Reach Out and Read Program Coordinator Manual

Fourth Edition Winter 2014

How to use the Coordinator Manual

This manual is intended to guide Reach Out and Read Program Coordinators through the tasks and responsibilities associated with running a successful Reach Out and Read program. Wherever possible, links to the Reach Out and Read website will direct the reader to more complete information and additional materials. In order to access some links, you will need your log-in and password information to www.myROR.org.

Site IDs and passwords can be found in your initial Reach Out and Read approval and Welcome email, or by contacting your local Coalition Leader or the National Center. You may also click on the "I forgot my password" link on myROR.org. If you have any questions or feedback while using this manual, we encourage you to contact us at 617-455-0600 or info@reachoutandread.org.

The Reach Out and Read Model (For our one-pager, please see this page.)

Pediatric primary care providers implement the three-part Reach Out and Read model to promote daily reading aloud, which fosters children's foundational literacy skills development as well as a love of reading.

• At every well-child checkup, medical providers offer age-appropriate literacy development information and encourage parents to read aloud daily to their young children.

• Medical providers start the visit by giving every child, ages 6 months through 5 years, a new, developmentally-appropriate children's book to take home and keep.

• Clinics create literacy-rich environments where parents and children can read while waiting. Sometimes there are volunteer readers who model the pleasures and techniques of looking at books together.

Reach Out and Read is Evidence-Based

For more information on the proven effectiveness of the Reach Out and Read model, please visit this page.

Using myROR.org

Through **www.myROR.org,** Reach Out and Read program sites complete semi-annual Progress Reports, update program site information and medical providers' contact information, order books through Scholastic's online store, check Scholastic pre-paid account balances, find materials in the Document Library, and much more! **To access myROR, input your Site ID and password.**

Once logged into myROR.org, click on tabs to learn about program administration, training, books, fundraising, and programmatic and literacy materials housed in the ROR Document Library in the upper, right hand corner of every myROR page. Become familiar with the literacy materials and program materials in particular.

REACH OUT AND READ SITE COORDINATOR

Roles and Responsibilities

The Reach Out and Read Site Coordinator plays a key role in the efficient implementation of the program. While the tasks are typically not time-consuming, we do thank you in advance for being the liaison between Reach Out and Read, your providers, and the books. Click HERE to listen to a webinar for new Coordinators.

Together with your site's Reach Out and Read medical champion and provider staff, the Coordinator helps determine the best ways to support the program. In some clinics the Coordinator supervises staff who focus on these tasks, in others it's a job for one person. Size of program, number of providers, and support staff structure tend to dictate these decisions.

The role of Reach Out and Read Coordinator is to:

- **Establish efficient systems for**

  ✓ Ensuring that medical providers have books and can give them as they enter the exam room

  ✓ Ordering, stocking, and tracking the books distributed

  ✓ Compiling data for semi-annual progress reports

  ✓ Keeping data current on www.myROR.org (esp. updating list of providers in Contacts section)

- **Keep medical champion updated**

  ✓ With relevant correspondence from Reach Out and Read

  ✓ On the status of your program (systems efficient? enough books? etc.)

  ✓ By downloading and printing literacy materials for providers and parents, as needed, from the myROR.org DOCUMENT LIBRARY, such as *Milestones of Early Literacy Development, Talking with Parents about Books*, *Developmental Disabilities* and *Leyendo Juntos* guides, *Reading Tips,* and *Milestones* bookmarks

- **Establish a literacy-rich environment, which might include**

  ✓ Maintaining a collection of gently-used children's books in the waiting room

  ✓ Creating a reading corner, perhaps with small table/chair set

  ✓ Hanging literacy-themed posters on waiting room (and/or exam room) walls

  ✓ Posting library sign-up information, story hour schedules

  ✓ Acquiring and posting adult literacy resources/information

  ✓ Asking members of the community to hold gently-used book drives – involve your staff, too!

- **Work with appropriate clinic/department administrator(s) and where applicable, your state or regional Reach Out and Read coalition leader, to ensure your long-term book funding needs are met**.
  ✓ Annual Book Budget (ABB) = # of Reach Out and Read well visits/year x $2.75-$3.00 (avg. cost of book)

REACH OUT AND READ MEDICAL CHAMPION

Roles and Responsibilities

A program site's Medical Champion plays a key role in incorporating Reach Out and Read into the pediatric or family practice setting, becoming the face and medical voice of the program. Thank you in advance for stewarding this proven program by stressing Reach Out and Read best practices to your colleagues and ensuring proper provider orientation to and training in the model.

The role of the Reach Out and Read Medical Champion is to

- **Advance continuing fidelity to the Reach Out and Read model** over time by reinforcing the practices upon which Reach Out and Read research outcomes are based. These include

  - ✓ Beginning the well-child visit by handing the book to the child
  - ✓ Using the book as part of developmental surveillance, streamlining what providers are already doing
  - ✓ Fostering parental engagement by offering anticipatory guidance to parents about how best to support their child's language/literacy development. (*For more detailed guidance, please see:* **Talking With Parents About Books** *one-pager and* **Milestones of Early Literacy Development** *chart*)

- Work with your Reach Out and Read Coordinator and other staff to determine and implement efficient systems for flow of books to the exam room, book tracking, book ordering, etc.

- **Promote completion of required online Reach Out and Read Provider Training CME course** by 100% of the pediatric provider staff *before* program is implemented (or, in a family practice, by 100% of providers who see children under age 6).

- Orient **new** providers as they join the practice and ensure their timely completion of the Reach Out and Read CME course.

- Ensure that providers are familiar with specialized Reach Out and Read materials, such as the **Developmental Disabilities Literacy Guide**, and as appropriate, similar resources from the *Leyendo Juntos*, Military, and American Indian/Alaska Native initiatives.

- **Ensure timely and accurate submission of semi-annual progress report** via www.myror.org by Coordinator or Medical Champion.

- **Once a year, place Reach Out and Read on the staff-meeting agenda (15 min).** Review program implementation, challenges/successes, provider training/refresher needs, and address any general questions/concerns.

- **Work with appropriate clinic/department administrator(s) and where applicable, your state or regional Reach Out and Read coalition leader, to ensure your long-term book funding needs are met**.
  - ✓ Annual Book Budget (ABB) = # of Reach Out and Read well visits/year x $2.75-$3.00 (avg. cost of book)

START UP CHECKLIST FOR NEW PROGRAMS

Resources to Review

☐ **Role of Reach Out and Read Coordinator**

☐ **Role of Reach Out and Read Medical Champion**

☐ **Your program site's** www.myROR.org **page** (accessed by Site ID# and password). **Be sure all site contact information is accurate** and **all** pediatric and family practice **providers** seeing children under age 6 **are listed** *with credential and email address*. *(Individual passwords for CME course are sent to providers.)*

☐ **New Coordinator webinar**, held monthly, every third Thursday at 12 pm EST

Medical Providers and Staff

☐ **All medical providers** have completed the Reach Out and Read **online CME course** (free 1.25 CME credits).

☐ **Hold staff meeting.** Kick off your Reach Out and Read program and orient all staff to the program model.

☐ **Have a training plan/timeline** for all **new** providers to complete the online CME course; **have transition plan** for Coordinator and Medical Champion roles.

Books

☐ **Determine who will select the books for each visit.** Will each provider do this? Will medical assistants or other staff choose the book and give to provider (or place in sleeve at exam room door)?

☐ **Choose a safe area for book storage** that is easily accessible to the staff doing the picking. Determine who will stock this area, and how often.

☐ **Organize books by age and language**. (Tip: stack books on top of each other, spines out, by title, to save space.)

☐ **Develop a tracking system** for books given out. You will need this information for progress reports. Some suggestions: a tally sheet, a book mark or card pulled from book and placed in a bin or basket, a check-off box in your EMR to note that the book was given out to a child, or quarterly book counts.

☐ **Show the ROR/Scholastic book catalog to providers;** they may prefer specific books for certain ages. Tip: You earn *10 free books* for *every $100 spent – so* factor in those amounts! ($300 = 30 free books, $500 = 50 free books, etc.)

Reporting and Funding

☐ **Make a plan now for how you will collect and access data needed for the bi-annual progress report.** Importantly, who will fill out the Progress Report and submit by due date (via www.myROR.org)?

☐ **Make plans now to sustain the book funding for your program.** Are books a line item? Who should plan for this need? Reach out to potential funders in the community such as Rotary, Lions, local foundations and faith-based service groups, etc.) **Download the Support-A-Site brochure, donor card and template letter from the Document Library in** www.myROR.org. Brainstorm other ideas: jeans day, holiday parties, bake sales, etc.

   ✓ **A**nnual **B**ook **B**udget (ABB) = #of Reach Out and Read well visits/year x $2.75-$3.00 (avg. cost of book)

Medical Provider Training

Medical providers (MDs, DOs, NPs and PAs) are essential to the success of your program and are the vital link to improving outcomes for children and families through the quality of their anticipatory guidance. What they say and do in the exam room during the well-child visit has a very special impact on parents, who value these visits as a key part of their children's healthcare. What the medical provider offers is what the parent takes home: the advice, information, support, and of course, the book. **It is important for providers to understand that Reach Out and Read is about parental engagement *and* promoting foundational literacy skills development.**

The Core Training for medical providers occurs before the start-up of your program and/or when a new medical provider joins your program. The Core Training grounds medical providers in the developmental aspects of early literacy, techniques for incorporating books into the well-child visit, and tips for offering anticipatory guidance and literacy promotion. These techniques were developed by practicing primary care providers thoroughly familiar with the pressures and complexities of taking care of young children in busy clinics. The training demonstrates how starting the well-child visit with the book can enhance your interactions, streamline developmental surveillance, and deepen literacy guidance.

Each participating provider *must* complete the Reach Out and Read Core Training by either completing the online CME course or participating in an in-house training. (See Train-the-Trainer webinar option for interested medical consultants.)

Reach Out and Read also offers opportunities for professional development through occasional, live micro-lectures and Train-the-Trainer webinars. (Click here to find the most current CALENDAR of live offerings. You can also access pre-recorded presentations.)

Accessing the Core Training Course

Each provider listed as a contact in **myROR** can access the online course using his/her individual password and login information. **Note:** *This login information is different from the password for the program site*, as **it uses the provider's first and last name and his/her own case-sensitive password,** *rather than the Program Site ID and its password*.

To access the online CME course:

1) **Go to www.myROR.org**
2) **Login with your personal login information:**
    Site ID: First Name (one space) Last Name
    Password: Your personal password

For Example:
 Site ID: **Jane Doe**
 Password:**xQcL3Om** (Note: zeros can look like capital O's and the numeral 1 can look like a lower case L, etc.)

Healthcare providers who do not know their password can go to www.myROR.org and click *Forgot Password.* As long as the Coordinator has entered their valid email address in the database, they will automatically receive an email with their login information. **Once logged in:**

3) **Click on "Program Administration"**
4) **Click on "Get started"**
5) **Register and complete the training**. CME is optional, but if you desire CME credit, it **must be** selected at the beginning, as you register.

REACH OUT AND READ TRAINING OPTIONS

CORE TRAINING COURSE (1.25 free CMEs) **– REQUIRED TRAINING for all Reach Out and Read medical providers**
All participating medical providers (MDs, DOs, NPs and PAs) who offer Reach Out and Read to their patients must complete this **online training course** which focuses on the Reach Out and Read mission and model, best practices, anticipatory guidance, book choice, and evidence base. Included are six video clips of experienced medical providers modeling the use of books in the early health supervision visits. A score of at least 70% earns CME credit.

Accessing the Core Training: Log into myROR.org with your **first and last name as the Site ID, and your personal password**, click **Program Administration**, then scroll to bottom of page, and **click GET STARTED**. If you do not have a password, ask your Reach Out and Read Coordinator to add your name and email address to the CONTACTS section of your program site's myROR page. Your password will be sent to your email on file. If you are listed as a Contact on your program site's myROR page, please go to www.myROR.org and click "I forgot my password." Your password will be sent to the email address on file for you. For questions, email training@reachoutandread.org.

LEYENDO JUNTOS (*Reading Together*) Course for Primary Care Providers – OPTIONAL TRAINING
1.5 free CMEs (AMA PRA Category 1 Credits)
The *Leyendo Juntos* course offers cultural information, research, and tools specifically geared to help providers effectively promote early literacy among Spanish-speaking families. This online **course** is available to all Reach Out and Read providers who have completed the Core Training Course (see above). Log-in instructions are the same as outlined above for the Core Course.

PROFESSIONAL DEVELOPMENT COURSES for Reach Out and Read medical providers – OPTIONAL OFFERINGS
TRAIN-THE-TRAINER webinars (1 hr. presentations)
Reach Out and Read offers Train-the-Trainer webinars for medical providers who have been actively participating in a Reach Out and Read program for at least six months and have successfully completed the Core Training. Attendees receive a training slide deck, complete with embedded video clips, and are qualified to officially train other Reach Out and Read providers (including residents) on the Reach Out and Read model, best practices, and evidence, or to hold "refresher trainings." Live, in-house trainings allow for dynamic discussion about program delivery/quality and on-site program implementation. **Click here for the current schedule.**

MICRO-LECTURE live webinars (30-minute presentations, with 15-min. optional Q&A)
Reach Out and Read intermittently offers micro-lectures on related topics by experienced Reach Out and Read medical providers and others experts. Our micro-lectures are targeted to Reach Out and Read medical providers (and residents, preceptors, etc.) and they provide tips, research, and information immediately usable in Reach Out and Read exam room encounters. Visit the "Training" section of www.myROR.org to view recently archived micro-lectures. **Click here for the current schedule.**

RESIDENCY TRAINING
For program sites with family practice or pediatric residency programs, we strongly encourage residents to take the online Reach Out and Read Core Training Course (see above). Program site coordinators should enter the residents' names into the CONTACTS section of www.myROR.org so they may be sent their auto-generated, personal log-in IDs and Passwords. (Resident contacts should be updated – as well as deleted – annually.) Log-in instructions are the same as outlined above for the Core Training.

Program Site COORDINATOR TRAINING
Pre-recorded training, geared toward the administrative aspects of the Reach Out and Read program, is required for any new program site Coordinator. Click here to access this 45-minute "nuts and bolts" overview. If you need further assistance, contact info@reachoutandread.org or call (617) 455-0600. A PowerPoint presentation/overview to orient all staff is available *here.*

Program Site QUALITY IMPROVEMENT PROJECT: Improving Early Literacy Promotion - OPTIONAL
AVAILABLE FOR BOTH MAINTENANCE OF CERTIFICATION (MOC) AND CONTINUING MEDICAL EDUCATION (CME) CREDIT
The goal of the Reach Out and Read Quality Improvement (QI) Project is to improve consistency of program delivery. This five-month project is available to all participating Reach Out and Read providers. **To learn more, view the QI Project Overview here.** Providers may email QI@reachoutandread.org, or call (617) 455-0630.

BOOKS: Obtaining Books for Your Program

Reach Out and Read works with publishers to purchase books in bulk so that all Reach Out and Read program sites may benefit. However, individual program sites purchase books on their own, and there are various resources where you can find books. By using the Reach Out and Read Scholastic catalog, you are assured of the lowest possible prices for the highest quality books because of the discounts available. Below, you'll find some of the most common methods and funding options for purchasing books, as well as some practical considerations for placing book orders.

The Reach Out and Read/Scholastic Catalog

The Reach Out and Read National Center and Scholastic Inc. develop an annual catalog of children's books that provides Reach Out and Read Program Coordinators with a comprehensive selection of high-quality children's books from a wide variety of publishers. We occasionally also offer special discounts available only to Reach Out and Read program sites.

The Reach Out and Read/Scholastic Catalog and its periodic specials offer the following benefits:

•   A wide variety of books from over 20 publishers
•   Books in over a dozen languages
•   Significant discounts available only to Reach Out and Read programs
•   An easy ordering and payment system via a Reach Out and Read pre-paid account (see below)
•   Online ordering by sending an order form found here and submitted to rororders@scholastic.com
•   Free shipping and handling on orders placed with Scholastic
•   **10 free books for every $100 spent**

Once a program site becomes "Active", new programs receive a copy of the Reach Out and Read Catalog. Existing programs receive a new catalog annually. **Catalogs may be ordered anytime by calling Scholastic at 1-800-724-2222.**

The Reach Out and Read Scholastic Pre-Paid Account

As part of the program start-up process, Scholastic opens a pre-paid account that may be used for purchasing books from the Reach Out and Read Catalog. Your program is given its pre-paid account number in your initial Reach Out and Read Welcome Letter/Email. You also may locate this information on www.myROR.org by clicking the "Program Administration" tab, and then "Program Information" and scrolling down to "funding/account info".

How does this system work? To deposit funds into your program's pre-paid account, call Scholastic Customer Service (1-800-724-2222) and pressing 1 to reach the Scholastic representatives who work with Reach Out and Read programs. The account works like a debit account; every time you order from the catalog, funds are deducted from your account. You can also order from Scholastic directly, without using a pre-paid account. Invoices are sent after the books ship.

Special Offers

Throughout the year, Reach Out and Read negotiates special deals on books for Reach Out and Read program sites. Publishers' and distributors' announcements about book sales are posted in the Special Offers section on myROR.org.

Publishers, Distributors, and Wholesale and Retail Vendors

Scholastic Pre-paid accounts are only for use with Scholastic Inc. If your Reach Out and Read program opts to buy from **other vendors**, please keep in mind the following:

•   The Coordinator must set up its clinic's own accounts with outside vendors.

- You must agree to the sales terms of the vendor as well as meet their payment schedules, *using funds other than those from your Scholastic pre-paid account.* Most vendors request payment within 30 days of an order.
- All invoices from book purchases are the responsibility of the program site that placed the order.
- The quality and appropriateness of the books must always be considered.
- Please visit this page http://www.myror.org/books_offers.aspx for more information on publishers, distributors, and wholesale and retail vendors that offer a wide variety of books.

Ordering Books

Before you order books, consider the following:

• The size and age breakdown of your clinic population. Determine the number of 6 months through 5 years well-child visits your program has each month so that you will order appropriate quantities of books.

• Chronological age vs. developmental age: It is more important for a child to receive a book that is right for her than for her age. Many of the board books were written for children older than 36 months, but in the board book format are appropriate for a 2-year-old as well as for a 5-year-old with limited experience handling books. Let the individual needs of the children you serve determine what kinds of books you purchase and distribute.

• The make-up of the community you serve: Multilingual and multicultural books are available in the Reach Out and Read Catalog as well as through vendors such as Star Bright Books.

• The Reach Out and Read Catalog is organized by age, which helps you determine which books are most appropriate for which ages. (The ages are just recommendations; before each visit, select the book that is best for the child.)

• Variety of books: It is important that your providers have a wide variety of titles from which to choose. They need books appropriate for different ages, ability levels, and interests. **Many coordinators share the catalog with providers to elicit suggestions for favorite books.**

The books go fast! Frequent ordering may be necessary depending on the number of well-child visits at your program, and if you have limited storage space for the books. **Books generally take two to four weeks to be delivered** from publishers or the Reach Out and Read Catalog, **so remember this when supplies begin running low.**

Choosing Books: Quality, Appropriateness, and Cost

The Reach Out and Read National Center staff carefully selects the books that are available to program sites. But we are always eager to learn about books you have discovered. Please send suggestions of titles of books you would like considered to books@reachoutandread.org. There are numerous publishers and distributors of children's books and thousands of books published for children each year. Clinics certainly may choose where they purchase their books; however, the books must meet literary standards of high quality writing and illustration. Some criteria to consider:

*Attractiveness***:** Are the illustrations eye-catching or the photographs breathtaking?

*Accessibility and Accuracy***:** Are the captions under photographs easy to understand? Does the storyline make sense? Is the narrative compelling? If the book is non-fiction, are the facts correct? Are translations correct?

*Appropriateness***:** The goal in book selection should always be to engender in children a love of reading**.** The temptation to select didactic materials, no matter how worthy the topic, must never override the primary goal of choosing a well-written story that a child will love to read again and again. (Also see Developmental and Cultural Considerations below.)

*Reading Situation***:** Do you consider this book to be a good choice for a bedtime story, considering the developmental appropriateness for the intended age group?

Format: Is the book well-designed? Is the binding sturdy? Since these books are going to young children, it is important that the book be able to withstand rough handling. Book formats that do *not* work well for young children include:

- pop-ups or books with moving parts such as tabs or flaps
- books with attachments such as beads or toys
- books with computer chips that make music or say words when a button is pushed.

These types of books are often more costly and less durable than a regular board or paperback book. There is also the possibility that novelty books could be a hazard in some way.

Developmental and Cultural Considerations

•   Is the book appropriate for the motor and cognitive skills of children ages 6 months through 5 years of age?

•   Does the book help the Reach Out and Read program reflect a wide range of cultural diversity, including books that focus on specific ethnic and cultural groups?

•   If applicable, is the book available in other languages or in a bilingual edition?

•   Will the topic be appropriate for all children visiting the clinic? In order to be sensitive to the many cultures and beliefs of the families served by Reach Out and Read programs, please don't include books featuring religion, death, health or medical issues.

Cost

Books sold in retail can be expensive. Reach Out and Read works to find the best books for the catalog at the lowest possible cost, with an average rate of $2.25- $3 per book. When you buy from other vendors, consider:

•   Can I get a greater discount ordering more copies of this book? Can I afford this method?

•   Are these books returnable?

•   Is the cost of the book more attractive than the book itself?

- Shipping costs.

Five Tips for Easier Ordering

1) <u>Who orders the books</u>? Usually, the Program Coordinator or Medical Consultant. Other possible candidates may be volunteers in your clinic, or a partnering literacy professional, such as a local children's librarian.

2) <u>Board Books</u>: You will need board books for the 6-9, 12-15, 18-24-month visits. This means keeping quite a few board books on hand! And, they take up more space than paperbacks.

3) <u>Book ordering is fun but not without challenges</u>. Sometimes you pick a book that your families or medical providers may not much enjoy, so test out unfamiliar titles by initially ordering in small quantities. In the end, selecting books is a trial and error experience. (Be open to comments from parents, providers, and children about what works and what doesn't, and watch carefully to see which books disappear first and which are left for last.)

4) <u>Make sure the "bill to" and "ship to" addresses are accurate</u>. At a hospital, billing and shipping addresses are often different. Introduce yourself and the Reach Out and Read program to the shipping/receiving department at your facility so they know whom to contact should problems arise with book shipments.

5) <u>If you have any questions about books</u>, contact your Coalition or email books@reachoutandread.org.

Additional Resources

Recommended reading lists of children's books can be obtained by going to these websites:

- American Library Association www.ala.org
- American Association of Publishers www.publishers.org
- Children's Book Council www.cbcbooks.org

The Read-Aloud Handbook by Jim Trelease (Penguin) and *The New York Times Parent's Guide to the Best Books for Children* by Eden Ross Lipson (Random House) are excellent sources for children's books recommendations.

Book Ordering Frequently Asked Questions

Can I use my Reach Out and Read Scholastic pre-paid account to pay for any book order?

NO. A Scholastic pre-paid account can only be used to purchase books from the Scholastic Catalog and Special Offers. Offers from other publishers must be paid for from funds other than your program's pre-paid Scholastic Account.

Is the shipping and handling free on my order?

It depends. Always be sure to check the offer. Scholastic books *are* shipped for free.

I called the publisher and my order was not received. Why?

Large publishers need up to two business days to enter your order into their system before it can be confirmed as received. Always keep a copy of your order as documentation until your books arrive.

Can I return the books I ordered?

It depends. Be sure to acquaint yourself with the vendor's return policy before placing an order. Books purchased on sale are generally noted as non-returnable (i.e., books cannot be returned unless the books are damaged upon receipt).

I see that I have to give "Bill to" and "Ship to" addresses. What is the difference?

Many Reach Out and Read programs have the same billing and shipping addresses since the books being ordered are going to the address associated with the pre-paid account number. Multi-Program Coordinators may have orders going to several addresses (Ship to:) but the invoice (Bill to:) should go to the address of the Coordinator.

My address is longer than the order form allows.   What do I do?

Getting mail or shipments to a medical site often requires several address lines. Unfortunately, publishers and distributors often have limited space on their labels. Abbreviate words when possible, such as *Blvd* for Boulevard or *Fl* for Floor. Use state abbreviations. The format most used in publishing computer systems for labels is:

- One line for Program Site – 30 characters including blank spaces
- Two lines for address – 30 characters including blank spaces (One line can be used for the contact name, if not needed for address info. The contact name may also be placed with the address information or with site name.)
- Space for city, state and zip code on a fourth line. Example:

J. J. Jones Children's Hospital

1224 MLK Jr. Dr, Ambltry Peds Clnc Fl 202

Attn: Jane Doe

Davisville, DE 55555-5555

If you have questions that are not answered here, please contact books@reachoutandread.org .

Administering, Storing, Categorizing, and Tracking Books

Getting books to the exam room door, so that the medical provider may walk in with the book, is the goal. What is your system for getting a book to the exam room? Each clinic has its own unique culture and work flow. Together your team should develop a method for moving the book from its storage area to the exam room. Some ideas include:

- Place the book in the chart
- Place the book in the sleeve outside the exam room
- Have the medical provider choose the book from a central storage area before the visit

The books selected for a day's worth of well-child visits can be put in a medical records cart or in a box or cabinet in a secure area so that medical providers – or assistants – can easily access and choose a book for the patient. Separating the books by age group, and also by language, makes the selection process easier.

Storing Books

Storage space is highly prized and often scarce. You will need accessible yet secure space for your book supply. Many programs function well with central cupboards, closets, bookcases, or even mobile carts.

- Know where you can safely store the books. Many coordinators keep new books in a closet or file cabinet and then put out the books needed for the day in a secure area easily accessed by the medical providers or assistants.
- Know how many books you can store at one time, before ordering.
- Reach Out and Read programs are occasionally recipients of donated new books requiring additional storage space. Off-site storage is sometimes a possible solution for longer-term storage until the books are needed.
- Donated gently-used children's books are not to be used for the program. They can, however, be placed in your waiting area or given to siblings tagging along. Baskets, book racks, etc., are helpful to have for used books.

Categorizing Books

You will also want to categorize your books by age and language to make it easy for your providers and coordinators to choose books for your patients. Many programs categorize books by age, with all 6-9 month old books on one shelf, all 12-18 month old books on another, and so on. For each age group, some programs use color-coded tags placed in the book or place labels on the edge of each shelf corresponding to the age group.

Tracking Books

You will be required to provide information on your biannual Progress Report about the number of books you have handed out in the previous six-month period. This information is also useful when you need to reorder and want to know which books were popular, etc. Developing a system to track book distribution is important, especially as it relates to the overall number of Reach Out and Read visits/children at your clinic during that same period. Remember: books are only given out to children 6 months through 5 years of age.

- Knowing the number of children 6 months through 5 years old seen weekly or monthly for well-child visits will help you estimate the number of books you need in advance.
- **Knowing that number will also tell you whether books are going too quickly** (i.e., being given out at other visits, given to siblings tagging along, or just disappearing) **or too slowly** (not being given out by providers).
- Which books are favorites and should be reordered? What titles are not popular with the staff or families? Is there a sufficient variety for each age group/language?
- Keep a record of orders and books received. Save invoices and packing slips as part of your inventory system.
- ➢ **Establish a simple and reliable system with clinic staff to record each time a child receives a book**, which gives you the information for the progress report and helps you track and evaluate the effectiveness of your program.
- ➢ Some possible ways to track books include:
  - ❖ Every time a medical assistant places a book with a chart, make a hatch mark on a tracking sheet. (Titles aren't necessary; gross numbers are what are tracked.)
  - ❖ Add a BOOK GIVEN checkbox to the existing encounter form in the patient record.
  - ❖ Add a *Book Page* to the EMR where providers can record the books they give a child, including date given.
  - ❖ Place a sticker/label/index card inside each book so when a provider gives the book, s/he places the card/label/sticker in a basket that is retrieved every month and counted.
  - ❖ Encourage providers to record the specific book or just write "book given" in their notes or EMR.
  - ❖ Every January 1 and July 1, count how many books are on the shelves; six months later (or every time you re-stock) count the total number of books remaining. (This works better in smaller practices, yet it can work in large programs if done monthly.)

Work out a system that is most efficient for your program staff. The most important thing is that it works for you and effectively tracks the flow of books.

Twice each year, all Reach Out and Read program sites are required to report on their program's activity. **The report contains about 15 questions**, and is similar to the initial application.

Why complete a Progress Report?

- Reports qualify program sites to be considered for book support when books/funding are available.
- Reports provide essential statistics for donors and advocacy work.
- Reports enable the National Center and Coalitions to review program data.
- Reports allow Coalitions and the National Center to follow up with a program and offer assistance.
- Programs that do not complete reports risk losing their affiliation with Reach Out and Read. Programs that fail to complete two consecutive reports are likely to be considered "Inactive" (i.e., not implementing the model).

When are reports available and due? Reports are required twice each year:

- **January Reports** include data from the preceding July-Dec and **are posted in myROR by Jan 15 and due March 1.**
- **July Reports** include data from January-June and **are posted in myROR by July 15 and due Sept 1.**
- All programs' main mailing contacts receive an email when Progress Reports have issued.
- All programs (except those approved within the past 6 months) are required to report at each reporting period.
- New programs first report in the period following their six-month anniversary with Reach Out and Read.

How do I access our Progress Report?

- Log into www.myROR.org using your Site ID and password. If you need to, click "I forgot my password."
- Click on "Program Administration" and scroll down to Reports and Tools.
- Under sub-heading "Progress Reports," click the red button to View Report.
- You may start and save the report, and then complete and submit it at a later time.

What will the report ask me?

- To update clinic contact and main mailing contact data and satellite information (if applicable)
- Number of well-child visits (ages 6 months through 5 years only) performed in reporting period
- Total number of books distributed during reporting period and number of additional books currently on hand
- Patient health insurance data (percentage of patients on Medicaid vs. have private insurance, etc.)
- Questions about Reach Out and Read provider training, your program's fundraising efforts, and tax ID number
- Questions about shipping address
- To re-sign your Reach Out and Read contract by typing your name in the signature line

After completing the report

- If submitted, a confirmation screen will appear and the clinic's primary contact will receive an email to confirm.
- If not accepted as submitted, large type will appear at the top of the screen.
- Be sure to log out by clicking on the red LOG OUT button.

Reporting Hints

- Use recent past reports or your program's application to help provide answers (all past reports are viewable under the "Reports" section of "Program Administration" on myROR.org). HOWEVER, do not re-report old data!
- Speak with your billing, finance, or IT departments to help determine the number of well-child visits for children 6 months through 5 years of age during the reporting period and for patient health insurance percentages.
- Systematically track books distributed throughout the year so that this question is easy to answer during progress reporting periods (see "tracking book" page for suggestions).

When available, new books may be available to eligible programs following completion of their first progress report. Book support is always dependent upon the Reach Out and Read National Center's (or your Coalition's) pending resources and will vary year to year.

CREATING A LITERACY-RICH ENVIRONMENT

Reach Out and Read program sites recognize that literacy awareness and encouragement start even before the appointment begins, in the waiting areas and exam rooms. When families are surrounded by an environment that fosters reading, and makes literacy resources available, it reinforces the anticipatory guidance provided during the well-child visit. Since children and parents sometimes spend time waiting, many spaces can help promote literacy.

How to Enhance a Waiting Area
- Have available gently-used children's books/magazines for shared reading while waiting.
- Hang laminated posters on the walls that show the pleasures of reading together.
- Tack up information about family literacy programs and the local library -- location, story hour times.
- Hang resource packets that include handouts: What Children Like in Books, Reading Tips, Developmental Milestones, information on adult literacy resources in the community, etc.
- Lay out children's and parenting magazines.
- Designate a special reading area for children; larger spaces might include child-sized table and chairs, colorful rug, book case or basket full of gently-used books, bulletin board with changing themes, etc.
- Hang photos of your providers (or local celebrities) reading aloud to children.
- Recruit volunteer readers to model for parents the techniques – and joys – of reading aloud.
- Art students or artists can create wall murals with themes or characters from children's literature.
- Remove. Or at least turn off, the TV.

How to Enhance the Exam Room
- Affix wall decals of books, or characters from books, to the walls/ceiling (or have an artist paint them)
- Hang posters on the walls or the back of the exam room door (Reading Tips, Developmental Milestones)
- Have a basket of used books and/or child-friendly word puzzles for literacy enrichment while waiting
- Put corresponding Developmental Milestone Bookmarks with each Reach Out and Read book
- Offer a Prescription for Reading (see template for Rx pads at www.myROR.org Document Library)
- Include age-specific tips in the existing post-visit summary that the parent takes home

How to Use Volunteers to Promote Literacy
- Volunteers can read books to children and model appropriate reading techniques to parents and/or offer other literacy-rich activities such as puzzles, simple board games, puppet activities, etc.
- Volunteers from community organizations (and/or clinic staff) can hold used children's book drives
  - Junior League members, senior citizens, hospital volunteers, medical students and residents, high school and college students can all become volunteer readers or donate used books.
- Scouting groups, Rotary Clubs, and faith-based youth groups can build bookshelves, paint walls, etc.

What do I do if I take over the responsibility of coordinating the Reach Out and Read program from someone else?

If you are a new Program Coordinator, welcome to Reach Out and Read! As a new Reach Out and Read Coordinator, you play an important part in making Reach Out and Read successful. Like most Reach Out and Read Coordinators, you will likely be responsible for book ordering, completing biannual Progress Reports, and serving as a contact between your Reach Out and Read program and the larger Reach Out and Read community.

If you have recently succeeded a Reach Out and Read Coordinator, there are several steps to take:

- Obtain your myROR Site ID and password and introduce yourself to your Coalition or the National Center.
- If you do not know your Site ID and password, please contact your Coalition or the Reach Out and Read National Center at info@reachoutandread.org .
- Update the contact information in myROR. Once you have your Site ID and password, log onto myROR.org. Click on the green "Program Administration" tab and scroll to the "Contact" section. Make sure that your program's contact information is up to date, including names, addresses, phone numbers, and email addresses.
- **If you will serve as the main mailing contact for your site, please make sure that you add yourself to the contact list and designate yourself as the main mailing contact** by clicking the "primary contact" check box next to your name. Delete the contact information of any providers or coordinators who are no longer active.
- **Check to see if your program has any outstanding progress reports to complete**. Log into myROR.org and click on "Program Administration." Scroll to the "Reports and Tools" section and note whether you have any reports pending. If reports are pending, complete the most recent one. For suggestions about completing Progress Reports, please view the section on "Progress Reporting" in this manual.
- **Check to see if you have a balance in your Scholastic Account**. Log into myROR.org and click the "Program Administration." Scroll to "Program Information" and look at "Funding/Account Information" to see if you have funds in your Scholastic Account. For information about using your Scholastic account to order books, please visit the Coordinator Manual section on "Book Ordering.

What do I do if I'm leaving my Reach Out and Read program?

If you are leaving your Reach Out and Read program, either inform your replacement directly of any information he or she might need – including how to access myROR.org, details about program administration, and the location of this Program Manual – or leave a detailed memo for your replacement including this information. Please also notify the Reach Out and Read National Center at info@reachoutandread.org of any staff turnover so that we may accurately update our records and contact the new Coordinator if there is a gap in staffing.

Reach Out and Read "satellites" are healthcare facilities affiliated with and coordinated by a larger Reach Out and Read program; each satellite must be a medical facility that provides primary outpatient care to children.

How is a satellite different from a program?
- Satellites do not have to apply as a new Reach Out and Read program and are not given their own Site ID, password, or Scholastic or myROR.org account.
- Satellites share books, coordinators, and all account information with another, generally larger, program.
- The main Reach Out and Read program completes all program-related reports in myROR.org, orders and distributes books, and maintains the Scholastic account for its satellites.

What are the advantages to establishing satellites?
- Satellites can be quickly established without completing a new program application.
- Satellites centralize the Reach Out and Read administrative work of affiliated health centers; having satellites means one report for all programs and one sustainability award per sustainability round.

Are there any disadvantages to establishing satellites?
- Adding one or more satellites to a program will increase the administrative workload for the program.
- Satellites share shipping information with programs. It is not possible to have books sent to an address other than the main program.
- Sites that have satellites must aggregate all of their demographic data into one cumulative amount in reports.
- Satellites must track the number of books given by providers and provide this data to the program for reporting.

What are the responsibilities of a satellite?
- Satellites must maintain contact with the Program Coordinator and implement the Reach Out and Read model.

What are the responsibilities of the Reach Out and Read program that has satellites?
- Programs complete Progress Reports, communicate with Reach Out and Read representatives, and order and distribute all books for satellites. They also must ensure that providers at their satellites have access to the online CME course or are otherwise trained in the Reach Out and Read model.

How will satellites affect sustainability book support from Reach Out and Read?
- The number of sustainability books that programs receive (when available) from Reach Out and Read National and/or Coalitions is based on the program data reported in the biannual Progress Report, and/or available resources. Since the Program Coordinator reports the total number of books distributed, including books distributed by satellites, sustainability support is calculated to include satellites.
- Books for satellites are included as part of the allocation given to the overall program, and should be distributed to satellites in proportion to the well-child visits performed.

Fundraising

Your program site will likely need to contribute to at least some of your program's Annual Book Budget/Annual Book Commitment. You may achieve your commitment in a variety of ways – by working with a development team within your institution, by working with your local Reach Out and Read Coalition, or by sponsoring a fundraising event.

Fundraising may seem like a daunting task, but by creating a simple plan that fits the needs of your Reach Out and Read program, you can raise funds to purchase books. There are many reasons for people and organizations to want to give to Reach Out and Read, and these are the same reasons you believe in this program: Reach Out and Read gets books into the hands of children who might not otherwise have books in their home, and with your direct access to parents, they get the encouragement needed to read to their children. Research shows that Reach Out and Read is effective. Use stories about families you know who have benefited from the program (without disclosing names of course).

• *How much money do we need?* Multiply the number of annual well-child visits for children ages 6 months through 5 years by $2.75 -$3.00 (the average cost/book). You may want to consider raising additional funds for non-book purchases including furniture for your Literacy-Rich Waiting Room, a salary for a Coordinator of a large program, or other materials.

• *Where to start?:* Individuals provide more than 85% of all of America's charitable donations, so start by seeking funds from people you know. Every program is different in terms of needs and capacity for fundraising. Think about your unique characteristics when creating your plan. Grant writing tips, templates and more information, can be found on www.myROR.org.

• *Collaborating with community groups* that are also involved with local children can be a great way to raise money and bring on new Reach Out and Read volunteers. Reach Out and Read programs have had partnerships with chapters of civic groups like Junior League, Rotary Club, Lions, and Kiwanis. Some of these chapters "adopt" certain local charities providing them with donations, holding events to benefit them and recruiting volunteers.

• *Send written thank-you letters* to donors for all gifts, but legally, you must thank them for gifts of $250 or more.

Your best prospects may be…	The most effective ways to solicit them are…	Your first step should be…
Members of the hospital "family" (medical providers, staff, Board, Auxiliary, friends groups)	Personal meetings and site visits, mail and e-mail solicitations, small events	Contact the Development Department in your hospital. They may be willing to help you raise funds to support the program.
Local community foundations; local banks and credit unions, retailers, real estate agents, community groups	Personal meetings and Site Visits, mail and e-mail solicitations, small events	Identify and meet with the business and foundation leaders in your vicinity. Ask for both their funds and their advice.
Local business, community groups, individuals, faith communities	Presentations and meetings, Site Visits	Contact the business leader or a member of the community group directly.

Here is a sample gift acknowledgment letter. As a Reach Out and Read program, you will need to be sure that you can legally accept donations. Most individuals and charitable corporations or foundations will want you to have official tax-exempt status to receive their donations. The technical term for this legal position is 501(c)(3) status. Your health organization may already have this status, but if you don't, you may need to consider working with a fiscal sponor. The Reach Out and Read National Center is able to support you in this way. If you would like to learn more about the process, please email finance@reachoutandread.org.

Public Relations and Using the Reach Out and Read Name

The Reach Out and Read National Center has created a number of communications materials that may be adapted for use by all who have permission to use the Reach Out and Read name, including all clinics/practices implementing the Reach Out and Read program. The role of the National Center's Communications Department is to develop and implement Reach Out and Read's national communications strategy and to support the communications efforts of individual Reach Out and Read coalitions and programs.

Events that result in publicity via newspaper, television, and radio inform the public about Reach Out and Read and help build community awareness of the importance of early literacy and school readiness. Careful event planning will yield great results for your program – helping you to establish important local connections and generating the kind of financial support you will need to keep the program running smoothly. Publicity for Reach Out and Read will benefit your hospital or health center, generating institutional goodwill. It is also an excellent way to attract volunteers and donors. You can make a publicity "event" out of a generous donation – a Boy/Girl Scout book drive, or an individual child who is bringing in books collected at a Bar or Bat Mitzvah – or you can approach a reporter who has written about a related issue and propose a story on your Reach Out and Read program, what it does, and how it's doing.

If your hospital or health center has a public relations department, it will already have valuable contacts, as well as established procedures that can guide you as you plan your event. A good working relationship with your hospital public affairs office will be invaluable as you promote your program and build your own relationships with the media.

The National Center has created the following materials to make it easier for individual Reach Out and Read programs to host successful events, all available in the Document Library of myROR.org:
- Template Media Advisory for a Reach Out and Read event
- Template Press Release on launching a new Reach Out and Read program
- Step-by-Step Guide to Hosting a Successful Event
- The Policy Case for Reach Out and Read Brochure
- Photo Release Form – English and Spanish

A clearly recognized identity is crucial as Reach Out and Read's national impact and visibility expands. The extent to which all our programs adhere to the official Reach Out and Read standards will have direct impact on the public awareness and understanding of the families we serve, the public officials we educate, and the individual and corporate donors whose financial support we need.

At the National Center, we are actively engaged in creating materials that can be adapted for use by our programs and Coalitions. This allows us to present a consistent message and image, and is also more time-and cost-efficient for our programs. The Document Library in myROR.org contains logos, images, and templates to download.

Here are some key points from the Reach Out and Read Style Guide:
- The Reach Out and Read® name is a registered trademark, which appears in the Reach Out and Read logo. Please use the registered trademark symbol ® when creating materials with the Reach Out and Read name.
- The Reach Out and Read® name should be spelled out completely. Please do not use the ampersand "&."
- We no longer abbreviate Reach Out and Read. Please make sure to always spell it out. Do not use ROR or ROAR.
- When referring to the national organization in Boston, please use the term Reach Out and Read National Center.

If you have questions regarding events, public relations, social media, branding or design, email communications@reachoutandread.org.

SPECIAL INITIATIVES

Leyendo Juntos (Reading Together)

Because more than 85% of Reach Out and Read programs nationwide serve Latino children and families, Reach Out and Read launched *Leyendo Juntos* (Reading Together), an initiative designed to disseminate research-driven strategies and best practices to Reach Out and Read programs so that providers can most effectively communicate the Reach Out and Read message, in Spanish, to Latino families. These strategies give medical providers linguistically-and culturally-appropriate training and materials to effectively encourage Spanish-speaking families to read aloud to their children. *Leyendo Juntos* is led by a national advisory committee comprised of prominent medical professionals with a special interest and expertise in serving Spanish-speaking families.

Providers can access a reference guide, Spanish Language Literacy Promotion for Pediatric Primary Care Providers, which contains Spanish words and phrases (and their English translation) that providers may find helpful in communicating early literacy guidance to their Spanish-speaking patients and their families.

To access the guide online, click here. For more information on *Leyendo Juntos*, click here.

Military Initiative

Reading aloud to children is a proven technique to help them cope with stress and anxiety, whether because of natural disaster, separation from a parent, or another difficult situation. Because of the unique pressures on military families, including separation, deployment, injury, or even the death of a parent, Reach Out and Read launched an initiative in 2006 to deliver our model to military children nationwide.

In 2006, with early support from the Department of Defense, Reach Out and Read began implementing its literacy program at targeted U.S. military healthcare facilities, laying the foundation for one day serving all military families with young children.   Reach Out and Read military programs receive special book titles that deal with issues facing military families, including deployment, homecoming and frequent relocations.

Reach Out and Read's Military Initiative partners with several organizations that support military families including: ZERO TO THREE, Sesame Workshop, Military Child Education Coalition and United Through Reading. These partnerships allow providers access to a variety of materials offered by our partners that benefit military families and their children!

"Reading to children improves family relationships, reduces stress, and promotes resiliency. In fact, parents reading daily to their children may be one of the greatest protective factors for families during deployment."
- Dr. Eric Flake, Major, U.S. Air Force, and developmental-behavioral pediatrician
For more information about the Reach Out and Read Military Initiative please click here.

American Indian/Alaskan Native Initiative

The Reach Out and Read American Indian/Alaska Native (AI/AN) Initiative was established in 2007 as a partnership between the AAP Committee on Native American Child Health (CONACH), the Indian Health Service (IHS), and Reach Out and Read. Eighty percent of AI/AN children on reservations live in families with incomes below 200 percent of the federal poverty line. As a group, AI/AN children have the poorest test scores, the lowest high school graduation rates, and the worst college entry and graduation rates of any minority group in the United States.

There are approximately 400 Indian Health Service/Tribal/Urban (I/T/U) clinics nationwide that care for 75 percent of AI/AN children, and provide an established infrastructure to reach this population. Reach Out and Read AI/AN programs receive special book titles which highlight the unique AI/AN culture encouraging families to share their traditions while reading with their children. For more information about the American Indian/Alaskan Native Initiative, please click here.

Active Non-Reporting: Reach Out and Read programs that fail to submit two consecutive Progress Reports.

Active: Reach Out and Read programs that are in good standing and submit all Progress Reports on time.

Annual Book Budget (ABB): The estimated dollar amount a program needs to distribute books during well-child visits. The calculation is derived by taking the number of well-child visits for children ages 6 months through 5 years in a given year and multiplying it by the average book cost of $2.75.

Annual Book Commitment (ABC): Equivalent to the annual number of well-child visits for children ages 6 months through 5 years, i.e., the total number of books needed each year for the Reach Out and Read program.

Coalition: Reach Out and Read Coalitions are statewide and regional offices affiliated with the Reach Out and Read National Center that work directly with Reach Out and Read programs to ensure the effective implementation and quality of the Reach Out and Read model. Coalitions provide technical assistance to programs and oversee program expansion, community outreach, fundraising, public relations, and advocacy in their geographic area.

Inactive: Reach Out and Read programs that do not complete three successive Progress Reports. These programs are considered inactive and must re-apply to become an approved Reach Out and Read program.

Legislative Site Visit: Coordinated and organized site visits for elected officials; these are opportunities to share the importance of Reach Out and Read and impact on the legislator's community.

Medical Consultant (also, Medical Champion): This is the program's medical provider who volunteers to be the voice of Reach Out and Read for the program. He or she acts as a medical champion for Reach Out and Read and early literacy promotion within their clinic, health system and community. This person believes in the program, touts its benefits to management, staff and families, funders and other constituencies, and actively participates in Reach Out and Read.

On-line CME Course: A CME-accredited course required for all providers new to Reach Out and Read. This course is made available after programs complete their application and are officially approved to train by the National Center.

Parent Survey: These surveys are a useful way for parents to provide feedback on the Reach Out and Read program at your site. They can be downloaded here under "Tools."

Program Coordinator: This person is responsible for the administrative aspects of running the Reach Out and Read program, including ordering books, stocking exam rooms, tracking book distribution, assisting with creating and maintaining the literacy-rich environment, and completing biannual Progress Reports.

Quality Improvement Initiative (QI): A simple, clinic-based model developed to improve delivery of the Reach Out and Read model of early literacy promotion that measures delivery of care outcomes and parent/family perception of those outcomes. The QI process allows the clinic/practice to review current practices from an internal and external perspective, and to compare data from internal systems with parent perceptions.

Reach Out and Read National Center: The Reach Out and Read National Center is based in Boston, Massachusetts and provides training modules, ongoing technical assistance, early literacy resources and, depending on resources, books to eligible Reach Out and Read programs throughout the country.

Scholastic Pre-Paid Account: A program's book fund account set up in partnership with Scholastic to allow for the receipt of private funds and ease in ordering of books for the Reach Out and Read program.

Site ID: 4-digit identification number allocated to each Reach Out and Read program.

Site Visits: Visits to Reach Out and Read programs to ensure compliance with the Reach Out and Read model and offer opportunities for Program Coordinators to discuss questions or concerns.

Sustainability Support: Books provided to programs from the Reach Out and Read National Center. These books are provided to eligible programs after they have completed one progress report, pending available resources.

Reach Out and Read Organizational Values
Reach Out and Read team members are guided by the following core values:

PASSION
We believe in the transformative power of books and reading to strengthen families and positively affect the development of children. Our shared mission binds us together as one organization and is the motivation behind everything that we do.

EXCELLENCE
We deliver the highest quality, evidence-based program, expect greatness from ourselves and each other, and are accountable to the communities we serve, so that children grow up better prepared to achieve their potential.

RESPECT
Our success depends on the positive relationships we build with colleagues, partners, the medical community, and families. We embrace diverse ideas, talents, and backgrounds.

INNOVATION
Resourcefulness and a revolutionary model make us one of the most effective, efficient school readiness initiatives in the nation. We make strategic decisions to facilitate growth and long-term, sustainable impact.