

TO: North Dakota Library Association
FROM: Kathy Berg, Chair
SUBJECT: SLAYS Committee 4th Quarter/Annual Report
DATE: September 11, 2007

- The SLAYS annual conference meeting is scheduled for 8:00 AM on Friday, Sept. 28 in Hansen II.
- As requested by the AASL, SLAYS sent a letter to the AASL Board of Directors in support of holding our 15th National Conference & Exhibition in Minneapolis, MN.
- The SLAYS Policies Handbook, created by Debbie Job and Glenda Westman, is now available online at <http://www.ndla.info/>. Thanks again, Deb and Glenda, for all of your hard work on this project.
- “Excellence in Service to Youth Award” and “Library Administrator of the Year Award” nomination criteria, deadline for nominations, etc., is now available online at <http://www.ndla.info/> (ndla Direct98).
- We have received two nominations for the SLAYS-sponsored, “Excellence in Service to Youth Award”. The Awards and Nominations Committee voted and we have a tie! Therefore, we are asking the NDLA Executive Board to make the decision. (See attached nominations.)
- No nominations were made for the School Library Administrator of the Year Award. The deadline for nominations for next school year is May 21st.
- Flicker Tale Winners for 2007 - This year Janet Stevens and Sneed Collard will be presenting and accepting their awards.
The Great Fuzz Frenzy by Janet Stevens and Susan Stevens Crummel
Miss Daisy is Crazy by Dan Gutman
Dog Sense by Sneed Collard
Owen & Mzee by Craig Hatkoff
An Egg is Quiet by Dianna Aston

Nomination for Youth Excellence Program of the Year Award: Bismarck Public School Libraries 2007

School and Community Profile

The library media program serves the capital city of Bismarck, which is nestled on the banks of the scenic Missouri River and has a population of approximately 56,000 (94,000 metro area). The Bismarck Public School District is the second-largest school district in the state with over 10,625 students and 1,600 staff members. There are over 500 classrooms in fifteen elementary schools, three middle schools, two senior high schools, an alternative high school, a vocational center, and an early childhood program. During the 2006-2007 school year, the dropout rate was 1.2% and the average daily attendance was 96.6%. All of the schools are "accredited with commendation" by the North Dakota Department of Public Instruction and North Central Association of Colleges and Schools. The Bismarck Public School District is one of the first districts in the state to pursue district-wide accreditation. Three schools received "Blue Ribbon" awards.

Bismarck Public Schools provides extended educational services to students in local hospitals, a regional residential facility for children with emotional disturbances, homebound students, and students enrolled in home education. There are three Reading First schools and three schools participating as 21st Century Learning Communities.

Mission Statement

Bismarck Public School's mission states, "We provide educational opportunities which challenge all students to reach their potential." In order to better fulfill this mission, the district implemented a new strategic management model called the Balanced Scorecard (BSC) in 2004. The BSC is a management and measurement system that enables organizations to clarify their vision and strategy and translate them into action. The district identified the following fifteen objectives, which

also pertain to library media activities.

1. Provide excellent education resulting in maximum student achievement.
2. Graduate students who are well-rounded and contributing citizens.
3. Maximize learning for ALL students.
4. Create an inviting and nurturing school culture and climate.
5. Optimize communication – internally and externally with parents / students / patrons.
6. Engage students in school and community.
7. Be fiscally responsible.
8. Standards-based curriculum is communicated, aligned, and flexible to adapt for challenge and relevancy.
9. All levels of the organization are accountable for continuous improvement in instruction and assessment leading to achievement for all students.
10. Promote a positive working and learning environment
11. Provide optimal physical space for learning.
12. Promote the safety and wellness of students and staff.
13. Examine / recommend / implement proven instructional delivery models.
14. Identify, implement, and track comprehensive staff development that aligns with strategic objectives.
15. Attract and retain highly qualified and effective teachers, administrators and support staff.

Each school and department within the district identifies the objectives for which it is responsible and creates an action plan to address those objectives. The objectives are measured on an annual basis using lead and lag measures to assess progress, and the administration receives reports.

The mission statement of the Bismarck Public School’s library media program states, “Bismarck School Library Media Centers ensure that our patrons acquire the skills and attitudes necessary to become effective, life-long users of ideas and information.” The objectives are based on Information Literacy Standards for Student Learning and the North Dakota Library/Technology Literacy Standards. Using the mission and objectives as guiding principles, the library media program has made tremendous progress.

The library media program incorporates the objectives from their program with the district's adoption of the Balanced Scorecard (BSC). The librarians align the existing library media objectives with those of the BSC. The objectives state that the library media program will

- Implement, enrich, and support the curriculum. (BSC 1, 2, 3, 8, 9, 13)
- Provide opportunities for literacy and cultural enrichment. (BSC 1, 2, 3, 4, 5)
- Help students gain insight into themselves and their world through professional, guided instruction to all print, non-print, and electronic materials. (BSC 1, 2, 3, 7, 8, 9, 13, 14, 15)
- Help students realize their potential at all stages of growth and development and become mature and contributing members of society. (BSC 1, 2, 3, 4, 6, 9, 14, 15)
- Strive to provide an exemplary print collection. (BSC 1, 2, 3, 4, 9)
- Work cooperatively with multiple library agencies to provide access to materials available outside the school district. (BSC 5, 6, 9, 10, 11, 12)

Aligning the library media objectives with those in the BSC is the first step in a new process.

The library media department's Balanced Scorecard will include initiatives specific to the library media program. The library media program, in conjunction with the BSC, will maintain a continuous improvement process that is measurable and reported frequently to the administration, school board, and community. The library media program welcomes this data-driven process for several reasons.

The ongoing measurement allows adjustments to be made in the library media program. The frequent progress reporting creates more visibility in the community for the library media program.

Additionally, the library media program will be more directly linked to the district's strategic management process than with the previous model.

Implementing the Mission

The following section lists the library media program objectives and a summary of the activities implemented to address the objective.

The library media program will implement, enrich, and support the curriculum. This objective is being implemented in several ways. The library media specialists play a major role in the

creation of the curriculum maps and the recommendation of resources in each content area and grade level. The library media program has its own curriculum and accompanying checklist for information literacy. One example at the elementary level is that the library media specialists are currently mapping and developing lesson plans to use the district's selected reading program to meet library standards. Another example at all levels is that the library media specialists are collaborating with classroom teachers on the integration of 6 + 1 writing traits and the Big6 information literacy skills.

The library media program will provide opportunities for literacy and cultural enrichment. The library media specialists coordinate their literacy and cultural enrichment activities with those cultural themes identified in each curriculum map. The middle school library media specialists coordinate their literacy and cultural enrichment activities around the themes and interdisciplinary units identified by each middle school team. Enrichment activities may include field trips, presentations, resource collections, displays, guest speakers. During the 2006-2007 school year, in addition to working with the 21 school library sites, the district library media center began reaching out to assist the library media services available for BECEP and for the Bismarck Career and Technical Center. For example, services were provided to create and implement a recreational magazine reading area in the commons area of the Bismarck Career and Technical Center on the BSC campus. The instructors at the Bismarck Career and Technical Center are also using magazines as a resource to implement 6 + 1 writing traits.

The library media program will help students gain insight into themselves and their world through professional, guided instruction to all print, non-print, and electronic materials. The library media program has an information literacy curriculum that includes guided instruction to all print, non-print, and electronic materials. The curriculum is delivered by the library media

specialists along with the classroom teachers. The district has implemented the *i-Safe America* curriculum to address copyright, online resources, and Internet safety issues. In a survey of secondary students, the students felt they have enough computers; have adequate instruction on databases; felt comfortable in the library; felt the staff is helpful and will help them get resources from other places.

The library media program will help students realize their potential at all stages of growth and development and become mature and contributing members of society. Bismarck Public Schools has implemented a student assessment program that monitors the academic growth of each student throughout the school year. This enables teachers to accommodate the academic needs of individual students through differentiated instruction. The library media specialists recommend and provide resources for teachers based on the needs of individual students. The library media program has been particularly helpful in the area of differentiated instruction by obtaining audio books and other resources for students and teachers.

The library media program will strive to provide an exemplary print collection. All library media specialists have had extensive training on selection of materials using standardized guidelines and procedures. The library budgets have been increased to accommodate the rising costs of materials. Statistics are kept on the age and condition of the collections as well as a plan for replacement of materials.

The library media program will work cooperatively with multiple agencies to provide access to materials available outside the school district. Bismarck Public Schools (BPS) is a member of several cooperatives whose mission is to share resources and expertise. The Missouri River Education Cooperative is made up of over 31 school districts, and BPS not only shares its resources but also hosts the Destiny library management systems for several districts in the

consortium. The Central Dakota Library Network is made up of medical, K-12, higher education, and public libraries that share resources on a daily basis. The district has a cooperative arrangement with the North Dakota State Library and the libraries in the North Dakota University System. Beginning in the fall of 2006 with the integration of Teacher Center services with library media services, the district library media instructional resources are available to all schools with Teacher Center memberships. In addition, the library media program provides access to multiple online catalogs and databases for students and teachers.

Collaborative Partnerships

The library program in Bismarck Public Schools has made great strides as a result of leadership, vision, planning, and support. Twelve years ago, the district had one librarian and one library aide at each of the two high schools. The three middle schools each had one librarian and three hour a day aide time. The elementary schools each had a library aide and shared an elementary library coordinator among sixteen schools. Since hiring a full-time library media coordinator, a plan was created to add more full-time library media specialists and library aides using a phased approach. As a result, the number of library aides and library aide hours at each of the secondary schools has increased, and seven additional certified elementary library media specialists have been hired for a total of eight librarians serving fifteen elementary schools.

Our district has placed an added emphasis on teaching information literacy skills and increasing collaboration between teachers and librarians. From 1995 to 2000, the focus of the library media program was automating the collections, acquiring resources, attaining and training certified library media staff. From 2000 to the present, the focus has been on students' information literacy skills and curriculum integration. Curriculum integration of literacy skills and resources has a natural link to the district's curriculum mapping initiative. The creation of library media standards and

objectives were derived in 2002 following the publication of the ND State Standards.

In 2002 the North Dakota Library/Technology Literacy Standards were completed. This set of standards was the nation's first ever combined Library and Technology Literacy Standards. Several members of the Bismarck Public School (BPS) library and technology departments served on the standards writing team. The participation of BPS staff in the writing process helped to create district buy-in to these standards.

The Bismarck Public School employees who served on the state standards writing team also served on the district Technology Committee. Their next step was the development of an Elementary Technology Scope and Sequence document for the Bismarck School District. This document aligned with the National Education Technology Standards for Students and the North Dakota Library/Technology Literacy Standards, and provided guidelines for specific technology and information literacy skills to be introduced to students by grade level. As a supplement to the scope and sequence document, the library media program created an Information Literacy Skills Checklist for grades K - 12. This document is used in conjunction with the scope and sequence to verify that students are attaining the necessary information literacy skills indicated in the curriculum. The library media specialists have a lead role in creating awareness of technology literacy standards. They are role models in teaching technology literacy skills by integrating these skills into library activities. Additionally, the library media specialists work with classroom teachers to create classroom activities that integrate technology literacy skills.

During the fall of 2005, the Bismarck Public School Libraries conducted an online "information literacy survey" for Bismarck Public School students in grades 7 and 10. This survey was based on the American Library Association Information Power Standards, the North Dakota Library/Technology Standards, and the K-12 curriculum for Information Literacy. The survey was

designed to help librarians throughout the district to more accurately assess students' knowledge about their use and management of instructional technologies and other information literacy skills. Survey results are being used to help librarians and teachers collaboratively design and implement an effective prescriptive plan that addresses areas of concern. Each school year students in a variety of grade levels complete an online information literacy survey to evaluate progress and to make modifications to the plan.

Along with the integration of technology literacy skills, there are appropriate technology practices. Bismarck School District adopted the *i-SAFE America* curriculum beginning in the 2002-03 school year. The mission of this program is to educate and empower youth to safely and responsibly take control of their Internet experiences, specifically by providing them with the awareness and knowledge they need to recognize and avoid dangerous, destructive, or unlawful behavior. The curriculum is closely aligned with the library media objectives as it includes instruction on intellectual property and copyright as well as Internet safety. In addition to the copyright instruction offered through the *i-SAFE* curriculum, the library media program goes a step further. Specifically, the program provides guidelines on the use and citation of Internet and other media sources, including the use of music in teacher and student presentations. This information is provided through the library websites, teacher and student in-service, school publications, and staff collaboration. A partnership composed of school counselors, library media specialists, and Bismarck Police Officers educates students using the *i-SAFE* lessons. During the 2006-2007 school year, the library media coordinator and some of the library media specialists represented the district at an Internet Safety forum facilitated by Congressman Earl Pomeroy.

Bismarck Public Schools has a district-wide curriculum mapping system. Each curricular area has been mapped from grades K through 12 using Atlas Curriculum Mapping software. The

library media specialists have played a major role in the process. A library media specialist served on the curriculum mapping team at each building and recommended resources and strategies in the resource sections of each curriculum map. In addition to assisting with each curricular area map, the specialists collaborate with classroom teachers to integrate the information literacy curriculum and resources for each grade level.

Perhaps the greatest impact on student achievement at Bismarck Public Schools has been the implementation of online student assessment. The district is using the Northwest Education Association's Measures of Academic Progress to assess students in reading from grades 2 through 10. The assessment gives immediate feedback to teachers on the standards and benchmarks at which each student is achieving. This assessment is directly correlated to the ND State Assessment, serving as a reliable predictor of identifying which students may not achieve a proficient reading level. This allows library media specialists the ability to assist teachers by providing supplemental resources to help students at their individual achievement levels and meet the state's AYP expectations.

In addition to a reading score, the assessment also provides a Lexile score for each student. The Lexile framework is based on the Lexile scale, which ranks books and reading abilities. The current automated library catalog includes a subscription to a Lexile database, which enables students, parents, and teachers to identify books and curriculum materials that are appropriately challenging for students. This feature allows teachers to more easily differentiate instruction for each student.

Collaboration on the objectives of the Balanced Scorecard has been a priority for library media during the 2006-2007 school year. In the fall the library media coordinator and library media specialists discuss library services at a district and school building level with each principal. Then periodically the library media coordinator and library media specialists discuss the goals of the

library professional excellence program. Monthly library media staff development is based on learning the content needed to effectively collaborate with school staff on reaching the objectives of the Balanced Scorecard.

The library media program subscribes to the North Dakota Statewide databases that provide additional resources for students and teachers. The program also subscribes to additional databases such as Culture Grams, eLibrary, Learning Express Advantage, netTrekker, NoveList, EBSCO Advanced Placement Source, which are all curriculum and standards-based resources that support instruction.

Beginning with the 2006-2007 school year, each of the 21 school libraries receives an additional supplies budget, to use for purchasing supplies such as book tape, bookends, etc. The school libraries devote their library budgets for the print resources needed by their patrons.

In addition to sharing resources among its own buildings, Bismarck Public Schools is a member of the Central Dakota Library Network, which includes public, higher education, county, and K-12 libraries in the central part of North Dakota. The mission of the network is to facilitate and enhance the efficient sharing of resources and services and to promote the advancement of libraries and the interests of their constituencies. Member libraries share resources, staff, educational opportunities, and courier services to deliver materials.

In another partnership, Bismarck Public Schools is a member of the Missouri River Education Cooperative. This group of school districts is operated under a joint powers agreement and was formed to share resources among the 31 member districts. Presently, Bismarck Public Schools' servers are hosting Destiny library systems for two districts in the cooperative with more districts planning to use the service. This service allows smaller districts to have library management software that would otherwise not be possible because of the need for highly trained technology and library

staff.

During the 2006 – 2007 school year, an exciting change for the library program has been the integration of the former teacher center services with the library media services. Through teacher center memberships, private or public school teachers and home school teachers in the area are welcome to use the more than 10,000 instructional materials available from the district library media center at Hughes Educational Center. The accomplished goals have been to establish and maintain an inviting, enriching environment in the district library media center at Hughes to attract more staff to come into the library and work at productive levels; to provide an equipment work area for staff to create materials to use in instruction; to provide a table area for teachers and staff to work and for small group meetings; to provide a comfortable reading area for staff to peruse professional journals and books, preview audio-visual materials, and discuss instructional resources; and to display student artwork as framed art on a rotational basis. The integration of teacher center services with library media services has increased the awareness of library media at all school libraries in the district.

The Bismarck Public Schools Library Media Program has strong selection policies and procedures in place that are based on the “Library Bill of Rights.” In 1991 and again in 1992, fiction books were challenged at our middle and elementary schools. By carefully following the policy, “Request for Reconsideration of Library or Instructional Materials,” the district successfully met the challenge of censorship of library materials and the situations were resolved.

The library program undertook a voluntary program evaluation. Using an in-depth evaluation tool, the following activities were completed:

- A self-evaluation of the resources and services, including statistical information on circulation, age and number of resources district-wide, by building, and by grade level.
- The establishment of a new vision statement.
- An online survey of parents, administration, staff, and students to gain feedback on how

resources and services were being provided and also to determine if patrons have a basic understanding of what resources and services the BPS libraries should provide.

- An outside evaluation of several BPS libraries by professional educators and librarians from around the state to determine their views of resources and services provided.
- A community forum during which a variety of stakeholders in the Bismarck area discussed better ways to provide resources and services.

The results are used to identify strengths and areas needing improvement in order to develop future goals and action steps to accomplish these goals. The district has increased the budgets for every school library on a per pupil basis. These changes promise to positively impact the library resources for years.

The evaluation tool for librarians, the Professional Excellence Program, focuses on the complex set of practices of a 21st century librarian. The evaluation tool is based on three essential elements of effective school library media programs: learning and teaching, information access, and program administration, as identified in *Information Power: Building Partnerships for Learning* (*AASL; *AECT; 1998). The library media specialist job description identifies 21 critical components of the school library profession. These components involve teacher and instructional partner (teaching and collaborating), information specialist (acquiring, evaluating, and using information resources in all formats), and program administrator (planning, managing, and evaluating the library program). These components promote improved student and staff learning, good library management, and the highest professional practices through the use of research-based techniques. Indicators within the evaluation tool provide checkpoints and are measured by a rubric.

The library media specialists conducted a time study to determine the amount of time each spends on the components identified in the evaluation tool. The study was shared with the district administration and the school board.

The library media program has always maintained a strong working relationship with the Bismarck Public Schools technology department. The two departments work cooperatively to implement and maintain the library management software and hardware and share staff development opportunities.

Staff development is a key component of the library media program. Library media staff attend state and national conferences to stay abreast of current trends and issues affecting school library media centers. Nine district library media staff attended the ALA-AASL Conference held in Pittsburgh, and this fall six will attend the ALA-AASL Conference in Reno. A few examples of conferences and workshops attended by library media staff during the 2006-2007 school year are NDLA, NDEA, Bureau of Research & Education workshop on Young Adult Literature, ND Association of Technology Leaders spring conference, New Technologies in Library Media spring workshop, Teaching and Technology Conference. In addition, the library media coordinator facilitates monthly staff development opportunities and study group projects for library staff to further program growth and continuing education opportunities.

Public Relations

The Bismarck Public School's Library Media Program addresses public relations in several ways. Library media specialists keep in contact with the communities they serve by newsletters, book fairs, parent letters, after-hours library events, and attendance at parent-teacher advisory meetings. The library media coordinator gives an annual report to the school board and community every year. The library media program has held a community forum to raise the public's awareness of school libraries and to gain feedback relative to resources and services being provided.

The Bismarck community has access to resources through school library web pages. The library web pages are linked from the main district website < <http://www.bismarck.12.nd.us> >.

Library web pages contain links to teacher resources, current class projects, and student enrichment activities.

A monthly electronic newsletter was created by the district library media center during the 2006-2007 school year. The newsletter contains articles about the library services available, continuing education / staff development opportunities, bibliography of new instructional resources. The newsletter is accessible from library websites and is also sent as an e-mail attachment to all Bismarck school teachers, staff, school board members; all teacher center membership school staff from surrounding schools; and community organizations and agencies involved in education. The newsletter creates enthusiasm for resources and increases the use of the library media services.

In summation, members of the Bismarck Public Schools Library Media Program are strong and active advocates of library media programs.

Sally Jenkins
1401 14th St. SW
Minot, ND 58701

July 27, 2007

Kathy Berg
NDLA SLAYS Chair
121 Riverside Park Rd., Apt. 6
Bismarck, ND 58504-53 89

Dear Ms. Berg,

I am nominating the Minot Public Library for the Youth Excellence Program of the Year Award.

The programs outlined in the nomination were designed by the Children's Librarian, Paulette Nelson, to reach out to children from low income families and children who have a challenge with reading. These programs make up 22% of the 340 programs the Children's Library provide to the community every year.

The programs provided to the local Head Start, children who have a difficult time with reading (Book Buddy Program) and the Community Learning Center (CLC) program for children after school and during the summer are intended to reach young children who often times do not have the means or the opportunity to come to the library. By providing these programs we are nurturing a desire to read within these children at an early age and encouraging children to maintain their reading skills over the summer.

As a teacher in the Minot Public Schools I applaud this effort to promote Literacy among children and families whose economic disadvantage limits their exposure to reading at an early age and over the summer months.

Thank you for your consideration.

Sincerely,

Sally Jenkins
NDLA Member and former Library Board Member

The Minot Public School has 10 elementary school located in the city and two located at Minot Air Force Base. In addition, there are two middle schools in the city and one at the air force base. The district has one high school on two campuses. The Minot Catholic School system has two elementary schools, and a combined middle and high school. Our Redeemer's Christian School serves children grades k-12. Minot is also home to Minot State University.

The Minot Public Library supports the educational efforts of the schools by providing adults and children with printed and non-print material, supply access to information, offer a current in-depth collection of materials and sponsor special activities emphasizing the importance of reading — all to meet the informational, recreational, educational and cultural needs of Minot citizens.

To help meet the informational and educational needs, the children's library has provided several outreach programs and learning opportunities for the youth of our community. We have had an ongoing relationship with Minot Head Start for the past fifteen years. The purpose of the program is to enhance literacy for parents and children. We do this by providing weekly visits to the Head Start Center. The Minot Public Library visits 11 classrooms monthly (1721 children and teachers annually) bringing books, activities, and suggestions that enhance the thematic units curriculum at Head Start. During the summer the Head Start classes make weekly visits to the library for special programs designed just for them. In addition, the library provides material packets to teachers who request them.

We partner with the Even Start program to promote family literacy among the families at the center. We present programs at parent meetings, assist them in obtaining library cards for their families and offer fun literacy activities which encourage library involvement.

Cheryl Ekblad, Program Director at Head Start writes, "Most of our families are low- income and they have not had exposure to books and libraries that others may have enjoyed. Your efforts in turning families on to what limitless possibilities come in books and libraries will have life-long impact on the quality of life. Not only do the children from our programs become stronger readers, but evidence is showing the growth in our parents. You have really assisted us in promoting literacy rich environments in our center and the homes of our families."

The Minot Public Library also supports the efforts of the Community Learning Center to provide literacy activities for the children who participate in their program. Children from five schools in neighborhoods with the highest percentage of low income families make weekly visits to the Minot Public Library on a year around basis.

Each week children are given the opportunity to participate in hands -on literature related activities. The CLC program has grown and now we are serving approximately 125-150 children per month. Children may read selected books, participate in craft activities, or watch a video or DVD that is related to the day's activities.

This past year was the first time that we offered database training for children enrolled in the Community Learning Center program. Children were given detailed presentations on the children's databases that the library subscribes to and were given the opportunity to access the databases using the library's computer lab.

Children are also given the opportunity to select materials on their visit to the library. Special checkout times have been established to accommodate these children so that the due date coincides with their visit to the library.

The Minot Public Library has been a community partner of the CLC program for the past eight years. Boyd Strand, Project Director says," The CLC benefits from having the Minot Public Library as a partner because of their resources quality staff, and the variety of new educational activities they provide for the program."

For the past ten years the Minot Public Library has provided Book Buddies during the summer for children who have a difficult time with reading. The program pairs adults and children who read together through out the summer. Children and adults meet at the library for an eight week period during which time the adult reads to the child and the child reads to the adult. This year 27 children are reading with adult buddies. The program is designed to help children retain the skills that they have learned in school over the summer months. Buddies and children alike enjoy this program.

PROGRAM OVERVIEW

	Annual Programs	Annual Participants	# of Years
CLC	43	1446	8
Head Start	27	1721	15
Book Buddies	N/A	30	10

**Minot Public Schools
21st Century Community
Learning Centers
21st Century Community Learning Centers
715 8th St. NE
Minot, ND 58703
Telephone (701) 857-8780 Fax (701) 857-8759**

July 10th, 2007

North Dakota Library Association Committee Members:

As Project Director for the 21st Century Community Learning Center Project in Minot, I am pleased to write a letter of support for the Minot Public Library. It is as very viable asset to the Minot Public School CLC program.

The 21st Century Community Learning Center Program was established by Congress as part of the Elementary and Secondary Education Act. The act provides grants to communities to develop, or expand on out-of-school time programs. These programs give students opportunities for academic enrichment, and provide a broad array of additional services that are designed to reinforce and complement the regular academic program.

The 2007-08 academic year marks the 8th year that CLC program has been offered by the Minot Public School District. The Minot CLC program is funded by a federal grant from the U.S. Department of Education, and administered by the North Dakota Department of Public Instruction. The CLC program is currently operating at the following elementary schools: Lewis & Clark, Lincoln, McKinley, Roosevelt, and Sunnyside with the enrollment over 500 students.

The Minot Public Library has been a community partner of the CLC program since the existence of the program. The CLC program buses the students to the library year around, on a weekly basis, for a 1-hour long enrichment activity. The library provides literacy based activities for the students with the majority of the children coming from low income families. The following are the enrichment activities provided: exposure to literature related activities, opportunities for students to select library materials, and computer instruction. The CLC benefits from having the Minot Public Library as a partner because of the their resources, quality staff, and the variety of new educational activities they provide for the program.

If you have any questions or concerns please call (701-857-8780) or e-mail (boyd.strand.minot.k12.nd.us).

Sincerely,

Boyd Strand
Project Director

Head Start
Paulette Nelson, Children's Librarian
Minot Public Library
Minot, ND 58703

June 27, 2007

Dear Paulette,

On behalf of Minot Head Start I would like to thank you for the many ways you impact our Head Start Program. We have had an ongoing relationship with you for the past twenty years and each year you do more to enhance literacy for our parents and children. You are outstanding in your role as Children's Librarian and I know of no other professional who is doing anything close to your efforts! I hope to point out some of those efforts.

You are a familiar face in our centers! Our education staff are so grateful for your weekly visits to our center, visiting each classroom and bringing books and suggestions which enhance our thematic unit curriculum. The children look forward to your visits and know you as one of the teachers! It is built upon when they go to the library for field trips and story hours. Your story packs have been greatly appreciated and it is obvious that you are continually thinking of ways of having the library be a comfortable extension to our program. Your summer concerts have been a big hit with our children, teachers and parents and show how literacy can be enhanced through music and rhythm!

Thanks for your partnership in our Even Start program, with the goal of promoting family literacy. You have gone out of your way to promote this goal by presenting to parents at parent meetings, assisting them in obtaining library cards for our families, and offering fun literacy activities which encourage library involvement!

As you know, most of our families are low-income and they have not had exposure to books and libraries that others may have enjoyed. Your efforts in turning families on to what limitless possibilities come in books and libraries will have life-long impact on their quality of life. Not only do the children from our programs become stronger readers, but evidence is showing the growth in our parents, as well.

Our partnership with you has been very valuable to us. You have really assisted us in promoting literacy rich environments in our center and in the homes of our families. I want you to know that we are so very grateful for your involvement and friendship. You are an outstanding professional!

Sincerely,

Cheryl Ekblad
Program Director

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