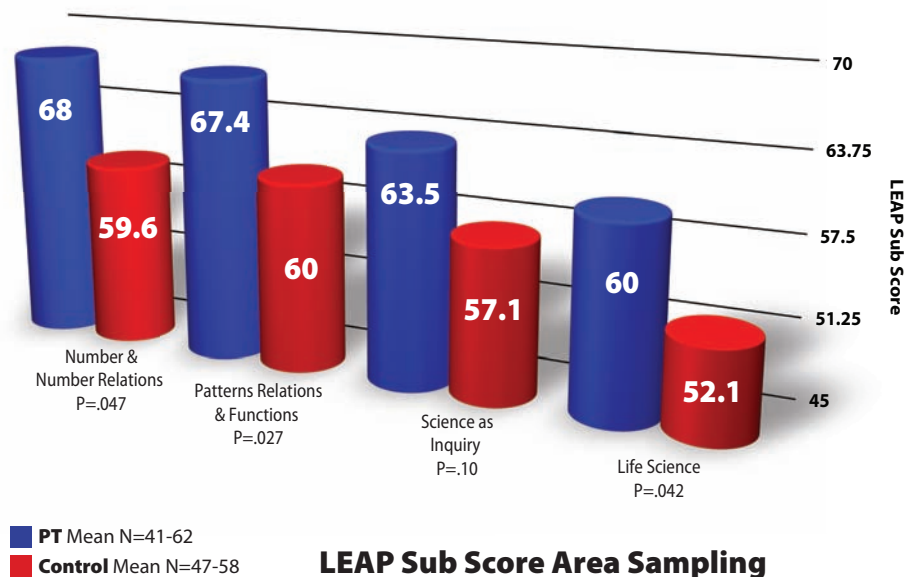
- Performed higher on 62% (26 out of 42) areas of the iLEAP



High School Sub Score Data (2006-2009)

High School PRIME TIME Students:

- Performed higher on 81% (21 out of 26) areas of the GEE
- 3 areas had performance measures that were statistically significantly higher
- 2 areas showed probability levels



OTHER OBSERVABLE EFFECTS

- **Effects by Grade.** Students who participated in PRIME TIME outperformed students in the Control Group who did not participate in PRIME TIME.
- **Effects by Gender.** Female and male students who participated in PRIME TIME performed higher when compared to the control group of female and male students who did not participate. Female students performed higher than male students in reading; however, male students tended to score higher in science, mathematics, and social science. In 3rd, 4th and 5th grades, female students scored higher, yet in the upper level grades, the male students demonstrated a mix of performance over females.
- **Effects by Ethnicity.** Summary results indicate that Black and White students who participated in PRIME TIME performed higher than Black and White students in the Control Group who had not participated. The White students performed higher than Black students in every area, reflecting historic national academic demographics.³ However, the Black students who had participated in PRIME TIME scored close to the mean of the White students who had not participated.
- **Effects by Economic Level.** Three grades: 8th, 9th, and high school showed significant differences in the distribution of students between the two study groups. The PRIME TIME group contained a higher number of participants who were classified as “At-Risk” due to economic level based on self report of free or reduced lunch status.

In general, the profiles of the PRIME TIME participation (treatment) group contained: more participants on free and reduced lunch (economically disadvantaged), a higher percentage of students identified for special education, a higher percentage of Black students, and a higher percentage of female students.

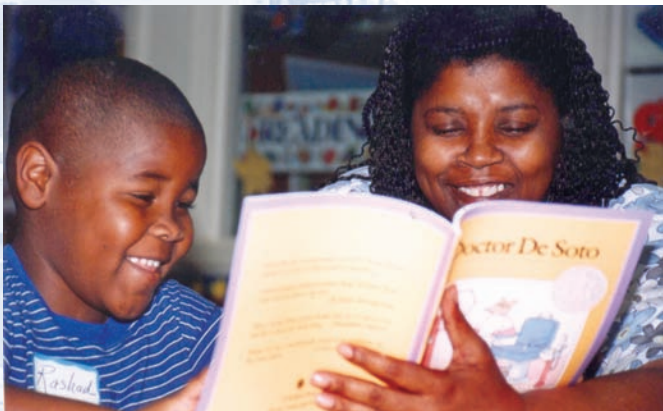
MOVING TOWARDS PRIME TIME FULL CIRCLE

This study was conducted by James Edward Barr, Ed.D., Professor Emeritus Nicholls State University, where he taught graduate courses in Research Methods and Program Evaluation and served as a graduate faculty member for 20 years. His work with the Board of Elementary and Secondary Education (BESE) over the past 15 years in Louisiana helped establish the evaluation process for charter schools in the state. Prior to his work at Nicholls State University, he served as a psychometrician in the Office of Research and Development helping develop Louisiana’s Assessment Program, and later as State Science Supervisor in the Louisiana Department of Education. Dr. Barr continues to work as an Evaluation-Research consultant with various federal, state, local agencies, universities, and non-profit organizations, such as the National Association of Charter School Authorizers, the Louisiana Department of Education, the National Institute of Health, National Science Foundation and the U.S. Department of Education.

These results were derived from the traditional PRIME TIME FAMILY READING TIME 6-8 week family literacy



³ Example of recent annual publication from American College Testing. Each year’s testing provides a profile of student performance across the nation. <http://www.act.org/news/data/09/pdf/National2009.pdf>



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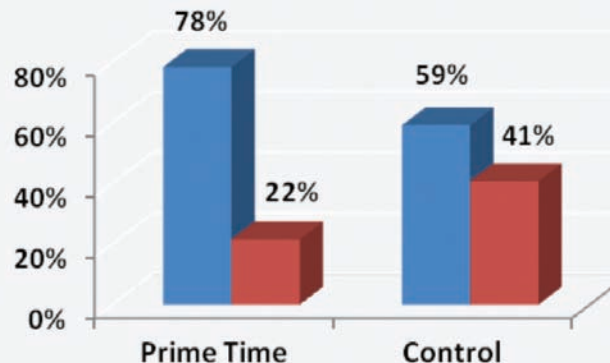
programs only. This study does not measure the additional structures now incorporated into the PRIME TIME comprehensive menu of services known as PRIME TIME Full Circle, which includes graduate seminars for teachers and intensive ongoing professional development workshops for participating schools (still in development). It also does not measure the effect of the bilingual PRIME TIME programs, offered in Spanish/English and French/English, which have been developed and implemented statewide.

Because the human consequence is so great, PRIME TIME will continue to monitor closely its impact on the educational progress of its target audience of at-risk children and their parents/guardians. Especially in that the additional dimension of PRIME TIME Full Circle has been developed, it is our hope that in the future we will prove sufficiently effective to become unnecessary.

Michael Sartisky, Ph.D.
 President/Executive Director
 Louisiana Endowment
 for the Humanities

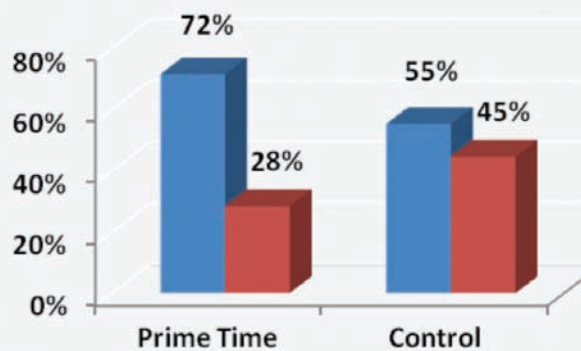
Miranda Restovic
 Director,
 PRIME TIME FAMILY
 READING TIME®

SAMPLE DEMOGRAPHIC SUMMARY



■ AT-RISK N=141, 69% ■ NOT AT-RISK N=64, 31%

Demographic summary of pooled high school students for 2006-07, 2007-08, 2008-09. showing Control and PRIME TIME students sorted by economic status (At-Risk) ($\chi^2=8.8$, $P=.003$).



■ Black N=130, 63% ■ White N=75, 37%

Demographic summary of pooled high school students for 2006-07, 2007-08, 2008-09. showing control and PRIME TIME students sorted by ethnicity ($\chi^2=3.60$, $P=.02$).



Since 1991 PRIME TIME has enrolled almost 40,000 at-risk children and their parents/guardians. In recognition of its quality and impact, more than 200 of all statewide programs have been implemented in public schools or in collaboration with public schools.



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