



**ENGAGING EARLY READERS
THROUGH THE
ONE BOOK, EVERY YOUNG CHILD
PROGRAM:
AN EVALUATION OF THE SECOND YEAR**

A report prepared for the
Office of Commonwealth Libraries
by the
Family and Children's Policy Collaborative
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Family and Children’s Policy Collaborative (FCPC) is an interdisciplinary collaboration between Marsha Weinraub, Developmental Psychologist, and Anne Shlay, Urban Sociologist and their research team at Temple University. Formed in 1996, the goal of the FCPC is to conceive, conduct, and produce sound research surrounding public policy issues relevant to children and their families that is useful to scholars, child advocates, service community professionals, and state and federal policy makers.

ENGAGING EARLY READERS THROUGH THE ONE BOOK, EVERY YOUNG CHILD PROGRAM: AN EVALUATION OF THE SECOND YEAR

Executive Summary

In this report, we present the findings from our evaluation of the second year of the One Book, Every Young Child program, focusing on four components of the program: the author visits, the website, the libraries' outreach, and the impact of the program on child care center teachers and parents of preschool children. Using a pretest - posttest control group design, we assessed the One Book program's effect on how teachers and parents engage young children in book from 'reading *to* children' to 'reading *with* children' through dialogic reading.

Dialogic reading focuses on the social aspect of literacy by allowing children to ask questions, make comments or otherwise interact with an adult (Gormley & Ruhl, 2005). This requires a shift in reading roles so that children are the "teachers" and adults are the "learners" (Whitehurst & Lonigan, 1998; Doyle & Bramwell, 2006). Dialogic reading can be contrasted to monologic reading which is when an adult reads verbatim from a book without taking pauses to allow for the child to ask questions or make comments (Gormley & Ruhl, 2006).

Gormley and Ruhl (2006) provide an outline for implementing dialogic reading by listing various techniques for using this method of shared reading. They advise teachers or parents who use dialogic reading to ask questions about the story, label characters or actions in the book, define various concepts and words, and follow up the reading with activities related to the book, all the while praising children for their effort and participation (Gormley & Ruhl, 2006). Such activities encourage literacy development, and dialogic reading has been linked to positive language development and emergent literacy (Doyle & Bramwell, 2006; Whitehurst & Lonigan, 1998).

In 2006 and again in 2007, the Commonwealth of Pennsylvania library system introduced the *One Book, Every Young Child* program. This initiative attempts to introduce dialogic reading activities and skills to parents and teachers focusing on one particular storybook in each year of the program. Author visits and readings, the One Book website, an activity poster, and the Family Fun Guide all provide early childhood educators and parents with ideas about how to engage children in the shared reading experience. Furthermore, program materials suggest ideas for book-related activities, craft projects, and snacks that all relate to the selected story. Such activities and projects not only provide the opportunity for conversation between children and adults, or among children, but also encourage the use of dialogic reading skills. For instance, the website offers a read-aloud interactive script for early childhood educators that instructs teachers how to introduce the book and what kind of open-ended questions to ask about the story.

This report of the evaluation of the 2007 One Book program has two parts. The first documents the implementation of the intervention and its effectiveness through the author visits and the website activity. The second part is a controlled study using a

pretest-posttest control group design to assess the effect of the One Book program on child care teachers and parents of preschool aged children.

Part 1: Implementation of the Author Visits and Website Activity

Author Visits

Between March 27th and April 26th 2007, Ms. Suzanne Bloom, author/illustrator of the selected book, *A Splendid Friend, Indeed*, visited libraries, schools, and early care and education sites across the Commonwealth to promote the One Book, Every Young Child program. During her visits, Ms Bloom read from her book, talked about her creative process, and shared book related activities surrounding the *A Splendid Friend, Indeed* book theme. The goal of this component was to document the author's activities surrounding the One Book program and provide some insight into the audiences' reactions to the presentation.

Author visit data collection forms created for this project were used to collect information from librarians at each site about characteristics of the host-site, activities conducted during the author visit, and audience feedback about the author's presentation and related activities.

We documented that this aspect of the program was implemented across the Commonwealth as planned. We made the following observations:

- Author Suzanne Bloom made 56 presentations for the 2007 One Book Every Young Child program at 47 sites in 21 counties. Of the 47 sites hosting author visits, 79% were library settings.
- Author visit presentations took place primarily during the weekdays (67%) between the hours of 8:30 a.m. and 5:30 p.m.
- The majority of survey respondents were white, female and in their late thirties and early forties. They were mostly college educated and reported owning a library card, regularly borrowing books from the library, and attending library programs.
- Most parents and early childhood educators reported learning about the author's presentation in a verbal announcement made at either a library or an outside event sponsored by the library (39% and 57% respectively). Parents also reported learning of the presentation by flyers posted in the libraries (39%) and in their child's educational setting (13%). Almost no one reported learning about the author visit from websites, radio, television, or other general print media.
- Seventy percent of parents and 79% of early childhood educators said they learned new techniques concerning how to engage children in literacy activities from an author visit. Nearly all were very satisfied with the author's presentation and the activities that surrounded the One Book event.

Website

The 2007 One Book, Every Young Child website (www.paonebook.org) was developed by the Commonwealth as a source for information about the program and activities related to the book for parents, library and museum staff, and early childhood educators to use with the young children in their lives. Our goal was to describe the usage of the website in comparison to last year's activity using the Deep Matrix LiveStat statistical manager. Additionally, we used a feedback survey to assess the site's usefulness and ease in accessing the information.

We documented that the website was implemented as planned. We made the following observations:

- The month with the greatest number of visits (39%) to the website was in April when the program began in full swing.
- The number of visits to the website in April, May, June, and July in 2007 was greater than the number of visits in the same months in 2006 (54%, 48%, 48%, and 37% increases respectively).
- The number of hits for files on the website also increased over last year for each month. In April 2006 we reported 236,119 hits to the paonebook.org site. In April 2007 the number of hits reached 375,546, an increase of 37% over last year's activity.
- Many of the visitors in 2007 (45%) first learned about the website through the promotional materials (e.g. banners, buttons, brochure, poster). Eleven percent of survey respondents were return customers, having visited the One Book site for the first time in 2006.
- Nearly all aspects of the website were widely viewed.
 - The pages most consistently viewed in each month were the 'Welcome Page,' 'About One Book,' 'About the Author,' and the 'Resources for Early Childhood Professionals and Librarians.'
 - Education professionals primarily focused on the link labeled as 'Resource for Early Childhood Professionals' (80%), 'About the One Book Program' (76%), and 'About the Book, *A Splendid Friend, Indeed*' (83%).
 - Library educators mostly viewed the 'Resources for library and museum educator's' page (85%), the page about '*A Splendid Friend, Indeed*' (76%), and the page about the program (76%).
 - Parents primarily viewed the links to the 'Resources for Parents,' 'About the Book' (64%), and the page about '*A Splendid Friend, Indeed*' (73%).

- Of the resources reported to be the most helpful, education professionals, library educators and parents alike rated the activity pages in the top five (73%, 54%, and 22% respectively). Education professionals also heavily reported the finger plays and songs (62%), crafts (58%) and book lists (27%) to be helpful items on the website.
- Ninety-seven percent of survey respondents (n= 217) said they found the information provided on the website to be somewhat or very useful and 93% said they were somewhat or very satisfied with the resources offered on the site.
- The majority of visitors (59%) reported the website was very easy to navigate, and 87% said the links were clear and accessible at the time of their visit to the website.
- A number of visitors who provided additional commentary about the program (19%) indicated problems with gaining access to the pages that were still under construction when they visited.

Part 2: Effects of the One Book Program on Library Outreach, Preschool Teachers and Parents

Library Outreach

The assessment of the impact of the One Book program outreach activities and the Office of Commonwealth Libraries book mailings included focusing the evaluation efforts on child care teachers and parents in three Pennsylvania regions. The three regions included Bethlehem, Scranton, and Reading. Berks County, the county in which the town of Reading is located, agreed to delay the introduction of the One Book program until September 2007. This enabled us to evaluate the effectiveness of the program in increasing literacy activities among the child care teachers and parents using a pretest - posttest control group design. In this component we documented the literacy activities of the libraries located in each of the three selected urban regions.¹

Design

We used a pretest-posttest control group design, with the libraries in the town of Reading serving as the Control Group and libraries in Scranton and Bethlehem as the Intervention Group. The town of Reading was selected as the Control group because the librarians in Berks County, where the town of Reading is located, agreed to delay the One Book program until September for this study. Scranton and Bethlehem were selected because these towns were closest in population characteristics to the town of Reading.

¹ Participating libraries include two in Bethlehem (Bethlehem Area Library and Southside Branch Library), three in Scranton (Scranton Public Library, Children's Library, and Green Ridge Branch), and four in Reading (Reading Public Library, Northeast Branch Library, Northeast Branch Library, and Southeast Branch Library).

The assessment in all three towns' libraries occurred at two points in time. The pretest took place in the first week of March 2007 prior to the start of the One Book program activities across Pennsylvania. The Posttest took place in the last two weeks in May, after the implementation of One Book activities across the Commonwealth. A representative from each library in the three towns completed a survey at each time point. Comparing Pretest results across the three towns enabled us to assess preexisting differences among the towns. Comparing pretest and posttest results enabled us to examine change over time in each group.

We documented the following:

- All libraries that participated in this component reported hosting in-house programs offered to the general public and to child care groups.
- Libraries in all three towns detailed the program activities for in-house programming to include: story time, arts and crafts, games, songs, providing children with library cards and time to check out books, instruction on how to use the library, model reading techniques, and offering handouts about the library, upcoming events, and information on child development.
- The libraries in Bethlehem and Scranton reported an increase in the number of scheduled in-house programs from Pretest to Posttest; the Reading libraries reported a slight decrease. Bethlehem and Scranton also reported higher frequency with which they hosted programs from Pretest to Posttest. Reading's reports remained the same at Pretest and Posttest.
- To promote the program, librarians posted flyers in the library, sent flyers to area child care centers and Head Starts (Scranton only), and made announcements at in-house and off-site library events. Scranton also sent flyers to other venues and invitations to regular library contacts, and posted the program activities on their website. Radio, television and print media were not used to promote the One Book program.
- All participating libraries noted having *A Splendid Friend, Indeed* prominently on display. Additionally, One Book promotional materials such as handouts, buttons and brochures were made available at the site. Scranton alone reported downloading the Family Fun Guide from the website, but did not print or make copies available at the site for patrons.
- Libraries in Bethlehem and Scranton reported using the paonebook.org website resources heavily; including downloading the One Book logos and links, talking points and public relation tools, read aloud tips, book lists, other websites of interest, and a host of activities to do with the children during One Book events.

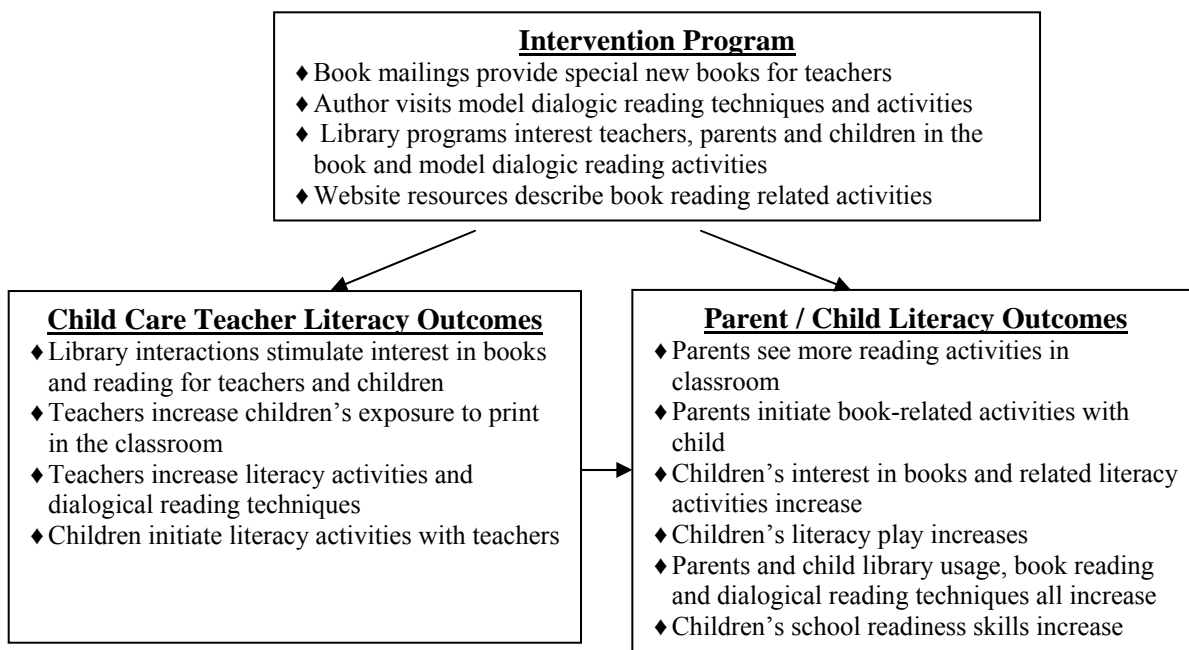
- Bethlehem restricted the One Book program events to child care centers and Head Start programs. Two were hosted in the library and 12 outreach visits were conducted in area child care centers.
- Scranton hosted ten in-house One Book events for the general public, and seven program events specifically for child care centers, family day care providers, and Head Start programs. They used the One Book program in their outreach to 60 Head Start programs.
- During the One Book events, both sites read from *A Splendid Friend, Indeed* and other related books, and conducted activities (songs, arts and crafts, drama activity) that were related to the bear and goose theme with the children.

One Book Program Effects on Child Care Teachers and Parents

Our goal for this component was to assess the effects of the Pennsylvania One Book, Every Young Child (One Book) program on the partnering of libraries and child care centers and parents.

To help direct our questions and develop our measurement instruments for the program evaluation, we designed a logic model. A logic model is a theoretical tool that helps researchers to visualize the expected process and outcome of a given program. Our logic model was based on the information we had about the libraries’ outreach programs in Bethlehem and Scranton. It described the libraries’ outreach activities and explained how the addition of the One Book program could act as a catalyst for increasing the literacy activities in early childhood educational and home settings. The logic model we designed can be seen in Figure 1 below.

Figure 1
Logic Model for the One Book, Every Young Child Program



Study Design

Using the same pretest-posttest control group design as used in the library outreach evaluation, we tested the effects of the One Book Program on literacy enhancing activities of preschool teachers and parents of preschool aged children. Once again, child care centers in the town of Reading served as the Control Group and child care centers in Scranton and Bethlehem were the Intervention Group.

Again, the assessment in all three towns occurred at two points in time. The pretest took place in the first week of March 2007 prior to the start of the One Book program activities across Pennsylvania. The Posttest took place in the last two weeks in May, after the implementation of One Book activities across the Commonwealth. Comparing pretest results across the three towns enabled us to assess preexisting differences among the towns and decide whether or not we could combine results from the two intervention towns of Scranton and Bethlehem. Comparing pretest and posttest results enabled us to examine change over time in each group. Finally, comparing *differences* in patterns of change over time across the intervention and control sites enabled us to identify effects of the intervention.

At Pretest, preschool teachers completed a questionnaire about the print displays and the literacy activities in their classroom and disseminated questionnaires about the literacy activities that take place in the home to the parents of each child in their class. At Posttest, teachers completed a similar literacy questionnaire to the pretest questionnaire. Teachers in the Intervention Group were also asked about their knowledge of and experiences with the One Book program. Parents who completed and returned the pretest questionnaire were interviewed by telephone about their literacy activities at Posttest. Parents in the Intervention group were also interviewed about their knowledge of and experiences with the One Book program.

We documented the following effects of the program on preschool teachers:

- All 13 preschool teachers in Bethlehem reported receiving a copy of *A Splendid Friend, Indeed*. All but two teachers reported being aware of the One Book program. In Scranton, seven of the 12 teachers had received a copy of the book, and four teachers had heard of the program. The discrepancy in the numbers of teachers who received the book and who heard of the program suggests that not all teachers who received a copy of the book for their classroom realized that the book was tied to a special literacy program.
- All the teachers reported a wide variety of print used in the classroom. They had many different kinds of books available and rotated for the children, labels for objects in the classroom, children's writing on display in the room, and designated reading areas. We found no differences between the Intervention and Control Groups at both time points in how much they exposed their children to print.
- There was a difference in the pattern of change between the Intervention and Control Group in the frequency of open-ended conversations between the teachers

and children, $F(1, 28) = 4.20, p < .05$. The Intervention Group teachers showed a slight increase in their report of open-ended conversations about books with the children from Pretest ($M = 3.4, SE = .15$) to Posttest ($M = 3.5, SE = .17$), while the Control Group showed a slight decrease from Pretest ($M = 3.6, SE = .22$) to Posttest ($M = 3.1, SE = .34$). These results should be viewed cautiously because the Intervention and Control Groups were not significantly different from each other at the time of the post test, and the amount of change for the Intervention group was not significant from Pretest to Posttest. This finding is important, however, because it shows a different pattern of change for the Intervention and Control Groups between the two evaluation points. With repeated or continued evaluations, significant differences could emerge over time showing a clearer effect of the One Book program.

- Similarly, we saw a significant difference in the pattern of change in preschool teachers involving parents in literacy development between the Intervention and Control Groups, $F(1,28) = 4.92, p < .05$. Teachers in the Intervention Group increased their reports of involving parents in literacy slightly from Pretest ($M = 1.7, SE = .14$) to Posttest ($M = 2.0, SE = .21$). On the other hand, teachers in the Control Group slightly decreased their reports of the frequency of involving parents from Pretest ($M = 1.9, SE = .2$) to Posttest ($M = 1.5, SE = .29$). Again, this finding should be interpreted with caution because the Intervention and Control Groups were not significantly different from each other at the time of Posttest, and the amount of change for the Intervention groups was not significant from Pretest to Posttest. This finding is important, however, because it shows a different *pattern* for the Intervention and Control Groups on teachers involving parents in literacy development between the evaluation points.

We documented the following effects of the program on parents of preschool children:

- Parents in the Intervention Group who were exposed to the One Book program increased book-related activities over time. No significant change over time in book related activity was found in the Control Group parents.
- The more exposure a parent had to the One Book program and/or to *A Splendid Friend, Indeed*, the more their Advanced Reading Behaviors increased at Posttest. Advanced Reading Behaviors included the child pretending to read, the child making up stories and telling them to others, and the parent teaching the names or sounds of letters while reading to the child.

Conclusion and Recommendations

This evaluation research has demonstrated that the 2007 One Book, Every Young Child program can be an effective tool for preparing preschool-aged children with the foundation needed for developing strong literacy skills. While the results must be interpreted with caution, there is suggestive evidence that the One Book program might stimulate teachers to have more open-ended conversations with children about books and might spur teachers to enlist greater involvement of children's parents in home literacy

activities. Likewise, parents in the Intervention Group who were exposed to the One Book program showed greater increases from pretest to posttest in the number of book related activities with their children than parents in the Control Group. Furthermore, the more involvement parents in the Intervention Group had with One Book program activities, the more likely they were to increase their Advanced Reading Behaviors, which are those behaviors that reflect dialogic reading.

The program had a number of successes and was well-received. Our evaluation documented the implementation of a variety of different components of the One Book program.

Author visits provided parents and preschool teachers with access to adults modeling developmentally appropriate activities surrounding a story book. Parents and child care teachers responded very positively to this year's author presentations. They found the author personable and engaging, the activities enjoyable, and learned new techniques for engaging young children. Satisfaction with the overall presentation was high.

The website enabled visitors to learn about the program and its many features. The organization of the website, with resources available for parents, early childhood educators, library educators, was successful in drawing the visitor to the pages that would best serve his/her needs. Visitors were able to access booklists, a calendar of events in their area and themed activities and songs to do with young children. Parents and early childhood educators reported that the website was a useful tool that was easy to navigate and had clear and assessable links. Nearly all visitors reported being very satisfied with the website.

The libraries that participated in the study promoted the One Book program and the activities surrounding the program. *A Splendid Friend, Indeed* was displayed prominently in all libraries. Scranton libraries led Bethlehem with the most in-house and outreach visits using the One Book program as its theme. The One Book program initiated a new outreach program in Bethlehem.

Book mailings of *A Splendid Friend, Indeed* by Suzanne Bloom were well-received by preschool teachers. Prior to the One Book program, teachers reported using a wide variety of print in the classroom and engaging in many literacy related activities with the children in their care.

A common thread ran through each component of the program. Each aspect of the program seemed to target an audience that was uniformly comprised of higher income, well educated, white women. The program fell short of reaching the population that could have benefited most from this initiative – less educated, lower-income families. Indeed, had the program targeted these families, the One Book program might have shown greater effectiveness.

To increase the probability of reaching a wider audience and to build upon the positive effects of the program, we make the following recommendations:

1. Advertise the program in areas where low-income families might be more likely to see them. These places include grocery stores, WIC offices, Child Care Information Services offices, County Assistance Offices, community health offices, public transportation sites, and check cashing places. Encourage participation of these offices in enticing families to attend program events.
2. Accommodate working families by hosting One Book events in the evenings and on weekends. Consider hosting a ‘Pizza with the Author Night’ so families can enjoy a light dinner during the presentation time.
3. Bring the books to the people instead of the people to the books. Because low-income, less educated mothers have been shown to be reluctant to enter established libraries, take the One Book program out of the libraries. Instead, consider hosting One Book programs and author visits at area shopping centers, community centers, local parks and playgrounds, and other venues. Recruit high school students to dress as the selected book mascot (2007’s mascot could have been a polar bear or goose) to entice passers-by to stop and learn more about the program.
4. Develop a program enabling middle schools and high schools to become peer-to-peer delivery systems. Train high school students to do readings at area child care centers and Head Start programs (this could augment the library outreach staff’s work with centers).
5. Delay the start of the future programs to September to allow proper publicity and excitement leading up to the program and ensure the website materials are prepared and ready to receive visitors. Since it is likely that reading activities might naturally decrease from early Spring into summer as the weather improves and children spend more time outside, newly developed reading techniques might not have a chance to take hold. By starting in the Fall, as children spend more and more time inside, new reading techniques might be more likely to take hold and thrive.
6. Pay special attention to preparing author visit sites for a larger number of audience members. Requesting back-to-back author visits with shorter presentations might address the ‘overcrowding’ issue one site encountered.
7. Ensure that teachers and parents connect the selected book to the program. Set up a three stage process for rolling out the program so that OCL can draw attention to the fact that the book is tied to a program. For example, Step 1: send out introductory letters about the program, indicating this year’s book will be selected soon (build excitement and anticipation). Step 2: announce the selected book, Step 3: send out the book.
8. Move the One Book, Every Young Child logo from the back of the selected book to the front. Print a gold sticker announcing this book was selected as the One

Book, Every Young Child book for 2008 (much like the winners of the National Book awards, such as Caldecott Awards, have on their book covers). Place this sticker on the front of the selected book.

9. Insert a bookmark with every book that is sent out with One Book program. Include the following information printed on it: the importance of reading with young children, the website address, and a simple book related activity or craft.
10. Monitor the Deep Matrix LiveStats page weekly during the height of the One Book program activities to identify problems and make changes within the site when warranted.

By expanding the One Book, Every Young Child program in some of these ways, it is likely to reach a larger audience and contribute to the increased school readiness of preschool children throughout the Commonwealth of Pennsylvania.

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Introduction

“I really think it’s the age at which you find that book that you really identify with that that determines the rest of your reading life...the younger you are when you do that, the more likely you’re going to be a serious reader. It really is about finding yourself in a book.”

Sherman Alexie in accepting the National Book Award for Young People’s Literature for “The Absolutely True Diary of a Part Time Indian.” (New York Times, Week in Review, p 1, 5; November 25, 2007)

Research has indicated that early training and education for reading and writing is essential for the development of literacy skills later in childhood and in adulthood (Askew, Kaye, Fisher, Mobasher, Anderson, & Rodriguez, 2002; Whitehurst & Lonigan, 1998). Both home and school are important for fostering the development of literacy in young children.

Preschool teachers are especially important for literacy, as much of the development related to literacy occurs prior to formal reading and writing instruction (Dickinson & Smith, 1994; Neuman & Roskos, 2005; Whitehurst & Lonigan, 1998; Hirsh-Pasek, Kochanoff, Newcombe, & de Villiers, 2005). High-quality preschools are associated with better literacy (Hirsh-Pasek et al, 2005), as are programs aimed at preventing literacy problems (Askew et al, 2002).

Preschools teach their students emergent literacy skills, those skills and attitudes that are precursors to formal reading and writing (Whitehurst & Lonigan, 1998). Good educational settings improve children’s vocabulary (Whitehurst & Lonigan, 1998; Neuman & Roskos, 2005; Hirsh-Pasek et al, 2005); knowledge of print conventions, such as reading words on the page from left to right (Hirsh-Pasek et al, 2005; Whitehurst & Lonigan, 1998; Neuman & Roskos, 2005); phonological awareness, which is learning to recognize and distinguish between letter sounds (Neuman & Roskos, 2005; Whitehurst & Lonigan, 1998); and emergent reading and writing, such as pretending to read or write (Whitehurst & Lonigan, 1998).

Equally important for the development of literacy is the family environment in the home. Research indicates that families and parents are important for the development of literacy for young children. Families can help to motivate children to be interested in learning to read by encouraging youth to succeed, providing children with books and writing materials, emphasizing the importance of literacy, and reading to children (Saracho, 2002). Such activities motivate children to learn skills related to literacy. In fact, research suggests that shared reading and exposure to print in the home are both associated with better vocabulary for preschoolers (Whitehurst & Lonigan, 1998). Children whose parents provide literacy activities at home show better literacy development (Saracho, 2002).

Unfortunately, not all young children live in homes in which there are a lot of opportunities for shared reading or for print exposure. While there is often much variation in the quality of preschool programs, there is just as much, if not more, variation in the type of home environment to which children are exposed (Cairney, 2002). Much research on the family's impact on literacy development has focused on differences in how parents read to and teach reading skills to children depending on their ethnicity and socio-economic status (SES). Ethnic-minority mothers and mothers who are less educated read to their children less frequently than Caucasian mothers and mothers who are well-educated (Raikes, Pan, Luze, Tamis-LeMonda, Brooks-Gunn, Constantine, Tarullo, Raikes, & Rodriguez, 2006). This is an important finding because reading at home is linked to better literacy outcomes for children (Raikes et al, 2006).

A review of the literature in the United Kingdom concluded that libraries should serve the poorest communities because they provide an opportunity for access to books and reference material not readily available in homes or schools (ASLIB, 1995). However, many low-income families have difficulty getting to libraries because they live in dangerous areas, rural areas, or have unreliable transportation (Raikes et al., 2006). Even when there is no geographical issue in accessing libraries, "a social distance exists between the public libraries and minority communities which tend to exclude minority citizens" (Roach & Morrison, 1998, p. 7). Ethnic-minority families may be less likely to visit a library to borrow books or attend a program because of such social as well as physical distance.

Low SES parents also tend to have more difficulty teaching children literacy skills, partially because they tend to be more poorly educated and have limited literacy skills themselves (Cairney, 2002; Raikes et al., 2006). For this reason, home literacy initiatives have been designed in order to help parents teach literacy to their children and to strengthen the bond between schools and families (Cairney, 2002). Such programming is conceptually solid, but is sometimes criticized for being culturally insensitive and for not being designed to meet the needs of the communities which they serve (Cairney, 2002).

Research studies indicate that there are methods of reading to children often used by preschool teachers which can be taught to parents (Doyle & Bramwell, 2006). Dialogic reading focuses on the social aspect of literacy by allowing children to ask questions, make comments, or otherwise interact with an adult (Gormley & Ruhl, 2005). This requires a shift in reading roles so that children are the "teachers" and adults are the "learners" (Whitehurst & Lonigan, 1998; Doyle & Bramwell, 2006). Dialogic reading can be contrasted to monologic reading, which is when an adult reads verbatim from a book without taking pauses to allow for the child to ask questions or make comments (Gormley & Ruhl, 2006). Dialogic reading often involves reading the same book repeatedly to small groups of children while focusing on vocabulary and story comprehension (Doyle & Bramwell, 2006). The use of small groups further emphasizes the importance of literacy being a social experience and teaches children how to interact with their peers (Doyle & Bramwell, 2006).

Gormley and Ruhl (2006) provide an outline for implementing dialogic reading by listing various techniques for using this method of shared reading. They advise parents who use dialogic reading to ask questions about the story, label characters or actions in the book, define various concepts and words, and follow up the reading with activities related to the book, all the while praising children for their effort and participation (Gormley & Ruhl, 2006). Such activities encourage literacy development, and dialogic reading has been linked to positive language development and emergent literacy (Doyle & Bramwell, 2006; Whitehurst & Lonigan, 1998).

In 2006 and again in 2007, the Commonwealth of Pennsylvania library system introduced the *One Book, Every Young Child* program. This initiative attempts to introduce dialogic reading activities and skills to parents and teachers using one particular storybook in each year of the program. Author visits and readings, the One Book website, activity poster, and the Family Fun Guide all provide early childhood educators and parents with ideas about how to engage children in the shared reading experience. Furthermore, program materials suggest ideas for book-related activities, craft projects, and snacks that all relate to the selected story. Such activities and projects not only provide the opportunity for conversation between children and adults, or among children, but also encourage the use of dialogic reading skills. For instance, the website offers a read-aloud interactive script for early childhood educators that instructs teachers how to introduce the book and what kind of open-ended questions to ask about the story.

In 2006, the Office of Commonwealth Libraries commissioned the Family and Children's Policy Collaborative to conduct a pilot evaluation of the freshman program. We documented the implementation of the program, assessing the implementation of the author visits, website service, and book mailings and offered suggestions for improving the program in future years. In addition, we recommended a more in-depth evaluation of the program and suggested a design for how such an evaluation could be conducted.

The Commonwealth library system invited the Family and Children's Policy Collaborative to evaluate the 2007 One Book program. Based on our knowledge of the first year of the program and feedback from the Commonwealth librarians, we developed an evaluation plan with two parts. The first part documents the implementation of the intervention and its effectiveness through the author visits and the website activity across the entire Commonwealth. The second part is an experimental study using a pretest-posttest control group design to assess the effect of the One Book program on child care teachers and parents of preschool aged children. Specifically, we compared the degree to which parents and teachers utilized dialogic reading activities before the intervention was introduced (pretest) and after (posttest) in an Intervention Group consisting of child care centers in two towns that participated in the state-wide One Book program, and in the Control Group consisting of child care centers in one town in which the One Book program was delayed for the purposes of this study.

Part 1: Implementation and Effectiveness of Author Visits and Website Activity

Author Visits

Between March 27th and April 26th 2007, Ms. Suzanne Bloom, author/illustrator of the selected book, *A Splendid Friend, Indeed*, visited sites at libraries, schools and early care and education programs across the Commonwealth to promote the One Book, Every Young Child program. During her visits, Ms Bloom read from her book, talked about her creative process, and shared book related activities surrounding the *A Splendid Friend, Indeed* book theme. The goal of this evaluation component was to document the author's activities surrounding the One Book program and provide some insight into the audience's reaction to the presentation.

Methods

Measure Construction

To document Ms. Bloom's visits, we designed two questionnaires – one for the host site representative to complete (Author Visit Utilization Form) and one for the audience members to complete (Author Visit Audience Feedback Form). The Author visit data collection forms were designed to collect information about the site hosting the event, the activities conducted during the visit, and the audience's feedback about the presentation and surrounding activities.

Author Visit Utilization Form. The Author Visit Utilization Form asked the host site representative to provide information about the site and the activities conducted during the author's visit. Information included the name of the site, the type of organization, and the county in which the site is located. Questions specific to the author's visit included a list of activities conducted by Ms. Bloom during the site visit, the length of the visit, the number of adults and children in attendance, and the number of books disseminated during the visit.

Author Visit Audience Feedback Form. The Audience Feedback Form provided audience members with an opportunity to give feedback about their experience during the author's presentation. The form included a short list of questions about where they heard about the visit, the activities in which they took part, their general library usage, and their satisfaction with the presentation. Background information about the respondent (e.g., gender, age, race /ethnicity, education level) and the role in which they attended the program (i.e. as a parent or an early childhood educator) was also requested.

Copies of the Author Visit Utilization Form and the Author Visit Audience Feedback Form are available in Appendix A.

Procedure

Both forms were designed by the researchers at Temple University and printed and distributed to the hosting sites by the Office of Commonwealth Libraries (OCL). Each host site visited received a cover letter outlining the directions for completing and disseminating the forms, and one of each of the Author Visit Utilization Form and the Author Visit Audience Feedback Form. For each author presentation, a representative from the host site was asked to complete one Author Visit Utilization Form and photocopy and disseminate up to forty copies of the Author Visit Audience Feedback Forms to adults who witnessed the author's presentation. At the end of the author's visit, the host site was asked to collect the completed Author Visit Audience Feedback Forms and send all forms back to the researchers at Temple University. The host site incurred the expense for the returned package postage.

The host site of each author visit signed an agreement with the Office of Commonwealth Libraries that indicated they would participate in the evaluation study. Researchers tracked the retrieval of forms based on the list of original applicants provided by the OCL. During the month and a half in which the author visits took place, researchers at Temple corresponded weekly with a staff person within the Office of Commonwealth Libraries about the completion and retrieval status of the forms from the host sites. When needed, the OCL representative contacted the hosting sites to encourage their participation in the study.

Suzanne Bloom made 56 presentations for the One Book, Every Young Child program at 47 sites in 21 counties. Of the 56 scheduled presentations by Ms. Bloom, we received 52 (93%) Author Visit Utilization Forms and 664 Audience Feedback Forms.² The total number of feedback forms returned by sites ranged from one to 46.³

Sample

A total of 664 audience members completed the Author Visit Audience Feedback Form. We asked respondents of the Author Visit Audience Feedback Survey to identify if they were a parent and if they were affiliated with the early childhood education profession. Two hundred and forty-one participants categorized themselves as being both a parent and an early childhood educator or neither a parent nor early childhood educator. Since we wanted to consider the effects of the presentation on parents and early childhood educators separately, respondents who identified as parents only (n = 226) or early childhood educators only (n = 197) were included in the analyses.

Table 1 (page 6) presents the demographic and background characteristics of the parents and early childhood educators who attended the author visit.

² Two sites indicated two separate presentations on one Utilization Form. Two sites in Beaver County failed to return any forms for their author visit.

³ Seven sites returned fewer than five Audience Forms per presentation. Of these, three sites indicated between 10 and 200 adults were in attendance, but did not return any Audience Feedback Forms.

Table 1
 Characteristics of Parents and Early Childhood Educators Attending the 2007 One Book, Every Young Child Author Visit

	Parent	ECE ^a	All
N	226	197	423
% Female	87.1	93.8	90.2
Average Age	36.2	44.9	40.3
SD	7.5	12.7	11.2
Race			
% African American, Black	3.7	8.9	6.1
% White	89.0	90.0	89.5
% Asian, Asian American	5.5	.0	2.9
% Native American, American Indian	.0	.0	.0
% Biracial, multicultural	1.8	1.1	1.5
% of Hispanic descent	4.7	1.6	3.3
Education Level (highest achieved)			
% 9 th -12 th grade, no HS diploma	2.7	1.0	1.9
% High School diploma/GED	11.7	12.0	11.8
% Technical/Vocational school beyond High School	7.2	2.1	4.8
% Some college credits	9.4	8.4	8.9
% Associate's degree	12.1	8.4	10.4
% Bachelor's degree or higher	57.0	68.0	62.1
Average Education level (1-9) ^b	7.1	7.5	7.3
SD	1.8	1.7	1.7
Number of children brought to author visit			
M	2.6	11.7	
SD	3.9	18.1	
Library Usage			
% Owns a library card	87.6	91.3	89.3
% Borrows books from the library	87.9	85.2	86.6
% Attends library programs	83.3	45.3	65.6
Commute time to local library			
% 5 minutes or less	41.5	39.3	40.5
% 6-10 minutes	33.0	35.2	34.0
% 11-20 minutes	20.1	19.9	20.0
% More than 20 minutes	4.9	5.1	5.0
% Did not know location of local library	.4	.5	.5

^a ECE = Early Childhood Educator

^b Scale ranged from 1 (No formal schooling) to 9 (Graduate / Professional school)

By far, the majority of respondents were white, female and in their late thirties and early forties. They were a very educated group, with more than half of parents and more than two thirds early childhood educators having at least a college degree (57% and 68% respectively). The vast majority of respondents in both groups owned a library card (88% and 91% respectively) and regularly borrowed books (89% and 85% respectively) from the library. More parents reported attending library programs (83%) than early childhood educators (45%).

Findings

Of the 47 sites hosting author visits, 79% took place in library settings.⁴ Most sites used multiple means for promoting the author's visit. Most sites used their area contacts in child care facilities (87%), in-house advertising, such as posting flyers in the library (79%), and announcements made at library events (81%) to advertise the author's One Book event. Seventy-nine percent indicated using the local print media. Posting information on the libraries' websites, publicly announcing on the radio or television, and public announcements at community events were less frequently used as means of promotion. Eighty percent of visits were open to the public.

Author visit presentations took place primarily during the weekdays between the hours of 8:30 a.m. and 5:30 p.m. (67%). Sixteen percent of libraries indicated hosting the presentation in the evening (after 6:00 p.m.) and five percent indicated the visit took place on the weekend. Eleven percent took place during the week, but no time was indicated for the event.

Table 2 (page 8) presents a breakdown of the parents who attended the author visit on a weekday versus those who attended on a weeknight (after 6 p.m.) or on a weekend. On the whole, the parents in our feedback survey sample were highly educated, white women who regularly attended library programs and owned a library card. There were some differences in the parents who attended the author visits during the weekday and those who attended the visits on weeknights and weekends. Attendees at the weeknight and weekend visits had significantly higher education levels ($M = 7.4$, $SD = 1.7$) than those parents who attended visits during the weekend ($M = 6.8$, $SD = 1.8$), $t = 2.1$, $p \leq .05$. The weeknight/weekend attendees were more likely to own a library card (94%) than weekday attendees (83%), $U = 4678$, $p \leq .05$. Weeknight/weekend attendees also reported borrowing books from the library more regularly (93%) than those who attended the visits offered during the weekday (84%), $U = 4553$, $p \leq .05$.

Table 3 (page 9) presents the feedback received from parents and early childhood educators regarding the author visit. In-house library publicity and outreach to area early childhood education settings were the primary source for information about the author visits. Both parents and early childhood educators reported learning about the author's presentation in a verbal announcement made at either a library or outside library-sponsored event (39% and 56.6% respectively). Parents also reported learning of the

⁴ Six percent of author visits took place in museums, 4% took place in a Head Start or early child care facility and 12% took some other place.

presentation by flyers posted in the libraries (39.1%) and in their child’s educational setting (13%). Almost no one learned about the author visit from websites, radio, television, or other general print media.

Table 2
Comparison of Demographics of Parents Attending Author Visits on Weekdays with those Attending on Weeknights/ Weekends

	Weekdays	Weeknights/ weekends	U or t
N	121	84	
Age			
Mean	36.7	36.0	
SD	8.3	6.2	
Race			
% African American, Black		3.6	
% White	93.6	81.0	
% Asian, Asian American	2.4	10.7	
% Bi-racial or multicultural	.8	1.2	
% Other			
% Of Hispanic descent	2.4	6.0	
Education Level			4140.5 **
% No high school diploma	4.0	1.2	
% High School diploma/GED	13.6	9.5	
% Technical/Vocational school	7.2	7.1	
% Some College credits or Associate’s degree	23.2	16.6	
% Bachelor’s degree or higher	50.4	64.3	
Average Education level (1-9) ^a			-2.1 *
Mean	6.8	7.4	
SD	1.8	1.7	
Parent owns library card	83.2	94.0	4678.0 *
Parent borrows books from library	84.0	92.9	4553.0 *
Parent and child attend library programs	79.2	86.9	

Note: Mann-Whitney U test indicates the degree to which the percentages differ across the groups. The t-test indicates the differences between the means for two groups. Only statistics that were significant (not likely due to chance) are reported.

^a Scale ranges from 1(no formal schooling) to 9 (graduate / professional degree).

* $p \leq .05$, ** $p \leq .01$, *** $P \leq .001$

Table 3
Author Visit Feedback from Parents and Early Childhood Educators

	Parent	ECE ^a	All
N	226	197	664
How heard about author visit			
% Did not know about it before hand	4.7	3.8	4.3
% Flyer posted in library	39.1	10.4	25.9
% Flyer in early childhood educational setting	13.0	15.4	14.1
% Library's website	2.8	4.9	3.8
% One Book, Every Young Child's website	.0	6.0	2.8
% Radio	.0	.5	.3
% Television	.0	.5	.3
% General print media	.0	.0	.0
% Verbal announcement	39.1	56.6	47.1
Author visit activity participation			
% Reading from the <i>A Splendid Friend, Indeed</i> book	95.9	94.9	95.4
% Reading from other children's books	60.1	71.4	65.5
% <i>A Splendid Friend, Indeed</i> book signing	61.5	51.5	56.8
% Question and Answer session with author	32.6	50.5	41.1
% Informal meet and greet with author	55.0	61.7	58.2
% Hands-on activity for those attending to take part	56.4	25.5	41.8
% Owned a copy of <i>A Splendid Friend, Indeed</i> prior to event	35.2	59.8	46.7
% Received or purchased a copy of <i>A Splendid Friend, Indeed</i> at or after the event	84.5	59.8	73.1
% Participated in hands-on activity	57.8	30.1	45.6
% Learned new techniques for how to engage children in literacy activities	69.6	78.6	73.8
Usefulness of presentation for learning about new ways to interact with children (scale: 1-5) ^b			
M	3.9	4.1	4.8
SD	1.1	.9	.5
Satisfaction with visit (scale: 1-5) ^c			
M	4.8	4.8	
SD	.6	.5	

^a ECE = Early Childhood Educator. ^b Scale ranged from 1(not at all useful) to 5 (very useful).

^c Scale ranged from 1 (not at all satisfied) to 5 (very satisfied).

While praise for the program and presentation was common at all sites, audience feedback from one site indicated problems with the presentation. Most of these problems pertain to the size and lay-out of the room where the presentation was held. Examples of comments from this site were:

All students were unable to participate in the reading program. Unable to hear [the author], which caused the students to lose their attention.

Early childhood educator

The library should have been prepared for the large turnout – too many children were seated behind bookshelves and could not see.

Parent

Way too many kids for the small space. Hard to hear/see the book while she was reading. Many kids couldn't even see the author. The program was much better last year at the [site]. Possibly because it was a 4:00 pm and there weren't as many school groups at that time.

Parent

Almost all of those who attended an author visit listened to the reading from *A Splendid Friend, Indeed*. Early childhood educators were more likely than parents to hear readings from other books and participate in a question and answer session with the author, while parents were more likely to report participating in the book signing and in the hands on activity that followed the presentation. Both groups participated equally in the informal meet and greet with the author. Additionally, 70% of parents and 79% of early childhood educators said they learned new techniques about how to engage children in literacy activities. Nearly all were very satisfied with the author's presentation and activities that surrounded the event.

Below, we share some common remarks concerning how adults in the audience were affected by the author's presentation of the book.

Watching and listening to Ms. Bloom's presentation gave me new insight into how to [read] the book aloud to children. When I first read it to myself, I didn't see the humor in the Goose's curiosity. When Suzanne read it I found the Goose endearing and enjoying. I loved her voices and mannerisms throughout the reading!

Parent

I enjoyed the idea of sharing her childhood artwork with the children in my classroom. I feel that the students could relate to her on a more personal level while understanding that she was once young and drew pictures just as they do.

Early childhood educator

It's one thing to read a book to a child; it's another to read a book with a child. Ms. Bloom showed me how to have fun reading with a child.

Parent

What a perfect way to engage young readers, to show them real people write books about just about anything.

Early childhood educator

Thoroughly enjoyed her reading of A Splendid Friend, Indeed! I had already read it to a group of preschoolers, but will now change my delivery a bit.

Early childhood educator

Commentary from audience members about the author's engagement with the children during the presentation was very positive. Of the 408 comments, 98% praised Ms. Bloom's personality and delivery of the book.

Ms. Bloom's enthusiasm and patience with the questions were highly valued! She redirected the students and kept them engaged. She shared herself as a kid and her work and the kids responded.

Early childhood educator

I thought today's program was marvelous. Ms. Bloom took questions from the students and answered them in a way that they could understand. I liked that she showed her drawings from when she was their age. They could see that someone who drew like they do grew up to write and illustrate books.

Early childhood educator

Ms. Bloom's presentation was one of the best I have ever seen for young children. She was funny, engaging and completely approachable. I really liked that she showed pictures from her childhood and explained the evolution of detail.

Early childhood educator

Ms. Bloom was very enthusiastic and entertaining. She really kept every child's attention. It was great!

Early childhood educator

My children thoroughly enjoyed the program. It was very special to meet an author.

Parent

Discussion

The author visits were a crucial part of the One Book program. They provided an opportunity for the public to engage the author and learn about the creative process. They also taught listeners how to turn a book reading experience into something more than a one-way delivery process. To a child, meeting the author was akin to meeting a celebrity that could spur excitement about books and reading and the possibility of what they themselves could achieve.

The author visits in this year's program were attended primarily by well-educated white women - women who frequented the library regularly. This was not a surprising finding as most presentations (67%) were held during the weekday.

It should be noted that while the visits were very well-received and highly praised, this component of the One Book program fell short of its goal in attempting to reach a wider audience, one that includes adults and children from low-income or disadvantaged homes. Attendance at the presentations reflected a population that generally frequents the library and would attend a library program with their children whether or not there was a One Book program. And while most presentations were billed as being open to the public, the manner in which the program was promoted may not have indicated that this was the case to low-income, minority families who may not have been aware of the program. Moreover, the site of most presentations (i.e., the library) may not have been an optimal venue, as it is rarely frequented by the very population the program was attempting to serve.

If one of the goals of the One Book program is to reach minority and at-risk families, the program would need to be changed. A recommendation for future years of the program is that it hosts author's visits at places that are frequented by the general public including minorities and low-income families. Such sites might include community centers, grocery stores, or the local mall. An outdoor event next to the library building, if space allows, might encourage families who may not have been informed of the program to stop by. By holding events in the street outside the library, even parents reluctant to enter the library can benefit from the program.

The One Book Website

The 2007 One Book, Every Young Child website (www.paonebook.org) was developed as a source for information about the program and activities related to the book for parents, library and museum staff, and early childhood educators to use with the young children in their lives. Our goal for this component was to describe the usage of the website in comparison to the previous year's activity for which we used the Deep Matrix LiveStat statistical manager. We also used the Website Activity Feedback Survey to assess the site's usefulness and ease in accessing the information.

Website Activity

Website activity for paonebook.org is described using Deep Matrix LiveStats, an online statistics manager that allows web site owners to monitor the activity on their site. Examining the visitation, hits, and download trends allows the site owner to analyze customer interest. Analyzing the visitation trends can help a site owner determine which links are most and least popular. Access to the statistics provides an opportunity for the site owner to identify problems and make changes within the site. For example, if the number of hits for a particular file is high, but the number of times material is downloaded is low, there may be a problem with the file to be downloaded.

Table 4 (page 14) presents activity on the One Book website for March through July 2007. Over 40,000 visitors toured the One Book website during the specified time period. When the program was launched in the last two weeks in March, only 62 visits were logged on the site that month. Compared to data from the pilot evaluation of the One Book program, this is a fraction of what was seen last year (5,696 March, 2006 visits) when the program started two weeks later, in the first week in April (Harmon & Weinraub, 2006). Similar to last year, most visits (39%) took place in April when the program was in full swing. The number of visits to the site in April, May, June and July were up significantly this year from last (a 54%, 48%, 48%, and 37% increase respectively). Likewise, the number of hits for files increased from last year for each month as well. In April 2006 we reported 236,119 hits to the paonebook.org site.

In April 2007 we saw the number of hits reach 375,546, an increase of 37% over last year's activity on the site. The average time spent per visit ranged from three quarters of a minute to two minutes, 19 seconds, with the highest amount of time spent on the site being in the month of April. A slow decline in the number of visits, hits, and time spent per visit took place in May, June and July 2007, as program activities wound down.

Not surprisingly, the pages most consistently viewed in each month were the 'welcome page,' 'about One Book,' 'about the author,' and the resources for early childhood professionals and librarians. March saw very little activity with only 354 hits on the site and 56 page views. Activity in April spiked with the welcome page being visited by almost 6,000 visitors. Over 25,000 pages were viewed during this month.

While the overall viewing and activity on the site seemed to increase dramatically from last year, the number of downloaded information did not share the same robustness. Last year, between March and July of 2006, over 23,000 downloads were reported; this year, only 3,190. This is less than 15% of the previous year's number of downloaded material. The five most requested downloads included activities ($n = 212$), One calendar of events ($n = 271$), Book press release ($n = 206$), family fun guide ($n = 175$), and about the author (175).

Table 4
One Book, Every Young Child Website Activity (March – July 2007)

	2007					Total
	March	April	May	June	July	
Visits ^a						
Total	62	15,582	9,783	8,692	6,113	40,232
Percent	.15%	38.73%	24.31%	21.60%	15.19%	
Average per day	2	5,194	315.58	289.73	197.19	
Average Time Spent per Visit ^b (minutes: seconds)	00:50	02:19	01:01	00:43	01:25	01:26
Hits ^c						
Total	354	375,546	127,007	76,460	47,018	626,385
Percent	.05%	59.95%	.27%	2.20%	7.50%	
Average per day	11.41	125,182	4,097	2,548.66	1,516.70	
Total Views per Page ^d	56	25,193	11,493	8,950	6,575	52,267
Most Common Page View Hits						
Welcome page	23	5,964	3,956	2,908	2,242	15,093
One Book events	3	1,151	462	348	254	2,218
Resources for librarians	3	1,109	429	302	205	2,048
Websites of interest	2	---	---	---	---	2
One Book archive	2	---	302	245	175	724
Resources for early childhood professionals	2	1,626	465	300	222	2,615
Tools	2	---	---	---	---	2
Activities	1	669	---	---	---	670
Logo	1	---	---	---	---	1
About One Book	---	2,942	1,184	978	330	5,434
About the author	---	1,232	479	361	236	2,308
Resources for parents	---	871	422	309	223	1,825

Table 4
 One Book, Every Young Child Website Activity (March - July 2007) (continued)

	2007					Total
	March	April	May	June	July	
Feedback	---	---	---	---	178	178
Our partners	---	---	---	---	170	170
Downloads ^e						
Total	4	1,170	731	574	711	3,190
Most Common Downloads ^e						
Activities	2	72	48	44	46	212
One Book special event press release	---	110	30	34	32	206
Family Fun Guide	---	81	34	25	35	175
About the author: Suzanne Bloom	---	74	28	25	33	160
Traveling trunk manual	---	64	28	28	34	154
Calendar	---	93	60	49	69	271
Importance of reading aloud to young children	---	48	33	30	26	137
Healthy snacks	---	27	---	---	---	27
One Book 2006 archived activity	---	---	21	---	---	21
Crafts	---	---	---	15	---	15

Note: Data in this table were retrieved on July 26, 2007 from the DeepMatrix LiveStats website.

^a Visits indicate the number of clients viewing the website.

^b Average Time Spent per Visit tracks the average amount of time each visit spends during a visit to the site.

^c Hits indicate the number of requests for files while visiting the website.

^d Page View indicates the number of pages on the website that received the most traffic during the specified month.

^e Most Common Downloads includes downloads by all website visitors (library and museum educators, early childhood professionals, and parents).

Website User Feedback Survey

Survey Construction

The One Book, Every Young Child Website User Feedback Survey consisted of seven questions and took approximately five minutes to complete. It was used to assess the visitors' opinions about the usefulness of the website in relation to the One Book program activities. Questions addressed the website resources used and the satisfaction with the program. The survey also inquired about the clarity and ease of navigating the site, the accessibility of the pages, and any problems the visitor may have encountered while on the website. The survey also gave respondents the opportunity to provide general thoughts about the website and One Book program. A copy of the 2007 One Book Website User Feedback Survey is available in Appendix B.

Procedure

With the assistance of the webmaster for the Office of Commonwealth Libraries, Temple University researchers had a link set up on the One Book, Every Young Child website entitled "Tell us what you think and win a free Lunch." The link appeared on every window viewed by visitors to the website. Clicking on the link led the visitor to a page that informed them of the study and requested their email address, the date they visited the survey, and whether they identify as a library/museum staff person, someone associated with early childhood education, or a parent. Completing this information on the website granted Temple University permission to contact them via email for a brief survey about their experience visiting the website.

Between March 15 and June 1, 2007, 433 visitors to the website provided their email addresses for future contact. Sixty-five (15%) identified themselves as librarians, 191 (44%) were early childhood professionals, 84 (19%) were parents, and 93 (21%) said 'other.' An introductory email letter with a link to an online survey was sent to each email address.⁵ Of the 419 active email addresses, we received 237 (56%) completed surveys (133 early childhood professionals, 39 library educators, 45 parents, 18 'other').⁶ For the purposes of this report we decided to focus solely on the early childhood professionals, library educators and parents. Respondents that indicated 'other' or did not indicate the capacity in which they completed the survey were excluded from our analyses. Despite this exclusion, the total sample of the 2007 website feedback survey surpassed our original expectation of receiving 200 completed web based surveys.

Completing the survey entered the respondent in a drawing to win a copy of the children's book, *Lunch*, by Denise Fleming. On June 5, 2007, 50 website survey respondents were randomly selected as the winners of the website feedback survey raffle and sent a copy of the children's book *Lunch*, by Denise Fleming.

⁵ Surveys sent to 14 e-mail addresses were returned as undeliverable.

⁶ No museum educators completed the survey. Two people refused to answer this question.

Sample

Requests to be contacted for the survey came from almost every county in the Commonwealth, including four visitors from Berks County (the county in which the city of Reading is located) - which delayed the One Book program activity until September 2007. Allegheny County led the pack with 32 survey responders (14%), followed by Philadelphia County (6%), and Lancaster County (5%). The website survey respondents were a very homogeneous group. Almost all the respondents were female (98%), white (91%), and on average, 42 years old. Only two percent indicated they were African-American and only four percent indicated being of Hispanic descent. They were also a very well-educated group. More than two-thirds (67%) reported having a Bachelor's degree, Master's degree or post Master's work.

Findings

Table 5 (page 18) presents the breakdown of website feedback received from early childhood professionals, library educators and parents. Eleven percent of the respondents were return visitors, having visited the One Book site for the first time last year. While many of visitors in 2007 first learned about the website through the promotional materials (45%) (e.g., banners, buttons, brochure, poster) and 11% learned about the site through a link on the host library's website, many indicated in their comments that the program in general was not widely publicized. Below we share a few of their comments.

The word is not out in the community. There should be posters and bookmarks, etc. at places like WIC offices, community health buildings, and places where non-library goers would hear about it and might venture into the library. It's a great idea, get the word out!!

Parent

I wish more was done publicity-wise to promote the program. The kids in my class don't get a lot of book reading opportunities in their homes and this program could have sparked something if they had more to work with.

Early Childhood Professional

I have not seen too much publicity about the young adult and pre-school titles. I would have thought that the visit from the author would have been more publicized in the Pittsburgh area.

Library Educator

I just found out about it. It's underpublicized in the northwestern part of the state.

Early Childhood Professional

None of my 22 current CDA students who are active practitioners knew of One Book. This was the case with my 50+ students last year. Clearly more publicity is needed in the five-county Philadelphia area.

TQAS Trainer, Professor

Table 5
One Book Website Visitor Feedback Survey

	Education Professionals ^a	Library Educators	Parents	Total
<i>N</i>	133	39	45	217
First learned about website				
% Visited the site last year	10.5	25.6	0.0	11.0
% One Book button, poster, brochure	62.4	25.6	28.9	48.8
% Library promotional material	6.0	20.5	22.2	12.0
% Library website link	3.0	15.4	26.7	10.1
% Museum promotional material	0.0	0.0	2.2	0.4
% Museum website link	0.0	0.0	2.2	0.4
% Newspaper	1.5	0.0	6.7	2.3
% Website search engines (e.g., Google)	3.8	0.0	8.9	4.1
Pages viewed				
% About One Book	75.9	66.7	73.3	73.7
% A Splendid Friend, Indeed	82.7	82.1	64.4	78.8
% One Book Events	62.4	59.0	53.3	59.9
% Resources for Librarians and Museum Educators	20.3	84.6	11.1	29.9
% Resources for early childhood professionals	79.7	41.0	17.8	59.9
% Resources for parents	44.4	51.3	71.1	51.2
% Our Partners	18.8	12.8	11.1	16.1
% One Book Archive	26.3	15.4	17.8	22.6
Resources found most helpful				
% Did not use any online resources	9.0	7.7	35.6	14.3
% Finger plays and songs	62.4	43.6	11.1	48.4
% Book lists	27.1	23.1	28.9	26.7
% Activities	72.9	53.9	22.2	58.9
% Crafts	57.9	43.6	17.8	47.0
% Links to other websites of interest	24.8	33.3	11.1	23.5
% Games	43.6	30.8	4.4	33.2
% Healthy snacks	37.6	12.8	15.6	28.6
% Family Fun Guide	33.1	28.2	11.1	27.6
% Importance of reading aloud to children	34.6	25.6	26.7	31.3
% Calendar of Suzanne Bloom's visits	23.3	15.4	33.3	23.9
% Talking points (for library educators)	7.5	23.1	4.4	9.7
% PR tool (for library educators)	1.5	20.5	0.0	4.6
Attended Suzanne Bloom's book tour				
% Yes	3.0	15.4	2.2	5.1
% No	78.2	59.0	68.9	72.8
% Not yet, but plan to attend	18.8	25.6	28.9	22.1
Usefulness of information on site				
% Very useful	62.4	53.9	40.0	56.2
% Somewhat useful	37.6	43.6	51.1	41.5
% Not at all useful	0.0	2.6	8.9	2.3

^a This group includes those who identified as early childhood educators, elementary teachers, and an elementary school principal.

Some respondents expressed concerns about the lack of the program's ability to reach a wider audience.

It appears to be a good program however it seems to be mass marketed towards the educated and or those using the libraries often. That's how I found about it. I have never seen it advertised anywhere else. Educated parents will make an effort (usually) to read to their child. It's the other end of the spectrum which concerns me.

Parent

I learned about this program through a bookmark that my daughter's preschool gave her. I really don't think a lot of parents would go that far to look into what they read on a bookmark or button, let alone take their child to the library; especially in financially disadvantaged/inner city neighborhoods. The program is a great concept and I hope that more children/parents learn about it and use it. I hope that all schools will use the program and alert the parents to it as well.

Parent

It would be helpful if there was a one page information sheet or brochure that could be made available and sent home with students in to inform them of the program.

Library Educator

Nearly all aspects of the website were widely viewed. Not surprisingly, education professionals primarily focused on the links labeled as 'resource for early childhood professionals' (80%), 'about the One Book program' (80%), and 'about the book, *A Splendid Friend, Indeed*' (83%). Library educators mostly viewed the 'resources for library and museum educators' page (85%), the page about the book (76%), and 'about the One Book program' (76%). Parents primarily viewed the 'resources for parents,' the page about the book (64%), and the One Book program (73%). Of the resources reported to be the most helpful, education professionals, library educators and parents alike rated the activities page in the top five (73%, 54%, 22% respectively). Education professionals also heavily reported the finger plays and songs (62%), crafts (60%) and book lists (27%) were helpful items on the website.

I think [the One Book program] is a wonderful idea. I love the activities. As a home provider, this gives us something interactive to do with other providers and my families love engaging in the activities. We really had fun with it.

Early Childhood Professional

A Splendid friend, Indeed by Suzanne Bloom is a friend indeed. As I read and reread this book it gave me a special feeling that I was able to relay to the diverse group of children that we have. It was great to have so many activities and ideas published on the back of the poster. Many friends and other professionals mentioned to me what a wonderful supply of resources are available. We enjoyed!

Early Childhood Professional

Thirty-three percent reported that the section in the website regarding the importance to reading aloud to children was very useful. Ninety-seven percent of survey respondents said they found the information provided on the website to be somewhat or very useful and 93% said they were somewhat or very satisfied with the resources offered on the site.

*I love the resources that provide activities that go with quality literature.
Particularly those that are age appropriate for this age.*

Special Education Teacher

I think the website is a great accompaniment to the book and program.

Grandparent

Table 6 (page 21) displays the feedback regarding the ease of navigating and satisfaction with the website in 2007. The majority (59%) said the website was very easy to navigate and 87% said the links were clear and accessible at the time of their visit to the website. However, a number of visitors indicated problems with gaining access to the pages that were still under construction when they visited.

I was not able to access anything on the website.

Early Childhood Professional (March 14, 2007)

I was disappointed with the website - Information was posted far too late for our program purposes - The first few times we visited the site and followed links - we were disappointed to read, "under construction." If possible - all links and web pages should be good to go when the site is constructed. Overall - thank you for your efforts - we enjoyed implementing "A Splendid Friend, Indeed" in our early childhood story time.

Early Childhood Professional (April 14, 2007)

Actually, if the website were up earlier that would be very helpful. We arrange for this program in January and February, and waiting 'til March when things are already in full gear with National Library Week/Month, summer reading, and more can be a challenge to keep going back to see when the website is fully functional. Thanks for the consideration. I understand website work takes time.

Early Childhood Professional (March 14, 2007)

Table 6
One Book Website User Feedback for 2007

	Education Professionals ^a	Library Educators	Parents	Total
<i>N</i>	133	39	45	217
% Indicating links were clear and accessible	93.2	87.2	75.6	88.5
Ease of navigating the site				
% Very easy	64.7	53.9	46.7	59.1
% Somewhat easy	33.1	41.0	37.8	35.5
% Somewhat difficult	0.8	5.1	11.1	3.7
% Very difficult	1.5	0.0	4.4	1.8
Satisfaction with resources on website				
% Very satisfied	63.2	51.3	37.8	55.8
% Somewhat satisfied	34.6	43.6	42.2	37.8
% Somewhat dissatisfied	1.5	5.1	17.8	5.5
%Very Dissatisfied	0.8	0.0	2.2	0.9

^a This group includes those who identified as early childhood educators, elementary teachers, and an elementary school principal.

Discussion

Activity on the One Book website flourished during the months the One Book program was in full swing. Nearly all pages of the website were widely used and visitors reported great satisfaction with the ease in navigating the site to get the information they needed. Similar to the author visit component of the program, the website survey was primarily completed by white, highly-educated women. Less than two percent of the respondents were African American or of Hispanic descent. A few respondents expressed concern about the ability of this year's program reaching a wider audience - one that includes minorities and low-income families.

Parents seemed somewhat less satisfied with the website than librarians and professionals, with 20% reporting being dissatisfied or very dissatisfied. Focus groups with families may help identify the reasons for this dissatisfaction, and help librarians build materials that appeal better to parental interests.

Also, we are unsure why it was that downloaded material was less than 15% of the totals from the previous year. However, it is unlikely that the reason lies in the page not being viewed, as the total number of visits to the site and hits to individual pages rose significantly from the previous year's activity. It is possible that a technical problem arose with the visitor's ability to download the material. With the website being the main source of activity materials, it serves as an important tool for the program's success in assisting librarians, early educational professionals, and parents to attain the shared reading experience.

It is recommended that in future years of the One Book program, close monitoring of the Deep Matrix LiveStats pages is performed to identify problems and make changes within the site when warranted.

Part 2: Effects of the One Book Program on Library Outreach, Preschool Teachers and Parents

A. Effects of the One Book Program on Library Outreach

The assessment of the impact of the One Book program outreach activities and the Office of Commonwealth Libraries book mailings included focusing the evaluation efforts on preschool teachers and parents in three Pennsylvania towns. The three regions included Bethlehem, Scranton, and Reading. Berks County, the county in which the town of Reading is located, agreed to delay the introduction of the One Book program until September 2007. This enabled us to evaluate the effectiveness of the program in increasing literacy activities among the preschool teachers and parents using a pretest-posttest control group design. In the library outreach, teacher, and parent component, we document the literacy activities of each of the libraries located in three selected urban regions connected to the child care component of the evaluation.⁷

Design

We used a pretest-posttest control group design, with the libraries in Reading serving as the Control Group and libraries in Scranton and Bethlehem as the Intervention Group. We selected the town of Reading as the Control group, because the librarians in Berks County, where the town of Reading is located, agreed to delay the One Book Project until September for this study. We selected Scranton and Bethlehem because these towns were closest in population characteristics to the town of Reading.

The assessment in all three towns occurred at two points in time. The pretest took place in the first week of March 2007 prior to the start of the One Book program activities across Pennsylvania. The posttest took place in the last two weeks in May, after the implementation of One Book activities across the Commonwealth, except for those in Berks County. Comparing pretest results across the three towns enabled us to assess preexisting differences among the towns. Comparing pretest and posttest results enabled us to examine change over time in each group.

Because this outreach component of the evaluation involved only a small number of libraries (see footnote 8), only descriptive and not inferential statistics were used to analyze the data.

Methods

Sample

Selection of target libraries and neighborhoods. The three towns selected for the evaluation were Bethlehem, Scranton and Reading, based on conversations with Susan Pennabaker, Youth Services Advisor, and Barbara Cole, former Director of the Bureau of

⁷ Participating libraries include two in Bethlehem (Bethlehem Area Library and Southside Branch Library), three in Scranton (Scranton Public Library, Children's Library, and Green Ridge Branch), and four in Reading (Reading Public Library, Northeast Branch Library, Northeast Branch Library, and Southeast Branch Library).

Library Development in the Office of Commonwealth Libraries. The three towns are all District Library Centers and all follow similar standards of operation (e.g., hours of operation, number of books, staff size, etc.). As designated District Library Centers, each library in these towns receives additional funding from the state to provide resource services to other libraries in their area. Each District Library Center has a consultant on staff that provides expertise in advisory services such as helping with grants, annual reports, and providing advice on book collection development.

At the request of the Office of Commonwealth Libraries, Reading’s library district (Berks County) agreed to delay their receipt of the program until September 2007, post evaluation efforts. Using Reading’s library district as the Control Group allowed us to document the impact the One Book program had in Bethlehem and Scranton on the preschool teachers in the child care programs and the parents of children enrolled in the child care programs.

As shown in table 7, Reading, Scranton and Bethlehem are similar in some key demographic features. Each town’s population is roughly the same size with a little over 50% female. The average age ranges from 30 to 38 years. Reading and Scranton have a little over 1,000 children in nursery school or preschool while Bethlehem has 662.

Table 7
Demographic Comparisons for Bethlehem, Reading and Scranton in Pennsylvania

	Reading	Scranton	Bethlehem
GENERAL CHARACTERISTICS			
Population	81,302	67,314	68,144
Male	38,997	32,772	30,696
Female	42,305	34,542	37,448
Median Age (years)	30.4	38	36.9
Children under 5 yrs	7,063 (8.7%)	5,045 (7.5%)	3,936 (5.8%)
One Race			
White	56,022 (68.9%)	62,032 (92.2%)	51,055 (74.9%)
Black or African American	12,741 (15.7%)	2,189 (3.3%)	3,318 (4.9%)
American Indian / Alaska Native	52 (0.1%)	261 (0.4%)	0
Asian	1,299 (1.6%)	1,048 (1.6%)	1,123 (1.6%)
Native Hawaiian / Pacific Islander	62 (0.1%)	0	0
Some other race	9,462 (11.6%)	1,101 (1.6%)	10,616 (15.6%)
Hispanic Origin	40,947 (50.4%)	3,500 (5.2)	16,199 (23%)
School Enrollment			
Nursery school / preschool	1,078	1,324	662
Kindergarten	885	563	769

Table 7

Demographic Comparisons for Bethlehem, Reading and Scranton in Pennsylvania (continued)

	Reading	Scranton	Bethlehem
ECONOMIC CHARACTERISTICS			
Median HH Income	\$24,026	\$28,282	\$41,599
Median Family Income	\$28,756	\$36,619	\$51,622
% of families w/ child under age 5 yrs whose income is below poverty level			
All Families	39.0%	36.3%	9.6%
Married Couple Families	0.0%	30.7%	40.6%
Female Headed HH	71.5%	40.5%	45.2%

Source: U.S. Census Bureau, 2005 American Community Survey; Retrieved on October 18, 2006 from www.census.gov

Of some concern with the selected towns is the financial and racial/ethnic composition of the population. The median household income is higher in Bethlehem than in Reading and Scranton (\$41,599, \$24,026, and \$28,282 repetitively). The cities of Reading and Scranton are similar in the number of families with children under age five whose income is below the poverty level (39% and 36% respectively), however Bethlehem has only 9.6%. While all three cities have a large number of white people (Reading = 56,072, Scranton = 62,032, Bethlehem = 51,055), the African American and Hispanic populations are dramatically different across the towns (African American: Reading = 12,741, Scranton = 2,189, Bethlehem = 3,318; Hispanic: Reading = 40,947, Scranton = 3,500, Bethlehem = 16,199).

It was necessary to include two cities in the Intervention Group to be compared to Reading because neither Scranton nor Bethlehem had a sufficient number of child care centers located within a two mile radius of a local library to compare with Reading.

Measurement Construction

On January 8th, 2007 the investigators met with librarians from Scranton and Bethlehem and representatives from the Office of Commonwealth Libraries to discuss the second year of the One Book, Every Young Child program.⁸ The representatives from the Office of Commonwealth Libraries presented the intentions and goals of the second year of the One Book, Every Young Child program. Promotional strategies, general schedule, and planned events were discussed. The investigators presented the general plans for the evaluation of the program and solicited information regarding current and planned library programs in order to gain a better understanding of the nature and scope of these programs. Following a discussion of current library in-house and outreach programs aimed at young children, specific library activities associated with the One Book, Every Young Child program were discussed.

⁸ In attendance were Susan Pennebaker and Barbara Cole from the Office of Commonwealth Libraries (OCL), Lauren Maloney, from Lackawanna County Children's Library in Scranton, Melanie Fisk, Youth Services Coordinator at Bethlehem Public Library, Regina Kochmaruk, Outreach Coordinator at Bethlehem Public Library, and three of the Temple University investigators - Michelle Harmon, Julia Mendez, and Jeremy Cohen.

Library Outreach Activities Survey. Using the information collected at the meeting, a comprehensive list of in-house and outreach activities were obtained from the Bethlehem Area Public Library and the Lackawanna County Children's Library. In addition, current in-house and outreach activities were obtained from Reading Public Library. These lists, in conjunction with topics discussed at the January meeting, were considered when constructing the Library Activity Survey. The survey was designed to measure in-house programs aimed at young children that are open to the general public, in-house programs for Head Start/Preschool/Family Daycare Provider groups, and outreach programs for Head Start/Preschool/Family Daycare Provider groups. In addition, the survey collected background information about the libraries, such as hours of operation and personnel. A copy of the Library Outreach Activity Survey can be found in Appendix C.

Procedure

The Library Outreach Activities Survey was sent to a contact person at each of the libraries at two points in time. Pre-testing took place in the first week of March 2007, prior to the start of the One Book program activities. Post-testing followed in the last two weeks in May, after most of the One Book program activities had occurred. A library representative was asked to complete each section to the best of his/her ability and return the completed questionnaire to the researchers at Temple in a self-addressed stamped envelope. Survey respondents were not compensated for their time.

Findings

All libraries that participated in this component reported hosting in-house programs offered to the general public and to child care groups.⁹ The libraries in Bethlehem (n=2) and Scranton (n = 3) reported a slight increase (from 14 to 18) in the number of scheduled in-house programs from Pretest to Posttest, while the Reading libraries (n = 4) reported a slight decrease (from 23 to 20). Moreover, Bethlehem and Scranton reported increased frequency (from 5 to 12) of hosting weekly programs from Pretest to Posttest. Reading's reports remained the same (8 and 8) at Pretest and Posttest. Library program activities for in-house programming at all the sites included: story time, arts and crafts, games, songs, providing children with library cards and time to check out books, instruction on how to use the library, model reading techniques, and handouts about the library, upcoming events, and information on child development.

In terms of outreach to area child care centers, the Scranton and Reading libraries indicated this was a regular practice; one of the two Bethlehem libraries began their outreach activities with the One Book program. Typical activities during visits to area the child care and Head Start centers included story time, arts and crafts, songs and game, and instructions on library use, and handouts on upcoming events at the library.

⁹ One library in Scranton indicated that the main library serves only young adults and adults. No program data was collected from this site.

Participation in One Book, Every Young Child Program

Two libraries in Scranton and one in Bethlehem reported participating in the 2007 One Book program. Both sites reported promoting the program by posting flyers in the library, sending flyers to area child care centers and Head Starts (Scranton only), and making announcements at in-house and off-site library events. Scranton also reported sending flyers to other venues and invitations to regular library contacts, and posting the program activities on their website. Radio, television and print media were not used to promote the One Book program.

Libraries in both intervention sites reported heavily using the paonebook.org website resources. These included downloading the One Book logos and links, talking points and public relation tools, read aloud tips, book lists, other websites of interest, and a host of activities to do with the children during One Book events. All participating libraries in Bethlehem and Scranton noted having *A Splendid Friend, Indeed* prominently on display. Additionally, One Book promotional materials such as handouts, buttons and brochures were made available at the sites. Scranton alone reported downloading the Family Fun Guide from the website, but did not print or make copies available at the site for patrons.

Bethlehem reported restricting the One Book program events to child care and Head Start programs; two were hosted in the library and 12 outreach visits were conducted in area child care centers. Scranton reported hosting ten in-house One Book events for the general public, seven program events specifically for child care centers, family day care providers, and Head Start programs and used the One Book program in their outreach to 60 Head Start programs. During the One Book events, both sites read from *A Splendid Friend, Indeed*, and other related books, and conducted activities (songs, arts and crafts, drama activity) with the children that were related to the bear and goose theme.

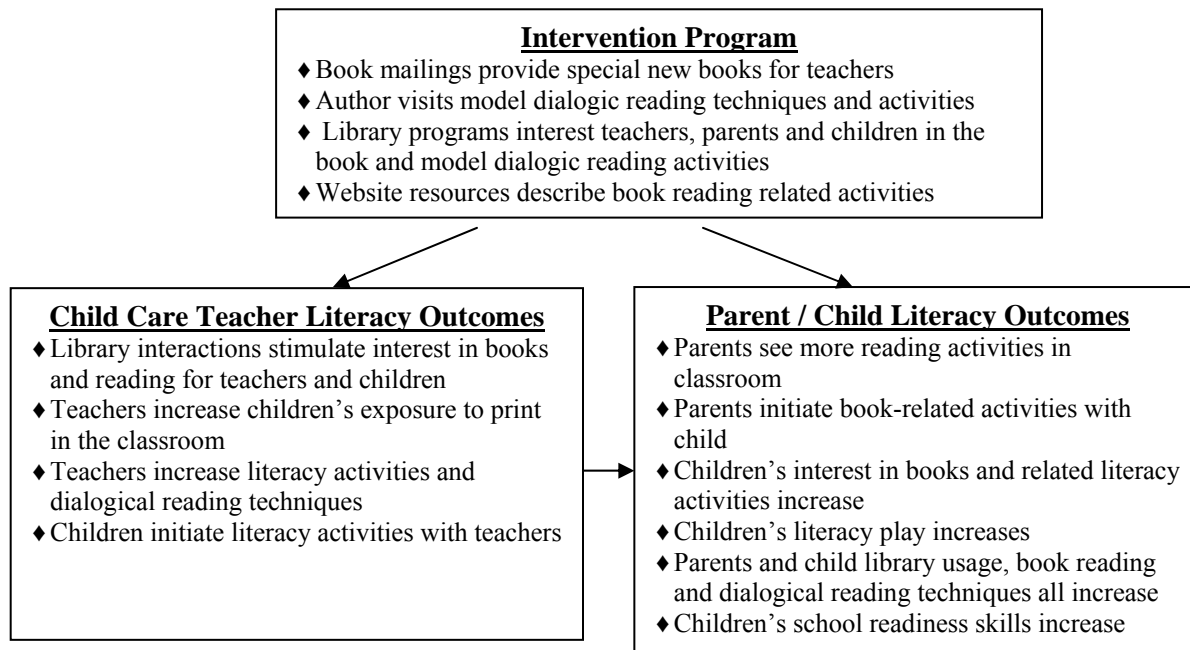
B. Effects of the One Book Program on Preschool Teachers and Parents

One Book, Every Young Child: Child Care Component Logic Model

Our goal for this component was to assess the effects of the Pennsylvania One Book, Every Young Child (One Book) program on the partnering of libraries and child care center preschool teachers and parents in fostering dialogic reading in child care centers and in family homes.

To help direct our questions and develop our measurement instruments for the program evaluation, we designed a logic model. A logic model is a theoretical tool that helps researchers to visualize the expected process and outcome of a given program. Our logic model was based on the information we had about the libraries' outreach programs in Bethlehem and Scranton. It describes the libraries' outreach activities and explains how the addition of the One Book program may act as a catalyst for increasing the literacy activities in early childhood educational and home settings. The specific logic model we designed for the 2007 Pennsylvania One Book program evaluation can be seen in Figure 1 below.

Figure 1
 Logic Model for the One Book, Every Young Child Program



Using the same pretest-posttest control group design as used in the library outreach evaluation, we tested the effects of the One Book Program on literacy enhancing activities of preschool teachers and parents of preschool aged children. Once again, child care centers in the town of Reading served the Control Group and child care centers in Scranton and Bethlehem were the Intervention Group

Again, the assessment in all three towns occurred at two points in time. The pretest took place in the first week of March 2007 prior to the start of the One Book program activities across Pennsylvania. The posttest took place in the last two weeks in May, after the implementation of One Book activities across the Commonwealth. Comparing pretest results across the three towns enabled us to assess preexisting differences among the towns and decide whether or not we could combine results from the two intervention towns of Scranton and Bethlehem. Comparing pretest and posttest results enabled us to examine change over time in each group. Finally, comparing *differences* in patterns of change over time across the intervention and control sites enabled us to identify effects of the intervention.

For this component, inferential statistics were used to analyze and interpret the findings.

Methods

Measurement Construction

Data for the child care center component were collected using four kinds of instruments; the Center Director Interview, the Teacher Literacy Questionnaire (Pretest and Posttest), Parent

Literacy Questionnaire (Pretest), and the parent Literacy Interview – Posttest. Each is described in turn below.

Center Director Interview. The Center Director Interview was used to obtain information about the child care center and background characteristics of the center director. The interview was five minutes in length and consisted of two sections. The first section consisted of 16 questions which were asked to collect basic characteristics of the facility (for profit, not-for-profit, participation in Keystone STARS or accreditation), the teaching staff (number of full time staff working with the children, average education level of head teachers) and a profile of the population served (number of children enrolled, number of subsidized children, etc). We also asked about the center's involvement with the local library. The second section consisted of three questions asking the directors about their education and experience in child care.

Teacher Literacy Questionnaire. The Pretest Teacher Literacy Survey consisted of five sections and took approximately 15 minutes to complete. The first section included questions about the class structure (number of children in group, number of teachers in class, languages spoken in the class). The second section asked about how print is used in the classroom and included questions about designated space for reading, frequency of book rotation, and labeling objects in the room. The third section included questions about the frequency of teacher-led and child-initiated literacy activities that take place in the classroom. The fourth section inquired about the center and classroom's interactions and satisfaction with the local library. And the final section provided an opportunity for the preschool teachers to tell us about themselves personally (gender, age, education level, racial identity) and professionally (time in professional child care work, time at center, hours worked per week).

The Posttest Teacher Literacy Questionnaire followed the same format and included the same five sections as the Pretest questionnaire. An additional section was added for the Bethlehem and Scranton teachers that inquired about their knowledge of and experiences with the One Book, Every Young Child program and to inquire whether they changed their literacy teaching strategies in any way as a result of the program.

Parent Literacy Questionnaire (Pretest). The Parent Literacy Questionnaire consisted of 29 questions and took approximately 10 minutes to complete. It was designed to collect information pertaining to the parent's involvement with their preschool-aged child's literacy development. The questionnaire was broken down into two main sections; the first section included questions about parent-child literacy activities and library usage and the second section collected demographic and background characteristics of the parent and family.

Parent Literacy Interview (Posttest). The Parent Literacy Interview - Posttest was almost identical to the Parent Literacy Questionnaire in that it asked the same literacy activity and library usage questions. However, it also included a section on the parent's exposure to and knowledge of the One Book, Every Young Child program. In this section the parents were asked if they had heard of the One Book program or the selected book, *A Splendid Friend, Indeed*, by Suzanne Bloom. Parents who indicated knowledge of the program or book were asked about the breadth of experiences they had with the program, including receiving a copy of the book, attending the author's presentation, visiting the website, and using One Book program resources.

Copies of the Center Director Interview, Teacher Literacy Activities Questionnaire, Parent Literacy Questionnaire (Pretest) and Parent Literacy Interview (Posttest) are available in Appendix D.

Procedure

Pretest data collection began and was completed in March 2007. Child care center directors were sent introductory letters informing them of the study. A follow-up phone call was made two weeks later to discuss the study and invite the center's participation. Upon agreeing to participate, directors completed a brief interview about the center and their professional characteristics. They also provided the names of all lead teachers serving three and four year old classrooms. Two preschool teachers at each site were randomly selected to be invited in the study. Teachers were called at a time that was convenient for them and informed of the study. They were told their participation would take place over two periods in time, once in March and then again in June and include completing a questionnaire and disseminating parent questionnaires to each child in their class. They were also told that a parent's decision concerning whether or not to complete the questionnaire would in no way reflect on them or their participation in the study. Their role was only to disseminate the packets.

At Pretest, prior to the start of the One Book program activities, teachers were sent a packet containing a consent form, a Teacher Literacy Questionnaire and enough parent packets for each child enrolled in their class. Teachers returned their consent form and the completed questionnaire in a postage-paid self-addressed return envelope. Teachers received a \$15.00 U.S. Postal money order as compensation for their participation in this phase of the study.

Parent packets included a cover letter to the parent describing the study, a parent literacy questionnaire and a postage paid self addressed return envelope. Parents who returned the questionnaire and completed the contact page were entered into a raffle for a \$100 Visa gift card.

Posttest data collection took place in June 2007, after the program activities were completed. Once again, teachers were contacted by phone and invited to participate in the second phase of the study. If a teacher from the Pretest phase was no longer in the classroom, the new lead teacher was recruited. Teachers who returned the completed questionnaire received a \$20.00 U.S. Postal money order as compensation for their participation.

Parents for whom we had contact information from Pretest (n = 179) were sent letters thanking them for their participation in the first phase of the study and informing them of the opportunity to participate in the second phase. In June we called and invited the parents to participate in the second phase of the study. This included completing a 10-minute phone interview about their child's literacy activities. Parents were compensated for their time and information with a \$15.00 U.S. Postal money order.

Sample

Center and teacher selection. Library representatives from Scranton and Bethlehem each provided a list of child care centers and Head Start programs (15 from Bethlehem and 21 from

Scranton) they targeted for their outreach programs. Library representatives from Reading informed us that they only targeted Head Start and Even Start programs for their child care outreach and directed us to contact the Head Start administrator for Berks County for the contact information. However, upon contacting the administrator overseeing the Head Start programs, we were informed that they were unable to provide the contact information for the Head Start programs involved in the libraries' outreach program because some of the enrolled children were in protective custody. In light of this information, we decided to contact only child care centers in the three sites. The list of child care centers in the Reading area was obtained through the 2006/2007 directory of certified child care centers in Berks County.

Of the 15 names of child care programs that Bethlehem's library provided, seven child care centers and 13 lead teachers directing three and four year olds were randomly selected and recruited for the study. Of the 21 child care programs in Scranton's outreach program, eight child care centers and 13 lead teachers directing three and four year olds were randomly selected and recruited. Of the 18 child care centers in Reading, eight centers and 14 lead teachers directing three and four year olds were randomly selected and recruited for the study.

Center characteristics. The centers in all three towns care for approximately the same average number of children under the age of five (Bethlehem: $M = 86$, Scranton: $M = 48$, Reading, $M = 83$), although the range within each town is rather large (10-210 children across the sample). Almost all the centers in the three towns accept subsidized children, and the number of subsidized children at centers in each town is about the same. Half the centers in Reading are for profit, while in Bethlehem and Scranton; only four of 15 are for profit child care centers. All but one center in Bethlehem participates in the Pennsylvania quality assessment program, Keystone STARS. There was no difference between towns in terms of the centers' average STAR level, which was around 2.5. This level represents a quality rating between fair (2) and good (3).

Centers ranged in terms of the number of full-time staff working with the children under the age of five (Bethlehem: 11, Scranton: 7, Reading: 18) and in terms of the average amount of time that full-time staff members have worked at the center (Bethlehem: seven months, Scranton: eight months, Reading: four months). There were no differences between centers that participated in One Book (Bethlehem and Scranton) and those that did not (Reading). On average, head teachers had taken some college credits in all centers, and there were no differences across centers in the three towns.

Findings: Center and Teacher Literacy Activities in the Classroom

Child Care Center Use of Library Services

Before the One Book program, participating child care center directors in all three towns indicated they used services provided by the local library at the center; only one director in Scranton indicated that the library provided the initial contact to the center to plan in-center programming. In addition, prior to the One Book program, center directors in Scranton indicated more frequent services offered by the local library (in forms of book mobiles and in-library and in-center programming) than centers in either Bethlehem or Reading, $U = 14.4$, $p < .001$. No

centers in Bethlehem indicated a book delivery system in place with their local library and only one center in Bethlehem indicated participating in library events (either at the library or at the center). After exposure to the One Book Program, three teachers in Bethlehem reported that the library had initiated contact with them for an in-center One Book program visit, during which time the children were given the opportunity to check out books. In these cases, the One Book program appeared to be helpful in facilitating the libraries efforts to provide children with a book delivery system at their child care center.

Pretest: Comparison of Teachers in Bethlehem and Scranton on Print and Literacy Activities in the Classroom

Before examining the effects of the One Book program on classroom print usage and literacy activities, it was necessary to compare Bethlehem and Scranton to see if the classrooms in the two towns were similar at Pretest to allow us to combine them into a single One Book Intervention Group.

We compared Bethlehem and Scranton on a number of questions regarding the way that print was used in the classroom such as: what kind of books were available to children; how children's writing was displayed; whether or not the classroom had a designated reading space; and the number of 'cozy' items available in the reading space (such as pillows, soft furniture, bean bag chairs). We found that Scranton classrooms had significantly more reading space items ($M = 2.8, SD = .9$ at Pretest; $M = 2.8, SD = .8$ at Posttest) than Bethlehem ($M = 2.0, SD = .7$ at Pretest; $M = 2.2, SD = .8$ at Posttest) at both Pretest, $t(23) = -2.5, p < .05$, and Posttest, $t(23) = -2.1, p < .05$.

We also tested for differences between Bethlehem and Scranton on five literacy activities: how frequently teachers emphasized the meaning of text and teach skills for understanding text; how frequently teachers had open-ended conversations about books with students; how frequently the teacher engaged the children in book-related activities; how often children had the opportunity to use literacy props; and how frequently teachers involved children's parents in literacy development. There were no differences between Bethlehem and Scranton on these questions.

Based on these findings, we decided to combine Bethlehem and Scranton into a single "One Book Intervention" group. Teachers from all centers were included in the Intervention Group, whether or not they reported having been exposed to the Intervention. We did this because the program may have influenced them in some ways, even though they were not aware of the program when asked. More importantly, this allows the effects of the program to be measured in its real life application. Nevertheless, this analysis constitutes a very conservative test of the intervention because only 15 of the 28 teachers reported having heard of the One Book Program.

Pretest: Pre-Existing Differences between the Intervention and Control Groups - Classroom and Preschool Teacher Characteristics

Before examining the effects of the One Book program on the Intervention and Control Groups, we needed to test to see if there were any differences between the two groups that might confound the results. In other words, if we found differences in the characteristics of the groups, the effects on teacher literacy could be the result of these differences and not necessarily the program.

There were very few pre-existing differences between classrooms and teachers in the Intervention and Control groups. All classrooms had around 20 students and between two and three teachers. Forty percent of preschool teachers reported that they spoke Spanish or other languages in their classrooms, although with varying frequency. There was a significant difference in the number of classrooms in which children spoke languages other than English, with more classrooms in the Control Group with children speaking English and Spanish (63%) than in the Intervention Group (20%), $U = 112.5, p < .05$.

On average, teachers in the two groups were similar in terms of the number of months they had worked professionally in early childhood education (Intervention Group: 12 years, Control Group: 10 years) and the time they worked at their respective centers (Intervention Group: eight years, Control Group: six years). Teachers in both the Intervention and Control Groups worked an average of about 39 hours per week.

Teachers in both groups were predominantly female and had an average age of about 40 years. Most teachers in both groups were white. There was a trend toward teachers in the Intervention Group being more educated than those in the Control Group ($M = 5.68, S.D. = 1.73$; $M = 4.67, S.D. = 1.72$, respectively), $t = 1.8, p = .08$, but this difference was not significant.

One Book Experiences

Table 8 (page 33) presents the responses of Bethlehem and Scranton child care teachers to questions about their experiences with the One Book program. One notable observation is the number of teachers in each town that indicated knowledge of the One Book program and the selected book, *A Splendid Friend, Indeed*. While all 13 preschool teachers in Bethlehem reported receiving a copy of *A Splendid Friend, Indeed*, two reported not being aware of the One Book program. In Scranton, seven of the 12 teachers had received a copy of the book, but only four teachers had heard of the program. The discrepancy in the number of teachers who received the book and who heard of the program may indicate that not all teachers who received a copy of the book for their classroom realized that the book was tied to a special literacy program.

Furthermore, only one teacher in Bethlehem reported having seen the author in person, although this teacher also reported bringing the students in her class to meet the author. Only two teachers in Bethlehem and none in Scranton reported having visited the One Book website.

Table 8
One Book Program Experiences for Child Care Teachers in the Intervention Group (Bethlehem and Scranton child care centers)

	Bethlehem N (%)	Scranton N (%)	All N (%)
<i>N</i>	13	12	25
Heard of One Book, Every Young Child program	11 (85%)	4(33%)	15 (60%)
First heard about the One Book program			
Last year (2006)	7 (54%)	2 (50%)	9 (60%)
This year (2007)	4 (31%)	2 (50%)	6 (40%)
Received copy of <i>A Splendid Friend, Indeed (ASF,I)</i>	13 (100%)	7 (58%)	20 (80%)
Shared copy of the book with teachers in other classrooms	6 (46%)	6 (86%)	12 (60%)
Children in class received copies of the book <i>ASF,I</i> to keep	4 (31%)	6 (86%)	10 (50%)
Received copy of the <i>ASF,I</i> activity poster	9 (69%)	3 (25%)	12 (48%)
Used ideas from <i>ASF,I</i> activity poster	8 (89%)	2 (67%)	10 (84%)
Saw Suzanne Bloom presentation at child care center with class	1 (8%)	---	1 (4%)
Visited One Book website	2 (15%)	---	2 (15%)
Used Interactive Read Aloud Script for <i>ASF,I</i> from website	1 (9%)	---	1 (7%)
Library staff visited class to talk about OB program / <i>ASF,I</i>	13 (100%)	1 (8%)	14 (56%)
Activities conducted during One Book library visit			
Discussion about purpose and use of a library	10 (77%)	1 (100%)	11 (79%)
Book reading from <i>ASF,I</i>	12 (92%)	1 (100%)	13 (93%)
Reading from other books	7 (54%)	1 (100%)	8 (57%)
Drama activity	8 (62%)	---	8 (57%)
Art activity	1 (8%)	---	1 (7%)
Hand out library books for children to borrow	3 (23%)	1 (100%)	4 (29%)
Teacher adopted new literacy techniques from the library visit	8 (62%)	1 (100%)	9 (64%)
Teacher noted changes in children's responses to reading stories since library visit	7 (54%)	1 (100%)	8 (57%)
Satisfaction with the One Book program			
Somewhat satisfied	3 (23%)	1 (25%)	4 (27%)
Very satisfied	8 (62%)	3 (75%)	11 (73%)

All of the 13 Bethlehem classrooms were visited by a library staff member to talk about the One Book program, but only one of the Scranton classrooms reported being visited by library staff. This is not surprising, however, since the Scranton libraries focused their efforts on Head Start programs and we were not granted access to the Head Start programs in Scranton area. The majority of the teachers visited in Bethlehem and the one teacher visited in Scranton reported that they had adopted new literacy techniques after the library visit. Furthermore, 54% of teachers visited in Bethlehem and the one teacher visited in Scranton reported that they saw changes in the way their students responded to reading after the library visit. Teachers in both

towns who participated in the One Book Program in any way reported being somewhat or very satisfied with the One Book program.

Post One Book Intervention Differences in Classrooms for Intervention and Control Groups

Print in the classroom. Classrooms in both the One Book Intervention Group (Bethlehem and Scranton) and the Control Group (Reading) showed no differences in how print was used in the classroom before and after the One Book program. Teachers in both groups reported a wide variety of print used in the classroom, in the form of many different kinds of books available and rotated for the children, labels for objects in the classroom, children's writing on display in the room, and designated reading areas.

Teacher literacy activities. From the 22 literacy activity questions asked of teachers, we selected five variables to examine for effects of the One Book program: how frequently teachers emphasized the meaning of text and taught skills for understanding text; how frequently teachers had open-ended conversations about books with students; how frequently the teacher engaged the children in book-related activities; how often children had the opportunity to use literacy props; and how frequently teachers involved children's parents in literacy development.

We used a 2 x 2 analysis of variance (2 testing times, Pre and Post, x 2 groups, Intervention and Control) to test the effect of the One Book program on these five measures of teacher literacy-enhancing efforts. This test enabled us to look for differences *between* the One Book Intervention Group and the Control Group at each time of measurement. It also helped us to examine change *within* each group from Pretest to Posttest. Lastly, and perhaps most importantly, this test enabled us to test whether there were differences between the two groups in terms of how they changed over time. In other words, we are able to determine if the two groups had the same pattern of change from Pretest to Posttest.

We found a significant difference in the pattern of change in the frequency of open-ended conversations between the two groups, $F(1, 28) = 4.20, p < .05$. This indicates that the frequency with which teachers reported having open-ended questions about books increased for the One Book Intervention Group from Pretest ($M = 3.4, SE = .15$) to Posttest ($M = 3.5, SE = .17$) and decreased in the Control Group from Pretest ($M = 3.6, SE = .22$) to Posttest ($M = 3.1, SE = .34$). These results should be viewed cautiously because the Intervention and Control Groups were not significantly different from each other at the time of the Posttest, and the amount of change for the Intervention Group was not significant from Pretest to Posttest. This finding is important, however, because it shows a different pattern for the Intervention and Control Groups between the two evaluation points. With repeated or continued evaluations, significant difference could emerge showing a clearer effect of the One Book program.

A few teachers talked about how they used the program to spur conversations about the book this way:

Great Book. My children love the simple words and make up their own ideas about what the story is telling us.

Early Childhood Professional

This book was an excellent tool to use in teaching inner beauty. I had my first grade children look up the word splendid in the dictionary. That led to an awesome discussion of what beauty is.

Early Childhood Professional

It was very simple for my group of kids, so I read it as an interactive read aloud and really pulled them in. They enjoyed the pictures and really thought it was fun predicting what would happen next. I also had them make the puppets and act it out with partners.

Early Childhood Professional

Similarly, we saw a significant difference in the pattern of change in preschool teachers involving parents in literacy development between the Intervention and Control Groups, $F(1,28) = 4.92, p < .05$. Teachers in the Intervention Group increased their reports of involving parents in literacy from Pretest ($M = 1.7, SE = .14$) to Posttest ($M = 2.0, SE = .21$). On the other hand, teachers in the Control Group decreased in their reports of involving parents from Pretest ($M = 1.9, SE = .2$) to Posttest ($M = 1.5, SE = .29$). Again, this finding should be interpreted with caution because the Intervention and Control Groups were not significantly different from each other at the time of Posttest, and the amount of change for the Intervention Groups was not significant from Pretest to Posttest.

This is a wonderful program. I sent the book and some activities home with each child in my class so that their parents could participate in the reading event. I got a lot of favorable feedback!

Teacher

Discussion of Teacher Effects

Descriptive statistics concerning the interactions between the childcare classrooms and libraries indicate some general improvements in such interactions after the implementation of the One Book program. After exposure to the One Book Program, three teachers in Bethlehem reported that the library had contacted them for the One Book outreach visit. This is notable considering that no child care centers in Bethlehem reported being contacted by the library for programming prior to the One Book program. Also, three teachers in Bethlehem reported that the library came to their center to introduce the One Book program, during which time the children were given the opportunity to check out books. Prior to the One Book intervention, no child care centers in Bethlehem had a book delivery system from the local libraries. This indicates that the One Book program may be an outlet for providing children with books delivered to their child care center. These two changes over time show that there were positive changes in the interactions between libraries and childcare classrooms as a result of the program.

There were some notable differences in the changes over time in the Control and Intervention Groups suggesting that the intervention may have had some of its intended effect. Teachers in the Intervention Group tended to increase somewhat from Pretest to Posttest over time, while teachers in the Control Group tended to decrease over these two time periods in having open-ended conversations about books and in involving parents in literacy development

activities. Differences in the directions of effects over time for the Control and Intervention Groups were significant for two of the five outcome measures as evidenced by the significant interaction effects in our statistical analyses. A significant interaction effect means that the directions of change over time were different between the two groups. This finding can be taken as some, albeit limited, support for the effectiveness of the program. The support is somewhat equivocal, because we did not find the increase in teachers' literacy enhancing activities significantly different from Pretest to Posttest *within* the Intervention Group.

There are several possible explanations for why we did not find stronger increases in literacy enhancing activities over time in the Intervention Group. The most important may be that only 60% of the teachers in the Intervention Group reported having heard of the One Book Program. Better publicity concerning the program might have yielded stronger, more decisive effects. Also, it is possible that the time period over which we measured the effects – two months – was too short for significant increases to be observed. The two time points used in this evaluation were only two months apart; it may be that teachers were influenced by the program, but did not have enough time to implement their new ideas concerning literacy in the classroom. Furthermore, the sample of classrooms was relatively small, with only a total of 25 teachers across the three towns. A larger group of teachers and classrooms may have produced an effect of the One Book program large enough to be detected by the statistics we used. Still another possibility is that many of the teachers were relatively high on all of the literacy activities assessed in the evaluation. In other words, we may not have been able to detect an increase in frequency of activities from Pretest to Posttest because most of the teachers were already close to the top of the scales (a ceiling effect). Direct observation of the literacy interactions might have produced more significant results. Finally, these findings may be overlaid on a Seasonal Effect. There may be a natural decline in reading activities from spring to summer as children go outside to play in warmer weather. In the Control Group, we observed a decline in reading activities that did not take place in the Intervention Group. This may be an important effect of the program.

Nonetheless, we believe that these results are promising and give reason to believe that the One Book, Every Young Child program can serve as an effective intervention tool in promoting increased teacher effectiveness in the area of literacy development.

Parent Literacy Activities at Home

In order to assess intervention effects on the literacy-enhancing activities of parents of the children in the participating child care centers, we asked the child care center teachers to disseminate questionnaires to the parents of children in their classrooms. These questionnaires were sent to 755 parents in Bethlehem, Scranton and Reading through their child care providers. One hundred eighty-three (24%) parents returned the Pretest questionnaire (71 from Bethlehem, 66 from Scranton, and 46 from Reading). Of these, 136 parents also completed the Posttest Parent Literacy Interview.¹⁰

¹⁰ Eight parents completed more than one questionnaire for multiple children enrolled in the child care center. One questionnaire from each family was randomly selected to represent the family. Forty parent questionnaires were not used in the analysis; four parents completed the questionnaire, but did not provide contact information, 35 parents were unable to be contacted by phone within the data collection window for the follow-up interview and one parent refused to be interviewed.

Differences between Parents who Participated at Both Time Points and those at Only Pretest

Because not all of the parents completed both the Pretest questionnaire and the Posttest interview, we first compared the demographic characteristics of parents who completed both time points (n=136) to those who only completed the first (n=186). This was done in order to confirm that there were no fundamental differences between the two groups which might have confounded further analyses with the parent data. Analyses were conducted with parent’s age, child’s age, gender, marital status, race, Hispanic decent, language spoken in the home, parent education, and household income across the three towns (Bethlehem, Scranton, Reading). Only one significant difference was found. Bethlehem parents who completed both the Pretest questionnaire and the Posttest interview had significantly lower monthly household income ($M = \$5,889$, $SD = \$4,036$) than those who completed only the Pretest questionnaire ($M = \$9,017$, $SD = \$5,652$), $t(53) = 2.2$, $p < .05$. No other significant differences were found. Because this was the only difference between the parents who completed both time points versus the parents who completed only Pretest, we had no reason to believe that the Posttest group was a specially selected portion of those 183 parents who participated, and so all further analyses were done with the group of parents who returned the pretest questionnaire and completed the Posttest interview.

Parent Characteristics

Table 9 (page 38) presents the demographic and background characteristics of the parents in the Intervention (Bethlehem and Scranton) and Control (Reading) Groups who participated in both time points of the study. Most respondents of the questionnaire and interview were white married women in their mid thirties. Eight percent were African American; 18% indicated being of Hispanic descent. They were a very well-educated group of parents, with 47% having a Bachelor’s degree or higher. The average monthly household income ($M = \$4,841$, $SD = \$3,456$) was about equal to the PA median household income in 2006. Nearly all spoke English in their home. Ninety-three percent of parents indicated having access to the internet and 78% report regularly buying or subscribing to a newspaper or magazine. Almost 100% of parents indicated their child had books of their own. While the majority (72%) reported owning a library card, on average parents reported only occasionally borrowing books from the library or attending library programs.

Table 9
Demographics and Background Characteristics of Participating Parents

	Intervention	Control	All Parents	U
N	81	56	137	
Average parent’s age (in years)	34.9	33.8	34.5	
Gender				

% Female	87.7	91.1	89.1	
% Male	12.3	7.1	10.2	
Marital status				
% Single, not living with partner	18.5	17.9	18.2	
% Single, living with partner	13.6	10.7	12.4	
% Married	58.0	55.4	56.9	
% Separated	2.5	10.7	5.8	
% Divorced	7.4	3.6	5.8	
Race				
% African American, Black	3.7	14.3	8.0	
% White	85.2	58.9	74.5	
% Asian, Asian American	1.2		.7	
% Bi-racial or multicultural	4.9	10.7	7.3	
% Other	4.9	14.3	8.8	
% Of Hispanic descent	8.6	30.4	17.5	1669.0***
Average target child's age (in years)	4.2	4.3	4.2	
Language primarily spoken in the home				
% English	93.8	91.1	92.7	
% Spanish	2.5		1.5	
% Combination of English and Spanish	3.7	8.9	5.8	
Education Level				
% No high school diploma		1.8	.7	1827.0 *
% High School diploma/GED	12.3	12.5	12.4	
% Technical/Vocational school	8.6	14.3	10.9	
% Some College credits or Associate's degree	24.7	35.7	29.2	
% Bachelor's degree or higher	54.3	35.7	46.7	
Average Education level (1-9)				
Mean	7.1	6.5	6.9	
SD	1.7	1.7	1.7	
Monthly Household Income				
Mean	\$5,200.3	\$4,383.2	\$4,848.1	
SD	\$3,774.2	\$2,958.3	\$3,456.2	
% Of child has books of their own	100.0	98.2	99.3	
% Of parent with library card	79.0	62.5	72.3	1893.5 *

Table 9

Demographics and Background Characteristics of Participating Parents (continued)

	Intervention	Control	All Parents	U
Parent borrows books from library ^a				
Mean	2.0	1.8	1.9	
SD	.9	1.0	.9	
Parent and child attend library programs ^a				
Mean	1.6	1.4	1.6	

SD	.9	.8	.8
% Of parents regularly buys or subscribes to newspaper or magazine	79.0	76.8	78.1
% Of parents with access to the internet	92.6	92.9	92.7

Note: Mann-Whitney U indicates the degree to which the percentages differ across the groups. Only statistics that were significant (not due to chance) are reported.

^a Scale ranges from one (Never/ Rarely) to five (Daily).

* $p \leq .05$, *** $P \leq .001$

Findings

Pre-Existing Differences between Intervention and Control Groups

We first compared the demographic characteristics of parents in the Intervention and Control Groups that participated in both time points to see if the groups were similar enough to make the comparisons across groups valid. Comparing parents in the two groups, we found significant differences on three of the 14 variables. The Control Group (Reading) had a significantly higher proportion of parents of Hispanic descent (30%) than the Intervention Group (9%), $U = 1669$, $p \leq .001$. Education levels differed across the two groups, $U = 1827$, $p < .05$. Parents in the Intervention Group were significantly more educated ($M = 7.1$, $SD = 1.7$) than were parents in the Control Group ($M = 6.5$, $SD = 1.7$). Finally, parents in the Intervention Group were more likely to own a library card (79%) than parents in the Control Group (63%), $U = 1893.5$, $p \leq .05$. Because there were 11 variables on which no differences were found, we decided to proceed with the Control and Intervention Group comparison.

Effects of the One Book Program

At Pretest and Post test we asked parents four dichotomous yes-no questions that referred to their book reading interactions. These four items were as follows: parents have designated time to read to child; child points to and talks about pictures in books; child asks questions about characters and events in stories; and parent and child engage in book-related activities while reading. Table 10 (page 40) presents the literacy activities of Control and Intervention Group parents.

We compared the One Book Intervention Group and the Control Group to each other at Pretest and again at Posttest on these four literacy activities to see if there were differences in changes over time across the groups. There was a significant difference found between the number of parents in each group who reported that their child asks questions about the story at Pretest, $U = 1002.0$, $p < .05$, such that more parents in the One Book Intervention Group reported their children ask questions about the story (95.3%) than parents in the Control Group (78.6%). The same pattern was apparent at Posttest, $U = 1038.5$, $p < .05$, in that the One Book Intervention Group (97.7%) was significantly higher than the Control group (83.9%). This result shows a difference in the two groups but this is not an effect of the One Book program because it occurred at both time points.

Table 10
Literacy Activities of Parents' in the Intervention and Control Groups

	Intervention Group (Bethlehem & Scranton)		Control Group (Reading)	
	Pretest	Posttest	Pretest	Posttest
N	43	43	56	56
% of parent with particular time designated to read to child	65.1	76.7	69.6	82.1
% of parents indicating child points and talks about pictures while parent is reading	97.7	97.7	96.4	92.9
% of parents indicating child asks questions about characters or events while parent is reading a story	95.3	97.7	78.6	83.9
% of parents indicating they do related activities after reading a book with child	44.2	69.8	48.2	58.9

Note: Pretest = Before One Book program activities, Posttest = After One Book program activities.
 Bolded numbers show a significant amount of change in only the Intervention Group.

In order to assess whether the One Book program had any effect on changes in these variables from Pretest to Posttest, we compared the One Book Intervention Group reports at Pretest and Posttest, and the Control Group at Pretest to Posttest. Results revealed no significant change over time on any of the variables in the Control Group. However, the Intervention Group did show a significant increase in parent-reported book-related activities from Pretest to Posttest, $T = -2.5, p < .05$. These results suggest that the One Book Intervention did contribute to increased parental book activities, since the increase in book-related activities occurred only in the Intervention Group and not in the Control Group.

Identifying Patterns in Parent Reading Behaviors

Using the data from parents who completed both time points from the Intervention and Control Groups, we conducted an exploratory factor analysis on the literacy activity items from the Pretest questionnaire where the response options were continuous in nature (e.g., 1 = never, 2 = on occasion, 3 = weekly, 4 = daily, 5 = several times per day). The factor analysis allows us to group items together into components that can better describe the level of literacy engagement of the parent and child over that of individual items. The literacy items in our factor analysis included the frequency with which the following occurred in the home: the child asks to be read to; the parent reads to the child; the child pretends to read; the child fills in words or lines in the story; the child makes up stories and tells them; and the parent teaches letter names and sounds.

The factor analysis revealed two components.¹¹ The first component included the frequency with which the following occurred in the home: the child asked to be read to (factor

¹¹ Eigenvalues greater than one, and factor loadings of .45 or greater were used to determine the make-up of the components. The first factor had an eigenvalue of 2.8 and accounted for 46.9% of the variance. The second component had an eigenvalue of 1.3 and accounted for another 21.1% of the variance.

loading = .95); the parent read to the child (factor loading = .94); the child pretended to read (factor loading = .48); the child filled in words or lines from the story (factor loading = .45). We named this component Primary Reading Behaviors to reflect the basic reading experience. They include the most rudimentary skills for reading the material on the page and in the book. These are the activities that reflect the more fundamental literacy activities in which most parents participate. Even with young children, parents are likely to read to their children, and children begin to memorize and fill in words from a familiar story at a relatively young age.

The second component included the frequency with which the following happened: the parent taught the names or sounds of letters while reading to the child (factor loading = .88); the child made up stories and told them to other people (factor loading = .74); and the child pretended to read (factor loading = .45). We called this component Advanced Reading Behaviors because these items reflect a more extensive nature of literacy interactions, with parents spending more time teaching their children letters and letter sounds and the children used the reading tools to create a more active reading experience, making up stories and pretending to read.

Factor scores were computed for each individual for each of the two factors by multiplying the response on each variable with the corresponding factor score coefficient. These products were then summed to form the factor score. The same factor score coefficients were used to calculate the Pretest and Posttest factor scores. In the end, we produced Primary Reading Behaviors at Pretest, Advanced Reading Behaviors at Pretest, Primary Reading Behaviors at Posttest, and Advanced Reading Behaviors at Posttest. These components were used in further analyses on the parent data.

One of the main purposes of this study was to examine the effect of the One Book program on the literacy activities of parents with their preschool-aged children. A greater change from Pretest to Posttest on Primary or Advanced Reading Behaviors for those parents in the Intervention Group than in the Control Group would indicate an effect of the program.

Parent Literacy: Primary and Advanced Reading Behaviors

Similar to our analysis of the preschool teachers, we first compared the Bethlehem and Scranton parents on Primary Reading Behaviors and Advanced Reading Behaviors to see if there were any significant differences at Pretest or Posttest. This was done to confirm that it was appropriate to combine the two towns into a One Book Intervention Group for this set of analyses. We found no significant differences between the towns at either time point. Therefore, Bethlehem and Scranton parents were combined into the One Book Intervention Group ($n = 81$). Because some parents in Bethlehem and Scranton indicated no exposure to the One Book program or the book, *A Splendid Friend, Indeed*, we refined the One Book Intervention group to only include parents who reported knowledge of the program or the book ($n = 43$). This decision was made because we did not expect to see changes in literacy activities for parents who had no knowledge of the program.

We compared the One Book Intervention Group and the Control Group at both time points on the Primary and Advanced Reading Behaviors. We found no significant changes in the parents' literacy activities *within* the One Book Intervention Group from Pretest to Posttest or *within* the Control Group from Pretest to Posttest on the Primary and Advanced Reading Behaviors components. Nor did we find significant differences in the amount of change *between* the two groups from Pretest to Posttest for both Primary and Advanced Reading Behaviors. We did, however find a significant difference between the two groups, $F(1, 96) = 5.03, p < .05$. The One Book Intervention Group was higher on the Advanced Reading Behaviors at both time points ($M = .185, SE = .14$) than the Control Group ($M = -.240, SE = .13$). This significant result is interesting and worth noting, but it does not reflect an effect of the One Book program.

Intensity of One Book Exposure

Some parents in the One Book Intervention group had participated in a wide variety of One Book program activities such as visiting the website or attending an author visit, and some parents in this group had not participated in any One Book program activities. We tested if the intensity of exposure to the One Book program would predict an increase in the parents' literacy activities. For this analysis, we used multivariate techniques to look at the effects of parents reading activities on to parental exposure to the program.

To obtain an intensity of exposure measure, we counted the number of One Book activities in which a parent participated. The activities included: owning a copy of *A Splendid Friend, Indeed*; visiting the One Book website; attending an author visit; seeing a copy of the Family Fun Guide; owning a copy of the Family Fun Guide; and having the child bring a copy of the book home from school. The count of these activities was named the Intensity of One Book Exposure variable. This variable ranged from zero exposure (not knowing about the program or book) to six (knowledge of and participation in the One Book program and book activities).

Correlations between program intensity level and family characteristics are presented in Table 11 (page 43). Intensity of One Book Exposure was significantly correlated with education level ($r = .52, p < .001$), marital status ($r = .37, p < .05$), monthly income ($r = .53, p < .01$), and access to internet ($r = -.34, p < .05$). More educated, married or partnered parents with higher income and access to the internet predicted higher Intensity of One Book Exposure. These four variables were therefore controlled for in the regression analyses. Additionally, the regression of Primary Reading Behaviors at Posttest controlled for Primary Reading Behaviors at Pretest, and the regression of Advanced Reading Behaviors at Posttest controlled for Advanced Reading Behaviors at Pretest. This was done to account for the fact that some parents may be more likely to engage in literacy activities than others, regardless of the One Book program.

Table 11
Correlation of Parent Demographics and Intensity of One Book Intervention

Variable	r
Parent gender	.25
Parent's age	-.05
Racial identity (white, non-white)	.02

Of Hispanic descent	.19
Education level	.52***
Marital status (single, not single) ^a	.37*
Monthly income	.53**
Primary language spoken in home (English and no English)	.23
Child's age	-.18
Has library card	.23
Travel time to library	.11
Borrows books from library	.18
Attends library programs	.12
Subscribes to newspaper/magazines	.17
Has access to internet	.34*

^a Single included never-married, divorced, and widowed adults. Non-single included those who were married or living with a partner.

The regression (Table 12, page 44) revealed that Primary Reading Behaviors (basic literacy activities; e.g., parent reads to child) at Posttest was not predicted by the Intensity of One Book Exposure. However, Intensity of One Book Exposure predicted Advanced Reading Behaviors at Posttest, $\beta = .39, p < .05$. This indicates that the more exposure a parent had to the One Book program and/or to *A Splendid Friend, Indeed*, the more their Advanced Reading Behaviors increased at Posttest. This finding suggests that having more exposure to the One Book program can affect increased literacy-promoting activities in parents. Three parents' comments nicely reflect this finding.

The Book is wonderful - such a simple story but it really makes the students want to share their thoughts about what they feel is happening on each page. The songs and ideas on the guide helped a lot too.

Parent

Great book to role play with. My daughter loves to pretend she's the goose and I'm the bear. She tells me to do something and then pretends to interrupt me. Then we sit down to have a tea party.

Parent

I love the book. My children have enjoyed the colors and the emotions that we can discuss about the bear and being friends.

Parent

Table 12
Regression of Advanced Reading Behaviors at Posttest on Intensity of One Book Exposure

Variable	<i>b</i>	<i>SE b</i>	β
Monthly income	.00	.00	.07
Education level	-.09	.09	-.16
Parent's age	-.04	.02	-.32
Marital status	-.26	.38	-.13
Race	.81	.54	.26
Advanced Reading Behaviors at Pretest	.60	.17	.62**
Intensity of One Book exposure	.20	.09	.39*

Note. $R^2 = .64$, $F = 6.14^{***}$

* $p < .05$, ** $p < .01$, *** $p < .001$

Discussion of Parent Effects

Parent book-related activities increased over time for parents who were exposed to the One Book program. Parents who were exposed to the program incorporated more activities related to stories in their shared reading experiences with their children over time. Also, the more exposure parents had to the One Book program, the more likely they were to report increases in more Advanced Reading Behaviors in their children.

The intensity of exposure to the One Book Program was correlated with parental education, income, marital status, and access to internet. Simply put, more exposure to the program was explained in part by families' socio-economic status. Those parents who probably needed the most extra help engaging their children in literacy activities were the ones least likely to have been exposed to the One Book program.

Our findings might have been more different had we been able to include Head Start teachers and parents of children enrolled in Head Start programs which by definition, serves a low income population. The very nature of the Head Start Program -- where parents are required to be involved in the classroom and case workers are involved in the family's home -- make Head Start programs an ideal target for the One Book Intervention. Because we did not receive permission to include Head Start programs in our evaluation, we were not able to evaluate the effects of the One Book Intervention program on less educated, lower income families, the group who might have benefited most from this intervention.

Conclusion and Recommendations

This evaluation research has demonstrated that the 2007 One Book, Every Young Child program can be an effective tool for preparing preschool-aged children with the foundation needed for developing strong literacy skills. While the results must be interpreted with caution, there is suggestive evidence that the One Book program might stimulate teachers to have more open-ended conversations with children about books and might spur teachers to enlist greater involvement of children's parents in home literacy activities. Likewise, parents in the Intervention Group who were exposed to the One Book program showed greater increases from pretest to posttest in the number of book related activities with their children than parents in the Control Group. Furthermore, the more involvement parents in the Intervention Group had with One Book program activities, the more likely they were to increase their Advanced Reading Behaviors, which are those behaviors that reflect dialogic reading.

The program had a number of successes and was well-received. Our evaluation documented the implementation of a variety of different components of the One Book program.

Author visits provided parents and preschool teachers with access to adults modeling developmentally appropriate activities surrounding a story book. Parents and child care teachers responded very positively to this year's author presentations. They found the author personable and engaging, the activities enjoyable, and learned new techniques for engaging young children. Satisfaction with the overall presentation was high.

The website enabled visitors to learn about the program and its many features. The organization of the website, with resources available for parents, early childhood educators, library educators, was successful in drawing the visitor to the pages that would best serve his/her needs. Visitors were able to access booklists, a calendar of events in their area and themed activities and songs to do with young children. Parents and early childhood educators reported that the website was a useful tool that was easy to navigate and had clear and assessable links. Nearly all visitors reported being very satisfied with the website.

The libraries that participated in the study promoted the One Book program and the activities surrounding the program. *A Splendid Friend, Indeed* was displayed prominently in all libraries. Scranton libraries led Bethlehem with the most in-house and outreach visits using the One Book program as its theme. The One Book program initiated a new outreach program in Bethlehem.

Book mailings of *A Splendid Friend, Indeed* by Suzanne Bloom were well-received by preschool teachers. Prior to the One Book program, teachers reported using a wide variety of print in the classroom and engaging in many literacy related activities with the children in their care.

A common thread ran through each component of the program. Each aspect of the program seemed to target an audience that was uniformly comprised of higher income, well educated, white women. The program fell short of reaching the population that could have

benefited most from this initiative – less educated, lower-income families. Indeed, had the program targeted these families, the One Book program might have shown greater effectiveness.

To increase the probability of reaching a wider audience and to build upon the positive effects of the program, we make the following recommendations:

1. Advertise the program in areas where low-income families might be more likely to see them. These places include grocery stores, WIC offices, Child Care Information Services offices, County Assistance Offices, community health offices, public transportation sites, and check cashing places. Encourage participation of these offices in enticing families to attend program events.
2. Accommodate working families by hosting One Book events in the evenings and on weekends. Consider hosting a ‘Pizza with the Author Night’ so families can enjoy a light dinner during the presentation time.
3. To promote the One Book program, bring the books to the people instead of the people to the book. Because low-income, less educated mothers have been shown to be reluctant to enter established libraries, take the One Book program out of the libraries. Instead, consider hosting One Book programs and author visits at area shopping centers, community centers, local parks and playgrounds, and other venues. Recruit high school students to dress as the selected book mascot (2007’s mascot could have been a polar bear or goose) to entice passers-by to stop and learn more about the program.
4. Develop a program enabling middle schools and high schools to become peer-to-peer delivery systems. Train high school students to do readings at area child care centers and Head Start programs (this could augment the library outreach staff’s work with centers).
5. Delay the start of the future programs to September to allow proper publicity and excitement leading up to the program and ensure the website materials are prepared and ready to receive visitors. Since it is likely that reading activities might naturally decrease from early Spring into summer as the weather improves and children spend more time outside, newly developed reading techniques might not have a chance to take hold. By starting in the Fall, as children spend more and more time inside, new reading techniques might be more likely to take hold and thrive.
6. Pay special attention to preparing author visit sites for a larger number of audience members. Requesting back-to-back author visits with shorter presentations might address the ‘overcrowding’ issue one site encountered.
7. Ensure that teachers and parents connect the selected book to the program. Set up a three stage process for rolling out the program so that OCL can draw attention to the fact that the book is tied to a program. For example, Step 1: send out introductory letters about the program, indicating this year’s book will be selected soon (build excitement and anticipation). Step 2: announce the selected book, Step 3: send out the book.

8. Move the One Book, Every Young Child logo from the back of the selected book to the front. Print a gold sticker announcing this book was selected as the One Book, Every Young Child book for 2008 (much like the winners of the National Book awards, such as Caldecott Awards, have on their book covers). Place this sticker on the front of the selected book.
9. Insert a bookmark with every book that is sent out with One Book program. Include the following information printed on it: the importance of reading with young children, the website address, and a simple book related activity or craft.
10. Monitor the Deep Matrix LiveStats page weekly during the height of the One Book program activities to identify problems and make changes within the site when warranted.

By expanding the One Book, Every Young Child program in some of these ways, it is likely to reach a larger audience and contribute to the increased school readiness of preschool children throughout the Commonwealth of Pennsylvania.

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Appendix A

Author Visit Component Forms

- **Author Visit Utilization Form**
- **Author Visit Audience Feedback Form**

ONE BOOK, EVERY YOUNG CHILD
Author Visit Utilization Form

Date of Author's Visit: _____ / _____ / 2007
Month Day

About your Organization:

- 1.) Name of Site: _____
- 2.) Type of Organization:
_____ Library
_____ Museum
_____ Family Literacy Program
_____ Head Start
_____ Child Care Facility (not Head Start)
_____ Early Childhood Education Conference / Workshop
_____ Other (please specify: _____)
- 3.) County: _____

About the Author's Visit

- 4.) What kind of publicity did your site use to promote the author's visit? Please check all that apply.
- _____ Posted flyer in library
_____ Sent flyers in early childhood educational settings (Head Starts, child care centers, preschools, etc.)
_____ Posted author visit information on library's website
_____ Advertised in local print media (newsletters, newspapers, magazines)
_____ Sent information to local television stations / public access station
_____ Sent information to local radio stations
_____ Verbal announcements made at library events (e.g. story times)
_____ Verbal announcements made at community events
_____ Verbal announcements
_____ Other, please specify: _____
- 5.) Was this author visit open to the public?
_____ Yes _____ No _____ Don't Know
- 6.) Length of Author's visit: _____

7.) Did the author stay at the site longer than originally scheduled to speak with attendees or site staff?
_____ Yes _____ No _____ Don't Know

8.) Please place a check mark next to all the items that indicate which activities took place during the Author's visit:

- _____ Reading from the *A Splendid Friend, Indeed* book
- _____ Reading from other children's books
- _____ *A Splendid Friend, Indeed* book signing
- _____ Question and Answer session with the author
- _____ Informal meet and greet with the author
- _____ Hands-on activity for those attending to take part
- _____ Other, please specify: _____

9.) Were items in the One Book Traveling Trunk used during the author's visit?
_____ Yes _____ No _____ No trunk available at our site

10.) Number of adults in attendance: _____

11.) Number of children in attendance: _____

12.) Was there a hands-on activity at this site visit? _____ Yes _____ No

11a.) If Yes, Number of people that took part in hands on activity: _____

13.) Number of *A Splendid Friend, Indeed* books given away or sold during author's visit:
Number of books disseminated: _____

Please provide the following information:

Name of person completing form: _____

Phone contact: (_____) _____ - _____ ext.: _____

Thank you for completing and returning this form with the Audience Feedback Forms.

Please send all forms to: Michelle Harmon,
Temple University,
616 Weiss Hall,
1701 N. 13th St
Philadelphia, PA 19122

17.) Gender: _____ Female _____ Male

18.) Age: _____

19.) Which one of these ethnic / racial descriptions fits you most closely?

- African American, Black. . . 1
- White. . . . 2
- Asian, Asian American. . . 3
- Native American, American Indian. . 4
- Bi-racial or multicultural. . . 5

20.) Are you of Hispanic Descent? Yes No

21.) What is the highest grade in school you have completed?

- No formal schooling. 1
- 8th grade or less. 2
- 9th – 12th grade, no high school diploma. . . 3
- High School diploma / GED. . . . 4
- Technical / Vocational school beyond high school . 5
- Some college credits. 6
- Associate's degree. 7
- Bachelor's degree. 8
- Graduate / professional school. . . . 9

Last thoughts:

22.) General comments on Ms. Bloom's presentation or the One Book, Every Young Child program: Please use the back of this form if more room is needed.

Appendix B

One Book, Every Young Child Website Feedback Survey

One Book, Every Young Child Website User Feedback Survey

Welcome to the One Book, Every Young Child (2007) Website Feedback Survey.

The information you provide will be kept completely confidential and only used for research purposes.

1) How did you first learn about this website?

- Visited the site last year
- One Book, Every Young Child button, poster, brochure
- Library promotional material
- Library web site link
- Museum promotional material
- Museum web site link
- Library of Congress web site
- Newspaper
- Web search engines (such as Google)
- Other, please specify: _____

2) What aspects of the website did you review?

- About One Book
- A Splendid Friend, Indeed
- One Book Events
- Resources for librarians and museum Educators
- Resources for early childhood professionals
- Resources for parents
- Our Partners
- One Book archive

3) Which, if any, online resources did you find to be the most helpful?

- None, did not use any online resources
- Finger plays and Songs
- Booklists
- Activities
- Crafts
- Links to other websites of interest
- Games
- Healthy snacks
- Family fun guide
- Importance of reading aloud to children
- Calendar of Suzanne Bloom's visits / events
- Talking Points (for library and museum educators)
- PR Tools (for library and museum educators)

4.) Have you attended one of Susanne Bloom's Book tour events?

- Yes
 No
 Not yet, but plan to attend

5.) How would you rate the ease of navigating this site?

Very easy Somewhat easy Somewhat difficult Very Difficult

6.) How would you rate the usefulness of the information provided?

Very useful Somewhat useful Not at all useful

7.) Were the links clear and accessible? YES / No

If no, please explain: OPEN ENDED OPTION

8.) Overall, how satisfied were you with the resources offered on this website?

- Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied
 Very dissatisfied

9.) General thoughts about the One Book Program: OPEN ENDED OPTION

Please tell us a little about yourself...

1.) In what County do you reside? [See attached list]

2.) Are you a...
 Parent
 Library Educator
 Museum Educator
 Early Childhood Professional
 Other, please specify: _____

3.) Gender: Male Female

4.) Age: _____ years old

5.) Education level:
 Some High School or Less
 High School Diploma / GED
 Early Childhood Certificate / Diploma
 CDA Credential
 Some College Credits

- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Post Master's work

- 6.) Race... Black, African American
 White, Caucasian
 Native American
 Asian, Asian American
 Biracial or Multiracial
 Other

7.) Are you of Hispanic decent? Yes No

So that we may enter your name in the raffle for the children's book entitled "Lunch" by Denise Fleming, please provide the following information:

Name: _____

Mailing Address: _____

Email Address: _____

Appendix C

Library Outreach Activity Survey

LIBRARY ACTIVITY SURVEY

Pretest

I. Introduction: About Your Library

Please answer the following questions regarding your library.

1. Is your site designated as a main library or a branch? (check one)

main branch

2. Is your site a District Center Library?

yes no

3. How many full-time and part-time Librarians are staffed at your site? (write in response)

_____ full-time Librarians _____ part-time Librarians

4. In-house programs are those activities your library hosts for the general public or for groups that are held at the library. Do you have a designated staff person at your site to do in-house activities with young children (birth to 5 years old)?

yes no

5. Outreach programs for young children (birth to 5 years old) are those activities offered to Head Starts/child care centers/family daycare providers that are held at those locations. According to this definition, do you have a designated staff person at your site to do outreach activities with young children?

yes no

6. Do you have anyone on your staff that is fluent in other languages? If so, which languages? (write in response)

7. Is your library open to the public...

a. in the evening (after 6PM)?

yes, 1 day per week yes, more than 1 day per week no

b. on Saturdays?

yes, all day yes, half-day no

c. on Sundays?

yes, all day yes, half-day no

The following sections ask about programs for young children (birth to 5 years old) offered by the library in three categories: 1) In-house programs open to the general public, 2) In-house programs for Head Starts/child care centers/family daycare providers, and 3) Outreach programs for Head Starts/child care centers/family daycare providers.

II. In-house Programs Open to the General Public

This section asks about programs your site offers to the general public that are held at the library. Please think about the **past 2 months** when answering these questions.

1. In the past two months, have you offered any regularly scheduled programs for young children (birth to 5 years old) open to the public? A regularly scheduled program refers to any ongoing program that is held daily, weekly, biweekly, or monthly.

_____yes _____no

If “no,” please skip the rest of this section and continue on to Section III, In-house Programs for Head Starts/Child Care Centers/Family Daycare Providers, page 4.

2. Please list the different in-house programs for young children that are open to the general public in the spaces provided below. For each program listed, please write in how often they are held (e.g. daily, weekly, biweekly, monthly), and an estimate of how many adults typically attend.

<u>In-house programs</u>	<u>Frequency</u>	<u># of Adults</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

3. In your opinion, what is the best time to hold these in-house programs?

- a. in the morning (7AM – 12PM)? _____yes _____no
- b. in the afternoon (12 PM – 5PM)? _____yes _____no
- c. in the evening (5PM-9PM)? _____yes _____no

4. During programs in the last two months, did you ...

- a. have story time/read to the children?..... _____yes _____no
- b. do arts and crafts projects?..... _____yes _____no
- c. play games?..... _____yes _____no
- d. sing songs?..... _____yes _____no
- e. provide snacks?..... _____yes _____no

- f. give children library cards?..... yes no
- g. provide children time to check out books? yes no
- h. instruct children how to use the library?.. yes no
- i. give parents or children handouts with information about the library?..... yes no
- j. give parents handouts with educational information about childhood development? yes no
- k. model reading techniques to parents?..... yes no
- l. give flyers to parents regarding upcoming events at the library?..... yes no

m. other: _____

5. In addition to programs captured in the questions above, have you hosted any other in-house programs (special events) for young children (birth -5 years old) at your library that were open to the general public **during the past 2 months?**

yes no

6. If “yes,” please briefly describe these other in-house programs that are open to the public in the space provided below.

III. In-house Programs for Head Starts/Child Care Centers/Family Daycare Providers

This section asks about programs your site offers to Head Starts/child care centers/family daycare providers that are held at the library. Please think about the **past 2 months** when answering these questions.

1. Do you host groups of preschool age children from area Head Starts/child care centers/family daycare providers at your library for in-house activities?

_____yes _____no

If “no”, please skip the rest of this section and continue on to section IV, Outreach Programs.

2. Please list the different in-house programs for Head Starts/child care centers/family daycare providers in the spaces provided below. For each program listed, please write in how often they are held (e.g. daily, weekly, biweekly, monthly), and an estimate of how many child care providers/teachers typically attend.

<u>In-house programs</u>	<u>Frequency</u>	<u># of child care providers/teachers</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

3. In your opinion, what is the best time to hold these in-house programs?

- a. in the morning (7AM – 12PM)? _____yes _____no
- b. in the afternoon (12 PM – 5PM)? _____yes _____no
- c. in the evening (5PM-9PM)? _____yes _____no

4. During programs in the last two months, did you ...

- a. have story time/read to the children?..... _____yes _____no
- b. do arts and crafts projects?..... _____yes _____no
- c. play games?..... _____yes _____no
- d. sing songs?..... _____yes _____no
- e. provide snacks?..... _____yes _____no
- f. give children library cards?..... _____yes _____no
- g. provide children time to check out books? _____yes _____no
- h. instruct children how to use the library?.. _____yes _____no
- i. give teachers or children handouts with information about the library?..... _____yes _____no

j. give teachers handouts with educational information about childhood development? yes no

k. model reading techniques to teachers?..... yes no

l. give flyers to teachers regarding upcoming events at the library?..... yes no

m. other: _____

5. In addition to programs captured in the questions above, have you hosted any other in-house programs for Head Starts/child care centers/family daycare providers **during the past 2 months?**

yes no

6. If “yes,” in the space provided below please briefly describe these other in-house programs for Head Starts/child care centers/family daycare providers.

- g. instruct children how to use the library?.. yes no
- h. give teachers or children handouts with information about the library?..... yes no
- i. give teachers handouts with educational information about childhood development? yes no
- j. model reading techniques to teachers?..... yes no
- k. give flyers to teachers regarding upcoming events at the library?..... yes no

l. other: _____

5. Do you provide books to area Head Starts/child care centers/family daycare providers?

yes no

6. In addition to programs captured in the questions above, have you hosted any other outreach programs for area Head Starts/child care centers/family daycare providers **during the past 2 months?**

yes no

7. If “yes,” please briefly describe these other outreach programs for Head Starts/child care centers/family daycare providers in the space provided below.

THANK YOU FOR YOUR TIME AND EFFORT IN DESCRIBING YOUR LIBRARY SERVICES!

LIBRARY ACTIVITY SURVEY

Posttest

I. One Book, Every Young Child

1. Did your site participate in the 2007 One Book, Every Young Child program?

_____ yes _____ no

If “no,” please skip to Section II, In house Programs Open to the General Public on page 4.

2. What forms of publicity did your site use to promote the 2007 One Book, Every Young Child program? Please check all that apply.

- _____ Flyer posted in library
- _____ Flyer sent to early childhood educational settings
- _____ Flyer sent to other venues
- _____ Posting on library’s website
- _____ Radio
- _____ Television
- _____ Verbal announcements made at in house library events
- _____ Verbal announcements made at offsite library events
- _____ Sent out invitations
- _____ Other, please specify: _____

4. Did you visit the One Book, Every Young Child website (paonebook.org) prior to the start of the program?

_____ yes _____ no

5. If yes, what resources did you use at your site? Please check all that apply.

- | | |
|--------------------------|-------------------------------------|
| _____ About One Book | _____ Websites of interest |
| _____ Logos and links | _____ Finger-plays |
| _____ Calendar of events | _____ Songs |
| _____ Talking points | _____ Activities |
| _____ PR resources | _____ Lesson plans |
| _____ Read aloud tips | _____ Interactive read aloud script |
| _____ Book lists | _____ Family Activity Guide |

6. Did you have printed copies of the Family Activity Guide available at your site for patrons to take?

Yes No Do not know what the Family Fun Guide is

7. Were any of the following material, specific to the One Book, Every Young Child program, available in the library? Please check all that apply.

- Hand outs for parents
- Hand outs for early childhood educators
- Buttons, pins with the One Book program or *A splendid Friend, Indeed*
- Brochures on the One Book program
- Other , please specify: _____

8. Was the book *A Splendid Friend, Indeed*, by Suzanne Bloom on display at your site?

yes no

9. Did your site host an author visit with Suzanne Bloom? yes no

10. Did your site have a 'Traveling Trunk' available? yes no

11. How many events oriented around the One Book, Every Young Child program did your site host at the library? Please specify the number of events that were open to the public and the number that were held for child care, Head Start, and Family Day Care groups.

	Open to the Public	Child Care	Head Start	Family Day Care
Number of events:				

12. What activities took place during the in-house One Book events?

- a. reading from *A Splendid Friend, Indeed*..... yes no
- b. reading from other books?..... yes no
- c. arts and crafts projects relating to the One Book program?.. yes no
- d. play games relating to the One Book program?..... yes no
- e. sing songs relating to the One Book program?..... yes no

continued...

- f. direct drama activity relating to the One Book program yes no
- g. provide snacks?..... yes no
- h. give children library cards?..... yes no
- i. provide children time to check out books?..... yes no
- j. instruction on how to use the library?..... yes no
- k. provide handouts with information about the One Book program?..... yes no
- l. provide handouts with educational information about childhood development?..... yes no
- m. model reading techniques to parents/teachers?..... yes no
- n. Announce upcoming events at the library?..... yes no
- o. other, please specify: _____

13. How many visits to area child care centers, Head Start Programs, and family day care homes did your site conduct using the One Book, Every Young Child program (and *A Splendid Friend, Indeed*) as its focus? Please provide the number for each type of visit.

	Child care centers	Head Start programs	Family day care homes
Number:			

14. What activities took place during the visits?

- a. reading from *A Splendid Friend, Indeed*..... yes no
- b. reading from other books?..... yes no
- c. arts and crafts projects relating to the program?.. yes no
- d. play games relating to the program?..... yes no
- e. sing songs relating to the program?..... yes no
- f. direct drama activity relating to the program yes no
- g. provide snacks?..... yes no
- h. give children library cards?..... yes no
- i. provide children time to check out books?..... yes no
- j. instruction on how to use the library?..... yes no
- k. provide handouts with information about the One Book program?..... yes no
- l. provide handouts with educational information about childhood development?..... yes no
- m. model reading techniques to parents/teachers?.... yes no
- n. Announce upcoming events at the library?..... yes no
- o. other: _____

The following three sections ask about programs for young children (birth to 5 years old) offered by the library in three categories: 1) In-house programs open to the general public, 2) In-house programs for Head Starts/child care centers/family daycare providers, and 3) Outreach programs for Head Starts/child care centers/family daycare providers. Please do not record any information relating to the One Book, Every Young Child program in this section if you completed Section I: One Book, Every Young Child of the survey.

II. In-house Programs Open to the General Public

This section asks about programs your site offers to the general public that are held at the library. Please think about **the time since the first day of Spring (since March 21)** when answering these questions.

1. Since the first day of spring, have you offered any regularly scheduled programs for young children (birth to 5 years old) that were open to the public? A regularly scheduled program refers to any ongoing program that is held daily, weekly, biweekly, or monthly.

_____yes _____no

If “no,” please skip the rest of this section and continue on to Section III, In-house Programs for Head Starts/Child Care Centers/Family Daycare Providers on page 6.

2. Please list the different in-house programs for young children you held since the first day of spring that are open to the general public in the spaces provided below. For each program listed, please write in how often they are held (e.g. daily, weekly, biweekly, monthly), and an estimate of how many adults typically attend.

<u>In-house programs</u>	<u>Frequency</u>	<u># of Adults</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

3. During programs in this period, did you ...

- | | | | |
|---|----------|---------|---------------|
| a. have story time/read to the children?..... | _____yes | _____no | |
| b. do arts and crafts projects?..... | _____yes | _____no | |
| c. play games?..... | _____yes | _____no | |
| d. sing songs?..... | _____yes | _____no | |
| e. provide snacks?..... | _____yes | _____no | |
| f. give children library cards?..... | _____yes | _____no | continued.... |

g. provide children time to check out books? yes no

h. instruct children how to use the library?.. yes no

i. give parents or children handouts with information about the library?..... yes no

j. give parents handouts with educational information about childhood development? yes no

k. model reading techniques to parents?..... yes no

l. give flyers to parents regarding upcoming events at the library?..... yes no

m. other, please specify: _____

4. In addition to programs captured in the questions above, have you hosted any other in-house programs (special events) for young children (birth -5 years old) at your library that were open to the general public during this time? Please do not include any programs relating to the One Book Every Young Child program if you completed Section I: One Book, Every Young Child of the survey.

yes no

If “yes,” please describe these other in-house programs that were open to the public in the space provided below.

III. In-house Programs for Head Starts/Child Care Centers/Family Daycare Providers

This section asks about programs your site offers to Head Starts/child care centers/family daycare providers that are held at the library. Please think about **the time since the first day of spring (March 21)** when answering these questions.

1. Since the first day of spring, have you hosted groups of preschool age children from area Head Starts/child care centers/family daycare providers at your library for in-house activities?

_____yes _____no

If “no”, please skip the rest of this section and continue on to Section IV, Outreach Programs on page 8.

2. Please list the different in-house programs for Head Starts/child care centers/family daycare providers during this time in the spaces provided below. For each program listed, please write in how often they were held (e.g. daily, weekly, biweekly, monthly), and an estimate of how many child care providers/teachers typically attend.

<u>In-house programs</u>	<u>Frequency</u>	<u># of child care providers/teachers</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

3. During programs in this period, did you ...

- | | | |
|--|----------|---------|
| a. have story time/read to the children?..... | _____yes | _____no |
| b. do arts and crafts projects?..... | _____yes | _____no |
| c. play games?..... | _____yes | _____no |
| d. sing songs?..... | _____yes | _____no |
| e. provide snacks?..... | _____yes | _____no |
| f. give children library cards?..... | _____yes | _____no |
| g. provide children time to check out books? .. | _____yes | _____no |
| h. instruct children how to use the library?.. | _____yes | _____no |
| i. give teachers or children handouts with information about the library?..... | _____yes | _____no |

continued.....

j. give teachers handouts with educational information about childhood development? yes no

k. model reading techniques to teachers?..... yes no

l. give flyers to teachers regarding upcoming events at the library?..... yes no

m. other, please specify: _____

4. In addition to programs captured in the questions above, have you hosted any other in-house programs for Head Starts/child care centers/family daycare providers during this time? Please do not include any programs relating to the One Book Every Young Child program if you completed Section I: One Book, Every Young Child of the survey.

yes no

If “yes,” in the space provided below please describe these other in-house programs for Head Starts/child care centers/family daycare providers.

IV. Outreach Programs

This section asks about programs your site offers to Head Start/child care centers/ family daycare providers that are held at the Head Starts/Preschools/Family Daycare Providers. Please think about the **time since the first day of spring (March 21)** when answering these questions.

1. Since the first day of spring, have you conducted any outreach visits to area Head Starts/child care centers/family daycare providers?

___ yes, If “yes”, please indicate to whom you direct your outreach activities

- ___ Head Starts
- ___ Child Care Centers
- ___ Family Day Care Providers

___ no, **If “no”, please stop here. Thank you for your time.**

2. Please list the different outreach programs for Head Starts/child care centers/family daycare providers during this time in the spaces provided below. For each program listed, please write in how often they are held (e.g. daily, weekly, biweekly, monthly), and an estimate of how many Head Starts/child care centers/family daycare providers are typically visited.

	<u>Outreach programs</u>	<u>Frequency</u>	<u># Visited</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____

3. During programs in this period, did you ...

- a. have story time/read to the children?..... ___yes ___no
- b. do arts and crafts projects?..... ___yes ___no
- c. play games?..... ___yes ___no
- d. sing songs?..... ___yes ___no
- e. provide snacks?..... ___yes ___no
- f. give children library cards?..... ___yes ___no
- g. instruct children how to use the library?.. ___yes ___no
- h. give teachers or children handouts with
information about the library?..... ___yes ___no continued.....

- i. give teachers handouts with educational information about childhood development? yes no
- j. model reading techniques to teachers?..... yes no
- k. give flyers to teachers regarding upcoming events at the library?..... yes no

l. other: _____

4. Did you provide books to area Head Starts/child care centers/family daycare providers?
yes no

5. In addition to programs captured in the questions above, have you hosted any other outreach programs for area Head Starts/child care centers/family daycare providers **since the first day of spring (March 21)**? Please do not include any programs relating to the One Book Every Young Child program if you completed Section I: One Book, Every Young Child of the survey.

yes no

If “yes,” please describe these other outreach programs for Head Starts/child care centers/family daycare providers in the space provided below.

THANK YOU FOR YOUR TIME AND EFFORT IN DESCRIBING YOUR LIBRARY SERVICES!

Appendix D

Child Care Center and Parent Surveys

- **Center Director Recruitment and Interview**
- **Teacher Literacy Activities Questionnaires (Pretest and Posttest)**
- **Parent Literacy Questionnaire (Pretest)**
- **Parent Literacy Interview (Posttest)**

SECTION A

Hi, This is _____ from Temple University. May I speak to the director, please?

[Hi, this is _____ from Temple University.] We recently sent you a letter about a study we are conducting on the different kinds of exposure young children have with literacy activities. I'm calling today because your [center / program] has been selected as a potential site for the study.

Is this a good time for you to talk?

IF NO, GO TO SECTION B.

IF YES, GOT TO SECTION C.

SECTION B

When would be another day or time I could call you back to talk with you about our study?

GET SPECIFIC DAY AND TIME TO CALL BACK [RECORD ON CONTACT SHEET].

IF NOT INTERSTED, TROUBLESHOOT

Troubleshoot:

1. We can call back when it is convenient for you.
2. All your answers are completely confidential.
3. We are not working for any government agency or licensing bureau.

SECTION C

As was mentioned in the letter we recently sent, The Office of Commonwealth Libraries has funded us (the Family and Children's Policy Collaborative at Temple University) to conduct a study of the literacy activities young children experience in early educational settings.

We would like to ask you for the names of all the teachers in your center serving three and four year olds. We will randomly select two of them to contact and invite to participate in our study. The call to the teachers would take about five minutes of their time and can be at a time that is most convenient for the teacher.

Their involvement would include completing a brief questionnaire about the different kinds of literacy materials the children are exposed to in the class. We will also ask them to disseminate a packet of information about our study and a brief questionnaire to a parent or legal guardian of each child in their class. Since we will ask that they complete the questionnaire during their personal time, we will send them a \$15.00 money order as a thank you for their participation.

We will ask that the teachers agree to complete another brief questionnaire again in June. If a new teacher is in the classroom at that time, we would like to invite them to participate in the follow-up wave of the study.

And finally, to learn a little bit about the center, we would also like to ask you a few questions over the phone. It will only take about five minutes of your time to complete this interview.

You should know that all the information that we collect is kept completely confidential and is only used research purposes. You may stop the interview at any time or skip any questions.

Do you have any questions about anything I've said?

May we contact the teachers to invite to participate?

YES, CONTINUE WITH SECTION D
NO, TROUBLE SHOOT

Troubleshoot:

1. We can call the teacher when it is convenient for them.
2. We are not working for any government agency or licensing bureau.
3. All the information we collect is kept completely confidential.
4. We won't share any of the information we collect with anyone outside the study, including the parents, Department of Public Welfare or the office of Commonwealth Libraries.
5. Teachers will be compensated for their time filling out the questionnaire.

SECTION D – TEACHER CONTACT [GET UP TO 4 TEACHERS NAMES.]

Great. We will only be inviting two teachers to participate, but in case some teachers prefer not to, please tell me the names of the all the teachers working with 3 and 4 year olds. What age group do they work with? When is the best time to contact her/him?

<u>NAME</u>	<u>CLASS AGE</u>	<u>BEST CALL TIME</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Would this be a good a time for you to do the interview about the center?

YES, GO TO SECTION E.

NO, SCHEDULE FOR ANOTHER TIME, RECORD ON CONTACT SHEET

SECTION E – ABOUT THE CENTER

Great! I'd like to start by asking you a few questions about the center in general.

- 1.) **[children]** How many children under the age of five are currently cared for at your [center/program]?

# OF CHILDREN.	.	.	_____
DON'T KNOW.	.	.	999

- 2.) **[sub_child]** Do you accept subsidized children?

YES.	.	.	1
NO.	.	.	5 [SKIP TO Q. 4a]
DON'T KNOW.	.	.	9 [SKIP TO Q. 4a]

- 3.) **[sub_ch#]** How many of the children in the [center/program] are subsidized?

# OF CHILDREN.	.	.	_____
DON'T KNOW.	.	.	999

- 4a.) **[profit]** Is your [center/program] for profit or not for profit?

FOR PROFIT.	.	.	1 (GO TO 4B)
FOR NOT FOR PROFIT.	.	.	5 (GO TO 4C)
DON'T KNOW.	.	.	9 (GO TO 5)

- 4b.) **FOR PROFIT: [for_prof]** Is the center...

independently owned and operated,	.	.	1	} SKIP TO Q.
part of a local chain, or.	.	.	2	
part of a national chain?.	.	.	3	
DON'T KNOW.	.	.	9	

- 4c.) **NOT FOR PROFIT: [not_prof]** What organization sponsors the center?

CHURCH/RELIGIOUS GROUP.	1
-------------------------	---	---	---	---	---	---

CORPORATION/BUSINESS/EMPLOYER.	2
UNIVERSITY/COLLEGE.	3
STATE OR LOCAL GOVERNMENT.	4
NON-GOVERNMENT COMMUNITY ORGANIZATION.	5
PUBLIC SCHOOL.	6
PRIVATE SCHOOL.	7
OTHER: _____.	8
DON'T KNOW.	9

5.) **[accred]** Is the [center/program] accredited by a national child care organization, such as NAEYC?

YES.	1
NO.	2
PENDING.	3
DON'T KNOW.	9

6.) **[stars]** Does your [center/program] participate in the Pennsylvania Keystone Stars program?

YES.	1 [GO TO Q. 7]
NO.	5 [GO TO Q. 8]
PENDING.	3 [GO TO Q. 8]
DON'T KNOW.	9 [GO TO Q. 8]

7.) What is your current star level?

ONE.	1
TWO.	2
THREE.	3
FOUR..	4
DON'T KNOW.	9

8.) **[staff_#]** How many staff members do you currently have that work with the children under the age of five for 20 or more hours a week?

# OF STAFF MEMEBERS.	_____
DON'T KNOW.	999

9.) **[staff_tim]** On average, how long have the full time child care staff members worked at the [center/program]? (CONVERT ANSWER TO MONTHS)

MONTHS. . . . _____
 DON'T KNOW. . . . 9999

10.) **[teach_ed]** What is the average education level of the lead teachers at your [center/program]?

SOME HIGH SCHOOL OR LESS. . . . 1
 HIGH SCHOOL DIPLOMA/GED. . . . 2
 EARLY CHILDHOOD CERTIFICATE. . . . 3
 CDA CREDENTIAL.. . . . 4
 SOME COLLEGE CREDITS. . . . 5
 ASSOCIATE'S DEGREE. . . . 6
 BACHELOR'S DEGREE(BA/ BS). . . . 7
 MASTER'S DEGREE (MA OR MS). . . . 8
 POST MASTER'S WORK. . . . 9
 DON'T KNOW. . . . 10

11.) Does your program offer any special activities or information for parents that help them to learn how to promote their children's literacy development? For example workshops, a lending library, or information about services offered by the public library?

YES. . . . 1
 NO. . . . 5
 DON'T KNOW. . . . 9

12.) Does your program follow a particular literacy based curriculum?

YES. . . . 1 [CONT.]
 NO. . . . 5 [SKIP TO Q.14]
 DON'T KNOW. . . . 9 [SKIP to Q. 14]

13.) What is the name of the curriculum? _____

14.) Does the local library provide services to your center?

YES. . . . 1 [CONT.]
 NO. . . . 5 [SKIP TO DIRECTOR CHARACTERISTICS]
 DON'T KNOW. . . . 9 [SKIP TO DIRECTOR CHARACTERISTICS]

15.) Does the library contact you to offer services or do you contact them when you want to host a program at your center?

LIBRARY CONTACTS THE CENTER.	. . . . .	.1
CENTER CONTACTS THE LIBRARY.	. . . . .	.2
BOTH..	. . . . .	.3

16.) What services have they provided in the past four weeks?

	<u>YES</u>	<u>NO</u>
BOOK MOBILE OR BOOK DELIVERY SYSTEM	1	5
IN HOUSE PROGRAMS (VISITS TO CENTER)	1	5
HOSTED PROGRAMS AT LIBRARY.	1	5
OTHER: (SPECIFY) _____	1	5

DIRECTOR CHARACTERISTICS

And now I just have a few last questions about your education and experience in child care.

17.) **[dir_ed]** What is the highest education level that you have completed?

SOME HIGH SCHOOL OR LESS.	. . . . .	1
HIGH SCHOOL DIPLOMA/GED.	. . . . .	2
EARLY CHILDHOOD CERTIFICATE/DIPLOMA.	. . . . .	3
CDA CREDENTIAL..	. . . . .	4
SOME COLLEGE CREDITS.	. . . . .	5
ASSOCIATE'S DEGREE.	. . . . .	6
BACHELOR'S DEGREE (BA OR BS).	. . . . .	7
MASTER'S DEGREE (MA OR MS).	. . . . .	8
POST MASTER'S WORK.	. . . . .	9

18.) **[dir_exp]** How many years experience have you had in professional child care work?
[CONVERT TO MONTHS]

MONTHS. _____

19.) **[dir_tim]** How long have you worked as the director at this center?
[CONVERT TO MONTHS]

MONTHS. _____

Thanks again for taking the time to speak with me today. We really appreciate your cooperation and it was a pleasure talking to you.

Teacher Literacy Activities Questionnaire - Pretest

[ON TEMPLE UNIVERSITY LETTERHEAD]

March 2007

Dear [TEACHER'S NAME],

Thank you for agreeing to be part of our study on early literacy. The questions included on the following pages provide you with an opportunity to tell us about all the different kinds of experiences of children in your care.

Your answers to these questions are completely confidential. The success of this questionnaire depends on your candid and honest responses. You may think that there are "right" and "wrong" answers to these questions. Actually, there are no right or wrong answers. The best answers are those that most closely describe what you actually do in the classroom.

Please complete the questionnaire and return all pages to us with one of the signed consent forms in the postage paid envelope we have provided. The second consent form for your records. We would greatly appreciate it if you could return your questionnaire within a week.

We have also included [XX] parent packets for you to hand out to each child's parent / legal guardian. If you need more, please let us know.

We appreciate the time and help you have agreed to give us. As a special thank you for your participation in the first phase of the study, we will send you a \$15 money order when we receive your completed questionnaire. If you have any questions about the questionnaire or our study, please call Michelle Harmon, at (215) 204-3772 at any time for assistance. We would be happy to hear from you.

Sincerely,

Marsha Weinraub, Ph.D.
Principal Investigator
Laura H. Carnell Professor of Psychology

Michelle Harmon
Project Coordinator

I. Tell us about your class

- 1.) How many children do you care for in your class?
Please indicate only one number, not a range. _____ Children
- 2.) Including yourself, how many teachers and/or other adults are
in your class in a typical day? _____ Teachers/Other Adults
- 3.) While the children are in class, what language(s) do the children in your class speak?
Please circle the number that corresponds to your answer.
- | | |
|------------------------------|---|
| English only. | 1 |
| Spanish only. | 2 |
| English and Spanish. | 3 |
| Other language(s). | 4 |
- 4.) Do you speak Spanish or other languages with the children in your class?
- | | |
|---|----|
| Yes, on a daily basis or many times per day | .1 |
| Yes, but only occasionally to introduce selected
words or phrases (e.g., counting numbers) | .2 |
| No. | .3 |

II. Tell us about the print in the classroom

- 1.) Does your classroom have a special space for reading? Please circle the number that
corresponds to your answer.
- | | |
|--------------|---|
| Yes. | 1 |
| No. | 5 |
- 2.) If your classroom has a special area designated for reading, please indicate if any of these
items are present in the reading area by placing a checkmark next to each item.
- | |
|----------------------------------|
| _____ Carpet or area rug |
| _____ Pillows |
| _____ Soft child sized furniture |
| _____ Beanbag chairs |

3.) Approximately, how many books are at a child's level for easy access in the classroom?
Please provide only one number, not a range. _____ Books

4.) What types of books are currently on display and are at the child's level in your classroom? Please check all that apply.

- Alphabet books
- Number books
- Fantasy books
- Factual books
- Science books
- Books reflecting diverse cultural and linguistic backgrounds of people
- Other, please specify: _____

5.) Are there labels and/or signs with pictures to identify things in the classroom? For example, items in bins, the door, sink, window, etc. Please circle the number that corresponds to your answer.

Yes. . . . 1
No. . . . 5

6.) Are the children's 'writings' currently on display in the room? By 'writings' we mean children's attempts at writing or dictated stories by children.

Yes. . . . 1
No. . . . 5

7.) How often are the books in the classroom rotated with other books of interest?

- Once a week
- Bi weekly
- Monthly
- Bi Monthly
- Seasonally
- Not rotated, same books available throughout the year

III. Literacy Activities

For each statement below, please circle the number that best corresponds with your answer.

	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)
--	--------------------------------------	------------------------------	--------------	-------------------------------------

In the last week (Monday - Friday) how often did you...

1) read to the children as a group?.....1.....2.....3.....4

2) read to a child or a small group of children
informally?.....1.....2.....3.....4

3) help the children understand the purpose
of print (e.g., identifying features of a book,
such as the author and title)?1.....2.....3.....4

4.) help the children understand how print is
used (e.g., help them understand that print is
read from left to right)?.....1.....2.....3.....4

5.) expand on what the children already knew
by teaching new concepts or words?.....1.....2.....3.....4

6.) emphasize the meaning of text, skills for
understanding text?)?.....1.....2.....3.....4

7.) lead activities with the children that are
related to a book that was read (e.g., pretend
the children are on a train after reading the
Little Engine That Could)?.....1.....2.....3.....4

8.) take dictation of a child's story or description
of a picture?.....1.....2.....3.....4

	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)
--	--------------------------------------	------------------------------	--------------	-------------------------------------

In the last week (Monday - Friday) how often did you...

9.) provide an opportunity for the children to use writing materials such as pens and pencils? ...1.....2.....3.....4

10.) provide an opportunity for the children to use literacy props in a pretend play area (e.g., phones, recipe cards, menus, etc.)?1.....2.....3.....4

11.) have an open ended conversation with the children (asking the child to elaborate on what is being said)?1.....2.....3.....4

12.) showcase how to recognize the shape of letters and sight words?1.....2.....3.....4

13.) lead language play involving rhyming, alliteration rhythm of speech (clapping out syllables) or other games involving oral language?1.....2.....3.....4

14.) conduct a literacy assessment on individual children?1.....2.....3.....4

15.) involve a child's parent to help develop a child's interest in reading (e.g, direct communication with the parent)?.....1.....2.....3.....4

16.) invite a parent to observe literacy related activities in the classroom such as a book reading?.....1.....2.....3.....4

17.) invite a parent to read a story to a group of children in the class?.....1.....2.....3.....4

	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)
--	--------------------------------------	------------------------------	--------------	-------------------------------------

In the last week how often have the children in your class...

- 14.) played matching games or activities
(e.g., letters to pictures, letter to letter,
word to word) 1 2 3 4
- 15.) copied or traced print 1 2 3 4
- 16.) write or pretended to write? 1 2 3 4
- 17.) invent spelling? 1 2 3 4
- 17.) scribble? 1 2 3 4

IV. Library Interactions

1.) Are you aware of any literacy programs that are geared toward preschool aged children offered by your public library?

- Yes. . . . 1
No. . . . 5

2.) Do you attend library programs with the children in your class?

- Yes 1 [cont. with question 3]
No 5 [skip to question 5 on page 6]

3.) Please describe the programs at the library in which your class has taken part in last 4 weeks.

4.) How many times in the past four (4) weeks have you attended programs at your area library with the children in your class?

- Did not attend in the last 4 weeks. . 1
- Once. 2
- Two – four times. 3
- More than four times. 4

5.) Does your local library offer programs at your center?

- Yes. 1 [cont. with question 6]
- No. 5 [skip to question 8]

6.) Please describe the programs in which your class has taken part in last 4 weeks.

7.) How many times in the past four (4) weeks have you attended library programs offered at your center with the children in your class?

- Did not attend in the last 4 weeks. . 1
- Once. 2
- Two – four times. 3
- More than four times. 4

8.) How satisfied are you with the resources for promoting early literacy skills available to you?

- | | | | |
|------------------------------------|--|-------------------------------------|---------------------------------|
| <u>Very</u>
<u>Dissatisfied</u> | <u>Somewhat</u>
<u>Dissatisfied</u> | <u>Somewhat</u>
<u>Satisfied</u> | <u>Very</u>
<u>Satisfied</u> |
| 1 | 2 | 3 | 4 |

V. Tell Us About You

- 1.) How long have you worked professionally in early childhood education? _____ Years _____ Months
- 2.) How long have you worked at this center? _____ Years _____ Months
- 3.) How many paid hours a week do you work in early child care? _____ Hours
- 4.) Gender: Female. . . . 1
Male. . . . 5
- 5.) What is your birth date? _____ / _____ / _____
- 6.) What is the highest education level that *you* have completed?
- | | |
|--|---|
| Some High School or Less. . . . | 1 |
| High School Diploma / GED. . . . | 2 |
| Early Childhood Certificate/Diploma. . . . | 3 |
| CDA Credential. . . . | 4 |
| Some College Credits. . . . | 5 |
| Associate's Degree. . . . | 6 |
| Bachelor's Degree (BA or BS). . . . | 7 |
| Master's Degree (MA or MS). . . . | 8 |
| Post Master's Work. . . . | 9 |
- 7.) Which one of these racial groups best describes you?
- | | |
|---|---|
| Black, African American. . . . | 1 |
| White | |
| Asian, Asian American. . . . | 2 |
| Native American, American Indian. . . . | 3 |
| Biracial or Multiracial. . . . | 4 |
| Other. . . . | 5 |
- 8.) Are you of Hispanic or Latino descent?
- | | |
|------------|---|
| Yes. . . . | 1 |
| No. . . . | 5 |

*Thank you for taking the time to complete this questionnaire.
Please return it in the envelope provided.
If you have misplaced the envelope, send the questionnaire to:*

*Family and Children's Policy Collaborative at Temple University
616 Weiss Hall / 1701. N 13th St. / Philadelphia, PA 19122*

Teacher Literacy Questionnaire
Posttest

I. Tell us about the print in the classroom

Please circle the number that corresponds to your answer.

- 1.) Does your classroom have a special space for reading?

Yes. . . . 1 [continue with question 2]

No. . . . 5 [skip to question 3]

- 2.) If your classroom has a special area designated for reading, please indicate if any of these items are present in the reading area by placing a checkmark next to each item.

_____ Carpet or area rug

_____ Pillows

_____ Soft child sized furniture

_____ Beanbag chairs

- 3.) Approximately, how many books are at a child's level for easy access in the classroom? Please provide only one number, not a range.

_____ Books

- 4.) What types of books are currently on display and are at the child's level in your classroom? Please check all that apply.

_____ Alphabet books

_____ Number books

_____ Fantasy books

_____ Factual books

_____ Science books

_____ Books reflecting diverse cultural and linguistic backgrounds of people

_____ Other, please specify: _____

- 5.) Are there labels and/or signs with pictures to identify things in the classroom? For example, items in bins, the door, sink, window, etc.

Yes. . . . 1

No. . . . 5

6.) Are the children's 'writings' currently on display in the room? By 'writings' we mean children's attempts at writing or dictated stories by children.

Yes. . . . 1
No. . . . 5

7.) How often are the books in the classroom rotated with other books of interest?

- Once a week
- Bi weekly
- Monthly
- Bi Monthly
- Seasonally
- Not rotated, same books available throughout the year

II. Literacy Activities

For each statement below, please circle the number that best corresponds with your answer.

	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)
--	--------------------------------------	------------------------------	--------------	-------------------------------------

In the last week (Monday - Friday) how often did you...

1) read to the children as a group?.....1..... 2.....3.....4

2) read to a child or a small group of children
informally?.....1..... 2.....3.....4

3) help the children understand the purpose
of print (e.g., identifying features of a book,
such as the author and title)?1..... 2.....3.....4

4.) help the children understand how print is
used (e.g., help them understand that print is
read from left to right)?.....1.....2.....3.....4

5.) expand on what the children already knew
by teaching new concepts or words?.....1..... 2.....3.....4

	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)
--	--------------------------------------	------------------------------	--------------	-------------------------------------

In the last week (Monday - Friday) how often did you...

6.) emphasize the meaning of text, skills for understanding text?1.....2.....3.....4

7.) lead activities with the children that are related to a book that was read (e.g., pretend the children are on a train after reading *The Little Engine That Could*)?.....1.....2.....3.....4

8.) take dictation of a child's story or description of a picture?.....1.....2.....3.....4

9.) provide an opportunity for the children to use writing materials such as pens and pencils? ...1.....2.....3.....4

10.) provide an opportunity for the children to use literacy props in a pretend play area (e.g., phones, recipe cards, menus, etc.)?1.....2.....3.....4

11.) have an open ended conversation with the children (asking the child to elaborate on what is being said)?1.....2.....3.....4

12.) showcase how to recognize the shape of letters and sight words?1.....2.....3.....4

13.) lead language play involving rhyming, alliteration rhythm of speech (clapping out syllables) or other games involving oral language?1.....2.....3.....4

14.) conduct a literacy assessment on

individual children?	1.....	2.....	3.....	4.....
	Did not do in last week (1)	1-3 times per week (2)	Daily (3)	Multiple times per day (4)

In the last week (Monday - Friday) how often did you...

15.) involve a child's parent to help develop a child's interest in reading (e.g, direct communication with the parent)?.....1..... 2..... 3..... 4

16.) invite a parent to observe literacy related activities in the classroom such as a book reading?.....1..... 2..... 3..... 4

17.) invite a parent to read a story to a group of children in the class?.....1..... 2..... 3..... 4

In the last week how often have the children in your class...

18.) played matching games or activities (e.g., letters to pictures, letter to letter, word to word)1..... 2..... 3..... 4

19.) copied or traced print.....1..... 2..... 3..... 4

20.) write or pretended to write?..... 1..... 2..... 3..... 4

21.) invent spelling?.....1..... 2..... 3..... 4

22.) scribble?1..... 2..... 3..... 4

III. Library Interactions

Please circle the number that best represents your answer for each question.

- 1.) Are you aware of any literacy programs that are geared toward preschool aged children offered by your public library?

Yes. . . . 1 [cont with question 2]
No. . . . 5 [please skip to question 8 on page 6]

- 2.) Have you attended any programs at the library with the children in your class?

Yes 1 [cont. with question 3]
No 5 [skip to question 5 on page 6]

- 3.) Please describe the programs at the library in which your class has taken part in since March.

- 4.) Since March how many times have you attended programs at your area library with the children in your class?

Have not attended since March. . . . 1
Once. 2
Two – four times. 3
More than four times. 4

- 5.) Since March, has your local library offered programs at your center?

Yes. . . . 1 [cont. with question 6]
No. . . . 5 [skip to question 8]

- 6.) Please describe the programs in which your class has taken part in since March.

7.) How many times since March have you attended library programs offered at your center with the children in your class?

Have not attended since March. . 1
Once. 2
Two – four times. 3
More than four times. 4

8.) How satisfied are you with the resources for promoting early literacy skills available to you?

<u>Very Dissatisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>
1	2	3	4

IV. ONE BOOK, EVERY YOUNG CHILD

This next set of questions refers to a program by the Office of Commonwealth Libraries called One Book, Every Young Child. You may or may not be familiar with it. Please answer the questions as honestly as you can based on your knowledge of the program. If you are unaware of the program, please indicate so and follow the appropriate skip patterns.

1. Have you heard of the One Book, Every Young Child program?

Yes. 1
No. 5 [Please skip to question 3]

2. When did you first hear about it?

Last year (2006) 1
This year (2007) 5

3. Did you receive a copy of a children’s picture book called *A Splendid Friend Indeed*, by Suzanne Bloom for your class?

Yes. 1
No. 5 [Please skip to question 5]

4. Did you lend or share a copy of the book with teachers in another classroom?
- Yes. 1
 No. 5
5. Did you receive a copy of the *A Splendid Friend, Indeed* activity poster?
- Yes. 1
 No. 5 [Please skip to question 7]
6. Have you used ideas from the activity poster in your class?
- Yes. 1
 No. 5
7. Has each child in your class received a copy of the book *A Splendid Friend Indeed*, by Suzanne Bloom to keep?
- Yes. 1
 No. 5
8. Have you ever met the author, Suzanne Bloom, or seen her in person?
- Yes. 1
 No. 5 [please skip to question 11]
9. Where did you see her?
- Child care center. 1
 Library. 2
 Book store 3
 Other (please specify)_____ . 4
10. Were the children in your class with you?
- Yes. 1
 No. 5

11. Have you visited the One Book, Every Young Child website (paonebook.org) this year (2007)?

Yes. . . . 1

No. . . . 5 [Please skip to question 13]

12. Did you use any of the following items from this year's One Book, Every Young Child website? Please check all that apply.

Did not use any items from website

Calendar of events

Booklists

Websites of interest

Finger plays and songs

Activities

Crafts

Games

Interactive read aloud script for *A Splendid Friend, Indeed*

Lessons plans for Kindergarten through grade 2

Family Fun Guide

13. Was your class / center visited by someone from the library that talked about the One Book, Every Young Child program or the book *A Splendid Friend, Indeed*?

Yes. . . . 1 [continue with question 14]

No. . . . 5 [skip to question 17]

14. If so, what activities took place during this visit? Please check all that apply.

Discussion of what a library is

Book reading from *A Splendid Friend, Indeed*

Drama activity (an opportunity for the children to use their imagination and act out a scene (e.g. pretend to be bears)

Art activity

Reading from other books

Hand out of books for children to borrow

15. Have you adopted any new techniques regarding how you present books to the children in your class since the visit from the library?

Yes. . . . 1 [continue with question 16]

No. . . . 5 [skip to question 17]

16. Have you noticed any changes in the way the children respond when you read stories as a result of these changes?

Yes. . . 1
No. . . 5

17. How satisfied were you with you experience with the One Book, Every Young Child program? Please circle the number that best represents your answer. If you are not familiar with the One Book program, please circle '5' for not applicable.

<u>Very Dissatisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>	<u>Not Applicable</u>
1 . . .	. 2 . . .	. 3 . . .	. 4	5

18. Last thoughts about the One Book, Every Young Child program or the children's book, *A Splendid Friend Indeed?* Please share your impressions about the program and/or book.

*Thank you for taking the time to complete this questionnaire.
Please return it in the envelope provided.
If you have misplaced the envelope, send the questionnaire to:*

*Family and Children's Policy Collaborative at Temple University
616 Weiss Hall / 1701. N 13th St. / Philadelphia, PA 19122
Attn: Michelle Harmon*



Family and Children's Policy Collaborative
Weiss Hall, 6th Floor
1701 N. 13th St.
Philadelphia, PA 19122

March 2007

Dear Parent / Legal Guardian,

The Department of Education, Office of Commonwealth Libraries asked us to find out about the book reading activities young children do at home with their families. Your child's caregiver/teacher has agreed to help us by distributing this questionnaire to every child's parent in their group/classroom.

In the following pages, we ask about your child's interest in reading, his/her skill level and your family's library usage. We also ask a little about you and your family. Your honest answers to these questions will help us better understand how families use books.

Please return the completed questionnaire in the self-addressed postage paid envelope provided before March 28, 2007. If the envelope is misplaced, return the completed questionnaire to:

Michelle Harmon
Temple University / 616 Weiss Hall
1701 N. 13th St.
Philadelphia, PA 19122

As a thank you for returning the completed questionnaire before March 28, we will enter your name in a lottery to win a \$100 gift card. The drawing for the lottery will take place on April 10, 2007. We will contact the winner by phone the following week.

All the information we gather about you, your child, and your family will be kept completely confidential. We will only use this information for research purposes. All information collected is given a code number. The list that matches the code numbers with names are kept in a locked location separate from the data. Only the staff members of this project will see the information.

Your participation is voluntary and you have the right to refuse all or any part of the visit without penalty. The Human Participants Institutional Review board at Temple University has approved this study. If you have a question about your rights as a research participant, please call Richard Throm at the Institutional Review Board at 215-707-8757. If you have questions about the study, please contact our Study Coordinator, Michelle Harmon, at 215-204-3772.

Thank you for your participation.

Parent Literacy Questionnaire --Time 1 (Pretest)

Directions: Please answer the following questions about the child for whom you received this questionnaire. Circle the number that corresponds to your answer.

1.) How often does your child ask you to read to him/her?

- Never/Rarely. . . . 1
 On occasion 2
 Weekly. 3
 Daily. 4
 Several times per day. . 5

2) How often do you read to your child?

- Never/Rarely. . . . 1
 On occasion. . . . 2
 Weekly. 3
 Daily. 4
 Several times per day. . 5

3.) Do you have a particular time that you generally read to your child?

- Yes. 1 [please continue with Question 3a]
 No. 5 [please skip to Question 4]

3a.) If yes, when do you typically read to your child? _____

4.) Does your child point to or talk about the pictures while you are reading stories?

- Yes. 1
 No. 5

5.) Does your child ask questions about characters or events while you are reading stories?

- Yes. 1
 No. 5

6.) How often does your child pretend to read the story in a book (such as sitting with a book and producing speech that is similar to the actual story in the book)?

- Never 1
- Has but rarely 2
- Weekly. 3
- Several times per week. 4
- Daily 5

7.) How often does your child make up stories and tell them?

- Never / Rarely. 1
- On occasion. 2
- Weekly. 3
- Daily. 4
- Several times per day. 5

8.) How often does your child fill in words or lines from a story when reading with you? (When reading a book he/she knows well, says the next line or word before you read it)

- Not currently.. . . . 1
- Has but rarely. 2
- Occasionally.. . . . 3
- A few times per story. 4
- Very frequently per story. 5

9.) How often do you attempt to teach the names of the letters in the alphabet and/or alphabet sounds when reading?

- Not currently.. . . . 1
- Has but rarely. 2
- Occasionally.. . . . 3
- A few times per story. 4
- Very frequently per story. 5

10.) In comparison to other activities, how would you rate your child's interest in books? Please circle one number.

1.....2.....3.....4.....5
 Activity Favorite
 liked least activity

- 11.) Do you and your child do any related activities after reading a book? (For example: rhymes, cooking, finding things in the illustrations in your house or outside.)

Yes. 1
 No. 5

- 12.) Does your child have books of his/her own?

Yes. 1 [please continue with Question 12a]
 No. 5 [please skip to Question 13]

12a.) If yes, About how many does s/he own? Number of books: _____

- 13.) Do you have a library card?

Yes. 1
 No. 5

- 14.) How long does it take to travel to your local library?

5 minutes or less. 1
 6 -10 minutes. 2
 11 - 20 minutes. 3
 More than 20 minutes. 4
 Don't know where public library is located. 5

- 15.) How often to you borrow books from the public library?

Never / Rarely. 1
 On occasion. 2
 Biweekly. 3
 Weekly. 4
 Daily. 5

- 16.) How often do you and your child attend library programs?

Never / Rarely. 1
 On occasion. 2
 Biweekly. 3
 Weekly. 4
 Daily. 5

17.) How much do you and your child enjoy going to the library?

1.....2.....3.....4.....5
 Activity Favorite
 liked least activity

18.) Do you regularly buy or subscribe to a newspaper or magazine?

Yes. 1
 No. 5

19.) How many books do you have in your home (not including children’s books)?

Number of books: _____

20.) Do you have access to the internet?

Yes. 1 [Please continue with question 20a]
 No. 5 [Please skip to question 21]

20a.) If yes, where?

In your own home. 1
 Some other place. 5

Tell us about you and your family:

21.) What is your date of birth? _____ / _____ / 19_____
 Month Day Year

22.) Are you:

Male. 1
 Female. 2

23.) What is your current marital status?

Single, not living with partner. 1
 Single, living with partner. . 2
 Married. 3
 Separated. 4
 Divorced. 5
 Widowed. 6

24.) Which one of these racial groups best describes you?

- African American, Black. . . . 1
- White. . . . 2
- Asian, Asian American. . . . 3
- Native American, American Indian. 4
- Bi-racial or multicultural. . . . 5
- Other. . . . 6

25.) Are you of Hispanic Descent?

- Yes. . . . 1
- No. . . . 5

26.) What language is primarily spoken in your home?

- English. . . . 1
- Spanish. . . . 2
- Combination of English and Spanish. 3

27.) What is the highest grade in school you have completed?

- No formal schooling. . . . 1
- 8th grade or less. . . . 2
- 9th – 12th grade, no high school diploma. . . . 3
- High School diploma / GED. . . . 4
- Technical / Vocational school beyond high school 5
- Some college credits. . . . 6
- Associate's degree. . . . 7
- Bachelor's degree. . . . 8
- Graduate / professional school. . . . 9

28.) In studies like this, households are sometimes grouped according to income. What is your total monthly household income before taxes? Please include income from you and / or your spouse or live-in partner (if applicable).

\$ _____

29.) What is your child's first name? _____

30.) What is your child's date of birth? _____ / _____ / 20____
Month Day Year

*Thank you for completing this questionnaire.
 Please complete the following page.*

***THIS PAGE WILL BE REMOVED FROM THE
REST OF THE QUESTIONNAIRE UPON RECEIPT***

Contact Information

This page must be completed to be entered into the raffle for the \$100 gift card. Researchers from Temple University will contact you if your name is selected as the raffle winner. Please print clearly.

Name: _____

Address: _____

Home phone: _____

Cell phone: _____

Sometimes people move or change phone numbers between contact periods. Please provide the names of one or two people who would know how to reach you in case we had trouble getting in touch with you for future studies.

Contact 1:

Name: _____

Relationship to you: _____

Phone number: _____

Contact 2:

Name: _____

Relationship to you: _____

Phone number: _____

ID: _____

[id]ID: _____

One Book, Every Young Child Evaluation

Parent Literacy Interview Posttest

[date] Interview Date: ____ / ____ / 2007 [ra] Interviewer: _____

[region] Region: Bethlehem. . . 1
 Scranton. . . 2
 Reading. . . 3

Interview checked by _____ Date ____ / ____ 2006

Data Entered by _____

Data Entry Checked by _____

Hi. May I speak to [PARENT's NAME] please?

[Hi.] This is _____ and I'm calling from Temple University's Family and Children's Policy Collaborative.

You may remember completing a questionnaire for us in March about [CHILD'S NAME] literacy activities. I'm calling today to invite you to participate in the final phase of our study. Your participation would include completing a 10-minute interview with me over the phone. Like the questionnaire you completed in March, this interview will be about [CHILD's] literacy activities in the home. As a thank you for your time, we will send you a \$15 money order.

You should know that all the information you share with us will be kept confidential and only used for research purposes. We will not share your responses with anyone outside the small group of researchers at Temple University. If there are any questions you don't want to answer, just let me know and we'll skip them.

Is this a good time to do the interview?

IF YES: Great. Let's get started. [GO SECTION 1]

IF NO, When would be a more convenient time for you?
ARRANGE CALL BACK TIME & RECORD ON CONTACT SHEET.

IF REFUSES INTERVIEW: Can you tell me why you do not want to participate? TRY TO ADDRESS CONCERNS:

- ▶ We can call you at the most convenient time for you.
- ▶ The survey will only take 10 minutes.
- ▶ We can do the interview in more than one session if that would be more convenient for you.
- ▶ All the information is kept completely confidential. Your name will not be attached to your responses.
- ▶ Only a small group of researchers here at Temple will see your responses. Your answers will be combined with all other interviews. No one's individual answers will be identified.
- ▶ We do not work for any state or government agency.
- ▶ You will receive a money order for \$15.00 for completing the survey.
- ▶ We will not try to sell you anything
- ▶ You may refuse to answer any question in the survey.

IF SUCCESSFUL IN ADDRESSING CONCERNS: OK, if you have no more questions, let's get started. [GO TO SECTION 1]

IF NOT SUCCESSFUL IN ADDRESSING CONCERNS: Thank you for your time. Goodbye.

SECTION 1 – LITERACY ACTIVITIES

This first set of questions is about [CHILD's] recent reading patterns. By recent we mean in the past two months.

- 1.) **[ask_to_read2]** How often does your child ask you to read to him/her? Would you say...

never, 1
 on occasion, 2
 weekly,. 3
 daily or. 4
 several times per day?. 5

- 2) **[read_freq2]** How often do you read to CHILD? Would you say...

never, 1
 on occasion, 2
 weekly,. 3
 daily or. 4
 several times per day?. 5

- 3.) **[time_to_read2]** Do you have a particular time that you generally read to CHILD?

YES. 1 [CONT WITH Q. 3a]
 NO. 5 [SKIP TO Q. 4]

- 3a.) **[time2]** When do you typically read to [him/her]?

MORNING. 1
 AT NIGHT / BEDTIME. 2
 OTHER: _____ . 3

- 4.) **[point_pics2]** Does CHILD point to or talk about the pictures while you are reading stories?

YES. 1
 NO. 5

- 5.) **[ask_Qs2]** Does [he/she] ask questions about characters or events while you are reading stories?

YES. 1
NO. 5

- 6.) **[pretend_read2]** How often does CHILD pretend to read the story in a book (such as sitting with a book and producing speech that is similar to the actual story in the book)? Would you say...

never, 1
on occasion, 2
weekly,. 3
several times per week,. 4
or daily? 5

- 7.) **[makeup_stories2]** How often does CHILD make up stories and tell them? Would you say...

never, 1
on occasion, 2
weekly, 3
several times per week,. 4
or daily? 5

- 8.) **[fillin_wrds2]** How often does CHILD fill in words or lines from a story when reading with you? [IF NEEDED: *This is when reading a book [he/she] knows well, [he/she] will say the next line or word before you read it*] Would you say...

never, 1
rarely, 2
occasionally, 3
a few times per story, 4
or very frequently per story?. 5

- 9.) **[teach_names2]** How often do you attempt to teach the names of the letters in the alphabet or alphabet sounds when reading? Would you say...

never 1
rarely, 2
occasionally, 3
a few times per story, 4
or very frequently per story?. 5

- 10.) **[book_interest2]** In comparison to other activities, how would you rate CHILD’s interest in books on a scale of one to five where 1 is your child’s least liked activity and 5 is your child’s favorite activity?

1.....2.....3.....4.....5
 ACTIVITY LIKED LEAST FAVORITE ACTIVITY

- 11.) **[activities2]** Do you and CHILD do any related activities after reading a book such as rhymes or finding things in the illustrations in your house or outside?

YES. 1
 NO. 5

- 12.) **[ch_own_books2]** Does CHILD have books of [his/her] own?

YES. 1 [CONT Q. 12a]
 NO. 5 [SKIP TO Q. 13]

- 12a.) **[ch_book#2]** About how many does [he/she] own? Number of books: _____

SECTION 2: LIBRARY USAGE

The next few of questions are about your use of the public library in your area in the last two months.

- 13.) **[lib_card2]** Do you have a library card?

YES. 1
 NO. 5

- 14.) **[lib_borrow2]** How often to you borrow books from the public library? Would you say...

never, 1
 on occasion, 2
 biweekly, 3
 weekly, or. 4
 daily? 5

15.) **[lib_attend_progs2]** How often do you and CHILD attend library programs?
Would you say...

- never, 1
- on occasion, 2
- biweekly, 3
- weekly, 4
- or daily?. 5

16.) **[lib_enjoy2]** On a scale of one to five where 1 is the least liked activity and 5 is the favorite activity, how much do you and CHILD enjoy going to the library?

- 1.....2.....3.....4.....5
ACTIVITY FAVORITE
LIKED LEAST ACTIVITY

17.) **[subscribe2]** Do you regularly buy or subscribe to a newspaper or magazine?

- YES. 1
- NO. 5

18.) **[adultbook#2]** How many books for adults do you have in your home?

Number of books: _____

SECTION 3 – ONE BOOK, EVERY YOUNG CHILD PROGRAM

This last set of questions is about a program in Pennsylvania called One Book, Every Young Child. You may or may not be familiar with this program. Please answer the following questions as honestly as you can.

***19*.** [knowOB] Have you heard of the Pennsylvania One Book, Every Young Child program?

YES. 1 [CONT]
NO. 5 [SKIP TO SCRIPT BEFORE Q. 22]

20. [knowOB_when] This is the second year of the program. When did you first hear about it, this year or last year?

THIS YEAR. 1
LAST YEAR. 5
NOT SURE. 8

21. [tv_radio] Have you heard any announcements on the radio or television for this year's One Book, Every Young Child program? IF 'YES,' GET THEM TO SPECIFY WHERE.

YES, RADIO ONLY.. . . . 1
YES, TELEVISION ONLY. . . . 2
YES, BOTH RADIO AND TV. . . . 3
NO. 4

There is a children's picture book by Suzanne Bloom called 'A Splendid Friend, Indeed.' It is a brightly colored blue and white book that tells the story of a polar bear and a goose. In the story, a meddling goose wants to do everything the polar bear is doing and consistently interrupts the polar bear. While this annoys the polar bear, in the end the two become friends.

***22*.** [know_ASFI] Are you familiar with this book entitled *A Splendid Friend, Indeed*, by Suzanne Bloom?

YES. 1 [CONT]
NO. 5 [SKIP TO RA CHECKPOINT, p 9]

23. **[read_ASFI]** Have you ever read *A Splendid Friend, Indeed*?
- YES. 1
NO. 5
24. **[own_ASFI]** Do you own a copy of the book?
- YES. 1
NO. 5
25. **[met_SB]** Have you ever met the author, Suzanne Bloom, or seen her in person?
- YES. 1 [CONT]
NO. 5 [SKIP TO Q. 28]
26. **[saw_SB]** Where did you see her?
- LIBRARY. 1
MUSEUM. 2
CHILDCARE/SCHOOL. 3
OTHER: _____ . 4
27. **[SB_learn]** Did seeing the author’s presentation give you new ideas about activities you might do with your child using a book as a theme?
- YES. 1
NO. 5
28. **[own_FFGuide]** There is a handout in circulation called ‘One Book, Lots of Family Fun – A Guide to Making the Most from *A Splendid Friend, Indeed*.’ Have you seen the Family Fun Guide or do you have a copy of it? IF R SAYS ‘YES,’ CONFIRM IF THEY HAVE ONLY SEEN IT OR HAVE IT.
- YES, SEEN IT 1 [CONT]
YES, HAVE IT. 2 [CONT]
NO. 5 [SKIP TO Q. 31]

29. **[use_FFGuide]** Did you use any of the ideas in the guide about how to use the book or activities to do with your child?

YES. 1 [CONT]
 NO. 5 [SKIP TO Q. 31]

30. What ideas did you use?

	<u>YES</u>	<u>NO</u>
[talk_bk] Tips about talking about the parts of the book? . . . . .	. 1	5
[talk_facts] Talk about polar bear and lesser snow geese facts?. . . . .	. 1	5
[activities] Played activities – games relating to the book? . . . . .	. 1	5
[recipe] Healthy snack recipe / activity? . . . . .	. 1	5
[chip] Resources for CHIP? . . . . .	. 1	5

31. **[class_visit]** Was CHILD's class visited by a library staff person who read *A Splendid Friend, Indeed*?

YES. 1
 NO. 5
 DON'T KNOW. 8

32. **[OB_handouts]** Did your child receive anything to bring home about the One Book, Every Young Child program or *A Splendid Friend, Indeed*?

YES. 1
 NO. 5
 DON'T KNOW. 8

RA CHECKPOINT:

IF Q*19* (HEARD OF ONE BOOK) = 5 (NO) & Q*22* (FAMILIAR WITH ASFI) = 5 (NO) GO TO CLOSING, P 11, OTHERWISE CONTINUE.

33. **[website]** Have you visited the One Book, Every Young Child website, paonebook.org?

YES. 1 [CONT]
 NO. 5 [SKIP TO Q. 36]

34. What information on the website did you find most useful? Would you say...

	<u>YES</u>	<u>NO</u>
[infoOB] Information about the One Book program?	. 1	5
[infoASFI] Information about the book, <i>A Splendid Friend, Indeed?</i>	1	5
[resources] Resources for parents? . . . . .	. 1	5

IF RESOURCES FOR PARENTS IS MENTIONED:

35. What resources did you find useful? OPEN ENDED, CODE ACCORDINGLY.

[imp_rd_ch] IMPORTANCE OF READING WITH CHILDREN. . . . .	. 1
[FF_guide] FAMILY FUN GUIDE. . . . .	. 2
[Calendar] CALENDAR OF EVENTS . . . . .	. 3
[activites] ACTIVITIES. . . . .	. 4
[crafts] CRAFTS. . . . .	. 5
[booklist] BOOKLISTS. . . . .	. 6
[oth_web] WEBSITES OF INTEREST. . . . .	. 7
[snax] HEALTHY SNACKS. . . . .	. 8

36. I'm going to read you a list of promotional material for the One Book, Every Young Child program and the book *A Splendid Friend, Indeed*. Please tell me if you have seen any of the following this year...

	<u>YES</u>	<u>NO</u>
[banner] Street Banners or Flags? . . . . .	. 1	5
[pins] Buttons or pins displaying a Polar Bear and Goose? . . . . .	. 1	5
[stickers] Stickers displaying a Polar Bear and Goose? . . . . .	. 1	5
[brochure] Brochures or leaflet material with a polar bear & goose?	1	5

37. Is there anything in particular about the One Book, Every Young Child Program or the book, *A Splendid Friend, Indeed* that you would like to share?

YES. . . . .	. 1
NO. . . . .	. 5

RESPONSE:

ID: _____

CLOSING

That's all the questions I have for you today. Thank you for taking the time to talk with me. Before I let you go, I just want to confirm the spelling of your name and your mailing address so we can send you the \$15.00 money order.

- ◆ CONFIRM SPELLING OF NAME ON CONTACT SHEET
- ◆ CONFIRM MAILING ADDRESS ON CONTACT SHEET

Thanks and have a good day/night.