



# Discover the Power of the Written Word (DPWW)

Exit Survey Topline Results, 2021-2022

Prepared by Sharp Insight, LLC

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## Background

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Story Tapestries' Early Childhood Curricular Team seeks out opportunities to impact children's learning trajectory by engaging young children (0-5 years old) in programs that build emergent literacy skills, supporting the critical skills development in the phase of learning to read so that children may ultimately successfully transition to reading to learn. "Discover the Power of the Written Word" (DPWW) provides high-impact programs that build emergent literacy skills for 1300+ economically impacted vulnerable youth, educators and caregivers in Montgomery County. Story Tapestries provides professional development for educators to create inclusive learning environments, family supports through interactive events, monthly arts and literacy kits for the family and delivery in- and out-of-school time programs to build social-emotional, cognitive, and oral language skills. Parents are engaged through interactive experiences to better support children at home and in school.

For the academic year 2021-22, Story Tapestries engaged the support of an external evaluator, Sharp Insight, LLC, to develop an exit survey of center staff (e.g., teachers, administrators) and caregivers (e.g., parents, guardians) of students at the centers and schools involved in DPWW. This survey comprised 16 questions for center staff and 9 questions for caregivers. Story Tapestries implemented the survey in the summer of 2022, resulting in 35 staff (77% of which were teachers) and 9 caregivers who completed the survey. In addition, Story Tapestries staff led eight discussion groups with 26 center and school staff to examine impacts on students and staff, and gather information about how to improve the program. Selected questions from the surveys are summarized below, with exemplary quotes from the discussion groups providing additional context. For a full breakdown of data by item, please contact Story Tapestries.

# Satisfaction with Story Tapestries DPWW

As a measure of program satisfaction, center staff and caregivers were asked if they would recommend the DPWW program to a friend or another childcare center/school; all agreed or strongly agreed with the statement.

**100%** of center staff and caregivers would recommend the DPWW program to a friend or another childcare center/school. (n=44)

*“It was a great program because it encouraged children to use their imaginations and to get involved hands-on and to be expressive and vocal.”*

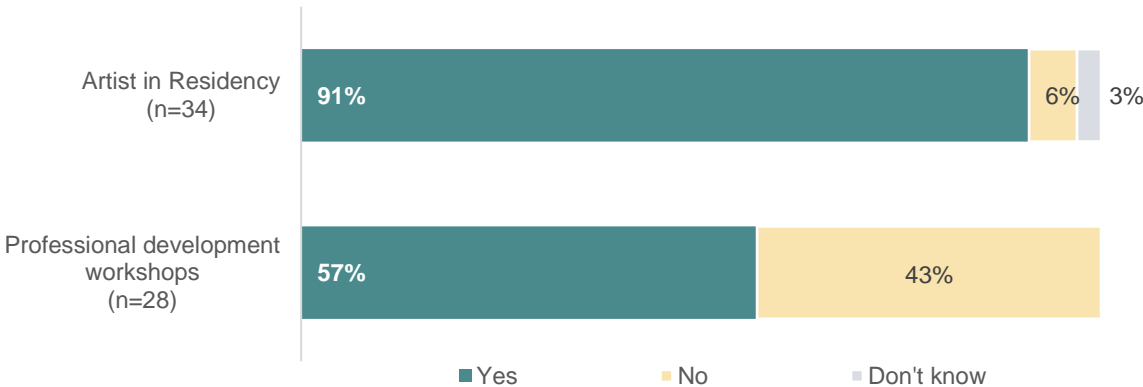
- Center/School Staff Member

# Center Staff Participation in Story Tapestries DPWW

Center staff reported participation in Story Tapestries’ activities. Almost all (91%) reported taking part in the Artist in Residency program and over half (57%) reported participation in professional development workshops.

**Almost all center staff reported taking part in Story Tapestries’ artist in residency (91%) and over half (57%) reported participating in professional development workshops.**

Did you take part in any of the following activities offered by Story Tapestries?



*“We have learned to make reading more fun, both in the way we read (volume, vocal variety, etc.,) and in follow-up activities, such as asking students to draw a picture after the story.”*

- Center/School Staff Member

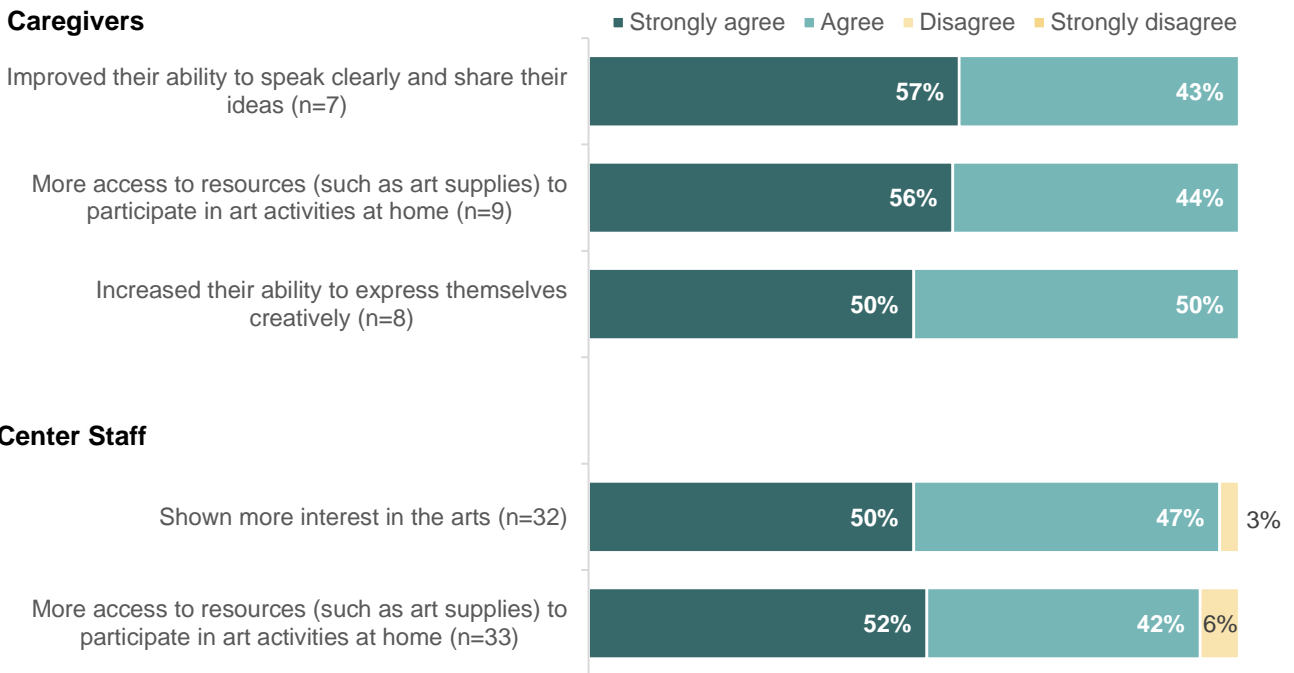
## Overview of Student Outcomes

To explore major student outcomes of the program, a question was asked of both caregivers and center staff on the surveys. The question asked: “Because of Story Tapestries, my students/child have/has...” with a list of two areas for center staff and three for caregivers. The vast majority of both center staff and caregivers agreed or strongly agreed with each of the statements about student outcomes. Both center staff and caregivers felt strongly that Story Tapestries has increased access to resources to participate in art activities at home, and center staff feel students have shown more interest in the arts. Caregivers felt that students increased their ability to speak clearly and share their ideas and express themselves creatively because of Story Tapestries.

**The vast majority of both center staff and caregivers agreed or strongly agreed with each of the statements about student outcomes.**

### “Because of Story Tapestries, my students/child have/has...”

#### Caregivers



*“It’s really important for the kids – a time for them to calm down and use their imagination.”*

*“They tend to be more engaged in a [Story Tapestries] activity than when just a book is held up.”*

*“Students liked the lion and mouse puppets, and the coloring that impacted fine motor skills. One student was so interested in these puppets that they asked for a replacement set weeks later.”*

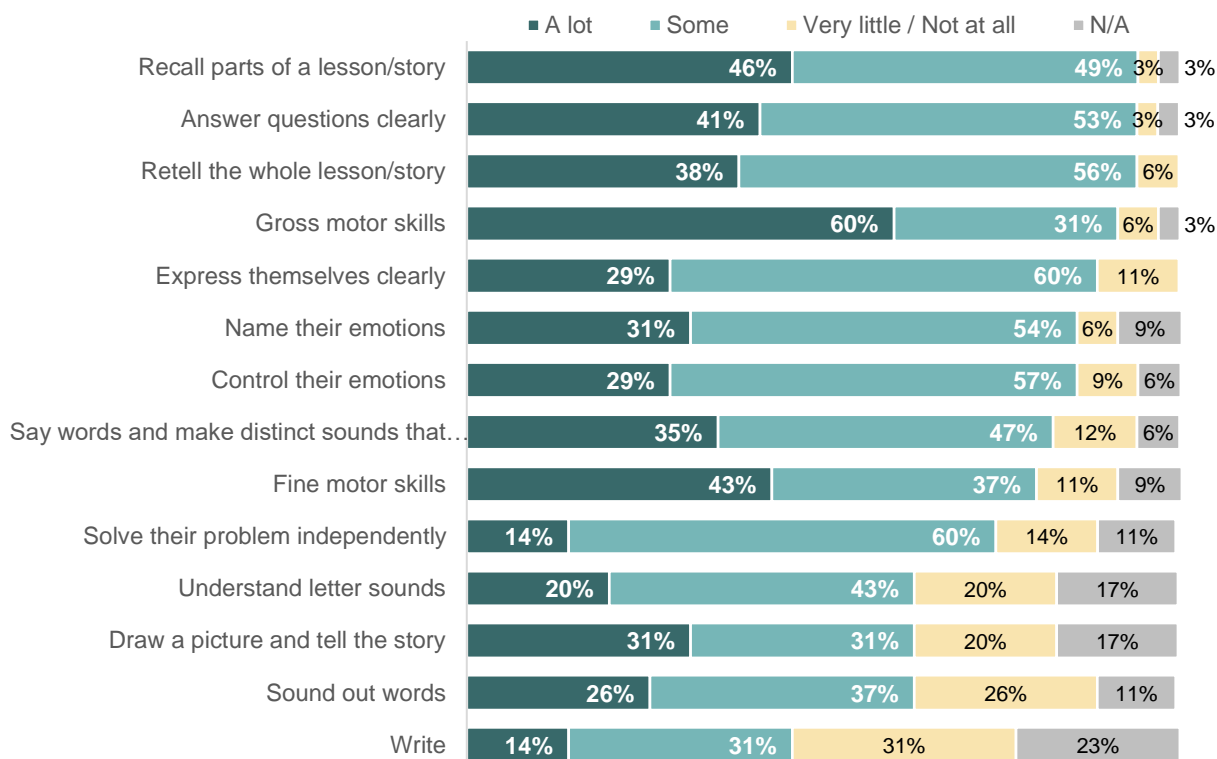
- Center/School Staff Members

## Impact on Student Skills

Center staff were asked about the impact of Story Tapestries on specific spoken, written, social and emotional, and motor skills. These are shown below in the figure and ranked by percent of respondents that felt they had changed “a lot” or “some” because of Story Tapestries. Those ranked by highest percent for “a lot” or “some” relate to impacts on the spoken language and motor skills, including their “ability to recall parts of a lesson or story” (95%), “ability to answer questions clearly” (94%), “ability to retell the whole lesson/story” (94%), and gross motor skills (91%). Gross motor skills also had the highest percent reporting that these skills increased “a lot.” Of note is the higher number of reported “not applicable” and “very little or not at all” among the impact on written language skills (the bottom four in the chart).

**Those ranked by highest percent for “a lot” or “some” relate to impacts on the spoken language and motor skills; items related to written language skills had a higher number of “not applicable” or “very little or not at all” responses.**

**“Because of Story Tapestries, my student(s) abilities in the following skills increased...” (n=34-35)**



### Story Tapestries...

*“... helped develop students' idea of a story structure (problem / solution; beginning, middle, end) by hearing multiple stories.”*

*“... helped to share ideas of how language arts, social-emotional skills, and fine and gross motor skills can be connected.”*

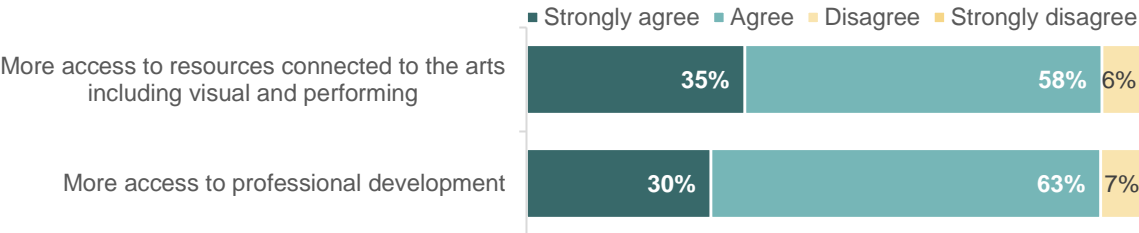
- Center/School Staff Members

# Impact on Center and School Staff

Finally, staff were asked about the impact of Story Tapestries on the center/school and its staff. Almost all (93%) strongly agreed or agreed that Story Tapestries provided more access to professional development and resources connected to the arts. The vast majority (97%) also strongly agreed or agreed that Story Tapestries provided them with a greater appreciation for how arts can be used to teach social and emotional skills, motor skills, and language skills. Ninety-four percent reported learning new teaching skills.

**Most staff (93%) strongly agreed or agreed that Story Tapestries provided more access to professional development and resources connected to the arts.**

“Because of Story Tapestries, the center staff have...” (n=30-31)



*“We like it because we got a lot of ideas of how to do story time that we can tweak into using in our own style.”*

*“My co-teacher and I are incorporating dance more in our work. I am using movement as a teaching tool more in my classroom.”*

- Center/School Staff Member

**The vast majority of staff (97%) agreed that Story Tapestries provided them with a greater appreciation for how arts can be used to teach skills. Most (94%) learned new teaching skills.**

“Because of Story Tapestries...” (n=34-35)

