



LSTA Choose to Read Ohio 2012 Final Project Reports

Andover Public Library

Project Coordinator: Susan Hill

Federal Award: \$2,021

Project Purpose: The purpose of this project was to provide the Andover community with exposure to an Ohio author.

Project Activities/Methods: Pymatuning Valley Schools coordinated with Andover Public Library and the Andover Chamber of Commerce to bring author Marcia Schonberg to Andover. The project exposed all the students in the Primary and Middle Schools to her writing expertise and provided in-depth programming for teachers for related activities. Copies of Marcia Schonberg's books, including the Choose to Read Ohio title "B is for Buckeye," were purchased and added to the Middle and Primary School media centers' collections and to the public library collection. Federal funds were used for the speaker honorarium. In-kind contributions were associated with the reception for Marcia Schonberg.

Project Outputs: 472 Primary school students and 30 Primary school teachers participated in "B is for Buckeye" activities. Participation at the Middle school was 417 students and 20 teachers. Forty adults participated in the library event.

Project Outcomes: This project resulted in a closer relationship between the Andover Public Library and the Pymatuning Valley Schools. The involvement by library patrons generated excitement about Choose to Read Ohio initiatives and demonstrated the importance of reading and writing to the community.

Columbus Metropolitan Library

Project Coordinator: Jenny Oney

Federal Award: \$3,178

Project Purpose: The purpose of the "Reading Together in Weinland Park" project was to encourage families to read together and to reinforce the importance of ready-to-read skills that parents and caregivers can develop in their child. This grant was a collaborative effort of the Columbus Metropolitan Library (CML), the A. Sophie Rogers Laboratory School at Schoenbaum Family Center at Weinland Park (SFC) and the Weinland Park Elementary School (WPES). The Schoenbaum Family Center is part of the College of Education and Human Ecology at The Ohio State University and operates in collaboration with Columbus City Schools and the Child Development Council of Columbus and Franklin County Head Start/Early Head Start. Both SFC and CML seek to build a community of readers in the Weinland Park neighborhood. SFC collaborates with CML to provide a half-time Library Assistant in the J.P. Morgan Chase Library at SFC. Weinland Park is characterized as a high-risk community with high unemployment rates, low education rates and low income rates.

Project Activities/Methods: “Reading Together in Weinland Park” was a month-long program featuring a full calendar of in-school and at-home activities. Classroom story time readings of “Sleep, Big Bear, Sleep!” and books illustrated and/or written by Will Hillenbrand kicked off the program. Story times engaged students in important early literacy lessons like reading, rhyming, story comprehension, letter knowledge and vocabulary. Teachers incorporated “Sleep, Big Bear, Sleep!” and other Will Hillenbrand books into lesson plans throughout the month of April. Each of the 253 students at SFC, WPES and Goodman Guild Head Start received a copy of “Sleep, Big Bear, Sleep!” and a page of suggested at-home activities that encourage families to read and explore the book together. Families were asked to submit one of the art projects, created through the at-home activities, to be displayed in the SFC Town Square. The family and story time activities increased family participation and discussion and built excitement leading up to Will Hillenbrand’s visit. “Reading Together in Weinland Park” culminated with Will Hillenbrand’s visit to the Weinland Park community. The evening program was a huge success. Parents and children enjoyed seeing Mr. Hillenbrand demonstrate how he used an iPad to sketch illustrations, seeing the many journals in which he draws every day, learning about his creative process for turning words into beautiful illustrations and participating in a creative reading of “Sleep, Big Bear, Sleep!” At the end of the evening, Mr. Hillenbrand stayed to meet each child and sign the copy of their book with a note and a unique sketch of big bear. Federal funds were used for the speaker honorarium and library materials.

Project Outputs: Two hundred fifty-three children participated in the “Sleep, Big Bear, Sleep!” story times. Twenty-four children participated in one additional story time featuring Will Hillenbrand’s work. Sixty children participated in two additional story times featuring Will Hillenbrand’s work. One hundred five adults and children attended the evening event with Will Hillenbrand, accounting for approximately 25% of families in the service area. 47% of children completed and returned the take home activities, exceeding the project goal of 25%. One hundred twenty art projects were submitted through the take home activities and were displayed in the SFC Town Square. Eighty-five families participated in some part of the “Reading Together in Weinland Park” program.

Project Outcomes: Although “Reading Together in Weinland Park” officially ended with Will Hillenbrand’s visit, students are still talking about the visit and teachers at the A. Sophie Rogers Laboratory School and Weinland Park Elementary continue to include his books in their classroom lessons. The enthusiasm with which entire families participated in both at-home and in-school activities is a strong indication of the impact the program made on this low-income community. Many families continue to read and learn together. Teachers and parents continue to be overwhelmingly positive. The students have expressed an appreciation for the creative process that Will Hillenbrand demonstrated, especially his dedication to sketching each and every day.

Other Results: “Reading Together in Weinland Park” was a resounding success with students, families and staff enjoying a month of programming leading up to the visit by Will Hillenbrand. Students continue to talk about Mr. Hillenbrand’s presentation, talent and discipline with his work. In addition to encouraging families to read and engage in “Sleep, Big Bear, Sleep!” the school continues to benefit from activity pages and a “Sleep, Big Bear, Sleep!” themed board game given to the school by Mr. Hillenbrand. Mr. Hillenbrand also offered to create YouTube videos answering questions about his book. The project coordinator is working with Mr. Hillenbrand on this project.

Delaware County District Library

Project Coordinator: Connie Pottle

Federal Award: \$1,645

Project Purpose: The purpose of the project was to give incarcerated youth and students in an alternative high school the opportunity to work with a professional artist who used graphic novels to teach literary conventions such as foreshadowing, inference, deductive reasoning, setting, plot and characterization. This was a partnership project between the Delaware County District Library, the Scioto Juvenile Correctional Facility and the Arts Academy. For the project, the planning committee selected the Choose to Read Ohio title "Bone" by Jeff Smith. Graphic novels are extremely popular with teens in the public library, the Arts Academy and at the Scioto Juvenile Correctional Facility. Even though "Bone" is one of the earlier graphic novels published, it is still one of the most popular. Scioto Juvenile Correctional Facility (SJCF) is part of the Ohio Department of Youth Services (ODYS) and houses approximately 200 youth from all 88 counties in Ohio. The boys stay approximately six to twelve months. The girls' section is the lone ODYS female facility; girls stay from six months to one year. The majority of youth incarcerated at Scioto come from families that are below the poverty line. The Arts Academy is an alternative high school program of the Educational Service Center of Central Ohio. It provides comprehensive services for high school students ages 14-17. The Arts Academy has a strong focus on electives in the arts and humanities. Classes are designed to support the unique needs of students by promoting inclusion opportunities and facilitating small group instruction. Students enrolled in the Arts Academy typically do not function successfully in a traditional school setting, have grades well below projected levels, are frequently late or have excessive absences and/or have a history of family or personal problems or suspension/expulsion. Students in both facilities come from school districts in which visits from professional artists are rare or non-existent. They also own few or no personal books. The possession of a personal book is particularly valuable for youth in these circumstances.

Project Activities/Methods: The original project called for the artist, Aaron Thomas, to work with one group of boys and one group of girls at SJCF. Due to changes in ODYS (closing one ODYS facility and moving some of those boys to SJCF), it was not possible to have the artist work with the boys. They were on lock-down or restricted privileges because of behavior problems. Instead of teaching boys for one period and girls for the second period, the artist met with the girls for two periods. This allowed the girls to have a more intensive experience and more time to work with the artist. Aaron Thomas worked with 30 girls for 2 periods over 4 days. In addition, the speech and language therapist used the "Bone" books to work with five boys and the art teacher did cartooning projects with 30 boys prior to Thomas' visit. Thomas also taught five one-hour sessions with the students at the Arts Academy. Students from the Arts Academy and SJCF read the book "Bone" and discussed it in their classes. An additional book discussion was held for teens at the public library, open to any teen who wanted to participate. Federal and local funds were used to purchase copies of "Bone," for contractual costs associated with the Aaron Thomas visit, and for supplies. Local in-kind costs were staff time for staff at the public library, Arts Academy and SJCF and mileage between the public library and SJCF.

Project Outputs: Ninety copies of the book "Bone: Out from Boneville" were purchased for use at the Arts Academy, SCJF and the Delaware County District Library. Aaron Thomas received a contract for 20 hours to plan programming and work with students. A total of 74 students participated in activities associated with the project.

Project Outcomes: The art teacher at SJCF displayed some of the cartoons at SJCF and some were selected for a display at the Ohio Department of Youth Services central office. Comments from students at SJCF included: 1) Mindcatching! Once you read the first page of Bone,

you don't want to put it down. 2) The workshop was creative and brought out a lot of emotion. 3) It taught us basics that we can build on. 4) The workshops were very good and thought provoking and helped me know where to start and build on that. I like cartooning now. 5) It helped that we were able to do something different rather than the same old thing. 6) The story board concept that Mr. Thomas did was very interesting.

Dublin City Schools

Project Coordinator: Dori Breakwell

Federal Award: \$2,145

Project Purpose: The purpose of the Dublin Celebration of Reading project was to support reading and foster literacy, to boost utilization of the local public library by limited English Speaking students and their families as well as the general classroom population, to support school children in learning with exposure to an author and community leaders, and to increase Dublin's sense of community. After consulting with the Media Specialist and other educators at Daniel Wright Elementary School in Dublin, Ohio, the planning committee (consisting of the Dublin Branch of Columbus Metropolitan Library, the Literacy Committee of Dublin A.M. Rotary, and Daniel Wright Elementary School of the Dublin City Schools) chose "B is for Buckeye" as the book for the Choose to Read Ohio program. The Ohio Department of Education's 2009-2010 School Year Report Card for Daniel Wright Elementary reports that 30.9% of the students enrolled at Daniel Wright are Limited English Proficient and 49.1% are Economically Disadvantaged. English as a Second Language teachers from Daniel Wright report that 21 languages are spoken in the school, posing a particular challenge to reaching students. The project focused on all fourth graders enrolled in the school and specifically targeted children and their families who are limited English speaking. "B is for Buckeye" was chosen by the school Librarian based on its reading level and its contents.

Project Activities/Methods: All fourth graders at Daniel Wright Elementary School received a copy of "B is for Buckeye," signed by author Marcia Schonberg. In some cases, this might well be the only book a student will own. Classroom teachers utilized the lessons from the recommended toolkits that focus on the book and its contents. Lessons focused on integrating the main areas of social studies: geography, history, economics, government and social studies skills and methods. This will be helpful to all students, but will also teach students who are new to the State of Ohio and the community who may be from another country about the State and its many positive qualities and resources. In addition, the book was used extensively for reading exercises in class, with students practicing reading aloud. Students also completed surveys on their library use and writing assignments on their favorite part of the book and why libraries are important. Marcia Schonberg, the author of "B is for Buckeye," attended the school for an author visit on April 19. This visit included lessons and activities highlighting unique facts and aspects about Ohio. In addition to in-school activities, out-of-classroom activities were planned: Ms. Schonberg also visited the Dublin Branch Library on the same evening. The students were encouraged to read the book at home aloud to their families and families were encouraged to attend the evening program at the Dublin library to meet Ms. Schonberg. Families who have not been to the local library received a tour and a presentation about the wonderful benefits of utilizing the library. Ms. Schonberg discussed the importance of authors and reading. In addition, there was a public reading of the book as a community celebration of literacy. Students read with community leaders, and the event was eagerly supported. Readers included the Mayor, the Vice-Mayor, the School Superintendent, the Daniel Wright Elementary Principal, the Rotary President, two City Council Members, The Friends of the Library President, a Public Library Staff Member, the Police Chief, the Fire Chief, and the State

Representative. Afterwards, students had their pictures taken with the parents and the community leaders and enjoyed refreshments. The program was promoted in local media outlets, including an article in the Dublin Villager and a piece featuring students and community leaders on DTV (Dublin Television, Local Access Channel 6). Federal and cash-match funds were used to purchase copies of "B is for Buckeye" and for the speaker honorarium. The in-kind contribution was from the Rotary Club to purchase materials for the Daniel Wright Elementary media center.

Project Outputs: 110 copies of "B is for Buckeye" were purchased. Copies were distributed to fourth grade students and placed in the school media center and public library branch. Marcia Schonberg participated in an author visit at the school as well as an evening family program at the public library. 318 individuals participated in the project (includes students, parents attending the event, community members, Rotarians and library staff).

Project Outcomes: The grant served to promote literacy and community through a strong partnership of library, school, and community service organizations, fostering learning, library awareness, and a sense of civic connection at Dublin's most economically disadvantaged school. It is not often these students would have the chance to meet their state representative or to hear from an author. By involving them and their parents in a community event and an author visit stressing the joy and importance of reading, they have been encouraged to read and to see how literacy can be a source of power in their lives.

Green Local School District

Project Coordinator: Mary Ann Stahr

Federal Award: \$4,662

Project Purpose: The purpose of this project was to achieve cultural awareness through the reading of the Choose to Read Ohio title "The People Could Fly" by Virginia Hamilton.

Project Activities/Methods: The library media specialist purchased eBooks that included biographies of Black Americans, works of Black authors, fiction books featuring African-Americans and historical books tracing the Civil Rights movement. Hard cover books and paperbacks were also purchased with the same topics and received a cultural diversity logo on the spine label. All new materials were advertised in the school newsletter, via the library website and on bookmarks. A Google website was also created that contains lesson plans, resources, additional websites for teachers and students, and bibliographies of the new materials. Lesson plans included an art activity on President Obama, a lesson on George Washington Carver, and reading and activities to go with the Choose to Read Ohio title. Four distance learning sessions were held centering on the Harlem Renaissance and adversities faced by African-Americans. The distance learning sessions were held with the Cleveland Institute of Music and the Cleveland Museum of Art and took place during Black History Month. Federal funds were used to support distance learning activities and for library materials.

Project Outputs: 240 students participated in the distance learning activities; circulation of project-related books during the project period was 231; 53 students participated in a contest of "Who Am I?" focusing on famous African-Americans, and 52 students participated in a book discussion group.

Project Outcomes: Students in this predominantly white suburb now have a better understanding of the African-American experience and are more aware of cultural diversity in society.

Hillsboro City Schools

Project Coordinator: Lynn Musser

Federal Award: \$9,937

Project Purpose: The purpose of this project was to explore the theme of "Historical Secrets and Struggles that Divide Us" using the Choose to Read Ohio title, "Two Girls from Gettysburg" by Lisa Klein. Through a series of in-school programs, the participants (middle and high school students) explored/experienced not only how historical struggles divide us and destroy families, friendships, and communities, but how these struggles apply to the local history of Hillsboro, Ohio as well. The Hillsboro community also benefited from the project through a public presentation on the topic.

Project Activities/Methods: Since January 2012, the Choose To Read Ohio Planning Committee partners (including Hillsboro City Schools teachers and administrators, the Highland County District Library, and Southern State Community College) have participated in numerous activities to implement the project. This includes ongoing meetings and communication via Google Docs/email as well as coordination of activities with middle and high school staff and students. Marketing and promotion of project activities (e.g. the summer reading project activities and presentations of The Hillsboro Story) were crucial to the success of the project. The following activities took place during the project period: All ninth graders in English 9 classes read "Two Girls from Gettysburg." Class discussions focused on historical secrets and struggles and how these can divide us and impact friendships, families, and communities. Teachers used the online toolkit for the book to facilitate discussion questions and develop program ideas. After reading the book, students prepared questions for the author visit. Lisa Klein visited the school and conducted presentations. To encourage summer reading and student creativity, all middle and high school students were given a voluntary summer reading list with related creative activities. The summer Read and Create activity included reading materials suggested by the public library. A selected number of copies of these books were purchased for the school and public libraries. Students completing the Read and Create activity had the opportunity to participate in a final activity related to the project theme. They could select to participate in a field trip visiting local Underground Railroad sites or an author virtual/e-visit (via Skype) with Tony Abbott, author of "Lunch-Box Dream," a book about the Jim Crow racism during the 1950s told from the point of view of a black and a white boy and their families. To continue to tie the study of struggles to local history, in September, middle school students attended a presentation of "No Strangers Here Today" and high school students attended a presentation of "The Hillsboro Story," both by Susan Banyas. A community presentation of "The Hillsboro Story" also took place, coordinated by the community partners. Federal funds were used to purchase books (both the CTRO title and other titles on the topic) as well as for speaker honorariums.

Project Outputs: Outputs from the project included: Book reading and author visit by Lisa Klein attended by 230 freshman. 27 students completed the voluntary Read and Create summer reading program. Nine students participated in the Tony Abbott Skype visit and 25 students participated in the Underground Railroad sites field trip. 63 ninth grade students participated in an "Underground Railroad" presentation. The play "No Strangers Here Today" was presented to approximately 650 8th, 9th, and 10 grade students. The summer reading students also attended. Susan Banyas talked to the students for 2 periods (80 min.) the day before the play explaining origins of the underground railroad movement and how she came to write this play. The play "The Hillsboro Story" was presented to approximately 425 11th and 12th grade students. Susan Banyas talked to the students for 2 periods (80 min.) the day before the play explaining segregation in Hillsboro and how she came to write this play. Approximately 380 community members attended a performance of "The Hillsboro Story" at Southern State Community College.

Project Outcomes: Because of this project, students have been exposed to new reading resources, author visits, local community tours, and classroom discussions of the project theme. They are more aware and knowledgeable about the Civil War, the Underground Railroad and the part Southwest Ohio played in the struggle for freedom.

Maysville Local School District

Project Coordinator: Krissy Machamer

Federal Award: \$6,169

Project Purpose: The purpose of this project was to develop a program using a Choose to Read Ohio title which would provide elementary school students at Maysville Elementary with the opportunity to meet a real author/illustrator that would help to foster the love of reading and writing. Staff also felt strongly about incorporating the theme of good character with the pillars of success as this was a building-wide initiative for Maysville Local Schools. Through the project, staff was able to plan a week-long reading celebration – “Pictures Tell the Story of Good Character,” hold a Family Literacy Night, and host an author visit with Will Hillenbrand. Each event was student centered and promoted positive experiences with literacy while connecting the school and family.

Project Activities/Methods: Will Hillenbrand's work was incorporated into the Maysville Elementary Right to Read Week Celebration. The literacy team met in early October with 60 teachers, grades pre-kindergarten to fifth, and presented them with a set of Will Hillenbrand's books to read and highlight for the upcoming event. Teachers were given ideas of ways to incorporate good character with individual story titles, as well as several suggested activities to share during the week-long celebration. Additionally, the literacy team met three times with the Right to Read team, comprised of teachers from each grade level to brainstorm activities and gather suggestions revolving around the theme, “Pictures Tell the Story of Good Character.” Literacy Coaches visited 47 classrooms sharing “What a Treasure” to introduce works by Will Hillenbrand and to show how reading and writing can support their future goals and aspirations. Teachers continued over the next several weeks with an author study and activities that allowed students to demonstrate and apply the Good Character Pillars of respect, responsibility, caring, citizenship, trustworthiness, and fairness. Students displayed their learning throughout the building by making classroom display boards and constructing character quilts. During Right to Read Week, students also participated in daily activities around the theme of character education and fostering a love of reading and “Sharing Acts of Kindness” where students buddy read with students from another grade level. Lastly, students and families were involved in community projects with the local nursing homes, food drives, hat and mitten collections and/or Helping Hands project, where they learned the true meaning of SHOWING good character to those around you. During Right to Read Week, families were invited to attend the Family Literacy Night where various activities were planned to promote daily literacy with students and families. Families collaborated to make a rebus story, constructed story element bookmarks, participated in a family book walk, played games centered on literacy and cooperation, visited a guest storyteller, and consumed treats that were tied to one of Will Hillenbrand's stories. The highlight and most anticipated activity of Right to Read Week was Will Hillenbrand's presentation with students. Students were thrilled to meet the author and illustrator of the books that they had read in their classrooms. Hillenbrand conducted three different assemblies to meet the age appropriateness and needs of the audience. He shared personal stories and connections about his own family and how reading and writing related to his career. He also talked with students about the importance of creativity and how having a good character is a life-long skill. The Literacy Team promoted the project through a variety

of print and digital media. Federal funds were used for books, printing costs for brochures, posters, and bookmarks, and for the speaker honorarium. Books were purchased in a variety of formats including standard text, eBooks, and books on CD.

Project Outputs: One thousand thirteen students were supported in their reading and writing growth through classroom extension activities and through grade level assemblies provided by Will Hillenbrand. Additionally, Hillenbrand gave small group attention to a 2nd grade art class focusing on how a story is impacted by illustrations and to a 3rd grade library class sharing the revision process that takes place when trying to get a book published.

Project Outcomes: The project increased the positive attitude felt by students, parents, and teachers toward the library. During the grant, implementation staff was able to install the Overdrive Media Console eBook and audiobook service. While this was funded outside of the grant, it contained many of Will Hillenbrand's titles and offered an alternative method of accessing the titles associated with the project. Students have begun to take more interest in reading and in learning more about authors because of the project. They are checking out new books as a result of Will Hillenbrand's visit. Conversations during library classes include library staff discussing different authors with the students and students are now paying more attention to the people that authors are instead of just the book itself. The library now includes pictures of authors above the shelf in certain spots where there are large collections by an author to help students visualize what the person looks like who wrote the books. Families were also impacted through the project. Families were given the opportunity to complete a survey where they were asked to rate their Family Literacy Night experience on a scale of 0-5, their favorite events, and suggestions for future Family Literacy Nights. Fifty three families completed the survey with 68% of families (36 total) rating the Family Literacy Night experience a 5 and another 25% (13 families) rating it a 4. Suggestions for future Family Literacy Nights included different crafts for every grade level, a wider variety of events for older students, more storytelling, and to host a Family Literacy Night more than once a year.

McKinley Memorial Library

Project Coordinator: Kimberly Garrett

Federal Award: \$1,000

Project Purpose: The purpose of the Buckeye Book Bash program was to get all of the children in grades K-6 who attend area schools to read a Choose to Read Ohio Book, and to encourage the students to attend the extension programs offered by the library.

Project Activities/Methods: The first activity associated with the project was school visits. These promotional visits allowed library staff to have every student (grades K-6) in the service area read a Choose to Read Ohio title. Staff visited all schools in the library's service area. During the presentations, staff read aloud Choose to Read Ohio books, including the titles "Sleep, Big Bear, Sleep!" by Will Hillenbrand, "The Giant of Seville: A Tall Tale Based on a True Story" by Dan Andreasen, and selections from "The People Could Fly" by Virginia Hamilton. For Kindergarten, first and second grades, staff delivered 30 minute long, grade-leveled assemblies and read the story "Sleep, Big Bear, Sleep!" and then did bear-themed songs, games and activities that went along with the story. For third, fourth, and fifth grades, staff delivered 30 minute long, grade-leveled assemblies and read the story "The Giant of Seville: A Tall Tale Based on a True Story," talked about real giants vs. fictional giants, and played a Mad Libs game. For sixth grade, staff went to each English class to read a selection from "The People Could Fly" and then played a Mad Libs game with the students. At each school visit, staff promoted the Buckeye Book Bash Sessions to be held at the library to celebrate Ohio authors and illustrators. During the first session of

the Buckeye Book Bash, held in February, three Ohio authors/illustrators were highlighted: Dav Pilkey with readings from "Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy;" students then played a game called "fling the booger on the boy" (much like pin the tail on the donkey, but children threw slime at a poster of a boy aiming for his nose); R.L. Stine with readings from "Goosebumps: Vampire Breath;" students played charades where they had to act out/guess different Goosebumps book titles; and Jeff Smith with a viewing of a YouTube video interview with Jeff Smith where he talked about the evolution of his "Bone" character; students then worked together to create and draw a comic strip of their own on a large magnet board. After the activities were completed, students were given buckeye cookies as a snack. Finally, the students were given string, beads and large buckeyes with holes drilled into them to make a buckeye necklace to keep. All participants were given a free book, "B is for Buckeye: An Ohio Alphabet" by Marcia Schonberg. During the second session of the Buckeye Book Bash, the library hosted author/illustrator, Will Hillenbrand. The children met Will Hillenbrand, and he delivered a 45 minute presentation about his book making process. The program took place in June. Federal funds were used for printing costs, library materials, and craft supplies.

Project Outputs: Number of students reached during promotional visits: approximately 1,560. Number of students/parents in attendance at session one of the Buckeye Book Bash: 16 students/14 parents for a total of 30 people. Number of children in attendance at session two of the Buckeye Book Bash: approximately 50.

Project Outcomes: Staff noticed that many of the students who attended one of the Buckeye Book Bash events were not "regular" library program participants. Many of them were "new faces." Most of them went into the children's room and checked out materials after the program was over. Staff thinks they were able to reach a target audience of school-aged patrons who were inactive library users prior to this program. As a result, many of the participants have returned to the library since the program to attend other programs and to check-out materials. Many of the young patrons who come into the library since the school visits have commented that they remember staff from the visit and that they enjoyed the promotional visit. Staff feels that doing the promotional visits allowed them the opportunity to connect with the children and give the library a face in the schools.

Ohio School for the Deaf:

Project Coordinator: Nancy Boone

Federal Award: \$1,021

Project Purpose: The purpose of this project was to take five Choose to Read Ohio titles ("The Giant of Seville: A Tall Tale Based on a True Story" by Dan Anderson, "The First Day of Winter" by Denise Fleming, "Sleep, Big Bear, Sleep!" illustrated by Will Hillenbrand, "Otis" by Loren Long, and "B is for Buckeye" by Marcia Schonberg) for use with K-5 elementary students at the Ohio School for the Deaf. High School Students taking American Sign Language Level 3 will translate the titles as a class project.

Project Activities/Methods: Unfortunately, the project was launched later than anticipated. By the project's termination the American Sign Language (ASL) teacher was working with ASL students to have them translate each of the five titles being used. The elementary teachers and the library media specialist were working together to plan craft projects for the students do do in conjunction with the titles. Federal and local funds were used to purchase Choose to Read Ohio children's titles.

Project Outputs: Eighteen copies of five Choose to Read Ohio titles were purchased. However, by the project's termination, the school library media specialist and the teachers had not yet begun to use the titles with students.

Pemberville Public Library

Project Coordinator: Jane Kohlenberg

Federal Award: \$1,924

Project Purpose: The purpose of this project was to develop a tween book club directed by a 5th grade teacher who, in cooperation with the Pemberville Public Library, would encourage discussion of books in a group setting. Additionally, the project planned to acquaint middle school students with the writer of a best-selling book. To accomplish these goals, the planning team from the school and library selected the Choose to Read Ohio Title "Firegirl" by Tony Abbott.

Project Activities/Methods: Interested fifth graders read and discussed "Firegirl" with their teacher in two sessions held at the Pemberville Public Library. This was done prior to a visit by Tony Abbott. The students developed questions to ask the author and designed art work related to the book as well as discussing the work itself. On the day of the author visit, Mr. Abbott presented at two assemblies at the Middle School, one for fifth and sixth graders and the other for seventh and eighth graders. He also presented a program at the public library just for the book discussion group as well as for any adults who wished to attend. Following the reading of "Firegirl" and the visit by Tony Abbott, additional tween sessions were held as part of the summer reading program. Fifteen students read the second title, "The City of Ember" by DuPrau and spent an hour at each of three sessions during Summer Reading discussing the book. As of Fall 2012, monthly events were being planned for the tween book discussion group. The fall book will be "Gone" by Cynthia Lord. The book club continues to be a collaborative effort between the teacher and the library staff. Federal and local funds were used for the speaker honorarium and to purchase copies of "Firegirl" which are now available to any public library through the SEO Library Consortium.

Project Outputs: There were 42 participants in the book discussion group who all enjoyed the book and the activities developed by the teacher.

Project Outcomes:

Other Results: Pemberville Public Library received a letter from Tony Abbott regarding how excited he was with the response of the students to his book and how it was the best session he had experienced related to the book "Firegirl."

Sandusky Public Library

Project Coordinator: Terri Estel

Federal Award: \$2,651

Project Purpose: The purpose of this project was to instill the love of literature and excite children and adults to enjoy more books in a lifelong love of reading. An additional goal was to incorporate the Ohio Early Learning Content Standards and the six Every Child Ready to Read (ECRR) skills using the books and illustrations of Will Hillenbrand. This project allowed the library to partner with several preschools in the area as well as with Erie MetroParks. Sandusky Library used the Choose to Read Ohio program to introduce preschoolers to an Ohio author and illustrator, Will Hillenbrand. Hillenbrand visited two preschools and performed a story time for the library and promoted the love of reading and the magic of illustrations.

Project Activities/Methods: Two weeks before the illustrator's visit, Sandusky Library staff presented story time sessions which incorporated the bear theme along with Mr. Hillenbrand's book at the Library's in-house story times. Parents were shown how to utilize the six ECRR skills using books, finger plays, songs and stories. Sandusky Library staff storytellers visited four preschools and a MetroParks story time. Along with these visits, Sandusky Library staff held one morning program at Jackson Learning Center (typical and atypical children) where Mr. Hillenbrand came and read "Sleep, Big Bear, Sleep!" He

showed a short lesson on how he developed his drawings, shared insight into his illustrations and showed how a book contains a beginning, middle and end. In the afternoon, Hillenbrand attended Kaleidoscope, a center for special needs and developmentally delayed children. He again read his book and engaged the children by showing how he developed his drawings. In the evening, Sandusky Library held an open house program to meet and greet Mr. Hillenbrand. Storytelling sessions were held three different times in the adult program room. Several theme-related stations were located throughout the library. There was a bear's picnic area, a "make and take it" bear puppet, decorate your bear cookie and a scavenger hunt to find all the characters in the "Sleep, Big Bear, Sleep!" book. Erie MetroParks displayed items about bears and hibernations. Federal funds were used for the speaker honorarium, books, and marketing materials. In-kind contribution was staff time.

Project Outputs: Will Hillenbrand reached 180 children and 75 adults. Outreach story times held prior to Hillenbrand's performance reached 155 children and 22 adults.

Project Outcomes: Sandusky Library staff successfully incorporated the six ECRR skills and the Early Learning Content Standards into the programming. Teachers are requesting additional programming like this. Strong partnerships have been developed with the schools and with MetroParks.

Wayne County Public Library

Project Coordinator: Megan Meyer

Federal Award: \$2,280

Project Purpose: The purpose of this project was to enhance library service to the tween population. The Wayne County Public Library recognized that it was underserving the tween population and that there was lower use of the library by the population of the two schools serving the greatest number of reduced-rate lunch students. By establish a tween book club, not only would the library be reaching this targeted age group, but a popular Ohio-born author would be highlighted in two schools with the most at-risk students. The library choose "Firegirl" by Tony Abbott as the Choose to Read Ohio book to highlight in the project.

Project Activities/Methods: The original plan was to have two groups at the library and one group at each of the two local schools. Due to low registration, only one group met at the library and more attention was focused on the school groups. One school group met in the 6th grade classroom as part of the regular school day. The other school integrated sessions as part of the after-school program. The tweens were asked to provide suggestions for the project. The major change they suggested was that they wanted to make fire safety posters instead of fire safety bookmarks. All three locations followed the same five-session format. Two weeks before the club began, the children received a copy of the book. If possible, they were to complete the book prior to the first meeting. Week one started with a group discussion of the book. Students then made a poster announcing Tony Abbott's visit. Posters were displayed in the schools and the library. Week two the book discussion continued and children wrote what they thought might happen to the main characters after the book ended. In week three the Assistant Fire Chief of the Wooster Fire Department spoke to the children about fire safety. In week four the children created fire safety posters and talked about Tony Abbott. Week five was the culminating activity with an author visit by Tony Abbott. He spoke to elementary students at a school assembly. The after-school program made a special event of the visit and families and students were invited to a church supper as part of the presentation. A traditional author visit took place at the library. Federal funds were used for speaker honorarium, and fire safety books and videos to augment the library collection. In-kind contributions included personnel costs, mileage, and prizes.

Project Outputs: The library purchased 60 copies of "Firegirl" for use in the program. They are now available through the CLEVNET consortium to support other book discussion programs. An average of 20 students attended each of the book discussions at the two schools, 153 students attended the author visit assembly and 130 attended the event at the after-school setting. Thirty-four attended the library author visit.

Project Outcomes: Of the 35 student questionnaires returned: 19 students reported having library cards before the program, 4 students reported getting a library card as a result of the program, 10 indicated that they had previously attended a program at the library, 17 indicated that they would attend another program at the library, and 22 indicated they were interested in future book discussions. Adults working with the program mentioned the students' excitement about the reading group and discovering how Abbott developed the plotline. One teacher thought that the students would be more open to library programming in the future. The after-school coordinator also felt that this would be the case. Both felt the program generated excitement about reading.

Willoughby-Eastlake Public Library

Project Coordinator: Cheryl Kuonen

Federal Award: \$1,122

Project Purpose: The purpose of this project was to support Adult Summer Reading using a Choose to Read Ohio author. The book chosen for the Willoughby-Eastlake Public Library Choose to Read Ohio program was "All the Way Home, Building a Family in a Falling Down House" by David Giffels. This book was selected because the Willoughby-Eastlake service district contains many older and historic homes. Home repair and restoration is of great interest to library patrons.

Project Activities/Methods: "All the Way Home, Building a Family in a Falling Down House" was selected as the adult summer reading title for 2012. The Library held book discussions on the title at several locations, including the Willoughby Senior Center, Breckinridge Assisted Living, Eastlake Women's Club, and the Willowick Public Library. An average of ten participants were in each group. The adult summer reading program concluded with a visit by David Giffels at the Willoughby Hills branch of the Library. There were 30 people in attendance and a lively question and answer session followed Mr. Giffels' presentation. Federal and local funds were used for print and digital titles of "All the Way Home, Building a Family in a Falling Down House" and for the speaker honorarium.

Project Outputs: The Book Discussion Groups averaged 10 participants per session. Of this group, the library received 40 surveys. On a scale of satisfaction with 1 being the least and 10 being the most: 30 rated their experience as "extremely satisfied" with the content of the book discussion, how well they liked the book, the convenience of the location, and the overall quality of the program. Eight participants rated the program as an eight on the scale and two rated the program as a seven. Thirty participants attended the author visit and ten surveys were returned. Of the ten surveys returned, all of the participants were extremely satisfied with the program and would recommend the book to others. The ten also indicated they would plan to use the library as a result of this program.