



Vol. 6 No. 7 – July 16, 2010

Published monthly by [Read to Me](#), a service of the Idaho Commission for Libraries (ICFL)

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Welcome!



Little Miss Muffet
Sat on her tuffet
Eating a chocolate ice cream
Along came a spider
Who sat down beside her
And said, "Give me some or I'll scream."

In 1984, President Ronald Reagan designated July as **National Ice Cream Month** and the third Sunday of the month (July 18 this year) as **National Ice Cream Day**. He recognized ice cream as a fun and nutritious food that is enjoyed by a full 90 percent of the nation's population. In the proclamation, President Reagan called for all people of the United States to observe these events with "appropriate ceremonies and activities." Here are a few sites, compliments of your "Scoop" editors, to help you celebrate!

Ice Cream Quiz: How much do you know about ice cream?

History of Ice Cream Cone

History of ice cream

Ice Cream Flavorology: What does your favorite flavor say about you?

Play an Ice Cream Game with Buster: Marc Brown's Arthur website, on PBSKids.org

Resources for ice cream themes:

http://www.atozteacherstuff.com/Themes/Ice_Cream/

<http://stepbystepcc.com/foods/icecream.html>

<http://webtech.kennesaw.edu/jcheek3/icecream.htm>

<http://childfun.com/index.php/activity-themes/food/220-ice-cream-activity-theme.html>

Meet Becky Metras



Becky Metras loves helping children learn and her 26 years of teaching experience in Preschool through First grade are evidence of her dedication to education. As Program Specialist for the **Kuna Public Library**, she has ample opportunity to develop programs for both children and adults alike. For someone who loves books, libraries, and people, it could not be a better fit.

Becky has over seven years experience in library settings and started work at the Kuna Library in August 2009. Their programs department serves over 500 patrons a week and offers over 40 different programs for all age groups. Becky enjoys working with patrons of all ages, but her main focus is children birth to 6 years and seniors. She is responsible for leading nine storytimes, Book Babies lapsit, Every Child Ready to Read, PJ Storytimes, Super Saturday, and Tales to Tails – a therapy dog program. The latter is one

of her favorite programs (though she confesses it is hard to pick a “favorite”), and they often have up to 25 kids waiting to read to the dogs. Rugby, a “Goldendoodle” is one of the stars of the show! (*Editor's note: Curiosity got the better of us and we had to look up this breed-*
<http://www.goldendoodles.com/home.htm>)

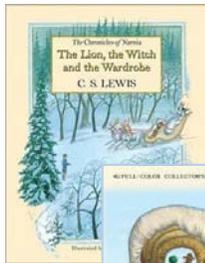
Becky's biggest success so far has been encouraging the use of puppets for several of their programs. Becky's faithful companion is named “Chip the Monkey” and she believes that children are more engaged when the lovable puppet is part of the storytime. Chip is also a regular partner during the outreach programs Becky leads for four daycares, two Head Start programs, and the Boys and Girls Club. Many of the children can't wait to see Chip and Becky is sure they are more excited to see him than they are to see her!

One of the biggest challenges she has faced over the past year is developing programs for adults. Since she has limited experience with this population, she initially felt somewhat outside her comfort zone. However, the teacher in her emerged, and she helped develop some

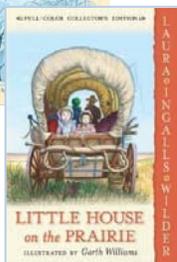


very successful programs. This year's offerings included classes on computers, quilting, photography, and gardening to name just a few. Overall it has been a huge learning experience and she looks forward to another great year of programming.

Becky states that her favorite part of the job is working with an incredibly dedicated staff. She feels privileged to work with each of them and looks forward to coming to the library each day. She credits Library Director Anne Hankins' vision for the wonderful programs they offer and states that Anne is instrumental in creating a wonderful work environment.



As a child Becky loved *The Chronicles of Narnia*, *Nancy Drew*, and *Golden Book* stories. Her favorite author is Laura Ingalls Wilder and the *Little House on the Prairie* series because of their descriptive nature. "They allow you to picture in your mind exactly what is happening in the story and they show children the difference between the past and the present," said Becky. She recently finished reading all four books in the Twilight series – mostly at her granddaughter's request – and she enjoyed every book.



Becky's favorite flavor of ice cream is Mint Chocolate Chip and thank goodness it's National Ice Cream Month so she has a great excuse to consume lots and lots of it.

When she is not hard at work at the library, Becky loves spending time with her three-year-old grandson. She enjoys playing with him and teaching him new skills. She is an avid reader of *The Scoop* (yeah!) and says that she can't wait for the new issue to come out each month. She reads it from start to finish and looks for new ideas to implement in her programs. Thanks Becky! We love to hear that!

Library to Library



Emmett Public Library partners with the Gem County Fair to close out their summer reading program. Each participant decorates a flip-flop or surf board and those are entered at the fair. The first 50 entries get a free T-shirt. The library also displays reading logs and program photos at the fair for all to see. Great idea! The library promotes its three-month summer non-resident library cards for \$11.66 in an effort to recruit as many children in Gem County as possible. They also offer an early bird drawing for kids who register by June 4. This allows staff to help plan the final awards program which features a Tiki BBQ and water fight this year.



If you need a good laugh see the link below for the **6th Annual Book Cart Drill Team Championship of the World** at www.facebook.com/demcofun.



Post Falls Public Library is featured in this article: [The Backroad Librarian: Five Forwards](#), by Marcel LaFlamme. "Keeping rural libraries vital requires

keeping them free of charge and pushing for open access to materials. Libraries are people-centers, not warehouses for books,” LaFlamme writes. The site is sponsored by Center for Rural Strategies.



Looking for ways to help parents and children find appropriate books for age, interest and reading level? **Kara Cervelli**, Head of Children's Services at **Perry Public Library in Ohio**, devised a color coding system based on leading practices in the field of reading research. She stickered her children's books with colored dots, then created a corresponding chart that shows the equivalency between the color codes and other reading programs: Lexile, Reading Recovery, Developmental Reading Assessment (DRA), the school district's basal reader, Accelerated Reader (AR), and Fountas-Pinnell Guided Reading. The chart is on their website so that parents and teachers can use several measures to help find appropriate books for children.

Though it's important not to limit children in their choice of books (telling them they can't read a certain book because it's "not within their reading level"), a guide can help children find books they are capable of reading independently and successfully in order to build confidence and improve reading skills.

Click on the image to access PDF from Perry Public Library...

Perry Public Library
Finding the Right Book
 How the books in our collection compare with leveled school reading programs

Easy Reader - Yellow w/ Blue Label - Pre Readers
 These books are the easiest beginning readers with a few words to each page (almost always on the left hand page), single sentence words, only 1 or 2 lines of text, large print, repetitive and rhyming text, very little picture books, a short story, and large illustrations (on the right hand page)

Easy Reader - Yellow w/ Green Label - Emergent Readers
 These books introduce more difficult words, words with multiple syllables, more text on each page, more complete sentences, up to 3 lines of text on each page, a wider variety of punctuation, smaller print size, and text in different places (top, bottom, left page, right page), still has much illustration

Easy Reader - Yellow w/ Purple Label - Early Readers
 These books have more text and few illustrations, may even have some chapter books in the story, smaller print and spacing, stories with subplots, more action and genre text in "realistic"

Older Reader - Orange Label - Fluent Readers
 These books are beginning chapter books. They have mostly all text and only a few illustrations (one or two per chapter), more literary structure and genres, more challenging themes and ideas, series books and extended episodes, more complex vocabulary

Tweens - Light Blue Label - Advanced Readers
 These books are advanced chapter books for older, more mature readers with longer stories and more advanced vocabulary

Perry Public Library Label	Grade Level	Description	Lexile	RAZ	Accelerated Reader Book Level	Reading Recovery	Lexile Level	AR Level
Easy Reader - Yellow w/ Blue Label - Pre Readers	Emergent	Emergent	A	A	A	Pre-1		
		Emergent	B	B	B	Pre-2		
		Emergent	C	C	C	Pre-3		
		Easy	D	D	D	Pre-4		
Easy Reader - Yellow w/ Green Label - Emergent Readers	Grade 1	Easy	E	E	E	1-1	100-200	
		Easy	F	F	F	1-2		
		Easy	G	G	G	1-3		
		Easy	H	H	H	1-4		
Easy Reader - Yellow w/ Purple Label - Early Readers	Grade 1	Easy	I	I	I	1-5		
		Easy	J	J	J	1-6		
		Transitional	K	K	K	1-7	200-300	
		Transitional	L	L	L	1-8		
Older Reader - Orange Label - Fluent Readers	Grade 2	Transitional	M	M	M	2-1	300-400	2.0
		Transitional	N	N	N	2-2		
		Transitional	O	O	O	2-3		
		Transitional	P	P	P	2-4		
Tweens - Light Blue Label - Advanced Readers	Grade 3	Transitional	Q	Q	Q	3-1	400-500	3.0
		Transitional	R	R	R	3-2		
		Transitional	S	S	S	3-3		
		Transitional	T	T	T	3-4		

Kara used the following resources to help her create her library's book level chart:

"The Fountas and Pinnell Leveled Book List K-8" 2006-2008 edition by Irene C. Fountas and Gay Su Pinnell, Heinemann publishers 2006, ISBN 0325-00819-1, www.fountasandpinnellleveledbooks.com

The Scholastic books website

<http://www2.scholastic.com/browse/article.jsp?id=10216>

Approximate Text, Spelling, and Writing Level Conversion/Comparison Table. Special thanks to Rigby Education, Scholastics Lexiles, and Weaver, B. M. (2000). Leveling books k-6: Matching readers to text. Newark, DE: International Reading Association. <http://www.suu.edu/faculty/lundd/readingsite/readingresources/bookleveling.htm>

And this website has numerous conversion charts....

<http://www.dillon2.k12.sc.us/teachers/readingcomparisoncharts.asp>

Thanks for letting us share this, Kara!

Young Adult Corner



Teen Read Week 2010 Competition Teaser! Registration starts on August 16, 2010.



Could you use a 15" Digital Photo Frame to promote your library's programs and services? Share your creative ideas for a 30 to 60 second Public Service Announcement promoting Teen Read Week (TRW) (Oct. 18-24) or any other teen service at your library. Let your teens help with ideas and presentation since they know what appeals to their peers.

Here are the basics and timeline:

- **Starting August 16th, register online** if you plan to host a TRW event or program at your library. Just for registering, we will send you a branded 1 GB flash drive containing everything you could possibly want to know about the TRW 2010 Advocacy Competition. The drive will be loaded with requirements, rules, storyboard templates, sample storyboards, support materials, "best reads" for teens, book trailers, sample PSA's, and other promotional materials. You will also receive a bundle of TRW Library Card Holders to give to teen patrons.
- **Sign up for the competition! Participating libraries will be required to complete a storyboard** of a 30-60 second PSA and submit it to ICFL by **Sept 15, 2010**. These storyboards will be reviewed by ICFL staff and entries which meet the stated requirements will be placed on the ICFL website on September 20th. The Idaho library community will be asked to review and vote for their favorite September 20-26.
- **Up to 50 libraries will receive a 15" Viewsonic Digital Photo Frame (DPF)** for their storyboarding efforts. The DPF will have video and audio capability which allows you to showcase your PSA, show book trailers, and other video files, as well as student created media. They can be used to promote all your library's programs and do some great outreach.
- **Up to 5 libraries will receive a FlipVideo Camera.** First time participants in Teen Read Week who have not received a FlipVideo Camera from ICFL in the past will also receive one to create the PSA. The same requirements as above will apply.
- **Create the PSA from your storyboard**, upload the video to YouTube or TeacherTube, and send ICFL the link for posting by **October 29, 2010**.
- **Share basic information** about your TRW event to help us learn more about teen programs in Idaho. We will ask you to provide a brief description of what you did, approximate number of teens served, and the number of new teen library cards issued.

The official announcement of the TRW 2010 Competition is coming soon. We hope to have a record number of libraries participate in Teen Read Week this year and look forward to viewing your creative endeavors.



[The Ultimate Teen Bookshelf - Must-have materials chosen by YALSA](#)



[School's Out!! Great Teen Novels with a Road Trip Theme](#)

Book Look



Fall Preview from Scholastic

Here is a sneak preview of titles that will be available soon...

Sequels and Series:



Mockingjay, by Suzanne Collins
(Final book in *Hunger Games* series)
Available August 24

Katniss's survival in her second Hunger Games has angered The Capitol and all those she loves are in danger. Find out what happened to District 12, and the truth about District 13...



Into the Gauntlet, by Margaret Peterson Haddix
39 Clues, Book 10 (final book)
Available August 31

The 39 Clues is bigger than anything that Amy and Dan could ever have imagined, and they are willing to do anything to fulfill their Madrigal mission and protect the world from their family, but the final secret will change everything.



Touch Blue, by Cynthia Lord
(Follow-up to *Rules*)
Available August

When the state of Maine threatens to shut down their island's one-room schoolhouse because of dwindling enrollment, eleven-year-old Tess, a strong believer in luck, and her family take in a trumpet-playing foster child, to increase the school's population.



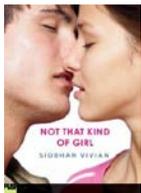
Bobby the Brave (Sometimes), by Lisa Yee
More adventures from *Bobby vs. Girls (Occasionally)*
Available September 1

Fourth-grader Bobby is hurt when he hears his father, a former pro-football player, say that the two of them are nothing alike, but finally summons the courage to talk about it after his public asthma attack proves how right his father is.



The Cloud Searchers, by Kazu Kibuishi
Amulet, Book 3
Available September 1

Emily, Navin, and their crew of resistance fighters charter an airship and set off in search of Cielis, a mythical city. The mysterious Leon Redbeard is their guide, and there's a surprising new addition to the crew. But is he ally or enemy? And will Emily ever be able to trust the voice of the Amulet?



Not That Kind of Girl, by Siobahn Vivian

Push series

Available September 1

High school senior and student body president, Natalie likes to have everything under control, but when she becomes attracted to one of the senior boys and her best friend starts keeping secrets from her, Natalie does not know how to act.

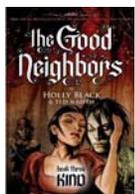


Nic Bishop: Lizards

Nic Bishop series

Available October 1

Introduces young readers to basic information about a lizards' appearance, habits, and life cycle.



Kind, by Holly Black

The Good Neighbors, Book Three

Available October 1

The faerie world has been unleashed on Rue's city. The big question is: Will she stop it and save the world she's always known? Or will she take her place as the rightful faerie heir?

For other great books coming soon, see the entire webcast at

<http://www.scholastic.com/listpreviewwebcast/>

Or download the summary sheet at <http://www.scholastic.com/listpreviewwebcast/notes.pdf>



SYNC YA Literature into Your Earphones: Get 2 Free Audiobook Downloads Each Week, July 1 - September 1, 2010

Teens and other readers of Young Adult Literature will have the opportunity to listen to bestselling titles and classics this summer. Each week from July 1 - September 1, SYNC will offer two **free** audiobook downloads.

Visit **www.AudiobookSync.com** after July 1 and prepare to download great books in your player to take wherever summer might lead you.



Upcoming Events



Read to Me First Book/Every Child Ready to Read Orientation (for 2010-2011 Participants)

Friday, August 6: Boise, Idaho Commission for Libraries, River Room

Tuesday, August 10: Pocatello, Marshall Public Library, Community Room

Friday, August 27: Coeur d'Alene, CDA Public Library, Community Room

Please register for one of these events **by July 23, 2010** by clicking the above links.

If you cannot attend one of the meeting dates above, please register for Wimba training on the following dates:

First Book: August 19, 1 p.m. – 2 p.m. MST

ECRTR: August 31, noon – 1 p.m. MST



Read to Me/Youth Services Fall Training: Save the dates!

The focus of the fall training workshops this year will be on Summer Reading Programs. Registration information will be sent through Libidaho, and will also be available on our website and in the August issue of The Scoop. Stay tuned!

October 25: Meridian Public Library, Meridian

October 28: Idaho State University Student Union, Pocatello

November 3: Best Western Coeur d'Alene Inn, Coeur d'Alene

November 4: University Inn, Moscow



AASL Fall Forum will be in Portland November 5-6, 2010

The theme is "In Focus: The Essentials for 21st Century Learning." Registration is now open. Find more information at

<http://www.ala.org/ala/mgrps/divs/aasl/conferencesandevents/fallforum/fallforum.cfm>

ALSC Institute - September 23-25, 2010

Atlanta, GA



Society of Children's Book Writers and Illustrators

Writing With the Stars: A Conference for Readers, Writers, and Teachers of Children's Literature

Saturday, September 11, 2010

Boise State University

8:30 am to 5:00 pm

Graduate and in-service credit available

Registration information

Speakers:

Cheryl Klein, senior editor at Scholastic

Jill Corcoran, associate agent at the Herman Agency

Chris Crutcher, author, educator and family therapist known for his realistic fiction. Some of his books are *Running Lose*, *The Crazy Horse Electric Game*, and *The Sledding Hill*

Kelly Milner Halls, a nonfiction writer for young readers. Books include *Dinosaur Parade*, *Saving the Baghdad Zoo*, and *Dinosaur Mummies*

Amy Allgeyer Cook, debut novel *The Invisible Sister*

Sydney Salter, author of *My Big Nose and Other Natural Disasters*, *Jungle Crossing*, and *Swoon at Your Own Risk*, regional advisor for Utah/Southern Idaho SCBWI

Laura Bingham, author of *Älvor*

Sarah Tregay, debut novel *Love and Leftovers* will be published by Katherine Tegen Books/HarperCollins

Authors & Illustrators' Birthdays in August include:

August 1 – **Gail Gibbons** (born in 1944). It is out of a natural curiosity for how things work and how things are made that she has based a successful career as an author and illustrator of children's books. Some of her works include: *Dinosaurs*, *Tornadoes*, *The Vegetables We Eat*, and many more. Go to www.gailgibbons.com for more.

August 6 – **Frank Asch** (born in 1946). Frank Asch has written in almost every category of children's literature including poetry, concept books, juvenile nonfiction, and children's novels. He is the author of *Happy Birthday Moon*, *Good Night Baby Bear*, *Baby Ducks New Friend* and many more. Check out this website for more on [Frank Asch](#).

August 9 – **Seymour Simon** (born in 1931). Seymour is the author of 200 highly acclaimed science books. He has introduced children to a wide array of subjects, including the human body, animals and animal behavior, climate and weather, earthquakes, volcanoes, mirrors, optical illusions, rocks and minerals, star gazing and space, oceanography, and the list goes on and on. Find out more at www.seymoursimon.com/meet.htm

August 11 – **Joanna Cole** (born in 1944). She also writes under the pseudonym B. J. Barnett is an author of children's books who teaches science. She is most famous as the author of The Magic School Bus series of children's books. She has written over 250 books ranging from her first book *Cockroach* to her famous series Magic School Bus. For more go to www.edupaperback.org/showauth.cfm?authid=22

August 11 – **Don Freeman** (1908-1978). Don is known by many people as the author of *Corduroy* and other children's books. He is also known as a graphic artist who vividly portrayed the street life and theater world of New York City in the 1930's and 40's. Check out the [Don Freeman](#) website for more.

August 22 – **Will Hobbs** (born in 1947). He is the author of several novels for upper elementary, middle school and young adult readers, as well as two picture book stories. Some of his novels include: *Bearstone*, *Downriver*, *The Maze*, and *Jason's Gold*. Check out www.willhobbsauthor.com/meet.html for more information.

August 27 – **Ann Rinaldi** (born in 1934). Rinaldi is a young adult fiction author. She is best known for her historical fiction, including *In My Father's House*, *The Last Silk Dress*, *An Acquaintance with Darkness*, *A Break with Charity*, and *Hang a Thousand Trees with Ribbons*. Read more about [Ann Rinaldi](#).

August 28 – **Brian Pinkney** aka **J. (Jerry) Brian Pinkney** (born in 1961). Pinkney is an illustrator and author who works in a striking and unusual medium: oil painting over scratchboard. His unique illustrations have graced the pages of numerous books for children since he began his career in the late 1980s. Some of his writing include: *Max Found Two Sticks*, *The Adventures of Sparrowboy*, and *Cosmo and the Robot*. Find out more at www.answers.com/topic/jerry-brian-pinkney



Summer Reading News

We're still adding to our [Summer Reading Resources](#) website- check it out!



Summer Reading Programs Survey Available Online!

All Idaho libraries offering summer reading programs must submit a SRP survey to ICFL by August 31, 2010. **You can access the survey on our [Summer Reading web page](#).** A list of

questions is included below, and it would be a good idea to preview those now so you know what data we will be asking you to collect. *Each library branch must fill out a survey.*

Summer reading program materials, such as CSLP program manuals and Bright Futures materials, are LSTA-funded. Libraries using the statewide theme or who are participating in Bright Futures outreach programs are required to submit their participation statistics to the ICFL. These statistics are used by ICFL to fulfill reporting requirements issued by IMLS (the Institute for Museum and Library Services), which administers LSTA at the federal level. In the event we receive future Fred Meyer Corporation funds to purchase books, we will use your SRP statistics to determine how many books you will receive. Failure to report your data will jeopardize your library's eligibility for future summer reading books and materials.

Thank you in advance for collecting your data and submitting them to us! Your information helps us demonstrate the amount of summer reading activity taking place in Idaho's libraries, and helps us continue to improve the services we offer to you.



Printable Survey Questions to preview

If you have any questions, please email Staci Shaw at staci.shaw@libraries.idaho.gov.



Patron Surveys: Do you ask students and/or parents to fill out a survey at the end of your summer reading program? If so, we would like to hear from you. We would like to get a feel for the kinds of survey formats libraries are using and which kinds of data are being collected. If you're willing to share your survey with us, please send a sample to Staci.



Make a Splash Vinyl Banners, Manuals

We have some 24" x 60" vinyl banners left, which we will offer to the first libraries who send us FlipVideo or other video footage of creative summer reading programs. We will also accept photos as long as they are accompanied by a detailed write-up. Send these to Staci: staci.shaw@libraries.idaho.gov

We also have extra program manuals. If you would like an additional copy please contact Staci.

School Zone



School is out for the summer! See you in September...

Know the Numbers

New Summer Reading Study Doesn't Quite Make the Grade: Sometimes we need to know more than just the numbers.

A new study titled, “Public Library Summer Reading Programs Close the Reading Gap” was recently released by the Dominican University’s Graduate School of Library and Information Science. The executive summary states that the children who participated in a summer reading program (SRP) at their local public libraries scored higher on reading achievement tests in the fall, had better reading skills at the end of third grade, scored higher on the state standards test, returned to school in the fall ready to learn, and were more confident and motivated to read on their own. The summary also states that the parents of children who participated in a summer reading program reported their children spent more time reading over the summer, made more visits to their library, were well-prepared for school in the fall, and read more confidently.

These results support what other studies have shown time and time again- that children who read over the summer better maintain the reading gains made in school, thus minimizing what’s known as “summer slide” or “summer slump.” Unfortunately, this study **does not** effectively demonstrate that *attendance at a public library summer reading program* is the reason for better academic success in the fall. The authors themselves cite many limitations within the study:

“We encountered several problems during this study, including participant attrition, lack of a control group, and lack of information regarding participants’ other activities during the summer. We had serious attrition from the start of the study. We began the study with a participant pool of more than 800 rising third-grade students at 11 sites across the United States. We received 367 (45%) signed consent forms from parents. At the end of the study we were able to match only 149 students to the outcomes of interest. This sampling attrition was problematic and may have impacted our results.” p. 43

Participants turned in signed permission forms and took a standardized reading comprehension test in the spring and again in the fall. However, because of confidentiality issues the researchers could not track participants and non-participants in SRP’s. Data was gathered by administering a fall survey to those students and parents who turned in permission forms in the spring, as well as all fourth grade teachers and school librarians from participating schools and public librarians from participating libraries. These questionnaires were then compared to the reading test results in order to determine outcomes. (As stated above, they were able to match only **149 students** to the outcomes of interest; this is a very low number of children compared to the original pool of 800 children- less than 20%.)

What the results actually showed was that students who scored higher in the spring also scored higher in the fall. Better readers tend to read more for enjoyment, regardless of summer activities. “Engagement with text is the necessary first step if we want to improve reading skills when school is not in session or prevent a decline in reading achievement that might otherwise occur.” p. 15 (White and Kim, see #1 below). A chart on page 42 of the study shows that though participants in a SRP scored higher on both tests, they only averaged a 4 point gain over the summer. The non-participants, with an average spring score 63 points lower than the participants, averaged a 15 point gain over the summer. This is the opposite effect one would expect to find, if one assumes that attendance at SRP’s improves reading.

These are just a few design flaws in the study. There are problems with the authors' use of "statistical significance," there was no consistency in the types of SRPs offered, the attempt to track the reading time of participants was hindered by the complexity of the reading log and thus only 14 were returned, and some of the results listed in the executive summary are nothing more than "perceptions" of the parents, teachers and librarians and not based upon any objective data.

The authors note many of these design flaws, and one could conclude from the "Study Limitation" section that this study was an experiment to determine how best to design the next study, which would then demonstrate co-relational or concrete evidence that SRPs help maintain reading skills.

Susan Roman, Deborah T. Carran, and Carole D. Fiore, *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*, June 2010.

[Read full report...](#)

[Executive Summary](#)

Tip: If you're looking for studies or data to support funding requests for your SRPs, review the following:

1. Thomas G. White and James S. Kim, "Teacher and Parent Scaffolding of Voluntary Summer Reading," *Reading Teacher* (October 2008): 116
2. Stephen Krashen and Fay Shin, "Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty," *Public Library Quarterly* 23 (3/4) (2004): 99-109.
3. Fay Shin and Stephen Krashen, *Summer Reading: Program and Evidence* (2008).

A Closer Look at Facebook



Creating a Facebook Page for Your Library

Many libraries are already using Facebook to reach patrons. Others are wondering if it's a good idea to start a Facebook Page. And still others want to start a Page, but don't have the first clue as to how to go about creating one.

There has also been a lot of press recently about Facebook. Issues surrounding privacy and company policies have been under fire and some users were pushing for a mass exodus on May 31. Although Facebook lost approximately 31,000 users, that was a drop in the bucket when you count the almost 450 million who are signed up.

CEO Mark Zuckerberg held a last minute press conference on May 26 and announced they were redesigning some of the account features to make it easier for people to control what they share and what others see. They focused on three things: a single control for your content, more powerful controls for your basic information and an easy control to turn off all applications. This is all good news for dedicated Facebook users and newcomers just wanting to jump on board.

The following is taken directly from the Facebook Help Center and is designed to give you more information about Facebook Pages and help you decide whether you want to create a library Facebook Page. For those who want to take the leap in creating a Page, there is information here on how to do that too!

Some Basics

What is a Facebook Page?

Pages are for organizations, businesses, celebrities, and bands to broadcast great information in an official, public manner to people who choose to connect with them. Similar to profiles, Pages can be enhanced with applications that help the entity communicate and engage with their audiences, and capture new audiences virally through friend recommendations, News Feed stories, Facebook events, and beyond.

How are Pages different from personal profiles?

Profiles represent individuals and must be held under an individual name, while Pages allow an organization, business, celebrity, or band to maintain a professional presence on Facebook. You may only create Facebook Pages to represent real organizations of which you are an authorized representative.

In addition, Pages are managed by admins who have personal Facebook profiles. Pages are not separate Facebook accounts and do not have separate login information from your profile. They are merely different entities on our site, similar to how Groups and Events function. Once you have set up a Page within your profile, you may add other admins to help you manage this Page. People who choose to connect to your Page won't be able to see that you are the Page admin or have any access to your personal account.

(Although it states that you must have a personal Facebook profile first and that your professional site is linked to your personal profile, I was able to create a page that was separate. When I created my library Page, I was prompted to input my existing account. I simply chose the option that stated that I did not have an existing account and entered my work email address in order to become the administrator for the Page. This seems to have eliminated the connection between my personal profile and my library Page, which I prefer.)

How are Pages different from Groups?

Pages can only be created to represent a real organization, business, celebrity, or band, and may only be created by an official representative of that entity. Groups can be created by any user and about any topic, as a space for users to share their opinions and interest in that subject. Groups can be kept closed or secret, whereas Pages are intended to help an entity communicate publicly.

Pages also allow people to maintain a personal-professional distinction on Facebook. If you're a group admin, your name will appear on that group, while Pages will never display their admins' names. Additionally, when you take actions on your group, such as posting on your group's wall, these actions will appear to come from you as an individual. However, if you post or take other actions on a Page you own, it will appear to come from the Page.

Why is a Page a better solution than a personal account for artists, businesses, or brands?

Personal accounts are optimized for individuals, not artists, businesses, or bands. Facebook Pages allow artists, businesses, and brands to showcase their work and interact with fans.

These pages come pre-installed with custom functionality designed for each category. For example, a band Page has a music player, video player, discography, reviews, tour dates, and a discussion board that the artists can take advantage of. Third party developers will also build an array of applications that they will compete for Page Admins to add to their Pages. Facebook Pages are also not subject to a fan limit and can automatically accept fan requests.

Who can create a Page?

Only the official representative of an organization, business, celebrity, or band may create a Facebook Page. The Page creator can then add other representatives to help them manage the Page. Each Page admin will be able to update and edit their Pages from their own accounts.

If you would like to create a Facebook presence for a celebrity or organization and you are not officially authorized to do so, we suggest you create a [Facebook group](#) instead, as these may be created and maintained by any user.

If you have decided it's time to create a Page, then the next step is to go to the following link: [How to Create a Facebook Page](#)

Promoting your Page and Page "Insights"

What are Insights?

Facebook Insights measures user exposure, actions, and behavior relating to your Social Ads and Facebook Page. By understanding activity and performance, fans and ad respondents, and trends and comparisons, you are better equipped to improve your business on Facebook and elsewhere. Insights is a free service for all Facebook Pages and Social Ads. Only Page admins can view this information, and it is displayed in the left column of the Page. To view comprehensive Insights, click "See All" in the left column. More information on promoting your Facebook Page and understanding the user data that is collected is available [here](#).

Much more information on privacy settings, available applications, and how to use Facebook can be found online at the [Help Center](#). (The link can be found at the very bottom right hand side of your Facebook page as well.)

'Apps' for Libraries

Search the [Apps Directory](#) to find great applications for your Facebook page. Use the search word "books" and you will find some several apps that might be of interest.

In Closing

We have been following many Idaho library Pages and search for new ones on a regular basis. We look forward to seeing more coming online in the future. Please email or call us to share your experience in starting a Facebook Page or to let us know you are up and running so we can follow you too.



Some Idaho Libraries with Facebook Pages that you might want to check out:

[Ada Community Library](#)

[Garden City Public Library](#)

[Kootenai Shoshone Library](#)

[Coeur d'Alene Public Library](#)

[East Bonner County Library](#)

Articles, Blogs, and other Resources on Facebook

Tech Tool: Facebook Applications for Learning

Social Media Best Practices for Libraries

A Survey of K-12 Educators on Social Networking and Content-Sharing Tools

Facebook Group vs. Facebook Fan Page: What's Better?

5 Elements of A Successful Facebook Fan Page

Facebook & YouTube Demographics

Facebook a Top Destination for Internet Users Over 65

If you are interested in reading more about **privacy issues** and other discussions regarding Facebook **practices** and **policies**, check out the following articles and blogs.

Top Ten Reasons You Should Quit Facebook

Ten Reasons to NOT Quit Facebook

New York Times article on Facebook

Facebook and "radical transparency" (A rant)

Facebook and Privacy – is this really a BIG deal?

Teach. Facebook. Now.

Facebook is a utility; utilities get regulated

Tips & Tools



National Library Week Grant

The Scholastic Library Publishing National Library Week Grant is an annual \$3,000 award open to U.S. libraries of all types. It is sponsored by Scholastic Library Publishing and administered by the ALA Public Awareness Committee to support a single library's public outreach efforts during National Library Week (April 10-16, 2011).

The Campaign for America's Libraries is ALA's public awareness campaign that promotes the value of libraries and librarians. Thousands of libraries of all types – across the country and around the globe - use the Campaign's @ your library® brand. The Campaign is made possible in part by ALA's Library Champions, corporations and foundations who advocate the importance of the library in American society.

- Theme: Create your own story @ your library

In support of: The Campaign for America's Libraries

- **The deadline is October 1, 2010**
- [Application and Guidelines for the 2010 Scholastic Library Publishing National Library Week Grant](#)



Barbara Bush Foundation for Family Literacy Grant

The Barbara Bush Foundation is accepting applications for their annual grant making program designed to develop and/or expand projects supporting the development of literacy skills for adult primary care givers and the children they care for.

Eligible applicants must have nonprofit or public status and have existed for two or more years, operating an instructional literacy program during that period of time.

For more information check out their website at <http://www.barbarabushfoundation.com/site>.

Deadline: September 10, 2010



Libri Foundation Grant for Books

The Libri Foundation is a nationwide non-profit organization which donates children's books to small, rural public libraries. Local sponsors can contribute \$50-350, which the Foundation will match on a 2-to-1 ratio. A library can receive up to \$1,050 worth of new, quality, hardcover children's books. Qualifying libraries should be in a rural area, have a limited operating budget, and an active children's department. School libraries are eligible if they also serve as a public library.

<http://www.librifoundation.org/apps.html>

Deadline: August 15, 2010



Recycling Fundraiser, from EcoPhones

Schools, clubs, and churches have raised funds for their organizations through the EcoPhones Recycling Fundraiser. The fundraiser pays up to \$300 for cell phones, ink-jet printer cartridges, DVD movies, videogames, portable DVD players, laptops, MP3 players, digital cameras, Wii, Sony Playstations, and more. Participants should ask parents, neighbors, co-workers, and local businesses to donate and recycle their used consumer electronics. Participants can also receive money for damaged, non-working, and non-listed models.

[Recycling Fundraiser website](#)

Multicultural Connections

Here are some great resources to help you build your capacity to
Serve the World @ your library®

By the way, did you know **@your library**® is trademarked by ALA? [Download the logo in multiple languages.](#)

[Reading Tips for Parents](#) – in 10 languages courtesy of Reading Rockets

[Summer Reading: English Language Learners at the Library](#)

[2010 Américas Award for Children's and Young Adult Literature](#)

[Asian-American: Books for Teens](#) – Seattle Public Library

[Children's Books about Jewish Religion and Culture](#)

[Top 10 Children's Books of Irish Folktales and Fairy Tales](#)

[Literature for Young People; Islamic Traditions and Muslim Cultures](#)

[German Books, Movies and DVD's For Kids](#)

CE News You Can Use

CE You Can Use!

Have you checked out the free online course offerings in WebJunction Idaho for children's services lately? Here is what you will find:

- Accompanying the Young Reader: Helping the Reader Choose Appropriate Books (LibraryU)
- Creating Collaborative Lessons for the Elementary School (LE@D)
- Creating Compelling Programming in Your School Library (LE@D)
- Multicultural Literature for Children and Young Adults (LE@D)
- Planning Story Times for Children (LibraryU)
- Reaching Reluctant Readers (LE@D)
- Trends in Children's Literature (LE@D)

For more information or to check out these courses go to the course catalog on WebJunction Idaho <http://id.webjunction.org/catalog> and then scroll down to Library Services and click Children. This will open up the course list so you can click on each course to read the description. You do need to be a member of WebJunction Idaho – so if you haven't created an account and affiliated with Idaho – do it today! Any questions, just email Shirley.biladeau@libraries.idaho.gov

Access to these courses are paid through a grant from the Library Services & Technology Act, Institute of Museum and Library Services.

News Beyond Idaho

Editor's note: We know Chicago isn't the only city whose librarians are superstars... We chose this article as a tribute to all of our hardworking, dedicated library staff who give so much of themselves during summer reading programs, and every day of the year. Thank you for all you do for our kids!

Kids Find Summertime Haven in Libraries, Parents Find Day Care **From the Chicago Tribune, July 05, 2010** **By Lolly Bowean**

In Chicago neighborhoods like Austin and Englewood and suburban communities such as Chicago Heights and Zion, many libraries serve as makeshift summer camps. They're a place where parents with limited means leave their kids for part of the day, and where children escape the streets.

Many of these children spend the day at the library without the guidance of a parent, said Susan Neuman, professor of educational studies at the University of Michigan in Ann Arbor, who is writing a book on public libraries and education. As a result, some librarians have developed informal regimens and systems for managing the daily influx of unsupervised kids.

Some organize learning activities and develop curricula. Others forgive late fees and extend the amount of time children can stay on the computer. In one case, the librarian keeps bread, peanut butter and jelly on hand so he can share his lunch with children who say they are hungry.

"Librarians ... they are the hidden stars of our communities," Neuman said. "Librarians act as substitute mother teachers. They have taken it upon themselves to fill this role. They are doing it and doing it well, even if it is not something they wanted to do."

The phenomenon is not new, but in this economy, Neuman said a larger number of parents will rely on the library this summer in place of camp for their kids. The increase is expected even as some libraries struggle with reduced hours and fewer staff, she said.

At the south suburban Chicago Heights library, Norma Rubio gathers names and phone numbers of the children and gets them library cards. She gives them extra time on the computers and asks the older children to help by clearing tables and organizing books. Rubio considers it her responsibility to look after the children left alone there. After all, she was once a bored kid growing up in Chicago Heights, she said. The library was such a refuge for her that she was eventually offered a job there.

"Where else will they go?" said Rubio, head of the children's department. "Mom is at work or busy. Parents don't have money for summer camps or recreation leagues.

"Me, myself, I'd rather (librarians) have them in here, than in the streets in trouble," she said.

In north suburban Zion, the children without parents are especially welcomed, said Carol Cramer, the youth services coordinator. They need the library the most.

"We like to see our library used," she said.

There are a handful of children who come in daily on their own to the Maywood library in the west suburbs, said Sheila Ferrari, head of youth services there. So she makes the most of the time.

"It's kind of what we're here for. ... It's natural for them to come here," she said.

Chicago Public Library branches have a summer reading program for children. But librarians have been known to secretly forgive fines, issue library cards and act as teachers and guardians. They read books to children roaming alone, push them into special programs and give them assignments to keep busy. When there are scuffles or too much noise, the security guards are called and privileges taken away.

At the Austin branch on the West Side, sometimes working parents will send their children to the library, then call to make sure they are there, said Elroy Christy, branch manager.

"When they tell their parents they're at the library, it alleviates anxiety," he said. "This is where they can get a cold drink of water. This is where they can use the restroom. This is where they are never turned away."

[Full article...](#)



Talk Back: We welcome your feedback on anything in The Scoop. Just e-mail [Stephanie](#), [Staci](#) or [Erica](#) and we'll print your comments in The Scoop.

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