

2023-24 Exploratory Study of Book Trust

Findings from the annual teacher survey
and an in-depth study of stakeholder
program experiences

Rachel Tripathy, Aaron Soo Ping Chow,
Jazmin Cruz, and Katy Nilsen

WestEd

June 2024

© 2024 WestEd. All rights reserved.



Suggested citation: Tripathy, R., Soo Ping Chow, A., Cruz, J., & Nilsen, K. (2024). Book Trust Stakeholder Feedback Study. WestEd.

WestEd is a nonpartisan, nonprofit organization that aims to improve the lives of children and adults at all ages of learning and development. We do this by addressing challenges in education and human development, reducing opportunity gaps, and helping build communities where all can thrive. WestEd staff conduct and apply research, provide technical assistance, and support professional learning. We work with early learning educators, classroom teachers, local and state leaders, and policymakers at all levels of government.

For more information, visit [WestEd.org](https://www.wested.org). For regular updates on research, free resources, solutions, and job postings from WestEd, subscribe to the E-Bulletin, our semimonthly e-newsletter, at [WestEd.org/subscribe](https://www.wested.org/subscribe).

Table of Contents

Introduction	1
Methods	2
Stakeholder Feedback Study	2
Teacher Survey	3
Findings	3
To what extent are teachers utilizing Book Trust services and resources in alignment with the program goals?	4
Program Participation and Communication	4
Equitable Access to Books	6
Student Book Choice	8
Personal Libraries	9
In what ways does participation in the Book Trust program support a culture of literacy and positive reading attitudes?	9
Culture of Literacy at School	10
Home Reading Practices	11
Reading Attitudes and Motivation	13
What are the current early literacy needs of participating Book Trust teachers, students, and parents, and how can Book Trust support those needs?	14

Discussion	15
Study Limitations	17
References	18
Appendix A: Fall 2023 Complete Survey Results	20
Student Survey Results	20
Parent Survey Results	25
Appendix B: Focus Group Protocols	34
Book Trust Teacher Focus Group Protocol	34
Book Trust Parent Focus Group Protocol	37
Appendix C: Student Survey	40
Appendix D: Parent Survey	43
Appendix E: 2023-24 Teacher Survey Results	50

Introduction

As part of an ongoing effort to understand the needs of the communities it serves and improve program services, Book Trust partnered with WestEd to undertake a series of research and evaluation activities. In the fall of 2023, WestEd conducted a study to collect feedback from teachers, students, and parents/caregivers (henceforth simplified to “parents”) about their understanding of and experience related to Book Trust services. The study is intended to supplement the data provided by Book Trust’s annual teacher survey, which helps to document details around book distribution, but alone cannot capture information about reading practices outside of school, student attitudes toward reading, or nuanced classroom needs. By gathering data from students and parents directly and by holding in-depth conversations with teachers, this study offers insights into stakeholder interactions with Book Trust services, related reading practices and attitudes, and areas for additional support.

The study was guided by the following research questions:

- 1.** To what extent are teachers utilizing Book Trust services and resources in alignment with the program goals of:
 - a. Providing program resources to support teachers and families
 - b. Enabling equitable access to wide variety of books
 - c. Fostering student agency to choose books of interest
 - d. Supporting the creation of personal libraries
- 2.** In what ways does participation in the Book Trust program support:
 - a. A culture of literacy outside of school
 - b. A culture of literacy in the classroom
 - c. Student practices in and outside of school that underlie frequent and engaged reading
 - d. Student motivation to read
 - e. Positive attitudes towards reading (e.g., joy, magic, love of reading)
- 3.** What are the early literacy needs of participating Book Trust teachers, students, and parents, and how can Book Trust support those needs?

Methods

Stakeholder Feedback Study

WestEd utilized focus groups and surveys to collect data from stakeholders. Teachers were recruited from schools receiving Book Trust services and agreed to distribute the student and parent surveys to their class. Parent surveys were made available in both Spanish and English. Teachers, parents, and students were encouraged to sign up to participate in virtual focus groups with WestEd researchers.

Ultimately, WestEd conducted three focus groups with a total of six teachers from Denver Public Schools in Colorado and one teacher from Molokai Island Schools in Hawaii. WestEd conducted an interview with one parent from Denver Public Schools. A total of 11 students and 23 parents, representing Pre-K through Grade 3, responded to the survey that participating teachers distributed to their class. Of the 23 parents who responded, 12 completed the English-language survey and 11 completed the Spanish-language survey.

WestEd used semi-structured interview protocols to facilitate the teacher and parent focus groups (Appendix B). The student survey (Appendix C) is comprised of two scales: an attitudinal scale with 11 questions asking students to rate how they feel about different aspects of reading, and a yes/no scale with 12 questions asking students to indicate whether they engage in certain reading practices. The parent survey (Appendix D) included a variety of closed-ended question types asking about the following topics: household information, personal book collections, reading resources, reading practices outside of school, and student motivation to read. The parent survey also included three open-ended questions. The English and Spanish parent surveys contained the same content.

To analyze the survey data, researchers computed descriptive statistics, including frequencies and percentages, to encapsulate the response distributions and identify overarching trends. Where necessary, numerical data were translated into visual representations using bar charts and pie charts to facilitate a more intuitive understanding of the results. Researchers disaggregated survey responses by the language spoken at home. Where meaningful differences in survey responses were identified between groups, they are noted in the findings section below. Focus group audio recordings were transcribed, and the transcriptions loaded into the qualitative analysis application Dedoose. Researchers developed a codebook aligned to the study's research questions and conducted a round of pilot coding to establish inter-rater agreement. All focus group data and survey open-ended responses were coded in Dedoose. Coded data were then analyzed to identify the themes that emerged around each research question. Survey and focus group data were compared to triangulate the major findings, which

are described below. Complete survey results are presented in Appendix A.

Teacher Survey

This report also integrates findings from Book Trust’s teacher survey, distributed to teachers in the spring of 2024. All teachers who received Book Trust services during the 2023-24 school year were invited to participate in the survey. WestEd analyzed survey data from the 890 teachers who responded to the survey by tabulating response frequencies and percentages for each question, and by qualitatively summarizing open-ended responses by theme. Tables displaying the response frequencies and percentages for each question on the teacher survey are presented in Appendix E.

Findings

Stakeholder feedback about Book Trust is overall positive, with teachers expressing gratitude for and satisfaction with the services. Participant feedback indicated that Book Trust is most influential in improving access to books for students who do not own many books, and in allowing students the opportunity to choose books of interest to them. Students are familiar with Book Trust by name and await their books every several weeks with great anticipation. The excitement around Book Trust books is most apparent in the classroom, whereas the distinct goals related to book choice and ownership and to personal library development may not be understood as well at home.

92% of teacher survey respondents correctly identified Book Trust as a “nonprofit that is partners with Scholastic,” indicating a high level of teacher awareness of Book Trust’s services. Feedback from parents and teachers revealed that many parents (including 64% of parent survey respondents), however, are not familiar with Book Trust by name and may not even be aware that their children are receiving free books as part of an organized program. Therefore, parent feedback in this report specific to Book Trust services should be interpreted with caution, since parents may not be able to accurately report on perceptions or behaviors associated with a program they are unfamiliar with.

Findings related to each of the study’s research questions are presented in more detail below.

To what extent are teachers utilizing Book Trust services and resources in alignment with the program goals?

Teachers incorporate Book Trust into their toolkit of resources to enhance their students' literacy environment. While participating teachers unanimously expressed appreciation and need for Book Trust services, the degree to which they implement consistent book distribution routines and call attention to Book Trust books varies. Teachers report actively promoting student choice in the book ordering process and encouraging students to build a personal collection of books.

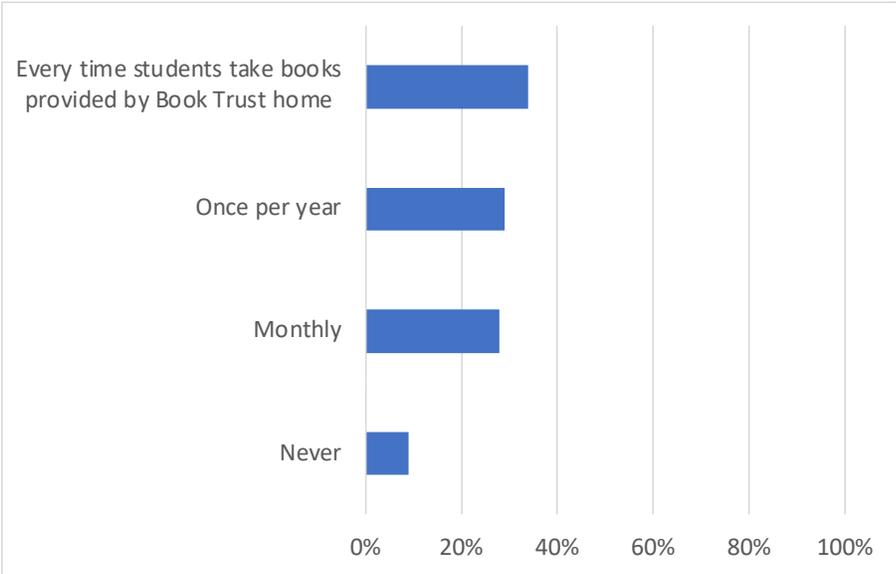
Program Participation and Communication

Teachers expressed unanimous and enthusiastic gratitude for the Book Trust program. They feel the program is valuable and easy to participate in. In particular, the teachers appreciate various convenient aspects of Book Trust services, including the ease of ordering, the receipts that clearly list which student ordered which books, and the expediency of book delivery. One area that may be improved upon is the initial application to the program. One teacher described the initial signup process as cumbersome, saying, *"I went through the PowerPoint and did all the things and then I couldn't quite get it done and I had to email a few times and I had to make sure that the account was really in effect. And so it took a little massaging and a couple of my [coworkers] gave up and said, 'Oh my gosh, I just can't do that.' And I was like, 'I don't care how complicated it is, I'm going to keep doing it until I get these free books for kids.'"*

According to the teacher survey, the Book Trust flyer is the most utilized resource for Book Trust ordering (86% of teacher respondents reported using it). Fewer teacher respondents reported accessing teacher resources on the Book Trust website (45%) or the Book Trust monthly newsletter (35%). Survey respondents indicated that it would be helpful for this flyer to be printed and mailed to them, so they would not have to print it out themselves.

The extent to which teachers call attention to Book Trust as a specific program varies widely. For instance, some teachers do not use the name "Book Trust" at all when communicating with parents or students about the books, saying "Scholastic books" or just "books" instead. Other teachers, however, explicitly celebrate Book Trust, even having students write letters to Book Trust to express their gratitude. Figure 1 shows how the frequency of conversation with parents/caregivers about Book Trust books varies widely across teachers. Some teachers in the study reported having periodic conversations with parents about student reading progress and about how families can support positive reading habits. However, Book Trust was not mentioned as a topic that was often raised as a part of these communications.

Figure 1. How often teacher survey respondents communicate with parents/caregivers about books provided by Book Trust (n = 860)



Because schools participate in a variety of reading-related programs (e.g., “Reading Stamina”), it is likely that parents do not have a thorough understanding of each program’s distinct role. A parent interviewed for this study, for example, explained that she receives minimal communication from her student’s school about supplemental programs and resources, and that she was not familiar with Book Trust. The parent expressed a desire to know more about the kinds of reading activities and resources that teachers want to see utilized outside of school. The model case presented below shares the approach of one teacher who was in the minority of participants who intentionally showcased the Book Trust program for parents.

MODEL CASE: One teacher describes how her class interacts with Book Trust and how she communicates with parents.

“I [refer to] ‘*the Book Trust program with Scholastic Books*,’ so [parents are] very aware that it's Book Trust. And we always talk about how exciting it is that students are going to get this special free book and it goes out in the newsletter every time they're going to pick or every time they get it. And we take pictures of the kids with their books and put them in the newsletter.

So when parents come for conference, we talked about it. There was a PowerPoint we did for conference where we talked all about what goes on in the classroom, and the last one was all about Book Trust books and how excited the kids were about it. I think it's one of the most exciting features of the year for kids, and I'm really glad I did it, because it was a little hard to sign on and some people were like, ‘Oh, I don't know if I could fit that in as a new teacher this year,’ but I just believe in kids reading. And I was so glad I did it when I saw the excitement that it generated.”

Equitable Access to Books

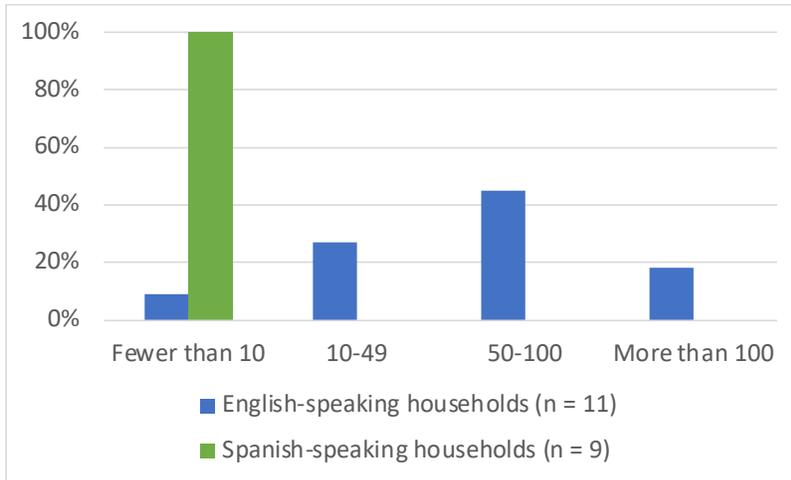
Teachers agreed that most valuable benefit of Book Trust services is increased access to books for students outside of school. Participating teachers reported that many of their students lack access to a wide variety of high-quality books, and that Book Trust enables these students to build a collection of books they would otherwise not have. *“Without Book Trust, it would be very detrimental to my student's ability to be engaged in reading, get excited about reading, and begin to develop those foundational skills of reading,”* one teacher explained. *“Book Trust really provides them that critical access to books that they might not necessarily have at home.”*

Once parents were made aware of the services provided by Book Trust, most agreed that Book Trust supports their student in accessing books, with 95% of parents agreeing or strongly agreeing that Book Trust helps their student get new books regularly. However, 15% of respondents disagreed or strongly disagreed that their student has access to books *that interest them* through Book Trust. While this data point contradicts students' own reporting through the survey that they are usually able to find Book Trust books that interest them, this survey finding reveals that at least some parents believe an expanded or revised selection of books would generate more interest from their student.

At school, students have consistent access to books in large part due to the efforts of teachers. Classroom libraries play an important role for book access at school, with only 53% of teacher survey respondents reporting they rely on their *school* library for regular book access. Teachers prioritize maintaining a large classroom library, with carefully selected books across a range of topics and levels appropriate for their students. Multiple teachers confirmed that they spend their own money on books for their classroom in order to build a high-quality classroom library. Some teachers described using their Scholastic bonus points to acquire books that they want for their classroom.

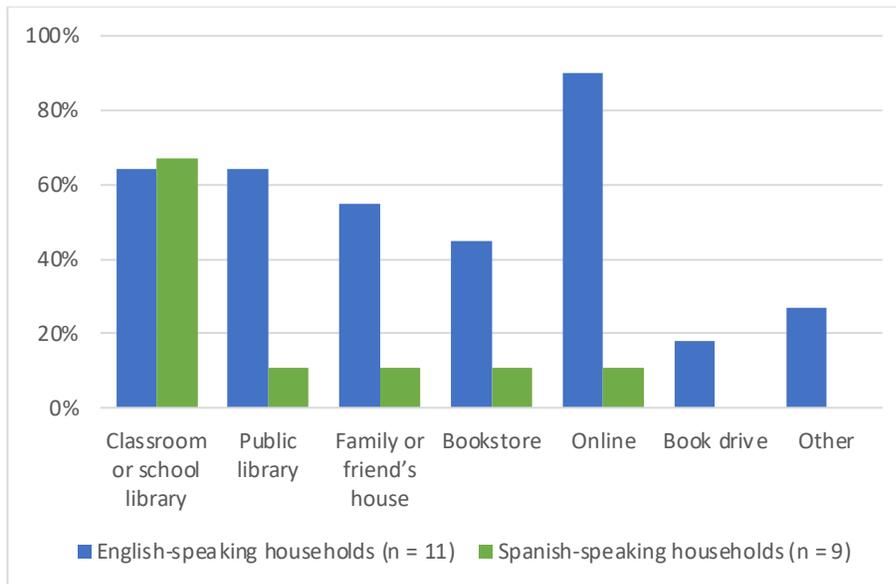
Through the teacher survey and the study, multiple teachers cited the need for more student access to Spanish-language books, both in and outside of school. While teacher survey respondents indicated a total of 28 languages other than English represented in print in their classroom, the most widely spoken language other than English is Spanish. The opportunity to provide more Spanish-language books is supported by parent survey responses which reveal how Spanish-speaking households in the study have far fewer children's books, on average, than English-speaking households in the study (Figure 2).

Figure 2. Number of Children’s Books Present at Home, by Home Language



Furthermore, the parents from Spanish-speaking households who responded to this survey indicated that they access books from fewer sources than English-speaking households (Figure 3). While it is difficult to determine the reasons for this discrepancy in book access, it is reasonable to consider that a combination of limited transportation, busy work schedules, financial limitations, language barriers, and lower availability of Spanish-language books at these sources may play a role (Shaver, 2019). Information shared by a teacher about her Spanish-speaking students supports this idea: *“They don't go to libraries, they don't get books bought for them, so they just don't have access to them. And then, a lot of times, their families are working, so they just don't really have time to read to them.”*

Figure 3. Percentage of Parent Survey Respondents Who Access Books from Various Sources, by Home Language



Student Book Choice

Book choice is intentionally practiced and celebrated by those who participated in the study. 90% of student survey respondents indicated that their teachers let them choose the Book Trust books they want (the remaining 1/10 responded that they did not know whether their teacher lets them choose), and all respondents reported that they can usually find something they are happy to read when choosing their Book Trust books. 84% of teacher survey respondents indicated that they “always” let their students select their own Book Trust books. 83% of student survey respondents reported feeling “very happy” when they choose a new Book Trust book to take home, and the remainder reported feeling “a little happy.” Further, teacher survey respondent indicated that students really enjoy the books they choose, with 89% of respondents agreeing or strongly agreeing that their students report that they like the stories and characters they read about in their Book Trust books.

Teachers shared their belief that choosing students’ own books is meaningful and motivating to them. Some students have very specific interests, and they get excited about choosing books that match those interests. Considering her students who need extra reading support, one teacher reflected, *“It’s hard to get ‘low’ readers to be excited, but they are [excited] when they can pick their own books and they have done a pretty good job of picking too.”* Students sometimes select books that are too advanced for their current reading level, and teachers often find themselves having to help students find books that are appropriately challenging. Learning how to select the right book, however, is a skill in itself, as one teacher pointed out. *“Sometimes I help them with their choices,”* she shared. *“We go over like, ‘Hey, what do you do*

when you're going to pick a book? How do you pick a good fit book?' And so there's time every day for that." Choosing books, according to teachers, has the power to support student agency even beyond the context of Book Trust.

"If they're learning to take that initiative and agency and choose for themselves, hopefully they'll choose other books in the future to continue to read. And hopefully they'll continue to make choices for themselves in other areas too."

— Book Trust participating teacher

Personal Libraries

Overall, stakeholders find Book Trust to be important in supporting access to books outside of school. Teacher survey respondents indicated that Book Trust was very influential (68%) or somewhat influential (30%) in enabling students to read outside of school. 90% of student survey respondents indicated that they take their Book Trust books home with them (the remaining 1/10 responded that they did not know whether they took their Book Trust books home), and teachers confirmed that students typically take one or two Book Trust books home with them each ordering period. All student survey respondents confirmed that they have a special place at home where they keep their books, suggesting that these students do maintain personal libraries. Similarly, 80% of parent respondents agreed or strongly agreed that they have created a collection of books at home using Book Trust books. Teacher survey respondents further confirm this sentiment, with 67% reporting that the importance of personal libraries has increased for their families over the last year.

The number of children's books present at home, according to the parent survey, varies widely, with some parents reporting having fewer than 10 children's books at home and others indicating they have more than 100. Given this variation, the overall impact of taking home Book Trust books is also likely to vary substantially, with students who own fewer books experiencing a more discernable difference in their personal library with each additional book acquired.

In what ways does participation in the Book Trust program support a culture of literacy and positive reading attitudes?

Teachers, students, and parents alike expressed positive attitudes toward literacy and an active effort to engage in positive literacy practices. Teachers shared their own definitions of a

“culture of literacy” and described tools and practices they use to foster a literacy-rich environment in their classroom. Overall, student and parent feedback indicated consistent reading and shared reading practices outside of school. While Book Trust services were reported to spark excitement around book choice and ownership, as described above, they were not identified by stakeholders as a crucial source of support for strengthening reading environments, practices, or attitudes more broadly.

Culture of Literacy at School

Teachers conceptualize a culture of literacy as more than a series of instructional practices or classroom activities. According to teachers, a culture of literacy is building the ability to unlock interesting knowledge and imaginative worlds through reading. It is feeling pride in pushing through a challenging book or conquering a new phonics skill. It is developing both joy in reading for fun and discipline in reading to learn. There was consensus in the focus groups that “joy” and “excitement” about reading are indicators that a culture of literacy is thriving in the classroom.

“We’re conveying the idea that because there is option and choice, it doesn’t have to be so regimented and so rigid in the sense that [students] could pick something that they actually like and enjoy. So, in that way we’re fostering that culture of literacy through actual excitement and joy around reading.”

— Book Trust participating teacher

Teachers who participated in focus groups spoke to the intentional development of a culture of literacy in their classroom, with a focus on positive reading experiences. Teachers employ different reading models in their classroom to support the development of reading skills and to make reading engaging, including partner reading time, reading groups, independent choice reading, and volunteers who read aloud to the class. “I like to have a literacy-rich classroom,” one teacher explained. “So we’re thinking about reading, talking about reading, reading, doing many lessons, going out there and reading books together, being excited about reading, learning about topics together.” Another teacher described an incentivized reading log initiative at their school but acknowledged that there were low rates of consistent participation from students. There is substantial participation in book celebrations specific to Book Trust. 46% of teacher survey respondents reported holding a book celebration each order window, and another 17% reported holding a book celebration for most of the order windows. Teachers in

the study focus group who had not been holding book celebrations expressed the desire to do so after hearing other teachers describe the way their class celebrates the receipt of Book Trust books. Even without Book Trust celebrations, students feel excited when their books arrive. One teacher shared that after ordering their books, *“Every day they ask, ‘Is the book box here?’”*

Teacher survey respondents similarly indicated feelings of excitement in their classroom when Book Trust books are distributed. Some teachers build in specific book appreciation practices. As one teacher shared, *“First, we write our names in our books because they are our forever books, not just borrowed books. Second, we share the titles of the books we picked. Third, we explore and celebrate inside the books, talking about if we picked a fiction or non-fiction book and we make connections to the books and our own lives.”* According to the teacher survey, it is not uncommon for teachers to encourage DEAR (“drop everything and read”) time or partner reading after the Book Trust books arrive to add celebration of receiving new books.

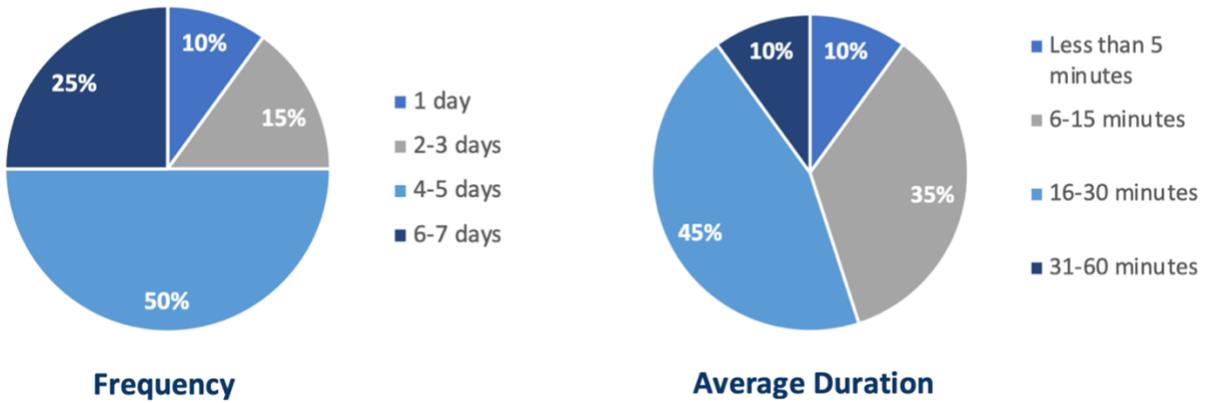
All student survey respondents reported feeling either “very happy” or “a little happy” when it is time for reading at school. Similarly, all student respondents reported feeling either “very happy” or “a little happy” about the stories they read at school, suggesting that they feel comfortable in the reading environment made available to them. It is worth noting that two students (20%) indicated that reading aloud in class makes them feel “a little unhappy,” revealing that some students may still feel hesitant to read under pressure or in front of their peers.

When asked about their perceptions of the reading environment at their student’s school, parent survey respondents replied positively. All respondents either agreed or strongly agreed that they are satisfied with the reading environment and with the library setup at their student’s school.

Reading Practices Outside of School

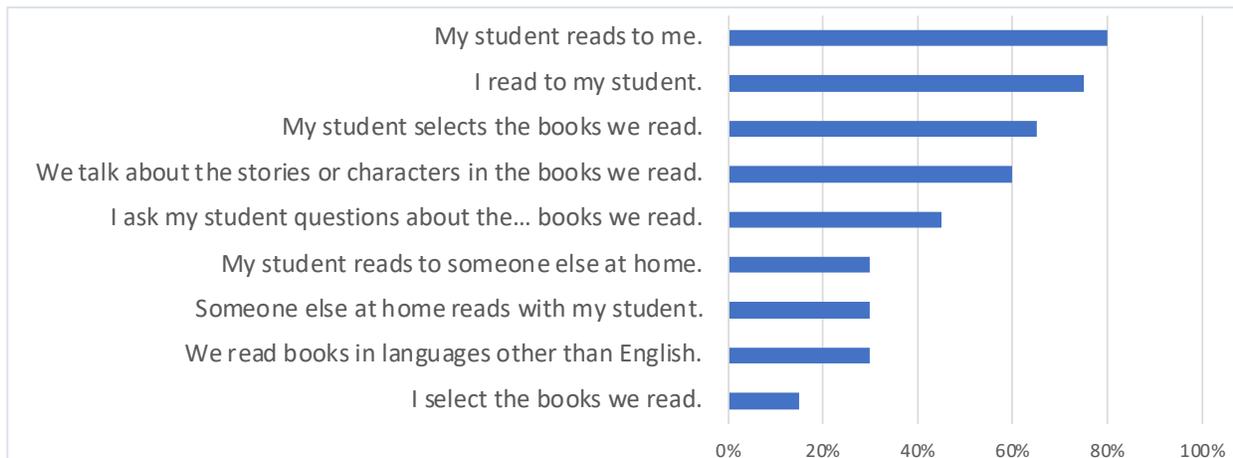
While not referring specifically to Book Trust books, parents generally indicated that students read regularly outside of school and that there is frequent parent or family participation in reading activities. One teacher shared that she frequently communicates with families about the importance of student reading outside of school and uses fun incentives like ClassDojo points to encourage students to read. Figure 4 shows parent estimates of how frequently and for what average duration (per day) their students read at home.

Figure 4. Parent-Reported Frequency and Duration of Student At-Home Reading (n = 23)



Half of responding parents report engaging in shared reading (i.e., reading to their student and/or having their student read to them) four to five days per week, and 15% report reading together even more frequently than that. Figure 5 shows the percentage of parent survey respondents that selected different methods that describe their shared reading experience with their student. A majority of parents indicated that they engage in positive shared reading practices such as talking about story characters or asking their student questions about the books they read.

Figure 5. Parent Reported Shared Reading Practices (n = 23)



Note: Percentages may not add up to 100%. Parents were allowed to select multiple responses for their students.

Overall, parents reported feeling prepared to support their student’s reading. All parent survey respondents either agreed or strongly agreed that they feel confident in helping their student

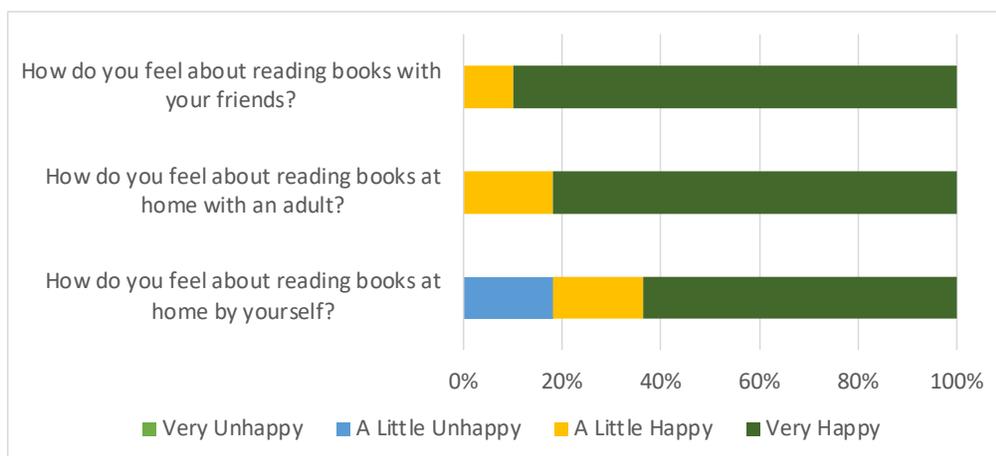
improve their reading skills and that they know how to choose books that are at the right reading level for their student. 95% of parent respondents agree or strongly agree that they have the necessary resources to support their student’s motivation to read outside of school.

The feedback from parents on reading practices outside of school somewhat contradicts the information shared by teachers in the focus groups. For example, one teacher commented, *“Many families have told me that they’re just not sure how to read with their kids at home or don’t have access to the books. So, I know that not a lot of kids do get time to read at home.”* This discrepancy may be due to response bias in the survey distributed by WestEd, if the parents who filled out the survey are those who read more with their students outside of school. It is likely there is a lot of variation in each classroom, and some students read frequently outside of school (as indicated by the parent survey respondents in this study) while others do not (as the teachers pointed out). One teacher estimated that about 75% of her students read regularly outside of school, while the rest do not.

Reading Attitudes and Motivation

While any reading attitudes cannot be directly attributed to Book Trust through this study, there is evidence that students are developing their reading interests and attitudes. Notably, 77% of teacher survey respondents felt that Book Trust was “very influential” in supporting student interest in reading. Overall, students who responded to the study survey indicated that they felt “very happy” or “a little happy” while reading by themselves, with an adult, or with a friend (Figure 6), though the focus of this question was not on Book Trust specifically.

Figure 6. Student Attitudes About Reading (n = 10)



In the focus groups, teachers described their students’ excitement upon receiving their Book Trust books every few weeks. One teacher shared, *“They love it when the books arrive too. It’s always this, just drop everything [to] read your new book. And, ‘Who else picked the same one I did?’... And that’s always part of it too. ‘Oh my gosh, you ordered the same thing I did. Let’s go*

read together.” Still, positive attitudes about reading are not universal. One teacher described how some students groan and drag their feet when she announces it is independent reading time, an attitude she attributes to her students needing more books that interest them.

Teachers identified “right-level” reading as critical to supporting student motivation to read. According to teachers, seeing their own progress and success in reading is one of the most substantial motivators for students. Because of this, it is important that students are not reading books that are too challenging for them, as this can be discouraging.

What are the current early literacy needs of participating Book Trust teachers, students, and parents, and how can Book Trust support those needs?

Teachers and parents identified a few challenges related to supporting students in literacy that may be of interest to Book Trust. First, teachers explained that the wide array of student reading abilities in a single class can make it challenging to ensure that all students are reading texts at their appropriate level and receiving related support. Many students will select books from the classroom library that are too difficult for them to read, and multiple teachers described the need to frequently help students find books at their appropriate reading level. While it is vital that students read books that challenge them so they can expand their literacy skills, reading books that are consistently too difficult can lead to feelings of frustration or discouragement. 30% of student survey respondents, for example, indicated they feel “a little unhappy” about asking for help reading a book when they encounter a challenging portion.

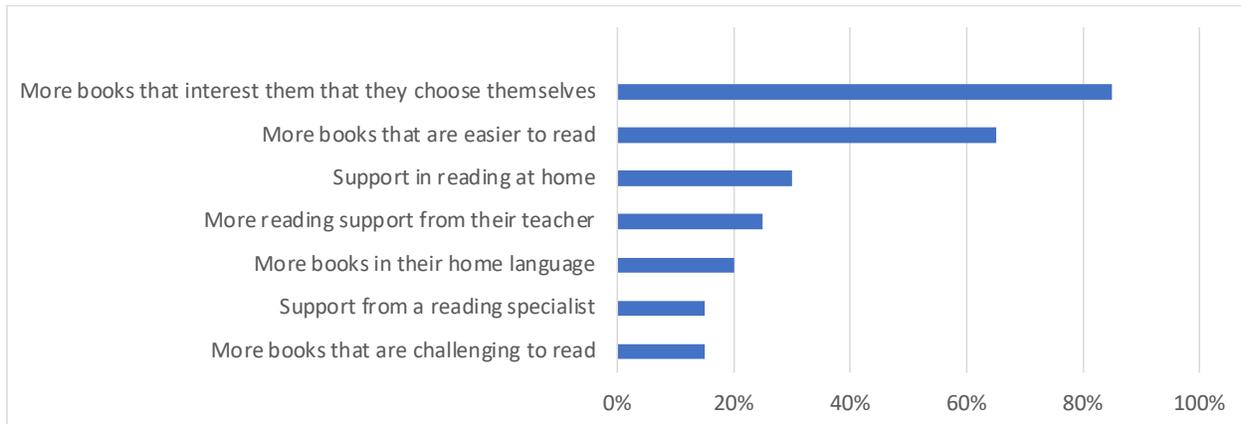
Teachers explained that some of their students need as many free books as possible to build their personal library, since they are not getting books from other sources. Since Scholastic prices have risen, and Book Trust ordering periods are more spaced out now, teachers feel like students are taking home fewer Book Trust books than they used to. *“A lot of times my kids will pick out books, but the books will be \$15, \$16, and for Book Trust, you get \$12,”* one teacher explained, *“So it’s hard to say to kids like, ‘This book is too expensive. Can we pick something else?’*

Multiple teachers indicated that students need to read more outside of school. From the teachers’ perspective, many families do not know how to support their students reading outside of school or are not ensuring their student is reading enough. Sustained reading supports what one teacher referred to as “reading stamina,” or the ability to maintain focus while reading for an extended period of time—something her students have trouble with.

Parent survey respondents communicated a different perspective on what resources are needed to support student reading skills and enjoyment. Unlike teachers, parent survey respondents indicated that they have the resources and knowledge needed to support student reading outside of school. Instead, they identified the need for more books that align with

students' interests, more books at an easier reading level, and parent support as most critical needs for supporting student reading (Figure 7).

Figure 7. Parent Reported Needs for Increasing Student Motivation to Read (n = 23)



Note: Percentages may not add up to 100%. Parents were allowed to select multiple responses for their students.

Discussion

Research on the relationship between students' home literacy environment (HLE) and their expressed reading skills is vast and the findings are nuanced and varied. However, there is consensus that HLE components related to print availability and shared reading practices are correlated with foundational reading skills, highlighting the importance of the services offered by Book Trust in low-income communities, where families are more likely to have few books in the home (Bradley, 2001; Constantino, 2005) and less likely to live in print-rich environments (Neuman & Moland, 2019). Higher levels of print exposure, as measured by characteristics like the number of books present at home and student recognition of book titles, are positively correlated with reading and pre-reading skills like expressive and receptive vocabulary (e.g., Burris et al, 2019). Research has also identified that students who grow up with many books at home are more likely to complete additional years of schooling (Evans et al., 2010).

Especially relevant to Book Trust, free book distribution programs have been found to positively influence both HLE overall, and students' foundational reading skills (De Bondt et al., 2020). The academic benefits of increasing personal library size are greatest for small personal libraries and returns diminish as the starting size of personal libraries increases (Sikora et al., 2019),

suggesting that resources to increase personal library size should be focused on those families with the fewest books at home.

Teachers in the WestEd study shared that one of their everyday literacy challenges is ensuring that students are reading books at an appropriately challenging level. While teachers have some control over this in a classroom setting, it is difficult for them to know what students are reading outside of school. Research indicates that students with limited books at home are likely not consistently reading books at their level. Compton-Lilly et al. (2016) found that students from low-income households were more likely to identify books pertaining to popular culture as their favorite books, although such books typically contain syntax and vocabulary that may be too challenging for young readers. Other authors have shown that low-income parents are less likely than their middle-income peers to have information about how to select books at their child's reading level (Chin & Phillips, 2004).

Research shows that shared book reading at home is a powerful tool for supporting both academic and social-emotional growth for young students. Multiple studies have demonstrated the positive influence of shared book reading on parent-child relationships (e.g., Canfield et al., 2020) and students' social-emotional competence (e.g., Schapira, 2019). Shared book reading also supports vital reading and pre-reading skills like expressive vocabulary and rapid naming (e.g., Inoue et al., 2018) as well as receptive vocabulary, reading comprehension, and internal motivation to read (e.g., Ece Demir-Lira et al., 2020). While parent survey respondents indicated that consistent and engaged shared reading practices are typically occurring outside of school, teachers conveyed a need for students to spend more time reading outside of school.

Research suggests that students of Spanish-speaking parents in the United States are more likely to have a smaller variety of narrative books at home than their peers from English-speaking households (Luo, et al., 2020). For students whose native language is Spanish, early exposure to Spanish-language books has been linked to higher pre-literacy skills than exposure to English-language books alone (Hancock, 2002), underscoring the importance of owning home-language children's books.

Lastly, it is particularly beneficial to provide students with self-selected books during the summer months when access to books at school is limited. Of note, the positive effects of summer book access are larger for students from low-income families (Allington et al., 2010).

Study Limitations

An important limitation of the feedback study is the small sample size of participating stakeholders. WestEd conducted targeted outreach campaigns at sites in Hawaii and Denver to recruit teachers and their students' families to participate in the study. Teacher interest in joining the study was moderate, but lower than hoped for. Teachers that did participate in the study were responsible for distributing student and parent surveys but, even with their advocacy, student and parent response rates to the survey were very low. Challenges recruiting participants to complete data collection activities resulted in a limited amount of data for this exploratory study. The feedback presented in this report should not be generalized to the broader population served by Book Trust, although the findings may generate program ideas that would be broadly beneficial.

This study is intended to shed light on the ways that Book Trust services are being accessed and perceived in a subset of school locations, and to identify teacher and family needs as related to literacy. Future directions for evaluation should include the detailing of specific program components and goals and the development of a revised logic model to describe the pathways by which program components are hypothesized to lead to the intended outcomes. These critical steps will lay a foundation for additional evaluation activities that examine program implementation and impact.

References

- Allington, R., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C., & Nowak, R. (2010). Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology, 31*, 411-427.
- Bradley R.H., Corwyn R.F., McAdoo H.P., & García Coll, C. (2001) The home environments of children in the United States part I: Variations by age, ethnicity, and poverty status. *Child Development, 72*(6), 1844–1867.
- Burris, P.W., Phillips, B.M., & Lonigan, C.J. (2019). Examining the relations of the home literacy environments of families of low SES with children’s early literacy skills. *Journal of Education for Students Placed at Risk, 24*(2), 154-173.
- Chin, T. & Phillips, M. (2004) Social reproduction and child-rearing practices: Social class, children’s agency, and the summer activity gap. *Sociology of Education, 77*(3), 185–210.
- Canfield, C.F., Miller, E.B., Shaw, D.S., Morris, P., Alonso, A., & Mendelsohn, A. (2020). Beyond language: Impacts of shared reading on parenting stress and early parent-child relational health. *Developmental Psychology, 56*(7), 1305–1315.
doi:10.1037/dev0000940.
- Compton-Lilly, C., Caloia, R., Quast, E., & McCann, K. (2016) A closer look at a summer reading program: Listening to students and parents. *Reading Teacher, 70*(1), 59–67.
- Constantino, R. (2005) Print environments between high and low socioeconomic status communities. *Teacher Librarian, 32*(3), 22–25.
- De Bondt, M., Willenberg, I.A., & Bus, A.G. (2020). Do book giveaway programs promote the home literacy environment and children’s literacy-related behavior and skills? *Review of Educational Research, 90*(3), 349-375.
- Ece Demir-Lira, Ö., Applebaum, L. R., Goldin-Meadow, S., & Levine, S. C. (2019). Parents' early book reading to children: Relation to children's later language and literacy outcomes

- controlling for other parent language input. *Developmental science*, 22(3), e12764.
<https://doi.org/10.1111/desc.12764>.
- Evans, M.D.R., Kelley, J., Sikora, J., & Treiman, D.J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*. doi: 10.1016/j.rssm.2010.01.002.
- Hancock, D.R. (2002). The effects of native language books on the pre-literacy skill development of language minority kindergartners. *Journal of Research in Childhood Education*, 17(1), 62-68.
- Inoue, G.K., Parrila, R., & Kirby, J.R. (2018). Examining an extended home literacy model: The mediating roles of emergent literacy skills and reading fluency. *Scientific Studies of Reading*, 22, 273–288. doi:10.1080/10888438.2018.1435663.
- Luo, R., Tamis-LeMonda, C. S., & Mendelsohn, A. L. (2020). Children's literacy experiences in low-income families: The content of books matters. *Reading Research Quarterly*, 55(2), 213–233. <https://doi.org/10.1002/rrq.263>.
- Neuman, S.B. & Moland, N. (2019). Book deserts: The consequences of income segregation on children's access to print. *Urban Education*, 54(1), 126-147.
- Schapira, R. & Aram, D. (2020). Shared book reading at home and preschoolers' socio-emotional competence. *Early Education and Development*, 31(6), 819-837. doi: 10.1080/10409289.2019.1692624.
- Shaver, L. (2019). *Ending book hunger: Access to print across barriers of class and culture*. Yale University Press.
- Sikora, J., Evans, M.D.R., & Kelley, J. (2019). Scholarly culture: How books in adolescence enhance adult literacy, numeracy and technology skills in 31 societies. *Social Science Research*, 77, 1-15.

Appendix A: Fall 2023 Complete Survey Results

Student Survey Results

Student Attitude Questions

How do you feel when you choose a new Book Trust book to take home?

Student Response	Frequency (%)
Very Happy	8 (73%)
A Little Happy	3 (27%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel about reading your Book Trust books?

Student Response	Frequency (%)
Very Happy	5 (45%)
A Little Happy	6 (55%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel about building a library of books at home?

Student Response	Frequency (%)
Very Happy	8 (73%)
A Little Happy	3 (27%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel about reading books at home by yourself?

Student Response	Frequency (%)
Very Happy	7 (64%)
A Little Happy	2 (18%)
A Little Unhappy	2 (18%)
Very Unhappy	0 (0%)

How do you feel about reading books at home with an adult?

Student Response	Frequency (%)
Very Happy	9 (82%)
A Little Happy	2 (18%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel about reading books with your friends?

Student Response	Frequency (%)
Very Happy	9 (90%)
A Little Happy	1 (10%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel when it's time for reading at school?

Student Response	Frequency (%)
Very Happy	7 (70%)
A Little Happy	3 (30%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel about the stories you read at school?

Student Response	Frequency (%)
Very Happy	6 (60%)
A Little Happy	4 (40%)
A Little Unhappy	0 (0%)
Very Unhappy	0 (0%)

How do you feel when you read out loud at school?

Student Response	Frequency (%)
Very Happy	7 (70%)
A Little Happy	1 (10%)
A Little Unhappy	2 (20%)
Very Unhappy	0 (0%)

How do you feel about spending free time reading?

Student Response	Frequency (%)
Very Happy	6 (60%)
A Little Happy	2 (20%)
A Little Unhappy	2 (20%)

Very Unhappy	0 (0%)
--------------	--------

How do you feel about asking for help reading a book, if you get stuck or there is a part you don't understand?

Student Response	Frequency (%)
Very Happy	5 (50%)
A Little Happy	2 (20%)
A Little Unhappy	3 (30%)
Very Unhappy	0 (0%)

Yes/No/I Don't Know Questions

Can you usually find something you are happy to read when choosing your monthly Book Trust books?

Student Response	Frequency (%)
Yes	10 (100%)
No	0 (0%)
I Don't Know	0 (0%)

Do your teachers let you choose the Book Trust books that you want?

Student Response	Frequency (%)
Yes	9 (90%)
No	0 (0%)
I Don't Know	1 (10%)

Are you taking the books you choose home with you?

Student Response	Frequency (%)
Yes	9 (90%)
No	0 (0%)
I Don't Know	1 (10%)

Do you have a special place at home where you keep your books?

Student Response	Frequency (%)
Yes	10 (100%)
No	0 (0%)
I Don't Know	0 (0%)

Do you have a special place at home where you like to read?

Student Response	Frequency (%)
Yes	8 (80%)
No	0 (0%)
I Don't Know	2 (20%)

Do you like the characters in the books you read?

Student Response	Frequency (%)
Yes	8 (80%)
No	1 (10%)
I Don't Know	1 (10%)

Do you ever pretend to be the characters in the books you read?

Student Response	Frequency (%)
Yes	6 (60%)
No	3 (30%)
I Don't Know	1 (10%)

Are there characters that look like you in the books you read?

Student Response	Frequency (%)
Yes	8 (80%)
No	2 (20%)
I Don't Know	0 (0%)

Do you like to make up your own stories?

Student Response	Frequency (%)
Yes	8 (80%)
No	0 (0%)
I Don't Know	2 (20%)

When you feel bored, do you like to read?

Student Response	Frequency (%)
Yes	6 (60%)
No	3 (30%)
I Don't Know	1 (10%)

Do your friends like to read?

Student Response	Frequency (%)
Yes	9 (90%)
No	0 (0%)
I Don't Know	1 (10%)

Does reading more books make you a better reader?

Student Response	Frequency (%)
Yes	9 (90%)

No	0 (0%)
I Don't Know	1 (10%)

Parent Survey Results

Please select your student's grade.

Parent Response	Aggregate	English Survey	Spanish Survey
Pre-kindergarten	3 (13%)	3 (25%)	0 (0%)
Kindergarten	3 (13%)	3 (25%)	11 (100%)
Grade 1	14 (61%)	3 (25%)	0 (0%)
Grade 2	1 (4%)	1 (8%)	0 (0%)
Grade 3	2 (9%)	2 (17%)	0 (0%)

Please select your student's race. You may select more than one option.

Parent Response	Aggregate	English Survey	Spanish Survey
American Indian/Alaska Native	1 (4%)	1 (8%)	0 (0%)
Asian	1 (4%)	1 (8%)	0 (0%)
Black/African American	3 (13%)	2 (17%)	1 (9%)
Latina/o or Hispanic	21 (91%)	11 (92%)	10 (91%)
Native Hawaiian/Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)
White	4 (17%)	4 (33%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)

Note: Percentages may not add up to 100%. Parents were allowed to select multiple racial categories for their students.

Is English the language usually spoken at home?

Parent Response	Aggregate	English Survey	Spanish Survey
Yes	12 (52%)	12 (100%)	0 (0%)
No	11 (48%)	0 (0%)	11 (100%)

Note: Ten of the 11 parents who completed the Spanish version of the survey reported that Spanish is usually spoken at home, while one parent reported that Spanish/French and Haitian creole is spoken at home.

What is your highest level of education?

Parent Response	Aggregate	English Survey	Spanish Survey
Grades 1-8	0 (0%)	0 (0%)	0 (0%)
Some high school	4 (17%)	1 (8%)	3 (27%)
Regular high school diploma	12 (52%)	5 (42%)	7 (64%)
GED or alternative credential	0 (0%)	0 (0%)	0 (0%)
Some college courses (no degree)	3 (13%)	3 (25%)	0 (0%)

Associate's degree (for example: AA, AS)	3 (13%)	3 (25%)	0 (0%)
Bachelor's degree (for example: BA, BS)	1 (4%)	0 (0%)	1 (9%)
Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)	0 (0%)	0 (0%)	0 (0%)
Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)	0 (0%)	0 (0%)	0 (0%)
Doctoral degree (for example: PhD, EdD)	0 (0%)	0 (0%)	0 (0%)

How many books do you typically read in a year?

Parent Response	Aggregate	English Survey	Spanish Survey
0-1	5 (22%)	2 (17%)	3 (27%)
2-3	6 (26%)	4 (33%)	2 (18%)
4 or more	12 (52%)	6 (50%)	6 (55%)

How often do you read for pleasure (i.e., books, magazines, articles, blogs, etc.)?

Parent Response	Aggregate	English Survey	Spanish Survey
Daily	6 (26%)	4 (33%)	2 (18%)
Once a week	11 (48%)	3 (25%)	8 (73%)
Once a month	5 (22%)	4 (33%)	1 (9%)
Other	1 (4%)	1 (8%)	0 (0%)

Note: One parent who completed the English version of the survey and responded "Other" reported that they hardly read unless they're reading with their daughter or for work.

Have you heard of Book Trust before?

Parent Response	Aggregate	English Survey	Spanish Survey
Yes	4 (18%)	2 (17%)	2 (20%)
No	14 (64%)	9 (75%)	5 (50%)
Unsure	4 (18%)	1 (8%)	3 (30%)

Note: The four parents who indicated that they heard of Book Trust before reported that they heard about it from their student's teacher.

Select how much you agree with the following statement: My student has access to books related to their interests through Book Trust.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	2 (10%)	2 (18%)	0 (0%)
Disagree	1 (5%)	1 (9%)	0 (0%)

Agree	12 (60%)	6 (55%)	6 (67%)
Strongly Agree	3 (15%)	1 (9%)	2 (22%)
I Don't Know	2 (10%)	1 (9%)	1 (11%)

Note: Of the three parents who reported that they had heard of Book Trust before and responded to this question, two reported that they agree with the statement and one reported that they strongly agree.

Select how much you agree with the following statement: My student and I have created a collection of books at home using the books from Book Trust.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	1 (5%)	1 (9%)	0 (0%)
Disagree	1 (5%)	1 (9%)	0 (0%)
Agree	12 (60%)	5 (45%)	7 (78%)
Strongly Agree	4 (20%)	3 (27%)	1 (11%)
I Don't Know	2 (10%)	1 (9%)	1 (11%)

Note: Of the three parents who reported that they had heard of Book Trust before and responded to this question, one reported that they agree with the statement and two reported that they strongly agree.

Select how much you agree with the following statement: Book Trust helps my student to get new books regularly.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	1 (5%)	1 (9%)	0 (0%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	12 (60%)	6 (55%)	6 (67%)
Strongly Agree	7 (35%)	4 (36%)	3 (33%)
I Don't Know	0 (0%)	0 (0%)	0 (0%)

Note: Of the three parents who reported that they had heard of Book Trust before and responded to this question, one reported that they agree with the statement and two reported that they strongly agree.

Please select any additional places you get books for your student to read.

Parent Response	Aggregate	English Survey	Spanish Survey
Classroom or school library	13 (65%)	7 (64%)	6 (67%)
Public library	8 (40%)	7 (64%)	1 (11%)
Family or friend's house	7 (35%)	6 (55%)	1 (11%)
Bookstore	6 (30%)	5 (45%)	1 (11%)
Online	2 (10%)	1 (9%)	1 (11%)
Book drive	2 (10%)	2 (18%)	0 (0%)
Other	3 (15%)	3 (27%)	0 (0%)

Note: Percentages may not add up to 100%. Parents were allowed to select multiple responses for their students. Three parents who completed the English version of the survey and responded "Other" reported that they get books for their students to read from: i) Costco, ii) older siblings, and iii) Dolly Parton's Imagination Library.

How many children's books do you have in your house, including those from Book Trust?

Parent Response	Aggregate	English Survey	Spanish Survey
Less than 10	10 (50%)	1 (9%)	9 (100%)
10-49	3 (15%)	3 (27%)	0 (0%)
50-100	5 (25%)	5 (45%)	0 (0%)
More than 100	2 (10%)	2 (18%)	0 (0%)

How many children’s books do you have in your house that are in your student’s home language, including those from Book Trust?

Parent Response	Aggregate	English Survey	Spanish Survey
Less than 10	8 (89%)	0 (0%)	8 (89%)
10-49	1 (11%)	0 (0%)	1 (11%)
50-100	0 (0%)	0 (0%)	0 (0%)
More than 100	0 (0%)	0 (0%)	0 (0%)

Reported Information and Resources Received from Parents

Of the four parents who reported that they had heard of Book Trust before, three noted that they received information about their student’s participation in Book Trust from their school; also, of these parents, one noted that they also received information directly from Book Trust and two reported that they were unsure whether they received information directly from Book Trust about their student’s participation. Of the three parents who reported receiving information about their student’s participation, two noted that they receive Book Trust resources (e.g., Family Took Kit, Monthly Family Resource) once a month from their student’s teacher, and one noted that they receive the resources once per semester/trimester. Furthermore, of the three parents, all three reported that they receive the Book Trust resources through verbal information during pick-up, drop-off, or another informal conversation; one reported that they also receive the resources through written information in a newsletter and in an email, and another reported that they also receive the resources during a parent-teacher conference.

Which of the following resources do you think your student needs to increase their joy for reading? Select all that are true.

Parent Response	Aggregate	English Survey	Spanish Survey
More books that interest them that they choose themselves	17 (85%)	11 (100%)	6 (67%)
More books that are easier to read	13 (65%)	7 (64%)	6 (67%)
Support in reading at home	6 (30%)	6 (55%)	0 (0%)
More reading support from their teacher	5 (25%)	4 (36%)	1 (11%)

More books in their home language	4 (20%)	2 (18%)	2 (22%)
More books that are challenging to read	3 (15%)	3 (27%)	0 (0%)
Support from a reading specialist	3 (15%)	3 (27%)	0 (0%)
Other	1 (5%)	1 (9%)	0 (0%)

Note: Percentages may not add up to 100%. Parents were allowed to select multiple responses for their students. One parents who completed the English version of the survey and responded “Other” reported that their student needs family gifts to increase their joy for reading.

Select how much you agree with the following statement: I have the resources I need to support my student’s motivation to read at home.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	1 (5%)	1 (9%)	0 (0%)
Agree	12 (60%)	6 (55%)	6 (67%)
Strongly Agree	7 (35%)	4 (36%)	3 (33%)
I Don’t Know	0 (0%)	0 (0%)	0 (0%)

Select how much you agree with the following statement: I know how to help my student choose books that are right for their reading level.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	14 (70%)	7 (64%)	7 (78%)
Strongly Agree	6 (30%)	4 (36%)	2 (22%)
I Don’t Know	0 (0%)	0 (0%)	0 (0%)

Select how much you agree with the following statement: I feel confident in helping my student improve their reading skills.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	12 (60%)	7 (64%)	5 (56%)
Strongly Agree	8 (40%)	4 (36%)	4 (44%)
I Don’t Know	0 (0%)	0 (0%)	0 (0%)

Select how much you agree with the following statement: I am satisfied with the books and/or reading environment in my student’s classroom.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)

Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	11 (55%)	6 (55%)	5 (56%)
Strongly Agree	7 (35%)	4 (36%)	3 (33%)
I Don't Know	2 (10%)	1 (9%)	1 (11%)

Select how much you agree with the following statement: I am satisfied with the library setup at my student's school.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	14 (70%)	7 (64%)	7 (78%)
Strongly Agree	5 (25%)	3 (27%)	2 (22%)
I Don't Know	1 (5%)	1 (9%)	0 (0%)

Select how much you agree with the following statement: I know my student is able to choose books of their own interest at school.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	15 (75%)	9 (82%)	6 (67%)
Strongly Agree	4 (20%)	2 (18%)	2 (22%)
I Don't Know	1 (5%)	0 (0%)	1 (11%)

How often do you read with your student at home?

Parent Response	Aggregate	English Survey	Spanish Survey
Not at all	0 (0%)	0 (0%)	0 (0%)
One day per week	0 (0%)	0 (0%)	0 (0%)
2-3 days per week	7 (35%)	4 (36%)	3 (33%)
4-5 days per week	10 (50%)	4 (36%)	6 (67%)
6-7 days per week	3 (15%)	3 (27%)	0 (0%)

On days when you read with your student, about how much time do you spend reading together?

Parent Response	Aggregate	English Survey	Spanish Survey
5 or fewer minutes per day	1 (5%)	1 (9%)	0 (0%)
6-15 minutes per day	7 (35%)	1 (9%)	6 (67%)
16-30 minutes per day	9 (45%)	7 (64%)	2 (22%)
31-60 minutes per day	3 (15%)	2 (18%)	1 (11%)
61 or more minutes per day	0 (0%)	0 (0%)	0 (0%)

Which of the following ways do you and your student read together? Select all that are true.

Parent Response	Aggregate	English Survey	Spanish Survey
I read to my student.	15 (75%)	11 (100%)	4 (44%)
My student reads to me.	16 (80%)	9 (82%)	7 (78%)
I select the books we read.	3 (15%)	3 (27%)	0 (0%)
My student selects the books we read.	13 (65%)	10 (91%)	3 (33%)
We talk about the stories or characters in the books we read.	12 (60%)	8 (73%)	4 (44%)
I ask my student questions about the stories or characters from the books we read.	9 (45%)	6 (55%)	3 (33%)
We read books in languages other than English.	6 (30%)	4 (36%)	2 (22%)
Someone else at home reads with my student (i.e., grandparents, aunts, uncles, siblings, etc.)	6 (30%)	6 (55%)	0 (0%)
My student reads to someone else at home (i.e., grandparents, aunts, uncles, siblings, etc.)	6 (30%)	5 (45%)	1 (11%)
None of these apply.	0 (0%)	0 (0%)	0 (0%)

Note: Percentages may not add up to 100%. Parents were allowed to select multiple responses for their students.

Select how much you agree with each statement: My student is motivated to read at home. If your student does not yet read independently, please respond to the following statements thinking about the time your student spends looking through books or being read to.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	1 (5%)	0 (0%)	1 (11%)
Disagree	0 (0%)	0 (0%)	0 (0%)
Agree	10 (50%)	6 (55%)	4 (44%)
Strongly Agree	9 (45%)	5 (45%)	4 (44%)
I Don't Know	0 (0%)	0 (0%)	0 (0%)

Select how much you agree with each statement: My student enjoys reading at home. If your student does not yet read independently, please respond to the following statements thinking about the time your student spends looking through books or being read to.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	1 (5%)	0 (0%)	1 (11%)
Disagree	1 (5%)	0 (0%)	1 (11%)
Agree	8 (40%)	5 (45%)	3 (33%)
Strongly Agree	9 (45%)	5 (45%)	4 (44%)
I Don't Know	1 (5%)	1 (9%)	0 (0%)

Select how much you agree with each statement: I see my student reading at home regularly. If your student does not yet read independently, please respond to the following statements thinking about the time your student spends looking through books or being read to.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)
Disagree	2 (10%)	1 (9%)	1 (11%)
Agree	10 (50%)	6 (55%)	4 (44%)
Strongly Agree	8 (40%)	4 (36%)	4 (44%)
I Don't Know	0 (0%)	0 (0%)	0 (0%)

Select how much you agree with each statement: My student enjoys choosing their own books to read. If your student does not yet read independently, please respond to the following statements thinking about the time your student spends looking through books or being read to.

Parent Response	Aggregate	English Survey	Spanish Survey
Strongly Disagree	1 (5%)	0 (0%)	1 (11%)
Disagree	1 (5%)	0 (0%)	1 (11%)
Agree	8 (40%)	4 (36%)	4 (44%)
Strongly Agree	10 (50%)	7 (64%)	3 (33%)
I Don't Know	0 (0%)	0 (0%)	0 (0%)

How often does your student read (or look at books) by themselves at home?

Parent Response	Aggregate	English Survey	Spanish Survey
Not at all	0 (0%)	0 (0%)	0 (0%)
One day per week	2 (10%)	1 (9%)	1 (11%)
2-3 days per week	3 (15%)	2 (18%)	1 (11%)
4-5 days per week	10 (50%)	5 (45%)	5 (56%)
6-7 days per week	5 (25%)	3 (27%)	2 (22%)

On days when your student reads (or looks at books) by themselves at home, about how much time does your student spend reading (or looking at books)?

Parent Response	Aggregate	English Survey	Spanish Survey
5 or fewer minutes per day	2 (10%)	1 (9%)	1 (11%)

6-15 minutes per day	7 (35%)	2 (18%)	5 (56%)
16-30 minutes per day	9 (45%)	7 (64%)	2 (22%)
31-60 minutes per day	2 (10%)	1 (9%)	1 (11%)
61 or more minutes per day	0 (0%)	0 (0%)	0 (0%)

Appendix B: Focus Group Protocols

Book Trust Teacher Focus Group Protocol

30 minutes

GOALS

The purpose of the teacher focus group is to gather feedback primarily around:

- Lived experiences of teachers and their students in the Book Trust program, including the challenges they face with regard to book access and choice that Book Trust may be able to support in future program iterations
- What could be improved for the program
- Awareness of the program

PARTICIPANTS

- A sample of teachers whose students are currently participating in the Book Trust program during the 2023-2024 school year.

INTRODUCTION TO FOCUS GROUP INTERVIEW PROCESS (5 minutes)

Script: *Thank you for taking the time to talk with me today about the Book Trust program. My name is ... and I work with WestEd. WestEd is working with Book Trust, an organization that is partnering with your school this year, to learn more about your experience with the Book Trust program. I am most interested in hearing about your experience as a teacher supporting your students' reading practices and what role, if any, the Book Trust program helps your efforts in the classroom.*

For this conversation, focus on your experiences as a teacher supporting your students' reading practices through the Book Trust program. What you say will be kept private. We do not use names or other identifying information in our reports. Your answers will be collectively grouped together to give a general picture of your experiences.

Here are some ground rules: We would like to hear from everyone today. There are no wrong answers to the questions we are asking. Please, only one person speak at a time. If your view is

different from that of others in the group, don't be afraid to be different. We are not looking for everyone to agree on a question.

We will spend the next 25 minutes or so together talking about these ideas, so I may need to move the discussion along at times; please don't be offended. I would like to record our conversation if it is ok with everyone—I will use the recording only for writing notes later. However, if you are not comfortable with the recording I can take notes instead. Does anyone mind if I record the focus group? OK, so let's begin.

I'd like to start with introductions, so we'll each say our first name, what grade we teach, and a great book you've read recently, or one of your favorite books. When you're done, I'll call on the next person. I'll start...

School Environment (8 minutes)

Script: *First I'd like to ask about access to books at your school.*

- Do students have regular access to books at your school?
 - *[If yes, probe for the following sources]*
 - Book Trust
 - Library
 - Books that are part of a curriculum or guided reading approach, like Fountas and Pinnell leveled reading books, or decodable books
 - Teachers purchase their own books for the classroom
 - Do students have regular opportunities to *choose* books to read during the school day?
 - Are there books available at your school for students to bring home? Please explain.
 - What does a “culture of literacy” mean to you? What does it look like? Sound like?
 - What are the main challenges you face regarding access to books or variety of books for your students?
 - *[Time permitting]* Book Trust recommends celebrating the Scholastic books in some way, to make it a special event for the students. Have you had any book celebrations in your class so far this year, or last year?
 - If so, tell me about what those were like.
-

Students' Reading Practices (7 minutes)

Script: *Now I'd like to ask about your students' reading practices.*

- Tell me about how your students engage with books or stories in your classroom.
 - *[Probe for the following reading engagement methods]*
 - Students read independently
 - I engage in discussions with my students about the meaning of text/books (including before, during, and after read-alouds)

- Students choose from a variety of reading activities or centers
 - Students read in groups
 - About how much time each day is dedicated to independent or group reading?
 - How do you communicate with parents/caregivers about home reading habits?
 - What kinds of resources or guidance do you provide to them?
 - What are the main challenges you face in getting your students motivated to read in class and at home?
 - *[Time permitting]* What has been most successful for you in motivating students to read more, either at school or at home?
-

Thoughts about the Book Trust Program (10 minutes)

Script: *In the remaining time, we would like to hear your thoughts about key elements of the Book Trust program.*

- How do you refer to the Book Trust program to students and parents (*e.g., do you call it “Book Trust” or “Scholastic,” or just say “free books”*)
- What are three words you would use to describe the Book Trust program? Please write them in the chat.
- If Book Trust went away tomorrow, what impact would that have on your students? On your school?
- Do you have any recommendations on how the program could be improved in the future?
 - *[Probe using the following questions]*
 - Is the frequency of book distribution adequate? (i.e., interacting with the program monthly)?
 - Are there additional resources or services that Book Trust could provide that would be useful to you or your students?
 - What do you see as opportunities that Book Trust can address in future program iterations?
- *[Time permitting]* What benefit, if any, do you see in letting students choose their own books? How do you see and hear this with your students?

Script: *We’ve reached the end of the topics we specifically wanted to cover today. Does anyone have anything else they’d like to share?*

Thank teachers; end focus group.

Book Trust Parent Focus Group Protocol

30 minutes

GOALS

The purpose of the parent focus group is to gather feedback primarily around:

- Lived experiences of parents and their students in the Book Trust program, including the challenges they face with regard to book access and choice that Book Trust may be able to support in future program iterations
- What could be improved for the program
- Awareness of the program

PARTICIPANTS

- A sample of parents whose students are currently participating in the Book Trust program during the 2023-2024 school year.

INTRODUCTION TO FOCUS GROUP INTERVIEW PROCESS (5 minutes)

Script: *Thank you for taking the time to talk with me today about the Book Trust program. My name is ... and I work with WestEd. WestEd is working with Book Trust, an organization that is partnering with your school this year. I am most interested in hearing about your experience as a parent supporting your student's home reading practices and what role, if any, the Book Trust program helps your efforts.*

For this conversation, focus on your experiences as a parent supporting your student's reading practices through the Book Trust program. What you say will be kept private and will not impact your student's grades. We do not use names or other identifying information in our reports. Your answers will be collectively grouped together to give a general picture of your experiences.

Here are some ground rules: We would like to hear from everyone today. There are no wrong answers to the questions we are asking. We ask that only one person speak at a time, and share the space with everyone on the call. If you have recently responded, please count to 6 to allow others the chance to share. If your view is different from others in the group, we encourage you to share your unique point of view; we are not looking for everyone to agree on a question.

We will spend the next 25 minutes or so together talking about these ideas, so I may need to move the discussion along at times; please don't be offended. I would like to record our conversation if it is ok with everyone—I will use the recording only for writing notes later. However, if you are not comfortable with the recording I can take notes instead. Does anyone mind if I record the focus group? OK, so let's begin.

I'd like to start with introductions, so we'll each say our first name, what grade our student is in, and a great book you've read recently, or one of your favorite books. When you're done, I'll call on the next person. I'll start...

Introductory Questions (5 minutes)

- First, I'd like to ask how familiar you are with Book Trust. By show of hands, how many of you have heard of Book Trust before?
 - *Note to Researcher: Make a note of how many people raise their hand.*
 - Tell me what you know about the Book Trust program.
 - Did you receive any information about how your student's class receives books from Book Trust? Please explain.
 - *[Probe]* Did this communication come from your student? Their teacher? Another staff member at the school?
 - *[If necessary, provide a short overview of the services Book Trust provides: Book Trust is a group that provides your student's class with free books several times throughout the year.]*
-

Home Reading Practices (15 minutes)

Script: Now I'd like to ask about your student's home reading practices, and then I'll ask a little more about Book Trust.

- Tell me about a typical experience where you and your student read together. What does that look like, sound like, and feel like?
 - *[Probe for the following reading engagement methods]*
 - You read to your student
 - Your student reads to you
 - You select the books you read
 - Your student selects the books you read
 - You and your student talk about the stories or characters in the books you read
 - You ask your student questions about the stories or characters from the books you read
 - You and your student read books in languages other than English
 - *[Probe for where reading typically happens]*
 - In the student's personal library
 - In a family communal space (e.g., living room, dining room, den)
 - In the backyard or a space in the neighborhood (e.g., park)

- Does your student have a place at home where they typically store their Book Trust books?
 - Do you think having more books at home encourages more reading? If so, why?
 - Are there benefits to allowing your student to choose their own books? If so, describe those benefits.
 - Does your student benefit from reading with other adults, friends, or family members? If so, please say more.
 - Where do you get books for your student? For example, places like the library, or a store, or from a friend.
 - Who usually chooses the books you get, you or your student?
 - Have you ever found it hard to get books for your student? Is it hard to get books that you and your student find interesting?
 - *[If time permits]* What are your hopes for your student when it comes to reading?
-

Thoughts about the Book Trust Program (5 minutes)

Script: *In the remaining time, we would like to hear your thoughts about key elements of the Book Trust program.*

- What are three words you would use to describe the Book Trust program? Please write them in the chat. *Note: Some parents may need help locating the chat feature.*
- Aside from books, what Book Trust resources have been helpful in supporting your student's likelihood to read at home?
 - What additional resources would be helpful in supporting your student's motivation to read at home?
- If Book Trust went away tomorrow, what impact would that have on your family?
- Do you have any recommendations on how the program could be improved in the future?
 - *[Probe using the following questions]*
 - Are the types of books for your student adequate?
 - What do you see as opportunities that Book Trust can address in future program iterations?

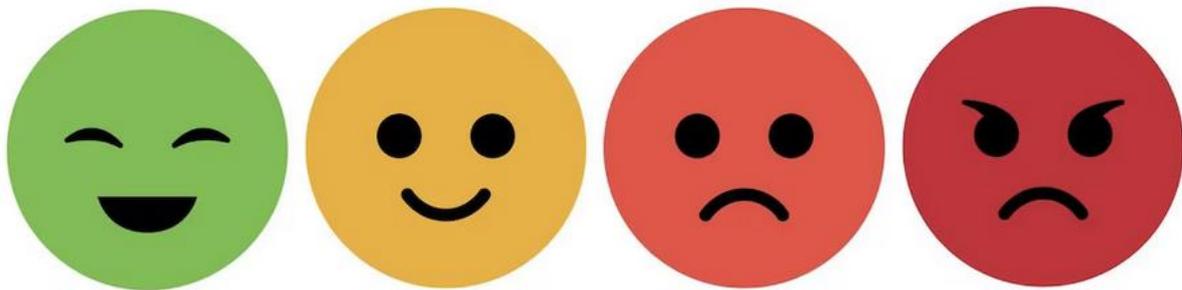
Script: *We've reached the end of the topics we specifically wanted to cover today. Does anyone have anything else they'd like to share?*

Thank parents; remind if they have students that would like to participate in the student focus group this week or week we return from break; end focus group.

Appendix C: Student Survey

Book Trust Study Student Survey

"We would like to find out how you feel about reading. This is not a test and there are no right or wrong answers. We are going to ask you some questions about reading. Please be honest in your responses. After each question you can select an answer for how you feel. You can use these pictures of faces to tell us how you feel. To hear a question again, you can click the green read aloud button above the question."



[screen shows first picture]

"This face seems to be very happy. Notice how the face has a big smile!"

[screen shows second picture]

"This face seems to be a little happy. Notice the face has a small smile."

[screen shows third picture]

"This face seems to be a little unhappy. Notice how the face is frowning a little."

[screen shows fourth picture]

"This face seems to be very unhappy."

“Now let’s practice once. Let’s think about having a piece of pizza. My friend really loves pizza.”
[screen shows first picture]

“My friend would choose the face that was very happy because that is how they would feel about having pizza. I kind of don’t like pizza very much. It doesn’t make me very unhappy but just a little unhappy.”

[screen shows third picture]

“I would choose the face that is a little unhappy by clicking on it. Now you try one. How do you feel when you have pizza?”

“Click on the face that shows how you feel about having pizza. If you are unsure or have any questions, ask the adult in your home to help you.”

[After click]

“Great!

Remember, choose the face that matches how you feel. After you choose, click the orange Next button at the bottom right of the screen to go to the next one. Whenever you need help ask your parent or grown up. Now, let’s start. Click the Orange Next button at the bottom right of the screen.”

Attitude Scale (internal note only)

1. Book Trust works with your class to give you and your class a free book each month. How do you feel when you choose a new Book Trust book to take home?
2. How do you feel about reading your Book Trust books?
3. How do you feel about building a library of books at home?
4. How do you feel about reading books at home by yourself?
5. How do you feel about reading books at home with an adult?
6. How do you feel about reading books with your friends?
7. How do you feel when it’s time for reading at school?
8. How do you feel about the stories you read at school?
9. How do you feel when you read out loud at school?
10. How do you feel about spending free time reading?
11. How do you feel about asking for help reading a book, if you get stuck or there is a part you don’t understand?

Yes/No Scale (internal note only)

“Let’s answer questions with some new pictures. The green thumbs up button means yes, the red thumbs down button means no, and the yellow person with a question mark means I don’t know. For each question, use the button that matches your answer. Remember there are no wrong answers, so choose the answer that is right for you.”



12. Can you usually find something you are happy to read when choosing your monthly Book Trust books? Choose the green thumbs up for “yes,” the red thumbs down for “no,” or the yellow person with a question mark for “I don’t know.”
13. Do your teachers let you choose the Book Trust books that you want?
14. Are you taking the books you choose home with you?
15. Do you have a special place at home where you keep your books?
16. Do you have a special place at home where you like to read?
17. Do you like the characters in the books you read?
18. Do you ever pretend to be the characters in the books you read?
19. Are there characters that look like you in the books you read?
20. Do you like to make up your own stories?
21. When you feel bored, do you like to read?
22. Do your friends like to read?
23. Does reading more books make you a better reader?

“Thank you for telling us how you feel about reading. This is really helpful. Please click the Orange Next button at the bottom right of the page to send us your answers. After you click the Orange Next button you can tell your parent or grown-up that you’re done.”

Appendix D: Parent Survey

Book Trust Study Parent/Guardian Survey

Thank you for taking time to complete this survey! Book Trust is a program that provides free books for your student to take home with them. You may or may not have heard of Book Trust. We want to learn about your Book Trust personal library, how you read with your student at home, your student's motivation to read, and your student's reading skills. This survey should take about 10 minutes to complete. Your responses are for research purposes only. Results will be used to improve the Book Trust program. Please be open and honest in your answers!

About You and Your Household

1. Please select your state.
2. Please enter the name of your student's school.
3. Please enter your student's teacher's name.
4. Please select your student's grade.
 - a. Pre-kindergarten
 - b. Kindergarten
 - c. Grade 1
 - d. Grade 2
 - e. Grade 3
5. Please select your student's race. You may select more than one option.
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Latina/o or Hispanic
 - e. Native Hawaiian and other Pacific Islander
 - f. White
 - g. Other

6. Is English the language usually spoken at home?
 - a. Yes
 - b. No

7. **[LOGIC: IF NO]** What language is usually spoken at home? [Open response]

8. What is *your* highest level of education?
 - a. Grades 1-8
 - b. Some high school
 - c. Regular high school diploma
 - d. GED or alternative credential
 - e. Some college courses (no degree)
 - f. Associate's degree (for example: AA, AS)
 - g. Bachelor's degree (for example: BA, BS)
 - h. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
 - i. Professional degree beyond bachelor's degree (for example: MD, DDS, DVM, LLB, JD)
 - j. Doctoral degree (for example: PhD, EdD)

9. How many books do you typically read in a year?
 - a. 0-1
 - b. 2-3
 - c. 4 or more

10. How often do you read for pleasure (i.e., books, magazines, articles, blogs, etc.)?
 - a. Daily
 - b. Once a week
 - c. Once a month
 - d. Other

Knowledge of Book Trust

We'd like to learn about your knowledge of the Book Trust program.

11. Book Trust is a [program that lets your student choose free books to take home from school](#). Have you heard of Book Trust before?
 - a. Yes
 - b. No

- c. Unsure

12. **[LOGIC: IF YES]** Where did you hear about Book Trust?
- a. My student's teacher
 - b. My student
 - c. Principal, academic coach, or reading specialist
 - d. Newsletter or email from my student's school
 - e. Other (please explain)

Book Collection at Home

In this section, we want to learn more about your student's collection of books at home. We also want to learn about how easy it is for your student to access books and the choice your student has in choosing books at school through programs like Book Trust.

13. Select how much you agree with each statement. [Display the following Likert-scale options for each: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know]
- a. My student has access to books related to their interests through Book Trust.
 - b. My student and I have created a collection of books at home using the books from Book Trust.
 - c. Book Trust helps my student to get new books regularly.
14. Please select any additional places you get books for your student to read:
- a. Classroom or school library
 - b. Public library
 - c. Bookstore
 - d. Online
 - e. Family or friend's house
 - f. Book drive
 - g. Other (please specify):
15. How many children's books do you have in your house, including those from Book Trust? (An estimate is ok)
- a. Less than 10
 - b. 10-49
 - c. 50-100
 - d. More than 100

16. **[LOGIC: IF LANGUAGE OTHER THAN ENGLISH IS PRIMARILY SPOKEN AT HOME – Q9 – THEN DISPLAY]** How many children’s books do you have in your house that are in your student’s home language, including those from Book Trust? (An estimate is ok)
- Less than 10
 - 10-49
 - 50-100
 - More than 100
17. **[LOGIC: IF YES TO Q11 – THEN DISPLAY]** Did you receive any information about your student’s participation in Book Trust? [Display the following options for each: Yes, No, I’m not sure]
- From your student’s school?
 - From Book Trust directly?
18. **[LOGIC: IF YES TO Q17a or Q17b]** How often do you receive Book Trust resources, such as the Family Tool Kit or Monthly Family Resource, from your student’s teacher?
- Once a month
 - Once per semester/trimester
 - Not at all
 - Other (please specify):
19. **[LOGIC: IF YES TO Q17a or Q17b]** How do you receive these Book Trust resources? Select all that are true.
- Verbal information at a parent-teacher conference
 - Verbal information during pick-up, drop-off, or another informal conversation
 - Written information in a newsletter
 - Written information via email
 - Other (please specify):

Reading Resources

20. Which of the following resources do you think your student needs to increase their joy for reading? Select all that are true.
- More books that interest them that they choose themselves
 - More books in their home language
 - More books that are easier to read
 - More books that are challenging to read
 - More reading support from their teacher
 - Support from a reading specialist

- g. Support in reading at home
- h. Other (please specify):

21. Select how much you agree with each statement. [Display the following Likert-scale options for each: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know]

- a. I have the resources I need to support my student's motivation to read at home.
- b. I know how to help my student choose books that are right for their reading level.
- c. I feel confident in helping my student improve their reading skills.
- d. I am satisfied with the books and/or reading environment in my student's classroom.
- e. I am satisfied with the library setup at my student's school.
- f. I know my student is able to choose books of their own interest at school.

Reading Together

In this section, we want to learn about how you have read books with your student and other ways that your family is engaged with the Book Trust program.

22. How often do you read with your student **at home**?

- a. Not at all
- b. One day per week
- c. 2-3 days per week
- d. 4-5 days per week
- e. 6-7 days per week

23. [LOGIC: IF Q22 is "Not at all", DO NOT SHOW THIS QUESTION] On days when you read with your student, about how much time do you spend reading together?

- a. 5 or fewer minutes per day
- b. 6-15 minutes per day
- c. 16-30 minutes per day
- d. 31-60 minutes per day
- e. 61 or more minutes per day

24. Which of the following ways do you and your student read together? Select all that are true.

- a. I read to my student
- b. My student reads to me
- c. I select the books we read
- d. My student selects the books we read
- e. We talk about the stories or characters in the books we read

- f. I ask my student questions about the stories or characters from the books we read
- g. We read books in languages other than English
- h. Someone else at home reads with my student (i.e., grandparents, aunts, uncles, siblings, etc.)
- i. My student reads to someone else at home (i.e., grandparents, aunts, uncles, siblings, etc.)

Student's Motivation to Read

In this section, we want to learn about your student's excitement to read and how much and how often they read to themselves.

25. Select how much you agree with each statement. If your student **does not** yet read independently, please respond to the following statements thinking about the time your student spends looking through books or being read to. [Display the following Likert-scale options for each: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know]

- a. My student is motivated to read at home.
- b. My student enjoys reading at home.
- c. I see my student reading at home regularly.
- d. My student enjoys choosing their own books to read.

26. How often does your student read (or look at books) by themselves **at home**?

- a. Not at all
- b. One day per week
- c. 2-3 days per week
- d. 4-5 days per week
- e. 6-7 days per week

27. [LOGIC: IF Q26 is "Not at all", DO NOT SHOW THIS QUESTION] On days when your student reads (or looks at books) by themselves at home, about how much time does your student spend reading (or looking at books)?

- a. 5 or fewer minutes per day
- b. 6-15 minutes per day
- c. 16-30 minutes per day
- d. 31-60 minutes per day
- e. 61 or more minutes per day

28. If you could build a reading experience that your student would love, what would that look like? [Open response]

29. What support do you feel parents/guardians need to support more reading at home? [Open response]

30. Is there any additional information you'd like to share with us? [Open response]

31. Would you and/or your student be willing to join virtual 30-minute focus groups to share more about your experience receiving free books from Book Trust? The focus groups will help Book Trust better provide positive reading services to your student's school. If so, please check the box(es) below and provide your contact information. Someone from our team will be in touch. [IF POSSIBLE] All participants selected to participate in a focus group will receive \$25 for their time.

- a. I would be willing to participate in a focus group.
- b. My student would be willing to participate in a focus group.
- c. Name:
- d. Email address:

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY!

Appendix E: 2023-24 Teacher Survey Results

2023–24 Annual Book Trust Teacher Survey Results

Q4 Which grade level(s) do you teach? Select all that apply.

Grade Level	Aggregate Responses (n = 890)	Philadelphia Responses (n = 132)	Hawaii Responses (n = 145)
Pre-Kindergarten/Early Childhood	80 (9%)	5 (4%)	6 (4%)
Kindergarten	168 (19%)	35 (27%)	18 (12%)
Grade 1	182 (20%)	48 (36%)	26 (18%)
Grade 2	178 (20%)	41 (31%)	24 (17%)
Grade 3	192 (22%)	41 (31%)	36 (25%)
Grade 4	125 (14%)	8 (6%)	26 (18%)
Grade 5	115 (13%)	8 (6%)	24 (17%)
Grade 6	6 (0.7%)	1 (0.8%)	1 (0.7%)
Grade 7	1 (0.1%)	1 (0.8%)	0 (0%)
Grade 8	1 (0.1%)	1 (0.8%)	0 (0%)

Note: Percentages may not add up to 100%. Teachers were allowed to select multiple grade levels. Eight percent of the teachers (n = 74) reported teaching multiple grade levels, with this occurring most frequently among K–3 teachers.

Q5 How many years have you been teaching? (n = 890)

On average, teachers reported teaching for approximately 16 years, with 50% of teachers reporting between eight and 23 years. Philadelphia respondents reported an average of 18 years and Hawaii respondents reported an average of 17 years.

Q6 In your opinion, which of these statements best describes Book Trust?

Teacher Response	Aggregate Responses (n = 890)	Philadelphia Responses (n = 132)	Hawaii Responses (n = 145)
Book Trust is a nonprofit that partners with Scholastic	820 (92%)	118 (89%)	130 (90%)
Book Trust is a subsidiary of Scholastic	47 (5%)	13 (10%)	9 (6%)
Book Trust is a nonprofit that distributes its own books	16 (2%)	1 (0.8%)	2 (1%)
Other	7 (0.8%)	0 (0%)	4 (3%)

Note: Of the seven teachers who selected “Other,” one reported that they did not know which statement best described Book Trust. The other six teachers provided the following responses: i) “Book Trust is a nonprofit with a goal of literacy and the love of reading.”, ii) “Book Trust is a fun way to encourage kids to and reward kids for reading!”, iii) “Book Trust is a nonprofit that partners with Scholastic and Elementary Schools.”, iv) “Book Trust is a program which teams with scholastic and schools to provide quality materials to students to promote the love of books and literacy.”, v) Book Trust is appreciated by my students and families.”, and vi) “a program that increases book access for classrooms, schools, and districts to promote engaged reading. Through Book Trust, your students can choose books and build personal libraries.”

Q7 Is this your first year participating in the Book Trust program? (n = 890)

Over one third of the teachers (n = 333) reported that the 2023–24 school year was their first year participating in the Book Trust program—27% of Philadelphia respondents (n = 35) and 28% of Hawaii respondents (n = 41) reported this.

Q8 What library does your school most rely on? If your school does not have any kind of library, do not check any responses.

Teacher Response	Aggregate Responses (n = 836)	Philadelphia Responses (n = 106)	Hawaii Responses (n = 138)
School library	443 (53%)	23 (22%)	70 (51%)
Classroom library	343 (41%)	73 (69%)	55 (40%)
Online library	16 (2%)	6 (6%)	2 (1%)
Other	34 (4%)	4 (4%)	11 (8%)

Note: Six percent of teachers (n = 54) did not respond to the survey item. These teachers were either employed in a school that did not have any kind of library or chose not to complete this survey item. Of the 34 teachers who responded “Other,” four reported that their school relied on all three libraries (school, classroom, and online), 16 reported that their school relied on school and/or classroom libraries and other resources (e.g., community libraries), nine reported that their school does not have a library or only relied on a public library, and five reported that their school primarily relied on books from Book Trust or school curriculums.

Q9 How often do students access books from their school library?

Teacher Response	Aggregate Responses (n = 475)	Philadelphia Responses (n = 34)	Hawaii Responses (n = 74)
Daily	18 (4%)	0 (0%)	0 (0%)
Weekly	332 (70%)	12 (35%)	31 (42%)
Monthly	75 (16%)	7 (21%)	32 (43%)
A few times a year	18 (4%)	1 (3%)	7 (9%)
Once per year	5 (1%)	0 (0%)	2 (3%)
Never	27 (6%)	14 (41%)	2 (3%)

Q10 Do students take school library books home? (n = 475)

Seventy-two percent of respondents to this survey item (n = 344) reported that students take school library books home with them—30% of Philadelphia respondents (n = 11) and 81% of Hawaii respondents (n = 59) reported this.

Q11 How often do students access books from their classroom library?

Teacher Response	Aggregate Responses (n = 360)	Philadelphia Responses (n = 82)	Hawaii Responses (n = 58)
Daily	231 (64%)	45 (55%)	38 (66%)
Weekly	96 (27%)	28 (34%)	13 (22%)
Monthly	18 (5%)	4 (5%)	3 (5%)
A few times a year	8 (2%)	2 (2%)	2 (3%)
Once per year	5 (1%)	1 (1%)	2 (3%)
Never	2 (0.6%)	2 (2%)	0 (0%)

Q12 Do students take classroom library books home? (n = 360)

Forty-three percent of respondents to this survey item (n = 156) reported that students take classroom library books home with them—34% of Philadelphia respondents (n = 28) and 74% of Hawaii respondents (n = 43) reported this.

Q13 How often do students access books from their online library?

Teacher Response	Aggregate Responses (n = 17)	Philadelphia Responses (n = 7)	Hawaii Responses (n = 2)
Daily	5 (29%)	1 (14%)	1 (50%)
Weekly	6 (35%)	4 (57%)	0 (0%)
Monthly	3 (18%)	0 (0%)	0 (0%)
A few times a year	2 (12%)	1 (14%)	1 (50%)
Once per year	0 (0%)	0 (0%)	0 (0%)
Never	1 (6%)	1 (14%)	0 (0%)

Q14 Do your students have access to books/literature representing a range of cultures and lived experiences?

Teacher Response	Aggregate Responses (n = 882)	Philadelphia Responses (n = 131)	Hawaii Responses (n = 144)
Yes	748 (85%)	114 (87%)	113 (78%)
No	65 (7%)	11 (8%)	16 (11%)
I don't know	69 (8%)	6 (5%)	15 (10%)

Q15 Where are students most likely to access books/literature representing a range of cultures and lived experiences?

Teacher Response	Aggregate Responses (n = 740)	Philadelphia Responses (n = 113)	Hawaii Responses (n = 112)
School library	310 (42%)	16 (14%)	42 (38%)
Classroom library	318 (43%)	75 (66%)	52 (46%)
Online library	72 (10%)	17 (15%)	11 (10%)
Other	40 (5%)	5 (4%)	7 (6%)

Note: Of the 40 teachers who responded "Other," four reported that their school relied on all three libraries (school, classroom, and online), 22 reported that their school relied on school and/or classroom libraries and other resources (e.g., community libraries), seven reported that their school primarily relied on a public library, and seven reported that their school primarily relied on books from school curriculums.

Q16 How influential is Book Trust when it comes to students having access to books at their reading level?

Teacher Response	Aggregate Responses (n = 871)	Philadelphia Responses (n = 128)	Hawaii Responses (n = 142)
Very influential	610 (70%)	85 (66%)	118 (83%)
Somewhat influential	220 (25%)	40 (31%)	20 (14%)
Not very influential	37 (4%)	3 (2%)	4 (3%)
Not at all influential	4 (0.5%)	0 (0%)	0 (0%)

Q17 How influential is Book Trust when it comes to students having access to books with stories and characters they want to read?

Teacher Response	Aggregate Responses (n = 871)	Philadelphia Responses (n = 128)	Hawaii Responses (n = 142)
Very influential	743 (85%)	106 (83%)	129 (91%)
Somewhat influential	122 (14%)	22 (17%)	12 (8%)
Not very influential	5 (0.6%)	0 (0%)	1 (0.7%)
Not at all influential	1 (0.1%)	0 (0%)	0 (0%)

Q18 How influential is Book Trust when it comes to students having access to books in their home language?

Teacher Response	Aggregate Responses (n = 871)	Philadelphia Responses (n = 128)	Hawaii Responses (n = 142)
Very influential	481 (55%)	64 (50%)	63 (44%)
Somewhat influential	242 (28%)	35 (27%)	34 (24%)
Not very influential	78 (9%)	17 (13%)	23 (16%)
Not at all influential	27 (3%)	5 (4%)	12 (8%)
Does not apply	43 (5%)	7 (5%)	10 (7%)

Q19 Do you have books in languages other than English in your classroom?

Teacher Response	Aggregate Responses (n = 871)	Philadelphia Responses (n = 128)	Hawaii Responses (n = 142)
Yes	474 (54%)	62 (48%)	61 (43%)
No	244 (28%)	48 (38%)	61 (43%)
Not applicable, as all of my students speak English only	153 (18%)	18 (14%)	20 (14%)

Q20 In which languages do you have books in your classroom? (Please list up to five applicable languages.)

Teacher Response	Aggregate Responses (n = 469)	Philadelphia Responses (n = 60)	Hawaii Responses (n = 59)
English	364 (78%)	39 (65%)	43 (73%)
Spanish	318 (67%)	54 (90%)	36 (61%)
Hawaiian	38 (8%)	0 (0%)	37 (63%)
Arabic	19 (4%)	5 (8%)	0 (0%)
Mandarin/Chinese	12 (3%)	8 (13%)	1 (2%)
American Sign Language	10 (2%)	0 (0%)	3 (5%)

Note: Percentages may not add up to 100%. Teachers were able to list up to five languages. In total, 28 languages were listed including: Arabic, Burmese, Spanish, Farsi, French, German, Haitian Creole, Hawaiian, Hebrew, Japanese, Korean, Mandarin, Mam, Marshallese, Navajo, Nepali, O’odham, Palau, Pohnpei, Portuguese, Russian, Samoan, Swahili, Tagalog, Tajik, Tigrinya, Uzbek, and Vietnamese.

Q21 Which method do students typically use to choose books provided by Book Trust?

Teacher Response	Aggregate Responses (n = 868)	Philadelphia Responses (n = 127)	Hawaii Responses (n = 142)
Book Trust Flyer	709 (82%)	112 (88%)	114 (80%)
Scholastic’s Larger Catalogue	109 (13%)	11 (9%)	16 (11%)
Other	50 (6%)	4 (3%)	12 (8%)

Note: Of the 50 teachers who responded “Other,” 12 reported that their students use both the Book Trust flyers and Scholastic’s larger catalogue to choose books, 29 reported that their students use the digital Book Trust flyers and/or Scholastic’s monthly flyers, and six reported that they provide students with a teacher-made list based on the prices of the books.

Q22 How often are students able to find books that interest them in the Book Trust flyer?

Teacher Response	Aggregate Responses (n = 706)	Philadelphia Responses (n = 111)	Hawaii Responses (n = 114)
Always	394 (56%)	60 (54%)	57 (50%)
Often	254 (36%)	42 (38%)	46 (40%)
Sometimes	56 (8%)	9 (8%)	10 (9%)
Never	2 (0.3%)	0 (0%)	1 (0.9%)

Q23 How often do your students select their own book provided by Book Trust?

Teacher Response	Aggregate Responses (n = 863)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Always	726 (84%)	96 (77%)	124 (87%)
Often	95 (11%)	18 (15%)	12 (8%)
Sometimes	39 (5%)	9 (7%)	5 (4%)
Never	3 (0.4%)	1 (0.8%)	1 (0.7%)

Q24 Please rate your level of agreement with the following statement: My students report that they like the stories and characters they read about in their Book Trust books.

Teacher Response	Aggregate Responses (n = 863)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Strongly agree	445 (52%)	70 (56%)	72 (51%)
Agree	323 (37%)	42 (34%)	52 (37%)
Somewhat agree	61 (7%)	6 (5%)	14 (10%)
Somewhat disagree	2 (0.2%)	1 (0.8%)	0 (0%)
Disagree	3 (0.4%)	0 (0%)	1 (0.7%)
Strongly Disagree	29 (3%)	5 (4%)	3 (2%)

Q25 Which Book Trust resources have you engaged with virtually? Select all that apply.

Teacher Response	Aggregate Responses (n = 860)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Book Trust Flyer	741 (86%)	107 (86%)	120 (85%)
Teacher resources on the Book Trust website	384 (45%)	50 (40%)	63 (44%)
Back to School Training (September)	378 (44%)	48 (39%)	55 (39%)
Book Trust Monthly Newsletter	313 (36%)	52 (42%)	48 (34%)
Back to School Bundle	63 (7%)	8 (6%)	12 (8%)
None of the above	57 (7%)	10 (8%)	13 (9%)
Other	5 (0.6%)	0 (0%)	1 (0.7%)

Note: Percentages may not add up to 100%. Teachers were allowed to select multiple Book Trust resources. Of the five teachers who reported "Other", one teacher reported engaging with the classroom newsletter, one reported engaging with the Book Trust dashboard, one reported engaging with the Help Desk, one reported that they started using Book Trust mid-year, and one reported that many of their students do not have the ability to use the virtual features (due to internet accessibility).

Q26 How often do you communicate with parents/caregivers about books provided by Book Trust, specifically?

Teacher Response	Aggregate Responses (n = 860)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Every time students take books provided by Book Trust home	294 (34%)	52 (42%)	39 (27%)
Monthly	240 (28%)	32 (26%)	47 (33%)
Once per year	247 (29%)	32 (26%)	36 (25%)
Never	79 (9%)	8 (6%)	20 (14%)

Q27 How often do you have discussions with parents/caregivers about engaging in shared reading activities at home?

Teacher Response	Aggregate Responses (n = 860)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Every time students take books provided by Book Trust home	151 (18%)	28 (23%)	20 (14%)
Monthly	480 (56%)	70 (56%)	73 (51%)
Once per year	198 (23%)	19 (15%)	43 (30%)
Never	31 (4%)	7 (6%)	6 (4%)

Q28 How influential is Book Trust when it comes to enabling students to read at home?

Teacher Response	Aggregate Responses (n = 860)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Very influential	590 (68%)	81 (65%)	97 (68%)
Somewhat influential	255 (30%)	42 (34%)	41 (29%)
Not very influential	14 (2%)	1 (0.8%)	4 (3%)
Not at all influential	1 (0.1%)	0 (0%)	0 (0%)

Q29 How often do your students report feeling valued because of their ability to choose books that matter to them?

Teacher Response	Aggregate Responses (n = 858)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Always	224 (26%)	30 (24%)	45 (32%)
Often	308 (36%)	43 (35%)	46 (32%)
Sometimes	239 (28%)	32 (26%)	36 (25%)
Never	87 (10%)	19 (15%)	15 (11%)

Q30 How often do your students connect with peers through the shared experience of book choice and ownership?

Teacher Response	Aggregate Responses (n = 858)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Always	295 (34%)	37 (30%)	49 (35%)
Often	404 (47%)	64 (52%)	61 (43%)
Sometimes	152 (18%)	22 (18%)	31 (22%)
Never	7 (0.8%)	1 (0.8%)	1 (0.7%)

Q31 Rate the extent to which the Book Trust program infuses an element of excitement or joy into your classroom culture, where 10 indicates the maximum amount of joy? (n = 858)

Teachers provided an average response of 9.3, with over half of teachers (59%) providing the maximum response of 10. Philadelphia respondents provided an average response of 9.4 and Hawaii respondents provided an average response of 9.1.

Q32 How often do you hold Book Celebrations through the Book Trust program?

Teacher Response	Aggregate Responses (n = 858)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 142)
Each order window	397 (46%)	52 (42%)	66 (46%)
Most of the order windows	148 (17%)	30 (24%)	17 (12%)
Some of the order windows	102 (12%)	7 (6%)	18 (13%)
One of the order windows	21 (2%)	1 (0.8%)	4 (3%)
I do not hold any Book Celebrations through the Book Trust program	140 (16%)	26 (21%)	27 (19%)
I don't know	50 (6%)	8 (6%)	10 (7%)

Q33 Describe 1-2 of your classroom routines around celebrations when Book Trust books are delivered.

Themes and stand-out quotes from open-ended responses:

- Generally, there is great excitement in the classroom on the days that Book Trust books are distributed.
- *“For our very first book trust celebration, I saw the pride and joy in my students as they practiced reading their books with their 8th grade partners, enjoying how the 8th graders complimented them for their book choices and took an active role in listening and help guide students in difficult words. We have continued with this tradition ever since and I have noticed the motivation to read in my students increase as a result. I will be thankful for the passion and motivation for literacy the book trust has given my students.”*
- Teachers have different rituals they may engage students in when books arrive. A common one is having students write their name in the book. *“First, we write our names in our books because they are our forever books, not just borrowed books. Second, we share the titles of the books we picked. Third, we explore and celebrate inside the books, talking about if we picked a fiction or non-fiction book and we make connections to the books and our own lives.”*
- Many teachers encourage buddy or partner reading with the Book Trust books.
- Many teachers ask each student to read the name of their book(s) aloud to the class as part of the celebration.
- It is common for students to take their Book Trust books into a cozy corner of their classroom and read on the day they receive them.
- Many teachers plan for DEAR time (drop everything and read) on Book Trust distribution days.
- Several teachers reported that they encourage cheers and chants to celebrate their Book Trust books: *“We also have a chant: ‘Books, books, they’re so grand, in our hands, we understand, the power of stories, the places they take, reading together, let’s celebrate!’”*

Q34 Based on conversations with students and parents/caregivers, how has the importance of personal libraries changed over the course of this school year?

Teacher Response	Aggregate Responses (n = 851)	Philadelphia Responses (n = 124)	Hawaii Responses (n = 141)
Importance of personal libraries has increased	568 (67%)	81 (65%)	91 (65%)
Importance of personal libraries has decreased	26 (3%)	3 (2%)	4 (3%)
Importance of personal libraries has stayed about the same	257 (30%)	40 (32%)	46 (33%)

Q35 Approximately what percentage of your students take their Book Trust books with them after school? (n = 851)

On average, teachers reported that approximately 95% of their students take their Book Trust books with them after school, with 88% of teachers reporting that 90% or more of their students take their Book Trust books with them. Philadelphia respondents also reported that, on average, 95% of their students take their books, and Hawaii respondents reported an average of 96%.

Q36 During independent reading time, students:

Teacher Response	Aggregate Responses (n = 841)	Philadelphia Responses (n = 123)	Hawaii Responses (n = 141)
Can choose whatever they want to read	390 (46%)	61 (50%)	76 (54%)
Can choose most of what they read	288 (34%)	41 (33%)	44 (31%)
Can choose some of what they read	122 (15%)	16 (13%)	17 (12%)
Can choose a little of what they read, but most books are assigned	37 (4%)	4 (3%)	4 (3%)
Cannot choose books, as all books are assigned	4 (0.5%)	1 (0.8%)	0 (0%)

Q37 How influential is Book Trust when it comes to supporting students reading in pairs or groups at school?

Teacher Response	Aggregate Responses (n = 841)	Philadelphia Responses (n = 123)	Hawaii Responses (n = 141)
Very influential	311 (37%)	46 (37%)	57 (40%)
Somewhat influential	373 (44%)	63 (51%)	63 (45%)
Not very influential	114 (14%)	8 (7%)	14 (10%)
Not at all influential	43 (5%)	6 (5%)	7 (5%)

Q38 How influential is Book Trust when it comes to supporting students reading independently at school?

Teacher Response	Aggregate Responses (n = 841)	Philadelphia Responses (n = 123)	Hawaii Responses (n = 141)
Very influential	454 (54%)	72 (59%)	88 (62%)
Somewhat influential	330 (39%)	45 (37%)	48 (34%)
Not very influential	44 (5%)	3 (2%)	4 (3%)
Not at all influential	13 (2%)	3 (2%)	1 (0.7%)

Q39 If you had unlimited time, money, and support, what's one thing you would do in your literacy instruction to support students' reading experiences that you're not able to do currently?

Themes from open-ended responses:

- Install cozy corners and window seats for reading
- Lead more creative, expressive projects to go with books
- Develop book clubs, study groups, or literature circles
- Bring in authors or other guest readers to talk to students
- Build a leveled classroom library, or a larger classroom library, with new books
- Install a better check out system for classroom library
- Ensure students get more one-on-one time reading aloud to adults
- Offer more books in students' home languages: *"I have some books in Spanish, but I need more since 80% of my students are Spanish speakers. Specifically, I require social-emotional books in Spanish."*
- Have more graphic novels in classroom library, since students love them
- Dedicate more time for silent reading, or reading outside of required curriculum
- Offer more diverse books matched to students' interests

Q40 How influential is Book Trust when it comes to supporting student interest in reading?

Teacher Response	Aggregate Responses (n = 837)	Philadelphia Responses (n = 123)	Hawaii Responses (n = 141)
Very influential	641 (77%)	96 (78%)	109 (77%)
Somewhat influential	192 (23%)	27 (22%)	31 (22%)
Not very influential	4 (0.5%)	0 (0%)	1 (0.7%)
Not at all influential	0 (0%)	0 (0%)	0 (0%)

Q41 Each month, approximately what percentage of your students ask about their Book Trust books or otherwise indicate they are looking forward to receiving them? (n = 837)

On average, teachers reported that approximately 90% of their students each month ask about their Book Trust books or indicate that they are looking forward to receiving them. Philadelphia respondents also reported an average of 90% and Hawaii respondents reported an average of 89%.

Q42 On a scale from 0 to 10, where 0 is “not likely at all” and 10 is “very likely,” how likely are you to recommend Book Trust to a friend or colleague? (n = 828)

On average, teachers were very likely to recommend Book Trust to a friend or colleague, with all teacher respondents, Philadelphia respondents, and Hawaii respondents reporting an average rating of 9.8.

Q43 What are three words that come to mind when you think of the Book Trust program?

Teachers responded to this question with a wide array of words, as shown in the word cloud below. Words that were mentioned more frequently appear larger.



Q44 Tell us about a time when your students reacted to ordering, receiving, and/or reading their Book Trust books.

Themes and stand-out quotes from open-ended responses:

- It was common for teachers to mention their students expressing excitement to share books with or read with siblings: *“A lot of my students have no books at home. Several of them have begun choosing books for younger siblings along with their own books.”*
- Many teachers shared instances of their students frequently asking when their books would arrive, indicating their excitement.
- *“I have 4 ELL students who are monolingual. While I have a few books in my library in Spanish. When they were able to pick books that they enjoyed in their home language, they were super excited. However, they thought the books were going to be for the classroom. When they realized they got to take them home, I saw bigger smiles from them than I had seen all year!”*
- Teachers commonly recalled instances of friends sharing with each other which book they received.
- *“During a Book Trust book distribution, my students eagerly lined up to receive their chosen titles. Their faces lit up with joy as they flipped through the pages, discussing their selections with each other. In the days that followed, I observed them fully engaged in their new books, eagerly reading and discussing their favorite parts. This experience highlighted the transformative power of providing access to high-quality literature and empowering students to choose books that resonate with them.”*

Q45 Beyond more books, what do you need from the Book Trust program?

Themes from open-ended responses:

- It would be helpful if teachers didn't have to print the color flyer on their own each month.
- Teachers would like a better solution if kids have \$1 left over – they currently can't spend it on books because there are none at that price point.
- Many teachers requested a monthly teacher budget to purchase books for the classroom.
- Students would benefit from a better way to determine if a book is at their reading level.
- Multiple teachers requested that Book Trust offer only books, and not toys, since her students always want to order the toys.
- Some teachers recommended including other Book Trust branded incentives for students, like bookmarks or erasers.
- Teachers stressed their desire for the continued participation of 4th and 5th grade classrooms.

- Teachers recommend organizing the catalogue so it is easier for students to understand the prices.
- Several teachers expressed their desire for Book Trust distribution to return to one ordering period each month.
- Teachers expressed that they would like a greater variety of books to choose from: *“I would purchase more diverse books. I have worked extremely hard to provide mirrors and windows through our books, and want an extremely diverse, multicultural, multi-abled, library, and have used my scholastic points from the book trust orders to get some books, but I'd love access to more diverse texts my students can read and explore.”*
- Many teachers requested more books in Spanish and other languages.
- Many teachers felt that resources for parents/caregivers to support reading at home would be beneficial for students.