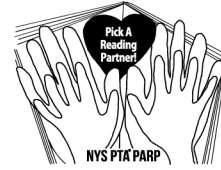


The PARP Toolkit
Section 1
PARP Program



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Mission Statement

To provide PTA units, libraries, communities and other parent groups with a clear understanding of the PARP Program, including literacy resources, so that all children will have the tools to develop a lifelong love of reading and learning.

History of Pick A Reading Partner – PARP

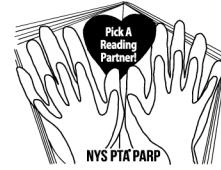
The Pick A Reading Partner (PARP) program, originally known as Parents As Reading Partners, began in the New York State Senate Education Committee through the efforts of Senator James H. Donovan, with the support of former New York State Governor Hugh Carey and Education Commissioner Gordon Ambach.

In the summer of 1978, Senator Donovan learned of a fifteen-minute daily reading program, and asked his office staff to research what other states were doing to promote reading. The New York State Planning and Steering Committee decided to incorporate the best features found in other state programs. It was suggested that the local planning committee choose a theme and use national, state or local talent to promote the program. New York State drew on the talents and resources of twenty organizations in developing its own program.

PARP was officially launched through a mass-mailing effort in March, 1979. A conference followed in October with keynote speaker, the late Bob Keeshan, better known to some as television's Captain Kangaroo.

Since 1987, NYS PTA has sponsored and administered the PARP program. Each year the NYS PTA offers workshops at Summer Leadership Conference and our Annual Convention. These trainings allow educators and adults to enhance communication, share experiences and increase involvement with children and schools. Check with your local unit/council PTA president, e-mail parp@nyspta.org, or contact the NYS PTA Office or website at www.nyspta.org for dates and locations.

PARP programs may be offered in schools, libraries, community centers and any other place where parent groups gather. The goal of this program is to increase family and community engagement in education and support literacy training. This can be easily met with the resources provided in this Toolkit.



What is PARP and Why is it Important?

PARP is an acronym for Pick A Reading Partner. It is a program designed to engage and involve parents, caregivers and other adults in fostering the love of reading in children. Learning to read is the single most important activity in a child's education. Studies have shown that children who read at home are better prepared to succeed in formal education.

PARP encourages reading partners to participate in some type of reading experience with their children for at least twenty minutes a day, thereby instilling strong reading habits, and encourages children to become better readers. The voluntary approach, and the subsequent success that PARP programs have achieved, is proof that it is truly a worthwhile project. Children turn to the adults in their lives as role models, and are likely to follow the example of a partner who reads.

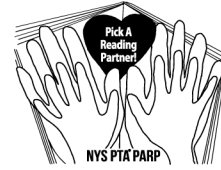
PARP stresses that reading can be fun as well as informative. The daily communication shared through PARP will also serve to strengthen the family, and fortifies children's reading habits. PARP helps cement necessary bonds between the home and the school to foster the education process. Together, this effort will make our children more successful and their education more fruitful.

When implementing the program the title should be "partners" not "people."

REMEMBER: PARP is an acronym for Pick A Reading Partner and no periods are used in the acronym "PARP".

PARP Goals

- Encourages reading at home to supplement school and library reading programs;
- Allows children to discover that reading can be fun as well as informative;
- Fortifies children's reading habits;
- Strengthens student and family reading habits, while focusing on the enjoyment of reading;
- Develops and improves family relationships and communication;
- Brings parents and children closer together by sharing the pleasurable experience of reading together;
- Provides parents with information to help their children become better readers;
- Improves children's creativity and wellbeing by limiting television viewing and increasing family closeness; and
- Strengthens the bond between home, school and community.



PARP Program

The basic requirement for a PARP program is that a child reads with a partner for at least 20 minutes a day. A “partner” includes all adults who play an important role in a child’s family life, since many adults – parents, grandparents, aunts, uncles, step-parents, guardians, older siblings – may carry the primary responsibility for a child’s education, development and well-being.

The PARP committee should decide on the requirements for its program, as there are no rigid guidelines for implementing a local PARP program. A program can be conducted in a single classroom, an entire school building, school district, at a public library, community center or anywhere parents gather. The duration of the program can vary from a week, a month, the summer or the entire school year. Successful programs have operated using each of these styles at all grade levels.

Reading experiences can be held from one to seven days a week. A calendar might be sent home to make it easy for parents to keep track of how often they read with their children. The calendars are then returned to school at the end of each week or the month. The educator (or PTA volunteer) keeps a record of the time students and partners have spent reading, thus making it easy to determine which child and partner(s) are to receive incentives.

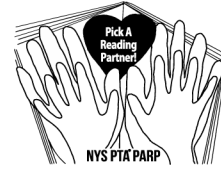
Most successful PARP programs use themes as a basis for the activities that are used to motivate the children to participate in the program.

One need not discontinue reading once the program is over. Many families continue to read for at least 20 minutes a day throughout the year. There may be summer PARP programs in conjunction with the local public library. Involving the local library with your PARP program is a good idea since parents can ask the librarian for new reading materials and guidance in selecting good children’s books. This reinforces the concept of uniting the home, school and community in support of literacy.

Some PARP programs allow “free days” where reading is not required. This provides a means of participating without risk of losing recognition on days that the family is extremely busy. This may also be done by reading for 40 minutes one day.

Many PARP programs approach local businesses, villages or towns for financial support or donations, who participate by:

- ☞ Underwriting the cost of the program or providing grant money for the purchase of books for children
- ☞ Providing incentives, certificates, or assembly programs
- ☞ Providing a free dinner for each family that completed all the daily reading sessions
- ☞ Lending their trademark products for themes for local programs
- ☞ Developing materials, films, videos, as resources for PARP programs



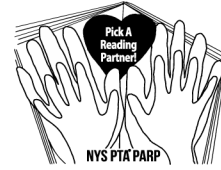
Parent/Teacher/Administrative/Community Involvement

The key to a successful PARP program is to be sure that parents, caregivers, educators, administrators, and the community are aware of the program and the role they play. This is accomplished through letters sent home and information posted on the bulletin board and/or web site explaining the program.

In today's society, family patterns are constantly changing. Any adult, or even an older sibling, can be reading partners. Volunteers may come to share reading experiences with children during free time. In some schools, administrators are involved as guest readers. In some libraries and community centers, local heroes and community leaders are involved as guest readers. Involve volunteer senior citizens, they are a great resource and usually have more time. Older children should be encouraged to read to younger children.

Bibliographies and mini-workshops are helpful for parents, educators, administrators and the community and encourage their involvement. The more support you have the better! Press and media coverage are also excellent resources to help spread the word.

For additional information, consult the *NYS PTA Resource Guide*, Section 10, for information about PTA programs in general, and specifically to reference "Initiating a PARP Program." The *Resource Guide* is available on our website, at www.nyspta.org.

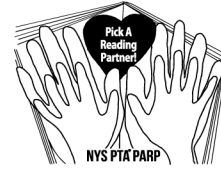


Guidelines for the PARP Program

In a School

The strength of the PARP program is its simplicity and flexibility. Adapt the following guidelines to suit the individual needs of your students, community, library and school.

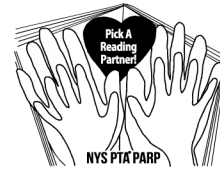
1. Review all available materials.
2. Appoint a coordinator:
 - ☞ Library media specialist
 - ☞ Reading teacher
 - ☞ Classroom teacher
 - ☞ Other interested person
3. Recruit committee members:
 - ☞ Parents and Caregivers
 - ☞ Educators
 - ☞ Administrators
 - ☞ Volunteers
4. Decide on the focus and scope of the program:
 - ☞ Students and grades to participate
 - ☞ Length of program and Theme
 - ☞ Decide on final activities (assembly, party, awards, certificates, incentives)
5. Meet with teachers to explain the program. Ask for suggestions, ideas and assistance.
6. Gather materials: brochures, pamphlets, bibliographies, bookmarks and hints for parents.
7. Develop materials to explain the program to the parents a letter or information packet).
8. Create in-house advertising, school newsletter, loudspeaker announcements, group presentations, posters, displays, bulletin boards.
9. Arrange publicity through social media, television, radio, newspapers, public library, civic groups and parent/school association.
10. Involve principal, reading teacher, librarian, library media specialist, other school personnel
11. Coordinate special events:
 - ☞ An open house
 - ☞ PARP event
 - ☞ Children's Book Week
 - ☞ National Library Week
 - ☞ Book fair
 - ☞ Author's visit
12. Be sure to give recognition to everyone who helped to make your program a success.
13. Evaluate program. Include suggestions for next year's program.



In a Public Library

Public libraries may not see children on a regular basis, and usually emphasize books read together rather than time spent together. A library is invited to participate in this program in the manner best suited to the needs of the individual library and community.

1. Review available materials and resources, selecting and/or adapting the ideas and materials most appropriate for the individual library.
2. Determine the scope, focus and goals of the program:
 - ☞ Do you wish to co-sponsor the program with another organization or group such as PTA, schools or youth agencies?
 - ☞ What will be the time frame for the program? You might wish to tie it in with summer vacation, Children's Book Week, National Library Week, New York State Summer Reading Program or some other occasion.
 - ☞ Will there be any restrictions placed upon program participation? Consider age level, reading ability, and the library's ability to handle groups over a certain size.
 - ☞ What requirements will be established for program completion? Number of books read together, amount of time together, and the number of visits to the library are examples of quantitative requirements set by some libraries.
3. Publicize the program:
 - ☞ Create flyers and posters.
 - ☞ Notify other organizations and groups about the activity.
 - ☞ Prepare news releases for local newspapers, radio stations, and television stations and student school run radio and television studios.
4. Conduct the program:
 - ☞ Plan programs related to reading for participants (story hours, parenting sessions, and book discussions, book clubs in middle and high school settings).
 - ☞ Create book lists and book displays.
 - ☞ Maintain records of books read by partner-child teams or whatever aspect of the program you elect to emphasize.
 - ☞ Prepare a concluding event.
5. Evaluate the program in terms of the goals set for your library, including suggestions for next year's program.



Activities

The scope of activities used in conjunction with your reading program is up to you. Keep in mind that it is always easier to start small and add to your program each year.

Supplemental programs, displays and materials can enhance a PARP program. Use a theme to tie them together so that the PARP program is easily recognized.

Materials

Contact community businesses for materials and funds to defray expenses. Radio stations may donate albums; local fast food restaurants may donate free coupons; local grocery stores may donate bags to use to send packets home or may print the reading partner's symbol on their bags.

Ideas for giveaway items:

- | | |
|-----------------------------|----------------------------|
| ☞ Printed T-shirts | ☞ Books or Bookmarks |
| ☞ Buttons | ☞ Gift certificates |
| ☞ Pencils/pens | ☞ Magnets or Spirit Sticks |
| ☞ Donations from businesses | ☞ Balloons |

Displays

Emphasize books appropriate to the theme and age group. Publishers may be willing to provide posters and display materials.

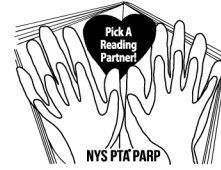
- ☞ Books for family sharing
- ☞ Children's classics for adults
- ☞ Adult classics for children
- ☞ Award-winning books or Caldecott and Newbery Award winners

Programs

Utilize local talent and interest to develop any of the following activities:

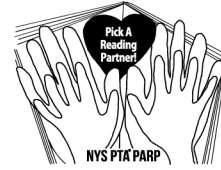
- | | |
|---------------------------------|-----------------------------------|
| ☞ Storytelling hours | ☞ Films based on children's books |
| ☞ Parents programs on books | ☞ Read-a-thons |
| ☞ Book talks | ☞ Logo contests |
| ☞ Book fairs | ☞ Guest authors/illustrator |
| ☞ Television and video programs | ☞ Mime or face painting |
| | ☞ Puppet shows or plays |

Children and youth need to learn not only the *skills* of reading but also to discover the *joy* of reading. Helping children discover that joy while encouraging adult-child communication is the goal of PARP.



PARP Checklist

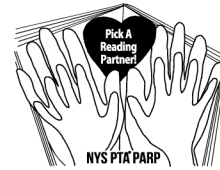
1. Decide how long your PARP program will last
2. Block out dates on school/library/community calendar early
3. Decide on money to be budgeted for PARP
4. Form a PARP committee(s) e.g. registration, incentives, publicity, decorations, programs/activities, record keeping, etc.
5. Choose a PARP theme
6. Arrange for PARP publicity
7. Decide on PARP decorations
8. Gather reading materials for PARP packets
9. Order/collect incentives
10. Send parents, caregivers and educators letters
11. Schedule PARP programs/activities
12. Plan for a closing celebration
13. Give out incentives
14. Send thank you notes
15. Have a follow-up meeting where you review evaluations
16. Choose a meeting date to plan for next year
17. Write and submit your PARP program for the PARP Award (deadline June 15)



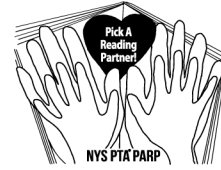
SUGGESTED PLANNING CALENDAR

No matter how long your program is, you can use the following as a guide to plan a successful PARP program. If you don't have as much lead time, re-create the calendar so it fits into your timeframe. You can use this as a starting point and add the specifics in as you need.

6 months to 1 year prior to the start of the program	<ul style="list-style-type: none"> ○ Meet with committee, pick a theme, brainstorm ○ Meet with PTA officers and school administration to discuss theme and ideas ○ Put a budget together and get it approved by membership
4 to 6 months prior	<ul style="list-style-type: none"> ○ Hold committee meeting and delegate tasks ○ Pick dates for events and coordinate with school calendar ○ Send requests for donations ○ Start putting together materials (letters, flyers, decorations) ○ Contact local library to see if they will partner with you
2 to 4 months prior	<ul style="list-style-type: none"> ○ Hold committee meeting (should be done on a regular basis depending on needs) ○ Get all materials approved by PTA and administration ○ Order any incentives (you couldn't get donated) ○ Continue planning the events (Kick-off and Celebration Assemblies, Family Nights, etc.) ○ If holding a Guest Reader event, contact people in the community
1 month prior	<ul style="list-style-type: none"> ○ Write press release for newspapers and social media ○ Finalize all materials ○ Ask to attend faculty/staff meetings to explain program ○ Send out reminder that PARP is coming
2 weeks prior	<ul style="list-style-type: none"> ○ Confirm everything is set for the program (all materials, decorations, event specifics, etc.) ○ Create evaluations to send at end of program ○ Finish anything that needs to be completed
1 week prior	<ul style="list-style-type: none"> ○ Start promoting PARP is coming next week ○ Send out materials to teachers and parents ○ Put up all decorations
Day 1	<ul style="list-style-type: none"> ○ Hold your Kick-off Event



Day 2	<ul style="list-style-type: none"> ○ Implement your program over the next week, 2 weeks, 4 weeks, etc. ○ Continue to publicize and encourage participation
Last day of PARP	<ul style="list-style-type: none"> ○ Hold end of PARP celebration ○ Send out evaluation (to students, parents, families, faculty)
1 week after PARP ends	<ul style="list-style-type: none"> ○ Thank everyone (your committee, any special readers, companies that donated, etc.) ○ Hold committee meeting to discuss what worked, suggestions for next year and review evaluations ○ Submit any outstanding invoices to the treasurer
2 weeks after PARP ends	<ul style="list-style-type: none"> ○ Complete the PARP Awards Application while it's fresh in your mind – this can be found at www.nyspta.org – deadline to enter is June 15



Sample PARP Committee Responsibilities

Chair's Role

1. Hold a planning meeting
2. Ensure that all meetings have advance notice, an agenda and notes taken and distributed to all committee members
3. Ensure that the PTA unit or council approves the committee's plan and budget
4. Work with principal and school librarian in all planning and ask librarian for book ideas
5. Assign someone to prepare notices for distribution (such as a copier committee)
6. Coordinate with presenters, guest speakers, authors, etc.
7. Coordinate any special reading programs and hospitality for programs

Committee responsibilities can include:

Fundraising Committee Functions

1. Arrange for fundraising activities, if necessary
2. Prepare notices for duplicating and distribution
3. Arrange for the custodian to set up
4. Turn over all money collected to the PTA unit treasurer (or designated representative if it is a public library function) immediately upon close of the activity
5. Keep careful records and forward a written financial report after each fundraising activity

Kick-Off Rally

1. Prepare and work out a Kick-off program
2. Coordinate with the principal and staff

Incentives

1. Choose and obtain incentives
2. Decide on distribution method and coordinate with staff and committee

Record Keepers

1. Obtain class lists or list of children who would like to participate
2. Design weekly record sheets and collect weekly records
3. Coordinate information for final statistics

Decorations (for hallways, bulletin boards, etc.)

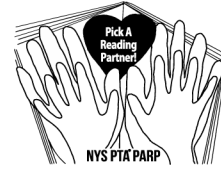
1. Design and produce decorations
2. Put names on walls and remove names after program is completed

Parent Packet

1. Update family packet
2. Copy and assemble and coordinate for distribution

Copier

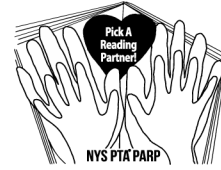
1. Copy notices and coordinate with principal for timely distribution



Do's and Don'ts for Chairs and Committee Members

- Give yourself and your committee plenty of time to plan your PARP program.
- Try to keep the program simple and appealing.
- Keep the written information for parents, caregivers and educators concise and simple.
- Enlist as many volunteers as you can to help with the program.
- Be creative! The ideas are endless!
- Include all children in all of your PARP programs and/or assemblies.
- Remember – there are no periods after each of the letters in PTA or PARP.
- Include the PARP logo on your letters home and on student activity sheets.
- Remember that PARP is an acronym for **Pick A Reading Partner**.
- Try to include the school principal and librarian, the public librarian and/or other community members in your PARP program.
- Consult with the school principal, reading specialist, and other relevant school personnel for assistance in planning your program, its theme and its timing. The principal should approve the incentives, fundraisers and other activities you wish to plan.
- The PTA logo and tagline, *everychild.onevoice.*[®] may be incorporated into your handouts as well as the PARP logo.
- Remember that only the PTA president can sign contracts.
- Be sure that a building use form is submitted for all scheduled activities, and that the PTA unit certificate of insurance is on file at the school.

Don't forget to apply for the PARP Award and share with others all of your hard work and creativity. For further information see the PARP Award Application section.

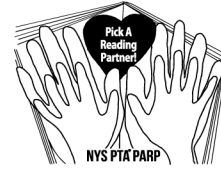


PARP Theme Ideas

A Banquet of Books
 A Reading Rainbow
 A Sea of Books
 Adventures in Reading
 Author, Author
 Be a Readerosaurus
 Be a Reading Sleuth
 Blast off with Reading
 Book Camp
 Book a Trip
 Books are Bear-y Special
 Books: Your Ticket to the World
 Celebrate Reading
 Color Your World With Reading
 Come Join the Reading Circus
 Creatures, Creatures Read All About It
 Discover the Reading Rainforest
 Discover New Worlds
 Dive Into Reading
 Don't Bug Me, I'm Reading
 Elect to Read
 Every Hero Has A Story
 Exercise Your Mind...Read
 Expand Your World - Read!
 Explore New Worlds with Books
 Families That Read, Succeed
 Fly Away with Books
 Follow the Reader
 Follow the Reading Rainbow
 Gator - Get a Thrill Out of Reading
 Get Caught in the Reading Web
 Get in the Reading Moo-o-od
 Get the Scoop on Reading
 Get Wrapped Up in a Good Book
 Give Us Books - Give Us Wings
 Give Us a Gift - Read

Go Wild For Books
 Hooked on Books
 I Need to Read
 Journey Through the Jungle
 Journey to Distant Places
 Just Say Yes to Books
 Kindness Matters
 Let's Get PARPular
 Lights - Camera - Read
 Live, Laugh, Read
 Make Reading a Career
 Make Your Own Magic...Read
 Marathon Reader
 New York State Loves Reading Together
 Oceans of Opportunity
 Once A PARP a Time...In History
 Passport to Adventure
 Patriotic PARP
 Peace Love Rock & Read
 Pocket a Good Book
 Reach for the World, Read
 Read Across America
 Read Around the Clock
 Read Around the School
 Read, Learn, Soar
 Read Like an Olympian
 Read Up a Storm
 Read Write Away Month
 Readers Are Winners
 Reading Around the World
 Reading Electrifies the Mind
 Reading is Dino-Mite
 Reading is Fun in Any Language
 Reading is Magic
 Reading is the Best Gift
 Reading is the Main Ingredient
 Reading Jogs Your Mind
 Reading Rocks
 Reading Rodeo
 Reading Roundup
 Reading Solves the Mysteries

Readolympics
 Ride the Reading Railroad
 Ride the Reading Rocket
 Rock-N-Read
 Sail the Seven Seas With Books
 See Ewe at the Library
 S.P.O.R.T. Special People
 Often Read Together
 Spring Into Reading
 Stars Stick Together and Read
 Take Me Out to the Library
 Test Drive a Book
 The Sky's the Limit
 The Tale From the Enchanted Kingdom of "Read-a-lot"
 There's Magic in Books
 This Is Our Story
 Transport Yourself With a Good Book
 Travel Through Time with Books
 Tune into Reading
 Uncover Hidden Treasures
 Welcome to Bookworld
 Welcome to Readabook Farm
 Westward Ho! Lasso a Good Book.
 Which Way to the Library?
 Wild About Reading
 Win with Reading

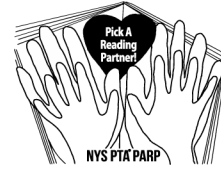


PARP Logo, PTA Logo and Tagline

The PARP logo was selected by a state-wide competition in 2007, and was designed by a high school student. It is the property of NYS PTA and may be reproduced without alteration for use on all PARP materials.

Similarly, the NYS PTA logo and tagline (*everychild.onevoice.*[®]) of PTA may be used on all PARP materials. These logos are intended for use by participating PTA units and councils. A participating library may use the PARP logo, but can use the PTA logo and tagline only with the permission of a collaborating PTA unit or council. These guides will enable you to create your own PTA signature, logo and tagline:

- **Logo**—the logo consists of the slanted letters P, T, and A followed by a registered trademark symbol. (Note: all guidelines for PTA also apply to use of PTSA.)
- **Signature**—the official/legal name of your PTA. Just as you have an official way to sign your name and represent you on documents and checks, your PTA also has a “signature” or an official name that is used to identify your PTA. For consistency, your PTA name should always appear in the same typeface and size in relation to the logo on all the materials you publish.
- **Tagline**—PTA’s current tagline is *everychild.onevoice.*[®] In the tagline, “every child” suggests our national scope and that our mission is about all children, and “one voice” implies our advocacy role and collective strength.
- **Corporate Typeface/Font**—corporate typeface selected for use when showing the PTA signature is Arial Black (for PC users) or Helvetica Black (Macintosh users). This extra bold typeface was selected for PTA’s signatures to help balance the weight of PTA names centered above the bold letters of the logo. The font Times Roman (same for PC and Macintosh users) was selected as the corporate typeface for the tagline. This font was chosen for the tagline because of how it contrasts nicely with the bold style of the logo. See the section on the “Correct Use of Tagline” for additional guidelines.
- **Corporate Color**—the official color used when showing the PTA signature, logo and tagline is a dark, slate blue.



How to Adapt Your PARP Program at the Different Levels of Education

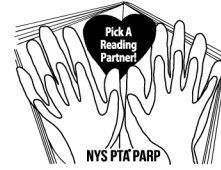
Sample PARP Program with activities from the pre-K level through the high school level, as well as suggested activities for a rural school vs. an urban school

The basic framework of a PARP program would be a month-long (or could be condensed) program where families and students read together in some way for 15 minutes/day. This program is designed to encourage children to read and develop reading as a lifetime activity. Newspapers, magazines, books, poetry, etc. would all be acceptable reading materials.

Create a calendar for the weeks that you will be running the PARP program. On the calendar, note the theme of the PARP program and jot down some suggested reading activities for every day.

Notify your local newspaper and/or school newspaper with the PARP theme, dates, calendar and events.

As a suggestion for more participation, we recommend that a “grand prize” be awarded at the end of the program for the class or student with the most points. Points would be earned through participation in activities (reading). The “grand prize” could be chosen by the PARP Committee or by the students suggesting the prize they would want if they win. They could be given free rein or choose from a list. This could be a classroom celebration or “prize” that a student could earn. A student could be the “teacher” for the day or assist the principal or earn additional time on the computer or earn a homework free pass, and so forth.



PARP Program for Preschool Level **3 – 5 years old**

Sample PARP Program: Pirates, Knights and Tourists

Goals: Instill a curiosity and love for reading
Increase reading opportunities for children
Expand children's knowledge of books and why they are important

Suggested Committee Members: PARP Chair, parents/grandparents, preschool teacher, librarian, community member (Note: You can use any or all of these people on your committee. Don't be discouraged if your committee is small. As long as you get these people to support your PARP program you will be ahead of the game).

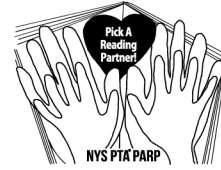
Cost: From \$0 to \$500. Try to use materials currently available at your facility. Cost depends on the activities you incorporate into the PARP program. An outside presenter could increase the cost.

Timeline: 2 weeks for preschool program

Implementation/Activities:

- A sample room theme could be “We Treasure Books” or “The Kingdom of Read-a-Lot”
- Treasure chest in the room filled with books
- Treasure map – chart out the room/school to the library with an X where the treasure of books are
- Have a “dress like a pirate or knight or tourist” day
- “Explore” the library
- Use puppets to read stories to the children
- Keep a reading log with coins for a treasure chest – build up coins by “reading” books
- Guest reader day – use grandparents or other room volunteers to come and read stories with the children
- Create and write their own stories – have children use their imagination and “tell” you a story where they are a pirate, knight or a tourist; put these stories into Kidspiration (or other computer program) and post up around the room/school
- Activity like a “Where’s Waldo” game – send out a pirate/knight/tourist to different places, so that their picture can be taken with a book in various places, then compile a summary of all the places that the pirate/knight or tourist traveled with a book
- Turn off the TV and read day
- Earn points for going to visit the local library and have a form signed by a librarian
- Have the room decorated like a pirate ship or a castle or various countries

Results/Evaluation: Children will “read” with a family member/guardian for 15 minutes every day. Conduct a survey for the parents, families, teachers, and educators to see what worked and what can be improved upon next year.



PARP Program for Elementary Level 5 – 10 years old

Sample PARP Program: Pirates, Knights and Tourists

Goals: Instill a curiosity and love for reading
Increase reading opportunities for children
Expand children's knowledge of books and why they are important

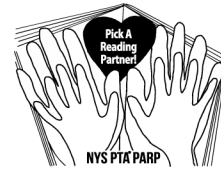
Suggested Committee Members: PARP Chair, parents/grandparents, principal, teachers – reading teacher, art teacher, computer teacher, ESL director or teacher, librarian, community members (Note: You can use any or all of these people on your committee. Don't be discouraged if your committee is small. As long as you get these people to support your PARP program you will be ahead of the game).

Cost: From \$0 to \$1000. Try to use materials currently available at your facility. Cost depends on the activities you incorporate into the PARP program. An outside presenter could increase the cost.

Timeline: 2 - 4 weeks for elementary program

Implementation/Activities:

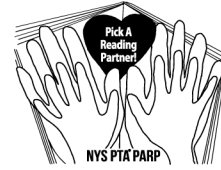
- A sample room theme could be “We Treasure Books” or “The Kingdom of Read-a-Lot” or “Travel with Books across America”
- Treasure chest in the room filled with books or a piece of luggage filled with books
- Treasure map – (chart out the room/school to the library with an x where the treasure of books are)
- Have a "dress like a pirate or knight or tourist" day
- "Explore" the library
- Keep track of books read with a reading log
- Use bookmarks in the shape of a ship or castle or create one with a country theme on it
- Keep a reading log with coins for a treasure chest – build up coins by “reading” books
- Have a book swap
- Tame your dragon by reading to him/her
- Adopt a dragon mascot for your room
- Color your castle/ship or country
- Knight/pirate/tourist madlibs
- Activity like a “Where’s Waldo” (but where’s the pirate or knight...) game
- Turn off the TV and read day
- Earn points for going to visit the local library and have a form signed by a librarian



- Guest reader day – use grandparents or other room volunteers to come and read stories with the children
- Create a book – children can be both author and illustrator. Invite an author to the school to show children the excitement involved with the creation of books. When students view the magic of an illustrator creating pictures in front of them, they are inspired to put a crayon to paper. They carry the magic and wonder of writing and illustrating back to the classroom and into their own creations.
- Create and write their own stories – have children use their imagination and “share/create” a story where they are a pirate, knight or a tourist; put these stories into Kidspiration (or other computer program) and post up around the room/school
- Have the room decorated like a pirate ship or a castle or various countries
- If your school is involved in a reading program where the children get credit for the amount of books read, incorporate the school’s reading program into the PARP program

Results/Evaluation: Children will "read" with a family member/guardian for 15 minutes every day; track and monitor reading logs.

Conduct a survey for the students (can be yes/no answers), parents, families, teachers, and educators to see what worked and what can be improved upon next year.



PARP Program for Middle School Level **10 – 14 years old**

Sample PARP Program: Pirates, Knights and Tourists

Goals: Ignite an enjoyment of reading
Increase and expand reading opportunities for young people
Expand children's knowledge of literature/genre types

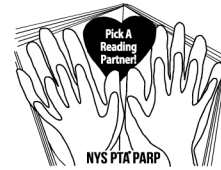
Suggested Committee Members: PARP Chair, parents, principal, assistant principal, teachers – English teacher, reading teacher, art teacher, music teacher, computer teacher, ESL director or teacher, librarian, students, community members (Note: You can use any or all of these people on your committee. Don't be discouraged if your committee is small. As long as you get these people to support your PARP program you will be ahead of the game).

Cost: From \$0 to \$1000. Try to use materials current available at your facility. Cost depends on the activities you incorporate into the PARP program. An outside presenter could increase the cost.

Timeline: 2 - 4 weeks for middle level program

Implementation/Activities:

- Sample room theme – “Travel across America/Europe/...” or “The Magic of Books”, incorporate a “Harry Potter” castle-like theme and activities.
- Write a pirate theme related (or related to a book read by the student) poem, story, play, song or make a picture (any media), take a photo, choreograph a dance, etc. Their creation would earn points toward the grand prize.
- Have a scavenger hunt online. Give the student a list of pirate related information to find on the net. This could be geographical, biographical, historical, related to ships and design, Letters of Marque, local history during the U.S. colonial pirate period or contemporary pirates-Somalia, etc. Their report would earn points toward the grand prize.
- Have a community treasure hunt. Use map skills and historical knowledge (or facts from a book read by all) to follow “Treasure Maps”. The community can be involved and help to guide students during their search. If done in the community, permissions to access buildings, etc. might be needed.
- **Rural schools** could have an event in the downtown, park or on school grounds.
- **Urban schools** would probably have to have the treasure hunt inside the school unless they could find a place outdoors. There is an opportunity to read books describing period buildings and decorate areas of the school as specific historical places. Art works/photos could be used. Facts gathered in the scavenger hunt activity could be the basis for

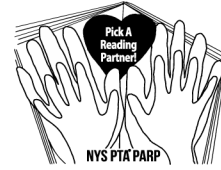


treasure hunt maps. Then, have the students draw “Treasure Maps” from information, or do both activities. Maps could earn points for the grand prize.

- Explore the library with a map quest – find and identify books by genre/type, while learning more about the library.
- Create book ratings for books within the school library – only rate the deserving books with a “1” for highly recommended.
- Keep track of books read with a reading log.
- Create a brochure about one of the books they have read.
- Have a book swap.
- Adopt a dragon mascot for the classroom.
- Knight/pirate/tourist madlibs.
- Guest reader day – use community members/volunteers to come and share their favorite book and why with the class.
- Have middle level students go to the elementary school and visit classrooms to share their favorite book when they were younger.
- Newspaper scavenger hunts (create an activity for students to pursue a newspaper looking for anything related to a modern day pirate or knight or information about another country).
- Create a book – middle level students can team up to include author and illustrator. Invite an author to the school to show about the excitement involved with the creation of books. Put these stories into Inspiration (or other computer program) and post up around the room/school.
- Have the theme around the school – pirate ship or a castle or various countries.
- Spot a reader – any student seen reading on their own will be awarded a coupon to be entered into a raffle for a very unique gift.
- If your school is involved in a reading program where the children get credit for the amount of books read, incorporate the school’s reading program into the PARP program.

Results/Evaluation: Children will “read” with a family member/guardian for 15 minutes every day; track and monitor reading logs.

Conduct a survey for the students, parents, families, teachers, and educators to see what worked and what can be improved upon next year.



PARP Program for High School Level 14 – 21 years old

Sample PARP Program: Pirates, Knights and Tourists

Goals: Further spark the enjoyment of reading
Increase and expand reading opportunities for young people
Expand knowledge of literature/genre types

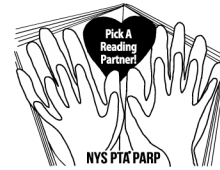
Suggested Committee Members: PARP Chair, parents, principal, assistant principal, guidance counselors, teachers – English teacher, reading teacher, art teacher, music teacher, computer teacher, ESL director or teacher, librarian, students, community members, student government (Note: You can use any or all of these people on your committee. Don't be discouraged if your committee is small. As long as you get these people to support your PARP program you will be ahead of the game).

Cost: From \$0 to \$1000. Try to use materials currently available at your facility. Cost depends on the activities you incorporate into the PARP program. An outside presenter could increase the cost.

Timeline: 2 - 4 weeks for high school level program

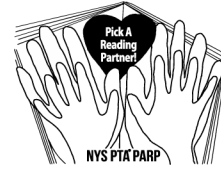
Implementation/Activities:

- Sample theme – “Travel across America/Europe/...” or *The Hitchhiker’s Guide to the Galaxy*; or be a tourist in time; *Discworld-The Color of Magic*.
- Write a pirate/knight/tourist theme related (or related to a book read by the student) poem, story, play, song or make a picture (any media), take a photo, choreograph a dance, etc. Their creation would earn points toward the grand prize.
- Have a scavenger hunt online (a webquest). Give the student a list of pirate/tourist/knight related information to find on the Internet. This could be geographical, biographical, historical, related to ships and design, Letters of Marque, local history during the U.S. colonial pirate period or contemporary pirates-Somalia, etc. Their report would earn points toward the grand prize.
- Have a community treasure hunt. Use map skills and historical knowledge (or facts from a book read by all) to follow “Treasure Maps”. The community can be involved and help to guide students during their search. If done in the community, permissions to access buildings, etc. might be needed.
- **Rural schools** could have an event in the downtown, park or on school grounds.
- **Urban schools** would probably have to have the treasure hunt inside the school unless they could find a safe place out of doors. There is an opportunity to read books describing period buildings and decorate areas of the school as specific historical places. Art works/photos could be used. Facts gathered in the scavenger hunt activity could be the basis for treasure



hunt maps. Then, have the students draw “Treasure Maps” from information, or do both activities. Maps could earn points for the grand prize.

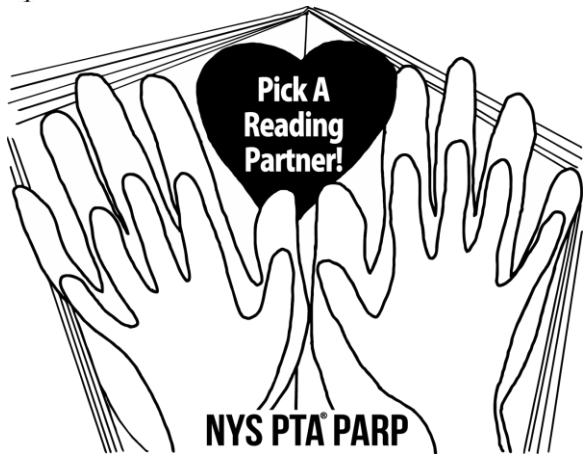
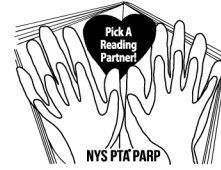
- Explore the library with a map quest – find and identify books by genre/type, while learning more in-depth information about the library (or have a contest – if you could redesign your library, how would you do it – what books would you put where, etc.)
- Keep track of books read with a reading log.
- Create a brochure about one of the books they have read.
- Have a book swap (bring in a gently used book to share – leftover books can be donated to a local child care program or local hospital pediatrics unit or a doctors office).
- Guest reader day – use community leaders to come and share their tourist experiences with the class and their favorite book and why.
- Have high school students go to the elementary school and visit classrooms to share their favorite book when they were younger.
- Create a book – high school level students can team up to include author and illustrator. Invite an author to the school to show children the excitement involved with the creation of books.
- Spot a reader – any student seen reading on their own will be awarded a coupon to be entered into a raffle for a very unique gift.
- Compare and contrast books with movies that fall into the PARP theme.
- Create a map of your tourist destination. This can be done in conjunction with math, science or social studies classes. Maps would earn points toward the grand prize.
- Make a video travelogue of your location; incorporate the map and poem, story, etc. into the video. Have an event where all videos are shown all day in the library for example. Have students vote on the best one. Points would be earned toward the grand prize by videos.
- Teach students how to use GPS. Have an orienteering event in town or on campus. Urban schools could use a school bus and a GPS to drive to “Tourist” destinations. Have students read about how GPS works as an online science lab?
- Use Google Earth to find tourist destinations. Look at photos if available. If space travel is chosen, look at Hubble photos. Use this info in your travelogue and blog tourbook.
- Write a blog entry about what was found on Google Earth. Write an online tour book of the chosen destination. This would earn points toward the grand prize.
- As one travels, one encounters many different words – take a look at the origin of some of our English words to discover what country they came from.
- If your school is involved in a reading program where the children get credit for the amount of books read, incorporate the school’s reading program into the PARP program.
- Culmination Event: Dress Like a Tourist Dance – students must come in costume that reflects their destination. The admission fee is a book to share or swap. Have prizes for the best costume. Announce the grand prize winner at the dance.



Additional PARP Information for Rural/Urban Schools and Communities

- Invite guest readers to the school from the community.
- Include the local library – put up posters there and have evening activities occurring at the local library that correspond with the school theme.
- Have the whole community join in the PARP program for the week/month – have posters up in local stores and the library “We Treasure Books”.
- Have a movie night – read the book, then watch the movie – compare and contrast the book to the movie.
- Invite the Mayor or local business owners in to “read” to the students.
- “Raffle” (with prizes from local businesses) – read so many books and your name is entered into the drawing.
- Principal “Challenge”.

Results/Evaluation: Children will "read" with or alongside a family member/guardian for 15 minutes every day; track and monitor reading logs – can use an electronic log or a paper one. Conduct a survey for the students, parents, families, teachers and educators to see what worked and what can be improved upon next year.



**Pick A Reading
Partner (PARP)
Award Application**
is available on the
NYS PTA website
www.nyspta.org

*New Award Application will be posted on the website
in January each year.*

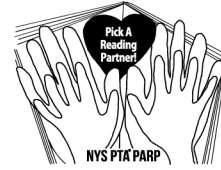
We encourage you to share your successful program!

Through this application process your PTA unit could be recognized for their creative ideas and hard work for conducting the most outstanding Pick A Reading Partner Program in your Region.

Each Region will submit their PARP award-winning application to NYS PTA to be considered for the Pick A Reading Partner (PARP) Award winner.

The NYS PTA winner will receive two complimentary tickets to attend the NYS PTA Convention where they will be recognized with a plaque.

Applications must be received by your Region Director
no later than June 15 each year.
See application for further details.



NYS PTA PICK A READING PARTNER (PARP) AWARD APPLICATION INSTRUCTIONS

The completed PARP Award Application must contain the Application Cover Sheet, Data Information Sheet and respond to the three specific category areas. Applicant may also include up to 15 pages of supportive materials. Instructions and the maximum points that may be awarded for each category are in the bolded section below. All instructions must be followed or the application will be disqualified.

One state winner shall receive a plaque presented at the NYS PTA Convention along with a certificate for two free convention registrations and one hotel room. (Note: transportation costs are the responsibility of the winner.)

Application Cover Sheet and Data Information Sheet (20 points)

Completed "Application Cover Sheet" and "Data Information Sheet" must be included (See Form 1 and 2 below). Is your title original? How did you do enrollment numbers vs. participation? How did you spend your money? How long was your program?

Category Areas:

1. Goals (10 points)

- Briefly list your Pick A Reading Partner program goals.
- Did your goals support reading? Are they well-written and attainable?

2. Implementation (55 points)

- Provide a brief summary of your program; include a description of how the program was accomplished and who was involved.
- What activities did you do? Did you have a cultural arts connection? How was the participation with the students, parents, community (inside and outside of school)? Did you use the PARP logo, NYS PTA logo and/or create your own logo?

3. Results and Evaluation (20 points)

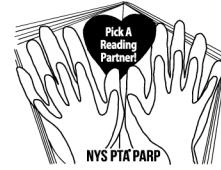
- State how your goals were accomplished and what tools were used to determine the results. If goals were not met, describe what you would improve next year.
- How did you assess your success? What instrument of measure did you use for participation/number of books read, etc.? Did you do an evaluation? Did you state if goals were met and how to improve for next year?

Instructions:

- 1) Use plain white 8 ½ x 11-inch paper single sided, single-spaced pages. Use 1-inch margins on all sides with a type size of 12 point or larger (not including supporting materials). For photocopying purposes, do not use binders, covers or colored paper. Supporting materials may be reduced or altered to fit the required number of pages.
- 2) Type each Category Area in **bold** print before each response.
- 3) Limit responses to all three Category Areas to a total of **four pages** combined.

Supportive Materials (Bonus points):

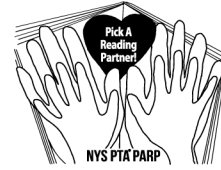
- 1) **No more than fifteen (15) additional pages** of supportive materials, single-sided 8 ½ x 11-inch, may be submitted. Please include copies of information (forms, fliers, calendars, etc.) and press releases sent to parents, teachers and the community explaining the program. **Note: Double sided brochures are considered two (2) pages.**
- 2) The use of copyrighted material is not acceptable.



All materials must be clearly reproducible on a photocopier. The winning application will be reproduced exactly as submitted. This application subsequently becomes the supplement to the Pick A Reading Partner (PARP) Toolkit and the property of the NYS PTA.

DEADLINE

Application must be postmarked (not metered) no later than June 15 to the PTA Region Director (see NYS PTA website for address. DO NOT send applications to NYS PTA Office).



NYS PTA PICK A READING PARTNER (PARP) AWARD APPLICATION

APPLICATION COVER SHEET

Please complete and attach this sheet to your application.
(This is the first page of your application.)

Please type or print information clearly (other than signatures)

Contact Person (one contact only) Title

Address

Note: Winners will be notified during the summer months. Please use an appropriate summer address.

Email Address

County Signature

PTA Region (see website for region map)

Daytime Phone _(____)_____ Evening Phone (if different) _(____)_____

Submitting Group

Theme/Title of PARP Program

.....

PTA INFORMATION

If a PTA unit, please also complete the following:

PTA Name Unit Code # -

School Name

Name of PTA President

Phone Number _(____)_____ Email Address _____

Signature of PTA President

Region your unit is located

Please note: Entries become the property of NYS PTA and will not be returned. Other materials included, not part of the above listed materials, will not be considered.

