
YAACING

WINTER, 2010

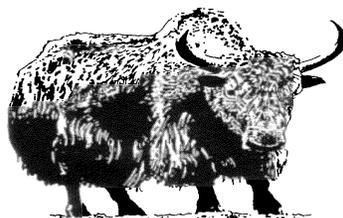
25TH ANNIVERSARY EDITION

The Newsletter of the Young Adult & Children's Services Section of BCLA

<http://www.bcla.bc.ca/YAACS/>

Still YAACING After All These Years...

Call for Submissions	.....	1
Message from the Chair	.....	2
Message from the Editor	.....	3
Red CedarReport	.....	4
Red Cedar Grade 5 Booktalks	.....	5
Teen Reading Club	.....	6
Gross & Horrible Classroom Program	.....	7-9
Surrey's 'Come a' Look a' See' ESL Program	.....	10-11
Performance Measures: Programs	.....	11-16
Singing Storytime For Toddlers	.....	17-18
Terrace 'Win an Author' Contest	.....	18-19
Serving Students with Special Needs	.....	20-21



CALL FOR SUBMISSIONS

We would love to hear from you!

YAACING is published four times a year and is always looking for submissions that might interest our membership. If you have tried something new at your library, would like to write a column, report on a conference session, or know of an upcoming event for the calendar, please share it with us. Mail, email or fax your material to:

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Deadlines are as follows:
Spring issue for March/April – Feb 1st
Summer issue for May/June – April 1st
Fall issue for September/October – August 1st
Winter issue for December/January – November 1st

Next Deadline:
Spring Issue: February 1st

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office@bcla.bc.ca/

Message from the Chair

Susan Redmond, Librarian, Richmond Public Library

There is an old saying, "Be careful for what you wish for, for you may get it". In my first message to you I concluded with, "This is going to be an exciting year!" I am learning that I really must be careful about how I craft my messages.

The last three months have been particularly challenging for the YAACS executive. For those of you who may not know, the BCLA executive board determined at the spring retreat that the board needed to refocus and re-channel their energies into public and academic libraries and librarians. Since both YAACS and ALPS are seen to represent specific segments of these populations, the board felt that these two positions should represent broader mandates. The board would like to replace the seats held by YAACS and ALPS with a 'Public Library Director' and an 'Academic Library Director'. This is where the membership comes in.

On November 1st, the YAACS executive posted a survey asking the membership to give us guidance as to how we should proceed. The response was very clear!

In answer to the question, "Should YAACS strongly assert its position that it continue to be a BCLA section with Board representation on a provincial level", 62% of our members strongly agreed, while 28% moderately agreed, bringing support for this option to 90%! When asked if YAACS should accept a lack of Board representation, but insist on guarantees of a major conference-planning role, no decrease in youth services conference sessions, and no decrease in other benefits, which currently attach to section status, 32% strongly agreed while 23% moderately agreed, bringing support for this option to 55%. For the final question, should YAACS go its own way independent of BCLA, 55% strongly disagreed, while 23% moderately disagreed. A full 78% of the membership wants to continue our relationship with BCLA.

It is clear from this survey that the membership wants the executive, at the very least, to work towards maintaining our seat on the board. If that is not possible, then it is important that we negotiate a continued presence on the conference planning committee, maintain the level of sessions that we have traditionally held, as well as the other benefits the section enjoys as part of BCLA. With this mandate in mind, the executive will move forward on this issue.

Let me leave you with this comment that came from the survey. I know I could not have said this any better.

I believe that YAACS strongly represents the interests of children's services throughout BC, bridges relationships with school librarians and resources, and provides a significant added benefit of a specialized newsletter which is an invaluable resource to many professionals and paraprofessionals providing services to children in communities big and small throughout BC. Without a strong voice on the BCLA board and without adequate representation at BCLA, we will do a disservice to empowered communities by neglecting the needs of children and families in BC. I do not believe that academic and public library directors will have the specialized knowledge or vision to adequately advocate for children's and family literacy in the way our interest group already does.

Message from the Editor

Joanne Canow, YAACING Co-Chair, Children' Librarian, Early Years Community Program, Vancouver Public Library

Welcome to the Winter edition of *YAACING* – one that bridges the years 2009 and 2010. The year 2009 is significant as it marks 25 years of *YAACING* as the official newsletter for children's and youth library services in BCLA. The year 2010 is not only significant as the year of the Olympics and Para-Olympics in Metro Vancouver and Whistler, it brings big change to *YAACING* and perhaps even to our YAACS interest group. Ironically, this will be the last print edition of *YAACING*. BCLA has informed us (YAACS Executive) that they no longer have funding to support a published print copy of this newsletter. Although we really would prefer to continue offering print versions, we have been posting and archiving *YAACING* in the BCLA website for a few years now, so it is readily accessible to BCLA members who have indicated an interest in children's services. The up side is that we will save a significant amount of trees. The down side is that we will have to read yet another resource on our computer screens.

We are pleased to announce that, beginning in February, we will be submitting regular feature articles to *The Browser*. We hope to bring attention to significant "stars" in the hugely important world of children's and youth services, people who have really made a difference to early literacy, family literacy, life-long learning and the development of community minded and informed citizenship. The next edition of *The Browser* will include our first 'star' feature, so be sure to have 'a' look a' see'.

Many of us are busy planning and preparing for BCLA 2010 in Penticton (in the Spring). If anyone planning to attend is interested in assisting or convening YAACS sessions, please contact either Susan Redmond (Susan.Redmond@yourlibrary.ca) or Sarah Donald (sdonald@westvanlibrary.ca) in the near future.

Winter is now well upon us here in the lower mainland. We have had more than a few weeks of morning frost, while recently heavy frost and cool clear nights have highlighted the waxing and waning gibbous phases surrounding a gorgeous full moon.

Although I doubt you will be reading this before Christmas, enjoy the New Year in a cozy chair while reading about two innovative programs developed and shared by the Surrey and Terrace Public Libraries. Leah Pearse, the new Teen Reading Club Coordinator, offers information about 2010's theme, while Noreen Ma brings you a Red Cedar and Stellar report full of information about the 2009/2010 season. You'll find a few practical program ideas for your community storytimes and school visits, as well as two great SLAIS student papers. One is for school librarians about services for children with special needs. The other is about how best to develop performance measures to evaluate the impact of our library programs and services on library patrons.

Enjoy with Best Wishes for a Wonderful New Year



Red Cedar Award & Stellar Award Programs

Submitted by Noreen Ma (YAACS/Red Cedar Liaison)
Children's Librarian, Vancouver Public Library

The 2009/2010 **Red Cedar Book Award** program officially launched during the Canadian Children's Book Week, November 14-21, 2009. The Red Cedar Award is B.C.'s very own Young Readers' Choice book award.

Every year, thousands of children, between grades 4 and 7, from across the province are invited to read books from the nominated lists of non-fiction and fiction titles, and then vote for their favourite in April. After all the votes have been tallied, the winners will be announced at a gala event where the kids have the chance to not only celebrate their hard work, but also meet some of the nominated authors.

Registration is free and program resources will be readily available at <http://www.redcedaraward.ca>. One important change that we wanted to let everyone know about is that we will not be producing a large format poster this year. Instead, there will be a PDF version of a smaller, full-colour poster available on our website that you can download and print off to display at your school or library. This change is due to several factors. Firstly, we are trying to reduce our ecological footprint. Also, like many organizations, Red Cedar is drawing our purse strings tight because corporate donations have dwindled during the economic downturn.

On the **Red Cedar** website, you will also find the full list of nominated titles, book information about each title, and more. So, check it out and sign up!

The **Stellar Book Award** is B.C.'s Teen Readers' Choice award and "big sister" to the Red Cedar Book Award. Updated and refreshed for the 2009/2010 season, the **Stellar** website located at <http://www.stellaraward.ca> is now ready for registration. Once teens aged 13 to 19 have registered themselves via the Stellar website, they can start reading, ranking, reviewing and discussing this season's nominated titles. Participants will then be able to vote in April. Librarians and teachers alike can support the Stellar Awards by encouraging the teens that they know to register online, facilitating access to and discussion of the nominated titles.

Interested older teens, teachers, teacher-librarians, public librarians, parents – anyone who wants to lead a **Stellar Book Club** can register to be a book club leader. Registered leaders can receive information about new postings and author tours. One important change this year is that we will not be producing the large poster format. In order to reduce our ecological footprint and due to the current economic downturn, we have produced a PDF version of a smaller, full colour poster available on the website for downloading and printing to display in your school or library.

We look forward to another dynamic Stellar season!

Red Cedar Award Book Talk for Grade 5 Students

Kelly McElroy & Meaghan Scanlon, SLAIS LIBR 527 Children's Services, UBC

Outline

Introduction: the Red Cedar Awards

Book Talks

Eye of the Crow by Shane Peacock

Hamish X and the Hollow Mountain by Sean Cullen

Alex and the Ironic Gentleman by Adrienne Kress

Discussion Break

More Book Talks

A Perfect Gentle Knight by Kit Pearson

Elijah of Buxton by Christopher Paul Curtis

Honey Cake by Joan Betty Stuchner

Conclusion: Red Cedar voting

Resources

Blass, Rosanne J. *Booktalks, Bookwalks, and Read-Alouds: Promoting the Best New Children's Literature Across the Elementary Curriculum*. Westport, CT: Libraries Unlimited, 2002.

Cullen, Sean. *Hamish X and the Hollow Mountain*. Toronto: Puffin, 2007.

Curtis, Christopher Paul. *Elijah of Buxton*. Toronto: Scholastic, 2007.

Kress, Adrienne. *Alex and the Ironic Gentleman*. Toronto: Scholastic, 2007.

Nancy Keane's Booktalks Quick and Simple.

<http://nancykeane.com/booktalks/default.htm>

(accessed November 3, 2009).

Peacock, Shane. *Eye of the Crow*. Toronto: Tundra, 2007.

Pearson, Kit. *A Perfect Gentle Knight*. Toronto: Puffin, 2007.

Stuchner, Joan Betty. *Honey Cake*. New York: Random House, 2007.

Young Readers' Choice Award of B.C. Red Cedar Book Award.

<http://www.redcedaraward.ca/>

(accessed November 3, 2009).



From its inception as the provincial Teen Summer Reading Club in 2005 to the year-round, nationwide Teen Reading Club that it is today, **TeenRC (www.teenrc.ca)** has long been offering an online destination that encourages teen literacy for book-loving youth aged 13-18. Beginning in 2010, the Greater Victoria Public Library (GVPL) will administer the Teen Reading Club for public libraries across Canada, carrying out all aspects of this program with the assistance of generous grants from the Ministry of Education's Public Library Services Branch and the Times Colonist Raise a Reader Fund.

Many of you will be familiar with this website, either as a participating library or as one of the many volunteer moderators who diligently vet book reviews and moderate discussion forums. This ensures that this site remains a positive and safe online environment for its participants. Safety and privacy are major concerns on TeenRC and none of the teens' identifiable private information is allowed anywhere on the public site, ranging from acceptable usernames to information discussed in the forum

For those of you unfamiliar with TeenRC, this site features peer-to-peer book recommendations, discussion forums, scheduled chat times, and a creative writing section. It is an incentive-based program that offers teens a chance to win prizes, and individual libraries can run their own contests for their participating teens as well. TeenRC offers libraries a valuable collection development tool, showing them what books are popular right now, and can inspire teen programs as participating libraries can hear about what other librarians across the country are offering their teen patrons. Because it is online, TeenRC provides a space for teen programming that can easily fit into a teen's busy lifestyle and reach those who might be geographically isolated; any teen with an internet connection can participate at anytime.

The theme for TeenRC 2009 is "**Read All About It**" and the theme for 2010 will be "**Getting into Character.**" This gets teens thinking about the characters in the books they read and their relationships with them, as well the characters they create in creative writing they write and post on the website.

To learn more about the Teen Reading Club visit www.teenrc.ca and you can now follow us on **Twitter** at www.twitter.com/TeenRC. The TeenRC site is always evolving and we are always looking for new libraries, librarians, and, of course, ideas!

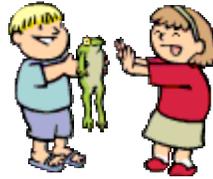
Leah Pearse,
Teen Reading Club Coordinator

www.teenrc.ca

Gross, Horrible and Disgusting in the Classroom

Submitted by Deirdre Grace and Caroline Johnson,
SLAIS LIBR 527, Children's Services Class, UBC

1. Introduction



2. Booktalks:

Horrible Harry in Room 2b / by Suzy Kline; pictures by Frank Remkiewicz
The escapades of Harry, a wild second grader who loves to do horrible things.

Song Lee in Room 2b / by Suzy Kline; pictures by Frank Remkiewicz
Find out about this shy and silly student who also happens to be the nicest girl in second grade.

Horrid Henry and the Football Fiend / by Francesca Simon; illustrated by Tony Ross

Henry has a little brother named Perfect Peter who gets on his nerves. But imagine Henry's horror when he learns his little brother is going to read his diary aloud to his class! What will Henry do to stop him?

3. Song: Something Wicked This Way Comes

4. Booktalks:

Eyewitness Science: Medicine / by Steve Parker
Leeches, blood-letting and other crazy cures that were part of medicine in the past!

It's Disgusting and We Ate It! True Food Facts from Around the World and Through History / by James Solheim; illustrated by Eric Brace
Weird and interesting facts, jokes and poems about food with fabulous colour illustrations.

Gross Universe : Your Guide to All Disgusting Things Under the Sun / Jeff Szpirglas; illustrated by Michael Cho
The horrible truth about your body parts and functions with vivid cartoon graphics.

5. Science Experiment: Glob

From : 204 Sticky, Gloppy, Wacky and Wonderful Experiments by Janice VanCleave

Simple science experiments that demonstrate principles of astronomy, biology, chemistry, earth sciences and physics

6. Riddles from: Yucky Riddles, by Marilyn Helmer and Eric Parker Something Wicked This Way Comes

Song Adapted from Shakespeare's MacBeth

Double, double toil and trouble;
Fire burn, and **cauldron** bubble.
Double, double toil and trouble
Something wicked this way comes

Eye of **newt**, and toe of frog,
Wool of bat, and tongue of dog,
Adder's fork, and blind-worm's sting,
Lizard's leg, and **owlet's** wing

Double, double toil and trouble;
Fire burn, and cauldron bubble.
Double, double toil and trouble
Fire burn, and cauldron bubble.
Something wicked this way comes!



Vocabulary:

1. Cauldron: a big metal pot used to cook things, often over a fire.
2. Newt: small amphibian
3. Adder: snake
4. Owlet: young owl



Glob

Purpose: To make a cross-linked polymer.

Materials: 4 oz. (120 ml) bottle of white school glue
1 500 ml. jar
Tap water
Green food colouring
Spoon
1 cup (250 ml) measuring cup
1 tsp (5 ml) borax (a laundry aid available in supermarkets)
2 quart (2 L) bowl
1 quart (1 L) re-sealable plastic bag

Caution: do not eat borax or glob produced. Follow the precautions printed on the borax container.

Note: The glob made in this experiment can stain furniture and stick to cloth or carpet. Keep it off furniture and clean it off cloth or carpet with hair conditioner or 2 tablespoons (30 ml) of vinegar in 1 cup water.

1. Pour the glue into the jar.
2. Fill the empty glue bottle with water and pour the water into the jar containing the glue. Add 10 drops of food colouring and stir well.
3. Put 1 cup of water and the borax into the bowl. Stir until the borax dissolves.
4. Slowly pour the coloured glue into the bowl containing the borax. Stir as you pour. A thick wet glob will form.
5. Take the glob out of the bowl and place it on top of the plastic bag.
6. Allow the glob to air dry on the plastic for about 1 minute, then pick up the glob with your hands and knead it for several minutes until it is smooth and dry.
7. Try these investigations, observing what happens to the glob each time.
 - a. Roll the glob into a ball and bounce it on a smooth surface.
 - b. Hold it in your hands and quickly pull the ends in opposite directions.
 - c. Hold it in your hands and slowly pull the ends in opposite directions.

Results: You have made a soft, flexible material that bounces slightly when dropped, breaks apart if pulled quickly and stretches if pulled slowly.

Why? The glob is a cross-linked polymer. It is also called a **non-Newtonian fluid** because its behavior is different from the way the English scientist Sir Isaac Newton (1642-1727) described the behavior of **fluids** (liquids or gasses). One particular difference is that when **pressure** (a force spread over an area) is quickly applied to the glob, instead of spreading out like other fluids, glob acts more like a solid and breaks.

(Experiment reprinted from Janice VanCleave's 204 Sticky, Gloppy, Wacky, and Wonderful Experiments, page 62.)

Come a' Look a' See

Surrey Public Library's "Storytime to Help Learn English" Program

Submitted by Victor Or,
Youth Services Librarian, Strawberry Hill Branch, Surrey Public Library

It all started in the spring of 2007. Surrey Public Library's Youth Services team came to the conclusion that many families newly immigrated to the city were not attending the library's tradition storytimes because of a language barrier. A pilot program called "Storytime to Help Learn English" was initiated. Thus far, the program is being offered in two languages, Punjabi and Mandarin, and youth services staff fluent in those languages are the hosts. During the weekly sessions, stories are read and songs are taught in both English and one of the aforementioned languages.

Currently our Guildford, Fleetwood, Strawberry Hill and Newton branches host the Mandarin/English sessions and Newton, Whalley and Strawberry Hill branches host the Punjabi/English sessions. The program usually runs for eight or nine weeks, but whereas our traditional storytime lasts half an hour, these sessions have been extended to one hour so that participants can be taught songs at a more leisurely pace.

The sessions encompass reading storybooks, singing songs and rhymes, fingerplays, felt board stories, draw-and-tell, and storytelling with puppets and stuffed animals. Participation ranges from children and their parents who are fluent in English to those who are still struggling with the language. We've learned from both final-session evaluations and in conversation with the participants that often parents in the former group bring their children so that they too will grow up hearing stories and learning songs in their ethnic language, while those in the latter group attend to improve their English vocabulary and become more familiar with ESL materials. In fact, many are pleasantly surprised that the library's collection includes books written in their native language or as bilingual versions.

Both parents and children have a high regard for the program hosts, the Chinese group addressing them as "teacher" and the South Asian group as "teacher auntie." Attending the sessions week after week has become like a community event for the families. Some children who are shy and uncomfortable in a group setting at the beginning of the program soon become more relaxed and it's not unusual to see a child come forward from their chair to teach the group a song in their native language. Other children become curious about differences between their native language and English and when they return home ask their parents a myriad of questions regarding the two languages.

We've also been told by a number of families that they've been inspired by the program to take home the stories they've heard and read them aloud together. When the child recognizes the story, they become more interested and ask their parents to read them over and over. All in all, children attending the program seem more inclined to develop good reading habits.

The continued support of The Vancouver Sun – Raise-a Reader funding, and the CIBC Children’s Legacy grant, are enabling us to carry on with “Storytime to Help Learn English.” Over the past three years, more than 4000 children and their caregivers have benefited from the program. Surrey Public Library has also benefited in that we use each session as an opportunity to introduce our library services to new patrons, encourage them to apply for library cards for their children and borrow books to take home and read together with their child. While the current economic downturn has affected funding, Surrey Public Library has initially scheduled both Punjabi and Mandarin programs for early next year, with the possibility of additional programs later in the year.



An Overview of Performance Measurement of Children’s Services

Submitted by Leah Bruce, SLAIS LIBR 527, Children’s Services, UBC

Why do performance measurement of children’s services? Children’s services is an area that does not have a long tradition of measuring service. It can be difficult to do because the clients are children who may be unable to communicate or who may have no idea of what the library can do for them (Fasick, “Research” 22-23). Measuring and compiling data is not a popular task, but it is a worthwhile project as the simple collection of circulation statistics does not give the whole picture of the services that the library provides. Libraries need to be able to have proof that they are not underused.

Performance measurement is one way to capture the level of use and how well the library provides services to its community. By including qualitative data, libraries will be able to determine and document the impact the library has on the daily lives of its users. The results of the performance measurement can be summarized, but with the data ready to back up the claims, and displayed in a format that has meaning to administrators and government officials. The performance measurement framework is recognized by governments as a way to prove accountability. The results of a performance measurement exercise, besides identifying strengths, weaknesses and areas needing improvement, can also provide the information needed for requests for budget increases (Connor 107). In this paper, I will demonstrate that performance measurement is one tool that can be used to assess children’s services in the library and that will capture the impact library services have on children.

To examine performance measurement of children's services, an understanding of the key terms used in the framework and planning of the performance measurement exercise is needed. First, I'll briefly discuss some perceptions of performance measurement. A discussion of what you need to consider in planning a performance measurement exercise follows. Then, I'll be discussing inputs, outputs, and outcomes, indicators and baselines. Finally, I'll give an overview of some research methods.

The performance measurement exercise should not waste staff time and should not be a huge expense. Rather performance measurement should fit into the daily routine and should be collecting relevant and useful data. If the library staff perceive the performance measurement exercise as being a waste of time and resources, the effort will not be worthwhile as the results will not give an accurate representation of library services. It is important that everyone understands performance measurement is not assessing how well someone is doing their job, rather it is assessing the services of the library.

As public libraries are publicly funded they are accountable to the public, and as such, the public library needs to be transparent in how it operates. Performance measurement assesses the quality and how well the library provides its services. Performance measurement is not a one-time analysis (which is what an evaluation is) but rather it is a continuous ongoing measurement to determine if standards are being met and maintained.

Performance measurement focuses on inputs and outputs. Inputs in the public library are based on what the library puts into the provision of services. Some examples of inputs are: the number of staff hours involved in delivering a service, the number of staff on the youth services team, the number of volumes in the children's or young adult's collections, and the size of the children's or young adult room (Dresang 5). While these measures tell us what the library has, it does not reflect if and how well used these services are. There is no way to tell from these figures if the library is impacting our youth.

Output measures represent how much a library service or resource is used. Outputs in the public library are what people typically think of library measures, such as the number of reference inquiries and the number of books checked out. But measuring books checked out is not very useful, especially in children's services where children come into the library, use materials, and then leave without checking anything out (Dresang 6). One method that was developed to measure in-library use of resources by children uses computer technology to capture and measure library use. Some examples of what would be measured are the number of resources accessed on a PDA, or the number of hits to the teen web page. Walter identified six areas for output measures: library use measures, materials use measures, materials availability measures, information services measures, programming measures, and community relations. For a further breakdown, please see Appendix A. Other examples of output measures are the number of children who attend story time, the number of participants in a summer reading program, and the number of visits the children's librarian makes to schools.

In addition to input and output measures there are outcomes. Outcomes help to answer the question of what impact library services are having on youth. Outcomes are also thought of as program results. Outcomes are mostly qualitative findings, compared to inputs and outputs which are quantitative. One type of outcome question is: What is the impact of a child participating in a summer reading program? As it is difficult to track the long term impacts, short term outcomes are more manageable to measure, though long term outcomes should also be planned for and measured. Desired outcomes are thought of beforehand, and programs are structured to meet these outcomes. It is worthwhile to note that there are some assessment models that are focused on only on the outcomes called outcome-based evaluations. In the United Kingdom, there have been various models for measuring public library performance in the last decade. They have used annual library plans, public library standards, position statements, and now in 2009 they are shifting towards comprehensive area assessments. This will focus on outcomes and how the service is improving the local community (McMenemy 153).

Using the performance measurement framework, it is evaluation of how well these outcomes are being met that is being measured. For example, a desired outcome could be to increase children's literacy levels. Services such as a summer reading program could contribute towards this. A positive aspect of outcomes is that they allow children, parents, and other care providers to provide input into what they would like the goals of the children's library services to be. These opinions and wishes may not be picked up elsewhere in the design of the performance measurement program, only in the measurement results.

Once you have sorted out the differences between inputs, outputs, and outcomes, it is time to decide on what you are going to measure in this round of performance measurement. When coming up with your performance measures (what you are going to measure), there are several important factors to take into consideration in advance of starting the measurement (Fiore 195). First, you need to determine what area or service is being measured? Is it the summer reading program, or is it the youth services programs offered throughout the year? Second, does what you want to measure fit in with your library's strategic plan? Without aligning yourself with the library's strategic plan, it may be difficult to receive support for the performance measurement exercise. Third, before you get started you need to determine the level of effort planned to carry out the performance measurement. What is the scope? How many people will be needed to run it? What systems for measurement, information gathering, and collection of data, and tabulating results are needed? Fourth, you need to clearly define who the target audience is. What part of the youth department (children and teens? Or is it just services for children under age 12?) will you be measuring? Fifth, you need to determine what level of input do users and stakeholders have in identifying outcomes? Sixth, you need to think about what use the statistics you are gathering will have for your library and your goals. Will they align with your desired outcomes? Seventh, you need to consider what is to be counted. This needs to be done to the granular level. Each of these data elements will need to be defined. For example the number of children who participated in the summer reading program according to the number of children who registered. Eighth, you need to determine the process for data collection. The procedure needs to be sensible and reasonable to carry out by those who are collecting the data. And before

you start collecting data, you will need a system/place to store your data which will also allow you to tabulate it easily. Ninth, you will also need to decide how often you are going to measure. It is recommended for children services that you do it quarterly as this will pick up the variation in usage that is dependent upon the season.

The performance measures are usually compiled as numbers or as statistics. Statistics and numbers alone do not necessarily mean much. To provide meaning, performance measures combine to create performance indicators. According to McMenemy, Orr in his 1973 work identified the following performance indicators for libraries: informativeness, reproducibility, validity, appropriateness, practicality, and comparability (McMenemy 146-147). The International Federation of Library Associations (IFLA) has a list of suggested performance indicators for libraries. Broadly they are *usage indicators, resource indicators, human resource indicators, qualitative indicators, and cost indicators* (McMenemy 148-149)

These numbers or statistics will then need to be compared to other numbers/statistics from similar organizations. This is called the benchmark. It is best to compare yourself to similar libraries who serve similar communities as otherwise your comparison will not reflect differences in literacy levels, level of immigrants and the effect that has on English skills, affluent level of the community, number of children who use the library, etc. If there are no benchmarks to compare yourself to, you can develop a baseline. You conduct your first round of measurement, and the results will then be the baseline for the next round. Doing this allows the library to compare their past and present performance, and will help in establishing goals for the future (Connor 109). As with the general principles of performance measurement, a one-time look at the numbers does not tell much – it is the examination of the numbers over time that gives a reflection of how well a program/service is working.

A really good performance measurement system will include both quantitative and qualitative data. Statistics about book use is good, but it does not help to explain what library patrons do with information found in the library (McMenemy 147). It is the combination of both of these data from which a truer picture of library use can be determined. McMenemy states that “ideally measurements of public library services would identify the impact services are having on the lives and experiences of library patrons; this could then be used to build up a larger picture of the impact the library is having on its community” (McMenemy 148).

There are several ways for data to be collected, including questionnaires, interviews, focus groups, and observation (Fiore 200-209). Questionnaires are an intrusive form of data collection, but one that provides useful feedback. An important feature of questionnaires, in consideration of working with children, is that questions and answers can be oral or written. This is important as it enables the library to question children who do not have the reading and writing skills to answer written questions. There are two key rules to keep to in the design of the questionnaire. It should follow KISS (Keep It Simple Sweetheart), and there should only be one measurable element per question. Interviews can be done in groups or individually.

The interviews can be structured and follow a designated order, or they can be unstructured which allows for discussion on certain topics/themes as discussion occurs. As before, it is an advantage when working with children that interviews are done with oral questions and responses.

The focus group is derived from the group interview, and follows a guide or schedule. Fiore recommends that when conducting focus groups with children and young adults, you should try to include some non-verbal responses, such as having the children draw a picture and then ask for their feelings on what the drawing represents in response to the question (Fiore 206).

Observation is an often overlooked research method. It is best done by someone who is not affiliated with the program being observed, and is done by someone who is unobtrusive and who can take notes while not being in the way of the program (Fiore 208-209).

Performance measurement allows you to determine if your service/program is meeting the needs of your community and if it is being delivered efficiently. It is also a way for you to be able to tell your story to people who are not directly involved in the operation of the service/program: supervisors, library boards, funding agencies, community members, and tax payers (Fiore 209). These groups usually know what has been inputted into the library, so it is up to you to tell them the results or impacts of the program/service. Performance measurement will give you both quantitative data (statistics) and qualitative data (impact statements), one or both of which will be meaningful data to each person looking at the results.

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APPENDIX A

The following list is taken directly from Adele M. Fasick's, *Managing children's services in the public library*, pp. 20-21.

Library Use Measures

Children's Library Visits Per Child is the average number of visits to the library by those age 14 and younger, per child (14 and younger) in the community served.

Building Use by Children indicates the average number of children, age 14 and under, who are in the library at any particular time.

Furniture/Equipment Use by Children measures the proportion of time, on average, that a particular type of furniture or equipment is in use by children, age 14 and under.

Materials Use Measures

Circulation of Children's Materials Per Child measures the use of children's library materials loaned for use outside the library, relative to the number of children, age 14 and under, in the service area.

In-Library Use of Children's Materials Per Child indicates the use of children's library materials within the library, relative to the number of children, age 14 and under, in the community served.

Turnover Rate of Children's Materials relates the circulation of children's materials to the size of the children's department collection.

Materials Availability Measures

Children's Fill Rate is the percentage of successful searches for library materials by users age 14 and under.

Homework Fill Rate is the proportion of successful searches for information or library materials for homework use by library users, age 14 and under.

Picture Book Fill Rate is the percentage of successful searches for picture books.

Information Services Measures

Children's Information Transactions Per Child is the number of information transactions per child, age 14 and under, in the community served made by library users, age 14 and under, and adults acting on behalf of children.

Children's Information Transaction Completion Rate is the percentage of successful information transactions by children, age 14 and under.

Programming Measures

Children's Program Attendance Per Child measures annual attendance at children's library programs per child, age 14 and under, in the community served.

Community Relations

Class Visit Rate measures visits from school classes to the library relative to the total number of school classes in the community.

Child Care Center Contact Rate is the number of contacts between the library and child care centers relative to the number of child care centers in the community.

Annual Number of Community Contacts is the total number of community contacts made by library staff responsible for services to children during the year (Walter 1992).



Singing Storytime for Toddlers

Submitted by Nathan McKay and Helen Pinsky

SLAIS LIBR 527, Services for Children, UBC (Presented November 10, 2009)

1. **WELCOME SONG** : Hello, Hello, and how do you do?
Hello, Hello, I'm fine how are you?

2. **Book 1: Spider on the Floor**, by Raffi

3. **Itsy Bitsy Spider** (action rhyme)

4. **Gumboots** (Action song)

Source: The Kerplunks (self-titled album), 2007.

VERSE 1

I've got my gumboots on
I've got my gumboots on
I walk from dusk till dawn with my gumboots on...
 I've got my gumboots on
 I've got my gumboots on
I walk from dusk till dawn with my gumboots on...

VERSE 2

I've got my rain hat on...
I've got my raincoat on...
I've got my umbrella on.
I've got my nose plugs on...

5. **Book 2: Quick as a Cricket** by Audrey Wood

6. **Ten Little Fingers** (action rhyme)

I have ten little fingers
And they all belong to me
I can make them do things,
Would you like to see?

I can put them up high
I can put them down low,
I can make them hide
And I can fold them, so.

7. **ONCE:** (Lullaby)

Source: "What'll I do with the baby-o" (to the tune of 'The Muffin Man')

Once I was a little lamb, a little lamb, a little lamb
Once I was a little lamb, Baaa, I fell asleep.



VERSE 2

Same, with cat and "purr"

VERSE 3

Same, with pup and "woof"

VERSE 4

same, with little girl (or boy)
....now I am asleep.



8. Book 3: Where's Spot? By Eric Hill

9. GOODBYE SONG

Goodbye, Goodbye, It was nice to see you
I had a good time. I hope you did too.

Sources:

Cobb, Jane. *What'll I do with the baby-O? Nursery rhymes, songs, and stories for Babies*. Black Sheep Press, Vancouver, BC, 2007.

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Win An Author Contest

Submitted by Melanie Wilke
Children's Librarian, Terrace Public Library

While looking for a way to generate some excitement about reading, publicize the library, meet different children and to do some school outreach, the Terrace Public Library hosted a "Win an Author" contest. Teachers could sign up their class to participate in tracking their "at home" reading minutes and the class who had the highest total at the end of the month would win a class author visit (funded by the library). We used Julie Lawson as our author prize and she was a great choice. Her books appeal to a large age range, so we were able to include primary and elementary schools in the challenge. Because primary and elementary students are reading at different levels and speeds, we offered one primary reading and one elementary reading program.

The project began when we sent letters to teachers explaining the reading challenge. It was based on the reading challenges that are often put on by schools, where children are given forms to track their “at home” reading minutes for the course of a month. Because of this recognizable format, teachers were quick to sign up and the children were familiar with how to participate. When teachers signed up their classes, we sent out charts for the students to track their “at home” reading minutes, as well as letters for the parents. Once a week, we asked teachers to email their class results to us. We tracked each class’s reading minutes on a chart at the public library to encourage children and teachers to drop in and see how their class compared to other classes around town. The added peer pressure of having a class name and school displayed at the public library encouraged teachers to fully participate and to promote the program to their class.

At the end of the month, we totaled up the minutes and notified the winning class that we would bring the author to visit them. If there were two classes in the school that had close to the same number of minutes, we allowed the winning class the option of inviting the second place class to join them for the reading.

After the author reading was complete, a youth librarian visited each of the other participating classes to congratulate them on their efforts and to encourage them to continue reading. We also took the time to share some of the stories that the author shared with the winning class. This worked well as many of the classes had read a lot of the author’s work in hopes of meeting her at the end of the contest. As a matter of fact, sharing Julie Lawson’s background stories about the writing of, *Dear Canada: No Safe Harbour: The Halifax Explosion Diary of Charlotte Blackburn*, caused a 6 month wait list for our library’s copy of the book.

As with all programs, you learn from experience. Although this program was tremendously successful and required minimal work to reach a huge number of children, there are things that I would do differently next time. Teachers are very busy and cannot always use the phone during business hours, so email worked very well as a communication tool to relay the numbers.

I had originally asked the teachers to send in their totals on Fridays as a closure to the week, but that is a busy day for many teachers. It was much more successful when I switched the day to Monday so they had the weekend to total their numbers. I was surprised how many reading minutes an enthusiastic class can generate in a month (our winning elementary class logged over 25,000 minutes). Make sure that you are using a scale on your chart that will be manageable for the entire month. I also realized how important it is that the post-contest class visits are done quickly after the contest ends to maintain the level of excitement. We have done this project twice and poor weather stopped one of the author visits and by the time we had rescheduled, the anticipation had died down.

The Terrace Public Library embraced this idea because it highlighted so many features that we frequently add to our programming. It allowed us to reach a variety of children who were not regular library users, it allowed us to network with teachers who were not necessarily familiar with library outreach to the schools, and it made library use and literacy fun – something that we are always striving to achieve!

School Library Programs Serving Students with Special Needs

Submitted by Emily Tufts, Library SLAIS 527, Children's Services, UBC

The school library plays an important role in the development of information literacy and academic skills in the student population. In addition to providing access to information and learning support for mainstream students, the school library is uniquely placed to serve the needs of exceptional learners – those students with developmental, intellectual, behavioural or emotional problems. Odin Jurkowski identifies several important roles for the teacher-librarian in serving exceptional learners, while Ekwy Odozor provides an example of a program which incorporates many of the guidelines offered by Jurkowski. Taken together, these two others provide a framework for planning and implementing library services for special needs students.

Jurkowski identifies three key roles for the school library, structuring his discussion around the various student uses of the library: personal information-seeking and research, learning support and social or emotional support. (Jurkowski, 2006, 79-80). According to the author, the school librarian plays a pivotal role in supporting all students in their search for information relevant to their lives. This role is critical in serving special needs students, as librarians work to support students in locating information relevant to their personal interests or problems. He extends his discussion to *bibliotherapy*, in which teacher librarians lead students in pre-reading, guided reading and post-reading activities to help them work through difficulties in their lives. According to Jurkowski, bibliotherapy offers “two potential outcomes: emotional, in which the reader discovers that he or she is not alone, or informative, in which the reader learns about specific solutions.” (Jurkowski, 79).

Ekwy Odozor's Planning for Independence Program (PIP) stands as an example of how school library programs can provide valuable work and life skills training for students with special needs. The intention of PIP, according to Odozor, is “to achieve long-range communicative, cognitive, social, emotional and technological skills.” (Odozor, 2006, 39). One of the critical components of the program focuses on the development of functional literacy skills through literacy circles and reading groups. Teacher-librarians use their training in literacy development to guide the students in acquiring the skills necessary to read for information and enjoyment. Odozor emphasizes the role of the teacher-librarian in selecting a range of reading materials appropriate to students' ages and interests. (Odozor, 39).

Teacher-librarians play an important role in supporting students with learning difficulties. According to Jurkowski, “the librarian's specialized training in reading disabilities and reading strategies can make a distinct difference.” (Jurkowski, 80). This author encourages teacher-librarians to seek funding for specialized learning technologies for students with learning difficulties. He argues that “the library should become a school-wide source of these tools, eliminating the need for each and every classroom to acquire its own materials.” (Jurkowski, 80). Additionally, providing access to technologies such as screen readers and other learning support software ensures that all students receive the benefit of these tools, not only those who have

special needs designation. In the PIP, Odozor ensures access to technologies that enable all students, including those who are non-verbal or speech impaired, to express their thoughts and relate their experiences. Illustration programs such as *Inspiration* or *Writing With Symbols* are examples of the software available to all students in Odozor's library. (Odozor, 40).

The library is an invaluable source of social and emotional support for students with special needs. The library "lets the student have a safe environment, monitored yet free of pressure, and access to resources that may be of use." (Jurkowski, 81). Jurkowski acknowledges the importance of close and caring relationships with mentors or other adults: "the most important protective factors for children and teens at risk are caring relationships with adults." (Jurkowski, 81). He notes that "the atmosphere of the library can be an attractive alternative for someone...overwhelmed by noise, crowds, perceived chaos or just the effort and stress of engaging in social interactions throughout the school day." (Jurkowski, 81). The stability and calm offered by a comfortable environment and a welcoming librarian gives students with social and emotional difficulties a welcome respite from the stress of daily life at school.

In Odozor's library, the PIP takes Jurkowski's recommendation further with the peer mentoring component of the program. Understanding that "it is important that the special needs students have the opportunity to develop social relationships with other students" (Odozor, 40), the PIP students are paired with peer mentors for reading, searching the catalogue and using the library's collection outside of regular classes. According to Odozor, this sense of belonging and integration into the wider school community is invaluable to the development of social and emotional skills in students with special needs.

In his recommendations for library professionals, Jurkowski emphasizes the importance of collaboration between school librarians and special education teachers. These sentiments are echoed by Odozor's discussion of the PIP, which emphasize that "programs do not require much financial assistance or extra staff time; rather they demand better planning and co-operation between the teacher librarian and the special programs department." (Odozor, 38). Collaborative programs such as library internships for special needs students, guided reading and literature circles, or peer mentoring are some of the ways that teachers and librarians collaborate to integrate at-risk students into the school library, helping them acquire important work and social skills which including them in the broader school community.

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