2016 Reading for Success Grant Report
Due December 1, 2016

Library's **LEGAL** name: Important Name Memorial Library	County in which library resides: Marion
Alternate library name: City Public Library	
Library's **MAILING** address: 123 Street Name, City, OR 97301	

Library director's name: MaryKay Dahlgreen
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Key contact's name (if not director): Katie Anderson
Key contact's position/job title: Youth Services Consultant
Email address: Katie.Anderson@state.or.us
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Please check the box next to the project(s) you funded with this grant.

- ☐ Early literacy: complete and submit pages 2-4
- ☒ Summer reading: complete and submit pages 5-7

Complete and submit to the State Library page 1 and the pages of the report form related to the project(s) you funded with this grant.

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Yes	No	The reporter described how their grant funded activities attempted to achieve the outcomes specified in this grant.
Yes	No	If the outcomes were not achieved, the reporter described at least one change they might make to improve results in the future.
Yes	No	The budget indicates all grant funds received were or will be spent by December 31, 2016.
Yes	No	The reporter submitted this report date-stamped by December 1, 2016.

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SUMMER READING PROJECT REPORT (BIRTH-14 YEAR OLDS)

1. Describe the grant-funded summer reading activities your library implemented.
   We used this grant to pay for the youth reading component of our all-ages summer reading program.
   - Summer reading records for youth, including double points for reading with their family
   - OBOB, ORCA, and health/wellness/fitness books for "On Your Mark, Get Set, Read" and "Get in the Game: Read" for the circulating collection
   - Giveaway books and other incentives, including a special drawing for adults who read with the youth in their lives

   We had two performers that attracted new youth and families to the library, continued our weekly storytimes for young children and allowed families to count storytimes on their reading records as double points if they participated in storytime together, provided a librarian-led activity once a week targeting elementary school-age youth and their families, three middle school programs, and ongoing passive programs for middle school students.

   We brought the summer reading program to a migrant housing complex 3 times during the summer. First we signed-up kids, second we provided a book incentive so kids had something more to read, and third we gave out awards to finishers. During those three visits we implemented the activities we had already done in the library for elementary school-age youth with the migrant youth at the housing complex.

2. Did any of your grant-funded summer reading activities include outreach? Read the attached definitions sheet to find out what is considered outreach.
   - ☒ Yes
   - ☐ No

   If yes, how many organizations did you do outreach to? One

3. Did you partner with one or more organizations to implement any of your summer reading activities? Read the attached definitions sheet to find out what is considered a partnership.
   - ☐ Yes
   - ☒ No

   If yes, how many organizations did you partner with? N/A

4. Check the box next to one or more methods you used to evaluate whether or not school-age youth and adults made the changes you hoped to see?
   - ☐ Survey
   - ☒ Observation
   - ☒ Interview

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5. Based on the results of your evaluation, approximately how many youth maintained or improved their literacy skills over the summer as a result of participating in your grant-funded project?
   - ☐ Some (approximately 39% or fewer)
   - ☐ About half (approximately 40% - 60%)
   - ☒ Most (approximately 61% or more)

6. What changes related to maintaining or improving their literacy skills did youth make as a result of participating in the activities you described above?

   We only surveyed youth (or their parents) who turned in completed reading logs. 260 youth signed-up, 104 finished, and 26 of the finishers completed a survey. Of the 26 finishers who submitted surveys, 8 said they were reading harder books by the end of the summer, 14 said they were reading books at the same level all summer, and 4 said they read easier books by the end of the summer. This indicates that 85% of youth who finished their reading logs maintained or improved their reading skills over the summer.

7. Based on the results of your evaluation, approximately how many youth demonstrated their love of reading and learning by choosing to engage in these activities during their free time as a result of participating in your grant-funded project?
   - ☒ Some (approximately 39% or fewer)
   - ☐ About half (approximately 40% - 60%)
   - ☐ Most (approximately 61% or more)

8. What changes related to demonstrating a love of reading and learning did school-age youth make as a result of participating in the activities you described above?

   We set up displays with library materials and/or activity extension handouts at every activity and had a volunteer use a tally-sheet to document observations about whether or not people took anything from the display. It was such a disaster I don't have numbers to report!

9. Based on the results of your evaluation, approximately how many adults regularly spent time engaging in literacy activities with youth to help them develop literacy skills as a result of participating in your grant-funded project?
   - ☐ Some (approximately 39% or fewer)
   - ☐ About half (approximately 40% - 60%)
   - ☒ Most (approximately 61% or more)

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10. What changes related to engaging in literacy activities with youth to help them develop literacy skills did adults make as a result of participating in the activities you described above?

    Parents loved the new reading logs which allowed them to count reading with their kids on their adult summer reading log and their kids' summer reading logs, each getting double-points for reading together. Adult summer reading program finishers got to enter a special family prize drawing if they read a certain amount on their reading log with their kids. 190 adults signed-up for the adult summer reading program, 114 adults finished, and 74 of the adults who finished also entered the family prize drawing. That indicates that 65% of the adults who finished the program read with their children, and that adults who were reading to children were more likely to finish the adult summer reading program. This worked even better than we hoped! We got lots of positive verbal feedback from families.

11. If most youth and adults did ***not*** achieve the outcomes, what changes to your activities might you make to improve your results?

    We plan to try having displays of materials and activity-extensions again next summer because we learned a lot this year and still think it's a good idea. Next summer we will have staff document observations instead of volunteers and, instead of setting up the display to reflect the current program on the day of the activity, we'll use the display to promote the next activity.

12. How many people participated in your grant-funded early literacy project activities?
    _____ N/A (We aren't doing a project in which people will attend a program or participate in an activity.)
    260 Birth—14 year olds
    190 15 year olds and older

13. How did you collect the above participation data when you implemented your project?
    - ☒ Sign-up/registration forms
    - ☐ Head counts at programs
    - ☐ Survey/completed activity log
    - ☐ Other, please explain

14. Choose only one of the following options to illustrate how your community was impacted by your grant-funded project:

    A. Tell us about one youth who really benefited from your project.
    B. Tell us about one youth who found it challenging to participate in your project and how you plan to serve youth like him/her better in the future.
    C. Tell us what a couple parents and caregivers are saying about how your project impacted their youth.
    D. Tell us about one particularly successful aspect of your project that you think key stake holders and other libraries should know about.

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C. One family that didn't use the library consistently and seemed to be struggling with how best to support their two kids in school said the summer reading program changed all that. One child wasn't reading at grade level last year. The other child was reading at grade level, but didn't like reading so it was a struggle. Everyone in the family working to reach reading goals and having to read together to enter the family prize drawing motivated them to develop a reading habit and start reading chapter books aloud. Both kids love to read now and are reading at grade level. The summer reading program ended months ago, but the family keeps coming back to the library looking for the next family read-aloud!

STATEWIDE SUMMER READING PROGRAM PROJECT BUDGET

	List things necessary for implementing your Reading for Success project	Amount of **Reading for Success** funds used to pay for this	Amount of **Library Budget** used to pay for this	Amount of **other sources** used to pay for this	**TOTAL**
Library Staff	Staff estimate ($5,500) Volunteers estimate ($250)		$5,500	$250	$5,750
Materials for Circulating Collection	Books, audio books, and videos	$224	$310		$534
Equipment, Furniture, and/or Fixtures					
Contracted Programs	2 performers			$698	$698
Incentives	Giveaway books ($499) Other incentives ($152)	$651			$651
Other	Reading records ($98) Storytime supplies ($54) Activity supplies ($199) Middle school program supplies ($152) Passive program supplies ($102) Marketing ($299) Mileage for outreach ($42)	$125	$221	$600	$946
TOTAL		$1,000	$6,031	$1,548	$8,579

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Library Size	**For Selecting Outstanding Projects**			
Small Large	Achieved outcomes	Innovative project	Good model	Strong partnerships improved services to underserved

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