



Oregon State Library

Ready to Read Grant Program 2005-2006 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.

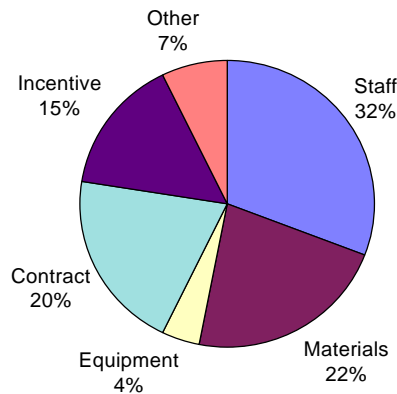
- Purpose:** Establish, develop, or improve public library service to support literacy for all of Oregon's children, beginning at birth.
- Funding:** 84¢ per child (0-14) per year: \$598,021 State General Funds in 2005-2006. In 2005-2006 each \$1.00 in Ready to Read funds leveraged \$2.24 in local funds.
- Distribution:** All public libraries 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 seven libraries were eligible to apply in 2005-2006, 120 applied and 120 were awarded a Ready to Read Grant.
- Grant Amounts:** In 2005-2006 from \$72 to \$90,329. Average grant \$4,984.
- Results:** 26% of 133 libraries are providing all three services identified as best practices to children and their caregivers; 1,143,772 children and adults attended library literacy programs; and 114,761 children 0-16 years old participated in the Summer Reading Program.

January 24, 2007

Use of Ready to Read Grant Funds in 2005-2006

Research shows that access to books is a key indicator of later reading success (Krashen and Neuman). Libraries spent \$132,693 (22%) of Ready to Read funds on purchasing materials to increase access to quality literacy materials. Through coordination with local schools, 11 libraries developed collections that support school curriculum and are recommended by local teachers. Two libraries reported that students came back to the library to show off their improved reading scores as a result of having access to these collections. Six libraries developed and expanded their audio book collection. This effort supports research that shows that listening to books three levels above a child's reading level helps them advance their reading skills (Trelease). In response to the growing number of Oregonians who speak languages other than English, 13 libraries developed collections of both bilingual books and books in other languages. Research shows that a strong foundation in the home language promotes school achievement in a second language (Cummins). These collections give families an opportunity to foster early literacy development with children in their home language. One library reported circulation increases of 59% in their Spanish collection and 246% in their Russian collection.

Ready to Read Spending 2005-2006



Ready to Read funds were used to contract with presenters (\$119,024) or to pay staff (\$186,923) to plan and present literacy programs. In response to brain development and child development research, 14 libraries established developmentally appropriate storytimes for babies, toddlers, and preschoolers. Libraries also offered a variety of programs, such as Baby Sign, bilingual storytimes, puppet shows, and summer reading activities. These programs foster the development of the six early literacy skills: print motivation, vocabulary, print awareness, narrative skills, phonological awareness, and letter knowledge. They also model to caregivers how to read aloud and engage children in early literacy development (Neuman and Teale).

Libraries purchased a variety of equipment (\$25,023), including a portable PA system for events outside the library, furniture used primarily for presenting programs, and shelving for expanding collections. Libraries spent \$92,743 on reading incentives that were given to children participating in programs. The most common reading incentive was giveaway books to support literacy at home. One librarian reported that a child was overjoyed to receive the first book she's ever got "for keeps." Other expenses (\$43,083) were primarily for promotional materials and program supplies.

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.

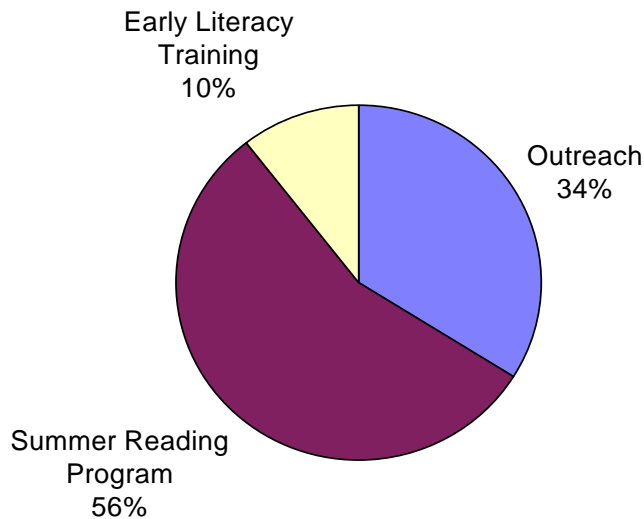
1. Percentage of public libraries incorporating best practices in their services to children.

What it measures: How many Oregon public libraries are delivering services to their communities that research shows can have the greatest impact on reading proficiency—services to children outside the library (outreach), summer reading programs, and early literacy training for families and childcare providers.

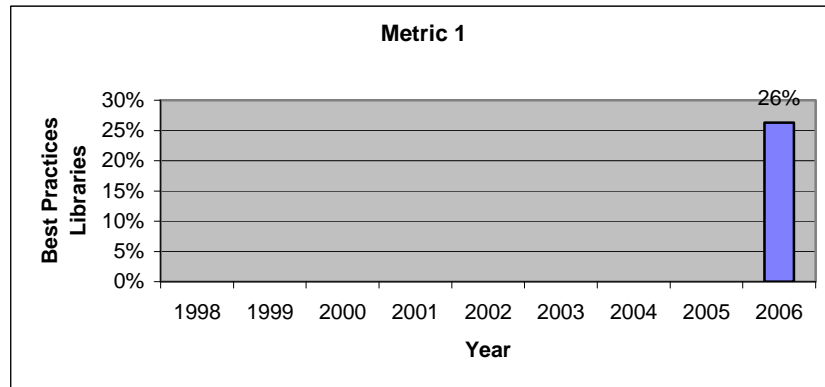
How it relates to the Ready to Read Grant Program: The purpose of the program is to provide services to children beyond the basic services that libraries traditionally provide. These best practices help achieve that purpose.

Data Source: Ready to Read Grant Final Report 2005-2006. The pie chart below breaks down best practices into three categories, showing the percentage of libraries using Ready to Read Grant funds to provide each service identified as a best practice.

Percentage of 120 Libraries Receiving Ready to Read Grants 2005-2006



Data source: Annual Public Library survey of Oregon public libraries. The Metric 1 graph shows the percentage of 133 public libraries in Oregon that are providing all three best practices, regardless of the source of funding.

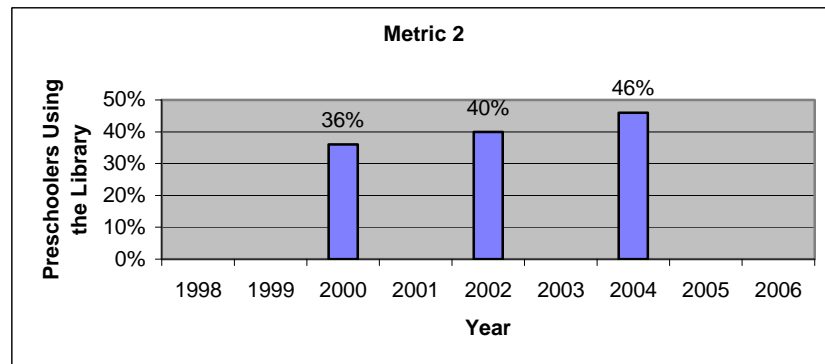


2. Percent of children 0-4 years old using a public library in the past year.

What it measure: Use of public library by Oregon preschoolers as reported by their parents and caregivers.

How it relates to the Ready to Read Grant Program: Under the statutes that govern the program, emphasis is placed on serving preschool children (ORS 357.740). Success of the 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.

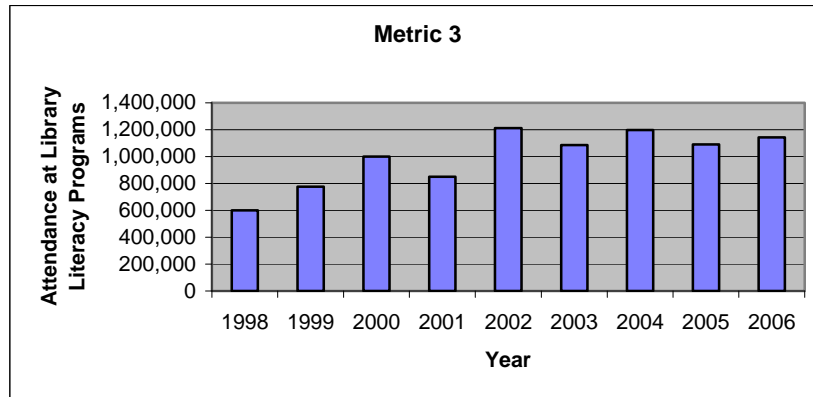


3. Attendance at library literacy programs.

What it measures: The number of people (children and adults) attending library programs that are designed to contribute to children becoming proficient readers. Examples of such programs include, but are not limited to: storytimes, summer reading programs, book clubs, puppet shows, storytellers, and outreach 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. If the grant program is successful, attendance should increase.

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

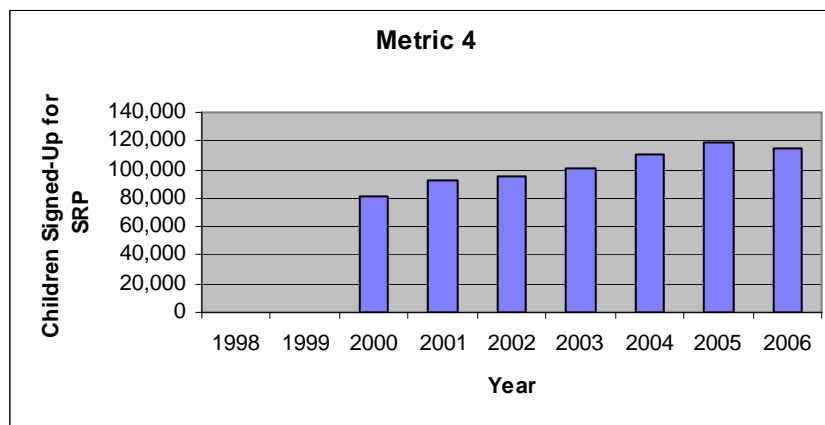


4. Number of children participating in the Summer Reading Program.

What it measures: The number of children (0-16 years old) participating in the Statewide Summer Reading program sponsored by the Oregon Library Association and the State Library.

How it relates to the Ready to Read Grant Program: Many libraries use their Ready to Read Grant to fund their Summer Reading Program. If the program is successful, participation should increase.

Data source: The Children's Services Division of the Oregon Library Association collects this data annually and reports it to the State Library.



This is the first year the State Library has collected data on best practices. Baseline data collected this year shows that 35 out of 133 libraries are providing all three best practices. Of the 119 libraries participating in the Ready to Read Grant program, 11% are using Grant funds on early literacy training for caregivers, 34 % on outreach, and 55% on the Summer Reading Program. 1,143,772 children and adults attended library literacy programs, which was an increase of 52,317 from 2005. The 2006 Oregon Population Survey results have not been released yet. There was a steady increase in the percentage of 0-4 year olds using public library between 2000 and 2004. 114,761 children from 0-16 years old signed up for the Summer Reading Program, which was a decrease of 4,768 from 2005. This decrease may be due to the current process of data collection which is being assessed.

Outstanding Ready to Read Grant Projects for 2005-2006

Each year the State Library recognizes outstanding Ready to Read Grant projects that have been particularly effective in achieving the goals of the program. The criteria for an outstanding Ready to Read Grant project are: adhering to the original intent of the grant program, emphasizing service to preschool age children and their caregivers, being replicable in other libraries, showing potential for impact over time, and building partnerships inside and outside the library. The outstanding projects for 2005-2006 are:

The **Seaside Public Library** used \$785 in state funds, \$2,960 in library funds, \$250 in other funds and partnered with their local food bank to provide a storytime and giveaway books every Friday at the food bank. The Library Director conducted a storytime, visited with children and families, handed out library card applications, gave each child a book to keep, and invited them to the library for a personal tour.

The **Newberg Public Library** used \$2,996 in state funds, \$1,900 in library funds, and \$300 in other funds to provide a family winter reading program, 4 author/literacy celebrations, and 3 early literacy workshops in English and Spanish for parents and childcare providers.

The **Springfield Public Library** used \$7,015 in state funds, \$850 in other funds and partnered with 5 local childcare centers and/or preschools to present outreach storytimes and provide classrooms with library books and teacher support materials. The librarian visited 14 classrooms a month.



The **Sherman County Public/School Library** used \$1,406 in state funds, \$456 in library funds and \$350 in other funds to provide the Summer Reading Program. Every week they packed up the program (including Hart's Reptile World) and brought it to ABC Husky Daycare in Wasco.

The **Jefferson County Library** used \$6,896 in state funds and \$1,468 in library funds to hire a travelling storyteller who visited local childcares, preschools, and schools. The storyteller also brought the Summer Reading Program to three locations.

The **Curry Public Library District** used \$928 in state funds, \$156 in library funds and partnered with the local hospital to provide Baby Bag Kits to the parents of each newborn child. Kits included a Better Homes and Gardens New Baby Book, bookmark, rattle, safety plugs, bibliography, and 3 new baby books. Most Kits were distributed at the hospital, but others were hand delivered to babies born at other locations.

For More Information

Visit the Oregon Statewide Early Literacy Initiative website to learn more about early literacy research and what Oregon libraries are doing to help every child be ready to learn to read when they start kindergarten. The website is: <http://oregon.gov/OSL/LD/youthsvcs/earlylit/index.shtml>.

Contact MaryKay Dahlgreen, Library Development Services Program Manager, 503-378-5012, marykay.dahlgreen@state.or.us or Katie Anderson, Youth Services Consultant, 503-378-2528, katie.anderson@state.or.us.

Sources

Cummins, Jim and Corson, David, eds. *Bilingual Education*. Boston: Kluwer Academic Publishers, 1997.

Krashen, Stephen D. *The Power of Reading*, 2nd edition. Libraries Unlimited, 2004.

Neuman, Susan B. "Books Make a Difference: A Study of Access to Literacy" *Reading Research Quarterly*. Vol. 34 no. 3 (July/August/September 1999) p. 286-311.

Neuman, Susan B. and Celano, Donna "Access to Print in Low-Income and Middle-Income Communities: An Ecological Study of Four Neighborhoods." *Reading Research Quarterly*. 36:1 (Jan/Feb/March 2001) p. 8-26.

Teale, William H. "Libraries Promote Early Literacy Learning: Ideas from Current Research and Early Childhood Programs." *Journal of Youth Services in Libraries*, Spring 1999, p. 9-16.

Teale, William H. "Public Libraries and Emergent Literacy: Helping Set the Foundation for School Success" *Achieving School Readiness: Public Libraries and National Education Goal No.1*. ALA, 1995.

Trelease, Jim. *The Read-Aloud Handbook*. Penguin, 2001.