



FLORIDA STATE UNIVERSITY
FAMILY INSTITUTE



***THE FLORIDA BORN TO READ
PROGRAM EVALUATION***

Final Report

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Information Services, Tallahassee, FL

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Executive Summary

The Florida Department of State, Division of Library and Information Services, contracted with the Florida State University, Family Institute to evaluate the statewide Born to Read (BTR) Program. This program encompasses eleven BTR projects currently operating throughout fourteen Florida counties.

The BTR Program is based on the premise that libraries are environments in which early child literacy can be fostered.

The BTR Program has targeted low-income, teenage parents in the eleven catchment areas. Short term-outcomes for parents include: (1) acquiring or improving knowledge about child development; (2) learning the value of reading and using books as tools for lifelong success; and (3) interacting with children regularly. The long-term outcomes defined by the Program are (1) parents will have improved skills to be their child's first teacher; (2) children will own their own books; and (3) children will be prepared to learn upon entering kindergarten.

Introduction

The Florida Department of State, Division of Library and Information Services, contracted with the Florida State University, Family Institute to evaluate the statewide Born to Read (BTR) Program. This program encompasses eleven BTR projects currently operating throughout fourteen Florida counties.

The BTR Program is based on the premise that libraries are environments in which early child literacy can be fostered. The Division of Library and Information Services staff identified three related goals for the BTR Program. The first goal is to enable parents to see themselves as educators for their children. As a result of this process, parents can successfully rear children who are physically, mentally, and emotionally healthy. The second goal is to encourage and strengthen partnerships within communities between local libraries and other family service agencies. Based on the development of such ties, library staff can engage community partners in planning, budgeting, designing, and implementing BTR projects. The third goal promotes and emphasizes the role of the library as a resource for prospective parents in a community. The realization of this final goal would enable parents to capitalize on the resources available within local libraries.

The BTR Program has targeted low-income, teenage parents in the eleven catchment areas. Short term-outcomes for parents include: (1) acquiring or improving knowledge about their child's development; (2) learning the value of reading and using books as tools for lifelong success; and (3) interacting with children regularly. The long-term outcomes defined by the Program are (1) parents will have improved skills to be their child's first teacher; (2) children will have their own books; and (3) children will be prepared to learn upon entering kindergarten.

This report reflects two components of evaluation that will be discussed separately. The first part is a summary of the quantitative and qualitative data procured through questionnaires. BTR project facilitators completed these questionnaires reflecting data collected throughout the year in accordance with grant award expectations. The second part of this report is a presentation of the qualitative data gathered from four focus groups held in two counties active in the Florida BTR Program. Focus groups were held in Gadsden and Pinellas Counties. In each county one focus group was held with teenage participants and a second focus group was held with community partners.

Procedures

Criteria for Assessment

Statewide inputs and activities. A logic model was developed as a guideline for evaluation of the BTR Program (see Table 1).

TABLE 1. BORN TO READ PROGRAM LOGIC MODEL

Based on this model, project inputs included:

- facilities,
- library collections,
- grant and local funds,
- program material,
- partner resources,
- staff,
- incentives,
- trained volunteers,
- outreach sites,
- deposit collections,
- literary resources, and
- promotional programs and materials.

Within each site, expected activities included lapsits, storytimes, and classes. Lapsits were activities designed to encourage parent-child interaction through reading, singing, rhyming, finger-plays, and movement activities with parent and child. Storytimes were organized around reading children's stories. Educational classes or activities focused on enhancing parents' knowledge in areas such as child development, interacting with children, reading to children, the selection of developmentally appropriate books or toys, home safety, nutrition, or use of library resources. County projects were expected to train target parent participants to act as volunteers.

Statewide outputs. Three areas of measurable outputs were developed: Participant Outputs, Program Outputs, and Community Outputs. Proposed participant outputs included:

- number of parent and child participants in each activity;
- number of parents who participated in outreach activities;
- number of parents referred to literacy programs;
- number of library cards issued;
- number of materials checked out to program participants; and
- number of incentives redeemed by participants.

Additionally, two participant outputs that required follow-up for evaluation were developed: amounts of time parents spent reading to children and percent increase in parent/child interaction time.

Proposed project-related outputs included number of activities presented outside the library, total number of activities presented, and the number of classes taught. Community-related outputs included the number of parents and children who participated in outreach activities, the number of partnerships formed by the library, and the number of hours volunteers read to children and families in partner health care provider facilities.

Though these inputs, activities, and outputs were be assessed for every project, not all projects sought to address each of these components. Project objectives and the primary goals of the statewide BTR Program were the standards used as the basis of this evaluation.

Project-specific objectives and indicators. Each county designated several objectives specific to the resident population of that county. These were assessed within the Project-specific discussion sections with attention to how county objectives and indicators fit the aim of the statewide program.

The Born to Read Program Logic Model and individual county proposals served as the basis for the development of the questionnaire and the focus group questions. Elements of this data collection process are presented in the Limitations and Suggestions for Future Research sections of this report. Demographic descriptions of those served by the BTR Program are also presented in this report. General objectives of the statewide program were assessed through the survey. Focus groups were convened to assist in determining the impact of the program at the grassroots level, through the perceptions of parent participants, community partners, and collaborators.

The disparity in county demographics and the dimension of different county projects inhibited drawing conclusions solely based on nominative data. DeSoto County, for example, was projected to have only 380 births in 1998. According to United States Census data (**citation**), Dade County was expected to have about 33,000 births in 1998. Due to the scope of the Miami-Dade County project, quantitative data were not reported for the present study. As of May 31, 1999, the Miami-Dade County BTR project reported that more than 950 parents were being reached through their project. Such high participation exceeded the Miami-Dade County project's capacity to track and keep accurate data on participants. Further, the delivery of BTR Program activities varied greatly across funded projects. Some counties, such as Leon County, focused on brief , one-on-one activities. Many counties attempted to conduct more continuous activities, while other counties utilized a combination of these activities to meet project objectives.

Questionnaires

The State Library of Florida, Division of Library and Information Services staff responsible for oversight of the BTR Program coordinated with the Florida State University Family Institute researchers to develop a questionnaire for gathering data on the progress of local projects in meeting overall program goals and local project goals (see sample questionnaires, Appendix A). Local BTR coordinators were asked to complete the questionnaires reflecting activities that were conducted between October 1, 1998 and May 31, 1999. Respondents were asked to omit data not collected, rather than recording estimations, to control for data distortion. These questionnaires were developed to reflect the purposes of the BTR Program:

1. To work with at-risk teenage parents or parents-to-be and to teach them about the importance of reading to their babies.
2. To give teenage parents the necessary skills to provide age and developmentally appropriate materials.

3. To improve the skills of teenage parents as their child's first teacher.

Additionally, each county responded to questions specific to county project activities as described in individual applications for program funding. Project applications for grant funding were developed such that many objectives were to be accomplished between October 1998 and September 1999. Questionnaires were mailed at the beginning of June. County library personnel responsible for BTR programming (or their designee) were asked to return completed responses to the Florida State University, Family Institute by June 30, 1999, three months prior to project completion. Projects were evaluated based on data reported as of June 30, 1999 on their progress toward these goals.

Focus Groups

Four focus groups were conducted to illuminate the experiences of the people most directly impacting and impacted by local BTR projects. The State Library of Florida, Division of Library and Information Services staff selected two projects as sites for conducting focus groups, St. Petersburg-Pinellas County and Gadsden County. These locales reflect differences in population, size, demographics, and urban-rural distribution. In each county, two focus groups were conducted – one group of program participants and one group of community partners. The questioning guides for teenage parent participant focus groups (Appendix B), and community partners (Appendix C) were developed by Florida Department of State, Division of Library and Information Services staff and Florida State University Family Institute researchers.

Summary of Questionnaires

Introduction

Each county was asked to respond to questions about the parent participants and their children reflecting statewide objectives. Areas of focus included how projects recruited parents for participation in activities, demographic data on participating parents and children, library card acquisition and frequency of use, descriptions of BTR activities, descriptions of how these activities enhanced skills, numbers of referrals to literacy programs, and items reflecting project-specific objectives.

Missing data. One challenge in compiling these data was the quantity of missing data. Missing data included:

- ages of participating parents
- ethnicity of parent participants
- number of parent participants obtaining a library card
- number of parent participants using their library cards
- ethnicity of child participants
- amount of time parent participants spent reading with children
- number of participating parents referred for literacy programs

Recruitment of parents. BTR project coordinators reported a variety of approaches to attract participants. Two projects (Miami-Dade County BTR and Leon County BTR) targeted every parent seeking maternity care through local hospitals or clinics. The Miami-Dade County project and the remaining county projects invested in collaborative efforts with community partners, particularly health departments, health care providers, childcare providers, Women Infants, and Children (WIC) service providers, and school- or clinic-based staff to recruit participants. Healthy Start, Even Start, early intervention programs, and other childbirth and parenting programs were used to attract participants. Broader range campaigns targeted participants through community fairs, local media advertising (cable Television and newspapers), posters, and general "word of mouth" approaches.

Demographic Data of Participants and Children

Number of teenage parent participants. Respondents reported that 8,115 parents and 1,154 children were "enrolled" in Florida BTR Projects between October 1, 1998 and May 31, 1999. Individual tallies for parents ranged from a reported low of 14 (total) to over 850 estimated monthly participation. Respondents reported child enrollment ranging from 3 to 220 children. Respondents may have made discrepant interpretations of the term "enrollment" in the survey, confounding the data. While some respondents reported all parents who received any incentives or literature, other respondents appeared to have reported only those parents who participated in regularly scheduled BTR activities. The Columbia County BTR Project Coordinator, for example, reported reaching an estimated 3,500 children through outreach programs held within the period assessed, though these children were not reported as enrollees.

Ages of participants. Most respondents reported that data on age were not collected. Based on participant ages reported, all participants were age 15 or older, and the majority of participants were categorized as over 20 (see Table 2). This suggests that the youngest parents targeted by the BTR Program (specifically, those under the age of 15) have not participated in the projects. The reported ages of participants' children appeared to polarize between 0 to 3 months (42% of child participants were prenatal to three months old) and older than two years of age (33% of child participants) (see Table 3).

Table 2. Distribution of Teenage Parent Participant Ages

Age in years	Number of Parents (N=329)
under 13	0
13-14	0
15-16	29
16-17	17
18-19	30
20+	253

Table 3. Distribution of Child Participant Ages

Age in months	Number of Children (N=908)
less than 0 (prenatal)	141
0-3	238
4-6	21
7-10	47
11-14	75
15-18	28
19-24	61
greater than 24	297

Gender of participants. Six respondents (55%) did not report complete data on gender. According to responses received, participants were predominantly female throughout the state, with several counties reporting not having male participants. Where respondents reported data on gender, the statewide total 754 teenage project participants consisted of 92% females (694). The coordinator for the Heartland Counties Project, which covered four county BTR projects (De Soto, Hardee, Highlands, and Okeechobee), reported that over 30% (n=17) of participants in Okeechobee County were male. According to responses from all project coordinators, participants' children were also predominantly female. Of the 318 children whose gender was reported, 185 (58%) were female.

Race/ethnicity of participants. Few counties reported participant race or ethnicity. The greatest proportion (48.6%) of teenage parent participants were reported to be African American and the majority of child participants (42.2%) were reported to be African American (see Table 4). Given the number of pregnant participants, the data on ethnicity of children is likely an underestimate of the population served.

Table 4. Parent Participants and Children by Racial/Ethnic Group

Racial/Ethnic Group	Parents (N=208)	Children (N=320)
African American	101	135
White/Caucasian	73	96
Hispanic	28	75
Biracial	4	11
Asian American	2	3
Native American	0	0
Other	0	0

Library Use by Participants

Two measures involving library cards were queried: (1) *usage*, a measure of whether or not participants used their library cards, and (2) *frequency*, a measure of how often library cards were used. Based on the data reported, of the 417 parents obtaining a library card, at least 51 (or 12%) used their cards. Hardee, Highlands, and Okeechobee Counties reported that their teenage parent participants used their cards once a month. Of the eleven projects evaluated, five project coordinators (45%) did not report data on the number of participants obtaining library cards.

Nine project coordinators (82%) did not report data on the use of library cards. Ten project coordinators (91%) did not report data on the frequency of library card use. Many counties reported that they had not yet developed the means to collect accurate data on library card use or frequency of use. Some counties reported that they did not have the resources or technology to track the requested data.

Born to Read Program Activities

Two county coordinators reported that they were unable to describe individual activities. The Leon County Project Coordinator reported that all activities in Leon County were one-on-one activities. Trained nurse educators and volunteers interacted with new mothers at the hospital. The Miami-Dade County BTR Coordinator reported incorporating both individualized interactions in hospitals and countywide programming in the libraries and in 14 clinics. Several county projects used a single activity for multiple purposes. For instance, lapsits, storytimes, and educational classes or activities as described above had different foci, from child-centered activities and demonstration of skills to educational activities that impact parent knowledge. The Columbia County Project Coordinator reported that lapsits were used for several of these purposes: to help mothers learn to read to and interact with their children, to assist parents in selecting developmentally appropriate materials, and to help parents learn how to utilize library resources.

Interacting with children. The remaining twelve counties that responded to this survey reported many common activities that were utilized in teaching new parents how to interact with their children. Most of these activities involved the children to give both mothers and children hands-on experiences. Most counties held weekly lapsits or storytimes that involved reading, singing, and interaction skills between parent and child. Several counties sent copies of songs and nursery rhymes, some included Spanish versions of the songs and rhymes. Other tools for teaching interaction skills included videos demonstrating "reading aloud" techniques and the use of finger puppets. According to the responses, a few counties had more unique approaches to sharing these skills. For instance, Okeechobee County held a "Read to Your Child" photo contest. Lee and Polk County BTR projects directly addressed the importance of interaction for brain development and the role of reading in language development through educational classes presented by community health care partners.

Selecting and using developmentally appropriate materials. Several counties referred to the responses from the above section as an umbrella response to the remaining activity-oriented questions. Seven counties held activities specifically focused on teaching mothers how to select developmentally appropriate books. Three counties reported attendance ranging from 50 to 94 parent participants. Additionally, four counties described activities on helping parents to select developmentally appropriate music. Other activities listed here included two activities on creative storytelling and an activity on car seat safety.

Reading to children. Lapsits, storytimes, and demonstrations of the importance of reading to children were the most common activities used to support parents in reading to their children. In the Heartland Counties, activities on reading to children were held at teenage

parenting classes. Polk County reported having books placed on 26 daycare buses, and De Soto County supported the opening of a Healthy Start Reading Corner at the Health Department.

Use of the library. Most respondents reported introducing participants to libraries through field trips or other activities. According to the responses, field trips were coordinated with schools or partner agencies to introduce new patrons [i.e., students in teenage parenting classes, WIC clients] to library facilities and familiarize them with resources available through the library. Many project facilitators utilized these activities to encourage participants to register for library cards. In addition to using the libraries for storytimes and lapsits, the St. Petersburg-Pinellas County BTR project presented an activity on Internet use. The Heartland Counties developed “Library Dollars,” an incentive program that provided library coupons that families could redeem for books.

Nutrition promotion. Classes for parents on nutrition were proposed to promote parental awareness of health issues. Seven project coordinators (64%) did not report data about classes on nutrition. The Tampa-Hillsborough Born to Read Project utilized the direct interaction of nurse practitioners with participants to provide information about nutrition. In the Hardee County Project, a representative of the local Extension Office presented a class on the “Food Pyramid.” The Lee and Okeechobee projects held classes on prenatal nutrition and infant care.

Training target parents as volunteers. The project coordinators in Columbia, Heartlands, Miami-Dade, and St. Petersburg-Pinellas described engaging volunteers (37% of coordinators), though responses did not clearly indicate whether these volunteers had been target parents or community volunteers. Project coordinators described having volunteers read to children in local clinics. Other coordinators mentioning adding this element as their projects mature.

Utilization of community resources. Local community resources covered a range of agencies and institutions. Local projects involved schools, childcare facilities, food banks, hospitals, parenting organizations, service and civic clubs, and private businesses. Tampa-Hillsborough reported a successful fund-raising effort in conjunction with Barnes & Noble. Some counties have utilized local events or conferences to increase community awareness.

Assessment of parents’ understanding of child development. The Columbia County, Heartland Counties, and St. Petersburg-Pinellas County project coordinators (27%) reported observing parent-child interactions and holding question and answer sessions subsequent to activities in order to determine if there were increases in child development knowledge. Lee County reported using a survey to assess parent participant gains. The Polk County Project Coordinator reported that this component will be added at a later date in coordination with personnel in the teenage parenting programs in local high schools.

Project-Specific Findings on Questionnaires

County demographics and individualized assessment of county objectives are presented in the next section of this report. Data are based on *Florida's Children at a Glance: 1998 Statewide and County Update*, which represents 1996-1997 county data. Birth rates are provided and calculated per 1,000 residents.

Columbia County

Total Population:	52,565
White:	42,323 (80.5%)
Nonwhite:	10,242 (19.5%)
Children under 18:	14,249 (27.1%)
Annual Child births	670
Births to mothers under 20:	130 (19.4%)
<i>Birth rate to mothers 15-17:</i>	<i>43.1</i>
<i>Birth rate to mothers 15-19:</i>	<i>66.9</i>

Columbia County BTR project objectives.

1. Distribute a “Free Book” coupon to each new mother at Shands Hospital between October 1998 and September 1999.
2. Columbia County Public Libraries will see a “Free Book” redemption rate of 25% between October 1998 and September 1999.
3. At least 150 families will receive educational incentives between October 1998 and September 1999.
4. At least 20 books will be placed in the Milla Pediatrics and Columbia County Health Department waiting rooms between October 1998 and September 1999.
5. At least 10 “Baby and Me” activities will be held at the county’s main library between October 1998 and September 1999.
6. At least 4 prenatal and books importance programs will be held at the Health Department between October 1998 and September 1999.

Inputs and activities. In addition to providing the library collection, facilities, and staff, project facilitators placed deposit collections in childcare facilities and health care clinics. By adding these books to waiting rooms, project facilitators increased the total number of books available in the waiting room of Milla Pediatrics from 12 to 32 books, and the collection in the Columbia County Health Department waiting room grew from 0 to 40 books. Program material and incentives distributed to participants included “free book” coupons redeemable at the Columbia County Public Library, T-shirts, picture frames, and night-lights (approximately 280 incentives were distributed during the assessed period). In the Columbia County Questionnaire, it was noted that parents were considered as participants only if they had registered at the library, which suggests that the actual number of people impacted by the project is underrepresented. Significantly, outreach activities and book distributions in the community have reached nearly 3,500 residents of Columbia County.

Within the period of assessment, Columbia County BTR presented 32 activities on topics including skills for interacting with children, selecting and using developmentally appropriate materials, and reading to children. Two volunteers were trained and deployed to read to preschool groups. Health care partners offered parenting classes and served as the sources for nutritional information.

The county objective had been to distribute coupons to each new mother at Shands Hospital with a 25% redemption rate. Approximately 200 new mothers have been given brochures describing the BTR Program, T-shirts, and “Free Book” coupons and 10% of distributed coupons were actually redeemed.

Participant outputs. The Columbia County BTR Coordinator reported 51 parent and 50 child participants. Two volunteers were trained to participate in outreach programs. All participants were reported to be literate, so no parents were referred to literacy programs (Laubach literacy program volunteers were available). Data have not been collected on the number of library cards issued or the number of materials checked out to project participants. As of this report period, librarian observations were the main source of assessing parents’ understanding of child development, parents’ quality and quantity of interactions with their children, and amount of time parents spent reading to their children. Measures of percent change in the parent-child interaction time were not included as a component in this project.

Program-related outputs. Columbia County reported holding 32 activities. Though no distinction was made between activities encouraging parent-child interaction and classes oriented toward educating parents, the responses suggested that most activities include elements supporting both goals. At least four off-site activities have been held. Hospital staff distributed incentives and program materials on an on-going basis.

Community-related outputs. Responses indicated that a network had been established with community health care providers at the hospital, teachers in childcare centers, and the food bank (Christian Service Center). Approximately 3,470 parents and children participated in outreach activities (not counting all parents). Data on the number of people reached by the two volunteer storytellers were not reported.

Project-specific objectives and indicators. The respondent indicated that 200 new mothers at Shands Hospital received “Free Book” coupons (no indication was given of the actual number of new mothers at Shands Hospital during the period assessed). Though the county objective had been a coupon redemption rate of 25% of these coupons, only 10% of distributed coupons were actually redeemed by June 1999. Approximately 280 educational incentives were distributed during the assessed period, surpassing the goal of 150. The total number of books placed in the waiting rooms of Milla Pediatrics and the Columbia County Health Department was 60, exceeding the goal of 20.

The Columbia County BTR project facilitators presented 32 “Baby and Me” activities (exceeding the goal of 10). Data on activities held at the Health Department did not clearly indicate the number of activities held at that site, inhibiting evaluation of the goal of at least 4 activities between October 1998 and September 1999.

Gadsden County

Total Population:	46,322
White:	19,541 (42.2%)
Nonwhite:	26,781 (57.8%)
Children under 18:	13,291 (28.7%)
Annual Child births	655
Births to mothers under 20:	159 (24.3%)
<i>Birth rate to mothers 15-17:</i>	<i>61.4</i>
<i>Birth rate to mothers 15-19:</i>	<i>94.7</i>

Gadsden County BTR project objectives.

1. At least 2 teenage mothers from each program will increase the amount of time they read to their children to 15 minutes per day.
2. At least 110 mothers will attend the programs.
3. At least 50 participants will redeem coupons for diaper bags.
4. At least 5 programs will be presented at off-site locations.
5. At least 50 comment cards will be collected from program participants.

Inputs, activities, and outputs. The Gadsden County BTR Project Coordinator changed employment during the crux of this assessment, and another Gadsden County Library staff member reported data. According to the respondent, no clear indication was made of how the Gadsden County Project made the library collection and facilities available to participants, since all activities were held off-site. Partner resources, such as the Health Department and the Gadsden County Extension office, had been active in promoting activities and educating parents (providing parenting and prenatal classes). The local newspaper was used in the promotion of activities. Project participants redeemed a total of 90 coupons for diaper bags (incentives). In the responses, no details were provided about utilizing trained volunteers, outreach sites, deposit collections, or other literary resources. No further incentives, program material, or promotional programs were described, though the Gadsden County focus groups (described elsewhere in this report) provided supplemental data suggesting that not all activities were recorded on the questionnaire.

Participant outputs. The Gadsden County BTR respondent listed 94 parent participants and estimated 150 child participants. Representatives from the Literacy Volunteers of America were active in activities, but the respondent described that the confidentiality of the literacy program inhibited reporting any information about participants.

Volunteers were not recruited or trained to participate in outreach programs. Data were not been collected on the number of library cards issued or the number of materials checked out to project participants. As of this report period, there has been no formal or informal assessment of parents’ knowledge of child development, parents’ quality and quantity of interactions with their children, or amount of time parents spent reading to their children. Percent changes in the parent-child interaction time were not included as a component in this project.

Gadsden County Public Library staff incorporated comment cards after activities, and a total of 30 cards were collected at the time of the questionnaire. The three most common comments were:

This is a very good and informative program.

Helps with 1st child.

Makes me feel stronger.

No other evaluation form was generated to evaluate baby showers.

Program-related outputs. All activities were presented at the Health Department (off-site), though a tally of total number of activities presented was not provided. A sample agenda described how Gadsden County Public Library staff facilitated activities that included selecting and using books, teaching rhymes and songs, finger puppet shows, and distribution of incentives. Gadsden County Health Department staff presented information on prenatal care, drug use, baby spacing, nutrition and baby care. Gadsden County Extension Office Staff offered skills on parenting, talking to children, and playing with children.

Community-related outputs. As described above, responses indicated that a network has been established with the Health Department, the Extension Office, and Literacy Volunteers of America.

Project-specific objectives and indicators. Facilitators of the Gadsden County BTR Project did not begin to assess the amount of time parents spent reading to their children. Without such a measurement, assessment of the prescribed objective, helping at least 2 teenage mothers from each program increase the amount of time they read to their children to 15 minutes per day, was not possible. By May of 1999, ninety-four parents had attended Gadsden County BTR Projects. This represents 85% of the target attendance (110 mothers). Ninety participants redeemed coupons for diaper bags, exceeding the targeted number of 50 participants by 80%. All project activities were held off-site. The absence of a tally in the questionnaire prevented assessment of the objective, which was to hold at least 5 programs at off-site locations. As of this report, 30 comment cards had been collected (60% of the targeted number).

Heartland Counties: De Soto, Hardee, Highlands, and Okeechobee

De Soto County

Total Population:	26,716
White:	21,372 (80.1%)
Nonwhite:	5,344 (19.9%)
Children under 18:	6,229 (23.3%)
Annual Child births	371
Births to mothers under 20:	87 (23.5%)
<i>Birth rate to mothers 15-17:</i>	<i>64.9</i>
<i>Birth rate to mothers 15-19:</i>	<i>117.2</i>

Hardee County

Total Population:	22,519
White:	19,889 (88.3%)
Nonwhite:	2,630 (11.7%)
Children under 18:	6,178 (27.4%)
Annual Child births	462
Births to mothers under 20:	105 (22.7%)
<i>Birth rate to mothers 15-17:</i>	<i>100.4</i>
<i>Birth rate to mothers 15-19:</i>	<i>140.0</i>

Highlands County

Total Population:	77,996
White:	68,917 (88.4%)
Nonwhite:	9,079 (11.6%)
Children under 18:	14,391 (18.5%)
Annual Child births	854
Births to mothers under 20:	153 (17.9%)
<i>Birth rate to mothers 15-17:</i>	<i>48.4</i>
<i>Birth rate to mothers 15-19:</i>	<i>82.4</i>

Okeechobee County

Total Population:	33,643
White:	30,750 (91.4%)
Nonwhite:	2,893 (8.6%)
Children under 18:	9,094 (27.0%)
Annual Child births	435
Births to mothers under 20:	99 (22.8%)
<i>Birth rate to mothers 15-17:</i>	<i>58.2</i>
<i>Birth rate to mothers 15-19:</i>	<i>89.3</i>

Heartland Counties BTR project objectives. A single, full-time coordinator oversees the Heartland Counties BTR Projects, and these projects will be discussed conjointly.

1. Support 150 participating parents to read daily to their children by September 30, 1999.
2. Help 75 program participants become new library patrons.

Inputs and activities. According to responses to the questionnaire, the public libraries throughout the Heartland Counties made library collections, facilities, and staff available to project participants during storytimes, lapsits, and classes on selecting developmentally appropriate books and music. Unique activities included De Soto County’s “Reading” Picture Books, Highlands County’s Black and White Storytelling, and Okeechobee County’s Car Seat Safety program. Two counties held classes that focused on nutrition: Hardee County BTR project’s Food Pyramid (in conjunction with the Hardee County Extension Agency) and Okeechobee County BTR project’s Prenatal Nutrition and Infant Nutrition classes.

“Library Visits” were held to introduce new patrons to the libraries, and the “Library Dollars” Program had been an on-going incentive (at least 98 “Library Dollars” were distributed throughout three of the four Heartland Counties as a result of this program). Diaper bags (155 total distributed) and age appropriate children’s books served as primary incentives. Recently acquired car seats were to be distributed as further incentives to promote child safety. The Heartland Counties BTR Project conducted a training with 58 individuals from the Redlands Christian Migrant Association (RCMA). As a community resource, the RCMA functions to reach needy families while supporting multilingual storytimes. The promotional activities accessed by the Heartland Counties are described below under “Community-related outputs.” Also, the Highlands County BTR Project was coordinating volunteer efforts with the University of South Florida, Early Intervention Program.

Participant outputs. As illustrated in Table 5, the number of parent participants enrolled in the Heartland Counties was 190, with nearly 300 child participants. Nearly one-quarter of project enrollees obtained library cards, and most of these parent participants used their library cards at least one per month. In Highlands County, 2 parents were referred to literacy programs, and in Hardee County, the Even Start Program had previously enrolled participants in GED classes.

Table 5. Heartland Counties Participant Outputs

County	Parent Participants	Child Participants	Participants Obtaining Card	Frequency of Card Use
De Soto	36	67	0	not collected
Hardee	26	42	15	once/month
Highlands	79	119	14	once/month
Okeechobee	49	64	17	once/month
Total	190	292	46	

Improvements in parents’ understanding of child development and improvements in parents’ quality and quantity of time of interacting with children were informally assessed through observation during on-going activities. Reading logs were used to assess the amounts of time parents spent reading to children.

The Heartland Counties Project Coordinator sought to gather feedback from participants. Though telephone interviews had been proposed, limited telephone access impeded this process from occurring. De Soto County BTR staff surveyed one sample of De Soto High School Teen Age Parent Program participants. Some comments of attendees included:

I enjoy this program and had a good time . . . learned that it is good to read to my baby.

This program has encouraged (sic) me to read to my baby. This program has also given me books.

Highlands County staff conducted a survey of 10 BTR Project participants (no other specific sample information was provided). Okeechobee County reported 23 responses on comment cards. Typical responses included:

Gives me a starting point on an education system, without it I would be left alone and confused.

Very informative info concerning infant & child rearing programs that are made locally for our children & to better educate them.

I've enjoy being here tonight and thank you for the bag of gifts.

I think the program is great. It is very helpful and informative. It gives us good tips of what to read and so on.

I feel there need to be more information about the class to the public! It is very good class to attend.

Program-related outputs. Although several activities and classes appeared to have been held on- and off-site, the total numbers of classes taught, total numbers of activities presented outside the library, and total numbers of activities presented were not described in detail. For example, at least six activities covered material on pregnancy, infant nutrition, breastfeeding, baby care basics, the importance of play, selecting developmentally appropriate materials (toys, books, videos, and software), safety in the home, and reading to babies were presented at Okeechobee High School during the assessed period. Program incentives distributed during these activities included BTR medicine spoons, books, diaper bags, growth charts and vouchers for board books redeemable at the library. Hardee County, Highlands County and Okeechobee County reported that 100% of project participants were reading daily to their children by the end of the assessment period.

Community-related outputs. De Soto County BTR project has accessed community resources including the local YMCA Parenting Council, Service Club Programs, the De Soto Pre-K and Interagency Council Membership, the “Mini” Brain Conference Presentation. The Hardee County BTR Project used resources from the Hardee County Pre-K Round-up, the Hardee County Early Childhood Council, local service and civic clubs, and the Teen-age

Pregnancy Prevention Alliance. The Highlands County BTR project had been active locally with the celebration of WIC's 25th Birthday Party, the Highlands Regional Medical Center Safety Day, local service and civic clubs, and Community Day Care Center Baby Showers. Okeechobee County BTR has been involved in four community fairs and at Parent Meetings. The total number of participants in all of these community activities was not detailed in the questionnaire, and the number of hours volunteers read to children and families was not provided.

Project-specific objectives and indicators. According to the Heartland Counties Project Coordinator, 190 participants increased their reading times (on average), though the exact number of parents who read to their children was not specified in the report. The initial objective was to support 150 participating parents to read daily to their children by September 30, 1999. By June 1999, forty-six patrons had become new library patrons (61% of the target for September 1999, 75 new patrons).

Lee County

Total Population:	383,706
White:	352,920 (92.0 %)
Nonwhite:	30,786 (8.0%)
Children under 18:	76,431 (20.0%)
Annual Child births	4,450
Births to mothers under 20:	625 (14.0%)
<i>Birth rate to mothers 15-17:</i>	<i>46.7</i>
<i>Birth rate to mothers 15-19:</i>	<i>67.5</i>

Lee County BTR project objectives.

1. Distribute at least 2000 BTR packets to teenage mothers.
2. Recruit at least 550 parents to participate in library lapsits.

Inputs and activities. The Lee County BTR Project conducted lapsits, storytimes, classes on prenatal nutrition, and a class on the importance of interaction for brain development. To help familiarize young families to Lee County Library System facilities, staff, and resources, the Lee County Born to Read Project offered five Florida First Start Families' Field Trips for nearly 100 participants to hear about library resources. These field trips were coordinated with storytimes for children (for a total of 128 children). Two Lee Adolescent Mothers Program (LAMP) School Field Trips were held for 55 attendees who viewed a video and received a tour of library facilities. Baby bags, BTR packets, books, T-shirts, and outlet covers were distributed as incentives and rewards for participation.

In coordination with the LAMP School, several activities were presented including a session on the Importance of Interaction for Infant Brain Development (57 participants), the importance of reading to babies (95 participants), and prenatal care (62 participants). The actual location of these activities was not clearly specified. The response to this questionnaire did not identify recruitment or training of volunteers nor did it indicate that activities were held on

selecting and utilizing developmentally appropriate books and toys. Outreach sites and partnerships included the LAMP School, WIC Clinic (and WIC Breastfeeding classes), and Florida First Start.

Participant outputs. Though 274 parents were reported as enrolled participants in activities, only 3 children were reported as enrollees (specifically listed in the response as present for lapsits). Lapsits were not considered successful. Since no clear distinction was made regarding the location of activities, the number of parents who participated in outreach programs could not be established from the survey. No data were reported on the number of parents referred to literacy programs.

Lee County BTR reported that 73 library cards were issued, though many participants already possessed cards (frequency of usage and the number of materials checked out to project participants was not tracked). A survey was recently mailed to assess for the amounts of time parents spend reading to children and percent increases in parent/child interaction time.

Program-related outputs. The total number of activities presented outside the library, the total number of activities presented, and the total number of classes taught could not be discerned from the basis of the responses provided. To obtain this data, the questionnaire should be more specifically oriented toward these objectives.

Community-related outputs. Given the format of the report, specific data on the number of parents and children who participated in outreach activities, the number of partnerships formed by the library, and the number of hours volunteers read to children or families in partner facilities could not be discerned from the responses.

To access project-enhancing feedback on the project, the Lee County BTR Project collected surveys and conducted a focus group of participants (from the LAMP School). Surveys had not been collected at the time of the questionnaire (Appendix D is a sample survey). For Lee County's report on the LAMP Focus Group, see Appendix E.

Project-specific objectives and indicators. Lee County BTR had distributed 680 BTR packets and 238 baby bags to parents. These data reflect about 34% of the targeted amount (2000) for September 1999. The respondent reported that lapsits have not been successful to date. The total reported attendance at lapsits by May 31, 1999 was 3, while the targeted attendance was 550 participants by September 30, 1999.

Leon County

Total Population:	221,621
White:	161,713 (73.0%)
Nonwhite:	58,908 (27.0%)
Children under 18:	49,015 (22.1%)
Annual Child births	2,789
Births to mothers under 20:	328 (11.8%)
<i>Birth rate to mothers 15-17:</i>	<i>31.8</i>
<i>Birth rate to mothers 15-19:</i>	<i>26.1</i>

Leon County BTR project objectives.

1. Distribute materials, information, and instruction on the importance of reading to babies to 100% of families with a baby admitted to Tallahassee Memorial Hospital Newborn Intensive Care Unit (TMH NICU).
2. Support 70% of participants to view reading as important to their babies’ development and to read to their babies regularly.
3. Help 10% of program participants register for a card within two years.

The Leon County BTR Project was unique, and the structure of this project is somewhat incompatible with the questionnaires used in this study. Each mother of a baby admitted to the Tallahassee Memorial Hospital Newborn Intensive Care Unit (TMH NICU) received one-on-one attention from trained TMH staff. The questionnaire respondent indicated that TMH nursing staff and volunteers are enthusiastic about the project and that mothers have been very receptive. A total of 127 mothers received BTR materials. Fathers and other caretakers were not included in this tally. The respondent indicated that 133 children participated in this project, all under 3 months of age.

Participant outputs. Leon County BTR surveyed 8% of these mothers (all parents of babies discharged with a monitor who were required to go to a monitor clinic) about their view of reading. Of those who responded to the survey, 100% reported that they read at least once weekly to their babies. Reported typical responses included:

Glad you started the program.

Positive experience for me and my son.

This will help my baby.

During training workshops, 37 nurses and 12 volunteers were trained and educated on brain research, the importance of reading, reading techniques, and selecting developmentally appropriate material. Volunteers assembled BTR packets in canvas BTR book bags for distribution. Included in each bag were books, night lights, sippy cups, a baby bib, and a refrigerator magnet/picture frame (all inscribed with the BTR logo). Bags also contained library

card applications and bumper stickers from BTR and the LeRoy Collins Leon County Public Library.

To promote the project, a press conference announced the project, television stations broadcast news stories on the project, and the Tallahassee Democrat (local newspaper) included information about developmentally appropriate book selection in two columns. The local March of Dimes dedicated \$10,000 to support the continuation of the BTR project.

Project-specific objectives and indicators. The Project Coordinator reported that a total of 127 mothers (100% of the families admitting babies to TMH NICU) received the BTR materials, matching the defined objective.

According to the responses received in the survey of families with babies on monitors, 100% were reading at least once weekly. This suggests that many participants view reading as important to their babies, though the target of 70% of all participants cannot be discerned from this data. At the time of the questionnaire, Leon County public Library had not identified that any participants had registered for library cards (objective was 10% of Leon County resident participants in the project would obtain library cards within two years).

Miami-Dade County

Total Population:	2,043,316
White:	1,547,988 (75.8%)
Nonwhite:	495,328 (24.2%)
Children under 18:	520,259 (25.5%)
Annual Child births	31,843
Births to mothers under 20:	3,846 (12.1%)
<i>Birth rate to mothers 15-17:</i>	39.8
<i>Birth rate to mothers 15-19:</i>	59.8

Miami-Dade County BTR project objectives.

1. Enlist and train ten volunteers to provide storytimes in local clinics by September 1999.
2. Deposit small collections of books in ten health clinic waiting rooms.
3. Develop a video on the importance of a healthy body and mind to show to every mother with a new baby.
4. Provide monthly storytimes at the 21 WIC clinics.
5. Reach at least 5000 mothers and babies with the video and BTR packets.

The Miami-Dade County BTR project incorporated both individualized interaction and county-wide programming involving 14 clinics. This broad project reached a reported 850 new mothers each month. These mothers received kits including a BTR video (written and produced by Miami-Dade BTR), developmental calendars, book, brochure about BTR, and application for library cards. Several activities have been held in the Dade County Public Libraries and at off-

site locations to instruct and inform new parents about the importance of reading to their babies (the exact number of activities and the content of these activities was not specified). To evaluate the project, a local questionnaire was developed, but had not been distributed at the time of this study.

Project-specific objectives and indicators. Ten trained volunteers held additional storytimes (100% of the objective). The Miami-Dade County BTR respondent reported supporting ten area clinics in creating book nooks supplied with collections of picture and board books (100% of objective). This BTR Project Coordinator reported placing 2,500 picture and board books in English, Spanish, and French/Creole into these book nooks. The video is distributed with BTR packets to every mother giving birth at two area hospitals. Each clinic also has a copy of the video to show to families (this appears to meet the objective of having reached every new mother at these hospitals). Miami-Dade librarians held monthly storytimes in each of 14 clinics (67% of the objective of 21 clinics) reaching 155 reported attendees. Participants were predominantly female (39%), and the racial breakdown was: 39% African American, 33% Hispanic, 26% Caucasian, and 2% fit other ethnic descriptions. The coordinator reported that this project is reaching 850 families per month. Though the total number reached was not documented, this figure translates into about 6800 families by June 1999 (exceeding the goal of 5000).

Polk County

Total Population:	452,707
White:	387,097 (85.5%)
Nonwhite:	65,610 (15.5%)
Children under 18:	107,164 (23.7%)
Annual Child births	6,193
Births to mothers under 20:	1,201 (19.4%)
<i>Birth rate to mothers 15-17:</i>	<i>61.4</i>
<i>Birth rate to mothers 15-19:</i>	<i>87.5</i>

Polk County BTR project objectives.

1. Distribute 300 kits to parents.
2. Place book collections in five county clinic waiting rooms. Schedule regular visits to waiting rooms to model reading aloud to waiting children and families.
3. Develop the core collections of all 14 Polk County Public Libraries with books and videos on parenting and Board Book collections for children.
4. Incorporate BTR information into the Polk County Birthing Classes.
5. Distribute basic information and a free book to each new parent in Polk County (estimated 6,000 births).

Inputs and activities. The Polk County BTR Project has introduced 156 project participants to library facilities, staff, and resources through field trips and lapsits. The project coordinator reported that approximately 300 participants had been involved in some dimension of the project. Reportedly, 120 project participants have obtained library cards, though usage

data was not collected. Activities included lapsits, sessions on selecting developmentally appropriate books for babies and toddlers, visits to teenage parent classes to share information on brain development in babies and the role of interaction, and instruction on how to read, sing, and present fingerplays to babies. Lapsits have been conducted at three branches of the Polk County Library Cooperative. All fourteen public libraries have enhanced core collections including board books, parenting books, videos on parenting, and music for children. Through an outreach project, "Books on Buses," Polk County BTR facilitators placed books on 26 buses encouraging teenage parents to read to their children on the way to school or childcare.

Participant outputs. Recruitment occurred through teenage parent classes in two high schools and through services for teenage parents (approximately 300 targeted teenagers). Approximately 200 children in respective childcare facilities participated in on-site activities. Participants returned 80 response cards about the program, though responses were not reported in the questionnaire. The respondent noted that the feedback received was being used to "help us plan field trips, plan talks . . . comments are used to evaluate program."

The number of parents referred to literacy programs was not collected, though the majority of participants appeared to be enrolled in school programs for teenage parents. The respondent noted that a questionnaire has been developed for parents to assess how often they read to their children and how their children's language development has been impacted. No tools for the evaluation of amount of time parents spent reading to children and percent increase in parent/child interaction time were attached to the questionnaire.

Project-related outputs. The Polk County Project Coordinator noted that BTR kits were still being distributed. At the time of the questionnaire, 2000 Barney books, 900 board books, 300 thermometers, 300 safety covers, 300 medicine spoons, 300 bottle brushes, and 300 book bags are in the process of being distributed. Further, 200 information sheets were distributed, and 300 coupons were distributed (the number redeemed had not yet been collected). The number of on-site programs was not clearly indicated, though the respondent indicated that lapsits were scheduled regularly.

Community-related outputs. The field trips brought 156 teenagers from school programs into three libraries. According to the respondent, at least three class visits occurred (120 participating parents and 10 children) and at least one lapsit program was presented in a school childcare (60 participant parents and 60 children) as off-site programs. The utilization of community resources and volunteers was not reported.

Project-specific objectives and indicators. In regard to the objectives described in the application for grant funds, it appears as though the Polk county BTR Project had mixed results. As indicated, the actual number of kits distributed to parents was unclear (objective was to have distributed 300 kits to parents). Book collections were placed in all five county clinic waiting rooms (100% of objective), though the status of scheduled reading times in these waiting rooms was unclear. The core collections of all 14 Polk County Public Libraries have been enhanced with books and videos on parenting and Board Book collections for children (100% of objective). Visits have been scheduled for librarians to present BTR program information and distribute books at local birthing classes. The amount of information distributed to new parents

in Polk County was not defined impeding the evaluation of the distribution of literature to each new parent.

Putnam County

Total Population:	70,287
White:	57,587 (81.9%)
Nonwhite:	12,700 (18.1%)
Children under 18:	17,416 (24.8%)
Annual Child births	905
Births to mothers under 20:	211 (23.3%)
<i>Birth rate to mothers 15-17:</i>	<i>61.5</i>
<i>Births to mothers 15-19:</i>	<i>93.4</i>

Putnam County BTR project objective.

1. Involve at least 60 families in the BTR Project

A page of the questionnaire was missing from the respondent’s reply, and the respondent had not been reached for corrective comment at the time of this report.

Inputs and activities. The respondent provided no information regarding the activities, classes, or outreach efforts occurring as part of this project. Data on incentives, trained volunteers, outreach sites, or deposit collections were not reported.

Participant outputs. Though 79 parents or parents-to-be and 84 children were signed up for this project, participation was reported at 43 parents (72% of the stated objective) and 50 children. Data on ages, gender, and ethnicity were not collected. Data on the number of parents who participated in outreach programs, the number of library cards issued, the number of materials checked out to program participants, and the number of incentives redeemed by participants were not reported. As of the assessed period, no parents were referred to literacy programs. Reading Logs will be used to evaluate the amount of time parents spend reading to children. No other tool was listed to assess for percent increases in parent/child interaction time.

Program-related outputs. Data on the number of activities presented outside the library, total number of activities presented, and the number of classes taught were not reported.

Community-related outputs. According to the respondent, recruitment of participants occurred through Health Department sign-ups, the Redlands Christian Migrant Association (RCMA), teenage mother at the local school district center, and word of mouth (participating parents). No other data on the number of parents and children who participated in outreach activities, the number of partnerships formed by the library, or the number of hours volunteers read to children/families in partner facilities were reported.

Project-specific objectives and indicators. The Putnam County BTR Project Coordinator reported active participation at 43 parents and 50 children (about 72% of the stated objective).

St. Petersburg-Pinellas County

Total Population:	881,383
White:	794,380 (90.1%)
Nonwhite:	87,003 (9.9%)
Children under 18:	163,457 (18.5%)
Annual Child births	9,177
Births to mothers under 20:	1,086 (11.8%)
<i>Birth rate to mothers 15-17:</i>	34.6
<i>Birth rate to mothers 15-19:</i>	52.0

St. Petersburg-Pinellas County BTR project objectives.

1. 75% of Baby Steps participants will complete at least three of the following:
 - A. Library card registration
 - B. Well Baby visits
 - C. Attend lapsit library programs
 - D. Attend parenting workshops or classes
 - E. Participate in literacy, GED classes
2. By September 30, 1999, 50% of participating parents will spend time reading to their babies and participating in developmental play activities
3. By September 30, 1999, 75% of participating parents will demonstrate increased awareness of library services (measured through surveys).
4. By September 30, 1999, 80% of participating parents will demonstrate more effective parenting skills (measured by evaluation by doctors, social workers, teachers, and self-evaluation).

Inputs activities. Activities presented by this project included lapsits, storytimes, demonstrations about selecting developmentally appropriate books, Introduction to Baby Steps (at least 6 programs), and how to use the Internet. Activities on nutrition were not reported in the questionnaire. The six library branches of the St. Petersburg-Pinellas County BTR Project offered a total of 15 programs each month. Additional lapsits were conducted for Healthy Start participants and school nurseries. One volunteer was trained to read in a clinic setting. The respondent reported that 745 books had been distributed. A total of 845 incentives were distributed. Data were not reported on outreach sites, deposit collections, the use of other literary resources, or other promotional programs and materials.

Participant outputs. The St. Petersburg-Pinellas County BTR Project Coordinator reported that 172 parents and 220 children participated in their project (elsewhere, the respondent indicated that the total number of participants was 488). The ages of children were distributed across the categories on the questionnaire: 65 were over two years, 15 were 19 to 25 months, 34 were 11to18 months, 30 were 7 to 10 months, 82 were 0 to 6 months, and 35 mothers were

pregnant as they participated in the project. Demographic data not collected included ages of mothers, gender of mothers and children, and ethnicity of mothers and children. Of these participants, 172 (100%) had library cards by the time of the questionnaire, though data on use and frequency were not reported. Including juvenile cards, 392 cards have been issued to program participants.

Three parents were referred to literacy programs, but none reported beginning the literacy programs. The number of parents who participated in outreach programs was not reported. The project coordinator reported that a registration survey and a follow up survey will be used to evaluate the quality and quantity of time parents spend interacting with their children. Reading logs and regular communication with parents and teachers will be used to support this evaluation.

Program-related outputs. The total number of activities presented during the assessment period was not described. The number of trainings was not reported, though 8 staff members were trained. The total number of programs presented outside the library and the number of classes taught were not reported.

Community-related outputs. Parents were recruited through direct contact in the county's teenage parent program, through community events, through physicians in three area clinics who serve families at or below poverty level, and through posters. Data were not reported in the questionnaire on the number of parents and children who participated in outreach activities, the number of partnerships formed by the library, or number of hours volunteers read to children and families in partner facilities.

Project-specific objectives and indicators. According to the respondent, five percent (5%) of program participants completed at least three of the Baby Steps Activities (the objective was to support 75% of Baby Steps participants in completing at least three of the specified activities). The percentage of participating parents who spent time reading and interacting with their babies had not been assessed (objective: 50%). To assess for increased awareness of library services, a survey will be distributed in September 1999 (objective: 75% of parents will show increased awareness). Data were not reported on the assessment of parents' knowledge of child development or effective parenting skills (objective: 80% of parents will demonstrate more effective parenting skills).

Data on many these questions was described anecdotally in the focus groups. For example, three representatives from area medical providers described how as a result of this project collections were placed in their offices and free books were provided for children who attended these clinics, though the questionnaire did not describe this outreach project. Further, during the focus group, library representatives discussed a schedule of outreach activities (lapsits and storytimes) to be presented by library staff at these clinics. This suggests that the questionnaires did not capture complete representations of project activities and achievements.

Sumter County

Total Population:	40,593
White:	32,375 (79.8%)
Nonwhite:	8,218 (20.2%)
Children under 18:	8,659 (21.3%)
Annual Child births	380
Births to mothers under 20:	84 (22.1%)
<i>Birth rate to mothers 15-17:</i>	38.5
<i>Births to mothers 15-19:</i>	72.2

Sumter County BTR project objectives.

1. By September 1999, at least 50 teenage mothers will have received BTR packets from physicians.
2. By September 1999, at least 30 outreach lapsits will be conducted at Sumter County health clinics or childcare sites.
3. By September 1999, at least 200 women will have participated in a “Diaper Talk” program and learned at least one nursery rhyme.
4. By June 1999, 50 new babies will have received their first library card.
5. By June 1999, \$1000 worth of new or updated parenting and childcare materials will be added to each of the five Sumter County Public Library collections.

Inputs and activities. Demonstrations on reading to children and nursery rhymes and fingerplays to be used during diaper changes were presented to 36 parent participants and 56 child participants through Diaper talks and lapsits. When new patrons receive their library cards, they are given informal introductions to the library. Data were not reported on outreach sites, deposit collections, nutrition programs, or the training of volunteers. Healthy Start and Langley Medical Center were described as the community resources involved in the Sumter County BTR Project.

Participant outputs. The respondent indicated that 14 female parents and no male parents participated in the project. According to the respondent, 56 children attended project activities (the respondent indicated that with no formal “enrollment,” data reflect attendance). The age distribution of parent and child participants is presented in Table 6 and demographic data appears in Table 7. Six participants obtained library cards (43%), two of these used their cards, and data on frequency of card use was not collected at the time of this questionnaire.

Table 6. Sumter County Parent Participants and Children by Age

Age in years	Number of Parents (n=14)	Age in months	Number of Children (n=56)
Under 13	0	less than 0 (prenatal)	not collected
13-15	0	0-3 months	4
15-16.1	0	4-6 months	2
16-17	3	7-10 months	6
18-20	2	11-14 months	10
20+	9	15-18 months	0
		19-24 months	20
		more than 24	14

Table 7. Sumter County Parent Participants and Children by Racial/Ethnic Group

	Parents (n=14)	Children (n=56)
African American	6	13
White/Caucasian	7	32
Hispanic	1	2
Biracial	0	6
Asian American	0	3

The Sumter County Project Coordinator reported that three parents were referred to literacy programs (one to a GED program and one to a Laubach program), two parents started literacy programs, and one parent completed a literacy program.

Data were not reported on the number of parents who participated in outreach programs, the number of incentives redeemed by participants, the assessment of parents' understanding of child development, or the assessment of the quantity or quality of time spent reading. The respondent noted that the Library Coordinator talked with parents about the importance of talking and reading to their infants for language developmental and preschool readiness.

Program-related outputs. At least six Diaper Talks were held, in which the Library Coordinator distributed photocopies of nursery rhymes and taught parents how to use them. The number of programs presented outside the library, the total number of programs presented, and the number of classes taught was not clearly indicated. No description was given of programs addressing the selection and utilization of developmentally appropriate books and toys.

Community-related outputs. Participants were recruited through the Healthy Start prenatal interview at the Health Department and Langley Medical Center. No data were reported on the number of parents and children who participated in outreach activities, the number of partnerships formed by the library, or the number of hours volunteers read to children and families in partner facilities.

Project-specific objectives and indicators. By May 31, 1999, physicians had distributed 14 BTR packets to teenage mothers (not counting any parents 20 or older). This reflects about twenty-eight percent of the 50 teenage mothers targeted by the project objective (by September 1999). Though an objective of 30 outreach lapsits conducted at Sumter County health clinics or

childcare sites was established, no data were reported on such outreach activities. The six Diaper Talk activities had involved 36 parents as of this questionnaire (18% of the target for September 1999 of at least 200 women). The respondent indicated that several participants were alternate caregivers, such as aunts and grandmothers. Participants in the Diaper Talk activities were described as lower income residents between the ages of 18 and 24 who had about 8th grade literacy skills.

No data were reported on the number of new babies receiving library cards by June 1999, so the targeted number of 50 could not be assessed.

A total of \$5,280.09 was spent on new materials for the five Sumter County Public Library collections, exceeding the objective of \$1000 worth of new or updated parenting and childcare materials for library.

Tampa-Hillsborough County

Total Population:	910,855
White:	763,947 (83.9%)
Nonwhite:	146,908 (16.1%)
Children under 18:	225,556 (24.8%)
Annual Child births	13,673
Births to mothers under 20:	2,065 (15.1%)
<i>Birth rate to mothers 15-17:</i>	56.0
<i>Births to mothers 15-19:</i>	73.8

Tampa-Hillsborough County BTR project objectives.

1. To actively partner with four health care facilities and parent education facilities by October 1999.
2. To provide information on the importance of sharing pre-reading activities to 1075 at-risk, expectant teenage mothers. To expose these mothers to the necessary skills and developmentally appropriate books by the end of September 1999.
3. To inform parental and pediatric health care providers about some of the benefits of having some form of reading based parent education program, activities, or material in their clinics before October 1999.
4. To distribute 2,200 books by the end of September 1999.

Inputs and activities. According to the respondent, activities were held either weekly or bi-weekly depending on the location. Activities were described as including stories, movement activities (such as “London Bridges” and “Little Tea Pot”), and songs. Project activity presenters distributed incentives to participants including T-shirts, magnets, growth charts, diaper bags, and brochures on reading, child safety, and health issues. To further promote use of library services, a library assistant visited two clinics at least twice per month to provide library card registration and to share information about project activities and library services. The respondent indicated that participants receive nutrition information directly from the referring nurse educators or

pediatricians, and no classes are held on this topic. No data were reported regarding classes addressing the selection and utilization of developmentally appropriate books and toys.

Participant outputs. The respondent indicated that by the end of May 1999, more than 900 parents had been involved in project activities (84% of the objective for September 1999 of 1075 participants). The total number of child participants was not reported. Specific data on these participants and their children not reported or not collected included the age, gender, and ethnicity of parent and child participants. Of these participants, 149 obtained library cards. Data on use and frequency of use of library cards and the number of incentives redeemed by participants were not reported.

Data were reported regarding one outreach location, the MacFarlane Alternative School, where six programs were conducted with a total of 80 participants for all six activities. Though other outreach programs were indicated (at clinics), data were not described in the questionnaire. Assessment of parents' understanding of child development had not been assessed at the time of the questionnaire. An entrance and exit survey was developed to assess the frequency with which parents read to their babies, though no specific tools addressed the amount of time parents spend reading to children and percent increase in parent-child interaction time. The low numbers of return participation impeded this follow-up process (surveys for this project are included as Appendix G). No data were reported on the number of parents referred to literacy programs, but the respondent indicated that this component would be added to next year's project.

Program-related outputs. The respondent did not clearly indicate the number of activities or classes presented inside or outside the library, though at least six programs were conducted at the MacFarlane Alternative School.

Community-related outputs. Parents were recruited through several portals of entry. Nurse educators who had direct access to patients recruited participants at community clinics. These clinics displayed flyers, posters, and other promotional literature regarding project activities. Similarly, nurse educators at an alternative school recruited girls who visited the school clinic. Pediatricians in a local clinic also recruited participants.

Though no volunteers had been trained by May 31, 1999, the respondent indicated that volunteers would be trained as this project matures. Tampa-Hillsborough County BTR Project representatives have fostered partnerships with five community clinics and the MacFarlane Alternative School for teenagers who were pregnant or already mothers. The Tampa-Hillsborough County BTR Project coordinator indicated that fund raising activities with Barnes & Noble and a local Rotary Club raised \$2,200 for the project.

County-specific objectives and indicators. This project was able to actively partner with five health care facilities and parent education facilities by May 31, 1999 (exceeding the goal of four clinics by September 1999). The respondent indicated that 900 parents had participated and about 700 had received relevant reading and books by May 1999 (this reflects between 65% and 84% of the 1075 targeted teenage mothers and mothers-to-be. No measurement tools had been developed to assess for changes in skill level. At least one program plans to hold activities on reading-based parent education before October 1999. As of the end of

May 1999, 1,039 books had been distributed, reflecting about 47% of the target of 2,200 books by the end of September 1999.

Summary of Questionnaires (To Be Included with Final Draft)

FOCUS GROUPS

Introduction

The focus groups represents one method of the qualitative analysis of the experiences of individuals participating in the BTR program. The purpose of the focus groups was to assess the experience of both participants in the BTR program as well as the community partners providing services for the program. It is one of the methods used to collect data from the BTR participants in the selected sites.

Development of Questioning Route

Division of Library and Information Services staff and the Florida State Family Institute developed the questions that guided the focus groups. The questioning route was developed to illuminate the experiences of the people most directly impacting and impacted by local Born to Read projects.

The questioning guide for parent participant focus groups is included as Appendix B, and the questioning guide for community partners is included as Appendix C.

Site Selection and Participant Recruitment

Department of State, Division of Library and Information Services and representatives of the Florida State University, Family Institute coordinated site selection. Of the fourteen counties being evaluated during this pilot study, two were selected to reflect the range of program goals and population differences among the participating counties. Gadsden County and St. Petersburg-Pinellas County were chosen as sites to hold both participant focus groups as well as community partner's focus groups. These locales were selected on the basis of their relative disparity in population and urban-rural distribution. Within each county, focus group participants were recruited with the intention of representing both participants in the Project-specific projects and community partners responsible for collaborating to conduct the local programs.

The questioning guide for parent participant focus groups is included as Appendix B, and the questioning guide for community partners is included as Appendix C. All focus group parent participants were older than 18 years old and female. Additional demographic information on parent participants is presented in Table 8.

Table 8. Demographic Characteristics of the Parent’s (Participants) Focus Group

Demographic Characteristic	Gadsden County (N=2)	St. Petersburg-Pinellas County (N=4)
Ethnic/Racial Group		
African American	2	1
White	0	3
Marital Status		
Married	1	4
Engaged	1	0

Gadsden County

In an effort to recruit participants for the focus groups, the library personnel in both Gadsden County and Pinellas County were contacted for their input on recruitment. Gadsden County Library personnel facilitated recruitment for each Gadsden County focus group through phone calls and word of mouth. The contact person organized the focus group prior to a scheduled activity, with the participant focus group scheduled first (12:00 noon on Wednesday, July 28th) and the community partner focus group scheduled immediately prior to the beginning of the scheduled shower program. At the first scheduled meeting, one parent arrived for the participant focus group, and the decision was made to postpone this group until more participants could be recruited.

In an attempt to convene a focus group with a minimum of six participants, participant names were procured from Gadsden County Public Library personnel. Fifty-six invitations were sent to all parent participants listed (four invitations were returned as undeliverable). One phone call from an interested program participant was received in response to the mailing. Follow-up phone calls were made to all names with phone numbers listed in the information provided. Many were unreachable or had moved. Four participants said they would be present for the focus group, two additional participants said that they might be able to attend, and one said that she had a work commitment. Two participants arrived for the rescheduled focus group (12:00 noon on Wednesday, August 25th). Both participants were expectant mothers. (The Gadsden County Born to Read Coordinator changed jobs during this process. This may have been a factor complicating the process of participant recruitment). The parent participation rate in this focus group does not differ appreciably from parent participation in other evaluation efforts. In an evaluation of a parent education program there were more than 200 potential participants. Twenty-six parents agreed to attend the evaluation activity. Three parents actually participated.

For the partners’ focus group the Gadsden County Library personnel coordinated with Health Department staff to convene partners for this focus group. Five people arrived and a sixth person was recruited from the Health Department (1:30 p.m. on Wednesday, July 28th). Agencies represented at this meeting included Healthy Start, the Health Department, the Gadsden County Library, and the Gadsden County Extension Service. At the outset of the meeting (prior to beginning the focus group), several partners suggested that the Gadsden County Born to Read Program would benefit from more active participation from the schools in the community.

St. Petersburg-Pinellas County

St. Petersburg-Pinellas County Library personnel directed the recruitment of both parent and partner participants for their focus groups. Invitations to attend the focus groups were sent to BTR participants. Library personnel followed these invitations with a phone call, and approximately five stated that they might be able to attend. Actual attendance was four, only two of those who had been contacted by phone attended (9:30 a.m., Friday, August 30).

St. Petersburg-Pinellas County Library personnel invited community partners to this focus group, which was scheduled for Friday, August 30th at 1:30 p.m. Eight people attended representing the main library and two branches, as well as two health care providers from the community.

Data Analysis

The focus groups were tape recorded for accuracy and notes were taken to capture the general themes of the discussions. While the focus groups were taped, the tapes will be used primarily for accuracy and to verify certain quotes. If needed, the tapes will be available for transcription (Krueger, 1994). It was agreed that the note-based analysis, which is supported by audio tapes, would be sufficient for this analysis.

Findings

The findings for the focus groups are presented in tabular format. The participating parents' focus groups are paired and presented by topic as are the community partners' focus groups.

Participating Parents' Focus Groups

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
How did you find out about Born to Read?	<p>Participants mainly learned about the Born to Read program through their social worker at the Gadsden County Health Department.</p> <p><i>Through the Health Department. Ms. Clifton gave me a brochure.</i></p> <p><i>Through Clifton Skipper-here at the Health Department and then through Mary Keenan at the agricultural center.</i></p> <p><i>Ms. Keenan has really kept in touch with me.</i></p>	<p>The St. Petersburg-Pinellas County participants in this focus group reported having learned about the Born to Read program through various means. Participants explained that they had learned about the Born to Read program through a school program, the Baby Fair, through a friend, and by seeing the Born to Read diaper bags in the library.</p> <p><i>I learned about it through a thing called the FAST program. FAST is Families and Schools Stay Together.</i></p> <p><i>By coming to the Library- They had one of the Healthy Start program and they invited me in and then they gave me some information about the Born to Read program.</i></p> <p><i>When I saw the bags I asked someone and that's how I found out about the Born to Read program.</i></p> <p><i>We found out about the Born through the Baby Fair held in St. Petersburg. I found out through my friend over there (pointing at another participant).</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>How have you been involved in Born to Read? What Born to Read activities have you participated in?</p>	<p>The two participants attending the focus group had only recently joined the Born to Read program and had only been able to attend one shower and one parenting class.</p> <p><i>I attended the shower at the end of July and I am attending a parenting class tonight.</i></p> <p><i>Well, I just heard about it and came to my first program last month. I didn't know about the parenting class tonight, but I think I will go now that I know.</i></p>	<p>The majority of the participants explained that they were mainly only attending the Mother Goose lapsits, but some were also attending Healthy Start classes on a regular basis. Two of the participants appeared eager to learn about other Born to Read programs that they could also attend.</p> <p><i>I have been coming every Friday (to Mother Goose) and it has really been quite a thrill for me to get out of the house and to come here.</i></p> <p><i>I have mainly been coming to Mother Goose and to the Healthy Start classes.</i></p> <p><i>We've been going to the Mother Goose program, but we didn't know it was part of the program or we would've done it a long time ago.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What did you learn?</p>	<p>Participants reported learning about the importance of parent-child interactions, communication skills, nursery rhymes, and about the importance of reading to their children even before they are born. The participants reported that they thought that they might have learned more at the shower if there weren't so many attending parents and children the shower. The Gadsden County Librarian explained (later on the phone) that while they had expected three or four participating parents in the July 28th shower, over forty had attended.</p> <p><i>Well the shower was like- well there were too many people there- too many kids- and I was thinking why can't you just calm down and think about the rest of us. I was really interested in learning.</i></p> <p><i>They gave us some books, on age zero to three months- and you can describe different things to the baby like a cat and the cat is soft.</i></p> <p><i>Showing them different things to get their eyes focused- she made different things like hand puppets and like colors-showing them colors.</i></p>	<p>Regarding what the participants learned from attending the Born to Read programs, they mentioned learning long-forgotten nursery rhymes, how to massage their baby, what they should be feeding their babies, and how to teach their children the alphabet as well as to read. Mostly, participants reported that they were learning new ways of interacting with their children and also new ways of soothing them when they are upset. The participants also explained that they felt more comfortable asking questions about parenting issues as a result of being a part of the Born to Read program.</p> <p><i>One thing I liked was that you learned songs that you haven't heard in years like "The wheels on the bus". I've learned that so well that when he (her child) gets upset I start singing " The wheels on the bus go round and round.." and he calms down. And then I learned that there is a book with more verses in it and I want that book.</i></p> <p><i>I hadn't remembered any of these songs so it was good to learn them again.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What did you learn? (Continued)</p>	<p><i>Basically they stressed reading. Reading at an early age to your baby even before they were born.</i></p> <p><i>Nursery rhymes.</i></p> <p><i>Parent interaction, whether reading or whatever, is what is important.</i></p> <p><i>To speak directly to the child-speaking correctly, and clearly, simply to your child because that is how the baby will learn to talk.</i></p>	<p><i>That they (the babies) aren't too young to start learning the alphabet and to start tracing the letters of the alphabet.</i></p> <p><i>We learned a lot of songs. We learned a lot of things.</i></p> <p><i>We learn how to massage them like when they have gas and sing "I love you" to push the gas out.</i></p> <p><i>There was a nutritionist who told us that we should give our children- or recommended- what we should and shouldn't give them.</i></p> <p><i>Little play things- like for people who this might be their first child.</i></p> <p><i>They also passed out literature about how to praise your child and how to parent your child and a lot of information.</i></p> <p><i>We learned to ask questions, because another mother might have the same questions.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
What did you learn? (Continued)		<i>The rhymes and the letters (how to teach the letters).</i> <i>These little ones are learning things. I know that they are young- but they are learning.</i>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>Have any of you heard about, or joined, any type of learning (literacy) program since participating in Born to Read?</p>	<p>Participants explained that they had not attended any literacy programs as they were both college educated. One participant explained that she was not aware of such programs being offered in the county, but that could be due to her not needing such a program. This participant also explained that she clearly saw the need for such programs in the county as many of her neighbors and acquaintances appeared to have difficulty reading. Another participant reported knowing about the literacy programs and GED classes being offered as she worked for the Gadsden County School System as a teacher's aide.</p> <p><i>No. Education was a main thing in my house and so you know. But I do think- from the baby shower- that there should be literacy programs in the county because a lot of these girls haven't finished school. And sitting down and reading to a child is more important than anything.</i></p> <p><i>If they do have the programs, I don't know about them - but I'm not looking for them. I just know about what I get in the mail.</i></p>	<p>The participants in this focus group explained that it was not necessary for them to have attended any literacy programs as they are all high school graduates and two were enrolled in college courses. They also reported not being aware of any literacy programs being offered either through the library or through the Born to Read program.</p> <p><i>No, they don't really say anything about them.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>Tell us how you feel you have changed as a parent by being part of the Born to Read program.</p>	<p>Both participants explained that they do not yet feel as though they have changed as a parent because they have not yet given birth to their first child.</p> <p><i>It's still new to me- being pregnant.</i></p> <p><i>Well, I don't feel a whole lot like a parent yet- since I'm still pregnant.</i></p>	<p>In general, the participants explained that the Born to Read program has inspired them to read and sing to their children more than they were doing before joining the program. They also reported feeling more comfortable in the library as well as having more respect for the library system. The participants further reported that their children were not only interested but also excited about checking books out of the library and then reading them at home as a result of the Mother Goose program.</p> <p><i>Because of coming to the library and getting in the reading group I started at night to read a story or two -maybe even three- it helps them to really appreciate reading . Even if I'm tired and we just read one or just look at pictures and make up stories if there are two many words on the page. And sometimes if there is a really short one I say here you can read this before you go to bed. And they're always saying "I wanna read a book, I wanna read a book. Even the twenty month old can read along with me repeating the words...</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>Tell us how you feel you have changed as a parent by being part of the Born to Read program. (Continued)</p>		<p><i>Well I've become more responsible with library books. And having the seven year old want to read this book and that book, about Star Wars, is really good. It has helped me because he, my seven year old, is learning to print better, and for both (the seven year old and the eleven year old) to slow down and listen to what they are reading instead of just reading words-that there is a story behind it. And the baby is just learning to listen-he's more visual right now. I can't wait to start a library (at home) for him.</i></p> <p><i>Well, I'm doing it mostly to help her to help educate her. The more you know the more you can influence them</i></p>
<p>How often do you read to your child(ren)? Is this more or less than before you came to Born to Read?</p>	<p>The participants explained that even though they are not yet parents they do feel more compelled to read aloud. They reported feeling the need to practice reading aloud so that they will be prepared to read to their baby when it is born.</p> <p><i>I am reading more- reading everything, the parent magazine, the JC Penny catalogue and I'll be reading aloud and the dog will think I'm reading to him. So, it's an ongoing thing.</i></p>	<p>The participants reported that they are reading to their children several times daily, whether they read children's books or text books, and that their reading has definitely increased as a result of the Born to Read program.</p> <p><i>Every night we read two or three stories before going to bed.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>How often do you read to your child(ren)? Is this more or less than before you came to Born to Read? (Continued)</p>	<p><i>Yeah, sometimes because you know you are reading and making your skills for yourself better and I want to be a better parent.</i></p>	<p><i>Now, the three year old likes to read to the babies- the babies are 20 months and six months.</i></p> <p><i>Every day. Well, it depends. Now that I'm back in school I read school books to her.</i></p>
<p>Do you talk with your baby while you change his or her diaper? Sing songs?</p>	<p>Participants were unable to answer this question because they have not yet given birth to their first child.</p>	<p>Participants explained that they are singing songs to their babies almost constantly as this appears to have a calming effect on the infants. The mothers reported singing more songs as a result of the Mother Goose programs as they were able to learn a variety of songs.</p> <p><i>Oh, we sing "The wheels on the bus.." all the time- everywhere.</i></p> <p><i>They love to sing we sing the rhymes as well as sing with the Barney tapes.</i></p> <p><i>We are singing every day. Oh, we know "The Wheels on the Bus" and now we just make up our own lines.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What things did you learn about at Born to Read to keep your baby healthy?</p>	<p>Participants reported not yet having learned anything about keeping their baby healthy from the Born to Read program specifically as they had only attended one shower.</p> <p><i>I really haven't learned anything yet from the Born to Read program- but I have from the health clinic hear at the Health Department.</i></p>	<p>Regarding nutrition, the participants readily recalled learning about the baby massages and the impact that massaging has on digestion. While the participants recalled the nutritionist explaining what the mothers should and should not feed their babies, they were unable to remember specific items.</p> <p><i>Well, about nutrition, about massaging-helping with circulation.</i></p> <p><i>I didn't know nothing about the massaging before this and about helping them to relax.</i></p> <p><i>We did get some literature on it but I haven't had a chance to read through it yet.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What would you tell a friend about Born to Read? Would you encourage them to join? Why?</p>	<p>Both participants reported that they would encourage a friend to join the Born to Read program because every parent needs can learn more about parenting their children.</p> <p><i>I would. Because I think that we all need as much information about being a parent as we can get.</i></p> <p><i>Yeah, I would too- but right now I just call friends and leave messages because I don't feel like talking on the phone.</i></p>	<p>The participants agreed that they would definitely encourage a friend to join, in fact one already had, because of the opportunity to learn how to improve their parenting skills. One participant told her friend to join so that they could not only attend the Mother Goose programs together, but also so that her friend would learn more parenting skills.</p> <p><i>Well, I did. These are my friends right here (pointing to the two ladies she had walked in with). Well I wanted to do this with my friends and I wanted them to learn about it.</i></p> <p><i>Oh. Yeah</i></p> <p><i>Yes, I would. I would because a lot of parents need to learn how to interact better with their children</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What would you say the best parts of the Born to Read program were? Things to change, to add, to get rid of?</p>	<p>Both participants agreed that what they liked best about the program was the emphasis that it placed on reading and interacting with their children. The participants had several suggestions as to how the Born to Read program could be improved. These suggestions included advertising the program more, talking more about safety tips for the home, advanced scheduling and notification of upcoming events, and including both fathers and extended family members in Born to Read activities.</p> <p>Best parts <i>The attention that is placed on reading to your child and on nutrition- I think a lot of mothers don't realize that their focus needs to change once that baby is born.</i></p> <p>Suggestions <i>Maybe they could talk about safety tips- in the home- or suggestions as to how to help a baby and a dog be safe around each other.</i></p> <p><i>More advertising is needed. Maybe through the WIC program.</i></p> <p><i>Maybe more regularity- with the showers.</i></p>	<p>Participants mentioned many facets of the Born to Read program that they enjoyed as well as a offered a few suggestions on how to improve the program. Specifically, the participants liked the free gifts, especially the books and the baby T-shirts, the reading programs, learning new songs and nursery rhymes, and learning to massage their babies. The participants with older children were excited about the impact that the Mother Goose program was having on their children's interest in reading. These mother's reported that their children are now not only asking to be read to but are also wanting to go to the library to check-out their own books.</p> <p><i>The nutritionist/physical therapy lady who talks about massaging and she also talks about how to help them (older children) deal with other- the new- baby.</i></p> <p><i>The reading programs with all of the themes- like the sea shells and the frogs which help them to learn.</i></p> <p><i>The free stuff. I've only been to Mother Goose once.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What would you say the best parts of the Born to Read program were? Things to change, to add, to get rid of? (Continued)</p>	<p><i>Or schedules-to let us know what is happening.</i></p> <p><i>Some people just aren't going to come. It comes down to motivation. They can get to the store if they need to so they can get here.</i></p> <p><i>A lot of them (the parents) come from homes where they're like helping to raise their aunt's child so they think they know what to do.</i></p> <p><i>Well, have fewer people at the showers- or have some sort of baby sitters to watch the children so that we can learn as much as possible.</i></p> <p><i>Is this program only for the mothers? I think that the father's should be involved as well as the grandparents.</i></p> <p><i>My husband would come if he thought that he was invited- so if they could put something on the brochures or something about fathers being included.</i></p>	<p><i>The Mother Goose program encourages children to check books home and to read and they (my children) always want to check out so many books when we are leaving.</i></p> <p><i>You get to meet new people and make friends.</i></p> <p><i>The Star Wars display really got my boys interested in checking out books related to the movie.</i></p> <p><i>Another reason its such a good program is because when they are young they are just little sponges and its good to start them out that way (reading).</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What would you say the best parts of the Born to Read program were? Things to change, to add, to get rid of? (Continued)</p>	<p><i>If you get into the school system, scheduling won't be a problem.</i></p>	<p>The suggestions that the participants had for improving the Born to Read program mainly revolved around scheduling and the posting of those schedules. Two participants mentioned that it would be easier for them, as well as some of their friends with children, to attend the programs if they were held either in the evenings or on the weekends. They cited work and school schedules as main reasons for needing alternative schedules. Another suggestion that was requested by all of the participant was for there to be a posted schedule of all Born to Read related activities for the upcoming months. They reported having difficulty finding out about Born to Read events and were relying mainly on word of mouth sources for scheduling.</p> <p><i>The only suggestion that I would have is to have one at night time, because even though I try to make it every Friday (to Mother Goose) I will have to start working soon.</i></p> <p><i>Having one Mother Goose at night or on the weekends. Because everybody can't always make it.</i></p>

Question	Gadsden County Participating Parents	St. Petersburg-Pinellas County Participating Parents
<p>What would you say the best parts of the Born to Read program were? Things to change, to add, to get rid of? (Continued)</p>		<p><i>A mailing list or schedule of everything that is happening would really help. The lady in Mother Goose needs to make an announcement like “If you haven’t joined the Born to Read program...” because there are a ton of mothers in there. Or have a newsletter telling about the program.</i></p> <p><i>Posting something outside Mother Goose (about the programs) would be helpful.</i></p> <p><i>Putting literature in the pediatrician’s office would get parents attention even something as simple as this (pointing to the book marks) piece of paper. Because when I go I am picking up everything that might help me to be a better parent, because the more I know the more she will know.</i></p> <p><i>Getting the literature out is so important. Putting them in the hospitals-even if you don’t read it right away you will eventually.</i></p> <p><i>The location is fine. Don’t move it.</i></p>

Community Partner’s Focus Groups

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>In your view, how are participants benefiting from Born to Read? If not, why not?</p>	<p>Most partners explained that they believed the largest benefit to the participants was having books to take home so that they would be able to read to their children whenever they possibly could. They also mentioned that they believed the parents were learning about the importance of reading with their babies as well as learning new ways of interacting with their children. Furthermore, the partners cited that the participants appear to be interested in helping their babies to develop cognitively as well as physically and that they appear to be learning such skills from the Born to Read program. Finally, they mentioned that many participants have reported not being afraid of the library as a result of their interaction with the Born to Read staff.</p> <p><i>The parents are benefiting by having books in the home. A lot would not have any books.</i></p> <p><i>This is one of the few ways that we get infant books into the home.</i></p> <p><i>This program is giving parents an opportunity to learn about a variety of activities to do with their baby.</i></p>	<p>The partners suggested numerous possible benefits to the parent participants as a result of participating in Born to Read. In general, the partners explained that through the Born to Read program books are getting into the home, parents are being exposed to new modes of interacting with their children, parents and children are using the library more often, and the importance of promoting reading is reaching young medical professionals who will have influence over many families in the years to come. Additionally, the partners cited that the parents appear more interested in helping their babies to develop cognitively as well as physically. They also explained that parents and children appear to be interacting more with each other through reading and that the children now appear to be viewing books and being read to with being rewarded.</p> <p><i>This is one way that we are getting books into the home.</i></p> <p><i>If you haven’t been read to then you won’t know to read to your child and these moms want to do what is right for their baby.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>In your view, how are participants benefiting from Born to Read? If not, why not? (Continued)</p>	<p><i>The physical contact between the child and the parent that leads to more investment in the child.</i></p> <p><i>Mothers are now talking about brain development and how reading stimulates development.</i></p> <p><i>The Born to Read shower is a way to nurture mothers-helps draw out mother's nurturing ability.</i></p> <p><i>That the library is a friendly place.</i></p> <p>As far as why some are not benefiting from the Born to Read program, the partners reported the lack of public transportation in Gadsden County. Even though the Born to Read program is scheduling events around the county, there still might be people who cannot access transportation to those locations.</p> <p><i>Some people want to come but don't have transportation. We need to provide transportation.</i></p> <p><i>We are going out into the community.</i></p>	<p><i>It is good for the medical residents to learn how important it is for mothers to read to their children so that they will take this information with them to their own practices.</i></p> <p><i>Our patients don't have money for books so when we advocate reading we are also giving books.</i></p> <p><i>Building socialization skills between parents and children- helping them to interact with each other.</i></p> <p><i>Bringing moms and children into the library- seeing the library as a friendly place.</i></p> <p><i>We really do see parents and children entertaining themselves in the office by reading to each other- many parents may not have thought of reading to a child and of reading as a reward.</i></p> <p><i>Many children ask as they come into the exam room "Am I gonna get a shot- Do I get a Book?"</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>In your view, how are participants benefiting from Born to Read? If not, why not? (Continued)</p>		<p><i>Free items are real motivators. and having the Born to Read logo on everything is really important.</i></p> <p><i>I think that the teens are interested in doing well for their babies- the “Born to Succeed Video” has a big impact on other teens.</i></p> <p><i>Most mothers don’t know to read to their babies in-utero or even when they are very young.</i></p> <p><i>Born to Read teaches siblings to read to each other.</i></p> <p><i>The culturally diverse books- we are able to provide these in our clinic because of this program. Our population (medical patients) are 80 percent African American so diverse books are needed.</i></p> <p><i>The Spanish literature is very helpful, but we need to have a lot more of these books- especially those written in both Spanish and English.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>In your view, how are participants benefiting from Born to Read? If not, why not? (Continued)</p>		<p>As far as why some parents are not benefiting from the Born to Read program, the partners reported the lack of literature written in languages other than English. Specifically, they mentioned the need for Spanish literature.</p> <p><i>Spanish literature is not readily available in St. Pete (and a lot are here illegally and so their children can't go to school and so Spanish books are needed.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How is the collaboration working for your organization? From your perspective, what are the benefits of this partnership for your organization?</p>	<p>The partners were in agreement that the largest benefit of the collaboration to their organization was being able to reach out to more parents than if they were working alone. They also cited that they would not be able to be a part of the Born to Read program if they were not collaborating with other agencies because of the demands placed on them in their current positions. The partners further explained that they felt encouraged when they saw parents and children reading to one another and using the library.</p> <p><i>Seeing mothers using the library and the computer and teaching their children to use these-seeing the enthusiasm.</i></p> <p><i>This is a non-medical way to encourage better health in their children.</i></p> <p><i>Connects mothers to resources in a non-threatening way.</i></p> <p><i>Easy grant to write for.</i></p> <p><i>We could not do it alone.</i></p> <p><i>Makes us a bigger part of the people's lives.</i></p>	<p>The partners agreed that the largest benefit of the collaboration to their organization was being able to reach, and to serve, more parents in the community. The representatives from the medical community reported that they would not have the resources to promote a reading program if not for their collaboration with the library. Likewise, the library offered that they would not be able to reach as many parents if not for the referrals from the medical community. Furthermore, the partners explained that although the collaboration was an asset to their organization, having a specific contact person in the library, as well as in each organization, was imperative to the continuation of the collaboration. Specifically, the medical community applauded Elaine Birkenshaw's efforts at making their involvement as effortless as possible.</p> <p><i>Having someone local (Elaine) to work with is essential to continue our (Johnnie Ruth Clark Health Center) reading program. We really wouldn't be able to continue our reading program without the library.</i></p> <p><i>A lot of families didn't even know that there was a community library- and they are proud of their library cards.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How is the collaboration working for your organization? From your perspective, what are the benefits of this partnership for your organization? (Continued)</p>	<p><i>Has helped us to learn about other agencies- thereby helping us to connect the young mothers to these resources.</i></p> <p><i>The collaboration has helped the parenting program because we are starting with the children when they are young.</i></p>	<p><i>The Born to Read program has improved our (the Library's) image in the community.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How has this project changed how you (community partners) work together?</p>	<p>Most importantly, the partners explained, they would not likely be working together if they weren't working on the Born to Read program. They also explained that they were able to more efficiently connect people to community resources as a result of knowing exactly where to refer parents for additional services.</p> <p><i>We didn't work together before.</i></p> <p><i>Anytime two service agencies work together they can connect/refer people to community resources.</i></p> <p><i>One advantage of going to outlying clinics is that they (the parents) learn about services offered in the county.</i></p>	<p>Mainly, the partners reported that they did not work together before the Born to Read collaboration. They explained that this collaboration has given them access to many more parents and children as well as to many more resources.</p> <p><i>We did not work together before.</i></p> <p><i>We (the Library) are getting access to many more people because of this collaboration.</i></p> <p><i>There would not be a collaboration without the Born to Read program.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How could this be improved? What might be done in the future?</p>	<p>The community partners explained that they mainly needed more resources in order to improve the Born to Read program. They suggested the need for more resources in order to hire more staff, to provide food at the showers, and to use towards incentives for attending such programs. The partners also identified the need to provide additional programs in public housing complexes in an effort to increase attendance. Additionally, the partners identified the need to target a variety of socioeconomic populations so as to thoroughly disseminate the Born to Read message.</p> <p><i>More time, staff, money, and transportation is needed for showers.</i></p> <p><i>More money for food because we can't have showers without offering food.</i></p> <p><i>We could use the Book Mobile to go out to the housing projects -do a shower in the different apartment complexes.</i></p> <p><i>More door prizes to get more people- maybe be able to give them a puppet.</i></p> <p><i>Let them make puppets or toys at the showers.</i></p>	<p>In general, the partners discussed how the recruitment of volunteers could improve their Born to Read collaboration and program. The partners explained how volunteers could assist in modeling reading to children, for the parents, and how they could also help children to learn to read on a one-on-one basis. The partners suggested recruiting volunteers from many different sources including the Red Cross, the local AARP, church groups, and high school children needing community service hours. The partners also suggested possibly targeting the disadvantaged population by holding reading programs in several developmentally delayed daycare centers.</p> <p><i>We need volunteer readers for our waiting rooms- to model reading. We have approached the Red Cross, but they want to be involved through the school so that they will see the same children every time - to see improvement.</i></p> <p><i>We could recruit volunteers from Senior service groups- I will call the local chapter of AARP.</i></p> <p><i>Maybe we could get volunteers from church groups.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How could this be improved? What might be done in the future? (Continued)</p>	<p><i>Having a selection of toys to show them what toys are beneficial for which ages.</i></p> <p><i>Get a wider variety -economically- of people to attend the showers- encourage every pregnant woman to come.</i></p>	<p><i>What about recruiting high school kids to volunteer who are looking for ways to work off community service</i></p> <p><i>Hold Born to Read programs in daycare centers- especially developmentally delayed daycare centers.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
How would this be facilitated?	<p>As to how the aforementioned improvements would be facilitated, the partners suggested that additional advertising could recruit additional, as well as a greater variety, parent participants. The partners indicated that advertising through the radio, television, and newspapers could help as well as placing brochures or fliers in local businesses. The partners suggested that they could possibly ask local businesses to donate resources for this advertising in addition to donating incentives for the participation in the Born to Read program.</p> <p><i>Advertising through the radio or newspaper may bring in a bigger group.</i></p> <p><i>Placing Born to Read brochures/advertisements in businesses throughout the county.</i></p> <p><i>Asking local businesses to donate door prizes and age appropriate toys.</i></p>	<p>As to how the aforementioned improvements would be facilitated, the partners explained that additional advertising could recruit volunteers, organizations, and parents. The partners suggested that they simply needed to call these community organization and explain to them the mission and needs of the Born to Read program.</p> <p><i>We need to make the calls to the senior centers and to the high schools.</i></p> <p><i>We (the library) just need to set up a time out in the clinics to hold a Mother Goose story time.</i></p> <p><i>Advertising our programs is also needed in order for people to know we are out there holding programs in the community.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>Is anyone missing? Who? How would they help?</p>	<p>The partners identified several agencies and community organizations that could enhance the Born to Read program in Gadsden County. They indicated that the Gadsden county program would benefit from the inclusion of the Department of Children and Families, the school system, daycare workers, civic organizations, local churches, and local businesses.</p> <p>The partners suggested that the DCAF could serve as a referral source to the Born to Read program and that the elementary school teachers could speak toward the educational benefits of reading during the showers. They also explained that their program could be further expanded by including local daycare centers in the Born to Read program. Additionally, the partners identified that both civic organizations and church groups could be enlisted to seek out the assistance of local businesses in providing resources for advertising and incentives. Finally, they also identified the need to include a parent participant as a consultant to the Born to Read program in an effort to more accurately identify the needs of the target population.</p> <p><i>The school personnel- input from pre-k teachers on the difference that reading makes. Connecting parents to the schools could create a good bond between parents and teachers.</i></p>	<p>Again, the partners identified that volunteers were primarily missing from the collaboration. They also restated the need to access the large senior population in Pinellas County. Additionally, the partners suggested the inclusion of developmentally delayed daycares as one of the cites for a Born to Read reading program. They also suggested that the local public television station could assist with advertising as well as with creating a Born to Read reading program.</p> <p><i>Volunteers- see above.</i></p> <p><i>Local Seniors, Developmental Daycare providers</i></p> <p><i>The Public Television- WEDU- could provide advertising as well as create a reading program - a type of read along show.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>Is anyone missing? Who? How would they help? (Continued)</p>	<p><i>Department of Children and Family - protective services- as a referral source.</i></p> <p><i>Daycare workers, so that we can reach the children and parents who place their child in daycares. Local businesses</i></p> <p><i>Civic organizations and Churches- to do legwork.</i></p> <p><i>A parent-they could give us ideas of what works.</i></p>	

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How can we include them?</p>	<p>Regarding ways in which the Born to Read program could include additional agencies and organizations, they mentioned simply inviting them to attend a Born to Read shower in an effort to inspire them to join the collaboration. The partners also suggested proposing to hold a shower in their facility, such as at a daycare or in a church, in an effort to attract them to the Born to Read program.</p> <p><i>Invite them to join.</i></p> <p><i>Have a Born to Read shower at their daycare or classroom.</i></p> <p><i>Have Born to Read people go and talk to them.</i></p> <p><i>DCAF could be a referral source. Call them up and invite them - Show them what we do because it is preventing child abuse.</i></p>	

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What would you list as the benefits of collaboration?</p>	<p>In general, the partners listed that the main benefits of the Born to Read collaboration were knowing where they could refer persons to, in order for their needs to be met, as well as know a particular person at that location. The partners agreed that prior to Born to Read they were unaware of many of resources available in the Gadsden County community.</p> <p><i>Having referral sources- when mothers can't read- can refer her somewhere.</i></p> <p><i>Knowing a particular person to refer mother's to.</i></p>	<p>As stated above, the partners agreed that the largest benefit of the collaboration to their organization was being able to reach, and to serve, more parents in the community. The representatives from the medical community reported that they would not have the resources to promote a reading program if not for their collaboration with the library. Likewise, the library offered that they would not be able to reach as many parents if not for the referrals from the medical community.</p> <p><i>I am getting an increased professional satisfaction- meeting people in our community (such as the Library and WEDU) and seeing changes in my patients lives.</i></p>
<p>What are some of the drawbacks of collaboration?</p>	<p>In general, the main disadvantage of the collaboration the partners mentioned was the difficulty involved in scheduling meetings and programs due to their primary work commitments. Another disadvantage they listed was the disappointment they experienced when there is low attendance at a program that required much planning and effort.</p> <p><i>The amount of time it takes to get people (the partners) together.</i></p>	<p>The partners did not list any drawbacks of being involved in the Born to Read collaboration.</p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
What are some of the drawbacks of collaboration? (Continued)	<i>A disadvantage to getting out in the community-the effort and time it takes to get out- it can be disheartening if only one person shows up- but then at least one person is learning how to nurture.</i>	

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What information are participants most likely to use? (i.e. skills, resources) Prompts: How will they use it? How often?</p>	<p>The partners reported that the reading skills and the referral sources were the information the participating parents were most likely to use as a result of the Born to Read program. The also suggested that the acquisition of this knowledge will not only affect the participating parents, but will affect those who come into contact with that parent.</p> <p><i>They will use the referral sources.</i></p> <p><i>Reading to their unborn child.</i></p> <p><i>Parents end up being better readers- this will affect all who come in contact with them.</i></p>	<p>The partners reported that the reading skills and the emphasis on reading were most likely to impact the parents and their children. The partners explained that many parents may not even know that reading aloud to their children helps them to develop reading skills that will impact their school readiness. They mentioned that having a respected authority figure, such as their pediatrician, appeared to influence both the parents and the children to pursue reading for entertainment and learning purposes.</p> <p><i>We are emphasizing the importance of reading aloud.</i></p> <p><i>If you weren't read to - and I don't remember being read to- how would you know to do this with your children.</i></p> <p><i>Modeling and putting a value on reading- having your doctor emphasize reading must have a big impact.</i></p> <p><i>Most kids have no "school readiness". They have no books or counting skills.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What would you say the best parts of the Born to Read program were? What do you think the library can do to improve the Born to Read program?</p>	<p>The partners explained that they thought that the best parts of the Born to Read program included getting to know professionals in their community, seeing the parents wanting to learn new skills, and seeing the parents using these new skills to interact in new ways with their children.</p> <p><i>Getting to know each other (the partners).</i></p> <p><i>Seeing parents want to learn, singing, and reading to their child.</i></p> <p><i>How much it (the Born to Read program) increases the bonding between the mother and child.</i></p>	<p>The partners agreed that the best part of the Born to Read program was seeing parents and children bonding through reading and valuing this interaction. Another positive aspect of the Born to Read program, they explained, was that it enabled them to interact with a larger population and informed them as to who made up their community.</p> <p><i>When you see a parent and child that are reading to each other.</i></p> <p><i>Having books available reduces fighting and screaming in our waiting area.</i></p> <p><i>There is more reading and bonding over reading now- there is a different atmosphere.</i></p> <p><i>This collaboration gives me a good idea of who is in our community- gets us out into the community.</i></p> <p><i>Being able to reach people in our community who would not normally come to the library.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What do you think the library can do to improve the Born to Read program?</p>	<p>The partners generated several ideas as to how the library could improve the Born to Read program. Among their ideas was the suggestion to create a quarterly schedule complete with Born to Read programs as well as Born to Read community partner meetings. The partners also suggested creating a permanent Born to Read display in the library so that prospective parents could learn about the program. Additionally, the partners suggested coordinating more frequently with the nutrition program in an effort to arrange for a representative from the nutrition program to be available at every Born to Read shower.</p> <p><i>Coordinate more with the nutrition program.</i></p> <p><i>Create a quarterly schedule. There would be more time to advertise if we had a set schedule.</i></p> <p><i>Transportation- even sometimes when you arrange transportation they or not ready or interested.</i></p> <p><i>A lot of effort in this County is spent trying to solve transportation issues- we should try to circumvent this problem.</i></p>	<p>The partners generated several ideas as to how the library could improve the Born to Read program. The ideas mainly revolved around providing more resources and incentives for their local programs. Specifically, they cited hiring a full-time Born to Read coordinator as a primary concern for expanding and enhancing the program. Additionally, the partners suggested that the Library provide more incentives for participants suggesting that the books and the T-shirts were especially popular with the parents (the “oneses” were in very high demand). Finally, they suggested needing more foreign language books, with the English translation, to distribute to the culturally diverse population in Pinellas County.</p> <p><i>Hire a full-time Born to Read coordinator.</i></p> <p><i>Provide more books and T-shirts for incentives.</i></p> <p><i>Provide more Spanish books that have both English and Spanish in them.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What do you think the library can do to improve the Born to Read program? (Continued)</p>	<p><i>I know that very few of the homes that I go to have clocks-time is very fluid to them.</i></p> <p><i>Location- To get a permanent Born to Read corner in the Library so they could go and look at some of our programs and books that we offer anytime</i></p>	

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How should we change this program/collaboration to become more sensitive/responsive to participant needs? Administrator needs? Community partners' needs?</p>	<p>In general, the suggestions for making the program more responsive and sensitive to the needs of their community involved increasing the accessibility of the Born to Read program. Specifically, the partners suggested being more flexible with the dissemination of information and products, providing a permanent Born to Read information center (as suggested above), and making an effort to reach out to those parents who are unable to access community resources.</p> <p>The single suggestion for making the Born to Read collaboration more sensitive to the partner's needs involved remembering the additional commitments that are constraining the partner's time when scheduling events and meetings.</p> <p><i>Being more flexible-with giving information and products anytime they need or want it- instead of only at the showers.</i></p> <p><i>Having someone always at a place- maybe a civic organization could always be available- in addition to a shower.</i></p>	<p>In general, their suggestions for making the program more responsive and sensitive to the needs of the community partners involved establishing clear communication lines between the partners by identifying a primary contact person in each agency. Additionally, the partners suggested keeping the forms, that the participants must complete, as simple as possible to expedite their completion. They again identified the need for more language books, in particular, the need for Hispanic literature.</p> <p><i>Our open lines of communication help us to constantly reassess what we are doing to fit the participants needs.</i></p> <p><i>Having a constant contact person (like Elaine) is very important-crucial.</i></p> <p><i>Remember the forms have to be simple.</i></p> <p><i>We need more foreign language books because of the large Hispanic population in this area.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>How should we change this program/collaboration to become more sensitive/responsive to participant needs? Administrator needs? Community partners' needs? (Continued)</p>	<p><i>Working to expand the network -give Born to Read information to childbirth classes- or have the last class to be a Born to Read shower.</i></p> <p><i>People in the County Jail are brought here-could contact the jail and see if we could use a room in either women or men's prison for those who are parents.</i></p> <p><i>Time is the biggest factor. We have many other commitments other than Born to Read.</i></p>	

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What suggestions do you have for future program participants? Partners?</p>	<p>The final suggestions that the partners cited for future community partners included continuing the link with the Health Department as the parents are continually interested in the health of their children. Furthermore, the partners suggested avoiding pressuring the parents to attend programs as they have multiple time constraints on them as well. Finally, the partners suggested showing the Born to Read film to prospective partners in an effort to recruit them to the collaboration.</p> <p><i>Come to the program.</i></p> <p><i>Show the Born to Read film to new partners.</i></p> <p><i>This program is very positive- very sellable.</i></p> <p><i>The tie-in with health is very important because parents have a lot going on-so expecting them to keep coming time and again to our programs is unreasonable.</i></p> <p><i>Don't threaten or push them (the parents) because they have a lot of demands on them.</i></p>	<p>The final suggestions that the partners offered for community partners included establishing a Born to Read contact person in each agency, remembering the transient nature of the parent participants, and pursuing this transient population in an effort to educate them on the benefits of reading with their children. Additionally, the partners restated that the popular items continue to be the T-shirts (for both adults and children), the books, and the stickers.</p> <p><i>Having a contact person in each agency keeps the relationship smooth. This contact person has to be available and responsible to the Born to Read program.</i></p> <p><i>We are going to have to accept that some of these people are a transient group of people and that we may only see them once.</i></p> <p><i>We need to keep going out and seeing them once even if they never come back for a program they have had some exposure to Born to Read and to the importance of reading to their children.</i></p>

Question	Gadsden County Community Partners	St. Petersburg-Pinellas County Community Partners
<p>What suggestions do you have for future program participants? Partners? (Continued)</p>		<p><i>The incentive that seem very popular with the mothers are the books, the T-shirts (both baby and adult), and stickers of any kind.</i></p> <p><i>What about baseball hats for the fathers- with the Born to Read logo on them?</i></p>

Summary of Focus Groups (To be added in Final Draft)

Conclusions (To be expanded in Final Draft)

Project coordinators identified that most of these objectives were to be accomplished by September 1999, not May 31, 1999. This evaluation does not reflect the duration of the anticipated project year.

A total of 41 project-specific objectives were evaluated. According to the data provided in the questionnaires, sixteen of these were successfully achieved (39%). Thirteen objectives (32%) were not achieved at the time of this report. The remaining 12 objectives (29%) could not be clearly evaluated from the data.

Columbia County Project

1. 200 new mothers at Shands Hospital received “Free Book” coupons (no indication was given of the actual number of new mothers at Shands Hospital during the period assessed).
2. Though the county objective had been a coupon redemption rate of 25% of these coupons, only 10% of distributed coupons were actually redeemed by June 1999.
3. Approximately 280 educational incentives were distributed during the assessed period, surpassing the goal of 150.
4. The total number of books placed in the waiting rooms of Milla Pediatrics and the Columbia County Health Department was 60, exceeding the goal of 20.
5. The Columbia County Born to Read project facilitators presented 32 “Baby and Me” activities (exceeding the goal of 10).
6. Data on activities held at the Health Department did not clearly indicate the number of activities held at that site, inhibiting evaluation of the goal of presenting at least 4 activities between October 1998 and September 1999.

Gadsden County Project

1. Facilitators of the Gadsden County Born to Read Project have not begun to assess the amount of time parents spent reading to their children. Without such a measurement, assessment of the prescribed objective of helping at least 2 teen mothers from each program increase the amount of time they read to their children to 15 minutes per day is not possible.
2. By May of 1999, ninety-four parents had attended Gadsden County Born to Read Projects. This represents 85% of the target attendance (110 mothers).
3. Ninety participants redeemed coupons for diaper bags, which represents 180% of the objective of 50.

4. All project activities were held off-site. The absence of a tally in the questionnaire prevents assessment of the objective, which was to hold at least 5 programs at off-site locations.
5. As of this report, 30 comment cards had been collected (60% of the anticipated objective).

Heartland Counties Project

1. According to the Heartland Counties Project Coordinator, 190 participants increased their reading times (on average), though exactly how often parents who read to their children was not specified in the report (objective could not be evaluated). The initial objective was to support 150 participating parents to read daily to their children by September 30, 1999.
2. By June 1999, forty-six patrons had become new library patrons (61% of the target for September 1999, 75 new patrons).

Lee County Project

1. Lee County Born to Read had distributed 680 BTR packets and 238 baby bags to parents. These data reflect about 34% of the targeted amount (2000) for September 1999.
2. The respondent reported that lapsits have not been successful to date. The total reported attendance at lapsits by May 31, 1999 was 3, while the targeted attendance was 550 participants by September 30, 1999.

Leon County Project

1. The Project Coordinator reported that a total of 127 mothers (100% of the families admitting babies to TMH NICU) received the BTR materials, matching the defined objective.
2. According to the responses received in the survey of families with babies on monitors, 100% were reading at least once weekly. This suggests that many participants view reading as important to their babies, though the target of 70% of all participants cannot be discerned from this data.
3. At the time of the questionnaire, Leon County Public Library had not identified that any participants had registered for library cards (objective was 10% of Leon County resident participants in the project would obtain library cards within the project year).

Miami-Dade County Project

1. Ten trained volunteers held additional storytimes (100% of the objective).
2. The Miami-Dade County Born to Read respondent reported supporting ten area clinics in creating book nooks supplied with collections of picture and board books (100% of

objective). This Born to Read Project Coordinator reported placing 2,500 picture and board books in English, Spanish, and French/Creole into these book nooks.

3. The video is distributed with BTR packets to every mother giving birth at two area hospitals. Each clinic also has a copy of the video to show to families (this appears to meet the objective of having reached every new mother at these hospitals).
4. Miami-Dade librarians held monthly storytimes in each of 14 clinics (67% of the objective of 21 clinics) reaching 155 reported attendees. Participants were predominantly female (39%), and the racial breakdown was: 39% African American, 33% Hispanic, 26% Caucasian, and 2% fit other ethnic descriptions.
5. The coordinator reported that this project is reaching 850 families per month. Though the total number reached was not documented, this figure translates into about 6800 families by June 1999 (exceeding the goal of 5000).

Polk County Project

1. As indicated, the actual number of kits distributed to parents was unclear (objective was to have distributed 300 kits to parents).
2. Book collections have been placed in all five county clinic waiting rooms (100% of objective), though the status of scheduled reading times in these waiting rooms is unclear.
3. The core collections of all 14 Polk County Public Libraries have been enhanced with books and videos on parenting and Board Book collections for children (100% of objective).
4. Visits have been scheduled for librarians to present Born to Read program information and distribute books at local birthing classes (objective achieved).
5. The amount of information distributed to new parents in Polk County was not defined, preventing the evaluation of the distribution of literature to each new parent.

Putnam County Project

1. The Putnam County Born to Read Project Coordinator reported active participation at 43 parents and 50 children (about 72% of the stated objective).

St. Petersburg-Pinellas County Project

1. According to the respondent, five percent (5%) of program participants completed at least three of the Baby Steps Activities (the objective was to support 75% of Baby Steps participants in completing at least three of the specified activities).
2. The percentage of participating parents who had spent time reading and interacting with their babies had not been assessed (objective: 50%).

3. To assess for increased awareness of library services, a survey will be distributed in September 1999 (objective: 75% of parents will show increased awareness).
4. No data were reported on the assessment of parents' knowledge of child development or effective parenting skills (objective: 80% of parents will demonstrate more effective parenting skills).

Sumter County Project

1. By May 31, 1999, physicians had distributed 14 Born to Read packets to teen mothers (not counting any parents 20 or older). This reflects about twenty-eight percent of the 50 teenage mothers targeted by the project objective (by September 1999).
2. Though an objective of 30 outreach lapsits conducted at Sumter County health clinics or childcare sites was established, no data were reported on such outreach activities.
3. The six Diaper Talk activities had involved 36 parents as of this questionnaire (18% of the target for September 1999 of at least 200 women). The respondent indicated that several participants were alternate caregivers, such as aunts and grandmothers. Participants in the Diaper Talk activities were described as lower income residents between the ages of 18 and 24 who had about 8th grade literacy skills.
4. No data were reported on the number of new babies receiving library cards by June 1999, so the targeted number of 50 could not be assessed.
5. A total of \$5,280.09 was spent on new materials for the five Sumter County Public Library collections, exceeding the objective of \$1000 worth of new or updated parenting and childcare materials for library.

Tampa-Hillsborough County Project

1. This project was able to actively partner with five health care facilities and parent education facilities by May 31, 1999 (exceeding the goal of four clinics by September 1999).
2. The respondent indicated that 900 parents had participated and about 700 had received relevant reading and books by May 1999 (this reflects between 65% and 84% of the 1075 targeted teen mothers and mothers-to-be).
3. No measurement tools had been developed to assess for changes in skill level.
4. At least one program plans to hold activities on reading-based parent education before October 1999. As of the end of May 1999, 1,039 books had been distributed, reflecting about 47% of the target of 2,200 books by the end of September 1999.

Implications and Recommendations

Data collection issues

Statewide, many projects did not report data on:

- ages of participating parents
- ethnicity of parent participants
- number of parent participants obtaining a library card
- number of parent participants using their library cards
- ethnicity of children participants
- amount of time parent participants spent reading with children
- number of participating parents referred for literacy programs

If it is important to obtain the data that was not collected, how can this be accomplished?

Informal measures or assessment tools were the main source of assessing parents' understanding of child development, parents' quality and quantity of interactions with children, and amount of time parents spent reading to children. Measures of percent changes in parent-child interaction time were not included as a component in most programs. The Heartland Counties Project Coordinator noted that DeSoto County software did not show frequency of use, just date of last use.

If these data are important, more effective means to collect these data should become routine. Integrating more thorough data collection into project functioning procedures could enhance data collection and the depth with which it is reported. Technological resources, such as computer software, may require alterations or updates to facilitate data gathering.

Is it important to measure long-term changes, such as long-term patronage of the library by participant parents or advances in children's reading or learning ability?

Many project coordinators reported that participant parents in the target population had unstable or transient home situations. This presents a challenge in collecting follow-up data or assessing long-term outcomes, such as the long term objective identified in the Logic Model: parent improvements in skills to be the child's first teacher.

Project-specific Implications:

Some objectives were not measurable on the targeted population (i.e., follow-up data on transient population). Objectives dependent upon participation may be beyond the influence of project facilitators.

Evaluation of the methods used by projects in which data was collected and reported may serve as models for projects not reporting data, though larger projects may require alternative approaches.

Only a few counties described their use of deposit collections or other literary resources, though the collections at outreach sites appear to have reached many families (St.Petersburgh-Pinellas County Community Partner Focus Group).

Research Implications:

In the St.Petersburgh-Pinellas County and Gadsden County Focus Groups, data on several questions were described anecdotally in the focus groups. For example, three representatives from area medical providers described how the St. Petersburg-Pinellas County Project has placed collections in their offices and provided free books for children who attend these clinics, though the questionnaire did not describe this outreach project. During the focus group, library representatives discussed a schedule of outreach activities (lapsits and storytimes) to be presented by library staff at these clinics. This suggests that the questionnaires did not capture complete representations of project activities and achievements.

The questionnaire did not include space for respondents to share challenges or obstacles (either past or present). Feedback on problem areas may help to more effectively gather corrective data.

The total number of programs presented outside the library, the total number of programs presented, and the total number of classes taught could not be discerned from the responses provided. To obtain this data, the questionnaire should be more specifically oriented toward these objectives.

Participant Focus Groups were scheduled at times when some participants were working. Scheduling parent focus groups directly after a BTR program may facilitate participation. Focus group participants suggested that scheduling follow-up focus groups on weekends might also increase attendance.

Reference

Krueger, R.A.(1994). Focus Groups: A practical guide. Sage Thousand: Oaks, CA.

- Appendix A: Questionnaire (to be attached)
- Appendix B: questioning guide for parent participant focus groups
- Appendix C: questioning guide for community partners
- Appendix D: Lee County Sample Survey
- Appendix E: Lee County's Report on the LAMP Focus Group
- Appendix F: Miami-Dade WIC Questionnaire
- Appendix G: Tampa-Hillsborough Surveys