Pierce County Library System

Early Literacy Training Assessment
Winter 2011 Survey for Home Childcare Providers

Pierce County Library System (PCLS) is again seeking information from home childcare providers involved in this study in order to better serve childcare providers and parents in the future. Thank you for taking the time to complete our Winter Survey.

Provider Name

Address

Phone

1. Please list the names of any children who have left the study since the spring testing.

   Name

2. Have you participated in any early literacy trainings since the spring survey?  □ Yes  □ No

2a. If yes, please list titles and dates of trainings, as well as number of credit hours (if applicable).

   Title  Dates  Credit Hours
3. 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

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

- Very Familiar
- Moderately Familiar
- Somewhat Familiar
- Not Familiar

5. Since the Spring, has your understanding of ways to increase a child’s vocabulary and narrative skills improved…

- A Great Deal
- Some
- A Little
- Not At All

5a What resources and/or training has helped you further develop your understanding of ways to increase a child’s vocabulary and narrative skills?

6. Indicate which of these practices to develop vocabulary and narrative skills 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

7. How familiar are you with the term, **phonological awareness**?

- Very Familiar
- Moderately Familiar
- Somewhat Familiar
- Not Familiar

8. Since the Spring, has your understanding of ways to increase a child’s phonological awareness has improved…

- A Great Deal
- Some
- A Little
- Not At All

8a What resources and/or training has helped you further develop your understanding of ways to increase a child’s phonological awareness?
9. 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

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

- Very Familiar
- Moderately Familiar
- Somewhat Familiar
- Not Familiar

11. Since the Spring, has your understanding of ways to increase a child’s letter awareness changed…

- A Great Deal
- Some
- A Little
- Not At All

11a What resources and/or training has helped you further develop your understanding of ways to increase a child’s letter awareness?

12. Indicate which of these practices to develop 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.
13. How familiar are you with the terms print awareness and print motivation?

- Very Familiar
- Moderately Familiar
- Somewhat Familiar
- Not Familiar

14. Since the Spring, has your understanding of ways to increase a child’s print awareness and print motivation improved...

- A Great Deal
- Some
- A Little
- Not At All

14a What resources and/or training has helped you further develop your understanding of ways to increase a child’s print awareness and print motivation?

15. Indicate which of these practices to develop print awareness and print motivation you use in your childcare setting. (check all that apply)

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

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

- housekeeping center
- building blocks
- clothes for “dress – up” play
- puppets
- play store
- 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.

   □ True   □ False  You should always read aloud at the same time each day.
   □ True   □ False  You should read a book from cover to cover without stopping to talk about the story.
   □ True   □ False  It is okay not to finish a book, if a child is getting restless or losing interest.
   □ True   □ False  It is not important to read every word on the page.
   □ True   □ 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)

   □ picture books          □ big books
   □ cardboard or “board” books □ poetry and nursery rhymes
   □ books with rhyme and repetition □ flannel boards or magnetic boards
   □ concept books (numbers, shapes, colors) □ puppets
   □ nonfiction books (factual books) □ tapes or CDs of children’s songs
   □ 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? __________

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.

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Books Program – book bags for home child cares</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Summer Reading Program</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Saturday monthly STARS classes</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Story time programs</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Library web page for childcare providers and parents</td>
<td>□</td>
<td>□</td>
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24. To measure your use or recommendation of these services and their usefulness, please answer both parts 1 and 2 below.

<table>
<thead>
<tr>
<th>PART 1</th>
<th></th>
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<tbody>
<tr>
<td>Have you used or recommended the use of any of the above resources offered by CCPL?</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Yes</td>
</tr>
<tr>
<td>Ready for Books Program</td>
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<tr>
<th>PART 2</th>
<th></th>
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<tbody>
<tr>
<td>If YES: How helpful was this resource?</td>
<td></td>
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<tr>
<td>If NO: How helpful do you think this resource would be?</td>
<td></td>
</tr>
<tr>
<td>Very Helpful</td>
<td>Helpful</td>
</tr>
</tbody>
</table>

25. Do you encourage parental involvement in the children’s literacy development?

- [ ] Yes
- [ ] No

25a. If yes, please describe how you do so.
26. How helpful do you feel the professional development resources (the two workshops, the literacy kits, and the 10 newsletters) provided by PCLS have been?

☐ Very Helpful    ☐ Helpful    ☐ Somewhat Helpful    ☐ Not Helpful

27. Please provide examples of how the workshops, literacy kits, and newsletters have impacted your early literacy program.
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. YOUR INPUT IS GREATLY APPRECIATED.