

Your Planned Work		Your Intended Results		
Resources/Inputs	Activities	Outputs	Outcomes	Impact
<i>In order to accomplish our set of activities, we will need the following:</i>	<i>In order to address our problem, we will accomplish the following activities</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in 7-10 years</i>
<ul style="list-style-type: none"> Evidence-based Training Curricula; Library Staff's Time; Funds to Purchase Age-Appropriate Materials for Collections (in-house and outside the library); Funds to Build the Training Capacity of Library Staff for Evidence-based Curricula Funds to Develop and Offer Programs; Funds to Develop and Offer Outreach Services; and 	<p>The Advisory Group will launch at least one recommendation that came out of the planning process for the <i>Statewide Early Literacy Initiative</i>;</p> <p>The Advisory Group will implement a statewide early literacy training program for all library staff;</p> <p>The Advisory Group will meet regularly to plan, direct, and evaluate success of training efforts;</p> <p>The Advisory Group will design and implement a</p>	<p># of library staff who attend training using evidence-based early literacy curricula;</p> <p># of new early literacy programs added;</p> <p># of new materials purchased;</p> <p># of new services initiated;</p> <p>% increase in capacity of newly training library staff to mentor/train others;</p> <p>% increase in ability to replicate and implement proven or</p>	<p>100 percent of Oregon's public libraries are providing evidence-based early literacy programs, collections and services to children 0-4, their parents and caregivers. after participating in statewide early literacy initiative training activities</p>	<p>Every Child in Oregon Enters School Ready To Learn To Read</p>

<ul style="list-style-type: none"> Funds to Develop and Offer Workshops to Parents and Caregivers. 	<p>sustainable funding strategy for activities;</p> <p>The Advisory Group will design and implement a public awareness campaign;</p> <p>Library staff will select and complete at least one “best practice activity” from the <i>Framework for Action’s</i> list (Small Steps, Next Steps, Giant Steps); and</p> <p>Members of the Advisory Group will hold at least one follow-up meeting in their region to share the <i>Framework for Action</i> and to encourage future collaboration around at least one “best practice” activity.</p>	<p>model training programs;</p> <p>% increase in enhanced capacity of libraries to collaborate with others around early literacy and language projects with others;</p> <p># of parents and caregivers who report increased confidence reading aloud to their children and nurturing the six early literacy skills; and</p> <p># of children, their parents and caregivers who access and use a public library’s early literacy programs, collections and services.</p> <p><i>(Continued next page in summary form)</i></p>		
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Outputs (continued): # of Oregon’s participating parents and caregivers who can positively support and guide the development of their young children after attending a library workshop; # of positive interactions between Oregon’s parents/caregivers and infants in the early months of life after attending a library workshop; # of Oregon’s young children who demonstrate improved school readiness skills; % of children age 0-5 who were read to every day in the last week by a family member; # of infants and toddlers in care situations who demonstrate increased levels of school readiness skills; # of 3-8 year old Oregonians in households below the poverty level who use the public library; # of adult Oregonians in households below the poverty level who use the public library; % increase in funding available to support early literacy activities; % increase in the public’s perception about the important role public libraries play in nurturing early literacy skills for children 0-5; % increase in the awareness of legislators and other policy makers of the role played by public libraries in early literacy / school readiness; and # of library staff who report increased invitations to collaborate with other early literacy influencers.

Data Sources Include: Oregon Benchmarks; Annual Household Surveys; Ready to Read Reports; Oregon State Library Annual Key Performance Measures Reports (key performance measures to Oregon Benchmarks #18 Ready to Learn; #19 & #20 Third and Eighth Grade Reading & Math); Oregon State Library High-Level Outcome Data; Oregon Population Surveys; Vision 2010 Goal Achievement Data Collection; User counts; LSTA Five-Year Plan Evaluation Report; Circulation Statistics; Attendance Statistics; Observations; Anecdotes; Self-reports; Kindergarten Teacher Surveys; Workshop Training Evaluation Forms; Surveys; Pre-and Post-assessments; Comments from participants; Media stories; Research conducted by early literacy influencers; Focus groups; Key informant interviews; National Center for Education Statistics (Longitudinal studies; EDI Indicators like the percentage of children age 3-5 who were read to every day in the last week by a family member; and reading literacy analyses); US Census data; Oregon data relating to school success and graduation rates; decreased juvenile crime and substance abuse rates; and lower rates of child maltreatment; Healthy Start Status Reports (school readiness outcomes, parenting stress outcomes, health outcomes, etc.); Oregon’s individual counties reports on at least one high-level outcome relating to early childhood as part of Phase 3 data collection for Senate Bill 555 (Oregon Commission on Children and Families); National School Readiness Indicators data (www.GettingReady.org); and Data collected by Oregon Community Foundation’s Oregon! Ready to Learn Initiative.