HARTFORD PUBLIC LIBRARY AND HARTFORD PUBLIC SCHOOLS

BOUNDLESS
Create where you want to go.

MAKING THE CONNECTION FOR STUDENT SUCCESS DURING A PANDEMIC

BOUNDLESS EVALUATION REPORT
January 21, 2021

INTRODUCTION

The Hartford Public Library (HPL) and Hartford Public Schools (HPS) partnered in 2015 to launch Boundless, a partnership "focused on providing an equitable, accessible, and coherent system of relevant resources, programming, and services for Hartford students and families that supports their current and lifelong learning."[1] The bottom line is to improve literacy rates for Hartford students, enhance learning and academic outcomes and readiness for high school, college and the workforce.

In 2018, the partnership moved to "further deepen the connection between schools and libraries for our teachers, students, and community" by launching a pilot program at Rawson School "to make the library a daily presence in the school and serve as a springboard to establish Boundless libraries "in numerous other Hartford schools." [2]

> The long-term goal of the Boundless partnership is to improve academic achievement, particularly in reading skills, and access equitable resources and opportunities that level the playing field. A growing body of research known as the school library impact studies have consistently shown positive correlations between high-quality library programs and student achievement. Benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities.
>
> With the pilot at the Rawson School, the Library expects to demonstrate measurable progress towards a set of defined goals. Assessment tools and methodology for this defined group (grades 1-5) were developed and implemented as part of the Library's participation in the Hartford Foundation's Building Evaluation Capacity program. HPL and HPS are also working towards combining school and public libraries that provide services from a single facility with HPL supporting the School Media Specialist and Library Assistant along with expanding the base of users through technology, programmatic and electronic access and HPS providing the infrastructure to support and manage operational needs.
>
> The pilot was formally launched in SY 2018/19 and will remain in place through SY 2021/22. To date, there have been 2,091 visits, 47% of those visits were attributed to the 4th and 5th grade classes. Out of the 1,741 items that circulated, 82% were also tied to the 4th and 5th grade classes. Since its launch, students have already experienced increases in reading gains.
>
> –The Hartford Public Library Application to the Hartford Foundation, July 23, 2019

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[1] Boundless Evaluation Logic Model, 01.27.19.
[2] Press Release, August 22, 2018, "Hartford Public Library and Hartford Public School System to Launch Boundless Pilot Program at Rawson," Hartford Public Library.

Table 1 below lays out which HPL branches and departments that worked with HPS schools during the 2019-2020 school year.

Table 1.
HPL Branches and Departments Working with HPS Schools

HPL BRANCHES								HPL DEPARTMENTS	
Albany Branch	Barbour	Camp Field	Downtown	Dwight	Park	Ropkins	Rawson	The American Place (TAP)	YOUmedia
Hartford Pre-K Magnet Middle	Milner School (LMS)	Burr School	Betances STEM Magnet	Noah Webster (LMS)	Burns Latino Studies Academy	SAND	Rawson School (SMS)	Hartford Adult Ed.	Bulkeley High School (LMS)
Weaver High School	Museum Academy @ Wish (LMS)	ELAMS	Great Path Academy @ MCC	Parkville Community School	Sanchez	Global Communi-cations (LMS)	MLK Middle @ Rawson	ELL Division	Capital Comm-unity College Magnet
Montes-sori Magnet @ Annie Fisher (LMS)	Break-through II Magnet School	ESM @ Mary Hooker (LMS)	Kinsella	Classical Magnet School	McDonough Middle			Food and Nutrition Services	Pathways
STEM Magnet @ Annie Fisher		Kennelly	SMSA		Break-through Magnet School I			.	Renzulli
Achieve-ment First Schools		M.D. Fox	West Middle (LMS)		HMTCA				HPHS (LMS)
		Naylor CCSU (LMS)	Betances Early Reading Lab (LMS)						University HS of Science and Engineer-ing
		Montes-sori Magnet @ Batch-elder	Capital Prep						

LMS = School Library Media Specialist assigned to support lifelong learning by building, in collaboration with classroom teachers, a collection of materials, lessons and instruction that reflects the school curriculum, interest of students and varied modes of teaching and learning.

This evaluation report assesses Boundless implementation for school year 2019-2020. It begins with an overview of the evaluation and continues with how the data addresses the evaluation questions, and ends with conclusions and recommendations.

Important Contextual Note

The 2019-2020 school year began with relatively typical social, economic, political, technological, and environmental conditions for Hartford. As the year unfolded, Hartford, as was the case for the entire country, began dealing with a devasting health pandemic that has not only resulted in catastrophic loss of life, but in economic and social upheavals. Further, the COVID-19 crisis has overlapped multiple (more) cases of the death of Black people by police, which has exacerbated deeply rooted racial injustices and other disparities in Hartford and the US and strengthened and ignited social justice movements to address them. The COVID-19 pandemic alone has been responsible for disrupting life and business as usual and necessitated major adaptations in the delivery of public education and use of school and library facilities and resources, along with virtually every other aspect of community life.

The challenge and opportunity created by the pandemic for the Boundless partnership was to step up in an unprecedented way to meet the demands for virtual learning both during school and non-school hours, including after-school, weekends, and summer.

EVALUATION OVERVIEW

The purpose of the evaluation is to assess how and why or why not the partnership between the Hartford Public Library and the Harford Public Schools has progressed with special attention to the Rawson pilot. The original plan for this year's evaluation was re-calibrated given the COVID-19 pandemic to focus on year-end progress and the Rawson pilot and to conduct meetings and interviews virtually. See Attachment A for the Boundless logic model developed to guide implementation.

Evaluation Questions

Evaluation questions were collaboratively developed with Boundless LT members. These questions follow:

1. Who participated in the Boundless program?
2. The Boundless@Rawson Pilot – is it working?
3. How does the HPL/HPS partnership influence Boundless implementation?
4. How has Boundless contributed to Hartford Public Schools District Model for Excellence?
5. Given that this has been an extraordinary year with the impact of COVID-19, has Boundless helped students continue their learning?
6. What recommendations do stakeholders have for improving Boundless overall and the Rawson pilot?

Data/Information Sources
- Parent/guardian, student, and teacher surveys developed and administered by HPL January through March 2020.

- Eleven individuals, six from HPL and five from HPS, were interviewed. The interviews were conducted virtually in November and December 2020. See Attachment B for list of interviewees and the questions they addressed.
- Reports, data collected by HPS and HPL, and HPL and HPS websites.

The diversity of sources enabled securing a variety of perspectives to assess and understand the data.

HOW THE DATA ADDRESSES THE EVALUATION QUESTIONS

The overall N for some of the data sources was small so results should be taken as grist for further reflection, indications of more follow up to understand the questions they raise, and recommendations for improvement.

Evaluation Question 1: Who participated in the Boundless program?

Of the 6.657 participants in all Boundless activities, elementary school students, ages 6-12, numbered 3,766. PreK-K and adults comprised the next largest groups at 1,234 and 1,305 respectively, and middle/high school students were the smallest group at 352.

Table 2: Participants by Age
July 1st, 2019 - June 30th, 2020

Ages 0-5	Ages 6-12	Ages 13-19	Adults	Total Participants
1,234	3,766	352	1,305	6,657

Evaluation Question 2: The Boundless@Rawson pilot – is it working?

Data to answer the evaluation question about whether Boundless@Rawson was "working" was gathered through the HPL management information system and through student, P/G, teacher, and staff surveys and interviews. The surveys were administered to all Rawson teachers and to two classes of 4th grade and one class of and 5th grade students and their parents/guardians (P/Gs) from January to March 2020, prior to the shift in education delivery necessitated by COVID-19. Surveys were completed by:

- 47 students total, representing 17 5th graders and 30 4th graders (15 students in each class).
- 15 parents/guardians (P/Gs) of students. Of those who responded, 5 (36%) had students in PreK and 1st grade, 2 (14%) had students in 2nd and 3rd grades, and 7 (50%) had students in 4th and 5th grades.
- 17 teachers and staff responded.

The interviews were conducted virtually with a total of 11 HPL and HPS Boundless managers and Rawson staff, teachers, and leadership in November and December 2020. A detailed analysis of the survey and interview data may be found in Attachment C: Evaluation Question 2: Boundless@Rawson – Is It Working? Detailed Survey Data Analysis.
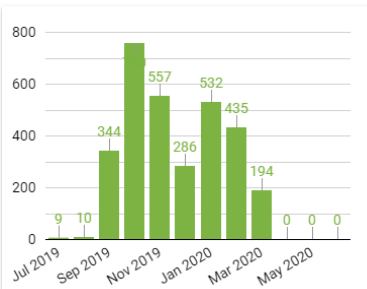
Rawson — Jul 1, 2019 - Jun 30, 2020

See Data Source
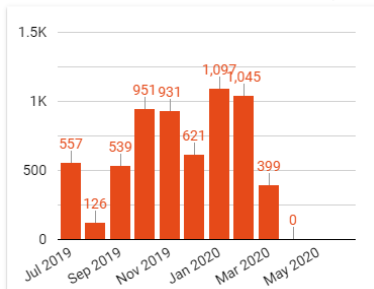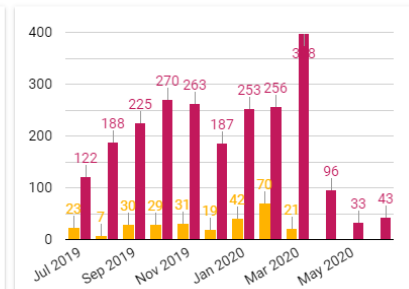
Visits 6,266
Circulation 3,127
PC and Wi-Fi 272   2,334

The data in the above chart was collected from July 1, 2019 to June 30, 2020 by HPL. The "Visits" graph shows that 6,266 visits were made by individuals to the Rawson library during school and public hours. The "Circulation" graph notes the number of items checked out from the Rawson library by individuals. The "PC and Wi-Fi" graph shows that individuals logged onto one of the HPL computers at Rawson 272 times and that individuals used their own devices to access the HPL Wi-Fi 2,334 times.

Survey Themes from Students, P/Gs, and Teachers (except as noted)
Note that the numbers of responses are small and should be used as indicative of some individuals' perceptions but not necessarily as findings.

Use of the Library and Reading
Students
Almost 95% (44) of 47 students reported liking to go to the library "a lot" or "sometimes," and 69% (37) go to the library "a lot" or "sometimes." Further, regardless of where they went to the library (at Rawson or in the community), 25 (54%) of the students reported that they liked to read "a lot" and another 18 (39%) reported they like to read "sometimes." Only 3 said they did not like to read at all.
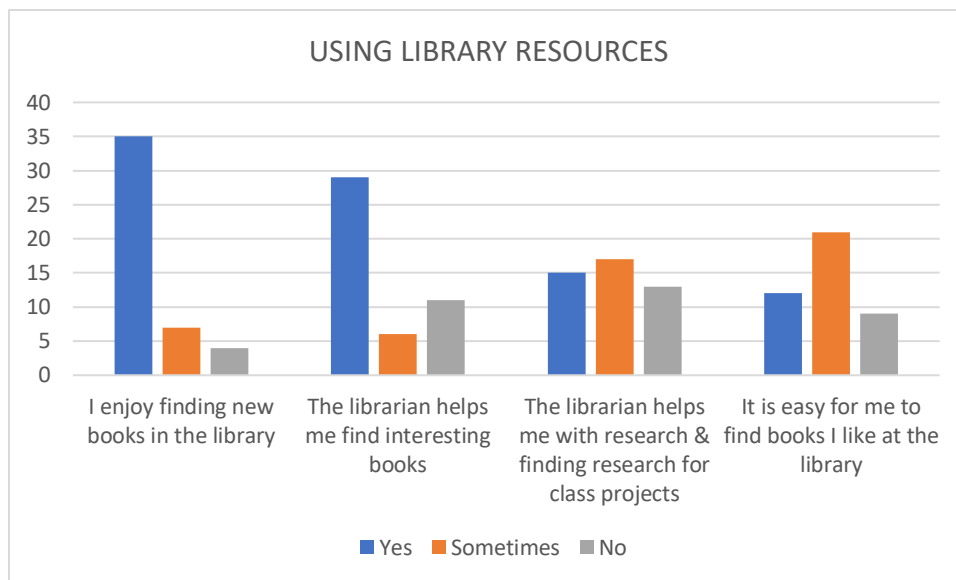
Parents/Guardians
Of 15 P/Gs who responded, 5 (36%) had students in PreK, K and and/or 1st grade, 2 (14%) had students in 2nd and/or 3rd grades, 7 (50%) had students in 4th and/or 5th grades, and one did not indicate a grade. Seven of the 15 P/Gs indicated that they had visited the Rawson library with their child/ren from 1 to 6 times, and 2 said they had visited more than 6. Nine P/Gs respondents said their child had checked out book during school, 2 said they hadn't and 4 said they did not know.

Teachers
Seventeen teachers responded to the grades they taught as follows: PreK-1st Grade – 6; 2nd and 3rd Grades – 2; 4th and 5th Grades – 1; Other support staff – 8.

WHAT GRADE DO YOU TEACH?
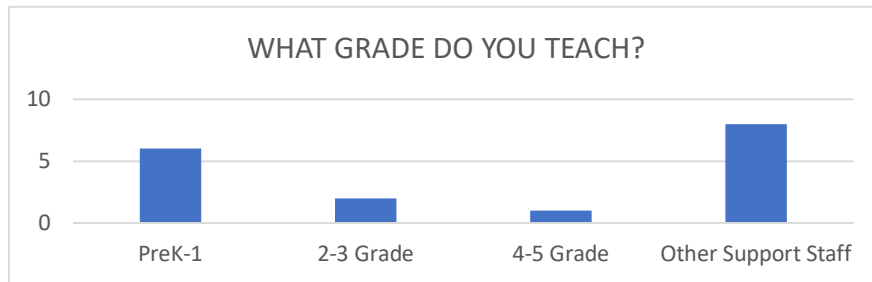
Sixteen teachers responded to a question about whether and, if yes, how many times they had had a class visit the library since its opening in March 2019. Of those 15 replied yes and 1 replied no. Nine (56%) of those individuals visited the library themselves or with their classes more than 10 times, 1 visited 5-10 times, and 6 visited 1-5 times.

USING LIBRARY RESOURCES

Student and Parent/Guardian Access to and Perceived Value of the Library
Students
Of the total number of students surveyed, 35 reported that they enjoy finding new books in the library "a lot." With regard to the librarian, 35 reported that the librarian helps them find interesting books. In addition, 32 reported either "yes" or "sometimes" that the librarian helps them with research and finding research for class projects. And finally, 12 reported that it is "easy," 21 reported that it is "sometimes" easy, and 9 reported that it is "not at all" easy for them to find books they like at the library.

When asked what they do at the library, the number one answer with 39 total responses was selecting books to borrow and read at home. The next highest answer with 19 responses was

sitting quietly. Looking up information for class (8) and using the computer (7) followed. Doing homework for classes (5), participating in library programs (4) and goofing around (3) rounded out the list.

Of the students who responded whether they take the bus, got picked up or walked to school, 27 reported that they rode the bus to school, 14 said they were picked-up, and 6 reported walking to school. Two of the students reported being both picked-up and walking to school.

Twenty-four students indicated they had computers at home and 21 said they did not.

Parents/Guardians
Nine of the P/Gs said they were aware of Boundless and 13 P/Gs reported visiting other Hartford Library branches. Other access questions yielded these responses:

- Nine of the 15 P/Gs reported having a computer at home, and 14 said they do not have internet access.
- Five of the 15 P/Gs said they have transportation challenges in getting to and from the library, while 10 did not have them.
- Of the P/Gs who visited the library, 5 went from "once a week" to "several times a week," 7 said they visited once a month, and 1 said they never visited.

P/G recommendations for library hours and types of programming follow.
- The most popular response for desired library hours with 7 was "Evenings 4-5 pm," with an equal number each 4 for "Mornings 7-8 am" and "After School 3-4 pm."
- P/Gs were also asked to respond to a list of the kinds of programs they are interested in seeing in at library by circling all that applied. The number one response with 7 votes was "Homework Help" followed closely by "Arts and Crafts with 6 responses. "Story Times" and "Science/STEM" were tied with 4 responses each and "Parent Programs" rounded out the list with 2 of the responses. No one marked "other" as an option.

Perceived Value of the Hartford Public Library
The vast majority of P/Gs responding, 13 of 15, "strongly agreed" that the Hartford Public Library was a valuable resource to their children and families, while only 2 "somewhat agreed."

Teacher Use and Perceived Value of the Library
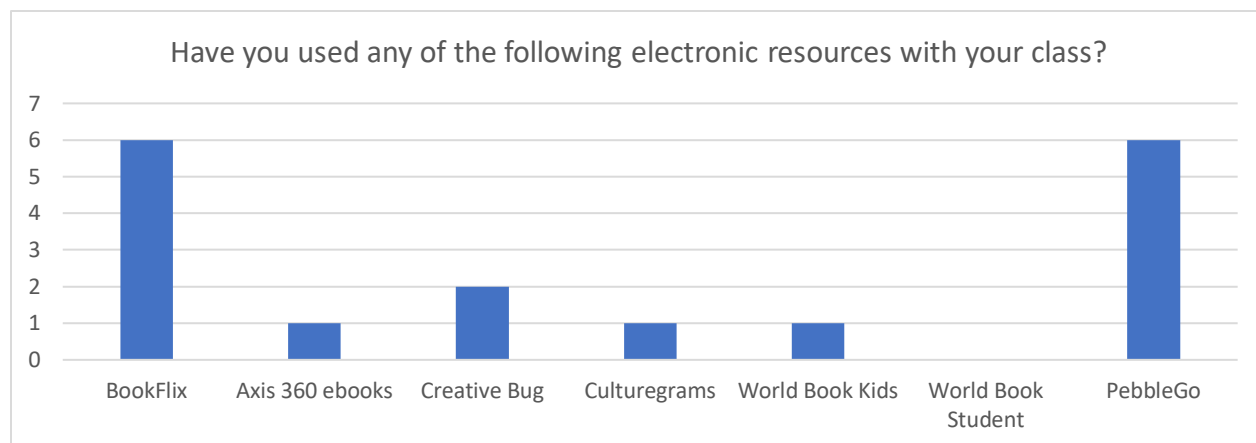*Information about the Library and Its Resources*
15 of the sixteen teachers responding had given information about the Boundless Library@ Rawson to their students' P/Gs.

14 teachers said that the Library Media Specialist (LMS) had provided information to them about electronic resources that were available; only 3 said they had not received this information.

When asked if the LMS had provided the 16 respondents with print resources to support them and the class room curriculum, 11 (69%) indicated yes, and 5 (31%), no.

Use of Library Resources
The survey asked about teachers' use of seven specific electronic library resources. The responses are shown in the graph below.

Have you used any of the following electronic resources with your class?

Resource	Count
BookFlix	6
Axis 360 ebooks	1
Creative Bug	2
Culturegrams	1
World Book Kids	1
World Book Student	0
PebbleGo	6

Perceptions of the Value of Boundless@Rawson
All 17 of the teachers responding replied to the following prompts with "strongly agree," "agree," "disagree," or "strongly disagree," but nor all respondents relied to all prompts.

Feedback for Boundless@Rawson
Two sections of the survey for teachers were made available for comments on what would be helpful for Boundless@Rawson going forward. The responses are provided verbatim below.

- *[More] audio books*
- *More pre-K books*
- *Chromebooks to sign out for classroom use*
- *So far, the library has introduced many resources and I am pretty certain there will be more as they become available*
- *Super place! Super staff!*
- *The staff are knowledgeable and friendly.*
- *The staff is knowledgeable and engage with our pre-K students.*
- *Love the integration of hands-on science lessons.*
- *The resources and information provided from the librarians are very valuable to our staff and students.*
- *Students are excited about the free books available.*
- *This is one of the best things that happened for Rawson. Students love going to the library to get books and are now reading because they now [have] access to books.*
- *Great atmosphere and great place for kids to read and learn.*
- *I love the variety of activities offered!*

Interviews

Information provided by the 11 interviewees pertinent to Boundless@Rawson is summarized in this section by theme.

Use of the Library

Two factors provide a backdrop to responses for this area of inquiry – COVID-19 and a change in the library staffing. Before the pandemic caused closures of facilities, the library was viewed as an integral part of Rawson. As one individual said, "Rawson library is part of the school community." Additionally, the library was open to the community with story time for toddlers occurring through a collaboration with the Village for Families. The librarian was praised by interviewees for her ability to engage high needs students and her integration into the fabric of school life. They gave as examples the following: she had daily conversations with the principal and assistant principal, made regular appointments with teachers to provide updates and see how the library could assist them, and attended staff meetings where she would be on the agenda, as needed. She also developed personal relationships with the students to the extent that she would find books students might like based on what they had previously read. Interviewees noted that P/G use of the library could be improved upon. In summary, the interviewees described the library as a well-used and well-loved part of Rawson life.

COVID-19, resulting in shuttering the facility and making library resources and services virtual to meet HPS needs, and the change in staffing both created their own and intertwined challenges. Interviewees missed the "community space" in all of its dimensions. They described going into "overdrive" to make sure learning continued. For the most part, "using the library" took on an entirely new form. Even the Story Time for toddlers was reported as moving online. There was strong appreciation for the HPL efforts to understand what virtual resources and support teachers needed and then making these available.

Perceptions of the Value of Boundless@Rawson

At Rawson the library, as noted previously, was considered to be part of the school community – that factor in and of itself appeared to be of high value for interviewees. HPL was appreciated for bringing resources to the school that it would not ordinarily have. One interviewee noted that "the strongest aspect is the distribution. It worked well because students had choice in book selection. Students were able to identify authors and read books in a series, they also had time to read for enjoyment. The homework club was also a support for struggling readers." Interviewees described students as being knowledgeable about how to access books and use the library resources.

Those interviewed also appreciated the resources available to teachers for student projects, assignments, and enrichment. Some of those mentioned were, media resources, visiting artists, animals, activities from the Science Center and Children's Museum, performances.
A concern expressed by interviewees was how to increase buy-in by for Boundless@Rawson students and their P/Gs. One tactic the former librarian used was to have PTO meetings in the library, hoping to incorporate parent engagement into the PTO. Another to understand what prevents the students and perhaps their families from coming. The librarian analyzed data on

which students were walkers and which took the bus. A pattern emerged with 4th and 5th graders living further way from the school (50%+ take the bus) which cut into their ability to take advantage of the Rawson location. She noted that some go to the Albany Branch which was closer to home.

Feedback for Boundless@Rawson
The overall sense among interviewees was that Boundless@Rawson is an important and effective approach to increasing student academic achievement. Feedback from interviewees follows.

- "The type of access to learning resources and support that Boundless gives to children and families – you just can't put a price tag on it."
- Boundless@Rawson is "a fabulous program and I hope it continues. I always talk with other teachers at PD sessions about Boundless. Having the Science Center come in was [great]."
- Finding ways to "support families at home would be great, maybe a parent book club or online tutoring for families."
- [We just need more "community outreach. I think parents did not take full advantage of the programs. They did not know that the library was for them also."
- "We need to assess the best times for the library to be available for families and students."

Responses to Question 5 about the partnership response to COVID-19 provide additional information.

Evaluation Question 3: How does the HPL/HPS partnership influence Boundless implementation?

Data for this section was gathered through interviews which were conducted virtually in November and December 2020 and data provided after the interviews as evidence of points being discussed. Several themes emerged from the interviews about what has worked well and what has been challenging.

What Has Worked Well
Interviewees identified a number of ways in which the partnership has influenced implementation.

- ***Streamlined student and teacher library access by entry of their HPS ID number made access substantially easier.*** This received high marks all the way around. This increased usage and simplified Boundless data collection.

- *HPS saw increased student, teacher and community partner engagement through Boundless*[3]
    - 327 students obtained and utilized a library card, increasing the overall percentage of residents with library cards
    - Monthly collaboration with the PTO increased parent engagement percentages for HPL
    - Monthly collaboration with the Village partner increased story time participants during the toddler playgroup.
    - Weekly circulation times for each grade (6 hours per week)
    - After school tutoring (5 hours per week)
    - Evening Community Programing and Accessibility (5 hours per week)
    - Teacher resource availability (7.5 hours per week)

- *Teachers were able to leverage opportunities and resources for students through the library that HPS does not have* (circulation system and platform). "Kids love the kits and they get lots of opportunities that they wouldn't otherwise have access to."

- *Professional development was mentioned frequently by interviewees as being a major contributor to increased effectiveness.* Teachers and librarians who participated expressed being more knowledgeable about Boundless, their roles and their counterparts' roles, what resources are available and how to take advantage of the opportunities presented, and address problems. Data provided by an HPL interviewee provides a sense of the extent of the PD:
    - Continued trainings for LMS and teachers throughout 2019-2020 school year--8 specifically for the LMS, 4 district wide trainings, 12 one-on-one teacher trainings
    - Trainings for Library Media Specialists and teachers during the 2018-2019 school year led to increased interest in HPL's STEM Lab on the Go programming and materials

- PRE-COVID perspective (not Boundless@Rawson): *When Boundless is "utilized," it's "pockets of teachers" taking advantage of the resources and support. The "kids loved it," they had a lot of library offerings, feeling like the library was there for them." It had the "potential for them to develop a lifelong relationship."* This interviewee reported further that the "kids couldn't remember her name, but when she showed up, they'd say, 'Miss Book is here.'" They experienced the library as a place for "connections, resources, and tools that were for them."

- According to interviewees, *communication overall improved at the operational level of Boundless.* In the beginning, one interviewee described the partnership meetings as seeming more "topical and now they're more like business as usual." Another said that it "feels more like a true partnership by working together with each other in mind – there's better communication." The HPL and HPS staff that work directly together

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[3] Data provided by Diaz-Valencia by email 11/24/2020.

received many kudos from interviewees for their support, problem-solving, availability, and overall responsiveness. The strength and the HPL/HPS key contacts relationships was cited as key to the communication and coordination improvements. An interviewee with HPL also noted that the library is now getting requests from literacy and humanities coaches, not just librarians, to supplement classroom and other teaching and learning resources. Meeting monthly with the expanded team was also credited with being helpful.

What Has Been Challenging (other than responding to COVID-19)
The interviews also identified challenges over the past year for Boundless implementation, but by far the most frequently articulated ones centered on communication and community outreach.

- *Communication at the institutional level was reported as creating confusion among Boundless implementers and participants. This was particularly notable with similar programs being launched by both HPS and HPL near the same time.*
- *Communication at the program level while working well at the program management level, still has room for improvement to ensure teachers and school personnel know about Boundless and how to use the resources and opportunities it provides. This feedback referenced both HPL and HPS roles in making this happen.*
- *Community outreach remains a challenge. There was general agreement that this is important and more needs to be done. Suggestions ranging from expanded communication efforts to examining barriers to participation and P/G desires for programming.*

Evaluation Question 4: How has Boundless contributed to Hartford Public Schools District Model for Excellence?
Data for this section was gathered through interviews which were conducted virtually in November and December 2020.

The HPS District Model for Excellence lays out its core pillars in the following three statements.

WE BELIEVE IN...
our beautiful and capable students, high expectations, inclusiveness, collaboration, continuous improvement, and systemic accountability.

VISION
HPS students will graduate ready to transform our world.

MISSION
In partnership with our families and community, inspire and prepare ALL students to meet success in and beyond school.

The Model further identifies strategies with specific goals that "deliver a guaranteed and variable curriculum," emphasize partnerships, establishment of community schools, and use of data for continuous improvement, among other things. Boundless, as a partnership initiative focused on improving student academic achievement and making library resources readily available to students, their P/Gs and teachers, inherently cuts across several of the strategies and is directly related to HPS' major goals.

Five HPS personnel connected to Boundless were interviewed about how they see Boundless contributing to the District Model of Excellence. The themes of their responses are summarized below.

- ▪ ***Boundless is viewed as an important element of HPS' efforts with elementary schools to improve K-5 literacy***. Several specific activities that were mentioned include:
    - o Providing ebooks
    - o The Read Across America program ("we could not have done this program without HPL; they helped us get community volunteers to read to students and when we were faced with COVID, they trained the volunteers how to use Zoom so they could continue the program")
    - o Access 360 English/Spanish versions made accessible
    - o Jump Start
    - o Brainfuse
    - o Information to share with families

    HPL and HPS were reported as working closely to identify appropriate resources and HPL used its infrastructure to search for, purchase, catalog, train, and otherwise do what was necessary to make the resources available to teachers and students. Interviewees said that the effort that began last year to create easy entry to library resources by using student and teacher ID numbers made "one-click" access possible and reduced a major barrier for students and their P/Gs.

- ▪ As stated earlier, interviewees noted that ***Boundless provided ebooks, media, hands-on kits, and other resources that would not have been possible***. The resources were critical, particularly when teaching and learning went virtual, but the support provided by HPL staff was mentioned a number of times as essential to making the plans work. The clear message was that the pandemic forced a response from both HPS and HPL to accelerate Boundless implementation and that they rose to the challenge. One HPL staff member said, "it's important that we not just do our own thing – it's about how we can support each other to be able to get to the kids who need the most support."

- ▪ At a very concrete level, one of the goals for Rawson was reported as ***increasing the amount of time that students read independently on their own***.

Boundless@Rawson was described as supporting the third-grade promise of students being able to read at the proficiency level. One interviewee said, "Students having access to a new book to read each week increased reading. It helped teachers by providing them with books that are related to themes that they are teaching."

- Another way Boundless was reported to address the District Model of Excellence was by being *available after-school and during the summer*.

Data for this section was gathered through interviews which were conducted virtually in November and December 2020 and data provided after the interviews as evidence of points being discussed.

One interviewee framed it this way: "COVID was the ultimate pivot; virtual programming is here to stay – the challenge is how to harness technology to accelerate learning." As noted earlier, the Boundless team went into "overdrive" to meet this challenge.

The *trove of digital resources and support customized to teachers' and students' needs made available by HPL and posted on both HPS and HPL websites was universally cited as a major factor in making virtual education possible*. The training for teachers was also highlighted in making the transition easier. Further, one interviewee reported that the digital capacity means *Library Media Specialists can now have common plans and build on HPL's resources*.

Interviewees noted some of the Boundless expanded efforts:
- Boundless Guide created and available on the HPL website within one week of shutting down – *https://hplct.libguides.com/BoundlessResources*
- Redesigned school/HPL catalog – *https://hplct.ent.sirsi.net/client/en_US/boundless/*
- HPL purchased more ebooks in consultation with HPS, adding 2,500 titles to the collection between March and June 2020. In order to expand access, HPL added Overdrive as a tertiary vendor in order to provide a more diverse collection of ebooks.
- Kanopy Kids – educational videos and television shows covering a large variety of topics including, but not limited to: Math, Science, language learning, and multi-cultural stories.
- TumbleBooks – is a curated database of children's books. These books are for grades Pre-K to 6. The books include, animated picture books, read-a-long chapter books, National Geographic videos, non-fiction books, graphic novels, playlists, as well as books in Spanish and French. Many of these books also show the Fountas and Pinnell Level, which is the reading system HPS uses.
- Brainfuse HelpNow! - a live interactive tutoring service available in English and Spanish. Live 7 days a week, from 2:00 pm until 11:00 pm. Queries can be submitted outside of

live hours. Serves students kindergarten through 12th grade, as well as college and adult learners.

- HPL and HPS worked together to develop a district-wide reading list for summer learning and HPL purchased close to 700 books to ensure that at least four copies of each book were available.

Evaluation Question 6: What recommendations do stakeholders have for improving Boundless overall and the Rawson pilot?

Data for this section was gathered through interviews which were conducted virtually in November and December 2020.

Stakeholders had many ideas for ways to strengthen Boundless and the Rawson pilot. These recommendations are organized into six broad categories: family and community engagement, communication, professional development, the Rawson pilot, and the HPL/HPS partnership.

Family and Community Engagement
- Family and community engagement was raised by interviewees this year as an important concern, as it was last year. One interviewee said, "we've got to get more families engaged especially PreK-K because there is a big reduction in numbers of students after that age. Getting parents to log in is challenging, so we need to work on getting parents and teachers online and using resources." Others were less specific about students ages, but indicated that the PTO would be a good partner in this activity.
- Develop more cohesive communication about what Boundless is (like a one pager) – "Here's what Boundless can do for you. If you don't see something you want, ask us."

Communication
- Among Boundless team members, communication overall appears to be working well. Continue the monthly Boundless team meetings – these are reported as being very helpful for planning, coordination, and problem solving.
- Interviewees noted that a close connection between the LMS and principal and vice principal at Rawson was key to making the partnership seamless.
- An interviewee suggested that the liaison is the connector for the whole school but often only focuses on the grade s/he teaches. The recommendation was that the best person to serve as a liaison would be someone with a school-wide role, e.g., the school librarian, ELL teacher, etc.

Professional Development
- There was strong agreement that joint PD is effective in building common knowledge and ownership of Boundless and that it should continue.

Rawson Pilot
- There was unanimous agreement that the Rawson pilot was well along the way in living out the school-library relationship that it was intended to be prior to COVID-19. The

school leadership, teachers, students, and P/Gs engaged viewed it as a valuable resource. The library added a significant teaching and learning dimension to the school environment that would not have existed otherwise. The needed resources for all would simply have been out of reach without the collaboration. Further, the personalized attention of the librarian to understanding school, teacher, student, and P/G needs and customizing resources and support to meet them made it especially effective.

The HPL/HPS Partnership
- Interviewees from both HPS and HPL indicated that at times the institutions still "bump into each other." The examples given were the summer reading and tutoring programs. A need for top level collaboration and communication was expressed to avoid these glitches and to be able coordinate and be clear about purpose and vision for new programs. There was a sense that activities were and/or could be complementary, but advance planning would avoid confusion and make the implementation more effective overall. Having a champion in the HPS Cabinet was mentioned as a way to address some of the actual and potential stumbling blocks.
- A few of the interviewees noted that expanding Boundless to the upper grades would not only be helpful and more inclusive of all students, but also get the whole system engaged.

CONCLUSION AND RECOMMENDATIONS
Boundless started as an idea based in best practice that would address both HPL's and HPS' missions and their need to address and be relevant to Hartford students, families and communities and to ensure their viability and sustainability in a rapidly changing environment. As noted in the introduction to this report, HPL and HPS are committed to "*strengthening the partnership and its path towards an increased focused engagement between public libraries and the schools allowing for additional opportunities for HPL and HPS to share resources and ensure that Hartford students are set up for success at every age, every grade and every level of opportunity.*"

Boundless has made progress on critical developmental steps this year by institutionalizing monthly Boundless team meetings with an expanded membership, continuing and deepening the Rawson pilot, creating joint HPS/HPL professional development opportunities, and using student and teacher ID numbers as a way to use library resources and collect student-specific data. On top of that the partnership did a major pivot to spearhead and support virtual learning for all students. The effort was not smooth in all cases, but impressive in its results.

Boundless is a transformative approach to improving student educational achievement for both libraries and schools. The vision would not have deepened its roots this year without attention to the formalities of the partnership and the relationships and conscientious improvement of the program. Recommendations follow.

1. **Given the current environment, carefully review Boundless implementation plans and prioritize the strategies and tactics the are most important now and determine what needs to be strengthened, modified, or discontinued.** This is an excellent opportunity to focus on high leverage actions that can strengthen Boundless and further institutionalize it within both HPS and HPL. This may well mean delaying concerted action on some strategies and/or tactics for a year or so in order to further deepen its quality and effectiveness. Moving to what is destined to become a permanent hybrid teaching and learning approach may also mean that there are some strategies and tactics that are not as useful and should be stopped.

   Further, the community engagement approach may need a complete refresh given the changed environmental conditions (pandemic impact on health and safety, virtual and hybrid learning methods, job losses and employment instability, child care, etc.). What is it realistic to expect of P/Gs and other community members and what makes the most sense for engagement?

2. **Ensure both HPS and HPL have champions at the senior leadership level of each institution.**
   The partners reportedly have worked well together in planning programs and many activities – and making a major change in conducting business this year due to the pandemic. A gap appears to occur when each institution is making high-level decisions that would impact the other partner without engaging the other in advance planning and coordination. If Boundless is truly what each partner believes it to be – blended programming that creates improved student academic achievement, is scalable, and that the investment is worth it – the high-level attention and support is necessary.

3. **Boundless@Rawson.**
   a. **The Rawson pilot was working well pre-COVID and needs some fine-tuning during COVID.**
      ▪ **Continue the investment in staffing the library with a full-time Library Media Specialist and library assistant. In doing the fine tuning, build on the known strengths of Boundless@Rawson, particularly the following:**

         o Expect the librarian to be a fully integrated part of the school leadership team who can serve as a critical link between HPL and HPS and provide guidance to ensure Boundless continues as a high priority resource for the school.

> "The type of access to learning resources and support that Boundless gives to children and families – you just can't put a price tag on it."
>
> --Hartford Public Schools Teacher

         o Continue to focus on what stakeholders need to meet the overarching goal of increasing student academic achievement. Prioritize strategies and tactic aligned with actions taken for

recommendation #1 and customize them for Rawson. The surveys and interviews are helping in obtaining a glimpse of how Boundless is working, yet many threads need to be pursued to understand how to best use resources to strengthen its accomplishments. Use the data in learning sessions to further interpret it and to cull out the questions that it raises for further inquiry.

- o Make active communication as a priority with all stakeholders (students and their P/Gs, teachers, staff, and administrators. This means developing personal connections, using clear, accessible communication tools, and routinely following up (e.g., do not assume that a lack of reply is lack of interest).

b. **Scale Boundless to a select number of additional schools that have a foundation to support the initiative in a way that it will flourish (ownership by school leadership is critical).** *Boundless is a natural win-win for both HPS and HPL and most importantly for the students.*

4. **Continue investing in activities that strengthen partner relationships and focus on improving communication – Boundless team meetings, professional development are good examples.**

5. **Develop a more robust (but not complicated) data collection plan.** Clearly 2019-2020 was a challenging year in many ways. Going forward, develop a plan to collect key data that can be put in place and administered year-over-year to allow for student achievement and library usage comparisons, for example, so the 2018-2019 school year could be compared to 2019-2020, and Rawson compared with all other elementary schools and those with libraries. The goal at this stage is not to conduct an impact evaluation, but rather to assess progress over time. This would mean keeping the number of data elements manageable.

The surveys used for 2019-2020 were a vast improvement over 2018-2019 in reducing inquiry to key questions. Review the surveys and make adjustments before administering again to make sure they are getting at the information the Leadership Team needs to make informed decisions. This should be informed by decisions made in Recommendation 1.

ATTACHMENTS
- A. Evaluation Logic Model
- B. Evaluation Interviewees and Interview Questions
- C. Evaluation Question 2: Boundless@Rawson – Is It Working? Detailed Survey Data Analysis

BOUNDLESS PARTNERSHIP
EVALUATION LOGIC MODEL

PURPOSE

Boundless is a collaborative partnership between HPL and HPS focused on providing an equitable, accessible, and coherent system of relevant resources, programming, and services for Hartford students that increase their academic achievement and support their own and families' lifelong learning.

FOR WHOM	ASSUMPTIONS	STRATEGIES	OUTCOMES	IMPACT
Hartford Public Schools PreK-12 Students	1. Providing students and their families with access to relevant and timely library resources and programming will contribute to increased student engagement and interest in literacy and lifelong learning. 2. Students who positively engage with librarians who connect them with customized resources are more likely to increase their reading levels and academic success. 3. A strong school and library partnership can promote increased student academic achievement. 4. Boundless requires collaboration, intentional commitment	1. Create and implement partnerships between community libraries and school libraries to make them go-to places where teachers, students, and families can readily access academic supports and resources. 2. Provide library activities, services and resources that will encourage and support students' reading advancement and love of learning and family members' lifelong learning. 3. Ensure school and community libraries have the books, technology, systems, and other resources, and that librarians have the skills and mindsets needed in order to be effective. 4. Establish an ongoing Boundless Leadership Team with key staff from both HPS and HPL to manage and oversee implementation. 5. Design and conduct an implementation and summative outcome evaluation of Boundless	**Students and Their Families** 1. Students meet grade-level standards, including advancement to the next grade. 2. Students develop a love for reading and learning. 3. Students and their families view the school and branch libraries as welcoming places and valuable community resources. **Librarians** 1. Provide the library resources teachers need that align with their curricula and needs of their students. 2. Feel connected to the school community. **Teachers** 1. Ask for library resources that align with the curriculum and needs of their students. 2. Feel connected to school and community library activities. **HPS/HPL Partnership** 1. The HPL/HPS partnership is mutually beneficial and effective. 2. The school and branch libraries have adequate resources to meet Boundless goals.	**All Hartford Public School students graduate high school with the competencies, dispositions, mindsets, and knowledge to excel in college and/or careers, and are ready to serve as contributing members of their communities.**

FOR WHOM	ASSUMPTIONS	STRATEGIES	OUTCOMES	IMPACT
	and follow through at all levels in HPL and HPS in order to be effective.	and use the results for decision making and continuous improvement.	3. Implementation, program and student data are easily shared and regularly utilized for learning and to inform decision making.	

STRATEGIES, YEAR ONE ACTIVITIES, MEASURES, AND OUTCOMES

STRATEGIES	YEAR ONE ACTIVITIES	MEASURES	OUTCOMES
1. Create and implement partnerships between community libraries and school libraries to make them go-to places where teachers, students, and families can readily access academic supports and resources. 2. Provide library activities, services and resources that encourage and support students' reading advancement and love of learning and family members' lifelong learning. 3. Ensure school and community libraries	**Students and Their Families** 1. Librarians routinely engage and mentor students about how to use the school and community libraries to fuel their love of reading and tackle school assignments 2. Librarians actively recruit and engage families to use the libraries to support their own lifelong learning and that of their children **Librarians** 1. Develop a working partnership between Boundless community and school libraries 2. YSL and LMS librarians co-develop and implement an action plan for each partnership specifying key contacts, expectations, forms and timing of communication, supports and resources needed, time lines, visits to school/community libraries, etc. 3. Create and maintain safe, comfortable, engaging learning environments in school and community libraries 4. Make Boundless presentations at schools and PTOs 5. Librarians design and implement the Hartford Readers Program	**Students and Their Families** ▪ Increase in reading proficiency by the next school year ▪ Advancement to the next grade ▪ Decrease in summer learning loss ▪ Evidence of increased library attendance and use of resources ▪ 90% completion of reading logs ▪ 100% Boundless card distribution ▪ Increase in use of Boundless card ▪ Increase in awareness of Boundless by parents/guardians and students ▪ Perception by parents/guardians and students that the school and community libraries are valuable resources **Librarians and Teachers** ▪ Increase in engagement of schools with the community libraries and vice versa ▪ Increase in awareness of Boundless by teachers	**Students and Their Families** 1. Students meet grade-level standards, including advancement to the next grade. 2. Students develop a love for reading and learning. 3. Students and their families view the school and branch libraries as welcoming places and valuable resources. **Librarians** 1. Provide the library resources teachers need that align with their curricula and needs of their students. 2. Are equipped to meet the expectations of their roles. 3. Are connected to the school community.

STRATEGIES	YEAR ONE ACTIVITIES	MEASURES	OUTCOMES
have the books, technology, systems, and other resources, and that librarians have the skills and mindsets needed order to be effective. 4. Establish an ongoing Boundless Leadership Team with key staff from both HPS and HPL to manage and oversee implementation. 5. Design and conduct an implementation evaluation and summative outcome evaluation of Boundless and use the results for decision making and continuous improvement.	**Teachers** 1. Develop and implement a plan with teachers to ensure that they identify the library resources that align with their curricula and librarians know their needs and timing for resources 2. Regularly visit both school and community libraries **HPS/HPL Partnership** 1. Hire and provide PD to Boundless librarians and support staff 2. Identify the elements of a "Boundless" culture and mindset 3. Provide professional development for librarians to support a "Boundless" culture and mindset 4. Furnish the libraries to make them welcoming and attractive to students and families 5. Evaluate the library collections to identify needs for additional resources, ensuring a diverse mix, and stock them accordingly 6. Create and distribute Boundless cards and track usage 7. Develop and sign HPS/HPL data-sharing agreement 8. Develop and sign HPS/HPL MOU 9. HPS provides student data as needed by Boundless for evaluation 10. Create and implement a communications plan, including a public launch	▪ Increase in teacher use of library materials that align with their curricula ▪ Perception by teachers that the school and community libraries are valuable resources **Partnership** ▪ Signed data-sharing agreement and MOU ▪ Pilot site selected and equipped; staff hired and trained ▪ Data provided by HPS for evaluation and learning ▪ Leadership Team is results oriented and members execute their responsibilities in a timely manner ▪ Communication plan implemented	**Teachers** 1. Ask for and receive library resources that align with the curriculum and needs of their students. 2. Are connected to school and community library activities. **HPS/HPL Partnership** 1. The HPL/HPS partnership is mutually beneficial and effective. 2. The school and branch libraries have adequate resources to meet Boundless goals. 3. Implementation, program and student data are shared and regularly utilized for evaluation and learning and to inform decision making.

ATTACHMENT B
EVALUATION INTERVIEWEES AND INTERVIEW QUESTIONS

Hartford Public Schools
- *Assistant Director of Curriculum Instruction and Programs* – Vanessa Diaz-Valencia
- *Curriculum Specialist Literacy K-5* – Amanda Kushner
- *Rawson Principal* – Dr. Tayarisha Batchelor
- *Rawson Assistant Principal* – Marcie Morrocco
- *Rawson Grade 5 Teacher* – Amber Riley-Wilson

Questions
1. How has Boundless contributed to [Hartford Public Schools District Model for Excellence](#)?
2. What aspects of Boundless do you think are the strongest/what has worked well? Why?
3. Are there aspects of Boundless you think need improvement? Why?
4. If not addressed in the previous questions - Given that this has been an extraordinary year with the impact of COVID-19, has Boundless helped students continue their learning? How? If not? Why?
5. How have communication and collaboration worked for Boundless? What has worked well? What needs improvement?
6. Other than what you have already mentioned, are there ways Boundless could better help you meet your teaching needs/goals? Your students' learning needs?

Hartford Public Library
- *Coordinator of Branch Services* – Bonnie Solberg
- *Technical Service Manager* – William Bailey
- ***Youth Services Librarian and Interim Boundless @ Rawson Librarian*** — **Katherine Trouern-Trend**
- *Teen Services Manager* – Michael Elder
- ***Boundless @ Rawson Library Assistant*** — **Alexa Esposito**
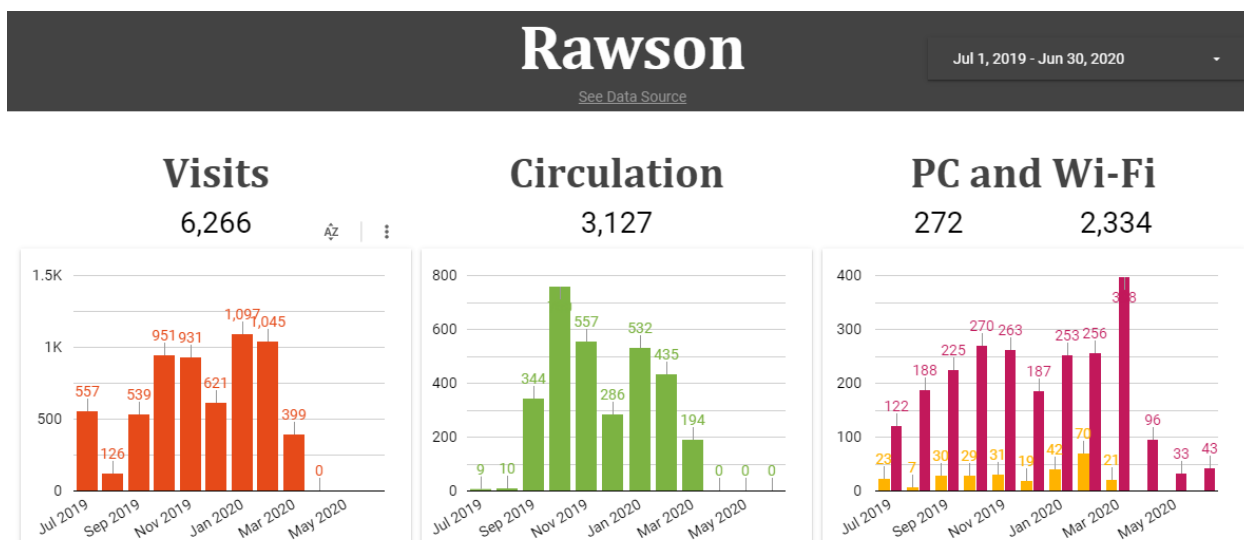- *Former Library Media Specialist and Boundless@Rawson Librarian* – Sara Bolton

Questions
1. What aspects of Boundless do you think are the strongest/what has worked well? Why?
2. Are there aspects of Boundless you think need improvement? Why?
3. If not addressed in the previous questions - Given that this has been an extraordinary year with the impact of COVID-19, has Boundless helped students continue their learning? How? If not? Why?
4. How have communication and collaboration worked for Boundless? What has worked well? What needs improvement?
5. Other than what you have already mentioned, are there ways Boundless could better help you meet your teaching needs/goals? Your students' learning needs?

EVALUATION QUESTION 2:
BOUNDLESS@RAWSON – IS IT WORKING?
Detailed Survey Data Analysis

Data to answer the evaluation question about whether Boundless@Rawson was "working" was gathered through the HPL management information system and through student, P/G, teacher, and staff surveys and interviews. The surveys were administered to all Rawson teachers and to two classes of 4th grade and one class of and 5th grade students and their P/Gs (P/Gs) from January to March 2020, prior to the shift in education delivery necessitated by COVID-19. None of surveys were matched so the results are treated independently. The interviews were conducted virtually with a total of 11 HPL and HPS Boundless managers and Rawson staff, teachers, and leadership in November and December 2020.

The data in the above chart was collected from July 1, 2019 to June 30, 2020 by HPL. The "Visits" graph shows that 6,266 visits were made by individuals to the Rawson library during school and public hours. The "Circulation" graph notes the number of items checked out from the Rawson library by individuals. The "PC and Wi-Fi" graph shows that individuals logged onto one of the HPL computers at Rawson 272 times and that individuals used their own devices to access the HPL Wi-Fi 2,334 times.
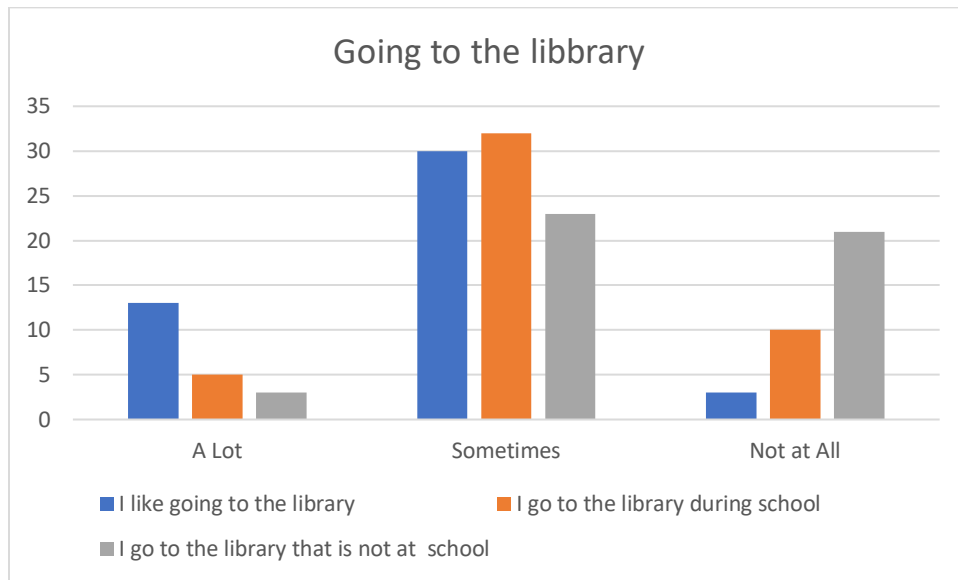
Surveys
Students
Surveys were completed by 47 students total, representing one class of 5th graders (17 students) and two classes of 4th graders (15 students in each group). Since the number of
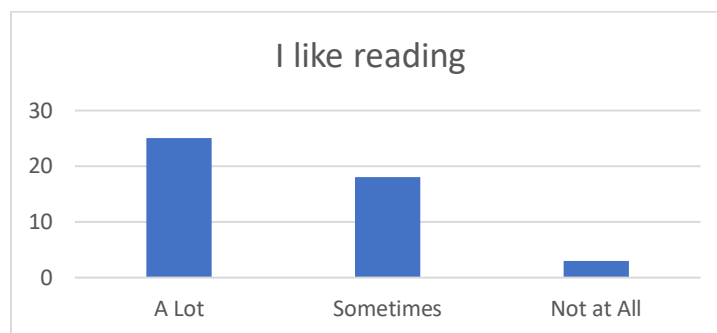
survey respondents was small and there were not large variations by class or grade, most of the summary is based on the combined responses.

Use of the Library
The first set of answers were in relation to going to the library.

Going to the libbrary

A bar chart titled "Going to the libbrary" with a y-axis from 0 to 35. Three categories on the x-axis: A Lot, Sometimes, Not at All. Legend: I like going to the library (blue), I go to the library during school (orange), I go to the library that is not at school (gray).

- A Lot: I like going to the library ≈ 13, I go to the library during school ≈ 5, I go to the library that is not at school ≈ 3
- Sometimes: I like going to the library ≈ 30, I go to the library during school ≈ 32, I go to the library that is not at school ≈ 23
- Not at All: I like going to the library ≈ 3, I go to the library during school ≈ 10, I go to the library that is not at school ≈ 21

Twelve (41%) of the 4th graders reported liking going to the library "a lot," while only 1 (.6%) fifth grader fell in that category. In addition, 31 (65%) of the all students reported they liked going to the library "sometimes" and 3 (.6 %) said "not at all." The survey indicated that 3 (.6%) students across the two grades go to the library during school "a lot," and 32 (68%), "sometimes," and 3 (.6%), "not at all." With regard to the going to the library that is not at school, 23 (49%) reported "sometimes" and 21 (45%) reported "not at all."

I like reading

A bar chart titled "I like reading" with a y-axis from 0 to 30. Three blue bars on the x-axis: A Lot ≈ 25, Sometimes ≈ 18, Not at All ≈ 3.

Regardless of where they go to the library, 25 (54%) of the students reported that they liked to read "a lot" and another 18 (39%) reported they like to read "sometimes." Only 3 said they did not like to read at all.

Access to Library Resources
The second set of answers were related to use of the library once the students were there.

Using library resources
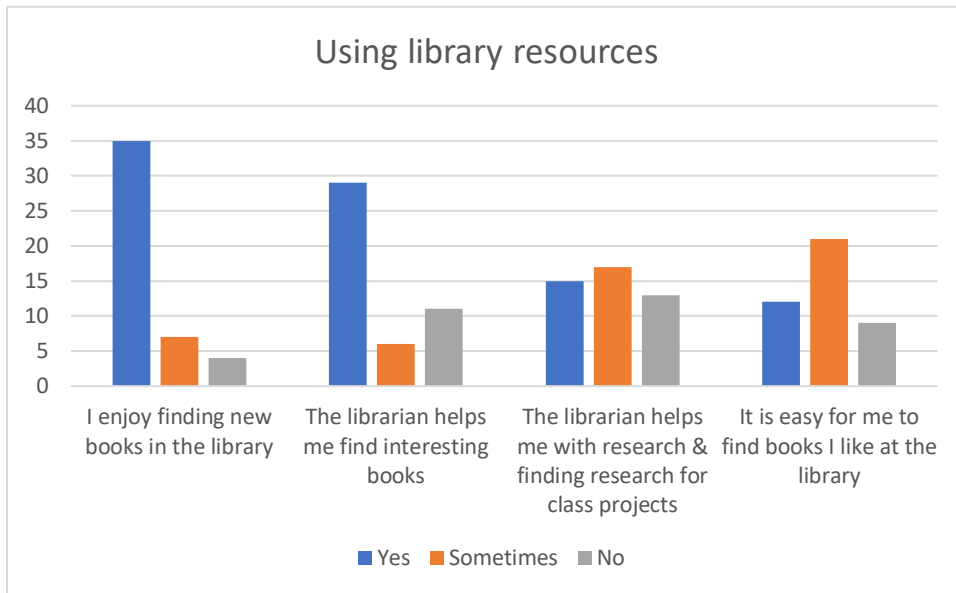
Of the total number of students surveyed, 76% (35) reported that they enjoy finding new books in the library "a lot." With regard to the librarian, 63% reported that the librarian helps them find interesting books. In addition, 68% reported either "yes" or "sometimes" that the librarian helps them with research and finding research for class projects. And finally, 29% reported that it is "easy," 50% reported that it is "sometimes" easy, and 21% reported that it is "not at all" easy for them to find books they like at the library.

What do you do at the library?
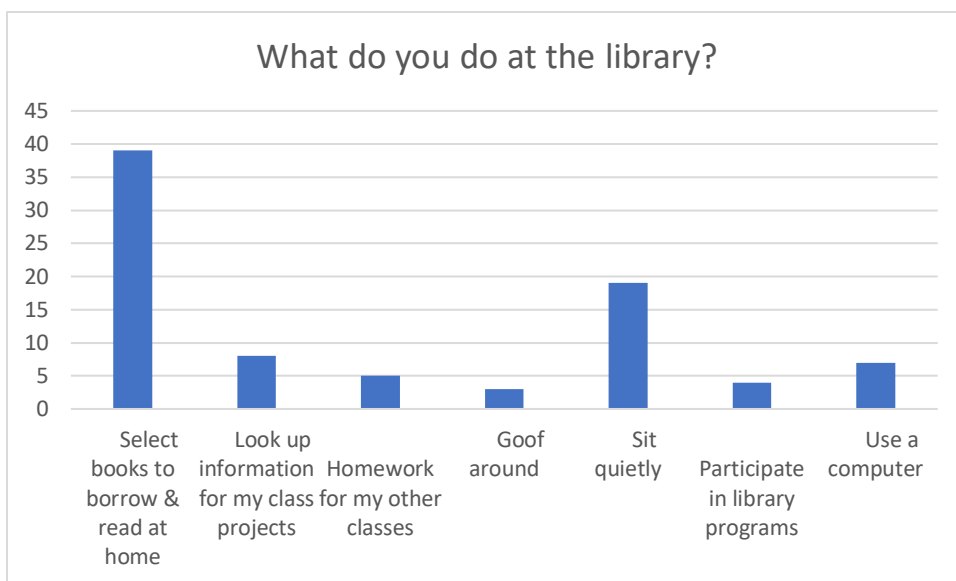
When asked what they do at the library, the number one answer with 39 total responses (45%) was selecting books to borrow and read at home. The next highest answer with 19 responses (22%) was sitting quietly. Looking up information for class (8 responses or 9%) and using the computer (7 responses or 8%) followed. Doing homework for classes (5 responses or 6%), participating in library programs (4 responses or 5%) and goofing around (3 responses or 4 %) rounded out the list.
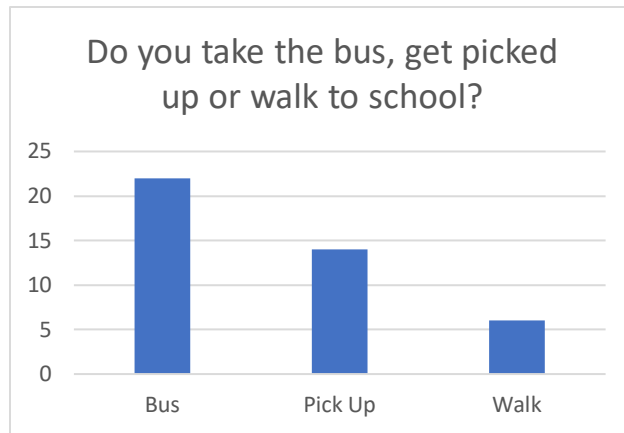
Do you take the bus, get picked up or walk to school?

Of the students who responded whether they take the bus, got picked up or walk to school, 27 (57%) reported that they rode the bus to school, 14 (30%) reported being picked-up, and 6 (13%) reported walking to school. Two of the students reported being both picked-up and walking to school.


Do you have a computer at home?
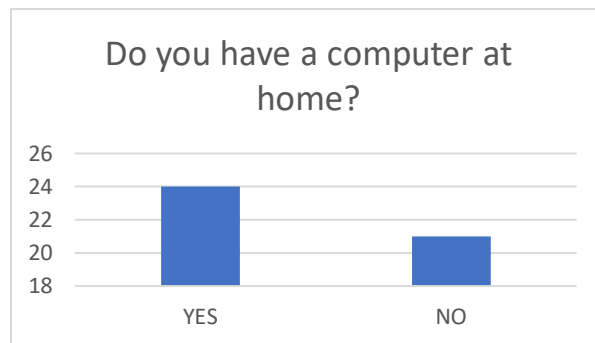
Of the total number of students who responded, 24 (53%) indicated they had computers at home and 21 (47%) did not.

Parents/Guardians
Surveys were completed by 15 parents/guardians (P/Gs) of students. Of those who responded, 5 (36%) had students in PreK, K and and/or 1st grade, 2 (14%) had students in 2nd and/or 3rd grades, 7 (50%) had students in 4th and/or 5th grades, and one did not indicate a grade.

Use of the Library
The first set of questions related to use of the school and community libraries.
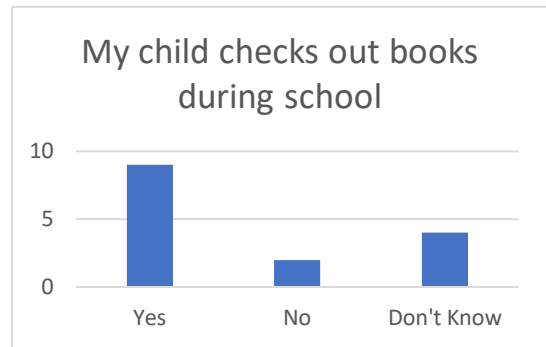
Of the 9 P/Gs who responded to a question about visiting the library, 6 (67%) said they had visited the Boundless Library at Rawson with their children "1-3 times," 1 visited "4-6 times," and 2 visited "more than 6 times."

Asked if their child checked out books during school, 9 (60%) P/Gs responded "yes," 2 (13%) responded "no," and 4 (27%) responded "I don't know."
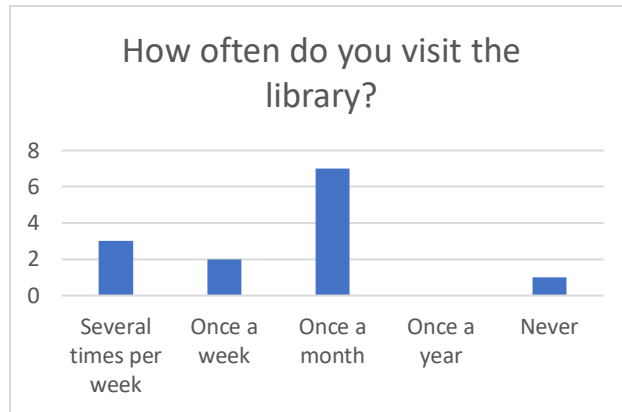
Access to Library Resources
The second area of focus was on access to library resources.
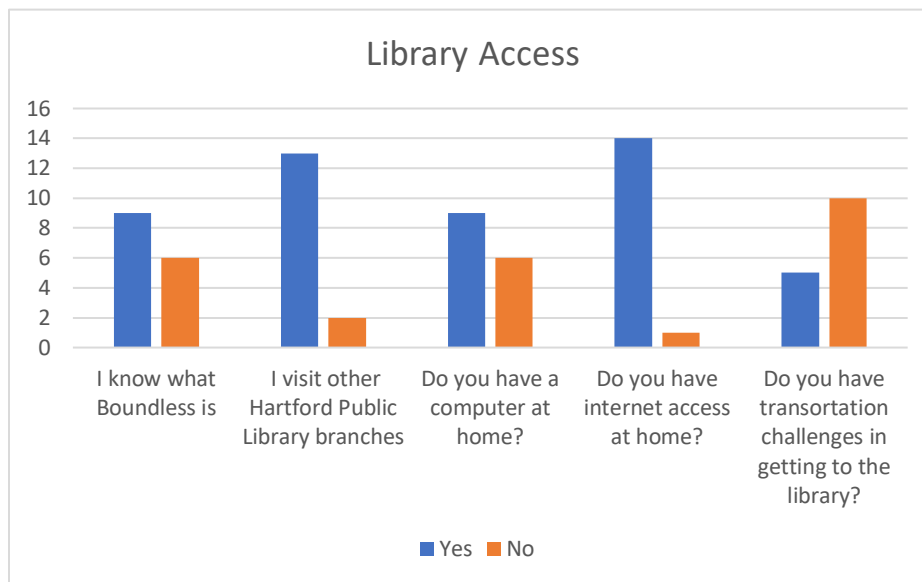
Responding to a question about whether they were knowledgeable about Boundless, 9 (60%) P/Gs reported "yes" and 6 (40%) reported "no." When asked if they visited other Hartford Public Library Branches 13 (87%) P/Gs said "yes" and 2 (13%) said "no."
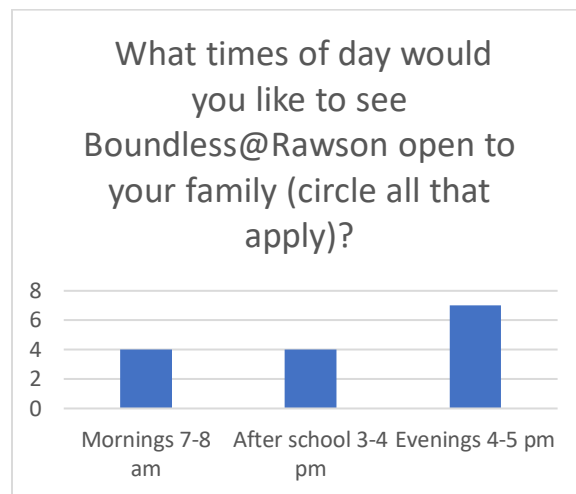
Questions about computers and internet access revealed that 9 P/Gs (60%) indicated that they had a computer at home and 6 (40%) answered "no." 14 (93%) P/Gs stated that they do have internet access at home. Further, regard transportation challenges in getting to the library, 5 (33%) reported that they do have challenges while 10 (67%) reported having no transportation challenges.

How often do you visit the library?

Several times per week	Once a week	Once a month	Once a year	Never
3	2	7	0	1

When asked how often they visit the library, 3(23%) P/Gs responded "several times per week," 2 (15%) responded "once a week," 7 (54%) responded once a month, and only 1 responded "never."

Parent/Guardian Recommendations about Library Hours and Programs
P/Gs were also asked about what times of day they would like to see the library open to their families (circling all that applied).

What times of day would you like to see Boundless@Rawson open to your family (circle all that apply)?

Mornings 7-8 am	After school 3-4 pm	Evenings 4-5 pm
4	4	7

The most popular response with 7 (46%) was "Evenings 4-5 pm," with an equal number each 4 (27%) for "Mornings 7-8 am" and "After School 3-4 pm.

P/Gs were asked to respond to a list of the kinds of programs they are interested in seeing at library by circling all that applied.

What kind of programs are you interested in seeing Boundless@Rawson host (circle all that apply)?

Story Times — 4
Science/STEM — 4
Arts and Crafts — 6
Parent Progams — 2
Homework Help — 7
Other — 0
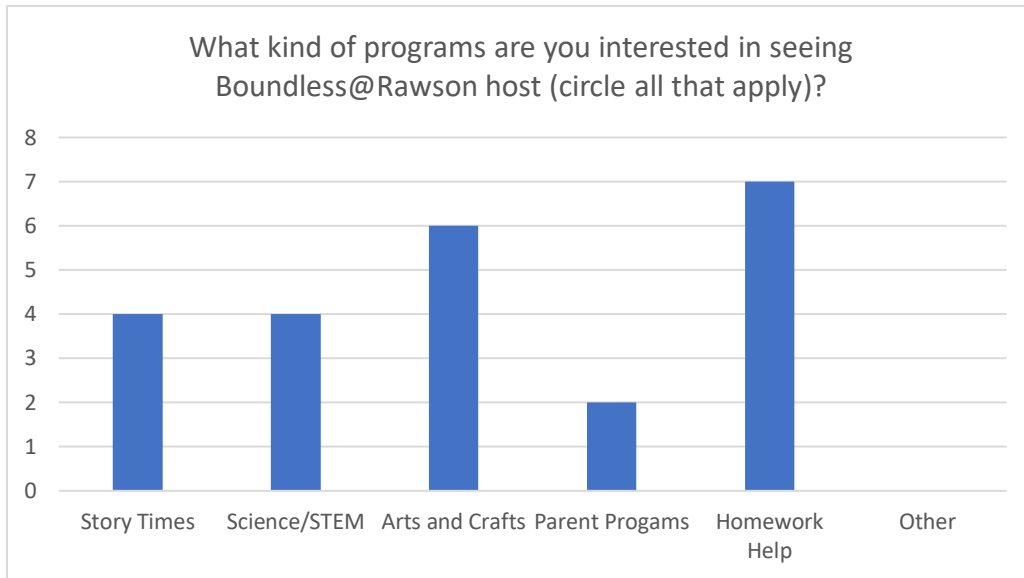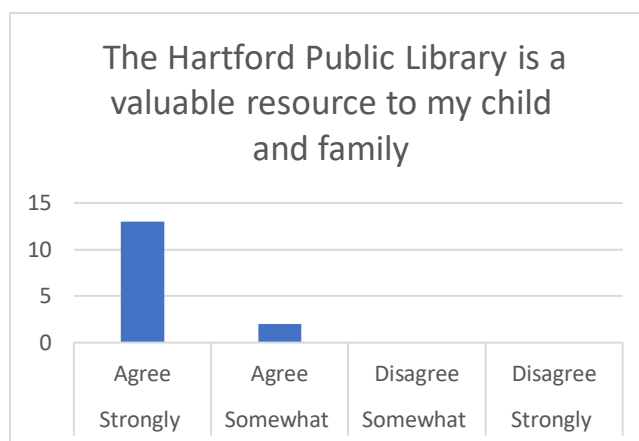
The number one response with 7 (31%) votes was "Homework Help" followed closely by "Arts and Crafts with 6 (26%) responses. "Story Times" and "Science/STEM" were tied with 4 (17%) responses each and "Parent Programs" rounded out the list with 2 (9%) of the responses. No one marked "other" as an option.

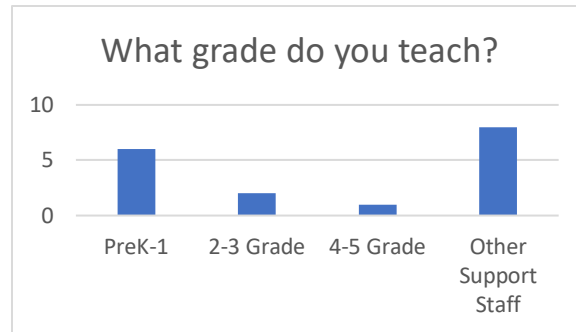*Perceived Value of the Hartford Public Library*
The vast majority of P/Gs responding, 13 (87%), "strongly agreed" that the Hartford Public Library was a valuable resource to their children and families, while only 2 (13%) "somewhat agreed."

The Hartford Public Library is a valuable resource to my child and family

Agree Strongly — 13
Agree Somewhat — 2
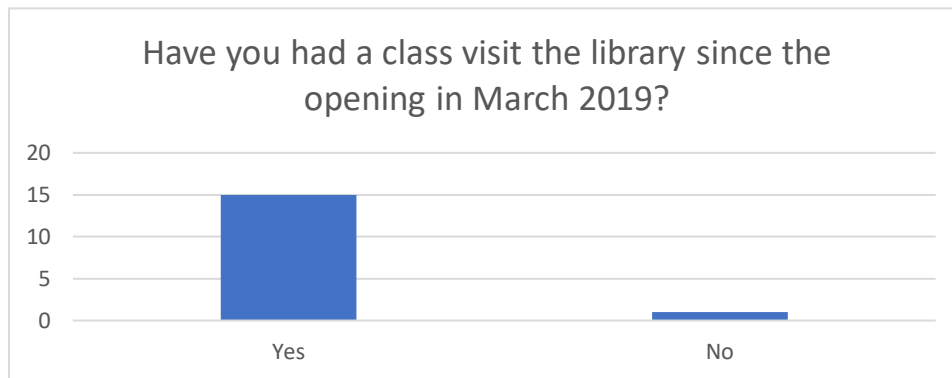Disagree Somewhat — 0
Disagree Strongly — 0

Teachers

Teachers and other support staff in all grades at Rawson were surveyed by the partnership in January and February 2020 regarding their use and perceived value of the Boundless library.

What grade do you teach?

A bar chart titled "What grade do you teach?" with values: PreK-1 = 6, 2-3 Grade = 2, 4-5 Grade = 1, Other Support Staff = 8. Y-axis ranges from 0 to 10.

Seventeen responses were received as follows: PreK-1st Grade – 6 (35%); 2nd and 3rd Grades – 2 (12%); 4th and 5th Grades – 1 (6%); Other support staff – 8 (47%).

Use of the Library

Sixteen individuals responded to a question about whether and, if yes, how many times they had had a class visit the library since its opening in March 2019. Of those 15 (94%) replied yes and 1 (6%) replied no.

Have you had a class visit the library since the opening in March 2019?

A bar chart titled "Have you had a class visit the library since the opening in March 2019?" with values: Yes = 15, No = 1. Y-axis ranges from 0 to 20.

Nine (56%) of those individuals visited the library themselves or with their classes more than 10 times, 1 (6%) visited 5-10 times, and 6 (38%) visited 1-5 times.

**How many times have you and/or your class utlized the library since the launch in March 2019?**

Category	Value
1-5 times	6
5-10 times	1
More than 10 times	9
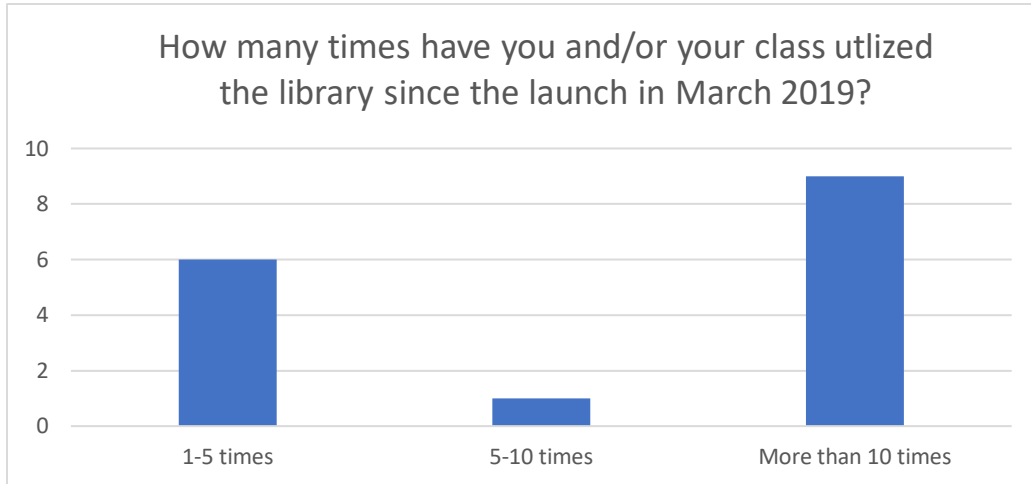
Information about the Library and Its Resources

94% (15) of the sixteen teachers responding had given information about the Boundless Library@ Rawson to their students' P/Gs.

Have you given your students' parent/guardians information about Boundless@Rawson?

Category	Value
Yes	15
No	1
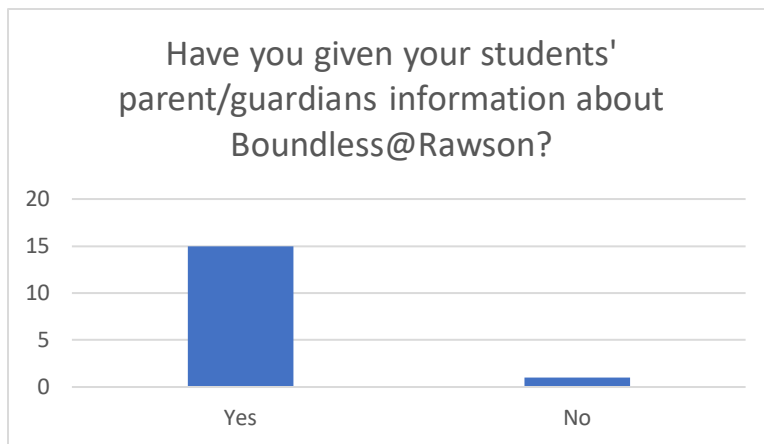
83% (14) said that the Library Media Specialist (LMS) had provided information to them about electronic resources that were available; only 3 (18%) said they had not received this information.

Use of Library Resources

The survey asked about teachers' use of seven specific electronic library resources.

Have you used any of the following electronic resources with your class?
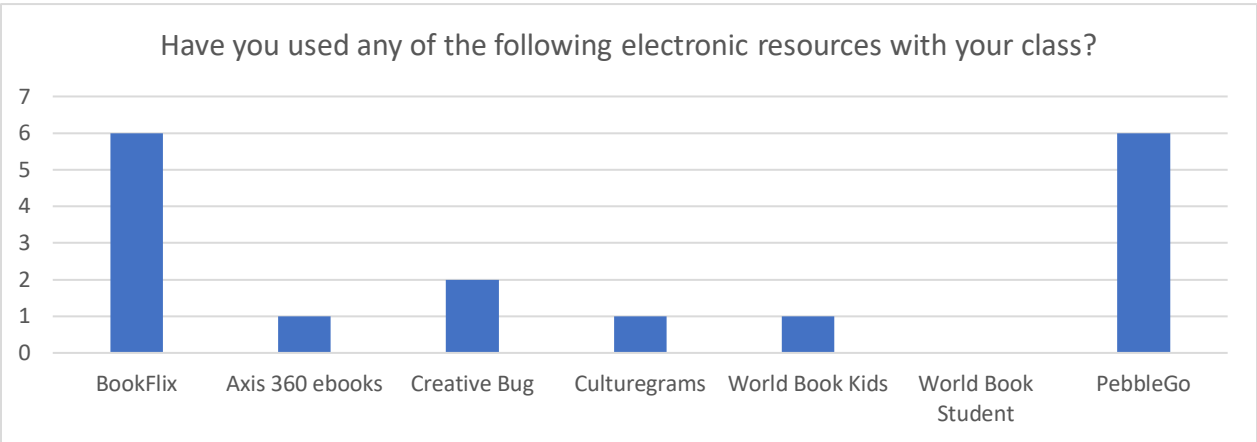
The 16 responses follow in order of most use:

- Bookflix – 50%
- PebbleGo – 50%
- World Book Student – 50%
- Creative Bug – 17%

- Axis 360 Books – 8%
- Culturegrams – 8%
- World Book Kids – 8%

When asked if the LMS had provided the 16 respondents with print resources to support them and the class room curriculum, 11 (69%) indicated yes, and 5 (31%), no.

Has the library media specialist provided you with print resources to support you and the classroom curriculum?
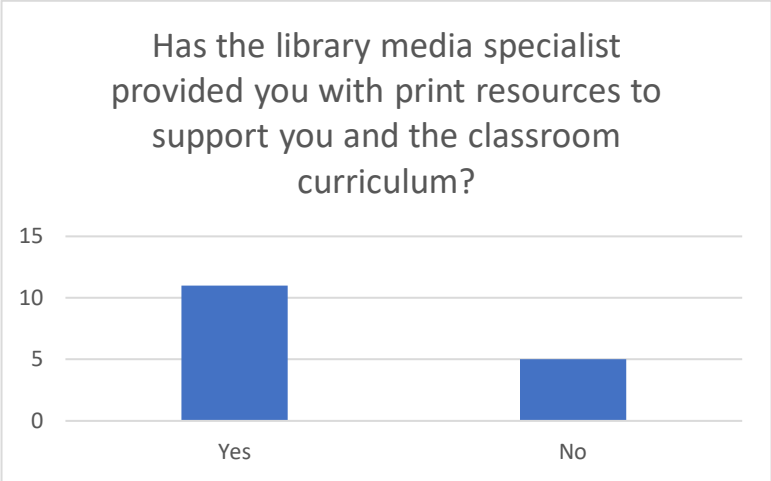
Perceptions of the Value of Boundless@Rawson
All 17 of the teachers responding replied to the following prompts with "strongly agree," "agree," "disagree," or "strongly disagree," but nor all respondents relied to all prompts.

Feedback for Boundless@Rawson
Two sections of the survey were made available for teacher comments on what would be helpful for Boundless@Rawson going forward. The responses are provided verbatim below.

- *[More] audio books*
- *More pre-K books*
- *Chromebooks to sign out for classroom use*
- *So far, the library has introduced many resources and I am pretty certain there will be more as they become available*
- *Super place! Super staff!*
- *The staff are knowledgeable and friendly.*
- *The staff is knowledgeable and engage with our pre-K students.*
- *Love the integration of hands-on science lessons.*
- *The resources and information provided from the librarians are very valuable to our staff and students.*
- *Students are excited about the free books available.*
- *This is one of the best things that happened for Rawson. Students love going to the library to get books and are now reading because they now [have] access to books.*
- *Great atmosphere and great place for kids to read and learn.*
- *I love the variety of activities offered!*

Teacher perceptions of the Rawson library

(Bar chart showing teacher responses for six prompts. Y-axis ranges from 0 to 14.)

- The Rawson library is a valuable resource to me as a teacher: Strongly Agree 12, Agree 2, Disagree 1
- The Rawson library is a valuable resource for my students: Strongly Agree 12, Agree 1, Disagree 1
- The students enjoy going to the Rawson library: Strongly Agree 11, Agree 1, Disagree 1
- The Rawson library is a welcoming place for staff: Strongly Agree 11, Agree 2
- The Rawson library is a welcoming place for students: Strongly Agree 11, Agree 2
- The Rawson library has a positive effect on student learning: Strongly Agree 10, Agree 3, Disagree 1

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree