

Reading Bolton: Six-Month Qualitative Impact Report February - July 2026

Executive Summary:

This report evaluates the six-month operational arc of the Reading Bolton initiative, February through July 2026. Grounded in a total dataset of 1004 entries, 982 written submissions and 22 transcribed video accounts, the evaluation examines how an intentionally un-gated, low-barrier public humanities project generates individual transformation, strengthens local relational ties, and informs municipal library strategy.

Reading Bolton asked no one to prove they were a reader before they were allowed to participate. There were no login walls, no compulsory demographic forms, no pre- or post-test surveys. That single design choice is the through-line of everything that follows: a library card remembered more clearly than most childhood events, a library that let an adult read picture books without shame, a knitting group where someone reads a poem aloud and the room goes quiet. The data that resulted is unusually wide, in age, in form, and in what people are willing to count as reading.

To capture these shifts without imposing reductive clinical metrics, the report is structured around a five-pillar Logic Model of Impact: Inputs, Activities, Outputs, Outcomes, and Systemic Impact. Findings are illustrated throughout with anonymised excerpts from the data, alongside quantitative summaries of code frequency, monthly reach, and repeat participation drawn directly from the coded dataset.

Logic model of impact				
Inputs (infrastructure)	Activities (execution)	Outputs (Reach)	Outcomes (shifts)	Systemic (institutional)
Library network and endeavour partnership; open archival database; low-barrier design	6 monthly prompts; video and written data capture; dual-coding framework (primary/emergent subcodes)	982 written submissions; 22 video transcripts; multigenerational reach; non-canonical text formats	Shift from non-reader to active critical agent; voluntary repeat engagement; civic sanctuary and belonging	Service toolkit gap resolution; epistemic expansion of literacy; evidentiary rigour and limits boundaries

Headline findings:

- Reach: 982 written submissions and 22 video accounts across six monthly themes, spanning all five recorded age bands plus 26 multi-generational family entries.

- Engagement deepened over time: verified repeat submitters rose from 3.5% in Month 2, to 13.7% in Month 3, to 19.8% in Month 4, with continued cross-month engagement in Months 5 and 6.
- Memory, Place and Identity dominate the dataset: the three codes specified in advance as the analytical focus (M, P, I) remain the three most frequently applied codes across all six months, but the strongest new findings this cycle come from the emergent codes, particularly Creative Writing / Community Writing Practice (CW) and New Arrivals / Belonging (NA).
- Spoken data surfaces what written data misses: the video transcripts reveal embodied memory, dyslexia disclosures, and dual (oral-then-written) encounters with texts that are almost entirely absent from the written dataset, a methodological finding with implications beyond this project (see Section 1).
- A clear service gap: Months 5 and 6 identify a consistent, un-resourced transition point between private/informal reading and structured creative writing support, the basis for a concrete toolkit recommendation (see Section 5).

Methodology:

Reading Bolton is grounded in community-based participatory research (CBPR), an approach that generates knowledge through sustained, collaborative community engagement rather than extracting it as data (Israel et al., 1998; Minkler & Wallerstein, 2008). CBPR exists on a continuum defined by a project's commitment to community voice, accessibility, and the co-production of meaning, all of which shaped this project's design from the outset (Wallerstein & Duran, 2010). Rather than answering researchers' questions about reading, participants generate the definitions and frameworks through which reading is understood in this study, consistent with accounts of participatory research as distinguished by who defines the questions and who owns the knowledge (Cornwall & Jewkes, 1995). The aim across all six months has been to create a sustained space in which reading can be articulated, shared, and redefined by community members in their own terms.

Data collection used monthly open prompts, each circulated publicly and responded to freely: The First Book I Fell in Love With (Month 1), Bolton in Books (Month 2), Memorable Characters (Month 3), Women Who Write (Month 4), Why Libraries Matter (Month 5), and Reading Together (Month 6; see Table 2). Across the six months this generated 1004 entries: 982 written submissions and 22 transcribed video accounts (see Table 3). Submissions were accepted in written, audio, or video format, operationalising the CBPR principle that participation should be accessible to those with different skills and relationships to formal expression (Cargo & Mercer, 2008; Nind, 2014).

The dissemination strategy reflects the commitment to accessibility central to CBPR (Minkler & Wallerstein, 2008). Prompts were circulated via Facebook and Instagram using locally

targeted hashtags, generating approximately 3,500 organic monthly views and an average of 167 submissions per month, with no pre-existing audience or follower base. Low follower counts relative to participation figures indicate that engagement is driven by active seeking through hashtags and word of mouth rather than passive receipt by a captive audience, suggesting participants are choosing to contribute rather than simply being reached. Prompts were also supported through printed materials, workshops, and community organisation collaborations, including the Endeavour Hub partnership.

CBPR is characterised by ongoing cyclical engagement rather than one-shot data extraction (Israel et al., 2010; Bergold & Thomas, 2012). Operationally, this took the form of a monthly personalised message of thanks to each contributor, a feedback loop intended to make the relational, iterative logic of CBPR concrete rather than aspirational. One participant noted that a personalised acknowledgement had arrived at a personally difficult time and had provided a tangible boost; they subsequently contributed to the following month's prompt and shared the project with two community organisations, including a local branch of the University of the Third Age. This illustrates both the relational function of the feedback loop and the organic word-of-mouth reach it generates, neither of which would be visible in submission counts alone, and it is consistent with the rise in verified repeat submitters across Months 2 to 4. However, this design was not maintained at full strength for all six months, and the gap is informative. Staffing capacity did not allow the full feedback loop, personalised thank-you messages and the mailing-list/blog update, to be completed at the beginning of July (Month 6); the mailing list and blog were not updated with the new prompt, and thank-you messages went out in August. Month 6 also shows the weakest verified repeat-engagement data in the six-month run. Treated cautiously, this is a single month, and a change in delivery capacity rather than a controlled variable, it is not proof that the feedback loop drives repeat engagement. But it is a natural experiment the project did not intend to run, and the direction of the finding, engagement softening in exactly the month the relational loop was interrupted, is consistent with CBPR's own account of why the loop matters: participation is sustained by relationship, not by the prompt alone. This has a direct staffing implication: the feedback loop is not a nice-to-have layered on top of the core method, it appears to be doing some of the work the method depends on, and resourcing it consistently should be treated as a delivery priority for Month 7 onward.

Optional demographic fields were included but not mandatory, reflecting participatory and inclusive approaches that prioritise accessibility over standardisation (Cornwall & Jewkes, 1995; Leavy, 2017). Where age was provided, it was recorded using ONS Harmonised Standards life-stage brackets (under 18; 18-24; 25-39; 40-59; 60+) (ONS, 2021). The act of contribution may itself constitute a form of cultural participation supporting social inclusion (Nind, 2014). The analytical approach draws on inductive thematic analysis (Braun & Clarke, 2006, 2019), attending to language, narrative structure, and emotional tone, applied

through the open, dual-coding framework (pre-specified primary codes plus emergent sub-codes) described in Section 1.

The project does not conform to the most intensive models of participatory action research, in which community members co-design research instruments or jointly analyse findings (Reason & Bradbury, 2008); this is acknowledged as a limitation. However, participatory research is defined by orientation rather than procedure: a commitment to accessibility, community voice, and knowledge grounded in lived experience (Bergold & Thomas, 2012), and by that standard the six-month arc offers reasonably strong evidence of success. Reach grew and then held steady from Month 3 onward; the range of what participants were willing to submit, and count as reading, widened rather than narrowed; and verified repeat engagement rose across three consecutive months before the July interruption described above, the clearest available proxy for the trust and sense of ownership CBPR aims to build. The study's self-selecting sample and incomplete demographic data preclude statistical representativeness, but its strength lies in surfacing meanings not captured through large-scale quantitative approaches (Denzin & Lincoln, 2011; Creswell & Poth, 2018), and the Month 6 dip is itself a piece of that qualitative evidence: a reminder that the meanings this method reveals are produced relationally, and depend on the project continuing to hold up its side of that relationship.

1. Inputs: Resources & Low-Barrier Analytical Infrastructure

The operational foundation of Reading Bolton rests on a partnership connecting the municipal library branch network, community organisation Endeavour Hub and civic groups, and an open qualitative data repository. Each contributed a distinct resource: physical and staffed spaces for participation, community trust and outreach, and an infrastructure for capturing and coding submissions transparently.

Collaborative infrastructure:

- Municipal library branch network: physical sites, staff time, and an existing public trust relationship that lowered the barrier to first contact.
- Endeavour Hub and community partners: outreach into groups less likely to respond to a purely institutional prompt.
- Open archival data repository: a transparent, auditable home for the coded dataset, supporting the dual qualitative coding framework described below.

Key design choices:

Participation mechanisms intentionally omit mandatory demographic forms, gated login requirements, and pre-/post-test survey batteries. Removing this friction was a deliberate trade-off: the project sacrifices some of the control a conventional pre/post design would offer in exchange for contributions from people traditionally alienated by academic research

formats, visible throughout the dataset in submissions that open with a disclaimer (“I don’t really read books...”) before delivering exactly the kind of reflective, analytical content the project was designed to bring to light.

An open coding framework combines eleven pre-specified primary codes with sub-codes that emerged inductively from the dataset as each month’s data was processed. Three codes: Memory (M); Place (P); and Identity (I), were specified in advance as the primary analytical focus; the remainder were added iteratively: six from the Month 1 written data, two from the Month 2 Bolton data, a set of video-specific sub-codes from the Month 1 spoken transcript, and further thematic codes from Months 4 and 5.

Code	Theme	Notes
M	Memory	Emotional anchoring, formative encounters, vivid childhood recall
P	Place	Situated reading, environments, belonging, place-in-text
I	Identity	Self-understanding, recognition, meaning-making, reader identity
R	Relationality	Reading with/through others: family, gifts, shared rituals, intergenerational transmission
B	Body / Senses	Sensory engagement: illustrations, physical reading practices, embodied pleasure
T	Transformation	World-expanding, skill-building, perspective shift
E	Escape / Refuge	Books as retreat from difficulty, illness, grief
S	Self-in-Story	Identification with a character, emotional investment in fictional others
C	Canon / Cultural Entry Point	Genre discovery, literary heritage, classics
L	Local / Community Identity	Bolton-specific civic pride, town identity, local history

Table 1. Eleven primary codes, specified in advance or added from Months 1-2. Full definitions, including video-specific and later emergent sub-codes (W, DI, MF, PL, CC, CW, NA, AC, MG), are held in the project codebook.

Multi-modal data capture:

Written submissions were paired with video-recorded oral accounts in Month 1, recorded by a project intern, creating an accessible channel for neurodivergent contributors or those with reading differences such as dyslexia. This design decision, offering a spoken as well as a written channel, turned out to matter more than anticipated.

Methodological insight: what spoken data reveals that written data does not

Comparing the 22 Month 1 video transcripts against their written counterparts reveals a consistent pattern with implications beyond this project:

- Embodied and spatial memory emerges far more readily in speech than in writing, the specific chair, the torch under the covers, the posture on the bed, detail that written submissions on the same theme rarely include.
- Disclosure of learning differences (dyslexia) occurred only in spoken accounts, and appeared to surface without premeditation, in the flow of a spoken narrative rather than as a stated fact.

- Spoken accounts more often reveal a text encountered twice, in different modes, heard on a car cassette or read aloud by a parent before it was read independently, a ‘dual encounter’ pattern almost invisible in written-only data.

The practical implication is that written-submission prompts may systematically under-capture the reading histories of people with dyslexia or other learning differences, both because disclosure feels more natural in speech, and because the written format itself may deter participation. This strengthened the case for keeping a spoken-response channel open in future prompt cycles, not only as an accessibility measure but as an evidence-quality one. This suggests that the spoken channel relies heavily on active facilitation rather than just technical availability. While contributors engaged when a project intern actively handled the recording process, uptake dropped to zero once the model transitioned to independent, self-recorded submissions. We have not received a single autonomous entry via video, voice note, or other alternative formats. This highlights a distinct gap between intent and execution: while keeping alternative formats open is vital for equity, the active presence of the intern, rather than the mere existence of the channel, proved to be the true catalyst for capturing this data.

This underrepresentation is not confined to Month 1. Across the full six-month dataset, the Body/Senses (B) code appears most vividly in spoken and music-adjacent accounts and is comparatively muted in written submissions overall, suggesting the written dataset offers a partial picture of the sensory and embodied dimension of participants’ reading lives regardless of month or prompt. Future prompt design could build sensory or environmental cues directly into written prompts to counteract this mode effect.

2. Activities: Six-month sequential execution

Over the six-month cycle, activities centred on six sequential thematic prompts designed to elicit different dimensions of reading identity and civic memory, moving from personal and formative (Month 1) through local (Month 2), fictional (Month 3), authorial (Month 4), institutional (Month 5), and relational (Month 6).

Month	Prompt	Focus
1 February	First book	Formative memory, childhood oral encounters, dual routes into reading, belonging
2 March	Bolton in books	Local spatiality, civic identity, library spaces, empathy, canon
3 April	Memorable characters	Character-based self-perception, outsider status, relational dynamics
4 May	Women who write	Female creative authority, global literature, non-Anglophone voices
5 June	Why libraries matter	Civic sanctuary, belonging, rights, accessibility
6 July	Reading together	Shared reading, caregiving, book clubs, intergenerational practice

Table 2. Six-month prompt sequence, February-July 2026.

Operational execution:

- **Multi-modal data capture:** written submissions paired with video-recorded oral accounts in Month 1 (see Section 1 methodological insight).
- **Iterative coding and tagging:** weekly database processing categorised submissions, tagged emergent codes, mapped cross-monthly repeat contributors, and flagged change-language indicators as they appeared, rather than applying a single fixed codebook retrospectively.
- **Responsive code development:** no new primary codes emerged from Month 3 (the existing framework proved sufficient), while Months 4 and 5 each generated a distinct cluster of emergent codes reflecting their prompts, gendered/global reading (W, DI, MF, PL, CC) and library-specific civic and access codes (CW, NA, AC, PL-Civic, MG).

3. Outputs: Quantitative reach and format breadth

Total documented participation across the six-month period reached 982 written submissions and 22 transcribed video accounts (1004 records).

Month	U18	18-24	25-39	40-59	60+	Generational	NA	Format Written/Video	Total
1 First book	1	6	11	7	8	0	24	35/22	57
2 Bolton	29	18	23	29	22	1	2	124/0	124
3 Characters	33	43	42	59	27	14	4	222/0	222
4 Women	16	25	59	64	16	5	36	221/0	221
5 Libraries	20	22	46	46	18	4	21	177/0	177
6 Together	23	10	55	67	29	2	17	203/0	203
Total	122	124	236	272	120	26	104	982/22	1004

Table 3. Monthly submission breakdown, February-July 2026.

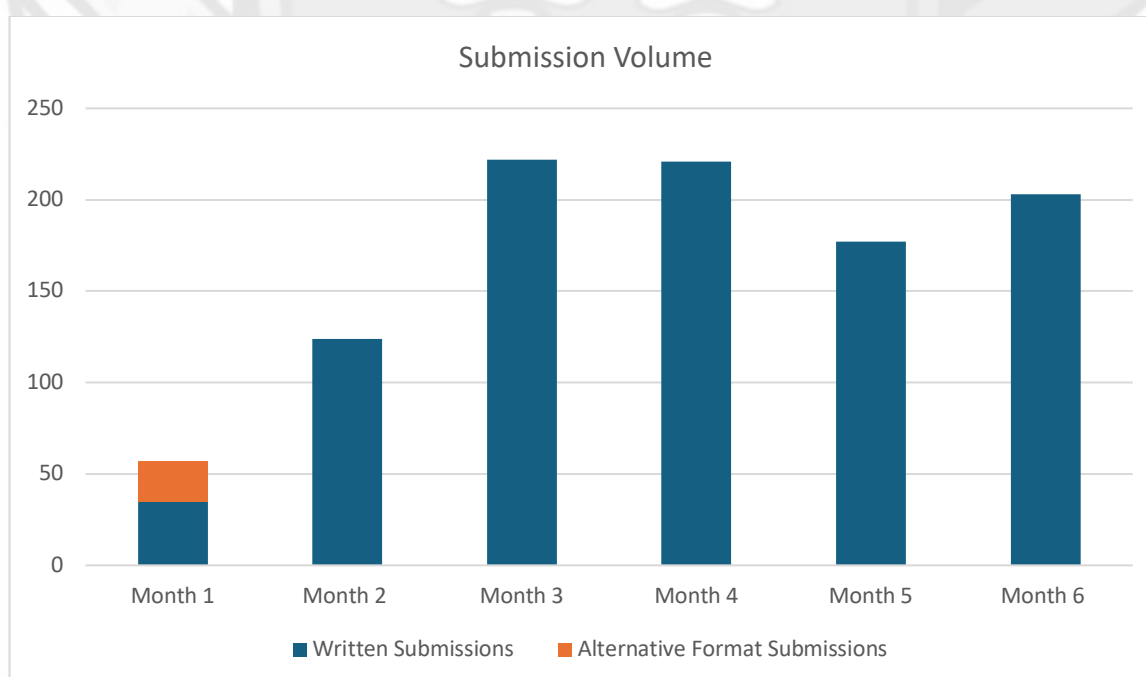


Figure 1. Monthly submission volume. Written submissions rise sharply after Month 1 and settle into a steady 180-220 per month from Month 3 onward.

Participation and format highlights:

Demographic range

Participation spanned all five recorded age bands, alongside 26 multi-generational family entries submitted jointly, and other participants not disclosing their age in the optional demographic field.

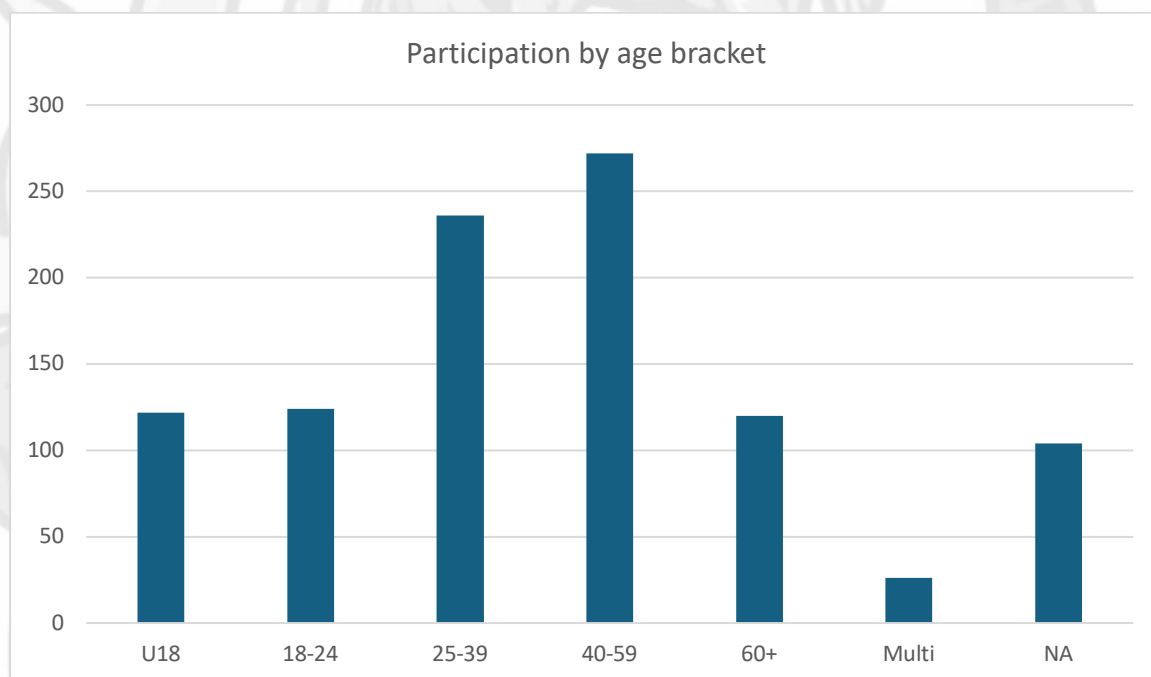


Figure 2. Participation by age band, aggregated across the full dataset (age-tagged entries; family entries counted once as 'multi').

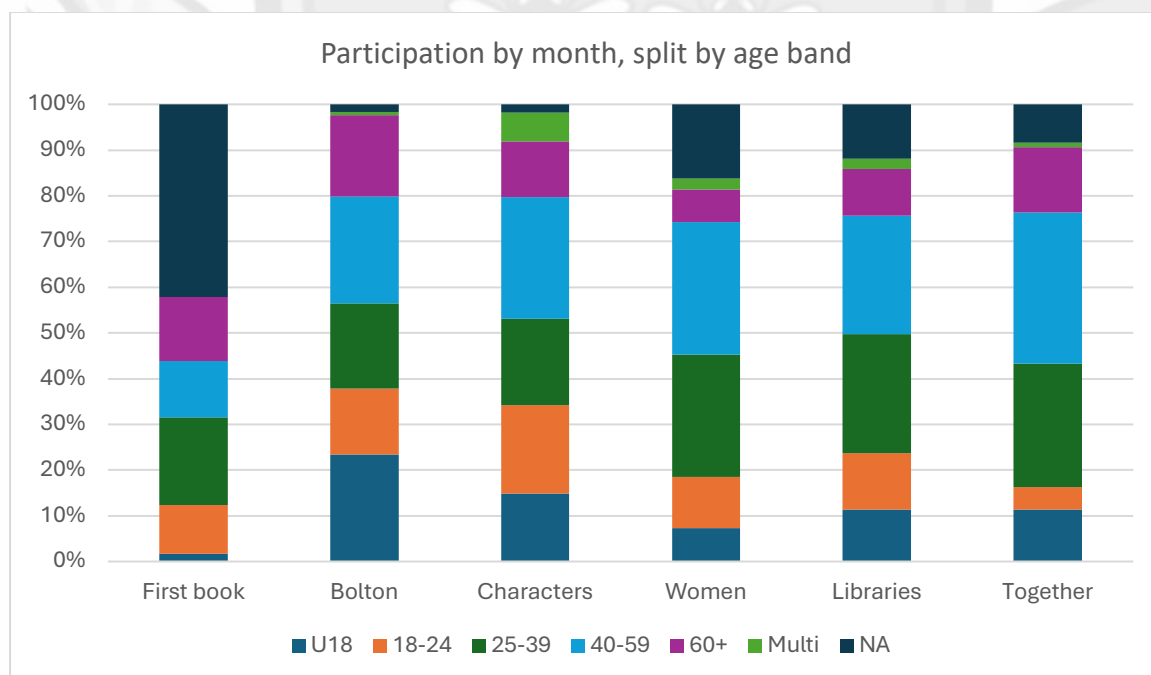


Figure 3. Participation by month, split by age band.

Expansion of text categories:

Submissions extended well beyond canonical novels to encompass library cards, citizenship revision guides, parish registers, football scrapbooks, K-drama scripts, poetry collections, manga, orchestral scores, and oral bedtime stories. This breadth is itself a finding: it suggests that a genuinely low-barrier prompt does not just widen who participates, but widens what participants are willing to count as a formative reading experience.

"I don't really like reading. I'll be honest. But the school library has manga and graphic novels and I read those. Mr Henshaw says that counts. I think Mr Henshaw is right."

Ethan, Dorset, U18

Outcomes: Qualitative shifts and behavioural proxies

Evaluating impact in a low-barrier humanities context means looking at how engagement changes self-perception, community ties, and public behaviours, rather than relying on a clinical pre/post instrument the project deliberately did not deploy.

Self-perception	Behavioural proxy	Civic belonging and ties
Shift from non-reader disclaimers to analytical agency; neurodivergent access routes reframed as valid	Verified growth in cross-prompt repeat submitters; sustained voluntary habit formation	Library as pre-citizenship sanctuary; multigenerational caregiving, book gifting, and peer networks

Table 4. Outcomes taxonomy.

A. Internalised shifts in agency and self-perception

Submissions frequently document an initial resistance to literary identity that resolves into critical confidence. Opening disclaimers, "I don't really read books...", "I'm not particularly literary...", consistently give way to nuanced analysis. Contributors reframe non-traditional entry points, from gamebooks to television drama, as valid literacy encounters, and fictional characters serve as tools for processing personal isolation, neurodivergent difference, or life transitions.

"Paddington Bear. He always stood out to me because he didn't quite fit in, but people still made space for him. I think that idea stayed with me, that you don't have to be exactly the same as everyone else to be accepted."

Dominika, Caversham, 40-59

B. Longitudinal repeat engagement as a behavioural proxy

Without mandatory tracking, cross-month participation serves as an organic indicator of growing project commitment. Verified repeat submitters grew from 3.5% in Month 2, to 13.7% in Month 3 to 19.8% in Month 4, with continued engagement through Months 5 and 6. Voluntary repeat submission signals habit formation, growing trust, and an expanding sense of agency within the project rather than a one-off act of goodwill.

This behavioural proxy also points to an analytical opportunity not yet fully exploited in this evaluation: a substantial number of contributors have submitted to every monthly prompt, and where these accounts can be linked, they offer up to a six-point longitudinal account of a single person's reading life, from a first childhood book through to a shared reading experience with others. Systematically linking these repeat-contributor threads in future analysis cycles would provide a richer, individually-grounded evidence base than any single month's aggregate data can offer.

C. Civic sanctuary, new arrivals, and relational networks

Months 5 (Libraries) and 6 (Reading Together) highlight the role of public reading infrastructure in building local community ties. Contributors repeatedly describe the library as an essential welcoming space where belonging precedes formal status, new arrivals recount using library computers and study areas to prepare for citizenship exams, treating the library as an initial anchor of civic acceptance.

"My grandmother came to England in 1961. She told me once that the public library was the first place in this country that made her feel welcome. Not just tolerated. Welcome. [...] She used it for sixty years. She was ninety-one when she died and she still had an active library card. I keep it in my wallet."

Latoya, Chapeltown, 40-59

Testimonies also detail shared family reading practices and relational care under difficult circumstances, including partners adapting shared reading following a Parkinson's diagnosis, and parents passing reading routines down to children.

"I started reading him differently. I learned his eyes instead. The way his hands move. [...] I read him more carefully now than I ever did before [...] Love teaches you to read. That's what I've learned from it all. It just changes the language sometimes."

Anonymous, Harwood, 60+, on reading a spouse with Parkinson's

Submissions also document active peer advocacy: gifting books, forming local reading circles, and moving from digital submissions into library-hosted writing groups and Endeavour partner activities, the behavioural bridge that Section 5 develops into a concrete service-design recommendation.

5. Systemic impact: institutional knowledge shifts

Beyond individual participant development, project data provides actionable insight for local service delivery and public library strategy.

Service toolkit gap resolution	Epistemic extension of literacy	Evidentiary boundaries
Identifies a missing link between casual reading and structured creative writing groups	Proves non-canonical items (scrapbooks, archives, lyrics) function as core civic anchors	Distinguishes narrative self-report from clinical psychological metrics to maintain research integrity

Table 5. Systemic and institutional impact.

A. Diagnostic insight & community writing toolkits (CW code)

Data analysis across Months 5 and 6 revealed a distinct and recurring service gap: many contributors write in private or read informally, but describe no clear pathway into structured creative writing support until a library-hosted group happened to exist and they happened to find it, often decades after they began writing alone.

“The library writing group was where I first read my work aloud to anyone. I was forty-three. I had been writing in secret for twenty years. My hands shook so much I couldn’t hold the paper properly.”

Ashleigh, Morningside

- **Addressing the service gap:** identifying this transition point directly informs the design of community writing toolkits, helping libraries establish low-demand writing workshops and support existing informal groups more effectively.
- **Evidence base for resource planning:** qualitative submissions of this kind provide concrete local narrative evidence to support funding bids and guide municipal library planning.

B. Epistemic expansion of public literacy

The dataset offers field-level evidence that broadens traditional definitions of reading. Non-canonical materials, municipal archives, football scrapbooks, oral histories, and musical lyrics, recur as important anchors for civic memory and community identity, not incidental curiosities. This provides library and cultural partners with a practical framework for inclusive community programming that meets residents where they already are, rather than where a canon assumes they should be. This expansion is cumulative rather than a single-month observation. Month 1 established that non-fiction, cookery, knitting, magic, counts as a formative reading experience; Month 2 extended this to family archives and non-traditional objects; Month 3 to non-fiction figures functioning as ‘memorable characters’; Month 4 to songs, albums, K-dramas, manga and video games understood as work ‘written by a woman’; Month 5 to decades-old paper diaries and library-archive encounters where no book changes hands; and Month 6, in its most expansive form, to entries treating faces, animals, weather and silence as things one ‘reads’. Read as a whole, the dataset builds a working definition of reading substantially broader than the one assumed by standard literacy research, and arguably a more accurate account of how people actually encounter written language, and one another, in daily life.

C. Evidentiary boundaries & methodological integrity

Maintaining analytical credibility requires clear limits on what this data can and cannot claim.

- **Credible claims:** the project demonstrates recurring, self-reported increases in writing confidence, personal expression, and ongoing voluntary participation.
- **Methodological boundaries:** without baseline clinical testing, the report explicitly avoids quantitative claims about psychological health improvements. Grounding conclusions in direct participant testimony preserves academic integrity while providing a reliable model for evaluating low-barrier public humanities projects.
- **Representativeness caveat:** demographic capture is limited to optional age-band and free-text location fields, with no occupation, education, or class data recorded in any month. A shift in register and explicit self-disclaiming of reading identity ('I didn't think this project was for lads like me') among a minority of Month 5 and 6 contributors suggests the project may be reaching a broader socio-economic range over time, but this cannot be evidenced numerically and is reported as an observation rather than a finding. Twelve consecutive Month 6 entries sharing a single location, age band and register also read as a coordinated group submission rather than twelve independent respondents, and have been treated analytically as one cohort rather than folded into individual participation counts.

D. Emerging signal to monitor: AI reading companions (Month 6)

A small but distinct cluster of Month 6 submissions describes using conversational AI tools as a discussion partner for reading, an interlocutor to talk a book through with, rather than a lookup tool, including one respondent's account of an older relative independently learning to debate a text with an AI system. Three independent instances in a single month's data are too small a base for any claim, but specific and consistent enough in their framing to warrant deliberate tracking from Month 7 onward, both as a potential access route for isolated readers and as a service-design question for libraries considering how AI tools intersect with traditional reading support.

Code frequency across the dataset:

For reference, the chart below aggregates primary code frequency across all six months of coded data. Memory, Place, and Identity, the three codes specified in advance, remain the most frequently applied, but Self-in-Story and Relationality are close behind, illustrating how much of the dataset is organised around people and characters rather than texts in isolation.

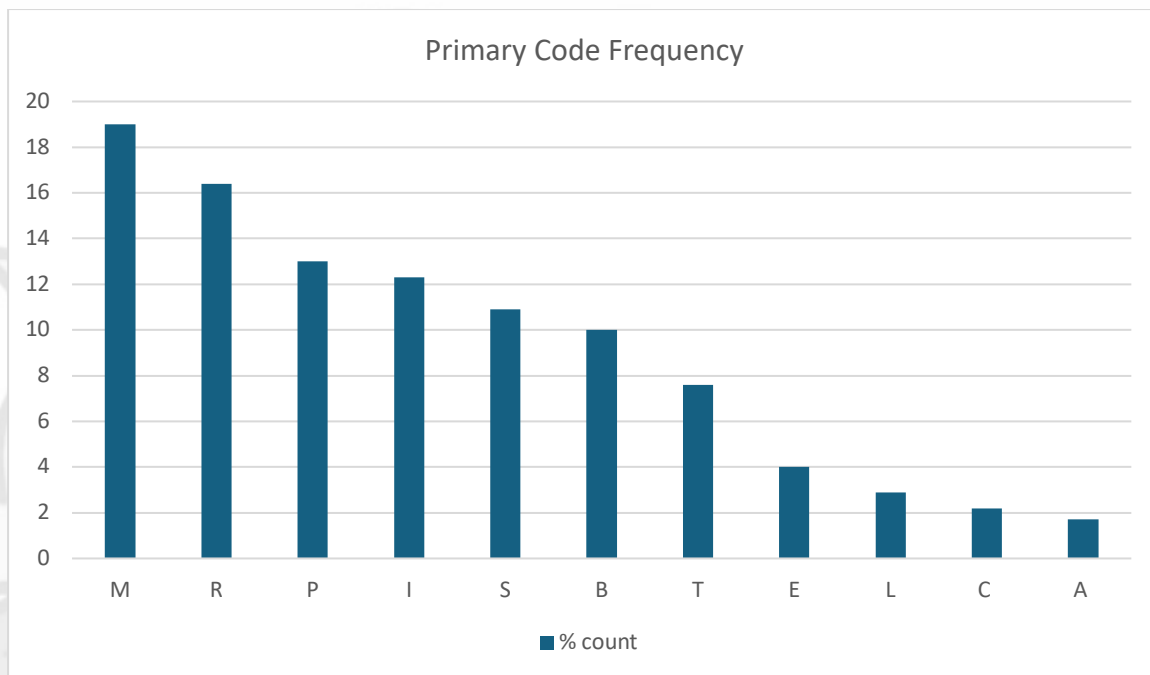


Figure 4. Primary code frequency, aggregated across the full six-month dataset (video-only and later-emergent sub-codes not included).

6. What We Have Learned, and Recommendations

Read across all five pillars, the six-month arc suggests removing procedural friction, no login walls, no mandatory demographic forms, no pre/post testing, does more than widen participation numerically: it changes what participants are willing to share, and what institutional insight a public library service can act on. The dataset provides evidence of individual transformation (non-reader disclaimers resolving into critical, analytical confidence), of relational and civic impact (the library functioning as a pre-citizenship sanctuary, multigenerational caregiving conducted through shared reading), and of institutional learning (a concrete, addressable service gap between informal reading and structured creative-writing support, and a working definition of ‘reading’ considerably broader than the one assumed by standard literacy research).

Two methodological findings carry weight beyond this project. Spoken data illustrates embodied memory, dyslexia disclosure, and dual oral-then-written reading encounters that written submissions systematically miss, but the spoken channel only produced data when actively facilitated by a member of the project team, not merely when offered as an option. In addition, the relational feedback loop, a personalised monthly message of thanks to every contributor, appears to be doing genuine work rather than functioning as a courtesy: the one month it lapsed also produced the weakest verified repeat engagement of the six-month run, a natural experiment the project did not intend to run but should take seriously.

The evidence gathered so far points to six practical recommendations:

1. **Resource the feedback loop as core delivery, not overhead.** The personalised thank-you and update cycle is not incidental to the method; the data suggests it sustains participation. It should be staffed and budgeted as a fixed commitment across all six months, not a task absorbed only when capacity allows.
2. **Keep the spoken and video channel open, but staff it actively.** Uptake fell to zero once submissions moved to self-recording; presence and facilitation, not mere availability, make this channel accessible, particularly for contributors with dyslexia or other learning differences.
3. **Develop a community writing toolkit.** Months 5 and 6 identify a consistent, un-resourced transition point between private or informal reading and structured creative-writing support. A publicly accessible toolkit, designed to help contributors discover and self-refer into existing library-hosted groups, would address a gap the data shows clearly and repeatedly, without requiring additional facilitation staffing.
4. **Link repeat-contributor threads longitudinally.** A substantial number of contributors have submitted to every monthly prompt; systematically linking these accounts would offer a richer, individually-grounded evidence base than any single month's aggregate data can provide.
5. **Track the emerging AI reading-companion pattern.** A small but distinct cluster of Month 6 submissions describes using conversational AI as a discussion partner for reading. The current data is too limited to draw conclusions from, but it is specific and consistent enough to warrant deliberate, continued observation.
6. **Consider a single light-touch addition to the submission form.** An optional 'How did you hear about this?' field, or an equally light occupation/education field, would let a future version of this evaluation test the apparent broadening of who contributes against actual data, rather than against register and tone alone.

These recommendations extend the project's low-barrier design. The strongest evidence produced by this evaluation is that removing friction and sustaining relationship, rather than adding measurement, is what has made six months of sustained, voluntary, community-authored reflection possible in the first place.