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Growing Wisconsin Readers

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Welcome!

Early Childhood Advocates

- Educators
- Medical Professionals
- Non-Profit Agency Staff
- Social Services Staff
- Librarians
- Other?



Agenda

- What Is Growing Wisconsin Readers?
- How Was Growing Wisconsin Readers Developed?
- How Will Growing Wisconsin Readers Be Implemented?
- How Will Growing Wisconsin Readers Be Sustained?

- ✓ Q&A after each section
- ✓ Audience participation
- ✓ Handouts

What Is Growing Wisconsin Readers?

Growing Wisconsin Readers Is:



- A three-year early literacy initiative based in Wisconsin public libraries
- Coordinated by the PLDT at DPI and supported by LSTA
- Promoted through an integrated brochure, poster, and mobile-friendly website produced in English, Spanish, and Hmong

Growing Wisconsin Readers Is:



- Primarily focused on providing resources to caregivers about how to read effectively with babies, toddlers, and young children
- Secondarily focused on visibly showcasing ways in which public libraries support early literacy in communities throughout Wisconsin

Growing Wisconsin Readers FAQ

Located on the Growing Wisconsin Readers website under “Resources for Librarians “



Overview

- Early literacy initiative based in Wisconsin public libraries
- Resource for caregivers of children ages 0-6
 - Reading tips
 - Recommended authors
 - Facts about early literacy benefits
- Integrated brochure, poster, and mobile-friendly website
- Collaboration with state and local partners
- Early literacy is the seed for growing lifelong learners



WHAT IS GROWING WISCONSIN READERS?

Launched in 2013, [Growing Wisconsin Readers](#) is a three-year early literacy initiative based in Wisconsin public libraries. It is coordinated by the Public Library Development Team (PLDT) at the Wisconsin Department of Public Instruction (DPI) and supported by Library Services and Technology Act (LSTA) funds awarded to the DPI by the U.S. Institute of Museum and Library Services (IMLS). The primary goal of the initiative is to provide resources to caregivers (e.g., parents, grandparents, guardians, child care providers) about how to read effectively with babies, toddlers, and young children. The secondary goal is to visibly showcase ways in which public libraries support early literacy in communities throughout Wisconsin. Growing Wisconsin Readers materials include an integrated brochure, poster, and a mobile-friendly website produced in English, Spanish, and Hmong.

WHAT ARE THE EXPECTED OUTCOMES OF GROWING WISCONSIN READERS?

Growing Wisconsin Readers will increase the awareness of early literacy benefits within libraries and communities. The period from birth to kindergarten is crucial for developing language and early literacy knowledge, skills, and dispositions (or attitudes). Children with literacy experiences at this age do better in school and in life. The Growing Wisconsin Readers initiative aims to support caregivers of young children with information about early literacy so they can prepare children for learning at school and beyond.

Rooted in public libraries, Growing Wisconsin Readers will help bridge early literacy experiences with public education. It will serve as a statewide model while simultaneously supporting local library efforts. Public libraries will develop and maintain stronger community relationships as a result of the Growing Wisconsin Readers initiative. Libraries will enrich services to children, families, and caregivers while fortifying connections with child care providers, community locales that serve families with young children, and public schools. Highlighted by the 2011 Read to Lead Taskforce, Wisconsin is committed to comprehensive efforts to ensure that all students have the most crucial skill they need to excel in life: the ability to read. Growing Wisconsin Readers directly supports this important work by fostering reading readiness skills in our youngest learners. A young child's experience with books and libraries, shared with caring adults and siblings, is a positive indicator of reading readiness by school-age. Children exposed to early literacy activities and reading experiences are better positioned for success in school and success in life.



What Is Early Literacy?

□ Definitions

- Early literacy
- Emergent literacy
- Family literacy
- Bedtime stories

□ Practices

- What does it mean in your world?



00:00



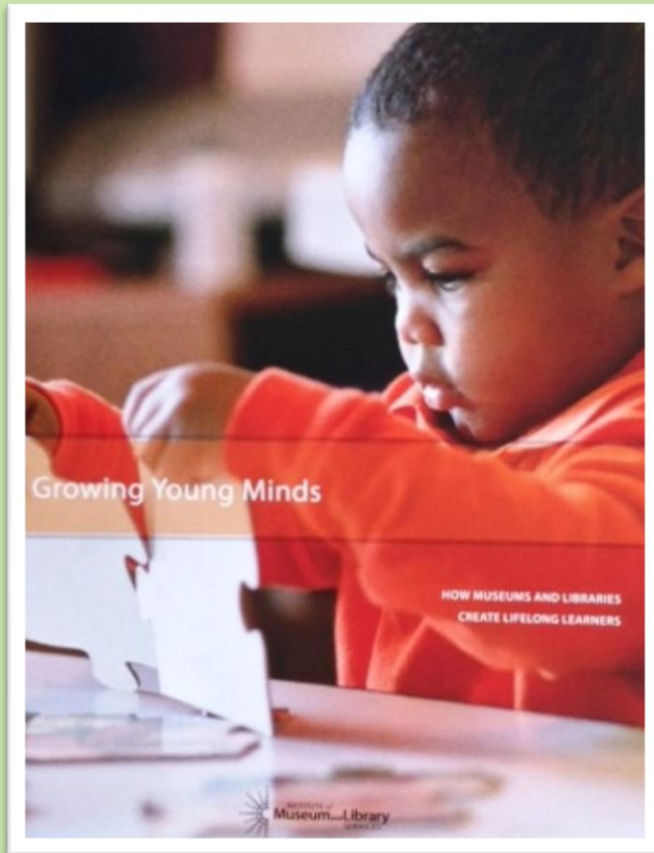
“Cute!”

“Looks like fun!”

“The kids must love you.”

Play is an essential experience that builds vocabulary and manual dexterity, both critical skills for learning to read.

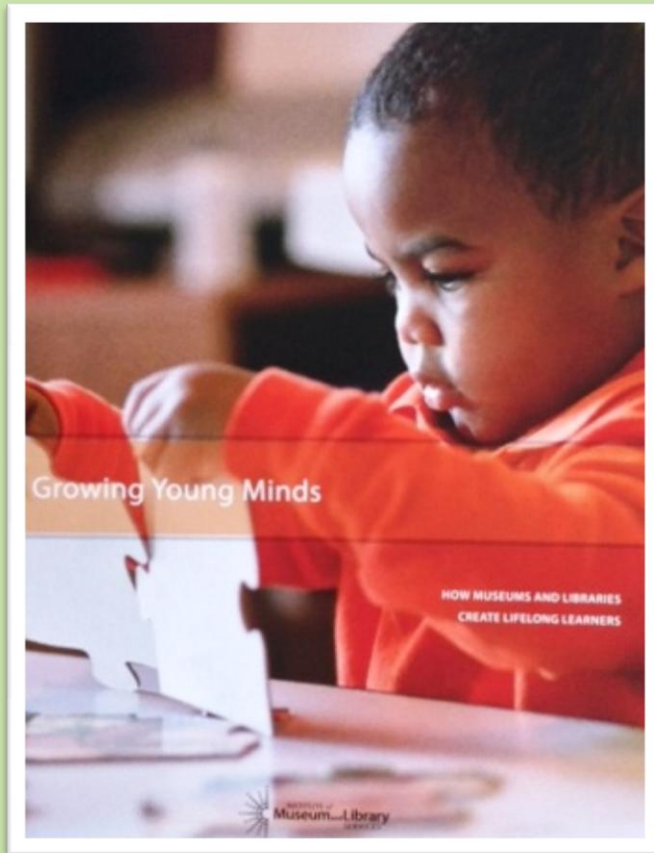
Why Is Early Literacy Important?



“Too many children are starting school without the language, cognitive, social, and emotional tools needed to succeed.”

“Children who start behind will stay behind and in many cases continue to lose ground.”

Why Is Early Literacy Important?



“Libraries and museums are trusted, welcoming places.”

“The type of learning that occurs in these institutions—self-directed, experiential, content-rich—promotes executive function skills that can shape a child’s success in school and life.”

Early Literacy Research and Inspiration

Located on the
Growing
Wisconsin
Readers website
under
“Resources for
Librarians “

Early Literacy Research and Inspiration

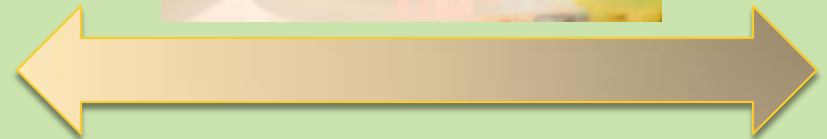
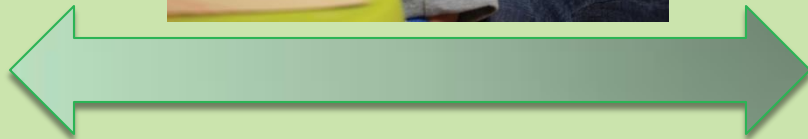
- [Wisconsin Model Early Learning Standards](#) (featured in Growing Wisconsin Readers materials)
- [Growing Young Minds: How Museums and Libraries Create Lifelong Learners \(IMLS\)](#)
- [Books Build Better Brains](#) by [Vandana Navsaria](#)
- The [Lead for Literacy](#) initiative from Harvard University is a series of one-page memos written for leaders dedicated to children's literacy development. Each memo revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.
- [Read, Play, Grow!: Enhancing Early Literacy at Brooklyn Public Library](#)
- [The Preschool Literacy And You \(PLAY\) Room](#) (from Badgerlink)
- [Expanding On Early Literacy](#) (from Badgerlink)
- [The Evolution Of Early Literacy: A History Of Best Practices In Storytimes](#) (from Badgerlink)
- [24 Hours In The Children's Section: An Observational Study At The Public Library](#) (from Badgerlink)

Audience and Users

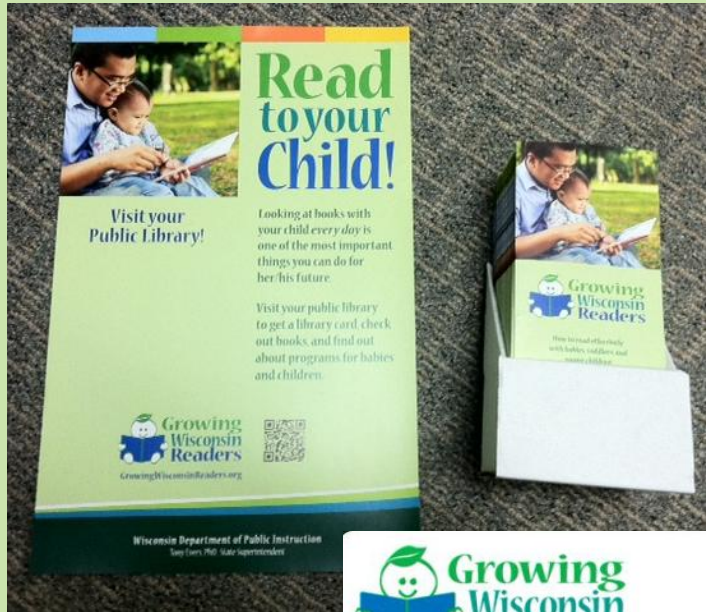
Caregivers of children ages 0-6



Early literacy advocates



Parts & Pieces



- Workshops
- Mini-grants
- Competitive grants
- Symposium



How to read effectively with babies, toddlers, and young children

[Home](#) • [Baby](#) • [Toddler](#) • [Preschool](#) • [School](#) • [Librarians](#) • [About](#)

Believe it or not,
learning to read
begins at birth

Everyone wants to do the best for their baby. Looking at books with your child every day is one of the most important things you can do



Why Growing Wisconsin Readers?

Fostering effective reading experiences

Supporting community-specific efforts

Developing literate lifelong learners

Utilizing public library resources



Universal recognition





Questions?

The Development of Growing Wisconsin Readers

"I Just Want My Box"



- Context builds ownership
- Individual ownership
- Shared ownership

The Sprouting of an Idea

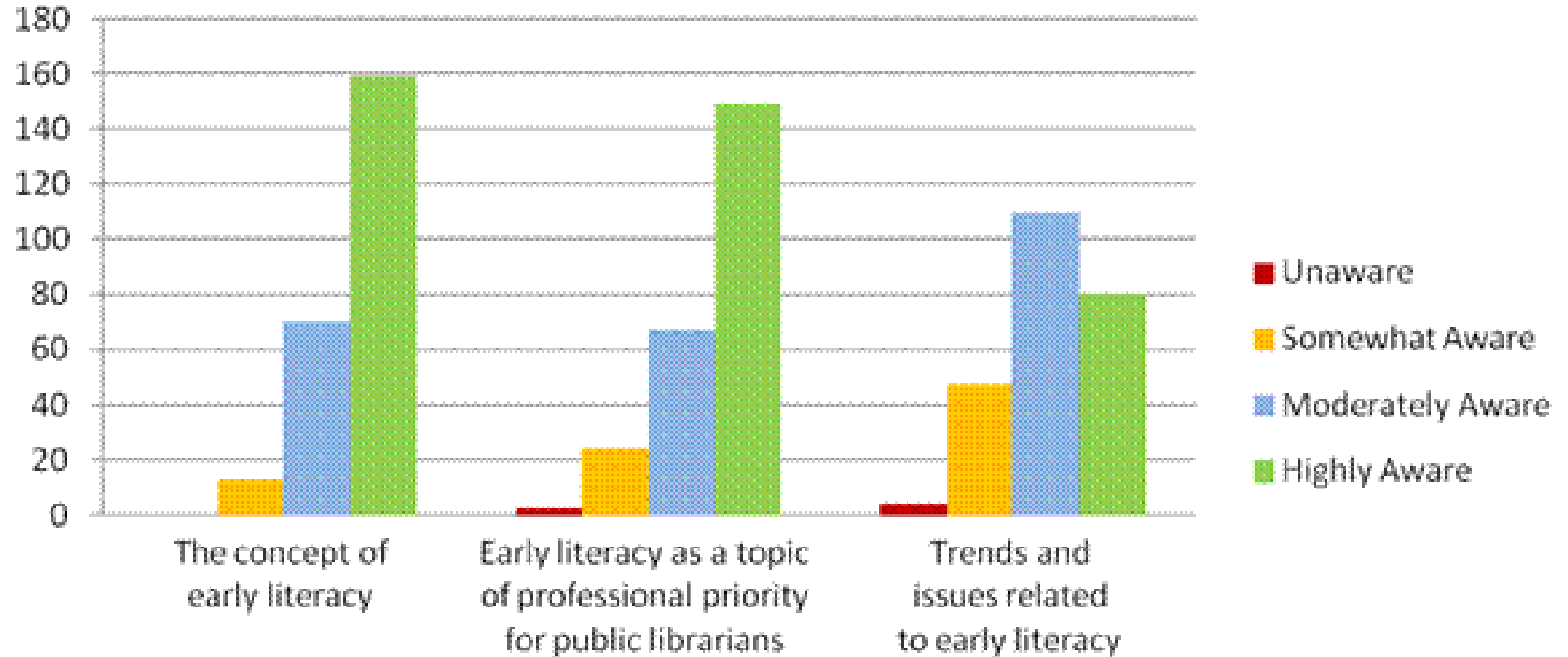


Early Literacy Survey

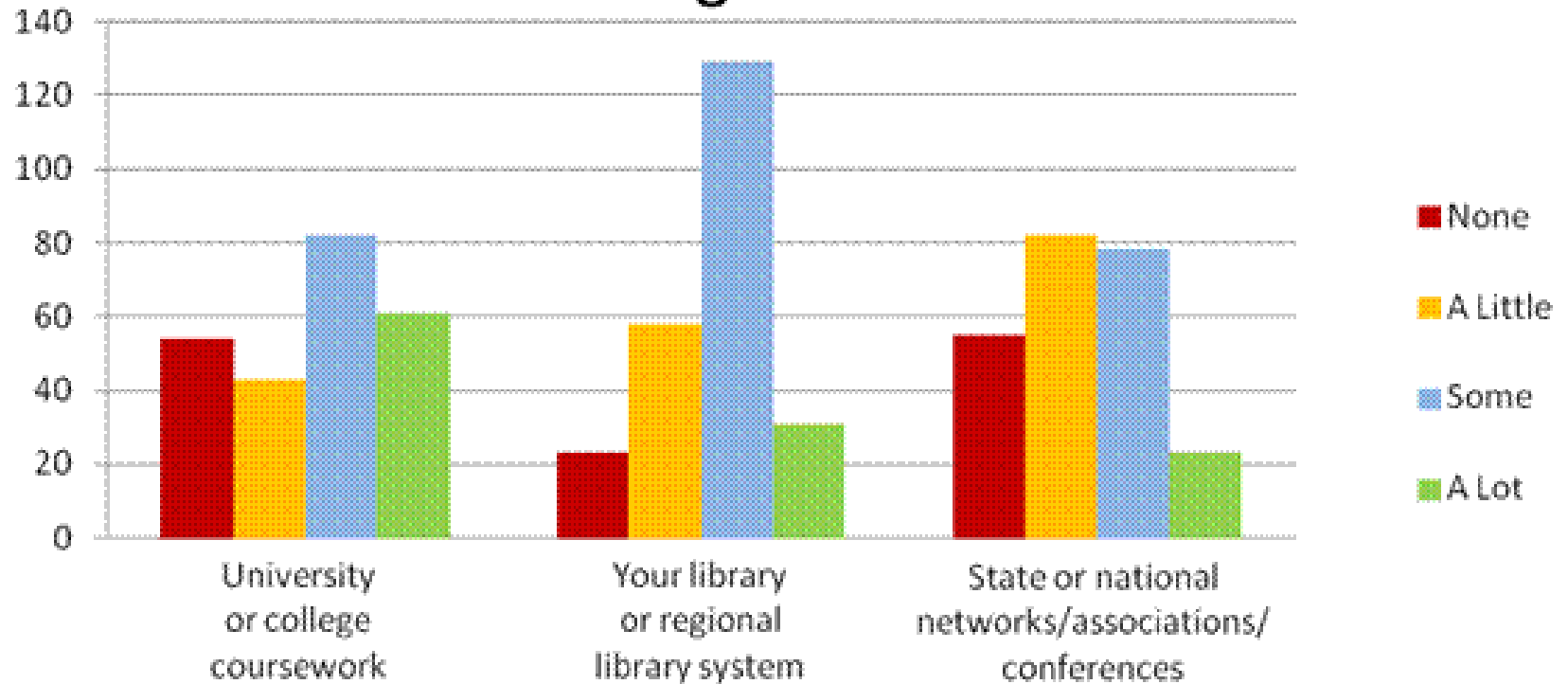
- April 2013/April 2014
- 242 (40.5%) participants
- 7 questions
 - Awareness
 - Training
 - Audience
 - Programs
 - Spaces
 - Services
 - Resources



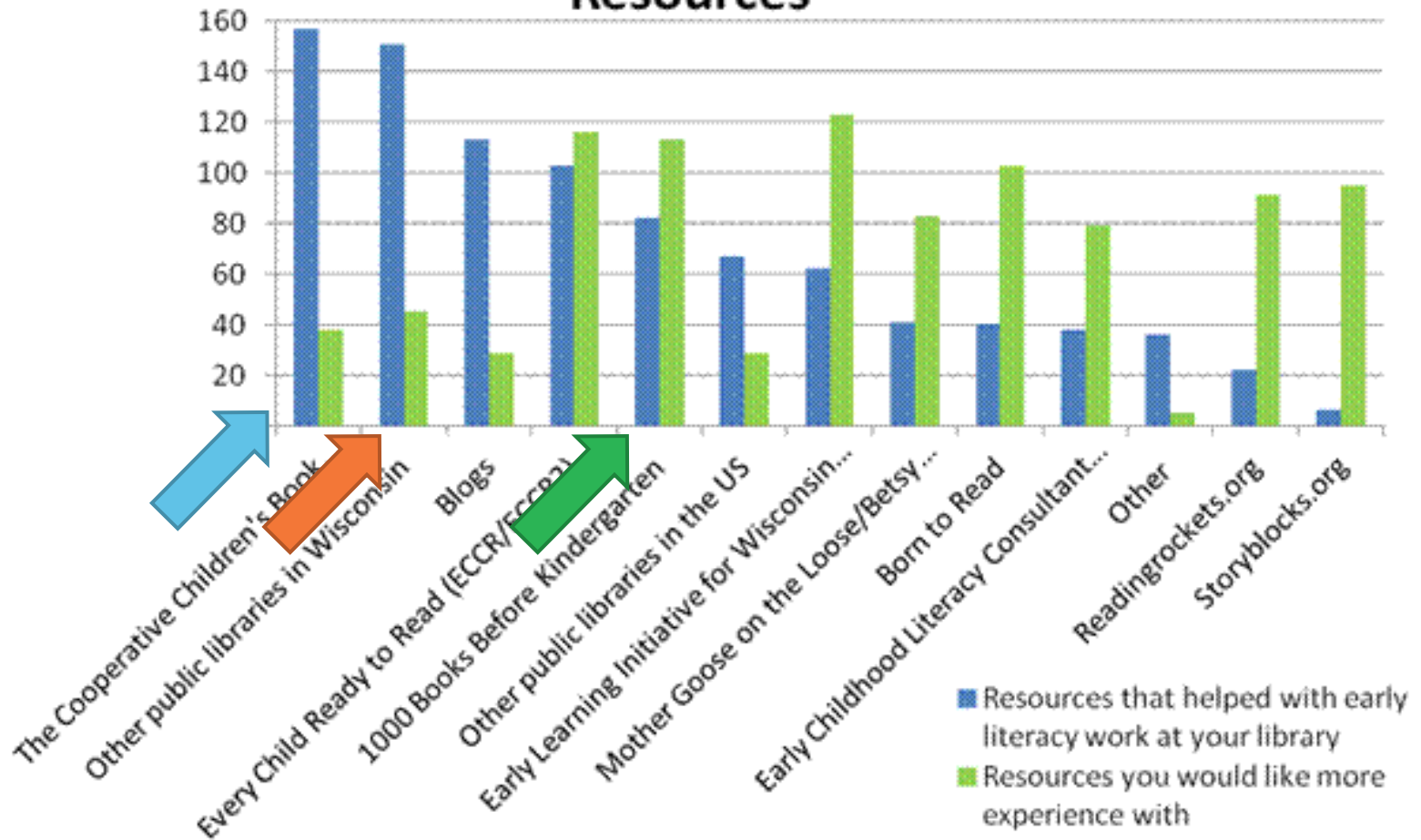
Awareness



Training or Instruction



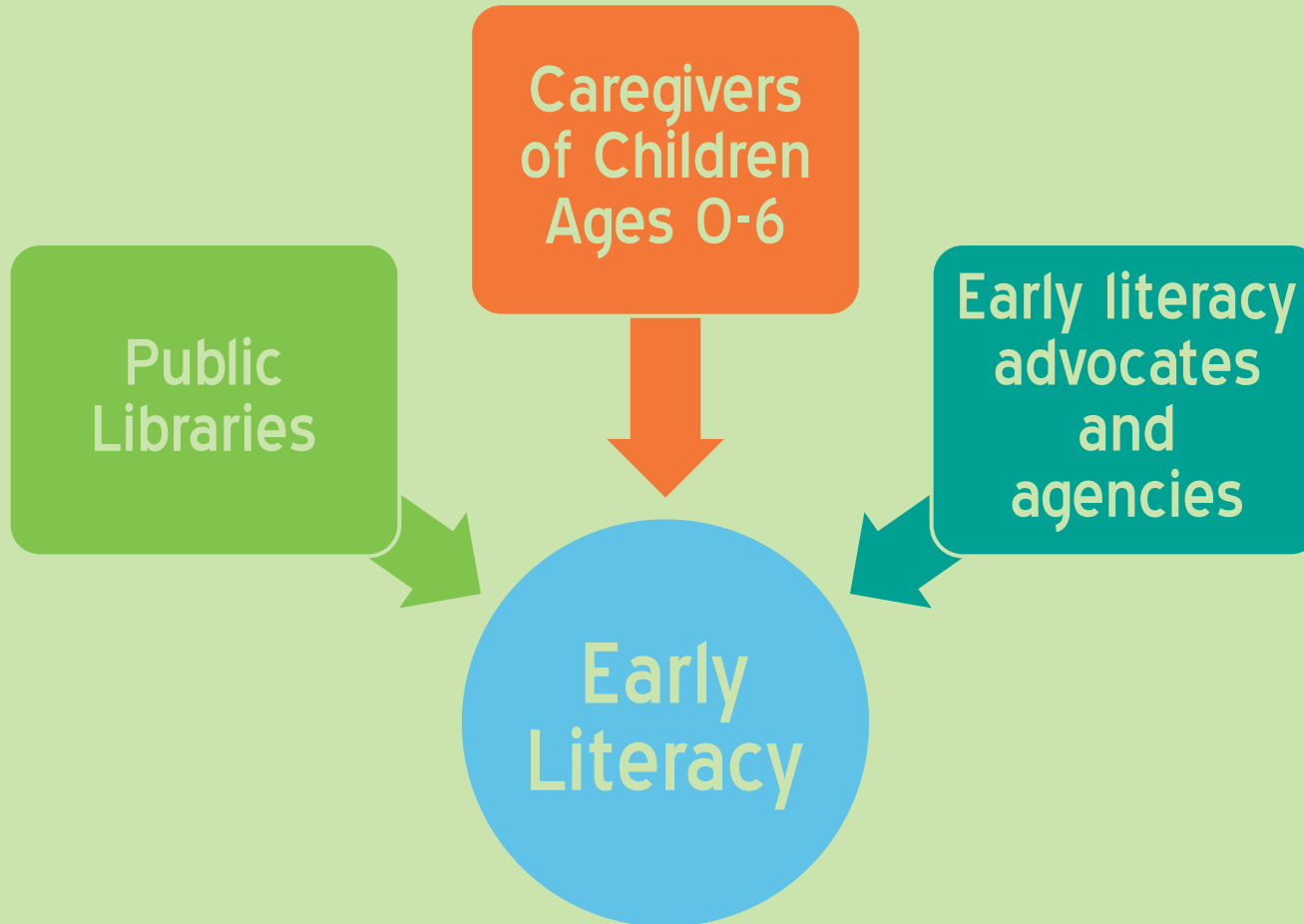
Resources



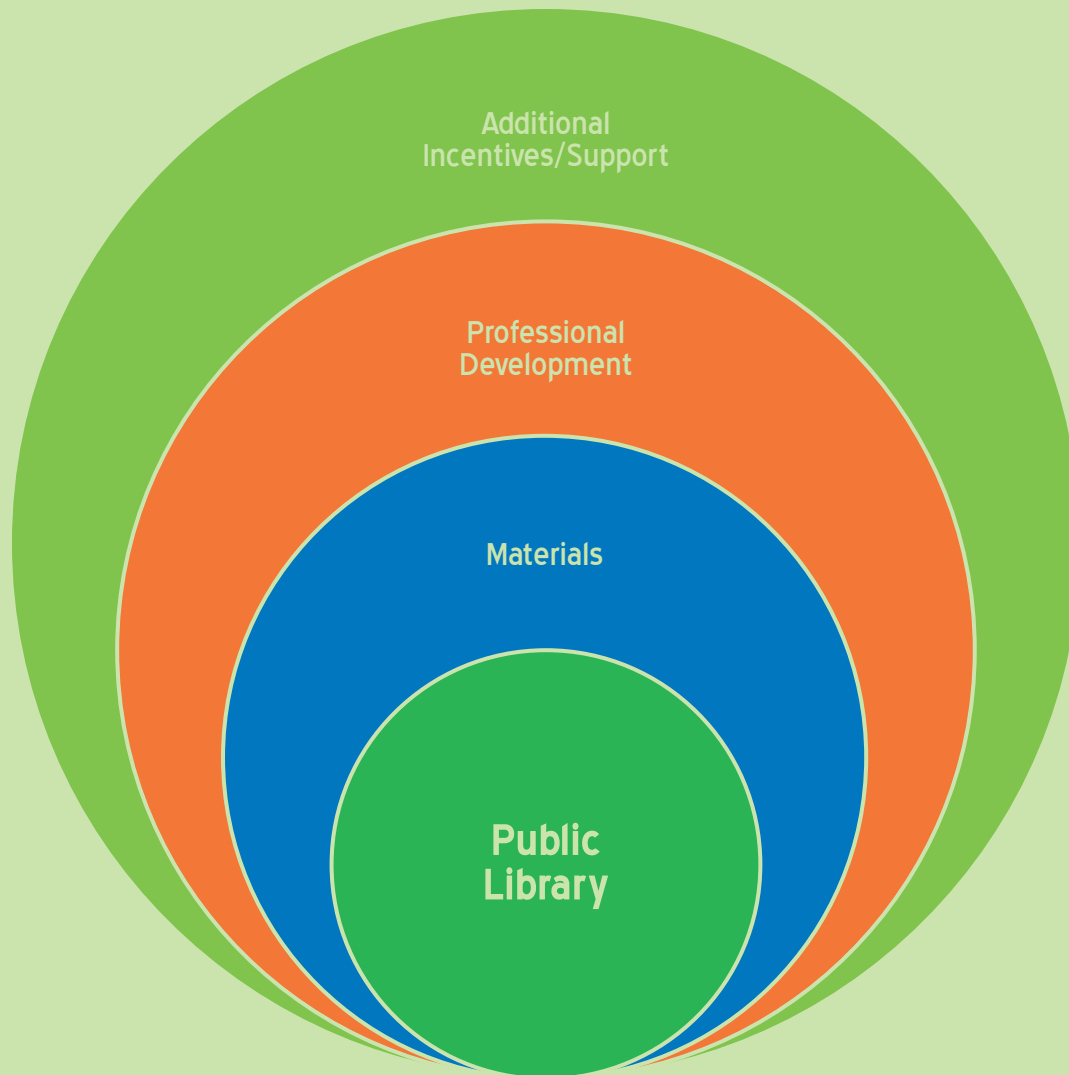
Filling a Need

- Flexible and customizable
 - ▣ Complementing library and community efforts
- Supportive
 - ▣ Various levels and modes of training
- High-quality and sustainable
 - ▣ Usable on multiple levels and for an extended period of time

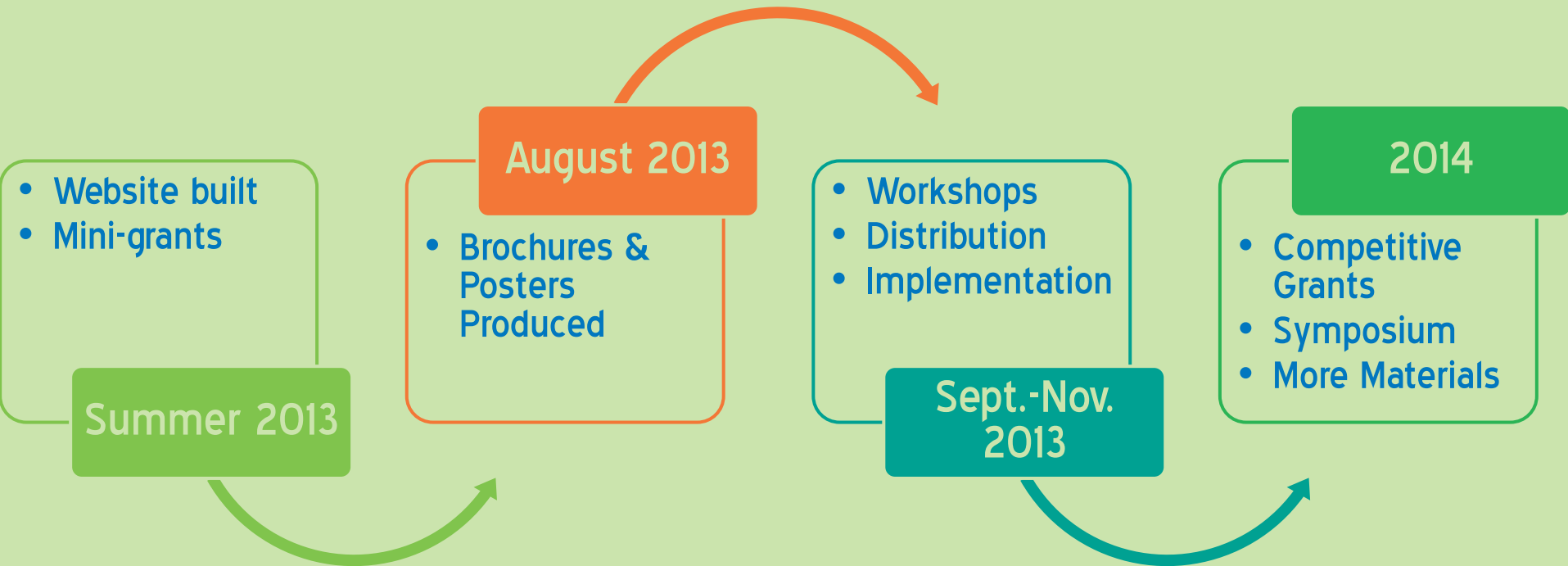
Mutual Interest



Levels of Support for Public Libraries

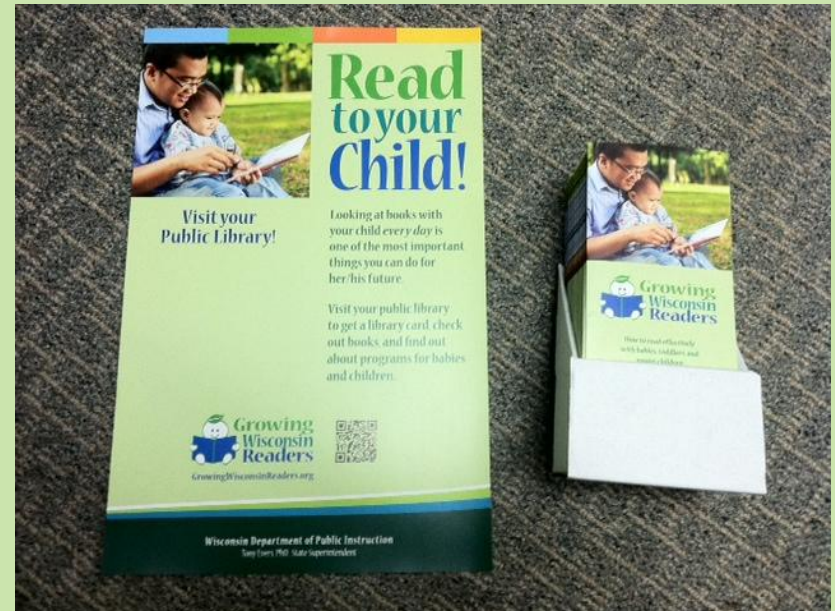


Growth Chart



Brochure & Poster Design

- ❑ Visual appeal and connection
- ❑ Lifestyles of caregivers
- ❑ Print and online access
- ❑ Integration with website
- ❑ Customizable
- ❑ Multiple languages (coming soon)
- ❑ Distribution to libraries via library systems
- ❑ Distribution by libraries to community locales



Believe it or not, learning to read begins at birth

Everyone wants to do the best for their baby. Looking at books with your child every day is one of the most important things you can do for her/his future. Sharing books together strengthens your child's foundation for learning. Pointing at pictures in a book, saying rhymes, singing songs, writing words, and playing together makes your child more ready for school. Your baby's ability to learn grows from interacting with you, not a screen or educational toy. Plant the seed for lifelong learning by growing a reading relationship with your baby.



Reading with your little one

There are lots of ways to read with your child. Reading can happen at bedtime, on the bus, while you are waiting for an appointment, or after a meal. Any time you have a book to read and a place to sit is a good time to look at books together. Parents, grandparents, siblings, and caring adults are all important readers for young children. Sit close with your child—in your lap, side by side, on a chair, or in bed. Point at the pictures and ask questions. Take time to listen to your child's responses. Read favorite books over and over and find new books at the library.

Using your public library

Everyone is welcome at the public library. You can read books at the library and enjoy free storytime programs for babies and young children. Getting a library card is free for you and your child. Many libraries have play areas and activities for little learners. Ask your librarian for help finding books for your young child.

Visit GrowingWisconsinReaders.org for more information about reading and libraries.



Growing Wisconsin Readers

Visit your public library to get a library card, check out books, and find out about programs for babies and children.



Find more books, tips, and facts at
GrowingWisconsinReaders.org



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With support from:
The Cooperative Children's Book Center
Reach Out and Read/Wisconsin
Wisconsin Chapter of the American Academy of Pediatrics
Wisconsin Model Early Learning Standards

This project is made possible by a grant from the
U.S. Institute of Museum and Library Services

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How to read effectively
with babies, toddlers and
young children

GrowingWisconsinReaders.org

Babies (0-18 months)

At This Age

Babies enjoy and respond to repeated sounds, words, and rhymes. Babies love to imitate sounds they hear and can explore and enjoy books with their eyes, ears, and mouth. As your baby grows, she/he will point to and name pictures in a book when asked.

Reading Together

Babies recognize the faces and voices of those who are familiar to them and will begin to connect books with people she/he loves most. Make time to read every day—even for just a few minutes at a time.

Borrow or buy books that have colorful pictures and some words that relate to the pictures; for example pictures of animals with words telling what the animal says. Model for your baby how to hold and use books properly.



A Few Authors to Enjoy

- Eric Carle
- Lucy Cousins
- Denise Fleming
- Bill Martin, Jr.
- Leslie Patricelli

The Big Picture

Like a garden that is ready to be planted, the brain of your baby is ready to learn. At this age, your baby needs to learn from you how to communicate (speak, look, listen). Talk, sing, and read to your baby. Even if it seems that your infant is not paying attention, he or she is learning how to use language from the best teacher—YOU!

Toddlers (1-3 years old)

At This Age

Toddlers enjoy words in rhymes and songs. Your toddler might ask for and join in saying favorite rhymes and songs that repeat sounds and words, like "Twinkle Twinkle Little Star." Toddlers explore, repeat, and imitate alphabet-related songs and games. They understand that words in the book carry a message. Your toddler will begin to use writing tools to make marks.

Reading Together

Toddlers have short attention spans, so it's okay if your little one doesn't read the whole book; some storytime is better than no storytime. While you read, point to familiar words and pictures on the page. Your child will begin to understand that words can be put together to tell the story and hold the message. Invite your toddler to hold the book and/or turn pages as you read. Ask your child open-ended questions, such as, "Why do you think this happened?"

A Few Authors to Enjoy

- Alma Flor Ada
- Byron Barton
- Donald Crews
- Helen Oxenbury
- Rosemary Wells

The Big Picture

Like a plant that is taking root in the soil, your toddler is learning about the world around her/him, even if you can't quite easily observe all she/he knows. Your toddler's brain needs to experiment with how things look, feel, sound, smell, and taste. Understanding colors, letters, numbers, animals, and opposites gets your child ready for school. Reading favorite books again and again helps build important brain connections.



Preschool Age (3-5 years old)

At This Age

Your child will ask you to read her/him a story in a book. Preschool-age children begin to recognize and match sounds and rhymes in familiar words. Your child will be able to tell the difference between letters and other symbols. Introduce your child to letters and their sounds in familiar words, especially in her/his own name.

Reading Together

When reading a rhyming book to a child, emphasize rhymes, such as "fat cat." Say and point to letters in books, on puzzles or toys, and on your child's clothing. When looking at a picture book, point to the word under the picture and ask the child, "What do you think this word says?" Praise your child for her/his attention to letters, words, and sounds.

A Few Authors to Enjoy

- Lois Ehlert
- Kevin Henkes
- Keiko Kasza
- Laura Vaccaro Saecker
- Mo Willems

The Big Picture

Your child sprouts as a learner when she/he understands that letters and pictures are symbols that tell stories. Your preschool-age child's brain is beginning to understand basic time concepts, so picture books in which something happens over time are really enjoyable. Just as a new plant needs sunlight and water to grow, your little one needs to read many stories with you so that she/he is ready to learn how to read.



School Age (5-6 years old)

At This Age

School-age children recognize and make rhyming words. She/he knows single sounds and combinations of sounds. Your child understands that books have characters, an order of events, and story plots. She/he writes recognizable letters and begins to write her/his own name and a few words.

Reading Together

Read poetry and rhyming books to your child on a regular basis. Together with your child, enjoy chants, songs, and finger plays involving rhyming and sound substitutions. Encourage your child to tell the story by saying, "What happened in the beginning of the story? What happened next? And what happened at the end of the story?"

A Few Authors to Enjoy

- Bob Graham
- Yumi Heo
- Jerry Pinkney
- Lynn Reiser
- Carmen Tafolla

The Big Picture

Just as young plants begin to sprout and flowers as they get taller, your child's potential will blossom at school. You are still your child's most important teacher, and she/he needs to hear stories and encouragement from you. The routine of reading together every day protects your child from stress and helps her/him grow into a strong, independent reader.





Read to your Child!

Visit your
Public Library!

Join us for:

Book Babies
9:00am Mondays

Appleton
Public Library

Looking at books with
your child *every day* is
one of the most important
things you can do for
her/his future.

Visit your public library
to get a library card, check
out books, and find out
about programs for babies
and children.



Website Design

- Easy URL
- Mobile-friendly
- Responsive design
- Additional content
 - ▣ Text
 - ▣ Multimedia
- English, Spanish, Hmong
- Resources for librarians
- Future possibilities





How to read effectively with babies, toddlers, and young children

[Home](#) • [Baby](#) • [Toddler](#) • [Preschool](#) • [School](#) • [Librarians](#) • [About](#)

Believe it or not, learning to read begins at birth

Everyone wants to do the best for their baby. Looking at books with your child every day is one of the most important things you can do for her/his future. Sharing books together strengthens your child's foundation for learning. Pointing at pictures in a book, saying rhymes, singing songs, writing words, and playing together makes your child more ready for school. Your baby's ability to learn grows from interacting with you, not a screen or educational toy. Plant the seed for lifelong learning by growing a reading relationship with your baby.



Reading with your little one



There are lots of ways to read with your child. Reading can happen at bedtime, on the bus, while you are waiting for an appointment, or after a meal. Any time you have a book to read and a place to sit is a good



Preschool Age (3-5 years old)

At This Age

Your child will ask you to read her/him a story in a book. Preschool-age children begin to recognize and match sounds and rhymes in familiar words. Your child will be able to tell the difference between letters and other symbols. Introduce your child to letters and their sounds in familiar words, especially in her/his own name.



As a reader, your child will begin to hold books the right way and view one page at a time from the front to the back of the book and know that the book has a title, author, and illustrator. In time, she/he will understand the difference between letters, words, and sentences. Preschool-age children choose books to read that have some familiar words in it. Your child may pretend to read a favorite book in her/his own words to you or another child.

Reading Together

When reading a rhyming book to a child, emphasize rhymes, such as "fat cat." Say and point to letters in books, on puzzles or toys, and on your child's clothing. When looking at a picture book, point to the word under the picture and ask the child, "What do you think this word says?" Praise your child for her/his attention to letters, words, and sounds.



Edad preescolar (3 a 5 años)

En esta edad

Su niño le solicitará que le lea una historia de un libro. Los niños en edad preescolar comienzan a reconocer y relacionar los sonidos y las rimas de las palabras conocidas. Su hijo podrá establecer la diferencia entre las letras y otros símbolos. Presenta las letras y sus sonidos a su hijo dentro de palabras conocidas, en especial en su propio nombre.



Como lector, su hijo comenzará a sostener libros de la manera adecuada y a ver una página a la vez desde el principio hasta el final del libro, y sabrá que el libro tiene título, autor e ilustrador. Con el tiempo, este comprenderá la diferencia entre las letras, las palabras y las oraciones. Los niños en edad preescolar eligen libros que tienen algunas palabras conocidas a la hora de leer. Es posible que su hijo simule que lee su libro favorito usando sus propias palabras a usted o a otro niño.

Lectura compartida

Cuando lea un libro con rimas a un niño, haga énfasis en las rimas, tales como "león gordinflón". Diga y señale las letras en libros, rompecabezas o juguetes, y en la ropa del niño. Al observar un libro de imágenes, señale la palabra debajo de la imagen y pregúntele al



[Hauv Tsev](#) • [Me Nyuam Mos Liab](#) • [Me Nyuam Mos](#) • [Me Nyuam Pib Kawm Ntawv](#) • [Tsev Kawm Ntawv](#) • [Cov Kws Ua Hauj Lwm Hauv Tsev Qiv Ntawv Saib](#) • [Hais Txog](#)

Hnub Nyooq Pib Kawm Ntawv

(3-4 xyoos)

Thaum Muaj Hnub Nyooq Li No

Koj tus me nyuam yuav kom koj nyeem ib zaj dab neeg hauv phau ntawv rau nws. Cov me nyuam muaj hnub nyooq pib kawm ntawv pib nco tau thiab muab cov suab thiab lus sib dhos los tso ua ke nrog cov lus uas muaj ntsis zoo ib yam. Koj tus me nyuam yuav qhia tau qhov txawv ntawm cov tsiaj ntawv thiab lwm cov cim. Qhia cov tsiaj ntawv rau koj tus me nyuam thiab lawv cov suab ua cov lus uas nws paub, tshwj xeeb yog nws lub npe.



Ua ib tug neeg nyeem ntawv, koj tus me nyuam yuav pib tuav cov phau ntawv kom yog thiab saib ib nplooj zaj zus ntawm hauv ntej mus rau sab nraum qab thiab paub tias muaj ib lub npe rau phau ntawv, tus kws sau, thiab tus kws kos duab. Tsis ntev, nws yuav nkag siab txog qhov txawv ntawm cov tsiaj ntawv, cov lus, thiab cov sob lus. Cov me nyuam uas muaj hnub nyooq kawm ntawv xaiv cov phau ntawv nyeem uas muaj cov lus muaj ntsis zoo ib yam rau hauv. Tej zaum koj tus me nyuam yuav ua txuj nyeem ib phau ntawv uas nws nyiam heev uas nws ua nws lus hais rau koj los yog rau lwm tus me nyuam.

Authors to Enjoy

- [Kate Banks](#)
- [Nina Crews](#)
- [Lois Ehlert](#)
- [Bob Graham](#)
- [Kevin Henkes](#)
- [Yumi Heo](#)
- [Pat Hutchins](#)
- [Angela Johnson](#)
- [Keiko Kasza](#)
- [Grace Lin](#)
- [Pat Mora](#)
- [Jerry Pinkney](#)
- [Lynn Reiser](#)
- [Laura Vaccaro Seeger](#)
- [Carmen Tafolla](#)
- [Vera B. Williams](#)
- [Mo Willems](#)
- [Jacqueline Woodson](#)



[Listen to Lois Ehlert read Moon Rope / Un lazo a la luna at TeachingBooks.net.](#)

The Big Picture

Your child sprouts as a learner when she/he understands that letters and pictures are symbols that tell stories. Your preschool-age child's brain is beginning to understand basic time concepts, so picture books in which something happens over time are really enjoyable. Just as a new plant needs sunlight and water to grow, your little one needs to read many stories with you so that she/he is ready to learn how to read.

[Home](#) • [Baby](#) • [Toddler](#) • [Preschool](#) • [School](#) • [Librarians](#) • [About](#)



Resources for Librarians

[Brochures and posters](#)

[Promoting Growing Wisconsin Readers](#)

[Early Literacy research and inspiration](#)

[Working with caregivers](#) (parents, grandparents, providers)

[Connecting with childcare providers](#)

[Literacy Connections in Your Community](#)

[1000 Books Before Kindergarten](#)

[Early literacy activity areas](#)



Brochures and posters

- Wisconsin public libraries will have an opportunity to order additional Growing Wisconsin Readers materials in English, Spanish, and Hmong in late 2013/early 2014. Contact your system's youth services liaison for more information.
- The brochure in English is available to download as a PDF file. The brochure is a non-standard size; a copy shop should be able to make copies for you at your own expense. (for Web) (for

Get directions

My places



Save to My Places

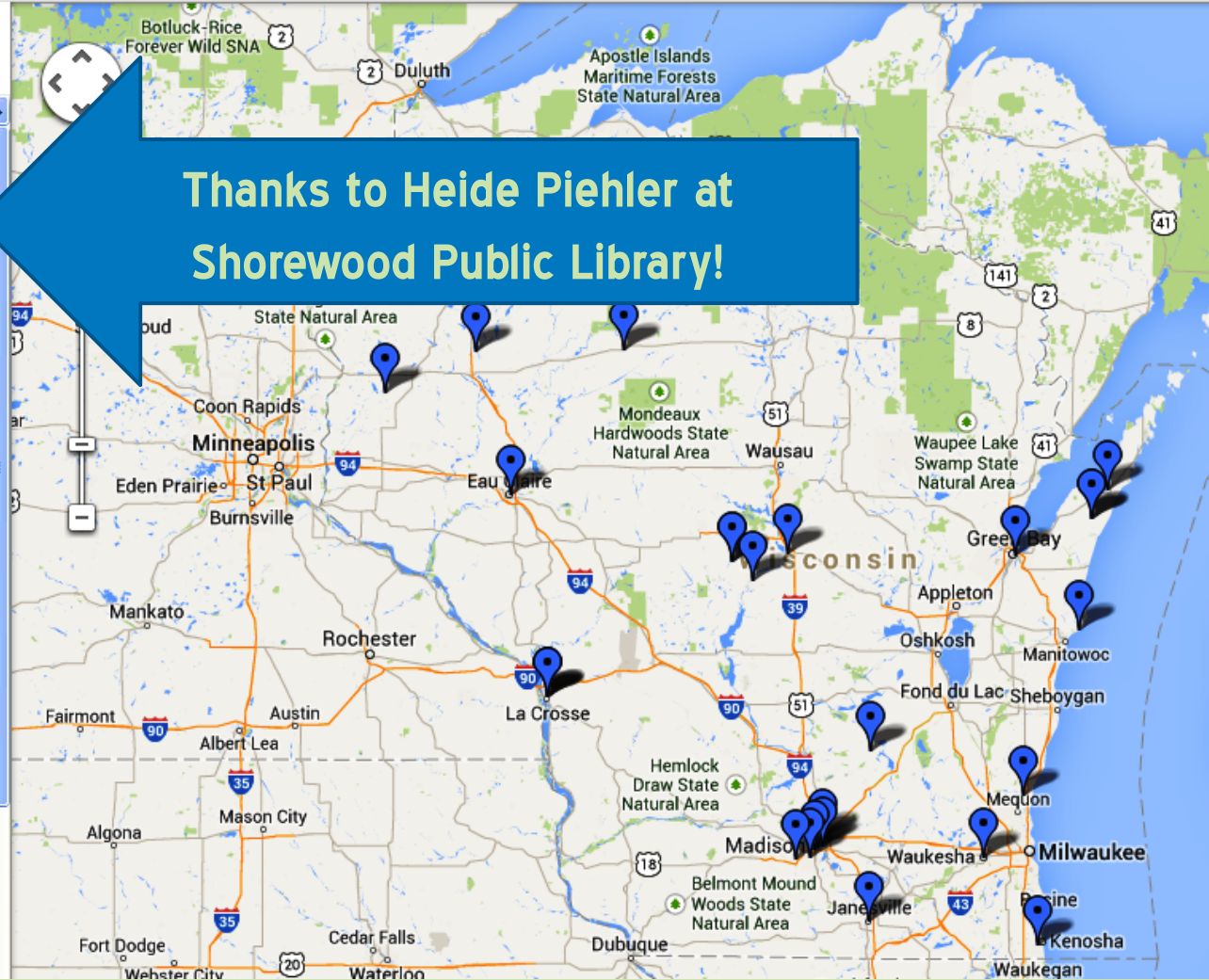
EARLY LITERACY ACTIVITY SPACES IN WISCONSIN PUBLIC LIBRARIES

a map of Wisconsin Public Libraries offering early literacy activity areas, spaces, or environments.

Public · 2 Collaborators · 121 views
Created on Jun 6 · By Shorewood · Updated Jul 8
[Rate this map](#) · [Write a comment](#) · [KML](#)

- La Crosse Public Library
- La Crosse Public Library
- L.E. Phillips Memorial Public Library
- Monona Public Library
- Waukesha Public Library
- Lester Public Library
- Fitchburg Public Library
- Madison Public Library: Goodman South Madison Bran
- Door County Library, Forestville
- USS Liberty Memorial Public
- McMillan Memorial Library
- Amery Area Public Library

Thanks to Heide Piehler at Shorewood Public Library!



Save to My Places

1000 Books Before Kindergarten

The Bremen Public Library in Indiana offered the first 1000 Books Before Kindergarten program, created from inspiration found in Mem Fox's book, Reading Magic. It has spread from there...

Public · 2 Collaborators · 349 views
Created on Jan 11 · By Kathleen · Updated yesterday
Rate this map · Write a comment · KML

- La Crosse Public Library
- Wells County Public Library
- USS Liberty Memorial Public
- Montello Public Library
- Jay County Public Library
- Goshen Public Library
- Hamilton East Public Library
- Little Chute Public Library
- Kimberly Village Public Library
- Westlake Porter Public Library
- Noah Webster Library
- Grayslake Area Public Library





The Growing Wisconsin Readers name and logo are important assets. The Public Library Development Team at the Department of Public Instruction wants to share these assets with Wisconsin public librarians and early literacy advocates so they can promote the Growing Wisconsin Readers initiative.

Permitted uses of the Growing Wisconsin Readers name and images

The Print Logo (with URL)

- Use on printed promotional materials for early literacy programs; e.g., fliers and posters.
- Use for print materials for programming activities; e.g., bibliographies, schedules, take home activities, reading certificates, and reading records; e.g., 1000 Books Before Kindergarten.

The Web Logo (without URL)

- Use on webpages, social media sites, professional media sites, and electronic discussion listservs as a hyperlink to www.growingwisconsinreaders.org.

The QR Code

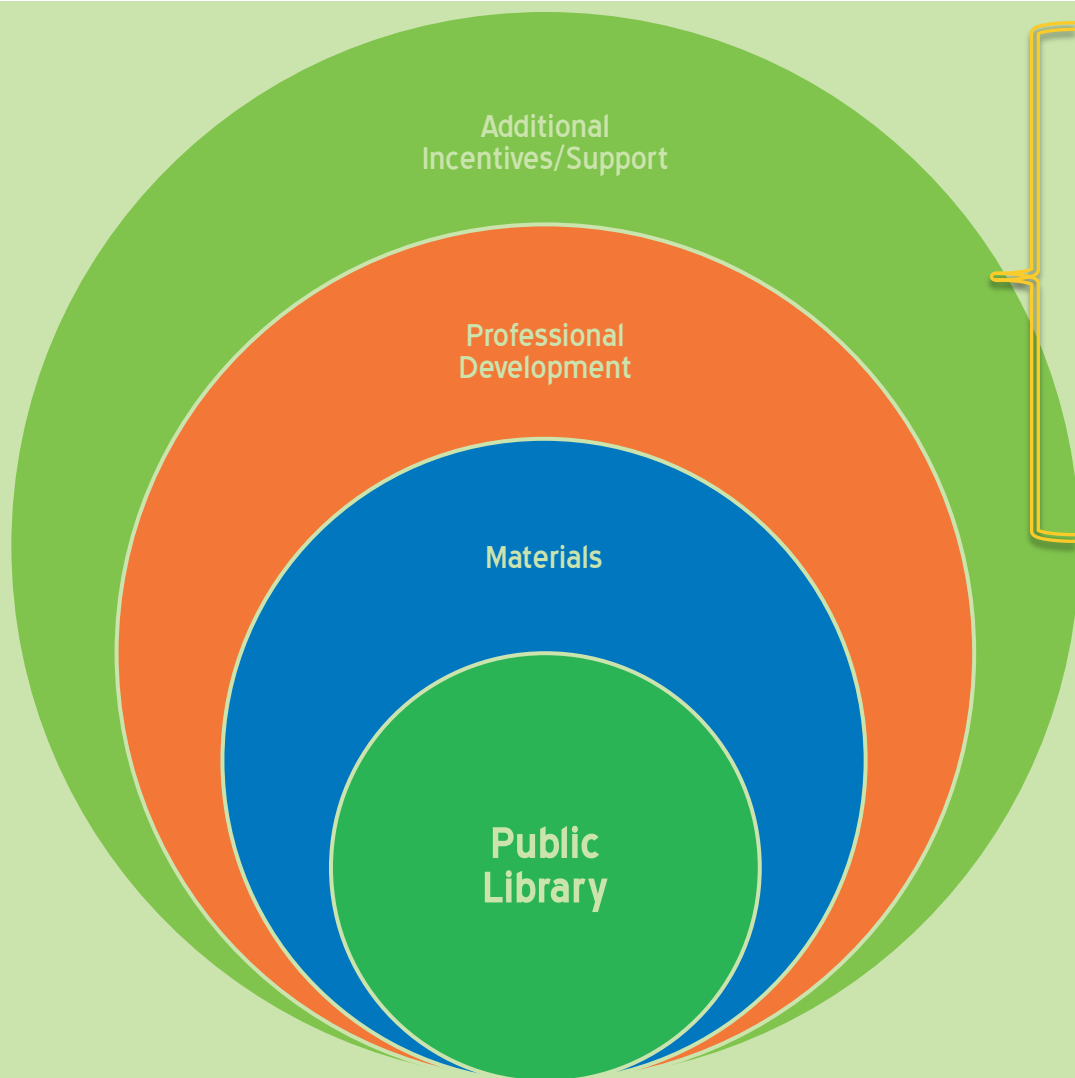
- Use on printed promotional materials for early literacy programs; e.g., fliers and posters.
- Use for print materials for programming activities; e.g., bibliographies, schedules, take home activities, reading certificates, and reading records; e.g., 1000 Books Before Kindergarten.
- Use on webpages, social media sites, professional media sites, and electronic discussion listservs.



Restricted/Prohibited Uses of the Growing Wisconsin Readers name and images

- No alteration other than changing the size of the print logo, web logo, or QR code is permitted.

Other Features



- Workshops
- Symposium
- Webinar
- Mini-grants
- Competitive grants

Workshops



- ❑ Organized by system youth services liaisons
- ❑ Sept.-Nov. 2013
- ❑ GWR presentation plus regional offerings
- ❑ Audience of librarians and early literacy advocates
- ❑ LSTA grant funding

Symposium

- Friday, March 21, 2014
- Stevens Point, WI
- Free
- State and nationally recognized presenters/trainers
- Content
 - ▣ Dig deeper into early literacy concepts and issues
 - ▣ Six month review of Growing Wisconsin Readers initiative and implementation



Webinar



- Online later this fall
- Handouts
- Not a substitute for in-person learning opportunities

Mini-grants

- ❑ Streamlined application process (Summer 2013)
- ❑ Shelf-ready literacy projects
- ❑ 1-3 grants per library system
- ❑ 40 x \$250
- ❑ 1000 Books Before Kindergarten
- ❑ Early Literacy Activity Areas



Local Mini-grant Recipients

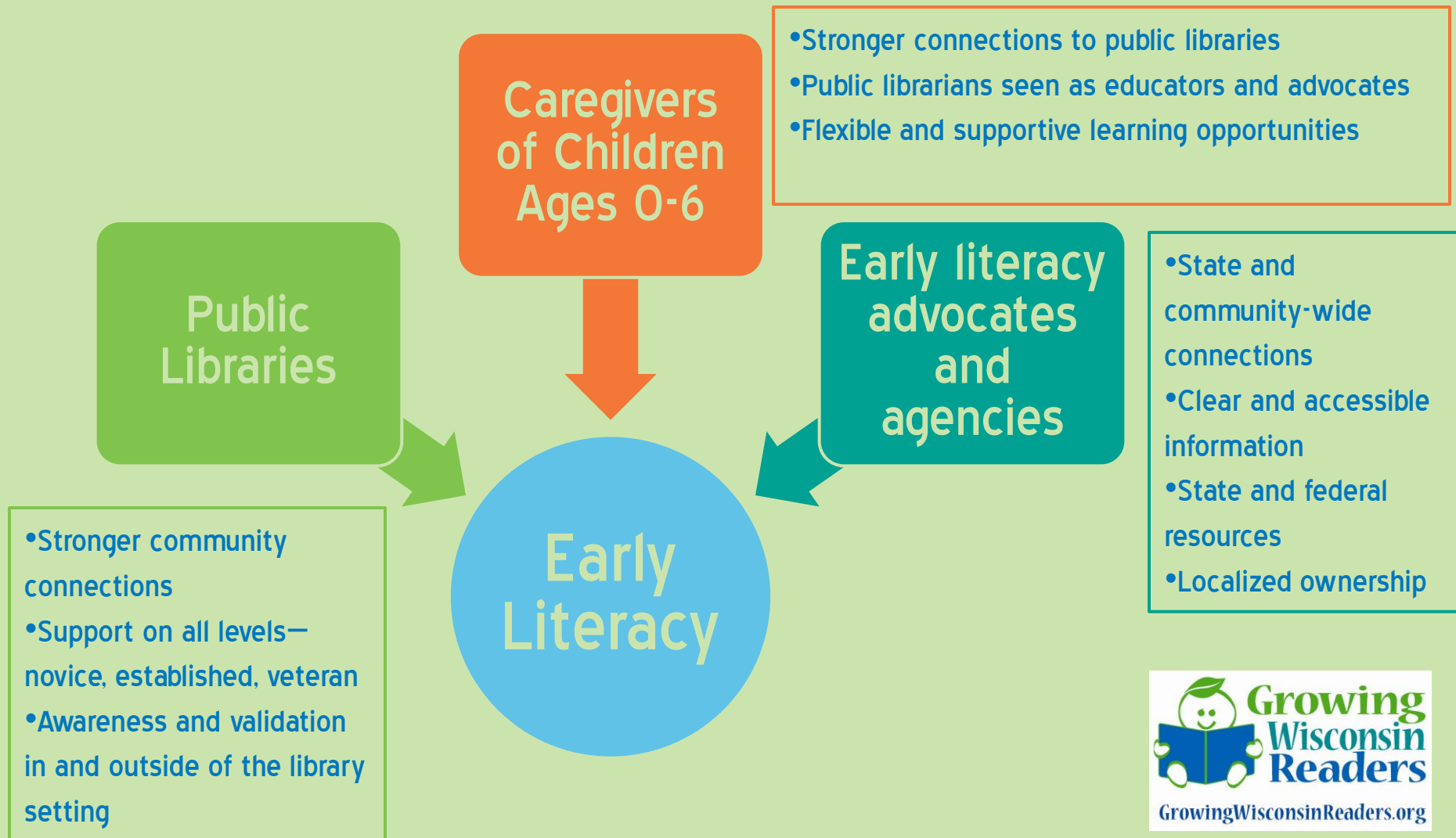
- ❑ Mariel Carter • Marinette County Consolidated Public Library Service (NFLS)
- ❑ Dale Cropper • Brown County Library (NFLS)
- ❑ Susan Grosshuesch • Kewaunee Public Library (NFLS)
- ❑ Ellen Connor • Sturm Public Library Service (OWLS)
- ❑ Meredith Miller • Scandinavia Public Library (OWLS)
- ❑ Julia Metcalf • Oxford Public Library (WLS)

2014 LSTA Competitive Grants

- ❑ 2014 LSTA grant cycle opened in June and closed in September
- ❑ System and public libraries could apply
- ❑ Special “Early Literacy” category
- ❑ Local collaboration required component
- ❑ 13 applications received
- ❑ 2015 LSTA grant category?



Design Implications





Questions?



Implementing Growing Wisconsin Readers

Assessing the Potential



How does this connect with what I'm already doing or what I might want to do?

What possibilities does Growing Wisconsin Readers offer?

What connections or resources might I tap?

Growing Wisconsin Readers Goals



- Primarily focused on **providing resources to caregivers** about how to read effectively with babies, toddlers, and young children
- Secondarily focused on **visibly showcasing ways in which public libraries support early literacy in communities** throughout Wisconsin

Making It Work For You

- Implementation for all levels
 - ▣ Novice
 - ▣ Established
 - ▣ Veteran
- Develop ownership



Distribution and Quantities



□ System distribution on/after regional workshop

□ Library quantity population dependent



Materials Distributed



“Now What?”



Materials

ages 0-6

- Fall and Winter 2013
- How
 - Letter of support
 - Scripts
 - System and member library support

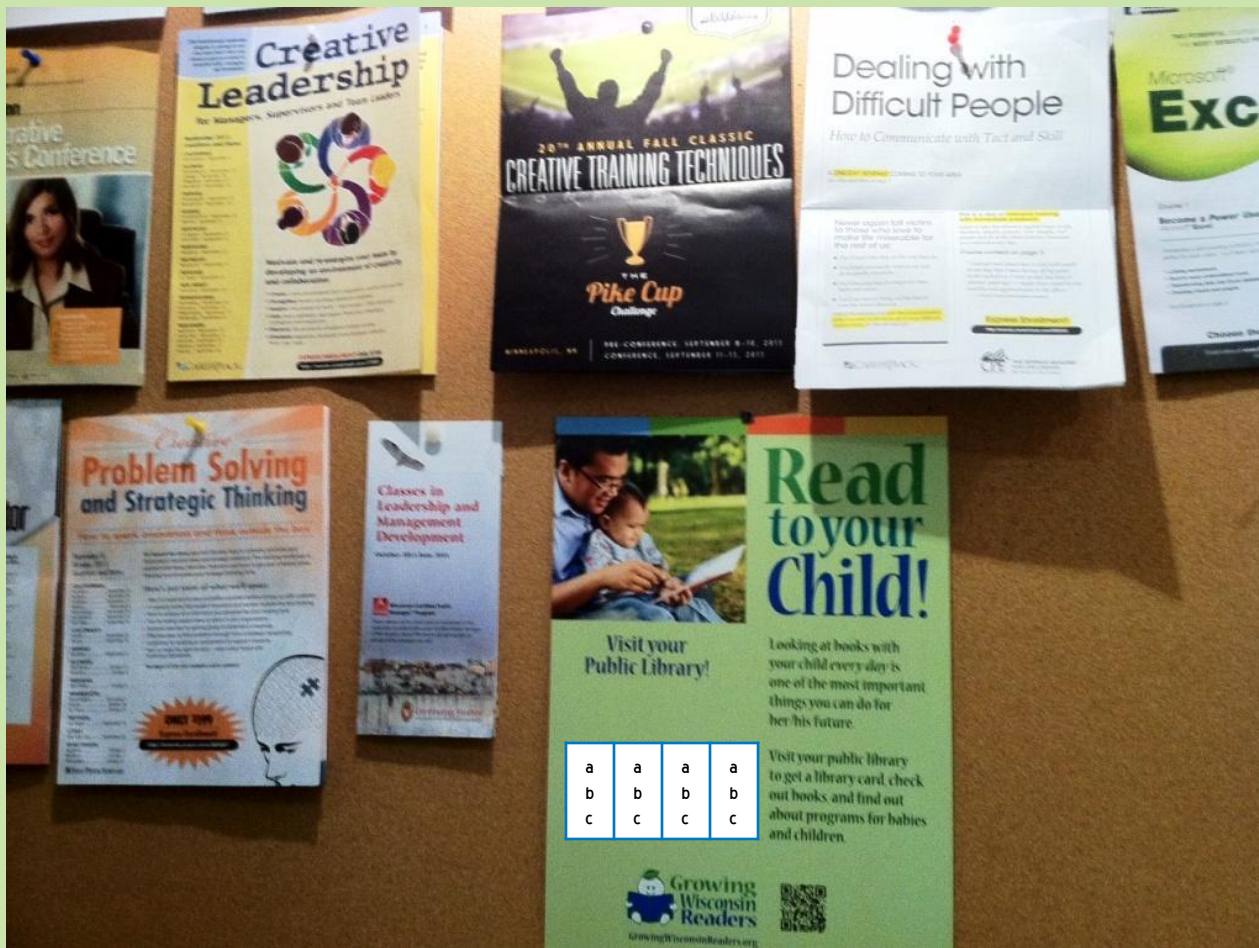
Examples of Locales



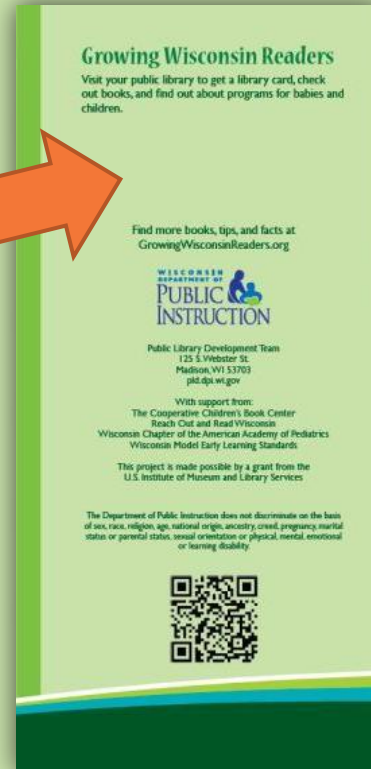
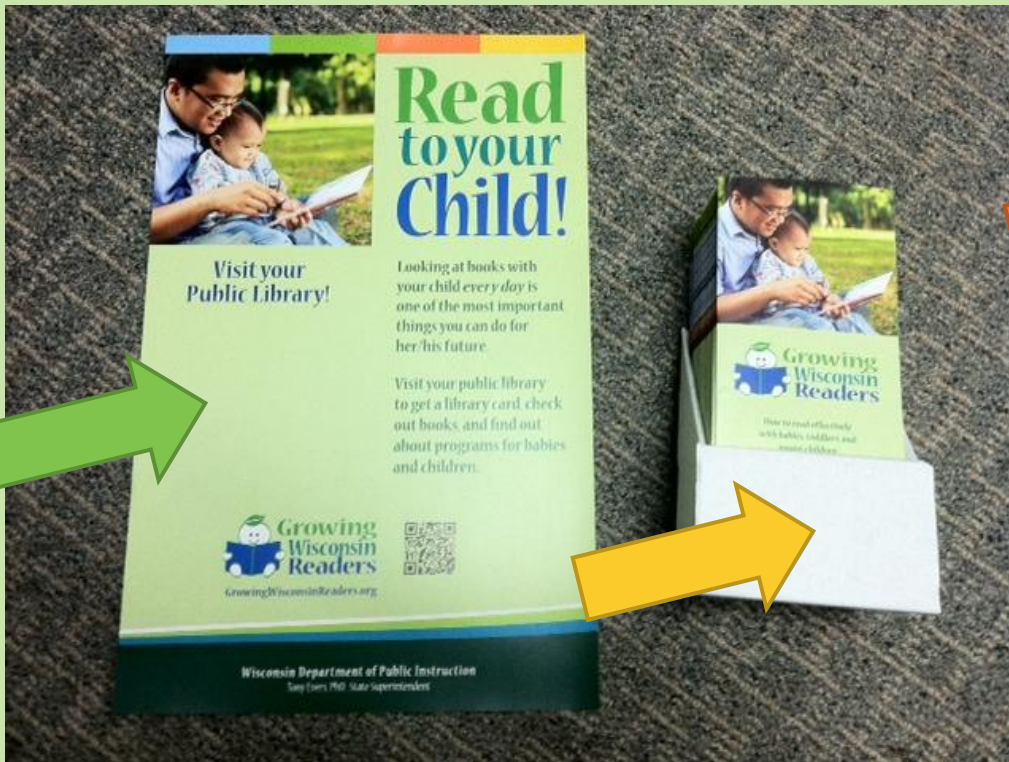
Brochures to Locales



Posters to Locales



Customize



Visibility

- ❑ Link/button on library website
- ❑ QR code to share at program
- ❑ Display of “Authors to Try”
- ❑ Feature in library newsletter
- ❑ Link to share on Facebook
- ❑ Something to tweet about
- ❑ Other ideas?



More Brochures and Posters?

- Limited quantity for now
- Libraries can share/produce independently (files online)
- Brochures available only through public libraries
 - ▣ Local connection
- Spanish and Hmong materials order in late 2013
 - ▣ Watch for message from System Youth Services Liaison
- Possibly more English materials depending on need

Recognition of Efforts

Wisconsin Youth Services

Showcase



A tree frog and baby snapping turtle were fascinating examples of backyard science at Independence Public Library (Cathy Kruckenberg)

Ask! Share! Connect!

Tell us what Youth Service issues are on your mind

Share an idea from your library

Receive updates from the DPI YS email list

[About](#) • [FAQ](#) • [Contact](#)

Watch Wisconsin YS Librarians at Work



Appleton Public Library won an autographed Packers football and made a clever display for the green and gold giveaway (Tanya Misselt)

Get Ideas from Wisconsin YS Librarians



T.B. Scott Free Library in Merrill made this lucky boy's day with free Packers tickets (Linda Schuster)

Network with Wisconsin YS Librarians



State winners of the 2013 CSLP Teen Video Challenge accept prizes at L.E. Phillips Memorial Library in Eau Claire (Shelly Collins-Fuerbringer)

“Then What?”

- Symposium
 - Friday, March 21, 2014 Stevens Point
- System/State offerings
 - Webinar
 - Trainings
- Possible 2015 LSTA grant opportunities
- Potential community-specific developments

Implementation Ideas





Questions?

Sustainability

Realities

What it isn't

- ❑ Not for all ages
- ❑ Not packaged program like Every Child Ready to Read
- ❑ Not time, staff, or money

What it is

- ❑ Identifiable target audience
- ❑ Home base of 400+ Wisconsin public libraries
- ❑ Flexible and customizable
- ❑ Emphasis on collaboration



Open to Input



- Please be in touch with your thoughts and ideas
- What works? What doesn't? Let me know.

Hopes and Expectations



- Appreciation for the initiative
- Commitment to use the materials
- Springboard for additional early literacy efforts



Thank You!

Growing Wisconsin Readers

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