The BookEnds Program

AN EVALUATION STUDY

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THE BOOKENDS PROGRAM: AN EVALUATION STUDY¹

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EXECUTIVE SUMMARY

“But just as we would not ask a doctor to heal without medicine, so we should not ask teachers and schools to teach without the materials to do so. Reading material is basic to all education, and providing a rich supply of reading matter to children of all ages, as well as places and time to read, is the first step to bridging the gap between poorer and good readers.” (McQuillan, The Literacy Crisis: False Claims, Real Solutions, p. 86)

BookEnds is a non-profit organization that recycles gently-used children’s books through student-run book drives and places the books in schools and youth organizations in critical need of books. Approximately, 20,000 students volunteer each year by organizing and publicizing the book drives and by collecting, sorting, and delivering the books into the hands of the recipient children. Student volunteers, individuals, and corporations together donate more than 190,000 books each year. The goal is to increase children’s access to books so as to increase literacy skills in the student recipients and to foster a spirit of volunteerism in the student donors.

This report covers the multi-component evaluation of the BookEnds program and services. First, a literature review was conducted to determine if book flood and youth volunteer programs were effective. The literature supported the program efficacy of the BookEnds program; specifically, research demonstrates that (1) book flood programs can increase literacy; (2) increasing access to books increases literacy and future academics; and (3) youth volunteer programs enhance many positive outcomes in youth and adults.

Next, a needs assessment (based on published records) was conducted. The results indicated that California, and especially low-income areas of Los Angeles, have a need for books. Also, on-site needs assessments were conducted at each organization to ensure that books were needed.

Next, the formative evaluation of the program was documented. Many modifications have been made to improve the program (e.g., raising the standard of book donations, strengthening the involvement of student volunteers, and diversifying the funding support for the program).

The next part of the evaluation included a tracking of the service utilization. In FY05, over 17,000 students volunteered and more than 100,000 books were donated through student-led book drives. An additional 81,891 books were donated through corporate partnerships and individual book donations. A cost effectiveness evaluation was conducted based on total operating costs in relation to the value of the donated books. In FY05, every $1 donated to BookEnds in FY05 resulted in $7.64 worth of books for needy students.

Also, pretest and posttest data (quantitative and qualitative) were collected from the donor students, and posttest data were collected from donor teachers, recipient students, and recipient teachers. In general, the students who donated the books reported that they liked participating in the book drives, and that participating in the book drives made them feel good, useful, and happy they could help others. The donor teachers believed the program helped the students see the value in books and community service. Also, the donor teachers believed the program was worthwhile and would recommend the program to others. The students who received the books felt happy to get the books and believed they would read more now that they had more books. And finally, the recipient teachers believed their students seemed excited about getting the books and literacy would increase in their classrooms due to the books.
BOOK DONATIONS

Quantitative Data for Recipient Students

- 95% of the students responded that they were happy to get the books, and 83% said they will read more now that they have books.  

Qualitative Data for Recipient Students

- 90% of the student recipients felt happy, good, or excited about getting the books. Other themes mentioned included wanting to read more, liking books, being thankful, liking the donor students reading to them, and feeling smarter or special.  
- Analyses of pictures drawn by the recipient students showed that they associated getting books with happy feelings and people interacting with each other.  

Quantitative Data for Recipient Teachers

- 94% of the recipient teachers either agreed or strongly agreed that the students were excited about getting the books, and 98% believed the students were using the books.  
- 90% of the teachers believed the books would increase the literacy of their students.  
- 100% believed the number of books exceeded their expectations, and 92% reported the benefits of the book donations exceeded their expectations.  
- And finally, 98% of the teachers agreed that the program was worthwhile and should be recommended to others.  

STUDENT VOLUNTEERISM

Quantitative Data for Donor Students

- Most BookEnds’ student volunteers realized they could help others, even at their age: most of the student volunteers are in elementary schools, with the majority of the student leaders volunteering in fourth and fifth grades.  
- After participating in the book drive, significantly more donor students realized that many children did not have books and magazines to read at home.  
- After participating in the program, volunteering was viewed as significantly more fun.  
- 90% said they felt like they made a difference by helping with the book drive.  
- 69% said they would like to do another book drive the next year.  
- 50% stated they are planning on volunteering in the future, while an additional 46% stated they might volunteer in the future.  
- BookEnds donor student volunteers were asked whether they liked participating in the book drive: 98% liked participating; specifically 75% liked it a lot, while 23% liked it a little.  

Qualitative Data for Donor Students

- The majority of the donor students reported feeling good, great, awesome, or super about participating in the book drive. Approximately 35% felt they made a difference and/or felt useful by helping others.  
- About 21% of the students felt happy after participating. Students also reported feeling proud, special, kind, and/or nice.  
- The student donors were asked “What did you like best about helping with a book drive?” The most popular themes mentioned included reading to others; organizing and loading books; helping others; giving the books to the other children. Some students also mentioned that they liked collecting books, seeing the smiles of the other children, meeting other people, making the promotional materials,
‘everything’, taking a field trip, and being with friends. A few students did not know for sure what they liked best. Less than 1% of the students did not like helping with the book drive. page 24

- When asked why books were important, the majority of the donor students said books were important for learning and gaining knowledge. Students also believed books were fun, helped them learn to read, could help them get into college, opened up a new world, and are necessary for life. page 25
- The students were asked, “How can this book drive be improved?” The most frequent suggestion was to get more books and more volunteers. Also, 15% mentioned that no improvements were needed. Additional suggestions included: more promotional materials, having more time, having more supplies (e.g., boxes), getting more donations (including toys and clothes), and helping more schools. A couple of students also suggested collecting books for the recipient children to take home. page 26

Quantitative Data for Donor Teachers

- The vast majority of the donor teachers agreed or strongly agreed that the students saw more value in books after participating (88%), that they (i.e., teachers) would take better care of their books for future book drives (91%), and the book donations exceeded their expectations (92%). page 26
- 100% of the donor teachers agreed or strongly agreed that the students saw more value in books and community service, that the program was worthwhile, and that they would recommend the program to others. page 26
- 100% of the donor teachers rated the program high or very high. page 26
- 96% of the donor teachers said they would encourage others to be involved in the program and that they planned on participating again. page 26

SUMMARY

In general, the evaluation seems to indicate the BookEnds program is a valued and cost-effective asset to the community. Specifically, the evaluation indicates that the program is effective in promoting civic-mindedness in the youth who donate the books. Past research indicates that these youth are more likely to give back to their communities as adults. Also, the program seems to be increasing access to books, and that the recipient teachers and children are excited about getting the books. Also, the recipient teachers report the students are reading more. Previous studies indicate that increased access to books promotes literacy in the recipient youth.

The donor and recipient children often sit down to read together; hopefully planting the seeds of literacy and compassion.
THE PROBLEM

“But just as we would not ask a doctor to heal without medicine, so we should not ask teachers and schools to teach without the materials to do so. Reading material is basic to all education, and providing a rich supply of reading matter to children of all ages, as well as places and time to read, is the first step to bridging the gap between poorer and good readers.” (McQuillan, The Literacy Crisis: False Claims, Real Solutions, p. 86)

Literacy is a huge problem in the United States. Approximately 38% of fourth-graders scored below the basic reading level in 2003, while 50% scored below in California. Approximately, 21-23% of adults in the U.S. are at the lowest level of literate proficiencies. Decreased literacy in adults is associated with lower educational attainment, increased likelihood of unemployment, less wage earning, increased risk of poverty, and higher risk of incarceration. In addition, low literacy in young children has been associated with numerous negative outcomes in youth and adults, such as: lower self-esteem, higher academic failure, higher drop out rates, higher substance use, and increased risk of criminal records and incarceration.

Despite the enormous commitment of resources and national attention to developing students’ reading skills, many of the neediest children still lack sufficient books in their classrooms to learn to read. California ranks nearly last in the United States in reading test scores, and California ranks near or at the bottom in books-per-pupil in its elementary school libraries and in public library access. The ratio of books to students in Los Angeles is substantially below the national and state averages.

The need for books is accelerated by the current budget reductions in education at the state and local levels, while old books continue to deteriorate with use. The serious shortage of books is growing as the sparse, worn books pass through many hands, and the budget restraints prevent their replacement.

This deficiency is more pronounced in schools serving low income areas, the very neighborhoods where students are less likely to have ample reading materials at home and more likely to have lower achievement in reading. The wealthiest school districts spend much more (i.e., 56% more) on each pupil than the districts with larger numbers of poor children. Hence, the poorer districts generally have fewer supplies and books available for the students.

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7 San Diego North County Times, 8/20/05
To compound the problem, youth living in low-income neighborhoods have fewer books in their homes, fewer places to buy books, and libraries with fewer books per child, all of which limit access to books for children. Many of the neediest children lack sufficient books in their classrooms to learn to read. Children living in poverty (especially African Americans and Latinos) and youth from low educated families tend to visit libraries less, have less access to books, have fewer books in the home, and read less.

A study conducted in the Los Angeles area found that wealthy children had a mean of 199.2 books in their homes, while working class children had an average of 2.67 books, and children in poverty had .4 books per home. Additionally, the number of books in the classrooms and libraries were just as unequal. Another study in Southern California found that libraries serving mostly middle class students provided greater access to books, more time to read at school, and had more generous check-out policies than schools in low-income neighborhoods.

Given the decreased access to books, children living in poverty are at higher risk of diminished literacy. Low literacy is passed on from generation to generation since adults with less education are less likely to read to their children, which in turn, creates less literate children.

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Brief Overview of the Program

BookEnds believes that “Books alone are not the solution to the problem, but they are the foundation for the solution.” BookEnds recycles children’s books through student-run book drives and places the books in schools and youth organizations in critical need of books. BookEnds’ goals are (1) to increase children’s access to books so as to increase reading and the development of literacy skills, and (2) to foster a spirit of volunteerism in students by enabling them to become meaningfully involved in their communities and by giving them the opportunity to experience the direct result of their volunteer efforts.

BookEnds began in 1993 as the dream of an 8-year-old boy who organized his fellow elementary school students to donate books to create a library for Hollygrove Children’s Home. Using the model of “Kids Helping Kids” and uniting community resources, BookEnds became a project of Community Partners, a non-profit incubator group, in 1998.

BookEnds became an independent non-profit organization in 2002, growing in response to the urgent need for books for children to read. More than 119,000 students have volunteered for BookEnds throughout the Greater Los Angeles area, donating more than 500,000 books to fill barren classroom libraries in 381 schools and youth organizations. BookEnds has also developed several corporate and community partnerships, which have yielded new funding sources, public relations benefits, and donations of new and used books. The core program remains the student-led book drives; additional book donations from corporate partnerships and individuals bring the total books donated to over 973,000.

Recipient children reading together
Currently, approximately 20,000 students volunteer each year for BookEnds by organizing and publicizing the book drives and by collecting, sorting, and delivering the books into the hands of the recipient children. The student volunteers donated more than 100,000 books in FY05, books that are valued by the Los Angeles Unified School District at more than $800,000.

BookEnds operates from highly economical home offices with a staff of five. BookEnds does not charge a fee for services and is not compensated from the school districts and youth organizations that it serves. The operating budget of $210,000 annually is supported through foundation and corporate sponsorship and individual donations. Historically, for every $1 donated to BookEnds, at least $5 worth of high-quality books have been generated for the recipient organizations. In FY05, each $1 donated resulted in $7.64 worth of books.

BookEnds has grown to provide a simple and economical solution to filling barren bookshelves through recycling quality children’s books. However, the need for the program continues to grow throughout the Los Angeles region, fueled by the budget crisis in the schools as well as local and state governments.

**OBJECTIVES & GOALS**

The four primary objectives of BookEnds are:

- To increase donor students’ awareness of community needs through meaningful community service that has real world results;
- To increase donor students’ service learning experiences in planning, organizing, and completing a complex task and to provide opportunities for leadership;
- To increase the ratio of books to students to a minimum 5 to 1 in schools and youth organizations with no libraries or where libraries have been depleted, especially in low income areas;
- To provide a cost effective means of increasing the number of books in schools and youth organizations by maintaining $5 worth of donated books per $1 investment.

The goals of BookEnds follow:

- To increase access to books so as to increase literacy and future academic success in the recipient students, and
- To increase current and future civic engagement of the donor students.

**COMMUNITY SERVICE COMPONENT**

Through BookEnds, students have the opportunity to change their lives and the lives of others through community service. The Search Institute\(^\text{15}\) has developed a highly regarded list of 40 Developmental Assets that provide the essential building blocks for young people to grow up healthy, caring, and responsible. These assets include development of empowerment through service to others; constructive use of time through youth programs; positive values through caring and social justice; development of social competencies including planning and decision making; cultural competence; and positive identity through a sense of purpose.

The BookEnds program provides opportunities for student volunteers and recipients to cultivate their Developmental Assets. The program directors guide the volunteer efforts of students, providing a proven structure, while allowing students to own the service project. BookEnds book drives are designed to be

\(^{15}\) http://www.search-institute.org
student-driven, fun, and creative. Student volunteers are involved in all aspects of BookEnds, such as creating marketing campaigns and collecting, sorting, and personally delivering the donated books. The volunteers can also serve on the board of directors and serve as ambassadors for BookEnds. Hence, students are provided experience at leadership and community service as well as the opportunity to experience the impact of their work. Therefore, BookEnds has potential to impact both the recipients (by enhancing literacy) and donors (by enhancing the volunteer ethic).

**PARTNERSHIPS**

BookEnds has a track record of facilitating partnerships with civic and corporate sponsors, such as:
- American Express
- Verizon
- AOL Time Warner
- The Los Angeles Times
- Scholastic Books
- 21 Los Angeles area Rotary Clubs
- Pepperdine University

These collaborations are the foundation to BookEnds’ success in maximizing the community’s finite resources to provide the greatest impact on the youth.

**Current Partners**

BookEnds current partners include:
- Reading is Fundamental
- First Books
- The Elementary Community Service Organization (of school-based community service professionals)
- ComputerSmarts
- The Riordan Leadership Development Program and Junior League of Los Angeles for trained board leaders
- The Economic Alliance of The San Fernando Valley
- Storyopolis Books
- California State University Northridge
- Neutrogena
- Scholastic Books
- Women, Infants & Children (WIC)
- New Economics for Women (NEW)
- St. John’s Well Child and Family Center
- Santa Fe Springs Library
**EVALUATION OVERVIEW OF THE BOOKENDS PROGRAM**

**WHY EVALUATION?**

Effective program evaluation is needed for many reasons:¹⁶
- To determine how to improve the program;
- To show the effectiveness of the program;
- To produce data that can be used for public relations purposes;
- To produce data to enhance the learning of others (e.g., similar programs, scholars, lay audiences);
- To justify the funding for the program; and
- To serve as a basis for future funding/sponsorship.

**VOLUNTEER EVALUATOR**

Recognizing the need for effective program evaluation, BookEnds recruited an outside evaluator from a local university (i.e., California State University Northridge) to help set up a formalized evaluation procedure. However, the evaluation had to be cost effective since BookEnds’ funding sources did not allocate money for evaluation. The evaluator (i.e., Dr. Scott Plunkett, Associate Professor, Department of Family and Consumer Sciences) agreed to assist BookEnds on a volunteer basis. In addition, he recruited volunteer undergraduate and graduate research assistants to assist with the data coding, entry, and analyses. Two graduate students (i.e., Madlen Aslanian, Rebecca Hastings) assisted with this report.

**EVALUATION IN THIS STUDY**

This report summarizes the evaluation study conducted on the BookEnds program. The multi-component evaluation that was set up for BookEnds included the following:
- Establishing program efficacy through a review of literature on “book flood” programs, access to books and literacy, and youth volunteer programs.
- Conducting a needs assessment by looking at published records of book expenditures and availability in California and Los Angeles.
- Formalizing the formative evaluation.
- Tracking service utilization.
- Conducting a cost effectiveness study by examining the return on each dollar donated to BookEnds and by looking at the cost savings to Los Angeles Unified School District (LAUSD).
- Conducting summative/outcome evaluation through the following:
  - By creating pre and posttest measures for the donor students and teachers to be distributed by the program staff;
  - By creating posttest measures for the recipient students and teachers to be distributed by the program staff; and
- Collecting anecdotal data for public relations purposes.

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Program efficacy essentially answers the question, “Can programs be designed to have the desired impact?” A literature review was conducted to determine if scholarly literature exists which documents the efficacy of programs similar to BookEnds. First, a review of literature was conducted to see if “book flood” programs and/or increased access to reading materials enhance reading and literacy. Next, the literature was examined to determine if children who participated in volunteer programs had short-term and/or long-term benefits.

**Book Flood Programs, Access to Books, and Literacy**

“What’s the point of having kids learn to read after they’ve learned there’s nothing to read...Access to reading matter, not reading methods, is the name of the game.” (Holt, 1993, in Freedom and Beyond, pp. 205-206).

**Book Flood Programs**

Two reviews of literature of “book flood” programs in developing countries indicated that increasing access to books increases the literacy capabilities of low SES youth. A study conducted in the United States found similar results. Specifically, inundating educational facilities with more books enhances physical access to books; which results in more time spent reading and relating to books. This in turn, leads to greater improvements in literacy development.

**Book Access, Reading Amount, and Literacy Development**

According to Dowhower and Beagle, when preschools have “print-poor environments” children read less and teachers do not have the opportunity to fully cultivate literacy development. They found that increased access to books positively affects the children’s reading.

Jeff McQuillan, in The Literacy Crisis: False Claims, Real Solutions, stated: “...evidence exists that access to written input–reading materials–is also associated with more literacy development” (p. 18). He goes on to state: “...access to reading materials is perhaps as important if not more so than other explanations of reading difficulties” (p. 18).

Other scholars have reiterated that access to books is related to increased literacy. For example, Morrow and Weinstein found that children in classes with classroom libraries examine and read books 50% more frequently than children in classes without book collections.

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A reading study with 200,000 students from 32 countries concluded that access to print was the strongest indicator of literacy (even after controlling for SES). Studies in the United States have also found that the presences of reading materials (e.g., books) in schools and classrooms is related to increased frequency of reading and literacy, even after controlling for SES.

**Variety of Reading Materials and Literacy**

Studies have also found that access to a variety of reading materials (e.g., books, magazines, newspapers) and a wider variety of books promote literacy. For example, two studies found that more literate students generally come from homes that have more types of reading materials available. Also, children who are exposed to a wider variety of books at home and/or school have an increased interest in reading and higher reading proficiency.

**Book Access, Literacy, and Academics**

Studies have found that access to books promotes literacy as well as future academics. For example, Cunningham and Stanovich found that increasing young children’s exposure to print (e.g., books) is related to better academic outcomes later in life. Also, studies have found that the number of books per student in the school and public libraries are related to SAT scores. The link between access to books and future academic outcomes is demonstrated in Figure 1. Essentially, access to books promotes reading, which promotes literacy, which in turn, relates to academic achievement (e.g., test scores, writing skills, language proficiency, grammatical accuracy, and listening comprehension).

**Figure 1. The Path from Access to Books to Academic Achievement**

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A conclusion that can be drawn from these studies is that without access to books, teachers can only have limited impact on literacy. Given the decline in book stocks, one of the major issues to confront with literacy development is providing access to books.30

CHILDREN’S VOLUNTEERING AND CHILD OUTCOMES

Another key component of BookEnds is the volunteering program. A national survey of 4216 adults found that youth who volunteered were two times more likely to volunteer as adults, more likely to give money to charity as adults, and had higher civic engagement.51 These findings were consistent across all income levels.

According to a position paper by the Education Commission of the States, youth who engage in community service also

- Engage in more volunteering as adults,
- Have stronger connections to the community and school,
- Have enhanced academic success,
- Have more appreciation for cultural diversity and equity,
- Develop higher self-esteem, and
- Learn valuable workplace skills.32

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NEEDS ASSESSMENTS

BookEnds staff engage in needs assessments (based on public records) at the state, county, and district level. More specifically, California ranks 49th in books-per-pupil in its elementary school libraries, while ranking dead last in the United States in public library access. The national average ratio of books to students in K-12 school libraries is 22 to 1; while in California the average is 15.4 books per student. Some estimate the average ratio is 9 to 1 in Los Angeles. This deficiency is more pronounced in schools serving low-income areas.

The need for books is accelerated by the 2004-2005 California state budget which cut student library funds from $27 to $5 per student. Krashen (2004) argues that California only spends about $1.53 per student on school libraries, while the national average is approximately $20 per pupil. According to sources within LAUSD and representatives from The Los Angeles City Council, there is no funding in the foreseeable future for classroom library books.

A study comparing 79 cities in the U.S. found that California had the worst public libraries; Los Angeles public libraries ranked 73 out of 79.

Besides monitoring the need for books at the state and county level, BookEnds staff conducts a needs assessment at any intended recipient site. As part of the qualification process (i.e., needs assessment), BookEnds’ staff interviews the key organization administrators and conducts a site visit. The site visit includes a physical inspection of any library on premises, the quantity and quality of the library’s book collection, hours of operation, and frequency of student library visits. The site visit also includes inspection of the classrooms to determine the number, quality, and diversity of the classroom library collection in comparison to the number of students in the classroom.

BookEnds staff also seeks information on school-wide literacy programs that demonstrate an active commitment to literacy development in the students. More than 80% of the students BookEnds serves qualify for Title 1 services, which means that they meet the federal poverty guidelines.

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35 LAUSD Library Services, May 2005
37 Los Angeles City Councilman, Dennis P. Zine
BookEnds staff engage in ongoing (i.e., formative or process) evaluation during the program to determine program needs and modifications. Changes that are made in the program to increase the program’s ability to meet the needs of all involved and to meet the stated objectives are documented. These changes include:

- Raising the standard of the quality of the book donations by educating staff, board, and volunteers on the concise attributes of acceptable book quality;
- Strengthening the involvement of the student volunteers through increased staff involvement with students and teachers offering more program flexibility for engagement;
- Enriching the student volunteer experience by enlarging the “celebration of their achievement” through the publishing of BookEnds Book Drive News that is written by the students and sent home to all the school families;
- Encouraging a higher standard of reception at the recipient schools to provide activities that encourage cross-cultural understanding between the donor and recipient students;
- Pursuing creative partnerships with educators, civic organizations, and corporations to unite our finite resources to affect the greatest impact on BookEnds mission.
- Strengthening our training program of Program Managers to assure a continued quality of program in a team environment that encourages communication and continuous program improvement;
- Strategically enlarging our staff to enable us to maintain the high quality of our existing community relationships while building a larger base of support.

One area that is under constant modification is sustainability of funding. BookEnds is seeking to diversify funding support through the following:

- Increasing participation in nonprofit partnerships through continuous community outreach;
- Engaging in agreements with several Los Angeles County libraries to provide books from corporate and individual donors to support their literacy outreach into their communities;
- Developing corporate funding opportunities for sponsorship of individual book drives in their markets;
- Cultivating high profile individuals to create a second board of directors to provide financial support;
- Enhancing media exposure through publicizing BookEnds’ one millionth book donation in February, 2006; and
- Continuing to build the core support of individual donors through implementation of the Raising More Money donor cultivation model.
The BookEnds program tracks (1) the number of books donated, and (2) the number of individuals and organizations that participate in the book donor and book recipient programs.

**DONOR ORGANIZATIONS, INDIVIDUALS, AND BOOKS**

BookEnds donor organizations are primarily private and public schools located throughout the more-affluent areas of Los Angeles. The donor students tend to be from Caucasian and Asian heritage and enjoy a higher socio-economic level than the recipient students. Of the 199,976 books donated in FY05, 118,085 books were donated by student volunteers through their organization of 43 book drives. As shown in the table below, over 80,000 students have volunteered in the last four years.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># of Book Drives</th>
<th># of Student Donors</th>
<th># of Books Donated</th>
</tr>
</thead>
<tbody>
<tr>
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<td>20,770</td>
<td>88,022</td>
</tr>
<tr>
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<td>FY05</td>
<td>43</td>
<td>17,240</td>
<td>118,085</td>
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<tr>
<td>Totals</td>
<td>183</td>
<td>80,066</td>
<td>408,310</td>
</tr>
</tbody>
</table>

BookEnds also receives book donations from individuals and corporations (see Table 2). In FY05, 48 individuals donated a total of 10,648 books; and 19 corporations donated a total of 71,207 books. The corporate donation included 64,567 new books donated by Scholastic Books through BookEnds’ partnership with *The Los Angeles Times*.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Donor Corporations</th>
<th>Individual Donors</th>
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<td># of Donors</td>
<td># of Books</td>
<td># of Donors</td>
</tr>
<tr>
<td>FY02</td>
<td>10</td>
<td>226,368</td>
<td>34</td>
</tr>
<tr>
<td>FY03</td>
<td>17</td>
<td>35,422</td>
<td>50</td>
</tr>
<tr>
<td>FY04</td>
<td>38</td>
<td>68,419</td>
<td>53</td>
</tr>
<tr>
<td>FY05</td>
<td>19</td>
<td>71,207</td>
<td>48</td>
</tr>
<tr>
<td>Totals</td>
<td>84</td>
<td>401,416</td>
<td>185</td>
</tr>
</tbody>
</table>

**RECIPIENT ORGANIZATIONS AND INDIVIDUALS**

The organizations that are selected serve the most needy of the Los Angeles youth population. Specifically, 80% of students in recipient schools qualify by low income for the free and reduced lunch program of Title 1.39

---

The current group of 79 recipient organizations includes: inner-city schools, youth centers, homeless shelters, family literacy centers, after-school enrichment programs, children’s group homes, and juvenile detention facilities.

Table 3
Number of Books Donated and Recipient Students

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># of Books Donated</th>
<th>Estimated # of Recipient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02</td>
<td>319,932</td>
<td>111,502</td>
</tr>
<tr>
<td>FY03</td>
<td>135,857</td>
<td>30,184</td>
</tr>
<tr>
<td>FY04</td>
<td>192,625</td>
<td>41,621</td>
</tr>
<tr>
<td>FY05</td>
<td>199,976</td>
<td>50,729</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>848,390</strong></td>
<td><strong>23,4036</strong></td>
</tr>
</tbody>
</table>

The ethnic composition of the recipient population varies, but averages 55% Latino, 35% African-American, 5% Caucasian, 2% Asian and 2% other. The total number of student recipients during FY05 was 50,729 (see Table 3).

A recipient student and donor student reading together
As previously stated, BookEnds operating budget for the 2005 fiscal year was $210,000. The BookEnds program has calculated the cost effectiveness of donations based on data from the Los Angeles Unified School District (LAUSD).

Specifically, the LAUSD reports that the cost to place one elementary school book onto a school library shelf is $25. The costs of secondary books average $35 to $40 each. The cost of reference books average $50 to $70 apiece.

The LAUSD valued BookEnds FY05 199,976 book donation at $1.59 million. Hence, every $1 donated to BookEnds in FY05 resulted in $7.64 worth of books for needy students.

These cost effectiveness figures do not take into account the long-term cost savings by increasing literacy in the recipients and increasing civic engagement in the donors.
SUMMATIVE/OUTCOME EVALUATION

STUDENT DONORS: PRETESTS & POSTTESTS

Donor Student Characteristics

A pretest and posttest were developed for the donor students. They completed the pretest before they participated in the book drive, and then they completed the posttest after they participated in the book drive and distributed the books to the recipient students. Data were collected from 258 youth from 17 different schools.

The sample characteristics of the donor students follow:
- Age of the donors ranged from five to fourteen with a mean of 9.68 years of age (72.2% were nine or ten years old).
- The grade of the donors ranged from first through eighth (62.1% were in the 4th grade).
- In regard to the ethnicity of the donor students, 7.8% were Asian American, 6.2% were African American, 4.7% were Latino, 1.2% were Native American, 69.8% were Caucasian, and 7.8% were other.
- 78.8% said this was the first time they had volunteered.

Pretest and Posttest Questions

First, the youth were asked the following two questions at both pretest and posttest:
- How many children have books to read at home?
- How many children have magazines to read at home?

The response choices follow: 1 = Very Few, 2 = Some, 3 = Many, 4 = Most, and 5 = All. As shown in Table 4, the mean scores at posttest were significantly lower than the mean scores at pretest in the analyses. In other words, participating in the program helped the more affluent donor students realize that fewer children had books and magazines to read at home. This finding is probably due to the orientation by the BookEnds staff who emphasize that many children do not have books and magazines to read at home, and why it is important to collect and donate books for children who do not have access to reading materials at home.

Table 4
Pre/Post Comparisons on Whether Donor Students Believed Children had Books and Magazines at Home

<table>
<thead>
<tr>
<th>Paired Samples t-test</th>
<th>Pretest</th>
<th>Posttest</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>n</td>
</tr>
<tr>
<td>How many children have books to read at home?</td>
<td>3.15</td>
<td>1.17</td>
<td>250</td>
</tr>
<tr>
<td>How many children have magazines to read at home?</td>
<td>2.52</td>
<td>1.13</td>
<td>256</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01
Note: Response choices were 1 = Very Few, 2 = Some, 3 = Many, 4 = Most, 5 = All.

Next, the youth were asked the following question at both pretest and posttest: “How important are books?” The response choices follow: 1 = Not Important, 2 = Kind of Important, 3 = Important, 4 = Very Important, 5 = Very Very Important. At both pre and post, donor students generally reported that books were very important (see Table 5). There were no significant changes from
pretest to posttest on reported importance of books. A suggestion for future data collection would be to leave the very very important response choice off of the survey.

Table 5
Pre/Post Comparisons on How Important Donor Students Believed Books Are

<table>
<thead>
<tr>
<th>Paired Samples t-test</th>
<th>Pretest Mean</th>
<th>Pretest sd</th>
<th>Pretest n</th>
<th>Posttest Mean</th>
<th>Posttest sd</th>
<th>Posttest n</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important are books?</td>
<td>4.13</td>
<td>1.10</td>
<td>256</td>
<td>4.23</td>
<td>1.00</td>
<td>256</td>
<td>-1.43</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01
Note: Response choices were 1 = Not Important, 2 = Kind of Important, 3 = Important, 4 = Very Important, 5 = Very Very Important

Next, the donor students were asked the following question at both pretest and posttest: “At your age, do you think you can help people in other neighborhoods?” The response choices follow: 1 = No, 2 = Maybe/Not Sure, 3 = Yes. As shown in Table 6, the vast majority of the students realized they could help others, even at their age. No significant difference was found from pretest to posttest. This is probably because the vast majority of students already believed they could help people in other neighborhoods at pretest, so there was little room for improvement at posttest. Teachers usually told the students they were going to volunteer to help others before BookEnds’ staff came to the schools. To get a better indication of pre-program attitudes on this question, it is suggested that the teachers be asked not to discuss the volunteer program with the donor students before BookEnds comes to the school.

Table 6
Pre/Post Comparisons on Whether Donor Students Believed They Could Help Others

<table>
<thead>
<tr>
<th>Wilcoxon Signed Ranks Test</th>
<th>Pretest Mean</th>
<th>Pretest sd</th>
<th>Pretest n</th>
<th>Posttest Mean</th>
<th>Posttest sd</th>
<th>Posttest n</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>At your age, do you think you can help people in other neighborhoods?</td>
<td>2.74</td>
<td>.47</td>
<td>255</td>
<td>2.76</td>
<td>.45</td>
<td>255</td>
<td>-.70</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01
Note: Response choices were 1 = No, 2 = Maybe/Not Sure, 3 = Yes.

Next, the youth were asked the following at both pretest and posttest: “Is doing volunteer work fun?” The response choices follow: 1 = No, 2 = Sometimes, 3 = Yes. As shown in Table 7, the mean scores at posttest were significantly higher than the mean scores at pretest in both analyses. In other words, after participating in the program, volunteering was viewed as significantly more fun. More specifically, 43% of the total sample answered “yes” at pretest, while 53% answered “yes” at posttest. This finding is interesting due to the hard work the students engaged in during the program to collect, organize, pack, and deliver the books to the recipient students. Even so, the donor students reported enjoying many different aspects of the program as shown in the qualitative data later in the report.

Table 7
Pre/Post Comparisons on Whether Donor Students Believed Volunteering was Fun

<table>
<thead>
<tr>
<th>Wilcoxon Signed Ranks Test</th>
<th>Pretest Mean</th>
<th>Pretest sd</th>
<th>Pretest n</th>
<th>Posttest Mean</th>
<th>Posttest sd</th>
<th>Posttest n</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is doing volunteer work fun?</td>
<td>2.41</td>
<td>.55</td>
<td>258</td>
<td>2.54</td>
<td>.54</td>
<td>257</td>
<td>-3.49***</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01; ***p < .001
Note: Response choices were 1 = No, 2 = Sometimes or Maybe, 3 = Yes
Posttest Only Questions: Quantitative Data

Data were collected from 453 donor students from 22 different schools. The 258 students in the sample above are included in the posttest only data. Because demographic data are not collected on the posttest, the only sample characteristics available are those from the 259 students in the section above.

At posttest, the donor students were asked the following questions:
- Do you feel you made a difference by helping with the book drive?
- Would you like to do another book drive next year?
- Are you planning on volunteering in your community in the future?

The response choices follow: No, Maybe, and Yes. As shown in Table 8, 90% stated they felt they made a difference by helping with the book drive. Also, 69% said they would like to do another book drive next year, and 50% stated they are planning on volunteering in the future. Greater than 95% of the students answered Maybe or Yes on all three questions. This data would indicate that volunteering is related to future intentions of future volunteering.

<table>
<thead>
<tr>
<th>Table 8</th>
<th>Responses by Donor Students about the Book Drive (n = 453)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Do you feel you made a difference by helping with the book drive?</td>
<td>1.1%</td>
</tr>
<tr>
<td>Would you like to do another book drive next year?</td>
<td>4.0%</td>
</tr>
<tr>
<td>Are you planning on volunteering in your community in the future?</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Next, the donor students were asked whether they liked participating in the book drive. As shown in Table 9, 75% of the donors liked participating a lot, and almost 99% liked it a lot or a little.

<table>
<thead>
<tr>
<th>Table 9</th>
<th>Responses by Donor Students about the Book Drive (n = 453)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disliked</td>
</tr>
<tr>
<td>What did you think of participating in the book drive?</td>
<td>.4%</td>
</tr>
</tbody>
</table>

Qualitative Responses

Next, the donor students were asked three open-ended questions on the self-report posttest. The qualitative data were collected from 453 donor students from 22 different schools. The open-ended responses were typed into a word processor by undergraduate and graduate research assistants. Next, the data were analyzed by graduate student research assistants. All of the qualitative responses can be found in Appendix 1.

The first open-ended question was: “How did participating in the book drive make you feel?” Table 10 shows the themes that emerged and the percentages of student donors who mentioned each theme. As shown in the table, the majority of the donor students reported feeling good, great, awesome, or super about participating in the book drive. Approximately 35% felt they made a difference and/or were useful by helping others. About 21% of the students felt happy after participating. A small percentage of the students reported feeling proud, special, or kind. Less than 1% of the students reported feeling weird and/or stated they didn’t do much.

It made me feel that I can help other people if I want to and it also made me feel happy to be helping other people in this city.
Table 10
How Donor Students Felt About Participating In the Book Drive (n = 429)

<table>
<thead>
<tr>
<th>How did participating in the book drive make you feel?</th>
<th>% of Respondents Who Mentioned Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good / great / awesome / super</td>
<td>62%</td>
</tr>
<tr>
<td>Useful / made a difference / helped others</td>
<td>35%</td>
</tr>
<tr>
<td>Happy</td>
<td>21%</td>
</tr>
<tr>
<td>Proud</td>
<td>6%</td>
</tr>
<tr>
<td>Special</td>
<td>2%</td>
</tr>
<tr>
<td>Didn’t do much or participate</td>
<td>1%</td>
</tr>
<tr>
<td>Kind / nice</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Weird</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Some of the typical responses follow (errors are from original responses):
- I felt all tingly inside.
- So happy because the kids were happy.
- Fantastic! I loved the kids faces when we read to them.
- It made me feel thoughtful, like instead of caring about only myself I cared for other kids.
- It made me feel like I made a difference.
- It made me feel good because I knew I was helping less fortunate people.

Next, the donor students were asked: “What did you like best about helping with the book drive?” Table 11 shows the themes that emerged and the percentages of donors who mentioned each theme.

Table 11
What Donor Students Liked Best About the Book Drive (n = 443)

<table>
<thead>
<tr>
<th>What did you like best about helping with the book drive?</th>
<th>% of Respondents Who Mentioned Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading to others</td>
<td>25%</td>
</tr>
<tr>
<td>Organizing, counting, and/or loading books in boxes</td>
<td>21%</td>
</tr>
<tr>
<td>Helping others / helping kids read / making difference</td>
<td>18%</td>
</tr>
<tr>
<td>Delivering, giving, and/or donating books / going to school</td>
<td>14%</td>
</tr>
<tr>
<td>Seeing faces of others when they get the books / kids smiling</td>
<td>8%</td>
</tr>
<tr>
<td>Collecting and/or finding books</td>
<td>6%</td>
</tr>
<tr>
<td>Meeting other people</td>
<td>4%</td>
</tr>
<tr>
<td>Making the flyer / posters</td>
<td>3%</td>
</tr>
<tr>
<td>Everything</td>
<td>3%</td>
</tr>
<tr>
<td>Field trip</td>
<td>3%</td>
</tr>
<tr>
<td>Good, Excellent</td>
<td>3%</td>
</tr>
<tr>
<td>Don’t know / not sure</td>
<td>2%</td>
</tr>
<tr>
<td>Didn’t like / nothing</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Our play</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Being with my friends</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

As can be seen, the student volunteers selected many different areas they liked best. The most popular themes mentioned included reading to others, organizing and loading books, helping others,
Some of the typical responses follow:
- To see the look of the happy children.
- I liked knowing that I could help.
- I liked collecting the books and seeing how many things we had.
- I liked taking the books over, reading to kids and making them happy.

Next the donors were asked: “Why are books important?” Table 12 shows examples of the responses and corresponding percentages with which the students answered the question. As can be seen, the students wrote that learning and gaining knowledge were the most frequent reasons for the importance of books. Another reason that was given was that books were fun and could help build their imagination. They also believed that books were important tools in teaching children to read and improving their vocabulary and spelling. Some students felt that reading would take them farther in life and help them get into college and gain jobs. An interesting response was that books would open up new worlds, which is an excellent reason for reading; many adults read to experience different worlds. Lastly, 1% of the students considered books to be a necessity of life.

Table 12

<table>
<thead>
<tr>
<th>Why are books important?</th>
<th>% of Respondents Who Mentioned Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help to learn / gain knowledge / be smart / be informed</td>
<td>62%</td>
</tr>
<tr>
<td>Stop boredom / enjoy / fun / imagination / creativity</td>
<td>20%</td>
</tr>
<tr>
<td>Teach to read / become a better reader</td>
<td>14%</td>
</tr>
<tr>
<td>Improve language, vocabulary, spelling, and speaking</td>
<td>10%</td>
</tr>
<tr>
<td>Take far into life / get into college / get job / future</td>
<td>8%</td>
</tr>
<tr>
<td>Open up world / learn new things</td>
<td>4%</td>
</tr>
<tr>
<td>Necessity of life / good for you</td>
<td>1%</td>
</tr>
</tbody>
</table>

Some of the typical responses follow (errors are from original responses):
- Books help people learn and it provides entertainment so you can build up you imagination.
- Books are important so you can learn new words and expand your vocabulary, also to learn new things They make people smarter and it's a activitie you could do any time.
- Because they help you learn and knowledge is power!
- They teach you things that a human can't always explain on the spot, They help you be creative.

Next, the donor students were asked: “How can this book drive be improved?” Table 13 shows the themes that emerged and the percentages of student donors who mentioned each theme. The most frequent suggestion was to get more books. Also, 17% mentioned that no improvements were needed. Additional suggestions included, getting more volunteers, getting more promotional materials, having
more time, having more supplies (e.g., boxes), getting more donations, and helping more schools. A couple of students also suggested collecting books for the recipient children to take home.

### Table 13

**How Donor Students Thought the Book Drive Could Be Improved (n = 401)**

<table>
<thead>
<tr>
<th>How can this book drive be improved?</th>
<th>% of Respondents Who Mentioned Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>More books</td>
<td>28%</td>
</tr>
<tr>
<td>All good / no improvement / perfect</td>
<td>15%</td>
</tr>
<tr>
<td>More people, volunteers, helpers</td>
<td>17%</td>
</tr>
<tr>
<td>More advertisements, flyers, posters, marketing, PA announcements</td>
<td>10%</td>
</tr>
<tr>
<td>Not sure / don’t know</td>
<td>9%</td>
</tr>
<tr>
<td>More schools, states, countries</td>
<td>5%</td>
</tr>
<tr>
<td>Involve older students / adults</td>
<td>4%</td>
</tr>
<tr>
<td>Longer, more time</td>
<td>3%</td>
</tr>
<tr>
<td>More organized, prepared</td>
<td>3%</td>
</tr>
<tr>
<td>Choose more needy schools / don’t have libraries</td>
<td>2%</td>
</tr>
<tr>
<td>Reading, to the younger kids</td>
<td>1%</td>
</tr>
<tr>
<td>More boxes and trolleys</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Give magazines</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Children learn more</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Bake sale</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Trying your best</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Donate toys, Clothes</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Give more gently used books</td>
<td>1%</td>
</tr>
<tr>
<td>Do it every year</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

### DONOR TEACHER/DIRECTOR: ONE-SHOT, POSTTEST DESIGN

Twenty-four teachers/directors from nineteen schools completed a short survey after participating in the BookEnds sponsored book drive. This was the first time that 50% of the teachers had participated in the program.

#### Quantitative Responses

First, the teachers were asked to rate their agreement with the following statements:

- *After participating, I think the students see more value in books.*
- *After participating, I think the students see value in community service.*
- *I am intending on taking good care of my used books so I can donate them.*
- *The benefits of the book donations exceeded my expectations.*
- *This program was worthwhile to me and my students.*
- *I would recommend this program to others.*

As shown in Table 14, 87.5% of the teachers agreed or strongly agreed that the students saw more value in books. All the teachers agreed or strongly agreed that students saw more value in community service, the program was worthwhile, and they would recommend it to others. Over 90% of the teachers reported they would take better care of their books for future book drives and felt the book donations exceeded their expectations.
Table 14
BookEnds Ratings by Donor Teachers \( (n = 24) \)

<table>
<thead>
<tr>
<th>Use the following scale to rate BookEnds</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>After participating, I think the students see more value in books.</td>
<td>12.5%</td>
<td>41.7%</td>
<td>45.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After participating, I think the students see value in community service.</td>
<td></td>
<td>41.7%</td>
<td>58.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am intend on taking good care of my used books so I can donate them.</td>
<td>9.1%</td>
<td>18.2%</td>
<td>72.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The benefits of the book donations exceeded my expectations.</td>
<td>8.3%</td>
<td>37.5%</td>
<td>54.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program was worthwhile to me and my students.</td>
<td></td>
<td>29.2%</td>
<td>70.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td></td>
<td>20.8%</td>
<td>79.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next, the donor teachers were asked to give an overall evaluation of the BookEnds programs. All of the teachers rated the program either high or very high (see Table 15).

Table 15
BookEnds Ratings by Donor Teachers \( (n = 24) \)

<table>
<thead>
<tr>
<th>Use the following scale to rate BookEnds</th>
<th>Very Low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your overall evaluation of the program?</td>
<td></td>
<td></td>
<td></td>
<td>29.2%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

The teachers were also asked, “Will you encourage others to be involved in this program?” 95.8% said “Yes”. And finally, the teachers were asked whether they intend to participate in the program again, and 95.7% said “Yes”.

Qualitative Responses

Next, the teachers were asked three, open-ended questions. The questions are listed below, followed by all of the responses from the donor teachers.

Why did you want to participate in the book drive (errors are from original responses)?
- I like the responsibility that is shown by my students. They can learn to love books with this projects.
- It’s a great service for those of us who have many used books in good condition that have already been read and outgrown, and for those students in need of books.
- To help those children in need have an opportunity to be exposed to works and learn to love them.
- It’s a worthwhile cause and the students learn about organizing and carrying out a book drive for other less fortunate students.
- Service Learning Project Good for the kids-sense of community.
- Grade level community service program. A book drive is a wonderful way for kids to share their newfound love of reading.
- To be able to give to needy schools and help our children with service learning.
- The students have learned a lot through helping other schools and students who are not as fortunate as the are, particularly when it comes to access to books. The leaders always enjoy delivering the books so they can see for themselves how much their effort is appreciated and needed.
I want to participate in BookEnds because I want to teach my students the value of "Doing something" for others. Teaching my students they can make a difference at this early age will help to create a group of people who will value community service and participate in community service for the rest of their lives.

It is for such an amazing cause.

Book Ends provided a wonderful, simple service learning opportunity for the fourth grade students!

Teach Student council and want kids involved in community service!

I wanted to participate because, as teacher of English and Literature, having a classroom stocked with books is an essential element to fostering an enriching learning environment.

A great way to give to a worthwhile cause.

It’s a great service learning project. It’s great to make our students aware of people less fortunate then they and of community service.

This is a very good community project for our children. They take this project seriously and feel good at helping others.

To share what we have with others.

To donate to schools that don’t have as many resources.

As an English teacher I am all for books. I think everyone should be swarmed by them and spend lazy afternoons swimming through vast oceans of prose and poetry.

I want my students to learn the value of community service.

To share our resources with those in need. Also, to spread a love of reading to others.

I was appalled to learn how poorly stocked our public school libraries are throughout the state of California. I knew our school would be a tremendous help to this particular cause.

We love your organization and the way you hook us up with a receiver school who is happy to have our children’s beloved books.

What kind of benefits in your students have you seen from the book drive? (errors are from original responses)

Community service. Giving to others

The students were able to see, first hand, how they could make a difference

Pride in participating. Leadership opportunities. Work ethic in those helping sort.

They are excited about helping others and they realize that there are things they can do to help others

They took a lot of pride in how many books they collected. They enjoyed counted and binding them

They value their books more and all they have. The hard work of counting the books was satisfying especially as they will visit the school where many books went

Love of community service. Love of giving, reading, etc.

They realize the value of their books & how much donating them affected the other school. They want to get more involved & read to other kids from other schools.

The students took pride in this community service event. They acted as leaders and took responsibility in ensuring success.

More awareness and compassion for others.

They have become aware of how important reading and books are. They feel that they have helped other children and that makes them feel great.

Good for Malibu students to see diversity and what other schools look like. Good for my students to do something for others. A very positive experience.

They realized the importance of books and not to take them for granted when they saw how few books the other school had. They also learned the joy of giving and sharing.

Kids really value books

The students have learned that if feels wonderful to help other students. They have learned that taking care of the books is important so that many people can read and enjoy them. In addition, they learned to sort books and take responsibility.
They really enjoyed reading with the 1st grade students, it gave them a sense of pride to be helpful and also to encourage the love of reading in others.

Greater awareness of this type of need. The impact they can have on others. Feeling good about themselves.

Reading to other students. Helping others. Writing letters to pen pals. Forming friendships with the those less fortunate.

They are more aware of the value of books. They also saw the difference in another school and the children here.

Pen pal with other school. Visiting other school. Strong connection to reading.

The realization that many kids yearn for the very books that they (my students) dread!

Hopefully an understanding of how fortunate they are and how important it is to give without having to get something in return.

How can this program be improved? (errors are from original responses)

- Being more clear to where the books are going and if the teachers are taking with them or leaving the books at the school for the library.
- It simply cannot be improved! It's awesome.
- It went smoothly!
- More organizations with photo releases, etc. at receiving school sites.
- More time at the school, reading to their students.
- Next year we will encourage students to with their neighbors for books
- No suggestions – except I'd like to spend a little more time reading with the receiving school.
- Not sure as its pretty darn good!
- We need to find a better way to present it to the entire school for better feedback.
- We need to know exactly which teacher is receiving the books and that they stay with the school and do not share with each teacher.

Student Recipients: One-Shot, Posttest Design

146 students from four different schools completed a short survey after receiving books from a BookEnds sponsored book drive. The age of the recipient students ranged from six to thirteen, although 65% were six or seven years old. In regards to ethnicity, 2.8% were Asian American, 28.3% were African American, 60.0% were Latino, .7% were Native American, 2.1% were Caucasian, and 6.2% were other.

Quantitative Responses

The recipient youth were asked the following questions:

- Are you happy to get the books?
- Do you think you will read more now that you have more books in your classroom?

The response choices follow: 1 = No, 2 = Maybe, 3 = Yes. As shown in Table 16, the vast majority of the recipient students responded that they were happy to get the books and they will read more now that they have books in their classroom.

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you happy to get the books?</td>
<td>0.7%</td>
<td>4.1%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Do you think you will read more now that you have more books in your classroom?</td>
<td>2.8%</td>
<td>14.4%</td>
<td>82.8%</td>
</tr>
</tbody>
</table>
Qualitative Responses

The students who received the books were also asked “How did you feel when you got the books?” Because many of the recipient students were very young and had limited writing ability, they were told they could write a response and/or draw a picture that showed how they felt. Almost all of the students wrote a response and also drew a picture.

The open-ended responses were typed into a word processor by an undergraduate and graduate research assistants. Because the recipient children had limited writing ability, the spelling of the items were corrected before using TAMS Analyzer 2.50b5 to assist in identifying themes. All of the qualitative responses can be found in Appendix 2.

As shown in Table 17, 90% of the written responses included feeling happy. Approximately 19% of the students mentioned wanting to read more. Other themes mentioned included liking books, feeling smart, being thankful, liking being read to, and learning more.

Table 17
How Recipient Students Felt When Receiving the Books (n = 145)

<table>
<thead>
<tr>
<th>How did you feel when you got the books? (Themes from Written Responses)</th>
<th>% of Respondents Who Mentioned The Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/ Good / Wonderful / Glad / Excited</td>
<td>90.3%</td>
</tr>
<tr>
<td>Want to read more / Am reading</td>
<td>19.3%</td>
</tr>
<tr>
<td>Like books</td>
<td>6.2%</td>
</tr>
<tr>
<td>Thankful</td>
<td>5.5%</td>
</tr>
<tr>
<td>Like donor students reading to them</td>
<td>3.4%</td>
</tr>
<tr>
<td>Help school or classroom</td>
<td>2.8%</td>
</tr>
<tr>
<td>Will make me smarter / Learn more</td>
<td>2.1%</td>
</tr>
<tr>
<td>Surprised</td>
<td>0.7%</td>
</tr>
<tr>
<td>Special</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Some of the typical responses follow (errors are from original responses):

- I was so surprised. I’m going to read some books
- I felt happy. Because we got new book. I will read a lot more because the books are new. I will like to read a lot. I like to read.
- I am wonderful to get more books. Thank you.
- I felt happy and exited when they came to read to me.
- I felt exited because they brought nice books.
- Glad - people are nice
- When I received the books. My face lit like an lightbulb! Thank you
- I feel good because we can read more. So I can get smarter. Wee thank you. God bless you. You guys are nice. We are thankful.

Next, the pictures were analyzed for themes. As shown in Table 18, every one of the pictures showed a smiling face. Also, 60.6% of the pictures included books, and 13.4% of the pictures showed people interacting (e.g., one child giving a book to another child). These results indicate that the students associated the following with getting the books: happy feelings, books, and people interacting with each other.
### Table 18
Coded Themes from Analyses of Pictures Drawn by Recipient Students \( (n = 132) \)

<table>
<thead>
<tr>
<th>How did you feel when you got the books? ( (\text{Themes from Pictures}) )</th>
<th>% of Respondents Who Included The Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling face(s)</td>
<td>100%</td>
</tr>
<tr>
<td>Book(s)</td>
<td>60.6%</td>
</tr>
<tr>
<td>People interacting</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

**Sample Pictures Drawn by Recipient Students**

**Female, Age 6**

**Male, Age 6**
FEMALE, AGE 10

I felt so excited about the books I am currently reading. "Thief of Hearts" by Golden Mountain.

FEMALE, AGE 10

I felt very happy because we are able to read more books. I am reading the book "Strider"; it is very interesting.
RECIPIENT TEACHER/DIRECTOR POST-SURVEY

186 teachers/directors from eleven different schools completed a short posttest survey about their experiences with BookEnds. They were also asked to describe their students’ experiences. The recipient teachers were first asked “What kinds of benefits have you seen from the book donation?” Of the 186 recipients, 41 answered the question.

Table 19
Benefits Recipient Teachers Reported from the Book Donation (n = 41)

<table>
<thead>
<tr>
<th>Why did you want to get more books?</th>
<th>% of Respondents Who Included The Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children more interested in reading/read more</td>
<td>36.6%</td>
</tr>
<tr>
<td>Children excited/enthusiastic</td>
<td>29.3%</td>
</tr>
<tr>
<td>More variety of books</td>
<td>26.8%</td>
</tr>
<tr>
<td>Children can check out books to take home</td>
<td>17.1%</td>
</tr>
<tr>
<td>Children love books</td>
<td>12.2%</td>
</tr>
<tr>
<td>Class library</td>
<td>12.2%</td>
</tr>
<tr>
<td>Children interested in books/more use of books</td>
<td>12.2%</td>
</tr>
<tr>
<td>More books</td>
<td>12.2%</td>
</tr>
<tr>
<td>Children reading to each other</td>
<td>9.8%</td>
</tr>
<tr>
<td>Children love going to book corner/reading time/read alouds</td>
<td>7.3%</td>
</tr>
<tr>
<td>Children increasing vocabulary/knowledge</td>
<td>4.9%</td>
</tr>
<tr>
<td>Stories are read to students</td>
<td>2.4%</td>
</tr>
<tr>
<td>More use by parents</td>
<td>2.4%</td>
</tr>
<tr>
<td>Children categorized books by genre</td>
<td>2.4%</td>
</tr>
<tr>
<td>Children liked attention</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
As shown in Table 19, recipient teachers perceived many benefits. The most frequent benefit mentioned by the teachers was that children were reading more. Other themes included that children were excited about the books, loved the books, and/or were more interested in books. Also, 27% of the teachers mentioned the classroom now had a wider variety of books. Also, 17% of the teachers said the children were checking out the books to take home. Also, teachers mentioned that children were reading to each other, were gaining knowledge, and that parents were using the books also.

A few of the responses from the recipient teachers follow:

- **My students are constantly borrowing books to take home. Their interest in reading has improved greatly. With a wide selection of books they enjoy reading and sharing with their classmates.**
- **My students enjoy going to the library and being able to choose any book that gets their interest to bring back to the rug to read. Some students enjoy reading the same book over and over. My slow learners are picking up new vocabulary words. It definitely has been a plus having extra library books to choose from.**
- **My students love going to the book corner to read and enjoy new books. Many of the books were new to them. The class might not have ever had a chance to see, hear or read these books if it hadn't been for BookEnds giving us the books.**
- **The benefits that I have seen from the book donation are that my students are interested in our classroom library because of the wide variety of books. My students are engaged during read alouds. The students really enjoy taking the books out of the library to read at home, which helps the students' fluency. Overall, the books have benefited my students, because the students are excited to read new books.**

Next, the recipient teachers were asked “Why did you want to get more books?” Of the 186 recipients, 141 answered the question. As shown in Table 20, the most frequent reason given was to expand the classroom lending library since the current library was not sufficient. Also, teachers mentioned increasing the variety of books, to encourage reading at home or school, to promote literacy, and to increase the love of reading. Teachers also mentioned that children need books, that some children don’t have books at home, and that children’s awareness of the world can be enhanced through reading.

### Table 20

<table>
<thead>
<tr>
<th>Why did you want to get more books?</th>
<th>% of Respondents Who Included The Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current library is not sufficient / Create or expand classroom lending library</td>
<td>44.7%</td>
</tr>
<tr>
<td>Increase variety of books</td>
<td>25.5%</td>
</tr>
<tr>
<td>Increase or encourage reading at home or school</td>
<td>17.7%</td>
</tr>
<tr>
<td>Increase or promote literacy or learning</td>
<td>17.0%</td>
</tr>
<tr>
<td>Increase love and/or enjoyment of reading</td>
<td>13.5%</td>
</tr>
<tr>
<td>Books are important / Children need books</td>
<td>10.6%</td>
</tr>
<tr>
<td>No books at home</td>
<td>4.3%</td>
</tr>
<tr>
<td>Increase awareness of world through reading</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

A few of the responses from the recipient teachers follow:

- **Many of the books in our class library are falling apart, at a difficult reading level, or are not interesting/relevant to this community of students**
- **What’s a school without books- good books & lots of them!**
- **To make books available for my students to take home and develop literacy/fluency/.**
Because I have low readers who do not have many books at home. I want them to be exposed to many books daily.

My students have a great need for recreational reading. Many of them have no books at home to read. My classroom library is minimal.

Because I think that books are an important part of a child's life in education. Stories make them experience places they've never been to and in many cases probably will never visit.

Next, the recipient teachers were asked to rate their agreement or disagreement with the statements in Table 21. Of the 186 teachers, 52 completed the satisfaction survey. As can be seen, 100% of the recipient teachers strongly agreed that the number of books exceeded their expectations. Over 90% of the teachers agreed or strongly agreed that the students were excited about getting the books, were using the books, would increase the literacy of their students, the program was worthwhile, and it should be recommended to others.

<table>
<thead>
<tr>
<th>Table 21</th>
<th>Ratings by Recipient Teacher (n = 52)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>The students seemed excited about receiving the books</td>
<td>2.4%</td>
</tr>
<tr>
<td>The number of books donated exceeded my expectations</td>
<td></td>
</tr>
<tr>
<td>I believe the books will help me increase literacy in my classroom</td>
<td>2.3%</td>
</tr>
<tr>
<td>The books are being used by the students</td>
<td>2.0%</td>
</tr>
<tr>
<td>The books seem to be helping with the students' literacy</td>
<td>10.0%</td>
</tr>
<tr>
<td>The benefits of the book donations exceeded my expectations</td>
<td>2.0%</td>
</tr>
<tr>
<td>This program was worthwhile to me and my students</td>
<td>2.0%</td>
</tr>
<tr>
<td>I would recommend this program to others</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Next, the teachers were asked to give their overall evaluation of the BookEnds program. All the teachers, but one, rated the program high or very high (see Table 22).

<table>
<thead>
<tr>
<th>Table 22</th>
<th>BookEnds Ratings by Recipient Teachers (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Low</td>
</tr>
<tr>
<td>What is your overall evaluation of the BookEnds?</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

And finally, the recipient teachers were asked if they had any additional comments. Some of responses follow:

- I enjoyed watching the children eyes expand as the young children read the books. I could see the enjoyment of children on both sides. The one's reading and the one's read to.
- It was quite fun having the 4th grader read to our children the concentration level was overwhelming.
It was the first time older students came to read to them. Even my students who need special attention were enthusiastic to being read to. After when they heard they could keep them, they were so happy. Days later I was still hearing some say "This book they read to me is nice."

The cultural exchange was good for both the pre-K children and the children from the donor school.

The students who read and the students who were read to, thoroughly enjoyed this experience.

BRIEF SUMMARY

In general, the evaluation seems to indicate the BookEnds program is a valued and cost-effective asset to the community. Specifically, the evaluation indicates that the program is effective in promoting civic-mindedness in the youth who donate the books. Past research indicates that these youth are more likely to give back to their communities as adults. Also, the program seems to be increasing access to books, and that the recipient teachers and children are excited about getting the books. Also, the recipient teachers report the students are reading more. Previous studies indicate that increased access to books promotes literacy in the recipient youth.

Recipient students receiving books
APPENDIX 1 – STUDENT DONOR QUALITATIVE RESPONSES

HOW DID PARTICIPATING IN THE BOOK DRIVE MAKE YOU FEEL?

1. It made me feel good inside
2. Very good!
3. Good
4. It made me feel helpful to the community
5. It made me feel happy
6. Good and helpful
7. It made me feel confident
8. I felt a little happy
9. It made me feel happy and proud of myself
10. Made me happy
11. It made me feel proud and happy!!
12. It made me feel good
13. Good
14. Really good
15. It made me feel good
16. I felt good
17. It made me feel that I think I helped people without books
18. It made me feel like I was helping people
19. It made me feel happy
20. I'm not sure
21. Glad!
22. Helpful
23. It made me feel good
24. Special
25. Important
26. good
27. good
28. It was awsome
29. Helping people
30. Good and happy to help other kids.
31. Happy
32. Happy
33. very proud
34. great!
35. Happy to help someone
36. Very happy
37. It made me feel happy that I helped people who needed more than us.
38. Extraordinary
39. It made me feel like I was helping the needy children.
40. Happy
41. Good
42. It made me feel good.
43. Very happy
44. Very happy
45. It made me feel proud to know that I'm helping children needed
46. Good
47. Very good
48. Very good
49. Happ
50. good
51. It made me feel good
52. good
53. Really good because I helped another school.
54. happy
55. good
56. Excellent
57. Participating in the book drive made me feel like a good person inside & outside. I really loved the BookDrive.
58. great because it was fun
59. It made me feel mature
60. good
61. good
62. It made me feel good because I helped kids.
63. Very good and helpful.
64. proud
65. It felt good to help some one
66. I felt very grateful that I could help kids that have less than me.
67. good
68. It made me feel great.
69. good
70. Jumpy
71. It made me feel good (great)
72. Very helpful!!!!
73. Proud for doing a Mitzvah.
74. good
75. It made me happy
76. happy
77. Very good and helpful.
78. It made me feel good inside.
79. Fuzzy
80. It made me feel the same.
81. It made feel good inside to help another school.
82. Participating in the book drive made me feel helpful, happy and proud.
83. It participating me by help others and it's very fun to help people.
84. It made me feel great about myself that I really can help.
85. The book drive made me feel bery proud of myself for doing something kind for others.
86. I loved it.
87. I felt accomplishment knowing we brought other children the tools to learn
88. Participating in the book drive gave me abt of confidence, knowing I can help the community.
89. Happy
90. It made me feel happy, because I got the chance to give the younger children books & read to them I feel like I made a different
91. It really showed that kids can really help out kids at our own age.
92. It made me feel great, because I got to help children who didn't have as much reading material before the book drive.
93. It made me feel good because you are helping people.
94. Well it made me kind of natural
95. It made me feel good
96. It made me feel happy
97. It made me feel happy and glad
98. Happy, good and glad
99. Participating in the book drive made me feel happy
100. It made me feel great when I was reading to a kid and giving books
101. It made me feel great!
102. It makes me feel helpful
103. It made me feel very proud of myself
104. Very good and happy
105. It made me feel good because I've just helped kids get more books
106. (no response)
107. It made me feel like changing the whole world and that I'm glad to help
108. It made me feel like I did a really good deed
109. Brilliant, proud and special
110. Very happy and excited!
111. It made me happy to see all those kids smile
112. Happy
113. Very happy that children get over 1,000 books to read.
114. Good
115. It made me feel very happy because the poor children don't have books
116. I felt happy and like I did something good
117. It made me feel happy and full of joy
118. It made me feel like I did good for others
119. It made me feel good to be able to something about something else
120. It made me feel good
121. It felt pretty good
122. Good that I was helping other people
123. It made me feel proud
124. Good. I helped another school and I really got to know the students there
125. Great. I know I did a good thing, and it made me feel proud
126. Good
127. Giving books
128. It made me feel very good because it made me feel like I did something
129. It made me feel great
130. It made me feel happy to make a difference
131. It made me feel good for doing a kind thing for someone else who has no books
132. It made me feel good to be dating books to kinds and making them feel good
133. Happy
134. Proud and happy that I was able to help!
135. Very good
136. Happy, I helped
137. Happy
138. Very helpful
139. I felt good to help people.
140. It made me feel very happy for helping kinds.
141. Very good happy
142. good
143. good
144. It made me feel grate in side to know that we helped kids who did not have many books.
145. Good, nice, I helped a lot of people.
146. It made me feel good and happy
147. Happy
148. Good and nice for helping other kids.
149. It made me feel glad.
150. It made me fell happy and proud
151. It made me feel very good that I could help.
152. happy
153. It made me feel proud of myself
154. I felt that I can make a very big difference helping other people who don't have a lot of books to read.
155. Happy and glad because the kids were happy.
156. Happy for helping other people get books.
157. It made me feel proud because we helped other people.
158. It made me very happy to see the kids w/smiles on their faces.
159. It made me feel happy for helping.
160. So happy because the kids were happy
161. It was o.k
162. Proud because we did something for someone else
163. It made me feel good for the 1 graders
164. Very happy
165. It make me feel good.
166. It made me feel good.
167. good
168. I felt bored. Because I didn't know what my kids name was
169. I didn't feel any different from the start
170. It made me feel good to help columbus school.
171. Happy because I finally accomplished something
172. good
173. not sure
174. Happy
175. I really liked it. I liked giving the kids the books.
176. I felt all tingely inside
177. Good. I helped another school and I really got to know the students there
178. Glad
179. good and exiting
180. It made me feel good about myself that I got a opportunity to help others.
181. Very good
182. It made me feel happy
183. reall happy
184. Very very good.
185. good and special
186. Grate
187. It made me feel happy and joyful for helping kids who don't have books to read.
188. Great. I know I did a good thing, and it made me feel proud
189. It made me feel good and speal.
190. Wonderful & proud
191. Great
192. Good
193. happy
194. good
195. It made me feel like I change something good and special like a hero.
196. I great
197. It made me feel happy because it's fun to help the needy and give them things that they don't have.
198. Feel heart worming.
199. happy and excited.
200. realy good
201. very happy of what my whole class and I did.
202. It made me feel like I made a wonderful difference and not only us gets all the presents
203. happy and excited.
204. It made me feel very good
205. Superb
206. very good
207. It made me feel great and excited to give more books to kids.
208. It made me feel good. Happy and goyfull.
209. It made me feel thoughtful and exciting.
210. It made me feel superb
211. It made me feel caring helpful and thoughtful
212. it made me feel great and happy
213. Raely good
214. it mod me good and it mad a big defrents
215. It made me feel my great, gool, proud of myself
216. It made me feel great
217. It made feel good and like I made a difrence un there school.
218. It made me feel great and good.
219. It made mw feel veryr good
220. It made me feel special.
221. It made me feel happy, and excited.
222. It made me feel superian and glad to help
223. It made me feel good.
224. Fantastic! I loved the kids faces when we read to them.
225. Good
226. good
227. It made me feel nervous.
228. Great
229. Really good
230. It made me feel thougftful, like instead of caring about only myself I cared for other kids.
231. Good inside
232. Good
233. It made me feel like I made a difference.
234. It made me feel that I was doing a good thing.
235. Good
236. Like I did a good thing 4 someone else.
237. OK
238. Happy
239. Good about what I did
240. It made me feel good because many reasons
241. happy, special
242. Thankful
243. Made me feel important
244. Id made me feel good.
245. happy
246. good
247. very good when we helped people
248. Happy
249. Good, helpful, proud
250. good
251. Awesome
252. really good about myself
253. Very happy and excited.
254. good
255. It made me feel that I made a difference in the country
256. Like I was helping a lot of people by giving them good books.
257. I made me feel good.
258. It made me feel good!
259. It made me feel I had helped kids in reading
260. Sad because the kids have very few things.
261. Good
262. Happy
263. good and happy
264. OK
265. Happy for the children.
266. It felt good to help some one
267. Like it was helping
268. Felt good to help people
269. good
270. great
271. It made me feel important
272. Good
273. good
274. Good
275. good
276. It made me feel good because I know I helped kids get more books.
277. I made me feel very great. I like helping others.
278. great
279. It made me feel good because I knew I was helping less fortunate people
280. Very good
281. I felt good helping collect books for needy kids.
282. Good, because I know I am helping people.
283. It made me feel proud of myself.
284. It made me feel like a V.I.P
285. good
286. It made me feel important
287. Like I was making a difference
288. It makes feel that I know that someone out there is get help
289. It made me feel good because I raely helped people
290. Good
291. Good because I was helping people.
292. proud
293. good
294. It felt great thought I really helped.
295. It made me feel that I can help other people if I want to and it also made me feel happy to be helping other people in this city
296. It made me feel good.
297. good
298. Like I was helping a lot of people by giving them good books.
299. It made me feel like I was helping someone.
300. Happy that other people would get books
301. good
302. it for a good cause
303. It made me feel great.
304. It made me feel great
305. good
306. It made me feel good inside
307. good
308. Participating in the book drive made me feel good
309. Fine
310. It made me feel good.
311. good
312. Good because I knew I was helping people.
313. participating in the book drive made me feel fantastic because I knew I was helping people.
314. inspired
315. good that I helped people
316. good
317. good and paid off myself
318. it made me feel good inside
319. It made me feel O.K.
320. Made me feel proud that I helped someone
321. It mad my happy to know I was helping.
322. It made me feel very good about myself
323. good
324. good
325. It made me feel good
326. exalent
327. It made me feel realy good to help people with their education
328. It made me feel really happy.
329. helpful and important
330. I felt great about helping another school.
331. good about doing it
332. great!
333. It made me feel happy
334. Happy to Help other people
335. helped
336. goog
337. It made me feel good
338. Good
339. it made me feel veary happy because your helping people.
340. I felt very good
341. Bad
342. It made me feel good.
343. good
344. Good, helping people
345. Good, because I am helping my community became literate
346. It made me feel like I was making a difference in the world.
347. good
348. It made me feel good abat myself.
349. It made me feel like I made a difference for children with no books.
350. good
351. It made me feel swell.
352. Like we helped the other school a lot
353. Like I made a difference
354. Helpful. Good, Making a difference
355. Glad to help people
356. good
357. It made me feel like I could make a dieference and help out other kids.
358. good
359. It made me feel good
360. Proud & happy because I was helping others & improving their lives and their future.
361. It made me feel happy to help out a persons life.
362. good
363. It made me feel very happy for helping kinds.
364. I don't have words
365. good because I knew I was helping somebody who needs help
366. Good nice special lucky
367. I felt very good knowing that we were helping all these kids.
368. It made me feel tgood about myself because I lve working and helping children.
369. It made me feel like I was important to the world. It also made me feel happy when I saw a smile on the childrens faces.
370. It made me feel important
371. happy
372. Great
373. It made me feel great because I made a difrence
374. not sure
375. good
376. Great
377. Pretty good
378. good
379. It made me feel happy.
380. good
381. It made me feel great.
382. Graet
383. Pretty good
384. Good
385. important
386. It made me feel very good.
387. very good
388. Good
389. important
390. It made me feel good.
391. ok
392. I felt happy and I feel like I did something good
393. It made me fee like I did a good thing.
394. It made me feel like I am helping a other perso or a lot of people.
395. proud to help and that those people are also doing something kind.
396. It made me feel great and responseable
397. Like I can make a difference
398. It made me feel good.
399. It made me feel great.
400. great
401. It makes me feel that we're helping a lot of people and that's good.
402. I felt great.
403. It made me feel like im giving back to my community.
404. It made me feel good about myself
405. Very happy
406. It made me feel happy because we helped others and gave them Books
407. Happy
408. It made me feel helpful
409. Good
410. It made me feel happy that I'm helping
411. Good
412. It made me feel helpful
413. It made me feel good that I'm helping
414. It made me feel good and responsibl
415. Good
416. good
417. It made me feel good and responsibl
418. good
419. It felt good.
420. It felt good.
421. Great, helpful
422. Special
423. Good inside my heart
424. Felt good inside
425. proud
426. Great, helpful
427. Special
428. Good
429. Good inside my heart

**WHY ARE BOOKS IMPORTANT?**

1. They are important cause they can teach you how to read
2. They help you learn
3. If you read books you can learn the language faster
4. Books are important because you learn and if you are bored you can read a book
5. Books are important because it helps you really learn, more vocabulary and its just fun
6. Because they can teach you new things new things and you can become a better reader
7. So people can learn really well
8. Because they could teach you something
9. So you can learn
10. Books are important because you learn how to read
11. Books are important because teach you thing and help you read better
12. Book are important so you can learn
13. Books are important because they can teach you lots and lots of things
14. They tell you ither what happened before or now or never
15. It helps you in speech, language and listening
16. Because you learn from them
17. Some people don’t no how to read
18. You could know how to read
19. They are important because they give you knowledge
20. Books are important because if didn’t have any books you wouldn’t know anything
21. You need to learn how to read
22. Because it can make kids happy and kids can learn how to read
23. So you can read and learn
24. Books help people learn a lot of difference thing
25. So kids can learn
26. People can learn
27. education
28. they teach you good things & they are fun
29. They help you learn and are enjoyable
30. because they help you learn.
31. Books are important because it helps you learn.
32. To help you learn
33. Because they are very good for your education
34. Book are important because they can be educational.
35. They help you get smarter
36. They are important because you can learn from them
37. They make u smart
38. They boost our imagination.
39. Books are important because they're educational.
40. They are important so children could learn and read.
41. You learn
42. You can learn
43. It can help you read and know harder words
44. because in order to learn I need books.
45. It takes you to callage
46. because books make you smart.
47. education
48. because teach people info. They might need to know
49. books are important it teaches children.
50. They teach many things !
51. It teaches you ything
52. They make you smarter
53. They are important because then you can learn and have fun.
54. to help your vocabulary
55. Because they make you learn more stuf.
56. They are important because if you didn't have books or magazines kids & adults can practice reading
57. to learn
58. Because they can take you fare in life.
59. You learn from them
60. The make you smart
61. They can help you LEARN a lot of things.
63. they open the world.
64. You can learn more thing about the world
65. So you can learn more.
66. you learn more
67. They could get you an ejecation.
68. because they can help you read
69. They help you amagination
70. so you can learn to read.
71. because you learn a lot from them
72. it helps you with reading and vocab.
73. So we can learn.
74. Cause you can learn a lot
75. It will make you smarter
They strengthen your reading comprehension because reading a book is fun and you learn a lot.

Books are important because they help teach to read and it is fun.

Because they teach people to read and they teach you a lesson of whatever the lesson to learn is.

Books are important because they open your mind when you read them.

Books are important because you can't have an education without them.

Because people who don't have the money to buy a TV can have fun by reading books.

Because we need to spell things.

To help you learn and read.

You can learn more vocabulary.

You get vocabulary, education, and imagination from books.

Because you can't learn without them.

Books are important they help kids read.

Because you can't learn without them.

Books are important because they teach you things.

Books are important because they teach you different things.

Books are important because kids need to read to learn.

They are important because you can use your imagination.

Books are very important because they help you have the gift of reading which is very very very important.

Books are important because they help you learn.

To learn how to read and write.

Books are important because in your mind you can go somewhere and you can learn about what is happening in the world.

Because they entertain you.

Books are important because you learn from them.

Because they help people learn.

Books are important because kids need to read to learn.

They are important because you can use your imagination.

Books are very important because they help you have the gift of reading which is very very very important.

Because you can learn and it can be fun.

If you don't know something, there's always a book to help.

They teach you new things & if your bored you can

know how to read

The help you understand reading.

The help you find information sometimes

The help you understand reading.

They give you imagination

They help your brain

They give you imagination

Books are important because if you are getting a job offer it will help you.

Books are important because they help children learn better.

To expand imagination and knowledge

To learn and increase your knowledge.

Because they teach people to read and they teach you a lesson of whatever the lesson to learn is.

Books are important because they open your mind when you read them. You are in another dimension.

Books are important because you can't have an education without them.

Because people who don’t have the money to buy a TV can have fun by reading books.

Because we need to spell things.

To help you learn and read.

You can learn more vocabulary.

You get vocabulary, education, and imagination from books.

Because you can’t learn without them.

Books are important they help kids read.

Because you can’t learn without them.

Books are important because they teach you things.

Books are important because they teach you different things.

Books are important because kids need to read to learn.

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know how to read

The help you understand reading.

The help you find information sometimes

The help you understand reading.

They give you imagination

They help your brain

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Books are important because they open your mind when you read them. You are in another dimension.

Books are important because you can’t have an education without them.

Because people who don’t have the money to buy a TV can have fun by reading books.

Because we need to spell things.

To help you learn and read.

You can learn more vocabulary.

You get vocabulary, education, and imagination from books.

Because you can’t learn without them.

Books are important they help kids read.

Because you can’t learn without them.
Books are important because they teach you how to read.
222. books are important because they teach you how to
223. books are important because they teach you how to
224. With out books no one could read
225. Books are important because you can learn a lot
226. They're basically your education.
227. to learn
228. They are important, because you can learn from
229. They help you learn
230. They put a smile on children's faces
231. Because, it learning and it's fun
232. So you can read and find new words
233. To help you learn and read
234. because they open mind to a new world
235. Books are important because they help you learn.
236. So you can get educated
237. to make you a better reader
238. They help you learn
239. So you can learn and have fun.
240. They have great information in them.
241. reading they can teach you stuff
242. because they will open worlds to the readers
243. So you can learn and have fun.
244. So you have something to do besides brain mush
245. because you can read them
246. Because they are fun
247. books are important because they help you read
248. They help with your education
249. People learn by reading
250. They help you learn
251. they are fun and increase your vocab
252. To help you speak right
253. Help you learn
254. Beacause its an important part of your Education
255. because it teaches you
256. not sure
257. not sure
258. that's how people learn
259. You can learn from them and can have fun.
260. Because then you can learn things from them.
261. The help you learn new words and the can teach
262. They are entertainment
263. They help you learn.
264. to learn with them
265. Because they help u learn more
266. The help you learn new words and the can teach
267. you a lesson in life.
268. Because they will help you in school
269. They help you learn
270. because some kids don't have books so you have to
271. Not sure
272. It helps children learn.
273. You need them to learn
274. So you can learn and have fun.
They can teach you a lot and are entertaining. They teach you new things. They teach people to read. So kids can learn to read. The teach people and give them something. You need to read to learn. They teach children how to read. They help children learn. So children can learn to read. Because you learn to read better. So kids enjoy reading. Because they help you learn more and improve your vocabulary. They help with your education and imagination. So you can have a good education because they help you learn. They help people learn. The teach people to read and take you into new, different worlds. Because they make you learn and explore. They make people smarter and it’s a activity you could do anytime. They help you learn. They help you learn. They make you smarter. They help people learn. They teach you things that a human can’t always explain on the spot. They help you be creative. They teach you many things. They can teach you stuff. I don’t know they just are good for reading. Books are important because you can learn new things in them and reading is a lot of fun when you are reading a good book. Books teach you a lot. They teach children how to read. They help people learn. Books are important because they give you information. Yo need to know how to read when you go to college so books are important. Because it important to read. because they help us learn. I don’t know. Because you learn from them. The help us learn. Because you can learn from books. Because you can learn from them. To learn. Help you read, write, spell, and understand a language. Books are important because they make us more knowledgeable. They teach people stuff. Because people wouldn’t have imagination without books. They help your education and their fun to read. They are important because they expand imagination or knowledge. They stretch your imagination. That’s how most kids get their education. To make you smart. Because they educate kids in reading, grammar, and spelling. They help you read better and in grammar. Because you wouldn’t have an imagination. Books are important because they tell you stuff. Better education. Because you can get better education. Books are important because they’re fun and smart. They help you know more and stories are fun. Because they help you learn. Because they help you learn. To help kids learn. Your imagination jows wbeh you lead. They are fun and god for reysendach. They teach people and give them something. So kids can learn to read. They teach people to read. They teach you new things. They can teach you a lot and are entertaining.
376. Books are important because they help people in life.
377. So kids no how to read
378. because you needed them
379. They help educate you.
380. There important because they are a great learning source
381. they sharpen your mind.
382. Because they open up your imagination
383. They are full of nolege.
384. Because books can give over half your knowlage
385. they extend your knowledge
386. You get education from them.
387. they are important because it makes you smarter.
388. They help children learn
389. They help you learn
390. help build creative
391. they help you learn
392. They help you learn
393. Because they give you information.
394. So you can learn and have fun.
395. They give knolage
396. It is something to do
397. Books are important because they make you smart.
398. because they help you learn
399. Books are interesting and fun to read.
400. Books are important because they teach you things.
401. That's the way most people learn.
402. they give you education
403. Because they help you learn
404. you read from books and then get smarter
405. Books are important because they help educate you.
406. The can help you learn and study.
407. They help you learn
408. They help you learn.
409. They are food 2 the Brain
410. They help you understand thing and for fun
411. Because they interate you
412. because they can help us learn
413. they make you worldly
414. help you! And your brain
415. They help you read and write.
416. They help you learn
417. Because you read them
418. because they help you learn & become better writers
419. They can get you a better education and are fun.
420. books teach you a lot.
421. They help me read and write
422. because it gives you a good experience of what could happen in life
423. I don't know
424. So you can learn and have fun.
425. they give us information and are fun to read
426. So you can read.
427. They help you learn
428. Because you wouldn't be smart.
429. They are important because I love to read them
430. They help you learn
431. They just are
432. helps education
433. You read them and you get smarter
434. they help you learn

435. They teach you things
436. education
437. Because they might teach you things

**WHAT DID YOU LIKE BEST ABOUT HELPING WITH THE BOOK DRIVE?**

1. Waving at people to donate books
2. Putting flyers on the paper bags
3. I liked when people get the books and get to read
4. The best part was the book sorting
5. The thing that I liked best is sorting out the books
6. Going to Synergy Charter School
7. I liked making the flyers the best
8. By bringing bags
9. I was fun sorting books and I like to help
10. I staple flyers
11. What I liked best about the book drive was separating the books in groups
12. I liked knowing that I could help
13. Sorting the books
14. Sorting the books
15. Giving books away
16. The book organizing
17. Saying "Bring books for the Book Drive"
18. Giving the books to people without them
19. I liked bringing in the bags
20. I liked that I got to be involved in this book drive
21. Not sure
22. Sorting the books
23. Helping kids
24. Giving brown bags to people
25. Going to read to the kids at Synergy Academy
26. Sorting the books
27. helping kids
28. reading to the kids
29. Visiting the kids
30. Giving books to people
31. I liked going to the school and reading the books to the little children
32. going to the school
33. reading to the kids
34. I liked knowing I did a good deed.
35. Kids learned a lot.
36. I like to help and make people happy.
37. To see the look of the happy children
38. Reading to the little kids
39. Reading the books to the kids.
40. I loved reading to the children.
41. Knowing I'm helping
42. excellent
43. reading to the little kids.
44. reading books to the preschoolers
45. It was fun
46. we helped many children
47. Seeing the look on their face
48. reading to the kids
49. It helped kids
50. The fact that I helped people.
105. I liked the best about helping in the book drive was collecting books.
106. Seeing and reading to the kids.
107. Giving and reading the books to the younger kids.
108. Making bookmarks.
109. "I like this because you get to read to children.
110. I liked going onto the bus and delivering the books to the school.
111. Reading to the children and finding the total.
112. I liked making the flyers.
113. I like reading to kids and making them happy.
114. I liked the feeling when I knew the kids were happy.
115. Giving the books to the kids.
116. I get to help people.
117. I liked reading to the kindergarteners.
118. I enjoyed reading to the kids.
119. Reading to K and 1st grade.
120. Reading to kindergarteners and first grade.
121. I liked collecting the books and seeing how many things we had.
122. I liked giving and reading the books to the school.
123. I enjoyed reading to the kids.
124. Reading to the kids.
125. Watching the kids being happy about getting the books.
126. It helped other people.
127. I liked meeting their student council.
128. Getting to meet the kids who we’re giving the books to.
129. It made me feel good.
130. A lot.
131. Meeting all the children at the other school.
132. Helping little kids learn.
133. Packing up the books and donating.
134. I really enjoyed reading books to the kids.
135. I liked taking the books over reading to kids and making them happy.
136. I liked reading to 1st grade kids.
137. Seeing how happy the children looked.
138. Reading to the children.
139. Counting and carrying the books.
140. I liked sorting the books.
141. I liked sorting the books and counting how many were in the box.
142. I liked going to Hazeltine.
143. Reading to the first grader.
144. reading to the kids.
145. Sorting.
146. reading to the other children.
147. I liked taking the tours around Hazeltine and getting to see how the books we donated changed their lives.
148. reading to the children.
149. what I liked best was sorting the books.
150. I liked bringing the books to Hazeltine best.
151. What I liked best about the book drive was sorting the books.
152. sorting the books.
153. I liked when we read and gave the books to the children.
154. I thing I liked best about helping with the book drive is just knowing that I did a good thing.
155. Visiting another school
156. Sorting the books, reading to little kids.
157. Seeing the children’s faces after I read & gave them the book. They were really happy & I felt like a role model.
158. I liked the sorting, the fiels trip. And snack time.
159. Sorting the books.
160. I liked reading with the 1st graders and sorting the books.
161. I liked seeing their smiles & intrest in books.
162. Going to columbus.
163. By bringing all the books for them.
164. reading
165. the way the first graders felt after we read to them
166. I liked the reading time.
167. Seeing them happy
168. Reading to the 1st graders.
169. I like sorting the best
170. Sorting the books
171. Snack time
172. Going to the school, and to read, sorting write, and saw new words
173. It was very fun to do.
174. I liked when I read the book to the child.
175. Sorting the books
176. Sorting
177. Reading to the kids.
178. Reding to the kids.
179. Sorting books and snack time
180. Sorting
181. Organizing the books.
182. I liked it when the kids brought in the books and me and Kim were so busy.
183. I liked keeping track of the tally to see who would win.
184. It was fun making the poster
185. When we had to put all the books in the boxes
186. Just beige mr.
187. Dealinging Books and helping.
188. Bringing in books
189. Our play
190. I like helping other kids.
191. I felt good
192. Going around the class rooms preforming.
193. Donateing them to The neeedy children
194. Sorting the books and taping it.
195. Mnow more children have books
196. Sorting
197. Stacking them
198. good
199. I lik holding the books and see the kids with smile
200. I making a skit
201. Putting the books in the boxes.
202. Knowing that khoo kid have boos to read.
203. Advertising.
204. all of it
205. Being the taper.
206. I liked when we had to go to different classes and talked about this.
207. That needy kids are getting books

208. They were very nice
209. making the kids feel good
210. reading
211. My favorite part was collecting the books.
212. I liked reading.
213. Reading to the children and sort the books
214. Reading with the kids
215. Making friends buy resding to them.
216. Reading to other children
217. We got to read books
218. redding to them
219. reading to a kid
220. Reading to them
221. I liked reading to the children.
222. when I read to a kid.
223. when I got to read to one of the kids
224. Reading to a first grader.
225. My favorite part was boxing
226. You get to read to a kid
227. I liked reading a book to a first grader
228. I liked going to class and reading to them.
229. Reading to eachother.
230. reading to the children
231. not sure
232. Reading to the kids
233. meeting the kids
234. Going to the school, and to read, sorting write, and saw new words
235. Going to the school, and to read, sorting write, and saw new words
236. You got to help other people and make them feel
good.
237. Reading a book to the kids
238. I liked reading to a 1st grader
239. I got to read a jiggv book
240. donating
241. Driving in the bos.
242. Reading to a first grader.
243. I like reading to the kids
244. reading to little kids
245. that it gave me a good feeling
246. Reading to the kids
247. Reading to the first graders
248. reading
249. Going to the school, and to read, sorting write, and saw new words
250. reading to the little kids
251. That after words a lot of kid actuay take there time
to read the books we purchased
252. read books
253. packing books
254. the kids had such a funny face when we told them we collected 3 40a books
255. reading
256. reading to them
257. Reading to the 1st Graders
258. It made a difference to Basset.
259. The smiles on the kids faces
260. not sure
261. the kids had such a funny face when we told them we collected 3 40a books
262. reading to the kids
263. Packing the books and reading to the 1st graders.
264. reading to the first graders
265. Seeing the kids so excited.
266. To make your imagination grow
267. It helped others
268. boxing -up the books.
269. Reading to the kids.
270. U get to go to the other school!
271. getting to see those kids' smiles
272. We helped less fortunate kids.
273. Reading to kids
274. reading to little kids
275. giving the books to the school
276. the kids had such a funny face when we told them we collected 3 40a books
277. Reading to classes
278. To see how different other schools are
279. I felt I made a difference
280. Skipping school
281. collecting books for kids
282. gathering the books
283. It was fun
284. Hearing about the children who received our books.
285. Seeing how happy it makes kids
286. knowing I did a good thing
287. helping
288. Meeting the person we worked with and helping others.
289. I liked sorting all the books
290. Knowing that I was doing something helpful
291. colecting & sorting the books
292. that I was able to help a school without books
293. I liked sorting the books
294. Boxing the books.
295. meeting knew people
296. I liked fixing the books that were wet
297. it felt good
298. I knew I was helping people
299. It mad me feel good about myself
300. Sorting books and snack time
301. Organizing the books.
302. sorting the books
303. Sorting the books.
304. Putting the books in the boxes.
305. meeting new kids
306. Seeing who we were going to give the books tp.
307. I liked finding good books for other people to read.
308. Counting the books
309. I like helping people.
310. I got to meet a few people who did not have books and it made me feel good to help them.
311. I liked meeting the kids from "HOLA" and sorting the books with them.
312. you feel good
313. Making the bookmarks for the competition
314. Helping other people
315. Bringing in books
316. Picking up the books
317. I liked being with people from different school.
318. Just the fact of helping
319. othr kids will get them
320. when we help tony's school
321. I just like the thought.
322. sorting them
323. Collecting the books from other classes.
324. Collecting the books from other classes.
325. getting to partner up with Hola
326. packig the books
327. making a change
328. Knowing I was helping someone
329. collecting and sorting the books.
330. sorting the books
331. Counting the books.
332. I liked all of it a lot
333. I knew I was being helpful, giving away books.
334. Being with people I didn't know.
335. pickin up books
336. Putting them in odrainy
337. Giving the books to the kids
338. Sorting books and snack time
339. carrying the books in
340. Boxing the books.
341. I like all the different books.
342. I liked going to Palms Elamentory and delivering the books because it was really fun.
343. Sorting the books.
344. taking the books the school
345. I liked helping other people by giving them more books
346. I liked Reading.
347. Telling them how many book we collected
348. Boxing the books.
349. counting books
350. Nothing
351. I liked giving the books.
352. Make kids happy
353. nothing
354. delivering the books
355. delivering the books
356. Helping kids
357. Reading to the kids.
358. Reading to the kids
359. make posters
360. Reading to the little kids.
361. I looked reading to the children.
362. Reading to the kids
363. The feeling that you are helping.
364. Reading to the kids
365. That I got to teach something to someone.
366. Seeing the childrens' faces when we read to them
367. Seeing the kids.
368. delivering books
369. Seeing different kids live and what they deal with.
370. Also seeing the kids happy.
371. u have 2 read to the school
372. Seeing how happy the kids were when they saw all of the books they were getting.
373. Seeing the children's reactions
374. reading to kids
375. We got to bring the books to the kids and read to them
376. Everything
377. I liked reading to the kids.
378. giving people books
379. reading to the kids
380. working with the kids
381. Knowing that I helped someone less fortunate than me.
382. I felt I was making a difference.
383. To read to the kids
384. making the sign
385. the sorting
386. It made a difference to Basset.
387. collecting the books
388. Seeing how many books we gave
389. giving
390. I liked delivering them to the school.
391. collecting the books
392. Meeting our pen-pals
393. I liked delivering the books.
394. making people happy
395. knowing they were going to a great face
396. it made you feel good
397. counting the books
398. I felt good
399. Taking books to classroom
400. collectecting the books
401. collecting books.
402. giving books
403. I liked meeting my penpal.
404. I liked bringing the books to Basset.
405. I got to meet new people.
406. everything
407. I liked collecting the book the school
408. I liked delivering the books
409. I liked going to Basset.
410. I liked delivering the books.
411. it made me feel goodinside. (everything)
412. I liked that we helped a lot of kids
413. I liked ereaing
414. It was fun working w/ other kids
415. Knowing that kids who doesn't have them they will get them
416. giving books.
417. helping other's
418. I liked how it made me feel
419. making the kids feel good
420. Knowing that im helping other kids.
421. Nowing other people will be happy
422. giving the books away
423. We helped others, collecting, when we saw haw many we donated
424. All the smiling faces I could picture.
425. I made me feel great
426. Being with my friends
427. Organizing the books.
428. It helps pour people.
429. feeling good
430. it was helpful doing what I was doing
431. really good
432. I don't know
433. Colecting the books
434. collecting books
435. not sure
436. not shure
437. making a difference in someones life
438. Sorting the books
439. helping other people
440. giving to others
441. everything
442. helping people
443. Because you can help other children

HOW CAN THE BOOK DRIVE BE IMPROVED?

1. The book drive can be improved by to get more people to donate books
2. To bring books and put them in bags to give to schools
3. The people can read
4. It can be improved by convincing more kids to volunteer
5. To get more people to participate
6. When you turn in the books, put them in the right box (K-3, Pre-K, Middle, acrly loved)
7. More people can be involved
8. By giving book to people that don’t have any books
9. It can not be improved. It was perfect
10. By donating books
11. The book be improved of more people voloteer to help
12. More people can volenter
13. The book drive can be invroved by, making it be in the right segtion like 1 2 3 4 5 6 7 8 graders
14. I do not think it can it has the hole comunite
15. For reading
16. By more people participating
17. Some people don’t have books to read
18. When people think about how some others don’t have books
19. Maybe by making signs in other areas
20. The book drive can be improved if everybody helps
21. By getting more people to participate an donate more book
22. Bring more next time people can books
23. By people bringing in more books
24. By more people giving more books
25. If the whole school brought in at least 10 books (the kids)
26. More people can bring books
27. get more people & books
28. More participation
29. By giving more books
30. don’t know
31. I am not sure
32. By donating more books.
33. More people can bring more books
34. giving books
35. Asking more people to participate.
36. More books!
37. It can't be improved.
38. bring more books
39. Very good.
40. giving more books
41. more reminders
42. If we get more books
43. more books
44. None
45. more books
46. more people bring more books
47. by making 1 book drive from a school, to collect more books
48. We can give a class one bag so it doesn't have to be so confusing.
49. if everyone brings books.
50. give easier work
51. We can try to bring more books
52. collect more books
53. We can encourage children by bringing a lot of books, so they will think it's good.
54. by giving more books
55. more books
56. To put flyers around the school.
57. If more people volunteer.
58. more advertising
59. More kids do it
60. By getting more people to do the Book Drive.
61. giving are books
62. By putting a speaker in the class and announcing it so everyone will know.
63. by getting more books.
64. more books
65. by bringing more books
66. by telling people
67. I can't!
68. let it be longer
69. Giving more books
70. by bringin more books
71. can be held longer
72. I don't know
73. We could have encouraged more kids to bring books.
74. don't know
75. Not sure
76. putting one bag in the room.
77. In can be improved by the book should be longer 
78. Don't know
79. By asking more schools.
80. by making flyers instead of giving bags.
81. none
82. The book drive is great the way it is, but more school should have better participation
83. Get more people involved
84. I don't think it can be improved it's the best it could possibly be
85. The delivery should be more towards reading to the younger grader such as (L2)
86. The book drive can be improved if we were able to get more volunteers.
87. We can put more posters up
88. (no response)
89. By having more people help
90. It can improved by the kids making more flyers
91. It can be improved by getting more kids to give more books to donate
92. I can improve it by bringing more books
93. The book drive can be improved by we can get more books
94. By reading to every grade
95. It help people's life
96. By donating more books
97. We can collect more books
98. By bringing in more books and giving them more money
99. It was perfect
100. Getting more books
101. It could improve by having a lot of more books
102. It can be improved by setting a goal of how many books you want to get
103. Get in more books!
104. By getting more books
105. They can go to more schools
106. The book drive can be improved by giving the books to the poor.
107. I think its time. It doesn't need to be ignored.
108. Getting more books.
109. It can improve by getting more books
110. Donating other things like toys or cloths
111. We can get more people to help with it
112. The book drive can be improved by having more than 1 school participate for another school
113. We can stay most of the day at school
114. Longer time to bring books
115. Giving books to two schools
116. By having more signs and spreading it through the Nation
117. It everyone puts in at least two books
118. I liked it just how it was
119. A reward after someone donates 5 books
120. More books
121. By giving more books
122. (no response)
123. By expanding advertisement
124. (no response)
125. By having it run for a longer time
126. The book drive can be improved by donating to more than 1 school.
127. (no response)
128. By trying to get more books and try get more people involved
129. (no response)
130. Bring more books
131. Instead of donating the books to only Hazeltine, we could donate them to other schools.
132. The book drive can be improved by collecting more books for more schools.
133. We can improve by making posters so everybody can help.
134. The Book Drive can be improved by a automatic sorting machine.
135. its all ready perfect.
136. It is already good.
137. It could be improved by reading to more children
138. It does not need to be improved.
139. I don’t think it shou,d be it is already good enogh I think.
140. The book drive could be improved by helping more and more people have books.
141. It doesn’t need improving
142. By saying that you need to give more gently used books.
143. It can be improved by doing it every year.
144. By going to as many school you can help.
145. The book drive can be improved by making machines to produce books to donate.
146. To give books to other schools.
147. By helping other child
148. Maybe ask the children what books do they like. Or may be even invite them to our school.
149. By helping other people and bringing books.
150. By possibly bringing in more books.
151. It can be improved by collecting more books.
152. We can read to smaller kids & have a good time.
153. We could of got more books
154. We could of done more.
155. more people
156. we could have advertised more
157. Getting more books.
158. By more nice books
159. It doesn’t need to be improved.
160. You can collect more books.
161. Getting in more books.
162. Bringin a little more books in.
163. By getting more books
164. You can gather more books
165. Doing it more often.
166. The whole school can help not only 2 classes.
167. Have adonation
168. By reaching our goal to bring in more books
169. By collecting more books for other other classes
170. by reading them.
171. By bringing in books next year.
172. by writing a poster and telling the kids to Bring them in to room 33
173. I don’t think it can be improved, it's perfect the way it is.
174. By bringing in books
175. Its fine the way it is.
176. I don’t know it perfect
177. It's just fine
178. Getting more books
179. I amm not sure.
180. more books
181. get more books
182. Collect more books for more children.
183. More children helping
184. Donate more books
185. give more prizes
186. By telling other kids
187. It can be improved by trying hard and having fun.
188. with other school help at sometime
189. by completing our goal?
190. harder paper bags.
191. nothing.
192. By making more advertising & encouraging everyone to participate.
193. We can bring more books
194. Because soom peopl donet have Books.
195. by more Books.
196. helping people that Don’t have books
197. We can collect more books and asking other kids.
198. getting more people to help getting more books
199. Asking negibros to donate books.
200. Have more people help in the book drive
201. getting more books.
202. get more people to help.
203. Get more books.
204. make more people do it
205. have more people helping you and get more books
206. To give more books.
207. bu asking more people to help.
208. Get more people to help
209. contact more schools
210. get more books.
211. Get to have more people to help.
212. T.V. Video, Video games,
213. We should get more books.
214. It's already pretty darn good.
215. not sure
216. More fun activities
217. More Books
218. ask people around the nebrhood
219. none
220. More classes donate books
221. I think it's fine
222. more books and people
223. By better boxes to hold things in
224. Stay at the school longer
225. more books
226. By going to schools where they really need the books
227. it can be improved by nothing.
228. if there was more boxes, ether that or there is no why to improve it in my opinion
229. not sure
230. it perfect
231. no way
232. More Books
233. By more people help.
234. If more people help
235. not sure
236. not sure
237. it's fine
238. I think it's perfect!
239. it couldn't of been any better!
240. In better condition books. More books
241. It can’t
242. It can't
243. You help people.
244. U don't have to improve it because it's good eneogh
245. No way
246. Don't know
247. They can give more books.
248. Not sure
249. Everybody participating and donating lots of books
250. More people doing it
251. help more but it is good already
252. By more people around kids. Neihborhmds to bring books.
253. We can donate to other places also.
254. get more people involved
255. everyone in the school could bring some books.
256. If more people joined in
257. More people and more books.
258. By asking more people to do the book drive.
259. making flyer and don't bring ripped nes.
260. It can be improved by going on the whole world.
261. magazean + news papers
262. More people vilenteer
263. The lower grades bring in books because they didn't this year.
264. by getting more books and people to help
265. We can donate more books
266. by getting more to participate
267. It is important because you give people book to people who don't have books.
268. by sorting more books
269. more organization
270. We can put an add in a local newspaper.
271. They can make the packaging boxes bigger so they can fit more books in them.
272. More books can be collected.
273. by making it longer.
274. It doesn't need to be improved. It is perfect to me.
275. If people didn't miss due date, Hearts of Los Angeles would have more books.
276. more volenteers
277. If it was a little bit longer
278. none.
279. It can be improved by doing everything.
280. getting more people to help
281. make it longer.
282. not sure
283. I don't really know!
284. More people
285. sorting
286. It could be improved if more people participat
287. bigger boxes
288. More volunteers.
289. by getting books from Rosewood also.
290. If it is planned when other grades don't have them also
291. I don't know
292. get more people involved
293. more people give books
294. I'm not sure
295. I don't know
296. I don't know.
297. I don't know. It was preety good.
298. By making it longer.
299. Our partners not being greedy and picing up all the books
300. By more people helping
301. I don't think it can be improved.
302. I don't know.
303. by getting more books
304. I don't know!
305. I don't know
306. I think the book drive is perfect the way it is.
307. I think its fine the way it is.
308. having more people participate.
309. It's perfect!
310. I think that next year to collect more books.
311. Collect more books.
312. It can give out loading cards
313. by more people helping
314. Noway I think its good
315. I don't know
316. It's fine the way it is.
317. I am not sure
318. I don't know
319. have more book drives
320. by bringing more books
321. Since we did it two years in a raw keep it 6th grade or seventh grade
322. More organized, and more preuse, stebel detes for organizing and delivering the books.
323. The book drive could be important by expanding the notifications
324. not reading to the kids
325. gibes less unfortunate kids books to read.
326. It can have better advertisment next time.
327. Make more and better flyers
328. Have different people do it each year.
329. I don't know
330. By having more people help.
331. More advertisement
332. More books.
333. more organized
334. It can't
335. more books!
336. more advertising
337. N/A
338. It's already the best it can be
339. More fun activities
340. more ads
341. Make sure people bring books.
342. By getting people to bring more books
343. If we advertise it in a more creative way to get peoples attention.
344. Longer time to collect books.
345. Nothing really
346. it can't
347. I don't know
348. By going to different schools and then donate them.
349. not sure
350. Everythings perfect
351. By maybe not bring in books.
352. making it city wide.
333. by giving more books.
334. By giving books to other school.
335. It can be improved by more people helping.
336. I don't think it can. I thought it was perfect.
337. with the hole world's donation's.
338. more people should help
339. More people helping.
340. more books
341. Each child should have their own shift.
342. By putting signs up in your neighborhood
343. by giving to schools that rely need it.
344. It can't
345. the book drive can be improved by getting more books.
346. Buy colecting even more books
347. It doesn't need to be improved.
348. It can improve by collecting from more than the school
349. by getting more people to help
350. I think that the book drive was good.
351. I can get more books gor different grades.
352. By telling more people about it.
353. Not sure
354. not sure
355. I think it doesn't need improvement!
356. it's fine the way it is
357. two schools helping eachother
358. It's great
359. more people to help
360. Sending more books
361. Sending more books
362. We can donate to more places
363. Maybe they could have people come read to the kids.
364. You can tell the city about it on billboards.
365. Not sure
366. People could bring 20 books
367. I don't know
368. have more books
369. no way I think it was perfect
370. raise more books
371. don't know
372. by selling more book
373. not sure
374. It can't be
375. more time
376. It can't we did a good job!!
377. It helps other people
378. more flyers
379. more students
380. Give more books
APPENDIX 2 – STUDENT RECIPIENT QUALITATIVE RESPONSES

HOW DID YOU FEEL WHEN YOU GOT THE BOOKS?

1. I was so surprised. I'm going to read some books
2. I felt happy!
3. I felt happy
4. Thank you Saint Monica!
5. I felt a little bit happy and glad. That I was going to get book. I like books
6. I felt happy
7. I felt so happy!
8. I feel good because we are going to read more
9. I feel really happy.
10. I felt happy & special!
11. I was really happy
12. I felt happy. Because we got new book. I will read a lot more because the books are new. I will like to read a lot. I like to read.
13. I feel really happy!
15. I feel happy for getting the books
16. I felt good because we get more books to read and know I am going to read more and they are helping are school too I feel good and happy
17. I felt very happy because we got different kinds of book. I love ot read the books. If there good I will read all of the books
18. I felt happy!
19. I felt happy because there free books and we get more books for are school so I really feel happy to get free books
20. I feel good because we can read more. So I can get smarter. We thank you. God bless you. You guys are nice. We are thankful.
22. I felt really happy when I read one of the books because it was exciting
23. I felt very happy when I got the books
24. I feel really good because we learn more. I am reading Titanic SOS.
25. I feel happy! Because the new books are exiting the book I'm reading is creativity.
26. I felt happy to get the books!
27. Books take U 2 the top of the world
28. I felt happy and wonderful when I got the book and read Yolanda's Genius and it was great when I read the story and it was fun.
29. Very happy
30. I am very happy to get the books and read Once a Wolf
31. I felt very happy because we are able to read more books. I am reading the book strider it is very interesting.
32. I felt wonderful when I saw all the books. We all felt glad for our new books. I really liked my book Emmas Jounal
33. I feel very happy
34. I felt excited to read Boston Tea Party. Yah! Yah!
35. I feel wonderful. Baseball Saved Us
36. I am wonderful to get more books. Thank you.
37. Thanks for the books I felt happy when the books arrived
38. It felt happy that people are heling our school out and I also felt happy because there are more books for me to explore
39. I am happy because I wanted to read midnight fox, I feel happy, happy happy.
40. When I first read it (points to a picture that shows a tired person) Now I got into it (points to a picture that shows a happy face)
41. I love the books
42. I felt happy to have the books. The book I reading is American Revolutionaries.
43. Thanks for the books I been reading more than ever. Thank you
44. I felt wonderful Yeah I get to read more books Thank you
45. I feel very happy because their all beatifil.
46. How I feel is happy because the whole school got a lot of books. I love books.
47. I feel so excited about the books. I am currently reading Thief of Heartsby Golden Mountain Chronicles.
48. I felt happy. I was happy because there is more books I would like to read.
49. When I received the books. My face lit like an lighbolb! Thank you
50. I feel wonderful!
51. I feel happy because I got to read more books like the one I am reading Frightful's Mountain.
52. happy
53. Excited!
54. Happy
55. Happy
56. Happy
57. Happy
58. We will read!
59. Excited!
60. Happy
61. I like the big kids
62. happy
63. happy
64. happy
65. happy
66. glad
67. happy
68. happy
69. glad
70. happy
71. happy
72. happy
73. happy
74. happy
75. happy
76. happy
77. happy
78. glad to have them
79. glad - people are nice
80. happy
81. Excited!
82. happy
83. happy
84. glad - my teacher was happy
85. happy
86. glad to get the books
87. glad
88. happy
89. great!
90. great!
91. happy
92. I feel happy
93. Happy
94. I feel happy
95. I feel happy
96. I fell a litter skar.
97. glad
98. excited
99. Yes
100. Glad
101. happy
102. I felt glad
103. I am really glad
104. really yes
105. I file happy
106. I feel very good
107. happy
108. happy
109. Picture
110. it was fun
111. Really, really, really happy when I got the books.
112. I felt happy because the books were good.
113. happy I felt good and happy for reading. I like the clifford book's because it was fun.
114. I felt happy and exited when they came to read to me.
115. I felt exited because they brought nice books.
116. I felt happy when he read to me and he gave me the book.
117. I felt happy
118. happy
119. I felt happy because they are great books.
120. happy
121. happy! I felt happy that we have more books in the classroom.
122. I felt happy and I like the book about frogs.
123. I felt happy when they came to show us some books. I like the book about the kittens.
124. happy
125. I felt happy because I was reading good and the girl said I was reading good.
126. Happy
127. I felt exited.
128. great happy and exsided.
129. I was happy
130. Excited! I am
131. happy
132. happy
133. happy
134. Nothing
135. Happy Birthday Banny and the dinosAuR! They are nice to read
136. happy I was happy.
137. I was happy. happy
138. I felt like I was reading with my teacher!
139. It was fun.
140. thank you for reading to us and me. I was so happy.
141. happy
142. I feel happy.
143. I fell a litter skar.
144. I was happy because they brot losts of Books. The Books were funny. I felt happy when they Brot the funny Books. I think that the Book were finde.
145. I felt happy because I was trying to read a hard book.
APPENDIX 3 – TEACHER/DIRECTOR RECIPIENT QUALITATIVE RESPONSES

WHY DID YOU WANT TO GET MORE BOOKS?

1. For students to enjoy and appreciate leisure reading at home and at school
2. Many of the books in our class library are falling apart, at a difficult reading level, or are not interesting/relevant to this community of students
3. I would like a class library available for students to check out for home reading
4. To give students access to books of various genre
5. Add to the variety I already have
6. What's a school without books- good books & lots of them!
7. Encourage students to read
8. It would be wonderful to have a lending library for the kids to take home.
9. It would be great to have more books available to kids for home reading. They don't have many books at home.
10. So that students will have a wider variety of books to read- and to increase literacy
11. This program benefits the students and gives them the opportunity to read and choose books that we might not have had in the classroom.
12. So my students have more variety when they check books out.
13. To give our students an opportunity to improve their reading so that learn to enjoy reading.
14. To enhance library we currently have- To meet the needs of the different students.
15. To check out books for students to give them an opportunity to read.
16. Recreational reading instills a love of reading which I hope will last a lifetime
17. To make books available for my students to take home and develop literacy/fluency.
18. To make books available for check out to students. For classroom enjoyment & learning
19. To enhance our class library and give the children a bigger choice of books.
20. It's great to have a variety of books
21. I want the children to have as many reading opportunities from diverse books.
22. Books always come in handy! We need more variety.
23. Provide students different types of literature
24. I would like the children to have access to many reading books.
25. To expand our library & make it more diverse
26. I am a 1st year teacher. I would like to have more books available for my students. I have limited books and resources.
27. To obtain more books for my English lang. Learners.
28. To help improve literacy
29. Its for the Kids-Always for the kids. (I hope)
30. To improve reading fluency
31. Improve reading
32. Supplement reading fluency
33. Help kids out
34. To help students practice their fluency, Reading comprehension, enrichment.
35. To help students improve their reading.
36. I want to receive a Book Ends books
37. We do not have enough books for the children
38. My students will benefit from a bigger classroom library
39. I want my students to be able to check out books. It would be nice to give books to my students.
40. I want to support the students’ desire to read.
41. Many of the books belong to friends. I would like to have my own for the kids.
42. To give my students a greater expanse of reading materials.
43. To increase literacy in my classroom
44. Provide students to read for fun and enjoyment. Activate their knowledge & help increase their community awareness- Give them the opportunity to help them learn how to read.
45. To increase the number of books in my classroom library and develop a check out system for students to enjoy books at home with their families.
46. I am a new teacher and I am trying to build a classroom library.
47. To allow my students the opportunity to learn more about their environment and community and to experience the joy of reading.
48. To increase accessibility to books that they might not otherwise have a chance.
49. I would love to be able to check books out to students.
Because I have low readers who do not have many books at home, I want them to be exposed to many books daily. My students are visual learners (they are children with autism) and require much stimulator and motivation as well as frequent positive reinforcement. Books are a strong reinforcer for them.

We need better classroom libraries. To foster a love for books and improve literacy skills. To allow students to have a broader selection. To enhance our classroom libraries. I have few books in my classroom library. Also, I am a new 4th grade teacher. I need more books. My students have a great need for recreational reading. Many of them have no books at home to read. My classroom library is minimal. My students will have the opportunity to read different kinds of books. It will also help them during book reports.

To allow my students to use their newly acquired skills and encourage their love of reading. I need more books. Begin a Classroom Library. Increase literacy. So my students can have more books.

Students need to read daily a variety of reading in order to improve vocabulary, comprehension and motivation to learn. The students in my class live in homes where books and reading are not a priority but they would like it to. They enjoy reading aloud and would benefit from reading aloud at home.

To have more books available to my students for their reading pleasure. To increase the numbers of books per pupil. To increase literacy awareness with our students. To promote more reading among my students.

Shortage of books. Children always need more books. Books are important for children. The more they read, the better. Exposure for my students. I'm a new teacher!

I don't have enough books in my classroom. This is always good for the kids. Books are crucial to a child's ability to read, especially books at home. My students are older but still need to read books that are not too hard. Provide more of a variety of books for our children. I wanted to provide children with reading materials:

Children need exposure to books. We want children to have many to choose from. Provide a variety of book for our students.

1. to augment the number of books in my class available to my students. 2. Improve library for students reading pleasure. To improve classroom literacy. Students have more variety of books to choose from when reading.

more variety of books for my students to read. 6. To provide more opportunity for the children to have independent reading for pleasure. To expand horizons about books.

More books. I have a great need for fresh 5th grade books. To increase my students love of reading! More and more exciting books + More recreational reading. Need motivational material.

For greater number of choices for students. Enhance library supply & literacy in my room. So that the students have books to read. It's nice to have more classroom Books!

I like to have a variety of books in my classroom. We need more books! Because we can always use more books!

Wider choice of books. To have more high interest books for the children to read. Expand my classroom library. Increase literacy.

To encourage reading. Have more library books available. Because the books are old and read so many times. They need variety.
106. So, my students can have more variety.
107. To encourage independent reading
108. To improve our library & encourage independent readers.
109. Our kids need books to read during Peer Program time and at home
110. Improve/increase library
111. Increase of books for higher levels of reading.
112. To enhance our student library
113. To increase and improve the number and quality of books available to my students
114. To be able to check books out in class in addition to school library books.
115. Motivate students to read
116. We update our books, get more theme connected books
117. Reading is great for kids.
118. It is very important students have access to age appropriate material/literature
119. Because I think that book are an important part of a child's life in education. Stories make them experience places they've never been to and in many cases probably will never visit.
120. For our students to enjoy!
121. Our children are thirsty for books
122. My students love to read. The more they are exposed the more literate they will become.
123. So my students will have more exposure to literature
124. New teachers with no classroom library available for my kids
125. So my students could have a variety of books to read.
126. To read
127. To supplement existing stock
128. More books for students
129. To stimulate independent reading by broadening available literature
130. To have a variety of genres.
131. To help students love of reading
132. Reading enrichment for students
133. Add to variety available to students
134. Kids are always excited with new books
135. For students
136. To give students more opportunities to read
137. To further student development
138. Yes
139. Our school needs books
140. The students will have more books available for reading and checking out to read at home.
141. To give students more access to literature

**WHAT KIND OF BENEFITS HAVE YOU SEEN FROM THE BOOK DONATION?**

1. Children are excited to hear the stories read & shared.
2. Children are more interested in reading because they hadn't read these before.
3. Children are very enthused about them. Many of them have “checked them out” to read @ home.
4. Children check out/use at home/return
5. Children enjoy having them read to them and read them independently.
6. Children excited to use the class library
7. Children love new books.
8. Children love the modern collection
9. Children read more
10. Children reading more
11. Children reading more, reading at home.
12. Different styles of books available for students.
13. Great books for my students to read, They are excited and love the books.
14. High-interest
15. Increased interest in books.
16. Kids excited, reading more, reading to each other.
17. Lots of new exciting books my students want to investigate.
18. More books in my classroom library
19. More books in classroom
20. More reading by students!
21. More variety of literature
22. Much more use of books by students and parents in my classroom.
23. My children love this. Children reading a lot!
24. My students are constantly borrowing books to take home. Their interest in reading has improved greatly. With a wide selection of books they enjoy reading and sharing with their classmates.
25. My students enjoy going to the library and being able to choose any book that gets their interest to bring back to the rug to read. Some students enjoy reading the same book over and over. My slow learners are picking up new vocabulary words. It definitely has been a plus having extra library books to choose from.
26. My students enjoyed the variety of books available. Students are motivated to read the new books an borrow them for their reading log homework. We discussed and categorized books by genre.
27. My students love going to the book corner to read and enjoy new books. Many of the books were new to them. The class might not have ever had a chance to see, hear or read these books if it hadn't been for BookEnds giving us the books.
28. New books stimulate new desire to read- the fact that the books are chosen from other kids makes them special plus specific interest
29. New enthusiasm for book handling. More students have opportunity to read something on personal interest level.
30. Students are able to obtain more literature = more knowledge at hand.
31. Students have enjoyed having the resources to read.
32. Students have enjoyed new titles
33. Students have more choices for reading.
34. Students were excited about the books!
35. The benefits that I have seen from the book donation are that my students are interested in our classroom library because of the wide variety of books. My students are engaged during read alouds. The students really enjoy taking the books out of the library to read at home, which helps the students' fluency. Overall, the books have benefited my students, because the students are excited to read new books.
36. The children are excited about the variety of books to choose from
37. The children love books even more.
38. The students are reading more
39. The students now express a desire to read and seem to enjoy "quiet Reading time".
40. The students love going to the book corner now.
41. Variety of literature, additional materials & resources, students in my class enjoyed the attention

ADDITIONAL COMMENTS

1. Although I have not received my books I am confident the books will help my students literacy, and they will meet my expectations. Thank you again!
2. Excellent program. Good student to student interaction. Impressive program.
3. Excellent program. I am so happy to have the books for my students and parents to use on daily basis.
4. Great
5. Great books! Thanks!
6. Great! Thank You!
7. I enjoyed watching the children eyes expand as the young children read the books. I could see the enjoyment of children on both sides. The one's reading and the one's read to.
8. It was quite fun having the 4th grader read to our children the concentration level was overwhelming
9. It was the first time older students came to read to them. Even my students who need special attention were enthusiastic to being read to. After when they heard they could keep them, they were so happy. Days later I was still hearing some say "This book they read to me is nice."
10. Keep it up
11. Thank you!
12. Thank you
13. Thank you
14. Thank you for choosing our school.
15. Thank you for getting BookEnds involved in the book donation. Our class appreciates it.
16. Thank you for your concern and support to the students of Ascension School. We are forever thankful to you and everyone who made this possible. Ms. R. James
17. Thank you so much
18. Thank you!
19. Thank you!
20. Thanks
21. Thanks for all the support.
22. Thanks! This program is great!
23. The cultural exchange was good for both the pre-K children and the children from the Hawthorne school.
24. The kids enjoy all the books. Thank you
25. The students enjoyed the program and the books! Thank You!
26. The students who read and the students who were read to, thoroughly enjoyed this experience
27. This is an exceptional Program that brings the written work to children who do not have books at home!
28. This is good for us!
29. Very nice books!
30. We are grateful. We love to read. We are motivated to spend more time in our “beefed-up” classroom library.
31. We love the books! Thanks!
32. Would like a Read aloud component to the program where someone reads the books to the students on a weekly basis. That would be great.