

KYLIE ALTIER

Creating literacy kits and resources for parents to support their child's reading

In 2018, the Department, in partnership with the Louisiana State Board of Elementary and Secondary Education, launched the inaugural Louisiana Teacher Public Interest Fellowship. The fellowship allows recipients to spend the upcoming school year advocating for a key education initiative of their choosing. These initiatives are aligned with the Department's priorities. Recipients are chosen from the previous year's Louisiana Teacher of the Year state-level honorees list. The fellowship is supported by a stipend of state funding that is utilized to offset the costs incurred while conducting the work of the fellowship.

PRIORITY ALIGNMENT

**Literacy instruction
aligned to the
Science of
Reading**

"Our nation was built by people with the drive and courage to put their ideas into action. That's what this award represents." - Dr. Cade Brumley, Louisiana State Superintendent of Education



June 2025

MEET THE FELLOW

Kylie Altier, the 2024 Louisiana State Teacher of the Year, is a first-grade teacher at McKinley Elementary School in Baton Rouge, LA. She has been a teacher for 12 years. She earned her Bachelor of Science in Early Childhood Education from Florida State University (2013) and a Master of Elementary Education from Stephen F. Austin University (2019). She believes that all kids deserve to attend a school where they feel immensely loved and have learning tailored to their individual needs and passions. Kylie has won over \$80,000 in grants to enrich her students' educational experiences. Using these funds, she built a garden complete with a mobile kitchen, incorporated a curriculum employing virtual reality headsets to boost experiential learning, designed an outdoor classroom for her school, and more. She brings experts into her classroom, which has given her students opportunities to interview a New York Times Best Selling Author, perfect 10-scoring collegiate gymnasts, curators from the Museum of Natural Science, and so many others! Altier has also received many accolades for her efforts while in Texas, including being named Teacher of the Year for her school, district, and region in 2019 and the Mentor Teacher of the Year in 2019. She has been a campus-wide leader at every campus she has been a part of, starting an extracurricular Garden Club, co-founding an afterschool reading program where high-schoolers mentored emerging readers, spearheading campus-wide reading intervention, and leading professional development. With an unwavering commitment to literacy, she channels her passion to empower children through transformative reading education. Her personal journey as a struggling reader with dyslexia fuels a flexible teaching approach, adapting daily to cater to the unique needs of each child. Now, through the Louisiana Public Interest Fellowship, she is bringing this same passion into the homes of families as they teach their children how to read. When she isn't teaching, you can catch her cheering on LSU sports with her husband and children.



Kylie Altier
2024 Public Interest Fellow

THE INITIATIVE

There is no greater gift for children than literacy, as it opens the door to their independent quest for knowledge. Once children can read, they are truly empowered and liberated, as they can now have access to learning anything they desire. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), literacy not only improves students' capabilities but has also been shown to reduce poverty and improve health. I have seen this come to life in my classroom as students begin my class sounding out simple consonant-vowel-consonant (CVC) words and leave reading chapter books. Nothing is more magical than seeing a child confidently read a challenging text for the first time as they beam with pride.



When I became a mom, I anxiously awaited the day that my children would fall in love with reading. I started early with letter identification and rhyming games. I brought in all my knowledge from my formal teacher training, classroom experiences, my master's degree centered around reading, and even my own experiences learning to read as a child with dyslexia. I think I might have been the most qualified mom to teach my little one how to read. About four weeks into doing mini reading lessons each night, I got to experience my child say, "Mommy, I think I can read this book all by myself!" and I got to watch as she did just that. Tears filled my eyes as I watched my four-year-old accomplish what took me until second grade as a child. At that moment, I knew she would never struggle silently in the back of a classroom like I did. Teaching her how to read is so much more than reading; it was about giving her a foundation of confidence for every aspect of her education. I felt so empowered as a mother, and I knew we could conquer anything together.

While I was so proud of her, I couldn't help but wonder how this experience would have differed without my vast experience teaching young readers. Now that I have had this new perspective of teaching reading as a parent, I think back on all the times as a teacher I have told my students' parents to read with their children at home. What does this mean? What does it look like? How is it helping them grow? More often than not, at-home reading looks like a reading log and maybe some simple literacy skills practice. While these activities are better than nothing, I wanted to do more. I want to give parents authentic plans, resources, and background knowledge that will empower them to help their children grow as readers. "Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading is the most important determinant of language and emergent literacy," as stated in a study by the National Literacy Trust. Giving parents the tools they need to engage in meaningful literacy activities with their children is not only a passion of mine but perhaps the greatest way to impact reading success for students.

Overarching Fellowship Goals

- Collaborate with stakeholders regarding at-home literacy libraries and create a solid plan for distribution and sustainability.
- Prepare kits, develop a system for sharing kits through schools, early childhood centers, and libraries, and advertise the opportunity with stakeholders.
- Develop videos, parent guides, and resources that share literacy strategies for all stakeholders to access through the website.



STRUCTURE

INTERNAL TEAM MEMBERS

Team Member	Title	Role
Kylie Altier	1st Grade Teacher	Public Interest Fellow
Shavon Hamilton	1st Grade Teacher	Literacy Kit Building Team
Sharonne Henderson	4th Grade Teacher	Literacy Kit Building Team
Katoya James	Kindergarten Teacher	Literacy Kit Building Team, Parent Support Specialist, and In-Person Event Team
Kasey Waller	4th Grade Teacher	Literacy Kit Building Team and In-Person Event Team
Keisha Skinner	Early Childhood Instructional Specialist	Literacy Kit Building Team, Kit Distribution Management, Early Childhood Specialist
Lakisha Webb	Kindergarten Teacher	Parent Support Specialist
Khalia Birks-Mayes	Kindergarten Teacher	Parent Support Specialist

EXTERNAL TEAM MEMBERS

Team Member	Title	Role
Catasha Edwards	East Baton Rouge (EBR) Chief Academic Officer	District-level support and organization
Dr. Joy Abernathy	EBR Director of Literacy	District-level support, literacy expertise, and coordination of public events at other schools
Amy Edwards	EBR District Literacy Coordinator	District level support, data collection, organizational structure planning, internal team recruitment, final data collection, final data analysis support
Lakesha N. Reese-Penn, Ed.D.	EBR Instructional Data Coordinator	District-level support, organizational structure planning, and data clearance
Kelly Lopez	EBR Chief Financial Officer	District-level support, budgeting, and purchasing
Betty Jones	EBR Grants Specialist	District-level support, managing stipends, and purchasing
Marlon Cousin	Interim Administrative Director of Communications & Public Relations	Communication within the district, sharing information in Parent Power, and on social media
Dr. Veronica Sanders	McKinley Elementary Principal	Approving stipends, school-wide communication, providing physical space to build and store kits
Candy Jones	Knock Knock Director of Learning Innovation	Coordinating and advertising in-person events, providing literacy expertise and feedback for in-person events
Brooke Vitale	Charge Into Reading Author	Literacy expertise, distribution advice
Kathryn Jackson	The Center for Literacy and Learning	Literacy expertise, dyslexia support

BUDGET

Budget Item	Description	Price
Stipends for Teacher Team	Teachers were paid \$25 per hour to build literacy kits, attend literacy events, give feedback and insights on the fellowship, and support parents. This total includes benefits.	\$8,723.46
Tech Service Contracts	Top Dog Learning LLC was contracted to create the website, edit videos, and provide instructional course design support.	\$4,500
Bob Books	1,000 sets of Bob Books Set One were purchased to teach readers letter sounds. Once they learn four letters, they can start reading! By working with the marketing department, we received a discount and were able to reach more students.	\$12,990
Charge Into Reading Books	1,080 sets of CVC and Digraphs books were purchased to teach readers more complex skills once they have mastered letter sounds. An additional 80 were purchased for shipping restrictions. Extra books were given out at a literacy event. These decodables are incredibly intentional in phonics practice, but also have great storylines and vocabulary. The company is like-minded and wants as many kids as possible to benefit, and gave a substantial discount to widen our reach.	\$10,080
LCD Tablets, Book Bags, Recording Materials	These writing tablets allow students to sustainably practice spelling without needing paper or pencil. They are also excellent for young learners who aren't ready to grasp a pencil yet because you can write with your fingertip. Book bags were purchased to house the kits. Lighting and a backdrop were used for filming new content for parents.	\$3,623.12
Printing Services	We had the Parent Guide and flashcards printed by EBR's Graphic Design Services.	7,083.42
Scholastic Gift Cards	\$20 Scholastic gift cards were given out to students who participated in the program all year and have worked hard reading! They get to choose their own book to continue the excitement around reading.	\$3,000
TOTAL SPENT		\$50,000

TIMELINE



PHASE ONE

Set Course and Connect

Goals

- Relaunch Website
- Form Partnerships
- Effectively Plan for Kit Creation and Distribution

Date	Meeting Title/Topic	Resource Link
June 2024	Research the highest-quality decodable texts to include in literacy kits	Reviewed all options on Reading League
July 2024	Gather quotes, price estimates, and plan for when a contract is finalized	What's in the kits?
June 17, 2024	Meeting with Charge Into Reading to plan for purchasing - sent sample set and utilized with my daughter	Charge Into Reading
September 17, 2024	Meeting with Bob Books to plan for purchasing	Bob Books Set 1
November 8, 2024	Meeting with Dr. Reese-Penn to plan for data collection	Data Agreement
November 19, 2024	Meeting with Dr. Joy Abernathy to strategize the year	Video Shared at Back to School Event for Teachers
October 9, 2024	Meeting with Tara Dearing and all Children's Services Team at EBR Public Libraries to connect to the community	Public Library Events
October 10, 2024	Meeting with Amy Edwards to plan the year	Meeting Email
Ongoing	Filming new content and relaunching the website	www.readwithkylie.com
November 12, 2024	Utilize Voya Unsung Hero Grant to build kits for more advanced readers	https://www.voya.com/unsung-hero/kylie-altier
December 10, 2024	Attend and present at TFA's 3rd-Grade Literacy Stakeholders Convening	Community Resource Directory
December 16, 2024	Meeting with Jamey Firnberg, Academic Distinction Fun (ADF) Board Member, to discuss community outreach	ADFBR
December 18, 2024	Meeting with the Center for Literacy and Learning: Louisiana Reads	Louisiana Reads

PHASE ONE REFLECTION

In Phase One of the fellowship, I focused on relaunching our website, readwithkylie.com. It has been updated with accessibility features that allow adults to navigate it easily. I also have embedded question forms to provide continuous feedback and support for families utilizing the program. One of the most popular new videos on the website is a model lesson so that all families can get started with me teaching the parent and child simultaneously. After this lesson, they will be the primary teacher because they are the ones who can see their child and move at their own pace.

Before the fellowship contract was finalized, I formed partnerships with companies to get the best product price and maximize my reach to children. Bob Books gave us books at a discounted rate, and we are in talks about sharing the website on their social media platforms and potentially with Scholastic. After much research, I determined the Charge Into Reading company was the best decodables to take kids from letters to fluently blending. When I reached out to them, they gave a significant discount on their books, allowing us to expand to 1,000 families. They have also been amazing thought partners. We have made lots of community partnerships that have been helping us spread the word. Five kits will even be going into circulation at the East Baton Rouge Parish Library.

This project has been supported by a team of leaders at the district level and a team of teachers, and I am able to give a stipend thanks to the fellowship. We have been working hard to get data-sharing agreements, order supplies, share on the district social media, reach children through the literacy team, build the kits, and more.

My biggest takeaway from this phase is how rich the community of Baton Rouge is with individuals and organizations that are literacy advocates. Seeing how many people rally for our students locally, statewide, and nationally is truly remarkable.



PHASE TWO

Enroll and Engage

Goals

- Make 1,000 literacy kits
- Enroll 1,000 families
- Distribute kits to families
- Attend and host in-person literacy events

Date	Meeting Title/Topic	Resource Link
November 17, 2024	Kit Building Day One	Assembly Line
November 2024	Launch Virtual Sign Up - Sent out to principals, on social media, and through teachers via Class Dojo	We are looking for 1,000 families
Ongoing	Kit Distribution through EBR Pony and team member deliveries	Distribution Guidance
November 18, 2024	Gave VIPS five Kits for volunteers to use	VIPs Email
November 20, 2024	Baton Rouge Foreign Language Academic Immersion Magnet (FLAIM) Literacy Night	FLAIM Literacy Night
December 4, 2024	Head Start Literacy Night	Head Start Event
December 4, 2024	Louisiana State University (LSU) Lab Kit Drop off	LSU Lab Drop Off
December 7, 2024	Kit Pick Up Day and Kit Building Day Two	Pick Up Day Flyer Kit Assembly Line
December 7, 2024	Teach For America (TFA) Community Event Kit Giveaway	TFA Event
December 11, 2024	Kenilworth Kit Drop off	Kenilworth Form
December 12, 2024	Northeast Elementary School Literacy Night	Cookies, Cocoa, and Comprehension
December 15, 2024	Kits given out at Line4Line Holiday Family Event	Line4Line
December 18, 2024	In person workshop in my classroom	RSVP
January 9, 2025	Board of Elementary and Secondary Education (BESE) Mid-Year Update	BESE Presentation
January 16, 2025	VIPS EBRPSS Board Meeting Recognition	Board Meeting Recognition at 18:32

Date	Meeting Title/Topic	Resource Link
February 1, 2025	Bluebonnet Regional Branch Beginning Readers Event	Bluebonnet Library
February 13, 2025	McKinley Elementary School Literacy Night	McKinley Elementary
February 15, 2025	Jones Creek Regional Branch Beginning Readers Event	Jones Creek
February 18, 2025	Delmont Gardens Library Beginning Readers Event	Delmont Gardens
February 20, 2025	Zachary Branch Beginning Readers Event	Zachary Branch
February 22, 2025	Baker Branch Regional Branch Beginning Readers Event	Baker Branch
February 24, 2025	Knock Knock Struggling Readers Course	Knock Knock Event
February 25, 2025	Central Branch Library Beginning Readers Event	EBR Library Tour Video
March 22, 2025	EBR Early Childhood Extravaganza	Extravaganza
March 24, 2025	Knock Knock Beginning Readers Course	Knock Knock Flyer
April 9, 2025	Gardere Community Christian School Beginning Readers Workshop	Gardere Event
May 16, 2025	Park Medical Academy Field Day Giveaway	Park Medical



PHASE TWO REFLECTION

In Phase Two, the first big job was to find 1,000 families who wanted to commit to teaching their child how to read. In total, we ended up with 1,017 who signed up but were able to use a few remaining resources from the Academic Distinction Fund (ADF) Grant I received last year. I also won the Voya Unsung Heroes Grant and utilized those funds to purchase 40 sets of high-level decodables for students who progressed quickly through the materials. We had a few teachers request kits, and we were able to send out small group sets to 5 classes. In addition, Volunteers in Public Schools were asked to put a kit in each of their large campuses so volunteers could use the kits when doing their Everybody Reads Program.

After parents signed up, we had to begin the journey of getting kits in the hands of children. We used the East Baton Rouge (EBR) Parish School System's pony system (system to deliver materials between schools) for students within the district, scheduled pick-up days where people could drive by and grab a kit, dropped off kits to schools that had a lot of students sign up like Kenilworth and the Louisiana State University (LSU) Lab School, and even had some of the fellowship team drive to houses to deliver kits. Another way we distributed kits and spread the word about the fellowship was by attending literacy events in the community. Several schools and organizations asked us if parents could sign up at their events. It was amazing to see families all around the community engaged with literacy.

Finally, we hosted our own parent workshops where we would enroll and give out kits and enlist children as tiny teachers, as we taught parents how to use the materials in the kits. I never thought this would be something parents would show up for because I assumed everyone would rather learn online at their own pace, but every event had families ready and eager to read. We hosted six events at EBR Public Libraries that gave an overview of how your brain learns to read, and then we did a lesson together using the reading kit. Knock Knock Children's Museum requested two separate "In the Know" events: one for struggling readers and one for beginning readers. For the struggling readers, I walked parents through how to give a diagnostic phonics assessment and then built custom kits for each student based on the results. We also did one final event at Gardere Christian Academy, where their school popped popcorn for everyone and had translators present for bilingual families. While I never anticipated in-person events as part of the fellowship, it led to some of the most significant connections and conversations with parents. Having a Q&A session at the end allowed me to gain insight into how parents were receiving information and what they needed more direction with. Many of the things we learned at the Workshop shaped our last phase: support and sustain.

My biggest takeaway from Phase Two is how eager families are to help their children. Parents and caretakers showed up from near and far, asked amazing questions, and were actively engaged every time I had the honor of interacting with them.



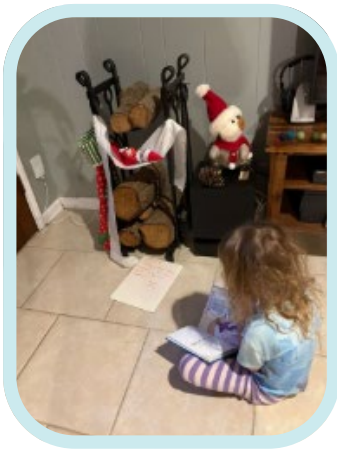
PHASE THREE

Support and Sustain

Goals

- Connect and support families
- Additional content creation based on parent feedback
- Data collection, analysis, and plan for the future

Date	Meeting Title/Topic	Resource Link
Ongoing	Text/Email families to check in and offer support	FAQs Parent Contact Form
Ongoing	Answering questions sent in by families	Question and Answer Videos
Ongoing	Email Monthly Newsletter	Newsletters
Ongoing	Write The Rules for Reading	Parent Guide
Ongoing	Create online Five Minute Phonics Course	Video Playlist
Sent April 4, 2025	End of Year Parent Survey for Qualitative Data	Survey
May 3, 2025	End of Year DIBELS Data Collections for Quantitative Data with Amy Edwards	DIBELS Data
June 2, 2025	BESE Presentation	BESE Slides
June 10 - 11, 2025	Present and share at Teacher Leader Summit	TL Summit Slides



PHASE THREE REFLECTION

Phase Three is where we wanted to make sure every family could ask questions and receive answers, but also for us to gain information on how to make Read with Kylie even more impactful. We began contacting parents individually using their preferred method of contact. When I realized how big of a task this would be, I added two more teachers to the fellowship team who focused solely on parent communication. Through the messages back and forth with families, we were able to give personalized reading tips to help their children continue to shine. In this conversation, the parent sent me a video of her child saying sounds but struggling to blend them together. I was able to give her tips on how to use continuous blending to scaffold support for her amazing little reader.

Another way we supported families was by making Q&A videos based on their needs. Even if just one parent asked the questions, I tried to film a response with examples of how to implement it in case other parents out there had the same questions. DIBELS was asked about everywhere I went and, in most cases, was asked with slight panic in the air. I made a series that explains the ins and outs of each subtest, why they are great indicators of excellent readers, and best practices to help grow foundational reading skills without stress or test prep.

I also created monthly newsletters that I emailed to families based on the needs I was hearing from our fellowship families. I used the newsletters to share ideas, highlight Read With Kylie in action, and hopefully remind families that they are the perfect people to teach their children how to read!

It became overwhelmingly evident that phonics was a daunting task for most parents to teach. The original parent guide and kit include lots of information about how to teach phonics patterns. Still, I wanted to make something even more explicit in explaining why different phonics patterns make sense. In this new parent guide, I break down over 70 common patterns in the English language, give keywords, pronunciation tips, spelling rules, and word lists to practice phonemic awareness, decoding and encoding. I also provide a five-minute phonics routine that parents can do if they are short on time and looking for a maximum impact. To support families, I have created videos to go along with each pattern meant to introduce it to the parent and child simultaneously. By the end of the video, it's the parents' turn to take over and continue the routine until the pattern is read fluently. This course took four months to write, film, edit and bring to life.

A crucial part of sustaining this project and making plans for the future is held in the data findings of this year. Below, you will see charts that contain all the data mentioned here. The first measure we looked at to reflect was DIBELS. Thanks to a data agreement with EBR, we tracked the K-2 students who enrolled within the district. While this doesn't include all participants, especially our amazing pre-K babies who have worked so hard this year, it gave us great insight. We compared the students enrolled with the fellowship to the 2023-2024 DIBELS Composite scores statewide. This illuminated the fellowship's success for our Kindergarten and first-grade students. It also shows that our most significant area of growth is in second grade, which lends me the belief that these students need more intensive instructional practices. Finally and most notably, I had a focus group of families who were actively engaged all year. They responded to every check-in, sent emails asking questions, stated that they utilized the kit regularly, and/or attended in-person events. Within this group, 88% of the students scored on or above grade level.

We also gathered data from an end-of-the-year survey sent out to parents. By the end of the year, 71% of parents felt confident teaching their children how to read! One parent even stated that they were happy, which is pretty adorable. I was pretty excited to see that even at the start of the fellowship, 82% of parents said they either felt okay or confident teaching their children how to read, which further affirmed my belief that parents could and should play an active role in teaching their children how to read. We also asked parents to describe their child's reading level pre-and post-survey. As you can see, many more children shifted into the reading books category!

The post-survey also asked parents how important it is for parents to have resources to teach their children how to read, and 97% stated that it was very important. 81% of families were using the reading kit weekly or more frequently. Families using it less frequently cited time constraints and homework as barriers to utilizing it more often.

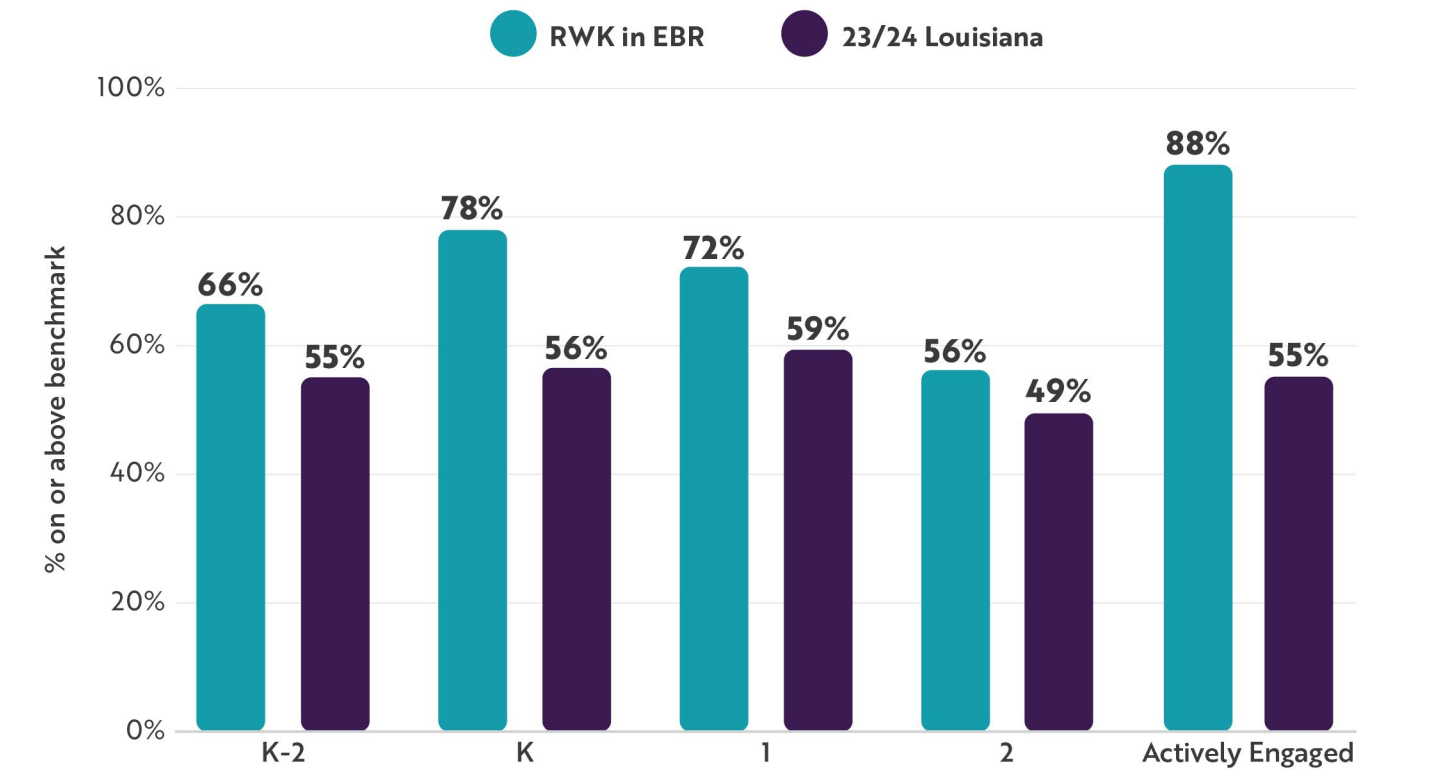
Finally, we made space for parents to share qualitative data. Parents were asked to share any successes they experienced during the fellowship and feedback they had for improvement. While the feedback was overwhelmingly positive, the few constructive feedback comments will help move forward in tailoring Read with Kylie.

My biggest takeaway from Phase Three is that this service truly is needed. The way families have responded, in combination with the data points, has me completely in awe of what's possible.

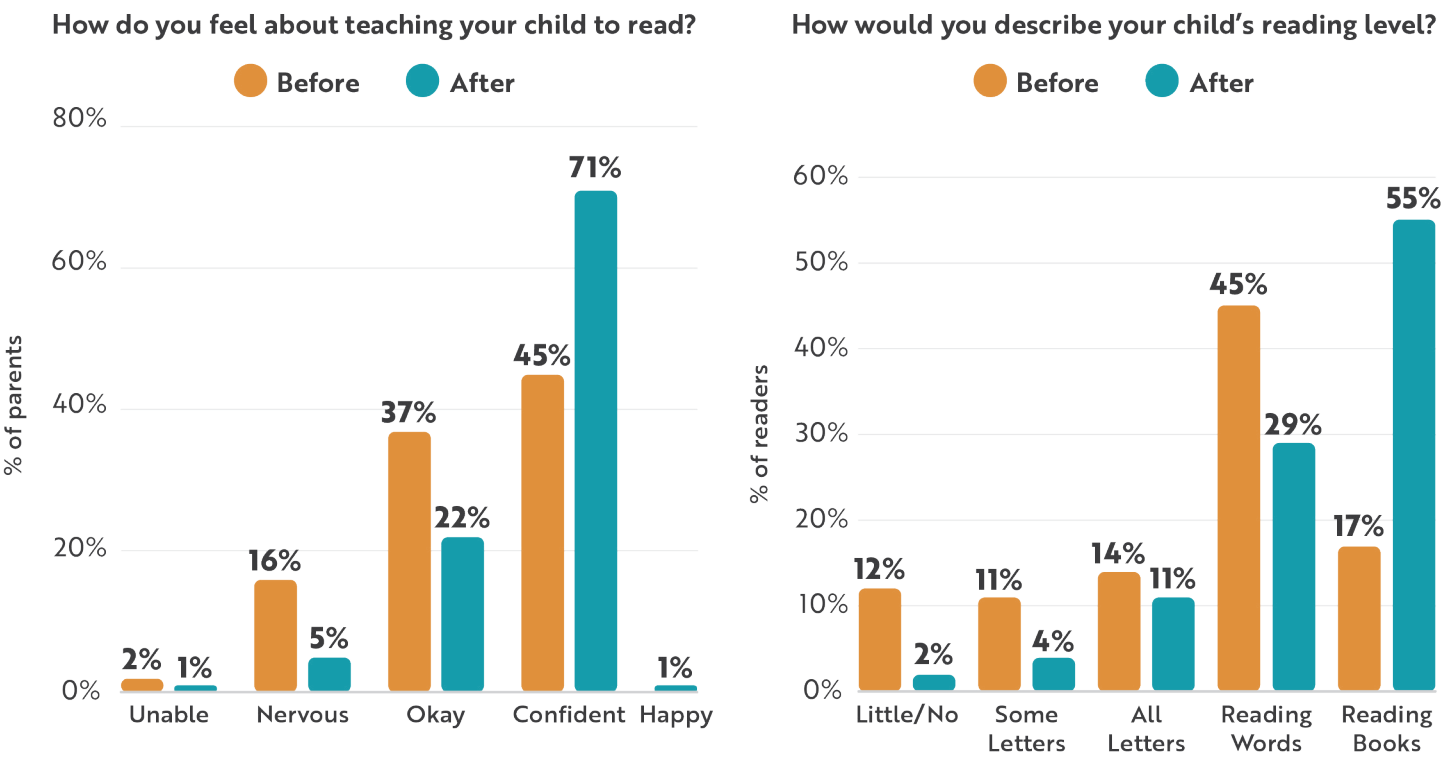
END OF YEAR DATA

QUANTITATIVE DATA

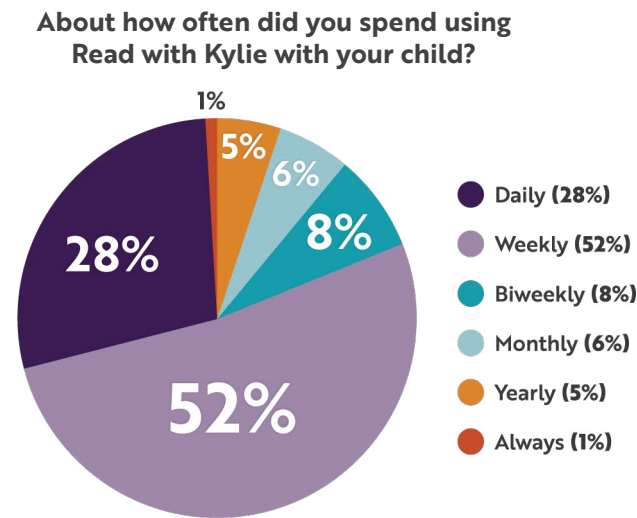
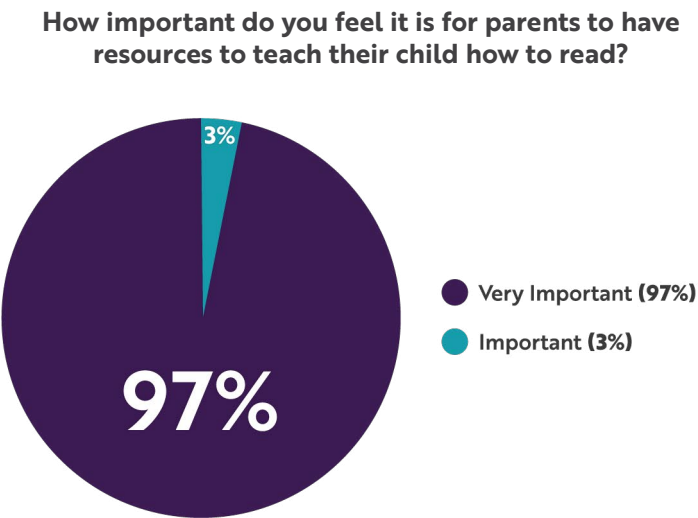
DIBELS Data



Parents were required to answer these questions on their enrollment and feedback survey.



Parents were required to answer these questions on the end of the year feedback survey.



QUALITATIVE DATA

Parents could give written feedback on two questions on the end-of-the-year survey.

QUESTION ONE

What successes have you had using Read With Kylie?

"Me and my daughter especially loved the reading books. Now she is teaching her younger brother to read those books."

"The support helped, it was hard to learn in the beginning, but with time we became more confident. Thank you for this!"

"This program helped me so much in teaching my daughter to read. It gave us much needed structure and guidance to something that felt so overwhelming and scary before. I've seen a huge improvement in my child's skills and confidence, and my confidence in teaching her has skyrocketed as well. Kylie is so kind and helpful, responding to emails and giving great tips. So grateful for her and this program, this has truly changed my child's life!"

"A great time bonding and watching my child grow with everything packed into this amazing kit."

"I was not confident my child would be reading/writing in kindergarten. This is the best supported reading program I've come across. It was helpful, easy to understand and it works."

"My 4 year old was very resistant to practicing reading before we attended Kylie's workshop. Kylie enchanted her and she was so excited by her praise that it really turned a whole new

leaf in our reading journey. She is now excited to engage with the materials and has grown a ton in a short period of time."

"My son now knows all his letters and can sound out the short words. It's an amazing feeling to hear him sound the words out and see his excitement when he gets the words right."

"Reading your parent guide has already fixed my mindset about teaching my own child to read, which has already changed her mindset about reading, which is life changing for the both of us, truly."

"My son went from resisting anything to do with learning to read to hitting his growth goal at school on his DIBELS test."

"We loved seeing our daughter's excitement when reading!"

"I am so excited about Read with Kylie, because it made teaching my child how to read less painful and more fun and exciting. Before it felt like I was bothering his teacher to help me to gain the skills to teach my son. Now with Read with Kylie can help my son and have the necessary skills to be able to not get frustrated while trying to get him to love reading..."

"It is an awesome experience for parents to read and write with Kids. Really good."

"This was a great program. I loved the variety of things to do with the cards and the writing tablets and the books."

"Kylie really inspired me to jump right in. She made it so easy and way less daunting. I didn't think I personally would have been able to teach my daughter how to read, before Kylie's in person program."

"This tool was so helpful in helping ME to understand the best way to help my child learn! She LOVES to read now!"

"It's just like you need to put on gears before going out exploring. All the materials provided in the package are the gears we need for reading."

"My daughter loves the books and she was able to start reading small words and is now reading whole children's books."

"My child is reading much more fluently!"

"My students are very excited about reading and it helped to build their confidence just knowing they have the skills and knowledge to increase their reading levels!! Awesome resources!!!"

"My daughter really loves to read. She's taken an interest in trying to read any words she may see when we're out and about or even at home. She's hungry for leaning more."

"Starting with the little light pad and easy to read books really helped."

"My son went from not only being able to identify sounds of half of the alphabet, to reading simple books all by himself in a matter of months! It's been incredibly helpful for him and has made practicing with him so much easier and less frustrating for me."

"She loves the books and is learning well."

"My son loves the books and writing pad."

"We had a hard time connecting reading with writing, but this program provided step by step guidance on how to do that."

"My students and tutoring students are excited about reading books. DIBELS scores have increased."

"I use these resources for the kids I tutor. It's amazing. I use this and follow the 3 pt. OG drill and it works miracles literally for kids who have had the hardest time learning to read."

"My daughter is in Pre-K. However, the kit is very helpful with us getting ready for reading."

"My child loved reading time after a while, but he had to get adjusted to it."

"Starting with decodable books with a young kid to help him learn to read is a very helpful advice I got from areas with Kylie's videos. We are using the Bob Books to build his confidence in reading a book! Thank you for your work!"

"My grandbaby and I, and also her mother, truly enjoy Read With Kylie. She has gained better knowledge and feels more

confident about sounding out words. Her reading ability has advanced because of this kit. Thank you so much!"

"Every child should have these reading resources at home! Thank you for working to make this available."

"Yes, it is really great. My daughter improved in reading and understanding the sounds as well, and my son became familiar with some simple words and sounds. These tools are really great for learning English by playing."

"It was amazing. I wish every kid could get this experience and opportunity."

"My child started asking for a book more on her own since using the box."

"Using Read With Kylie has been a wonderful experience! I noticed a clear improvement not just in their fluency but also in their enthusiasm for reading independently."

"My daughter's DIBELS score went up more."

"My daughter got excited about reading after going to the special class."

"My child is reading and doesn't even know it!!"

"My daughter has built the confidence to want to read more."

"I'm so excited for my son! He's starting kindergarten next year, and we believe in early learning programming before K. He can read and comprehend all of the Read With Kylie small books! His pre-k teacher agrees that he's on target to be successful in elementary school. I'm also confident he'll be successful because of his internal belief in his ability to learn. The book's design really helps build confidence."

"My child has improved her reading level."

"I really found the videos most helpful. My daughter is following along well in school, and I wanted to do it at home too, but I was just so lost. Now I can."

"I have seen amazing improvement in a very short time."

"It is helpful that some of the books are funny— makes learning a little less serious and more exciting."

"I absolutely love the Read With Kylie program! It gave me the confidence to teach my 4-year-old the skills that she needs to become a good reader. Although we are still working on blending CVC words, her reading is improving every day!"

"Kylie has been an amazing influence in our reading journey & we are SO appreciative for everything she has done!"

"Thanks for everything! The videos helped me feel confident helping my child and knowing what to focus on."

"Love the books."

"My little one loved the books! He began to request them at night after bath time and laughed at some of the illustrations."

"Great for helping my son's reading level excel!"

"My children are much more confident sounding out words, and they read with a better flow (not choppy)."

"I tried not to push the material on her because she already does quite a bit at school, and I didn't want her to form a negative association. So I waited for her to come around. Sure enough, she started playing around with the writing tablet, then we read some of the books and did the cards."

"Just wanted to make sure you knew we appreciate the program and are really enjoying all the tools. Fostering a love of reading is so critical for this age group. I hope lots of other kids are doing well too.:

"My child is loving the program! She is thriving. We read daily, and she has gained confidence in trying to sound out words that she is not familiar with."

"My child is doing much better since he's been reading with Kylie kits. He is to the point that he loves raising his hands to participate during reading time. He still struggles with some self-confidence, but he is enjoying himself. He can recognize more words, and when he was given a fluency screener, he was able to read more words fluently."

"My pre-K child practices the letter sounds, and my first grader practices sight words and more complex letter combinations. My pre-K student read one of the Bob Books with me this past weekend and was so excited to have read his first book."

"I have loved having the tools for support, especially with helping me learn how to help her with her reading while still keeping it fun."

"The start was hard, but my daughter and I are making progress. She is really enjoying that she can read the beginning readers almost on her own! Thank You all for this gift."

"I just wanted to say that your program has totally changed my son's outlook on reading. He asks for his Reading with Kylie time every single day. No struggle, no stress, just excited to do his sounds and cards. He has read the first two decodable books, and we are now working on the third one, Dot. The other day he was spelling out words by just me saying them to him. I wanted to cry. I was so happy for him and his confidence in reading. Thank you, thank you, please keep doing this program for families, it works. He even has a most positive attitude towards his Reading Eggs and gets excited at how the lines and squiggles he used to see are now becoming letters and words."

QUESTION TWO

What feedback do you have on how we can improve?

"I think the approach is already great."

"It is perfect!"

"More in-person events as children progress."

"Neither parent is in the educational field, so we didn't know where to start when it came to teaching our children. We loved the resources for both the parent and the child!"

"Keep up the strong work!"

"The program is amazing."

"Continue to provide the necessary resources and support."

"When I signed up, I didn't realize the kit was the same for all reading levels."

"It was perfect. Cannot think of any."

"Keep spreading the word about teaching children to read. We need this!"

"More graphing and mapping so they can work on decoding words before diving into books. Or magnetic letters to blend CVC words."

"Sometimes it was very hard to just navigate or receive the information through this initiative over the last few months."

"You're doing great. Continue to succeed. It's working for my family."

"N/a - I hope this gets more funding to provide a wide reach in accessing this program!!"

"It's perfect."

"Wonderful."

"It would be wonderful if this were returned to an in-school tutoring program. That way, kids who need the extra support could get help during school hours."

"Everything was great."

"This was very helpful. I don't think anything needs to be improved."

IN CONCLUSION

With all that we have experienced this year in mind, we have a few key next steps. I am developing a course specifically for struggling readers who may need more intensive instruction than those just beginning to read. This course will include a diagnostic phonics screener and a more in-depth look at how to build a reader. I want to design a course specifically for teachers and/or tutors looking for resources, and a course that could be used to help recreate the Read With Kylie Kits to be sent home to families. I also want to make minor adjustments, like refining communication techniques with a large population and parent-friendly definitions. I hope to share the work done through the Louisiana Public Interest Fellowship to widen the reach of the resources. Finally, I want to continue building the website until everything families need is right there for FREE because learning to read is too important to be anything but free.

The opportunity to spread a love for literacy to over 1,000 families has truly been transformative. While this is about learning to read, I hope that reading stops feeling like a gatekeeper, making children feel like they aren't good enough. With every child that learns to read along the way, I think I am making first-grade Kylie really proud. She wasn't less smart just because it took her a little longer than the other kids in the room, and neither were any of our children. With the right foundational reading skills, a lot of joy, and the gift of being seen through connection, I know all children can learn to read. While this entire fellowship focused on reading, the ultimate goal is to help children be confident learners with the foundation they need to thrive.

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