

Reading for Healthy Families Year 1: Summary of Findings



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INTRODUCTION

Reading for Healthy Families (RFHF) is a partnership of the Oregon State Library and the Oregon Commission on Children and Families supported by collaborative grants from the Paul G. Allen Family Foundation and The Oregon Community Foundation.

RFHF strives to ensure that every Oregon child entering kindergarten is ready to learn to read. The project teaches parents how to help their children develop early literacy skills that are critical components of school success.

Parents spend more time with their child than anyone else, and thus they have the greatest potential to impact their child's development and learning. The goal of the RFHF project is to train Healthy Start Family Support Workers (FSWs) and children's library staff to implement the RFHF early literacy curriculum in their work with parents. By training staff to deliver this curriculum to parents, it is expected that parents, in turn, will improve their ability to foster early literacy development in their children. After being trained in RFHF, FSWs and children's library staff will be better able to teach parents:

- What early literacy skills children need to have before kindergarten.
- How children learn those skills.
- How to read to babies and active young children.
- How to provide other experiences that develop early literacy skills.
- How to access resources that can help them support their children's early literacy.

RFHF training for Healthy Start Family Support Workers (FSWs) and children's library staff began in October 2008 and will continue through May 2011. Staff participate in two trainings over a 4-month period. After May 2011, ongoing support for Healthy Start FSWs and children's library staff will be provided via Web site resources, an electronic discussion list, and consulting services provided by the State Library. Within 12 months of the final RFHF training, it is expected that 300 Healthy Start FSWs and children's library staff will have been trained and that they will have presented the RFHF curriculum to 4,500 families in Oregon.

The evaluation includes documentation of program implementation and outcomes. Indicators of program implementation include: the quality of training provided to staff, the number of staff trained, the number of families receiving training from the FSWs and librarians, and identification of any barriers and facilitators to delivering the curriculum to high-risk families. Parent outcomes that are tracked include the frequency of parent-child literacy activities, family engagement with books, and family use of library services.



The Reading for Healthy Families Training Curriculum

Training Session One was a 2-day training during which an adapted Every Child Ready to Read @ Your Library (ECRR) curriculum¹ was presented by one of five standardized trainers. Healthy Start staff presented a training on working with high-risk families. Additionally, Site Coordinators (one from Healthy Start and one from the library) facilitated networking and communication for the attending FSWs and children’s library staff, as well as providing logistical recommendations and support to the RFHF project coordinator during the trainings. FSWs and children’s library staff practiced how to deliver Parent Education Sessions either during home visits or at library programs. Parent Education Sessions focused on six early literacy skills (describing why they are important and how children learn) and three early brain development skills (providing more detailed information on brain development and how babies learn) including:

“Despite being a single parent, full-time student, and working part time, a client of mine has started taking her 10-month-old son to baby story time every week after attending one with me”
– *Family Support Worker*

- Print Motivation: a child’s interest in and enjoyment of books,
- Vocabulary: knowing the names of things to help children understand what they’ve read,
- Print Awareness: knowing how to follow the words on a page, and knowing how to handle a book,
- Narrative Skills: the ability to describe things and events, and to tell stories,
- Phonological Awareness: the ability to hear and play with the smaller sounds in words,
- Letter Knowledge: knowing that letters are different from each other, that they have different names and sounds,
- Reading Books: how to enjoy reading books by selecting age-appropriate books for the child,
- Dialogic Reading: how to read picture books with 2- and 3-year-olds to increase language development and develop pre-reading skills in children,
- Phonological Games: how to help children hear the different parts or syllables that make up words and to improve children’s ability to say whether or not two words have the same or different first sound.

Four months after Training Session One, participants reconvened for Training Session Two, another 2-day training including four special topic trainings: bilingual language development, media literacy, working with special-needs children, and working with difficult to engage parents. These special topics were specifically requested by participants during Training Session One. Healthy Start staff and library staff supervisors attended Training Session Two specifically to work on developing and strengthening partnerships between Healthy Start programs and local

¹ www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm

libraries. Specifically, they developed strategies designed to sustain their partnerships long-term, and to improve the connections between the organizations. RFHF presented 50 Public Relations kits which were given to supervisors at the training. These kits were used in the training to review useful information on advocacy, fund development, and partnership-building for RFHF success.

Ninety-four (94) Family Support Workers and children's librarians representing 14 counties and 28 Oregon communities participated in both parts of the Year One trainings. Participants were divided among four cohorts across the state. By the time of the second training, it was expected that staff would have presented at least one Parent Education Sessions to five families. Within a year of their initial training, each participant is expected to provide at least one Parent Education Sessions to 15 families for a total of 1,410 families expected to receive the curriculum by January 2010. The Year 2 Evaluation Report (scheduled for June 2010) will describe progress made in delivering the curriculum to families. Table 1 describes the number and program/library location of staff trained.

Table 1. Staff Trained During Year 1

County	First Training Date	# Children's Librarians	# Family Support Workers
Benton	10-27-08	1	3
Gilliam	11-20-08	3	0
Grant	1-5-09	1	2
Harney	1-5-09	0	1
Hood River	11-20-08	2	3
Lincoln	10-27-08	1	3
Linn	10-27-08	2	3
Morrow	1-5-09	2	2
Polk	10-27-08	3	4
Sherman	11-20-08	1	1
Umatilla	1-5-09	8	4
Wasco	11-20-08	2	2
Washington	10-8-08	19	19
Wheeler	11-20-08	0	2
Total	-	45	49

EVALUATION / METHODS

Training Surveys

At the beginning of the first training, children’s librarians and FSWs were asked to complete a pre-training survey. This survey was designed to assess staff’s initial understanding of developmental milestones as they relate to early literacy, to allow staff to describe other trainings they had recently received in early literacy, and to either describe activities their library currently offered in order to engage children in the library (library staff) or describe early literacy activities that currently took place with families (FSWs). Baseline information about staff knowledge and behavior are presented below. A follow-up survey will be sent to all participants approximately 9-10 months after the date of their first training. Data comparing staff knowledge and behavior at pretest to follow-up will be reported in Year 2 Evaluation findings.

“There was a 4-month-old, she really got into the book, the mother thought it was a good way to get the grandfather involved with the baby (he had the ‘she’s just a baby’ idea), the grandfather loved sharing the book with the baby.”
– Family Support Worker

Delivery of Family Education Sessions

During the first 4 months after the initial training, all trained staff were encouraged to present any one of the early literacy Parent Education Sessions to five families. Within a year of the initial training, staff are expected to provide early literacy education to 15 families total. Two processes were implemented in order to monitor the number of families being presented the early literacy education curriculum.

Because FSWs typically provide in-home visits to individual families they are serving, and since part of the evaluation requirements for Healthy Start is for FSWs to complete evaluation forms monitoring the families’ progress, an additional form for reporting Parent Education Sessions was congruent with FSW’s other procedures. This form, (a.k.a., “pink sheet”) submitted to the evaluation team monthly, identifies the family by their Healthy Start ID number,² and describes whether or not an Education Session was presented during any home visit during the month. The form records the duration of the Education Session, whether or not the family received a free book, and whether the family received a transportation voucher to get to the library.

Librarians record parallel information on an Excel spreadsheet. These spreadsheets are electronically submitted monthly to the State Library. The RFHF coordinator at the State Library compiles and shares information submitted on the spreadsheets with the evaluation team. Preliminary information on the number of families receiving RFHF Parent Education Sessions is presented in Results.

² Healthy Start families are identified to the evaluation team using a unique Healthy Start ID number; family names are not disclosed to the evaluation team on surveys.

Parent Survey

As part of the Healthy Start evaluation, parents complete a survey when their child starts the program (typically at birth), and again when their child is 6 months, 12 months, 24 months, 36 months, 48 months, and 60³ months old. In order for families to provide more information about early literacy activities they are doing with their child, the evaluation team added additional questions to the existing Parent Survey (for children ages 6 months and older). In addition to existing questions asking about the frequency of telling stories and reading books, the revised Parent Survey asks parents whether they have a library card, and how often they have attended a story time, checked out materials from the library, engaged in certain early literacy activities with their child, and how their child responds to early literacy activities. Note that these outcomes are tracked only for parents served by the Healthy Start program. Results from the Parent Surveys will be reported in the Year 2 evaluation report.

Focus Groups: Children's Librarians Only

Each year of the project, the evaluation team will conduct a focus group with staff involved in the RFHF project. During Year 1, children's librarians trained in the curriculum were invited to participate in the focus group. The purpose of the focus group was to find out what staff learned from participating in the RFHF training, benefits and challenges in implementing the curriculum, whether additional training or resources were needed, and how the participating families reacted to the Parent Education Sessions. Results from the Year 1 focus group are presented in Results.

³ Note that many Healthy Start programs only serve children through age 3 years, however.

RESULTS

Training Pre-Surveys

FAMILY SUPPORT WORKERS

Of the 49 FSWs receiving training, 47 (96%) completed the Pre-Survey on the first day of the training. Of those, approximately 45% (21 FSWs) reported having participated in at least one other early literacy curriculum training in the past 2 years.

When asked which activities they often engaged in with families, the majority of staff (91%) reported that they provide opportunities for babies to explore books, and many (80%) reported that they read with children and help children learn how to hold or open a book. However, many fewer staff (21%) reported that they currently present material designed to help children identify and learn letters. These results provide useful information about areas of improvement for FSWs in terms of providing early literacy supports to parents and children. Table 2 describes the frequency of activities FSWs report engaging in with children and families.

Table 2. FSW Reports of Current Activities with Families

Activities currently engaged in with families	Percent doing activity frequently or very frequently
Provide opportunities for babies to chew on, pat, grab, and play with books	91%
Read with children 0-2 years old	80%
Help children learn how to hold or open a book and let them practice handling a book	80%
Sing songs, do finger-plays, say nursery rhymes, or play phonological games to help children hear and play with smaller sounds in words	70%
Identify items in pictures and ask “what” questions to help children learn new words and their meanings	67%
Ask children open-ended questions when reading to them	66%
Encourage families to check out books from the library	74%
Invite children to describe things and activities in their own lives to practice telling stories and ask follow-up questions to expand their narrative skills	52%
Invite children to participate in stories by asking them to help you list items in cumulative stories, do a hand motion during the refrain of repetitive stories, or act out the story in some way	41%
Help children notice print in books and in the world around them	39%
Identify letters, talk about their similarities and differences, and ask children questions about letters to help them learn about letters	21%

LIBRARY STAFF

Of the 45 children’s librarians attending the training, 100% completed the Pre-Survey.⁴ Approximately 24% (11 librarians) reported having participated in at least one other early literacy curriculum training in the past 2 years.

When asked which activities their library offers to young children, the majority of staff (83%) reported that they provide family story time and age-specific story time, and many (76%) reported that they have a preschool component to the library’s summer reading program, as well as book lists and early literacy brochures available for parents. Few staff (11%) reported their library as having an audio book center. These results provide useful information about areas of improvement for children’s librarians’ in terms of approaches to early literacy. Table 3 describes the frequency of activities libraries offer to young children.

Table 3. Librarian Reports of Current Activities for Young Children

Activities currently provided by the library	Percent doing activity
Family story times for parents to bring children 0-5 years old	83%
Age specific story times (baby lap-sit, toddler time, preschool story time)	83%
Book lists and early literacy brochures, handouts, and bookmarks are located in a highly visible spot and available for parents to take	76%
Preschool component to the summer reading program for children 0-5 years old who listen to books read aloud by their caregivers	76%
Special programs appropriate for children 0-5 years old: baby signs, puppet shows, musical guests, holiday or special occasion events	72%
Library cards for everyone (babies, toddlers, and preschoolers too!)	70%
Educational toys (puppets, doll house, puzzles, table-top toys, etc.)	67%
Outreach to childcare providers, preschool teachers, or Healthy Start where you present story times, provide early literacy training, circulated library books or provide some other service at their site	63%
Computer designated for children with early literacy games for children 4-5 years old	57%
Book and activity kits containing a variety of material (books, DVD, music CD, toys, etc.) on a particular topic such as animals, transportation, going to the doctor, or making friends	54%
Bilingual programs/programs in other languages	50%
Early literacy training for parents, childcare providers, and teachers	37%
New baby kits to all children born in your community (kits may include early literacy information, library information, library card application, free book, etc.)	28%
Audio book center (cassette/CD player, headphones, and space to sit to listen to and look at books)	11%

⁴ 46 Librarian Pre-Surveys were submitted; however, it is possible that one was completed by a FSW in error. The matching that will occur once the Post-Surveys are returned will identify the incorrectly submitted survey.

Family Service Delivery

LIBRARY LOGS

Of the 45 children’s librarians trained, 32 (71%) submitted logs between September 2008 and May 2009. Based on information provided by the logs, 552 Education Sessions were presented to 490 families⁵ (about 1 Education Session per family and 15 families per librarian). Most (65%) of the Education Sessions presented were 45 minutes or longer. During those sessions, 394 families (80%) received a “giveaway book.” No families received a transportation voucher.

“ I handed the giveaway book to the dad-he was so excited, he right away started looking at the book with his baby”
– Family Support Worker

The most frequent Parent Education Sessions presented were Reading Books (26% of the Sessions presented) and Print Motivation (21%). Letter Knowledge (4%) and Dialogic Reading (3%) were the least frequently presented Sessions. Table 4 describes the frequency of the Parent Education Sessions provided by children’s librarians.

Table 4. Education Session Frequency (Children’s Librarians)

Education Session	Frequency of Sessions	Percent of Sessions
Reading Books	120	26%
Print Motivation	96	21%
Phonological Awareness	60	13%
Print Awareness	37	8%
Narrative Skills	35	7%
Phonological Games	35	7%
Vocabulary	27	6%
Early Brain Development	24	5%
Letter Knowledge	20	4%
Dialogic Reading	13	3%

FSW LOGS

Of the 49 FSWs trained, 37 (76%) submitted “pink sheets” between October 2008 and March 2009⁶. Based on information submitted by the FSW’s, 401 Education Sessions were presented to 207 different families (about two Parent Education Sessions per family and five families per

⁵ The number of families reported may not be a unique count. Some families attending library activities only listed a first or last name so identifying unique families is difficult.

⁶ October 2008 was the earliest date a pink sheet had been submitted by a Healthy Start FSW. March 2009 was the cut-off date for data to be included in this report.

worker). On average, FSWs were spending about 15 minutes presenting the Educational Sessions (about 80% of the Educational Sessions delivered were 15 minutes). During those Sessions, 166 families (80%) received the “giveaway book” supplied by RFHF, and one family (less than 1%) received a travel voucher to the library.⁷

The most frequent Parent Education Sessions presented were Print Motivation (24% of the Sessions presented) and Reading Books (21%), while Letter Knowledge was the least frequently presented Session (less than 1%). See Table 5 for frequency Parent Education Sessions presented by FSWs.

Table 5. Education Session Frequency (FSWs)

Education Session	Frequency of Sessions	Percent of Sessions
Print Motivation	97	24%
Reading Books	86	21%
Vocabulary	64	16%
Early Brain Development	39	10%
Phonological Awareness	30	7%
Print Awareness	29	7%
Narrative Skills	27	7%
Phonological Games	14	3%
Dialogic Reading	9	2%
Letter Knowledge	6	1%

Parent Survey Responses

Two hundred-seven (207) families have received at least one RFHF Education Sessions from their FSWs. Mothers were primarily Caucasian (44%) and Hispanic (42%). Approximately 9% of the mothers reported another race/ethnicity, and 5% had missing race/ethnicity. Of the families, 60% spoke English at home (37% spoke Spanish, 3% spoke other languages). Mothers were primarily unmarried (65%), many did not have a high school education (44%), and 18% were teen parents (younger than 18 at the time of the child’s birth). Children in these families ranged in age from 4 months to 5 years old (the average age of the babies was 21 months).

Of the 207 families receiving the Parent Education Sessions, 86 (42%) had children over 6 months of age and at least one Parent Survey submitted after their FSW attended the RFHF training. Of the 15 literacy-related items asked on the Parent Survey, there were no significant differ-

⁷ The project staff for RFHF discovered challenges program staff were having using the transportation vouchers, so a revision has been proposed: Instead of each staff receiving a travel voucher to provide to each of the 15 families they work with, the staff member will receive a \$200 stipend to use toward travel costs (such as renting a van to transport a group of parents to the library for story time).

ences⁸ on 14 of the items when comparing responses from families whose FSW had attended the RFHF curriculum, compared with families from counties where workers have not yet been presented the curriculum.⁹ One item, frequency of telling stories or talking about daily activities you are doing with your child, was significantly higher for those families whose worker had attended the RFHF training.

However, it is important to note that these data are extremely preliminary. First, fewer than half of the families whose workers presented Parent Educational Sessions to them had a parent survey submitted after the worker went to the training. It is likely that this is because no Parent Survey was due to be submitted on these children by the time data were finalized for this report. Parent Surveys are only completed when children are 6, 12, 24, 36, and 48 months of age; therefore, these surveys will be submitted (and included in analysis) for the Year 2 report. Thus, the sample size was quite small for these analyses. Second, parents received (on average) only two 15-minute Parent Education Sessions. This is an extremely light “dosage” of the literacy program that cannot be expected to have comprehensive or large impacts on parent’s behavior especially in the short term. Finally, these results examine parent behavior at a single point in time. Some of the parents who received training may have had high levels of these activities to begin with (a “ceiling” effect). Subsequent analyses (and reports) will be better able to examine whether RFHF helps families *improve over time* in their reading and literacy activities.

What Staff Are Saying About RFHF: Results of the Library Focus Group

An NPC staff member conducted two focus groups (via telephone) with a total of seven Children’s Librarians from six different libraries in April 2009. The following lists each focus group question, followed by a summary of responses.

Tell me a little about any ways that RFHF has changed your day to day practice with children. What are you doing differently, if anything? If you are doing things differently, how do you think these changes will impact your work, the children/families in your community, and your library?

Children’s librarians felt that the RFHF curriculum helped provide validation for the work they were doing, especially when talking with parents about the curriculum (one staff member commented that she felt the certificates given to the parents after the Parent Education Sessions helps the parent feel empowered and that they have the knowledge and ability to do this with their own child). The training not only provided staff new ideas for creating programs and events for different audiences, but provided new tools for presenting literacy information to parents. One staff member commented that she was “now using more visual [aids] with the Power Point presentation, the information in the presentation, and pictures from what we do with the children.”

⁸ While not statistically significant, six of the items (frequency of playing games with your child, frequency attending at a story time in the last month, number of families bringing a family member to story time, frequency of pointing out/talking about pictures in a book, frequency of child participating in reading by asking questions, turning pages, or acting out parts of the book, and number of families with a library card) suggest that families whose worker’s attended the training scored higher on these items in comparison to families from counties where workers have not yet been trained in RFHF.

⁹ Comparison data from families in counties whose workers have not yet been trained is taken from the most recent parent survey submitted by the family.

What, if any, barriers to library services have you identified for high-risk families in your community? What, if anything, have you done to address those barriers?

Most of the library staff reported that transportation issues and having materials in other languages were the biggest barriers. Other barriers included scheduling, childcare, and the fear that some parents have around sharing personal information with the library (which is viewed as a government agency). Staff felt that conducting outreach was helpful in addressing the barriers. One staff commented, “The only way to get people here is to get our partner agency to bring in their clients and include the children in the training.”

“I am pleased with the information we received, it has enabled us to make huge progress in story time, and it has engaged mothers beyond where they were before”
– Librarian

How easy or difficult has it been for you to develop partnerships with Healthy Start staff? What, if anything, has made it difficult to develop these partnerships? Tell me about any partnerships you’ve been able to develop? Is there anything the RFHF project could do differently in order to better support the libraries to work/partner with Healthy Start staff?

Most children's librarians' felt that establishing partnerships was challenging, mostly due to scheduling conflicts, not knowing when visits to the library were going to occur, or not knowing how to identify the best people in each agency to communicate with. One participant commented, “I felt the FSW thought we [librarians] were the ones that would do the training and they were only going to bring in the families or be the contact for the families. I thought we would share the training together.” Others felt that the partnerships were in progress, but coordination was difficult; however as one staff commented, “As we continue to build our relationships, these things will work out.” Children’s librarians reported that most of the partnering between the library and Healthy Start occurred due to a joint workshop (in which FSW’s brought families into the library). They suggested allowing more time at the training for program staff to meet each other and providing opportunities for joint quarterly activities among program staff to help strengthen the partnerships between the agencies.

How do you plan to continue using the early literacy training and resources you received from RFHF? What additional resources do you need to continue to provide early literacy education to parents through your library?

Most Children’s Librarians planned to continue using the resources provided including the handouts, binders, and activities (“The resources are fantastic [and allow me to] find new stuff or new ways to present old things”), and were planning additional workshops (such as parent workshops, skills by age level, and brain development). Overall, focus group participants said that books (English, Spanish, and other languages) were the biggest resource needed.

How do you suggest RFHF change the training and/or resources to improve them for future cohorts? Do you have suggestions for improving the high-risk families training piece of RFHF?

Many children’s librarians thought the resources provided through RFHF were great, but wished they were easier to use. Some suggestions included having the manual separated so it would be easier to find specific information, have things separated by skills, and have the handouts availa-

ble on disk. One participant commented “The resources are awesome, it just takes me a lot of adaptation to figure out how to do it in the time I have.” Additionally, most felt that RFHF needed to provide more culturally appropriate activities; rhymes and songs as well as additional information for working with parents who have low literacy levels.

How are your supervisors, library board, and/or coworkers responding to RFHF activities? How are they supporting your efforts? If they are not supporting your efforts, how do you suggest we improve the supervisor involvement piece of RFHF?

Most of the participants felt their supervisors were very supportive, and some even commented that the Friends of the Library purchased additional giveaway books. There was some concern over the time it takes for the training, and the burden delivering the curriculum places on staff in small libraries. One participant commented, “A lot of libraries have one staff person. We try to do story times at our branches, and adults come in and want to check out books and don’t want to wait. It is a challenge.”

Thinking back to the training you received in this curriculum, do you have any recommendations for improving the parent education presentation/materials that you have not already shared?

Many of the focus group participants felt that because there was such a difference in (1) the populations served by the library compared to Healthy Start, (2) the way literacy information is delivered to families, and (3) staff’s existing early literacy knowledge, that the trainings should be separated. Others felt the training sessions were too long, some citing scheduling hardships because the trainings were over 8 hours and others citing the need for less background information. Some changes to the content of the training were also discussed. One participant noted that “One of the patterns that all of us found a bit challenging when using the resource materials is there is not a lot of material to do a full workshop. It wasn’t fleshed out enough. Even when we combined 2 skills, there was a lot of repetition in what was there and not much content.” Finally children’s librarians commented that the free books may not have been the best choices, and most agreed that they re-ordered different giveaway books.

What has been the most important or helpful part of the RFHF program for you?

Children’s library staff felt that the RFHF program introduced them to new families they hadn’t yet been reaching. Additionally, the design of the curriculum (to reach 15 families) gave staff the push they needed to actively pursue providing the information to families, as well as the enthusiasm and ideas to conduct outreach. Staff appreciated the flexibility of the curriculum and valued the connections they were making with FSWs. As one librarian commented, “they can help us get families here that might not otherwise come to us.”

SUMMARY OF FINDINGS

- During the first year, 49 family support workers and 45 Children’s Librarians representing 14 counties and 28 Oregon communities participated in one of four regional trainings.
- Prior to the RFHF Training, 45% of FSWs and 24% of librarians participated in at least one other early literacy curriculum training in the past 2 years.
- Children’s librarians presented 552 Education Sessions to 490 families (about 1 Session per family and 15 families per worker), and FSWs presented 401 Education Session to 207 Healthy Start families (about two Sessions per family and five families per worker) since attending the RFHF training.
- Both children’s librarians and FSWs were most likely to present the Reading Books and Print Motivation Parent Education Sessions.
- Both FSWs and Children’s librarians were least likely to present Dialogic Reading and Letter Knowledge Sessions.
- 80% of both targeted Healthy Start families and library families were presented the “giveaway book” supplied by RFHF.
- Those families whose FSWs were trained in the curriculum were significantly more likely to *tell stories or talk about daily activities with their child* in comparison to families from programs whose staff had not yet been trained in the curriculum.
- Information shared from the library focus group suggests:
 - Librarians found the training useful; it reinforced the work they’ve been doing and provided them with new tools and resources for presenting early literacy information to parents.
 - Future trainings should make the materials more user-friendly. Separating the manual into manageable chunks, having handouts available by disk, and having presentations “fleshed out” a bit more were some suggestions.
 - Staff planned to continue using handouts and resources from the training in their work with families, and many have already planned future parent workshops.
 - Some partnerships with Healthy Start Staff have occurred, however establishing those partnerships was challenging, mostly due to scheduling conflicts, not knowing when visits to the library were going to occur, or not knowing how to identify the best people in each agency to communicate with.
 - The biggest barriers to identifying and engaging high-risk families were transportation, reluctance (by families) to obtain a library card, available childcare, and having enough materials in a variety of languages spoken by the families.
 - Librarians reported value in the flexibility of the RFHF program—allowing them to identify a different population of families compared with whom they were currently working with to feeling that the activities provided new ways of presenting information.