Reading Rocks!

Summer Reading Program 2018
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Executive Summary

Overview of the Berrien Springs Community Library

Berrien Springs Community Library Mission Statement

The Berrien Springs Community Library Mission Statement (2017) says that, “It is the mission of the Library to strive to provide information and materials to serve the intellectual, educational, cultural, entertainment, and recreational needs of the people of the Berrien Springs/Oronoko Township Community. To this end, the Library offers selective general collection of print and non-print materials” (1-1).

Key Ideas

This marketing plan focuses on the Summer Reading Program from the perspective of the Children’s Department, which provides both print and non-print material for patrons in preschool through sixth grade. The Summer Reading Program begins in June and ends in August, lasting three months. Activities and prizes will be provided that encourages library use, promotes reading, and establishes a rapport between patrons and library staff.

Theoretical Foundation

There are two different programs that could be compared to the Summer Reading Program: the 1,000 Books Before Kindergarten program, and Children’s Book Week.

The 1,000 Books Before Kindergarten program is a tool that promotes early childhood literacy, which is comparable to the Summer Reading Program. In the 1,000 Books Before Kindergarten Program, the child participating with his or her parent or legal guardian can read one-thousand books together before the child is enrolled in kindergarten in the fall. Prizes are earned every-other reading log that is completed. A Grand Prize is earned when the child reaches 1,000 books, including a printed certificate, and the child gets to have his or her picture taken by the Children’s Librarian. The mission statement of the program is (2017), “The Foundation is operated exclusively for charitable, literary, and educational purposes. The objectives of this organization are: to promote reading to newborns, infants, and toddlers; to encourage parent and child bonding through reading” (1). The Berrien Springs Community Library allows patrons to continue the program, allowing the participants to read to two-thousand books before kindergarten.

Children’s Book Week is another program designed to stress the importance of early childhood literacy. Patrons will be able to participate in library events and complete a fun reading exercise, which promotes librarian-patron relationships, early childhood literacy, and use of the library. The Children’s Librarian or Youth Services Librarian designs the program for his or her specific circumstances. The librarian is provided with a promotional kit to market throughout the library and in the community, before the program starts. This program according to their website, (2017) is, “Dedicated to inspiring a love of reading in children and teens across America” (1).

Both of these nonprofit programs offer children chances to read for fun, to keep their interests in reading, so that they may not fall behind over the summer, similar to the Summer Reading
Program. Statistics have proven that the Summer Reading Program is essential to any given community. In order for this program to be implemented, a Children’s Librarian needs to be aware of marketing techniques like selecting a program theme, establishing a rapport between the public library and local school system, therefore increasing statistics, library awareness, and patron use of the library.

To get children excited about the Summer Reading Program, school visits and heavy marketing before the program starts is crucial. That means librarians need to really start planning in the winter of that year. The article Making a Splash with Summer Reading by Walter Minkel (2017), “‘If you send a letter or call the principal asking to schedule classroom visits, you often won’t be called back,’” says Julie Sorensen, a children’s librarian at the West Covina Library, a branch of the County of Los Angeles Public Library. "[So public librarians] need to make the principals aware of how we're supporting their programs." But don't stop there: children's librarians also need to make sure everyone understands that summer reading programs help kids become better readers” (1).

Librarians need to “talk up” their theme for the Summer Reading Program, and really drive home his or her point to the children at the schools that reading over the summer matters. Libraries that provide a new theme for marketing purposes makes the Summer Reading Program that much more enticing to patrons, as they never know what theme the library will have next year. Having a set theme promotes a well-rounded marketing strategy that librarians can adapt to fit their libraries’ needs. An appealing marketing technique can also lead to the rise in participants and therefore, the rise in positive statistics. According to the article written by Karen Pundsack (2014), Summer Reading Program: Purposeful Fun,

“…For some, having a new theme each year may seem like busy-work, but changing them each year can play an integral role in the program’s success. Different themes appeal to different audiences, creating new opportunities to reach out to new users. A musical theme will appeal to a different group of children than a scientific theme, for example.

New themes also provide new collection marketing opportunities each year. A space theme allows librarians to highlight books on astronomy, while a pet theme highlights animal-related sections. This also creates innovative readers advisory opportunities every summer.

Themes also offer a fresh look to the program, additional marketing opportunities, and chances for collaboration with new partners. A music program allows you to tap the musicians in your community. An animal theme opens the door to a partnership with the local veterinarian or animal shelter” (1).

Having a set theme for the Summer Reading Program creates a polished appearance for the public library. It presents an image that the library has everything together and are ready to promote reading. An increase in participants from heavy marketing results in higher statistics for
the library. Carole Fiore and Susan Roman (2010) stated in their School Library Journal article, *Summer Reading Programs Boost Student Achievement, Study Says,*

“This article describes the results of the research conducted by the authors from 2006 to 2009 to test the theory that summer reading programs boost student achievement. They targeted students who were completing third grade because between the end of third grade and the beginning of fourth, students are especially susceptible to summer learning loss. Plus, at the end of third grade, many students are required to take state-administered standardized tests. While other studies have explored summer reading programs from the perspective of schools or have focused on the efforts of individual library systems, theirs is the first national study to tackle the topic from the perspective of public libraries. Their findings showed that third-grade students who participated in summer reading programs scored higher on reading tests at the beginning of fourth grade and did not experience summer learning loss. They also scored higher on the post-tests than students who did not participate. Although students who did not participate in summer reading programs made gains, they did not reach the level of students who did participate” (1).

**Market Audit and Research Analysis**

Currently, the Berrien Springs Community Library uses electronic marketing. There are three televisions placed throughout the library: one in the Children’s Department, one by the catalog computers in the main library, and one at the Circulation Desk. These televisions display advertisements made on a Word Publishing document and are updated regularly. The library also submits a weekly newsletter to the local paper and a monthly calendar is printed out for patrons to take home. Small flyers are also printed and distributed around the library, as well. BSCL also has three social media pages: Facebook, Instagram, and Twitter, and these are updated with current library programs.

**Environmental Scan**

*Political/Legal Factors:* The town of Berrien Springs is not so much political, but very religious. One can assume that this implies the community is right-winged conservative, but ultimately it is the Seventh Day Adventist Church that dictates a lot of what the community can or cannot participate in. The Christian Fiction section of the library is well-represented, and even though the Berrien Springs Community Library is a public library, the church still influences its programs. For example, the library cannot have events held on Fridays or Saturdays, and we close Friday night at 6:00 p.m., which is very close to the time that the Friday Sabbath starts for the Seventh Day Adventist church. The library also has a bulletin board out in the main vestibule that is for nonprofit organizations; a lot of the SDA churches will post their social events and their theological lectures. The librarians even have to consider vegetarian options for library events, such as the Christmas staff dinner and teen lock-ins, as the majority of the library board and patrons are vegetarians, because of being Seventh Day Adventists.
Economic Factors: People are not as willing to pay for fines, multiple copies, or lost/damaged items. Patrons argue about fines that are over $2.00 or more, and barter to find a copy of the book themselves to replace instead of paying for the equivalent of the damaged book as our policy states. If a fax comes through that is around $19 or more, patrons automatically get his or her debit/credit card out, and then he/she gets mad at the library for not being able to support credit card payments. The library cannot afford to use a credit card payment system, such as the iPhone Square for small businesses, because the cost of maintaining one is out of the library’s budget.

Social Factors

The most-frequented news sources are the papers that we receive from The Herald Palladium, The Chicago Tribune, The South Bend Tribune, The New York Times, and the local newspaper, The Journal Era. Most of the patrons are computer illiterate, so they flock to the magazine room to read the papers instead of reading the news online. The local news stations are out of South Bend, Indiana, which are WSBT and WNDU.

The Berrien Springs community is very heavily influenced by immigration. A lot of the patrons are English as a Second Language learners, so communication between patrons and staff can quickly become frustrating on both ends. There were patrons who spoke a few different languages who attended Story Time, and the Children’s Librarian accommodated by asking the ESL patrons to say some common words in his or her language. There are patrons who come in who often bring their own interpreter, otherwise the staff chooses the staff member who can speak a little of their language in order to communicate the patrons’ needs.

Educational programs are provided by the Seventh Day Adventist church’s college, Andrews University, and local area churches.

Technology Factors

A lot of patrons ask the question, “I am seeing the book title that I want, but it says “Overdrive.” What does that mean?”’, which could lead to the conclusion that perhaps BSCL’s electronic library selection is not being used to its full potential, because patrons do not know what it is. The BSCL Overdrive system is an electronic library that is connected to Southwest Michigan Digital Overdrive’s website, https://smdl.overdrive.com/. This is a digital library consortium made up of other libraries around Southwest Michigan. For the tech-savvy patrons, a lot swear by the website, saying that it has been a while since they came in to an actual library. A lot of the time, questions will arise right after Christmas or other holiday where gifts are exchanged, and an older patron will specifically ask for a young staff member to help them with their Nook or other e-reader, and ask to be set up for an Overdrive account.

BSCL also offers technology tutorials, but by-appointment only. Staff members at the Circulation Desk find their desk schedules booked with computer questions from patrons at the computer stations. The patrons will wave at staff members to ask a question that
might take more than five minutes to answer, at which point it may be necessary to offer to make an appointment with the director, who leads the customized tutorials. Free Wifi is also offered, with no password required. The library also has Facebook, Twitter, and Instagram social media pages for patrons to follow.

**SWOT**

*Strengths*

The library excels at crafts and decorations for seasonal holidays. There is a window display contest in the local community as part of the town Christmas celebration. The library is in competition with other area businesses to make a window display that best fits that year’s theme. The library has one at least twice, although the judges have taken to sharing first place on rotation, so that other area business have a chance to win. Painting crafts are also a strength, and learning how to paint has gone over well with the patrons. Painting classes are always booked, and have wait lists.

For children, the *Todd A. Prillwitz Memorial LEGO Club* is popular. It brings in great statistics with a high number of participants, and even the parents and legal guardians are into building creations with their children. The creations are then put on display in a designated glass case in front of the Children’s Department.

The after-school program *No Signal* is incredibly popular, as well. This is a group for teens that features board, card, table, and strategy games. When the group is cancelled for whatever reason, or if the teens want to on a day where the group does not meet, the Adult Services Librarian (who is in charge of the teen services), will allow them to use the board games they play at the club.

The biography collection is also a strength. The library boasts a very long wall full of biographies, and patrons frequently check them out. Patrons always are surprised when they are shown the vast collection.

*Weaknesses*

The library needs improvement with consistency in rules. Some librarians do not always follow the library policies as the previous person who was at the desk, creating confusion among patrons and a sense of unfairness. If there is a leniency in following the policies among staff, then the patrons are not as inclined to follow the policies, either.

The outside groups who sign up to use the Community Room often think they own the room and the supplies in the kitchenette, and often want exceptions made for them, like adjusting the library’s air conditioning or heat, and having the library staff move the tables around a certain way before the group meets in the room. This creates tension between the staff and patrons. A marketing solution would be to create a contract that users of the Community Room need to sign before paying for the use of the room. That way, the patrons know the expectations of the library.
Opportunities

STEM activities and Makerspaces are rapidly growing in the Children’s Department. Any Youth Services Librarian can look up dozens of articles supporting the Science, Technology, Engineering, and Math (STEM) program at any library, and articles that encourage the use of makerspaces in public libraries. Budgets do not have to be set for these types of programs. A Youth Services Librarian could use existing craft supplies or ask for donations and make STEM-related crafts found online. The after-school program Inquire Within that BSCL offers during the fall can be expanded to a full year.

Threats

The most customer complaints are about paying for fines, copies, and faxes. They will often say the services are too expensive, and that not being able to pay with a credit card is an inconvenience, and that nobody carries cash with them anymore. Sometimes the patron will flat out refuse to pay, or argue until the librarian caves under pressure and removes the fine. This is a bad situation because it creates losses that add up quickly.

Millages are also threats posed to the library, and rely heavily on patrons voting. BSCL operates on ¾ of the millage it received in the previous election. If the patrons are unsatisfied with any aspect of the library, then the library may not get enough votes to pass a millage in the election, resulting in being forced to make budget cuts, reduce operating hours, and lay-offs of staff. This is where customer satisfaction and heavy marketing about millage awareness are huge factors in keeping the library afloat.

Original Data

It is important that librarians keep track of how many patrons attend programs. This type of data provides feedback on the types of programs that are being developed, and how much marketing is needed for the types of programs. Librarians at BSCL are asked to do a quick head-count of the patrons who came to the program, and enter the attendance in an Excel document. These statistics are then written up by the director and analyzed. If it is evident the club is struggling, the first step is to try to change the timing of the programs and the marketing strategy. If the program is still lacking in attendance after changing the time it meets, then the program will be removed.

After the program, the librarian could do a quick follow-up survey for patrons to complete and hand in, and then pass out a small incentive for those who gave feedback. Feedback should then be taken into consideration by the librarian for any potential editing that the program may need. The data below shows statistics from the Summer Reading Program in 2016. The table on the left is of the number of people who attended the programs, and the table on the right is the type of program scheduled. A line graph was made from the statistics.
The library’s biggest competitors are other local libraries with similar Summer Reading Programs, the YMCA, the local beaches, summer classes, and Vacation Bible School at the Seventh Day Adventist churches. The library serves all types of patrons from the community and from all types of economic backgrounds and demographics. This could potentially make programming development difficult for librarians, especially when it comes to gauging patrons’ personal interests. A wide range of activities is needed to satisfy patrons. Below are statistics from the 2016 Summer Reading Program.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>MSU Extension</td>
</tr>
<tr>
<td>51</td>
<td>Love Creek Nature Center</td>
</tr>
<tr>
<td>74</td>
<td>Craft- Frisbee</td>
</tr>
<tr>
<td>40</td>
<td>Movie Lunch</td>
</tr>
<tr>
<td>31</td>
<td>Game Day</td>
</tr>
<tr>
<td>25</td>
<td>Story Time Lunch</td>
</tr>
<tr>
<td>30</td>
<td>Magic with Teens</td>
</tr>
<tr>
<td>31</td>
<td>Craft Chalk Board</td>
</tr>
<tr>
<td>65</td>
<td>Celebrate Curious Kids Museum</td>
</tr>
</tbody>
</table>

### Summer Reading Attendance June-August 2016

![Graph showing summer reading attendance](image)
The Summer Reading Program provides many types of events for patrons with different hobbies and interests. At first, there was an increase in attendance as the patrons were excited about the start of the Summer Reading Program. During the dog days of summer, attendance was low, but then spiked again at the end, when patrons were excited about the final program. Please see Appendix E for what a library survey could look like at the end of a Summer Reading Program.

Market Segmentation

The Summer Reading Program caters to children and their parents or legal guardians in the Full Nest 1 and 2 categories in Berrien Springs/Oronoko Township, Michigan. The Berrien Springs Community Library is a Class 3 library, serving 9,197 patrons, according to the 2010 US Census and the library director, Kristina Knezic (K. Knezic, 2017 personal communication). According to http://www.city-data.com/income/income-Berrien-Springs-Michigan.html, the median household income for 2015 was $62,037. It is primarily a Christian, Seventh-Day Adventist community. The members of the SDA church are vegetarians, and the privately-owned SDA businesses close on their Sabbath, from Friday at sunset to Saturday at sunset. As this is a global church denomination, language barriers should be factored into the Summer Reading Program for English as a Second Language learners.

SDA Children in the area are asked by their parents to follow Sabbath and dietary guidelines, which is to be taken into consideration for the planning of the Summer Reading Program, but at the same time, not strictly adhere to these rules, as the BSCL is a public library. The Children’s Librarian also needs to consider programming for the group homes and Blossomland Learning Center in the area that help children with disabilities and special needs. In addition, programs and book recommendations should reflect general developmental benchmarks. Below are the Common Core Standards for literacy in the state of Michigan (2017):

“MICHIGAN DEPARTMENT OF EDUCATION

Children begin to communicate at birth. During the preschool years they are emerging as language users and developing competence as listeners, speakers, readers, writers and viewers. Each of these language arts is strengthened by integrated literacy experiences in print-rich active learning environments in homes, neighborhoods, outdoor play spaces, and in all formal and informal early learning settings. Having knowledge of the major characteristics of children’s language development in the three- and four-year old age range enables parents, teachers and caregivers to provide support and strengthen children’s emerging competence. Intentional learning experiences which support the early learning expectations outlined below will help young children become motivated and efficient communicators who listen, speak, read, write, and view effectively for meaningful purposes and for the pure joy of being literate.

1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
Emerging Indicators:

A. In comprehension strategies:

1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).

2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.

Language and Early Literacy Development (LL)

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT
EARLY CHILDHOOD STANDARDS OF QUALITY FOR PREKINDERGARTEN

3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).

4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ... ”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].

5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).

B. In print and alphabetic knowledge:

- Show progress in identifying and associating letters with their names and sounds.
- Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.
- Participate in play activities with sounds (e.g., rhyming games, finger plays).

C. In concepts about reading:

- Understand that ideas can be written and then read by others.
- Understand print and book handling concepts including directionality, title, etc.
- Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).
- Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).
- Develop an understanding of the roles of authors and illustrators.
It is important for both parents/legal guardians and librarians to know literacy benchmarks for children of all grade levels. Below are some of the reading benchmarks for children in kindergarten through fifth grade, according to the American Hearing-Speech-Language-Hearing Association (2017):

**Kindergarten Reading**
- Know how a book works (e.g., read from left to right and top to bottom in English)
- Understand that spoken words are made up of sounds
- Identify words that rhyme (e.g., cat and hat)
- Compare and match words based on their sounds
- Understand that letters represent speech sounds and match sounds to letters
- Identify upper- and lowercase letters
- Recognize some words by sight
- "Read" a few picture books from memory
- Imitate reading by talking about pictures in a book

**First Grade Reading**
- Create rhyming words
- Identify all sounds in short words
- Blend separate sounds to form words
- Match spoken words with print
- Know how a book works (e.g., read from left to right and top to bottom in English)
- Identify letters, words, and sentences
- Sound out words when reading
- Have a sight vocabulary of 100 common words
- Read grade-level material fluently
- Understand what is read

**Second Grade Reading**
- Have fully mastered phonics/sound awareness
- Associate speech sounds, syllables, words, and phrases with their written forms
- Recognize many words by sight
- Use meaning clues when reading (e.g., pictures, titles/headings, information in the story)
- Reread and self-correct when necessary
- Locate information to answer questions
- Explain key elements of a story (e.g., main idea, main characters, plot)
- Use own experience to predict and justify what will happen in grade-level stories
- Read, paraphrase/retell a story in a sequence
- Read grade-level stories, poetry, or dramatic text silently and aloud with fluency
- Read spontaneously
- Identify and use spelling patterns in words when reading
Third Grade Reading
- Demonstrate full mastery of basic phonics
- Use word analysis skills when reading
- Use clues from language content and structure to help understand what is read
- Predict and justify what will happen next in stories and compare and contrast stories
- Ask and answer questions regarding reading material
- Use acquired information to learn about new topics
- Read grade-level books fluently (fiction and nonfiction)
- Reread and correct errors when necessary

Fourth Grade Reading
- Read for specific purposes
- Read grade-level books fluently
- Use previously learned information to understand new material
- Follow written directions
- Take brief notes
- Link information learned to different subjects
- Learn meanings of new words through knowledge of word origins, synonyms, and multiple meanings
- Use reference materials (e.g., dictionary)
- Explain the author's purpose and writing style
- Read and understand a variety of types of literature, including fiction, nonfiction, historical fiction, and poetry
- Compare and contrast in content areas
- Make inferences from texts
- Paraphrase content, including the main idea and details

Fifth Grade Reading
- Read grade-level books fluently
- Learn meanings of unfamiliar words through knowledge of root words, prefixes, and suffixes
- Prioritize information according to the purpose of reading
- Read a variety of literary forms
- Describe development of character and plot
- Describe characteristics of poetry
- Analyze author's language and style
- Use reference materials to support opinions
Common Core standards are used in many schools across the country. These standards include basic accomplishments the students should achieve during the school year. The list below introduces the Common Core Standards in literacy for sixth grade students, from the website http://www.corestandards.org/ELA-Literacy/RL/6/ (2017).

**Key Ideas and Details:**

*CCSS.ELA-Literacy.RL.6.1*

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*CCSS.ELA-Literacy.RL.6.2*

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

*CCSS.ELA-Literacy.RL.6.3*

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure:**

*CCSS.ELA-Literacy.RL.6.4*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

*CCSS.ELA-Literacy.RL.6.5*

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

*CCSS.ELA-Literacy.RL.6.6*

Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas:**

*CCSS.ELA-Literacy.RL.6.7*

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

*CCSS.ELA-Literacy.RL.6.8*

(RL.6.8 not applicable to literature)

*CCSS.ELA-Literacy.RL.6.9*
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity:**

*CCSS.ELA-Literacy.RL.6.10*

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range” (30-31).

The Summer Reading Program should be able to support these benchmarks and, through proven statistics and results from previous programs, maintain and/or improve the child’s reading abilities for the next school year.

**Service Identification**

Patrons, especially children and their parents/legal guardians at the Berrien Springs Community Library always look forward to the Summer Reading Program. National statistics have proven that it is important for children to participate in the Summer Reading Program to prevent losing what they learned the previous school year. The children are having fun while keeping up their learning, and it is entertaining for them because they get to choose what books to read, and participate in special events at the library. In the BCG Matrix Method, the Summer Reading Program would be considered a “Star,” because it provides high growth in statistics, and a high market share. An example of the matrix is shown on the right, from the website (2017), [http://eduscapes.com/marketing/6.htm](http://eduscapes.com/marketing/6.htm).

**Mission, Goals, Objectives, Actions, Timelines and Budget**

**Mission Statement**

According to the Berrien Springs Community Library Policy Handbook (2017), “It is the mission of the Library to strive to provide information and materials to serve the intellectual, educational, cultural, entertainment, and recreational needs of the people of the Berrien Springs/Oronoko Township Community. To this end, the Library offers a selective general collection of print and non-print materials” (1-1).
Goals and Objectives

The following are goals and objectives that the Children’s Librarian hopes to see in children who participated in the Summer Reading Program:

- Have a renewed interest in reading for entertainment
- Maintain or improve their reading skills before the next school year starts
- Find a new series the child may enjoy reading from a series of Reader’s Advisory queries
- Show an appreciation for, and an interest in Music and Fine Arts
- Improve library program attendance statistics
- Establish a rapport with the librarian
- Increase library awareness in the community through Word of Mouth Marketing
- Show an interest in coming to other library programs during the school year

Strategies

1. **Product:** Summer Reading Program
   
   Objective: Host the Summer Reading Program from June 2018 to August 2018

2. **Price:** Free
   
   Objective: Keep the program within the library’s budget

3. **Place:** The Berrien Springs Community Library
   
   Objective: Ask for local businesses to come to the library to present programs for children

4. **Promotion:** QR Code Bookmarks, Social Media, Word of Mouth Marketing, Printed flyers and brochures
   
   Objective: Print the material in advance, and distribute during the school year and in the library.

Actions and Timeline

Below is an example of the projected timeline for preparing for the Summer Reading Program:

*February 2018:*

- Decide on a theme
- Brainstorm program ideas
- Download promotional art if available
March 2018:

- Start calling sponsors to see if they would be willing to collaborate with the library on programs or donations for the Summer Reading Program
- Create printable materials to distribute

April 2018:

- Travel to area schools to talk about the Summer Reading Program
- Pass out printed materials
- Really push early marketing for the program

May 2018:

- Order grand prizes from sites like Amazon and visit Shipshewana, Indiana Flea Market for cheaper, en masse prizes
- Send out reminders to businesses who agreed to do programs when they are scheduled to present. Explain to staff how to register patrons

June-August 2018:

- Summer Reading Program is in motion
- Keep track of statistics
- Send handwritten thank-you cards to sponsors and businesses who participated

Roles and Responsibilities


Job Summary:

The primary responsibility of this position is the coordination and implementation of the Library’s services for children, preschool through 6th grade. The Children’s Librarian will have full supervision of the Children’s Area and maintain a quiet, safe, productive, and attractive environment. This position involves working directly with children and their parents or caregivers. This position will also involve time working at the Circulation Desk and supervising employees as well.

Reports To: Library Director

Duties and Responsibilities

• Collection development including selection, ordering, and weeding of children’s materials
• Plan, implement, and conduct a variety of programs and activities to encourage use of the Library by children and their parents/caregivers

• Promote reading and awareness of the Library by working with local schools, agencies, and community organizations

• Provide instruction in the use of the Library and its resources to patrons of all ages

• Provide reference and Internet assistance to patrons of all ages

• Work with Library staff to coordinate activities and exchange information

**Minimum Qualifications**

• College degree is preferred, a degree in Library Science or Education is highly desirable

• Knowledge of juvenile classic literature and popular reading material

• Genuine respect for children and ability to establish a rapport with them

• Strong commitment to providing excellent customer service

• Knowledge of library operations

• Full range of Internet skills

• Strong organizational and planning skills

• Strong interpersonal and communication skills” (1).

**Budget**

According to the library director, Kristina Knezic, the Children’s Librarian is given $500 to work with over the course of the fiscal year (K. Knezic, personal communication 2015). Strict budgeting is needed, because this monetary value stretches over several areas where money is spent in the Children’s Department: Collections Development, craft supplies, the Summer Reading Program, and other events during the regular school year.

- $200 will be spent on the Summer Reading Program
- $150 will be spent on Collections Development
- $100 will be spent on events during the school year. If this is not used, it will be spent on the Summer Reading Program or Collections Development
- $50 will be spent on crafts and Makerspace materials
Communication: The Marketing Mix

Promotion

The Summer Reading Program for 2018, according to the state of Michigan’s website, [http://www.michigan.gov/libraryofmichigan/0,2351,7-160-18668_34169-236191--,00.html](http://www.michigan.gov/libraryofmichigan/0,2351,7-160-18668_34169-236191--,00.html), is Libraries Rock! The slogan for Berrien Springs Community Library was tweaked to instead say Reading Rocks! Children will be able to play Bingo in the reading logs because they enjoyed playing bingo in the previous years’ program. Incentives are on a ticket system, of which different activities listed on the Bingo card has different ticket values. The Summer Reading Program will be a music theme, and there will be many Fine Arts-related programs for the children’s Summer Reading Program. For example, the orchestra from Andrews University can demonstrate musical instruments for children, play a small concert, and then with supervision, show children how to use their instruments. Familiar songs can be played to spark the children’s interest in wanting to learn how to play those songs. Later, the local high school marching bands can put on a small part of their show for that year’s marching season, and demonstrate marching skills. The children can even learn how the band students march, and conduct (by waving their hands), to learn fine motor skills. Story times will have music-themed ties, and the high school choirs and theater groups will also be invited to perform at the library.

Message

_Awareness:_ Social media postings will hint at the Summer Reading Program theme for the year. Patrons will try to guess the answer on the social media sites. Flyers and TV ads will also be posted. Word of mouth marketing will also be used to spread general information about the program.

_Interest:_ A QR Code bookmark will be printed that gives national statistics on the benefits of the Summer Reading Program.

_Desire:_ Signs for registration will be put out later, but patrons will not be able to register until the day the Summer Reading Program starts. By this point, patrons generally want to sign their children up early if they are going on vacation, etc.

_Action:_ A small prize will automatically be given for signing up, and fewer, more expensive items will be given as incentives throughout completion of the reading logs. A celebration event will be held at the end of the Summer Reading Program.
Branding

Typography: Calibri Body, size 12
Name: The Berrien Springs Community Library 2018 Summer Reading Program
Tagline: Reading Rocks!
Logo:

![Reading Rocks Logo](image)

Colors:
Primary: Light Blue in Word Document choices of standard font colors
Secondary: Red in Word Document choices of standard font colors

Public Relations

*Word of Mouth Marketing*: Library staff who work at the Circulation Desk will promote the Summer Reading Program before registration starts.

*Social Media*: The librarians in charge of the social media pages will promote the Summer Reading Program on the library’s Facebook, Twitter, and Instagram accounts.

*Print Materials*: Brochures, flyers, and QR Code bookmarks will be printed by Berrien RESA and distributed at the start of the Summer Reading Program. A small fee will be applied to the Summer Reading Program participants who lost their brochures.

Advertising

Both advertising and sponsorship play vital roles in preparing for the Berrien Springs Community Library. Every year, the library asks the local Pizza Hut to sponsor coupons for a free Personal Pan Pizza as the first level of incentives. Advertising in the library, on social
media, and by word of mouth are the three primary methods of marketing that there will be a Summer Reading Program for that year.

Advocacy

The Summer Reading Program is wonderful marketing for our print and non-print materials. It increases circulation of various media for children and teens, and also allows patrons to explore material that they may not have considered checkout out before. For example, if a SRP challenge on a reading log says to check out one audiobook, that may be the first time a patron has ever been introduced to books on tape. This really fulfills the library’s mission statement.

Publicity

The three marketing items that will be distributed to patrons are Summer Reading Program reading logs, a QR Code bookmark, and a flyer for bulletin boards. Please see Appendixes A, B, and C for the examples.

Internal Marketing

The Berrien Springs Community Library Director and Staff will be made aware of the new plans for the Summer Reading Program in a staff meeting one month prior to starting it. A mock-up of printed materials will be presented and printed instructions will be given to staff members as personal reminders. Even after teaching staff how to sign students up for the program, questions will almost certainly arise the first week of the program as the program ideas are being put into practice. Any new update, as to a cancellation of a library event or the creation of a new event will be given to the staff via email and face-to-face communication, to have both written and verbal confirmation. A survey will be handed out to the staff for the evaluation of the Summer Reading Program. Please see Appendix D for an example.

Evaluation

According to the article Making a Splash with Summer Reading, by Walter Minkel, it is important to schedule a follow-up in September, “…Many librarians follow Torrance Public Library’s lead and send letters to the principals of local schools letting them know which of their students participated in summer reading. "Most of the parents tell me that the kids are recognized either verbally over the loudspeaker or through a newsletter sent home,” says Kay Bowes of the Concord Pike Library in Wilmington, DE. "If I didn't send those letters [to the schools], I think some of the parents would be after my head”” (1). An additional survey will be sent to the schools for the students to complete in September, asking them how they liked or disliked the library’s program. A small incentive will be given to them if they participate in the survey (with permission of a leader in the school system), like a bookmark or other souvenir with the Berrien Springs Community Library logo. Success can also be evaluated by the staff members at BSCL, reviewing their personal experience/complications with registration. Please see Appendix D for the survey.
Reflection

Being a young Youth Services Librarian gives the position a fresh image. It says that the librarian is dedicated and ready for years of service in this position, certain of what she wants in life, and is aware of trends and open to new ideas to try when it comes to library programming. Patrons will be apt to think that a young librarian will know more technology skills and can recommend a variety of books. She can remember more vividly what it was like to be a kid, and she can channel these memories to serve the community and create fun and exciting activities for children. This approach to marketing will be effective because there is an organized plan, timeline, goals, and steps to take action that are in place, proving the librarian planned ahead and will carry out the duties given to her in a timely manner.

Appendix A

See why Reading Rocks! Scan the QR Code below with your phone!

Berrien Springs Community Library
215 West Union Street
Berrien Springs, MI 49103
(269) 471-7074
http://www.bsclibrary.org/
Appendix B Front of reading log

The Berrien Springs Community Library
Summer Reading Program
Reading Logs
## Appendix B Back of Reading Log

<table>
<thead>
<tr>
<th>Reading Challenge: Read a Biography!</th>
<th>Read a book! Book Title:</th>
<th>Read a book! Book Title:</th>
<th>Read a book! Book Title:</th>
<th>Reading Challenge: Read a book about science!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a book! Book Title:</td>
<td>Attend a library program!</td>
<td>Read a book! Book Title:</td>
<td>Attend a library program!</td>
<td>Read a book! Book Title:</td>
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<td>Read a book! Book Title:</td>
<td>Attend a library program!</td>
<td>Read a book! Book Title:</td>
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<td>Read a book! Book Title:</td>
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<td>Read a book! Book Title:</td>
<td>Attend a library program!</td>
<td>Read a book! Book Title:</td>
</tr>
<tr>
<td>Reading Challenge: Read poetry or a Classic novel.</td>
<td>Read a book! Book Title:</td>
<td>Read a book! Book Title:</td>
<td>Read a book! Book Title:</td>
<td>Reading Challenge: Read a book longer than 500 pages!</td>
</tr>
</tbody>
</table>

1 Book = 1 ticket  
1 Reading Challenge = 5 tickets  
1 Event Attendance = 5 tickets  

Reader must complete a line of Bingo before coming in to redeem tickets. This means up and down, across, and diagonal lines are optional. Certain prizes are valued by a certain number of tickets.
Appendix C

Pssstt....It’s COMING!

BSCL

SRP

2018

Reading Rocks!
Appendix D

Survey for Berrien Springs Community Library Staff:

1.) What questions did you have regarding registration? Were they resolved? (Yes/No)

2.) Was the registration process quick and easy for patrons, not including the time to check out books or ask additional questions? (Yes/No)

3.) Was the registration process easy for library staff to follow? (Yes/No)

4.) Were printed materials updated regularly for patrons if needed? (Yes/No)

5.) Were the advertisements on electronic media (TV, Instagram, Facebook) posted in a timely manner and updated regularly? (Yes/No)

6.) Did event leaders act in a professional manner when they came up to the circulation desk? Did they seem happy to be at the library? (Yes/No) Please explain.
Appendix E

Survey for Berrien Springs Community Library Staff:

1.) What questions did you have regarding registration? Were they resolved? (Yes/No)

2.) Was the registration process quick and easy for patrons, not including the time it took to check out books or ask additional questions? (Yes/No)

3.) Was the registration process easy for library staff to follow? (Yes/No)

4.) Were printed materials updated regularly for patrons if needed? (Yes/No)

5.) Were the advertisements on electronic media (TV, Instagram, Facebook) posted in a timely manner and updated regularly? (Yes/No)

6.) Did event leaders act in a professional manner when they came up to the circulation desk? Did they seem happy to be at the library? (Yes/No) Please explain.
Resources


