

Interim Report

**Results from Follow-up Telephone Survey with Every Child Ready to Read Family
Workshop Participants (Spring 2009) and First Book Participants (2008-2009)**

Idaho Commission for Libraries

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Prepared by Dr. Roger A. Stewart

Running Head: 2009-2010 Telephone Survey

Executive Summary

A comprehensive program evaluation of Idaho Commission for Libraries (ICFL) Read to Me programs was conducted during the 2008-2009 program cycle. The programs evaluated were Mini-Grants, First Book, Every Child Ready to Read Family Workshops, and Jump Start. Interim and final reports were submitted reporting the results of that year-long evaluation. Results clearly showed the efficacy and efficiency of all Read to Me programs. For the 2009-2010 Read to Me program cycle, the program evaluation continued by building on the previous work. The first component of the 2009-2010 evaluation was a follow-up telephone survey of participants in either the First Book program or the Every Child Ready to Read Family Workshops during 2008-2009. The telephone survey is finished and this interim report provides the results. The final report due in November 2010 will provide the results of a series of case studies of local library programming around the State of Idaho.

The focus of the telephone survey was parent and caregiver behaviors. The original paper surveys First Book and Family Workshop participants completed at the conclusion of their participation in those programs asked about how their early literacy behaviors with their child had changed as a consequence of their participation in the Read to Me program. Examples of such behaviors included parents and caregivers reading more with their children and playing rhyming games with their children. Substantial, positive changes were documented on all of the behaviors asked about. These results were reported in the interim and final reports during the 2008-2009 program evaluation. It was thus important to follow-up with program participants to ascertain if the positive behavior changes remained over time. If the behavior changes were transitory, then ICFL staff and local library staff would need to make program revisions to try to make the behavior changes more permanent. If the behavior changes were resilient over time, then this would be welcome news for ICFL staff and local library staff and efforts and resources could be channeled into other areas of need.

Program participants completed hard copy surveys at the conclusion of their participation in the Family Workshops or First Book program. Respondents were given the option to provide contact information (name and telephone number) on the survey. Four hundred and fifty-one respondents (out of a total of 632 respondents) provided contact information. Of these, 369 were usable since they had current telephone numbers. Out of the 369 usable surveys, 139 respondents completed the telephone survey. There were only two hang-ups out of all people contacted. The time elapsed between Read to Me program completion and the follow-up telephone survey ranged from 5-11 months.

Results from the telephone survey show that for large majorities of respondents the positive behavior changes continued long after participation in the First Book and Family Workshop programs ended. The resiliency of the behavior changes was quite strong. Furthermore, because of the conversational nature of the telephone survey, respondents provided rich examples and elaborations describing the positive impact the programs had on their parenting/caregiver behaviors and consequently their children. Recommendations are provided with the most important being that the First Book and Family Workshop Read to Me programs be delivered more often and more widely so more parents and caregivers are offered exposure to these successful programs.

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Section 1: Introduction

A comprehensive program evaluation of Idaho Commission for Libraries (ICFL) Read to Me programs was conducted during the 2008-2009 programming cycle. The programs evaluated were Mini-Grants, First Book, Every Child Ready to Read Family Workshops, and Jump Start. Interim and final reports were submitted reporting the results of the year-long evaluation. Results clearly showed the efficacy and efficiency of all Read to Me programs. Participating libraries reported that they thoroughly enjoyed working with the ICFL and found the ICFL to be a professional and efficient organization that delivered high quality support services. Additionally, the people of Idaho who participated in Read to Me programs rated the programs very highly and reported important attitude and behavior changes regarding early literacy with their children.

Since the Mini-Grant program was a one-time appropriation from the State of Idaho and the State was thus interested in knowing how the money was used and what results were produced by the program, particular attention was paid to this program throughout the evaluation activities. The Mini-Grant program generated a large amount of highly effective programming in participating libraries and their service areas that resulted in increased library outreach, increased partnerships between local libraries and a variety of businesses and agencies in their service areas, and increased delivery of library programs focused on early childhood literacy.

For the 2009-2010 Read to Me program cycle, the program evaluation is continuing by building on the previous work. The first component of the evaluation is a follow-up telephone survey of Idahoans who participated in either the First Book program or the Every Child Ready to Read Family Workshops during 2008-2009. The focus of both of these programs is to educate parents and caregivers about parenting behaviors that foster early literacy development in young children. These programs do not teach caregivers and parents how to teach children to read but instead how to build a solid foundation of early literacy skills so when the children enter school they are prepared to learn how to read. Important outcomes from these programs are thus changes in parent and caregiver behaviors.

Exit surveys were given to parents and caregivers who participated in Read to Me programs last year. Results from these surveys were reported in the interim and final reports submitted in January 2009 and June 2009. Questions on the surveys asked about changes in specific behaviors, and results showed that large majorities of respondents reported significant and positive changes in key behaviors. It was thus deemed important to conduct a follow-up survey to ascertain the resiliency of the reported behavior changes over time. For example, if parents and caregivers at the conclusion of the First Book or Family Workshops programs reported spending more time talking about the books that they read to their children but then six months later had stopped doing this, then the effects of the programs were transitory. This would be important information for the ICFL and local participating libraries. On the other hand, if participants reported continuing this behavior long after the conclusion of the programs, then this would be a very positive outcome that would be equally important for the ICFL and local libraries to know.

The telephone survey is complete and this interim report provides the results. The final report due in November 2010 will provide the results of a series of case studies of local library programming around the State of Idaho. The 2008-2009 program evaluation provided an expansive look at Read to Me programming around Idaho. Surveys were given, final reports

from participating libraries were analyzed, and visits to participating libraries were made to talk with library staff involved in the programs. All of this data provided a picture of overall outcomes of the Read to Me programs but did not provide a lot of detail about what the programs look like at the local library level. Consequently, this year's evaluation activities will include a close look at four libraries around Idaho which have exemplary programming. Names of the particular libraries can not be provided since anonymity will be maintained until all library personnel agree to be identified. But the libraries represent all geographic regions of the state and represent a diversity of programming. Detailed cases will be written on each library. The cases will provide rich descriptions of what these libraries do and why their programs are successful. The cases will serve as exemplars for other libraries in Idaho who would like to initiate or improve programming. Additionally, Idaho Reading Indicator (IRI) scores will be collected from the local schools where the children attend who participated in Read to Me programs. And where possible, comparison groups will be formed so that student IRI scores of those who participated in Read to Me programs can be compared to those of similar students who did not participate.

Section 2: Description of Telephone Survey Methodology

Parents and caregivers who participated in Every Child Ready to Read Family Workshops during spring 2009 were asked to complete surveys at the conclusion of the workshops. Parents and caregivers who had children who participated in Idaho First Book during 2008-2009 were also asked to complete surveys at the conclusion of their participation in that program. The Family Workshops surveys and the First Book surveys had common questions so that the programs could be directly compared. The surveys also asked respondents to provide contact information (i.e., name and telephone number) if they were willing to be contacted at a later date to discuss their experience with the program and its influence on them and their children. Data from these surveys was analyzed and interpreted in the *Read to Me Final Report August 4, 2009* prepared by Dr. Roger A. Stewart for the Idaho Commission for Libraries.

The focus of the follow-up telephone survey was parent and caregiver behavior changes (See Appendix A and B for copies of the telephone surveys). A subset of the questions that were asked on the initial hardcopy surveys for both the Family Workshops and First Book programs was asked on the telephone surveys thus making results comparable across all administrations. The initial surveys asked participants to rate a variety of aspects of the programs including the quality of the presenter, the overall quality of the program, and the usefulness of various aspects of the program. The surveys also included a series of yes/no questions that focused on the parent or caregivers' early literacy behavior changes as a consequence of their participation in the program. The yes/no questions were identical for both the First Book participants and the Family Workshops participants. It was these yes/no questions about early literacy behaviors that were asked on the follow-up telephone survey. The people who provided contact information on the initial surveys became the sample for the follow-up telephone survey.

Having common questions and requesting contact information were deliberate design elements built into the Read to Me program evaluation for 2008-2009. Thus, a follow-up telephone survey was possible after the conclusion of the 2008-2009 programs. This survey was conducted during the fall and early winter of 2009-2010. Calling began in November 2009 and concluded in January of 2010. This time frame for calling allowed a considerable amount of time

to elapse between the respondents' last experiences with either the Family Workshops or First Book.

The spring 2009 round of Family Workshops had been completed as early as February 2009 and as late as June 2009, so calling in November 2009 through January 2010 allowed a maximum of eleven months or a minimum of five months to have passed since respondents were involved in the program. In the case of First Book, evaluations were originally completed during spring 2009, so the amount of time between completion of the program and the telephone calls ranged from a maximum of 10 months to a minimum of 6 months. These are substantial time lags between when respondents completed the programs and when they were contacted. This was deliberate since the goal of the telephone survey was to assess the long term impact of the programs on participants.

The Family Workshops were conducted both fall 2008 and spring 2009 so surveys with contact information were available from both rounds of program implementation, but only those from spring 2009 were used for the telephone survey. The reasoning behind this decision was twofold. First, the Family Workshops were implemented by local libraries for the first time during fall 2008. Although the libraries did a wonderful job with the Workshops their first time through them during the fall, it was decided to focus on the spring participants since most of the libraries had had experience implementing the Workshops the prior fall and could improve implementation based on this experience. Thus, spring participants would get the very best of what the libraries had to offer. Second, a goal of the Family Workshops program was to draw participants who are not regular library users. In other words, libraries were asked to reach out to constituents in their library districts who do not participate in library programs or come to the library regularly or at all. In the fall this request was not emphasized. Libraries were asked to simply get their workshops up and running with whomever they could recruit to participate. This made sense since the Family Workshops are a significant undertaking both in preparation and delivery. The ICFL wanted the libraries during the fall of 2008 to gain experience with the workshops. Then, in spring 2009, the libraries were asked to reach out and recruit those participants who are not regular library users. Thus, it was hypothesized that the spring group of participants would be more representative of the target population for the Family Workshops.

Evaluations for the First Book program are only collected in the spring of each year when the program comes to a close. Therefore, all evaluations from the First Book program that included contact information were used in the telephone survey.

During spring 2009, 322 people completed exit surveys who participated in the Family Workshops. Out of 322 surveys, 67 had no contact information. All of the 255 people who provided contact information were called and if contact was not made on the first dialing then the person was called once or twice more at a later date and a different time of day to increase the likelihood of making contact. These calls resulted in the discovery of 48 disconnected telephones. This left 207 usable surveys. Calls were completed with 72 of the 207 resulting in a 34.8% completion rate. The completed telephone surveys represent 18 of the 20 libraries who submitted surveys spring 2009. The two libraries not represented submitted very few surveys. Consequently, because of no contact information on some surveys, disconnected telephones, and failure to contact people even after multiple calls no completed calls were possible.

First Book evaluations were completed at the conclusion of the program in spring 2009. Surveys were returned by 310 parents and caregivers from 19 different libraries. Out of 310 surveys, 114 had no contact information and 34 provided contact information but the telephone had been disconnected. This left 162 usable surveys. All 162 were called using the same

methodology described above resulting in 67 completed surveys. This is a 41.4% response rate. The completed calls represent 16 of 19 participating libraries. The reasons for not obtaining completed telephone surveys from three libraries are the same as discussed previously.

Section 3: Results of Telephone Survey--Family Workshops Spring 2009

Forced Choice Questions

On both initial and telephone follow-up surveys caregivers were asked a series of yes/no questions about their early literacy behaviors with their children. The questions were worded in such a way so that respondents reported changes in behavior as a result of participation in the Family Workshops. Table 3-1 provides the questions and the response profiles for each. The results are discussed immediately following the table. Tables are provided in the body of the report since they provide greater detail than charts and graphs. Appendix C, however, contains a bar chart comparing yes/no question results for the Family Workshops program and the First Book program.

Table 3-1 is lengthy and detailed so some discussion of how to interpret it is in order. On the initial survey the beginning for all of the yes/no statements was “As a result of attending the Family Workshops, I ...” The beginning was changed for the telephone survey to present a more direct yes/no question to respondents when talking with them. Thus, the statement became “As a result of attending the Family Workshops, do you ...” This shift forced a few changes in the items following the statement. Table 3-1 contains both of the initial statements and the items that were used to complete them. The initial statement and completer items for the telephone survey are labeled with a bolded upper case (**T**) and the initial statement and completer items for the initial surveys are labeled with a bolded upper case (**I**).

The following example shows how to interpret Table 3-1. Begin by finding the row labeled with a lower case “a” (i.e., “spend more time reading with your child/children.”). The bold (**T**) at the beginning of the item stands for the telephone survey. Thus, this is the item used on the telephone survey. Continuing across the row, another upper case T is found in a small box. This is the row of numbers providing the results from the telephone survey on this particular item. Under the “Yes” response column, 69% of respondents answered “yes.” This was 50 of 72 respondents. Seven percent or five respondents said “no.” Twenty-four percent responded that they already read a lot to their children before attending the workshops and their behavior had not changed. Returning to the far left of this row, look at the bold uppercase (**I**). This is the item that completed the stem used on the initial surveys. The two small boxes to the right of this item represent the spring (S) and fall (F) administrations of the initial survey. The numbers in the columns to the right of S and F are the results for the spring and fall initial surveys and are interpreted the same way as described above.

Some discussion of the “already did” category is needed since this was a new response on the telephone survey. The “already did” response was not available on the initial survey for several reasons, but it was included on the telephone survey because respondents provided this answer when asked the yes/no questions by the telephone operator. There were enough responses of this sort that it was important to reflect them in the results. The telephone operator could not force respondents to pick “yes” or “no” to a question when they clearly stated that they already did the particular behavior before attending the workshops. Interpreting the items is made more complex as a result of adding this response. For example, on Item a in Table 3-1,

24% of respondents reported that they already read a lot with their children prior to attending the workshops so not much had changed for them. It is possible that these responses came at the expense of the number of “yes” responses since there was a substantial drop on the telephone survey in the number of these.

Table 3-1: Family Workshops 2008-2009 Parent/Caregiver Early Literacy Behaviors with Their Children: Initial and Telephone Follow-Up Surveys (Telephone Survey: n=72; Initial Survey Spring 2009: n=303; Initial Survey Fall 2008: n=240)

Telephone (T): As a result of attending the Family Workshops, do you ... Initial (I): As a result of attending these Family Workshops, I ...		Percentage (Frequency)*		
		Yes	No	Already Did
a. (T) spend more time reading with your child/children. (I) spend more time reading with my child/children.	T	69 (50)	7 (5)	24 (17)
	S	91 (264)	9 (25)	na**
	F	87 (205)	13 (31)	na
b. (T) spend more time talking with your child/children about the books you read to them. (I) spend more time talking with my child/children about the books I read to them.	T	83 (60)	7 (5)	10 (7)
	S	96 (280)	4 (13)	na
	F	89 (211)	11 (26)	na
c. (T) spend more time singing with your child/children. (I) spend more time singing with my child/children.	T	49 (35)	46 (33)	5 (4)
	S	80 (228)	20 (58)	na
	F	75 (177)	25 (60)	na
d. (T) spend more time playing rhyming games with your child/children. (I) spend more time playing rhyming games with my child/children.	T	75 (54)	23 (17)	2 (1)
	S	86 (250)	14 (40)	na
	F	75 (176)	25 (60)	na
e. (T) use the library more to check out books. (I) am more likely to use the library to check out books.	T	61 (44)	29 (21)	10 (7)
	S	89 (262)	11 (32)	na
	F	86 (205)	14 (34)	na
f. (T) attend programs at the library. (I) am more likely to attend programs at the library.	T	57 (41)	41 (30)	2 (1)
	S	95 (283)	5 (14)	na
	F	92 (218)	8 (18)	na
g. (T) continue to be more aware of good books to share with your child/children. (I) am more aware of good books to share with my child/children.	T	95 (69)	3 (2)	2 (1)
	S	97 (284)	3 (10)	na
	F	93 (220)	7 (16)	na
***h. (T) ask your child/children questions that prompt a retelling of a story. (I) am more likely to ask my child/children questions that will Prompt a retelling of a story.	T	88 (52)	10 (6)	2 (1)
	S	93 (228)	7 (16)	na
	F	94 (172)	6 (11)	na
i. (T) spend more time “playing” with letters with your child/children. (I) spend more time “playing” with letters with my child/children.	T	82 (48)	15 (9)	3 (2)
	S	91 (223)	9 (22)	na
	F	95 (183)	5 (10)	na
j. (T) show your child/children the print in signs. (I) show my child/children the print in signs.	T	90 (53)	5 (3)	5 (3)
	S	87 (211)	13 (32)	na
	F	84 (161)	16 (30)	na

*Number outside () is the percentage of respondents. Number inside () is the number of respondents.

** The “already did” response was not available on the initial surveys.

*** Question h, i, and j were appropriate for older children so they were prefaced with the following: *If you only have a child/children age 0-2, please skip to question #4 below.* Since there were parents and caregivers who only had children age 0-2, the n for these questions drops.

Item a has already been discussed but a few additional comments are needed. As stated previously, the addition of the “already did” response complicates interpretation of the findings across the administrations of the survey, but putting that issue aside the results from the telephone survey are still quite positive. Stakeholders should be very pleased that 69% of respondents reported “yes” 6-9 months after completion of the workshops.

Item b should be interpreted similarly to Item a. The 10% “already did” responses probably suppressed the number of “yes” responses but the number of these responses was still very high. The workshops clearly had a strong and sustained impact on the amount of time parents and caregivers spend talking with their children about the books they read to them.

Item c, “spend more time singing with my child/children,” had the lowest “yes” response rate of any item on the survey. There was a substantial drop in “yes” responses from the initial surveys to the telephone survey, and the number of “already did” responses was not large enough to account for this drop. It appears that immediately following completion of the workshops respondents report increases in this behavior but then the behavior decreases over time. Singing is an important early literacy parent/caregiver behavior and it appears to be one that is difficult to instill in participants. Additional focus on this in future workshops and other library programming would be in order.

Item d, “playing rhyming games,” held up well across all administrations of the survey. This behavior appears to be popular with respondents and one that is relatively easy for them to acquire and maintain over time.

Item e, “use the library more to check out books,” and item f, “attend programs at the library,” are two other items the interpretation of which became more complex as a consequence of the telephone survey. Ten percent of respondents said that they already used the library a lot to check out books. Only one respondent said that they already attended library programs prior to the workshops, a negligible response rate. In neither item’s case does the “already did” response account for the substantial drop in “yes” responses and the rise in “no” responses. Of course, these differences across the survey administrations could be due to sampling error. Only 72 people out of the 303 who submitted surveys during the spring workshops were contacted, so the telephone survey results might differ because of the nature of the people who were contacted. But additional evidence emerged from the telephone surveys that might explain the differences. A number of people qualified their answers to these items by saying that they don’t use the library much during the school year because the days are busy filled with school and other activities. Additionally, they stated that their school-age children use the public school library and bring books home. Some of these respondents said that they use the public library more during the summer. Thus, the shift in response patterns makes sense when this additional information is taken into account. What these findings may point to is the need for libraries to build marketing campaigns and programs to draw patrons in throughout the year. For example, showing how library visits and programs augment the learning occurring in school might make parents aware that the “library isn’t just for summer time any more.”

Item g, “am more aware of good books to share with my child/children,” has consistently the highest percentage of “yes” responses across all of the surveys. The presenters are obviously

adept at showcasing quality children’s literature so that respondents understand the importance of exposing their children to a variety of high quality books. This awareness remains long after the workshops have ended further underscoring the success of the message provided by the presenters.

Items h, i, and j were appropriate for parents of older children—above age 2. All of the items had negligible numbers of “already did” responses so comparisons across administrations of the surveys are fairly straightforward. All three items had quite high percentages of “yes” responses across all administrations which are additional positive findings. The shifts in percentages of “yes” responses up and down across the administrations should not be closely interpreted since these differences could be the result of sampling error. Suffice it to say that the workshops were quite successful over time at initiating and sustaining the behaviors targeted by these items.

Open Ended Questions

After responding to all of the yes/no questions respondents were asked two open ended questions. The first was “What else have you done differently as a result of the Family Workshops?” This same question was asked on the initial survey that participants completed immediately following completion of the Family Workshops in fall 2008 and spring 2009, so direct comparisons across the three administrations of the survey are possible. A qualification is in order, however. A telephone survey environment is different from a hard copy environment. This is readily apparent by the number of respondents on the hard copy surveys who chose not to respond to this question whereas all telephone respondents provided a response. Thus, although the same question was asked across all administrations of the survey the different environments might influence results.

The second question was “In looking back at the Family Workshops, what was useful to you from the program?” This question differed from a similar question asked on the initial survey. On the initial survey six items asking about various program components were listed in a block and respondents rated them either “very useful, useful, or not useful.” A seventh open-ended item asked respondents to list other aspects of the Family Workshop program that came to mind and to rate them. Thus the results for these questions are comparable but not directly across the multiple administrations of the survey.

The general open-ended format for the second question was chosen over the Likert-type scale used on the initial survey for the following reason. The telephone survey needed to be as efficient and streamlined as possible to increase response rate and to maintain high levels of response accuracy. The primary focus of the telephone survey was the list of items asking respondents yes/no questions about changes in their behaviors. Adding a second list of items asking about the usefulness of various aspects of the program would have made the survey longer and more tedious thus increasing the possibility of non-completers and inaccurate responses. Each question will be discussed below and responses will be compared between the initial surveys and the telephone follow-up survey.

Question 2: What else have you done differently as a result of attending the Family Workshops?

No one refused to answer this question on the telephone survey, but responses did vary in number, quality and depth. A wide variety of responses were provided. All responses were

coded, counted, and summarized under a series of headings which were taken from the *Read to Me Final Report August 4, 2009* where the initial survey results were reported for this same question. Table 3-2 provides the coding categories and the number of comments coded under each. Following the table each heading is explained in greater detail and results from the telephone survey are compared to those from the initial survey.

Table 3-2 is an extensive table but the high level of detail is important since it shows the great variety of changes in behaviors that participants experienced as a consequence of attending the workshops. The table contents are arranged from greatest to least based on the results of the telephone survey, so for readers wanting less detail perusing only the shaded headings and the first few subheadings under each will reduce the complexity and length of the table.

Table 3-2: Other Behavior Changes by Category and Frequency: “What else have you done differently as a result of attending the Family Workshops?” (Telephone Survey (n=72); Initial Survey Spring (n=303); Initial Survey Fall (n=240))

Category	Frequency Telephone (n=72)*	Frequency Spring 09 (n=78)	Frequency Fall 08 (n=57)
<i>1. Increased Modeling and Interaction</i> <i>Total</i>	44	30	21
a. Focus more on vocabulary and words (e.g., “Using large words” in conversation, explain meaning of words, teach synonyms, play word games, practice silly words with my child)	10	7	2
b. Question child about content of books and stories	10	1	1
c. More time interacting while reading with my child (e.g., share, talk and play more with books, take more time looking at pages/print, talk about pictures)	8	7	5
d. Make child aware of reading and letters (e.g., environmental print; look for letters in child’s name; read rules of board games to child)	6	4	3
e. Children are encouraged to retell and tell stories	6	3	0
f. Talk about shapes and colors (e.g., make felt shapes)	0	4	1
g. Point with finger to words and pictures	1	0	4
h. Model reading skills and behaviors as I read to or interact with my child	1	0	3
i. Let my child turn pages	1	0	0
j. Was afraid to go for longer books but now does so.	1	0	0
k. Writing (e.g., creating print and printing out words, daughter is writing more)	0	2	2
l. Spend more time with communication (e.g., talking to my child more)	0	2	0
m. Exposed child to more print sources at home	0	1	0
n. “I spell words now also.”	0	1	0
o. Read the book instead of telling about the pictures	0	0	1
p. Let my child predict what will come next in the story	0	1	0
<i>2. Additional Positive Behaviors</i> <i>Total</i>	40	20	15
a. Book awareness and usage (e.g., more aware of good books & variety of books, pick more appropriate books)	16	0	1
b. Library use (e.g., come to library more, check out more books from library, make time for participating in library programs, use more library resources)	15	5	3
c. Use handouts and other materials provided	3	0	0
d. “Letting them pick the book out even if it is the same	2	1	1

book every time.” (at both home and library); child has memorized book; repetition is good			
e. Make reading and learning to read fun and less stressful (e.g., don't rush, am more patient when reading, read more slowly, read books multiple times)	1	5	4
f. Learning activities to use with books (e.g., hands on activities)	1	1	0
g. More positive about reading and learning to read (e.g., trying to get child excited about reading)	1	0	1
h. Motivated mom who struggled in school	1	0	0
i. Spend more time with children/family	0	1	3
j. Play more games with my children	0	1	2
k. Played library class at home	0	1	0
l. Started to reserve books at library for older daughter	0	1	0
m. Practice coloring/cutting more	0	1	0
3. Awareness of and Emphasis on Skills <i>Total</i>	27	39	18
a. Emphasize letters more (e.g., recognizing parts of words, teach upper and lower case letters, letter-sound correspondence)	8	14	3
b. Practice rhymes, rhyming games, read rhyming books	7	6	2
c. Syllables (e.g., clap syllables, count syllables)	6	5	2
d. Sing more/sing songs with my child/sing the alphabet	4	8	5
e. More aware of skills that need to be taught/reinforced	2	2	4
f. Don't quiz over letters	0	1	0
g. Flash cards of sight words and addition	0	1	0
h. Use magnetic letters	0	0	1
4. Other Outcomes and Comments <i>Total</i>	27	0	0
a. Aware of kindergarten readiness (e.g., what skills are needed)	6	0	0
b. Praise (e.g., recommended workshops to a lot of friends, “Loved, loved, loved the program,” “Great workshop”)	5	0	0
c. Socializing and socialization (e.g., family activity, “get out of house for moms, awareness of other kids)	4	0	0
d. Suggestions for improvement (e.g., need more variety of books (2); “I would do more if I know what programs were available.”)	3	0	0
e. No change in behavior (i.e., nothing is different)	3	0	0
f. Children were actively engaged, “totally interested.”	2	0	0
g. Children do love books	1	0	0
h. Modeling by instructor was helpful	1	0	0
i. “Did a lot before.”	1	0	0
j. “Don't know.”	1	0	0
5. Increased Time Reading <i>Total</i>	10	12	19
a. Read more to and with my children	7	8	14
b. Read more as a family	1	0	2
c. Read every night	1	0	1
d. Books are falling a part	1	0	0
e. Let my child read to me	0	1	1
f. Get other family members to read to children (e.g., father, grandparents)	0	3	0
g. Read more aloud	0	0	1
6. No Response to Question	0	225	183

* n = number of respondents answering question

All telephone respondents answered this question, although one said “Don’t know” and another said “Did a lot before.” But other than those two brief responses telephone respondents provided a wealth of information in response to this question. But as discussed previously, the 72 telephone respondents may not be representative of the entire group of people who participated in the workshops since not all provided contact information and of those who did a number could not be contacted. Additionally, out of 303 surveys returned in spring 2009, only 78 respondents chose to answer this question. In fall 2008, 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 3-2 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 3-2 are similar to those listed above in Table 3-1, but they are included a second time since they represent the behaviors that came to mind when respondents were presented with an open-ended question asking them to reflect on what changes they made as a consequence of the workshops. The list of behaviors that have changed is quite impressive and quite diverse. The diversity underscores the broad range of things attendees take away from the experience. Presenters may think they are teaching a relatively constrained and focused set of skills and behaviors, but the lengthy list in Table 3-2 reveals that attendee behaviors that change are quite diverse and that the impact of the workshops is wide-ranging.

Given the difference in survey format and the small sample sizes, looking at trends for specific details in Table 3-2 may not be entirely appropriate, but looking at the trends in the overall category headings is instructive and more defensible. For example, “Increased Modeling and Interaction” held up nicely across all three administrations. The increase in total number of comments in this category for the telephone survey may be an artifact of the face-to-face format of that survey. Talking to someone may stimulate more responses and greater depth of discussion than an impersonal hard copy survey, so the totals for this category should not be seen as revealing an upward trend in the number of this type of comment. This does not negate these findings but instead properly contextualizes them. And the findings are quite positive. Months after program completion when asked an open-ended question about what they do differently as a consequence of the program, respondents continue to talk about modeling and interaction with their children around books and early literacy activities.

The same caveats and qualifications hold for the other shaded headings in Table 3-2, but so do the positive results. Respondents continue to report “Increased Time Reading” and “Awareness of and Emphasis on Skills.” The category “Additional Positive Behaviors” contained many comments the bulk of which fell into the first two subcategories: “Book awareness and usage” and “Library use.” It is interesting to note that both of these categories had been addressed in the yes/no questions so the large number of responses could be the result of respondents being cued by their responses to the forced choice items. In the face-to-face telephone survey environment, respondents may have felt pressure to produce an answer so they quickly went back through in their minds what had been previously answered on the survey and pulled something from that content. But it is also just as plausible that the responses in these categories are genuine and the reason people reiterated the importance of “Book awareness and

usage” and “Library use” is because these are two areas where they see their behaviors having been most influenced in positive ways over a substantial period of time.

The “Other Outcomes and Suggestions” section of Table 3-2 is also interesting. It may appear that this was a new category that emerged from analysis of the telephone survey data since no one responded in these ways to this question on the initial surveys. This is partly true. Granted, on the initial surveys no one responded to this particular question in such a way that the content of their response fell under this category and subcategories. But the initial surveys asked more questions than what were asked on the telephone survey and consequently this same information can be found in the initial survey data under different questions. It is notable that only three telephone survey respondents reported no change in behavior.

Question 3: In looking back at the Family Workshops, what was useful to you from the program?

Respondents were asked, “In looking back at the Family Workshops, what was useful to you from the program?” No one refused to answer this question, but responses did vary in number, quality and depth, and two respondents could not generate a response. All responses were coded, counted, and summarized under a series of headings most of which were taken from the *Read to Me Final Report August 4, 2009*. Table 3-3 provides the coding categories and the number of comments coded under each. Where possible data from the initial surveys is compared to data from the follow-up telephone survey. Following the table each heading is explained in greater detail and results from the telephone survey are compared to those from the initial surveys.

Please recall that a similar question on the initial surveys asked respondents to rate various aspects of the Family Workshops using a Likert-type scale (i.e., Very useful, Useful, Not Useful). This question also had an open-ended item asking respondents to list and rate other aspects of the program that they felt important. On the fall 2008 initial survey, 41 respondents completed the open-ended question and 65 did so in spring 2009. These responses were categorized and counts were made of the number of responses under each category. Where appropriate these same categories were utilized to categorize the telephone survey data so that comparisons can be made between the three surveys. In some instances, however, the categories from the initial survey did not fit the comments made on the telephone survey so new categories were formed. Thus, in the two far right columns in Table 3-3, it is the responses to the open-ended question on the initial surveys that are reported. It is important to note that comparisons between the initial survey and telephone survey on this particular question are not direct comparisons because the questions were formatted differently on the two surveys. Asking respondents an open-ended question about what was useful to them from the program, as was done on the telephone survey, is very different from respondents rating specific items for usefulness and then providing additional things that they thought about. Table 3-3 provides the results of these analyses. Discussion of the results follows the table.

This table contains a lot of detail. This level of detail is important to show the diversity and number of comments made by respondents. For those readers who want less detail, the table has been organized from greatest to least based on the telephone survey results. Thus perusing just the shaded main headings and the first few subheadings under each will provide an excellent overview of the overall findings.

Table 3-3: Other Useful Aspects by Category and Frequency: “In looking back at the Family Workshops, what was useful to you from the program?” (Telephone Survey (n=72); Initial Survey Spring (n=303); Initial Survey Fall (n=240))

Category	Frequency Telephone (n=72)*	Frequency Spring 09 (n=65)	Frequency Fall 08 (n=41)
1. Book Awareness and Usage <i>Total</i>	39	0	2
a. Appreciate and enjoy free books	22	0	1
b. Good books/Children love them	10	0	1
c. Children enjoy book ownership	4	0	0
d. Booklist provided is helpful	3	0	0
2. Materials other than Books <i>Total</i>	32	18	15
a. Hand-outs, brochures, activities, worksheets, crafts, games, projects, flannel board items, coloring sheets	23	9	12
b. Magnetic letters	6	4	1
c. Book mark	1	1	1
d. Book bag	1	0	0
e. Newsletter	1	0	0
f. Do Not Disturb Sign	0	0	1
g. Kindergarten readiness test/Getting ready for kindergarten booklet	0	2	0
h. Stuffed animals	0	1	0
i. “Mary had a Little Lamb” alphabet song	0	1	0
3. Ideas and Tips <i>Total</i>	23	7	11
a. Ideas, tips, tools, techniques, instructions provided (e.g., shape recognition leads to letter recognition)	14	6	6
b. Learned how to teach and interact with books (e.g., how to read to my child)	3	0	2
c. Preparation for school (e.g., “Helped me to help her get prepared.”)	3	0	3
d. Felt board/story board	2	1	0
e. “Identify small parts of reading and how to implement them.”	1	0	0
4. Other Outcomes and Comments <i>Total</i>	18	1	3
a. Praise (e.g., recommended workshops to lots of friends, “Loved, loved, loved the program,” program should continue; need more similar programs)	8	0	0
b. Structure of Workshop (e.g., liked format; different topic each week; different skills for different ages; loved stories; right amount of information and modeling)	5	0	3
c. Changed attitudes and awareness (e.g., “Get unstuck from old ways,” “Gave me more patience,” provided mother more confidence, raised awareness.)	5	0	0
d. Websites were helpful	0	1	0
5. Awareness of and Emphasis on Skills <i>Total</i>	18	12	1
a. Practice rhymes, rhyming games, read rhyming books	12	1	0
b. Sing more/sing songs with my child/sing the alphabet	2	9	1
c. Syllables (e.g., clap syllables, count syllables)	2	2	0
d. Emphasize letters more	1	0	0
e. More aware of skills that need to be taught/reinforced (e.g., “Each week we focused and used the strategies.”)	1	0	0
6. Increased Modeling and Interaction <i>Total</i>	15	5	4

a. Make child aware of reading and letters (e.g., environmental print; look for letters in child's name; read rules of board games to child; conventions of print)	8	1	1
b. More time interacting while reading (e.g., share, talk and play more with books, more time looking at pages/print, talk about pictures, make reading fun)	2	1	2
c. Question child about content of books and stories	2	1	0
d. Focus more on vocabulary and words (e.g., "Using large words" in conversation, explain meaning of words, teach synonyms, play word games, practice silly words)	2	0	0
e. Children are encouraged to retell and tell stories	1	1	0
f. "Ok to stop in middle of book."	0	0	1
g. Motions for expressive reading	0	1	0
7. Socializing and Socialization <i>Total</i>	14	8	10
a. Socializing with other adults (e.g., "Get out of the house for moms.")	8	3	3
b. Socialization for children (e.g., interact with others; learn appropriate behavior)	2	4	3
c. Children excited to attend each week	2	0	3
d. Workshops provide quality family time	2	1	1
8. Librarian and Other Presenters <i>Total</i>	11	11	2
a. Demeanor (e.g., enthusiasm, friendly, inspiring, knowledgeable)	4	3	2
b. Modeling important behaviors/attitudes for caregivers	4	2	0
c. Puppets (e.g., engaging, wonderful way to enhance story)	2	6	0
d. It's good to have other adults read to children.	1	0	0
9. Library Use and Knowledge <i>Total</i>	4	0	2
a. Library use (e.g., come to library more, check out more books from library, make time to participate in library programs, use more library resources)	2	0	2
b. "Showed me the ropes of the library."	1	0	0
c. Carpet mats that kids sit on	1	0	0
10. Increased Time Reading <i>Total</i>	1	0	0
a. Read every night	1	0	0
11. No Response to Question <i>Total</i>	0	238	199

* n = number of respondents answering question

Please recall that both the fall 2008 and the spring 2009 initial surveys contained a series of Likert-type items asking respondents to rate for usefulness various aspects of the Family Workshop program (i.e., Very useful, Useful, Not useful). These questions were not asked on the telephone survey but instead the following open-ended question was asked "In looking back at the Family Workshops, what was useful to you from the program?" Consequently Table 3-3 needs to be carefully interpreted because some of the large differences in frequencies between the various surveys are due to the different question formats. This will be explained below for each main heading in the table.

Book Awareness and Usage: The large number of responses for the telephone survey under the category "Book Awareness and Usage" and the very few responses for the fall 2008 and spring 2009 surveys makes sense since these topics were addressed by a series of Likert-type items on the initial surveys. Specifically respondents were asked on the initial surveys to rate for usefulness "The free books provided" and "Learning about great books for my child/children."

Ninety-two percent of initial survey respondents rated the free books as “very useful.” Eighty percent of respondents rated learning about great books as “very useful.” The remaining 20% of respondents rated this “useful.” But it is a very positive outcome that the results from the initial surveys were reprised on the telephone survey. This is especially so since the telephone survey was an open-ended question and thus respondents had to draw something purely from memory without specific prompting such as occurs with a Likert-type item. Obviously, receiving free high quality children’s books is a salient, positive outcome of the program that remains at the forefront of participants’ minds long after the program is over. Pride of book ownership appears here but it was not as prevalent here as it was in other parts of the telephone survey responses and thus it will be discussed later in this report.

Materials other than Books: This category needs to be interpreted in a similar way to the one immediately above. Likert-type items on the initial surveys asked respondents to rate for usefulness “Learning things I can do at home to help my child/children get ready to read” and “The other take home materials provided.” On both questions 80% of respondents rated these as “very useful” and all but a handful of the remaining respondents rated these as “useful.” In other words, these aspects of the program were very popular. It is again a positive finding that when asked months later on the telephone survey what was useful for them from the program many respondents immediately recalled hand-outs, brochures, activities, worksheets, crafts, games, projects, flannel board items, coloring sheets and magnetic letters. This is important information for stakeholders since the cost of all of these materials is considerable. Knowing that participants value these materials in both the short and long term provides evidence that precious resources at the ICFL and local libraries are being wisely used.

Ideas and Tips: The closest analog to this category on the Likert-type items was “Learning things I can do at home to help my child/children get ready to read.” On this item, 80% of initial survey respondents said “very useful” and the remaining 20% said “useful.” Thus it is not surprising comments such as these appeared quite frequently on the telephone follow-up survey. Participants found the content of the workshops beneficial and it remained so over time.

Other Outcomes and Comments: The best analog to this category of responses on the initial surveys would be “Please list other information provided at the workshop(s) and rate it for usefulness.” This question was an open-ended question asking respondents to make their own contributions to the list of things provided and rate their contributions for usefulness. As can be seen in Table 3-3 very few comments fell into this category from the initial surveys, but a number did from the telephone surveys. Telephone respondents praised the workshops and commented on how they liked the structure of the workshops. The “Changed attitudes and awareness” subcategory was quite interesting. There was a poignant example from this category where one mother talked at some length about how she had struggled in school and how she didn’t want to see her children do the same so she was committed to helping them, but she lacked confidence. The workshops provided her this. As has been mentioned before, there is substantial breadth and depth of outcomes from these workshops. They do much more than just provide early literacy skills and knowledge to parents and caregivers. Yes, for the majority of participants this is the case, but for many the workshops do this and much more for them and for their children.

Awareness of and Emphasis on Skills: For this category, the most appropriate comparison between initial and telephone surveys is between the open-ended question on the initial survey where respondents provided additional items and rated them for usefulness and the fully open-ended question on the telephone survey. Rhyming was quite popular on the telephone

survey but singing was the most often mentioned skill on the initial surveys, primarily during spring 2009. The high incidence of singing in spring 2009 might be the result of the ICFL responding to this behavior being low on the initial surveys from fall 2008. The fall 2008 surveys showed that the percentage of parents and caregivers spending more time singing with their children was low compared to the other behaviors asked about. Consequently, the ICFL produced and distributed to participating libraries a booklet on how to sing to your child. Additionally, Dr. Roger Stewart gave a presentation at the spring Read to Me conference where many of the libraries conducting Family Workshops were in attendance. He pointed out the lower percentages for this behavior and emphasized the importance of singing in early literacy development. These efforts may have been the cause of the spike in responses about singing on the spring 2009 survey. But this trend did not hold since rhyming was the predominant skill mentioned on the telephone surveys. This outcome is not at all negative. Rhyming is also a very important skill that children need to practice.

Increased Modeling and Interaction: Making children aware of reading and letters through a focus on environmental print and other means represented slightly over half the responses in this category on the telephone survey. The remaining responses were spread over several other subcategories all of which reveal increased and enhanced interaction and modeling by parents and caregivers through a variety of means including asking more questions about books, looking and talking more about pictures in books, and sharing and talking more while reading. These are all very positive early literacy behaviors that are important outcomes of the program.

Socializing and Socialization: This is another category that has no direct analog in the Likert-type items used on the initial surveys except the open-ended item where respondents added to the list and rated their additions for usefulness. This is probably why there have been relatively consistent numbers of comments falling under this category across all administrations of the survey. When participants are asked to name useful things from the workshop from memory, responses that fall into this category are common. Namely, respondents report the social aspects and socializing aspects of the Family Workshops are useful to them and their children. Mothers report that they enjoy interacting with other parents and caregivers and the librarians at the library. And parents and caregivers report that the interaction their children receive with other children and adults is good for their development.

Librarian and Other Presenters: The presenters and presentations are universally popular. Even though the question asked about useful aspects of the workshops, respondents consistently compliment the presenters and elaborated on how good the presentations were and why. For respondents to compliment the presenters and presentations months after program completion underscores how strong participants' memories must be for this positive outcome. An additional important outcome of the Family Workshops is that they produce a lot of goodwill for libraries.

Library Use and Knowledge and Increased Time Reading: Not many comments fell into these important categories across the administrations of the surveys. The reasons for this are difficult to ascertain. On all of the surveys, there were forced choice yes/no questions directly focused on library use and increased time reading, and on the initial surveys there was a Likert-type item asking how useful "Learning about library resources I can use with my child/children" had been. So maybe the low counts in these categories are due to respondents believing that this information had already been covered so there was no need to mention it again when asked the open-ended questions. But it is interesting to note that this particular Likert-type item on the

initial surveys had the lowest “very useful” rating of all of the items, although the percentage was still about 69%, and on the yes/no questions the question about increased library use was also one of the lower percentages of “yes” responses. Thus, it could be that the relatively low number of comments in these categories on the telephone survey stems from the Family Workshops being a bit weaker in these areas and thus not leaving strong impressions in participants’ minds.

Section 4: Results of Telephone Survey--First Book 2008-2009

Forced Choice Questions

On both initial and telephone follow-up surveys parents and caregivers were asked a series of yes/no questions about their early literacy behaviors with their children. The questions were worded in such a way so that respondents reported changes in behavior as a result of participation in the First Book program. Table 4-1 provides the questions and the response profiles for each. The results are discussed immediately following the table.

A few details about Table 4-1 are in order so its interpretation is accurate and efficient. On the initial survey the beginning for all of the statements was “As a result of the First Book program, I ...” The beginning was changed for the telephone survey to present a more direct yes/no question to respondents when talking with them. Thus, the beginning became “As a result of the First Book program, do you ...” This shift forced a few subtle changes in the items following the statement. Table 4-1 contains both of the statements and also the items that were used for each survey.

An example will be provided showing how to interpret Table 4-1. Please look at row “a. spend more time reading with your child/children.” The bold (T) stands for the telephone survey and the numbers in the columns to the right represent the percentages and frequencies of “yes/no” and “already did” responses to this item on the telephone survey. The line immediately below but in the same “a.” row represents the initial survey, thus the bold (I). The numbers in the columns to the right are interpreted the same way. For example, 80% of telephone respondents said “yes” to this item and 94% of initial survey respondents said “yes.” This may appear to be a significant drop between the initial and telephone surveys, but 16% of telephone survey respondents reported that they “already did” a lot of reading with their child prior to the First Book program so nothing had really changed. The “already did” response was not available on the initial survey for several reasons, but it was included on the telephone survey because respondents provided this answer when asked the yes/no question by the telephone operator. The rationale for including the “already did” response was discussed in Section 3 of this report.

Table 4-1: First Book 2008-2009 Parent/Caregiver Early Literacy Behaviors with Their Children: Initial and Telephone Follow-Up Surveys (Telephone Survey n=67; Initial Survey n= 310)

Telephone (T): As a result of the First Book program, do you... Initial (I): As a result of the First Book program, I ...	Percentage (Frequency)*		
	Yes	No	Already Did
a. (T) spend more time reading with your child/children. (I) spend more time reading with my child/children.	80 (54)	4 (2)	16 (11)
	94 (289)	6 (18)	na**
b. (T) spend more time talking with your child/children about the books	95 (64)	3 (2)	2 (1)

you read to them. (I) spend more time talking with my child/children about the books I read to them.	92 (283)	8 (25)	na
c. (T) spend more time singing with your child/children. (I) spend more time singing with my child/children.	47 (32) 60 (181)	48 (32) 40 (123)	5 (3) na
d. (T) spend more time playing rhyming games with your child/children. (I) spend more time playing rhyming games with my child/children.	75 (50) 67 (208)	23 (16) 33 (101)	2 (1) na
e. (T) use the library more to check out books. (I) am more likely to use the library to check out books.	62 (41) 85 (261)	34 (23) 15 (45)	4 (3) na
f. (T) attend programs at the library. (I) am more likely to attend programs at the library.	52 (35) 72 (218)	48 (32) 28 (85)	0 (0) na
g. (T) continue to be more aware of good books to share with your child/children. (I) am more aware of good books to share with my child/children.	93 (62) 96 (297)	5 (4) 4 (12)	2 (1) na
<i>If you <u>only</u> have a child/children age 0-2, please skip to question #4.</i>			
h. (T) ask your child/children questions that prompt a retelling of a story. (I) am more likely to ask my child/children questions that will prompt a retelling of a story.	87 (51) 94 (244)	9 (6) 6 (15)	4 (2) na
i. (T) spend more time “playing” with letters with your child/children. (I) spend more time “playing” with letters with my child/children.	73 (43) 83 (230)	25 (15) 17 (47)	2 (1) na
j. (T) show your child/children the print in signs. (I) show my child/children the print in signs.	85 (50) 73 (203)	13 (8) 27 (74)	2 (1) na

* Number outside () is the percentage of respondents. Number inside () is the number of respondents.

** The “already did” response was not available on the initial survey.

Item a was already presented and partially discussed above when an example of how to interpret the table was provided. The results are quite powerful. Virtually all of the respondents on both questionnaires reported reading more with their children. For this important behavior to be sustained 6-9 months after the end of the program is something about which all stakeholders should be pleased.

Talking with children about the books being read to them (i.e., Item b) also held up very strongly over time. This again is a very positive finding since interacting around books is an important component of early literacy development. Such conversations model for children complex language processes and expose them to vocabulary that might not be a part of everyday conversations in their homes.

Item c, “spend more time singing with your child/children,” has a history of being the lowest percentage of “yes” responses. This was first found on the fall 2008 Family Workshop surveys and has continued since, but it is important to state that the ICFL immediately responded to this information by publishing and distributing a booklet for parents explaining how to incorporate more singing and music into interactions with children. The percentage of “yes” responses has since improved but relative to the other reported behaviors singing with children remains low. The drop over time from a ratio of 60/40 to roughly 50/50 should not be seen in a

negative light. The sample for the telephone survey was quite small relative to the total number of surveys collected so the sample mean has the potential for substantial error. Thus the roughly 50/50 response rate is only an estimate of what the population of participants would say. And to get 50% of respondents to report singing more with their children 6-9 months after conclusion of the program is an excellent and strong outcome.

Playing rhyming games with children went up (i.e., Item d), but this could be due to sampling error so the difference should not be interpreted to mean that parent behaviors increased over time. Instead, a more conservative interpretation would be that parent behavior regarding rhyming remained relatively constant over time and at a quite high level, which is another positive finding.

Items e and f, “checking out books at the library and attending library programs,” will be discussed together. In each case there was about a 20% drop in “yes” responses over time. Again, this statistic needs to be interpreted carefully since it only represents an estimate. Also these items on the telephone survey caused some respondents to mention how they don’t use the library as much during the school year because their children are in school and the days are busy. This phenomenon has strong potential to suppress the number of “yes” responses and was discussed more thoroughly in Section 3 of this report. It is important to keep in mind that even with the drop over time, the results remain strongly positive with 62% of respondents reporting checking out more books at the library as a consequence of the First Book program and 52% reporting attending library programs as a consequence. These are additional results that should please stakeholders while underscoring the efficacy of the First Book program to change behavior.

Item g, “awareness of good books,” remained strong across the two administrations of the survey. This is one of the strongest and most resilient outcomes of the program, and it is another quite important one. Making parents and caregivers aware of the large and continually growing body of high quality children’s books will stimulate more reading in the home because of all the wonderful books available and in turn should stimulate more visits to the library to find and check-out these books.

The last three questions (i.e., h, i, and j) will be discussed together since they focused on behaviors that usually occur with children above age 2. Once again, high percentages of respondents reported prompting retellings of stories, playing with letters, and showing print in signs. These behaviors were quite resilient over time, and thus are very positive outcomes of the program.

Open Ended Questions

After responding to all of the yes/no questions respondents were asked two open ended questions. The first was “What else have you done differently as a result of the First Book program?” This same question was asked on the initial survey that participants completed immediately following completion of the First Book program in spring 2009 so direct comparisons across the two administrations of the survey are possible. The second question was “In looking back at the First Book program, what was useful to you from the program?” This question differed from a question asked on the initial survey. On that survey six items were listed and respondents rated them either “very useful, useful, or not useful.” A seventh open-ended item asked respondents to list other aspects of the First Book program and to rate them for

usefulness. Thus the results for these questions are comparable but not directly comparable across the two surveys.

The general open-ended format for the second question was chosen over the Likert-type scale used on the initial survey for the following reason. The telephone survey needed to be as efficient and streamlined as possible to increase response rate and to maintain high levels of response accuracy. The primary focus of the survey was the list of items asking respondents yes/no questions about changes in their behavior. Adding a second list of items asking about the usefulness of various aspects of the program would have made the survey longer and more tedious thus increasing the possibility of non-completers and inaccurate responses. Each question will be discussed below and responses will be compared between the initial survey and the telephone follow-up survey.

Question 2: What else have you done differently as a result of the First Book program?

Respondents were asked “What else have you done differently as a result of the First Book program?” No one refused to answer this question, but responses did vary in number, quality and depth. A wide variety of responses was provided. All responses were coded, counted, and summarized under a series of headings most of which were taken from the *Read to Me Final Report August 4, 2009* where the initial survey results were reported. Table 4-2 provides the coding categories and the number of comments coded under each. Following the table each heading is explained in greater detail and results from the telephone survey are compared to those from the initial survey.

Table 4-2: Other Behavior Changes by Category and Frequency: “What else have you done differently as a result of the First Book program?” (Telephone Survey: n=67; Initial Survey: n=310)

Response Category with Examples	Telephone Frequency (n=67)	Initial Frequency (n=61)
1. <i>Read More</i> a. Sitting down and reading the books.	26	15
2. <i>Interact with Books and Child More & Reinforce Skills</i> a. Asking questions, making predictions, retell story, talk about pictures, conversations about book. b. Emphasize early literacy skills (focus on words (3); print awareness (2); rhyming (1); syllables (1); phonics and sounds (1)).*	23	15
3. <i>Provided New Ideas and Materials</i> a. Made mother aware and open to the variety of books available. b. Appreciated book list (1), Leap Pad (1), and new ideas to reinforce early literacy skills (1).	13	7
4. <i>Excitement about Books and Reading</i> a. Kids excited to read new books. b. Children eager to pick out their own books.	11	8
5. <i>Parents more involved and motivated</i> a. Parents more involved. b. Motivated the mother to focus more on early literacy. c. Books are now always in the car to be read and discussed.	8	No Identical Category
6. <i>Expanded Realm of Reading and Interaction</i> a. Read more to other siblings, read together more as a family, older	7	5

children read to siblings. b. Activities or crafts along with book, do more interactive books.		
7. <i>Utilize Library More</i> a. Check more books out from library. b. Attend other library programs.	7	3
8. <i>Child Reads More to Parents and Reads Independently</i> a. Son has been able to read more books to mother. b. Mother encouraging her six year old to read to her more. c. Gave son more confidence.	6	4
9. <i>Love the Books</i> a. "We love the books." b. Appreciate receiving free books.	4	3
10. <i>Organizing, Keeping and Treating Books</i> a. "Children take pride in the books, they are special to them." b. Children enjoy having their own books.	4	3
11. <i>No Additional Changes</i>	5	1

* Numbers in () are the number of times the particular item was mentioned.

Reading more was the most common response. This was a straightforward category where respondents simply said that were reading more with their children. This being such a prevalent response is a very positive outcome since reading to young children is quite important. Additionally, respondents reporting this behavior 6-9 months after completing the program is quite powerful.

The second most prevalent response was interacting with books and children more and reinforcing early literacy skills. Respondents reported focusing more on comprehension by discussing the story, having children retell the story or make predictions about what might happen next in the story, and talking about pictures. They also mentioned specific early literacy skills eight times. Both the number of comments in this category and the details provided underscore the strength and resilience of the behavior changes that resulted from the First Book program.

The comments that comprised the third most prevalent category, "Provided New Ideas and Materials," shifted in both number and content from the initial survey to the telephone follow-up. Ten of the 13 responses on the telephone survey focused on how beneficial it was to learn about all the wonderful books that are available. This was a response on the initial survey also, but it wasn't as prevalent. It appears that learning about a variety of good books that engage and motivate children to want to read stands out for participants as the months pass after completing the program.

Excitement about books and reading was also mentioned quite often. Children were excited to get new books and children were excited to pick out their own books to have read to them. This category appearing on both immediate and delayed surveys is a positive finding since having respondents mention it 6-9 months after completion of the program probably shows that the books remained a positive force in the children's lives long after their participation in the program.

The category, "Parents More Involved and Motivated," emerged from the follow-up telephone survey. Parents said that they were more involved with their children. Additionally, one mother said she was motivated to focus more on early literacy and another mother said that they always have books in the car to be read and discussed. There was a similar but not identical theme in the responses on the initial survey called "Expanded Realm of Reading and

Interaction.” Examples of comments under the “Expanded Realm of Reading and Interaction” category on the initial survey showing higher motivation and involvement included “Spend more time with my child. Open a whole new world for her.” and “Just spend more time exploring new things with my daughter.” But there were enough comments like these in the telephone survey data and they stood out enough that a separate category was developed for them. Clearly all of these examples from both surveys show enhanced involvement and motivation by parents and caregivers which are wonderful outcomes of the program.

The “Expanded Realm of Reading and Interaction” category still captured the essential nature of a number of comments on the telephone survey. Respondents talked about reading more to other siblings, older children reading to younger, and reading more as a family. These are quite similar comments to those that fell under this category on the initial survey. Completing activities such as baking cookies or doing a craft that goes along with a book was mentioned once as was the more general comment about reading more interactive books. Again, these results are quite promising. Months after program completion, when respondents are prompted with a general question about what else they have done differently as a consequence of the First Book program, they spontaneously report that they are reading to more of their children in a greater diversity of settings.

It is important to note that if the new category “Parents More Involved and Motivated” is combined with the similar original category “Expanded Realm of Reading and Interaction” the number of responses in this combined category is quite large, relatively speaking. Fifteen responses fall into the combined categories. This is another quite positive finding. Simply put, months after program completion parents report being more motivated to provide the child that participated in First Book and his or her siblings richer and more diverse early literacy experiences.

Using the library more was another response that emerged. The prevalence of this response more than doubled in the telephone survey data. Respondents reported checking more books out, attending other library programs, and discovering their local library and all it has to offer. It should be kept in mind, however, that two of the yes/no questions asked whether participants were using the library more to check out books and to attend programs so the relatively low number of responses in this category should not be a concern since the percentages of respondents who said “yes” to the forced choice questions was quite high.

Respondents reporting that their child reads more to them and reads independently is another quite positive finding. Not a lot of respondents mentioned this but them doing so shows how strongly some children were motivated by their First Book experience. The children enjoyed the books and the experience reading with their parent or caregiver so much that they wanted to try to read them themselves.

The category “Love the Books” was not prevalent but that makes sense in this context since this response did not fit the question. Respondents mentioning how much they liked the books and how much they appreciated receiving them in this context probably underscores the strong feelings respondents had about these issues. They provided this response even when the question did not prompt it. We will see under the second open-ended question that this response will be much more prevalent.

Finally, a subtle shift occurred in the last category “Organizing, Keeping, and Treating Books.” On the initial survey respondents provided details about their behaviors around the books such as “Organized the books we have into months and rotated books every month,” “Letting my son keep his books in his room,” and “Taking better care of the books we own.” On

the follow-up telephone survey respondents didn't provide as much detail about how books were being organized or stored and instead focused more on the pride children felt having their own books.

Question 3: In looking back at the First Book program, what was useful to you from the program?

The second open-ended question that was asked on the telephone survey was “In looking back at the First Book program, what was useful to you from the program?” No one refused to answer this question, but responses did vary in number, quality and depth, and two respondents could not generate a response. A wide variety of responses were provided. All responses were coded, counted, and summarized under a series of headings most of which were taken from the *Read to Me Final Report August 4, 2009*. Table 4-3 provides the coding categories and the number of comments coded under each. Following the table each heading is explained in greater detail and results from the telephone survey are compared to those from the initial survey when possible.

Please recall that a similar question on the initial survey asked respondents to rate various aspects of the First Book program using a Likert-type scale (i.e., Very useful, Useful, Not Useful). This question also had an open-ended item asking respondents to list and rate for usefulness other aspects of the program that came to mind. On the initial survey, 33 respondents wrote something. These responses were categorized and counts were made of the number of responses under each category. Where appropriate these same categories were utilized in the telephone survey data analysis so that comparisons can be made between the two surveys. In some instances, however, the categories from the initial survey did not fit the comments made on the telephone survey so new categories were formed. The far right column in Table 4-3 contains the counts from the initial survey for responses to the open-ended question that asked respondents to list additional items and rate them.

It is important to note that comparisons between the initial survey and telephone survey on this particular question are not direct comparisons because the questions were formatted differently on the two surveys. Asking respondents directly what was useful to them from the program, as was done on the telephone survey, is very different from respondents rating specific items for usefulness and then providing additional things that they thought about.

Table 4-3: Other Program Aspects by Category and Frequency: “In looking back at the First Book program, what was useful to you from the program?” (Telephone Survey: n=67; Initial Survey: n=310)

Category with Example Comments*	Telephone Frequency (n=67)	Initial Frequency (n=33)
1. <i>Adults and Children Enjoy the Books</i> a. Enjoyed receiving free books. (43) b. The books are great. (7)	50	6
2. <i>Specific Aspects of the Program (e.g., skills, newsletters, games, etc.)</i> a. Newsletter (11) b. Handouts and pamphlets (4) c. Activities and suggestions (3) d. Skills (identify words (1); get children to ask questions (2); child	23	11

pictures the story in her head (1); rhymes and songs (1))		
3. Makes Kids Feel Special/Pride of Book Ownership a. Kids feel proud having their own books—books are new and different. b. Books are given to them as their own, it seemed to mean more. c. Reinforcement from outside the home.	22	2
4. Motivation to Read/Encourages a Love of Reading a. Read more. (5) b. Daughter can't wait to read her books when she gets home. c. Daughter who is five really loves to read. d. Keeps the kids interested in the books and reading in general. e. Helped mother quite a bit—she found it difficult to get children to read but First Book made it fun.	14	3
5. Excitement about Books and Reading a. Kids more excited-got the kids excited about the book. (6) b. Librarian visiting preschool was a very positive experience. (2)	8	4
6. Parent/Caregiver Book Awareness a. Variety of books that were suggested—before the program the mother would not have picked some of the books. b. Broadened child's interest. c. Made mother start to think about other or more books.	5	No Identical Category
7. Spend Quality Time with Child and Having Fun a. Parent able to spend more time reading with child because he's excited—quality time. b. More fun with grandchildren. c. Gets you more involved with kids.	4	6
8. Craft Projects a. "The little craft projects for kids" b. "My daughter loves the craft projects" c. "Decorate a box"	No Identical Category	3
9. Miscellaneous Comments a. Parents have busy schedules and thus appreciate help including books sent home, librarians visiting daycares and preschools, and saving money. (4) b. Program exposed parents and children to English. (2) c. Complimented program—great program. (2) d. Reinforced parent behaviors—validation. (1)	9	0
10. Couldn't Recall Anything	2	0

* Numbers in () are the number of comments made in the subcategory on the telephone survey.

Fifty respondents on the telephone survey mentioned that receiving the free books was useful to them. At first glance, it appears that this is quite a change from the initial survey, but in fact it is not. On the initial survey respondents were asked to rate for usefulness "the free books provided." Of 306 responses, 88.2% said that receiving the free books was very useful and 11.8% said it was useful. Thus on both the initial and follow-up telephone surveys receiving the free books was highly popular and useful to respondents.

A similar interpretation is appropriate for the second category, "Specific Aspects of the Program (e.g., skills, newsletters, games, etc.)." The initial survey asked respondents to rate for usefulness the following related areas: "Learning things I can do at home to help my child/children get ready to read," "Learning rhymes and songs that will help my child develop early literacy skills," and "The Bookworm Newsletter." Initial survey respondents provided eleven comments on the open-ended item asking for additional things that were then to be rated

for usefulness that fell into this category. On the initial survey both the forced choice items and the items listed in response to the open-ended question were rated highly for usefulness, so it is a positive outcome to have evidence from the telephone survey that these beliefs have remained months after program completion. In short, what is important is that on both initial and follow-up surveys respondents rated a number of specific aspects of the program as very useful.

The third category “Makes Kids Feel Special/Pride of Book Ownership” represents a shift from initial to telephone follow-up surveys. Pride of book ownership was much more prevalent on the follow-up surveys. There was no similar forced choice item on the initial survey and this theme did not emerge strongly on the initial survey in the open-ended response item. But the theme of pride of ownership came through strongly in the telephone surveys. Caregivers talked about how their child was proud of their book collection, returned to it regularly to choose books to read, and had a special feeling towards the First Books. This new category of response and its relative prevalence is a heart-warming and important outcome of the First Book program since a primary program goal is to put high quality children’s books into children’s hands who might otherwise not have access to them. The telephone survey results show that over time parents and caregivers come to see the special place these books have in their child’s life and realize how important this is to both the child and them as parents and caregivers.

The fourth category, “Motivation to Read/Encourages a Love of Reading,” can be interpreted similarly to the third category which was discussed immediately above. There was no similar forced choice items on the initial survey and this theme did not emerge strongly in the open-ended comments on the initial survey, so the larger number of responses in this category from the telephone survey is notable. Again, these insights from caregivers may accrue over time as they watch their children maintain interest in reading and books, so when they are asked months later what has been useful for them, their child’s motivation to read and interest in reading stands out.

The fifth category, “Excitement about Books and Reading,” is closely allied to the previous one that focused on motivation to read and encouraging a love of reading. Comments under the “Excitement about Books and Reading” category focused specifically on children being excited about the books they received and about reading those books and others. There were not that many comments under this category from either administration of the survey but having parents and caregivers talk about their children’s excitement months after the program ended is a positive outcome of the program. Additionally, if this category and the previous one, “Motivation to Read/Encourages a Love of Reading” are put together, 22 respondents mentioned their child being motivated or excited about books and reading. Placing high quality children’s books in the home appears to have long-lasting positive consequences.

The sixth category, “Parent/Caregiver Book Awareness,” was a new category that emerged from the telephone survey data. But it must be kept in mind that a yes/no question asked respondents if they are “more aware of good books to share with my child/children.” Over 90% of respondents on both the initial and telephone surveys said “yes” to this question so not having a higher frequency of comments like this is fully understandable since the issue had been covered previously on the survey. What these responses to the open-ended question provided was elaboration on this issue. Telephone survey respondents talked about how the First Books made them aware of the range and quality of children’s books available. For example, one parent said she would not have picked some of the First Books but once she had experience with

them she realized their quality and how much her child enjoyed them. For these five respondents the books opened up possibilities that they were not aware of prior to the First Book program.

“Spending Quality Time with Child and Having Fun” was a theme on both surveys but in neither case was it a highly prevalent theme. But even though it was not a common response, the category represents another positive outcome of the First Book program and underscores the important finding that the program touches people in very different ways. This is a strength of the program since in touching people in a variety of ways the program’s ability to successfully reach a diverse audience is enhanced.

No one mentioned “Craft Projects” on the telephone survey, and only a few did on the initial survey. There was no forced choice item on the initial survey that related to crafts and other hands-on activities associated with the books, so on both surveys these responses were generated from the parents’ and caregivers’ memories without prompting. But what isn’t present may be as important as what is. The lack of responses in this category may reveal a potential weakness in the program. If local libraries and the ICFL want parents to do crafts and other activities around the First Books sent home, then the surveys may point up a weakness in the program concerning accomplishing this goal.

Finally, as would be expected when 67 people respond to an open-ended question like “what was useful to you from the program” there were responses that didn’t fit under any category. Table 4-3 catalogs the responses all of which were quite complimentary of the First Book program. Respondents appreciated receiving help. One parent was validated by the program since she now knows that the things she was doing at home in regards to early literacy were the right things to do. Two English language learners felt the program was a wonderful way for them and their children to be exposed to more English. In both cases the parents reported that they felt their English had improved as a consequence of the program. The “Miscellaneous” category further underscores what was said previously. Although none of these comments were prevalent enough to result in a separate category, their diversity underscores how the First Book program touches people in very different ways. This is a strength of the program that should be maintained.

Section 5: Other Anecdotal Comments from the Telephone Surveys

Many of the telephone survey respondents talked and shared additional insights and information that went beyond the questions asked. The telephone surveys oftentimes took on a conversational tone where the telephone operator and the respondent talked openly about the First Book program and the respondent’s children. Much quality information was obtained from these conversations. It is a credit to the local libraries and their partners in the First Book program that such good will was generated that respondents were very willing to talk with a stranger about their experience and their children’s experience with the program.

Two interesting themes emerged from these enhanced conversations that provide important information for local libraries and the ICFL. These themes have been mentioned and discussed in earlier sections of this report but will be addressed in greater detail here. When responding to questions 1e and 1f of the yes/no questions, sixteen respondents mentioned that they don’t use the library to check out books or attend programs at the library because their children are in public school. For these respondents, when children are in school, the school library becomes the place where books are checked out. And because of the busy lives that parents and children lead while school is in session, these parents said that they didn’t have time

to participate in library programs. Five of the 16 respondents specifically mentioned that they use the public library during summer and then during the school year rely on the school library. Respondents were not asked this but they volunteered this information as they elaborated on the answers they provided to the specific questions. Their qualifying why they don't patronize the library is quite interesting and perhaps important. Even if local public libraries and the ICFL are already aware of this phenomenon, discussions are needed about the possibility of developing programming and marketing that draws parents and their children in to the library during the school year. For example, knowing what books are being used in local elementary schools and then advertising that the library has more books like those being used might draw patrons in. Additionally, developing programming that closely aligns with school curricula and instruction such as home work night or teachers in the library night might change parents' perceptions about the role of the library during the school year.

Section 6: Conclusions and Recommendations

The telephone survey corroborated all of the positive findings from the initial surveys for both the First Book program and the Family Workshops, and it failed to unearth any significant weaknesses in the programs. Months after program completion parents and caregivers continued to do the things that they had reported on the initial surveys. In short, results from the telephone survey show that the First Book program and the Family Workshops have sustained positive impacts on parents, caregivers and children across many months. It is likely that these positive behaviors and attitudes will remain even longer. These are very important findings for all stakeholders. If the programs had only transitory effects, then significant program changes and improvements would be essential going forward, but this is far from the case. Instead, there is evidence that the programs have sustained positive impacts over considerable spans of time. Given this, the most important thing to do going forward is to find additional resources so that the programs can be provided to more people. Of course, continued study of program outcomes is essential to make sure that the findings reported herein are replicated over time. No one study should be seen as definitive so additional, high-quality evaluation research is needed.

Self-report information is always suspect because respondents can say that they do something that in actuality they don't really do or they can say that they don't do something that in actuality they really do. This was a concern about the initial survey data. In many instances, it is likely that initial survey respondents were sitting in close proximity to friends and community members as they completed the survey. It is thus possible that when they came to questions on the survey that had socially acceptable answers they responded in socially acceptable ways that positioned them in a positive light around their peers, but did not actually reflect their true behaviors. This bias can cut both ways. Take for instance the yes/no question on the surveys asking respondents if they read more to their children as a consequence of program participation. In some instances respondents might say "yes" to this question when in reality they didn't read more. A "yes" response reflects socially acceptable behavior—reading a lot to your children. Or, it is also possible that some might answer "no" because by doing so they look as if they were reading as much as they could to their children prior to program participation. Again, this would be a socially acceptable answer within certain contexts. These are just hypothetical examples provided for illustration. Almost all of the questions on the survey had social value that might influence how respondents answered, especially when in close

proximity to friends, community members, and library staff who might take the survey from the respondent when it is completed.

The telephone survey provided evidence, although anecdotal, that response bias due to social acceptability might not have been a significant factor on the initial surveys. As mentioned previously, conversations were quite common between the telephone operator conducting the surveys and the respondents. Respondents spontaneously elaborated on their responses to particular questions and provided examples and explanations of their behaviors. It is still possible that the highly favorable responses to the questions on the telephone survey and the spontaneous elaborations were driven by respondents wanting to appear to do the right thing for their children (i.e., the socially acceptable response), but this is not likely. Elaborations were quick and forthright so if they were driven by social acceptability the people were very quick to concoct highly plausible examples of their changed behaviors. A more plausible explanation is that the respondents truly believe that their behaviors have changed and they have evidence for this that they wanted to share. They wanted to share not to “look good” in front of others but because they were pleased with what they had done and the outcomes they had witnessed. It can never be known for sure just how accurate any self-report data is unless direct observations are conducted to corroborate what was said by respondents, but given that such direct observations are not possible within the context of an evaluation like this one, the best one can do is to have open, genuine conversations with respondents which allows them to provide evidence supporting what they report.

In closing, it is hard to derive recommendations from such positive data, however some do surface. But even the following recommendations need to be carefully contextualized because although there may be room for growth the foundation from which the growth will occur is already very strong:

- Continue working on increasing library use and library program participation. These items were a bit lower than others and do represent important outcomes that should be maximized for the First Book and Family Workshops programs;
- Continue exploring ways to further enhance songs and singing in Read to Me programs. It appears that this important behavior can be influenced in the short term because parent behaviors were positively impacted on the initial surveys, but these behaviors lessened over time;
- Continue conducting thorough program evaluation so that findings are replicated over time and through various evaluation designs;
- Explore whether the phenomenon of parents of school-age children using the library less during the school year is pervasive enough to warrant discussion and possible targeted programming; and
- Explore other funding options for support of these highly effective programs. Continuation and expansion of these programs should be a high priority since their efficacy appears to be quite strong over short and long periods of time.

Appendix A: Every Child Ready to Read Family Workshops Telephone Survey

Every Child Ready to Read Family Workshops Telephone Follow-Up Survey

Survey Number (Found in top corner of survey): _____

Hi. My name is _____ and I am calling on behalf of the Idaho Commission for Libraries.

Earlier this year, you and your child/children participated in the Every Child Ready to Read Family Workshops through (Put in name of library from Survey of Parents).

If you recall, the Every Child Ready to Read Family Workshops was a series of workshops where you learned about the six early literacy skills.

At the conclusion of the program you completed a survey and provided your contact information at the end of the survey.

I am calling you today to see if you are willing to answer some follow-up questions about the Family Workshops.

It will take about 3 minutes of your time.

Your name and the responses you provide will not be made available to any one. The responses from all the people we contact will be totaled and provided only in summary form.

The information will be used by your local public library and the Idaho Commission for Libraries to measure the long term impact of the Family Workshops and to make improvements to the program.

(Only ask the following if the information is not on the original survey:

Before I begin the questions, how many children do you have? And what are their ages?)

1. Please answer all of the following questions with a yes or a no:

<i>As a result of attending the Family Workshops, do you.....</i>	Yes	No
a. spend more time reading with your child/children.		
b. spend more time talking with your child/children about the books you read to them.		
c. spend more time singing with your child/children.		
d. spend more time playing rhyming games with your child/children.		
e. use the library more to check out books.		

f. attend programs at the library.		
g. continue to be more aware of good books to share with your child/children.		
<i>Following questions only for respondents with children over 2 years of age:</i>		
<i>As a result of attending the Family Workshops, do you.....</i>		
h. ask your child/children questions that prompt a retelling of a story.		
i. spend more time “playing” with letters with your child/children.		
j. show your child/children the print in signs.		

I have two more questions at this point. They are open-ended questions, meaning that they can be answered with more than a yes or no response:

2. What else have you done differently as a result of attending the Family Workshops?

3. In looking back at the Family Workshops, what was useful to you from the program?

Appendix B: First Book Telephone Survey

First Book Telephone Follow-Up Survey

Survey Number (Found in top corner of survey): _____

Hi. My name is _____ and I am calling on behalf of the Idaho Commission for Libraries.

Earlier this year, you and your child participated in the First Book program through (Put in name of library from Survey of Parents).

If you recall, the First Book program provided a book each month for your child.

At the conclusion of the program you completed a survey and provided your contact information at the end of the survey.

I am calling you today to see if you are willing to answer some follow-up questions about the First Book program.

It will take about 3 minutes of your time.

Your name and the responses you provide will not be made available to any one. The responses from all the people we contact will be totaled and provided only in summary form.

The information will be used by your local public library and the Idaho Commission for Libraries to measure the long term impact of the First Book program and to make improvements to the program.

(Only ask the following if the information is not on the original survey:

Before I begin the questions, how many children do you have? And what are their ages?)

1. Please answer all of the following questions with a yes or a no:

<i>As a result of the First Book Program, do you.....</i>	Yes	No
a. spend more time reading with your child/children.		
b. spend more time talking with your child/children about the books you read to them.		
c. spend more time singing with your child/children.		
d. spend more time playing rhyming games with your child/children.		
e. use the library more to check out books.		

f. attend programs at the library.		
g. continue to be more aware of good books to share with your child/children.		
<i>Following questions only for respondents with children over 2 years of age:</i>		
<i>As a result of the First Book Program, do you.....</i>		
h. ask your child/children questions that prompt a retelling of a story.		
i. spend more time “playing” with letters with your child/children.		
j. show your child/children the print in signs.		

I have two more questions at this point. They are open-ended questions, meaning that they can be answered with more than a yes or no response:

2. What else have you done differently as a result of the First Book program?

3. In looking back at the First Book program, what was useful to you from the program?

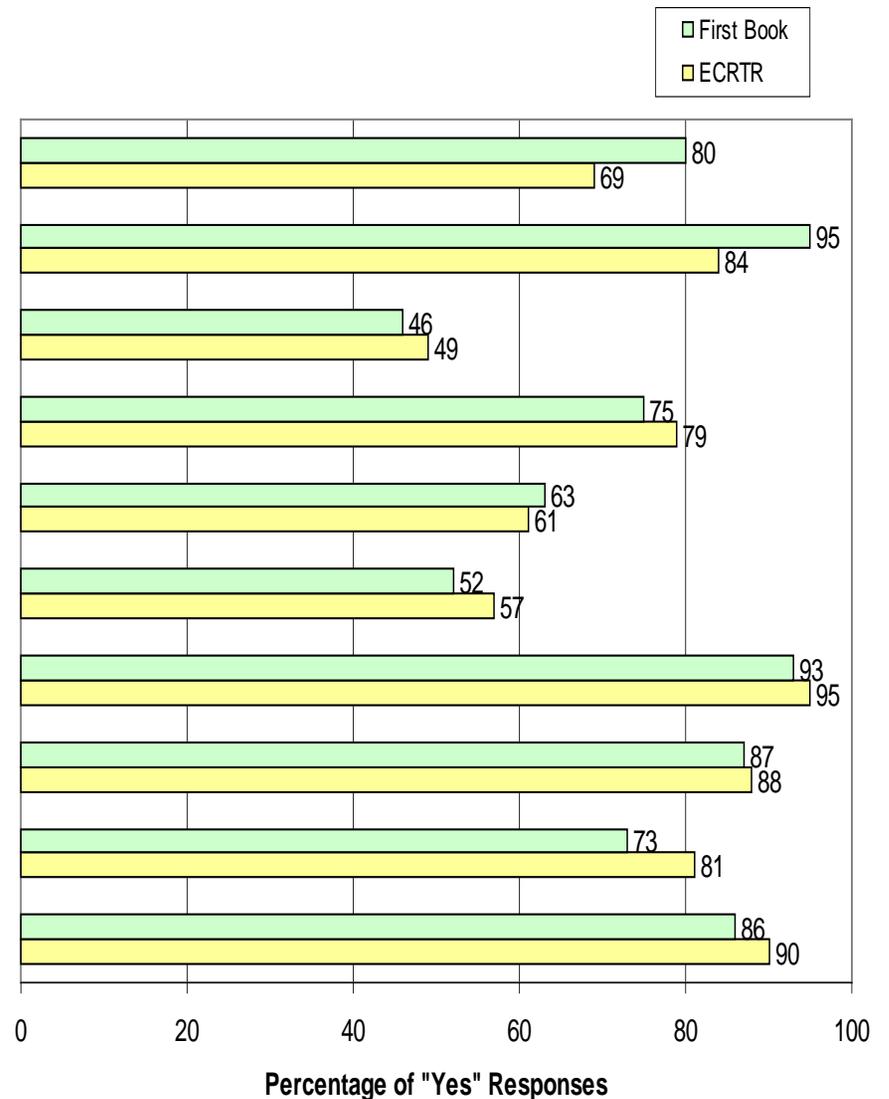
Appendix C: Bar Chart of Telephone Survey Results: First Book 2008-2009 and ECRTR Family Workshops Spring 2009

ADULT EARLY LITERACY BEHAVIOR CHANGES

Results from the First Book and Every Child Ready to Read Family Workshops 2009-2010 **Follow-up Telephone** Survey*

As a result of attending ECRTR or participating in First Book, I:

- 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.
- 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.



* First Book: 162 usable surveys (2008-2009) for telephone contact. 67 completed telephone surveys for a 41.4% response rate.
ECRTR: 207 usable surveys (spring 2009) for telephone contact. 72 completed telephone surveys for a 34.8% response rate.

** 25% of ECRTR and 16% of First Book respondents said that they already read a lot to their child/children prior to participation.