



Chapbook...

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Quarterly Journal of the Children's Services Section
North Carolina Library Association

Message From the Chair...

**by Carol Liang McNeill, Youth Services Manager,
East Regional Library of Wake County Public Library System**

The NCLA Centennial Conference was celebrated in sunny downtown Charlotte the second week in November. The event served up a splendid combination of speakers and workshop; including Juan Williams, of National Public Radio, who gave a stirring speech encouraging all Americans to focus on common ideals. This comes easy for youth services folks. We all share an interest in connecting young children and teens to libraries.

Some of the conference choices for youth staff this year included graphic novels, puppets, baby programs, North Carolina children's writers, teens, and Charlotte Mecklenberg's ImaginOn.

In fact, CSS's first offering featured teen guru, Patrick Jones. Patrick shared lots of insights about teens; for example, making a comparison of teens to road construction cones. (You'll have to ask someone who attended.)

It is hard to believe this year's conference is over and that it is time to begin planning next year's. Rumor has it that it will take place in Hickory. That will give western North Carolinians a chance to attend, and I hope you will. The truth is, conferences are an inexpensive way to get quick training and network with people from across the state. They are lots of fun, too! Thanks to everyone who supported this year's Centennial Conference and we hope to see all of you again next year.

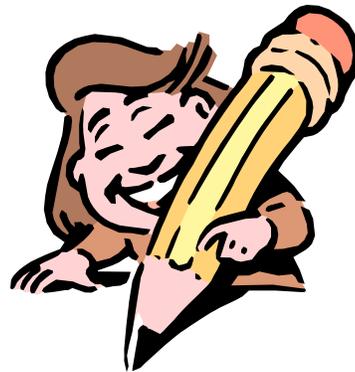
Patrick Jones discusses the “Top Ten Trends in Serving Young Adults” at the CSS Breakfast



Chapbook...

The mission of Chapbook is to inform those involved in Children's Library Services about:

- **Statewide trends in Youth Services**
- **Workshops for professional development**
- **Successful programs and upcoming events**



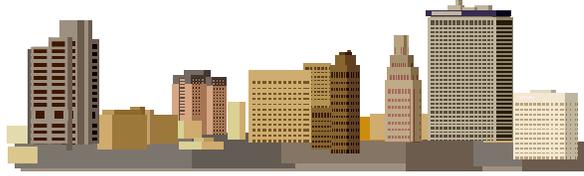
From the Editor.....

I invite our readership to submit articles to the Chapbook; to share your tried and true special programs, or interesting projects, or upcoming events whereby all readers may be informed or even motivated to try something new. There is no deadline.

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From the State Library...

By Jim Rosinia
State Library Youth Consultant

During the months of your 2004 Summer Reading Club, your library circulated 45,806 “J” titles.

So what?

Last year, your library had 458 programs for children that were attended by 12,087 children and their parents.

So what?

Yesterday, 42 children and teens used the computers in your library’s Youth Services Department.

So what?

“So what?” is a question you’re going to be asked in one form or another more and more in years to come so it might be a good idea to start asking yourself that question now.

“So what?” is the essential question of outcome-based evaluation (OBE), a method for measuring and documenting the success of a program, service, activity, or agency. OBE has rapidly gained favor among administrators (i.e., your boss), government officials and policymakers (i.e., your boss’s bosses), funding agencies – in short, everybody above you in the food chain.

So what is OBE and how does it differ from what you’ve been doing all along to evaluate your services and programs? For years now, we in Libraryland (and our counterparts in other worlds) have focused on outputs – the numbers that answer the question “How many?” And those of us in Libraryland have gotten pretty good at counting. When you evaluate outcomes, you will also answer the question “How many?” but only in the context of that larger question, “So what?” While outputs show how much you do, outcomes show what good you do for the people you serve. I used the rare double underline for that last phrase to suggest how important it is. Outputs focus on the library – how busy you are – even when you count stuff that seems like it has to do with the customer/patron. But when you count the number of reference questions asked and answered, the focus is on how many questions you were asked and how many you answered. Outputs focus on who – sorry, on whom – you’re serving: so what did the customers/patrons/participants get out of it?

The Institute of Museum and Library Services (IMLS), the federal agency that makes grants possible through the Library Services and Technology Act (LSTA) [and an agency that is *very* interested in OBE <wink, wink, nudge, nudge>] broadly defines outcomes as “the effect of an institution's activities and services on the people it serves”

<http://www.ims.gov/grants/current/crnt_obc.htm>. Another page

<http://www.ims.gov/grants/current/crnt_outcomes.htm> is a bit more specific:

“outcomes represent an achievement or a change in behavior, skills, knowledge, attitude, status or life condition of participants related to participation in a program. . . . [A]n outcome *always* focuses on what participants will say, think, know, feel, or be – not on *mechanisms or processes* [their emphasis] which programs use to create their hoped-for results.”

So what do “behavior, skills, etc.” mean? Here are some examples in the order IMLS presents in that definition above (and note the focus is not on the library but on those the library serves):

- Behavior – e.g., number of pages/books a child reads; amount of time a parent reads to a child;
- Skills – e.g., effectively searching online databases;
- Knowledge – e.g., parents understand the importance of talking/singing/reading to infants; students understand limitations of web search engines like Google;
- Attitude – e.g., libraries (and librarians) really **are** the very best place to start!;
- Status – e.g., high school graduate; and,
- Life condition – e.g., healthy, employed.

Some outcomes can be immediate (e.g., after a program, parents will have gained important knowledge about ways of supporting early literacy development; or participants will have an even more positive attitude toward the library). Other behaviors can take a bit longer (e.g., parents who participated in the early literacy program spend more time engaged in supportive activities with their children). Still others, like changes in status or life conditions, are truly long term. But even when considering long term outcomes (e.g., children of parents who participated in the early literacy program read better when they’re in school), it’s not altogether unreasonable to make the case that if the immediate and intermediate outcomes are achieved, the long term outcome has a better chance of being met.

So what do you need to know about OBE before you give it a try? I’m glad you asked because, actually, there’s a fair amount. In fact, there’s so much that I’m going to talk – errrr, type – a bit more about this in this issue and then finish in the next *Chapbook*. (I can hear your sighs of disappointment because I know you wanted to get started – right away!! Try to be brave. . . .)

So what do I mean by “program”? In a presentation on OBE,

<<http://www.ims.gov/grants/current/PLA-02-2OBE.pps>> the Public Library Association described it as a series of services and/or activities with a definite beginning and end that lead to a goal intended to change those things IMLS mentioned: behaviors, skill, knowledge, attitude, status, or life conditions. That definition sounds good to me.

OBE is not intended to replace counting outputs. It's helpful to know if your book circulation is down while DVDs are up or if reference questions are increasingly being asked by phone. Those data will tell you something. But programs designed with a purpose – and shouldn't programs be designed with a purpose? – programs are best evaluated, not just by counting how many participated, but by what the participants got out of it.

It's important to remember that OBE isn't research. OBE doesn't try to prove cause and effect – just to suggest it. It would be difficult (if not downright impossible) to control for all variables as you would if you were doing “real” research, so you can't claim that your program was the only cause for an outcome. And it would be equally difficult/impossible to set up a control group – again, as you would in a research study – so you're not comparing what happened to participants in your program to non-participants.

So what can OBE do? It can provide you with evidence that some specific, observable changes happened to participants who experienced a program or a service – changes that the program or service was designed to produce in these participants. While you can't use OBE to claim that your program was solely responsible for the change(s), you *can* claim that your program made some contribution to the outcome. Most importantly, by designing your program with some outcome(s) in mind, OBE will tell you if the program did what you hoped it would do and, by extension, it will help you decide if you want to continue doing exactly what you did, or if you want to change it in some way, or if you want to try something altogether different.

So what do you do first? First, you need to develop an outcome-oriented program – if you're going to base your evaluation of a program on its outcomes, the program should be developed with those outcomes in mind. And the program should be created to address a community need or needs – not a library need but a need that exists in the community your library serves. An example of the former might be the need to increase book circulation which has dropped over the past few years; an example of the latter might be a need for parents in at-risk families to support the early literacy skills of their very young children. You can identify the need(s) through your experience or through formal or informal research. (And, don't forget – the State Library of North Carolina offers LSTA planning grants <<http://statelibrary.dcr.state.nc.us/lsta/PlngGLApp04-05Mid.pdf>> that may be used to secure the services of a qualified consultant to assist with community-based planning for youth services.) Once you have identified the need(s), you will also have identified the target audience for your program.

And that's where I'm going to stop for this issue. In the next *Chapbook*, I'll talk – errr, type – more about developing an outcome-oriented program and, finally, how to “do” OBE.



Get Ready to Learn, Play, Think, Question, Discover, and Bring Stories to Life!

By Elizabeth DeMuth, Rob Odum, and Tony Tallent,
Public Library of Charlotte - Mecklenburg County

Charlotte, North Carolina will soon welcome a new kid on the block...or rather a building for kids the size of a full city block. With the opening of **ImaginOn: The Joe and Joan Martin Center**, the city will be home to a unique learning environment that brings together the Youth Services division of the Public Library of Charlotte-Mecklenburg County (PLCMC) and the Children's Theatre of Charlotte. Built on the principle that literature and theatre are simply different ways of telling stories, ImaginOn seeks to inspire young audiences and the adults in their lives with the power of the written, spoken, and electronic word. **In essence, as ImaginOn's mission statement says, it will be a place that "brings stories to life."**

Young audiences' experience will begin immediately upon entering the state-of-the-art facility. With a swooping ramp that leads visitors through the building, interactive exhibits, colorful décor and surprising perspectives, the building manifests the love of learning and creativity that ImaginOn hopes to foster. In fact, the building materials themselves reflect "out of the box" thinking, combining innovative architectural design with an environmental and energy conscientiousness. For example, the long ramp will be covered in a rubberized surface created from recycled tennis shoes, while the storytelling tower is made of discarded granite from a monument quarry. Running along the building's exterior, light shelves serve to "bounce" sunlight inside to save energy and provide natural light. Even the bathroom partitions are made of recycled plastic bottles! The result of this marriage of brains and beauty is an environmentally friendly masterpiece that will be the first building in Charlotte eligible for LEED (Leadership in Energy and Environmental Design) Certification.

Architecture aside, ImaginOn will play host to an impressive array of educational resources. PLCMC will house its Youth Services division amid "story-listening posts," skill-building computer games, cozy seating, and 60,000 volumes. Over 100 computers will create "Tech Central," providing electronic resources for homework assistance, research resources and other informational and educational activities. Complimenting library programming and Children's Theatre productions, ImaginOn provides 8,000 square feet of interactive exhibit space for self-directed learning through electronic "story hubs." Child-sized telescopes will invite young people to explore the building through "find it" games, discovering secret monitors tucked throughout the building. This hands-on exploration of new ideas is what moves ImaginOn from a basic building housing a library and a

theatre to an interactive and collaborative approach to learning, most often associated with children's museums.

Expanding the hands-on experience, PLCMC and Children's Theatre will work together to provide an extensive range of education classes. Three colorful blocks mark the front of ImaginOn and will easily identify the classroom spaces. One classroom is outfitted specifically for art classes with large sinks and storage areas. A second has a special flooring system to accommodate dance and movement classes. These new spaces will provide a home for Children's Theatre's popular enrichment classes, while allowing for an expansion of current offerings. For those interested in the making of theatre, the large rehearsal spaces and back stage support areas will create the capacity for a more extensive technical theatre program.

With the goal of serving youth from birth to age eighteen, ImaginOn encompasses a wide range of spaces and resources for different age groups. Babies and toddlers will crawl and explore the early childhood space with soft seating and flooring located in the first floor library area. Younger visitors will also enjoy the circular story time room, equipped with a puppet stage, sound system, and a craft area for a wide array of elementary school projects. Upstairs, the Teen Center, which has been coined "The Loft" because of its loft-like feel and great views, sets aside 4,000 square feet of dedicated space for ImaginOn's older visitors. The Loft not only houses the teen collection of books and electronic media, but will provide spaces for group study, listening posts for music and audio books, and booth seating for individual study. Teens with a theatrical flair may be most inspired by the Blue Screen Studio, a 1,200 square foot black-box theatre attached to the teen area that also includes blue-screen technology to expand the range of theatrical options.

Indeed, Children's Theatre's range of options will be greatly expanded with two of the building's most prominent features: the theatres. Covered in recycled aluminum, an egg-shaped structure forms the roof of ImaginOn's 550-seat theatre. Complete with a proscenium stage, motorized lift and full flies, the theatre provides a state-of-the-art facility for Children's Theatre's MainStage productions. In fact it will be the first time this venerable 57-year old Charlotte institution will perform on a stage built for theatre. (The current building was originally a VFW hall, while the secondary stage at Spirit Square is housed in an adapted church.) ImaginOn's second theatre, with 250 seats, is a more traditional proscenium stage with a true thrust space. Within rolling distance of both stages is an extensive scene and paint shop. The most complete professional theatrical production facility in the county includes a scene shop, paint shop, costume shop, prop shop, and an electrics/sound shop.

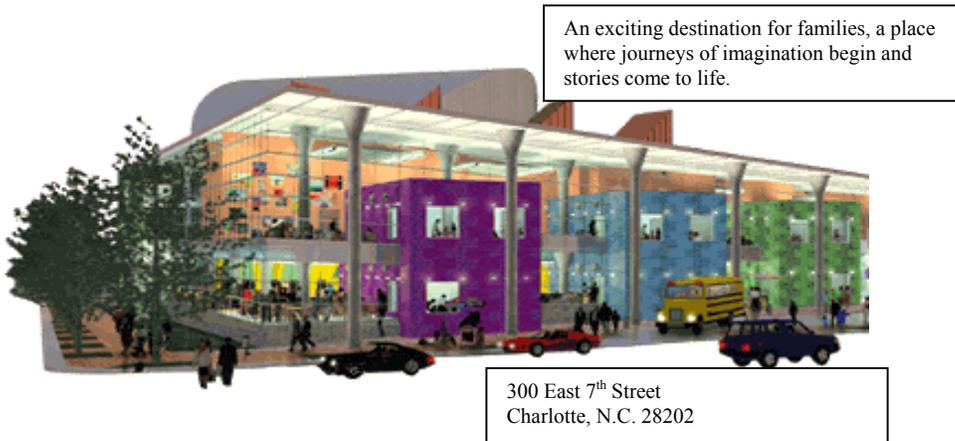
More than 1,500 youth are expected to visit ImaginOn each day, and they won't be drawn merely by the physical resources. The staffs of the Youth Services division of PLCMC and the Children's Theatre have already begun creating collaborative programming to enrich the audience's experiences with both organizations. This collaboration has already taken many forms:

- a display of Children's Theatre costumes at Main Library's Gallery L,
 - online library activities that support play themes and ideas,
 - Family Play Guides that encourage families to discuss the story on stage as well as that in the book, and
 - Children's Theatre of Charlotte's participation in PLCMC's WordPlay Saturday celebration.
- Perhaps the best example of this collaboration can be found in the recent Novello Festival of Reading. Children's Theatre of Charlotte presented "Prince Brat and the Whipping Boy" in conjunction with Novello and PLCMC's invitation to a very special guest. Sid Fleischman,

author of the Newbery-award winning book “The Whipping Boy”, (and who also wrote the script and lyrics for the play), spoke to school-aged and adult audiences, signed books at a special reception, and participated in a talk-back session following opening night with CTC Artistic Director Alan Poindexter. The enhanced experience is only a forerunner of those to come.

With a grand opening day set for October 15, 2005, the staffs of both PLCMC and Children’s Theatre are gearing up for this exciting new challenge as a new story begins to unfold.

For more information on the unfolding story of ImaginOn: The Joe & Joan Martin Center, visit www.imaginon.org and sign up for the electronic newsletter.



An exciting destination for families, a place where journeys of imagination begin and stories come to life.

300 East 7th Street
Charlotte, N.C. 28202

Storytelling Festival 2004

by Claire Basney, H. Leslie Perry Memorial Library



Bright blue skies and water made a beautiful picture frame for storytelling and song as Vance County students listened at **H. Leslie Perry Memorial Library's ninth annual storytelling festival.**

580 fourth grade and fourth grade level students, together with 125 adults, attended Storytelling Festival 2004 at Satterwhite Point, a lovely park on Kerr Lake. The stories were told at indoor and outdoor sites. Those inside envied everyone out enjoying mid-seventies temperatures and warm breezes. Most of the Vance County schools were represented, including EC and special needs classes from one of the high schools; also, Central Homeschool Support sent students. Approximately 50 more children and parents attended an evening family concert showcasing the featured talent in Perry Library's meeting room.

2004's featured tellers were Sharon Clarke, Louise Omoto Kessel, Brian Sturm, and Donna Washington. Sharon Clarke traveled the farthest, from Connelly Springs in the mountains. She mingled story with song, living up to her title, "The Storytelling Troubadour". Louise Omoto Kessel of Carrboro specialized in storytelling (and making faces) which made everyone laugh. When he's not telling the true story of "Little Bunny FooFoo," Brian Sturm teaches library science (and storytelling) at University of North Carolina of Chapel Hill. And children's writer and storyteller Donna Washington crowns any occasion with gripping stories of exploding frogs and perhaps the occasional 'haint.' Donna will be featured from the main stage at the next National Storytelling Festival in Jonesboro, TN.

Joining the featured tellers were local artists Ron Jones of Durham, Bob Raven and Mary Morning Star from Kittrell, former Perry Library librarian Dasie Roberts, park ranger Charles Shelton, and Alesia Stevenson and Patricia Washburn of Henderson.

Storytelling Festival 2004 was funded in great part by the North Carolina Arts Council's Grassroots Grant program. Other support for the festival comes from the Friends of the Library, who contribute not only monetarily but also provide refreshments for the storytellers and act as guides during the daytime session.

Perry Library's head of youth services, Claire Basney, is a storyteller herself, but does not perform at the festival. Nevertheless, her stories are heard all over Vance County, especially in the months just prior to Perry Library's Summer Reading Program. Basney is also a new member of the North Carolina Storytelling Guild Board. "This festival provides a great venue for storytellers," says Basney, "but even more for the students. It opens the mind, promotes imagination and lets them see education is more than just passing an end-of-grade test."





Fifth Annual Stories by the Millstream Storytelling Festival

Laurel Reisen, Children's Services Supervisor
Rowan Public Library, Salisbury, NC

Jack Tales, Brer Rabbit lore, Anansi stories and frolicking songs were heard September 24th at beautiful Sloan Park as part of the Fifth Annual Stories by the Millstream Storytelling Festival coordinated by Rowan Public Library. The Friends of Rowan Public Library and Rowan Parks and Recreation Department sponsor this event in collaboration with Rowan Salisbury Schools and area private schools.

The library and the school system design the festival to encourage students to make connections between the oral tradition and the value of language in both written and spoken stories. By seeing characters come to life the sponsors hope to nurture a love of stories and reading.

During the day, nearly two thousand second graders and teachers from all 17 public schools in Rowan Salisbury Schools and 5 private schools in Rowan County spent the morning captivated by 23 regional and local storytellers. The students had the opportunity to hear two tellers under a shelter and then gather at the amphitheater to experience the presence and energy of one of our feature tellers, Willa Brigham.

Tellers this year were a good mix of professional tellers and library storytellers, including librarians from Central North Carolina Regional Library, Gaston County Public Library, Public Library of Charlotte and Mecklenburg County and York County Public Library in South Carolina. Professional tellers included Obakunle Akinlana, Trish Dumser, Jacque Garneau, and Ron and Brooks Gullede. Our feature tellers were Willa Brigham and Kelly Swanson.

After a day of storytelling, the public was invited to attend the evening program, which capped off the festival. This year's evening concert featured award winning storytellers Willa Brigham and Kelly Swanson.

Willa Brigham recently received an Emmy Award for her work as host of the PBS television show, *Smart Start Kids*. When not hosting the highly acclaimed educational program, Willa is a storyteller, motivational humorist, and a writer. She has recorded several storytelling tapes and CDs as well as published books, all available at www.willabrigham.com. This was Willa's first appearance for Rowan Public Library and we truly enjoyed her amazing presence on our stage.

Kelly Swanson was our second feature teller and enchanted Rowan County's audiences for the second time this year. She was a presenter during this summer's Summer Reading Program in

which she brought to life her own quirky, yet lovable characters from the fictional town of Cedar Grove. She was recognized for her original work on her CD entitled "Aunt Vyrnetta and Other Stories from Cedar Grove" with an award from National Parenting Publications. Her book and CD are available at www.kellyswanson.net.

Kelly Swanson

"Hilarious Tales of life in the fictitious southern town of Cedar Grove"



Wholesome, original stories that "aren't fancy, they're just about people" are sure to entertain audiences of all ages with humorous misadventures. In fact, Our State magazine named Kelly as one of the "funniest women from North Carolina" in September. Kelly has also been selected as an Exchange Place Teller at the National Storytelling Festival in Jonesboro, Tennessee in October.

Stories by the Millstream is the largest single day event held by Rowan Public Library. and continues Rowan Public Library's tradition of sharing good stories with children.

For nearly a century, Rowan Public Library has provided essential community service and outreach to the citizens of Rowan County. Today it is an award-winning library, named "Library of the Future" in the 1990s – with three branches in Rowan County.

The library also sponsors a variety of community-based programs – from computer- and Internet-education workshops to the Stories by the Millstream Reading Festival, a celebration that accentuates the fun of reading.



Venturing

Taking teens outside the library

Pamela McCarter, Information Education Coordinator
Public Library of Charlotte Mecklenburg County

Can you imagine being 16 years old and have never traveled outside your state, city or neighborhood, or believed that going on adventures were reserved for only certain people? I've never skydived, or gone spelunking, nor have I explored the rainforest or seen the bounty of the Serengeti, but I know that it's possible to do so. Think about the exciting things you have done and the thrilling places you have been. Would you be the same person you are today if you haven't been given that opportunity or the possibility?

I grew up in a small country town outside of Charlotte and was a free and adventurous teen. I took long hikes through the woods, wrangled a bull, rode an occasional cow or two, went camping and had plenty of family vacations. My favorite was a trip to Canada. After my dad saw a PBS program about Niagara Falls he packed the family up and drove north. He believed you're always better off if you can see something with your own eyes. Our hotel was near the Niagara Falls. Corny, as it sounds, I remember leaning over the rails and being overwhelmed and amazed at the beauty of the falls. That was when I realized there really was a whole big world outside the place where I'd grown up and that it wasn't impossible that I might leave Denver, North Carolina and somehow be a part of it. There's still a whole, big world out there.

How can we open the world of adventure up to "all" teens? The library is a great vehicle for adventure. We offer thousands of excellent books, terrific resources and create fabulous programs to give teens an opportunity to experience the world around them. But how can we be more vital part of the adventure? Stepping outside of the library is one solution. That's where the "Venturing" program comes into play.

What is Venturing? www.scouting.org

"Venturing" is a program designed for youth ages 14 -20 sponsored by the Boy Scouts of America's Scout Reach program. Teens in the "Venturing" program learn leadership skills and participate in all sorts of challenging outdoor activities. **The purpose of "Venturing" is to provide positive learning experiences to help youth grow by providing exciting and meaningful activities.** The library ultimately has the same goal in mind.

Starting a Crew Any organization can charter a crew. Contact your local Boy Scouts of America Service Center and ask for the Venturing Division. Any young between 14 -20 can join. They don't have to be involved in Boy Scouts. The crew can be all male, all female or coed. It's up to the organization. Hoorah! Khaki shorts or scarves not mandatory. Uniforms are not required, but some kind of unity is encouraged. Our crew had great matching polo shirts, supplied by BSA. The crew chose the colors. The unique factor in the "Venturing" program is that the teens run the program. All the officers for the crew are teen members. The crew chooses the activities and they make the arrangements. You will need a few adult volunteers to help advise them, help with minor details, and to go as chaperones on trips.

Program Support. Being a part of the "Venturing program" allows you to use a variety of books, pamphlets, and videos to assist with programs and other activities. Support includes invitations to attend workshops, training sessions, access to Boy Scout camping properties, and a variety of outdoor activities.

Activities

What a "Venturing" crew decides to do is limited only by the imagination and involvement of the entire crew. The BSA plans activities throughout the year that all crews are invited to attend. Many activities are free, but some may require a fee. Our first planned trip was a skiing trip to the Appalachian Ski Mountain. The total cost for this adventure was \$29 a person. The price included transportation, lessons, equipment rental and a ski lift all day.

No one from our crew had ever been skiing, so to prepare ourselves we read about skiing and watched a video. They were all nervous when we arrived, but after our ski lesson and a few trips down the bunny hill, the crew soared over the slopes like pros. I was excited for them. During lunch, one of the members plopped down beside me. Exhausted and wet, she proclaimed that this was her sport. What a great feeling to know the world was opening up and her involvement with a library program is what gave her the key!!





2004 - 2005 North Carolina Children's Book Award Nominees

Picture Books

- **With Love, Little Red Hen** by Alma Flor Ada, Illus. by Leslie Tryon. New York: Atheneum, 2001.
- **Petite Rouge: A Cajun Red Riding Hood** by Mike Artell, Illus. by Jim Harris. New York: Dial Books, 2001.
- **Souperchicken** by Mary Jane Auch. Illus. by Herm and Mary Jane Auch. New York: Holiday House, 2003.
- **Snowmen at Night**, by Carolyn Buehner, Illus. by Mark Buehner. New York: Penguin Putnam, 2002.
- **That Pesky Rat** by Lauren Child, Cambridge, MA: Candlewick Press, 2002.
- **Two Old Potatoes and Me** by John Coy, Illus. by Carolyn Fisher. New York: Knopf, 2003.
- **Diary of a Worm** by Doreen Cronin, Illus. by Harry Bliss. New York: Joanna Cotler Books, 2003.
- **Surprising Sharks** by Nicola Davies, Illus. by James Croft. New York: Candlewick Press, 2003.
- **Yesterday I had the Blues** by Jeron Ashford Frame Illus. by R. Gregory Christie. Berkeley, CA: Tricycle Press, 2003.
- **Diary of a Wombat** by Jackie French, New York: Clarion, 2003.
- **Miss Smith's Incredible Storybook** by Michael Garland, New York: Penguin, 2003.
- **Bruh Rabbit and Tar Baby Girl** By Virginia Hamilton, Illus. by James Ransome. New York: Scholastic, 2003.

Junior Books

- **The Pot that Juan Built** by Nancy Andrews-Goebel, Illus. by David Diaz. New York: Lee & Low, 2002.
- **Crispin: the Cross of Lead** by Avi. New York: Hyperion, 2002.
- **The Warriors** by Joseph Bruchac, Plain City, OH: Darby Creek Publishing, 2003.
- **Jake Drake Teacher's Pet** by Andrews Clements, Illus. by Dolores Avendano. New York: Simon & Schuster, 2001.
- **Sahara Special** by Esme Raji Codell, New York: Hyperion, 2003.
- **T is for Tar Heel** by Carol Crane, Illus. by Gary Palmer. Chelsea, MI: Sleeping Bear Press, 2003.
- **Granny Torrelli Makes Soup** by Sharon Creech, Illus. by Chris Raschka. New York: Joanna Cotler Books, 2003.
- **Olive's Ocean** by Kevin Henkes, New York: Greenwillow Books, 2003.
- **Gooney Bird Greene** by Lois Lowry, Illus. by Middy Chilman Thomas. New York:, Houghton Mifflin, 2002.
- **Gold-Threaded Dress** by Carolyn Marsden, Cambridge, MA: Candlewick Press, 2002.
- **Almost to Freedom** by Vaunda M. Nelson, Illus. by Colin Bootman. Minneapolis, MN: Carolrhada Books, 2003.
- **Earthshake: Poems from the Ground Up** by Lisa Westberg Peters, Illus. by Cathie Felstead, New York: Harper Collins, 2003.

- **How I Became a Pirate** by , Melinda Long, Illus. by David Shannon. New York: Harcourt, 2003.
- **Bad Boys** by Margie Palatini, Illus. by Henry Cole. New York: Harper Collins, 2003.
- **Crazy Hair Day** by Barney Saltzberg, Cambridge, MA: Candlewick Press, 2003.
- **Bugliest Bug** by Carol Diggory Shields, Illus. by Scott Nash. Cambridge, MA: Candlewick Press, 2002.
- **Jackalope** by Janet Stevens and Susan Stevens Crummel, New York: Harcourt, 2003.
- **Porcupining: a Prickly Love Story** by Lisa Wheeler, Illus. by Janie Bynum. New York: Little, Brown, 2002.
- **When Marian Sang** by Pam Munoz Ryan, Illus. by Brian Selznick. New York: Scholastic, 2002.
- **Animals Nobody Loves** by Seymour Simon, San Francisco, CA: SeaStar Books, 2001.
- **Secret Knowledge of Grownups, The Second File** by David Wisniewski, New York: Harper Collins, 2001.

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About the NCCBA

The North Carolina Children's Book Award began in 1992. Each year since then, school and public libraries participate in the process of selecting, studying and voting for the next winner! Members of the North Carolina Library Association's children's committee select a group of picture books and junior novels from suggestions submitted by North Carolinian school children. The list of books is then given to each school and public library throughout the state. During the course of the year, classroom teachers, media specialists and public librarians in North Carolina encourage children to become familiar with the nominees and vote for their favorite title in two categories: "Picture Book" and "Junior Book".

The award is therefore truly a children's book award - selected by children of the state of North Carolina!

NCLA CHILDREN'S SERVICES SECTION BOARD 2004 (11-04)

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(to be announced)
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