THE GRANT PACKAGE

1) Grantee Map - see who all the grantees are
2) Grant Agreement – MUST SIGN, COPY & SUBMIT
3) Grant Management Best Practices/Tip Sheet – lessons learned
4) Grant Timeline – suggested implementation
5) Grant Application - copy for your records
6) Award Letter – copy for your records
7) Interim Report – for you to preview
8) Final Report – for you to preview
9) Financial Report Examples - two samples provided on the ICfL website
SCHOOL LIBRARY ACCESS GRANTS – THE BIG PICTURE

$200,000 TO 46 GRANTEES ACROSS THE STATE!

Round 1 Grants - 21
Grant period:
August 1, 2019 to March 31, 2020

Round 2 Grants - 25
Grant period:
August 1, 2019 to March 31, 2020

*See Grant Map for illustration of all grantees throughout the state – in your binder.
GOALS OF THE GRANT

Round 1 Grant:

Increase the amount of reading done in homes of children in developmental preschool programs, kindergarten, and first grade.

Increase access to age-appropriate quality nonfiction and fiction titles in elementary school libraries.

Increase the number of children reading on grade level.

(see your grant agreement)

Round 2 Grant:

Increase the amount of reading done in the homes of students in developmental preschool programs, kindergarten, and throughout elementary school.

Increase access to age-appropriate quality nonfiction and fiction titles in elementary school libraries.

Increase the number of students reading on grade level.

Increase school libraries' financial support from their school districts.
When you receive your printed Grant Agreement, notice the instructions.

Read your Grant Agreement – in full. Ask us questions.

When you return home: read your Grant Agreement again.

1) Sign your Grant Agreement and circulate it to the School Principal and Superintendent for signatures.

2) Make a copy of your fully signed Grant Agreement and send us the original.

3) Return by snail mail or email all pages of the signed Grant Agreement to ICfL – it must be in our office or postmarked by September 13th.
Round 1 Grant:

- All K & 1st graders will be allowed to check out more than one book per week starting in their first semester of school.

- Have a developmental preschool program? All children enrolled in that program will be allowed to check out more than one book a week starting in their first semester of school.

- All grant funds will be spent on age-appropriate books for pre-K, K or 1st grade students. Funds can be spent on fiction or nonfiction books, but at least 40 percent of the funds must be spent on nonfiction books.

Round 2 Grant:

- All students in all grade levels are allowed to check out and take home more than one book per week starting the first semester of school.

- All students in all grades will be allowed to check out and take home nonfiction books.

- Grant funds will be spent on age-appropriate fiction and nonfiction books for all students in the school.

- Up to 20% of the grant funds may be used for allowable purchases made to meet outreach and family event requirements of the grant.
GRANT NO-NO’S:

- AR tests and supplies are not an allowable purchase with these grant funds.
- Subscription services are not allowable purchases.
- Up to 5% of the grant award can be spent on book processing supplies.

- Grantees will complete two grant reports:
  - Interim Report: Jan. 17, 2020
  - Final Report: April 17, 2020
GRANT DATES TO REMEMBER:

- Grantees will complete two grant reports:
  - Interim Report: Jan. 17, 2020
  - Final Report: April 17, 2020
- February 28, 2020: 100% of funds must be obligated
- March 27, 2020: 100% of funds must be spent
- March 28, 2020: Unspent funds must be returned.
GRANT TIMELINE —

9/13/19: Grant Agreement Postmark Deadline

11/19: Place 2nd Book Order

1/20: Interim Report Due

2/19: Last Minute Book Orders to spend $$ from backordered titles

2/28/20: All Grant Funds Must Be Obligated

4/17/20: Final Report Post Mark Deadline

10/19: Place 1st Book Order

1/20: Place Final Book Order

2/19: Last Minute Book Orders to spend $$ from backordered titles

3/31/20: Project Complete! 100% of Grant Funds should be spent and invoices paid.
1. After training, establish a location where you will keep all grant-related documents.

2. Read the full grant agreement, interim and final report forms. Be sure you understand the requirements and what data should be collected.

3. Add all the grant deadlines to your calendar. Then add pre-deadline reminders.


5. Find out how to order books, pay vendors & request grant expenditure reports through your district office/processes. Make sure district has a copy of grant agreement and understands reporting requirements.

6. Post ICfL Contact Sheet. Use us a resource and call or email anytime you have questions! Keep us in the loop if grant staff changes.
GRANT MANAGEMENT COMMUNICATION MUSTS:

1. If you leave during the grant cycle, please let us know.
2. Spend all the grant money. **ALL.** Every penny. By March 27, 2020.
3. Add all the grant deadlines to your calendar. Then add pre-deadline reminders.
4. Make sure ICfL email addresses are whitelisted and check the junk mail regularly.
5. Post ICfL Contact Sheet. Use us a resource and call or email anytime you have questions! Keep us in the loop if grant staff changes.
INTERIM GRANT REPORT

Round 1 Grant -

- Read entire report before you begin implementing grant – know what data you will need to track and what financials you will need to report.

- Submit a list of book titles you have purchased thus far (copy of order summary, packing slip, or Excel/Word doc are all Ok if they list the titles).


- Financial update required - See two examples of financial reports on our website.

Round 2 Grant -

In addition:

- If you’ve not held your family/outreach event yet, you might include a brief sketch of your plans in the interim report.

- If you’ve not yet done your additional professional development activity, you might include what you plan to do.
WHAT DO YOU MEAN BY “DATA?”

Hard data:
- Increase in circulation
- Increase in visits to the library
- Demonstrable improvement in literacy skills.
- Other?

Soft data:
- Quotes from students, teachers, parents
- Anecdotes of adventures in the library
- Relayed stories about improvement in reading from teachers.
- More?
Obligation deadline (i.e. a PO) of February 28, 2020

Spending deadline of March 27, 2020

There should be no dollars or cents left by March 27th. Consider spending $20 - $30 more than grant award to ensure this.

Final report deadline – postmark by April 17, 2020

Only submit lists of book titles you have purchased since the Interim Report.
TIPS FOR WRITING A GREAT REPORT

- Use the downloadable form from the website, not the example forms in your grant package. Please type your answers.
- Read the questions carefully and answer them using clear language.
- Be careful with the use of “they” “it” “things” and other non-specific language.
- Use that data gathered throughout the reporting period.
- Have a colleague that is unfamiliar with the grant proofread for clarity of meaning.
- Use specific examples.
BOOK SELECTION

- Assess current collection (See Collection Development)
- Reviews and Booklists!!!!! (See handout)
- Student Requests
- Bilingual/Cultural Books (See ELL)
- Wish List/Teacher Suggestions
- Home vs. classroom
- Avoid the “One-Stop Shop”
- Keep grant timeline in mind
- Books that are appropriate for 4 – 7 yr.-olds (Round 1)
- Books for PK-6 – Out-of-School (Round 2)
OTHER THINGS TO THINK ABOUT

Interest level vs. reading level
OTHER THINGS TO THINK ABOUT

What we don’t want to see on your title list
OTHER THINGS TO THINK ABOUT

Vendors and processing fees: 5% can be money well spent.
OTHER THINGS TO THINK ABOUT

Spend a little over the grant amount.

Aim to spend nearly all your funds in the first semester.
Don’t wait!

Use older books for “practice” with the new circulation policy until your new books are entered into your system.
BOOKS AND BACKPACKS ARE BUDDIES!
“We really emphasized the “Books and Backpacks are Buddies” approach at the beginning of the year and have had very few lost books. -librarian at Burton Elementary
Increase the amount of reading done in homes of Idaho children in developmental preschool programs, kindergarten, and first grade (K-6 for Round 2 Grantees!)

BACK TO THE #1 GOAL OF THE PROGRAM

Need to go beyond checking out books to achieve this goal …
Q & A TIME — WHAT QUESTIONS DO YOU HAVE?

- Grant implementation
  - Check-out policy
  - Book ordering/book vendor
  - All other questions

  Jeannie Standal
  School Library Consultant
  (208) 639-4139
  jeannie.standal@libraries.idaho.gov

- Financial reporting
  - Allowable expenditures
  - Other fiscal questions

  Jamie Mott
  Grants/Contracts Officer
  (208) 639-4164
  jamiemott@libraries.idaho.gov
SUPPORTING BEGINNING READERS

Presenters:
Jeannie Standal, School Library Consultant
Staci Shaw, Youth Services Consultant

A Workshop for School Library Staff
August 2019
The Idaho Commission for Libraries assists libraries to build the capacity to better serve their communities.

Our vision is for all parents and caregivers to nurture their children’s early literacy skills, and for all children to develop as independent readers and become lifelong learners.

We work to support school library staff in their efforts to support students through an effective school library program.
Learning to Read vs. Reading to Learn

Basic readers are more than twice as likely as proficient readers to fail to graduate from high school.

Below Basic readers are almost six times as likely to fail to graduate.

THIRD GRADE READING SKILLS SHAPE FUTURE SUCCESS
TIME SPENT IN SCHOOL...

10 year-old child

5,850 hrs

87,600 hours
LITERACY DEVELOPMENT

Birth to age 8 or 9

= Key Point
SIX EARLY LITERACY SKILLS

- Phonological Awareness
- Vocabulary
- Narrative Skills
- Print Awareness
- Letter Knowledge
- Print Motivation
Meg is hipple when she roffs with her mom.

Reading is understanding the meaning.
30 MILLION WORD GAP

1995 Hart & Risley Study

Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

- Professional: 45
- Working-Class: 26
- Low-Income: 13

Age of Child

- 0
- 12 mo.
- 24 mo.
- 36 mo.
- 48 mo.

Hart and Risley, 1995
Knowing a word and what the word means.

Children need exposure to words several times before they understand them.

Children’s typical daily oral language experiences do not contain enough new words to bring about significant vocabulary growth.

Children who listen to good picture books can increase their vocabulary by 4,000-12,000 words a year.

Children’s books contain 50% more rare words than prime-time TV.

(Anderson & Nagy, 1992)

(Hayes & Ahrens, 1988)
RARE WORD SEARCH

1. Pair up and pick one book.

2. Find 5 – 6 rare words and write them down. (Rare words are those you are unlikely to hear at the dinner table or in everyday conversations.)

3. Share with group.
Each library receives a copy to take back to school today!
Vocabulary is tied to reading comprehension. Students can’t understand text without knowing what most of the words mean. Kids who have never heard the word “enormous,” for example, have a hard time reading it.

“Increasing the volume of students’ reading is the single most important thing teachers can do to promote large-scale vocabulary growth.”
Incoming Kindergarteners NOT at Benchmark
Fall 2017

- 63% of All Low-Income Children
- 74% of Hispanic Children
Research shows that children who are not reading on grade level by the end of first grade only have a 1 in 8 chance of ever catching up without costly direct intervention.
The availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children’s achievement in reading comprehension.

(National Center For Education Statistics, 2001)
Providing children with print materials helps them read better. Kindergarten students showed the biggest increase in reading performance.

Providing children with reading materials allowed them to develop basic reading skills.

Giving children print materials leads them to read more frequently and for greater amounts of time.

When children have greater access... they develop more positive attitudes toward reading and learning.

61% of low-income families (nationally) have no children’s books in their home.

(National First Book, www.firstbook.org)

80% of preschool and after-school programs serving low-income populations have no age-appropriate books for their children.


Children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading.

FINDINGS:

One possible remedy to the socioeconomic gaps in academic achievement is to make sure that children of low-income families have access to high-quality, age-appropriate books.

Having books can facilitate children’s reading and shared reading between children and their caregivers.

BREAK

Happy kids with books in their hands!

CIRCULATION POLICIES THAT INCREASE ACCESS

Please return by 10:45
STEWARDSHIP VS. ACCESS

Thomas Bunker, Inkom Elementary
ROLE OF SCHOOL LIBRARIAN IN READING

AASL Position Statement, 2011:

“School libraries must provide open, non-restricted access to a varied high quality collection of reading materials in multiple formats that reflect academic needs and personal interests.”

www.ala.org/aasl/advocacy/resources/statements/reading-role
375 public elementary school libraries in Idaho
All were contacted for survey
247 chose to respond for a 65.9% response rate
93.5% of respondents reported managing the library
73.8% of respondents said that preschoolers in the fall cannot check out books, and 75% said this for spring semester.

29.2% of respondents said that kindergarteners in the fall cannot check out books, and 15.9% said this for spring semester.

35.6% have received no training since assuming their position.
What is the total dollar amount of your book budget from your school this year?

28% under $100
62% under $1,000
FACTORS THAT IMPACT ACCESS

- Small book budgets = fewer books, fewer early literacy books
- Fewer books = higher concern for lost/damaged books
- Fines for lost/damaged books
- No check-outs if books not returned
- Teacher or parent requests for restricted access
- Other?
IMPACT OF RESTRICTIVE POLICIES

How much impact can one or two books per week have on developing reading fluency or interest?
ABOUT INKOM ELEMENTARY SCHOOL

Kindergarten through 6th grade elementary school

30 to 45 students per grade level.

White (95%), Hispanic (4%), No LEP students

48% on free or reduced price lunch
### INKOM ELEMENTARY

<table>
<thead>
<tr>
<th>3 books each, twice per week</th>
<th>Simple check-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shelve books</td>
<td>Very low book loss: “In hands or in backpacks.”</td>
</tr>
</tbody>
</table>
Inkom, Comparison Group, and State Spring

Note: Inkom: 28-44 students/grade; Comparison Group: 37-51 schools/grade; State: 349-364 schools/grade
Inkom, Comparison Group, and State 2010 ISAT

Note: Inkom: 34-45 students/grade; Comparison Group: 26-28 schools/grade; State: 235-331 schools/grade
What does it mean to provide “access?”

What does it mean to be “accountable” in regard to book checkouts to four-, five-, six-, and seven-year-olds?

How can we design circulation practices and policies that get more books in the homes of four-, five-, six-, and seven-year-olds?
“School libraries should have a minimum of 20 books per child to enable children to take multiple books home at each visit...

It is recommended that one new book per student should be added to every classroom library, and two new books per child should be added to the school library collection each year to allow for the addition of important new titles and for the elimination of books that are no longer timely.”
1. Increase the amount of reading done in homes of children in developmental preschool programs, kindergarten, and first grade.

2. Increase access to age-appropriate quality nonfiction and fiction titles in elementary school libraries.

3. Increase the number of children reading on grade level.

SCHOOL LIBRARY ACCESS MINIGRANTS (ROUND 1)
All kindergarten & first grade students will be allowed to check out and take home more than one book per week starting in their first semester of school.

If your school has a developmental preschool program on school grounds, all children enrolled in that program will be allowed to check out and take home more than one book a week starting in their first semester of school.

All grant funds will be spent on age-appropriate books for pre-K, Kindergarten or 1st grade students. Funds can be spent on fiction or nonfiction books, but at least 40 percent of the funds must be spent on nonfiction books.
IMPACT OF GRANT

2012: All Elementary Schools
247/375 = 65.9% response rate

2017: Minigrant Recipients Only
130/202 = 64.4% response rate

• Has circulation increased to preschool, kindergarten, and first grade students?
• Have circulation policies been maintained?
• Are school librarians more confident in their ability to choose high-quality early childhood books?
• Are school librarians more confident in their role as an advocate for early literacy?
• Have book budgets increased?
• Are school librarians more likely to seek out professional development opportunities?
### COLLECTION DEVELOPMENT

<table>
<thead>
<tr>
<th>As a result of this grant…</th>
<th>Agree or Strongly Agree</th>
<th>Neutral</th>
<th>Disagree or Strongly Disagree</th>
<th>Already did this before grant</th>
<th>Not Applicable or Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more confident in my ability to choose high-quality, age-appropriate books for my library.</td>
<td>74%</td>
<td>9%</td>
<td>1&lt;%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>I am more confident in my ability to develop or maintain a collection development policy or guidelines for my library.</td>
<td>68%</td>
<td>14%</td>
<td>2%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Since receiving this grant, my school is providing a book budget to help me maintain or improve the library collection (not including fundraising).</td>
<td>24%</td>
<td>15%</td>
<td>26%</td>
<td>17%</td>
<td>18%</td>
</tr>
</tbody>
</table>
## CIRCULATION

### My school library's circulation to pre-K students has increased.
- **Agree or Strongly Agree:** 51%
- **Neutral:** 11%
- **Disagree or Strongly Disagree:** 3%
- **Not Applicable or Don’t Know:** 35%

### My school library’s circulation to K-1st grade students has increased.
- **Agree or Strongly Agree:** 83%
- **Neutral:** 6%
- **Disagree or Strongly Disagree:** 1<%
- **Not Applicable or Don’t Know:** 11%

### My school's teachers support increased circulation of library books in pre-K.
- **Agree or Strongly Agree:** 48%
- **Neutral:** 13%
- **Disagree or Strongly Disagree:** 6%
- **Not Applicable or Don’t Know:** 33%

### My school's teachers support increased circulation of library books in K-1st.
- **Agree or Strongly Agree:** 73%
- **Neutral:** 14%
- **Disagree or Strongly Disagree:** 3%
- **Not Applicable or Don’t Know:** 10%

### My school's administrators support increased circulation of library books in pre-K.
- **Agree or Strongly Agree:** 46%
- **Neutral:** 17%
- **Disagree or Strongly Disagree:** 3%
- **Not Applicable or Don’t Know:** 35%

### My school's administrators support increased circulation of library books in K-1st.
- **Agree or Strongly Agree:** 73%
- **Neutral:** 11%
- **Disagree or Strongly Disagree:** 5%
- **Not Applicable or Don’t Know:** 11%

### My school's parents/caregivers have become more aware of what the school library has to offer them and their children.
- **Agree or Strongly Agree:** 64%
- **Neutral:** 17%
- **Disagree or Strongly Disagree:** 4%
- **Not Applicable or Don’t Know:** 15%
60% said school now hosts a family literacy event at least once per school year. 14% said they already did so.

73% said students are now allowed to use the library outside of scheduled library classroom visits. 14% said they already allowed this.

70% said they were more likely to seek out professional development opportunities. 7% said they already did this.

88% said they were more likely to apply for other grants to support their library or school. Only one person said they already did this.
SCHOOL LIBRARY ACCESS MINIGRANTS
(ROUND 2)

1. Increase access to quality nonfiction and fiction titles in elementary school libraries during school year and summer months.

2. Focus on LatinX and ELL students if present.

3. Focus on parent/caregiver messaging through Literacy Events.

4. Increase the number of children reading on grade level.
Applications available in the fall

Need/strength of Need Statement

Applications will be due in Spring 2020.

**Early Literacy:** for elementary libraries that haven’t received a grant yet

**Out-of-School Reading:** Round 2 grant for libraries that previously received SYA grant
Checking out lots of books works!
CHOOSING HIGH-QUALITY BOOKS

Nonfiction & Fiction
Age-appropriate
Diverse
CHOOSING HIGH-QUALITY BOOKS: INTERACTIVE STATIONS

3 station topics
2 stations per topic
Instructions and supplies are at the stations
Bring your binder
WHY IS IT IMPORTANT TO SHARE NONFICTION WITH OUR YOUNGEST LEARNERS?
HIGH-QUALITY BOOKS

What makes a high-quality book?

Did you note some examples in the books in the station?
CHOOSING NON-FICTION

Good non-fiction is...

Did you see examples of what makes good nonfiction at the Choosing Non-Fiction station?
READING NONFICTION ALOUD
Whose foot is this?
A tiger's feet

With the soft, cushioned pads on its feet, a tiger can creep up very quietly on its prey and then—click—out come the claws!

Animals have very different feet depending on whether they are big or small, go fast or slow, or travel on the ground, in water, or high in the tops of trees.
Whose foot is this?
A leaf-tailed gecko's.

Animals that live in trees need feet for walking and for climbing.

The gecko hunts for insects high up in the trees.

The red-eyed tree frog climbs the trees of the rain forest. It uses its toes to grip onto branches and even onto leaves.

A sticky liquid comes out of the toes of the red-eyed tree frog that helps the frog hold on tightly.

Another gecko, the tokay, has ribbed toes that cling to smooth surfaces so it can climb up walls and walk along the ceiling.

The chimpanzee can grip with its feet, which help it swing through the trees.
WHY READ NONFICTION ALOUD?

Benefits of reading aloud to children

• Develop content knowledge
• World knowledge
• Vocabulary (Duke, 2003)
SELECT AND PREPARE GOOD TITLES TO READ ALOUD

- Select interesting and relevant topics
- Practice Practice Practice!
- Learn the rhythm of the book
- Learn the pronunciations (know your dinos!)
- Be enthusiastic. If you don’t like it, don’t read it.
BEFORE READING ALOUD

Why did you choose book?

What do they know?
HOW TO READ ALOUD

As you are reading:

Tease or make predictions
  Show a picture - What might happen?

Encourage participation

Share new words

Show graphs

Paraphrase – it’s okay!

Re-read stuff if you want – that’s okay, too.
AFTER READING ALOUD

What new thing did you learn?

Show other books on the topic.
LUNCH BREAK
12:15 – 1:00
GETTING THE MOST BANG FOR YOUR BUCK

Grant Requirement: No more than 50% with one publisher

Publisher vs. Vendor:
Publisher primarily sells own books (Scholastic, Gum Drop, DK, Usborne)
Vendor sells multiple publishers’ books (Barnes and Noble, Ingram, Follett, local independent books stores)

Avoid the “Package Deals”

Many local vendors offer discounts and free shipping
IMPORTANCE OF WEEDING

“Less is More”
- Coco Chanel

Or: “How your stacks are like your closet”
Collection Development

Funding → Selecting → Assessing → Weeding → Marketing → Collaborating → Policy
DEVELOP A WEEDING POLICY:

- Includes the purpose for weeding your collection and why weeding is necessary.
- Sets criteria for weeding using best practices.
- Describes the process for weeding and who is responsible.
- Sets process for disposing of weeded materials.
- Is part of your Collection Development Plan.
- And, it helps you decide what gets weeded.
Find your school’s Collection Development & Weeding Policies

Write, change, update as appropriate
WHY WEED?
WHY WEED? SO MANY REASONS!

- Out of date materials can be incorrect and even dangerous!
- Out of date nonfiction are often “text feature poor.”
- We do judge a book by its cover.
- An old, irrelevant and out of date collection sends the message that we don’t care about the library, the collection, or our students.
- The school library is not an archive – ideally, it only holds books that circulate and support curriculum.
- Books reflect the times in which they were written. They can promote stereotypes and prejudice – both fiction and nonfiction.
- Old books that are never checked out can grow mold, smell funky and attract bugs.

(adapted from The Adventures of Library Girl at www.librarygirl.net)
WEEDING METHODS TO USE TOGETHER:

CREW:
Continuous Review, Evaluation & Weeding.
Uses a formula developed from information in the Weeding Policy.

MUSTIE:
Misleading (and/or inaccurate).
Ugly (worn and beyond repair).
Superseded (new and/or better edition).
Trivial (of no discernible literary or scientific merit).
Irrelevant to the needs and interests of your library.
Elsewhere (through ILL or reciprocal borrowing).
DECODING CREW:

CREW Formula uses 3 figures: X/XX/MUSTIE

- The first figure denotes the age of materials that can be considered for weeding.
- The second figure refers to the last circulation of the item. Items that haven't been checked out for that number of years can be considered for weeding.
- The third figure refers to the MUSTIE factors.
EXAMPLES OF CREW FORMULAS:

398 – Folklore
Keep them indefinitely.
Weed according to MUSTIE factors and circulation.

X/3/MUSTIE
EXAMPLES OF CREW FORMULAS:

910 - Geography & Travel

Watch for changes in country names and for political changes that result in new/reformed countries.

Example: Weed books that still refer to USSR.
EXAMPLES OF CREW FORMULAS:

**Fiction** – circulation is the primary factor for weeding fiction. Discard extra copies of titles that are no longer heavily circulated. X/2/MUSTIE

**Series** - consider discarding all titles in a series if you are not able or willing to replace missing titles, especially if the books do not stand alone.

**Graphic novels** are a format, not a genre and can be classified anywhere depending on content. X/1/MUSTIE
SOME CONSIDERATIONS FOR SCHOOL LIBRARIES:

- School library collections should always support the curriculum, both formal and informal.

- Take care of your faculty by keeping the books they always use in stock and in good condition.
HOW DO YOU DO IT???

SOME SUGGESTIONS:

- Get your policy out, review it, and go to work. This is a professional responsibility.

- Continuously throughout the year. It is much easier to tackle small sections throughout the year than a huge summer project that never seems to get done. Plus it keeps motivation up to see progress.

- After you take the discarded materials out of your catalog, be sure to take off all the bar codes and spine labels or mark them out. Stamp “withdrawn” or “discarded”. Otherwise, they will come back to you.
WHAT TO DO WITH ALL THOSE WEEDED BOOKS:

- Check with your district’s policy on surplus and disposal.
- Book crafts are great for a low-tech maker program.
- Zine fodder
- What else?
FOR MORE INFORMATION:

❖ For the complete CREW: A Weeding Manual for Modern Libraries, go online at the Texas State Library and Archives Commission website.


❖ Idaho Commission for Libraries: Alternative Basic Library Education (ABLE)

http://libraries.idaho.gov/page/able

The Collection Maintenance module covers weeding very well.
MOTIVATING KIDS TO READ

- CHOICE
- VOICE
- TIME
IMPORTANCE OF SELF-SELECTION

Free, voluntary reading is essential to helping students become better readers, writers, and spellers.

Students read more when they can choose materials based on their own interests.

It is important that students read things that are important to them socially--items related to movies and books that are popular with their friends.

Self-selection of reading materials is an extremely important factor in motivating struggling readers, and is a key component for most summer library programs.

FACTORS THAT INFLUENCE BOOK SELECTION

Media and Mass Marketing
(Give me books about musicians and superheroes)

Other People
(What you read and do impacts my book selections)

Life Experiences
(I want to read about where I’ve been and where I want to go)

BOOKTALKS

A short description of a book that grabs the reader’s attention, ideally persuading them to pick up the book and read it.

- Can last 15 seconds up to 7 minutes
- Can be in person, digital (video, chat, email) or phone
- Can be formal or informal

https://youtu.be/rYx6faLGmD0
https://youtu.be/qmCz9t71nT4
BOOKTALKS
FROM THE
LIBRARIAN

Tips from Tammy

• Be yourself
• Don’t tell the ending
• Look for a hook
• Don’t booktalk books you don’t like or make you uncomfortable
• Know your audience
• Show the book
• Practice

Can you book talk a book you haven’t read?
OTHER WAYS TO TALK WITH KIDS ABOUT BOOKS: BOOK TRAILERS

Student-made book trailer: https://www.youtube.com/watch?v=AvVG9k3_Yfk

OTHER WAYS TO TALK WITH KIDS ABOUT BOOKS
OTHER WAYS TO TALK WITH KIDS ABOUT BOOKS
OTHER WAYS TO TALK WITH KIDS ABOUT BOOKS

Time to Chit Chat
Resources

• Youtube
• Tips from Nancy Keane http://nancykeane.com/booktalks/
• Booktalk Three http://booktalkthree.blogspot.com/
• Abby the Librarian www.abbythelibrarian.com/
• Scholastic tip sheet www.scholastic.com/teacher/ab/booktalks.htm
• Tips from Pike’s peak Library http://ppld.org/booktalking/tips
SMALL GROUP DISCUSSIONS

Creative ways to motivate kids to read
Students who spent more time in recreational reading activities:

- Scored higher on comprehensive tests in grades 2, 4, 8, and 12
- Had significantly higher grade point averages
- Developed more sophisticated writing styles than peers who did not engage in recreational reading
SERVING ENGLISH LANGUAGE LEARNERS (ELL)

In General
Spanish-speaking
Latin-X Culture
ENGLISH LANGUAGE LEARNERS

1. Provide foreign language materials in easy-access displays
2. Provide books and information on countries of origin
3. Provide electronic access to materials in other languages
4. Provide audio materials and instruction on how to use them
5. Share culturally meaningful stories
6. Watch your words
7. Make storytime interactive and use visuals
8. Use visuals in correspondence home
9. Promote the public library
SPANISH-SPEAKING STUDENTS: COLLECTION

Relevancy
Collection should meet needs of community being served, including both educational and recreational needs.

Language
Include materials both in Spanish and bilingual.

Bibliographic Access
Access to Spanish collection should include Spanish subject headings in library catalog, as well as identification aids.

Formats
Collect both print and non-print resources in Spanish. Include all reading levels.

Selection
Follow general procedures of your collection development policy.
AVOID STEREOTYPING
Kids need to see themselves in the pictures of the books they read.
BREAK

OUT-OF-SCHOOL READING

Return by 3:00
The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.

Reading 4 or 5 books over the summer can have a significant impact for middle school readers.

SUMMER LEARNING LOSS
FACTORS THAT IMPACT READING SKILLS

Family economics
School readiness
Chronic absenteeism
Summer learning loss

See an animated version of this demonstration at http://www.youtube.com/watch?v=ZblcNG3GVCs
Public library usage among poor children drops off when a library is more than six blocks from their home, compared with more than two miles for middle-class children.

Allington, McGill-Franzen
PARTNERING WITH YOUR PUBLIC LIBRARY

Membership
Themes and Slogans
Artwork
Merchandise
Resources
Rules of Use
Summer hours
Summer check-out or giveaways
Little Libraries
Mobile Library Outreach
Caldwell School District Summer Reading Program
Summer STEM from your library

SCHOOL LIBRARY ACCESS
https://libraries.idaho.gov/summer-reading/summer-reading-resources/
RESOURCES

Summer Reading
Closing the Rich/Poor Reading Achievement Gap

SCHOOL LIBRARY ACCESS:

LiLi.org
Libraries Linking Idaho
Consider participating in Idaho Family Reading Week, November 10 - 16: “Adventure Awaits!”

Partner with your public library. We’d like every child to have a public library card and make use of those services.

Other ideas: Dads and Donuts, Moms and Muffins, having a presence at Parent Teacher Conferences, other ideas?
IDAHO FAMILY READING WEEK

Third week of November
Books and resources to support a family event
Registration opens September 15
WHAT IS LIBIDAHO?

LibIdaho is an email discussion list for people interested in all aspects of libraries and librarianship in Idaho. Membership is not limited to librarians or Idaho residents, but the list is likely of greatest interest and value to those who are working in libraries in Idaho.

To subscribe or unsubscribe go to http://lists.ala.org/sympa/subscribe/libidaho
CE Events (see handout in binder)
Webinars / Website
ABLE
LibIdaho
ILA, Oct. 2 - 4, 2019
Read to Me Rendezvous,
Nov. 6 – 7, 2019
AASL, Nov. 14 – 16, 2019
FREE SUPPORT MATERIALS & MORE

Free support materials for anyone in the state
Léeme en español
Lots of information on website
Working with state and local partners to spread the word

Website: https://libraries.idaho.gov/rtm/
JUMP START PROGRAM

Librarians host tables at kindergarten registration

ICfL provides parent handouts with activities

Free book for all kids
ICFL’S KINDERGARTEN READINESS GRANT

Goals of the Grant:

Ensure that more of Idaho’s 4-year-olds and their families have public library cards.

Increase the amount of early literacy activities done on the homes of our 4-year-olds.

Increase the number of successful public library, school, and community partnerships aimed at third-grade reading proficiency.

ABLE: Online basic library education/library management

All programs discussed today, plus online order form for support materials

Low-Hanging Fruit, Booklists

Summer reading resources for staff/parents, annual theme

Libraries.Idaho.gov
THREE THINGS

Spend all your grant money

Books and backpacks are buddies

You hold the key to the vocabulary vault
THANK YOU!

Go forth and get as many books in the homes of your students as possible!

Questions?
Evaluations
WHY IS NON FICTION IMPORTANT? ESPECIALLY FOR BEGINNING READERS

**Instruction Card**

1) **Choose** a discussion facilitator to read the questions on the Question Card. Choose a timekeeper to keep group on-track.

2) **Discuss** the three questions on the Question Card, one at a time. Take notes on your presentation packet if desired. *(5 – 7 minutes)*

3) **Activity**: Discuss pairing fiction with nonfiction and write down some favorite pairings on chart paper (include titles and authors if possible). *(3 – 5 minutes)*
1. How can nonfiction motivate kids to learn to read?

2. How does nonfiction develop oral language and vocabulary?

3. What are some other benefits of providing good nonfiction to beginning readers?
One way to motivate children to read is to pair nonfiction with fiction.

Write some of the group’s favorite nonfiction-fiction pairings on the chart paper provided.
Instruction Card

1) **Activity:** Take a few minutes to look through the books individually. Look for examples and non-examples of what you consider “high-quality.” Jot down some characteristics of “high-quality” on post-it notes (one characteristic per post-it). *(2 – 3 minutes)*

2) If another group was at station before you, uncover chart with post-it notes. **Discuss** characteristics with your group and add your post-its to the chart paper. Similar characteristics can be layered on top of each other. *(3 – 5 minutes)*

3) In binder, go to Collection Development section and find the **Good Booklists** handout. Take a minute or two to read through, marking those of which you are familiar with a ☑️. Choose a few unfamiliar sites to explore at home or school and mark those with a ★. *(remainder of time)*

4) Before leaving for next station put extra blank chart paper over chart of post-its so the next group isn’t swayed by previous responses.
Instruction Card

1) **Activity:** Divide “Good Nonfiction Is…” cards amongst group members. Read card and find a good example of the qualities on the card using books at table. *(3 – 5 minutes)*

2) **Discuss:** Take turns sharing characteristics on each card, and the example each person found for that characteristic. *(5 – 7 minutes)*