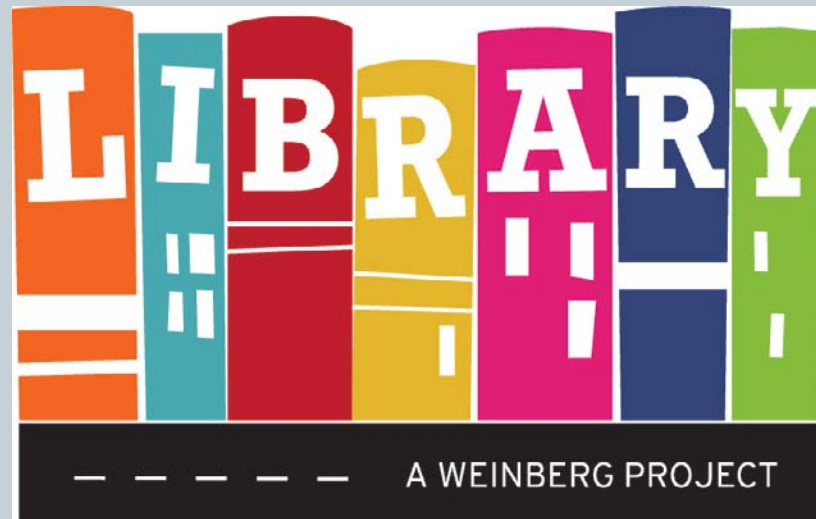


# The Baltimore Elementary and Middle School Library Project



[WWW.BALTIMORELIBRARYPROJECT.ORG](http://WWW.BALTIMORELIBRARYPROJECT.ORG)

# Background: The Weinberg Foundation



**“While they are finding the cures for all the ills of the world, someone will be hungry, someone will be cold. That’s our job.”**

**- Harry Weinberg**



# Background: The Weinberg Foundation



- Sole purpose is to assist financially disadvantaged and vulnerable populations through grants to direct service organizations.
- Program areas:
  - Older Adults
  - Workforce Development
  - Basic Human Needs
  - Disabilities
  - US Education
  - General Community Support
  - Maryland Small Grants Program

# Background: The Weinberg Foundation



- Assets of \$2.5 billion
- Annual grants of \$100 million a year
- Capital grants can be located anywhere in nation
- Operating grants vary by program area, but typically are located in our “hometowns” of Baltimore, NE Pennsylvania, Hawaii and Israel
- Small, but growingly collaborative staff
- Weekly meetings with Trustees and President

# Background: Baltimore City Public Schools



- In the 2011 – 2012 school year there were 84,212 students in City Schools.
- 86% were African American, 11.8% White, 4.6% Hispanic/Latino.
- 84% of students were considered low-income.
- 30.6% of 3rd graders found to be reading below grade level.
- 53 City School libraries had been renovated with \$14.2 million in federal funds prior to this.

# Previous Research



More than 60 studies in nearly two dozen states confirm that schools with a **well-equipped library**, staffed by a **full-time certified librarian** and **appropriate support staff** contribute significantly to **gains in student learning**.



# Previous Research



Student **achievement increases** when students visit the school library **frequently** and it is **open longer**.



# Previous Research



School libraries have the ability to bridge the gap between privileged and at-risk students by providing **equal access** and **resources for learning**.





# A PROJECT IS BORN



## YEAR 2 VIDEO

<http://www.youtube.com/watch?v=ZjF-OfGgdRU&list=UUoRvym6Alunxp7aNGqQuzmw>

# Project Overview



- Utilizes existing funds in order to create inspirational spaces and impact academic achievements.
- Weinberg has provided 30% of capital costs, plus funding for a Library Clerk and professional development.
- Spaces are filled with new computers, books, e-readers, a parent corner, and more!
- Started as 3 libraries with \$1 million...Has grown to 24 libraries with \$10 million!



Mayor Stephanie Rawlings-Blake



BALTIMORE CITY  
PUBLIC SCHOOLS



KIRK DESIGNS INC.



THE BALTIMORE  
SUN



MARYLAND  
FOOD BANK  
UNTIL HUNGER ENDS.



PARKS &  
PEOPLE  
FOUNDATION

LIVE UNITED



United Way  
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Babetta's World, Inc.  
Baltimore, MD  
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B·E·R·C  
Baltimore Education Research Consortium



FUND FOR  
EDUCATIONAL  
EXCELLENCE



THE  
HEART OF  
AMERICA  
FOUNDATION

Celebrating 25 Years: Community \* Service \* Literacy



ART WITH A HEART



The Association of  
Baltimore Area  
Grantmakers



Invest in Baltimore

B C F  
BALTIMORE  
COMMUNITY  
FOUNDATION



Bogdan Computer Services, Inc.

BARNES & NOBLE  
BOOKSELLERS



Dyslexia  
Tutoring Program  
Giving People Hope...One Word At A Time



incite creative, inc.  
Thought. Provoking Design.

Comcast

CPS | Gumpert  
creative | print | promotions | online

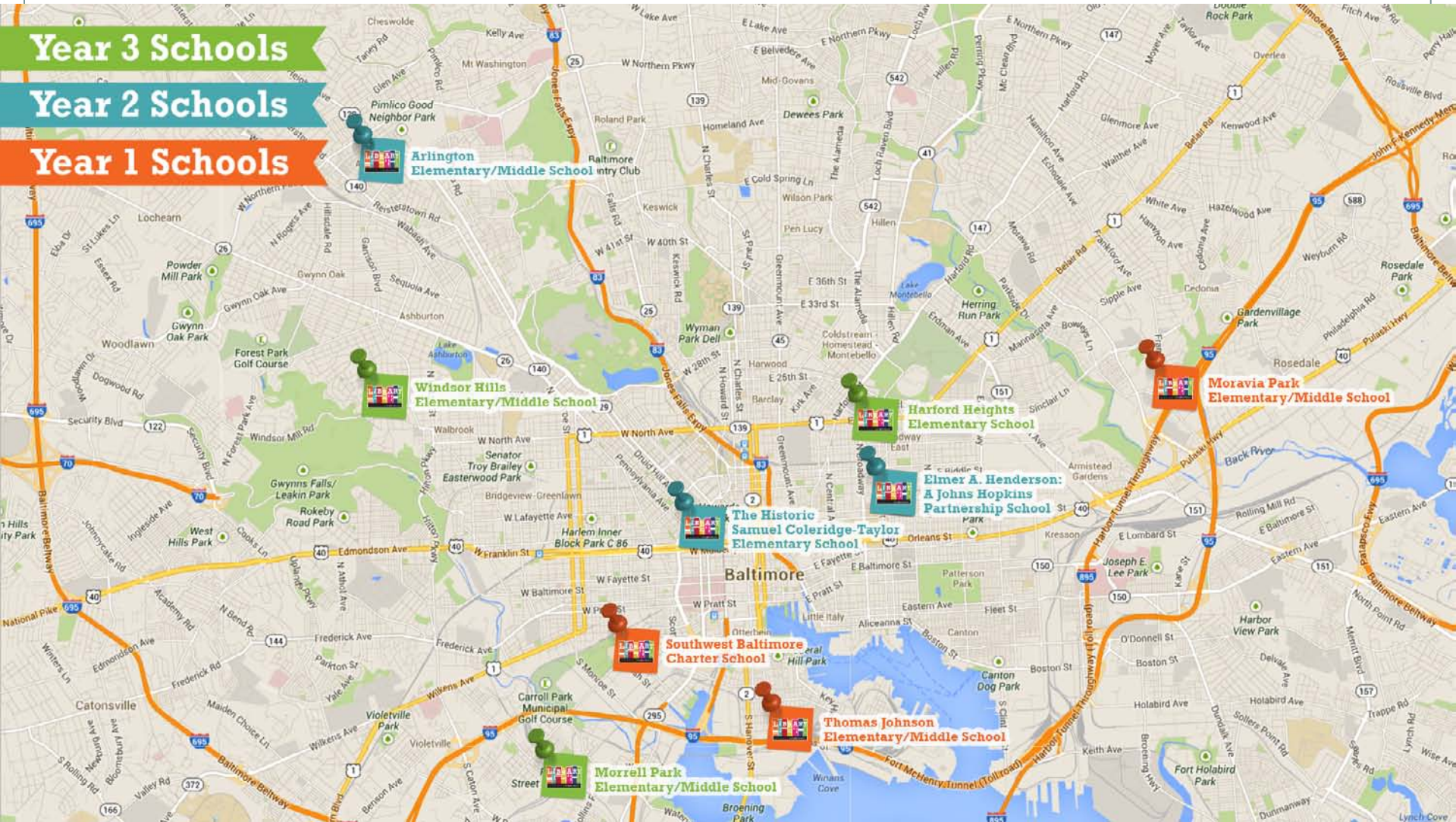


The Annie E. Casey Foundation



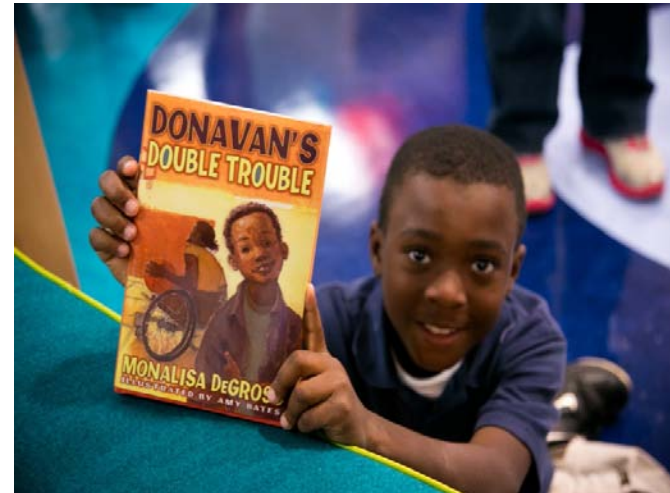


# And this is what it looks like...





# Year 1: Opened September 2012



# Moravia Park Elementary

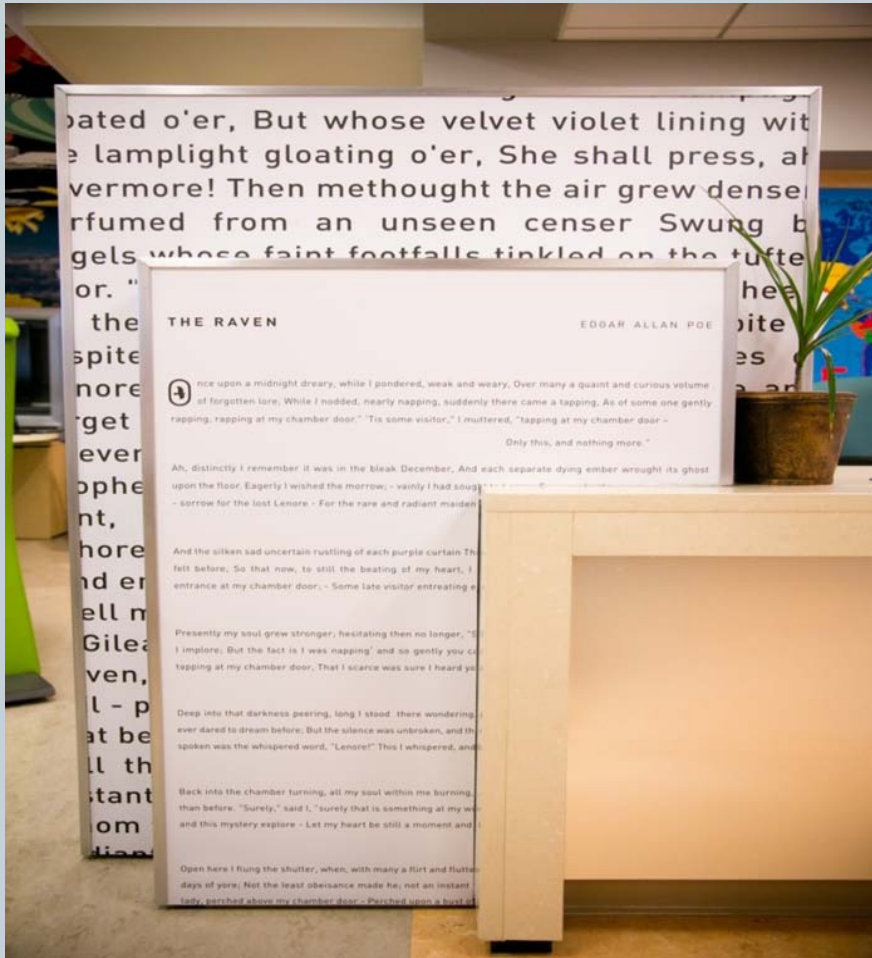




# Moravia Park Elementary



# Moravia Park Elementary





# Moravia Park Elementary

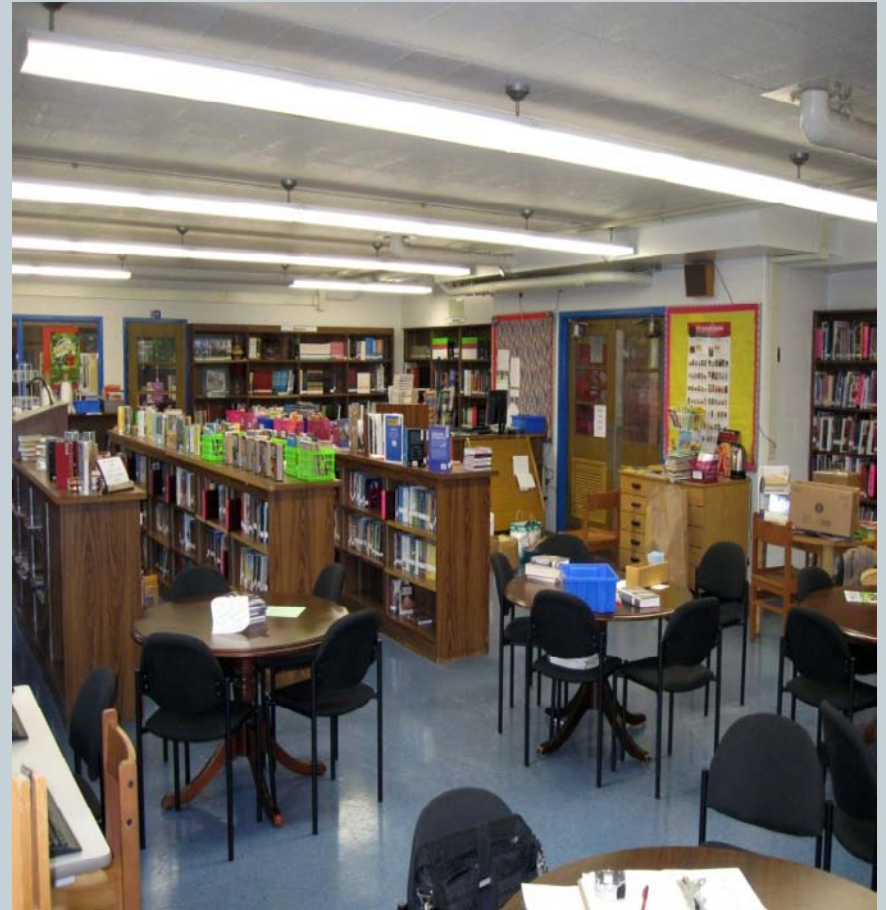


# Moravia Park Elementary





# Southwest Baltimore Charter



# Southwest Baltimore Charter





# Southwest Baltimore Charter



# Southwest Baltimore Charter





# Southwest Baltimore Charter

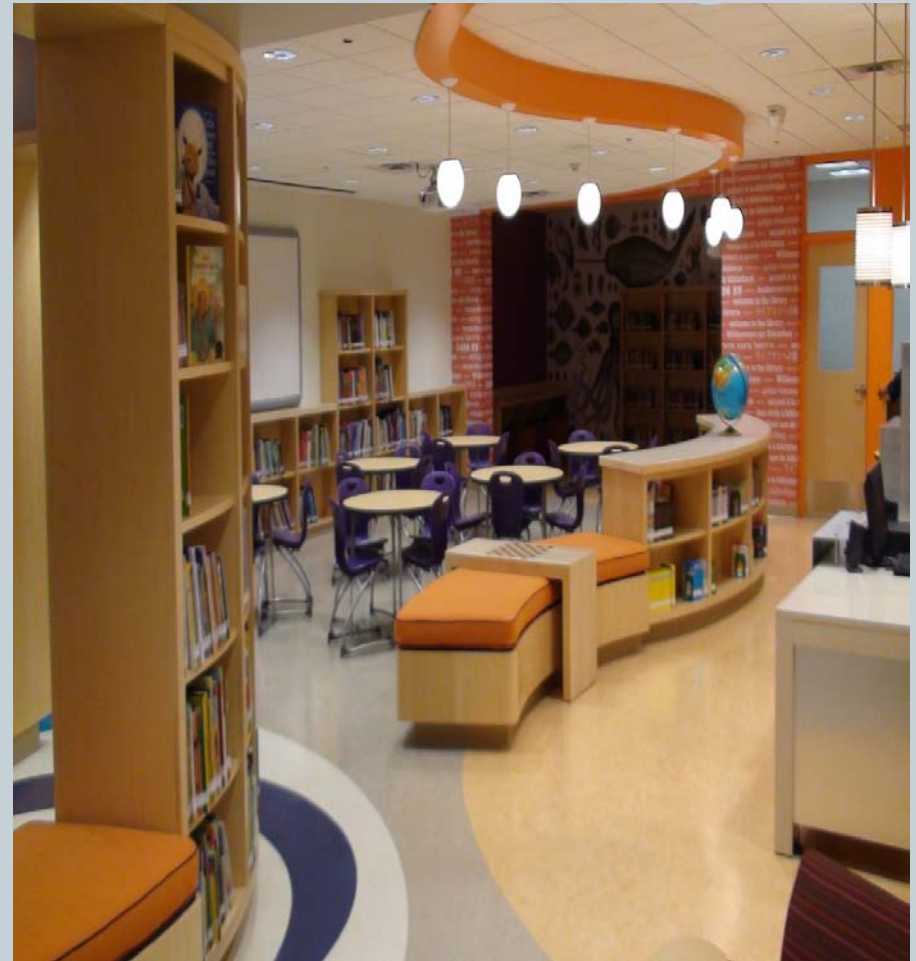


# Thomas Johnson Elementary/Middle





# Thomas Johnson Elementary/Middle



# Thomas Johnson Elementary/Middle





# Thomas Johnson Elementary/Middle



# Year 2: Opened September 2013





# Arlington Elem/Middle School



# Arlington Elem/Middle School

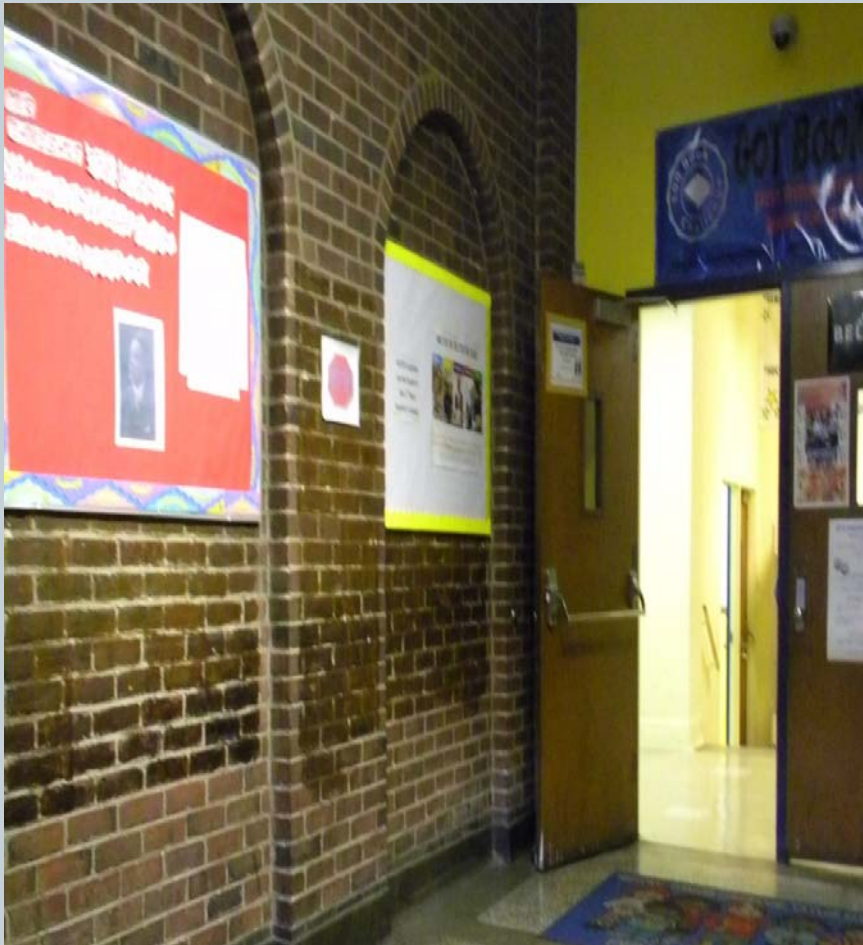




# Arlington Elem/Middle School



# The Historic Samuel Coleridge-Taylor





# The Historic Samuel Coleridge-Taylor



# The Historic Samuel Coleridge-Taylor





# The Historic Samuel Coleridge-Taylor



# More to come...



# Year 1 Evaluation



**IN COLLABORATION WITH  
BALTIMORE EDUCATION RESEARCH CONSORTIUM (BERC)  
THE WEINBERG FOUNDATION IS EVALUATING THE  
IMPACT THE LIBRARY PROJECT IS HAVING ON  
BALTIMORE CITY PUBLIC SCHOOLS.**

# Methodology



- Evaluation was based on survey and interview data from five schools.
- Interviews were conducted with principals and librarians three times during the year: August, December, June.
- Surveys were given to teachers and students in the five schools.
- Book inventory and usage was also monitored in the five schools.
- In the first year the report focused on perceptions of the libraries by principals, librarians, teachers, and students at the first three schools.

# Findings



# Facilities



- The first year of the Library Project focused on getting schools accustomed to the new library space and having the technology organized and used in familiar ways.
- The Weinberg Foundation was extremely successful at creating libraries that were well-resourced, inviting, and attractive spaces.
- At the end of the first year, all three schools in the first cohort reported very positive experiences with the library.
- Libraries were perceived by teachers, librarians, and principals to be a highlight and source of pride at each school.



# Staff Feedback

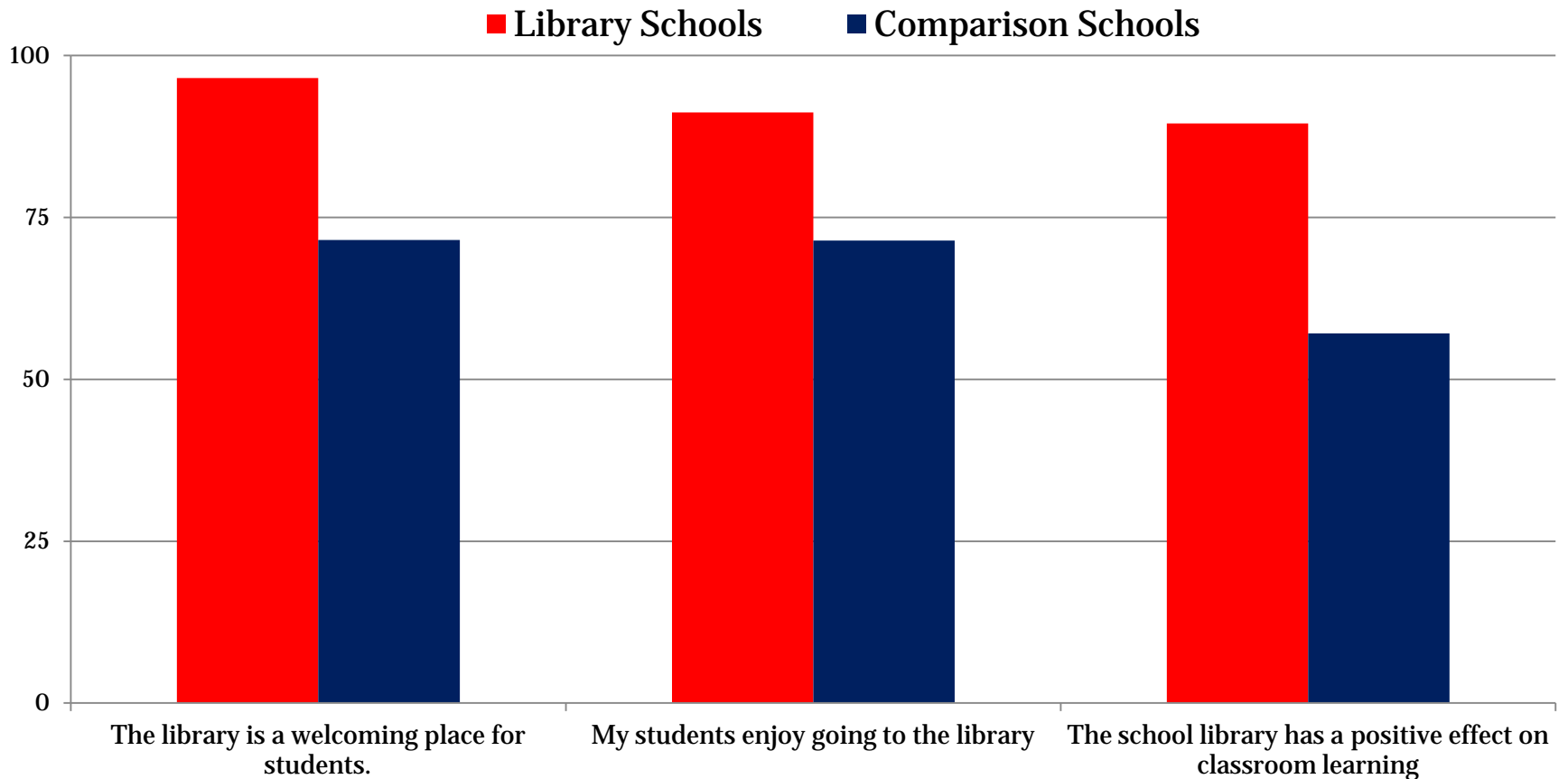


- Principals viewed the new library in their school as having a significant positive impact on school climate.
  - A school administrator described it as the “librarification” of the school.
  - One principal stated that the library could be a “game-changer” for struggling students.
- Librarians and principals saw the additional supports as beneficial.

# Staff Feedback



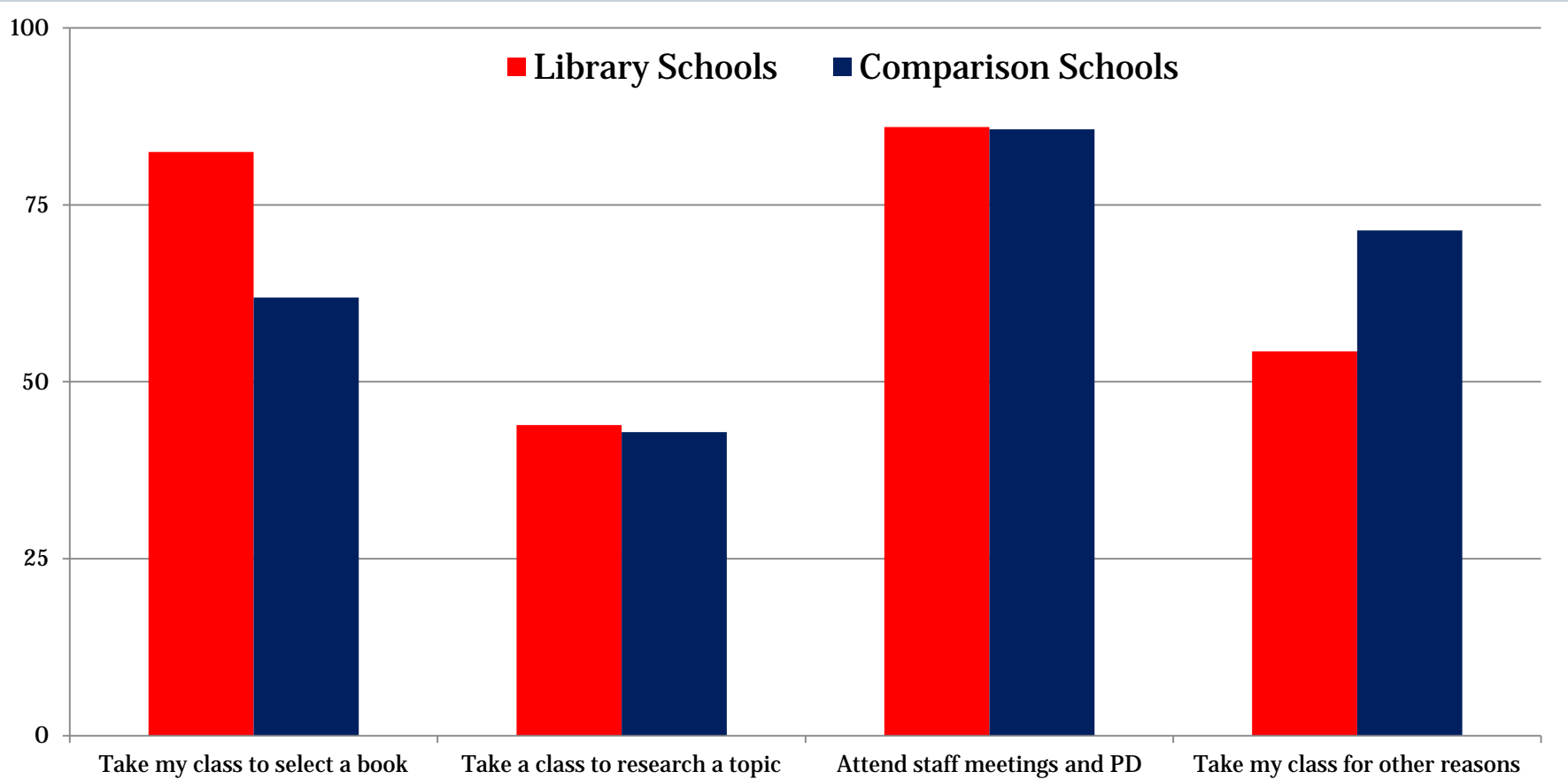
Teacher perception of the school library: Percent who “Strongly Agree” or “Agree”



# Staff Feedback



Teacher use of the school library: Percent reporting “At least monthly”

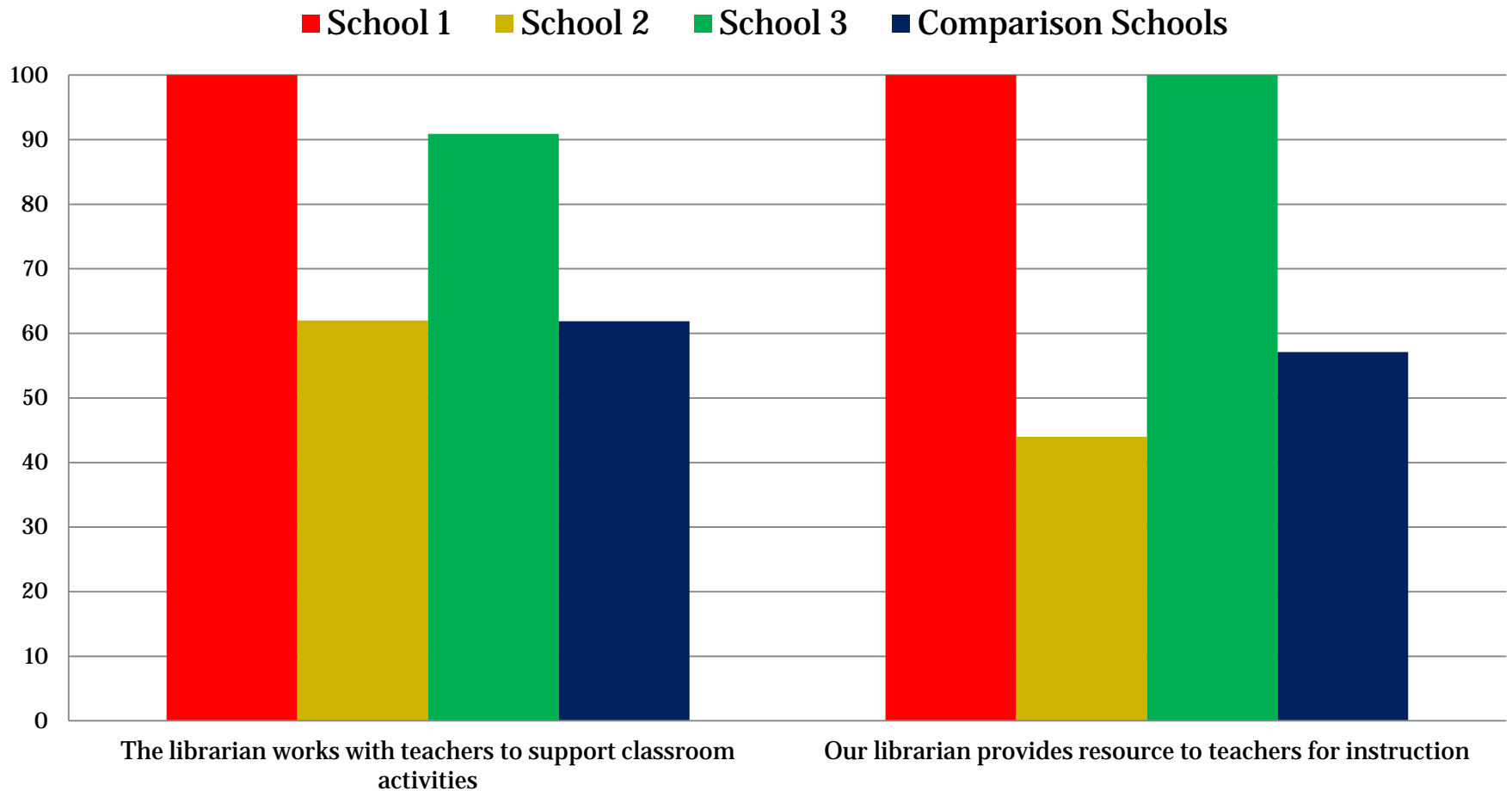




# Staff Feedback



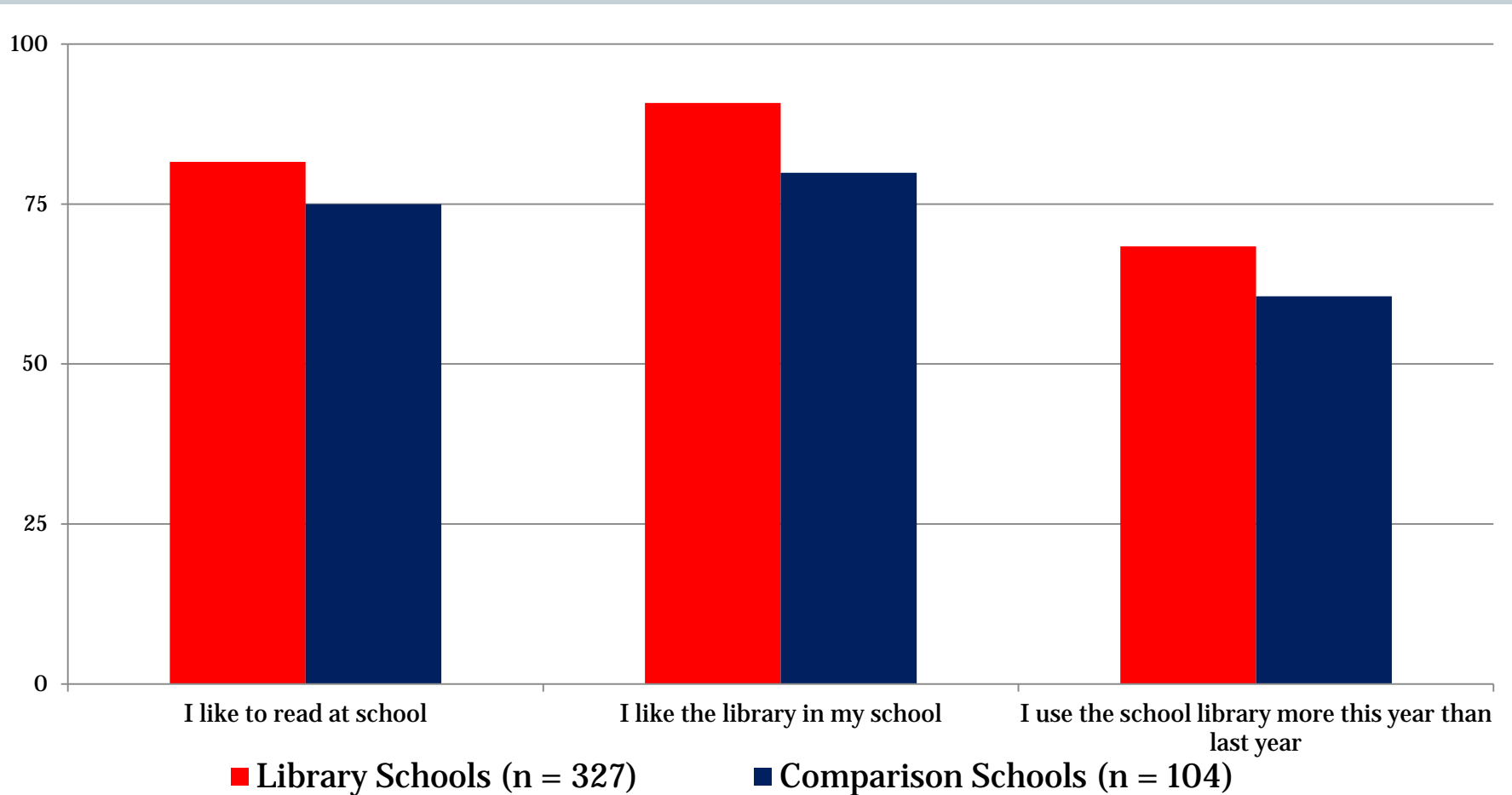
Collaboration with the librarian: Percent reporting “Strongly Agree” or “Agree”



# Student Feedback



Student attitude towards reading: Percent reporting “A lot like me” or “Like me”



# Student Feedback



## Student Reported Activities: Percent Reporting “Often” or “Sometimes”

	<b>Comparison Schools (n=104)</b>	<b>School 1 (n=74)</b>	<b>School 2 (n=156)</b>	<b>School 3 (n=97)</b>
<b>Selecting books to borrow/read at home</b>	73.1	82.4	67.9	83.6
<b>Learning about how to find books</b>	45.2	68.9	67.3	83.6
<b>Before or after school</b>	56.7	66.2	46.8	42.3
<b>Looking up info for my class projects</b>	58.7	63.5	41.7	60.9
<b>Doing Schoolwork for my other classes</b>	17.3	70.3	30.1	34.0
<b>Using a computer</b>	82.7	82.4	37.2	60.8
<b>Using an electronic reader</b>	12.5	36.5	52.6	88.6



# Student Feedback



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# Summary



- Renovations alone are not enough.
  - Knowledgeable, skilled and motivated library staff is critical in order to impact and improve academic achievement.
  - It takes both human and physical capital to create a well-rounded, highly functional, and effective library.
  - Well-resourced, inviting, and attractive spaces only get you so far, but highly skilled and motivated staff, willing to collaborate with colleagues is essential.



# Areas for Improvement



- Utilization of professional development
- Opportunities for family engagement
- Role and responsibilities for partnerships
- Utilization of technology in the library

# Unintended Findings



- **Significant need for new cataloguing system**
- **Utilization of student book clubs**
- **Opportunity for community meeting locations**

# Year 2 Evaluation: Looking Ahead



- In future reports, BERC will examine the changes in behaviors and academic achievement measures associated with schools that have received a renovated library.
- The Year 2 Evaluation will utilize guardian focus groups, library clerk interviews, and academic data.
- In doing so the goal is to understand the impact a well-equipped, renovated and well-staffed library has on academic achievement.



