



Participant Perspectives on Reach Out and Read Colorado

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Executive Summary

Reach Out and Read Colorado, as a part of Reach Out and Read nationally, seeks to educate parents about the importance of reading to their children by providing books to children at pediatric checkups from six months to five years old.

Leadership of Reach Out and Read Colorado was interested in understanding the impact that the program has on the families it serves and contracted with Augenblick, Palaich and Associates (APA) to conduct a study. APA surveyed 207 parents and 49 medical practitioners to gain their perspectives on their experience with the program and their perceptions of the program's value and effectiveness. There were four key areas that the study focused on:

1. Attitudes and habits of parents in regards to reading to their children
2. Experiences of families during their pediatric checkups (referred to as Well Child visits)
3. Perceived quality and usefulness of Reach Out and Read books
4. Perceived benefits and impacts of Reach Out and Read to families and providers

The study examined the experiences of families as a whole, as well as looking for any variations in the opinions and experiences of families based upon the child's age and the primary language spoken in the home.

APA found the following in each of the study's key areas:

1. Attitudes and habits of parents in regards to reading to their children

Parents universally assign a high degree of importance to reading to their children for a number of reasons including to: help their children learn to read and be ready for school; help their children learn to speak or communicate better; encourage their children's love of reading and learning, as well as spark their creativity; and as a means of spending time together as a family and showing their love for their children. Parents were also asked to report the most influential sources of information about reading to their children and information from their doctor was the source most frequently cited.

Sixty percent of parents reported that someone reads to or looks at books with their child at least once a day. This frequency is even higher when parents have children that are at least a year old. While parents reported that other family members and childcare workers or teachers also read to their children, parents said that they were the person that read to their child the most often.

2. Experience of families during their pediatric checkups (referred to as Well Child visits)

Nearly two-thirds of families receive their Reach Out and Read book directly from the doctor and another 23 percent of families receive the book before the doctor enters the exam room for

the checkup. This allows the doctor to address literacy in conjunction with the book during the course of the visit. Seventy-four percent of providers spend at least a minute discussing reading, and over a quarter of providers spend three minutes or more. All families are primarily told about the importance of reading while additional messages- school readiness, reading duration and incorporation into routine, age appropriateness, and other benefits of reading- varied by the child's age and the language spoken at home.

The vast majority of families (96 percent) reported that their toddler or child was happy to receive a book, that their toddler or child wanted to look at the book during the visit (86 percent), and that their child three years or older looks forward to getting a book (85 percent).

3. Perceived quality and usefulness of ROR books

All providers highly rated the quality of Reach Out and Read books, with 80 percent of providers rating the books as *Excellent*. Parents additionally rated the books Reach Out and Read provides in comparison to other books they have access to. The majority of families said that Reach Out and Read books were *Better* or *Much Better* in terms of age appropriateness and durability, and at least 45 percent of families said the same in the areas of the book's topic, stories, characters, and artwork. These findings were even more significant when disaggregated by language.

Providers also find Reach Out and Read books to be effective tools for discussing reading with families, modeling reading techniques, and for developmental assessment.

4. Perceived benefit and impact of ROR to families and providers

Providers reported that parents were generally receptive to the information they were given about reading. Based upon the book and information parents are given, the vast majority reported they felt that: reading was important (98 percent); encouraged them to read to their child (96 percent); and encouraged them to buy or borrow more books (90 percent). Parents were also asked whether the fact that their child received a book during their Well Child visit would make them more likely to go to their next Well Child visit and 56 percent said they were more likely to go; this was even higher for Spanish speakers. Parents that did not indicate that the book would make them more likely to go to their next Well Child visit often reported they went to their child's Well Child checkups out of concern for their child's health but that the book was a nice bonus.

Providers also indicated that Reach Out and Read was beneficial in a number of areas including: giving providers an avenue to discuss reading with families; promoting the importance of reading; educating families on the importance of reading; and providing families with access to books, particularly families that might not be able to afford books otherwise. Providers also said that their advice on reading was more effective because they gave parents the tool to follow through at the visit.

In addition to these universal findings, APA also found that the experience of Spanish speaking families tended to vary from their English speaking counterparts in many of the areas explored. The following key differences were observed:

Children in Spanish speaking families were less likely to be read to on a daily basis and less likely to be read to by a parent often.

Spanish speaking families were less likely to report that their child was read to on a daily basis (46 percent vs. 65 percent). Further, forty-three percent of Spanish speaking families reported that a parent often reads to the child as compared to 73 percent of English speaking families reporting the same. Spanish speakers were also more likely than English speakers to say that a sibling often reads to the child (21 percent).

Spanish speakers reported more tangible obstacles to reading than English speakers.

When parents were asked what obstacles hindered their ability to read to their child every day, English speakers mainly focused on having the time/energy and getting their child to pay attention, while Spanish speakers reported more tangible obstacles such as their own difficulty reading English and their ability to buy or have access to books.

Spanish speaking parents reported receiving a less nuanced message about reading than English speaking parents and often requested more information in these missing areas.

Spanish speakers were more likely to report being told about the value of reading for school readiness and learning than English speakers (54 percent vs. 36 percent), who in turn were more likely to be told about age appropriate behavior (40 percent vs. 16 percent of Spanish speakers) and making reading a part of a child's routine (45 percent vs. 26 percent).

Spanish speaking families were more likely to say they would like additional information than English speakers, with 88 percent reporting that they would like more information in at least one area, as compared with 59 percent English speakers. Spanish speakers most often wanted more information about how to read or look at books with their children and age appropriate behavior, areas that providers were more likely to cover with English speaking parents.

The quality of Reach Out and Read books is better on average than the books that Spanish speaking families have access to otherwise.

In each of the areas where Reach Out and Read books were compared to other books the family has access to, English speakers on average reported that the Reach Out and Read books were of similar quality or were slightly better than the other books, while on average Spanish speakers said that Reach Out and Read books were better or much better than other books to which they have access.

Spanish speaking families are more likely to report that their child looks forward to receiving a book and that they are more likely to go to their next Well Child check up because their child will receive a book.

Spanish speaking parents were more likely to report that their child looks forward to getting a book, with 100 percent of Spanish speakers reporting their child looks forward to the book compared to 75 percent of English speaking parents. Further, 80 percent of Spanish speaking parents said that they *Strongly Agreed* with this compared with 35 percent of English speaking parents.

Seventy percent of Spanish speakers said that they were more likely to go to their next Well Child visit because their child will receive a book compared to 48 percent of English speakers.

Overall, participant perspectives on Reach Out and Read Colorado are very positive. Providers feel that the program is beneficial in promoting literacy and educating families about the importance of reading to their children, while providing families with access to high quality books that they might not be able to afford otherwise. Families are very happy to receive a book during their Well Child checkup; a book which is often of better quality than other books they may have in their home. Further, parents feel that the program has positively impacted their attitudes about reading and encouraged them not only to read to their children more and acquire additional books, but also has made them more likely to go to their child's next Well Child checkup because of the books the program provides. Finally, Reach Out and Read has had an even greater impact on Spanish speaking families in a number of respects and has opportunities to expand upon their success with this community in the future.

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Introduction

Reach Out and Read Colorado, as a part of Reach Out and Read nationally, seeks to educate parents about the importance of reading to their children by providing books to children at pediatric checkups from six months to five years old. Reach Out and Read trains medical providers to encourage families to read aloud to their children to develop early literacy skills and help prepare them to enter school ready to succeed.

Reach Out and Read Colorado has 144 participating clinics throughout the state serving more than 97,000 children annually and distributing 140,000 books to these children annually. Reach Out and Read Colorado focuses in particular on reaching low income children and currently reaches 60 percent of the state's low-income children under the age of five. Additionally, Reach Out and Read Colorado has trained more than 850 medical providers to implement the Reach Out and Read model.

Leadership of Reach Out and Read Colorado was interested in understanding the impact that the program has on the families it serves. There is existing research on the positive impact Reach Out and Read has had nationally on improving family reading habits and on early language development. In this study, program leadership instead chose to focus this study on how families, and the clinics that serve them, experience the program and the benefits they perceive.

With these aims in mind, Reach Out and Read Colorado contracted with Augenblick, Palaich and Associates (APA) to conduct a study. APA is a Denver-based consulting firm, founded in 1983, focused on education policy issues. APA has conducted studies across the country for state legislatures, state boards and departments of education, education advocacy groups, school districts and non-profits. Currently, APA is conducting a multi-year evaluation of the Denver Preschool Program, an initiative that provides access to preschool for Denver four-year olds and quality improvement efforts for metro area preschools. As part of this work, APA has conducted an annual survey of participating families and providers to gain an understanding of their experiences and perceptions which was similar to the work that Reach Out and Read Colorado was interested in having done.

There were four key areas, and a number of questions in each of these areas, that leadership wanted to understand in the study:

1. Attitudes and habits of parents in regards to reading to their children

It is important to understand parent attitudes towards reading and their current practices of reading to their children, as well as what sources of information have the greatest influence on parents. This feedback will allow leadership to understand what existing attitudes and habits could be improved upon and how to do so. Questions in this area include:

- How important do they think reading is?
- How often do they read to their children? Who else reads to their children?
- What obstacles get in the way of reading to their children on a daily basis?

- What sources of information are most likely to influence their opinions about reading?

2. Experience of families during their pediatric checkups (referred to as Well Child visits)

Parents' primary experience with the program is during their children's pediatric checkups, so it is important to understand how the Reach Out and Read books and messages are incorporated into visits and how parents and children react to what is given to them. Questions in this area include:

- When and from whom do families receive a book and how do families react?
- How much time do providers spend advising families about literacy and reading to their children and what messages are parents reportedly given?

3. Perceived quality and usefulness of Reach Out and Read books

In addition to educating families about the importance of literacy, Reach Out and Read also aims to provide children, particularly low income children, with access to quality books which they might not have otherwise. To assess this goal, it is important to determine how families and providers perceive the quality of the Reach Out and Read books. Additionally, it is worth understanding how useful the books are to providers in their interactions with families. Questions in this area include:

- What qualities are important to parents in books for their children?
- How do providers rate the quality of Reach Out and Read books?
- How do families think Reach Out and Read books compare to other books they have access to?
- How effective are the Reach Out and Read books as tools for providers (such as for developmental assessment)?

4. Perceived benefit and impact of Reach Out and Read to families and providers

Reach Out and Read hopes to have a positive impact on the importance that families place on reading to their children and their habits in this area. Finally, and perhaps most importantly, it is important to understand how families and providers perceive the impact and benefit of the program. Questions in this area include:

- Do providers believe Reach Out and Read is effective in promoting literacy and educating families on the importance of reading to their children?
- Do parents understand the importance of reading and feel encouraged to read to their children based on the information they receive?
- Do parents feel encouraged to bring more books into their home?

- Are parents more likely to go to their next Well Child visit because their child will receive a book?

APA developed a methodology to answer these questions as well to examine if there were any meaningful differences in the experiences of English speaking and Spanish speaking families.

Methodology

Reaching Out to Families

APA proposed creating a survey that could be distributed to parents with Reach Out and Read books. In order to develop this survey, APA first held a number of meetings with Reach Out and Read leadership to identify areas of interest and draft initial questions. Once these broad questions had been established, APA held four focus groups- two in English and two in Spanish- with families that are served by Reach Out and Read to discuss their experiences with the program. Each focus group had four to five parents participating and was led by two APA staff members. APA viewed these focus groups as an important step in the survey development process. While a survey can be designed without first holding these discussion sessions, APA believes that surveys are likely to be more effective if they are designed after speaking with small groups of program participants. This survey design process allowed APA to 1) gauge families' reactions to the questions and alter them accordingly, and 2) hear how families talk about the program so that similar language and response choices can be used in the survey.

After completing the focus groups, APA developed a survey in collaboration with Reach Out and Read leadership to distribute to a large sample of families. The survey was developed in English and then translated into Spanish. With the assistance of Reach Out and Read leadership, APA identified 28 clinic sites to help distribute surveys to families. Sites were selected in order to: 1) be geographically representative, 2) vary in size, and 3) include a balance of all provider types, including family practices and health departments.

To ensure that sites were geographically representative, APA divided sites into the state's five geographic regions (Front Range, Western Slope, Eastern Mountains, San Luis Valley, and Eastern Plains). APA then determined the number of sites that would need to be selected in each region to be representative of the clinic population as a whole. For example, since two-thirds of Reach Out and Read Colorado's sites are in the Front Range region, two-thirds of sites to distribute parent surveys were selected to participate from that region. This translates into 17 sites from the Front Range, seven from the Western Slope, three from the Eastern Mountains, one from San Luis Valley and one from the Eastern Plains.

To ensure a distribution of sites by size, APA sorted the sites in each region by the number of children they serve annually and then selected the required number of sites from that region. For example, if APA needed to select a third of sites from one region (as was the case in the Front Range, Western Slope and Eastern Mountains) a site would randomly selected to be the starting point and every third site

thereafter was chosen to be a part of the sample. Each clinic was then given a number of surveys proportionate to the number of children they serve in the region. For instance, a site that serves more than 1,000 children might give out 20-30 surveys, while smaller sites that serve only 50 children would give out 5 or so.

Once sites had been selected by geographic dispersion and size, APA reviewed the list of selected sites to ensure that there was a broad representation of provider types. In the one region where one type of provider was disproportionately represented, two sites were randomly chosen to be replaced by a clinic staffed with a different provider type, but still of similar size.

Surveys were distributed over an initial six week period inside Reach Out and Read books along with a letter to families. The letter explained that the study was being conducted on behalf of Reach out and Read in order to improve the program and serve families better. A deadline for responses was set for two weeks after the six-week distribution window closed to give all families enough time to complete the survey. The survey deadline was later extended for a number of sites to allow for a greater number of responses to be received. Each family received the letter explaining the study and a copy of the survey in both English and Spanish, so they could fill out the survey in the language they were most comfortable with.

Given that APA would be unable to follow up with families because we do not have access to their contact information, it was important to provide an incentive to families to participate. Each family that responded received a \$25 gift card and families that responded by the initial submission deadline were entered into a raffle for the chance to win one of five \$200 gift cards.

Reaching Out to Providers

APA undertook a similar process to develop an online survey for providers. Again, APA held a number of meetings with Reach Out and Read leadership to identify areas of interest and draft initial questions. Once these broad questions had been developed, APA held interviews with three selected providers to discuss their experience with the program in order to revise the initial questions and craft survey response options. APA then developed the online provider survey which was reviewed by Reach Out and Read leadership. Staff members responsible for distributing books to families at each of the 28 clinics selected for the parent survey were also asked to participate. The provider survey provided a helpful perspective for understanding if parents and the providers serving them had similar views on the program's value, effectiveness and implementation.

Description of Sample

The following table identifies the total population served by Reach Out and Read as well as the sample that was selected and the responses received.

State Sub Region	Total Population			Survey Sample		
	# of Sites	# of Kids Served Annually	#of Books Given per Month	# of Sites Selected	# of Surveys Distributed	# of Surveys Returned
Front Range	55	63,645	7,957	16	395	135
Western Slope	17	13,299	2,083	7	107	59
Eastern Plains	10	2,224	309	3	15	6
San Luis Valley	2	1,618	281	1	10	7
Eastern Mountains	1	73	10	1	6	-
Total	85	80,859	10,640	28	533	207

As mentioned previously, APA and Reach Out and Read leadership selected 28 sites across the state to distribute surveys to families. These sites were selected from all five regions in the state (Front Range, Western Slope, Eastern Plains, San Luis Valley, and Eastern Mountains) to be geographically representative and distributed evenly by size of clinic, ranging from sites that served as few as 10 children annually up to nearly 4,500 children annually. Sites were also selected to be inclusive of all provider types to have a balance of pediatric, family practice and health departments represented. In the previous Methodology section, the process by which APA selected sites is explained in detail.

As evidenced in APA’s site selection methods, sites were not selected based upon their relationship or prior success with the program. Not every selected site chose to participate; ultimately 26 of the 28 selected sites distributed surveys to their families. APA gave these clinics a total of more than 500 parent surveys to distribute, though APA cannot be certain how many surveys were actually given out to families. Of those surveys distributed, 207 were returned. This sample size allows for a meaningful analysis of the entire population, with a confidence level of over 93 percent¹.

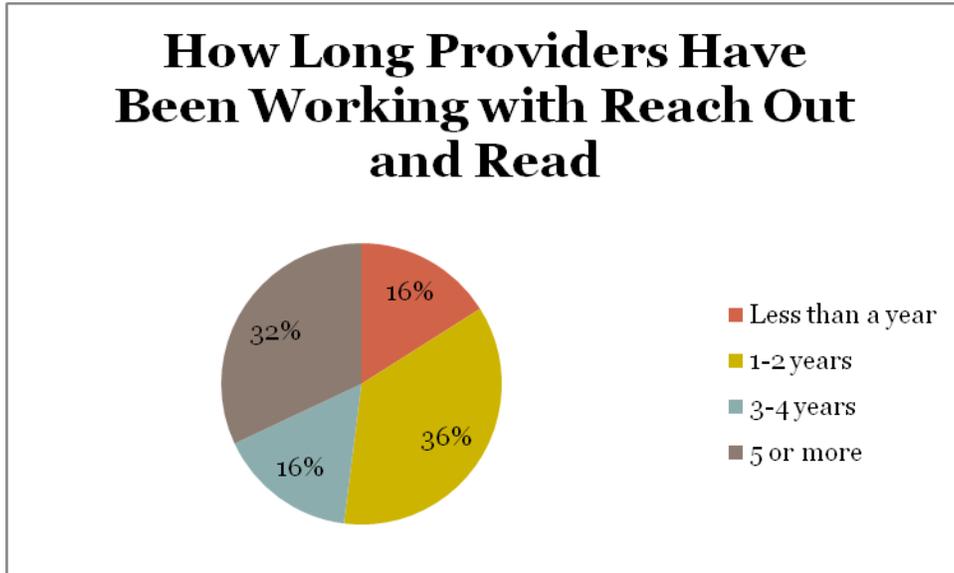
Additionally, these 28 selected sites were asked to electronically distribute a provider survey to all medical practitioners at their site responsible for distributing books to families; 49 medical practitioners from 23 sites participated in this online provider survey. The table on the following page illustrates the geographic dispersion of these providers.

¹ A statistical confidence level is a measure of reliability for results. In this case it means that there is a probability of at least 93.2 percent that the results will be reliable.

State Sub Region	# of Returned Provider Surveys
Front Range	22
Western Slope	20
Eastern Plains	6
San Luis Valley	1
Eastern Mountains	0

Providers

Reach Out and Read relies on medical providers to deliver a message about the importance of reading to families at each well child visit. Thus, providers’ background and experience with the program has an impact on the experience of families. APA asked a number of questions about how long providers have been working with Reach Out and Read and the amount and quality of training providers have received to ascertain how well educated they are on the Reach Out and Read model.



According to survey results, the majority of providers have been working with Reach Out and Read for at least a year, with nearly half working with the program for three years or more.

Fifty-six percent of these providers have been trained directly by Reach Out and Read staff. Two-thirds of these providers had received direct training in the last year.

Of those providers that had received direct training, we asked them to rate the quality of training they had received in a number of areas including:

- Research around literacy
- Developmentally appropriate reading techniques

- Techniques to engage families in a discussion about literacy
- Techniques to motivate parents to read more to their children
- Methods for using the book for developmental assessment

The following table indicates how they ranked their training in each of these areas:

Training Area	Providers' Perceptions of Training			
	Insufficient	Somewhat Sufficient	Sufficient	More Than Sufficient
Research around literacy	0%	0%	56%	44%
Developmentally appropriate reading techniques	4%	8%	58%	29%
Techniques to engage families in a discussion about literacy	4%	16%	48%	32%
Techniques to motivate parents to read more to their children	4%	16%	48%	32%
Methods for using the book for developmental assessment	0%	12%	56%	32%

At least 80 percent of providers rated their training as sufficient or more than sufficient in each of these areas, and 100 percent of providers indicated that this was the case in the area of research around literacy.

Families

Parents answered a number of demographic questions as part of the survey, including questions on their race/ethnicity, primary language, and the number and ages of children in their household. The questions about race/ethnicity were optional.

Race/Ethnicity

Race/Ethnicity	Count	Percentage of Sample
White, Hispanic	99	48%
White, Non-Hispanic	79	38%
Black/African American	8	4%
Other	8	4%
Non Reporting	13	6%
	207	100%

Approximately half of respondents indicated that they were Hispanic or Latino (48 percent). The next largest group in the sample reported they were White, non-Hispanic (38 percent). Another four percent of respondents indicated that they were Black or African American and another four percent were of another race or biracial. Six percent of individuals abstained from answering.

Primary Language

Primary Language	Count	Percentage of Sample
English	132	64%
Spanish	58	28%
Self-Identified Bilingual (English and Spanish)	14	7%
Other Language	3	1%
	207	100%

Respondents were asked to select their primary language at home, which may or may not match the language they filled out the survey in. While respondents were asked to select one primary language, there were a number of parents that chose to select both English and Spanish as their primary home language and these individuals were labeled as self-identified bilingual.

The majority of parents indicated they primarily spoke English in their home (64 percent). Just over a quarter of respondents (28 percent) indicated that Spanish was their primary language while an additional seven percent reported that they spoke English and Spanish equally in the home. Only three respondents reported speaking a primary language other than English or Spanish.

Number and Ages of Children in the Household

Child's Age Group	All Respondents	English Speakers	Spanish Speakers
Infant (6 to 11 months)	26%	26%	25%
Toddler (12 to 35 months)	43%	45%	44%
Child (3 years or older)	31%	29%	31%
	100%	100%	100%

Parents were also asked to indicate the age of their child that they brought in for a Well Child check up. This was the child they were asked to fill out the survey for, even if they had other children that had received books from the program.

As the table above shows, there was very little variation in which language families spoke at home. About a quarter of all respondents reported bringing in an infant less than a year old, while 43 percent of all parents reported bringing in a child between 12 months and 35 months old. The remaining 30 percent or so of parents brought in a child three years or older.

Additionally, 70 percent of parents were first time parents.

Findings

Results from the parent survey were first analyzed looking at all parents that participated in the survey as a whole, and then examined in subgroups according to age of the child and by primary language

spoken (English or Spanish) in the home. When looking at responses by language, APA did not look independently at the responses of parents that were self-reporting bilingual or who spoke another language in the home due to the small number of participants in each of these subgroups and instead focused on comparisons between English speakers and Spanish speakers.

As such, findings are first discussed for all participating parents regardless of the child’s age or family’s primary language and then examined by subgroup where findings significantly differed between groups (either age or language).

For each table and chart on parent findings, the significance value² is given. Any values of 0.05 or lower indicate that the results and any discrepancies between subgroups can be considered significant.

Attitudes and Habits of Parents in Regards to Reading to Their Children

Attitudes of Parents

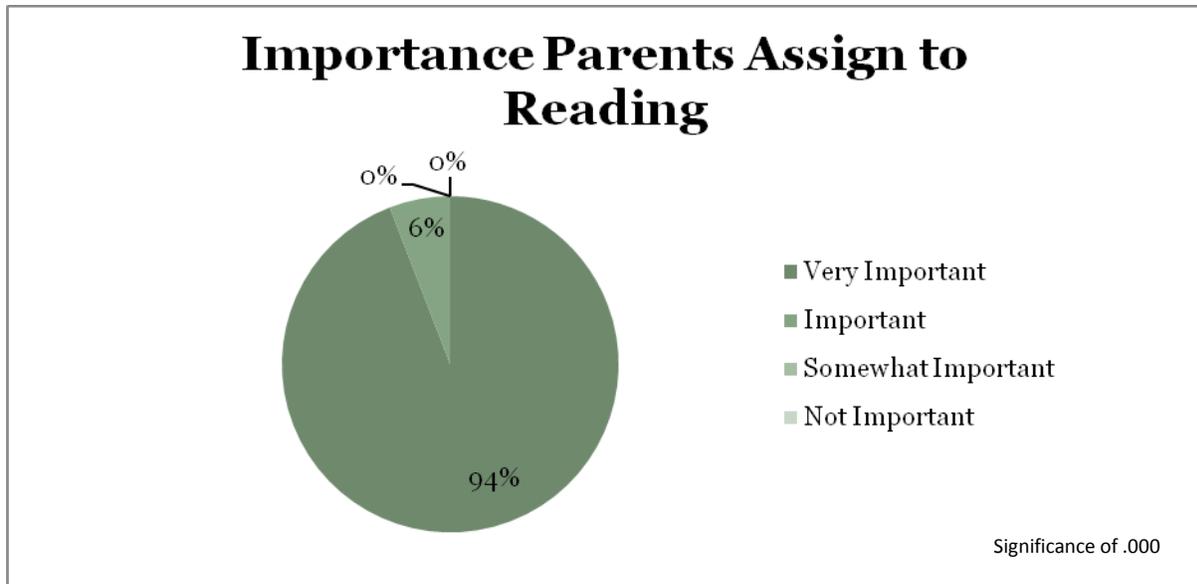
Parents were initially asked to identify the top three things they like to do with their child. As the table below shows, the top two activities to do with their children, for both English and Spanish speakers, was playing outside/taking walks and reading/looking at books, with more than 70 percent of parents reporting that this in their list of top 3 activities.

Activities Parents Like to do with Their Child (Included in Parents’ Top 3 Activities)	% of Parents Reporting Each Activity		
	All	English Speakers	Spanish Speakers
Playing outside/taking walks	84%	84%	82%
Reading/ looking at books	71%	73%	77%
Dancing	29%	20%	45%
Listening to music	27%	29%	18%
Playing games or doing puzzles	24%	24%	27%
Going to the zoo, aquarium, museums, etc.	23%	29%	14%
Watching TV/movies	17%	14%	23%
Doing arts and crafts	12%	14%	5%
Other	6%	7%	2%
Playing dress up	2%	2%	2%

Significance is .000 for all respondents; by language subgroups: .289

It was encouraging to see that reading ranked so highly in families regard. Additionally parents were asked to identify the importance they assign to reading.

² Significance values determined using either a Chi-Square test or T-test as appropriate



The vast majority of parents, 94 percent, said that reading to their child was very important; the remaining six percent said that reading was important. No one reported that they thought reading was only somewhat important or not important.

Parents were given a number of reasons why reading could be considered important and each of the reasons was rated equally as *Very Important* by nearly all of the respondents.

These reasons were:

- To help their children learn to read and be ready for school;
- To help their children learn to speak or communicate better;
- To encourage their children’s love of reading and learning, as well as spark their creativity; and
- As a means of spending time together as a family and showing their love for their children.

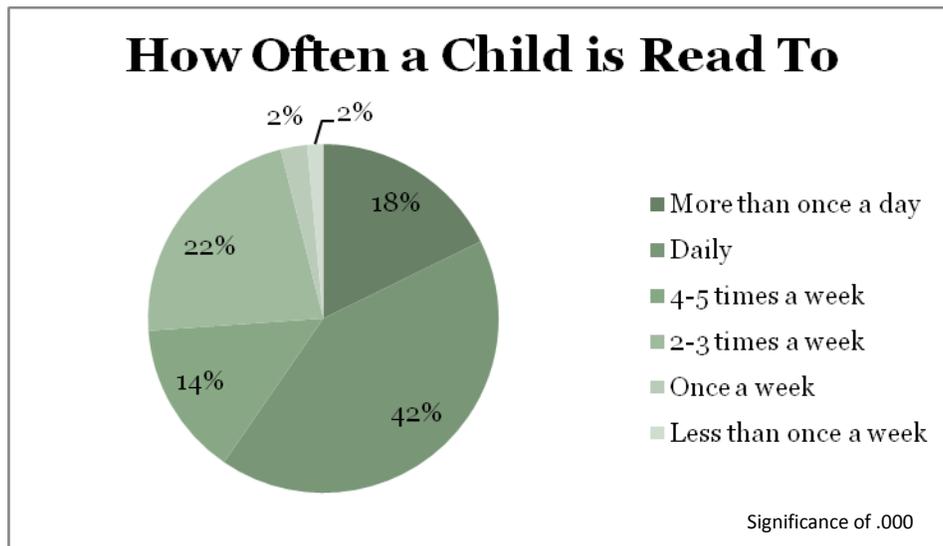
Additionally, many parents wrote in responses about why reading to their child is important, including responses centered around:

- Building confidence:
 - “It makes them proud of themselves and can help build confidence.”
 - “Child’s sense of accomplishment when they begin to be able to read themselves.”
 - “Teaches them that anything is possible.”
- Teaching patience and focus
- Encouraging imagination and creativity:
 - “Entertaining without TV (*translated from Spanish*).”
- Exposure to other cultures and the world around them
- Development:
 - “Helps child’s brain to think.”

- “Stimulation for my child’s brain (*translated from Spanish*).”
- Learning:
 - “So he can do great in school and understand everything.”
 - “It’s a huge way of learning. Teaches you many things.”
 - “Learning to read and speak English (*translated from Spanish*).”
 - “So my children do not have a tough time learning in school like I did.”

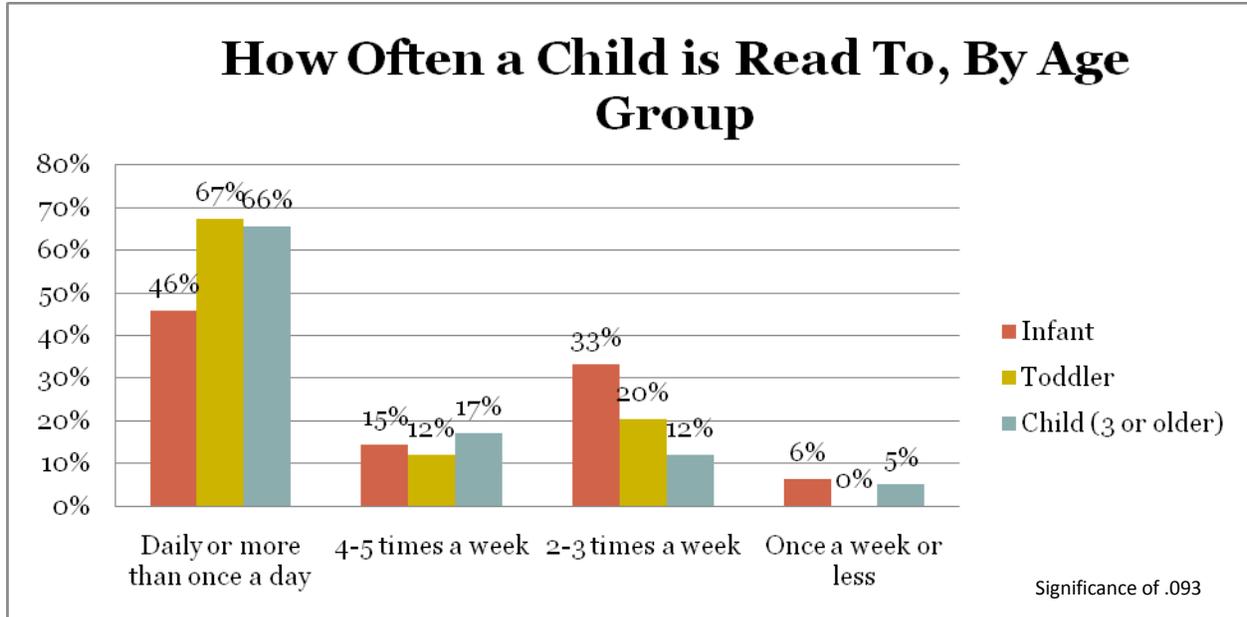
Habits of Reading to their Children

While all parents indicated that reading to their children was important, how often their child was read to varied as can be seen in the table below.



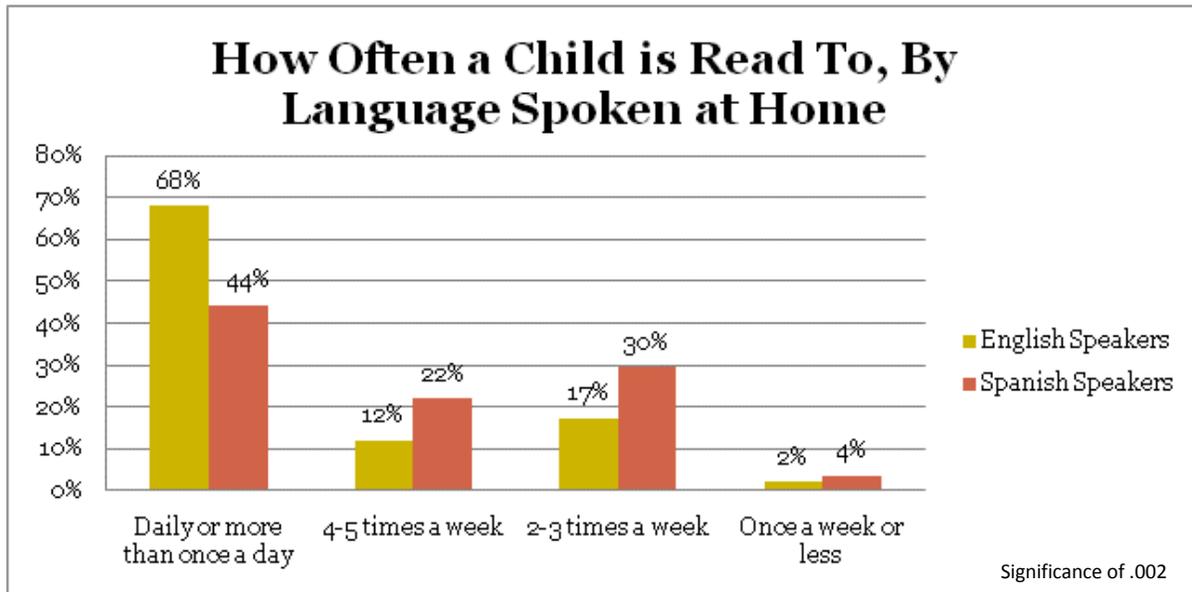
Sixty percent of respondents indicated that their child was read to at least once a day, with another 14 percent saying their child was read to 4-5 times a week. The remaining quarter of families reported that their child was read to 2-3 times a week (22 percent) or once a week or less (4 percent).

Given this variation, we sought to determine if the child’s age was a factor in reading frequency, with the hypothesis that parents may be less likely to read to very young children; the results can be seen in the chart on the following page.



The above chart indicates that families are less likely to read to infants on a daily basis, and nearly 40 percent read to infants three times or less a week. Children were more likely to be read to when they were older, with two-thirds of families reporting their toddlers and children are read to at least once a day.

The reading habits of Spanish and English speakers were also compared to see if reading frequency differed between these two groups, as can be seen in the chart below.



The majority of English speaking parents (68 percent) reported that their child is read to at least once a day while 44 percent of Spanish speaking parents said that was the case. Half of Spanish speaking families instead that their child was read to between two to five times a week.

Further, 65 percent of all families said that reading was a part of their child’s daily routine, either reading to their child before bedtime or naptime, or at another set time during the day, such as when they get home from work.

When families read to or look at books with their children, they employ a number of different book sharing techniques as seen in the table below.

Book Sharing Techniques Employed by Families	% of Parents Reporting Each Technique		
	All	English Speakers	Spanish Speakers
Read out loud	94%	99%	88%
Let child point to pictures on the page	79%	81%	79%
Ask child question about pictures	71%	73%	70%
Make up stories about what is happening in the picture	62%	65%	51%
Let my child turn the pages	36%	34%	44%

Significance is .000 for all respondents; by language subgroups: Read out loud: .286, Point to pictures-.113, Questions, Make up stories-.250, and Turn pages: .131

Nearly all respondents said that they read aloud to their children, while the majority also let their children point to pictures on the page, ask them questions about the pictures, and make up stories about what is happening in the pictures. Spanish speaking families were slightly less likely to say they read aloud to their children (88 percent vs. 94 percent of all and 99 percent of English speaking families) or that they made up stories about the pictures, but were more likely to let their children turn the pages though these differences were not highly statistically significant.

In addition to asking how often their child was read to parents were also asked to identify how often different individuals were reading to the child, such as themselves, another adult relative, a sibling or a childcare worker. Some parents also include other individuals who read to their child, such as a family friend. Parents rated each on a scale from 1 to 4, with 1 being *Never*, 2 being *Rarely*, 3 being *Sometimes* and 4 being *Often*. The table on the following page identifies the percentage of parents that said a certain group read to their child *Often* and compares these responses by language. Figures in red highlight discrepancies in the responses of English and Spanish speakers.

Who Often Reads to a Child	% of Parents Reporting Who Often Reads		
	All	English Speakers	Spanish Speakers
Parents	63%	73%	43%
Adult Relatives	25%	33%	12%
Siblings	17%	15%	21%
Childcare Workers/ Teachers	18%	21%	14%
Other	4%	6%	2%

Significance is .000 for all respondents; by language subgroups: Parent-.008, Adult Relative-.014, Sibling: 0.110, Childcare Worker/Teacher-.636, and Other:-.040

Overall, parents were the group identified as most likely to read to their child with 63 percent of respondents saying they or their partner read to their child often. Adult relatives were the next most frequent group identified as reading to children often (25 percent), closely followed by siblings and childcare workers/teachers. These results varied quite a bit by language however. Spanish speakers reported that they or their partner read to their children often at a much lower rate, with only 43 percent of Spanish speaking parents compared to 73 percent of English speaking parents reporting that they read to their child often. Spanish speaking parents also were less likely to say that another adult relative read to their child often (12 percent compared to 33 percent of English speaking parents). There were also smaller differences between how frequently siblings and childcare workers/teachers read to their children but that is likely due to age and the presence and ages of other children in the home; further, these differences were not statistically significant.

Obstacles to Reading to Their Children

Parents indicated a number of obstacles that got in the way of reading to their children every day. These obstacles varied by the primary language of the family.

For English speaking families, their main obstacles (with at least 40 percent of parents reporting) were having the time or energy and getting their children to pay attention or stay interested. Secondary obstacles (with about 20 percent of families reporting) included difficulty making it a regular part of their children’s daily routine and having books around/ how much books cost.

The responses of Spanish speaking families differed. Their main obstacles were their own difficulty reading English and having books around/ how much books cost. Secondary obstacles (with again about 20 percent of parents reporting) included: having the time or the energy; not knowing what is appropriate for their children’s age; difficulty making it a regular part of their children’s daily routine; and getting their children to pay attention or stay interested.

Spanish speaking families in general reported more obstacles and their obstacles tended to be more tangible, such as their own ability to read and issues with access to books. Families suggested a number of ways to overcome these obstacles, which were largely more time, creating a routine around reading to their children, and having more access to books, particularly books in Spanish.

Sources of Influence on Attitudes and Habits

Finally, families were also asked to report the top three sources of information that have the biggest impact on their attitudes and habits in regards to reading to their children. The three bolded figures in each column of the table below represent the top three influential sources for all respondents, as well as by language.

Influential Sources on Attitudes Towards Reading and Habits	% of Parents Reporting Each Influential Source		
	All	English Speakers	Spanish Speakers
What my doctor says	61%	63%	52%
My own research (books, internet articles)	50%	60%	33%
Parenting books/ magazines	47%	40%	65%
Advice of friends and family	34%	36%	31%
Information sent home with me from the doctor's office	27%	23%	27%
Advice of childcare worker/ teacher	27%	26%	29%
Media (TV, newspaper, radio, internet)	13%	10%	23%
Materials at the doctor's office	12%	15%	8%
What the nurse says	10%	8%	8%
Other source	7%	9%	4%

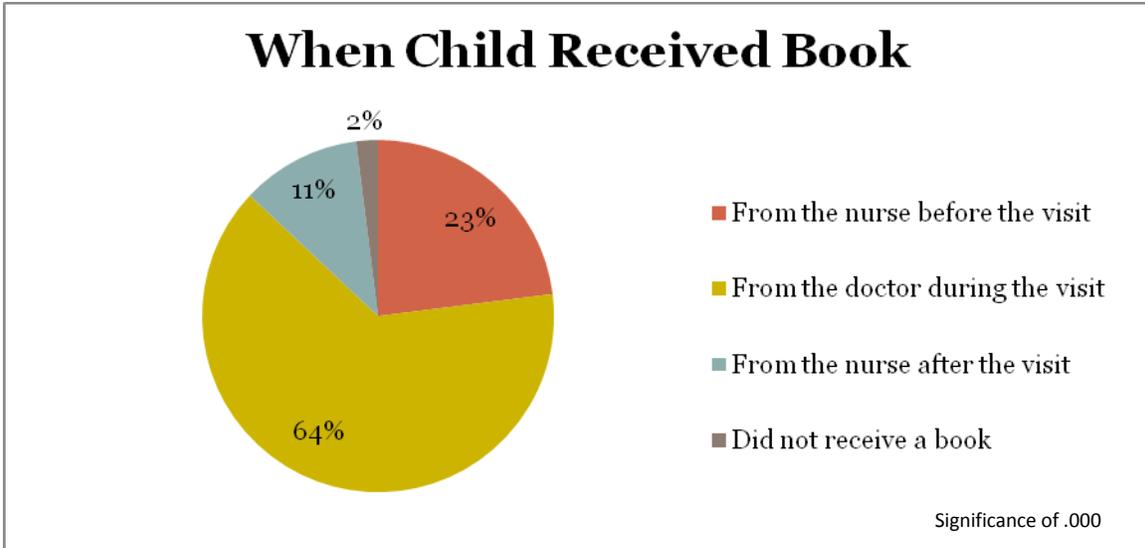
Significance is .000 for all respondents; by language subgroups: .030

The top three sources of information were the same for all respondents: 1) what their doctor says; 2) personal research; and 3) parenting books and magazines (there was variation by language in the position of these options in each group’s top three). Overall, what their doctor says ranked highest with 65 percent of respondents saying it was their most influential source of information.

Experience of Families during Well Child Visits

Children should be receiving a new book at every Well Child check up from 6 months to 5 years. Seventy percent of providers reported that children are always given a new book during their visit, while the remaining 30 percent of providers said that this frequently happened.

Further, according to providers, nearly 90 percent of the time the family is given the book at some point during the visit from the doctor. However, while the majority of parents indicated that this was the case, the percentage that reported they received a book from the doctor was lower as can be seen in the chart on the following page.



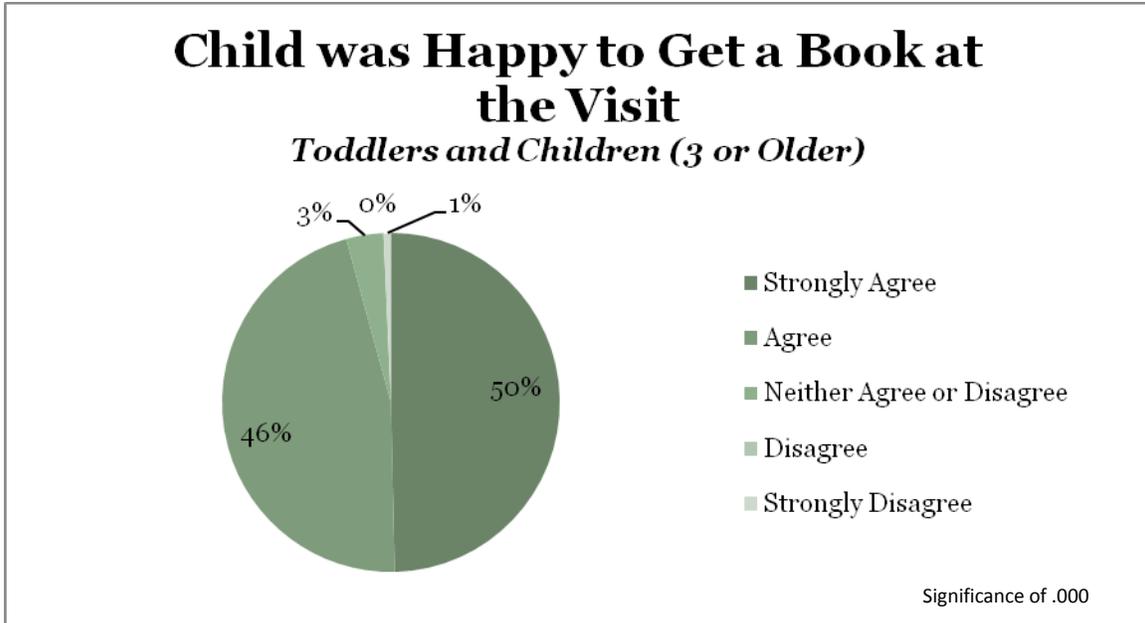
Sixty-four percent of families said they got their book directly from the doctor, while another 23 percent received the book from a nurse before the doctor came in, which may still allow the doctor to address reading with the family later during the visit. Of the remaining 13 percent, 11 percent did not receive the book until afterwards from the nurse and two percent did not receive a book at all.

Both families and providers said that the family reaction to the book was nearly always positive. The perceptions of family reactions according to providers are in the table below.

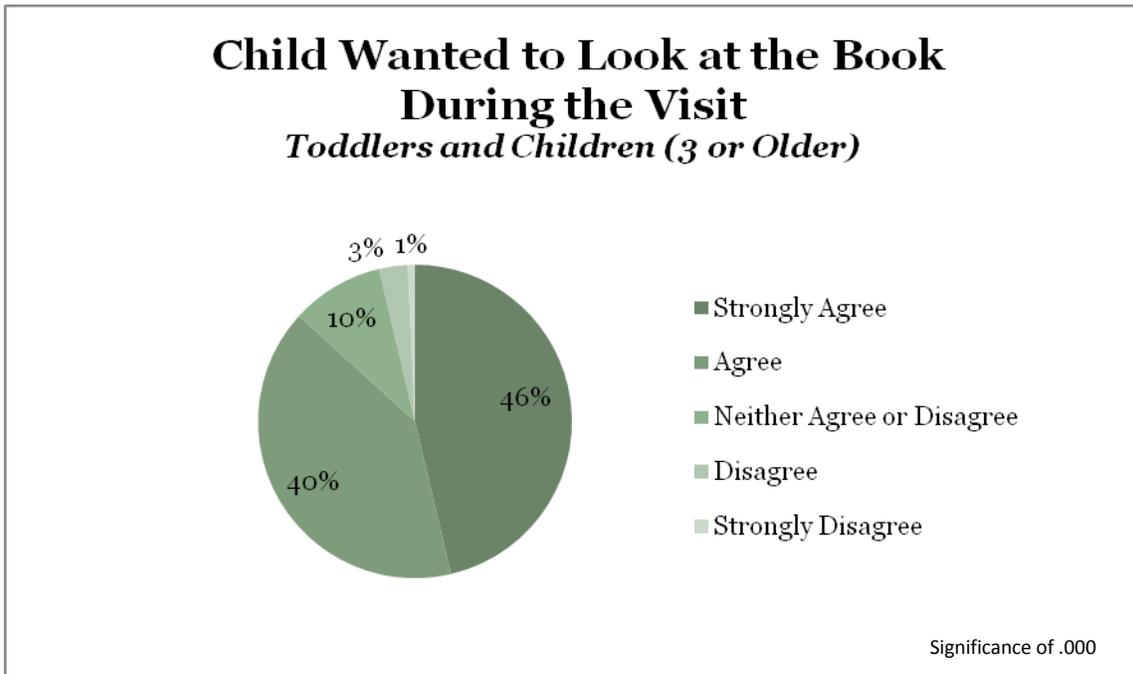
Providers' Reports of Family Reactions to the Reach Out and Read Book				
Family Reactions to Reach out and Read Book	Rarely or Never	Occasionally	Frequently	Always
The parent/ guardian is happy his/her child receives a book	0%	5%	37%	58%
The child is interested in the book	0%	0%	51%	49%
The child asks for his or her book	15%	31%	41%	13%
The parent/ guardian starts to read to child during the visit	23%	41%	33%	3%

Ninety-five percent of providers noted that the parent is frequently or always happy that his or her child has received a book. All providers also noted that the child was interested in the book either frequently or always and 54 percent of providers also said that the child frequently or always asks for his or her book. Further, seventy-seven of providers also said that at least occasionally the family will start reading the book during the visit.

Similar questions about how their child reacted were also asked of parents and we chose to look more closely at the responses for parents of children that were at least one year old who were at the proper development stage to have the reactions we were asking about.

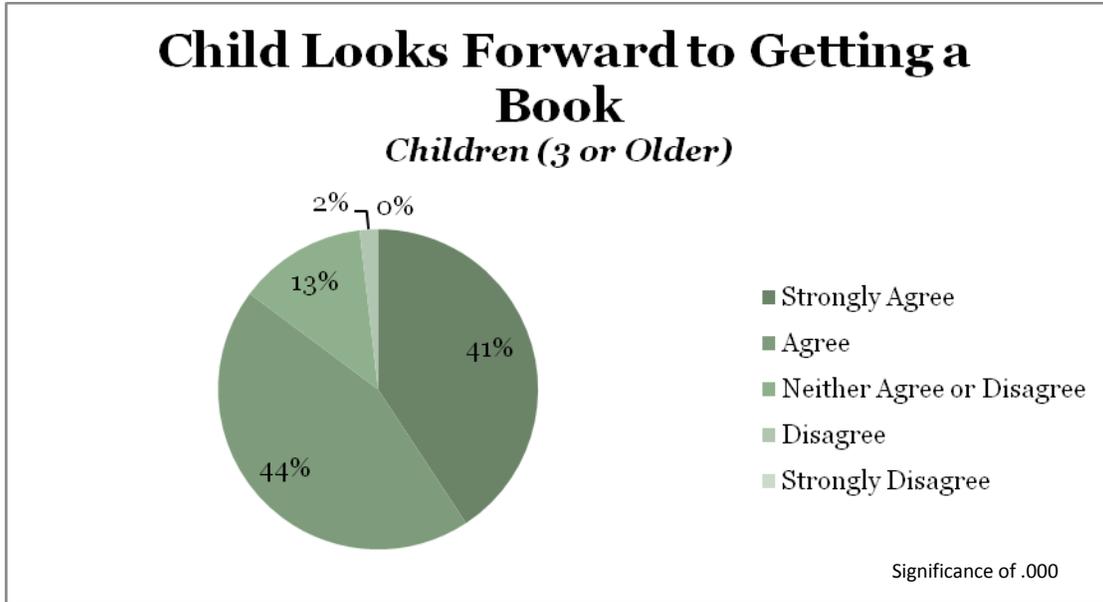


Ninety-six percent of parents with toddlers or children older than three said that their child was happy to get a book during the visit. There was no significant variation by language for this question.

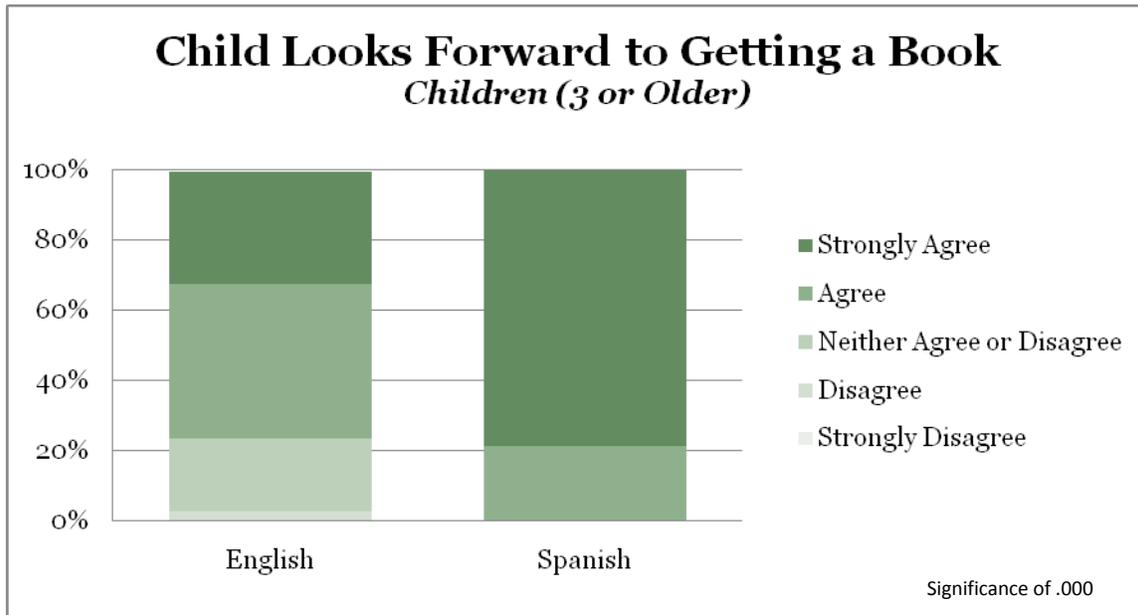


The majority of parents (86 percent) also said that their child wanted to look during the visit. There was no significant variation by language for this question.

We also asked parents of the oldest group of children (3 or older) whether their child looked forward to getting a book.



Eighty-five percent of parents said that their child looked forward to getting a book. We also looked more deeply at the responses to this question based upon if the parent was a native English or Spanish speaker, and found that the responses to this question did vary.



One-hundred percent of Spanish speaking families reported that their child looked forward to getting a book from the doctors, while about 75 percent of English speaking families said that their child looked forward to getting a book. Further, there was additional variation in how strongly each group agreed with the statement; 80 percent of the Spanish speaking families reported they *Strongly Agreed*, as compared to 35 percent of English speaking families who indicated that they *Strongly Agreed*. This

could be related to the lower access to books reported by Spanish speaking families (see previous discussion of obstacles to reading experienced by the two groups).

In addition to the child receiving a book, parents are also given information about literacy and advice about reading to their children by their medical practitioner. Providers reported that on average, they spent varying amounts of time discussing reading with parents:

- 26 percent said they spent a minute or less;
- 46 percent said they spent 1 to 2 minutes on the subject; and
- 28 percent spent three minutes or more talking with families about reading.

Providers reported an array of messages that they give to families during the discussion; parents also reported the variety of messages that they receive. The bolded messages in the table indicate the top three messages providers report telling parents.

Information Provided to Families about Reading During the Visit (as Reported By Provider)	% of Providers Reporting Each Type of Information
Reading is important	92%
Reading to his or her child will help them learn and be ready for school	71%
Reading to his or her child will encourage their love of books and reading	68%
Reading to his or her child for even a few minutes a day is helpful	63%
It is helpful to make reading a part of his or her child's daily routine	53%
Describe developmentally appropriate behavior for a child in regards to books and reading	42%
Reading can help the parent spend time with and feel close to his or her child	39%
I usually do not say anything about reading when giving out the book	5%

The top message providers report giving families is that reading is important (reported by 92 percent of all providers), followed by how reading will help prepare children to learn and be school ready (71 percent) and that reading will encourage their children's love of books and reading (68 percent). In addition to these messages, a couple of the providers said that they also give tips on other ways to look at books with their children- such as pointing out pictures and making up stories- if parents cannot read with their child, particularly to Spanish speaking families for dealing with books English.

Almost all providers (92 percent) said that parents were frequently or always responsive to information about literacy and their advice.

Parents were asked the same question in regards to what they are told when their child receives a book, though in slightly simpler phrasing, which can be seen in the chart on the following page. The bolded messages indicate the top three messages families report being told.

Messages that Parents Report Being Told about Reading	% of Parents Reporting Being Told Each Message
Reading is good/important	62%
That reading to your child, even for a few minutes, is helpful	46%
Reading to your child will help them learn and be ready for school	43%
That it is good to make reading a part of your child's daily routine	38%
Reading to your child helps them like reading and books	35%
What your child should be doing with a book for his or her age	32%
Reading can help me spend time with and feel close with my child	31%
I was not told anything and did not receive any information with the book	13%
Significance of .000	

Again, the importance of reading was reported as the top message that families receive (62 percent of parents reported receiving this message). Parents were also often told that reading even in small increments is helpful and that reading will help their children learn and be ready for school; these two messages ranked second and third respectively for provider responses.

We also examined whether the messages that parents received varied by the age of their child and by language. While the differences between subgroups were not often statistically significant there were subtle differences that are worth noting. The table below notes the key messages received by age groups with the figures that are bolded indicate the top three messages received by each age group.

Messages that Parents Report Being Told about Reading	% of Parents Reporting Being Told Each Message		
	Infant (5 to 11 months)	Toddler (12 to 35 months)	Child (3 years or older)
Reading is good/important	63%	65%	61%
Reading to your child will help them learn and be ready for school	35%	43%	51%
What your child should be doing with a book for his or her age	27%	41%	22%
That reading to your child, even for a few minutes, is helpful	53%	42%	44%
That it is good to make reading a part of your child's daily routine	41%	42%	31%
Reading to your child helps them like reading and books	27%	40%	34%
Reading can help me spend time with and feel close with my child	20%	35%	34%
I was not told anything and did not receive any information with the book	20%	13%	5%

Parents with infants 11 months or younger were more focused on establishing that reading even in small increments is helpful as is making it a part of the child's routine. However, this age group also had the highest proportion of parents reporting they were not given any information with the book (one out

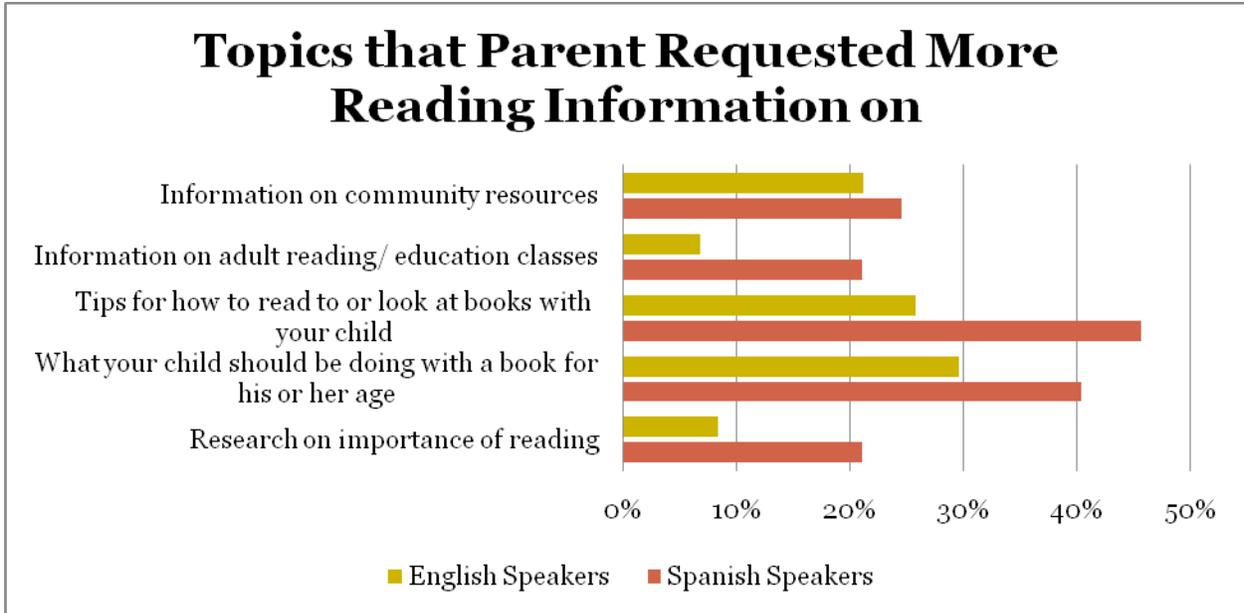
of five parents). The messages given to parents of toddlers (ages 12 to 35 months) were much more mixed with almost every option being reported at least 40 percent of the time. For parents with children three years or older, messages about school readiness and that reading even for a few minutes is helpful were more likely to be stressed. The importance of reading was consistently emphasized regardless of age group.

Additionally, APA looked at whether the messages families were receiving varied by the primary language of the parent. While both groups still reported the importance of reading as the most frequent message, the other messages had observable variations (though not statistically significant in most cases). The figures highlighted in red indicate discrepancies in the messages received by the two language groups.

Messages that Parents Report Being Told about Reading	% of Parents Reporting Being Told Each Message	
	English Speakers	Spanish Speakers
That it is good to make reading a part of your child's daily routine	45%	26%
What your child should be doing with a book for his or her age	40%	16%
Reading can help me spend time with and feel close with my child	29%	35%
That reading to your child, even for a few minutes, is helpful	46%	44%
Reading to your child helps them like reading and books	36%	37%
Reading to your child will help them learn and be ready for school	36%	54%
Reading is good/important	63%	58%
I was not told anything and did not receive any information with the book	14%	11%

Spanish speakers were more likely to report being told about the value of reading for school readiness and learning than English speakers (54 percent vs. 36 percent), who in turn were more likely to be given a nuanced message about age appropriate behavior (40 percent vs. 16 percent of Spanish speakers) and making reading a part of a child’s routine (45 percent vs. 26 percent). Further, the differences between messages about age appropriate behavior and school readiness received by the two language subgroups were also statistically significant (with significance values of .027 and .010 respectively). Since both groups have roughly the same age breakdown, this difference in messages does not appear to be related to one group having younger children than the other. A related concern expressed by one provider was that she did not feel that she was as effective in Spanish as she was in English and would like more education on how to deliver messages to Spanish speaking families.

Families were also asked if there were any areas that they would like more information about. Shown by language, these areas are identified in the table on the following page.



Spanish speaking families were more likely to say they would like additional information than English speakers, with 88 percent requesting more information in at least one area, as compared with 59 percent English speakers. The main two areas that both groups wanted more information about were tips for how to read or look at books with their children and age appropriate behavior, with a higher percentage of Spanish speaking parents requesting more information in these areas. As mentioned previously, Spanish speakers had already reported that they were often not getting these messages from their doctor (only 16 percent of Spanish speaking families were told about age appropriate behavior as compared to 40 percent of English speakers).

Forty-three percent of families would prefer that additional information be provided to them in materials that they could take home with them. The second highest response (reported 23 percent of the time) was having the doctor tell them more. These results varied by language however. Half of English speakers said they would like more information through take home materials and less than 20 percent wanted their doctor to tell them more, while an equal percentage of Spanish speaking families requested more information through take home materials and their doctor (roughly 30 percent in each case).

In addition to nearly all providers reporting that they discuss reading with families when they give a child a book, about 40 percent of providers reported that they also frequently or always give information for the family to take home about reading.

Perceived Quality and Usefulness of Reach Out and Read Books

When considering how families feel about the books their children receive through Reach Out and Read, it is important to understand what characteristics or qualities matter to them when thinking about books for their children. The following table illustrates on average how important families feel certain

factors are to them, using a scale of 1 to 4 with one being *Not Important* and 4 being *Very Important*. The factors highlighted in bold are the ones that parents rated an average of three or higher, indicating a relatively high level of importance.

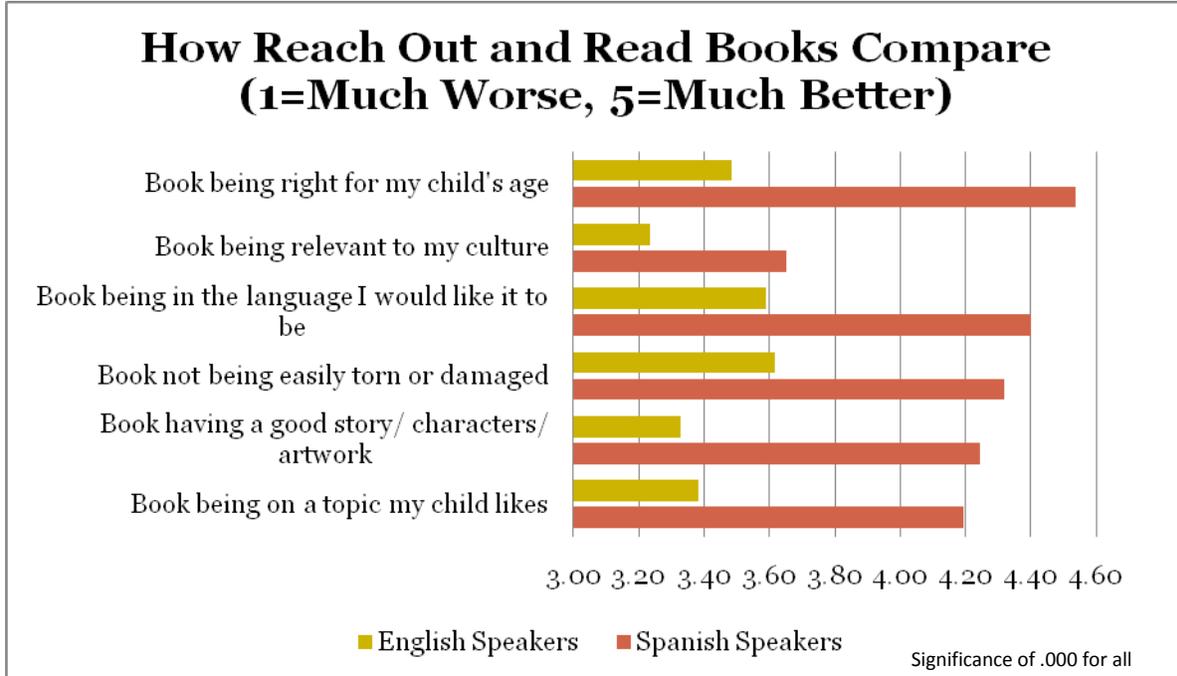
What Matters to Parents in Books for Their Children	Average Importance Rating of What Matters to Parents in Books for Their Children (1=Not Important, 4=Very Important)
How much my child likes it	3.8
Topic that my child likes (such as animals)	3.8
Book being right for my child's age	3.7
Story/ Characters/ Artwork	3.6
Book not being easily torn or damaged	3.4
Cost of the book	2.8
Book being in a language other than English	2.3
Book being relevant to my culture	2.3
Significance of .000	

Overall, the most important attribute of the book was how much their child liked the book. Most factors were also rated as important to families- as indicated by a rating of 3.0 or higher. Ratings varied little by language except Spanish speaking families rated cultural relevance slightly higher than English speaking families (2.7 to 2.0) as well as language of book (3.1 as compared to 1.9).

Parents were then asked to rate how the books that were provided to them through their doctors' offices and Reach Out and Read, compared with other books to which they had access using a scale from *Much Worse* to *Much Better*. The majority of families said that Reach Out and Read books were *Better* or *Much Better* in terms of age appropriateness and durability, and at least 45 percent of families said the same in the areas of the book's topic, stories, characters, and artwork. The table below shows how all respondents rated Reach Out and Read books on average in each of these areas on a scale of one to five, with 1 being *Much Worse*, 5 being *Much Better* and 3 being *About the Same*.

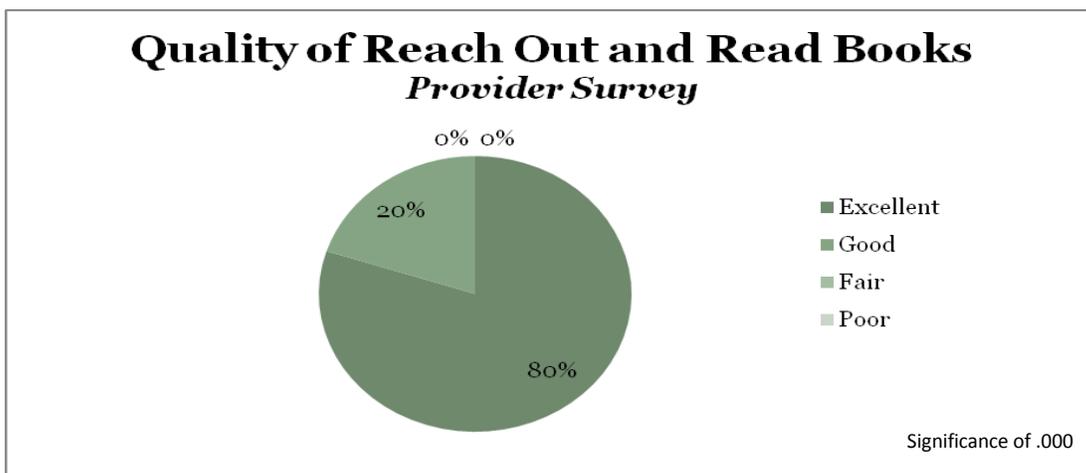
How Reach Out and Read Books Compare to Their Other Books	Average Comparison Rating of Reach Out and Read Books (1=Much Worse, 5=Much Better)
Book being on a topic my child likes	3.70
Book having a good story/ characters/ artwork	3.67
Book not being easily torn or damaged	3.84
Book being in the language I would like it to be	3.85
Book being relevant to my culture	3.38
Book being right for my child's age	3.85
Significance of .000	

As the table shows, families reported on average that the books they received from Reach Out and Read were slightly or somewhat better than other books that they have. These results are more striking when you compare the responses of English to Spanish speaking families, as can be seen in the following bar chart.



As is readily apparent, Spanish speaking families rated the books they receive through the program much higher than their English speaking counterparts. In every way besides cultural relevance, Spanish speaking parents gave Reach Out and Read books an average rating of at least 4, which was the threshold for *Better*.

Providers were also asked to rate the quality of the books from the program as well as how effective the books are on a number of dimensions.



Eighty percent of providers rated the quality of Reach Out and Read books as “Excellent” while the remaining 20 percent rated their quality as “Good.”

In addition to giving books out to children and information about reading to families, some providers also reported that they use the books to model reading techniques to families as well as using the books as part of developmental assessments. More than a third of providers report frequently or always modeling reading techniques with the book and another third say they do so occasionally. Providers also reported using the book for developmental assessment with nearly half of providers saying they do so frequently or always and another 22 percent do so occasionally.

Providers also rated how effective the Reach Out and Read books are as a tool in both of the areas mentioned above as well as for openings for discussions about reading, and as a means for observing how parents interact with their children in terms of reading. Providers were very positive about the effectiveness of the book in all of these areas, as can be seen the table below.

Providers’ Reports of How Effective the Reach Out and Read Book is for Each Purpose				
How Effective is the Reach Out and Read Book as...	Ineffective	Somewhat Effective	Effective	Very Effective
An opening for discussions about reading	0%	8%	36%	56%
Tools for communicating or modeling advice about reading	0%	8%	42%	50%
Tools for developmental assessment	3%	26%	44%	28%
As a means for observing how parents interact with their children in terms of reading	0%	11%	47%	42%

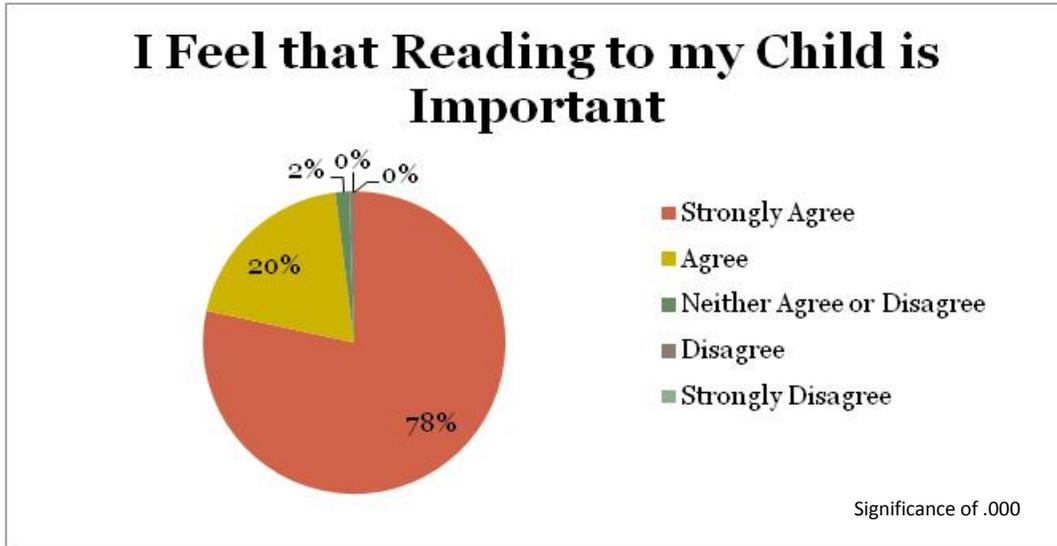
Ninety-two percent of providers thought that the books are effective or very effective as openings for discussions about reading. The same percentage also reported that the books are effective as tools for communicating or modeling advice about reading. Seventy-two percent of providers also said the books are an effective or very effective tool for developmental assessment; the same percentage as the proportion of providers that frequently use the books as part of that process. Eighty-nine percent of providers also said that the Reach Out and Read books are an effective or very effective means of observing how parents interact with their children in terms of reading.

Perceived Benefit and Impact of Reach Out and Read to Families and Providers

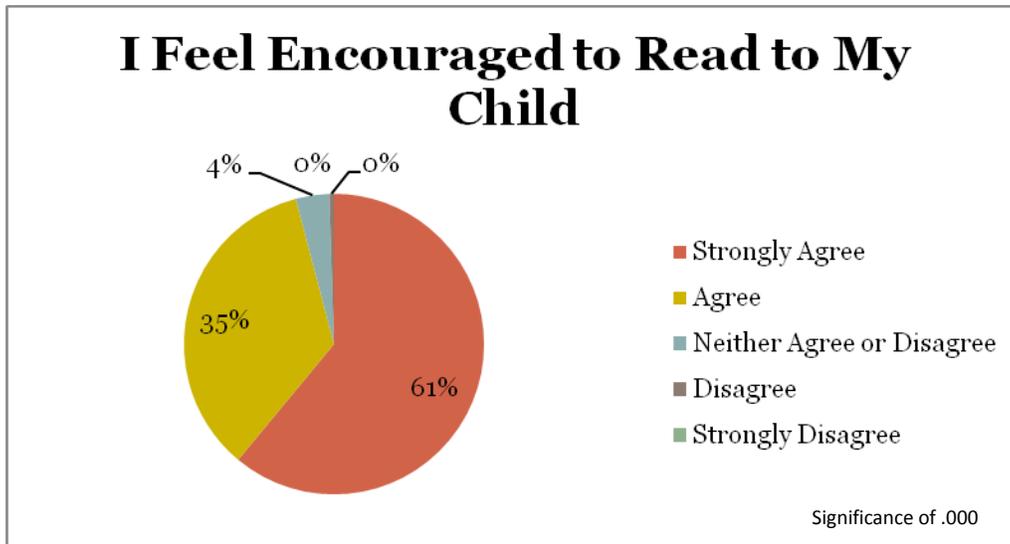
Parent Perceptions

Parents were asked a number of questions about how the information they received from providers impacted them, including if based upon that information they: 1) feel that reading to their child was important, 2) feel encouraged to read to their child, 3) feel encouraged to bring more books into their

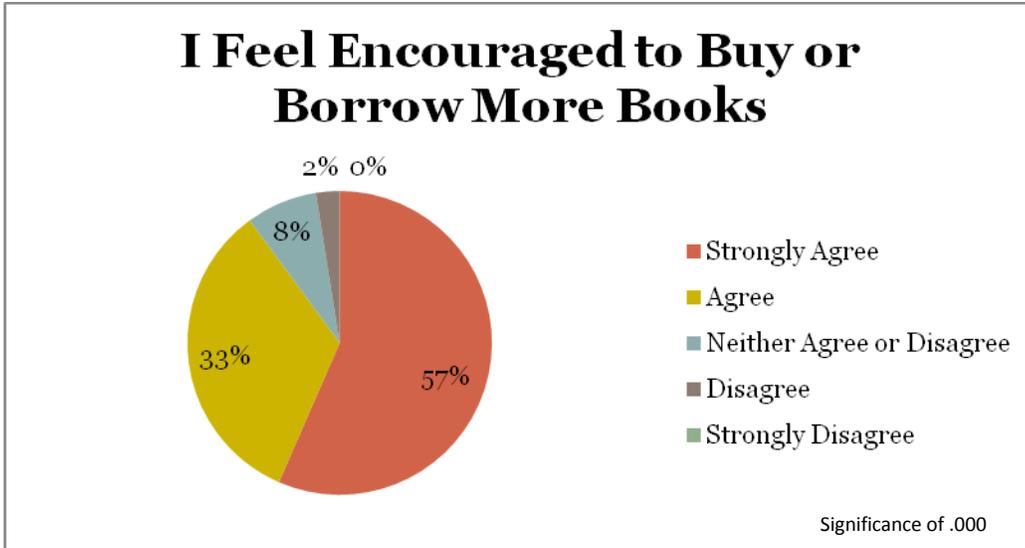
home, and 4) were more likely to go to their next Well Child visit because their child will receive a book. The results were very positive as can be seen in the charts that follow.



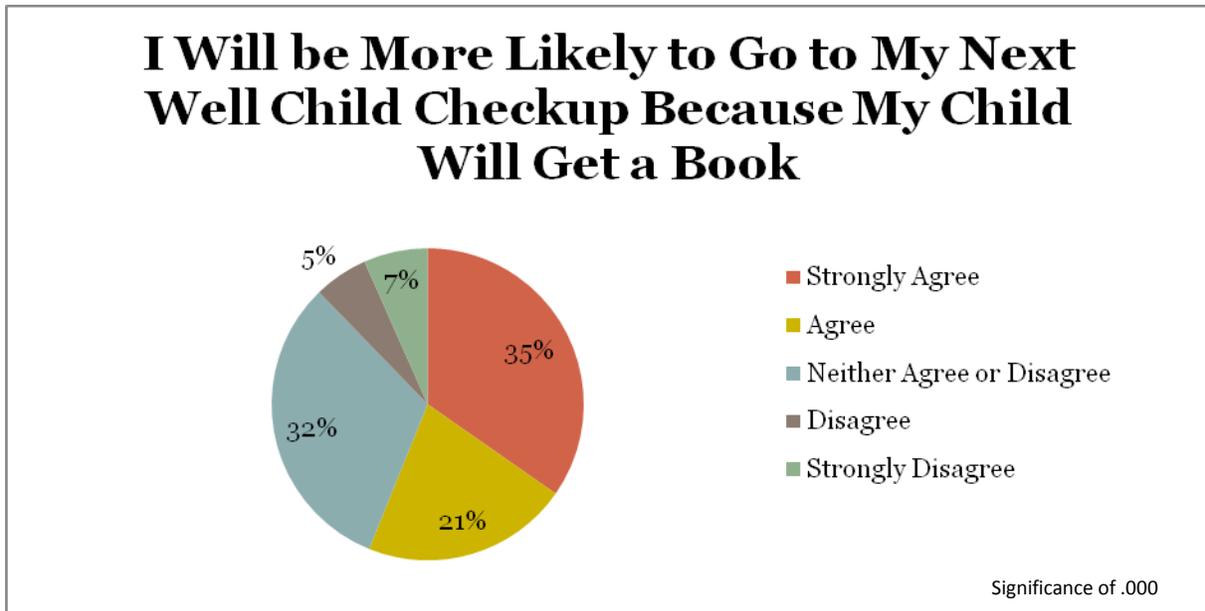
Ninety-eight percent of parents reported that they felt reading was important based on the information they received. Further, 96 percent of families said that they felt encouraged to read to their child, as can be seen in the chart below. There were no differences in either of these areas by language.



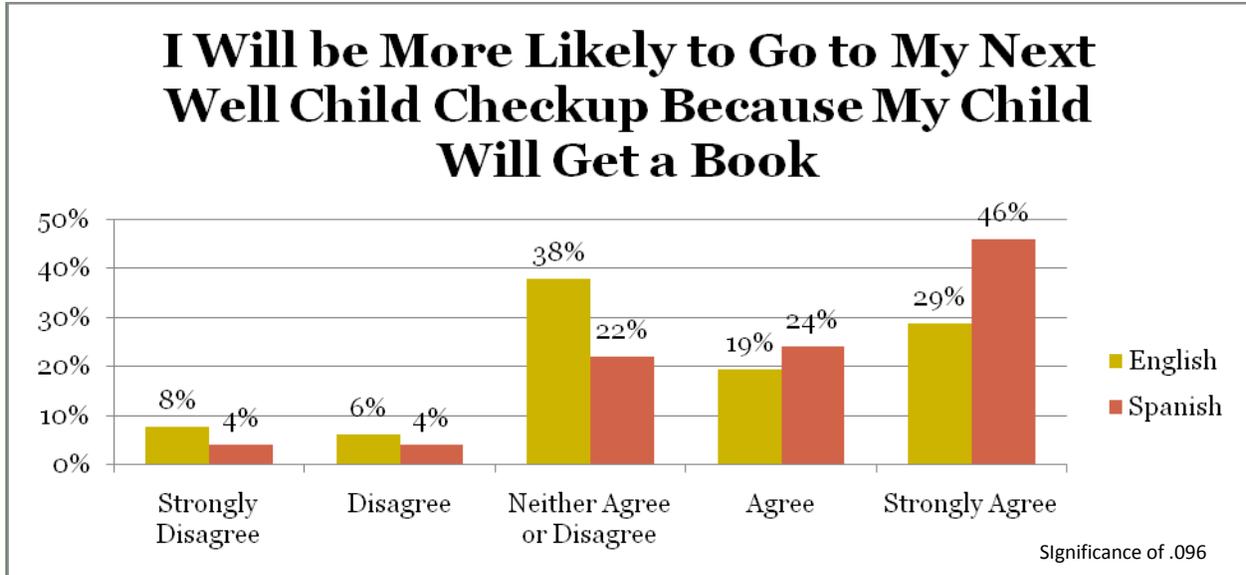
Families also reported that they felt encouraged to bring more books into their home.



Fifty-seven percent of parents strongly agreed that they were encouraged to buy or borrow more books, while an additional 33 percent agreed. There were not any significant differences in results based upon primary language.



The majority of parents (56 percent) also agreed that they were more likely to go to their child's next Well Child visit because their child will receive a book. These results are even more compelling when English speakers and Spanish speakers are compared.



Spanish speaking parents more frequently reported that they would be more likely to go to their child’s next Well Child visit, with 70 percent of families saying that they agreed with the statement. This was compared to 48 percent of English speaking families who said this was the case. Many of the parents that said they disagreed with the statement wrote in that they would go to their child’s next Well Child visit anyway for the health of their child, but that the Reach Out and Read book was a great bonus.

Provider Perceptions

Providers also were very positive about the impact and benefit of Reach Out and Read and were also able to provide a broader look at how the program impacts all of the families they serve.

Providers’ Perceptions of the Benefits of Reach out and Read				
Area of Potential Impact	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
Promoting the importance of reading	0%	3%	15%	83%
Educating families on the benefits of reading to their children	0%	3%	20%	78%
Providing families with access to books	0%	3%	10%	88%
Giving providers an avenue to discuss reading with families	0%	10%	18%	73%

Nearly all providers reported that Reach Out and Read was beneficial in a number of areas including:

- Giving providers an avenue to discuss reading with families
- Promoting the importance of reading
- Educating families on the importance of reading
- Providing families with access to books

Additionally, nearly all providers said they thought being able to give families a book with their advice about reading made their advice more effective, particularly because it gave families the means of carrying out their advice immediately. The following statements are examples of provider quotes for why having a book on hand makes a difference:

- “Most of my families have few, if any, books, so having one from us is a real gift! It's also fun to model reading rather than just talking about it.”
- “[Parents] who are not used to reading to their child instantly see how much their child likes the book. I can show them how easy it is to engage the child.”
- “It gives them the "tools" to follow through.”

Providers were also asked to share what they thought the biggest benefits of working with the program were. Most responses focused on the benefit of the program in promoting the importance of reading to children and providing access to books for families, particularly low income and Spanish speaking families. Below is a sample of these responses:

- “Many of my patients can't afford to buy their children books and this is a way to help the children at least get introduced to reading at an early age.”
- “Being able to provide all children with a library of books that they can have at home and stressing from the "doctor" that reading is important.”
- “The smiles that we put on children’s faces.”

A few providers also included a few anecdotal comments about their experiences with the program:

- “I continue to enjoy the children's reactions to getting a new book & how excited so many of them are. It truly is a wonderful program.”
- “I had a parent tell me one time that the Reach Out and Read book their child received at their three year Well Child check was the child's favorite birthday present! I think this program is probably the best part of what we offer to families at Well Child checks.”
- “I took a 6 month old on my lap to read a book, one of the faces books [with] the baby holding the board pages. Mom and dad were shocked, despite us talking about reading and playing with books from the two week checkup. They couldn't believe how interested their daughter was and said "I thought she was too young to read." Then she chewed on the book and they were upset and I explained about "eating" books as a great bonding experience. Now they go to the library all the time!”