

Family Place Long Island Evaluation

Interim Report

A report for:

Rauch Foundation

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A report by:

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Introduction

In fall 2010, The Rauch Foundation, in conjunction with Middle County Public Library, asked Nagle & Associates to undertake a multi-year evaluation of the Family Place initiative. Overseen by Middle County Public Library (MCPL), Family Place is a network of children's librarians nationwide who believe that literacy begins at birth, and that libraries can help build healthy communities by nourishing healthy families. The Family Place Libraries network currently includes more than 300 sites in 22 states and continues to grow.

While there are many facets to the Family Place initiative, this evaluation focuses on measuring core components for librarians, community members, and families. The evaluation team worked with MCPL to identify the key questions to be explored in this evaluation, including:

Questions to Help us Understand Impact on Librarians and Libraries:

- In what ways has the knowledge acquired at Family Place Training Institute (FPTI) and other Family Place events impacted library programs, services, space development, collaborative work with community professionals and the librarian's role as advocate/messenger?
- What are the barriers to librarians participating in continuing education/network offerings?
- What are the barriers to librarians engaging in collaborative programming, networking, partnership building and outreach?

Questions to Help us Understand Impact on Community Partners and Partnerships

- Do other family-serving organizations view library as an early childhood, parent education support institution?
- How many outside agencies are libraries working with and what is the level of collaboration? Have they gone beyond utilizing agencies as resource professionals in the Parent Child Workshop (PCW)? Are additional services, such as Child and Family Health Plus sign-up or developmental evaluations, being offered at the library?
- Do agency personnel refer clients with young children to the library?

Questions to Help us Understand Impact on Parents and Caregivers

- Have parents and caregivers increased their use of the library?
- Has their confidence in the ways they can contribute to their child's development grown?
- Do they feel more informed about child development, their role as a child's first teachers, and library and community agency supports and programs?
- Do they spend more time playing, talking, singing, and sharing books with their young children?
- Do they view the library as a welcoming, beneficial early childhood, and parent education and support institution in their community?
- Do they refer other parents and caregivers of young children to the library?

The evaluation will explore the degree to which exposure to early childhood development, parenting, and family support information and staff training impacted Family Place Long Island libraries as key community institutions. Finally, the evaluation seeks to identify the critical factors of success to help strengthen the Family Place program model.

It is important to note that while this evaluation will be conducted over a two-year period, it is largely a retrospective evaluation. That is, we will ask key informants (librarians, community partners, and parents and caregivers) to provide their perspectives on Family Place programming looking back. We will not attempt to measure changes in programming over the two-year period of this evaluation.

Methodology: During the two years, the evaluation relies on multiple methods (surveys, interviews, and focus groups) and gathers the opinions and perspectives of several key audiences (librarians, library directors, community members, and parent/caregiver program participants).

To best manage the evaluation, we developed an evaluation implementation schedule. This schedule proposed conducting surveys in fall 2010 and winter 2011, interviews in fall 2011 and winter 2012, and focus groups (with parents) in spring 2012.

We have completed the initial phase of the evaluation. Librarians, library directors, and community partners completed surveys covering programming and impact of Family Place. We are pleased to report that the survey response rates were quite good.

- **Librarians:** Based on a list we developed with MCPL, we sent an internet-based survey to Family Place librarians in Nassau and Suffolk counties. With aggressive follow-up, we reached a 79% response rate from librarians – a very good rate based on standards of survey research (especially on-line survey research). We surveyed librarians from three different types of Family Place programs—experienced, transitional, and new—to see if program impact varied over time and experience. Among the librarians, 18 were from experienced Family Place programs, ten from transitional, and six from new Family Place libraries.
- **Library Directors:** Based on the list noted above, we sent an internet-based survey to library directors offering Family Place programs in Nassau and Suffolk counties. With aggressive follow-up, we reached a 63% response rate from directors. We surveyed directors from three different types of Family Place programs—experienced, transitional, and new—to see if program impact varied over time and experience. Among director responses, 14 represented experienced Family Place programs, seven from transitional programs and six from libraries that are new to Family Place.
- **Community Partners:** The librarian survey asked respondents to provide contact information for community partners. Based on this list, we sent a paper and/or electronic survey to 71 community partners. With aggressive follow-up, we reached a 68% response rate from the community partner survey. As a point of comparison, we received community partner feedback reflecting on 27 experienced, seven transitional, and 14 new libraries.

In the data collection and analysis, we explore the hypothesis that experienced libraries may have different perceptions and experiences than libraries that are new to the program or who have experienced staff transfer or program disruption. While we were gratified that we received responses representing a range of experience levels, the numbers of some categories are quite small. For example, in this analysis we have survey responses from six librarians representing new libraries and ten from transitional libraries. While we do call out some differences in the analysis, we caution not to focus too much on those differences.

Overview of the Interim Report: While the evaluation is only at its mid-point, we thought it best to provide some interim findings. This report summarizes our findings after the initial data collection phase (three surveys) and provides some reflection on what these findings mean for Family Place Long Island. As the survey questions were quite similar, we have combined the results for the librarians and library directors into one section. We then turn our attention to the findings for the community partner survey. We conclude with some suggested next steps and potential questions for the next phase of the evaluation, during which we will interview a smaller subset of librarians and community members by phone.

At the end of this report we provide three appendices, which contain the tables we reference here. Appendix A provides detailed tables from the librarian survey, Appendix B from the library director survey, and Appendix C from the community partner survey. Again, while we do provide detailed responses for respondents representing different kinds of libraries (experienced, new, transitional), we caution against reading too much into the differences because some are based on very small numbers. Rather, we hope that they will be illustrative of more general differences among the library types.

While the tables in the appendices largely represent the quantitative aspects of each survey, we did want to include some information offered through the more qualitative questions (open-ended responses). In these tables we have provided our coding of the qualitative responses.

Findings from the Librarian and Director Surveys

The librarian and library director surveys asked questions related to the respondents' understanding of the implementation of Family Place, detail regarding the Parent Child Workshops (PCWs), changes to the library's space and collections, connections to community agencies, and impact on librarians, the library as an institution, and community agencies.

Key Findings:

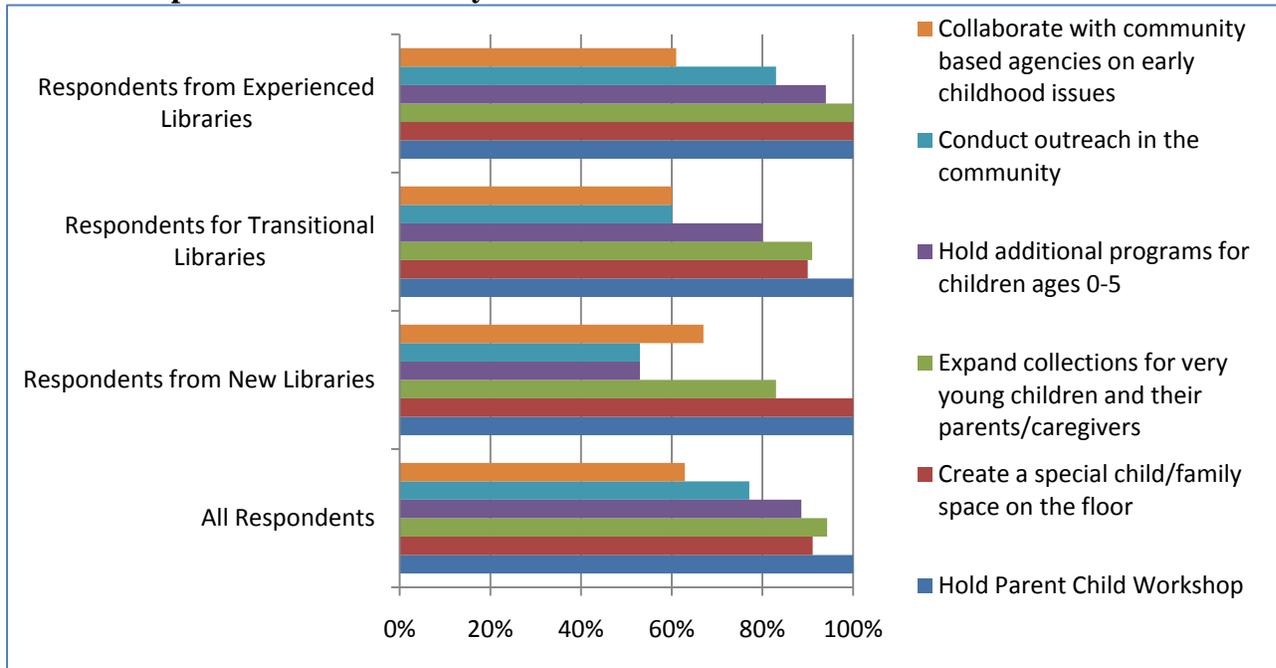
- More than 77% implement the core Family Place program elements.
- On average, PCWs serve 131 adults and 150 children per library annually.
- There is relatively little targeting of specific populations to participate in PCWs (15% have identified a target). Additional investigation would help to clarify this finding.
- As might be expected, experienced libraries face fewer challenges and barriers to Family Place programming.
- As a result of participating in Family Place, libraries do make changes including purchasing new materials and toys.
- Most, but not all, collaborate with community agencies outside of PCWs. Directors perceive a lower level of collaboration than librarians.
- Factors that facilitate connections to community partners include being able to get out of the library and being able to host meetings on site.
- Respondents believe that Family Place has an impact on key audiences (librarians, other library staff, families), but believe the impact is lower for community partners.
- They believe that Family Place increases library awareness and use among families, but fewer indicate an increase in demand for educational programs for parents.
- Respondents report some positive impact on awareness of Family Place among other library staff, yet only half believe that staff value the changes brought about by Family Place.

Implementation of the Family Place Model: Before we can examine the impact of programming, it is useful to get a sense of the degree to which core program elements have been implemented. Fundamentally, Family Place Long Island consists of six core programmatic elements: holding Parent Child Workshops, creating a special child/family friendly space at the library, expanding collections for very young children and their parents/caregivers, providing developmentally appropriate early childhood programming, reaching out to new and underserved audiences, and building partnerships with community-based agencies.

More than 85% of all librarians said they had attended the Family Place Training Institute, but only 60% of transitional librarians attended (Appendix A: Table 1). More than 77% of libraries implement five of the six core Family Place elements. Only 63% of libraries implement the sixth element: collaborating with community agencies on childhood issues. Only 60% of transitional libraries conduct outreach in the community (Appendix A: Table 2). Interestingly, two respondents added an additional comment noting that they already implemented these core components before becoming a Family Place library. As can be seen in the chart below, and as

might be expected, experienced libraries generally implement more of the program elements than new or transitional libraries. For all library types there is substantial implementation of the PCW and creating space on the floor. Other elements have lower implementation rates.

Chart 1. Implementation of Family Place Elements



Parent Child Workshops: A core element of the Family Place model is the PCW.

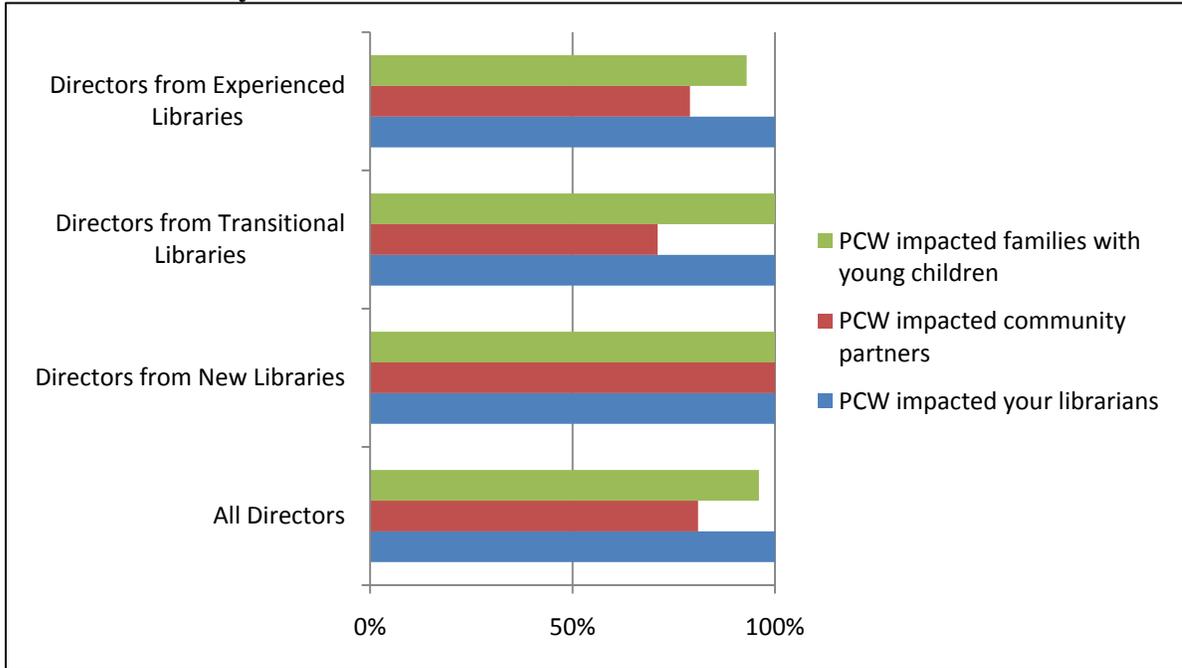
- **Workshops Offered:** Respondents reported that libraries offer anywhere from 0 – 12 multi-session PCWs per year (Appendix A: Table 3). New libraries only offer 0 – 5 PCWs per year.
- **Participants:** Participation among adults in the PCWs range from 8 – 663 adults per year, with an average of 131 adults per year per library. Participation among children ranges from 9 – 683 children per year, with an average of 150 children per year, per library. The highest number of participants reported by a new library was 150 adults and 183 children, by a transitional library was 388 adults and 582 children, and by an experienced library was 663 adults and 683 children (Appendix A: Table 4). Only 15% of libraries reported targeting a special population for PCWs (Appendix A: Table 5), some of which include Spanish-speaking families, special needs families, or just “caregivers.”
- **Successes and Challenges:** According to librarians, the biggest success factor for libraries implementing PCWs was having sufficient staff or administrative support. Having adequate time to implement the workshop was also a common success factor across libraries. However, different types of libraries had success factors in place to varying degrees (Appendix A: Table 6).

A lack of storage and/or meeting space for workshops was the most common barrier to hold PCWs. Some libraries also had difficulty identifying community resource professionals to lead the workshops, especially in transitional libraries. Experienced libraries reported fewer barriers in general, except in the case of funding where they reported this as a barrier more than new or transitional libraries (Appendix A: Table 7). Under additional comments, librarians mentioned the time commitment for parents and caregivers being difficult and that paid professionals are becoming more expensive to hire for PCWs. Staff attitude regarding Family Place does not seem to be a challenge for librarians.

Directors reported similar perceptions of the barriers to holding PCWs. Of director respondents, 43 – 83% face constraints on space/storage, budget, and staff when implementing Family Place. Staff and community partner interest in Family Place does not seem to be a challenge for directors. Directors from experienced libraries expressed having fewer challenges overall (Appendix B: Table 1).

When it came to the perceived impact of PCWs, library directors believed that PCWs affect their librarians and families with young children positively across the board. However, library director believed there was a slightly lower impact on community partners (Appendix B: Table 2).

Chart 2. Library Director’s Report of Impact of PCWs on Select Audiences as Positive or Very Positive



Professional Development: Another element of the Family Place model is professional development. Librarians were asked to report on the kinds of professional development activities they participated in since being trained in the Family Place model. New libraries typically had the lowest level of participation in education and networking events, while experienced libraries usually had the highest level of participation. LAPC meetings are best attended overall, followed by the Distinguished Speaker Series Program. Parent Child Home Program-related events had the lowest attendance overall, with no transitional libraries attending these events (Appendix A: Table 8).

Changes to Library Space: Surveys asked respondents to identify the ways in which their library changed their space after participating in the Family Place training. The most common changes librarians made were purchasing new toys (94% of librarians) and adding parenting materials to their collections (94% of Librarians). Most libraries added books to their collections and many ensured that parenting materials were in or adjacent to the early childhood space. Only half of the transitional libraries altered the space on the library floor (Appendix A: Table 9). Under additional comments, librarians also mentioned training their staff, having other library staff attend a PCW, promoting changes to their collections in a newsletter, and doing more outreach with preschools and daycare centers.

In describing the factors which helped to make the space more family-friendly, librarians noted providing more child-friendly books, toys, and puzzles and creating or redesigning space for children. Adding parenting materials and support from board members and/or the library director were also factors that came up frequently (Appendix A: Table 10). The most common

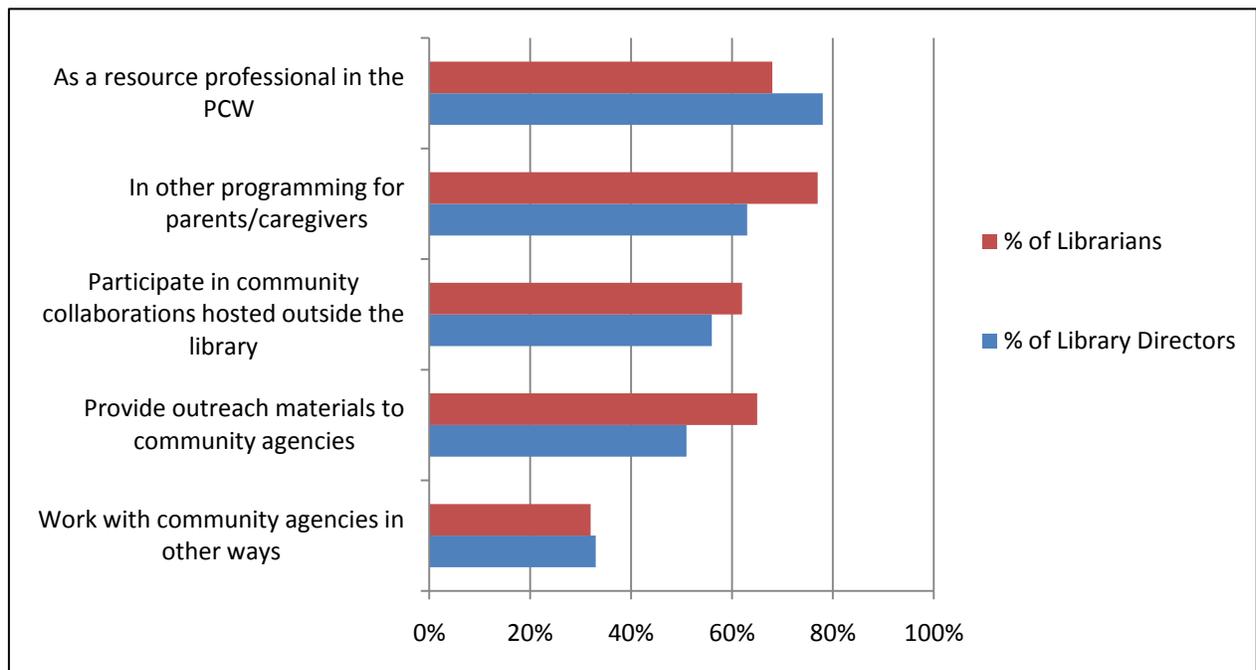
barriers that prevented a librarian from making the space family-friendly included limited or poorly designed floor and shelf space and furniture. Libraries also had to continuously clean and replace worn-out toys and books. Some lacked the staff to make these changes (Appendix A: Table 11).

Connections to Community Partners: A central element of the Family Place model is creating (or strengthening) connections to community partners to improve in-library program offerings, create opportunities for the library to be represented in the community, and help share information of importance to families with young children.

According to librarians, 77% collaborate with community agencies in programming besides the PCWs as part of their Family Place work, for example going to a Head Start program to read stories. Transitional libraries reported the highest percentage of this type of collaboration, but provided few examples. Community agencies were asked to be resource professionals in the PCWs for 68% of libraries, while 65% of librarians provide outreach materials to community agencies (Appendix A: Table 12).

Directors had a mostly similar view of the library's connections to community partners. Only 7% indicated the library was not currently collaborating with community partners on issues related to young children. Most library directors (78%) reported that the most common form of collaboration with community partners was as resource professionals through PCWs, while 63% reported collaboration in other forms of programming (Appendix B: Table 3).

Chart 3. Library Director and Librarian Reporting Connections to Community Partners



Of librarians in experienced libraries, 61% reported offering services with community partners beyond PCWs. Only 33% of librarians in new libraries reported this type of work (Appendix A: Table 13). Some examples of services include:

- Providing space to sign children up for free health insurance, or child IDs.
- Offering parenting programs, especially for teens.
- Playing is Learning events.
- Early intervention screenings, immunizations, infant massages, protection against allergies.
- Fathers’ rights and supervised parent visits.
- Safety and nutrition programming.

Half of the librarians believe that community agencies refer parents and caregivers to their library. Far more new libraries believed this to be true than transitional or experienced libraries. More transitional and experienced libraries explained that they do not know whether community agencies make referrals (Appendix A: Table 14).

Librarians reported that the most common factor that helped them build relationships with community agencies was being able to leave the library. Most frequently, they cited having the time and/or staff to make this happen. Librarians also said their ability to host meetings or events was an important factor, as well as support from library administration to build partnerships. These two factors were cited predominantly by experienced libraries (Appendix A: Table 15).

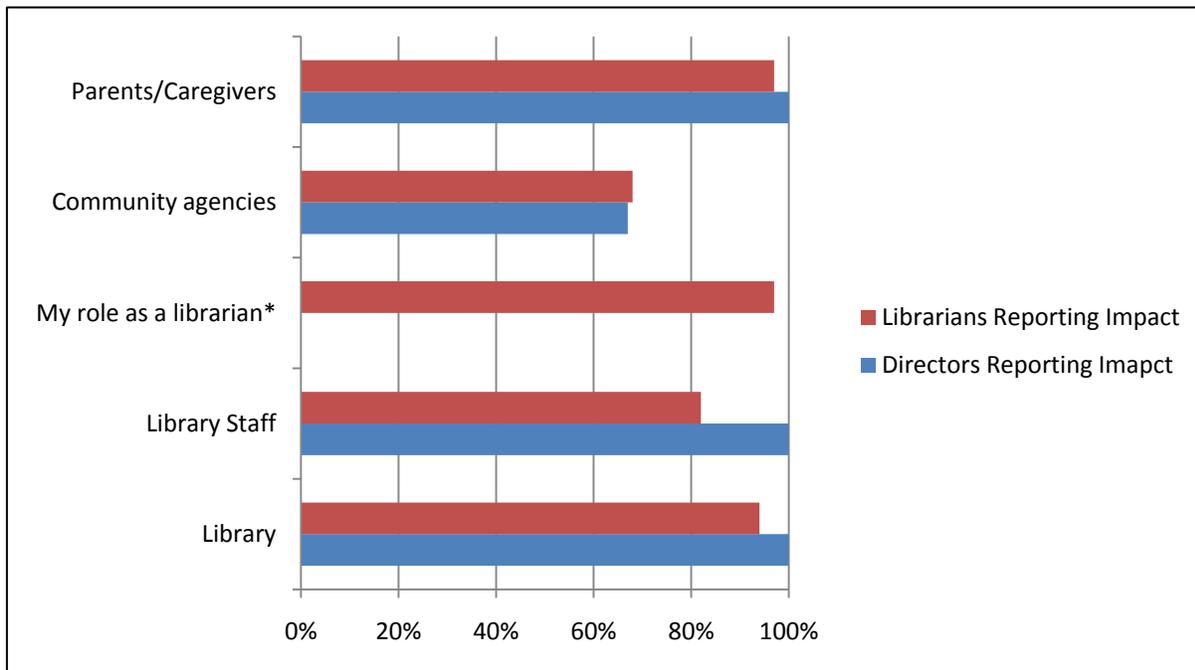
Consequently, the most common barriers to creating relationships with community agencies are staff and time to allow librarians to leave the library. Librarians also cited scheduling conflicts and timing with agencies to be a challenge. Some libraries listed additional barriers that were not mentioned by any other libraries, including high demands from the administration, community agencies that are understaffed and underfunded, language barriers with partners, and poor library location (Appendix A: Table 16). As will be seen later, this is consistent with a finding in the community partner survey.

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Impact of Family Place: Both librarians and library directors were asked to identify the impact of Family Place. Consistent with the Family Place model, we asked them to reflect on the impact on the library as an institution, on staff, on parents and caregivers, and community agencies.

Library directors reported 100% across the board that Family Place had an impact on the library as an institution, library staff, parents and caregivers, and young children. Only 67% saw an impact on community agencies (Appendix B: Table 4). Almost all librarians reported that Family Place had a positive impact on parents and caregivers, themselves, and the library. Family Place impact on community agencies was the lowest at only 67.6% (Appendix A: Table 17).

Chart 4. Library Director and Librarian Perceptions of a Positive or a Significantly Positive Impact on Key Audiences



* Question only asked of librarian respondents, thus no data for directors.

- Impact on Librarians:** Librarians and library directors agreed that as a result of implementing Family Place, almost all librarians better understand the various components of working with parents and caregivers and young children (Appendix A: Table 18; Appendix B: Table 5). Only 67% of new librarians reported having a better understanding of the value of community partners, think it is important for work to extend beyond the library, or feel comfortable working with diverse families (Appendix A: Table 18).

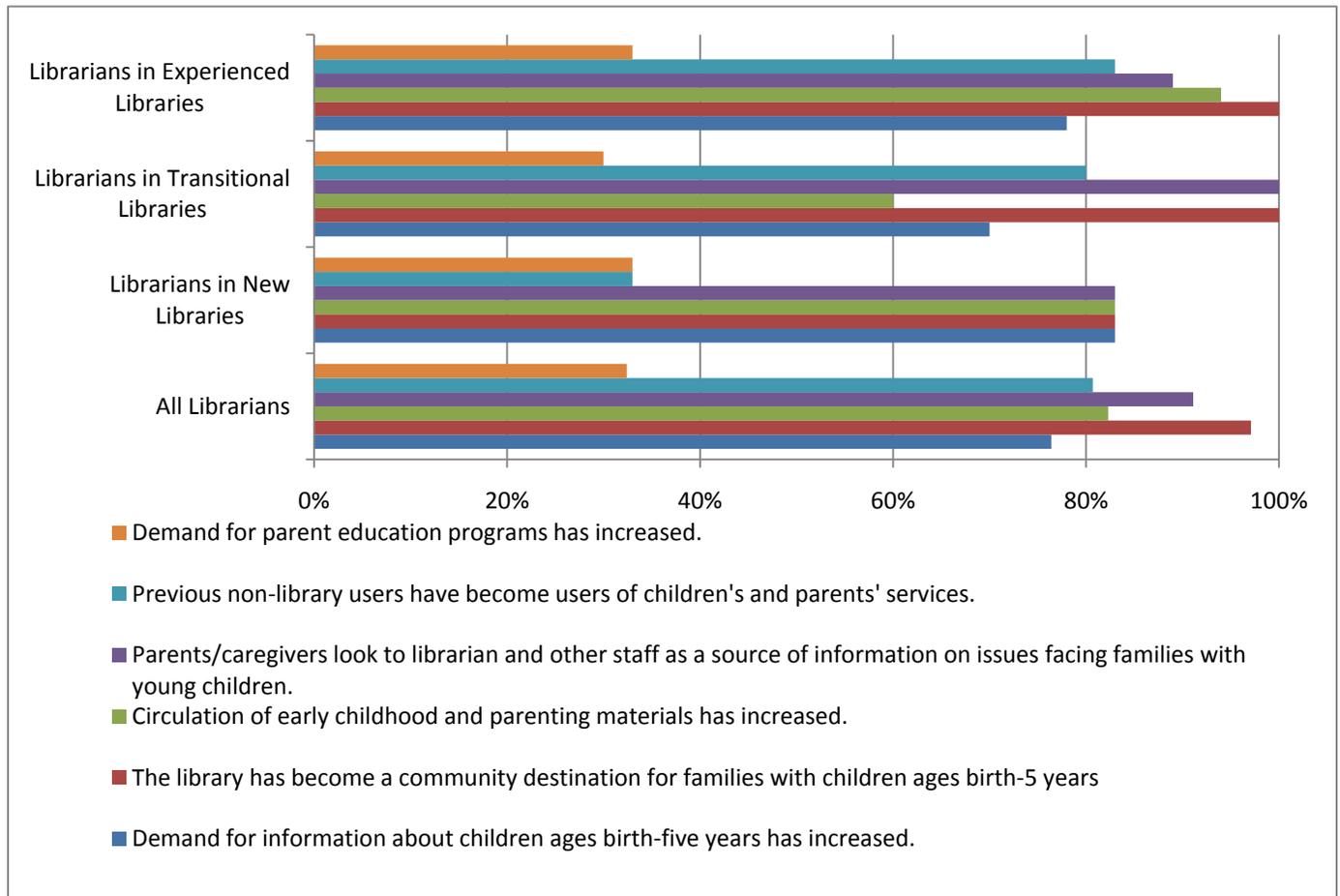
Librarians reported that they see one of their roles as communicating the needs of parents and caregivers to other staff and providing community resource information to parents and caregivers. New librarians reported lower improvements around communication with community agencies and communication to parents and caregivers on issues of early childhood development (Appendix A: Table 19).

Interestingly, directors perceived the role of communication among their librarians differently. They ranked very highly communicating issues of early childhood development to parents and caregivers as a librarian’s role. Whereas communicating needs of parents and caregivers to other staff ranked somewhat lower (though still fairly high) (Appendix B: Table 6).

- Impact on Families:** Library directors frequently reported positive impacts on families, including increased use of and awareness of library programs and resources, as well as the library being seen as an important resource center or community component (Appendix B: Table 7).

Librarian responses to similar questions support those of the directors. Librarians believe that as a result of implementing Family Place, the library has become a community destination (97%) and that parents and caregivers look to librarians and other staff as a source of information on issues facing families with young children (91%). Interestingly, librarians reported a lower increase in demand for parent educational materials (32%) as a result of participating in Family Place (Appendix A: Table 20).

Chart 5. Librarians Reporting they Agree or Strongly Agree to Various Impacts of Family Place on Parents/Caregivers

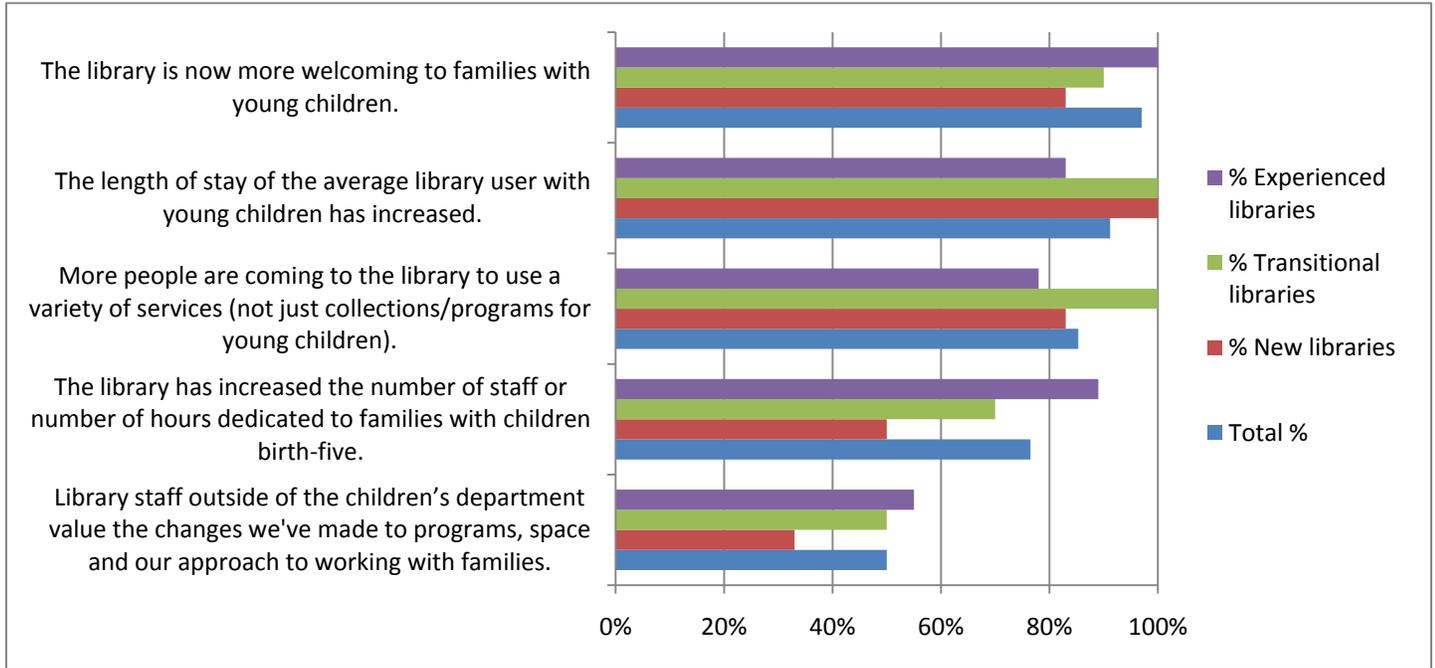


Librarians listed many examples of how Family Place has had an impact on parents and caregivers. This list is a sampling of the responses.

- More sessions and Mother's Center added.
 - More families use the library because parents feel more comfortable there.
 - Childcare providers see the library as a resource.
 - Parents and caregivers know the librarian better, have a deeper relationship, and trust the librarian to answer their questions and be a resource.
 - Librarians feel more equipped to speak to parents about early childhood issues and, as a result, have better relationships with families who have become life-long library users.
 - Families become more involved in the library early on, allowing relationships to form.
 - Increase in Spanish-speaking families visiting the library.
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- **Impact on the Library:** In addition to some of the staff and space impacts and changes identified above, the surveys also asked library directors and librarians to share their opinions on the degree to which Family Place impacted their library as an institution. Nearly three-quarters of librarians agreed or strongly agreed that, because of participating in Family Place, staff outside the children's department are aware of Family Place and view partnerships with community agendas as vital (Appendix A: Table 21). Most directors (74% - 78%) also agreed or strongly agreed with these statements (Appendix B: Table 8). Somewhat fewer library directors (63%) agreed that the voter base of families increased as a result of Family Place. And while 74% of directors believed that the community may be more likely to support increases in the library budget as a result of participating in Family Place, only 50% of librarians agreed or strongly agreed with that statement.

Most librarians agreed that their library is more welcoming, the average length of stay has increased, and more people come to the library to use a variety of services. Yet only half of librarians reported that staff outside the children's department valued the Family Place changes (Appendix A: Table 22).

Chart 6. Librarians who Agree or Strongly Agree that Changes in the Library were seen as a result of Participating in Family Place



When asked about the benefits of Family Place, directors cited an increased level of professionalism and status for their children's department staff. Many also cited increased involvement of new families and diverse groups in the library, hopefully creating life-long library users (Appendix B: Table 10).

Librarians listed many examples of how Family Place has had an impact on the library as an institution. This list is a sampling of the responses.

Selection of positive impact examples:

- Library seen as good and trusted place to bring children.
- Library is more mindful to plan programs for children around needs of parents and caregivers.
- Parents have become aware of staffing needs in children's room and attended Board of Trustees meeting to voice this need.

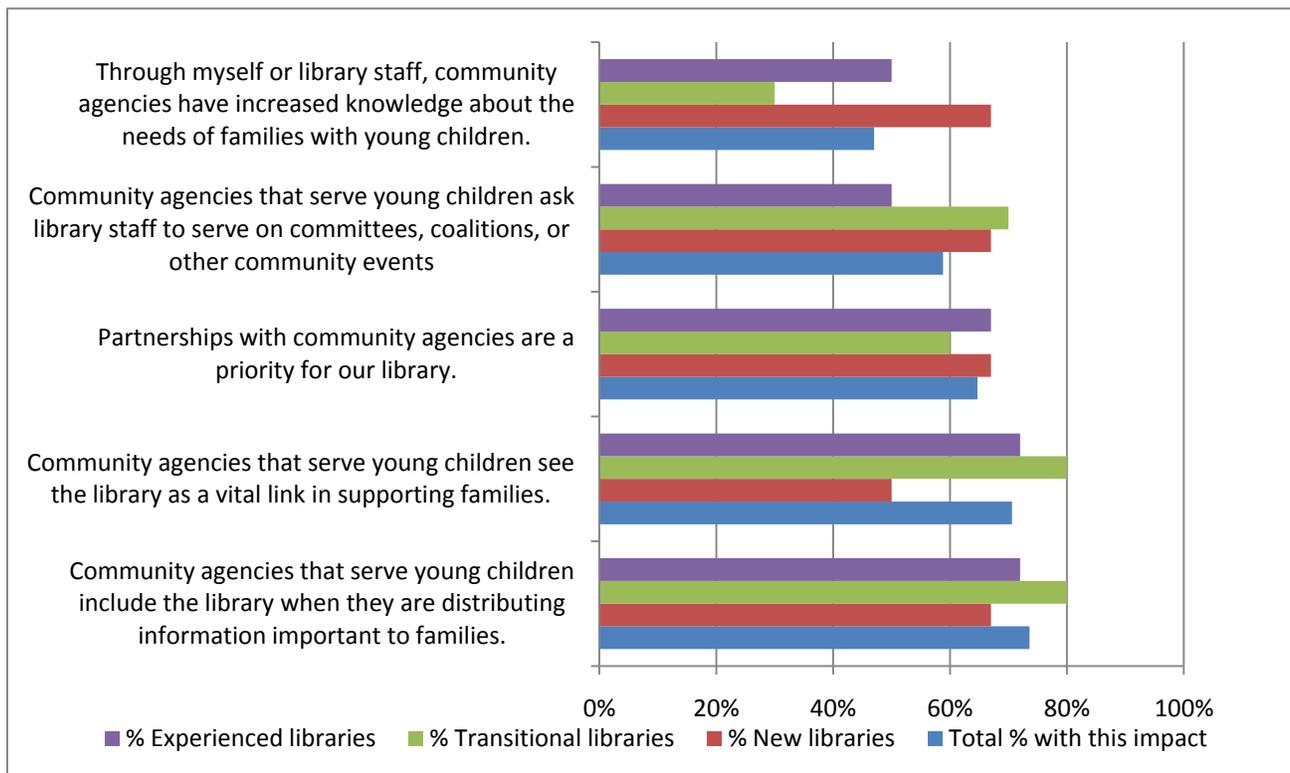
Examples of negative impact:

- Noise level from children disturbed adult patrons. They had to move circulation desk away from children's space.

Directors listed some challenges that Family Place poses to their libraries and staff. The most commonly cited challenges involved high costs/limited budget, limited staff, and tight space (Appendix B: Table 11).

- Impact on Community Partners:** Librarians were asked to identify the ways that participating in Family Place changed their relationship with community partners. Librarians agreed most that community agencies include the library when they distribute information to families and that agencies see the library as a vital link in supporting families. Only about half of librarians agreed that agencies ask library staff to serve on committees, coalitions, etc., and that, due to library staff, agencies have more knowledge about the needs of families and young children (Appendix A: Table 23).

Chart 7. Librarians who Agree or Strongly Agree that Changes in Relationships with Community Partners were seen as a Result of Participating in Family Place



Librarians provided some additional comments on community partners, including:

A selection of positive examples:

- It opened up doors to partner with school district on pre-school component of their grant.
- The library now hires local agencies for programming.
- It has become a convener of other early childhood actors in the community.
- Librarian is more comfortable being an advocate in community for families with young children.
- Librarian can think out of the box in approaching new partners and maintaining current partners.
- Librarians asked to sit on community committees.
- Visit to Head Start agency helps see the more diverse community they are serving.

A selection of negative examples:

- Lack of interest from community partner, dangerous situations, or lack of staff has made it difficult to partner. Overall, the librarian has had bad experiences with community partners.

Librarians listed many examples of relationships with community partners that benefited their libraries. This list is a sampling of the responses.

- Partners were more likely to recommend our programs to others.
- By partnering with school district, library has access to new partners.
- More information-sharing between library and partners about what resources are communicated to families.
- Community turns to library for resources. Library now partnering on some grants.
- Sitting on boards and committees makes library privy to information they otherwise would not know about needs of families in their community. This allows them to better tailor their programs.

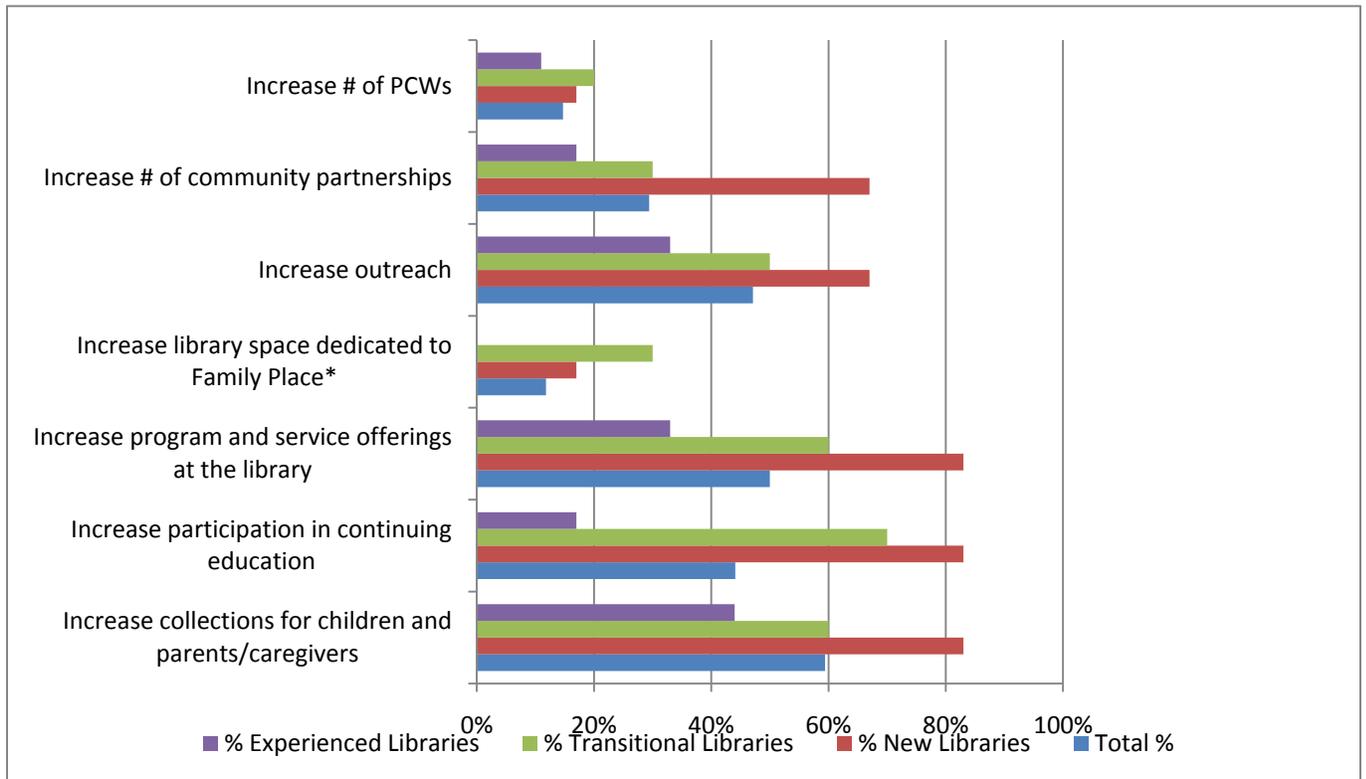
Unanticipated Outcomes: Librarians were able to make comments about unanticipated outcomes of participating in Family Place. Some of these comments include:

- Increased circulation statistics, increased signup for programs and a higher library profile.
- Children recognized staff/program at their school.
- Daycare groups came to library announced.
- Partnerships have allowed library to offer more programs/services.
- Increased demand for services and outreach the library cannot supply.

Plans for the Future: Surveys asked both librarians and directors about future plans for Family Place programs in their library.

Librarians plan to increase their work in the following areas during 2011-2012. About 60% of librarians plan to increase collections and about half plan to increase outreach and service offerings at the library (Appendix A: Table 24). New libraries seem to be the most ambitious in extending and increasing their work, whereas experienced libraries seem more cautious. It could be that experienced libraries are further along in implementing Family Place and are simply looking to maintain their current operations.

Chart 8. Plans to Change Family Place Programming in the Coming Year



*Note: There is no bar for experience libraries in this category because the percentage was zero.

When asked how they would like to see Family Place change in the next year, library directors responded in one of two ways: how they want to improve the initiative in their own library and how they would like the larger parent Family Place organization to improve.

Improving Family Place in their own library:

- Offer more programs and at different times.
- Increase community partnerships.
- Maintain same level of excellence that patrons have come to expect.
- Increase current staff's awareness of the program and its benefits

Improving Family Place parent organization:

- Update Family Place model or make it more flexible to accommodate more educated parents and caregivers, repeat attendees, and families with second and third children.
- Increase programming available to professional staff on child development.
- Improve the flexibility in scheduling PCWs (i.e. fewer sessions or different scheduling).
- Increase involvement and feedback from the parent organization.
- Provide more partnership ideas.
- Create initiative that is more adaptable to smaller libraries with limited resources and facilities.
- Provide more online training opportunities.

Highlights: Librarians and library directors offered quite a lot of insight into Family Place programming and impact. Some highlights include:

- We did see expected differences among experienced, new, and transitional libraries. Experienced libraries are doing more or just about everything. Transitional libraries are keeping up some degree of PCWs, but are struggling with other components. It is clear from this somewhat-limited view (via the surveys), that it takes time and effort to implement the Family Place model. It does not happen overnight, and faces potential weakening with library transitions (as staff trained in Family Place leave, etc.).
- Librarians and library directors were very close in their perspectives of Family Place program impact, though directors reported lower levels of connections to community partners and support among community partners for the library. This highlight is especially interesting given the findings from the community partner survey.
- Family Place libraries, even experienced ones, still seek to change and fine-tune their offerings. While most seem content with their PCW offerings, many are considering ways to expand other elements.

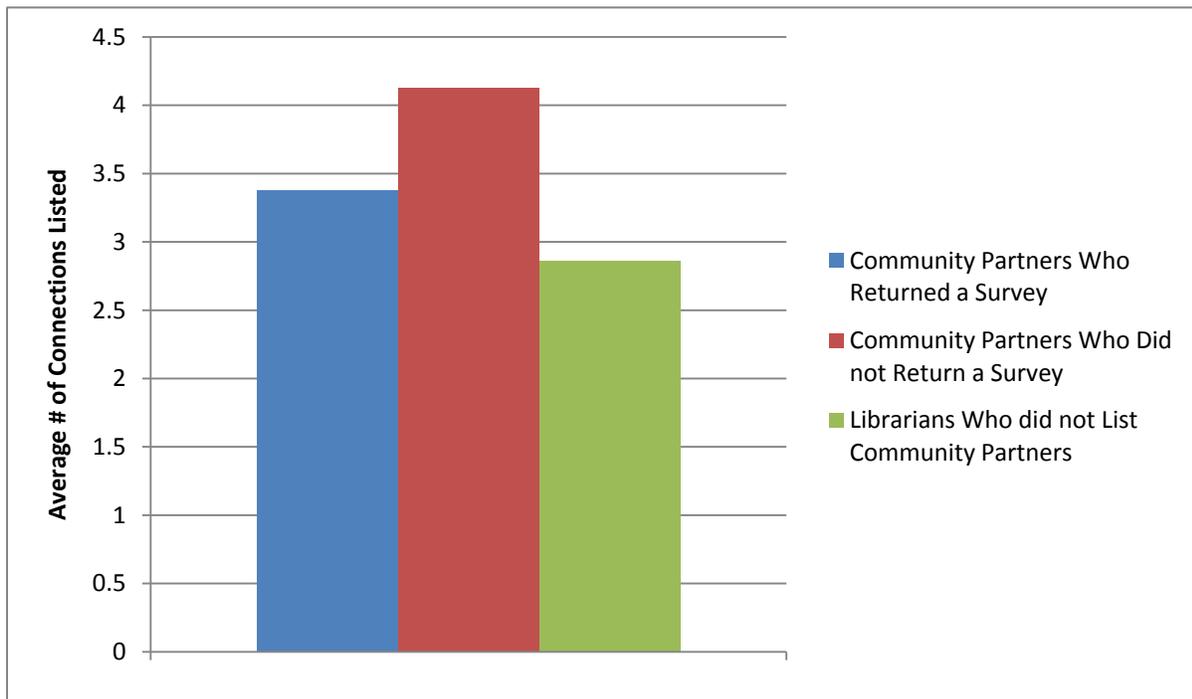
Findings from the Community Partner Survey

As was noted in the methodology section, we asked librarians to identify community partners. We sent a paper and electronic survey to these community partners and asked questions related to contact with a specific community library (as opposed to libraries in general), perceptions of services, and their relationship to the library.

Before we dive into the findings, we thought it would be helpful to explore the possibility that we have a selection bias among our community partner respondents. That is, did we receive responses from community respondents from the libraries with the most active connections to community partners?

To explore this, we coded each community partner survey with the level of community connections reported by their corresponding librarian. Each community partner could receive a 1 to 5 rating. A “1” indicates they only reported one kind of community connection, which include: a) connect with community partners at a PCW, b) provide outreach materials to community agencies, c) connect with community partners in other programming for young children, d) connect at community collaborations, and e) other kinds of connections. A “2” indicates the librarian listed two possible connections, and so on.

Chart 9. Examination of Selection Bias among Community Partner Survey Respondents



Note: Depth of community contact is based on the librarian perceptions.

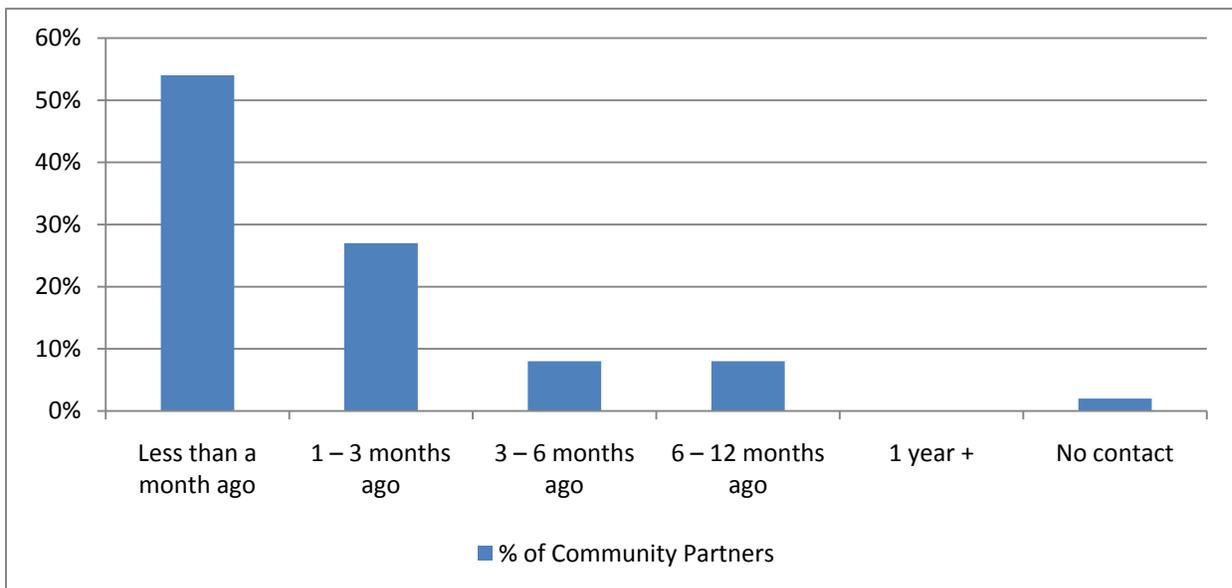
As can be seen in this chart, we probably do not have a strong selection bias among community partner survey respondents. Interestingly, the community partners who did not return a survey were reported by libraries that had a slightly *higher* average number of community connections than those who did return a survey. Thus, there is no real reason to believe that our survey respondents are the “cream of the crop.”

Key Findings:

- Most community partners that had recent contact with the local library had good awareness of programs and workshops.
- The most common form of connection reported by these partners is sharing outreach materials and providing referrals to families. It was less common that they reported serving on committees with librarians.
- Community partners reported very few barriers to working with libraries.
- As might be expected, facilitating factors include friendly staff, supportive relationships, and the library offering excellent programming.

Contact with Family Place Library: More than half of community partner respondents were in touch with their library in the last month. About a third of community partners were in touch with their library in the past 1 – 3 months. All but one community partner has been in touch with their library at least once in the last year (Appendix C: Table 1).

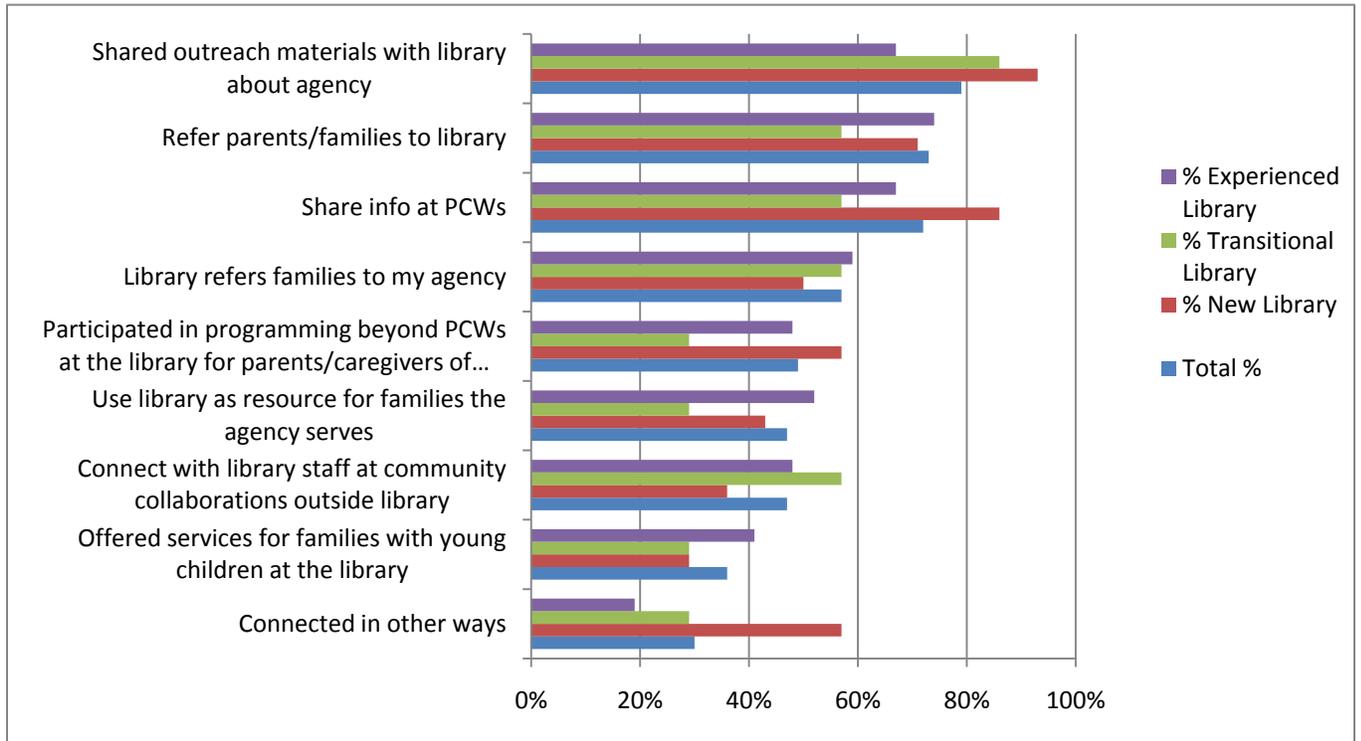
Chart 10. Community Partners Last Reported Contact with Library



Awareness of Programs: Almost all (96% - 100%) community partners are aware of the programs, workshops, collections, and space that Family Place libraries have for families with young children (Appendix C: Table 2).

Connection to Family Place Library: Surveys asked community partners to identify the variety of ways they are connected to and work with Family Place libraries. They reported the most common way is the sharing of outreach materials with the library about the agency (79%). Most community partners refer families to the library (73%) and share information about PCWs (72%). This was interesting to learn since many librarians do not know or do not think community agencies refer families to the library (see Appendix A: Table 14). Approximately half of partners said that libraries refer families to the agency, that partners participated in library programming beyond the PCWs, and that partners use the library as a resource for families they serve (Appendix C: Table 3).

Chart 11. Community Partner’s Reported Connections to Family Place Libraries



Almost all community partners (96%) said that families with young children that they work with access the library.

All community partners (100%) agreed or strongly agreed that the library is a vital link in supporting families. Almost all (90%) agreed or strongly agreed that they include the library when distributing information to families, and most agreed or strongly agreed that the library prioritizes the partnership (89%). Less than half of community partners agreed or strongly agreed that they ask library staff to serve on committees, coalitions, etc. (Appendix C: Table 4).

Barriers to Working with Family Place Libraries: Surveys asked community partners to report the barriers they face with Family Place libraries. The overwhelming majority of community partners reported (emphatically) that there are no barriers to working with Family Place libraries. Interestingly, five community partners mentioned that losing funding for their own agency was a barrier (Appendix C: Table 5).

Factors that Facilitate a Good Relationship with Family Place Library: The most frequently mentioned factors that facilitate good partnerships are having a good rapport with librarians and that the staff is friendly and supportive. Another common factor is that libraries offer excellent programs for families (Appendix C: Table 6).

Recommendations from Community Partners: Community partners suggested ways to create or enhance collaboration between the agency and library. They include:

- Meeting regularly to share program ideas and plan new initiatives.
- Increasing funding for mutual programming.
- Having bilingual personnel and programs.
- Provision of better information by partner organization to library about additional programs.
- Providing free childcare services to patrons while participating in library programs.
- Circulating a library newsletter to and by community partners to families.
- Reaching out to libraries to see what programs they want offered.
- Holding trainings/presentations for childcare providers and families.
- Offering special needs classes.
- Better library communication about upcoming programs to pass on to parents.
- Increased communication in general.

Community partners mentioned several ways libraries can become more involved in their organization. They include:

- Offering more community partner programs at the library.
- Referring parents to the agency.

- Distribution of fliers and agency materials.
- Library attendance of community events to get a better understanding of programs offered by community partners and needs of families.

Highlights: Community partners offered quite a lot of insight into connections to Family Place libraries, programming, and impact. Some highlights include:

- Partners have high levels of satisfaction with the Family Place library and see value in the connection.
- Despite general satisfaction, they recommended a few changes, including increased information, more diverse programs, additional trainings, and increased communication.
- Interestingly, these results indicate that community partners have a better impression of community partner-library connections than do library staff.

Reflections and Next Steps

While this is simply an interim report and there is much information still to be gathered as part of the Family Place evaluation, it is still appropriate to take a moment and reflect on these results.

Overall, according to library directors and librarians, Family Place has had a very positive impact on the library as an institution, children's library staff, and families. Directors see it as added value but also identified a few ways the program increases challenges for the library.

Librarian survey responses revealed conflicting feedback on whether libraries target a special population for PCWs. It could be that the question was unclear or libraries define targeting differently. Some librarians said they do not target, but then listed a number of participants from a target population that participated in the PCWs.

Space, time, and staff are reoccurring constraints and challenges when implementing Family Place. Librarians seem to have the willingness and vision to do more, but feel strapped for resources. Unfortunately, more than half of new and transitional libraries plan to see budget and/or staff reductions in 2011-2012.

As expected, transitional libraries often reported lower impact or less implementation. These included lower attendance at the Family Place Training Institute and fewer altered library spaces for Family Place. However, transitional libraries reported the highest rate of working with community professionals beyond PCWs.

Community partner responses were far more positive and engaged than librarians and directors indicated they might be. The fact that community partnerships consistently show up as lacking or in need of improvement in librarian and library director surveys implies this is an area that still needs improvement, but perhaps in targeted ways for certain libraries.

The impact of Family Place on broader library staff seems somewhat low, and sometimes conflicting or vague. This may be an area of exploration for the follow-up interviews.

Community partners mention high quality programs and strong staff often as reasons for why the partnerships work and the library is strong. Family Place may have had an impact on quality of library programming that has a positive impact on partners and families.

Community partners provide some very tangible suggestions for increased information sharing and better collaboration.

Next Steps: In the next phase of the evaluation we turn our attention to interviews with librarians and community partners. There are a couple of findings raised in this report that might be worth further exploration in the interviews. These include:

- 1) Explore the impact Family Place does or does not have on broader library staff. How is staff outside the children's department involved in programming, if at all? Do they know Family Place exists? Is there tension between the children's department and other departments? Does the children's department want or see a need to involve other staff?
- 2) Explore the nature of community partnerships. Double-check consistency of survey responses. How do they define partnership? Are partnerships new and ever-changing or long-standing? How much does the library depend on partnerships to run Family Place programming? Talk more about challenges in developing or maintaining partnership.
- 3) Follow up on targeting a special population for Family Place programming. How do they think of targeting? Is it a priority? If so, who would they target and how? What are the general demographics of current participants in PCWs?
- 4) Explore the positive sentiments regarding the evidence of impact on parents and caregivers. There was reported impact except in the area of demand for additional educational programs. What is at play here?

Appendix A: Librarian Survey Response Tables

Table 1. Total % of librarians who attended the Institute (n = 34)

Total % of libraries	% New libraries	% Transitional libraries	% Experienced libraries
85.7%	100%	60%	94%

Table 2. Library is Implementing Core Family Place Elements (n = 34)

Family Place Core Element	Total % of libraries with this element	% of New libraries (n=6)	% of Transitional libraries (n=10)	% of Experienced libraries (n=18)
Hold Parent Child Workshops	100%	100%	100%	100%
Create a special child/family friendly space on the floor.	97%	100%	90%	100%
Expand collections for very young children (ages 0-5) and their parents/caregivers.	94%	83%	90%	100%
Hold additional programs for children ages 0-5.	89%	83%	80%	94%
Conduct outreach in the community.	77%	83%	60%	83%
Collaborate with community based agencies on early childhood issues.	63%	67%	60%	61%

Table 3. Number of Family Place Workshops Offered (n = 33)

Total Range	Range New Libraries	Range Transitional Libraries	Range Experienced Libraries
0 - 12	0 - 5	1 - 12	0 - 10

Table 4. Range and Average Number of Participants in Parent Child Workshops

Annual Participation	Total Range/Average	Range/Average New libraries	Range/Average Transitional libraries	Range/ Average Experienced libraries
# of adults who attend PCW (n = 32)	8 – 663 / 131	8 – 150 / 62	20 – 388 / 109	24 – 663 / 174
# of children who attend PCW (n= 32)	9 – 683 / 150	9 – 183 / 77	25 – 582 / 132	30 – 683 / 193
# of PCW participants new to library* (n= 24)	0 - 120	0 - 58	0 - 50	0 - 120

*No average because n is too small.

Table 5. Percent of Family Place Libraries that Have a Target Populations (n = 33)

Total % of libraries that target	% New libraries	% Transitional libraries	% Experienced libraries
14.7%	17% (1/6)	10% (1/10)	11% (2/18)

Table 6. Librarian Reports of Factors that have Helped Them Implement the Parent-Child Workshop (n = 34)

Factors for Success	Total % with this factor	% of New libraries (n=6)	% of Transitional libraries (n=10)	% of Experienced libraries (n=18)
Sufficient staff or administrative support.	94%	83%	90%	100%
Adequate time to implement the Workshops.	89%	67%	90%	94%
Adequate storage and/or meeting space for Workshops.	80%	67%	80%	83%
Positive attitude from other library staff towards Workshops.	80%	67%	90%	78%
Adequate funding.	77%	83%	80%	72%
Easily able to identify community resource professionals.	74%	67%	70%	78%

Table 7. Librarian Reports of Factors that have been Barriers to Implementing the Parent-Child Workshop (n = 22)

Barriers to Success	Total %	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Lack of storage and/or meeting space for Workshops.	39%	33%	10%	33%
Difficulty identifying community resource professionals.	30%	33%	30%	11%
Lack of staff or administrative support.	22%	17%	10%	17%
Lack of time to implement the Workshops.	17%	33%	10%	6%
Lack of funding.	17%	0%	10%	17%
Lack positive attitude from other library staff towards Workshops.	0%	0%	0	0

Table 8. Librarian Participation in Continuing Education and Networking Events Offered by Middle Country Public Library (n = 32)

Event	Total % of libraries that attended	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
LAPC Meetings	91%	50%	90%	94%
Distinguished Speaker Series Program	76%	50%	60%	89%
Play Mentor Trainings offered in collaboration with Early Years Institute	46%	17%	50%	50%
Mothers' Center Training and/or network meetings	36%	0	30%	50%
Kid in Care Training and/or network meetings	30%	33%	20%	33%
Suffolk Coalition for Parents and Children Programs	27%	17%	40%	22%
Parent Child Home Program Conference and/or network meetings	15%	17%	0	22%

Table 9. Librarians Reporting a Change in Program or Feature After Participant in the Family Place Training (n = 34)

Changed the following aspects after training	Total %	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Purchased new toys	94%	100%	90%	94%
Added parenting materials to your collection	94%	100%	90%	89%
Added infant/toddler books to your collection	85%	83%	70%	83%
Ensured parenting materials are located in or adjacent to the early childhood space	84%	67%	70%	89%
Altered space on library floor	74%	83%	50%	83%

Table 10. Factors that Contributed to Helping Librarian Make Space Family Friendly and Collections more Responsive to Families with Young Children (n = 32)

Factors for improvement	Total # of libraries	# New libraries	# Transitional libraries	# Experienced libraries
Provided more child-friendly books, toys, puzzles and/or furniture	18	4	6	8
Created or redesigned space specifically for young children	15	4	3	8
Added parenting materials	6	3	0	3
Enthusiastic and supportive staff	4	0	1	3
Support from board members and/or director	3	0	2	1
Obtained additional funding	2	0	1	1
Asked for parental input/feedback	2	0	1	1
Improved public relations and signage	2	0	1	1
Networked and connected with other organizations for outreach	1	0	0	1

Note: Open ended question coded into these categories.

Table 11. Factors that Prevented Librarians from Making Space Family Friendly and Collections more Responsive to Families with Young Children (n= 29)

Barriers to improvement	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Limited or poorly designed floor and shelf space and furniture	18	5	5	8
Continuously having to clean and replace worn out toys, books, etc.	3	0	0	3
Lack of staff	3	1	0	2
Space becomes too noisy	2	1	0	1
Patrons don't clean up after themselves	1	1	0	0
Lack of Spanish-speaking staff	1	1	0	0
Lack of funds	1	0	0	1
Ensuring space is used by age-appropriate children	1	0	1	0

Note: Open ended question coded into these categories.

Table 12. Ways that Librarians Collaborate with Community Agencies on their Family Place Initiative (n = 34)

Ways you collaborate with community partners	Total %	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
In other programming for parents/caregivers with young children.	77%	50%	80%	83%
As a Resource Professional in the Parent-Child Workshop.	68%	67%	60%	72%
Provide outreach materials to community agencies.	65%	83%	50%	67%
Participate in community collaborations hosted outside the library.	62%	50%	70%	61%
Work with community agencies in other ways	35%	67%	30%	22%

Table 13. Percentage of Librarians who work with Community Partners outside of the Parent Child Workshop (n = 34)

Total % that work with professionals beyond PCWs	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
56%	33%	60%	61%

Table 14. Percentage of Librarians who Believe that Community Partners Refer Parents/Caregivers of Young Children (ages 0-5) to the Library (n = 34)

	Total % who are referred by community agencies	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Yes	53%	83%	50%	44%
No	9%	--	--	17%
Don't know	38%	17%	50%	39%

Table 15. Librarian Reports of Factors which have Facilitated New Relationships with Community Partners (n = 29)

Factors for relationships with community agencies	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Ability to leave the library to attend meetings (flexible hours, extra staff to cover the desk)	16	4	2	10
Ability to host meetings/events at the library	6	0	1	5
Support from library administration	6	1	1	4
Hiring staff to do outreach with partners	3	0	1	2
Email/phone outreach and communication	2	0	2	0
Being approachable and interested in relationships	2	0	0	2
Agencies approached the library	1	1	0	0
Refer parents to community agencies	1	1	0	0

Note: Open ended question coded into these categories.

Table 16. Librarian Reports of Barriers to Creating Relationship with Community Partners (n = 27)

Barriers to relationships with community agencies	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Staff and time constraints to leave library	10	4	2	4
Timing and schedules with agencies conflict	4	2	1	1
High turnover of community partner contacts	3	1	0	2
Lack of interest in library, from agencies or from parents	3	0	1	2
Don't know who to contact or reach out to	3	0	2	1
Lack of meeting space	2	0	0	2
Poor communication with community agencies	2	0	0	2

Note: Open ended question coded into these categories.

Table 17. Librarians who Agree or Strongly Agree that Family Place has had an Impact on Selected Areas (n = 34)

Area Family Place Had an Impact	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
My library	94%	67%	100%	100%
My role as a librarian	97%	83%	100%	100%
Agencies in my community	68%	83%	60%	67%
Parents/caregivers	97%	83%	100%	100%
All library staff	82%	50%	90%	83%

Table 18. Librarians who Agree or Strongly Agree with the Selected Impacts of Family Place on Themselves as Librarians (n=34)

Impact of Family Place on Librarian	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Librarian better understands the concerns of parents/caregivers	97%	83%	100%	100%
Librarian better understands the growth and development of young children	100%	100%	100%	100%
Librarian feels more comfortable working with diverse families	88%	67%	90%	94%
Librarian better understands the value of community partners	91%	67%	100%	94%
Librarian is thinking of new programs and services	100%	100%	100%	100%
Librarian thinks it is important for work to extend beyond library	94%	67%	100%	94%

Table 19. Librarians who Agree or Strongly Agree with Changes in Role as Librarians as a Result of Participant in Family Place (n = 34)

Improvements in Communication by Librarians	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Librarian sees role as communicating needs of parents/caregivers to other staff	94%	83%	90%	100%
Librarian sees job as communicating community resources information to parents/caregivers	94%	83%	90%	100%
Librarian sees role as communicating needs of parents/caregivers to community agencies	88%	67%	80%	100%
Librarian sees job as communicating early childhood growth and development information to parents/caregivers	85%	67%	80%	94%

Table 20. Librarians who Agree or Strongly Agree that Improvements have been made to the Library as a Result of Participating in Family Place (n = 34).

Improvements at the Library	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Demand for information about children ages birth-five years has increased.	76%	83%	70%	78%
The library has become a community destination for families with children ages birth-5 years	97%	83%	100%	100%
Circulation of early childhood and parenting materials has increased.	82%	83%	60%	94%
Parents/caregivers look to librarian and other staff as a source of information on issues facing families with young children.	91%	83%	100%	89%
Previous non-library users have become users of children's and parents' services.	81%	33%	80%	83%
Demand for parent education programs has increased.	32%	33%	30%	33%

Table 21. Librarians who Agree or Strongly Agree that Participation in Family Place has Impacted Perception of Library (n = 34)

Improvements	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Library staff outside of the immediate children's department are aware of Family Place.	74%	83%	70%	72%
Partnerships with community agencies are seen as vital to pursuing the library's mission.	74%	67%	80%	72%
The community may be more likely to support increases in the library budget.	50%	33%	60%	50%

Table 22. Librarians who Agree or Strongly Agree that there have been Changes in the Families Perception of and Use of the Library (n= 34)

Improvements	Total %	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=16)
The library is now more welcoming to families with young children.	97%	83%	90%	100%
The length of stay of the average library user with young children has increased.	91%	100%	100%	83%
More people are coming to the library to use a variety of services (not just collections/programs for young children).	85%	83%	100%	78%
The library has increased the number of staff or number of hours dedicated to families with children birth-five.	77%	50%	70%	89%
Library staff outside of the children's department value the changes we've made to programs, space and our approach to working with families.	50%	33%	50%	55%

Table 23. Librarians who Agree or Strongly Agree that Community Parents have a Changed Perception Because the Library has Implemented Family Place (n = 34)

Improvements with Community Agencies	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=10)	% Experienced libraries (n=18)
Community agencies that serve young children include the library when they are distributing information important to families.	73.6%	67%	80%	72%
Community agencies that serve young children see the library as a vital link in supporting families.	70.6%	50%	80%	72%
Partnerships with community agencies are a priority for our library.	64.7%	67%	60%	67%
Community agencies that serve young children ask library staff to serve on committees, coalitions, or other community events	58.8%	67%	70%	50%
Through myself or library staff, community agencies have increased knowledge about the needs of families with young children.	47%	67%	30%	50%

Table 24. Librarian Reports of How they will Change Family Place Program in Next 12 Months (n = 34)

Area	Total %	% New Libraries (n=6)	% Transitional Libraries (n=10)	% Experienced Libraries (n=18)
Increase # of PCWs	15%	17%	20%	11%
Increase # of community partnerships	29%	67%	30%	17%
Increase outreach	47%	67%	50%	33%
Increase library space dedicated to Family Place	12%	17%	30%	0%
Increase program and service offerings at the library	50%	83%	60%	33%
Increase participation in continuing education	44%	83%	70%	17%
Increase collections for children and parents/caregivers	59%	83%	60%	44%

Appendix B: Library Director Survey Response Tables

Table 1. Library Director Reports of Challenges to Implementing Family Place (n=27)

Challenges	Total % of libraries with this challenge	% of New Libraries (n=6)	% of Transitional Libraries (n=7)	% of Experienced Libraries (n=14)
Limited space and/or storage	49%	83%	71%	43%
Budget Constraints	44%	67%	57%	29%
Limited staff	41%	67%	43%	29%
Lack of time	11%	33%	0	7%
Not enough parent/caregiver interest	11%	0	29%	7%
Not enough community partner interest	7%	17%	14%	0
Not enough staff or administrative interest	0	0	0	0

Table 2. Library Directors Who Report that the Parent Child Workshop has Very Positively of Positively Impacted a Variety of Areas (n=27)

PCWs Impacted...	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Your librarians	100%	100%	100%	100%
Community partners	81%	100%	71%	79%
Families with young children	96%	100%	100%	93%

Table 3. Library Director’s Perception of the Way in which Family Place Initiative Collaborates with Community Partners (n=27)

Ways you collaborate with community partners	Total %	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
As a Resource Professional in the Parent-Child Workshop.	78%	50%	71%	93%
In other programming for parents/caregivers with young children.	63%	50%	57%	71%
Participate in community collaborations hosted outside the library.	56%	17%	86%	57%
Provide outreach materials to community agencies.	51%	50%	43%	57%
Work with community agencies in other ways	33%	17%	14%	50%
Not currently collaborating	7%	17%	0	7%

Table 4. Library Director’s Who Report a Significant Positive Impact or a Positive Impact of Family Place on a Variety of Areas (n=27)

Area Family Place Had an Impact	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Your library	100%	100%	100%	100%
Library staff	100%	100%	100%	100%
Community agencies	67%	67%	57%	71%
Parents/caregivers	100%	100%	100%	100%
Young children	100%	100%	100%	100%

Table 5. Directors who Strongly Agree or Agree about the Impact of Family Place on Staff Characteristics (n=27)

Impact of Family Place on Staff	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Staff better understands the concerns of parents/caregivers	100%	100%	100%	100%
Staff better understands the growth and development of young children	96%	100%	100%	93%
Staff thinks it is important for work to extend beyond library	96%	100%	86%	100%
Staff better understands the value of community partners	93%	83%	86%	100%
Staff thinks of new programs and services for children	85%	83%	86%	93%
Staff feels more comfortable working with diverse families	85%	67%	100%	93%

Table 6. Library Directors who Strongly Agree or Agree about the Impact of Participating in Family Pace on Staff (n=27)

Improvements in Communication by Staff	Total % with this impact	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Sees job as communicating early childhood growth and development information to parents/caregivers	96%	83%	100%	100%
Sees job as communicating community resources information to parents/caregivers	96%	100%	100%	93%
Sees role as communicating needs of parents/caregivers to other staff	89%	83%	100%	86%
Sees role as communicating needs of parents/caregivers to community agencies	85%	67%	86%	93%

Table 7. Library Director's Reports of the Most Valuable Impact of Family Place

Ways family use has impacted the library	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Increased awareness of programs and resources at the library	10	2	5	3
Library seen as important resource center or community component	9	1	4	4
Increased other family member participation	4	1	2	1
Increased voter and/or funding base	4	0	1	3
Increased circulation	3	0	1	2
Other professionals now think of library as a key player in early childhood issues	1	1	0	0

Note: Open ended question coded into these categories.

Table 8. Library Directors who Strongly Agree or Agree that Participation in Family Place as Improve Various Features (n=27)

Improvements	Total % with this improvement	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Community partnerships are seen as vital to library's mission	78%	50% (3/6)	71% (5/7)	93% (13/14)
Library staff beyond children's department are aware of Family Place	74%	100%	71% (5/7)	64% (9/14)
Community is more likely to support library budget increase	74%	67% (4/6)	100%	64% (9/14)
Increased voter-base of families	63%	83% (5/6)	71% (5/7)	50% (7/14)

Table 9. Library Directors who Strongly Agree or Agree that Participating in Family Place Changed Various Perception of the Library (n=27)

Improvements at the library	Total % with this improvement	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
Increased length of stay by parent/caregiver with young children	78%	100%	71%	71%
Library more welcoming to families	78%	100%	71%	71%
Increased number of patrons using non-FP resources	74%	100%	57%	71%
Increased staff and/or hours dedicated to families	63%	33%	57%	79%
Outside staff value the FP changes	59%	50%	57%	64%

Table 10. Library Director's Reported Perceived Benefits of Participating in Family Place

Perceived benefits of Family Place	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Increased level of professionalism and status of Family Place and children's staff in early childhood development	8	2	1	5
Increased involvement by families and diverse groups and creates life-long library users	6	1	1	4
Stronger communication and partnerships between community agencies, families and the library	5	1	1	3
Library seen as a gathering place and community resource for families with young children	5	3	1	1
Increased library offerings and/or heightened awareness of existing offerings	5	--	1	4
Better educated staff and parents/caregivers of needs and development of young children	4	2	1	1

Note: Open ended question coded into these categories.

Table 11. Library Director's Reported Perceived Challenge that Family Place Poses

Perceived challenges of Family Place	Total #	# New libraries	# Transitional libraries	# Experienced libraries
Staff time and program expenses puts a strain on budget and costs	5	1	1	3
Carrying out all components of Family Place requires more staff	4	1	1	2
Limited space and facilities make it difficult to carry out FP to the full extent	4	1	1	2
Time and scheduling make it difficult to host Family Place programs	2	1	--	1
Unable to meet demand for programs with limited resources	2	1	--	1
Outreach and partnerships are hard to maintain with community and government agencies	2	2	--	--
Language barriers with parents/caregivers make it hard to reach out to and serve this population	2	1	--	1
Outreach to non-library users	2	--	--	2

Note: Open ended question coded into these categories.

Table 12. Library Directors who Report that Library is Facing Budget and Staff Reductions (n=27)

Total % facing reductions	% New libraries (n=6)	% Transitional libraries (n=7)	% Experienced libraries (n=14)
30%	50%	57%	7%

Appendix C: Community Partner Tables

Table 1. Community Partner’s Last Point of Contact with Family Place Library (n=48)

Last point of contact	Total %	% New Libraries (n=14)	% Transitional Libraries (n=7)	% Experienced Libraries (n=27)
Less than a month ago	54%	50%	57%	56%
1 – 3 months ago	27%	21%	29%	30%
3 – 6 months ago	8%	7%	--	11%
6 – 12 months ago	8%	21%	--	4%
1 year +	0	--	--	--
No contact	2%	--	14%	--

Table 2. Community Partner’s Reported Knowledge of Library Programs (n=48)

Components community partners know exist at the library	Total % of partners who know
Programs for parents of children aged 0-5	100%
Special collection of materials on parenting for families and caregivers	98%
Special collection of materials targeted at improving emergent literacy among children aged 0-5	98%
Parent-Child Workshop that connects parents/caregivers and community resources	96%
Welcoming age appropriate space designed for very young children and their adults	98%

Table 3. Community Partner’s Reported Variety of Connections to Family Place Library (n=47)

Type of connection to library	Total %	% New Library (n=14)	% Transitional Library (n=7)	% Experienced Library (n=27)
Shared outreach materials with library about agency	79%	93%	86%	67%
Refer parents/families to library	73%	71%	57%	74%
Share info at PCWs	72%	86%	57%	67%
Library refers families to my agency	57%	50%	57%	59%
Participated in programming beyond PCWs at the library for parents/caregivers of young children	49%	57%	29%	48%
Use library as resource for families the agency serves	47%	43%	29%	52%
Connect with library staff at community collaborations outside library	47%	36%	57%	48%
Offered services for families with young children at the library	36%	29%	29%	41%
Connected in other ways	30%	57%	29%	19%
Not connected to the library	4%	7%	14%	--

Table 4. Community Partner who Agree or Strongly Agree with Various Impacts of Working with Family Place Library (n=48)

Results from interacting with library staff	Total %	% New Libraries (n=14)	% Transitional Libraries (n=7)	% Experienced Libraries (n=27)
Organization sees library as vital link in supporting families	100%	100%	100%	100%
Organization includes library when distributing information to families	90%	79%	100%	93%
Library prioritizes the partnership	89%	79%	86%	93%
Due to library staff, community partner’s knowledge about family needs has increased	61%	43%	43%	70%
Organization asks library staff to serve on committees, coalitions, community events	45%	36%	43%	44%

Table 5. Barriers to working with the Library

	Total #	# New Librarians	# Transitional Libraries	# Experienced Libraries
Lost or lack of funding for community partner	5	1	2	2
Language barriers for families	1	1	--	--
Library needs more program funding to host community partner programs	1	1	--	--
Limited space	1	--	--	1
Community partner explicitly stated there are no barriers	25	8	3	14

Note: Open-ended questions coded into these categories.

Table 6. Facilitating Factors to work with Family Place Library

Factors for a positive relationship	Total #	# New Librarians	# Transitional Libraries	# Experienced Libraries
Good rapport with librarians; friendly and supportive staff	20	4	3	13
Library offers excellent programs for families	10	6	2	2
Librarians are experts/knowledgeable and familiar with the Family Place concept	6	1	2	3
Librarians are professional and dedicated to families with young children in the community	5	1	1	3
Librarians are accessible	4	1	1	2
Library has well planned and welcoming space	4	2	--	2
Librarian came to partner to do programming	3	--	--	3
Open communication between agency and library	3	1	--	2
Agency used library space for event or program	3	2	--	1
Good attendance at PCW	2	2	--	
Agency and library have a common goal to provide parents/caregivers with information and resources	2	--	--	2
Non-native English speakers feel comfortable at the library	1	1	--	--
Librarian is part of a board or committee	1	1	--	--
Librarians asked for community partner input on space, materials, etc for young children	1	1	--	--
Library has valuable staff, programs and resources to offer agency members/clients	1	--	1	--

Note: Open-ended questions coded into these categories.

Table 7. Community Partners Perspectives on Family Place Staff

	Total #	# New Libraries	# Transitional Libraries	# Experienced Libraries
Library staff willing and available to help and to partner	9	2	2	5
Staff received feedback well from partners	4	2	--	2
Staff are involved in committees or groups	2	1	--	1
Staff are involved in community events and provide information	1	--	1	--

Note: Open-ended questions coded into these categories.

Table 8. Community Partner Recommendations on Ways to Increase Involvement with Family Place Library

Ways to increase library involvement	Total #	# New Libraries	# Transitional Libraries	# Experienced Libraries
Offer more community partner programs at the library	8	4	2	2
Refer parents to agency	3	1	1	1
Distribute flyers and agency materials	3	1	1	1
Attend community events to get a better understanding of programs offered and needs	3	1	1	1
Continue to list library programs on community partner website and calendar	1	--	--	1

Note: Open-ended questions coded into these categories.

Table 9. Community Partner Final Comments

	Total #	# New Libraries	# Transitional Libraries	# Experienced Libraries
Very appreciative of the librarian staff and all their work inside and outside the library	7	2	3	4
The survey generated some reflection over collaboration and future possibilities	2	2	--	--
Partner enjoys presenting at Family Place libraries	3	2	--	1
Library is always accepting of partner materials and presenters	1	--	--	1

Note: Open-ended questions coded into these categories.