



Child-Parent Home Tutoring Program (CPHTP)

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10 Books A Home's Mission

10 Books A Home is a 501(c)(3) early childhood education nonprofit whose mission is to close the K-12 achievement gap by ensuring underserved preschoolers are positioned in their homes for school success. From age 3 until beginning kindergarten at age 5, our early education home tutoring program teaches children and parents skills necessary to succeed academically in kindergarten and beyond.

About 10 Books A Home

10 Books A Home is a startup early education home tutoring nonprofit that readies underserved preschoolers for kindergarten. Our innovative program model removes many of the barriers that prevent children from entering kindergarten ready to thrive academically by providing them with one-on-one tutoring, positive role models, intense parent involvement, and educational resources. We teach children the foundational skills necessary to absorb and utilize what is taught to them in kindergarten and beyond. Our first cohort of Learners completed kindergarten in 2014 at/above grade level in the Ravenswood School District where nearly 80% of students have historically struggled academically for the past 20 years.

10 Books A Home (10BH) was founded in 2009 in East Palo Alto's and East Menlo Park's Ravenswood School District where student poverty is nearly 100%. Between 2009-11, we donated more than 25,000 books and deployed volunteers to 6 preschools a month to read stories to more than 600 students. In 2012, we established the Child-Parent Home Tutoring Program, our early education home tutoring program. Today, just 4 years later, we have sent two cohorts of preschoolers into kindergarten, currently serve 100 preschoolers (and their parents), and will increase our program to 300 preschoolers (and their parents) by 2017.

About Child-Parent Home Tutoring Program (CPHTP)

CPHTP, established in 2012, addresses the unmet educational needs of preschool-aged children by providing free, in-home, one-on-one tutoring to children ages 3 to 5. Tutoring is provided by volunteers who serve as teachers and role models for Learners and their parents. Tutoring lessons are carried out once a week, year round. Additionally, families are given a home library and educational materials in order to provide the resources needed to sustain learning in the home.

Parents are required to participate in programming in order to qualify for admissions, and once admitted, are supported by staff in order to intensify parent learning and involvement. Families receive two years of service until their children begin kindergarten and children's academic achievement is tracked post-program completion until high school completion.



Program Goals

- **Learner is ready to thrive academically in kindergarten**
- Learner develops BEAM Attributes (Bonding, Exploration, Autonomy, Motivation)
- Learner develop academic skills at a personalized pace
- Parent provides endless early learning opportunities in the home

What program participants receive

- 1 tutoring lesson a week for 2 full years
- More than 50 preschool-aged books
- A children's bookcase
- Other teaching books
- Staff support

Program Components

The CPHTP includes distinct features:

1. A Learner Centric Approach that addresses the early learning needs and interests of each enrolled child
2. Weekly, one-on-one tutoring for 2 years that provides the child with individualized early learning instruction
3. A parent participation contract that requires, mobilizes, and teaches the parent to reinforce the child's early learning
4. Staffing structure that provides ongoing support to parents and volunteer tutors (AKA Role Models)
5. Volunteer strategy that recruits, trains, and supports volunteers in delivering tutoring lessons
6. Family engagement strategy that recruits, orients, and keeps families (and waitlisted families) engaged
7. Book donation strategy that ensures children receive gently used to new books

Program Eligibility Criteria

10BH is open to all families living within the Ravenswood District (East Palo Alto and East Menlo Park) as long as their children are age eligible (approx. 3 years) and they meet 2 of 3 need-based criteria:

1. Family is low-income (no more than 200% of federal poverty threshold)
2. At least one parent has no more than high school attainment
3. Family race is classified as minority (according to U.S. Census Bureau definitions)

Role of the Learner

Preparing the Learner to succeed academically in kindergarten is 10BH's most important goal. The development of non-academic and academic skills over a two year period positions preschoolers to thrive academically when they arrive in kindergarten. The timing and length of the program coupled with the high frequency of tutoring lessons and parent involvement helps to ensure that before Learners ever step foot into a classroom they develop a permanent mindset that education is fun, exciting, and a top priority.

To maximize each week's one hour lesson, Role Models help Learners develop BEAM Attributes. These are non-academic skills that act as a kind of gateway to the learning process. The more fully developed a young child's BEAM Attributes are,

the more energy they can put into learning during and between lessons – with their Role Model, parents, and independently.

BEAM Attributes	In Action	Outcome
<u>B</u> onding	Child develops close relationship with an adult who represents a teacher (Role Model) and deepens relationship with parent to include educational practices	Child perceives adults as instrumental to the learning process and depends on adults to provide learning opportunities
<u>E</u> xploration	Child explores learning activities at will that the Role Model brings to each lesson	Child develops a sense of the interconnectedness of learning and how to make learning happen
<u>A</u> utonomy	Child engages in learning activities with more independence and initiative	Child believes that learning can be self-directed and takes ownership over the learning process
<u>M</u> otivation	Child engages in the learning process more often and for longer durations of time	Child perceives learning a necessary part of everyday life

Developing these non-academic skills encourages Learners to develop the academic skills introduced to them during each lesson, which can include:

1. Letters, numbers, colors, shapes
2. Reading, writing, conversations
3. Puzzles, manipulables, games

Lesson curriculum varies due to 10BH’s Learner Centric Approach, which supports Role Models in preparing lesson plans that stimulate the Learner’s BEAM Attributes. Each Learner has the choice of whether or not to work on an activity and the Role Model’s main goal is to adapt lesson activities to support Learner choice.

The Learner Centric Approach helps Learners explore and strengthen skills they are comfortable with that lead to more complex skill development down the road. Mastery of easier, basic skills helps Learners develop the confidence and curiosity to learn more sophisticated skills.

Role of the Role Model

The Role Model’s main goal is to use the Give-Return Strategy to teach the Learner skills s/he enjoys working on. The Give-Return Strategy requires:

1. Role Model to give the Learner opportunities to learn
2. Learner to return signals about what s/he wants to spend time learning about
3. Role Model to adapt learning opportunities to maximize Learner enjoyment

To give the Learner opportunities to learn, the Role Model introduces activities from a lesson bag s/he is taught how to use during a Role Model training. Lesson bag activities have been carefully chosen to sample different skills that Learners may find engaging.

The Role Model introduces as many activities as possible in order to elicit a return from the Learner. The Learner will either:

1. engage the activity
2. exhibit indifference
3. exhibit disinterest



The Role Model should take note of activities that stimulate engagement and indifference and plan to adapt by doing one or both at future lessons:

1. redo activities
2. modify activities

The Role Model should note in their lesson report what the Learner liked, didn't mind, and disliked in order to keep track of the Learner's progress. The Role Model has three main options for planning the next lesson:

1. Ask for Activity Suggestions in the lesson report (Human resource)
2. Review the Role Model Online Community Board and Pinterest page (Online resource)
3. Drop in the Lesson Planning Room (Physical resource)

The Role Model does not need to utilize the lesson planning resources if s/he knows what s/he wants to do at the next lesson. Resources are meant to make adapting and giving as efficient and effective as possible.

The Role Model also has the option of attending monthly lesson planning meetups with other Role Models, where new lesson activity ideas are presented, activities are checked out, and Role Models exchange stories and tips.

Within 1 week to several months, the Give-Return Strategy yields a highly individualized learning experience for the Learner. This process of customizing the Learner's learning experience results in highly efficient lesson planning and deep knowledge about how to help the Learner excel.

The Role Model is able to help the Learner acquire (at his/her own pace):

1. BEAM Attributes
2. Academic skills
3. Motivation to learn between lessons
4. And, indirectly teaches the parent how to reinforce the Give-Return Strategy

A Role Model who completes 6 months of service will see substantial progress. A Role Model who completes 1 year of service will see a whole new child emerge. A Role Model who completes 2 years of service will change the life trajectory of a child.

How the Role Model Must Measure Success

1. Learner is excited when the Role Model arrives
2. Learner is engaged during the lesson
3. Learner doesn't want the Role Model to leave

It is not the responsibility of the Role Model to control how quickly or what skills the Learner develops. The Learner Centric Approach requires the Role Model to adapt lesson activities to satisfy the Learner's interests in order to allow each Learner to develop at a natural pace.

Role of the Parent

The primary goal of the parent is to provide endless early learning opportunities in the home. This starts with signing the participation contract that all families must agree to in order to be admitted to 10BH.



It is adherence to the contract that helps parents to develop the permanent habit of providing educational opportunities to their children.

Requirement	Detail	Frequency	Targeted Outcome
Parent lesson attendance	Parents are required to participate in tutoring lessons. They observe how the volunteer teaches and how their child learns. Parents learn how to participate in lessons over time.	Every lesson	Lesson attendance ensures parents experience their children’s learning progress and learn how to influence that progress. Parents learn new teaching strategies and instructional activities. Parent participation is essential in demonstrating to the child that learning is important and approved in the home setting.
Parent-child reading	Parents are required to read with their children. Reading can vary depending on the parent’s literacy level. Parents submit reading logs at every lesson.	5 days a week, 10-15 min/day	This activity is one of the most studied aspects of early childhood. Parent-child reading has a substantial impact on children’s literacy and language development, their motivation to use books, and their readiness to learn to read.
Parent-child interactions	Parents are required to complete homework with their children that build on lesson work. Parents submit homework logs at every lesson.	15-30 min. a week	Completing homework with the child is central in not only establishing habitual learning practices in the home and increasing learning opportunities. Homework also encourages child and parent to form a bond centered on learning and gives the child permission to learn freely.

Parents learn how to consistently fulfill the participation requirements over time. This is a major change for most families, even those who value education before enrolling in 10BH.

As parents progress through the program they learn more and more how to model their actions after the Role Models – transitioning from observational to participatory. This helps to ensure continuity in the child’s learning during and between lessons. Over time, parents demonstrate to their children that learning should occupy lessons, free time, time with parents, and time at school.

Program Model Comparisons

10BH classifies its program model as a hybrid between the home visiting sector and preschool sector (10BH’s book donations enable comparison to the book donation sector as well, but because books are donated to and read with children this aspect of 10BH’s program model most closely aligns with a preschool).

What clearly separates 10BH from the home visitation and preschool sector is its: (1) individualized child-directed tutoring and (2) personalized parent involvement.

Child-Directed Tutoring: 10BH is the first program model in the U.S. to deliver in-home, individualized instruction to the child, instead of making the parent the subject of instruction. This subtle change ensures that the child develops skills immediately, learns how to interact with an adult representing a teacher, and associates parent involvement with learning and teachers. The whole of the home visitation sector delivers in-home, standardized instruction to the parent that requires implementation in order for the child to receive any benefit.

Personalized Parent Involvement: 10BH also differs by tying parent involvement to the child’s unique learning progress instead of tying involvement to a general set of practices taught the same to all parents. One child can learn about colors and using scissors while another child learns about numbers and puzzles, requiring each parent to help their child reinforce those specific skills. Parent involvement molds itself around the child’s learning instead of directing the child’s learning.

10BH Vs. Home Visitation Sector

Home Visitation Program Model Comparisons*						
	Home Visitor Position	Number of Home Visits Per Year	Duration of Each Home Visit (minutes)	Hours of Home Visits Per Year	Program Cycle Per Year (weeks)**	Subject of Instruction During Home Visits
10 Books A Home (10BH)	volunteer	46	60	46	46	child
Early Head Start-Home Visiting	staff	48	90	72	48	parent
Home Instruction for Parents of Preschool Youngsters (HIPPY)	staff	30	60	30	30	parent
Parent-Child Home Program (PCHP)	staff	46	30	23	23	parent

*Information for program model components taken from "Home Visiting Evidence of Effectiveness". Provided by Administration for Children and Families. A branch of U.S Dept. of Health and Human Services.

All programs serve preschool-aged children (2-5) for at least a 2 year duration.

**10BH and Early Head Start offer year-round programming. HIPPY and PCHP operate on school calendar.

10BH Vs. Preschool Sector

10BH's Program Model Vs. Established Early Childhood Education Program Models				
	Preschool	Parent Participation Preschool	Home Visiting Model	10 Books A Home
Individualized Instruction for Child				✓
Individualized Attention on Child				✓
Individualized Instruction In Home				✓
Individualized Attention In Home				✓
Parent Involvement Required During Lessons/Sessions		✓	✓	✓
Parent Involvement Required Between Lessons/Sessions		Can be	Can be	✓
Parent Involvement Based on Individualized Instruction to the child				✓
Skill Modeling for Parent		✓	✓	✓
Group Instruction for Child	✓	✓		
Book Giving Based on Individualized Instruction				✓

Post-Program Outcome Measure

10BH measures how former Learners perform academically in K-12. In order to measure this educational outcome, 10BH collects report cards twice a year in January and June. 10BH releases achievement data once a year using June results. Pictured to the right are results from the 2013-14 school year. This represents 10BH's first cohort of Learners to complete kindergarten.

