

About Idaho's Kids

- Approximately 419,000 children under the age of 18 reside in Idaho. (2009 US Census)

- 19% are living in poverty (Idaho Kids Count, 2012)

- 25% live in single-parent households (Idaho Kids Count, 2012)

- There are 294,254 school children ages 5-17. (Idaho Kids Count, 2012)

- 14% of children enrolled in public school are Hispanic (EdFacts, State Profile, 2010)

- Over 50% of children in public school qualify for free or reduced lunch (Idaho State Dept. of Education, March 2012)

- Nearly 18,000 children enrolled in public school are Limited English Proficient (EdFacts, State Profile, 2010)

- Over 100 languages are spoken by children in Idaho public schools (Limited English Proficiency Report, 2009)

- Only 32% of Idaho fourth graders scored at or above proficient in reading on the National Assessment of Educational Progress test in 2012 (National KIDS COUNT Program)

Idaho Reading Indicator:

- 80% of low-income kindergartners were reading at grade level in the spring of 2011. When they returned as first graders in the fall, only 61% were reading at grade level. (Idaho State Dept. of Education)

- 73% of low-income first graders were reading at grade level in the spring of 2011. When they returned as second graders in the fall, only 54% were reading at grade level. (Idaho State Dept. of Education)

We must keep all our children reading over the summer!

Summer Learning Loss and Library Summer Reading Programs

In 2012 approximately 47,500 Idaho children and teens participated in a summer reading program through their local library. Additionally, close to 37,000 children and teens participated in library summer outreach programs.

What the research says...

“Many low income and minority students lose some literacy and academic abilities during the summer months. Some students lose as much as three to four months of academic progress while children in high-income areas gain at least a month of progress during the summer (Karweit, Ricciuti, and Thompson, 1994).”

From *“The Role of Public Libraries in Children’s Literacy Development: An Evaluation Report,”* by Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Department of Education Office of Commonwealth Libraries, February, 2001.



61 percent of low-income families have no books at all in their homes for their children. While low-income children have, on average, roughly four children’s books in their homes, a team of researchers recently concluded that nearly two thirds of the low-income families they studied owned no books for their children.

(Reading Literacy in the United States, 1996. US Department of Education.)

“Public libraries are helping to close the ‘book gap’ by providing children of all backgrounds access to high-quality reading materials and rich language experiences.... The public library is important to the reading achievement of many children, particularly those children who lack other reading resources.”

From *“The Role of Public Libraries in Children’s Literacy Development: An Evaluation Report,”* by Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Department of Education Office of Commonwealth Libraries, February, 2001.



Summer Reading Research

For more information about Summer Reading Programs contact:

Staci Shaw, Summer Reading Coordinator
staci.shaw@libraries.idaho.gov

Idaho Commission for Libraries

Phone: 208.334.2150
Toll Free in Idaho:
800.458.3271

Bright Futures begin with Summer Reading!

School visits

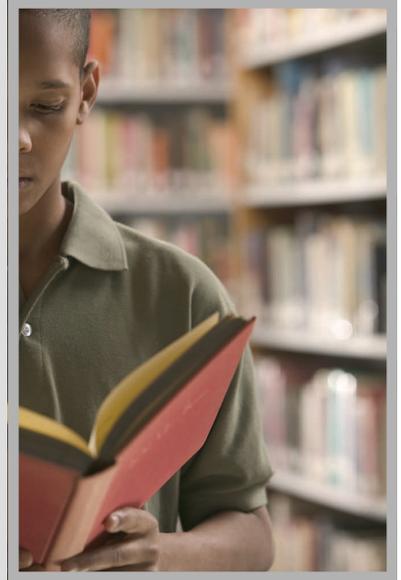
Reaching Underserved Children

School Partnerships

Visit us on the web:
<http://libraries.idaho.gov>

Who are the children in your community who are most in need of summer reading? How can you reach them?

- **Summer setback is the main source of the reading achievement gap between high- and low-income students; this setback is due to lack of summer reading activity. Low-income students have less access to reading material at home than advantaged peers. Providing low-income students with easy access to appropriate books, allowing them to select their own books to read, and encouraging them to read increases the amount of summer reading, resulting in lessening summer setback.** [Allington, R.L. & McGill-Franzen, A. (2008). Got books? *Educational Leadership*, 65 (7), 20-23.]
- **Differences in a child's summer learning experiences during his or her elementary school years can impact whether that child ultimately earns a high school diploma and continues on to college.** [McLaughlin, B., & Smink, J. (2009, June). Summer learning: moving from the periphery to the core. *The Progress of Education Reform*, 10 (3).]
- **A large study of elementary students from varying backgrounds revealed that reading 4 to 5 books over the summer has the potential to prevent a decline in reading achievement scores from the spring to the fall.** [Kim, J. (2004, April). Summer reading and the ethnic achievement gap. *Journal of Education for Students Placed at Risk*, 9 (2), 169-189.]
- **When children read what they choose themselves and read for enjoyment, they receive the most gains in reading achievement. Libraries can lessen some of the literacy challenges that children in low-income families face.** [Krashen, S. (2004) *The Power of Reading: Insights from the Research (2nd ed.)*. Portsmouth, NH: Heinemann.]



Suggestions for effective ways to reach the neediest youth:

- Form partnerships with the schools
- Form partnerships with community groups and services that reach the disadvantaged
- Make programs accessible and convenient for parents
- Involve the parents
- Involve volunteers
- Make learning fun for everyone

[Excerpt from *Building Effective Programs for Summer Learning*, by Peter Johnson, U.S. Department of Education. 2000]