



FINAL REPORT

OMG BOOKS AWARDS

OFFERING MORE GREAT BOOKS TO SPARK INNOVATION

First Book believes that education is the way out of poverty for children in need. The organization provides equal access to quality education by making books and other resources available to classrooms and programs serving children in need, from birth to age 18.

In 2018, First Book was unanimously selected by Attorneys General in 33 states to distribute \$4.7 million in funding for books to children in low-income communities, part of a court settlement unrelated to First Book. To steward these funds, First Book established the OMG Books Awards: Offering More Great Books to Spark Innovation, a 2019 grants process supporting educators' ideas for using books to spark innovative programs and learning opportunities throughout those 33 states.

Through this exciting OMG grants process, First Book distributed more than 1.5 million free books and eBooks to kids in need, a game-changing initiative with results that extend far beyond the more than 1.5 million children served.

PROGRAM HIGHLIGHTS:

- 500 APPLICATIONS SUBMITTED
- 80+ ORGANIZATIONS AWARDED
- MORE THAN 1.5 MILLION BOOKS TO KIDS IN NEED; WITH A RETAIL BOOK VALUE OF MORE THAN \$12 MILLION
- ONGOING, SUSTAINABLE IMPACT RESULTING FROM 18,000 EDUCATORS JOINING THE FIRST BOOK NETWORK

OMG BOOKS AWARDS: EXECUTIVE SUMMARY

Books and educational resources are critical but scarce for kids in need. It is widely known that access to adequate resources is one of the greatest contributors to educational inequality in the United States. First Book has worked for more than 28 years to address those inequities for children living in poverty. The organization tests, innovates and adapts solutions based on feedback from its Network of more than 475,000 educators working with kids in need. The organization's business models encourage collaboration and innovation, where success feeds more success, creating systemic change to ensure access to a quality education for every child in need in the United States and Canada. First Book models are both nimble and efficient, structured to provide national reach while flexible enough to target and address localized needs.



OMG Books Awards was a transformative program that maximized First Book's expertise, relationships and capabilities to advance educational equity for more than 1.5 million children across 33 states. Through a rigorous Request for Proposal and selection process that rewarded creativity, dedication and need, the most innovative programs rose to the top – and First Book was able to collaborate with programs guaranteed to make the largest impact for children in need across the country. Pre- and post-program research provided valuable data that supports the efficacy of this RFP process and its promise as a model for future collaboration and impact. While the results of this research weren't surprising, it provided essential data to corroborate what First Book has known from experience – that getting books to kids in need is effective in closing the achievement gap.

The OMG Books Awards initiative provided an opportunity for First Book to collaborate with organizations and school districts as change agents for educational equity and to establish a replicable and scalable model for identifying and elevating innovation in every imaginable category going forward.

This program made a significant and quantifiable difference to 1.5 million children and proves that having adequate books can end the achievement gap in statistically significant ways. Key findings include:

1. OMG Books Awards increased students' engagement in reading.
2. OMG Books Awards helped children to see that they are learners.
3. Practitioners experienced an increase in feelings of hope and a decrease in feelings of burnout over the course of the initiative.
4. The more involved practitioners were in their initiative, the stronger their collaborations with community members and families.
5. Participation in OMG Books Awards helped to advance awardees' organizational reputations.
6. OMG Books Awards resulted in significant growth of the First Book Network, increasing sustainable impact.

This report outlines the program and provides more details on these findings.

ABOUT FIRST BOOK



[First Book](#), a 501(c)3 nonprofit social enterprise, believes that education offers children the best path out of poverty, but access to quality education is far from equal. Significant barriers stand in the way for kids in low-income communities, including a lack of books and learning materials in their homes and classrooms, and a lack of diversity and relevancy in the books that do reach them. Even the most basic essentials like food and clean clothes aren't met for these children. First Book's mission is to remove these barriers to learning.

To do that, First Book has developed an array of innovative business models that work together as a holistic solution to further educational equity.

THE LARGEST COMMUNITY OF EDUCATORS SERVING KIDS IN NEED

The organization has aggregated the largest and fastest-growing community of formal and informal educators serving children from low-income families, with a registered membership of more than 475,000 and growing by 1,000 new members every week. This army of advocates – the First Book Network – includes one third of the estimated 1.3 million educators and programs serving children in need. This vibrant network trusts First Book to help them be more effective and reach more kids every day.

AWARD-WINNING E-COMMERCE SITE PROVIDES RELEVANT RESOURCES FOR FREE OR AT LOW COST

Through the award-winning **First Book Marketplace**, the organization has overcome the barriers of high price and low relevancy that have prevented learning materials from reaching these educators, leveraging their buying power to create market-driven solutions and technology platforms that directly address their needs.

Since 1992, First Book has distributed more learning materials than any other program of its kind: 200 million books and educational resources, worth more than \$2 billion, reaching more than 5 million children annually.

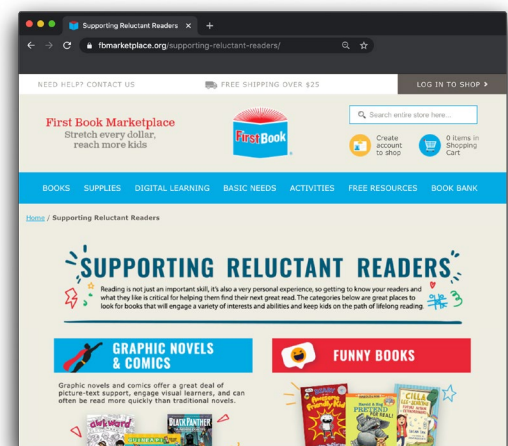
AGGREGATING THE VOICE OF EDUCATORS FOR GREATER IMPACT

First Book Research & Insights, First Book's unparalleled R&D platform, is a powerful knowledge bank of primary research drawn directly from those who know these kids best: teachers, afterschool program providers, and other caring adults.

ACCELERATING BEST PRACTICES INTO THE FIELD

First Book has used research findings to collaborate with leading experts via the First Book Accelerator, developing research-based collections of books and teaching materials to address top concerns, such as family engagement and social and emotional learning. These innovative tools speed knowledge to the field in months instead of years.

First Book's models are built not as a quick fix, but to systematically address educational inequity with lasting, permanent change — not simply in the life of one child who yearns to learn, but across our entire educational system.



THREE KEY GOALS



THIS OPPORTUNITY FOCUSED ON ACHIEVING THREE KEY GOALS. AWARDEES ADDRESSED A PLAN TO SUPPORT EACH GOAL:



Deliver 1.5 million relevant, high-quality, brand new books and eBooks into the hands of kids in need.



Create a multiplier effect by engaging stakeholders to join this effort and amplify impact.



Register and activate thousands of educators and providers working in under-resourced communities.



ABOUT OMG BOOKS AWARDS

INNOVATION & ACCESS TO BOOKS CHANGED LIVES

In 2019, First Book launched the **OMG Books Awards: Offering More Great Books to Spark Innovation**, a program that unlocked more than \$4.7 million in funding to distribute 1.5 million brand new books and eBooks to children living in low-income communities. First Book estimated the total value of the books distributed at more than \$12 million.

First Book awarded funding to the most compelling proposals from eligible applicants in 33 states and territories. Awardees were able to select books that best met the needs of the children they serve through First Book's award-winning eCommerce platform, the First Book Marketplace. Through the OMG Books Awards program, First Book expanded its reach and multiplied its impact by infusing schools, programs, states, and communities with books to spark innovation and strengthen educators' work with children and families in need.

Grants were awarded in 33 states and award amounts varied by state. Organizations serving children in need in the following U.S. states/territories were eligible to apply: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Missouri, Nebraska, New Mexico, New York, North Dakota, Ohio, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, and Wisconsin. The program implemented a court settlement unrelated to First Book.

I. THE NEED WAS STAGGERING: \$31M IN REQUESTS FOR \$4.7M IN FUNDING

The need for educational resources cannot be overstated – it is a crisis for children living in poverty. Children with greater access to books have higher reading proficiency, while children living in low-income communities have less access than their more affluent peers and as a result, fall behind.¹ Through this program, First Book received requests for more than six times the available funding (\$31M in requests for \$4.7M in funding), demonstrating the desperate unmet need – even for the most basic resources such as books. A total of 514 educators submitted proposals detailing extreme need as well as powerful and innovative programs using books as the key tool to unlock learning opportunities for their children.



The consensus from applicants showcased a dire need for resources:

- Book deserts are fiercely prevalent.
- Most educators proposed to use funds as stopgaps or to subsidize funding cuts.
- Children and educators are starved for culturally relevant books. If children can see themselves in a book, it is more likely to spark a love of reading.

Each story of need was accompanied by compelling plans for change. These educators understand that there is no room for compromise when it comes to ensuring equal access to quality education and they use every tool they can secure to create that change. THEY brought OMG Books Awards to life with their energy and innovation to create impact.

¹ <https://www2.ed.gov/datastory/bookaccess/index.html#intro>



ABOUT OMG BOOKS AWARDS

II. AWARDEES WERE SELECTED THROUGH A RIGOROUS REVIEW PROCESS

With the expertise and support of an external review panel, First Book awarded books to 81 organizations throughout the course of the initiative. Awardees were selected based on their alignment to the three strategic goals of OMG Books:

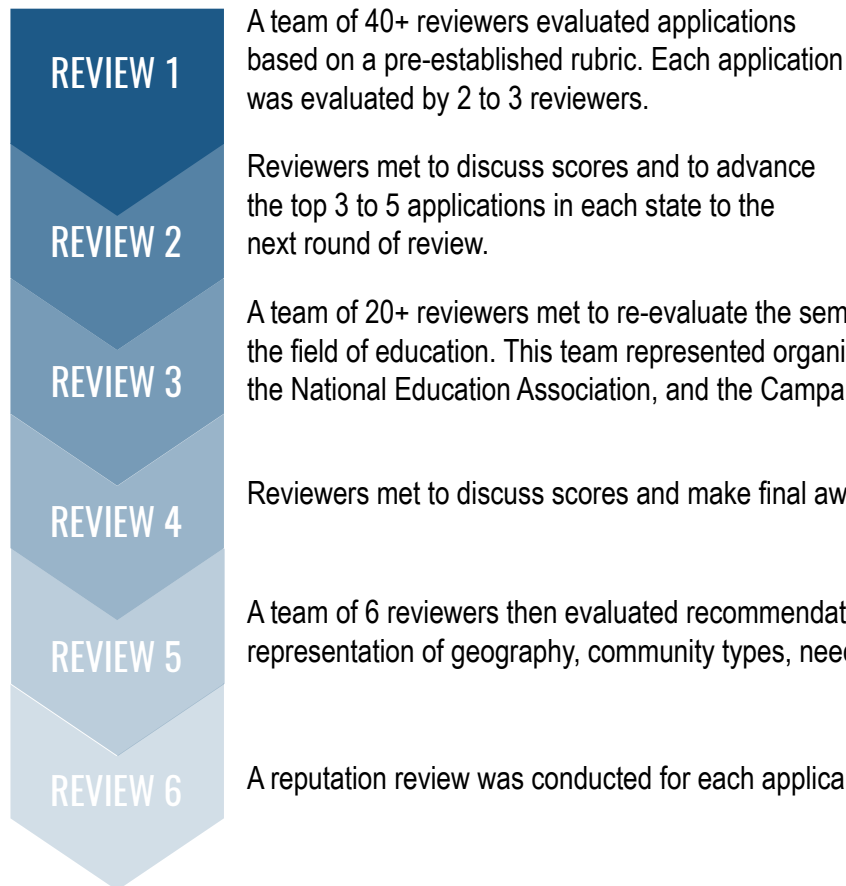
- (1) The impact the books would have on the children in their under-resourced communities.
- (2) The engagement of multiple stakeholders to join their efforts and amplify their impact.
- (3) Their plans to register practitioners to the First Book Network.

The program was launched in three cycles: the first with 9 states/territories, the second and third with 12 states/territories each. Applications were accepted after an RFP was shared with First Book members via email and the program was promoted via social and traditional media.

THE 6-PHASE REVIEW PROCESS ENSURED AWARDS WERE DISTRIBUTED FOR GREATEST IMPACT

514 APPLICATIONS WERE SUBMITTED FROM 33 STATES IN RESPONSE TO THE RFP.

APPLICATION REVIEW PROCESS



APPLICATION EVALUATION CRITERIA

- Need, with focus on equity
- Innovation
- Engagement of community stakeholders
- First Book partnership potential, for ongoing impact



ABOUT OMG BOOKS AWARDS

III. AWARDEES SHOWCASED BREADTH OF GEOGRAPHIES, PROGRAMS & SOLUTIONS



Being able to purchase books that support a child's current state of well-being, discusses family dynamics, or any other 'hard' topic areas help a child relate or express themselves in a safe manner. There are times I have educators asking about these types of books as they are usually last on the list to get purchased.

Kayla Klein,
Program Director,
United Way of the Black Hills

About half of the awardees represented non-traditional school settings, demonstrating the vast array of efforts to fill the resource gap.

Traditional K-12 schools accounted for 10 percent of the awardees, with the remaining 90 percent representing non-profit organizations, public and school libraries, out-of-school enrichment and early education programs, multi-agency alliances, or member-based associations. Urban and rural communities were almost equally represented. Children under 12 were the most represented group, with nearly 70 percent of programs serving that group. More than one fifth of awardees used their award to start a new program and nearly half used it to expand an existing program.

Awardees executed an extraordinary range of initiatives – including carrying “book boxes” in police cars, creating lending libraries in city parks, and curating collections of culturally relevant, bilingual and Native American books. They created book-nooks in juvenile detention centers and delivered books to children separated from their families at the border. They engaged diverse coalitions of community members, including EMTs, governors, parents, authors, and others. To learn more about specific awardee programs, please see the appendix.

Through their efforts, these community champions not only **distributed 1,527,741 books**, they raised awareness of the need for more equitable access to critical, educational resources. First Book's hope is that this message will persist in their communities, spurring continued momentum to meet the needs of children across these 33 states as rapidly as possible.



BOOK DISTRIBUTION

STATE	FUNDING DISTRIBUTED	BOOKS DISTRIBUTED
Arizona	\$ 17,980.42	5,250
Alabama	\$ 117,819.10	37,120
Arkansas	\$ 72,868.04	24,313
Arizona	\$ 169,631.11	49,906
Colorado	\$ 135,799.52	47,304
Connecticut	\$ 87,063.11	23,860
District of Columbia	\$ 16,560.92	3,598
Delaware	\$ 23,185.28	8,201
Iowa	\$ 76,180.22	22,128
Idaho	\$ 41,638.88	14,253
Illinois	\$ 309,689.15	88,594
Indiana	\$ 161,350.65	42,186
Kansas	\$ 70,502.19	91,532
Louisiana	\$ 113,560.57	34,779
Massachusetts	\$ 166,082.34	48,806
Maryland	\$ 146,682.41	41,427
Michigan	\$ 241,079.64	71,234
Missouri	\$ 148,101.92	43,793
North Dakota	\$ 18,453.59	9,982
Nebraska	\$ 46,370.57	12,702
New Mexico	\$ 50,629.09	17,173
New York	\$ 480,030.01	142,039
Ohio	\$ 281,772.18	96,982
Pennsylvania	\$ 309,925.73	89,888
Puerto Rico	\$ 80,911.91	16,073
South Dakota	\$ 20,819.44	6,294
Tennessee	\$ 162,770.16	43,361
Texas	\$ 684,912.21	233,836
Utah	\$ 75,233.88	22,973
Virginia	\$ 204,882.20	70,732
Vermont	\$ 15,141.41	4,012
Wisconsin	\$ 140,058.04	39,330
West Virginia	\$ 44,004.72	24,080
TOTAL	\$ 4,731,690.60	1,527,741

ABOUT OMG BOOKS AWARDS

IV. OMG BOOKS AWARDS MADE A QUANTIFIABLE IMPACT

To assess the impact of OMG Books Awards, awardees (i.e., the primary contacts on the application) and the practitioners who benefited from the award completed pre- and post- surveys. Overall, OMG Books Awards had a meaningful impact on awardees, practitioners, and their students.

#1: OMG Books Awards increased students' engagement in reading

These children literally have NOTHING. These books will be a comfort and source of joy to them. Also, they are often in transit and this will help that immensely.

**Christian Zabriskie,
Program Director,
Urban Libraries Unite**

First Book found the strongest consensus in practitioners' belief that OMG Books increased children's engagement in reading (82%). While this may seem a predictable outcome, it is significant in its simplicity as a solution and should be noted. The staggering truth is that in middle-income neighborhoods there is an average of 13 books for every child, but in low-income neighborhoods, access is limited to 1 book for every 300 children² Children who have access to books have higher literacy rates than those who do not.³ This disparity has grave consequences for children in high-poverty communities – they earn lower grades, secure lower-wage jobs, and their self-esteem and health suffers compared to their more affluent peers.^{4,5} Providing new, high-quality, relevant books is the simplest of many steps that can be taken to close the intractably wide achievement and opportunity gaps, improving the future for children in need.

#2: OMG Books Awards helped children to see that they are learners.



Approximately 81% of practitioners said that books procured through OMG Books Awards helped students to see themselves as learners. Previous research has demonstrated that one's perceived ability for learning – self-efficacy – has a direct effect on engagement in school, academic achievement, and occupational pursuits.^{6,7} Further, it influences a host of psychological processes that can significantly alter the course of one's life. This list includes analytic thinking skills, perseverance in response to setbacks, and susceptibility to stress and depression.⁷ Given the predictive power of self-efficacy, it is critical that we identify initiatives that promote this ability, especially within high-poverty schools where focus on its development is less prevalent.⁸

2 Neuman, S.B. & Celano, D. (2001). Access to print in low- and middle-income communities: An ecological study of 4 neighborhoods. *Reading Research Quarterly*, 36, 8-26.

3 Mol, S. E., & Bus, A. G. (2011). To read or not to read: a meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267.

4 Lesnick, J., Goerge, R., Smithgall, C., & Gwynne, J. (2010). Reading on grade level in third grade: How is it related to high school performance and college enrollment. Chicago, IL: Chapin Hall at the University of Chicago, 1, 12.

5 Fiester, L. (2013). Early warning confirmed: A research update on third grade reading. Annie E. Casey Foundation.

6 Schunk, D. H., & Mullen, C. A. (2012). Self-efficacy as an engaged learner. In *Handbook of research on student engagement* (pp. 219-235). Springer, Boston, MA.

7 Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187-206.

8 Kennedy, E. (2010). Narrowing the achievement gap: Motivation, engagement, and self-efficacy matter. *Journal of Education*, 190(3), 1-11.

ABOUT OMG BOOKS AWARDS

#3: Practitioners experienced an increase in feelings of hope and a decrease in feelings of burnout over the course of the initiative.



Attrition in the fields of education and human services is disturbingly high. Human services professionals turn over at a rate of 30-60 percent per year, and 30 percent of new teachers in the United States leave the profession after five years.⁹ The turnover rate is 50 percent higher in high-poverty schools as compared to more affluent ones.¹⁰ These high turnover rates have unacceptable consequences for children. In human services settings, poor retention compromises the quality of their care, prompting mistrust in systems designed to support them.⁹ Revolving school doors suppress student achievement.¹¹

Given these negative consequences, it is especially important that we support professionals in developing positive psychological resources like hope, and decrease stressors that cause burnout, as they are predictive of retention. While effect sizes were small, and we cannot infer causality, results revealed statistically significant increases in hope and decreases in burnout over the course of OMG Books Awards initiative.^{12 13}

#4: The more involved practitioners were in their initiative, the stronger their collaborations with community members and families.

Research demonstrates that community and familial engagement is critical for both student achievement and for building school cultures that support all students.^{14 15} Studies have shown that schools serving children in need are least successful at such engagement.^{16 17} Understanding the critical role that these stakeholders play in educational equity, OMG Books Awards was designed to encourage the engagement of multiple community stakeholders. Survey results revealed that involvement in the OMG Books Awards program was related to community engagement and parental involvement, such that the more a practitioner was involved, the stronger their collaborations with community members and parents.^{18 19}

#5: Participation in OMG Books Awards helped to advance awardees' organizational reputations.

Research has shown that strong organizational reputation is associated with advertising effectiveness, improved employee recruitment, and ease of attracting capital.^{20 21 22} For schools and social sector organizations who are often underfunded, it is especially important to have a strong reputation.²³ An overwhelming majority of awardees (90%) agreed that OMG Books Award helped them to advance their organizational reputations to a moderate or large extent.

9 Mor Barak, M. E., Nissly, J. A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and meta-analysis. *Social Service Review*, 75(4), 625-661.

10 Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.

11 Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.

12 A paired samples t-test found the statistically significant differences between pre- and post-survey measures of hope, $t(248) = -3.68, p < .000, d = .21$.

13 A paired samples t-test found the statistically significant differences between pre- and post-survey measures of burnout, $t(250) = -6.06, p < .000, d = .23$.

14 Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 92(3), 81-96.

15 Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.

16 Lareau, A., & Horvat, E. M. (1999). Moments of social inclusion and exclusion race, class, and cultural capital in family-school relationships. *Sociology of Education*, 37-53.

17 Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.

18 A simple linear regression was carried out to test if OMG involvement significantly predicted community engagement. The results of the regression indicated that the model explained 9% of the variance and that the model was significant, $F(2,330)=16.47, p < .004$.

19 A simple linear regression was carried out to test if OMG involvement significantly predicted parental involvement. The results of the regression indicated that the model explained 40.6% of the variance and that the model was significant, $F(2,319)=108.90, p < .02$.

20 Goldberg, M., & Hartwick, J. (1990). The effects of advertiser reputation and extremity of advertiser claim and advertiser effectiveness. *Journal of Consumer Research*, 17, 172-179.

21 Stigler, G. J. (1962). Information in the labor market. *Journal of Political Economy*, 70, 49-73.

22 Milgrom, P., & Roberts, J. (1986). Relying on the information of interested parties. *The RAND Journal of Economics*, 18-32.

23 Zimmer, K., & Pearson, K. (2019, July 25). This is what is still holding social entrepreneurs back. *World Economic Forum*.



ABOUT OMG BOOKS AWARDS

#6: OMG Books Awards resulted in significant growth of the First Book Network, increasing long-term impact.

Having more books for our organization will decrease the stress and improve the productivity of education professionals. It will improve their ability to reach children and meet their individual needs.

**Brad Asay, Program Director,
American Federation of Teachers
(AFT) Utah**

One of the three strategic goals of the OMG Books Awards initiative was to sign up thousands of educators serving children in need with First Book. During the course of the OMG Books Awards program, nearly 45,000 new members joined First Book – a 40% increase in year-over-year registrations across awarded states. In reaching out to organizations about the OMG Books Awards opportunity, First Book forged 125 partnerships with new organizations. Growing the First Book Network through new members and partnerships has a positive effect on the organization's ability to serve more educators, reaching more children in need to address barriers to quality education. Because of the unique structure of our organization, this is particularly important. Growth of the network leads to long-term impact – more educators will have ongoing access to the books and resources they need to spark imaginations and a love of learning for more and more children each year.

V. OMG BOOKS AWARDS AS A MODEL FOR EDUCATIONAL EQUITY

First Book is committed to meeting the tremendous need for educational resources in this country to address educational inequity. The closure of schools and programs during the COVID-19 pandemic has exacerbated an existing crisis in education for children in poverty. These children – already faced with profound educational barriers – are now without the added educational or emotional support provided by schools and summer programming and are at greater risk of falling even further behind.

To tackle a crisis of this size and import, First Book recognizes that collaboration is essential to scale a solution. The OMG Books Awards encouraged collaboration and innovation to create systemic change to ensure access to a quality education for children in 33 U.S. States. This model is efficient and replicable, with proven positive outcomes for educators and children alike. It's time to take that model to the next level.

First Book is developing partnerships with corporations, foundations, and individuals seeking to launch new programs and solutions to the most pressing issues around social justice. This is a unique opportunity for funders to advance their social impact goals by designing their own awards initiative and by sparking innovation in educational settings across the U.S. and Canada. The nimble design of the OMG program and the reach of the First Book Network – more than 475,000 educators serving children in need – allows funders to engage in multiple ways.

The OMG Books Awards demonstrate First Book's ability to support foundation and corporate goals through the development of customized, turn-key campaigns with a focus on:

- specific geography – a state, region, or nationwide;
- specific group(s) – e.g. early learners, girls, high schoolers;
- specific topics of interest – e.g. STEM, art, literacy.

Working together, the entire social sector is poised to catalyze rapid improvements and drive change that will lead to better educational and life outcomes for children and families in low-income communities. The cycle of generational poverty can be broken.

ABOUT OMG BOOKS AWARDS



VI. THANK YOU

We are deeply grateful for this opportunity to serve educators and children in communities of need. We'd like to thank:

- The Attorneys General in the 33 states, who unanimously selected First Book
- External review committee
- Applicants and awardees



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APPENDIX

OMG AWARDEE LIST

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	Alabama	Alabama Partnership for Children	<p>APC used the state's home visiting programs to get books and the message of early literacy to homes and providers.</p> <p>Expanded on existing programs to use the APC's Smart Start parenting kit and Read Right From the Start program as well as Reach Out and Read's ongoing initiative to integrate early math into pediatric literacy intervention in qualified health centers – providing early math/"count" books at check-ups.</p>
Cycle 1	Alabama	Jefferson County American Federation of Teachers (AFT)	<p>The Jefferson County AFT (JCAFT) partnered with teachers in Title I schools, the Jefferson County sheriff's department, the housing authority, and the parks and recreation department to distribute books to children and families through community events and their Books Not Bullets community policing program, where deputies distributed books from their patrol cars. Partnering with the county's sheriff's office not only allowed JCAFT to reach more communities, but also provided a chance to bring awareness to other city and county employees about the importance of reading.</p>
Cycle 1	Alabama	Tuscaloosa City Schools	<p>The award served to advance the extensive work being undertaken around literacy learning and achievement, self-directed reading, access to books, and family engagement across Tuscaloosa. The program supported summer reading engagement, community reading programs, and school-year activities including One City / One Book and World Read Aloud Day.</p>
Cycle 1	Alaska	Chugach School District	<p>The Alaska Native Education Consortium (ANEC) is comprised of 24 schools in rural Alaska. The Rural Alaska Literacy project supplemented multiple partnership initiatives, such as 1/2-day preschool; family engagement; Alaska Native cultural resources; and college, career and personal/social skill development education for students within the ANEC Consortium. The RAL project allowed partner schools to: 1) supplement existing family engagement efforts by strengthening at-home libraries for predominantly low-income, Alaska-Native preschool students; 2) initiate community book lending libraries to recycle books in communities with no libraries other than within the schools; and 3) breathe new life into outdated Pre-K – 12 classroom libraries as a reward to teachers for registering for First Book and to provide engaging literature within their classrooms.</p>
Cycle 1	Alaska	United Way of Anchorage	<p>Community PLUS Schools is a collaborative partnership between United Way of Anchorage, Anchorage School District, and community-based organizations that is focused on supporting students who struggle with attendance issues or other non-academic challenges that impede their ability to learn and fully participate in school. PLUS (Promoting Learning Using Supports) facilitates tailored out-of-school student and family programming for students at 12 different schools across Anchorage with populations experiencing high levels of economic need and other challenges. The award provided resources to help educators address the achievement gap and increase family engagement. Books were provided to families who became engaged in the home/school connection process and to PLUS students participating in before- and after-school activities.</p>



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	Arizona	Amphitheater High School	Amphitheater's award infused the Amphitheater community with high-quality, high-interest books. The goal was to boost participation in schools' library events by offering books as rewards with the intention of building grade-level community and home libraries for Title I students across the Amphitheater School District (ASD). The program was led by the library staff at Amphitheater High School (AHS) in cooperation with librarians across twelve ASD schools, serving a total of 14,000 students. From K-12th grade, students were empowered to continue their education when school is out of session, a task largely inhibited by challenging home situations.
Cycle 1	Arizona	Read on Arizona	Read on Arizona's OMG Books Award increased access to books for kids ages 0-8, leveraging existing partners in early literacy and parent engagement programs including: childcare and preschool programs, Title I elementary schools, Women Infant Children clinics, and public housing sites.
Cycle 1	Arizona	United Way of Tucson and Southern Arizona	United Way of Tucson provided quality books to over 900 families of young children aged birth to five engaged in in-home parenting education programs supported by the organization using funding from a state agency called First Things First. Home visitors distributed books to families during individual home visits and socialization/parenting events.
Cycle 1	Colorado	Clayton Early Learning	Clayton Early Learning used OMG funds to boost existing programs and distribute books through Clayton Coaches working in more than 500 classrooms in 148 community-based sites and through partners like Educare, HIPPIY USA, and Denver Public Schools, as well as many others. As part of the distribution, a portion of their books were used to strengthen family engagement and were distributed during a variety of curriculum-based family events. Books were also used to support Clayton's Play and Learn Program that helps parents and caregivers increase school readiness for kids from birth to age four in high-needs neighborhoods. Clayton registered all their staff, coaches, and teachers with First Book.
Cycle 1	Colorado	Executives Partnering to Invest in Children - Pueblo	Executives Partnering to Invest in Children (EPIC) Pueblo works to ensure every child enters Kindergarten ready to learn. They used the OMG Books Award to support and expand existing programming and ongoing work that reaches a wide variety of at-risk families and children in both Pueblo and rural Pueblo County including: A Preschool and Head Start Book Distribution; Citywide Book Nooks established at 13 locations across the county; The Library District's Books in the Park summer reading program; and EPIC's Brown Bag Series that works to educate parents and the community on the importance of early literacy and Kindergarten readiness.
Cycle 1	Colorado	Mile High United Way	This project focused on Mile High United Way's United Neighborhoods initiative, which concentrates resources in Metro Denver neighborhoods to address the needs of residents, create a stronger infrastructure, and build long-lasting, positive community change. United Neighborhoods strives to develop parent advocates, strengthen school-community partnerships, and align essential resources to meet identified needs. Their OMG Books Award project leveraged the expertise of multiple afterschool and early childhood community partners to provide early literacy books to the children they serve.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	Colorado	STEM Launch K-8	The STEM Launch Community Literacy Outreach program was designed to build home libraries for students and provide reading resources in and out of school. STEM Launch serves an at-risk population of around 850 students in grades K-8 at a Title I school where 40% of the students are English language learners. Books were used to build a “book shop” within their Family Literacy Room so students from Pre-K through high school and families can bring books home to build home libraries.
Cycle 1	Idaho	Idaho Association for the Education of Young Children	The Idaho Association for the Education of Young Children (Idaho AEYC) and IdahoSTARS are committed to improving the quality of childcare throughout the state of Idaho. In collaboration with the Idaho Commission for Libraries, the program used free books from the OMG Books Award program as an opportunity to provide a professional development workshop to early education professionals participating in the Idaho Child Care Program (ICCP). These early educators provide state-assisted childcare to low-income families.
Cycle 1	Idaho	Idaho Primary Care Association	The Idaho Primary Care Association assisted all Federally Qualified Health Centers (FQHCs) in Idaho in using OMG funds to implement a Reach Out and Read program at their individual sites to 8,285 children under the age of five. By prescribing books, clinicians at Idaho’s FQHCs addressed not only the health of their patients, but the social and educational resources their patients need to enter Kindergarten ready to learn. The Idaho Reach out and Read (IROAR) program communicated an effective and efficient approach to all the Health Centers in Idaho to connect the program to well-child visits and children who come to the clinic with their parents for other visits.
Cycle 1	Illinois	Chicago Public Schools	The CPS Department of Literacy provided culturally relevant infusions sets for 100+ K-2 classroom libraries, text sets to support independent reading and book clubs in 3rd-5th grade classrooms in select schools, and book credits for teachers, benefitting thousands of students. This infusion of contemporary, culturally relevant books ignited students’ interest and motivation and enabled teachers to better implement the independent reading practices they have been honing through CPS’ Balanced Literacy Initiative. The award complemented the district-wide emphasis on independent reading and supported expansion of the Balanced Literacy Initiative from a PreK-2 focus to a K-5 Initiative.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	Illinois	Elgin Partnership for Early Learning	The Give Me Five, Elgin Partnership for Early Learning (EPEL) serves over 12,000 children ages birth to 3rd grade, with the community's goal to have more children Kindergarten-ready and a larger percentage of students exhibiting 3rd grade reading proficiency. EPEL collaborated with School District U-46 Gail Borden Public Library (GBPL), and the Alignment Collaborative for Education, a collective impact organization of 120 business and community organizations providing resources to U-46 and the community dedicated to workforce development beginning with early education preparation and leading to all students finishing high school academic and career ready. The book distribution program reached an estimated 470 early education service providers that will become part of the First Book Network with over 20,000 books placed in the hands of children and families that need them the most. The initiative also built synergy within the community as 18 partners come together to serve over 12,000 children. In addition to school and library partners, EPEL distributed thousands of books to the local pre-school network and other early education service providers along with its non-traditional reading programs in laundromats, food banks, and public park programs.
Cycle 1	Illinois	Illinois After-School Network	Through the OMG Books Award funding opportunity, the Illinois After-School Network targeted out-of-school time providers in low-income areas to expose them to First Book and the opportunities for them to obtain books for the students and families enrolled within their programs. They provided students with updated and relevant reading to be used during their time in the program. Moreover, IAN educated providers on the importance of literacy education and how it lays the foundation for students' academic success. By accessing and utilizing the demographic data provided annually to IAN by their member organizations, IAN was able to target and address the needs of under-resourced member programs that serve communities across Illinois. By doing so, IAN met the need of targeted providers in both urban and rural areas while representing the various sectors of out-of-school time programming within Illinois including community-based organizations, parks and recreations, school districts, faith-based organizations, family childcare providers and parent organizations.
Cycle 1	Illinois	KinderCare Education LLC	Twenty KinderCare centers in low-income neighborhoods across Illinois delivered a much-needed infusion of high-quality books into their classrooms. In addition, each child received two new books to take home. These books helped boost reading with family initiatives to encourage literacy at home. Each center established a Family Library where children can swap books every few weeks. In total, 2,120 children attending KinderCare programs ages 0-12 benefited from this award.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	North Dakota	Belcourt School District	The Belcourt School District #7 (BSD #7) partnered with the OMG Books Award program and the district's North Dakota Striving Readers Comprehensive Literacy (SRCL) grant. The SRCL Community and Family Literacy Engagement Coordinator spearheaded the district's efforts to communicate the impact that the community can have on increasing the literacy skills of youth. The work focused on flooding the community with books and information on specific literacy practices to increase the engagement of families, childcare providers, schools, businesses and other local organizations and entities. Activities included 1) hosting literacy informational sessions, 2) an invitation to join efforts to produce public service announcements demonstrating literacy practices to be broadcast across our community, and 3) implementation of practices that remove barriers to positive literacy practices.
Cycle 1	North Dakota	North Dakota United	North Dakota United (ND United) supported rural educators and students using the OMG Books Award funding to provide books to Sunnyside Elementary School in Minot, one of the largest cities in the state, and Dunseith school district, which is a rural school on the Turtle Mountain Indian Reservation to help to support reading.
Cycle 1	South Dakota	Rosebud Sioux Tribe Health Administration	This program aligned literacy and health by connecting children of the Rosebud Sioux Tribe with books that offer glimpses into exciting STEM topics and healthcare career opportunities and provide foundations for socio-emotional health, hence aligning with two large health priorities of the tribe's citizens and administration. Through this grant, education and health programs within the reservation collaborated to provide books and eBooks, ensuring that, even beyond the walls of a school building, kids were able to access books that lay the groundwork for sound emotional and mental health, and that encourage these future leaders of the tribe to consider careers in healthcare or related fields.
Cycle 1	South Dakota	United Way of the Black Hills	Black Hills Reads serves as a backbone organization to help children reach reading proficiency by 3rd grade. The program partnered with school districts, specifically Title I schools and early childhood education providers, to provide them resources and support in order to more effectively educate children living in the most vulnerable of the communities. The OMG Books Award expanded and strengthened the current base of educators by providing them additional resources and an avenue for accessing First Book's resources on an ongoing basis.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 1	Utah	American Federation of Teachers (AFT) Utah	<p>In the spirit of Offering More Great Books, AFT Utah used the OMG Books Award funding to support students and educators – both teachers and paraprofessionals – by creating the Offering More Great Bilingual Books Program to engage and instill a love of reading in English Language Learners in Utah, specifically in the Salt Lake City school district, the most diverse district in the state, and Weber school district, both of which have a significant number of Title I schools.</p> <p>The OMGBB program: 1) registered educators with First Book to choose bilingual books for classroom collections in Title I schools in Salt Lake City and Weber School districts; 2) provided bilingual books for the student-led “Latinos in Action” reading and mentoring groups; and 3) offered take-home books for English Language Learners to read throughout the school year and over the summer to encourage parent engagement and prevent summer learning loss.</p>
Cycle 1	Utah	Ute Indian Tribe, Venita K. Taveapont Memorial Library	<p>The OMG Books Award served rural Native American families, to bring them continued use in the library. The library, funded purely through donations, is the only Native American Tribal Library in the state of Utah and serves a rural Native American area, as well as surrounding communities within two neighboring counties. The award allowed the library to introduce families to e-Books, so they have books on mobile tablets wherever they are, even if internet access is not available.</p>
Cycle 2	Arkansas	AR Kids Read	<p>AR Kids Read’s mission is to improve the future of Arkansas’ children and families by advancing literacy education through community engagement and tutoring to promote grade level reading proficiency. One of the primary strategies for promoting reading proficiency is to provide books to tutored students that spark interest in reading and help build their home libraries. The OMG Books Award allowed AR Kids Read to impact both in- and out-of-school programming by giving away eight books to 400 students receiving tutoring in the in-school program and one book each to 200 students attending an out-of-school program event. Additionally, 10 students benefitted from home libraries. AR Kids Read also registered teachers, tutors, partners, and collaborators with First Book to further extend their impact. AR Kids Read’s work is built on the premise that literacy, tutoring, and books go hand in hand; this connection between the three are necessary for grade-level proficiency.</p>
Cycle 2	Arkansas	Mu Sigma Sigma Charitable & Educational Foundation	<p>Currently, Mu Sigma Sigma’s participants are engaged in a book club. Each month a new book is discussed. During the school year, educational books are shared. During summer months, books are read for pleasure. The OMG Books Award allowed the foundation to purchase books instead of borrowing from the libraries. Mu Sigma Sigma believes the smell of a fresh new book can change lives.</p>



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 2	Con-necticut	Hartford Public Library	Through their OMG Books Award, the Hartford Public Library, in partnership with Hartford Public Schools, distributed over 12,000 books to their high-needs population through HPL's Boundless partnership. The distribution of books was kicked off by events at seven public library locations where children were provided books to begin or add to their home libraries. During the second phase of distribution, educators were provided with credits to the First Book Marketplace to purchase books for distribution in their classrooms and provide books to over 4,000 students.
Cycle 2	DC	Human Rights Campaign Foundation	<p>The Human Rights Campaign Foundation's Welcoming Schools Jazz & Friends National Day of School and Community Readings raises awareness about transgender and non-binary students to support the formation of positive relationships within their classrooms and broader community.</p> <p>Educators in Washington, DC Title I Schools received books written by LGBTQ authors, or books that celebrate LGBTQ themes to support their school and community reading events.</p>
Cycle 2	Delaware	Delaware Readiness Teams	The Rodel Foundation is a nonprofit organization in Delaware. They partnered with the Delaware Readiness Teams, a statewide initiative of volunteers working to strengthen local communities, to supplement existing initiatives for families with children ages 0-5. Through their OMG Books Award, the partnership distributed books to families during Kindergarten Academies and parent information sessions and put books into Kindergarten registration folders to further engage parents and families with the critical information they needed before their child came to school.
Cycle 2	Delaware	The Summer Learning Collaborative, Inc.	The Summer Learning Collaborative is a nonprofit that partners with community-based agencies to provide targeted Literacy Intervention, STEAM curriculum, and trauma-informed positive behavior management to 1,400 kids across the state. The OMG grant allowed the community-based agencies to purchase anchor texts for the STEAM curriculum and high-quality titles for literacy intervention.
Cycle 2	Louisiana	Children's Coalition for Northeast Louisiana	Working with a region-wide network of mostly rural early childhood providers and partners, the Coalition registered and activated early childhood providers and partners in northeast Louisiana; got high-quality, new books into the hands and homes of low-income children in two high-need parishes; and engaged stakeholders to provide multiplier funding in support of early childhood libraries in classrooms, the community and at home.
Cycle 2	Louisiana	United Way of Southeast Louisiana	Using books from The OMG Books Award program, United Way of Southeast Louisiana focused on developing early literacy skills to improve reading attitudes and behaviors among children in third grade and below by providing them access to books that meet their interest and reading skill level. It built on existing partnerships, including the Kay Fennelly Summer Literacy Institute, which provides training, coaching, materials, and stipends to 20 afterschool and summer camp programs that reaches more than 1,500 children each summer (and more throughout the year).



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 2	Maryland	Baltimore City Public Schools	The Baltimore City Judy Center Partnership is a consortium of 11 Judy Centers located in high-poverty schools throughout Baltimore City, Maryland. They used OMG Books Award credits to enhance the programming and services of early childhood providers, and to support the early literacy development of young children living in poverty throughout Baltimore City. The books distributed through their award were used by early childhood providers to enrich their services, and were given to parents of young children so that they can read with their children at home, with the overall goal of having an impact on the literacy development of young children throughout Baltimore City.
Cycle 2	Massachusetts	Lowell Public Schools	Lowell Public Schools, in Massachusetts, is an urban district with high poverty rates and a diverse body of students who speak over 42 languages in their homes. They used their OMG Books Award to infuse their schools with new books and send home diverse and inclusive titles for the summer months when students are often left in book deserts. The project provided books at summer food distribution sites and provided all students with a minimum of one book of their choice to take home for the summer to read and swap with friends.
Cycle 2	Massachusetts	Springfield Public Schools	Springfield Public Schools in Massachusetts, in collaboration with the Springfield Federation of Paraprofessionals, used their OMG Books Award to create of the “Books for Kindergarten Joy” program which provided Springfield Kindergarten students with one book to take home each month for the first four months of the 2019-2020 school year, along with suggestions for literacy activities for parents linked to the selected titles that students brought home. Their goal was to improve overall reading proficiency rates by the end of third grade.
Cycle 2	Multi: Louisiana, Maryland, Massachusetts, New Mexico, Ohio, Puerto Rico, Texas, W. Virginia, Connecticut, and Missouri	American Federation of Teachers	The American Federation of Teachers (AFT) used the OMG Books Award to engage and support new career educators. They took on a massive, 9-state initiative to engage, activate, and support new teachers with the long-term goal of reducing teacher attrition rates. This initiative fell under AFT’s Fund Our Future umbrella campaign to support new teachers with book credits via new teacher orientation events, back-to-school fairs, and other events to subsidize teacher book purchases from the First Book Marketplace. AFT further reinforced this support by building out online communities for new teachers via their new e-learning platform – that provided professional development, mentoring, collaboration opportunities, and more.
Cycle 2	Multi: Arizona, Colorado, District of Columbia, Illinois, Maryland, Massachusetts, Michigan, Missouri, New Mexico, New York, Texas, Vermont and Virginia	Center for Autism and Related Disorders	The Center for Autism and Related Disorders (CARD), headquartered in Los Angeles (with an office in DC) is a global organization reaching over 5,000 individuals diagnosed with autism spectrum disorder (ASD) daily. In response to a lack of access and limited selection of books at appropriate reading levels for CARD’s diverse child clients, which limits the growth and development of these children, they used the OMG Books Award to infuse CARD centers with books and e-Books across multiple states. They were awarded \$80,893 across 8 states.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 2	Multi: Illinois, Indiana, Massachusetts, Michigan, New York, Ohio, Pennsylvania, Tennessee, Texas, and Virginia	Pajama Program	The Pajama Program provides books, pajamas, and programming to children facing uncertainty in their lives. Their approach is grounded in the knowledge that sharing a story with a loving caregiver has long-term developmental benefit for children. The Pajama Program leveraged the award to deepen relationships with community partners across the United States by funding books for those partner organizations to share with children involved in the foster care system. The Pajama Program's New York City Reading Center also received an infusion of new, culturally relevant books for read aloud events and to send home with children visiting from NYC public school partners.
Cycle 2	Multi: Arizona, New Mexico, New York and Texas	Urban Librarians Unite	Two library professional organizations, ULU and Reforma, provided books to unaccompanied minors and children separated from their families at the border. This program included getting books to children in secure facilities, shelters, bus depots, law offices, and other points of direct contact. There were a variety of people registered with First Book making the purchasing decisions including trained librarians doing content curation and teachers, caseworkers, and advocates, who are responding to needs in place. Materials were provided in both Spanish and English.
Cycle 2	New Mexico	Roswell Independent School District	Roswell Independent School District in New Mexico used an OMG Books Award to amplify their work with the Striving Readers Birth - Grade 12 federal literacy award they received to improve literacy instruction and proficiency and develop community partnerships. Their OMG Books Award expanded student and family access to high quality books for at-home and community literacy opportunities through initiatives including a winter clothing giveaway, a backpacks-with-food initiative, a summer reading initiative, and through programs for homeless and neglected youth.
Cycle 2	New Mexico	The Reading Group/ Opportunity Santa Fe	Opportunity Santa Fe, located in New Mexico, the collective impact effort of the City of Santa Fe and the Birth to Career Program of Santa Fe Community Foundation, worked to help overcome a major literacy barrier in their predominantly Spanish speaking city by using an OMG Books Award to provide Spanish language and other diverse books to low- and middle-income children in Santa Fe and surrounding Native American communities. They focus on improving grade level reading proficiency and work with 14 other OSF groups to create a community where children thrive, from birth to career.
Cycle 2	New York	Clinton Foundation	The Clinton Foundation partnered with New York State Council on Children and Families and the state library system on a statewide Too Small to Fail's Talking is Teaching Initiative. The initiative identifies trusted messengers such as librarians, pediatricians and faith leaders, who share campaign messages with parents as well as environmental props and tools like books to support providers and parents. The award allowed dozens of library partners across the state to access books for the families they reach.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 2	New York	NYSUT	NYSUT is the statewide affiliate of both the American Federation of Teachers (AFT) and the National Education Association (NEA) in NY. They partnered with the United Federation of Teachers (UFT) in New York City to take a two-pronged approach to distributing books across the state including – engaging and activating new teachers with the union and with First Book by providing credits to new educators at the beginning of the school year for book purchases on the First Book Marketplace; supporting them with professional development, and letting them know about First Book and the union as a resource; deepening the collective impact by further engaging local affiliates, who distributed books directly to families and community partner organizations.
Cycle 2	New York	The Fresh Air Fund	The Fresh Air Fund provides New York City children from under-resourced communities with summer enrichment opportunities. They used an OMG Books Award to support their Summer Book Initiative which introduces children to the pleasures of reading by eliminating barriers to enjoyment such as the lack of access to a variety books, subjects, and genres as well as insufficient reading time. Each of the organization’s six camps had a library and ample time – such as rest hours and scheduled library periods – where Fund children explored the available resources, found books to inspire them, and experienced the joy of spending time with a good story. At the end of each two-week visit, campers selected a book from the library to take home with them, and camp staff taught them how to find their local public libraries when they returned home.
Cycle 2	Ohio	Cleveland Kids’ Book Bank	CKBB used OMG Books funding to support the most-needed categories for books, and engaged more distribution partners, as well as expanded their reach beyond the 100,000+ children served. The award also allowed the Book Bank to empower new parents to read with their children; engage underperforming preschools; combat summer slide; and ensure reading proficiency by third grade. Most importantly, the Book Bank was able to secure desperately needed multicultural books.
Cycle 2	Ohio	Foundation for Appalachian Ohio	FAO launched a partnership with First Book in May 2019. The OMG Books project enhanced this partnership. By providing First Book Marketplace credits across the region’s public-school districts and other relevant organizations, the project allowed children and families to access quality education materials they might otherwise go without. And, by leveraging existing partnerships, including with community and school funds and youth-led prevention networks, the project also distributed 400 social-emotional learning book kits to meet the urgent need, driven largely by the opioid epidemic, for more trauma-informed education.
Cycle 2	Ohio	Ohio Department of Education	The Ohio Department of Education utilized the OMG Books Award program to amplify efforts and continue to implement Ohio’s Plan to Raise Literacy Achievement and fulfill its vision: that all learners acquire the knowledge and skills to read at grade level, using literacy acquisition and achievement as a lever for school improvement. This opportunity bolstered ongoing efforts to raise literacy achievement by focusing on evidence-based strategies and providing access to resources for under-resourced schools by providing gift credits to educators to purchase materials for classroom libraries.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 2	Puerto Rico	Flamboyant Foundation	With an OMG Books Award, Flamboyant Foundation launched the Yo amo leer (I Love to Read) Book Bundle Initiative. The innovative approach addressed the critical need for high-quality books in under-resourced communities by delivering OMG books directly into the hands of more than 2,000 Puerto Rican public school students through back-to school and winter-break bundles to actively engage families in reading at home.
Cycle 2	Texas	Barbara Bush Houston Literacy Foundation	With their OMG Books Award, BBHLF was able to provide more children and families with books in their homes through various programs and book distribution activities as well as through the many programs conducted and supported by literacy partners including the My Home Library Project; Curiosity Cruiser Mobile Library; and Camp Adventure summer Literacy Camp.
Cycle 2	Texas	St. Paul Church	St. Paul Church stocked the district's bookmobile so that school librarians could take it to various community events and organizations such as the STEM Expo, local daycares serving low-income students, the summer food program and the bilingual summer school program. Additionally, they provided books to local schools to give to families who attend evening events throughout the year (Family Reading Nights, STEM events, Dual Language Showcases) and donated books as prizes for school carnival "book walk" games.
Cycle 2	Texas	United Ways of Texas	United Way of Texas worked with Texas PBS and Texas AFT to focus attention and investment of resources in both urban and rural communities in Texas with a goal that every child served would be able to read at or above grade level by the end of third grade. Over 23 local United Ways and local PBS stations across Texas distributed First Book Marketplace credits to their community partners including early childhood and out of school time programs to build center libraries and provide take home books for the children served. Additionally, AFT provided credits to educators in over 12 school districts throughout Texas.
Cycle 2	Vermont	Fletcher Free Library	The OMG Books Award provided the opportunity to put age-appropriate books in the hands of young children living in homes with limited reading materials. The Fletcher Free Library's Burlington Kids Read (BKR) program utilized this grant to provide books directly to children and to support providers and educators. This opportunity substantially boosted three of the Library's early literacy programs: 1,000 Books Before Kindergarten (1,000 Books), the Early Literacy Outreach Program (ELOP), and the Summer Challenge Program (SCP).
Cycle 2	West Virginia	Read Aloud WV	Read Aloud West Virginia implemented a three-pronged approach with the OMG Books Award. Firstly, they used book credits to incentivize participating Read Aloud schools to enroll with them early in the year and get their volunteer classroom readers started early, maximizing the impact of school-based programs. Secondly, they used the award to help build the Reading is Healthcare initiative, distributing books strategically through partnerships with hospitals, clinics, and other healthcare facilities. And lastly, they used credits to help interested schools and/or facilities start their own libraries, building and supporting literacy in low income communities and expanding the potential reading opportunities for each book purchased.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Con-necticut	City of Norwalk/Norwalk Early Childhood Council	Norwalk, Connecticut promotes Reading Every Day, Everywhere. Fifty-nine languages are spoken among the 11,000 students in Norwalk Public Schools. With new immigrants arriving daily, they need to meet families where they are by embracing their rich diversity while at the same time working towards the goal of all children ready to learn in Kindergarten. Receiving an OMG Books Award helped them build on their goals to make Norwalk a community that celebrates its rich language and cultural diversity and encourages early language development in all settings for children ages 0-5. They will accomplish their goals through Norwalk ACTS which serves as the collective impact backbone for their work from cradle to career along with the Norwalk Early Childhood Council and community partners, including members of the clergy and parents, as they challenge themselves to think differently and be more intentional about their interactions with children and families.
Cycle 3	Indiana	Indiana United Ways	Indiana United Ways (IUW), in partnership with 10 local United Ways in Indiana, leveraged the power of their networks, partnerships, and programs to distribute over 30,000 books and eBooks to children, educators, providers, and programs within multiple high-need areas throughout the state. With the guidance and support of IUW, local United Ways already working in reading readiness and childhood success used OMG Books award credits to provide access to high-quality, relevant books aimed at inspiring thousands of high-need Hoosier children, families, and communities to learn and dream, and ultimately set them on a path to succeed in both school and in life. Through OMG Books and the First Book Marketplace, high-need Indiana communities received an influx of resources not possible without this opportunity. United Ways and their partners leveraged these resources effectively through a variety of locally tailored programs that address reading readiness, family engagement, educational equity, and childhood literacy.
Cycle 3	Indiana	KinderCare Education LLC	The OMG Books Award allowed 16 centers in Indiana (all of which receive 71% or higher subsidized tuition) a much-needed infusion of high-quality books into their classrooms. In addition, each child received a new book to take home. These books helped boost family reading time and initiatives to encourage literacy at home. Each center also established a Family Library where children can swap books every few weeks, as well as held a Book Drive so gently used books could be donated to local nonprofits that support underserved and vulnerable children.
Cycle 3	Indiana	Wabash County YMCA	Wabash County, home to 6,512 children, is a rural low-income community. The Wabash County YMCA used their OMG Books Award to support their 5 BOOKS FOR EVERY KID initiative, which aims to provide books to children ensuring that every child in Wabash County has access to at least five books. Through Lending Libraries, a free mobile book fair, and partnerships with child welfare, community, and government organizations, the YMCA made free books accessible to at-risk youth. Their initiative provided children with opportunities to improve reading skills that will benefit them for the rest of their life and foster a life-long love of reading.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Iowa	Davenport Public Library	The Davenport Public Library's OMG Books Award allowed them to directly support literacy initiatives in Davenport's Title I schools as well as expand their current community outreach work. Their OMG Books Award initiative allowed the Library to attend and distribute free books to students at events already happening within Davenport's schools, including parent teacher conferences, Unpack Your Backpack, and Title I family nights. They also provided credits to teachers that allowed them to expand classroom and school libraries. Additionally, the OMG Books Award created opportunities for new and expanded deposit collections at early childhood centers, food banks, juvenile detention centers, community health organizations, and laundromats.
Cycle 3	Iowa	FAMILY Inc. /Raise Me to Read	The national Campaign for Grade Level Reading (GLR) is a cross-sector collaboration focused on supporting low-income families through early literacy. Three Iowa GLR regions came together to launch the OMG Books program. Each GLR region focused on literacy-based activities related to ensuring children are ready for school and proficient in literacy by the end of third grade. The communities reach into rural and under-served communities through partners and coalition stakeholders. The Iowa OMG effort engaged early childhood service providers, registered childcare centers as well as family, friend and neighbor caregivers. The award helped to build relationships and improve the quality of provision of services with caregivers, engage parents and families with children 0-4 who are not yet served by school districts and address book deserts in urban and rural communities.
Cycle 3	Iowa	Iowa Migrant Education Program	Throughout the year, this program provides services to migrant families ranging from advocacy to language learning. One group they serve is out-of-school youth, a population of students 14-21 years of age, who have dropped out of school before graduating. These youth face many barriers, including not being proficient in the English language. With the OMG Books Award, the organization was able to provide books to the 10 Iowa schools with the highest number of migrant children to assist with English language learning and reading comprehension.
Cycle 3	Kansas	American Federation of Teachers (AFT) Kansas	AFT Kansas, United Teachers of Wichita, and Three Lakes Educational Cooperative worked to distribute mini grants to individual educators to provide bilingual and multi-cultural books for their classrooms to support learning and to create safe and welcoming classrooms and schools for all. United Teachers of Wichita also brought over 35,000 books to their district to be distributed to children and educators immediately after schools were closed due to COVID-19 to ensure that children had learning materials at home.



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OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Kansas	Kansas Parents as Teachers Association	Kansas Parents as Teachers Association (KPATA) provided books to state-wide Bright Futures Program (BFP) in collaboration with Kansas State Department of Education's (KSDE) statewide Parents as Teachers (PAT) Affiliates. Books were used to support families with young children during home visits. The books helped engage families in interactions with their children and were provided to promote daily reading together. The PAT Curriculum is rated well-supported by the Prevention Services Clearing-house (PSC) to provide parent skill building to prevent the need for foster care out-of-home placement.
Cycle 3	Michigan	American Federation of Teachers (AFT) Michigan	AFT Michigan registered over 400 educators, school staff, public librarians and first responders across the state and provided each educator with funding to provide books for students and communities. Their work included - classroom collections, community center collections, and restocking public libraries. Books for Building Community, a partnership with County Sheriff and EMS Departments, provided books for sheriffs and deputies to build better relationships between police/EMS and the students, families and the community at large.
Cycle 3	Michigan	Communities in Schools of Michigan	CIS used these books to expand the Leaders and Literacy Day Program to 3 new regions, providing a special order of Social and Emotional Learning and Trauma-Informed Libraries to 50 schools, to support parent engagement events, as incentives for parent-based information sessions attendance, and to give book credits to several statewide partners.
Cycle 3	Missouri	Families and Communities Together (F.A.C.T.)	Families and Communities Together (F.A.C.T.) disbursed book credits to numerous groups and educational centers for children to have access to quality books for reading. All activities work towards the goal of providing educational equity for children in rural northeast Missouri. This was accomplished by identifying and engaging area Head Starts, Title I, and other agencies or groups that work with low-income, at-risk families; disbursing books through family events, children's book clubs, school open houses, and other similar groups; and removing barriers that hinder accessing books and multiplying the effect by seeking additional opportunities to connect families to books that children enjoy reading.
Cycle 3	Missouri	Thorpe Gordon Elementary-Jefferson City Public Schools	JC READS is an annual initiative in the Jefferson City Public Schools. Created last year, the program seeks to unite the Jefferson City community in a week-long celebration of reading. Activities included family literacy events at many schools, buddy donut and reading events, community guest readers, and an invitation to the community to join all schools for a Drop Everything and Read time. The OMG Books Award also provided books to distribute as prizes for monthly reading challenges.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Missouri	Turn the Page KC	Turn the Page KC advances their mission by making sure that children in the city have access to quality books. In late 2018, they conducted an audit of school libraries in the city and discovered great inequity at thirty elementary schools. At these schools, which serve a majority of African American students, an alarmingly small percentage of their libraries' books featured characters of color. Their OMG Books Award was used to irrigate these book deserts by partnering with the Kansas City Public School District, the Hickman Mills School District, and LINC, the organization that runs the after-school programs in these two school districts. They partnered with the schools in these two districts and used OMG Books Award credits to increase the diversity of their school libraries, while also leveraging LINC family night events to give out books for families to take home.
Cycle 3	Multi: Connecticut, Massachusetts and Vermont	Administration for Children and Families	The Administration for Children and Families (ACF) partnered with Department of Labor jobs programs to develop enhanced child- and family-friendly resource areas. When families came into the centers seeking job assistance, these books provided a productive and positive place for their children to engage. The long-term goal is to bring more families in to access these important services by maintaining sustainable access to free and low-cost books and resources for children as an incredible resource to support the goal of helping parents work and children thrive.
Cycle 3	Multi: AL, AK, AZ, AK, CO, CT, DE, DC, ID, IL, IN, IA, KS, LA, MD, MA, MI, MO, NE, NM, NY, ND, OH, PA, SD, TN, TX, UT, VT, VA, WV, and WI	Change National Council of Teachers of English (NCTE)	This project helped NCTE strengthen their ongoing efforts to get more books into the hands of more teachers and students. NCTE distributed OMG Books Award credits to underserved schools and communities who used the credits to purchase books that supported programming around educational equity and to promote relevant books in the classroom and beyond.
Cycle 3	Multi: AL, AK, AZ, AK, CO, ID, IL, IA, KS, LA, MD, MA, MI, MO, NM, NY, ND, OH, PA, TN, TX, VT, VA, WV, and WI	Success for All Foundation	The Success for All Foundation's primary focus is on childhood literacy, from pre-kindergarten through high school. The Foundation's goal is to give every child the tools and skills they need to be successful readers, both in and out of school. SFA uses several strategies to encourage reading at home, including the Raising Readers program, Read and Respond homework, and Book Club. OMG Books funding from First Book made sure that students had the ability to supplement their own home personal libraries and had access to a greater variety of books from their schools.
Cycle 3	Nebraska	Nebraska Library Commission	The Books2Kids Learning Initiative reached out to schools, public libraries, Head Start programs, and Youth Rehabilitation and Treatment Centers in Nebraska to encourage them to register in the First Book Marketplace. Additionally, this Initiative assisted NLC by supplying books to schools and libraries in Nebraska who are missing, or have few, important titles that provide learning assistance to children in need. Libraries often provide additional programs and activities that give children additional time and resources to learn concepts they need, thus helping to improve educational equity in Nebraska.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Pennsylvania	Reading is Fundamental Pittsburgh	RIF Pittsburgh puts over 100,000 books a year into the hands of over 21,000 Pittsburgh-area children from low-income neighborhoods. With budgets cut, the OMG Books Award allowed RIF Pittsburgh to continue reaching these readers, and to offer a higher level of engaging, popular titles that are diverse and reflective of Pittsburgh's children. The award also helped stock the Storymobile that visits children in their communities and provides books for siblings as well.
Cycle 3	Pennsylvania	United Way of Pennsylvania	United Way of Pennsylvania (UWP), in partnership with Pennsylvania's Public Television Stations (PPT), leveraged collective strengths, programs and networks to distribute books/eBooks to educators, families and providers in communities throughout the state. Through existing early childhood programs, each partner leveraged these collaborations and events to ensure that diverse, relevant books reach children in low-income communities.
Cycle 3	Pennsylvania	WITF TV/Radio	United Way of Pennsylvania (UWP), in partnership with Pennsylvania's Public Television Stations (PPT), leveraged collective strengths, programs and networks to distribute books/eBooks to educators, families and providers in communities throughout the state. Through existing early childhood programs, each partner leveraged these collaborations and events to ensure that diverse, relevant books reach children in low-income communities.
Cycle 3	Tennessee	Middle Tennessee State University	The education departments at MTSU and Lipscomb University formed an unprecedented partnership with two important literacy non-profits: Book'em and Read to Succeed. Their OMG Books program provided four, free large-scale literacy professional development opportunities for targeted Title I schools in Davidson and Rutherford Counties. Each school received 750 First Book credits to be used to host family literacy nights and professional development opportunities. MTSU's program was featured on the local news.
Cycle 3	Tennessee	Project Lit	The OMG Books Award allowed Project Lit to better support their chapters, which empower their middle and high school students as readers, writers, and leaders. Specifically, they supported 250 exemplar chapters (via gift credits) in their efforts to build inclusive libraries and host Project LIT Book Clubs, where students, teachers, families, and community members come together to read, discuss, and celebrate culturally sustaining books. Each chapter received a "Project LIT Starter Library," which includes 1 copy of all available Project LIT titles, as well as a class set (30 copies) of one Project LIT title of their choice.
Cycle 3	Tennessee	TN Department of Education	First Lady Lee developed a platform of statewide service. As a result, her office and the Department of Education partnered on a new initiative that bridges the idea of service and literacy together. Throughout the year, the First Lady hosted a series of classroom visits from elementary students across Tennessee. To bridge her platform of service and literacy, the Department of Education used this grant to provide a classroom set of books for every teacher who participated in the field trip. The First Lady read books about service and then provided a book to each child, along with a lesson plan for the teacher that allowed for instruction on service using rich texts and literature.



APPENDIX

OMG AWARDEE LIST, CONTINUED

CYCLE	STATE	ORGANIZATION NAME	DESCRIPTION OF USE OF FUNDING
Cycle 3	Virginia	Alexandria City Public Schools	With the support of First Book and OMG Books Awards, Alexandria City Public Schools (ACPS) launched Literacy Out Loud (LOL), a city-wide effort to improve reading outcomes by increasing access to high-quality books and facilitating greater adult support for book reading in the home. LOL worked to connect every disadvantaged child in Alexandria, Virginia with high-quality, culturally relevant and age-appropriate books to help build their home libraries. Parents and caregivers were also engaged in a variety of opportunities designed to improve family literacy. LOL was made possible through the distribution of books by classroom teachers, student services staff and family engagement opportunities at Title I schools, early childhood classrooms and an array of partnering organizations serving the City's highest need children, youth and families.
Cycle 3	Virginia	Appalachian Literacy Initiative	ALI's OMG plan increased the number of books given to children in the coalfields of southwest Virginia. Because the Bristol, VA, school system is an extraordinarily high-poverty area, ALI also gave students and teachers in the Bristol, VA, schools from Kindergarten through eighth grade books of their choice via community book fairs run by ALI. The organization also added books to the existing libraries of the Bristol, VA, branches of Boys and Girls Club and Girls Inc., as both organizations serve low-income populations and promote literacy in their after-care programs.
Cycle 3	Virginia	Reach Out and Read-Virginia	Reach Out and Read distributed books in the 150+ clinical locations that need intervention. ROR-VA worked with First Book to streamline the most efficient distribution for books and helped to target high priority geographies and blanket the opportunity across the entire Commonwealth. This partnership was critical in Reach Out and Read-Virginia's first year of organizational restructuring with increased capacity and program support.
Cycle 3	Wisconsin	Boys and Girls Club of Wisconsin	Key components of the statewide collaborative program included registering all 159 clubs, including 105 sites within public schools with First Book and providing credits to allow them to purchase books from the First Book Marketplace so that each club leader could select titles that would get their kids excited about reading. This initiative introduced many clubs to First Book for the first time and allowed them to shift significant club online procurement to the First Book Marketplace to acquire more resources for their budgets.
Cycle 3	Wisconsin	University of Wisconsin-Madison/Extension	UW-Madison Extension OMG Books program reached children with justice-involved parents in a variety of settings through literacy-focused interactions. The award allowed for the program to expand existing work to include a greater network of partners who work with children with justice-involved parents, including: criminal justice coordinating councils, community justice services, the court system, local libraries, human services, reentry services and schools. Activities included free book distribution, reading nooks, a recorded book reading program, parenting education, tele visiting with an incarcerated parent at a local library and book distribution via a book vending machine. This collaboration helped to create a lasting network of community and literacy-rich resources for justice-involved families that will inform the growth of the current Literacy Link project into new settings in the future.



APPENDIX

EVALUATION LIMITATIONS

There are several limitations to the methods used in this evaluation. First, a pre-experimental study design was used to conduct this evaluation. As such, it does not include a control group nor can it demonstrate causality.²⁴ In other words, it is impossible to determine whether any of the positive impacts observed in this evaluation are actually caused by OMG Books or if the increases awardees and practitioners experienced were caused by other factors.

Second, it was impossible to control for all historical events that occurred prior to or during this evaluation. Survey participants were asked, “To what extent did OMG Books...[have an impact on ‘x’]?” There may have been other events that occurred in an awardee or practitioner’s life during the program period that may have contributed to reported impacts. In addition, participants experience maturation, which are processes that occur with the passage of time – independently of OMG Books – which may affect reported increases in impacts.

Lastly, survey participants may not be representative of the entire population of OMG Books’ participants. Non-response bias is likely present, meaning that the individuals who responded to the OMG Books’ surveys may have a more positive view than those who did not respond.

EVALUATION NOTES

Some validated scales were slightly modified from their original form to be more relevant to our audience (i.e., practitioners working with children in need). Survey instruments and scale references are included below.

The community engagement measure cited in Impact #2 was originally a one-item measure taken from the Programme for International Student Assessment (PISA). For reader’s ease, it was separated into four items. A composite score was created for our analysis and it demonstrated acceptable internal consistency with alphas ranging from .90 to .93.

24 Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Boston: Houghton Mifflin.



REQUEST FOR PROPOSAL

OMG BOOKS AWARDS

OFFERING MORE GREAT BOOKS TO SPARK INNOVATION

SUMMARY

First Book believes that education is the way out of poverty for children in need. We aim to provide all children equal access to quality education by making books and other resources available to classrooms and programs serving children in need, from birth to age 18. As part of a rare and exciting opportunity, First Book is soliciting proposals for book distributions that will ultimately get more than 1.5 million free books and eBooks to kids in need across 33 states.

BID SUBMITTAL DEADLINES:

CYCLE I: FEBRUARY 15, 2019

CYCLE II/MULTI-STATE PROPOSALS: MAY 15, 2019

CYCLE III: AUGUST 15, 2019

FIRSTBOOK.ORG/OMGBOOKSAPPLY

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January 10, 2019

Dear Educational Equity Champion,

[First Book](#) is announcing a rare and exciting opportunity that will allow us to get more than **1.5 million free books and eBooks to kids** in need across communities in your state. Through this competitive RFP process, eligible applicants will be selected to receive **OMG Books** awards to help you infuse your state or community with thousands of brand new books and eBooks for children from birth to age 18.

For you, these awards can provide an essential catalyst in the form of books that will help further your work and goals supporting children, families, and educators. For First Book, this funding is an equally important catalyst that boosts the rapid scaling of our goals: reaching the 1.3 million U.S. classrooms and programs serving children in need (we're about 33% of the way there now), expanding our deep and effective network of partner organizations and programs whose missions align with ours, and working together to ensure that children have access to the tools they need and the education they deserve to succeed and thrive in school and life.

You are receiving this RFP because you share our goal of equal educational opportunity for all children and young people. Whether you are an existing First Book Network partner or a potential partner we have yet to engage, we strongly believe this opportunity can further and strengthen our aligned work.

The attached RFP describes terms and requirements for projects and proposals. Awards will be designated as credits for books and eBooks only, and are allocated in varying amounts—based on population—across the 33 designated states listed within the attached RFP. While we are always here to provide you with access to free and low-cost books and educational resources, this exciting opportunity is well outside the way we normally work, as First Book does not traditionally have book credits to share at this magnitude. We hope that you will consider applying for an **OMG Books** award in your state. Thank you for your consideration. We look forward to engaging with you and to continuing the conversation.

Sincerely,



A handwritten signature in black ink, appearing to read "KZ", with a long horizontal flourish extending to the right.

KYLE ZIMMER
PRESIDENT, CEO, AND CO-FOUNDER



ABOUT FIRST BOOK



[First Book](#) believes that education offers children the best path out of poverty, but access to quality education is far from equal. Significant barriers stand in the way for kids in low-income communities, including scarce books and learning materials in their homes and classrooms, and a lack of diversity and relevancy in the books that do reach them. Even the most basic essentials like food and clean clothes aren't met for these children.

First Book's mission is to remove these barriers. We have aggregated the largest and fastest-growing community of formal and informal educators serving children from low-income families, with a registered membership of more than 400,000 and growing by 1,000 new members every week. This army of advocates, that we call the First Book Network, includes one-third of the estimated 1.3 million professionals serving children in need. This vibrant Network trusts First Book to help them be more effective and reach more kids every day.

Through the award-winning First Book Marketplace, we have overcome the barriers of high price and low relevancy that have prevented learning materials from reaching these educators, leveraging their buying power to create market-driven solutions and technology platforms that directly address their needs. Since 1992, First Book has distributed more learning materials than any other program of its kind: 175 million books and educational resources, worth more than \$1.5 billion, reaching more than 5 million children annually.

First Book Research & Insights, First Book's unparalleled R&D platform, is a powerful knowledge bank of primary research drawn directly from those who know these kids best: teachers, afterschool program providers, and other caring adults. We've used these findings to collaborate with leading experts via the First Book Accelerator, developing research-based collections of books and teaching materials to address top concerns, such as family engagement and social and emotional learning. These innovative platforms speed knowledge to the field in months instead of years.

First Book's models are built not as a quick fix, but to systemically address educational inequity with lasting, permanent change — not simply in the life of one child who yearns to learn, but across our entire educational system.

HOW WE ADDRESS EDUCATIONAL EQUITY

OMG Books awards are an opportunity to collaborate with First Book as change agents for educational equity.

We're looking to partner with innovators and thought leaders who are committed to transforming lives in under-resourced communities, and who see books as an essential key for unlocking possibilities for children from birth to age 18.

Books and educational resources are critical, but scarce, for kids in need. We all know that access to adequate resources is one of the greatest contributors to educational inequality in the United States. **OMG Books** awards are a chance for us to come together and create collective impact to level the playing field. **Together, we can more powerfully reduce barriers to education for children across the U.S.**



THIS OPPORTUNITY IS FOCUSED ON ACHIEVING THREE KEY GOALS. PROPOSALS SHOULD ADDRESS A PLAN TO SUPPORT EACH GOAL:



1
Register and activate **thousands of educators and providers** working in under-resourced communities.



2
Get **1.5 million relevant, high-quality, brand new books and eBooks** into the hands of kids in need.



3
Create a multiplier effect by engaging stakeholders to join this effort and amplify impact.



LET'S DO THIS!

We know—because thousands of educators and providers in the First Book Network tell us—that books are powerful tools for addressing a multitude of issues. What will books help you address? Examples of how we can work together to meet your goals and to address each of the initiative's three key priorities include—but are not limited to—activities like these:

1 REGISTER AND ACTIVATE

When educators and providers register with First Book, they have ongoing, sustainable access to free and low-cost books and resources as well as additional funded opportunities to help further subsidize the already very low cost of books and resources through First Book. Once connected, they will have the chance to join the national community of educators that we call the First Book Network, to reach more kids in need and collectively elevate their voices into the national conversation on educational equity. **Registration takes about five minutes online, is always free, and has no obligation.** If you are not yet registered, you can sign up with First Book here: www.firstbook.org/OMGbooks.

Some thought-starters about how you might fulfill goal one:

- Sign up every **Title I classroom teacher**, media specialist, and paraprofessional (K–12) in your network so that they can provide free eBook access to every student in their classroom or school.
- Provide **every afterschool provider serving children from low-income families** in your network with a gift credit on the First Book Marketplace so that they can update the STEAM-related books in their program.
- Connect **school social workers** in Title I schools with First Book and provide them with gift credits for books that support [social and emotional learning](#).
- Ensure that every **Head Start program and community library** in your state is registered with First Book and provide them with gift credits to boost [early childhood bilingual titles](#) on their shelves.
- Offer gift credits as incentives for **every provider** in your network who registers with First Book as a result of your project.
- Host a competition among regions/districts to register educators and providers with First Book and **offer books and eBooks as prizes**.

2 BOOKS TO KIDS

Some thought-starters about how you might fulfill goal two:

- Encourage [reading for pleasure](#) by offering one book per week to build home libraries for children participating in **summer programming**.
- Enhance the bookshelves in **youth services programs and juvenile detention centers** by providing gift credits to program librarians and educators for diverse and inclusive titles from [The Stories for All Project™](#).
- Provide [eBooks](#) via eReaders so children of all ages can read in classrooms and on buses.
- Stock the trunks of **police cars with book bins** so that officers can distribute new books to children when they patrol or respond in communities.
- Provide books for children visiting **federally qualified health centers** with their families.
- Create **lending libraries and reading nooks** in spaces like public parks, homeless shelters, WIC clinics, laundromats, police stations, social service agencies, community centers, housing authorities, etc.
- Coordinate **free book fairs** for students in Title I schools so that children and teens have books to read over school holiday breaks and over the summer.

3 ENGAGE STAKEHOLDERS

Some thought-starters about how you might fulfill goal three:

- Encourage **family engagement** by inviting families to take a book home for their child after attending a program-hosted event (teacher conferences, literacy night, fatherhood programs, 2Gen activities, etc.)
- Host **family fairs** in high-need areas. Invite community partners to engage with families around a shared community education interest. Work with First Book staff to place large special orders of high-interest titles so that participating families can take 1–3 books home with them.
- Support a **citywide/districtwide reading initiative** alongside elected officials by supplying specific titles to programs serving kids in need.
- **Leverage OMG Books as a multiplier opportunity** for programs in your network to get twice as many books into the hands of kids in need.
- Double the number of books available in program and classroom libraries by adding these credits to budgeted **Title I funds** earmarked for books.
- Bring this opportunity to a **Community Foundation or Chamber of Commerce** and offer them the chance to double/triple your impact by contributing **multiplier funding** to your project.



Fostering a
lifelong love
of reading



Strengthening
community
partnerships



Teaching
diversity and
inclusion



Engaging families
in their child's
learning



We hope that you are inspired to share your ideas and plans for how we can do great things together.

Following are guidelines for submitting your online proposal via the link below.

The online application form is simple and straightforward. The fields in the online application will reflect the requirements and descriptions below. Detailed descriptions in this RFP are meant to provide support for those who already know us, as well as those who may not be very familiar with First Book yet. We're excited to explore this possibility with you.



WE WANT YOU TO JOIN US ON THIS JOURNEY. LET'S GET SOME BOOKS TO KIDS!!!

I. PROGRAM ABSTRACT (150 WORDS)

Tell us more about the content and scope of your proposed **OMG Books** program. We're interested in a brief background on the program, its context within your ongoing work, the purpose of your proposed program, and what activities will occur during this program period. What do you hope to accomplish using an **OMG Books** award and how will those results be used to further your work with children and families?

II. ORGANIZATION OVERVIEW (150 WORDS)

Please provide an overview of your organization, its mission, and who you currently reach through the organization's existing programming.



III. PROGRAM DESCRIPTION (2,000 WORDS)

Now let's dive a little deeper. We'd like to know how this opportunity will help you use books to bolster your existing program goals, increase the quality of education, and improve educational equity for the children, families, and educators in your purview.

NOTE:

All awards will be distributed via *gift credits* for the [First Book Marketplace](#), or used toward large special orders placed directly with publishers through First Book (gift credits and special orders are described in more detail in the FAQs). Program descriptions should include which distribution mechanism(s) best fit your initiative.



Please describe how your proposed program meets each of the three **OMG Books** initiative goals and how you will capture impact/outcome data related to this program.

GOAL 1:

Plan to register educators/providers with First Book.

GOAL 2:

How will these books be used to fulfill a need in under-resourced communities/schools/programs?

How will these books support your program goals and amplify the impact of your work?

Timeline and implementation plan for conducting registration outreach and getting books to kids within 6 months of award date. Walk us through your vision.



GOAL 3:

Who else will be involved in the initiative? Do you plan to engage other partners to increase collective impact? Will these partners provide any additional multiplier resources to help you distribute additional books or resources in addition to those included through an **OMG Books** award? *Letters of support or commitment from partners may be uploaded into the online application form (optional).*

CAPTURING AND SHARING IMPACT:

OMG Books projects must be fully executed within 6 months of award date. Awardees will be required to submit a brief project report within 8 months of the award announcement. We encourage you to gather and share impact stories and outcomes from our collaboration as robustly as possible. You will also be asked to complete a survey or ask educators in your network who receive books to provide feedback when possible. They might be asked to complete a brief survey or share pictures, testimonials, anecdotes, etc. with us.

NOTE:

First Book strongly believes that **OMG Books** provides an important opportunity to elevate the insights and learnings generated through this initiative to the entire sector so that we may collectively work smarter for the children and families we serve. Following this initiative, First Book will produce an impact report to share with the field, highlighting best practices, lessons learned, and key findings.



IV. PLANS FOR ONGOING PARTNERSHIP (250 WORDS)



This is how excited we are to continue getting books to kids with you!

While **OMG Books** provides credits for books only, First Book offers a wide variety of low-cost resources that help to reduce a multitude of barriers to education for children in need. Over the past 25 years First Book has collaborated with partners to:

- ✓ Build Care Closets in schools and programs where children often need additional resources to meet their basic needs (check out this [brief impact video](#) highlighting our support for Baltimore schools.);
- ✓ Provide [backpacks](#) and [school supplies](#) for back-to-school events;
- ✓ Stock aftercare programs with engaging [sports and play equipment](#);
- ✓ Bolster early childhood classroom quality with [imaginative play materials](#);
- ✓ Supply classrooms and buses with [digital devices](#) like laptops and eReaders.







Once an educator or provider is registered with First Book, they have ongoing access to the full range of free and low-cost books and educational resources on the First Book Marketplace. The Marketplace can be an important tool for programs and educators to maximize limited resource budgets.

What other bold and innovative projects might we be able to pursue together? The lists throughout this document provide examples of how we’ve worked with partners on a variety of projects but they are just a few of the possibilities. How do you see an ongoing partnership with First Book developing? *How can we partner after this initiative is complete so that First Book’s resource pipeline can continue to fuel your work?*

We get outrageously inspired by our relationships with the extraordinary educators and thought leaders in the First Book Network. From community-based programs and school districts, to statewide networks and national nonprofits—we love connecting with programs to ensure that kids get opportunities to read, learn, and succeed in life. You make us smarter, you inspire us, and many of you (you know who you are) are willing to dream big with us as we imagine a world where all children have access to equitable educational experiences.

Together, we’re better.

IN ADDITION TO BOOKS, CLASSROOMS AND PROGRAMS CAN NOW ACCESS A VARIETY OF RESOURCES THROUGH FIRST BOOK TO HELP KIDS THRIVE, INCLUDING:

		
SCHOOL SUPPLIES	EDUCATIONAL GAMES	TEACHER RESOURCES
		
TECHNOLOGY HARDWARE & SOFTWARE	CLOTHING	NONPERSHABLE FOOD ITEMS



V. BUDGET (250 WORDS)

OMG Books will not distribute money to awardees; credits awarded for this opportunity will appear in full on your account on the First Book Marketplace where First Book's highly discounted books and resources are centralized in a user-friendly site. The credits you use will be restricted to subsidizing the costs for books and eBooks through First Book. Awardees have full control over the titles of books received for this project (subject to availability). In keeping with the requirements established by the funding source for this initiative, First Book is unable to provide additional support for overhead or other program materials. The online application will ask you to indicate that you understand this as the structure for **OMG Books** awards.

For budgetary purposes, we ask that you estimate the costs of the books and eBooks you plan to distribute and the level of funding you're requesting based on your program/initiative needs and the state allowances listed in Appendix A.

To help you estimate the budget cost for the number of books distributed through your initiative, please estimate \$3.50/book. Please note that hardcover, bilingual and some special content books may be higher than this average, so you can visit the [First Book Marketplace](#) and browse books in your content areas/age ranges of interest to confirm your estimate. Your proposal should describe how you arrived at the number of books and educators/children you plan to serve. The budget narrative should also include whether you plan to leverage additional multiplier funds or resources from other sources (not required) to increase the overall number of books and resources you can distribute.

VI. SELECTION CRITERIA

During the proposal review process, a panel of external reviewers will consider all finalist proposals. Evaluations will focus on the following criteria, which are considered pivotal to the success of this unique partnership opportunity with First Book:

- Connects eligible educators and providers to the First Book Network through registration;
- Provides innovative approaches to addressing educational barriers;
- Fills specific gaps in under-resourced schools, programs, districts, or communities;
- Amplifies your organization's goals and the work you are already doing with children and families;
- Can be implemented within six months from award date;
- Includes a plan to share stories and impact with First Book following book distribution;
- Plans for ongoing partnership development.

Additional consideration will be given to proposals that include the following elements:

- Increases impact by bringing multiplier resources to the table;
- Incorporates eBooks;
- Reaches rural or Native American communities.

VII. SUBMISSION REQUIREMENTS

Fully completed **state-based proposals** should be submitted through the online portal at: www.firstbook.org/omgbooksapply by 11:59pm EST, **February 15, 2019**.

Multi-state proposals are due by 11:59pm EST, **May 15, 2019**.

Proposals will not be accepted after that time. No paper or emailed proposals will be accepted. See Appendix A for schedule details.



VIII. CONTACT INFORMATION



We invite you to join the informational webinar on January 17, 2019 for a chance to connect with us live. You will receive an invitation on January 11.

To ask questions outside of the webinar, please submit them to omgbooks@firstbook.org by 11:59PM EST January 21, 2019. RFP recipients and organizations submitting questions will receive answers to questions on January 29, 2019.



APPENDIX A – AWARD AMOUNTS AND TIMELINES

CYCLE I AWARD AMOUNTS

PROPOSALS DUE FEB 15, 2019

State	Possible AWARD range
Alabama	\$15,000–\$82,000
Alaska	\$5,000–\$12,500
Arizona	\$15,000–\$115,000
Colorado	\$15,000–\$95,000
Idaho	\$15,000–\$29,000
Illinois	\$15,000–\$215,000
North Dakota	\$5,000–\$12,500
South Dakota	\$5,000–\$14,500
Utah	\$15,000–\$52,500

CYCLE I TIMELINE

January 10, 2019	RFP released
January 11, 2019	Webinar invitations sent
January 17, 2019	Informational webinar for RFP invitees
January 22, 2019	Question submission deadline: 11:59pm EST
January 29, 2019	Questions answered
February 15, 2019	Proposals due by 11:59pm EST
April 1, 2019	Awards announced
April 2–12, 2019	Kickoff calls/meetings with awardees (scheduled individually)
July 8–18, 2019	Milestone check-in calls/meetings (scheduled individually)
September 30, 2019	All Cycle 1 projects completed
November 30, 2019	Reporting and feedback deadline



APPENDIX A – AWARD AMOUNTS AND TIMELINES

CYCLE 2 AWARD AMOUNTS

PROPOSALS DUE MAY 15, 2019

State	Possible AWARD range
Delaware	\$5,000–\$16,000
District of Columbia	\$5,000–\$11,500
Louisiana	\$15,000–\$79,250
Maryland	\$15,000–\$102,500
Massachusetts	\$15,000–\$116,250
New Mexico	\$15,000–\$35,000
New York	\$15,000–\$335,000
Ohio	\$15,000–\$195,000
Puerto Rico	\$15,000–\$56,000
Texas	\$15,000–\$475,000
Vermont	\$5,000–\$10,500
West Virginia	\$15,000–\$30,500

Organizations submitting multi-state proposals will submit proposals in Cycle 2 by May 15.

CYCLE 2 TIMELINE

April 8, 2019	RFP released
April 9, 2019	Webinar invitations sent
April 16, 2019	Informational webinar for RFP invitees
April 22, 2019	Question submission deadline: 11:59pm EST
April 29, 2019	Questions answered
May 15, 2019	Proposals due by 11:59pm EST
July 1, 2019	Awards announced
July 3–14, 2019	Kickoff calls/meetings with awardees (scheduled individually)
October 8–18, 2019	Milestone check-in calls/meetings (scheduled individually)
December 30, 2019	All Cycle 2 projects completed
February 28, 2020	Reporting and feedback deadline



APPENDIX A – AWARD AMOUNTS AND TIMELINES

CYCLE 3 AWARD AMOUNTS

PROPOSALS DUE AUG 15, 2019

State	Possible AWARD range
Arkansas	\$15,000–\$50,000
Connecticut	\$15,000–\$60,500
Indiana	\$5,000–\$12,500
Iowa	\$15,000–\$52,500
Kansas	\$15,000–\$48,500
Michigan	\$15,000–\$168,500
Missouri	\$15,000–\$102,500
Nebraska	\$15,000–\$32,000
Pennsylvania	\$15,000–\$215,000
Tennessee	\$15,000–\$113,500
Virginia	\$15,000–\$142,000
Wisconsin	\$15,000–\$98,000

CYCLE 3 TIMELINE

July 8, 2019	RFP released
July 9, 2019	Webinar invitations sent
July 15, 2019	Informational webinar for RFP invitees
July 22, 2019	Question submission deadline: 11:59pm EST
July 29, 2019	Questions answered
August 15, 2019	Proposals due by 11:59pm EST
October 1, 2019	Awards announced
October 3–16, 2019	Kickoff calls/meetings with awardees (scheduled individually)
January 8–22, 2020	Milestone check-in calls/meetings (scheduled individually)
March 31, 2020	All Cycle 3 projects completed



APPENDIX B – FAQs

Who can apply?

Any organization, school, program, or agency eligible for First Book can apply for an **OMG Books** Award.

This includes but is not limited to:

- State agencies (Departments of Education and Health, library systems, CCR&Rs, etc.)
- Backbone children’s advocacy programs
- School districts
- Nonprofit organizations
- Member-based associations
- Multi-agency alliances
- And more...

First Book will award credits for selected proposals to registered First Book members only. All programs receiving books must also register with First Book. Registration is always free. If you’re not already registered with First Book you can sign up to create an account here: www.firstbook.org/OMGbooks.

Eligible recipients of **OMG Books** are programs and schools that meet at least one of the following criteria:

- A program where at least 70% of children come from low-income families
- Head Start
- Title I or Title I eligible School
- USDA Food and Nutrition Program
- Federally Qualified Health Center
- Title VII recipient
- Military family support program
- Library with an E-rate of 90
- A program primarily serving children with disabilities

What is the difference in process for a one-state proposal vs. a multi-state proposal?

State-specific funding will be issued in accordance with the cycles listed in Appendix A.

- Organizations applying to provide programming in **one state** should submit proposals during the appropriate cycle’s open application timeframe.
- Organizations applying to implement multi-state initiatives should submit proposals in **Cycle 2** during the open application timeframe. Organizations applying for multi-state initiatives should provide one proposal that encompasses all proposed programming for states listed in Cycles 1, 2, and 3. **May 15, 2019 is the deadline for all multi-state proposals.** Multi-state initiatives will follow timelines for Cycle 2.

Single state AND multi-state initiatives must be fully executed within six months from the award date. **OMG Books** project reports will be due within eight months from the award date.



APPENDIX B – FAQs

How much should my organization apply to receive?

We recognize that programs and agencies reach varying numbers of children in need. In an effort to scale opportunities appropriately for the wide range of organizations receiving this RFP, First Book is offering awards based on the total funds available for each state. You will be asked to indicate which level is most appropriate for your **OMG Books** initiative, up to the maximum allowance in your state/each state included in a multi-state proposal. The most competitive proposals will request award amounts that align with the proposed **OMG Books** program scope and scale.

Can our organization submit a proposal for a project in a state other than where our offices are located?

Awardees are not required to reside in the eligible state, however the proposed program or activities, including book distributions, must take place in an eligible state during the designated program cycle. Applicants should submit their proposals for eligible states in the cycle for which that state(s) will be awarded, as noted in Appendix A. Proposals must be submitted for the cycle in which they are eligible. Proposals submitted outside of the designated cycle may not be considered.

How are the awardees chosen?

Award decisions will be made by a panel including First Book representatives, as well as outside advisors who are experts in education, equity, and other relevant fields.

How will award amounts be issued?

Awards will be issued only in the form of credits that can be used to select books through the First Book Marketplace. Awards may not be redeemed for a cash value and credits must be redeemed within 6 months of the award date. Applicants will be asked to indicate whether they will distribute books through gift credits or special orders, or a combination of the two.

METHOD

Gift credits

HOW IT WORKS

Gift certificates are created and distributed to individual educators/providers. They shop on the First Book Marketplace and apply the credits at checkout to subsidize the cost of books in their order.

CONSIDERATIONS

- Leaves choice in the hands of educators who know the children they serve.
- Is limited to the inventory selection and quantities available through the First Book Marketplace (thousands of high-quality titles).
- Books can be purchased in any quantity based on inventory availability through the First Book Marketplace.
- Books arrive within 7–14 business days from order placement.

Chart continues on the following page.



APPENDIX B – FAQs

METHOD

Special order

HOW IT WORKS

Awardees work with a First Book partner development manager to curate a specific list of titles. Books are ordered directly from publishers and sorted in the First Book warehouse to be shipped to awardee organization(s).

CONSIDERATIONS

- Books are centrally curated through awardee organizations and individual programs receive the books as selected by awardee.
- Books can include any titles published by the over 90 publishing imprints with which First Book partners and are not limited to titles currently offered on the First Book Marketplace.
- Special orders require a minimum quantity of 100 per single title AND a minimum of 500 books total.
- Special orders cannot include eBooks.
- Depending on the complexity of order bundling and the number of shipping locations, special orders can require 2–3 months (or more) to execute.

Combination of both

Awardees use some portion of credits to create gift certificates for individual programs to select books and also centrally curate a special order so that certain titles are received across selected sites.

See Above

Can an organization use credits for different types of resources on the First Book Marketplace?

Awards are limited to book and eBook purchases only, and credits may not be used to purchase supplies, basic needs items, digital learning devices, or any other non-book items. Additionally, First Book cannot guarantee the availability of specific titles or title quantities for selected awardee projects. For book titles or quantities unavailable on the First Book Marketplace, awardees may work with First Book to obtain titles directly from publishers via a special order, where applicable.



APPENDIX B – FAQs

How do special orders from publishers work?

When working with First Book to place a special order, there are several considerations to keep in mind. First Book staff will work closely with you to guide the process and provide collaboration for your initiative. Key considerations for planning initiatives that will require large special orders include:

- Special order titles can be sourced from First Book’s publishing partners—over 90 imprints in the U.S.—and are not limited to titles on the First Book Marketplace.
- First Book staff can provide curation and title selection options to support your initiative.
- Special orders require a minimum order of 500 books.
- Each title in a special order must be ordered in a quantity of 100 copies or more.
- Depending on the complexity of your order, turnaround time from the date of order placement once you have approved an invoice, is approximately 25–30 business days (see chart below for further details)

SERVICE	DESCRIPTION	TIMEFRAME
Preparing a Quote	First Book’s team will assess the availability of titles from publishers and then provide a quote for your review. Extensive title lists and curation requests may require additional time.	5-10 business days
Placing Orders with Publishers and Receiving Inventory	Once you have approved the quote provided for your order and submitted payment for your invoice (if applicable), First Book will issue a purchase order to publishers to procure the selected titles and receive them in our warehouse.	Up to 17 business days
Warehouse Order Fulfillment	First Book’s warehouse packs order(s) and schedules the shipping carrier for delivery.	5–10 business days
Order(s) in Transit	Once your order has been picked up for delivery, it will be in transit to your designated shipping location(s). First Book will share tracking information with you as you await delivery. If an order placed on the First Book Marketplace or a special order requires expedited shipping there will be an extra charge per item to expedite the order. Charges vary depending on size of orders and shipping locations. First Book staff would work with you to determine exact costs based on each expedited shipment.	3–8 business days



APPENDIX B – FAQs

Are there any additional fees involved with placing book orders through First Book?

Special orders typically incur a 10% surcharge to cover the real costs associated with curation, publisher communication, and warehouse coordination. Special orders using **OMG Books** Award credits will only incur the surcharge for the portion of an order that exceeds the credit amount.

Example: a special order using \$10,000 OMG Book Award + \$10,000 multiplier funding = \$20,000 in books plus a \$2,000 curation and coordination charge.

Following the **OMG Books** Award project, all future special orders will incur a 10% surcharge to cover First Book costs.

Can we build overhead into the proposal budget?

All **OMG Books** Awards must be used exclusively to purchase books and/or eBooks for programs and activities serving children in need. Awards will not cover overhead, capital expenditures, administrative, or other costs. Proposal budget requests should include credits for books and/or eBooks only. Awardees will be required to sign an MOU acknowledging these terms and conditions.

** First Book reserves the right to refrain from awarding any proposals in any state. State-specific awards may then be leveraged through existing initiatives or the members of the First Book Network at First Book's discretion.*



APPENDIX - APPLICATION

OMG Books Application Form

General Information

Main Contact (Applicant)

Provide the contact information for the lead person completing this application.

 Primary Contact: First Name


_____ ({{ applicant.first_name }})

 Primary Contact: Last Name

_____ ({{ applicant.last_name }})

 Title

 Organization

 Organization Type


- School
- Early childhood program
- Military family support program
- School Library
- Public Library
- Museum
- Shelter
- Health department/clinic
- Faith-based organization
- Out-of-school time program
- State or Governmental Agency
- Nonprofit Organization
- Member Based Association
- Multi-agency Alliance
- Other

 Specify Organization Type

Tell us about where your OMG Books program will be implemented.

Check all that apply:

- Urban
- Suburban
- Rural

 What state or states do you plan to serve through your program? Please write state abbreviations below.



APPENDIX - APPLICATION

Organization Address

Primary Contact Street Address _____

Primary Contact City _____

Primary Contact Zip _____

Primary Contact State

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- ... 36 additional choices hidden ...
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- American Samoa
- Guam
- Northern Mariana Islands
- Puerto Rico
- US Virgin Islands

Primary Contact Daytime Phone

_____ (xxx-xxx-xxxx)

Primary Contact Email

_____ ({{ elig.var__272182__8B1B4S2OK0 }})

How did you find out about this opportunity?

- An email from First Book
- Personal outreach from First Book Staff
- Another First Book Member shared the opportunity with me
- A friend of First Book or another organization shared the opportunity with me
- I saw the opportunity on Facebook
- I saw the opportunity on FirstBook.org
- Other: _____

How long have you been registered as a member of First Book?

- New- I just registered!
- Less than a year
- 1-2 years
- 3-5 years
- 5-10 years
- 11-15 years
- 16-20 years
- 21+ years

By completing this application, I agree to be available for questions from First Book should they arise during the proposal review.

I Agree




APPENDIX - APPLICATION

Secondary Contact

Provide the contact information for a secondary contact for this application.

 Secondary Contact: First Name

 Secondary Contact: Last Name

 Secondary Contact Title

 Secondary Contact Organization

 Secondary Contact Organization Address

Secondary Contact Street Address _____

Secondary Contact City _____


ZipSecondary Contact _____

Secondary Contact State

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- ... 36 additional choices hidden ...
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- American Samoa
- Guam
- Northern Mariana Islands
- Puerto Rico
- US Virgin Islands

 Secondary Contact Daytime Phone

xxx-xxx-xxxx

 Secondary Contact Email



APPENDIX - APPLICATION

Program Abstract [150 Words]

Tell us more about the content and scope of your proposed OMG Books program. We're interested in a brief background on the program, its context within your ongoing work, the purpose of your proposed program, and what activities will occur during this program period. What do you hope to accomplish using an OMG Books award and how will those results be used to further your work with children and families?

Organization Overview [150 Words]

Please provide an overview of your organization, its mission, and who you currently reach through the organization's existing programming.

Description of Your Proposed Program [2,000 Words]

Now let's dive a little deeper. We'd like to know how this opportunity will help you use books to bolster your existing program goals, increase the quality of education, and improve educational equity for the children, families, and educators in your purview.

Does your program have a specific theme or focus on a specific topic? Please check all themes/topics that apply.

- Diversity and inclusion
- English language learners
- Health and Wellness
- Pleasure reading
- Social and emotional learning
- Special needs
- STEAM
- Other _____

Please indicate the types of books you would be purchasing through this program. Check all that apply.

- Books for Preschool
- Books for Lower Elementary
- Books for Upper Elementary
- Books for Middle School
- Books for High School
- Board Books for infants and toddlers
- Bilingual Books (in Spanish and English)
- Spanish Language Books

Which state(s) will your OMG Books program be implemented?

Please select only **ONE** option. Please note, we are currently accepting proposals for Cycle 1 only. Cycle 1 applications will be accepted from applicants applying for projects in the following states: Alabama, Alaska, Arizona, Colorado, Idaho, Illinois, North Dakota, South Dakota, and Utah. Proposals for projects implemented in other states will not be accepted for submission at this time. For a complete list of cycle deadlines and eligible states, please refer to the full RFP. All multi-state proposals will be accepted in Cycle 2 starting April 8, 2019 and due May 15, 2019. Cycle 3 will open on July 8th, 2019 with proposals due August 15th, 2019.

- Alabama



APPENDIX - APPLICATION

- Alaska
- Arizona
- Colorado
- Idaho
- Illinois
- North Dakota
- South Dakota
- Utah

Which state(s) will your OMG Books program be implemented?

Check all that apply. Please note, we are currently accepting proposals for Cycle 2 states and multi-state proposals only. Cycle 2 applications will be accepted from applicants applying for projects in the following states: Delaware, District of Columbia, Louisiana, Maryland, Massachusetts, New Mexico, New York, Ohio, Puerto Rico, Texas, Vermont, and West Virginia. Proposals for single state projects implemented in other states will not be accepted for submission at this time. For a complete list of cycle deadlines and eligible states, please refer to the full RFP. All multi-state proposals will be accepted at this time. Multi-state proposals may include states from any of the three cycles, and proposals must be applying for more than one state to be eligible to apply for an award in a state outside of the current cycle. Single state applications will no longer be accepted from Cycle 1 states. Cycle 3, and single state applications for states in Cycle 3, will open on July 8th, 2019 with proposals due August 15th, 2019.

- Delaware
- District of Columbia
- Louisiana
- Maryland
- Massachusetts
- New Mexico
- New York
- Ohio
- Puerto Rico
- Texas
- Vermont
- West Virginia
- Alabama
- Alaska
- Arizona
- Colorado
- Idaho
- Illinois
- North Dakota
- South Dakota
- Utah
- Arkansas
- Connecticut
- Indiana
- Iowa
- Kansas
- Michigan
- Missouri
- Nebraska
- Pennsylvania
- Tennessee
- Virginia
- Wisconsin

Which state(s) will your OMG Books program be implemented?

Please select only **ONE** option. Please note, we are currently accepting proposals for Cycle 3 states only. Cycle 3 applications will be accepted from applicants applying for projects in the following states: Arkansas, Connecticut, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, Pennsylvania, Tennessee, Virginia, and Wisconsin. The deadline for proposals in all other states has passed. For a complete list of cycle deadlines and eligible states, please refer to the full RFP.



APPENDIX - APPLICATION

- Arkansas
- Connecticut
- Indiana
- Iowa
- Kansas
- Michigan
- Missouri
- Nebraska
- Pennsylvania
- Tennessee
- Virginia
- Wisconsin

Now let's dive a little deeper. Please describe how this proposed program meets each of the three OMG Books initiative goals and how you will capture impact / outcome data related to this program:

GOAL 1

Register educators / providers in your network with First Book. Please describe the size and makeup of your network of eligible educators/providers that you will encourage to register with First Book as part of this initiative. What outreach mechanisms will you use to encourage them to register.

[250 Words]

How many educators / providers in your network are eligible to register with First Book?

- 0-50
- 51-100
- 101-250
- Greater than 250

GOAL 2

Tell us how books will be used to fulfill a need in under-resourced communities/schools/ programs. Let us know your plans for how you will distribute books and what activities, or programming, will be associated with the distribution.

[750 Words]

How do you plan to distribute OMG Book award book credits? (Please refer to Appendix B **of the RFP** for details on Special Orders and Gift Credits)

- Special Orders
- Gift Credits
- Combination of both

Does your OMG Books initiative include the use of eBooks?

- Yes
- No



APPENDIX - APPLICATION

Feel free to tell us more about the children you will serve through this project and/or how you calculated the total number served (Optional)

[250 Words]

Will your proposed project be serving children from or living in Native American communities?

Yes

No

If serving Native American communities, please explain:

What is the age range of the children you plan to serve through this program?

Check all that apply.

0-3

4-6

7-9

10-12

13-15

16-18

GOAL 3: Engaging Stakeholders

In addition to your program or organization, will any others be involved in the initiative? Do you plan to engage other collective impact partners? Please list potential partners and briefly describe your plans for collaborating.

[250 Words]

How will books provided via OMG Books credits support your program goals and amplify the impact of your work?

[250 Words]

Readiness and Timeline

OMG Books projects must be fully executed within 6 months of award date (award date is July 1, 2019 for Cycle 2 Awards). Awardees will be required to submit a brief project report within 8 months of the award date.

Please select the option that best describes your current capacity to implement the project outlined in your proposal:

Completely Ready: Buy-in from all stakeholders has been obtained and project is ready to launch upon receipt of this award.

Almost Ready: Still gaining buy-in, but stakeholders have all been contacted and have expressed interest. Confirmation expected any day now.

Getting Ready: Stakeholders have been identified and outreach has begun but the final plan is still taking shape.

Not Ready Yet but working on it: Still early days but didn't want to miss this opportunity. Stakeholders will soon be identified and contacted for support and buy-in.



APPENDIX - APPLICATION

Please tell us more about your current capacity to implement this project. (Optional)

Timeline

Use the box on the right to describe the OMG Books Activities during your award period. If no activities will take place in a given month, please enter "None". *Please note: If awarded, you will be asked to sign an Memorandum of Understanding (MOU). If you anticipate needing approval from a board, council, or other governing body to complete the MOU, please account for that in your timeline.*

Launch Activities (If Applicable)

Month One	_____
Month Two	_____
Month Three	_____
Month Four	_____
Month Five	_____
Month Six	_____

I understand that all credits awarded for an OMG Books program must be “spent” and books must be delivered to the programs, children, and/or families within six months of the award date.

I Agree

Collecting and sharing impact and outcomes

*NOTE: First Book strongly believes that OMG Books provides an important opportunity to elevate the insights and learnings generated through this initiative to the entire sector so that we may collectively work smarter for the children and families we serve. Following this initiative, First Book will produce an impact report to share with the field, highlighting best practices, lessons learned, and key findings.

How will you share impact stories and outcomes from our collaboration? What media channels will you leverage (e.g. social media, press release, reports, etc)?

[250 Words]

I understand that if selected for an OMG Books award, my organization will be required to submit a brief project report within 8 months of the award announcement.

I Agree

I understand that if selected for an OMG Books award, my organization will be asked to complete a brief survey regarding the experience of working with First Book and educators/providers in this organization’s network may also be asked to complete a brief survey or share pictures, testimonials, anecdotes, etc. with First Book.

I Agree

Plans for Ongoing Partnership

Are the books you would be getting from First Book through OMG Books being used to:

- Support a new program
- Expand an existing program
- Fulfill the ongoing needs of an existing program



APPENDIX - APPLICATION

Please tell us more about this ongoing program.

[250 Words]

What other bold and innovative projects might we be able to pursue together? How can we partner after this initiative is complete so that First Book’s resource pipeline can continue to fuel your work?

[500 Words]

Would you continue to implement this program beyond the six-month period if funding allowed?

- Yes, and we have non-OMG Books funding that will allow us to do this.
- Yes, but only if another funding source were identified.
- No, this is a one-time need.

Book Budget

We’d like to know what award level you’re requesting and approximately how many books you plan to distribute. Please provide an estimated breakdown of traditional books and e-books that will be distributed. For additional information on how to calculate your budget, **please refer to section V of the RFP**. Please note: your request cannot exceed the maximum award amount for your state or, for multi-state proposals, each state that you are applying for funding in. Please refer to the RFP for a breakdown of award amounts by state. The possible award range is listed in brackets beside the state name. Your request amount **MUST** fit within this range. ****PLEASE DO NOT ENTER COMMAS IN THE FIELDS BELOW****

**** DO NOT ENTER ANY COMMAS ****

	Request Amount
Alabama (\$15,000–\$82,000)	_____
Alaska (\$5,000–\$12,500)	_____
Arizona (\$15,000–\$115,000)	_____
Colorado (\$15,000–\$95,000)	_____
Idaho (\$15,000–\$29,000)	_____
Illinois (\$15,000–\$215,000)	_____
North Dakota (\$5,000–\$12,500)	_____
South Dakota (\$5,000–\$14,500)	_____
Utah (\$15,000–\$52,500)	_____
Delaware (\$5,000–\$16,000)	_____
District of Columbia (\$5,000–\$11,500)	_____
Louisiana (\$15,000–\$79,250)	_____
Maryland (\$15,000–\$102,500)	_____
Massachusetts (\$15,000–\$116,250)	_____



APPENDIX - APPLICATION

- New Mexico (\$15,000–\$35,000) _____
- New York (\$15,000–\$335,000) _____
- Ohio (\$15,000–\$195,000) _____
- Puerto Rico (\$15,000–\$56,000) _____
- Texas (\$15,000–\$475,000) _____
- Vermont (\$5,000–\$10,500) _____
- West Virginia (\$15,000–\$30,500) _____
- Arkansas (\$15,000–\$50,000) _____
- Connecticut (\$15,000–\$60,500) _____
- Indiana (\$5,000–\$112,500) _____
- Iowa (\$15,000–\$52,500) _____
- Kansas (\$15,000–\$48,500) _____
- Michigan (\$15,000–\$168,500) _____
- Missouri (\$15,000–\$102,500) _____
- Nebraska (\$15,000–\$32,000) _____
- Pennsylvania (\$15,000–\$215,000) _____
- Tennessee (\$5,000–\$113,500) _____
- Virginia (\$15,000–\$142,000) _____
- Wisconsin (\$15,000–\$98,000) _____

TOTAL REQUESTED AWARD AMOUNT

`$$ REALTWO(SUM(budget[:0])) $$`

Estimated # of print books

Estimated # of e-books

Will your organization or partners in this initiative contribute additional funding for books to increase the number of books distributed as a result of an OMG Books award?

- Yes, additional funds from our organization.
- Yes, third party funds.
- Yes, third-party funds and additional funds from our organization.
- No, I do not plan to contribute additional funds to this project at this time.

Please tell us more about your ability to leverage added funds and how they will be applied for this project. (Optional)

[100 Words]

Budget Narrative

[250 Words]Please describe how you calculated the estimates above.



APPENDIX - APPLICATION

Supplemental Materials (Optional)

Feel free to upload any additional materials that help tell your story. Letters of support, brief videos, testimonials, etc. are all welcomed. You can attach them by completing the "Upload Supplemental Materials" Task.

Social Media Contacts (Optional)

We are requesting this information so that we can shine a light on all the great work you are doing to get books to kids in need. Accounts shared should be the official accounts for your organization or program, please do not include the accounts of individuals.

Facebook URL: _____

Twitter URL or Handle: _____

Instagram URL or Handle: _____

Member Privacy Policy

General Statement. First Book is dedicated to keeping information that you provide us safe and secure. You may be periodically contacted by e-mail or by phone to verify data in our system.**Information First Book collects and how it is used.** First Book collects information about the individual interacting with our organization ("personal information"), as well as information about the program the individual represents ("program information"). Personal and program information may be viewed and updated at any time by logging into First Book using your user ID and password ("First Book account"). We may ask for additional information in the future to better serve you.**How First Book collects information.** In addition to collecting information at registration, First Book also collects personal and program information from: book order information and special surveys.First Book may combine information submitted during participation in any First Book program into a comprehensive profile that will allow us to better serve you and provide you with the best possible level of service.First Book uses the data collected to provide members with valuable information including, but not limited to:First Book Marketplace specialsOpportunities to receive books as a result of First Book's alliances with its partnersProgrammatic updatesVolunteer opportunities**How First Book Will Not Use Your Information**First Book will only share organization information with entities outside First Book in the following limited circumstances:First Book may provide information about your organization to First Book's partners as part of a campaign that will provide your organization with means to receive books as a result of participation in one of First Book's programs. We may release an organization's name, location, mission, and/or history of involvement with First Book as part of such a campaign. **First Book will not provide this information to a third party outside the above parameters without your prior consent.**First Book may use anonymous demographic information to provide First Book's partners with a profile of the types of organizations First Book serves as a way of demonstrating the power of the mission.First Book may disclose aggregated information (such as the total number of organizations or the total number of children First Book serves) about registered organizations to First Book's partners as a way of demonstrating the power of the mission.First Book may provide your organization's name, mission statement and location (only city and state) to its partners in order to further the First Book mission. First Book will **not** provide your organization's exact location, point of contact, phone number, fax number, e-mail address, and/or history of involvement with First Book as part of such a campaign **to a third party outside the above without your prior consent.**First Book will not share personal information of any kind with entities outside First Book without consent. However, First Book may disclose personal information when compelled to do so by law, or under the reasonable belief that such disclosure is necessary to conform to applicable law or other legal processes.

Awardee Memorandum of Understanding Requirement

If awarded, your will be required to submit a signed Memorandum of Understanding [MOU] agreeing to the terms of the award within 7 days of the award date. By clicking here you agree to these terms:

I Agree

Affidavit


I certify that all the information included in this registration is legal, true, and accurate. I understand that offering false information will immediately invalidate my registration. My organization does not discriminate against individuals based on race, gender, sexual orientation, national origin, religion or mental disability. I understand that First Book will not share my information in accordance with the First Book Privacy Policy. **I understand that books and resources received from First Book may not be re-sold or used for fundraising purposes and that any violation of this policy may result in the termination of my First Book account and the immediate forfeiture of any OMG Book Award credits.**



APPENDIX - APPLICATION

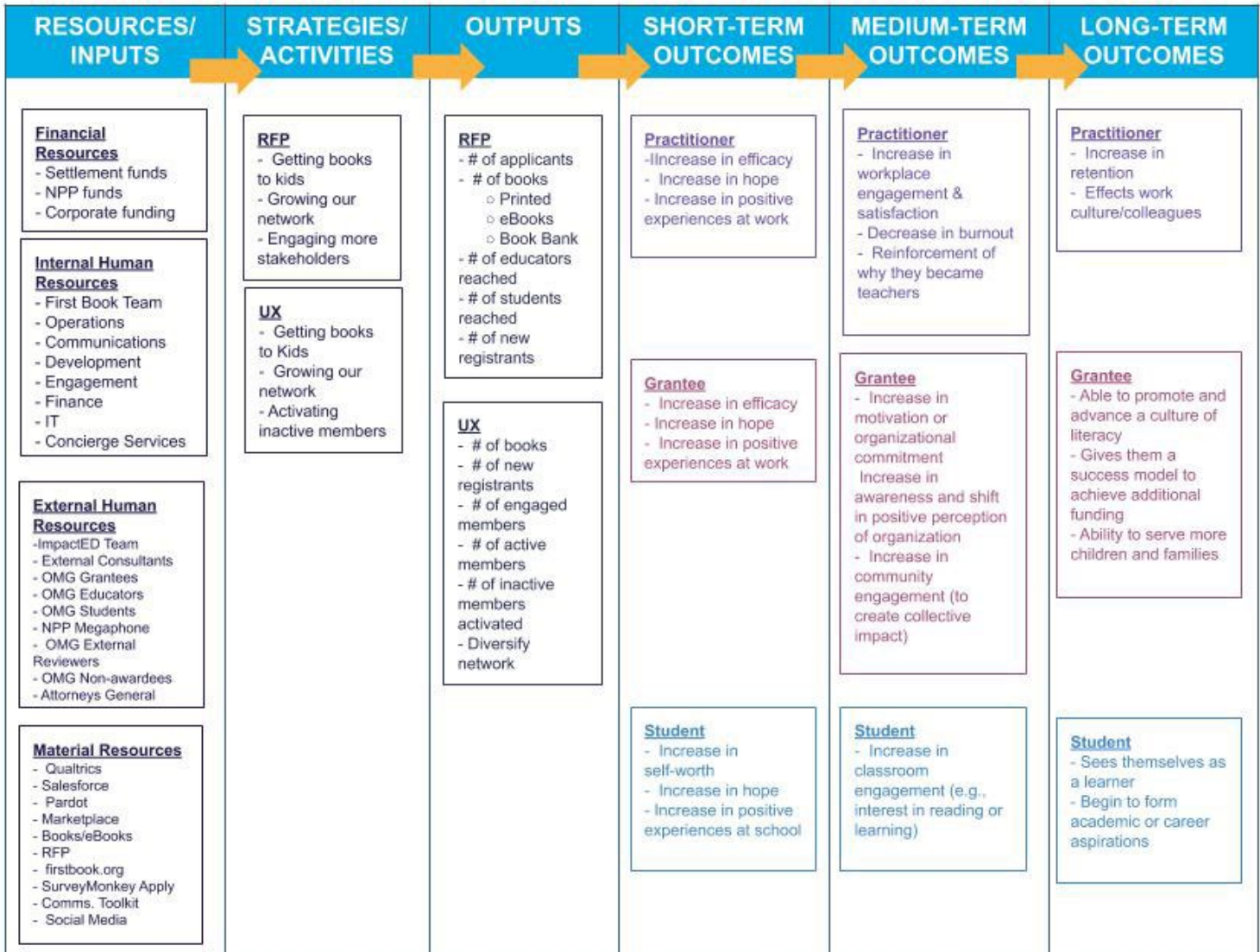
I Agree

 **Be sure to add any supplemental documents to your application by clicking on the Upload Supplemental Materials task.**

 After clicking "Save" below, you'll be advanced to a page that displays your full application. Please click "Review & Submit." Finally, click "Submit." ***Thank you for completing an OMG Books application. We are excited to continue the conversation!***

APPENDIX - LOGIC MODEL

OMG BOOKS: PROGRAMMATIC LOGIC MODEL





APPENDIX - GRANTEE PRE-SURVEY



Default Question Block

Thank you so much for taking the time to participate in our survey! As you know, your organization has been selected to receive a First Book OMG Books award. As a result of this award, you are about to receive new books for the kids in your school(s) or program.

We are sending you this pre-survey in an effort to understand if and how this infusion of books will impact your organization and the kids you serve. We want to get as comprehensive and precise an understanding of your current state as possible before your books arrive. To this end, you will notice that the questions below ask about a range of topics and measures that are commonly used in educational research. First Book routinely fields studies of this type to illustrate the impact and importance of access to books and educational resources

Please note, any information provided in this survey will only be used by by First Book in combination with other responses to form a composite report First Book will not share your data with anyone outside of First Book. All of your responses are completely confidential and will never be associated with your name. Please do your best to reply honestly where you feel comfortable. This survey will take no more than 10 minutes to complete.

If you have any questions regarding this survey, please contact your First Book partnership manager. We appreciate your thoughtfulness and candor!

PLEASE NOTE: If you are **not the primary contact** for your award (i.e., you submitted the initial OMG Books application and have been in touch with our office regularly), please switch to [the survey linked here](#). **If you are the primary contact, please proceed with this survey! Thank you!**

Before we begin, please tell us a bit about yourself and the organization you work for:

Your Name:



APPENDIX - GRANTEE PRE-SURVEY

Organization Name:

In what state does your program reside?

Your email:

Which one of the following best describes the type of organization with which you are affiliated?

Which of the following best describes your job title?

Which of the following grade levels/age groups best describe the students you serve? (Select all that apply)

- Early Childhood (ages 0-2)
- Preschool (ages 3-4)
- Elementary School (ages 5-10)
- Middle School (ages 11-13)
- High School (ages 14-18)

Why were you motivated to apply for an OMG Books award? Please select all options that complete this sentence for you:

I was motivated to apply for an OMG Books award because...

- I want to acquire more books/resources that support mental and emotional health.
- it creates opportunities for me/colleagues to engage children in unique and interesting ways.



APPENDIX - GRANTEE PRE-SURVEY

- it creates opportunities for parents/families to engage in their children's education.
- I want to acquire more books for that celebrate diversity and inclusion.
- I want to acquire more books for English Language Learners.
- it creates opportunities for me/colleagues to be innovative in the classroom.
- it creates opportunities to engage community members in supporting quality education for kids.
- it creates opportunities to raise awareness in the community about the importance of equal educational opportunity for all kids.
- we lack adequate funding for books.
- I want to acquire more books with content that's relevant/of interest to my kids.
- Other (please briefly describe)

First Book would like to better understand your needs and the challenges you face in your current role serving kids. Below, please indicate the degree to which you disagree or agree that the following circumstances serve as barriers to your ability to support your kids in the fullest way possible within your current professional role.

	Strongly agree that this is a barrier for me	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree that this is a barrier for me	N/A
Lack of resources to support English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funding for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting parents/families engaged in child's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate tools to manage my own stress levels at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient educational supplies (e.g., notebooks, pencils)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE PRE-SURVEY

	Strongly agree that this is a barrier for me	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree that this is a barrier for me	N/A
Lack of resources to support children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate mental/emotional health support resources for kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited availability of content that's relevant/of interest to kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In a typical 12-month period, how often does your organization/school purchase books for your students' use?

- 5 or more times a year
- 2-4 times a year
- Once a year or less frequently
- Never. All books are donated.
- When budget allows
- I am new to my position and cannot answer this yet.
- I'm not sure
- Other (please specify):

Please indicate how strongly you agree or disagree with the following statements about your organization's budget.

Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
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APPENDIX - GRANTEE PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Because of budget constraints, staff end up paying out of their own pockets for basic supplies for children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our education/programming could be stronger, if the budget wasn't so tight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our budget is large enough to support innovations in curriculum and/or programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff can readily obtain funding to pay for new instructional materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree strongly	Agree	Disagree	Disagree strongly
The program and resources at this school/organization are adequate to support children's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements about community engagement.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Our organization/school has a strong voice in the community that creates awareness about the importance of equal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Our organization/school integrates resources and services from the community to strengthen programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organization/school integrates resources and services from the community to strengthen student learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organization/school integrates resources and services from the community to strengthen family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organization/school collaborates well with other community organizations to help meet children and families' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to complete the following sentence in regard to the parents and guardians of the kids you serve:

The parents and guardians of the kids we serve...

	Always	Very often	Sometimes	Rarely	Never
call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stop to talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend meetings or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE PRE-SURVEY

	Always	Very often	Sometimes	Rarely	Never
text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Last couple of questions! We want to know more about the impact that books can have on kids, families, and communities.

How would having more books for your organization/school impact **you** in your work?

How would having more books for your organization/school impact the **kids and families** you serve?

How would having more books for your organization/school impact your **community**?

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APPENDIX - GRANTEE POST-SURVEY



Default Question Block

Thank you so much for taking the time to participate in our survey! We hope you are in good health and are managing as well as possible during these challenging times. We know you have so much competing for your time in this moment, but we hope if you get 10-minutes, you'll consider completing this survey.

Your organization received a First Book OMG Books award this year, and as a result, you received new books for the kids you serve. We are sending you this post-survey in lieu of an end-of-award report! This survey is designed to understand how this infusion of books has impacted your organization and the kids you serve.

Please note, any information provided in this survey will only be used by First Book in combination with other responses to form a composite report. First Book will not share your data with anyone outside of First Book. All of your responses are completely confidential and will never be associated with your name. Please do your best to reply honestly where you feel comfortable. This survey will take no more than 10 minutes to complete.

If you have any questions regarding this survey, please contact your First Book partnership manager. We appreciate your thoughtfulness and candor!

PLEASE NOTE: If you are **not the primary contact** for your award (i.e., you submitted the initial OMG Books application and have been in touch with our office regularly), please switch to the survey [linked here](#). **If you are the primary contact, please proceed with this survey! Thank you!**

Before we begin, please tell us a bit about yourself and the organization you work for:

Your Name:

Organization Name:



APPENDIX - GRANTEE POST-SURVEY

In what state does your program reside?

Your email:

Which one of the following best describes the type of organization with which you are affiliated?

Which of the following best describes your job title?

Which of the following grade levels/age groups best describe the students you serve? (Select all that apply)

- Early Childhood (ages 0-2)
- Preschool (ages 3-4)
- Elementary School (ages 5-10)
- Middle School (ages 11-13)
- High School (ages 14-18)

Tell us about where your program was implemented. Please check all that apply.

- Urban
- Suburban
- Rural



APPENDIX - GRANTEE POST-SURVEY

Please populate the fields below.

How many children received books from this grant?

How many educators or practitioners used books from this grant?

Did you make in-kind donations of any type as you were executing your OMG Books Award program?

- Staff time
- Community resources
- Organization's funds
- Third party funding
- My organization's resources (not funding)
- Other
- I did not make any in-kind donations.

Did you register with First Book because of the OMG Books program?

- Yes
- No

Will First Book now be an ongoing resource for you?

- Yes
- No

Do you feel you know more about First Book now that you've participated in your OMG Books Awards Program?



APPENDIX - GRANTEE POST-SURVEY

- I don't know anything more than I knew before.
- I know a slight amount more than I knew before.
- I know a moderate amount more than I know before.
- I know a great amount more than I knew before.
- N/A because I was not involved in OMG Books Awards.
- N/A because I already knew a lot about First Book when our OMG Books Award program launched.

Block 2

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
made you more effective in your role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you proud of your work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to feel you could make a difference in the lives of the children you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to feel more energized at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to feel supported by your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
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APPENDIX - GRANTEE POST-SURVEY

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to feel more equipped to support your practitioners and engage children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel hopeful about the difference your organization can make for the children it serves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel hopeful about your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel hopeful about your ability to advance educational equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to feel more committed to your organization's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you proud of your organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you want to share the work you're doing with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE POST-SURVEY

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
given you the opportunity to collaborate with your coworkers or other administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel more satisfied at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to remember why you do this work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to innovate in a way that you otherwise couldn't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivated you to replicate or create further programs like your OMG Books program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to engage parents and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to increase children's engagement in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to show your children that they are learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE POST-SURVEY

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to improve children's academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel a sense of hope for your children's future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to address the effects of trauma and poverty for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
made you feel like you were a part of a team or supported by others (like your community or First Book).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel that the need in your organization was recognized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
empowered you to lead differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided what you needed to effect change for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did your OMG books...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE POST-SURVEY

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
raise awareness of the need in the lives of the children you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
raise awareness of the need in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help you to increase media attention or press for your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help you to secure additional funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help you to develop new partnerships or strengthen existing partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help you to advance the reputation of your organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide basic resources to carry out your daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements about community engagement.

Because of this OMG Books Award...

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
our school/organization has had a strong voice in the community that created awareness about the importance of equal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE POST-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
our school/organization has had the opportunity to integrate resources and services from the community to strengthen programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our school/organization has had the opportunity to integrate resources and services from the community to strengthen student learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our school/organization has had the opportunity to collaborate with community organizations to help meet children and families' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our school/organization has had the opportunity to integrate resources and services from the community to strengthen family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did your OMG Books program affect your reputation or the way that others see your work?

- Yes
- No

You said that the OMG Books program affected the way that others see your work. Can you tell us more about how that happened and what it meant for your organization/school?



APPENDIX - GRANTEE POST-SURVEY

- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

If presented the opportunity, would you apply for another OMG Books Awards?

- Yes
- No

What could we do to improve your OMG Books Awards experience?

What could have made your OMG Books program even more powerful than it already was?

Final questions! We want to know more about the impact that these books had on the kids, families, and communities you serve.

How has having more books for your organization/school impacted **you** in your work?

How has having more books for your organization/school impacted the **kids and families** you serve?



APPENDIX - GRANTEE POST-SURVEY

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to improve children's academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel a sense of hope for your children's future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to address the effects of trauma and poverty for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
made you feel like you were a part of a team or supported by others (like your community or First Book).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel that the need in your organization was recognized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
empowered you to lead differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided what you needed to effect change for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did your OMG books...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - GRANTEE POST-SURVEY

How has having more books for your organization/school impacted your **community?**

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APPENDIX - PRACTITIONER PRE-SURVEY



Default Question Block

Thank you so much for taking the time to participate in our survey! As you may know, First Book is a nonprofit organization focused on providing equal access to quality education for children in need, and as part of our work, provides free and low-cost books and resources to educators and programs working in underserved communities. Your organization has been selected to receive a First Book OMG Books award. As a result of this award, you are about to receive new (free) books for the kids in your school(s) or program.

We are sending you this pre-survey in an effort to understand if and how this infusion of books will impact your organization, you as a practitioner, and the kids you serve. We want to get as comprehensive and precise an understanding of your current state as possible before your books arrive. To this end, you will notice that the questions below ask about a wide range of topics and measures that are commonly used in educational research. We greatly appreciate your participation.

Please note that this survey is voluntary. Any information provided in this survey will only be used by First Book. First Book will not share your individual data with anyone outside of First Book. All of your responses are completely confidential and will never be associated with your name. Please do your best to reply honestly where you feel comfortable. This survey will take no more than 10 minutes to complete.

We appreciate your thoughtfulness and candor!

PLEASE NOTE: If you are the **primary contact** for your award (i.e., you submitted the initial OMG Books application and have been in touch with our office regularly), please switch to [the survey linked here](#). **If you are not the primary contact, please proceed with this survey! Thank you!**

Before we begin, please tell us a bit about yourself and the organization you work for:

Your Name:



APPENDIX - PRACTITIONER PRE-SURVEY

Organization Name:

In what state does your program reside?

Which one of the following best describes the type of organization with which you are affiliated?

Which of the following best describes your job title?

Which of the following grade levels/age groups best describe the students you serve? (Select all that apply)

- Early Childhood (ages 0-2)
- Preschool (ages 3-4)
- Elementary School (ages 5-10)
- Middle School (ages 11-13)
- High School (ages 14-18)

Your Perspective on Needs & Challenges

First Book would like to better understand your needs and the challenges you face as a practitioner. Below, please indicate the degree to which you disagree or agree that the following circumstances serve as barriers to your ability to support your kids in the fullest way possible within your current professional role.

Strongly agree that this is a barrier for me	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree that this is a barrier for me	N/A
--	----------------	----------------------------	-------------------	---	-----



APPENDIX - PRACTITIONER PRE-SURVEY

	Strongly agree that this is a barrier for me	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree that this is a barrier for me	N/A
Lack of funding for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of resources to support English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of resources to support children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting parents/families engaged in child's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient educational supplies (e.g., notebooks, pencils)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate mental/emotional health support resources for kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited availability of content that's relevant/of interest to my kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate tools to manage my own stress levels as an educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Our organization/school integrates resources and services from the community to strengthen student learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Our organization/school integrates resources and services from the community to strengthen programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organization/school integrates resources and services from the community to strengthen family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school/organization collaborates well with other community organizations to help meet children and families' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree strongly	Agree	Disagree	Disagree strongly
The Program and resources at this school/organization are adequate to support children's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to complete the following sentence in regard to your relationships with the parents and guardians of the kids you serve:

The parents and guardians of the kids I serve...

	Always	Very often	Sometimes	Rarely	Never
call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stop to talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend meetings or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER PRE-SURVEY

	Always	Very often	Sometimes	Rarely	Never
volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
My workload is tolerable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get my required work done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I need long periods of rest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I have enough energy for my leisure activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work tasks are manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Perceptions of and Experiences in Your Role

First Book would like to learn more about the lives and experiences of those who work with kids in need on a regular basis. To this end, the following questions ask about your self-perceptions and goals for your current role working with kids. Some of these questions may appear unrelated to books and resources in your class or program, but First Book is trying to understand what impact, if any, having books and resources has on job satisfaction and other measures. We appreciate your confidential and honest answers.

Please respond to each statement from your perspective as a professional working with children.

Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
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APPENDIX - PRACTITIONER PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I feel as though some of my children are not making any academic or developmental progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am making a significant difference in the lives of the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am successful with the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My children's peers influence their motivation more than I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I try really hard I can get through to even the most unmotivated children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncertain how to teach/support some of my children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a limited amount that I can do to raise the basic performance level or engagement of the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of a child's motivation to learn depends on the home environment, so I have limited influence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to each statement from your perspective as a professional working with children.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I feel I have much to be proud of at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time, I am energetically pursuing my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
At this time, I am meeting the professional goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now I see myself as being pretty successful at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can think of many ways to reach my current professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, I am satisfied with myself as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I should find myself in a jam at work, I could think of many ways to get out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of ways around any problem that I am currently facing at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each statement in regard to your professional role working with children.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I feel like "part of the family" at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER PRE-SURVEY

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I feel emotionally attached to my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be very happy to spend the rest of my career with this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel as if this organization's problems are my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy discussing my work with people outside it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last month, how often have you experienced the following emotions at work?

	Very often	Often	Sometimes	Rarely	Never
Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eagerness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excitement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Last couple of questions! We want to know more about the impact that books can have on kids, families, educators, and communities.



APPENDIX - PRACTITIONER PRE-SURVEY

How would having more books for your classroom/program impact **the kids and families you serve?**

How would having more books for your classroom/program impact you in your work?

How would having more books for your classroom/program impact the **community in which your program resides?**

First Book would like to follow up with you at a later date, to see how the gift of new books you received impacted your classroom/program and the kids you serve. We ask that you please leave your email in the space below so we can send you a follow-up survey in the next few months (optional). **Your email will only be used to send you a follow-up survey. It will not be used to identify your responses in any way and will not be shared outside of First Book.**

Email:



APPENDIX - PRACTITIONER POST-SURVEY



Default Question Block

Thank you so much for taking the time to participate in our survey! We hope you are in good health and are managing as well as possible during these challenging times. We know you have so much competing for your time in this moment, but we hope if you get 10-minutes, you'll consider completing this survey.

We don't want to miss out on learning from your experience. As you may know, First Book is a nonprofit organization focused on providing equal access to quality education for children in need, and as part of our work, provides free and low-cost books and resources to educators and programs working in underserved communities. Your organization was selected to receive a First Book OMG Books award, and as a result of this award, you received new (free) books for the kids in your school(s) or program.

We are sending you this post-survey in an effort to understand if and how this infusion of books impacted your organization, you as a practitioner, and the kids you serve. Please note that this survey is voluntary. Any information provided in this survey will only be used by First Book. First Book will not share your individual data with anyone outside of First Book. All of your responses are completely confidential and will never be associated with your name.

Please do your best to reply honestly where you feel comfortable. This survey will take about 10 minutes to complete. We appreciate your thoughtfulness and candor!

PLEASE NOTE: If you are the **primary contact** for your award (i.e., you submitted the initial OMG Books application and have been in touch with our office regularly), please switch to the survey [linked here](#). If you are not the primary contact, please proceed with this survey! Thank you!

Before we begin, please tell us a bit about the organization you work for:

Organization Name:



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

In what state does your program reside?

What is your email address? (We will not use this for any future emails nor will we share it with anyone else.)

Which one of the following best describes the type of organization with which you are affiliated?

Which of the following best describes your job title?

Which of the following grade levels/age groups best describe the students you serve? (Select all that apply)

- Early Childhood (ages 0-2)
- Preschool (ages 3-4)
- Elementary School (ages 5-10)
- Middle School (ages 11-13)
- High School (ages 14-18)

Were you employed at your organization or school at the start of your OMG Books Award program (i.e., October 2019)?

- Yes
- No



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

To what extent did you feel involved in your OMG Books program?

- Not at all involved
- Slightly involved
- Moderately involved
- Very involved

Which best describes your experience of OMG Books?

- I do not know what OMG Books is, and I did not purchase books through this program.
- I ordered books and moved on with my regularly scheduled school-day/programming.
- I occasionally talked about the program and used the books we were granted.
- I regularly talked about the program and used the books to meet important goals or to create meaningful experiences for my students.

How did you receive your books purchased through the OMG Books initiative?

- I ordered them using a promotional code.
- I ordered them using a gift credit.
- Someone else ordered them and gave them to me.

Did you register with First Book because of the OMG Books program?

- Yes.
- No, I'm already a member.
- No, I have not registered.

Will First Book now be an ongoing resource for you?

- Yes.
- No.



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

Do you feel you know more about First Book now that you've participated in your OMG Books Awards Program?

- I don't know anything more than I knew before.
- I know a slight amount more than I knew before.
- I know a moderate amount more than I knew before.
- I know a great amount more than I knew before.
- N/A because I was not involved in OMG Books Awards.
- N/A because I already knew a lot about First Book when our OMG Books Award program launched.

Block 1

As we mentioned above, First Book would like to understand if and how this infusion of books impacted your organization, you as a practitioner, and the kids you serve. The next several pages will ask about exactly that!

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
made you feel hopeful about the difference your organization can make for the children it serves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel hopeful about your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel hopeful about advancing the mission of equal access to education for all kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
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APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to feel more committed to your organization's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you proud of your organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you want to share the work you're doing with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
given you the opportunity to collaborate with your coworkers or other administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel more satisfied at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to remember why you do this work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
motivated you to replicate or create another program like your OMG Books program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to innovate in a way that you otherwise couldn't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

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	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped you to engage parents and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to increase children's engagement in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to show your children that they are learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to improve children's academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped to improve attendance in your program or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books Award...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
helped to create a sense of community in your classroom or program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel a sense of hope for your children's future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to address the effects of trauma and poverty for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to teach diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped you to advance the social and emotional skills of the children you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your OMG Books award...



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
made you feel like you were a part of a team or supported by others (like your community or First Book).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made you feel that the need in your organization was recognized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
empowered you to lead differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided the resources to make positive changes for the kids you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did your OMG books...

	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
raise awareness of the need in the lives of the children you serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
raise awareness of the need in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help you to develop new partnerships or strengthen existing partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide books that helped you to carry out your daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements about community engagement.

Because of this OMG Books Award...

Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
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APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
our organization/school has had the opportunity to integrate resources and services from the community to strengthen programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our organization/school has had the opportunity to integrate resources and services from the community to strengthen student learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our organization/school has had the opportunity to collaborate with other community organizations to help meet children and families' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our organization/school has had a strong voice in the community that created awareness about the importance of equal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
our organization/school has had the opportunity to integrate resources and services from the community to strengthen family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

First Book would like to learn more about the lives and experiences of those who work with kids in need on a regular basis. To this end, the following questions ask about your self-perceptions and goals for your current role working with kids. Some of these questions may appear unrelated to books and resources in your class or program, but First Book is trying to understand what impact, if any, having books and resources has on job satisfaction and other measures. We appreciate your confidential and honest answers.



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

Please respond to each statement from your perspective as a professional working with children.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I feel that I am making a significant difference in the lives of the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My children's peers influence their motivation more than I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of a child's motivation to learn depends on the home environment, so I have limited influence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a limited amount that I can do to raise the basic performance level or engagement of the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I try really hard I can get through to even the most unmotivated children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel as though some of my children are not making any academic or developmental progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncertain how to teach/support some of my children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am successful with the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to each statement from your perspective as a professional working with children.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I can think of many ways to reach my current professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER POST-SURVEY

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	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
If I should find myself in a jam at work, I could think of many ways to get out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now I see myself as being pretty successful at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this time, I am meeting the professional goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, I am satisfied with myself as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have much to be proud of at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time, I am energetically pursuing my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of ways around any problem that I am currently facing at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each statement in regard to your professional role working with children.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
This organization has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX - PRACTITIONER POST-SURVEY

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Qualtrics Survey Software

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I enjoy discussing my work with people outside it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel as if this organization's problems are my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel emotionally attached to my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like "part of the family" at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be very happy to spend the rest of my career with this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how strongly you agree or disagree with each of the following statements.

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
My work tasks are manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I have enough energy for my leisure activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I need long periods of rest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get my required work done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is tolerable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to complete the following sentence in regard to the parents and guardians of the kids you serve:

The parents and guardians of the kids we serve...

Always Very often Sometimes Rarely Never



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

	Always	Very often	Sometimes	Rarely	Never
call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stop to talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend meetings or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 3

If you had to describe your OMG Books Award experience in one word, what word would you choose?

Final questions! We want to know more about the impact that these books had on the kids, families, and communities you serve.

How has having more books for your organization/school impacted **you** in your work?

How has having more books for your organization/school impacted the **kids and families** you serve?



APPENDIX - PRACTITIONER POST-SURVEY

5/30/2020

Qualtrics Survey Software

How has having more books for your organization/school impacted your **community?**

Powered by Qualtrics



APPENDIX

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