

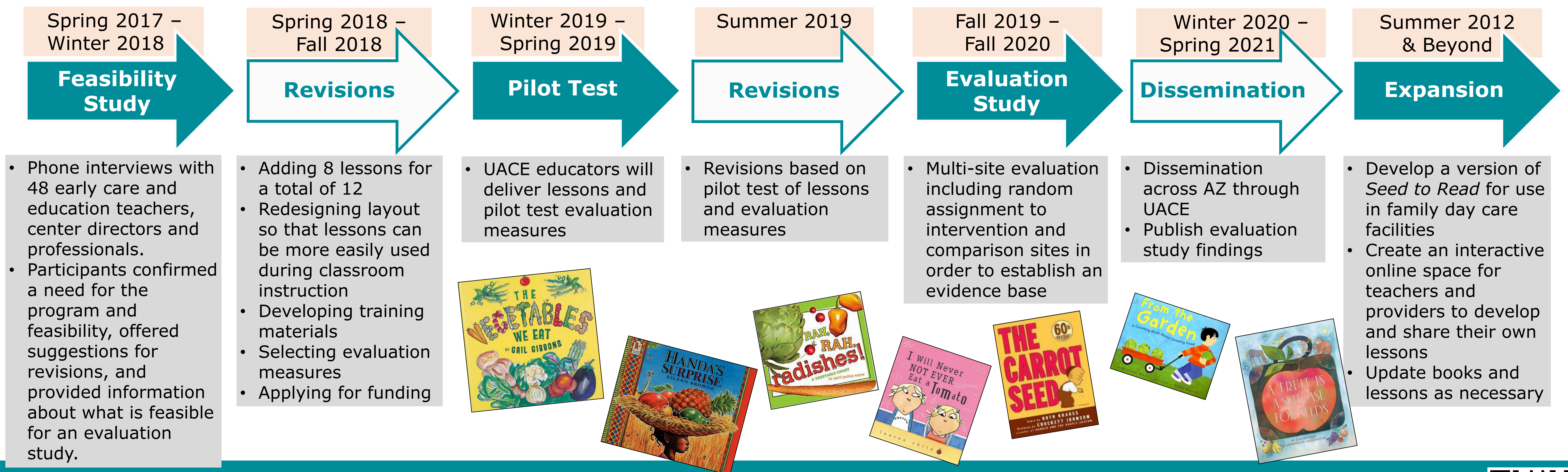
Program Development for *Seed to Read*: An Early Literacy & Healthy Eating Program for Preschoolers

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Logic Model

Situation	Inputs	Activities	Participants	Outcomes		
				Short Term	Medium Term	Longer Term
<ul style="list-style-type: none"> 65% of children enter Kindergarten with inadequate literacy skills (Nelson et al., 2011). More than 50% of US and 70% of AZ 4th graders do not meet NAEP reading standards (US Department of Education, 2015). Low-income children are less likely to have adequate literacy skills & vocabulary development than their higher income peers (US Department of Education, 2015). Early literacy skills and vocabulary development are predictive of later reading ability, GPA, & graduation. Low-income preschoolers do not consume recommended amounts of fruits and vegetables (Ramsay, Eskelsen, & Branen, 2014). Fruit and vegetable consumption linked to diet quality and overall health (Boeing, et al., 2012). 	<ul style="list-style-type: none"> Established relationship between UACE & Head Start and early care and education (ECE) centers that serve low-income children Content knowledge, expertise & financial resources to produce curriculum materials Research team to conduct program evaluation Extension staff to implement program 	<ul style="list-style-type: none"> UACE provides curriculum, materials, & training to Head Start teachers and ECE providers. Teachers & providers implement <i>Seed to Read</i> in their classrooms with 3-5 year old children. Early literacy skills and fruit and vegetable consumption are promoted through shared book reading and extension activities (e.g. taste tests, gardening, crafts). 	<ul style="list-style-type: none"> Head Start teachers & ECE providers for low-income 3-5 year old children Low-income 3-5-year-old children 	<p><u>Teachers & ECE Providers</u></p> <ul style="list-style-type: none"> Increased knowledge of importance of shared book reading and fruit and vegetable consumption Increased knowledge of effective shared book reading strategies Increased knowledge of how to promote fruit and vegetable consumption <p><u>Children</u></p> <ul style="list-style-type: none"> Engaged participation during book reading Increased exposure to variety of vocabulary words related to fruits and vegetables Increased awareness of a variety of fruits and vegetables. 	<p><u>Teachers & ECE Providers</u></p> <ul style="list-style-type: none"> Implement <i>Seed to Read</i> as described in curriculum Practice effective shared reading techniques Promote fruit and vegetable consumption throughout the day <p><u>Children</u></p> <ul style="list-style-type: none"> Improved receptive and expressive vocabulary Improved fruit and vegetable exposure, knowledge, preference/willingness to try, and consumption 	<p><u>Children</u></p> <ul style="list-style-type: none"> Better prepared for Kindergarten More likely to read at grade level in elementary school Better diet, eating habits, and overall health Better educated and healthier workforce

Program Development Timeline



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