

Learning Conversation Notes

Name of Partner: The Regents of the University of California Literacy Project – Ready to Succeed	Date: August 11, 2009
Conversation Participants: Paula Westernen, Janice LeRoux, Nancy Baggett, Janice Critchlow, Janey Crider	
Outcome: Parents/caregivers and professionals will have knowledge so that children in their care are supported in their early literacy development.	
Performance Measures:	
<ul style="list-style-type: none"> • Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. • Results of surveys mailed/mailed to subscribers of the newsletter to measure parent/caregiver/provider knowledge in early literacy development and measure support of their children's (or children in their care) early literacy development. • Web-based comments derived from those who complete the online course and from online visitors to measure knowledge of early literacy development. 	
Number of Children Served:	1500
When served:	1/1/2009 to 6/30/2009
Gender:	
- Male	828
- Female	672
- Unknown	
Ages:	
- Prenatal	
- < 1 year	27
- 1 year	75
- 2 years	158
- 3 years	450
- 4 years	633
- 5 years	157
- Unknown	
Ethnicity:	
- Alaskan Native/ American Indian	18
- Asian	51
- Black/African American	40
- Hispanic/Latino	218
- Pacific Islander	14
- White	1084
- Multiracial	75
- Other	

What is this data telling us about achievement of outcomes?

Demographics

All children were served indirectly.

There are children of all ages receiving services through parents/caregivers/providers. The majority of the children are 3 and 4 year olds.

All of the children who were identified as special needs are continuing children.

Children from all areas of Placer County are being served.

The demographics for parent's ethnicities generally mirror the demographics for the children's ethnicities.

Most of the parents served are English speaking.

The providers are located throughout the county and very important in reaching so many children.

Results of Surveys (see attached data)

Professionals: 57 newsletter subscribers. 4 online subscribers.

96% of the professional subscribers have at least some college with over 50% having at least a bachelor's degree.

100% read most or all of the newsletter. And 100% do the suggested activities at least occasionally and at least 50% do all of them.

Most of the subscribers share this information with an average of 10 other people. And the majority of keep the newsletters as a reference and as an activity resource.

The newsletter has prompted incorporating more book related activities into lessons.

There were less responses to the surveys during this reporting period as providers are surveyed approximately every 6 months.

Most of the subscribers feel that their knowledge of children's literacy has been increased. Respondents, on a scale of 1-5, rate the newsletter 4-5 as far helping them to support children in literacy development.

Ready to Succeed Informational Brochures

Just over 7,600 Ready to Succeed brochures have been distributed this period. And of these, just over 6,000 were distributed by request. This indicates that providers, parents, and caregivers are seeking information in order to facilitate children's literacy development.

Web-Based Comments

"Helping Your Child Learn One Day at a Time," the literacy activity calendar, is a very popular page within the website. 1678 have been downloaded in the past 6 months.

There are thousands of hits to the web page each month. April was the highest month total to date with 8743 hits. There is continued growth in numbers of hits indicating that this information is at least being accessed.

Eight people responded with feedback. All of them indicated that the information was helpful.

The online tutorial is about school readiness, however in this reporting period only 3 Placer County parents used the tutorial, but none of them completed the survey.

In what ways will we apply what we have learned from our data?

We know that literacy programs work, so we should explore strategies that will help support parents and caregivers to be able to use these resources.

Continue outreach with new technologies, for example “twitter” for the younger parent population.

Next Steps:

Explore other ways to motivate users to respond to the web based surveys.

Next learning conversation will be Monday, January 11, 2010, 10:00 - 12:30 pm.