



Vol. 6 No. 2 – February 19, 2010

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

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Welcome

The Scoop is five-years-old this month! We started with about 65 subscribers in 2005 and now have over 500 regular readers. We love sharing stories of what you are doing in your libraries and passing along things we hope you find interesting and useful in your jobs. We've also seen some happy trends in the past five years – a few highlights follow:

Best-selling books generate enormous buzz, drawing in non-readers and creating loyal fans. During the past five years,

Harry, Ron & Hermoine grew up and made us sad to turn that last page of book #7. The seventh and final novel, *Harry Potter and the Deathly Hallows*, was published in July, 2007. The book sold 11 million copies in the first 24 hours of its release. As of June 2008, the Harry Potter series has sold more than 400 million copies and has been translated into 67 languages. Another popular series about vampires has dominated bestseller lists. The four books in Stephenie Meyer's Twilight series were published between 2005 and 2009 and all became number one bestsellers. We loved seeing and sharing your library pictures from "Release Day" parties and hope another rising star is just around the corner.

More Idaho libraries offer early literacy services at the library and through outreach.

Mini-grant opportunities and state funding for First Book and Jump Start allowed libraries to reach more families with early literacy information, new books, and more outreach visits during the past five years. It's been exciting to see so many libraries of all sizes around the state reach out to more families.

Teens report reading more and library services for them improve dramatically. A study from the National Endowment for the Arts (NEA) done in 2009 showed that for the first time in more than 25 years, young adults and adults are reading more literature, reversing a 26-year decline. The largest increases were reported among young adults ages 18-24 and among Hispanic Americans. For the first time, literary reading has increased among men, by 11 percent, and has grown or remained steady in all education levels. Do I think libraries contributed to this increase? YOU BET! More libraries are creating special spaces for teens, paying attention to what teens want (remember the "Digital Native Focus Group" study ICFL did in 2007?), and providing programs and materials that teens want.

Library use and circulation goes through the roof. During the past five years, we've watched as the number of Idaho children participating in summer reading programs has more than doubled, with a huge 38 percent increase last summer. Circulation and program attendance throughout the school year is up too.

We continue to be amazed at the services Idaho public and school libraries provide! Here's to another five years!

Meet Erica Compton



Erica Compton is the new Projects Coordinator at the Idaho Commission for Libraries, joining Staci and Stephanie on the Read to Me team. This is Erica's first opportunity to work within the library services field. Her background is in education. She has a BA in Elementary Education with an emphasis in Special Education and holds an Idaho teaching certificate. She has been involved with various educational and training companies and organizations for over 20 years. Much of her work experience has been in the area of STEM education (Science, Technology, Engineering and Math) with students ages 6–18. Women are traditionally under-represented in STEM fields of study and she says she was fortunate to work on two incredible projects in

California and Florida that were designed to address this issue. Both projects focused on introducing middle school girls to STEM education, with the goal of increasing the percentage of women pursuing careers in STEM related fields.

"As Projects Coordinator, I will have the opportunity to work with all of the components of the Read to Me project, Erica said. "I am also looking forward to joining the Teens and Tech team as they continue to develop and grow the program."

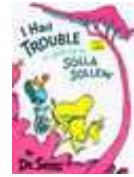
When asked about her biggest success, Erica said she was co-founder of an educational company whose project-based learning program taught students to use high-end 3D modeling software to design environments around real-life scenarios or challenges. They then

“launched” these environments into fully-immersive virtual reality and interacted within the world they created to address the challenge. “I wore many hats during my time with the company and particularly enjoyed creating and leading the training workshops for the staff implementing our programs in their educational facilities. I was able to travel all around the U.S. and met some incredibly talented and dedicated educators,” Erica said.

Erica says her biggest challenge is being a good mom and wife and working full time outside the home!

One of the things Erica loves about her new job is that she will be able to impact the lives of Idaho children and their families through the comprehensive literacy programs at ICFL. Erica is a native Idahoan and likes knowing she is contributing to a project that will strengthen literacy statewide. She also loves that she is learning about so many new books that she can share with her own four-year-old daughter.

As for a favorite children’s author, both Erica and her daughter love Dr. Seuss books—from the well known *Cat in the Hat* and *The Lorax* to the lesser known stories such as *King Looie Katz* and *I Had Trouble in Getting to Solla Sollew*. She loves how he plays with language—his nonsense words are fun to read aloud and make her daughter laugh. And her daughter shares Theodor Geisel’s birthday!



As a child, Erica was a big fan of the Bobbsey Twin mystery series and Nancy Drew. She read every book in both series multiple times. She also enjoyed *The Black Stallion*, *My Friend Flicka*, and any other horse book she could find.

Recently Erica read *What to Expect—The Toddler Years* (she does have a four-year-old), but says she hasn’t read anything for herself in far too long, although she has a list of books to tackle. *Atlas Shrugged* and *The Fountainhead*, by Ann Rand are two favorites of hers. “I confess I am a big Harry Potter fan as well and loved the complex world that J.K. Rowling created in the series,” Erica added.

Erica’s favorite flavor of ice cream is “Chocolate with more chocolate inside – and some on top too! The darker the chocolate, the better.”

When she’s not working at the library, Erica loves to spend time with her family. “I have a wonderful and supportive husband, Lee, and an inquisitive, funny, and strong-willed daughter, Emily. We love to get outside together—snowshoeing in the winter, hiking and biking in warmer weather.” Gardening with Emily is one of her favorite things. Emily has developed a deep love of nature and all living things and loves to get her hands in the dirt. They also enjoy cooking and baking together whenever possible.

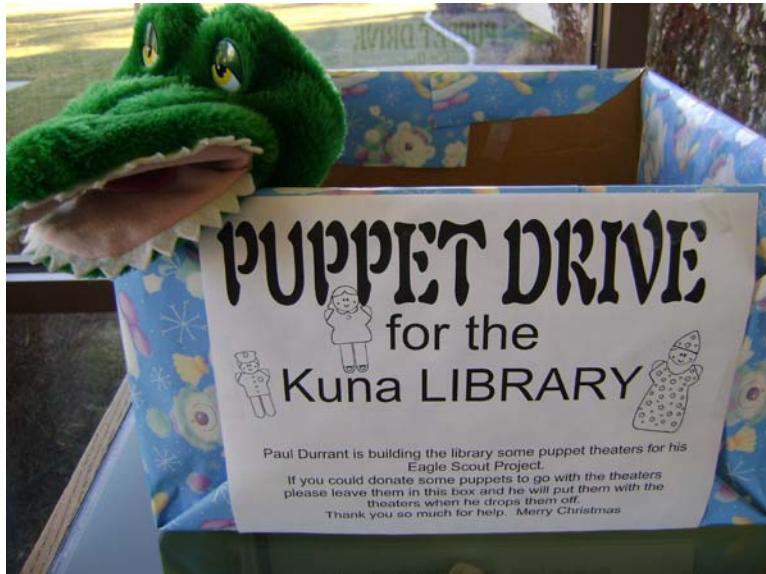
Library to Library



Event Planning Tip – Try Using Postcards. Madison Library District Events Coordinator Ray Lusk passed along some tips during the fall Navigating Youth Services workshops in eastern Idaho. He said postcards are by far the most effective way they have found to reach people and get attendance figures up. They collect names and addresses during summer reading sign ups, at all of their adult and children’s programming, and by asking an “opt in”

question when people sign up for library cards (i.e. would you like to be contacted via mail or e-mail about library services and programs).

Ray said they always print extra postcards and leave them at the circulation desk. People pick them up because they are a nice size and weight and also work as bookmarks, but it's another way to remind people about what's going on at the library.



Neat Idea for Eagle Scout Project.

We saw this puppet drive box in the lobby at the **Kuna District Library** and thought it was a great idea. Kuna student Paul Durrant is building some puppet theaters for his Eagle Scout Project and wanted some puppets to go with it. Library customers were encouraged to contribute and it is a nice way to publicize the project.



Buhl Public Library will be hosting its first International Book Festival on Thursday, February 25th from 7-9 p.m. The Famous, Fabulous, Bookworm Book Club will have tables from all over the world with books, information, and a snack from their country, speakers, and prizes...all free!



Madison Library District Fosters A Close Knit Community. Madison Library District is starting a new evening program for teens and adults which focuses on hand crafts and community service. The weekly Tuesday night event, entitled *A Close Knit Community*, will gather knitters, crocheters, and other crafters to work on needs for local service organizations.

A Close Knit Community held its first meeting on Tuesday, February 16th from 6 to 7:30 p.m. at the library. The first half hour will be dedicated to project information, instruction, etc. From 6:30 to 7:30 each week, there will be book discussions, readings, demonstrations, and speakers on community issues simultaneous with the stitching. Schedules of those topics will be available at the library.

Experienced crafters have been encouraged to attend and lend their skills to the projects as well as pass their expertise on to those less experienced. Those wishing to learn basic knitting and crocheting were encouraged to attend. Help and some simple patterns suitable for beginners are available. Knitting needles and crochet hooks are available from the library for three week check-out.

There may be some who would like to participate and donate their time and talents who are unable to supply their own materials. Anyone with unused yarn around their home has been encouraged to donate them to the Madison Library for this group. Neat idea!



Resources on the Six Early Literacy Skills Available. The ICFL Read to Me Program sponsored a Wimba session on the Six Early Literacy Skills in January. If you missed the session, but are interested in the topic check out the [PowerPoint slides](#) or the resources listed

below. You can also contact Stephanie or Staci at 1-800-458-3271 to schedule an overview of the Six Skills or learn more about Read to Me resources.

- Read to Me Resources -- <http://libraries.idaho.gov/page/read-to-me-resources>, scroll down to Early Literacy Centers, handouts in English & Spanish on the Six Skills, and copies of *The Bookworm*, a great handout you can use for storytimes, etc. that cover the Six Skills.
- Every Child Ready to Read Family Workshop scripts and information, <http://libraries.idaho.gov/doc/resources-ecrtr-participants> -- developed by the Read to Me program.
- ALSC's Every Child Ready to Read information, www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm.
- Early Literacy Consultant Saroj Ghoting has placed a variety of resources on the Six Skills on her website, www.earlylit.net/.
- *Early Literacy Storytimes @ Your Library*, by Saroj Ghoting and Pamela Martin-Diaz. This book is a great resource for libraries that host regular storytimes.

Young Adult Corner

Idaho Librarians Take On Teens and Technology 2010

School and public library staff in several Idaho communities are partnering to increase the tools and programs they have available for teens. This year the Teens and Technology course, sponsored by the Commission for Libraries, is condensed into five weeks which creates an intense learning experience. Class members started the course with a face-to-face meeting in January and are doing the following things:

1. Participate in the online YALSA course "New Technologies and Literacies for Teens" to increase awareness of tools used by teens and how they affect teen literacy. The online course is supplemented by weekly Wimba sessions and a WebJunction discussion group.
2. Attend two day-long meetings at ICFL to network, share ideas, and enthusiasm.
3. Collaborate with their partners to develop one or more programs for Teen Tech Week (March 7-13).
4. Share their ideas for Teen Read Week themes and activities in October.

Participating communities, library staff, and libraries include:

Boise: Priscilla Oja, Fairmont Junior High School Library
Susan Nickel, Capital High School Library

Boundary County: Lynn Silva and Cari Haarstick, Boundary County District Library

Garden City: Tamara Tipton, Garden City Public Library

Kamiah and Orofino: Mona Farmer, Kamiah High School Library
Sandra Baggett, Orofino High School Library

Jerome: Angela Haddock, Jerome Public Library
Sonja Humphries, Jerome Middle School Library

Moscow: Penni Cyr, Moscow High School Library
Pat Stewart, Moscow Junior High School Library

Pocatello: Kath Ann Hendricks, Marshall Public Library

Cheryl Spall, Pocatello High School Library

Class participants are supported by Teens and Technology alumni Gena Marker and Sammy Samuelson who bring their considerable experience and excitement for all things teen to the course.

Stay tuned for more on Teen Tech Week 2010 and upcoming Teen Read Week themes and activities. (*The photo below shows the group hard at work during their first meeting in Boise.*)



Teen Tech Week 2010

Teen Tech Week 2010 is March 7-13! Teen Tech Week is a national initiative aimed at teens, librarians, educators, parents, and other concerned adults meant to encourage teens to take advantage of libraries' nonprint resources. The 2010 theme — Learn Create Share @ your library — fosters teen creativity and positions the library as a physical and virtual place for safe exploration of the many types of technology available at libraries, including DVDs, music, gaming, video production, online homework help, social networking, tech workshops, audiobooks and more. Start planning your celebration today:

- Begin by registering for Teen Tech Week. Registration is free and gives you access to the 2010 logo, which you can use to promote Teen Tech Week by adding it to your library's website, blog, Facebook page, or other resources. Thanks to Evanced Solutions for providing Teen Tech Week registration.
- Check out program ideas relating to this year's theme or resources to help you plan.
- Know what you'll be doing? Use YALSA's helpful publicity tools to promote Teen Tech Week in your community and list your events on the 2010 Teen Tech Week wiki. There are some great ideas to use and adapt here.
- Questions? Find an answer in YALSA's FAQ or contact us at yalsa@ala.org.

Teens' use of nonprint resources has increased dramatically in recent years, yet more teens are doing this from home instead of the library. According to a recent study by Harris Interactive, in 2005, 86 percent of youth aged 8-18 have a computer in their home, and 74 percent have Internet access in their home. On average, 8-18 year olds spend six hours and 21 minutes per day using media (including TV, video/DVDs/movies, video games, audio

media, computers and print media). Furthermore, according to the Pew Internet and American Life Project, 71 percent of teens report that the Internet is their primary source for completing school projects. Yet multiple studies have shown that the majority of teens lack the critical thinking skills and technical expertise to use the Internet and other electronic resources effectively. Teens need to know that the library is a trusted resource for accessing information and that librarians are the experts who can help them develop the skills they need to use electronic resources effectively and efficiently.

Teens, in order to gain the skills necessary to compete in today's job market, need access to digital and online information and trained professionals who can help them use these resources effectively, efficiently and ethically. Librarians and educators know this and work with teens on a regular basis to ensure they develop these skills. Teen Tech Week is a chance for libraries to throw open their physical & virtual doors and show their communities all the great things they're doing for teens with technology.

Book Look

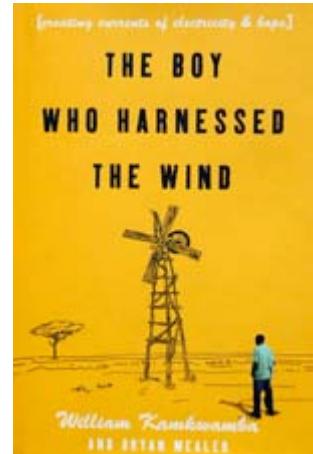
ALA announces youth media awards

The American Library Association (ALA) announced the top books, audiobooks and videos for children and young adults – including the Caldecott, King, Newbery and Printz awards – at its January Midwinter Meeting in Boston. A [list of all the 2010 literary award winners can be found here](#). In this issue we highlight the Alex Award winners for the 10 best adult books that appeal to teen audiences

Alex Award Winners

The Alex Awards are given to books written for adults that have special appeal to young adults, ages 12 through 18. The winning titles are selected from the previous year's publishing. The Alex Awards were first given annually beginning in 1998 and became an official ALA award in 2002. To see the list of nominees, learn more about the award, and see annotations for these books visit www.ala.org/yalsa/booklists/alex. The Alex Award winners for 2010 were:

- ***The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope***, by William Kamkwamba and Bryan Mealer
- ***The Bride's Farewell***, by Meg Rosoff
- ***Everything Matters!***, by Ron Currie, Jr.
- ***The Good Soldiers***, by David Finkel
- ***The Kids Are All Right: A Memoir***, by Diana Welch and Liz Welch with Amanda Welch and Dan Welch
- ***The Magicians***, by Lev Grossman
- ***My Abandonment***, by Peter Rock
- ***Soulless: An Alexia Tarabotti Novel***, by Gail Carriger
- ***Stitches: A Memoir***, by David Small
- ***Tunneling to the Center of the Earth***, by Kevin Wilson



Upcoming Events

Participate in the 2010 Jump Start Program! Idaho librarians are encouraged to sign up for the 2010 Jump Start program. A short application form can be found at <http://libraries.idaho.gov/landing/jump-start>.

Celebrate! Celebremos! Join colleagues across the country as libraries nationwide celebrate El día de los niños/El día de los libros (Children's Day/Book Day). Held annually on April 30, Día promotes the importance of advocating literacy for every child, regardless of linguistic and cultural background. Through Día celebrations, libraries showcase their multicultural programs and services. While supplies last, ALSC is providing up to 100 complimentary bilingual brochures, with recommended book lists and tips on how to encourage children to read, to each library that registers its Día event at: www.ala.org/dia. The registry of events is searchable by state.

March 2 is **Read Across America Day**. "You're never too old, too wacky, too wild, to pick up a book and read to a child." What better way to celebrate Dr. Seuss's birthday than reading to a child? On the evening of March 2nd (Dr. Seuss's birthday), Random House and the National Education Association (NEA) urge you to participate in the annual Read Across America Day and read to a child. Read more at www.nea.org/grants/13003.htm.

Applications to participate in the 2010-2011 **First Book program** are due **Thursday, May 13, 2010**. The [application is available in a Word format here](#) so you can type in your answers, get it signed, and mail it in along with a letter of support from your community partner(s). If you have any questions about the program, please contact Stephanie or Staci at 1-800-458-3271. For more information about the Read to Me First Book program, see <http://libraries.idaho.gov/landing/first-book>.



Summer Reading News



Bright Futures Application Deadline: March 19 ([apply now](#)- supplies are limited!)

List of participants now on website

You can now check to see who in your area has applied for Bright Futures outreach programs by going to <http://libraries.idaho.gov/landing/summer-reading> and clicking on the chart at the bottom. The information will be updated weekly.

Read for Your Library (RFYL):

Here is a great example from an Idaho library that shows how public libraries and schools are collaborating to promote summer reading:

The public librarian will provide the school with information about why SRP is important, information about the RFYL grant, plus dates and times of the summer program. The principal will write a news column to be included in the spring school newsletter. In May, the school will sponsor a BBQ for students and their families. The public librarian and school librarian will both

be available to visit with families and will set up a table with information about SRP and handouts for parents. Families will have the opportunity to sign up for a free book. The public librarian will issue a PSA to area news media about this grant and the collaboration between school and public libraries.

This example shows how the school librarian, principal, and school staff are actively working with the public librarian to reach families and encourage their students to participate in summer reading programs. We are excited to be able to help librarians strengthen school partnerships with this program, and it is inspiring to read about the various school-library promotion plans. Keep those applications coming!



From Collaborative Summer Library Programs (CSLP):

Catalog orders:

Just a reminder that the next order deadline is fast approaching. Libraries will need to have their orders in to Highsmith by **Monday, March 1** in order to receive their materials by May 1. Orders received after the March 1 deadline will be filled according to availability by Highsmith. If you need an additional catalog, contact Staci: staci.shaw@libraries.idaho.gov.

Website:

www.cspreads.org has excellent resources for planning and implementing all three water themes.

Library staff do need to register for complete access to all the resources. Registering is easy!

1. In the middle of the webpage click on CREATE ACCOUNT.
2. Complete the registration form and click on register at the bottom of the page.

Slogans and Themes Needed for 2012 and 2013

CSLP would like your input and suggestions for:

- 2012 Night-time Children Slogan
- 2012 Night-time Teen Slogan
- 2012 Night-time Adult Slogan
- 2013 General Theme

Please send 2012 slogans and 2013 general theme ideas to Staci Shaw **by February 25, 2010**, staci.shaw@libraries.idaho.gov.

School Zone



AASL survey reveals U.S. school libraries lack materials to support needs of ELLs

From a January 5, 2010 AASL Press Release: According to a recent survey from the American Association of School Librarians (AASL), many schools lack initiatives to incorporate English Language Learners (ELL) successfully into the school population.

This finding comes as a result of the 2009 School Libraries Count! National Longitudinal Survey of School Library Media Programs. In addition to annual survey questions, starting in 2008 AASL began adding supplemental questions to address a current issue within the school library field. In 2009 these questions focused on school library media programs' initiatives to address the ever-growing population of ELLs in U.S. schools.

Of the 5,824 total respondents, 14 percent of the responding schools indicated that ELLs made up more than 25 percent of the student population. The highest concentration was reported in elementary schools where nearly one in five has 25 percent or more ELL students. The region with the highest concentration was the West, and many ELLs attend public schools in metropolitan areas.

Responses on collaboration strategies did show that school library media programs are trying different strategies to increase literacy efforts among ELLs. Fifty-one percent of respondents indicated that they begin an independent reading initiative by allowing students to select their own reading materials. Others indicated designing lessons that were rich in content without being dependent on language (24 percent). Still, 36 percent said that they don't use any of the collaborative strategies listed in the survey.

"With such high concentrations of ELL in our schools and free-choice reading indicated as a successful learning initiative, school library media specialists are in the unique position to make significant contributions to this unique student population," said AASL President Cassandra Barnett. "Clearly resources, both in reading materials as well as certified and trained school library media specialists, can greatly impact the success of ELL."



10 Ways to Support English Language Learners (ELL) in the School Library

The following summary is from an article by Jacqueline Jules on the Colorín Colorado® website, 2009. [See full article...](#)

The school library is an important resource for students who are learning English, and it may be the first experience ELL families have with using a lending library. Here are some ways to make the school library a safe and welcoming place for these students:

- 1) Provide foreign language materials (translated books and curriculum resources) in an easily-accessible location. If possible, mark these areas with bilingual signs.
- 2) Provide books and information on countries of origin. (Some [recommended resources](#))
- 3) Provide electronic access to materials in other languages.
 - **Reference materials:** Spanish versions of World Book Online, [Grolier Online](#), and Encyclopædia Britannica's [PlanetaSaber](#) are available as part of these websites' subscription packages. You may also wish to show students how to use the English-Spanish online dictionaries that include audio pronunciation guides, such as [Merriam-Webster](#) or [WordReference.com](#).
 - **Reading materials:** Share stories with your students from the [International Children's Digital Library](#), which includes children's books in more than 50 languages.

Post links to these websites on your library web page for easy access from school or home.

4) Provide audio materials and instruction on how to use them. Many students will not have the electronic devices required to play the materials at home, so here are some ways around that:

- Build a collection of Playaways®: If your budget is tight, consider combining efforts with other school libraries to share and rotate a collection of these audio players.
- Allow students to use or check out library-owned CD players, MP3 players, or iPods. (Learn more in "[**iPods in the Library?**](#)" from *School Library Journal*.)
- Use library computers with headphones to access reference and reading materials or to download podcasts and e-audio books.
- Create short translated instruction sheets and stickers for players and computers to help students learn how to use these technologies effectively. Resources for translation: bilingual students or parents, ELL support staff, public or academic libraries.

5) Share culturally meaningful stories during holidays, through read-alouds or group discussions (Halloween, Thanksgiving, Ramadan, Divali, Chinese New Year, Winter break, etc.). By incorporating these stories into library time, we validate a child's cultural heritage, and foster their self-esteem and adjustment.

6) Watch your words: ELLs may need extra support with instructions, vocabulary, expressions, or background knowledge. Encourage them to ask for clarification or to let you know when they don't understand.

7) Make story time more interactive, with choral responses and music.

8) Use visuals at storytime to help ELLs learn new vocabulary words and add meaning. Props and tangible objects are great tools to enhance comprehension (for all students, not just ELLs).

9) Use visuals in your correspondence home. Use short translated notes home explaining that books need to be returned to school by a certain date, and mark books so that families can tell the difference between library books and the various books that are sent home through reading programs. Overdue notices should include a picture of the book cover.

10) Promote the public library too! Help ELL families fill out library cards, invite public librarians to come to evening events or parent-teacher conferences, or arrange for a family night at the library (provide transportation if possible).

Learn how to make your library accessible for children in multiple languages in this [**video clip**](#), "[**A Welcoming Library**](#)," from *Launching Young Readers: Becoming Bilingual*.



AASL votes to adopt the professional title school librarian

The American Association of School Librarians' (AASL) Board of Directors voted at the ALA Midwinter Meeting in Boston on Saturday, Jan. 16, 2010, to officially adopt for the profession the title ***school librarian***.

A recent AASL survey indicated confusion, misperceptions, and inconsistencies about various job titles in the school librarian profession. The AASL Affiliate Assembly requested that the AASL Board of Directors choose a title for its professionals that is clear to other educators, administrators, and the public, and that presents a common nomenclature for all publications and advocacy efforts.

AASL leadership reviewed the data and identified the advantages and disadvantages of the various titles. After a focused and extensive discussion, the AASL Board of Directors voted to adopt "school librarian" as the title which reflects the roles of the 21st-century school library professional as a leader, instructional partner, information specialist, teacher, and program administrator.



Letters from our readers...Partnerships and Conversations, Caldwell

From Darlene Hotchkiss, Parma Panther Library, to Shirley Biladeau and Staci Shaw

Good morning Shirley & Staci,

I am attaching two photos I took at the Partnering Event Shirley conducted at Sacajawea Elementary in Caldwell last Thursday. The evening was both educational and fun, and we are thrilled with the TWO new Flip videos we received because Barb Bowman and I were each partnered with a principal and a parent.

In one picture, you'll see our high school principal David Carson on the left, with host school Sacajawea's principal Greg Alexander on the right. It seems principals from many neighboring schools had just as good a time meeting with each other as local librarians always do when we get together with one another. In the other picture, Parma Middle School principal Peg Poling-Sharkey is the second person from the left, the one holding the Kindle. She is looking over a slightly newer model with other Library Partners from around the valley.



Shirley, thank you again for a superb job of conducting the workshop, and Staci, thank you as always for highlighting what goes on in school libraries each time you issue another copy of The Scoop.

Keep those letters and pictures coming, Readers!

Know the Numbers



Fall 2009 Idaho Reading Indicator Scores Posted

Scores from the fall, 2009 Idaho Reading Indicator (IRI), a statewide screener used to access basic reading skills, show that 18.7 percent of children entering kindergarten do not recognize three or more letters of the alphabet. Another 25 percent recognize fewer than 11 letters. Fifty-six percent of children entering kindergarten scored "At Grade Level." By the time they reach the spring, through work in the classroom and parental support, nearly 82 percent of students on average have reached grade level in reading. *Grade Level* scores are determined both by

the amount of letters students recognize in the fall and then the amount of letter sounds students know by spring.

The Idaho Reading Indicator, as a result of Idaho Code enacted in 1999, is a benchmark reading test that is administered three times per school year to all Idaho public school students in grades K-3. IRI data is reported online to the SDE at the end of each testing session. Districts must provide 40 hours of reading intervention for those scoring below grade level on the indicator. Beginning spring 2004, Idaho Code identified statewide reading goals that each grade level within each school must achieve.

To see your school district's scores, visit www.sde.idaho.gov/ipd/iri/IriAnalysis.asp.



A Closer Look at Grandview's Wal-Mart Project

Grant funds are allowing the Eastern Owyhee County District Library to provide programs for young children through teens and engage the community at a level their small staff had not been able to undertake in the past. Prior to receiving a \$10,000 mini-grant through the "Strengthening Library Services for Youth in Idaho" Wal-Mart grant program, the library had

not been able to offer any weekly programs for any age groups. Now the library has established three regular programs, plus a monthly outreach visit to the local daycare.

Library Director Kathy Chick says the community of Grandview and the surrounding area has benefitted from the programs and resources provided through the grant. The most popular program so far has been their "Learning Ever After" weekly after school activities for ages 5-12. The library is located near the school and they get about 12 to 15 energetic kids who arrive ready for activities and some book-related projects each Monday after school. Kathy has designed games, crafts, and other creative ideas to keep the kids coming back for more. Guest visitors help out from time to time and she's hoping to enlist the support of the local 4-H group and others in the community. The photo above shows the after-school crowd playing a game before moving into the program room.

The library's "Little Learners" program provides music, movement, puppets, fingerplays, and other fun activities tied to books for children from birth to age-five and their parents. Although attendance at this program has been a little lower than expected, Kathy believes that those who are showing up are getting some great information and that the program will continue to attract parents who are looking for educational opportunities for their young children. "We had offered the Every Child Ready to Read program here and had a positive response. Getting families to attend on a regular basis is an ongoing challenge, but we're getting there."

Grandview resident Lori Barth attends the Little Learners program with her son and she has two daughters who attend the weekly after school programs. "It's great to have something for the kids to do that's educational, free, and I don't have to drive to Mountain Home or Boise to take part in it. The kids enjoy it and I'm always amazed at what Mrs. Chick comes up with each week to share with the kids. I know it's a lot of work and she has some really fun things for them to do and always comes through for them," Lori said.

One of the unexpected results of the grant project has been the community interest in Wii programs. "We purchased a Wii for our new teen programs and it turns out the adults like it just as much as the teens. In fact we have a community-wide bowling league and there are two adult teams who come in regularly to play and post their new scores for all to see. They are having a blast with it."

Kathy had planned quarterly activities with teens and their parents like a "Dinner with Dad" or "Make-n-Take with Mom." Turns out neither the teens nor the parents were too thrilled with the idea of doing programs together. "We thought it would be nice to give parents a chance to spend some time interacting with their teens, but they're used to dropping them off and the teens were ready to be dropped off! It was a live and learn thing," she said. Kathy said they are not getting as many teens involved in the programs as they had hoped, but they'll be trying some other activities based on feedback they've been gathering.

Over 60 percent of the grant funds were budgeted for personnel. Planning the programs for these different age groups, doing the programs, cleaning up, preparing grant reports, evaluations, and managing the grant budget takes a lot of time. Unless she's presenting a program or doing prep and clean up, she's often the only staff person in the library, which makes getting everything done a challenge. "We had planned to have two other people spending additional time each week working on these projects, but the board made some decisions and we had some other issues come up and it just hasn't worked out." Kathy usually works 22-23 hours per week and another staff member puts in about 19 hours. The remaining grant funds are being used for equipment, supplies, snacks and program materials, publicity, and books and other library materials.



"There just isn't much for kids and families to do around here that is safe and allows them to learn and be creative. These children and teens are the future and we want them to know we are interested in them and their ideas. We want them to have access to educational opportunities and help them be successful," Kathy said. "I think these programs will make a big difference."

[Photo at left shows a "Little Learner" participant looking at a book that was read during the program.]



Grandview resident Lori Barth and her son Jonathan sing along during the library's Little Learners program.

Tips & Tools



The **Idaho Community Foundation's** application process is open to organizations in eastern Idaho. The grant cycle opened February 1 and runs through April 1. Grants are awarded in September, 2010. Grants are limited to \$5,000. See www.idcomfdn.org for more information.



Target provides Early Childhood Reading Grants. Reading is essential to a child's learning process. That's why Target awards grants to schools, libraries, and nonprofit organizations to support programs such as after-school reading events and weekend book clubs. Together we're fostering a love of reading and encouraging children, preschool through third grade, to read together with their families.

Early childhood reading grants are \$2,000. Grant applications are typically accepted between March 1 and April 30 each year, with grant notifications delivered in September. Check <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031821> on March 1 to apply for these Early Childhood Reading Grants.



Summer Food Sponsors Sought. The Idaho State Department of Education is seeking sponsors for the 2010 Simplified Summer Food Program, which provides free meals to children from economically disadvantaged families during school summer vacations. Now more than ever, this program is needed to fill the gap for families who may not be able to afford to give their children nutritious meals during the summer months when school is not in session.

The Simplified Summer Food Program allows sponsors to receive full reimbursement based on the number of meals served and apply the funds to both operating and administrative costs, thus streamlining the claims process. The Department contracts with public and private schools, non-profit organizations, and other organizations to feed low-income children during the summer months. Public libraries in several communities have taken part in the program.

Nationally, more than 26 million children eat school lunch daily when school is in session, and about half of them receive their meals free or at a reduced price because they are from families with low household incomes. The summer program offers them nutritious food when school is not in session. Last year, Idaho's 87 summer food sponsors served approximately 1.4 million meals at 309 sites.

For the 2010 program year, sponsors may be: public or private nonprofit schools; public or private nonprofit residential camps; local, municipal, county, tribal, or state governments; public or private nonprofit colleges or universities that participate in the National Youth Sports Program; Upward Bound programs; libraries; or private nonprofit organizations. The 2010 training registration information is available online at www.databasesdoneright.com/nutrition/. New sponsors are required to attend training and complete a hard copy application as soon as possible. Continuing sponsors for the 2010 summer program are invited to choose a training session in March or April at a location near them.

The 2010 training schedule is:

- March 11, 2010: Coeur d'Alene from 9 a.m. to noon
- March 24, 2010: Lewiston from 1 p.m. to 4 p.m.

- April 6, 2010: Twin Falls from 1 p.m. to 4 pm.
- April 7, 2010: Fruitland from 1 p.m. to 4 p.m.
- April 8, 2010: Boise from 1 p.m. to 4 p.m.
- April 13, 2010: Pocatello from 9 a.m. to noon
- April 14, 2010: Idaho Falls from 9 a.m. to noon

Applications are due to the State Department of Education by **May 14, 2010**. If you have further questions or need additional information about the Simplified Summer Food Program, please contact Lynda Westphal at (208) 332-6821 or LJWestphal@sde.idaho.gov.



Better World Books Libraries and Families Award available from the National Center for Family Literacy

Through this opportunity NCFL and Better World Books will reward and enhance existing family programming and expand literacy-building practices of families in library settings.

One \$10,000 grant will be awarded in each of these categories:

- local Friends of the Library programs
- public/academic libraries
- urban libraries

The winners will also receive scholarships to NCFL's 2010 [National Conference on Family Literacy](#) that will take place April 11-13 in San Antonio, Texas. The deadline to apply is **March 3, 2010**. To learn more about the award and to apply, visit www.famlit.org/BWB-library-award.

CE News You Can Use

Free Webinar: Creating a Teen Advisory Board

The Texas State Library & Archives Commission's Library Development Division is hosting a webinar upcoming on April 7, 2010 that is open to all.

Creating a successful teen advisory board can invest your teen audience in the library and in their community. Valerie Jensen of the Chambers County Library System in Anahuac, Texas will discuss her library's efforts to get the teens in the door and keep them interested. CCLS has a dynamic teen blog, so take a look before you attend: <http://cclteenzread.typepad.com/>.

Participants do need to register here:

[www.tsl.state.tx.us/ld/workshops/webinars/teenadvisoryboards/index.html](http://www tsl state tx us ld workshops webinars teenadvisoryboards index html)

This webinar will be archived after the original broadcast:

[www.tsl.state.tx.us/ld/workshops/webinars/archived.html](http://www tsl state tx us ld workshops webinars archived html)

Find more free webinars and great free courses at WebJunction Idaho. Members of publicly-funded libraries in Idaho can request affiliation which will provide access to over 700 free courses: <http://id.webjunction.org/catalog>.

News Beyond Idaho

Colorado's Raising a Reader Program Documents Success in Boosting Kindergarten Readiness

[Editor's Note: This is a great example of a program that could and has been replicated on different levels in Idaho. Parts of the original article are found below. You can read the whole article "[Program raises readers — and literacy rates — one little book at a time,](#)" by John Stroud, Post Independent, Glenwood Springs, CO Colorado.]

For three years now, the Garfield County School District in Colorado has been tracking incoming kindergarten students who have participated in the Roaring Fork Valley Early Learning Fund's Raising a Reader program. The idea is to compare the "reading readiness" of Raising a Reader children to their peers who have not been exposed to the program. Raising A Reader (RaR) is an early childhood preliteracy program designed to boost kindergarten readiness and, ultimately, later success in school.

Every fall, RaR provides participating preschool classrooms with red "Read to Me" book bags filled with age-appropriate books, both in English and Spanish, that encourage daily family reading time. Students take a bag home for one week, then trade it out for a new bag the next week.

"The trend we are seeing is that the kids who participate in Raising a Reader are more ready to learn how to read and write when they enter kindergarten," said Re-2 Director of Assessment and Special Programs Julie Knowles.

"That early exposure to books and reading is so incredibly important, and we're seeing that it is a powerful tool to close achievement gaps, even by age 5," she said.

All incoming kindergarten students at Re-2 schools are given a benchmark assessment to gauge their initial fluency in letter identification and sounds. Knowles said the results help determine which students are at risk and in need of intensive intervention, those who are moderately at risk and need some intervention, and those who are at benchmark levels for kindergarten students.

Based on testing of 363 incoming kindergarten students in Re-2 last fall, only 26 percent of RaR children required intensive intervention, while 41 percent of children who had not been exposed to RaR needed that degree of intervention, according to data provided by Knowles. A slightly higher percentage of RaR students were also at the benchmark level (25 percent), compared to non-RaR students (23 percent), she said. "We saw a similar pattern with our testing last year," she said. "It is important to note that about 60 percent of the students who participated in (RaR) were already identified as being at risk for school failure or having a disability."

Rebecca Ruland is director of District 16's Grand Valley Center for Family Learning, and also serves on the Raising a Reader board. She remembers when RaR founder Jayne Poss attended a meeting of early childhood providers to make a pitch for the program.

"People embraced it right away," Ruland said. "It's hard to argue with providing high-quality books in two languages that come back every week, and require parents to sit with their kids and read."

Younger children also learn to associate reading time with quality parent time. "We believe Raising A Reader is effective because it taps the natural energy and curiosity of the child," Blauvelt said. "Teachers provide the initial excitement about books and reading, but it is the child's persistence that makes it work. Families soon discover the joy of bonding at story time, and children establish literacy patterns that last a lifetime."

Another aspect of the program attempts to link children and families with their local public libraries through the Blue Book Bag project. In the spring, each RaR class visits their local library and children receive a blue library book bag to use when they visit the library. They also receive what often is their very first library card.

It's a habit that elementary schools have modeled as students get older. "All of our students have a public library card, and we have weekly trips to the library," Glenwood Springs Elementary School Principal Sonya Hemmen said. "For the preschool kids, it's so handy to have those books in a bag and ready to go home with them. Any time you can introduce print materials, not just to the child, but to the household, it's a great early literacy tool."

Although the tracking hasn't been in place long enough, and it would be hard to make a direct correlation, there is some evidence that early childhood literacy programs like RaR are paying dividends further down the road.

Read the rest of the article at

www.postindependent.com/article/20100201/VALLEYNEWS/100209999&parentprofile=search



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