Going upSTREAM!
Adventures in Summer Learning

Learn how one library location focused summer learning for children, tweens, teens and families to reduce the effects of summer slide through experiences in Science, Technology, Reading, Engineering, Art, and Math – all with limited staff and funds.

★ Library as Learning Center
★ Partners: Inside and Outside the Library
★ STEAMy programs
A BRIEF INTRODUCTION TO SANDHILLS
Where we are | Who we serve

How that influenced us
1. **Let’s Build Relationships**
   Teachers: make it easy for them to access our resources
   Media specialists: make it easy for outreach, joint ventures at the library
   Principals: what do they need?

2. **Find Concrete Ways to Offer Support**
   Professional Development: make sure teachers understand what we offer so they can share with students and parents
   Outreach events: promote what we can do and share our commitment to be partners in education
   School Improvement Counsel: be part of the conversation; be there when the ideas emerge; learn what schools are concerned about

3. **Find Concrete Ways to Partner**
   R2S: what can we do to support the camps taking place near us?
   RTI and Reading/Literacy Coaches: what do they wish families had access to during the summer?
   Parent educators: attend parent workshops, allow a library visit to count towards parent contribution
   Provide Out-of-School Experiences that combat the effects of Summer Slide

**What we Decided:**

I. **Invite Summer School Players to make regular library visits** (not exact intended audience – RTI/R2S students – but confident there was overlap)

II. **Commit to becoming a Library as Learning Center** (self-guided learning for all ages)
   - Provide Print Reading and Parenting Resources with a focus on reading activities created with input from literacy coach
   - Provide Self-Guided Learning Opportunities including Look & Learn Scavenger Hunts, Learning Stations with Guide, Games/Learning Toys

III. **Create upSTREAM**: All programs related and labelled as STREAM

IV. **Promote through Outreach**: commit the staffing and time to see as many as schools as possible
I. WE COMMITTED TO HAVING OUR NEIGHBORING SCHOOL VISIT WEEKLY

60-100 1st-5th grade students; 10-1130am on Thursdays; 6 times
Sent outreach cards home with students
Waived fines
If we couldn’t check-out anything to a student, found weeded books to send with
students to return on next visit
Provided an activity or experience in addition to storytime
At the end of the summer, conducted an Awards program with medals, Pomp &
Circumstance, prizes to take home
II. WE COMMITTED TO THE IDEA OF LIBRARY AS LEARNING CENTER

It’s Who We Are! Considering where we are and who are customers are and where we are headed, this is not such a stretch.

It’s a Little Bit of Everything! Books play a critical role in supporting learning; reading is a most effective learning activity – especially during the summer. However, because everyone learns differently, the library can offer additional pathways to the construction and consumption of learning.

We’re already doing it! Libraries have always been involved in learning – from scrolls to eReaders, from storytime to Makerspaces – it’s always been about learning. Our commitment was just to intentionally expand our efforts and build a framework, BRAND it, put a name on it, educate customers about it.

We have to! The students of tomorrow need more – more opportunities to learn, different learning environments, high-quality out-of-school experiences, access to more, creative and fun learning.
South Carolina’s graduation rates have risen from 60% to 77.5%. 1 in 4 South Carolina Students fail to graduate. 41% of graduates entering technical colleges require remediation.

Profile of the South Carolina Graduate

World Class Knowledge
• Rigorous standards in language arts and math for career and college readiness
• Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills
• Creativity and innovation
• Critical thinking and problem solving
• Collaboration and teamwork
• Communication, information, media and technology
• Knowing how to learn

**Life and Career Characteristics**
• Integrity
• Self-direction
• Global perspective
• Perseverance
• Work ethic
• Interpersonal skills

**The New Learning Model**
• **Personalized** – match to the student, not one size fits all.
• **Teacher as facilitator, not lecturer** - Students are held accountable for their own learning.
• **Pace to the Individual Student** – Students progress after mastering concepts.
• **Technology enabled** – Anytime, anywhere learning with technology integrated into the curriculum.
• **Evidence based** – new testing system that provides real-time, useful information to aid learning.
• **Effective partnerships** with parents, families and communities.
21st Century Skills are a set of academic building blocks—abilities and ways of thinking—that can help kids thrive as 21st century citizens.
From Valerie Gross: 
What are libraries in this movement doing differently? They are repositioning themselves as educational institutions, just as important as schools, colleges, and universities. As a result, their inherent value is no longer questioned. No one looks at them anymore with a puzzled expression, asking, “Tell me again what you do?” Instead, the library systems enjoy heightened respect in their communities and optimal funding.

We deliver high-quality public education for all through a curriculum that comprises three pillars: Self-Directed Education, Research Assistance & Instruction, and Instructive & Enlightening Experiences.

We design and deliver a world-class curriculum for the benefit of everyone our diverse community.
We are a vital educational institution.
We are partners in education.
We are education.
We deliver equal opportunity in education.
We deliver high-quality public education for all ages.
We provide equal access to world-class education for all.

Line of work? Education.

**Self-Directed Education** through vast collections of items in print, audio and electronic formats; and thousands of specialized online research tools (e.g., *Wall Street Journal* and *Access Science*).

**Research Assistance & Instruction** for individuals and groups. This pillar includes classes, seminars and workshops for all ages, taught by library instructors.

**Instructive & Enlightening Experiences** through cultural and community center concepts, events, and partnerships.

“Libraries = Education means asserting the role of libraries as key components of the educational enterprise. For public libraries, it means we are educational institutions in our own right, on an equal footing with K–12 schools, colleges, and universities. We’re central to success for students, faculty, and staff. [We realize this vision with a 3-pronged approach]

**The first prong** is to position the staff as a team of educators who see themselves as delivering a curriculum.

**The second prong** is positioning everything we do under **three pillars of education**: The first pillar is “self-directed education.” Everything we do to provide access to knowledge is supporting self-directed education.

The second pillar is **research assistance and instruction.** It’s delivering personalized research guidance and delivering classes, seminars, and workshops.

The third pillar is **instructive and enlightening experiences.** It means building community and partnerships—bringing people together for education and discussion.

**The last prong** is subscribing to strong, **powerful language** that speaks for itself. It’s trading our traditional words with a new, intuitive vocabulary that you don’t have to explain.

Changing the language only works when you have the extraordinary services to back up your words. You have to be effective and accountable and efficient—your words have to be credible. You have to convey that the library is a wise investment. For example (using traditional language for a moment), if a “children’s librarian” is “doing a storytime,” it addresses important developmental goals. Changing the language is easy because the performance is already in place. If it’s just a subpar story, then calling the librarian an “instructor” and the event a “children’s class” isn’t going to work. But many good public libraries are already offering extraordinary children’s
classes, and all they have to do is use the appropriate language so that they get credit for it.”

III. WE COMMITTED TO THE CONCEPT OF UPSTREAM

In response to teachers and parents, we tried something new this summer. Everything we did for students age 0-18+ encouraged learning, creating, and sharing with experiences in STREAM. And, we didn’t just DO the programs, we BRANDED, PROMOTED, and FULLY IMMERSED our staff, building, storytimes in this idea.

Why upSTREAM? Think of a canoe in a river. If you’re not rowing upSTREAM towards your goal (a successful school year; learning to read; strengthening math skills, etc.), the current will cause you to drift farther and farther from achieving success. We want to assist students and families to go upSTREAM! Think of the library as the bridge between home and school!

Learning Centers: On the end of most end caps, we created learning activities for young to older children including colors, numbers, life cycles, and geometry.

Look & Learn Scavenger Hunts: We provided 4 scavenger hunts to encourage letter and number recognition, life cycle of butterflies, and zoo animals. The scavenger hunt
lists included information, learning at home suggestions and book recommendations for these subjects.

**Reading Station:** We provided reading recommendations and literacy activities to encourage basic reading skills such as comprehension as well as math and writing activities and/or resources.

**Parent Resources:** We provided information on legal, health, literacy and emergency services, how to reduce the effects of Summer Slide, and other important material for encouraging health and STREAM at home.

**Branded Programs:** Every program had one or more indicators that identified the program as STREAM or 4Cs.

**Summer Learning Station:** We created an easily identifiable themed table for families to sign-up for the Summer Learning Challenge and receive awards as well as to pick up Look & Learns, Learning Center Guides, and Event Flyers. We committed to scheduling someone there at all times. This staff member also helped maintain displays, learning centers, parent and reading resources

**Lesson Plans and Handouts for some Programs/Storytimes:** To ensure we were providing quality out-of-school experiences, we developed lesson plans or half-sheet handouts for many of programs that described how to complete a certain activity or support that activity at home. This helped focus staff planning the programs as well as provide a take-home to extend the experience from the library into the home.
“All young people experience learning losses when they do not engage in educational activities during the summer.”

Over 30 years of research confirms that students experience significant and cumulative learning loss over the summer months when they are not in school and not engaged in educational experiences. This is called the Summer Slide. Unfortunately, with the high cost of books and programming, Summer Slide is a concern. Richmond Library Services is committed to pursuing with educators and parents in K-12 students who are engaged in reading and learning and to maintaining the effects of Summer Slide.

This summer, every school in the county is offering children, teens, and families at Richmond Library Services an opportunity for you and your family to engage in educational activities.

Look for signs that tell you which activities are available.
IV. WE COMMITTED TO AN OUTREACH PLAN

Plan and Commit:
   Changed our priorities: phone, bookdrop,
   Allowed for sacrifices: short-staff, stretched schedule, said no to other events
   Used Volunteers to Free Up Staff: holds, bookdrop, or shelving

We Made it Easy for Schools:
   Created Google Doc with Table
   Sent an Invitation
   Allowed Schools to Availability
   4 Options:
      Morning Show
      3 Hours in Morning
      3 Hours in Afternoon
      Evening Event
   Visits Could Include
      Class Visits (either us to them or them to us in the library)
      Promote upSTREAM
Promote Summer Learning Challenge Prizes
Tell a Story, Song, or Joke

**Good for Students**
Quality content (stories, awards, enthusiasm)
Recognize staff when visit the library

**Good for Staff**
Trained how to do it well – professional development
Become better library ambassadors
Enjoy being recognized by customers/students/families in and out of the library
Increases understanding of partnership with schools to support education
Creates Staff Engagement and Buy-In
Anecdotal evidence of effectiveness: people coming into library who recognize staff, share the stories or jokes they heard, say they came to sign-up for the Summer Learning Challenge. Staff felt more equipped to answer questions and support students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Visited</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>9 Schools</td>
<td>125</td>
</tr>
<tr>
<td>2016</td>
<td>17 Schools</td>
<td>6300+</td>
</tr>
</tbody>
</table>

First 2 days: 125  
First full week + first 2 days: 500  
First 4 days: 675  
First full week + first 4 days: 1650
FAVORITES

CODING
FAMILY STEAM & STEAM FIT
MAKER MATH
STEAM STORYTIMES
FILMMAKERS STUDIO
GUESTS: SEWING, PRINTMAKING, WATERCOLOR, PERFORMERS
Learn Together

Look & Learn Scavenger Hunts
Each Look & Learn has additional activities and book recommendations so you can continue at home to reinforce what you’ve learned here at the library! (Find the links at the bottom of this newsletter.)

Zoo Animals | ABCs | Butterflies | 123s

Learning Centers
Learning manipulation activities on a variety of subjects can be enjoyed at the end of each bookshelf. ABCs | 123s | Fractions | Life Cycles | Weather

Tangrams | Counting | Shapes & Colors

Reading Resources Table
Look here for tips, activities, & resources to encourage daily reading & learning—let’s build the summer slide

Here are some suggested activities for each Learning Center!

Letter Recognition
- Write letters on paper with different shapes and colors. Provide a variety of materials, such as markers, chalk, or crayons. Ask children to find specific letters in a group of mixed letters. To practice writing, use a variety of sizes and colors. Place them in order from tiny to big.

Number Recognition
- Write numbers on index cards and arrange them in a row. Ask children to match the numbers to the appropriate quantities. The numbers can be written in large and small fonts.

Ice Cream Counting
- Place ice cream cones in a container. Have children count the number of ice cream cones and place them in an ice cream dish. Repeat the activity with different number quantities.

Shapes & Colors
- Use colored construction paper to create the shapes. Place them in a container and have children identify the shapes.

What’s the Weather?
- Use a weather chart to show children the different weather conditions. Ask children to identify the weather conditions and describe what they are like.

Fractions
- Use colorful paper to create shapes. Have children identify the shapes and describe what they are.

Fractions
- Use colorful paper to create shapes. Have children identify the shapes and describe what they are.
52 Weeks of STEM | www.STEMinLibraries.com
A STEM programming toolbox with adaptable, budget-friendly STEM activities to engage all ages including families.

Research and best practices for the what, why, how and who of STEM in libraries including a link to more STEM ideas designed for libraries.
Identify at-risk students and read to succeed and focus efforts

Start earlier to plan programs, centers, and partnerships: Parent Workshops, Child Development Center Requirements

Is this scalable? Can we invite more schools to visit? Can we visit more schools?

Consider limits of staff and end of summer burn out
REFERENCES + ARTICLES + SITES

Libraries = Education | Valerie Gross: www.valeriegross.com


STEM Program Ideas | www.STEMinLibraries.com


21st Century Student SC | www.SCcompetes.org/TransformSC
THANK YOU

LORI  |  LCOOK@RICHLANDLIBRARY.COM
      |  @UPSTREAMLORI ON INSTAGRAM + TWITTER
JIM   |  JSTASKOWSKI@RICHLANDLIBRARY.COM