

Summarize your project idea in a short paragraph and list the two most important learning objectives:

This grant proposal is for funding to create a collection of books for the Media Center that have been selected by students of South Seneca Middle and High School. This will be a huge asset to our collection as the current collection has been created and maintained with the goal of supporting the curriculum of the district. While these new books will do they same, they will be student focused with the intent of increasing student interest in recreational reading and lifelong learning. The books will be student selected and student purchased while being labeled with the recommending student as well as the Ujeni Funding source. The books will be marketed using student book talks, online student reviews and bulletin board displays, as well displayed on a special shelving location in the Media Center that will highlight this collection.

Student Selections at the South Seneca Media Center

Objectives/Standards

Objectives:

Research based studies show that students who do more recreational reading show better development in reading, writing, grammar and vocabulary. (*Krashen, April 2004*) Research also shows that favorable student reading selections are greatly influenced by peer recommendations. (*George, 1998 and Gjengset, 1986*). With these studies in mind, this grant proposal will take these two aspects- **recreational reading** and **peer recommendations** and create a library collection that will attract the interest of the adolescent students of South Seneca Central School.

The members of the Media Center Club will travel to a bookstore to purchase the items they have selected to add to the collection. The students will use tools and resources similar to what is used by the Library Media Specialist in the collection development process, but they will have the advantage of knowing what students, like themselves, would like to read. They will actively be involved in the processing of these books as well as the marketing of them once they are added to our collection.

Standards Addressed:

While the materials in the Media Center truly complement all of the *NYS Learning Standards*, the book review and selection process will address the following standards in particular:

- Math, Science and Technology:
 - Standard 2: Information Systems
 - Standard 5: Technology
 - Standard 7: Interdisciplinary Problem Solving
- English Language Arts:
 - Standard 3: Language for Critical Analysis and Evaluation
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The shopping for the books as well as the processing of the materials will address these standards:

- Career Development and Occupational Studies:
 - Standard 2: Integrated Learning
- Health, Physical education and Home Economics:
 - Standard 3: Resource Management
- Math, Science and Technology:
 - Standard 2: Information Systems
 - Standard 5: Technology
 - Standard 7: Interdisciplinary Problem Solving

The presentation of the books to their peers and marketing the collection will meet these standards:

- English Language Arts:
 - Standard 4: Language for Social Interaction
- The Arts:
 - Standard 1: Creating, Performing and Participating in the Arts

Methods/Strategies

The following methods and strategies will be employed to generate interest in not only the selection and purchasing of the books, but in the general interest of the materials within the school.

- Students will be taught the use of professional review sources in selecting materials suitable for a grade 6-12 media center. (Booklist, VOYA, Horn Book, etc) All of these resources are available electronically through the subscription databases at the school.
- Discussions will be held about what interests the adolescent reader (realistic fiction, non-fiction areas, social angst, etc) as well as making selections that are suitable for the entire community.
- Students will be made aware of the budget that they have and work to select the most suitable materials within the funding allotted.

- Students will travel to the bookstore to select their items and will experience the process of “*real life*” problem solving when certain roadblocks occur, *ie. items not in stock, items more costly than expected, etc.*
- Students will learn the process of book processing as well as the steps involved in preparing materials for circulation.
- Students will perform book talks in their ELA classes as well as in the Media Center.
- Students will write books reviews and post them on the Media Center Website.
- Students will create book displays and bulletin boards showcasing the new book collection.

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Project Timetable

<p><i>January 2007</i> <i>Two after school instructional sessions</i> <i>45 minutes each</i></p>	<ul style="list-style-type: none"> • <i>Generate interest and enthusiasm</i> • <i>Discuss project intent and rationale</i> • <i>Begin instruction on selection process</i> • <i>Introduce review sources and selection criteria</i> • <i>Begin preliminary "Wish List" to avoid duplicates. (Cross reference with our catalog)</i>
<p><i>February 2007</i> <i>Two after school sessions</i> <i>45 minutes each</i></p> <p><i>One four hour field trip</i></p> <p><i>Book Processing</i> <i>Two after school sessions</i></p> <p><i>February 2007 cont.</i> <i>School wide public relations campaign</i></p>	<ul style="list-style-type: none"> • <i>Meet to review book selection process as well as titles to purchase</i> • <i>Prepare template for Book Plate printing</i>
	<ul style="list-style-type: none"> • <i>1 ½ hour total travel time</i> • <i>1 hour for lunch</i> • <i>1 ½ hour for book selection and order processing</i>
	<ul style="list-style-type: none"> • <i>Approximately 7 minutes for each title (staff led with student participation)</i> • <i>Create a custom MARC record tag that will allow for statistical circulation records</i>
	<ul style="list-style-type: none"> • <i>Create book displays</i> • <i>Arrange for student book talks in the Media Center and in ELA classes</i> • <i>Create article for School Newsletter</i> • <i>Begin posting student reviews on the Media Center website</i>
<p><i>March 2007- May 2007</i> <i>Ongoing throughout the months</i></p>	<ul style="list-style-type: none"> • <i>Continue to publicize the collection as well as monitor and track the circulation records</i>
<p><i>June 2007</i> <i>Compile Data</i></p>	<ul style="list-style-type: none"> • <i>Debriefing with students involved</i> • <i>Compile statistical usage and comparable data.</i> • <i>Review the critiques that were published and compare to overall opinion of the books.</i> • <i>Contact local schools with similar programs and compare results as well as solutions for future improvements.</i>

Budget

Category	Item/ Quantity	Supplier	Amount
Transportation	1 Round Trip Bus transportation to Barnes and Noble in Ithaca, NY	South Seneca Central School District	\$150.00 \$2.00/mile- 60 miles RT
Books	Purchase Order \$200 per student 15 students (with discount, \$3750 worth of materials will be purchased)	Barnes and Noble	\$3000.00
Food/ Lunch	\$6.50 per student	Pre-arranged, student selected eatery	\$100.00
Processing Materials	Book Plates: \$3.80 X 8 Label Protectors: \$6.65 X 2 Book Laminate: \$11.36 X 4	Brodart	\$30.40 \$13.33 \$45.44 Total: \$89.17
Total Amount:			\$3339.17

Evaluation

Quantitative Evaluation:

The first step in gauging the effectiveness of the new book collection will be in gathering statistical information of book circulation. This is a relatively simple process solved by entering a MARC tag line in the book's circulation record that allows us to track the circulation of the materials. These figures can be compared with books in similar genres as well as subject matter.

Qualitative Evaluation:

The Media Center Website's book review section will also allow us the chance to gather information on the student satisfaction of the books that were selected. Students will have the chance to add their own reviews and they can be read to see if the selections were favorably received.

Students participating in the selection process will also be asked to be a part of a debriefing to offer their opinions of the process. Additionally, as several local schools are performing similar projects, it would be beneficial to be in contact with the program directors of the Geneva, Dundee and Romulus School districts to gauge their program effectiveness with ours.