

**Read to Me Interim Report
Idaho Commission for Libraries
January 4, 2009**

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Running Head: ICFL Read to Me Interim Report January 2009

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Executive Summary

An interim 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, a day-long orientation and training for libraries participating in First Book and ECRR Family Workshops was 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.

A variety of qualitative and quantitative data sources were collected for the evaluation of these programs including interim reports, parent survey data, Mini-Grant applications, and library visits by the lead evaluator, Dr. Roger A. Stewart. A responsive evaluation design was chosen so that ICFL staff and participating libraries could be involved in 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.

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 so far. 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. Of course, there are minor issues with each program, but these can be addressed in the remaining time for program implementation. 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.

Section 1: Introduction

Part of the funding for the Idaho Commission for Libraries (ICFL) Read to Me programs for fiscal year 09 was earmarked for a comprehensive evaluation of the following Commission programs:

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

The evaluation contract calls 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 interim report.

Before discussing specifics of the evaluation design and reporting results of the evaluation activities undertaken to date, brief descriptions of the 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 calls for an interim evaluation report due January 5, 2009 and a final evaluation report due in June 15, 2009. This document is the interim report. It includes the results of the Read to Me Mini-Grant program up to and including the December 2008 reports submitted by grantees, the results from the fall 2008 ECRR Family Workshops, the results from the 2007-2008 Read to Me First Book program, and the results from the spring 2008 Jump Start program. An orientation/training meeting held on August 1, 2008 for libraries participating in First Book or the ECRR Family Workshops is also included in the evaluation.

The Mini-Grant, ECRR Family Workshops, First Book, and Jump Start programs when taken together produce multiple data points that will be 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. Because this is an interim report only those data sources that are available will be reported. A full accounting of the data will be provided in the final report.

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). As of this writing, the evaluator had visited 9 of the 30 grantees and will visit most of the others in two additional phases during winter and spring 2009.

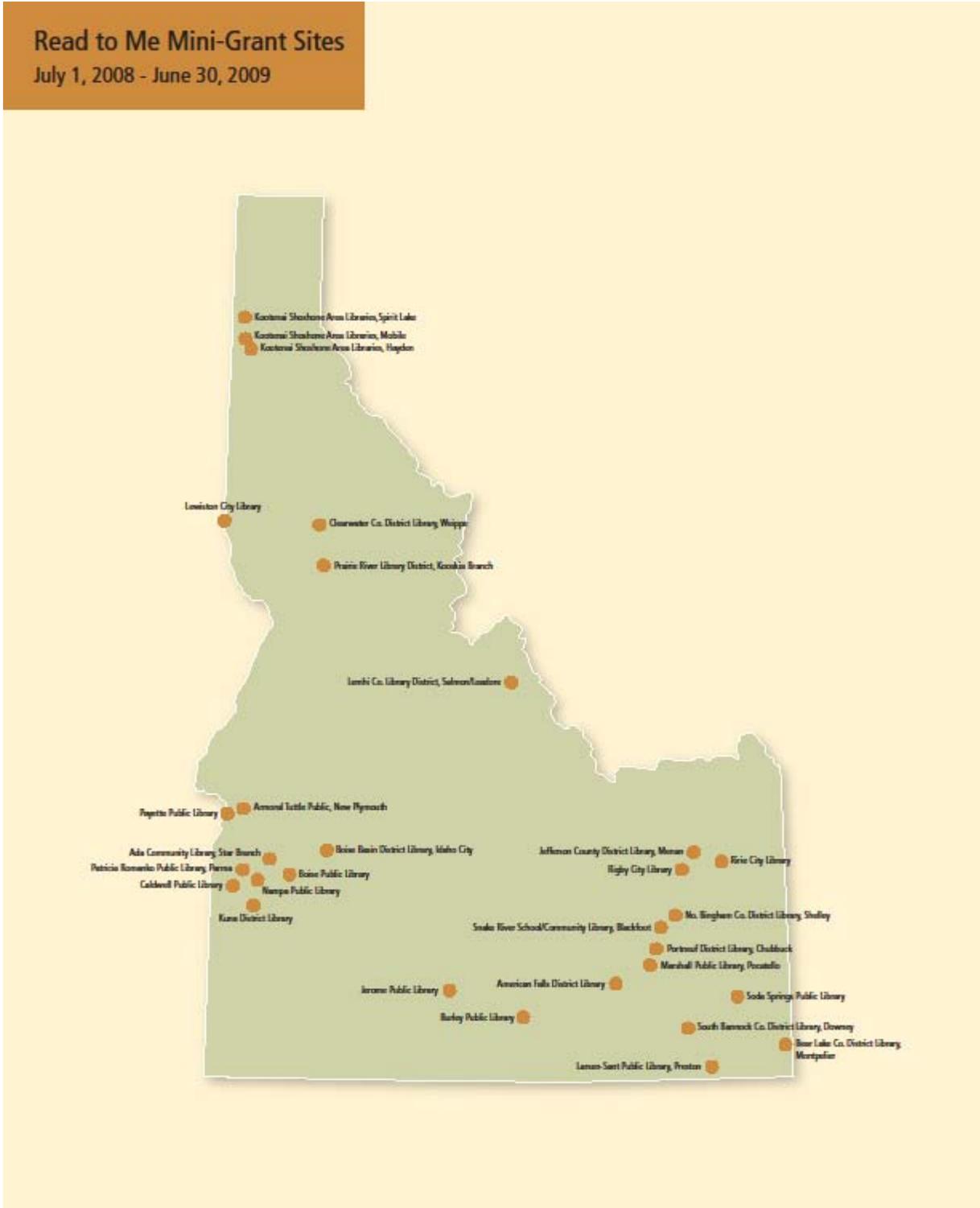
The goal of all of the evaluation activities is to build a comprehensive, detailed picture of the programs being evaluated along with an accounting and analysis of the measurable outcomes produced by the programs. To that end, this interim report is

organized by sections that address each major program. The report will then conclude with a summary and recommendations section.

**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. Libraries purchased two computers and kept one resident in the library while the other computer circulated to local preschools and daycare centers;
- 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:

- Lapsit 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 lapsit 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
<i>1. Newsletters</i>	<i>Total</i>	<i>10</i>
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
<i>2. Media</i>	<i>Total</i>	<i>12</i>
a. Press releases		3
b. Radio shows		1
c. Television announcements		2
d. Newspaper story		5
e. Public service announcements		1
<i>3. Web Based Outlets</i>	<i>Total</i>	<i>9</i>
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
<i>4. Advertisements</i>	<i>Total</i>	<i>36</i>
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
<i>5. Personal Contacts/Invitations/Visits</i>	<i>Total</i>	<i>18</i>
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	Total	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	Total	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	Total 27
a. Elementary school	17
b. School district	7
c. Alternative school	2
d. High school	1
2. Private Daycares and Preschools	Total 46
a. Daycare	30
b. Preschool	16
3. Social Services Agencies (Public and Private)	Total 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 <u>M</u> ethod (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 <u>T</u> ools (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).

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. The grant application did not ask for this information so the evaluator will survey grantees about this matter at the conclusion of the grants. This information will be included in the final report due in June, 2009.

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. Lapsit 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.

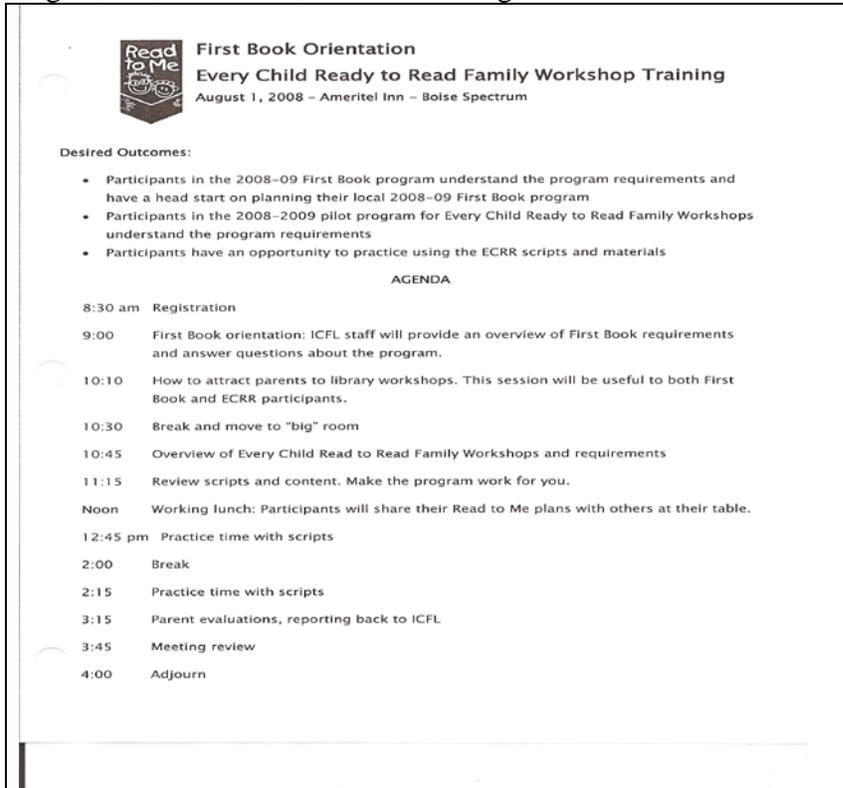
In Table 2-8, only 10 of 30 grantees requested funds in the “Contractual” category, and only 12 of 30 requested funds in the “Personnel” category. These two categories when combined only account for 25.2% of all awarded funds (See Table 2-9). This means that 75% of funds were expended on things other 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, including Mini-Grant participants, 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 monitored as the libraries work to implement their projects.

Section 3: Read to Me First Book and Every Child Ready to Read Family Workshops Orientation August 1, 2008

On August 1, 2008 the Idaho Commission for Libraries sponsored a day-long orientation for libraries participating in First Book and/or Every Child Ready to Read Family Workshops. Many Mini-Grant recipients were attendance. A copy of the agenda for the day is in Figure 3-1. The evaluator attended from 8:00 am until 12:30 pm. He observed the First Book Orientation in its entirety and the first two hours of the Every Child Ready to Read Family Workshop orientation.

Figure 3-1: First Book Orientation Agenda



The day-long orientation will be described and evaluated in three parts. The first part will describe the orientations. The second part will provide a summary of the formal evaluations that were completed by library attendees at the conclusion of the orientation. The final part will provide the evaluator’s observations and insights that were a consequence of his attending the meeting.

Description of Orientations: First Book and Every Child Ready to Read Family Workshop Training

The meeting was held in two conference rooms at the Ameritel Inn—Boise Spectrum in Boise, Idaho. There were 68 people who attended representing 42 libraries from around the state. The first part of the morning was the orientation for those libraries participating in the First Book program. The remainder of the day was devoted to the orientation for the libraries participating in the Every Child Ready to Read Family Workshop (ECRR) program. Not all attendees participated in both parts of the meeting since some attended only for First Book while others were there for only ECRR. All participants were provided a tabbed three ring binder containing a variety of excellent, well-organized informational materials in hardcopy form. Attendees also received a thumb drive containing all the forms electronically. Following are highlights of the major portions of the three ring binder since it represents a very helpful resource. The highlights are organized by the section of the binder in which they appeared:

Front Material

- A full list of participants in the orientations with their library affiliations--this is an important addition since having such a list promotes networking and information sharing after the orientation is over.

First Book

- Map of all First Book participating libraries;
- Specific outcomes for the program;
- Facts and figures explaining why the Commission supports the program;
- Specific requirements of the program;
- Marketing ideas and resources;
- Illustrated list of the books that will be distributed;
- Planning and record keeping documents for book distributions;
- Forms: parent survey, parent workshop evaluation, final report; and
- Example copies of "The Bookworm" newsletter.

Motivating Parents to Attend

- Overview of program outcome information showing the positive impact early literacy workshops have on parent behavior;
- Example of flyer advertising parent workshops; and
- Article describing a successful parent involvement program.

Every Child Ready to Read

- List of participating libraries;
- Well-written overview of the ECRR Family Workshops—how they are conducted, how often, how long, etc.;
- Forms: individual workshop session evaluation, summative parent survey after all workshops are completed, summary report form to be sent to the Commission;
- Copy of workshop announcement and parent registration forms;
- Copy of bookmarks to be distributed to participating parents that reinforce the 6 early literacy skills;
- Suggested things to say to parents and caregivers about the 6 early literacy skills; and
- Story time ideas that reinforce the 6 early literacy skills.

Every Child Ready to Read Scripts

- Detailed scripts, one for each of the 6 workshops, with attendant materials such as hands-on activity materials and hand-outs.

Additional Resources

- 2008-2009 Read to Me Timeline of activities including interim and final report due dates for participating libraries;
- Announcement for "The Scoop," a bi-monthly e-mail newsletter for library youth services;
- Order form for Read to Me support materials; and
- List of professional development resources for librarians.

The length and detail of the above bulleted lists exemplify the rich and extensive body of information and materials the three ring binder provided participants. Because of the

detail and organization of the binder, local library staff should find it to be a ready resource for ideas and guidance as they implement the programs.

As mentioned previously, the first part of the morning was devoted to providing an overview of the First Book program and fielding questions about the program. In the late morning and throughout the remainder of the afternoon, the meeting was devoted to providing an overview of the Every Child Ready to Read Family Workshops with modeling and hands-on practice with the scripts. The scripts guide the individual workshops that parents attend with their children. Saroj Ghoting, the author of the scripts and a noted early childhood literacy consultant, addressed the group and then led the session where she first modeled the scripts and then helped participants practice the scripts. The following section reports the results from the participants’ evaluation of the orientation meeting.

Attendees’ Evaluation of the Orientation 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 understanding of and comfort with the program in which they are participating prior to the orientation and then after completing the orientation. They were also asked to rate the workshop methods such as quality of presentations and handouts. The evaluation form can be found in Appendix C.

Table 3-1 provides the results from the portion of the evaluation that asked attendees to rate themselves before and after the orientation. The percentages of responses falling at each point on the scale are provided. Please note that the ladder graphic on the evaluation form is referenced in the language of these items. Also please note that at the right of each scale under the statements, there is N/A for not applicable. This was necessary for those attendees who only participated in one of the orientations, either First Book or ECRR Family Workshops.

Table 3-1: Before and After Orientation 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. Understanding First Book requirements. (B n=34; A n=34)*	8** 23.5	8 23.5	9 26.5	4 11.8	5 14.7	2 5.9	0 0	2 5.9	5 14.7
2. My comfort level planning my First Book distributions and parent workshop. (B n=29; A n=31)	10 34.5	6 20.7	6 20.7	5 17.2	2 6.9	2 6.5	0 0	2 6.5	17 54.8	10 32.3
3. Understanding Every Child Ready to Read Family Workshop requirements. (B n=45; A n=47)	16 35.6	14 31.1	6 13.3	9 20.0	0 0	2 4.3	0 0	1 2.1	20 42.6	24 51.0

4. My comfort level working with the Family Workshop scripts. (B n=45; A n=47)	20 44.4	12 26.7	9 20.0	4 8.9	0 0	2 4.3	0 0	4 8.5	23 48.9	18 38.3
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* n is the number of respondents for the particular statement. Totals are given for both before and after workshop statements because in several instances the number of respondents is different. B = before the workshop and A = after the workshop.

** 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 understanding and comfort. When asked about their knowledge and comfort before the orientation, responses were spread across the categories but with a pronounced weighting on the low side of the scale. Just the opposite occurred when respondents rated their understanding and comfort after the orientation. The vast majority of responses were in the highest two categories (i.e., 4's and 5's). This strong shift from being relatively low on the skills and knowledge ladder before the orientation to being quite high after the sessions provides strong evidence that the meeting met its objective. That is, to prepare participants to confidently and successfully implement the programs.

Attendees were also asked to rate the quality of the orientation on a number of important variables. 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	Disagree ----- Agree				
	1	2	3	4	5
1. Training methods were appropriate to achieve objectives. (n=48)*	0** 0	0 0	0 0	14 29.2	34 70.8
2. Important ideas were clearly stated and explained. (n=48)	0 0	0 0	1 2.1	10 20.8	37 77.1
3. New and useful information was presented. (n=48)	0 0	0 0	2 4.2	10 20.8	36 75.0
4. Presenter(s) responded effectively to questions and comments. (n=48)	0 0	0 0	0 0	7 14.6	41 85.4
5. Instructional aids (handouts) were helpful. (n=48)	0 0	0 0	0 0	8 16.7	40 83.3
6. Overall, I found the workshop valuable. (n=47)	0 0	0 0	0 0	7 14.9	40 85.1
Scale for Question #7 →	Too Short		About Right		Too Long
7. Time allowed for the workshop was (circle one) (n=45):	1 2.2		43 95.6		1 2.2

* 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 all statements 70% or more of respondents were at the extreme end of the agree side of the continuum. Attendees consistently agreed that training methods were appropriate, important ideas were clearly

stated and explained, new and useful information was presented, presenters responded effectively to questions and comments, and handouts were helpful. When asked about the overall value of the workshop, 85% of the responses fell in the far right column of the agree side of the continuum, and when asked if the time allowed for the workshop was too short, about right, or too long, 95.6% of respondents said that it was about right.

Attendees were also asked to respond to three open ended statements and provide additional comments. Table 3-3 provides the statements and several representative comments under each. Please keep in mind that Saroj was the keynote presenter at the orientation. She is the author of the scripts that are a key part of the ECRR Family Workshops.

Table 3-3: Representative Written Comments by Statement

<i>Statement: "The most useful part of the workshop was:" (40 comments total)</i>
1. "I did not know about the ECRR program & I am glad I came because I feel it would be a good program for our community. Saroj was Great!!!"
2. "Practicing the script and having the demonstration."
3. "The demonstrations and interactions between the librarians at the tables."
<i>Statement: "In order to make this workshop better, I suggest:" (11 comments total)</i>
4. "Numbering pages in notebook, so we can turn to the page right away."
5. "Less introduction of material, more "doing the script" by Saroj."
6. "Keep having these trainings-they help so much."
<i>Statement: " Other training or workshops I would like to see:" (7 comments total)</i>
7. "More on what other libraries are doing that is successful--sort of trouble shooting time or call it success stories that all of us could benefit from."
8. "Actually, using this training for new YS librarians would be a great idea! (Not just those doing a parent/child presentation). That way we all incorporate these "skills" more in our story times."
9. "Services for elementary school kids, maybe."
<i>Statement: "Other comments": (10 comments total)</i>
10. "I appreciated the information and the enthusiasm of the presenters."
11. "Thanks for all the materials--I'm so excited to do these story times."
12. "I think it would be wonderful if there was information being sent to directors also about the importance of targeting young children from the state or an authority figure. Sometimes directors (who didn't) attend need a reason to get excited about change."

Comments under all of the statements were positive. Not one negative comment was received. Saroj Ghoting was very well liked by attendees and the information and materials provided were highly valued. Ms. Ghoting’s thoroughly covering the scripts and devoting time to modeling how the scripts were to be used was a highlight of the orientation.

Evaluator’s Observations and Recommendations

As stated above, the evaluator attended the orientation from 8:00 am until 12:30 pm. He observed the orientation for First Book in its entirety and then the first two hours

of the ECRR Family Workshop orientation. In the remainder of this section, a general statement of impressions will first be provided followed by a series of recommendations.

General Statement of Impressions. The Library Commission staff who conducted the two orientations were excellent presenters. They were extremely professional in that they were confident, knowledgeable, organized, and personable. They responded to questions very well by providing clear and focused answers. And they did this whether the question from an attendee was very sophisticated or the question showed a surprising lack of understanding on the questioner's part and thus had an obvious answer. No matter the nature of the question, Library Commission staff answered in clear and concise ways without any hint of condescension to the person posing the question. It was obvious to the observer that Library Commission staff had the highest respect for the attendees, were highly professional, and exemplified extensive experience. All of these qualities resulted in the staff's ability to effectively reach out to their colleagues from around the state and "teach" them new ways of conducting library outreach. In short, it was a very well run meeting that met all of its objectives.

The evaluator also witnessed the invited presenter, Saroj Ghoting, address the audience. She was an engaging, knowledgeable presenter who was very well received by the audience. Having her come and talk about the ECRR Family Workshop program and introduce, explain, and then model the scripts she wrote to guide the workshops was excellent. A better presenter could not have been chosen.

Like any meeting where diverse people come together to learn something new, recommendations can be made. Those recommendations follow. They are written in a conversational style using first person since they were provided to Library Commission staff within a few weeks of the conclusion of the meeting:

Recommendation #1. The 3 ring binder is full of great resources, but I'm not sure the resources were showcased adequately during the presentations. A few pages in the binder were referenced, usually rather quickly, but many were not. There's a lot of good information in the binder so a page-by-page look at it would probably be a good idea for the following reason. It has been found that few attendees go through materials after a conference unless those materials were directly showcased during the conference. This finding may not hold for librarians, but since the binder was so good and considerable time went into developing it devoting more time to systematically showing its contents makes sense.

Recommendation #2: During the presentation you provided a variety of helpful ideas and tips that just came out spontaneously as you talked about the programs. Your being able to so readily provide so many great ideas revealed your depth of experience. A powerful addition for future orientations would be to provide a helpful ideas and tips sheet that would be thoroughly covered as part of the orientation. For example, you suggested having a trustee participate in a book distribution. This was a great idea but I am not sure how many participants would have thought of it on their own. I also wonder how prevalent this practice is out there. It could be a great public relations tool. You also gave some good ideas about when and how to release things to the media. I looked in the 3 ring binder provided at the meeting and found several things that help in this area (e.g.,

“Library Cards and Outreach Programs,” “Getting the Word Out,” and the press release), but I don’t remember these pages and the ALA online tool kit being showcased during the presentation. All of these ideas could be listed on a helpful tips page broken out by categories such as curriculum and instruction, out-reach, etc.

Recommendation #3: There is a range of sophistication out there in the local library world. It was obvious that some participants were highly experienced in library work while others were less so. For example, one participant asked what a stakeholder is. Stephanie responded, “Your trustees are stakeholders.” This was an excellent response and it was done in a highly professional manner, but I think the question reveals a lack of sophistication and awareness on the part of some of the participants. The programs will only be as successful as the participating libraries are sophisticated and motivated. I think the motivation is good in the group of attendees, but I wonder about the sophistication. For example, I noticed that attendees do not automatically make connections. A specific example of this occurred when preview copies of the books that would be distributed in the First Book program were handed out during the orientation. An attendee asked a question concerning what they were to do with these books. It was a fine question, but I was still surprised a bit at it being asked since you would think librarians would automatically think about developing activities around the books well in advance of the distributions, getting out press releases showcasing the books, etc. Stephanie did a nice job explaining this without sounding condescending. By providing these example, I don’t mean to offend anyone here. These are just thoughts that I had as I listened to the discussion. But I think some training on advertising, library out-reach, lobbying at the local level, etc. might be beneficial in the long run. This training could include successful examples from libraries in Idaho. For example, one attendee related a story about how she went to a local dairymen’s meeting and asked if they would pay the non-resident library card fee for their workers. Consequently, 35 families have been given cards and all the bills have been paid. I got the sense from the audience that this type of proactive and perhaps even aggressive outreach activity was not that common, but I could be wrong. These anecdotes about successful outreach efforts could be included on the helpful tip sheet. It was also mentioned at the meeting that getting Rotary, Kiwanis, and local employers to fund library cards was a great idea. This is another great helpful tip.

Recommendation #4: A time line for rolling out First Book would be good. Since books are distributed monthly, a calendar of “events” could be provided with reminders at various points in the months to distribute press releases and other “get the word out” mechanisms, collect evaluation forms, etc. Participants could put in the dates for their specific library distributions, parent workshop, and family reading event. There’s a lot to do in First Book and some librarians are going to be better organized than others. A time line in calendar form or some other form might help homogenize the First Book programs around the state. The “Requirements and Recommendations” page in the 3 ring binder could be the basis for developing the time line. I also found a “2008-2009 Read to Me Timeline” under the resources tab in the binder that could also serve as an excellent model.

Recommendation #5: Although attendees overwhelmingly responded on the written survey that the length of the workshops was “About right” and their understanding and comfort levels grew dramatically from the beginning of the meeting to the end, it might enhance implementation of the programs if the meeting was extended to 1.5 days from just one day. The recommendations prior to this one pointed out a range of expertise in Idaho libraries. In order to prepare everyone to return home and “really hit the pavement running,” extending the time to include more information about successful marketing campaigns and successful community partnerships might pay dividends in the long run. Furthermore, additional meeting time to fully cover all of the resources available to libraries to help them successfully implement the programs and to fully tap the extensive expertise of Library Commission staff might also enhance program outcomes.

**Section 4: Read to Me Mini-Grants
Interim Narrative and Financial Reports
State Fiscal Year 2009**

All recipients of Mini-Grants for fiscal year 2009 were required to submit interim narrative and financial reports by December 10, 2008. Twenty-two of the 30 recipients submitted reports in time to be included in this interim report.

The narrative portion of the Mini-Grant interim report asked a series of open-ended questions. Each of these will be addressed in the following sections. The financial report asked libraries to report how much Mini-Grant money had been spent up to the date of their report in the various budget categories for which they had funds approved. A table is provided at the end of this section showing a breakdown by library of funds granted and funds expended.

Interim Mini-Grant Narrative Report Item #1: “List major activities that have been started (indicate if they are completed or are ongoing).”

Libraries were asked to list their major grant activities that have been started and to indicate whether the activities were completed or ongoing. All the reporting libraries did this. The responses served to verify that what the libraries had proposed to do in their Mini-Grant proposals were being operationalized. In some instances additional information was provided that was informative. For example, North Bingham stated that the computer station that was purchased with grant funds has moved “to two different groups of preschools/daycares and it is now ready to be moved again.”

Interim Mini-Grant Narrative Report Item #2: “Are any activities behind schedule? Please explain.”

Libraries were asked if any of their proposed activities were behind schedule and to please explain. Table 4-1 lists those libraries that reported being behind.

Table 4-1: Libraries that Reported Activities Behind Schedule

Library	Activities Behind Schedule
American Falls	Posters/signs/parents’ bookshelf partially complete.

Boise Public	Orders for parenting and pre-K educational materials should be done by December.
Franklin	Some activities behind but didn't specify which.
Hayden	The regular classroom visits with the firemen are behind schedule because of complex and irregular firemen schedules.
Marshall	Did not conduct the fall ECRR Family Workshop. Will do so in January.
Menan	Decided to run bilingual story hour in the spring for 8 consecutive weeks so parents can better remember things from week to week instead of month to month. She talked to others with experience before making the decision. She is still looking for a bilingual presenter.
North Bingham	Because of holidays and vacations (spud) the computer was left a little longer in one preschool.
Payette	Wanted all books purchased by now but haven't. Some have been purchased but not all. Have acquired list from ICFL of good titles so final orders can be submitted.
Portneuf	Deposit collection was to be completed in October. Will now be completed by January.
Rigby	Workshops to be delivered through the Idaho Childcare Reads project have been delayed until spring.
Salmon	Have not scheduled all visits to the small in-home daycares and story pack kits for daycares are not quite finished.
Soda Springs	Computers took longer to arrive than anticipated.
South Bannock	Visits to daycares have not started because of scheduling problems, will start in January.
Weippe	ECRR Family Workshops are not complete. The cycle of workshops was restarted because the evening meeting time was not working.

Fourteen libraries reported activities behind schedule. Two libraries left this section blank: Kooskia and Nampa. Of those libraries reporting being behind schedule most appear to be minor delays such as Boise Public Library not getting all materials ordered, North Bingham leaving a computer a little longer than anticipated in a preschool, and computers taking longer to arrive in Soda Springs than anticipated. Other delays are the result of calculated and informed decisions such as Menan deciding to postpone their bilingual story hour until spring after talking with people who had experience presenting such programs. But there are a few libraries where the delays are perhaps cause for concern:

- Franklin not listing specific activities may be problematic;
- Marshall delaying their first round of ECRR Family Workshops until January may be a sign of some implementation problems;
- Portneuf not having completed their deposit collections is troubling since these were an important part of their grant activities. They do state that they are getting some extra help and will complete them by January, but a follow-up check on this might be in order; and
- South Bannock not having completed visits to daycares because of scheduling problems could be a sign of inadequate staff resources to complete the proposed activities.

Libraries should be commended for being forthright about being behind in implementing activities, but some additional checking might be in order to make sure grant funds are being expended and proposed activities are being implemented in a timely manner.

Interim Mini-Grant Narrative Report Item #3: “What has been the biggest success in your project so far?”

Grantees were asked what their biggest success in their project has been so far. Every library responded to this question resulting in a large amount of information. Representative highlights of which will be paraphrased or excerpted in Table 4-2 below.

Table 4-2: Biggest Successes: Excerpts and Paraphrases

Library	Excerpt or Paraphrase
Outreach to Local Daycares, Preschools and Public Schools:	
Armoral	Rotating totes of books in local daycares: a daycare with very young children didn't want to participate but now loves them.
Franklin	Fathers Reading Every Day (FRED): participation is increasing because of success and word-of-mouth.
Rigby	“The change in behavior of the daycare children during story time visits. Initially, the children had trouble behaving....” They are doing much better now. (See below for more about Rigby’s experience.)
Portneuf	Childcare provider training “seemed successful.” Their pre-post tests showed learning.
Spirit Lake	Cooperation and enthusiasm of partner Spirit Lake Elementary.
Popularity and Ease of Use of Computers:	
Lewiston	Five year old said after a computer session, “That was a good time, wasn’t it Dad?!” New stations are easy to use and heavily used.
North Bingham	Preschools/daycares love the computer: “We have gained some new friends for the library.”
Soda Springs	Ease of use of computers and “overwhelming reaction of small children.”
ECRR Family Workshops:	
Burley	“Watching families learn and grow together; I believe their continued attendance is a confirmation of success.” Teaching the young parents at the alternative high school has also been rewarding.
Menan	Increase use of library services as a consequence of the workshops: “The workshops have opened the door to some families that have never come to our library, and now they are attending our regular story hours.” She loves watching the children learn. “The parents can see how easy these simple things can be in teaching their little ones to be ready to read.”
Jerome	“Bringing in so many new young families to the library through this program..Most of the Spanish families got their library cards as a result of this program...YAY!!”
General Benefits of Implementing Mini-Grant Activities:	
Ririe	“Word of mouth through the school and local businesses makes us have new visitors often.”

Libraries are finding a wide variety of successes from their grant activities. Outreach efforts are creating meaningful partnerships between libraries and a variety of entities within their communities. The new computer stations are easy to use and very popular. Parents and children are showing appreciation for the grant activities they participate in, and parents and caregivers are learning a great deal about early literacy acquisition.

One library submitted a lengthy but important comment about their successes so far. Their comments represent only their perceptions of the impact they are having through their outreach activities in local daycares, but their words reveal the strong

potential that these programs have for significantly influencing children’s early literacy development. The library’s response follows in its entirety:

“The change in the behavior of the daycare children during the story time visits. Initially, the children had trouble behaving, focusing on the story and following a storyline to the conclusion. In some instances there was little to suggest they had been read to on a regular basis. However, I am already seeing dramatic differences in behavior, anticipation of visits, ability to focus and follow a storyline, participation in music and movement. I am beginning to teach the children how to use prediction when reading a story. I am also working with children through music and movement. I think that often times there is the assumption that if they provide children with all of the needed information necessary to enter school they will be ready to read. This assumption could be reinforced when daycares include “Preschool” in their name or state that they offer preschool. However, the experience from this grant is indicating that this may not be true. Through this grant we are able to offer the daycares tools for success, reinforce the importance of these skills by the presence of library staff in the facility and increase the probability that these skills will be used by childcare staff. Most assuredly, we are increasing their exposure to literature, oral reading, prediction, rhymes, music, art and crafts and a host of other important interactions.”

Interim Mini-Grant Narrative Report Item #4: “What has been the biggest challenge in your project so far?”

Grantees were asked to list the biggest challenge they have encountered in their grant activities thus far. All libraries responded to this question. Two said that they had not encountered any challenges. Table 4-3 summarizes the information.

Table 4-3: Type and Number of Libraries Reporting Challenges

Challenge	Number of Libraries Reporting Challenge
1. Finding time to get everything done (e.g., limited staff time)	6
2. Establishing and maintaining attendance at the 6 ECRR Family Workshops	5
3. Scheduling (e.g., firemen, daycare visits, etc.)	4
4. Keeping attention of parents and children at workshops (e.g., having such wide age range in attendance, parent asides in scripts, etc.)	4
5. Too small facility that can’t hold all the attendees comfortably. One library added an additional series of workshops to accommodate demand.	3
6. Staff turnover either at libraries or at partners	2
7. Scheduling bilingual events and establishing attendance at these events (e.g., Family Workshops, story hour, etc.)	2
8. Learning ECRR Family Workshop scripts	2

9. Getting access to families in need—privacy laws make it difficult

1

Time is the greatest challenge, but establishing and maintaining attendance at ECRR Family Workshops, scheduling, and keeping attention of parents and children were also issues libraries confronted. Bilingual events appear to be a challenge for those who are doing them. Caldwell has advertised widely and surveyed parents to try to set the event at the optimal time and stimulate attendance, but they have been largely unsuccessful. Few Hispanic families attended. Menan postponed their bilingual event after talking with more experienced presenters so they could offer it in a once-a-week format instead of once-a-month, but they are still looking for a presenter who is bilingual. The access to needy families challenge was only mentioned once but it exemplifies a deeper issue that needs to be addressed. It is hard to get families who are not regular library patrons to participate in some of the grant activities. Libraries need additional training and support in how to do outreach to the most needy families. Partnering with Head Start, public school Title I programs, and other agencies who serve needy families is one way, and a number of the current grantees are doing just this, but all libraries should probably be more aware and proactive in this area.

The library that provided the lengthy excerpt at the conclusion of the previous section continued talking about their experiences in local daycares under this question about “biggest challenges.” It again is a lengthy response but serves to underscore the importance of the Mini-Grant activities in children’s early literacy development:

“The biggest challenge was the same as the success. The children in some of the daycares were clearly not read to on a regular basis. If they were read to they were not required to sit and listen to the story being read. During one initial visit, I actually had one child trying to climb up my legs and others hitting each other, rip the cords of the MP3 player off the shelves and seemed to be having trouble following a story when intermittent questions were asked. They were also unable to follow motions during the movement and music sections of story time. The daycare provider even expressed concern that they could not control their behavior during story time. The behavior during that initial visit at one daycare was so concerning that we began to wonder about the wisdom of our undertaking. Yet, it solidified the resolution that this service is so very critical for these children and without it they may never get the exposure to regular reading or to the Six Early Literacy Skills.”

Interim Mini-Grant Narrative Report Item #5: “Describe any opportunities or unexpected benefits identified through the project.”

Libraries were asked to describe any opportunities or unexpected benefits that accrued as a consequence of their project. The responses to this question were quite varied so a representative sample of them is provided in Table 4-4. The entries in the table are either verbatim transcriptions or paraphrases of what was written. The verbatim entries are in quotations.

Table 4-4: Opportunities or Unexpected Benefits from Mini-Grant Activities

Library	Opportunities or Unexpected Benefits
Boise Public	Other library staff/volunteers have attended ECRR Family Workshops and are implementing skills at their branches.
Caldwell	Relationships have formed between the parents, parents are checking out more books, and parents are singing to their babies as a result of the program.
Franklin	We have worked with Head Start, schools, preschools, and childcare centers more than in the past. Have come to know the people in charge of these programs better. "We have increased activity at our library."
Hayden	More schools are wanting to participate as word spreads. Project is not very time consuming so it doesn't over-tax volunteers. The governor presenting the check was a highlight.
Jerome	"We had a good relationship with Head Start and the elementary schools in Jerome but by offering this program, this relationship has really blossomed to the point that they ask for our program flyers and promote our programs to the families and parents they deal with every day."
Lewiston	Major increase in children's computer use (165 sessions last year (Sept. to November) to 717 sessions this year for same time period). Story time attendance increased also.
Mobile	Bringing daycare providers together since many did not know one another; showing them what extension services could be provided by library; the workshop evaluations were stellar; daycare providers receiving credit for their hours in the workshop; and the book from ICFL was pleasant surprise.
Kooskia	Several families applied for cards and are using the library regularly.
Soda Springs	"From the first hour our library machine [computer station] was placed, it has been used by delighted preschoolers who could use it with ease. What I didn't anticipate was the two social workers who work with special needs kids that come each week and have it be such a valuable tool for them as well."
Star	We promote other library programs to workshop attendees. Workshop presenters are also story time presenters and they are incorporating more "parent teaching" into their regular library story times.
Weippe	"When I do outreach at Head Start and T.H.S. I've been able to interact with kids and parents in the community that don't often visit the library."

The unintended benefits of grant activities are many and varied. Social and professional networks are being established or strengthened. Increased traffic in libraries is occurring. And awareness and teaching of the 6 early literacy skills are transferring from the ECRR Family Workshops into other library programming such as story time. The number and diversity of opportunities and unexpected benefits is a strong positive outcome of the Mini-Grants. The grant activities are having significant effects on the libraries and the communities they serve.

Interim Mini-Grant Narrative Report Item #6: "Do you have any suggestions for ICFL?"

Grantees were asked if they had suggestions for ICFL. This was an open-ended question that elicited a wide range of responses from one library wishing the ICFL luck in acquiring funding for the program next year to another suggesting training on lapsit programs. Nine libraries left this question blank. Five had no suggestions at this time, and six used this question as an opportunity to thank or compliment ICFL for providing

the funds, supporting the grant activities, and providing excellent materials. Table 4-5 provides a listing by library of the other suggestions that were made.

Table 4-5: Suggestions

Library	Suggestions
Am. Falls & Jerome	Need programming in Spanish. Be careful when translating the ECRR Family Workshop scripts into Spanish. Direct translations are not always the most effective.
Boise Public	Reduce reading level of parent survey so non-Native speakers of English and low literacy level parents can read it.
Burley	"...it might be somewhat helpful to have another workshop training session for the libraries who are participating in the ECRR. It is sometimes helpful for me to receive further instruction after having some experience with a program."
Payette	Need one or two day training on lapsit programs.
Rigby	Receiving the grant money earlier would have made program start-up easier. They scheduled a September start date for their activities.
Ririe	Increase the amount of money granted so that more technology can be included in the weekly activities so participants are kept current.
Salmon	Current parent survey won't work for their particular grant since all of their work is in local daycares and preschools with children. They have no direct access to parents.
Spirit Lake	ICFL should approach Lakeland School District with a more comprehensive presentation to implement workshops on a district-wide basis.
Star	They will be "tweaking the format of the workshops to see if we can arrange a parent session(s), and separate story times where we can focus on the children (with parents still present). If ICFL would like to be a part of this discussion, or if you have input for us, we would welcome it!"

As stated above, content of the suggestions ranged widely. Some of the suggestions are more easily addressed than others. Needing programming in Spanish is important but will take time and resources to develop and implement. Materials will need translation and then presenters who are fluent in Spanish will need to be located and trained. Currently, some of the materials have been translated into Spanish but more translation is left to do. The issue of finding and training Spanish speaking presenters in all of the locations where they are needed is a matter that should be discussed. The remaining suggestions will be discussed in turn in the following bullets:

- Reducing the reading level of the parent survey could be addressed prior to the next round of ECRR Family Workshops being implemented during spring 2009;
- The suggested trainings make a lot of sense. A follow-up training/sharing/debriefing session focused on the ECRR Family Workshops and a training on how to set up and conduct lapsit programs could further homogenize and improve delivery of such programs around the state. A quick poll of libraries asking if they would like such training could be done;
- The problem of receiving grant money later than anticipated could be solved by stating clearly in the grant request for proposals (RFP) that projects should be scheduled to start after a certain date by which time the money will most likely be disbursed.
- Providing more grant money so that more technology can be included in grant activities is an important suggestion but one that has no ready solution;

- The problem with the current parent survey not working for some outreach programs being supported through Mini-Grants is being addressed by the evaluator. He is developing some customized evaluation tools for the various types of programs being supported by the grants. These will be incorporated into the final June 2009 report; and
- Since a theme has emerged from the evaluation data that some libraries experienced difficulty managing the large age range of children present at the ECRR Family Workshops and that some libraries found the adult asides in the scripts difficult to implement because of children losing attention, Star Branch Library should be questioned about what changes they made and whether the changes were successful. This information could become part of the follow-up training suggested above. The lead evaluator will assume responsibility for talking with Star Branch Library about their changes.

Interim Mini-Grant Narrative Report Item #7: “Additional Comments”

Grantees were asked if they had additional comments. Table 4-6 lists the type of comments with representative examples and the number of libraries that made them.

Table 4-6: Comments by Type and Frequency

Comment	Number of Libraries Making Comment
1. Libraries thanked ICFL (e.g., “Thanks for allowing us the opportunity to have funding to hold more programs and help enrich our customer’s lives.”)	5
2. Libraries commented on how working with the ICFL and their support was excellent (e.g., “ICL’s support for local branches is terrific. Good things happen with your smiles....”)	5
3. Libraries stated that the grants were wonderful opportunities for their communities (e.g., “Highly successful educational opportunity for our community!”)	4
4. Library said that the grant has allowed them to “reach farther into the community than ever before.”	1
5. Library reported that early literacy tips are being incorporated into the parent newsletters at a local preschool.	1
6. Library reported sending 400 postcards and 100 brochures to teen parents, bilingual families, and low income families but didn’t “get much (if any) response from those venues.” Most participants are regular library users. They will do more outreach before next ECRR Family Workshop series.	1
7. “We show an average (weekly) increase of an additional 12 books being checked out, an increase in attendance and computer usage.”	1
8. “The scripts were a little involved for our audience of over 50 kids—We had to simplify, but still present all the information.”	1
9. “Finally, I would like to see more trainings offered regarding the development of holistic literacy programs. Specifically, a systematic	1

way to go about developing a literacy program for children 0-18....”	
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Libraries were quite appreciative of the grants and of the ICFL’s support. They also emphasized that the grants were wonderful opportunities for their communities. It is important to note that the comment under #7 in the table came from a very small library in a quite rural community so a circulation increase of 12 books is substantial. In summary, a response from one of the libraries serves to capture the essence of the additional comments:

“I just have to thank ICFL for offering this wonderful opportunity to libraries in Idaho. It has had the biggest direct impact on children in our community of all the programs we currently offer as a library. Thank-you also for your flexibility as we learn and grow with this new opportunity and your desire to say Yes vs. No whenever possible.”

Interim Mini-Grant Financial Reports

Grantees were asked to complete an interim financial report showing how much money had been approved for each budget category in their grant and how much had been spent in each category up until the submission of their report. Table 4-7 reports these figures for each grantee. A few comments about how to read the table will aid interpretation. If the cell is blank that means no money was in the grant budget in that particular category. Values in parentheses are the amount approved in the grantees budget. Amounts above the parentheses are the amounts spent thus far. The totals to the far right are the totals spent thus far. All grants were for \$5000 so it is easy to see how much remains in any particular grant.

Table 4-7: Interim Financial Reports by Site

Site	Cont	Pers	Fringes	Lib Mat	Equip	Sup/Con	Other	Total
American Falls	0 (140)	1112 (3000)	212 (600)	235 (800)	1255 (1250)	200 (650)	154 (154)	3168
Armoral						3167 (5000)		3167
Bear				1698 (4451)	0 (150)	35 (400)		1733
Boise Public				0 (1500)		2852 (3500)		2852
Burley	80 (1330)			1127 (1256)	1014 (1170)	196 (1200)	163 (200)	2736
Caldwell	1707 (5000)							1707
Franklin				2815 (4050)	0 (300)	600 (650)		3415
Hayden		0 (240)				1234 (3035)	0 (1725)	1234
Jerome	900 (3490)			425 (550)	253 (60)	121 (700)	0 (200)	1699
Kooskia	0 (120)	589 (1045)	106 (195)	324 (1480)		396 (800)	368 (1360)	1783
Kuna	122			2257		347	0	2726

	(1216)			(2500)		(1034)	(250)	
Lewiston					5000 (5000)			5000
Marshall	0 (100)					4070 (4070)	0 (630)	4070
Menan		642 (2000)		97 (1000)	752 (1000)	88 (1000)		1579
Mobile						2542 (5000)		2542
Nampa				1015 (1000)	2913 (2275)	578 (1725)		4512
North Bingham					5000 (5000)			5000
Patricia Romanko	300 (900)	515 (1800)		43 (135)	43 (50)	526 (2115)		1614
Payette		1800 (3500)		855 (1200)			0 (300)	2655
Portneuf				0 (700)		1085 (4200)	30 (100)	1115
Rigby				2630 (2630)	1873 (2070)	397 (200)	100 (100)	5000
Ririe		340 (2600)		520 (1650)	397 (750)			1257
Salmon	0 (300)	56 (1680)		0 (1400)	0 (380)	580 (1240)		636
Snake River		1750 (3380)	168 (304)	400 (500)	220 (500)	150 (316)		2688
Soda Springs					5000 (5000)			?*
South Bannock		234 (2044)	.36 (313)			1495 (2243)	0 (400)	1729
Spirit Lake	760 (720)			228 (1210)	1208 (1470)	0 (1600)		2196
Star Branch		302 (818)		0 (500)	0 (355)	1085 (3050)	25 (277)	1412
Weippe		203 (1371)	16 (116)	0 (300)		390 (2980)	0 (233)	609
Site	Cont	Pers	Fringes	Lib Mat	Equip	Sup/Con	Other	Total

* Soda Springs was to purchase two computers with their \$5000 grant. Probably the \$5000 has been spent by Soda Springs since they received their computers, but the interim financial report did not state this.

On the interim financial reports only two libraries experienced significant over-spending in a budget subcategory. Nampa reported spending \$2913 in their equipment subcategory but they were only awarded \$2275. Jerome was awarded \$60 in the equipment subcategory and \$200 in the “other” subcategory. They reported spending \$253 under equipment and none under “other.” Thus, they significantly over spent in the equipment subcategory. What appears to have happened, however, is they probably used the funds in the “other” subcategory to cover their increased spending for equipment. These anomalies should be explained in the interim budget reports. In the future libraries should be directed to provide budget narratives with their interim budget reports

discussing how funds have been spent and if any funds have been moved from one category to another and why.

It does appear that some libraries are moving somewhat slowly in spending some of their grant dollars. This should be monitored throughout the spring to make sure the grant dollars are efficiently and properly expended by the time the grant period ends. Take for example, Spirit Lake. They had \$1600 approved in the "Supplies and Consumable Educational Materials" subcategory for give-away books. None of this money has been spent. They list in their interim budget sheet a variety of supplies and consumable materials but don't mention the give-away books. Additionally, the list has no dollar amounts applied to the items which makes sense since no money has been expended in the subcategory. One wonders if Spirit Lake forgot about having the \$1600 for give-away books. Salmon is another site that needs to be monitored. They had spent \$636 dollars as of the date of the interim financial report. They only spent \$56 of \$1680 for personnel and none in the library materials and equipment subcategories. Wieppe is another library that appears to be quite slow in spending their grant dollars.

What needs to be avoided is a mad dash by libraries as the grant period comes to an end to spend money. Since ICFL personnel each oversee a subset of Mini-Grant libraries, consulting with the libraries concerning their budget expenditures should be a part of the ongoing conversations and visits occurring throughout the winter and spring.

Section 5: Summary of Library Visits to Read to Me Mini-Grant Recipients September, 2008

The evaluator visited 9 participating Mini-Grant recipients during September of 2008. Each library visit lasted for about an hour and involved a library tour and then discussions with key library personnel involved in implementation and administration of the Mini-Grant. It should be noted that Commission staff are also making regular visits to Mini-Grant recipients to provide support, consultation, and participate in troubleshooting and problem solving, when necessary.

Most of the libraries had not started their Mini-Grant activities when the visits were made. They were in the preparation stage. This was known by the evaluator beforehand, but it was felt that talking with some of the libraries before grant activities got under way would be a good way to explore the degree of key personnel's motivation and commitment to the grants, how well positioned the libraries were to conduct and evaluate the proposed activities, and to get some face-to-face feedback on the August 1 training that most of the people the evaluator talked with attended.

The goal of the evaluator is to visit most if not all of the participating libraries during the year of the grants (i.e., August 2008 through June 2009). A trip is planned for January 2009 to another 8-10 libraries where the focus will be on discussing how the first few months of grant implementation went. This trip will be followed by another in the spring of 2009 to the remaining libraries to talk about next steps and to discuss what went well and what needs to change for the future.

No names will be used in the following summary. Although nothing said during the visits could be construed as negative or critical, it is still best to establish and maintain anonymity throughout the evaluation process.

Key Personnel's Motivation and Commitment to Grant Activities

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.

Most of the facilities visited were quite spacious and modern, but several in more remote areas were cramped and dated; but no matter the quality of the facility, the people staffing the libraries were all committed to making their Mini-Grant a success. Their grants were one component of ongoing efforts to engage more children and their parents in library programs.

The appreciation they showed for receiving the money was heartening. We sometimes think that \$5,000.00 is not that much in today's world of funded projects with quite large budgets, but in the world of Idaho libraries \$5,000.00 is a significant amount of money that can make a real difference, no matter the size of the library.

How Well Are the Libraries Positioned to Conduct and Evaluate the Proposed Activities?

One would expect a wide range of knowledge and experience in Idaho libraries since their locations range from quite large urban and suburban areas to very remote small communities. The libraries themselves also range from significant organizations with large buildings and many staff trained in library science to small one room facilities with only part time employees none of whom have formal library training.

This range was representative of the 9 libraries visited but it did not pose serious challenges to the success of the Mini-Grants. In all the libraries staff discussed how much the trainings conducted by the Idaho Commission for Libraries helped them "get up to speed" on how to conduct parent workshops and their importance. As one person said, "I went to the ECRR workshop in September of 07 and brought it back and have been using it since." The materials provided by the Commission have also been of great help in leveling the playing field across Idaho libraries. One person said, "The materials are great. They take a weight off your shoulders. We don't have a lot out here or a lot of time to develop things. Things are ready to go and all you have to do is do them."

The newly introduced scripts at the August 1, 2008 training were also quite popular. Although the libraries had not used the scripts to a great extent at the time of the visits, personnel were sure that the scripts were going to be wonderful additions. A few had used the scripts at the time of the visits and they all had high praise for them. For those library staff who didn't have as much experience or confidence with the content and format of the parent workshops comments such as the following capture the essence of what they said, "This is all pretty new to me so having a script that I can follow will really help." For those library staff who had greater knowledge and experience, they also liked the scripts and said such things as, "It's good to have the script. It keeps you on

your toes and makes you remember to put things in the presentation that you sometimes forget.” Another experienced person said, “I really appreciate having a jumping off point that I can use as a base and build on.” And finally, another experienced person said, “I have done similar presentations before but the scripts have some different things in them and I will build them into my presentation.”

One thing consistently noted in the libraries that were visited is how thinly key personnel are stretched. In short, there isn't a lot of leftover time in their days and weeks to devote to additional projects such as the Mini-Grants. This was a concern of the evaluator but his concerns became less as more libraries were visited. As was discussed in Section 1 about how Mini-Grant funds were being used to free-up key personnel to work on the grants, personnel who were talked with corroborated this finding. They talked in great detail about how various personnel were going to be re-assigned or their work hours increased to allow others to work on the grant.

Another issue that surfaced at some libraries was the size of facilities. Although facilities are quite adequate at most of the libraries, some having been recently remodeled with large meeting rooms, others were quite limited. For those with limited space, high participation rates for story times and parent and family workshops put a strain on the facility. As the evaluator sat in some of these spaces talking with library personnel, and the personnel provided the numbers of parents and children that oftentimes fit in the space, it was quite apparent that some of the libraries had grown beyond their available meeting areas. But library staff saw this as just another challenge to overcome in the future. They were heartened and pleased by the strong demand for their programs and talked openly about their dreams for expanded facilities to accommodate the demand. In the short term, they scheduled more story times or an additional workshop so the large numbers of participants could be spread over the increased offerings. But this put a strain on resources in another way because personnel had to staff those additional sessions which takes additional time. In some cases, libraries had community partners who provide larger meeting spaces but using such spaces comes with a downside. If parent workshops and story times are held away from the library, the parents and children do not have the same opportunity to see all the offerings of the library and the immediate experience of the library.

The ability of most of the grantees to effectively and comprehensively evaluate the outcomes of their Mini-Grants is not as strong as would be optimal. This was discussed before in Section 2. Only two of the nine libraries visited had in place the ability to collect and analyze participating children's Idaho Reading Indicator scores. No library had a pretesting/posttesting framework in place to see if children improved in early literacy skills over the course of the various grant activities that were proposed. Some were going to use parent surveys in addition to those provided by the Commission and some were going to interview parents, but whether the libraries will have the resources to undertake these activities will have to be monitored. Surveys are difficult and time consuming to develop, administer, and analyze and interviews are equally so. All the libraries have in place the ability to count how many parents and children participate in grant supported activities and some have in place procedures to monitor check out rates, changes in library visits, and the number of library cards issued as a consequence of grant activities. In short, basic evaluation information will be available from the grantees, but more sophisticated information that would answer whether or not

children are being positively impacted concerning their early literacy development will only be available from a few libraries.

In summary, because of high quality training and materials provided by Commission staff and the consultants they hire, ongoing support from Commission staff, the high level of motivation and strong work ethic of Mini-Grant recipients, and the additional funds provided by the Mini-Grants, the range in experience and resources noted throughout the visits is predicted to not be as significant a factor as one might assume. All the libraries that were visited had the necessary critical mass of knowledge and resources needed to successfully implement their grants. Of course, these visits were made early in the grant cycle and only in 9 of the 30 libraries awarded grants, so findings and perceptions could change as a consequence of subsequent visits, but if these libraries are representative of the entire group, the Mini-Grants are on their way to being quite successful.

Section 6A: Every Child Ready to Read (ECRR) Family Workshops: Interim 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 5 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 5 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 an interim report within two weeks of the completion of the final workshop in their fall series. Thus, of the 23 libraries 21 of them should have submitted an interim report by this time. Nineteen of these have done so. The interim report form asked for attendance data and had a series of open-ended questions that will be discussed in greater detail below.

Additionally, libraries were also asked to have all adult participants complete a survey at the conclusion of the workshops and then submit these along with their interim reports. In a subsequent section of this report the results from the adults surveys will be provided.

Immediately below are attendance statistics for the workshops. This is followed by a detailed reporting and analysis of the open-ended questions on the interim report.

Interim Report: Attendance at the Fall Every Child Ready to Read Family Workshops

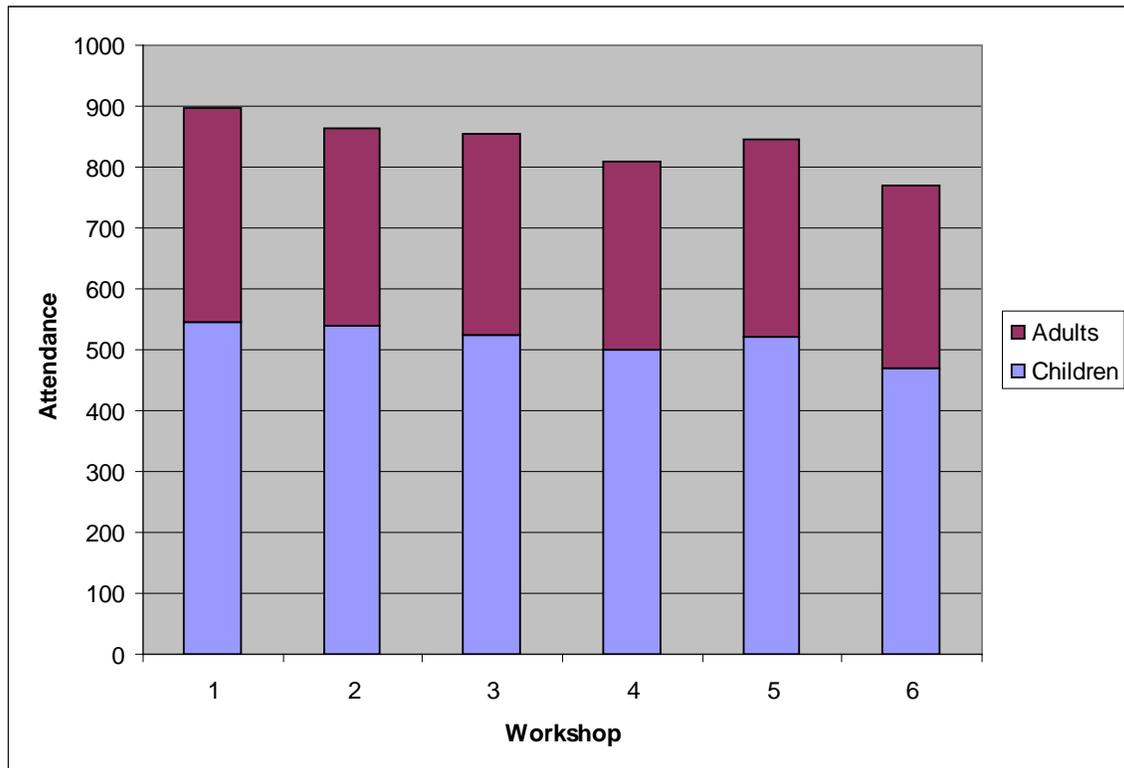
A total of 132 workshops were provided during fall 2008 at the 19 libraries that submitted interim reports. Three of the 19 sites provided 12 workshops instead of just 6. They had such large demand that they decided to offer two series of the workshops. Table 6A-1 and Figure 6A-1 present attendance statistics in both tabular and graphic forms. The workshops are listed in the order in which it was recommended that they be presented. Average attendance for children was 23.5 per workshop and average attendance for adults was 14.7. Thus, average attendance at a workshop for both adults and children was 38.2.

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 and Attendee

Workshop	Adults	Children	Total
#1: Phonological Awareness	352	544	896
#2: Vocabulary Development	325	538	863
#3: Print Awareness	331	524	855
#4: Letter Awareness	311	499	810
#5: Narrative Skills	324	522	846
#6: Print Motivation	301	470	771

Figure 6A-1: Attendance by Workshop and Attendee



Average total attendance at the first 3 workshops was 871 adults and children. Average total attendance at the last three workshops in the series was 809. This represents a 7.1% drop, not a large amount given the time commitment required to attend all six workshops.

Although 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 2 or more of the workshops could also shed light on why attendance drops off over time. It could be that the workshops 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 interim report will be discussed. The question is in bold face type followed by results and analysis.

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

On the interim reports, libraries were asked “What went well during the workshops?” Responses were categorized and counted. Table 6A-2 reports the results.

Table 6A-2: What Went Well by Category and Frequency

Category	Frequency
1. Everyone participated—high level of parent and child involvement with stories, poems, rhymes, songs, etc.	7
2. Children loved the books/stories, music, and rhymes.	7
3. Crafts were a big success.	5
4. Interaction of adults with infants/children was wonderful to watch. Children had fun watching their parents.	4
5. Scripts were well written and easy to use.	3
6. Programs/presentations were well received.	3
7. Providing free books and other give-aways were very successful—parents appreciated receiving the materials.	3
8. Parents enjoyed the books.	2
9. Children remembered skills from week to week—parents reported success with skills at home.	2
10. Great choice of books.	1
11. Two person team to present instead of having a single presenter at each workshop.	1
12. Practiced and timed the presentation to make sure they didn’t go over time.	1
13. Started on time instead of waiting for stragglers to come in.	1
14. Provided snacks for kids while parents filled-out feedback forms.	1
15. Stories and reading tips went well.	1
16. Presented workshops at Mountain States Early Head Start building. They provided cabs or gas vouchers and breakfast each week.	1
17. Moms and kids liked having lunch.	1
18. Parents were attentive while children snacked and colored.	1

High levels of participation and children enjoying workshop activities were reported by 7 sites. All attendees enjoying the crafts was reported by 5 libraries. 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. This is to be expected since each site is unique.

The following vignette from one of the libraries captures the essence of what went well at the workshops:

One family who attended each week is dealing with a tremendous amount of stress—including one child being diagnosed with autism and the mom and two children moving to the local Women’s Shelter. Each week she came and made every effort to work with her girls on the craft and during story time. The first 4 weeks were difficult; on the 5th week one of her daughters sat down and opened a book, did not cry once during the program and interacted with me at the end of the story. I made sure to tell the mom how great her girls were doing and the progress they were making; to be sure to keep coming and keep up the good work at home.

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

On the interim reports, libraries were asked “What were your biggest challenges concerning the family workshops?” Responses were categorized and counted. Table 6A-3 reports the results.

Table 6A-3: Biggest Challenges by Category and Frequency

Challenges	Frequency
<i>1. Recruiting Participants and Attendance Issues</i>	<i>14</i>
a. Maintaining attendance over the 6 weeks.	7
b. New parents appeared each week.	2
c. Not getting pre-registrations to know how many would attend.	1
d. Pre-registrants didn’t show up to any workshops.	1
e. Getting Hispanic families to participate.	1
f. Finding enough families to participate.	1
g. “To reach as many families as possible.”	1
<i>2. Meeting Space</i>	<i>4</i>
a. Not enough meeting space.	2
b. Too large sessions—people wanted smaller sessions.	2
<i>3. Workshop Delivery</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.”	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.	6
c. “Completing the program as written in 45 minutes—the first 2 scripts were	1

definitely over time, so we made sure we fit into our allotted time.”	
d. Presenter was concerned about her/his classroom management skills—children would get excited and he/she would end up “yelling” over them.	1
e. “Getting the parents to contribute and join in the program.”	1
f. Memorizing the scripts.	1
g. Reading from the scripts.	1
<i>4. Other Issues</i>	<i>Total</i>
a. Many attendees were ELL or had low literacy skills so handouts and the evaluation form were difficult for them to read.	2
b. Workshops at the alternative school had to be shortened because of time issues.	1
c. Two certified teachers attended the workshops and were critical of the scripts.	1
d. Families took more than one book at conclusion of workshop.	1

As can be seen in the table there were no pervasive problems encountered. No individual problem was mentioned more than 7 times and most problems were mentioned only once. This shows how well the Commission trained the libraries in how to set up and deliver the workshops 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. With regard to recruitment, there do not appear to be pervasive problems. It was only mentioned 3 times, but in regards to attendance there were enough mentions that some attention should be devoted to this issue in the future. Maintaining attendance over the 6 workshops was mentioned 7 times and when coupled with the issue of new parents showing up each week and having difficulty getting pre-registrations, this issue becomes more salient. Additionally, 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. In particular, the adult asides in the scripts and the large age range of children in attendance posed challenges for 6 presenters. Based on the information contained in the interim reports about these issues, children attended representing a wide age range which made 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 put pressure on presenters to have stories and activities which engaged all those in attendance and kept their attention. In the future perhaps scripts could be adjusted to accommodate these pressures.

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

On the interim reports, libraries were asked “How did hosting the workshop benefit your library and/or community?” Responses were categorized and counted. Table 6A-4 reports the results.

Table 6A-4: Benefits by Category and Frequency

Category	Frequency
1. It brought new people (families) into the library (e.g., Many attenders were not regular story time attendees; and “There were a few families that didn’t even realize we had a local library.”)	11
2. Taught parents how to help prepare their child to learn to read.	6
3. Increased applications for library cards.	4
4. Increased library circulation.	2
5. Excellent social setting where parents could get to know one another.	2
6. PTA and library partnership formed.	1
7. Fathers came to library with their children.	1
8. 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.	1
9. Reached low income families.	1
10. Excellent public relations for library—received many thanks.	1
11. Attenders started attending story time.	1
12. “I began to incorporate new things into my library story time as a direct result of the skills we studied.”	1
13. New community partner was established	1
14. “The library and I both benefit through the relationships that were built.”	1

Benefits were many and diverse. Notably 11 reports mentioned how the workshops brought new people into the library who had not patronized the library in the past. Four mentioned that workshops produced more applications for library cards, and even though only two libraries mentioned increased circulation this is an important outcome that should be measured by all participating libraries in the future. One of the libraries which reported increased circulation said that their October circulation rates were the highest in 5 years, and the high rates occurred even though children’s story time was not held at any time during the month because of the harvest. This particular library had very large attendance at their workshops during October, so the high circulation rates might be attributable to the workshops.

The following excerpt from one of the reports captures the essence of the benefits of the workshops:

“We know when we do outreach to at-risk and underserved families that we can expect to never see them at our library. Because of the ECRR program we met some new families and were able to talk about literacy skills and libraries. This

week we celebrated Idaho Family Reading Week with a Pirate Party. One of the first families to arrive was a family from the ECRR workshops. I was speechless to see them there, knowing they had to take a cab from across town to be there and the expense that was for them.”

Interim Report 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 interim reports, 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. 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

Category	Frequency
<i>1A. Comments: Scripts</i>	<i>Total</i> 21
a. Scripts were good and easy to follow.	7
b. Script content was excellent.	6
c. Scripts were good to fall back on.	2
d. Workshop #1 was lengthy. Some of the other workshops were also long.	2
e. “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
f. Suggestions for parents were very informative.	1
g. Interactive sections were a huge hit.	1
h. Had a hard time reading the scripts.	1
<i>1B. Suggestions: Scripts</i>	<i>Total</i> 6
a. Modified the scripts to hold child and parent attention.	2
b. Altered order of skills as they were presented in the scripts.	2
c. Scripts are best for smaller groups, but for larger groups and the wide diversity of children’s ages, the scripts were adaptable.	1
d. Content was fine but altered crafts quite a bit.	1
<i>2A. Comments: Presenting to Children and Parents Simultaneously</i>	<i>Total</i> 8
a. Presenting to children and parents worked well	3
b. Presenting to children and parents was “tricky”.	2
c. Somewhat distracting to have children of all different ages at the workshop, but on the whole it worked.	1
d. Parents did not interact with their children who were walking age or older—only with the infants that attended.	1
e. Parents are asking for ECRR 201 for just them without their children.	1
<i>2B. Suggestions: Presenting to Children and Parents Simultaneously</i>	<i>Total</i> 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).	2
b. Parents lost attention during nuggets (i.e., parent asides in scripts)—modified the nuggets.	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.”	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.	1
e. Presenters need to keep workshop within time frame so they don't over-tax the children.	1
f. Presenter split the families into 3 groups and rotated the groups between snack, craft, and story time.	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."	1

Even though this was an open-ended statement, respondents mostly addressed the examples provided in parentheses, namely the scripts and presenting to children and adults simultaneously. A few respondents mentioned other things. For example, one respondent mentioned not receiving two book titles that were part of the workshops. But overwhelmingly respondents focused their comments on the scripts and presenting to children and adults together.

The scripts were quite successful. Presenters found them easy to follow and full of excellent content and activities. Only 6 suggestions were made about the scripts and in each case only one or two respondents made each suggestion. 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.

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. The issues of having such a wide age range of children attending and parents losing attention during the adult asides surfaced again, so these may be something that can be addressed in future trainings and revisions of the scripts. Since sites are conducting another round of workshops in the spring, the report form should be revised to ask for more information about how scripts and formats for delivery were modified. This information will provide insight into how the program might be revised for the future.

Interim Report 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)."

On the interim reports, 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

Category	Frequency
<i>1. Comments About Materials-General</i> <i>Total</i>	11
a. Thrilled with the materials (e.g., "Great, great and great!;" "Wonderful!;" "The families loved all of the materials they received;" and "Everything was very colorful and kept the attention really well.")	9

b. Books, give-aways, crafts and displays were all wonderful/excellent	2
2. Comments About Materials—Specific	Total
a. 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.”	6
b. Books and give-aways were appreciated/loved by parents and children. They were excited to receive them.	7
c. Magnetic letters (e.g., “Books and magnets are fantastic.”)	4
d. “The flip charts with rhymes were a great aid, and <i>Mother Goose Rhyme Time</i> books had ideas that I implemented.”	1
e. “The masters in the binders were extremely helpful, and we felt like we had an excellent workshop just packaged and ready to go.”	1
f. “The books for the families were great choices.”	1
g. Children loved making their crowns	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.	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.	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.”	1
d. “Everyone would like more handouts.”	1
e. ECRR tri-fold was too hard for some parents to read.	1

The materials provided for the workshops were very 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 was mentioned by 6 respondents. One even said she had used the display to educate her library staff about the program and the content it contains.

Few suggestions for the materials were received. The need to improve the crafts was mentioned twice but all other suggestions were only mentioned by one respondent each. Since so few suggestions were received and the materials were so positively received, this could be an indication that they require little or no revision for future workshops.

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

On the interim reports, libraries were asked, “How did you advertise your workshops?” Responses were categorized and counted. Table 6A-7 reports the results.

Table 6A-7: Forms of Advertisement by Category and Frequency

Category	Frequency
1. Media	Total
a. Newspaper article/press release/insert/advertisement	11
b. Library website	3
c. Notice in elementary school newsletter	2
d. Announcement on school district web site	1

e. Local television station filmed session and put on nightly news		1
f. Cable TV station advertisement		1
2. Flyers/Posters	Total	20
a. In library		10
b. Sent to kindergarten classes or elementary schools		3
c. In community businesses		2
d. Sent home with school children		2
e. Sent home with families at daycares		1
f. Sent home with children at Head Start		1
g. In preschools		1
3. Personal Contact/Telephone Calls/Word-of-Mouth	Total	11
a. Library staff give verbal invitations to parents who visit the library		7
b. PTA members spread the word		1
c. Contact kindergarten teachers to spread the word		1
d. Partnered with Title I teacher at elementary school to contact families of her students.		1
e. Meeting with elementary school principals		1
4. Head Start	Total	5
a. Contact parents through Head Start		2
b. Give presentation about workshops at Head Start		2
c. Inform Head Start about workshops		1
5. Displays	Total	3
a. In library		2
b. In elementary school		1
6. Other	Total	4
a. Sent postcards to schools and daycares		1
b. Announcement on library calendar		1
c. County fair advertisement		1
d. Church		1

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.

There were two libraries who reported not advertising the workshop. 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.

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

On the interim reports, libraries were asked, “What was the most effective means of advertising the workshops?” Responses were categorized and counted. Table 6A-8 reports the results.

Table 6A-8: Effective Advertising by Category and Frequency

Category	Frequency
1. Word of mouth including PTA getting word out	6
2. Invitations by library staff/Personal contacts in library/Invitations to parents and announcements during story times.	6
3. Flyers	3
4. Newspaper article/notice/insert	3
5. Posters in library	2
6. Head Start presentation	2
7. Personal contact by Title I teacher to parents	1
8. Flyers at library	1
9. Flyers to schools	1
10. Cable station advertisement	1
11. Church	1
12. Not sure—didn't ask	1

Word of mouth and direct contact with parents in the library are the most effective means of advertising. Flyers and newspapers were also mentioned several times each, and posters in the library and Head Start presentations were each mentioned twice. The other 4 advertising mechanisms were only mentioned once but they underscore the variety of venues that can be successful means for promoting the workshops.

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

On the interim reports, libraries were asked, “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.

Table 6A-9: Ways to Increase Attendance by Category and Frequency

Category	Frequency
<i>1. Media</i> <i>Total</i>	8
a. Notices/articles/advertisements in newspapers	4
b. Public service announcements or advertisements (radio, TV)	2
c. Advertise in Idaho State Journal, not just local newspaper	1
d. Library website	1
<i>2. Flyers and Brochures</i> <i>Total</i>	6
a. In schools	2
b. In preschools and daycares	2
c. In library	1
d. Distribute more flyers	1
<i>3. Word of Mouth</i> <i>Total</i>	5
a. From those who completed the workshops	3
b. By staff at the library	1
c. Make more contacts in the community	1
<i>4. Newsletters and Mail</i> <i>Total</i>	3

a. Library newsletter		1
b. Elementary school newsletter		1
c. Invitations to families in the mail		1
<i>5. Working with Other Programs as Vehicles for Advertising</i>	<i>Total</i>	<i>2</i>
a. Jump Start		1
b. Head Start		1
<i>6. Other</i>	<i>Total</i>	<i>7</i>
a. Posters in the community (e.g., storefronts)		2
b. Would like to offer food but budget is a problem		1
c. 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.		1
d. Change locations		1
e. Survey parents of preschoolers and kindergarteners to find best times and dates.		1
f. Get some of the older children (4 to 6 year olds) from the community to attend.		1

Three sites reported that they already have waiting lists so they won't advertise or will only advertise a little for the spring workshops. As can be seen in Table 6A-9, libraries reported that they plan to use many of the same things that have been used previously, namely various media, flyers and brochures, word of mouth, and newsletters and mail.

A new addition occurred on this list that should be promoted more widely around the network of participating libraries. Using the Jump Start program to advertise the fall workshops is a great idea that should be mentioned to all Jump Start participants who also provide workshops. Also "c" 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.

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 fall, 2008 workshops. Attendees did include some parents and families who were not 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 out-reach to underserved families could be accomplished and the highest quality experience for those families could be provided during spring 2009.

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

On the interim reports, 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.

Table 6A-10: Additional Incentives by Incentive and Frequency

Incentive	Frequency
1. Literacy packets	2
2. Provided meals each week	2
3. Writing kits	1
4. DVD’s of “Code Word Caper” by Leap Frog	1
5. Music CD	1
6. Copies of <i>Read to Me: Raising Kids who Love to Read</i>	1
7. Families who attended all six workshops received a hardcover <i>Curious George</i> book and a stuffed hippo. Those who missed can catch up at the next sessions and then receive the prize.	1
8. Certificates of completion at Family Reading Night	1
9. At final workshop gave gift certificates for dinners, haircuts, movies, and local children’s store.	1
10. Puppets	1
11. Provided additional give-away craft items so each child could have an item, not just one for a family.	1
12. During first workshop children received a canvas backpack to decorate.	1
13. Kids made crowns and had pictures taken on throne.	1

Eleven libraries did not provide additional incentives, but eight did. Both libraries that mentioned giving literacy packets said that these were a big hit with the families. It wasn’t entirely clear just what went into these packets but they appeared to have writing materials and additional early literacy materials in them. The “writing kits” mentioned by one library appeared to be similar to the literacy packets. The remaining incentives on the list are varied and show quite a degree of creativity on the part of the libraries.

Interim Report 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?”

On the interim reports, 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, but since the information was quite diverse a table will not be presented but instead a narrative will be given of what libraries reported.

Nine libraries did not serve food or refreshments at their workshops, but ten did. With regards to the type of food served and when it was served, five libraries reported serving snacks at each workshop (e.g., cookies, juice, etc.). Others reported providing lunch or dinner at one or more workshops. One library provided lunch at each workshop and local restaurants donated the food. Another library provided simple dinners like pizza and sandwiches at each workshop since they were held from 5-6 pm. The dinners were paid for out of the library budget. One library said that they provided food at the first and last workshops. Two others said that they had a dinner at the final workshop to act as a culminating celebration. In one case this was a pizza party with the food being donated by a local pizza restaurant. One library had refreshments at the last workshop that library personnel made themselves.

One library reported using grant money to purchase snacks and juice for workshops, but most food was supported by either donations or library budgets. In one instance an agency partnering with the library provided the meeting space and lunch for each workshop.

Future plans are mixed. Two libraries said they will continue to do a culminating party at the final workshop but they have no plans for providing food at the other workshops. Four libraries are considering serving food for the spring workshops. One library, which had good success serving lunch at each workshop, would consider doing so again except that they are probably going to move their spring workshops to Saturday morning or afternoon and thus they will only serve snacks. Two libraries which served snacks at each workshop said that they will definitely continue doing so.

Finally, one library mentioned a very good idea. Serving snacks at the conclusion of each workshop was a great way to get parents to fill out the workshop evaluation forms. It provided a moment when their children were occupied and they could take a moment and fill out the form. One library reported that they don't have the facilities for serving anything other than snacks. And one library reported that food was not a valuable addition to the program and they will not serve food in the future.

Interim Report 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 interim reports, 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-11 reports the results. 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-11: Advice to Library Staff by Category and Frequency

Category		Frequency
<i>1. General Calls to do the Workshops</i>		<i>Total</i>
a. The program was great (e.g., “Just do it;” “Be patient and find out what works best for you.”)		6
		7

b. Don't be overwhelmed—the materials provided make the workshop easy to present.	1
2. Planning and Preparation	Total 10
a. Plan ahead for extra staff time needed to prepare materials for advertising, handouts, crafts, etc.	1
b. Be well prepared.	1
c. Practice before each workshop to make sure you are ready.	1
d. Know the scripts well so you can go with the flow and enjoy the workshop.	1
e. Meet 30 minutes before class to prepare room, etc.	1
f. Choose the right workshop time for the population you are trying to reach.	1
g. Good to hold workshops during the day. Providing lunch and free books were wonderful incentives.	1
h. Have a student intern for minimum wage assist workshop presenter.	1
i. Get a cart for the teacher for crafts and supplies.	1
j. Get a teacher to do the lessons.	1
3. Workshop Delivery Tips	Total 10
a. Keep to the 45 minutes.	2
b. Start on time.	1
c. Break up the stories with interactive movement activities (perhaps the songs and nursery rhymes).	1
d. Use a co-presenter model and keep the same presenters each week—consistency is important.	1
e. Serve snacks afterward so parent can socialize and fill-out feedback forms.	1
f. Have everyone sit on the floor—no more chairs.	1
g. Stress to parents the importance of attending all workshops.	1
h. Ask parents what they were able to use or gained from previous sessions. They provided positive feedback that showed the workshops working.	1
i. Musical accompaniment is great for the songs.	1
4. Recruitment Ideas	Total 8
a. Partner with schools and Head Start.	2
b. Make sure library staff invite those who come to the library to attend the workshops.	1
c. Call all pre-registrants to confirm attendance and add from waiting list to keep workshops full.	1
d. Call each week to remind families.	1
e. Make presentations about the workshops to as many groups as you can who serve young children—boosts attendance.	1
f. Work hard to promote it to new people—not just regular library users.	1
g. Thank your partners.	1
5. Parent Needs	Total 4
a. Allow time at end of each session for attendees to talk to presenter, check out library materials, get library cards, etc.	1
b. Parents liked to chat with presenters and with each other—cut the repetitive introduction each week and have a sharing session.	1
c. Have lots of volunteers or staff available so children can be doing one thing while parents discuss and ask questions.	1
d. Appreciated the session at the August training on motivating parents to attend.	1
6. No response—question left blank on report form.	1

Although there is much important information in Table 6A-11, it must be kept in mind that each of these suggestions was only mentioned by one or two people, with the exception of 6 people telling others to essentially just do it because the program is good. But having said this, there are still excellent ideas and tips under the headings 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.

One library’s response to this question captured the overall tone of most of the responses. It follows:

“Just Do It!! It is fun, fairly easy, and worth the rewards that come to you and your library. Don’t get too uptight about it just because you might not be a professional educator or reading counselor. Don’t add too much to what is already in the script. The script is just about right time wise. Try to keep the program to the 45 minutes suggested. Begin on time!! As others come in later they will just pick up where you are because you will do a small review in closing.”

Section 6B: Every Child Ready to Read (ECRR) Family Workshops: Survey for Adult Participants—December, 2008

Parents and caregivers were asked to complete a survey at the conclusion of the 6 workshops during the fall of 2008. Eighteen of the 21 sites returned a total of 240 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 one adults attended the final workshop. When a proportion is computed between this number and the 240 surveys returned, a 79.7% response rate results. It is probable then that 70% or more of the attendees completed surveys. This is a very good response rate. In the remainder of this section of the report, the questions on the survey will be discussed.

Attendance at Workshops

The first question on the survey asked participants to check all of the workshops they attended. Table 6B-1 reports attendance statistics.

Table 6B-1: Total Attendance at Workshops at the 15 Sites (n=232)*

Workshop**	Total Attendance
#1: Phonological Awareness	191
#2: Vocabulary Development	185
#3: Print Awareness	191
#4: Letter Awareness	192
#5: Narrative Skills	190
#6: Print Motivation	217

* Note: Eight of the 240 surveys failed to report attendance information.

** 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 Interim Reports, attendance numbers were reported that showed a slight drop over time.

These numbers, however, are quite consistent across the first 5 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=239)

Age Range	Total Attendance
a. Newborn to 23 months	127
b. Two to three years	163
c. Four to six years	151

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 Reports that a large age range of children attended the workshops.

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

Survey respondents were asked whether or not 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

<i>As a result of attending these family workshops, I</i>	Yes**	No
a. spend more time reading with my child/children. (n=236)*	205 86.9	31 13.1
b. spend more time talking with my child/children about the books I read to them. (n=237)	211 89.0	26 11.0
c. spend more time singing with my child/children. (n=237)	177 74.7	60 25.3
d. spend more time playing rhyming games with my child/children. (n=236)	176 74.6	60 25.4
e. am more likely to use the library to check out books. (n=239)	205	34

	85.8	14.2
f. am more likely to attend programs at the library. (n=236)	218 92.4	18 7.6
g. am more aware of good books to share with my child/children. (n=236)	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. (n=183)	172 94.0	11 6.0
i. spend more time “playing” with letters with my child/children. (n=193)	183 94.8	10 5.2
j. show my child/children the print in signs. (n=191)	161 84.3	30 15.7

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

** 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.

The workshops were overwhelmingly successful at getting parents and caregivers to adopt more effective early literacy behaviors with their children. Even the two lowest “Yes” response rates were 75%. These are still very positive results but in the future presenters may want to emphasize the importance of singing and playing rhyming games with children. It could be that the parents are not receiving enough materials and ideas to pursue these activities at home, or it could be that they are not comfortable doing these things with their children and need more modeling and practice at the workshops.

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

Adults 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.

Table 6B-4: Additional Different Behaviors by Category and Frequency

Category	Frequency
<i>Increased Modeling and Interaction</i> <i>Total</i>	<i>21</i>
a. Point with finger to words and pictures	4
b. Talk about pictures	3
c. Make child more aware of reading and letters (e.g., environmental print)	3
d. Model reading skills and behaviors as I read to or interact with my child	3
e. Writing (e.g., creating print and printing out words)	2
f. Share, talk and play with books	2
g. Question child about content of books and stories	1
h. Talk about shapes and colors	1
i. Read the book instead of telling about the pictures	1
j. “Using large words” in conversation	1
<i>Increased Time Reading</i> <i>Total</i>	<i>19</i>
a. Read more to and with my children	14
b. Read more as a family	2
c. Read every night	1

d. Read more aloud		1
e. Let my child read to me		1
<i>Greater Awareness of and Emphasis on Skills</i>	<i>Total</i>	<i>18</i>
a. Sing songs with my child		5
b. More aware of skills that need to be taught and reinforced.		4
c. Emphasize counting and letters more		3
d. Cutting pictures into syllables		2
e. Practice rhymes with my child		2
f. Practice silly words with my child		1
g. Use magnetic letters		1
<i>More Positive General Behaviors</i>	<i>Total</i>	<i>15</i>
a. Make reading and learning to read fun and less stressful (don't rush)		4
b. Spend more time with my children/Spend more time as a family		3
c. Play more games with my children		2
d. Check out more books from library		1
e. Use more library resources		1
f. Make time for participating in library programs		1
g. More positive about reading and learning to read		1
h. Pick more appropriate books		1
i. "Letting them pick the book out even if it is the same book every time."		1
<i>No Response to Question</i>		<i>183</i>

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. Adults reported increased modeling and interaction with their children, increased time spent reading, and greater awareness of and emphasis on early literacy skills. Additionally, more general behaviors shifted in positive ways. These include making reading and learning to read fun and less stressful, spending more time with their children, and checking out more books from the library.

Usefulness of Information Provided at Workshops

Adults were asked to rate the usefulness of the information provided at the workshops. Table 6B-5 presents the results.

Table 6B-5: Usefulness of Information

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. (n=221)*	172 77.8	49 22.2	0 0
b. Learning things I can do at home to help my	176	45	0

child/children get ready to read. (n=221)	79.6	20.4	0
c. Learning rhymes and songs that will help my child develop early literacy skills. (n=221)	156 70.6	60 27.1	5 2.3
d. Learning about library resources I can use with my child/children. (n=220)	141 64.1	72 32.7	7 3.2
e. The free books provided. (n=221)	201 91.0	19 8.6	1 .5
f. The other take home materials provided. (n=220)	176 80.0	42 19.1	2 .9
g. Please list other information provided at the workshop(s) and rate it for usefulness: (n=41)***	41 100.0	0 0	0 0

* 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.

*** 41 respondents listed other information. 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., 64.1%), but still well over half the respondents found this information to be very useful. Learning rhymes and songs was second lowest in the very useful category (i.e., 70.6%). Again over two-thirds of parents found this information to be very useful, but parents feeling a bit less positive about rhymes and songs has been noted elsewhere, so presenters may want to focus on these activities more to help parents understand their importance and to feel more comfortable with them.

Forty-one parents listed other information and rated its usefulness. There was a wide range of responses but all of the responses were rated as “very useful.” A few examples of responses will be provided. Several respondents mentioned the magnetic letters as being helpful. Another mentioned the importance of learning communication skills with their child, and some mentioned the benefits of “connecting with other parents and kids.”

Overall Quality of Workshops and Presenters

Respondents were asked to rate the overall quality of the workshops and presenters. Table 6B-6 presents the results.

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

Please rate the following aspects of the workshop for satisfaction:	Very Satisfied**	Satisfied	Not Satisfied
a. Overall quality of the workshops. (n=220)*	193 87.7	26 11.8	1 .5
b. Overall quality of the presenter. (n=220)	204 92.7	14 6.4	2 .9

* 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.

Eighty-eight percent of respondents were very satisfied with the workshops. Only one person was not satisfied. This is a very positive outcome showing that the workshops were very well received. The same holds true for the presenters. They were evaluated even more positively with 92.7% of respondents reporting being very satisfied with the presenters.

Survey 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. One hundred and eighty-eight people responded and only 52 did not. Thus the results from this question are probably much more representative of the group of people who completed surveys.

Since this was an open-ended statement, responses were categorized and counted. Table 6B-7 reports the results.

Table 6B-7: Reason for Attending Workshops by Category and Frequency

Category	Frequency
1. Learned how to teach my child reading skills	39
2. Respondent loves reading and understands its importance	36
3. Attended story time already	25
4. Respondents reported how they found out about workshops (e.g., flyer sent home from school, relative told them about program, etc.)	23
5. Received free books (Note: One person mentioned magnets also)	22
6. Fun (e.g., “Kids love it.”)	22
7. 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.)	21
8. Social interaction for children (e.g., “Great interaction between older and younger children.”)	20
9. Quality time with children and/or family	14
10. Love doing library activities	11
11. Child loves books	8
12. Get book ideas	8
13. Program was free	8
14. Sets good example for my child (e.g., good modeling and reinforces parents’ reading at home)	5
15. Free food	3
16. Child needed help (e.g., improve learning for child with disabilities)	3
17. Child needed to learn to sit	2
18. Help my child develop	2
19. Language exposure	2
20. Adult peer pressure	2
21. “To learn tips on making reading fun and different” and “To learn	2

something new.”	
22. Teach English skills	1
23. “Show support for the great presenters.”	1
24. No Response to Question	52

A quite diverse list of reasons emerged from the analysis. Various groupings of the categories under broader category headings were tried but no satisfactory arrangement emerged, so it was decided to list all of the categories and the frequencies in descending order of occurrence.

Learning how to teach their child reading skills was the most common response. Adults said that they wanted this information to help their children develop early literacy abilities and also prepare their children for kindergarten. A close second in occurrence was adults stating that they love reading and understand its importance. Attending story time at the local library also appears to be an important conduit for parents to find out about the workshops and to be motivated to attend them.

Receiving free books and having fun were mentioned quite often, and there is nothing wrong with this since the incentives of free books and an entertaining and informative experience were part of workshop promotional materials. Many of the other reasons given were quite heartening and reveal how 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.

Survey 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-8 reports the results.

Table 6B-8: Suggestions for Improving Workshops by Category and Frequency

Category	Frequency
<i>Praise and Thanks</i>	<i>Total</i> 48
a. Nothing to suggest—respondents commented how good the program was. Some suggested doing more classes because they are so beneficial.	48
<i>Class Size and Management Suggestions</i>	<i>Total</i> 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.)	13
b. Individual classes for different age groups of children	5
c. Encourage parents to sit and work with their children	3
d. Bigger meeting area	2
e. Have a minimum age requirement	1
f. Have stations and have parents and children rotate among stations	1
g. Add a gate to entrance of room	1
h. Keep tables out of the room—sitting on the floor kept kids less distracted	1
i. Put more chairs in the room	1
<i>Curriculum Suggestions</i>	<i>Total</i> 26

a. More hands-on activities and movement for children (e.g., games, crafts, sing-alongs, etc.)	9
b. More take home materials, give-away items, hand-outs, and books	8
c. 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.)	4
d. Shorter books or fewer books—kids get restless	2
e. Include flannel board stories	1
f. Include finger plays	1
g. Too much material	1
<i>Instructional Suggestions</i>	<i>Total</i>
	18
a. 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.)	7
b. More demonstration and modeling and better descriptions and explanations of early literacy skills	3
c. Give parents a few minutes to share ideas during workshop (e.g., Get mothers involved to share ideas.)	2
d. Conduct workshops bilingually and include information for non-native speakers of English	2
e. Make presentations more exciting./"More interactive play w/the reading."	2
f. More information about what is available at the library and how to use it	1
g. Make books being read more visible to all in attendance	1
<i>Miscellaneous Suggestions</i>	<i>Total</i>
	8
a. Different time slot	3
b. More advertising	2
c. Include food	1
d. Confusing response—respondent did not address the statement	2
e. Animation or lights	1
f. Music on tape	1
g. More treats	1
h. No Response to Statement	140

One hundred respondents out of 240 provided one or more suggestions for improving the workshops. The lengthy list in Table 6B-8 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.

When taken in aggregate, 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 parents. The frequency of responses were quite low and thus only represent those people making the comments, not the entire group of respondents.

The workshops generated considerable praise and thanks. Respondents said that nothing needed to be improved and thanked their libraries for conducting the workshops. Comments about class size and management issues were the next most prevalent. 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, 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 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.

Curricular suggestions also paralleled those mentioned by library staff in the interim reports. 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.

The relative lack of instructional suggestions is a credit to the workshop presenters. Only 3 people 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 only 3 people to say more of these things were needed shows how well the workshops must have been delivered. Similarly, only two people suggested making the “presentations more exciting.” Again, this shows the quality of delivery of the workshops. Seven people mentioning that the workshops were too long was echoed some in the interim reports. A few libraries mentioned in their reports that some of the workshops were a bit long. But with only 7 comments from attendees and a few libraries making similar statements, this is not a pervasive problem.

The miscellaneous comments are so few in number, except for the “no response to statement category,” that they were included more for thoroughness than for information.

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-9 reports the results. The table reports how many people checked each statement.

Table 6B-9: Frequency of Library Card Status of Respondents (n=219)

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

Twenty-seven of the 219 respondents (12.3%) received library cards as a consequence of attending the workshops. Only 10 reported not getting a card (4.6%). The greatest majority of respondents already had cards (83.1%).

Survey Question: “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-10 provides the frequencies with which the items were checked in descending order of importance.

Table 6B-10: Information Source for Hearing About Workshops by Category, Frequency, and Percentage (n=240)

Information Source	Frequency	Percentage*
1. At library	119	49.6
2. Word-of-mouth	63	26.2
3. Public school	33	13.8
4. Other (i.e., PTA (3), internet (2), library website (1), newspaper (6), Head Start (10))**	22	9.2
5. Daycare/Preschool	12	5.0
6. Radio/TV	0	0

* Note: Percentage of total respondents (n=240).

** Note: Number of respondents listing source in ().

The library was the most common source of information about the workshops. Word of mouth was second in importance followed by public schools. The “other” category had a quite diverse listing of information sources. Daycares and preschools were not a significant source of information, and no one checked radio or TV. 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. The spring final reports and parent survey data should reveal whether this was the case and whether adults heard about the workshops through these media.

Section 7: First Book 2007-2008 Participating Libraries’ Final Statistics, Final Reports, and Parent Surveys

According to Stephanie Bailey-White of the Idaho Commission for Libraries, in 2007-2008 the eight libraries that participated in the First Book program distributed a total of 971 books for children each month. This year, that is 2008-2009, with additional state funding, 25 libraries are participating and it is projected that approximately 2,200 children will be reached monthly. This means that a total of 19,800 books will be distributed to children over the 9 months of the project.

Given the relatively small scope of the project during 2007-2008, the evaluation results must be considered tentative since there were so few participants. The evaluation of the 2008-2009 program, however, should provide quite robust results because of the much larger scope of the project.

Libraries that participated in the 2007-2008 First Book program submitted final reports by June 1, 2008. The report form can be found in Appendix D. Five of 8 libraries participating in the program completed reports. The following sections synthesize the information contained in the reports. (For a map showing the locations of the new 2008-2009 First Book sites see Appendix E.)

How Books Were Distributed and Problems Encountered with Distributions

There were several ways that books were distributed. In all cases no problems were mentioned by respondents. In the case of three of the participating libraries, books were distributed through the partnering agencies either by the librarian who visited the site to deliver the books or by the childcare providers on site. One library distributed books through a local elementary school librarian and another put the books in plastic bags for each family and the families came by the library to pick up the bags. If the family was unable to come to the library, the books were delivered to their home.

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.” Of course, First Book benefiting the children and families who receive the books is the primary outcome of the program, but if libraries benefit also then this is an additional positive and important outcome. Following are all of the responses to this question:

- “15 of 50 survey respondents got library cards. One partner who we had never worked with before scheduled a tour. I believe the program has raised library visibility within the eyes of many parents.”
- “More people visited the library and requested cards and information on other programs.”
- “We have had families come in because of the children receiving their own books or if they see me and comment on the service and say how nice it is.”
- “Participants came to the library on a regular basis. This program creates goodwill in the community.”
- “New books in kids hands stimulate interest in reading.”

Four of the 5 comments report greater amounts of library patronage. Two specifically mention additional library cards being issued, and one mentions the acquisition of an additional partner. Themes in the comments include increased library visibility in the community as a consequence of the First Book program and increased goodwill in the community with regards to the library and its role.

Parent Workshop

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 in italics followed by a summary of the responses and an interpretation of the results:

Date and Location of Workshop:

Four of the 5 respondents held theirs in the library. One held the meeting in a community center.

Interpretation of Results: Conducting meetings at the library increases traffic in the library and thus exposes more parents and children to what the library has to offer them. But it is also understandable why some Idaho libraries would choose to conduct meetings in community centers since some libraries are very small and would not accommodate the size of the meetings.

Did your partner organization participate in the workshop? If yes, what was their role?

Three of five said yes to this question. Of these three, one said that the partner just attended, another said that the partner helped with promotion and registration, and the third said the partner helped with presenting the content in Spanish.

Interpretation of Results: Involving partner organizations should be a priority so that all respondents in the future answer yes. Having partners take an active role in the parent workshop increases the visibility of the partnership and the good it is doing for the community and its children. It also allows the partner to see first hand how their efforts are benefiting the children and families above and beyond just the dissemination of books.

List any other organizations that helped sponsor:

Only one respondent listed additional organizations. Three were listed: a children’s center, a childcare provider, and a preschool.

Interpretation of Results: Increasing the number of additional organizations who sponsor the First Book program and workshops should be a priority in the future. Doing so will increase the visibility of the program in the communities which could increase attendance.

Number of people who attended and number of First Book parents:

Parent workshops were open to the public so not all attendees were families who had received First Books. Table 7-1 shows total attendance figures for each site and also the number of parents who attended who had children who received First Books.

Table 7-1: Parent Workshop Total Attendance and Number of First Book Parents Attending

Site	Total Attendance	First Book Parents
1	17	1
2	25	9
3	8	1
4	14	6
5	13	12

Interpretation of Results: Attendance was not overwhelming but considering the size of the communities involved adequate numbers of parents participated. What needs to be emphasized in the future, in addition to increasing overall attendance, is getting more First Book parents to participate. This is definitely possible since Site #5 had 12 of 13 participants who were First Book parents. On the other hand,

perhaps Site #5 needs to work on drawing other parents in who are not involved with First Book.

Topics covered (Attach an agenda and/or publicity, if available):

Four of 5 respondents listed topics. A variety of things were covered. Table 7-2 lists the topics mentioned and how many libraries mentioned the topic.

Table 7-2: Parent Workshop Topics Covered and Number of Libraries Listing the Topic

Topic Covered	No. of Libraries
Six early literacy skills	3
Book, poem, rhyme, and song suggestions for caregivers (e.g., book lists)	2
Did crafts (e.g., finger-painting) and provided craft ideas	3
Activity ideas	1
Showed variety of books and discussed the value of each book	1
Read stories	1
Played games	1
How to place holds from home computer	1

Interpretation of Results: The variety of topics covered reflects engaging programming that mixed entertainment and fun with important early literacy information. However, having only 3 libraries document that they focused on the 6 early literacy skills should be addressed in the future by perhaps providing more guidance and structure for the parent workshops.

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. They are found below in italics followed by a summary of the responses and interpretation of the results:

Date and Location of Event:

Four of the 5 respondents held theirs in the library. One held the meeting in a local elementary school.

Interpretation of Results: Conducting meetings at the library increases traffic in the library and thus exposes more parents and children to what the library has to offer them. But it is also understandable why some Idaho libraries would choose to conduct meetings in other locations since some libraries are very small and would not accommodate the size of the meetings.

Did your partner organization participate in the workshop? If yes, what was their role?

Three of five said yes to this question. Of these three, one said that the partner displayed a poster and distributed flyers and the other two said that the partner assisted with activities (e.g., costume, fun fair).

Interpretation of Results: Involving partner organizations should be a priority so that all respondents in the future answer yes. Having partners take an active role in the family event increases the visibility of the partnership and the good it is doing for the community and its children.

List any other organizations that helped sponsor:

Only one respondent listed an additional organization. It was a local elementary school.

Interpretation of Results: Increasing the number of additional organizations who sponsor the event should be a priority in the future. Doing so will increase the visibility of the event in the communities which could increase attendance.

Number of Attendees and Number of First Book Participants Who Attended:

Table 7-3 shows total attendance figures for each site and also the number of First Book children, adults, and families who attended.

Table 7-3: Family Event Attendance by Total and by First Book Children, Adults, and Families

Site	Total Attendance	First Book Children	First Book Adults	First Book Families
1	113	No report	No report	No report
2	110	26	14	9
3	75	12	No report	5
4	30	9	10	6
5	100	No report	No report	40

Interpretation of Results: Total attendance at these events was quite large. Obviously the libraries did an excellent job advertising the events. The large turn-out underscores the strong demand in communities for events such as these. Two things, however, limit the amount of information that can be summarized about First Book participant attendance at the event:

- (1.) Out of 15 data points that were requested about First Book attendees, 6 were not provided. In the future participating libraries need to provide this information.
- (2.) There is no total count of the number of children, adults, and families who participated in First Book so the proportion of attending children, adults, and families out of the total served in the program can not be calculated. Thus, it is impossible to say whether, for example, the 9 First Book families that attended Site #2's event is a large turn-out of these families. But Site #5's getting 40 families to attend their Family Event probably represents a strong turn-out and should be applauded. In the future total participant statistics need to be collected so that more detailed outcome information can be computed.

Please describe the event (Attach program and/or publicity, if available):

All 5 respondents briefly described their events. Following are summaries of their descriptions. Items in quotations are verbatim transcriptions of what they said:

- Held a Stلالuna party during Family Reading Week with bat presentation, visit by Stلالuna, games, piñata, food, and reading of the story.
- Family event was on the Grand Opening day of remodeled story room: displays, new story time books, newsletters with give away books, games, crafts, activity ideas, and music. Also gave away free books and served refreshments.
- “First Book kids came a little early and enjoyed Clifford and a special story.”
- “The program was centered around the character, Lilly. We read “Lilly” books. Lilly acted out a book, a family lead singing with guitar. Served chocolate hearts. Held drawing for books.”
- “Family Reading Week event.”

Some context is needed to understand some of the descriptions. *Stلالuna* is a very popular children’s book that has a bat as the central character. The content of the description by the third bullet is too cryptic to understand what the “First Book kids” came early to. It could have been a Family Reading Week event or some other event that the library conducted and blended in the First Book Family Event with it. The same problem holds for the last bulleted item. It appears that the library conducted their First Book Family Event as part of Family Reading Week, but what was done can not be discerned.

Interpretation of Results: The First Book Family Event was meant to reward participating families with a fun and informative night out focused on early literacy. It was also meant to showcase and promote the program to sustain current participants’ involvement in early literacy activities. It is not clear that these goals were consistently achieved by all participating libraries. They may have been, but some of the descriptions are too cryptic to tell. In the future, more detailed information from participating libraries is important. It is also important to emphasize to the libraries that this event should be a significant outreach effort that adequately showcases the First Book program while rewarding participating families.

How Did You Tie Library Visits to Your Book Distributions, Parent Workshop, and Family Event?

Participants were asked how they fostered library visits by the parents/caregivers and children involved in First Book through the various program activities. Of course, getting books into children’s hands is the primary mission of First Book, but important corollary outcomes should include increased use of the sponsoring library and greater knowledge of library programs and offerings by First Book participants. The above question focused on these outcomes. All 5 respondents answered this question, but like other open-ended questions on the final report, answers varied in length, detail, and quality. Following are summaries of the responses. Items in quotations are verbatim transcriptions of what they said. The first three responses are grouped together because

they represent appropriate responses to the question. The last two responses are grouped together because the response did not address the question:

- “When the weather and transportation were cooperative the groups would come to the library.”
- “When children came to library, we tried to find time to read their books to them. They picked up their books at the library.”
- “That is a good question. I found many parents unaware that the public library was responsible for this book grant. It did not increase use of our library, from what I could tell, but it may have done so for school library.”

Interpretation of Results: It appears that the amount of connection between library visits and First Book activities varied quite a lot. In the case of one library, participants picked up their books from the library which automatically tied library visits to First Book activities. But in the other two responses such connections are not as apparent. Groups coming to the library probably means preschools and day care centers bringing their children to the library but how often this occurred is not known. And in the case of the third bullet, the library did not directly benefit from the program.

The other two responses did not address the question so they are difficult to interpret:

- Respondent talked about importance of reading and informing parents where to get free books. Respondent had seen several teen parents come to the library since the start of the program.
- “Each event was promoted to the child care facilities, preschools, and elementary schools by distributing flyers and handout, and also placing an announcement in the local newspaper.”

Interpretation of Results: In the future, libraries should be asked to make more direct ties between First Book activities and getting participants to visit the library. And once these ties are established, then libraries should keep count of how many First Book participants visit the library. This could be done by including in First Book materials a redeemable coupon for a free book or some other library service when parents and children visit.

Did You Issue Any New Library Cards as a Consequence of the First Book Project?

Issuing new library cards is a very important outcome of the project. Libraries were also asked to provide a count of how many new cards were issued. Four of 5 respondents reported issuing new cards. The four libraries issued the following number of cards: 10, 34, 4, and 3.

Any new card issued is a positive outcome, but in the future libraries should make issuing new cards a priority outcome of their First Book program. Including incentives in First Book materials that draw parents into the library and reward them in some way for acquiring a library card might be one way of accomplishing this goal.

Do You Have Any Plans for Sustaining First Book?

Libraries were asked if they were going to sustain First Book and if so to describe their plans for doing so. The word sustained in the question was interpreted in two different ways. Some respondents thought that the question was asking them if they were going to apply for the First Book program again. Others thought that it asked them if they were going to find sources of funding to continue their First Book program beyond that provided by the Idaho Commission for Libraries. Following are the responses that fell into each category. The first two responses represent those libraries who appear to be willing and able to find other sources of funding to continue their program. Both answered yes to the question and then wrote these comments:

- “Plans are pending a meeting with the KSAL Outreach Department to work with them in partnering in this program.”
- “We have organizations in our community that will help us sponsor the program.”

The following three responses represent those libraries who are willing to continue the program but will do so by applying again for Commission support. Two of the three answered yes to the question and then wrote these comments:

- “We would like to apply again and for more agencies, including Head Start.” (Note: This respondent did not answer yes or no to the question but wrote this comment.)
- “We would like to continue offering First Books to our children. The Friends group will pay \$50.00 if we are chosen again for the program.”
- “Financially we cannot contribute but I am happy to write the grant and participate in events.”

The Commission’s support for this highly successful and helpful program is laudable, but in the future libraries should be urged to look for outside sources of support to continue and expand First Book programming beyond what the Commission can provide. But for libraries to do this will take training and resources. Many Idaho libraries are small and minimally staffed. To do the outreach work to find supporters for First Book programming will take time and perhaps training since some librarians have not had experience with such endeavors.

Please Include One Anecdote Created by First Book for a Specific Child or Family (No Names Needed—But Please Be Specific)

Libraries were asked to provide an anecdote that arose from their implementation of the First Book Program. All 5 respondents provided an anecdote:

- “One of the daycare providers told me....The only time a particular child is happy in daycare/preschool is the day her book comes. That is the day she is well

behaved. Her mother has even signed up for a library card and is using library visits as a reward for good behavior.”

- “A couple of families mentioned that reading the books that the children brought home themselves made bedtime much easier.”
- “One student who also participates in a daycare I visit said, “Miss Leslee I get to see you two times.”
- “A family moved to town to start a new beginning in life. The three children loved the library and wanted to take a lot of books home. We were able to include them in the First Book program. It was very rewarding to see how excited they were to get books and we were pleased we could help the family.”
- “A child asked “Is this really mine to keep? We don’t have money to buy it.””

These are heartwarming descriptions that underscore the importance and power of the First Book program. Benefits are accruing not just to the children who receive the books but also their families. The challenge in the future for the program will be to increase participation while also expanding funding sources and improving the measuring of important program outcomes.

First Book Parent Survey 2007-2008

The First Book program provides free books for young children in need. Parents of children who received books during 2007-2008 completed questionnaires asking them about their early literacy behaviors with their children and their library use. A total of 135 surveys were returned. 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 six communities around the state: East Bonner County which included Sandpoint, Hope, and Clark Fork; Rathdrum; Riggins; Idaho Falls; Nez Perce; and Notus.

Demographic Profile of Children Receiving First Books

Parents were asked to provide the number and ages of their children served by First Book. Out of the 135 surveys returned, all but 8 surveys, that is 127 of them, listed the ages of children served. A total of 150 children were listed on the surveys. One hundred and four parents reported one child participating in First Book. Twenty parents reported two children, and 3 parents reported 3 children being served. The average age of these children in months was 52.3, which is roughly 4 years and 4 months old. Children ranged in age from 0 months to 144 months. Table 7-4 presents the age profile of the children who participated.

Table 7-4: Age Profile and Number of Children in Each Profile

Age in Months (n=150 children)	Frequency	Percent of Total
0-24	26	17.3
36	23	15.3

42	3	2.0
48	27	18.0
54	3	2.0
60	34	22.7
72	17	11.3
>73	17	11.3
Total	101	67.3

Two thirds of children listed were between 3 years of age and 6 years of age with most being between 3 and 5 years.

Impact on Parent Behavior of First Book

Parents were asked a series of Yes/No questions regarding their literacy behaviors with their children. Table 7-5 lists the questions and the response frequencies.

Table 7-5: 2007-2008 First Book Parent Survey Response Percentages and Frequencies

Survey Questions	Response Percentage and (Frequency)	
	Yes	No
1. I spend more time reading and talking about the books I read with my child as a result of our participation in the First Book program.	89.6 (121)	10.4 (14)
2. I spend more time singing or playing rhyming games with my child as a result of participating in this program.	67.2 (90)	32.8 (44)
3. I spend more time “playing” with letters with my child as a result of participating in this program.	71.6 (96)	28.4 (38)
4. I am more aware of good books to share with my child as a result of participating in this program.	95.6 (129)	4.4 (6)
5. I am more likely to use the library to check out books and attend library programs as a result of attending this program.	81.1 (107)	18.9 (25)
6. I got a library card as a result of attending this program.	17.2 (23)	82.8 (111)
7. I already had a library card.	60.0 (81)	40.0 (54)

Based on the response percentages and frequencies the program was quite successful in achieving its intended outcomes. Large majorities of participants reported spending more time reading and talking about books, singing and playing rhyming games, and playing with letters. The program appears to be especially successful at getting parents to spend more time reading and talking about books. Nearly 90% of respondents said that they were doing so to a greater degree as a consequence of participation. Roughly two thirds of respondents (67.2%) reported spending more time singing or playing rhyming games while 71.6% said that they spend more time playing with letters. These are still very strong positive percentages but comparatively not as large as that for spending more time reading and talking about books.

The program was also especially efficacious at making parents aware of good books to share with their children. All but 6 respondents said yes to this question (95.6%). The program was also quite effective at getting parents to check out books and attend other library programs with 81.1% (107 of 132 respondents) responding that they were more likely to do so as a consequence of participation.

Finally, the number of participants who received library cards as a consequence of participation was quite high. Sixty percent of respondents already had library cards (81 of 135 respondents). That left approximately 54 participants eligible for library cards. Twenty-three (42.6%) of these received library cards as a consequence of participation.

Parent Level of Satisfaction with First Book Program and Services

Parents were asked how satisfied they were with the First Book program and how satisfied they were with the Read to Me Newsletter that they received as a consequence of participation. Table 7-6 presents the results. The two questions were Likert-type items that incorporated a scale of satisfaction in which respondents checked one response.

Table 7-6: Parent Satisfaction with First Book Program and Newsletter: Frequencies of Response

Question	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Overall, how satisfied were you with the program? (n=134)	127	7	0	0
Overall, how satisfied were you with the Read to Me newsletters? (n=121)	85	34	2	0

The responses to both questions were overwhelmingly positive, especially so for parent satisfaction with the program where 94.8% of parents were very satisfied. The remaining 5.2% of parents were somewhat satisfied with the program. There were **no** parents somewhat or very dissatisfied with the program. This is a very positive finding. In short, the First Book program was extremely popular with participants.

The newsletter was also very positively evaluated with 70.2% of respondents very satisfied and 28.1% somewhat satisfied. Only 2 respondents representing 1.7% of responses were somewhat dissatisfied and **no** respondents were very dissatisfied. An additional question was asked about the newsletter: “Did you learn new and useful information from the newsletters?” Of 101 responses to this question, 90 respondents (89.1%) said yes. Eight respondents (7.9%) said that the newsletters helped some, and only 3 respondents (3%) said no. When take together, these two questions reveal a very positive response to the newsletters. This is an important finding since the newsletters were the only way most parents received information about how to help their children develop early literacy skills through reading books to them, playing rhyming games, etc.

Attendance at Reading Workshops as Part of First Book

Parents were asked if they had been able to attend a reading workshop as part of their First Book participation and if they learned new and useful information at the

workshop. These workshops provided information like that found in the ECRR workshops discussed earlier in this report. The specific questions asked follow:

- “Were you able to attend a reading workshop as part of the First Book program this year?”
- “If yes, did you learn new and useful information at the workshop?”

Respondents checked either yes or no to the first question. Of the 126 respondents who answered this question, 19 parents (15.1%) said yes and 107 (84.9%) said no. The number of parents who participated in workshops was quite low. But of those who did participate, and answered the second question, 16 of 17 respondents (94.1%) said that they learned new and useful information. Only 1 of 17 respondents (5.9%) to this question said that they didn’t.

The low participation rate in workshops is an important finding. This means, as was previously mentioned, most parents who participated in First Book received information about how to develop their children’s early literacy skills through newsletters and not as a consequence of participating in workshops. This underscores the importance of the newsletters in this program and also the need for renewed and enhanced outreach efforts to get more parents to participate in workshops.

Favorite First Books

Out of the 135 surveys returned, 111 listed one or more favorite book titles. Forty-four titles were listed as favorites, but most only once or twice. Some titles, however, were much more popular than others. Table 7-7 lists the books that were mentioned more than one or two times.

Table 7-7: Favorite Titles: Number of Time Mentioned (Frequencies) and Percent of Total

	Frequency	Percent of Total (n=111)
<i>A Splendid Friend</i>	4	3.6
<i>Ferdinand</i>	10	9.0
<i>Jamberry</i>	15	13.5
<i>Manana Iguana</i>	15	13.5
<i>Stellaluna</i>	5	4.5
No Particular Title— All the Books	15	13.5
Total	64	57.7

The 5 titles listed in Table 7-7 represent 44.2% of the favorite books listed. The other 39 titles mentioned were only listed once or twice each with two exceptions. *Barnyard Banter* and *Mice and Beans* were each mentioned 3 times. A quite positive finding was that 15 of the 111 respondents (13.5%) to this question stated that all the books were their favorite.

Open Ended Questions and Responses

The questionnaire asked respondents for comments under almost all questions and a number of people made comments. All of these comments were transcribed verbatim into a database. Table 7-8 lists the survey questions and a few representative comments found under that particular question. The total number of people who made comments under each question is also provided. The written comments have not been edited for grammar and spelling and appear as they did on the surveys.

Table 7-8: Written Comments by Question

<i>Question: "I spend more time reading and talking about the books I read with my child as a result of our participation in the First Book program." (21 comments total)</i>
1. "My son only had 2 books until he brought these home. (He's 3 years old only)"
2. "We always stop what we are doing and sit down to read the new book when my son gets home—the other younger children at home also sit to enjoy the new book."
3. "They both <u>love</u> being able to show off "my new book" with their own name in it"
4. "The new books are a reminder to sit and enjoy some time reading together."
<i>Question: I spend more time singing or playing rhyming games with my child as a result of participating in this program." (10 comments total)</i>
1. "Again, I do this fairly regularly already, but probably a little more with the new ideas."
2. "Both our children love the games & rhymes that came in the newsletter with the book"
3. "Both the kids like the rhyming games. We really look forward every month."
<i>Question: I spend more time "playing" with letters with my child as a result of participating in this program." (11 comments total)</i>
1. "It seems to interest him more too!"
2. "My son has really taken an interest in words." (68)
3. "We are learning the ABC's."
<i>Question: "I am more aware of good books to share with my child as a result of participating in this program."(13 comments total)</i>
1. "I also can recomend them to friends"
2. "Alot of these books are ones I havent read befor"
3. "It is wonderful to receive a new book for his bookshelf. He feels very independent on choosing his own books now with confidence."
<i>Question: "I am more likely to use the library to check out books and attend library programs as a result of attending this program."(7 comments total)</i>
1. "We now go to the library once a week to do crafts, and listen to them read and also check out books."
2. "She knows the library ladys and enjoy visiting them"
3. "They get very excited to tell me "Sarah came today and brought me a new book!" –We have gone more to the library since then to borrow more."
<i>Question: I got a library card as a result of attending this program.(1 comment)</i>
1. "The kids already had one. I just got mine."
<i>Question: "What else, if anything, have you done differently since participating in the program?" (76 comments total)</i>
1. "I sit down and read with my boys now."
2. "I took my son to daycare even though I didn't have to work because it was their library day."
3. "We try to make more time for reading at bedtime, especially when she comes home all excited with a new book."
4. "Read more book in my kids age group."
5. "I let my daughter carry her book with her everywhere we go. Its her book and it's a board book."
6. "More time reading"

7. "Read books more often with my child"
8. "Tried to find books by the same author or find books that were similar because of child's interest"
9. "We read more and she try's useing her words more."
10. "I read alot more, not only with my niece but just myself."
11. "I read my chiled all of his books every night."
12. "Read more books to her"
13. "It allows my yonger child to hear what brother learned that day."
<i>Question: "Did you learn new and useful information from the newsletters?"(32 comments total)</i>
1. "Yes, I love the songs each mon. I always sing them to her."
2. "Yes, like how much a baby can learn from hearing books read to him"
3. "Yes keep mom on track"
4. "it shows me what other books are out there and that I need to try and show her whats going on in the world through books"
<i>Question: "In order to make the First Book program better, I suggest:" (22 comments total)</i>
1. "It's already a pretty kick bahooty program"
2. "Don't change a thing! It's wonderful the way it is."
3. "This is a great program wish we had this when I was in school. Maybe I'd read more now"
4. "We keep it going! Excellent program! For many parents, this is their only opportunity to have new books for their kids. Thank you!"
5. "the news letter could also be in spanish—so that at least the parents can get the same ideas and info."
6. "More tip in news letter."
7. "More books "
8. "Impress for parents to check out more books for their kids. Either from Head Start library or the public library."

Taken in aggregate these comments are quite telling. For many children in this program these are the first books they have received and they proudly take them home and display them. Their receiving the books prompts their parents to read to them more and do more early literacy activities that are contained in the newsletters sent home with the books. Parents are highly appreciative of the program and the books they receive. And they have few suggestions for making the program better. Out of 22 comments made in response to the question asking how to make First Book a better program not one was negative and 15 were very positive. The remaining comments included 1 suggestion that the newsletter be in Spanish, 2 suggestions that more bilingual books be provided, and 2 suggestions that more books in general be provided. Another person suggested that more tips be placed in the newsletter, and one person suggested that the program “impress” on parents the need to check more books out from the library.

Section 8: Jump Start Spring 2008

Libraries participating in the spring 2008 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 6,356 books during Jump Start. Table 8-1 provides a listing of the libraries and some of the schools that participated.

Table 8-1: Jump Start Participating Libraries and Schools by Location

Library or School	Location	Library or School	Location
Aberdeen District Library	Aberdeen	Kuna Library	Kuna
Ada Community Library	Boise	Lakeside Elementary Library	Worley
American Falls District Library	American Falls	Lapwai Community Library – Prairie River Library District	Lapwai
Armorial Tuttle Public Library	New Plymouth	Larsen-Sant Public Library	Preston
Bear Lake County Library	Montpelier	Leadore Community Library	Leadore
Bellevue Public Library	Bellevue	Lewiston City Library	Lewiston
Birch Elementary Library	Nampa	Lyman Elementary Library	Rexburg
Boise Basin Library District	Idaho City	Madison Library District	Rexburg
Boise Public Library	Boise	Mary McPherson Elementary	Meridian
Bruneau Valley Library	Bruneau	McCall Public Library	McCall
Buhl Public Library	Buhl	McMillan Elementary	BOISE
Burley Public Library	Burley	Melba Elementary School Library	Melba
Cambridge Community Library	Cambridge	Menan Annis Library	Menan
Carey School	Carey	Middleton Public Library	Middleton
Cascade Public Library	Cascade	Mountain Home Public Library	Mountain Home
Central Canyon Elementary	Caldwell	Nezperce Community Library	Nezperce
Clark Fork Library	Clark Fork	North Bingham County District Library	Shelley
Clearwater Memorial Public Library	Orofino	Notus Public Library	Notus
Council Valley Free Library	Council	Oregon Trail Elementary School	Twin Falls
DeMary Memorial Library	Rupert	Osburn Public Library	Osburn
Desert Springs Elementary School	Nampa	Panther Library	Parma
Dora Erickson Elementary School Library	Idaho Falls	Payette Public Library	Payette
East Bonner County Library	Sandpoint	Pierce Park Elementary School	Boise
East Canyon Elementary	Nampa	Pinehurst-Kingston Library	Pinehurst
Eastern Owyhee County Library	Grand View	Portneuf District Library	Chubbuck
Elk City Volunteer School & Community Library	Elk City	Post Falls Public Library	Post Falls
Garden City Library	Garden City	Priest Lake Public Library	Priest Lake
Garden City Library	Garden City	Rathdrum Branch Library	Rathdrum
Garden Valley District Library	Garden Valley	Rigby City Library	Rigby
Grace District Library	Grace	Ririe Public Library	Ririe
Grangeville Centennial Library	Grangeville	Salmon Public Library	Salmon
Hamer Public Library	Hamer	Salmon River Public Library	Riggins
Harding Family Center Resource Library	Coeur d'Alene	Shoshone Public Library	Shoshone
Hayden Library	Hayden	Silver Sage Elementary School	Boise
Heart of the Valley Public Library	Terreton	Snake River School Community Library	Blackfoot
Hidden Springs Branch	Boise	Soda Springs Public Library	Soda Springs

Library			
Homedale High School Library	Homedale	South Bannock Library District	Downey
Idaho Falls Public	Idaho Falls	Spirit Lake Library	Spirit Lake
Jerome Public Library	Jerome	St. Maries Public Library	St. Maries
Kamiah Elementary School	Kamiah	Star Branch Library	Star
Kellogg Public	Kellogg	Weippe Public Library	Weippe
Kooskia Community Library	Kooskia	West Bonner Library District	Priest River

At the conclusion of their Jump Start activities, libraries were asked to complete and return an evaluation form. Sixty-seven of 84 sites submitted evaluations for a 79.8% response rate. The remainder of this section provides results from the evaluation. 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.

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 8-2 provides the categories of response and the total number of times respondents made such comments. There were 4 other response categories but only one respondent mentioned them so they were not included in the table.

Table 8-2: Benefits by Category and Frequency (67 total respondents)

Category	Frequency
1. It made parents aware of library resources, programs, and services, especially, but not limited to, kindergarteners.	20
2. It promoted summer reading programs.	18
3. Children were excited about reading and getting their own book.	13
4. It made parents aware of the local library and provided the library visibility in the community.	12
5. 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).	12
6. It helped libraries make contacts with parents who may or may not come to the library.	7
7. It provided libraries the opportunity to hand out library card applications or give out cards for kids and parents.	7
8. It positioned the library as community and school partner.	4
9. The folders were an excellent resource. For example, they included helpful handouts and information to make parents aware of the importance of reading to their child and preparing them to start school. Things could be added to folders announcing library programs.	4

Respondents were quite positive about the benefits of Jump Start. Every respondent made comments and none were negative. As can be seen from Table 8-2, the program was especially beneficial for parent awareness of library services and early literacy issues related to their children. The program was also very good at getting young children excited about receiving a book and reading.

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 8-3 presents the response categories and the frequency with which they occurred.

Table 8-3: Problems by Category and Frequency (67 total respondents)

Category	Frequency
1. No problem	53
2. Logistics with elementary schools—one each of the following: <ul style="list-style-type: none"> • More than one elementary school registers at the same time and the librarians can't be at two or three places at the same time; • Schools have several phases of kindergarten registration and the library can't be at all of them; • There were so many elementary schools that the library did not have enough staff to cover all of the registrations even if they occurred on different days; • Registration occurred before Jump Start materials had arrived; • Elementary schools changed the dates and didn't contact the library; and • Resistance from elementary school to participate (i.e., “The principal and teachers had planned their program and were hesitant to allow us to present our information.”). 	6
3. On site logistics (not optimal arrangement at the site)—one each of the following: <ul style="list-style-type: none"> • Registration was held at Head Start parent night and parents wandered in and out and some did not get the information; • No place for library table display--“When I arrived it was clear I had to just stand by the door. I don't think they wanted me to stay the whole time. I felt very much in their way. I missed some parents because they didn't see me;” and • “Providing bags would have been a huge draw. Most parents were pretty loaded down even before reaching our table. Also, the table location wasn't ideal. Next year we'll set up so that we're either the first or last table families come across.” 	3
4. Problems with books or materials—one each of the following: <ul style="list-style-type: none"> • Children came to registration from two different library districts but only one district participated in Jump Start. There weren't enough materials for all the children; • No books for siblings just for the entering kindergarteners. Siblings were disappointed; and • Didn't have enough books. 	3
5. Logistics on or before the registration day—one respondent reported the following: <ul style="list-style-type: none"> • People who were to staff the tables at the schools were sick or injured and the 	1

time putting packets together with additional library information took longer than expected so not all schools received packets on time.	
6. Problems with displays: <ul style="list-style-type: none"> • “Yes, one of the display banners was impossible to use. It is the one that you use on a long pole.” 	1
7. Logistics with other agencies: <ul style="list-style-type: none"> • Head Start had given out the same information except without the free books. The Harding Family Foundation had supplied the materials. 	1

Fifty-three of 67 respondents (79.1%) reported that they had no problems. This is excellent and is probably due to a variety of factors including the Commission sending adequate numbers of books and materials on time to participants, the Commission 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.

As can be seen in Table 8-3, there were few problems reported, but they are included in this report because they do point up some things that could be changed in the future so that the Jump Start program is further optimized. It is a quite positive outcome that only one respondent reported experiencing resistance from an elementary school, but 4 others reported problems revolving around the issue of having too many registrations to be able to cover all of them. Perhaps the Commission could suggest that volunteers be trained to work Jump Start tables or perhaps the Commission could help libraries with the training?

Another area where there were a few problems was onsite logistics. Three respondents reported poor table placement or no place for their display. If awareness of these simple logistics is not currently part of Jump Start training, in the future a list of helpful hints or how to's included in the training could help future participants know what to ask for at the elementary schools. For example, library staff need to confirm with the elementary school that a table of adequate size will be available and located in a prominent place.

Finally, there were 3 problems reported with books and materials. None of these are really systemic problems with the Jump Start program but instead point up quite interesting logistical challenges for the future. Having multiple library districts feed into a single kindergarten registration but only one of those districts participate in Jump Start would be another good topic to cover during training. It isn't at this time a pervasive problem, but if the goal is to serve all incoming kindergarteners and as the Jump Start program expands to more sites, then participating libraries should be forewarned of this potential problem. The same holds true for problem with not having enough books.

The other 3 problems were only reported in each case by one respondent so they should be interpreted as interesting insights that can be kept in mind for the future as the program grows. They are included, as stated above, so that future Jump Start programming can be optimized.

In closing, a quote from one of the respondents captures the virtual absence of pervasive problems with delivery of the Jump Start program:

“Everything went well. The materials are great and the Every Child Ready to Read Parent Guides and the Summer Learning Calendars are a great addition to

the packets. One mom said that her daughter kept asking 'how many days?' (until kindergarten), so she said that they would write in the dates on the Summer Learning Calendar and mark off the days together. The kids loved the books! One little boy who seemed anxious and uncertain about being there really smiled when I gave him his own copy of 'Look Out Kindergarten!'"

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 8-4 presents the response categories and the frequency with which they occurred.

Table 8-4: Evaluation Activities by Category and Frequency (67 total respondents)

Category	Frequency
1. No information gathered or further evaluation.	28
2. Signed-up children for summer reading or informed parents of the program—most libraries will track how many come from Jump Start.	21
3. Distributed library card applications—most libraries will track how many sign-up or come to the library from Jump Start (e.g., used different colored applications to identify those who come from Jump Start).	18
4. Collected anecdotal information from conversations, comments, etc.	6
5. Not a meaningful response to the question.	3
6. Did not answer question—blank in data base.	2
7. Survey—parents completed survey.	1
8. Sign-in sheet—parents signed-in.	1
9. Librarian met with kindergarten teacher after registration and debriefed over whether library information complimented that given out by school.	1

Showcasing summer reading programs and distributing library card applications were the two most common activities reported. A number of these libraries will track how many of the children who participate in summer reading programs came from Jump Start. The same holds true for tracking completed library card applications. Libraries will track how many of these are from the Jump Start program. This was done by simply using different colored paper for the applications given out during the Jump Start program or by marking the applications in some other way.

Six respondents collected anecdotal information from parents through informal conversations and comments made by parents as they visited the Jump Start display. Only one library reported having parents complete a survey. The library, however, did not elaborate on the contents of the survey. Another library had a sign-in sheet to document the number of parents who stopped by the Jump Start display. Finally, one librarian met with the kindergarten teacher after the Jump Start program was completed to discuss the alignment of library information with the information provided by the school to the parents. This is a wonderful idea but the meeting should probably take

place before kindergarten registration so that coordination is enhanced between the school and the library.

Twenty-one of 67 respondents (41.8%) reported that they did not collect information from parents or do anything else to further evaluate the success of the display. An additional 5 of 67 respondents (7.5%) either provided a response that didn't address the question or left the question blank. In the future, more libraries should be urged to gather information from parents and to further evaluate the success of the display. Tracking summer reading program participants, library card applications, library program participation patterns, and library material check-out patterns are all excellent mechanisms to see whether the Jump Start program produces important outcomes.

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 8-5 presents the response categories and the frequency with which they occurred.

Table 8-5: Further Participation and Why or Why Not by Category and Frequency (67 total respondents)

Category	Frequency
1. Yes, respondent wants to participate again next year.	63
2. No, respondent will not participate again next year.	2
3. It is a great way to be out in the community and let people know we are here (e.g., promote library services).	13
4. Good information to share. Excellent materials that are important for parents.	8
5. School administrators and/or teachers are appreciative/supportive of the project.	5
6. Children enjoyed getting the books and were excited.	4
7. Parents were interested and appreciated the information.	3
8. Participation built cooperation and partnerships with schools.	1
9. No response to this question.	1

All but 2 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. When asked why they would or would not participate again next year, a variety of reasons were given.

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 (13 of 66 responses). Another common reason given for continued participation was that the materials were excellent and provided important information for parents (8 of 66 respondents). Other reasons given were school administrators and/or teachers were appreciative/supportive of the project, the children loved getting the books and were excited, parents were interested and appreciated the

information, and the program built cooperation and partnerships with schools. The following quotation from one of the participants encapsulates a number of the reasons outlined above and illustrates the overwhelmingly positive response the Jump Start program received:

“Yes! It was a wonderful way to connect with a huge portion of the community. Also, the schools really appreciated the value we added to their registration event. ("Your stuff is better than what we're giving away," is what we heard!) We feel we got great value for the hours invested. Plus, the happy and surprised look on kids' faces were priceless--these children now have a positive association with the library.”

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 8-6 provides the results.

Table 8-6: Additional Suggestions and Comments by Category and Frequency (67 total respondents)

Category	Frequency
1. Respondent said “no.”	9
2. Respondent said “Thanks, great program.”	11
3. Helpful suggestions—one each of the following: <ul style="list-style-type: none"> • Change books every few years. Families with multiple children coming into kindergarten get the same book. • ICFL is doing a great job administrating this. I did notice that our school already gives out a lot of the same info. I know this because I registered my own kindergartener this year, and as a parent it is a deluge of paperwork. So, while I feel the info in the packets is very valuable, I'm afraid there might be too much. (It's probably sitting in a pile on the kitchen counter...) What's my conclusion? Keep it simple and don't put too much in the folders. Or perhaps offer a "streamlined" version for schools that already give parents literacy info at registration. Just some thoughts! • One thing that would be extremely beneficial would be to have the library as a "station" on the children's "sticker card" (they get a sticker for each station they visit. Could we get a new book for the packets? Many children have older siblings that have received the same book in past years (so they already own it). The current packets read "Get a Jumpstart on Reading at Your Library" - parents/patrons don't necessarily make the distinction between the school library and the public library when you are at a school. It would be great if the packet read "Get a Jumpstart on Reading at Your Public Library!" • The materials were received in a very timely manner. I am interested in whether it is beneficial for Head Start to distribute materials via Centers in May when all our local public libraries are also distributing the same materials at kindergarten registration--is this redundant? • Table top display would have been nice. 	5
4. Great program to help libraries form partnerships with schools.	3

5. Organization of materials (e.g., 25 per group made accounting easy) and the quality of materials was outstanding.	2
6. Provides good information for parents about early literacy.	2
7. Need more staff to reach more schools.	1
8. Provides presence in community.	1

Understandably this question did not have as high a response rate as the others. Of the 67 respondents, 28 answered this question. Nine of the 28 said “no” which was an appropriate but short response. Eleven of the 28 said “Thanks” and then complimented Commission staff on running a fine program. Five respondents made a variety of helpful suggestions. Since only one respondent made each suggestion, it is important to emphasize that these suggestions are not representative of the respondents. They are isolated comments that are included here because they do bring up some interesting issues that Commission staff may want to discuss.

Section 9: Summary and Recommendations

Summary and Recommendations

An interim evaluation of the following programs was conducted: Read to Me Mini-Grants, Every Child Ready to Read Family Workshops, Read to Me First Book, and Jump Start. Additionally, a day-long orientation and training for libraries participating in First Book and ECRR Family Workshops was evaluated. A variety of qualitative and quantitative data sources were collected for the evaluation of these programs.

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 in a variety of Read to Me and Mini-Grant programming. The high level of visibility that all of the programs and grant activities have provided local libraries is a strong, positive outcome.

Participating libraries are very positive about their experiences so far. 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. No significant or pervasive problems were found in any program. Of course, there are minor issues with each program, but these can be addressed in the remaining time for program implementation. 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. Below are specific recommendations for each program evaluated.

Read to Me Mini-Grants

- More libraries need to monitor children's early literacy performance upon entering school so an important outcome of library programming can be accurately and consistently measured.
- 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.
- While libraries should be complimented on being fiscally efficient organizations that are used quite heavily by their constituents, in the future libraries receiving grants should be consulted to make sure they have adequate personnel resources to implement all of the grant activities in a timely manner.
- Some libraries are somewhat slow in spending their grant dollars in some budget subcategories. As libraries are contacted during the winter and spring of 2009, discussions of budget expenditures should occur.
- Budget narratives should be included with interim financial reports.
- Bilingual programming and outreach to low income families are ongoing challenges to grantees. In many cases the parents and children who are participating in grant programs are regular library patrons since outreach efforts to under-served families have not been entirely successful. Future support and trainings in how to successfully identify and motivate under-served families to participate might help address this problem. Partnering with Head Start programs and public school Title I programs is one way of accomplishing this.
- The mini-grants thus far have been highly successful. The ICFL should be commended for putting into play such effective state-wide programming and should leverage this success to garner more funding and support for such programming.

Read to Me First Book and Every Child Ready to Read Family Workshop Orientations

- The three ring binder provided all participants should be covered more thoroughly in the trainings.
- Organize all of your wonderful tips and ideas into a sheet. Include the sheet in the three ring binder.

- Because of the range of experience and knowledge of Idaho library staff, additional training on advertising, library out-reach, lobbying at the local level, etc. might be beneficial in the long run.
- Provide a detailed yet flexible time line for rolling out First Book. The program requires ongoing coordination throughout the year and such a document would help busy library staff stay on track with book give-aways, workshops, etc.
- Increase the length of the training from 1 day to 1.5-2 days. There is a wealth of important information in the three ring binder that needs to be covered along with additional training in program implementation, library marketing, and library outreach activities.

Every Child Ready to Read Family Workshops—Interim Reports and Survey of Adult Participants

- Attendance appears to drop off as the 6 workshop series progresses. Why this occurs needs to be explored with participating libraries since consistent attendance at all six workshops is important.
- Although not pervasive problems, the adult asides in the scripts and having children of such a wide age range in attendance put pressure on some presenters to maintain attention of all attendees. This issue should be discussed with participating libraries to see if remedies can be found. Also since another round of workshops are scheduled for spring 2009, the reporting forms could be modified to ask libraries if they have encountered these challenges and if so how they have addressed them.
- Workshops were highly successful resulting in strong attendance and many benefits to attendees and libraries alike. These positive outcomes should be leveraged at the local library level and the ICFL to showcase Idaho libraries and to foster additional support.
- Additional analyses of the relationship between providing additional incentives and food at workshops to attendance and participant satisfaction should be conducted after all of the workshop data is collected in spring 2009.
- There is now in Idaho a fairly large collective body of expertise and knowledge about the workshops, how to promote them, and how to conduct them. Systematic ways to tap this are important so that future programming can be optimized.

First Book

- Involving partner organizations in First Book activities should be a priority. This increases the visibility of the library and builds collaborative relationships that can be leveraged in the future.
- Consistent reporting of all requested information should be urged in the future so that program outcomes can be accurately measured.
- Making the important connection between First Book events and library visits was not consistent across sites. In the future, this should be an important component of First Book trainings so that all participating libraries realize that a primary goal of the First Book program is to increase library exposure and traffic, in addition to putting books in young children's hands. A corollary benefit to libraries should be increased library card applications.
- Parent satisfaction with First Book and the impact on parents of First Book were quite dramatic. The newsletter appears to be an important component in these outcomes. Parent workshops do not play a large role because too few parents participate. In the future, increased parent workshop attendance should be a priority.

Jump Start Spring 2008

- The number of problems encountered by Jump Start participants were minimal but as the program grows and more schools are involved, the problems might become magnified. If so, discussions with future participants about these potential problems will be beneficial.
- In the future, more libraries should be urged to gather information from parents and to further evaluate the success of the display. Tracking summer reading program participants, library card applications, library program participation patterns, and library material check-out patterns are all excellent mechanisms to see whether the Jump Start program produces important outcomes.

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 Orientation Evaluation Form

First Book / ECRTTR Training



Location: Boise

Date: August 1, 2008

Evaluation

I attended the _____ First Book Training _____ ECRTTR Training _____ Both

Please circle the number that most accurately describes your opinion.

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. Understanding First Book requirements.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

1. Understanding First Book requirements.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

2. My comfort level planning my First Book distributions and parent workshop.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

2. My comfort level planning my First Book distributions and parent workshop.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

3. Understanding Every Child Read to Read Family Workshop requirements.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

3. Understanding Every Child Read to Read Family Workshop requirements.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

4. My comfort level working with the Family Workshop scripts.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

4. My comfort level working with the Family Workshop scripts.
(low) 1 - 2 - 3 - 4 - 5 (high) N/A

« Over please »

First Book / Every Child Ready to Read Family Workshops Training
Page 2

Workshop Methods	Disagree ----- Agree
5. Training methods were appropriate to achieve objectives.	1 - 2 - 3 - 4 - 5
6. Important ideas were clearly stated and explained.	1 - 2 - 3 - 4 - 5
7. New and useful information was presented.	1 - 2 - 3 - 4 - 5
8. Presenter(s) responded effectively to questions and comments.	1 - 2 - 3 - 4 - 5
9. Instructional aids (handouts) were helpful.	1 - 2 - 3 - 4 - 5
10. Overall, I found the workshop valuable.	1 - 2 - 3 - 4 - 5

11. Time allowed for the workshop was: (circle one)	Too short - About right - Too long
--	------------------------------------

12. The most useful part of the workshop was:

13. In order to make this workshop better, I suggest:

14. Other training or workshops I would like to see:

15. Other comments:

« Thank you »



**Appendix D
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 E First Book Map

