

# Attachment A: Provider PreSurvey

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## Pierce County Library System Early Literacy Training Assessment Spring 2010 Survey for Home Childcare Providers

Pierce County Library System (PCLS) is seeking information from home childcare providers involved in this study in order to better serve childcare providers and parents in the future. Your thoughtful answers to these questions are greatly appreciated.

**Provider Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Name of the elementary school children attend** \_\_\_\_\_

1. How many children will participate from each age category?

\_\_\_\_\_ Three year olds

\_\_\_\_\_ Four year olds

2. Please list the names and birthdates of children who are participating.

Name

Birthdate

3. Do any of these children attend preschool?       Yes       No

3a. If yes, please list the name of each child and the preschool he/she attends.

Name

Preschool

4. Have you participated in any early literacy trainings in the past two years?       Yes       No

4a. If yes, please list titles and dates of trainings, as well as number of credit hours (if applicable).

Title

Dates

Credit Hours

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5. Do you follow a structured or purchased curriculum?  Yes  No

5a. *If yes*, please name the curriculum you use.

6. Have you ever taught preschool?  Yes  No

6a. *If yes*, please describe your teaching experience.

School Name

Dates

Title

7. How frequently do you read aloud to the children in your care?

- Never  1 – 2 times per week  3 – 4 times per week  At least once a day  Two or more times a day

8. How familiar are you with the terms narrative skills and vocabulary?

- Very Familiar  Moderately Familiar  Somewhat Familiar  Not Familiar

9. Even if you are unfamiliar with the term, you may already be doing activities that promote narrative skills and vocabulary in your children. Indicate which of these practices to develop narrative skills and vocabulary you use in your childcare setting. (*check all that apply*)

- Ask the children to make predictions about what will happen next in a story when reading to them  Involve the children in retelling a story or parts of a story
- Ask the children to connect stories to their own real life experiences  Play listening games, such as “Simon Says”
- Call attention to interesting new words and discuss their meanings  Provide opportunities for pretend play
- Encourage the children to talk about stories by telling about their favorite parts

10. How familiar are you with the term phonological awareness?

- Very Familiar  Moderately Familiar  Somewhat Familiar  Not Familiar

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11. Even if you are unfamiliar with the term, you may already be doing activities that promote phonological awareness. Indicate which of these practices to develop phonological awareness you use in your childcare setting. (*check all that apply*)

- songs that involve rhyme or language play
- clapping syllables or other activities where children practice orally dividing words into syllables
- finger-plays
- activities where children listen for the beginning sounds in words
- read-alouds of nursery rhymes, poems, and/or rhyming storybooks
- activities where children blend sounds to form words
- rhyming games

12. How familiar are you with the term letter awareness?

- Very Familiar       Moderately Familiar       Somewhat Familiar       Not Familiar

13. Even if you are unfamiliar with the term, you may already be doing activities that promote understanding of letter awareness. Indicate which of these practices to develop an understanding of letter awareness you use in your childcare setting. (*check all that apply*)

- activities to help the children learn to recognize the letters in their names
- sharing alphabet books
- singing the ABC song
- activities to help children begin to match letters with their corresponding sounds
- magnetic and/or foam letters (upper and lower case) for the children to play with
- activities to help children understand the concept of a word
- writing materials for the children to experiment with writing, such as individual chalkboards or whiteboards, paper and pencils and/or markers, etc.

14. How familiar are you with the terms print awareness and print motivation?

- Very Familiar       Moderately Familiar       Somewhat Familiar       Not Familiar

15. Even if you are unfamiliar with the term, you may already be doing activities that promote understanding of print awareness and print motivation. Indicate which of these practices to develop an understanding of these skills you use in your childcare setting. (*check all that apply*)

- talking about the cover of a book and the title and author before reading
- talking about the parts of a book when reading aloud, such as the front and back covers, the title page, etc.
- identifying the top and bottom of a book or page when reading
- labeling familiar objects in the childcare setting
- modeling the directionality of print when reading (occasionally tracking print with
- calling attention to print in the environment

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your finger or a pointer to show the left to right and top to bottom progression of print on a page)

16. What opportunities for “pretend play” do you currently have in your childcare setting? (*check all that apply*)

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> housekeeping center           | <input type="checkbox"/> puppets     |
| <input type="checkbox"/> building blocks               | <input type="checkbox"/> play store  |
| <input type="checkbox"/> clothes for “dress – up” play | <input type="checkbox"/> other _____ |

17. Do you encourage conversation among the children during pretend play?

- Yes       No

18. Do you join in and talk with the children yourself during pretend play?

- Yes       No

18a. *If yes*, please give an example of how you do so.

19. Indicate true or false for the following statements pertaining to sharing books with young children.

- |                               |                                |  |
|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> True | <input type="checkbox"/> False | You should always read aloud at the same time each day.  |
| <input type="checkbox"/> True | <input type="checkbox"/> False | You should read a book from cover to cover without stopping to talk about the story.           |
| <input type="checkbox"/> True | <input type="checkbox"/> False | It is okay not to finish a book, if a child is getting restless or losing interest.            |
| <input type="checkbox"/> True | <input type="checkbox"/> False | You should read aloud for 10 minutes at a time to build attention span.                        |
| <input type="checkbox"/> True | <input type="checkbox"/> False | It is not important to read every word on the page.  |
| <input type="checkbox"/> True | <input type="checkbox"/> False | You should not allow children to pretend to read a story before they have learned how to read. |

20. Indicate which of the following types of reading / story time materials you use in your childcare setting. (*check all that apply*)

- |  |  |
|--|--|
| <input type="checkbox"/> picture books                           | <input type="checkbox"/> big books                         |
| <input type="checkbox"/> cardboard or “board” books              | <input type="checkbox"/> poetry and nursery rhymes         |
| <input type="checkbox"/> books with rhyme and repetition         | <input type="checkbox"/> flannel boards or magnetic boards |
| <input type="checkbox"/> concept books (numbers, shapes, colors) | <input type="checkbox"/> puppets                           |
| <input type="checkbox"/> nonfiction books (factual books)        | <input type="checkbox"/> tapes or CDs of children’s songs  |
| <input type="checkbox"/> alphabet books                          |  |

21. Do you have a collection of books accessible to the children?       Yes       No

21a. *If yes*, approximately how many books are in this collection? \_\_\_\_\_

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22. Do you use the public library to supplement your collection of reading material for the children?       Yes       No

23. Please indicate if you are aware of the following services provided by PCLS.

Service	Yes	No
Ready for Books Program – book bags for home child cares	<input type="checkbox"/>	<input type="checkbox"/>
Summer Reading Program	<input type="checkbox"/>	<input type="checkbox"/>
Saturday monthly STARS classes	<input type="checkbox"/>	<input type="checkbox"/>
Story time programs	<input type="checkbox"/>	<input type="checkbox"/>
Library web page for childcare providers and parents	<input type="checkbox"/>	<input type="checkbox"/>

24. To measure your use or recommendation of these services and their usefulness, please answer both parts 1 and 2 below.

PART 1			PART 2			
Have you <u>used</u> or recommended the use of any of the above resources offered by PCLS?			IF YES: How helpful was this resource? IF NO: How helpful do you think this resource would be?			
Service	Yes	No	Very Helpful	Helpful	Somewhat Helpful	Not Helpful
Ready for Books Program						
Summer Reading Program						
Saturday monthly STARS classes						
Story time programs						
Library web page for childcare providers and parents						

25. Do you encourage parental involvement in the children’s literacy development?  
 Yes       No

25a. *If yes*, please describe how you do so.

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**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. YOUR INPUT IS GREATLY APPRECIATED.**