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Imagine, Innovate, Collaborate
Corporate Sponsors

Conference Information: www.txla.org/annual-conference

ON THE COVER: Library supporters champion funding for our state's libraries.

TLA thanks our library advocates for providing testimony at the Senate Finance hearing on February 4, 2015 at the State Capitol. From left to right: Danielle Plumer, Jennifer LaBoon, Leah Mann, Kyle Whipple, Jeanne Standley, Chris Custer, Donna Kearley, Robin Stout, Jim Johnson, and Traci Jensen.

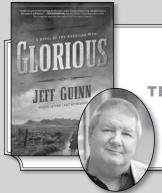
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Wednesday, April 15, 2015 2:00 - 3:50 pm

STATE TREASURES: TEXAS AUTHORS PANEL

Featuring **JEFF GUINN**, author of **GLORIOUS** Book signing to follow

Thursday, April 16, 2015 10:00 - 11:50 am

STEAMPUNK & FANTASY PANEL: THE LURE OF DISTANT WORLDS

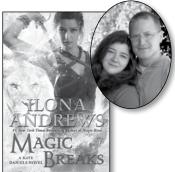
Featuring

RACHEL CAINE author of

ILONA ANDREWS author of **MAGIC BREAKS**

INK AND BONE





Book signing to follow

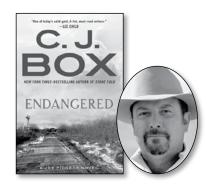
Friday, April 17, 2015 • 10:00 - 11:50 am

BOOK BUZZ THE NEW BOOKS ARE COMING

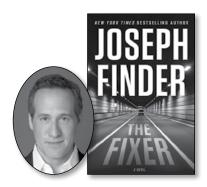
Thursday, April 16, 2015 6:30 - 8:30 pm Hyatt Regency Austin, 208 Barton Springs

> **TLA EVENING WITH** THE AUTHORS

> > Featuring



C. J. BOX. author of **ENDANGERED**



JOSEPH FINDER. author of THE FIXER

Book signing to follow



TLA by the Numbers

Then I was a middle school librarian, a social studies teacher brought me a t-shirt that read, "My head is full of children" - and it usually was. These days my head is full of TLA, our 2015 Conference, and Texas libraries and librarians. For fun, let's look at TLA by the numbers, in the random way our minds work.

First, our Association.

10 grassroots districts form TLA. Looking at our 2015 membership, they range in size from 1143 members in District 8 to 80 in my own District 6.* If you haven't tried out the filters in the Membership Search feature on the TLA website, do! Who knew we have 29 members named Sharon?

In addition to the districts, we have **61** TLA units – from divisions to round tables to interest groups to committees to task forces. When librarians ask me how to get involved in TLA, I always say that these unit listings are the best place to start. And if you don't find the group that's for you, start one!

- **15** TLA staff members work to make ours the very best state library association. There's nothing they won't do to help Texas libraries and librarians, and they prove it day after day.
- **9** Reading lists are created each year by TLA members. They're a fantastic resource - not only for your library, but also for your own personal reading and for ideas for gifts. We've got every age covered.

With a representative and senator who personally represent you in the State

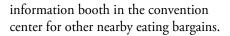
Legislature, you have 2 potential advocates in Austin right now. Can you name yours? Have you talked with them about the needs of libraries in Texas? Have you told them stories about your library and the people who use it? It's never too late to begin this relationship. Visit the TLA website for the information you'll need to start the conversation.

And now our **2015** Conference, April **14-17** in Austin...

12 square blocks make up the Austin Convention Center, and it has **205,497** square feet of exhibit space. No wonder you'll want to bring comfortable shoes! In the Exhibit Hall, you'll find new ideas and resources, get to talk directly to vendors, try out new software, and save time by evaluating products right on the spot. Don't forget to thank our exhibitors for supporting TLA.

350+ face-to-face programs make our conference the can't-miss event for librarians in Texas. Included are **12** preconferences, the day-long Tech Camp, and 13 hands-on-labs covering topics that range from book repair to 3-D printing. You'll learn lots of new skills with these and other offerings!

Planning to do TLA "on the cheap"? Don't forget the **23** minute bus ride from the airport to downtown Austin for only **\$1.75**. Choose a hotel with breakfast included and share your room with other librarians. Enjoy some refreshments at our Welcome Reception in the Exhibits Hall and the President's Party. Visit an



The **3** events in our first ever TLA TRIlogy - biking, swimming, and running - will make you feel like number 1 in the fitness department! You don't have to compete in all three, but some will. And don't forget the Friday morning health event, Body Resistance to a Beat.

Treat yourself to at least one of our **11** special meal events at conference. Not only will you meet librarians from across the state, you'll also enjoy a meal with an author – and sometimes more than one. It's not too late to add a meal to your registration.

Children in **37** shelters will enjoy the pajamas we bring to conference as part of our service project partnership with The Pajama Project. Our pajamas (newborn to XL) will be given along with a book to children in need. Leave your donation in the crib near the registration area.

6 tables will fill the brand-new Sync Up Station, a special corner of the registration area, right next to the Exhibit Hall. This is the place for informal meet ups, extended conversation with presenters, and anything else you can imagine. Drop in or sign up in advance.

And now my head is full of numbers! I hope you're one of the **7000**+ librarians and library supporters who will sync up with us in Austin! **



* WWW.TXLA.ORG, ACCESSED ON 3/1/15

School Librarians Are Teachers First

EDITOR'S NOTE: The following letter was written by the leadership of TLA's school library division, the Texas Association of School Librarians (TASL). This message was sent to members of the State Board for Educator Certification to make the case: school librarians are teachers, and the teaching credential now required (two years of teaching experience) is an important one.

Dear Chairwoman Cain and Committee Members.

On behalf of members of the community of Texas school librarians, thank you and all the members of SBEC for your work ensuring Texas children have access to qualified, professional educators. As you consider the elements of certification for school librarians, we share here information about the function of school librarians in Texas schools. The Texas Association of School Librarians, a division of the Texas Library Association,

has a formal position in support of the current requirements; we respond particularly in support of the requirement of two years of teaching experience.

The mission of Texas school librarians is to advance student learning and achievement. Expert school librarians strengthen their schools' goal of building and supporting learner-centered instruction precisely because they have experience in teaching. By collaborating with faculty, actively participating in curriculum and other school committees, and providing relevant, tailored professional development and support, school librarians positively impact student progress. School librarians consistently build programs with the depth to cover all subject areas and interests and the breadth to address differing learning styles, grade levels and skills. To succeed in this undertaking, school librarians' practice must be strongly

grounded in the principles of teaching. Classroom experience strengthens their understanding of student development, academic needs, and the pressure placed on school faculty and leadership to impact student achievement demonstrated by test scores. Further, school librarians are unique in their school because they offer a powerful combination of teaching experience and specialized training in information literacy, which includes access and evaluation.

This one, two punch provides Texas students with solid opportunities for strong academic and personal growth in and beyond the classroom.

Some districts report difficulty in locating qualified job candidates for school library openings. Given the number of strong school library certification programs in Texas (several with successful online components) plenty of qualified

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Meet Our Stars!





Dian Curtis Regan
Wednesday, April 15
10:15 am-11:00 am



Larry Dane Brimner Wednesday, April 15 3:30 pm-4:30 pm



George Ella Lyon and J. Patrick Lewis
Wednesday, April 15
12:30 pm-1:30 pm

Visit booth #1457 for FREE advance reading copies, bookmarks, posters, and more!

All signings will take place in the TLA autographing area



Jane Yolen Wednesday, April 15 1:00 pm-2:00 pm



Michaela MacColl
Thursday, April 16
11:00 am-12:00 pm





WORD ONG

candidates exist and could increase especially if candidates see a solid job future. In addition, districts have recruited current teachers to pursue school library certification through arrangements with graduate school library certification programs while maintaining employment and this effort has added strong school library practitioners to the ranks statewide.

An abundance of research speaks to the importance of school librarians and libraries to student learning. Please refer to the documentation below for more detail and specific data illustrating the impact of school librarians and libraries on student achievement. Thank you for your kind attention. We are confident you will make the best decision for Texas students as you consider school librarian certification requirements and the role school librarians play in Texas learning communities.

School Librarians - Teachers First!

- School libraries are classrooms.
- Teaching may be individual, small group or full class.
- Topics taught may be classroom assigned or of personal interest.
- Teacher librarians need to know from their classroom experience a myriad of teaching skills to reach varied individual needs.
- TEKS list many specific skills taught in, or supported by school libraries.
- School libraries expand the academic classrooms in so many ways, both traditional and forward-looking.
- Technology for learning is embedded in the librarian's lessons, including
- Equitable access to computers and other forms of technology.
- Instruction in how to use statefunded TexQuest digital resources.
- A library website that offers access 24–7 to an online catalog, selected electronic resources, databases, and curriculum-related websites.
- School librarians' teaching experience inspires literacy by
- Providing a broad, carefully selected collection of resources to support every student at any level and in many interests to encourage reading for pleasure and lifelong learning.
- Understanding specific literacy skills when recommending useful resources

- to support classroom teaching assignments.
- School librarians are critical for student achievement
- e Standards, assessments, and accountability have all increased in rigor over recent years. Librarians bring many strengths to the team that meets this challenge largely because of their understanding of classroom demands, understanding which derives directly from their teaching experience. (See Resources below for links to research data reflecting the impact of school librarians and libraries.)

RESOURCES

The library impact studies continue to inform educators the influence school libraries have on student achievement.

From 1993 through 2007, Lance and his associates a conducted other studies similar to the Colorado study in several other US states. A compilation of these school library impact studies, known as "the Lance studies," is available on the Colorado Department of Education

Library Research Service website (http://www.lrs.org/impact.php).

As of January 2009, 20 states, and one Canadian province, have either completed or are in the process of completing state studies on the effects of school libraries on student achievement. Scholastic Publishing began summarizing these impact studies in 2004 under the title *School Libraries Work*. The 2008 third edition online: www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Texas Study 2001: Texas School Libraries: Standards, Resources, Services, and Students' Performance by Ester G. Smith, Ph.D. of EGS Research & Consulting prepared for the Texas State Library and Archives Commission: https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/schlibsurvey/survey.pdf

AASLEssential Links on Student
Achievement (comprehensive overview of studies related to "The Impact of School Libraries on Student Achievement")
http://aasl.ala.org/essentiallinks/index.
php?title=Student_Achievement ❖



TOOLKIT for School Administrators:

Hiring and Retaining Librarians

BY TERRY ROPER AND MARIA ELENA OVALLE

"I don't speak your language!" Many school librarians and K-12 school administrators will admit that while they may have the same goals, it sometimes feels as if they speak a different language. Principals are well-versed in all things teacher. They have the tools, skills, and communications networks to recruit, train, and retain quality teachers, but when they are faced with the need for new school library personnel, they may not be as well-versed.

Texas school librarians have always dealt with a certain amount of ambiguity over their status or category in the education realm: teacher/non-teacher, certified/noncertified. This situation is due, in part, to the fact that Texas does not mandate certified school librarians. The Texas State Board of Educator Certification (SBEC) does clearly define the criteria for certified school librarians. The Texas State Library and Archive Commission (TSLAC) promotes Standards for School Library Programs: Standards and Guidelines for Texas (2005), a policy document which also offers clarity if you know where to look.

The Texas Library Association (TLA) recognized that it would be helpful to have a toolkit designed for school administrators and school HR departments to better inform them when hiring and retaining library personnel.

The intent of this project is to create a repository or toolkit of sample documents, templates, examples, question banks, and links to help K-12 school administrators navigate the shift from classroom teachers to teacher librarians. We started planning for this resource by brainstorming a list of potential areas to include: Where to post openings? Where do librarians look for jobs? What interview questions will elicit the best outcome for ensuring quality and qualified hires? How can administrators effectively evaluate a librarian?

While many of these documents and procedures closely parallel the process for

hiring a good teacher, some major aspects remain that apply to library services but not to classroom. Some of these areas include library budget management, collection development, technology integration, support of diverse areas of the curriculum, collaborating with teachers, and of course, circulating books and digital resources. School administrator certification programs may not offer much guidance on these issues, so it is a 'win-win' to help busy principals gain insight and access to user-friendly information in non-library language.

The work on this project took place virtually using email, conference calls and collaborative Google Docs and Sites to work through the process and bounce ideas around. We started with a core group that networked with library colleagues across the state to get input on what types of information and resources administrators and HR departments needed to know, what links would be helpful as we developed this materials, and which sample documents and questions we could use or adapt. We polled groups including a local North Texas Library Director's group, contacts at the Education Service Centers, and others to make sure we were getting input broadly. We were careful to ask permission to use sample documents and to strip any identifying information when requested.

The toolkit, still evolving, will contain several categories ranging from librarian communication channels (such as TLA's own TLA listserv and LM_Net) and "idea/best practices" venues to support human resource materials. The goal is to provide administrators with information and access showcasing librarian collaborative forums, banks of sample interview questions they can pick and choose from, sample librarian evaluation forms, and links to Texas school library

https://sites.google .com/site/hiringlib/ standards, certification information, and other policy issues.

The next steps in this project include categorizing the list of interview questions and adding some possible "ideal" responses or keywords as an aid for the administrator that does not recognize responses they might want to be aware of and sample job descriptions for both school librarians and paraprofessionals.

Our intent is that this will be a living resource with a broad range of contributors. We must keep in mind the purpose and intended audience of this toolkit, so we will want to avoid too much "library" language.

We know Texas has many qualified and talented librarians seeking jobs and good school districts seeking librarians, and prospective librarians seeking information on librarian certification requirements. We are hopeful this toolkit will grow to meet the needs of all parties involved and will facilitate the process of recruitment and retention of school library personnel.

We have included materials from the toolkit: some sample interview questions and a rubric for library candidate interview

questions. See pages 8-10.

If you have information, ideas, or resources you would like to share, please contact us!

Terry Roper (Terry.Roper@region10. org) is a library consultant at Region 10 Education Service Center. María Elena Ovalle (meovalle@yahoo.com) is the retired coordinator of library services and media for Region One Education Service Center.

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Texas Woman's University

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Graduates of the dual-degree program earn both Master of Library Science and Master of Science in Health Studies. This dual-degree program prepares professionals for leadership roles as health information specialists in private and public agencies.

Graduate Certificate in School Librarianship

This certificate program is available for students who hold a master's degree in another discipline and for students in the MLS program with interest in school librarianship.

Graduate Certificate in Evidence-Based Health Science Librarianship

This certificate offers focused post-master's study on evidence-based librarianship in collaboration with health science institutes in the Dallas, Fort Worth and Houston areas.

For information contact slis@twu.edu
940-898-2602
1-866-809-6130
www.twu.edu/slis







Sample Interview Questions

- As a librarian, how would you build relationships with faculty and staff to ensure that information literacy skills and technology skills are integrated into the teaching and learning programs in the classroom?
- As a librarian, what would you do to help increase student achievement?
- Define the term collaboration. How does this term apply to teachers and school librarians?
- Describe a successful project or program you have administered.
- Describe a staff development session that you have presented or one you would like to present if given the opportunity.
- Describe any qualities or characteristics you possess that would help you deal with these challenges?
- Describe any training you have conducted lately to any group of adults (community, church, faculty, etc.)
- Describe the atmosphere you would try to create in your library.

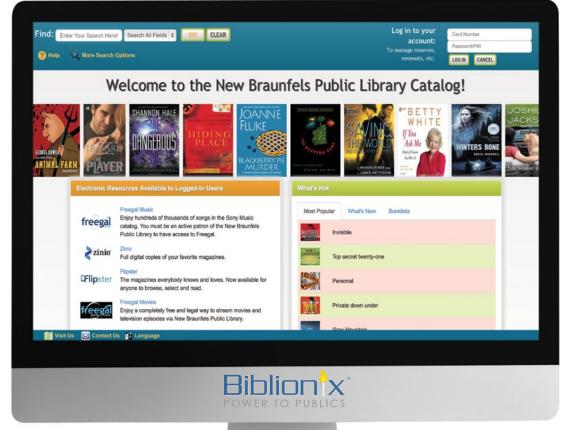
- Describe the library's role with special education and bilingual students.
- Describe your educational preparation and relevant experiences toward the job of librarian.
- Describe your philosophy on discipline management in the library.
- Discuss how technology and libraries work together in a typical school librarian's day. Perhaps describe a day in the library.
- Do you consider yourself a leader?
 What motivates you to go the extra mile on a project or job?
- Do you have a digital portfolio, website, blog, or public wiki that we can view?
- Do you have or can you give examples of how you have used Web 2.0 tools (such as Prezi, Edmodo, etc.) with students?
- Give an example of a lesson that relates to a specific curriculum skill taught?
- Given the opportunity to conduct a staff development session, what would you like to present?

- How and by whom was the schedule developed? How does this schedule accommodate classes, small groups, and individual students? To what extent does this schedule provide maximum instructional access to the library media center services and resources (e.g., flexible scheduling, or extended hours)?
- How are you building your Professional Learning Network?
- How can you, as a librarian, build relationships with students, faculty, administration, and staff in your building?
- How could classroom teachers incorporate the library to help their students be successful?
- How did you develop your policies and procedures?
- How do you communicate these policies and procedures to all members of the learning community (e.g., students, teachers, other school staff, and parents)?

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Library Candidate Interview Questions

Applicant Name:	Date:		
Tell us something about yourself a ence.	and your library (or teaching) experi-	Background Information	
1	2	3	
State minimum of 2 years classroom experience (approximately)		5 + years' experience with students at this level (as a teacher or librarian)	
Little experience with this age children			
What is the title of a children's or young adult book you have read re- cently that would be a good addition to a school library? Choose one title and tell me how you could connect it to curriculum.		Score	
1	2	3	
Little or no reading experience	Little experience with materials at this level	Many examples of reading on this level	
3. What specific steps will you take with teachers?	to foster instructional partnerships	Score	
1	2	3	
Expects teachers to use the library automatically	Begins with 1-2 teachers and builds program (which is a good start)	Attends grade level and PLC meetings bringing ideas for library lessons that address the curriculum and state testing requirements	
4. Define transliteracy and how it impacts your role in the library.		Score	
(definition: Transliteracy is <i>The ability to read, write and interact across a range of platforms, tools and media from text, digital, visual, and technology through print, TV, radio and film, to digital social networks.</i> The modern meaning of the term combines <i>literacy</i> with the prefix <i>trans-</i> , which means "across; through", so a transliterate person is one who is literate across multiple media.			
1	2	3	
Does not understand transliteracy	Can define transliteracy but is not literate across all 4 mediums (text, visual, technology, digital)	Can give several examples of how they could teach, and apply transliteracy in a library.	
5. A teacher brings in an assignment which is asking students to find facts about a typical subject (i.e., animals and their habitat). How would you as a librarian make suggestions to turn this unit into a good research project and a win-win for students and teacher? Please tell me the strategies you might suggest to help a teacher tweak this unit to incorporate deeper learning?		Score	
1	2	3	
No strategies suggested or strategies suggested would alienate the teacher	A few good ideas Makes one or two suggestions but	Has many suggestions Can give examples of good research projects to	
	cannot elaborate fully.	share	

6. How would you teach students to	curate information?	Score
Can also be used to describe ways niques, RSS feeds, twitter, or othe	r social media tools to help students' ides of a topic (i.e. political debate or	
1	2	3
Does not understand curating information No experience with social media for research	Understand the term but cannot give examples of how to teach or apply it.	Can give examples of teaching students advanced searching, using RSS feeds, twitter feeds, tagging, or other social media tools and how they can use the information there for scholarly research.
		T a
7. Discuss how technology and librar librarian's day. Describe a day in the	ries work together in a typical school ne library.	Score
1	2	3
Discusses technology for self only (i.e. checking out books)	Describes technology for the learner such as PowerPoint, Word, clip art, library databases)	Technology is integral to teaching, learning, and productivity with many examples such as Evernote, Dropbox, Glogster, Animoto, digital storytelling, and other web 2.0 tools.
	ary program contributes to student ill you convey these contributions to	Score
1	2	3
Provide resources for teachers	Cites statistics but no examples Sends newsletters or flyers	Gives many examples of ways the library can help affect student achievement (i.e. Taught Poetry at the request of 5th grade and connected it to the poetry tested on the English Language Arts STAAR test) Attends grade level & PLC meetings to plan with teachers
	will the library be like in 10 years? ents to be successful members of	Score
1	2	3
Discusses Reading promotion or state- testing only	Discusses some library skills such as research (or Big 6), may list some website evaluation skills. Does not discuss ways to help students navigate a digital society.	Discusses skills needed to be productive members of a digital society. (i.e. Advanced searching skills, website evaluation skills, plagiarism, research skills, ways to find information, ways to present information.)
10. Tell me about a professional development cently and how you can incorpora library?	lopment workshop you attended re- te something learned from it into the	Score
1	2	3
No recent professional development or no application to the library	Professional development district mandated or leans heavily toward	Able to apply learning to the library

Non-rated questions:

- 1. In what professional organizations are you a member?
- 2. What conferences have you attended?
- 3. Do you have any questions for us? •

one area (literature or technology)

Policy Revolution!

An Initiative for Libraries in America A Project of the American Library Association

Libraries are in a revolution

fueled by rapid advances in technology, and thus the roles, capabilities, and expectations of libraries are changing rapidly. National public policy for libraries must reflect these changes. The American Library Association (ALA) Office for Information Technology Policy (OITP) with the support of the Bill & Melinda Gates Foundation has been working with stakeholders to prepare and disseminate a draft policy agenda.

"Too often, investment in libraries and librarians lags the opportunities we present," said ALA President Courtney Young. "Libraries provide countless benefits to U.S. communities and campuses, and contribute to the missions of the federal government and other national institutions. These benefits must be assertively communicated to national decision makers and influencers to advance how libraries may best contribute to society in the digital age."

The draft agenda flows out of library values and the imperative of "opportunity for all," as well as within a context of national political, economic and demographic trends. As such, it seeks to answer the questions: "What are the U.S. library interests and priorities for the next five years that should be emphasized to national decision makers?" and "Where might there be windows of opportunity to advance a particular priority at this particular time?"

The draft agenda articulates three broad themes to organize the national public policy goals of the U.S. library community:

Services, People, and Institutional Issues. Services, for instance, include education, entrepreneurship and access to government information. The agenda focuses on the high-level

"library" story rather than on the silos of academic, school, public, government, and special or other libraries.

"Though contemporary libraries and librarians have evolved in the context of the digital revolution, this evolution is not widely understood by decision makers and influencers, who may often have mental models of libraries and librarians from decades past," said ALA OITP Director Alan S. Inouye. "This agenda will enable library organizations, including their members and allies, to drive toward common goals in shifting how libraries are perceived and resourced."

Outlining this key set of issues and context is being pursued through the **Policy Revolution! Initiative**, led by ALA OITP and the Chief Officers of State Library Agencies (COSLA) with guidance from a Library Advisory Committee – which includes broad representation from across the library community. The three-year initiative, funded by the Bill & Melinda Gates Foundation, has three major elements: to develop a national public policy agenda, to initiate and deepen national stakeholder interactions based on policy priorities, and build library advocacy capacity for the long-term.

The ALA has been soliciting feedback on the draft. To read the full draft, go to: http://www.ala.org/offices/sites/ala. org.offices/files/content/PublicDraft-NationalPublicPolicyAgenda-PolicyRevolution-2015Jan23.pdf/. We include excerpts from the draft beginning

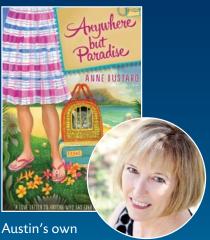
on the following page. The ALA will soon showcase a revised version of this framework given public comments received in February.



MEET **AUTHORS** MICOL O Young Adult writer MICOL OSTOW author of Amity and family **WEDNESDAY** 10:15 am Poetry Roundup 2 pm signing in the autographing area **THURSDAY**

4 pm Texas Tea

10 am Nightmare Panel 2 pm signing in booth #1757



ANNE BUSTARD

author of Anywhere but Paradise

WEDNESDAY

11 am signing in the autographing area 4 pm Texas Tea

THURSDAY

3 pm signing in booth #1757

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Policy Revolution! DRAFT PRESENTED FOR PUBLIC COMMENT

A National Public Policy Agenda for Libraries and the Policy Revolution Initiative

INTRODUCTION TO THE AGENDA AND **I**NITIATIVE

Libraries are in a revolution fueled by rapid advances in technology, and thus the roles, capabilities, and expectations of libraries are changing rapidly. Libraries provide myriad benefits to U.S. communities - and therefore contribute to the missions of the federal government and other national institutions. To date, however, investment in libraries has lagged the opportunities they present. As such, the U.S. library community must reach out to national decision makers and influencers to raise awareness of these roles and capabilities to advance how libraries may best contribute to society in the digital age. Increasing this understanding establishes the basis for added support from and collaboration with national government agencies, nonprofit organizations, foundations, trade associations, and commercial entities.

The development of a national public policy agenda for libraries is needed to guide focused and energetic outreach to key decision makers and influencers. This agenda will enable library organizations, including their members and allies, to drive toward common goals. The focus here is on the highest-priority national policy goals for the library community. Accordingly, it cannot be all-encompassing with respect to library interests and priorities. What are the U.S. library interests and priorities for the next five years that should be emphasized to national decision makers?

The agenda also is contextualized within national political, economic and demographic trends. For instance, the baseline political outlook is a Republicancontrolled U.S. House of Representatives for the next few elections, a Republicancontrolled U.S. Senate for at least two years, a Presidential election in the fall of 2016, and a new Administration beginning in January 2017. The baseline economic outlook includes the assumption that the trend of increasing commercial influence and control over the public's access and engagement with information will continue. Other trends such as increasing income disparity also are assumed to continue.

With this environmental context, what are the library priorities that are likely to be of most interest to decision makers and influencers? And where might there be windows of opportunity to advance a particular priority at this particular time?

This shared agenda is intended to provide guidance for the U.S. library community. Thus, this document is not intended to be used directly outside of the library community - other documents and language aligned with the agenda will be developed for such advocacy purposes. The audience for this agenda is library leaders and close allies in the United States.

LIBRARIES: AN EXTRAORDINARY RESOURCE FOR THE UNITED STATES

U.S. libraries are an equalizer in this information-rich nation, serving people of every age, income level, location, ethnicity, or physical ability, and providing a full range of tools and resources needed to live, learn, govern, and work. Equitable access, intellectual freedom, creating knowledge, diversity, preserving and sharing the nation's cultural heritage, literacy and lifelong learning are core values that serve as the foundation for library programs, services, administration and advocacy.

Equitable access includes the gamut of books, media, computers and internet access, as well as the expert assistance of librarians in navigating and effectively using these resources. Libraries serve as part of a digital safety net (e.g., working to ensure access for people with disabilities), as well as a launching pad to exploration and innovation of cutting-edge technologies and advanced information services. Literacy is a basic building block for full civic participation - the first step among a lifetime of learning needed to respond to changing technology and workforce demands. A commitment to intellectual freedom is expressed through inclusive and diverse collections, neutral public spaces that encourage information exchange and debate, protection of privacy and confidentiality, and advocacy for government transparency, uncensored communications networks,

and free expression. These values of equity, opportunity and openness are quintessentially democratic values, as well.

At the same time, rapid changes in digital information and communication technologies touch every aspect of our lives and are shifting expectations and roles for America's libraries. The increasing proliferation of digital information, networking, and services challenges libraries to re-engineer their value proposition and focus less on access to "stuff." As a result, libraries are increasing their focus on managing digital information abundance, information production and curation, bridging skills gaps, experiential learning, and community building.

Libraries today represent a national critical infrastructure that delivers services and engages communities – with a long history of accomplishment connecting people with each other and with diverse collections. The nation derives economic and operational efficiency and effectiveness by using this existing infrastructure, rather than reinventing such a network to deliver services (e.g., jobs centers, technological innovation or computer labs, or data repositories). Collaborations with libraries to fulfill national mission needs should be contemplated whenever plausible - and especially before the creation of a new national network for a public service is contemplated.

Specific Policy Goals

Libraries as a distributed national asset of people, places, and platforms and the imperative of "opportunity for all" underlie all of the national public policy goals below. Though contemporary libraries and librarians have evolved in the context of the digital revolution, this evolution is not widely understood by decision makers and influencers, who may often have mental models of libraries and librarians from decades past. Thus, aggressive communication of the roles and capacities of contemporary libraries is inherent across the policy goals.

Too often, investment in libraries lags the opportunities that libraries present. And in the digital age, these opportunities expand

considerably. Thus, the nation will be well-served with increased investments in libraries, and especially in areas of notable opportunity that advance the agendas of national decision makers.

Finally, effective solutions for U.S. libraries need to be informed by the international context. The diffusion of digital information and worldwide networks cause information flows, technologies, and practices to be porous across national borders. National public policy, whether conducted by the U.S. government, information-sector corporations, or other entities, is inherently connected with the policies and practices of other countries.

The remainder of this document articulates three broad themes to organize the national public policy goals of the U.S. library community: Services, People, and Institutional Issues. Each goal includes a brief characterization of library contributions or interests and desired outcomes with the associated policy changes.

SERVICES Libraries Making a Difference to Americans

Libraries serve communities in diverse ways. With advances in technology, new possibilities emerge for improved or new services and service delivery. With shifts in demographics and other societal changes, new demands and opportunities emerge. Programmatic policy goals provide direction for the most promising avenues at the national level for libraries to deepen and/or expand services. Four goal areas are discussed below: Education & Learning, Employment & Entrepreneurship, Health & Wellness, and Government Services.

Education & Learning

Libraries are instrumental in education and learning for all ages. The range of services and policy intersections implicated may be conveniently delineated using the ASCEND acronym:

A – All educational activities and advancement are supported at libraries. This includes those described below, as well as summer reading programs; resources and services that advance science, technology, engineering, and mathematics (STEM) knowledge; and afterschool enrichment and tutoring programs, among others.

S – Students in K-20 use libraries as

interdisciplinary settings guided by teacher-librarians and research specialists. Embedded within educational institutions, school, college, and university libraries develop students' ability to effectively find, evaluate, synthesize, communicate, and produce information. Libraries of all kinds also curate and broker homework and research resources.

C – Continuing education is a hallmark of libraries, and becomes more important in a time of educational disruption in which technology creates new mechanisms for personalized and distributed learning. Massive open online courses (MOOCs) and digital badging represent early forms of this trend in which libraries provide physical access to broadband infrastructure, devices, complementary content, proctoring, and face-to-face mentor or peer learning for otherwise digital-only providers.

E – Early learning programming and services boost school readiness for young children and directly serve parents and caregivers as their children's first teachers. Many libraries also have outreach programs to Head Start and child care centers.

N – Non-traditional students such as those schooled at home, seeking GEDs or online certifications, or developing basic literacy, are served by libraries.

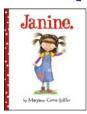
D – Digital literacy is enabled by providing new information technology, services and training. From laptop labs to maker spaces to 3D printing, librarians provide both formal and informal learning opportunities to gain familiarity and confidence using technology.

The fundamental goal is to increase awareness and understanding by decision makers of these roles, leading to additional library capacity for these educational opportunities through strengthened and new collaborations and funding by the federal government, non-profit organizations, private philanthropy, and information services and technology firms. Additional capacity would support national policy priorities ranging from the Campaign for Grade-Level Learning to increasing college readiness and retention. National partners may include agencies and organizations such as the U.S. Department of Education, the U.S. Department of Health and Human Services, the American Academy of Pediatrics, American Honda

Meet Our Authors at TLA!

VISIT BOOTH #1460

Wednesday, April 15



Maryann Cocca-Leffler 1–2pm Janine.

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Linda Joy Singleton 2:30–3:30pm The Curious Cat Spy Club #1

AVAILABLE NOW! 9780807513767

Thursday, April 16



Ana Crespo 11am–12pm *The Sock Thief*

AVAILABLE NOW! 9780807575383



Sara Kocek 1–2pm Promise Me Something

PB AVAILABLE MAY 2015! 9780807566435

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Employment & Entrepreneurship

In addition to educational and learning opportunities that equip students to begin their careers, libraries also provide direct contributions to workforce and economic development in communities. Libraries provide programming and services for job search and the improvement of job skills. Many libraries serve as centers to establish, sustain, and promote small businesses. With longer hours than other community organizations, better technology access and training, and the ability for parents to engage in employment-related activities while children participate in other activities, libraries are particularly attractive workforce partners.

New technologies, changing business models, and evolving cultural norms are enabling more decentralized work opportunities. Libraries with their rich information resources, skilled staff, and distributed physical locations are prime venues to advance entrepreneurship and sustain a more mobile workforce. A number of libraries already are engaged in promoting entrepreneurship in their communities, but much more may be done.

Under the bipartisan Workforce Innovation and Opportunity Act (WIOA), libraries are eligible for the first time to be considered One-Stop partners and eligible for federal funding to support job training and job search programs. The Department of Labor should develop rules and regulations for WIOA that make it possible for libraries to apply for funding so that their services can best meet evolving workforce needs.

Another goal is to establish stronger or new collaborations with groups that advance the ability of libraries to promote entrepreneurship. These groups include federal agencies such as the Small Business Administration and the Department of Commerce; non-profit organizations such as the U.S. Chamber of Commerce and the U.S. Conference of Mayors; and commercial entities and start-ups.

Health & Wellness

As health care is a major sector of the U.S. economy and society, it is a significant focus for libraries. People use library resources to learn about and discuss every aspect of their health, both reactively (e.g., I have a disease and need to learn more)

and proactively (e.g., I want to move to a healthier lifestyle for the future; how do I achieve this?).

Libraries and librarians also help people navigate health service organizations, whether in the government or the private sector. As an individual's health care now involves engagement with multiple large bureaucracies in both the public and private sectors, the information requirements for obtaining services can be daunting for many people, which created the need for libraries to help their communities.

More and closer collaboration between libraries and health care organizations will enable libraries to fully contribute at national scale. Libraries already address a varied range of activities from helping people complete web-based forms to creating information systems for medical research and providing access to these systems. With additional focused investment, considerable social benefit will be realized. Useful library collaborations may take place with the U.S. Department of Health Human Services and multiple other federal entities with health components in their missions, as well as a wide range of private sector organizations, such as foundations, health management organizations, and other entities in the health care arena.

Government Services

Libraries provide public access to government information and services – at the local, regional, state, and federal levels. Libraries provide computers and network access and staff expertise as well as library-developed portals and tools and access to fee-based online services.

Except for a narrow class of information (e.g., classified information), the data and information collected, produced, managed, or funded by the federal government should be widely available to the public. The library community strives for stronger provisions for simple and direct access to federal government information, with a focus on e-government services and digital ("big") data.

PEOPLE

Leveraging Opportunities to Serve Specialized Community Needs

Libraries serve all of society, but certain sectors demand particular attention because

of projected growth in the demographic, specialized needs beyond the program areas outlined above, political potential for resource availability, or other policy opening specifically relevant for libraries. Four population segments are deemed to fit in one or more of these categories: Rural Communities, Veterans, New Immigrants, and Older Americans.

Rural Communities

Fundamentally, libraries in rural areas, which constitute 17% of the U.S. population, serve the same roles as libraries in urban and suburban areas. However, rural libraries often are even more critical to their communities because alternate educational, cultural, and civic institutions may be much more limited. For example, a rural library may well serve as a local area museum, jobs center, health information center, community center, and theater by necessity.

At the same time, rural libraries tend to face more profound challenges than other libraries because they often are geographically isolated, lack easy or affordable access to infrastructure such as high-speed broadband, and may struggle to recruit librarians or IT staff. Needed services – especially in more remote areas – are inhibited, such as distance learning, telehealth and teleworking, to name a few. Rural libraries are essential connectors for their residents, but frequently lack the staff, funding and infrastructure capacity needed to erase the geographic limitations that technology can enable.

The overriding goal is to provide rural libraries with comparable infrastructure, access, and resources to other libraries in the country. But some aspects – for example solid video conferencing capabilities – are foundational as they enable numerous other community services. The U.S. Department of Agriculture (particularly the Rural Utilities Service and perhaps the Cooperative Extension System Office) serves as a partner with libraries, as well as foundations and non-profits like the Foundation for Rural Service. However, many other entities are excellent prospects, as well, for working toward this goal.

Veterans

More than 22 million Americans are veterans of military service, constituting about 7.5% of the total U.S. population.

About 2.2 million people currently serve in the military. Community reintegration and support are key concerns. Major issues faced by veterans fall within the domain of mainstream library services – job search, improving job skills, formal and informal education, digital literacy, access to health information, cultural and civic activities, and more – and a few libraries already provide veteran-specific services.

In addition to the life challenges faced by community residents generally, veterans may face some specific challenges such as access to and awareness of behavioral health services; enhancing financial readiness; promoting home security; and ensuring availability of substance abuse prevention and treatment.

Libraries can help close information gaps and collaborate to offer community space and trained staff assistance to help address these needs. There are a number of agencies and organizations that work to meet the diverse needs of this community and could partner with libraries, including the Veterans Administration, American Legion, ReserveAid, USA Cares, Operation Homefront, U.S. Army Wounded Warrior Program and the Center for Veterans Issues. Leveraging the resources and infrastructure of libraries in the service of veterans has great potential for cost-effective services, and consequently libraries seek stronger and more numerous collaborations in this area.

New Immigrants

The U.S. population is becoming more diverse. This increased diversity results from immigration that has grown steadily since the 1950s and differing birth rates among different races and ethnicities, as well as intermarriage. Libraries have long been a part of the new American experience, and today more than 55% of use the public library at least once a week. Libraries of all types provide a trusted environment, resources and community connections that can ease the way to full participation in American society. Libraries serve as a gateway to citizenship, English language learning, and civic engagement.

Libraries are well placed to serve this diverse community, both physically/geographically and in terms of programming, services, and expertise. Collaborations with libraries yield cost-effective solutions to helping new immigrants integrate into U.S. communities. One possibility for

development is to strengthen or expand work already begun by the Institute of Museum and Library Services (IMLS) with US Citizenship and Immigration Services. Family literacy programs like "The American Dream @ your library" also should be considered for additional funding and capacity with funders like the Dollar General Literacy Foundation. But many other opportunities are may be realized in the federal government, not-forprofit sector, and philanthropic initiatives.

Older Americans

The U.S. population is getting older. In 2050, about one in five people will be over the age of 65. In contrast, this was true for only 13% in 2009. Challenges associated with this trend include whether this older population will have adequate retirement income and health care. Increased time in retirement also could result in demand for leisure activities to fill older adults' time, deeper pools of volunteer talent, or need for new community and gathering spaces. Libraries already are creating stronger outreach connections with senior centers, and many technology training opportunities are specifically geared to older Americans.

As the population grows, specific attention should be devoted to building capacity for libraries to offer accessible services and outreach to support lifelong learning and engagement. Libraries also should continue to support volunteer opportunities with organizations like SCORE to leverage this valuable expertise to support program goals listed above like entrepreneurship. Relationships should be explored with the Administration on Aging (within the U.S. Department of Health and Human Services) and the American Association of Retired Persons (AARP) to develop and fund model projects that might then be replicated, among other groups.

INSTITUTIONAL ISSUES What Libraries Need to Serve Their Communities

Libraries have the potential to make even more significant contributions to communities than in the past. But given the evolving technological, economic, social, and political environment, libraries also need some assistance at the national level to enable these contributions to be realized. We note that these accommodations also generally advance the

broader public interest beyond libraries – helping schools, museums, archives, social services by religious organizations, and many companies in the information and technology sectors. Needs in eight areas are articulated: Library-specific Funding, Privacy & Transparency, Systems for Digital Content, Protecting the Nation's Digital Heritage, Balanced Copyright & Licensing Frameworks, Equitable Access to Abundant Broadband, Aggregating and Leveraging Library-related Functions in the Federal Government, and Preparing the Next Generation of Library and Information Professionals.

Library-specific Funding

Significant funding targeted to libraries is provided through the Library Services and Technology Act and the Telecommunications Act. Multiple other federal agencies – ranging from the National Science Foundation and the Department of Education to the National Endowment for the Humanities and Department of Health and Human Services – direct a small portion of their budgets to library-related activities. Additionally, the federal government directly funds the Library of Congress, National Library of Medicine, and other federal libraries, as well as related organizations such as the National Archives and Records Administration, Government Publishing Office, and the Smithsonian Institution. For at least the next five years, this library-specific funding needs to be increased faster than the rate of inflation to take advantage of the opportunities enabled and demands created by the digital revolution. Private-sector funding should be similarly increased for the same reasons.

There are a number of national-level programs – both in the federal government and private sector – that provide funding for allied functions and institutions such as schools, community centers, or various other social service organizations – but not libraries. Oftentimes, the exclusion of libraries is unintentional. Whether intentional or not, one goal is to modify existing programs and ensure that newly established programs designate libraries as eligible entities for funding if libraries can meaningfully contribute to program goals.

Privacy & Transparency

A major challenge of the digital revolution for libraries is the ease with which personal

information can be collected, transmitted, and analyzed – through the actions of the federal government and commercial entities. New information services and technology often capture such information as part of their normal operation. This data collection and storage, however, can jeopardize individual privacy, absent robust safeguards.

A central tenet of librarianship is that user information must be kept private unless disclosure is explicitly permitted – thus the privacy bar is even higher for libraries. By contrast, many of the digital information services used by libraries and the public fail to adequately safeguard privacy. The library community must work more intensely and proactively to combat intrusions in the privacy of library users and the general public and advocate for appropriate changes in legislative, regulatory, and judicial arenas, as well as with the information and technology industries – working independently and with coalitions and other allies.

Systems for Digital Content

Library systems to manage physical materials are mature, whereas the library systems for managing digital materials are fragmented and in the early stages of their life cycle at the national level. Accordingly, the digital infrastructure needs investment to boost discovery and leverage the opportunities enabled by digital information and network technology. This investment includes systems architecture, hardware, software, networking, information management, and human capital dimensions.

A strengthened national digital infrastructure also enables sharing across libraries of all types, as well as other community and cultural institutions, which derives economic and operational efficiencies over standalone systems. And technological advances enable a broad range of data and information production and distribution possibilities (e.g., open access-based models) for libraries and our communities that extend beyond the confines of traditional models or siloes.

The federal Digital Libraries Initiative (DLI) led by the National Science Foundation could represent a model, or at least provide insight into possibilities for a future programmatic proposal. Stronger support from decision makers, in terms of

financial resources, and inclusion in related programmatic initiatives, as well as public policy making, are needed.

Protecting the Nation's Digital Heritage

A central role of libraries is serving as stewards of the nation's cultural heritage. For physical materials, this role and operations are well established, and facilitated by copyright law and policy. By contrast, preservation of digital materials is a huge and complex challenge because materials are typically provided through licensing regimes and so the rights to preserve digital content are distributed, and responsibility and commitment uncertain at best.

While there are multiple disparate efforts towards digital preservation, their scope is limited and under-resourced. National decision makers and influencers must understand and be willing to articulate the necessity of a national strategy for digital preservation. Then a process to establish a coordinated national strategy and implementation plan needs to be developed and subsequently launched.

Balanced Copyright & Licensing Frameworks

Copyright in the physical world provides for limitations and exceptions that promote and enable public interest functions. By contrast, the digital world increasingly bypasses copyright law – and these public interest provisions – through licensing regimes.

The library community must continue to advocate for the public interest in the management of digital content, whether through copyright or licensing frameworks. Society's institutions such as libraries, and the public at large, need to be able to use digital content in a reasonable, fair, and common-sense manner, as envisioned in the U.S. Constitution. An important goal of this advocacy is to broaden the national copyright conversation from its focus on piracy and protection to creativity, innovation, and the needs of the public at large.

Equitable Access to Abundant Broadband

All libraries should have affordable access to high-speed broadband infrastructure. Telecommunications services should be available to libraries on a non-

discriminatory basis to support equitable public access, enable content creation and dissemination and distribute digitized and digital collections. As new technologies and technological opportunities arise (e.g., unlicensed spectrum), libraries need to be included among the potential user groups during policy decision making. Libraries will continue to advocate for federal policy and work with coalitions and collaborate with others toward this end. Efforts to take advantage of existing opportunities such those from E-rate modernization in 2014 need emphasis.

Aggregating and Leveraging Libraryrelated Functions in the Federal Government

The visibility and champions for libraries and related institutions within the federal government are dispersed and loosely connected, which means that our sector is less powerful and visible than it could be. Many of the organizations are standalone units (e.g., Library of Congress [which includes the U.S. Copyright Office], IMLS, Federal Communications Commission, National Archives and Records Administration, Smithsonian Institution, National Endowment for the Humanities, and National Science Foundation) whereas others are within the bureaucracies of various cabinet departments (e.g., National Telecommunications and Information Administration, National Library of Medicine, and National Agricultural Library). The goal then is to increase ties among relevant units in formal and informal ways to leverage the aggregate resources and political influence towards more coordinated planning, advocacy, and action.

Preparing the Next Generation of Library and Information Professionals

Given the revolution in libraries – and the information sector generally – the roles and responsibilities of library staff also are changing in fundamental ways. New models for library organizations and staff positions are emerging. Many of the traditional skills of librarianship remain applicable in the digital age, but additional skills also become necessary. Federal agencies and private foundations should increase their investments in preparing the staff for libraries in the digital age. •

Summer Reading Program Collaboration:

Woodrow Wilson Elementary
4th Graders enjoy a read-a-thon
at the North Branch Library.



BY DANA TUCKER AND JUDI MOREILLON WITH CAROL RICHMOND AND MICHELLE LYNN

s most librarians who work with children know, youth who read over the summer do not suffer from "summer reading loss." When students continue to read independently, their reading proficiency remains stable over the summer, and they are more prepared for the next school year. Researchers, librarians, teachers, and parents have identified the public library summer reading program (SRP) as support for students' reading when the school library is closed.

Judi Moreillon, assistant professor in the School of Library and Information Studies at Texas Woman's University, explored this issue for her Information and Communication Technology course. The project, "Expanding Our Reach through Summer Reading," was designed to increase communication and collaboration between school and public librarians as well as embed school librarians in the SRP and the public librarian in the locations and facilities where children spend the summer months.

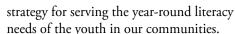
Moreillon contacted Dana Tucker, youth services librarian at the North Branch of the Denton Public Library (DPL), to tackle the project. Along with thengraduate assistant and school librarian, Julie Sorum, they began their collaboration by seeking feedback from the four elementary school librarians whose students are in the North Branch's service area. While

waiting for feedback, the team gathered research-based evidence for the soundness of school-public library collaboration for summer reading. Using the evidence and data from the survey, they developed a planning timeline, which included step-by-step procedures for working toward increasing elementary school students' participation in the 2014 SRP.

Research Summary

Researchers and practitioners in the field have identified summer reading loss as a problem that can be addressed. Many researchers have studied this issue with the goal of finding evidence to help close the reading achievement gap between children who live in poverty and those from affluent homes (Roman and Fiore 2010). Some have found the positive impact of summer reading has been most pronounced for low-income families and most particularly for kindergarten and first-grade children (Allington and McGill-Franzen 2013). One study showed that teachers and parents recognize children are better prepared for the new school year when they have engaged in reading through a summer reading program (Bogel 2012).

School librarians and others have called for school and public library partnerships. Librarians know that for many students the public library is their only source for summer reading materials. A recent Pew Study noted that libraries can do a better job of outreach for both preschool and afterschool activities (Rainie 2013). Summer reading programs fit into this





Project Timeline

The timeline that follows encapsulates our procedure, which began with the survey and ended with an evaluation of the SRP outcomes. You can access our timeline at: http://tinyurl.com/collab4srpt.

These are some of the highlights:

- 1. The school and public librarians will jointly pitch the idea of publishing the names of all youth who complete the SRP in the *Denton Record Chronicle*. (The infographic will be our handout: http://tinyurl.com/collab4srpinfo.)
- 2. The public librarian (PL) will visit the school to promote the SRP with children and will present at PTA meetings or participate in spring school events in order to reach parents.
- 3. The PL will also visit students who are involved in summer school as well as day camps, daycare centers, and other locations where students spend their summer time.
- 4. Each school librarian (SL) will provide a storytime or other presentation at the public library during the SRP.
- 5. To recognize the achievements of the youth who participated in the SRP, the SLs and PL will jointly plan and facilitate an author event to be held the Saturday before the school year begins.
- 6. The librarians will evaluate the program and plan for the next year.

For our community, increasing communication and launching collaboration between the school librarians and public librarian are the solution to the problem of summer reading loss. The survey and the infographic were the first steps in increasing communication and extending the invitation for collaborative work. The infographic also supported advocacy efforts and appeals for support in the community, particularly with the media. (One idea was to invite the media to all of the outreach efforts in the community.)

Intended Outcomes

- Increase participation in North Branch Library's summer reading program by at least 10% from 2013
- Increase June and July youth item checkouts at North Branch by at least 5% from 2013
- Increase June and July youth program attendance at North Branch by at least 5% from 2013
- Collect data to document increase record child's school at SRP registration

Collaboration in Action

The public-school library collaboration began with a joint meeting facilitated by Moreillon and attended by Tucker and two Denton ISD librarians: Michelle Lynn of Evers Park Elementary and Carol Richmond of Wilson Elementary. The meeting allowed the librarians to establish their mutual goals for students during the summer, and brainstorm how they could work together to encourage even more students, particularly those who are not highly motivated readers, to maintain their reading levels over the summer. The team determined that DPL's SRP would be the primary vehicle for motivating the area students to read during the summer. This entailed raising awareness with children and parents before the program began. Many ideas were generated in that meeting, and the team was able to carry out most them in the months following the initial brainstorm.

In the past, DPL's SRP publicity had been a flyer that went home in the folder of every elementary-aged student and, when possible, a visit to the school by the public library staff to raise awareness of the SRP. These traditional publicity efforts were still made for SRP 2014, but additional awareness-raising campaigns were initiated to make the parents more aware of the SRP and to encourage students and families to experience the public library first-hand.

At Wilson Elementary School, a little more than a mile from the North Branch Library, many of the students had never stepped foot inside the public library. School librarian Carol Richmond and Wilson's 2nd and 4th grade teachers wanted to change that trend, and in 2014, they began annual field trips to DPL's North Branch. These field trips, which were conducted at the end of the school year, included public library staff talking about the SRP, a library tour, and a read-a-thon.

According to Richmond, "Our visits to the public library resulted in a new excitement about the library and what it has to offer. Even students who were regular library users were introduced to areas of the library they had never visited and had a new comfort level with the facility. Students had such a positive experience that they were eager to return on their own."

The day before school let out for the summer, Wilson Elementary School's PTA held its annual "Mustang Break-Out Day," a school-wide event at a local park with activities for the whole family. Richmond and Tucker ran a joint school/public library booth at the event advertising the SRP and signing up students and parents for the program. While many signed up who already

planned to participate, other children who had never come into the library or who had not previously participated in the SRP signed up as well.

After the success of the SRP sign-up at Mustang Break-Out Day, Caleb Leath, Wilson's principal, announced that all students who completed their 10 days of reading and turned in their form at DPL would be invited to a party when school was back in session. Leath also made an automated phone call to all Wilson families in early August reminding them to stop by the library and turn in their forms. Participants were treated to an outdoor party with popcorn and lemonade in September.

During the months of May and June of 2014, Evers Park Elementary School librarian Lynn along with Tucker collected new and gently-used books to distribute at the city's free-lunch sites during the summer; many of the books came from Denton ISD teachers and librarians. The school/public library collaboration soon turned into a citywide collaboration. Nine local businesses, three library branches, and the school district had boxes for donations for a month, and the Community Market had a "Bring Your Books to the Market" day. Two Denton citizens stepped up and donated \$1,200 to the effort to add to the \$1,000 of public library donation funds used for the project. Through contacts at the Denton Record-Chronicle, Lynn was able gain enough publicity for the project to collect over 5,000 books for the



children that needed them most. During June and July, Lynn, Tucker, DPL staff, and volunteers sorted and distributed the books to over 600 children at free lunch sites. Children were encouraged to sign up for DPL's SRP at the lunch sites and were given information about the program to take home to their parents. At the sites over 200 children signed up for the program and over 500 fliers with SRP registration forms were distributed.

According to Lynn,

So much evidence points to the fact that kids *will* read during the summer *if* they have access to reading material. The problem was connecting kids to books. Our town's transient population and higher levels of poverty mean fewer kids have home libraries. Also, public library branches are not necessarily close or convenient to all neighborhoods. We wanted to bring books to the kids who needed them the most – at-risk kids who would lose literacy skills if they didn't read over the summer.

Collaboratively Planned and Implemented Event

The team decided to hold an event marking the end of the SRP and the beginning of the new school year. We thought this would be a good way to reinforce the connection between the public and school libraries for children and families. Moreillon, author of *Ready and Waiting for You* (Eerdmans Books for Young Readers 2013), served as the guest

author for the event. All team members selected school poems, and Tucker took responsibility for gathering materials for back-to-school crafts.

All of the librarians greeted the children and parents. Moreillon shared her book, and the children shared their excitement or misgivings about returning to school. The librarians performed the school poems, and everyone facilitated craft activities, which included making bookmarks, decorating writing journals, and building crazy pencil tops. A fun time was had by all.

2014 Summer Reading Program Outcomes

The outcomes for the SRP in terms of numbers were quite positive. Participation in the SRP at North Branch increased by 27% over the 2013 level. Based on the average number of attendees per program in both years, North Branch youth program attendance in June and July increased by an average of 23% per program compared with 2013. The North Branch youth circulation in June and July actually decreased by one-fifth of a percent from 2013. There were other factors that could have accounted for this, including the fact that DVD and CD checkouts are decreasing because of increased ebook checkouts, streaming services, and download services. (All DPL branches experienced decreases during this period.) SRP 2014 was the first year the library tracked participation data based on the child's school of attendance.

Tucker will be able to compare those figures at the end of summer 2015.

Beyond the numbers, however, the outcomes in terms of collaboration between the public and school librarians and the university librarian preparation program were outstanding. The librarians have formed relationships based on their shared commitment to literacy in the community. They are building on this foundation as they prepare for the 2015 SRP. In addition, the library science graduate students had the opportunity to see a real-world example of how librarians can work together to solve a literacy challenge. This project will serve as a model of best practices in librarianship in future semesters as well.

Dana Tucker is with Denton Public Library. Judi Moreillon is with Texas Woman's University. Carol Richmond and Michelle Lynn are school librarians with Denton ISD.

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Legislative Update: The 84th Session

The state budgeting process is fully underway. Now is the most critical time to advocate for increases in library funding, as the respective budget committees are in the formative stage of making budget recommendations.

We need all library advocates to contact their representative and senator to urge them to support libraries!

The Message to legislators: Support the full budget and exceptional items requests of the Texas State Library and Archives Commission (Article I/ General Government). We need our library advocates to urge elected officials to support the educational and workforce infrastructure in legislators' home districts by supporting the following key library-related initiatives.

For full details, see TLA Texline updates at www.txla.org/texline-updates. For resources information, including handouts, go to www.txla.org/take-action.

Budget Hearing Recaps

Members of the Senate Finance Committee heard testimony on Feb. 4 on the State Library's budget, and the House Appropriations Article I Subcommittee heard testimony on Feb. 16. A total of 20 people have testified in support of the agency's budget request. Library supporters spoke passionately about library programs – shared digital content (i.e., TexShare and TexQuest) and workforce development training funds – and the agency's overall budget at these hearing.

We thank the following individuals who testified and traveled to Austin (some twice!) in support of the State Library and Archives Commission budget at the hearings.

Chris Custer, Sharon Gullett, Traci Jensen, Jim Johnson, Donna Kearley, Jennifer LaBoon, Leah Mann, Darrell Newsom, Danielle Plumer, Jeanne Standley, Robin Stout, Kyle Whipple, Jim Allison, Anne Keene, Ty Burns, Becky Calzada, Mayor Hal Richards, Jennifer Schwartz, Rebecca Sullivan, Tina Urdiales, and Cynthia Velis.

We also appreciate everyone who participated in Library Virtual Action Day! We know libraries across the state took the opportunity to contact legislative offices. Members of the Friends of Libraries and Archives of Texas took day to visit with their state lawmakers here in Austin. We thank Lori Brix, Gene Mackenzie, Julie Ousley, Carol Roark, Rhoda Goldberg, and Kerry McGeath who traveled down or the day.

Current Recommendations

House: \$6 million/biennium for Shared Digital Content (TexShare/TexQuest) and \$900,000 for e-archives

Senate: recommendations pending at the time of printing

Next steps: We must work with senators and representatives to ask that the State Library budget requests are fully funded. With both chambers soon to consider their respective budgets (HB 1/ SB 2), advocates must urge lawmakers to fund library programs.

Other Policy Updates

School Librarian Certification

The State Board for Educator Certification (SBEC) was scheduled to meet on March 6, 2015 in Austin to consider the certification requirements of school librarians. However, due to a lack of a quorum, the SBEC was unable to hold the meeting. The meeting was rescheduled for later in the month.

TLA's Texas Association of School Librarians (TASL) has worked diligently on this issue over the last few months, including providing information and support, along with TLA, as SBEC gathered school library representatives to discuss the criteria and make recommendations. A taskforce met in November and offered key points for consideration. The TASL and TLA position was conveyed to SBEC in a letter submitted by TASL leaders.

SBEC members received other written comments on the critical element of two

years of teaching experience. The SBEC will vote on keeping or changing this element when it convenes in late March.

Advocates who traveled to Austin for the March 6 hearing included Julie Briggs (Texas Association of School Librarians chair, testifying for the group), Christine Van (representing the Texas Association of School Library Administrators), Cindy Buchanan of the TLA Legislative Committee, Lean Mann, Irene Kistler, Wendy Hawk, and Tracy Rutan.

School Library Standards

The State Board of Education's Committee on Instruction met on February 12, 2015 to discuss revising current school library standards. State Librarian Mark Smith of the Texas State Library and Archives Commission presented information to the SBOE on the current school library standards and the need to begin a process to update them.

The members of the SBOE were very positive about the importance of school library programs and agreed that revising the standards was an important process to begin. As state statute stipulates, updating these standards is a joint endeavor undertaken by the Texas State Library and Archives Commission and the Texas Education Agency.

We expect additional information about this process to be developed by the agencies in the coming weeks. To view the background material on the current standards, you may review the SBOE's documentation for the Feb. 12 meeting.

Telecom Bill Filed

Rep. Jimmie Don Aycock (R-Killeen) has filed HB 1475. We appreciate Rep. Aycock's support of educational institutions. This bill would extend the special state pricing for telecommunications services first established in 1995, by the landmark HB 2128, the state telecommunications deregulation bill, known as the Public Utility Regulatory Act of 1995.

Provisions implementing the primary goal of HB 2128 in Texas were designed to open competition for local service in order to both keep rates down and generate

new services, such as high-speed Internet access. The legislature took special care to ensure that a telecommunications infrastructure that connects public entities such as schools, libraries, institutions of higher education, non-profit telemedicine centers, and public hospitals was established at a reasonable rate.

To that end, several discounts were established under Chapters 57, 58 and 59 of the *Texas Utilities Code* for the benefit of these entities. In particular, a discount on contracts for private network services (i.e. customer specific contracts that

include T1, T2, and T3 lines/trunks) was set to expire in 2005, but SB 5 (Second Called Session of the 79th Regular Session) extended these discounts through January 2012.

These discounts allow libraries, schools, colleges and hospitals to purchase high speed services from incumbent local exchange carriers at 105% to 110% of long run incremental costs (LRIC). Approximately 877 public entities are currently utilizing these discounts. In 2005, the Public Utility Commission of Texas (PUC) approximated the value of

these discounts at almost \$100 million annually and anticipated a rapid increase in these values.

This special pricing program was extended in the 2011 session to run through January 1, 2016. Since the State Legislature next convenes in 2017, this special pricing program must be extended in this 2015 session to avoid a gap. HB 1475 seeks to continue the program through 2024. TLA will continue to provide information about this legislation and what you can do to support the critical state policy matter.

connect to know Continuing Education

All webinars will be recorded. A link to the recording will be sent to all registrants (i.e. you may want to register even if you know you cannot attend the live event). All webinars will carry continuing education credit and some also have CE credit available for viewing the recording. See individual descriptions for details.

New this year: please note that TLA's Onstream Media webinar platform can also be used on mobile devices! You can get the free app at:

- For Android: https://play.google. com/store/apps/details?id=air.com. onstreammedia.webinars
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SCHEDULE

MARCH 31, 10-11 AM Central Time

Got Big Data? Big Data and School Libraries (Collaboration Series) -FREE

Evelyn Schwartz, Librarian and Teacher, Georgetown Day School, Washington, DC

From Google's Ngram Viewer to Twitter Trends, from the World Bank to Google Public Data Explorer, the prevalence of Big Data (and its analysis and collection) opens a door to new kinds of integrated library instruction for many classes. Librarians can teach their students how to access and manipulate "raw" data for

their work as well as how to understand how it is used in contemporary society. The ease of access to data collection tools (such as online surveys) means that data analysis is a good teachable skill that librarians can introduce to students for both school work and everyday life. Register at https://join.onstreammedia.com/register/80146595/register_for_bigdata

APRIL 2, I IAM-NOON; REPEATS AT 2-3 PM Central Time

Cataloging: Introduction to Organizing Information (A to Z for Support Staff series) - \$15 for TLA members, \$25 for nonmembers, group rates available

Julie Todaro, Dean of Library Services, Austin Community College

This session begins with the basics of acquisitions, cataloging, and processing with an overview of technical services. For registration and discount information see www.txla.org/CE-AZ

May 12, 11 am-12 noon; Repeats at 2-3 pm *Central Time* Introduction to Providing
Information and Directional
Reference (A to Z for Support Staff
series) - \$15 for TLA members, \$25 for
nonmembers, group rates available

Julie Todaro, Dean of Library Services, Austin Community College

This webinar covers information desk services and resources, including the patron interview, moving patrons among public service desks, reader's advisory, and delivering information and reference for paraprofessionals through online, digital and virtual services. For registration and discount information see www.txla.org/CE-AZ

May 19, 2-3 PM Central Time

Building a Culture of Collaboration (Collaboration Series) - FREE

Lucy Santos Green, Assistant Professor, Instructional Technology, Georgia Southern University Melissa Johnston, Assistant Professor, School of Library and Information

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University of Vermont M.Ed. Curriculum
& Instruction
Judi Moreillon, Assistant Professor, School

Judi Moreillon, Assistant Professor, School of Library and Information Studies, Texas Woman's University

How can you increase collaboration in your school learning community? Building a Culture of Collaboration at Edublogs (link to:http:// buildingacultureofcollaboration. edublogs.org/) co-bloggers will share strategies for reaching out and developing collaborative relationships with four library stakeholder groups: administrators, classroom teachers and specialists, students, and families and community members. Bring your commitment to building partnerships, your experiences, your ideas and your questions to the conversation. Register at https://join. onstreammedia.com/register/80146595/ register_for_culture

June 4, 11 am-12 noon; REPEATS AT 2-3PM Central Time

What's New in Library Collections and Services (A to Z for Support Staff series) - \$15 for TLA members, \$25 for nonmembers, group rates available

This introductory program describes the role of electronic resources in the library, from databases to eBooks. It includes basic techniques for working with these applications as well as the tools to use them, such as eReaders, smartphones, and tablets. For registration and discount information see www.txla.org/CE-AZ

July 16, 11 am-12 Noon; REPEATS AT 2-3PM Central Time

Maximizing the Life of Resources: Books, Discs, Flash Drives, and More (A to Z for Support Staff series) - \$15 for TLA members, \$25 for nonmembers, group rates available

Julie Todaro, Dean of Library Services, Austin Community Colleg

The instructor discusses the "care and feeding" of physical materials including basic book repair and caring for media (DVD's and CDRoms) as well as USB drives and other hardware peripherals. For registration and discount information see www.txla.org/CE-AZ



TLA wants to know what's cool (and hot!) at your library! The Cool Stuff Initiative promotes your most successful programs and services, favorite displays, and any special projects and events at your library you want the world to see. We have received great photos so far, showcasing Halloween zombie shootouts, travel kit backpacks, book character scavenger hunts and more!

Check out TLA's Cool Stuff board on Pinterest for ideas and inspiration from great libraries. Want to see your library on the board? Send your photos along with a brief description to coolstuff@txla.org. If your library has a Twitter account, include it in the email so we can give you a shout-out when we post your photos!

We know cool stuff happens in libraries every day, so this project is open year-round!

Please note that if you are submitting a photograph, you assume responsibility for having the authority to post the photo. This means that any photograph that includes children has been taken with the expressed permission of their parents and gives TLA permission to post.

Cool Stuff Pinterest board: https://www.pinterest.com/pin2tla/the-cool-stuff-initiative/ Twitter: www.twitter.com/TXLA (our handle is @TXLA)

Texas Book Festival at Work

CLASS ACT: HSPVA CREATIVE WRITING STUDENTS HOST FESTIVAL AUTHORS

Note: This article by Allison Baron has been edited for length. It is available in its full length at www.texasbookfestival.org.

At the Texas Book Festival, we love introducing young minds to new ideas and authors. It's so rewarding for us when introductions made at our Festival inspire classroom curriculum and give birth to lasting, flourishing literary relationships.

Students in the creative writing program at the High School for Performing and Visual Arts in Houston take an annual field trip to the Texas Book Festival every fall. Judith Switek, the program chair, says it's their favorite activity all year. Judith brought back oodles of books and ideas from the Festival that she is incorporating into upper-level electives such as having her students create artifacts for a piece of writing to further delve into storyline and character development, this based on an interactive storytelling panel she attended called "The New Era of Interactive Fiction" with Doug Dorst, Michael McGriff, and J.M. Tyree.

"The kids start talking about it in August. They love the Festival and really bond over the course of the weekend. Each session they attend is like a master class. We had another wonderful experience this year. We brought 52 students with nine chaperones – parents love to come along on this field trip. The students talked with many writers and even invited some to our school," says Judith.

2014 Festival author Jericho Brown visited the HSPVA students after he met them at the 2013 Festival and most recently, past Festival author and famed poet Roger Reeves came to their school for not only a day, but an entire week – the creative writing program's first-ever week-long residency!

Stories like this are what the Texas Book Festival is all about: celebrating authors and their contributions to the culture of literacy, ideas, and imagination. We look forward to seeing the HSPVA students again at the 2015 Festival, and we hope their story inspires more teachers, librarians, and students to explore new literary horizons at the Festival.

ALA Welcomes Strong Network Neutrality Protections Proposed by FCC Chairman

On February 4, Federal Communications Commission (FCC) Chairman Tom Wheeler outlined the network neutrality proposal he plans on bringing to a vote on February 26, 2015. In a Wired op-ed he wrote: "I am submitting to my colleagues the strongest open Internet protections ever proposed by the FCC. These enforceable, bright-line rules will ban paid prioritization, and the blocking and throttling of lawful content and services." The American Library Association (ALA) has welcomed this affirmation of strong network neutrality protections.

"I am very pleased that Chairman Wheeler's outlined proposal matches the network neutrality principles ALA and nearly a dozen library and higher education groups called for last July," said ALA President Courtney Young. "America's libraries collect, create and disseminate essential information to the public over the Internet, and enable our users to create and distribute their own digital content and applications. Network neutrality is essential to meeting our mission in serving America's communities and preserving the Internet as a platform for free speech, innovation, research and learning for all."

In its January 2014 ruling on *Verizon v. FCC*, the D.C. Circuit Court of Appeals struck down much of the FCC's 2010 Open Internet Order. The Commission responded by opening a new public proceeding in May 2014. Subsequently, nearly 4 million public comments were filed with the FCC.

"The ALA commends the Chairman for asserting FCC authority under both Title II of the Communications Act and Section 706 of the Telecommunications Act of 1996 to provide the strongest possible legal foundation for network neutrality rules," said Larra Clark, deputy director of the ALA Office for

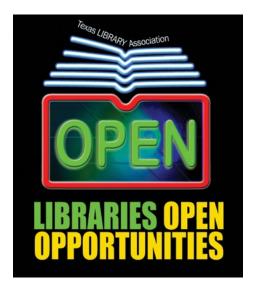
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Information Technology Policy. "We also are pleased these rules will apply to both fixed and mobile broadband, which ALA has long advocated."

Chairman Wheeler also outlined provisions of Title II from which he would forbear from enforcing, including rate regulation or imposing new taxes or fees. "After the recent successful completion of E-rate program modernization to better enable affordable access to high-capacity broadband through libraries and schools, ALA has a particular interest in safeguarding FCC authority related to the Universal Service Fund," Clark said. "We are encouraged the Chairman specifically called out universal service and look forward to better understanding how a partial application of Section 254 will work."

Young concluded: "Libraries strongly value and support the open Internet as a cornerstone for preserving our democracy in the information age. We also depend on it to make sure essential library services and content aren't stuck in an Internet 'slow lane.' The educational and public interest benefits of an open Internet are extremely important, and we welcome strong network neutrality protections that will help ensure equitable access to online information, applications and services for all."

For more on libraries and network neutrality, visit the ALA website.



Don't Forget Your PJ's

TLA is partnering with Pajama Program for our 2015 Conference Service Project. This organization provides new pajamas to children in need as part of a literacy effort.

Pajama Program serves children of all ages throughout the nation and has four chapters in Texas. The Austin Area Chapter works with 37 shelters and will provide a book with each pair of pajamas we donate.

Remember that kids in need come in all sizes from newborn to adult XL. Stop by the SYNC UP Station near the Registration Area in Hall 5 to drop off your pajama donations.

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imagine More than 25 million people More than 25 million people

live in our state, and Texas libraries have programs, resources, and services that can help them enhance their lives. Most importantly, Texas libraries have librarians, library support personnel, and advocates who work together to design, deliver, and promote incredible educational and electronic services.

LIBRARIES IMPACT:

- Education and a Ready Workforce
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- Economic Vitality and Support for Business Development

"Sync Up!" 2015 explores these priority state concerns and other critical areas for Texas libraries. From April 14 -17, you and thousands of your colleagues will connect in Austin to prepare for your own challenges, master new skills, make important contacts and relationships, and help establish an exciting and professionally-supportive environment for librarians and libraries in the coming year.

In addition to the vast learning opportunities, the TLA conference offers you an unparalleled venue to network.

What Makes Conference Special?

Spending time with colleagues, knowing that you are part of a community, and sharing the experience of discovery make TLA conference the learning event of the year. Beyond the impressive array of daily sessions, TLA offers many opportunities for you to enjoy conference through special events. Here are just a few!

PRECONFERENCES. From Storming the Capitol with colleagues in a fun and energizing advocacy experience to Reframing Information Literacy, check out all of the terrific opportunities for you to enhance your CE credits.

Special Learning Forums. From the Hands On Labs to the Directors' Symposium, approach professional development from a truly experiential approach. At the Directors' Symposium on Thursday, April 16, nationally-known figures from a school, academic, and public library describe how they make their libraries indispensible.

AUTHOR MEAL FUNCTIONS. From the enjoyable selections of TLA's Lariat List (adult fiction) and the ever popular TBA luncheon to the elegant Evening with the Authors, don't miss your opportunity to celebrate literature and authors at the various events (including the Black Caucus Session, Texas Tea, Opening Conference Session, and Friday's Youth Breakfast and Closing Lunch – both featuring Caldecott-winning authors) throughout conference.

CELEBRATIONS AUSTIN STYLE! Enjoy an 1980's sing along by the Alamo

General Sessions Feature an Author, a Journalist, and a Texas Music Treasure

As already announced, author David Baldacci will address TLA's opening general session on Wednesday morning, and journalist Cokie Roberts takes the stage on Thusday afternoon for the second general session.

A third general session early Friday afternoon promises a true Austin finale to conference. Renowned Texas musician/songwriter *Tish Hinojosa* will share her stories and music. Throughout her pioneering career, Hinojosa has focused much of her talent on bridging cultures and personifying that perspective in unique music that speaks to the young and old. Hinojosa has been a long-time supporter of libraries and participated in TLA's Read for Your Life Campaign.

We invite everyone to join in a celebration of creativity, learning, and music during this relaxing yet inspiring close to conference.

Drafthouse during the President's Party. Health events include a first-ever trilogy of cycling, running, and swimming at Barton Springs. The newly-scheduled Freedom to Read activities at Uncle Julio's on Wednesday evening and the Intergalactic Dance Club RT Party on Thursday at the famous Austin Scholz Garten offer classic Austin fun. And back by popular demand: the Book Cart Drill Team Challenge and Battledecks IV: Keeping It Weird in Austin!

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Authors Authors! Read about our fantastic authors who will be signing in the hall. Print our author signing schedule at: www.txla.org/authors.

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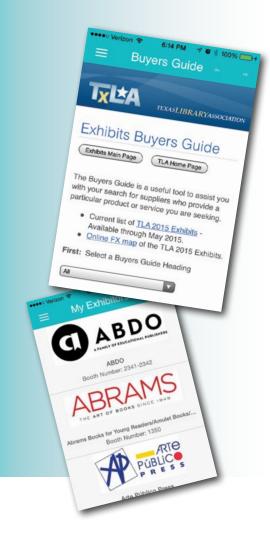
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As for A Wasp in the Fig Tree, books have been written on George Parr and his antics ad infinitum, but this book opens up the heart of the family through the eyes of a young girl. As the author, I have the unique background of seeing and experiencing the dynamics of the times of the Parrs as a member of the family. Others have tried and never really gotten to the heart of the story. It was merely sensationalized.

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Simply Grace Anne1416

graceannebooks@blogspot.com

My first book in a series of 12 is 'Grace Anne Learns to Tell the Truth' Grace Anne is a darling little three legged puppy, who accompanies me to all of my book presentations. In this book, as well as in each book within the series, Grace Anne learns a vital lesson in life. She also learns that words and actions count, they matter, they really do! In this book Grace Anne learns to tell the truth, as well as how much better you feel when you tell the truth. At the end of each of my books there is a discussion page. This is a great way to talk about feelings, telling the truth and opens up healthy discussions of life and how we should treat people. I ask the students if they would like to take The Grace Anne Pledge, and explain to them how important a Pledge is. The Pledge basically is to ask someone on the play ground at school, that has no one to play with, to join you!

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Steve Swinburne is the author of many acclaimed books of nonfiction, including Saving Manatees, Safe, Warm and Snug, Once A Wolf and Lots and Lots of Zebra Stripes. Born in London, England, Steve lives in South Londonderry, VT. OCEAN SOUP - TIDE POOL POEMS is a new book of poetry and WIFF AND DIRTY GEORGE-The Z.E.B.R.A. Incident is his first novel. He visits schools in Texas every year!

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Storyteller, Dan Gibson......1420

www.dangibson.net

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Storyteller, Kim Lehman......1660

www.kimlehman.com www.beeladyprograms.com

Kim Lehman specializesin entertaining, educational programs and workshops for children and adults that combine stories with music, magic and puppets. Themes: fairy tales, plants, world cultures, and science. Kim is on the Texas Commission on the Arts Touring

Roster and is a popular workshop presenter. "I could not believe how well you kept the children's attention. I laughed so hard at your stories and the nose whistle that I almost fell out of my chair." Austin teacher

Sue Young, Bilingual Storyteller.. 1419 www.sueyoungmusic.com

Bilingual storyteller and award-winning songwriter Sue Young entertains, educates and delights audiences pre-k through adults with her programs: "Cantos Y Cuentos - Tales and Tunes of Latin America" - traditional and popular songs and legends, myths and tales of tricksters, heroes and heroines, "¡Viva Mexico!" - stories and music from Mexico to celebrate 5 de Mayo and 16 de Septiembre; "Celebrations of Light" - a multicultural winter holiday program and "Texican Tales and Tunes" with cowboy songs, Mexican cantos and stories showcasing the diverse heritage of Texas, and an annual summer reading program. Sue composed the 2011 and 2009 theme songs for the Texas Summer Reading Program. She is a Texas Commission on the Arts and Mid America Arts Alliance Touring Artist. Sue performs at schools, libraries, festivals and conferences and provides workshops for children, teens and adults and in-service trainings. Drawings held for free copies of her award winning CD release "The Legend of the Quetzal - La Leyenda del Quetzal".

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Texas Legal Services Center 1214 www.tlsc.ora

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Texas Municipal Courts Education Center......1212

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www.tsl.texas.gov

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