# Table of Contents

Welcome......................................................................................................................... 2  
Introduction..................................................................................................................... 3  
Summer Reading Program Tips ...................................................................................... 5  
Implementation Timeline.................................................................................................. 6  
Getting Started............................................................................................................... 7  
Site Location and Expectations ...................................................................................... 8  
A Day at the Site............................................................................................................... 9  
Working with Volunteers ............................................................................................... 10  
Program Outreach......................................................................................................... 11  
Special Event Days......................................................................................................... 12  
Sign In and Data Collection............................................................................................ 13  
Diverse and Culturally Relevant Books.......................................................................... 14  
Books............................................................................................................................. 15  
Suggested Age Range..................................................................................................... 16  
Program Review............................................................................................................. 17  
Sample Report................................................................................................................. 18  
Publish Your Findings.................................................................................................... 19  
Appendix......................................................................................................................... 20
Do you remember the first time a book completely captured your imagination? The first time you just couldn’t stop reading? Did you stay up past bedtime, hiding under the covers with a flashlight? Or sit in a chair in the living room while all the chaos of your family swirled around you and not even notice because the story in your hands was more riveting than dinner preparations? For a lot of us, these types of memories make up the fuzzy moments of childhood.

These moments are powerful—they help to shape the people well become when we see ourselves reflected in different characters, awkwardly sound out words that are beyond our comprehension, and learn things that broaden our reality inch by inch. Early moments spent reading can have a profound impact on a child. But not every child has access to the books they need to make these memories. Right now, almost two-thirds of low-income families own no books for their children. Even more startling, students who are not proficient readers by 3rd grade are FOUR TIMES more likely to drop out of high school.

That is why it is so vitally important for us to make reading a right.

It’s a simple concept with profound implications. Giving ownership of a book is a simple way to start. Scan your bookshelves for those gently-used children’s books and dust them off. It's time for a new generation to follow Alice down the rabbit hole or learn to calm their inner wild thing. It’s time for those kiddos who have only ever borrowed a book to own one. To know what it is like to read it a billion times until they have memorized every line of the illustration and all the good parts of the story.

These early moments that connect kids to reading provide an invitation to love learning. When our volunteers show up at a summer reading program, they get to take it one step further. They see the gleeful looks on the kid’s faces as they rifle through the box of books you’ve donated, and then they get to read to them. They get to test out their best pigeon voice as they read “Don’t Let the Pigeon Stay Up Late,” to a group of giggling kids nestled in the warm summer grass. They get to see the faces of those kids light up when they realize that the pigeon sounds just like they do at bedtime.

Volunteering at a summer reading program helps to build readers who can appreciate a good story. Readers who will grow up remembering what it was like to get cozy on a blanket in the park, all warm in the sun, listen to a new story being read, and then to find the perfect book to take home and keep.
Introduction

After many years with Summer Reading Spots, UWLC is saddened to have to stop formally coordinating the program.

Due to an end of funds for an AmeriCorps VISTA, UWLC no longer has the capacity to continue hosting the Summer Reading Spots program. However, we want to continue to empower communities to utilize what we have learned over the years, and to have the option to run their own unique summer reading programs that are tailored to fit each community’s needs.

This toolkit does not suggest that this framework is the best or only way to run a summer reading program. Rather this information is meant to give individuals and organizations the building blocks of what is needed to be successful. By providing a framework to work from each program will be able to take these blocks to build something wonderful and meaningful for each community. It will be up to each individual site to decide what is going to best suit their specific needs, for each unique location and population.

DISCLAIMER:

Summer Reading Spots is not an evidence based program, and there is no significant data to show an impact on student reading levels due to the flexibility of implementation. There is a lack of reliable data since there are no attendance requirements in order to participate. Since there is not a strict curriculum, this allows for the freedom of communities utilize this guide as a framework, rather than as a rule book.

By providing this toolkit, UWLC aims to help support continued summer reading programs in the community. Because this is provided as a free, completely non-compulsory service and document, we are not liable for any issues or circumstances that arise during summer reading programs put on by volunteers and other organizations in the community.
Summer Reading Program Tips

Introduction: Planning a Summer Reading program can be just as challenging as it is rewarding. A little planning can go a long way in insuring minimal stress and maximum fun for participants. Here are a few tips that we have put together about things we have learned to make a successful Summer Reading Program.

Location: The location for your program should be a public space with access to restroom facilities, drinking water, and shade. Certain public parks are great areas to hold these events because they often provide all of these facilities, and are spaces that children are already visiting, you will not need to generate traffic. If there is not a local park, consider another public area that is frequented by families, this could be local elementary schools, or even the lawn in front of the post office. Just be sure that you contact the facility to make sure they know you are going to be there and how that might impact their space.

Schedule: Whatever time and day you decide, be sure to keep it consistent throughout the duration of the summer. It is important to be consistent so that children and families can depend on you being there when you say you are going to be there! When talking to your facility, ask about other programs that might be happening at similar times, and see if there is a way to partner.

Publicity: Think about the best way to advertise and get the word out about your program to make sure that families and kids know about the great work you are doing.

Volunteers: These programs often rely heavily on volunteers to be able to run successfully. There are a lot of moving pieces to making sure a volunteer program runs successfully. One key aspect is to make sure that all adults involved in the program are safe, and should be thoroughly vetted before being able to interact with the kids. You should also plan how you are going to train volunteers, and make sure that you are meeting their needs.

Flexibility: Summer is often a busy time for families, it is important to remain flexible and practice patience during this time.

Incentives: You should plan what you can provide as an incentive for children and families to come and keep coming back. Ideally the incentives should include something related to literacy, such as free books. Incentives can be every single time a family comes, a reward for coming multiple times, or a combination of both.

Have Fun! It’s important children have an opportunity to engage with literature over the summer, and sometimes that is not an option at home. Access to high quality books is essential to student success in school and a lot of kids do not have this opportunity while school is not in session. Your program should be a fun time for all to ensure kids and volunteers alike enjoy themselves, and create positive memories around reading!
Implementation Timeline

January
Identify budget, cultural approach, and funding options (Getting Started)

February
Solidify a program venue and schedule (Site Location and Expectations)

March
Gather equitable program materials and book donations / Host Book Drives / program planning specifics (Outreach Toolkit)

April
Host Book Drives – Advertise Program to the community – Start Recruiting volunteers

May
Continue Bilingual Advertising and Volunteer Recruitment (Working with Volunteers)

June
Program Kick-off

July
Mid-Summer Celebration (Special Event Days)

August
End of the Program Celebration (Special Event Days)

September
Program Review

October
Sharing your findings

November
Celebrate your success

December
Break
Getting Started

Before getting started it is important to develop an equitable budget that is culturally responsive and inclusive to all children. While this is not an expensive program to run, there are a lot of little things that can add up quickly. Consider seeking donations from the community, or holding your own book drive. In the Appendix you can find a “Summer Reading Program Budget Planning Sheet” to help you organize and develop your budget and a “Book drive tool kit” to help conduct book drives.

The supplies needed will vary based on individual program needs, but can include:
Blankets, towels, chairs, benches, volunteer t-shirts, prizes for kids (consider partnerships with libraries, other programs), party supplies for events (look for supplies that are going to be reusable), books (usually the biggest program expense).

At the absolute minimum to run a program you should be able to provide:
2. Clean blankets for the children and families to read on.
3. Chairs for you and volunteers.
4. Invite bilingual volunteers that can read to children and families who do not speak English at home as their first language.
Site Location and Expectations

After a budget and resources have been established, the next critical step to take is securing a location.

**Duration Estimate**
Summer Reading programs should occur June through August (while school is not in session). The program is generally provided two to three days a week for one hour per day. You have flexibility to provide the program for more or less days, and for a longer or shorter amount of time. Be sure to include time before and after the event to set-up and clean-up the space.

**Location Specific Requirements**
Sites should be in public areas that are safe, trustworthy for all children and families, and have good visibility. Sites should already be locations where children and families often visit and have good access to wide varieties of transportation methods. Sites should have access to public restroom facilities that families will utilize. Traditionally, we have partnered with locations that are also FOOD for Lane County lunch program sites, where children can get a free lunch, your location should be either close in proximity to where children can have access to free meals, or be at the same location. [https://foodforlanecounty.org/get-help/more-food-programs/programs-for-children/#summer](https://foodforlanecounty.org/get-help/more-food-programs/programs-for-children/#summer)
A Day at the Site

Before the Summer Reading Hour
1. Get to the location at least 20 minutes early.
2. Set up tables for check in.
3. Set up chairs, towels, blankets, book bags* in shaded areas.
4. Greet volunteers and explain how they are going to sign in.
5. Have volunteers sign in and direct to a chair / job.
6. Greet kids and check them in using the preferred data collection tool your location will be utilizing.
   (Some sites found success using an incentive system to track how often kids attend the program; i.e. a bookmark with their name and school on it, or unique attendance sheet per child with stickers.)

During the Summer Reading Hour
1. Once kids are checked in, encourage volunteer readers to invite kids to come read with them on the blankets.
2. Volunteer readers peruse through the book bags and swap out books if necessary.
3. Continue to greet new kids who come, get them signed in and invite them to read with a volunteer reader.
4. Check in on volunteers, swap out books if necessary.
5. Make sure that giveaway books or other incentives are organized so that kids can access them.
6. Announce when there are 5-10 minutes of reading time left.
7. If you plan to take pictures collect a media release form from volunteers, parents, and children. Do not take pictures and post them online or use in materials without their consent.
8. Make sure to provide parents with proper document translation for media release and consent form.

After Summer Reading Hour
1. Help with book giveaway or other incentive giveaway. Often children need assistance picking out a book that is appropriate for their reading level.
2. Pack up, ask volunteers to assist with this.
3. Thank the volunteers and answer any questions they may have.
4. Log the data and forms collected at the site.

*Book Bags refer to bags that have been filled with a collection of books that were found to be great to read aloud in groups. You can fill bags with 10 or so books that can be rotated between volunteers. From that book bag, we encourage volunteers to let the children pick a book that interests them to read from. Either the child or the volunteer can read.
Working with Volunteers

Volunteers play a key role in summer reading programs. Having trained, reliable, engaged, and culturally responsive volunteers allows for programs to run smoothly and independently.

The most important parts of volunteerism are the 3 R's: recruitment, retention, and recognition. Plan to work in volunteer appreciation into your budget, it is so important that they know just how important they are to the operation of the program.

Working with children also means that there is more paperwork that needs to be done to ensure that children are safe and in good hands. **Best practice would be to make sure that all paperwork is complete, accurate, translated (if necessary), and processed before a volunteer is allowed to participate.**

Proposed steps on how to engage volunteers:

1. Create bilingual volunteer information and description to post on a website or social media, and create outreach materials like posters or flyers.
2. Distribute outreach materials at appropriate locations. Think volunteer fairs, churches, stakeholder meetings, bookstores, high schools, libraries, recreation centers, community organizations, etc.
3. Programs can advertise in the paper, a website, or existing organizational newsletters.
4. Table at events and have people sign up if interested.
5. Send follow up emails with links to register to volunteer.
6. Order Volunteer T shirts (or something else that will make them easily identifiable).
7. Use a Volunteer Satisfaction survey to help evaluate experiences. Provide a bilingual survey (if necessary).
8. Create appropriate data tracking for volunteers (to know how many hours they are dedicating).
9. Send volunteer reminder emails or make phone calls before the date volunteers committed to.
10. Send a newsletter to all volunteers every week to showcase the awesome work people are doing, including photos from the sites.
11. At the end of summer make sure to create thank yous and show some sort of appreciation. The more personalization that is able to happen, the better. Personalized cards or notes from the kids add a meaningful touch as well.
Outreach is going to be important to the success of your program. Advertising the program with bilingual or culturally adapted outreach materials is essential to get more families and kids at your summer reading program.

Utilize your local community to spread the word about the program in places where families already spend time (the library, elementary schools, community centers, cultural organizations, local parks, etc.) to ensure maximum reach for the program. Continue outreach throughout the summer to combat mid-summer lull in attendance.

Additional outreach prior to special events are a way to hype up the program and encourage more families to attend. There are typically three special events throughout the summer: one kickoff event, one mid-summer, and one end of the summer event. These events require planning and more advertising but are always a hit for the kids and they look forward to them every year.

Lastly, the development of an annual report that highlights the program’s accomplishments can be used to spread word about the program to potential partners and donors.
Special Event Days

Special events are great for raising enthusiasm towards your program for participants, volunteers and the larger community. The special events can be held during the kick-off event, midsummer, and at the end of summer.

These special events are different from the typical reading hour because a theme is incorporated (e.g., popular movie or book character, specific animal, etc.). A special activity or craft can be incorporated alongside reading. There are many low-budget ideas for crafts and activities for kids that can be found on Pinterest and other online resources. Anything that kids can create and take home with them is generally a big hit.

It is a good idea to discuss with volunteers that are scheduled on special event days that their shift is going to look a little different with the added craft or activities provided during the event.
Sign In and Data Collection

A method we have found useful is to print simplified, bilingual sign in sheets for each individual day you plan on being at the site, and keep them in a three ring binder. Have a volunteer designated to signing kids in for the day. It is nice to have a prize to keep the kids happy about signing in, we have found stickers to be really great for this.

Signing kids in can be a little tricky in the sense of knowing what information you want to collect. We want to make sure that student and family data is secure, and we want to make sure we are only asking necessary information. If you are not planning on doing extensive research or data tracking through your program, you don’t want to waste time collecting information that is not going to be used. However, it is helpful to know how many kids come, what school they go to, and their age in order to help with planning for what types of books you need and how many.

In the appendix, we have provided a sample sign in sheet. If you want to track if kids are coming multiple times, it is a good idea to ask for their first and last name; otherwise, just their first name is appropriate. You can also use a similar form for having your volunteers sign in, to keep track of who is helping you, and how many hours individuals are spending on the project.
Diverse and Culturally Relevant Books

All readers benefit from seeing their lives and communities reflected and celebrated in the books they read. This means that for children from diverse backgrounds, multicultural books increase interest in reading and help them find a sustained connection to books. But reading diverse books also prepares all children for the real world, teaches respect for all cultures, and fosters curiosity about the wider world.

From the Children's Book Bank of Portland Oregon, “Books have the power to be mirrors, windows, and doors*—chances to see ourselves in a broader context, glimpses of worlds and lives beyond our own, and opportunities to learn and grow. Despite the fact that 37% of the U.S. population is comprised of people of color, only 10% of children's books published from 1994-2012 contain multicultural content.*

From Book Harvest of North Carolina, “Experiences during the early years determine the capacity of the brain. Inputs and enrichments are critical during this time. Books are at the heart of language acquisition for children, and language acquisition is a major, if not the major, factor in determining kindergarten-readiness and long-term school success. Books trigger words, and children need to hear lots and lots of words to develop their brains. Just 15 minutes of reading with a parent every day exposes a child to a million words a year (Anderson, Wilson, and Fielding, 1988). Books are the tools that enable parents to read to and talk to their children, a simple act that many of us take for granted.”
Make book giveaways a central part of your program. A big contribution to summer learning loss is a lack of books in the home, so a key component should include making sure children have something to read once they leave your program. Having a steady and easily accessible supply of high quality books is essential for the success of summer reading programs. Work early to source book and cash donations. Keep sustainability in mind to make connections to book sources that can last for years to come. Summer reading programs need to support the use of diverse and culturally relevant books.
Below are loose guidelines for which types of books are developmentally appropriate for reading at each age level. We know that children may show up to a summer reading program with a variety of skill levels and interest levels in reading.

These are simply guidelines, and ultimately, children should be encouraged to pick out a book that is appropriate for their individual reading level and is most interesting to them. Parents and volunteers should be encouraged to help children pick out their books if they need additional support.

**Board Books (Ages 0-3)** – bright colors, easy concepts, repetitive phrases, and easy rhymes. For younger children, look for vibrant colors and pictures of their favorite sights, including animals, trucks, diverse people and locations.

**Picture Books (Ages 4-7)** – more complex vocabulary, varied subjects, introduction to new subjects. For older children, choose images that trigger their imagination or catch their interest, such as dragons, fairies, princesses, or other similar icons. Choose books with pictures of items your children enjoy, and volunteer readers will have a much better chance of success.

**Early Readers (Ages 8-10)** – chapter books, wide range of content areas, and high interest topics for “big kids” examine picture support, text size, lines per page.

**Advanced Chapter books and Novels (Ages 11+)** – provide perspective and insight on the self, others, and the wider world. * Always bring extra chapter books, a lot of the children highly value chapter books.
Program Review

When the summer is over, conduct a program review. This doesn't have to be super formal, but should cover at least the following:

1. How many kids did we serve?
   a. How many kids were children of color or considered minority groups?
2. How many volunteers supported the program?
   a. How many volunteers were bilingual?
3. Did everyone involved have a positive experience?
4. Were there any problems?
5. What did we learn so that we can improve next year?
Sample Report

Total Number of Children Served:

Total Number of Volunteers:

Total Number of Volunteer Hours:

What was your biggest success story from this summer?

What were your biggest challenges?

What do you want to change or improve on for next year?
Publish Your Findings

Whether it be an informal newsletter, or contacting your local paper, if you have a positive experience and are able to reach a lot of kids, you should publish your report. Being able to establish a positive community view can help raise awareness about your program. A brochure like the one below might be one way to do this.

Summer Reading Spots 2016

A community collaboration to improve children's literacy skills and prevent the summer slide in Lane County

Community

In 2016, several community partners began a project to address the alarming statistics around children's literacy skills in Lane County and the Summer Reading Spots were born. The program is a volunteer-led hour of free story time in the park and each child takes home a free book every time they attend. Six years later the program is still going strong and we've reached more families than we ever could have imagined.

This program has thrived every summer due to the amazing community partners that are aligned with the goal of improving children's literacy rates. Setting up camp at FOOD for Lane County Summer Food sites is a fundamental way we reach kids in a critical population. In addition, the Eugene, Springfield, and Cottage Grove public libraries support and encourage Summer Reading Spots because they recognize the importance of reaching families with limited access to traditional library programs. With the help of these organizations and many others we have read with so many wonderful children in Lane County.

The program couldn't survive without our amazing volunteer readers that dedicate their time and energy, many every week or even every day. Some went so far as to donate books, pass out flyers in the neighborhood, or help with setup and cleanup. These community members are donating their time and energy to help children in Lane County be successful in school and in life.

Many volunteers developed bonds with children that attended frequently. This meant that children could expect a friendly face at Summer Reading Spots and looked forward to seeing their favorite volunteers. We are so grateful to everyone who volunteered this summer, whether it was for one day or every day.

Why Summer Reading Spots?

- Two-thirds of America's children living in poverty do not have books in the home.
- By age 2, a child from a high-income family will hear 30 million more words than a child from a low-income family.
- Children entering kindergarten in Lane County on average can identify 18 letters and 7 letter sounds.
- Worse for children living in poverty and minorities

A program as special as this is bound to create some wonderful memories. At our Willamalane site, we were in need of more Spanish-speaking readers and a mother of one of the children in the program stepped up and volunteered her time every week. At our kick-off event in Eugene, we were in need of face painters and David, a volunteer who had never done it before, stepped in and painted around 50 faces of excited children.

At a glance

- Number of children served: 495
- Number of books distributed: 1,673
- Number of volunteers: 55

This year, the program was a proud partner of the AmeriCorps VISTA program. VISTAs, or Volunteers in Service To America, make a full-time commitment for a year of service at a non-profit organization. United Way of Lane County's VISTA, Patricia Stickler, served as the Summer Reading Spots Coordinator to build capacity around the program and increase effectiveness.
Appendix

Here you will find several resources referenced in the rest of the manual. These items can be photocopied and duplicated for use, and will help you structure your own Summer Reading spots program.

Summer Reading Program Budget Planning Sheet .......................................................... 21
Site Checklist .................................................................................................................. 22-23
Sample Volunteer Position Description ........................................................................ 24
Sign in Sheet .................................................................................................................. 25
Sign in Sheet for Volunteers .......................................................................................... 26
Media and Outreach Toolkit ......................................................................................... 27-32
Book Resource List ...................................................................................................... 33
### Summer Reading Program Budget Planning Sheet

#### Budget Sheet

How much money do you have available?

What supplies do you already have?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Supplies are missing?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any money left-over? If yes, amount:

What do you still need?

Who can you contact for donations?
Site Checklist

This will look different for every site, but it is a good idea to make sure to have a checklist that will be utilized every time. Customized site checklists are important to have especially if a site coordinator is having someone fill in for them. It is also handy to have at the beginning of the summer to ensure your location has all of the supplies it needs.

1. **Table**: used for check ins/setting up crafts and special activities.
2. **Chairs**: for the volunteer readers to use.
3. **Stickers**: used as a prize for children that check in.
4. **Towels or Blankets**: used for seating for the kids. Be sure to always bring extra.
5. **Giveaway books**: have a wide range of books to choose from. Bring about twice as many books as kids are estimated to participate daily.
6. **Book bags for volunteer readers**: these books will not be available for give away at the end of the day, but are typically fun choices for group story times.
7. **Giveaway prizes**: incentives for children to come on a regular basis.
8. **Extra pens / markers and tape**: used for sign in, it is always handy to have extra.
9. **Extra Volunteer T-shirts**: always be prepared with multiple sizes.
10. **Additional postcards or bilingual outreach materials**: to share with new people or interested families.
11. **Data collection materials**: always have extra, this will look different at each site.
12. **Volunteer’s emergency contact information**: used in case of emergency, should be kept in a secure location.
13. **Cleared background checks for scheduled volunteers**: need to be on file before the individual’s scheduled volunteer date. Be prepared to send people away if there is not a cleared background check available, there are no exceptions when it comes to keeping children safe.
Sample Volunteer Position Description

Title: Volunteer Reader for Summer Reading Program

Location and Time: TBD

Purpose: Volunteer readers are essential to the success of our summer reading program. Summer readers are available during our program hour to read in order to provide an opportunity for children to enjoy literacy opportunities outside of school.

Responsibilities and Duties:
Arrive 15 minutes early for a brief orientation and assist with setting up materials.
Be available during the reading time to either read with children, or have children read to you even if its in a different language.
Be enthusiastic and engaging when reading with the children.
Assist children with picking out a book when they are ready to leave.
Assist with cleanup of materials when reading session is over.

Qualifications:
Be able to pass a criminal history background check.
Previous experience working with children.
Ability to read out loud at a high school grade level.
Optional: Bilingual (indicate language desired for specific community).

Commitment Expected: Volunteers are allowed to sign up for as many or as little days as they want.

Training: Tips on how to read with kids are provided during the brief orientation, please be sure to arrive early to your scheduled shift!
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:
# Sign in Sheet for Volunteers

<table>
<thead>
<tr>
<th>Name</th>
<th>Hours</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26
Media and Outreach Toolkit

Below are links to the templates from the next few pages which you can use if you have access to InDesign. If you don’t, we also have created a folder linked below with the main graphics elements used in these posters for your use.

Finally, there is a standard press release template after the flyer templates for you to use in your community and instructions on who to send a press release to.

Kick-Off Poster
Standard Poster
Social Media Banner/Post
Thank You Card Template for Volunteers

Graphic Elements Folder
Adventure Awaits!
La Aventura te Espera

Summer Reading Spots Kick-Off Event
Evento de Incio para Summer Reading Spots

DAY, MONTH DATE, YEAR, TIME

TOWN LOCATION Address
TOWN LOCATION Address
TOWN LOCATION Address

CRAFTS ★ GAMES ★ FREE BOOKS
ARTESANIA ★ JUEGOS ★ LIBROS GRATIS

For more information, to volunteer, or to donate books please contact:
CONTACT INFO GOES HERE
Para mas información, voluntar, o donar libros favor de contactar a:
CONTACT INFO GOES HERE
Tuesdays & Thursdays, 1:00–2:00pm, June 27th – August 24th
Martes y Jueves, 1:00–2:00pm, Junio 27th – Agosto 24th

<table>
<thead>
<tr>
<th>TOWN LOCATION</th>
<th>TOWN LOCATION</th>
<th>TOWN LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>address</td>
<td>address</td>
</tr>
</tbody>
</table>

An hour of reading in the park • Every child takes home a **FREE** book!
Una hora de leer en el parque • ¡Todos los niños reciben un libro **GRATIS**!

For more information, to volunteer, or to donate books please contact:
CONTACT INFORMATION GOES HERE
Para mas informacion, voluntar, o donar libros favor de contactar a:
CONTACT NAME (se habla Español), EMAIL ADDRESS AND PHONE 3
month and date Join Us for Summer Reading Spots! 

TOWN LOCATION address

TOWN LOCATION address

TOWN LOCATION address

An hour of reading in the park • Every child takes home a FREE book! 
Una hora de leer en el parque • ¡Todos los niños reciben un libro GRATIS!
Thank you.
You made a difference for kids in our community this summer.
**Headline Goes Here and Should Be Larger Font Than the Body Text. Try Something Like: Summer Reading Spots Hosted by [your group’s name] Helps Kids in [your community] This Summer.**

**City, State (Month Day, Year)** – Intro sentence. Try something like: [Your group’s name] is offering Summer Reading Spots in [your town] to help kids retain school skills and have safe fun during the summer.

Summer Reading Spots is [describe the program in one to two sentences max—keep it basic and clear language].

[Two to three sentences about your organization/group—focus on prior programs similar to Summer Reading Spots and/or work done in the community that makes you seem reputable].

[Relevant quote from the Executive Director/leader of your group or a reputable person in your community (think principal, mayor, person who leads a different nonprofit for kids, etc.)]

This year in [your town], [your org’s name] will be hosting Summer Reading Spots in the following locations

- Location one with dates and times listed
- Location two with dates and times listed
- Location three with dates and times listed

All kids in the community are welcome to join us and can take home a free book [remember to remove this bit if you’re not offering free books/put in any other activities being offered consistently during your SRS program]!

###

**About [Your Organization/Group]**

[Two to three sentences about your organization which describes the main purpose and goals it has and any relevant history]. To learn more, visit [hyperlink to your website goes here—if you don’t have a website include a contact info bit here]

---

*You can send a press release to your area news, radio, and newspapers, but it works best if you have a specific person or persons you’re sending it to. Email works best, and when you email it make sure to also copy the text of your press release into the body of the email in case they do not open the attachment. For the subject line of your email try using a shortened version of your headline so it’s clear what the email is about.*
Finding good, diverse books for kids can be a challenge. We’ve created a list of community partners, booksellers, publishers, media, and blogs that focus on books for children and young adults. These resources can be used to find ideas and inspiration for the sort of books you’d like to have available for kids in your community.

**Blogs:**
- [Kids’ Book Review](#)
- [Big Little Book](#)
- [WeNeedDiverseBooks.org](#)
- [Scholastic](#)

**Community Partners:**
- [Cottage Grove Library](#)
- [Creswell Library](#)
- [Eugene Library](#)
- [Springfield Library](#)
- [Pilas Family Literacy](#)
- [KITS](#)
- [Lane Kids](#)

**Publishers and Booksellers:**
- First Book Market Place: [http://www.fbmarketplace.org/books/](http://www.fbmarketplace.org/books/)
- Better World Books: [https://www.betterworldbooks.com](https://www.betterworldbooks.com)
- Amazon Books: [www.amazon.com](http://www.amazon.com)

**Media:**
- [NPR](#)
- [New York Times](#)
- [Oprah.com](#)
- [PBS](#)
- [The Children's Book Review](#)