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Welcome

As we head into summer, we are going to be publishing *The Scoop* just once a month. The summer issues will be **June 9th**, **July 14th**, and **August 18th**. Beginning on September 8th we will return to our every two weeks schedule. We hope those school librarians who are off for the summer enjoy your vacation. For those of you whose summer schedule includes summer reading, we salute your fortitude and dedication.

There are some **changes** coming to the State Library. As of July 1st we will be known by our new name: **Idaho Commission for Libraries**. The name change better reflects our mission to assist libraries to build the capacity to better serve their clientele. We will also have new staff e-mail addresses beginning June 2nd. You can access the staff email form on our web site at: <http://www.lili.org/contact-us/staff.php>. The format is: **firstname.lastname@libraries.idaho.gov**.

Public libraries won't want to miss out on an opportunity to get **free give away books** for summer readers, funded by The Fred Meyer Foundation. All you have to do is sign up online by **June 2**. Find out more under [Summer Reading News](#) below.

And, believe it or not, these fall events are just around the corner. September is [Library Card Sign Up Month](#). October 15-21 is [Teen Read Week](#). And November 12-18 is [Idaho Family Reading Week](#).

Meet Amy Mecham, Library Media Specialist, Carey School



My library experience began in June of 1976. The Little Wood River Library District in Carey was searching for a librarian to open their new library. Up until that time, a bookmobile that came out of Twin Falls once a month had served the towns of Carey and Picabo. I was the librarian when it opened its doors. Little did I know it would change my whole life. I developed a passion for libraries and what makes libraries work.

I was in that position for fourteen years. I loved my job as a public librarian. The schedule fit nicely with raising my four children, and the skills I learned from the training provided by the Idaho State Library were tremendous.

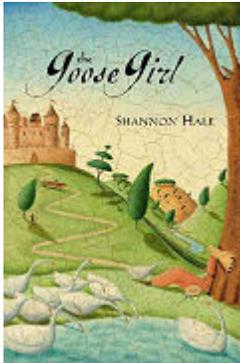
In 1990 the school was looking for a full time library media specialist. The school library needed to be automated, and I was looking for a challenge. I was hired in the fall of 1990 and have worked in that position for 16 years.

The town of Carey is nestled at the base of the Pioneer Mountains on the north, with the Craters of the Moon its boundary on the east. The Carey School is composed of about 250 students, ages K-12. I work with all of them at one time or another during the week.

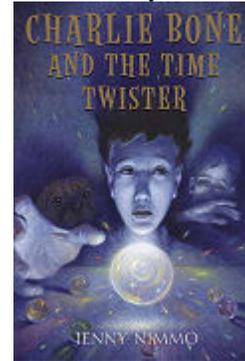
I love working with children. Whether they are in kindergarten or seniors in high school, working with children makes the job worthwhile.

Since I am the only library person on staff, I get to do it all, from collection development, story time with the younger grades, library skills for 3-6 grades, running the high school library, and supervising the computer lab.

My biggest challenges have been designing an elementary library seven years ago, and designing a brand new high school media center that we moved into a year ago. The library is beautiful, so I feel my efforts were a great success.



As a child, my all time favorite book was *Anne of Green Gables*. Recently, I finished the *Charlie Bone* series, *The Goose Girl* by Shannon Hale, and then read most of Dan Brown’s books. I like a wide variety of genres.



My after school activities include doing genealogy, playing with my grandchildren, gardening and hiking with my husband.

Library to Library

 **Jerome Public Library** will host a grand opening to celebrate their newly remodeled library building on June 7! We had the chance to get a sneak peak last week on the way to the ILA Magic Valley Regional Conference. The new space is really impressive. Library staff worked closely with the architect hired for the project to meet the needs of the growing community. Evelyn Crowder bequeathed \$2 million to the high school and city library a few years ago and the funds were stretched to create an open and inviting space.

The library now has a meeting room that’s double the size of the “old” meeting room and expanded work areas for staff. A bright and cheery children’s area features a puppet stage built into a storage door (a great idea from Jerome's Children's Librarian Linda Henderson), fun furnishings, and room for more children to get comfortable during storyhours.

A highlight of the new addition has to be the new teen area. The library now has a dedicated space for teens, something that was lacking before the expansion. This area has a new “sound dome” where teens can select--by remote control--from among 300 CDs and enjoy listening to their choices under the dome where the sound stays put. The photo at the



right shows (left to right) State Library staff members Stephanie Bailey-White and Erin McCusker along with Tina Cherry, Jerome Public Library’s Teen Advisor, posing as young adults under the sound dome. How cool is that? The library’s teen advisory group funded the sound dome and other improvements in the new space, including a light-up reader board and new displays and posters. The photo at the left shows

Lael Cherry, a member of the teen advisory group, hanging a new poster the group created to highlight some of the fun new features.

If you get to that part of the state, be sure to stop in and check out their new space!

Journey to Imaginary Lands: Creative Literary Programming for Libraries



In April, Kathryn Poulter, head of Youth Services for the Marshall Public Library in Pocatello presented this workshop for the spring ILA conference.

Kathryn shared her enthusiasm and experience in developing library programs based on literary characters or books. Here are a few she covered:

Lemony Snicket Program

Participants received a "pathetic passport" which they took around to 12 stations, each focused on one of the Unfortunate Events books. They also partook of repulsive refreshments. Kathryn invited every public school teacher and classroom and about 540 kids showed up.

Harry Potter Birthday Party

Hold the program on or near July 31st, Harry's birthday. Invite children to come in costume. Make wands out of pencils and glitter and read parts from the book.

Narnia Party

For this event, Kathryn used a utility cupboard which opened on two sides to become the "wardrobe" through which children entered into Mr. Thomas' living room. Tea service was set up and sardine sandwiches were served. Children also were encouraged to come in costume.

Captain Underpants Day

Target ages 7 to 12 for this program, and be prepared for some "potty" talk. Have children make capes, play games, have contests, create a mad lib, and even design a superhero. Serve gruesomely named food for refreshments.



Resource: Visit author Dave Pilkey's web site: www.pilkey.com/.

Journey to Redwall Program

Best for ages 9 to 14. Divide participants into teams of mice, otters, and badgers. Each team goes to various stations together: fencing, blacksmith demonstrations, and storytelling (maybe from WWII vets or another real conflict.) Then all meet together to prepare and eat a medieval feast.

Future Society Forum

For ages 12 to 16. Ask youth what they would like a future society to be like. For preparation read books like *Among the Hidden*, *The Giver*, *Lion Boy*, *The White Mountains*, etc. Draw up a charter for such a society which includes forming rules, type of government, technological reliance, etc. Serve pizza.

Junie B. Jones Day

Target ages 5 to 11. Provide carnival-like activities based on Junie B. Jones books.



Create Your Own Culture Program

For ages 9 to 12. Read *Westlandia*, by Paul Fleischman. Then divide children into "culture groups" and give each group a bunch of stuff (raffia, a bag of potatoes, corn on the cob, wheat, etc.). Have them use the stuff to make up a game, a costume, a written language, and a creation myth. Have

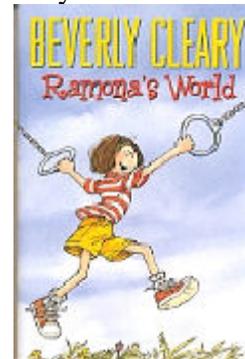
each group present their creations.

Resource:

<http://centralci.cmsu.edu/Schools/acei/das48750/eport/LPcult.html>.

Ramona Quimby Day

Use the Drop Everything and Read model. Invite children to come to the library and read their favorite book on Beverly Cleary's birthday, April 12th.



Hatchet Adventure

Invite a speaker to talk about wilderness survival. Teach kids how to start a fire with a flint and tinder (outside). Make acorn bread and spread it with jelly.

Inkheart Treasure Hunt

For ages 9 to 13. Hide clues around the library in some of the books mentioned in the chapter headings of *Inkheart* and *Inkspell*. Put on a play of what a scene in the real *Inkheart* book may have been like.

The Way It Used to Be Program

Bring in old things and let children play with them. Examples include: a typewriter, phonograph, rotary dial telephone, windup tin toys, etc.

Kathryn's Tips for Planning a Literary Program

- choose popular books and series -- if kids are reading the books, they will come
- keep it simple
- keep it short
- provide food
- be enthusiastic and choose something you enjoy
- if you provide a framework, children's imaginations will fill in the gaps

Young Adult Corner: New Technologies and New Literacies for Teens coming this fall

The State Library will be offering Idaho public and school librarians an exciting opportunity this fall. We are planning on bringing together a cohort of 12 - 15 interested people to Boise and then to participate through an online class October 2 - 30, 2006 to learn how teens' use of technology to play, learn, and create improves their text-based literacy skills. The State Library is negotiating a group rate and will pay the \$195 registration fee, plus travel and related expenses for two face-to-face meetings in Boise before and after the online class.

Official registration won't be available until later this summer, but if you think this is something you'd be interested in participating in, please e-mail [Stephanie](#) or [Peggy](#) now to let us know. School librarians are asked to include your home phone number and/or e-mail address in the e-mail message.

The State Library is partnering with YALSA (Young Adult Library Services Association) to offer this training opportunity. The online course description reads:

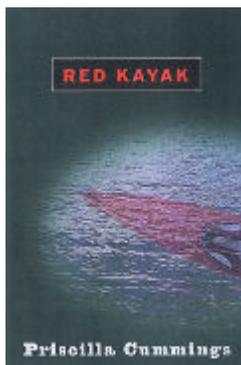
How are teens using technology to communicate, collaborate, and create? What technologies should librarians know about to support teen interest in building community online? In this four week course you will find the answers to these questions, become familiar with the tools and techniques teens use to communicate and collaborate online, and discover how to inform your own community about best practices that support teens' technology-based print literacies. Participants in the series will have the opportunity to talk with others about teen use of technology and how that use improves literacy skills. They will also have the chance to create a framework for a program or service at their library that supports teen technology-based print literacy.

More information about the online course and things to consider, can be found at <http://www.ala.org/ala/yalsa/onlinecourses/info.htm>.

In addition to the YALSA requirements, the State Library is asking participants to commit to come to Boise twice (one half day session in September before the online class starts and one day-long meeting in November) for related meetings. Participants will also be required to share the information learned from the course with the Idaho library community. This can be accomplished by contributing

written comments through the State Library Blog or a Tech for Teens online forum, on Libidaho, or presenting at a regional library meeting.

Stephanie or Peggy would be happy to answer any questions about this new training opportunity. We're excited about the topic and the chance to improve library services for the teens in Idaho. Please call (1-800-458-3271) or e-mail us with questions or to indicate interest soon.



Book Look

Cummings Demonstrates that Right is Not Always Easy

Book review by Suzanne Davis, Youth Services Director at East Bonner County Library District, Sandpoint

Priscilla Cummings' *Red Kayak* begins as Brady Parks and his best friends, J.T. and Digger, watch their new neighbors, Mrs. DiAngelo and the DiAngelo's three-year-old son Ben, paddle down the river. It is too early in the season to kayak safely—the water is frigid, the current strong, and the weather ominous. When the two are swept away by the current, it is Brady who ends up finding Ben and saving his life. Unfortunately the child dies the next day, and Ben is consumed with guilt and remorse. Why didn't he call a warning to the kayak? Why didn't he get to Ben sooner? However, when he discovers that J.T. and Digger tampered with the kayak, he faces a further moral dilemma: Should he remain loyal to his life-long friends or should he do what he knows in his heart is right?



Although Brady is a strong and moral character and his choice seems obvious, he finds it difficult to make. Neither Digger nor J.T. are bad people. In truth, both are loyal and responsible, family-centered teens. J.T.'s father is waiting for a kidney transplant, and J.T. is determined that he will be the one to donate. He attends church regularly and works several hours each day on his family's chicken farm because his father's health prevents him from doing so. Digger also works on his family's farm; in addition, he is the "defender." He protects his younger siblings—whom he loves fiercely—from his father's abusive rages, and he defends J.T. from the school bully's attacks. However, Digger's anger is palpable. He was devastated when his grandfather—the most important adult in his life—sold his property to the DiAngelos; they became a "safe" target for his anger.

But it's not just his friends' good qualities that trouble Brady. It was he, in fact, who told them how to disable a kayak without the user noticing anything wrong until he had been paddling for ten or fifteen minutes. At the same time, Brady knows what it's like to lose a child. His younger sister Amanda died as an infant, and he remembers the pain of losing her, combined with the pain of his father's refusal to discuss Amanda and his mother leaving for several months. It is his father's comment, in response to a dilemma that he himself is facing, "[T]he answer is always right there, in front of you. It's when you get to thinkin' on it

that you get in trouble. Because doin' what's right is not always the easiest thing" (162), that Brady finds the courage to tell the truth.

Red Kayak hits all the hard issues including death, loyalty, responsibility, and justice. It even tackles rising property values and the dying fishing industry which combine to force locals to sell out to a middle class in search of water front property. It doesn't offer easy answers, because the issues are not easy ones. Although the teens responsible for Ben's death—J.T. and Digger—acted of their own will and deserve to be punished for their actions, *they are not bad kids*.

Red Kayak has been designated a Young Readers' Choice Award nominee in the intermediate division (7th-9th grade). A compelling story peopled with real characters, *Red Kayak* will stay with readers long after they put it down.



Upcoming Events this Fall

Teen Read Week is October 15 - 21, 2006. The theme for Teen Read WeekTM 2006 is **Get Active @ your library®**, which encourages teens to use the resources at their library to lead an active life. The theme is meant to inspire, not limit! Use this year's theme to encourage teens to get active and volunteer or get active with sports and fitness. Older teens can get active preparing for college, or choosing their careers.

View the program ideas in the "Plan Your Event" section for other inspiring ways to encourage teens to Get Active @ your library! See www.ala.org/ala/yalsa/teenreading/trw/trw2006/trw06.htm for more information. The site also lists some good grant opportunities, booklists and other information.

 **Friday the 13th Marks 'The End' for Lemony Snicket.** If you're looking for a fun way to kick off your Teen Read Week, mark Friday, October 13th on your calendar. Add Lemony Snicket to the list of things to avoid on Friday the 13th, says Snicket's publisher, HarperCollins. It's the publisher's Snicket-esque way of promoting the release date of *A Series of Unfortunate Events 13: The End*, the final book in Lemony Snicket's bestselling series on Friday, Oct. 13.

Before bringing the series to an end in October, HarperCollins will release *The Beatrice Letters*, on Sept. 5, 2006. The collection of letters between Snicket and Beatrice, the woman to whom every book is dedicated, will provide clues to the final book in the series and explain more about the mysterious relationship between the two. (Reprinted from the March 13, 2006 issue of *The Book Standard* by Kimberly Maul found at www.thebookstandard.com.)

Kathryn Poulter at Marshall Public came up with some great ideas for their library's Lemony Snicket party (see article in Library to Library, above). More ideas from a library in Iowa can be found here: www.swilsa.lib.ia.us/youth/lemony.html.

 **Idaho Family Reading Week will be held November 12-18, 2006.** This year's theme is: "Curiosity Begins @ your library®" and we'll utilize some of the Curious George materials offered through a partnership with the American Library Association to promote early literacy with fun-filled events around the state. Be sure to read the July issue of *The Scoop* and check the Family Reading Web Site at www.lili.org/read/readtome/readweek.htm for more information.



Summer Reading News

Free Books for Summer Readers!

Through a grant from **The Fred Meyer Foundation**, public libraries (including branches) sponsoring a summer reading program can order free paperback books to give away, while supplies last. Go to the Idaho Summer Reading web site:

www.lili.org/read/summer/fredmeyer.htm and fill out the online form. **Deadline to apply is June 2.** Books will be shipped

beginning the week of June 5th. Each library should receive 30-35 paperback books for kids from K-6th grade. The books will be an assortment ordered from Scholastic, and we will not be able to customize any shipments.



News from the Cooperative Summer Library Program

***Karen Yother**, Children's Librarian at the **Hayden Branch Library** is the Idaho Cooperative Summer Library Program (CSLP) representative. She recently attended the annual CSLP meeting and send us this report:*

What do you get when you put librarians from 41 states in one room? The 2008 summer reading theme! Yes, that's right, the 2008 summer reading themes have been decided. The children's theme for 2008 is "**Catch the Reading Bug**" with illustrator [Harry Bliss](#). The teen theme is "**Metamorphosis at your Library**," but an illustrator has not been decided at this time. If you have an idea for a fun craft, incentive, game, puppet show, or artwork for either theme please send them to me ([Karen Yother](#)) at your earliest convenience. The CSLP works because librarians

from across the country submit their ideas and comments, and working together we are able to create the best program for our children, teens and adults.

Artwork for the **2007 theme "Get a Clue" and the teen theme "YNK" (You Never Know)** were presented by Highsmith/Upstart representative Matt Mulder. Information about the 2007 theme can be found at www.cslpreads.org/07.htm.

The Collaborative Summer Library Program annual meeting was held in Princeton, New Jersey, April 19-22. Librarians from around the country came together to discuss ways to improve everything from the manuals and artwork to incentives and public service announcements. Next year CSLP will meet in Portland, Oregon.

It is my pleasure to represent Idaho to the CSLP and encourage all of your comments, questions and suggestions at any time. Summer Reading is my favorite time of year. It is by far the craziest time of year, with hundreds of children coming through our doors and hundreds more served with outreach projects. But for me it is the prime opportunity to reach children with the message of reading--books, magazines, newspapers--and the library, toss in a few crafts and special events and you have summer reading success!

Wishing you all a pet-acular summer!

How to Perform Your Own Summer Readin' Rap

Thanks to Amanda Pittman, head of Youth Services at Ada Community Library in Boise, for sharing this rap that she and her staff did for school visits.



It is always a challenge to come up with a new and fun presentation to take to schools every year to promote summer reading. This year the staff at Ada Community Library decided to do the unexpected and perform the Summer Readin' Rap! The first thing to do when you decide to perform a customized rap or song for Summer Reading is to purchase the karaoke music. You can find any kind of karaoke music you ever wanted on the internet. So if you're more comfortable performing an Elvis tune instead of a rap one, that is an option too!

Once you have the music the next trick is to create your own lyrics. The easiest way to do this is to find the original lyrics to the song and base your new lyrics around how many words and syllables were used in the original song. An important part of creating a song or a rap is to include some kind of audience participation. The song that we chose was "Jump, Jump" by Kris Kross. The main part of the refrain for this song is the chant "Jump! Jump!" We decided to have the kids participate by repeating the chant "Jump! Jump!" while they performed a dance move. And remember, you don't need an actual karaoke machine. If you have a CD player and a microphone that can work too!

Usually our presentation goes like this. First we will introduce ourselves and explain that we're from Ada Community Library and that we are here to talk about our Summer Reading Program. Then we explain that we are actually going to rap about the Summer Reading Program. We usually do a little bit about how we think the kids might not understand rap or how they might be too young for rap. Of course all the kids say "NOOOO!" Quite a few will even tell you that they rap! We might also do a bit where we ask the kids if we look like rappers. (Another emphatic "NOOOO"...what, librarians don't look like rappers?!) At this point we'll put on sunglasses and strike rapper-like poses. This usually gets all kinds of loud responses of "NOOO!"s and "YEAH!"s and one day even a "Work it girl!".

Next we explain that they have to listen closely to the rap so they can answer questions about the Summer Reading Program when we finish. Then we tell the kids that we need help with the rap. We ask them to "raise the roof" (dance move lifting up your arms) while they shout "Jump! Jump!" during the refrain. Then we perform. Afterwards we engage them in answering questions about prizes and talk in detail about our Summer Reading Program. Overall the response has been very positive and the presentations have been a lot of fun!

Summer Reading Rap! (Tune: "Jump! Jump!" by Kris Kross)

Jump! Jump! The Ada Lib'll make ya... Jump! Jump! Good books will make ya.... Jump! Jump! Summer Reads'll make ya... Jump! Jump!

Don't try to compare us to another place, just a space, Great books, they're new, and we've got something just for you! We'll make ya jump, jump, wiggle, and shake and bump, Cuz we'll be hostin' the program that'll make ya jump! How high? Real high! Cuz we're just so fly! We've got books to make ya laugh, scared, smile, and cry. Beat the heat! Use your feet! Come and get your sheet! When you read you win prizes that are really sweet! Free pizzaaaaaaa.....yeah! Boise Hawks.....yeah! Discovery Center.....yeah! Stampede.....yeah!

Jump! Jump! Free Pizza'll make ya... Jump! Jump! The Boise Hawks'll make ya... Jump! Jump! The rodeo'll make ya.... Jump! Jump! Uh huh...uh, huh.... Jump! Jump! Free Pizza'll make ya... Jump! Jump! The Boise Hawks'll make ya... Jump! Jump! The rodeo'll make ya.... Jump! Jump!

We like it when you're readin'...readin'... Come in and get the books that you'll be needin'...needin'... R-E-A-D.....YEAH YOU KNOW ME! Got you jumpin' and pumpin' ...and movin' all around! We'll make ya jump, jump, wiggle, and shake and bump, Cuz we'll be hostin' the program that'll make ya jump! How high? Real high! Cuz we're just so fly! We've got books to make ya laugh, scared, smile, and cry. Beat the heat! Use your feet! Come and get your sheet! When you read you win prizes that are really sweet! WORD... Are you ready.....

Jump! Jump! The Ada Lib'll make ya... Jump! Jump! Good books will make ya.... Jump! Jump! Summer Reads'll make ya... Jump! Jump! Uh huh...uh, huh....

Jump! Jump! Free Pizza'll make ya... Jump! Jump! The Boise Hawks'll make ya... Jump! Jump! The rodeo'll make ya.... Jump! Jump!



School Zone

In March the Bill & Melinda Gates Foundation released a survey of high school dropouts, *The Silent Epidemic: Perspectives on High School Dropouts*.

According to the survey, the main reason for dropping out of school is that classes are not interesting (47 percent). The majority (88 percent) said they had passing grades and 69 percent said they were not motivated to work hard. When asked what might have kept them in school, 81 percent said more “real-world” learning opportunities.

Nearly 500 former students from 25 locations nation-wide were polled. The 44-page report, which can be found at www.gatesfoundation.org, recommends steps that schools, families, communities, and government can take to improve the high school graduation rate in America.

Know the Numbers

According to *Public High School Graduation and College Readiness Rates: 2005 Report*, the graduation rate for Idaho’s class of 2002 is 75 percent and the college-readiness rate is 35 percent.

Idaho is one of 27 states with a graduation rate between 70 and 79 percent. Nationally, the average is 71 percent.

This report can be found on the Bill & Melinda Gates Foundation web site at (www.gatesfoundation.org).



A Closer Look at Emerging Trends in Youth Services

by Stephanie Bailey-White

Peggy and I presented a short workshop on "Emerging Trends in Youth Services" last Friday during the ILA regional conference in the Magic Valley area. We enjoyed researching this information and wish we could have spent more time discussing the trends we identified. What an interesting time to be in the library business!

We thought we could share each of the ten trends with readers of the Scoop over the course of the next ten issues. We invite your comments about how these trends are affecting your library services. Send a quick e-mail to [Stephanie](#) or [Peggy](#) and we'll share your thoughts in an upcoming issue. It would be great to have an online discussion about some of these issues. Here's the first trend in this series:

Trend #1: More emphasis is being placed on reaching and teaching parents and caregivers and developing early literacy skills in young children.

Do you remember the days when parents waited outside the room for their preschoolers to be finished with storytime? Sometimes the librarian was the only adult in the room. How things have changed. Now grown-ups regularly attend storytime and seem to enjoy it as much as their little ones. And librarians realize that their adult audience is just as important as their young one.

Recognizing the critical role that parents and caregivers play in developing children's early literacy skills, and as a result of the "Every Child Ready to Read @ your library" research commissioned in 2000 by the Public Library Association (PLA) and the Association for Library Services to Children (ALSC), we've become more aware of the importance of reaching and teaching parents and caregivers.

Because of our intermittent contact with each child, we have limited direct impact. However, by reaching and teaching parents and caregivers about early literacy skills and how to incorporate them in their daily lives, we make a difference in the child's development by supporting the parent/caregiver. Why should libraries take on this role? "Societal circumstances and changes in academic expectations require that we reassess the library's role in early childhood education. More families need information about what is expected for 'school readiness.' Information on early literacy is an important part of this information." (Source: *Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success*, by Saroj Ghoting and Pamela Martin-Diaz)

Fast Facts:

Students who are not reading at grade level by the end of first grade have a 1 in 8 chance of every catching up to grade level without extraordinary and costly interventions (Source: Juel 1988, 1994 as cited in *Teaching Reading Sourcebook for Kindergarten through Eighth Grade*, by Honig, Diamond and Gutlohn, Arena Press)

Since 1977, the percentage of kindergartners enrolled in full-day, rather than half-day, programs has more than doubled, increasing from 28 percent of all kindergartners in 1977 to 65 percent of all kindergartners in 2003. Among those children not yet enrolled in kindergarten, the percentage of three- to five-year olds enrolled in full-day prekindergarten and preschool programs increased from 22 percent in 1995 to 28 percent in 2003. (Source: Child Trends Databank, www.childtrendsdatabank.org/prekto3.cfm)

“The public library has wide acceptance as a book-oriented institution, but it still has a long way to go before proclaiming itself a major player in the childhood literacy arena.” (Source: *Children & Libraries: Getting It Right*, by Virginia A. Walter, p. 92)

How to Become a Major Player?

In 2002-2003, PLA and ALSC conducted a study of the impact of using research-based early literacy practices in public library programs and workshops for parents and caregivers to determine the effect public libraries have on parent and caregiver education for early literacy. Fourteen public libraries participated in the 2002-2003 evaluation. Results from the evaluation, conducted by Sara Laughlin & Associates, show that parents—of every age, educational background, income level, and ethnicity—who participated in the public library early literacy workshops significantly increased their literacy behaviors. Especially notable are their dramatic gains in use of the library, the weakest area among all three age groups. Teen parents and low-education and low-income parents, who exhibited fewest of the literacy behaviors at the intake, showed significant improvement across all behaviors. Recommendations in the report include:

- Continue to target teen parents and those with low education and low income.
- Target parents of 0-23 month-olds. Use non-traditional tactics to reach young, low-education, low-income parents who are not visiting the library.
- Include booklists and opportunities to browse for books in every session.
- Reach out to parents whose first language is not English and incorporate multi-lingual strategies and materials into programs.
- Continue to align library systems—training, collection development, policies, programs, and partnerships— to focus on supporting early literacy development of children of the most needy parents.
- Reconsider library fine and card policies.
- Actively seek opportunities to partner with other agencies in the community who serve young, low-income, and low-education parents.

- Develop and serve several valuable roles in the childcare community.

What else can I do?

- Let adults know that what we do in storytime is based on reading research and will help children develop important emergent literacy skills. We want people to think of library storytimes as more than "free entertainment." We also want parents/caregivers to model our techniques. They are most likely to do that if they understand their educational value.
- Support the State Library's request for state funding for the Read to Me project during the 2007 legislative session.

For further information on the "Every Child Ready to Read @ your library" research and initiative, see the PLA website. www.pla.org/earlyliteracy.htm .

Tips & Tools

New Books at the Idaho State Library:

Learning to Question to Wonder to Learn, by Jamie McKenzie. FNO Press, 2005.
[371.3 MCKENZI 2005]

This book focuses on critical thinking skills and provides methods for teachers to use in encouraging students to "explore, uncover, discover, invent and decide". The author shares his best insights for sharpening the questioning powers of students and emphasizes practical classroom strategies for teachers.

Teen Reading Connections, by Tom K. Reynolds. Neal-Schuman Publishers, 2005.
[027.6 REYNOLD 2005]

Part of the *teens @ the library series*, this book discusses challenging and life-changing literature for teens, with emphasis on the necessity of developing a strong nonfiction collection for young adults. Included are tips on collection development, promotions, YA spaces, readers' advisory service, working with school library media specialists, and collaborating with teens.

These books and many others in the State Library collection can be checked out either by direct loan or through interlibrary loan at your library. Go to www.lili.org/isl/card-application.htm to fill out an application for a State Library card. For more information on borrowing ISL materials, call (208) 334-2150 or (800) 458-3271.

News Beyond Idaho



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