How to Fill Out the
Ready to Read Grant Report Form

To fill out this report, you will need:

- Your 2016 Ready to Read grant application.
- If you requested a change to your grant this year, you need a copy of the email exchange you had with Katie that describes and approves those changes.
- The data you collected as you implemented your grant-funded projects this year.
- A calculator.
- A 2016 Ready to Read report form (http://www.oregon.gov/osl/LD/Pages/R2RReport.aspx).

This is how you fill out the first page of the report:

Page 1: All library directors are subscribed to the Ready to Read email discussion list and receive hardcopies of the application, notification letters, and report forms in the mail. Some libraries may choose to identify a Key Contact in addition to the director. A Key Contact is one other person who actually fills out the application and report and/or actually implements the grant-funded projects with youth and families. A Key Contact **needs** copies of the grant application and report in addition to the director.

Check the appropriate box to let State Library staff know if you used Ready to Read funds on only early literacy, only summer reading, or both early literacy and summer reading. Only submit the pages of the application you fill out.

This is how you fill out the rest of the application, line-by-line:

Early literacy projects:

1. Copy and paste the description from your application here. If you were intentionally vague in your application about something because you weren't sure what you would actually do, edit those parts to reflect what you ended up doing. Also edit the necessary words into past tense. If you requested a change to your grant, copy and paste the description of the changes from your email exchange with Katie here—you may need to do a little editing so it makes sense in this context.

2. When you implemented your grant-funded early literacy project, did you 1) model the five early literacy practices to adults and tell adults information about early literacy during grant-funded programs for children, and/or 2) present a research-based early literacy curriculum to adults during programs for adults? Check the box to indicate your answer. Please only report on Ready to Read grant-funded activities. If you implement this best practice using other funding and want to tell Katie about it, feel free to share that by emailing her at Katie.Anderson@state.or.us.

3. When you implemented your grant-funded project, did you engage youth and adults who had previously not been using the library in face-to-face literacy-based activities and other library services for the purpose of introducing them to the library, developing

positive relationships between them and library staff, and providing them with library materials, services, and programs? Check the box to indicate your answer. If you did, write the number of organizations you did outreach to—do not list the names of the organizations. Please only report on Ready to Read grant-funded activities. If you implement this best practice using other funding and want to tell Katie about it, feel free to share that by emailing her at Katie.Anderson@state.or.us.

4. When you implemented your grant-funded project, did you work with one or more organization, agency, or school to provide materials, services, and programs to youth and families to achieve a shared goal for the purpose of combining efforts and resources with local organizations to have collective impact on youth and families in the community? Check the box to indicate your answer. If you did, write the number of organizations you partnered with—do not list the names of the organizations. Please only report on Ready to Read grant-funded activities. If you implement this best practice using other funding and want to tell Katie about it, feel free to share that by emailing her at Katie.Anderson@state.or.us.

5. Did you use surveys, observation, and/or interviews to find out if youth and adults made the changes you hoped to see? Check the appropriate box.

6. To answer this question, look at all the data you collected carefully. How many young children does your data indicate achieved the outcome(s) you selected above? Check the appropriate box.

7. This is your opportunity to explain why you checked which box in question #6. For example: We used a checklist to observe four storytimes, two in at the beginning of the year and two at the end of the year. At the beginning of the year only a few kids could generate rhymes independently and say the correct sounds when shown a letter. By the end of the year most kids were able to do both skills and enjoyed doing so—they loved silly sound/word play activities! Unfortunately, only a few kids could retell stories in order/put three events in sequential order at the beginning and end of the year so that brought our results in #6 down to "About half".

8. To answer this question, look at all the data you collected carefully. How many adults does your data indicate achieved the outcome(s) you selected above? Check the appropriate box.

9. This is your opportunity to explain why you checked which box in question #8. For example: We used a checklist to observe four storytimes, two in at the beginning of the year and two at the end of the year. At the beginning of the year some parents were rhyming with their kids and none appeared to be helping their kids match sounds with written letters. At the end of the year, most parents were doing both. Some parents commented that they talked about letter names and made letter sounds with their kids, but hadn't thought to connect the two activities. It was an ah-ha moment for them!

10. Look at your answers in #6 and #8. If you answered "Most" for both, write "NA". If you did not answer "Most" for one or both, then think about how you might change your project so that most children and adults are achieving the desired outcomes. For example: This year we did story retelling or sequencing activities once a month during storytimes, next year we plan to do them in every-other storytime.

11. Count the number of people participating in each of your grant-funded projects. Estimate how many of them are birth-14 years old and how many are 15 years old and older. It's okay that there is duplication of individual people who participate in multiple activities. While the project you're implementing if for children 0-6 years old, we know that families with children of all ages often attend. Please count attendance of people of all ages.

12. What do you consider participation or how did you count people? If you used the grant to pay for multiple activities, then you might select two of these. For example, if you use grant funds to pay for storytime and 1000 Books Before Kindergarten (BBK) you might select "Sign-up/registration forms" for 1000 BBK and "Head counts" for storytimes.

13. All libraries must share one story with the State Library that illustrates how your grant-funded project actually impacted youth, families, or your library. Please include photos if you have them, but only share photos with permission so the State Library can use them in reports that are public record or presentations to stakeholders. These stories, photos, and emerging best practices are essential to the State Library for reporting how state funding for public libraries impacts local communities and to the Oregon Library Association for advocating for continued and/or increased funding for the Ready to Read grant.

- On the budget, make sure the amount of Ready to Read funds you report spending is the same amount of Ready to Read funds you actually received in December 2015. The State Library will ask you to correct and resubmit this budget page if the amount of Ready to Read money you report spending is more than $20 different than the amount of money you received. The first column lists broad spending categories for you. In the second column, you will list what you actually spent the money on. Items that are expensive individually like iPads, projectors, or new tables should be specified. Items that are individually inexpensive can be general like books, DVDs, CDs, giveaway books, small prizes, craft supplies, promotional materials (e.g. poster & bookmarks). In the third column write the amount of Ready to Read money you spent on those items. In the fourth column write the amount of money you spent from your library's budget. In the fifth column write the amount of money you spent from other sources like Friends of the Library, donations from local business, or other grants. In the sixth and last column add the amount of Ready to Read, library budget, and other money you spent to indicate how much total you spent per category. On the bottom row add all the amount of money in each column to indicate the total amount of money you spent from each funding source—Ready to Read, library budget, and other sources.

- Have one other person review your report. Does it make sense to them? Do they understand what you are trying to communicate? It doesn't need to be perfect, it just needs to make sense to someone who is not closely involved in your project.

- Make updates and corrections as suggested by your reviewer.

- Submit it to Ferol Weyand at ferol.weyand@state.or.us, 503-378-6439 (FAX), or 250 Winter St. NE, Salem, OR 97301 by December 1, 2016.

Summer reading projects:

1. Copy and paste the description from your application here. If you were intentionally vague in your application about something because you weren't sure what you would actually do, edit those parts to reflect what you ended up doing. Also edit the necessary words into past tense. If you requested a change to your grant, copy and paste the description of the changes from your email exchange with Katie here—you may need to do a little editing so it makes sense in this context.

2. When you implemented your grant-funded project, did you engage youth and adults who had previously not been using the library in face-to-face literacy-based activities and other library services for the purpose of introducing them to the library, developing positive relationships between them and library staff, and providing them with library materials, services, and programs? Check the box to indicate your answer. If you did, write the number of organizations you did outreach to—do not list the names of the organizations. Please only report on Ready to Read grant-funded activities. If you implement this best practice using other funding and want to tell Katie about it, feel free to share that by emailing her at Katie.Anderson@state.or.us.

3. When you implemented your grant-funded project, did you work with one or more organization, agency, or school to provide materials, services, and programs to youth and families to achieve a shared goal for the purpose of combining efforts and resources with local organizations to have collective impact on youth and families in the community? Check the box to indicate your answer. If you did, write the number of organizations you partnered with—do not list the names of the organizations. Please only report on Ready to Read grant-funded activities. If you implement this best practice using other funding and want to tell Katie about it, feel free to share that by emailing her at Katie.Anderson@state.or.us.

4. Did you use surveys, observation, and/or interviews to find out if youth and adults made the changes you hoped to see? Check the appropriate box.

5. To answer this question, look at all the data you collected carefully. How many youth does your data indicate achieved the outcome(s) you selected above? Check the appropriate box.

6. This is your opportunity to explain why you checked which box in question #5. For example: We conducted a survey of 120 summer reading finishers (youth or their parents), 50 complete surveys were returned, 30% said they read harder books this summer, 60% said they read books at the same level as during school, and 10% said they read easier books this summer.

7. To answer this question, look at all the data you collected carefully. How many youth does your data indicate achieved the outcome(s) you selected above? Check the appropriate box.

8. This is your opportunity to explain why you checked which box in question #7. For example: We conducted a survey of 120 summer reading finishers (youth or their parents), 50 complete surveys were returned, 40% said they read more often this summer, 50% said they read the same amount, and 10% said they read less. 55% said they like reading more as a result of the summer reading program or always loved reading, 40% said they felt the same about reading as they did before, and 5% said they like reading less.

9. To answer this question, look at all the data you collected carefully. How many adults does your data indicate achieved the outcome(s) you selected above? Check the appropriate box.

10. This is your opportunity to explain why you checked which box in question #8. For example: Of the 50 completed surveys that were returned, 30 were filled out by parents of summer reading finishers. %70 of parents said participating in the adult summer reading program motivate them to talk more about books and reading with their child, 10% said participating in the adult summer reading program didn't change their behavior around literacy and their kids, and 20% said they didn't participate in the adult summer reading program.

11. Look at your answers in #5, #7, and #9. If you answered "Most" for all three, write "NA". If you did not answer "Most" for one or more, then think about how you might change your project so that most children and adults are achieving the desired outcomes. For example: We are going to investigate why only about half of the kids read more during the summer reading program and try to figure out what we can change next year to get most kids reading more. We suspect, but aren't sure, that we need to more intentionally promote diverse types of reading materials like blogs, zines, RPG handbooks, and how to do a hobby.

12. Count the number of people participating in each of your grant-funded projects. Estimate how many of them are birth-14 years old and how many are 15 years old and older. It's okay that there is duplication of individual people who participate in multiple activities. While the project you're implementing if for youth 0-14 years old, we know that families with youth of all ages often attend. Please count attendance of people of all ages.

13. What do you consider participation or how did you count people? If you used the grant to pay for multiple activities, then you might select two of these. For example, if you use grant funds to pay for performers and prizes for youth who finish their reading logs you might select "Sign-up/registration forms" for prizes related to reading logs and "Head counts" for performances.

14. All libraries must share one story with the State Library that illustrates how your grant-funded project actually impacted youth, families, or your library. Please include photos if you have them, but only share photos with permission so the State Library can use them in reports that are public record or presentations to stakeholders. These stories, photos, and emerging best practices are essential to the State Library for reporting how state funding for public libraries impacts local communities and to the Oregon Library Association for advocating for continued and/or increased funding for the Ready to Read grant.

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