



FLORIDA STATE UNIVERSITY  
FAMILY INSTITUTE

FLORIDA BORN TO READ  
PROGRAM EVALUATION:  
HELPING PARENTS TO  
PREPARE THEIR CHILDREN TO  
READ

**Final Report**

*Prepared for:*

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and Information Services, Tallahassee, FL

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## **Executive Summary**

The Florida Department of State, Division of Library and Information Services (DLIS), contracted with the Florida State University Family Institute (FSUFI) to evaluate the statewide Born to Read (BTR) Program. This Program encompasses seven BTR Projects currently operating throughout ten Florida counties. The Division of Library and Information Services staff established three goals for the BTR Program: (1) to enable parents to see themselves as educators for their children; (2) to encourage and strengthen partnerships within communities between local libraries and other family service agencies; and (3) to promote and emphasize the role of the library as a resource for prospective parents in a community.

The BTR Program is targeted to at-risk teen parents and parents-to-be in selected Florida counties. According to the state logic model, six outcomes have been identified for parent participants:

1. Parents continue to participate in the program.
2. Parents use library card.
3. Parents and children visit the library.
4. Parents understand the importance and aspects of child development.
5. Parents interact with children regularly.
6. Parents have improved skills to be their child's first teacher.

The BTR Program will be evaluated on these goals. Additionally, each local project will be evaluated based on projected objectives, outputs, and outcomes.

This report is divided into two major sections. The first part is a summary of the quantitative and qualitative responses to the "Monthly Tracking Logs," "Community Partner Comment Cards," and "Participant Comment Cards." The second part of this report is a presentation of the qualitative data gathered from seven case studies.

### **Monthly Tracking Logs and Comment Cards**

Project applications for grant funding were developed such that many objectives were to be accomplished between October 1, 1999 and September 30, 2000. Since Monthly Tracking Logs were completed only for the four months (May through August 2000) and since some project-specific outputs, outcomes, and objectives could not be evaluated based on data provided, the evaluation team submitted supplemental questionnaires to project staff to capture data reflecting annual Objective Targets, Outputs, and Outcomes. These questionnaires included questions specific to county project activities as described in individual applications for program funding. These data were compared to projected program outputs (to evaluate project compliance) and outcomes (to evaluate project effectiveness).

## **Case Studies**

The case study component of this program evaluation was developed to contribute to understanding the quality of the interaction between participants and the BTR service delivery system.

Participating libraries in three of the seven counties were asked to nominate five or six project participants who might be willing to engage in our effort to collect qualitative information on the Born to Read program. Individuals nominated were contacted by the FSUFI evaluation team and informed that participation would involve coming to an orientation meeting at their local library, completing a scrapbook, participating in monthly telephone contacts with an FSUFI evaluation team member, and being observed with their child at two points in time.

## **BORN TO READ STATE PROGRAM FINDINGS**

Statewide findings are reported in this section, and findings from the 1998-1999 BTR Program Evaluation (Mullis, et al., 1999) are included where applicable. Please note that the data from the current report are based on four months of data reporting, while the 1998-1999 data reflect the full year data.

The basic premise of the Born to Read Program premise is that libraries are environments in which early child literacy can be fostered. The DLIS staff identified three related goals for the BTR Program:

### **BTR Program Goals**

#### **Goal: To enable parents to see themselves as educators for their children.**

Assessment of Goal:

The information presented in the case studies suggests that parents perceive their roles as educators, and they appear to be excitedly engaged in educational and stimulating activities. In addition to reading, singing, and playing music for them, parents appear to be quite aware of developmental advances that their children are making. The Columbia County Parents Survey response reported learning new elements in their role as educators and they indicated that they were supporting the development of their children's reading skills.

In Gadsden County, phone survey respondents indicated that parents were singing, playing music, telling stories, and reading books with their children. Heartland Library Cooperative BTR participants in a high school parenting and child development class, reported learning new information on how young children can benefit from reading activities and how they can be active in stimulating that process. In Lee County, the majority of parents surveyed following a symphony concert reported learning new information, and 98% of these participants expressed a commitment to reading to their children each day.

#### **Goal: To encourage and strengthen partnerships within communities between local libraries and other family service agencies.**

Assessment of Goal:

In several cases (including Gadsden County, Putnam County, and St. Petersburg-Pinellas County), libraries have developed ties to community agencies that appear sufficiently strong to last beyond the duration of this grant.

In Gadsden County, 99% of parents participating in BTR activities were also enrolled in WIC, more than 75% were enrolled in Healthy Start, and more than half of the parent participants were referred to literacy programs through BTR. In the Heartland Library Cooperative, 168 parents attended at least six Healthy Start parenting classes, and deposit collections have been placed in numerous centers providing services to children and families. One community partner in Lee County wrote, *“I feel that we (CCSWFL & Library) are building a foundation that will continue to grow even after the grant ends. I think it’s a natural connection between an agency serving young children at-risk educationally, their parents (our clients) and the library.”*

**Goal: To promote and emphasize the role of the library as a resource for prospective parents in a community.**

Assessment of Goal:

Though the current data do not clearly indicate that parents have increased their use of library services, parents are engaged in BTR activities with most libraries involved in this grant.

One Columbia County parent wrote in her scrapbook, *“While Baby and Me was taking time off, she and I would go to check out books and she would get upset when we didn’t go into the Baby and Me room.”* This suggests that this parent had integrated BTR activities into the structure of her family’s week. One Putnam County community partner reported that many parents enjoy BTR project activities so much that they have asked to be trained as volunteers.

**OUTCOMES**

The BTR Program is targeted to at-risk teen parents and parents-to-be in selected Florida counties. The purpose of the program is to teach these parents. According to the state logic model, six outcomes have been identified for parent participants:

**Outcome: Parents continue to participate in the program.**

Assessment of Outcome:

In the St. Petersburg-Pinellas County BTR project alone, attendance between May and August 2000 exceeded 9600 parents, and the project facilitator reported that many of these attend regularly. Parents in both Columbia and Lee Counties expressed appreciation for the activities and asked for more frequent programs. In the Heartland Library Cooperative, at least 340 parents participated in parenting classes as well as lap-sits.

**Outcome: Parents use library card.**

Assessment of Outcome:

Data on library card usage were inconsistently reported based on the data submitted for this program evaluation. Despite the lapses in data, at least 935 of BTR parent participants have library cards, including 362 parents who obtained library cards through BTR activities. Additionally, 497 children obtained library cards through attending BTR activities. More than 85% of parents surveyed reported using their library cards at least several times a month.

**Outcome: Parents and children visit the library.**

Assessment of Outcome:

There were no data on just library usage. However, attendance at BTR activities and library card usage, suggest that participants are visiting the library. Additionally, case study parent participants reported using the library even when there were no scheduled activities.

**Outcome: Parents understand the importance and aspects of child development.**

Assessment of Outcome:

Based on survey responses and focus group responses, parents reported learning new information about their child's physical and intellectual development. The scrapbook participants identified several levels of child development, including physical development, social skills development, and language acquisition and development.

**Outcome: Parents interact with children regularly.**

Assessment of Outcome:

Parents self reported that they were interacting with their children regularly through reading, singing, and playing with them. Evaluation team observations of scrapbook participants indicate that parents seem comfortable reading and singing to their children.

**Outcome: Parents have improved skills to be their child's first teacher.**

Assessment of Outcome:

Improvement could not be assessed based on the data reported. Parents surveyed and scrapbook participants reported that most parent participants are actively engaged in their role as their child's first teacher. Parents reported that they have benefited from exposure to the various BTR activities.

**Additional Findings**

**Language Development.** This appeared to be the most exciting arena for parents to report on during this project. All of the participants in the scrapbook project noticed that the more that they read to their child, the more interested the child was in the books, but also in the sound of their parents' voices. Parents also appeared excited that they were able to quiet their babies by reading or singing to them. One parent noticed that during the second week her daughter "tries to sing along when I sing to her in baby talk" and also, the next week, she stated that "when I sing to her, she starts clapping and rocking to the music." This mother noticed that "when I played a song that she didn't

like, she puts her hands over her ears and shakes her head.” Finally, many parents noticed that their children were adding many new words every week to their vocabulary.

**Local BTR project staff report continued gains:**

- ✓ Continued enhancements in connections with community partners
- ✓ These partnerships and collaborations within communities continue to unite allies for the benefit of parents, children, and families.
- ✓ The distribution of books and materials to families and facilities where formerly there were none appears to meet a need in most communities.

**Summary**

In comparison to the data reported last year, the 1999-2000 year of the Born To Read Program appears to have been a year of increasing influence. Though some of the increased numbers for the current report may be a reflection of improvements in data gathering and reporting, the overall picture of BTR is that young parents with less than a high school education are participating in activities, using their library cards, and reading to their children.

Individual Program Goals and Outcomes were not specifically evaluated as “Achieved” or “Not Achieved” because specific target criteria were not clearly defined. For future evaluations, more specific criteria will enable more rigorous assessment. The quantitative and qualitative data provided through data collection reports, surveys, comment cards, case studies, and BTR staff interaction with evaluation team members generally suggest that the BTR Program is having an influence in the desired direction. Outreach efforts and community partnerships continue to connect libraries to mothers who are not already engaged in utilizing library resources.

**RECOMMENDATIONS**

Recommendations will be presented in two major areas: Program Recommendations and Recommendations for Future Evaluations. The Program Recommendations will present a synopsis of areas for continued effort. Considerations for Future Evaluations will address methodological and logistical issues.

**Program Recommendations**

Focusing on the goals and outcomes defined by the state, areas for consideration of enhancements include:

- **Refinement of Objectives, Outputs, and Outcomes**
- **Consideration of using Scrapbooks as Interventions**
- **Clarification of How Evaluation Findings are Used**

**Continued Refinement of Objectives, Outputs, and Outcomes.** Further articulation of the BTR Program conceptualization would result in more discreet connections between individual program objectives, outputs, and outcomes. A more sequential logic model should be developed to reflect those changes. The measurability of some objectives and outcomes presented a challenge. Though this will be addressed in the Recommendations for Future Evaluations section, clarification of the distinction between Outputs and Outcomes would enhance the utility of the project logic models. If Outcomes specifically describe changes observed in the target population, then Outputs (such as total number of participants served) cannot be considered Outcomes.

**Scrapbooks as Interventions.** Many parents commented at the end of the scrapbook project that they doubted if they would have noticed the small developmental milestones that their children reached every week if not for having to note it in the scrapbooks. One participant explained that “sometimes you just don’t notice how much they are developing because it all happens so fast and your just so very busy.” Participants also commented that they paid more attention to helping their child master a certain skill so that they could “write down something new” in their scrapbook. Thereby, implying that the scrapbook project could serve as an intervention by raising parent’s awareness of their child’s development.

**Use of Findings.** As with any ongoing program, evaluation results should be used to inform program processes and refine program elements. Several project facilitators reported that they had not seen the results from the 1998-1999 Program Evaluation, and they asked to see the findings from this evaluation. To further promote this process, the DLIS staff overseeing the BTR project may continue clarifying what desired project outcomes are and how future evaluations may contribute to the enrichment of knowledge in this area.

### **Recommendations for Future Evaluations**

A review of case studies indicated that even the youngest parents involved gained an increased awareness of their role in educating their children. To better assess these gains over time and to begin assessing the long-term impact of these changes, the DLIS staff responsible for oversight of the BTR Program may wish to consider:

- **Time-frame**
- **Refinement of Program and Project Logic Models**
- **Continued Efforts Toward the Longitudinal Study of Participants**
- **Refinement of Research Design**

**Time-frame.** A more appropriate time-frame for future program evaluations would be an entire project year, such that yearly goals are evaluated on the basis of data for the entire year. The frequent contacts utilized to promote data collection and reporting seemed to support more thorough data collection, and monthly contacts should be considered for future evaluations.

**Refinement of Program and Project Logic Models.** As the BTR program evolves, the logic models should become more sophisticated to accurately reflect desired Outcomes. The measurement of changes may require an initial assessment as well as follow up interviews or posttests.

One element of data collection may be addressed through technology. The Heartland Cooperative Project Coordinator noted that De Soto County software did not show frequency of use, just “date of last use.” If possible, all programs should be provided more advanced software to facilitate tracking of library card use. (Note: This is a local decision that DLIS cannot impose on local libraries.)

The methods used by Projects in which data were collected and reported in detail may serve as models for Projects not reporting data. An evaluation of data reported for this study revealed that no project respondents reported complete demographic details on participants and children for the four months of this evaluation period.

To more accurately measure Outcomes, some initial assessment of knowledge, skill, or behavior would bolster drawing conclusions on the influence of BTR activities. Without such a measure, changes are difficult to assess (the exception in this Program Evaluation was the case study data, which track participant awareness of their children’s and their own changes across time).

**Longitudinal Study of Participants.** A longitudinal study of participants and their children should be implemented to gather information on the long-term impact of the Born to Read Program. The longitudinal study should be designed taking limitations and challenges of previous evaluations into consideration.

**Refinement of Research Design.** The current design and data collection tools appear to fall short in several areas. Changes in participant knowledge, skills, and behaviors appear best captured through the case studies, so qualitative similar components should be included in future designs. The benefit of having this type of component throughout the entire program years seems well worth the anticipated costs of scrapbooks.

Though more perspectives of project activities are included in this report, future reports should attend to librarians’ perceptions of BTR, including lessons learned. The sharing of this knowledge could facilitate program development.

To assess changes in library use, longitudinal patterns of children’s book transactions could be compared within sites (for example, comparing patterns prior to the initiation of BTR project activities with current patterns).

# FLORIDA BORN TO READ PROGRAM EVALUATION: HELPING PARENTS TO PREPARE THEIR CHILDREN TO READ

## Introduction

The Florida Department of State, Division of Library and Information Services (DLIS) contracted with the Florida State University Family Institute (FSUFI) to evaluate the statewide Born to Read (BTR) Program. This program evaluation involved seven BTR Projects currently operating throughout ten Florida counties.

Following the recommendations of Rossi and Freeman (1993), three domains are incorporated into this program evaluation report: conceptualization, implementation, and outcomes. The first area, conceptualization is addressed in the Evaluation Design. Each project is evaluated independently in the Project-Specific Findings, in which project compliance and outcomes are evaluated. In the Case Studies section, summarized data from seven participants' Scrapbooks are presented. Comparisons of state outcomes to projected outcomes are presented in the State Program Evaluation. This report is concluded with a Summary consisting of a Summary of Program Outcomes, Program Recommendations, and Recommendations for Future Evaluations.

## Evaluation Design

### Program Conceptualization

The basic premise of the Born to Read Program premise is that libraries are environments in which early child literacy can be fostered. The DLIS staff members responsible for oversight of the BTR Program identified three related goals for the BTR Program:

1. **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.
2. **To encourage and strengthen partnerships within communities between local libraries and other family service agencies.** The development and strengthening of these ties will empower library staff members to engage community partners in planning, budgeting, designing, and implementing BTR Projects.
3. **To promote and emphasize 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 is targeted to at-risk teen parents and parents-to-be in selected Florida counties. According to the state logic model, six outcomes have been identified for parent participants:

1. Parents continue to participate in the program.
2. Parents use library card.
3. Parents and children visit the library.
4. Parents understand the importance and aspects of child development.
5. Parents interact with children regularly.
6. Parents have improved skills to be their child's first teacher.

The BTR Program will be evaluated on these goals. Additionally, each local project will be evaluated based on projected objectives, outputs, and outcomes.

### **Conceptualization of Evaluation**

This report represents two complementary areas of evaluation: compliance and effectiveness. For the compliance evaluation, also referred to as an implementation evaluation, activities presented are described and projected program outputs are compared to actual program outputs (Kazdin, 1994). An effectiveness evaluation was conducted to determine how well the program has met outcome goals. Quantitative and qualitative data from several sources were examined in each of these areas.

The Project-Specific Findings section is a summary of the quantitative and qualitative data procured through the Monthly Tracking Logs, Comment Cards and communications with project staff. At the beginning of each of the Project-Specific reports, the objectives, outputs (compliance portion), and outcomes (effectiveness section) are assessed. The second part of this report is a presentation of the qualitative data gathered from seven case studies conducted through three local projects. Case study data are then summarized.

### **Implementation of Evaluation**

Following the recommendations from the 1998-1999 Born to Read Program evaluation, DLIS staff contracted with the FSUFI to conduct a multi-method evaluation of the Born to Read Program, Year Two. This section of the evaluation chronicles the conceptualization and implementation of the research design.

One primary recommendation from the 1998-1999 Program Evaluation was that a longitudinal design be implemented to provide informative details about the processes of the program across time. Based on last year's report, several challenges were evident:

- **Access to Information:** Concerns about confidentiality obstructed the open sharing of personal information.
- **Tracking Changes across Time:** The high mobility of some younger parents hampered tracking them across periods of time longer than a few weeks.
- **Tracking Changes in Skills:** The previous evaluation design lacked the capacity to capture data on participant gains in the areas of parent-child interaction, knowledge of child development, and improvements across time in child literacy.
- **Diversity of Project Services:** The diversity of individual, local projects across the state presented a challenge in compiling data.
- **Drawing Conclusions:** The brief engagement of participants in a diverse array of services decreased the capacity to draw even broad conclusions about how a parent was influenced by any single activity.

In response to these challenges, multiple methods and points of view were incorporated into the current evaluation: a quantitative data collection component, a qualitative data collection component, and a series of case studies.

**Quantitative information.** The DLIS staff responsible for oversight of the BTR Program coordinated with the Florida State University Family Institute researchers to develop a Monthly Participant Tracking Log (see Appendix A). The local project staff gathered quantitative data through these forms including:

1. data describing activities;
2. data describing participants including
  - ages of parents and children,
  - ethnicity of parents and children,
  - education of parents,
  - number of parents with a library card
  - number of parents obtaining a card through BTR activities
  - number of parents using their library card
  - amount of time parents spent reading to their children,
  - number of parents referred for literacy programs, and
  - number of parents willing to participate in a follow-up survey;
3. number of incentives distributed (i.e. books, bibs, etc.); and
4. number of parents and children attending programs.

Project staff completed these forms each month between May and August 2000, and project staff submitted these forms to the FSUFI evaluation for data compilation and analysis.

Project applications for grant funding were developed such that many objectives were to be accomplished between October 1, 1999 and September 30, 2000. Since Monthly Tracking Logs were completed only for the four months (May through August

2000) and since some project-specific outputs, outcomes, and objectives could not be evaluated based on data provided, the evaluation team submitted supplemental questionnaires (Appendix I) to project staff to capture data reflecting annual Objective Targets, Outputs, and Outcomes. These questionnaires included questions specific to county project activities as described in individual applications for program funding. These data were compared to projected program outputs (to evaluate project compliance) and outcomes (to evaluate project effectiveness).

**Qualitative information.** Several sources were utilized to procure descriptive data from different perspectives. Qualitative information gathered for this evaluation included:

- Comment cards completed by community partners representing community centers, health care centers, and schools in partnership with local projects (see Appendix B).
- Comment cards from parent participants collected through library activities (see Appendix C).
- Surveys were collected by some projects, and survey results will be summarized and presented.
- Case studies of selected participants conducted by the FSUFI evaluation team.
- Direct communication between the FSUFI evaluation team and project staff.

These data will be utilized to evaluate how well the program is organized to meet the needs of the target population and to evaluate how effective the program has been in meeting outcome goals.

**Case studies.** Case study research is used for in-depth examination of individual's experiences of an event, situation, or circumstance (Gordon & Shontz, 1990). Case study methodology provides a means for the study of phenomenon within the ecological context of real life events and influences (Yin, 1994). The case study component of this program evaluation was developed to contribute to understanding the quality of the interaction between participants and the BTR service delivery system.

Participating county libraries were asked to nominate five or six project participants who might be willing to engage in our effort to collect qualitative information on the Born to Read program. Individuals nominated were contacted by the FSUFI evaluation team and informed that participation would involve coming to an orientation meeting at their local library, completing a scrapbook, participating in monthly telephone contacts with an FSUFI evaluation team member, and being observed with their child at two points in time.

Nominees who agreed to participate and signed the appropriate Informed Consent Form (see Appendix H) received a scrapbook, designed as a diary of formal and informal BTR activities and formal and informal contact with agencies represented by community

collaborators. During the scrapbook orientation meeting, participants were given disposable cameras for recording family literacy activities. The FSUFI evaluation team collected these portfolios. Case study data were used to assess parent experiences of program activities, changes in parent's skills and knowledge over time, and changes in parent-child interaction over time.

The St.Petersburg-Pinellas County BTR Project coordinated scrapbook-based activities with a local facility for teen-aged mothers. During the evaluation period, staff turnover hampered the process, though 2 case studies are presented from this effort. The orientation and the scrapbook prompts were presented following the evaluation protocol at this site, though this project may have become an intervention in itself..

### **Comparisons between Current and 1998-1999 Evaluations**

**Changes in program/project structure.** Four projects (Miami-Dade, Polk, Sumter, and Tampa-Hillsborough) evaluated in the 1998-1999 evaluation were not included in the present evaluation. The Leon County BTR project facilitators shifted their focus from a hospital-based strategy toward a library-based strategy. As a result, the Leon County project should be expected to reach fewer participants, but the type of contact could have a differential impact upon families.

**Evaluation period.** The 1998-99 evaluation period and the 1999-2000 evaluation period were of different time spans across distinctly different months. Data for the 1999-2000 program evaluation were collected across the four-month span between May 1, 2000 and August 31, 2000. Data for the 1998-99 questionnaires reflected activities conducted across the eight-month span from October 1, 1998 to May 31, 1999. Several local projects coordinate BTR activities with school programs, which were not active during the summer months of this evaluation period. The Heartland Library Cooperative is a partial year project, and most Heartland Cooperative BTR project activity had concluded by the beginning of this evaluation period.

**Estimated Unduplicated Counts.** When project facilitators reported incongruent data on a variable, the most conservative data were used in this report. For example, a project facilitator may have reported total parent *attendance* as 500 parents, but data on *ages* were reported for 400 parents, and data on *race* were reported for 375. Attendance was likely to include duplicated counts (as one participant could attend several activities). For the sake of consistency throughout this report, the more conservative number (e.g., 375) was used for total parent participation.

**Comments and quotations.** All comments reprinted in this report in *Italics* are cited verbatim, including syntax. When multiple comment card or survey responses were provided to the evaluation team, the five most common responses (or five deemed most informative) were printed in this report.

## Project-Specific Findings

County demographic data and individualized assessments of the objectives specified in the state and local logic models are summarized. Data reflect the most recent demographic data available from *Florida's Children at a Glance: 1999 Statewide and County Update*, representing the 1997-98 summary statistics for each county.

Please note the meaning of the following symbols:

- ✓ Denotes that the objective, output, or outcome was achieved.
- Æ Denotes that the objective, output, or outcome was not achieved.
- ? Denotes that the objective, output, or outcome can not be assessed from the data provided.

### Columbia County

<b>Total Population:</b>	<b>53,684</b>
White:	43,153 (80.4%)
Nonwhite:	10,531 (19.6%)
<b>Children under 18:</b>	<b>14,442 (26.9%)</b>
<b>Annual Child births:</b>	<b>752</b>
Births to mothers under 20:	153 (20.3%)
<i>Birth rate to mothers 15-17:</i>	37.6
<i>Birth rate to mothers 15-19:</i>	73.9

### Project Objectives, Outputs and Outcomes

#### Objectives/Goals:

1. *Increase community awareness of the importance of reading to children from the time of birth.*
  - ✓ **OBJECTIVE ACHIEVED** (conditionally)
    - Though no separate data were reported for this objective, the following venues were used to promote BTR in Columbia County:
      - local newspaper,
      - community bulletin board,
      - local cable television show,
      - flyers in doctors' offices,
      - posting on the community website,
      - brochures at county fair,
      - brochures in daycare centers,
      - hospital visits, and
      - community Health Department.
    - Information conveyed to parents: read to your baby, books for babies and programs are available at the library.
    - Types of prenatal education: childbirth and parenting.

- Parenting collection in Columbia County Library Annex and duplicate items in non-fiction section.
- Book collections in community (placed by library staff):
  - 12 childcare centers,
  - 2 hospitals, and
  - 8 doctors' offices and Health Department.
- Library worked with Christian Services to distribute over 200 books.
- The remainder of this section presents data that support assessing this goal as achieved, though a more measurable statement (with indicators and data sources articulated in logic model) would facilitate increased integrity in future evaluations.

**2. *By September 30, 2000, 50 families with infants less than one year old will register for Columbia County Public Library's borrower cards.***

**✓ OBJECTIVE ACHIEVED**

- As of this report, 78 families with infants less than one year old had registered for cards. The Columbia County Library staff reported that they have registered 241 parents in their circulation system (DRA) and a total of 277 parents registered as BTR patrons.

**3. *Library users will borrow an average of 400 board books per month in the fiscal year 1999-2000.***

**✓ OBJECTIVE ACHIEVED**

- On average, 528 books per month were borrowed in fiscal year 1999-2000.

**Projected Outputs:**

**1. *A weekly Baby and Me program will be offered.***

**✓ OUTPUT TARGET ACHIEVED**

- Baby and Me programs have been offered twice weekly all year (except for brief periods in December, June, August).

**2a. *Deposit collections of 32 board books will be placed in 5 physician's offices and clinics.***

**? OUTPUT TARGET COULD NOT BE ASSESSED FROM DATA PROVIDED.**

- No data were reported on numbers of board books placed in physician's offices.

**2b. *A deposit of 40 books will be given to Columbia County Schools Even Start and Teen Parenting Programs.***

**? OUTPUT TARGET COULD NOT BE ASSESSED FROM DATA PROVIDED.**

- 40 books were given to Lawton's Place (nursery). Shirts, books, and other incentives were given to families. No data were provided on books given to Even Start or Teen Parenting Programs.

**3. *Semi annual programs on the importance of reading will be held for Even Start mothers and babies and Teen Parenting Class Participants.***

**? OUTPUT TARGET COULD NOT BE ASSESSED FROM DATA PROVIDED.**

- No data were provided on the number of Even Start or Teen Parenting Programs held throughout the year.

**4. Refer to *Goals/Objectives 1-3.***

**5. *2500 Participants served.***

**Æ OUTPUT TARGET NOT ACHIEVED**

- The project facilitator reported that through outreach activities, collections in 24 locations, BTR Day, and participation in the Fair, Columbia County BTR reached in excess of 1000 families. Personal contacts have been made with over 500 families, and the Columbia County library has records on over 400 families.

**Projected Outcomes:**

**1. *Parents will understand the importance of reading to their children from birth.***

**✓ OUTPUT TARGET ACHIEVED**

- Parents were surveyed to assess how often they read to their children (see **Results of Parent Survey** below).
- For this Outcome to be assessed, a specific target should be defined, indicators identified, and data sources established.

**2. *Parents and children will continue to spend quality time together through reading.***

**✓ OUTPUT TARGET ACHIEVED**

- Parents were surveyed to assess how often they read to their children (see **Results of Parent Survey** below).
- For this Outcome to be assessed, a specific target should be defined, indicators identified, and data sources established.

### **Project Activity Summary**

The Columbia County BTR project facilitators presented 14 activities during the evaluation period. This included 13 story-times and 1 Born to Read Day. The total attendance of parents at Columbia County BTR activities was 332. Story-time attendance totaled 257, and 75 parents attended the BTR Day. Through these activities, 76 books, 58 T-shirts, and 130 hospital or book bags were distributed to participating parents.

**Parent Participants.** The total participation reported for the 1998-99 evaluation period was 51 parents. The total for this tracking period was 322. Parents were predominantly Caucasian females aged 21 or older (see Table 1). Data on participants

were not reported for May 2000.

**Table 1. Distribution of Columbia County Parent Participants by Age**

<b>Age</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>	<b>Total</b>
under 15 years	--	0	0	0	0
15 – 20 years	--	5	25	2	32
21 and older	--	73	200	18	291
Unable to Track	--	0	0	0	0
<b>Totals</b>	--	<b>78</b>	<b>225</b>	<b>20</b>	<b>323</b>

The program attracted diverse men and women across several races (see Table 2). At least 288 women and 30 men participated in Columbia County BTR activities. Parent participant education was not tracked, though the majority of parent participants were reported to be high school graduates, and some were reported to be college graduates. Participation in social subsistence programs was not tracked, but the project facilitator stated that many were in WIC, Head Start, and Medicaid programs. The project facilitator reported that no parents were reported to literacy programs.

**Table 2. Parent Participant Racial Distribution**

African American	31
White/Caucasian	202
Hispanic	10
Native American	0
Asian American	1
Biracial	3
Unable to Track	75
<b>Total</b>	<b>322</b>

**Child participants.** The total participation reported in the 1998-99 evaluation period for Columbia County BTR was 50 child participants. The 173 child participants attending Columbia County BTR activities for this reporting period were predominantly young, white children (data on gender were not reported). Of these participants, 86 were less than a year old, and the remaining 87 were between one and two.

**Table 3. Child Participant Racial Distribution**

African American	9
White/Caucasian	127
Hispanic	4
Native American	0
Asian American	4
Biracial	1
Unable to Track	28
<b>Total</b>	<b>175</b>

**Library card use.** Throughout the reporting period, 229 participants had library cards, and 30 parents received their cards as a result of participating in BTR activities.

About 37 parents per month used their library cards several times per week, according to the data reported.

**Reading to children.** Across the reporting period, a total of 112 respondents reported reading to their children several times per week.

**Comment from Participant Comment Cards :** See **Results of Parent Survey** below. No Participant Comment Cards were submitted to the evaluation team.

**Comment from Community Partner Comment Cards.** No Community Partner Comment Cards were submitted to the evaluation team

### **Other Information**

**Results of Parent Survey.** All (13) parents surveyed stated that they repeat the songs and finger-plays from the program with their babies at home, and all stated that they would recommend Baby and Me to their friends. Most of these parents replied that they attended Baby and Me programs one or more times per week, and almost two-thirds of respondents read to their babies daily. Respondents reported hearing about BTR from several sources:

- 5 from the library,
- 5 from Channel 6,
- 2 heard about BTR from friends or relatives,
- 1 from the local Newspaper,
- 1 from Shands at Lakeshore, and
- 1 from her doctor's office.

#### **Parent Survey comments included:**

*Excellent(7)*

*Child loves books/loves to sing because of program (4)*

*Child enjoys socializing with other babies (3)*

*I never really knew how important reading to babies was (2)*

*Staff is great (entertainer and reader) (2)*

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**Gadsden County**

<b>Total Population:</b>	<b>49,740</b>
White:	20,305 (40.8%)
Nonwhite:	29,435 (59.2%)
<b>Children under 18:</b>	<b>13,744 (27.6%)</b>
<b>Annual Child births:</b>	<b>687</b>
Births to mothers under 20:	161 (23.4%)
<i>Birth rate to mothers 15-17:</i>	56.6
<i>Birth rate to mothers 15-19:</i>	85.8

**Project Objectives, Outputs and Outcomes**

**Objectives/Goals:**

1. *By September 30, 2000, mothers who participated in the program will read with their children four times per week as measured from telephone calls to at least 18 participants.*

✓ **OBJECTIVE ACHIEVED**

- The project facilitator reported that 20 mothers read to their child four times per week.

2. *At least 20 teen mothers from the program increase their reading-to-children time to 15 minutes per day.*

Æ **OBJECTIVE NOT ACHIEVED**

- Data provided indicate that 18 mothers read to their child for at least 15 minutes per day.

3. *At least 110 mothers attend the program.*

✓ **OBJECTIVE ACHIEVED**

- Project facilitator reported that 194 parents attended Gadsden County BTR activities this year.

4. *At least 50 program participants redeem the coupon for a diaper bag.*

✓ **OBJECTIVE ACHIEVED**

- A total of 54 participants redeemed these coupons. (Procedure for redeeming coupons was not specified.)

5. *At least 5 programs are presented outside of the library location.*

✓ **OBJECTIVE ACHIEVED**

- 10 programs were presented outside of the library location.

**6. At least 50 Comment Cards are collected from the programs**

✓ **OBJECTIVE ACHIEVED**

- 75 cards were collected.

**Outputs:**

**1. The children's librarian will: conduct 4 lap-sits, visit the Health Department at least 6 times in a year, and refer parents of new babies to the BTR program.**

✓ **OUTPUT TARGET ACHIEVED**

- 15 lap-sits were held, the Health Department was visited 10 times, and an unspecified number of parents were referred to the BTR program.

**2. The Gadsden County Library will do a minimum of eight programs at various sites. 150 teen mothers-to-be or mothers with infants under age 1 will attend.**

✓ **OUTPUT TARGET ACHIEVED** (conditionally)

- During the evaluation period, 14 activities were presented, and 194 mothers attended. The specific number of mothers-to-be or mothers with infants under age 1 in attendance for the entire year was not reported. During the evaluation period, 47 mothers-to-be attended and 44 children under the age of 1 attended activities. This sums to an estimated 91 mothers-to-be or mothers of infants attending during the four month period. If these attendance patterns for the remaining 8 months approached half of the summer rate, this goal was achieved.

**3. 110 participants served (see Objective 3 above).**

**Outcomes:**

**1. Parents will sing, play music, tell stories, and read books.**

✓ **OUTCOME TARGET ACHIEVED** (conditionally)

- Library staff conducted phone interviews to assess this objective.
- For this Outcome to be assessed, a specific target should be defined, indicators identified, and data sources established.

**2. Mothers will interact with their children positively through finger-plays, lullabies, songs, and books.**

✓ **OUTCOME TARGET ACHIEVED** (conditionally)

- Library staff conducted phone interviews to assess this objective.
- For this Outcome to be assessed, a specific target should be defined, indicators identified, and data sources established.

### **Project Activity Summary**

The Gadsden County BTR project facilitators presented 14 activities during the evaluation period. This included 10 story-times, 3 Baby Showers, and 1 Breast-Feeding Day. The total attendance of parents at Gadsden County BTR activities was 104. Story-time attendance totaled 45, 60 parents attended baby showers, and 33 parents attended the Breast-Feed Day. Incentives distributed included 39 books, 39 Baby Bags, 15 Baby Shower Bags, and 20 Goodie Bags.

**Parent Participants.** The total participation reported in the 1998-99 evaluation period for Gadsden County BTR was 94 parent participants. The total for this tracking period was 101. Parents were predominantly African American females between 15 and 20 years old, though the program did attract women across several age groups (see Tables 3 and 4).

**Table 4. Distribution of Gadsden County Parent Participant by Age**

<b>Age</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>	<b>Total</b>
under 15 years	0	0	0	0	0
15 – 20 years	15	15	0	33	63
21 and older	2	10	1	20	33
Unable to Track	5	0	0	0	5
<b>Total</b>	<b>22</b>	<b>25</b>	<b>1</b>	<b>53</b>	<b>101</b>

At least 99 women and 2 men participated in Gadsden County BTR activities. The majority of parent participants (70) were reported to have had 6<sup>th</sup> grade to some high school education, and 5 parents were high school graduates. The project facilitator reported that 100 parents were enrolled in WIC, 78 in Healthy Start, and 12 in Head Start. Fifty-three parents were reported as having been referred to literacy programs.

**Table 5. Parent Participant Racial Distribution**

African American	80
White/Caucasian	4
Hispanic	2
Native American	0
Asian American	0
Biracial	0
Unable to Track	15
<b>Total</b>	<b>101</b>

**Child participants.** The total participation reported in the 1998-99 evaluation period for Gadsden County BTR was 150 child participants. The 17 child participants attending Gadsden County BTR activities for this reporting period were predominantly African American females less than a year old (Racial/Ethnic distribution of child participants was unable to be more accurately determined due to the Project Site's

inclusion of prenatal children in the Racial/Ethnic data). Approximately 47 mothers-to-be attended Gadsden County BTR activities.

**Library card use.** Though 26 parents were reported to have had library cards, data on usage and frequency were not reported.

**Reading to children.** No data were reported for this area.

**Comments from the 75 Participant Comment Cards Collected:** No Participant Comment Cards were submitted to the evaluation team for this period.

**Comments from Community Partner Comment Cards:** No Community Partner Comment Cards were submitted to the evaluation team for this period.

### **Other Information**

The Gadsden County project facilitator shared that deposit collections have been established with the Gadsden County parenting program, WIC, Healthy Start, and the Gadsden County women's correctional facility. Lap-sits are also conducted at the WIC office and the daycare located at a local high school (for teenage mothers).

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

**De Soto County**

<b>Total Population:</b>	<b>27,224</b>
White:	22,018 (80.9%)
Nonwhite:	5,206 (19.1%)
<b>Children under 18:</b>	<b>6,152 (22.6%)</b>
<b>Annual Child births:</b>	<b>351</b>
Births to mothers under 20:	81 (23.1%)
<i>Birth rate to mothers 15-17:</i>	68.4
<i>Birth rate to mothers 15-19:</i>	105.7

**Hardee County**

<b>Total Population:</b>	<b>22,447</b>
White:	20,253 (90.2%)
Nonwhite:	2,194 (9.8%)
<b>Children under 18:</b>	<b>6,007 (26.7%)</b>
<b>Annual Child births:</b>	<b>441</b>
Births to mothers under 20:	98 (22.2%)
<i>Birth rate to mothers 15-17:</i>	85.9
<i>Birth rate to mothers 15-19:</i>	126.8

**Highlands County**

<b>Total Population:</b>	<b>79,536</b>
White:	71,838 (90.3%)
Nonwhite:	7,698 (9.7%)
<b>Children under 18:</b>	<b>14,018 (17.6%)</b>
<b>Annual Child births:</b>	<b>877</b>
Births to mothers under 20:	161 (18.4%)
<i>Birth rate to mothers 15-17:</i>	46.1
<i>Birth rate to mothers 15-19:</i>	86.4

**Okeechobee County**

<b>Total Population:</b>	<b>34,746</b>
White:	31,871 (91.7%)
Nonwhite:	2,875 (8.3%)
<b>Children under 18:</b>	<b>8,976 (25.8%)</b>
<b>Annual Child births:</b>	<b>516</b>
Births to mothers under 20:	127 (24.6%)
<i>Birth rate to mothers 15-17:</i>	66.6
<i>Birth rate to mothers 15-19:</i>	108.6

**Project Objectives, Outputs and Outcomes**

**Objectives:**

1. *Ninety of the parents involved in the program will read daily to their children by September 30, 2000.*  
? **OBJECTIVE COULD NOT BE ASSESSED FROM DATA PROVIDED.**
  - Project facilitator reported that “*We thought we could track this, however privacy issues prevented us from following up with most of our parents.*”

**Outputs:**

1. *BTR program will reach 125 parents or parents-to-be.*  
✓ **OUTPUT TARGET ACHIEVED**
  - 863 participants were reached through the BTR program
2. *90 parents who attend parenting classes will also attend library orientations and lap-sits.*  
✓ **OUTPUT TARGET ACHIEVED**
  - 343 parents participated in parenting classes and Lap-sits.
3. *50 of these will become new library patrons and obtain library cards for the first time*  
✓ **OUTPUT TARGET ACHIEVED**
  - 90 of these participants obtained library cards for the first time.
4. *Healthy Start will offer parenting classes that last for 8 to 10 weeks. Parents will receive books and other incentives after attending 6 classes.*  
✓ **OUTPUT TARGET ACHIEVED**
  - 168 parents received books for attending 6 Healthy Star Parenting Classes.
  - 175 parents received books for attending 1 car seat orientation and 1 library orientation

5. *Lap-sits will be held twice a week. Parents will receive books after attending 4 lap-sits*

Æ **OUTPUT TARGET NOT ACHIEVED**

- Lap-sits were not successful in Heartland Cooperative.

6. *Book depositories containing 50 books will be given to the local Health Departments*

✓ **OUTPUT TARGET ACHIEVED**

- 11 deposit collections were given to the Health Department and other health care facilities
- 3 deposits were given to teen-age parent programs
- 8 deposits were given to Redlands Christian Migrant Association (RCMA) and other child care centers
- Other outreach locations included; the Safe House, Children's Advocacy Center, Children and Family Services, and The New Testament Mission Counseling Center
- Total of 1,350 books places in deposit collections at outreach centers

**Outcomes:**

1. *Parents will understand the importance of reading to their children.*

✓ **OUTCOME ACHIEVED** (conditionally)

- Through the use of "open-ended evaluations" after parenting classes, the library staff concluded that parent participants do understand the importance of reading to their children.
- For this Outcome to be accurately assessed, a specific Outcome Target should be defined.

2. *Parents will learn how to use car seats properly.*

✓ **OUTCOME ACHIEVED** (conditionally)

- 175 parents learned how to use car seats properly as a result of a "Car Seat Orientation."
- For this Outcome to be accurately assessed, a specific Outcome Target should be defined.

### **Project Activity Summary**

The Heartland Cooperative BTR project, which encompasses De Soto, Hardee, Highlands, and Okeechobee Counties, operated on a half-year basis, and the project facilitator reported that most BTR project activities concluded by the beginning of this evaluation period. In May, one activity was held with 45 parents participating, and in June, one class Healthy Start parenting class was presented for 6 inmates in the Highlands County women's correctional facility. Twelve books were distributed to participants in the June class.

**Parent Participants.** The total participation reported for the 1998-99 evaluation period was 190. Though scheduled activities for the Heartland Cooperative BTR project had subsided by the evaluation period, 51 (most conservative estimate) parent participants attended activities. Of these participants, 43 were women, and 8 were men. Most participants (45) were enrolled in high school (the program was presented in a high school Child Development class). The 6 participants in the correctional facility had between a 6<sup>th</sup> grade and high school education. Data on participant race/ethnicity were only reported for these 6 participants (1 African American, 4 Caucasians, and 1 Hispanic).

**Child participants.** The total participation reported in the 1998-99 evaluation period for the Heartland Cooperative BTR project was approximately 300 child participants. The only child participant data reported for this evaluation period were the ages of three children of participants in the high school class (one infant less than 6 months old, one child between 7 – 12 months, and one child between 18 – 24 months).

**Library card use.** Ten parents obtained cards through Heartland Cooperative BTR project activities.

**Reading to children.** No data were reported in this area.

**Comments from Participant Comment Cards.** No Participant Comment Cards were submitted to the evaluation team (see Survey Comments below).

**Comments from Community Partner Comment Cards.** No Community Partner Comment Cards were submitted for this evaluation period.

### **Other Information**

As noted, the Heartland Cooperative had concluded most activities by the beginning of this report period. Data for the month of May were reported for Heartland Cooperative. Individual county data for June were reported for Highlands County, but no other data were reported. Healthy Start staff led June's parenting class for inmates in the county jail, and no child participants were involved.

**Survey Comments.** The Heartland Cooperative BTR Project facilitator conducted a survey of a high school parenting and child development class. The following quotations represent selected survey feedback from these students.

- *I now know how important it is to read to your children or even your siblings. I never knew the effects of shaken baby syndrome was so dramatic. I can't believe that a person could harm a child in such a way. I also did not know how much reading to your baby can effect its brain growth.*
- *It made me realize how young the child can start to learn things. I feel like have benefited from the program in many ways.*

- *Thank you very much for coming in to inform us about ways to help our babies develop properly and the free stuff. I appreciate this very much, for now I believe I can raise my child right and be a great parent, thanks to you.*
  - *That was good knowledge about child care. You'll be seeing me more at the library!"*
  - *I think it is good to inform children (such as us) so early about child care.*
- 
-

**Lee County**

<b>Total Population:</b>	<b>394,244</b>
White:	365,740 (92.8%)
Nonwhite:	28,504 (7.2%)
<b>Children under 18:</b>	<b>78,173 (19.8%)</b>
<b>Annual Child births:</b>	<b>4,534</b>
Births to mothers under 20:	667 (14.7%)
<i>Birth rate to mothers 15-17:</i>	<i>44.1</i>
<i>Birth rate to mothers 15-19:</i>	<i>68.0</i>

**Project Objectives , Outputs and Outcomes**

**Objectives:**

1. *By June 30, 2000, 2000 parents in Lee and Hendry Counties will receive information about the importance of reading and will read to their children every day.*

✓ **OBJECTIVE ACHIEVED**

- 778 participants received packets at programs, and 3,768 received non-program packets. Total=4,546.

2. *By September 30, 2000, 650 families will provide daily language experience for their children to promote language development.*

✓ **OBJECTIVE ACHIEVED**

- Of participants surveyed, 248 currently read and 485 parents or parents-to-be are committed to reading every day. Total currently reading or committed to read = 733.
- The project facilitator noted that “*many of the participants are expecting their first child, and are not currently reading to any child at home.*”

3. *By September 30, 2000, patron satisfaction with the BTR program will be 85% or higher as indicated through focus group interviews or surveys.*

✓ **OBJECTIVE ACHIEVED**

- Patron satisfaction was 99.2%, as determined by surveys (and supplemented by a focus group conducted by a Community Partner – see **Other Information**).

**Outputs:**

1. *1 WIC Baby Shower presentation will be conducted each month from November 1999 to August 2000.*

✓ **OUTPUT TARGET ACHIEVED**

- 13 Baby Shower presentations were conducted in the stated time period.
- 2. *500 BTR packets will be distributed during the months January to August 2000.*
  - ✓ **OUTPUT TARGET ACHIEVED**
  - 803 packets were distributed at BTR programs
  - 5,033 packets were distributed at non-BTR program events.
  - Total = 5,836 packets distributed.
- 3. *Field trips will be provided to the library by the LAMP and Florida First Start Families each month.*
  - Æ **OUTPUT TARGET NOT ACHIEVED**
  - LAMP – 3 (including symphony)
  - Florida First Start – 2
  - Busses were also available to both for the Reading Festival.
- 4. *At least 12 “Parent and Baby” programs will be presented in Lee County Public Libraries.*
  - ✓ **OUTPUT TARGET ACHIEVED**
  - 22 Parent and Baby programs were presented
- 5. *The Symphony will present at least 1 program about the importance of classical music for infants.*
  - ✓ **OUTPUT TARGET ACHIEVED**
  - Symphony concert was presented in May.
  - Additionally, The **BORN TO READ BABY TALK** (Spring 2000) newsletter, distributed quarterly by the Lee County BTR project, presented a brief article on “The Mozart Effect.” The article included references to several books available through the Lee County library.
- 6. *8000 participants will be served.*
  - Æ **OUTPUT TARGET NOT ACHIEVED**
  - 1,284 participants were served through BTR programs
  - 5,401 non-program gift recipients
  - Total participants reached = 6,685

**Outcomes:**

- 1. *Parents will develop a love for reading and books as well as classical music. They will continue reading to their children and playing classical music.*
  - ✓ **OUTCOME TARGET ACHIEVED** (conditionally)
  - A survey was distributed at the symphony, and 108 surveys were returned. Survey results support that many parents are reading (the “condition” is specific to the lack of a target percentage against which to compare this

- outcome). Survey findings:
- 98 % of program participants are committed to daily reading to their children.
  - 82 % learned new information at the programs
  - Two-thirds (78 of 108) of the people surveyed after the symphony concert said that they will play classical music at home.
  - Selected survey results reported by the project facilitator: *“Parents are interested in reading to their children and helping their children succeed; music and books are a part of child development that parents are not always aware of. Many of the program participants reported were not read to so this is new information to them.”*
- Of the 2,788 (non-program) gift packets given out at WIC, 708 families (25%) returned a card requesting more information about BTR and reading.

### Project Activity Summary

Lee County BTR project facilitators presented 22 activities during the evaluation period. This included 9 storytimes, 5 classes, 4 presentations on creative reading techniques, 2 book discussions, 1 outreach activity with the Bookmobile, and 1 symphony concert. The total attendance of parents at Lee County BTR project activities was reported to be 1068. Storytime attendance totaled 82, 98 parents attended classes, and 313 parents attended the additional activities (the most popular of which was the symphony concert, with 175 participants). During the evaluation period, more than 2500 incentives were distributed (see Table 6).

**Table 6. Lee County BTR Project Incentives Distributed.**

	May	June	July	Aug	Total
Baby Bags	23	5	21	19	68
Literature Packets (with books)	87	27	38	655	807
Audio Tapes	258	0	0	0	258
Bath Book Sets	11	0	0	0	11
Summer reading Packets	50	0	0	0	50
Prizes (unspecified)	0	0	0	128	128
Bunny Books	248	0	0	0	248
Night-lights	200	0	0	0	200
WIC Literature Packets	0	800	0	0	800
<b>Total</b>	<b>877</b>	<b>832</b>	<b>59</b>	<b>802</b>	<b>2570</b>

**Parent Participants.** The total participation reported in the 1998-99 evaluation period for Lee County BTR project was 274 parent participants. The total for this tracking period was 173.

**Table 7. Parent Participant Racial Distribution**

	May	June	July	Aug	Total
African American	14	7	4	1	26
White/Caucasian	19	19	40	8	86
Hispanic	19	4	4	3	30
Native American	1	0	0	0	1
Asian American	0	0	0	0	0
Biracial	0	0	0	0	0
Other	0	0	0	1	1
Unable to Track	2	3	11	13	29
<b>Total</b>	<b>55</b>	<b>33</b>	<b>59</b>	<b>26</b>	<b>173</b>

Parent participants were predominantly Caucasian females over 21 who had obtained a high school degree or some college education. Detailed demographic data were reported on these participants. These data identify a wide diversity in race (see Table 7), age (see Table 8), and education (see Table 9).

**Table 8. Distribution of Parent Participants by Ages**

Age	May	June	July	Aug	Total
Under 15 years	4	0	0	0	4
15 – 20 years	4	2	3	4	13
21 and older	45	28	45	10	128
Unable to Track	2	3	11	12	28
<b>Totals</b>	<b>55</b>	<b>33</b>	<b>59</b>	<b>26</b>	<b>173</b>

**Table 9. Parent Participants by Highest Grade Completed**

	May	June	July	Aug	Total
Up to 6th Grade	0	1	0	0	1
7th Grade to some H.S.	0	0	2	0	2
GED	0	2	3	0	5
H. S. Degree to some College	0	13	13	5	31
College Degree or More	0	8	15	1	24
Unable to Track	0	9	26	20	55
Did Not Track	55	0	0	0	55
<b>Total</b>	<b>55</b>	<b>33</b>	<b>59</b>	<b>26</b>	<b>173</b>

Of these participants, 168 were female and 5 were male. No parents were referred to literacy programs. Thirty parents were enrolled in WIC, 9 were in Healthy Start, and 4 were in Pre-K programs.

**Child participants.** The total participation reported in the 1998-99 evaluation period for the Lee County BTR project was 3 child participants. The 101 child participants attending Lee County BTR activities tracked for this reporting period were predominantly Caucasian females more than two years old. Approximately 43 mothers-to-be attended Lee County BTR activities.

Data on race, gender, and age of child participants were collected after May (in which the 25 child participants were not tracked). Of the children participating in June – August, 41 were Caucasian, 12 African American, 6 Hispanic, and 2 were Asian American (racial data were not tracked for 38 children). Thirty-nine children were females, and thirty-seven were males. These children represented all age ranges (12 children were less than a year old, 11 were between one and two, 17 were older than two, and 44 were not tracked).

**Library card use.** Though only 2 parents and 3 children obtained library cards through Lee County BTR activities during the reporting period, 88 parents had library cards. Forty-four cardholders reported using their library cards several times each month (additionally, 30 seldom used their cards, while 10 used their cards several times per week).

**Reading to children.** About 82% (99 of 121 respondents) of parents surveyed reported reading to their children several times per week (20 reported reading to their children several times per month, while 2 reported seldom reading to their children).

**Comments from the 69 Participant Comment Cards Collected:** Respondents consistently expressed appreciation and support for the program. Most respondents indicated that they perceived benefits in reading to their children from birth.

***Selected responses to the question “What can you do to help your child get ready to succeed in school?” follow:***

- *Read to him/her and Read to your children at least 15 minutes daily (most frequent responses)*
- *LOVE HIM, read to him, talk to him, expose him to new & different experiences, encourage him, build his self esteem, let him know he’s secure, teach him, there’s not enough room to say it all . . .*
- *So many things – Reading, Art Work, Play Time, Puzzles, Physical Activities, Preschool Programs*
- *Read books every day. Interact w/ & stimulate my child all day except naps. Explain what we are doing*

***Selected suggestions for improving the program:***

- *Can we meet once a month? and Longer program & more often (most frequent suggestions)*
- *Can you do the baby program once a month? Can you do a ‘Frequent Readers’ program & take pictures of the children who come to the library frequently and put them on a poster? This is especially encouraging for the younger children who can’t yet read the other posters.*
- *Thank you very much for making life better for my children with these great programs!*
- *Different time*

- *Get out in the community as much as possible to make people aware of the program.*

### **Comments from the 5 Community Partner Comment Cards:**

#### **Comments:**

- *I feel that we (CCSWFL & Library) are building a foundation that will continue to grow even after the grant ends. I think it's a natural connection between an agency serving young children at-risk educationally, their parents (our clients) and the library<sup>1</sup>*
- *Great focus on early literacy activities and how to stimulate brain development<sup>2</sup>*
- *It compliments our breast feeding program (baby shower) beautifully (both promote brain growth)<sup>3</sup>*

#### **Areas for improvement:**

- *I would like to know more about how we can actively work together to benefit our families.<sup>1</sup>*
- *Just spread the grant to Glades County.<sup>4</sup>*
- *BTR is a wonderful program. Keep up the good work!<sup>2</sup>*

#### **Strengths:**

- *The goals of Born to Read are so important. The grant is in very capable hands.<sup>1</sup>*
- *Excellent staff, providing books to children & adult nutrition books to parents/families. Staff who listen to what your needs are & try to incorporate them into the grant.<sup>4</sup>*
- *Community outreach, getting families in to the libraries to see what is available, library cards for our families, books for our families.<sup>2</sup>*

<sup>1</sup>Marjorie Wilson, Education Director, Child Care of Southwest Florida

<sup>2</sup>Becky Young, Program Manager, Florida First Start

<sup>3</sup>Maria Richter, Breast Feeding Peer Counselor/Assistant

<sup>4</sup>Karen Kalisz, RD, ID, Nutrition Director & WIC Coordinator, Lee County

Health Department

### **Other Information**

The Lee County BTR project facilitator reported that a focus group was conducted by Marjorie Wilson<sup>1</sup> (see above) with five teen moms from the Lee Adolescent Mothers Program (LAMP). She reported on the focus group as follows:

*The moms in the group understand the importance of reading (brain development, success in school) and do it mostly every day. They mentioned that reading is soothing and helps their babies fall asleep. They stated that next year they would*

*like to receive more books and longer books. One mother said her child wants to read at least 5 books every day.*

The Lee County BTR project facilitator incorporated questions from the Participant Comment Card into their parent survey. WIC is the main community partner for Lee County BTR, and deposit collections are at WIC clinics. Monthly Baby Showers are held at the WIC facility.

Additional literature packets are distributed on a continuous basis through WIC. The Lee County BTR Summer Reading program was mentioned in newspaper articles for LCLS summer programs. 1255 mailers were sent out to BTR program and WIC participants. More than a dozen people who received a WIC packet and sent in a card from the mailing list have attended Rhyme Time programs at the library.

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**Leon County**

<b>Total Population:</b>	<b>227,714</b>
White:	166,943 (73.3%)
Nonwhite:	60,771 (26.7%)
<b>Children under 18:</b>	<b>49,914 (21.9%)</b>
<b>Annual Child births:</b>	<b>2,850</b>
Births to mothers under 20:	324 (11.4%)
<i>Birth rate to mothers 15-17:</i>	<i>24.4</i>
<i>Birth rate to mothers 15-19:</i>	<i>24.9</i>

**Project Objectives, Outputs and Outcomes**

At the time of this report, the supplemental data request had not been submitted to the evaluation team. As a result, these Objectives, Outputs, and Outcomes could not be evaluated. The Leon County BTR Program will be evaluated on the basis of data received to date in the Project Activity Summary.

**Objectives:**

(Note: From the Leon County BTR project projected Logic Model, Objectives/Goals 1-3 were not listed in measurable terminology, so these Objectives reflect Objectives/Goals 4 and 5 respectively).

- 4. 80% of teenage mothers or families who receive trainings and books view reading as an important factor in the child's development and they read to their children an average of 4 times per week.*
- 5. 20% of the families served by the program that are Leon County residents will register for a card during the grant year.*

**Outputs**

- 1. The LCLCPL Youth Services Librarians will provide training workshops for all Brehon Institute case managers bimonthly.*
- 2. The LCLCPL Librarians will offer the BTR training to students twice a month.*
- 3. Florida Healthy Department offers prenatal Care and childbirth classes every Friday.*
- 4. Brehon Institute clients or Lively Academy students that contact LVLC will be assigned a tutor who will meet with them at least 1 hour per week.*
- 5. 262 participants will be served.*

**Outcomes**

1. *Parents will understand the importance of reading to their children and read to their children daily*
2. *Parents will interact with their babies more positively.*

**Project Activity Summary**

No activities were held in Leon County during July, so these data reflect only May, June, and August. Leon County BTR project facilitators presented 3 activities during the evaluation period. This included a storytime, 1 one-on-one class, and 1 teen fair. The total attendance of parents at Leon County BTR project activities was reported to be 52. Storytime attendance totaled 9, 1 parent attended the class, and 30 teen parents attended the teen fair. An additional 12 extended family members or community members also attended this fair. During these activities, 60 books and 9 bags with books were distributed.

**Parent Participants.** For the 1998-99 evaluation period, the Leon County BTR project facilitator reported that 127 mothers were reached through the Tallahassee Memorial Hospital partnership. The total number of participants involved in Leon County BTR activities for this tracking period was 40. Parent participants were predominantly African American (see Table 10) females between 15 and 20 years old (37 of the 40 were in this age group) with education levels between 7<sup>th</sup> and 12<sup>th</sup> grades. One of the participants was 13 years old, and 2 were 21 or older.

**Table 10. Parent Participant Racial Distribution**

	May	June	July	Aug	Total
African American	19	6	0	1	26
White/Caucasian	8	2	0	0	10
Hispanic	0	1	0	0	1
Native American	0	0	0	0	0
Asian American	0	0	0	0	0
Biracial	3	0	0	0	3
Unable to Track	0	0	0	0	0
<b>Total</b>	<b>30</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>40</b>

Gender data were not recorded for May, and the 9 participants from June through August were female. Of participants for whom educational data were tracked (n=31), 30 were 7<sup>th</sup> – 12<sup>th</sup> grade teens who visited the Teen Fair, and 1 participant had a high school degree.

Eleven parents were referred to literacy programs. The thirty parents who attended the Teen Fair were all enrolled the Lively Academy Teen Parent program. Two parents were in WIC and Healthy Start (1 in each program).

**Child participants.** The total participation reported in the 1998-99 evaluation period for the Leon County BTR project was 133 child participants. The 3 child participants attending Leon County BTR activities tracked for this reporting period were all less than a year old (1 female, 2 males). Two children were African American and one was Caucasian. No child participant data were reported for May.

**Library card use.** Two parents obtained library cards through Leon County BTR activities during the reporting period, and five parents had library cards prior to their involvement in BTR. Minimal data on card usage were reported (one parent reported seldom usage of their card, and one BTR participant was reported to have used a library card during the month of August only).

**Reading to children.** One parent participant responded to this question, and this parent reported reading to his or her child several times per week

**Comment from the 1 Participant Comment Card Collected:** Only one comment was reported.

***Response to the question “What can you do to help your child get ready to succeed in school?”***

- Helping child succeed in school by reading to him.*

**Comments from the 2 Community Partner Comment Cards submitted:**  
(Neither respondent suggested recommendations for improvement)

***Comments:***

*Really love the books – use the bags. BTR is a wonderful way for caseworker to ‘break the ice’ with client.<sup>1</sup>*

*The residents seem to find program beneficial & enjoyable. They take turns reading daily to the babies and pregnant moms even read to their unborn babies.<sup>2</sup>*

***Strengths:***

*Books – we see the books out in client’s homes. Modeling reading the books is important (sic).<sup>1</sup>*

*The books! And information about reading.<sup>2</sup>*

<sup>1</sup>Pam Cromartie, Brehon Institute

<sup>2</sup>Cassie Hammock, Director, Serenity Shores

**Putnam County**

<b>Total Population:</b>	<b>70,243</b>
White:	57,296 (81.6%)
Nonwhite:	12,947 (18.4%)
<b>Children under 18:</b>	<b>17,161 (24.4%)</b>
<b>Annual Child births:</b>	<b>911</b>
Births to mothers under 20:	216 (23.7%)
<i>Birth rate to mothers 15-17:</i>	53.7
<i>Birth rate to mothers 15-19:</i>	89.5

**Project Objectives, Outputs and Outcomes**

**Objectives**

*1. By September 30, 2000, at least 50 families from the target population will be actively participating in the BTR program.*

**Æ OBJECTIVE NOT ACHIEVED**

- 38 families from the target population are participating in the BTR program

*2. By September 30, 2000, at least 50 families from the target population will have received child development information.*

**✓ OBJECTIVE ACHIEVED**

- 55 families have received child development information

*3. By September 30,2000, each participating family will have had at least 6 hour long group activities designed to introduce and reinforce the training offered through the program.*

**Æ OBJECTIVE NOT ACHIEVED**

- 30 (of 38) participating families have had this training.
- Objective appears too broad for assessment.

*4. By September 30, 2000, each newborn child in Putnam County will have received a BTR Welcome Package.*

**? OBJECTIVE COULD NOT BE ASSESSED FROM DATA PROVIDED**

- 154 families with newborns have received BTR Welcome Packages.
- Based on the Florida KIDS COUNT Data presented at the beginning of this segment, approximately 900 babies were born in Putnam County. Objective3 may have been too broadly defined.

*5. By December 31,1999, an ESL evaluation will have been conducted in the Southern part of Putnam County to determine at what level ESL activities should be included in the upcoming Family Literacy Program LSTA grant application.*

? **OBJECTIVE COULD NOT BE ASSESSED FROM DATA PROVIDED**

- 33 ESL evaluations have been completed.
- Objective may have been too broadly defined.

### Outputs

1. *250 participants will be served.*

✓ **OUTPUT TARGET ACHIEVED**

- Combining data from the supplemental questionnaire indicates that 288 participants were served.

### Outcomes

1. *Parents will learn additional skills that may move them toward a more loving and nurturing regard for their children.*

? **OUTCOME TARGET NOT SPECIFIED**

2. *The children will benefit by having quality time with their parents.*

? **OUTCOME TARGET NOT SPECIFIED**

3. *Both parents and children will benefit from interacting with trained volunteers modeling healthy and appropriate activities which the parents can take away from the sessions and reproduce at home or other settings.*

? **OUTCOME TARGET NOT SPECIFIED**

### Project Activity Summary

No data were reported to the evaluation team for August (see **Other Information** below regarding data reported for July). Putnam County BTR project facilitators presented 24 activities during the evaluation period. This included 12 storytimes, 6 Parenting Tips sessions, 4 “Share Time” activities, and 2 Packet Presentations.

The total attendance of parents at Putnam County BTR project activities was reported to be 102 parent participants. Story-time attendance totaled 62, and the remaining 40 parents were divided among the other activities. During the evaluation period, more than 280 incentives were distributed (143 books, 53 magnets, 36 Baby Bags, 35 Bookmarks, 12 T-shirts, and an unspecified number of packets).

**Parent Participants.** The total participation reported in the 1998-99 evaluation period for Putnam County BTR project was 43 parent participants. The total for this tracking period was approximately 102, with 100 females and 2 males attending (due to incomplete data reporting, the actual number may be as low as 102 and as high as 164, see **Other Information**). Data on age, race, education, and involvement in social programs were not reported. No parents were referred to literacy programs.

**Child participants.** The total participation reported in the 1998-99 evaluation period for the Putnam County BTR project was 50 children. During this evaluation period, more than 99 children participated. NOTE: The respondent reported 99 child participants for May and 63 in June, but no other data on child participants were reported in May to establish an unduplicated count (the total child participation was between 99 and 162 for May and June combined). Of the May participants, 45 were less than a year old, 15 were between 1 and 2 years old, and 3 were older than 2.

**Library card use.** Sixteen parents were reported to have library cards, to have used their library cards in June, and to be using their cards several times per week (no other data were reported in this area).

**Reading to children.** Sixteen parents were reported to have read to their children several times per week in June.

**Comments from the 8 Participant Comment Cards Collected:**

Selected responses to the question “*What can you do to help your child get ready to succeed in school?*”

- *Talk with them, read to them, play with them, & love them.*
- *Read to them even if you don't think they are paying attention.*
- *Read Phonics cards, talk to them, tell them what things are and what you are doing.*
- *Read & spend time w/ him playing w/ educational toys (shapes, colors, etc.).*

Selected **Suggestions for Improvement:**

- *It's great as is.*
- *Wish we could continue throughout summer.*
- *We enjoyed the program & glad we could participate.*
- *None. It's a great program. Thanks.*

**Comments from the 2 Community Partner Comment Cards submitted:**

**Comments:**

- *The packets that have been handed out (35) to the new moms have been great. They are appreciated.<sup>1</sup>*
- *Experiences have been very positive – parents always enjoy it and want more.<sup>2</sup>*

**Recommendations for Improvement:**

- *Reaching 'isolated' families – those that can't get out.<sup>2</sup>*

***Strengths:***

- *INFORMATION AND PRESENTATION*<sup>1</sup>
- *Parents who participate in BTR now want to be trained to be a volunteer.*<sup>2</sup>

<sup>1</sup>Lucinda Deputy, OB Director

<sup>2</sup>Martha Wright, Program Coordinator

**Additional comments from the Putnam County Project Facilitator (from  
Monthly Participant Tracking Logs):**

*Our program does not ask specific questions – only name, address, phone number*

*These questions are not pertinent to new mothers.*

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**St. Petersburg-Pinellas County**

<b>Total Population:</b>	<b>888,141</b>
White:	802,310 (90.3%)
Nonwhite:	85,831 (9.7%)
<b>Children under 18:</b>	<b>164,493 (18.5%)</b>
<b>Annual Child births:</b>	<b>9,253</b>
Births to mothers under 20:	1,168 (12.6%)
<i>Birth rate to mothers 15-17:</i>	36.2
<i>Birth rate to mothers 15-19:</i>	53.4

(Data presented represent Pinellas County)

**Project Outputs and Objectives**

**Objectives**

- 1. Helping at least 75% of the parents complete at least 3 of the following Baby Steps Activities: Library card registration, well-baby visit, lap-sit library program, parenting workshop or classes, or literacy/GED classes.*  
**? OBJECTIVE COULD NOT BE ASSESSED WITH DATA PROVIDED**
  - More specific tracking (or reporting) methods would need to be practiced to assess the objective stated.
- 2. 50% of the parents will spend time reading to their children and participating in developmental play activities by September 30, 2000.*  
**? OBJECTIVE COULD NOT BE ASSESSED WITH DATA PROVIDED**
  - Though reading logs and scrapbooks contributed to understanding parent-child interactions in these activities, insufficient data were reported to address the specific % and the vague “time” stated in this objective.
  - According to the case studies (see below), participants did spend time engaged in these activities, and BTR may have influenced this.
- 3. Mothers and babies will make 1000 visits to library story times by September 30.*  
**✓ OBJECTIVE ACHIEVED**
  - Total parent attendance over the summer approached 10,000.
- 4. 75% of program participants will demonstrate an increased awareness of library services as measured in surveys by September 30, 2000.*  
**✓ OBJECTIVE ACHIEVED** (conditionally)
  - According to the respondent, this objective was achieved, but the data provided did not indicate how this was determined.

5. *80% of parents will demonstrate more effective parenting skills.*  
**? OBJECTIVE COULD NOT BE ASSESSED WITH DATA PROVIDED**
  - Though reading logs and scrapbooks contributed to understanding parent-child interactions, insufficient data were reported to address the specific % stated in this objective. Measuring improvement in parenting skills would require an assessment of parenting skills prior to BTR engagement.
  - Parent participants engaged in the case studies did demonstrate some healthy parenting skills.
  
6. *To issue 3,000 “prescriptions to read” and 6,000 developmentally appropriate books through well-baby visits, outreach programs, and programs in the library.*  
**✓ OBJECTIVE ACHIEVED** (conditionally)
  - Though the actual number of “prescriptions to read” was not clearly indicated, a total of 23,474 developmentally appropriate books were distributed between April and September 2000.

### Outputs

1. *200 BTR diaper bags will be given to teens with 2 books, a BTR pamphlet, infant shirt, and coupons at their 8 month prenatal visit or the first well-baby visit.*  
**Æ OUTPUT TARGET NOT ACHIEVED**
  - Based on respondent’s data, approximately 90 diaper bags were distributed.
  
2. *Beginning in April, staff and volunteers will read to students twice a week.*  
**✓ OUTPUT TARGET ACHIEVED**
  - With about 65 programs held monthly, staff and volunteers read much more frequently than stated.
  
3. *The library and American Red Cross will hold 30 training sessions for mothers, caregivers, teachers, health care providers, and volunteer readers.*  
**? OUTPUT TARGET COULD NOT BE ASSESSED FROM DATA PROVIDED**
  - No data were provided on training sessions
  
4. *3,000 participants served*  
**✓ OUTPUT TARGET ACHIEVED** (conditionally)
  - Though no unduplicated counts were available, the total parental attendance for the four summer months approached 10,000.

### Outcomes:

1. *Helping parents begin the leaning process which will give their children a better chance to succeed, not just in reading, but in life.*

2. *Parents will learn more effective parenting skills attained in parenting classes.*

**? OUTCOME TARGETS COULD NOT BE ASSESSED FROM DATA PROVIDED**

- Targets were not defined in measurable ways
- To evaluate changes in skills, an evaluation design must be implemented that includes an assessment of skill level prior to the delivery of services.
- Data from several sources, including case studies and observations of parents, support that BTR may be providing healthy influences and promoting healthy parent-child interactions, but no clear measurement of this was included in the present study.

**Project Activity Summary**

The St. Petersburg-Pinellas County BTR project facilitators presented 304 activities during the evaluation period. This included 290 storytimes and lap-sits, 7 classes, and 7 other (unspecified) activities. The total attendance of parents at St. Petersburg-Pinellas County BTR project activities was reported to be 9,604. Storytime and lap-sit attendance totaled 8,321, 873 parents attended classes, and 74 parents attended the additional activities. During the evaluation period, more than 3400 incentives were distributed, including some BTR Dad hats.

**Table 11 . St. Petersburg-Pinellas County BTR project Activity Attendance**

	May	June	July	Aug	Total
Parent attendance at ALL activities	2444	2730	2055	2375	9604
Parent attendance at Lapsit or Storytime ONLY	2014	2616	1316	2375	8321
Parent attendance at Classes ONLY	95	39	739	0	873
Parent attendance at Field Trip/Library Tour ONLY	0	0	0	0	0
Parent attendance at All "Other" Activities ONLY	0	74	0	0	74

**Parent Participants.** The total participation reported in the 1998-99 evaluation period for St. Petersburg-Pinellas County BTR project was 172 parent participants. An unduplicated estimate was unavailable, as tracking age, gender, or race of participants exceeded the data tracking resources of the library. One Baby Steps presentation was attended by 20 Caucasians, 3 Hispanics, 3 Asian Americans, and 2 African Americans. Of these, 8 had between a 7<sup>th</sup> and 12<sup>th</sup> grade education, 6 had a high school diploma, and 6 had a college degree. Note: this sample does not necessarily represent the population of parents. No social program data were reported, and no parents were referred to literacy programs.

**Child participants.** The total participation reported in the 1998-99 evaluation period for the St. Petersburg-Pinellas County BTR project was 220 child participants. In July and August of 2000, 2,187 child participants attended St. Petersburg-Pinellas County BTR activities (child participation data were not reported for May and June). Children at the Baby Steps activity surveyed were predominantly Caucasians between one and two years old (this was not reported as a representative sample).

**Library card use.** According to the data submitted to the evaluation team, 318 children and 494 parents obtained library cards through project activities. Though the St. Petersburg-Pinellas County BTR project facilitator reported that their library system was unable to track individual card usage, data on the total number of transactions for BTR patrons was 333 in August alone.

**Reading to children.** About 66% (264 of 397 respondents) of parents surveyed reported reading to their children several times per week (20 reported reading to their children several times per month, while 2 reported seldom reading to their children).

**Table 12. “How often did target parents read to their children this month?”**

	May	June	July	Aug	Total
Several times/week	80	114	24	46	264
Several times/month	0	0	17	3	20
Seldom	27	27	16	0	70
Not at all	8	9	9	17	43

**Participant Comment Cards:** No Participant Comment Cards were submitted to the evaluation team.

**Community Partner Comment Cards:** No Community Partner Comment Cards were submitted to the evaluation team.

## Case Studies

The case study component of this program evaluation was developed to contribute to understanding the quality of the interaction between participants and the BTR service delivery system.

Participating county libraries were asked to nominate five or six project participants who might be willing to engage in our effort to collect qualitative information on the Born to Read program. Individuals nominated were contacted by the FSUFI evaluation team and informed that participation would involve coming to an orientation meeting at their local library, completing a scrapbook, participating in monthly telephone contacts with an FSUFI evaluation team member, and being observed with their child at two points in time.

Participants who completed the scrapbook portion of this program evaluation included one mother from Columbia County, two mothers from Gadsden County, and four from St. Petersburg / Pinellas County. While each participant was asked to participate for twelve weeks, participants actually recorded information from between 5 and 12 weeks. Case study data were used to assess parent experiences of program activities, changes in parent's skills and knowledge over time, and changes in parent-child interaction over time.

### Case Study #1

#### Columbia County

This 28 year-old Caucasian woman from Columbia County is married. She described herself as having some college education, and she does not currently work outside the home. During the scrapbook project, her child aged from 12 to 15 months old. At the beginning of the scrapbook project, this mother reported that her child's important milestones were saying "mama" at six months and crawling at seven months old.

**Participation in Born To Read Activities.** This participant reported that she and her daughter attended a Born To Read activity, Baby and Me, once a week over the course of the summer. The only time that this participant didn't attend a BTR activity was when the program took a short break to regroup before the next session. This participant explained that when the Baby and Me programs began again her child was very happy. She wrote that "while Baby and Me was taking time off, she and I would go to check out books and she would get upset when we didn't go into the Baby and Me room."

**Physical Development.** Over the course of nine weeks, this participant reported that her child had achieved several developmental milestones. Predictably, this mother first described her child developing gross motor skills first, such as crawling and walking. Toward the end of the project, the child developed fine motor skills, such as opening locked jars and using pens. At the end of the first week, she reported that her child walked down the hall "all by herself" and that during the second week her child was walking while holding only one of her hands. At the end of the fifth week, she reported

that her child had “started opening drawers and was using them as a ladder.” By the end of the seventh week, this mother reported her daughter was beginning to develop fine motor skill as she described her child opening the cookie jar for the first time and taking out a few cookies. During the ninth week of the project, this 14- month-old child had started to scribble on paper, and her mother noted that “she loves to watch the ink show up on paper.”

**Social Skills Development.** The mother reported that her child was interacting more frequently with people other than her (she is the child’s primary caregiver). At the end of the first week of the project, she reported that her child was starting to share her food with others and that she liked putting food into her and her husband’s mouths. During the second week, she reported that her child had fallen in love with her 4 year-old uncle and that she “squeals in delight as he runs around her.” During the fifth week, her child started imitating her when she was on the phone. She would “grab anything and hold it up to her ear” in an effort to imitate her mother.

By the end of the seventh week, this mother noticed that when her daughter was ready for to go to bed, “she goes up to her daddy and gives him a kiss. She grabs my hand and leads me into the bedroom and to the bed.” Finally, during the ninth week of the scrapbook project, she noted that her child enjoyed playing with other children from the Baby and Me reading group. She described how her daughter would “hand toys to the younger girls” as they played together.

**Language Development.** As the project began she reported that her child would “read” to her father after he read to her. During the second week, she reported that after reading *Touch and Feel Home*, where you tickle a teddy bear, she started saying “tickle, tickle, tickle.” During the fifth week of the project, her child was trying to say real words as she observed that “she has her own work for cookie now – she says cook, cook.” She reported that her child’s vocabulary tripled during the seventh week and that her new words included “ball, book, boat, more juice, and nap”. At the end of the ninth week this child’s language development continued to increase as she added “toes, uh-oh, bear, bath, water, bird, baby, socks, swing,” and “Hannah” to her vocabulary.

**Mother’s Favorite Reading Activity with Child.** This mother described her favorite reading activity with her child for the first week as “watching daddy read *Doggies* to her, in “dog” (he barked it to her)”. Reading the book *When is my birthday?* with her husband to her child was her favorite reading activity during the second week. During the fifth week, this participant enjoyed when her child “read to her” while she was driving her car. Finally, during the last two weeks she enjoyed reading her *Teletubby* book and seeing her “light up” at Po as well as during “Eye Spy a Panda”.

**Child’s Favorite Reading Activity.** This mother reported that “her daddy reading to her in the car during our vacation” appeared to be her daughter’s favorite activity during the first week. Then, she explained that her child also enjoyed learning *Barnyard Dance* at bedtime during the fifth week, seeing Po in the book during the seventh week, and her father reading to her at bedtime during the ninth week. She explained that her husband “read her almost every book she owns” at his daughter’s insistence.

**Other Reading Activities.** The additional reading activities that this family participated in with their daughter varied from watching story times on television to reading with a computer program. During the first week, she and her child enjoyed watching the book segments on *Elmo's World*. During the second week, she reported that her child "always seems to be reading one book or another" and that "reading seems to be her favorite activity." During the seventh week of the project, this mother reported that her child enjoyed playing her *Reader Rabbit Playtime for Babies* and that her child "has also started to walk up to me and start dancing when she wants to turn on music." Furthermore she describes that her child "will also start blowing when she wants candles to be lit." Playing the *Reader Rabbit for Baby* computer program was a favorite activity during the final week of the project.

**Activities with Community Agencies.** Initially this mother described trips to the library to pick out books with her child. Also, during the first week, her child had a doctor's appointment at the children's Medical Center for her yearly shots. Towards the end of the scrapbook project, she and her child started attending Baby and Me story-times again when they reconvened from a short hiatus.

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## Case Study #2

### Gadsden County

This next participant is a 27 year old African-American woman from Gadsden County. This young woman is married, describes herself as having some college education, and works part-time in a medical clinic. At the time this project began, her only child was six months old.

**Participation in Born To Read Activities.** This participant reported that she and her daughter attended Born To Read activities, mainly the showers, prior to participating in the scrapbook project. She does report attending a Born to Read activity during the first few weeks of the project, but then not attending many formal BTR activities over the remaining weeks of the project

**Physical Development.** Over the course of eleven weeks this participant reported that her child had achieved several developmental milestones. Predictably, this mother first described her child developing gross motor skills, such as sitting up on her own and moving in her walker during the fourth week. This mother reported that at the end of the sixth week her child "thinks that she can walk." She explains that "she doesn't realize that she's not in her walker. So, instead of crawling, she'll try to walk. Sometimes it works and sometimes it doesn't." At the end of the tenth week, she reported that her child was "starting to pull her way up on tables, chairs, and beds."

**Social Skills Development.** Regarding her child's social skills, the mother reported that her child is primarily interested in interacting with herself and her, but that she is beginning to interact with other children. At the end of the first week of the project, this

mother reported that her daughter loves playing with other kids at the babysitter's home, but that "she's becoming selfish with her toys." During the third week, she reported that her child "has been paying more attention to her mother. Meaning when it's time for me to come home-all things change." Additionally, in the fourth week this mother noticed that her daughter "doesn't like sharing her things at all, but does play well with other kids." This participant reported that during the sixth week her daughter's face lights up when she sees other children. Also, by the end of the seventh week, this mother noticed that sometimes her daughter picks up "one of her books likes she knows what is going on. I like that it shows were hard work pays off". Finally, during the tenth week of the scrapbook project, this mother reported that her child enjoys playing with animals stating that "she loves animals. I'm not sure what she thinks they are, but she enjoys them."

**Language Development.** During the course of this scrapbook project, this mother also reported on her daughter's language development. As the project began she reported that her child would pay attention to her name and when she would hear her father come into a room. During the third week, she reported that her daughter "loves music and lullabies." During the fourth week of the project, this mother noticed that her child "will respond back to me when someone calls out her name." During the fifth week of the scrapbook project, she reports that her "newest sound today was pronouncing the dog's name, which is K.J. If she didn't, it sounded like it." She also reported that this week she and her husband "purchased a talking story time book and reported that her daughter "liked it because it responded back to her." During the sixth week of the project, this mother noticed that "My child's first words were "Ma Ma" instead of "Da Da". Maybe because he works more than mom!" And finally, by the end of the seventh week, this child's language development continued to increase as she "Da Da" to her vocabulary.

**Mother's Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child's favorite reading activity. This mother describes her favorite reading activity with her child for the first week as reading *Just Imagine with Barney*. During the third week, this mother again reported that reading *The Ugly Duckling* was her favorite reading activity with her child. During the fifth and sixth weeks this participant enjoyed reading *The Purpose of Parenting* and *The Country Cousins by Walt Disney*. Finally, during the last two weeks this participant enjoyed reading *A Tale of Two Tiggers* and *Animal Kingdom* with her daughter.

**Child's Favorite Reading Activity.** This mother described her child's favorite reading activities over the eleven week. She reported that reading the *A. B. C's* book to her appeared to be her favorite during the first week. Then, she explained that her child also enjoyed learning reading Barney and the Barney Puppet show in the third and fourth weeks of the project. During the fifth week this mother reported that her child's favorite reading activities appeared to the *My First Word Book*. She explained that "I read different words to her and watch for her response". In the sixth and seventh week, her daughter appeared to enjoy singing Barney songs and playing with the *Barney Image Station*. Finally during the tenth week of the project, this mother reported that her daughter enjoyed reading *Animal Story* most.

**Other Reading Activities.** This participant did not describe many additional reading activities that this family participated in with their daughter over the course of the project. She did report that during the seventh week of the project, “her father, myself, and our child went to the Gadsden County Public Library for some reading materials.” Finally, in the tenth week of the project, this mother reported that her family enjoyed reading *Pooh’s Spring Cleaning Mystery* together.

**Activities with Community Agencies.** Finally, this participant did not report if her family had any involvement with community agencies during the course of this project.

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### Case Study #3

#### Gadsden County

This first participant was a 20 year-old African American woman from Gadsden County. This young women is married and is currently attending college. While this mother is attending classes during the day, friends and family members care for her only child. During the scrapbook project, her daughter aged from 11 to 14 months old. At the beginning of the scrapbook project, this mother reported that her child’s important milestones so far were saying “mama” at three months, saying “dada” at five months, and drinking from a straw at seven months old.

**Participation in Born To Read Activities.** This participant reported that she and her daughter attended Born To Read activities, mainly the showers, prior to participating in the scrapbook project. She does report keeping contact with the parent educator who is a BTR community partner.

**Physical Development.** Over the course of nine weeks, this participant reported that her child had achieved several developmental milestones. This mother reported that at the end of the first week her child “has been standing up and trying to walk on the bed all by herself. She claps her hands more often now. She’s starting to walk on tables more and crawl around less than she used to crawl”. During the second week, she reported that she “has been making 4 to 5 steps or more at a time” but “still prefers crawling right now.” At the end of the fifth week, she reported that her child “is now walking 80% of the time, but she still has to crawl every now and then.” By the end of the ninth week, this mother reported her daughter had “started running a little bit. She pushes her little wheeler over the floor and sometimes she picks it up.” Also, she reported that “when I take her arms out of her shirt, she pulls the shirt over her head.” Furthermore, during the tenth week she noticed that her daughter “does splits for attention” and “when I take pictures of her, she models for the shot.” Finally, during the eleventh week of the project, this mother noticed that “when we go to the altar for prayer, she follows me and bends down as though she is praying as well.”

**Social Skills Development.** Regarding her child’s social skills, the mother reported that her child is interacting more and more with people other than her, the child’s primary caregiver. At the end of the first week of the project, this mother noticed that her daughter

“smiles at almost everyone she meets. She lets other people hold her now without crying.” During the second week, she reported that her child “will share her toys with the other babies at church” and that “she actually enjoys letting other people hold her for a longer period of time.” This participant reported that during the fifth week her child “will clap and sing to people indicating that she wants to hear a song.” Also, by the end of the ninth week, this mother noticed that now she “takes other kids toys and plays with them. She doesn’t like to play with her own toys and seems to like to have domination over everyone” and that she “plays with the little kids in the church so that she can take their toys, then she’ll leave. She will share her books with the kids even though they want their toys instead” during the tenth week of the project.

**Language Development.** During the course of this scrapbook project, this mother also reported on her daughter’s language development. As the project began, she reported that her child would follow some of her commands such as “when I tell her to stop, she responds by stopping.” During the second week, she reported that she “tries to sing along when I sing in her baby talk” and also “has started calling a little boy by his name.” During the fifth week of the project, she noticed that “when I sing to her, she starts clapping and rocking to the music. She recognizes some songs better than others. She says ba-ba, da-da, ma-ma.” By the end of the ninth week this mother noticed that her child was understanding a few more commands when she noticed that “when I say yes, she shakes her head up and down and when I say no, she shakes her head side to side.” She also noticed that her daughter does not have a long attention span when she is reading her a long book. However, she reports that “when I sing to her, she claps, rocks, and tries to sing along in her own talk, if she likes the song.” During the tenth week of the project, this participant explained about her daughter, “She is a very attentive baby. She is very nosey and sees a lot of things that go on in church. If a person does something that she doesn’t like, she will not go to them, instead she shakes her head side to side saying, ‘No.’” During this week she also noticed that her child’s vocabulary continued to increase as she added the words “hot, huh, bye-bye, pat, Moma, baby, Jesus,” and “missy.” Finally, in the eleventh week, this mother noticed that when she I played a song that her daughter didn’t know or like she “puts her hands over her ears and shakes her head.”

**Mother’s Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child’s favorite reading activity. This mother describes her favorite reading activity with her child for the first week as the *ABC’s* book. During the second week of the project, this participant reported that her favorite reading activity with her child was reading the Bible, “because she actually listened for a little while.” This participant continually identified that reading the Bible to her child was her favorite reading activity.

**Child’s Favorite Reading Activity.** This mother described her child’s favorite reading activities over the eleven weeks. She reported that the *ABC’s* book with fold back pictures was her child’s favorite book during the first week of the project. During the second week of the project this mother concluded that her child’s favorite book was the Bible “because she smiles at me as I read to her.” Then, she explained that her child also

enjoyed reading *Baby Animals* in the fifth week and *Farm Animals* during the ninth week of the project.

**Other Reading Activities.** The additional reading activities that this family participated in with their daughter were generally reading the Bible and using Bible cards and reading the ABC's book together.

**Activities with Community Agencies.** Finally, this participant described the activities that she and her child had with community agencies. This mother only reported one trip to the health department and stated that "we laughed and played during a visit to the health clinic."

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## Case Study #4

### Pinellas County

This next participant was a 30 year-old Caucasian woman from Pinellas County. This young woman is married, described herself as having completed high school, and does not work outside of the home at this time. During the scrapbook project, her child aged from 16 to 19 months old. However, this mother explained that while her son is chronologically 16 months old, he is developmentally 12 months old (born four months premature – for the purposes of this report, this child's age will be reported in months since time of his birth). At the beginning of the scrapbook project, this mother reported that her child's important milestones so far were saying the words "eat" when he was 14 months old.

**Participation in Born To Read Activities.** This participant reported that she and her son attended a Born To Read activity, Mother Goose, once a week for several weeks over the course of the summer. This mother reported that she and her child attended Mother Goose storytimes on the first, second, fourth, ninth, eleventh, and twelfth week of the scrapbook project. She also noted that her family took a three-week vacation this summer which caused them to miss several BTR activities.

**Physical Development.** Over the course of nine weeks this participant reported that her child had achieved several developmental milestones. This mother first describes her child developing gross motor skills first, such as walking and climbing. Toward the end of the project, the child developed a few fine motor skills, such as finger painting and waving hello. This mother reported that at the end of the first week her child "has started to walk while holding only one hand instead of both" and that during the second week her child was just "exploring everything." At the end of the fourth week, she reported that her child had reached a developmental milestone because he "has finally stood completely on his own." By the end of the eighth and ninth weeks, this mother reported her son was enjoying waving hello, finger painting, and dropping balls. During the tenth week of the project, this child had started climbing up on the furniture. During the

eleventh week of this project, this mother excitedly reports that he “takes his first steps!” and by the twelfth week he is able to “get up onto the couch by himself now.”

**Social Skills Development.** Regarding her child’s social skills, the mother reported that her child is interacting more and more with people other than her, the child’s primary caregiver. At the end of the first week of the project, she reported that her child loves to engage people into playing with him saying that “he smiles, babbles, and blinks a lot.” During the second week, she reported that she and her child spent a lot of time visiting with both grandparents this week. This participant reported that during the fourth week her child started “becoming more and more upset when she or her husband leaves her son.” Also, by the end of the ninth week, this mother noticed that now her son had started “turning around and throwing tantrums when he doesn’t want to be held by strangers.” This mother noticed that her son had a big attachment to his grandmother and that he “squeals when he sees her!” Finally, during the eleventh week of the scrapbook project, this mother reports that her child enjoys “imitating, imitating, imitating.”

**Language Development.** During the course of this scrapbook project, this mother also reported on her daughter’s language development. As the project began she reported that her child “took a book from me and held it up like he was reading it and said ‘ta-ta-ta.’” During the second week, she noticed that her son had been he has been trying to say “Oh boy.” During the fourth week of the project, she reported that she and her child were working on saying “nose, toes, fish,” and “frog.” During the eighth week, she reports that her child’s vocabulary had increased to include “cat, bear, nose,” and “toes.” At the end of the ninth week this mother noticed that “when he is asked a question, he responds ‘yes’ to everything.” During the tenth and eleventh weeks her son added “juice, milk, cat, and bear to his vocabulary. Finally, on the twelfth week of the project, her son added “fish, frog, and dog” to his vocabulary and was working on “toes, bath, rabbit,” and bunny.”

**Mother’s Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child’s favorite reading activity. This mother describes her favorite reading activity with her child for the first week as “reading to him with him on my lap.” During the second week, this mother again describes reading *Peter Pan* as her favorite reading activity with her child. During the eighth and ninth weeks this mother described “snuggling” with her child and “holding him close” as she read to him as her favorite reading activities for the week. At the end of the tenth week, this participant reported that using the CD-ROM storytime was her favorite. Finally, during the last two weeks she particularly enjoyed “letting him pick out his own book and bring it to me” and “telling him stories while bathing him.”

**Child’s Favorite Reading Activity.** This mother described her child’s favorite reading activities over the nine weeks of the project. She reported that “snuggling while we read” appeared to be her child’s favorite activity during the first week. Then, she explained that her child also enjoyed reading *Peter Pan* during the second week, “turning pages himself” during the fourth week, and “pulling books off of the shelf” during the eighth

week. Furthermore, she reported that he appeared to enjoy “tasting all of his books” during the ninth week, “naming things in books” during the tenth week, and again “pulling books down from the shelf” in the eleventh week. Finally, she reported that the twelfth week of the project was spent reading CD-ROM storybooks.

**Other Reading Activities.** The additional reading activities that this family participated in with their daughter were as varied as reading books with a computer program to reading books in the park. This participant reported that during the first week, she and her child enjoyed “naming objects and counting our books.” During the second week, she reported that her child used “storybooks” on their CD-ROM. During the eighth week of the project, this mother reported that her child enjoyed looking at “photo albums and catalogues together.” She explains “that he likes to do what I am doing.” Also, during the ninth week of the project this mother noticed that her child enjoyed “reading *Parents and Woman’s Day*” with her. During the tenth week her son helped “me clip coupons and we talked about what they are for”. During the eleventh week she explained that they “all went to *Barnes and Nobles* and then to the park where we read our new books.” Finally, in the twelfth week, she explained “I read directions for everything I do or cook out loud to show him reading is everywhere!”

**Activities with Community Agencies.** Finally, this participant described the activities that she and her child had with community agencies. Initially this mother described afternoon trips to the library exclaiming “we got our library cards from the library.” Also, she included that she and her child “walked around the lake and talked about what we saw” often.

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## Case Study #5

### Pinnellas County

This next participant was a 34 year-old Caucasian woman from Pinellas County. This young women is married, described herself as having a graduate degree, and does not work outside the home at this time. During the scrapbook project, her child aged from 7 months to 10 months old. At the beginning of the scrapbook project, this mother reported that her child’s important milestones so far were crawling at seven months old.

**Participation in Born To Read Activities.** This participant reported that she and her daughter attended both Story Time and Mother Goose on a weekly basis.

**Physical Development.** Over the course of nine weeks this participant reported that her child had achieved several developmental milestones. This mother describes her child developing gross motor skills first, such as sitting and climbing, then, toward the end of the project, her daughter is standing and walking. This mother reported that at the end of the first week her daughter “learned to sit on her own, how to crawl, and to stand (while holding on)” commenting that it was “a big week in physical development.” At the end of the fourth week, she noticed that her child had “begun to scale the couch and started to lift her legs to climb.” She also noticed that her daughter “has perfected getting herself

up by palming the wall or other objects no longer needing a ledge for leverage.” By the end of the seventh week, this mother stated that “when we walk with her she only holds one hand. She stands more and is crawling less often.” During the ninth week of the project, this 9 month old child “took her first steps by herself this week!” Finally, by the tenth week of the project, this mother noticed that her daughter was “now taking 8 or 9 steps by herself without holding on before she goes ploop!”

**Social Skills Development.** Regarding her child’s social skills, the mother reported that her child is interacting more and more with people other than her, the child’s primary caregiver. At the end of the first week of the project, she reported that her child would “smile at others, but is only comfortable with Mom and Dad.” She added that “she will not let others hold her without quite a fuss (except for her swimming instructor).” This mother went on to describe how her daughter “loves to see other little ones and is quite aggressive when interacting with them.” During the fourth week, she reported that “this week at storytime she was very excited to see other children and watched them closely.” Furthermore, she asserted that her daughter “has begun to let other adults hold her after looking at me to see if it is okay. She often touches people sitting close to me.” This participant reported that during the seventh week her child “has begun to touch out to other adults at the gym. She seems more comfortable with adults on the floor at her level.” Finally, during the tenth week of the scrapbook project, this mother reported that her child enjoys going to her little gym and playing with the other babies. She continues by saying that her daughter “is still not comfortable with adult strangers, is not yet sharing, and is more excited to watch other kids.”

**Language Development.** During the course of this scrapbook project, this mother also reported on her daughter’s language development. As the project began she reported that her child “loves to watch your face when you read or talk.” She went on to describe how her child “shakes her head “no,” noting that she copied this from her. During the second week, she reported that her daughter was “enthralled at storytime this week – they had a drum and tambourines.” She added that her daughter “just stared as they read the story and she finally began babbling this week” commenting that “we are thrilled!” During the seventh week, she reports that her child is babbling and clapping more often and that she “does pat-a-cake and loves peek-a-boo.” This mother goes on to say that her child also “seems more aware of what we are saying and gets very excited when we read her favorite books. At the end of the tenth week this participant noticed that her daughter “now can give you objects that you ask for (binky, phone, and Pooh).”

**Mother’s Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child’s favorite reading activity. This mother describes her favorite reading activity with her child for the first week as “laying down next to her with our heads together reading.” During the fourth week, this mother enjoyed the toddler storytime and seeing her child so involved. While during the seventh week, this participant enjoyed reading to her daughter as her daughter sat in her lap. Finally, during the last week of the project she enjoyed reading her daughter “books with cats – she likes the sounds Mommy makes.”

**Child's Favorite Reading Activity.** This mother described her child's favorite reading activities over the nine weeks project. She reported that reading "the green mug" appeared to be her favorite during the first week. Then, she explained that her child also enjoyed "exploring books (lifting the flaps) during the second week, and turning pages during the seventh week. Finally, during the tenth week, this mother noticed that her child appeared to enjoy "sitting in the rocker with mom or dad and reading our library books."

**Other Reading Activities.** The additional reading activities that this family participated in with their daughter mainly consisted of reading additional library books to their daughter. This participant reported that during the first week, she and her husband enjoyed reading to their child about twenty-five minutes every day. During the second week, she reported that "as always, we read to her each day," and that "we started getting five books from the library each week so she can have some new books that are more age appropriate." This mother reported that she continued to read these books to her child several times daily throughout the duration of the project. Finally, during the last week of the project, this participant explained that "we went to the library and let her dig through the bin of board books to pick out some books" for the week.

**Activities with Community Agencies.** Finally, this participant described the activities that she and her child had with community agencies. This participant reported that she and her daughter went to the final session of their developmental play group. Also, during the first week, they attended their first swimming lesson together. During the remaining weeks, this mother reported attending both Story Time and Mother Goose on a weekly basis.

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## Case Study #6

### Pinellas County

This participant is a 15 year-old African American woman living in a residential home for pregnant teenagers in Pinellas County. This adolescent is single, described herself as having some high school education, and is currently employed. During the scrapbook project, her child aged from three to six months old. At the beginning of the scrapbook project, this mother reported that her child's important milestones so far were being able to hold her bottle at three months.

**Participation in Born To Read Activities.** When answering the prompt "My child and I have participated in these BTR activities" she answered "yes" each of the five weeks for which she completed the scrapbook. This respondent's answers indicate that she possibly misread the question, and that she had participated in a BTR activity for each of the five completed weeks. Furthermore, a BTR activity called Baby Steps was held at this residential home at least twice over the 12 week period.

**Physical Development.** Over the course of five weeks, this participant reported that her child had achieved several developmental milestones. This mother first describes her child developing gross motor skills first, such as “holding her bottle, trying to sit up, and rolling on both sides.” This mother reported that at the end of the second week of this project her daughter was “trying to sit up” and that during the third week her child was “playing with her feet.” At the end of the fourth week, she noticed that “my baby is now scooting.” By the end of the fifth week, this mother reported her daughter was “almost crawling” and at the beginning of the sixth week she was “now sitting up.”

**Social Skills Development.** Regarding her child’s social skills, the mother reported that her child is interacting more and more and noticing others more often as well. At the end of the first week of the project, she explained that while playing with her daughter “she gets excited and starts laughing at me.” During the second week, she noticed that her child was “always playing with other residents.” Furthermore, this mother reported that during the third week, her daughter “always smiles at anybody who talks to her” and during the fourth week, she also noticed that her child likes to go to one of her good friends. Finally, during the fifth week of the scrapbook project, this mother reported that her child “laughs whenever you call to her” thereby indicating that she knows her name and that she likes to be spoken to.

**Language Development.** During the course of this scrapbook project, this mother also reported on her daughter’s language development. As the project began she reported that “I’m talking to my child, teaching her to say ‘da-da’ and now she says it every now and then.” By the second week, she noticed that “when I’m reading a book, my child reaches for the book.” During the third week of the project, she reported that her child was “saying ‘da-da’” and she also noticed during the fourth week, that her daughter “tries to talk back to you” after someone has spoken to her. Finally, at the end of the fifth week, she noted that “she tries to take the book whenever I leave.”

**Mother’s Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child’s favorite reading activity. This mother describes her favorite reading activity with her child for the first week when she is “reading to her while she goes to bed” and goes on to say that “I really like reading the *Little Mermaid*.” This young mother enjoyed reading the Bible to her daughter during the fourth week of the project and reading *Sister, Sister* to her during the fifth week.

**Child’s Favorite Reading Activity.** This mother described her child’s favorite reading activities over the nine weeks project. She reported that bedtime stories appeared to be her favorite stories during the first week. Then, she explained that her child also appeared to enjoy when she read her the Bible during the fourth week and the *Fortune Teller* during the fifth week.

**Other Reading Activities.** The additional reading activities that this young mother participated in with her daughter ranged from reading books at the local library to listening to someone else reading stories to them. During the first week of the project this

mother reported that mainly she “just read and try helping her to learn to crawl and sit up.” This participant enjoyed listening to someone else read stories to them during the second week. And finally, during the fourth week of the project, she enjoyed “spiritual reflecting” with her child.

**Activities with Community Agencies.** Finally, this participant described the activities that she and her child had with community agencies. During the first week, she reported that she and her child had an appointment at the health clinic this week. This participant and her child “searched for books on the computer at the local library” during the second week of the project. They also spent the fourth week “reading and checked out books at the library”. This mother also noted that she and her child went to the health department for a check up during the fourth week of the project. And finally, this participant remembered that she and her child “read books at the library” during their fifth and final week participating in this scrapbook project.

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## CASE STUDY # 7

### Pinellas County

This participant was a 14 year year-old Caucasian woman from Pinellas County. This young women is a resident in a group home for pregnant adolescents in Pinellas county. She describes herself as being single, as having some middle school education, and is not employed at this time. During the scrapbook project, her son aged from four to seven months old.

**Participation in Born To Read Activities.** This participant reported that she and her son attended a BTR activity called Baby Steps, that was held at her residential home, several times during the twelve week evaluation period.

**Physical Development.** Over the course of nine weeks this participant reported that her child had achieved several developmental milestones. This mother reported that at the end of the first week her child "rolls over both ways-trying to scoot." She noticed that her child was “reaching higher” during the third week, and again “attempting to scoot” during the fourth week. At the end of the fifth week, she reported that her child was starting to “roll better”, to “lift her head”, and “to reach more” than in previous weeks. By the end of the seventh week, this mother reported her son continued “scooting” around and by the ninth week he was sitting upright.

**Social Skills Development.** Regarding her child’s social skills, the mother reported that her child was noticing others more and more often. At the end of the first week of the project, she noticed that her child "smiles, laughs and babble s" and again is “laughing and reaching” during the second week, and touching other people during the third week.

Finally, during the seventh and ninth weeks of the scrapbook project, this mother noticed that her child continued to enjoy laughing and smiling.

**Language Development.** During the course of this scrapbook project, this mother also reported on her son's language development. As the project began, she reported that her son would "grab pictures, laughs, and coos" and that he was "laughing, smiling and touches picture" during the second and third weeks of the project. Furthermore, she noticed that her child was beginning to talk and would get very excited when he heard himself making noises.

**Mother's Favorite Reading Activity with Child.** Over the course of the project, participants were asked to record both their favorite reading activity with their child as well as their child's favorite reading activity. This mother described her favorite reading activity with her child for the first week as reading him the baby book given to her by her residential home. Throughout the entire project, this mother reportedly enjoyed reading *Dr. Seuss* as well as *Winnie the Pooh*.

**Child's Favorite Reading Activity.** This mother described her child's favorite reading activities over the nine weeks project. She reported that his new *Green Book* and the *Pooh Sing Along* appeared to be her favorite activities during the first week. Then, she explained that her child also enjoyed when she read *Dr. Seuss* to him during both the second and third week of the project. This mother again noticed that her child enjoyed when she read *Dr. Seuss* and *Winnie the Pooh* during the seventh and ninth weeks.

**Other Reading Activities.** This participant reported that during the first week, she and her child enjoyed the "touch and feel books." During the second week, this mother reportedly enjoyed showing her child the *Black and White and White and Black* book as well as the *Winnie the Pooh Sing Along*, the *Green Book* and *Read to Your Bunny* book. They also enjoyed the "touch and feel books" during the third week of the project. During the seventh week of the project, this mother reported that her child enjoyed reading the *Green Mug* and reading children's poetry during the ninth week of the project.

**Activities with Community Agencies.** Finally, this participant described the activities that she and her child had with community agencies. During the second week of the scrapbook project, this young mother read to her child at the library and took her child to the health department for a check-up. She also reported going to the health clinic for both her child's check up and immunizations. Then, towards the end of the scrapbook project, she and her child started using the computers at the library and visited the health department again because her child wasn't feeling well.

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### Conclusion of Case Studies

After compiling the participant remarks over the course of the scrapbook project, it became evident that parents who have participated in BTR activities were apparently quite engaged with their children. Even though the scrapbook parents participated in this

project for varying lengths of time, and attended diverse activities, they each reported seeing their child develop physical skills, social skills, and language skills. Furthermore, they described being engaged in diverse reading activities ranging from reading along with computer programs to watching storytimes on television.

**Physical Development.** Overall, participants noticed their children reaching new developmental milestones practically on a weekly basis. One parent explained that at the beginning of the project, her 12 month-old child was just learning to walk while holding onto something, but by the end of nine weeks her child was not only walking by herself, but was also “opening drawers and using them as a ladder.” Parents also noticed that their children were generally developing gross motor skills first, such as rolling from side to side, crawling, and then walking. Toward the end of the projects, some parents were reporting that their children were developing a few fine motor skills such as opening cookie jars and then scribbling on paper with ink pens.

**Social Skills Development.** In general, these parents noticed that their children were primarily interested in interacting with their parents, especially the mother, but they noted that their children felt more comfortable with others over time. Parents noticed that their children’s faces lit up when they came in the room or when their child heard them speaking. Also, many participants noticed that as the weeks passed, their children were more interested in other children as well as in other adults. One mother reported that at the beginning of the project her child usually just sat in her lap during the Baby and Me programs, but by the end of the project “she is now usually sitting in the leader’s lap by the end of the program.” Many participants also noticed that their child was interacting with other children and “even sharing toys and books” with them by the end of the scrapbook project.

**Language Development.** This appeared to be the most exciting arena for parents to report on during this project. All of the participants noticed that the more that they read to their child, the more interested the child was in the books, but also in the sound of their parents’ voices. Parents also appeared excited that they were able to quiet their babies by reading or singing to them. One parent noticed that during the second week her daughter “tries to sing along when I sing to her in baby talk” and also, the next week, she stated that “when I sing to her, she starts clapping and rocking to the music.” This mother noticed that “when I played a song that she didn’t like, she puts her hands over her ears and shakes her head.” Finally, many parents noticed that their children were adding many new words every week to their vocabulary.

**Favorite reading activities.** Parents tended to report that their favorite reading activity for the week was the same as what appeared to be their child’s favorite reading activity. Many parents commented that their children were enjoying *Winnie the Pooh*, *The ABC’s* book, *My First Word*, *Animal Story*, *Baby Animals*, and *Farm Animals* to name a few of the most popular with our participants. Parents also enjoyed reading along with computer programs as well as with storytimes on television.

**Involvement with Community Agencies.** The parent participants most often reported that their involvement with community agencies was either with the library

or the local health department. Parents described going to the library for lap-sits, toddler storytimes, Baby and Me programs, and Mother Goose programs. Parents also described going to the library with their children to check out books, use computer programs, and to socialize with other children. Parents usually visited the local health department for scheduled check-ups or immunizations for their children.

Many parents commented at the end of the scrapbook project that they doubted if they would have noticed the small developmental milestones that their children reached every week if not for having to note it in the scrapbooks. One participant explained that “sometimes you just don’t notice how much they are developing because it all happens so fast and your just so very busy.” Participants also commented that they paid more attention to helping their child master a certain skill so that they could “write down something new” in their scrapbook. This, implies that the scrapbook project could serve as an intervention by raising parent’s awareness of their child’s development.

## **BORN TO READ STATE PROGRAM FINDINGS**

Statewide findings are reported in this section, and findings from the 1998-1999 BTR Program Evaluation (Mullis, et al., 1999) are included where applicable. Please note that the data from the current report are based on four months of data reporting, while the 1998-1999 data reflect the full year data.

The basic premise of the Born to Read Program premise is that libraries are environments in which early child literacy can be fostered. The DLIS staff identified three related goals for the BTR Program:

### **Program Goals and Outcomes**

#### **Goal: To enable parents to see themselves as educators for their children.**

##### Assessment of Goal:

The information presented in the case studies suggests that parents perceive their roles as educators, and they appear to be excitedly engaged in educational and stimulating activities. In addition to reading, singing, and playing music for them, parents appear to be quite aware of developmental advances that their children are making. The Columbia County Parents Survey response reported learning new elements to their role as educators and they indicated that they were supporting the development of their children's reading skills.

In Gadsden County, phone survey respondents indicated that parents were singing, playing music, telling stories, and reading books with their children. Heartland Library Cooperative BTR participants in a high school parenting and child development class reported learning new information on how young children can benefit from reading activities and how they can be active in stimulating that process. In Lee County, the majority of parents surveyed following a symphony concert reported learning new information, and 98% of these participants expressed a commitment to reading to their children each day.

#### **Goal: To encourage and strengthen partnerships within communities between local libraries and other family service agencies.**

##### Assessment of Goal:

In several cases (including Gadsden County, Putnam County, and St. Petersburg-Pinellas County), libraries have developed ties to community agencies that appear sufficiently strong to last beyond the duration of this grant.

In Gadsden County, 99% of parents participating in BTR activities were also enrolled in WIC, more than 75% were enrolled in Healthy Start, and more than half of the parent participants were referred to literacy programs through BTR. In the Heartland Cooperative, 168 parents attended at least six Healthy Start parenting classes, and deposit collections have been placed in numerous centers providing services to children and

families. One community partner in Lee County wrote, *“I feel that we (CCSWFL & Library) are building a foundation that will continue to grow even after the grant ends. I think it’s a natural connection between an agency serving young children at-risk educationally, their parents (our clients), and the library.”*

**Goal: To promote and emphasize the role of the library as a resource for prospective parents in a community.**

Assessment of Goal:

Though the current data do not clearly indicate that parents have increased their use of library services, parents are engaged in BTR activities with most libraries involved in this grant.

One Columbia County parent wrote in her scrapbook that *“While Baby and Me was taking time off, she and I would go to check out books and she would get upset when we didn’t go into the Baby and Me room.”* This suggests that this parent had integrated BTR activities into the structure of her family’s week. One Putnam County community partner reported that many parents enjoy BTR project activities so much that they have asked to be trained as volunteers.

**OUTCOMES**

The BTR Program is targeted to at-risk teen parents and parents-to-be in selected Florida counties. The purpose of the program is to teach these parents. According to the state logic model, six outcomes have been identified for parent participants:

**Outcome: Parents continue to participate in the program.**

Assessment of Outcome:

In the St. Petersburg-Pinellas County BTR project alone, attendance between May and August 2000 exceeded 9600 parents, and the project facilitator reported that many of these attend regularly. Parents in both Columbia and Lee Counties expressed appreciation for the activities and asked for more frequent programs. In the Heartland Cooperative at least 340 parents participated in parenting classes as well as lap-sits.

**Outcome: Parents use library card.**

Assessment of Outcome:

Data on library card usage were inconsistently reported based on the data submitted for this program evaluation. Despite the lapses in data, at least 935 of BTR parent participants have library cards including 362 parents who obtained library cards through BTR activities. Additionally, 497 children obtained library cards through

attending BTR activities. More than 85 % of parents surveyed reported using their library cards at least several times a month.

**Outcome: Parents and children visit the library.**

Assessment of Outcome:

There were no data on just library usage. However, attendance at BTR activities and library card usage, suggest that participants are visiting the library. Additionally, case study parent participants reported using the library even when there were no scheduled activities.

**Outcome: Parents understand the importance and aspects of child development.**

Assessment of Outcome:

Based on survey responses and focus group responses, parents reported learning new information about their child's physical and intellectual development. The scrapbook participants attended to several levels of child development, including physical development, social skills development, and language acquisition and development.

**Outcome: Parents interact with children regularly.**

Assessment of Outcome:

Parents self reported that they were interacting with their children regularly through reading, singing, and playing with them. Evaluation team observations of scrapbook participants indicate that parents seem comfortable reading and singing to their children.

**Outcome: Parents have improved skills to be their child's first teacher.**

Assessment of Outcome:

Improvement could not be assessed based on the data reported. Parents surveyed and scrapbook participants reported that most parent participants are actively engaged in their role as their child's first teacher. Parents reported that they have benefited from exposure to the various BTR activities.

**Program Activity Summary**

During the period evaluated, 382 BTR activities were presented (including 335 lap-sits or story-times, 13 classes, and 34 other activities).

**Table 13. Summary of Activities for All Projects**

	May	June	July	Aug	Total
Number of Lap-sits or Story-times ONLY	79	97	74	85	335
Number of Classes ONLY	5	6	1	1	13
Number of Field Trip/Library Tour ONLY	0	0	0	0	0
Number of All "Other" Activities ONLY	26	2	1	5	34
<b>Totals</b>	<b>110</b>	<b>105</b>	<b>76</b>	<b>91</b>	<b>382</b>

Last year, project facilitators throughout the state reported that 8,115 parents and 1,154 children were enrolled in BTR activities. During the four months of this evaluation period, attendance exceeded 10,000 (or about 2600 per month). Though this represents a duplicated count (an unduplicated estimate could not be obtained from the data reported), this number may under-represent program attendance since the Heartland Cooperative had essentially shut down for the summer, and several projects did not report data for each month.

**Table 14. Summary of Parent Attendance for All Projects**

	May	June	July	Aug	Total
Parent attendance at Lap-sit or Story-time ONLY	2062	2770	1515	2429	8776
Parent attendance at Classes ONLY	139	57	760	21	977
Parent attendance at Field Trip/Library Tour ONLY	0	0	0	0	0
Parent attendance at All "Other" Activities ONLY	445	104	75	59	683
Parent attendance reported for ALL activities	2956	2968	2420	2476	10820
# reported for each month	2646	2931	2350	2509	10436

Note: Two bottom rows should correspond. This reflects an inconsistency in data reporting.

**Parent Participants.** Improvements in the data collection and reporting process appear to have contributed to the detail available on participants. Of participants for whom demographic data were reported, over 28% (196 of 688 participants) participants were 20 years old or younger (see Table 15).

**Table 15. Parent Participant Age Distribution for All Projects**

	May	June	July	Aug	Total	Total from 1998-99
under 15 years	5	0	0	0	5	0
15 – 20 years	93	31	28	39	191	76
21 and older	47	117	246	49	459	253
Unable to Track	7	3	11	12	33	--
<b>Total</b>	<b>152</b>	<b>151</b>	<b>285</b>	<b>100</b>	<b>688</b>	<b>329</b>

The majority of participants (for whom data were reported) served were Caucasian (see Table 16), though the diversity of participants varied greatly within individual projects (for instance, about 80% of parent participants in Gadsden County were African American).

**Table 16. Parent Participant Racial Distribution for All Projects**

	May	June	July	Aug	Total	Total from 1998-99
African American	40	41	30	55	166	101
White/Caucasian	27	26	224	49	326	73
Hispanic	19	7	14	7	47	28
Native American	1	0	0	0	1	0
Asian American	0	1	0	3	4	2
Biracial	3	0	3	1	7	4
Unable to Track	17	75	14	13	119	--
<b>Totals</b>	<b>107</b>	<b>150</b>	<b>285</b>	<b>128</b>	<b>670</b>	<b>208</b>

Of parents for whom educational data were reported (N=240), the majority (67%) had completed between the 7<sup>th</sup> and the 11<sup>th</sup> grade, suggesting that BTR is reaching parents who have limited access to resources. Though more females (736) than males (49) were reported, men were involved in BTR activities (the St. Petersburg-Pinellas County BTR Project has begun distributing BTR Dad baseball caps to male BTR parent participants).

Though data on social program involvement was not reported for many projects, these data were reported on 316 parents (this is probably a duplicated count, as parents often participate in more than one program). The largest portion of these parents were involved in the WIC programs (41%), Healthy Start (nearly 30%), and other programs. The Gadsden County project reported that 99% of participants were WIC recipients, reflecting a strong partnership between the library and the Gadsden County Health Department.

**Child participants.** About 2700 children participated in BTR activities during the reporting period. Though child participant age data were largely unreported for May, the total number of child participants for whom age data were reported was 27, most of whom were less than a year old (see Table 17). This included 103 expecting mothers who were involved in BTR activities before giving birth.

**Table 17. Child Participant Age Distribution for All Projects**

	May	June	July	Aug	Total	Total 1998-99
Prenatal	7	20	22	54	103	141
0 –12 months	7	99	45	53	204	325
13 – 24 months	1	58	46	43	148	145
older than 2 years	0	11	8	9	28	297
Unable to Track	0	17	26	1	44	
# reported each month	15	205	147	160	527	908

Gender data were reported on only 137 child participants, and about 60% of these child participants were female (82 females, 55 males). Data on child participant race were generally not reported (data for May were only reported for Gadsden County, and data for the other three months were reported for the Columbia County, Gadsden County,

and Lee County BTR Projects). According to those data, most child participants were Caucasian (61%) or African American (10%).

**Table 18. Child Participant Racial Distribution for All Projects**

	May	June	July	Aug	Total	Total 1998-99
African American	5	12	8	6	31	135
White/Caucasian	0	55	94	40	189	96
Hispanic	0	6	4	3	13	75
Native American	0	0	0	0	0	0
Asian American	0	3	3	3	9	3
Biracial	0	1	0	1	2	11
Unable to Track	0	34	15	17	66	--
# reported each month	5	111	124	70	310	320

**Library card use.** According to the data supplied to the evaluation team, 935 parents and 7 children had library cards. Additionally, 362 parents and 497 children obtained library cards through BTR activities. Data on library and library card usage were not consistently reported. One project facilitator reported that her library system could track the total number of BTR participant transactions, though this is not an accurate reflection of the number of different parents using their library cards.

Of 213 parents surveyed, 85% reported using their library cards at least several times per month. The remaining 15% reported that they rarely use their library cards. This statistic, 85% of parents reported using their cards several times per month, may be inflated as participants may wish to be viewed favorably by library staff.

**Reading to children.** According to the 647 survey respondents, most parents are committed to reading to their children several times per week (76%). For future evaluations, project facilitators may be encouraged to use responses from parents who reported not reading to their children to target their efforts. Data in this area were generally not reported in 1998-1999, so no comparison could be made.

**Table 19. Frequency of Program Parents Reading to Their Children (N=647)**

	May	June	July	Aug	Total	Percentages
Several times/week	116	190	99	87	492	76.04%
Several times/month	6	2	23	9	40	6.18%
Seldom	28	27	16	1	72	11.13%
Not at all	8	9	9	17	43	6.65%

### Additional Findings

**Language Development.** This appeared to be the most exciting arena for parents to report on during this project. All of the participants in the scrapbook project noticed that the more that they read to their child, the more interested the child was in the books, but also in the sound of their parents' voices. Parents also appeared excited that they

were able to quiet their babies by reading or singing to them. One parent noticed that during the second week her daughter “tries to sing along when I sing to her in baby talk” and also, the next week, she stated that “when I sing to her, she starts clapping and rocking to the music.” This mother noticed that “when I played a song that she didn’t like, she puts her hands over her ears and shakes her head.” Finally, many parents noticed that their children were adding many new words every week to their vocabulary.

**Local BTR project staff report continued gains:**

- ✓ Continued enhancements in connections with community partners
- ✓ These partnerships and collaborations within communities continue to unite allies for the benefit of parents, children, and families.
- ✓ The distribution of books and materials to families and facilities where formerly there were none appears to meet a need in most communities.

**Summary**

In comparison to the data reported last year, the 1999-2000 year of the Born To Read Program appears to have been a year of increasing influence. Though some of the increased numbers for the current report may be a reflection of improvements in data gathering and reporting, the overall picture of BTR is that young parents with less than a high school education are participating in activities, using their library cards, and reading to their children.

Individual Program Goals and Outcomes were not specifically evaluated as “Achieved” or “Not Achieved” because specific target criteria were not clearly defined. For future evaluations, more specific criteria will enable more rigorous assessment. The quantitative and qualitative data provided through data collection reports, surveys, comment cards, case studies, and BTR staff interaction with evaluation team members generally suggest that the BTR Program is having an influence in the desired direction. Outreach efforts and community partnerships continue to connect libraries to mothers who are not already engaged in utilizing library resources.

## RECOMMENDATIONS

Recommendations will be presented in two major areas: Program Recommendations and Recommendations for Future Evaluations. The Program Recommendations will present a synopsis of areas for continued effort. Considerations for Future Evaluations will address methodological and logistical issues.

### Program Recommendations

Focusing on the goals and outcomes defined by the state, areas for consideration of enhancements include:

- **Refinement of Objectives, Outputs, and Outcomes**
- **Consideration of Using Scrapbooks as Interventions**
- **Clarification of How Evaluation Findings are Used**

### Continued Refinement of Objectives, Outputs, and Outcomes

Further articulation of the BTR Program conceptualization would result in more discreet connections between individual program objectives, outputs, and outcomes. A more sequential logic model should be developed to reflect those changes. The measurability of some objectives and outcomes presented a challenge. Though this will be addressed in the Recommendations for Future Evaluations section, clarification of the distinction between Outputs and Outcomes would enhance the utility of the project logic models. If Outcomes specifically describe changes observed in the target population, then Outputs (such as total number of participants served) cannot be considered Outcomes.

Project facilitators continue to report that project activities are generally more inclusive than narrowly targeted. As stated in last year's evaluation (Mullis et al., 1999):

Is the goal [of the Born to Read Program] to reach teenage mothers (considered to be at highest risk), first time mothers, or all mothers? Further, the role of fathers should be addressed more clearly in Program Goals and Objectives. If the ultimate goal of the BTR program is to reach as many parents as possible to foster children's development and emphasize literacy, then Project objectives should reflect that goal. If the purpose of the BTR Program is to reach the highest risk group of children, children of teenage mothers and/or fathers, then, Project objectives should reflect this goal (p. 67).

In some cases, the project accomplishments were not presented as objectives in project logic models. Unintended consequences of partnerships and the evolving processes of BTR project activities contribute to these accomplishments, and the next

cycle of logic models should be developed to connect the inputs/activities/outputs related to these accomplishments with corresponding outcomes (and to Program Goals).

### **Scrapbooks as Interventions?**

Many parents commented at the end of the scrapbook project that they doubted if they would have noticed the small developmental milestones that their children reached every week if not for having to note it in the scrapbooks. One participant explained that “sometimes you just don’t notice how much they are developing because it all happens so fast and your just so very busy.” Participants also commented that they paid more attention to helping their child master a certain skill so that they could “write down something new” in their scrapbook. This, implies that the scrapbook project could serve as an intervention by raising parent’s awareness of their child’s development.

**Use of Findings.** As with any ongoing program, evaluation results should be used to inform program processes and refine program elements. Several project facilitators reported that they had not seen the results from the 1998-1999 Program Evaluation, and they asked to see the findings from this evaluation. To further promote this process, the DLIS staff overseeing the BTR project may continue clarifying what desired project outcomes are and how future evaluations may contribute to the enrichment of knowledge in this area.

### **Recommendations for Future Evaluations**

A review of case studies indicated that even the youngest parents involved gained an increased awareness of their role in educating their children. To better assess these gains over time and to begin assessing the long-term impact of these changes, the DLIS staff responsible for oversight of the BTR Program may wish to consider:

- **Time-frame**
- **Refinement of Program and Project Logic Models**
- **Continued Efforts Toward the Longitudinal Study of Participants**
- **Refinement of Research Design**

#### **Time-frame**

A more appropriate time-frame for future program evaluations would be an entire project year, such that yearly goals are evaluated on the basis of data for the entire year. The frequent contacts utilized to promote data collection and reporting seemed to support more thorough data collection, and monthly contacts should be considered for future evaluations.

## **Refinement of Program and Project Logic Models**

As the BTR program evolves, the logic models should become more sophisticated to accurately reflect desired Outcomes.

The measurement of changes may require an initial assessment as well as follow up interviews or posttests.

One element of data collection may be addressed through technology. The Heartland Library Cooperative Project Coordinator noted that De Soto County software did not show frequency of use, just “date of last use.” If possible, all programs should gain access to more advanced software to facilitate tracking of library card use.

The methods used by Projects in which data were collected and reported in detail may serve as models for Projects not reporting data. An evaluation of data reported for this study revealed that no project respondents reported complete demographic details on participants and children for the four months of this evaluation period.

To more accurately measure Outcomes, some initial assessment of knowledge, skill, or behavior would bolster drawing conclusions on the influence of BTR activities. Without such a measure, changes are difficult to assess (the exception in this Program Evaluation was the case study data, that track participant awareness of their children’s and their own changes across time).

## **Longitudinal Study of Participants**

A longitudinal study of participants and their children should be implemented to gather information on the long-term impact of the Born to Read Program. The longitudinal study should be designed taking limitations and challenges of previous evaluations into consideration.

## **Refinement of Research Design**

The current design and data collection tools appear to fall short in several areas. Changes in participant knowledge, skills, and behaviors appear best captured through the case studies, so qualitative similar components should be included in future designs. The benefit of having this type of component throughout the entire program years seems well worth the anticipated costs of scrapbooks.

Though more perspectives of project activities are included in this report, future reports should attend to librarians’ perceptions of BTR, including lessons learned. The sharing of this knowledge could facilitate program development.

To assess changes in library use, longitudinal patterns of children's book transactions could be compared within sites (for example, comparing patterns prior to the initiation of BTR project activities with current patterns).

Future evaluations should account for unduplicated counts on an annual basis to determine the discreet number of individuals reached through project activities.

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

Future evaluations would benefit from making a concerted effort to maximize detail captured through data collection. Utilizing a BTR "Participant Application" could capture the demographic data on participants thereby illuminating the population that the programs are reaching.

## References

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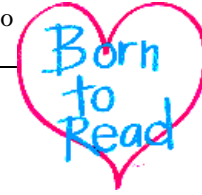
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APPENDIX A: Monthly Tracking Log



**Monthly Participant Tracking Log for \_\_\_\_\_**

(Project Site)

By completing this form, you are helping collect to collect information about your project activities and participants. Please provide information reflecting only this month.

**Project Activity Summary for this Month**

**Number of Activities by Type of Activity:**

\_\_\_\_ Lap-sit or Story-time      \_\_\_\_ Classes for parents      \_\_\_\_ Field Trip/Library Tour  
\_\_\_\_ Other: \_\_\_\_\_      \_\_\_\_ Other: \_\_\_\_\_

**What was the total attendance of parents or parents-to-be for all activities?** \_\_\_\_\_

**Total Number of Parent Participants at each type of Activity:**

\_\_\_\_ Lap-sit or Story-time      \_\_\_\_ Classes for parents      \_\_\_\_ Field Trip/Library Tour  
\_\_\_\_ Other: \_\_\_\_\_      \_\_\_\_ Other: \_\_\_\_\_

**Incentives Distributed**

**Quantity**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent Participant Demographic Information**

**Number of parent participants by age:**

under 15 years \_\_\_\_      15 – 20 years \_\_\_\_      21 and older \_\_\_\_      # Unable to Track \_\_\_\_

**Number of parent participants by Gender:** Female \_\_\_\_      Male \_\_\_\_

**Number of parent participants by Racial/Ethnic Group:**

African American \_\_\_\_      White/Caucasian \_\_\_\_      Hispanic \_\_\_\_  
Native American \_\_\_\_      Asian American \_\_\_\_      Biracial \_\_\_\_  
Other \_\_\_\_      # Unable to Track \_\_\_\_

**Number of parent participants by Highest Grade Completed:**

Up to 6<sup>th</sup> Grade \_\_\_\_      7<sup>th</sup> Grade to some H.S. \_\_\_\_      GED \_\_\_\_  
H. S. Degree to some College \_\_\_\_      College Degree or More \_\_\_\_  
# Unable to Track \_\_\_\_

**Number of parents referred to Literacy Programs:** \_\_\_\_\_



APPENDIX B: Community Partners Comment Cards

Community Partner Comment Card

Name: \_\_\_\_\_

Title: \_\_\_\_\_

What comments do you have about your experiences with the BTR Program?

\_\_\_\_\_  
\_\_\_\_\_

What areas would you like to see improved, developed, or enhanced?

\_\_\_\_\_  
\_\_\_\_\_

What areas are current strengths of the BTR Program?

\_\_\_\_\_  
\_\_\_\_\_

--cut here-----

Community Partner Comment Card

Name: \_\_\_\_\_

Title: \_\_\_\_\_

What comments do you have about your experiences with the BTR Program?

\_\_\_\_\_  
\_\_\_\_\_

What areas would you like to see improved, developed, or enhanced?

\_\_\_\_\_  
\_\_\_\_\_

What areas are current strengths of the BTR Program?

\_\_\_\_\_  
\_\_\_\_\_

APPENDIX C: Participant Comment Cards



**Participant Comment Card**

What can you do to help your child get ready to succeed in school?

---

How often did you do this activity last month?

Daily      1-3 times per week      1-2 times per month      Seldom      Not at all

How old should your child be to benefit from you reading to her or him?

0 to 6 months      6 months to 12 months      12 to 18 months  
18 months to two years      two to three years      more than three years

How often do you use your library card?

less than once per year      once every six months      once per month      once per week

What suggestions do you have for improving the Born To Read Program?

---

✂--(cut here)-----

**Participant Comment Card**

What can you do to help your child get ready to succeed in school?

---

How often did you do this activity last month?

Daily      1-3 times per week      1-2 times per month      Seldom      Not at all

How old should your child be to benefit from you reading to her or him?

0 to 6 months      6 months to 12 months      12 to 18 months  
18 months to two years      two to three years      more than three years

How often do you use your library card?

less than once per year      once every six months      once per month      once per week

What suggestions do you have for improving the Born To Read Program?

---

APPENDIX D: Activity Attendance Tracking Sheet

(ACTIVITY ATTENDANCE TRACKING SHEET)			Do you	Did you
Participant Name	Phone Number	have a Library	complete a	comment card?
		Card?	comment card?	
1) _____	Yes	No	Yes	No
2) _____	Yes	No	Yes	No
3) _____	Yes	No	Yes	No
4) _____	Yes	No	Yes	No
5) _____	Yes	No	Yes	No
6) _____	Yes	No	Yes	No
7) _____	Yes	No	Yes	No
8) _____	Yes	No	Yes	No
9) _____	Yes	No	Yes	No
10) _____	Yes	No	Yes	No
11) _____	Yes	No	Yes	No
12) _____	Yes	No	Yes	No
13) _____	Yes	No	Yes	No
14) _____	Yes	No	Yes	No
15) _____	Yes	No	Yes	No
16) _____	Yes	No	Yes	No
17) _____	Yes	No	Yes	No
18) _____	Yes	No	Yes	No
19) _____	Yes	No	Yes	No
20) _____	Yes	No	Yes	No

**For this activity ONLY,** Total Number of Participants: \_\_\_\_\_  
 Number with library cards: \_\_\_\_\_ Number completing comment cards: \_\_\_\_\_  
 Please record this information on the **Monthly Participant Tracking Log**

## APPENDIX E: Scrapbook Protocols

## **Scrapbook Protocols/BTR**

### **Materials**

Each participant will receive the following materials for the development of their Born to Read Scrapbook:

- 3-ring binder with cover
- Colored pens
- Self-adhesive pages (for photos, etc.)
- Pocket pages (for pamphlets, flyers, other print material related to family literacy, child development, etc.)
- Lined pages with preprinted prompts
- Disposable camera

### **Scrapbook Workshop/Orientation**

The purposes of this meeting are to establish relationships between the BTR participants who have been selected and FSUFI staff, and to provide training and guidance in the completion of scrapbooks. The scrapbooks are an important part of the information to be collected on the Born to Read projects because they will represent the perspective of participants as they engage in project activities. The importance of this perspective will be emphasized in the workshop. All scrapbooks will be returned to the participants, all information provided will be held confidential.

### **Scrapbook Orientation Meeting Protocol**

1. Introduction (as an employee of the FSU Family Institute, not the library).
2. Distribute scrapbooks, cameras, and pens.
3. Describe this project:
  - a. Describe Born to Read, who participates and who partners are. Clarify what qualifies as a BTR Program (for the sake of this scrapbook) – any program related to BTR involving the library or community partners.
  - b. Explain that the point of the scrapbooks is to get a picture of how BTR impacts the lives of parents and their children.
4. Distribute Informed Consent Form and explain voluntary participation.
  - a. Let participants know that their choice to participate will not in any way impact the services they are receiving.
  - b. Ask participants to read the Informed Consent Form (if necessary, read the form aloud). Ask participants if they have any questions.
  - c. Ask all interested participants to sign, but reinforce that they may stop participating in the study at any time.

- d. Collect Informed Consent Forms.
5. Give an overview of the scrapbooks, turning through the books one page at a time.
  - a. Read through some of the prompts.
  - b. Explain that the book is for parents to keep, once we have had a chance to review them.
  - c. Share that cameras are for the parents to get snapshots of them interacting with their children.
  - d. Share that we will provide them with coupons (Wal-Mart) for film processing once they have completed the roll. They will choose the pictures that they put into the book.
  - e. Inform participants that scrapbooks and Gel-Pens are theirs to keep.
6. Explain that we will collect the scrapbooks once to review how they responded to the weekly prompts and to copy some of their pictures, but they will receive them back intact within about a week of the collection time.
7. Schedule times with each consenting participant to call her on a monthly basis.
8. Conduct brief demographic interviews to collect demographic data on each consenting participant.
9. Thank all participants for their time.

### **Scrapbook Completion**

#### Binder:

The binder will be divided into sections by weeks beginning with June 4 - June 10. The last week will be September 5 - September 9. There will be a total of 14 sections.

#### Sections:

A weekly section will include:

1. A lined page with prompts to which the participant will be asked to respond. Prompts will include a statement or comment to which the participant will be asked to respond. For example, each week the participant will be asked to comment on her **child's developmental milestones**--sitting, rolling, crawling, walking, smiling, words used, words recognized, relationships with people. This will be requested in the participants own words. Another prompt will ask the participant about any **BTR activities** in which she and/or her child participated that week. A third prompt will invite description of **family literacy activities**. These might include parent and child reading together, child seeing another family member reading a newspaper, magazine, book, or other print material, the child listening to a family member telling a story. The participant will be asked to comment on **her favorite reading activity** for the week (if any) and **her child's**

- favorite reading activity** for the week. Lastly, the participant will be asked about any interactions and/or she has had with **BTR community collaborators**.
2. A double sided self adhesive page will be provided for each week. This will allow insertion of photos or other small items that illustrate comments made in response to the prompts.
  3. One pocket page will be included for each weekly section. This is to encourage the participant to include print information they might have received in a BTR activity, an activity sponsored by one of the community collaborators, or other activities related to the content of BTR but offered by another entity.

Participant Information Sheet:

There will be a Participant Information Sheet to capture information about the participant and her child. Information requested will include: first name of parent, first name of child, birth date of child, name of BTR project in which they participate (etc.). This page will be completed during the workshop to ensure completeness of information.

**Other materials and comments**

Each participant will be provided with a disposable camera for the purpose of illustrating the scrapbook. A participant needing another camera or additional scrapbook materials will be able to request them during the regular telephone contact with the FSUFI staff person who conducted the scrapbook workshop. Participants will be encouraged to be as creative as they wish in the completion of the scrapbook. All scrapbooks will be returned to the participant following analyses of the data provided. When the scrapbooks are returned additional pages will be provided to encourage the participant to continue tracking the progress of her child in the development of literacy skills.

APPENDIX F: Participant Information Sheet

## Participant Information Sheet

4. **Mother**

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Highest Educational Level:

Grade school \_\_\_\_\_

Middle school \_\_\_\_\_

Some high school \_\_\_\_\_

GED \_\_\_\_\_

Some college \_\_\_\_\_

Undergraduate degree \_\_\_\_\_

Some graduate school \_\_\_\_\_

Graduate degree \_\_\_\_\_

Racial background:

Others in the home:

\_\_\_\_\_ Relationship \_\_\_\_\_

\_\_\_\_\_ Relationship \_\_\_\_\_

\_\_\_\_\_ Relationship \_\_\_\_\_

\_\_\_\_\_ Relationship \_\_\_\_\_

Employed outside the home: \_\_\_ yes \_\_\_\_\_ no

Job title: \_\_\_\_\_

Place of work: \_\_\_\_\_

How long employed: \_\_\_\_\_

5. **Children**

**Child 1**

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender:

Male \_\_\_\_\_

Female \_\_\_\_\_

**Child 2**

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender: Male \_\_\_\_\_

Female \_\_\_\_\_

**Child 3**

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender:

Male \_\_\_\_\_

Female \_\_\_\_\_

**Child 4**

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender:

Male \_\_\_\_\_

Female \_\_\_\_\_

**6. Other interviewer comments:**

Type of child care used (if any):

Age at first word spoken (other developmental milestones, e.g. walking, two word utterances, sentences, recognition of people in photos)

## APPENDIX G: Scrapbook Prompts

**Week \_\_\_\_\_**

**My child has been doing new things (describe things like sitting, crawling, running, or other examples of new physical skills)**

**My child has been playing with other people (describe things like smiling, laughing, showing excitement upon seeing some people, sharing toys or books with others)**

**My child has been paying attention to words and language (describe what happens when talking to your child, reading a book, singing, new words the child has used)**

**My child and I have participated in these Born to Read Activities**

**My favorite reading activity with my child this week is**

**My child's favorite reading activity this week is**

**Week \_\_\_\_\_**

**Describe other reading activities your child might have seen or participated in this week at home.**

**Activities you and your child had with community agencies (for example, the health department, library, others)**

**We did \_\_\_\_\_ at the library.**

**We did \_\_\_\_\_ at the health clinic.**

APPENDIX H: Participant Informed Consent Form

## Florida State University Family Institute

### Participant Informed Consent Form

I understand that the purpose of this study is to learn about the experience of Born To Read participants. I am aware that I have been selected as a potential participant in this study because of my participation in the Born To Read program.

I understand that I will be asked to participate in a scrapbook project that will attempt to capture the impact of the Born To Read Program on my parenting skills and on my child's development. I understand that this scrapbook will be photocopied and transcribed to ensure that all information is accurately captured. I understand that my scrapbook will be returned to me as soon as possible.

I understand that the photographs contained in my scrapbook may be used for evaluation and reporting purposes by the FSU Family Institute and the Florida Department of State, Division of Library and Information Services. I understand that I will be contacted before any material from my scrapbook can be used for any purposes not specified.

I understand that the information collected will be kept confidential to the extent allowed by law and that there are no known risks involved in participating in this study. I will not be identified by name in any report produced as a result of this study. I understand that there are situations that require that this confidentiality be broken, including: if I am in danger of harming myself or someone else, or if child abuse is involved.

I understand that my decision to participate in this study is voluntary and that it will not influence any other services I may receive. I have been given the opportunity to ask questions about the study and I feel that these questions have been answered. I understand that I may benefit from my participation by helping improve the Born To Read program, and at the end of this project, the scrapbook and photographs will be returned to me. I understand that I may withdraw my consent at any time without prejudice, penalty or loss of benefits to which I am otherwise entitled.

I understand that I may contact Dr. Tom Cornille, Dr. Ann Mullis, or Dr. Ron Mullis at the Department of Family and Child Sciences, Florida State University, 850-644-3217 for answers to questions about this research or my rights. Group results will be sent to me upon my request.

By signing this consent I agree to participate in this study.

Participant Signature

Printed Name

Date

Witness Signature

Printed Name

Date

## Florida State University Family Institute

### Youth Informed Consent Form

I understand that the purpose of this study is to learn about the experience of Born To Read participants. I am aware that I have been selected as a potential participant in this study because of my participation in the Born To Read program.

I understand that I will be asked to participate in a scrapbook project that will attempt to capture the impact of the Born To Read Program on my parenting skills and on my child's development. I understand that this scrapbook will be photocopied and transcribed to ensure that all information is accurately captured. I understand that my scrapbook will be returned to me as soon as possible.

I understand that the information collected will be kept confidential to the extent permitted by law and that there are no known risks involved in participating in this study. I understand that I will not be identified by name in any report that is produced as a result of this study. I understand that there are situations that require that this confidentiality be broken, including: if I am in danger of harming myself or someone else, or if child abuse is involved.

I understand that my decision to participate in this study is voluntary and that it will not influence any other services I may receive. I have been given the opportunity to ask questions about the study and I feel that these questions have been answered. I understand that I may benefit from my participation by helping improve the Born To Read program, and at the end of this project, the scrapbook and photographs will be returned to me.

I understand that this consent may be withdrawn at any time without prejudice, penalty or loss of benefits to which I am otherwise entitled. I am aware that I may choose to stop participation at any time.

I understand that I may contact Dr. Tom Cornille, Dr. Ann Mullis, or Dr. Ron Mullis at the Department of Family and Child Sciences, Florida State University, 850-644-3217 for answers to questions about this research or my rights. Group results will be sent to me upon my request.

By signing this consent I agree to participate in this study.

Participant Signature

Printed Name

Date

Witness Signature

Printed Name

Date

