



Oregon

Kate Brown, Governor

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To: Co-Chairs, Subcommittee on General Governemnt of the Joint Ways and Means Committee

From: MaryKay Dahlgreen

Date: April 23, 2015

Re: Response to question asked during 4/21/15 hearing

During the Oregon State Library Phase II budget hearing on 4/21/15 we were asked

- Who do we contract with for consultants?
- What is the cost?
- What are the results?"

See attached file for names of consultants contracted with as well as the total amount of the contract for the 2013-2015 biennium to date. The results of each contract are outlined below.

- 15-001 Oregon poet, Tim Barnes, represented the state of Oregon in the Pavillion of the States at the 2013 National Book Festival in Washington, DC
- 15-002 DC Plumer worked with the Oregon library community and State Library staff on prioritizing digitization projects requesting federal Library Services and Technology Act funds.
- 15-003 & 004 Barbara Steinberg and Deborah Gitlitz provided instruction to library staff from across the state in library services for children and youth at the biennial Focus on Children and Young Adults Institute held by the State Library.
- 15-005 The Oregon State Library Board of Trustees and staff completed a strategic planning process as well as operationalizing the 2014-2017 plan which is in the first year of implementation.
- 15-006 Hummel will attend the Research Institute for Public Libraries in Colorado with an OSL staff member this summer and they will create and present three trainings across the state on using research and evaluation to improve public library services.

Professional Service Contracts 13-15 biennium

Contract #	Contractor	Contracted Amount	Beginning Date	Ending Date	Paid to date
15-001	Tim Barnes	\$ 1,000.00	8/28/2013	9/22/2013	\$ 1,000.00
15-002	DCPlumer Associates LLC	\$ 5,000.00	5/12/2014	6/30/2015	\$ 658.30
15-003	Barbara Steinberg	\$ 350.00	8/11/2014	9/26/2014	\$ 350.00
15-004	Deborah Gitlitz	\$ 350.00	8/27/2014	9/26/2014	\$ 350.00
15-005	Coraggio Group	\$ 42,900.00	8/15/2014	6/30/2015	\$ 40,011.32
15-006	Penny Hummel Consulting	\$ 4,800.00	1/22/2015	6/30/2016	\$ -
	Totals	\$ 54,400.00			\$ 42,369.62



Oregon State Library

Ready to Read Grant Program

2013-2014 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:** 94¢ per child 0-14 years old; \$1,000 minimum grant; \$683,406 State General Funds. In 2014, each \$1.00 in Ready to Read grant funds leveraged \$1.87 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. All 131 eligible libraries applied for and were awarded a grant.
- Grants:** The largest Ready to Read grant awarded was \$96,945 and the average award was \$5,217. Fifty-three minimum grants of \$1,000 were awarded; if the minimum grant was not in the Oregon Revised Statutes, the smallest grant would have been \$33.
- Results:** Of the 131 libraries receiving Ready to Read grants, 52% provided all three services identified as best practices in library youth services. These libraries serve 563,769 children. In 2014, the total number of children and adults attending library literacy programs was 1,240,611. The number of children and teens participating in the summer reading program was 207,449.

Ready to Read Spending

Seventy-two libraries reported spending \$290,321 in Ready to Read grant funds on early literacy activities and 109 libraries reported spending \$390,914 in grant funds on summer reading programs. Eighty-five 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 \$978,768 from their own budget and \$298,175 from other sources, primarily Friends of the Library groups, to help support grant activities—leveraging an average of \$1.87 for every dollar they received from the state. The total cost of achieving the following results, regardless of funding source, was \$1,958,178.

Outcome-Based Evaluation 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 choose 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.

Sixty-six of the 72 libraries implementing Ready to Read grant-funded early literacy activities reported most participants achieved the desired outcomes, three libraries reported that most participants did not achieve the desired outcomes, and three libraries reported the results of their evaluation were inconclusive.

Ninety-eight of the 109 libraries implementing Ready to Read grant-funded summer reading programs reported most participants achieved the desired outcomes, three libraries reported that most participants did not achieve the desired outcomes, and eight libraries reported the results of their evaluation were inconclusive.

“Kids would... lose out... because they were at the other parent’s house in another town. [Next summer] I plan to make activity sheets available to those kids that they can complete while away and turn in [when they come back].”

Jennifer Davison, Director, Adams Public Library

Coquille Public Library

Parents reported that children used the flannel boards and flannel character sets they made during storytime to retell the stories at home. The parents were so receptive to the “Young Children: Stages and Books” and “Why Read 20 Minutes at Home” early literacy handouts they were asking if they could make copies to share with their friends. The information was so popular it was talked about and shared repeatedly.

Enterprise Public Library

In the past, 30-40 youth signed up for the summer reading programs and about half achieved their reading goals; teen participation was horrible. In 2013, 84 youth signed up and almost all achieved their goal. In 2014, 119 youth signed up and 72% achieved their goal. Now teens come to the library all summer long. One family reported that the summer reading program at the library was the highlight of their summer.

Helix Public Library

Children were asked science questions at the beginning of the summer (most kids only got 50% right) and again at the end of summer (most kids got 100% right). Parents said their children would come home and describe the science experiment they did that day at the library. In the past, teen summer reading participants dwindled down to 3 or 4. In 2014, the library had 11-15 teens attending consistently throughout the summer.

Newport Public Library

Johnny (not his name) attended the summer reading program at a local housing project. At the beginning of the summer, he did not want anything to do with reading. When he saw children receive t-shirts for signing-up, he decided he would try it. Then he won his own new book playing Book Bingo. When library staff returned the following week, a beaming Johnny could not wait to tell them about “Frog and Toad,” the first book he read all by himself.

Salem Public Library

Luis (not his name) came to the art-based early literacy program conducted in English and did the activities as well as he could. A few weeks later he participated in the same program, but this time it was conducted in Spanish. He went from a lost, confused little boy to a confident artist and taught his grandmother all about his art. 6,100 youth signed up for the summer reading program, 53% of them read for at least 10 hours and 34% of them read at least 20 hours over the summer.

“Kids feel as a part of community, feel special and valuable.”

—7 year-old boy,
Monmouth Public Library

“[Summer reading] was great because it helped me to practice reading and learn new stuff that will help me later on in life.”

—12 year-old girl,
Monmouth Public Library

“My son entering 2nd Grade had never read a chapter book by himself. Summer reading gave him an extra reason to read—he’s read 6 chapter books now!”

—Parent,
Multnomah County Library

“The kids are asking for extra reading time instead of screen time.”

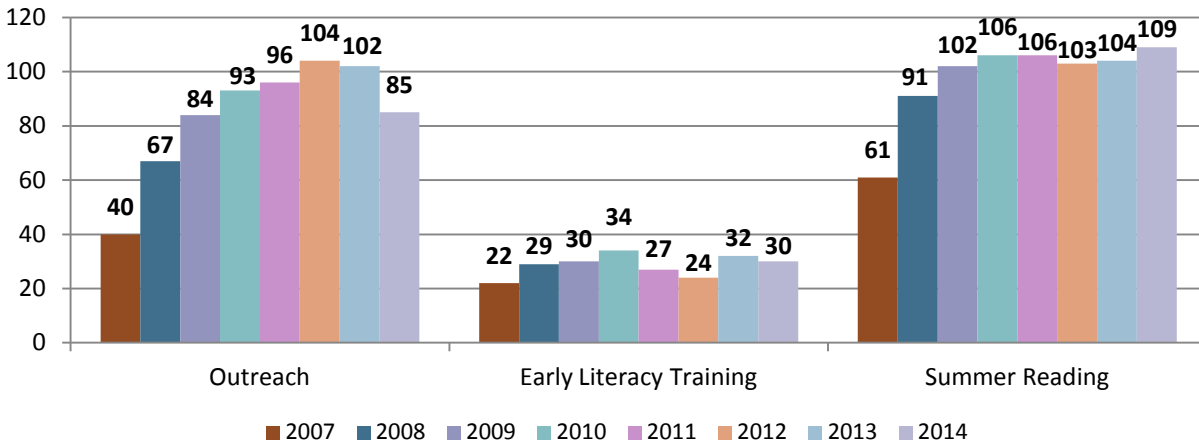
—Parent,
Multnomah County Library

“[My daughter] was a little behind in her reading, so reading all summer is helping a lot. This week’s reading compared to last month’s reading is like night and day. It helps so much to have outside reinforcement and motivation rather than just us parents.”

—Parent,
McMinnville Public 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



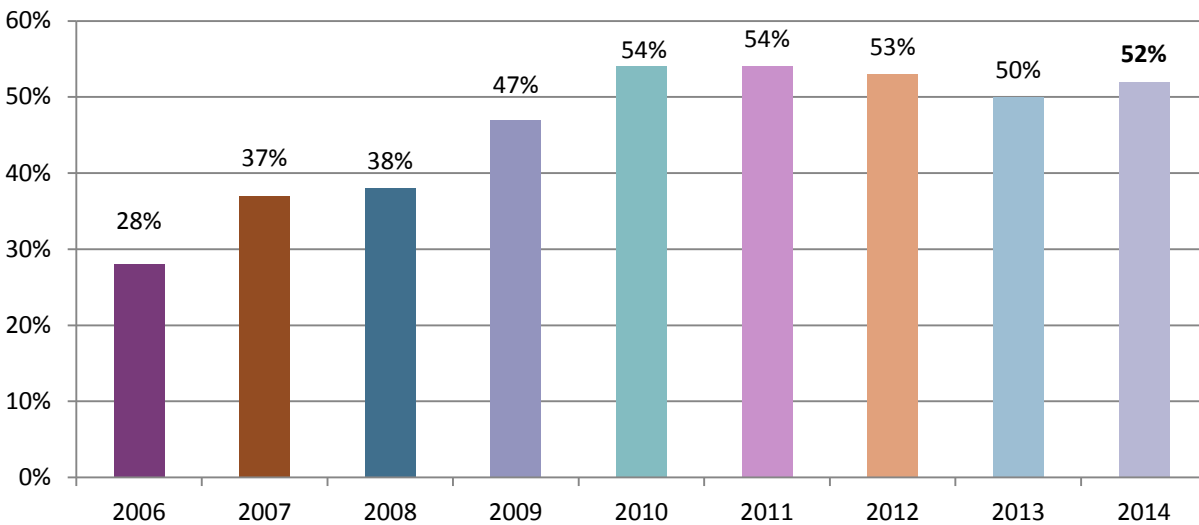
What it measures: Eighty-five libraries used their Ready to Read grant to support outreach, 30 libraries used their Ready to Read grant to support early literacy training for parents and childcare providers, and 109 libraries used their Ready to Read grant to support summer reading programs. Twenty-two libraries used the grant to support all three best practices and eight libraries did not use Ready to Read to fund any best practices.

Factors affecting results: This data shows that fewer libraries than in previous years are funding outreach and early literacy training with the Ready to Read grant. However, the data in metric 1(b) shows that two more libraries than in previous years are implementing all three best practices. One can extrapolate from this data that more libraries are using funding other than the Ready to Read grant or developing partnerships to provide best practices. For example, the Canby Public Library partnered with their local school district to prepare and deliver bag lunches to the library (free summer lunch program). Library staff served the bag lunches in the park in conjunction with their summer reading activities. This partnership enabled the library to reach out to economically-underserved youth at no additional cost to the library.

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: 2013-2014 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



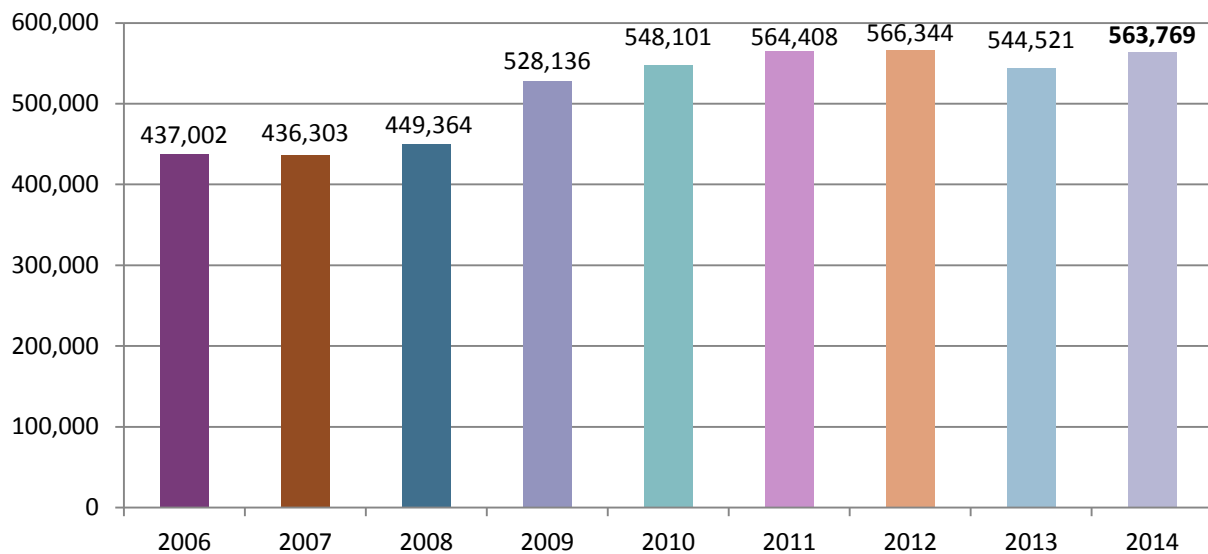
What it measures: The State Library identified three best practices in library services to children that research shows can have the greatest impact on reading proficiency. The three best practices are library outreach to underserved children, summer reading programs, and early literacy training for parents and childcare providers. Sixty-eight of the 131 (52%) 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: Metric 1(a) indicates fewer libraries are using the Ready to Read grant to fund one or more best practice, but metric 1(b) indicates that more libraries are implementing all three best practices regardless of funding. One can extrapolate from this data that more libraries are using funding other than the Ready to Read grant or developing partnerships to provide best practices. For example, the Beaverton City Library used the grant to establish their Spanish-language early literacy activities and demonstrate their impact on their community in order to make a case for using their own budget. In 2014, the Beaverton City Library started using their library budget for Spanish-language early literacy activities rather than using Ready to Read grant funds. In 2015, the Beaverton City Library plans to use their Ready to Read grant to pilot a new project.

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



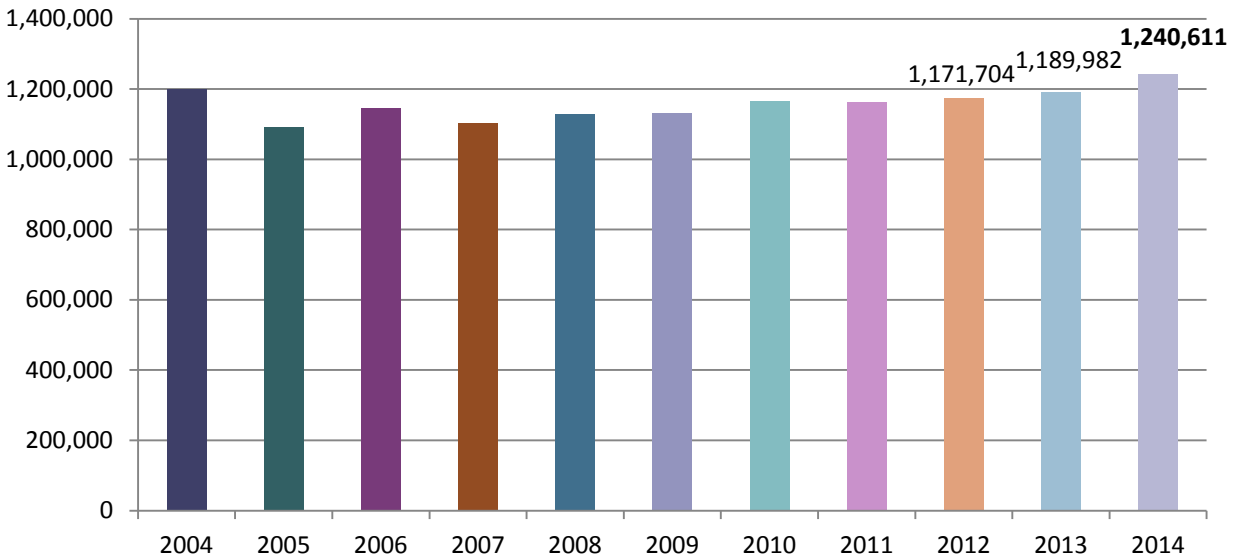
What it measures: 563,769 Oregon children lived in the service area of one of the 68 libraries receiving Ready to Read grants that provided all three best practices in 2014.

Factors affecting results: Two more libraries are implementing all three best practices than last year; therefore, more youth are served by best practice libraries. In 2013, Cornelius Public Library, Junction City Public Library, and Sherman County Public/School Library reported implementing all three best practices, but they did not in 2014. Curry Public Library District, Gladstone Public Library, Josephine County Library System, Toledo Public Library, and Weston Public Library reported they did not implement all three best practices in 2013, but they did implement them all in 2014.

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 563,769 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



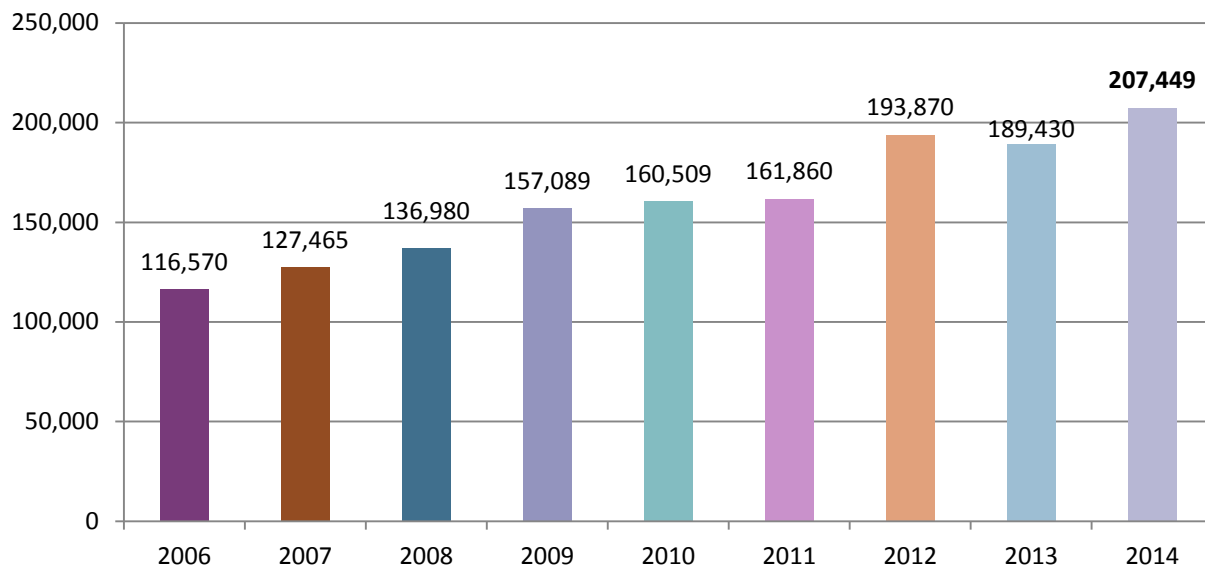
What it measures: 1,240,611 people attended children’s and young adult literacy programs presented by public libraries in 2014. Library literacy programs provide children with experiences that help them develop a love for reading and the skills they need to become proficient readers. They also provide 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, the Sherman County Library added passive programming for adults to encourage them to participate in the summer reading program with their children. As a result, more adults attended summer reading 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 the number of people attending library literacy programs.

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

Metric 3: Number of children participating in the summer reading program



What it measures: 207,449 children and teens in Oregon participated in a public library summer reading program.

Factors affecting results: The 2014 summer reading statistics indicate that 15 more libraries provided outreach to free summer lunch sites, three more libraries were free summer lunch sites, and five more libraries presented summer reading programs in Spanish compared to the 2013 summer reading statistics. There is a logical link between the increase in summer reading outreach and the increase in the number of children participating in the summer reading program. In addition, several libraries reported that encouraging adults to participate in summer reading with their children resulted in more children participating. For example, in the past, many parents at the Tigard Public Library disregarded the summer reading program for their youngest children because their babies and toddlers were not reading on their own. In 2014, the library divided summer reading sign-ups into “Read to Me” and “Independent Readers” groups. Families with very young children felt included and encouraged to participate. Participation in the Tigard Public Library’s summer reading program among 0-4 year olds increased from 579 in 2013 to 851 in 2014.

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 2010-2014 State Library’s Summer Reading Surveys.

Best Practice Libraries in 2014

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	Harney County Library	Pendleton Public Library
Albany Public Library	Hermiston Public Library	Port Orford Public Library
Astoria Public Library	Hillsboro Public Library	Salem Public Library
Baker County Library District	Hood River County Library	Sandy Public Library
Bandon Public Library	Independence Public Library	Siuslaw Public Library District
Beaverton City Library	Jackson County Library Services	Springfield Public Library
Canby Public Library	Jefferson County Library District	St. Helens Public Library
Cedar Mill Community Library*	Josephine County Library System	Stayton Public Library
Chetco Community Public Library	Klamath County Library Service District	Sweet Home Public Library
Coos Bay Public Library	La Grande Public Library	The Dalles-Wasco County Library
Coquille Public Library	Lake County Library District	Tigard Public Library
Corvallis-Benton County Public Library	Lake Oswego Public Library	Tillamook County Library
Cottage Grove Public Library	Lane Library District	Toledo Public Library
Crook County Library	Lebanon Public Library	Tualatin Public Library
Curry Public Library District	Ledding Library	Ukiah Public Library
Dallas Public Library	Mary Gilkey Public Library	Waldport Public Library
Deschutes Public Library District	McMinnville Public Library	Wallowa County Library
Douglas County Library System	Monmouth Public Library	Washington County Cooperative Library Services
Driftwood Public Library	Multnomah County Library	West Linn Public Library
Estacada Public Library	Newberg Public Library	Weston Public Library
Eugene Public Library	Newport Public Library	Willamina Public Library
Forest Grove City Library	North Bend Public Library	Wilsonville Public Library
Garden Home Community Library*	Nyssa Public Library	Woodburn Public Library
Gladstone 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 68. The total number of libraries that implement all three best practices, regardless of funding, is 70.*

Outstanding Ready to Read Grant Projects for 2014

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.

Salem Public Library: \$25,717 state funds, \$2,395 library funds, and \$5,100 other funds. Early literacy training for parents/childcare providers in English and Spanish, partnered with Early Learning Hub to identify and bring English and Spanish early literacy activities to Head Start and other childcare sites that serve high-risk families, bags of theme-based library material to circulate to families with toddlers and preschoolers, English and Spanish storytimes, and El día de los niños/El día de los libros early literacy event. Brought the summer reading program to migrant education programs and provided summer reading materials to Summer Learning, Summer Library, Summer Lunch sites. **Best Practice Library.**

Newport Public Library: \$1,091 state funds, \$4,500 library funds, and \$5,950 other funds. Expanded summer reading outreach to care programs by signing up kids on site, bringing one program to each site at which new books were given away, and returning to each site to engage the kids in conversation about their books after they had a chance to read them. **Best Practice Library.**

Helix Public Library: \$1,000 state funds and \$1,000 library funds. K-6th graders participated in weekly sessions that included reading, listening, special guest presentations, science experiments, and other activities pertaining to the weekly topic. Partnering with Parks & Recreation, teens participated in a book to screen dinner club. Summer reading participants could complete a science log and/or a reading log.

Coquille Public Library: \$1,000 state funds, \$7,302 library funds and \$1,000 other funds. Implemented weekly storytimes, including early literacy parent education and children making flannel board character sets so families could retell the story at home. Summer reading storytimes and programs were geared towards family participation and were coordinated with the free summer lunch program located right outside the library after storytime. **Best Practice Library.**

Enterprise Public Library: \$1,000 state funds, \$1,700 library funds, and \$100 other funds. Families read together and reported their progress towards their summer reading goals at their convenience. They earned tokens for reading and shopped for incentives with the librarian, discussing saving tokens to get a book or using tokens immediately to get small items. Teens came to the library weekly to solve a riddle which helped them learn how to use the library.

For more information, contact:

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