



Oregon State Library

Ready to Read Grant Program

2007-2008 Report

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

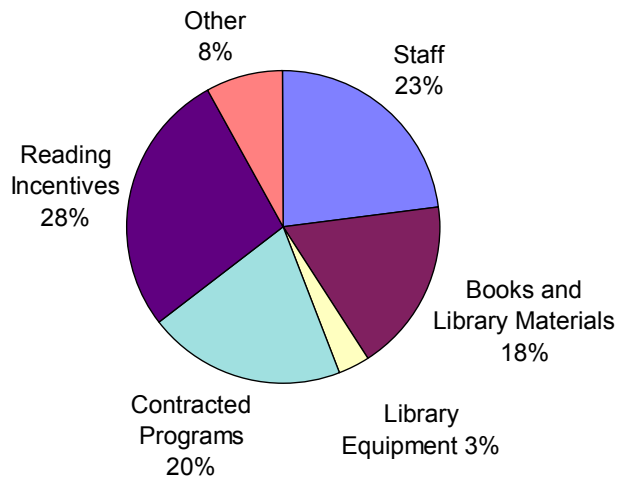
Becoming a Nation of Readers: The Report of the Commission on Reading.
The National Academy of Education, 1985.

- Purpose:** Establish, develop, or improve public library service to support literacy for all of Oregon's children, beginning at birth.
- Funding:** \$1 per child 0-14 years old, \$1,000 minimum grant; \$742,893 State General Funds. This year each \$1.00 in Ready to Read funds leveraged \$1.65 in local funds.
- Distribution:** All public libraries in Oregon are eligible to apply for an annual grant. Distribution is based on a statutory funding formula that includes number of children and square mileage of each library jurisdiction. One hundred and twenty five libraries were eligible to apply, 123 applied and 123 were awarded a Ready to Read Grant.
- Grant Amounts:** The largest grant awarded was \$119,055 and the average award was \$6,040. Forty-six minimum grants of \$1,000 were awarded; if the minimum grant was not available the smallest grant would have been \$42.
- Results:** 38% of the 123 libraries receiving Ready to Read Grants are providing all three services identified as best practices in library youth services; these libraries serve 475,703 children. 1,127,777 children and adults attended library literacy programs. 187,583 children and teens participated in the Summer Reading Program.

Use of Ready to Read Grant Funds in 2007-2008

Research shows that access to books is a key indicator of later reading success (Krashen and Neuman). Libraries spent \$128,541 of Ready to Read funds on purchasing books and other materials to increase access to quality literacy resources. For example, Emma Humphrey Public Library in Vale received a minimum grant of \$1,000. They used 1/3 of their Ready to Read grant to develop their board book and picture book collection, 1/3 to contract with someone to conduct a six-week long summer storytime, and 1/3 to develop the juvenile collection for children participating in the summer reading program. Library Director Margaret Tolman reported that while the summer storytime brought people into the library, it was really the new board book and picture book collection that created “a lot more interest from parents to bring in the small children.” As a result program attendance increased, circulation increased, and the first year-long weekly storytime was established. Emma Humphrey Public Library would have only received \$403 without the \$1,000 minimum grant, thus would have only been able to fund 1/3 of their project.

Ready to Read Spending



Ready to Read funds were also used to contract with presenters (\$146,773) or to pay staff (\$164,780) to plan and present literacy programs such as storytimes, early literacy training for adults, storytelling, puppet shows, and summer reading programs. The \$1,000 minimum grant made it possible for Lakeside Public Library to hire staff to plan and present the library’s first weekly storytime. Library Director Nadine Goodrich reported that storytime brought more parents and their young children into the library, increased circulation, and they received a number of “positive comments from Lakeside citizens about the library’s service to the community as a whole.” In response to community feedback, the Lakeside City Council provided \$2,000 in additional funds to the library budget dedicated for children’s programs and materials.

Libraries spent \$198,563 on reading incentives that were given to children participating in programs. The most common reading incentive was giveaway books to support literacy at home. The Mapleton Branch of the Siuslaw Public Library developed an early literacy giveaway book project based on research that shows that the number of books in a child's home is a key indicator of later success (Victor Goertzel). Mapleton Library staff went to the local kindergarten class, presented a storytime, and distributed bookmarks with early literacy tips and a coupon that could be redeemed at the library for a free book. As a result, the kindergarten teacher brought her whole class to the library on a field trip to redeem their coupons. This event inspired a new outreach program to the school. In October 2007 only five children under the age of six visited the Mapleton Branch; by April 2008 thirty-six children under the age of six visited and in July 55 children visited. Parents became so enthusiastic about the library and the giveaway book program that they requested a storytime. In October 2008 the Mapleton Branch started its first weekly storytime.

Libraries spent \$14,520 on equipment, primarily furnishings to create early literacy rich environments. Children's furnishings and educational toys expose children to an environment that connects reading to real-world experiences (National Association for the Education of Young Children). Other expenses (\$48,989) were primarily spent on promotional materials, program supplies, and transportation for outreach programs. In most cases the families that come to the library already know the value of reading to their young children, and about the resources the library makes available to help them enrich their child's life. Families who do not come to the library are typically the ones who need it most, and it is their children who suffer as a result. Therefore libraries must travel to provide outreach services and resources to childcare centers and other programs that these families already participate in, in order to reach these children (McCleaf Nespeca).

Based on results of the 2006 Statewide Early Literacy Initiative, 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. In 2007-2008 there was a significant increase in the use of the Ready to Read Grant to fund these best practices. In 2006-2007, 120 libraries submitted Ready to Read final reports. That year 40 libraries reported using the Ready to Grant to fund outreach, 22 used the grant to fund early literacy training, and 61 used the grant to fund summer reading programs. In 2007-2008, 116 libraries submitted Ready to Read final reports. Last year 67 libraries reported using the Ready to Read Grant to fund outreach, 29 used the grant to fund early literacy training, and 91 used the grant to fund summer reading programs. The 2007-2008 Ready to Read Grant cycle was the first to benefit from the increase of Ready to Read Grant funds to \$1 per child, with a \$1,000 minimum grant. In addition, State Library staff has been educating children's librarians about the three best practices at meetings, workshops, site visits, and via other communications.

Long and Short Term Results of the Program

The State Library has established four 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, approved by the Legislature.

1.(a) Percent of public libraries receiving Ready to Read Grants incorporating all three best practices in their services to children.

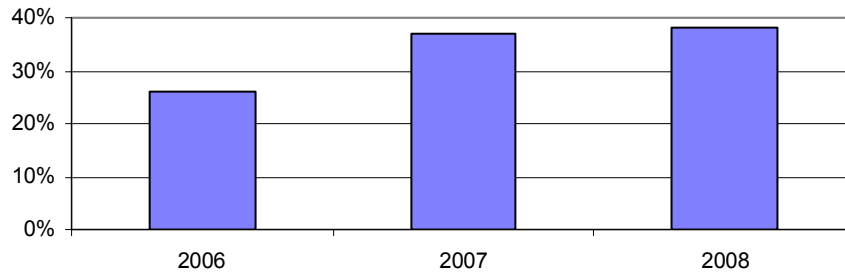
What it measures: The State Library identified three best practices in library services to children that research shows can have the greatest impact on reading proficiency. The three best practices are: services to children outside the library (outreach), summer reading programs, and early literacy training for parents and childcare providers. During the 2007-2008 grant cycle, 47 (38%) of the 123 Oregon public libraries that received Ready to Read Grants implemented all three best practices.

Factors affecting results: Over-reporting occurred on the 2006-2007 Annual Public Library survey. In 2007-2008 the definitions of providing early literacy training, outreach, and the summer reading program were clarified on the Annual Public Library Survey. In addition, the Youth Services Consultant educated library staff about reporting best practices at Oregon Library Association meetings, made phone calls to 23 libraries to clarify reporting best practices, and discussed it with children's library staff during site visits.

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 Public Library survey of Oregon public libraries and Ready to Read final awards table. Libraries may provide all three youth services best practices, but not use the Ready to Read Grant to fund them all. Libraries report which best practices they provide, regardless of how they are funded, on the Annual Public Library survey. This survey is cross-referenced with the Ready to Read final awards table to identify the number of libraries receiving Ready to Read Grants implementing all three best practices.

Percent of public libraries receiving Ready to Read Grants incorporating all 3 best practices in their services to children



1.(b) Number of children served by Best Practice Libraries receiving Ready to Read Grants

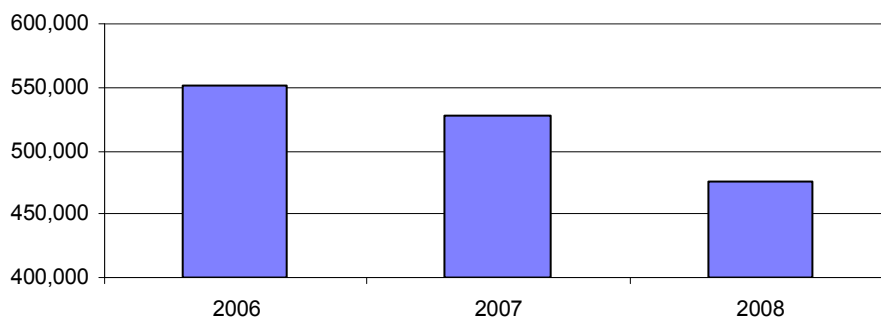
What it measures: During the 2007-2008 grant cycle, 475,703 Oregon children lived in the service area of one of the 47 libraries receiving Ready to Read Grants that provided all three best practices.

Factors affecting results: In 2006-2007 Jackson County Library was a Best Practices Library receiving a Ready to Read Grant and the 36,434 children in their service area were included in the number of children served. In 2007-2008 Jackson County Library was closed for part of the year and did not receive a Ready to Read Grant so the children in their service area were no longer served by a Best Practice Library receiving a Ready to Read Grant. Overall, the Ready to Read Grant reached 50,028 fewer children in 2007-2008 than it did in 2006-2007.

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. In 2008, the Ready to Read Grant helped libraries provide 475,703 Oregon children with access to all three services that research shows can have the greatest impact on reading proficiency. Success in 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 that implement all three best practices.

Number of children served by Best Practice Libraries receiving Ready to Read Grants



1.(c) *Library youth services best practice funded with Ready to Read Grants.*

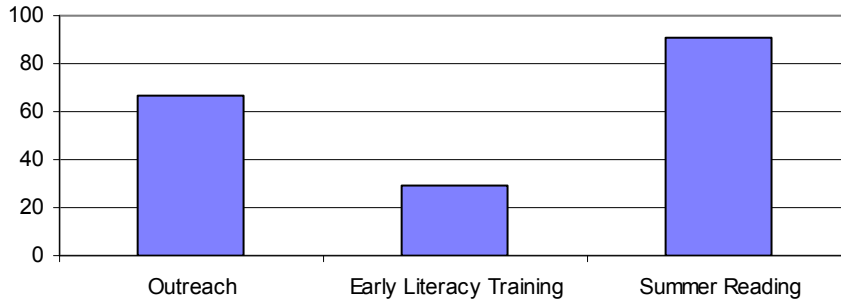
What it measures: During the 2007-2008 grant cycle 67 libraries used their Ready to Read Grant to fund outreach, 29 libraries used their Ready to Read Grant to fund early literacy training for parents and childcare providers, and 91 libraries used their Ready to Read Grant to fund summer reading programs. During the 2006-2007 grant cycle 40 libraries used their Ready to Read Grant to fund outreach (an increase of 68%) , 22 to fund early literacy training (an increase of 32%) , and 61 to fund summer reading programs (an increase of 49%).

Factors affecting results: 2007-2008 was the first grant cycle to benefit from the increase to \$1 per child and the \$1,000 minimum. Therefore, libraries received a total of \$144,871 more funds in 2007-2008 than they did in 2006-2007. The Youth Services Consultant educated library staff about best practices at Oregon Library Association meetings, tied training opportunities to best practices, and discussed best practices informally with children's library staff during phone conversation and site visits.

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 Ready to Read funds to provide each of the three best practices to achieve the purpose of the Ready to Read Grant. Success of the grant program should lead to an increase in the number of libraries using Ready to Read funds to provide the three best practices.

Data Source: 2007-2008 Ready to Read Grant Final Reports.

Library youth services Best Practices funded with Ready to Read Grants



2. Percent of birth to 4 year-olds using a public library in the past year.

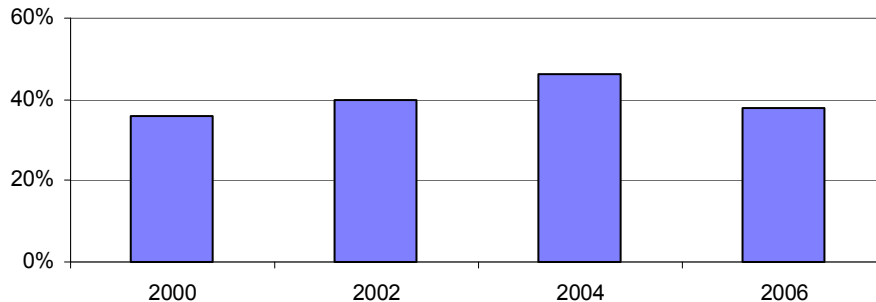
What it measure: In 2006, 38% of surveyed Oregonians reported taking their 0-4 year old children to a public library at least once during the year. This is the same data used in the 2006-2007 Ready to Read Annual Report.

Factors affecting results: This is data from the 2006 Oregon Population Survey. The 2008 Oregon Population Survey data will be available in 2009, and will be reported in the 2008-2009 Ready to Read Annual Report.

How it relates to the Ready to Read Grant Program: Under the statutes that govern the Ready to Read Grant, emphasis is placed on serving preschool children (ORS 357.740). Success of the grant program should lead to an increase in the reported use of public libraries by preschoolers.

Data source: Biennial Oregon Population Survey commissioned by the Oregon Progress Board and its state agency partners.

Percent of birth to 4 year-olds using a public library in the past year



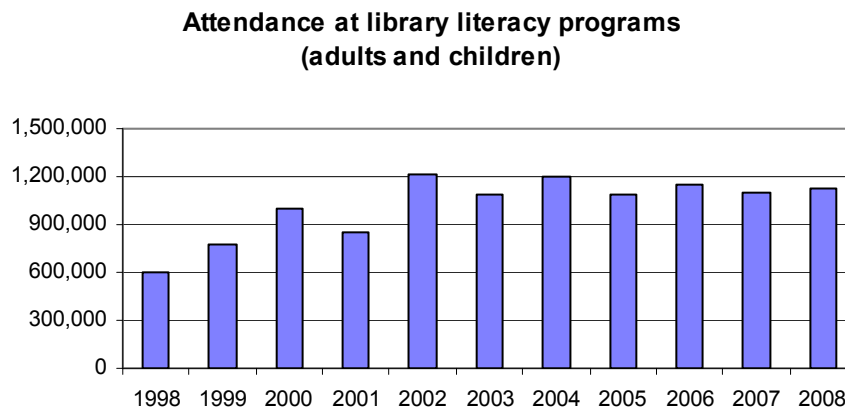
3. Attendance at library literacy programs (adults and children).

What it measures: During the 2007-2008 grant cycle 1,127,777 children and adults attended literacy programs presented by public libraries, an increase of 2.5% from 2006-2007. Library literacy programs provide children with experiences that help them develop 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 outreach programs.

Factors affecting results: The increase in Ready to Read Grant funds made it possible for libraries to provide more opportunities for children and families to attend library literacy programs.

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 attendance at library literacy programs.

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



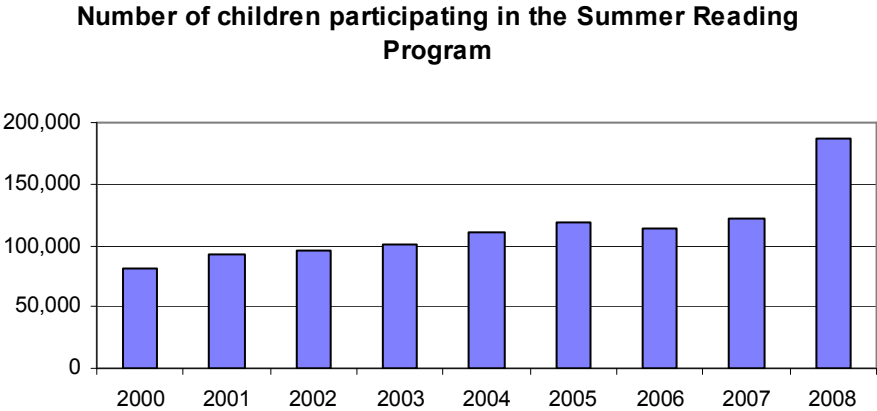
4. Number of children participating in the Summer Reading Program.

What it measures: During the 2007-2008 grant cycle 187,583 children and teens signed up to participate in a summer reading program at a public library in Oregon, an increase of 53% from 2006-2007.

Factors affecting results: The increase in Ready to Read Grant funds made it possible for libraries to improve and expand summer reading programs available to children and their families. An economic recession hit the country in 2008. High food and gas prices, mortgage foreclosures, and increasing unemployment rates created a high demand for free local programs for children to participate in during their summer vacation.

How it relates to the Ready to Read Grant Program: Many 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: 2007-2008 Ready to Read Grant Final Reports.



Outstanding Ready to Read Grant Projects for 2007-2008

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: adhere to the original intent of the Ready to Read Grant, focus on one or more of the three best practices, promote partnerships both in and out of the library, are replicable in other libraries, or enhance current library services. The outstanding projects for 2007-2008 are:

Beaverton Public Library: \$17,070 state funds, \$3,000 other funds. Implemented early literacy training for parents, Spanish storytimes, storytime performers, summer reading book incentives, summer reading performers, outreach to schools. Received excellent evaluations from 114 participants in library's first early literacy training program. Best Practice Library.

Siuslaw Public Library: \$2,793 state funds, \$1640 library funds. Implemented giveaway book program that launched new partnership and outreach program with a kindergarten, launched new weekly storytime, increased library visits of children under 6 years old from 5 children in October 2007 to 55 children in July 2008. Developed concept book and manipulatives collection which increased circulation and parent-child conversations.

Lakeside Public Library: \$1,000 state funds, \$75 library funds, \$500 other funds. Contracted staff to conduct library's first weekly storytime. Increased number of parents bringing their children to the library, increased circulation. In response to positive community feedback, Lakeside City Council donated additional \$2,000 to library budget for children's programs and materials.

Scappoose Public Library: \$2,081 state funds, \$619 library funds, \$898 other funds. Implemented outreach program to kindergartens, preschools, and Head Start; attended countywide Inter-Agency Children's Literacy meetings; provided summer reading program. Teachers learned library staff by name, and promoted summer reading. Juvenile circulation increased 7.6%, program attendance increased from 24 in September 2007 to 124 in May 2008.

Emma Humphrey (Vale) Public Library: \$1,000 state funds. Conducted six-week summer reading storytime for preschoolers, developed juvenile, board book, picture book collections. Parents so enthusiastic that the storytime was extended to December. Storytime will recommence in 2009, this is the library's first regularly scheduled weekly storytime.

Klamath County Library: \$22,000 state funds, \$7,000 library funds, \$5,000 other funds. Implemented early literacy training to staff, volunteers, childcare providers, community members. Developed early literacy outreach and in-library program. One event resulted in 90% of participants getting library cards for their infants. Expanded summer reading program. Best Practice Library.

For More Information

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