

# **Thrive by Five Washington Culture of Literacy Initiative (COL) Evaluation Report**

Abigail Nubla-Kung, Ph.D. and Cassandra Cerros, M.Ed.

10

# TABLE OF CONTENTS

- Executive Summary.....1
- Introduction.....2
- Culture of Literacy Initiative.....2
- Methodology .....3
- Findings.....3
- Conclusions.....5
- Next Steps for Culture of Literacy Initiative.....5
- Report Organization.....6
  
- LITERATURE REVIEW.....7
- Introduction.....8
- Language and Literacy Development.....8
- Social Emotional Development and Literacy.....9
- Sociocultural and Ecological Framework.....9
- Culture of Literacy Evaluation Project.....9
  
- METHODOLOGY.....11
- Purpose.....12
- Participants.....12
- Research Design.....12
- Data Collection.....13
- Data Analysis.....17
  
- RESULTS.....20
- Overall Program Results.....21
- Individual Program Results.....29
- Chelan Douglas.....29
- INWAEL.....34
- Olympic-Kitsap.....42
- Walla Walla.....49
  
- DISCUSSION.....57
- Meeting COL Goals.....58
- Notes on Data Collection.....64
- Conclusion.....65
- Final Thoughts.....67
  
- REFERENCES.....68

APPENDICES

A. Parent/Caregiver Survey.....73  
B. Parent/Caregiver Interview Protocol.....77  
C. Staff Survey.....80  
D. Staff Interview Protocol.....82  
E. Other Service Output Questionnaire.....85  
F. Generic Consent Form.....86  
G. Survey Administration Protocol.....87  
H. Summary of Programs.....89

TABLES

1. Coding Scheme for Survey Item Ratings.....18  
2. Overall Parent/Caregiver Demographic Characteristics.....22  
3. Overall Staff/Trainer Demographic Characteristics.....26  
4. Frequency Results for Staff.....27  
5. Chelan Douglas Demographic Characteristics.....31  
6. Survey Results – Chelan-Douglas.....33  
7. INWAEL Demographic Characteristics.....37  
8. Survey Results – INWAEL.....39  
9. Olympic-Kitsap Demographic Characteristics.....44  
10. Survey Results – Olympic Kitsap.....46  
11. Walla Walla Demographic Characteristics.....51  
12. Survey Results – Walla Walla.....53

# **EXECUTIVE SUMMARY**

---

---

## EXECUTIVE SUMMARY – CULTURE OF LITERACY INITIATIVE

---

### INTRODUCTION

Early literacy has been established as a foundation for children's success in school, and enabling them to develop skills that will benefit them throughout life (Dickinson & Neuman, 2001). The development of early literacy has come to be understood as beginning long before children enter school; indeed, it begins within the context of secure relationships at home starting from birth (Barton & Brophy-Herb, 2005). The important contribution of multiple caregivers and resources at home and within the community have been acknowledged (Zukoski & Luluquisen, 2006), and diverse cultural and language traditions also provide children with many influences from which to draw upon when developing literacy skills (Gregory, Long, & Volk, 2004).

Early literacy programs targeting parents and caregivers are guided by these current understandings and capitalize on strong home-community connections that will foster sustainable practices (Rosenkoetter & Knapp-Philo, 2006; Thrive by Five Washington, 2008). Thrive by Five Washington (Thrive) created the Culture of Literacy initiative (COL) and partnered with private funders and the Department of Early Learning to fund early literacy programs serving the diverse needs of families and communities throughout the state (Thrive by Five Washington, 2008).

### CULTURE OF LITERACY INITIATIVE

In 2010, Thrive implemented the Culture of Literacy Initiative (COL), which sought to increase awareness of and engagement in early literacy in families with children birth to three. Thrive funded four early learning coalitions<sup>1</sup> from various regions across the state of Washington, that served populations that included those considered at-risk and traditionally underserved (e.g., rural, migrant, tribal).

COL's four grantees (Chelan-Douglas Partnership for Children and Families, Inland Northwest Alliance for Early Learning, Olympic-Kitsap Peninsulas Early Learning Coalition, and Walla Walla Valley Early Learning Coalition) implemented various programs to promote early literacy, including: *Play and Learn*, *Every Child Ready to Read @ your Library (ECRR)*, *Ready! for Kindergarten*, and *Tot-Spot*.

In the winter of 2010, Thrive commissioned the evaluation of COL. Abi Nubla-Kung, Ph.D. and Cassandra Cerros, M.Ed., both independent consultants, were contracted to design and implement the COL study. The COL evaluation project focused on understanding how these programs have supported parents and caregivers in culturally and developmentally appropriate ways to implement evidence-based practices to support children's literacy development. This initiative was aimed at supporting early literacy through an increased awareness of and

---

<sup>1</sup> Thrive by Five Washington coordinates 10 locally led early learning coalitions, formerly known as Born Learning™ Washington, that promote nurturing relationships and ways to make everyday moments into fun, high-quality learning opportunities for young children. They also cultivate champions who take action to make early learning a top priority for the local community.

engagement in literacy activities for families with children from birth to five years. Specifically, the evaluation sought to assess program impacts in terms of the following outcomes:

- Increased parents' knowledge that learning starts at infancy
- Increased engagement and use of activities that promote literacy (book sharing, rhyming, singing, talking, etc.)
- Increased knowledge of activities, concepts or approaches to support early literacy
- Increased children's access and exposure to age-appropriate books
- Beliefs and attitudes of program staff about the benefits of their programs for parents, caregivers and children.
- Program staff's beliefs and attitudes about the benefits of their programs for parents, caregivers and children.

## METHODOLOGY

A mixed-method design was used for this evaluation: quantitative data (via retrospective Likert-scale surveys) and qualitative data (via group and individual interviews) were collected from parents and caregivers (n= 111) as well as program staff (n= 9). The survey data provided an overall sense of program success in meeting COL outcomes while the interview data enabled us to corroborate and expand on the results of the survey data. For example, data from the surveys showed that parents/caregivers increased the rate of engagement in reading behaviors with their children. This was corroborated by the interview data and provided a deeper understanding of how they engaged in reading behaviors such as what types of books they read, when and where they read to their children, and how they tried to keep the interest levels high while reading.

The survey data was coded and analyzed statistically in SPSS.<sup>2</sup> All interviews were coded and transcribed. Transcriptions were then organized by question and themes and patterns were examined for analysis and interpretation.

## FINDINGS

Because the coalitions implemented a variety of programs the results could not be aggregated across the four coalitions for the statistical analysis; descriptive statistics and statistical analyses for each coalition are presented separately in the report. However, the results that yielded positive differences for all the programs are summarized collectively in the report and a few of these are highlighted below.

**The vast majority of the quantitative data was statistically significant, meaning the programs had positive impacts on the parents and caregivers resulting in changes in their knowledge, attitude and behaviors in supporting young children's early literacy development.**

---

<sup>2</sup> A statistical software program typically used in social sciences ([www.spss.com](http://www.spss.com)).

For one of the coalitions (Chelan-Douglas Partnership for Children and Families) the data in the report is presented descriptively only; the sample size was too small to run statistical analyses because only a handful of parents/caregivers completed the survey. For the other three coalitions (Inland Northwest Alliance for Early Learning, Olympic-Kitsap Peninsulas Early Learning Coalition, and Walla Walla Valley Early Learning Coalition) statistical analyses were completed. For these three coalitions, the vast majority of the quantitative data was statistically significant, meaning the programs had positive impacts on the parents and caregivers resulting in changes in their knowledge, attitude and behaviors in supporting young children's early literacy development.

#### HIGHLIGHTS ACROSS THE FOUR COALITIONS

- Grantee programs reinforced the idea that learning begins at birth.
- Parents/caregivers took the opportunity to read a variety of stories to their children wherever and whenever they could, and while doing so, engaged in reading activities that allowed active participation by the child.
- Going to the library and bringing books home to read were considered important and done with increasing frequency.
- There seemed to be no or minimal barriers between staff/trainers and parent/caregivers in terms of language and cultural background.
- Collaboration and networking were important facets of programs.
- Some barriers to attendance and participation in programs included: scheduling, location, and fees (if funding did not cover all expenses).
- Staff stated goals of programs and what parents/caregivers articulated as their goals were the same.
- Though most parents/caregivers believe that talking to children helps to build their vocabulary, only three of them listed discussion and dialogue as a definition for literacy or as an activity that prepares children to read.

## CONCLUSION

Overall, the Culture of Literacy Initiative met its goals of increasing knowledge of and engagement in activities that promote early literacy for families who have children aged birth to five years. After participating in myriad programs across the coalitions, parents and caregivers believed that children begin to learn at birth and perceived activities such as “reading” environmental print and singing songs as activities that help to prepare children to read. In addition, parents/caregivers more often interacted with their children while reading stories, participating in activities such as asking children to: label pictures in a story, predict what will happen in a story, read books using pictures and discuss the stories. Parents/caregivers also brought books home to read more often, providing greater exposure to literature and more opportunities to engage in activities that support literacy.

Along with the successes of COL, there were also lessons learned from this initiative. Specifically, parents/caregiver responses through surveys and interviews showed that they defined literacy primarily as reading. However, speaking and listening are also major components of early literacy and many activities in the oral tradition (e.g., sharing stories, having discussions, etc.) support literacy by developing both vocabulary and schemas for narrative.

In addition, some programs struggled with having consistent parent/caregiver participation in their sessions/trainings. Some barriers for regular participation included scheduling, fees, and location. Staff reported being aware of how difficult it was to reach their intended population when the times and locations of sessions were not always ideal. As well, providing programs that are totally free to parents/caregivers was not always easy or feasible (though with this funding the fees were kept to a minimal if there were any fees at all). In the same vein, some programs also struggled with the issue of reaching and responding to a diverse population. Funding was not always enough to hire additional personnel or provide materials in other languages. Some staff also expressed concern about how to increase the participation of populations who could benefit from their program but who rarely attended.

## NEXT STEPS FOR COL INITIATIVE

During the first year of implementation (2010) the COL funding was distributed through four of the ten early learning coalitions (ELC) that are supported by Thrive; Thrive will continue to support COL in this manner for 2011. In the next year of implementation, Thrive has taken a portfolio approach to introduce new programming to the communities as well as expanding the reach of existing programming. The programs in the portfolio represent nationally recognized research based programs and locally designed evidence based programs. They also represent a spectrum of intensity. While early literacy programs, by design, are not highly intense programs, there are some programs that can be viewed as being more intensive (higher dosage of the intervention) than others. Thrive aims to bring Reach Out and Read, a

pediatrician based early literacy program that is expanding statewide to some communities that currently have had little or no funding for Reach Out and Read.

In 2011, Thrive plans to conduct site visits and/or interviews with ELCs not currently funded for COL to ensure they understand the early literacy strategy as articulated in the Washington State Early Learning Plan and to assess readiness to integrate early literacy into their ongoing early learning efforts. Thrive will also discuss the findings from the 2010 evaluation with the entire ELC community so they are aware of the successes and lessons learned that may shape their own efforts to support early literacy in their communities.

## REPORT ORGANIZATION

This report is a summary and culmination of a 10-month long evaluation project. It is organized as follows:

- LITERATURE REVIEW – Provides a brief background of the research underlying this initiative and introduce the five goals of COL
- METHODOLOGY – Gives an overview of the research design and the steps undertaken to evaluate COL. Also describes the measures, procedures in data collection, and analysis.
- RESULTS – Summarizes the data collected from the four coalitions. Presents aggregated data in the Overall Results section and presents the results for each grantee in Individual Results.
- DISCUSSION – Findings from data analysis that are pertinent to each of COL’s goals are provided. Lists some challenges in data collection and finally, provides some conclusions from the initiative and recommendations for future projects of this nature.

# LITERATURE REVIEW

---

## **Introduction**

Early literacy has been established as a foundation for children's success in school, and enabling them to develop skills that will benefit them throughout life (Dickinson & Neuman, 2001). The development of early literacy has come to be understood as beginning long before children enter school; indeed, it begins within the context of secure relationships at home starting from birth (Barton & Brophy-Herb, 2005). The important contribution of multiple caregivers and resources at home and within the community have been acknowledged (Zukoski & Luluquisen, 2006), and diverse cultural and language traditions also provide children with many influences from which to draw upon when developing literacy skills (Gregory, Long, & Volk, 2004).

Early literacy programs targeting parents and caregivers are guided by these current understandings and capitalize on strong home-community connections that will foster sustainable practices (Rosenkoetter & Knapp-Philo, 2006; Thrive by Five Washington, 2008). Thrive by Five Washington (Thrive) has partnered with the Department of Early Learning to create the Culture of Literacy Initiative (COL) to fund early literacy programs serving the diverse needs of families and communities throughout the state (Thrive by Five Washington, 2008). The COL evaluation project has focused on understanding how these programs have supported parents and caregivers in culturally and developmentally appropriate ways to implement evidence-based practices to support children's literacy development.

## **Language and Literacy Development**

Language and literacy development are inextricably linked. Children learn to communicate and understand their world through words and language, which is a crucial precursor for literacy development (Barton & Brophy-Herb, 2005; Landry & Smith, 2001). In turn, literacy provides exposure to communication through various visual and verbal modalities which create pathways for further development of language (Notari-Syverson, 2005). Thus, language rich environments are foundational for literacy development (Dickinson, McCabe, Anastasopoulos, Peisner-Feinberg, & Poe, 2003). Language rich environments surround children with words through speech, text and symbol, and encourage communication in socially meaningful ways (Pierce & Profio, 2006; Payne & O'Brien, 2006). These communicative experiences begin from birth as infants learn to partake in basic reciprocal interactions with caregivers, which develops into complex sharing of ideas and experiences through language acquisition (Landry & Smith, 2001). Following from this, literacy development, as it is tied to language and communication, begins at birth (Rosenkoetter & Knapp-Philo, 2006). This premise underscores the essential role that parents and caregivers play in young children's literacy development by demonstrating that literacy begins before children enter school. Therefore, effective support of children's early literacy skills will target parents and caregivers as critical agents in providing children with foundational linguistic experiences.

## **Social Emotional Development and Literacy**

Responsive environments in which communicative attempts are acknowledged, meaningfully interpreted, and elaborated on teach children that language-based communication is productive and meaningful (Payne & O'Brien, 2006; Pierce & Profio, 2006; Rosenkoetter & Barton, 2002). Parents encourage the development of these skills by providing for children's emotional needs through responding to them in predictable and affirmative ways (Payne & O'Brien, 2006). Providing for children's emotional security through responsive social interactions lays the foundation for later language and literacy development (Neuman, 2006; Rosenkoetter & Wanless, 2006).

## **Sociocultural and Ecological Frameworks**

Urie Bronfenbrenner (1979) conceptualized the multiple social and physical spheres of influence on children's development into an ecological theory that defined the way in which individuals, their caregivers, material resources and social institutions interact. This ecological theory has provided a framework for understanding the diverse influences on children's literacy development beginning most proximally with home and family, and broadening to community caregivers and agencies as well as legislation and social policy (Zukoski & Luluquisen, 2006). Embedded within this framework are cultural and linguistic factors that vary among families and within communities, which create cross-cultural experiences in which children develop literacy. In their description of cultural and linguistic influences on children's literacy development, Gregory, Long, and Volk (2004) propose a syncretic approach. Syncretism refers to the dynamic process in which children take and use practices and traditions from all cultures in which they participate. Children do not remain in separate worlds but acquire membership of different groups simultaneously, which means they draw from various influences to create new forms of learning and literacy that are relevant to the purpose needed. Furthermore, play is an important vehicle through which young children engage in literacy practices with siblings and family members at home, and peers and caregivers in the community (Gregory et al., 2004). An important conclusion is that programs supporting literacy learning that recognize the everyday language and literacy practices that children engage in at home and in their communities will allow educators to connect home and community resources to build upon the multiple traditions that children bring to the classroom when they begin schooling (Gregory et al., 2004; Zukoski & Luluquisen, 2006).

## **Culture of Literacy Evaluation Project**

The findings outlined here underscore the importance of fostering positive parent-child relationships and home-community collaboration in supporting children's early literacy development. Additionally, it is accepted that literacy development is tied to language development beginning at birth, and that secure relationships are the primary mechanism through which children develop literacy skills. Finally, an ecological framework provides a basis for understanding the ways in which children's development is influenced by dynamic interactions between family and community resources, and the cultural and linguistic characteristics that define them.

These conclusions have informed exemplary practices in early literacy development (Kassow, Joachim, & Blasingame, 2010). As part of the COL project, early literacy programs providing training to parents and caregivers have drawn from evidence-based practices to promote exposure and access to books, use of incidental learning opportunities embedded in familiar routines, and the provision of language rich environments through supportive relationships (Notari-Syverson, 2005; Rosenkoetter & Knapp-Philo, 2006; Rosenkoetter & Wanless, 2006). To understand the effect these programs have had on parent and caregiver practices, a set of research questions have been developed for the current project:

1. Has participation in programs increased parents' knowledge that learning starts at infancy?
2. Has participation in programs increased engagement and use of activities that promote literacy?
3. Has participation in programs increased knowledge of activities, concepts, or approaches to support early literacy?
4. Has participation in programs increased children's access and exposure to age-appropriate books?
5. What are the programs' staff's beliefs and attitudes about the benefits of their programs for parents, caregivers, and children?

These central questions framed the data collection methods and interpretation described in the sections that follow.

# **METHODOLOGY**

---

## PURPOSE

The purpose of this evaluation was to assess the level to which each Culture of Literacy (COL) grantee has demonstrated the following goals for their respective populations:

- Increased parents' knowledge that learning starts at infancy
- Increased engagement and use of activities that promote literacy (book sharing, rhyming, singing, talking etc)
- Increased knowledge of activities, concepts or approaches to support early literacy
- Increased children's access and exposure to age-appropriate books

In addition, Thrive by Five Washington (Thrive) was interested in assessing the following:

- Program staff's beliefs and attitudes about the benefits of their programs for parents, caregivers and children.

## PARTICIPANTS

Four coalitions participated in the Culture of Literacy Initiative: Chelan Douglas – Partnership for Children and Families, Inland Northwest Alliance for Early Learning, Olympic-Kitsap Peninsulas Early Learning Coalition and Walla Walla Valley Early Learning Coalition. These four grantees serve all families in their catchment areas including traditionally underserved populations (e.g., tribal, rural, migrant, and high-risk populations) and represent various regions across Washington State. Specifically, participants in this evaluation will include a sample of parents/caregivers which these coalitions serve as well as program staff (i.e., those who delivered and/or facilitated the various programs).

## RESEARCH DESIGN

To evaluate the COL initiative, we used a mixed-method design.<sup>3</sup> The coalitions involved in this initiative proposed diverse program models and data collection methods. As such, we focused on individual outcomes for each grantee. However, we also aggregated data for the purposes of describing any themes or trends that exist across the coalitions.

---

<sup>3</sup> This design allowed us to take advantage of collecting both quantitative and qualitative data. The quantitative data provided an overall sense of program success in meeting COL outcomes while the qualitative data enabled us to corroborate and expand on the results of the survey data.

In addition, though we could choose to focus only on getting a quantitative picture of overall outcomes for each coalition, the sample size is too small to be of significance for generalizability of results. Therefore, we decided that adding a qualitative component by collecting additional data and going deeper into such data would paint a more meaningful picture of each coalition's outcomes.

## DATA COLLECTION

### Measures

*Measures for Parents and Caregivers:* Two assessments, yielding quantitative and qualitative data, were developed and served to assess the extent to which each grantee succeeded in meeting the four goals of the COL initiative for the parents and caregivers. The first assessment was a retrospective survey<sup>4</sup> and gave a broad overview of attitude and behavioral changes towards early literacy by parents and caregivers. The second assessment was an interview that attempted to describe the specifics of any changes.

To yield quantitative individual outcome data that could be aggregated to provide a snapshot of the effects of program implementation, a retrospective survey on a Likert scale was used.<sup>5</sup> This survey asked questions regarding parent/caregiver attitude and behavioral changes about early literacy. It included retrospective items because of the difficulties inherent in reaching the target population. That is, rather than administering surveys before and after participation in a program, coalitions administered the survey only once (i.e., after participation in a program) and asked participants to rate items according to how they behaved and what they believed before and after program participation. Participants were asked how they felt at that point in time "NOW" (i.e., after participating in the program) and then asked how they felt about the same item "BEFORE" (i.e., before participating in the program). Another advantage for this post-then-pre retrospective survey, aside from the facility of administration (i.e., only once vs. twice) over the traditional pre/post-test evaluation, is that pre-test ratings are usually inflated due to participant's lack of knowledge about the subject at hand (Rockwell & Kohn, 1989). By asking for their ratings after participating in the program, they are better able to

---

<sup>4</sup> One of the challenges in utilizing pre/post surveys is the difficulty in gathering data at two different time points, often resulting in incomplete data sets. Retrospective surveys have been shown to have positive benefits in getting rid of incomplete data sets usually inherent in the use of pre/post surveys and has been shown to effectively measure behavior change (Raidl et al., 2004).

<sup>5</sup> See **Appendix A**.

gauge how much (or little) they knew before they started the program. In this way, clear differences can be seen about knowledge or engagement in behavior before and after participation.

The survey also included questions regarding participant's demographic information (e.g., age, income level, ethnicity). This first assessment attempted to sample as many of the participants involved with each of the proposed programs. We worked closely with grantees to determine strategies to maximize participation in the survey, including language translations (Spanish) and timing and type of administration for optimal return. Feedback from the grantees during the creation of the survey helped to address concerns regarding needs of the population. For example, the survey was edited to have a lower reading level to accommodate all education levels.<sup>6</sup> As well, there was some anxiety that the retrospective survey would be confusing enough for the participants without adding further complexities in survey design such as negative statements. Therefore, all statements for the first question, which asks for how much they agree or disagree, were all positive.

The second assessment for parents/caregivers was an interview, yielding qualitative data.<sup>7</sup> The interview consisted of a list of open-ended questions designed to probe deeper into participants' experiences with each respective program. Though there are a set of questions for this interview, the process follows that of a clinical interview in the sense that follow-up questions are determined by the responses of the interviewee(s). The process is unstructured to an extent and "follows the [participant's] thought process where it leads," (Ginsburg, 2009, p. 113). For example, if the question: "What sorts of literacy activities do you do with your child?" yielded the answer, "Read a book," then follow-up questions would include items such as: "When and where do you read with your child?" and "What types of books do you read?" etc. Therefore, follow-up questions are dependent on responses. There are an infinite number of possible responses; however, we did anticipate some responses (e.g., read a book, tell stories) and created follow-up questions beforehand. Interviewees were selected from the pool of survey participants who gave their consent to be interviewed. This second set was necessarily smaller sample than the first set. Again, we tried to accommodate the participants for optimal participation on this assessment. Therefore, some interviews were conducted in-person as a focus group, in-person one-on-one, or individually over the phone.

*Measures for Staff:* In order to pursue the final stated goal of the COL initiative, we created a survey and interview protocol for the staff (trainers/facilitators of the programs). The Likert-scale survey assessed staff beliefs and attitudes about the benefits of their respective

---

<sup>6</sup> The survey has a readability level at the 3.8 grade level according to a Flesch-Kincaid measure

<sup>7</sup> See **Appendix B**.

programs on early literacy for the population they served.<sup>8</sup> Survey items were a mix of positive and negative statements and participants were asked to rate their level of agreement about these statements. Like the parent/caregiver survey, there were questions regarding participant's demographic information, including years in the field and educational attainment. The second assessment involved an interview which attempted to delve deeper into staff beliefs and attitudes.<sup>9</sup> The interview consisted of open-ended questions designed to elicit further information about their thoughts on how their programs affected their populations' beliefs and behaviors about early literacy. Like the parent/caregiver interview protocol, we anticipated possible answers and asked follow-up questions depending on staff responses.

*Other Service Output Questionnaire:* Each grantee proposed and implemented other less-intensive programs that worked towards COL's stated goals. For these programs, we developed a low-level questionnaire that was designed to add data for determining the level of success each grantee had in meeting COL's goals.<sup>10</sup>

## Procedure

Data collection across the coalitions began in May 2010 and ended in the first half of December 2010. All participants (including parents/caregivers and staff) recruited to participate in the COL evaluation signed consent forms. Consent forms were given out at the same time as the survey. Consent forms provided a short description of the COL initiative and included information ensuring that responses would be anonymous: participant names would not be connected to any measure - any identifying information would be replaced with number codes.<sup>11</sup> Consent forms were made available in English and Spanish.

In the consent form, parents and caregivers were asked if they would like to complete a survey. They were also asked if they would be willing to give further feedback through an interview. The same process occurred with the program staff, asking them if they would like to give further feedback by participating in an interview. Incentives for filling out a survey was a small children's book (\$1-2 in value) and further incentives for participating in an interview was a \$20 gift card to a local store (e.g., market, superstore, etc.). Each grantee bought and distributed the incentives to each qualifying participant. Childcare during the interview was an added incentive for participating in interviews. A \$5 per participant budget was given to the

---

<sup>8</sup> See **Appendix C.**

<sup>9</sup> See **Appendix D.**

<sup>10</sup> See **Appendix E.**

<sup>11</sup> See **Appendix F.**

coalitions. This money could be used to cover childcare and to purchase refreshments for the participants. Any costs incurred for this data collection was reimbursed by Thrive.

Each grantee was responsible for identifying personnel to give out and collect the surveys. In an effort to ensure that the process for administering surveys was the same across the coalitions, a protocol, including a script for giving directions, was sent to each coalition.<sup>12</sup> Administration of the survey ranged from being administered to a group, in one-on-one sessions at participants' homes or through the mail. All of these methods of data collection were known and approved by Thrive and its grantees as part of the goal of maximizing data collection returns. As with the development of the measures, the planning of data collection was a collaborative effort. Once the surveys and consent forms were administered and collected, grantees were instructed to mail them to us for storage, coding, data entry and analysis.

Interviews could take the form of a focus group, in-person one-on-one, or via telephone one-on-one. Parents and caregivers who consented to be interviewed were contacted (via e-mail and telephone) to schedule an interview. Three or four direct attempts to contact potential interviewees were made. If there was no response after those attempts, we considered their consent status changed. We worked closely with coalition personnel to schedule focus group sessions, often in the same place where surveys were administered and at a time that was most convenient for all. Typical time between survey administration and focus group sessions were a few weeks to give participants a chance to implement the strategies in reading and learning with their children or the children under their care. When it was not possible for participants to attend focus group sessions, an individual phone interview option was given. All interviews were audio-taped to ensure that all responses were recorded and to allow the interviewer to focus on following interviewee responses in order to ask appropriate follow-up questions.

For the staff, interviews were scheduled and surveys and consent forms were e-mailed to them before the interview. As with the parents/caregivers, interviews were conducted face-to-face in a group, individually in-person or individually via telephone. At the time of an in-person interview, surveys and consent forms were collected and the interview was conducted. If a telephone interview was more convenient, surveys and consent forms were either mailed in or sent electronically (through fax or e-mail). Staff did not receive incentives for their participation.

---

<sup>12</sup> See **Appendix G**.

The other service output questionnaires were sent out electronically in November 2010 and grantees were given a month to complete these. These were turned in electronically along with any supporting materials (e.g., in-house surveys, data analysis sheets).

## DATA ANALYSIS

### Variables of Interest

The survey, interview protocol, and other service output questionnaire included items that were relevant to each of the following goals:

- Knowledge of literacy skills development beginning at infancy;
- Understanding of the importance of daily promotion of literacy skills;
- Engagement and use of activities in the promotion of literacy skills;
- Access and exposure to age-appropriate books; and
- Beliefs and attitudes of staff about program benefits.

### Scoring

*Survey:* All parent/caregiver and staff survey questions were on a 5-point Likert scale and we coded each of these items with numbers 1-5 according to Table 1.

*Interviews:* Parent/caregiver and staff interviews were transcribed and then coded into an Excel sheet detailing interviewee responses. Two evaluators coded transcripts; an early transcript was coded by both evaluators to reach inter-rater reliability of over 90%. Any discrepancies were reconciled through discussion. After reliability was established, transcripts were coded by one person.

### Analysis

Descriptive statistics were reported for both the parent/caregiver and staff survey demographic items in the form of percentages and frequencies. We described these results both for each individual coalition and also aggregated the data across coalitions to form an overall picture of the participants served by the COL initiative.

Table 1: Coding Scheme for Survey Item Ratings

Question ↓	Coded Score →	1	2	3	4	5
*Q1. How much do you agree or disagree with each statement below?		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q2. How often do you do the following with your child(ren) or the child(ren) under your care?		Never	Once a month or less	Once a week	More than once a week	Every Day
Q3. When you read to your child(ren) or the child(ren) under your care, do you:		Never	Rarely	Sometimes	Frequently	Always
Q4: The program:		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Questions Q1-Q3 are from the parent/caregiver survey and Q4 is from the staff survey.

\* Each of these is the root question. Sub-questions specify the action or belief that participants are asked to rate. For example, a complete item in the staff survey (Q4) reads: The program benefited parents and caregivers.

Statistical data from the parent/caregiver surveys were run through SPSS<sup>13</sup>. For the surveys, data were analyzed using paired samples t-tests<sup>14</sup> to see if there were any significant differences between participant mean ratings before and after participating in programs. For the Chelan-Douglas coalition, there was an insufficient number of surveys collected<sup>15</sup> (n=5) to have enough power<sup>16</sup> for a statistical test. Data from these surveys are therefore only descriptive in nature. The same is true for the staff surveys. Coalitions had five or fewer program staff trainers/facilitators - too small a number for anything other than descriptive analysis.

<sup>13</sup> A statistical software program typically used in social sciences (www.spss.com).

<sup>14</sup> Paired samples t-tests are used to compare scores, such as ratings before and after participating in a program, to see if they are significantly different from each other. A 95% confidence interval (equals a p value of .05) was used for all t-tests; this means that there is a 95% probability that the result of the test did not happen by chance. The higher the confidence interval (or lower the p value), the higher the probability that the results are true.

<sup>15</sup> The reasons for this limitation in data collection are explained in detail in the Individual Results section.

<sup>16</sup> Power is the level at which a test can detect a Type II error (i.e., false negative). That is, if there is not enough power (e.g., because of a lack of data), results may lead one to believe that there are no significant differences between two mean scores, when in fact, there are.

For the interview transcripts, we extracted common themes and trends pertaining to the variables of interest in described experiences, beliefs and behavior before and after program participation. We also used anecdotal data to exemplify any themes and trends identified. We also used interview responses to corroborate findings from the survey data.

# RESULTS

---

# OVERALL PROGRAM RESULTS

Presented first in this section are the overall results for the parents/caregivers in terms of the demographic characteristics, survey data and interview data. We aggregated the data across the coalitions and present trends here. We then present the same types of data trends for the staff/trainers.

## PARENT/CAREGIVERS

### Demographic Characteristics<sup>17</sup>

All parent/caregivers who completed and turned in a survey (n=111)<sup>18</sup> for this evaluation followed the trends listed below:

- A majority (93.7%) were women.
- Over a third (35.1%) were 25 to 35 years old.
- A majority (79.3%) were White.
- More than a third (36%) attended some college and almost a quarter (24.3%) earned a bachelor's degree.
- Almost half (45%) of participants reported having a family income between \$22,000 and \$52,000.
- Almost three-quarters (72.1%) identified themselves as non-parent caregivers.
- Well over half (68.5%) cared for three or more children.
- Almost half (46.8%) cared for a child aged birth to one year old and over a third (40.5%) cared for a child aged 2 to 3 years old.
- Almost half (49.5%) of the children attended preschool.

---

<sup>17</sup> See **Table 2** for complete demographic information.

<sup>18</sup> The number of participants was determined by how many parents/caregivers were present when the survey was administered and who gave consent. There is no way of knowing how many participants each program served since attendance fluctuates for each session.

Table 2: Overall Parent/Caregiver Demographic Characteristics (N=111)

Parent/Caregiver Characteristics	Frequency	Percentage
<b>Gender</b>	<b>111</b>	<b>100%</b>
F	104	93.7%
M	7	6.3%
<b>Age</b>	<b>110</b>	<b>99.1%<sup>19</sup></b>
15-19	11	9.9%
20-24	9	8.1%
25-35	39	35.1%
36-45	22	19.8%
>45	29	26.1%
<b>Ethnicity</b>	<b>111</b>	<b>100%</b>
Asian	4	3.6%
Black or African American	2	1.8%
American Indian or Alaska Native	1	0.9%
Spanish/Hispanic/Latino	13	11.7%
White	88	79.3%
Multiracial	3	2.7%
<b>Education Level</b>	<b>109</b>	<b>98.2%</b>
Did not finish high school	4	3.6%
GED	1	0.9%
High School	18	16.2%
Some college	40	36%
Associate's Degree	15	13.5%
Bachelor Degree	27	24.3%
Graduate Degree	4	3.6%
<b>Family Income</b>	<b>103</b>	<b>92.8%</b>
<\$22,000	21	18.9%
\$22,000-\$52,000	50	45%
>\$52,000	32	28.8%
<b>Identity</b>	<b>110</b>	<b>99.1%</b>
Parent	30	27%
Caregiver (non-parent)	80	72.1%
<b># of Children under care</b>	<b>109</b>	<b>98.2%</b>
One	16	14.4%
Two	17	15.3%
Three or More	76	68.5%
<b>Age of Children Under Care (in years)<sup>20</sup></b>		
0-1	52	46.8%
2-3	45	40.5%
4-5	30	27%
6+	31	27.9%
<b>Childcare Children Receive</b>	<b>111</b>	<b>100%</b>
Preschool	55	49.5%
Childcare outside of home	21	18.9%
In-home care by someone other than parent	2	1.8%
Parent provides care	19	17.1%
Other	1	0.9%
<b>Child(ren) with Special Needs</b>	<b>108</b>	<b>97.3%</b>
No	67	60.4%
Yes	41	36.9%

<sup>19</sup> Those not totaling 100% represents some missing data. Some participants chose not to share this information.

<sup>20</sup> Participants were asked to list the ages of all the children under their care so the total here will exceed 100%.

- More than half (60.4%) don't care for children with special needs though over a third (36.9%) do.

### Summary of Quantitative (Survey) Data

The coalitions implemented a variety of programs so we could not aggregate the results for statistical analysis. However, we are able to summarize those results that yielded positive differences for all the programs.<sup>21</sup>

After participating in *Ready! for Kindergarten, Tot-Spot, or Every Child Ready to Read (ECRR)*, on average, parents and caregivers :

- Believed even more that children start learning at birth
- Increased their perception that “reading” environmental print helps to prepare children to read<sup>22</sup>
- Strongly agreed that talking to children increases their vocabulary
- Agreed fully that singing songs helps build children’s language skills

The programs also increased parents’ and caregivers’ engagement in:

- Asking children to share stories
- Asking children to “read” books using pictures
- Bringing children’s books home to read

Finally, participants more often engaged in the following reading behaviors with children after participating in a program. Parent and caregivers more often:

- Stopped reading and:
  - Asked children to label pictures in a story
  - Showed children that pictures depict what happens in a story
  - Asked children to predict what will happen next in a story
- Had a discussion about a story they just read

---

<sup>21</sup> Chelan Douglas collected too few surveys to enable a statistical analysis of their results. They are not included in this summary.

<sup>22</sup> Research indicates that children recognize the cues around environmental print when they are “reading” environmental print rather than reading the text itself (Kassow, 2006).

### Summary of Qualitative (Interview) Data

For the most part, parents/caregivers defined literacy in terms of reading and writing and comprehension, phonics (letters and letter sounds), and making sense of symbols. Some defined it as language and storytelling while others defined it in terms of learning (e.g., learning and growth, learning at an early age, reading programs that benefit children) and teaching (e.g., descriptive, things you teach). Still, others defined it outside of academics and reading and thought of literacy in terms of music, arts, and even philosophy.

These definitions were reflected in the types of activities that parents/caregivers engaged in with their children. All reported reading books and most engaged in some type of academic activity. Others stated that music and movement, as well as role playing and outdoor play, were activities that they did with their children.

Most parents stated that they served as literacy role models for their children by reading many types of print (e.g., books, magazines, newspapers, mail, religious materials, menus, grocery lists). Most reported that other people such as older siblings, grandparents, teachers, librarians, and other caregivers also served as literacy models for their child.

For many of these parents/caregivers, being their child's first reading teacher made them feel positive (e.g., good, fortunate, happy, great, excited) while others found that the process made them feel nervous and the thought was scary and daunting with a lot of pressure and with the hope that they were doing the right thing. Still, they knew that it was important and that it was a learning process, which was made easier with subsequent children.

Most of the parent/caregivers had or took care of more than one child. Most did not vary the type of literacy activity for the different-aged children but found ways to include all ages in an activity. One strategy for this was encouraging the older children to help the younger children or found activities that would appeal to all age groups such as choosing books. Some reported trying to find a way to spend some one-on-one time with each child.

Aside from the programs in which they were involved in their respective coalitions (e.g., *Tot-Spot*, *ECRR*, *Ready!*), parents/caregivers participated in literacy activities at parks, day care, church, book stores, museums, YMCA, and preschool. Other activities happened during daily errands to the grocery store or in the car or restaurants. Finally, mom's groups and playgroups also provided opportunities for literacy activities.

Finally, all of the parents had something positive to say about their respective programs and their trainers/facilitators. Many reported that they learned how to share stories, academic strategies (e.g., teaching letters, letter sounds), parenting skills (e.g., behavior management, values, parent/child interactions), while others supported the notion that these programs helped them to build more confidence as their child(ren)'s primary teachers (e.g., learning can be fun, manageable, done at home). A few wished for more structured and hands-on activities, shortened time between sessions, and more one-on-one time with trainers.

## STAFF/TRAINERS

### Demographic Characteristics<sup>23</sup>

Because one of the coalitions (Walla Walla Valley ELC) only had one trainer, we decided to present the demographic information only as aggregated data here to protect that trainers' confidentiality. Overall, staff/trainers across the coalitions had the following characteristics.<sup>24</sup>

All trainers were female. A majority of them were over 45 years old (75%; n=6), White (87.5%; n=7), had a graduate degree (87.5%; n=7), had a family income over \$52,000 (75%; n=6), did not speak a language other than English (87.5%; n=7), and had experience or background with special needs children (87.5%; n=7). Half of staff had been trainers for 21-30 years and a majority of them had been trainers for their respective programs 5 years or less.

Experience or background with special needs children took the form of: special education teacher, graduate degree in early childhood special education, director of HEAD Start ECEAP, and special education coordinator. When asked how their background in special education helped them as a trainer for their program in which some of the participants had or cared for children with special needs, replies varied from: *"I have been able to provide a variety of learning activities that match different learning styles. I have been able to give parents input about learning needs"* to *"This helped me address the range of pre-literacy skills that caregivers might experience with their children"* and *"[I] was able to provide lists of books for childcare providers to be aware."*

---

<sup>23</sup> Summary does not include trainers for Chelan Douglas because we did not receive demographic or survey data from their trainer in time for this report.

<sup>24</sup> See **Table 3** for a more complete detailed description of characteristics.

Summary Quantitative (Survey) Data

Since there were only 9 trainers across the coalitions and 8 surveys returned, we will describe the resulting data in descriptive terms only.<sup>25</sup>

Table 3: Overall Staff/Trainer Demographic Characteristics (n=8)

<b>Staff/Trainer Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	<b>8</b>	<b>100%</b>
F	8	100%
<b>Age</b>	<b>8</b>	<b>100%</b>
36-45	2	25%
>45	6	75%
<b>Ethnicity</b>	<b>8</b>	<b>100%</b>
White	7	87.5%
Multiracial	1	12.5%
<b>Education Level</b>	<b>8</b>	<b>100%</b>
Bachelor Degree	1	12.5%
Graduate Degree	7	87.5%
<b>Family Income</b>	<b>8</b>	<b>100%</b>
<\$22,000	1	12.5%
\$22,000-\$52,000	1	12.5%
>\$52,000	6	75%
<b>Years Experience as a Trainer</b>	<b>8</b>	<b>100%</b>
0-10 years	1	12.5%
11-20 years	2	25%
21-30 years	4	50%
Over 30 years	1	12.5%
<b>Years Experience as a Trainer of Program</b>	<b>8</b>	<b>100%</b>
0-5 years	7	87.5%
Over 30 years	1	12.5%
<b>Language Spoken other than English</b>	<b>8</b>	<b>100%</b>
Yes	1 (Chinese)	12.5%
No	7	87.5%
<b>Experience with Special Needs Children</b>	<b>8</b>	<b>100%</b>
Yes	7	87.5%
No	1	12.5%

Overall, most of the trainers (80-100%) across the coalitions agreed or strongly agreed that their respective programs benefited parents and caregivers, introduced new concepts in literacy, introduced new concepts in parenting and caregiving, increased their participants' confidence as literacy providers/teachers, and provided opportunities for parents/caregivers to practice strategies in literacy with their children.

<sup>25</sup> See **Table 4** for complete details on staff survey data.

Table 4: Frequency Results for Staff Survey (n=8)

		n	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
<b>The Program:</b>	1. Benefited parents and caregivers	8	0	0	0	2	6	0
	2. Introduced new concepts in literacy	8	0	0	0	3	5	0
	3. Introduced new concepts in parenting/caregiving	8	0	0	1	4	3	0
	4. Reiterated literacy concepts that parents already knew	8	0	2	1	1	4	0
	5. Increased participants' confidence as literacy providers/teachers	8	0	0	0	2	6	0
	6. Decreased parent/child interaction	8	4	1	2	0	1	0
	7. Provided opportunities for parents/caregivers to practice strategies in literacy with their children	8	0	0	0	3	4	1
	8. Did not provide community resources to extend learning and practice in the area of early literacy	8	4	2	2	0	0	0
<b>The program addressed participant needs in terms of:</b>	9. Language	8	1	0	1	2	3	1
	10. Culutral Background	8	0	1	3	0	2	2
	11. Learning Style	8	0	0	2	3	3	0

In addition, many (60-80%) trainers disagreed or strongly disagreed that their respective program decreased parent/child interaction and did not provide community resources to extend learning and practice in the area of early literacy.

In terms of the program's ability to address participant needs, most trainers (75%) concurred that the program addressed participant needs in terms of learning styles but only a little over half (52.5%) thought this was so for participant's language while only a quarter of trainers believed that a participant's cultural background was addressed by the program.

### Summary of Qualitative (Interview) Data

Overall, trainers defined literacy in terms of developing language (verbal and written), pre-literacy skills (e.g., phonological awareness, narration, telling stories, sequencing, knowing how to handle books, vocabulary, talking, singing, rhyming), and skills required while learning to read (e.g., phonics, communicating what is read). For others, literacy had to do with when literacy skills were taught (i.e., early and from birth) and what literacy meant to children's futures (i.e., open up opportunities).

Trainers saw their role in nurturing children's learning in terms of providing a learning environment and encouraging creativity, creating spaces to explore and self-direct, showing that learning and reading are fun at an early age and that play is a way to learn. Trainers also saw themselves as providing training and assistance to teachers, providing access to the general education experience to those with disabilities, and in general, opening up a world for children.

Finally, trainers saw their roles in supporting parents' nurturing of their children's learning in terms of providing: current evidence-based knowledge and practices; an opportunity to share experiences with other parents; access to resources and materials; a model for reading to children; and values that place importance on activities such as reading to children.

# INDIVIDUAL PROGRAM RESULTS

For each grantee, we give a description of their program, a summary of their program implementation and how data was collected.<sup>26</sup> The presentation order for the grantees is alphabetical. As with the overall results, we present individual grantee results that include demographic characteristics, and data from the surveys and interviews. We do the same with the staff/trainer survey and interviews. Finally, a questionnaire was sent out to the coalitions about other programs they had implemented that worked towards the overall COL goals. That data is presented here as well.

## **Chelan Douglas – Partnership for Children and Families** **Program: *Play & Learn***

### Description

- *Play & Learn* groups are specifically focused on birth to three families. The focus of *Play & Learn* is largely on literacy as caregivers are provided information, modeling, and opportunities to practice talking and singing songs in an effort to build on their child's receptive and expressive language. Print materials and storytelling are also a core component of *Play & Learn* time.
- Speech, occupational, and mental health therapists attend *Play & Learn* groups with the families and provide direct service to families qualifying for birth to three service.
- Play Bright © is a part of the *Play & Learn* group. This curriculum, developed by Children's Home Society of Washington, focuses on play as the main mode for gaining knowledge and skills. Based on research on early brain and child development, Play Bright looks at a child as a whole and seeks to strengthen the cognitive, language, social, emotional, and physical aspects of a child's growth from Birth to Five.

### Implementation

- A new *Play & Learn* group was created in Cashmere. The Play Bright Curriculum© was piloted at this site.
- The sessions met once a week in the mornings (Mondays at 10am).

---

<sup>26</sup> See **Appendix H** for a summary of programs for all the grantees.

- Sessions began in Spring 2010 and attendance ranged from 1-17 families. Of these, six families were consistently in attendance.
- The Cashmere group served a Spanish-speaking migrant population, as well as middle class families.

### Data collection

- Consent forms and surveys were scheduled to be collected in July 2010.
- The Cashmere group served both a migrant population and middle class families. However, because the Cashmere *Play & Learn* group served the former population, a late harvest season affected attendance for the former group. Summer vacations may explain the July dropoff for the latter group. As a result, only one family attended sessions in the first few weeks of July.
- As an alternative solution to group administration of the surveys, the facilitator offered to schedule appointments with each family in their homes to administer the survey. The facilitator also served as a translator and helped the participants with questions, if needed. Five families consented to fill out the survey.
- Though two families agreed to be interviewed at the time of survey collection, follow-up attempts to interview these families proved unsuccessful. This may be due to the resignation of the Cashmere facilitator, who enjoyed a close connection with the families. She was no longer available by the time interview sessions were being scheduled for staff. A new facilitator was hired late in the Fall, but the data collection process had ended before we could coordinate a meeting. As such, no qualitative data was collected from this coalition.

## **PARENT/CAREGIVER RESULTS**

### Demographic Characteristics<sup>27</sup>

- *Gender*: Well over half (60%; n=3) of the population were women.

---

<sup>27</sup> See **Table 5** for more complete details.

- *Age*: An equal proportion of the population ranged in age from 25-35 (40%; n=2) and 36-45 (40%, n=2).

Table 5: Chelan Douglas Demographic Characteristics (N=5)

Parent/Caregiver Characteristics	Frequency	Percentage
<b>Gender</b>	<b>5</b>	<b>100%</b>
F	3	60%
M	2	40%
<b>Age</b>	<b>5</b>	<b>100%</b>
25-35	2	40%
36-45	2	40%
>45	1	20%
<b>Ethnicity</b>	<b>5</b>	<b>100%</b>
Spanish/Hispanic/Latino	4	80%
White	1	20%
<b>Education Level</b>	<b>5</b>	<b>100%</b>
Did not finish high school	2	40%
Some college	1	20%
Bachelor Degree	2	40%
<b>Family Income</b>	<b>5</b>	<b>100%</b>
<\$22,000	1	20%
\$22,000-\$52,000	3	60%
>\$52,000	1	20%
<b>Identity</b>	<b>5</b>	<b>100%</b>
Parent	4	80%
Caregiver (non-parent)	1	20%
<b># of Children Under Care</b>	<b>4</b>	<b>80%</b>
One	1	20%
Two	2	40%
Three or More	1	20%
<b>Age of Children Under Care (in years)<sup>28</sup></b>		
0-1	1	20%
2-3	4	80%
4-5	2	40%
6+	1	20%
<b>Childcare Children Receive</b>	<b>5</b>	<b>100%</b>
Parent provides care	5	100%
<b>Child(ren) with Special Needs</b>	<b>5</b>	<b>100%</b>
No	4	80%
Yes	1	20%

- *Ethnicity*: A majority (80%, n=4) were Hispanic/Latino and the remaining participant (20%; n=1) was White.

<sup>28</sup> Participants were asked to list the ages of the children under their care so the total here will exceed 100%.

- *Income*: Over half of the participants earned between \$22,000-\$52,000 (60%, n=3).
- *Education*: Forty percent (n=2) of participants reported that they had earned their Bachelor's degrees; another 40% (n=2) reported attending some high school.
- *Primary Identity*: Eighty percent (n=4) of participants identified themselves as parents.
- *Number of Children*: Over half (60%, n=3) of participants had more than one child and a majority reported that they had more than one child aged birth to five.
- *Childcare*: Childcare was provided by the parents in all cases.
- *Children with Special Needs*: A majority (80%; n=4) reported that their child(ren) did not have special needs.

### Quantitative Data: Surveys<sup>29</sup>

#### *Knowledge*

For the first survey question, differences between mean ratings before and after participating in *Play & Learn* groups ranged from 0.2-0.6 yielding positive differences for their experiences with the program.<sup>30</sup> At most, participants agreed that it is important to share books with children and to have them in the home before the program. After the program, they strongly agreed with these statements.

#### *Practice*

*Learning Activities*: For the second survey question, all mean ratings after participating in the program were higher than before participating showing that engagement in various learning activities did, on average, appear to increase. The mean differences ranged from 0.2-1.0. *Play*

---

<sup>29</sup> This data is descriptive only. Statistical analyses could not be done with the number of surveys collected. A small n will result in too small a number for the degree of freedom, which is directly related to the power of a test. The level of power is inversely related to the probability of a Type II error rate, or the chance for a false negative. Therefore, tests may have resulted in saying there was no significant differences between two mean ratings when there really were.

<sup>30</sup> See **Table 6** for complete summary of mean ratings.

Table 6: Survey Results – Chelan-Douglas (n=5)

		n	Mean Rating BEFORE	Mean Rating AFTER
1. How much do you agree or disagree with each statement? <sup>Q1</sup>	a. Children start learning at birth.	5	4.2	4.6
	b. It is important to share books with children from birth.	5	4.2	4.8
	c. Reading words that surround them will help prepare children to read.	5	4.4	4.6
	d. Talking to children will help them build their vocabulary.	5	4.6	5.0
	e. Singing songs with children will help them to build up their language.	5	4.6	5.0
	f. Having books at home is important for children’s learning.	5	4.4	5.0
2. How often do you do the following with your child(ren) or the child(ren) under your care? <sup>Q2</sup>	a. Share a story	5	3.6	4.0
	b. Ask them to share a story	5	3.2	3.6
	c. Play games	5	4.4	5.0
	d. Sing songs	5	3.8	4.8
	e. Ask them to tell you something that has happened to them.	5	3.6	4.2
	f. Ask them to read you a book using the pictures.	5	2.8	3.4
	g. Visit the library	5	2.4	2.6
	h. Bring children’s books home to read	5	2.8	3.4
	i. Go on errands	5	3.8	4.2
3. When you read to your child(ren) or the child(ren) under your care, do you: <sup>Q3</sup>	a. Stop reading and point out things for them to name in the pictures?	5	3.6	4.0
	b. Stop reading and point out letters in the print?	5	3.4	3.8
	c. Stop reading and point out pictures that show what was told in the story?	5	3.8	4.2
	d. Stop reading and ask what will happen next?	5	3.2	3.8
	e. Read the entire story as they listen without interrupting you?	5	2.2	2.6
	f. Ask them to read with you when the book uses repeated words or well-known rhymes?	5	2.6	3.2
	g. Ask them to talk about the story after you read?	5	3.0	3.6
	h. Tell a story or read a book more than once?	5	3.4	4.0

Q1: Rating Scale: Strongly disagree=1; Disagree=2; Neutral=3; Agree=4; Strongly Agree=5

Q2: Rating scale: Never=1; Once a month or less=2; Once a week=3; More than once a week=4; Every Day=5

Q3: Rating scale: Never=1; Rarely=2; Sometimes=3; Frequently=4; Always=5

*& Learn* was especially influential in how often parents sang with their children, singing from more than once a week to every day. As well, activities such as playing games, everyday discussions, asking children to read aloud using pictures, and bringing children's books home to read were more often done after attending the program.

*Reading Behavior:* Like the previous data, mean ratings were higher after attending *Play & Learn* than before attending for the third survey question regarding reading behavior. Mean rating differences ranged from 0.4-0.6. How frequently parents asked children to predict what will happen in the story while reading appeared to increase. As well, engagement in activities, such as asking children to read along when reading stories that had familiar rhymes or repeated words and reading a book more than once, was also increased. In addition, parents were more likely to talk to their children about a story they just read after attending the program than before attending.

#### Qualitative Data: Interviews

None collected.

### **STAFF/TRAINER RESULTS<sup>31</sup>**

None collected.

### **OTHER SERVICE RESULTS**

*Outreach:* The Chelan-Douglas coalition also hosted interactive resource exhibits five times throughout the year in Wenatchee, WA: Week of the Young Child – *Creative Tots and Waddler Works*, Apple Blossom Youth Day, Back to School Health Fair, Fiestas Mexicanas, and Taste of Harvest – *Kid's Block*. The purpose of the exhibits was to increase public awareness of the importance of early literacy and learning and the link between early childhood education, health and school readiness to later academic success and economic growth. The exhibits also helped to connect families with resources such as *Play & Learn* programs, EPIC, and Head Start. Children played interactive games at the exhibits and received crayons and storybooks while parents learned about child health and education issues. Most of the events lasted all day (6-8 hours). The number of children and caregivers served (over 5,000) and positive feedback from

---

<sup>31</sup> Data was not collected from the trainer for *Play & Learn* because of a change in trainers during the data collection period. The new trainer was not established long enough to fill out the survey or be interviewed before our data collection time frame expired.

families served as well as event volunteers and community members provided some evidence for the success of this outreach.

## **Inland Northwest Alliance for Early Learning (INWAEL) Program: *Every Child Ready to Read (ECRR)***

### Description

- *Every Child Ready to Read @ your Library (ECRR)* was developed as part of the Public Library Association Early Literacy project. This program introduces six early literacy skills (phonological Awareness, print Awareness, print motivation, letter knowledge, narrative skills, vocabulary) and shares strategies with library staff and early learning providers on weaving these skills into their everyday activities and story times with children ages birth-5 years. This information can subsequently be shared with parents to increase their awareness about the six skills their child will need in order to learn to read.
- According to facilitator interviews, sessions consist of training for literacy for babies, toddlers, and preschoolers. They learned about the six skills in group work and paired practice for techniques. The trainers provide examples of literature available in a public library for every age group presented.

### Implementation

- Two training workshops (one at Spokane and one at Colville) were given at the beginning of November 2010 by local library staff for early learning providers.
- According to the trainers, population served was a mix of suburban and rural community home-based providers, center-based providers and ECEAP.
- Trainings consisted of an overview of the three phases of parent/caregiver education workshops (Early Talkers, Talkers, Pre-readers).

### Data collection

- Consent forms and surveys were collected after each of the early November training sessions.
- All of the attendees filled out the survey.

- Interviews were scheduled in person (focus groups) or via telephone (individual) at the end of November, for those who gave consent to be interviewed, giving participants enough time to assimilate the *ECRR* training into their practice.

## PARENT/CAREGIVER RESULTS

### Demographic Characteristics<sup>32</sup>

- *Gender*: A majority (97.9%; n=46) of the participants were women.
- *Age*: Participants ranged in age from 25-35 (36.2%; n=17), 36-45 (21.3%; n=10) and over 45 (27.7%, n=13).
- *Ethnicity*: A majority (91.5%, n=43) of the participants were White.
- *Income*: A bit over one-third (36.2%, n=17) of the participants earned between \$22,000-\$52,000 while 29.8% (n=14) earned over \$52,000 and 27.7% (n=13) earned less than \$22,000.
- *Education*: Close to half (44.7%; n=21) of the participants reported that they had attended some college and 21.3% (n=10) had earned their bachelor's degrees.
- *Primary Identity*: A majority (95.7%; n=45) of the participants identified themselves primarily as non-parent caregivers.
- *Number of Children*: All of the caregivers were in charge of children ranging from 2 to over 90 and all of these participants were caregivers of children in the birth to five age range.
- *Childcare*: Over half (53.2%; n=25) of the children were in preschool.
- *Children with Special Needs*: Over half (57.4%; n=27) of the participants reported that their child(ren) did not have special needs.

---

<sup>32</sup> See **Table 7** for complete demographic details.

Table 7: INWAEEL Demographic Characteristics (n=47)

Parent/Caregiver Characteristics	Frequency	Percentage
<b>Gender</b>	<b>47</b>	<b>100%</b>
F	46	97.9%
M	1	2.1%
<b>Age</b>	<b>46</b>	<b>97.9%</b>
20-24	6	12.8%
25-35	17	36.2
36-45	10	21.3%
>45	13	27.7%
<b>Ethnicity</b>	<b>47</b>	<b>100%</b>
Asian	1	2.1%
Black or African American	1	2.1%
American Indian or Alaska Native	1	2.1%
White	43	91.5%
Multiracial	1	2.1%
<b>Education Level</b>	<b>45</b>	<b>95.7%</b>
Did not finish high school	1	2.1%
High School	6	12.8%
Some college	21	44.7%
Associate's Degree	5	10.6%
Bachelor Degree	10	21.3%
Graduate Degree	2	4.3%
<b>Family Income</b>	<b>44</b>	<b>93.7%</b>
<\$22,000	13	27.7%
\$22,000-\$52,000	17	36.2%
>\$52,000	14	29.8%
<b>Identity</b>	<b>47</b>	<b>100%</b>
Parent	1	2.1%
Caregiver (non-parent)	46	97.9%
<b># of Children Under Care</b>	<b>46</b>	<b>97.9%</b>
Two	2	4.3%
Three or More	44	93.6%
<b>Age of Children Under Care (in years)<sup>33</sup></b>	<b>45</b>	<b>95.7%</b>
0-1	22	46.2%
2-3	29	60.9%
4-5	25	53.2%
6+	17	35.7%
<b>Childcare Children Receive</b>	<b>44</b>	<b>93.7%</b>
Preschool	25	53.2%
Childcare outside of home	12	25.5%
In-home care by someone other than parent	2	4.2%
Parent provides care	4	8.5%
Other	1	2.1%
<b>Child(ren) with Special Needs</b>	<b>45</b>	<b>95.7%</b>
No	27	57.4%
Yes	18	38.3%

<sup>33</sup> Participants were asked to list the ages of the children under their care so the total here will exceed 100%.

## Quantitative Data: Surveys<sup>34</sup>

### *Knowledge*

For the first survey question, on average, there was an overall agreement in positive statements about the importance of various activities/situations (e.g., importance of sharing books) and benefits of engaging in pre-literacy activities (e.g., talking, singing songs, reading environmental print). The mean differences ranged from 0.0-0.2. All of the mean ratings slightly increased and these differences were statistically significant after participating in the program except for one item: participants strongly agreed that having books at home was important both before and after attending the *ECRR* workshop.

### *Practice*

*Learning Activities:* For the second survey question, mean differences ranged from 0.0-0.5. In terms of how often caregivers engaged in general learning activities related to literacy, there is a slight increase in ratings for a majority of the items. The mean differences for these items (asking children to share a story, tell something that happened to them, asking children to go on a picture walk while reading a book, asking children to bring books home and visiting the library) were statistically significant. On the other hand, it appears that caregivers shared stories, played games, and sang songs at slightly increased rates after attending the *ECRR* workshop but these mean differences were not statistically significant. Moreover, there was no mean difference in ratings for the item: running errands. This may be due to the fact that many (97.9%) of the participants were caregivers and running errands is not an activity a preschool teacher, for example, would do with the children under her care.

*Reading Behavior:* Finally, for the third survey question, a majority of the mean rating differences of reading behaviors were statistically significant and increased in frequency after participants attended the *ECRR* workshop. The mean differences ranged from 0.0-0.5. The following items were the ones that reached statistical significance: naming objects in the books while reading, pointing out pictures that depict events in the story, asking children to predict story events, engaging in story discussions and reading well-known phrases and rhymes repeatedly. In contrast, it appears that participants pointed out letters in print and read stories without interruptions at a slightly increased rate but these mean differences were not statistically significant. A final item was also not statistically significant meaning that they read books more than once at the same rate before and after attending *ECRR*.

---

<sup>34</sup> See **Table 8** for complete survey details.

Table 8: Survey Results – INWAEL (n=47)

	n	Mean Rating BEFORE	Mean Rating AFTER	t	Sig.	
1. How much do you agree or disagree with each statement? <sup>∞</sup>	a. Children start learning at birth.	47	4.6	4.8	2.069	.044*
	b. It is important to share books with children from birth.	46	4.6	4.8	2.197	.033*
	c. Reading words that surround them will help prepare children to read.	47	4.5	4.7	2.340	.024*
	d. Talking to children will help them build their vocabulary.	46	4.7	4.8	2.340	.024*
	e. Singing songs with children will help them to build up their language.	47	4.6	4.8	2.444	.018*
	f. Having books at home is important for children's learning.	46	4.8	4.8	1.430	.160
2. How often do you do the following with your child(ren) or the child(ren) under your care? <sup>†</sup>	a. Share a story	47	4.7	4.8	1.700	.096
	b. Ask them to share a story	46	4.1	4.5	3.022	.004**
	c. Play games	46	4.3	4.5	1.415	.164
	d. Sing songs	47	4.7	4.9	1.833	.073
	e. Ask them to tell you something that has happened to them.	46	4.4	4.6	2.598	.013*
	f. Ask them to read you a book using the pictures.	46	3.5	4.0	4.338	.000***
	g. Visit the library	45	1.8	2.3	3.798	.000***
	h. Bring children's books home to read	46	3.0	3.5	3.878	.000***
	i. Go on errands	46	3.2	3.2	.771	.445
3. When you read to your child(ren) or the child(ren) under your care, do you:	a. Stop reading and point out things for them to name in the pictures?	47	4.2	4.5	3.685	.001***
	b. Stop reading and point out letters in the print?	46	3.6	3.8	1.856	.070
	c. Stop reading and point out pictures that show what was told in the story?	45	4.2	4.5	4.403	.000***
	d. Stop reading and ask what will happen next?	46	3.8	4.3	3.786	.000***
	e. Read the entire story as they listen without interrupting you?	44	2.4	2.5	1.774	.083
	f. Ask them to read with you when the book uses repeated words or well-known rhymes?	46	3.8	4.1	3.022	.004**
	g. Ask them to talk about the story after you read?	46	3.8	4.2	3.747	.001***
	h. Tell a story or read a book more than once?	46	4.5	4.5	.573	.569

\*p≤.05; \*\*p≤.01; \*\*\*p≤.001 (The smaller the p value, the more confident we are that there is a difference.)

Q1: Rating Scale: Strongly disagree=1; Disagree=2; Neutral=3; Agree=4; Strongly Agree=5

Q2: Rating scale: Never=1; Once a month or less=2; Once a week=3; More than once a week=4; Every Day=5

Q3: Rating scale: Never=1; Rarely=2; Sometimes=3; Frequently=4; Always=5

### Qualitative Data: Interviews<sup>35</sup>

Parents/caregivers who attended the *ECRR* trainings came away with new activities that support literacy that are appropriate for different age levels, as well as resources, such as book lists. Additionally, they came away with the reasons and evidence to support why practices were recommended. They also learned the importance of beginning literacy practices at an early age because of what children are capable of learning in the birth to five age range and the potential effects of lack of exposure to literacy activities at a young age.

Specifically, parents/caregivers learned about being intentional about literacy instruction in activities, techniques for including children in reading books, and new songs to sing with children.

On the other hand, they wished to learn more specific ideas for activities, how to manage behavioral problems that interfere with teaching literacy, and ideas on how to engage children who aren't yet capable of sitting and attending for long periods of time.

## **STAFF/TRAINER RESULTS**

### Quantitative Data: Surveys

The two trainers who facilitated the *ECRR* workshops at Spokane and Colville had similar ratings on all the survey items. That is, they both strongly agreed that *ECRR*: reiterated concepts that participants already knew, increased participants' confidence as literacy providers/teachers, and provided opportunities for parents/caregivers to practice strategies in literacy with their children. Both also agreed that *ECRR* addressed participant needs in terms of language, cultural background, and learning style.

The two trainers also agreed that *ECRR* benefited parents and caregivers, introduced new concepts in literacy and parenting/caregiving. On the other hand, both strongly disagreed that the program did not provide community resources to extend learning and practice in the area of early literacy. Finally, neither of them had an opinion about the statement: "The program decreased parent/child interaction."

---

<sup>35</sup> Participant response about specific program presented here. More interview data is presented in the discussion section as it pertains to the overall goals of the COL initiative.

### Qualitative Data: Interviews

The trainers for *ECRR* stated that the goals of their program is to share strategies for reading books with children as well as provide a resource list of books that are available in the public library system and a list of specific topics for activities to do with children. The trainers believed that they have succeeded in this overall goal because lists were given to participants and they encouraged them to think of specific activities that they could implement in their practice.

Trainers report that benefits of the program include specific ideas such as lists of resources and new song ideas. As well, increasing awareness of the importance of sharing books with children beginning at birth was a reported benefit of the program.

On the other hand, barriers to implementation of strategies by parents include the lack of money to buy materials that are not available at local libraries. Worse still, another barrier is that certain local communities do not have libraries in their area. All participants in the training were English speaking and also ethnically homogeneous. Questions arose about whether outreach was not enough to reach other communities or if providers in these other communities did not feel that the *ECRR* program was relevant to the population they served.

## **OTHER SERVICE RESULTS**

- *Book distribution:* The Early Literacy/Home Connection book bags project served the INWAEEL's goal to promote early literacy by targeting readers ages birth to five years and connecting these families to reading activities and providing access to quality and developmentally appropriate books. Book bags included four themed books for preschoolers, parent-friendly information about early literacy development and tips for how to care for their child, and a list of books, poems, songs, and activities that relate to the themed literature. Two hundred book bags were distributed to early learning centers and rural libraries throughout the service area. Eight hundred seventy-five children and families checked out the book bags over a period of four to six months. Rate of return on surveys included in the book bags was not very high though the number of people served indicated success of the program. As well, positive feedback about the book bags and requests for more bags in sites (including those already established and those not yet participating) served speak to the success of this project.

## **Olympic-Kitsap Peninsulas Early Learning Coalition Program: *Ready! for Kindergarten***

### Description

- *Ready! for Kindergarten* is a program that supports parental interaction with children to encourage development of literacy and language, math, and social/emotional skills through singing, playing, talking, and reading.
- *Ready!* lessons and materials are meant to be used at home according to the child's interests, abilities and personality.
- There are three *Ready!* sessions and are broken up into ninety-minute trainings that occur in the Fall, Winter, and Spring.
- According to facilitator interviews, a typical session consists of watching DVD with materials for hands-on practice and play. Parents/caregivers learn about evidence-based practices. Additionally, participants share their experiences of what works for them and the challenges they face as teachers.

### Implementation

- The first *Ready! for K* session on language and literacy occurred in the Fall. There were five sites which received support. Four were school districts: Central Kitsap, North Mason, Port Townsend, and Cape Flattery. The fifth in Central Kitsap was *Neighborhood Ready!*, led by a coalition parent representative in her own neighborhood.
- Overall, the population served was providers and parents ranging in background and training from some who had no early childhood education training to others who had training through Head Start. All providers served families of average income with working parents; providers ran home-based operations to preschool like centers. In the *Neighborhood Ready!* session, the population consisted of mothers of young families who live in the same neighborhood with young children of differing ages.
- These sessions occurred throughout October-November 2010.

### Data collection

- Consent forms and surveys were collected at the end of the first *Ready!* session. For the Port Townsend group, technical difficulties necessitated surveys be given at the focus group interview or mailed to those who agreed to be interviewed over the phone.

- Interviews were conducted a few weeks after the first session either in person (focus group) or via telephone (individual).

## PARENT/CAREGIVER RESULTS

### Demographic Characteristics<sup>36</sup>

- *Gender*: A majority (95.3%; n=41) of the participants were women.
- *Age*: About a third (30.2%; n=13) of the participants were over 45 years old and 23.3% (n=10) ranged in age from 30-45.
- *Ethnicity*: A majority (81.4%, n=35) were White.
- *Income*: Over half (53.5%, n=23) of the participants earned between \$22,000 and \$52,000 and over a little over a third (34.9%; n=15) earned more than \$52,000.
- *Education*: Approximately one-third (32.6%; n=14) of the participants earned a bachelor's degree, while approximately another third (30.2%; n=13) attended some college.
- *Primary Identity*: Over half (58.1%; n=25) of the participants identified themselves as non-parent caregivers.
- *Number of Children*: A majority (67.4%; n=29) of participants indicated that they took care of three or more children and all of them took care of at least one child aged birth to five years old.
- *Childcare*: Over half (58.1%; n=25) of the participants reported preschool as the main form of childcare.
- *Children with Special Needs*: A little over half (51.1%; n=22) of the participants reported that their child(ren) did not have special needs.

---

<sup>36</sup> For more details, see **Table 9**.

Table 9: Olympic-Kitsap Demographic Characteristics (n=43)

Parent/Caregiver Characteristics	Frequency	Percentage
<b>Gender</b>	<b>43</b>	<b>100%</b>
F	41	95.3%
M	2	4.7%
<b>Age</b>	<b>43</b>	<b>100%</b>
15-19	2	4.7%
20-24	2	4.7%
25-35	16	37.6%
36-45	10	23.3%
>45	13	30.2%
<b>Ethnicity</b>	<b>43</b>	<b>100%</b>
Asian	3	6.9%
Black or African American	1	2.3%
Spanish/Hispanic/Latino	4	9.3%
White	34	78.2%
Multiracial	1	2.3%
<b>Education Level</b>	<b>43</b>	<b>100%</b>
GED	1	2.3%
High School	4	9.3
Some college	13	30.2
Associate's Degree	9	20.9%
Bachelor Degree	14	32.6%
Graduate Degree	2	4.7%
<b>Family Income</b>	<b>41</b>	<b>95.4%</b>
<\$22,000	3	7.0%
\$22,000-\$52,000	23	53.5%
>\$52,000	15	34.9%
<b>Identity</b>	<b>43</b>	<b>100%</b>
Parent	18	41.9%
Caregiver (non-parent)	25	58.1%
<b># of Children Under Care</b>	<b>43</b>	<b>100%</b>
One	6	14%
Two	8	18.6%
Three or More	29	67.4%
<b>Age of Children Under Care (in years)<sup>37</sup></b>		
0-1	16	36.8%
2-3	22	50.6%
4-5	28	64.4%
6+	17	39.1%
<b>Childcare Children Receive</b>	<b>41</b>	<b>95.4%</b>
Preschool	25	58.1%
Childcare outside of home	6	14%
In-home care by someone other than parent	1	2.3%
Parent provides care	9	20.9%
<b>Child(ren) with Special Needs</b>	<b>43</b>	<b>100%</b>
No	22	51.2%
Yes	21	48.6%

<sup>37</sup> Participants were asked to list the ages of the children under their care so the total here will exceed 100%.

### Quantitative Data: Surveys<sup>38</sup>

#### *Knowledge*

For the first survey question, the mean differences ranged from 0.1-0.6. All the mean differences were highly statistically significant. On average, attending *Ready! for K* sessions apparently led participants to increase their knowledge and therefore, their mean ratings reflected this on items such as learning begins at birth and the importance of having children's books at home.

#### *Practice<sup>39</sup>*

*Learning Activities:* The mean differences for the second survey question ranged from 0.1-1.5 and were all statistically significant except for one. Most of the mean ratings increased significantly after participants attended the *Ready! for K* sessions except for the one pertaining to asking children to tell what has happened to them. Although the mean ratings did appear to increase for this item, it did not significantly do so.

*Reading Behavior:* For the third survey question, the mean differences ranged from 0.5-1.0 and all of them were statistically significant. Like the learning activities, engagement in specific reading behaviors, on average increased. Of these, parents and caregivers increased their engagement in stopping to read and pointing out letters in print the most. Before the program, they did so only "sometimes" but increased that rating to "frequently" after the program.

### Qualitative Data: Interviews<sup>40</sup>

Parents and caregivers who participated in the *Ready! for K* came away from the program with the overall lessons that learning can be fun and that parents are important teachers. In the same vein, they learned about the importance of developing early literacy from birth and what skills children should acquire at particular stages.

---

<sup>38</sup> See **Table 10** for complete details on survey data.

<sup>39</sup> Because surveys were filled out right after the program training, results for the practice mean ratings must be taken as indicators for plans of future practice by the participants.

<sup>40</sup> Participant responses about specific programs are presented here. More interview data is presented in the discussion section as it pertains to the overall goals of the COL initiative.

Table 10: Survey Results – Olympic Kitsap (n=43)

	n	Mean Rating BEFORE	Mean Rating AFTER	t	Sig.	
1. How much do you agree or disagree with each statement? <sup>∞</sup>	a. Children start learning at birth.	41	4.6	4.8	2.240	.000***
	b. It is important to share books with children from birth.	41	4.5	4.9	4.128	.000***
	c. Reading words that surround them will help prepare children to read.	40	4.4	4.8	3.597	.000***
	d. Talking to children will help them build their vocabulary.	40	4.7	4.9	2.726	.000***
	e. Singing songs with children will help them to build up their language.	40	4.6	4.8	2.467	.000***
	f. Having books at home is important for children's learning.	40	4.8	4.9	2.360	.000***
2. How often do you do the following with your child(ren) or the child(ren) under your care? <sup>†</sup>	a. Share a story	38	4.6	4.9	2.634	.001***
	b. Ask them to share a story	39	3.4	4.9	5.157	.001***
	c. Play games	39	4.1	4.5	3.351	.000***
	d. Sing songs	39	4.6	4.7	2.364	.000***
	e. Ask them to tell you something that has happened to them.	38	4.2	4.8	3.541	.269
	f. Ask them to read you a book using the pictures.	39	3.4	4.3	4.963	.001***
	g. Visit the library	38	2.5	2.7	3.158	.000***
	h. Bring children's books home to read	35	3.2	3.5	2.380	.000***
	i. Go on errands	35	3.3	3.5	2.026	.000***
3. When you read to your child(ren) or the child(ren) under your care, do you:	a. Stop reading and point out things for them to name in the pictures?	39	3.7	4.4	5.707	.003**
	b. Stop reading and point out letters in the print?	37	3.2	4.2	5.771	.002**
	c. Stop reading and point out pictures that show what was told in the story?	39	3.8	4.5	4.550	.003**
	d. Stop reading and ask what will happen next?	39	3.6	4.4	4.156	.009**
	f. Ask them to read with you when the book uses repeated words or well-known rhymes?	39	3.4	4.1	4.634	.000***
	g. Ask them to talk about the story after you read?	39	3.4	4.2	5.325	.000***
	h. Tell a story or read a book more than once?	39	4.0	4.5	3.329	.002**

\*p≤.05; \*\*p≤.01; \*\*\*p≤.001 (The smaller the p value, the more confident we are that there is a difference.)

Q1: Rating Scale: Strongly disagree=1; Disagree=2; Neutral=3; Agree=4; Strongly Agree=5

Q2: Rating scale: Never=1; Once a month or less=2; Once a week=3; More than once a week=4; Every Day=5

Q3: Rating scale: Never=1; Rarely=2; Sometimes=3; Frequently=4; Always=5

Specifically, they learned how to embed learning into daily activities, how to read to children (e.g., pause for children to participate in stories), to talk about authors when reading books with children and to talk about all elements of a book (cover, author, page, etc.).

In terms of teaching the alphabet, participants in *Ready!* learned to teach lowercase letters first, to teach letter sounds instead of names, to focus on the shapes of the letters, how to do an alphabet puzzle activity, and the number of letters children should know by age 5 years. Strategies, such as labeling everyday objects with sight words, were also taught.

On the other hand, participants wished they had a list of skills for typically developing children and also what activities would be useful for children advanced or behind the “average” child. Participants also wished that there was more involvement of the parents in the training and that facilitators were much clearer about what materials would be provided in the program. Finally, participants wished there was a shorter time frame between sessions (*Ready!* meets three times a year).

## **STAFF/TRAINER RESULTS**

### Quantitative Data: Surveys

The following narrative is a summary of the descriptive data from the staff surveys (n=5).

The five trainers all agreed or strongly agreed that *Ready! for K*: benefited parents and caregivers, introduced new concepts in literacy, and increased participants’ confidence as literacy providers/teachers.

In addition, a majority (80%) of the trainers agreed or strongly agreed that *Ready!* introduced new concepts in parenting/caregiving and provided opportunities for parents/caregivers to practice strategies in literacy with their children. The same majority also disagreed or strongly disagreed that the program decreased parent/child interaction.

Moreover, over half (60%) of the trainers agreed that *Ready!* addressed the needs of participants in terms of learning styles and 3 out of 5 trainers disagreed with the statement: “The program did not provide community resources to extend learning and practice in the area of early literacy.”

Finally, there was no concurrence on whether *Ready!* addressed participant needs in terms of language and cultural background or whether the program reiterated literacy concepts that participants already knew.

### Qualitative Data: Interviews

The trainers for *Ready! for Kindergarten* stated that the goal of their program is to support children in developing skills needed for Kindergarten and to help parents understand the meaning of readiness for school. The program focuses on literacy by emphasizing the importance of early parental engagement with their children in learning activities that are embedded within a family's daily activities and in a fun setting. The trainers believed that they have succeeded in this overall goal because training for early childhood providers includes current teaching techniques and strategies and encourages them to actively think about their practice to see what tools are available to them. Additionally, parents were provided the opportunity to network with each other and talk about their child-rearing/teaching practices.

Trainers listed the materials that give parents and caregivers a chance to take and use at home or in their practice as one of the benefits of the program. As well, specific techniques such as teaching phonemic awareness before phonics and language-building activities were also of benefit to the parents/children. Moreover, pedagogical suggestions like teaching skills a few minutes a day instead of in intense long blocks were meaningful for their population.

On the other hand, language may have been a barrier to full participation in the sessions for some participants with limited English though this was not true for all of the trainers. Accommodations were made for those with limited English skills including making materials available in other languages and some bring along family members to translate. One main challenge for the trainers was in meeting the needs of their diverse population.

## **OTHER SERVICE RESULTS**

- *Parent Education: An Exciting Way to Read with Preschoolers* is a parent education project that taught adults the model of dialogic reading with children. Implemented in Clallam County, 34 professionals were trained in the strategy in three intensive two-hour sessions. These professionals then went on to train at least 544 (number of evaluations received) families in how to read to their children interactively. With the training, parents received free storybooks, informational material, and a half-page survey. Survey results were

positive indicating a newly-learned strategy in how to read to children that would be adapted in the home. The teaching professionals also observed positive results in parent reaction during training.

## **Walla Walla Valley Early Learning Coalition**

### **Program: *Tot-Spot* and Parenting Classes in Alternative High School**

#### Description

- *Tot-Spot* is a program that targets families with children aged birth to three years. Adults attend parenting education classes about how to nurture, guide, and discipline their children in a positive way while their children are in a play environment that concentrates on developing their motor and social skills.
- According to the facilitator, a typical session consists of parents and children interacting with the trainer with preschool-like activities for the children while parents leave to participate in a session with the trainer. Topics for these sessions are based on what parents indicated they wanted to learn more about in a survey given before the program began.
- The Alternative high school parenting class was modified from an existing program in the Walla Walla Community College.
- For both the *Tot-Spot* and alternative high school class, a lesson focusing on early literacy was added to the regular programs.

#### Implementation

- Two 8-week *Tot-Spot* sessions met twice a week for two hours per day over the summer. This was located in a senior center. Attendance was variable for these sessions. There were a total of 25 parents/caregivers in both sessions.
- The population served in the *Tot-Spot* sessions started as families in the neighborhood but through media outreach, other communities became aware of the program and joined. There were minority participants (mainly Hispanic) and there was a mix of SES status as well as a mix of families who were familiar with parenting/educational programs and those who had never attended any program before.

- The parenting classes for teen parents and caregivers at an alternative high school met once a week every week for five weeks in May/June 2010 for two hours each time. This class consisted of 13 teen parent/caregivers.
- For both the *Tot-Spot* and parenting classes, the same facilitator/teacher taught a literacy lesson pertaining to reading and early literacy skills.

#### Data collection

- Consent forms and surveys were collected after the literacy lesson.
- Interviews were conducted a few weeks after the last session of the high school program. For the *Tot-Spot* programs, interview sessions were conducted at one of the last sessions for each program.

## **PARENT/CAREGIVER RESULTS**

#### Demographic Characteristics<sup>41</sup>

- *Gender*: A majority (87.5%; n=14) of the participants were women.
- *Age*: Over half (56.3%; n=9) of the participants ranged in age from 15-19 and a quarter (25%; n=4) of the sample were between 25-35 years old.
- *Ethnicity*: A majority (62.5%, n=10) were White and approximately a third (31.3%; n=5) was Hispanic/Latino.
- *Income*: Almost half (43.8%, n=7) of the participants had family incomes in the \$22,000-\$52,000 range.
- *Education*: Half (50%; n=8) of the participants earned a high school diploma and almost a third (31.3%; n=5) had some college.

---

<sup>41</sup> See **Table 11** for complete details on participant demographics data.

Table 11: Walla Walla Demographic Characteristics (n=16)

Parent/Caregiver Characteristics	Frequency	Percentage
<b>Gender</b>	<b>16</b>	<b>100%</b>
F	14	87.5%
M	2	12.5%
<b>Age</b>	<b>16</b>	<b>100%</b>
15-19	9	56.3%
20-24	1	6.3%
25-35	4	25%
>45	2	12.5%
<b>Ethnicity</b>	<b>16</b>	<b>100%</b>
Spanish/Hispanic/Latino	5	31.3%
White	10	62.5%
Multiracial	1	6.3%
<b>Education Level</b>	<b>16</b>	<b>100%</b>
Did not finish high school	1	6.3%
High School	8	50%
Some college	5	31.3%
Associate's Degree	1	6.3%
Bachelor Degree	1	6.3%
<b>Family Income</b>	<b>13</b>	<b>81.2%</b>
<\$22,000	4	25%
\$22,000-\$52,000	7	43.8%
>\$52,000	2	12.5%
<b>Identity</b>	<b>15</b>	<b>93.7%</b>
Parent	7	43.8%
Caregiver (non-parent)	8	50%
<b># of Children Under Care</b>	<b>16</b>	<b>100%</b>
One	9	56.3%
Two	6	37.5%
Three or More	1	6.3%
<b>Age of Children Under Care (in years)<sup>42</sup></b>		
0-1	4	24%
2-3	6	37.8%
4-5	3	18.9%
6+	2	12.6%
<b>Childcare Children Receive</b>	<b>15</b>	<b>93.7%</b>
Preschool	5	31.3%
Childcare outside of home	3	18.8%
In-home care by someone other than parent	6	37.5%
Parent provides care	1	6.3%
<b>Child(ren) with Special Needs</b>	<b>15</b>	<b>93.7%</b>
No	14	87.5%
Yes	1	6.3%

<sup>42</sup> Participants were asked to list the ages of the children under their care so the total here will exceed 100%.

- *Primary Identity:* Almost half (43.8%; n=7) of the participants identified themselves primarily as parents while almost another third (31.3%; n=5) considered themselves as non-parent caregivers.
- *Number of Children:* Over half (56.3%, n=9) of participants reported caring for only one child and a majority (93.7%; n=15) cared for at least one child aged birth to five.
- *Childcare:* Over a third (37.5%; n=6) of the childcare was provided in-home by someone other than a parent.
- *Children with Special Needs:* A majority (87.5%; n=14) reported that their child(ren) did not have special needs.

### Quantitative Data: Surveys<sup>43</sup>

#### *Knowledge*

The mean differences for the first survey question ranged from 0.3-0.7 and most of the mean differences were statistically significant. On average, the literacy lesson presented in *Tot Spot* and the alternative high school parenting class helped participants to rate their agreement with the knowledge items significantly higher after than before the lesson. Examples include the increased belief of the importance of reading environmental print and singing songs to help build language skills. However, some ratings for items, such as sharing books with children from birth and having books at home, remained relatively stable and appeared to increase but were not significantly different from each other.

#### *Practice*

*Learning Activities:* For the second survey question, the mean differences ranged from 0.3-1.0 and most of the mean differences were statistically significant. For these participants, the literacy lesson appeared to affect the frequency in which they sang songs, visited the library and went on errands at a slightly increased rate but these mean differences were not statistically significant. All other comparisons were statistically significant with an apparent increase in frequency of engagement with specific learning activities after the literacy lesson such as playing games and bringing children's books home to read.

---

<sup>43</sup> For more complete details, see **Table 12**

Table 12: Survey Results – Walla Walla (n=16)

	n	Mean Rating BEFORE	Mean Rating AFTER	t	Sig.	
1. How much do you agree or disagree with each statement? <sup>∞</sup>	a. Children start learning at birth.	14	3.7	4.4	2.223	.045*
	b. It is important to share books with children from birth.	16	3.6	4.1	1.518	.150
	c. Reading words that surround them will help prepare children to read.	16	4.1	4.6	2.406	.029*
	d. Talking to children will help them build their vocabulary.	14	4.4	5.0	2.280	.040*
	e. Singing songs with children will help them to build up their language.	16	3.9	4.6	3.101	.007**
	f. Having books at home is important for children's learning.	13	4.2	4.5	1.760	.104
2. How often do you do the following with your child(ren) or the child(ren) under your care? <sup>†</sup>	a. Share a story	15	2.3	3.3	3.756	.002**
	b. Ask them to share a story	14	2.6	3.6	3.373	.005**
	c. Play games	15	3.5	4.5	3.108	.008**
	d. Sing songs	15	2.7	3.3	1.740	.104
	e. Ask them to tell you something that has happened to them.	14	3.3	4.2	2.879	.013*
	f. Ask them to read you a book using the pictures.	15	2.5	3.5	2.694	.017*
	g. Visit the library	15	1.7	2.0	2.092	.055
	h. Bring children's books home to read	14	2.1	2.9	3.015	.010**
	i. Go on errands	14	3.2	3.4	1.000	.336
3. When you read to your child(ren) or the child(ren) under your care, do you:	a. Stop reading and point out things for them to name in the pictures?	16	3.4	4.1	3.000	.009**
	b. Stop reading and point out letters in the print?	16	2.8	3.4	2.298	.036*
	c. Stop reading and point out pictures that show what was told in the story?	16	3.4	4.3	3.217	.006**
	d. Stop reading and ask what will happen next?	16	2.8	3.5	2.416	.029*
	e. Read the entire story as they listen without interrupting you?	16	2.8	2.8	.000	1.000
	f. Ask them to read with you when the book uses repeated words or well-known rhymes?	15	3.1	3.3	.716	.486
	g. Ask them to talk about the story after you read?	15	2.3	3.3	2.824	.014*
	h. Tell a story or read a book more than once?	15	3.3	3.9	2.553	.023*

\*p≤.05; \*\*p≤.01; \*\*\*p≤.001 (The smaller the p value, the more confident we are that there is a difference.)

Q1: Rating Scale: Strongly disagree=1; Disagree=2; Neutral=3; Agree=4; Strongly Agree=5

Q2: Rating scale: Never=1; Once a month or less=2; Once a week=3; More than once a week=4; Every Day=5

Q3: Rating scale: Never=1; Rarely=2; Sometimes=3; Frequently=4; Always=5

*Reading Behavior:* For the third survey question, the mean differences ranged from 0.0-1.0. The results of this question mirrored that of the first two – most of the mean differences were found to be statistically significant. Examples of these are: asking children to predict what will happen next and having after-reading discussions. However, parents and caregivers did not significantly change how often they engaged in reading an entire story through without interruption (with what appears to be a slight increase in mean ratings) and in reading works with familiar phrases and rhymes (with no change in mean ratings).

### Qualitative Data: Interviews<sup>44</sup>

In interviews with parents and caregivers who participated in *Tot-Spot* and the parenting classes at Lincoln Alternative High School, it was revealed that the program taught them how to:

- Share stories/read with expression
- Conduct art/sensory activities
- Provide structure
- Manage behavior (react to child crying/acknowledge feelings/handle tantrums)
- Attend to children's needs/focus on child-parent relationship

The program also provided access to reading materials and other resources and taught them about learning readiness skills and developmental abilities. Even for those skills and concepts that parents/caregivers already knew, the program encouraged them to do them more frequently (e.g., talk to children).

Concepts that participants wanted to learn more about included: how to deal with special needs of children such as language delays and developmental behavior and also learn more songs that teach something. For the program specifically, parents/caregivers wanted to have more structured activities, including more hands-on activities and less free play time for the kids.

## **STAFF/TRAINER RESULTS**

---

<sup>44</sup> Participant response about specific program presented here. More interview data is presented in the discussion section as it pertains to the overall goals of the COL initiative.

### Quantitative Data: Surveys

The trainer for WWVELC strongly agreed that *Tot-Spot* benefited parents and caregivers, reiterated literacy concepts that participants already knew, and increased participants' confidence as literacy providers/teachers. She also agreed that *Tot-Spot* introduced new concepts in both literacy and parenting/caregiving, provided opportunities for parents/caregivers to practice strategies in literacy with their children, and that the program addressed participants' needs in terms of language and learning style.

On the other hand, the trainer disagreed or strongly disagreed that *Tot-Spot* decreased parent/child interaction, and that it did not provide community resources to extend learning and practice in the area of early literacy.

Finally, the trainer had no opinion on whether *Tot-Spot* addressed participant needs in terms of cultural background.

### Qualitative Data: Interviews

The trainer for WWVELC stated that the goal of the program is to inform parents about the most current research about child development. *Tot-Spot* provided a lab setting in which parents can interact with their children and apply strategies with trainers present. *Tot-Spot* provided access to developmentally appropriate enrichment activities to children in the community. She believed that the *Tot-Spot* sessions she conducted have met these stated goals evidenced by the growth that the parent participants have seen in their children with each subsequent session. Since many of the children who were involved in the program have never had experience with preschool or other similarly structured settings, they were given the opportunity to participate in activities in a structured setting. This was one of the most beneficial practices for the children, in the trainer's opinion.

Additionally, the trainer thought that providing parents an opportunity to learn from other parents was also beneficial as well as teaching parents how to interact with their children deliberately, especially in learning strategies for things that they found to be a challenge. Children's books and informational material to take home also helped for parents to practice what they learned at home, especially doing more creative, exploratory play with their children.

Conversely, one of the barriers to implementing the strategies in *Tot-Spot* fully was the differences in parental opinion about, for example, the importance of sitting and reading with

children. Moreover, training wasn't always optimized for everyone, especially when parents did not relate to the topic in a session (e.g., attachment behavior). Additionally, participants who didn't speak English were not as involved in group discussions as the English-speaking participants. The *Tot-Spot* team tried to reach these parents as much as possible by having materials in Spanish as well as a Spanish-speaking assistant who served as translator. And, the trainer observed that having at least four Spanish-speaking parents meant that they could collaborate with each other when sharing practice successes and challenges.

## **OTHER SERVICE RESULTS**

- *Book Distribution:* In partnership with 25 local businesses, book baskets were placed in waiting areas so that age-appropriate books would be available for children who may not have quality books in their home. Thus far, 3,080 books have been distributed. They are in the process of developing a survey for businesses and for parents/caregivers who participated in this program. Anecdotal evidence in the form of verbal feedback by business personnel watching children's reactions as they chose books from the baskets has been positive.

# DISCUSSION

---

## MEETING COL GOALS

This section analyzes the data collected in terms of how each grantee has demonstrated success with the following COL goals:

1. Increased parents' knowledge that learning starts at infancy
2. Increased engagement and use of activities that promote literacy (book sharing, rhyming, singing, talking etc)
3. Increased knowledge of activities, concepts or approaches to support early literacy
4. Increased children's access and exposure to age-appropriate books
5. Program staff's beliefs and attitudes about the benefits of their programs for parents, caregivers and children

For goals 1-4, data from the parent/caregiver survey, parent/caregiver interview and other service questionnaire for each grantee will be presented. For goal 5, data from the staff/trainer surveys and interviews will be compared to the parent/caregiver responses to determine whether or not their perspectives on the effectiveness and benefits of the programs match.

### Goal One: Increased parents' knowledge that learning starts at infancy

*Chelan Douglas*: Descriptive data from the parent/caregiver surveys show that before participating in *Play & Learn*, participants already agreed that children start learning at birth and that it is important to share books with children from birth. After the program, their ratings increased and on average, they strongly agreed with these two ideas. While the program did not introduce the concept that learning begins at infancy, the program seemed to reinforce this idea. Therefore, *Play & Learn* seemed to meet this goal.<sup>45</sup>

*INWAEI*: Data from the parent/caregiver surveys show significant differences between before and after ratings for the pertinent items for this goal. That is, participants increased their agreement that children begin learning at birth and that books should be shared with children beginning in infancy after participating in ECRR. Corroborating data from interviews show that parents/caregivers were somewhat surprised at the "*potential effects of lack of exposure to literacy activities at a young age*" and what children are capable of learning from birth to five years. Also, parents/caregivers reported engaging in activities that support literacy with their children around birth to 15 months because "*brains are developing,*" "*they can learn*" and doing so should be done the "*earlier the better.*" The combination of survey and interview data indicates that ECRR participants did increase their knowledge that learning begins at infancy.

---

<sup>45</sup> We cannot conclude definitively that Chelan Douglas met this goal because of the limited amount of data available to us. Even so, parent/caregiver responses for this goal appear to be trending positively.

Olympic-Kitsap: Data from the parent/caregiver surveys show that the increases in mean ratings for pertinent survey items were significant. That is, participants agreed that learning begins at infancy and that books should be shared with infants before participating in *Ready! for Kindergarten* but they agreed even more once they were in the program. Interview responses corroborate that *Ready!* reinforced this knowledge. For example, parents/caregivers defined literacy as “learning at an early age.” As well, most parents/caregivers reported that they engaged in literacy activities with children beginning at birth because babies are “able to learn,” “able to observe,” and “babies’ brains begin to develop in infancy.” On the emotional/social scale, engaging in literacy activities with children from birth helps to “build a relationship,” and “is important for bonding.” Taken as a whole, the data supports the notion that *Ready!* increased parent’s knowledge that learning starts at infancy.

Walla Walla: Data from the parent/caregiver surveys show that there was a significant difference between mean ratings before and after participating in *Tot-Spot* for the item: Children start learning at birth, so the program clearly increased their knowledge. For the second survey item: It is important to share books with children from birth, the mean difference was not significant; however, parents/caregivers did agree a bit more with this idea after participating in *Tot-Spot* than before participating. Responses from interviews show that parents/caregivers engaged in literacy activities with their children from birth because babies had the “ability to attend” and doing so “makes them smarter or learn faster.” Data from the survey and interviews point to the conclusion that they met this COL goal.

## **Goal Two: Increased engagement and use of activities that promote literacy (book sharing, rhyming, singing, talking, etc.)**

Chelan Douglas: Descriptive data from surveys show that parents/caregivers engaged more frequently in literacy promoting activities such as sharing a story, playing games, singing songs, and going on errands, after participating in *Play & Learn* than before participating. Additionally, reading activities that promote interaction, comprehension, and schema development were also more frequently engaged in, on average, after participating in the program. Without sufficient data, we cannot conclusively say that *Play & Learn* met this goal; however, the trends are pointing towards an increase in engagement of literacy promoting activities.

INWAEI: Data from the parent/caregiver surveys show that mean rating differences were significant for learning activities such as asking children to: share stories, read a book using pictures, and tell something that’s happened to them. Other significant mean rating differences were for reading activities such as asking children to: label pictures in books, and predict what will happen next, as well as stopping to read to point out pictures that tell the story, ask children to read books with repeated words and rhymes, and discussing the story after reading. Corroborating data from interviews show that parents/caregivers read books daily, and while reading, talked about the pictures, and allowed children to participate by pointing out pictures. They also have conversations about topics that children can relate to (e.g., family). Taken as a

whole, the data supports the conclusion that ECRR trainings increased parent/caregiver engagement in literacy activities.

*Olympic-Kitsap*: Data from parent/caregiver surveys show that *Ready!* helped to significantly increase how often participants engaged in activities that promote literacy (e.g., share stories, play games, sing songs, go on errands, ask children to share stories) and specific reading activities (e.g., ask children to read books using pictures, point out pictures that tell a story, ask children to label objects in a book, point out letters in print, ask children to predict what will happen next, tell a story or read a book more than once, discuss books after reading, read entire stories without interruption, etc.). During interviews, parents/caregivers reported that they engaged in literacy activities such as using music to sing, move, and play games and interacting with environmental print; they also engaged in more structured academic activities (e.g., Zoophonics, writing letters). Parents/caregivers also reported reading books constantly throughout the day and at specific times of the day such as during circle time and right before bed. Parents/caregivers also read at home at the kitchen table or in the living room. Many reported reading picture books with seasonal stories, non-fiction work, and poetry. We conclude that *Ready!* participants did increase their engagement in literacy-promoting activities after participating in the program.

*Walla Walla*: Quantitative data from surveys show that parents/caregivers significantly shared stories and played games more after participating in *Tot-Spot*. Parents/caregivers also asked children to share stories and to discuss something that happened to them significantly more often after being in the program. In terms of interacting with books, parents/caregivers more often pointed out objects in books for children to label, pointed out letters in print, pointed out the pictures that told the story, discussed books after reading them and read books more than once more often after the program. Finally, qualitative data shows that parents/caregivers more frequently asked children to read a book using pictures, and to predict what will happen in a story. In interviews, parents/caregivers revealed that they read different types of books (e.g., fantasy, nature/science) to their children every day at home, in bed and even in the car. Combined data supports the conclusion that *Tot-Spot* increased parental/caregiver engagement in literacy-promoting activities.

### **Goal Three: Increased knowledge of activities, concepts or approaches to support early literacy**

*Chelan Douglas*: Descriptive survey data show that all mean ratings increased after participation in *Play & Learn*. On average, parents/caregivers reported knowing more about the importance of sharing books with children from birth and having books at home. They also reported knowing more about the following literacy promoting activities: talking, singing, labeling objects, pointing out letters, and reading environmental print. In addition, Chelan Douglas implemented five interactive resource exhibits throughout the year, where they sought to

increase public awareness on the importance of early learning and early literacy. Serving about 5,000 parents, caregivers, and children, the interactive resource exhibits connected participants with community resources that support early literacy. Combining the data from the *Play and Learn* participants, as well as the number of people served through the interactive resource exhibits, we conclude that Chelan-Douglas increased the knowledge and awareness of activities, concepts and approaches that support early literacy.

*INWAEL*: Statistical results from survey data show that parents/caregivers, who were involved with the *ECRR*, knew more after the training about the importance of: interacting with environmental print, talking to children to help build their vocabulary, singing to help build their language, asking them to read books using pictures, pointing out objects to label, pointing out letters in print, and pointing out pictures that tell a story. Interview data show that parents/caregivers believe that interacting with environmental print, working with letter names, forms and sounds, as well as learning to enjoy learning, sitting and listening to books, and talking about things are all ways that prepare children to read.

*Olympic-Kitsap*: Significant differences in the mean ratings for pertinent survey items show parents/caregivers in the *Ready!* program increased their knowledge about the importance of sharing books with children from birth and having books in the home, that environmental print help children prepare to read, talking with children build vocabulary, singing songs builds language, and that labeling pictures in books, pointing out letters in print, and pointing out pictures that tell the story all increase quality interaction with children while reading. When asked what kind of activities prepares children to read, parents/caregivers responded with reading to children, whether in person or through tape recordings, the most. Other responses included interactions with books (e.g., looking at books, seeing others read, going to the library, having books at home), using music or rhyme, and working with environmental print. Moreover, Olympic-Kitsap provided an additional training called: “Dialogic Training – An exciting way to read with preschoolers” to teach parents how to increase parent/child interaction with each other and with a book. The training targeted caregivers, who then trained parents in one-on-one or group sessions the strategy of engaging in dialogue with their children about the book/story that they are reading. With the data from the surveys, interviews, and more than 500 families served through the dialogic training, we conclude that Olympic-Kitsap met COL’s third goal.

*Walla Walla*: Data from surveys show that parents/caregivers rated having more knowledge about how environmental print prepares children to read, how talking builds children’s vocabulary, how having books at home is important, and that asking children to read books using pictures, pointing out letters in print, and pointing out pictures that tell a story increases their interaction with books. Interview responses reveal that parents/caregivers view activities such as going to the library, being a model for reading, pointing out pictures in books, and learning the alphabet are also ways to prepare children to read. Overall, *Tot-Spot* increased participants’ knowledge about the different types of activities, concepts, and approaches to supporting literacy.

## **Goal Four: Increased children’s access and exposure to age-appropriate books**

Chelan Douglas: Again, descriptive data from the surveys show that there was an increase in visits to the library and bringing children’s books home to read after being in *Play and Learn*. Additionally, interactive resource exhibits partnered with North Central Library and gave out storybooks to all visitors. Combining the feedback from these two services, Chelan Douglas met COL’s fourth goal.

INWAEL: Data from the survey shows that *Ready!* parents/caregivers significantly increased their visits to the library and the frequency with which they brought books home to read. Interview data illuminates that when parents/caregivers go to the library, they use the computer, check out books (e.g., ones that go along with the letter that the children are learning in their preschool program), and attend reading groups. In addition, INWAEL implemented a program called “Early Literacy/Home Connection book bags” in partnership with county libraries. They provided 200 book bags to libraries and early care centers across their coalition, including those with very little early literacy support. The book bags contained several themed, age-appropriate books, ideas for activities that go along with the theme and even a listing of local library operating hours. INWAEL estimates that the program reached close to 900 families. With this data, we conclude that INWAEL did increase children’s access and exposure to age-appropriate books.

Olympic-Kitsap: Data from the survey show significant increases in parent/caregivers ‘ visits to the library and bringing children’s books home to read. Interviews reveal that parents/caregivers go to places like the library in their community where they attend story time and explore the children’s reading area, reporting that doing so prepares their children to read. Book fairs are another place in their community where they went to engage in literacy activities. With this combined data, we conclude that *Ready!* has increased children’s exposure to age-appropriate books.

Walla Walla: Survey data show that parents/caregivers significantly increased the times when they brought children’s books home to read. In interviews, parents/caregivers report going to the library for story time and just to look at books because engaging in such activities prepares children to read. To reach parents/caregivers outside of the *Tot-Spot* program, Walla Walla instituted a book basket program wherein they leave a basket of books in areas where families may congregate, such as health and social service offices. Over 3,000 books have been distributed thus far. Data has yet to be compiled for how many families have been reached by this program but preliminary feedback about business operator observations on children’s reactions to the books have been positive overall. With families reached by both programs, we conclude that WWVLC has met COL’s fourth goal.

## **Goal Five: Program staff's beliefs and attitudes about the benefits of their programs for parents, caregivers, and children**

Chelan Douglas: Because there was a transition in training personnel for *Play and Learn* during the window in which data was being collected from staff/trainers, there was no data collected for Chelan-Douglas. We cannot determine whether or not this grantee met COL's fifth goal.

INWAEEL: INWAEEL staff stated that the goal of *ECRR* training is to reach providers in rural areas and show them ways of reading and sharing books with children as well as to provide them with specific topic ideas for activities along with titles of books that would go along with such activities. The staff/trainers concluded that they met this goal through their trainings by encouraging participants to come up with specific activities that they could put into practice. Parent/caregiver interviews concur with this conclusion: they report coming away with activity ideas related to children's books and ideas for specific age groups. As well, they rated their staff/trainers to be knowledgeable and open to suggestions. In terms of how the program addressed participant/caregiver needs regarding language and culture, survey results show that staff believed that the program addressed participant needs. They do acknowledge that the group they were training was fairly homogeneous (White, English-speaking) and the trainers wonder if they just didn't reach other groups or if other groups did not feel the training was pertinent to the populations they served.

Olympic-Kitsap: The trainers for *Ready! for Kindergarten* stated that the goal of their program is to support children in developing skills needed for Kindergarten and to help parents understand the meaning of readiness for school. The program focuses on literacy by emphasizing the importance of early parental engagement with their children in learning activities that are embedded within a family's daily activities and in a fun setting. The trainers believed that they have succeeded in this overall goal because training for early childhood providers includes current teaching techniques and strategies and encourages them to actively think about their practice to see what tools are available to them. Additionally, parents were provided the opportunity to network with each other and talk about their child-rearing/teaching practices. Indeed, feedback from parent/caregivers show that they learned current techniques in teaching early reading skills, how to embed learning into daily activities, and that learning can be fun. They rated their trainers as enthusiastic and personable with expertise in early learning and reading. According to staff survey data, there was no agreement among the trainers about whether or not the program met participant needs in terms of language and culture. Some trainers worried that the program participants may not have understood everything if their first language was not English though trainers observed that they seemed comfortable in the training setting.

Walla Walla: The trainer for WWVELC stated that the goal of the program is to inform parents about the most current research about child development. *Tot-Spot* provides a lab setting in

which parents can interact with their children and apply strategies with trainers present. *Tot-Spot* provides access to developmentally appropriate enrichment activities to children in the community. She believed that the *Tot-Spot* sessions she has conducted have met these stated goals evidenced by the growth that the parent participants have seen in their children with each subsequent session. Parent/caregivers concur with the trainer's stated goals by reporting that they learned about child developmental abilities and ways to interact with their children in terms of learning, readiness skills and behavior management. They rated their trainer as being helpful, prepared and knowledgeable. Data from the staff survey show that the trainer believed that the program addressed participant needs in terms of language. There was a subgroup of Spanish-speaking participants but the trainers made sure all materials were in English and Spanish and they also had an assistant that spoke Spanish. It was acknowledged that this subgroup did not participate as much in group discussions but seemed to be comfortable, especially with a Spanish-speaking assistant present.

## NOTES ON DATA COLLECTION

There were some challenges to collecting data that need to be addressed for this evaluation project.

- We built in an administration protocol for collecting surveys in order to ensure a uniform administration across and within the coalitions. However, because grantees implemented their programs in various ways, it only followed that survey administration would also vary. Therefore, surveys were given in groups, one-on-one in participant homes, and even via mail.
- Additionally, programs ranged in implementation from one-time trainings to ongoing weekly meetings. Hence, surveys were given at different times during program implementation (e.g., at the end of a training session, at one of the weekly meeting times, or at the end of a set of sessions).
- We were unable to collect sufficient data from the Chelan-Douglas coalition in terms of qualitative data from the staff and parent/caregivers as well as quantitative data from the staff. Though the new trainer was willing to fill out a survey and speak with us, we were not able to connect in time before the data collection period ended.
- We could not determine the response rate for all the program trainings because either attendance varied for programs that were ongoing or survey administrators did not provide us with a complete number of people in a program session at the time the survey data was collected. Therefore, our sample (n=111) does not necessarily reflect

the total number of families served by the program and we have no way of knowing what percentage of the total our sample represents.

The results of this evaluation project should be viewed in terms of the considerations above.

## CONCLUSION

Grantees met the goals of the COL initiative with varied levels of success. For the most part, quantitative data was corroborated or supplemented by qualitative data. Overall thoughts for each goal are as follows:

1. Though not all survey items resulted in significant mean differences, mean ratings did increase across the programs and most with corroboration from interview responses. For the most part, grantees met the first goal with differing levels of success and we can say that programs across the coalitions reinforced the idea that learning begins at birth.
2. Qualitative and quantitative data from the grantees show that parents/caregivers more frequently engaged in literacy promoting activities after being in their respective programs. Parents/caregivers took the opportunity to read a variety of stories to their children wherever and whenever they could, and while doing so, engaged in reading activities that allowed active participation by the child.
3. Through parental/caregiver increase in agreement of concepts and increase in literacy-promoting activities engagement, the grantees met the third goal for the most part. Survey items were corroborated by interview responses, especially those that revealed what types of activities parents/caregivers thought prepared children to read. For Chelan-Douglas and Olympic-Kitsap, other services and trainings provided opportunities to raise awareness of the importance of early literacy and a strategy for increased engagement in reading to people outside of their respective programs.
4. Book distribution programs and services on top of program emphasis on having books at home went a long way in providing children access to age-appropriate books. All grantees met this goal in more ways than one.
5. Data across the coalitions show that staff/trainer beliefs about the success in meeting the goals of their respective programs is corroborated by what the parent/caregivers report they have learned in their participation. From the data gathered, there seemed to be none to minimal barriers between staff/trainers and parent/caregivers in terms of language and cultural background. If there was a disconnect between staff/trainer and parent/caregiver backgrounds, either participant needs were addressed (e.g., materials in two languages) or personnel was made available who could translate. Of course, we cannot conclusively say that all participant needs in these terms were met mainly

because there were no items posed to the parent/caregivers that address this particular topic.

Finally, here are some observations about the overall outcomes across the coalitions about the COL initiative.

- **Most parent/caregivers and staff/trainers include reading in their definition of literacy.** Many believe that it should be done daily and with many strategies to involve children.

However,

- **Though most believe that talking to children helps to build their vocabulary, only 2-3 parent/caregivers listed discussion and dialogue as a definition for literacy or as an activity that prepares children to read.** When asked directly, parents/caregivers elaborated on what topics they discussed with their children and how they kept conversations interesting as well as strategies they used to keep the conversations from ending. They also reported that they had discussions with their children more than once a week if not daily. Still, it is important that programs begin to expand parents/caregivers' definition of literacy to include speaking and listening. As an added example of this deficiency, none of the parents listed "telling stories" as an activity that they do with their children. It is important to value oral traditions and expanding parents/caregivers' definition of literacy to include speaking and listening would go a long way in doing that.
- **It is important to be very deliberate in interactions with children.** This includes encouraging their participation in reading books but also taking them out on errands and paying attention to their needs.
- **Most parents/caregivers and staff trainers believe that interaction with environmental print prepares children to read.** As a part of this practice, suggestions like labeling objects with common sight words, were made.
- **Most parents/caregivers mentioned academic activities as something that they did with their children.** This ranged from working with letter names, forms, and sounds to pointing out letters in books as activities they engaged in.
- **Going to the library and bringing books home to read is important and done with increasing frequency.** These are important practices for ensuring that children are exposed to age-appropriate books. Exposure to age-appropriate books also happened in

other places in the community such as church, story times at book stores, and even other community agencies, such as fire departments.

- **Some barriers to attendance and participation in programs include: scheduling, fees, location.** Staff are aware how difficult it is to reach their intended population when the times and locations of sessions are not always ideal. As well, providing programs that are free to parents/caregivers is not always easy.
- **Collaboration and networking is an important facet of programs.** Many staff list these as factors that keep parents/caregivers coming to programs. Sharing experiences and ideas are important in providing a sense of camaraderie, which in turn makes them feel like they belong.
- **Staff stated goals of program and what parents/caregivers come away with are the same.** This is one sign that programs are delivering their message effectively.

## FINAL THOUGHTS

Overall, pre-literacy training across the coalitions resulted in differences in knowledge and behavior for parents and caregivers regardless of the program model they attended. This is an encouraging sign for future endeavors whose major goals include increasing the pre-literacy knowledge of children ages birth to five years. Sustained involvement in programs similar to the ones evaluated here are key to providing children with a solid base in literacy as they continue on in their education.

## References

- Barton, L.R., & Brophy-Herb, H.E. (2005). Developmental foundations for language and literacy from birth to 3 years. In S. E Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world: Language and literacy in the first three years* (pp. 15-58). Washington DC: ZERO TO THREE Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Dickinson, D. K., McCabe, A., Anastasopoulos, L., Peisner-Feinberg, E. S., & Poe, M. D. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *Journal of Educational Psychology, 95*(3), 465-481.
- Dickinson, D. K., & Neuman S. B. (Eds.). (2001). *Handbook of early literacy research, Volume 2*. New York: The Guilford Press.
- Ginsburg, H. P. (2009). The Challenge of Formative Assessment in Mathematics Education: Children's Minds, Teachers' Minds. *Human Development (0018716X), 52*(2), 109-128.  
doi:10.1159/000202729
- Gregory, E., Long, S., & Volk, D. (Eds.) (2004). *Many pathways to literacy: Young children learning with siblings, grandparents, peers and communities*. New York: RoutledgeFalmer.

- Kassow, D.Z. (2006). Environmental print awareness in young children. *Talaris Research Institute, 1(3)*, 1-8.
- Kassow, D.Z., Joachim, S., & Blasingame, B. (2010). *A review of exemplary practices in early literacy: Thrive By Five Washington's Culture of Literacy Initiative*. Seattle, WA: Thrive By Five Washington.
- Landry, S.H., & Smith, K.E. (2001). The influence of parenting on emerging literacy skills. In D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of early literacy research, Volume 2* (pp. 135-148). New York: The Guilford Press
- Neuman, S. B. (2006). Literacy development for infants and toddlers. In S. E Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world: Language and literacy in the first three years* (pp. 275-289). Washington DC: ZERO TO THREE Press.
- Neuman S. B., & Dickinson, D. K., (Eds.). (2002). *Handbook of early literacy research*. New York: The Guilford Press.
- Notari-Syverson, A. (2005). Everyday tools of literacy. In S. E Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world: Language and literacy in the first three years* (pp. 61-78). Washington DC: ZERO TO THREE Press.
- O'Donnell, K. & Mulligan, G. (2008) *Parents' reports of school readiness of young children from the national household education surveys program of 2007*. U.S. Department of Education: IES National Center for Education Statistics. Available from <http://nces.ed.gov/pubs2008/2008051.pdf>.

- Payne, C. C., & O'Brien, M. (2006). Promoting language and literacy in childcare. In S. E Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world: Language and literacy in the first three years* (pp. 291-306). Washington DC: ZERO TO THREE Press.
- Pierce, P., & Profio, A. (2006). From Cooing to conversation to *The Carrot Seed*: Oral and written language connections. In S. E Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world: Language and literacy in the first three years* (pp. 103-120). Washington DC: ZERO TO THREE Press.
- Raidl, M., Johnson, S., Gardiner, K., Denham, M., Spain, K., Lanting, R., Jayo, C., Liddil, A., & Barron, K. (2004). Use retrospective surveys to obtain complete data sets and measure impact in extension programs. *Journal of Extension*, [On-Line] 42 (2). Available at: <http://www.joe.org/joe/2004april/rb2.php>
- Rockwell, S. K., & Kohn, H. (1989). Post-then pre evaluation. *Journal of Extension* [On-line], 27(2). Available at: <http://www.joe.org/joe/1989summer/a5.html>
- Rosenkoetter S., & Barton, L., R. (2002). Bridges to literacy: Early routines that promote later school success. *ZERO TO THREE* 22, 33-38. Retrieved August 28, 2008 from [http://www.zerotothree.org/site/PageServer?pagename=key\\_language](http://www.zerotothree.org/site/PageServer?pagename=key_language)
- Rosenkoetter, S. E., & Knapp-Philo, J. (Eds.). (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, DC: ZERO TO THREE Press.
- Rosenkoetter, S. E., & Wanless, S. B. (2006). Relationships: At the heart of early language and literacy. In J. Knapp-Philo, & S. E. Rosenkoetter (Eds.). *Learning to read the world:*

*Language and literacy in the first three years* (pp. 81-100). Washington DC: ZERO TO THREE Press.

Thrive by Five Washington (2008, May). *Culture of literacy initiative concept paper*. Seattle, WA: Thrive by Five Washington.

Zukoski A. P., & Luluquisen E. M. (2006). Building community support for early literacy. In Knapp-Philo, J., & Rosenkoetter, S. E., (Eds.). *Learning to read the world: Language and literacy in the first three years* (pp. 429-454).

# APPENDICES

---

APPENDIX A  
PARENT/CAREGIVER SURVEY

DO NOT WRITE IN THIS BOX

CODE: \_\_\_\_\_

**THRIVE BY FIVE WASHINGTON  
CULTURE OF LITERACY INITIATIVE SURVEY 2010**

Thank you for agreeing to complete this survey. Your responses will help us understand the effectiveness of \_\_\_\_ program and if there are any improvements that can be made for the future. Remember that your participation in the survey is completely voluntary; you may stop the survey at any time. We will not share any information that can identify you; your responses are confidential. Your information is very important so please be as accurate as possible. There are no right or wrong answers.

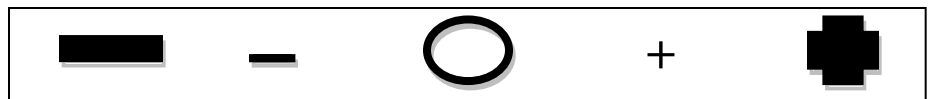
**NOTE: All the Questions have two parts – NOW and BEFORE. The NOW part asks about your thoughts after participating in the program and the BEFORE part asks about your thoughts before participating in the program.**

Sample item: Please do not respond.

How much do you agree or disagree with the statement below?		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to read poems to children.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Instructions for 1:**

- For each part, there are five choices (Strong Disagree, Disagree, Neutral, Agree, Strongly Agree) to choose from
- Mark **one** choice for **each** part



**1. How much do you agree or disagree with each statement below?**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1a. Children start learning at birth.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. It is important to share books with children from birth.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Reading words that surround them will help prepare children to read.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Talking to children will help them build their vocabulary.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Singing songs with children will help them to build up their language.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Having books at home is important for children's learning.	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

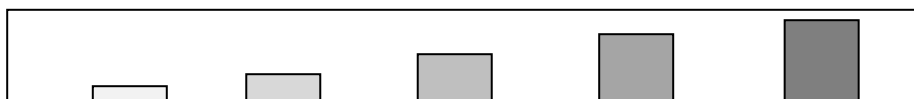
APPENDIX A

PARENT/CAREGIVER SURVEY

Instructions for 2:

- For each part, there are five choices (Never; Once a month or less; Once a Week; More than once a week; Every day) to choose from
- Mark **one** choice for **each** part

2. How often do you do the following with your child(ren) or the child(ren) under your care?



		Never	Once a month or less	Once a Week	More than once a week	Every Day
2a. Share a story	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Ask them to share a story	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Play games	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Sing songs	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Ask them to tell you something that has happened to them	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Ask them to read you a book using the pictures	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Visit the library	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h. Bring children's books home to read	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2i. Go on errands	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARENT/CAREGIVER SURVEY

**Instructions for 3:**

- For each part, there are five choices (Never, Rarely, Sometimes, Frequently, Always) to choose from
- Mark **one** choice for **each** part

**3. When you read to your child(ren) or the child(ren) under your care, do you:**



		Never	Rarely	Sometimes	Frequently	Always
3a. Stop reading and point out things for them to name in the pictures?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Stop reading and point out letters in the print?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Stop reading and point out pictures that show what was told in the story?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Stop reading and ask what will happen next?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Read the entire story as they listen without interrupting you?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f. Ask them to read with you when the book uses repeated words or well-known rhymes?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g. Ask them to talk about the story after you read?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3h. Tell a story or read a book more than once?	NOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Note that some of the questions for the parent/caregiver survey were drawn from O'Donnell, K. & Mulligan, G. (2008).

APPENDIX A  
PARENT/CAREGIVER SURVEY

**Demographic Information**

*We'd like to get some information about you and your child(ren) or the child(ren) under your care.*

1. What is your gender?

- Male                       Female

2. What is your age?

- 15-19                                       25-35                                       46 and over  
 20-24                                       36-45

3. What is your ethnicity?

- American Indian or Alaska Native                       Spanish/Hispanic/Latino  
 Black or African American                                       White  
 Asian     Native Hawaiian or other Pacific Islander  
 Other (please specify) \_\_\_\_\_

4. What is the highest level of education you have completed?

- No formal schooling                       High School                                       Bachelor Degree  
 Did not finish high school, no GED                       Some college                                       Graduate Degree  
 GED     Associate's Degree

5. What is your family income per year?

- Less than \$22,000                       \$22,001 - \$52,000                       More than \$52,000

6. What is your relation to the child(ren) in your care?

- Parent                       Caregiver                       Other (please specify) \_\_\_\_\_

7. How many children do you have or are under your care? \_\_\_\_\_

8. What are the age(s) of your child(ren) or the child(ren) under your care? \_\_\_\_\_

9. Which type(s) of care does your child(ren) receive? Please check all that apply.

- Preschool (e.g., Head Start, ECEAP)  
 Childcare outside of home (not preschool)  
 In-home care by someone other than a parent (e.g., nanny, grandma)  
 Parent provides care  
 Other (please specify) \_\_\_\_\_

10. Does your child or children under your care have any identified special needs?

- No                       Yes

APPENDIX B  
PARENT/CAREGIVER INTERVIEW PROTOCOL

*Thank you for your participation today. It will help us understand how parents and caregivers read to their children and the effects of the program you're involved in (specify here). This session should take about 30 minutes.*

*Two notes about this interview:*

*First, I know that some of you are here as parents or teachers or caregivers but to make the questions more simple, we have written them asking about "your child". Please take this to mean your own children if you are a parent or the children under your care if you are a caregiver or teacher.*

*Second, I will be recording our session because I don't want to miss anything you say. I also want to concentrate on listening to your comments and opinions instead of spending the entire session taking notes. Just like the survey that you filled out a while ago, your names will not be tied to any information that you give us. Your participation will remain confidential.*

*Finally, to thank you for your help, we will be handing out gift cards to (specify store here) at the end of the session. Let's begin.*

Turn on DVR and say: *name of focus group (program), date and where you are (coalition, city)*

**1. What does literacy mean to you? (1,3)**

**2. What sorts of literacy activities do you do with your child? (2,3)**

a) Possible answers:

Read a book:

1. *When and where do you usually do this? (2,4)*
2. *What kinds of books do you usually read (e.g., fiction, stories, non-fiction, real pictures, illustrations, rhymes, counting books, multicultural)? (2,3,4)*
3. *Think about the last time you read a book to your child or child under your care. Describe the way you read to them. (e.g., how you sit together, your voice, etc) (2,3)*
  - a. *Do you feel that there are any benefits when you (cuddle with/sit with) your child (or children under your care) while reading? If so, what? (1)*
4. *While reading, what do you do to make the story interesting/fun for your child? (2,3)*
5. *What do you do when your child loses interest? (2,3)*

Tell stories:

1. *When and where do you usually do this? (2,3)*
2. *What kinds of stories (e.g., traditional, created, reality-based)? (2,3)*

APPENDIX B  
PARENT/CAREGIVER INTERVIEW PROTOCOL

3. *When did you start doing this?* (2,3)
  - ❑ Academic (learning the alphabet, letter sounds):
    1. *When and where does this usually happen?* (2,3)
    2. *Please describe* (specify activity) (e.g., How they present the lessons? How long are they? Formal or occurring during daily activities?) (2,3,4)
    3. *What do you do when your child finds the activity too difficult or loses interest?*
  - ❑ Have conversations (**ASK Q5 IF THIS IS NOT A RESPONSE**)
    1. *When and where does this usually happen?* (2, 3)
    2. *What do you talk about?* (2, 3)
    3. *Who usually decides what you talk about?*
    4. *What do you do to keep the conversation going?*
  - ❑ Other (e.g., Speaking, Listening, Reading, Writing): \_\_\_\_\_
    1. *When and where does this usually happen?* (2,3)
    2. *Can you tell me more about \_\_\_\_\_?* (2,3)
    3. *What do you do when your child loses interest?*
3. **How young was your child when you began doing these types of activities with them** (refers to answers in Q2)? (1,2,3,4)
  - a) *Why did you start at this age?* (1,3)
  - b) *When the kids were younger than one year, what kinds of activities did you do?* (1,2)
  - c) *How many of you have or care for more than one child?*
    1. *How does having more than one child change the kinds of activities they do?* (2,3)
    2. *Do you differentiate the activities you do with each child? If so, how?* (2,3)
4. *Think about the last activity you and your child did together* (e.g., reading, telling stories, academic, other).
  - a. **How did you feel?**
  - b. **How do you think your child felt?**
  - c. **How typical is this when you and your child do literacy activities together?**
5. *When you and your child talk:* (3)
  - a. **What do you usually talk about?**
  - b. **Who usually decides what you talk about?**
  - c. **What do you do to keep the conversation interesting?**
  - d. **How often do you have conversations?**
6. **Do you read in front of your child?** (3)
  - a. *What kinds of things does your child see you read?* (e.g., books, newspaper, recipes, maps/directions)? (3)
  - b. *How else are you a literacy model for your child?* (3)
  - c. *Who are other literacy models for your child?* (e.g., Parents, older siblings, other adults) (3)
7. **What kind of activities do you think prepares children to read?** (2,3,4)
8. *How many of you are parents of or take care of kids under the age of 5?* (if no one raises their hand, move on to Q9.)

APPENDIX B  
PARENT/CAREGIVER INTERVIEW PROTOCOL

- a. ***How do you feel about being your child's first reading teacher?*** (1,2,3)
  - b. ***How do you think your relationship with your child has affected your relationship specifically through reading together?***
9. ***In your community, where do you participate in literacy activities?*** (2,4)
- a. Possible answers:
    1. Library: *What kinds of activities are you involved in when you visit the library?* (2,4)
    2. Other community programs/areas can go to with children: *Describe the activities you do there.* (2,4)
10. ***Now let's talk about*** (specify program here: e.g., Tot-Spot, Ready for K!, Every Child Ready to Read, Play & Learn). (2,4)
- a) **Program content:**
    1. *What did you learn from being in the program?* (1,3)
    2. *List one activity that you do or will do differently with your child(ren) and/or child(ren) under your care because of this program.* (2,4)
    3. *Did you find anything surprising?* (1,3)
    4. *What else would you have liked to learn about?* (2,3)
    5. *How would you improve the program or activities within the program?* (2,3,4)
  - b) **Program Personnel**
    1. *Let's talk a bit about the instructor(s).*
      - a. *How was she/they effective?* (Program delivery, connection with parents/caregivers) (5)
      - b. *How could she/they have been more effective?* (Program delivery, connection with parents/caregivers) (5)

APPENDIX C  
STAFF SURVEY

**THRIVE BY FIVE WASHINGTON  
CULTURE OF LITERACY INITIATIVE SURVEY 2010**

Thank you for agreeing to complete this survey. Your responses will help us understand staff beliefs and attitudes about the effectiveness of the \_\_\_\_\_ program and if there are any improvements that can be made for the future. Remember that your participation in the survey is completely voluntary; you may stop the survey at any time. We will not share any information that can identify you; your responses are confidential. Your information is very important so please be as accurate as possible. There are no right or wrong answers.

**Instructions:** On a scale of 1 to 5 with “1” meaning you strongly disagree to “5” meaning you strongly agree, please rate the following statements.

<b>The program:</b>	<b>1 Strongly disagree</b>	<b>2 Disagree</b>	<b>3 Neither agree nor disagree</b>	<b>4 Agree</b>	<b>5 Strongly agree</b>	<b>N/A Not applicable</b>
Benefited parents and caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduced new concepts in literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduced new concepts in parenting/caregiving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reiterated literacy concepts that participants already knew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased participants' confidence as literacy providers/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decreased parent/child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided opportunities for parents/caregivers to practice strategies in literacy with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did not provide community resources to extend learning and practice in the area of early literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressed participant needs in terms of:						
Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C  
STAFF SURVEY

**Demographic Information**

*We'd like to get some information about you.*

1. What is your gender?

- Male                       Female

2. What is your age?

- 15-19                                       25-35                                       46 and over  
 20-24                                       36-45

3. What is your ethnicity?

- American Indian or Alaska Native                                       Spanish/Hispanic/Latino  
 Black or African American     White  
 Asian     Native Hawaiian or other Pacific Islander  
 Other (please specify) \_\_\_\_\_

4. What is the highest level of education you have completed?

- No formal schooling                       High School                                       Bachelor Degree  
 Did not finish high school, no GED                       Some college                                       Graduate Degree  
 GED     Associate's Degree

5. What is your income per year?

- Less than \$22,000                       \$22,001 - \$52,000                       More than \$52,000

6. How many years of experience have you had with this program? \_\_\_\_\_ yrs

7. How many years of experience have you had in training in general? \_\_\_\_\_ yrs

8. Do you speak a language other than English?

- No                       Yes.                      If yes, what language(s)? \_\_\_\_\_  
How did these other languages help you as a trainer for this program? \_\_\_\_\_

9. Do you have experience/background with special needs children?

- No                       Yes.                      If yes, please specify in what capacity.\_\_\_\_  
\_\_\_\_\_  
How did this experience help you as a trainer for this program? \_\_\_\_\_

APPENDIX D  
STAFF INTERVIEW PROTOCOL

*Thank you for your participation today. It will help us to understand the beliefs and attitudes of program delivery personnel about the effectiveness of their program. This session should take about 30 minutes.*

*A note about this interview:*

*I will be recording this session because I don't want to miss anything you say. I also want to concentrate on listening to your comments and opinions instead of spending the entire session taking notes. Just like the survey that you filled out, your names will not be tied to any information that you give us. Your participation will remain confidential.*

- 1. Please briefly describe a typical program session.**
- 2. How long has the program with this particular group been going on?**
- 3. Describe the population the program serves.**
- 4. What are the overall goals of the program?**
- 5. Do you believe that you have succeeded in meeting program goals? (4)**
  - a. If so, in what ways?
    - i. How do you support helping participants to extend their practice beyond the program session?
  - b. If not, why not?
    - i. How would you do things differently?
- 6. Describe the relationship you have developed with the participants in the program. (4)**
  - a. Has this relationship changed throughout the program?
- 7. What factors do you think have supported attendance and participation?**
  - a. Possible answers:
    - i. Scheduling
      1. Please explain how
    - ii. Common Language (between trainer and participant)
      1. Please explain how.
    - iii. Common Culture (between trainer and participant)
      1. Please explain how.
    - iv. Length of session
      1. Please explain how.
    - v. Nature of program
      1. Please explain how.
    - vi. Connection with other participants

APPENDIX D  
STAFF INTERVIEW PROTOCOL

- 1. Please explain how
- vii. Other: \_\_\_\_\_
  - 1. Please explain how.

**8. What factors do you think have been barriers for attendance and participation?**

- a. Possible answers:
  - i. Scheduling
    - 1. Please explain how
  - ii. Common Language (between trainer and participant)
    - 1. Please explain how.
  - iii. Common Culture (between trainer and participant)
    - 1. Please explain how.
  - iv. Length of session
    - 1. Please explain how.
  - v. Nature of program
    - 1. Please explain how.
  - vi. Connection with other participants
    - 1. Please explain how
  - vii. Other: \_\_\_\_\_
    - 1. Please explain how.

9. If items ii or iii don't come up as answers to Qs 6&7, ask:

- a. How do you think language has affected participant attendance and participation?(4)**
- b. How do you think culture has affected participant attendance and participation?(4)**

**10. What factors do you think have supported implementation of the strategies and practices presented?**

- a. Possible answers:
  - i. Rapport between staff and participants
    - 1. Explain further
  - ii. Incentives
    - 1. Please describe
  - iii. Other: \_\_\_\_\_
    - 1. Please describe or explain further

**11. What factors do you think have been barriers for the implementation of strategies and practices presented?**

- a. Possible answers
  - i. Rapport between staff and participants
    - 1. What have you done to address this?
  - ii. Lack of incentives
    - 1. What have you done to address this?
  - iii. Other: \_\_\_\_\_
    - 1. What have you done to address this?

APPENDIX D  
STAFF INTERVIEW PROTOCOL

- 12. *Thinking about all of the content and practices you have shared with parents,***
- a. what do you think was most meaningful to them?
    - i. Why do you think this?
  - b. What do you think was the most beneficial for their children or children under their care?
    - i. Why do you think this?
  - c. What do you think was the least beneficial for them?
    - i. Why do you think this?
  - d. What do you think they are most likely to put into practice?
    - i. Why do you think this?
- 13. *What does literacy mean to you?***
- 14. *How do you see your role in nurturing children's learning?***
- 15. *Throughout the program, have there been any changes in your interaction with the children?***
- a. If any, please describe.

APPENDIX E  
OTHER SERVICE OUTPUT QUESTIONNAIRE

*Please answer the following questions regarding your low-intensity programs funded by the Culture of Literacy Grant. These programs are those which are NOT being evaluated by Thrive directly (i.e., Ready for K!; Play & Learn; Every Child Ready to Read; Tot Spot).*

*Respond to the questions below as thoroughly as you can. Answer each set of questions for each low-intensity program.*

*Please send this document and any relevant document to me at: amn2001@caa.columbia.edu. Thank you!*

1. Brief Description of Program

2. Implementation

How many sessions?

How long per session?

Where:

Participants:

How many has this program served?

Total?

Per session?

Who does this program serve?

3. Evaluation

Describe how you evaluated the program.

Attach any measures.

4. Results

What are the results of your evaluation?

Attach any analysis sheets/data that you have.

APPENDIX F  
GENERIC CONSENT FORM FOR ALL PARTICIPANTS

As a part of Thrive by Five Washington’s Culture of Literacy program, we are asking that you agree to participate in an evaluation of \_\_\_\_\_. Your participation is completely voluntary, and you may withdraw at any time without consequence.

If you agree to participate, you will be asked to complete the attached survey, which should take 10-15 minutes. The program facilitator or someone who works with \_\_\_\_\_ will be administering the survey. You may also be asked to answer a few questions in an audio-taped interview. The interview should take 45-60 minutes. If you agree to be interviewed, a Thrive consultant will contact you to schedule a time and place that are most convenient for you.

The information we collect will be used for evaluation purposes only. We will keep your responses confidential and not share any information that could identify you. In order to keep your information confidential, we will use code numbers, rather than your name. We will use the results from this evaluation to write a report that compares this program to other ones that help parents and caregivers help their children to get ready to read.

Please check one of the items below and initial or sign the line on the bottom.

\_\_\_\_\_ Yes, I will participate in the survey AND interview\*

\_\_\_\_\_ Yes, I will participate in the survey ONLY

\_\_\_\_\_ Yes, I will participate in the interview ONLY\*

\_\_\_\_\_ No, I will not participate in this evaluation

\_\_\_\_\_  
Participant Signature or Initials

\_\_\_\_\_  
Date

\*Contact information: If you have agreed to be interviewed, please provide the information below:

Name (can be first name only): \_\_\_\_\_

Contact phone number or e-mail: \_\_\_\_\_

Best time to contact you: \_\_\_\_\_

APPENDIX G  
SURVEY ADMINISTRATION PROTOCOL

**Administering the Parent/Caregiver Survey**

- Hand out the consent form and survey at the same time.
- Instruct parents/caregivers to read the consent form and ask them to check off one of the options: survey and interview; survey only; interview only; decline to participate. Once they have signed the consent forms, ask them to read the instructions for the survey and fill out the survey. Please say:

*We are asking for your feedback on our program (specify the program). All the information that you give us is confidential. We will not tie your name or any of your personal information to any feedback you give us. Your participation is voluntary and you can stop at any time. If you decide to share your thoughts with us, we will ask you to fill out the survey that we handed out along with the consent form. The survey should take less than 15 minutes to complete.*

*There is also an option to participate in a group interview. If you agree to be interviewed, someone will contact you at the phone number or e-mail that you give us. The interview should take 30-45 minutes and will be recorded. If you prefer, we can also do a one-on-one interview. Please let the facilitator know this.*

*We know that your time is valuable so to thank you for taking the time to help us make our program better, you'll get a book for filling out the survey. For the interview, we will be giving participants a \$20 gift card to (specify store here) and we will provide childcare in the time that you're with us if you need it.*

*Now, please choose one of the options on the consent form: survey and interview; survey only; interview only; no participation. Remember to sign or place your initials on the line below the choices.*

- Give parents/caregivers a minute or two to enter their choices and go on with the survey.

*Thank you for agreeing to participate in the survey. Remember that any feedback you give us is confidential.*

*There are two parts for each question: NOW and BEFORE. The NOW part is shaded and is asking for your thoughts now that you have completed the program/class. The BEFORE part is asking for your thoughts before you began the program/class. Let's do the sample item together.*

*The question asks: How much do you agree or disagree with the statement below? It is important to read poems to children. In the shaded part, think about whether or not you agree or disagree with this statement NOW. Do you strongly disagree, disagree, neutral, agree, or strongly agree? Mark one of the boxes.*

*In the non-shaded part, think about what you thought about the importance of reading poems to children BEFORE you started the program. Did you strongly disagree, disagree, neutral, agree or strongly agree? Mark one of the boxes.*

APPENDIX G  
SURVEY ADMINISTRATION PROTOCOL

*Please follow the same process for the rest of the questions. You will notice that the other questions have helpful pictures above the choices to give a quick hint about each choice.*

*I will walk around and collect your consent forms. I will be happy to answer questions you may have. Thank you for your time.*

- Collect consent forms. Also collect blank surveys from those who do not give consent to participate.
- Check consent forms as you collect them. If they have checked the option to be interviewed, please make sure that they have filled out the contact information at the bottom of the page. Also check that there is a signature or initials on the line provided.

Some Notes:

- It would be optimal if the person who is administering the survey is not the same person delivering (facilitating) the program. If this is not possible, then the facilitator may administer the survey.
- Survey administrator may walk a person through the survey if needed.
- A helpful practice for the low-literacy population might be to walk through the pictures and show how they connect to each of the choices.
- Once you have collected all of the surveys and consent forms, please deliver it to the person in charge of data collection for your coalition. If you are this person and are not administering the survey personally, make sure that the survey administrator knows how to get the surveys and forms to you.
- Data collectors in charge:
  - o Please FEDEX (cost will be covered by Thrive) all surveys and forms to:  
Abi Nubla-Kung  
2722 226<sup>th</sup> Ave NE  
Sammamish, WA 98074
  - o Please make sure that the following information goes with each set of surveys and consent forms when you FEDEX it to me:
    - Coalition name
    - Program name
    - Program site
    - Program facilitator
    - Date surveys/consent forms collected
    - Number of surveys and consent forms collected
  - o If there are multiple collection sites, please make sure that the aforementioned information is attached to the correct forms. This will ensure accurate coding for data analysis.

APPENDIX H  
SUMMARY OF PROGRAMS  
Programs at a Glance

Coalition	Program	Implementation	Population Served
Chelan Douglas Partnership for Children and Families	<i>Play and Learn</i> seeks to build children’s receptive and expressive language. A focus on literacy activities for families with birth to three children.	-Piloted Playbright Curriculum ©  -Met once a week from Spring 2010 to present	- One to seventeen families in Cashmere  - Migrant and middle class populations
Inland Northwest Alliance for Early Learning (INWAEL)	<i>Every Child Ready to Read @ Your Library (ECRR)</i> introduces six literacy skills (phonological awareness, print awareness, print motivation, letter knowledge, narrative skills, vocabulary). Shares strategies and resources for literacy activities.	-Two training workshops in Colville and Spokane given by library staff	-Served population that was a mix of suburban and rural community home-based and center-based providers and ECEAP
Olympic-Kitsap Peninsulas Early Learning Coalition	<i>Ready! for Kindergarten</i> supports parental interaction with children to encourage development of literacy and language, math, and social/emotional skills through singing, playing, talking, and reading.	- Five 90-minute sessions completed across the coalition	-Served early learning providers and parents in four school districts: Central Kitsap, North Mason, Port Townsend, and Cape Flattery. -A group led by a coalition parent representative was a site served in Central Kitsap
Walla Walla Valley Early Learning Coalition	- <i>Tot-Spot</i> targets families with children birth to three years. Parents attend parenting education sessions while children are in a play environment that develops their motor and social skills. -Lincoln Alternative High School parenting class.	-Two 8-week 2-hour sessions over the summer in a senior center.  -High school parenting class met for two hours, once a week for five weeks	-Tot Spot served families of varied ethnicities, SES status, and experience with parenting classes.  -High school parenting class served teen parents and caregivers.