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DATES & DEADLINES

- [Kindergarten Readiness Grant](#) applications due **Aug. 31**
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- Program requests opens for [Outreach for Underserved Children](#) program on Aug. 15

WELCOME

By Staci Shaw

We know you're wrapping up your summer reading programs and beginning to grapple with how you will provide services and programming this fall in these very uncertain times that we are facing. It is exhausting, and we appreciate you taking a few minutes to read this month's issue of "The Scoop!"

It feels like there is a general fatigue that has seeped into all of us, generated by having to rethink and adapt just about every component of work and home, but also by a barrage of photos, news clips, podcasts, posts, tweets, stories, videos, studies, from every kind of media, from every part of the country; meant not only to inform us, but to shock us, anger us, to make us laugh, to make us question, to instill comfort, to instill fear, to bring us together, and to divide us. It makes us weary.

So, in this issue we hope to inspire and re-energize you as you try to prepare for the upcoming school year and/or possible additional community restrictions, while at the same time trying to meet very diverse needs in very divided communities. As library workers, leaders, parents, caregivers, students, spouses, champions, role models, problem-solvers, neighbors, and friends, we can do this for however long we need to, because we have each other to rely on. By going through this together, perhaps we can create something even better on the other side.

From [Barack Obama's Eulogy for Congressman Lewis](#), July 30, 2020: "And that's what John Lewis teaches us. That's where real courage comes from. Not from turning on each other, but by turning towards one another. Not by sowing hatred and division, but by spreading love and truth. Not by avoiding our responsibilities to create a better America and a better world, but by embracing those responsibilities with joy and perseverance and discovering that in our beloved community, we do not walk alone."

Please let us know how we can support your efforts to meet the needs of your community during these unprecedented times.

LIBRARY TO LIBRARY

Book Bundles Make Browsing Quick and Easy

~Photos shared by LaDawn Fiacco, Idaho Falls Public Library

As your libraries transition back into on-site use, here's an idea from the Idaho Falls Public Library for helping families with young children to quickly find selections of interest and with less handling of books -- book bundles:



Is your library interested in this idea of book bundling, but your doors are still closed? Consider using [this Google form](#) created by Happy Valley Library in Oregon to customize and deliver book bundles to children through curbside book pick-up. Called "Quick Picks for Kids," the Happy Valley Library is providing eight books in each bundle and can be geared for babies, toddlers, preschoolers, or fully customized for request.

Learn more: <https://www.happyvalleyor.gov/community/happy-valley-library/childrens-programs/>

TWEENS & TEENS

Cultural Competency and Responsiveness

Part of a Year-Long Series on YALSA's Teen Services Competencies

YALSA's [Teen Services Competencies for Library Staff](#) describes cultural competency and responsiveness as, "actively promotes appreciation for cultural diversity and creates an inclusive, welcoming, and respectful library atmosphere that embraces diversity." This area of Teen Services Competencies may seem a bit nebulous because being culturally competent is an ongoing process, and as you build awareness,

you may find that you still have more to learn. YALSA has a [wiki page on Cultural Competence](#) that you may find useful, including an activity called [Culturally Responsive Library Walk](#), which can help you assess your library space and services.

This page on [Serving Diverse Teens at Your Library](#) has an almost exhaustive list of resources for serving teens from various cultural backgrounds, including serving incarcerated teens, those experiencing homelessness, and serving teens with disabilities. [Teaching Tolerance](#) is a go-to site for educators (including informal educators, like you) to access resources that address the needs of diverse teens. The Teaching Tolerance online guide, [Let's Talk](#), discusses race, racism, and other difficult topics. It might be useful to you as you think about improving your own cultural competency skills.

Understanding and being able to talk about cultural differences is just one piece of this competency. It also involves building relationships within your community, creating a welcoming space, and advocating for library policies that are culturally respectful and promote equity and inclusion. In particular, this can affect your libraries disciplinary policies. Most library codes of conduct are written with adults in mind and can be ineffective for altering and improving teen behavior. Many libraries have begun using restorative practices to address teen violations of library conduct expectations. [This webinar](#) from PLA illustrates Pima County Library's successful restorative justice program for youth. This guide on [Teaching Restorative Practices in Classroom Circles](#) and this article on [The Art of Restorative Questions](#) may also help you address the gaps in cultural understanding in your library's policies.

Being culturally competent and responsive is only one piece of addressing the needs of diverse populations. Next month, we will consider the eighth [YALSA Teen Services Competencies for Library Staff: Equity of Access](#).

Transforming Teen Services Trainings

The ICfL is excited to offer two online training opportunities to help you transform teen services at your library:

- **Level Up Teen Learning:** Tired of planning awesome programs for teens and no one shows up? Looking for a way to level up your programming game? Why not try **Connected Learning**? Use teens' interests to create programs and services that engage teens. Build relationships. Create learning opportunities that are fun and relevant to teens in your community. This four-week course will introduce you to the framework of Connected Learning. You will develop knowledge and skills to reach teens in a new way.
- **Training Teen Brains:** Life is hard. The world is complicated. **Computational Thinking** can help teens at your library face challenges and solve problems. Over four weeks, you will learn how to help teens train their brains to make better choices. And you might get some cool program ideas too!

Registration is limited to 15 participants per class. Registration for the September cohorts opens on **August 10**. Learn more and register (on August 10th) here:

[Learn More / Register](#)



KINDERGARTEN READY CORNER

Crisis! Childcare and Preschool in Jeopardy Due to Pandemic

Childcare providers and preschools have been disproportionately affected by the pandemic and consequent stay-at-home orders, school closures, and safety restrictions that limit the number of children who can safely gather in a classroom or child-care site. Fluctuating enrollment makes it difficult to retain and hire staff, and the uncertainty of how and whether school-age children will begin the school year in a few weeks makes it difficult to plan and budget.

A recent national survey conducted by the National Association for the Education of Young Children (NAEYC) found that only about 18 percent of childcare providers surveyed felt they could survive longer than a year without some kind of financial support. Roughly 86 percent reported serving fewer children due to safety restrictions, with decreases of up to 60 percent.

Last month, a smaller study was conducted by the Idaho Association for the Education of Young Children (Idaho AEYC). Approximately 33 percent of Idaho childcare providers contacted stated they would not survive more than two weeks without their regular income, putting many communities at risk of losing childcare options for working parents.

In addition to private childcare instability, many Head Start and district preschool centers will be decreasing the number of slots available for children in need in order to maintain health district safety protocols.

What can Idaho libraries do to support families with young children, especially 4-year-olds with limited access to preschool programs this year?

Join the ICfL for a special meeting to learn about the issues, share how your libraries are addressing kindergarten readiness, brainstorm ways we can address this elevated need in our communities, and help educate stakeholders about the seriousness of this situation:

Tuesday, August 11, 3:00 p.m. MDT, 2:00 p.m. PDT

Join Zoom Meeting: <https://zoom.us/j/99033292569>

Meeting ID: 990 3329 2569

To call in: 1-253-215-8782

Kindergarten Readiness Grants due August 31

The ICfL is excited to announce the continuation of a grant for public libraries to support library-led, community-based efforts that help get preschoolers ready for kindergarten.

Idaho public libraries can apply for up to \$10,000, in increments of \$1000 (min. \$2000), to support programs and partnerships that meet the grant goals.

Grant applications are due on or before **August 31, 2020**.

For details about the Kindergarten Readiness grant requirements, eligibility, application process, and timeline:

[More Info](#)

SCHOOL ZONE

The School Zone is out for summer hiatus, but we'll be back in September!

UPCOMING EVENTS

Outreach for Underserved Children – Program Set to Re-Open on August 15



The Outreach for Underserved Children program provides paperback books to enhance public library outreach visits, with the goals of reaching those children who cannot get to their local library and increasing the number of families with access to books in their homes throughout the year. This program is experiencing increased demand as a result of local school and library closures due to the COVID-19 health crisis. With that in mind, we plan to open this program for new requests on August 15 but do ask that you pay close attention to the restrictions and book requests limits so that we can serve as many different children/communities as possible throughout the program year (August 15, 2020 – June 15, 2021).

During the continuing COVID-19 health crisis, with limits on physical gatherings and other forms of outreach events, the ICfL is currently viewing library outreach efforts with more flexibility. A new definition of “outreach” for this program will be provided on the [program web page](#).

School libraries may apply independently to this program, on a case-by-case basis, if you do not have a public library nearby or if your public library cannot serve your school through their outreach efforts.

School librarians, please reach out to your local public library first to see if your two libraries can work together to request books for the children of your community. If you still have questions or the public library cannot help you, please contact Kristina Taylor, Youth Services Project Coordinator, to discuss your outreach effort and, if approved, a separate school application link will be sent to you for completion.

ALSC Institute and YA Services Symposium Going Virtual

The 2020 **Association for Library Service to Children (ALSC) National Institute**, originally planned to be held in Minneapolis from October 1-3, will transition to a virtual institute. The virtual event will feature a variety of key author and illustrator panels, programs, trainings, and virtual networking opportunities. Watch the Institute's website for details: www.ala.org/alsc/confevents/institute.

Also, the **Young Adult Library Services Association's (YALSA) YA Services Symposium** will be held virtually from November 6-8, in lieu of the planned in-person event in Reno, Nev. The virtual symposium will feature an array of programs, author panels, discussion and poster sessions, and more. Watch the Symposium website for details: www.ala.org/yalsa/yasymposium or sign up for [email updates](#).

Save the Date: Power Up Summit, Oct. 14 – 16

This year's Idaho Out-of-School Network's Power Up Summit will be held virtually on **October 14 – 16**. The first two days will focus on Idaho-specific topics and presenters, including two library teen services presentations. The final day will be a joint conference with out-of-school providers from other western states.

The ICfL is sponsoring the summit and covering the registration cost for Idaho library staff. In exchange for attending this FREE conference that will help improve your programs and services for kids aged 5 – 18, you will need to fill out a brief follow-up survey and participate in a one-hour Zoom debrief. We will have more details on how to register soon!



TIPS AND TOOLS

Storytime Permissions

Here is a list compiled by Janet Ingraham Dwyer, Library Consultant for the Ohio State Library:

- Boyds Mills & Kane – through September 7: boydsmillsandkane.com/permissions2020/
- Candlewick Press – no stated expiration: www.candlewick.com/covid-19.asp
- Cherry Lake/Sleeping Bear – through August 31: cherrylakepublishing.com/recording_guidelines
- Cottage Door Press – no stated expiration: cottagedoorpress.com/pages/rights-and-activities

- HarperCollins – through September 9: d1xcdyhu7q1ws8.cloudfront.net/wp-content/uploads/sites/4/2020/06/09172315/Online-Reading-HCC-Policy-Update-June2020.pdf
- Holiday House – no stated expiration: holidayhouse.com/holiday-house-resources/
- Macmillan – through August 31: us.macmillan.com/macmillan-content-use-guidelines/
- Penguin Random House – through August 31: www.penguinrandomhouse.com/penguin-random-house-temporary-open-license/
- Penguin Random House Extension: **Reporting requirements** – We ask that all educators, librarians, booksellers, and other readers to please complete [this form](#). As an Open License, permission will be deemed **granted upon submission** of the required information on the form, and your compliance with the above guidelines. If you have any questions, please email StoryTimeTempPermission@penguinrandomhouse.com.
- Simon & Schuster – through August 31: www.simonandschuster.com/p/online-read-aloud-guidelines
- Sourcebooks – through December 31: www.sourcebooks.com/online-storytime-requests.html

Storywalks

One topic that was discussed during our July 16 Summer Reading Hangout was Storywalks. There were questions about copyright, logistics, locations, etc. Here are some sites that have answers to those questions:

Let's Move in Libraries (UNC Greensboro): <https://letsmovelibraries.org/storywalk/>

Kellogg-Hubbard Library, original Storywalk®: <https://www.kellogghubbard.org/storywalk>

More Resources

Your ICfL Youth Services Team started a Google spreadsheet a few months ago to keep track of resources for library staff serving kids and teens during the pandemic. You can [check it out here](#).

Webinar: Stay and Play: A new way to engage family, friends, and neighbors who care for young children

Wednesday, August 12, 1:00 p.m. MDT / 12:00 p.m. PDT (75 minutes)

Facilitated by Infopeople, featuring Oakland Public Library

Cost: Free, archive available

Nationwide, about 40 percent of children under 5, and close to 80 percent of those under 2, are cared for by informal providers, often referred to as family, friend, and neighbor (FFN) caregivers. Join us to learn more about a unique library service model, Stay & Play, specifically designed to support these informal childcare providers with information, resources, and community connections.

[Learn More / Register](#)

New Podcast from Dr. Navsaria and Reach Out and Read

Reach Out and Read launched their new podcast on July 30. This podcast is centered on the belief that children's books build better brains, better family relationships, and happier, healthier children. Join host Dr. Dipesh Navsaria, a pediatrician with a children's librarianship degree, as he dives into early childhood health and literacy topics with expert guests. Some of you may remember Dr. Navsaria's dynamic keynote presentation at the Idaho Early Years Conference in 2016.

Subscribe via your favorite podcast platform today:

www.reachoutandread.org/podcast

Episode 1, July 30: Diversity in Children's Literature

Episode 2, August 6: Disparities and Social Determinants of Health



Webinar from CDC: Supporting Children and Adolescents during COVID-19

The National Child Traumatic Stress Network (NCTSN) joined the CDC EPIC Team on July 22. Dr. Melissa Brymer, Director of the Terrorism and Disaster Program UCLA/Duke University National Center for Child Traumatic Stress, discussed possible ways to support young people during COVID-19. She also described NCTSN's available resources and outlined how to have conversations with children and adolescents about what is happening.

[See presentation slides and recording](#)

Awesome Website from ALSC: Look to Libraries in Times of Crisis

In response to this rise in digital media use and other challenges posed in recent months, the Association for Library Service to Children (ALSC) has compiled a suite of tools and resources to support library professionals in all types of libraries. ALSC's [Look to Libraries in Times of Crisis](#) webpage provides a host of free resources including tip sheets, articles, booklists, and other resources, including:

- **Media Mentor Tip Sheet**, a parent's guide to navigating the digital landscape
- **Comforting Reads and Tough Topics** booklists featuring titles selected for children who are going through challenging situations
- **COVID-19 Resource Tip Sheet**, a curated list of resources for youth and parents/caregivers from expert sources
- **Ready-made and customizable images for social media, customizable flyers**
- **And much more!**



GRANT OPPORTUNITIES

ICfL Kindergarten Readiness Grants Due Aug. 31

Please see [Kindergarten Ready Corner](#) above for grant details. In addition, please join us for a discussion about the instability of childcare and preschool programs in Idaho, and how libraries can help more 4-year-olds be ready for kindergarten. The discussion will help you identify the most impactful projects that could be funded by this grant.

Tuesday, August 11, 3:00 p.m. MDT / 2:00 p.m. PDT

Join Zoom Meeting: <https://zoom.us/j/99033292569>

Meeting ID: 990 3329 2569

To call in: 1-253-215-8782

Winning Grants: A How-To-Do-It Manual for Librarians – Free Copies!



In [last month's issue](#) of The Scoop, information was provided about a webinar and book by Stephanie Gerding, a library consultant from Washington state, about how librarians can win grants. (Please read the "Grant Opportunities" section of the July issue for all the information.) In this past issue, the ICfL offered up the chance to win a free copy of this book by answering a related raffle question. The ICfL received one response for the raffle and, thus, we still have three more copies of this great book available to give away. You are all busy and overwhelmed – we get it! So we'll make this really easy:

email kristina.taylor@libraries.idaho.gov if you would like one of the remaining copies of this book, and we'll send it out to the first three libraries that respond. We'd love to get these handbooks into the hands of some library staff who could make good use of them.

SUMMER READING NEWS

Summer Reading Report due Sept. 15, 2020

Whether you hosted a program this year or not, please [fill out this short report](#) by September 15.

Ideas from Idaho Summer Reading Programs Hangout

Thanks to everyone who joined us on July 16 to share what amazing programs are happening this summer at Idaho libraries! Check out this Google Form [Idaho Library Summer Reading Programs](#) to see photos, programs, reading/activity logs, and more. And please use this document to share what your library is doing, as well!



Top left: Bulletin board of photos submitted by patrons, from the Hamer branch of the Jefferson County Library District; *top right:* Josie Buchanan from the Burley Public Library hosts “Storytime@the Park” which is then posted on Facebook; *bottom left:* the Kamiah and Kooskia branches of the Prairie River Library District teamed up to present weekly videos of stories and how to complete the craft in the bags available for pick-up; *bottom right:* Fantasy Book Club for tweens at the Lewiston City Library, social-distance-style.

News from CSLP

Newsletter

Read current [Collaborative Summer Library Programs \(CSLP\) Newsletter](#)

COVID-19 Toolkit

CSLP has developed Summer 2020: Additional Resources in Response to COVID-19, a toolkit for SRP in-a-box programming. These materials can be found on the SRP LibGuide and on the CSLP website, www.csllpreads.org.

End of Summer Sale

Right now, everything in the store is **50 percent off**. See www.csllpreads.org, login with username and password.

IMAGINE YOUR STORY WITH

Carmen Agra Deedy!

FRIDAYS THROUGH SUMMER
AT 12PM ET/11AM CT/10AM MT/9AM PT



Join the fun on Facebook Live at:
www.Facebook.com/CarmenAgraDeedy



Social Media

Use #ImagineYourStory when you post your library's summer reading photos on social media.

Attend a Listening Session:

In preparation for its 2020 Annual Meeting, CSLP will be holding four Listening Sessions throughout the month of August. These sessions are open to all staff at CSLP Member Libraries. The sessions are your opportunity to have your voice heard and to hear from others. Summaries from the listening sessions will be shared with all CSLP State Representatives, Board Members, and Committee Chairs.

The Listening Sessions will be held at **12 p.m. MDT / 11 a.m. PDT** on the following dates:

- August 18
- August 20
- August 25
- August 27

Each session will accommodate up to 100 participants. Registration is required. For those wishing to speak, there will be 30 speaking slots per session. Each speaking slot is up to two minutes in duration. These slots are on a first-come, first-served basis. If you would like to speak, please indicate which topic you would like to address on the registration form. The four speaking options are:

- The 2022 slogan
- The 2024 theme
- The 2020 CSLP Elections
- Any combination of the three topics

[Register](#)

FEATURED:

Homeschooling/School at Home

We've seen a lot of discussion on listservs recently about the need for libraries to provide more information or market their current homeschool resources, anticipating that more parents will choose to keep their children at home this fall because of the pandemic.



First, it's important to delineate among: parents who choose to school their children at home and provide their own curriculum and activities; parents who choose to have their children learn at home but enrolled in the school district's online school option; and parents whose children will likely do school at home sporadically, dependent on whether it's safe for schools to be open for on-site learning. Library support may overlap in some areas, no matter which type of home learning is taking place.

Homeschooling

Homeschooling is education directed by the parent/guardian. Idaho **does not regulate or monitor** homeschool education, and the state does not provide a set curriculum for homeschool use; therefore, it is up to the parent/guardian to select the curriculum they wish to use. All costs for homeschooling are the responsibility of the parent/guardian. Responses to some frequently asked questions:

- If parents wish to homeschool, they must first withdraw the child/children from public school by notifying the office in writing or in person. This will circumvent “truancy” issues.
- Parents do not need any special certification or education level to homeschool their children.
- The number of instructional hours for homeschooled students are not defined. Parents do not need to monitor their child’s progress or report attendance; however, it’s recommended they keep schedules and records of instructional time.
- Homeschooled children are not required to take state-mandated tests, such as the Idaho Reading Indicator (IRI), the Idaho Standards Achievement Tests (ISAT), or the Student Achievement Test (SAT). However, if parents wish to have their child participate in those tests, they can contact their local school district in advance.
- Idaho law states that homeschool instruction shall be “in subjects commonly and usually taught in the public schools,” but does not define topics or achievement level. In Idaho public schools, those subjects are generally language arts, math, science, and social studies.

Safety concerns, mask requirements, childcare challenges and other issues may prompt more parents/guardians to consider homeschooling their children this fall. Consider creating a handout, packet, webpage, etc., that compiles vetted information and resources, along with a list of library resources, for parents exploring homeschooling.

For more information about homeschooling in Idaho:

<https://www.sde.idaho.gov/school-choice/home-school/>

<https://www.sde.idaho.gov/school-choice/files/School-Choice-Packet.pdf>

A few resources:

<https://homeschoolidaho.org/idaho-homeschool-law/>

<https://www.thehomeschoolmom.com/homeschooling-in-idaho/>

<https://www.time4learning.com/>

Do you, or does your library, have a homeschool webpage, handout, brochure, or list of resources you share with families seeking homeschooling support? If you are willing to share, help us compile a comprehensive resource list by submitting your resources to the [Youth Services COVID-19 Resource List](#) (look for the Homeschool tab).

School at Home

For students who will be enrolled in their local school’s online option, their school’s hybrid online/in person option, or who will be doing school at home temporarily due to soft school closures, parents/guardians may be looking for other kinds of support (homeschool families will also benefit from the following support):

Technology/Internet Access: Consider adding information to your website about technology or accessories available through the library to help students navigate online or Zoom school, such as:

- Laptops, iPads, Chromebooks
- Keyboards, headsets, cameras, power strips and extension cords, projectors
- Library Wi-Fi accessibility (hours, restrictions)
- Mobile hotspots, or locations to access internet (bookmobiles, neighborhood businesses, etc.)

Access to books and materials: Since students may have limited access to school libraries, be sure parents are aware of, and know how to access, the public library's collection of print and electronic books, music, learning materials, nontraditional items for checkout, reference support and reader's advisory, and everything else the library offers ... Families who have not been typical library users may begin searching for support.

Work closely with your schools to help communicate library services and ways to get library cards issued to more students. Many families are not familiar with what you have to offer, many may have stopped using the library due to fines or fees for lost/damaged materials, or many may live out of district and cannot afford a non-resident card. Now is the time to think outside the box and work together to address accessibility barriers.

If your library is currently not offering Wi-Fi 24/7, now is also a good time to review your policy and determine if extended Wi-Fi hours could increase access to books and materials.

School Libraries: Meet with your administration and teachers, as well as your public library. It will be more important than ever to **increase access** to school library books, rather than restrict access due to concerns about lost/damaged books or safe-handling protocols. Can the school library remain accessible, even if the school closes temporarily due to community spread? Can families with limited transportation access the public library's catalog and pick up those materials at school? Again, it is time to think outside the box to develop creative ways to keep accessibility open.

Enhanced Learning: Families will likely be searching for materials and resources to supplement online assignments and lessons or to extend the online school day. Your library staff have likely collected many links to additional online resources, which should be easily locatable on your library's website. To see what has been compiled from library staff throughout this spring/summer, see our [Youth Services COVID-19 Resource List](#). **Feel free to share with your patrons, and please add your resources to this list as well!**

However, many parents may be looking for physical materials that allow their children a break from screens. Be sure to market items that can be checked out, such as:

- STEM materials: Legos, Keva planks, straws and connectors, magnets, snap circuits, sorting games
- Art and craft supplies
- Robotics
- Virtual reality
- Learning/themed kits
- Hobby items: cake pans, rock polishers, sports and playground equipment, binoculars or telescopes, garden equipment, musical instruments, sewing machines
- Board and yard games

Basic Needs: Learning, whether at school or at home, is impeded if children are hungry, unsafe, or do not have basic supplies for self-care or for school. Libraries nationwide are partnering with schools and local agencies to not only increase access to books and learning materials, but to increase access to food, diapers, school supplies, and more. *Caveat: We understand that many of your libraries are operating at limited capacity (personnel, resources, funding), so some of these suggestions may be outside of what your library can currently consider. Even if you can just commit to the first bulleted suggestion, your library is helping support basic needs in your community.*

- Know how to help families access support services for food, shelter, safety, employment, clothing, childcare, or respite. If you don't have contact information for your local agencies or are not sure what services are available in your area, encourage parents/caregivers to call **2-1-1, Idaho's Care Line**, or visit <https://www.idahocareline.org/>.
- Meet with your local schools and food banks to find out how the library might be able to help meet needs.
- Consider adding a Little Food Pantry at the library. (See article in [Collaborative Summer Library Programs \(CSLP\) Newsletter](#))
- Consider holding back-to-school drives for supplies or provide some basic materials if your library or Friends group has some funds (scissors, glue, crayons, colored pencils, rulers, hand sanitizer, tissues, pens/pencils, markers, etc.). Check local school supply lists to see what is required.
- Libraries that are eligible can offer after-school snacks and/or light suppers through the Child Nutrition Program, and the majority of the cost is reimbursed through the FDA. To find out more about snacks and meals, see <https://www.sde.idaho.gov/cnp/>. You can also contact ICfL's [Emily Sitz](#) or [Staci Shaw](#).



CE NEWS YOU CAN USE

Get weekly CE Updates!

Have you heard of the CE Digest newsletter? You can get weekly updates on upcoming free CE opportunities for Idaho library workers by subscribing to the CE Digest newsletter here:

<http://eepurl.com/g0HMzz>.

For a preview of what the newsletter looks like or more information, visit this page:

<https://libraries.idaho.gov/publications/ce-digest/>

ICfL CE Funds Available

Did you know the ICfL will cover the cost of online continuing education courses or webinars through [InfoPeople](#), [Library Juice](#), and [Amigos](#)? It's true! If there's an online course or webinar from these providers you'd like to take, you can apply for access by completing the corresponding Course Access Request Form accessible from this page: <https://libraries.idaho.gov/continuing-education/partner-training-opportunities/>. To qualify for future CE funds for online learning, students must complete the follow-up survey and apply to access the course at least 30 days in advance.

Below are a few upcoming online courses that you might be able to squeeze into your very busy schedule!

Foundations of Early Literacy

(Library Juice Academy), **September 7 – October 4**

Both using and expanding on the early literacy information in the Every Child Ready to Read® initiative (from ALA's Public Library Association and the Association for Library Service to Children), you will become familiar with the early literacy skills (phonological awareness, print awareness, letter knowledge, vocabulary, and background knowledge) and practices (talking, singing, reading, writing, and playing). Building on this knowledge, you will explore ways to apply them to your work, including ways to make library environments supportive of staff sharing early literacy information and activities with parents and caregivers.

[Details & course overview](#)

[Course access request form \(Library Juice Academy\)](#)

Developmentally-Appropriate Media for Storytimes

(Library Juice Academy), **September 7 – October 4**

In this class, you will learn about the different multi-literacies of early childhood and how to incorporate them through various types of media. Strategies will be discussed for intentionally choosing developmentally appropriate songs, music and movement, technology-based applications, discovery-based projects, and interactive social experiences based on developmental age and stage of children. Also explored will be the importance of choosing diverse media and cultural experiences to which families and children can relate. You will get hands-on experience connecting each of the components of storytime to foster early literacy and school readiness skill development.

[Details & course overview](#)

[Course access request form \(Library Juice Academy\)](#)

Children's Services Fundamentals

(InfoPeople), **September 22 – October 19**

Does your work in the library include service to children and their families? Do you want to do a better job of providing homework assistance, readers' advisory, tours of your library, or family programs? Expert children's librarian and author Penny Peck will help you acquire the knowledge and skills to be more comfortable and confident about providing fundamental children's services. As a result of the course, you will be able to:

- Conduct a reference interview to match grade-appropriate resources with a child's information need
- Determine children's reading interests, including those of reluctant readers, and find books to meet those interests
- Plan entertaining programs that attract families to the library
- Promote books and reading through programs and library tours

Whether you are new or not so new to children's services, you'll come away with resources, best practices, and useful tips and techniques that can be applied immediately in your library.

[Details & course overview](#)

[Course access request form \(InfoPeople\)](#)

DIVERSITY IN ACTION

Project ENABLE: Expanding Nondiscriminatory Access by Librarians Everywhere

What is Project Enable? A nonprofit organization whose "vision is to provide professional development for library professionals from all types of libraries in order to build capacity for providing equitable access and services to students with disabilities, an underserved population."



Project ENABLE training is intended to:

- (1) raise the level of librarians' understanding of and sensitivity for the library and information needs of students with disabilities and
- (2) foster their ability to develop programs and services, provide adequate facilities, and select appropriate resources and technologies to meet those needs.

Project ENABLE offers free training to library staff with an initial and final assessment and six models: disability awareness, disability law and policy, creating an accessible library, planning inclusive programs and instruction, assistive technology in libraries, and targeting autism in libraries.

Want to learn more? Check out this [April 2020 blog post](#) with the latest news from Project ENABLE and a summary of what they're all about. Also check out their great "Resources" tab, organized by topic.

[Learn More](#)

STEAM

Hands-on and Virtual: STEM Learning from a Distance

Watch the Webinar Recording from edWeb.net

Watch EiE, the curricular division of the Museum of Science, Boston, to see how hands-on learning IS possible, even from a distance. Right now, educators across the globe are working to reach their students and engage them in meaningful STEM learning. In this edWebinar, viewers will first gain an understanding of why hands-on activities bring meaning to STEM. This is done by exploring the team's

research – which has informed the development of their STEM curricula – on the impact of hands-on experiences in STEM. Then, ways to bring hands-on activities into virtual learning environments will be discussed. Examples will be shared of how EiE has pivoted to support educators during this pandemic through new resources and professional development. Finally, there will be a preview of free resources made available through the Museum of Science, Boston and EiE. Take a closer look at what “hands-on” really means and consider ways to bring hands-on learning into YOUR virtual STEM environment!

This recorded edWebinar will be of interest to pre-K through middle school teachers, librarians, STEM coaches, science specialists, and school and district leaders.

[More Info](#)

Dimensions of Success – STEM Content Learning

Each month, we are taking time to explore the [Dimensions of Success \(DoS\) Observation Tool](#), which contains a rubric for evaluating the success of STEAM programming in an out-of-school setting – like your library! This month, our focus is on **STEM Content Learning**.

Evidence shows that youth are actually learning STEM concepts from high-quality STEM programs. For this learning to occur, the program facilitator (that’s you!) needs to present accurate STEM information without errors and without letting kids leave the program with a misconception about the STEM content. If you are unclear about the STEM content that you are presenting, you may want to watch a YouTube video or find a website that clearly explains what is going on during your STEM activity. In addition to presenting STEM-related content that is accurate, you should also make connections with the STEM-related ideas throughout your program. If you are in the habit of mentioning a STEM concept at the beginning and end of your program, challenge yourself to make two to three additional connections during the activity.

You will know that you have been successful at conveying STEM content by listening to the comments and questions from participants. If kids can clearly explain what is going on in their own words (rather than repeat back what you have told them), and if they ask questions to build on what they know, you have most likely successfully explained the STEM content of your program.

This aspect of STEM programming can be difficult to gauge when you are in the middle of a program. Try asking one of your coworkers to observe your program and write down quotes from kids about what they are learning. You may be surprised by what they understand – and what they don’t! You can also contact Dianna McAllister at the Idaho Out-of-School Network to arrange for a DoS certified observer to come to your program.

Next month, we will continue our exploration of DoS and STEM practices by focusing incorporating inquiry into your STEM programs.

BOOK LOOK

SLJ Starred Reviews:

From board books to young adult fiction, these titles were the School Library Journal's star-worthy last month!

[Continue reading...](#)



Goodreads Most Anticipated YA Books for August

Perhaps one of the most well-known titles coming out in August tells the story of immortal love through Edward's eyes in *Midnight Sun* (*Twilight Saga #5*), by Stephenie Meyer (Aug. 4); but be sure to check out ALL these must-reads for back to school!

[Continue reading...](#)



Talk Back: *We welcome your feedback on anything in The Scoop. Just email [Staci](#), [Kristina](#) or [Jennifer](#) and we'll print your comments in The Scoop.*

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