Rebranding the Library as an Out-of-School Learning Space

Erica Compton
Idaho Commission for Libraries
erica.compton@libraries.idaho.gov
What’s our WHY?

The Golden Circle

**What**
Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

**How**
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

**Why**
Very few organizations know WHY they do what they do. WHY is not about making money. That’s a result. It’s a purpose, cause or belief. It’s the very reason your organization exists.
The Reality

Percentage of students at or above the Proficient level in 2013

Overall #26%

Selected Student Groups

- Race/ethnicity
  - Asian/Pacific Islander: 47
  - White: 33
  - Two or more races: 26
  - American Indian/Alaska Native: 12
  - Hispanic: 12
  - Black: 7

- Highest level of parental education
  - Graduated from college: 38
  - Graduated from high school: 12
Practice Makes Perfect

LIFELONG LEARNING

A relatively small percentage of waking hours across the life span are spent in formal educational environments.

- Formal Learning Environments: 9.25%
- Informal Learning Environments: 18.5%, 7.7%, 5.1%

Ages 0-5: Kindergarten
Ages 6-12: Grades 1-12
Ages 18-24: Undergraduates
Ages 25+:
- Postgraduates
- Workers
- Retirees

SOURCE: Learning in Informal and Formal Environments Center
Access?

Only 8.4 million K-12 children participate in after school programs. 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)

Over 15 million school-age children are on their own after school. Among them, more than 1 million are in grades K-5. (Afterschool Alliance, 2009)

CLAAlliance.org
It Works!

NEW RESEARCH SHOWS Afterschool Is a Real Solution Linked to Closing the Gap

Afterschool Participation Narrows the Math Achievement Gap

Income differences in math achievement were eliminated for students who had consistent afterschool activities across K-5

New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.

What the data indicate:

» When afterschool participation is highly consistent, there is no gap in low-income and high-income children's math achievement at grade 5

» The more consistent the afterschool participation, the narrower the gap in math achievement

» The more rarely students participate in afterschool activities, the wider the achievement gap

We Need to Cook!
Make It at the Library

Impact in 2013 Year One...
- 4,650 teens and tweens engaged through outreach
- 3,585 attended library programs
- 18 partnerships through 66 events
What Can We Do?
Make It!