



**Evaluation Summary Corio Community April 2010**

**Prepared by the Centre for Community Child Health**



## **Acknowledgements**

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# 1 Executive Summary

In March and April, 2010 the Centre for Community Child Health (CCCH) undertook a brief summative evaluation of the Corio *Let's Read* program.

The evaluation involved collation of existing data, guided interviews with personnel involved with the program and focus groups with families and professionals.

Information based on the data collected from professionals delivering and parents receiving *Let's Read* in the Corio community to date is presented in three parts:

1. *Let's Read* **training**;
2. *Let's Read* **delivery**; and
3. *Let's Read* **participation**.

The key findings of the data collected to date from those who received *Let's Read* **training** indicate that:

- Community professionals found the training useful in ensuring that they were confident to deliver the *Let's Read* program to clients;
- Community professionals enjoyed the opportunity to meet and exchange information with each other at training sessions;
- Community professionals find attending *Let's Read* training on more than one occasion to be helpful to refresh their knowledge.

The key findings to date from the **delivery of *Let's Read*** data indicate that:

- The delivery of *Let's Read* is being tailored to suit the nature of the service and client needs;
- *Let's Read* resources and program messages are embedded into facilitated playgroup programs and the Geelong Regional Library Corporation - Corio Library (GRLC-Corio Library) collection and services;
- Community based professionals report a need to continually reinforce the *Let's Read* messages with participants;
- Community professionals report that the *Let's Read* program is useful for parents from non-English speaking backgrounds (NESB) and parents with low levels of literacy;
- Community professionals report perceived changes in child and parent literacy behaviours as a result of having *Let's Read* as a part of the facilitated playgroup program;
- Suggestions for changes to the program include providing it from more services and organisations, changing the size of the information sheets and building relationships between libraries and playgroups.

The key findings to date from the **Participants'** Post-Intervention data indicate that:

- Most participants that responded have changed the way they read and how often they read with their children since having *Let's Read* delivered to them;
- A minority of respondents have joined the library, visited the library or borrowed or bought books from the suggested list since having *Let's Read* delivered to them;

- Those participants from a NESB found the program useful in encouraging and assisting them to read with their children;
- Professionals report that kindergarten teachers find that children that have been involved in the playgroups where *Let's Read* is delivered are exhibiting emergent literacy skills;
- Respondents in Corio found the DVD and books the most useful of the resources, but were also likely to follow suggestions on the Parent Information sheet;
- Participants reported varying experiences of having *Let's Read* as a give away or as an encouragement to read with their children;
- Participants had constructive suggestions for changes to the resources and delivery of the *Let's Read* program.

## 2 Introduction

### 2.1 *Let's Read* Program Overview

Research on early literacy development has shown that shared reading has a significant and positive impact on vocabulary development (receptive and expressive), listening comprehension and understanding the conventions of print. Evidence presented in the Centre for Community Child Health (CCCH), 2004 *Let's Read* Literature Review suggests that using reading styles that help children to acquire knowledge of letters and the sounds they make increases the positive impact of shared reading on early literacy development. The *Let's Read* program has been developed based on this evidence and includes the following key components:

- Shared reading between child and care giver;
- Easy accessibility to age appropriate free books;
- Professional involvement to convey guidance messages and model shared reading practices to parents;
- It is built upon an emergent literacy framework, which promotes emergent literacy knowledge, skills and environments, including language abilities, letter sound/name knowledge, phonological awareness and conventions of print; and
- Community involvement to assist sustainability of a community-based early literacy program.

These components of the *Let's Read* program are delivered through the following strategies:

- Provide messages and resources to support community approaches to early literacy development;
- Encourage/support partnerships and initiatives for literacy activities and promotion in communities;
- Provide professional training about the development and importance of early literacy and the activities that support it;
- Professional skill training to engage with parents/carers regarding early literacy;
- Support the *Let's Read* universal multi-point intervention provided by a trusted community professional at or around child aged 4 months, 12 months, 18 months; and 3 ½ years;
- Provide messages, information and resources that support provision of literacy rich home environments;
- Make high quality children's books available at low cost for use in the home and community;
- Encourage the provision of child-focused activities rich in literacy experiences in the community.

### 2.2 Delivery of *Let's Read* in Corio

While the above provides guidelines for how the *Let's Read* program can be delivered, each community tailors the program according to the needs of their population, within the confines of the

funding and capacity available. The following provides an overview of how the Corio community has delivered *Let's Read*<sup>1</sup>.

### 2.2.1 Initial distribution of the *Let's Read* program

In 2005 when the *Let's Read* program was implemented in Corio, it was delivered on a one-to-one basis from three Maternal and Child Health Centres. All age packs (four months, 12 months, 18 months and 3 ½ years) were delivered to parents and caregivers attending the corresponding age developmental health check-ups. A speech therapist also delivered various age packs as appropriate to client families. In addition to this, the 3 ½ year old pack was delivered at five kindergartens and one cohort of prep children from Rosewall Primary School. Corio local library also gave out packs (all ages) to families if they presented to join the library.

**Table 1: Current distribution of *Let's Read* program**

Service delivering <i>Let's Read</i>	Age Packs Delivered	Method of Delivery
2 x Maternal and Child Health Centres	12 and 18 month packs (to work with 'Young Reader' books at 4 months and 2 years)	One- to-one with clients visiting the service for corresponding age developmental visits.
Enhanced Home Visiting Maternal and Child Health Nurse	4 month, 12 month and 18 month packs	One-to-one with clients in their own homes
Playgroups	12 month and 18 month	In the playgroup setting either on a one-to-one basis or as a group (tailored according to group and individual needs). Parent Information sheets displayed and suggestions modelled.
Kindergartens	3 ½ year old packs	Packs provided as a give away on commencement of kindergarten year. Parent Information sheets displayed in kindergarten
Corio Local library	Materials from all age packs available	Books and DVD available for borrowing, Information sheets displayed and program suggestions incorporated into facilitated group times e.g. Baby time nursery verses.
Bethany Family Support Agency through New PIN program at the service	All age packs	Delivered to clients one-to-one at the service
Glastonbury Family Support Agency through PLAY program one-to-one at clients homes and at Rosewall Early Learning Centre	All age packs	Delivered one-to-one to clients in the PLAY program in their own homes and at Rosewall ELC playgroup

### 2.3 Evaluation Strategies Overview

The following describes the measures against which the *Let's Read* program is evaluated.

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<sup>1</sup> For a detailed account of the initial organization of the *Let's Read* program in Corio, see Appendix 1: Excerpt from 'Corio Final Evaluation Report 2007'



### 2.3.1 Outcomes, Objectives and Key Indicators

The ultimate or long term outcome sought is **literacy success for all** and the shorter term outcomes sought in order to achieve this are that **children develop a love of books and have the ability to name letters and play with sounds.**

The objectives set to achieve these outcomes are divided into four levels: Community; Community based professionals; Parents/Carers and; Children.

1. To increase community wide understanding of the importance and elements of early literacy development
2. To increase the knowledge and skills of community based professionals to engage with parents/carers and children to promote literacy
3. To increase the motivation, resources, confidence and skills of parents/carers to provide a daily literacy experience to children 0-5 years
4. To increase access to books and experiences in literacy activities in the home and in the community for children 0-5 years.

The Key Indicator for these objectives is for all children aged 0-5 to be read with every day by important people in their lives. The more specific indicators and the evaluation tools developed to gather information on these indicators are described below:

	Performance Indicators	Related Tools for data collection
Community	1.1 Increase understanding amongst services and the community of the importance of daily reading and the activities and approaches that promote it. 1.2 Increase the number of <i>Let's Read</i> community partnerships 1.3 Increase <i>Let's Read</i> community activities and messages that promote and support early literacy	Community Case Study Survey
Services	2.1 Training delivered 2.2 Professionals report increased: <ul style="list-style-type: none"> <li>– Understanding the development and importance of early literacy</li> <li>– Skills to engage with parents/carers on early literacy</li> <li>– Engagement with parents on a literacy rich home environment</li> <li>– Knowledge of the relevant services and supports in the community</li> </ul>	Training Evaluation Form  <i>Let's Read</i> Focus Group Kit – Experiences of Delivering <i>Let's Read</i> .
Parents/Carers	3.1 <i>Let's Read</i> multi-point intervention delivered 3.2 Parents/carers report increased: <ul style="list-style-type: none"> <li>– Understanding, confidence &amp; skill providing home literacy activities</li> <li>– Number and quality of literacy interactions with children</li> <li>– Use of quality information and resources to support the home environment</li> </ul>	<i>Let's Read</i> Corio Parent Survey (Best Start, Corio)(see appendix 1)  <i>Let's Read</i> Parent Survey 2 (CCCH) (see appendix 2)  <i>Let's Read</i> Focus Group Kit – Families' Experiences of <i>Let's Read</i>
Children	4.1 An increase in quality books available to children in the home and community 4.2 An increase in exposure to activities rich in literacy experiences in the community 4.3 An increase in the number of children having regular home and care experiences that promote literacy (reading, singing, rhymes)	<i>Let's Read</i> Corio Parent Survey (Best Start Corio)  <i>Let's Read</i> Parent Survey 2 (CCCH)  <i>Let's Read</i> Focus Group Kit – Families' Experiences of <i>Let's Read</i>

## **2.4 Evaluation Activities in Corio**

A previous evaluation report for the Corio community was completed by CCCH in 2007. Since this date Best Start and *Let's Read* co-ordinator for Corio, Leonie Dillon, has been collecting data via a Corio parent survey (see Appendix 2). Further data has recently been collected and collated by the Centre for Community Child Health in partnership with Leonie Dillon. This data includes existing information collected over time and new data collected via focus groups. The nature of the data collected is detailed in the sections that follow.

This report outlines learning to date from the training evaluation material, experiences of community professionals delivering the program and post-intervention data collection from the Corio community. The report is limited by the small number of participants involved in the evaluation, but provides some insight into how some services are delivering and some parents are experiencing *Let's Read* in the Corio community.

### **3 Methodology**

The Corio *Let's Read* Evaluation project involved data collection utilising the tools described below.

#### **3.1 Pre-training Registration**

A link to this online survey is sent to all prospective training participants via the community co-ordinator prior to the training session. This tool is used to gather information on:

- Training participants' professions and place of work;
- Contact details;
- What the participant wants/expects to gain from the *Let's Read* training session.
- This survey also directs participants to the *Let's Read* Literature review as pre-reading for the training.

#### **3.2 Training Evaluation form**

This survey is given to participants immediately after they complete the training session. It gathers information on:

- Understandings regarding the development of early literacy gained/reinforced in the training session;
- Understandings of the *Let's Read* program and how to deliver it gained in the training session;
- The usefulness of specific aspects of the training;
- Feedback on the quality of the presentation of the training.

#### **3.3 Focus Group – Experiences of Delivering *Let's Read***

This tool gathers information from Community Based Professionals delivering the *Let's Read* program to families. It is available for use via the *Let's Read* website and was recently trialled in Corio for qualitative data gathering to inform this report. It captures information on:

- Where and how long the participants have been delivering the *Let's Read* program;
- How well the *Let's Read* training prepared the participants for delivering the program;
- How the *Let's Read* program is being delivered in the participants' community;
- The participant's perception of the usefulness of the individual components of the *Let's Read* program;
- Whether there are any barriers to delivering the *Let's Read* program experienced by the participants;
- Availability of *Let's Read* program materials;
- Participants' suggestions for changes to the *Let's Read* program.

#### **3.4 Corio Parent Survey (authored by Corio Best Start)**

This survey collects data from families who have received *Let's Read* in Corio; specifically on:

- Whether the respondent was a member of a library before they received their *Let's Read* pack;
- Whether the respondent has become a library member since receiving the *Let's Read* pack;
- Whether the *Let's Read* DVD was helpful for the family or not;
- Whether the respondent's family is reading more at home after receiving the *Let's Read* pack or not;
- Any suggestions or opinions in regards to the program.

### **3.5 Parent Survey 2**

This survey was distributed to parents by the CCCH evaluators, Corio Best Start Co-ordinator and some Corio Playgroup Facilitators. It collects data on:

- How many and which age information packs the family received;
- Where and by whom the *Let's Read* pack was delivered;
- How the *Let's Read* program has changed the family's reading behaviours with their young children;
- The usefulness of the individual components of the *Let's Read* program;
- Whether the participant has used the library to borrow books suggested by the program;
- Whether the participant has followed any of the *Let's Read* Parent Information Sheet suggestions;
- Whether any 'other' positive outcomes have been noted by the parents as a result of changing reading/literacy behaviours;
- Any suggestions for improvements to the program.

### **3.6 Focus Group – Families' Experiences of *Let's Read***

This qualitative tool gathered information from parents and caregivers who received *Let's Read*. The focus group kit is available on the *Let's Read* website. It was used to discuss the *Let's Read* program with parents in Corio; to gather information on:

- How participants experienced the way the *Let's Read* program was presented to them;
- Whether or not participants feel that the *Let's Read* program changed how they and their families' read with their child or children, and if it *has* made a difference and what those changes have been;
- Whether or not participants believe the *Let's Read* program is a useful way to encourage parents and carers to read with their young children.

Findings for the training, community based professionals' experiences, and parent post-intervention collection are detailed in the following section.

## 4 Findings – *Let’s Read* Training

Information on the *Let’s Read* training in Corio was gathered at two points:

- ‘*Let’s Read* Pre-Training Registration and Survey’ (Collected via Survey Monkey)
- ‘*Let’s Read* Training Evaluation Form’ (Completed and collected at the end of training sessions).

### 4.1 The pre-training registration and survey

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development and to increase the knowledge and skills of **community based professionals** to engage with parents/carers and children to promote literacy

The pre-training survey is intended to inform what will be included in the content of the training, how it is presented and to collect contact data on those who attend so they can be sent the follow-up ‘Delivery of *Let’s Read*: Survey for Community Based Professionals’.

The following describes the data collected from 35 respondents to the Pre-Training Survey. They were to attend training in Geelong or Corio.

**Table 2: Participants’ Professions: Pre-Training Survey**

Profession	Percentage	Total
Maternal and child health nurse / community nurse	17.1%	6
Librarian	2.9%	1
Child carer / family day carer	11.4%	4
Home visiting professional	17.1%	6
General Practitioner	0.0%	0
Primary School Teacher	2.9%	1
Paediatrician	0.0%	0
Other (please specify below)	48.6%	17
<b>answered question</b>		<b>35</b>
<b>skipped question</b>		<b>0</b>

There were 19 different professions reported by the 35 respondents, all of whom are directly involved either in service provision to children or parents or both, or in support of the service providers. ‘Other’ professions were stated as: Kindergarten teacher; Family Day Care Support Officer; Social Worker; Project Worker; Family Case Worker; Case Worker; Supported Playgroup Coordinator; KECFO; PASA; Supported Playgroup Facilitator and Early Childhood Development Officer/Family Day Care Support Officer.

The participants were asked to identify what they were hoping to learn from the training. The most popular option selected by participants was to learn how you can promote the development of early literacy. The next most popular options were that participants wanted to learn how to deliver *Let’s Read* to parents and more information on *Let’s Read* resources. This reflects feedback from other communities where many participants reported that they feel confident in their knowledge of early literacy and are more interested in specific information regarding the promotion of early literacy and delivery of *Let’s Read* to parents.

**Table 3: Expectations of Training: Pre-Training Survey**

What are you hoping to learn from the <i>Let's Read</i> training? (Please select all that are relevant)		
Answer Options	Response Percent	Response Count
The elements of emergent literacy	61.8%	21
The importance of starting literacy development early with children	73.5%	25
How you can promote the development of early literacy	91.2%	31
More information on how the <i>Let's Read</i> programme is structured	76.5%	26
More information on the <i>Let's Read</i> resources	82.4%	28
More information on how to deliver <i>Let's Read</i> to parents	85.3%	29
Other (please specify)	2.9%	1
answered question		34
skipped question		1

#### 4.2 The '*Let's Read* Training Evaluation Form'

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development and to increase the knowledge and skills of **community based professionals** to engage with parents/carers and children to promote literacy.

Three training evaluation forms were returned from respondents who participated in training in Corio. While this is not a large enough sample to draw conclusions, the following summarises the data from these participants:

All of them were satisfied with the delivery of *Let's Read* training and stated that it was 'Extremely' successful in giving them an understanding of, or reinforcing their knowledge of the importance of early literacy and activities that promote its development.

Positive aspects of the training were seen by the participants as that it:

- Provided insight regarding early literacy and the import role parents play in the development of their child's literacy;
- Disseminated resources and practical information regarding the engagement of parents;
- Considered how to promote early literacy to Family Day Care Providers and Parents/guardians in relation to children's development;
- Simply highlighted the importance of reading to children.

#### 4.3 *Let's Read* Focus Group for Community Based Professionals

This section summarises issues regarding the *Let's Read* training discussed by Corio supported playgroup facilitators during a focus group.

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development, and to increase the knowledge and skills of **community based professionals** to engage with parents/carers and children to promote literacy.

Eight supported playgroup facilitators from various locations within Corio participated in a focus group. Individuals in the group received training at different times. There was general agreement that the training received was valuable and prepared the participants well to deliver *Let's Read*. One participant felt another positive outcome of the training was the networking opportunity it provided with other local community professionals. Some participants reported having done the training twice and that this was valuable.

There was also positive feedback for a *Let's Read* trainer:

*'JM certainly did fabulous training so people really came away just raving about her training sessions.'*

While participants felt prepared by the training to deliver *Let's Read* confidently, they felt 'the nature of the playgroup' environment makes it difficult to present the program to parents and caregivers in the intended fashion. This issue is explored further in the 'Delivery of *Let's Read*' section of the report.

#### **4.4 Summary *Let's Read* Training Evaluation**

From the small amount of data available from evaluation surveys, there is general satisfaction with the *Let's Read* training in Corio. This was reiterated in the focus group discussions about the training. Another positive outcome of training is the opportunity for community professionals to network. In Corio, this happened within the context of a mixed group of professionals. A suggestion may be for *Let's Read* training sessions to be made up of mixed groups of professionals wherever possible.

## 5 Findings – *Let's Read* Delivery

### 5.1 Focus Group for Community Based Professionals

This section summarises discussions with Supported Playgroup Facilitators and a librarian from Corio about the resources for, and delivery of, the *Let's Read* program. As was noted earlier in this report, *Let's Read* is delivered by a variety of community professionals in Corio. The findings in this section are not a reflection of the opinions of all of these professionals, but of those who were involved in the interviews/focus group held in Corio.

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development and to increase the knowledge and skills of **community based professionals** to engage with parents/carers and children to promote literacy.

#### Participants

Eight supported playgroup facilitators from various locations within Corio participated in a focus group. A librarian from the GRLC-Corio library and a supported playgroup facilitator also participated in one-to-one guided interviews.

#### 5.1.1 Delivery of *Let's Read* at GRLC-Corio library

- When *Let's Read* was first delivered in Corio the local library distributed *Let's Read* resources to families when they (parents and or children) came in to join, this was advertised through kindergartens and playgroups. At the same time the *Let's Read* DVD and books from the suggestions lists were made available for borrowing from the library.
- The library continues to stock many of the *Let's Read* books. It also displays and uses the parent information sheets as a part of the library's everyday collection. Resources and messages from the *Let's Read* program are also used in group activity times (such as Baby time Nursery Verses Time) and are a part of the outreach librarian's program.
- The Maternal and Child Health (MCH) service in Corio also regularly bring new mothers groups into the library, the *Let's Read* program is introduced to them:

*'...definite part of their program now, they visit the library and [librarian] does a presentation and ... that's where this, the DVD's great as well, because you can still say 'Look, you can take this home, show it to hubby; it's got those techniques'.*

- The librarian also observed a positive outcome of being involved in the *Let's Read* working group and program was that she got to network with other community professionals such as the MCH Nurses.

#### 5.1.2 Delivery of *Let's Read* in Corio's Facilitated Playgroups

The *Let's Read* program is delivered from all (approximately 20) facilitated playgroups in Corio and Corio West. It is currently being expanded into other suburbs. Participants found they have modified the way they deliver the *Let's Read* program to suit the playgroup environment and the needs of the particular group of clients in the playgroups.

*'...the nature of the playgroup is that you are sort of having to catch parents just ... it's very hard to have the whole group sitting down and doing the whole presentation.'*



*'... and we have varied groups ... each playgroup has ..., a different age and status type attending, I suppose.'*

- One way of modifying delivery reported by some participants was to offer the *Let's Read* pack and information and then to discuss the program or show the DVD after some time had passed:

*'So I did the presentation but very informally ... I ... organised a 'bring your favourite book along' and so we talked about why they used those books with their children and what they got out of it, of what the children liked about it. And then they started recognising things that they picked up on the video and how they could change things. Yeah, so it was really good to get them to identify something they liked about reading themselves so that it reinforced our message to them about how important reading with your children was.'*

- Another participant reported giving the packs and information out before the school holidays and then showing the DVD afterwards to the group and using this as a discussion starter:

*'And I've sort of found that you don't always get all the information through right at the very first discussion point with them; so it is about reinforcing that with them.' It was suggested that in fact 'It's re-creating a culture', 'and we can reinforce it, constantly on a daily basis, as well as in planning that, it [reading to children] is the single most important activity a parent can do with their child from the beginning.'*

- Reading to children on a regular basis was seen to be a new concept to parents:

*'I would say, almost across the board, most parents would not consider reading of value to young children ... as a leisure activity and as a general rule ... it's received almost as a surprise that it's a good idea, that children are paying attention.'*

- Because early literacy behaviours were not necessarily perceived as being needed or useful by families, facilitators felt there is a need to give the *Let's Read* messages and then reinforce them over and over, and this was a common theme in the discussions. In order to reinforce the messages from the *Let's Read* program, they have been embedded into the playgroup environments and activities. The book suggestion lists and parent information sheets are displayed in the playgroups and messages are included in newsletters. *Let's Read* suggested books are part of a small borrowing library in at least one playgroup. Several other methods are used to reinforce the messages:

*Participant 1: 'I know when I've read a story and I don't read the exact words somebody might pick me up on that and you say, "Oh it doesn't matter, remember Let's Read says its just means to be reading ... with a book". So I found that to be useful and different.'*

*Participant 2: 'And also using the books that are in the Let's Read packet for story time and things like that so that you know, and reminding the parents that they're available in the library and things like that too.'*

### **5.1.3 Delivery to parents from a Non-English Speaking Background (NESB) and/or with low literacy**

Participants agreed that the *Let's Read* program is suitable both for parents from a non English Speaking Background (NESB) including those that have little to no literacy in their first language and parents who have low levels of literacy.

- Some participants felt that the program was of use to parents learning English themselves:

*Participant 1: 'With ours ... our mums don't actually speak English they're Karen. So we actually use it not only for the kids we actually use it for the mums as well... having the real simple books with just the simple picture with the black outline actually helps.'*

*Participant 2: 'I've just started working with a multi-cultural playgroup this year ... a lot of the families have actually said for them they've learnt English since coming to the country and it's been great to actually see different ways of delivering a story.... the actual [Let's Read]DVD has really helped them to continue that'.*

*Participant 4: 'we have used this DVD and Story-time with ... refugee families; learning how to read to children. Their interaction with children is intensely strong..., but poor language skills. So, this has been a boost to their language skills and to their reading and learning the English words with the book, with their children...'*

It was identified that parents who are not literate in their first language could use the English and translated *Let's Read* information sheets side-by-side to act as a learning opportunity for themselves. *Let's Read* was seen as having the potential to empower parents with low literacy levels:

*Participant 3: '...you know the actual parents have difficulty with reading and writing and it's a very non threatening way for them to actually sit down with their child. Even if they're watching the DVD with the book in front of them they may not be able to read it to them but ... they can actually enjoy a story together.'*

#### **5.1.4 Resources**

Participants were generally very happy with the availability of resources. Some would like access to the four month old packs because they didn't feel parents were always getting them from their Maternal and Child Health Nurses.

- Following on from the discussion regarding parents from NESB and with low literacy levels, it was suggested that having the pictures on the information sheets is very important:

*'I like the fact they've got pictures on them because ... It is easy for them to actually understand really.'*

- The DVD was perceived by participants as being very useful, although it was acknowledged that this varies from parent to parent:

*'I have been getting different feedback from different parents. Some say they love the DVD then one parent this morning said she hasn't looked at the DVD yet but the daughter knows the book by rote, you know so she knows the book she was given. So I suppose perhaps for different people it serves a different purpose maybe.'*

- The DVD was used both as an individual resource and as a discussion starter in the group situation. There have been various positive outcomes from its use:

*'... assists us in getting parents to the Library, so that when they are there, they'll identify books.'*

*'... [For] a lot of the dads the DVD in particular seems to be a way in. ... I feel they will start at the DVD and then go in and read more and more.'*

### 5.1.5 Perceived Outcomes of *Let's Read* program

Participants in the *Let's Read* focus group were able to identify outcomes from the *Let's Read* program (See also Appendix 4 for case studies).

- For one playgroup the *Let's Read* program led onto broader discussions regarding developing early literacy and transition to school:

*'it became an interesting interaction between the parents and discussion about the value of reading and from that, we engaged a Speech Therapist to come and do a follow up on that activity and talk to parents about speech therapy, which was timely given it was the end of the year and they're transitioning into Kinder, for some of the families and so, in terms of building that recognition of child development and reading and language development and growth and preparation for school, that pathway, it was really successful, absolutely. So, it's been a wonderful tool for us to use in our, sort of, family education as well.'*

- Kindergarten and prep teachers have been feeding back to the *Let's Read* coordinator that they are seeing a difference in the children coming from the playgroups who have been exposed to *Let's Read* and early literacy behaviours:

*'And that is... familiar story coming back from the Kindergartens since we've had the Facilitated Playgroups and all the Playgroups have been embedding 'Let's Read' in practice, ... that the children know how to hold a book; they know... which way to turn the page of the book too; this is what the Prep Teachers were looking for and that wasn't happening five or six years ago, but they're feeding that back now; it is happening.'*

- Children recognizing that the *Let's Read* book they got in their pack is at their playgroup and being familiar with it and enjoying it.
- Parents in a new mothers group having a 'real turn on light moment' when they realise that it is important to read to their babies at such a young age (babies were under six months old).
- Using the program and books as a way to have mothers engage with young babies and see their babies' reactions and connections with parent.

### 5.1.6 Suggestions for future delivery of *Let's Read* in Corio

The following suggestions were made in respect of future delivery of *Let's Read* in Corio:

- Deliver *Let's Read* for new mums at hospitals;
- Include a simple handmade book of rhymes in the pack along with the story book;
- Provide *Let's Read* at organisations that support 'hard to reach' families who are missed by the services currently delivering it e.g. Centrelink and Housing – particularly transient families;
- Make the suggestions sheets the same size as the DVD or even put it inside the DVD cover so that it doesn't get crushed and thrown out;
- Provide *Let's Read* to dad's groups for dad's who are separated from their children to encourage them to read with children during access times;
- Provide *Let's Read* to non-facilitated community playgroups;
- Build relationships between libraries and playgroups

## **5.2 Summary: Delivery of *Let's Read* in Corio**

Based on the qualitative data collected in discussions with playgroup facilitators and a librarian delivering *Let's Read* in Corio; the program has been embedded into the practice of both the library and the playgroups. It is being delivered directly to parents in a small group or on a one-to-one basis and messages are reinforced in an ongoing manner. Deliverers report the program is useful to all families including those from NESB and those who have low literacy levels. They also suggest that *Let's Read* may have the additional benefit of supporting parent as well as child literacy. Perceived outcomes exist in changes to parent and children's literacy behaviours supported by feedback from kindergarten and prep teachers. There is satisfaction with the resources with deliverers feeling that all the materials are useful in different ways for diverse families. There were also constructive suggestions for future ways to develop the program resources and where and how it is delivered in Corio.

## 6 Findings –*Let’s Read* Participation

Information from *Let’s Read* participants in Corio has been gathered at three points:

1. **‘Let’s Read Corio Parent Survey’** has been distributed to participants by the Best Start/*Let’s Read* Co-ordinator throughout the course of delivery of *Let’s Read* in Corio. This survey is handed to parents and given back to the co-ordinator to be collated.
2. **‘Let’s Read Parent Survey 2’** was recently distributed to parents in Corio by the evaluators from the CCCH, the Corio *Let’s Read* co-ordinator and some Supported Playgroup Facilitators. Parents either handed the completed survey back immediately or returned them via a reply paid envelope to the CCCH.
3. **Focus Group ‘Families Experiences of *Let’s Read*’** were held with two groups of parents attending two different playgroups in Corio and with one group of parents at a Corio kindergarten.

As at March 30<sup>th</sup> 2010, *Let’s Read* Corio Parent Survey’ data has been received from 33 participants and *Let’s Read* Parent Survey 2’ data has been received from 10 participants. A total of nine parents – six from playgroups and three from a kindergarten - have taken part in focus group discussions.

### ***Let’s Read* Corio Parent Survey data**

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development; to increase the motivation, resources, confidence and skills of **parents/carers** to provide a daily literacy experience to children 0-5 years and; to increase access to books and literacy activities in the home and in the community for **children 0-5 years**.

The following summarises data received from 33 participants in the *Let’s Read* Corio Parent Survey:

**Table 4: *Let’s Read* Corio Parent Survey**

Question	Yes	Percent	No	Percent	Total
Were you a member of a library before you received ‘ <i>Let’s Read</i> ’?	26	79%	7	21%	33
Are you a member of a library now?	27	82%	6	18%	33
Has the ‘ <i>Let’s Read</i> ’ DVD been helpful for your family?	31	94%	2	6%	33
#Is your family reading together more at home now?	33	100%	0	0%	33

Of the 33 respondents, 28 (85%) stated that they now read daily and five of the participants stated that they read weekly at home now.

The final part of the survey asked for ‘ideas or opinions about the *Let’s Read* kit in relation to the questions above’. Below is a list of responses to this:

- ‘Excellent kit-very useful’;
- ‘My 3 boys love the DVD, enjoy listening to the story’;
- ‘The *Let’s Read* Kit is a great reminder to start reading more with children’;
- ‘Reading more books in the school curriculum’;

- 'It has been helpful to encourage me to read more and I like how it demonstrates';
- 'My 3 year old enjoys watching the DVD and is proud that it's hers';
- 'Great encouragement to read';
- 'Good for parents who are not as confident to read';
- 'Great for first time parents';
- 'The older kids like it and show the younger kids what to do(modelling)';
- 'The range of books on the DVD is good';
- 'HELPFUL. Different ideas. Style of books I hadn't thought about.';
- 'To support how to read, particularly English. English is my 2<sup>nd</sup> language so helpful.';
- 'Fantastic';
- 'DVD okay for child but mother didn't find helpful';
- 'Great help for daughter as learning English';
- 'Mum liked the story telling techniques'.

This data suggests that while behaviour change in the form of becoming a library member was only reported by one respondent, all respondents reported a change in the frequency of their reading behaviour at home and most found the DVD helpful. The majority of respondents (85%) reported that they are now reading with their child/children every day or at least once a week. The comments regarding the program reinforce that participants found *Let's Read* useful. It is interesting to note that two of the respondents report that English is their second language and the program has been useful for them.

## 6.1 Parent Survey 2

Related Objectives: To increase **community wide** understanding of the importance and elements of early literacy development; to increase the motivation, resources, confidence and skills of **parents/carers** to provide a daily literacy experience to children 0-5 years and; to increase access to books and experiences in literacy activities in the home and in the community for **children 0-5 years**.

As at March 30 2010, ten 'Parent Survey 2' surveys have been received from the Corio community. Five of these respondents had *Let's Read* delivered to them on one occasion and five on two occasions. Of the five who had *Let's Read* delivered to them on two occasions, one respondent was reporting on delivery of the 3 ½ year old pack and four were reporting on deliveries of the 18 month old pack. One of these five respondents had the second pack delivered from their 'Health Nurse', two from their child's kindergarten teachers and two from their playgroup facilitators.

Parents/carers are asked how useful the discussion and *Let's Read* materials are. This was the second time these respondents had *Let's Read* delivered to them. Although the number of respondents is small, it is positive to note that where the resource had been received as a part of the pack and/or delivery, the majority of them found the materials to be 'quite a bit' or 'a great deal' useful. The data from these surveys is summarised below.

**Table 5: Feedback on *Let's Read* program: parents who had received two packs**

Question 5: How useful was...	Not at all	A little	Quite a bit	A great deal	N/A	Total
The discussion when receiving <i>Let's Read</i> pack?	0	2	1	1	1	5
The parent information leaflet?	0	0	1	3	1	5
The book suggestions leaflet?	0	0	2	2	1	5
Watching the <i>Let's Read</i> DVD?	0	0	0	3	2	5

**Table 6: Behaviour changes reported in 'Parent Survey 2'**

Question 6: Have you/others in your family...	Yes	No	I was already doing this	Not Stated	Total
begun reading to your child regularly?	6	0	4	0	10
become a member or made your child a member of a library?	2	4	4	0	10
begun visiting a library with your child?	4	4	2	0	10
changed how you read with your child?	7	2	1	0	10
changed how often your read to your child?	4	3	1	2	10
purchased/borrowed books from the LR suggestion list?	2	8	0	0	10
followed suggestions on the LR parent information leaflet?	7	2	1	0	10
been watching and using reading tips from the LR DVD?	5	5	0	0	10

One respondent noted that they had made other changes, specifically:

- 'Including my child more in finding and pointing things to me out of books.'

Five respondents stated that they had noticed 'other positive outcomes as a result of' the impact *Let's Read* has had on their 'family's reading/literacy behaviours'. The following comments were made in regards to this:

- 'Child more interested in a greater variety of books';
- 'I had to change the way I read to my son and now he loves books';
- 'More interested in books now, loves books such as';
- '4 year old is possessive of her DVDs and loves to listen to it'.

Respondents gave the following suggestions to improve the *Let's Read* program:

- '*Let's Read* coordinators to introduce the program as a separate identity so as not to get mixed up with all the other paperwork given at beginning of kinder year.'
- 'Maybe a verbal communication from handout person as to the purpose of the *Let's Read* pack. I thought it was a present from the kinder'
- 'More clues for children, to break words down from a big word to smaller words and explain different sounds.'

### 6.1.1 Summary Parent Survey 2

In this small sample there has been some behaviour change in each of the categories where respondents were not already engaging in the behaviour. The changes most commonly reported

were; participants reading regularly to their child, changing how they read to their child and following suggestions from the parent leaflet. The behavioural changes least reported were participants becoming a member or making a child a member of a library and to purchase or borrow any books from the suggestions list. This data parallels the data in the *Let's Read* Corio Parent Survey above. It would be of interest to obtain a larger sample of participants from Corio to gain an insight into whether or not this trend (non-use of the library and non-purchasing of books) is true of the broader population. The issue is being addressed at the community level; one of the current activities undertaken by the Best Start coordinator and playgroup facilitators is taking supported playgroup members to the local library and encouraging them to join.

## 6.2 Focus Group – Families' Experiences of *Let's Read*

This section summarises discussions about parents' experiences of having *Let's Read* delivered to them in two facilitated playgroups and one kindergarten in Corio. Parents who had *Let's Read* delivered in Maternal and Child Health Centres, Family Support Services and other playgroups and kindergartens were not involved in these discussions. The comments below are reflective of parents' experiences of the delivery of *Let's Read* in two different services at three different locations.

Related Objectives: To increase the knowledge and skills of **community based professionals** to engage with parents/carers and children to promote literacy; to increase the motivation, resources, confidence and skills of **parents/carers** to provide a daily literacy experience to children 0-5 years and to increase access to books and experiences in literacy activities in the home and in the community for **children 0-5 years**.

### 6.2.1 Participants

The participants in the focus groups were three parents with children at kindergarten and six parents with their children at two different facilitated playgroups in Corio. Three of these parents had *Let's Read* delivered to them twice – once via their Maternal and Child Health Nurse and once at their playgroup. One parent had it delivered twice – once at playgroup and once with an older child at kinder. One had it delivered once at a festival and one parent had it delivered once in another setting. One parent had it delivered twice and another parent three times at kindergarten. This sample, while small, represents a broad range of experiences of the delivery of *Let's Read* from various services. One mother was from a NESB background, the rest had English as their first language.

### 6.2.2 Experiences of *Let's Read* delivery

- The parents who had *Let's Read* delivered to them at the kindergarten all experienced it as a give-away:

*'And I just thought it was a present from the kinder for ... each kid for coming to the kinder... I didn't realise it was a specific program as such.'*

- They were not able to say what was in the bag other than a book and a DVD:

*'...I don't think I looked at the other sheets' and: '... the DVD and information sheets are still in his kindy bag ... we just pulled out the book.'*

- Participants felt that it would have been helpful to be told what was in the bag so they knew to have a better look:

*Participant 2: 'If it was explained like, at the beginning, you know when you got it and say "This is from a program called Lets Read.'*



- Conversely participants who had their *Let's Read* pack delivered at their playgroup or Maternal and Child Health Centre recalled that they had received some information at the same time about the program:

*'... I think she gave us a little bit of information about it ..., like an incentive for mothers or whoever is looking after the child to read to their child.'* (agreement from others)

- The parents who received the program in the kindergarten felt that being given the *Let's Read* pack at the beginning of the year was not the optimal timing. Parents get and have to provide so much information at that time; consequently the contents of the *Let's Read* bag may be overlooked. This was particularly evident where parents have other children:

*Participant 3: 'And then you see, when you've got older children that are going off to school as well, you're organising their medical paperwork. ..., you tend to get overloaded in the first couple of weeks of the year.'*

- Participants emphasised that they appreciated the pack but that they would have liked more information about it and to have received it at a less busy time of year.
- The participant who received the pack at a festival had the program explained to her and was given information about the local library.

## Resources

- The books were experienced as very good and being attractive to children:

*Participant 2: 'I love the books and the stories as well. I think they're really good ... they're my favourites.'*

*Participant 1: 'The book had like different animals and different coloured animals in it so he was really engaged in that book ... it got his attention...'*

- The DVD was also reported to be useful for most parents, even if the children and not the parents were watching it:

*'it's nice for kids to sit down, and somebody is reading a book, and they can sort of still be following it on the screen ... Even though it might sound a bit lazy ... I just think it gives them a different perspective of how somebody else reads...'*

- For some the DVD was the best part of *Let's Read*:

*'Once I ... watched the DVD with the one and four year old it made me realise to focus more even with her with the sounds ... it really helped me... even though I was doing it already ... It really brought to mind; oh you should really be focussing, even with visual - because it's a DVD.'*

- One participant found the DVD to be extremely useful to her blind daughter:

*'I've got a daughter that's blind ... she loves listening to everyone reading to her and everything but from a DVD or CD it's probably the best option that gets impact, she is going to take notice.'*

- Not all parents found the DVD useful and preferred to have written information:

*'I'm actually more inclined to read on paper because you can read bits and pieces and go back to it instead of having to sit down and watch a DVD which you might not feel that you have time for...'*

*'I haven't actually sat down and watched the whole thing myself. It's so lengthy... I've put it on and sort of seen bits and pieces but never actually seen the whole thing.'*

- As noted earlier, some participants were not aware that there were information sheets in the *Let's Read* pack. However, those who were either felt that they already knew what to do:

*'I think I was already doing it. I have a thirteen year old ... it was the way I taught her the books.'*

- Or, found the information sheets helpful:

*'I think the way that they're set out as in they're similar to what they might be getting from MCH. It gives you an idea of what your child is up to at a certain stage ... it's giving parents that bit of knowledge...'*

- Some participants identified that *Let's Read* is most useful with the first child in a family because the 'information filters down' as literacy behaviours to engage in with subsequent children.
- The book suggestions sheets were not well remembered or used by the respondents.
- Although all respondents did not know about or receive all of the resources, they felt that in principle they were of value. The participant from a NESB stated:

*'I think it's good. Because they give you ... where to start ... it guides you ... how you start to teach your kids how to read ... because my school is different from Australia schools, you know?'*

### **Suggestions for changes to the *Let's Read* program**

- Offer the books in Braille;
- Consider children with disabilities and make resources accessible for them;
- Make the information sheets smaller and magnetise them so they can be hung on a fridge;
- Deliver *Let's Read* from hospital for new mothers.

### **6.2.3 Summary, Parent/carer experiences of *Let's Read***

The data gathered from families that had received *Let's Read* indicated that participants were satisfied with the program. The kindergartens appear to deliver *Let's Read* with minimal discussion, while MCH Nurses and Playgroup Facilitators talk to parents about the program. Participants prefer that the kindergarten did not deliver *Let's Read* packs at a busy time such as the start of the year. Parents found differing aspects of the program useful. One participant from a NESB found the program helped her to read with her children. One participant reported that the DVD was useful for her child who is blind. All participants felt that the program encourages families to read with their children and some constructive suggestions were offered for future delivery of *Let's Read* in Corio and for changes to resources.

### **6.3 Summary Participants' Post-Intervention data**

The small sample of participants who took part in evaluation for the Corio community reported that they are reading with their children differently and more regularly since receiving the *Let's Read* program. A minority have joined or visited the local library or borrowed or purchased books from the book suggestions list. Many report that they have used suggestions from the parent information sheets. The most popular resources are the books and DVD. Participants' experiences of having *Let's Read* delivered to them varied. Participants' suggestions to improve the program included have; the books available in Braille, small, sturdy information sheets in the packs, the program delivered in maternity hospitals and for the kindergartens to offer explicit information regarding *Let's Read* when handing out program resources. Another suggestion is for *Let's Read* to be delivered at a time when parents are able to focus and follow up on the resources.

## 7 Summary of Key Findings

*Let's Read* is delivered from different services in Corio by a variety of community professionals; which services and how they deliver the program has changed over the five years it has been available. *Let's Read* is promoted at many different public events in the Corio. It is currently being expanded into a broader region in response to needs identified by recent AEDI results. This evaluation reports on feedback from three of the services currently offering the *Let's Read* program in Corio; the library, facilitated playgroups and one kindergarten. The limited time available for the evaluation meant that small samples were used. In the main the data is of a qualitative nature. However, within these limitations, there are key findings that provide some insight into how *Let's Read* is being delivered and received by parents in these services.

Community professionals have found the training to be good preparation for delivering *Let's Read* and that it provides the additional benefit of networking with other professionals. In the case of the library and facilitated playgroups, the *Let's Read* messages and underlying philosophy of encouraging parents to read with children everyday have been embedded into the service programs. Additionally, the playgroups actively deliver the program in a modified manner to suit client needs. Instead of one-to-one delivery with each parent, it occurs on a small group basis. Following on from this, *Let's Read* messages can be discussed in planned and incidental ways. Feedback from parents on this style of delivery was positive.

One kindergarten in Corio (it is not clear that this is standard across kindergartens) delivers *Let's Read* packs as a give away to parents with little discussion or follow up – that parents were aware of. It should be noted that the evaluators did not speak with kindergarten staff so are unable to qualify why this approach is taken. Feedback from parents on this style of delivery was that it would have been useful to be given some clear information on what the *Let's Read* program was about and what was in the pack. Some parents suggested the program would be most useful with first children and delivered at the earliest opportunity after a baby is born. Community professionals suggested that more organisations who service 'hard to reach' clients could be involved in delivery of *Let's Read* including Centrelink and support services for separated fathers.

Feedback from both community professionals and parents suggests that the program is useful for parents from non-English speaking backgrounds and those with low levels of literacy. It was identified that *Let's Read* may even be helpful to these parents for learning to read. Parent participants report that they have changed the way and how regularly they read with their children since receiving *Let's Read*; many reporting that they now read with their child once a day or once a week.

Community professionals also state they have observed changes in children and parent literacy behaviours as a result of being encouraged to read with their children via *Let's Read*. The *Let's Read* coordinator reported on feedback from kindergarten and prep-teachers in Corio that they observe positive literacy behaviours in children coming from the facilitated playgroups that have *Let's Read*. Kindergarten and prep teachers did not take part in the evaluation in order to gain reports directly from them. A behavioural change that is used as a measure of outcomes for *Let's Read* that does not seem to be occurring in Corio is for parents to become members, or make their child a member of the library and/or to borrow books from the library. This may be a focus for future developments of *Let's Read* in Corio.

The most popular resources for both parents and community professionals were the book and DVD. The latter seen as useful for various reasons such as; including fathers and using in a group situation to prompt discussion. A suggested change to the resources made by parents and community

professionals was to make the information and book suggestions sheets smaller, and to make them more durable to reduce the chances of them getting damaged, and magnetised for ease of display.

Generally, there was satisfaction from participants delivering and those receiving *Let's Read* in Corio. It would be of interest for future evaluation to gain data from the rest of the services delivering *Let's Read* in the area; particularly those who deliver and receive it on a one-to-one basis in order to get a fuller picture of the program and its reach. It is suggested that in order to capture empirical outcome and process data, more formal evaluation activities could be undertaken in Corio. These activities could track experiences and changes of behaviour in both those delivering and those receiving *Let's Read*. This could be built in to the program in the parts of Corio that will roll out *Let's Read* in the future.

## 8 Appendix 1: Excerpt 'Corio Final Evaluation Report 2007'

### Community Model

One of the key features of each *Let's Read* community is the development of the community model. The development of the model is intended to assist communities in describing the unique features of their community, such as describing the key partners in the delivery of *Let's Read*, the number of families targeted in the community and key events that have occurred in relation to *Let's Read*. At Corio the following features/approaches were included in their community model:

### Formation of Reference Group

The *Let's Read* reference group has approximately 8 members including a primary school principal, teachers, Shell representatives, speech pathologist (Barwon Health), librarian (GRLC-Corio library), City of Greater Geelong staff (family services). The committee meets approximately every 3 months.

### Commencement and Launch

Launch was held in August 2005 at the GRLC-Corio library function room. There was a strong focus on children's activities. A local radio personality was MC, and there was storytelling, balloons, free show bag with book etc. Catered for by newly formed catering company from the local neighbourhood house – it was their first big job!

### Delivery Model

*Let's Read* is currently being delivered to 4, 12, 18 month and 3 ½ years. A number of agencies/professionals are involved, including maternal child health nurses, speech pathologists, family day care, aboriginal cooperative, kindergartens, primary schools (prep), playgroups, parents group, other literacy programs, neighbourhood house and library.

### Evaluation of community aspect in Corio – *Let's Read* Coordinator

The *Let's Read* Coordinator is also the Best Start facilitator and a key contact for *Let's Read* in Corio. The *Let's Read* Coordinator has been involved with the program since its commencement, which is now just on 2 years. The *Let's Read* Coordinator has been working fulltime in and around Corio as the community facilitator for the Best Start initiative. The initiative is a prevention and early intervention project jointly auspices by the Department of Human Services and Department of Education & Training. The initiative aims to improve the health, development, learning and wellbeing of all Victorian children from pregnancy through to transition to school (usually taken to be eight years of age).

The Best Start approach is to strengthen the local capacity of parents, families, communities and early year's services through partnership and collaboration to better provide for the needs of all young children and their families.

This is achieved by:

- listening to parent and family knowledge and expectations
- the inclusion of vulnerable children and families in early years services
- the inclusion of Aboriginal children and their families

- ensuring services are inclusive of culturally diverse children and families
- mobilising community interest, resources and infrastructure to create child-friendly communities
- translating early childhood evidence into practice
- coordinating and integrating existing services
- introducing innovative changes to services, based on evidence
- developing strong cross-sectoral local partnerships.

Significant to the *Let's Read* Coordinator's role has been the identification of specific community needs and the implementation of strategies that are likely to address the identified needs. *Let's Read* was identified as a suitable program to promote the importance of reading to children.

In commenting on the roll out of the program throughout Corio the *Let's Read* Coordinator noted the importance of the local library and their support. Such support included the stocking of all books listed on the *Let's Read* book suggestion lists as well as posters and *Let's Read* stickers so that parents could identify those books recommended. One of the key developments during the roll out of *Let's Read* in and around Corio was the implementation of an outreach librarian who the *Let's Read* Coordinator described as crucial to maintaining the momentum generated by *Let's Read*.

Like many communities the Corio *Let's Read* steering committee placed extra materials into each pack to promote local services/activities and it would appear that this has been helpful in increasing library visitation and membership during the time *Let's Read* has been active in Corio.

As the inaugural *Let's Read* community Corio was keen to deliver all four age specific packs to the local families and packs were distributed via the following early childhood professional:

- Librarians
- School teachers
- Maternal & Child Health Nurses
- Kindergarten and playgroup

In commenting on what could be changed to improve the program, the *Let's Read* Coordinator was keen to see an expanded selection of books available from *Let's Read* as a number of families are in the position of receiving the same title if the program is to run beyond the initial three years.

The *Let's Read* Coordinator was very eager to see *Let's Read* maintained in Corio and feels that there is much to benefit from all the work that has gone into establishing the program. However, the *Let's Read* Coordinator was keen to point out that it is in the best interest of any community to translate the *Let's Read* facilitation role into an existing paid role so that sufficient time can be spent during the important set up phase of implementing the program.

## 9 Appendix 2: Best Start authored *Let's Read* Corio Parent Survey



'LET'S READ'

SURVEY

**1. Were you a member of a Library before you received your 'Let's Read' Kit?**

(Please circle your answer)

YES                      NO

**2. Are you a member of a Library now?**

YES                      NO

**3. Has the 'Let's Read' DVD been helpful for your family?**

YES                      NO

**4. Is your family reading together more at home now?**

YES                      NO

**Comments: Please give your ideas or opinions about the 'Let's Read' Kit in reference to the questions above.**

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Contact: Leonie Dillon 5272 4987. Best Start Community Facilitator



## 10 Appendix 3: CCCH authored Parent Survey 2

How many *Let's Read* packs have been delivered to you?

(Please tick the appropriate box below)

1  Please go to Question 6    2 or more  Please go to Question 2.

2 The second *Let's Read* pack we received was labelled:

(Please tick one box below)

from 4 months     from 12 months     from 18 months     from 3 ½ years

3 Who delivered the second *Let's Read* pack to you? (e.g. Nurse, GP, Child Care Worker)

4 Where did you receive your second *Let's Read* pack? (Your home, Health care centre, library etc)

5 Now, think about the second *Let's Read* pack itself. How useful was each of the following?

(Please tick one box for each statement below)

If you didn't receive any of the following with your second *Let's Read* pack, please tick the N/A box.

How useful was...	Not at all	A little	Quite a bit	A great deal	N/A
the discussion when receiving your <i>Let's Read</i> pack?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the 'parent information' leaflet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the 'book suggestions' leaflet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watching the <i>Let's Read</i> DVD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Think about any changes in the reading/literacy behaviours of your child and family since you received information about the *Let's Read* program.

Have you/others in your family:	Yes	No	I was already doing this
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begun reading to your child regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
become a member or made your child a member of a library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
begun visiting a library with your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
changed <i>how</i> you read with your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
changed <i>how often</i> you read to your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
purchased or borrowed any of the books from the <i>Let's Read</i> suggestions list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
followed any of the suggestions on the <i>Let's Read</i> parent information leaflet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been watching and using reading tips from the <i>Let's Read</i> DVD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

made any other changes? (Please specify below)

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7 If *Let's Read* has had an impact on your family's reading/literacy behaviours, have you noticed any other positive outcomes as a result of these changes?

No  Yes

If 'Yes', please comment:

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Could you suggest any ways to improve the program?

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### Case Study One

*'I had a young couple attending, who had a six month old baby, [young] parents and he had a younger brother who was thirteen, I think, at the time and he attended with his nephew ... who's about one and so, I said "OK, well let's sit down and watch this together" and they weren't very keen and they were distracting themselves, but the younger brother was very interested and sat through the whole DVD, watching it with me and I talked to him about the books and the stories that were being told and he was watching the difference in telling stories one way to a child, to another way and how children can really respond and then he started taking up and imitating the book readers on the DVD and the child, the children, were both fully engaging with him completely and he got such a lift from this, that he just became more animated and more engaging with them and his brother and his... the young couple, so his brother and ... his girlfriend were watching the brother as opposed to the children, thinking "That's just ridiculous; that... what does he think he's going to achieve?", then started watching the results and seeing how the results could change the activity and so it became a rewarding activity between an adult and child and so, I don't know how that has carried on in the home, but it was just an interesting connection to observe in a family dynamic as close as this.'*

### Case Study Two

*'But you actually see that the parents have made a difference. Because I visited a playgroup and the parents came in and one of the children stopped and said hello as they came in and he was leaving about five minutes afterwards. And he came in and said goodbye. I said, "Playgroup hasn't started yet". His mum said, "I know but he has changed his book and we have got our own special chair at home and we have to go straight home and read this book now". He didn't want to stay at playgroup because he found this book that had really excited him and they found the chair at home and that was their reading chair. So that was really funny. From that I gathered that the parent had made a real effort, like reading had become a real thing for this family.'*