

About Idaho's Kids

- Approximately 419,000 children under the age of 18 reside in Idaho. (2009 US Census)

- 19% are living in poverty (Idaho Kids Count, 2010)

- 24% live in single-parent households (Idaho Kids Count, 2009)

- There are 294,254 school children ages 5-17. (Idaho Kids Count, 2009)

- 14% of children enrolled in public school are Hispanic (EdFacts, State Profile, 2010)

- Over 50% of children in public school qualify for free or reduced lunch (Idaho State Dept. of Education, March 2011)

- Nearly 18,000 children enrolled in public school are Limited English Proficient (EdFacts, State Profile, 2010)

- Over 100 languages are spoken by children in Idaho public schools (Limited English Proficiency Report, 2009)

- Only 32% of Idaho fourth graders scored at or above proficient in reading on the National Assessment of Educational Progress test in 2009 (National KIDS COUNT Program)

Idaho Reading Indicator:

- 81% of low-income kindergarteners were reading at grade level in the spring of 2009. When they returned as first graders in the fall, only 57% were reading at grade level. (Idaho State Dept. of Education)

- 70% of low-income first graders were reading at grade level in the spring of 2009. When they returned as second graders in the fall, only 48% were reading at grade level. (Idaho State Dept. of Education)

We must keep our children reading over the summer!

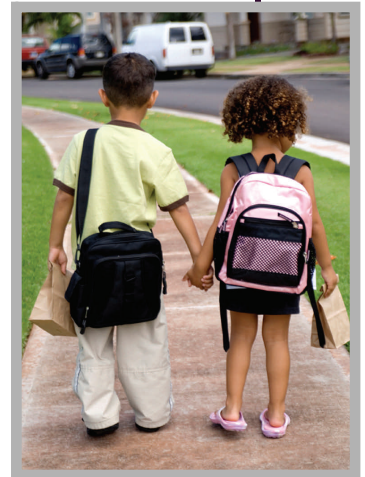
Summer Learning Loss and Library Summer Reading Programs

In 2011 over 69,000 Idaho children participated in a summer reading program through their local library. Over 19,000 of those were through library outreach programs.

What the research says...

“Many low income and minority students lose some literacy and academic abilities during the summer months. Some students lose as much as three to four months of academic progress while children in high-income areas gain at least a month of progress during the summer (Karweit, Ricciuti, and Thompson, 1994).”

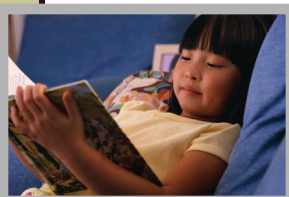
- From “*The Role of Public Libraries in Children’s Literacy Development: An Evaluation Report*,” by Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Department of Education Office of Commonwealth Libraries, February, 2001.



61 percent of low-income families have no books at all in their homes for their children. While low-income children have, on average, roughly four children’s books in their homes, a team of researchers recently concluded that nearly two thirds of the low-income families they studied owned no books for their children.

(Reading Literacy in the United States, 1996. US Department of Education.)

“Public libraries are helping to close the ‘book gap’ by providing children of all backgrounds access to high-quality reading materials and rich language experiences.... The public library is important to the reading achievement of many children, particularly those children who lack other reading resources.”



From “*The Role of Public Libraries in Children’s Literacy Development: An Evaluation Report*,” by Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Department of Education Office of Commonwealth Libraries, February, 2001.

Summer Reading Research

For more information about Summer Reading Programs contact:

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Bright Futures begin with Summer Reading!

School visits

Reaching Underserved Children

School Partnerships

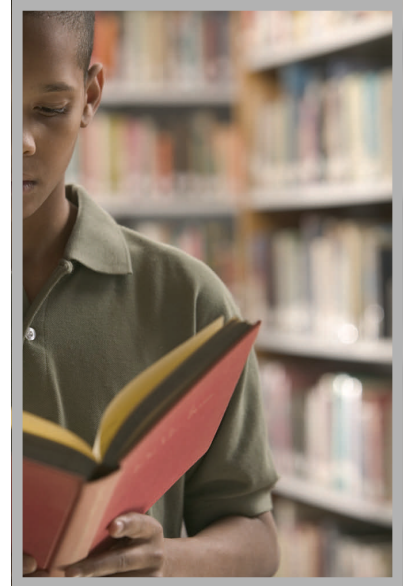
Visit us on the web:
<http://libraries.idaho.gov>

Who are the children in your community who are most in need of summer reading? How can you reach them?

In her definitive and classic study, *Summer Learning and the Effects of Schooling* (Academic Press, 1978), Barbara Heyns followed sixth and seventh graders in the Atlanta public schools through two school years and the intervening summer. Among the findings of her research:

- The number of books read during the summer is consistently related to academic gains.
- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.
- The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.
- The major factors determining whether a child read over that summer were: 1) whether the child used the public library; 2) the child's sex (girls read more than boys but also watched more TV); 3) socioeconomic status; and 4) the distance from home to a library.
- "More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer. Moreover, unlike summer school programs, the library was used by over half the sample and attracted children from diverse backgrounds." (p.77)

[Above summary from [Making the Case for Library Services to Children and Teens](#), State Library of North Carolina.]



Suggestions for effective ways to reach the neediest youth:

- Form partnerships with the schools
- Form partnerships with community groups and services that reach the disadvantaged
- Make programs accessible and convenient for parents
- Involve the parents
- Involve volunteers
- Make learning fun for everyone

[Excerpt from [Building Effective Programs for Summer Learning](#), by Peter Johnson, U.S. Department of Education. 2000]