

**Read to Me Final Report
Idaho Commission for Libraries
August 4, 2009**

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Running Head: ICFL Read to Me Final Report June 2009

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Executive Summary

A year-long evaluation of the following Read to Me programs was conducted: Mini-Grants, Every Child Ready to Read (ECRR) Family Workshops, First Book, and Jump Start. Additionally, two orientation and training meetings for libraries participating in Read to Me programs were evaluated. There are 84 Idaho public libraries participating in one or more of the Read to Me programs, and 30 of these received Mini-Grants. The libraries represent service areas that reach all geographic regions of the state.

A variety of qualitative and quantitative data sources were collected for the evaluation of these programs including interim and final reports submitted by participating libraries, parent survey data, Mini-Grant applications, library partner evaluations, and library visits by the lead evaluator, Dr. Roger A. Stewart. A responsive evaluation design was chosen so that Idaho Commission for Libraries (ICFL) staff could be closely involved in the design of the evaluation and subsequent evaluation activities. A responsive design calls for the inclusion of key stakeholders in the design and conduct of the evaluation so that they have the best chance of receiving meaningful, useful, and relevant information: information that can be used for both formative and summative evaluation purposes to inform ongoing program modifications and future evaluation activities.

Two products were produced from the evaluation activities. An interim report was submitted in January, 2009 that provided formative evaluation information about Read to Me program activities that occurred during fall, 2008 and summative data for two programs for the previous implementation year (i.e., 2007-2008). A final report, to which this executive summary directly applies, was submitted in August, 2009. It presents summative evaluation data on all Read to Me programs and Mini-Grants for the 2008-2009 calendar year.

All the programs have been highly successful to date. The changes in parent behaviors in regard to children's early literacy are striking. Parents are reading more to their children and focusing on the six early literacy skills. Parent evaluations of all of the programs where they have been surveyed have been stellar. Daycare providers, preschools, Head Start programs, and public school Title I programs have proven to be wonderful partners. The high level of visibility that all of the programs and grant activities have provided local libraries is a strong, positive outcome. In the case of some libraries, the amount of outreach work they are doing as a consequence of participation in Read to Me programming is much greater than what they have done in the past. This is another very positive outcome since these libraries are now taking a more active and dynamic role in their communities.

Participating libraries are very positive about their experiences with Read to Me programs and Mini-Grants. In the case of the Mini-Grants, they find their grant activities to be stimulating and rewarding. They express thanks and appreciation to the ICFL and its staff for providing them the funds and support to implement such highly successful programs. The libraries are aware of the significant amount of preparation and coordination undertaken by the ICFL to position the local libraries for success in whatever Read to Me program they are undertaking. No significant or pervasive problems were found in any program. The high degree of success of the programs and

the lack of significant problems underscore the superb level of coordination and implementation by the ICFL as they work closely with local libraries.

There is ample evidence in the wide variety of data collected for this evaluation that the Read to Me programs and Mini-Grants have significant legacy value for the participating libraries, their service areas, and the State of Idaho. The libraries gain and retain important knowledge and capacity as a consequence of participation. Evidence strongly suggests that this knowledge and capacity will continue to have quite positive effects on early literacy development in Idaho as the libraries continue their outreach efforts centered on the six early literacy skills and continue to incorporate the skills into all their early literacy programming.

Section 1: Introduction

Part of the funding for the Idaho Commission for Libraries (ICFL) Read to Me programs for fiscal year 2009 was earmarked for a comprehensive evaluation of the following Commission programs:

- Mini-Grants
- Every Child Ready To Read Family Workshops
- First Book
- Jump Start

In addition to those listed above, the report will also include an evaluation of lap sit story times and results from a library partner survey that was collected during spring 2009.

The evaluation contract called for an interim report to be delivered by January 5, 2009 and a final report to be delivered by June 15, 2009. This document is the final report. Interested readers are referred to the interim report which was submitted in January, 2009 for additional information not contained in this final report.

Before discussing specifics of the evaluation design and reporting results of the evaluation activities, brief descriptions of the primary programs to be evaluated will be provided. The descriptions will be followed by a brief biography and summary of the qualifications of the evaluator:

- *Mini-Grants*—these are \$5,000 grants awarded to Idaho libraries to support literacy outreach activities in partnership with other private and public community agencies and organizations.
- *Every Child Ready to Read (ECRR) Family Workshops*—this is a series of 6 weekly workshops parents or caregivers attend with their child to learn about 6 skills that are important to early literacy development. Adults also learn activities that can be done at home to teach and reinforce the skills.
- *First Book*—the program provides a book a month for nine months for each participating child, workshops for their families focused on early childhood literacy development, and library cards and contact with librarians for at-risk children.
- *Jump Start*—library staff attend kindergarten registration at local schools and encourage parents to “Get a Jump Start on Reading @ Your Library” through providing early literacy information and a free book to each child.

Brief Biography and Summary of Qualifications of the Evaluator

The contract was awarded to Dr. Roger A. Stewart who is a professor of literacy education at Boise State University. Dr. Stewart will be the sole evaluator for the project. He has 30 years of experience in education having been a public school teacher for 7 years and a professor of education for 20 years. He has published widely and conducted numerous program evaluations. His most recent evaluation involved a three year longitudinal, comprehensive, state-wide evaluation of the Idaho Reading First initiative. This particular evaluation involved 30 elementary schools located throughout Idaho and

included extensive survey development, systematic and sustained classroom observations, and test score analyses involving multiple measures. This particular evaluation was mentioned because its scope and design is similar to the work that will be undertaken for the Idaho Commission for Libraries.

Overview of Evaluation Design

The evaluation design called for an interim evaluation report due January 5, 2009 and a final evaluation report due in June 15, 2009. This document is the final report. It includes the results from the following programs for the period August, 2008 to June, 2009: (a) Read to Me Mini-Grant program, (b) ECRR Family Workshops, (c) Read to Me First Book program, and (d) the Jump Start program. Additionally, the evaluation of an annual meeting focusing on Read to Me programs which draws librarians and library staff from around the state is also included. The meeting was held in Boise on March 5 and 6, 2009.

The Mini-Grant, ECRR Family Workshops, First Book, and Jump Start programs when taken together produce multiple data points that were used in the evaluation. The programs have one or more of the following data sources: (a) original applications to participate, (b) parent surveys given to participating parents, and (c) summary report forms participating libraries complete and submit to ICFL by prescribed deadlines.

The evaluation has both quantitative and qualitative data sources and is responsive in design. Responsive evaluations involve the program administrators and participants as much as possible in designing the evaluation. This means that Idaho Commission for Libraries staff have been consulted and have made significant contributions to designing all aspects of the evaluation. It also means that as participating libraries are contacted and visited by the evaluator they too are asked about what would be meaningful and helpful evaluation activities that they can participate in and/or benefit from.

Quantitative data sources result in numerical data and include such things as survey data, how budgets are allotted by the various grantees, participation counts, number of books distributed to young children and their families, library circulation statistics, and the number of new library cards issued. Qualitative data sources result in narrative data that captures what people said and believed. Such components include notes from visits to the libraries by the evaluator, informal and formal discussions with participating library personnel concerning grant activities and outcomes, and open-ended responses on surveys and final reports. Taken together, the quantitative and qualitative data sources add up to a sizable body of data that provide a detailed picture of the activities undertaken in the various programs and a detailed portrait of the outcomes of those activities.

An important qualitative data source will be the library visits conducted by the evaluator. The design calls for the evaluator to visit as many as possible of the Mini-Grant recipient libraries over the course of the grant cycle (i.e., August 2008 to June 2009). The evaluator visited 23 of the 30 grantees. The 23 libraries visited were located throughout the state.

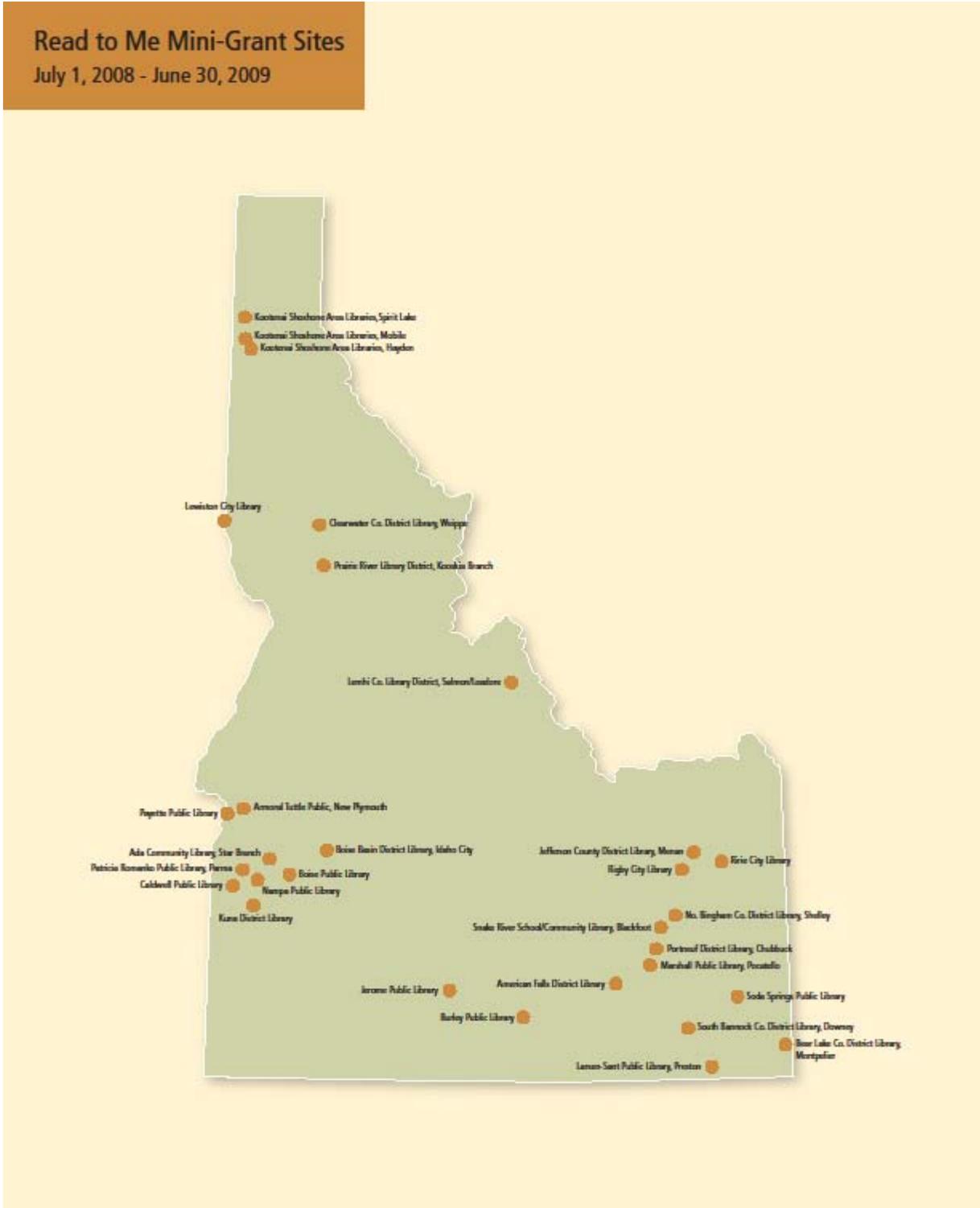
The goal of all of the evaluation activities is to build a comprehensive, detailed picture of the programs being evaluated along with an accounting and analysis of the

measurable outcomes produced by the programs. To that end, this report is organized by sections that address each major program. Each section end with a summary and recommendations section for that particular program.

Section 2: Description of Read to Me Mini-Grants State Fiscal Year 2009

For fiscal year 2009 thirty Mini-Grants were awarded (See Figure 2-1 for a map of locations). Each grant was \$5,000.00. In order to qualify for an award, libraries had to

Figure 2-1: Read to Me Mini-Grant Recipients: Fiscal Year 2009



complete a detailed application and then be selected as a grantee. ICFL received 40 applications making it a competitive grant process. These applications provide important information concerning the nature of the activities to be undertaken with grant funds and

how those funds will be spent. The following sections summarize what the grant applications contain.

Eligible Projects: Best Practices that Will be Addressed by Grantees

The grant application required awardees to check one or more best practices their particular grant will support. Table 2-1 presents a breakdown of the best practices checked. The frequency counts total more than 30 because some sites opted to address more than one best practice.

Table 2-1: Frequency of Best Practices

Best Practice	Frequency
1. Every Child Ready to Read @ Your Library parent/child workshop	14
2. Outreach—early literacy or summer reading services to children, parents, and/or childcare providers in the greater community (e.g., at summer nutrition programs, day cares, Head Start, etc.)	13
3. Providing story times for babies, toddlers and their parents and caregivers that incorporate the six early literacy skills	12
4. Other early literacy training for parents and/or childcare providers	8
5. Providing bilingual story times that incorporate the six early literacy skills	3

To get a sense of the breadth of programming and services provided by these grants brief descriptions of the various best practices will be provided below. In aggregate, these activities represent an extensive amount of programming that has the potential to reach many children, parents, and childcare professionals in communities throughout Idaho:

Every Child Ready to Read @ Your Library Parent/Child Workshops (ECRR).

- These 45 minute workshops provide hands-on learning experiences for parents/caregivers and their children;
- Parents/caregivers attend six weekly workshops. The workshops explore the six early literacy skills known to help prepare children for early literacy success. Parents/caregivers leave each session with knowledge about the early literacy skills and activities they can do with their children to teach and enhance these skills; and
- Libraries who opt to address this best practice conduct at least two rounds of the 6 workshops. Usually one set of workshops is in the fall and a second set occurs in the spring.

Other Early Literacy Training for Parents and/or Childcare Providers. There was a variety of activities under this heading:

- ECRR workshops for daycare providers and preschool teachers—these are essentially the same workshops that were discussed immediately above; but instead of parents attending, daycare providers and preschool teachers attend (Please see Appendix A for a newspaper advertisement announcing a workshop like this in Boise.);

- Fathers Reading Every Day (FRED) program—this is a series of workshops for fathers to foster and support their reading to their children; and
- Early literacy seminars delivered to teen mothers—these seminars had similar content to the ECRR workshops in that they focused on important early literacy skills but the target population was teen mothers in alternative schools.

Outreach—early literacy or summer reading services to children, parents, and/or childcare providers in the greater community (e.g., at summer nutrition programs, daycares, Head Start, etc.). There was a variety of activities under this heading:

- Story times delivered on site at local childcare centers (daycares and preschools, Head Start, etc.);
- Book give-aways with story time component by librarian;
- Read with Your Hero program--this program has primary grade children read with firemen and other emergency workers several times per year;
- Early literacy kits distributed to parents and daycare providers--these kits focus on the 6 early literacy skills and provide free books, information, and activities;
- Early Literacy Stations—these are computers preloaded with software focused on young children’s early development. Three libraries purchased two computers each. One library kept both computers in the main library while the other two libraries kept one in the library and circulated the other to local daycares and preschools (See Appendix D for additional information and computer usage data.);
- Rotating deposit collections located in local daycares and preschools; and
- Junior First LEGO League for youth 6-9 years—this program introduces children to the concepts of teamwork and basic design skills using LEGO pieces.

Providing story times for babies, toddlers and their parents and caregivers that incorporate the six early literacy skills. There was a variety of activities under this heading:

- Lap sit programs and story times for children age birth to 2 years--activities during these programs include finger plays, rhymes, songs and stories;
- Interactive units from the Burgeon Group—these units focus on the 6 early literacy skills and provide play and learning value to young children and tips for parents to continue activities at home. They will be used as extensions to story time and will be available in the library for children and parents to use; and
- Unique offering times for lap sit programs and story times—because of parent work schedules and other responsibilities, libraries will offer programming on Saturdays and evenings.

Providing bilingual story times that incorporate the six early literacy skills. With the increasing diversity of Idaho’s population, providing library services in languages other than English is becoming increasingly important. Following are some programs funded to address this need:

- Evening story time offered in Spanish—this story time will be offered at 5:30-6:00 pm on Wednesdays when Spanish speaking parents frequent the library. The

- person delivering the program, who is fluent in Spanish, will also help the library with translation services and outreach to the Hispanic community; and
- Bilingual family story hour—this program will be conducted in the evenings to involve Hispanic children and their families in the library.

As can be seen, the grants span a wide range of activities and have the potential to impact many children and families around Idaho.

Need for the Projects

The grant application required grantees to explain the need for their project. Table 2-2 provides a breakdown of the specific needs and how many times they were mentioned by grantees.

Table 2-2: Frequency of Need Cited in Mini-Grant Applications

Need	Frequency
1. Poverty	12
2. Low Idaho Reading Indicator (IRI) scores	9
3. Low entering skills of kindergarteners	5
4. Kids in daycare during library story hour so they can't participate	5
5. Preschool and daycare programs don't have knowledge of early literacy development	5
6. Large Hispanic population	2
7. Teen parents need support in helping their children acquire skills necessary for early literacy development	2
8. Low parent knowledge--parents need resources about early literacy	2
9. Remote area so parents have trouble getting to library	1
10. Few preschoolers have library cards	1
11. Lack of community programs focused on early literacy	1
12. Lack of lap sit story time	1
13. Low story time attendance	1
14. Not enough story times to cover demand	1
15. Low computer skills/little access to computers	1

Poverty was the most often mentioned need for the proposed programs, but low Idaho Reading Indicator scores were also regularly mentioned. If the concern about low entering skills of kindergarteners is combined with the concern about low IRI scores, this need was mentioned as often as poverty. Participating libraries were acutely aware of the challenges facing their service areas and through these grants were proactively working to address these challenges.

It is important to note the relationship between poverty and early literacy skills upon entry into kindergarten. The Idaho Reading Indicator (IRI) is an assessment of early literacy skills. It is administered in the fall, winter, and spring of kindergarten through 3rd grade. Upon entering kindergarten, 45% of children who qualify for Title I services are functioning at grade level according to their fall IRI scores. When all entering Idaho kindergarten children are taken into account, 56% function at grade level

(<http://www.sde.idaho.gov/ipd/iri/IriAnalysis.asp>). This is a sizable 11% difference, so Idaho libraries' outreach work to impoverished families takes on added importance since such programming has great potential to pay dividends for many years.

Reaching Parents and Caregivers Who Do Not Currently Use the Library

The grant application asked libraries how they will reach parents and caregivers who do not currently use the library. Table 2-3 provides a break down of the many ways in which grantees will tackle this challenging goal and how often they mentioned each one.

Table 2-3: Ways Libraries Will Reach Out to People Who Currently Do Not Use the Library by Category

Ways to Reach Library Non-Participants	Frequency
1. Newsletters	Total 10
a. Preschool newsletter	3
b. Idaho Stars newsletter	1
c. Chamber of Commerce newsletter	1
d. Library newsletter	1
e. High school newsletter	1
f. School district newsletter	1
g. Elementary school newsletter	2
2. Media	Total 12
a. Press releases	3
b. Radio shows	1
c. Television announcements	2
d. Newspaper story	5
e. Public service announcements	1
3. Web Based Outlets	Total 9
a. Idaho Stars training calendar	1
b. Chamber of Commerce website	1
c. Library web page	5
d. Email announcement from library	1
e. School website	1
4. Advertisements	Total 36
a. Flyers (to preschools, daycares, elementary schools, home schoolers, health district offices, health and welfare office, health clinic, food bank)	12
b. Newspaper advertisements	7
c. Radio advertisements	5
d. Advertise in library	1
e. Book marks	2
f. Posters	4
g. Advertise in places of work	2
h. Notices in local schools	2
i. Spanish radio station advertisements	1
5. Personal Contacts/Invitations/Visits	Total 18
a. Personal contact to: daycares, preschools, Title 1 participants, Head Start, nutrition site coordinator	10
b. Invitations sent to: daycares, Even Start, family shelter, teen parent program, parents	6

c. Visits to: food bank distribution, immunization clinic		2
6. Community Events	<i>Total</i>	12
a. Parent meetings		1
b. Library open house		1
c. Preschool nights		1
d. Kindergarten registration		3
e. Kick off dinner		1
f. Religious services		1
g. Child Development Center open house		1
h. County Fair booth		1
i. Culminating celebration (e.g., Big Read Picnic)		1
j. Carnivals and concerts		1
7. Library Events	<i>Total</i>	7
a. Weekly school packets sent home		1
b. Attendance incentives		1
c. Word of mouth		2
d. Free library cards for non-residents		1
e. Children's art work displayed in library		1
f. Existing collaborative relationships (i.e., Head Start, Boys and Girls Club, day care centers)		1

Table 2-3 was deliberately constructed with a lot of detail to underscore the many and diverse ways grantees will reach out to their communities to increase involvement in library programs. The large amount of recruitment activity and communication is a strong positive outcome of the Mini-Grant program.

Community Partners Involved in Mini-Grant Projects

The grant application asked applicants to list the community organizations, including schools, that will partner with them on their grant activities. This is another important body of information since the extent of partnerships reveals the potential for grant activities to impact the communities where the libraries are located. Table 2-4 lists the partnerships and the frequency with which they were mentioned.

Table 2-4: Community Partners and Frequency Mentioned

Community Partners		Frequency
1. Schools-Public	<i>Total</i>	27
a. Elementary school		17
b. School district		7
c. Alternative school		2
d. High school		1
2. Private Daycares and Preschools	<i>Total</i>	46
a. Daycare		30
b. Preschool		16
3. Social Services Agencies (Public and Private)	<i>Total</i>	19
a. Head Start		10
b. Health Department		3
c. Women Infant Children (WIC)		2
d. Even Start		1
e. Fire Department		1

f. Volunteers in Service to American (VISTA)	1
g. Food bank	1
4. Other Partners	Total
a. Philanthropic group (e.g., Jaycees)	5
b. Friends of the Library group	3
c. Idaho STARS System	2
d. Local reading association (e.g., local chapter of International Reading Assoc.)	1
e. Other library	1
f. Home school families	1
g. Newspaper	1
h. Mothers of preschoolers group	1

The table reveals an extensive level of partnering as a consequence of these grants. Partners assumed a variety of roles including the following:

- Helping identify and recruit potential participants;
- Publicizing library programs;
- Distributing materials;
- Providing expert staff to help with library programs;
- Providing meeting space for programs; and
- Providing donations to buy books or other supplies.

By having such extensive partnerships, the Mini-Grants have increased potential to have meaningful and sustained impacts on the communities where the grants will be implemented.

Read to Me Mini-Grant Outcomes

Grant applications required the identification of one or more pre-specified outcomes. Table 2-5 lists these outcomes and the frequency with which they were checked by grantees. Totals are greater than 30 because grantees could check more than one outcome.

Table 2-5: Grant Outcomes Specified by Grantees

Outcome	Frequency
1. More Idaho parents and caregivers utilize public library services to help their children enter school with the six early literacy skills that serve as the foundation for learning to read and write.	28
2. More children enter school with the six early literacy skills that serve as the foundation for learning to read and write.	23
3. More children maintain or improve reading skills over the summer months by participating in library summer reading programs.	3
4. Other:	5

The 5 libraries that checked “Other” listed the following additional outcomes:

- More Idaho parents able to help maintain and improve their children’s reading skills by using literacy instruction at home;

- More children will have access to books in their home as a result of our outreach programs;
- Children will establish a connection with local library staff and the local facility;
- More children become lifetime library patrons as well as lifetime readers; and
- More children through grade 3 maintain or improve reading skills as a result of regular library visits and participation in Junior First Lego League (JFLL).

The three outcomes listed in Table 2-5 and the 5 outcomes added under the “Other” heading are all important. The issue, however, with all of these outcomes is how easily, consistently, and accurately they can be measured. Take for example outcome #1 in Table 2-5. Measuring whether “More Idaho parents and caregivers utilize public library services to help their children.....” is relatively easy through library usage counts, new library card counts, and library material check-out patterns; but measuring whether these efforts result in more children entering “school with the six early literacy skills” is much more difficult. This would require longitudinal tracking of children into kindergarten where the Idaho Reading Indicator (IRI) is given three times during the kindergarten year. This represents a considerable undertaking that few local libraries are equipped to do. Some grantees, however, are using IRI scores as a measure of their grant’s success, but more need to do this in the future if these outcomes are to be accurately measured and the true impact of these programs is to be ascertained.

Methods to Evaluate Stated Outcomes

The grant application asked recipients to check off and describe the evaluation methods and tools that will be used to measure whether stated outcomes have been accomplished. The check-off section provided a list of evaluation tools. The section of the application that asked recipients to describe their evaluation methods was an open-ended section so the responses were coded into categories for tabulation. Only responses that were different from items listed in the check-off list of evaluation tools were coded. Both of these sections are represented in Table 2-6 which provides frequencies for how often various evaluation methods and tools were identified.

Table 2-6: Evaluation Methods and Tools and Their Frequencies

Evaluation Method (Coded from open-ended responses)	Frequency
1. Idaho Reading Indicator (IRI) scores	3
2. Patron code on library card	1
3. Specially marked library card application	1
4. Parent interview	1
5. Circulation statistics	1
Evaluation Tools (Frequency counts from checklist)	
1. Parent survey	26
2. Attendance count	23
3. Library card count	18
4. Community partner or school survey	17
5. Workshop assessments	14
6. Other	4

Some explanation of these responses is needed for readers to understand the nature and scope of the evaluation activities. Please keep in mind that the low number of evaluation *methods* mentioned is not a negative reflection on the grantees. Only those methods that were unique, meaning they were not listed on the evaluation *tool* checklist, were included in this section. In short, the greatest majority of the discussion of evaluation methods revolved around those things that had been checked on the evaluation *tool* list. In the following bulleted lists each of the evaluation methods and tools is discussed:

Evaluation Methods

- *Idaho Reading Indicator (IRI) scores*—three grantees are using IRI scores as an outcome measure. Given that increased early reading ability and achievement are key components of all of the outcomes listed in the previous section of this report, having only 3 grantees target IRI scores as a measure of grant success is problematic. In the future more grantees should be directed toward making longitudinal monitoring of IRI scores a component of their evaluations;
- *Patron code on library card*—the grantee will put a special code on the library cards issued as a consequence of their Mini-Grant activities and will track card use;
- *Specially marked card applications*—the grantee will have color coded library card applications that will be used to count how many new cards are issued as a direct result of Mini-Grant activities;
- *Parent interview*—one grantee is going to interview parents who participated in Mini-Grant programming to ascertain their feelings about the program and its impacts on their behavior with their children; and
- *Circulation statistics*—one grantee will monitor circulation statistics to see if the Mini-Grant activities resulted in increased library use.

Evaluation Tools

- *Parent survey*—these were the most common evaluation tool selected. They will take a variety of forms since the grants are varied in what they will provide parents. Appendix B contains the parent survey that was provided by the Commission for the ECRR Family Workshop program;
- *Attendance count*—this tool was also selected quite often. Libraries will take counts of how many parents, families, and children attend the various workshops and functions involved with the Mini-Grants;
- *Library card count*—the number of new library cards issued as a consequence of grant activities will be monitored;
- *Community partner or school survey*—these will take a variety of forms depending on the type of Mini-Grant implemented. Community partners will be surveyed to measure their feelings about the grants including strengths, weaknesses, and level of success. School surveys will look at similar variables but also whether students are doing better in early literacy development;

- *Workshop assessments*—in the case of the ECRR Family Workshops, evaluation tools have been developed and will be used to assess all of these workshops. In the case of the other types of workshops being implemented, the evaluator, the ICFL, or local libraries will develop assessments for them;
- *Other evaluation tools*—these include library staff observations in literacy centers funded by the Mini-Grant (1 grantee); follow-up survey two months after workshop attendance to see if skills and techniques are still being used by parents with their children (1 grantee); and children’s use of new computers funded by Mini-Grants (2 grantees) (See Appendix D for a summary and analysis of computer usage statistics).

The amount of evaluation activity fostered by the Mini-Grants is quite large. The issue is whether the evaluation methods and tools will measure all of the intended outcomes consistently across all of the grants. Such variables as library card counts and attendance will probably be measured quite accurately across the grants. But variables such as participant satisfaction, partner satisfaction, increased early literacy ability in children, and increased preparedness of children to enter school will be more difficult to assess across the grants. Following is a discussion as to why this may be the case.

Since only 3 grantees are following IRI scores, measuring increases in early literacy ability or school preparedness will be difficult. Granted, some of the school surveys will ask teachers if children are coming to school better prepared, and teachers’ opinions are valuable in such cases, but opinions are hard to quantify and validate.

In the case of participant and partner satisfaction, there are two issues. In the case of the ECRR and First Book workshops all of the evaluation forms have been developed and provided to the grantees implementing those programs. Thus evaluation methodology and data should be relatively consistent across the grantees doing this program. But for other grantees doing other programs, the local libraries themselves will have to develop their own high quality surveys. This is a time consuming task that requires a high degree of skill. Some libraries may not have these resources.

In closing, much valuable data will be collected about the Mini-Grants as a consequence of the evaluation activities. But consistency in the amount and quality of the data could be a concern. In the future it would be good to require grant applications to include the surveys and other evaluation documents that will be used to evaluate grant activities and outcomes. If this is deemed to be too much of a burden on applicants, then the Library Commission may want to invest in helping grantees develop high quality evaluation designs and evaluation instruments after the grants have been awarded.

Will the Project be Ongoing?

The grant application asked grantees “Do you anticipate this will be an ongoing project?” Respondents could answer yes or no. All grantees responded that their Mini-Grant activities will be ongoing projects. This is an excellent outcome but an important question remains concerning how the projects will be supported once the Mini-Grant funds are expended.

Personnel

Applicants were asked to list and describe the personnel that will be involved in the project. They were asked to distinguish between new personnel to be put on contract for the duration of the grant and existing personnel, and also provide the number of hours personnel will work on grant activities and their responsibilities. Table 2-7 provides a list of the new contractual employees, their responsibilities, and the total hours to be worked over the life of the grant. Most grants ran from September, 2008 to May or June of 2009.

Table 2-7: Contractual Employees by Type and Frequency

Contractual Employee Type	Frequency
1. Translator	1
2. Project assistant	3
3. Library clerk	3
4. Bilingual clerk	1
5. Bilingual story time teacher/outreach	1
6. Lap sit story time teacher	1
7. Story time teacher	1
8. Elementary school teacher	3
9. Elementary school reading specialist	2
10. Daycare liaison	1
11. Education professor	1
Total	18

The number and type of contractual employees provides important insight into the Mini-Grants. Importantly, there is strong evidence that the grantees did **not** see these funds as a windfall to indiscriminately hire new help that could be only marginally needed. On the contrary, only 12 of the 30 grantees included new contractual employees in their plans, and in all instances new personnel were strategically included in grant activities because of well-documented need. In four instances grantees included 2 new employees, and in three instances grantees included three. All others included only 1 new employee. In all cases, the rationale for needing this help was clear and defensible. For example, in the case of the two grantees who contracted with three people, one grantee hired three elementary school teachers, each on a limited basis, to deliver their ECRR workshops. Their rationale for doing this was because of the teachers' expertise in early literacy and the positive collaboration between the library and local school this partnership produced. In the case of the second grantee that had three new contractual employees, they hired two elementary school reading specialists and a project assistant. The specialists were hired for the same reason as given immediately above for the elementary teachers and the project assistant was hired to provide support to already fully committed library staff. These are just two examples of why contractual employees were included in grant proposals. In all instances, the additional personnel were needed and would significantly enhance the potential for these grants to be successfully implemented.

To get a more complete picture of the scope and role of contractual employees in these grants, the number of hours of employment provides important perspective. But caution in interpreting these statistics is needed since the range in hours worked is large

and the span of time covered is substantial. Please recall that most of these grants run from September, 2008 to May or June, 2009. Concerning range, one grantee hired an education professor for just 3 hours to talk at a workshop, while another grantee hired a library clerk for a total of 500 hours over the span of the grant. But when taken in aggregate these additional personnel were not spending considerable time working. There was a total of 2,291 new personnel hours over the span of the grants. With 18 new personnel this results in an average total number of hours worked over the span of the grant of 127.3. If a 9 month grant span is considered (which would equate to 36 work weeks), the average number of hours worked by a new personnel per week would be 3.5. Thus, it is again quite clear that the grantees used their new personnel sparingly and strategically. This is commendable behavior on the part of grantees since they maximized their use of existing personnel before they resorted to hiring new employees.

Personnel—Currently Employed

Applicants were asked to list the currently employed personnel who would work on the Mini-Grant. They also provided the current number of hours the employee worked, the number of additional hours the employee would work on the Mini-Grant, and the responsibilities to be assumed. Please note that current employees could not go over 40 hours per week.

With the exception of a few job titles, very few additional hours are included in the Mini-Grants. Thus, as was the case for the new hires discussed in the previous section, grant funds are not being used to load-up current employees' working hours. Instead, the funds appear to be being strategically applied to critical job titles important to specific Mini-Grant activities.

Pages, aides, and clerks had the greatest increase in hours. Page/aides averaged 2 hours per week added which represents roughly a 20% increase in hours. Clerks increased an average of 3.2 hours per week which represents a 42% increase. In most instances, these increases were the result of library directors and other professional library employees decreasing the time they spent each week at the circulation desk by hiring clerks for more hours. This 'freeing-up' of directors and other professional library staff allowed them to work on Mini-Grant activities. This shows a high level of commitment to the success of the Mini-Grants by key library staff and strategic and efficient use of funds.

Budget

Each applicant provided a detailed budget that included the categories listed in Table 2-8. The table provides the number of grantees who requested funds in a particular category and the averages and ranges for grantees requesting funds in that category. For example, in line number 1 of the table under the "Contractual" budget category, 10 grantees requested funds in this category and the average dollar amount requested by these 10 was \$1,275. The range of requests in this category for these 10 grantees was \$100-\$4,685.

Table 2-8: Funding Category Averages and Ranges in Dollars

Budget Category	Number of Grants*	Average Request	Range of Requests
1. Contractual (Outreach staff, storytellers, authors, and other services not performed by library staff)	10	1,275	100-4,685
2. Personnel (Regular and substitute staff—not contracted)	12	2,116	818-3,500
3. Fringe Benefits	5	236	116-313
4. Library Materials (Materials (books, subscriptions, audio-visual, puppets) that will be added to your collection.)	22	1,370	135-4,450
5. Equipment (Computer hardware, furniture, other electronic equipment)	17	1,551	50-5,000
6. Supplies and Consumable Educational Materials (Program supplies, give-away items such as books, foam letters, etc.)	25	1,971	200-5,000
7. Other—Please describe (Travel costs, training, etc.)	14	405	25-1,360

* = Number of grantees requesting funds in this category

Before discussing the contents of Table 2-8 an additional table of budget information will be provided. Table 2-9 provides total dollar amounts requested in each budget category and the percent of total awarded dollars that each budget category represents.

Table 2-9: Total Funds Requested by Budget Category and Percent of Total Awarded Dollars

Budget Category	Number of Grants*	Total Requested	% of Total Awarded Dollars
1. Contractual (Outreach staff, storytellers, authors, and other services not performed by library staff)	10	12,542	8.4
2. Personnel (Regular and substitute staff—not contracted)	12	25,148	16.8
3. Fringe Benefits	5	1,180	.8
4. Library Materials (Materials (books, subscriptions, audio-visual, puppets) that will be added to your collection.)	22	30,135	20.1
5. Equipment (Computer hardware, furniture, other electronic equipment)	17	26,269	17.5
6. Supplies and Consumable Educational Materials (Program supplies, give-away items such as books, foam letters, etc.)	25	49,266	32.8
7. Other—Please describe (Travel costs, training, etc.)	14	5,460	3.6
Total		150,000	100

* = Number of grantees requesting funds in this category

It is important to look across both Tables 2-8 and 2-9 to get a clear sense for how the money will be spent. By doing so the assertions made above in the “New Hire” and “Current Employee” sections about frugality and efficiency are underscored.

In Table 2-8, only 10 of 30 grantees requested funds in the “Contractual” category, and only 12 of 30 requested funds in the “Personnel” category. These two categories when combined only account for 25.2% of all awarded funds (See Table 2-9). This means that 75% of funds were expended on things other than personnel. As was stated above, it is obvious the grantees did not use the money to load up on personnel. Instead 22 of 30, 17 of 30, and 25 of 30 requested funds for “Library Materials,” “Equipment,” and “Supplies and Consumable Educational Materials” respectively. These three categories represent 70.4% of all the funds awarded (See Table 2-9). These categories include things that were either given away to participants in the Mini-Grant programs or were added to library collections and infrastructure so that many people could use the materials and equipment over time. Finally, very little funding was requested in the “Other” category for travel and training. This further reinforces the assertion that these libraries are using the funds with a high degree of probity.

There is, however, a potential downside to grantees focusing so heavily on materials and equipment in their budgets instead of spending more on personnel. Idaho public libraries are very lean organizations that operate with a minimum of personnel. According to 2007 Idaho Public Library Statistics (<http://libraries.idaho.gov/publications/statistics>), Idaho spends well below the national average in operating income per capita for its libraries. Idaho libraries spend \$26.02 per capita compared to the national average of \$32.21, giving it a ranking of 34th in the US. They do this while providing the ninth highest attendance rate in the nation with 6.1 visits per capita compared to a national average of 4.7. In short, Idaho’s 140 public libraries are efficiently run organizations that don’t have a lot of extra human or material resources to take on additional projects, such as those described and evaluated in this document. Most of the libraries serve populations of less than 5,000 and the median staff size state-wide is two full time people. Thus, quality of implementation could suffer if the grantees don’t have enough staff or fail to hire additional staff to implement the grants. Furthermore, 61 public libraries participated in at least one Read to Me program during 2007. Thus, the pressure on scarce resources is not confined to a small percentage of Idaho’s libraries. This issue of scarce human capital in Idaho’s libraries is something that should be carefully monitored in the future so that new and effective programming has the highest probability of success.

Section 3: 12th Annual Read to Me Meeting: Showcasing Success March 5-6, 2009

On March 5th and 6th, 2009 the Idaho Commission for Libraries held the 12th Annual Read to Me meeting. This meeting was for libraries currently participating in Read to Me programs or libraries interested in becoming participants. The evaluator attended both days for the full meeting time. He observed and participated in all aspects of the meeting.

The two day meeting will be described and evaluated in three parts. The first part will describe the meeting and provide the evaluator's reflections about it. The second part will provide a summary of the formal evaluations that were completed by attendees at the conclusion of the meeting. The final part will provide the evaluator's recommendations.

Description of Meetings

The meeting was held in a large conference room at the Oxford Suites Hotel in Boise, Idaho. There were approximately 82 people who attended representing 50 libraries from around the state. Following is a brief description of each day's activities followed by notes from the evaluator taken while he observed and participated in the meetings. This may appear to be a rather unorthodox way of reviewing and evaluating a two-day meeting, but the format was chosen since it accomplishes the two objectives for this section which is a brief description of the content of the meeting and the evaluation of it by the evaluator. Thus, at the conclusion of this section, readers will have an outline of most of the meeting contents and a discussion of what went well and what could be improved.

Day 1:

Activity: Welcome and Opening Remarks—Ann Joslin, State Librarian

Description: Ms. Joslin welcomed the attendees and spoke about the role of libraries in communities and individual's lives.

Notes from Evaluator:

Ms. Joslin quoted from the interim Read to Me evaluation report submitted in January, 2009. I am not sure the audience fully understood where the quotes came from and the particular context for them. She did say that the information came from the interim report, but I am not sure how many in the audience really understood the context and what the evaluation report was. I am pretty sure of this given that a number of folks really didn't understand the evaluation and the importance of the data they submit to the ICFL until after my presentation on the morning of March 6. If I had to do it over again, I would have gotten the quotes that Ann read during her presentation/welcome and reread them after my presentation. Not to upstage her but to bring the power and positive nature of the comments back to the foreground.

Activity: Opening skit by Stephanie Bailey-White, Peggy McClendon, and Staci Shaw and self-introductions of all attendees

Description: The skit was a humorous ice-breaker and also served to introduce the slide shows showcasing the photos the attending libraries had sent in. The slide shows would run off-and-on throughout the two day meeting and each would show different photos from the libraries.

Notes from Evaluator:

The skit was great. It broke the ice and also set a friendly, warm tone for the meeting. Having all the attendees introduce themselves took some time but it was time well spent since it showed them that they were appreciated and valued. It was an effective means for welcoming everyone in attendance.

This meeting is no different from the August meeting I attended last year (See interim evaluation report for a detailed evaluation of the August, 2008 meeting). There is a feeling of respect and unconditional positive regard for the attendees. The ICFL has a real talent to project a consistent demeanor of “We are here to help. We aren’t here to tell you what to do or to tell you how to do it, but instead to help you do what you want to do and to help you do what you currently do better.”

There were slide shows throughout the two days showcasing libraries. At breaks and transitions a slide show would be shown. The libraries had sent in photos and Stephanie put them into Windows Movie Maker and put the Read to Me music she found in the background. It was great. It took a while for these slide shows to catch on. People didn’t at first fully understand what they were or perhaps they were too busy catching up with fellow librarians to pay a lot of attention, but by the afternoon of the first day people were paying attention to them and laughing at them. They began to anticipate them at breaks and transitions and would look at the screen to see who was popping up.

Activity: Overview of content of meetings, overview of 3-ring binder, and ground rules for the two days.

Description: A very thorough overview was provided of what the two day meeting would contain. After this, the ICFL staff took turns going through the sections of the 3-ring binder explaining the contents and how they will be used during the meetings. At the conclusion of the binder overview, Peggy McClendon outlined the ground rules that would be followed at all times during the two days.

Notes from Evaluator:

The staff provided an excellent overview of the content by walking attendees through the sections of the binder. I believe they did this because of my recommendation from

the August, 2008 meeting to spend more time showcasing the binder and familiarizing attendees with its contents. At the August, 2008 meeting a very complete binder had been handed out and only briefly showcased. It was not referenced much during the meetings either. Such was not the case, at this meeting. The binder was equally comprehensive and of high quality but it was thoroughly overviewed and introduced and then referenced and utilized throughout the two days of the meeting.

Stephanie talked about having folks take their Jump Start materials and other materials back with them to save shipping costs. There was a big banner that would be difficult to get into a car but also difficult to ship. Just like the public libraries in Idaho, the ICFL appears to be very cost-conscious and frugal. At the end of both days of the meeting, as I was walking out to my car, I saw ICFL staff loading boxes of books and materials into attendees' automobiles. It would probably be much easier to just box them up at the ICFL office and call United Parcel Service for a pick-up, but instead they took the time to haul all these materials out to the meeting so folks could take them home with them and save the shipping.

Peggy provided ground rules for the two days. This was a great idea. I wouldn't have thought of this for such a large group, but now I realize it was very important and helped set and maintain the tone of collegial interaction for the two days.

Activity: Read to Me Showcase

Description: Various libraries representing the breadth of Read to Me programming were invited to present overviews of their programs.

Notes from Evaluator:

Kuna showcased their "Literacy on the Move Kits" for daycares. The Kuna librarian showed the contents of one kit but it was hard to see the contents since they were on standard-size paper and the room was large. I suggest next time that these materials be put into PowerPoint slides so they can be projected. This should also be done for book covers so they can be projected instead of the presenter holding the book up in a large room. It would also be good to have a list of the kit contents in the attendee's binder. Attendees asked for these lists during questions and answers, so it sounds like it would be a good use of resources. An audience member said, "There's no reason to re-invent the wheel. Do you have lists of books in the kits?" The folks from Kuna said that they would bring them the following day. I suggest these lists also go in the binder, but if adding such things will make the binder too big, then have the lists on the web and show them as part of the presentation. They kicked off their kit program with a dinner where the daycares were invited. The Kuna High School culinary arts program did the dinner. They hired a local school teacher to build the kits, do story time at the daycares, and do outreach to the daycares. After the Kuna presentation, the children's librarian I was sitting next to said, "That's a cute idea." Now, this is just one person in the audience who reacted this way, but I think her comment was genuine and it shows that she got some good ideas from the presentation. I think this is a fairly

common occurrence at the annual Read to Me meeting. I talked with several “veterans” who had attended many of the meetings and they said they always leave with new ideas.

Larsen-Sant showcased the FRED (Fathers Reading Every Day) program. The FRED program cost \$240. You get a how-to manual and 50 guides for dads. It’s a 4 week program. They met once at the beginning to kick it off and then 4 weeks later for a culminating celebration. The celebration was a dinner. The presenter just talked about the program. She needed visuals. Specifically she needed to show some examples from the program materials in addition to telling us about the program. I struggled to get a picture in my mind of what this program looks like because of the lack of visuals. She had one of the guides for dads and she held it up, but only those attendees seated close to her could see what the guide looked like. Again, the room was large and the lighting was not optimal so holding anything up in front of the group did not work well. She should have projected the guide and materials on the screens. She said they had trouble getting fathers to fill-out the log at the back of the guide, but she has been asked by fathers to do the program again. An audience member asked how she got fathers to show-up at the kick-off and culminating celebration. They advertised in the newspaper, used word-of-mouth, and mothers who attended library programs with their children signed fathers up at the library. Participation in the program was not great but they did achieve a good start. The presenter said they want to get more the next time they do the program.

Weippe presented their Junior First Lego League. The librarian put together 3 full teams of 6 kids. 1st-3rd grade kids were targeted. It cost \$300 for each team. It was an after-school program. They researched climate, and the kids built models of climate out of Legos. She showed pictures of some of the projects. This was very helpful for understanding; but like the FRED program above, the audience needed to see actual materials, activities, etc. to get a better sense for the program and what it did. In other words, more visuals were needed.

Activity: Noon Speaker

Description: Dr. Harriet Shaklee from the University of Idaho Extension Service spoke about at-risk children and families.

Notes from Evaluator:

She had some old charts of risk factors that she included on her hand outs. Her information was good but she needed PowerPoint or some other type of visuals to carry her presentation along. She also needed to update her materials. The citations were old. It is fine to use old citations to show the history of an issue, but showing current information is also important so attendees are fully informed. Attendees appeared to respond favorably to her presentation so maybe the quality and currency of the materials weren’t important factors.

Activity: Speaker on how to build effective partnerships

Description: Ann Abrams, head of marketing for the Idaho Commission for Libraries, spoke on how to build partnerships.

Notes from Evaluator:

She started out by having attendees complete a quiz that she then referred back to during her presentation to underscore her points. Her presentation was very good. She was an engaging speaker who entertained but also informed the audience about key aspects of partnerships.

Activity: Conversation Cafés

Description: These were round table discussions focused on partnerships. This particular round table format was being tried for the first time at an Annual Read to Me meeting so it was experimental. ICFL staff invited experts in five areas. Each of these experts were seated at a table. Meeting attendees congregated around the expert in which they were interested. The experts were to foster discussion but also answer questions and provide information. The five experts were in the following areas: (1) Head Start; (2) public school Title I programming; (3) Women, Infants, and Children (WIC); (4) at-risk families and early childhood programming (Dr. Shaklee from the U of I Extension; and (5) limited English proficiency programming (LEP) in the public schools. The expert who was to facilitate the LEP discussion canceled due to illness so four cafes were conducted instead of 5. ICFL staff allotted time for two rounds of the cafes. Thus, attendees could talk with two of the experts but not all four. An ICFL staff member attended each one of the cafés and took notes so a record of the conversation could be kept.

Notes from Evaluator:

This was a great idea. I have since seen an email from ICFL staff stating that summaries of the cafes will be put up on the web so everyone can see what was said in those that they couldn't attend. This is a great idea, but in the future, I suggest that the discussions be shortened just a bit and then have folks do more rotations. How many rotations is hard to say, but 3 out of 4 or 5 makes intuitive sense. Even with more rotations, however, the notes from all the cafes should still be put on the web so attendees can read about those cafes they couldn't attend and review those that they did. Before the cafes started, each expert who was to facilitate a café (see those listed above) was given a few minutes to introduce themselves and their topic to the attendees. The gentleman from Head Start said that 4,200 children attend Head Start in Idaho and that there are 4,200 on a waiting list. He said that it would be great for libraries to serve the 4,200 not in the program. I thought this was a powerful point. Then we broke up into the cafes. I attended Dr. Shaklee's. She provided some interesting information, although she didn't talk a lot at the round table. She said that some children don't qualify for developmental preschool and that libraries could serve them. She also suggested partnerships between the welfare department, which deals a

lot with young children, and libraries. She said that welfare employees could do their evaluations in the library. She said this with emphasis because I think she realized the synergies possible in a set-up like this. Dr. Shaklee also said that Parents as Teachers is another good organization with which to partner. She suggested that libraries go to businesses where people do shift work and do presentations at dinner breaks. She said low income people are often times shift workers. This was another good idea. I thought it represented a very progressive and pro-active approach for libraries to take in their outreach efforts. I then moved to the table where Lynda Westphal from WIC was leading the discussion. She talked about summer nutrition programs. She was very knowledgeable and provided excellent information. She had brochures and offered to get people more. I could tell the librarians didn't know a lot of the information provided because they asked a lot of questions and acted surprised and/or pleased at times about the information. The WIC café appeared to be quite effective. The information was very well-organized, but I don't know if this organization was the consequence of Westphal's approach or if it was a consequence of the way the questions were asked by the audience.

Final note about cafes: Even though the hotel staff pulled the divider across the large conference room and made it two smaller rooms, the noise level was too high to hear well at the cafes. There were four cafes going on simultaneously so about 15-25 people surrounded each table. This made for some large circles or double rows of people around the tables (double rows meaning people seated behind each other). There was some of both at Dr. Shaklee's table—a large circle and some people sitting behind one or two others. It was difficult to hear all of the conversation. If cafes are done again, and I think they should be, break-out rooms are needed that are set-up for roundtable discussions.

Activity: Overview and information about Read to Me programs.

Description: Throughout the two days of meetings, the individual Read to Me programs were described and showcased. The programs were not all done at once, but instead throughout the two days at various times a Read to Me program would be described and showcased. The presentations were structured for attendees who currently didn't participate in the program but who might want to begin and also those libraries who are currently doing the program. Thus the information provided was a combination of basic introductory information along with status information and how things will change in the future. The programs showcased at this particular point were Summer Reading and Jump Start

Notes from Evaluator:

45,850 kids participated in summer reading programs during 2008. I never knew the program was so large. Stephanie provided a description of the program but also a lot of information and ideas about the program so even the veterans in the audience who have done summer reading for many years got a lot from the presentation. Stephanie then overviewed the Jump Start program. She talked about the pilot evaluation tool

we made. It is a tool to see what parents think of Jump Start and if the program causes more people to go to the library and utilize services.

Activity: End of Day Creative Ideas Sharing

Description: At the end of the day, attendees were asked to share their creative ideas in any area related to their library Read to Me programming.

Notes from Evaluator:

It started slowly but gained traction the more Stephanie pressed them to participate. It was good Stephanie pressed them. This is a real talent of hers. She can cajole an audience to participate or respond without making them feel threatened. In this particular case, in the end, they participated and the group enjoyed it and benefited from the ideas that were shared. For example, Rigby shared their U-Tube videos of the six early literacy skills. The Rigby librarian showed part of one video off the web. It is a quite unique and interesting way to make the skills available to the public.

Day 2:

Activity: Overview and information about ECRR Family Workshops.

Description: This was another of the Read to Me programs that was showcased and discussed.

Notes from Evaluator:

Stephanie shared tips about the workshops. She provided very good ideas. I recommend that these tips be included on the ICFL web site. I say this because I think the libraries vary widely in their basic ability to teach. Some librarians are natural teachers and do a great job while others probably need some help. Thus, the tips need to be readily available so librarians can refer to them when they are preparing to teach the workshops. I didn't see Stephanie's tips in the binder, but I might have missed them. If they weren't in the binder, then they needed to be or at least they needed to be put on a PowerPoint slide so people could both hear and see them during the presentation. Even if they were in the binder, they still need to be on the web site.

The library director from Jerome talked about how they had translated the ECRR Family Workshop scripts into Spanish. She said the translations were far from verbatim because of cultural differences and also the fact that Spanish has one-to-one letter-sound correspondence, so the Hispanic parents needed to understand why it was necessary to focus so much on letters and the sounds they make in English. What Jerome has developed sounds very good.

Activity: Program Evaluation

Description: Roger Stewart, the lead evaluator for the Read to Me programs during 2008-2009, presented results from the Interim Evaluation Report. He also did a brief activity with the audience concerning program outcomes and how to evaluate them. He showed the audience possible outcomes for Read to Me programs and provided a list of tools and methods that could be used to evaluate the outcomes. An example of an outcome was “More children enter school with the six early literacy skills that serve as the foundation for learning to read and write.” Examples of tools or methods to evaluate outcomes included Idaho Reading Indicator (IRI) scores, surveys, circulation statistics, and specially marked library cards. Attendees were to work at their tables discussing the outcomes and choosing which methods or tools could be used to measure/evaluate the outcome. They were also asked to add more outcomes and methods and tools. After they discussed, Stewart led a whole group sharing and discussion session.

Notes from Evaluator:

I will only elaborate briefly here since I am writing about my own presentation. I do have some criticisms. These are my impressions. First, I should have made sure the audience knew where the PowerPoint slides were in the binder. Second, I needed to leave more time for the activity. There wasn't enough time to develop it fully. The consequence is probably what happens too often in teaching. The audience members who had a good sense for what systematic and intensive evaluation looks like didn't learn much because they already knew the information, and those who didn't have the knowledge didn't gain it because the concepts weren't developed thoroughly enough. Intensive, systematic program evaluation is new to many folks in the service professions, so it takes time for them to develop a model in their minds for what it looks like and their role in it. In short, I spent too much time reporting results from the interim report and didn't leave myself enough time for the activity. But I think most people enjoyed hearing the results from the interim report.

Activity: Overview and information about First Book

Description: This was another of the Read to Me programs that was showcased and discussed.

Notes from Evaluator:

For next year, the separate family workshop and family event are being combined into one event. In past years, libraries were required to hold a workshop and to hold a separate family event for their First Book families. These two events will be combined from now on. I think ICFL staff realized that two things were too much and the libraries were cutting corners on this by combining the two into one event or piggy-backing one of the First Book events onto another event such as Family Reading Week. The ICFL staff recognized this and made the adjustment in the requirements. Idaho Child Care Reads was also discussed at this time but I have few notes on it. That doesn't mean the presentation was poor or poorly received. All of these program overviews were very well-done and well-received. Throughout the two

days of meetings I missed some things because I was concentrating on other things going on in the meeting room or going back over my notes to make sure I had enough information about what I had seen.

Activity: Presentation by Dylan Baker from Ada County Library about web-based resources and software.

Description: Mr. Baker showed the audience a variety of web sites and software tools that libraries can use for many different purposes.

Notes from Evaluator:

This was an excellent presentation. Mr. Baker knew his material and did a good job showing web sites and talking about the pros and cons of particular software programs. He used a lot of visuals and you could tell he was highly experienced with the content. Some examples of things he showed and discussed were Zamzar.com which converts a file to pdf format and emails it to you; Wordle.com which produces fun word collages; Generatorblog.blogspot.com which is a great idea website; and Printwhatyoulike.com which takes out online ads so things print better off the web. He also showed movie maker programs that he uses that are available for free on the web or a small cost.

Activity: Break-out sessions

Description: There were two break-out topics. One focused on ideas for conducting bilingual story times and the other focused on ideas for lap sit story times. The wall was pulled across the conference room to make two separate rooms. Attendees went to one or the other break out session. There wasn't time to rotate so attendees could attend both.

Notes from Evaluator:

This is an excellent and important topic and it being showcased at this meeting shows how "on top of things" ICFL staff are. They know what type of programming is needed in Idaho libraries and do an excellent job providing information, training, and support concerning these new programming needs. I think at least one half-day could be devoted to this topic to show books and activities appropriate for bilingual story times and to allow participants to practice with the materials, share ideas, and ask questions. This longer presentation could also include how to incorporate the 6 early literacy skills into bilingual story times. The presentation that I saw would have to be augmented and improved to span a half-day, however. The presenter was quite nervous and lost her place in her materials and couldn't find things that she wanted to show. For example, she couldn't find a song on the CD she had. But she did a credible job and with more practice and experience she could easily do a half-day that would be quite effective. She definitely has the content knowledge and the experience. She only needs more practice "teaching" her peers, which can be difficult and nerve-wracking at times.

The other break-out session focused on lap sit story times. The presenter's knowledge and experience came through strongly. It was obvious she was quite comfortable presenting in front of large groups. The group at this break-out session was much larger than the one for the bilingual story time. Of course, high quality lap sit programs are essential and should never be short-changed, but the disparity in attendance between the two break-outs was noticeable. This might mean that the ICFL needs to emphasize that there is great need for bilingual programming in local libraries and thus generate greater interest and attendance. But I can see why the presenter drew the crowd she did. She was highly accomplished. She sang, danced, chanted, and showed materials and song CD's. She was an expert at what she does. Attendees appeared to really enjoy this session and learned a lot from it. There was high interest and engagement from the group.

Having two break-out sessions with the room divider up worked fine this time. When I was sitting in the bilingual story time session, there was some distracting singing and chanting coming from the lap sit group in the room on the other side of the divider wall, but it wasn't that bad and it only lasted the length of the song or chant—which wasn't long. I think the divided room worked for the two break-outs because there were only two. In the case of the cafes, there were two in each room and the noise level became too much.

I liked these break outs. I would recommend doing them again.

Activity: Plus/Delta activity to close the meeting

Description: A +/Δ activity is used to close a meeting. A facilitator takes comments from the audience focused on things that they liked about the meeting (+'s) and things that they would recommend be changed in future meetings (Δ's). A chart is filled-out with the +'s on one side and the Δ's on the other.

Notes from Evaluator:

Staci facilitated the activity. She did a good job drawing the audience out. They were a bit reluctant to contribute at first but with some prodding by Staci they began to participate. A good summary of the strengths and weaknesses of the meeting resulted from the activity.

Additional Notes from Evaluator Not Tied to a Specific Activity During the Meeting:

Overall the two days were excellent. The energy level remained high. With few exceptions, the quality of the presentations was consistently strong. The ICFL staff were excellent and presented a consistent positive demeanor across all aspects of the two days. All three of them, Stephanie, Peggy, and Staci, are excellent in front of a large group. All of this combines to make a meeting environment that is professional and productive yet at the same time has a friendly and casual feel to it. I have been

responsible a number of times for organizing and conducting meetings of this size over multiple days. It is a lot of work, and for the meeting to go consistently well much sustained hard work is required over many months in order for all of the arrangements to be made and confirmed in preparation for the meeting. Furthermore, during the meeting itself a lot of focused energy is needed to keep the meeting moving forward, to keep the energy level high, and to make the ever-present adjustments that are required as the meeting unfolds. I readily recognized the amount of work that had gone into this meeting, and I witnessed first-hand the level of energy that the ICFL staff invested in the meeting during the two days I attended. Idaho public libraries are fortunate to have a team at the ICFL who work so well together to deliver high-quality professional development.

A thought at this point as I write up these notes: I got the sense during the two days that some libraries are further along the evolutionary continuum than others. Some understand the importance of a dynamic outreach program that reaches a wide variety of people, including those who regularly visit the library and those who don't. Others just see outreach as providing more services to their regular patrons. I have no direct evidence for this assertion except in the presentations and the reactions to them. Some of the librarians didn't seem at all concerned that most of their programming was going to regular library patrons while others talked about reaching out to folks who don't usually patronize the library and the importance of doing so. I see very clear parallels between libraries and public schools. For decades in schools, kids were underserved or not served at all and teachers just kept doing the same thing year-after-year and thought it was all they could and should do. Now, because of high stakes testing and accountability, schools are beginning to change. They are seeing their responsibility broaden to all children, not just those who come to school with the background so that they are ready to learn. I think there are parallels here between schools and libraries. It might be that in the past libraries did the same thing with their programming. If the person walked through the library door, they were served well, but if they didn't then they weren't thought about all that much. I am not sure why libraries are changing, but it appears many of them are, and they, too, are reaching out to serve more than just those who walk through the door. But just like schools, some libraries are more aware of this new imperative than others. What this means for the ICFL is that in the future some differentiation of offerings will be needed. For example, for those libraries that have active outreach programs, meetings would focus on new ways and ideas for making such programs even better. For those libraries who are not as far along with their programming, then meetings would focus on the nuts and bolts of how to get such programs up and running and sustain them.

The following section reports the results from the participants' evaluation of the orientation meeting.

Attendees' Evaluation of the Meeting

Attendees completed a written evaluation at the conclusion of the meeting. The evaluation had both Likert-type items where respondents circled numbers on a scale from

1 to 5 and open-ended questions where respondents provided written comments. Analysis and summary of the numerical data will be provided first followed by analysis of the written comments.

Respondents were asked to rate their level of knowledge concerning the topics covered by some of the presenters at the meeting before the presentations and then after them. These questionnaire items utilized a 5 point Likert-type scale that ranged from low knowledge (i.e., 1) to high knowledge (i.e., 5). Not every topic was evaluated but only those that represented the primary content delivered during the meeting.

Table 3-1 provides the results from the portion of the evaluation that asked attendees to rate their knowledge before and after the meeting. The frequencies and percentages of responses falling at each point on the scale are provided.

Table 3-1: Before and After Meeting Evaluation Statements by Response Category

Statement	BEFORE the workshop, where were you on the skills and knowledge ladder? (1 is low and 5 is high)					AFTER the workshop, where are you on the skills and knowledge ladder? (1 is low and 5 is high)				
	1	2	3	4	5	1	2	3	4	5
	1. My knowledge of Read to Me programs (First Book, Jump Start, ECRTR, etc.) (B n=62; A n=62)*	7** 11.3	3 4.8	24 38.7	19 30.6	9 14.5	0 0	1 1.6	2 3.2	16 25.8
2. My knowledge about creating partnerships. (B n=62; A n=62)	7 11.3	3 4.8	24 38.7	19 30.6	9 14.5	0 0	2 3.2	6 9.7	26 41.9	28 45.2
3. My knowledge about program evaluation. (B n=62; A n=61)	13 21.0	13 21.0	25 40.3	9 14.5	2 3.2	0 0	2 3.3	6 9.8	28 45.9	25 41.0
4. My knowledge about the Web 2.0. (B n=62; A n=58)	16 25.8	19 30.6	22 35.5	4 6.5	1 1.6	1 1.7	2 3.4	17 29.3	17 29.3	21 36.2

* n is the number of respondents for the particular statement. Totals are given for both before and after statements because in several instances the number of respondents is different. B = before and A = after.

** number of respondents who marked this point on the scale. Underneath this is the percentage of respondents who marked this point on the scale.

In the case of all four statements in Table 3-1, respondents reported quite dramatic growth in their knowledge. In the case of items 1 and 2, attendees started out with a bit more knowledge of these topics than the other two, evidenced by more responses at levels 4 and 5 in the before column, but the meeting was quite successful at moving most all respondents to the two highest levels of knowledge. This is quite an accomplishment when the diversity in the audience is considered. There were attendees who were very familiar and experienced with virtually all the Read to Me programs and attendees who knew very little. This was true also for building and sustaining partnerships. Because of the high quality presentations by ICFL staff concerning the Read to Me programs that occurred throughout the meeting and the fine presentation by Ann Abrams concerning partnerships, all levels of knowledge were successfully addressed during the meetings so virtually everyone left feeling that they had gained much.

Items 3 and 4 were a bit different. Respondents were not as knowledgeable about the topics before the presentations but still reported learning a lot as a consequence of

them. The presentation on program evaluation, like the two items discussed above, moved most respondents to levels 4 and 5. The Web 2.0 presentation didn't move as many respondents into levels 4 and 5, but the evaluator does not believe this is due to a poor or ineffective presentation. On the contrary, this presentation was of equal quality to the others and respondents rated it one of the most useful during the two day meeting (see Table 3-4 below for this data), but respondents had the least knowledge in this area of all of the topics, so it makes sense that in the short time the respondents were exposed to the wealth and complexity of this information they would not be able to move that far on the knowledge continuum. This is in no way meant to be a criticism of the meeting format or the ICFL staff who organized the meeting. Given that the goal of the presentation was for audience members to be introduced to this information, the presentation content and format for delivering were exactly as they should have been. What the responses on this particular item show is that now that librarians have had the introduction more time and resources will be needed in the future to continue developing their knowledge and skills in this important area.

Attendees were also asked to rate the usefulness of the information they received at the meeting. Table 3-2 provides the statements found on the evaluation form and the response profiles of respondents.

Table 3-2: Attendees' Evaluation of the Quality and Usefulness of the Orientation

Workshop Methods	Not Useful- - - - - Very Useful				
	1	2	3	4	5
1. How useful will the information you learned in this meeting be in your day-to-day job responsibilities? (n=62)*	0** 0	2 3.2	13 21.0	15 24.2	32 51.6
2. How useful will the information you learned in this meeting be in helping your library build its capacity to provide outreach services? (n=62)	0 0	2 3.2	3 4.8	17 27.4	40 64.5

* n is the number of respondents for the particular statement.

** Number of respondents who marked this point on the scale. Underneath this is the percentage of respondents who marked this point on the scale.

Again, responses were overwhelmingly positive. On the question asking about the usefulness of the information for day-to-day job responsibilities, 75.8% of responses were 4's and 5's, with a large majority being 5's. There were, however, 13 respondents (21.0%) who marked the middle of the continuum which could be interpreted as being unsure of the usefulness of the information. This is not a large percentage but it might be something to consider for future meetings. For example, an objective at future meetings might be to make sure, whenever possible, direct connections are made between the content being delivered by speakers and the day-to-day worlds' of librarians. A question that could be posed to elicit such a connection would be "Now that you've heard what the speaker had to say, how will this information influence your daily practice?" ICFL staff would be highly adept at posing such a question and fostering a focused and productive whole-group discussion around it. They are excellent in front of their peers.

An alternative interpretation for the 13 responses in the middle of the continuum is that there were attendees whose roles in libraries are such that the content really won't have much influence on their jobs. If this is the case, then the survey question needs to

be revised so that the responses can be analyzed by job role. This is important because a neutral or not useful rating on this question can be interpreted as a negative evaluation of the meeting content when in reality the respondent is in a role in the library where the information truly won't be useful to them. In such a context, a not useful response is not a negative but an accurate reflection of that person's role in the library.

On the second question, 92% of the responses were 4's or 5's with the vast majority being 5's. Obviously the information was highly useful to the attendees in helping them to continue building and improving their outreach services. The meeting focused on library outreach and this strongly positive response profile underscores the success of the meeting in achieving one of its primary goals.

Attendees were also asked to respond to three open-ended statements and provide additional comments. Table 3-3 provides the first statement and the coded categories and their frequencies that were synthesized from the responses.

Table 3-3: "One thing I would like to try at my library as a result of attending this session is..." (n=51)

Category	Frequency
<i>1. Incorporate more songs, activities, and movement:</i>	<i>Total</i> 21
a. More music, specifically, but not always, CD's (e.g., Add recorded music to lap sit program.)	10
b. Do more songs with activities and movement.	4
c. More songs	3
d. More interactions during programs (e.g., Make lap sit more interactive.)	2
e. More animation using recorded songs	1
f. More dances	1
<i>2. Try new programming:</i>	<i>Total</i> 16
a. Try a lap sit program	8
b. Try the First Book program.	4
c. Try Every Child Ready to Read Family Workshops	2
d. Try Fathers Reading Every Day (FRED) program.	1
e. Try Child Care Reads	1
<i>3. Hispanic family programming and resources:</i>	<i>Total</i> 7
a. Start bilingual story times	4
b. Include Spanish words in preschool stories	1
c. More Spanish language book resources	1
d. Incorporate more Spanish	1
<i>4. Use or improve web resources:</i>	<i>Total</i> 5
a. Web 2.0	2
b. Use more online tools	1
c. Improve library web site	1
d. Use web site more	1
<i>5. Miscellaneous responses:</i>	<i>Total</i> 9
a. Include more parenting resources	3
b. Offer story time during evening or weekends	2
c. Better teen program	1
d. Greater numbers of and more effective partnerships	1
e. Develop a slideshow with the Read to Me song and pictures to be shown at an elementary school assembly to recruit summer readers.	1
f. Incorporate lap sit activities into daytime story times	1

Fifty-one respondents wrote comments. As can be seen from Table 3-3 comments were numerous and diverse. The break-out session on lap sit programs which included a lot of music and movement created the largest amount of interest. Twenty-one comments were made about using more music and movement during library programs. The meeting was also successful at stimulating interest in trying new programs including lap sit programs, Read to Me programs, and programs that better address Hispanic family needs. And finally, there were 5 comments made about utilizing more web-based resources, and 9 miscellaneous comments that span a wide variety of ideas.

The second open-ended question asked respondents what “The most useful part of the 2-day meeting was.” Again, responses were coded into categories and Table 3-4 shows the results.

Table 3-4: “The most useful part of the 2-day meeting was ...” (n=60)

Category	Frequency
<i>1. Networking and sharing:</i>	<i>Total</i>
a. Sharing between libraries (e.g., sharing ideas, brainstorming)	31
b. Networking (e.g., conversations at tables, discussions with other librarians)	22
	9
<i>2. Internet resources:</i>	<i>Total</i>
a. Web 2.0	19
b. Seeing all the web sites	18
	1
<i>3. Other meeting components:</i>	<i>Total</i>
a. Evaluation workshop	39
b. Break-out sessions (e.g., lap sit (5); bilingual story time (3))	11
c. Learning about grant resources (e.g., learning about different grants (6); gathering funding sources and ideas (2))	8
d. Conversation cafes (e.g., general statements (3); Head Start Café (2))	5
e. Overview of the Read to Me programs	4
f. Partnerships (e.g., partnership ideas and the partnership presentation)	3
<i>4. Miscellaneous responses:</i>	<i>Total</i>
a. Encouragement, revived, finding new resources (e.g., “Getting inspiration for doing more programs!”)	7
b. Summer reading (e.g., ideas)	2
c. Program deadline printout	1
d. Hand-outs from other libraries	1
e. Affirming our mission	1
f. Gathering ideas	1
g. Dr. Shaklee’s lunch presentation about poverty	1

Sixty respondents wrote comments. Networking and sharing were very important outcomes from the meeting. Internet resources were also quite useful to respondents. Many other components of the meeting agenda were also mentioned as being most useful. The evaluation workshop was mentioned the most out of this category but the break-out sessions and learning about grant resources were mentioned almost as often. The miscellaneous responses category was included not because of a large number of responses but because the responses reveal the range of things people mentioned as being most useful to them.

The third open-ended question asked respondents “In order to make this meeting better, I suggest:” Again, responses were coded into categories and Table 3-5 shows the results.

Table 3-5: “In order to make this meeting better, I suggest:” (n=46)

Category	Frequency
1. Networking and sharing: <i>Total</i>	9
a. More discussion and interaction	3
b. Roundtable discussions for libraries to share ideas and problem solve (e.g., grouped by library size (1); grouped by topic of interest (2))	3
c. Sharing between libraries (e.g., “More sharing by everyone;” “Have people bring more stuff to share.”)	2
d. Time for libraries who participated in the same program to meet and share ideas.	1
2. More ideas needed in specific areas: <i>Total</i>	5
a. More information on technology and the web (e.g., training on web pages; Web 2.0 live demos when possible)	3
b. More summer reading ideas	1
c. More story time ideas	1
3. Other meeting components: <i>Total</i>	4
a. Conversation café was hard to hear	1
b. Increase number of conversation café groups to reduce group size	1
c. Lap sit presenter needed to leave time for questions	1
d. More time to learn songs since they are so popular	1
4. Miscellaneous responses: <i>Total</i>	33
a. General praise (e.g., meeting was wonderful, information was excellent)	9
b. No suggestions (e.g., “Can’t think of anything.”)	5
c. More time for meeting	3
d. More hands-on learning(2)/more training(1)	3
e. Meeting room (e.g., Pillars blocked vision (1); needs to be bigger (1); food in meeting room is “stinky” (1)	3
f. More movement (e.g., stretches, games)	2
g. Paper for notes or bigger paper	2
h. Starting and ending times (e.g., Start at 10 on Thur. & 8 on Fri.; Start later on Fri.)	2
i. Provide more give-aways and prizes	1
j. Skip over view of packet at beginning of meeting	1
k. Don’t like shared hotel rooms	1
l. Ways for staff to receive information that directors fail to share (e.g., email)	1

There are some interesting ideas under the networking and sharing category that may be considered for future meetings. As mentioned earlier, one of the most important outcomes of the meeting was the interaction between libraries. Items 1b. and 1d. in Table 3-5 would be good ways to foster focused and structured interaction thereby increasing the amount of time attendees had to share and network with each other.

Web 2.0 came up again as needing more time and attention during the meeting. But other than this topic, no other specific area or meeting component was mentioned more than once. This is excellent since it shows that the vast majority of respondents did not have criticisms or suggestions. Additional evidence for this is found under the miscellaneous responses category where 9 respondents had general words of praise for the meeting and 5 directly stated they had no suggestions for improvement. The other items under the miscellaneous responses category were only mentioned by 1-3 respondents so none of them represent significant concerns that need to be addressed in future meetings. They are included to show the breadth of comments that were made.

The fourth open-ended question asked respondents about “Other training or workshops I would like to see:” Responses were coded into categories and Table 3-6 shows the results.

Table 3-6: “Other training or workshops I would like to see:” (n=38)

Category	Frequency
<i>1. Technology (Respondents emphasized hands-on training.): Total</i>	<i>16</i>
a. General help with the Web (e.g., more training on the information Dylan provided)	10
b. Web 2.0	3
c. Making and/or maintaining web pages	2
d. Computer maintenance	1
<i>2. Suggestions about program types: Total</i>	<i>18</i>
a. Young adult programming (e.g., ideas, working with teen parents)	7
b. Summer reading ideas (e.g., from other libraries, using e-branch, ways to use internet and library websites)	5
c. Story time ideas (e.g., visual aids, book lists, baby/toddler story times)	4
d. Bilingual programming	2
<i>3. Miscellaneous suggestions: Total</i>	<i>19</i>
a. Ways to improve existing programs (e.g., more craft ideas(1), more music (4), finger play ideas (1), preschool art (1), movement (3))	10
b. Grant writing	4
c. Gaming in libraries	2
d. Getting kids in library	1
e. Building relationships with schools and teachers	1
f. How to do book talks	1

Technology training ranked quite high again. There is evidence from several portions of the end-of-meeting evaluations that libraries want more training in this important and rapidly emerging area. Respondents also had requests that focused on specific program types including young adult programming, summer reading programs, story times, and bilingual programming. Finally, items under miscellaneous suggestions were varied but two of the categories were mentioned enough that they warrant additional discussion. General ways to improve the quality of existing programs were mentioned quite often. These included the need for more craft ideas, music, and movement. Grant writing was also mentioned four times and is an important area for library training since grants are an important foundation for so many of the activities libraries undertake.

The final open-ended question asked respondents to provide additional comments. Responses were coded into categories and Table 3-7 shows the results.

Table 3-7: “Additional comments:” (n=49)

Category	Frequency
1. Thanks, praise and excitement about trying new ideas	31
2. Excellent hotel	9
3. Good food	4
4. Computer labs	1
5. Smaller groups	1
6. Difficult to hear	1
7. Respondent wants to learn how to use library web site for summer reading program (i.e., registration)	1
8. Break-out sessions fostered great networking	1

9. Conversation cafés were great	1
10. Binder and hand-outs made presentations easy to follow	1
11. Good sense of community—not competition	1
12. Would like to hear more about summer reading (e.g., ideas, practical handouts, innovative formats). “Loved the last segment on web ideas for Summer Reading!”	1
13. “I personally loved the statistics part!!”	1
14. “I really enjoyed interacting with my colleagues.”	1

Far and above any other comment, respondents thanked and praised ICFL staff for an excellent meeting. They also reported that they were excited to try the new things that they had learned. The hotel received a number of positive comments as did the food provided by the hotel. All other comments, most of which were positive, were only mentioned by one person. This shows again that there were no pervasive problems at the meeting and that the meeting went very well.

Recommendations

Even though the meeting was excellent and well-received by attendees, some recommendations can be made:

Recommendation #1: Keep the opening skit, the thorough introductions of all attendees, the slide shows, and the ground rules. You were quite successful at fostering a communal feeling where people felt welcomed and valued. You have real strengths in this area and you should be recognized for your talents.

Recommendation #2: When libraries present about their programs, make sure they show as well as tell as much as possible. Urge them to bring hand-outs and develop a full presentation with PowerPoint slides, pictures, and actual examples of the materials they use in a format so that everyone in the audience can see the items. The goal of these presentations should be to provide attendees a vicarious experience of the program being showcased. Asking libraries to develop a full presentation is a lot to ask of them but if the programs are going to be properly and adequately showcased this level of preparation is necessary.

Recommendation #3: Keep the conversation cafes as part of future meetings when applicable, but provide break-out rooms for them so noise levels can be managed. Also provide enough different cafes so group size is optimized for hearing and participation.

Recommendation #4: Keep pressing attendees to share their ideas and experiences even when they are reluctant to do so in front of the large group. You have a real talent for drawing the group out, and it is quite clear from the meeting evaluation that the attendees highly value hearing from their fellow libraries.

Recommendation #5: Web and internet training should be high on the list for any future workshops. There is a strong theme in the evaluations that this is an area of great interest by attendees.

Recommendation #6: It appears that attendees would like more time to network and share with each other, but a balance needs to be struck between using precious meeting time for this and using it for more formal presentations from invited speakers. It is recommended that at future meetings more time for networking and sharing be carefully and strategically phased in. For example, attendees made some excellent suggestions for formats that could be implemented and evaluated at future meetings. They suggested that break-out sessions/roundtable discussions be organized for libraries to share ideas and problem solve. These discussions could be organized by library size, by common interests or problems, or by the program in which libraries participated (e.g., ECRTR Family Workshops, Jump Start, etc.).

Section 4: Mini Grant Final Narrative Reports 2009

Libraries that received Mini Grants for 2008-2009 submitted final reports. All 30 of the recipients submitted final reports. These reports asked a series of questions some of which were selected response while others were open-ended. Following are those questions and the results.

Question: Please check the best practice your project supported (check all that apply).

Respondents were provided a list of best practices that were originally stated on the Mini-Grant applications they submitted for the selection process. Table 4-1 provides the list and the frequency with which they were checked.

Table 4-1: Frequency of Best Practices

Best Practice	Frequency
1. Outreach—early literacy or summer reading services to children, parents, and/or childcare providers in the greater community (for example, at summer nutrition programs, day cares, Head Start, etc.)	19
2. Every Child Ready to Read @ Your Library parent/child workshop	17
3. Providing story times for babies, toddlers and their parents and caregivers that incorporate the six early literacy skills	13
4. Other early literacy training for parents and/or childcare providers	9
5. Providing bilingual story times that incorporate the six early literacy skills	3

Outreach activities were the most common best practice. Libraries conducted a variety of such activities ranging from work with Head Start and daycares to providing services to teen parent programs. Every Child Ready to Read Family Workshops were also quite prevalent as were story times. Less prevalent were other literacy training activities and bilingual story times. The low number of bilingual story times is cause for some concern since the need for such programming is large and growing. ICFL staff are aware of the low number of libraries focusing in this area. In response, they have incorporated into current and future library trainings additional information about bilingual programming.

Question: Please indicate the proposed outcome(s) of your Read to Me project (check all that apply).

Respondents were provided a list of outcomes that were originally stated on the Mini-Grant applications they submitted for the selection process. Table 4-2 provides the list and the frequency with which they were checked.

Table 4-2: Frequency of Project Outcomes

Outcomes	Frequency
1. More Idaho parents and caregivers utilize public library services to help their children enter school with the six early literacy skills that serve as the	26

foundation for learning to read and write.	
2. More children enter school with the six early literacy skills that serve as the foundation for learning to read and write.	25
3. More children maintain or improve reading skills over the summer months by participating in library summer reading programs.	15
4. Other (see below for the entries)	9

The two outcomes focused on helping children enter school with a solid foundation in the six early literacy skills were the most frequently checked. Enhancing participation in summer reading programs was also checked quite often. The “other” category had a range of responses all of which follow. All nine of them are included here because they represent important outcomes:

- “More children maintain a love of reading and learn how to apply it by participating in library reading/story hour programs.”
- “Children will establish a connection with local staff and the local facility.”
- “More fathers participate in reading to children.”
- “More children become lifetime library patrons as well as lifetime readers.”
- “More children score a 3 on the Fall Kindergarten Idaho Reading Indicator.”
- “All 2nd grade students will read above grade level by May 2009.”
- “The library is identified to the community as an essential tool for a family’s success.”
- “More Idaho parents will be able to help maintain and improve their children’s reading skills by using literacy instruction at home.”
- “More children have access to books in their home by participating in the library’s outreach services throughout the community.”

The list of outcomes, both those provided and those offered under the “other” category, represent formidable and highly important project outcomes. As was discussed in the interim report, these outcomes are difficult to measure but it is imperative to do so. Participating libraries did an excellent job of collecting a variety of data to show whether or not their outcomes were achieved, but much of the data was anecdotal and that which wasn’t didn’t necessarily directly measure outcomes such as skill level upon school entry, creating life long reader and library users, etc. Even the tracking of increased library use by parents, childcare providers, and children was only done by a few libraries. Most of the reason for so few libraries tracking usage rates revolve around privacy concerns. Of course, privacy concerns should always be taken seriously, but in the future ways to openly collect this data through permission from parents and other library program participants should be explored. In short, it will be an important undertaking in future grant cycles to work with libraries to get more direct measures of these important outcomes. Those few libraries that tracked Idaho Reading Indicator scores are early examples of the type of data collection that should become more widespread.

Open-Ended Question: Provide a brief summary of the project to date: what was done, how, and by whom.

All grantees provided this brief description but they won't be presented nor discussed here because it would cause undue repetition. A thorough description of projects was provided in Section 3 of this report.

Question: Please indicate other Read to Me programs your library participated in this year (July 1, 2008 – June 30, 2009)

Libraries were provided a list of Read to Me programs and asked to check those that they participated in during 2008-2009. Table 4-3 presents the list and the frequency with which items were checked.

Table 4-3: Frequency of Read to Me Programs

Read to Me Programs	Frequency
1. At least one staff member subscribes to the Scoop	26
2. Summer Reading Outreach Opportunities	25
3. At least one staff member attended the Read to Me meeting in March 2009	25
4. Idaho Family Reading Week – November 16-22, 2008	24
5. Jump Start – spring 2009	23
6. At least one staff member attended the ALSC conference in Salt Lake City, Sept. 2008	16
7. First Book – August 08-July 09	7
8. Child Care Reads – August 08-May 09	7
9. Other	5

The first five programs in the table have quite high participation rates from these 30 libraries. The conference in Salt Lake City was also well attended by these libraries. The two programs that don't have very high participation rates are First Book and Child Care Reads. The "other" category had five responses, some of which make sense in the context of this question while others don't. All of them are listed below:

- "Every Child Ready to Read"
- "First Book/Every Child Ready to Read August 2008"
- "We offered Every Child Ready to Read Workshops, fall 2008, spring 2009"
- "One staff member attended Teens and Technology this winter, plus recipient of "Strengthening Library Services for Youth in Idaho" Wal-Mart Foundation Grant"
- "Staff participated in Outreach programs during the course of the grant: July 1, 2008 to May 15, 2009"

Open-Ended Question: Please describe who your target audience for project activities was. If your project included various activities for different target audiences, please show a break down for each.

This was an open-ended question so responses were read, categorized and counted. Table 4-4 presents the categories and frequencies.

Table 4-4: Target Audiences by Category and Frequency

Target Audience	Frequency
1. Various age groups of children, their families and caregivers (i.e., birth to 5 or 6 years (7)*; birth to 8 years (2); 1-2 year old children (2); kindergarteners (2); 2 nd graders at one elementary school (1); ages 5-9 (1); all age groups of children with various programs (1); elementary age children (1))	17
2. Daycares (i.e., children in daycares (7); parents with children in daycare (1); siblings of children in daycares (1))	9
3. Child care provider	7
4. Low socio-economic families and children (i.e., families and children (2); Head Start children and families (2); Title 1 parents and children (1); 3-8 year olds in daycares and preschools (1))	6
5. Parents (i.e., parents (1); fathers (1); parents of preschool age children (1); stay-at-home moms (1))	4
6. Spanish speaking families with children under 8 years	3
7. Preschools (i.e., children in preschools (2); teachers in preschools (1))	3
8. Teen parents and their children	2
9. Children and families who are not using library services	2
10. Church families	1
11. Children at-risk for reading readiness entering kindergarten	1
12. Children assessed as reading below grade level	1
13. Home schooled children of preschool age	1
14. Entire library district	1

* Numbers in () denote the number of times the particular target audience was mentioned.

Table 4-4 reveals a diversity of target audiences the most common being various age groups of children. Children in daycare, their parents, and child care providers were also mentioned quite often. The remaining categories were less prevalent but when taken in aggregate represent a wide variety of constituents being affected by these library programs. The diversity of target audiences supports the assertion that two primary goals of the Mini-Grants were achieved, namely to foster increased library outreach and to reach out to parents and children who do not regularly participate in library programs or utilize library services. This is a very positive outcome of the Mini-Grant program.

Question: How many people did your project serve from August 1, 2008 through May 15, 2009

This question asked about specific age groups of children and other categories of participants. Libraries were asked to write in how many people fell into each category. Table 4-5 provides the categories and the total numbers of people in each.

Table 4-5: Participants by Category and Frequency

Participants	Frequency
Number of children ages birth to three	7,516
Number of children ages 4 to 5	6,725
Number of children 6 to 8	2,506

Number of families	1,329
Number of caregivers (other than parents)	251
Number of families who had a library card before the beginning of the grant project	363
Number of families who got a library card between July 2008 and May 2009	826
Number of participating families who report that they read daily to their children	627
Number of programs for target families held at the library July 2008 to May 2009	700
Number of programs held for target children/families outside the library July 2008 to May 2009	504

The data in this table needs to be interpreted cautiously. Some libraries did not disaggregate their attendance by the age categories found in Table 4-5. And some did not survey parents about library cards nor track library card applications as a consequence of Read to Me Mini-Grant programming. Furthermore, libraries did not always specifically ask families whether or not they read daily to their children. Finally, the number of programs held for target families in and outside the libraries may be inflated since some libraries reported quite high numbers--numbers that probably included all of their programming and not just their Mini-Grant programming. If this report is to be used in the future, making this question clear that only Mini-Grant project data is to be included is an important revision to undertake. But some information can be gleaned from the table. When totaled across age categories nearly 17,000 children and over 1,300 families were impacted by these programs, and the impact was overwhelmingly positive as will be reported in subsequent sections of this report.

Question: Please check all data gathering tools you used for your evaluation.

Respondents were provided a list of data gathering tools and asked to check those they used such as parents surveys, attendance counts, etc. Table 4-6 presents the tools and the frequencies with which they were checked.

Table 4-6: Data Gathering Tools

Tools	Frequency
1. Attendance count	26
2. Parent survey	22
3. Library card count	19
4. Workshop assessments	15
5. Community partner or school survey	8
6. Circulation records	5
7. Other (see below for responses)	7

Attendance counts at events and workshops were the most common form of data collection. Parent surveys were also popular. Library card counts and workshop assessment forms were only slightly less common. Community partner or school surveys

and circulation records were not common. In the future, libraries should be urged to gather more systematic data from their community partners and local schools with which they partner. This information can be very valuable for not only understanding where partnerships are strong and weak but may also provide insights into program outcomes not revealed through the more common tools like attendance counts and parent surveys. The low number of libraries reporting circulation records is not surprising since privacy issues are important and Idaho libraries appear to be well aware of this issue and conduct themselves accordingly. But as was discussed above, in the future ways to ethically track such information should be explored since increased circulation is an important outcome of library outreach programming.

The “other” responses were varied. Two libraries used AWE computer workstation data. This data and an analyses of it can be found in Appendix D of this report. Two others mentioned Idaho Reading Indicator scores, and the remaining three libraries mentioned library staff evaluations of programs, contractor evaluations of programs, conversations with parents, and surveys during outreach events.

In aggregate Mini-Grant libraries are employing a variety of data gathering tools, all of which can provide important data. In the future, however, a more coordinated and cohesive approach to data gathering may be in order so program outcomes can be more consistently and validly measured across the network of libraries. Attendance counts are important as are parent surveys revealing what parents thought about and took away from workshops and library events, but these data sources do not clearly reveal whether or not the stated outcomes have been achieved. Have children improved in their early literacy skills so that when they enter school they are better prepared? And have participating parents and families started using library services and programs more resulting in increased literacy rates in families? Parent surveys and attendance counts can only inferentially measure these important outcomes. To more directly measure them the following assessments will be needed:

- Pre-post test data collected before and after program participation measuring children’s early literacy skills and parents’ knowledge;
- Idaho Reading Indicator scores for participating children compared to meaningful comparison groups of children who didn’t participate in library programming; and
- Library program usage statistics tracked over time through program attendance statistics and circulation statistics.

Open-Ended Question: Based on the information gathered, what are the measurable results of your project in terms of changes in/benefits for the target audience? Did your results support your selected outcomes? Please describe.

All respondents except two provided an answer to this open-ended question. The responses provided mostly anecdotal information because as was discussed immediately above, only a few libraries collected data that would directly assess whether or not the stated outcomes had been achieved. Anecdotal responses were similar to the following, “For the families that attended, this was beneficial for their learning to read and reading to learn.” But some libraries did present hard evidence of outcomes. Following are examples:

- One library conducted pre and post tests of parent and child care provider knowledge.
- One library conducted pre and post tests of children's letter and word knowledge.
- Five libraries provided statistics such as library patronage increased by 15 families, attendance at story time increased by 15-20 children each week, and children's circulation increased from 1,373 to 2,795 when compared year over year.

There were other examples of data being included. Several libraries used data from the parent surveys used in the ECRTR Family Workshop program to show positive outcomes. And several mentioned Idaho Reading Indicator scores but only two provided the actual scores. The other said the data was not available yet. Following is an example of a library reporting IRI data:

“Of the ten children entering kindergarten at ABC Elementary (pseudonym) this fall 9 of them attended the Daycare we partnered with passed 100% of the reading skills needed for kindergarten entry. The one child that did not attend the daycare was at 60-65%. The kindergarten teacher thinks they will all be reading by Christmas time and is ecstatic and impressed by the work the library has done with the daycare provider.”

In addition to the anecdotal data and the data focused directly on stated outcomes, there was other important information provided. For example, one library reported that local daycares in their service area are now bringing children to the library and bookmobile 3-4 times per month. This doesn't necessarily mean that the children will enter school better prepared to learn to read and write, but it is still an important and extremely positive outcome of these grants. What is needed in the future is to hold on to this rich and important anecdotal information while also collecting a larger amount of equally sophisticated quantitative and qualitative data directly focused on the stated outcomes.

Question: Project continuation: A. Please describe any steps you have taken to continue the Read to Me project after the end of the grant period. B. If Read to Me Mini-Grants are available again, would your library apply?

Part A of the above question was open-ended. Part B was selected response with the choices of “yes, no, and not sure.” Part A responses will be discussed first.

All but two libraries responded to this question. All of them have plans to continue all or parts of their Mini-Grant projects. For example, libraries reported having scheduled more ECRTR Family Workshops for the upcoming year. Libraries that conducted outreach to daycares and preschools reported that they were going back to these locations to continue their work. Furthermore, a number of these libraries reported having new and/or additional daycares to work with next year. And six libraries directly reported that they will continue to infuse the six early literacy skills into their regular library programming such as story times. It can be inferred from other responses to this question and other data sources used in this evaluation that many more than just six libraries will continue the infusion of the six early literacy skills into their programming.

This is a very positive outcome since an important goal of the ICFL was to facilitate the migration of the use of the six early literacy skills to as many different library programs as possible. This appears to have been achieved.

This is wonderful information that shows how effective these projects were and how well-received they were in their communities. It also shows that the projects will have a lasting legacy well beyond the closing date of the grants, but a concern needs to be explored. Only four libraries mentioned looking for outside funding sources. Granted a number of libraries said that they had applied for funding from the ICFL for other Read to Me programs, but only four talked of looking elsewhere for money and only two of these provided specific names of funders they had applied to (i.e., The Idaho Foundation and the Target Foundation). It is important to emphasize that much activity was generated in these libraries and their service areas as a consequence of these grants. Outreach efforts were significantly expanded at some libraries. Additional story times were added each week to accommodate increased attendance. Workshops were conducted during days, evenings, and weekends. Contractors were hired to provide specialized services. It is truly gratifying to read that much of this will continue after the Mini-Grant money runs out, but how much additional responsibility can already thinly staffed and sparsely funded Idaho libraries assume before they either have to give up doing these “extra” things or quality suffers. An example will illustrate this issue. A director in a small, rural library in Idaho spent considerable time looking for a person in the community who had the Spanish language skills, presentation skills, and knowledge to conduct bilingual story times and bilingual ECRTR Family Workshops. A person was located and now that person is going to be available during summer reading to draw more Spanish speaking children to the program since the person will be able to translate and communicate with the children and their parents. If this works, summer reading attendance will increase. This same library has added an additional story time each week because of the success of all the outreach work they have done. And the bilingual story time that was established as a consequence of this grant will continue in the fall. Where will the human capital and financial resources come to support all of this over time. Granted, dedicated librarians and library staff can sustain such efforts through passion and will, but in time the hard work takes its toll and important efforts have to be abandoned. To address this issue, Idaho libraries need support in finding external funding sources that will sustain their efforts after seed money and programming have been provided by the ICFL. Future training in this area is thus essential.

Part B was a selected response question. It is an important question since it serves to gauge how ready and willing libraries are to continue their participation in the Mini-Grant program. For example, if a large number responded “no” to this question it might signal that the libraries did not enjoy the projects and did not benefit from them. But just the opposite occurred. Twenty-six libraries said yes and none said no. Two responded that they were not sure, one left the item blank, and one library did not submit this page of the final report. This is an overwhelmingly positive response which probably reveals that the libraries found their Mini-Grants to be well worth the time and effort. The results also support the assertion that if the Mini-Grant program were to receive continued funding many of these same libraries would apply again.

Summary and Recommendations

Libraries were asked to “attach examples of publicity or family recruitment materials, program handouts, or other significant documents related to” their project. Many items were received. Taken together, the items further show how much time and effort went into these projects and the positive outcomes that came from them. But the items are too diverse and numerous to include here.

Libraries were also asked to include a completed Final Financial Report. The interim financial reports were analyzed for the interim report submitted in January, but the final financial reports will not be included in this final evaluation report. The interim reports were analyzed and included in the interim report to help the ICFL monitor the progress of expenditure of funds and to help identify libraries who either significantly overspent or under spent at the midpoint of the grant cycle so help could be provided well in advance of the closing of the grant cycle. That goal was achieved but it is not relevant for the final evaluation since the grant cycle has closed and the ICFL has fully accounted for all monies spent.

In closing, the final reports provided important information about Mini-Grant outcomes. As these final evaluation reports and other data sources point out, the projects were extremely popular with libraries and participants alike. The number and diversity of people who were impacted by these projects is striking; and importantly, the legacies that many of the projects will have will continue to positively impact the libraries and their service areas for some time to come. Following are two recommendations:

- Libraries should be provided support and training in finding external funding sources so that programs can continue and their legacies are better assured; and
- Libraries need to focus more on collecting valid and reliable data that directly measures the stated outcomes while also preserving the rich anecdotal data that they are currently collecting.

Section 5: Description and Summary of Visits to Idaho Libraries

Introduction:

This section will be written in the first person since it reports the thoughts and impressions of the evaluator as he traveled around the state to 23 libraries between September, 2008 and May, 2009. The libraries were in most every area of the state. Approximately 2,200 miles were driven to travel to the libraries.

Description of Library Visits:

I started by contacting the libraries I wanted to visit and requesting a specific day and time when I could come and visit the library and talk with someone either in charge of or knowledgeable about Read to Me programs being implemented in the library. I visited libraries around the state in three waves. In the fall of 2008, I started my library visits in the eastern portion of the state. I started from Boise and headed east on I84 and visited libraries all the way into the far eastern reaches of the state. I visited 9 libraries during this trip. In the spring of 2009, I visited libraries in the vicinity of Boise and within a couple hours drive from Boise in virtually all directions. During this phase, I visited 9 more libraries. My final trip was into the central and northern parts of the state. I completed this circuit during May, 2009, and I visited 5 libraries.

As stated above, I drove approximately 2,200 miles and visited extremely small rural libraries and some of the largest libraries in the state. I visited libraries small and large that were viable, dynamic places with heavy patron traffic and many programs being offered. I also visited some smaller rural libraries that had been or were being brought back from the brink of closing. In short, I believe I captured a good cross-section of Idaho public libraries.

My visits usually consisted of a quick library tour followed by a conversation lasting anywhere from 45 minutes to two hours with library staff. Most visits lasted about an hour. These were informal conversations where I asked questions about their Read to Me programming. I oftentimes referenced the reports and surveys they had submitted as part of their participation in the Read to Me programs and asked for further information about something they had said. And I mentioned things from the evaluation (anonymous information only) that would stimulate discussion about their library programs, what they were having success with, and where they were experiencing challenges.

Impressions from the Field:

I submitted an interim report to the ICFL in January, 2009. At the time that report was written, I had visited 9 libraries in the central-southern and eastern parts of the state. I wrote in the interim report the following:

The evaluator has over 30 years of experience in a variety of educational settings. He has conducted numerous program evaluations throughout his career. Never has he encountered as motivated and dedicated a group of professionals as the

people in the 9 libraries that were visited. The level of commitment to accomplishing the proposed grant activities was consistently high. The passion library personnel had for reaching out in new ways to their service areas in order to get more children to read and to have more parents adequately prepared to facilitate their children's early literacy development was inspiring.

After visiting an additional 14 libraries in the state, I could write exactly the same thing and underscore it. I remember sitting in one library in the spring talking with library staff and marveling at the number of outreach activities and the number of in-library programs they offered in a month. There were four people around the table all of whom had a role in administering or delivering Read to Me programs plus the many other programs in this particular library. At a pause in their excitedly telling me about all that they were doing and planning for the future, I asked, "How can you folks get all of this done with so few people?" There was a brief moment of silence and then the library director spoke up and said, "Passion, Roger. We are passionate about what we do." I couldn't have captured the essence of what I had sensed in numerous libraries around the state any better than in those simple lines. In this particular library's case, the passion manifested itself in a library staff full of energy and smiles. In other places, the staff were more subdued but their passion for pursuing their mission manifested itself in other more subtle ways. Take for example, a library director in a very small, rural library.

During our conversation, I brought up the topic of sustaining her outreach program to daycares after the external funding ran out. In my opinion this is an important issue since the ICFL doesn't want to constantly be helping libraries start new programs only to see them disappear after a year or two of funding from the ICFL. So I talked about this issue with a number of the libraries I visited. When I brought the issue up with this particular director, she said that she had cut her salary so that she could use the money to continue paying the person she had hired to do the daycare outreach work. After she said this, I paused for a moment wondering if I had heard her correctly, so I reflected back to her what she had just said and she nodded assent. I then asked her why she decided to do this and she replied that she felt so strongly about the program and it had been so successful that she just couldn't see it going away. I could see her point because earlier in our conversation she had told me that she had not been able to get families to come to an evening story hour for a number of years. She had tried different days and times but attendance at an evening story hour just never took off. As a consequence of the outreach work to local daycares supported by the Mini-Grant so many parents were made aware of all the library had to offer and the importance of these offerings to their children's literacy development that when library hours were extended and an evening story time instituted they attended. This library had surveyed parents in the community and it was found in the survey data that a sizable number wanted evening hours and an evening story time. When I visited this library in spring, 2009 the evening story hour had been ongoing for several months and attendance was growing each week. The numbers who were attending were quickly outstripping the size of the library (This was a very small library in small rural town.). The Mini-Grant had been a catalyst that had far-reaching consequences that will probably extend well beyond the grant cycle itself. And to further illustrate and underscore the vision and passion that library staff have for their jobs and programs, this librarian said to me during our conversation that

she was looking forward to the summer months when it remained light outdoors longer in the evenings, because she could envision even more families in this small rural community walking to the library together in the warm summer evenings to attend story time.

I have numerous anecdotes from my visits like those above, but I think a response from a librarian who I had the pleasure of meeting and talking with during one of my visits captures the issues better than I ever could. This particular response was found in a Mini-Grant final report:

“These grants are so critical to us reaching children who cannot come into the library. Developmental research for children clearly is indicating that child rearing practices are the most influential factor in school success. If we can better equip those with whom the children spend their most time with, in terms of literacy, who wouldn’t support that? Libraries are so willing to go out and do this work, all we need are state officials and legislators who will give us the financial support that we need. So many children are in need and we must face the fact that they may have parents who themselves may lack literacy skills or the ability to know to model those skills to their children. This includes childcare providers. Libraries are an incredible resource for communities but the staff’s education, dedication, and abilities are under recognized. Too often funding is put toward educating children who are already in school or through state-run preschools. The first is too late and the second does not address the research supporting changing child rearing practices and families of these children. We are putting our money in places that are not meeting the need. These programs can reach not only the children, but the daycares, the parents or other family caregiver. We are a neutral, non-threatening source that can help them. Also, we are not gone after 3:00 in the afternoon. They can come in and talk with staff and get information, even on the weekends. We offer many services that don’t even require a library card! These grants when well applied they can accomplish so many things. Idaho must find a way to continue them.”

My visits corroborate this person’s statement. The data that will be reported in this report does also. But the statement needs some expansion and additional qualifications.

Not all libraries in Idaho are the same. Each is a unique entity that has changed over time in response to local conditions. Some are more dynamic than others. Some are staffed with people who have training in library science while others are staffed with local people who have no formal library training. Some of the people with formal library training are not as excited about taking on new projects and outreach efforts as those with less training, but the opposite occurs just as often. In other words, it is hard to make statements that hold true for all Idaho libraries. They are very individual in their characters. Some are ready and able to take on most anything they choose to do especially when given the superb support and guidance provided by the ICFL. Others are less willing or less able to take on new roles in their service areas for a variety of reasons. But what is important is the ICFL has wonderful insight into all of these libraries. ICFL staff know which libraries have the energy and capacity to move forward with new and innovative projects with minimal support. They also know which libraries are not quite ready to undertake new things, but in time with additional training and support, these

libraries will also be ready to successfully tackle new things that put increased pressure on already scarce monetary and human resources. An example of this insight being operationalized into short and long range programming and goals follows.

During the course of this evaluation, I had a number of meetings with ICFL staff. At one of these meetings, a staff member said that the Every Child Read to Read Family Workshop program had both short and long term goals of equal importance. In the short term, ICFL staff knew that libraries didn't have knowledge about the six early literacy skills and by promoting the six early literacy skills through the ECRTR Family Workshops, providing scripts for the workshops, providing training in how to conduct the workshops, and also focusing on the six early literacy skills through other Read to Me programs, Idaho libraries would quickly and efficiently gain this important knowledge. But there was an equally important long term goal. Once the Family Workshops and other Read to Me program activities were completed with ICFL support, some libraries would of course continue to do the activities in the absence of direct ICFL support; but more importantly, the knowledge of the six early literacy skills would become infused throughout the libraries' early literacy programming such as story hours, lap sit programs, and outreach work to daycares, preschools, and Head Start programs. When I heard this, I said to myself that this is exactly what has happened. There is ample evidence, both anecdotal and more systematic, throughout the various data sources reported in the interim and final evaluation reports supporting the assertion that the six early literacy skills have been successfully inserted into many Idaho libraries and that the skills will continue to be emphasized going forward.

As I reflected on how the ICFL orchestrated the infusion of the six early literacy skills into Idaho libraries, I became even more impressed with the ICFL staff's astute insight and superb long-range planning that this example represents. What jelled for me was the recognition that the ICFL has the capacity to diplomatically and successfully orchestrate a state-wide effort to leverage the talents, skills, and energy contained in a quite diverse local library system. They will do this with patience and a steady hand. They will accomplish it without being accused of taking over local libraries and their districts or being too ready to assert their will and demand that their way be followed. Instead they will gently and consistently lead and support libraries, wherever they may be on the developmental continuum, toward the common goal of having all local libraries in Idaho doing as much as is possible to promote universal literacy for all of Idaho's citizens. Supporting them in their efforts will be the high regard that local public libraries from all around the state have for ICFL staff. I heard nothing but praise and thanks for all the work they do for local libraries, and this is corroborated in most every report submitted by libraries as part of their Read to Me program reporting requirements. In short, ICFL staff are well-liked and respected and this goodwill can be leveraged in future efforts to support and improve Idaho public libraries.

The stage is set in Idaho for the wonderful local public library system that the citizens continue to provide to become a formidable force in parent and child education. As the quotation above aptly says, libraries are willing to do this work, and with additional, customized support organized through the highly able and competent ICFL staff, increasing numbers of Idaho's public libraries can begin to do even more wonderful things in their communities. It is up to those who control the purse strings to make this possible.

Section 6A: Every Child Ready to Read (ECRR) Family Workshops: Spring Reports—May, 2009 Compared to Fall Reports—December, 2008

Twenty-three libraries participated in the Every Child Ready to Read Family Workshops. Eighteen of the 23 had received Mini-Grants and were using the funds to support the ECRR workshops. The other five libraries were using other sources of support for their workshops. It is important to note, however, that ICFL provides all of the workshop materials. Libraries provide meeting space and the workshop presenters. Thus, the five libraries who conducted the workshops that were not Mini-Grant recipients received considerable support for their workshops.

The ECRR Family Workshops is a six workshop series that families attend with their young children to learn about early literacy development and what they can do as parents to foster their child's development. Families are urged to attend all six workshops since the content of each one changes and the series provides an excellent introduction to early literacy and what parents can do to help their children.

Twenty-one of the 23 participating libraries agreed to provide one series of six workshops in the fall of 2008 and then repeat the series in spring 2009. The other two libraries scheduled both of their series of workshops in the spring of 2009. Libraries are required to submit a report within two weeks of the completion of the final workshop in each series. Thus participating libraries submitted two reports—one after their first workshop series and then another after their second workshop series. Both reports had identical questions so results are fully comparable. The report form asked for attendance data and had a series of open-ended questions that will be discussed in greater detail below. The reports submitted during fall 2008 were summarized and discussed in the interim report. This final report will summarize and discuss the reports received for workshop series completed since December of 2008. This final report will also compare the two groups of reports.

Of the 23 participating libraries 20 submitted reports for spring 2009. This compares to 19 libraries having submitted reports during fall 2008 that were included in the interim report. Additionally, libraries were asked to have all adult participants complete a survey at the conclusion of the workshops and then submit these along with their reports. In a subsequent section of this report, results from the adults surveys received since December, 2008 will be provided along with a comparison with previously received surveys.

Immediately below are attendance statistics for the workshops. This is followed by a detailed reporting and analysis of the open-ended questions asked on the reports. The questions were identical both fall and spring so responses are directly comparable.

Attendance at Spring and Fall Every Child Ready to Read Family Workshops

A total of 124 sessions were provided during spring, 2009 at the 20 libraries that submitted spring reports. The term sessions is used because three libraries experimented with alternative delivery schedules during the spring. Because they had had difficulty getting participants to attend all six workshops in the fall when the workshops were scheduled once per week, the alternative schedules were developed. Three libraries compressed the six workshops into three, and a fourth library covered the content of all

six workshops during a Saturday (three topics before lunch and three topics after). Three of the 17 sites who did the standard once a week schedule for six weeks provided 12 workshops instead of just six. They had such large demand that they decided to offer two series of the workshops.

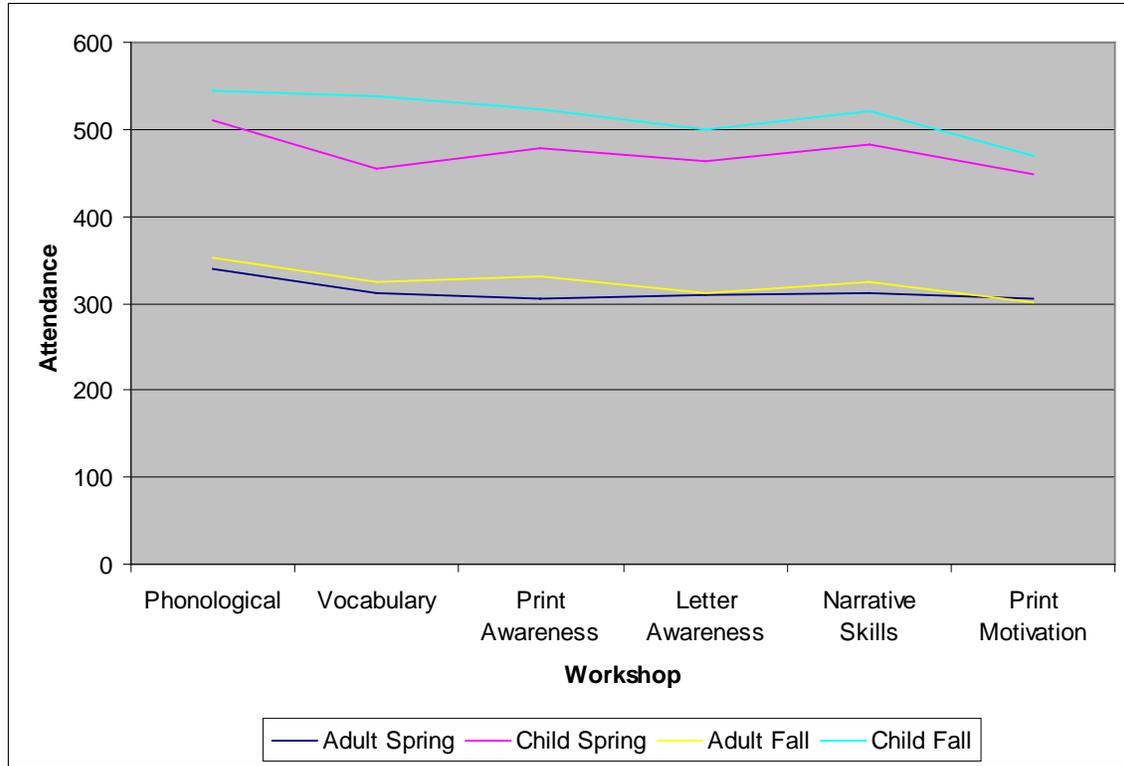
Table 6A-1 and Figure 6A-1 present attendance statistics in both tabular and graphic forms. The workshops are listed in the order in which it was recommended that they be presented. Average attendance per session for children was 22.9 (23.5 during fall), and average attendance per session for adults was 15.2 (14.7 during fall). Thus, average attendance at a session for both adults and children was 38.0 (38.2 during fall). Average attendance was quite similar fall to spring.

There is some evidence in the narrative portions of the reports that attendance dropped at some libraries over the course of the workshops. This did not occur at all sites but some did experience drops in attendance. The table and figure reveal this drop.

Table 6A-1: Attendance by Workshop, Attendee and Season (Spring n=20; Fall n=19)

Workshop	Adults Spring	Adults Fall	Children Spring	Children Fall	Total Spring	Total Fall
#1: Phonological Awareness	339	352	511	544	850	896
#2: Vocabulary Development	311	325	455	538	766	863
#3: Print Awareness	305	331	479	524	784	855
#4: Letter Awareness	309	311	463	499	772	810
#5: Narrative Skills	311	324	482	522	793	846
#6: Print Motivation	305	301	448	470	753	771

Figure 6A-1: Attendance by Workshop, Attendee and Season



The best way to characterize the downward trends in attendance is to look at the attendance at the first workshop, Phonological Awareness, and compare it to the other five workshops. In all instances, whether it be adults or children or fall or spring, the highest attendance occurred at the first session and those highs were never achieved after that. How much attendance dropped is difficult to compute exactly because it fluctuated up and down across the weeks, but if the first workshop, Phonological Awareness, is compared to the last workshop, Print Motivation, a rough estimate is possible. In spring the drop from 850 total attendees to 753 represents a 11.4% drop from the first to last workshop. In fall the drop from 896 to 771 represents a 14.0% drop. The drop during spring was less than fall. If this trend continues it would be quite positive since it would show that presenters are more successful at holding attendees for all six sessions.

Efforts were made at a number of the libraries to provide incentives for families to attend all of the workshops. In the future these efforts should be continued and perhaps enhanced. Additional data collection from parents who quit attending after one or more of the workshops could also shed light on why attendance drops after the initial workshop. It could be that it is especially important at the first workshop in the series to make sure parents and children feel welcome and not over-whelmed in any way. If this isn't the case or doesn't explain all of the attrition, then the workshops may need to be adjusted so that enthusiasm and interest remain high throughout the series.

In the following section, each question that was asked on the Every Child Ready to Read Family Workshop Summary Report will be discussed. The question is in bold face type followed by results and analysis.

Open-Ended Question: “What went well during the workshops?”

Libraries were asked the open-ended question “What went well during the workshops?” Responses were categorized and counted. Table 6A-2 reports the results and compares results fall to spring. Comments overall on the spring reports were not as extensive as they had been on the interim reports.

Table 6A-2: What Went Well by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
1. Level of participation was high--parents were interested and asked questions, children were attentive, high level of parent and child involvement with stories, poems, rhymes, songs, etc.	8	7
2. Children loved the books/stories, music, and rhymes.	5	7
3. Parents and children appreciated and enjoyed getting weekly books, magnetic letters, play-doh, book bags, crowns, etc.	4	3
4. Crafts were a big success.	1	5
5. Scripts are excellent, well-written, easy to use.	1	3
6. Programs/presentations were well-received.	1	3
7. Parents appreciated asides.	2	0
8. Translator/presenter did a good job.	1	0
9. 45 min-1 hour time frame was perfect.	1	0
10. Having trifold as reminder of skills was effective.	1	0
11. Parents were comfortable in questioning and sharing.	1	0
12. Families signed up children for library cards.	1	0
13. Families committed to visiting the library once a week for the rest of the school year.	1	0
14. Had fewer kids than in previous workshops so things went smoother.	1	0
15. Interaction of adults with infants/children was wonderful to watch. Children had fun watching their parents.	0	4
16. Parents enjoyed the books.	0	2
17. Children remembered skills from week to week—parents reported success with skills at home.	0	2
18. Great choice of books.	0	1
19. Two person team to present instead of having a single presenter at each workshop.	0	1
20. Practiced and timed the presentation to make sure they didn't go over time.	0	1
21. Started on time instead of waiting for stragglers to come in.	0	1
22. Provided snacks for kids while parents filled-out feedback forms.	0	1
23. Stories and reading tips went well.	0	1
24. Presented workshops at local Head Start building. They provided cabs or gas vouchers and breakfast each week.	0	1
25. Moms and kids liked having lunch.	0	1
26. Parents were attentive while children snacked and colored.	0	1

Similar to the fall, high levels of participation and children enjoying the books, stories, and workshop activities were mentioned the most. Parents and children also appreciated and enjoyed the give-aways such as books and magnetic letters.

The remaining categories of responses are less prevalent but they are still important because they represent what went well in the workshops. The diversity of

responses shows that what stood out for library staff as they reflected on what went well during the workshops varied across sites and across the fall and spring reports. This is to be expected since each site is unique and the question is open-ended.

In spring a number of new comments emerged but none were prevalent. For example, one library reported that families received library cards for their children and a family committed to visiting the library once a week for the remainder of the school year (They did so.). Two libraries mentioned that parents appreciated the asides.

Open-Ended Question: “What were your biggest challenge(s) concerning the family workshops?”

The report asked libraries “What were your biggest challenges concerning the family workshops?” This was an open-ended question so responses were categorized and counted. Table 6A-3 reports the results and compares fall to spring. Comments overall on the spring reports were not as extensive as they had been on the interim reports.

Table 6A-3: Biggest Challenges by Category and Frequency (Spring (n=20) and Fall (n=19))

Challenges	Frequency Spring	Frequency Fall
<i>1. Recruiting Participants and Attendance Issues</i> <i>Total</i>	<i>13</i>	<i>14</i>
a. Maintaining attendance over the 6 weeks.	7	7
b. New parents appeared each week.	0	2
c. Spring: Parents reluctant to register. Fall: Not getting pre-registrations to know how many would attend.	1	1
d. Pre-registrants didn’t show up to any workshops.	0	1
e. Getting Hispanic families to participate.	0	1
f. Finding enough families to participate.	5	1
g. “To reach as many families as possible.”	0	1
<i>2. Meeting Space</i> <i>Total</i>	<i>2</i>	<i>4</i>
a. Not enough meeting space.	2	2
b. Too large sessions—people wanted smaller sessions.	0	2
<i>3. Workshop Delivery</i> <i>Total</i>	<i>16</i>	<i>17</i>
a. Adult asides in the scripts were difficult to manage--“I think the adult aside talks sometimes got a little long for the children;” and “The biggest challenge for me was keeping the kids’ attention while making sure I did all of the ‘Adult Asides’ and gave the parents the information they need for getting their children ready for reading.”	3	6
b. Large age range of children—“We have such a wide age range that we can’t do all of the activities as designed, we have to adjust to the audience;” “It’s hard to keep everyone’s interest;” and older children who attended could be a distraction. Keeping children’s attention is a challenge.	7	6
c. Spring: Too much noise. Parents talking. Most families were new to library so they had to get accustomed. Fall: Classroom management skills—children would get excited and presenter would end up “yelling” over them.	4	1
d. Adjusting to different needs—learning styles, special needs children, Spanish speakers.	1	0
e. “Completing the program as written in 45 minutes—the first 2	0	1

scripts were definitely over time, so we made sure we fit into our allotted time.”		
f. “Getting the parents to contribute and join in the program.”	2	1
g. Memorizing the scripts.	0	1
h. Reading from the scripts.	0	1
4. Other Issues <i>Total</i>	2	5
a. Many attendees were ELL or had low literacy skills so handouts and the evaluation form were difficult for them to read.	0	2
b. Workshops at the alternative school had to be shortened because of time issues.	0	1
c. Two certified teachers attended the workshops and were critical of the scripts.	0	1
d. Families took more than one book at conclusion of workshop.	0	1
e. Hispanic parents arrive 15-20 minutes late.	1	0
f. Library staff only working 20 hours per week made workshop implementation difficult.	1	0

As can be seen in the table there were no pervasive problems encountered either spring or fall. In the spring no individual problem was mentioned more than seven times and most problems were mentioned only once. This shows how well the ICFL trained the libraries in how to set up and deliver the workshops, the fine quality of the ICFL’s ongoing support of participating libraries, and the consistently high quality of the materials the Commission supplied to the libraries. It also shows how motivated and professional Idaho library staffs are to be able to adopt a new program like the workshops and deliver them with as few problems as were mentioned.

When taken in aggregate, however, a couple of the categories deserve additional discussion. Recruitment became more of an issue in the spring with five libraries mentioning that finding enough families to participate was a challenge. This could be due to a couple of factors. In smaller communities after the first round of workshops in the fall, it could become more difficult to recruit families because of the smaller pool of potential attendees. Exacerbating the challenge of the smaller pool would be the possibility that the remaining families were not as interested in participating as those who participated in the fall. Furthermore, a goal of the spring workshops was to recruit families who were not regular library patrons. There is evidence in the narrative comments that these families are harder to recruit than families who regularly participate in library programs. Thus the number of libraries reporting challenges in this area would be expected to increase. One library said the following. Please note that the first workshop mentioned was targeted at low income families whereas the second workshop was open to all:

“The first workshop was advertised solely at the Title One elementary schools in our area. It was filled after about one month of advertising including letters home to parents, school visits, and telephone calls to prospective parents. It was HARD to get 15 families. The second workshop was a completely different story---I put up a sign on the library door and sent a news release to the city. Within a week I had more than enough prospective participants.”

An additional issue is maintaining attendance over the six workshops. Seven libraries mentioned it both spring and fall. This appears to be an ongoing challenge. The drop in

attendance noted in the earlier section lends additional evidence that this is an issue that may need attention. In the future, perhaps additional training could be focused on these issues. Some libraries reported in their reports that they called pre-registrants and attendees just prior to each workshop to remind them. If someone said they would not be able to attend, then a new family was called from the waiting list to see if they would like to participate. Perhaps this would be too much work for some libraries to undertake, but it is one possible solution to this problem.

Workshop delivery also exhibited some issues of possible concern and the shifts in emphasis from fall to spring reveal interesting, positive trends. The adult asides posed a challenge for six libraries in the fall but this number dropped to three in the spring. This makes sense since libraries made adjustments in how they handled the adult asides from fall to spring. Some reduced the number that they did during a given workshop; and in the case of two libraries, they held a separate parent night where just the parents attended without children so the adults could receive their instruction without the distraction of having to take care of their children. Libraries being able to adjust their curriculum and instruction from fall to spring and do it quite successfully is a credit to these institutions.

Dealing with the diversity of children in attendance remained a challenge with seven libraries mentioning it in spring and six in the fall. It appears that the large age range of children and their diverse behavior challenges some presenters to hold the children's attention. Again, libraries reported making adjustments to address this challenge. For example, libraries used different stories than those called for in the scripts that better address their particular audience. Other libraries have moved to a format where children are presented with their content in the workshop and then they move to another area where they do crafts and have a snack while their parents are provided the content from the workshop that they need.

One final category will be discussed. Four libraries talked about classroom management challenges (item 3c in the table). Issues included too much noise and parents talking. But one library said, "Most of the families had never attended story times before and many hadn't been to our library. Some of them felt a bit out of place and it took some time to get them accustomed to the area." The evaluator observed at this library during an ECRTR Family Workshop on a Thursday evening. The statement directly corroborates what he witnessed while attending the workshop. This library did an outstanding job of recruiting workshop participants who were not regular library users. Since this is an important goal of the Family Workshops, this is an excellent outcome and this library should be used as a model of successful recruiting, but it also points out an equally important issue. When attendees are new to the library, it might be good to have some preliminary ice-breaker activities to acclimate them and welcome them. Making sure that these families have very positive first impressions of the library may be as important, perhaps, as delivering the information about the six early literacy skills.

Based on the information contained in both fall and spring reports about these issues, children attending workshops represent a wide age range which can make it difficult at times for some presenters to give the parents adequate attention, including covering the adult asides in the scripts and answering parent questions. The wide age range of children also puts pressure on presenters to have stories and activities which

engage all of the children and keep their attention. In the future perhaps scripts could be adjusted to accommodate these pressures.

Open-Ended Question: “How did hosting the workshop benefit your library and/or community?”

Libraries were asked “How did hosting the workshop benefit your library and/or community?” This was an open-ended question so responses were categorized and counted. Table 6A-4 reports the results for spring and fall.

Table 6A-4: Benefits by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
1. Increased library use. It brought new people (families) into the library (e.g., many attendees were not regular story time attendees; “There were a few families that didn’t even realize we had a local library;” brought occasional library users in; and non-library users are now users).	8	11
2. Greater awareness of library programming.	6	0
3. Taught parents how to help prepare their child to learn to read.	0	6
4. Increased applications for library cards.	4	4
5. Increased library circulation (e.g., attending families checked out materials each week).	2	2
6. Story time attendance increased (e.g., attendees started attending story time; one library reported story time attendance increased 30% on the days when workshops were held; other libraries reported slight increases).	2	1
7. Fathers came to library with their children.	1	1
8. Excellent social setting where parents could get to know one another.	0	2
9. PTA and library partnership formed.	0	1
10. Local elementary school participated in the program since they lost funding for their early literacy program. They would like it each year. Library presented the program to the school board.	0	1
11. Reached low income families.	1	1
12. Excellent public relations for library—received many thanks.	1	1
13. “I began to incorporate new things into my library story time as a direct result of the skills we studied.”	0	1
14. New community partner was established	0	1
15. “The library and I both benefit through the relationships that were built.”	1	1

Benefits were many and diverse. During both fall and spring the most common benefit mentioned was how the workshops brought new people into the library who had not patronized the library in the past or it stimulated people who didn’t use the library much to use it more. For example, one library reported that 50% of workshop attendees were First Book families. Some of these families may have been library users, but undoubtedly some had not been in the past. Another library reported that out-of-district families received library cards and are now using the library regularly. These outcomes are excellent since a primary goal of the workshops in addition to teaching parents about early literacy skills was to increase library usage. Additional evidence for this important outcome is in Table 6A-4 under the headings of increased library circulation and increased applications for library cards. In the future all libraries should be asked to

systematically monitor library card applications and circulation patterns of families who participate in the workshops. Only a few libraries are currently doing so. Monitoring circulation patterns can be problematic because of privacy issues but perhaps this problem can be solved by obtaining parent permission.

A quite common comment in the spring was that the workshops increase library awareness. This is another excellent outcome; but even though it appears to be unique to the spring workshops, this is not actually the case. Libraries had similar comments in their fall reports, but these particular comments did not fall under this question in those reports. Instead, the comments were made under other questions.

Finally, no library in the spring mentioned that the workshops helped teach parents how to help prepare their child to learn to read. Six libraries had mentioned this in their fall reports. This doesn't mean that spring workshops failed in this area. Quite the contrary, there is ample evidence from other data sources that parents learned a great deal from the spring workshops. What this change in response rate says is that some of the things that were salient for presenters in the fall changed in the spring.

Open-Ended Question: “Please comment and provide suggestions about the Every Child Ready to Read Family Workshops (e.g., script content, presenting information with children and parents present together, etc.)”

On the report, libraries were asked, “Please comment and provide suggestions about the Every Child Ready to Read Family Workshops (e.g., script content, presenting information with children and parents present together, etc.)” Responses were categorized and counted. Table 6A-5 reports the results for fall and spring. The table is structured so that comments on a topic are provided first followed by the suggestions given for that topic.

Table 6A-5: Comments and Suggestions About Workshops by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
<i>IA. Comments: Scripts</i> <i>Total</i>	<i>14</i>	<i>21</i>
a. Scripts were good, helpful, and easy to follow/present.	7	7
b. Script content was excellent/exceptional.	1	6
c. Scripts were good to fall back on.	1	2
d. Scripts are bit cheesy but easy to modify.	1	0
e. Acronyms for each skill were not well received.	1	0
f. Sometimes content was too high or too much for time.	1	0
g. Used own props to tell stories.	1	0
h. Workshop #1 was lengthy. Some of the other workshops were also long.	0	2
i. “45 minutes is a long time to the really young ones! I had to be prepared to cut short or follow their lead at times.”	1	1
j. Suggestions for parents were very informative.	0	1
k. Interactive sections were a huge hit.	0	1
l. Had a hard time reading the scripts.	0	1
<i>IB. Suggestions: Scripts</i> <i>Total</i>	<i>9</i>	<i>6</i>
a. Spring: Suggested activities/crafts weren't effective. They substituted some of their own. Fall: Content was fine but altered	2	1

crafts quite a bit.		
b. A list of books for each skill is needed—they found some online from other libraries.	1	0
c. Parent asides need to include interaction between parent and child.	1	0
d. They reduced the number of asides and books for large groups.	1	0
e. Need more songs, stories, and games with each skill.	2	0
f. “More ready-made take home activity sheets, poems, songs, etc.”	1	0
g. Spanish scripts are needed.	1	0
h. Modified the scripts to hold child and parent attention.	0	2
i. Altered order of skills as they were presented in the scripts.	0	2
j. Scripts are best for smaller groups, but for larger groups and the wide diversity of children’s ages, the scripts were adaptable.	0	1
2A. Comments: Presenting to Children and Parents Simultaneously <i>Total</i>	3	8
a. Presenting to children and parents worked well.	0	3
b. Presenting to children and parents was “tricky”/challenging. It was difficult at times to keep everyone engaged.	2	2
c. Fall: Parents did not interact with their children who were walking age or older—only with the infants that attended. Spring: Difficult to get parents to participate.	1	1
d. Somewhat distracting to have children of all different ages at the workshop, but on the whole it worked.	0	1
e. Parents are asking for ECRR 201 for just them without their children.	0	1
2B. Suggestions: Presenting to Children and Parents Simultaneously <i>Total</i>	3	8
a. Most stories were wonderful but a few were too long and a few didn’t appeal to the ages attending (“Some of the titles were difficult to present in a large setting.” Other books were substituted).	3	2
b. Parents lost attention during nuggets (i.e., parent asides in scripts)—modified the nuggets.	0	1
c. One presenter presented to the parents (i.e., the nuggets) while the other presented to the children. “It was nice to play off each other’s strengths.”	0	1
d. For the first workshop, children can be separated from parents during craft time so parents can have questions answered about early literacy, the upcoming workshops, etc.	0	1
e. Presenters need to keep workshop within time frame so they don’t over-tax the children.	0	1
f. Presenter split the families into 3 groups and rotated the groups between snack, craft, and story time.	0	1
g. Presenter did “kid stuff first and then sent them to another table for snacks and projects. Then presenter “was able to read the scripts and do the “adult stuff” more smoothly.”	0	1
3A. Miscellaneous Comments <i>Total</i>	5	0
a. Books were wonderful.	3	0
b. Materials were wonderful and very helpful.	1	0
c. “A second course to build on the skills they learned in the first course.”	1	0

The scripts continued to be successful although presenters in the spring were less positive overall about them than they had been during the fall. Presenters found them easy to follow and helpful during both fall and spring. Suggestions became more specific, and

this is a positive outcome since it shows that as presenters gained more experience with the scripts they made modifications that improved workshop efficacy. No script is perfect and can be applied in all situations without modification. As diverse as Idaho libraries are, it stands to reason that modifications to the scripts will be necessary. The presenters modifying the scripts attests to their skill as presenters and also to their commitment to delivering the highest quality programming customized for their particular audiences.

As in the fall, the suggestions made during the spring about the scripts were not extensive and no suggestion represented a pervasive problem that needs immediate attention. Thus there appears to be no pervasive problems with the scripts. They are quite effective in quite diverse environments. And when presenters do modify them, the scripts appear to be malleable. But there are a number of modifications being made to the scripts and these are quite diverse. For example, some are substituting books. Others are reducing the number of adult asides or the number of stories. When taken in aggregate the number and type of modifications are significant. These modifications should be cataloged and their impact on parent evaluations of the workshops should be explored. If the modifications are found to enhance the workshops or at least not detract from them, then this information needs to be included where the modifications are cataloged so future presenters can use this knowledge to make the workshop process more efficient and effective without having to “reinvent the wheel every time.”

Comments and suggestions concerning presenting to children and adults simultaneously again revealed no pervasive problems. A few presenters ran into difficulty with this format but most did not, and a few libraries continued to comment on the stories. The low number of comments and suggestions concerning this topic is a positive outcome. As presenters became more comfortable with the scripts and more experienced using them, if there were significant problems with the basic delivery model, that is presenting to parents and children simultaneously, or with the materials, then such problems would have surfaced during the spring workshops. But such problems did not surface.

Open-Ended Question: “Please comment and provide suggestions about the Every Child Ready to Read Family Workshops materials (e.g., books for families, give-away materials, displays and materials for the library).”

Libraries were asked, “Please comment and provide suggestions about the Every Child Ready to Read Family Workshops materials (e.g., books for families, give-away materials, displays and materials for the library).” Responses were categorized and counted. Table 6A-6 reports the results. The table is structured so that comments are provided first followed by suggestions.

Table 6A-6: Comments and Suggestions About Materials by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
<i>1. Comments About Materials-General</i> <i>Total</i>	8	11
a. Thrilled with the materials--books, give-aways, crafts and displays were all wonderful/excellent (e.g., “Great, great and great!!;”	8	11

“Wonderful!” “The families loved all of the materials they received;” and “Everything was very colorful and kept the attention really well.”		
2. Comments About Materials—Specific	Total	
a. Books and give-aways were appreciated/loved by parents and children. They were excited to receive them.	13	7
b. Displays were excellent (e.g., “We really appreciated all the display materials which were eye-catching and fun to share;” “The displays and give-aways helped make the program a success;” “I liked the display unit and used it each week;” and “It was helpful to have the display panels with early literacy skill posters to reinforce the information presented each week.”	8	6
c. Magnetic letters (e.g., “Books and magnets are fantastic.”)	3	4
d. “The books for the families were great choices.”	1	1
e. Children loved making their crowns.	2	1
f. Art projects were enjoyed.	1	0
g. “The flip charts with rhymes were a great aid, and <i>Mother Goose Rhyme Time</i> books had ideas that I implemented.”	0	1
h. “The masters in the binders were extremely helpful, and we felt like we had an excellent workshop just packaged and ready to go.”	0	1
3. Suggestions About Materials	Total	
a. Craft activities were not that good—modified them or replaced them with others to better support the curriculum.	1	2
b. Need to provide a list of other books for parents to read that feature a particular reading skill so that they can continue practicing the skills at home.	0	1
c. “Some of the books would have been perfect for smaller groups of older kids (<i>Hush</i> , for example) but had to be summarized for our audience.”	0	1
d. “Everyone would like more handouts.”	0	1
e. ECCR tri-fold was too hard for some parents to read.	0	1

The materials provided for the workshops continued to be positively evaluated. Adjectives such as “wonderful” and “great” were used by respondents to describe them. Presenters found the materials to be helpful and engaging, and parents and children were excited about them and appreciated receiving the books and other give-aways. The high quality and effectiveness of the displays continued to be mentioned. It appears that materials require little or no revision for future workshops.

Open-Ended Question: “How did you advertise your workshops?”

On the report, libraries were asked, “How did you advertise your workshops?” This was an open-ended question so responses were categorized and counted. Table 6A-7 reports the results for both spring and fall.

Table 6A-7: Forms of Advertisement by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
1. Media	23	19
a. Newspaper article/press release/insert/advertisement	13	11

b. Library website/calendar	5	4
c. Library marquee	1	0
d. Notice in elementary school/school district newsletter	2	2
e. Announcement in community newsletter	1	0
f. Library e newsletter	1	0
g. Announcement on school district web site	0	1
h. Local television station filmed session and put on nightly news	0	1
i. Cable TV station advertisement	0	1
2. Flyers/Posters <i>Total</i>	29	20
a. In library	12	10
b. Sent to kindergarten classes or elementary schools	3	3
c. In community businesses/post office	6	2
d. Sent home with school children	3	2
e. Sent home with families at daycares/preschools	4	1
f. Sent home with children at Head Start	1	1
g. In preschools	0	1
3. Personal Contact/Telephone Calls/Word-of-Mouth <i>Total</i>	11	11
a. Library staff give verbal invitations to parents who visit the library	3	7
b. Library outreach staff promoted program	1	0
c. Word of mouth	5	0
d. School visits (e.g., meet with teachers and/or principals)	1	1
e. Telephone calls	1	0
f. PTA members spread the word	0	1
g. Contact kindergarten teachers to spread the word	0	1
h. Partnered with Title I teacher at elementary school to contact families of her students.	0	1
4. Head Start <i>Total</i>	1	5
a. Contact parents through Head Start	1	2
b. Give presentation about workshops at Head Start	0	2
c. Inform Head Start about workshops	0	1
5. Displays <i>Total</i>	2	3
a. In library	0	2
b. In daycares	2	0
c. In elementary school	0	1
6. Other <i>Total</i>	6	4
a. Kindergarten registration	2	0
b. Sign on library door	1	0
c. Advertisement in residential water bills	1	0
d. Family services agencies	1	0
e. Pre-made brochure from disk to daycares, recreation center, and family shelter	1	0
f. Sent postcards to schools and daycares	0	1
g. County fair advertisement	0	1
h. Church	0	1

In both spring and fall, libraries used a wide variety of means to advertise the workshops. Various media and flyers and posters were the most popular, but personal contacts and word-of-mouth were also important. When looking across all of the entries in Table 6A-7, it becomes apparent that local elementary schools, Head Start programs, and preschools and daycares were oftentimes active partners in advertising the workshops. These community partnerships fostered by the workshops are a positive outcome of this

program, and the aggregate amount of advertising underscores the dedication and hard work by the libraries to assure a successful series of workshops.

In the fall two libraries reported not advertising the workshops. In one case the library was targeting very specific families so they did not advertise to the general public, and in the second case the library did very little advertising because their meeting space was so limited that they could not serve all who might want to participate. In the spring, the same held true. One library did not advertise because of the popularity of the workshops and a long waiting list. Two others advertised very little because of strong demand and limited resources to handle large volumes of participants.

There is some evidence that libraries slightly increased their advertising for the spring workshops. For example, there were more instances in the spring of flyers and posters being distributed than there were in the fall and total media usage was slightly greater. Additionally, some new outlets for advertising were added, including different newsletters, inserts in residential water bills, and contacting family services agencies. All-in-all there is ample evidence that the libraries continued to work diligently and creatively to “get the word out” about the workshops with a focus on reaching families who don’t usually take part in library programs.

Open-Ended Question: “What was the most effective means of advertising the workshops?”

The report asked libraries “What was the most effective means of advertising the workshops?” Responses were categorized and counted. Table 6A-8 reports the results for both spring and fall.

Table 6A-8: Effective Advertising by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
1. Invitations by library staff/Personal contacts in library/Invitations to parents and announcements during story times	6	6
2. Word-of-mouth (e.g., PTA getting word out)	6	6
3. Personal contacts with daycare operators	4	0
4. Public service announcement	1	0
5. Newspaper article/notice/insert	2	3
6. Flyers at businesses	1	3
7. Flyers in Friday folders sent home with elementary school students	1	0
8. Presenter worked at Head Start and promoted the workshops	1	0
9. Library web site	1	0
10. Brochure	1	0
11. Posters in library	0	2
12. Head Start presentation	0	2
13. Personal contact by Title I teacher to parents	0	1
14. Flyers at library	0	1
15. Flyers to schools	0	1
16. Cable station advertisement	0	1
17. Church	0	1
18. Not sure—didn’t ask	0	1
19. A variety of sources drew folks in	1	0

Direct contact with parents in the library, word-of-mouth, and personal contacts with daycare providers were the most effective means of advertising during the spring and fall. It is important to note that no form of advertising has surfaced as universally effective. For example, one library reported that flyers at businesses worked best during the spring, but flyers sent home with elementary children worked best during the fall. As can be seen in Table 6A-8, when comparing fall and spring, libraries reported a number of different advertising vehicles as most effective.

One final point about advertising. It appears to be relatively easy to fill the workshops with regular library patrons, especially if the library has a popular children’s story time. This population needs the information provided in the workshops just as much as any group of parents and children, but if a goal of Idaho libraries is to reach under-served families, then there is consistent evidence in the fall and spring reports that reaching these families is difficult. Take for example the quote provided above about the library who spent a month or more advertising in a variety of ways to over 100 Title I families to get just 15 to sign up for the workshops. But when this same librarian placed a sign on the library door announcing the workshops and sent a PSA to the city to be released the workshops filled in a week. The challenge of reaching under-served families is not insurmountable, however. Four libraries in the spring reported that their most effective advertising was making personal contacts with local daycare providers. Perhaps, direct contact will be what is required to reach under-served families, but such efforts are extremely resource and personnel intensive, and Idaho libraries are already quite limited in both of these.

In summary, to reach all of the families in need of the information provided in the workshops will require an eclectic and dynamic advertising campaign. Different advertising venues are effective at different times and with different constituencies so the words “eclectic” and “dynamic” should be underscored.

Open-Ended Question: “What will you do differently in the future in order to increase the attendance of family workshops?”

The report asked libraries “What will you do differently in the future in order to increase the attendance of family workshops?” Responses were categorized and counted. Table 6A-9 reports the results for both spring and fall.

Table 6A-9: Ways to Increase Attendance by Category and Frequency (Spring (n=20) and Fall (n=19))

Category		Frequency Spring	Frequency Fall
<i>1. Media</i>	<i>Total</i>	<i>4</i>	<i>8</i>
a. Notices/articles/advertisements in newspapers		2	4
b. Public service announcements or advertisements (radio, TV)		2	2
c. Advertise in Idaho State Journal, not just local newspaper		0	1
d. Library website		0	1
<i>2. Flyers and Brochures</i>	<i>Total</i>	<i>2</i>	<i>6</i>
a. Flyers at school parent/teacher conferences		1	0
b. Flyers in churches		1	0

c. In schools	0	2
d. In preschools and daycares	0	2
e. In library	0	1
f. Distribute more flyers	0	1
3. Word of Mouth/Direct Contact <i>Total</i>	3	5
a. More word of mouth	1	0
b. Reminder phone calls to those who registered	1	0
c. Word of mouth from those who completed the workshops	0	3
d. Word of mouth by staff at the library	0	1
e. Make more contacts in the community	1	1
4. Newsletters and Mail <i>Total</i>	0	3
a. Library newsletter	0	1
b. Elementary school newsletter	0	1
c. Invitations to families in the mail	0	1
5. Working with Other Programs <i>Total</i>	8	2
a. Collaborate with developmental/private preschools	3	0
b. Visit daycares and preschools	1	0
c. Plan a traveling display to rotate at school, daycare and library	1	0
d. Partner with home schoolers	1	0
e. PTA presentations	1	0
f. Jump Start	0	1
g. Head Start	1	1
6. Other <i>Total</i>	6	7
a. Open enrollment to story time parents/target general public instead of Title I families	2	0
b. Better advertising	1	0
c. Nothing	1	0
d. "Give more advanced note for sign-up."	1	0
e. Limit workshop size to 10 families.	1	0
f. Posters in the community (e.g., storefronts)	0	2
g. Would like to offer food but budget is a problem	0	1
h. Attendance waned as weeks passed, so presenter is meeting with local agency from which families were drawn to discuss what worked and what didn't.	0	1
i. Change locations	0	1
j. Survey parents of preschoolers and kindergarteners to find best times and dates.	0	1
k. Get some of the older children (4 to 6 year olds) from the community to attend.	0	1

Both during fall and spring libraries reported that they would use media, flyers, brochures, word-of-mouth, and direct contact to increase attendance. An interesting change from fall to spring was the increase in libraries working directly with other programs to promote attendance. In the fall two libraries listed Jump Start and Head Start as programs they would work with to promote attendance. But in spring there were seven mentions of working with a variety of outside entities including developmental and private preschools, daycares, and home schoolers. This is a very positive finding since such outreach work exemplifies the dynamism and creativity of local libraries in their quest to serve as many families in their service areas as possible.

Doing library outreach work in local agencies where children are served, local daycares, and local preschools is not a universal activity for libraries. Some have a long

history of doing such outreach. Others have done it to the degree possible given personnel and resource constraints. And still other libraries have done little or no outreach work in the past. Thus, the increase in the number of libraries planning to reach out to a variety of entities to build support for the workshops, and in doing so increase the likelihood of providing services to historically under-served families, is a positive outcome of this program.

An entry from the fall that was not mentioned in the spring should be emphasized. Using the Jump Start program to advertise the workshops is a great idea that should be mentioned to all Jump Start participants who also provide workshops. Also “h” under the “Other” category is an interesting and proactive effort to actively investigate why workshop attendance dropped off over time. If more libraries were to systematically explore programming outcomes like this, improved practices would most likely result.

Not all sites are in need of increasing attendance. In the fall three sites reported that they had waiting lists so they weren’t going to advertise or would only advertise a little for the spring workshops. One site in the spring said that they continued to need no formal advertising because their workshops continue to be over-subscribed. A second site was doing only minimal advertising because of being in the same situation.

Even though the list in Table 6A-9 is similar to the list of ways the workshops had been previously advertised, libraries talked about how they are going to augment and make adjustments to their workshop advertising campaigns. They mentioned trying new advertising approaches, increasing use of effective ones, and stopping use of ineffective ones. These efforts are important not only to make sure all workshops are filled to capacity but also to try to get as many parents and children to attend who don’t normally patronize the library. Those libraries who recruit through their local Head Start programs or public school Title I programs are probably targeting families who may not be regular library users. But for those libraries who don’t recruit from such programs, they are probably prone to getting mostly regular library patrons in their workshops. This is fine, all parents need the information, but one of the goals of the ECRR Family Workshops is to reach those families who are not regular library users.

But it is important to be clear that the libraries did not in any way fail this goal during their 2008-2009 workshops. Attendees did include families who were not regular library patrons. And it is also important to note that the ICFL had told the libraries to focus their energies during their first round of conducting workshops during fall 2008 on getting the workshops up and running and becoming comfortable with the scripts, and thus to delay focusing a lot of energy and resources on recruiting parents and families who are not library patrons until the second round of workshops during spring 2009. The ICFL believed, and rightly so, that by focusing on high quality delivery of the workshops in the fall, a strong foundation of confidence and experience would be built so that subsequent out-reach to underserved families could be accomplished and the highest quality experience for those families could be provided during spring 2009.

Importantly, there is evidence in the spring workshop data that libraries did work diligently and successfully to “bring in” families who aren’t regular library patrons. The following quote from a spring report exemplifies these efforts and the vision many of these libraries have for the power and importance of the program:

“Targeting the general public instead of focusing on Title One families will certainly increase attendance. (That said, I still think the Title One people NEED the program more, so when I do this again I will continue to target those underserved populations even if it takes more effort.)”

Open-Ended Question: “Did you provide additional incentives for families? If so, please list.”

On the report, libraries were asked, “Did you provide additional incentives for families?” The workshops included a number of incentives such as free books, book marks, and take-home crafts. This question asked if additional incentives for participants were provided. Responses were categorized and counted. Table 6A-10 reports the results for both spring and fall.

Table 6A-10: Additional Incentives by Incentive and Frequency (Spring (n=20 and Fall (n=19))

Incentive	Frequency Spring	Frequency Fall
1. Additional give-aways (e.g., books, craft items; DVD’s of “Code Word Caper” by Leap Frog; music CD; copies of <i>Read to Me: Raising Kids who Love to Read</i> ; puppets; writing kits; literacy packets; and families who attended all six workshops received a hardcover <i>Curious George</i> book and a stuffed hippo).	5	9
2. Food (e.g., provided meals each week)	4	2
3. Pictures (e.g., pictures taken and offered to parents; kids made crowns and had pictures taken on throne.)	1	1
4. At final workshop gave gift certificates to local merchants (e.g., dinners, haircuts, movies, and local children’s store).	1	1
5. High school students read to children.	1	0
6. Certificates of completion at Family Reading Night	0	1
7. During first workshop children received a canvas backpack to decorate.	0	1
8. No incentives	8	11

Twelve libraries provided incentives in the spring while eight provided incentives in the fall. The most common incentives were additional give-aways and food. The remaining incentives on the list are varied and show quite a degree of creativity on the part of the libraries.

The much lower number of libraries reporting using additional give-aways in the spring should not be interpreted that they were used less often. This was an open-ended question on the report so it may be that libraries just didn’t report using the give-aways.

An interesting addition on the spring reports was high school students reading to the children. The report said that adults brought younger children for them to be read to by older peers, other family members (e.g., cousins), and friends of the family. Not all libraries could do this because of the lack of proximity to a high school, but it does appear to be a creative way of drawing attendees.

Open-Ended Question: “Were refreshments/meals served at the workshops? If so, who provided the food and how were logistics handled? Was providing food a valuable addition to your workshops? Will you do it again?”

Libraries were asked, “Were refreshments/meals served at the workshops? If so, who provided the food and how were logistics handled? Was providing food a valuable addition to your workshops? Will you do it again?” Responses were categorized and counted and can be found in Table 6A-11.

Table 6A-11: Food by Category (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
1. Snacks/food at each workshop	9	5
2. Meal provided at each workshop (i.e., lunch or dinner)	3	2
3. Refreshments at some meetings—tied into theme of stories	1	0
4. Lunch or dinner at one or more workshops (i.e., often the last workshop for final celebration)	1	3
5. Did not serve food or refreshments	6	9

In comparison to the fall reports, the amount of detail provided for this question was not great for spring. One library reported that the food they served was donated, one reported that the library provided the refreshments, and two stated that food was a big contributor to a successful workshop. No library discussed their plans for the future with regards to providing food at workshops.

In fall 9 libraries did not serve food or refreshments but 10 did. In the spring six did not but 14 did. Most of this increase occurred in the “Snack/food at each workshop” category.

Open-Ended Question: “What advice do you have for other library staff who plan/wish to sponsor Every Child Ready to Read Family Workshops at their library?”

On the report, libraries were asked, “What advice do you have for other library staff who plan/wish to sponsor Every Child Ready to Read Family Workshops at their library?” Responses were categorized and counted. Table 6A-12 reports the results for spring and fall. It is a lengthy table with a lot of detail. This is purposely done because all of the advice represents a body of collective wisdom that will be important to program improvement in the future.

Table 6A-12: Advice to Library Staff by Category and Frequency (Spring (n=20) and Fall (n=19))

Category	Frequency Spring	Frequency Fall
<i>1. General Calls to do the Workshops</i> <i>Total</i>	2	7
a. The program was great (e.g., “Just do it;” “Be patient and find out what works best for you.”)	2	6
b. Don’t be overwhelmed—the materials provided make the workshop	0	1

easy to present.		
2. Planning and Preparation	Total	13
a. Be well prepared/organized.		1
b. Practice before each workshop to make sure you are ready.		1
c. Plan ahead for extra staff time needed to prepare materials for advertising, handouts, crafts, etc.		1
d. Know the scripts well so you can go with the flow and enjoy the workshop.		1
e. Set up early--meet 30 minutes before class to prepare room, etc.		1
f. "Find out who has done the workshops and contact them via e-mail or phone for ideas."		0
g. Choose the right workshop time for the population you are trying to reach.		1
h. Good to hold workshops during the day. Providing lunch and free books were wonderful incentives.		1
i. Have a student intern for minimum wage assist workshop presenter.		1
j. Get a cart for the teacher for crafts and supplies.		1
k. Get a teacher to do the lessons.		1
3. Workshop Delivery Tips	Total	10
a. Keep the number of registered families manageable.		0
b. "Know your target audience - and how best to reach them (whether it is daycare providers, parents of preschoolers, etc.)"		0
c. Keep to the 45 minutes.		2
d. Start on time.		1
e. Break up the stories with interactive movement activities (perhaps the songs and nursery rhymes).		1
f. Use a co-presenter model and keep the same presenters each week—consistency is important.		1
g. Serve snacks afterward so parent can socialize and fill-out feedback forms.		1
h. Have everyone sit on the floor—no more chairs.		1
i. Stress to parents the importance of attending all workshops.		1
j. Ask parents what they were able to use or gained from previous sessions. They provided positive feedback that showed the workshops working.		1
k. Musical accompaniment is great for the songs.		1
4. Recruitment Ideas	Total	8
a. "Bring the workshop to Hispanic families or present it in the winter when families are not working in the field or processing plants."		0
b. "Advertise! Advertise! Advertise!"		0
c. "Have a marketing/publicity plan in place and map out the cost of everything you want to do."		0
d. Partner with schools, Head Start, daycares, and health centers.		2
e. Call each week to remind families.		1
f. Contact all pre-registrants to confirm attendance at first meeting. In fall one library suggested adding from waiting list to keep workshops full.		1
g. Make sure library staff invite those who come to the library to attend the workshops.		1
h. Spring: Talk it up in the community. Fall: Make presentations about the workshops to as many groups as you can who serve young children—boosts attendance.		1

i. Work hard to promote it to new people—not just regular library users.	0	1
j. Thank your partners.	0	1
<i>5. Parent Needs</i> <i>Total</i>	<i>1</i>	<i>4</i>
a. “Be personally involved with each child/family. Greet them by name, ask for their input.”	1	0
b. Allow time at end of each session for attendees to talk to presenter, check out library materials, get library cards, etc.	0	1
c. Parents liked to chat with presenters and with each other—cut the repetitive introduction each week and have a sharing session.	0	1
d. Have lots of volunteers or staff available so children can be doing one thing while parents discuss and ask questions.	0	1
e. Appreciated the session at the August training on motivating parents to attend.	0	1
<i>6. No response—question left blank on report form.</i>	<i>3</i>	<i>1</i>

Although there is much important information in Table 6A-12, it must be kept in mind that each of these suggestions was only mentioned by one or two libraries, with the exception of 6 libraries in the fall telling others to essentially just do it because the program is good and fun to present. But having said this, there are still excellent ideas and tips that appeared both fall and spring that if implemented more widely around the network of participating libraries will serve to homogenize and improve overall quality. For example, under the “Planning and Preparation” heading, being well-prepared and knowing the scripts are important pointers, and there are some excellent suggestions under the other headings that will improve the workshops. An example of this high level of preparation was given by one librarian who said she made index cards with key points, prompts to do particular songs, or informative statistics that helped her keep her place in the scripts and make sure to do all that she wanted to do.

Interestingly, three libraries in their spring reports mentioned keeping the number of families at the workshops manageable. From the comments it can be deduced that, depending on library size and staffing for the workshops, 7-15 families is an optimal range for the workshops. Providing this range is not intended to be interpreted as a hard and fast rule. But based on what was said, it appears that the larger the workshop, the more challenges presenters face keeping attendees’ attention. There is always an exception to every rule, however. One library has been able to handle many more than 15 families at their workshops. In order to accommodate the large numbers, this particular library has modified the presentation quite a bit and uses two presenters at each workshop.

Open-Ended Question: “When will you offer the Every Child Ready to Read family workshops again? Approximately how many families do you plan on reaching at the next series?”

Libraries were asked, “When will you offer the Every Child Ready to Read family workshops again? Approximately how many families do you plan on reaching at the next series?” Only data from the spring reports will be discussed here since the spring data reveals the libraries’ future plans after a full cycle of two series of workshops have been completed, and in the case of those libraries who received Read to Me Mini-Grant funds

those funds have been expended and any future workshops will require other sources of financial support. It is important to note that of the 20 libraries who submitted spring reports four of them were completing both series of workshops during the spring and their reports covered only their first six workshops. Thus, these libraries are not included in the following discussion since they answered the question by stating the dates for their second series of workshops this spring and the number of families they were anticipating.

Following is a breakdown and summary of what the 16 libraries reported which had completed both series of workshops. Five libraries stated clearly that they will offer fall, 2009 and spring, 2010 workshops with one exception. The one exception will offer a summer 2009 workshop for about 20 families and then a spring 2010 workshop for approximately 20 families. Amazingly, one of these five libraries said it would serve 170 families at each session. The other libraries reported the following numbers of families that will be served: 10 families at each session, “15 families or 15 kids per session,” and 30 families.

A sixth library said they had plans to offer the workshops in fall, 2009 and stated that 6-8 families is an ideal size for their facility. This library did not mention spring, 2010. A seventh library said that they had been invited back to the Head Start program where they had previously conducted workshops. They said they were going to do the workshops again and they “hope to reach at least 15-20 families.”

The remaining nine libraries were not as firm in their commitment to future workshops. A summary of what each said follows:

1. Would like to offer next year if they have funding.
2. Unknown at this time due to budget cuts. If offered will reach 70-100 families.
3. Considering fall workshops.
4. “We are planning to do it at the beginning of school. We will ask 10 families.”
5. “Will offer it again but don’t know when. Will try for 25 families.”
6. Hope to host at least two sessions next year—have applied for the grant for a second year—will limit workshops to 15 families.
7. No plans at this time.
8. Don’t plan on doing it again.
9. “We talked about offering it again, but not until next year.”

If a goal of the ECRR Family Workshop program was to build independent capacity in participating libraries so that the workshops would continue after funding ended, results are mixed. Some libraries appear to be highly committed to continuing the workshops. But nine were equivocal on this point with 3 of these citing funding as an important variable influencing whether or not they would offer workshops. Perhaps in the future, ICFL trainings and support efforts could include how to build sustainable capacity in libraries so programming continues even in the absence of external funding.

Recommendations

Following are recommendations that are drawn from the analysis of the ECRR Family Workshops Summary Reports:

1. Recruiting under-represented families remains a challenge. This includes both families who are not regular library patrons and also Hispanic families. Additional professional development in this area is needed. Perhaps there are model programs around the country that could be contacted for ideas. In the future, libraries need to continue and enhance their efforts to serve families who are not current card holders and who are not regular library users. There is evidence from several data sources that some libraries are working hard in this area, but are encountering challenges at recruiting new library users. Perhaps the ICFL could focus training and support services in this area so libraries have greater success in their outreach efforts.
2. More libraries need to systematically track library card applications and library usage of families who participate in the workshops. And more libraries need to work closely with their local public schools to follow children into kindergarten so that early literacy development can be assessed.
3. All the various modifications to the workshop scripts and delivery format need to be cataloged and their impact on parent evaluations of the workshops explored. If the modifications are found to enhance the workshops or at least not detract from them, then this information needs to be included where the modifications are cataloged so future presenters can use this knowledge to make the workshop process more efficient and effective without having to “reinvent the wheel every time.”
4. Future research into the popularity and the efficacy of a three session delivery model would probably be of value since both fall interim reports and spring summary reports mentioned the challenge of holding attendees for the full series of six workshops.
5. Future ICFL trainings and support efforts might include how to build sustainable capacity in libraries so programming has the highest probability of continuing after external funds run out. Another way to address the sustainability issue is to help libraries become better at looking for and acquiring external funds. Professional development in the area of grant writing might be a place to start to address this need.

Section 6B: Every Child Ready to Read (ECRR) Family Workshops: Survey for Adult Participants—Spring, 2009 Surveys Compared to Fall, 2008 Surveys

Parents and caregivers were asked to complete a survey at the conclusion of the six workshops during both fall, 2008 and spring, 2009. In the fall, 18 of the 21 sites returned a total of 240 surveys. In the spring, 20 of the 23 sites returned a total of 303 surveys. Although it is not possible to get an exact response rate since it is not known how many surveys were handed out and how many were returned, an estimate for the response rate can be obtained by looking at the adult attendance at the final workshop. Three hundred and five adults attended the final workshop in the spring. When a proportion is computed between this number and the 303 surveys returned in the spring, a 99.0% response rate results. This compares to a 77.1% response rate during the fall. This is exceptional performance and shows how the libraries understand the importance and

value of collecting representative data and then using data to inform future endeavors. In the remainder of this section of the report, the questions on the survey will be discussed.

Attendance at Workshops

The first item on the survey asked participants to check all of the workshops they attended. Table 6B-1 reports attendance statistics. Please note that respondents were not asked to report how many people attended with them, but simply to check which workshops they personally attended.

Table 6B-1: Total Attendance at Workshops: Spring (20 sites: n=253) and Fall (18 sites: n=232)*

Workshop**	Attendance Spring	Attendance Fall
#1: Phonological Awareness	167	228
#2: Vocabulary Development	158	215
#3: Print Awareness	169	230
#4: Letter Awareness	163	223
#5: Narrative Skills	163	226
#6: Print Motivation	176	242

* Note: In fall, 8 of the 240 surveys failed to report attendance information. In spring, 50 surveys did not. This larger number was due to one site using an evaluation form that did not ask for attendance data and 2 other sites that conducted 3 workshops instead of 6.

** Note: Workshops are in recommended order of delivery.

It is interesting to note that these attendance numbers do not show a drop in attendance as the workshops progressed from #1 to #6. Please recall that previously in the report, in the section on ECRR Family Workshop Summary Reports, attendance statistics showed a slight drop over time. The attendance numbers derived from the parent surveys, however, are quite consistent across the first five workshops with a noticeable spike up for the last one. The spike in attendance for #6 might be explained by the final workshop being well attended because of culminating celebrations and additional incentives being given away at the conclusion of the workshops. The highly consistent attendance rate during the first five workshops might be explained by those participants who had the best and most consistent attendance throughout the workshops being more likely to complete evaluations.

Ages of Children Who Attended the Workshops

Adults were asked to circle the number of children they brought to the workshops in various age ranges. Table 6B-2 provides the total number of children in each age range.

Table 6B-2: Total Number of Children Attending in Various Age Ranges (n=303)

Age Range	Attendance Spring	Attendance Fall
a. Newborn to 23 months	133	127
b. Two to three years	176	163

c. Four to six years	223	151
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A few respondents made note on the survey that they brought children older than 6 years to the workshops. This corroborates what library staff reported in their Workshop interim and summary reports that a large age range of children attended the workshops. The attendance growth from fall to spring, especially in the 4-6 year old category, was a very positive outcome given that some libraries worked hard during the spring to recruit families who were not regular library patrons.

Adult Early Literacy Behavior Changes as a Consequence of Attending the Workshops

Survey respondents were asked to respond “yes” or “no” to a series of statements about how their early literacy behaviors with their children changed as a consequence of attending the workshops. Table 6B-3 presents the behaviors and a summary of responses.

Table 6B-3: Adult Early Literacy Behavior Changes: Spring and Fall

<i>As a result of attending these family workshops, I</i>	Spring*		Fall	
	Yes	No	Yes	No
a. spend more time reading with my child/children. (Spring: n=289; Fall: n=236)**	264 91.3	25 8.7	205 86.9	31 13.1
b. spend more time talking with my child/children about the books I read to them. (Spring: n=293; Fall: n=237)	280 95.6	13 4.4	211 89.0	26 11.0
c. spend more time singing with my child/children. (Spring: n=286; Fall: n=237)	228 79.7	58 20.3	177 74.7	60 25.3
d. spend more time playing rhyming games with my child/children. (Spring: n=290; Spring: n=236)	250 86.2	40 13.8	176 74.6	60 25.4
e. am more likely to use the library to check out books. (Spring: n=294; Fall: n=239)	262 89.1	32 10.9	205 85.8	34 14.2
f. am more likely to attend programs at the library. (Spring: n=297; Fall: n=236)	283 95.3	14 4.7	218 92.4	18 7.6
g. am more aware of good books to share with my child/children. (Spring: n=294; Fall: n=236)	284 96.6	10 3.4	220 93.2	16 6.8
<i>If you <u>only</u> have a child/children age 0-2, please skip to question #4 below.</i>				
h. am more likely to ask my child/children questions that will prompt a retelling of a story. (Spring: n=244; Fall: n=183)	228 93.4	16 6.6	172 94.0	11 6.0
i. spend more time “playing” with letters with my child/children. (Spring: n=245; Fall: n=193)	223 91.0	22 9.0	183 94.8	10 5.2
j. show my child/children the print in signs. (Spring: n=243; Fall: n=191)	211 86.8	32 13.2	161 84.3	30 15.7

* Number of respondents who marked Yes or No. Underneath this is the percentage of respondents who marked Yes or No who responded to the statement.

** n is the number of respondents for the particular statement.

The workshops both fall and spring were overwhelmingly successful at getting parents and caregivers to adopt more effective early literacy behaviors with their children. Response profiles were similar across fall and spring. Even the two lowest “Yes”

response rates for fall and spring, that is responses to “c” and “d”, were at or above 75% which represents very positive results.

An interesting change occurred in “d” where respondents were asked about playing rhyming games with their children. Fall to spring the percentage responding “yes” jumped 11.6%. This, of course, could be due to sampling error and thus represent a random increase, but Roger Stewart, the lead evaluator, did make a presentation at the March 3, 2009 Read to Me spring meeting where many of the libraries conducting Family Workshops were in attendance in which he pointed out the relatively low “yes” response rate to this behavior. He stressed the need to emphasize this important behavior in future workshops. There is another possible explanation for the increase. Libraries might have reviewed their evaluation forms before sending them to the ICFL, noted the lower “yes” response rate for this question, and made necessary adjustments. Follow-up with the libraries would need to be conducted to find out if the presentation or their review of their evaluations had an impact on how the libraries presented this information to find out what, if anything, accounts for the change in response rate. But the increase from fall to spring in this important area is commendable.

The “yes” responses to parents singing more with their children (i.e., item c) went up 5% from fall to spring. This, again, could be do to sampling error and thus the percentage of “yes” responses really didn’t change. Even with the 5% increase, however, this behavior continues to have the lowest “yes” response rate. It is still very positive with three-quarters of respondents saying “yes,” but libraries should make sure that parents receive enough materials, modeling, and practice to feel fully prepared and comfortable to pursue these activities at home. In future workshops, this important behavior should be given increased attention by providing more modeling, practice, and materials for the caregivers.

One final piece of information is needed so that the table can be interpreted in the most accurate way by readers. A number of the respondents who said “no” to the various prompts under this question put notes out to the side saying that these were common behaviors with their children prior to the workshops, therefore they had not increased the amount of the various behaviors since attending the workshops. These notes did not occur more on some items and less on others so the influence on the items from this phenomenon appears to be consistent across all items. What this means is that the number of actual “no” responses is less than what is reflected in the table. This means that the positive influence on behaviors may actually be greater.

Open-Ended Question: “What else have you done differently as a result of attending the family workshops?”

Respondents were asked “What else have you done differently as a result of attending the family workshops?” This was an open-ended question so responses were categorized and counted. Table 6B-4 presents the categories and frequencies for spring and fall. It is an extensive table but the high level of detail is important since it shows the great variety of changes in behaviors that participants experienced as a consequence of attending the workshops.

Table 6B-4: Additional Different Behaviors by Category and Frequency (Spring (n=303) and Fall (n=240))

Category	Frequency Spring	Frequency Fall
1. Increased Modeling and Interaction <i>Total</i>	30	21
a. Focus on vocabulary more (e.g., "Using large words" in conversation, explain meaning of words, teach synonyms)	5	1
b. Make child aware of reading and letters (e.g., environmental print; look for letters in child's name; read rules of board games to child)	4	3
c. More time interacting while reading with my child (e.g., share, talk and play more with books, take more time looking at pages/print)	7	2
d. Talk about shapes and colors (e.g., make felts shapes)	4	1
e. Children are encouraged to retell and tell stories	3	0
f. Writing (e.g., creating print and printing out words, daughter is writing more)	2	2
g. Spend more time with communication (e.g., talking to my child more)	2	0
h. Exposed child to more print sources at home	1	0
i. "I spell words now also."	1	0
j. Point with finger to words and pictures	0	4
k. Talk about pictures	0	3
l. Model reading skills and behaviors as I read to or interact with my child	0	3
m. Question child about content of books and stories	1	1
n. Read the book instead of telling about the pictures	0	1
2. Increased Time Reading <i>Total</i>	12	19
a. Read more to and with my children	8	14
b. Let my child read to me	1	1
c. Get other family members to read to children (e.g., father, grandparents)	3	0
d. Read more as a family	0	2
e. Read every night	0	1
f. Read more aloud	0	1
3. Greater Awareness of and Emphasis on Skills <i>Total</i>	39	18
a. Emphasize letters more (e.g., recognizing parts of words, letter-word recognition, teach upper and lower case letters, letter-sound correspondence)	14	3
b. Sing more/sing songs with my child/sing the alphabet	7	5
c. Practice rhymes, play rhyming games, read rhyming books	6	2
d. Syllables (e.g., cutting pictures into syllables, clap syllables)	5	2
e. More aware of skills that need to be taught and reinforced	2	4
f. Play word games (i.e., practice silly words with my child)	2	1
g. Don't quiz over letters	1	0
h. Flash cards of sight words and addition	1	0
i. Let my child predict what will come next in the story	1	0
j. Use magnetic letters	0	1
4. More Positive General Behaviors <i>Total</i>	20	15
a. Come to library more/check out more books from library/make time for participating in library programs/use more library resources	5	3
b. Make reading and learning to read fun and less stressful (e.g.,	5	4

don't rush, am more patient when reading, read more slowly, read books multiple times)		
c. Spend more time with my children/Spend more time as a family	1	3
d. Play more games with my children	1	2
e. "Letting them pick the book out even if it is the same book every time." (at both home and library)	1	1
f. Find different learning activities to use with books	1	0
g. Played library class at home	1	0
h. Started to reserve books at library for older daughter	1	0
i. More children's music in house and car	1	0
j. Practice coloring/cutting more	1	0
k. No change in behavior (i.e., nothing is different)	2	0
l. More positive about reading and learning to read	0	1
m. Pick more appropriate books	0	1
<i>5. No Response to Question</i>	<i>225</i>	<i>183</i>

Out of 303 surveys returned in the spring 78 respondents chose to answer this question. In the fall out of 240 surveys 57 respondents chose to answer this question. This being an open-ended question, it is expected that response rates will be much lower than those for questions where respondents mark a scale or check a box. Since the response rate was quite low, the list of behaviors in Table 6B-4 may not be representative of the entire group of adults who participated in the workshops, but the list is still interesting and meaningful since it represents the changes that at least a portion of the attendees made.

Some of the behaviors listed in Table 6B-4 are similar to those listed above in Table 6B-3, but they are included a second time since they represent the behaviors that came to mind when respondents were asked to reflect on what changes they made as a consequence of the workshops. The list of behaviors that have changed as a consequence of workshop participation is quite impressive and quite diverse. The diversity underscores the broad range of things attendees take away from the experience. Presenters may think they are teaching a relatively constrained and focused set of skills and behaviors, but the lengthy list in Table 6B-4 reveals that the attendee behaviors that change are quite diverse and that the impact of the workshops is wide-ranging.

Both fall and spring, adults reported increased modeling and interaction with their children, increased time spent reading, and greater awareness of and emphasis on early literacy skills. The rather large increase fall to spring in the number of attendees reporting changes in behavior related to the emphasis they place upon letters is interesting. This is a very positive outcome and therefore additional analyses exploring the root cause of this increase could be enlightening. Additionally, general behaviors shifted in positive ways although to a lesser degree. These include utilizing the library more and making reading and learning to read fun and less stressful.

Usefulness of Information Provided at Workshops

Adults were asked to rate the usefulness of the information provided at the workshops. A series of statements were provided and respondents marked a three point scale that included "Very Useful, Useful, and Not Useful." Table 6B-5 presents the results.

Table 6B-5: Usefulness of Information*

Please rate the following information provided at the family workshops for usefulness:	Spring**			Fall		
	VU	U	NU	VU	U	NU
a. Learning about great books for my child/children. (Spring: n=290; Fall: n=221)***	235 81.0	54 18.6	1 .3	172 77.8	49 22.2	0 0
b. Learning things I can do at home to help my child/children get ready to read. (Spring: n=290; Fall: n=221)	242 83.4	47 16.2	1 .3	176 79.6	45 20.4	0 0
c. Learning rhymes and songs that will help my child develop early literacy skills. (Spring: n=289; Fall: n=221)	224 77.5	65 22.5	0 0	156 70.6	60 27.1	5 2.3
d. Learning about library resources I can use with my child/children. (Spring: n=290; Fall: n=220)	214 73.8	74 25.5	2 .7	141 64.1	72 32.7	7 3.2
e. The free books provided. (Spring: n=290; Fall: n=221)	268 92.4	20 6.9	2 .7	201 91.0	19 8.6	1 .5
f. The other take home materials provided. (Spring: n=288; Fall: n=220)	234 81.2	47 16.3	7 2.4	176 80.0	42 19.1	2 .9
g. Please list other information provided at the workshop(s) and rate it for usefulness: (Spring: n=65; Fall: n=41)****	61 93.8	4 6.2	0 0	41 100	0 0	0 0

* The number of respondents who marked this point on the scale is listed first in each cell. Underneath this is the percentage of respondents who marked this point on the scale.

** VU=Very Useful; U=Useful; NU=Not Useful

*** n is the number of respondents for the particular statement.

**** 41 respondents listed other information in the fall and 65 did so in the spring. See narrative below for examples.

Respondents found virtually all of the information to be “very useful” or “useful.” There is a negligible percentage of “not useful” responses. This is a very positive outcome for the workshops. The information was perceived by participants as quite helpful.

“Learning about library resources I can use with my child/children” had the lowest percentage in the very useful category (i.e., Spring: 73.8%; Fall: 64.1%), but still well over half the respondents found this information to be very useful. The comparatively low evaluation of this item and the up tick of 9.7% fall to spring in the percentage of respondents saying this information is very useful are interesting. Of course, as mentioned before, the change could be due to sampling error, but given the sample size and the size of the change, the shift is probably meaningful. Table 6B-6 may shed some light on which participants were responsible for the 9.7% increase fall to spring.

Table 6B-6: Response Profiles to Item D by Where Attendee Learned about the Workshops: Spring, 2009 and Fall, 2008

Source*	Spring % VU	Spring n	Fall % VU	Fall n
Word of Mouth	64	81	75	63
Public School	68	31	61	33
Library	75	141	61	118
Daycare	82	34	67	12
Other	74	43	64	22

* Television and radio were also listed as sources for learning about the workshops, but no respondent checked this item either fall or spring.

In the fall 49% of respondents said they learned about the workshops from the library. In the spring a quite similar percentage, 47.5%, reported learning about the workshops from the library. Only 61% of these respondents in the fall rated “Learning about library resources I can use with my child/children” very useful, but 75% (n=106) did so in the spring. This large jump by a sizable number of respondents accounts for most of the 9.7% increase. Also contributing to the 9.7% increase was the strong rise in “very useful” ratings from the other sources, except word-of-mouth. For some reason, those respondents who had learned about the workshops by word-of-mouth dropped substantially in their “very useful” ratings from fall to spring, but not enough to counteract those respondents who increased in their ratings.

It is reasonable to assume that workshop attendees who learned about the workshops at the library are library users and thus would have more knowledge than a non-library user about the resources available in the library for use with their children. Thus, these respondents might rate this item a bit lower for usefulness since they already had some or all of this knowledge. This may have been the case in the fall. Sixty-one percent of the respondents who had learned about the workshops from the library rated the information as very useful. But things changed for the spring where the percentage jumped to 75%. It might be that libraries reviewed their fall evaluations, recognized their relatively lower performance in this area and made changes for the spring to enhance this component. Or it could be that the participants who attended the workshops in the fall were very active library users, those that are the first to sign-up for any new program, and thus they had a lot of knowledge about library resources. Spring participants were still library users but perhaps not as active as the “early adopters” and thus not as knowledgeable about library resources. Follow-up with the libraries could be conducted to find out if such changes were made for the spring workshops. Additionally, follow-up discussions with libraries and those attendees who identified word-of-mouth as their source might also yield important information about the large drop in very useful ratings.

Learning rhymes and songs was second lowest in the very useful category (i.e., Spring: 77.5%; Fall: 70.6%). But the increase of 7% fall to spring is quite encouraging as was discussed above. Again over two-thirds of parents found this information to be very useful, but parents feeling a bit less positive about rhymes and songs continued fall to spring, as has been noted elsewhere. So presenters may want to continue focusing on these activities to help parents understand their importance and to feel comfortable with them. Table 6B-7 provides insight into where the increase in very useful ratings occurred fall to spring.

Table 6B-7: Response Profiles to Item C by Where Attendee Learned about the Workshops: Spring, 2009 and Fall, 2008

Source*	Spring % VU	Spring n	Fall % VU	Fall n
Word of Mouth	70	81	83	52
Public School	81	31	70	23
Library	79	141	66	79
Daycare	85	34	67	8
Other	79	43	68	15

* Television and radio were also listed as sources for learning about the workshops, but no respondent checked this item either fall or spring.

Those respondents who identified word-of-mouth as their source for learning about the workshops rated information about rhymes and songs lower in the spring than they had in the fall (Spring: 70%; Fall: 83%). But this drop was not enough to overcome the positive changes in the other four categories. Those attendees who identified the library, public schools, their daycare, or other sources for learning about the workshops all increased their very useful ratings by 11-18%. Follow-up discussion with attendees and libraries might shed light on what was effective at causing these substantial positive shifts fall to spring.

In the spring 65 respondents and in the fall 41 listed other information and rated its usefulness. There was a wide range of responses. For example, 47 different things were mentioned on the spring surveys. Importantly, all but four of the responses were rated as “very useful.” And in the fall, all of the response were rated very useful. A few examples of responses will be provided. Six mentioned things about puppets including receiving puppets, ideas for puppet games, and puppet websites. Five respondents mentioned the magnetic letters as being helpful. Another mentioned the reading lists that were provided. The large number of different responses underscores the diversity and quality of benefits that attendees take away from the workshops.

Overall Quality of Workshops and Presenters

Respondents were asked to rate the overall quality of the workshops and presenters. They were provided two statements and asked to mark a three point scale that included “Very Satisfied, Satisfied, and Not Satisfied.” Table 6B-8 presents the results for fall and spring.

Table 6B-8: Overall Quality of Workshops and Presenter(s)*

Please rate the following aspects of the workshop for satisfaction:	Spring			Fall		
	VS**	S	NS	VS	S	NS
a. Overall quality of the workshops. (Spring: n=289; Fall: n=220)***	273 94.5	16 5.5	0 0	193 87.7	26 11.8	1 .5
b. Overall quality of the presenter. (Spring: n=289; Fall: n=220)	280 96.9	9 3.1	0 0	204 92.7	14 6.4	2 .9

* The number of respondents who marked this point on the scale is listed first in each cell. Underneath this is the percentage of respondents who marked this point on the scale.

** VS=Very Satisfied; S=Satisfied; NS=Not Satisfied

*** n is the number of respondents for the particular statement.

The overall quality of the workshops and the presenters was extremely high and quality improved fall to spring. The few people who were satisfied instead of very satisfied were negligible. This was especially so in the spring, and in the spring no one checked that they were not satisfied. The presenters should be very proud of their work and the ICFL should be commended for providing excellent training and support for the workshops. The results were truly outstanding.

Open-Ended Question: “Please tell us why you decided to attend the family workshops.”

Adults were asked “Please tell us why you decided to attend the family workshops.” The response rate was quite high for this question. All but 27 people responded to this question in the spring while in the fall 52 failed to respond. Thus the results from this question are probably quite representative of the group of people who completed surveys in the spring.

Since this was an open-ended statement, responses were categorized and counted. Table 6B-9 reports the results for spring and fall.

Table 6B-9: Reason for Attending Workshops by Category and Frequency (Spring (n=303) and Fall (n=240))

Category	Frequency Spring	Frequency Fall
<i>1. School Readiness</i> <i>Total</i>	<i>61</i>	<i>30</i>
a. Help child get ready for kindergarten/school (e.g., Learn information for kindergarten readiness.)	34	20
b. Help my child get ready to read/get a head start/do well in school	22	10
c. Expose child to a school-like environment	5	0
<i>2. Parent Education to Help Child</i> <i>Total</i>	<i>93</i>	<i>75</i>
a. Educational (Note: These were general statements such as the workshops provide good information and ideas, teach and reinforce literacy skills, and enrich my child’s learning.)	30	21
b. Learned how to teach my child reading skills	26	19
c. Motivation and engagement (e.g., Get child excited to read a book; Motivate my child to read; Foster a love of books in children.)	15	0
d. Parent education (e.g., “Educate myself;” “To learn tips on making reading fun and different;” “To learn something new;” Curious about content;” More tools in my parenting toolbox; Learn how to help my child learn.)	6	2
e. Help my child develop/learn (e.g., Child was ready for more and mother needed practical ideas; To challenge my 5 year old.)	7	2
f. Child needed help (e.g., improve learning for child with disabilities)	2	3
g. Learn about general child development	3	0
h. Language exposure (e.g., practice English since Spanish is first language)	1	3
i. Husband is not comfortable reading so mother wants to learn as much as possible	1	0
j. Confidence (e.g., Just wanted to make sure we were doing the right things.”)	2	0
k. Sets good example for my child (e.g., good modeling and reinforces parents’ reading at home)	0	5
<i>3. Library Related Reasons</i> <i>Total</i>	<i>65</i>	<i>75</i>
a. Attended story time already/Love story time	22	25
b. High regard for instructors and library (e.g., “Show support for the great presenters;” Heard it was a great program; Love library and programs; Children love going to library/doing library activities.)	20	12
c. Received free books (Fall: One person mentioned magnets also)	9	22
d. Get book ideas/exposure to books	4	8

e. Program was free	4	8
f. Schedule (e.g., Workshop was different time than usual so it fit parent schedule; Workshop offered a variety of times.)	2	0
g. Introduce children to library	2	0
h. Introduce children to reading books	2	0
4. General Child Development <i>Total</i>	42	30
a. Social skills development/social interaction for children (e.g., "Great interaction between older and younger children.")	25	20
b. Child loves books/reading	13	8
c. Child loves to be read to	3	0
d. Children love projects	1	0
e. Child needed to learn to sit	0	2
5. Other Reasons <i>Total</i>	64	100
a. Respondents reported how they found out about workshops (e.g., flyer sent home from school, relative told them about program, invitation from library staff, etc.)	26	23
b. Fun (e.g., Sounded like fun; "Kids love it.")	22	22
c. Quality time with children and/or family	11	14
d. Adult peer pressure/motivation (e.g., "Light my fire" to begin working with my child.)	2	2
e. Respondent loves reading and understands its importance	2	36
f. Gave us something to do	1	0
g. Free food	0	3
6. No Response to Question	27	52

A quite diverse list of reasons emerged from the analysis and the comparison of spring and fall data. There were similarities and differences that emerged fall to spring. The table is quite extensive because the level of detail provides important insight into the many and diverse reasons people choose to attend the workshops.

School readiness continued to be quite important. It was mentioned 61 times by respondents in the spring and 30 times in the fall. Some of this change may be explained by the large number of surveys returned by one library during the spring. This library focused their workshops on kindergarten readiness and advertised the workshops this way. Twenty-one of the 61 responses that mentioned school readiness were submitted by attendees at this library. This category thus reveals a potentially interesting and effective way to advertise and promote the workshops.

Parents learning how to help their child develop early literacy skills and other important behaviors continued to be important in the spring. A new category emerged under this heading in the spring that is interesting. Fifteen parents attended the workshops to learn how to motivate their children to want to read books and to want to engage with books.

Library related reasons also remained prevalent fall to spring. Attending story time at the local library continued to be an important conduit for parents to find out about the workshops and to be motivated to attend them. The high regard patrons have for library staff and programming also remained an important motivation behind attendance. These are very positive outcomes for libraries since these comments directly reflect the high regard their communities have for library staff and programming. In short, for many attendees it is the quality of the local library staff and programming that cause them to attend the workshops.

It is interesting to note that the number of people who were drawn to the workshops by the free books dropped dramatically fall to spring. There is nothing wrong with wanting free books and attending in order to receive them, but it is also good to see that this was not as prevalent a cause as it was in the fall.

Under the “General Child Development” category, social skills continued to be important for some respondents. Parents use library programs to provide social settings where their children can interact with other children and learn how to do this. This could be another way for libraries to advertise and promote the workshops since emphasizing this aspect of the program might draw in additional attendees.

Finally, under the “Other Reasons” category there are other heartening and complimentary reasons people gave for attending that were relatively consistent fall to spring. Specifically, attendees’ desire to spend quality time with their children and family and attend a fun, family-oriented activity was a motivating force for attending workshops. This is also quite positive for libraries since these results underscore that they are seen by their patrons as good places to spend time. An interesting change from fall to spring in this category was the large drop in the number of respondents who said that they loved reading and understand its importance and that is what brought them to the workshops. Why this drop occurred is not known at this time.

Taken in aggregate, the reasons patrons gave for attending reveal that the workshops achieved their intended objectives of informing parents about early literacy while also immersing the caregivers and children in entertaining activities. An important corollary benefit to all of this is the showcasing of local libraries in positive ways. Adults reporting that the workshops provided quality family time, positive social interaction, and important modeling attest to the success of the workshops at attaining their objectives.

Open-Ended Question: “In order to make these family workshops better, I suggest:”

Adults were asked to make suggestions for making the workshops better. This was an open-ended statement so responses were categorized and counted. Table 6B-10 reports the results for spring and fall.

Table 6B-10: Suggestions for Improving Workshops by Category and Frequency (Spring (n=303) and Fall (n=240))

Category	Frequency Spring	Frequency Fall
<i>1. Praise and Thanks</i> <i>Total</i>	77	48
a. Nothing to suggest—respondents commented on quality of program, suggested doing more classes because they are so beneficial. Common adjectives were “awesome, great, wonderful.”	77	48
<i>2. Class Size and Management Suggestions</i> <i>Total</i>	26	28
a. Smaller classes (e.g., Add an additional time slot to reduce class size; If smaller class sizes are not possible, gear workshop to larger groups.)	11	13
b. Encourage parents to sit and work with their children (e.g., Parents should participate and not talk; Parents should control younger children better.)	9	3
c. Individual classes for different age groups of children.	4	5

d. With large groups have more than one instructor.	1	0
e. Bigger meeting area.	1	2
f. Have a minimum age requirement.	0	1
g. Have stations and have parents and children rotate among stations.	0	1
h. Add a gate to entrance of room.	0	1
i. Keep tables out of the room—sitting on the floor kept kids less distracted.	0	1
j. Put more chairs in the room.	0	1
3. Curriculum Suggestions <i>Total</i>	18	26
a. More take home materials, give-away items, hand-outs, and books (e.g., Put finger plays in writing to take home; Longer lists of suggested books for each skill area; List of songs to use at home; Send home acronym and what it stands for for each topic.)	8	8
b. More hands-on activities and movement for children (e.g., games, crafts, sing-a-longs, etc.).	4	9
c. More information for parents.	1	0
d. More creative crafts.	1	0
e. More syllable work.	1	0
f. Talk about specific letter sounds that are easy to start with.	1	0
g. “Share more ideas w/ materials that are easy to find or make.”	1	0
h. Provide ideas for newborn/baby-infant books—give away some of these, too.	1	0
i. Too much focus on parents and not enough on the children (e.g., Keep parent instructions shorter. Kids can’t sit and listen that long.).	0	4
j. Shorter books or fewer books—kids get restless.	0	2
k. Include flannel board stories.	0	1
l. Include finger plays.	0	1
m. Too much material.	0	1
4. Instructional Suggestions <i>Total</i>	5	18
a. Spring: More interaction. Fall: “Make presentations more exciting.” “More interactive play w/the reading.”	2	2
b. More demonstration and modeling and better descriptions and explanations of early literacy skills (e.g., More time showing techniques with songs and stories.)	1	3
c. Spring: Discuss at beginning of class successes at home trying new techniques. Fall: Give parents a few minutes to share ideas during workshop (e.g., Get mothers involved to share ideas.)	1	2
d. Start each workshop with a song.	1	0
e. Workshops were too long (e.g., Make shorter for younger children; Faster pace for short attention spans; With 1 year old difficult to sit through scripted portion.)	0	7
f. Conduct workshops bilingually and include information for non-native speakers of English.	0	2
g. More information about what is available at the library and how to use it.	0	1
h. Make books being read more visible to all in attendance.	0	1
5. Miscellaneous Suggestions <i>Total</i>	16	8
a. Different time slot (Note: There was no consensus. Some wanted it earlier and others wanted it later whether it was a day workshop or an evening workshop.)	9	3
b. Three session format was well-liked.	4	0
c. Provide networking opportunities for parents (e.g., website, lists of community resources, Parents as Teachers, etc.)	1	0
d. Hold workshops in branch libraries.	1	0

e. More advertising.	1	2
f. Include food.	0	1
g. Confusing response—respondent did not address the statement.	0	2
h. Animation or lights.	0	1
i. Music on tape.	0	1
j. More treats.	0	1
<i>6. No Response to Statement</i>	<i>154</i>	<i>140</i>

During spring, 149 respondents provided one or more suggestions for improving the workshops. In fall 100 out of 240 provided suggestions. The lengthy list in Table 6B-10 shows the diversity of responses. They range from the very specific to the quite general. Some contradict one another. For example, one person said to remove tables and chairs from the room so everyone can sit on the floor while another person said to bring more chairs into the room. And in the case of when workshops were offered, some said they needed to start later while others said earlier. When taken in aggregate, however, all of the suggestions represent important and insightful feedback. Thus, each major category in the table will be discussed. But readers are cautioned to remember that no individual suggestion or even major category in the table represents a pervasive belief among most respondents. The frequency of responses was quite low, and thus the responses most likely only represent those people making the comments, not the entire group of respondents.

The workshops generated considerable praise and thanks. Many respondents both fall and spring said that nothing needed to be improved and thanked their libraries for conducting the workshops. Comments about class size and management issues continued to be some of the most prevalent during spring, but the number and range of specific suggestions for addressing this issue went down fall to spring. It appears that smaller class sizes are needed for two primary reasons. First, meeting spaces are not large enough to accommodate all of the attendees. Second, because of the wide age-range of children present and the large number of people in attendance, the workshops become less than optimal at times. Suggestions for having different workshops for different ages of children, having a minimum age requirement, getting parents more involved during the workshops, and using stations for children and their parents to rotate through are all examples of how to reduce class size and focus the curriculum and instruction more on specific age groups. Attendees are not the only people to mention these things. In the ECRR Family Workshop Interim and Summary Reports, library staff who completed the reports mentioned quite similar challenges and needs. This may be something that needs to be addressed in future trainings and curricular revisions since it has been an issue, albeit not a serious one, throughout this year of implementation.

Curricular suggestions were similar fall to spring in the area of attendees wanting more take home materials, give-away items, hand-outs, and books. Not a large number of respondents requested this during either fall or spring so libraries should not spend considerable time and resources augmenting this area of the curriculum, but where it can be done efficiently and in a cost-effective way, it would probably be a positive addition that would be well-received.

It is interesting to note that areas needing improvement that were mentioned by library staff in the interim reports and also by respondents on the fall surveys appear to have been addressed. For example, needing more hands-on activities, needing the

curriculum (i.e., the scripts) to focus more on children instead of parents, and needing different books for the audience were all mentioned in the interim reports and fall parent surveys. It appears that between the first series of workshops and the delivery of the second series many of these changes were made by libraries. Evidence for this, although not conclusive, is the drop in the number of respondents who suggested “more hands-on activities and movement for children (e.g., games, crafts, sing-a-longs, etc.),” “too much focus on parents and not enough on the children (e.g., Keep parent instructions shorter. Kids can’t sit and listen that long.),” and “shorter books or fewer books—kids get restless.” On the fall parent surveys, 15 respondents had mentioned these things. On the spring surveys, only four mentioned them. It appears that presenters made successful adjustments to the workshop curriculum and instruction to better address the needs of their particular audiences. This is a wonderful finding that attests to the talent and work ethic of the presenters.

Another area in which presenters should be commended is the relative lack of instructional suggestions both fall and spring. There were only five such suggestions during the spring. This is a large drop from what was already a low number in the fall of 18. During fall seven respondents had mentioned that the workshops needed to be shorter. This concern was echoed in the interim reports by library staff when a few libraries mentioned that some of the workshops were a bit long. No respondent on a parent survey said this in the spring. It appears that presenters either shortened their workshops in the spring or made them more interactive and engaging so participants didn’t notice the length of the workshops as much. Either way, these very positive results again reveal the talent and hard work that presenters bring to these work shops.

Only three people in the fall and one in the spring suggested “More demonstration and modeling and better descriptions and explanations of early literacy skills.” It is important to note that the workshops focused directly on describing, explaining, demonstrating, and modeling early literacy skills. So, for so few people over the course of two series of workshops to say more of these things were needed shows how well the workshops were delivered. Similarly, only two people in the fall and two in the spring suggested making the “presentations more exciting.” Again, this shows the quality of delivery of the workshops.

The miscellaneous suggestions are few in number. But one thing can be said. No workshop offering time will meet all needs. There truly was no consensus concerning best days or times of day. The only thing libraries can probably do to address this issue is to offer as many workshops as possible at a variety of times and on a variety of days. An interesting comment emerged that might be explored further. Several libraries experimented with alternative delivery schedules during the spring. Instead of offering the workshops in a series of six 45 minute sessions over a number of weeks, some libraries offered the workshops in 3 sessions of a little over an hour each. Four respondents on spring surveys mentioned that they liked the three session format. Three of these four had participated in a quite unique delivery model where one session was conducted with just parents. This session was devoted to providing parents with the background knowledge that they need to understand the early literacy skills. The other two sessions were held with parents and their children so stories could be read and activities completed while the skills were modeled for and practiced by the parents with children present. The other respondent attended 3 workshops where two topics were

covered at each session. Future research into the popularity and the efficacy of a three session delivery model would probably be of value since both fall interim reports and spring summary reports mentioned challenges maintaining attendance for the full series of six workshops.

Library Card Applications

Respondents were asked to check one of three statements about whether or not they had a library card or had applied for one. Table 6B-11 reports the results. The table reports how many people checked each statement.

Table 6B-11: Frequency of Library Card Status of Respondents: Spring (n=294) and Fall (n=219)

Statement About Library Card	Frequency Spring	Frequency Fall
1. I received a library card as a result of attending this program.	37	27
2. I already had a library card before attending this program.	244	182
3. I did not get a library card.	13	10

About 12% of respondents fall and spring received library cards as a consequence of attending the workshops. About 4% reported not getting a card. The greatest majority of respondents already had cards, approximately 84% fall and spring.

One goal of the workshops is to increase library card applications and in turn increase library patronage. Given that the overwhelming majority of workshop participants already had library cards, it doesn't leave a lot of potential for recruitment of new card holders and library users. Granted getting 12% of participants to apply for library cards is a positive result, but this only represents 37 new card holders state-wide during the spring workshops. In the future, libraries need to continue to enhance their efforts to serve families who are not current card holders and who are not regular library users. There is evidence from several data sources where libraries are working hard in this area but are encountering challenges at recruiting new library users. Perhaps the ICFL could focus training and support services in this area so libraries have greater success in their outreach efforts.

“How did you hear about the workshop?”

Adults were asked how they heard about the workshops. They were to check as many items that applied from a list of information sources. Table 6B-12 provides the frequencies with which the items were checked for fall and spring.

Table 6B-12: Information Source for Hearing About Workshops by Category, Frequency, and Percentage (Spring (n=303) and Fall (n=240))

Information Source	Spring*	Fall
1. At library	144 47.5	119 49.6

2. Word-of-mouth	83 27.4	63 26.2
3. Other (see below for details)	45 14.9	22 9.2
4. Daycare/Preschool	37 12.2	12 5.0
5. Public school	31 10.2	33 13.8
6. Radio/TV	0	0

* The number of respondents who marked this source is listed first in each cell. Underneath this is the percentage of respondents who marked this source.

The library was the most common source of information about the workshops. Nearly half of respondents heard about the workshops from this source. Word-of-mouth was second in importance. Fall to spring public schools dropped slightly in importance as a source for learning about the workshops while the “Other” category increased by nearly 6%. Daycares and preschools more than doubled as a source of information surpassing public schools by a small amount. And no one checked radio or TV at either reporting period. In their midterm reports for the workshops, just a few libraries reported using radio and TV for advertising, so no one hearing about the workshops from these outlets is not that surprising. But more libraries did state in their midterm reports that they would use radio and TV advertising to try to increase enrollment in their spring workshops. It is hard to tell from the spring summary reports if libraries did use more radio and TV advertising compared to fall; but if they did, it was not an effective form of advertising.

The “other” category had a quite diverse listing of information sources both fall and spring. Table 6B-13 reports additional details about this category.

Table 6B-13: Listings Under the “Other” Category (Spring (n=45) and Fall (n=22))

Other Category Detail	Frequency Spring	Frequency Fall
1. Newspaper	25	6
2. Internet/Online/Website (One spring respondent specified a city activities website. The others did not specify)	6	2
3. Library Web Site	5	1
4. Community Center	2	0
5. Library Marquee	1	0
6. Playgroup	1	0
7. Walked in on it at the library	1	0
8. Press release	1	0
9. Head Start	0	10
10. PTA	0	3

Newspapers were the most common source mentioned under the “other” category. It’s prevalence increased fall to spring. Online sources also increased in importance fall to spring. Additionally, some new sources appeared in the spring but none were prevalent, including community centers and library marquees. Two quite interesting sources appeared. One was a playgroup which should have probably been listed under word-of-

mouth instead of “other,” and one person walked in on the workshop at the library and decided to join. Two sources that had been listed during the fall were not mentioned in the spring (i.e., Head Start and PTA).

What this data reveals is that apart from hearing about the workshops at the library there are other effective means for advertising. Essentially, all but one form of advertising was effective. The one exception being radio and TV advertising. All others showed varying degrees of promise. It appears that when a library uses an advertising channel such as the newspaper, Head Start or the public schools, they get people from those programs to attend the workshops. The same holds true for word-of-mouth and daycares and preschools. Thus the recommendation is for libraries to dynamically pursue a variety of channels for advertising while maintaining a strong presence on the web. This puts a significant burden on libraries to come up with the time and resources to launch and sustain a multi-faceted advertising campaign, but it appears that such an approach is necessary if potential attendees in addition to regular library patrons are to be reached.

Recommendations

1. Although gains were made fall to spring, libraries should continue focusing their efforts on getting parents comfortable and confident in singing and playing rhyming games with their children.
2. Follow-up with libraries and workshop attendees to explore findings of interest should be considered. These follow-up activities could be phone calls or another form of contact to ask people for additional information that would deepen understanding of important findings.
3. Libraries should dynamically pursue a variety of channels for advertising while maintaining a strong presence on the web. This puts a significant burden on libraries to come up with the time and resources to launch and sustain a multi-faceted advertising campaign, but it appears that such an approach is necessary if potential attendees other than regular library patrons are to be reached.

Section 7: First Book 2008-2009 Participating Libraries' Final Statistics, Final Reports, and Parent Surveys

First Book is a program of the Idaho Commission for Libraries. Libraries apply for First Book support. They then receive multiple copies of a different book each month for 9 months beginning in the fall and ending in the spring of the following year. The books are high quality children's books that are distributed to preschool or primary grade children who come from homes of limited means. The books become the children's personal property so that they establish a small home library of "first books." Participating libraries partner with local agencies or organizations that have contact with low income families in order to facilitate distribution of the books each month to the target audience.

According to Stephanie Bailey-White of the Idaho Commission for Libraries, in 2007-2008 eight libraries participated in the First Book program. They distributed a total of 971 books for children each month. This year, that is 2008-2009, with additional state funding, 25 libraries participated and served approximately 2,174 children. Over the 9 months of the First Book project a total of 19,568 books were distributed. For a map showing the locations of the 2008-2009 First Book sites see Appendix E.

First Book libraries submit final reports by June 1 of each year (See Appendix C for a copy of the report). They also submit evaluations that are collected from participating parents. This section of the Final Report summarizes the reports and parent evaluations submitted by participating libraries during the fall 2008-spring 2009 First Book program. The results of the prior year's First Book program, that is 2007-2008, were reported in the Interim Report that was submitted on January 15, 2009.

Of the 25 participating libraries 24 submitted final reports. The following sections synthesize the information contained in the reports. The sections coincide with sections and individual questions on the final report form. Section 1 of the report asked for information about book distributions and benefits to the library from participation in the program. Section 2 of the report asked for information about the parent workshop that was delivered as part of the First Book program, and section 3 of the report asked for information about the family event that was conducted as part of the program. Each section of the report and the individual questions under each section will be discussed below. Following the discussion of the final reports, results and analyses from the parent surveys will be provided.

First Book 2008-2009 Final Report Section 1: Book Distributions/Library Benefits

Library Partners

Libraries were asked to list their partner organizations. As stated above, libraries partnered with an entity that had direct contact with young children from low-income families. Table 7-1 provides a list of the partners and also the number of times the particular partner was listed by participating libraries. Please note that in the First Book program public elementary school libraries can participate. Three did so during 2008-2009 and they partnered with their local community library. Also, there are more than 24

total partners listed in Table 7-1 because some libraries had more than one partner. For example, a library might partner with 2 daycares and a private preschool.

Table 7-1: Type and Number of Partners

Partner	Number
1. Elementary school (9 schools & 1 school library)	10
2. Head Start	9
3. Daycare(s)	7
4. Developmental preschool	2
5. Private preschool	2
6. Community library	3
7. School district	2
8. 21 st Century After-School Program	1
9. High school teen parent class	1

First Book libraries partnered with 36 different entities. Most participating libraries teamed-up with elementary schools, Head Start programs, and local daycares. To a lesser degree, they partnered with preschools, community libraries, and school districts. In one instance each, a library partnered with a 21st Century after-school program and a teen parenting program. The diversity of partners is a strength of the First Book program since it facilitates the distribution of books to a wide of variety of children, both those in school and those not yet in school.

Open-Ended Question: How did you distribute your First Books?

There were several ways that books were distributed. Table 7-2 provides a listing of the ways and the number of libraries reporting using the distribution method. There are more than 24 entries in the table because two libraries used more than one method.

Table 7-2: First Book Distribution Methods

Method of Distribution	Number of Libraries
1. At partner site with story time included	16
2. At partner site—no evidence of story time being included	3
3. At participating First Book library with story time included	5
4. Question left blank	1

The most common method was for the First Book library to travel to the partner’s site and provide either a full or abbreviated story time followed by the book distribution. Sixteen libraries did this. There were three libraries that reported traveling to their partner site to deliver and distribute the books but they didn’t mention reading to the children while there. For example, one community library responded, “Carried them to school and handed them to the children. Five First Book libraries conducted a story time at their library and then distributed the books. This should not be interpreted in a negative way but instead in a very positive way. Distributing books in the library is an excellent outcome that should occur more often in First Book libraries since a primary goal of the program is to get children and their parents into the library. A great way to do

this is to distribute the books at the library. This may not always be possible because parents may not be able to come to the library because of schedule conflicts or lack of transportation, but when possible First Book libraries should be urged to have more book distributions in the library. In the case of three of these libraries, they were public school libraries so the children left their classrooms and went to the library to hear a story and receive their First Books. In the case of the other two in this category, the libraries distributed books in two ways. They traveled to partner sites but they also had First Book children come to the library to be read to and receive books. One library left the question blank on the final report

Open-Ended Question: Describe any problems you had in distributing books.

Eleven libraries reported no problems. This is an excellent outcome given the complex logistics involved in getting the First Books to participating libraries from the ICFL each month and then from the participating libraries into the children's hands via the library partners. The low number of problems exemplifies the excellent planning, coordination, and ongoing support the ICFL provides to participating libraries. It also underscores the hard work and organization of the participating libraries.

Of the 13 libraries reporting problems, none mentioned the ICFL. Instead, their problems stemmed from local issues, but none appeared serious. The problems mentioned more than once are listed in the following bullets. Please note that the number of libraries stating the type of problem is in parentheses:

- Scheduling (3 libraries)—problems with scheduling around school closures and aligning the librarian's schedule with partner's schedule; and
- Child mobility (4 libraries)—the number of students in programs/classrooms fluctuated so when numbers went up there wasn't enough First Books for all in attendance. Also one library had two private daycares go out of business so they had to travel outside of their library district to find another daycare with which to partner.

There were other problems, all of which appear to be relatively minor in nature. The following problems were only mentioned by one library each:

- One librarian had to cancel a distribution because of illness and there was no one to fill-in for her. She stated that she will build in a back-up person in the future;
- When younger siblings attended extra books were needed. The librarian started taking extra books they had on hand to cover this need;
- In a Head Start program, the bus driver was given the responsibility for distributing "The Bookworm" newsletter, so the librarian didn't know if it always arrived home with the children;
- A teacher in a partner program used the time the librarian was there to prepare her lessons instead of participating in the story time and book distribution with the children. The teacher also interrupted the librarian during her presentation;

- First Book parents were invited to a Family Reading Week event at the library, but they had already received the pirate book that was to be distributed at the event, so the library had to come up with another book to give away; and
- A librarian stated that she targeted 3rd graders for the First Books and said that the students were too old for the materials.

Open-Ended Question: How did you tie library visits to your book distributions?

The primary goal of First Book is to place high quality, age-appropriate children's literature in children's hands who might not otherwise have the opportunity to own books. A secondary goal is to increase library traffic, library card applications, and circulation statistics. This question explored how libraries were accomplishing this secondary goal.

All but a few libraries stated that they used the First Book program to promote the library and its programs. The following comments are representative of this type of response:

- "Promoted First book at Library programs, and promoted Library programs through First Book."
- "Encouraged kids to go to the library & participate in their programs."
- "Each time we went we talked about the Library and made sure the children knew about activities that were being presented at the library."

None of these responses get at the heart of the question. That is, how did libraries make direct connections between the distribution of First Books and children and their families coming to the library. It could be that the question wasn't worded correctly, but it could also be that most of the libraries didn't understand the secondary goal of First Book. Some libraries did, however, have this understanding. The following responses show this:

- "I offered prizes and incentives to the kids who came in to sign up for new library cards and brought new members with them, and to the children that came in to use the library that already had cards. I also invited the First Book families to special evening library events and programs. Every month I read the First Book selection and brought in more books by the same author or about the same subject to show the kids what materials I have in the library for them to use."
- "Art projects were sent home several times during the year with invitations to display them in the library."

Both of these comments clearly reveal that these libraries were systematically leveraging the First Book program to stimulate more library traffic. The second comment about art projects might need some explanation. In several cases, when First Books were distributed, along with a story time the children completed a craft or art activity. It was these that were sent home with the children with the invitation to bring them to the library

for public display. This was a very creative idea that could be used more widely across the First Book sites.

In addition to the two libraries discussed immediately above who actively promoted library visits, two libraries reported that First Book children took field trips to the library. Thus, these libraries also made direct connections between First Book distributions and library patronage. Thus, four of the 24 responding libraries had active efforts to leverage First Book activities to increase library traffic. The others, it appears, did not.

This same weakness was noticed in the final reports for the 2007-2008 implementation year. Thus, there are two years of data showing that few libraries have an adequate understanding of this issue. Two recommendations are thus warranted. First, the question on the report needs to be reviewed to make sure it is clearly asking for the information. Second, it is recommended that in future library trainings concerning the First Book program, the issue of actively and systematically pursuing the secondary goal of the program be an agenda item.

Open-Ended Question: How did participating in First Book benefit the library?

Libraries were asked “How did participating in First Book benefit the library?” This question had the following probe right after it: “Describe any opportunities or unexpected benefits that have happened as a result of your First Book project.” This was an open-ended question so responses were categorized and counted. Of course, First Book benefiting the children and families who receive the books is the primary outcome of the program, but as discussed above a secondary goal of the program is to increase library traffic. Table 7-3 lists the responses and the number of libraries making the comment.

Table 7-3: Library Benefits and Number of Libraries Reporting the Benefit

Benefit	Number
1. More visible in community (e.g., recognition by kids and others, helped families get to know children’s librarian/library staff)	9
2. Brought in new patrons	6
3. Established closer relationships or rapport with public school teachers (2)*, Head Start (1), younger school-age children and their families (1), and childcare providers in the community (2).	6
4. More support for library	1
5. Children enjoyed coming to library for the First Book.	1
6. Family reading events—which were new to the library this year—were a hit.	1
7. “We have also been more aware of grants available to help sustain First Book.”	1
8. Increased circulation	1
9. Kids were excited about getting the books and talked about their home libraries and shared books with family members	1
10. Can’t think of any	1
11. Not applicable	1

12. No response	2
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* Number of libraries reporting this benefit is in ().

Item number 1 in Table 7-3 is a wonderful outcome. Respondents reported that First Book children recognized the librarian in the community. In two instances libraries provided more details and said that when this occurred the librarian introduced herself and talked about First Book and other library programs with the children’s caregivers.

Items 2 and 3 in Table 7-3 are also strongly positive outcomes. One library reported that many children visited the library for the first time as a result of the program, and another said that they experienced an increase in story time attendance mostly from Head Start families who had participated in First Book. Six libraries reported establishing closer relationships or building rapport with key constituencies in their service areas.

To put voice behind Table 7-3 and to illustrate the positive impact First Book had on libraries two responses will be shared. These are verbatim transcriptions from the reports:

“I have been able to build wonderful, lasting relationships with many East Lake (pseudonym) citizens I’d never had the opportunity to meet. I have also had an overwhelming positive response from the entire staff at East Lake Elementary School (pseudonym). They have made me feel like an important part of the school. My favorite part has been seeing the excitement on the kids’ faces when they see me at the school and know I’ve come to read with them. I eat lunch with them every First Book Friday and they have grown to expect it and love it!! Maybe I love it more!!

“As a result of going to the day care centers the parents began requesting evening hours. The library board conducted a survey and as a result we extended our Wednesday hours and began an evening story time. This has been met with lots of enthusiasm by the parents and children.”

The second quotation may need a bit of context. This particular library had struggled establishing an evening story hour. They had tried story hours on different evenings and times over the course of several years, but attendance never solidified. So the library had given up on evening story times. Through the First Book program, the library received support to do sustained and consistent outreach to several local day care facilities. The library distributed books and conducted story times at the daycares. As a consequence of this work, enough parents became aware of the importance of reading and sharing stories with their children and the enjoyment children get from attending a story time that an evening story hour became a reality. What these two quotes and the list in Table 7-3 underscore is that First Book can have quite pronounced positive effects on libraries and the children and families in their service areas.

Finally, one library couldn’t think of any benefits (i.e., Item 12). Only one library having this response further shows the overall positive impact on libraries from the First Book program. The one library that responded “Not applicable” is a curious response since it doesn’t make sense in this particular context.

Did you issue any new library cards as a result of the First Book project? If yes, how many?

Sixteen libraries responded “yes” to this question. Six said “no,” and two did not respond. The range in number of cards issued at the libraries was a low of two to a high of 32. The library that reported issuing 32 new cards stated that 19 of them were to First Book families and 13 of them were to other families who came to the library as a consequence of talking to a family involved in the First Book program. A total of 173 cards were issued as a consequence of the First Book program. This is a sizable number given that only 16 libraries reported issuing new cards and many of these libraries are in very small rural communities in Idaho.

The six libraries who responded “no” to this question should be noted. Given that an important outcome of First Book is increased library traffic, having one quarter of the sample say that no library cards were issued as a consequence of First Book is cause for concern. One library said “no” and then qualified their answer by saying they weren’t sure since they don’t ask applicants what prompted them to request a library card. This is a reasonable response and respects the privacy of the applicant, but other libraries used creative incentive systems to draw First Book families into the library, such as post cards for a free book when they came to the library and requested a card. A recommendation would be to include in future trainings how to get First Book families into the library to get library cards and begin participating in other library programs while respecting the families’ privacy. An emphasis should also continue to be placed upon the importance of achieving multiple outcomes through the First Book program.

Do you have any plans for sustaining First Book?

This was a yes/no question with the follow-up probe “Please describe any plans you have.” Fourteen libraries responded yes, six said no, and four did not respond. One of the “no” responses was qualified, however. The library reported they were in the midst of a “budget battle” and then said, “But we hope to find grant money for the future.”

The plans that were provided were not highly detailed but adequate enough to get a sense for the future of First Book in these libraries. Ideally, libraries will look beyond the ICFL for funding and resources to continue First Book. Six libraries who responded “yes” appear to be doing this. Examples of statements showing libraries that are looking beyond ICFL for support follow:

- “We are keeping it in mind as we search for more grants for our small library. First Book is a priority we keep in mind as we apply for these funds.”
- “We will continue our outreach to the daycare centers by reading at their center each month and if I receive funding from a couple of grants then we will continue the book give away program also.”
- “We will be reapplying for a First Book this year, but are also seeking other funding to purchase books.”

But nine libraries who responded “yes” were looking primarily or solely to the ICFL for future support of their First Book program. For example, one said,

“We (South Elementary School (pseudonym)) and I would absolutely love to participate again!!! I would be devastated if we don’t get chosen again. It has been one of the most positive programs I’ve had the pleasure of taking part in. We will be submitting our application again!!! Look for it.”

The person’s success with the program is obvious but it is equally obvious that they are not thinking of other sources of support. This appeared to be the case for nine of the libraries. In the future, the ICFL may want to devote more time and resources to capacity building in local libraries with a focus on establishing a culture that ICFL is a starting point for support, but if a program works well in a particular library then the library should be looking for other sources of support to maintain the program over time. This recommendation is in no way meant to undermine the ICFL but instead to leverage the talents the organization has. The ICFL is adept at finding great programs for local libraries to become involved in and then helping those libraries to implement the programs in very positive ways in their service areas. But funding is fickle and if great programs get started at the local library level and then end when ICFL funding for that particular program ends, then strong programs come and go and communities are not continuously served with all the high quality programming that the system has the capacity to offer. Thus, getting local libraries to be more entrepreneurial and begin looking for other than ICFL funds makes long term sense.

Anecdotes

Respondents were asked to “include one anecdote that is a consequence of First Book for a specific child or family (no names needed – but please be specific).” Seventeen of the 24 libraries provided an anecdote. Three will be provided to illustrate the power of the First Book program to impact individual children and families. Not all of the anecdotes were as powerful and poignant as these, but when taken in aggregate all of the anecdotes pointed quite clearly to the efficacy of the program:

- “A 2nd grade boy came to First Book group and pulled me aside to give me something special he had been saving for me. It was his ONE cookie from his lunch. He said he wanted me to have it because I give him a free book every month and he thinks I’m the nicest person he knows!! I am so lucky to have a job where people tell you they love you and think you are the best!! Thank you for allowing me the opportunity to reach these amazing children.”
- “One parent mentioned that sharing books was a wonderful role reversal. For the first time, her child was able to tell them a story they loved, by “reading” the book that I had previously read to their class. She said that it was right on, even down to the special expressions and gestures I had used. The sharing was reciprocal which she thought was extra special.”
- “One family reported to their daycare that they did not have the money to purchase books for their child to have in their home. The ONLY books that their

child owned were the First Books that they received through this grant. This parent was also very limited in their education level and had not had reading modeled to her as a child. Because she did not possess good reading skills or the ability to model good literacy behaviors, her child was also missing these skills. Through the packets that we distributed, which contained handouts on the 6 literacy skills, rhymes and activities she was able to see what she could do to help her child. This example, reinforced for me, in a very profound way, that many families have literacy issues that are repeated through generations BECAUSE they lack the skills to alter that path. This mom wanted to help her child be successful in school, but couldn't afford books and once she had the books she was [at] a loss what to do to build early literacy skills in her child. As I visited the daycares, this scenario was repeated with variations on the circumstances. Many who are involved in libraries and those who fund these grants don't always see the amazing impact these grants have, but those on the ground do. These books made big differences in the lives of children in Northview (pseudonym)."

Final Report Section 2: Parent Workshops

Participating libraries were asked to provide a parent workshop as part of their First Book activities. The purpose of the workshop was to reward parents and their children for their participation in First Book and also provide additional early literacy awareness and training for the parents. A series of questions were asked about the parent workshops. These questions are found below followed by a summary of the responses and an interpretation of the results. In a later section of the report, results from parent evaluations of the workshops will be presented.

Attendance

Libraries were asked for the number of people who attended and the number of First Book parents who attended the parent workshop. Twenty-two libraries reported attendance statistics. Two left this line blank. Attendance ranged from a low of zero, no one attended the event, to a high of 400. This range is somewhat misleading since only 5 libraries had attendance over 30. Five libraries had less than 10 attendees and 9 libraries had more than 10 but less than 30 attendees. Two libraries had no one attend the event. Total attendance across all respondents was 1,199.

Libraries were also asked to record how many First Book parents attended the parent workshop. This ranged from a low of 0 to a high of 38. Six libraries reported 20 or more First Book parents attending. This is an excellent result given that many of these communities were quite small. Also only three libraries reported no First Book parents attending. The total number of First Book parents who attended was 245.

Question: Did your partner organization participate in the workshop?

This was a yes/no response with the following probe, "If yes, what was their role?" Sixteen libraries responded "yes" and six said "no." One library did not respond

to this question and one provided an incomplete entry. The roles that were reported are listed in Table 7-4.

Table 7-4: Partner Role at Parent Workshop and Number of Libraries Mentioning the Role

Role	Number
1. Publicity and promotion to parents (e.g., notes home, reminders, etc.)	8
2. Provided space for workshop	7
3. Partner organization attended	2
4. Dinner or lunch	2
5. Refreshments	1
6. Helped arrange time and location	1
7. Partners introduced librarian speaker	1
8. School's reading specialists/teachers presented the information	1
9. Provided copier and supplies	1
10. No entry or incomplete entry (Could not be understood)	2

Roles were varied. The most common role for partners was publicity and promotion. In some instances this was very successful. Libraries reported their partners enthusiastically promoting the parent workshop with announcements and notes sent home with the children resulting in excellent attendance by First Book parents. Partners also provided space and a variety of other supports.

Open-Ended Question: List any other organizations that helped sponsor the workshop.

Four libraries left this prompt blank. Seven said that no other organizations helped sponsor, and 13 listed a variety of organizations or individuals. The word “sponsor” needs to be interpreted broadly within the context of this question since libraries listed individual volunteers who helped deliver the workshops along with grocery stores and pizza restaurants who contributed food. In addition, daycares, a fire department, a school district, PTO’s, and friends of the library organizations were mentioned.

Open-Ended Question: Topics covered (attach an agenda and/or publicity, if available)

Libraries were asked to list the topics they covered at the parent workshop. The list is extensive but is included here in its entirety to illustrate the diversity of topics covered.

Table 7-5: Topics Covered and Number of Mentions

Topic	Number
<i>1. Most Common Topics:</i>	<i>Total</i>
a. Six early literacy skills (Not always all six and sometimes a quick review.)	15

b. Tips on reading with your child (e.g., Based the workshop on The Read-Aloud Handbook; Based the workshop on the March topic of First Book—raising kids who love to read; Ways to get children interested in reading; and “Ways to make reading fun at home.”)	5
c. First Book (e.g., overview of program, receiving feedback from parents about program)	4
<i>2. Other Library Related Topics: Total</i>	<i>10</i>
a. Provided story time	2
b. How to receive a library card	2
c. Discussed popular books and educational books	2
d. Provided music & movement activities	1
e. Family Reading Week	1
f. Summer reading	1
g. Discussed other library programs that help develop skills	1
<i>3. Other Reading Readiness and Teaching Children to Read Topics: Total</i>	<i>9</i>
a. Kindergarten readiness	2
b. Early childhood education (e.g., how children learn)	2
c. “Reading—Pre-Birth through age 12 years”	1
d. Television and learning	1
e. Resources for parents	1
f. Distributed early literacy materials at parent workshop	1
g. Curriculum selection and alignment for daycares	1
<i>4. No response</i>	<i>22</i>

The six early literacy skills were the most common topic covered at the workshops. But given time constraints either the six were covered in an abbreviated way or not all six were covered. Acquiring a working knowledge of the six skills and also acquiring the ability to apply the skills with children takes considerable time. It is doubtful that the skills could be covered, even a reduced set of skills, in the time allowed during a parent workshop. This is not to imply that the time was wasted at these events, because even an introduction to the skills can be helpful to parents, but in the future the topics to be covered at these workshops might be refined to better fit the audience and the time constraints. For example, there are topics in Table 7-5 that lend themselves better to the audience and time constraints of a parent workshop. Specifically, a subset of topics 1b, 1c, and most any of the topics under #2 could be put together to make a program that focused on key information with enough depth so attendees left with new and usable knowledge while also receiving information about relevant additional library programming.

Some of the topics under #3 in Table 7-5 would also be appropriate for the workshops, but a few appear either too broad or too narrow, depending on how they were handled during the workshop. For example, 3b and 3c might be too broad, but 3d may be too narrow. In summary, the breadth of topics covered at the workshops could be a strength since it might reflect the diversity of audiences in attendance and their needs, but it could also be a hindrance to a cohesive state-wide approach to early literacy development in children since so many different topics were covered and some were

probably covered superficially. In the future, the ICFL may want to think about providing more direction to libraries concerning the content of their parent workshops.

Open-Ended Question: What incentives/give-aways, if any, were offered?

All but two libraries provided incentives or give-aways. Table 7-6 lists the incentives and the number of times each was mentioned.

Table 7-6: Incentives and the Number of Times Each was Mentioned

Incentive or Give-Away	Number
1. Supplies (e.g., bookmarks (5)*; pencils (2); book bags (2); magnetic letters (1); coloring books (1))	11
2. Books	10
3. Brochures, pamphlets & reading materials (e.g., reading aloud, how to have a good library visit, how to get a library card, summer reading, and ICFL materials on early literacy skills)	9
4. Refreshments	9
5. Literacy related give-aways (e.g., doorknob hangers (1); child development calendar (1); videos provided by Head Start partner (1))	3
6. Prizes	2
7. Toys, pins	2
8. Crafts & craft templates	2
9. Dinner	1
10 Firemen read story/fire truck came	1
11. Hand-outs	1
12. No incentives or give-aways	2

* Numbers in () denote the number of libraries reporting these items.

Incentives and give-aways were an important component to the workshops. The list in Table 7-6 shows the variety of items libraries used to entice and reward attendees. This is good practice since parent surveys from several different Read to Me programs show that parents appreciate and enjoy receiving the free materials and information when they attend library functions.

Open-Ended Question: What were some comments from parents?

Twenty-one of 24 respondents provided comments. Some were rather generic in nature such as “They said they loved it” and “Parents were excited and appreciative of the information and books.” But others were more detailed and provided deeper insights into workshop outcomes. Several of these follow:

- “The parents who attended loved the songs and rhymes for babies that we received through the ICFL.”
- “I didn’t realize [there] were so many ways to help my children learn.”
- “We have loved the new books from First Book and now know HOW to read them using tips from this workshop.”

A goal in the future should be to have all libraries reporting comments like those in the bulleted list. They are detailed and provide specific information about what parents took away from the workshop.

Open-Ended Question: What changes might you make in order to strengthen the format/attendance rate of your parent workshop?

Twenty-two respondents provided changes that they will make. The comments fell into five categories. Table 7-7 lists these with the number of libraries making such comments.

Table 7-7: Changes by Category and the Number of Libraries Reporting the Change

Change	Number
1. Attendance	10
2. Advertising	3
3. Better organization of presentation	2
4. Problems with partner	1
5. Miscellaneous changes to be made	4
6. Not a meaningful response	1
7. Left blank	2

Changes to improve attendance were the most common. Libraries said they were going to move the time or day of the workshop to better fit the schedules of attendees, make more direct invitations, and call or send reminders in advance of the workshop. Three libraries in this category didn't really say what changes they were going to make but instead expressed frustration with the low attendance at their workshop even after they had advertised quite extensively.

Closely related to attendance was advertising. Three libraries mentioned specific changes they will make to their advertising campaigns. For example, one said that they were considering taking "materials to the school at the time of parent/teacher conferences. Another said, "Advertise better; put in the newspaper for consecutive weeks, rotating the Every Child Ready to Read display board to different locations."

Two libraries mentioned that they would work on improving the organization and delivery of their workshop information. Only one library mentioned problems with a partner but didn't really say what they would change in the future. They did say later in their report that they didn't want to work with this particular partner again. Four libraries made comments that didn't fit in the other categories. Comments included having trouble getting parents to complete the surveys, stating that the lunch they provided was a great addition and that they would like to make the workshop a bigger event next year, having more book distributions at the library along with giving out more free library cards, and incorporating field trips to the library from local day cares.

One library's response was difficult to interpret in this context. They simply wrote, "No attendance." The library did report that no one attended their event so they must have thought that since they had no attendance then no changes to the workshop were applicable. Two libraries did not respond to the question.

Finally, attendance appears to be an issue. In the future, the ICFL may want to provide training on how successful libraries achieve strong attendance at functions like the parent workshops. There are a number of successful libraries in Idaho so there is a pool of talent and ideas that could be shared.

Final Report Section 3: Family Event

First Book libraries were also asked to conduct a family event that served to reward participation while also teaching parents and caregivers how best to foster early literacy development in their children. A series of questions were asked about the family event. These questions are found below followed by a summary of the responses and an interpretation of the results. Please note that one of the 24 libraries did not submit this section of the report so there are 23 libraries included in the counts below.

Attendance

Table 7-8 shows total attendance figures and also the number of First Book children, adults, and families who attended. Total attendance is different from the First Book attendance figures because there were instances where the First Book Family Event was held as part of another library event such as Family Read Week, or in the case of public school libraries participating in First Book their family events were held with other school-wide events.

Table 7-8: Family Event Attendance by Total and by First Book Children, Parents, and Families

Total Attendance	First Book Children	First Book Parents	First Book Families
1178 (n=17)*	335 (n=14)	240 (n=15)	123 (n=13)

* Number of libraries reporting this statistic

Total attendance ranged from a low of 2 to a high of 242. The low of two attendees occurred in only one library and neither of the attendees were First Book parents or families. This poor attendance appears to be an outlier. The next smallest reported attendance was 18. This is quite good since it occurred in a very small rural library. The total number of First Book children in attendance was quite strong and ranged from a high of 100 to a low of one. First Book parents ranged from 50 down to one, and First Book families ranged from 22 down to one.

Only having a few children or adults attend who participated in First Book is not a strong outcome. In the case of First Book children, 4 libraries reported less than 10 children in attendance. In the case of parents and families, 7 and 8 libraries respectively reported less than 10 attendees from the First Book program. In the future efforts should be enhanced to get greater attendance from this segment of the population.

It is important to note that not all libraries reported these statistics. Some libraries left the line where the information was requested blank while others stated that they didn't count those particular attendees. In the future, First Book recipient libraries should be urged to provide all the information, and they need to be forewarned, if they weren't, that detailed and accurate attendance counts would be needed for all First Book events.

Open-Ended Question: Did your partner organization participate in the event?

This was a yes/no question with the following probe, “If yes, what was their role?” Nine respondents said “yes,” 11 said “no” and four didn’t provide information. Concerning the role partners played, out of 10 comments provided nine said that their partner helped with publicity and getting the word out to families. Two libraries said that their partners attended the event and took an active role by helping.

Open-Ended Question: List any other organization that helped sponsor the event.

Four libraries said they had no other sponsors. Four left the item blank and one wrote “Not applicable.” The other libraries reported 24 different partners ranging from volunteers such as Friends of the Library to local grocery stores. The considerable number and diversity of partners is a strength that should be built upon and leveraged in the future.

Open-Ended Question: Please describe the event (attach program and/or publicity, if available)

Nineteen libraries described their event and the others left the item blank. Some combined the First Book family event with their Idaho Family Reading Week event. The theme this year was pirates so a variety of story times and activities were described that used this theme. Some libraries, however, held their First Book family event separate from the Family Reading Week event but still used the pirate theme. Several other libraries held a story time or family reading night for the First Book families, and one had an end-of-First Book program celebration. Many of these events were quite successful based on the descriptions provided and the attendance statistics that were reported above. Only two libraries reported very low attendance at their event. One described it as a “bust” with only a couple of families attending.

Open-Ended Question: What incentives/give-aways, if any, were offered?

Eighteen of the 24 respondents reported providing incentives or give-aways. Table 7-9 lists the types of incentives and give-aways along with the number of times each was mentioned.

Table 7-9: Incentives and Give-aways by Type and Number

Type	Number
1. Books (e.g., pirate books from ICFL, leftover summer reading books)	15
2. Food and/or refreshments	12
3. Hand outs (e.g., activity pages, games, bookmarks, information for parents)	5
4. Door prizes and other prizes	4
5. Raffle or drawing for books and other items	3

6. Pirate paraphernalia (e.g., hats, eye patches, treasure boxes, etc.)	3
7. Took photos	2
8. Crafts	1
9. Incentives to kids for their parents returning evaluation forms	1
10. Toys	1
11. Gift bag filled with items (e.g., notebook, watercolor set, lollipop, toy)	1
12. Hand-made pillow & fleece blankets	1

Free books and food or refreshments were by far the most common type of incentive or give-away. It appears that these are quite important components of these events. This makes sense since people enjoying and appreciating food and free books is a common theme in parent evaluations and final reports from other Read to Me programs.

Some of the other incentives and give-aways were quite creative and could be shared around the network of participating libraries in the future. One library provided incentives to children to get their parents to return the evaluation forms. Difficulty in getting these forms returned has been mentioned before so a creative solution like this is a wonderful way to address the problem. Taking photos of the children and then making them available to the parents to take home is another creative idea to provide a cost-effective keepsake for families. It appears that participating libraries had many good ideas for incentives and give-aways.

First Book Parent Survey 2008-2009

The First Book program provides free books for young children in need. Parents of children who received books during 2008-2009 completed questionnaires asking them about their early literacy behaviors with their children and their library use. A total of 311 surveys were returned, twelve of which were Spanish versions of the survey. The number of surveys distributed is unknown so a response rate can not be calculated. Thus, the information provided in the following sections reporting the results from this survey may or may not be representative of all the parents who participated. The surveys came from 19 participating libraries.

Demographic Profile of Children Receiving First Books

Parents were asked to provide the number and ages of their children in each of the following categories: Newborn to two years, three to five years, and six to eight years. A total of 590 children were listed on the surveys. In a separate question, parents were asked how many of their male and how many of their female children received First Books this year. Tables 7-10 and 7-11 present the results for these two questions.

Table 7-10: Number of Children in Each Age Category

Age by Category	Number of Children	Percent of Total
Newborn to Two Years	145	24.6

Three to Five Years	260	44.1
Six to Eight Years	185	31.3
Total	590	100

Table 7-11: Number of Male and Female Children Receiving First Books

Gender	Number of Children	Percent of Total
Female	243	50.4
Male	239	49.6
Total	482	100

It is understandable that the number of children listed in Table 7-10 would be different from the number listed in Table 7-11. Parents listed all of their children in the various age groups (i.e., Table 7-10) and then reported by gender how many of their children received First Books (i.e., Table 7-11). Comparing the two totals found in the tables reveals that approximately 82% of these parents' children received First Books. This is a positive finding since the books go to families in need and parents report their children being very excited about receiving the books and also being proud of their new book collections. Also it is important to note that the gender balance is excellent. Equal number of boys and girls are receiving the books.

An additional important piece of information can be gleaned from Table 7-10 and Table 7-11. Many parents reported on their surveys that when their children brought the First Books home, the parents and all of their children would sit down together and read the book. This was an activity they looked forward to each month. The parents reported their children being very excited about receiving the new book, having it read to them and their siblings, and then discussing the story. The information in the two tables provides insight into how many additional children the First Books might reach as a consequence of this phenomenon. There is ample evidence in the parent surveys that the books are being used not just by the child who receives them but by that child's siblings and parents. This probably doesn't occur in all families, but where it does, the First Books are touching many more children's lives than just the child who received the books. In the case of the data in the two tables, it appears that 108 additional children could be impacted by the First Books.

Impact on Parent Behavior of First Book

Parents were asked a series of Yes/No questions regarding their literacy behaviors with their children. Table 7-12 lists the questions and the response frequencies and percentages.

Table 7-12: First Book 2008-2009 Parent Survey Response Frequencies and Percentages: Reading Behaviors with Their Children

As a result of the First Book program, I	Response Frequency and
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	(Percentage)*	
	Yes	No
a. spend more time reading with my child/children. (n=307)**	289 (94.1)	18 (5.9)
b. spend more time talking with my child/children about the books I read to them. (n=308)	283 (91.9)	25 (8.1)
c. spend more time singing with my child/children. (n=304)	181 (59.5)	123 (40.5)
d. spend more time playing rhyming games with my child/children. (n=309)	208 (67.3)	101 (32.7)
e. am more likely to use the library to check out books. (n=306)	261 (85.3)	45 (14.7)
f. am more likely to attend programs at the library. (n=303)	218 (71.9)	85 (28.1)
g. am more aware of good books to share with my child/children. (n=307)	297 (96.1)	12 (3.9)
<i>If you <u>only</u> have a child/children age 0-2, please skip to question #4.</i>		
h. am more likely to ask my child/children questions that will prompt a retelling of a story. (n=259)	244 (94.2)	15 (5.8)
i. spend more time “playing” with letters with my child/children. (n=277)	230 (83.0)	47 (17.0)
j. show my child/children the print in signs. (n=277)	203 (73.3)	74 (26.7)

* Number of respondents who marked Yes or No. Underneath this is the percentage of respondents who marked Yes or No who responded to the statement.

** n is the number of respondents for the particular statement.

Based on the response percentages and frequencies the program was quite successful in achieving its intended outcomes. Four items had over a 90% “yes” response rate (i.e., a, b, g, and h). This is extremely strong performance considering these statements represent important and significant behavioral changes in adults. The program appears to be highly successful at getting parents to spend more time reading and talking about books and prompting story retellings. The program was also efficacious at making parents aware of good books to share with their children.

Four other statements had “yes” response rates below 90% but greater than 70% (i.e., e, f, i, and j). These, too, are quite strong results with over two-thirds of respondents reporting positive behavior changes as a consequence of First Book. Such behavior changes included checking out library books, attending library programs, spending more time playing with letters, and showing children the print in signs.

There were two items that didn’t have as high of “yes” response rates, relatively speaking, as the others already discussed. These were items c and d. Item c asked about parents singing more with their children. Over half of respondents (59.5%) said yes, so this again represents a very positive outcome for the program. This percentage, however, is not nearly as high as many of the others. This item was also low in 2007-2008 First Book parent surveys so the beginnings of a trend are emerging. The same holds true for item d where parents were asked about playing rhyming games with their children.

Slightly over two thirds (67.3%) of respondents said “yes” to doing so more often as a consequence of First Book, so the program was once again effective at causing positive behavior changes in parents, but relatively speaking this is a lower percentage than what other items received. This was also the case on the 2007-2008 surveys.

Singing and playing rhyming games with children are two very important activities for early literacy development. Although the program was quite successful in these two areas, increased efforts to make sure all parents leave the program fully confident in their ability to teach and reinforce these skills in their children is paramount.

Open-Ended Question: What else have you done differently as a result of the First Book program?

Respondents were asked to provide other behaviors that changed as a consequence of their participation in First Book. This was an open-ended questions so the responses were categorized and counted. Sixty-one respondents wrote comments. Table 7-13 reports the results by category and frequency in descending order of frequency of response. Example verbatim comments are also provided under each category for illustration purposes. Grammar, spelling, and punctuation errors were not corrected in the comments. They appear as they did in the surveys.

Table 7-13: Other Behavior Changes by Category and Frequency

Response Category with Example Comments	Frequency
<p><i>1. Read More</i></p> <p>a. “More reading!! We looooved the pirate book!” b. “Read more” c. “I have made more time for Reading with my child and I enjoy it alot more!”</p>	15
<p><i>2. Interact with Books and Child More & Reinforce Skills</i></p> <p>a. “We read the story and discuss them. We practice comprehension skills, like predicting to see what they think will happen. We enjoy our time spend together reading” b. “Allowed my child to retell the story read using his/her own words.”</p>	15
<p><i>3. Excitement about Books and Reading</i></p> <p>a. “Not so much me as a parent as we have always read to our kids—daily. However my 5 yo comes home <u>so</u> excited about her new books, retelling the story, acting it out, etc.” b. “Our boys loved to come home and tell us about their new books they received.” c. “They are very excited about the books they get monthly and tell us all about the story that was read to them.”</p>	8
<p><i>4. Provided New Ideas and Materials</i></p> <p>a. “The handouts give me different ideas to do with the children.” b. “I have always read to my children each day and consider it a vital part of my role as a mother. This program gives me new ideas to reinforce early literacy skills . What a great program!” c. “it’s nice to learn about all these great books—makes a great collection”</p>	7
<p><i>5. Expanded Realm of Reading and Interaction</i></p> <p>a. “Spend more time with my child. Open a whole another world to her.” b. “Read with my daughter’s friends as well.” c. “Read to all my children the new books.” d. “Just spent more time exploring new things with my daughter.”</p>	5
<p><i>6. Child Tries to Read More to Parents and Reads Independently</i></p>	4

<ul style="list-style-type: none"> a. "He tries to read to me after I read it to him" b. "Let my child read to me/she loves reading the books <u>she</u> brings home to us" (4 underlines under she) c. "Encouraged my kindergartener to read more independently to me." d. "My child is starting to read the books herself" 	
<p>7. Utilize Library More</p> <ul style="list-style-type: none"> a. "go to library more" b. "Access library more, read more with kids, hands on activity's and singing time" c. "read with my son more—We go to the public library quite a bit more now." 	3
<p>8. Love the Books</p> <ul style="list-style-type: none"> a. "Love the authors you've chosen. We look for books at library from the same author" b. "We love the books" c. "I read these books first, then the old ones" 	3
<p>9. Organizing, Keeping and Treating Books</p> <ul style="list-style-type: none"> a. "Organised the book we have into months and rotated books every month." b. "Letting my son keep his books in his room, We use the books from the program as our "Bedtime" books" c. "Taking better care of the books we own." 	3
<p>10. Nothing Changed</p> <ul style="list-style-type: none"> a. "Nothing" 	1

Reading more, increased interaction, and reinforcing skills were the most common responses by a wide margin. Additionally, the eight responses concerning increased excitement about reading were a positive outcome. The "Provided New Ideas and Materials" category reveals that for parents who are already avid readers with their children, the program provides important new information. The remaining categories all reveal quite positive outcomes from the program. Specifically, parents are spending more quality time with their children and books and reading are important parts of that time.

Usefulness of Information Provided by Program

Parents were asked to rate a series of items for their usefulness. They were given three choices for each item: very useful, useful, and not useful. Table 7-14 provides the items and the frequencies and percentages of responses under each choice.

Table 7-14: First Book 2008-2009 Parent Survey Response Frequencies and Percentages: Usefulness of Information

Please rate the following for usefulness:	VU*	U	NU
a. Learning about great books for my child/children. (n=305)**	222*** (72.8)	81 (26.6)	2 (.7)
b. Learning things I can do at home to help my child/children get ready to read. (n=307)	211 (68.7)	90 (29.3)	6 (2.0)
c. Learning rhymes and songs that will help my child develop early literacy skills. (n=304)	184 (60.5)	111 (36.5)	9 (3.0)
d. Learning about library resources I can use with my child/children. (n=306)	173 (56.5)	120 (39.2)	13 (4.2)
e. The free books provided. (n=306)	270	36	0

	(88.2)	(11.8)	(0)
f. The Bookworm Newsletter. (n=298)	169 (56.7)	122 (40.9)	7 (2.4)
g. Please list other aspects of the First Book program and rate them for usefulness: (n=25)	25 (100)	0 (0)	0 (0)

* VU=Very Useful; U=Useful; NU=Not Useful

** n is the number of respondents for the particular statement.

*** Number of respondents who marked the category. Underneath this is the percentage of respondents who marked the category who responded to the statement.

The free books were highly valued by respondents with 88% stating that they were very useful. Respondents were also quite positive about item a, learning about great books. The remaining items were also positively evaluated with negligible percentages of “not useful” responses. Item d, learning about library resources, was the least positively evaluated item but this might be explained by the relatively small amount of direct contact the parents had with librarians as a consequence of the First Book program. Parents only had contact with librarians during the two events hosted by the libraries for First Book families. Attendance at these functions was relatively low so many parents of children who received First Books had no systematic contact with librarians unless they were already regular library users. Thus, the less positive response profile for this item makes sense.

The Bookworm Newsletter was another item that wasn’t evaluated as highly as the others. This also occurred in the 2007-2008 evaluation so a re-evaluation of the newsletter including how it is distributed and its content might be in order.

Item g was an open-ended question asking respondents to add additional information and rate it. Twenty-five people wrote something and then rated it. Eight others wrote something and didn’t rate it. No matter whether they were rated or not, all 33 of the entries found under Item g were read and categorized. Table 7-15 reports the categories and their frequency in descending order of prevalence. Examples of items are included under each category to provide context. All examples are verbatim comments from the surveys. Grammar, punctuation, and spelling errors were not corrected.

Table 7-15: Other Aspects by Category and Frequency

Category with Example Comments	Frequency
<p>1. <i>Specific Aspects of the Program (e.g., skills, newsletters, games, etc.)</i></p> <p>a. “All of the things to go with the books—Games, songs rhymes...helped a lot”</p> <p>b. “The children are learning to sound out words & have <u>fun</u> reading. They enjoy picking out words & try to read them on their own.”</p> <p>c. “Helps kidds to learn to read and respect book”</p>	11
<p>2. <i>Spend Quality Time with Child and Having Fun</i></p> <p>a. “Developed a more one on onE time with child”</p> <p>b. “More quality family time--less tv, computer time</p> <p>c. “Lots of fun”</p>	6
<p>3. <i>Adults and Children Enjoy the Books</i></p> <p>a. “Seem to be good qulaity books”</p> <p>b. “The books are also very fun for the kids to read and look at.”</p> <p>c. “I love the book!”</p>	6
<p>4. <i>Excitement about Books and Reading</i></p>	4

<ul style="list-style-type: none"> a. "Child's excitement about receiving a new book" b. "My children are very excited about the books. c. "Patricia absolutely loves to have the "booklady" read to her at daycare. Makes her evenmore excited to have them or read them to me at home." 	
<p><i>5. Motivation to Read/Encourages a Love of Reading</i></p> <ul style="list-style-type: none"> a. "Makes my kids eager to ready." b. "Encourages a love of books & reading" c. "keep child motivated" 	3
<p><i>6. Craft Projects</i></p> <ul style="list-style-type: none"> a. "The little craft projects for kids" b. "My daughter loves the craft projects" c. "Decorate a box" 	3
<p><i>7. Makes Kids Feel Special</i></p> <ul style="list-style-type: none"> a. "It made the kids feel special" b. "Harley looked forward to the visits and felt special." 	2

The comments further underscore the excellent experience First Book provided these parents and their children. Parents and children were learning important information and skills and were enjoying it. The experience provided quality time between parents and their children and this time revolved around the excitement and enjoyment that comes when interacting with quality books. These positive experiences led to increased motivation to read and the beginnings of a love of reading. These are all very positive outcomes that exemplify the efficacy of the First Book program.

Open-Ended Question: Did you attend a reading event hosted by your library this year?

Respondents were asked if they attended a reading event hosted by their library during the year. They checked either yes or no, and if they said "yes" they were asked to list the event or events attended. Three hundred and eight people responded to this question. One hundred fifteen said "yes" (37.3%) and 193 said "no" (62.7%). Not all respondents listed the events attended, but many did. The events were categorized and counted and can be found in Table 7-16.

Table 7-16: Library Events Attended by Category and Frequency

Category	Frequency
1. Story Time or Story Hour	25
2. Pirate Themed Events	17
3. Miscellaneous Library Programs and Events (e.g., Spanish reading program, Wednesday Krafts, movie night)	13
4. Book Fair at Participating Elementary School Library	11
5. Summer Reading	10
6. Every Child Ready to Read Family Workshops	9
7. Infant/Preschool Library Programs	6
8. Family Story Hour, Family Night @ the Library, Family Reading Week	4

Nearly two thirds of respondents reported not attending a library event during the past year. In the future, participating libraries in the First Book program should focus their

efforts on getting more parents and caregivers to attend a library event. It is obvious from the list in Table 7-16 there are many events to choose from.

Open-Ended Question: If you did attend an event, did you learn new and useful information at the event?

This question followed on the one discussed immediately above. If respondents said “yes” to attending an event, they were asked if they learned new and useful information at the event. They responded yes or no and then were asked for comments. One hundred and seven people responded. Ninety-six said “yes” (89.7%) and 11 said “no” (10.3%). This is a very positive outcome showing that when parents did attend a library event they overwhelmingly reported learning new and useful information. Participating libraries should be commended for delivering programs that are valuable to participants.

Respondents were also asked for comments. There were 20 comments made. Table 7-17 lists the comments by category and frequency. Representative comments are provided under each category as they appeared on the surveys. In other words, grammar, punctuation, and spelling errors were not corrected.

Table 7-17: Comment about Events by Category and Frequency

Category with Example Comments	Frequency
<p><i>1. Comments About the Books</i></p> <ul style="list-style-type: none"> a. “Nuevos libros” b. “Hacerca de libros” c. “I saw books I’d never seen before.” d. “Just enjoyed all the books” 	5
<p><i>2. Kids Loved It and Had Fun</i></p> <ul style="list-style-type: none"> a. “My kids love coming!” b. “Matt loved it” (6 week preschool age program) c. “It was a lot of fun. Helps knkow reading is fun.” (Pirate family event) 	4
<p><i>3. Thanks and Compliments</i></p> <ul style="list-style-type: none"> a. “we want to Thank you for the free books.” b. “great program” c. “Thanks for the books—my son loves them” 	3
<p><i>4. Comments About Other Aspects of Programs</i></p> <ul style="list-style-type: none"> a. “review of library resources” (This was a positive comment.) b. “I like the new games I learned to play with my son.” c. “Sometimes. New songs, different rhymes” 	3
<p><i>5. Comments About Specific Librarians</i></p> <ul style="list-style-type: none"> a. “The reader here at this library is so awsome. She draws the kids into the book to ? and fun.” (Note: The ? denotes an undecipherable word.) b. “Mrs. S (pseudonym) does a wonderful job! She is very animated and great with the kids.” 	2
<p><i>6. Children Benefited from Experience and Structure</i></p> <ul style="list-style-type: none"> a. “Children benefitted from structure and the story time” b. “It really reinforces to my children that reading/library are fun and a great place to be & reading is fun & important. –also encourages listening skills & respect for the person reading & other listeners. Encourages them to think & ask ?’s about what’s being read. IT’S FUN! --Also-they get to own their very own book(s).” 	2

Although not a lot of comments were made so these have to be interpreted cautiously, respondents were once again quite positive about the program and reported a variety of aspects of the events that were beneficial to them and their children.

Question: Overall how satisfied were you with the First Book program?

Respondents were asked how satisfied they were with the First Book program. They could choose very satisfied, satisfied, or not satisfied. Table 7-18 presents the results.

Table 7-18: Parent Satisfaction with First Book Program: Response Frequencies and Percentages

Question	VS*	S	NS
Overall, how satisfied were you with the First Book program? (n=304)**	254*** 83.6	50 16.4	0 0

* VS=Very Satisfied; S=Satisfied; NS=Not Satisfied

** n is the number of respondents

*** The number of respondents marking this category is on top. The percentage of respondents marking this category is underneath.

The response was overwhelmingly positive. Every respondent was either “very satisfied” or “satisfied” with nearly 84% “very satisfied.” No respondent marked “not satisfied.” To have a program that is state-wide and reaches as many different constituencies as this one does and have no one be dissatisfied is amazing. First Book is a very powerful program that produces stellar results and leaves people feeling very positive about the experience.

Open-Ended Question: In order to make the First Book program better, I suggest:

Respondents were asked to provide suggestions for improving the program. This was an open-ended question so responses were categorized and counted. Table 7-19 reports the results by category and frequency. Representative comments are included under each category as they were written by respondents. No corrections have been made to the comments. Forty-nine respondents wrote comments.

Table 7-19: Suggestions for Program Improvement by Category and Frequency

Category with Example Comments	Frequency
1. <i>Nothing Needs to Change, Keep Doing It and Compliments</i> a. “Nothing. You guys do an awesome job. Thanks.” b. “Nothing to improve it, just keep doing it.” c. “It was great. Thank you!”	20
2. <i>General Suggestions for Library Operation and Programming</i> a. “Sending list of books by same author” b. “list events @ local libraris in/with Bookworm newsletter Mailing list w/event information” c. “More info., where & how to check books and not always their at the library to check out.”	12
3. <i>More Books or Different Books</i>	10

<p>a. "I know money is hard to come by but, I don't think you could ever give to many books." b. "If possible, more books. My son really feels a sense of independence because he is getting the books from "his" school. Getting things from the school, makes him see their importance." c. "More billengual books English/Spanish Please!"</p>	
<p>4. <i>Expand the Program</i> a. "Expand for a longer time line" b. "Maybe being able to do it more than once a month. The kids love it." c. "You continue but also extend it to older grades."</p>	6
<p>5. <i>Bookworm Newsletter</i> a. "Listing books on the newsletter that are similiar to the book or by the same author" b. "My son is in Preschool and we only received 1 Bookworm Newsletter. Was there more?? It would be nice to continue the program during the summer."</p>	4

The quality of this program was once again revealed in the responses to this question. Twenty of 49 responses were complimentary and none of the other 29 responses were negative in tone, but instead helpful suggestions that could be taken into consideration to improve First Book and library programming in general.

It was mentioned earlier that the Bookworm Newsletter was rated lower than other aspects of the program. Only four comments were focused on the newsletter so it is still difficult to determine just why it was rated lower. In future evaluations of First Book more specific questions probing about the newsletter should be included.

Library Card Applications as a Consequence of Participation in First Book

The final question on the parent survey asked respondents to check one of the following statements: "I received a library card as a result of the First Book program; I already had a library card before this program; or I did not get a library card." Table 7-20 provides the results.

Table 7-20: Library Card Status of Respondents (n=299*)

Statement	Frequency	Percent
1. I received a library card as a result of the First Book program.	30	10.0
2. I already had a library card before this program.	203	67.9
3. I did not get a library card.	66	22.1

* n is the number of respondents who provided information for this question.

The number of library cards issued as a consequence of First Book was not great. Only 30 individuals reported getting cards as a result of their participation in First Book. Slightly over two-thirds of respondents already had library cards which probably shows that most people who participate in First Book are already library patrons, although how often they use the library can't be discerned from this data.

The low number of people reporting getting a library card perhaps sheds light on an earlier finding. It was reported above that few participating libraries made direct connections between book distributions and library visits. In other words, it appears that books were distributed at partner sites such as daycares or Head Start programs. It also

appears that books were oftentimes distributed directly to the children who then took the books home in backpacks or some other conveyance to share them with their parents. This is all fine and in no way is being criticized. First Book is truly a wonderful program that impacts children and their families in very positive ways, but the program design does not provide a lot of direct access by librarians to parents of participating children. Without this access librarians will have difficulty impressing on parents the importance of having and regularly using their library card.

First Book Parent Workshop Evaluations

Participating libraries were required to conduct a workshop for parents of children receiving First Books. These workshops were discussed earlier when the final reports submitted by participating libraries were discussed. An entire section of the final reports (i.e., Final Report Section 2: Parent Workshops) was devoted to libraries reporting on their parent workshops. Libraries were asked to collect evaluations from parents participating in the workshops. The results from these evaluations will be presented here.

Only 45 evaluations were received from four different libraries. Thus, this data needs to be cautiously interpreted and if it is to be used in future program decisions, it should be considered only preliminary information and not conclusive. Following are the results from the surveys reported by question.

Number of Children in Each Age Group

Respondents were asked how many children they had in four different age groups. Table 7-21 provides the results.

Table 7-21: Number of Children in Various Age Ranges: Parent Workshops

Age Range	Total Number in Range	Percent of Total
Newborn to Two Years	19	23.5
Two to Three Years	17	21.0
Four to Six Years	32	39.5
Seven to Eight Years	13	16.0

Parent Ratings of Various Aspects of the Workshops

Parents were asked to rate a series of statements about the workshops. Table 7-22 presents the statements and frequencies of response.

Table 7-22: Parent Ratings of Various Aspects of the Workshops

Please rate the following:	SA*	A	D	SD
a. I learned useful information about how to help my child develop early literacy skills.	21** 48.8	22 51.2	0 0	0 0
b. I plan to spend more time reading with my child.	29 67.4	14 32.6	0 0	0 0
c. I plan to spend more time discussing books with my	27	15	1	0

child.	62.8	34.9	2.3	0
d. I plan to try some of these early literacy activities with my child.	29 67.4	14 32.6	0 0	0 0
e. The amount of time provided for the workshop was just right.	19 46.3	21 51.3	1 2.4	0 0
f. The amount of content covered during the workshop was just right.	17 41.5	24 58.5	0 0	0 0
g. The presenter was well-prepared and demonstrated the concepts through interesting activities.	27 65.9	14 34.1	0 0	0 0

* SA=Strong agree; A=Agree; D=Disagree; SD=Strongly Disagree

** Number of respondents checking this category with percentage below.

Overall responses were quite positive. No one “strongly disagreed” with any of the statements and only two people “disagreed” with two of the statements. All other responses were either “strongly agree” or “agree.” This rather large positive response is in keeping with previous parent evaluations of the First Book program. There are three statements, however, where the number of agree’s outnumbered the strongly agree’s. These were a, e, and f. They are discussed below.

Statement a, “I learned useful information about how to help my child develop early literacy skills,” focuses on the core objective for the workshop. Thus not having more respondents in the strongly agree column should be reflected upon. It may be that the workshop wasn’t long enough to adequately address the early literacy skills. The skills are quite complex and will take most parents some time to understand and master. A single workshop might not be long enough to do this. Some evidence for this assertion might be found in items e and f. These items asked about the amount of time and the amount of content covered in the workshops. Both of these items also had greater numbers in the “agree” category. Whether there was too much content or too little and whether the time was too long or too short can not be gleaned from this data, but the less positive results should be explored further.

Open-Ended Question: Please provide additional comments about the workshop. Include things that you enjoyed and will be helpful to you and things that you didn’t enjoy as much and won’t be helpful to you.

Respondents were asked to provide additional comments about the workshops. This was an open-ended question so comments were categorized and counted. Table 7-23 provides the results. Representative comments are included under each category as they appeared in the surveys.

Table 7-23: Additional Comments by Category and Frequency

Category with Example Comments	Frequency
<p><i>1. Motivating and Motivation</i></p> <p>a. “I liked that Mrs. S said that she could find books to interest a wide range of kids and get them interested in books”</p> <p>b. “It was a great motivator. She kept it nice and brief, but I felt it was very worth my time.”</p> <p>c. “First of all thank you for the books, my children have enjoyed them. This</p>	4

workshop has inspired my oldest to read on her own. It also has brought all of them together just before bedtime to wind down and listen to the story.” d. “Very comprehensive presentation. Feel encouraged to utilize the library more.”	
2. <i>Compliments</i> a. “All of it was well presented.” b. “The workshop was extremely helpful, in the fact that, I didn’t recognize many of the opportunities to help my children” c. “Lots of great information! Thank-you!”	3
3. <i>Insights Into How to Help Children Learn</i> a. “The workshop was extremely helpful, in the fact that, I didn’t recognize many of the opportunities to help my children” b. “How to explain things to my child. How we should spend more reading time with them. I don’t think there was anything I didn’t enjoy.” c. “Phonological awareness is everywhere I didn’t realize that singing etc. was so important”	3
4. <i>Book Were Helpful</i> a. “Example of books shown were very helpful—knowing that our library is always avail. to us is a plus.” b. “We love the books Keep them coming.” c. “The free books and newsletter were helpful. We already read lots of books. The newsletter gave us names of books to order and we enjoyed that.”	3
5. <i>Miscellaneous Comments</i> a. “The library card will be greatly helpful. Because I read to them all the time.” b. “I liked the fact it followed the theme of the book for the workshop. Everything including the food was about pirates!” c. “I was not able to attend workshops but I have awesome my children are doing in their reading skills! Very pleased!” d. “You should have done survey sooner---I barely remember...”	4

Comments were very positive except for the one miscellaneous comment about distributing the surveys sooner instead of waiting until too far after the parent workshop. It is probable that a library forgot to distribute the surveys at the workshop and then did them at a later date thus prompting this one comment.

Respondents thanked and praised the libraries for the fine quality of the presentations. They also remarked about how the workshop was motivating to them and their children and provided them insights into how children learn and how they can help their children. And, once again, respondents expressed their appreciation for the free books.

The comments, however, did not provide insights into the questions raised above about whether or not the workshops contained too much or too little content and were either too long or too short. As was recommended above, future evaluation activities should explore these questions in greater detail.

Question: I have been a library patron in the past.

Respondents were asked a yes/no question about being a library patron in the past. Twenty-eight responded “yes” (70.0%) and 12 responded “no” (30.0%). Five respondents left this line blank. This response profile is similar to others in the First Book data. Roughly two thirds of respondents report being library users.

Question: As a previous patron of the library, I took advantage of the following library resources [check all that apply].

If respondents answered “yes” to the question about being a library patron in the past, they completed this question about library resources. If they were not library patrons in the past, then they skipped to a later question on the survey.

A checklist of resources was provided along with an “other” option with a line to write the resource. Table 7-24 lists the items and their frequencies.

Table 7-24: Resources Utilized by Previous Library Patrons (n=45)

Library Resource	Frequency
1. Check out books	26
2. Attend story times	16
3. Check out audio or visual materials	15
4. Attend family reading events	8
5. Help my child use the computers	5
6. Attend additional parent workshops	3
7. Other (i.e., Date)	1

Checking out books and audio or visual materials were quite common resources utilized as was attending story times. The one entry under the “other” category, “Date,” does not make sense in this context.

Question: After having attended the Early Literacy Skills Parent Workshop, I will increase my use of the following library resources.

The same list as that provided in the question immediately above was used in this question. Table 7-25 lists the items and their frequencies.

Table 7-25: Anticipated Library Resource Utilization After Workshop Participation (n=45)

Library Resource	Frequency
1. Check out books	25
2. Attend story times	18
3. Attend additional parent workshops	16
4. Attend family reading events	15
5. Help my child use the computers	12
6. Check out audio or visual materials	8
7. Other	4

Checking out books and attending story times remained high on participants’ lists but some of the other categories shifted quite dramatically. After participating in the workshop, respondents were much more apt to attend additional parent workshops, attend family reading events, and help their children use computers. These are very positive outcomes since they represent an expanded and diversified role for libraries in these

parents' lives. These shifts also underscore how powerful the parent workshops were for these parents. According to these parents, the workshops caused them to change their behavior in very positive ways for their children's early literacy development. Such results point to the importance of increasing parent attendance at future workshops. The workshops appear to be quite effective and it is thus important to expose as many parents as possible to them and find out if the efficacy of the workshops holds for a broader spectrum of parents. Importantly, these shifts also represent additional opportunities for libraries to provide critically important early literacy information to parents.

The other category had four entries. They include "Ask more questions," "I can become to be part of the library even do I'm not living in Hailey Area," "Story kits," and "none." Only one of these appears to be a library resource, that is "Story kits." The other three are comments.

Summary and Recommendations

As has been stated previously, all of the data support the assertion that First Book is an extremely popular and effective program. Importantly, there appears to be substantial evidence that the program effectively educates parents and caregivers while also changing important parenting and care giving behaviors.

Recall that in 2007-2008 only eight libraries participated in First Book, but in 2008-2009 twenty-five libraries participated. An important point that has not been discussed yet is that the ICFL obviously has the capacity to serve the increased number of libraries. There is no evidence in the data that any logistical or support problems emerged as a consequence of the program tripling in size. Therefore, if possible, the program should be further expanded because it appears to be highly popular and effective. Following are some specific recommendations for the program.

Recommendations from the Final Reports:

1. The extensive partnering that occurs as a consequence of the First Book program should be retained in future implementation cycles.
2. The ICFL is highly adept at implementing the First Book program. The policies and procedures they follow including the many details that obviously are addressed throughout a program cycle should be carefully documented so as personnel change important institutional memory is not lost.
3. The issue of connecting library visits to book distributions warrants two recommendations. First, the question on the final report form needs to be reviewed to make sure it is clearly asking for the desired information. Second, it is recommended that in future library trainings concerning the First Book program, the issue of actively and systematically pursuing the secondary goal of the program, that is increased library usage, be an agenda item.
4. Include in future trainings instruction on how to get First Book families into the library to get library cards and participate in other library programs. The instruction should also include the importance of achieving multiple outcomes through the First Book program.
5. Future trainings should include getting local libraries to be more entrepreneurial and begin looking for First Book funding other than ICFL funds.

Recommendations from Family Event and Parent Workshop Evaluation Forms:

1. The breadth of topics covered at the parent workshops could be a strength since it might reflect the diversity of audiences in attendance and their needs, but it could also be a hindrance to a cohesive state-wide approach to early literacy development in children since so many different topics were covered and some were probably covered superficially. In the future, the ICFL may want to think about providing more direction to libraries concerning the content of their parent workshops.
2. Attendance appears to be an issue. In the future, the ICFL may want to provide training on how successful libraries achieve strong attendance at functions like the family events and parent workshops. There are a number of successful libraries in Idaho so there is a pool of talent and ideas that should be shared.
3. Singing and playing rhyming games with children are two very important activities for early literacy development. Although the program was quite successful in these two areas, increased efforts to make sure all parents leave the program fully confident in their ability to teach and reinforce these skills in their children is paramount.
4. The Bookworm Newsletter had positive but lower evaluations when compared with other aspects of the program that were rated. This also occurred in the 2007-2008 evaluation so a re-evaluation of the newsletter including how it is distributed and its content might be in order.
5. A little less than two thirds of respondents reported not attending a library event during the past year. In the future, participating libraries in the First Book program should focus their efforts on getting more parents and caregivers to attend a library event. It is obvious from the list in Table 7-16 there are many events to choose from.
6. The parent workshops were not well-attended but appeared to be quite efficacious. Efforts should be made to increase attendance at these events.

Section 8: Jump Start Spring 2009

The 85 libraries participating in the 2009 Jump Start program attended kindergarten registration at their local elementary schools and set up a display, gave away free children's books, and distributed folders to parents containing early literacy and library information. The participants distributed 10,300 books. This is a substantial increase from 2008 when 6,356 books were distributed by 84 participating libraries.

At the conclusion of their 2009 Jump Start activities, libraries were asked to complete and return an evaluation form. Sixty-three of the 85 participating sites submitted evaluations for a 74.1% response rate. This is slightly lower than the 79.8% response rate achieved in 2008 when 67 of 84 sites submitted reports. The 63 libraries submitting evaluations in 2009 reported distributing 6,606 books which is 64.1% of all the books distributed during Jump Start 2009.

The remainder of this section provides results from the 2009 evaluations submitted by libraries. When possible comparisons will be made between the 2008 and 2009 data. For a more complete evaluation of the 2008 program please see the Interim Evaluation Report.

Libraries were asked a series of questions concerning their experiences and outcomes with their Jump Start program. The following sections report the results from each question on the evaluation. Following coverage of the evaluations submitted by libraries, the results from a new parent evaluation that was tried for the first time in 2009 will be provided.

Open-Ended Question: What were the biggest benefits to having a Jump Start display at registration?

Libraries were asked "What were the biggest benefits to having a Jump Start display at registration?" This was an open-ended question and all respondents provided written answers. The responses were coded into categories. Table 8-1 provides the categories of response and the total number of times respondents made such comments for both 2008 and 2009.

Table 8-1: Benefits by Category and Frequency (63 respondents 2009; 67 respondents 2008)

Category	2009 Frequency	2008 Frequency
1. It made parents aware of library resources, programs, and services, especially, but not limited to, kindergarteners.	24	20
2. It made parents aware of the local library and provided the library visibility in the community (e.g., exposure, good will, good public relations).	24	12
3. It promoted summer reading programs.	16	18
4. It made parents aware of the importance of early literacy, reading to their children, and exposing their children to books (e.g., introduced parents to the 6 early literacy skills and provided suggestions for helping children prepare for kindergarten and learning to read).	11	12

5. Fostered face-to-face contact with parents and connections with parents.	9	7
6. Recruited new library patrons (e.g., kids came in after registration)	8	3
7. Fostered connections with school personnel (teachers, librarians, reading specialists)/strengthened relationships	8	4
8. Issued library cards/received applications/provided information about cards	7	7
9. Children were excited about reading and getting their own book.	6	13
10. Comments that didn't answer the question	6	1
11. Parents could see that community libraries partnered with schools to promote reading/It positioned the library as community and school partner.	2	4
12. Great to give away books	2	0
13. Unable to do display (i.e., library could not set up display)	2	0
14. Showed parents the importance of the library in children's early literacy development.	1	0
15. Fostered connections with the Hispanic community	1	0
16. Display made library more noticeable at registration	1	0
17. Did not receive a library display	1	0
18. The folders were an excellent resource.	0	4

Respondents were quite positive about the benefits of Jump Start both years. Every respondent made comments and none were negative. As can be seen from Table 8-1, the program consistently benefited libraries in the areas of general awareness of the library, parent awareness of library services, and promoting summer reading. The program was also quite helpful at increasing parent awareness of the early literacy skills.

The many other benefits listed in the table underscore the positive outcomes the Jump Start program provides. It is important to note that only one library reported not receiving a display. This adds additional evidence to what has been said before about the ICFL's superb ability to promote, coordinate, and support the Read to Me programs.

Open-Ended Question: Did you run into any problems with the display, book distribution, etc.?

Participants were asked, "Did you run into any problems with the display, book distribution, etc.?" This was an open-ended question so responses were coded into categories. Table 8-2 presents the response categories and the frequency with which they occurred for both years. Illustrative examples are provided under the categories. The examples are from the 2009 evaluations. Please see the interim report for examples from the 2008 evaluations.

Table 8-2: Problems by Category and Frequency (63 respondents 2009; 67 respondents 2008)

Category	2009	2008
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	Frequency	Frequency
1. No problems	38	53
2. On site problems: <ul style="list-style-type: none"> • Under-estimated number of materials needed; • Poor placement of display; • Difficulty getting families to take the time to stop by and lack of interest; and • Librarian lost voice or became ill and had to have a volunteer. 	10	7
3. Logistics with elementary schools: <ul style="list-style-type: none"> • School didn't give the library the registration date in a timely manner so materials arrived from ICFL after registration date; • Registration was a month earlier this year and it fell during a busy time at the library so they had trouble staffing the display; • All the schools had registration on the same day so library couldn't cover them all; • All schools had different days so scheduling was difficult; and • Not enough staff to cover all the elementary schools who wished to participate. 	8	6
4. Miscellaneous problems: <ul style="list-style-type: none"> • Not enough staff at table to provide as much attention to each parent and child as possible—not as many library cards were given out as could have been; and • Did not appreciably increase library traffic--low library card sign-ups and state post card returns after registration. 	2	0
5. Problems with displays: <ul style="list-style-type: none"> • Library didn't receive a display 	1	1
6. Answers that didn't address the question or were confusing (3 libraries) and no response (1 library)	4	0

Thirty-eight of 63 respondents (60.3%) reported that they had no problems. This is a lower percentage than during 2008 when 53 of 67 respondents (79.1%) reported that they had no problems. These are both excellent percentages and are probably due to a variety of factors including the ICFL sending adequate numbers of books and materials on time to participants, the ICFL providing clear directions to local library staff concerning what to do with the materials, and then local library staff being motivated to reach out to their local elementary schools to set up and deliver the Jump Start program. But the drop from 2008 to 2009 should be monitored in coming years to make sure that a trend is not forming.

Problems that occurred on-site at the elementary schools and logistics with the elementary schools were the most common problems cited, although none of these represent pervasive problems that need attention. Indeed, there is a range of individual problems under each of these categories so it is difficult to point to a specific problem area. In the case of on-site logistics, there will always be under-estimations of how large the entering kindergarten class will be, thus resulting in a shortage of materials to distribute. Similarly, library staff and volunteers will always fall ill or have personal circumstances at the last minute and be difficult to replace on short notice. The only problem under this category that is controllable is the placement of the display, but overall very few libraries report this problem so not a lot of effort should be devoted to it. Perhaps some creative ideas and do's and don'ts for display placement could be provided

in Jump Start training materials. For example, one library mentioned that their display was placed by the refreshment table so they saw most everyone at the registration. Another library reported that their display table was the first in the line of stations at which parents were to stop so virtually all visited.

The problems encountered with logistics with elementary schools were also diverse, and thus difficult to address with specific recommendations since problems of this sort will always occur when two quite different organizations try coordinating their activities around a single focused event. Having so few libraries report these problems over the two years of evaluations should be noted as a very positive outcome. Concerning the problems with dates not being given to libraries in a timely manner or the dates being moved from year-to-year, not a lot can be done. Libraries can begin contacting elementary schools earlier in the year to prod the school to provide the dates, but this runs the risk of alienating the school from the library. The issue of not enough staff to cover all of the registrations is something that was discussed in the interim report about the 2008 evaluation. Libraries could train a cadre of volunteers to cover the registrations but this puts a burden on the libraries to develop and implement the training. Perhaps the ICFL could develop some web-based training that local libraries could put their volunteers through?

In closing, a quote from one of the respondents captures the virtual absence of pervasive problems with delivery of the Jump Start program and the high quality of support provided by the ICFL:

“Original projections of participating preschoolers did not include students from the developmental preschool and one other Head Start class. I requested 18 additional literacy packets & books. ICFL staff responded immediately and I was able to deliver the remaining resources within a few days.
Thank-you!!”

Open-Ended Question: Did you do anything to gather information from parents or further evaluate the success of the display?

Participants were asked, “Did you do anything to gather information from parents or further evaluate the success of the display?” This was an open-ended question so responses were coded into categories. Table 8-3 presents the response categories and the frequency with which they occurred for both 2008 and 2009.

Table 8-3: Evaluation Activities by Category and Frequency (63 respondents 2009; 67 respondents 2008)

Category	2009 Frequency	2008 Frequency
1. No information gathered or further evaluation.	26	28
2. Summer Reading--signed-up children for summer reading, informed parents of the program, handed-out color-coded registration cards.	8	21
3. Distributed ICFL Survey Card	7	0
4. Library Card Application--tally of new issues, track how many come to the library from Jump Start (e.g., used different	6	18

colored applications to identify those who come from Jump Start), distributed applications.		
5. Collected anecdotal information from conversations, comments, etc.	5	6
6. Not a meaningful response to the question.	5	3
7. Did not answer question--blank in data base.	3	2
8. Color coded cards and bags (which type of card not defined)	2	0
9. Comment card or parent survey	1	1
10. Sign-in sheet--parents signed-in.	1	1
11. Kept track of number of parents and children who visited display	1	0
11. Incentives--give-aways when Jump Start parents and children come to library	1	0
13. Librarian met with kindergarten teacher after registration and debriefed over whether library information complimented that given out by school.	0	1

No information being gathered or no further evaluation remained the most common response. This is problematic since thorough program evaluation is important so libraries know where they are doing well and where improvements are needed. The ICFL Survey Cards (i.e., Item #3 in Table 8-3) may help in this area since these cards are returned to the libraries and then to the ICFL. The cards ask parents about their Jump Start experience. These cards are new for 2009 and the results from them will be discussed later in the report. But for now, suffice it to say that response rates will probably always be a problem with these cards so it is important for libraries to do their own evaluation at the point of contact with the parents at the Jump Start display and then through follow-up monitoring of library card applications, Summer Reading participation, and other library program participation. There is evidence throughout Table 8-3 that such follow-up monitoring is occurring in a variety of creative and effective ways, but it is not as widespread as it should be. Libraries should not be expected to implement all of the possible ways to evaluate the effectiveness of the Jump Start program, but they could be asked to make sure parents assess the quality of the Jump Start presentation at kindergarten registration through comment cards or brief surveys and then libraries could be asked to conduct some follow-up evaluation through color coded cards, incentives, or other forms of monitoring library usage by Jump Start attendees.

Open-Ended Question: Do you think this is something you would likely participate in again next year? Why or why not?

Participants were asked, “Do you think this is something you would likely participate in again next year? Why or why not?” This was an open-ended question so responses were coded into categories. Table 8-4 presents the response categories and the frequency with which they occurred for both 2008 and 2009.

Table 8-4: Further Participation and Why or Why Not by Category and Frequency (63 respondents 2009; 67 respondents 2008)

Category	2009 Frequency	2008 Frequency
1. Yes, respondent wants to participate again next year.	57	63
2. No, respondent will not participate again next year.	3	2
3. It is a great way to be out in the community and let people know we are here (e.g., reach families with young children, great way to connect and interact, meet public we don't know, promote library services).	22	13
4. School administrators and/or teachers are appreciative and supportive of the project.	11	5
5. Children enjoyed getting the books and were excited.	8	4
6. Participation built cooperation and partnerships with schools.	7	1
7. Good information to share. Excellent materials that are important for parents.	6	8
8. Parents were interested and appreciated the information.	5	3
9. Served as a good "icebreaker" with the school	1	0
10. Increased library traffic, children's circulation, and library program participation	1	0
11. No response to this question.	0	1

All but 3 of the respondents said they wanted to participate next year. This is an overwhelmingly positive response to this question. Participants obviously found the program to be very beneficial. The three 2009 participants who said "no" did not give reasons why, but those who said "yes" provided a variety of reasons for their continued participation.

The most common reason given was that Jump Start provides a great mechanism for libraries to get out into the community and let constituents know about library programming and services. Another common reason given for continued participation was that schools are appreciative and supportive of the project. Closely associated with this reason was the response that Jump Start builds cooperation and partnerships between libraries and schools. Three libraries even mentioned that Jump Start was becoming a tradition in their community. Schools and parents have come to expect it at kindergarten registration.

Only one library mentioned that Jump Start increased library utilization. In the future a goal should be to have all participating libraries report this important and positive outcome while also providing evidence for it. Additionally, libraries should explore whether or not Jump Start materials are utilized by parents. But for now the overwhelming number of "yes" responses and the many substantive reasons for continued participation reveal the success and efficacy of the Jump Start program.

Open-Ended Question: Any additional suggestions about how the State Commission administers the program or other comments?

The final question on the survey asked respondents for additional suggestions or comments. This was also an open-ended question so responses were categorized and

counted. Table 8-5 provides the results for both 2008 and 2009. Representative comments and suggestions are included under the categories. All examples are from the 2009 evaluation. For examples from the 2008 evaluation, please see the interim report.

Table 8-5: Additional Suggestions and Comments by Category and Frequency (63 respondents 2009; 67 respondents 2008)

Category	2009 Frequency	2008 Frequency
1. Respondent said “Thanks” and expressed compliments and appreciation about Jump Start program	14	11
2. Thanks, compliments, and praise for ICFL’s work and support of Idaho libraries	12	N/A*
3. Helpful suggestions— <ul style="list-style-type: none"> • Change books every few years. Families with multiple children coming into kindergarten get the same book. (2)** • Experiencing more late registrations (August) so Jump Start may have to span longer time period. (3) • Librarian read picture books to children while their parents were registering them for kindergarten. (1) • Library will add to folder a coupon for a treat or prize when child comes to library. (1) • Library will prepare separate children & parent packets next year. (1) 	8	5
4. Respondent said “no” or “no” with a compliment or thanks	7	9
5. Positive comments about materials (e.g., organization, quality, appreciation for them, parents love them)	4	2
6. Provides presence in community (e.g., visibility, increased community knowledge about library)	4	1
7. Provides good information for parents about early literacy	1	2
8. Liked ICFL Jump Start program evaluation cards	1	N/A
9. Great program to help libraries form partnerships with schools	0	3
10. Need more staff to reach more schools	0	1
11. No response—question left blank	18	39

* Not applicable—see explanation below

** Number of libraries reporting this.

The two “not applicable” entries in Table 8-5 need to be explained. Item #2 is a category of response where libraries provided praise and thanks to the ICFL for their consistently fine and continued support of Idaho libraries. It is likely that such compliments were given on the 2008 evaluations but were included in the category under Item #1 when that report was written in December of 2008. There were only 28 total responses to this question on the 2008 evaluations, so there might not have been as strong a theme emerge as occurred during reading the 2009 comments of which there were 45. But this time, as the 2009 evaluations were read and reread to identify and populate the categories of response, a separate and prevalent category of praise for the ICFL emerged. This category needed to be addressed if the data were to be fully characterized.

The other “not applicable” entry involves the Jump Start program evaluation cards the ICFL asked libraries to distribute this year to all parents who were given Jump Start materials. The cards and the results from them will be discussed below. The reason there is N/A in the 2008 column in Table 8-5 is that the cards are new for the 2009 evaluation.

It is important to note that the number of non-responses dropped dramatically between 2008 and 2009. Many more libraries responded to this final question. That is a wonderful finding since it probably shows libraries were engaged with the program and had things to say about it. All of the things said were positive and many glowingly so, so once again the evidence is quite clear that Jump Start is a popular and effective program when participating libraries are asked to comment about it and are given the opportunity to pronounce judgment on it.

Jump Start Parent Evaluations

Parents who received Jump Start folders were also given a large post card with three questions asking them to evaluate the program. The three questions follow:

1. What was the most useful information in the Jump Start packets? (Open-ended question)
2. Have you checked out more books from your local library because of your receiving the Jump Start materials? (Yes/No response)
3. Are you more likely to sign your child up for library programs (summer reading, story hours, etc.) as a result of receiving the Jump Start materials? (Yes/No response)

On the same side of the card where the questions were found parents put their name and mailing address. They were to return the cards to their local library to receive a free prize for their child and also be entered into a drawing for a backpack filled with \$100 worth of back-to-school supplies. On the opposite side of the card, there was a picture of a kangaroo and lines for the name and age of the child who was registered for kindergarten. The child was to color the picture of the kangaroo and put his or her name and age on the appropriate lines. Libraries then returned their collected cards to the ICFL where the drawing took place.

This parent evaluation of Jump Start is new for 2009. It stems from the ICFL wanting to more thoroughly evaluate the outcomes from the program. Participating libraries have always turned in final evaluations like those covered above, but what was lacking was parent feedback and also evidence that the program resulted in increased library use. Of course, getting the wealth of information in the packets into parents hands is an important outcome of the program, but like most other Read to Me programs an important additional outcome is creating increased library traffic. The cards were designed to provide both parent feedback and information about library usage.

Five thousand cards were distributed to libraries participating in the Jump Start program. Two hundred and seventy-six were returned. This is a low response rate but computing an exact response rate is not possible. Although libraries received a cover sheet that was to be returned to the ICFL with the completed cards that stated how many

cards they received and then asked them to report how many they distributed, only 16 libraries reported this information. Please recall that 85 libraries participated in the program so the number who provided card distribution statistics is too small from which to draw reliable conclusions. Thus, in the future, the ICFL should work to increase the response rate from both parents and participating libraries. Perhaps more incentives for parents, such as multiple prizes, and incentives for libraries would help. Parent responses to each of the questions on the cards will be discussed in the following sections.

Open-Ended Question: What was the most useful information in the Jump Start packets?

This was an open-ended question so responses were categorized and counted. The Jump Start packets given to parents contained a lot of diverse materials with a wealth of information and activities for parents and children. Thus, the list of most useful information is extensive. Additionally, since this was an open-ended question respondents described their most useful information in a myriad of ways so a quite extensive categorization scheme had to be developed to capture both the general comments and the more specific comments. Also fully reporting the wide-range of comments is important because a lot of time and work go into putting the packets together, so knowing what components are most highly regarded by parents is important. But caution must be exercised in drawing any conclusions from this data because of the low response rate. Table 8-6 presents the results.

Table 8-6: Most Useful Information by Category and Frequency (n=276)

Category	Frequency
Handouts (e.g., tracing letters, stories, narrative skills, phonics, vocabulary, letter knowledge, letter information, what needs to be known for kindergarten, print motivation/awareness, worksheets, etc.)	37
Book list/Author list	32
All was great. Thanks	32
Summer learning calendar	31
Book (“Look out Kindergarten Here I Come”)	26
Mentions of Specific Packet Components: games (4)*, coloring page (3), public school information & dates (3), IRI testing paper (2), ECRTR pamphlet (2), Flash cards (2), online information/websites (2), nursery rhyme book (1), writing pad with marker wipe off (1), back-to-school supplies (1), tips for parents of kindergarteners paper (1)	22
Ideas for activities (no specific activities mentioned)	20
Stories, poems, songs, rhymes (e.g., It’s Rhyme Time activities, nursery rhymes), vocabulary	17
Tips (e.g., for reading aloud, for teaching reading, for getting ready for school, for talking about the sounds, for making games, and for developing skills)	15
Mentions of Less Specific Information or Ideas Provided in Packet: ideas for getting kids involved while reading to them (3), parent guides (3), general reminder we can’t read too much to children (2), talking about	13

books more/talking to your child more (2), six early literacy skills (handouts) (2), summer activity ideas (1)	
All the information about the local public library (schedule, hours, how to get cards, additional programs)	11
Nothing, not much, already familiar with information, or unsure	10
General Statements (Sometimes not clear what was meant): refresher on class information (2)**, motivating my 5 year old and me to come to the library (1), parent info sheets (1), age development (1), age appropriate materials (1), ideas for teaching child (1), child's excitement at doing homework (1)***, how to prepare my child for kindergarten (1), "Knowing what I can do to better prepare my children to read." (1)	10
Library summer activities/schedule; dates of local summer reading programs	9
Didn't receive Jump Start information	1
Blank	36

* When items are listed after a category title, numbers in () are the number of times the comment appeared in the data.

** This comment probably referred to Every Child Ready to Read Family Workshops or some similar program where parents were taught the 6 early literacy skills and their importance. The Jump Start packet contents included extensive information and activities focused on the 6 early literacy skills plus other information. Both comments were from the same library.

*** This comment probably referred to the child being excited at doing the activities in the packet, many of which were much like school work the child will be doing in kindergarten.

The handouts, the book list, the summer learning calendar, and the book "Look Out Kindergarten Here I Come" were all quite popular. As Table 8-6 shows many other mentions were made of these and other packet contents under the remaining categories. Only 36 out of 276 respondents left this question blank which represents a strong response for this particular question. It appears that those relatively few parents who chose to complete and return a card were quite willing to share what components of the packets were most helpful to them, many of which were.

Question: Have you checked out more books from your local public library because of your receiving the Jump Start materials?

This question requested a yes or no response. Of the 276 completed cards, 258 had a response to this question. One hundred thirty-three (51.6%) of the responses were "yes." This is a quite striking finding. To have over half of the respondents report that they are checking out more books because of their receiving the Jump Start packet is a very positive finding and probably attests to the quality of the information contained in the packet along with the effectiveness of the packet's format and presentation. What should be focused on in the future is getting more cards returned so that the results can be generalized to all of the parents receiving packets. So few cards were returned that all that can be said from these results is that the parents who returned the cards found the packet

to be quite motivational. Also in the future, parents' claims that they are checking out more books need to be corroborated by monitoring library checkout statistics for these parents. Privacy issues concerning monitoring check out patterns are a valid concern, but perhaps there can be some way to collect this data in ethical ways.

Question: Are you more likely to sign your child up for library programs (summer reading, story hours, etc.) as a result of receiving the Jump Start materials?

This question requested a yes or no response. Of the 276 completed cards, 255 had a response to this question. Two hundred and one (78.8%) of the responses were "yes." This is an even stronger positive response than the previous question with over three quarters of respondents reporting that they are more likely to enroll their children in library programs as a consequence of receiving the Jump Start packets. Like the previous question, in the future, libraries and the ICFL should work to get response rates up and to corroborate the parents' responses by monitoring who signs up for library programs. If this finding holds under these more rigorous conditions of evaluation, then a strong and important assertion can be confidently made that the packets are a very cost-effective means for informing parents about early literacy and their local public libraries.

Summary and Recommendations

Virtually all of the evidence on the Jump Start program points to its effectiveness and popularity with libraries, schools, parents, and children. In sum, it is another example of an ICFL Read to Me program that is delivered efficiently and with very positive outcomes year-after-year. Following are specific recommendations:

- The increase in the number of libraries reporting problems from 2008 to 2009 should be monitored in coming years to make sure that a trend is not forming. It needs to be underscored, however, that none of the problems reported either year were serious or pervasive. Thus resources devoted to monitoring the number of problems libraries report from year-to-year should not be large.
- The issue of not enough staff to cover all of the registrations in the schools is something that was discussed in the interim report about the 2008 evaluation. To solve this problem, libraries could train a cadre of volunteers to cover the registrations but this puts a burden on the libraries to develop and implement the training. Perhaps the ICFL could develop some web-based training that local libraries could put their volunteers through thus homogenizing the training content and delivery and reducing the burden on local libraries.
- When libraries were asked if they did additional evaluation of the effectiveness of the Jump Start display, no information being gathered or no further evaluation remained the most common responses. This is problematic since thorough program evaluation is important so libraries know where they are doing well and where improvements are needed. The ICFL may want to provide ideas and/or guidelines for the additional evaluation of the displays. Such things as brief evaluation cards that when filled-out can be submitted for a drawing for free books

or some other prize might be enough to get parents to provide this important feedback.

- Only one library mentioned that Jump Start increased library utilization. In the future a goal should be to have all participating libraries report this important and positive outcome while also providing evidence for it. Additionally, libraries should begin providing evidence that the Jump Start materials were utilized by parents and consequently children's early literacy development was positively influenced.
- The response rate for the Jump Start packet evaluation cards was quite low. Thus, in the future, the ICFL should work to increase the response rate from both parents and participating libraries. Perhaps more incentives for parents, such as multiple prizes, along with specific incentives for libraries would help.
- Parent responses on the Jump Start packet evaluation cards concerning checking out more books and enrolling their children in more library programs as a consequence of receiving Jump Start materials need to be corroborated by actual library check-out data and program attendance statistics. This is important because self-report data can be inaccurate and because these outcomes are extremely important to the program. Thus, having multiple sources of evidence is important.

Section 9: Story Time for Babies

Two libraries returned surveys of adults who participated in story times for babies. A total of 17 surveys were submitted. Eleven came from one library and six from the other. Because of the small number of surveys returned and only two libraries being represented all results should be cautiously interpreted.

A variety of selected response and open-ended questions were asked on the survey. Results from each will be reported in the following sections.

Question: About how often do you attend this story time?

Respondents could choose one of four responses. Table 9-1 lists the responses and the frequencies with which they were checked. Percentages are also provided.

Table 9-1: How Often Participants Attend Story Time for Babies (n=17)

Attendance	Frequency	Percent
1. Every week	8	47.1
2. Two to three times each month	4	23.5
3. Once a month	4	23.5
4. This is a our first time	1	5.9

Nearly half of respondents were weekly attendees. Roughly a quarter attended two to three times per month. A quarter attended once per month and there was one attendee who was attending their first baby story time. Overall, the majority of respondents were quite regular attendees.

Question: About how long have you been attending this story time program?

Respondents could choose one of five responses. Table 9-2 lists the responses and the frequencies with which they were checked. Percentages are also provided.

Table 9-2: Duration of Attendance at Baby Story Time (n=17)

Attendance	Frequency	Percent
1. One month	2	11.8
2. Two to three months	7	41.2
3. Four to six months	3	17.6
4. More than 6 months	4	23.5
5. This is our first time	1	5.9

Forty-one percent of respondents had attended baby story time two to three months, 17.6% checked 4-6 months, and 23.5% reported attending for more than 6 months. The high percentage of long-term attendees is a credit to these programs since it probably shows that the presenters consistently produce a quality program that keeps caregivers and parents returning. Of course, these results could be the consequence of selection bias in the respondents. In other words, those attendees who attend the most often and over the longest time periods are more likely to be present to complete a survey, be willing to

do so, and also be the most positive about the program. Only by knowing how many total attendees there were at the sessions and then calculating a response rate could this question be answered. In future evaluations this level of detail may be in order so that more conclusive results can be derived from the data.

Question: Please circle the number of children you have who attended the story time with you.

Attendees were asked to circle the number of children they brought with them to the story time in two age categories. Five children were newborn to 12 months, and 16 children were 13 to 24 months.

Question: As a result of attending these baby story times, I

Attendees were asked to respond yes, no, or “I already do these things” to a series of statements about their behaviors with their children. Table 9-3 provides the statements and the response frequencies in descending order.

Table 9-3: Changes in Adult Behavior

As a result of attending these baby story times, I	Yes*	No	I already do these things
a. spend more time talking with my child.	9 52.9	0 0	8 47.1
b. spend more time reading with my child.	11 64.7	0 0	6 35.3
c. spend more time singing with my child.	11 64.7	0 0	6 35.3
d. spend more time playing rhyming games with my child.	13 76.5	0 0	4 23.5
e. am more likely to use the library to check out books.	14 82.4	0 0	3 17.6
f. am more likely to attend programs at the library.	16 94.1	0 0	1 5.9
g. am more aware of good books to share with my child.	14 82.4	1 5.9	2 11.8

* Frequency is the top number and the percentage is underneath.

The results point to very positive changes in behavior. Although a number of attendees already did many of the behaviors asked about, in all instances greater numbers said “yes.” The baby story times were very effective at shifting adult behavior towards more sound early literacy practices, and the story times also appear to be quite effective at getting adults to utilize library services more.

Open-Ended Question: What else have you done differently as a result of attending the baby story time?

Attendees were asked an open-ended question about what else they have done differently as a consequence of attending baby story time. Eleven comments were made and since they were relatively few in number and short in length all of them are included below. They appear as they did on the surveys. No corrections to grammar, spelling, or punctuation were made.

1. “Started teaching her shapes & letters (how to recognize them) before she can even talk!
2. “Remembered more songs! And recalled more nursery rhymes—“
3. “My child learns to share books with other children. Thank-you for storytime.”
4. “I’ve been able to meet other parents with children my daughter’s age in our area.”
5. “We check out A lot more books from the library. We also have found a lot more books that we like.”
6. “It has helped me to learn new songs & rhymes to share with my child at home. It has also increased my child’s interaction with books and other kids.”
7. “We have started checking out books from the library & reading more at home.”
8. “I have come and checked out books and had a great time socializing.”
9. “Wait ten seconds for my child to respond when asking a question. Make books a big part of our daily routines.”
10. “Talk more about the pictures & read more slowly”
11. “give him more time to verbally respond when we read”

The comments reveal the positive behavior changes that parents report having made as a consequence of story time attendance. Some of the comments reflect things that were addressed in the previous section where parents responded to a series of statements about their behaviors, but some of the comments reveal new things. For example, four parents remarked about either their enjoying the socializing that went on at story time or their children benefiting from the increased interaction with other children. Another example of new behaviors being described is the mentioning of specific skills such as “Talk more about the pictures & read more slowly” and “give him more time to verbally respond when we read.” Two parents mentioned learning songs and rhymes that they now use with their children.

Question: Please rate the following

Attendees were asked to rate two statements about the presenter. The rating scale was a 5 point Likert-type scale that ranged from “strongly agree” to “strongly disagree.” Table 9-4 presents the results.

Table 9-4: Attendee Ratings of Presenters

Please rate the following:	Strongly Agree*	Agree	Neutral	Disagree	Strongly Disagree
a. The presenter planned fun and interesting activities that my child(ren) enjoyed.	15 88.2	2 11.8	0 0	0 0	0 0
b. The presenter clearly explained the early	6	10	1	0	0

literacy concepts to the parents as she read the books and modeled the activities.	35.3	58.8	5.9	0	0
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* Frequencies are the top numbers and percentages are found underneath.

Baby story time was very highly evaluated on these two dimensions. The presenters were especially adept at planning and delivering fun and interesting activities that the children enjoyed. All but two respondents strongly agreed with the statement. Presenters were not as adept at clearly explaining the early literacy concepts. The overall evaluation of this statement was still quite positive but the heavier weighting toward agree instead of strongly agree shows that respondents were not as sure of this statement as of the previous one.

Open-Ended Question: In order to make these baby story times better, I suggest:

Attendees were asked an open-ended question about how to improve the story times. Only five attendees wrote comments so all are included below as they appeared on the surveys.

1. “Possibly have it a little later in the morning like 11 am.”
2. “Making it longer—perhaps 30-45 minutes instead of just 20 mins. I think 30 mins. would be ideal. 20 is just too short.”
3. “A little bit longer of a time, more group interaction”
4. “Having an extra library person to watch older siblings during baby time”
5. “Everything is well organized.”

There are so few comments that no clear conclusions can be drawn except that with so few being made the story times were obviously well-received and liked by respondents. Otherwise they would have probably had more suggestions for improvements.

Question: How did you hear about the baby story time? [Please check all that apply]

Attendees were asked how they heard about the baby story time program. The question was followed by a list of possible sources of communication. Table 9-5 presents the list of items in descending order of frequency.

Table 9-5: Ways of Hearing About Baby Story Time: Frequencies and Percentages

How did you hear about baby story time?	Frequency	Percentage
1. At the library	11	64.7
2. Word-of-mouth	6	35.3
3. Public school	0	0
4. Radio/TV	0	0
5. Daycare/preschool	0	0
6. Other	0	0

Roughly two thirds of respondents heard about the program at the library. They were probably already library users and so they heard about the program while they were in the library for other reasons. A little over a third of respondents heard about the program through word-of-mouth. It appears to have been a fairly important communication mechanism for this small sample of respondents. Having so many respondents probably being fairly regular library users brings up the issue of whether or not outreach efforts were effective at recruiting parents who are not regular library users.

Library Card Status

Attendees were asked to check whether they received a library card, already had a library card, or did not get a library card. Table 9-6 presents the frequencies and percentages in each category.

Table 9-6: Library Card Status of Respondents: Frequencies and Percentages

Please check one of the following:	Frequency	Percentage
1. I received a library card as a result of attending this program.	2	11.8
2. I already had a library card before attending this program.	15	88.2
3. I did not get a library card.	0	0

Eighty-eight percent of respondents already had library cards. This is not surprising since as was reported immediately above most respondents heard about the program at the library, so they were most likely library users to begin with. Two respondents received library cards as a consequence of attending the baby story time. This is a positive finding.

Summary and Recommendations

Not a lot can be concluded from this small data set and thus a primary recommendation is to increase the response rate in the future so more sound conclusions can be drawn. But results do show that this program at these two libraries was very positively received and was quite effective at improving parents' early literacy skills and behaviors with their children. These findings are very much in line with those previously reported in this report about other Read to Me programs. Taken as a whole, these programs appear to be highly efficacious and very positively received by patrons. One area that presenters may want to examine more closely is their explanations of the early literacy skills to make sure they are clear and thoroughly modeled for and then practiced by the parents. Another area that could be reflected upon is whether or not efforts to "recruit" parents who are not regular library users to participate are effective or if enough in this area is being done.

Section 10: Read to Me Partner Survey

Libraries partner with a great number and variety of organizations, programs, and businesses as part of their implementing the various Read to Me programs. Partners were asked to complete a survey asking about their experience. Nineteen surveys were returned representing 13 public libraries and 8 public elementary school libraries. This is a very low response rate given the large number of partners across all the various Read to Me programs included in this evaluation. Thus, any findings or conclusions from the partner surveys are tentative and in the future greater efforts should be made to increase the response rate. This is important because partners can play an integral supporting role in library programming of all types, and therefore a representative sample of their experiences and opinions are important.

The survey was comprised of both checklists and open-ended questions. Results from each question on the survey will be reported in the following sections.

Question: What is the name of the Read to Me project you partnered with your library? (Check all that apply).

This question was a checklist listing all of the Read to Me programs. Table 10-1 shows the frequencies of the programs with which the partners were affiliated. The Read to Me programs are listed in the table as they appeared in the checklist on the survey. In some instances, brief descriptions follow the name of a program to help respondents recall the specific program they supported.

Table 10-1: Read to Me Programs Partner Affiliations

Read to Me Program	Frequency
1. First Book (book give aways to at-risk children)	18
2. Jump Start (library information at kindergarten registration)	2
3. Read to Me mini-grant	4
4. Children Care Reads (training and books for child care providers)	1
5. Every Child Ready to Read Family workshops (6 workshop sessions on early literacy skills)	2
6. Summer Reading	3
7. I don't know	0
8. Other (please specify):	0

The overwhelming majority of the 19 respondents marked First Book. The other programs were checked by very few respondents. In the future efforts should be made to get a more representative and larger sample of Read to Me program partner evaluations.

Question: Please check the statement that describes your business or organization.

Partners were asked to identify their type of business or organization by checking items on a list. Table 10-2 presents the results. All of the checklist items are listed in the table.

Table 10-2: Frequencies of Business or Organization Type

Type of Business or Organization	Frequency
1. Social service agency or program funded by public dollars (e.g., Health and Welfare Department, Head Start, etc.)	4
2. Public school	8
3. Child care provider	2
4. Private non-profit organization (i.e., 503C, philanthropic organization)	0
5. Private for profit business	1
6. Other (please specify)	3

Head Start programs and public schools were the majority of the partners. This makes sense given that most of the respondents were partners in the First Book program that provides free books for at-risk young children. Head Start programs and elementary schools who serve low socio-economic populations are natural outlets for the book give-aways. The three respondents who marked “other” were all public libraries who partnered with local elementary schools for the First Book program. The one private for profit business was a preschool.

Question: As a Read to Me library partner, what did you provide? (Check all that apply)

This question was a checklist. Table 10-3 presents the results. The order of the checklist items in the table have been arranged in order of descending frequency.

Table 10-3: What Partners Provided by Type and Frequency

What was Provided	Frequency
1. Access to the children who participated in the library program (e.g., private daycare center, private preschool, Head Start, etc.).	15
2. Space for meetings	14
3. Access to parents of children who participated in the library program.	10
4. Volunteers who helped at library functions.	4
5. Transportation for children and families to and from the library function.	3
6. Materials (paper, books, etc.)	2
7. Equipment (computers, audio equipment, etc.)	2
8. Financial support	0
9. Other (please specify)	0

Access to children and their parents and providing space were by far the most common things partners provided. The lack of partners providing financial support is important to mention. Many of the partners were public institutions like public schools and Head Start programs so their not providing financial support makes sense. But not having any partner provide financial support causes some pause. If there were to be a larger sample of partners and if no or very few partners provided financial support, then this would underscore the need for libraries to increase their efforts to partner with more organizations who can and will provide financial support. There was evidence in the First Book final reports that some libraries received financial support in the form of donated

food and prizes from partner organizations, but this was not a pervasive phenomenon. In summary, a clear recommendation calling for libraries to increase their partnerships with organizations that can and will provide financial support can not be made at this time, but there is limited evidence that there isn't perhaps as much of this occurring as would be optimal so it is an issue that should be explored more thoroughly in the future.

Question: How did your organization or business benefit from the partnership? (Check all that apply)

Partners were asked about the benefits they received as a consequence of their participation. This question was also in checklist format. Table 10-4 presents the results. All of the checklist items are in the table, however, their order has been arranged in descending order of frequency.

Table 10-4: Benefits by Type and Frequency

Benefit	Frequency
1. Provided an additional way for us to help our clients and patrons.	15
2. Increased exposure in the community for our programs and/or services.	12
3. Increased employee or employer morale as a consequence of helping the library.	9
4. Helped us meet a program requirement, such as parent involvement or early literacy component.	9
5. Provided staff development concerning early literacy development and teaching.	7
6. Increased patronage at our business.	5
7. Other (please specify)	1

The benefits to partners were many and varied. All of the categories except the “other” category had multiple responses. This is a positive finding since having partners report multiple benefits from participation is exactly the desired outcome. When partners experience positive benefits the probability increases of their continuing the partnership, expanding it, and telling others that they, too, should be involved. But it must be kept in mind that this was a very small sample of partners heavily weighted towards the First Book program. Efforts should be made in the future to achieve a higher response rate representative of all Read to Me programs. The one response under the “other” category stated “excite the children about learning to read.”

Question: How did the families you serve benefit from the partnership? (Check all that apply)

This question was in checklist format also. Table 10-5 provides the results. Like before, the checklist items have been arranged in descending order of frequency.

Table 10-5: Family Benefits by Type and Frequency

Family Benefit	Frequency
1. Received books to be kept in the home.	18

2. Increased awareness of the importance of parents helping young children develop early literacy skills.	14
3. Increased knowledge of library programs available to parents and their children.	13
4. Increased knowledge of early literacy skills and how to develop them in their children.	12
5. Experienced a positive family activity.	9
6. Received a free library card.	7
7. Other (please specify)	0

The large number and variety of benefits is a very positive outcome. Since most of the respondents partnered on the First Book program this is not surprising since that program was found to be very efficacious in a previous section of this report.

Question: How did you become a partner with the library?

This question employed a checklist of possible answers. Table 10-6 lists the response options in descending order of frequency.

Table 10-6: Ways of Becoming a Partner: Type and Frequencies

Ways of Becoming a Partner	Frequency
1. The library contacted my organization about being a partner.	14
2. Someone from the library visited my organization and asked us to be a partner.	11
3. My organization contacted the library about partnership opportunities.	2
4. I am a member of the "Friends of the Library" group.	1
5. I heard from a friend that the library was looking for partners and subsequently contacted the library.	1
6. I am on the library board.	0
7. Other (please specify)	0

The responses clearly show that for this small group of respondents the libraries were very proactive in contacting potential partners. Having libraries visit potential partners is a very positive outcome. Idaho libraries are very thinly staffed so to have library staff out visiting potential partners shows their high level of dedication and hard work that has been discussed in other sections of this report.

The small number of partners reporting that they contacted the library about partnership opportunities should be mentioned. Nothing conclusive can be drawn from this small sample, but if this finding were to hold in a larger more representative sample, it would point to an issue the ICFL and the libraries might want to address in the future. Namely, how to advertise libraries in their communities so potential partners see them as such. The question becomes do libraries have effective, ongoing marketing campaigns to potential partners in their service areas?

Question: How could your partnership with the library be improved?

This question was accompanied by a list of items that respondents checked. Table 10-7 lists the items and the frequencies with which they were checked in descending order.

Table 10-7: Suggested Improvements in Partnerships

Improvements	Frequency
1. No improvement needed.	14
2. Better communication between my organization and the library.	1
3. The library could be more clear about what they want my organization to do.	1
4. The library could ask us to do more.	1
5. The library could provide more lead time on projects so my organization has time to respond the best way it can.	1
6. Other (please specify)	1
7. The library asks us to do too much.	0

The only category that has a large enough response frequency to draw note is “No improvement needed.” Obviously, respondents were quite pleased with their partnership and did not perceive any specific areas needing improvement. All other categories had either one entry or none. The one entry under the “other” category wrote, “Excellent program!”

Open-Ended Question: Please share any other comments or feedback.

This was an open-ended question. Fifteen surveys contained responses. They were all quite similar so several will be quoted here that are representative of the group:

“Our partnership has been wonderful! Nancy Smith (pseudonym), our Centerville Public Librarian (pseudonym), has been a phenomenal support to us. The summer reading program was incredibly helpful in keeping our students reading. Her monthly groups were loved by the children and their families.” (Elementary school writing about their local public library)

“This is a great program. Getting books into the children’s homes is a good jumpstart to their future education...like learning to read.” (Ellipses were in original text. Private pre-school writing about their local public library)

“This program is so beneficial! The students love the books they receive, and love taking them home to share with their families! The librarian that comes, makes this reading time so much fun! The students learn something new each time & she includes them all! I love being part of this program.” (Developmental preschool talking about their local public library)

All of the responses were positive like the above. People praised the libraries that they had partnered with and the particular programs of which they were a part.

Summary and Recommendations

It is important to note again that any summary or recommendations must be interpreted with caution since so few partner surveys were received. A high priority and a strong recommendation is to improve the response rate for partner surveys in the future so clear conclusions and recommendations can be drawn from the data.

Looking at the 19 surveys returned, it can be concluded that partners gave high praise to their affiliated libraries and no significant criticisms emerged. Partners also gained a lot from the partnerships and if this finding holds in later more complete evaluations, then this should be leveraged as public libraries continue their efforts to build and sustain effective partnerships in their communities.

Appendix A
Boise Public Library Caregiver Workshop Announcement

4 LIFE • TUESDAY, NOVEMBER 4, 2008

Community announcements

BOISE

Library holds early literacy workshop

Boise Public Library invites child-care providers and pre-school teachers to attend a free early literacy workshop Saturday at the main library, 715 S. Capitol Blvd., Boise.

The three-hour workshop, called "Every Child Ready to Read," will begin at 9:30 a.m. Registration is required.

The workshop will address six early literacy skills for building a reading foundation and will include information about resources found in local public libraries.

Participants will receive a free bag filled with children's books, magnetic letters, puppets and more. IdahoStars credit is available.

To register for the workshop or for more information, call 384-4200 or visit the Children's Area at the main library. The session will be in the library's Hayes Auditorium; please enter through the 8th Street auditorium doors.

EAGLE

Lions to present savings bonds to kids

Eagle High School student Kaitlyn Garside will receive a \$75 savings bond from the Eagle Lions on Wednesday for creating the winning poster design for the Eagle Veterans Day Celebration.

Receiving a \$50 savings bond each will be Bekah Huffaker and Nichole Jones, also

from Eagle High School, for their winning speeches.

Huffaker and Jones will give their speeches at the Veterans Day Celebration Event at 3:30 p.m. Nov. 11 at the Eagle High School auditorium, 574 Park Lane, Eagle. The event is free and open to the public.

SOUTHWESTERN IDAHO

Grant helps students plan for careers

Melody Moehlmann of Cole Valley Christian Schools in Meridian was named teacher of the month for small schools on Wednesday by the Capital Educators Federal Credit Union named

She received a \$750 grant to help implement her Idaho Career Information System for high school students, which will provide students with skill assessment tests they need to prepare for their careers.

This is the second month of the teacher of the month program, which will continue through the end of the school year, according to Todd Erickson, CEO of Cap Ed.

Two teachers are selected from grant applications submitted by teachers within CapEd's area of membership, which includes the 15 southwestern Idaho counties.

The next applications are due Nov. 10. For details and application forms, go to www.capedfcu.org or pick up the forms at one of six CapEd locations in Ada and Canyon counties.

Statesman staff

Appendix B
Every Child Ready to Read Family Workshop Parent/Caregiver Survey

**Every Child Ready to Read Family Workshops
 Survey for Adult Participants**

Instructions: Please take a few minutes and complete the following survey which asks you about the Every Child Ready to Read Family Workshops. Your feedback is very important to us since we are always looking for ways to better serve you.

1. I attended the following Every Child Ready to Read Family Workshop Sessions [check all that apply]:

- | | |
|-------------------------------------|-------------------------------------|
| _____ DATE – Vocabulary Development | _____ DATE – Phonological Awareness |
| _____ DATE – Print Awareness | _____ DATE – Letter Awareness |
| _____ DATE – Narrative Skills | _____ DATE – Print Motivation |

2. Please circle the number of children you have in each of the following age groups:

- | | | | | | |
|-------------------------|---|---|---|---|---|
| a. Newborn to 23 months | 0 | 1 | 2 | 3 | 4 |
| b. Two to three years | 0 | 1 | 2 | 3 | 4 |
| c. Four to six years | 0 | 1 | 2 | 3 | 4 |

3. Please answer all of the following:

<i>As a result of attending these family workshops, I</i>	Yes	No
a. spend more time reading with my child/children.		
b. spend more time talking with my child/children about the books I read to them.		
c. spend more time singing with my child/children.		
d. spend more time playing rhyming games with my child/children.		
e. am more likely to use the library to check out books.		

f. am more likely to attend programs at the library.		
g. am more aware of good books to share with my child/children.		
<i>If you only have a child/children age 0-2, please skip to #4</i>		
h. am more likely to ask my child/children questions that will prompt a retelling of a story.		
i. spend more time “playing” with letters with my child/children.		
j. show my child/children the print in signs.		

MORE ON THE BACK, PLEASE

4. What else have you done differently as a result of attending the family workshops?

5. Please rate the following information provided at the family workshops for usefulness:	Very Useful	Useful	Not Useful
a. Learning about great books for my child/children.			
b. Learning things I can do at home to help my child/children get ready to read.			
c. Learning rhymes and songs that will help my child develop early literacy skills.			
d. Learning about library resources I can use with my child/children.			
e. The free books provided.			
f. The other take home materials provided.			
g. Please list other information provided at the workshop(s) and rate it for usefulness:			

6. Please rate the following aspects of the workshop for satisfaction:	Very Satisfied	Satisfied	Not Satisfied
a. Overall quality of the workshops.			
b. Overall quality of the presenter.			

7. Please tell us why you decided to attend the family workshops:

8. In order to make these family workshops better, I suggest:

9. Please check one of the following:

_____ I received a library card as a result of attending this program.

_____ I already had a library card before attending this program.

_____ I did not get a library card.

10. How did you hear about the workshop [please check all that apply]:

_____ word-of-mouth _____ radio / TV _____ daycare / preschool

_____ public school _____ at the library _____ other: _____

Your comments are important. The Idaho Commission for Libraries would like to call you for follow-up comments in three or four months. All comments will remain confidential. If that is okay with you, please list your name and phone number(s).

Name: _____ Phone: _____



**Appendix C
First Book Final Report**



2007–08 Read to Me First Book Final Report

Deadline: June 1, 2008

Name: _____ Title: _____

Library: _____

Telephone: _____ Fax: _____

Email: _____

The information provided in this report will be used for project reports and publicity.

1. How did you distribute your First Books?

2. Describe any problems you had in distributing books.

3. How did participating in First Book benefit the library? Describe any opportunities or unexpected benefits that have happened as a result of your First Book project.

4. Parent workshop:

Date: _____ Location: _____

Who was the presenter(s): _____

Did your partner organization participate in the workshop? Yes No

If yes, what was their role? _____

List any other organizations that helped sponsor: _____

Number of people who attended: _____ Number of First Book parents: _____

Topics covered (attach an agenda and/or publicity, if available)

5. Family event:

Date: _____ Location: _____

Did your partner organization participate in the event? Yes No

If yes, what was their role? _____

List any other organizations that helped sponsor: _____

Number who attended: _____

Number of First Book participants who attended: _____ children _____ adults
_____ families

Please describe the event (attach program and/or publicity, if available)

6. How did you tie library visits to your book distributions, parent workshop and family event?

7. Did you issue any new library cards as a result of the First Book project?

Yes No

If yes, how many? _____

8. Do you have any plans for sustaining First Book? Yes No

Please describe any plans you have:

9 Please include one anecdote created by First Book for a specific child or family (no names needed – but please be specific).

Appendix D
Analysis of AWE Computer Usage
Fall 2008 to Spring 2009

Three libraries that received Read to Me Mini Grants for 2008-2009 purchased Advanced Workstations in Education (AWE) computers for use in their libraries and in two cases as part of outreach to local childcare providers. The two libraries that used the computers for outreach rotated them through local daycares and preschools.

The computers are preloaded with 36 software titles targeted at young children. The company guarantees the computers to be resilient, reliable, and to boot up every time. The three libraries reported that the computers were very reliable and that they experienced no problems with them.

The computers have a database capability. Librarians can download this data into Excel. The date of access along with beginning and ending times are provided for each session that is opened on the computer. A session is considered when a person logs onto the computer and then logs off at the conclusion of using it. During a session each program that is accessed is recorded. The date and time when the program is first accessed is provided along with the date and time when the program is closed out. It was this data that was used in the following tables. All the libraries provided the data in a timely fashion.

Table A-1 presents the aggregate statistics for each computer. These statistics include where the computer was located, that is, in the library or out in the field as a roving computer; the span of dates the data encompasses; the total number of sessions on the computer during the span; the total usage time during the span; and the average time per session. The computer numbers are indexed to the three libraries that employed the computers. For example, computers 1A and 1B were purchased by one library and computers 2A-2D were purchased by another library.

Table A-1: Aggregate Statistics by Computer

Computer	1A	1B	2A	2B	2C	2D	3A	3B
Location	Library	Library	Library	Library	Library	Field	Library	Field
Span	9/19/08- 4/27/08	9/19/08- 4/27/09	9/2/08- 5/6/09	9/25/08- 5/6/09	9/30/08- 5/4/09	9/2/08- 4/27/09	9/25/08- 5/14/09	9/25/08- 5/13/09
Total Sessions	994	997	284	297	389	208	295	176
Total Time	427:03	425:01	835:35	717:01	869:27	489:58	1305:01	205:55
Average Per Session	25:47 (m/sec)	25:35 (m/sec.)	2:57 (h/min)	2:25 (h/min)	2:14 (h/min)	2:21 (h/min)	4:25 (h/min)	1:10 (h/min)

The span of time the data encompasses is quite similar across the computers. Because of this, comparisons are easily made by looking at the table. For example, computers 1A and 1B were located in a city library that is one of the larger libraries in Idaho. These computers accumulated a much higher total number of sessions than the other computers which were located in smaller libraries or were out in the field in childcare centers. It should be noted that the actual number of sessions recorded by the computers is greater than what is reported in the table. The computers recorded about 8-12% of sessions as being over night from one day to the next. This probably occurred when computers were

left running throughout the night and a session was not closed out or did not time out properly. These potentially invalid sessions were removed from the data before analysis.

Except for computers 1A and 1B, the statistics for total time should be disregarded since the database software recorded numerous sessions that spanned as many as 12 hours. It is not likely that young children were on the computers for this length of time. Probably what happened is the computers were left running and the session did not close. This is something that should be corrected in the future so that accurate usage statistics can be collected. In reviewing the data, computers 1A and 1B had minimal long sessions so the total time statistics and the average time per session statistics are probably more accurate for these computers.

Taken in aggregate the computers were in service approximately 7 months each. Considering that the total session counts are probably the most accurate computer usage statistics in Table A-1, this means that computers were used from a high of approximately 142 times per month for computer 1B to a low of 25 times per month for computer 3B. Computer 1B was in one of the larger city libraries in Idaho and computer 3B was placed in the field in a more rural area of Idaho.

Always keeping in mind that this is a small sample of computers, only eight across the entire state, it is interesting to look at trends. It appears that AWE computers, when placed in a larger library, can be heavily accessed with high reliability. Computers 1A and 1B are examples of this. In smaller libraries that experience less patron traffic, it appears that around 300 sessions is the norm. Computers 2A, 2B, 2C, and 3A are examples of this. And when computers are placed in the field in childcare facilities, around 200 sessions are the norm for approximately a seven month period. It should also be noted that the computers appeared to be highly reliable even when being moved from location to location. When these statistics are taken in aggregate, the AWE computers receive quite consistent use and in some cases quite heavy use. This was corroborated by librarians when they were asked about how often they see the computers being used in their libraries.

Tables A-2 through A-4 list the software programs found on the computers and sort the utilization of the programs by several different parameters. Table A-2 sorts the programs from greatest to least by the total number of sessions in which the programs were used. Table A-3 sorts the programs from greatest to least by the total number of minutes, and Table A-4 sorts the program from greatest to least by average minutes and seconds per session. The tables are followed by a discussion of the results.

Table A-2: Software Program Utilization: Sorted by Total Sessions

Software Program	Total Sessions	Total Minutes	Average Min.:Sec./Session
SpongeBob Typing	1161	18840	16:14
Reader Rabbit Toddler	946	23808	25:10
My Amazing Human Body	914	16659	18:14
Jump Start Advanced Kindergarten	750	8736	11:39
Krazy Art Room	748	12986	17:22
Microsoft Paint	736	4525	6:09
Jump Start 1 st Grade	671	13550	20:12

Jump Start Toddler	649	11243	17:19
Sesame Street Learn, Play & Grow	649	13302	20:30
Jump Start Preschool	625	10836	17:20
Trudy's Time and Place House	581	8214	14:08
Green Eggs and Ham	510	10666	20:55
Peep Floats	510	11865	23:16
Sesame Street First Steps	435	10340	23:46
Kidspiration	377	4219	11:11
Toony the Loon's Lagoon	324	5267	16:15
Sammy's Science House	310	4904	15:49
Math Blaster 5-7	298	5506	18:29
Between the Lions: Shooting Stars	295	4185	14:11
USA Explorer	295	2338	7:56
Reader Rabbit's Math Ages 6-9	287	4103	14:18
Beginning Reading	250	3096	12:23
Stellaluna	248	5374	21:40
Just Grandma and Me	244	3653	14:58
Microsoft Wordpad	244	1590	6:31
World Explorer	237	2278	9:37
Bailey's Book House	218	2765	12:41
Reader Rabbit Learn to Read with Phonics	216	2903	13:26
History Explorer	212	2332	11:00
Millie's Math House	202	3818	18:54
Jump Start Phonics	196	2593	13:14
The Cat in the Hat	156	3919	25:07
Encarta Kids 2008	144	1891	13:08
Microsoft Calculator	124	162	1:18
Flash Action Phonics Made Easy	72	331	4:36
Encarta Dictionary and Thesaurus	31	110	3:33

Table A-3: Software Program Utilization: Sorted by Total Minutes

Software Program	Total Sessions	Total Minutes	Average Min.:Sec./ Session
Reader Rabbit Toddler	946	23808	25:10
SpongeBob Typing	1161	18840	16:14
My Amazing Human Body	914	16659	18:14
Jump Start 1 st Grade	671	13550	20:12
Sesame Street Learn, Play & Grow	649	13302	20:30
Krazy Art Room	748	12986	17:22
Peep Floats	510	11865	23:16
Jump Start Toddler	649	11243	17:19
Jump Start Preschool	625	10836	17:20
Green Eggs and Ham	510	10666	20:55
Sesame Street First Steps	435	10340	23:46

Jump Start Advanced Kindergarten	750	8736	11:39
Trudy's Time and Place House	581	8214	14:08
Math Blaster 5-7	298	5506	18:29
Stellaluna	248	5374	21:40
Toony the Loon's Lagoon	324	5267	16:15
Sammy's Science House	310	4904	15:49
Microsoft Paint	736	4525	6:09
Kidspiration	377	4219	11:11
Between the Lions: Shooting Stars	295	4185	14:11
Reader Rabbit's Math Ages 6-9	287	4103	14:18
The Cat in the Hat	156	3919	25:07
Millie's Math House	202	3818	18:54
Just Grandma and Me	244	3653	14:58
Beginning Reading	250	3096	12:23
Reader Rabbit Learn to Read with Phonics	216	2903	13:26
Bailey's Book House	218	2765	12:41
Jump Start Phonics	196	2593	13:14
USA Explorer	295	2338	7:56
History Explorer	212	2332	11:00
World Explorer	237	2278	9:37
Encarta Kids 2008	144	1891	13:08
Microsoft Wordpad	244	1590	6:31
Flash Action Phonics Made Easy	72	331	4:36
Microsoft Calculator	124	162	1:18
Encarta Dictionary and Thesaurus	31	110	3:33

Table A-4: Software Program Utilization: Sorted by Average Length of Session

Software Program	Total Sessions	Total Minutes	Average Min.:Sec./ Session
Reader Rabbit Toddler	946	23808	25:10
The Cat in the Hat	156	3919	25:07
Sesame Street First Steps	435	10340	23:46
Peep Floats	510	11865	23:16
Stellaluna	248	5374	21:40
Green Eggs and Ham	510	10666	20:55
Sesame Street Learn, Play & Grow	649	13302	20:30
Jump Start 1 st Grade	671	13550	20:12
Millie's Math House	202	3818	18:54
Math Blaster 5-7	298	5506	18:29
My Amazing Human Body	914	16659	18:14
Krazy Art Room	748	12986	17:22
Jump Start Preschool	625	10836	17:20
Jump Start Toddler	649	11243	17:19
Toony the Loon's Lagoon	324	5267	16:15

SpongeBob Typing	1161	18840	16:14
Sammy's Science House	310	4904	15:49
Just Grandma and Me	244	3653	14:58
Reader Rabbit's Math Ages 6-9	287	4103	14:18
Between the Lions: Shooting Stars	295	4185	14:11
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Jump Start Phonics	196	2593	13:14
Encarta Kids 2008	144	1891	13:08
Bailey's Book House	218	2765	12:41
Beginning Reading	250	3096	12:23
Jump Start Advanced Kindergarten	750	8736	11:39
Kidspiration	377	4219	11:11
History Explorer	212	2332	11:00
World Explorer	237	2278	9:37
USA Explorer	295	2338	7:56
Microsoft Wordpad	244	1590	6:31
Microsoft Paint	736	4525	6:09
Flash Action Phonics Made Easy	72	331	4:36
Encarta Dictionary and Thesaurus	31	110	3:33
Microsoft Calculator	124	162	1:18

There is a lot of information contained in the tables that makes it difficult to discern which programs were the most popular. Table A-5 provides a synthesis of the top five programs across the three parameters.

Table A-5: Top Five Programs Across the Three Parameters

Program	Top 5 for Total Sessions	Top 5 for Total Minutes	Top 5 for Average Min.
SpongeBob Typing	x	x	
Reader Rabbit Toddler	x	x	x
My Amazing Human Body	x	x	
Jump Start Advanced Kindergarten	x		
Jump Start 1 st Grade		x	
Krazy Art Room	x		
Sesame Street Learn, Play & Grow		x	
The Cat in the Hat			x
Sesame Street First Steps			x
Peep Floats			x
Stellaluna			x

Only one program was in the top five on all three parameters, "Reader Rabbit Toddler." Of all the available programs, it was one of the most heavily utilized, relatively speaking. Children accessed it often and maintained their attention to the program. This program should be reviewed for quality of content and delivery to make sure the children's time is

well spent. It is certainly popular with them so if the program is found to be of superior quality, then the high utilization rate is a positive outcome.

Two other programs were in the top five on two of the three parameters. These were “Sponge Bob Typing” and “My Amazing Human Body.” Both of these programs were in the top five for total sessions and total minutes, but did not fall in the top five for average minutes per session. This may not be an indicator of a lack of interest on the children’s part or of lesser quality in the programs. It could instead indicate that completing tasks in the programs doesn’t take as long so individual session times will be shorter on average. Again, further examination of these programs and how the children use them is in order to see what the causative variables are.

There were some other programs that fell in the top five on only one parameter. “Krazy Art Room” is an example. It was in the top five for total sessions. Children accessed this program often, but didn’t spend as much time with it as some of the others, although for total minutes “Krazy Art Room” was ranked sixth. In short, it was a popular program. Why children didn’t spend more time with it could be the result of the nature of the program not requiring as much time to complete tasks or that the program didn’t engage the children as much as others.

Others that fell in the top five on only one category were “Sesame Street First Steps,” “Peep Floats,” and “Stellaluna.” All three of these were in the top five for average number of minutes per session. This shows that although the children didn’t access these programs as often as some of the others, on average they remained engaged with them during a session for some of the longest amount of time.

There are a few programs that consistently fell in the bottom of the rankings. “Flash Action Phonics Made Easy,” “Microsoft Calculator,” and “Encarta Dictionary and Thesaurus” all fell in the bottom three for all parameters. This makes sense for the calculator and the dictionary/thesaurus, but it doesn’t make as much sense for the phonics program. It is possible that the majority of the children using the computers were too young for a phonics program, but there were no doubt some children old enough to benefit from such a program, so it’s low level of use should be reviewed to see if the program is substandard in content and delivery or perhaps it is not showcased properly by the computer interface.

Finally, one program will be mentioned to further illustrate how the tables can be reviewed for insights into how the programs were utilized. “The Cat in the Hat” ranked in the top five for average minutes per session, fell in the middle of the distribution for total minutes, and fell in the bottom five for total sessions. What this profile reveals is that relatively speaking not that many children accessed the program, but for those who did they remained on average engaged with the program longer.

Appendix E
First Book Map

Read to Me Mini-Grant / First Book Sites July 1, 2008 - June 30, 2009

