Oregon State Library

Ready to Read Grant Program

2014-2015 Annual Report

> "Low-income families are less likely to read books; go to the library, museum or theater; take music lessons; or do organized sports activities. Yet these experiences make a difference [*in the achievement gap*], with a visit to the library being the most discriminating factor of all."
>
> Alexander, K. (April 2009). "Hopkins Study—Public Libraries Determinative in School Success". ODE, 72.

Purpose: Establish, develop or improve public library early literacy services for children from birth to six years of age and provide the statewide summer reading program for children from birth to 14 years of age.

Funding: 97¢ per child 0-14 years old; $1,000 minimum grant; $729,473 State General Funds. In 2015, each $1.00 in Ready to Read grant funds leveraged $1.66 in local funds.

Distribution: All legally established public libraries in Oregon are eligible to apply for an annual Ready to Read grant. Distribution is based on a statutory funding formula that includes number of children and square mileage of each library jurisdiction. One hundred and thirty out of 131 eligible libraries applied for and were awarded a grant.

Grants: The largest Ready to Read grant awarded was $104,432 and the average award was $5,611. Forty-nine minimum grants of $1,000 were awarded; if the minimum grant was not in the Oregon Revised Statutes, the smallest grant would have been $35.

Results: Of the 130 libraries receiving Ready to Read grants, 54% provided all three services identified as best practices in library youth services. These libraries serve 575,257 children. In 2015, the total number of children and adults attending library literacy programs was 1,397,877. The number of children and teens who achieved their summer reading goals was 68,735.

Ready to Read Spending

Seventy-one libraries reported spending $324,030 in Ready to Read grant funds on early literacy activities and 107 libraries reported spending $404,304 in grant funds on summer reading programs. Eighty-four libraries used grant funds to support bringing early literacy activities and/or summer reading programs out of the library to youth at other locations (outreach). Libraries reported using $964,835 from their own budget and $245,983 from other sources, primarily Friends of the Library groups, to help support grant activities—leveraging an average of $1.66 for every dollar they received from the state. The total cost of achieving the following results, regardless of funding source, was $1,939,152.

Outcome-Based Evalation Results

Libraries planned and implemented their Ready to Read grant-funded projects to achieve one or more desired outcomes they selected from a list of outcomes provided by the State Library. The outcomes the libraries could chose from supported the following six goals:

- Young children develop the six early literacy skills by the time they start kindergarten.
- Adults enjoy reading, singing, talking, writing, and playing with their young children regularly to help them develop early literacy skills.
- Youth maintain or improve their literacy skills over the summer.
- Youth demonstrate their love of reading and learning by choosing to engage in these activities during their free time.
- Adults enjoy spending time engaging in literacy activities with youth regularly to help them develop literacy skills.
- Public libraries make an extra effort to engage underserved youth in grant-funded activities.

Fifty-one of the 71 (72%) libraries implementing Ready to Read grant-funded early literacy activities reported most participants achieved the desired outcomes, 11 (15%) libraries reported that about half of the participants achieved the desired outcomes, and nine (13%) libraries reported that only some participants achieved the desired outcomes.

Fifty-seven of the 107 (53%) libraries implementing Ready to Read grant-funded summer reading programs reported most participants achieved the desired outcomes, 36 (34%) libraries reported that about half of the participants achieved the desired outcomes, and 14 (13%) libraries reported that only some participants achieved the desired outcomes.

> "We are following up with the families who signed up for the summer reading program, but didn't complete the reading log." Only 25% of the children who signed up for the summer reading program achieved their reading goal.
>
> *Rose Peda, Director, Sweet Home Public Library*

Maxine and Thomas W. Cook Memorial Library
Baby Tot Bop storytimes help young children develop early literacy skills and social-emotional skills. "The mother [of a three year old] has spoken to us about her concerns about him being an only child. This program has given her the opportunity to introduce him to friends and let him learn how to interact in a group setting. He began preschool this fall and he's doing wonderfully."—Carrie Bushman, Children's Services Librarian.

Josephine Community Libraries
In partnership with the Josephine County Public Health Department, Big Fun WIC Days are hosted monthly at the Grants Pass or Illinois Valley branch libraries. Participants in the Special Supplemental Nutrition Program for Women, Infants, and Children come to the library to re-register to continue to receive WIC services, participate in storytimes, and utilize other library services. On average, 150 parents and children participate each month.

Mount Angel Public Library
As a result of increasing and improving parent engagement in the summer reading program, 82% of children who signed up to participate in the summer reading program achieved their reading goal by the end of the summer (the statewide average was 33%). Eighty percent of people who submitted surveys at the end of the summer reading program reported participating as a family.

Newberg Public Library
"Many Head Start teachers started having their home visits with families at the library so the kids come to storytime. While some families readily signed up for library cards [then, most did not]. We found that after our 'Welcome to the Library Night' and our personal invitation to get library cards, many families felt more comfortable with the library and staff, and were excited to get library cards."—Korie Buerkle, Children's Librarian.

West Linn Public Library
"97% of 1000 Books Before Kindergarten survey respondents said that their child's reading/listening comprehension increased, 88% responded that their child's enjoyment of reading increased… 79% of respondents said yes, their child increased their ability to recognize printed letters and numbers."—Sarah Hinkle, Children's Librarian.

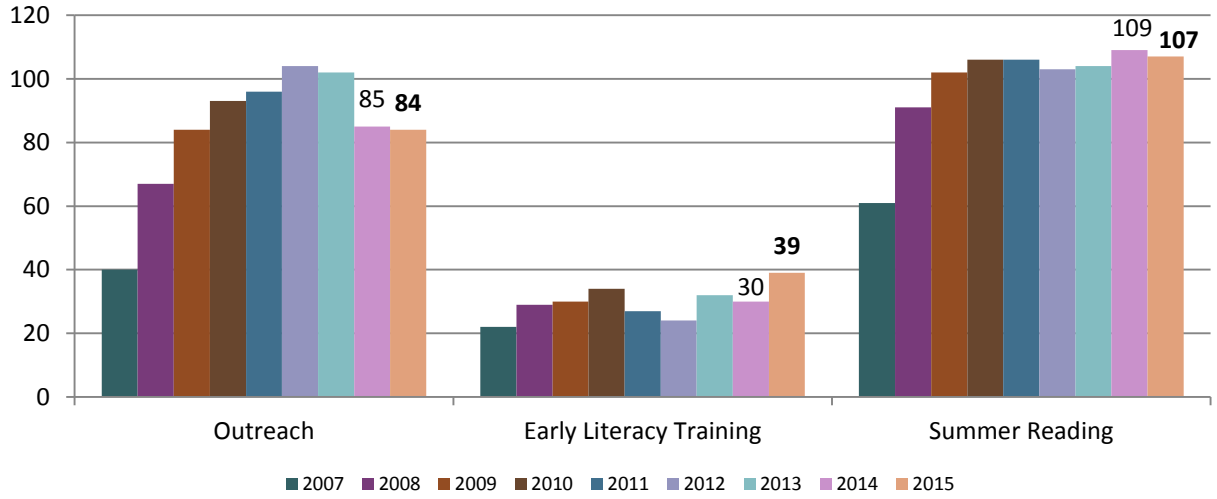
"I have read more to my kids in the last two weeks [participating in the summer reading program] than I have in the last two years."
—Parent,
Coquille Public Library

"The kids are very excited [about storytimes], they learn new vocabulary each time we read! I even learn new words… I know we have to read because they like it and it's good for their brain development—I learned that in one of the professional books also included in the tub [of children's books provided by the library]. Reading the professional book has helped me learn more about child development, kids' health, and even traumas kids might suffer."
—Childcare Provider,
Washington County Cooperative Library Services

"My [autistic] son and I started volunteering for the summer reading program together when he was in 4th Grade… this year he is going into middle school and he volunteered without me. The summer reading program is giving him the building blocks that it takes to make it in this crazy world, and I could not be more proud and grateful… we couldn't do it without the library.
—Parent,
Multnomah County Library

The State Library has established three metrics that measure the effectiveness of the Ready to Read Grant Program. The first metric is the State Library's Key Performance Measure (KPM) #8, percent of Ready to Read grantees incorporating best practices into their services to children. The first metric has been broken into three parts.

Metric 1(a): *Number of libraries using Ready to Read grants to fund each best practice*



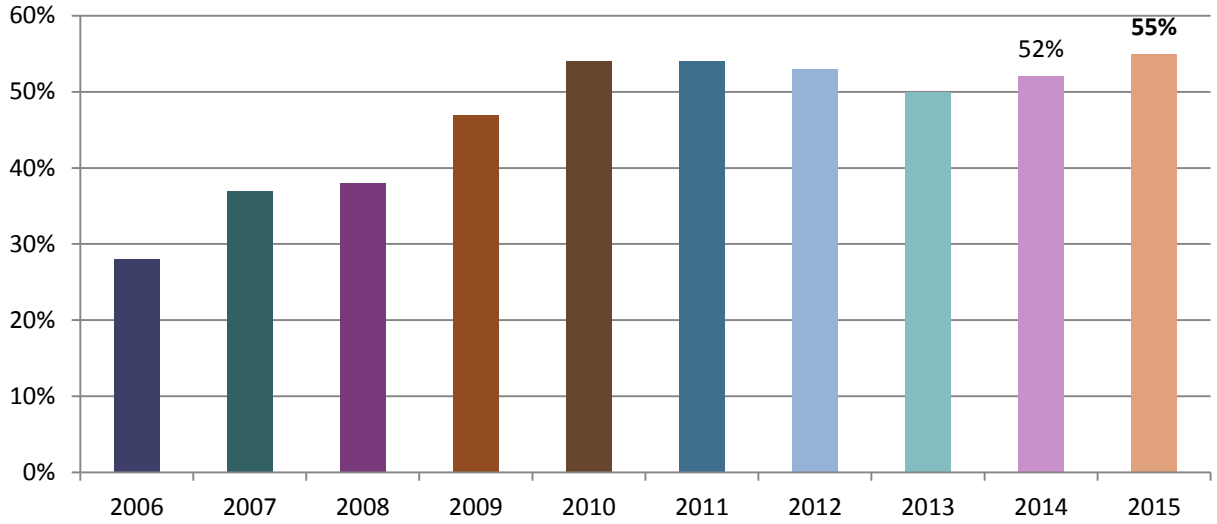
What it measures: Eighty-four libraries used their Ready to Read grant to support outreach, 39 libraries used their Ready to Read grant to support early literacy training for parents and childcare providers, and 107 libraries used their Ready to Read grant to support summer reading programs. Twenty-four libraries used the grant to support all three best practices and seven libraries did not use Ready to Read to fund any best practices.

Factors affecting results: The State Library learned that there was confusion about the definition of early literacy training. In response, definitions of the all three best practices were included with the 2014-2015 grant report form. While reviewing grant reports State Library staff didn't notice many changes in early literacy activities. Therefore one can extrapolate that the increase in early literacy training is likely due to improved reporting. For example, Arlington Public Library uses grant funds to support storytime almost every year. In the past they did not report providing early literacy training and this year they did. They also described their storytime in more detail than in the past to demonstrate how they implement early literacy training to caregivers during storytimes.

How it relates to the Ready to Read grant program: The purpose of the Ready to Read grant is to provide libraries with funding that will allow them to provide additional services to children that go beyond the basic services most libraries currently provide. The three best practices serve as a guide to help libraries identify additional services to provide. This data shows how many libraries use the Ready to Read grant to provide each of the three best practices to achieve the purpose of the grant program. Success of the Ready to Read grant program should lead to an increase in the number of libraries using grant funds to provide the three best practices.

Data source: 2014-2015 Ready to Read Grant Final Reports.

Metric 1(b): *Percent of public libraries incorporating all three best practices in their services to children regardless of funding source*



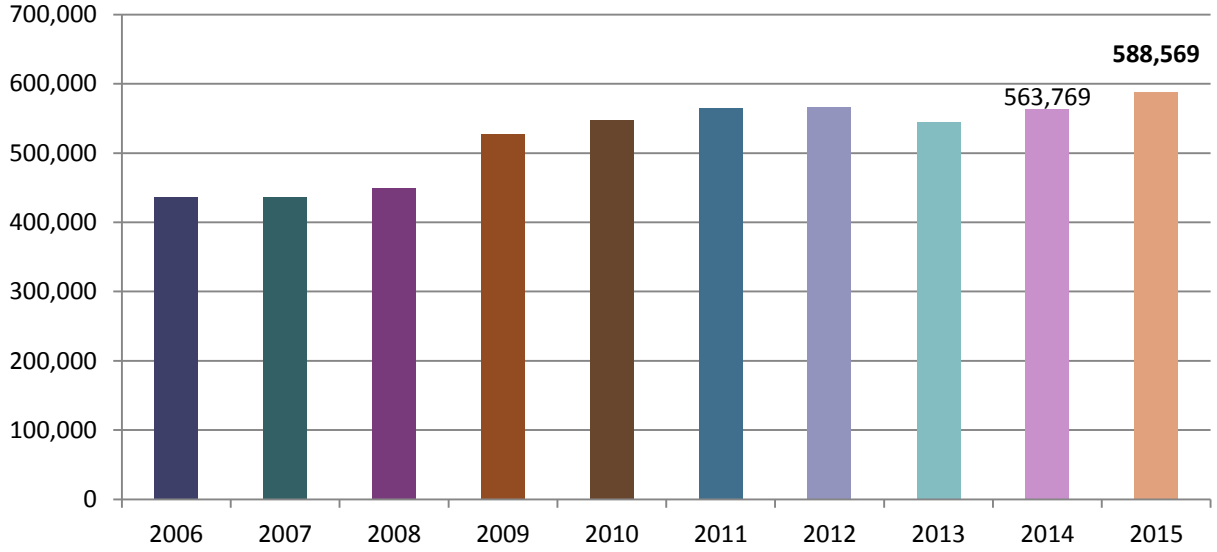
What it measures: The State Library identified three best practices in library services to children that research shows can have the greatest impact on reading proficiency. The three best practices are library outreach to underserved children, summer reading programs, and early literacy training for parents and childcare providers. Seventy-two of the 130 (55%) Oregon public libraries that received Ready to Read grants reported implementing all three best practices regardless of funding. Some libraries that implemented all three best practices may have used grant funds to support only one or two of the best practices or other activities altogether.

Factors affecting results: The State Library learned through conversations with libraries that there was confusion about the definition of early literacy training. In response, definitions of the all three best practices were included with the 2014-2015 grant report form sent to participating libraries. While reviewing grant reports State Library staff didn't notice many changes in early literacy activities. Therefore one can extrapolate that the increase in early literacy training is likely due to improved reporting rather than an actual increase in libraries providing early literacy training.

How it relates to the Ready to Read grant program: The purpose of the Ready to Read grant program is to provide libraries with funding that will allow them to provide additional services to children that go beyond the basic services most libraries currently provide. These three best practices serve as a guide to help libraries identify services they could implement to achieve this purpose. Success of the grant program should lead to an increase in the percentage of libraries providing all three best practices.

Data source: Annual survey of Oregon public libraries and Ready to Read grant final awards table. The two are cross-referenced to identify the number of libraries receiving grants and implementing all three best practices regardless of funding.

Metric 1(c): *Number of children served by best practice libraries receiving Ready to Read grants*



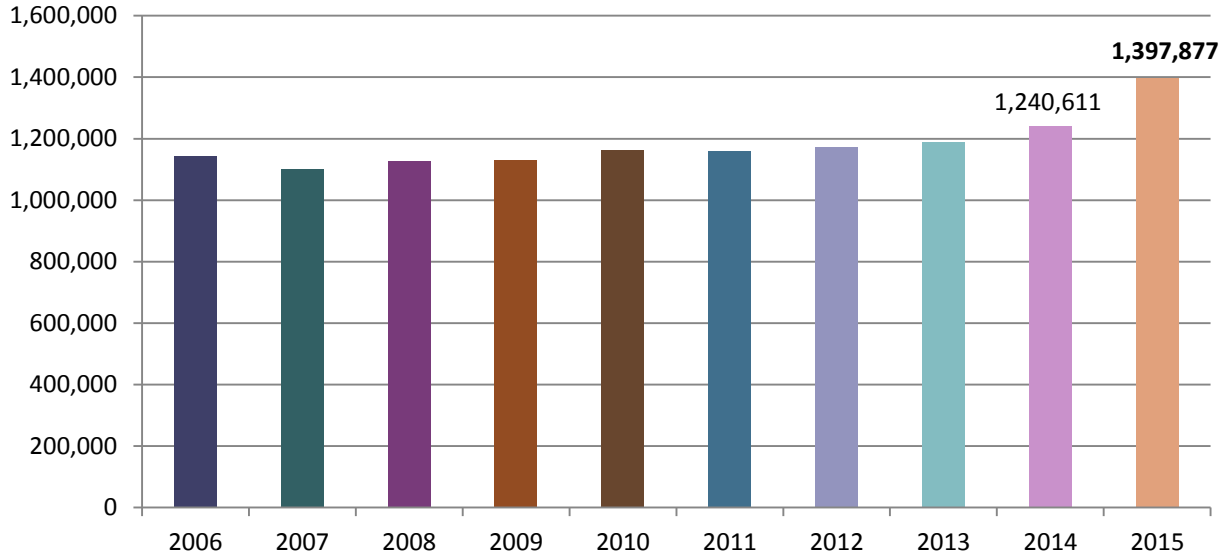
What it measures: 588,569 Oregon children lived in the service area of one of the 72 libraries receiving Ready to Read grants that provided all three best practices in 2015.

Factors affecting results: Four more libraries are implementing all three best practices than last year. Therefore, more youth are served by best practice libraries. In 2014 Coquille Public Library, Cottage Grove Public Library, and Mary Gilkey Public Library reported implementing all three best practices, but they did not in 2015. Arlington Public Library, Clackamas County Library, Emma Humphrey Library, Grant County Library, Ontario Library District, Sherwood Public Library, and Wagner Public/School Library reported they did not implement all three best practices in 2014, but they implemented them all in 2015

How it relates to the Ready to Read grant program: This data shows how many children in Oregon have access to libraries receiving Ready to Read grants that provide all three best practices. The grant helped libraries provide 575,257 Oregon children with the opportunity to access all three services that research shows can have the greatest impact on reading proficiency. Success of the grant program should lead to an increase in the number of children served by best practice libraries.

Data source: Annual Public Library Survey of Oregon public libraries and Ready to Read final awards table. These two documents are cross-referenced to calculate the number of children living in the service area of libraries receiving Ready to Read grants and implementing all three best practices.

Metric 2: *Attendance (adults and children) at library literacy programs*



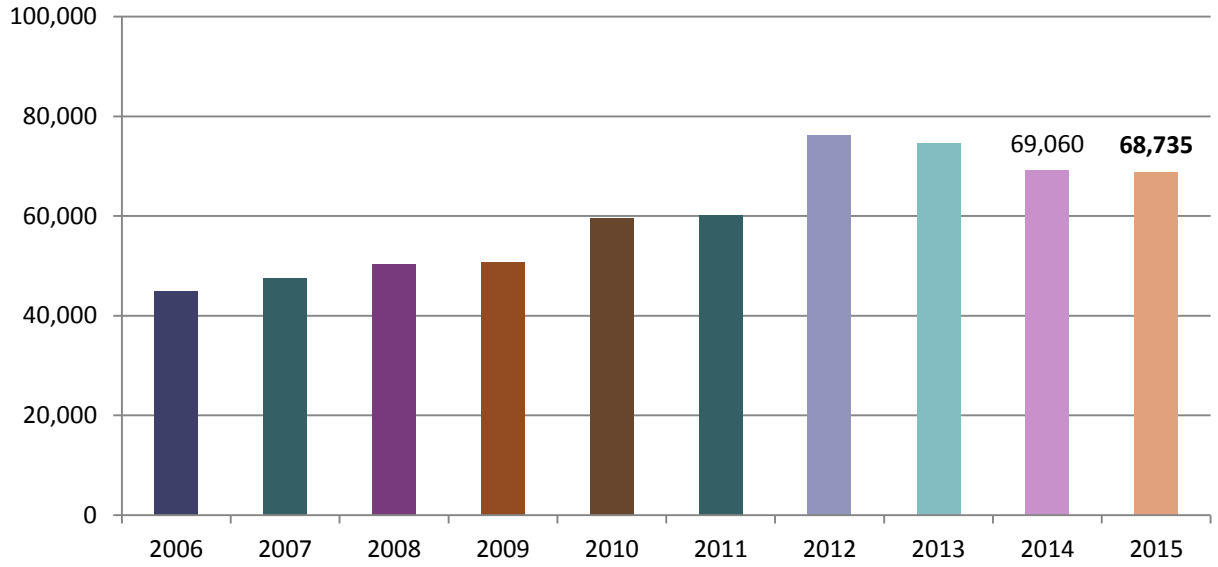
What it measures: 1,397,877 people attended children's and young adult literacy programs presented by public libraries in 2015. Library literacy programs provide children with experiences that help them develop a love for reading and the skills they need to become proficient readers. They also provide parents and caregivers with models of literacy activities they can use with their children outside the library. Examples of such programs include, but are not limited to storytimes, summer reading programs, book clubs, puppet shows, storytellers, and author visits.

Factors affecting results: Many libraries use the Ready to Read grant to provide special programs and events they could not afford otherwise. The increase in Ready to Read funding enabled libraries' ability to expand programming. In addition, many libraries selected outcomes related to increasing adult engagement with youth in early literacy activities or summer reading programs, thus the increased attendance at library literacy programs. For example, 93% of adult survey respondents reported participating with their children in summer reading programs at the Canby Public Library.

How it relates to the Ready to Read grant program: Many libraries use their Ready to Read grant funds to support their programming for children. Success of the grant program should lead to an increase in the number of people attending library literacy programs.

Data source: Annual State Library Survey of Oregon public libraries.

Metric 3: *Number of children who achieved their summer reading goal*



What it measures: 68,735 children and teens in Oregon achieved their summer reading goal. Most Oregon public libraries provide children and teens logs to record how much they read over the summer. Individual libraries set different goals for the amount children have to read in order to complete their log and turn it in for recognition. Common summer reading goals are to read ten books, read 15 minutes a day five days a week, or do ten literacy activities. Examples of literacy activities include: reading a book, writing a book review, writing a poem, or playing a fun literacy game like Dixit™ with friends/family. Most libraries have different logs for preschool children, elementary students, and teens so the reading goals are developmentally appropriate. All libraries allow children and teens to count listening to audiobooks or someone reading aloud to them in order to be inclusive of children with special needs.

Factors affecting results: In 2013 the Ready to Read grant started requiring participants to use outcome based evaluation. As a result, public libraries made changes to their summer reading programs in an effort to achieve better outcomes. For past three summers, libraries have been trying new and different activities which may account for the decrease in the number of children who achieved their summer reading goal. New best practices are starting to emerge so we should see this metric begin to improve in a year or two. An example of a new best practice is that libraries offering an adult summer reading program in which they can count the time they spend reading to or doing literacy activities with their children on their own log tend to have higher rates of children achieving their reading goal.

How it relates to the Ready to Read grant program: Most libraries use their Ready to Read grant to fund summer reading programs. Summer reading programs are one of the three best practices libraries can provide. Success of the grant program should lead to an increase in summer reading program participation.

Data source: 2006-2008 Oregon Library Association's Summer Reading Surveys, 2009 State Library's Ready to Read Final Reports, and 2010-2015 State Library's Summer Reading Surveys.

Best Practice Libraries in 2015

The State Library identified three best practices in library services to children that research shows can have the greatest impact on reading proficiency. The three best practices are services to children outside the library (outreach), summer reading programs, and early literacy training for parents and childcare providers. Best practice libraries are those that implement all three best practices.

Adams Public Library	Grant County Library	Port Orford Public Library
Albany Public Library	Harney County Library	Salem Public Library
Arlington Public Library	Hermiston Public Library	Sandy Public Library
Astoria Public Library	Hillsboro Public Library	Sherwood Public Library
Baker County Library District	Hood River County Library	Siuslaw Public Library District
Bandon Public Library	Independence Public Library	Springfield Public Library
Beaverton City Library	Jackson County Library Services	St. Helens Public Library
Canby Public Library	Jefferson County Library District	Stayton Public Library
Cedar Mill Community Library*	Josephine Community Libraries	Sweet Home Public Library
Chetco Community Public Library	Klamath County Library Service District	The Dalles-Wasco County Library
Clackamas County Library	La Grande Public Library	Tigard Public Library
Coos Bay Public Library	Lake County Library District	Tillamook County Library
Corvallis-Benton County Public Library	Lake Oswego Public Library	Toledo Public Library
Crook County Library	Lane Library District	Tualatin Public Library
Curry Public Library District	Lebanon Public Library	Ukiah Public Library
Dallas Public Library	Ledding Library	Wagner Public Library
Deschutes Public Library District	McMinnville Public Library	Waldport Public Library
Douglas County Library System	Monmouth Public Library	Wallowa County Library
Driftwood Public Library	Multnomah County Library	Washington County Cooperative Library Services
Emma Humphrey Library	Newberg Public Library	West Linn Public Library
Estacada Public Library	Newport Public Library	Weston Public Library
Eugene Public Library	North Bend Public Library	Willamina Public/School Library
Forest Grove City Library	Nyssa Public Library	Wilsonville Public Library
Garden Home Community Library*	Ontario Library District	Woodburn Public Library
Gladstone Public Library	Pendleton Public Library	

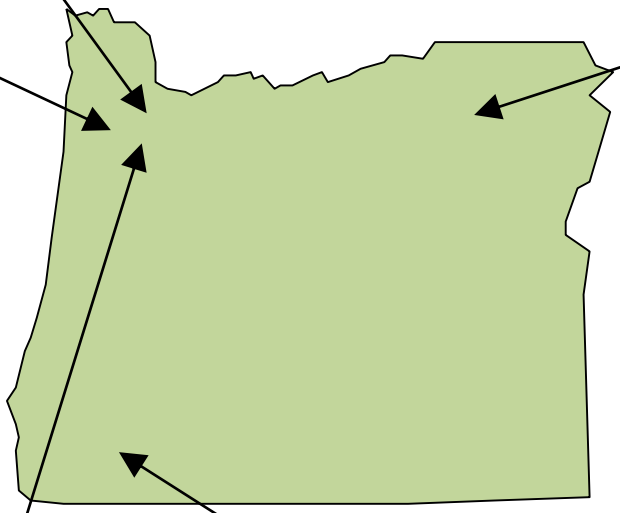
**These libraries implemented all three best practices but did not receive Ready to Read funding directly from the State Library. The number of libraries that implement all three best practices and receive Ready to Read grants is 72.The total number of libraries that implement all three best practices, regardless of funding, is 74.*

Outstanding Ready to Read Grant Projects for 2015

Each year the State Library recognizes outstanding Ready to Read Grant projects that have been particularly effective in achieving the goals of the grant program. The criteria for an outstanding Ready to Read Grant project are to adhere to the original intent of the Ready to Read Grant, promote partnerships both in and out of the library, is replicable in other libraries, enhance current library services, or focus on one or more of the three best practices.
Best practice libraries are those that implement all three library youth services best practices.

West Linn Public Library: $25,717 state funds, $2,395 library funds, and $5,100 other funds. 1000 Books Before Kindergarten, early literacy training, Spanish Language in Play training, collection development, and educational toys and manipulatives to improve a Stay and Play area in the library. ***Best Practice Library***.

Newberg Public Library: $3,689 state funds, $20,440 library funds, and $13,535 other funds. Turn Around Book baskets at sites serving at-risk families, Every Child Ready to Read training for childcare providers, monthly storytimes at Head Start, Welcome to the Library for Healthy Families and Head Start families, summer reading at outreach sites, Oregon Battle of the Books summer prep, and other summer reading activities. ***Best Practice Library***.



Cook Memorial Library: $4,831 state funds and $1,262 library funds. Baby Tot Bop storytimes based on the 6 early literacy skills and 5 early literacy practices. Implemented a new summer reading log which require youth to rate the books they read on a 1-5 star scale. Library staff used the reviews to create a Best Books Read This Summer list and display, using peer reviews to increase reading. ***Best Practice Library***.

Mount Angel Public Library: $1,000 state funds and $500 library funds. Increase the number of summer reading activities appropriate for whole families to participate together and made other changes to increase parent engagement in the summer reading program to increase the number of children achieving their reading goal by the end of the summer.

Josephine Community Libraries: $13,419 state funds, $1,000 library funds, and $4,000 other funds. First Steps toddler storytime, Sensational Storytime for children with special needs, Baby's First Book for new parents, Reach Out and Read Themed Book Bags for childcare providers, Big Fun WIC Days for participants in the Special Supplemental Nutrition Program, Books in the Park storytimes at free summer reading sites, and the Summer Reading Program.
Best Practice Library.

For more information, contact:
Katie Anderson, Youth Services Consultant, 503-378-2528, katie.anderson@state.or.us
Susan Westin, Program Manager, 503-378-5435, susan.b.westin@state.or.us