I. Call to order
II. Approval of agenda
III. Consent agenda
   A. Minutes of 6/20/2013 Library Board meeting
   B. Bills
IV. Financial Statement and Treasurer’s Report from June 2013
V. Call to Public
VI. Communications
   A. Press coverage
   B. Library staff columns in the Patch – by Kristen Remenar
   C. MLA Update, July 5, 2013
   D. MLA Advocacy Update, June 27, 2013
   E. Growing Young Minds: How Museums and Libraries Create Lifelong Learners, by the Institute of Museum and Library Services (IMLS), June 2013
VII. Director’s Report
   A. Library news and activities
   B. Usage reports
   C. Advocacy news
VIII. Old Business
   A. Naming of Orion Room – dedication in September
IX. Standing Committee Reports
   A. Policy
   B. Finance – report, set August meeting date
   C. Fund Development – report
   D. Board Development
   E. Building
   F. Human Resources
X. Ad Hoc Committee Reports
   A. Strategic Planning – report, future meeting dates set
XI. Discussion Items
   A. Rear exit door to Reading Garden
XII. Action Items
XIII. Questions from the Public
XIV. Trustee Comments
XV. Adjournment
1) Call to order @ 6:35 p.m.
   a) Agenda: Moved as amended Quinn/ Phillips Approved.

2) Consent Agenda as presented: Abramczyk/ Pergeau Approved.
   a) Minutes from last meeting
   b) Bills
   c) Financial reports

3) Call to the Public – None

4) Communications
   a) Continued press coverage in a variety of media.
   b) MLA update – New president.
   c) Karen on ONTV often describing activities at the Library.

5) Director’s report
   a) Rotation of Orion Center collection.
   b) Many school visits during May to promote
   c) 1,149 people attended the Summer Book. Comments were made regarding the lack of parking, which related to the large amount of parking. Great staff and team of volunteers and very well organized.
   d) 985 signed up for Summer Reading Program thus far
   e) Unpaid Library internship has been created by Beth Sheridan
   f) Student from high school created a PSA for the Summer Reading Program
g) Staff and Director are in the process of developing a Parent-Child workshop. A video was presented to the Board and the Program synopsis was well received. Time frame for sharing with patrons is scheduled for next spring.

h) Jim Phillips, Marty Wheeler and Karen attended a Planned Giving Roundtable on June 6th. Good information was obtained and will be discussed in a sub-committee.

i) Friends of the Library are holding their silent auction.

6) Old Business

Naming of the Orion Room – James Ingram Room. The dedication will be held at a date to be determined.

7) Standing Committee Reports

   a) Policy Report –
      i) None
   
   b) Finance – Budget preparation, first review. Monday, July 8th at 6:00 p.m. at the Library.
   
   c) Fund Development – Discussion of Planning Giving event. Monday, July 8th at 7:00 p.m. at the Library. Committee to also discuss Brick Paver donations.
   
   d) Board Development – None.
   
   e) Building – None
   
   f) Human Resources – None

8) Ad Hoc Committee Reports

    Strategic Planning - Report. 12 focus groups over 3 days, 93 participants. Survey has been live for a few weeks with over 400 surveys completed. Live until July 5th. Many people have taken the time to provide comments. An hour before the July Board meeting, Kim will present the results of the focus groups. A preliminary report was reviewed by the Board in anticipation of the final report.

9) Discussion Items

    Reading Garden – Discussion occurred regarding naming bricks as a fundraiser. Asked Fund Development to discuss.

10) Action Items

    None

11) Advocacy –

12) New meetings scheduled

   a) Finance Committee - Monday, July 8th at 6:00 p.m. at the OTPL.
   
   b) Fund Development Committee – Monday July 8th at 7:00 p.m. at the OTPL.

13) Questions from the Public – No public.

14) Trustee comments
15) Adjournment at 8:50 p.m.

Mike Luna
Secretary, Board of Trustees
Orion Township Public Library
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<td>13659</td>
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<td>6/13/2013</td>
<td>13659</td>
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</table>
### Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>June Actual</th>
<th>Annual Budget</th>
<th>Actual To Date</th>
<th>Percent of Total Budget</th>
<th>Balance of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes</td>
<td>75,159</td>
<td>1,845,000</td>
<td>1,839,504</td>
<td>100%</td>
<td>5,496</td>
</tr>
<tr>
<td>State Aid</td>
<td>0</td>
<td>14,000</td>
<td>8,820</td>
<td>63%</td>
<td>5,180</td>
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<tr>
<td>Penal Fines</td>
<td>0</td>
<td>38,000</td>
<td>0</td>
<td>0%</td>
<td>38,000</td>
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<td>Copier Service</td>
<td>545</td>
<td>9,000</td>
<td>4,140</td>
<td>46%</td>
<td>4,860</td>
</tr>
<tr>
<td>Coffee Service</td>
<td>72</td>
<td>0</td>
<td>594</td>
<td>0%</td>
<td>(594)</td>
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<tr>
<td>Vending Machine</td>
<td>372</td>
<td>0</td>
<td>2,265</td>
<td>0%</td>
<td>(2,265)</td>
</tr>
<tr>
<td>Library Fines</td>
<td>4,248</td>
<td>55,000</td>
<td>26,310</td>
<td>48%</td>
<td>28,690</td>
</tr>
<tr>
<td>Interest Income</td>
<td>390</td>
<td>20,000</td>
<td>4,885</td>
<td>24%</td>
<td>15,115</td>
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<tr>
<td>Donation Income</td>
<td>904</td>
<td>25,000</td>
<td>13,802</td>
<td>55%</td>
<td>11,198</td>
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<tr>
<td>Miscellaneous Income</td>
<td>692</td>
<td>7,000</td>
<td>3,528</td>
<td>50%</td>
<td>3,472</td>
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<tr>
<td>Received from General Ledger</td>
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<tr>
<td>Total Revenue</td>
<td>82,382</td>
<td>2,433,000</td>
<td>1,903,848</td>
<td>78%</td>
<td>529,152</td>
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## Orion Township Public Library
### For the Six Months Ending June 30, 2013

<table>
<thead>
<tr>
<th>Operational Expenditures</th>
<th>June Actual</th>
<th>Annual Budget</th>
<th>Actual To Date</th>
<th>Percent of Total Budget</th>
<th>Balance of Budget</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>86,425</td>
<td>1,280,000</td>
<td>474,275</td>
<td>37%</td>
<td>805,725</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>27,281</td>
<td>435,000</td>
<td>185,641</td>
<td>43%</td>
<td>249,359</td>
</tr>
<tr>
<td>Supplies, Programs</td>
<td>2,953</td>
<td>54,000</td>
<td>28,399</td>
<td>53%</td>
<td>25,601</td>
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<tr>
<td>Materials, Information Resources</td>
<td>25,428</td>
<td>208,000</td>
<td>85,834</td>
<td>41%</td>
<td>122,166</td>
</tr>
<tr>
<td>Automation, Computerized Reference</td>
<td>9,153</td>
<td>120,000</td>
<td>61,191</td>
<td>51%</td>
<td>58,809</td>
</tr>
<tr>
<td>Promotion, Publishing, Printing</td>
<td>159</td>
<td>20,500</td>
<td>5,995</td>
<td>29%</td>
<td>14,505</td>
</tr>
<tr>
<td>Telephone</td>
<td>936</td>
<td>12,000</td>
<td>5,293</td>
<td>44%</td>
<td>6,707</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,943</td>
<td>65,000</td>
<td>33,310</td>
<td>51%</td>
<td>31,690</td>
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<tr>
<td>Repairs &amp; Maintenance</td>
<td>2,982</td>
<td>35,000</td>
<td>14,280</td>
<td>41%</td>
<td>20,720</td>
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<tr>
<td>Capital Improvements</td>
<td>0</td>
<td>80,000</td>
<td>10,329</td>
<td>13%</td>
<td>69,671</td>
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<td>Insurance &amp; Workers Comp</td>
<td>3,061</td>
<td>41,000</td>
<td>20,049</td>
<td>49%</td>
<td>20,951</td>
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<td>Education, Training &amp; Dues</td>
<td>847</td>
<td>15,000</td>
<td>7,650</td>
<td>51%</td>
<td>7,350</td>
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<td>Mileage</td>
<td>657</td>
<td>4,000</td>
<td>2,007</td>
<td>50%</td>
<td>1,993</td>
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<tr>
<td>Professional &amp; Contractual Services</td>
<td>2,215</td>
<td>21,000</td>
<td>13,745</td>
<td>65%</td>
<td>7,255</td>
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<tr>
<td>Miscellaneous</td>
<td>0</td>
<td>2,500</td>
<td>467</td>
<td>19%</td>
<td>2,033</td>
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<tr>
<td>MTT Reimbursements</td>
<td>0</td>
<td>40,000</td>
<td>6,647</td>
<td>17%</td>
<td>33,353</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>167,040</strong></td>
<td><strong>2,433,000</strong></td>
<td><strong>955,111</strong></td>
<td><strong>39%</strong></td>
<td><strong>1,477,889</strong></td>
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## ORION TOWNSHIP LIBRARY - TREASURER'S REPORT - PLANT FUND ACTIVITY
### JUNE, 2013

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Beginning of month</th>
<th>Receipts</th>
<th>Interest</th>
<th>Transferred</th>
<th>End of month</th>
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<tbody>
<tr>
<td>PNC Bank - Savings (1)</td>
<td>$202,929.16</td>
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<td>$32.69</td>
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<td>$202,961.85</td>
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<tr>
<td>JP Morgan Chase (2)</td>
<td>$114,226.50</td>
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<td>$1.85</td>
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<td>$114,228.35</td>
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<td>TCF National Bank (3)</td>
<td>$151,885.18</td>
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<td>$17.48</td>
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<td>Bank of Holland (4)</td>
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<tr>
<td>Founders Bank #2 BV7(5)</td>
<td>$100,000.00</td>
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<td>$191.10</td>
<td>($191.10)</td>
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<td>New Buffalo Savings (6)</td>
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<td>$84.93</td>
<td>($84.93)</td>
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<td>Mercantile Bank XG0 (7)</td>
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<tr>
<td>Huntington Bank CD 1855 (8)</td>
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<tr>
<td>JP Morgan Chase CD SY5 (9)</td>
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<td>Bank of Holland YY8 (10)</td>
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<td>$29.73</td>
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<td><strong>Total</strong></td>
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<td><strong>$357.78</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>$1,104,092.86</strong></td>
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</table>
(1) Variable interest, annual yield .22%
(2) Variable interest, annual yield .02%
(3) Money Market Account Variable interest annual yield .15%
(4) CD maturing 9/30/14 @ 1.300% interest
(5) CD maturing 7/21/14 @ 2.250% interest
(6) CD maturing 2/7/14 @ 1.00% interest
(7) CD maturing 5/12/15 @ 2.00% interest
(8) CD maturing 7/11/13 @ .650% interest
(9) CD maturing 2/19/18 @ 1.125% interest
(10) CD maturing 5/22/15 @ .350% interest
<table>
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<tr>
<th>Account Details</th>
<th>Beginning of month</th>
<th>Interest</th>
<th>Operations</th>
<th>Transferred</th>
<th>Checks issued</th>
<th>Transferred to PNC General</th>
<th>Transferred to other</th>
<th>End of month</th>
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<tbody>
<tr>
<td>Oxford Bank-General (1)</td>
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<td>$15,359.49</td>
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<tr>
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<td>$148,140.12</td>
<td>$81,395.31</td>
<td>$150,345.76</td>
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<td>($164,067.18)</td>
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<td>$215,814.01</td>
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<td>PNC Bank - General Savings (3)</td>
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<td>77.58</td>
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<td>($150,000.00)</td>
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<td>($515.04)</td>
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<td>$2,560.89</td>
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<td>$8,651.85</td>
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<td>$6,515.82</td>
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<td>$104,427.66</td>
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<td>$202,405.34</td>
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<tr>
<td>Genisys Credit Union Savings (11)</td>
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<td>$5.69</td>
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<tr>
<td>Dodge &amp; Cox Income Fund (12)</td>
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(1) Variable daily interest monthly average rate .0%
(2) Business Checking
(3) Business Savings Sweep .22%
(4) Cafeteria
(5) HRA
(6) Short Term Investment Fund
(7) Public Funds Money Market Account .06%
(8) MaxSaver Plus variable interest
(9) Money Market Account @ .150% interest
(10) High Yield Money Market .45% interest
(11) Credit Union Savings @.100% interest
(12) Short Term Investment Fund variable daily interest
(13) MILAF+MAX Money Market Fund @ .04% interest
(14) Cash Mgmt Money Market Fund @ .02% interest
(15) Fixed Term/Fixed Rate per attached schedule
(16) MILAF CD's per attached schedule, cashed
(17) Credit Union Money Market .30% interest
(18) Credit Union Savings
(19) CD maturing 1/13/14 @ 1.150% interest
(20) CD maturing 7/29/13 @ .600% interest
(21) Credit Union Savings
(22) Credit Union MM .40% interest
(23) Credit Union Savings
(24) Credit Union MM .100% interest
(25) CD maturing 1/25/18 interest increases from .750% to 1.300%
(26) CD maturing 8/26/13 @ .25% interest
(27) CD maturing 3/28/14 @ .490% interest
(28) CD maturing 10/4/13 @ .30% interest
(29) CD maturing 12/20/13 @ .35% interest
(30) CD maturing 9/16/13 @ .25% interest
(31) CD maturing 8/1/13 @ .30% interest
(32) Business Checking - Donation Account
Orion Township Library offers MI Big Green Gym. MI Big Green Gym is as close as the nearest state park or community recreation center - and is now available for free at the Orion Township Library.

Passes allow one vehicle into a state park for one day and are valid for seven days from check-out. Passes can be used for day-use only, not for use at prearranged/multiple person private gatherings, or overnight camping. The program is available June 1 to October 1.

For more information, visit the Library at 825 Joslyn Rd, orionlibrary.org or call 248-693-3000.

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Chess Club Mondays at 4pm. Held weekly at the Orion Township Library, 825 Joslyn Rd, Free and open to the public. For more info, check orionlibrary.org or call 248-693-3002.

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Briefs
Summer reading kickoff at library
The Orion Township Public Library at 825 Joslyn Rd is hosting their annual 2013 Summer Reading Kick-Off Party this Saturday, June 8 from 11 am to 2 pm. Bring the whole family and enjoy outdoor fun with activities, food, live music and creative projects. Sign up and receive a cool treat.
Readers can also register for the program online anytime after June 8. Visit www.orionlibrary.org.

Design future library services
The Orion Township Library is looking for local residents to help design the future of the public library services.
Residents can complete a brief online survey at orionlibrary.org/survey anytime until July 5 and be entered into a drawing for a gift card.
The library is conducting a study to assist with the planning of library services and facilities that will anticipate and respond to the service demands and needs of area residents.
For more information, visit the Library at orionlibrary.org, 825 Joslyn Rd, or call 248-693-3000.
Summerfest 2013 promises a weekend of fun
Downtown Auburn Hills is set to be filled with activities for all ages.
... see page 3

Library offers free park passes
Fitness seekers can get free passes from the Orion Township Public Library
... see page 7

Open houses at the Avondale Academy
The Avondale School District’s alternative high school is opening its doors to potential students and their parents.
... see page 13

In This Issue
Top Scholars - pages 9 - 12
Kid’s Summer Activities
page 14
Community Happenings,
page 18
Classifieds, page 19
**COMMUNITY**

**Orion Township Public Library offers free park passes for Michigan fitness seekers**

For anyone wanting to get fit this summer, but find their budget is the leanest part of their lifestyle, a quick trip to the Orion Township Public Library for a free pass into MI Big Green Gym is the first step to getting started.

MI Big Green Gym is a partnership with Michigan Recreation and Park Association, the Department of Natural Resources and Blue Cross Blue Shield of Michigan. It is designed to show just how easy it is to get out, get active and get healthier. Lucky for Michigan residents, MI Big Green Gym is as close as their nearest state park or community recreation center — and is now available for free thanks to more than 400 community libraries participating in the program, including the Orion Township Public Library. Passes allow one vehicle into a state park for one day and are valid for seven days from check-out. Passes can be used for day-use only, not for use at prearranged/multiple person private gatherings, or overnight camping.

The program is available June 1 to Oct. 1. For more information on the MI Big Green Gym program visit the Orion Township Public Library at 825 Joslyn Road, Lake Orion, the website at orionlibrary.org or call 248-639-3000. The library is open 9:30 a.m.–9 p.m. Monday through Thursday and 9:30 a.m.–5 p.m. Friday and Saturday.

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**“Why All the Household Dust?”**

I’m Keith Meadows, owner and operator of American Power Vac, Inc. For years I’ve been improving our community’s health one family at a time. By now we’ve all heard the statistics: 50 percent of all illness is a direct relation to dirty indoor air and our indoor air is up to 90 times more polluted than outdoor air. Yet, 90 percent of the calls I receive every day are from desperate people complaining about dust.

They tell me they dust the T.V. on Friday, but by Sunday they are pushing the dust out of the way again so they can watch Dancing with the Stars, and none of them know exactly where it’s coming from. Well, I’m here to tell you that it’s not because you’re a bad housekeeper. I tell people that by simply having your ducts cleaned will drastically reduce household dust, and the reason is, your cold air returns.

Cold air returns suck in dirty air, and over time it builds up until you have the same type of debris that you would find in your vacuum bag.

Visit our Web site at www.americanpowervac.com for an actual photo of the debris that is pulled from a typical home.

Cold air returns are also the reason new homeowners are experiencing dust. While your drywall was being sanded, your cold air returns sucked all of the dust through the system and it settled on the bottom of the duct lines where a little at a time gets blown back into your home. To prove it, take a walk down into your basement, look up at the ceiling for thin sheets of tin nailed between your floor joists. These are your cold air return lines. Give them a good pounding. You’ll see puffs of dust seeping out of the edges. That, my friends, is the reason you have uncontrollable dust problems! This debris cannot be removed without a professional. Which brings me to my next point: choosing an air duct cleaning company. Most companies use portable units, which are like a shop vac that you would vacuum your car with, obviously absolutely useless.

Then there are companies who claim they have a truck-mounted system. In reality, they have a low powered portable system attached inside a van, again, absolutely useless. Visit our Web site for photos of our equipment vs. portable or truck-mounted equipment at www.americanpowervac.com.

American Power Vac has the equipment that is powerful enough to get the job done right and that equipment is a Power Vac truck. It is the most powerful equipment in the industry. This is where the entire truck is the vacuum and the truck motor powers the equipment. You’ll know it’s a Power Vac truck because it’s the size of an ambulance and when engaged 12 large air bags will come out of the roof. What makes the difference in equipment? Power! To put things into perspective, your furnace moves 2,000 CFM’s (cubic feet of air per minute), basically what you feel coming out of your register. Truck-mounted equipment only moves 4,000 CFM’s. American Power Vac moves over 16,000 cubic feet of air per minute, more than quadruple the power of any truck-mounted equipment.

Beware of companies using cheap equipment and advertising cheap prices...most are unlicensed or advertise that they are licensed and are not! Avoid Scams by not falling for cheap get you in the door prices.

When asked what sets you apart from your competitors Keith says “Honest service is number one, equipment is number two. I know the importance of being on time, working with a smile, and respecting people’s homes and their belongings.” There are a lot of duct cleaners around but rest assured you’ll receive the same Quality and Service we expect. American Power Vac is family owned and we’re here to help by offering a

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**Father’s Day Special**

**HALF OFF**

888-61-POWER or 248-656-0600

www.americanpowervac.com
By Fiona Pereira

Editor

When a group of dads found themselves with no lacrosse groups to enroll their kids in because the groups were full, what did they do? They started their own group: The Avon Sharks Junior Lacrosse. The group runs lacrosse programs for kids from third through eighth grade and caters to kids mainly from the Rochester and Avondale School Districts. Founding coaches, Bob DiMarco and Paul Corsi said they want players to enjoy the camaraderie that comes with lacrosse, respect the game and its traditions, as well as teaching the basics, the fundamentals of the game that lacrosse players have to the kids.

That goal seems to work as four former Shark members who are now in college return during their breaks to help coach. All of them are in college on lacrosse scholarships and have played for Adams High School. Patrick Henney is a one of the defensive coaches this year and is attending Michigan State. “I used to play for the program so I wanted to come back and give back. It’s an opportunity to help them grow to be better both at lacrosse and off the field as well. We try to teach them the basics, the fundamentals of the sport but we also try to teach them things that are important to life. We want to see them grow as young men and see them develop,”

Patrick said. Olivia Salmon, 18, who plays for Michigan State said coaching the kids is very rewarding. “It’s great helping them out, watching them grow as a player and as an individual from third, fourth to seventh, eighth grades and on to high school.”

Brad Nylen, who also plays at La Roche College explained that coaching lacrosse is the icing on the cake for what he said is his passion. “My whole goal with the fifth and sixth graders is to get them ready to go up to the seventh, eighth grade level and eventually to the high school level and evolve as young men and lacrosse players. For me, I love just the game lacrosse and being around it. I play in college and I love everything about it. So coming back here is, still being involved in the game during my summer break, is just great for me.”


From left to right, Salmon, Nylen, DiMarco and Henney

For Mike DiMarco, a second year player at La Roche College, having been a Shark helps with the coaching.

“When I played, I liked having the coaches tell me what to do, take me aside and help me out. So I try to do the same thing as they did - drill wise, fundamental wise, to help the kids out the same way because it helped me a lot.”

Brad Nylen, who also plays at La Roche College explained that coaching lacrosse is the icing on the cake for what he said is his passion. “My whole goal with the fifth and sixth graders is to get them ready to go up to the seventh, eighth grade level and eventually to the high school level and evolve as young men and lacrosse players. For me, I love just the game lacrosse and being around it. I play in college and I love everything about it. So coming back here is, still being involved in the game during my summer break, is just great for me.”


The third grade team with their coaches.

COMMUNITY

Help plan the future of the Orion Township Public Library

The Library Board of Trustees and Staff of the Orion Township Public Library are looking for local residents to help design the future of the public library service for the Orion Township Public Library.

Residents can complete a brief online survey at orionlibrary.org/survey any time between June 3 and July 5 and be entered into a drawing for a $25 gift card. The Library is conducting a study to assist with the planning of library services and facilities that will anticipate and respond to the service demands and needs of area residents.

The end result will be a plan for the Orion Township Public Library that will clearly identify the issues of library services for all residents and make recommendations addressing those issues.

For more information, visit www.orionlibrary.org.

Support group for stroke survivors and caregivers

St. Joseph Mercy Oakland (SJMO), in collaboration with Mercy Home Care, will host a support group for stroke survivors and caregivers at 1 p.m. Wednesday, June 12, at the Woodward Professional Building, across from the main hospital. Topic for the meeting is “Gadgets, Equipment and Compensatory Strategies.” Jody DiMaria, SJMO Director of Rehabilitation Services, will be the presenter. The public is invited free of charge.

For more information or to reserve a spot, call 248-555-3295.
Orion Township Library Kicks Off Summer Reading Program

Event draws more than 500 participants.

Posted by John McKay (Editor), June 18, 2013 at 02:06 am

Submitted by Becky Bolin

The Orion Township Public Library welcomed more than 500 adults, teens and children Saturday as it hosted its annual 2013 Summer Reading Kick-Off Party.

The families enjoyed outdoor fun with activities, food, live music and creative projects.

Community partners including FlipSpot, L.A. Dance, Great Lakes Beadworkers Guild, Friends of the Library, the Brooksie Way, the DNR, PeeWee Patch, Heritage Spinning and Weaving and the 24th Michigan Volunteer Infantry had interactive displays for families to visit. For the kids there was a dunk tank, miniature golf, face painting and much more. Entertainment was provided by RJ Spangler and food was donated by Dunkin’ Donuts, Qdoba, Starbucks and Kona Ice.
Those who expect to reap the blessings of freedom, must, like men, undergo the fatigue of supporting it. ~Thomas Paine

Fourth of July is descending upon us and as we gear up for our road trips, BBQs and fireworks, we remember, celebrate and appreciate this great nation and what it promises. I think most of us will agree that despite our political differences and whatever our opinions may be about the administration or even the policies that are made and implemented, we love these United States. Whether we’re ‘blue’ or ‘red,’ Americans are known the world over for their sense of patriotism. America is founded on the principles of civil liberties, freedom and equality. However, as political theorist Thomas Paine rightly points out, it’s not easy being free. As the famous adage goes, freedom comes with a price. Countries that are still fighting for freedom such as Myanmar (Burma), Syria and countless others around the world are constantly facing bloodshed and poverty in the pursuit of liberty. This is why we should never take what the country has and what it represents for granted. Focus on the forefathers’ dream and the dream that we all have today. Having said that, many would point out that despite the dream of “all men are created equal,” many Americans are not. Be it race or gender bias, inequality still exists. What’s important is that these gaps are bridged. While I agree that no country is perfect and internal conflicts may threaten the stability of a nation, remembering the foundation of what the country is built on can help unite its people. The 23rd Vice-President Adlai Stevenson once said, “America is much more than a geographical fact. It is a political and moral fact – the first community in which men set out in principle to institutionalize freedom, responsible government, and human equality.” So as the United States of America turns 237, may Americans continuously strive to make the country better than it is and continue showing the world that it truly is an embodiment of all that is fair, free and brave.

Email the editor at communitylifestyles@inbox.com.
OTPL hosts Summer Reading Kickoff

The Orion Township Public Library hosted their annual 2013 Summer Reading Kickoff Party recently and over 500 adults, teens and children signed up for summer reading. Families enjoyed outdoor fun with activities, food, live music and creative projects.

For the kids there was a dunk tank, miniature golf, face painting and much more. Entertainment was provided by RJ Spangler and food was donated by Dunkin’ Donuts, Qdoba, Starbucks and Kona Ice. All ages can continue to sign up for the Summer Reading program at orionlibrary.org. Every age has its own theme: Youth - Dig into Reading! & Rubber Ducky Read to Me Program; Teens - Beneath the Surface; and Adults - Groundbreaking Reads.

The Summer Reading program will conclude on Saturday, Aug. 17 with a family activity at the library featuring Magician Jason Abbott and the Grand Prize Drawing at 11 a.m.

Teens will end their Summer Reading Club with an overnight Library Lock-in on Friday, Aug. 16 at 9:30 p.m. (registration required).

For more information, visit www.orionlibrary.org or call 248-693-3000.

Community partners including FlipSpot, L.A. Dance, Great Lakes Beadworkers Guild, Friends of the Library, the Brookside Way, the DNR, PeeWee Patch, Heritage Spinning and Weaving and The 24th Michigan Volunteer Infantry had interactive displays for families to visit.

Attention business owners – did you know you can insert your postcards, brochures or flyers into Community Lifestyles Newspaper for just pennies a piece and reach 31,184 Auburn Hills, Lake Orion, Clarkston and Oxford addresses?

Call 248-651-8700 for more information.
Gift basket auction at Library

The Friends of the Library are auctioning off a gift basket at the Friends of the Orion Township Public Library's 5th Annual Used Book Sale. The basket contains a new, gently used book, and is packed with different selections of items in the gift basket are on display in the main lobby of the library.

Bidding will end the same day, Saturday, June 29, and winners will be notified the following week. All funds raised will help support library programming, such as Summer Reading and Battle of the Books. Stop by the library and put in your bid.
Briefs

Community Forums on upcoming Bond election

Lake Orion Community Schools and the Orion Township Public Library will be hosting two community forums to provide information about the upcoming school bond election later this month. They will be held on Wednesday, July 3, at 7 p.m. and Wednesday, July 17, at 10 a.m.

Both are being held at the library, 825 Joslyn Road, in Lake Orion.

District taxpayers are invited to learn about the schools’ needs, proposed projects, the two propositions on the ballot, and their values, timetable for repayment, and other key information.

The Bond Election will be held on Tuesday, August 6.

For more information, visit www.lakeorion.kl2.mi.us.

Orton Township Library offers MI Big Green Gym. MI Big Green Gym is as close as the nearest state park or community recreation center. These free passes allow one vehicle into a state park for one day and are valid for seven days from check-out. Passes can be used for day-use only June 1 - Oct. 1.

For more information, visit the Library at 825 Joslyn Rd, orionlibrary.org or call 248-693-3000.

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Hi-Yo, Silver! Orion Library to Celebrate Lone Ranger

Library joins Orion, Oxford's celebration of iconic character.

Posted by John McKay (Editor), July 10, 2013 at 07:23 pm

Fans of the Lone Ranger will have good reason to yell "Hi-yo, Silver! Away!" this month, as the Orion Township Library celebrates the legacy of the iconic TV series, which was remade this year into a film starring Johnny Depp and Armie Hammer.

While Depp and Hammer won't be around for this event, fans can catch a horse demonstration, mask decorating and a screening of two episodes of the classic series at the library from 10 a.m.-noon on July 27.
Public Invited to 2 School Bond Community Forums

Forums will be held July 17, July 24.

Posted by John McKay (Editor), July 2, 2013 at 04:52 pm

The Orion Township Public Library and Lake Orion Community Schools are hosting two community forums on the 2013 Bond Election this month: Wednesday, July 17, at 7 p.m. and Wednesday, July 24, at 10 a.m.

Both forums are being held at the library, 825 Joslyn Road. District taxpayers are invited to learn about the schools' needs, proposed Bond Election projects, the two propositions and their values, timetable for repayment and other key information at the forums.

The Bond Election takes place on Aug. 6. For more information, visit www.lakeorion.k12.mi.us.
A Fun Summer Read for your Kids at the Orion Library!

Posted by Kristen Remenar, June 19, 2013 at 06:32 pm

A Little Book of Sloth by Lucy Cooke

Summer reading is all about relaxing and reading for fun. To ease your kids into summer, come to the Orion Township Public Library and check out this irresistible book, A Little Book of Sloth by Lucy Cooke. Flip through the pages and just try not to squeal at all the sleepy-cute faces and snuggly, furry bellies.

This is a non-fiction picture book about Slothville, a sanctuary for orphaned and injured sloths in Costa Rica. Baby sloths cling to their mothers for the first year of their lives, so little orphans each get a special stuffed animal to hug. All the snuggling and relaxing in the shade and hanging out make me think that I need to spend more time being sloth-like.

Share A Little Book of Sloth with your kids for the pure pleasure of learning about these easy-going mammals. After reading, visit Lucy Cooke’s website www.slothville.com where you can watch videos of the sloths at the sanctuary. My favorite video teaches how caregivers at the sanctuary potty-train baby sloths. Enjoy A Little Book of Sloth and take a page from the sloth’s book: slow down, enjoy hanging out, and spend lots of time hugging. For more book recommendations and great activities, please visit kristenremenar.com
Help Your Community and Win Dinner Out!

Posted by Kristen Remenar, June 26, 2013 at 05:58 pm

With a few free clicks, you can help your community and maybe win dinner out on us! The Orion Library wants your feedback as part of our strategic planning process. We’ve put together a short, simple survey about collection, service and space options that reflect today’s public libraries in Michigan and across the nation. Please take a few minutes to let us know what’s important to you. You can help us make our library even better.

If you want more information or if you’d like to help with the library planning process, please provide your contact information when prompted in the survey. Your contact information will not be linked to your survey responses.

To be entered into a drawing to win a $25 gift card to a local Orion restaurant, please provide your email address when asked at the end of the survey. Your email address will not be linked to your survey responses.

Please go to orionlibrary.org/survey or visit orionlibrary.org and click on the green button to help plan your library’s future.
President’s Update

The beginning of the new fiscal year for MLA starts this month and with it I begin my term as MLA President. Lance Werner did a great job as President during a year filled with many changes. The MLA office also did a great job in picking up the slack and helping to ease the transition between Executive Directors.

In mid-June the MLA Board attended a retreat facilitated by Diana Kern from NEW (Non-Profit Enterprise at Work). Her guidance has greatly assisted the Board in the past and continues to do so. I believe we all came away from the retreat with a sense of renewal and focus. We also met our four new Board members, Asante Cain, the president-elect, and members-at-large, William Harmer, Kelly Jacobsma, and Kay Schwartz. We welcome their enthusiasm and commitment to the Michigan library community.

On June 17, MLA held a leadership orientation for those members who have volunteered to be part of the various MLA committees and work groups. We have a great group of engaged and enthusiastic volunteers. I look forward to working with them during the upcoming year.

And as with anything, MLA cannot rest on its laurels. We have made great strides with the legislature and funding, but we must continue our efforts to ensure that the legislature as well as the public realizes the relevance of all Michigan libraries to the future economic well-being of this state and its citizens.
Lastly, I would like to thank my colleagues at DALNET, the DALNET Board of Directors, and Sandra Yee, the Dean of the Wayne State University Library System and DALNET’s fiscal agent. All have supported my community service and without that support, I would not currently be the President of MLA.

I look forward to this year, working with you, and meeting new colleagues. You may contact me anytime. My email is cwolford@wayne.edu and phone is 313-577-3316.

From the Executive Director’s Desk

Happy Independence Day.

Welcome back from the ALA conference to all those who were fortunate enough to travel to Chicago. At this year’s conference I was pleased to meet librarians from across the country along with a number of library association executive directors. To say the ALA conference with its 20,000 attendees can be overwhelming is an understatement. The sessions were educational and the speakers were great. However, I have to say I learned as much on the bus rides to and from the conference center each day chatting with attendees as I did attending the program. While each had a unique story about why they do what they do and how they arrived at their current position, they all had one thing in common - a love for their library community.

Breaking news at the ALA Conference was covered in the session: "Libraries & Health Insurance: Preparing for October 1." Billed as a session to teach library leaders how to serve patrons with the new Affordable Care Act program, the presentation included a video from President Obama about the importance of libraries and the partnership. For more information about the ACA and the role libraries play, visit this resource page from the American Library Association.

This announcement came as no surprise. I’ve been informing our state legislators that libraries will be called on to assist with the implementation of the health care reform act since I came on board six months ago. While this will be another challenge for libraries, it provides great educational opportunities to the public and elected officials about the importance of libraries in our communities. We will hold a session on the act at the MLA Annual Conference on Thursday, October 17 from 1:15 to 2:15 at the Lansing Center. In addition, Online Computer Library Center (OCLC), received a $286,106 grant from the IMLS to support the initiative. The center became incredibly excited about the potential of the Internet to connect people and to make information more available to everyone all over the world and so began her second career as a cybrarian at the Flint Public Library. Kay has been at FPL ever since in a variety of positions including Manager of Automation and Technical Services, Interim Director and finally Library Director as of September 2010.

Kay is especially interested in the changes to her work enabled by technology. She sees librarians as not only embracing but also leading those changes - to the profession of librarians and even the definitions of "library" and "book" and feels it is a very exciting time to be in a leadership role.

Read more about Kay on the MLA website.
will offer toolkits and webinars to librarians to help them prepare for the informational effort.

ExpressSOS CONNECT-Libraries is a new partnership between the Michigan Secretary of State and libraries across the state to help connect residents to online services. Two press conferences (July 10 in Sterling Heights and July 16 in Lansing) will officially announce this partnership which has the support of the Michigan Library Cooperatives, the Library of Michigan, and the Michigan Library Association. Participation is voluntary, but Secretary Johnson would love to have all Michigan libraries join in this partnership. For more details, please read the letter from Secretary Johnson which includes tools to help you promote to the partnership to your patrons. Please also take a minute to view this short video that explains the program.

The Way We Worked Traveling Exhibit Opportunity

The Way We Worked is a Smithsonian Institution traveling exhibit that explores the importance of work in American culture by tracing the many changes that affected the workforce and work environments over the past 150 years. The Michigan Humanities Council is coordinating the exhibit's tour in Michigan and seeks six partner organizations in rural communities to

Treasurer's Report

As we approach our 2013-2014 budget it is good to understand and appreciate our financial position. It was only a few years ago the MLA was facing sharp revenue declines. A restructuring was necessary to pull out of this nosedive and thanks to the foresight and determination of several MLA presidents and the treasurer; we have brought MLA back to financial stability.
With MLA on stronger financial footings, we were able to absorb the cost of finding a new Executive Director this year. That was easy compared to changing the location of our annual conference at the last minute while minimizing our losses in the process. We also added a new staff member to put more attention on communications and membership development. The Board and the staff worked to achieve all this and come out on the positive side of the ledger at year's end.

The 2013-14 proposed budget will allow us to get better at what we do as an organization without the distraction of wondering if there will be enough funds. As we provide outstanding opportunities for professional networking and development, and monitor and engage the legislature, we also will make improved member communications a high priority. You will see this first hand as we develop our web technology and enhanced outreach to membership.

MLA is a valuable organization and has much to offer every librarian in Michigan if they choose to take advantage of it. We look forward to working with you in the next year.

**ALA National Legislative Day in Washington, D.C.**

In May I had the pleasure of participating in the American Library Association's (ALA) National Legislative Day in Washington, D.C. The two-day event was full of education, networking and speaking to our elected officials about the benefits of Federal funding for our local libraries. ALA did a fantastic job of preparing us with a specific session just for "newbies" like me.

The big challenge is do you meet with the legislator or one of the young staff members? Appointments are made and you take your chances. I had appointments with U.S. Rep. Bill Huizenga from my district and U.S. Rep. Dan Benishek from Northern Michigan. Teaming up with Deb Bigg Thomas from the Library of Michigan, one of the leaders from the Michigan delegation, we had the opportunity to spend 20 minutes with the congressman and his legislative assistant Nate Bult. The next day I met congressman Benishek briefly before sitting down with his legislative aid Matt Lee.

When we described what LSTA funding did for the libraries in Michigan, both of the staff immediately recognized the Michigan Electronic Library (MEL) from their days at Hope College. It was great to hear about their experience with MEL and they personally understood why we needed continued support for LSTA.

I want to thank GaleCengage for sponsoring me and Jacqui Liepshutz for being my host at the National Legislative Day. It was a totally worthwhile experience and one I hope can be repeated.
Professional Development Calendar

2013 MLA Annual Conference Accommodations

Call today to make your reservations at Radisson Hotel at the Capitol, the official hotel of the 2013 MLA Annual Conference and the site of several conference events.

To book your room, call Radisson reservations at 1-800-333-3333 or the Radisson Hotel at the Capitol at 517-482-0188. Reservations may also be made at www.radisson.com/lansingmi. Use the promotional code MLA013 to receive the discounted group rate of $125 single/double occupancy, guaranteed through September 14, 2013.

Reservations made after September 14, 2013 will only be accepted on a space and availability basis and may be subject to the prevailing rate.

2013 MLA Annual Conference Call for Poster Sessions

Poster sessions present the perfect opportunity to share the knowledge that you have gained from your library projects. All public, academic, special or school librarians, staff members and library science students are invited to submit a proposal for participation.

The deadline to submit proposals is Thursday, August 15, 2013. Please visit the MLA website for complete details and the online submission form.

MLA News

Genny Allen Earns Certified Association Executive Credential

MLA Director of Finance and Administration Genny Allen has earned the Certified Association Executive (CAE) designation. The CAE is the highest professional credential in the association industry. Less than five percent of all association professionals have earned the CAE.

To be designated as a Certified Association Executive, an applicant must have a minimum of three years experience in nonprofit organization management, complete a minimum of 100 hours of specialized professional development, pass a stringent examination in association management and pledge to uphold a code of ethics. To maintain the certification, individuals must undertake ongoing professional development and activities in association and nonprofit management.

Congratulations to Genny on this outstanding achievement!
Member News

USDA Rural Development Approves Loan to Lake Odessa

Last month USDA Rural Development approved a $700,000 loan to the Lake Odessa Community Library, a district library. Loan funds will be used to renovate and expand their current facility. Lake Odessa Community Library is one of many rural Michigan libraries that have recently received funding assistance from the Community Facilities program at USDA Rural Development. Other library projects using the program include Morton Township and the City of Menominee.

The Community Facilities program offers direct and guaranteed loans and grants to finance and facilitate the development of more than 80 different types of essential community facilities serving rural areas. These facilities include, but are not limited to: libraries; hospitals; nursing homes; health clinics; police, fire or rescue facilities, equipment or vehicles; and municipal or county buildings. Special emphasis is given to libraries and projects that involve first responders, public safety and health care.

Through the program, rural communities like Lake Odessa can obtain long-term loans at reasonable interest rates to finance needed improvements. For more information, contact USDA Rural Development at 800-944-8119 or on the web at www.rurdev.usda.gov/MI.

U-M Library Receives $1.25M Mellon Grant for Conservation

The University of Michigan Library has received a $1.25 million grant from the Andrew W. Mellon Foundation to create an endowed Conservation Librarian position. This new position will enable the library to expand its well-established conservation program, which plays a vital role in ensuring that the library's vast print collection is available for research, exhibition, and digitization. For the complete story, please visit this link.

Read more here: http://www.sacbee.com/2013/06/26/5526188/u-m-library-receives-125-million.html#storylink=cpy
It seems there is some unfinished business in Lansing these days. The governor did not get his road repair or Medicaid reform passed. The legislature had on its list to address unsustainable school district dissolution, indigent defense, career tech options and of course fireworks. They left for their districts without tackling some of these important bills. In addition, intermediate school districts have already submitted requests for more than the $65 million in additional funding slated for the Office of Great Start and early reading programs.

With legislators heading home, now is a good time to meet your elected officials and let them know how important libraries are to their communities. Parades, town halls, coffees and the county fair are all good places to run into your local politicians. Take a minute, introduce yourself and tell them a story about what your library is doing to help the community-their constituency. And be sure to let them know that you always vote.

Libraries saw a much needed and much appreciated increase of $5.9 million in their state funding for the 2013-14 fiscal year. Legislators responded when librarians explained the devastation the personal property tax elimination would cause. While this increase won't come close to making up the difference, the good news is your legislators are listening to you. Keep up the good work.

We are closer than ever to legislation that would protect district libraries in the event one of their districts ceases to exist. With municipality consolidations always a possibility, this would keep district libraries and their funding whole. Look for movement on some legislation this fall.
New legislation that would move all millage elections to November was introduced in the last week of activity. The MLA plans to oppose this bill and we are currently in the process of developing our strategy. Again with the legislature in recess, there will be no movement until fall.

We're following closely the proposed changes to the Freedom of Information Act in House Bill 4001 and will be opposing House Bill 4363 which prevents the use of video conferencing for meetings of public governing boards.

A new MLA Legislative Committee begins their work July 1. Thank you to this dedicated and ambitious group who will be leading the charge to keep libraries at the table when potential legislation threatens.

Remember, legislators may be on recess but they want to hear from you and have proven they are willing to listen. Don't miss out on the opportunity to join the collective MLA and library voice.
How Museums and Libraries Create Lifelong Learners

Growing Young Minds
IMLS will provide visually impaired or learning-disabled individuals with an audio recording of this publication upon request.

Printed June 2013 in the United States of America

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Dear Colleague,

It is a pleasure to present *Growing Young Minds: How Museums and Libraries Create Lifelong Learners*. This report issues a call to action: Now is the time for policy makers and practitioners to fully use the capacity of libraries and museums in their early learning efforts. This is critical because we must work together to reach the all-too-many children who are still left out of effective community early learning opportunities and resources, and disconnected from the powerful programs for children, parents, and caregivers that you will read about in this report.

Libraries and museums reach millions of children each year. It is exciting to bring that capacity into focus so that libraries and museums can more effectively engage in early learning strategies at the community, state, and national levels.

This is the right moment to act. We know about the importance of early childhood learning to school and career success; we know that learning happens at home, in the community, all day and every day, and that rich learning experiences for parents, children, and their caregivers make a difference; and we know that to ignore the role of libraries and museums would be a tremendous loss.

Many of the programs you will read about in this report are supported by the Institute of Museum and Library Services (IMLS). We have a long history of identifying and funding innovative approaches that put young learners at the center and help social, civic, cultural, and educational organizations work in partnership in communities and at the state and national levels.

One example is the partnership with the Campaign for Grade-Level Reading that is making this report possible. The Campaign—a collaborative effort among foundations, nonprofit partners, states, and communities—has made early literacy a key focus of its efforts to increase the number of low-income students reading proficiently by the end of third grade. The Campaign is currently working with 134 communities nationwide to address the challenges of school readiness, chronic absenteeism, and summer learning loss. Libraries and museums are playing a role in helping many of these communities—and others—meet these challenges.

I thank Ralph Smith, Ron Fairchild, and other members of the Campaign staff, as well as the many early learning policy makers, funders, and practitioners—within and outside of libraries and museums—who have contributed to this report. This work has been enriched immeasurably by your knowledge and perspectives.

With this report IMLS is deepening and expanding its commitment to the youngest and most at-risk children in the United States. We will be pursuing special efforts to assure that libraries and museums can reach underserved children and provide opportunities that can make a difference that will last a lifetime.

Sincerely,

Susan H. Hildreth
Director
THE IMLS COMMITMENT TO EARLY LEARNING

- A partnership with the Campaign for Grade-Level Reading focusing on the role of libraries and museums as vital partners in the 134 communities that are members of the Grade-Level Reading Communities Network.

- More than $2.5 million in grants to libraries and museums in FY 2012 to help children from low-income families reach the goal of reading on grade level by the end of third grade and a similar funding priority in FY 2013.

- A 2012 information memorandum developed with the U.S. Department of Health and Human Services’ Offices of Child Care and Head Start to encourage partnerships with public libraries.

- A 2012 IMLS research brief, “Children’s Services at Public Libraries: A Port in the Storm,” published by the Urban Institute, MetroTrends.

- In their 2013–2017 Five-Year Plans, 100 percent of state library agencies are funding lifelong learning programs; 80 percent plan a focus on early learning.

A CALL TO ACTION

Libraries and museums can play a stronger role in early learning for all children. As our nation commits to early learning as a national priority essential to our economic and civic future,¹ it is time to become more intentional about deploying these vital community resources to this challenge.

Libraries and museums are trusted, welcoming places where children make discoveries, deepen common interests, expand words and knowledge, and connect their natural curiosity to the wider world. Neuroscientists tell us that the type of learning that occurs in these institutions—self-directed, experiential, content-rich—promotes executive function skills that can shape a child’s success in school and life. The experiences, resources, and interactions provided by libraries and museums build brains and fuel a love of learning.

Parents know this and flock to museums and libraries not only to support their child’s learning but also to bolster their important role as their child’s first teacher. The Pew Research Center’s recent report, Parents’ and Children’s Special Relationship with Reading and Libraries,² documents that an overwhelming percentage of parents of young children, especially those with annual incomes under $50,000, believe that libraries are “very important” for their children, and are eager for more and varied family library services.

We have to work to ensure that more children and parents, especially those at low socioeconomic levels, can tap into the learning resources of libraries and museums. According to a recent IMLS analysis, only 36 percent of children with the lowest socioeconomic status visited libraries in their kindergarten year, compared to 66 percent of children in the highest; for museums, these figures are 43 percent versus 65 percent.³ Recent research points out that the disparity of access to learning resources between children of affluence and those in poverty has created a knowledge gap with serious...
implications for students’ economic prosperity and social mobility. These data underscore the urgency of this report. Libraries—public and school—and museums of all types—art, history, and children’s museums; science centers; nature centers and gardens; aquaria; and zoos—form an extensive, diverse infrastructure of informal learning that is equipped to deliver critical early learning resources to young children and families, especially those most in need. Yet, in too many communities, museums and libraries are not “at the table” helping to craft the policies and practices that link children and their families to early learning resources.

It is critical to act now to incorporate, and leverage, our well-established informal learning system as an essential component of our nation’s early learning network. It is a wise use of limited resources, both funding and human capital, that will help our nation develop the potential of every child and result in a stronger economy, a more effective workforce, and a nation of learners. With an increased focus on their capacity, these institutions can be more essential early learning partners at the community, state, and national levels.

This report calls upon communities to engage libraries and museums as a key partner in comprehensive early learning strategies to grow young minds. It highlights the exciting work these institutions are doing around the country in partnership with communities to shape children’s outcomes in school and in life. We need to do more, especially for those low-income children who need more. If we can strengthen the country’s network of museums and libraries to be a greater force for early learning, effective learning opportunities for all children can deepen and grow.
Libraries and museums in communities across the country are expanding learning opportunities that prepare our youngest children for a lifetime of learning and success.

IN NEW YORK CITY, recess becomes a scientific experience: playground equipment created at the New York Hall of Science allows children to learn about the science of light in the walk-in kaleidoscope or the physics of sound sending messages on the giant telephone tubes.

IN COLUMBUS, immigrant families attend at-home parties where, among peers, public library staff present reading readiness materials for parents to use with their children at home.

IN MINNEAPOLIS, after hearing the story “Dog’s Colorful Day: A Messy Story about Colors and Counting,” children tour the Institute of Arts, hunt for a really big dog in a work of art and play with colors and counting.

IN ATLANTA, children visiting the Children’s Garden at the Atlanta Botanical Gardens participate in cooking classes in the Edible Garden outside kitchen.

IN SALT LAKE CITY, children check out backpacks at the Utah Museum of Fine Arts full of puzzles, games, and activities and explore exhibits about Egypt, India, Europe, and America.
IN RICHMOND, young readers are maintaining and gaining skills, and beating the odds against summer slide, as they participate in the public library’s research-based summer reading program.

IN WASHINGTON, D.C., at the Smithsonian Early Enrichment Center (SEEC), educators take babies into different Smithsonian museums every day, exposing them to the objects, artifacts, artwork, and exhibitions to help build connections between the children’s known worlds and the larger world around them.

IN CHARLOTTE, North Carolina’s ImaginOn Center Story Lab, a joint venture of the Charlotte-Mecklenburg Public Library and the Children’s Theater of Charlotte, young readers gather at workstations and use software that guides them through the process of creating a theatrical scene, inventing a storyline, and designing the set and costumes.

IN CHICAGO, at the Hamill Family Play Zoo, part of Chicago’s Brookfield Zoo, children and families touch animals, build habitats, paint murals, examine animal x-rays, and dress up like birds while building new understandings of animals.
AS WE WORK TOGETHER TO MEET EARLY LEARNING CHALLENGES, OUR NATION’S 123,000 LIBRARIES AND 17,500 MUSEUMS ARE:

- **Community anchors**, cornerstones of our democracy, that provide safe and accessible civic spaces promoting lifelong learning, cultural enrichment, and civic engagement, especially for underserved and vulnerable families and their children.

- **Connectors** that bridge the generations and bring children, their parents, and their families together in fun and nonthreatening settings that build mutual knowledge, skills, and self-efficacy.

- **Innovative learning specialists** that create “teachable moments” through exhibits, outreach programs, and environments that invite hands-on experiential learning.

- **Stewards** of rich cultural, scientific, environmental, and historical heritages, which offer robust collections of resources appealing to all disciplines and levels of learners.

- **Digital hubs** that provide guidance for navigating new technologies and identify trusted online resources to help close the digital divide for all children, their parents, and caregivers.
AMERICA’S NEW LEARNING LANDSCAPE

Libraries and museums have a long history of serving young children. They are virtually everywhere—from the smallest tribal community to the largest metropolitan area. As community repositories of literature, science, and heritage, museums and libraries build on how children learn best, by designing and delivering content-rich, play-based experiences that link early learning best practice to books, exhibits, and collections. Their resources prompt parents and caregivers to explore, pose questions, make connections, exchange information and ideas, and instill in young children not only a love of learning, but also the skills for learning. It is this established expertise that makes museums and libraries such valuable assets in community-wide efforts to promote early learning. The emerging learning landscape makes their participation imperative.

This new landscape redefines where, when, and how learning occurs, calling for innovative environments where skills are developed across domains and knowledge is transferred from one situation to another, ultimately building the capacity to work in a world where “how to know” is as important as “what to know.”

New Skills for Learning

Contributing to this expanded view of where, when, and how learning takes place is a growing body of research that draws attention to an important set of foundation skills, anchored in children’s early social-emotional development. Known as executive function, these skills are key to a child’s earliest brain development, building focus and self-control, perspective taking, communication, and making connections. In the process of developing these executive function skills, children use their social, emotional, and cognitive capacities in pursuit of goals. These skills are the “how” of learning, enabling children to master the “what” of learning—reading, writing, social studies, and science, technology, engineering, and mathematics (STEM) concepts. Taken together, they help children become self-directed, engaged learners.

CHILDREN’S EMOTIONAL DEVELOPMENT IS BUILT INTO THE ARCHITECTURE OF THEIR BRAINS

A growing body of scientific evidence demonstrates that emotional development begins early in life and is closely connected with the emergence of cognitive, language, and social skills. Early emotional development lays the foundation for later academic performance, mental health, and the capacity to form successful relationships. Despite this knowledge, most policies related to early childhood focus exclusively on cognitive development as it relates to school readiness, neglecting the importance of such capacities as the ability to regulate one’s own emotions and behavior and to manage successful interactions with other people. A report from the National Scientific Council on the Developing Child presents an overview of the scientific research on how a child’s capacity to regulate emotions develops in a complex interaction with his or her environment and ongoing cognitive, motor, and social development. It then discusses the implications of this research for policies affecting young children, their caregivers, and service providers.

libraries and museums can tackle barriers to reading proficiency. As trusted local institutions, museums and libraries have the convening and staying power to help communities do the hard work of surfacing, connecting, linking, and replicating best practice and building local capacity.

–Ralph Smith, Managing Director, The Campaign for Grade-Level Reading and Senior Vice President, The Annie E. Casey Foundation

WHY START AT BIRTH?

Human Brain Development
 Neural Connections for Different Functions Develop Sequentially

Source: Harvard University Center on the Developing Child
A Widening Gap

In spite of our growing understanding that the early years are pivotal for later success and the recognition that important foundational skills and knowledge must be supported and nurtured during this critical period, too many children—especially those who are most disadvantaged and vulnerable—continue to fall behind. Too many children are starting school without the language, cognitive, social, and emotional tools needed to succeed, and too many are reaching the critical third-grade mark unable to meet the expectations for ongoing success.

Research shows that children who start behind will stay behind and in many cases continue to lose ground, making it more likely they will need costly remediation, be retained, or even drop out of school.6

These conditions disproportionately impact poor and minority children. Children who are poor—more than one out of five American children (22 percent) in 2010 and 2011—are most likely to live in single-mother homes and be under the age of five.7 The result: a large and growing segment of young children are growing up in under-resourced environments with striking gaps between resources and supports available to them as opposed to their more affluent peers. The stark disparities in both human and material resources between poor and more affluent populations has resulted in what Susan Neuman and Donna Celano, Giving Our Children a Fighting Chance (2012), call a “knowledge gap” and what David Brooks, (New York Times, 2012) and others are calling an “opportunity gap.”8 By whatever name, it is an issue that must be addressed, and museums and libraries should be part of the solution.
The Challenge

The challenge now for educators, families, policy makers, civic leaders, community-based institutions, and grant makers is to work together to find solutions. How can we create a coordinated set of services and supports that intentionally uses all learning entry points to effectively move children—especially those most at risk—successfully through the education continuum?

- Children who have early access to print and technology continue to build and gain knowledge. Children who don’t have early access enter school far behind and are taught the “basics.”
- Children who read a lot know a lot. Those who don’t read as much lack reading speed and comprehension, reducing knowledge acquisition.
- Children with easy and regular access to computers are comfortable using search engines, filtering and comparing information sources, and using computers to support learning. Children without such access are unfamiliar with how to navigate and make decisions about the quality of information.

Research provides strong evidence of the critical importance of community- or place-based efforts in supporting children’s growth and development, especially in the earliest learning years. Local conditions can have a major impact on whether children succeed, and challenges must be addressed within the context of the community to assure effective solutions are reached. To that end, communities across the nation are coming together to develop plans to address problems and put policy strategies into action.

At the heart of these efforts is an understanding that real change will only be accomplished through broad-based, multi-sector collaboration. Libraries and museums are well-positioned to be integral parts of coordinated efforts, but are too often untapped or disconnected resources in community efforts to support more positive outcomes for families and children.
Museums and Libraries—
Essential Community and Education Partners

Librarians and museum professionals are important facilitators of learning, working with families and caregivers and transforming visits to museums and libraries into “teachable moments” that connect children’s experience to deeper learning and knowledge. They are anchoring practices in research and partnering with other community service providers to provide generation-spanning, high-quality, informal learning opportunities. They are creating environments, programs, and experiences that expand and deepen the abilities of our youngest learners, their families, and caregivers. In turn, communities are beginning to recognize museums and libraries as key components of their early learning infrastructure, and school leaders are recognizing that engaging museums and libraries, including school librarians, can improve children’s outcomes in school.

PUBLIC LIBRARIES SURVEY IN THE UNITED STATES: CHILDREN’S PROGRAMS AND COLLECTIONS

- In the most recent national survey (2010), public libraries offered 3.75 million programs to the public. The majority of these programs (61.5 percent or 2.31 million) are designed for children aged 11 and younger. Attendance at programs increased 21.9 percent since FY 2005.

- Public libraries’ circulation continues to increase with 2.46 billion materials circulated in FY 2010, the highest circulation in 10 years. Circulation of children’s materials has increased by 28.3 percent in the last 10 years and comprises over one-third of all materials circulated in public libraries.10
10 WAYS

MUSEUMS AND LIBRARIES SUPPORT COMMUNITY EFFORTS
There are ten key ways in which museums and libraries are currently supporting communities’ efforts to develop a strong start for young children's learning. Each way works to leverage the unique assets that libraries and museums offer to nurture the passion and skills for learning, promote seamless linkages between formal and informal learning, and engage children from low-income families so that they, too, can participate in the new learning landscape.

1

INCREASING HIGH-QUALITY EARLY LEARNING EXPERIENCES

Libraries and museums provide easily accessible, high-quality early learning experiences to families and those who care for children outside the home. These institutions support the quality improvement efforts of many early learning programs; yet they play a particularly critical role for parents and providers caring for children in home-based programs, often called family, friend, and neighbor care. For many poor and vulnerable children, libraries and museums function as community “touch points,” providing engaging pathways into knowledge- and skill-building.

Every Child Ready to Read (ECRR), developed by the Public Library Association and the Association for Library Service to Children, is a research-based training model for parents and caregivers that supports early literacy development in children from birth to five. Grounded in six early literacy skills, the training uses basic, user-friendly activities to guide caregivers’ and parents’ abilities to understand and support early literacy development. The program has been successfully implemented by libraries across the country and is being enhanced with interactive online content for home use.

The Anchorage Public Library’s Ready to Read Resource Center mails books, puppets, CDs, and other literacy-based materials to child care providers and families in remote areas of Alaska. The Minnesota Children’s Museum partnered with the St. Paul Public Library system to install children’s exhibits in two underserved libraries to assure that families and those caring for children in family, friend, and neighbor care settings have local access to literacy-based interactive experiences. The California Science Center in Los Angeles has created Discovery Rooms, which include interactive exhibits, storytelling, hands-on Discovery Boxes, animal displays, and space for self-directed explorations of artifacts, models, and other materials.

For many poor and vulnerable children, libraries and museums function as community “touch points,” providing engaging pathways into knowledge- and skill-building.
ENGAGING AND SUPPORTING FAMILIES AS THEIR CHILD’S FIRST TEACHERS

As trusted community anchors, museums and libraries are natural and safe places for families to go to learn together and access important resources. For families who do not have other links to community information, museums and libraries are places—and in some communities, the only places—where they can borrow books, learning backpacks, and other materials for home use; learn firsthand how to actively engage in age-appropriate ways with their children; or locate high-quality child and health care providers and other local services.

Family Place Libraries™, originating in New York’s Middle Country Public Library, uses an asset-based approach to address the needs of families and caregivers with very young children. Research-based, Family Place focuses on the whole child and the role of parents as first teachers. As centers for early childhood information, parent education, early literacy, socialization, and family support, these full-service libraries serve as community destinations for families and caregivers. The Family Place model has been replicated in over 375 libraries in 26 states and continues to expand.

The Dallas Museum of Art’s mascot, Arturo the parrot, and his giant nest, welcomes young children and their families to the museum and its collections, with on-site story times, tours, art classes, and parent and family workshops and a rich collection of online resources. In partnership with four school districts and the National Council of Jewish Women, the museum hosts parents and preschoolers participating in the Home Instruction of Parents and Preschool Youngsters (HIPPY), a nationally recognized, research-based home visiting program targeting families speaking English as a second language.
Parents have a special relationship with libraries; 84 percent of parents with a child 5 years or younger say libraries are “very important.” Most parents (86 percent) say libraries should coordinate more closely with schools to offer resources for children and offer free early literacy programs to help young children prepare for school.

Major reasons libraries are important to parents of children under 6 years:

- 86 percent say libraries help develop a love of reading and books;
- 81 percent say libraries provide access to information and resources not available at home; and
- 71 percent say libraries are a safe place for children.

For parents earning less than $50,000 per year, libraries play an especially important role. In addition to the reasons above, a larger percentage of these parents cite the role of the librarian to help find information, free access to the Internet, quiet study spaces, broader selections of e-books, and more interactive learning experiences.11
Museums and libraries help lay the foundations for later learning and academic and career success, including basic literacy, reading, and science, technology, engineering, and mathematics (STEM). They are adept “brain builders,” offering learning environments that address the important social, emotional, and cognitive aspects of learning that include persistence, self-direction, critical thinking, and problem solving. Through these skills, children learn to communicate effectively with others, improve reading comprehension, and apply what they know to new situations.

The New York Hall of Science has created a “Little Makers” program for children aged 3 to 6. The program melds STEM learning and the arts through hands-on investigations and problem-based activities where children share what they have made through storytelling, a technique that solidifies scientific concepts and promotes the development of literacy and communication skills.

The Yew Dell Botanical Gardens in Crestwood, Kentucky, offers nature and garden backpacks containing bug catchers, magnifiers, nature guides, and sketch books; “Books and Blankets” baskets that include children’s books and blankets for families to read with children in the gardens; and scavenger hunts to develop vocabulary and problem-solving skills.
Libraries and museums support a growing number of school-based efforts to build a coordinated set of learning experiences and effective transition practices that span preschool through third grade. A P–3 continuum is increasingly recognized as an important component in assuring academic success beyond grade three. Museums and libraries are developing multi-level curricula that scaffold increasingly advancing skills and knowledge as well as partnerships that promote a smooth transition into kindergarten.

The Long Island Children’s Museum’s “Juntos al Kinder/Together to Kindergarten” helps local immigrant families with limited English proficiency acclimate to the culture of the American classroom and navigate the school registration process. This program began serving area Spanish-speaking families and now also works with new Haitian immigrants.

The Dayton Metro Library system is a partner in the city’s “Passport to Kindergarten” program, designed to help preschoolers prepare for kindergarten through a focus on building oral language skills and vocabulary.

The Normal Park Museum Magnet School in Chattanooga, Tennessee, serves children from pre-K through eighth grade. Since 2001, the school has dramatically increased student proficiency in reading and language arts. Key to its success has been the school’s partnership with seven local museums. Each unit of study involves children in a nine-week inquiry in which they ask questions, pursue answers through direct experience, and share what they learn through the creation of museum-quality exhibits.
Museums and libraries are stewards of cultural, scientific, historical, and environmental heritage, offering rich collections of books and objects that span all disciplines and knowledge levels. They offer exhibits, environments, and programs that foster the interest-driven and project-based learning that is emphasized in the new K–12 Common Core State Standards for Literacy and Math and the Next Generation Science Standards. Museum and library staffs are experienced in the inquiry-based pedagogy that the standards demand and serve as “knowledge navigators” who can support teachers in meeting these new learning benchmarks. School librarians play a particularly significant role. They can identify valuable resources for fellow educators, co-teach lessons, and help design project-based learning experiences.

The Nashville Public Library’s Limitless Libraries program works with all elementary school students in the city. The program builds strong multilingual, multi-format collections; “curated” digital collections for young children; and resources for school librarians and teachers through cross-format literacy supplemental kits that focus on common nonfiction themes that support the Common Core curriculum.

At The Henry Ford in Dearborn, Michigan, the "Be an Innovator Like…Henry Ford or…Rosa Parks" activity book series (and related web-based Innovation 101 resources) combines history, STEM, and literacy. Using visual thinking strategies (VTS), mapping, vocabulary-building, spelling, comprehension, and creative writing, young children are encouraged to think critically across these disciplines. With the successful completion of a pilot phase, the program is now expanding its national reach.

The Birmingham Civil Rights Institute’s “Heritage Alive” incorporates reading and literature-based activities as tools for building problem-solving, critical thinking, and broad-based communication skills. Monthly, classroom teachers receive a book based on the civil rights movement and its leaders, a corresponding syllabus that includes project-based activities, and a bibliography of related texts to build content knowledge and disciplinary literacy.
Libraries and museums are important partners in efforts to help children sustain learning during the summer months when too many children are losing ground as a result of not having access to resources.\textsuperscript{14} Visitation at museums increases over the summer months, and many offer special programs for children that continue content and skill learning and provide motivation to read. School and public libraries help assure that children have access to materials they need to maintain and even advance their reading skills over the summer months. Public libraries have long been anchors for community-wide activities to address summer reading loss. Today’s efforts are tailored to school expectations, standards, and student progress, with strong evaluation components. School libraries work with local public libraries to promote summer reading and implement a number of school-based efforts. Library/museum innovations include creating “pop-up” libraries in places such as farmers’ markets and shopping centers; offering summer museum programs that align with school curricula; and providing focused individualized tutoring in neighborhood libraries.

The Collaborative Summer Library Program is a consortium of all 50 states, the District of Columbia, and the territories, working together to provide high-quality summer reading materials for children at the lowest cost to libraries. By selecting a common theme each year, participating libraries leverage resources while planning programs that address the needs of their local patrons.

The Southern Pines, North Carolina, Public Library is a core partner in an intensive program run by the school system, local Boys and Girls clubs, and a local neighborhood revitalization group. The school system identifies youth participants for the six-week, full-day program at the local Boys and Girls Club. Morning activities are academically focused, while the afternoon includes experiential activities.

The Franklin Institute partners with the Free Library of Philadelphia and educators in multiple informal settings to deliver “LEAP into Science,” a project that integrates hands-on science learning and early literacy. Workshops for children in grades preK–5 and caregivers include book selections and hands-on activities explicitly linked to content and strategies for engaging children in science and literacy. “LEAP into Science” is now being piloted nationally at 11 sites, including 27 partnering organizations nationwide.
WITH THEIR FREE PUBLIC ACCESS TO THE INTERNET, LIBRARIES ARE IMPORTANT COMMUNITY DIGITAL HUBS, WITH EXPERTISE IN PROMOTING DIGITAL, MEDIA, AND INFORMATION LITERACY. MUSEUMS AND SCHOOL AND PUBLIC LIBRARIES ARE RICH SOURCES OF ACCESSIBLE DIGITAL MEDIA, EDUCATIONAL APPS, VIDEOS, AND AUDIO- AND E-BOOKS, WITH STAFF TRAINED TO HELP PARENTS AND YOUTH SELECT AGE-APPROPRIATE, CONTENT-BASED, CURRICULUM-LINKED MATERIALS. THEY HELP CLOSE THE DIGITAL DIVIDE FOR CHILDREN, FAMILIES, AND CAREGIVERS WHO LACK ALTERNATE SOURCES OF ACCESS. THE GROWTH OF DIGITAL RESOURCE USE IN SCHOOLS, ALIGNED WITH THE COMMON CORE STATE STANDARDS FOR LITERACY AND MATH, POINTS TO AN ENHANCED ROLE FOR SCHOOL LIBRARIANS. THEY CAN HELP CLASSROOM TEACHERS INTEGRATE TECHNOLOGY INTO THEIR COURSE DESIGN AND WORK WITH STUDENTS TO HONE THEIR DIGITAL AND MEDIA LITERACY COMPETENCIES, THEREBY BUILDING NEW DIGITAL CITIZENS.

At the Museum of Modern Art in New York (MoMA), children and their families visit and explore the collections at the museum through a digital application called Destination Modern Art. Led by a friendly alien guide, this interactive online tour of MoMA’s galleries and affiliate MoMA PS1 gives children the opportunity to learn about the collections; take a guided, detailed look at each work of art; hear facts and stories about the artists and their techniques; and engage in online and at-home activities.

The Casa Grande Public Library, in Casa Grande, Arizona, has created a program for children and families that encourages early literacy and familiarity with child-appropriate digital resources. The library offers more than 1,200 e-books on 25 digital e-readers and schedules regular Digital Story Times for families and children aged 3 and older. Each adult and child receives an e-reader, and, sitting together, they follow along as the librarian reads the story.

Museums and school and public libraries are rich sources of accessible digital media, educational apps, videos, and audio- and e-books.
Children’s learning is inextricably linked to their health, with research demonstrating that health disparities for low-income families directly impact development and school performance. Museums and libraries help ensure that all families have access to needed health information and resources. Many offer developmental screenings and vaccination programs that can impact such school-related issues as chronic absence; as well as advice and programs on nutrition, exercise, and gardening; and healthy activities for family members of all ages.

The Association of Children’s Museums’ Good to Grow® initiative provides a framework for museums to provide healthy choices and activities for children and families. The Association’s “Going Wild in Children’s Museums” program has supported, in partnership with the National Wildlife Federation, pilot sites that create outdoor spaces to connect children and families to natural outdoor settings. The sites include a Driftwood Fort on Puget Sound (Hands On Children’s Museum, Olympia, Washington) and stream tables and water play, berm tunnels, a monarch watch site, and a native medicinal plants garden in Topeka (Kansas Children’s Discovery Center).

Through the Let’s Move! Museums & Gardens initiative, more than 600 museums and gardens across the country are contributing to First Lady Michelle Obama’s Let’s Move! campaign to combat childhood obesity. The Institute of Museum and Library Services has joined forces with seven national museum associations in support of the initiative. Participating museums and gardens work to offer exhibits, programs, and visitor services that promote healthy habits, nutritious eating, and physical activity. In addition to its heirloom vegetable garden and related workshops, Old World Wisconsin—a Wisconsin historic site in Eagle—offers many opportunities for improving health through physical exercise. Activities include the “Bustle-Hustle” 5K, children’s games, Eagle Diamond vintage baseball, and barn dances.
Reflecting a strong state and community focus on third-grade reading, evidenced by the recent Ohio Third Grade Reading Guarantee legislation, the Columbus Metropolitan Library has created a comprehensive Young Minds initiative, focused on kindergarten readiness, third-grade reading, and high school graduation. Building on its significant early learning work, the library will soon launch the SPARK school readiness program with Columbus Public Schools and Learn4Life, linking home visiting for 4-year-olds with effective transitions and ongoing support in kindergarten and beyond.

Fifteen Denver arts and cultural organizations are partnering with the City of Denver in the 5 By 5 Program, providing Denver’s young children and their families free access to at least five cultural experiences by the age of five. Programs are offered in 15 Denver museums, libraries, the zoo, aquarium, botanic gardens, performing arts events, and recreation centers.
State library administrative agencies and, in many states, museum associations can help link libraries and museums with state-based policies and programs. They stand ready to participate actively as a growing number of states build shared, seamless, outcomes-based systems of care, services, education, and family supports for young children. Taking the lead from federal initiatives, these efforts include both policy and practice that promote comprehensive early learning systems-building for all children.

In response to the devastation left by Hurricane Katrina, the **Louisiana Children’s Museum** is expanding its role through the creation of the Early Learning Village. This project brings together a diverse group of state- and local-level partners. The Village will co-locate the museum with centers for literacy, parenting, early childhood research, nature, health, and child care.

In 2011, the head of the **Colorado State Library System** joined the Governor, Lt. Governor, and a number of other state leaders on a bus tour designed to collect community input on the state of early literacy in Colorado. This statewide tour launched the Colorado Reads: Early Literacy Initiative that continues to guide state policy to boost early literacy efforts throughout the state.

The **Arlington, Texas, Public Library** is leading a planning effort to create a more coordinated approach to school readiness. The library is bringing together leaders from the school districts, United Way, Head Start, and other organizations to address low readiness scores and fragmented services. Using the National Neighborhood Indicators Partnership (NNIP) model, they are analyzing neighborhood data to fill gaps in services and programs.
MORE TO BE DONE: TOWARD AN AGENDA FOR FURTHER RESEARCH

Although this report references a number of completed and ongoing research and evaluation studies about the scope and impact of libraries and museums on the development of young children, there is still much we do not know. Here are some questions for further study:

- What effect do libraries and museums exert on the developing child? Is the effect more pronounced for certain domains of development?
- How long lasting is the effect of an isolated visit to a library or museum? What is the effect of multiple visits, whether clustered or spread out over time?
- What is the relationship between what children experience when they visit libraries and museums and their access to resources in their home and early care environment?
- Which programs offered by libraries and museums to their youngest patrons work to support school readiness and to improve learning outcomes? In particular, what programs work for children who are at risk?
- How often do children need to visit libraries and museums to benefit from the programs and resources offered by these environments? Is there a critical window during the early years in which earlier or repeated exposure that is associated with improved outcomes?
- What are the effects—short- and long-term—of library and museum visitation at a young age on the development of skills that children need to succeed in school and beyond?
- Is there an age at which it is critical that children gain exposure to the kinds of programs, resources, and experiences that are found in libraries and museums?

RECOMMENDATIONS FOR ACTION

Today, leaders from every sector of our society recognize that early learning is critical to our civic and economic future. Our country must strategically use its existing resources wisely in a collective effort to close knowledge and opportunity gaps and give all children a strong start in learning.

As this report illustrates, libraries and museums are up to the task. They have used their roles as trusted community anchors, family learning centers, innovative learning specialists, cultural stewards, and digital hubs to support and expand early learning opportunities. In communities across the country, museums and libraries provide safe, accessible learning spaces; engage parents and caregivers; and create fun and enriching programming for children to be ready for school, college, and career.

It is time now to tap their enormous potential as key contributors to federal, state, and community efforts to improve early learning outcomes, increase school readiness, and ensure that all children are reading and succeeding at grade three and beyond.
Growing Young Minds

Everyone has a role to play.

Federal policy makers can:

- Leverage grants that support museums and libraries as learning partners by including them in funding priorities and recognizing their contributions to the development of and accessibility to digital resources.
- Support a research agenda to identify evidence-based best practices for early learning in museums and libraries and to create appropriate, valid, and reliable assessment tools to measure impact and child outcomes in informal learning settings.
- Invest in professional development and resources for museum and library staff that will enable them to align their early learning programs and priorities.

State policy makers can:

- Recognize museums and libraries in early learning policy decisions by including them in efforts to increase access to quality early learning opportunities and recognizing their unique potential to reach children being cared for at home or in family, friend, and neighbor care.
- Link museum and library services more intentionally to P–12 education by supporting partnerships to expand learning opportunities beyond the school room and the school year and to help smooth the transition from preschool to kindergarten.
- Incorporate museums and libraries into state-supported, community-based initiatives by recognizing them as resource hubs for health, education, and family support information and service delivery and as important members of cross-agency early learning planning teams.

Communities can:

- Include museums and libraries in initiatives designed to increase family engagement in school readiness and transition to kindergarten.
- Leverage community resources and services to make it possible for underserved, vulnerable families and children to access libraries and museums (e.g., transportation, reduced-fee structures).
- Use library and museum facilities as community gathering places and digital learning hubs.
- Launch public information campaigns that raise awareness of the roles museums and libraries play in supporting early learning.

Everyone has a role to play.
Districts, schools, and early learning programs can:

- Offer joint professional development to teachers and museum and library staff to create a common understanding of standards, curricula, and instructional practices in schools and the available resources at museums and libraries.
- Establish partnerships with local libraries and museums to provide programs and services that support new expectations for building content knowledge.
- Fully engage school librarians as important learning and literacy resources.
- Consider leveraging family engagement expertise and programs in museums and libraries to supplement school-based efforts, including involving families in supporting their children’s transition to kindergarten.

Parents, grandparents, and caregivers can:

- Visit libraries and museums with their children to participate in activities that support child development and learning.
- Speak up to staff about the programs and services they would like to see in their local library and museum.
- Find out whether their local museum or library has resources that can help with their child’s transition to kindergarten, homework, or health and nutrition needs.

Funders can:

- Endorse public-private partnerships to advance the role of museums and libraries in early learning.
- Develop grant initiatives to support innovative partnerships among libraries, museums, and other community organizations.
- Support research about the impact of libraries and museums on the development of young children.

Museums and libraries can:

- Establish strong partnerships with a wide range of community organizations.
- Provide parental and family support and access to quality programs and services, especially for vulnerable populations.
- Create links to schools that support local education priorities and policies, including Common Core and other state standards.
- Incorporate recent research on the brain, executive function, and learning into exhibits and programs.
- Embed rigorous evaluation into program development and base programs on research and evidence.

To create a vibrant, engaging environment for our next generation of learners, especially for those young children most at risk, we will all need to:

- Recognize the important resources that museums and libraries can bring to advance an early learning agenda at the federal, state, and community levels.
- Pledge to include museums and libraries in new efforts to create strong and sustainable systems of early learning.
- Develop strategies that intentionally link the informal resources and services of museums and libraries to current early learning policies and priorities.
LIBRARIES AND MUSEUMS AS KEY PARTNERS IN COMMUNITY EARLY LEARNING EFFORTS
CHILDREN’S MUSEUM OF MANHATTAN: PLACE-BASED SOLUTIONS TO NATIONAL ISSUES

The Children’s Museum of Manhattan (CMOM) has developed a comprehensive model of community engagement that educates children and families by combining the arts, literacy, health, math, and early childhood education. Literacy is a central component in each program. CMOM connects government agencies and community-based efforts to leverage existing networks and align resources within individual neighborhoods to support low-income children and families.

CMOM’s model of community engagement is exemplified by the EatPlayGrow™ Health Initiative. Launched in 2009, in cooperation with the National Institutes of Health (NIH) and a national advisory board of pediatric and health experts, researchers, and community partners, EatPlayGrow™ is an 11-lesson curriculum adapted from NIH’s We Can obesity prevention program, and is designed specifically for children aged 6 and younger and their adult caregivers. Combining NIH science and research with CMOM’s arts and literacy-based pedagogy, the curriculum is being implemented in both informal and formal learning environments where it provides:

- Parent and child engagement programs for low-income families (tested and evaluated at community centers in the South Bronx and New Orleans);
- Professional development for adults who work with young children from low-income families (piloted in Head Start with at-home care providers at CMOM);
- EatPlayGrow™ Building Health Every Day! interactive health exhibit at CMOM and accompanying programming; and
- Exhibit replication plans for small museums, libraries, and community centers.

CMOM works to deepen community engagement and enhance the impact of the EatPlayGrow™ curriculum in the community by building a network of community-based organizations and city agencies to expand health education to high-need communities. Community partners include: Community Health Care Association of NYC, United Way of NYC, Administration for Children’s Services, Head Start, City University of New York’s Professional Development Institute, School of Public Health at Hunter College, Lincoln Center Atrium, Department of Health and Mental Hygiene’s Nurse Family Partnership and Women-Infants-Children Program, and the New York City Housing Authority.
In 2009, CMOM conducted a series of third-party pilot evaluations to assess the impact of the EatPlayGrow™ curriculum on participants’ health knowledge, attitudes, and behaviors. Findings emphasized the importance of working with children at a young age. Across informal and formal settings, and with demographically diverse low-income audiences, participants indicated changes to their purchasing preferences and food habits, and showed positive shifts in attitudinal and behavioral changes about food, physical activity, and sleep.

In the coming years, CMOM will continue to replicate and disseminate the curriculum and conduct professional development trainings; establish a partnership with the City University of New York’s School of Public Health at Hunter College to evaluate the Eat PlayGrow™ exhibit; and work with the New York City Housing Authority to bring exhibits and programming to public housing in East Harlem, ideally transforming the facility into a community hub and a model for future museum and public housing collaborations. In 2013, the NIH will publish CMOM’s EatPlayGrow™ curriculum as a federally approved health curriculum for early childhood audiences.
IDAHO: STATEWIDE APPROACH TO BUILDING EARLY LITERACY AND READING

There is growing consensus in Idaho that school-ready children reading at grade level require a statewide system of support. Libraries and their partners are building a collaborative effort to educate the public and unite stakeholders to increase early literacy for their youngest citizens.

The Idaho Commission for Libraries (ICfL) launched a statewide effort to increase the reading readiness of Idaho children by building the capacity of families and caregivers to nurture literacy skills and support children’s development as independent readers and lifelong learners. Focused primarily on low-income rural families with young children, “Routes to Reading: Idaho Paves the Way with Access to Print” will address a critical need to increase access to books; provide information to families and caregivers on how to support early literacy development; and address the challenge of encouraging low-income families to check out books by building the institutional capacity to effectively serve families.

In Idaho, 43 percent of young children enter school unprepared, 31 percent of fourth graders score below the national basic reading level, and state funding for early learning is among the lowest in the country. To address those challenges, the Routes to Reading strategy includes services and supports for families and caregivers and the development of a statewide network of communities to sustain and increase place-based literacy plans. Services to families, caregivers, and children include:

- Books to Go, providing continuous, convenient, no-cost avenues to access themed book bags with extension activities available for check-out from local early learning programs (reading partners) including Head Start, child care centers, and family child care homes. Books to Go kits will be available statewide at 250 reading partner sites, ultimately reaching over 15,000 children;
- Virtual Story Time, a parent-friendly web-based resource to access e-books and activities in English and Spanish, video clips modeling use of fingerplays, rhymes, and songs, as well as other educational information; and
- Access to professional development and training for reading partners and other local providers. Through a partnership with the Idaho Association for the Education of Young Children, training participants can attain Idaho STARS credit—the state’s early childhood quality rating and improvement system.

A third-party evaluator is working with the Books to Go program to conduct qualitative analysis of participant perspectives and a quasi-experimental evaluation measuring the impact on early literacy development.
CHILDREN’S MUSEUM OF HOUSTON:
BUILDING COMMUNITY THROUGH
PROGRAMS AND PARTNERSHIPS

To meet the learning challenges of Houston families most in need, the Children’s Museum (CMH) takes an intentional approach to developing programming and services. The museum participates in the city’s Campaign for Grade-Level Reading initiative and designs all of its programs for national replication and scalability.

Some of CMH’s major programs and partnerships include:

- **The Family Literacy Involvement Program (FLIP),** developed in partnership with the Houston Public Library. FLIP is a citywide system to increase family learning by circulating 2,040 literacy kits that include a book and hands-on activities to build literacy skills. Developed with support from the Children’s Learning Institute at the University of Texas, the kits are research-based and now used in cities across the country. An evaluation of the FLIP kits on home reading practices and parental understanding of children’s skills and interests showed significant differences between the treatment and control families. Currently, the museum and library are partnering to use FLIP kits as part of a Pop-Up Library program designed to address summer learning loss.

- **Parent Stars,** developed in partnership with the Houston Independent School District, provides adults with activities and strategies to support children's math, reading, and science learning out of school. All activities align with state standards and specific elementary levels. School administrators choose from options to design their own programs, which are then directed by CMH staff. Programs include both family learning events and parent workshops.

- **A’STEAM (Afterschool Science, Technology, Engineering, Art, and Math)** trains after-school program facilitators to engage children in over 40 CMH Investigations that include a series of challenges to apply their knowledge and collaboratively solve real-world style problems. The museum partners with the YMCA of Greater Houston to implement curriculum units over the summer months.

- **CMH, in partnership with the Houston Public Library, designed Para Los Niños workshops to help Spanish-speaking families engage their young children in educational activities. In Houston, the program serves 7,000 parents and children per year and is delivered in over 30 public libraries in the Houston area; it has been adopted by other libraries nationally.

- **21-Tech** allows visitors to learn about exhibits through personal mobile technologies (PMT’s). Trained museum facilitators use the technology to directly involve children and families in learning through a growing number of curated apps linked to museum exhibits, including “Tot Spot,” an interactive play space for children under three.
WASHINGTON STATE: GETTING TO THE TABLE

By proactively responding to new initiatives and policy actions, libraries across Washington have secured their position as key players in statewide early learning efforts.

In 1998, the Governor’s Commission on Early Learning convened to identify and address early learning challenges. Libraries sought but were unsuccessful in gaining a place on the Commission. Undeterred, a group of librarians obtained funds from the State Library to develop their own project, the Washington Early Learning Initiative (2000-2003), which built a strong foundation for early education in Washington libraries and established partnerships with other child-serving organizations. According to the program director, “We may not have been at the first table, the governor’s commission. But we had succeeded in bringing members of this group and others to our table and opening a dialogue with organizations and agencies previously unfamiliar with public library service” (Nelson, 2001).

Additional funding enabled libraries to expand their role as partners in early literacy and learning initiatives, but they still desired more permanent partnerships in the statewide infrastructure. In 2007, the Early Learning Public Library Partnership (ELPLP) was formed. Members (26 public libraries) contribute an agreed-upon percentage of their annual operating budgets to contract with the Foundation for Early Learning, which, in turn, assists libraries and others to establish early learning partnerships and enter the mainstream of early learning efforts. Activities include: providing legislative testimony in support of continuing state early learning funding; providing input on the development of the Washington State Early Learning Plan; hosting Early Learning Community Fairs; serving as members of community early learning coalitions; and commissioning an evaluation study of the effectiveness of library story times.

In 2006, a task force of library directors identified the lack of outcome-based evaluation of library programs and documentation of best practices as a barrier to participation in state early learning and literacy initiatives. Assessment and monitoring of outcomes was a well-established priority for the state, and libraries recognized the need to find valid and reliable means to measure early literacy outcomes. The University of Washington Information School, in partnership with the ELPLP, the Foundation for Early Learning and the State Library, designed a rigorous assessment of library story times on child outcomes, which is currently underway.

The team first developed tools to measure outcomes for children in informal settings and then collected data in 40 libraries randomly chosen throughout the state. Using the results of the year-one data, in year two the team developed a research-based training and delivered it to a selected random sample of 20 librarians. After a second data collection, statistical analysis will compare the children and librarians in the experimental group with those in the control group to determine whether these children demonstrate more growth in early literacy skills. The project will also document improvements in story times specifically related to early learning. In year three of the project, stated outcomes will be used to strengthen partnerships around early literacy practices and findings and tools will be disseminated to other libraries and states.
**RICHMOND PUBLIC LIBRARY: FROM SUMMER SLIDE TO SUMMER SUCCESS**

The Richmond Public Library has a long history of identifying community needs and working with community partners to provide solutions. Based on this expertise, the library serves as the lead agency for Richmond’s Campaign for Grade-Level Reading Initiative and as the coordinating agency for an innovative effort to reverse summer learning loss for young Richmond readers.

The “From Summer Slide to Summer Success” project is developing and evaluating a summer reading intervention implemented in five classrooms within four non-library summer recreation sites. The project was conceived to engage hard-to-reach non-library users over the summer. Library staff believed linking a literacy curriculum with recreational summer programs offered an effective and replicable outreach strategy.

The curriculum, developed in partnership with the Virginia Commonwealth University Literacy Institute, includes three components as well as an assessment. The components include a staff read-aloud, daily independent reading, and “buddy reading,” with opportunities for daily writing, all tied to a summer theme, for example, “water.” The library identifies popular book titles for each reading level to fit the theme. The thematic approach to the curriculum creates an easy bridge to the recreation programs. The library then serves as the hub for additional literacy-based activities, including participation in the library’s Summer Reading Program.

Program evaluation uses a pre-/post-test approach. Prior to implementing the project, the evaluation team will assess individual child needs with standard evaluative tools, and the program will be adjusted accordingly to best meet the needs of participating children. In addition, project leaders will assess capacity of library staff and availability of other library resources to support recreation staff as literacy partners. By establishing a consistent baseline for participating children, the library will be able to determine whether children’s literacy skills decreased, stayed the same, or improved as a result of the program.
PITTSBURGH: A LIVING LEARNING COMMUNITY ALIVE WITH CREATIVITY AND OPPORTUNITY

The Greater Pittsburgh Region is developing a 21st century model to provide children of all ages with opportunities for creative, collaborative, and connected learning. Leading this regional effort is the Kids+Creativity Network, a consortium of more than 100 organizations, including university-based research labs, museums, libraries and informal learning institutions, school districts and educational start-ups, child-serving agencies, and civic leaders. Supported by the region’s philanthropic community, and more recently through the The Sprout Fund, the network has been meeting, exchanging ideas, and collaborating since 2007.

To support early childhood education, The Fred Rogers Center maintains the Early Learning Environment, or Ele™, an online hub where educators, families, and others who care for young children can find and share quality digital resources that support early learning and development.

With a specific focus on early literacy, the United Way of Allegheny County is coordinating a new early childhood education affinity group to act as the early literacy task force supporting the Pittsburgh Campaign for Grade-Level Reading.

The Allegheny County Library Association (ACLA) supports the language and literacy development of young children through programs such as Questyinz, an online club that engages young readers in interactive challenges that connect their book learning with their lived experience. During summer 2012, children read for more than 2.5 million minutes and completed more than 150,000 learning activities.

The Carnegie Library of Pittsburgh has developed digital technologies like the My Story Maker program, a game-based tool that helps children compose stories by placing characters and objects on a storyboard template, bringing it to life with their own ideas. Kids then share their stories through digital publication and printing. The Children’s Museum of Pittsburgh has been a leader in supporting learning for young children and families throughout the Greater Pittsburgh region. The museum houses two Pittsburgh Public School Head Start classrooms and an office of the University of Pittsburgh Center for Learning in Out-of-School Environments (UPCLOSE), a research initiative studying informal learning institutions. The museum’s MAKESHOP is a do-it-yourself maker space integrating hands-on and digital media and production experiences with inquiry-based learning, early literacy, and STEM.

The Children’s Museum has also played a central role in the development of Pittsburgh’s Northside neighborhood. The museum’s Charm Bracelet project brought together over 20 cultural, recreational, and educational organizations to create a linked and easily navigated system of opportunities and experiences for families and children, including the Pittsburgh Mini-Maker Faire. The museum recently partnered with the Pittsburgh Association for the Education of Young Children (PAEYC) to offer members and families significantly reduced admission, a service also provided to those holding EBT public assistance cards.
MIAMI SCIENCE MUSEUM: EVALUATING THE IMPACT OF A COMPREHENSIVE EARLY LEARNING SCIENCE CURRICULUM ON CHILDREN AND TEACHERS

The Center for Interactive Learning at the Miami Science Museum is a joint venture with the University of Miami. Designed to link informal science education and the formal education and research community, the Center developed the Early Childhood Hands-on Science (ECHOS®) model, which includes a comprehensive early learning science curriculum, a set of assessment tools and a professional development program. ECHOS’s goal is to investigate science as a domain for enhancing school readiness and to demonstrate that young children can learn fundamental science concepts and the process skills associated with higher-order thinking. The fully developed preschool science curriculum consists of nine units, each containing four guided week-long science lessons that are introduced in 20-minute segments to small groups of children. A teacher assistant and/or volunteer simultaneously works with the balance of the children using related integration cards in three domains: language/literacy, math, and creative arts.

The 36 ECHOS lessons follow a project-designed learning sequence providing teachers with a logical structure to deliver lessons that combines direct instruction with guided inquiry-based science experiences and exploration. The “E-I-E-I-O” learning framework offers teachers an instructional roadmap to walk children through a consistent series of steps: Excite...to create interest and generate curiosity; Introduce...to undertake the investigation; Explore...to deepen understanding through questioning, making prediction, recording data, and looking for patterns; Interact...as needed to respond to individual strengths and needs; and Outcomes...to observe evidence of learning and determine need to re-teach key concepts. The museum’s website at www.miamisci.org/echos contains short videos of the program in action.

A quasi-experimental study conducted by the University of Miami in 30 Miami-Dade County Head Start classrooms examined the efficacy of the curriculum. Results found significant differences between teachers and children in ECHOS classrooms as opposed to classrooms where ECHOS was not implemented. Teachers in the ECHOS classrooms exhibited more science-related behavior and felt more comfortable teaching science. Children in the ECHOS classrooms also exhibited higher rates of science behavior and scored higher on science readiness tests. A subsequent two-year Randomized Control Trial in 90 Head Start classrooms is nearing completion.

Analyses at the end of the first year show preliminary evidence for the effectiveness of ECHOS that is consistent with the previous study. A series of repeated-measures analysis of variance (ANOVA) revealed that ECHOS teachers significantly improved their scores in use of instructional strategies associated with higher-order thinking skills, specifically predicting, investigating, and evaluating, across the year, while control group teachers did not.
The Boston Children’s Museum, now celebrating its centenary, led museums nationwide in focusing on children zero to three. In 1998, the museum began a partnership with Action for Boston Community Development Head Start that led, in 2003, to Countdown to Kindergarten, a multi-institutional, private-public partnership that aims to enhance early learning opportunities with a focus on the transition to kindergarten.

In 2010, the museum opened a permanent Countdown to Kindergarten exhibit that simulates a kindergarten classroom. Children and families engage in hands-on activities while familiarizing themselves with the kindergarten environment. Adults can ask staff “teachers” questions about the kindergarten registration process, child development milestones, and school readiness. Children can practice taking turns, making a friend, or sitting in a group circle to hear a story. The classroom has areas for math and science, dramatic play, reading and writing, and creative arts. Since opening in August 2010, the exhibit has welcomed 1.7 million visitors. Over 6,000 people participated in the past three Countdown to Kindergarten celebrations and 5,000 people from community groups participated in 33 Friday School Readiness Friday nights.

The museum’s leadership in Boston’s early learning community has led to its major role in the Commonwealth of Massachusetts’ Race to the Top Early Learning Challenge Grant. The Commonwealth’s Department of Early Education and Care engaged the museum as a core partner in its family engagement and school readiness activities. The museum has mobilized 55 libraries and 68 museums across the state to bring their content, expertise, and programs to families and to strengthen connections with the Coordinated Family and Community Engagement (CFCE) specialists throughout the state to connect with the hardest to reach populations. (Public libraries currently house state-supported Early Childhood Resource Centers.) A state-level team led by Boston Children’s Museum staff is conducting a series of regional meetings designed to facilitate connections across CFCE grantees and local libraries and museums to bring these communities the early learning and service supports they need.

The focus areas of the statewide museum and library activities (which build on the Boston Children’s Museum expertise and professional development experience) have been STEM learning (with the Boston Children’s Museum distributing STEM kits to all the partner organizations), school readiness, early literacy, and participation in the “Brain Building in Progress” public awareness campaign spearheaded by the State Department of Early Education and Care and the United Way of Massachusetts Bay and Merrimack Valley. Participating libraries and museums receive a “pop-up” kindergarten classroom kit in a box filled with resource sheets, DVDs, and graphics they can use to create a kindergarten classroom program in their institutions. In addition, the Boston Children’s Museum’s school readiness play, “DW Counts Down to Kindergarten,” will be presented at several sites across the state.
BALTIMORE CITY: JOINING FORCES FOR SCHOOL READINESS

In Baltimore, libraries, museums, community agencies, city officials, schools, preschools, and Head Start programs are focused on making sure all young children, from birth, have the opportunities they need to start school ready to learn.

Together, the Enoch Pratt Library and The Walters Art Museum play active roles in community-based initiatives such as the annual Countdown to Kindergarten Celebration and PreK at Play event that brings young children and their families into the community to explore cultural, recreational, and neighborhood sites. Leaders from each institution routinely convene all library and museum providers in the city to plan ways to engage families. In addition, both have worked to align their programs and services with the Maryland Department of Education’s Maryland Model for School Readiness.

The Enoch Pratt’s summer learning programs include a partnership with the Department of Parks and Recreation and the School District for the “Super Summer” program that targets underperforming readers. The program combines a half day of district-run summer school with wrap-around services from recreation centers to provide a full day of enrichment and targeted intervention. Other summer programs include an incentive-based reading program begun in the 1930s with a comprehensive set of enrichment opportunities, and an outreach program, “Summer Reading in a Kit,” bringing books, reading logs, and incentives to community-based programs such as church-run day care programs that lack other access to literacy-based services and materials.

At the Walters, education programs are designed to “grow with families,” offering a menu of offerings scaffolded across stages of child development. Children’s developmental needs are supported through age-appropriate, object-based, and art-integrated learning experiences, including Waltee’s Cubs Baby Programs, ArtTots Toddler Programs, ArtKids Preschool Programs, and Start with Art Preschool Programs.

Enoch Pratt Free Library and Baltimore Department of Health staff members co-chair the school readiness committee of Baltimore City’s Campaign for Grade-Level Reading. This joint leadership grew out of a partnership between the two organizations, which targeted young first-time mothers to increase their abilities to support their children’s early literacy development. Trained by library staff to deliver the Every Child Ready to Read model, home health care workers provide guidance and information to young parents during home visits.
School Librarians Are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in Colorado and nationwide, show that students in schools with endorsed librarians score better on standardized achievement tests in reading, compared with students in schools without endorsed librarians.

In a Colorado study, the presence of school librarians positively impacted students’ standardized reading scores even when controlling for student poverty (free and reduced-cost meal status).

In a national study, even if schools had overall staff declines between 2004 and 2008, students’ standardized reading scores were better in schools that maintained or gained a librarian during this time period.

WHAT OTHER SCHOOL LIBRARY CHARACTERISTICS ARE ASSOCIATED WITH BETTER TEST SCORES?

- School Librarians Teaching Information Literacy Skills to Students
- Staffed by Endorsed Librarian
- Collaborative Planning Between School Librarians and Teachers
- Extended Library and Staff Hours
- School Librarians Providing In-Service Training to Teachers
- Larger and Newer Collections
- More Student Visits
- Flexible Scheduling
- Higher Expenditures

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ARLINGTON COUNTY, VIRGINIA:
SCHOOL LIBRARIES MAKING A DIFFERENCE

School librarians in Arlington County Public Schools (APS) play an integral role in school-wide efforts to advance children’s reading skills. Through collection planning and acquisition, school libraries support reading proficiency across the developmental continuum, reading and technology specialists working with librarians and teachers to address remedial and advanced reading needs. For children with special needs, library resources include oral reading, interactive technology, role play, and audio and video accommodations. Assessment data enable the librarian, teachers, and specialists to work together to guide instruction and offer special learning experiences, such as hosting visiting authors or implementing reading initiatives.

Schools have a strong relationship with local public libraries and museums, using their resources to enhance and expand school-based instruction. To address the issue of summer learning loss, school and public librarians jointly plan reading incentives and an end-of-the-year transition from the school library to the public library. Virginia is not a Common Core Standards (CCSS) state, but APS has established cross-system collaboration to link public school teachers, specialists, school librarians, and public librarians to provide children access to robust and relevant experiences and resources, called for in the state’s Standards of Learning, which build needed skills and knowledge. As digital hubs, school libraries provide students access to high-quality technology resources. Librarians use technology to model knowledge integration across content areas and plan differentiated instruction approaches based on student needs and interests.

In one Arlington school, students are being introduced to a problem-based learning model (PBL) for teaching STEM (science, technology, engineering, and math) at the elementary level. Digital capacity and collections place school libraries at the center of this work. Collaboration between the librarian, technology specialist, teachers, and instructional specialists has resulted in a cultural shift in the school and increased students’ abilities to document their learning through a variety of tools and apps.

INFOGRAPHIC NOTES

See www.lrs.org/data-tools/school-libraries/impact-studies for a list of school library impact studies.


ENDNOTES


LIST OF CONTRIBUTORS

The following people participated in a consultative session on December 5, 2012, to inform the development of this report.

Andrew Ackerman, Children’s Museum of Manhattan
Shirley Amore, Denver Public Libraries
Julia Bland, Louisiana Children’s Museum
Clara Bohrer, West Bloomfield Township Public Library
Claudine Brown, Smithsonian Institution
Judy Brown, Miami Science Museum
Miriam Calderon, formerly at U.S. Department of Health and Human Services and the White House Domestic Policy Council
Jeffrey Capizzano, Policy Equity Group
Alison Circle, Columbus Metropolitan Library
Harriet Coalter, Richmond Public Library
Gerry Cobb, The BUILD Initiative
Kathleen Deerr, Family Place Libraries™
Eliza Dresang, University of Washington
Lisa Guernsey, New America Foundation
Ann Joslin, Idaho Commission for Libraries
Kimberly Kiehl, Smithsonian Early Enrichment Center
Cheryl McCallum, Houston Children’s Museum
Dale McCready, Franklin Institute
Elizabeth Orsburn, Free Library of Philadelphia
Joseph Prevatil, Archstone Foundation; Long Beach Public Library Foundation
Debbie Reese, American Indians in Children’s Literature
Jeri Robinson, Boston Children’s Museum
Gloria Rubio-Cortes, National Civic League
Tonja Rucker, National League of Cities
Shannon Rudisill, U.S. Department of Health and Human Services
Raymond Santiago, Miami-Dade Public Library System
Nina Sazer-O’Donnell, National Results and Equity Collaborative
Albert Wat, National Governors Association

The following additional people were interviewed for this report.

Francie Alexander, Scholastic, Inc.
Stephanie Bailey-White, Idaho Commission for Libraries
Gregg Behr, The Grable Foundation
Emily Blumenthal, Walters Art Museum
Janet Brown, Institute for Educational Leadership
Charles Bruner, The BUILD Initiative
Cen Campbell, Santa Clara County Library District
Rita Catalano, Fred Rogers Center for Early Learning and Children’s Media
Reba Dominski, Target
Janet Elman, Association of Children’s Museums
Kelly Fisher, Global Abilities Foundation, SRCD/AAAS Fellow
Dana Friedman, The Early Years Institute
Ellen Galinsky, Families and Work Institute
Paula Gangopadhyay, The Henry Ford
Richard Gonzales, U.S. Department of Health and Human Services
Susan Hibbard, The BUILD Initiative
Steven Hicks, U.S. Department of Education
Lindy Hoyer, Omaha Children’s Museum
Sharon Lynn Kagan, Columbia University and Yale University’s Child Study Center
Philip Katz, American Alliance of Museums
Linda Landsman, The Early Years Institute, The Rauch Foundation
Michael Levine, Joan Ganz Cooney Center at Sesame Workshop
Davida McDonald, U.S. Department of Health and Human Services
Susan Neuman, University of Michigan
Michael Nobleza, Children’s Creativity Museum
Hon. Barbara O’Brien, Get Smart Schools and Campaign for Grade-Level Reading
Gogozi Onunaku, U.S. Department of Health and Human Services
Ellen Riordan, Enoch Pratt Free Library
S. Kwesi Rollins, Institute for Educational Leadership
Tom Schultz, Council of Chief State School Officers
Deborah Schwartz, President, Brooklyn Historical Society
Ann Segal, Wellspring Advisors
Kathy Shahbodaghi, Columbus Metropolitan Library
Gail Silberglied, American Alliance of Museums
Rob Stein, Dallas Museum of Art
Barbara Stripling, Syracuse University
Julie Walker, American Association of School Libraries
Heather Weiss, Harvard Family Research Project
Gerrit Westervelt, The BUILD Initiative
Ena Wood, Arlington Public Schools
Marty Zaslow, Society for Research on Childhood Development
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This report was made possible through our partnership with the Campaign for Grade-Level Reading, Ralph Smith, Managing Director.
PHOTOGRAPHY:

Cover, page 20, and page 23: Susie Fitzhugh
Table of Contents top right and page 13: Courtesy of the Omaha Children's Museum
Table of Contents top left and page 14: Bill Gallery, courtesy of the Boston Children's Museum
Table of Contents bottom: Patrick Bennett, courtesy of the King County Library System
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Page 25: Tory Read
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Page 33: Courtesy of the Children's Museum of Houston
Page 36: Renee Rosensteel, courtesy of the Children's Museum of Pittsburgh
Page 37: Romina Pastorelli, courtesy of the Miami Science Museum
Page 38: Robert Benson, courtesy of the Boston Children's Museum
Page 39: Courtesy of the Enoch Pratt Free Library
Inside back cover: Jason Burt Photography, courtesy of the Museum of Discovery

DESIGN: Shagas Design
After a very successful Summer Reading Kickoff event on Saturday, June 8th, the library has stayed busy this summer! As of July 1st, we had 164 adults, 241 teens, and 773 kids signed up for Summer Reading. This is an increase from where we were with signups at this point last year for adults and teens, and just a little lower for kids. Our Youth programs have had good attendance, especially the Michigan Safari (66) and Magic Tree House Party (58). Our summer storytimes are also very popular, with 226 in attendance over 4 weeks. The Youth Services staff is also busy planning for the fall and brainstorming ideas for implementing Family Place.

Teen programs in June were fairly well attended, with 29 at the Teen Writer’s Workshop and 18 at the Project Runway Fashion Show. For Outreach Services, Gina attended a workshop in Lansing about services for visually impaired patrons. She acquired a display from Oakland Talking Book Service to help our patrons learn about the services available. Gina also organized a first-ever TLN Outreach Services Committee and hosted the first meeting at OTPL in June. Finally, Brigid Murphy started her internship and is doing a great job helping on the reference desk, Teen programs, and other special projects.

The Library kicked off its Strategic Planning process in June. After hiring Kim Cullin and setting up all the focus groups, I helped ensure that the groups ran smoothly that first week in June. Much thanks goes to Joyce Becker as well who was a huge help. I also worked with Kim on creating the online survey, which was launched for the public on June 5th. 93 stakeholders participated in our focus groups. The survey closed on July 5th, and we ended up with 864 completed surveys.

I sent out our first e-newsletter using Constant Contact in June. It was a brief letter from me to introduce the new service. I also took the opportunity to tell patrons about the survey and ask them to complete it. I strongly believe that is why we had such a good response with our survey! I think our patrons will read an e-newsletter, and I am hopeful it will be a good marketing tool for us.

I also spent a lot of time in June drafting the 2014 library budget. With more time available this fiscal year, I have been closely analyzing the budget to ensure it is set to best meet our needs. The first draft of the budget was presented to the Finance Committee on July 8th, and the final version will be ready for the August board meeting.

At the end of June, I traveled to Chicago to attend the ALA conference. I spent one workday attending a preconference workshop on creating a digital media lab at the library, which was extremely informative. The rest of the time was my
Director’s Report
July 18, 2013
Karen Knox

personal time, but I did spend many hours in the Exhibit Hall talking with vendors, collecting information, and networking with others. It was a very good trip.

In staffing news, Brent Efing resigned as a librarian in Adult Services to take a job at another library with more hours. He had been working at OTPL for 7 years. We are replacing his hours by promoting Alice Cruz from 20 hours/week to full-time at 37.5 hours/week and by adding 3 more hours/week to Kathleen Kozlowski’s schedule. Alexandria (Alex) Asim also resigned as a shelver in Youth Services. She has taken a new job at Costco. She has been working at OTPL for almost 5 years and was recently working about 15 hours/week. We are looking for a way to replace those hours, either with current shelve rs or hiring new.

The Friends of the Library held a silent auction of donated baskets in June, and they made over $400 for the library. I am also working with the Friends to set them up to be more independent financially from the Library, such that they will be able to accept credit card payments directly – in the library and online. Diane Griffiths, VP of the Friends, retired from ONTV, effective July 5, 2013, but I look forward to her continued work with the Friends.

I have a vacation planned to travel with my mom out to Sacramento, CA to visit my brother and sister-in-law from July 30th through August 6th, back to the library on the 7th. I should be accessible on my cell during that time.

Reminders and other notable upcoming events for the Library:
- OTPL will have our Lone Ranger celebration on Saturday, July 27th from 10am to 12noon. Beginning at 2pm, we will be showing Indiana Jones and the Temple of Doom in the meeting room for a family movie afternoon.
- The public hearing on the 2013 millage rate will be at the August board meeting.
- The proposed budget for 2014 will be presented at the August board meeting.
- Review Emergency Plan to replace executive director to be done in August.
- Special election on August 6th for the Lake Orion Schools bond. OTPL will be a voting precinct site.
- Summer Reading Finale on Saturday, August 17th at 11:00am with magician and comedian Jason Abbott. Grand prizes will be awarded!
- Library will be closed August 31st, September 1st, and September 2nd for the Labor Day holiday.
## Statistical Report - Usage for the month of June 2013

### Circulation

<table>
<thead>
<tr>
<th>Library</th>
<th>Current month</th>
<th>This month last year</th>
<th>Current FYTD</th>
<th>Previous FYTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Library</td>
<td>35,714</td>
<td>35,652</td>
<td>196,621</td>
<td>199,665</td>
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<td>Checkouts</td>
<td>5,929</td>
<td>5,214</td>
<td>36,181</td>
<td>34,580</td>
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<tr>
<td>Renewals</td>
<td>2,103</td>
<td>1,931</td>
<td>11,834</td>
<td>11,024</td>
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<tr>
<td>E-books</td>
<td>382</td>
<td>313</td>
<td>2,149</td>
<td>2,185</td>
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<tr>
<td>Orion Center branch</td>
<td>75</td>
<td>104</td>
<td>404</td>
<td>402</td>
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<tr>
<td>Interlibrary Loan</td>
<td>652</td>
<td>731</td>
<td>3,876</td>
<td>4,138</td>
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<tr>
<td>Items borrowed</td>
<td>593</td>
<td>638</td>
<td>3,098</td>
<td>4,269</td>
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**Total Circulation** 44,855 43,945 251,065 251,994 -0.37%

### Number of Items in our Collection

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<tr>
<th>Category</th>
<th>Current month</th>
<th>This month last year</th>
<th>Residents</th>
<th>Non-Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>126,898</td>
<td>131,623</td>
<td>25,147</td>
<td>23,191</td>
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<tr>
<td>Audio (physical)</td>
<td>11,238</td>
<td>10,898</td>
<td>6,334</td>
<td>6,073</td>
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<tr>
<td>Video</td>
<td>14,747</td>
<td>12,949</td>
<td>3,098</td>
<td>4,269</td>
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<tr>
<td>E-books</td>
<td>30,026</td>
<td>18,065</td>
<td>322</td>
<td>215</td>
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<tr>
<td>E-audiobooks</td>
<td>13,798</td>
<td>12,016</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>9,999</td>
<td>9,550</td>
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**Total Items** 206,706 195,101

### Room Usage Statistics

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<th>This month last year</th>
<th>Current FYTD</th>
<th>Previous FYTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Room bookings (public)</td>
<td>90</td>
<td>10</td>
<td>702</td>
<td>104</td>
</tr>
<tr>
<td># Programs for adults</td>
<td>40</td>
<td>31</td>
<td>241</td>
<td>238</td>
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<tr>
<td># Programs for children</td>
<td>24</td>
<td>24</td>
<td>225</td>
<td>184</td>
</tr>
<tr>
<td># Programs for teens</td>
<td>5</td>
<td>5</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td># School visits for Think Link</td>
<td>8</td>
<td>67</td>
<td>67</td>
<td>193</td>
</tr>
<tr>
<td>Program attendance for adults</td>
<td>649</td>
<td>444</td>
<td>1,965</td>
<td>1,991</td>
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<tr>
<td>Program attendance for children</td>
<td>1,019</td>
<td>924</td>
<td>5,181</td>
<td>4,728</td>
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<tr>
<td>Program attendance for teens</td>
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<td>194</td>
<td>457</td>
<td>402</td>
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<tr>
<td>Attendance school visits Think Link</td>
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<td>1,707</td>
<td>6,195</td>
<td>7,057</td>
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</table>

### Technology Usage Statistics

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<th>Category</th>
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<th>This month last year</th>
<th>Current FYTD</th>
<th>Previous FYTD</th>
</tr>
</thead>
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<tr>
<td>Computer signups</td>
<td>2,614</td>
<td>3,114</td>
<td>16,428</td>
<td>19,130</td>
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<tr>
<td>Wireless users</td>
<td>834</td>
<td>748</td>
<td>5,494</td>
<td>4,681</td>
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<tr>
<td>Web site hits - desktop users*</td>
<td>10,248</td>
<td>14,865</td>
<td>58,140</td>
<td>90,901</td>
</tr>
<tr>
<td>Web site hits - mobile users</td>
<td>5,460</td>
<td>1,750</td>
<td>18,763</td>
<td>9,523</td>
</tr>
</tbody>
</table>

* In-house public workstations no longer load our home page on start-up

### Other Usage Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>Current month</th>
<th>This month last year</th>
<th>Current FYTD</th>
<th>Previous FYTD</th>
</tr>
</thead>
<tbody>
<tr>
<td># Visitors to Main Library</td>
<td>18,377</td>
<td>19,582</td>
<td>108,363</td>
<td>111,831</td>
</tr>
<tr>
<td># Visitors to Orion Center branch</td>
<td>253</td>
<td>303</td>
<td>1,694</td>
<td>1,321</td>
</tr>
<tr>
<td># Volunteer hours</td>
<td>339</td>
<td>260</td>
<td>2,148</td>
<td>1,520</td>
</tr>
<tr>
<td># Notarized documents</td>
<td>30</td>
<td>118</td>
<td>163</td>
<td>260</td>
</tr>
<tr>
<td># Think Link requests for books</td>
<td>9</td>
<td>5</td>
<td>97</td>
<td>118</td>
</tr>
</tbody>
</table>
Meeting Minutes  
Orion Township Public Library  
Finance Committee Meeting  
July 8, 2013

Present: Knox, Phillips, Abramczyk, Thorndycraft

Call to Order: 6:00 p.m.

Discussion:

1. The Director presented the first draft of the 2014 Budget.

2. No recommendations for board action at this point.

Adjourned: 7:00 p.m.

Respectfully,

James J. Abramczyk  
Trustee
OTPL Strategic Planning Steering Committee
7-8-2013 Meeting Minutes

Attendance: Karen Knox, Mike Luna, Mary Pergeau, Steve Saunders, Ellen Stefanovich, Susan Suter, MaryAnne Thorndycraft, Marty Wheeler

Kim Cullin, by conference call

1. Review of Focus Group Summary – Kim Cullin

Kim wrote a detailed summary of the twelve focus groups that she facilitated from June 3rd to June 5th, 2013. Over the three days, ninety-three stakeholders met with Kim to discuss the future of the Orion Township Public Library, including adults, local educators, local business people, community leaders, parents, teens, seniors, and staff members.

Based on the outcome of those sessions, the following priorities were established:

- Interior Reorganization and Re-design
  - Cluttered and crowded areas
  - Outdated look & feel
- Marketing
  - Many people are unaware of what the library has to offer
- Focus on Youth
  - Strong message that the community values library service to youth, specifically ages 0 to 12, as well as continuing to focus on space/services for teens

The Steering Committee discussed these priorities and other comments from the focus group summary and is in agreement with this summary.

2. Review of Survey Responses – Kim Cullin and Karen Knox

Kim pulled together an extensive compilation of the survey responses that were received from the online survey that was available from June 5th to July 5th, 2013. In total, 864 completed surveys were received. This more than doubled the goal of survey responses and shows a very strong response from the community.

Kim reminded the committee members that the responses from the survey were from community members who did not have the added benefit of sitting through a focus group (for the most part). Therefore, the responders may not be aware of what’s been happening in libraries over the last several years, trends in successful 21st century library service, and the many collections and services that the library offers. However, this ties back into one of the priorities identified above – marketing. The survey responses should certainly be read and considered, just understood that the responses are solely based on each community member’s individual awareness of overall library trends as well as specifics about the Orion Township Library.

The committee members received the survey compilation at the meeting, so they have not had time to digest the details. However, from the survey responses, Karen identified the following trends:

- Hours, especially being closed on Sundays
- Need to update technology
• Need to have a quiet area – many areas are very noisy
• The importance of Youth Services
• Need for more comfortable seating in the spaces
• Patrons have difficulty locating materials, both due to the online catalog’s searchability and the poor / lack of signage in the building
• Customer service has mixed feedback – sometimes it’s very good and other times it needs much improvement
• Need to add self-service options including self-checkout, self-serve holds, etc.

From these trends, the committee discussed how they are very much in-line with the priorities that Kim identified from the focus groups. As a result, the following list of priorities has been identified as key points to include in this new strategic planning process:

a. Interior Reorganization and Re-design
   - Quiet Area
   - Signage
b. Marketing
c. Focus on Youth
d. Focus on acquiring and maintaining up-to-date technology
e. Sunday hours
f. Improved customer service
   - Self-checkout/self-service holds

The committee will continue to discuss these priorities as we move forward in this process.

3. Next steps:
   a. Committee’s “To-Do List” before next meeting with Kim:
      i. Review the survey results in detail
      ii. Have an interim meeting with Karen to discuss:
         • the priorities that are identified in more detail
         • the format for the final document (one-page)
         • new mission and vision for the library (if time allows)
   b. Next Meeting Dates:
      i. July 15th at 7pm in the Conference Room (just committee without Kim Cullin)
      ii. July 29th at 7pm in the Conference Room (with Kim Cullin)
      iii. August 12th at 7pm in the Conference Room (with Kim Cullin)
   c. If all is completed, Karen can present the final deliverable to the Library Board at their scheduled meeting on August 15th.