

LONGVIEW FOUNDATION

for Education in World Affairs and International Understanding, Inc.

Final Report

Please use this form or a separate document organized into the same categories, to provide a final report on the grant you received from Longview. If you have any questions, feel free to contact Betsy Devlin-Foltz, Executive Director at betsy@longviewfdn.org or 301-681-0899. Thank you.

Organization	Partners: First Book, the Joan Ganz Cooney Center for Educational Media and Research at Sesame Workshop, and the International Children's Digital Library project at the University of Maryland.
Project Description	<i>The World on Your Bookshelf: A Global Literacy Demonstration Initiative</i> developed prototype libraries of children's literature and multimedia resources that reflect cultures, peoples, and global perspectives from around the world. These libraries were field tested in elementary schools and after-school programs serving children from low-income families across the country, as well as reviewed by education experts in the field.
Grant Category	Innovations in International Education
Goals	<p><i>What were the original goals of the project?</i></p> <ol style="list-style-type: none">1. Identify demand for global literacy materials of programs serving children from low-income families.2. Identify key global literacy resources currently available.3. Develop and test prototype <i>World on Your Bookshelf</i> libraries.
Main Activities & Timeline	<p><i>Please briefly describe the activities and any changes from the original plan.</i></p> <ol style="list-style-type: none">1. Survey of education and school-based programs: January–March 2008<ul style="list-style-type: none">• Online survey of recipient groups (Exhibits A and B)2. Collection of recommendations from content experts: April–June 2008<ul style="list-style-type: none">• <i>World on Your Bookshelf</i> prototype library content recommendations were provided by the ALA's Association for Library Services to Children (ALSC), The University of Arizona's Worlds of Words, Doris Gebel's book <i>Crossing Boundaries with Children's Books</i>, a broad range of First Book publishing partners, and other sources.3. Review of books and multimedia materials focused on global literature: April–June 2008<ul style="list-style-type: none">• Review of books• Review of video archives• Analysis of digital books (Work on this activity, by staff and students at the International Children's Digital Library project at the University of Maryland, included the development of an "exhibition." This exhibition integrates the physical books from the <i>World on Your Bookshelf</i> prototype libraries with digital books found online at the International Children's Digital Library through a specific theme. For example, educators who want to use the <i>World on Your Bookshelf</i> resources to explore "celebrating differences" can use this exhibition to integrate physical books, such as <i>The Scarab's Secret</i> and <i>Just Plain Fancy</i> with digital books, such as <i>Magnificent Benito and His Two Front Teeth</i> and <i>A Cool Kid—Like Me!</i> To view the <i>Celebrating Differences</i> exhibition, please visit http://www.childrenslibrary.org/icdl/ExhibitionPage?exhibition=1&tab=otherbooks&lang=English. (Exhibit D)

4. Development of *World on Your Bookshelf* resource libraries: May 2008–January 2009
 - Creation of *World on Your Bookshelf* prototype libraries
5. Field testing of *World on Your Bookshelf* prototype libraries: February–March 2009
 - Field testing and expert review of *World on Your Bookshelf* prototype libraries (Exhibit E)
6. Data collection and analysis: March–May 2009
 - Online survey of testing recipient groups (Exhibits F and G)
 - Phone interviews with testing recipient groups (Moved from Activity 1 - Data from our first online survey revealed that the programs supported by First Book have a complete lack of global literature materials. Given this, we thought it would be more beneficial to do interviews with select recipient groups after they had a chance to use the prototype libraries and could comment on tangible observations and outcomes.) (Exhibit H)
 - Online survey of content experts (Exhibits I and J)
 - Phone interviews with content experts (Moved from Activity 2 - For similar reasons as stated above, we decided it would be more meaningful to solicit additional feedback from national opinion leaders once the prototype libraries were provided for their review.) (Exhibit K)
 - Analyze data from survey and interviews
 - Refine prototype libraries with field data (Exhibit C)

Evaluation of Outcomes

Please describe how the project was evaluated. Were the expected outcomes achieved? Were there any unexpected outcomes?

The *World on Your Bookshelf* prototype libraries were evaluated by teachers and program administrators in elementary schools and after-school programs across the country. These “field testers” used the prototype libraries for six weeks with the students in their classrooms or programs and then reported back to First Book via an online survey and follow-up phone interviews. The main highlights from this data collection (nine respondents) are as follows. (Please see Exhibits F, G and H.)

1. ***World on Your Bookshelf* resources increase global awareness.** One hundred percent of respondents either “strongly agreed” or “agreed” that “the World on You Bookshelf prototype library helped increase my students’ knowledge of other world regions, cultures, people, perspectives and languages,” and that it “gave my students the chance to develop an interest in and commitment to global understanding.”
 - “The *World on Your Bookshelf* prototype library is a wonderful tool and kit of resources that provide students with outside perspective from their community to the global spectrum. The books and media resources provide students with real world applications and experiences. Students and teachers both learn about different countries and cultures that they had little information on or not aware of.” – Kafele Richardson, Dodge Park Elementary School
 - “The *World on Your Bookshelf* opened my students’ eyes to the world around them. For many students, they do not have the resources to research different countries and traditions. The *World on Your Bookshelf* allowed students the opportunity to spend a day in someone else’s shoes. It allowed them to learn about cultures that they didn’t even know existed. It also allowed some students realize that they are not alone. A truly moving experience that I think will last a lifetime with my students.” – Jennifer Lyons, Charter School for Applied Technologies
2. **Fiction books, mapping and geography books, and nonfiction books found to be the most popular.** Of the different types of materials offered in the prototype libraries, the respondents found the fiction books and mapping and geography books to be the most useful (nine respondents selected either “very useful” or “somewhat useful”), followed by the nonfiction books (eight); the atlases (seven); the cookbook, music CDs, and video DVDs (each with six); the Web sites (four), and the teacher guide (two).

- “We particularly liked the Vanishing Cultures books, the atlases and map materials, and the geography reference books. Our older kids were studying poetry and staff was eager to use the African poetry collection as well as several other world cultures nonfiction books.” – Barbara Alpert, East Harlem Tutorial Program
 - “We had not used the DVDs and CDs yet but we have been more focused on reading but we plan on using those materials this summer for our summer program.” – Ebony Magni, Keeping Every Youth Safe
3. **World on Your Bookshelf resources excite students about learning.** One hundred percent of respondents found that the children in their programs were either “enthusiastic” or “interested” in the *World on Your Bookshelf* prototype library materials.
- “The resources were wonderfully researched and selected. The high quality books and other media were a great resource for my third grade class. The new selection was exciting for my students. It also connected very well to the Grade 3 exploration of World cultures.” – Elizabeth O’Brien, P.S. 84 (The Steinway School)
 - The class created “A ‘First Book Club’ chart naming the books we read and how we rated them. All were given a happy face!” – Patrice Dolan, Parkside Elementary
4. **World on Your Bookshelf resources prompt teachers and program administrators to develop new curricula.** Overall, the field testers loved the prototype libraries and said they were inspired to use the materials to create curriculum (or better integrate with existing curriculum) over the summer to use in their classes/programs next year. A few respondents asked for lesson plans and activity sheets to be included with the prototype libraries.
- “I look forward to having time this summer to read the books and plan how to utilize them next year; I would like to use them all throughout the year. Books are such a gift to classrooms; most of my students will probably never get the opportunity to meet people from other countries so this library offers glimpses into the lives of people similar yet different to themselves in many ways!” – Beth Smith, Sister Thea Bowman Catholic School
 - “I think it would be great if more lesson plans and/or suggested activity sheets could be packaged with the library, simply for ease of use by busy staff who don’t have a lot of planning time (such as those in our after school program). Also, since many staff are not trained educators, more guidance in how to use these materials would be welcome--and still appeal to classroom teachers, I believe.” – Barbara Alpert, East Harlem Tutorial Program
5. **World on Your Bookshelf resources especially popular with after-school programs.** Teachers in school classrooms noted that they didn’t have enough time to get to all of the *World on Your Bookshelf* resources in six weeks and said it was harder to integrate new materials because their classroom time is already so jam-packed and structured. The after-school program administrators had a much easier time integrating the resources into their programs, as they have much more flexibility in their curriculum.
- “I think the books are a great resource to teachers and students. It can be a little difficult to implement this program when you have a mandatory curriculum, standards, and objectives to meet on a daily basis.” – Kafele Richardson, Dodge Park Elementary School
 - “The amount of material was overwhelming to use in a month’s time but I can see how I could use the materials in the future to reinforce my curriculum. I will also share materials with other teachers and our media specialist.” – Patrice Dolan, Parkside Elementary
6. **Children prefer World on Your Bookshelf books with pictures and easier text.** Not too surprisingly, the books with a lot of color and pictures were the most attractive to children. Field testers using the “Grades 4-6” prototype library asked for more “lower-level” books for the older students.
- “While most of our children are Latino/Hispanic, they are eager to know more about the children around the world. This sudden and delightful infusion of really good, well-written and beautifully photographed books ‘turned them on!’ They wanted to read instead of playing with the Legos; they asked staff to ‘read us a

story from one of the new books' instead of asking for pictures to color."

– Barbara Alpert, East Harlem Tutorial Program

- "I believe that the reason many of my students didn't like the novels because for their level it was difficult to understand and relate to the characters in the stories." – Jennifer Lyons, Charter School for Applied Technologies
- "I didn't use the chapter books in my classroom. I teach the lower level 4th graders, so my students mainly looked at the maps, atlases, and brightly colored picture books in the collection." – Roxann Mayeaux, Mamou Lower Elementary

7. ***World on Your Bookshelf* resources inspire children to share personal experiences with classmates from other cultures.** Field testers found that students wanted to share their prototype library discoveries with classmates and were motivated to share aspects about themselves and their families that resonated with things they learned in the *World on Your Bookshelf* resources.

- "The First Book resources are a very rich collection to add to any classroom. In working with students of various cultures, it was fun to see their enthusiasm when they recognized words or symbols from their own cultures and were able to identify and share them with other students." – Patrice Dolan, Parkside Elementary
- "We have a home bulletin board where they can display things from home. Some kids brought stuff from home that was related to what they had seen in some of the books. I used the books to highlight the character trait of the month, which was 'acceptance.'" – Jennifer Lyons, Charter School for Applied Technologies

We feel strongly that the expected outcomes of *The World on Your Bookshelf: A Global Literacy Demonstration Initiative* were achieved. The field testers confirmed our belief that these global resources are incredibly beneficial to programs serving children from low-income families and, if given the chance, teachers and program administrators would want to incorporate *The World on Your Bookshelf* library into their classrooms or programs. The field testers also provided helpful, overarching feedback we would incorporate in the refinement of the prototype libraries, such as including more "lower-level reading" books for older children and offering smaller, more focused libraries on specific geographic regions.

The *World on Your Bookshelf* prototype libraries also were evaluated by three experts in children's literature. Their responses to the prototype libraries were very positive and they made specific recommendations about the inclusion/exclusion of individual titles. We used their responses to refine the list of resources for both prototype libraries and in our recommendations for moving forward with the initiative in the future. (Please see Exhibits I, J and K)

Dissemination & Follow-up
(if applicable)

How were the results of the project disseminated? What plans do you have for continuation of activity beyond the grant period?

First Book has been in touch with its field testers and expert advisors to share the high-level results of the *World on Your Bookshelf* initiative and to thank them for their invaluable feedback and suggestions. In each of these conversations First Book heard, overwhelmingly, the deep desire that the resources provided to them during this project would one day be made available to programs serving children from low-income families nationwide.

Our hope has always been that the funds provided by the Longview Foundation would enable First Book and its partners to develop a robust set of critical resources focused on global themes and awareness. In this regard, we feel that the *World on Your Bookshelf* initiative is already a great success. Now that we have developed, tested, and refined these prototype libraries we are very interested in taking the next step to make these collections available on a much larger scale. To this end, First Book would be very interested in speaking with representatives from the Longview Foundation—and/or other institutions interested in global awareness and international understanding—about the possibility of funding the final phase of this project. This final phase would allow First Book to:

- re-examine the final collections suggested here and fill any holes and gaps still remaining
- determine the collection sizes and scopes of most use to the programs we serve
- purchase inventory and assemble final collections

- offer these collections to programs nationwide via the First Book Marketplace (www.fbmarketplace.org)

First Book would welcome the opportunity to talk with any interested parties about the exciting opportunities we believe are offered by the final phase of this project.

Additional information

1) *If applicable, please share or attach any other important information generated by the project, including materials that would be of use to others in the field that can be added to the Longview website.*

The items listed below are supplemental to the final report.

1. Exhibit A: Summary information from global literacy questionnaire
2. Exhibit B: Short answers from global literacy questionnaire
3. Exhibit C: Refined list of resources for both prototype libraries
4. Exhibit D (online): *Celebrating Differences* exhibition - <http://www.childrenslibrary.org/icdl/ExhibitionPage?exhibition=1&tab=otherbooks&lang=English>
5. Exhibit E: Sample cover letter sent to field testers
6. Exhibit F: Summary information from field test survey
7. Exhibit G: Short answers from field test survey
8. Exhibit H: Notes from phone interviews with field testers
9. Exhibit I: Summary information from expert review survey
10. Exhibit J: Short answers from expert review survey
11. Exhibit K: Notes from phone interviews with expert reviewers
12. Exhibit L: Financial report

2) *Did the project highlight any additional needs or generate new questions for the field?*

The World on Your Bookshelf: A Global Literacy Demonstration Initiative highlighted the need to continue our work on refining the prototype libraries and then to move from the “research and development” phase into the “acquisition and sales” phase. Our general suggestions about moving the *World on Your Bookshelf* initiative forward, based on our personal learnings and findings from field testers and experts during the course of this project, are as follows.

1. **The sheer volume of material can be daunting.** We need to work through different possibilities for streamlining the libraries. Do we narrow the age ranges? Focus on one region at a time? Do both? Come up with a new classification mechanism all together?
2. **The resources for some regions are more robust than for others.** While some regions (Asia, Africa) have a lot of wonderful resources readily available, high-quality resources for other regions (Oceania, Europe, Middle East) are less available in the marketplace. We need to work on further expanding the offerings for the regions that need it.
3. **Kids enjoy learning about other cultures, especially when they can relate to kids their own age in a contemporary context.** Unfortunately, it is often difficult to find great, contemporary world picture books and literature (as opposed to historical fiction and fables). We need to work on balancing the types of resources—contemporary literature, historical fiction, and folk tales—across different regions.
4. **While the digital resources were generally well received, there are other great digital resources that might merit consideration in an expanded resource kit.** Particularly, teachers and program administrators asked for DVDs that highlighted peoples and places from around the world.
5. **While some teachers and program administrators had a lot of ideas about how they could incorporate the *World on Your Bookshelf* resources into their classrooms, others could have used more guidance.** We want to explore the activities and curriculum ideas that are available from our partners, or more generally available online, so teachers can have easy access to additional resources if needed.
6. **Substantial funds will be required to make these collections broadly available.** Though First Book receives significant discounts from its publishing partners, a lot of wonderful international children’s books come from smaller publishers who cannot offer such deep discounts. Even after assembling our “dream” libraries, we will need substantial funds to purchase these beautiful resources at quantities required to leverage the economies of scale needed to make them available to recipient groups through the First Book Marketplace.

3) "Thank you" from the field!

"Thank you for giving me this opportunity to have these books to share with my students, you should see how the students' faces lightened up when they are done with their classwork assignments, or independent work time, and their "may do" list is to come to the designated reading place. These books are so rich with multicultural themes and vibrant colorful illustrations that I enjoy reading these books to my students during Read Aloud. Thank you very much, I hope you can continue doing this for many years to come so the students can benefit and acquire a Love for Reading." – Claudia Juarez, Bushnell Way Elementary

"Instead of the aging titles that many school libraries offer their students, this selection of brand-new and exciting books lit a fire under our kids and made them eager to read, read, read! People forgot how powerful it is to be offered a beautiful new book--and to go through the door that book opens into a world of color and adventure and a greater understanding of the world. Thank you for my students, thank you for my community of East Harlem, and thank you from me. I spent my happiest childhood hours in the library reading everything I could about everywhere there seemed to be--and I take real joy in sharing that pleasure with my students!" – Barbara Alpert, East Harlem Tutorial Program

Financial report

Please attach a financial report following the same format as the original budget indicating the manner in which the funds have been spent. Use this space to explain significant deviations, if any, from the original budget.

Because of the strong field response to this project, First Book created two collections instead of one collection and included more books in each collection than originally planned. First Book had originally planned to include approximately 25 books in each collection, but instead was able to create one collection of 82 books and one collection of 56 books. To this end, First Book was able to cut costs associated with its surveys in order to allocate an additional \$2,000 worth of Longview funds to cover increased book costs. First Book also contributed an additional \$5,000 of its own funds to cover the costs of increased staff time contributed to the project. (Exhibit L)

Signature of Project Director

	Date
Name	Title