

State of Oklahoma

Part C SSIP Narrative: Phase III Year One

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Introduction

In Phases I and II, Part C SSIP stakeholders made a decision to focus on improving outcomes for infants and toddlers in the acquisition of skills and knowledge to improve early literacy skills, aligning with the State’s broader emphasis on literacy achievement. Early literacy describes the knowledge of and skills in reading, writing and speaking that young children obtain prior to achieving conventional literacy. Stakeholders determined that increasing the percentage of children who exit early intervention services demonstrating age-level functioning in the acquisition of skills and knowledge (including early literacy, language and communication) as measured by Early Childhood Outcome (ECO) Statement B-2 and lead to improved literacy as children age. The State-identified Measureable Result (SIMR) for Oklahoma is defined as:

By FFY 2018, at least 49 percent of Oklahoma infants and toddlers with disabilities who receive at least six months or more of early intervention services at the Tulsa County site will demonstrate age-level functioning in the acquisition of skills and knowledge (including early language, literacy and communication) when they exit the SoonerStart program.

In FFY 2013, the percentage of infants and toddlers who demonstrated age-level functioning in the acquisition of skills and knowledge when they exited SoonerStart services in Tulsa was 42 percent.

Oklahoma witnessed an annual decrease in performance in ECO Statement B-2 from 60.50% in FFY 2010 to 46.5 percent in FFY 2013. This state-wide decline encouraged Phase I stakeholders to target improvements in this area. However, in FFY 2014, results for ECO Statement B-2 jumped substantially to 50.6 percent across the state. A similar increase was seen in Tulsa County. Table 1 presents the targets and data for Oklahoma’s SIMR. Because Tulsa met the FFY 2018 SIMR target in FFY 2014, we are looking instead for annual improvement of one to two percent. We want to be careful that a push for improvement does not lead to poor ECO assessments and reporting.

Table 1: ECO Statement B-2 State Targets & Data for FFY 2013-2018

	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Target		42%	42%	43%	45%	49%
Actual Rate	42.5%	50.2%	50.1%			

Oklahoma adopted six improvement strategies to implement in Phase III of the Part C SSIP. These strategies were selected to support the achievement of its SIMR. The six strategies are:

System-focused, State-wide Data Infrastructure

1. Develop new Part C state-wide data system linked to the Part B system;
2. Develop interface between new Part C data system and OSDH’s tracking and billing system;
3. Develop and provide training on procedures for data input, management, and use;

Site-specific Support

4. Support the use of assistive technology during service provision and at home to enhance the child’s language and early literacy development;
5. Increase provider, family and community access to early literacy resources; and
6. Improve methods for professional development for personnel, providers, and community.

Theory of Action

As stated in the Phase II document, each selected improvement strategy is intended to increase the capacity of state and local personnel *and* parents to provide services to children in SoonerStart. With greater core capacity, personnel will be more likely to positively influence child outcomes, as described by the Theory of Action for the Part C SSIP. To support fidelity of implementation, the original Theory of Action was updated at the start of Phase III to reflect the final SSIP's dedicated attention to these six strategies (Appendix A). If the six strategies are implemented with fidelity, we propose that strategic outcomes will be realized, leading to improvements in the SIMR. The six strategies fall into three core areas of improvement:

- Effective data management;
- Targeted parent learning; and
- Professional development.

Section One: Summary of Year One of Phase III

The SIMR did not change between FFY 2014 and 2015 (the 0.1 percent rate change was not statistically significant). In FFY 2015, 397 children received exit ECO ratings in Tulsa County. Of these, 199 were rated as reaching or maintaining a level comparable to same-aged peers, for a rate of 50.1 percent. The FFY 2015 age-equivalent rate met the SIMR target (see Table 1).

Improvement Strategies Implemented

The Oklahoma SSIP team has made progress in each improvement strategy, although success varies. The biggest challenges have been with implementing practices and activities that involve families and parents. The specific issues are documented for each strategy in Section Two of this report. Overall, the challenges have led to modifications in the timelines and/or approach of implementation. These challenges were identified through strategic process evaluation, as described in the following sub-section.

Highlights of Implementation, Including Strategic Modifications

Most of the changes have been minor, involving adjustments in timelines, although one strategy is being retracted and another has experienced significant delays.

1. Although strategy one's primary objective was met to deploy the new data system on December 2, 2016, intermediate deadlines were delayed. Overall, however, this strategy's implementation is on target to meet objectives.
2. Strategy two has been retracted due to technical and financial issues with a partner agency.
3. Implementation of strategy three was delayed by a few weeks because of vendor production issues. Otherwise, the strategy is on track and meeting objectives.
4. The leadership team for strategy four has been able to meet most of its year one targets, although certain components were delayed due to scheduling and program needs.
5. Strategy five was revised to focus exclusively on SoonerStart family access to literacy resources due to program resource constraints, including staffing capacity. The strategy's proposed activities were targeted carefully to family needs, and the goals outlined by the leadership team are on target to be met.
6. Strategy six has experienced the most delay in implementation. The leadership team has had a lot of difficulty in defining the types and methods of professional development that would be useful to SoonerStart personnel while staying in budget. The team has now devised a detailed implementation plan, the first stage of which will begin in May and June of 2017. This stage will meet the original target deadline of July 1.

Stakeholder Involvement

Oklahoma's Interagency Coordinating Council (ICC) has served as the formal stakeholder group to which the leadership team reports on a quarterly basis. The ICC advised the Phase I analysis and the Phase II design of the SSIP. Council members have provided feedback on the evaluation outputs and process, although it has been sporadic. They have unofficially delegated decision-making authority on SSIP changes to the leadership team. Stakeholders overwhelmingly have preferred to offer little input into the ongoing implementation of the SSIP overall. However, each strategy also has its own stakeholders who advise on its implementation and from whom the leadership teams seek guidance and input. These stakeholders are described in the synopses of the strategies in the next section.

Evaluation Overview

Process evaluations are being conducted on each strategy to monitor fidelity in implementation. For the SSIP, the process evaluations involve reviews of timelines, implementation goals and struggles, documentation of meetings and discussions, and so forth. The process evaluations have identified weaknesses in implementation and have provided insight into needed improvements for each strategy and lessons to be learned for future initiatives. A few of these lessons are: a) partner agency capacity can quickly determine whether a strategy will succeed or fail, and b) making plans and scheduling activities can be difficult when organizational capacity is limited.

Specific outcome evaluation methods have been adopted for each improvement strategy, although during this first year, one main approach has been used: participant surveys that measure either current practice and knowledge and/or changes in attitudes, learning and behavior. Data relevant to trainings are described in the evaluation sections of strategies three and four, with baselines collected prior to interventions and professional development. Baseline data were collected for personnel and parents in Tulsa County through two surveys in 2016.

Several of our strategies' potential impact on the SIMR depends on parents' changed behaviors. SoonerStart operates at a level of *family* intervention, operating with the well-founded belief that families matter most for very young children. Thus, to assess intermediate impacts, we had to measure a baseline of families' early literacy knowledge and practice prior to the planned SSIP interventions. We conducted the survey among Tulsa SoonerStart client families in November and early December 2016. Every family visited during that time (and who was willing) completed a survey, for 131 respondents. Responses were anonymized. Table 2 describes many of the questions and response attributes of the survey. An analysis of the initial results will be conducted when comparison data have been collected.

Table 2: Baseline Parent Survey Responses

Question	Response Options	Mean	Mode
<i>How often do you...</i>			
Read to... your toddler/baby?	5=Daily	4.37	5
Talk with...	4=At least 3x/week	4.98	5
Sing to or with...	3=About 1x/week	4.65	5
Draw and or write with...	2=1 or 2x/month or so	2.95	4
Show videos on a phone or tablet to...	1=Less than 1x/month	3.82	5
Visit a library with... to borrow books?	0=Very rarely/never	1.10	0
Read adult books around your child(ren)?		1.93	0
When did you last read to your toddler/baby?	3=Today or yesterday; 2=A few days ago; 1=More than a week ago; 0=Not at all	2.71	3
When you or other caregivers read with your toddler/baby, how many minutes do you typically read at a time?	3=30 minutes or more; 2=10-29 minutes; 1=Less than 10 minutes	1.94	2
Roughly, how many children's books do you have at home today?	4=At least 50; 3=20-49; 2=5-19; 1=Fewer than 5; 0	3.15	4
Does your toddler/baby participate in learning opportunities on a regular basis? Check all that apply.	Count of checked boxes: library classes/events; daycare/MDO; other educational "classes"	0.73	1

Does your toddler/baby use a phone/tablet to play educational games?	2=Yes, several times/week; 1=Once in a while; 0	0.92	0
<i>How familiar are you with these elements of early literacy?</i>			
Receptive language (child's listening & understanding)	2=Very familiar	1.37	2
Expressive language (child's speaking)	1=Somewhat familiar	1.38	2
Vocabulary	0=Not at all familiar	1.35	2
Early writing behaviors/skills		1.12	1
Print awareness (child's recognition of symbols)		1.19	1
DEMOGRAPHICS		Mean	Median
How old is your SoonerStart child (in months)?		22.20	24
How long has your child received services through SoonerStart (in months)?		10.40	8
How old are you (in years)?		32.20	31
What is your caregiver role?	92 percent said "Parent."		
Do others provide care to your child on a regular basis?	91 percent said yes to having one or more other caregivers.		
Does your child have one or more older siblings who is/are reading?	46 percent said yes.		
Do you and/or other caregivers speak a language at home other than English?	17 percent said yes.		
If yes, do you prefer to access materials and resources in that language?	Spanish was most frequently cited.		

The leadership team with support of stakeholders decided to supplement the SIMR data with an additional measure to more precisely gauge children’s learning over time. We elected to test children at entry and exit on the Receptive-Expressive Emergent Language Test (third edition). This test measures a child’s language skills as reported by primary caregivers. It is useful for measuring growth over time. Every child between six and 24 months who is determined eligible for SoonerStart services in Tulsa County, and who is on an IFSP, is given the test at the start of the IFSP. He or she will be given a second after one year, and a third at exit, if appropriate. Each child’s involvement in ISIP activities will also be documented, including whether he or she received a literacy kit, AT, etc., and whether his or her service providers engaged in professional development on the topic of early literacy. We recognize that measuring provider impact is difficult because the link between provider learning and child learning is indirect. However, we hope to show a connection. No REEL results are reported at this time because only entry scores have been collected. No child has exited SoonerStart as of March 2017 who participated in the initial test.

Section Two: Strategy Descriptions

This section of the Phase III Part C SSIP Report presents the progress for each implementation strategy, including the activities in year one and the challenges faced, evaluation details, and plans for year two. Each strategy description also presents evidence supporting fidelity to implementation or reasons for modification.

STRATEGY ONE: Data System Development

Strategies one, two and three were designed to achieve one common goal: the development and implementation of a new SoonerStart data system. In this report, each strategy is reviewed separately. Strategy one focused on the foundational piece: a functional online IFSP management system. The system began operating on December 2, 2016. It was designed and managed by a core stakeholder group consisting of SoonerStart leadership and personnel including case managers and service providers, the Part B and Part C Data Manager, and vendor representatives. The vendor will remain unidentified in this document. Funding for the project has been fully dedicated by OSDE-SES. The system is called EdPlan-SoonerStart, abbreviated as EdPlan.

Expected Outcomes

The Phase II document listed the anticipated outcomes for strategies one, two and three together. They are separated here to emphasize the impact of each specific strategy on the outcomes. In the short-term, we originally identified three objectives to meet:

1. All current system data would be imported into EdPlan by December 1, 2016.
2. Data entry would begin on December 2, 2016.
3. Monitoring and data validation will consist of verifying correct interpretation rather than correct data entry by December 1, 2017.

As a result of stakeholder input, the first was revised to: all current child records will be hand-entered into EdPlan by April 1, 2017. The accomplishment of these objectives and fidelity to implementation would then lead to two medium-term outcomes:

4. Data entry errors will be eliminated because of the data validation procedures imbedded in the system.
5. Time and resources will be saved because the imbedded validation procedures will preclude the current method of in-person, file-based end-of-year data validation.

Activities in Year One

The core stakeholder group was responsible for designing the system to meet the needs of SoonerStart personnel who work with client families. The team met at least monthly during all of 2016 and communicated regularly with the vendor producing the system. Business rules, page designs, and core functions were defined in summer 2016. Requirements were clarified through the fall, culminating in several discussions in November to ostensibly finalize the system's design. Early in the fall, SoonerStart leadership queried the regional coordinators (the state has eight regions) about whether they wanted to enter current child records themselves or to have partial data uploaded to the system. The latter would require a deep review of the accuracy of the data in comparison to actual files because of the incorrect data in the old system.

Regional coordinators chose to enter the records by hand. They believed it would result in higher quality records than the import-review process. They also believed it would be good practice for all personnel to enter current records. As a result, objective three was revised during implementation to say "all current child records will be hand-entered into EdPlan by April 1, 2017." The leadership team

set a goal of entering all current child records by April 1, 2017, to allow time to review and confirm records' accuracy by June 30, when the end of year (exiting) data pull would be pulled.

EdPlan-SoonerStart was made operational on December 2, 2016. We only began testing its functionality at that time. Several problems were found, some of which were corrected by early the next week prior to state-wide training the first full week of December. (The training is discussed in this document as strategy three.) Attendance was required by all personnel, but not all attended. At the training, they began entering current children's records as the practice documents.

SoonerStart personnel are on track to have all current records entered into the system by April 1, with some caveats. Due to some problems with various system components, some regions delayed the start of data entry. In some cases, records are only partially entered because of data entry problems. We are working to correct system problems, update procedures for data entry, and provide additional training to clarify all requirements. Personnel are steadily working to have all records entered into EdPlan by April 1. As of mid-March, about 5000 active records are in the system for children anywhere between referral and transition.

Stakeholders remain involved in the oversight of system design and implementation. On a monthly basis, we meet with some members of the original core group to discuss updates, future changes, user concerns, and so forth, with the vendor and SoonerStart leadership. The program manager has also taken on the role of primary liaison between users, the project manager, and the vendor to identify errors, functionality concerns, and training needs. She is also responsible for communicating from leadership to users about upcoming changes, recommended best practices, and error messages.

Implementation Challenges

Implementation did not occur entirely on the timeline we planned or desired, although the date of deployment was met. Our goal was to test the system four weeks prior to it being operational for all personnel. The vendor was not able to meet this timeline, in part because the Part B system is managed by the same vendor: Part C development was delayed during a period of problems experienced by the Part B system in October and November. SoonerStart was not able to see a prototype of the system prior to launch date. The first time it was open for testing was December 2. This caused significant problems; the system had critical errors that prevented personnel from entering all the various types of records from the start. Critical components such as reporting and some critical compliance elements were not operational, and are still being developed even as this report is written in late March 2017. The vendor has failed to provide these required components in a timely manner, reducing the confidence of personnel in the utility and performance of the system. As problems are fixed and updates are made, they are coming to value the system more. Morale is improving from the initial low after the December training.

Evaluation and Lessons Learned

Short-term objective two was met: data entry began on December 2, 2016, the day after the 2016 child count. We selected this date to ensure all 2017 child count data could be collected from the new data system. The revised objective one is on track to be met by April 1, 2017. We currently have thousands of records in the system, of varying degrees of completion. By April 1, we anticipate that all records will be entered in time for clean-up and verification to begin. At this time, we anticipate that objective three will be assessed through observation of monitoring data entry reports through the rest of 2017.

We are not sure whether we will meet the deadline of December 1, 2017, as correct data entry is still a problem at this time. We will conduct a data review to verify the quality of data entry starting in July. The medium-term outcomes will be evaluated at the same time and through the same procedures as objective three. We are not convinced that data validation rules in the system

preclude poor data entry, so will verify data quality. Updating and otherwise “fixing” data validation rules in the system will occur as needed by working with the vendor.

To assess the fidelity of implementation to the original plan, an ongoing process evaluation is being used. We have monitored actual versus expected deadlines on project elements, quality of those elements versus specifications, and the vendor’s responsiveness to concerns. Because the quality of implementation depends heavily on the vendor, much of what was reviewed was the working relationship with that entity. All three varied depending on which vendor representative was responsible for the element. Our closest representative works in Oklahoma, and his work was consistently responsive, high quality, and fairly timely. Other representatives located elsewhere did not provide the same level of quality service. In the end, however, we are pleased with the project’s progress and know that the system will be what we want it to be within a year or so.

In terms of OSDE’s work, there were periods in which we allowed the vendor to maintain control of communication, project planning and deadline management. In retrospect, we should have asserted project management control earlier and with more determination. Because the vendor also supplies the Part B data system, there were perceived limitations to our ability to push the vendor to meet our deadlines. The current OKC representative appears to understand the needs of the Part C system as distinct from Part B and is willing to work with us to develop solutions that make sense for an EIS program. Even though the system has been created, is functional, and is serving its purpose of using IFSP documentation to generate compliance and performance data, we are working with the vendor to improve sections of the system.

Originally, we planned to communicate with SoonerStart personnel on a monthly basis about the project’s progress toward implementation. Unfortunately, we did not implement this communication plan. Notifications of progress were sent out intermittently. In August, we informed personnel that the data system was on track to be operational by December 2 and that it would provide many benefits as compared to the old database. Later in September, we verified the training schedule in December, notifying personnel that all were required to attend. We again presented our vision for the system improvements. As December approached, we sent out a few reminder messages, also. Other than that, we did not apprise personnel of project progress in any detail.

Workers’ initial reactions to the system were assessed with via two surveys: the first was the “baseline” personnel survey sent to all SoonerStart personnel in August, and the second was the post-training survey. We did not conduct a pre-training survey since the system was entirely new to all personnel. We automatically set a knowledge baseline for growth comparisons.

Baseline Survey Results

The majority of the baseline survey focused on workers’ knowledge of early literacy topics and best practices. However, we asked one question about their early understanding of the new data system:

“Which of the following details have you heard about the new database being developed for SoonerStart? Check all that apply.

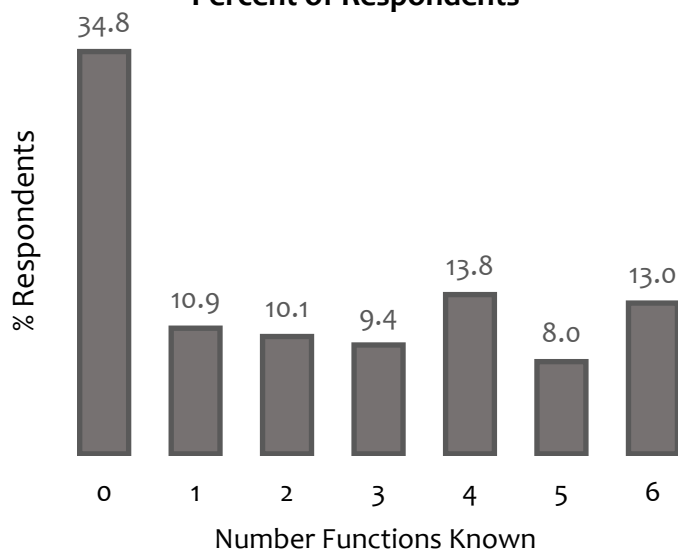
- ◇ It will link directly to Part B IEPs as children transition out of SoonerStart.
- ◇ It will be an expanded version of the current system, allowing IFSP content to be stored electronically.
- ◇ SoonerStart staff at all levels will be able to monitor compliance in real time.
- ◇ Referrals to districts will occur within the system.
- ◇ Forms, letters and notices will be generated by the system with contact information included.
- ◇ All staff will be able to generate their own reports.
- ◇ None of the above.”

Responses were varied (Table 3). Each list option was selected by 37 percent of the 142 respondents, on average. Forty-eight individuals said that they did not know any of these functions would exist in the new system, equaling 34.8 percent of all respondents. The others said they knew one or more of these functions (Chart 1). Only thirteen percent of respondents said they were aware of all six.

Table 3: Response frequency for knowledge of database functionality

knowledge of database functionality	Count
It will link directly to Part B IEPs as children transition out of SoonerStart.	63
It will be an expanded version of the current system, allowing IFSP content to be stored electronically.	59
SoonerStart staff at all levels will be able to monitor compliance in real time.	52
Referrals to districts will occur within the system.	49
Forms, letters and notices will be generated by the system with contact information included.	47
All staff will be able to generate their own reports.	52
None of the above.	48

Chart 1: Number of Functions Known by Percent of Respondents



Training Survey Results

Two hundred and one trainees answered the post-training survey in December. They were asked three questions about their perceptions of the new system and leadership’s role in its creation:

- ◇ I understand the purpose of adopting a new data system.
- ◇ I agree with the vision of SoonerStart leadership for the use of the new system.
- ◇ SoonerStart leadership prepared me well for the transition to a new data system.

For each question, the response options were a 4-part scale from “Strongly Disagree” to “Strongly Agree.” For the two questions, 92 percent said they agreed or strongly agreed with the purpose of adopting a new system and leadership’s vision for the use of the system. For question three, a full 50 percent “agreed” that leadership had prepared them well for the transition, another 15 percent strongly agreed with the statement, while 35 percent disagreed or strongly disagreed. This data suggests that SoonerStart leadership could have provided more information to regional personnel ahead of the transition. The remainder of the training survey results are shared in the evaluation section of strategy three.

Activities in Year Two

In year two, we will begin evaluating how well the system works for off-site data validation, verification and monitoring. In the past, data validation and clean-up has required on-site visitation by the program manager to review files and compare data entry values with the corresponding dates, reasons for delay, etc., documented in the files. The new system captures all of that information. We anticipate that the need for on-site visitation will decrease substantially starting in

summer 2017. We will closely monitor how well the system actually performs for data validation and review.

We are also going to continue to work to improve the system. Right now, we have change requests in the queue to fix a compliance issue on the transition documentation page, timeline verification for service delivery and eligibility, and a few other necessary fixes. We are also improving usability of the system by adding non-essential features, like a notice on each page with the due date of the IFSP. We anticipate that all of these changes will be made around July 1, 2017 or earlier. We suspect that additional changes will be needed after this date, also, to continually refine functionality.

STRATEGY TWO: Data Systems' Interface

This improvement strategy is no longer being implemented. The original goal for this strategy was to link the new data system to the system used by the Oklahoma State Department of Health (OSDH). The OSDH is the service arm of the SoonerStart dual-agency management structure. It is responsible for collecting all data on services provided and for billing and paying for services. All providers must document the time they spend with children, and if the child is on Medicaid, those services must be billed. Heretofore, SoonerStart has documented all service information twice because of the dual-agency model: once in the OSDE database and once in PHOCIS, the OSDH database. Furthermore, some PHOCIS information had to be entered into the OSDE database, as well—particularly child and parent information.

By linking the OSDE and OSDH data systems, the duplicated data entry would be eliminated. This was anticipated to be a monumental improvement in a time of severe budget constraints and cuts. OSDH SoonerStart leadership believed it would be possible and wanted to pursue the effort.

Expected Outcomes

One medium-term outcome was identified for this strategy in Phase II: duplicate data entry will be eliminated because the OSDE-OSDH interface will reliably update each data base daily. The short-term objectives were that each system would automatically update the other on a daily basis when EdPlan became operational.

Activities in Year One and Implementation Challenges

Unfortunately, early in our discussions with certain staff at the Department of Health, it became apparent that this improvement strategy could not be implemented at this time. Another similar project had recently been attempted, linking PHOCIS to another outside agency database. It failed when the outdated system requirements (PHOCIS was built at least twenty years ago) were not compatible with the data upload specifications. Although the linkage was technically possible, the project was scrapped because the cost of the update was unaffordable for OSDH. The lead database advisor was not willing to attempt a similar project for our effort, since SoonerStart only manages a very small portion of OSDH clients on an annual basis.

Activities in Year Two

No activities are planned as this strategy has been retracted.

STRATEGY THREE: Data System Training

This third SSIP improvement strategy focused deliberately on providing and evaluating the training required to support the implementation of the new data system. It was separated from strategy one because we believed it required dedicated attention and evaluation.

Expected Outcomes

The medium-term outcome for this strategy was defined in Phase II as: “EIS personnel will confidently monitor children’s services and outcomes and use their data to improve both.” In the short-term, four objectives were identified:

1. All relevant personnel are **training** on data entry;
2. Trained personnel feel competent to enter data accurately;
3. Trained personnel are comfortable with new data validation process;
4. Trained personnel are capable of training others.

Activities in Year One

Training in year one consisted of two major in-person sessions for all personnel, several in-person sessions for regional coordinators, and weekly email distribution of tip sheets, recommended practices, updates about errors/fixes, and general advice through the program manager (starting in December). The training sessions were developed collaboratively, with input from field personnel, leadership and the vendor. The major in-person sessions were co-led by SoonerStart and the vendor, with at least one representative from each. The training sessions for regional coordinators were led by the program manager and data manager. All materials distributed, including written advice, were also developed by the program and data managers, with input from field personnel (most often regional coordinators). Tip sheets were written for major topics that required detailed permanent instructions for personnel, such as the procedure for transferring records to LEAs and system compliance requirements.

Training One

The first major in-person training was scheduled for the week following December 2, when the system came on line. We had declared that records would no longer be entered in the old data system, so all personnel had to learn the new system immediately. Twelve similar three-hour sessions were scheduled across the state to ensure all personnel could attend. A slide presentation was prepared and paper copies were made for all attendees. The content included critical procedures from referral to transition, general system requirements, and required procedures. Each session used the same training content, but the different presenters used a variety of teaching methods and tended to emphasize different parts of the system. Thus, although the sessions were designed to be identical, they varied in possibly significant ways. Along with the slides, time was allotted to practice entering a client record into the system.

Training Two

The second major in-person training is being held as this report is submitted. It is scheduled for the two last weeks in March 2017. Personnel have had four months to acclimate to the system, and the timing is ripe for a second comprehensive training. The content for the second session includes reviews of required elements, reminders of system functionality, updated procedures and tips for navigating the system, and a discussion of compliance requirements. Attendees will be reminded of the tip sheets that are available to them, also. No slides are being prepared this time; it is more like a seminar (though many topics are planned for discussion and presentation).

The sessions are again three hours, and are being held at eight locations across the state—one in each region. After the formal morning training, an informal question and answer time is being provided at each location for the remainder of the day. This training is being led by two persons: the OKC vendor representative and the program manager. They are supported at most sites by OSDE and OSDH leadership. Because of the late date of the training, evaluation results are not shared in this document.

Regional Coordinator Training

Nearly monthly meetings have been held with regional early intervention coordinators (REICs); these OSDE supervisors oversee service coordination and provision in the eight regions of the state. They are ultimately held responsible for site compliance at all levels, even though they do not directly supervise OSDH staff who provide direct services. Regional coordinators must know the most up-to-date information about the system, as their field personnel turn to them with questions and for authorization of procedure and process.

The first meeting was in early January, about one month after the first training. The system tracks all user activity, and leadership had learned that several of the REICs had not been in EdPlan since that first session. This led us to require their attendance at the first meeting, where we emphasized their role in case management in EdPlan, the requirements for compliance, and so forth. They would be held responsible for missing child records, poor data entry, and weak procedural compliance. Since then, they have paid close attention to records' entry into EdPlan. They have done so well that the second training in early February was nearly unnecessary; we shared important updates, but they did not need critical reminders of essential elements, and their questions were far fewer. We did not hold another meeting in March, but will likely do so again in mid-April as the monitoring period begins. Formal participant evaluations were not conducted for these meetings.

Implementation Challenges

Strategy three's implementation was only hindered by small factors because it was an essential element in the deployment of EdPlan. The first small setback was that we originally planned to train personnel in November prior to the formal launch of the new system. The vendor counseled against this, likely because the vendor was not able to prepare the system for testing and utilization by that time. However, training in December was not a significant problem for SoonerStart, except that we had only two days to test the system prior to training. We entered the training sessions knowing that not everything worked like it should and having to explain that to staff.

The second small setback was that each pair of trainers approached the content differently, despite identical materials. After the training in mid-December and later, leadership had to contend with variations in key content. Some sites' trainers did not emphasize critical compliance components like others did, or did not complete all sections of the training. Others did not provide enough time in the system, leading some to return to their offices without enough practice entering files. These factors, along with a desire to standardize responses to questions, led the leadership team to develop a series of tip sheets that clearly dictate critical procedures in EdPlan.

Evaluation

We are confident that objective one has been achieved, with possibly a few exceptions among personnel. We know from the registration that a few individuals did not attend the training, but that they have received some local instruction since then as well as the state-wide guidance. Objective four and the medium-term outcome have not been evaluated yet. We will begin to measure their achievement in year two.

Objectives two and three are being measured via training surveys. We cannot say that these objectives have been achieved at this time. More training is needed based on survey results; perhaps ratings will improve substantially after the second training. The first survey was conducted after the December training. Because no one in SoonerStart had been in the system prior to being trained in December, we presumed their knowledge of the system was essentially zero. We did not conduct a pre-training survey for this reason.

We measured skill attainment as an index variable, asking participants to rate themselves on how well they can accurately enter data about eight essential SoonerStart processes, from referral to transition. They rated themselves on a scale of one to four, with one equal to being unable to accurately enter data, and four being able to enter all data accurately. Of the 201 respondents, the

mean self-rating was 2.88. This rating is significantly different from one, the baseline assumed value prior to training. Of all respondents, 55 percent rated themselves as 3 or 4, on average. This low percentage does not surprise us; many personnel had never entered data in the old system, either. We anticipated a large learning curve. We are very interested to see how personnel rate themselves at the March training.

The differences in sites were evident in participants' survey responses. Two sites stood out in the data on skills and training quality (also measured as an index variable). Respondents at the Enid site rated their skill level at 2.35 on average, 0.53 below the state average; respondents at the McAlester site rated themselves at 3.23 on average, 0.40 above the state average. All other sites were within 0.1 of the state average skill rating. T-tests were used to test whether these sites were significantly different from the rest of the state. In both cases, they were. Enid was significantly lower than other sites, and McAlester was significantly higher.

We are not sure whether this is due to participants' inherent skill sets or the training itself, although we suspect the latter, based on the training quality data. Enid had a significantly lower rating for the quality of the training than other sites, while McAlester's was significantly higher. Across the state, the mean rating for training quality was 2.83 (again measured on a scale of one to four, with four being very satisfied with the training). This average was unexpectedly low, also, although any introduction to a new system in just a few hours may leave learners overwhelmed. Indeed, there are strong positive correlations between one's skill rating, training rating, and "feelings" at the end of the training.

We asked respondents to answer this question: "Right now at the end of the training, I feel... (1) Overwhelmed, (2) A little panicked, (3) Calm, (4) Confident." Those who felt confident were much more likely to also rate the training higher and their own skill level higher. The state average for "feeling" was 2.27, demonstrating that most personnel were not yet calm or confident about their experience with the new data system. It appears from the data that SoonerStart leadership may have been able to alleviate some of this panic with better communication beforehand. Those who felt that leadership had done a good job of preparing personnel for the changes also had significantly higher feeling, skills, and training quality ratings.

All of these factors have led SoonerStart leadership to communicate much more intentionally about EdPlan processes and procedures since December. We are working hard to communicate more deliberately with OSDH personnel, who were significantly more likely to respond that they were feeling overwhelmed or a little panicked at the end of the training. Most of the communication had been coming from the OSDE side, and that was not always received by OSDH workers (though efforts are made to do so). Leadership revised its communication strategies to include OSDH personnel directly in all email communications in December to avoid this problem.

Activities in Year Two

Revised and updated Operations manual with tip sheets included... online training, consultation and advisement. Provide training and technical assistance to all staff in use of static caseload reports using the Advanced Reporting tool. Train at least eight regional staff members who have Microsoft Office skills and the desire to participate, in creating reports using the Advanced Reporting tool. Provide additional on-site regional trainings in the Fall when further updates are made to the database by the vendor. Revise Oklahoma Monitoring Procedures to include using the built-in compliance prompts in EdPlan. On-site chart reviews will be limited to random data verification. Program Manager to use Advance Reporting tool to review database for data entry accuracy and to provide technical assistance.

STRATEGY FOUR: Use of Assistive Technology

SoonerStart and ABLE Tech have been partners for several years in an effort to ensure very young children have access to any tools they might need to help them succeed in daily living. SoonerStart

has provided financial and material support in the provision of AT demonstration kits that providers can use to share AT information with families, while ABLE Tech has supplied technical support, consultation, and family funding streams (such as short and long term loans). Since the partnership began, they have counted demonstrations on a quarterly basis at each site in the state, and ABLE Tech rewards the site that shows the most improvement from the previous quarter. Both partners have benefited from the collective effort to share AT with more children and families. This strategy was selected for SSIP because AT usage has been below recommended levels, particularly in the areas of language and literacy (including speech).

Expected Outcomes

The vision for this strategy is that more infants and toddlers will benefit from the use of assistive technology supportive of early literacy. Three short-term objectives were identified for this strategy in Phase II:

1. All relevant personnel are trained on the benefits and use of AT to support early literacy;
2. Trained personnel competently guide families in the use of AT; and
3. Demonstrations of AT supportive of early literacy increase in frequency.

If these objectives are accomplished, we anticipate that two medium-term outcomes will be met:

4. Families are more aware of the benefits and uses of AT supportive of early literacy; and
5. Children's use of AT supportive of early literacy will increase.

Activities in Year One

The leadership team for this strategy has been very active since inception, meeting at least monthly to plan its activities. The team includes representatives from ABLE Tech and service providers located at Tulsa SoonerStart. Together, they have completed the four key activities outlined in the Phase II implementation plan for this strategy:

1. Upgrade the SoonerStart office AT demonstration kits to include language and early literacy assistive technologies;
2. Amend the AT usage logs and reporting practices to collect higher quality summary data on AT usage and demonstrations;
3. Improve SoonerStart AT training, on topics such as:
 - a. AT categories and devices;
 - b. AT services – to include demonstrations, loans, use, and acquisition/funding resources;
 - c. Collecting/submitting usage logs; and
4. Provide more frequent consultation on AT best practices, especially as relates to early literacy.

Demonstration Kits & Logs

The demonstration kit at the Tulsa SoonerStart office first was inventoried in summer 2016 to assess whether any items needed to be removed for lack of use. Then, in consultation with AT best practices, several items shown to assist children with language needs were added to the kit. These included several audio and digital books, low-tech AT items such as materials to make “page fluffers,” and high-tech items such as an iPad with literacy and language apps. None of these were in the kit previously.

ABLE Tech and SoonerStart worked together to improve the logs to capture better data about which demonstrations occurred in which areas. Literacy and language was added as a separate category to the log, taking it out of the learning/cognition/development category. This was done to

capture precise information on literacy tools. The log was revised in late summer. **NUMBERS CAPTURED... CHANGE OVER TIME... ADD TO EVAL SECTION**

Training and Consultation

Two major training sessions have been planned for Tulsa SoonerStart on AT topics. The first was held in September 2016. It was offered to all SoonerStart personnel in Tulsa, and concentrated on how to do AT assessments and demonstrations. The training was two hours long. Pre- and post-training surveys were completed to assess knowledge gained and their responsiveness to the training. Participants' feedback informed the design of the second training, which will be held in April 2017. (With the advent of the new data system, no training on this topic was held between December and March.) The second training will focus on funding for AT (and how to advise parents), and transitioning children with AT to LEAs. All participants will receive a binder full of information that they can share with families about these topics. **The survey results of the first training will be presented in the evaluation section that follows.**

In between the first and second major training sessions, a shorter "make and take" tutorial was offered in February to personnel in Tulsa on how to create aids to reading physical books. Two of the local service providers on the strategic leadership team led this training, teaching their colleagues how to make two types of "page fluffers." These aids enable very young children to grasp and turn pages more easily. Seven providers attended, none of whom had heard the information before. An evaluation was not conducted for this event, although participants responded that it was very helpful and would enjoy doing a similar event again.

Implementation Challenges

Generally, the leadership team was able to implement this strategy as planned. Some activities were delayed slightly, but everything the team wanted to accomplish will be completed by the end of April. Delays occurred with the purchase of new AT items and the scheduling of the second training. Both were unavoidable. One other small challenge has been some minor resistance to AT training in Tulsa among a few staff members who have completed similar training sessions in the past or who perceived the training to be unrelated to their work. Trainers have sought to be responsive to these concerns by addressing the relevance of AT knowledge to everyone who works with SoonerStart children.

Evaluation

GET DATA SHEET FROM ALLYSON??

AT QUESTIONS IN PERSONNEL BASELINE

Activities in Year Two

Tulsa work and scale-up work

STRATEGY FIVE: Access to Early Literacy Resources

This strategy is being implemented to increase access of SoonerStart families to local early literacy resources and information. This could have taken many forms. The leadership team for this strategy, which included Tulsa personnel, decided to create a literacy information kit to share with families.

Expected Outcomes

The long-term vision for this strategy is that all SoonerStart families will access and use early literacy resources to improve child outcomes. In the short-term, we identified three objectives:

1. Families are more aware of Tulsa-area resources supportive of early literacy;
2. Families are more knowledgeable about benefits of and best practices that promote early literacy; and

3. Families use more early literacy resources.

In the medium-term, we will work to achieve one outcome in particular: that parents engage in more early literacy practices, such as reading to their children daily.

Activities in Year One

The leadership team has worked hard to implement this strategy. They organized a parent focus group in late July 2016, held a stakeholder meeting of community group representatives in October, researched local and national literacy resources to share with families through the fall, and produced and began distributing the literacy kit in January 2017. **HOW MANY GIVEN OUT SO FAR?**

The parent focus group was used to identify the types of resources for early literacy that parents already access, the resources they would like, and how they prefer to access them. Members included parents identified by Tulsa SoonerStart personnel as individuals likely willing to participate. Seven families were invited, six attended. Although they are not likely fully representative of SoonerStart families, members provided helpful information about their use of and access to early literacy resources. Broader SoonerStart perspectives were received through the parent baseline survey collected in November 2016. The focus group comments and parent survey results are shared in the evaluation section that follows.

The community stakeholder group was convened to discuss the parents' responses with a set of community members and consider how local groups might support their needs. They also discussed how SoonerStart might support families for early literacy and provide access to local resources. Four community group representatives attended out of a list of at least twenty who were invited. They also shared insights on expanding access to resources for SoonerStart families and offered to assist with resource items. One of the groups present, Sprouts Child Development Center, offered to provide about 100 books to the kits. A library representative shared a set of literacy guides to include in the kit and talked about how to promote some of the activities the library supports.

Researching evidence-based literacy materials took the most time and effort by team members. They only wanted to include materials that had documented evidence supporting any practices described within. Materials reviewed included websites, printed documents such as tip sheets and brochures, and videos. In the end, the team selected **a set of XX evidence-based items to include in the kit. 6?**

Separate kits were created to be developmentally appropriate for different age groups: birth to one, one to two, and two to three years old. Each one also includes a book suitable for that age group. Fifty kits total were produced in late January for distribution, some for each age group. Resource coordinators pick up a kit before meeting with a family, signing out who took it and to which family it will be given. Our goal is to give one kit to each active Tulsa SoonerStart family within the next six months. We anticipate producing another 50 to 100 kits each month into early summer, with fewer per month after that as only new families receive it.

Implementation Challenges

The biggest challenge for this strategy is that we do not have any early literacy experts on staff at SoonerStart, making the research for evidence-based practices more difficult and time consuming. We have been able to reach out to early literacy personnel at OSDE, including the 619 Coordinator. We have also reached out to the Tulsa-area community stakeholders who have shown consistent support for the implementation of the SSIP.

A lack of resources has also limited what the team can do with the kits: we are not able to purchase books, so are relying on donations. The team must reach out to community groups for these donations, made more challenging by our status as a state agency (accepting donations can be difficult). However, the kits are interesting, engaging, and include a variety of resources that we

believe will appeal to families in different ways. We are very interested to see how they are used and to what benefit during the next survey stage.

Evaluation

We used the parent baseline survey to capture a reference point for information about parents' early literacy resource access and use. One of the first questions asked respondents to identify the top one or two methods for accessing "high quality resources to help you teach your toddler/baby." Seventy percent said "in person, such as at a daycare, pediatrician's office, service visit, or library." This was the most common selection. Second was "through educational or medical websites," at 50 percent; close behind was "through books and/or magazines" at 44 percent. A very small three percent said they do not access educational resources at all.

On the previous question, 17 percent selected "through other online sources, like Facebook or Twitter" as a preferred source of information. However, when asked whether they receive or access educational information relevant to their children through their phone or tablet, 74 percent said that they do, through the two websites already named, and also through applications and email lists. Twenty-six percent said they do not receive educational information this way.

Table 4: Topics of Interest for Parents **Percent**

<i>Activities to do at home</i>	66.0%
<i>Speaking and expression</i>	53.0%
<i>School readiness</i>	36.0%
<i>Access to developmentally appropriate books</i>	33.0%
<i>Assistive technology, tools and aids</i>	34.0%
<i>Community and local resources</i>	31.0%
<i>Hearing and listening</i>	29.0%
<i>Writing and print awareness</i>	29.0%

When asked about which pre-literacy topics they would like to know more, at least 29 percent of respondents selected each of the options listed, as shown in Table 4. Respondents could choose as many topics as they wanted when answering this question. The mean number of topics selected was 3.1, the median was three, and the mode was two. Eight respondents did not mark any, while nine marked all of them. These results led us to include information related to each of these topics in the literacy kit.

When asked whether they would like SoonerStart's help with early literacy activities and topics, 74 percent said yes and 14 percent said maybe. There's a strong negative association between wanting help from SoonerStart and the number of books one has at home. This suggests that those who have the least access to supports or who know the least would like assistance learning more.

The survey also asked about the barriers to reading that families experience. Of the six barriers suggested to respondents (they could also select "other"), the three most frequent were child(ren)'s attention span (59 percent), time (31 percent), and other distractions (31 percent). The remaining options were each selected by less than 4 percent of respondents: child's disability/ies, access to books, "I don't read," and "other." Seven did not identify any barriers at all. Ninety-one percent selected only one or two barriers total, and 4 percent (5 respondents) selected three.

We will evaluate whether families are using the materials provided in the literacy kit and their helpfulness in another parent survey in early summer. We requested that families provide their contact information if they were willing to answer follow-up questions, so we will be able to match the baseline to their progress over time, if they continue to participate.

Activities in Year Two

In year two, strategy five's leadership team will continue to provide literacy kits to Tulsa SoonerStart to give to families. With local stakeholder assistance, they will review the content of the kit periodically to ensure materials are up to date and relevant. They also plan to work on sourcing materials, since books and some handouts require outside support and financing. They hope to maintain a partnership with Sprouts Early Childhood Center as a resource and advisor on the kits' production and content.

The team will also begin to develop a plan to scale-up this strategy to other SoonerStart sites or regions in Oklahoma. Because this strategy depends on the availability of local resources and support for its implementation, developing local stakeholder groups will be essential for scaling-up. This lesson was learned early in the planning stage in Tulsa. Some sites have stronger local communities than others, and that may be factor in determining whether one or another site is selected for expansion.

Evaluation will also continue in year two to measure the impact of the literacy kit on parents' knowledge and behavior. Parents who provided their contact information on the baseline survey will be contacted for follow-up to gather their feedback on this strategy and others. Although a parent focus group was created for this strategy, there is great potential to expand it to include more families, if interested.

STRATEGY SIX: Professional Development for EI Personnel

A coordinated professional development system does not currently exist for SoonerStart, although intermittent training opportunities are available. Mentoring occurs in most sites, as do "lunch-and-learn" type trainings, along with general information sharing. More formally, SoonerStart personnel have been approved to be included in the Registry for Professional Development through the Oklahoma Department of Human Services (DHS) Early Childhood training system. However, these opportunities focus on broader issues related to early childhood development and not usually issues related to early literacy. To address these weaknesses, strategy six was added to the SSIP.

Expected Outcomes

The vision for this strategy is that all SoonerStart personnel will understand the benefits and practices of improving early literacy and assist parents in improving practice in the home. Three short-term objectives and three medium-term outcomes have been identified for this strategy. The objectives are:

1. Tulsa SoonerStart personnel participate in at least two early literacy training sessions by June, 2017;
2. All OSDE-SES website professional development content is updated to include information on early literacy; and
3. Tulsa SoonerStart personnel competently:
 - a. guide parents in EL benefits and practices, and
 - b. assess child progress by July, 2017.

The medium-term outcomes are:

4. All families receive guidance on EL benefits and practices from SS personnel;
5. Tulsa personnel demonstrate a deep understanding of EL benefits, practices, and assessment, and are able to train colleagues and others; and
6. Families report increased early literacy practice in their homes.

Combined Synopsis: Activities in Year One and Year Two

In phase II, three stages of implementation were identified: website improvements with early literacy materials, the development and delivery of a professional development plan for early literacy, and the expansion of an online PD module for the consistent and sustainable availability of training segments. The latter is supported by the Center for Early Childhood Professional Development at the University of Oklahoma.

The leadership team began exploring how to improve the SoonerStart website with regard to early literacy materials and information. We quickly learned that this would be difficult than first imagined because of limits to what can be posted on a public agency website. Team members have explored working with other organizations who might host a companion site for SoonerStart. Sprouts Early Childhood Center may be able to do this, but discussions have not gotten far yet. We will continue to explore opportunities and options in year two.

The most difficult discussions concerned the development and delivery of professional development on the topic of early literacy. Several options were explored. The team met monthly to discuss these options, but could not decide on a path to follow that would not tax the capacity of personnel or the budget. We finally came to a viable solution after meeting with the Knowledge and Skills Cross-State Learning Collaborative in late November in Dallas. We saw an interesting presentation on the ways in which a physical therapist can encourage pre-literacy skills in very young children.

The team concluded that the 619 Coordinator (also present at the collaborative meeting), who has experience training others in early literacy, will co-lead training sessions with peer leaders for discipline groups in SoonerStart. This is a critical component: respected practitioners will demonstrate best practices in the training sessions for their peers. We believe this will encourage providers to improve their practice. Because different disciplines may approach practicing early literacy in diverse ways when working with children, the team decided that discipline-specific training would be appropriate. These will begin in May and June 2017 when the next quarterly disciplinary meetings are held. We were not able to design these in time for the winter meetings.

These training sessions will be recorded and uploaded to the online PD module for others across the state to use in year two. This will make scaling-up the professional development much more reasonable given state resources. Once these are ready, the team will consider other topics and training content that can also be added to the online system. These sessions will be available for anyone to use as needed.

Implementation Challenges

Limitations to capacity presented the biggest challenges to the implementation of strategy six, causing delays to its initial timeline. The lack of time and expertise were the biggest factors, although minimal financial resources were also an issue. The combination of these three meant that it took a lot of effort to develop a professional development plan that met the team's requirements of low cost, small time-commitment, yet highly effective and meaningful. We believe the new plan developed with the 619 Coordinator will meet all these requirements and produce strong outcomes for the SSIP and SIMR.

Evaluation

PROCESS EVAL... objectives 1-3

Because no official professional development activities occurred in year one, no outcome evaluation data are available to report. However, the SSIP leadership team authorized a survey to be taken by all SoonerStart personnel statewide. This served two purposes: it provided a Tulsa baseline for future interventions, and it created a comparison group against which Tulsa could be compared.

The online personnel survey was sent to all SoonerStart in OSDE and OSDH who work directly with children, including all regional and resource coordinators, lead clinicians and service providers,

totaling 198 employees. Another 115 are on service contracts with OSDH, but they were not included in the survey because of limited requirements for professional development participation. Of the 199, 138 responded to the survey. Of the 58 OSDE personnel (regional and resource coordinators only), 45 responded (77.6 percent). Of the 140 OSDH employees, 93 responded (66.4 percent).

Table 5 breaks down responses by region as compared to regional personnel (note that one person did not provide his or her region). We pushed Tulsa personnel to respond because it is targeted as the SSIP area, but a large number did not reply. Regions three and six are underrepresented in the survey. Because these are the most populated—and the most likely to have had early literacy training in the recent past—the results likely under-report early literacy knowledge. We cannot know whether some regions are more likely to talk about early literacy topics with families, however, so do not know whether the results are representative for those questions.

Table 5	Responses	Personnel	Response Rate	Survey Percent
<i>Region 1 – Stillwater</i>	13	17	76.5%	9.4%
<i>Region 2 – Guthrie</i>	13	16	81.3%	9.4%
<i>Region 3 – OKC</i>	29	47	61.7%	21.0%
<i>Region 4 – Chickasha</i>	12	15	80.0%	8.7%
<i>Region 5 – Norman</i>	18	21	85.7%	13.0%
<i>Region 6 – Tulsa</i>	30	49	61.2%	21.7%
<i>Region 7 – Tahlequah</i>	14	24	58.3%	10.1%
<i>Region 8 – Poteau</i>	8	9	88.9%	5.8%
<i>No region</i>	1			0.9%
TOTALS	137	198		100%

Overall, the results show that early literacy knowledge and practice vary across SoonerStart personnel, with the biggest differences existing between service providers and resource coordinators. Among respondents, the set of service providers was dominated by speech-language pathologists and child development specialists (52.7 percent). Although some resource coordinators are also trained in similar areas, they typically are not specialized. Also, we should expect that providers are more likely to know and talk about literacy because they see the families more frequently. The details of knowledge and family engagement are presented in the next two sections.

Early Literacy Knowledge

To gauge early literacy knowledge, we asked personnel the same question we asked of parents: “How familiar are you with the following component of early literacy?” Their responses are shown in Table 6, comparing Tulsa SoonerStart personnel to those in other regions. Tulsa respondents said they are slightly less familiar with these elements than others across the state on average; however, none of the differences between the means are statistically significant.

Table 6: How familiar are you with these elements of early literacy?	Rest of State Mean	Tulsa Mean
<i>Receptive language</i>	1.57	1.56
<i>Expressive language</i>	1.60	1.56
<i>Vocabulary</i>	1.50	1.49
<i>Early writing behaviors/skills</i>	1.17	1.02
<i>Print awareness</i>	1.13	0.95

Across the state, when asked about their level of comfort “addressing these components for infants and toddlers,” 43.5 percent said they were “very comfortable” and 48 percent said “somewhat comfortable.” The remainder indicated no comfort with the topic (8.7 percent). This correlates very highly with overall comfort levels with early literacy in general, although the gap between “very” and “somewhat” is less than one percent and the “not at all comfortable” rate is smaller (6.5 percent). Resource coordinators (OSDE employees) are significantly less comfortable on average talking about early literacy with families than service providers.

We asked respondents to rate themselves on one other knowledge- related question: “If asked, could you confidently provide at least five “best practices” to caregivers to develop their young child’s early literacy skills?” Answering “Absolutely,” “Maybe,” or “Definitely not,” 35.5 percent selected the first and 49.3 percent selected the second. A full 15.2 percent said they did not believe they could share at least five EL best practices with families. Again, OSDE employees had significantly different responses overall compared OSDH personnel. Of all OSDH respondents, only 6.5 percent said “Definitely not,” while 33.3 percent of OSDE respondents did. Conversely, 40.9 percent of OSDH respondents said “Absolutely,” and only 24.4 percent of OSDE did.

Discussing Literacy with Families

The differences between OSDH service providers and OSDE resource coordinators are also evident in the data collected on the frequency with which the respondent talks to families about literacy. We asked four questions on this topic, described in Table 7. The first question was asked of everyone. The second and third were asked if the first answer was “Yes,” and the fourth skip logic was more complex.

Table 7: Literacy in Family Discussions

In the past year, have you talked about literacy with your client families?	Yes 109 / 79%			No 29 / 21%
With how many of your families have you talked about literacy?	All 19 / 17.4%	Most 44 / 40.4%	Some 31 / 28.4%	A few 15 / 13.8%
How often do you talk about literacy with these families?	Every visit 6 / 5.5%	Some visits 79 / 72.4%	Only once or twice 24 / 22.2%	
Why don’t you talk to all families about literacy? Check all that apply.	Count*	Percent of Respondents		
It is not the purpose of the visit.	77	71.3%		
They don’t ask for information.	28	25.9%		
I am not well trained in early literacy.	21	19.4%		
They don’t want to talk about it.	17	15.7%		
I am not sure what I would tell them.	12	11.1%		
I refer them elsewhere.	6	5.6%		
Other.	23	21.3%		
		Mean count of reasons per respondent = 1.7 Median count = 1 *108 Respondents		