

# SITE COORDINATOR MANUAL 2019





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## Reach Out and Read Site Coordinator Manual

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Fifth Edition Winter 2019

Clinic Name: \_\_\_\_\_

Site ID: \_\_\_\_\_

### myROR.org Login Information

Site Coordinator Name/Email: \_\_\_\_\_

Password: \_\_\_\_\_

**Scholastic Account Number:** \_\_\_\_\_

**All About Books Account Number:** \_\_\_\_\_

### Reach Out and Read Program Manager/Affiliate Contact:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

### Helpful Links:

[www.myror.org](http://www.myror.org)

[www.reachoutandread.org](http://www.reachoutandread.org)

<https://www.facebook.com/reachoutandread/>

[www.youtube.com/user/reachoutandread](https://www.youtube.com/user/reachoutandread)

<https://www.instagram.com/reachoutandread/>

<https://twitter.com/reachoutandread>



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### **Welcome to Reach Out and Read!**

Congratulations on joining Reach Out and Read! We are a national nonprofit organization that trains and supports medical providers who give books to children at well-child visits, along with advice to parents/caregivers about the importance of reading aloud. Our organization builds on the unique relationship between parents/caregivers and medical providers to **promote the positive parent/child interactions that strengthen bonds within families** and are the foundation for essential early literacy skills in young children.

Reach Out and Read thrives on the passion and service of the **more than 33,000 primary care providers** and staff who make our model a standard part of pediatric care. We are thrilled that you have decided to incorporate Reach Out and Read into your practice, and we look forward to working with you **to help parents/caregivers give their young children the best start in life**. Thank you for all you do for the children and families you serve in your community!

### **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.

### **How to use the Coordinator Manual**

This manual is intended to guide Reach Out and Read Site Coordinators through the tasks and responsibilities associated with running a successful Reach Out and Read program site. Wherever possible, links to the internal Reach Out and Read website, [myROR.org](http://myROR.org), will direct the reader to more complete information and additional materials. You will need your [myROR.org](http://myROR.org) log-in information to access some links.

If you have any questions or feedback while using this manual, we encourage you to contact your Affiliate contact/Program Manager, or the National Office at 617-455-0600 or [info@reachoutandread.org](mailto:info@reachoutandread.org).



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## Ten Important Things to Know About Participating in Reach Out and Read

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- 1. Reach Out and Read is a simple, evidence-based intervention that takes place between medical providers and families with young children to encourage the positive parent/children interactions that support early brain development through a focus on sharing books.** At a Reach Out and Read site, pediatric providers have been trained about the importance of reading aloud starting at birth and are advocates for family bonding. Providers enter the exam room with a developmentally-appropriate book in hand and give it to the child at the start of the visit, taking the opportunity to discuss with caregivers the importance of reading aloud as well as modelling it in the exam room. For more information on the model, click [here](#).
- 2. Literacy-rich waiting rooms are a key part of the Reach Out and Read model.** The Reach Out and Read model begins before the well-child visit when a family enter the clinic. Clinics can use posters, waiting room libraries, volunteer readers, and murals to promote family engagement and literacy even while families wait. We are aware that sometimes it is not possible to create a literacy-rich waiting room. For more information about literacy-rich waiting rooms, click [here](#).
- 3. The Reach Out and Read internal website, myROR.org, is a critical tool that will help in the implementation of Reach Out and Read at a program site.** As a Reach Out and Read site, you will use myROR.org to train your providers, submit progress reports, and order books. Please make sure that the Site Coordinator and all medical providers have an account on myROR.org. For information on how to use myROR.org, click [here](#).
- 4. The Reach Out and Read intervention is designed for children 0-5 years old.** Currently, Reach Out and Read sites are only required to provide books and advice to families with children 6 months – 5 years old, although providers should be talking with parents/caregivers about the importance of talking, singing, reading and playing with their infants right from the newborn visit. However, in alignment with a [policy statement from the AAP](#), which suggests that the model should be used starting in infancy, we encourage you to provide books for families with infants at every opportunity.
- 5. Reach Out and Read works best when ALL providers are trained.** Prior to activation of the site, we require that 75% of providers that will be participating in Reach Out and Read complete the training, and that all new providers subsequently added do so as well. We recognize that some Affiliates have higher standards for training and participation in Reach Out and Read, and we suggest you contact [info@reachoutandread.org](mailto:info@reachoutandread.org) or your Affiliate Contact/Program Manager. For information on the training, click [here](#).
- 6. Reach Out and Read sites have different levels of support.** Some Reach Out and Read sites are located in areas with a local Reach Out and Read Affiliate that can help provide books and conduct in-person meetings for deeper support. “Independent” sites are not located in these areas and receive support from the National Center in Boston. Although we typically cannot provide funding or conduct in-person visits, we can answer logistical questions, share best practices, and provide many other services. For more information on the structure of the Reach Out and Read network, click [here](#).

7. **Reach Out and Read sites are responsible for raising their own book funds unless otherwise indicated by their local Affiliate leader.** Unfortunately, Reach Out and Read does not have the capacity to provide full book funding to sites. When applying to Reach Out and Read, sites are required to have *at least* one year's worth of funding available. For information on ordering books, click [here](#).
8. **Reach Out and Read partners with our approved vendors, Scholastic and All About Books, to provide high-quality, low-cost books for Reach Out and Read sites.** As part of our partnership, Scholastic and All About Books will send you an annual catalog designed specifically for Reach Out and Read sites with books at reduced prices. To read more about our approved vendors and the services they provide, click [here](#).
9. **Reach Out and Read sites are required to complete a progress report to maintain their "Active" status as a site.** Twice-yearly progress reports are a valuable tool that we use to evaluate our reach and assess whether a site is actively participating. For more information on progress reports, click [here](#).
10. **Reach Out and Read should be implemented clinic-wide.** At the most effective Reach Out and Read sites, the message is reinforced throughout the clinic. All staff engage in responsive interactions with the child, encourage excitement about the book, and support the importance of shared reading with caregivers.

If you have any questions, please contact [info@reachoutandread.org](mailto:info@reachoutandread.org) or, if you are supported by a Reach Out and Read Affiliate, your Affiliate contact/Program Manager.





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### **The Reach Out and Read Model**

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

- Primary care providers (MDs, DOs, NPs, and PAs) are trained to deliver early literacy anticipatory guidance to parents/caregivers of children from infancy through 5 years of age during each well-child visit. This age-appropriate guidance centers on the importance of: frequent and early exposure to language; looking at board books and naming pictures with infants; rhyme and repetition for gaining phonemic awareness during toddlerhood; and reading interactively (such as asking open-ended questions) at all ages.
- During well-child visits for children through 5 years of age, the provider gives the child a new, developmentally-appropriate book to take home, building a collection of 8-10 new books before the child goes to kindergarten. The provider also repeatedly prescribes reading aloud every day.
- When feasible, Reach Out and Read sites also create literacy-rich environments that may include gently-used books for waiting room use or for siblings to take home. In some waiting rooms, Reach Out and Read volunteers model for parents/caregivers the pleasures and techniques of reading aloud to very young children.

### **Reach Out and Read is Evidence-Based**

Research shows that when pediatricians promote literacy readiness according to the Reach Out and Read model, there is a significant effect on caregiver behavior and attitudes toward reading aloud, as well as improvements in the language scores of young children who participate. The body of independent, peer-reviewed and published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics.

In families served by Reach Out and Read:

- Parents/caregivers are 2.5 times more likely to read together with their children
- Children's language development is improved by 3-6 months
- Families are 2.5 times more likely to report reading as a favorite activity

For more information on the proven effectiveness of the Reach Out and Read model, please visit [this page](#).



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## Reach Out and Read Organizational Structure

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Reach Out and Read has dedicated staff and offices across the country working to support participating sites. Reach Out and Read Affiliates are statewide and regional offices associated with the Reach Out and Read National Center that work directly with local Reach Out and Read sites to ensure the effective implementation and quality of the program model. Below are descriptions of the key functions of Reach Out and Read offices and entities:

### **Reach Out and Read Sites (the individual primary care locations where Reach Out and Read is delivered)**

- Implement the Reach Out and Read model with fidelity
- Assign a Medical Consultant and a Site Coordinator to oversee both medical and administrative aspects of the program (sometimes the same person fills both roles)
- Ensure that all pediatric primary care providers are trained in the Reach Out and Read model
- Ensure ongoing Quality Assurance efforts
- Ensure that books are in adequate supply, organized appropriately, and delivered at the start of the well-child visit
- Provide or raise funds for books, as needed to fulfill the Annual Book Commitment
- Complete and submit biannual Reach Out and Read progress reports on myROR.org
- Establish and maintain a literacy-rich environment, where feasible
- Maintain regular contact with the local Affiliate Office or Reach Out and Read National Office, as appropriate
- Assist with federal, state, and local advocacy efforts by hosting Legislative Site Visits and contacting elected officials, as appropriate

### **Reach Out and Read Affiliate Offices (the local offices that support participating Reach Out and Read sites in their geographic area).**

**Note: These tasks may vary among Affiliates, and we recommend contacting yours directly to learn more about the services it provides.**

- Review and approve all new site applications monthly in coordination with the National Center
- Provide ongoing technical assistance to Reach Out and Read sites
- Coordinate medical provider trainings, re-trainings, and program orientations
- Ensure sites' fidelity to the Reach Out and Read model
- Assist sites in fundraising, or provide books if funding is available
- Communicate regularly with Reach Out and Read sites via email, phone, and in-person visits
- Conduct in-person site visits to Reach Out and Read sites to create a personal connection with the sites and to support program quality
- Oversee state/regional expansion efforts
- Fundraise and advocate for state and private funding
- Collaborate with local literacy, education, and healthcare efforts within the state/region



**Reach Out and Read National Center (supports state and regional Affiliate Offices, as well as independent sites in locations without a local Affiliate Office)**

- Review and approve all new site applications monthly in coordination with Affiliates, where applicable
- Issue biannual progress reports for Reach Out and Read sites to complete
- Deliver online support via [reachoutandread.org](http://reachoutandread.org) and [myROR.org](http://myROR.org)
- Collect site data for local, statewide, and national dissemination and analysis
- Provide medical leadership and guidance to Affiliate Medical Directors and local medical providers
- Develop and implement training curriculum and relevant policies and procedures
- Serve as the primary contact for Reach Out and Read sites in states/regions not served by a Reach Out and Read Affiliate
- Set standards to ensure consistent and high-quality program implementation and performance
- Work with children’s book publishers to provide sites with special book offers at significant discounts
- Produce annual book catalogs in partnership with approved vendors
- Conduct, facilitate, and promote Reach Out and Read-related research and evaluation
- Foster the sharing of best practices of Reach Out and Read sites and Affiliates
- Develop and maintain national partnerships with healthcare, early learning/childhood, and literacy organizations
- Formulate national communications, public awareness, and development strategies
- Create standardized marketing and communications materials for use by all levels of the organization
- Produce and distribute Reach Out and Read program materials
- Design fundraising templates for Affiliate and site use
- Develop federal public policy and advocacy efforts for the sustainability of Reach Out and Read
- Assist Reach Out and Read Affiliates with statewide advocacy efforts
- Offer fiscal sponsorship for sites when necessary





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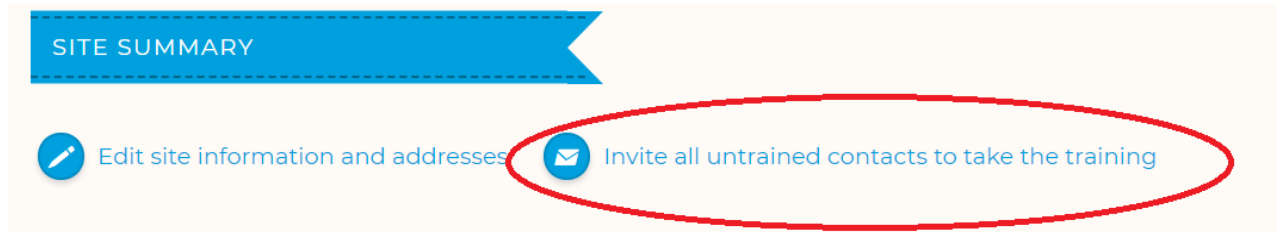
## Start-Up Checklist for New Programs

### Resources to Review

- [New Site Start-Up Timeline Document](#)
- [Role of Reach Out and Read Site Coordinator](#)
- [Role of Reach Out and Read Medical Consultant](#)
- Your site's [myROR.org](#) page (accessed by the myROR.org login for either the Site Coordinator or Medical Consultant)
- Reach Out and Read [Affiliates](#) (if there is a local Affiliate in your area, it will be instrumental in supporting the Startup process for your clinic.)

### Medical Providers and Staff

- Add all providers serving children ages 0-5 at your site to your site's myROR.org account.
- Invite all providers to train by clicking the button on your Site Summary in myROR.org, indicated below:



- Devise a training plan/timeline for all new providers to complete the online CME course (1.0 CME credits). For instructions on how to access and complete the training, please refer providers to [this document](#).
- Formulate a plan for the collection of data required for the biannual progress report. Importantly, who will fill out the progress report and submit by the due date (via [myROR.org](#))?
- Establish a transition plan for Site Coordinator and Medical Consultant roles in the event of staff turnover.

### Books

- Explore the book offerings available through our two approved vendors (All About Books and Scholastic). Information on the offerings of both vendors can be found on the "Books" tab of myROR.org. *Please note that your new program cannot order books until you have received official "Active" notification from a Reach Out and Read staff member.*
- Designate an area for book storage. Determine who will stock this area (and how often).
- Devise a method to ensure that providers have a book in hand for each well-child visit.
- Develop a tracking system for books given out. You will need this information for progress reports. Some suggestions: a tally sheet, a bookmark 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.

### Managing Multiple Sites

- If overseeing more than one clinical location, decide whether you'd prefer to apply to have (a) satellite site(s) (if all book ordering and administrative support services will be provided by one "primary site") or submit a separate

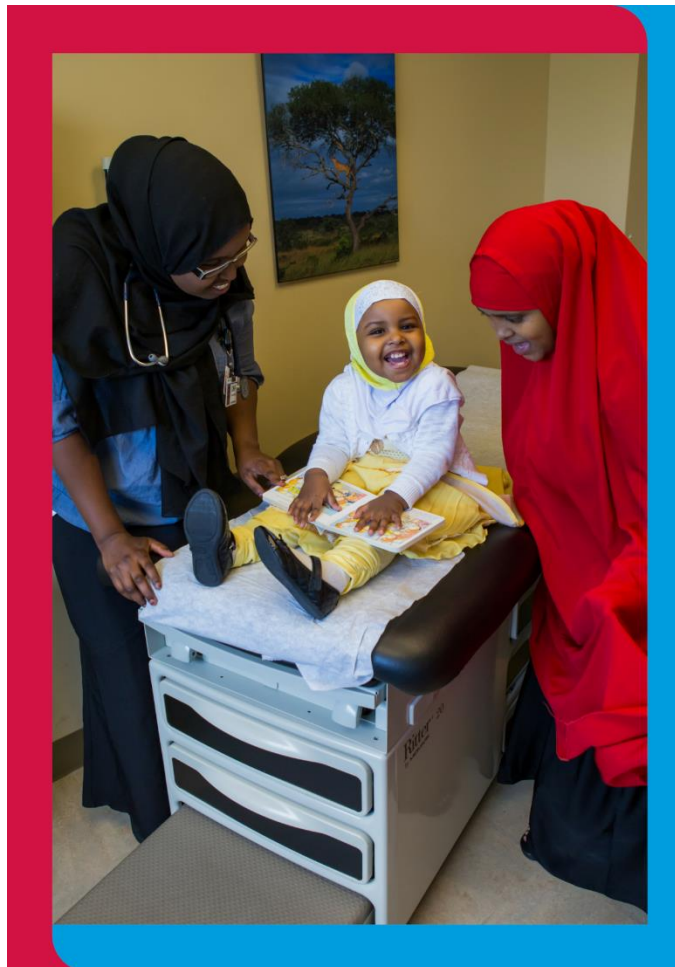
application (*if administrative tasks will be handled separately in each clinic*). Sites that are supported by an Affiliate are strongly encouraged to contact their Affiliate contact/Program Manager to decide together whether to create a satellite or start a new application. Independent sites can also contact the National Office for similar support.

- For more information on satellite sites, click [here](#).

### **Timeline**

There are several dates during the year that are relevant to your Reach Out and Read site. You should anticipate our Notes from National newsletter to be sent to primary contacts once a month, and our Provider Bulletin newsletter to be sent to Medical Consultants quarterly. Your local Affiliate office may also have additional dates, deadlines, and regularly scheduled communications.

- Winter
  - ✓ January progress reports include data from July-December of the previous year and are posted on myROR.org by January 15<sup>th</sup>.
  - ✓ January progress reports are due March 1<sup>st</sup>.
- Spring
- Summer
  - ✓ July progress reports include data from January-June and are posted on myROR.org by July 15<sup>th</sup>.
  - ✓ July progress reports are due September 1<sup>st</sup>.
- Fall
  - ✓ Medical Consultant Surveys are sent out in late Summer-early Fall.





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## Site Coordinator Role and Responsibilities

The Reach Out and Read Site Coordinator plays an essential role in the efficient implementation of the program. We thank you in advance for being the liaison between Reach Out and Read, your providers, and the children and families we serve together.

**With the site's Reach Out and Read Medical Consultant and provider staff, the Coordinator helps determine the best ways to implement the program.**

### **The role of the Reach Out and Read Site Coordinator is to:**

- **Implement efficient systems for:**
  - ✓ Ensuring that medical providers have a book in hand upon entering the exam room to use as a tool in their developmental surveillance during well-child visits for children through age 5
  - ✓ Ordering, stocking, tracking, and reporting the books distributed
  - ✓ Compiling data for biannual progress reports and submitting the report on time
  - ✓ Keeping site and contact data current on [myROR.org](http://myROR.org)
  - ✓ Updating the Medical Consultant about relevant correspondence from the local Reach Out and Read Affiliate and/or National Center, as well as any challenges in the implementation of the Reach Out and Read program
- **Establish a literacy-rich environment, wherever feasible, which may include:**
  - ✓ Maintaining a collection of gently-used children's books in the waiting room
  - ✓ Creating a reading corner, perhaps with a small table/chairs
  - ✓ 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 and staff members to hold gently-used book drives
- **Work with appropriate clinic/department administrator(s) and, where applicable, the local Reach Out and Read Affiliate, to ensure long-term book funding needs are met. You can anticipate an average of cost of \$2.75 per book.**



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## Medical Consultant Role and Responsibilities

A site's Medical Consultant plays a key role in incorporating Reach Out and Read into the pediatric or family practice setting, and acts as the face and medical voice of the program. While this is not a demanding or time-consuming role, the Medical Consultant provides oversight of the clinical components of the program.

### **The role of the Reach Out and Read Medical Consultant is to:**

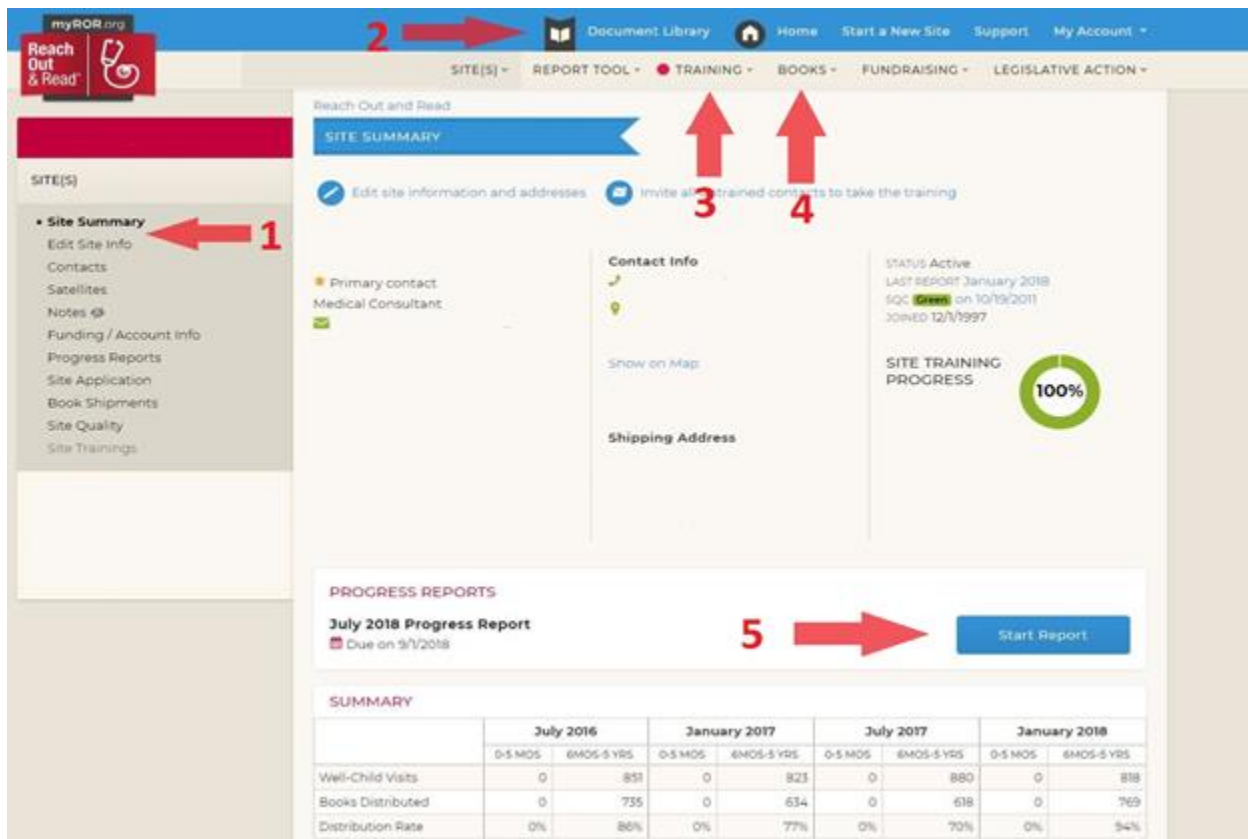
- **Ensure medical providers' fidelity to the Reach Out and Read model by reinforcing the practices upon which Reach Out and Read research outcomes are based. These include:**
  - ✓ Beginning the well-child visit by handing the book to the child
  - ✓ Using the book as part of developmental surveillance, streamlining what providers are already doing
  - ✓ Fostering parental engagement by offering anticipatory guidance to parents/caregivers about how best to interact and engage with their children when sharing and reading books together. (For more detailed guidance, please see: [Talking With Parents About Books](#) one-pager and [Milestones of Early Literacy Development](#) chart.)
- **Promote completion of the required Reach Out and Read Provider Training online CME course** by at least 75% of the pediatric provider staff *before* the program is implemented (or, in a family practice, by 75% 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 training course
- Work with the Reach Out and Read Site Coordinator, practice manager, and other staff to determine and implement efficient systems for flow of books to the exam room, book tracking, book ordering, etc.
- Ensure that providers are familiar with specialized Reach Out and Read materials, such as the [Developmental Disabilities Curriculum](#)
- **Support timely and accurate submission of the biannual progress report** via [myROR.org](http://myROR.org) by the Coordinator or Medical Consultant
- **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, the local Reach Out and Read Affiliate, to ensure that long-term book funding needs are met.**

[myROR.org](http://myROR.org) is Reach Out and Read’s online portal, through which you will administer your program. myROR.org allows you, as Site Coordinator, to log in and complete the following tasks:

- Complete biannual progress reports to provide the data needed to prove our impact
- Update medical providers’ contact info so they can log in to myROR.org and complete trainings on their profile
- Update site information such as address, phone number, and location to allow us to inform you of local initiatives
- Order books through our [Books](#) page with our approved vendors
- Utilize nearly 400 resources located in our document library, including printable handouts, bookmarks, and posters for your offices and patients

For instructions on how to log in to myROR.org [click here](#).

Once logged in, please refer to the page view below for information on how to navigate the website. The key is in the boxes below the diagram.

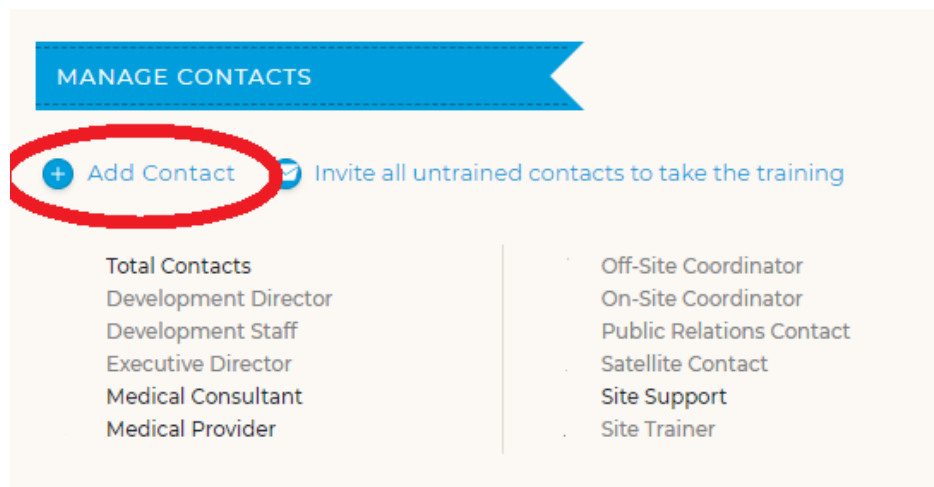
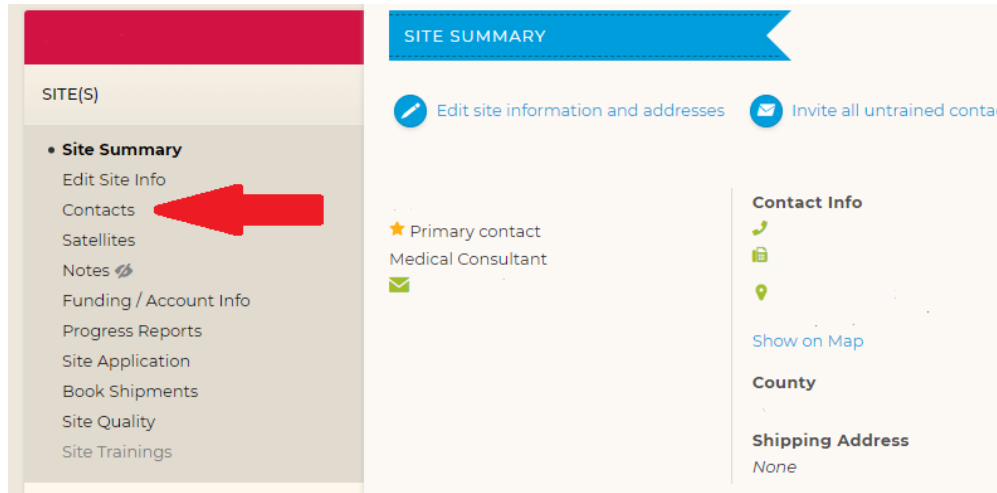


1. This is where you can edit site information such as address, contact information if a new provider needs to be added to your profile (this will allow them to access the training), and much more.
2. This is how you can access the document library – a collection of more than 400 resources to help enhance your Reach Out and Read site.

3. This is where you can access YOUR personal training info for Reach Out and Read.
4. This is where you can go to get information on how to order books from our partner vendors.
5. During progress reporting season, this button will appear. This is how you can complete the biannual progress report.

## Creating an Account

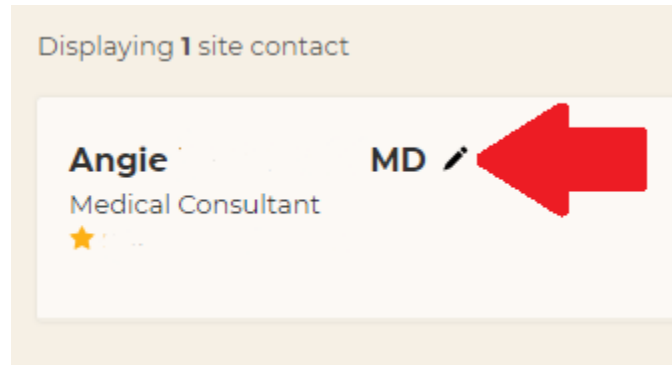
As Site Coordinator, you will be responsible for adding all providers and staff participating in Reach Out and Read as “contacts” on myROR.org. To create a contact, click “Contacts” in the gray menu on the left side of the screen. You can then click the “Add Contact” icon at the top of the screen.



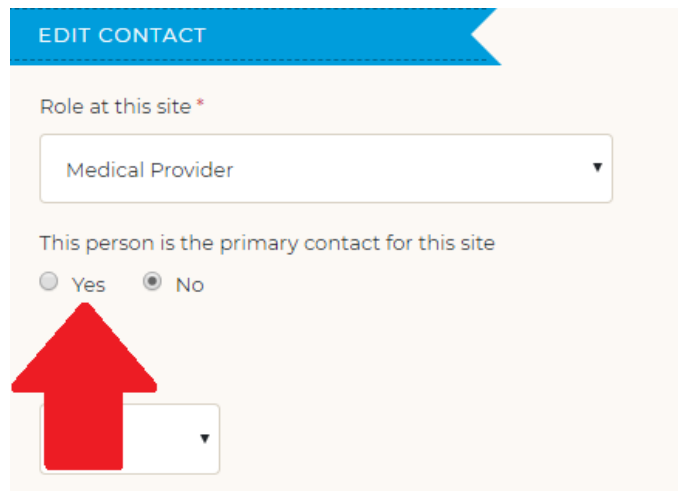
myROR.org will ask for the name or email address of the contact, and will search our database for any possible matches, in case they may have been listed as a contact at another Reach Out and Read site. If the contact does have an entry in our database, you can use the blue “Choose this Contact” button to claim their profile – this will prevent the database from creating a duplicate entry. Any information from this previous listing, including any Reach Out and Read trainings that were completed, will be ported over and connected to the new site. If the contact is not listed in myROR.org, you can use the “Add New Contact” button to create a new entry for the contact and add the contact’s information to the site. Once the contact is added, they will receive an email from Reach Out and Read with instructions on how to access myROR.org with their account.

## Editing a Contact/Designating a Primary Contact

Primary contacts in myROR receive all correspondence from the National Center and/or your local Affiliate, if applicable. This correspondence may include progress report reminders, newsletters, and volunteer and book donation inquiries if your site has opted in to them. If you are not the primary contact, you must add someone else at your site as the primary contact. To do so, first find the contact belonging to the person you want to be the primary contact, and click the pencil next to their name.



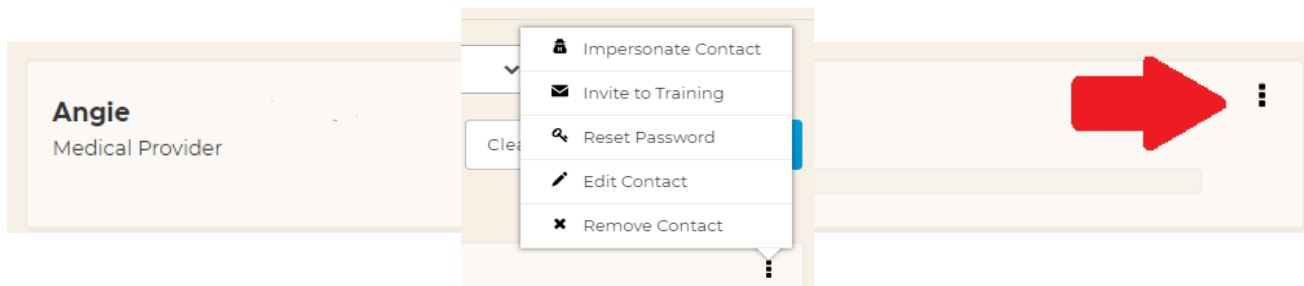
At the top of the Edit Contact pop-up window, select "yes" for the question asking whether they will be the primary contact for the site. Be sure to scroll down to the bottom of the pop-up window and click "Update Contact" to save changes.



On this page, you can make any other edits to the contact, including their role, name, and email address.

## Removing a Contact

In addition to adding and editing contacts, you must remove contacts consistently as they leave your site. To delete any providers or staff who are no longer active, click the three dots to the right of each name and selecting "Remove Contact" from the menu.







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### **Core 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 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 think of Reach Out and Read as both parental engagement *and* promotion of foundational literacy skills development.**

The Reach Out and Read CME Training for medical providers occurs before the activation of your program. When a new medical provider joins your site, they must complete the Reach Out and Read CME Training as well. The training grounds medical providers in the developmental aspects of relational health and 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 familiar with the pressures and complexities of taking care of young children in busy clinics. The training demonstrates how use of the book can enhance your interactions and streamline developmental surveillance, especially by starting the visit with the book.

### **Accessing the Core Medical Provider Training**

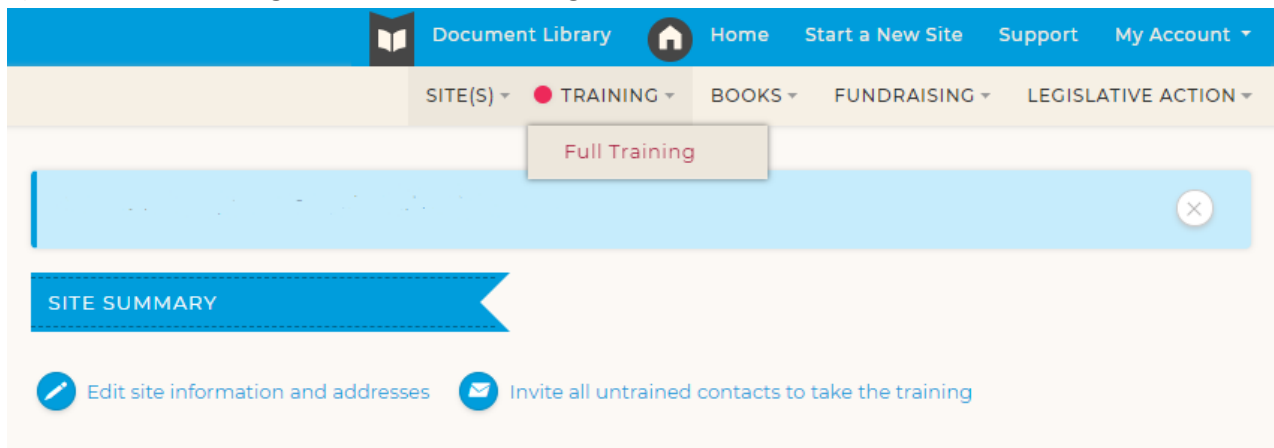
Each provider listed as a contact in **myROR.org** can access the online course using their individual password and log-in information.

To access the online CME course:

- 1) Go to [myROR.org](https://myROR.org)
- 2) Log in with your personal log-in information:  
*Provider Name, or Email Address:* First Name (one space) Last Name  
*Password:* Your personal password

Once logged in:

- 3) Click on “Training” and then “Full Training”



#### 4) Click on “Start Training”

TRAININGS

### Reach Out and Read CME Training ROR 101

Updated for 2018. Includes new content and videos

PROGRESS: 0%

We see that you started the CME training in the past but either didn't complete it or didn't submit the post-test and evaluation. Please complete this new version of the training.

Start Training

#### 5) Register and complete the Training.

Please note: Completion of the course evaluation is required to receive CME credit.

#### **In-Person Training**

Some Affiliates can arrange an in-person training session, as a supplement to the online training, with an experienced Reach Out and Read medical provider (*Please note: this training **does not** replace the required online training*). The trainer, who will also be a Reach Out and Read provider, will need about an hour to review material with the providers, and may also advise other clinical and administrative staff. If you would like to arrange an in-person training for your site, please contact your Affiliate contact/Program Manager.

#### **Residency Training**

For sites with family practice or pediatric residency programs, residents are expected to take the online Reach Out and Read Core Medical Provider Training, in addition to the Reach Out and Read orientation that is part of their residency program. Please note that if they are indicated as “residents” when their contact information is entered into myROR.org, their training status will not affect the site’s training percentage.





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Twice each year, all Reach Out and Read sites are required to report on their activity.

### Why Complete a Progress Report?

- Reports qualify 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 Affiliates to review program data and assess program quality.
- Reports allow Affiliates and the National Center to follow up with a program and offer assistance when appropriate.
- **Sites that do not complete reports risk losing their affiliation with Reach Out and Read. Programs that fail to complete three 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-December and **are posted on myROR.org by Jan 15 and due March 1.**
- **July reports** include data from January-June and **are posted on myROR.org by July 15 and due Sept 1.**
- All sites' primary contacts receive an email when progress reports have been issued.
- All sites (except those approved within the past 6 months) are required to report at each reporting period.
- New sites first report in the period following their six-month anniversary with Reach Out and Read.

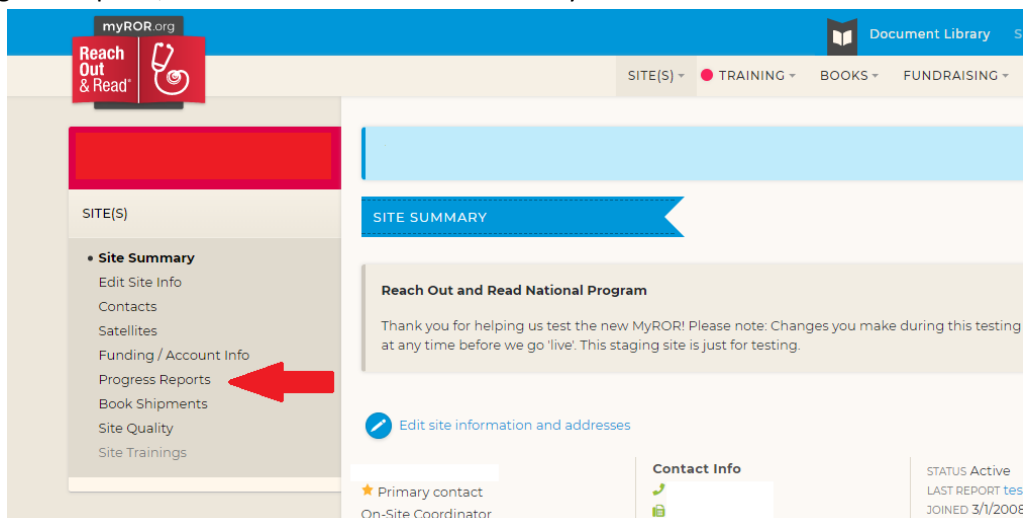
**This section will guide you through the electronic reporting template, focusing on some key questions. The reporting template includes explanations of the information being sought; the guide offers some additional information.**

1. Access the reporting page at [myROR.org](http://myROR.org).
2. Log in by typing your known provider name and password.

*If you forgot your password:*

- Enter your email address and click “forgot password.”
- An email will be sent to you asking to confirm your email address.
- To change or update your password or account, click on “My Account” icon on the top of the page.

3. Click on “Progress Reports,” located under the “Site Summary” tab on the left.

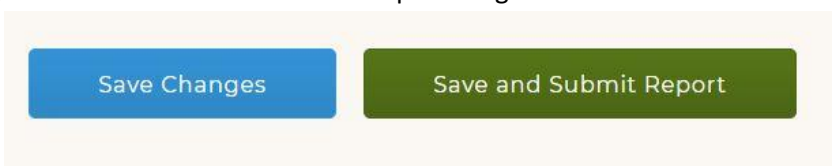


4. Click on “Start Report” for the corresponding reporting period.



5. Review your shipping address and make any necessary corrections.

6. Make sure you save your report regularly by clicking “Save Changes” at the bottom of the page. Once you have completed the report, you must hit “Save and Submit Report” in green.



7. Enter the number of “Well-Child Visits” and “Books Distributed” for the six-month reporting period.

**NOTE:** This question refers to *children ages 6 months through 5 years*, if your clinic distributes books to children younger than 6 months, that information must be entered in the next question.

**ANNUAL BOOK COMMITMENT (ABC)**

\*1) Please indicate how many well-child visits (for children 6 months through 5 years) were completed and how many books were distributed from 1/1/2018 - 6/30/2018 for your site and satellite(s). The asterisk \* in front of the question number indicates a **REQUIRED** question.

| Well-Child Visits<br>6 MOS - 5 YRS       | Books Distributed<br>6 MOS - 5 YRS       |
|--|--|
| <input style="width: 90%;" type="text"/> | <input style="width: 90%;" type="text"/> |

|                 |                                       |
|-----------------|---------------------------------------|
| 0               | Well Child visits this 6-month period |
| <b>x 2</b>      |                                       |
| 0               | Annual Book Commitment                |
| <b>x \$2.75</b> | Est. Avg Cost per Book                |
| \$0.00          | Estimated Annual Book Budget          |

8. If your site is distributing books to **children between 0 and 5 months**, please enter the number of “Well-Child Visits” and “Books Distributed” for the six-month reporting period.

2) We do believe that you should be giving books and anticipatory guidance beginning at infancy and we are currently collecting data to see how many sites have started books at visits from 0-5 months. This is not currently an expectation of the Reach Out and Read program. If you are within a site that has begun distributing books at well child visits from **0-5 months**, please fill out the following:

| Well-Child Visits<br>0-5 MOS   OPTIONAL | Books Distributed<br>0-5 MOS   OPTIONAL |
|---|---|
| <input type="text"/>                    | <input type="text"/>                    |

9. Enter the **unique number of children 0 to 5 months**, and 6 months to 5 years that were seen in your clinic during the six-month reporting period. This question is optional. However, the information will serve Reach Out and Read to identify needs for program expansion.

3) Please indicate the number of individual children seen at your clinic between the ages of 0-5 months and 6 months-5 years in the chart below. For example, you may have seen one individual child at two separate well-child visits within this reporting period, while this counts as 2 well-child visits, it would only count as 1 individual child seen. We understand that some people may not have access to this data, so this question is not required for submission.

| Individual Children Seen |                          |
|--------------------------|--------------------------|
| 0-5 MOS   OPTIONAL       | 6 MOS - 5 YRS   OPTIONAL |
| <input type="text"/>     | <input type="text"/>     |

10. Under **Training**, please write the name and email of the person at the clinic responsible for ensuring that all medical personnel are trained on the Reach Out and Read model.

11. Under **Medical Providers**, please enter the number of primary care providers at your site who are participating in Reach Out and Read. In the second box, enter the number of pediatric/family practice residents. If none, enter “0.”

12. **General Info** refers to the electronic medical system being used at your site. Please select from the drop-down menu.

13. The section on **Population** is of special interest to Reach Out and Read. Those are **demographic questions** about the children served at your site. This information is used to demonstrate the *need for the program* and *secure federal funding*. Please make an effort to complete this information.

- Insurance Coverage** – Please enter the percentage of children covered by each of the insurance types listed.
- Income Level** - Please enter the percentage of children served by income level.
- Race/Ethnicity and Language** – Please enter the percentage of children served by race/ethnicity. Once you select a race/ethnicity from the list, you can enter the percentage. You can continue selecting until 100% of the population served is accounted for. The same format is used for the primary language question.

**\*7) Insurance Coverage**

|   |                      |   |
|---|----------------------|---|
| Self Pay/Uninsured  | <input type="text"/> | % |
| Private Insurance   | <input type="text"/> | % |
| Medicaid/HMO Medicaid                                       | <input type="text"/> | % |
| S-CHIP (or other state children's health insurance program) | <input type="text"/> | % |
| Tricare   | <input type="text"/> | % |
| Other 1   | <input type="text"/> | % |
| Other 1 - Please Specify                                    | <input type="text"/> |   |
| Other   | <input type="text"/> | % |
| Other 2 - Please Specify                                    | <input type="text"/> |   |

This box will automatically add up the percentages you entered.

6 Total population

**8) Income Level**

Estimated Annual Income of your patient population as % of the Federal Poverty Level.  
(Please only answer this question if your health center has a reliable estimate of income data.)

|                                     |                      |   |
|-------------------------------------|----------------------|---|
| 100% or below Federal Poverty Level | <input type="text"/> | % |
| 101-150%                            | <input type="text"/> | % |
| 151-200%                            | <input type="text"/> | % |
| 200+%                               | <input type="text"/> | % |

This box will automatically add up the percentages you entered.  
They must add to 100%

0% Total population

**\*9) Race and Ethnicity**

Estimated Ethnic/Racial Background of your Reach Out and Read patient population

Add Race and Ethnicity

0% Total population


*Reach Out and Read recognizes that Race and Ethnicity are separate defining terms for personhood. We understand that any given person may identify with one or more ethnicity and/or race. While we continue our efforts to improve upon this key question on our bi-annual progress reports we ask that you do your best to estimate the percentage of your patient population's association with the racial and ethnic groupings listed below, ultimately adding up to 100%.*

These boxes will automatically add up the percentages you entered. They must add to 100%

**\*10) Languages**

Please select the primary languages spoken by the families of your child patient population and enter the estimated percentage(s) in order for us to better understand your Program's need for books in certain languages

Add Languages

0% Total population

14. The **Fundraising** questions will help your Reach Out and Read Affiliate or the National Center to secure additional funding or books for existing Reach Out and Read sites, as well as support new sites in your county/region. Please complete the sources of funding your site received during the six-month reporting period.

**FUNDRAISING**

**11)** From from 1/1/2018 to 6/30/2018, your Coalition (if applicable) has reported the following contribution to your Reach Out and Read program:  
**\$0.00**

Provide total contributions to your organization's Reach Out and Read program (other than book funds/books from the Reach Out and Read National Center or your Reach Out and Read Coalition)

Funds for Reach Out and Read Book Purchases

Funds for Non-Book Reach Out and Read Expenses

In-Kind Donations. This may include new books, or other materials given to your Program. Please estimate the dollar value. Do not include free books from Scholastic.

Used Books Received

**12)** Name the three top sources (other than the Reach Out and Read National Center or your Reach Out and Read Coalition) of funding of your site's fundraising efforts during the previous six months

Funding Source 1.

Funding Source 2.

Funding Source 3.

15. Please complete the **Comments** section as it will help your Reach Out and Read Affiliate or the National Center to better support you. Please share your concerns, needs for support, and/or successful stories in this space. We will review all comments and respond if needed.

16. The **Contract Renewal** section will ask you to check the box indicating agreement with the terms of the contract for the next six-month period. The name of the authorized site or clinic administrator must be entered.





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Sites that are supported by a Reach Out and Read Affiliate should anticipate regular assessments based on the above metrics through site visits or calls with their Affiliate contact. You can learn more about the role of the Affiliate [here](#). Independent sites may also be assessed, through progress report and training data available on myROR.org, rather than in-person or phone communication. **Please note that site quality classifications are intended to enhance the quality of the program by identifying areas for improvement and creating plans of action for the site and Affiliate – they are not meant to penalize sites and will not affect your status as a participating Reach Out and Read site.**

### Characteristics of a High-Quality Program Site

At Reach Out and Read, we strive to ensure that all families touched by our program are receiving the best care and guidance available. We believe that the outcome of the intervention is only as good as the application of the program, which is why we value a culture of fidelity and evaluation to promote high-quality Reach Out and Read program delivery. We have created a list of 14 characteristics that define a high-quality site:

- **Medical Providers**
  - ✓ At least 75% of medical providers have completed the Reach Out and Read provider training as indicated on myROR.org.
  - ✓ New providers who join the practice complete the Reach Out and Read provider training, as indicated on myROR.org, within 3 months.
  - ✓ The site Medical Consultant on staff actively champions the Reach Out and Read program.
  - ✓ Medical providers give books at the beginning of the well-child visits, accompanied by anticipatory guidance.
- **Books**
  - ✓ Books are given during at least 85% of well-child visits.
  - ✓ Books are easily accessible in the clinic and there is an efficient system to ensure that the book consistently gets into the provider's hands prior to the visit.
  - ✓ High-quality, developmentally-appropriate books are readily available. Where possible, linguistically- and culturally-appropriate books are available.
  - ✓ An effective system is used to track book distribution.
- **Literacy-Rich Environment**
  - ✓ A literacy-rich environment is created in the waiting room and/or exam rooms.
  - ✓ Information about community resources such as libraries is provided.
- **Program Management**
  - ✓ The site accurately compiles well-child visit and demographic data and submits progress reports on time.
  - ✓ A book funding plan is in place.
  - ✓ Site has an active Site Coordinator who is responsive to Reach Out and Read staff.
  - ✓ Clinic leadership/administration is engaged with and is supportive of the program as needed.

### Primary Sites versus Satellite Sites

There are two types of ROR sites – Primary Sites and Satellite Sites. Adding a Satellite Site to a Primary Site is an option for clinics looking to retain administrative control over multiple locations.

- A **Primary Site** is tasked with ordering books and managing the training at their clinic in addition to providing administrative oversight (ordering/tracking of books, incorporation of all data into biannual Progress Reports, etc.) to all Satellite Sites.
- A **Satellite Site** looks to the Primary Site for administration of the program.

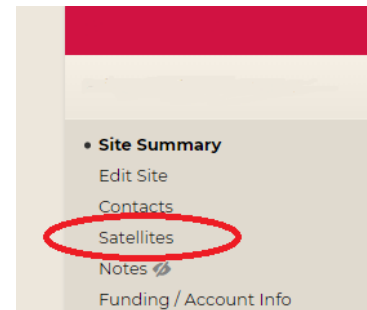
As with Primary Sites, Satellite Sites are required to maintain the minimum criteria of 75% of provider training completion among providers assigned to the Satellite (we recognize that some Affiliates have higher standards for training and participation in Reach Out and Read, and we suggest you contact [info@reachoutandread.org](mailto:info@reachoutandread.org) or your Affiliate Contact/Program Manager for more information). When submitting Progress Reports, Primary Sites submit information on behalf of themselves and all associated Satellites. Therefore, Satellite Sites are required to provide Primary Sites with all necessary data for submission.

### How to Apply to Add a Satellite to Your Program

1. Log in to myROR using your email and password and click on the “Satellites” section of your site profile.

*Please note that the application should be submitted by the On-Site Coordinator for the Primary Site, as they will be providing the administrative support required to ensure effective implementation of the program at the Satellite Site.*

2. At the top of the page you will see a blue “Add New Satellite” icon.



3. Complete all components of the satellite application. You will be asked to provide information on your physical location, site contacts, demographic data, and the number of well-child visits seen in a typical year. You will also be asked to submit a written statement of commitment to leading this new location through the ROR model with efficacy.
4. Satellite applications are processed on the same timeline as Primary Sites – the submission deadline is the second Monday of every month (with official notifications being sent out within that week). Satellite Sites can apply along with their Primary Site application or separately after the Primary Site has been activated.
5. Sites that are supported by an Affiliate are strongly encouraged to contact their Affiliate Contact/Program Manager to decide together whether to create a satellite application. Independent sites can also contact the National Office at [info@reachoutandread.org](mailto:info@reachoutandread.org) for similar support.



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### **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 Site Coordinator, welcome to Reach Out and Read! As a Reach Out and Read Site Coordinator, you play an important role in making Reach Out and Read successful at your clinic. 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:

- **Introduce yourself to your local Reach Out and Read Affiliate or the National Center.** If you do not know who your Affiliate contact is, please contact [info@reachoutandread.org](mailto:info@reachoutandread.org), and your message will be forwarded to your primary contact.
- **Before you can access your site's myROR.org profile, you will need to be added as a contact by either the outgoing Site Coordinator or your site's Medical Consultant.** To learn how to add a contact, click [here](#).
- **If you will serve as the main point of contact for Reach Out and Read at your site, please designate yourself as the Primary Contact.** To learn how to designate a primary contact, click [here](#).
- **Update the Site Summary and information for other site contacts.** For more information on updating site information and contacts, click [here](#).
- **Check to see if your program has any outstanding progress reports.** If your site has pending reports, you will see an indication in bold with a calendar icon noting when the current report is due. Click the blue "Continue" button to complete the most recent report. To learn how to access the progress report, view the section on [Progress Reports](#) in this manual.
- **Check to see if you have a balance in your site's Scholastic or All About Books account.** Click "Funding/Account Info" in the gray menu on the left of the screen. Your balance, including account number and the date of the last balance update are listed at the top of the page. Please note that balance information on this page is not refreshed daily, so the balance info listed may not be current; it's always best to contact the book vendor to confirm your account balance before placing an order. For information about using your Scholastic and All About Books accounts to order books, please visit the Coordinator Manual section on [Ordering Books](#).

### **What do I do if I'm leaving my Reach Out and Read program or stepping down as Coordinator?**

If you are leaving your Reach Out and Read program, either inform your replacement directly of any information they might need – including how to access myROR.org, details about program administration, contact information for your local Reach Out and Read Affiliate if applicable, and the location of this Site Coordinator Manual – or leave a detailed memo for your replacement including this information. If you are listed as the primary contact, add your replacement as a contact on myROR.org and designate them as the primary contact. Please also notify your Reach Out and Read Affiliate contact/Program Manager or the National Center at [info@reachoutandread.org](mailto: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.



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## **Books: Selection Policy and Guidelines**

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### **Who Gets Books?**

Officially, Reach Out and Read serves children ages 6 months – 5 years, and all Reach Out and Read sites should provide books during well-child visits for each child within this age bracket. However, recent research shows that the benefits of reading aloud can be felt and observed even among newborns, and the [AAP's statement endorsing the Reach Out and Read model](#) recommends that “pediatric providers promote early literacy development for children beginning in infancy.” Therefore, while books are not required for 0-6-months well-child visits, we strongly encourage that books be given during this age period along with advice to parents/caregivers to talk, read, sing, and play with their babies every day. For children older than 5 years, or older siblings of Reach Out and Read patients, providers may give a used book or have a library available for them in the waiting room.

### **Choosing Books: Quality, Appropriateness, and Cost**

Reach Out and Read has developed relationships with national book publishing partners and vendors to offer participating sites access to thousands of high-quality, age-appropriate books for Reach Out and Read visits. There are two Reach Out and Read book catalogs, produced by Scholastic and All About Books, that contain books selected to conform to the program's standards for quality and content. Ordering from these catalogs has advantages in terms of price, ease of ordering, and selection; more information is available below.

Clinics are, of course, free to choose where they purchase their books; however, aside from the specific guidelines cited below, all books must meet literary standards of quality; developmental and cultural standards of appropriateness; and come at a sustainable cost.

### **Quality**

**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?

**Enjoyment:** 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 hear again and again ([Also see Developmental and Cultural Considerations](#)).

**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. Except in limited circumstances, 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 costlier 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, as well as distracting from the experience of the words and pictures.

### **Additional Resources**

Recommended reading lists of children’s books and selection guidelines are available at these websites:

- [American Library Association](#)
- [American Association of Publishers](#)
- [Children’s Book Council](#)
- [The Horn Book](#)
- [American Academy of Pediatrics - Healthychildren.org](#)

### **Appropriateness**

#### **Content**

Reach Out and Read policy regarding appropriate subjects for program books is as follows: Reach Out and Read first and foremost promotes shared reading of high-quality books by caregivers and young children. Some topics, while of social or personal value, are not appropriate for all populations and may distract from the central intent of the program.

**Accordingly, providers at Reach Out and Read Sites do not give out books that have commercial/media tie-ins, contain stereotypes, or touch on subjects such as death, medical issues, religion, holidays, and divorce.**

#### **Developmental**

The following are some guidelines to help choose books for different ages. More detailed information is available in [What Children Like in Books](#).

#### **NEWBORN TO 6 MONTHS (Any format)**

Songs and nursery rhymes for parents/caregivers to read

High contrast books

Books with faces

#### **12-24 MONTHS (Board or transitioning to paper)**

More items or busier scenes with one sentence per page

Multiple pictures with labels

Beginning simple storyline

Rhyming, counting and alphabet books

#### **6-12 MONTHS (Board books are easiest for babies this age to handle)**

Simple pictures with no words or 1 word per page

Babies this age love to see other baby’s faces

#### **3-5 YEARS (Paper)**

Increasingly complex storylines as a child can concentrate longer.

Humor

Books about familiar experiences such as going to school or daycare

#### **Cultural**

- Will the topic be appropriate for all children visiting the clinic?
- 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?

## Cost

Books sold at retail can be expensive. Reach Out and Read's partner vendors work to find the best books for their catalogs at the lowest possible cost, with an average rate of **\$2.75** per book. When you buy from other vendors, consider:

- Is the cost of the book more attractive than the book itself?
- Can I get a greater discount ordering more copies of this book?
- Can I afford this method?
- Are these books returnable?
- What are the shipping costs?

And on the other hand, when offered a donation of new books, consider the quality. Is this book one you would purchase? If the answer is no, then it is not suitable for your Reach Out and Read program.





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## Books: Obtaining Books for Your Site

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Reach Out and Read Site Coordinators can explore book selections from several vendors and select those most appropriate for their Reach Out and Read program. *For those Reach Out and Read sites that receive support from a local affiliate, it is important to review book ordering processes and recommendations with Affiliate staff before proceeding.*

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.

### **Reach Out and Read Approved Vendors – All About Books and Scholastic**

The Reach Out and Read National Center works with two approved vendors (All About Books and Scholastic) to develop annual catalogs of children's books. These vendors negotiate with a variety of publishers to make available high-quality titles that conform to Reach Out and Read's guidelines – at the best possible price.

**Scholastic and All About Books Catalogs:** Upon becoming Active, every Reach Out and Read site is sent a catalog and automatically issued an account with each of these vendors. Account numbers can be viewed by navigating to the [Books](#) tab of your site's myROR.org account; this tab also includes information for accessing the catalog for either vendor in order to learn of upcoming offers.

**Prepaid Accounts:** Accounts with Scholastic and All About Books allow a "prepaid" feature for use in purchasing books from their respective Reach Out and Read Catalogs. Funds may be deposited into a site's account, which then acts like a debit account: Every time you order from the vendor's catalog, you may request that funds be deducted from the prepaid account.

- All About Books and Scholastic accounts are in no way linked (*i.e. Funds in an All About Books prepaid account can only be used to purchase books through All About Books*).
- Prepaid funds should be used to purchase books within a year.
- If you want to use prepaid funds for an order, you must mention this at the time of the order; otherwise you will be invoiced.
- For information on depositing funds into an All About Books prepaid account, prepaid account balances, etc. – please call All About Books at 1-866-732-3667 or email [service@allaboutbooks.org](mailto:service@allaboutbooks.org).
- For information on depositing funds into a Scholastic prepaid account, prepaid account balances, etc. – please call Scholastic Customer Service at 800-724-2222.

### **The All About Books and Scholastic Catalogues offer the following additional benefits:**

- A wide variety of books from a wide variety of publishers
- Bilingual Spanish/English books
- Significant discounts available only to Reach Out and Read programs
- An easy ordering and payment system via a Reach Out and Read prepaid account (see below)
- Free shipping and handling
- For Scholastic: 10 free books for every \$100 spent or an 8% discount

- For All About Books: 10 free books for every \$100 spent or a 5% discount
- Scholastic also offers online ordering by sending an order form found [here](#) and submitted to [rororders@scholastic.com](mailto:rororders@scholastic.com)
- Existing programs receive a new catalog annually, and catalogs may be ordered at any time by calling Scholastic at 800-724-2222 or All About Books at 866-732-3667

### Special Offers

Throughout the year, Reach Out and Read negotiates special deals on books for Reach Out and Read sites. Publishers' and distributors' announcements about book sales are posted in [Books](#) tab of myROR.org under *Special Offers*.

### Publishers, Distributors, and Wholesale and Retail Vendors

There are many other excellent sources of high-quality, low-cost books that your site may choose to order from. If your site opts to buy from other vendors, *as stated above please keep in mind that the quality and appropriateness of books distributed through the Reach Out and Read program is always the first priority.* However, while books from the Scholastic and All About Books catalogs have been reviewed to ensure that they align with Reach Out and Read's guidelines for program books, there is a variety of quality within each catalogue and just because a book is in the catalogue does not mean that there is not a better title available elsewhere at a similar price.

Some practical considerations when ordering from other vendors:

- The Site Coordinator must set up the clinic's own accounts with outside vendors
- The site must agree to the sales terms of the vendor as well as meet its payment schedule. Most vendors request payment within 30 days of an order
- All invoices from book purchases are the responsibility of the site placing the order
- Please visit the [Books](#) tab of myROR.org for more information on book sources

### Ordering Books

**Before you order books, consider the following:**

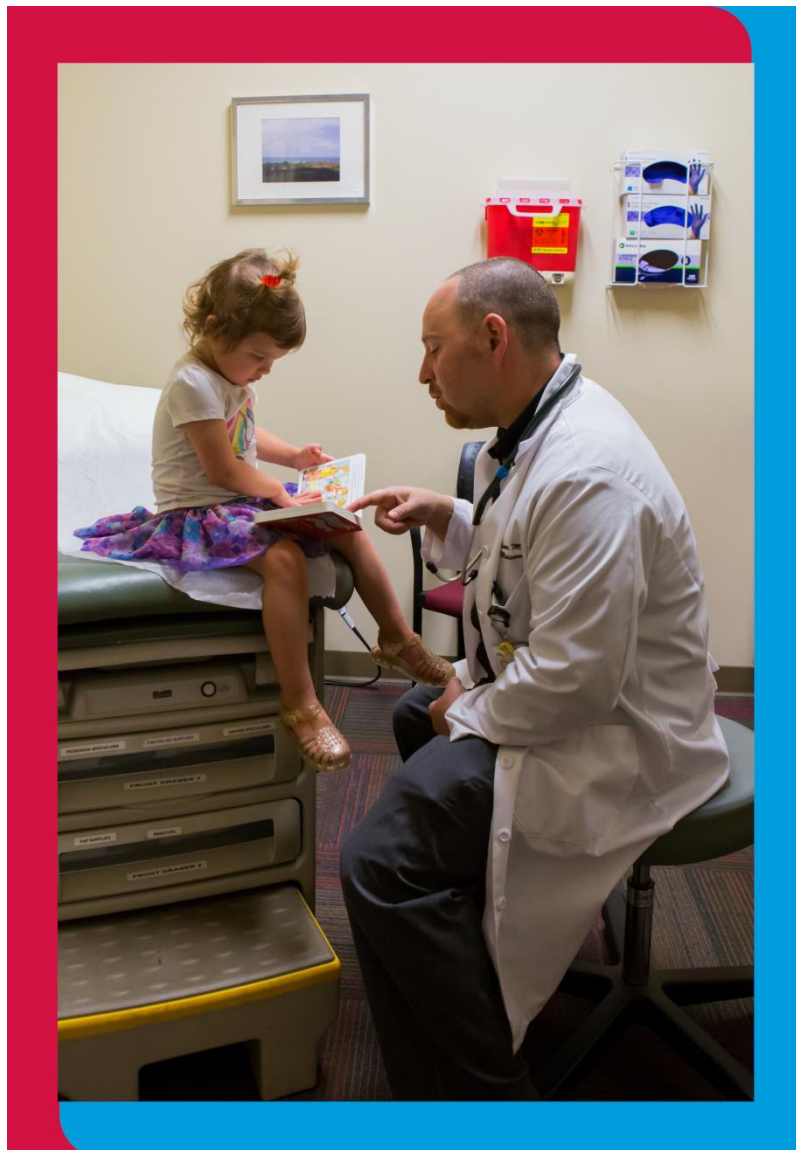
- The size and age breakdown of your clinic population:* Your clinic may find that it has more visits at a particular age, and fewer at another. Determine the number of well-child visits in each category so that you will order appropriate quantities of books for each age-range.
- Chronological age vs developmental age:* It is more important for a child to receive a book that is right for *them* than for their age. For example, many books that were written for children older than 36 months have been republished as board books, and judgement should be used as to whether the story will be engaging to a younger child. Conversely, the board book format may be the most appropriate 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:* English/Spanish bilingual books are available in the Reach Out and Read catalogs; other languages are available through vendors such as [Star Bright Books](#) or [I See the Sun](#).
- 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 Site Coordinators share the catalog with providers to elicit suggestions for favorite books.**
- Clinic storage:* Ensure that there is a space in your clinic to store books that will not disrupt your clinic's day-to-day flow and is easily accessible to providers. Let the allotted space inform how many books you choose to order at any given time. Remember that board books take up more space on the shelf.



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

### **Tips for Easier Ordering**

- **Board books:** You will need board books for the 6-24-month visits. This means keeping quite a few board books on hand!
- **Book ordering is fun but not without challenges.** 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/caregivers, 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.
- **Make sure the “bill to” and “ship to” addresses are accurate.** 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.
- **If you have any questions about books,** contact your Affiliate contact/Program Manager or the National Center at [info@reachoutandread.org](mailto:info@reachoutandread.org).





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## Books: Administering, Storing, Categorizing and Tracking Book Distribution

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### Administering

**Getting books to the exam room door, so that the medical provider may walk in with the book, is essential.** What is your system for getting a book to the exam room? Each site has its own unique culture and work flow. It is critical that your team works together to develop a method for moving the book to the exam room so that the book is at hand when the provider enters the room. Some ideas include:

- Place the book with any forms that will be given out at the start of the visit
- Place the book in the sleeve outside the exam room, if there is one
- Pull books for well-child visits in the morning or the night before, so that the medical provider can collect the book from a central area before the visit
- 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 language if appropriate, 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. Security is important, as new books are valuable.

- Know where you can safely store the books. Many Site 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.
- Before ordering, consider how many books you can store at one time before ordering.
- Reach Out and Read programs are occasionally recipients of donated books requiring additional storage space. Off-site storage is sometimes a possible solution for longer-term storage until the books are needed.
- **Gently-used children's books are not to be used for the program.** They can, however, be placed in your waiting area or exam room or given to siblings. Baskets, book racks, etc., are helpful to have for used books and help create a literacy-rich environment for waiting patients.

### 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 sites categorize books by age, with all 6-12-month-old books on one shelf, all 12-18-month-old books on another, and so on. For each age group, some sites 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 in your biannual progress report about the number of books you have handed out in the previous six-month period. 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: Although books are required to be given to children 6 months through 5 years of age, they may also be given to infants 0-6 months of age.**

- **Establish a simple and reliable system with clinic staff to record each time a child receives a book.** This will give you the information for the progress report and help you track and evaluate the effectiveness of your program.
- This information is also useful when you need to reorder and want to know which books were popular, etc.
- Some possible ways to track books include:
  - Every time a medical assistant places a book or a chartbook is pulled for a provider to give out, make a hatch mark on a tracking sheet (Titles aren't necessary; gross numbers are what is tracked.)
  - Add a BOOK GIVEN checkbox to the existing encounter form in the patient record.
  - Consider integrating Reach Out and Read into your EMR/EHR system.
  - Place a sticker/label/index card/bookmark inside each book so when a provider gives the book, they place the card/label/sticker/bookmark 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.
  - Cross-check the accuracy of your book-tracking by counting the number of books available at the beginning and end of a time period and compare to your tracking system to see how accurate it is. Big discrepancies can be the springboard for a conversation at a staff meeting.
- Keep the system simple and people will be more likely to comply.
- There are several book tracking forms available on the myROR.org Document Library. Explore your options there and decide which one may work best for you.
- Knowing the number of children up to 5 years old seen weekly or monthly for well-child visits will help you estimate in advance the number of books you need.
- **Knowing that number will also tell you whether books are going too quickly** (i.e., being given out at other visits, given to siblings, 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 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.
- **Work out a system that is most efficient for your staff. The most important thing is that it works for you and effectively tracks the flow of books.**





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### **Who orders the books?**

Usually, the Site Coordinator or Medical Consultant. Other possible candidates may be volunteers in your clinic, a partnering literacy professional, such as a local children's librarian, or a member of your Affiliate's staff.

### **Can I use my prepaid account to pay for any book order?**

NO. A pre-paid account can only be used to purchase books from the vendor with whom the funds were deposited. Offers from other publishers must be paid for from other funds.

### **Is the shipping and handling free on my order?**

It depends. Shipping is free through Scholastic and All About Books but varies for other publishers and distributors.

### **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). Books are returnable to Scholastic and All About Books, but your site must pay the return shipping.

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

Many Reach Out and Read Sites have the same billing and shipping addresses since the books being ordered are going to the address associated with the prepaid account number. Multi-Site 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 *Bld* for Boulevard or *Fl* for Floor. Use state abbreviations. The format most used in publishing computer systems for labels is:

- One line for 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, Amblytry Peds Clnc Fl 202  
Attn: Jane Doe  
Davisville, DE 55555-5555*

If you have questions that are not answered here, please contact [info@reachoutandread.org](mailto:info@reachoutandread.org).



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## Creating a Literacy-Rich Environment

Reach Out and Read sites recognize that encouragement of parent-child interactions and literacy awareness start even before the appointment begins, in the waiting areas, exam rooms, and physical spaces throughout the clinic. When families are surrounded by an environment that fosters parent-child engagement through reading, and makes literacy resources available, the anticipatory guidance and messages provided during the Reach Out and Read visit are reinforced. Since most children and parents/caregivers spend time waiting, many spaces can actively promote parent-child interactions through sharing books.

### How to Enhance a Waiting Area

- Designate a special reading area or nook for children; larger spaces might include a child-sized table and chairs, a colorful rug, bookcase or basket full of gently-used books, a bulletin board with changing themes, etc.
- Have gently-used children's books/magazines available for shared reading while children and caregivers wait. Clinics often obtain books for the waiting room through used book drives or donations from staff, local families, community groups, and businesses
- Decorate clinic walls with Reach Out and Read posters, photos of families reading together, framed copies of children's book covers, or other literacy-themed artwork. Art students or artists can also create wall murals with themes or characters from children's literature
- Post information about local educational resources and libraries – locations, story hour times, etc.
- Utilize Reach Out and Read resources in the Documents Library to create resource packets that include handouts such as What Children Like in Books, Reading Tips, Developmental Milestones, and local resource information
- Consider recruiting volunteer readers to share stories with children and model for parents/caregivers the techniques – and joys – of reading aloud
- Remove or 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 literacy-themed posters on the walls or the back of the exam room door
- Have a basket of used books and/or child-friendly word puzzles for literacy enrichment while waiting
- Put corresponding Developmental Milestone bookmarks or flyers with each Reach Out and Read book
- Give a [Prescription for Reading](#) with Reach Out and Read books
- 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/caregivers as well as offering 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.

### Where to Find Reach Out and Read Materials

- **Developmental Milestones of Literacy**  
Milestone charts in English and Spanish (other languages are also available) are designed to help providers and parents/caregivers learn age-appropriate literary behaviors for children at varying stages of development.  
[www.myror.org/library/documents/1067-milestones-chart-english-oct-2015](http://www.myror.org/library/documents/1067-milestones-chart-english-oct-2015)

[www.myror.org/library/documents/1116-milestones-chart-spanish-october](http://www.myror.org/library/documents/1116-milestones-chart-spanish-october)

- **Reading Tips for Families**

This colorful tip sheet offers suggestions for ways families can incorporate reading into their daily routines.

[www.myror.org/library/documents/100-reading-tips](http://www.myror.org/library/documents/100-reading-tips)

- **Prescription for Reading**

This sheet can be printed and cut into individual “prescriptions” for families. Each prescription is English/Spanish bilingual.

[www.myror.org/library/documents/1400-rxpad-2015-bilingual-english-spani](http://www.myror.org/library/documents/1400-rxpad-2015-bilingual-english-spani)

- **What Children Like in Books**

This guide offers suggestions for the kinds of books most suitable to children at various ages.

<https://www.myror.org/library/documents/101-what-children-like-in-books>

- **Home Literacy Checklist**

This checklist helps parents/caregivers determine if their home environment is literacy-friendly and provides guidance on how to help prepare their child to read.

[www.myror.org/library/documents/656-home-literacy-checklist](http://www.myror.org/library/documents/656-home-literacy-checklist)

- **Visit the Library Flyer**

Available in English and Spanish, this one-page flyer encourages families to explore their local library.

[www.myror.org/library/documents/1131-leyendo-juntos-go-to-the-library-han](http://www.myror.org/library/documents/1131-leyendo-juntos-go-to-the-library-han)

### Where to Find Other Artwork, Décor, and Additional Resources

- **Read Aloud 15 Minutes**

Read Aloud offers colorful, fun flyers that feature tips, messaging, and facts about the importance of reading.

[www.readaloud.org/downloads.html](http://www.readaloud.org/downloads.html)

- **Demco**

Demco offers a large variety of inexpensive children’s and educational posters featuring characters from Dr. Seuss, Eric Carle, and other favorites.

[www.demco.com/Category/Upstart-Promotions/Posters-D%C3%A9cor/Children-s/\\_/N-1kd&PAGING=0](http://www.demco.com/Category/Upstart-Promotions/Posters-D%C3%A9cor/Children-s/_/N-1kd&PAGING=0)

- **American Library Association**

The ALA sells posters, clings, decals, and other décor items that promote literacy and encourage library use.

[www.alastore.ala.org/search-store?pbq=1&f%5B0%5D=field\\_product\\_type%3A406](http://www.alastore.ala.org/search-store?pbq=1&f%5B0%5D=field_product_type%3A406)

### Where to Find Furniture and Materials

- **Demco**

In addition to wonderful posters, Demco has a large selection of child-sized furniture, rugs, bookshelves, and educational activities.

[www.demco.com/goto?child\\_sp\\_early2](http://www.demco.com/goto?child_sp_early2)

- **Lakeshore Learning**

Lakeshore offers high-quality educational and children’s products, including rugs, furniture, and bookshelves.

[www.lakeshorelearning.com/](http://www.lakeshorelearning.com/)

- **Kaplan**

Kaplan is one of the largest and oldest school supply and early childhood companies, and they offer furniture, storage, and activities to outfit literacy-rich clinical environments.

[www.kaplanco.com/](http://www.kaplanco.com/)



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As Site Coordinator, your role includes responsibility for ensuring your long-term book needs are met. As you know, each child in Reach Out and Read is given a brand-new, age-appropriate book by their pediatrician at each well-child visit.

You can anticipate an average cost of \$2.75 per book, so your **Annual Book Budget (ABB)** is the number of Reach Out and Read well-child visits/year x \$2.75 (avg. cost of book). When you start your application, you must ensure that you have at least one year's worth of book funding to sustain your clinic's Reach Out and Read program. Sites are ineligible to become Active unless this funding has been secured. You should also consider how you plan to sustain book funding for your program. Are books a line item? Who should plan for this need?

You may also want to consider raising additional funds for non-book purchases including furniture for your Literacy-Rich Waiting Room, a salary for a Site Coordinator if you are a large program, or other materials.

Your site will likely need to contribute to at least some of your program's Annual Book Budget. 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 Affiliate, or by doing your own fundraising.

**We recommend fundraising at a local level.** To ensure that Reach Out and Read Affiliates, the National Center, and other sites are not duplicating funding requests, please communicate with your Affiliate contact/Program Manager, or the National Center, before approaching large or statewide funders to support your site.

Fundraising may seem like a daunting task, but by creating a simple plan that fits the needs of your site, you can raise funds to purchase books. There are many reasons that people and organizations want to give to Reach Out and Read, and these are the same reasons you believe in this program:

- Reach Out and Read gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.
- Reach Out and Read promotes positive parent-child interactions through sharing books during the span of rapid brain growth and development that occurs between birth and age five. This can be particularly important in economically disadvantaged families who may be at risk for adverse outcomes.
- Reach Out and Read is uniquely poised to reach more children than other organizations because we are the *only national early literacy nonprofit that partners directly with pediatric medical providers*.
  - ✓ Over 90% of children in the United States under age six have visited a medical provider for a check-up in the past year and medical providers are highly trusted by parents/caregivers, making them ideal ambassadors for the importance of reading with young children.
  - ✓ Reach Out and Read's pediatric medical providers encourage parents/caregivers to read aloud regularly with their children and provide parents/caregivers with the knowledge and tools they need to engage with their young children, nurture early learning and provide the best start for their children.
- With a network of over 33,000 providers at 6,200 sites, Reach Out and Read provides 4.8 million children and families in all 50 states, Canada and US military sites world-wide, with guidance each year.

- In 2018, providers shared over 7.3 million brand-new, age- and language-appropriate books with children between the ages of birth and five years.
- Reach Out and Read has been the subject of 16 independent studies, the largest body of scientific research for any psychosocial intervention in pediatrics, showing that children served by Reach Out and Read are read to more often, enjoy sharing books more, and have better expressive and receptive language skills.
- In a landmark 2014 policy statement, the American Academy of Pediatrics (AAP) cited the body of research on Reach Out and Read in calling literacy promotion “an essential component of primary care pediatric practice.”

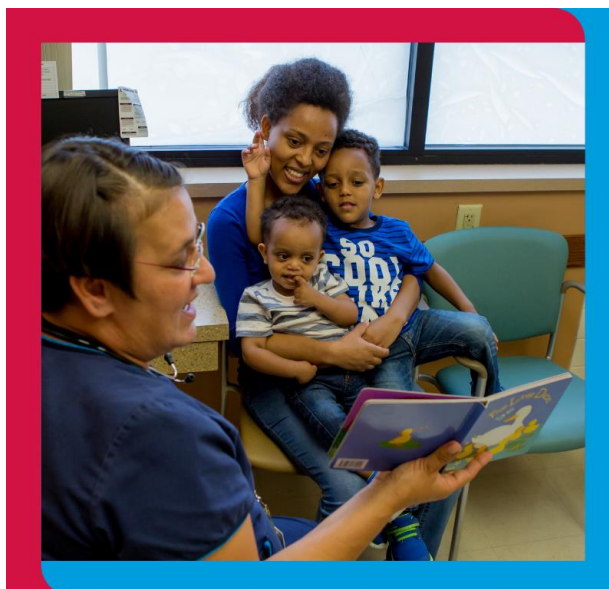
Donors love to hear stories about children and families who benefited from Reach Out and Read. You may choose to share stories of children and families who visited your practice, without disclosing their names.

- *Where to start?* We provide a plethora of resources for reaching out to individual donors, foundation donors, and more. You will find sample letters, posters, e-mails, grant budgets, a large bank of photos, and much more. You can access these materials in the Fundraising Section of the Document Library on 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 sites 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. You can also find samples of thank-you letters in the fundraising section of myROR.org Document Library.

### Accepting Donations

As a Reach Out and Read site, 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 sponsor. 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 [development@reachoutandread.org](mailto:development@reachoutandread.org).

The Reach Out and Read National Center Development Team is always able to provide support for fundraising from individuals, foundations, and more. Please do not hesitate to contact us at 617 415-5042 or [development@reachoutandread.org](mailto:development@reachoutandread.org).







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## Public Relations and Using the Reach Out and Read Name

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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 Development Team 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 Affiliates and sites.

As previously mentioned, we invite you to visit the Fundraising Section of the myROR.org Document Library for selected materials that will help you communicate with your community and build awareness of the importance of Reach Out and Read!

It is important that, to the extent possible, we present Reach Out and Read as a clear, consistent and recognizable brand across the country. A consistent message lifts our brand and has a positive impact on the children and families we serve.

If you are interested in using the Reach Out and Read logo on your materials or have any questions about events, public relations, social media, branding or design, email [development@reachoutandread.org](mailto:development@reachoutandread.org).

### Using Pictures

A great way to fundraise and build public relations is to use pictures of families enjoying Reach Out and Read. If you decide to take pictures of your site's families, **you must obtain a signed photographic consent and release form from the parent/caregivers**. You are welcome to use [the Reach Out and Read photographic consent and release form](#), available on the myROR.org Document Library. The document linked is in English, but a [Spanish version](#) of the release form is available as well. We recommend storing the signed photographic release forms in a secure location, preferably in digital storage.

The Reach Out and Read National Center and its Affiliates always welcome photos of families enjoying Reach Out and Read, so please feel free to send us any pictures you have. If you decide to send pictures to the National Center or to an Affiliate, please email the picture to your Affiliate contact/program manager, or to [marketing@reachoutandread.org](mailto:marketing@reachoutandread.org) if you are an independent site, **along with the Reach Out and Read photographic consent and release forms for every child photographed**.



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**Active:** Reach Out and Read sites that are in good standing and submit all progress reports on time.

**Active Non-Reporting:** The status of Reach Out and Read sites that do not submit two consecutive progress reports.

**Affiliate:** Reach Out and Read Affiliates are county- and state-wide offices affiliated with the Reach Out and Read National Center that work directly with Reach Out and Read sites to ensure the effective implementation and quality of the Reach Out and Read model. Affiliates provide technical assistance to programs and oversee program expansion, community outreach, fundraising, public relations, and advocacy in their geographic area.

**Annual Book Budget (ABB):** The estimated dollar amount a site 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.

**Approved – Needs Training:** A site that meets the requirements to participate in Reach Out and Read and is approved to take the Provider CME Training. At this stage in the application, all providers who will be performing the Reach Out and Read intervention should be added as contacts to myROR.org and complete the CME training hosted there. Once 75% of providers have completed the training, the program site will become “Active.”

**Approved – Waitlisted:** A site that meets the requirements to participate in Reach Out and Read but does not have funding to support the program for the first year. Once the site has demonstrated it has met this funding need, it will move to “Approved – Needs Training.”

**Complete – Awaiting Approval:** A site that has submitted its complete application and has yet to be approved to move to the training stage.

**Inactive:** Reach Out and Read sites that do not complete more than three successive progress reports or have otherwise discontinued their program. Inactive sites must submit a new application to participate in Reach Out and Read.

**In Progress:** The status of a site applying to become a Reach Out and Read program that has not submitted its application.

**Medical Consultant:** The site’s medical provider who volunteers to be the voice of Reach Out and Read for the site. They act as a medical champion for Reach Out and Read and early literacy promotion within their clinic, health system and community. Medical Consultants are responsible for ensuring that providers have completed the Reach Out and Read Provider CME Training. 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.

**Reach Out and Read Provider CME Training:** A CME-accredited course, hosted on myROR.org, that is required for all providers participating in Reach Out and Read. This course is made available after programs complete their application and are officially approved to train by the National Center.

**Site:** A clinic, hospital, or other primary care setting that is participating in the Reach Out and Read model.

**Site Coordinator:** This person is responsible for the administrative aspects of running Reach Out and Read at their site, including updating information on myROR.org, ordering books, tracking book distribution, assisting with creating and maintaining a literacy-rich environment, and completing biannual progress reports.

**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 sites throughout the country.

**Prepaid Account:** A site's book funding account set up in partnerships with Scholastic and All About Books to allow for the receipt of private funds and ease in ordering of books for the Reach Out and Read program.

**Site ID:** The identification number allocated to each Reach Out and Read site. The Site ID is used for ordering books from the approved Reach Out and Read vendors, Scholastic and All About Books.

**Site Quality Classifications:** A tool used by the Reach Out and Read National Center and Affiliates to assess the quality of Reach Out and Read sites, and to create plans of action for improvement.

**Site Visits:** Visits conducted by Affiliates to Reach Out and Read sites within the Affiliate's geographic area to ensure compliance with the Reach Out and Read model and offer opportunities for Site Coordinators to discuss questions or concerns.

**Slated for Deactivation:** A site that has not submitted three consecutive progress reports becomes slated for deactivation. The National Office conducts regular audits of sites slated for deactivation and moves them to Inactive status when appropriate.

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

