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TITLE

SRIRaCHA (Study of Reading Intervention Results and CHild Achievement): A community-informed evaluation of reading interventions during a pandemic

ABSTRACT

Reading difficulty is an ongoing problem in education, but reading interventions and their efficacy vary widely. Measuring the outcomes of reading interventions also relies heavily on collaboration between schools, teachers, researchers, and more.

In early 2020, an interdisciplinary team of legal and medical professionals partnered with a large K-8 school district in California that had recently decided to implement a reading intervention for the first time during the 2020-2021 school year in order to evaluate the efficacy of their chosen intervention.

This team included the Peninsula Family Advocacy Program (<http://www.peninsulafap.org/>), a medical-legal partnership, as well as individuals at Stanford Medicine, Stanford Law, and a local community hospital. The team reviewed the literature of school-based reading interventions and designed a protocol for recruitment, collecting student data, and analyzing the data in collaboration with school district administration. However, complications arose due to the COVID-19 pandemic and shifting priorities among the school district, resulting in incomplete implementation of the reading program and a postponement of data collection.

This case study illustrates the course of designing a protocol for evaluating district-based reading intervention, the complications introduced in community work due to the pandemic, and the value of developing ongoing relationships with community partners to ensure that student needs can be met in changing circumstances.

FUNDER: The Valley Fellowship Foundation Program

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CATEGORY

Building Capacity Locally and Globally