

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

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Welcome!



Our good friend and youth services coordinator at Marshall Public Library Kathryn Poulter (at left) demonstrates the safe way to unload the many flying discs that helped get kids excited about this year's summer reading program. We love the hard hat and may consider adding them as part of every library's needed summer reading supplies!

We hope everyone is maintaining their cool and sense of humor as summer reading programs take place in nearly every community in the state. It's been fun hearing stories about programs and seeing a few pictures roll in. Be sure to read more in the "Summer Reading News" below and have a great summer!

Meet Debra Allen



Debra Allen has worked at the Lewiston City Library for almost six months, but has been employed in the library field for approximately 1 ½ years. She currently works as a library clerk and interacts with patrons of all ages. The Lewiston library serves a population of approximately 35,000 citizens with over 5,000 students in the school district.

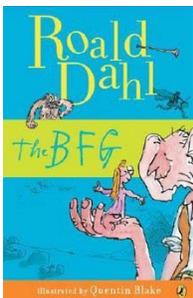
As a past teacher she wants to instill a love of life long learning in both children and adults. Debra says that her job at the library helps to feed her artistic side too. She loves putting her creative

talents to good use as she challenges children and stimulates their desire to learn. She currently assists with PJ Storytime, summer reading programs, teen book talks, and other teen programs. She is involved in an outreach program to daycare facilities called “Tubby Buddy” and enjoys making a difference with children throughout the Lewiston community.

Debra states that her biggest success so far has been the Pirate Program she helped host last summer. Everyone had a great time and dressed up in costumes for the event. They read pirate books, talked like pirates, and even made treasure chests to hold their bounty. The event drew a wide range of ages and even the staff got into the spirit with elaborate costumes and makeup.



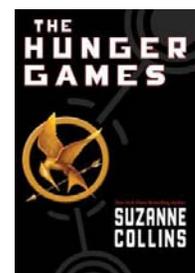
Like so many other librarians, Debra states that her biggest challenge is trying to do everything she wants and needs to do with limited time and money. However, working with the most supportive, helpful, and wonderful staff makes it all worthwhile according to Debra. She wouldn't trade her job for anything in the world!



As a child, Debra loved to read the *Hardy Boys*, *Wizard of Oz* books, and all types of poetry books. She also enjoyed reading about famous people like Paul Revere and Amelia Earhart in historical biographies.

Some of Debra's favorite books are *The BFG*, by Roald Dahl and *Chrysanthemum*, by Kevin Henkes. As a teacher she always used *Chrysanthemum* at the beginning of the year to help students realize that each student is special and that it is okay to be different.

Debra continues to “read, read, read” all the time and recently finished Suzanne Collin's books *Hunger Games* and *Catching Fire* and cannot wait for the last book in the trilogy, *Mockingjay*. She also enjoyed reading *The Other*, by David Guterson which focuses on themes of friendship and loyalty and how they survive through the years.





Debra confesses to having two addictions - chocolate ice-cream and Facebook. When she's not working she loves to garden and create useful items out of recycled junk. She has been married to the same wonderful man for 30 years and has three children. The library community is lucky to have such a passionate and talented individual. Welcome aboard Debra.

Library to Library



Consider applying for LSTA funds to reach underserved youth

Do you have a project in mind that will help your library reach more underserved youth? If so consider applying for LSTA (Library Services and Technology Act) funds to get that project off the ground. Read to Me Coordinators (Stephanie, Staci & Erica) can help you put together a grant application along with assistance from your local field consultant. Applications are due October 11, 2010 and the sooner you get started with the draft process the better.

Grants are available to Idaho libraries for developing and implementing outreach services to underserved populations and those people having difficulty using library services. Daycare outreach, programs for families who speak English as a second language, families who live a long distance from the library, children with disabilities, pregnant and parenting teens, juvenile detention programs, programs at alternative schools or other school partnerships, and efforts to reach children and families who live below the poverty line are all examples of eligible projects. School libraries may want to consider applying for funds to enhance or expand school library services.

You may request as much funding as needed to fully implement your project. A 25 percent match is required. Give us a call and tell us what you've got in mind. We'd love to see more great youth services projects get the funding they need!



Record Number of Libraries to Participate in Read to Me First Book Program

A record number of Idaho libraries will be participating in the 2010-2011 Read to Me First Book program, providing approximately 2,500 children with a book each month during the upcoming school year.

"We were able to fund every application and are thrilled that so many children will be reached with this program," Idaho Commission for Libraries (ICFL) Project Coordinator Staci Shaw said. The Read to Me program has sponsored First Books since 1997 and received state funding along with Library Services and Technology Act funds to reach more children starting in 2008. The program has been thoroughly evaluated by Boise State University Literacy Professor Dr. Roger Stewart. His research shows that parents read more to their children and actively engage their children in other early literacy activities as a result of participating in the program.

Along with the selected book the children receive each month, a parent newsletter provides information on activities that expand the book sharing time and includes rhymes, music and fun activities for each age group.

The 32 libraries participating this year are partnering with local Head Start agencies, daycares, developmental preschool programs, and schools to reach children ages birth to seven who are unlikely to have many books in their homes or have a library card. “The program provides a great set of nine books that each child keeps and then they get a library card that opens the world of reading any book up to them. It gets those children off to a great start and helps show them how fun reading can be,” Shaw said.

To see a list of all the participating libraries and learn more about the program, visit <http://libraries.idaho.gov/landing/first-book>



Library Construction Projects Have Been Fun to Watch

We’ve enjoyed watching construction projects at several Idaho libraries progress via their great blog sites and in the news. Last week citizens in Plummer were invited to “bid” farewell to the old library at a silent salvage auction and BBQ. The Friends also hosted a used book sale. People were encouraged to literally take a piece of the old library home with them. Proceeds from the auction will help with furnishings still needed for the new library. The old library building was scheduled for demolition this week to make room for a parking lot for the new library. This construction project has been a goal of the library board for over ten years. The new and improved **Plummer Public Library** will better serve all who come there. Congratulations to Library Director Paulina Freeburg and everyone there who made their vision a reality! Check out the great pictures of their new library at <http://plummerlibrary.blogspot.com/>

We’re also excited to watch the **Garden Valley District Library’s** building going up this summer. Check out <http://gardenvalleylibrary.blogspot.com/> for pics.

The **Madison Library District** reopened to the public recently. While construction continues on the outside, the new wing is open. The library was closed for three weeks and gets over 1,000 visitors each day so people were anxious for the return. To see a news story about the reopening, visit <http://www.localnews8.com/video/23824040/index.html>.

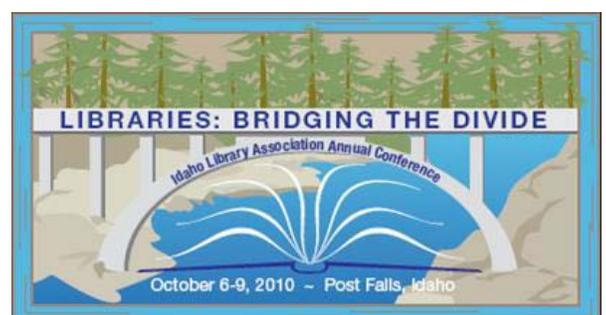
Library staff members at the **Snake River School Community Library** are also busy this summer with a big remodel that will add some space to the library. Patrons can keep tabs on the construction at the library’s [facebook page](#).

And we were sad to hear our friends at the **North Bingham County District Library** in Shelley fell short of the needed votes during the May election to get a new library building there. We’re hoping for better luck next time.



Save the Date!

The annual conference of the Idaho Library Association – “Libraries: Bridging the Divide” – will be Oct. 6-9 at the Red Lion Templin’s Hotel on the River in Post Falls. Preconference events will include an academic librarians’ retreat and a program on intellectual freedom, among others, on Wednesday, Oct. 6. The scheduled keynote speaker for Thursday will be author Jess Walter.



The ILA conference is the best way to meet and mingle with your peers, to learn, and to share ideas so plan to attend. For more information on the conference schedule visit our website - www.idaholibraries.org or the ILA website.

Young Adult Corner



Boundary County Teens Hone Writing Skills Thanks to Wal-Mart Grant

Boundary County's development of a robust, diversified local economy has been hampered by a lack of workers with a broad range of marketable job skills. Recent community assessments identified the need for more educational resources for older youth that support the development of marketable job skills. Thanks to a \$5,000 grant from Wal-Mart, the library was able to target this need through the creation of a youth writing workshop series.

The library expanded their youth services capabilities in new directions by implementing this program that involved older youth and supported academic achievement and workforce training. A total of 18 workshops in the art, craft, and business of writing for students in grades 6th through 12th were held throughout the county. Local talent provided the workshops and two local professional writers brought years of experience as educators to help develop age-appropriate topics.

In addition to the workshops, the teens developed an online "zine" which provided them with hands-on experience in the strategic planning and process of establishing a sustainable enterprise. They went through the entire process from developing a mission statement and submission policy to creating a marketable business plan or grant application to secure future funding. An exciting outcome of this aspect of the project was when the high school's media literacy class decided to adopt the 'zine as an ongoing project ensuring sustainability of the project for years to come.



The program lost two key partners early in the process when the organization ruralnorthwest.com – parent company to *Boundary Digest* - closed its doors for economic reasons. Additionally, a local middle school closed its afterschool program which eliminated a small target audience for the workshops. Regardless of these struggles, the project moved forward and found new and innovative ways to compensate for the losses.



Former staff at the *Boundary Digest* continued to assist in both the planning and implementation of the project's workshops, and with the development of the online 'zine.

Outthereandbeyond.org was officially launched at the library during Teen Tech Week in March 2010. As a not-for-profit venture, the 'zine was designated as a collaborative partnership with the Boundary Community Coalition for Families. Now at the end of their first project year another team of media literacy students has taken over the publication and it will continue to evolve as an online magazine "for youth, by youth."

The community received a huge surprise when Chris Crutcher, award-winning young adult author, agreed to present workshops for the project. Because of Crutcher's widespread popularity and the wonderful opportunity presented by his surprising enthusiasm for their project, high school administrators gladly rearranged the normal school schedule to accommodate two split assemblies. This flexibility was crucial in making it possible for about 500 youth, 40 teachers, and a large contingent of other adults to hear Crutcher speak. As it turned out, most of the adult guests were members of a Chris Crutcher book group. After the workshop, Crutcher also met separately with the youth team and advisors working on the project's online magazine to provide feedback and guidance.

Library Director Sandy Ashworth wrote about the impact Chris Crutcher's event had on her and on the community. "The event with Crutcher provided one of those moments that make this job the joy that it is. It was a chance to 'show and tell' 500 of 'my kids' how important their success is to all of us at the library. We're used to the preschool set wanting to give us a hug, and some of our teenage girls. It is the first time I have had a six-foot eighteen-year-old boy knocking on my office door to say thank you with a hug!" she said.

The library has several ideas how they want to build on the foundation established through this project. Their first priority will be growing *outthereandbeyond.org* in conjunction with its youth staff and faculty advisors. As an outreach project for the 'zine, they sponsored a Poetry Slam in May. Additionally, they are developing materials for "online writing workshops" with one of their local writers. It is designed to aid parents working with their homeschooled or public school students and will be available 24/7 through the library's website. They hope to start a library sponsored youth writers' group this summer as well.

Next on their "to do" list is increasing resources and other support for a Senior English business development project. The more they worked with the teacher in charge of this class, the more potential they could see for turning the class project into a very effective youth business incubator. They have had preliminary discussions with a number of potential partners including the Boundary Economic Development Council, Chamber of Commerce, North Idaho College, and the Department of Labor. They are looking at ways to increase new education and mentoring resources for students.

Chris Crutcher just recently agreed to assist the library with their Big Read program during the upcoming year and they have already formed a steering committee to assist with the planning. The program will focus on fostering intergenerational connections and dialogue regarding the crucial youth health and safety issues raised in Crutcher's books. These issues – from domestic violence, child abuse, and bullying to bigotry and mental illness – impact the whole community. They hope to raise public awareness and increase and improve community resources for youth and families.

Overall the library feels that the results of the project supported their proposed outcomes. The partnerships developed through the project will continue to benefit teens and the entire community in the coming years.



Teens 2.0! - Teen Read Week 2010 Webjunction Group launched



ICFL staff members have created a new Webjunction page for [Idaho Teens](#) that contains information on teen programming and services. The [Teen Read Week group](#) (ID_Teen Read Week 2010) can be found on this page as can [Teen Tech Week](#) (ID_Teens & Tech 2010 group) from earlier this year.

We encourage you to log on to Webjunction and join the group and the discussion. If you are not a member of Webjunction, you must first join. Here are detailed [instructions](#) on how to do that. Make sure you affiliate your account with Idaho Webjunction when you create your account. This will make it very easy for you to join any groups that we create. After you have created your Webjunction account, use the links above to “Join The Group”. (Remember to add a picture to your account whenever you can. It is so much more fun to look at your smiling faces than a blank square!)

The following contains some basic information on the ID_Teen Read Week 2010 group and how it is formatted. Please feel free to create content, discuss ideas, and ask for input and information from your peers. We will be working to keep new information and ideas on the group to help you plan your Teen Read Week event for 2010.

Overview Tab:

This tab has a list of the Coordinating Committee members and a link to the main YALSA page on TRW.

Document Tab:

We really want your ideas, feedback, input, and success stories so we have created several documents with general topics under this tab. Topics include marketing, funding, and forming partnerships to name a few. Please upload your ideas and information you want to share! Just click on any of these documents and hit the “Edit” button at the top of the page. You can then upload a relevant document, or use the “Content Editor” to type in or cut and paste information into the document. Then all you have to do is click the Save button at the bottom of the page and we will all have access to your information. If you have a document you want to share that does not fit into one of the categories, please upload it as a separate document. All content regarding TRW is welcome.

Discussion Tab:

We also created several general discussion threads for you to use. Discussions on Teen Advisory Groups, programming ideas, and ideas from past TRW events can be discussed here. If there is a topic you wish to talk about that we have not covered please feel free to create a new thread. We are working to make this as relevant and helpful as we can, so if you have any questions or comments, please contact [Erica Compton](#). “I am interested in hearing your feedback and ideas,” Erica said.



Coming Soon - 2010 Teen Read Week Contest Information

Keep your eye on *The Scoop* for information on the TRW 2010 contest. Coming in July!

Book Look

A Few Books I Heard About at ILA, by Stephanie Bailey-White

I love hearing librarians talk about books they've read lately and love. I know they only pick the cream of the crop and I'm rarely disappointed when I get the chance to read something they've recommended. The only problem is how long my lists are at the end of the regional conferences!

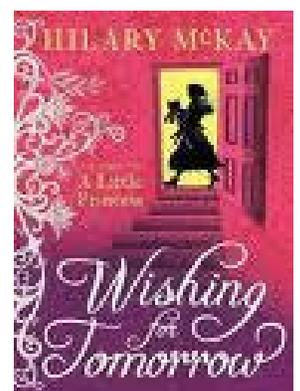
I had the chance to hear **Gregory Taylor**, Hillside Junior High School (Boise) librarian, present on teen lit. Gregory hit on 25 or so titles and these are the ones I had stars by (which means I must have thought I'd like to add them on my own reading list). I've already read *Marcelo in the Real World*, by Francisco X. Stork (described by Gregory as "a charming story) and *The Disreputable History of Frankie Landau-Banks*, by E. Lockhart (great book and my 12-year-old thought it was one of the best she's read in a long time too). Here are a few others he recommends:

- *Everlost*, by Neal Shusterman (and all his other books including *The Schwa Was Here* and *Unwind*)
- *Flash Burnout*, by L.K. Madigan (good "guy book")
- *Gone*, by Michael Grant (if you like *The Hunger Games* this is a good choice. It has been flying off the shelves at Hillside.)
- *Hush, Hush*, by Becca Fitzpatrick (if you like *Twilight*, you'll like this)
- *The Last Exit to Normal*, by Michael Harmon (another good "guy book")
- *A Northern Light*, by Jennifer Donnelly (one of the older titles on his list, but such a favorite he couldn't leave it off)
- *Tales of the Madman Underground*, by John Barnes (a Printz nominee. Gregory is a huge fan of the Printz committee and thinks they do a great job selecting books teens like.)
- *Defect*, by Will Weaver (Angels are the new vampires and are definitely hot right now)
- *Will Grayson, Will Grayson*, by John Green and David Levithan (brand new at the time the ILA regionals were held)



The next booktalk I had the chance to attend (I always feel like these are kind of like mini-vacations within a conference) was led by **Kathryn Poulter** at Marshall Public. Kathryn's theme was "These Are a Few of My Favorite Books" and she included plenty of older titles that library staff shouldn't hesitate recommending to children. Marshall has seen its children's book budget cut by over \$10,000 in the past seven years and she knows others are in the same boat. "Many of you may have read these classics and may have forgotten about them," she said. "They are favorites of mine and my three boys (ages 14, 12 and nine) with one or two newer titles mixed in." She also had about 30 titles on her list and I've only included a few that I had stars next to, including:

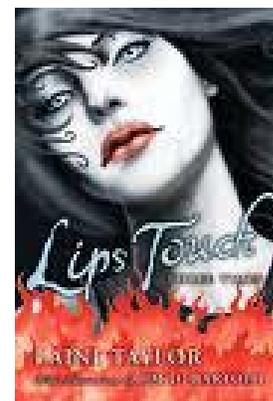
- *This Time of Darkness*, by Sheryll Jordan (If you like *The City of Ember*, this is a good one)



- *A Little Princess*, by Frances Hodgson Burnett and *Wishing for Tomorrow*, by Hilary McKay (which continues the story of A Little Princess)
- *Baby Island*, by Carol Ririe Brink (a charming story by an Idaho author)
- *The Little Bookroom*, by Eleanor Farjeon (Kathryn loves this book)
- *The White Mountains*, by John Christopher (trilogy)
- *The Dark is Rising*, by Susan Cooper (good book to read in December)
- *Three Terrible Trins*, by Dick King-Smith
- *Arabel's Raven*, by Joan Aiken
- *The Book of Three*, by Lloyd Alexander

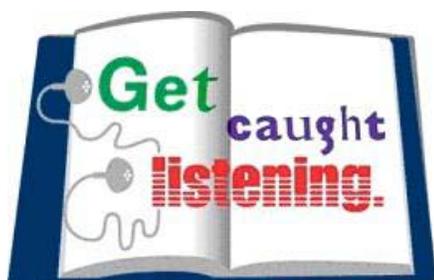
Marshall's teen librarian **Kath Ann Hendricks** had a few YA titles to recommend and showed some great e-booktalks some of her patrons have created using [Animoto](#). A few that she can't keep on the shelves include:

- *Lips Touch: Three Times*, by Laini Taylor
- *Wake, Fade, and Gone* (The Wake Trilogy), by Lisa McMann (the main character gets sucked into people's dreams)
- *The Maze Runner*, by James Dashner (like *Hunger Games* but a little more graphic. A good adventure story)
- *The Alchemyst: The Secrets of the Immortal Nicholas Flamel*, by Michael Scott (and others in this series)
- *Sisters of the Sword* series, by Maya Snow



We'd love to hear about your favorites. Send them to the Scoop editors and we'll send you a great book to add to your reading list!

Upcoming Events



June is Audiobook Month, designed to increase the number of audiobook listeners and generally raise awareness for the entertainment and educational benefits of the audiobook experience. More information can be found at <http://www.audiopub.org/events-jiabm.asp>.

Coming soon, you will be able to download **free audiobooks** from SYNC and the Audiobook Community! SYNC is hosted by The Audiobook Community, a new social networking site for the discovery of audiobooks. SYNC seeks to build the audience for audiobooks among readers 13 and up. Each week from July 1 to September 1, SYNC will give away two free downloads--a popular YA title paired with a classic title. Details and downloads are here:

<http://www.audiofilemagazine.com/sync/index.html>. For more on the Audiobook Community visit <http://www.audiobookcommunity.com/>.

Be sure to check out the **Odyssey Award winners**. This annual award is given to the producer of the best audiobook produced for children and/or young adults in the United States. The Odyssey Award is given and jointly administered by the Association for Library Service to Children (ALSC) and the Young Adult Library Services Association (YALSA), divisions of ALA, and is sponsored by *Booklist*. Visit www.ala.org/yalsa/odyssey for award winners. YALSA also

produces **Amazing Audiobooks for Young Adults** at www.ala.org/yalsa/audiobooks. Don't forget to take a look at the selections from past years.

Authors & Illustrators' Birthdays in July include:

July 11 – **Elwyn Brooks White** aka **E.B. White** (1899-1985). Leading American essayist and literary stylist of his time. White was known for his crisp, graceful, relaxed style. Author of *Stuart Little*, *Charlotte's Web*, *The Trumpet of the Swan* and more. Go to <http://www.kirjasto.sci.fi/ebwhite.htm> for more.

July 13 – **Anna Grossnickel Hines** (born in 1946). A children's author and illustrator, Anna was born in Ohio. Some of her works include: *Taste the Raindrops*, *Daddy Makes the Best Spaghetti*, *Grandma Gets Grumpy* and more. Find out more at www.aghines.com/

July 18 – **Felicia Bond** (born in 1954). She has illustrated numerous children's books and written many of her own, including *Tumble Bumble*, *If You Give a Mouse a Cookie*, *If You Give a Moose a Muffin* and more. Check out this [website](#) for more.

July 28 – **Beatrix Potter** (1866-1943). Was an English author, illustrator, mycologist and conservationist who was best known for her many best-selling children's books that featured animal characters, such as *Peter Rabbit*, *Mrs. Tiggly Winkle*, *Hunca Munca* and more. See www.literarytraveler.com/literary_articles/beatrix_potter.aspx for more.

July 31 – **Joanne "Jo" Rowling** who writes under the pen name **J.K. Rowling** (born in 1965). Aside from writing the Potter novels, Rowling is perhaps equally famous for her "rags to riches" life story, in which she progressed from living on welfare to multi-millionaire status. For more on Rowling go to <http://www.jkrowling.com/en>



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, 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.



Post Falls Public Library Makes a Splash in the Schools

Here is a cute skit written by Lucy Barnard and Bobbi Whatcott. Post Falls Library has been doing silly summer reading skits at elementary schools' end-of-the-year assemblies for about five years. It looks like Bobbi had way too much fun with her part! Thanks for sharing your creativity, Ladies...

[Make a Splash Skit](#)



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.



Summer Reading Photos:

Jerome Public had a windy, cool morning but it didn't put a damper on their Summer Reading start for the year! In attendance were 257 kids and 60 parents.



School Zone



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

Know the Numbers

Early Warning! Why Reading by the End of Third Grade Matters

This KIDS COUNT Special Report, issued in May from the Annie E. Casey Foundation, calls attention to the lack of progress nationwide on getting students to read proficiently by third grade. Millions of American children reach fourth grade without learning to read proficiently, and the shortfall is especially pronounced among low-income children. Of fourth-graders who took the National Assessment of Educational Progress (NAEP) reading test in 2009, 83 percent of children from low-income families failed to reach the “proficient” level in reading. Nationwide, 68 percent of all fourth-grade public school students scored below proficient levels.

Success starts with reading

Results in Idaho are the same as the national average, with only 32 percent of Idaho students reading proficiently by the end of the third grade. Children who do not read proficiently by the end of the third grade often remain poor readers through high school and are less likely to graduate. Without a high school diploma, these youth will have significantly limited opportunities as adults. They will not be eligible to attend college or enlist in the military, and if they find employment will earn about half of what their peers with high school diplomas will earn.

We must meet this challenge with effective policies that improve early reading performance

Recognizing these and other challenges, *Early Warning: Why Reading by the End of Third Grade Matters* has identified four steps to close the gap and raise the bar:

1. Because early childhood matters, policies must promote optimal early child development. This includes promoting healthy births, access to health care during early childhood, strong families that nurture early learning, and access to quality child care and early education, so that all children are ready to learn when they enter school.
2. Parents must be involved in promoting early reading. We must support and strengthen parents, families, and caregivers to ensure that they have the skills and resources to promote early learning at home.
3. Schools must have rigorous standards and use proven tools to train teachers and engage students. We must invest in results-driven approaches to teaching reading, to helping those with reading difficulties early on, and to transforming low-performing schools.
4. We must find solutions to two of the most significant contributors to the under-achievement of children from low-income families—chronic absence from school and summer learning loss.

2010 Special Report Materials

- [Executive Summary: Early Warning! Why Reading by the End of Third Grade Matters \(723 KB pdf\)](#)
- [Full Report: Early Warning! Why Reading by the End of Third Grade Matters \(2.83MB pdf\)](#)
- [National Press Release: Success Starts with Reading \(101 KB pdf\)](#)

A Closer Look at New Read to Me Research

A comprehensive program evaluation of Idaho Commission for Libraries (ICFL) Read to Me programs was conducted during the 2008-2009 program cycle. Results clearly showed the programs had positive effects and were efficient. For the 2009-2010 Read to Me program cycle a follow-up telephone survey of parents and caregivers involved in either the First Book program or the Every Child Ready to Read Family Workshops was conducted by Boise State University professor and researcher Dr. Roger Stewart. The survey showed that both programs have sustained positive impacts on parents, caregivers and children across many months. It is likely that these positive behaviors and attitudes will remain even longer.

Results from the telephone survey show that for the majority of respondents positive behavior changes continued long after participation in the First Book and Family Workshop programs ended. The resiliency of the behavior changes was quite strong. Furthermore, because of the conversational nature of the telephone survey, respondents provided rich examples and elaborations describing the positive impact the programs had on their parenting/caregiver behaviors and consequently their children. Following are some key findings from the telephone survey:

- 62 percent of respondents reported checking out more books at the library as a consequence of the First Book program and 52 percent reported attending library programs as a consequence. Similar percentages of Family Workshops participants reported these behaviors.
- Participants' "awareness of good books" and appreciation for this awareness remained strong across the two administrations of the survey. It appears that learning about a variety of good books that engage and motivate children to want to read stands out for participants as the months pass after completing the program. This is one of the strongest and most resilient outcomes of the program, and it is another quite important one.
- The question that asked if parents "spend more time singing with my child/children" had the lowest "yes" response rate of any item on the survey. There was a substantial drop in "yes" responses from the initial surveys to the telephone survey. It appears that immediately following completion of the workshops respondents report increases in this behavior but then the behavior decreases over time. Singing is an important early literacy parent/caregiver behavior and it appears to be one that is difficult to instill in participants. Additional focus on this in future workshops and other library programming would be in order. (Note that three sessions at Idaho Library Association regional workshops focused on this topic and there is one scheduled for the annual ILA conference in Post Falls. See one of the [handouts here for some tips on promoting music and early literacy](#) at your library.)
- Another interesting finding in the report was the number of people who said they don't use the public library much during the school year because the days are busy with school and other activities. Additionally, they stated that their school-age children use the public school library and bring books home. Some of these respondents said that they use the public library more during the summer. "What these findings may point to is the need for libraries to build marketing campaigns and programs to draw patrons in

throughout the year. For example, showing how library visits and programs augment the learning occurring in school might make parents aware that the ‘library isn’t just for summertime,’” Dr. Stewart stated in his report. Additionally, developing programming that closely aligns with school curricula and instruction such as home work night or stronger partnerships with teachers and school principals might change parents’ perceptions about the role of the library during the school year.

The telephone survey asked parents what else they have done differently as a result of the First Book Program. Reading more was the most common response. This was a straightforward category where respondents simply said they were reading more with their children. Such a prevalent response is a very positive outcome since reading to young children is quite important. Additionally, for respondents to report this behavior five to 11 months after completing the program is quite powerful. The second most prevalent response was interacting with books and children more and reinforcing early literacy skills. Respondents reported focusing more on comprehension by discussing the story, having children retell the story or make predictions about what might happen next in the story, and talking about pictures. They also mentioned specific early literacy skills eight times. Both the number of comments in this category and the details provided underscore the strength and resilience of the behavior changes that resulted from the First Book program.

“Simply put, months after program completion parents report being more motivated to provide the child that participated in First Book and his or her siblings richer and more diverse early literacy experiences,” Dr. Stewart said.

The theme of pride of ownership came through strongly in the telephone surveys. Caregivers talked about how their child was proud of their book collection, returned to it regularly to choose books to read, and had a special feeling toward the First Books. The telephone survey results show that over time parents and caregivers come to see the special place these books have in their child’s life and realize how important this is to both the child and to them as parents and caregivers.

“There is evidence that the programs have sustained positive impacts over considerable spans of time. Given this, the most important thing to do going forward is to find additional resources so that the programs can be provided to more people,” Dr. Stewart said. The complete interim report is available at <http://libraries.idaho.gov/files/Interim-Report-March-2010.pdf> .

Tips & Tools



Advocacy Resource Comes in Handy

Check out this great web-based advocacy resource from ALA -- Add It Up: Libraries Make the Difference in Youth Development and Education provides research, statistics, background for grants, and talking points to help you make the case that libraries are crucial to the academic performance and development of our state's young people. You can find Add It Up on the Web at www.ala.org/ala/issuesadvocacy/advocacy/advocacyuniversity/additup/index.cfm.



Talk Story: Sharing Stories, Sharing Culture website launched

The American Indian Library Association (AILA) and the Asian/Pacific American Librarians Association (APALA) have launched a website to



feature the *Talk Story: Sharing Stories, Sharing Culture* website (<http://www.talkstorytogether.org>). Part of the Family Literacy Focus initiative of the American Library Association (ALA), *Talk Story* is a library-based family literacy model that reaches out to Asian/Pacific American (APA) and Native American (NA) children and families. *Talk Story* promotes early literacy skills and cultural literacy development in emergent readers and early readers. The program engages children and their families in storybook reading, storytelling, book sharing, art, music, dance and other cultural activities. Through family literacy, *Talk Story* celebrates APA and NA cultures by building self-esteem and cultural identity in our children, while sharing knowledge and fostering an understanding of cultural diversity to children of all backgrounds.



Literacy Stations Helpful for Family Events

The North Bingham County District Library in Shelley was the first library to return a [Literacy Station Feedback Form](#) and receive a new book to add to their collection or use with their Literacy Stations. North Bingham staff used the stations as part of a family event held at the library. “The parents thought the stations and activities were helpful and the children had fun. The parents said they had new ideas of what they could do to help their children,” youth services librarian Kaylene Christensen said. The staff printed the cards from the [Read to Me website](#), laminated them and taped them together in an accordion fashion at each station. We hope to hear from more libraries who are using Literacy Stations and will send a new book to everyone who completes the short form.



Grant deadlines approaching

Libraries in southwestern Idaho can apply for funding through the **Idaho Community Foundation**. Grant applications are due July 1, 2010. See http://www.idcomfdn.org/pages/grant_dates.htm for more information.

Libri Foundation Grants Due August 15. Many Idaho libraries have been able to get wonderful new children’s books for their collections thanks to grants from the Libri Foundation. Grant applications are due August 15th. See <http://www.librifoundation.org/apps.html> for more information.

Multicultural Connections

How to Build an Anti-Bias Library

by Louise Derman-Sparks & Julie Olsen Edwards

Here are five important steps teachers should follow in building a high-quality collection of children’s books that address anti-bias issues.

Analyze the books you already have

1. Do the books accurately reflect the many realities of the children in your program? Can they find themselves in your books? Look for:

- A variety of family structures, ethnicities, racial identities, economic circumstances, physical and/or mental abilities, and the like.
- Several examples for each of the above (no “tokens”).
- Are *any* aspects of children’s families or lives out and therefore made invisible?

2. Do you have books that reflect the diversity of the children’s larger community?

3. Are the books free of stereotypes? Check that:

- The illustrations realistically and caringly show all people as complex individuals.
- The story lines don't reinforce common stereotypical attitudes and behaviors (e.g., all people of a particular group look the same, all boys play outside and girls inside, etc.) or tokenism (e.g., all but one of the book characters are White and the child of color plays a "sidekick" role).

4. Decide what to do with books that contain stereotypical images and/or messages.

- Some books have many wonderful qualities but reinforce dominant culture images (in the U.S., the dominant culture is White, middle-class, male, Christian and suburban/urban). Unless you have a good replacement, keep it to use *along* with books that counter the stereotype that the dominant culture image is the "norm."
- If the book reinforces stereotypes, either throw it out or cut it up to use any valuable images in collage or other projects.

Create a wish list of books for each specific type of diversity you need.

Some books will fit in more than one category, so list them in both categories and mark them as particularly useful! For example, *Fred Stays with Me!* (by Nancy Coffelt) has a spunky, outspoken little girl as the main character, and it also shows a loving, thoughtful, divorced family. *Tonio's Cat* (by Mary Calhoun) features a gentle, loving boy who is also an immigrant from Mexico. There are many sources of books and ideas for books to add to your library. You may consult:

1. Local librarians.

2. Local independent booksellers—The big chains tend to carry only the most popular books, whereas the independent bookstores are likely to have a wide range of books and staff who have read the books they sell.

3. Teachers and directors in other programs—Ask people you meet at conference workshops as well as local colleagues for suggestions.

4. Websites—Most websites will refer you to other sites to investigate, as well. For a list of especially helpful websites, see **Useful Links for Anti-Bias Educators** online at www.naeyc.org/publications/books/supplements.

Prioritize your list and find resources for purchase

1. Make a list—Thinking about your group of children, their families, and the community, decide which kind of books you need first. Then create a prioritized list of titles and authors.

2. Calculate your costs—Figure out what funds you have and what you may need to raise to get at least the books on your priority list.

3. Consider a fund raising effort—Books are typically the *easiest* material for which to raise money because almost everyone understands how important books are to young children's development and long-term school success, and even small donations make an immediate difference. Employers and businesses are also usually looking for simple ways to support their communities. Here are some fundraising possibilities:

- Create a letter that requests donations for specific books. Give the letter to families to give to grandparents, employers, local merchants, unions, places of worship, and community organizations.
- Ask families to buy a particular book as a gift to the program in honor of a child's birthday.
- Ask directors and boards to build into the budget an ongoing fund for annual book purchases.

- Ask local booksellers to give a discount to the school and offer to publicize the fact that they have done so.

To recognize the people who have made donations, create a bookplate that says “This book is a gift to [name of program] from _____ in honor of _____.”

Look critically at new books before buying

- 1. Check for age appropriateness**—Most booksellers list every picture book as appropriate for early childhood even if the story line is really aimed at primary grade children. Sometimes a book for older children can work if you simplify the story or “tell” the story rather than read it. In some cases this is the only way to get books which present specific groups of children (e.g., stories with Cambodian children or children with learning disabilities).
- 2. Check for omissions, stereotyping, and tokenism**—Reject books that will teach children misinformation. (See [Ten Steps for Reviewing Children’s Books](#) to help you identify these.
- 3. Be sure the book is a “good read”**—Children will not be interested if it isn’t good literature, even if the book adds a specific kind of diversity you need.
- 4. Be willing to return books**—If books you have purchased online do not hold up to anti-bias standards, be prepared to send them back.

Keep it up!

Keep updating your book wish list. The longer you do anti-bias education, the clearer it will be what books you need to support you and the children on your journey.

- 1. Have a clipboard**—Hang it in a staff or family area where you can jot down types of books you need as the year goes on and different issues arise.
- 2. Create a list of books**—As you plan each curriculum activity and analyze it for anti-bias approaches, note the books you have and those you need to find. Keep the list in a shared place and use it to update your wish list biannually.

Article courtesy of NAEYC.org

CE News You Can Use



Virtual Summer Camp for Librarians! http://livebinders.com/play/play_or_edit?id=17616
This link provides a wealth of online (and free!) training tutorials for a wide range of Web 2.0 applications such as Prezi, Storybird, Screentoaster, Poll Everywhere, Flickr, Twitter, Glogster, and Google Docs. And wait --- there’s more! Links to Thinkfinity Webinars, online lectures, and other online workshops! Enjoy and have a great learning summer!

News Beyond Idaho

Ring the Bell for Literacy Program Honors New Readers

Over the course of a year, about 675 first-time readers – almost 60 percent of kindergarten and first graders from eight Pulaski County Schools (Ky.) – choose their favorite book and read it aloud to a teacher, aide, or volunteer at school. After succeeding at the task, they are rewarded with a trip to the Pulaski County Public Library where each



student gets to ring a special bell during a ceremony to honor their achievement.

The “Ring the Bell for Literacy” Program started when former Library Director Judith Burdine moved into a new building. She had filed the idea for a bell that children could ring when they could read their first book and it has since become a cornerstone for enhanced educational attainment. “It’s a piece of magic when a child reads that first book,” Burdine is quoted in the American Libraries article as saying. “It is the end of a quest. The Literacy Bell is also a symbolic beginning for lifelong readers. It’s a touch of fantasy like Tinker Bell or the angel getting wings in *It’s a Wonderful Life*.”

A buzzer in the children’s room activates an electric bell in the library’s brick bell tower. Downtown residents and workers know that each time the bell rings, Pulaski County has another new reader.

The local Walmart store helps fund the program and is one more partner in the effort of the school district and public library to provide literacy opportunities for emerging readers. Students are bused to the library for the ceremony and lunch and many parents, grandparents, and friends attend the ceremony and take pictures. Each program follows a similar format. The children sit on the floor wearing bright red pins that proclaim, “I read my first book!” A school district director congratulates the students and family members exclaiming, “You are readers! Today begins a milestone in your lives.” The students also sign a special book with the names of all the county’s new readers. Following the program, honorees line up by class to activate the tower bell and get more photos taken. Then the young bell-ringers gather a new book, their certificates, and head back to school on the busses. On the way into the bus supporters continue to applaud, give high-fives, and encourage them to continue as readers and achievers throughout their lives.

(The full article, “Ringing Out for Literacy: A bellwether program celebrates new readers,” by Judith Gibbons appeared in the January/February 2010 issue of American Libraries. It’s a great model program. If you want a copy of the full article, please e-mail Stephanie.)



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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