Early Literacy Programs and Practices at Colorado Public Libraries

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Acknowledgements

Overview

In efforts to help young children aged birth through six prepare to read, public libraries across the nation are stepping to the fore with new or enhanced *early literacy* programs and services. Early literacy – as used in this report - defines what children know about reading and writing before they can actually read and write. Many such programs, often aimed at both children and adults, endeavor to help children build pre-reading and pre-writing skills while helping adults learn methods for engaging children in such activities. These activities can also serve to enhance the position of libraries as centers of learning for pre-school age children and their families.

In Colorado, the Colorado State Library (CSL) ardently promotes and supports early literacy services in public and school libraries through widespread training sessions, informational workshops, grant dissemination, and engagement in coalitions and strategic partnerships. As an additional means of furthering such endeavors, this report provides information for the library community and all other interested parties about a broad range of early literacy programs and services currently underway in Colorado's public libraries. It describes the history, implementation, and implications of these activities as well as offering programmatic tips and best practices information.

Methodology

Quantitative and anecdotal research for this report comes from two primary sources: (1) the follow-up survey to a series of CSL training workshops, and (2) CSL interviews with librarians and library service providers.

CSL Training Workshops Follow-up Survey:

In February and March 2006, the Colorado State Library surveyed librarians who had attended any of CSL's seven early literacy training workshops in November 2004 or February 2005. That survey examined whether or not changes had taken place in early literacy services, training, and benefits (i.e. partnerships with outside agencies, external funding, resource allocation) at public libraries statewide since those workshops. The results of that survey were published in April 2006 by the Library Research Service as *Fast Facts, Number 237: Early Literacy Initiative Impacts Public Library Services for Young Children*. Details are located in Appendix #1, or online at: http://www.lrs.org/fastfacts.asp.

CSL Interviews of Librarians and Library Service Providers:

From March through August of 2006, the Colorado State Library conducted telephone or face-to-face interviews with thirteen librarians and library service providers actively engaged in developing and administering early literacy programs for a representative cross-section of Colorado's public libraries. Interviews included broad, open-ended questions about early literacy services, training, benefits, and best practices on the local, district, and statewide levels. Excerpts from those interviews comprise the bulk of this report's data.

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Background:
Every Child Ready to Read @ your library

Traditionally, typical programming for children in America's public libraries has encompassed story times, craft times, and special-interest presentations; librarians who administered such programs received training in a wide array of areas including collecting, organizing, and disseminating information as well as in providing service.

In 2000, the Public Library Association (PLA), a division of the American Library Association (ALA), contracted with Dr. Grover C. Whitehurst and Dr. Christopher Lonigan to develop model early literacy programs and parent education materials that could be implemented in public libraries. Those materials provided the foundation for the *Every Child Ready to Read @ your library* training model and product produced jointly in 2001 by PLA and the Association for Library Service to Children (ALSC). A plethora of information about this program is available at http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm.

Designed to help public library staff become more proactive disseminators of early literacy research information and skills to parents, caregivers, and children, the *Every Child Ready to Read @ your library* curriculum details six pre-reading skills and provides examples of how adults can help children acquire those skills:

- Print motivation (interest in and enjoyment of books)
- Phonological awareness (ability to hear and play with the smaller sounds in words)
- Vocabulary (knowing the names of things)
- Narrative skills (ability to describe things and tell stories)
- Print awareness (noticing print everywhere; knowing how to handle a book; knowing how to follow words on a page)
- Letter knowledge (knowing that letters are different from each other; that they have different names and sounds)

The PLA/ALSC materials recommend that library staff offer workshops to parents and caregivers – who can then assist children in developing these skills. Replete with curriculum guides, scripts and A/V tools, the *Every Child Ready to Read @ your library* project provides materials for three different early literacy training workshops based on the ages of the target children:
- Early Talkers: Birth to Two (focused on bonding with babies and books)
- Talkers: Two-and Three-Year Olds (addressing narrative skills and dialogic reading)
- Pre-readers: Four-and Five-Year Olds (with stress on hearing skills)

Free curriculum guides are available for downloading at
http://www.ala.org/ala/alsc/ECRR/workshopsab/trainingmaterials/TrainingMaterials.htm

That same year, the PLA/ALSC partnership began seeking pilot sites at which to test the *Every Child Ready to Read @ your library* program materials. Enter Susan Oakes, currently Early Childhood Literacy Coordinator for Colorado's Arapahoe Library District and winner of the 2003 *New York Times* Librarian Award for outreach programs in the community. Oakes attended the 2001 PLA Symposium at which the new program debuted and volunteered her library as a pilot site. As she remembers, "I was so excited! Before [this program], we were mostly reading aloud to children and modeling for parents how to

read aloud to their children. We were also sharing songs and fingerplays, but they were usually selected for their support of the theme of the story time rather than for the literacy components they offer – such as the pattern and rhythm of language. Everyone in libraries knew that reading aloud is important. PLA put a curriculum around it with substantiated research. The people who developed the program were solid researchers and experts. We can now offer literacy-enhanced story times and support for parents as their child's first teacher. Parents are our partners in providing experiences to present the six pre-reading skills for preschool children."

Bonnie McCune, CSL's Library Community Programs Consultant, attended the next year's PLA symposium and, along with Oakes, caught the *Every Child Ready to Read @ your library* fever. Having already become engaged in early literacy work – and fresh from promoting the American Library Association's more general *@your library* campaign – McCune was "ready to move from producing slogans to producing change." According to McCune, parent and caregiver participation is crucial. "A once a week activity in a library that's for children only is insufficient to instill early literacy skills."

Using Library Services and Technology Act (LSTA) grant funds, McCune organized a series of seven Colorado workshops to teach librarians how to incorporate the *Every Child Ready to Read @ your library* concepts into their work with children and those who care for children. Some 125 people attended the sessions in November 2004 and February 2005. At the conclusion of each workshop session, attendees were asked to evaluate the training and predict how they might use the knowledge they had gained. Results of that survey were published in June 2006 by the Library Research Service as *Fast Facts, Number 239: Training Jumpstarts Early Literacy Services*. Details are located in Appendix #2 or online at http://www.lrs.org/fastfacts.asp.

Post-workshop funding from Qwest Family and Work Development Fund provided underwriting to award 18 Colorado libraries with copies of the *Every Child Ready to Read @ your library* curriculum kit. Unlike the programmatic materials freely accessible on the Internet, the complete kit includes videotapes or DVDs for use with modeling skill-building activities and an array of promotional materials. The complete kit and its individual elements are available for purchase at
http://www.ala.org/ala/alsc/ECRR/orderinginfoa/OrderingInfo.htm.

In February and March 2006, CSL conducted a follow-up survey of librarians who attended those 2004 and 2005 workshops. Through this survey, CSL hoped to understand and evaluate the impact of this training on Colorado's public library literacy programs and services a year (or more) after the fact. Thirty-seven librarian-participants from 35 different public library outlets around the state completed the survey questionnaire. Survey results clearly demonstrated that since the CSL's workshop series, public libraries and librarians throughout the state have earmarked both time and material resources toward enhancing their early literacy programming and services.

Workshop attendees reported that a variety of activities had taken place since they attended the CSL workshops.

Changes to existing services:
>76% of respondents said that their library has made changes to existing early literacy services such as story times and outreach to parents and caregivers.

Community partnerships:
- 66% said their library has contacted and partnered with community agencies (such as day care centers, preschools, and shelters) to further address early literacy.
- Another 18% of respondents indicated planning is in process at their libraries for developing such partnerships.

Outside funding:
- 50% of respondents have sought or procured additional funding (i.e. grants and donations) to support their early literacy activities.
- An additional 8% replied that planning is in process to do so.

Resource allocation:
- Nearly 37% of respondents indicated that their libraries have re-allocated resources toward addressing early literacy issues since the time their librarians attended the CSL workshops.
- Another 5% said that such a re-allocation process is in the planning stages at their libraries.

Staff/volunteers training:
- Nearly 40% of respondents stated that since the CSL workshops, they personally (or others in their libraries) have trained staff and/or volunteers to address early literacy issues.
- Another 16% said planning is in process to do so.

Parents/caregivers training:
- 34% of respondents said that since the CSL workshops, they personally (or others in their libraries) have offered workshops to parents and/or caregivers on early literacy skills and issues.
- Another 24% said planning is in process to do so.

Early literacy materials produced by CSL:
>92% of respondents indicated that their libraries distribute and use early literacy handout materials produced by CSL (e.g. pamphlets such as *Getting Ready for Kindergarten: Ready? Set? Go!* and *Reading Tips for Parents*).
>(Appendix #3 and Appendix #4 contain samples of these pamphlets in English and Spanish.)

Interview: A Statewide Perspective

Bonnie McCune
Community Programs Consultant
Colorado State Library

Q. Why did CSL become involved in early literacy?

A. Given the influx of immigrants to the state, along with the continuing difficulties experienced by at-risk children, early literacy is an important activity to provide equal opportunity to <u>all</u> children. Libraries are able to provide training, modeling, and general information to parents and other caregivers—especially those who care for children outside of formal childcare settings (about 40 to 45% of children under six)—in a relaxed, non-threatening atmosphere. By participating, libraries strengthen their community connections as well as their visibility to the general public, before elected officials, and in the education world. Early literacy is an attractive area through which to raise supplemental funds (i.e. donations and grants).

Q. What challenges have surfaced?

A. The challenges in marketing an initiative that deals with social change are always two-fold: internal and external. Internally, the challenge is to obtain buy-in from libraries that early literacy should be a high priority and will result in measurable advantages for them and their communities. Externally, the challenge is to make the library community a major player in the early childhood area, to demonstrate that libraries are not simply storehouses of information, but active, positive, community centers and leaders.

Q. Concretely, what has CSL already done to promote/support early literacy services in public libraries around the state?

A. Our reach is broader than libraries. The pamphlet *Reading Tips for Parents*, initiated before our Early Literacy project began, is now in its third printing with some quarter of a million brochures distributed. The *Getting Ready for Kindergarten: Ready? Set? Go!* brochure is a direct result of our recent work. We provided 11 trainings educating library staff about early literacy and community partnerships. Three series of mini-grants have been given through several outlets, reaching about 40 libraries. Eighteen *Every Child Ready to Read @ your library* kits have been donated. We are part of the Smart Start Colorado public engagement task force, co-chair the Children's Literacy Coalition and have written a televised public service announcement on children's literacy. These are examples of how we can assist at the state level.

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Q. How would you describe this whole process and approach?

A. The early literacy initiative is marketing in a nutshell:
- Determining needs
- Helping to fill the needs
- Training people
- Motivating people and getting them enthused
- Doing outreach
- Showing that marketing and advocacy can produce change

Bonnie McCune can be reached at [McCune_B@cde.state.co.us].

Current Programs and Practices

Background

Through 13 telephone or face-to-face interviews conducted between March and August, 2006, CSL set out to learn detailed information about early literacy activities currently underway in a cross-section of public libraries around the state.

Question topics:
- Services to children, families, and the community
- Training of staff and caregivers
- Programmatic benefits to the library
- Ideas and practices that have worked best in different settings

Responses revealed that interviewees shared the following commonalities:
- Each interviewee participated in at least one *Every Child Ready to Read @ your library (Every Child)* training session.
- Each interviewee currently incorporates the *Every Child* concepts and materials into the early literacy work underway at their library.
- Each interviewee has adapted the *Every Child* program concepts and materials to suit their own specific contexts and needs.

In addition to reporting common use of the *Every Child* program materials, interviewees frequently espoused the book *Early Literacy Storytimes @ your library: Partnering with Caregivers for Success* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz. Making use of information from the *Every Child* curriculum, the authors have developed a guide to creating literacy-enhanced story times. Published by the American Library Association in 2005, detailed information about the book is available at http://alastore.ala.org/SiteSolution.taf?_sn=catalog2&_pn=product_detail&_op=1852. Story time resources are also available from the *Every Child Ready to Read @ your library* web pages at http://www.ala.org/ala/alsc/ECRR/ecrrinpractice/storytimeapplications/StorytimeApplications.htm.

Key Findings

Start-up Support

The Public Library Association, the Association for Library Service to Children, and the Colorado State Library have provided the kinds of support that libraries need to undertake or enhance early literacy programming.

- Each interviewee felt that adopting the PLA/ALSC's *Every Child Ready to Read @ your library (Every Child)* curriculum has enabled or enhanced their library's ability to provide programming and related materials of value to their constituency. Many interviewees commented on the excitement they experienced attending *Every Child* training workshops and learning about a methodology and structure they could implement with relative ease.
- Each interviewee mentioned positive impacts on their programming attributable to the work of the Colorado State Library and its Early Literacy Initiative such as training workshops, relevant supplemental literature, coalition engagement, and grants for training materials.

Development and Fundraising

- There is much variation amongst the interviewees regarding outside fundraising for early literacy programming. Some raise no outside monies, running their programs exclusively within budgeted library funds. Others have applied for and received funds from federal, state, and county agencies as well as grant support from foundations. Dependant upon the purpose and context of the need, there are various outside funding sources with which early literacy programmers can connect.
- The *Every Child* web pages include a section called: *Funding Your Project.* This contains detailed information on grant writing and other funding ideas for early literacy programming as well as research and quotes for use in grant applications and articles. You can view this page at http://www.ala.org/ala/alsc/ECRR/resourcesab/fundingyourproject/FundingYourProject.htm.

Reaching Potential (Non-Regular) Patrons

Overall, the interviews indicate that outreach programs have been more likely than in-library programming to reach those who do not regularly patronize public libraries. Notwithstanding, interviewees say that publicity and promotion of in-house early literacy programs (including word-of-mouth networking) is bringing new patrons into their libraries.

Adaptability of Curriculum Materials

Each interviewee discussed the ways in which their library uses the *Every Child* materials; each has adopted and adapted the *Every Child* curriculum to suit their particular needs and environments. At one library alone, this adoption/adaptation activity ranges from having a trainer read directly from *Every Child* scripts when presenting for parents and caregivers, to requesting that staff try incorporating one *Every Child* element into their story time programs each week.

Spanish Language Programming Materials

- Several interviewees have incorporated Spanish into their early literacy programs and services—and others discussed the need to do so.
- The *Every Child* web pages offer Spanish language scripts for the youngest two age groups: Early Talkers (Newborn to 2) and Talkers (2 to 4) with the caveat that PLA/ALSC have not conducted tests on the use of these materials. These and other related materials, including "Resources for Bilingual Story Times" can be found at: http://www.ala.org/ala/alsc/ECRR/ecrrinpractice/spanishspeakingcommunity/SpanishSpeakingComty.htm.

Prior Experiences of Interviewees (Early literacy leaders at their libraries)

Many of the interviewees for this report identified themselves as having some sort of background in education, child development, or teaching. Whatever their prior experience, interviewees generally felt that the *Every Child* curriculum and related materials—coupled with their own commitment, and enthusiasm—provided the necessary tools for conducting early literacy workshops and incorporating key skill-building concepts into story times.

Publicity for Early Literacy Programming

Interviewees said most of the publicity for these programs comes from the libraries' own self-promotion organs (flyers, newsletters, websites, etc.). Word-of-mouth was frequently mentioned as well. Interviewees said local media rarely cover early literacy activities at their libraries except as brief event listings or in newspaper columns written and contributed by the libraries themselves.

Engagement by Public Policy Makers

Interviewees said hands-on involvement in early literacy programs by elected government officials was minimal; occasionally, interviewees reported government officials read books aloud during special programs.

Implementors' Roles

- Interviewees' roles in implementing early literacy programs included one or more of the following:
    - Attending early literacy training workshops
    - Studying early literacy research and skill-building materials
    - Obtaining organization-wide support at their library
    - Training colleagues and volunteers
    - Promoting early literacy services and programs
    - Raising funds from outside sources
    - Organizing and presenting trainings for parents and caregivers
    - Developing and presenting story time programs
    - Partnering with agencies outside of the library
    - Participating in early childhood coalitions
    - Supporting parents daily
- Filling most—if not all—of these roles (depending on the context at hand) appears to be significant to the implementation and growth of these ongoing early literacy programs.

Programs and Practices

This section of the report will look at early literacy programming and services both inside libraries (in-house) and outside of libraries (outreach). Typical in-house early literacy programs include story times, craft times, family programs, and parent/caregiver programs. Outreach programs include library partnerships with childcare providers, penal institutions, shelters, and more.

In translating the interview questions and answers from verbal media (telephone and personal interviews) into written format, questions and answers in this section have been edited for succinctness. Further, for the sake of brevity, the *Every Child Ready to Read @ your library* program is referred to from hereon as the *Every Child* program.

The topics covered include:

- Facilitating Early Literacy: Training and Outreach
- Getting Started: Incorporating the *Every Child* Curriculum
- Tailoring the Programs: Serving Community Needs
- Reaching Out to Babies and their Families
- Parent Workshops: *Every Child Ready to Read @ your library*
- Training Caregivers: Tangible Evidence
- A Three-Pronged Plan and Story Time Bags
- Story Times: Learning for All Ages and Stages
- Booklists: Creating Tie-in to the Collection
- Personal Enthusiasm: Marketing and Promoting the Library
- Raising Funds and Engaging Parents
- Program Curricula: Bilingual Programming

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Facilitating Early Literacy: Training and Outreach
Susan Oakes
Early Childhood Literacy Coordinator
Arapahoe Library District

Q: There have been questions about adopting this early literacy initiative from some librarians who feel they are not teachers – and have no expertise in this field. What do you make of this?

A: Although some of our staff may be experts in reading instruction, in general, we are <u>not</u> experts. We are not "selling" ourselves as reading experts. We are helping parents prepare their kids to become readers. This program is about pre-reading – basic foundational information. Once children go to school, experts there will take responsibility for reading instruction.

Q: What is the situation with staff training in your library district?

A: We hold staff development classes in our district at which we emphasize literacy-enhanced story time. Not so long ago, a question arose: "Should we still be doing story times?" I realized we needed to do a better job of selling what we're doing. We needed to enhance the story times that we do and the information we're providing to parents. The parent is the primary teacher. We're supplying the material they need to help them do this via the library. We're teaching staff how to incorporate more skills and communicate with parents. We are planning to provide more printed materials to hand to parents with extension activities they can share with their children at home to expand on what is presented around the six pre-reading skills during the story time.

Q: What skills or qualities in a librarian can auger success for this type of programming?

A: The most successful program is going to be the one that has passionate staff - especially in this area. Plus they have to like kids and care about kids. They need to be open to the idea of incorporating the pre-reading skills in the story time experience and take advantage of training opportunities.

Q: How readily did your library district adopt early literacy programming?

A: Support grew as staff were being trained. It's taken some time and we're there now. A district-wide goal for 2007 is to have all branches offer literacy-enhanced story times and parent education classes on early literacy.

– Tip: Credibility with patrons

In 2002-2003, Susan conducted *Every Child* workshops for parents at each of her district's branch libraries. This was a "one shot deal." She came, she taught, she left. Through feedback, Susan learned that providing training to staff from each branch could significantly enhance the staff's credibility with patrons on early literacy issues – helping parents to build relationships with librarians and helping librarians see themselves as teachers in this area.

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Outreach: According to Susan, it is critical to "get books in kids' hands." She says kids handle books more when they have them "right there." Outside of the library walls, Susan has forged early literacy partnerships between the library and a plethora of community organizations. In most cases, clients served are adults and children who might not typically avail themselves of traditional library services. Here are some examples:

Childcare homes - Susan and a corps of volunteers make monthly visits to family-based childcare homes. They deliver bags of books for the children as well as theme-related bags for each childcare provider. Additionally, they conduct theme-based story times that include modeling how to share songs, fingerplays and books with the children in their care.

Childcare providers organizations - Through partnerships with the Arapahoe County Family Childcare Providers Association and A Caregiver's Network, Susan conducts classes for childcare providers about language development, story time props, dialogic reading, and the six pre-reading skills.

Prisoners – Twenty-five times each year, Susan presents programs for inmates on brain development and reading aloud to children. She talks about using the library and models techniques for developing early literacy skills. She arrives with a selection of children's books; following the workshop, participants can each choose a book to send to a child. Program organizers also schedule videotaping sessions wherein parents are recorded reading their books aloud; the videotape, along with the book, gets sent to the child.

Health clinic patrons (*Reach Out and Read* program) - Through a partnership with a consortium of health clinics, specially trained medical providers evaluate kids' social and emotional growth – plus their literacy development – during well-child visits. A book is given to each patient aged five years old or under. Following the *Reach Out and Read* model, Arapahoe Library District provides books and training for some medical personnel.

Q: Who pays for these programs?

According to Susan, funding comes from government grants, Arapahoe Library Friends Foundation, national and statewide literacy organizations, program-specific fundraising efforts, and the library district's general funds.

📖*– Tip: Book recommendation*

Susan recommends reading *Building Early Literacy and Language Skills: A Resource and Activity Guide for Preschool and Kindergarten* by Lucy Hart Paulson, Linda Attridge Noble, Stacia Jepson, and Richard A. van den Pol. Published in 2001 by Sopris West Educational Services of Longmont, CO, you can learn more about this book at http://store.cambiumlearning.com/default.aspx?site=sw

Getting Started:
Incorporating the* Every Child Ready to Read @ your library *Curriculum
Lesley Clayton
Manager of Children's Services
Mamie Doud Eisenhower Library, Broomfield

A former elementary school teacher and media specialist, Lesley Clayton attended an *Every Child* training in Colorado and successfully applied to CSL for a PLA/ALSC *Every Child* materials kit. "I felt as though it was a concrete program we could take and use right away without a lot of prior background knowledge."

Q: How did you proceed from there?

A: We set out a timeframe for training the staff. We decided to train all the children's staff first in the curriculum for the three different age groups. It was new to all of us. This gave everyone background for what we wanted to do as a library. We incorporated trainings into department meetings. Two of us decided we would become the trainers for the public. We used the staff training as practice for the public trainings. This all took three months.

Q: What did you do to engage the public?

A: From January 2006 to April 2006, we offered trainings for parents and caregivers of each of the three different age groups – two programs for each age group - six programs altogether. We made a really colorful flyer. (This flyer can be seen in Appendix #5.) The caregiver part involved the City and Country of Broomfield's Health and Human Services Department right away. They provide some trainings for childcare providers who need to take classes. We were able to arrange things so that these *Every Child* classes would give them some credit. This was an attendance incentive for providers of home and in-center childcare.

Q: What was the attendance at these programs?

A: Each workshop had 15 – 20 attendees. We gave out free books using funds we were granted. We had repeat customers – parents and caregivers interested in children of different age levels.

Q: In what ways have you adapted the PLA/ALSC training materials?

A: We've tried to use them the way they are – adding only a few things to them. I will say that it felt stilted to use the materials the way they were. We're supposed to read them. I told attendees that I'm not an expert on this and that the materials were <u>intended</u> to be used this way. I told them up front that that's what I was doing. In the end, they got all that they needed. The materials say to have separate workshops for childcare providers and for parents. People wanted to cross over; the workshop times were better. In the end, I saw no need to separate people.

Q: What did your evaluations show?

A: People want more parenting programs. They liked being given concrete ideas to use with their children. They liked the brain development information.

Q: How has this program impacted your library's story times?

A: I've asked each of my staff to try one aspect of early literacy training in their story times each week. It's going fine. The staff feels a lot more knowledgeable. Most staff members are not librarians or trained in this background. They feel good about offering something really valuable.

Lesley says this training has given the staff a broad outlook with which to give advice to parents. "When people come in and want a book on phonics, we now have the opportunity to say: 'We have books on phonics and whole language, but our research and training these days show different things you can be doing with three-or-four-year-olds.' We give out PLA/ALSC brochures and talk about our workshops."

📖– *Tip: Try it*

Lesley recommends that people considering initiating *Every Child* parents and caregivers programs give it a try. "It's not hard. It's all scripted. Every time you present it, you'll feel better about your presentation."

Tailoring the Programs: Serving Community Needs
Vicki Fox
Children's Services Coordinator
Pikes Peak Library District

Vicki Fox says providing early literacy services has always been part of her library district's philosophy. However, those services were "not as education-oriented" as the *Every Child* materials. In 2004, the Colorado State Library gave Vicki the opportunity to host *Every Child* training at her library. According to Vicki, once exposed to the *Every Child* materials, she and her colleagues knew that there was lots more they could be doing.

A committee was formed to try to put the *Every Child* philosophy into practice district-wide. Goals included:

- Wanting everyone to be aware of the *Every Child* principles (the six skills) and apply them to helping kids with fundamentals.
- Educating staff to better incorporate and articulate the *Every Child* philosophy and skills in conversation with parents and in our own programming.

Vicki says the committee became overwhelmed with good ideas. Eventually, programs and services were developed addressing in-house and outreach constituencies including programs for parents and childcare providers.

One issue has been tailoring the *Every Child* curriculum. Targeting specified age groups is one concern. According to Vicki, people say, "Our kids are different age ranges than those specified. Can you give us a different breakdown?" Time is another factor. "People say they're interested in a couple of the different *Every Child* programs but they don't really have the time to do this." As a consequence, Vicki reports, "We're trying to consolidate the basic six skills across all age groups – trying to break out skills into a single program."

Q: What best practices or recommendations would you like to pass on to others starting early literacy work in their libraries?

A: First, customize programs to meet the patrons' needs. Second, get everyone enthused – the children's department, administration, community relations office – everyone; it's important to have their support. Third, be willing to constantly assess/reassess where best to put your energies. Determine what works for your community, your staffing needs, your staff enthusiasm, and how to get your message out the best you can with what you have on hand.

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Reaching Out to Babies and their Families
Priscilla Queen
Outreach Coordinator
Douglas County Libraries

With a background in child development and children's literature, Priscilla Queen says "When the PLA/ALSC (*Every Child*) program became available, it was what we were looking for – without even knowing that's what we were looking for." As she describes it, the old way of looking at things was, "Story time is no big deal…just find cute, funny books and that makes a good story time. We're <u>not</u> teachers. We don't know what children should be doing. There was a struggle between people in libraries who believe in early literacy and those who believe that learning cannot be fun. We've gone beyond that now in Douglas County. However, people are still worried about making story time too much like school. That's <u>not</u> what we're trying to do."

In January 2005, the library district set a goal of having all its story times use the *Every Child* approach by January 2006. The district now formally trains all story time personnel. "I do think you have to remember that not everyone comes from an education background and understands how important this early literacy work is for children. We need to give good solid reasons to do it – to talk about brain development and how children learn. How crucial the early years are. That really motivates people. They can see the huge power we have to influence people in story times. Not just have fun – but make good use of that fun. We can show parents and childcare providers how fun and how easy it is to give this good start to a person's life."

Q: What sorts of early literacy experiences do you provide for babies and their parents?

A: In addition to offering Baby Storytimes at all our libraries, we're in the fifth year of our *Cuddle Up and Read* program. The centerpiece of that program is a baby library card. We have a whole system in place. In partnership with Colorado Bright Beginnings, we give away things to every family that has a new baby at one of the hospitals in Douglas County.

Priscilla wrote an article on this collaborative program published in *Colorado Libraries* in Fall 2004. In that article, she explains the program's purpose, history, and materials. See Appendix #6 for details.

As described in the article, items enclosed in the "Invitation Packs" that babies and their parents receive in the hospital include:

- A letter describing the importance of early reading aloud and explaining the baby library card program in Douglas County.
- A library card application.
- A bookmark that lists recommended books for reading aloud with babies as well as notation areas for recording the date of baby's first library visit and baby's favorite books.

When families come into the library to apply for the card, they also receive another bag of materials from Colorado Bright Beginnings—a nonprofit organization dedicated to the healthy growth and development of Colorado children during the first three years of life. This includes an array of tools and resources for adults and kids including more books "to own and read aloud and enjoy" (Queen, 2004). The *Cuddle Up and Read* graphic design can be viewed in Appendix #7**.**

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Parent Workshops: Every Child Ready to Read @ your library

Melissa Depper
Youth Services Librarian
Koelbel Branch, Arapahoe Library District

Q: How did you get started with this type of programming?

A: I attended an early literacy training workshop (*Every Child*) in Fort Collins in 2005. I came back to my branch and wanted to offer workshops and information to parents and caregivers. My boss said, "Go ahead."

Melissa now gives *Every Child* workshops for parents of children in each of the curriculum's three age groups (early talkers, talkers, pre-readers). Though she has developed one talk suited to parents with children of mixed ages, she prefers offering separate age-based workshops because she can use her time more effectively when citing books, showing examples, and demonstrating tips for specific age groups.

Q: What time of day do you offer these parent programs?

A: So far, the trainings take place on weekday evenings. This fall we will try Saturday mornings and see if that's easier for parents to attend.

📖 - *Tip: A core collection of books that do not circulate.*

Melissa asked her collection development colleagues to order samples of the books she talks about regularly during her presentations. These books are <u>not</u> processed into the collection; Melissa holds on to them herself. Funding for the books comes from the programming budget. Having a core group of books on hand enables Melissa to prepare for her presentations quickly. Without this process, she would have to pull books out of circulation well in advance of each program to ensure possession of them during her presentations. With this system, the books for parent education programs generally remain in good condition; she can still pull books from the circulating collection to fill in as needed.

📖- *Tip: Creating three distinct talks.*

Melissa found that parents with children of different ages were coming to back-to-back programs. In order not to feel repetitive, Melissa sat down with each *Every Child* script, sorted all of the examples, books, and anecdotes into three separate groups, and created three distinct talks. She put each of the three scripts and its accompanying materials into a different box. Now she has a personal template and does not have to worry about remembering what she said at the last program.

📖-*Tip: Handouts from the PLA/ALSC web pages.*

Melissa recommends printing out information from the PLA/ALSC web pages and keeping packets available for distribution even after the workshop. "Parents can't always get out of the house when they intend to. This way, they can still get the handouts the next time they come into the library."

📖- *Tip: Workshop environment*

Melissa prefers to seat parents at tables where they can write things down. She distributes information packets, pens, and evaluation forms.

📖- *Tip: Display skill definitions and book recommendations*

Each month, Melissa creates a stand-up display that defines one specific early literacy skill and recommends books supportive of that skill for each age group. She says most of the hints on the display come from the PLA/ALSC materials. The book titles and call numbers reflect her library's own collection. An example of the display text and format can be seen in Appendix #8.

Training Caregivers: Tangible Evidence
Vicky Hays
Library Assistant
Fort Collins Public Library

With a background in human development and family studies, Vicky Hays wanted to focus on early childhood in her role as library assistant. In 2004, she learned about the *Every Child* program from her supervisor who had attended a PLA pre-conference workshop. In partnership with Fort Collins Friends of the Library and Fort Collins Read Aloud, Vicky's library brought a national trainer to Fort Collins and invited staff from local school districts, childcare organizations, libraries, and state agencies to attend *Every Child* workshops. In conjunction with this programming for professionals, they organized a program for the public on ways parents can help their young children from pre-birth onward. Since that time, early literacy work became Vicky's "thing" both in-house and for outreach programs.

Q: What led you to develop a "Certificate of Attendance" for participants in your *Every Child* workshops?

A: Home-based childcare providers wanted something tangible to prove that they attended this program. PLA/ALSC does not have such a certificate so our library made one. To earn the certificate a person must attend one 90-minute presentation. A sample of the library's certificate can be found in Appendix #9**.**

- *Tip: Using props*

Vicky likes to use props in her workshops. When talking about shapes of letters, she might say, "A ball is round just like a letter 'O' is round." Vicky says using props engages more senses. "You can hold and feel and see 'O.'"

- *Tip: Use of evaluation forms can spawn new programs*

Vicky likes to distribute evaluation forms to adults at all the early literacy programs. She tries to find out how they heard about the program, what they liked, what improvements could be made, and what ideas they might have for other programs. One suggestion led to creating and hosting a library-based Learning Fair where different early childhood-related organizations and businesses exhibited goods and services. More than two hundred people attended that two-hour-long event.

Early Literacy Programs and Practices at Colorado Public Libraries

A Three-Pronged Plan and Story Time Bags
Amy Gornikiewicz
Adult Services Librarian
Eagle Valley Library District

"Everyone in our library district wears several hats." So says Amy Gornikiewicz, adult services librarian who – with her Master's Degree in reading and undergraduate background in education - has taken on the task of leading *Every Child* workshops for parents and caregivers in her library district.

Q: How did you get involved with early literacy programming?

A: We're a unique community – a resort area with a transient population. Eagle County is booming with lots of development and there seem to be many young families settling in the Valley. Over the last three years, our public relations librarian noticed the baby name books flying off the shelves and wondered, "What can we do for these people?" Early literacy programming seemed to us a good way to become valuable in the lives of those young families. We were seeing larger numbers of small children in our story times. Previously, we had mostly toddlers and preschoolers. Then we started seeing more and more people with infants. We welcomed them, but it created a strange mix of attention span and skills (those who could do crafts and those who couldn't). People with babies were looking for a place to meet other people.

Q: How did you determine what sorts of programs to offer?

A: There was a confluence of events. We were thinking about lapsit programs and ways to promote library services to daycares. Then we attended an *Every Child* training workshop in Grand Junction offered by the Colorado State Library. For us, this all came together into a three-pronged approach:
1. Serve babies and caregivers in lapsit programs.
2. Create story time bags to provide childcare centers and other home childcare settings with quality books and literature extension activities in a convenient, ready-to-use format.
3. Offer *Every Child* programs for parents and caregivers.

Our PR librarian was involved from the get-go. Our library district director approved the idea and allocated funds. We got additional funding from our library's Friends group.

Q: What's in those story time bags?

A: At the moment, we have 20 bags (each with its own theme) completely ready and catalogued. Our goal now is to prepare 35 bags including bags in Spanish.

The bags contain:
- An overview about the importance of early literacy
- 10 books on a related theme (i.e. friends, senses, food)
- Songs
- Fingerplays and rhymes
- Crafts
- Games and activities

- Puppets
- Early literacy articles and brochures

It's been a group effort to create the bags. Guidelines and ideas come from story times we've been doing in the library. Links on the library's website describe the bags. They're listed in the catalogue, too.

A copy of the Eagle Valley Library District's Story Time Bag graphic design, contents, and sample catalogue listing can be found in Appendices #10, #11, and #12.

Q: How have the story time bags been received?

A: They have been a good way to open dialog with childcare providers. There is a critical shortage of childcare in our county. Not all childcare providers are licensed. There's lots of creative babysitting going on. We want people to feel like there are options and materials for them. If they don't have the budget to provide their own, we have materials they can use. These materials are pre-made. They don't need to search for them. Evaluation forms tell us people are using them, excited about them, and asking for more. Demand is there.

Q: How is the lapsit programming going?

A: Lapsits offer services to a whole other population than we had previously served. Participants feel so special that this is targeted to them. We used to have lots of apologetic families who weren't sure they should be coming to the library because their kids couldn't sit through the traditional story time. Lapsits are also an outlet for caregivers and babies to meet, share experiences appropriate for them, and there is no fee.

Q: How do you organize and promote your parenting programs?

A: We offer three PLA/ALSC (*Every Child*) parenting programs each quarter in partnership with The Literacy Project, a non-profit organization housed at the library. We present the PLA/ALSC materials pretty straight-forwardly and then add material based on our own teaching experiences. We're hoping to get Spanish-language parent programs going in the 2006-2007 school year. Last winter, as part of our public relations materials to promote the *Every Child* programs, we sent a postcard mailing to residents in Gypsum. We also delivered postcards to childcare providers and made phone contact with them. A sample of this promotional postcard can be seen in Appendix #13**.**

Early Literacy Programs and Practices at Colorado Public Libraries

Story Times: Learning for All Ages and Stages
Deborah Plonkey
Youth Services Librarian Assistant
Canon City Public Library

It is not always practical or feasible to create age-specific programming in a given library setting. Deborah Plonkey, who has attended three different *Every Child* workshops in Colorado since 2004, shares with parents and children alike how "children best learn to read by being read to."

Q: How did you get engaged in early literacy work at the library?

A: Prior to working at the library, I'd been involved in early childhood education in a home-visitation program for 13 years. This was an early literacy-based curriculum relying heavily on modeling to the parents in their homes. During my job interview at the library, the library director thought this would translate easily into the public setting for story times.

Q: How do you provide early literacy education for parents and children at your library?

A: Most early literacy education for parents and caregivers happens within the confines and context of our story times. I explain the methodology as I go. Sometimes, parents stick around afterwards to ask questions or make comments.

Q: Are your story times divided by the children's age groups?

A: No. All of our story times are multi-age programs.

 - –Tip: Expectations for multi-age story time groups

Deborah does not put an upper or lower age limit on either the story times or the related craft projects. She tries to be very flexible in her attitude and demeanor. "Little kids need to feel comfortable and safe. It's too much to expect them to sit still."

 - –Tip: Book length/type

Deborah says she learned "the hard way" to choose simple, short books for story times. Some books she encounters contain either too many words or pictures that are too complicated to discuss as a group. For Deborah, criteria for a good story time book include "short sentences, bright and bold pictures, and a really light, easy story." Further, she does not worry about every child's reading level. She picks 2-to 4 year-olds as a target audience (regarding attention span) and ensures that there is lots of time to solicit kids' input and feedback.

Booklists: Creating Tie-in to the Collection
Kristie Wilson
Children's Services Supervisor
Centennial Park Library
Weld Library District

Note: At the time of this interview, Kristie had just assumed the role of Branch Manager of the new Erie Community Library. However, the interview took place in the context of her former children's services work.

In November 2004, Kristie took part in a CSL-sponsored *Every Child* training hosted by her library district. Since that time, the district has developed "Twinkle Babies" story times for kids aged birth through two, created in-house early literacy classes for parents (a one-hour program that encompasses and combines the material for all of the target age groups), and provided skills-oriented activities at family literacy events outside the library. In addition to these services, you can find more information about Weld Library District's early literacy outreach activities later in this report. See **Program Curricula: Bilingual Programming**.

Q: Do you have any best practices you would like to share with others in this field?
A: One really good thing we created and had opportunity to use was booklists. This made the whole *Every Child* program a little more personalized and tangible.

📖- –Tip: Booklist Brochures
Focused on the six early literacy skills emphasized in the *Every Child* curriculum, Rebecca Smith, a staff member under Kristie's supervision, created six different booklist brochures. Each brochure contains the definition of one skill, offers activities that can be practiced to help develop that skill, and lists readily-available books from the library's circulating collection addressing the needs of the three different age groups. An example of such a brochure can be seen in Appendix #14.

Early Literacy Programs and Practices at Colorado Public Libraries

Personal Enthusiasm: Marketing and Promoting the Library
Maria de Herrera
Library Director
Conejos County Library

Maria de Herrera has been employed by the Conejos County Library for 29 years. Earlier on, she worked in the bookmobile. "Remember when you used to come to our home when I was a child?" a current volunteer with a family of her own asked Maria. "If it had not been for you coming to our house, we wouldn't have gotten any books."

Maria is a woman with a mission: "When kids started coming to the library, they didn't know what to do. Now they come, open books, share the books, know what the library is, and know they can borrow the books. Before they had no clue. To me, that's what it's all about."

Maria attends all sorts of clubs, meetings, and festivals and makes herself visible in the community. Her goal for early literacy programming is to increase the use of the library and to ultimately have kids become good readers as a byproduct of these services.

📖 *- – Tip: Advertise by word of mouth. Keep doing it.*

Maria recommends going to where parents are and talking with them. She says she always mentions a book. For example, she might say, "We just got a box of new books in (or "I just read a book…") that I know your child would be interested in reading."

Several years ago, Maria felt the library needed training for staff (3 paid employees plus volunteers) to help parents and caretakers understand the importance of reading and to learn skills for helping their kids. In 2004, after attending a CSL *Every Child* workshop in Colorado Springs, Maria successfully applied to CSL for a PLA/ALSC materials grant, trained her colleagues, and has been using *Every Child* concepts in her community programming ever since.

Q: With what sorts of outreach and partnership programs are you involved?

A: I go to parenting meetings at Head Start every other month and provide tips each time. I demonstrate and describe. I talk about brain development. At most, I present for 15 minutes at each session. I give a little report about the library, provide lists of books, and talk about new books. I say, "You're welcome to come to the library and check them out." At our two libraries, we have story times for six different Head Start classes – about 20 kids per class. "We're getting kids that would not have used the library if not for these programs."

Q: What sorts of fundraising activities help support the early literacy programs?

A: Our major fundraisers are bake sales: A traditional bake sale the weekend before Mothers' Day and a pie sale on the Tuesday before Thanksgiving. Two of the volunteers who help with the bake sales say they got involved because they used to come to the summer reading program when they were kids.

📖 - – *Tip: Create suspense*

Maria recommends starting a book as a read-aloud, but not finishing it – so that kids want to check it out. When she was a kid, a teacher did that for her and it made her very interested, so she is repeating the pattern.

Raising Funds and Engaging Parents
Stephanie Ralph
Youth Services Librarian
Kremmling Branch Library, Grand County Library District

Note: Shortly after this interview, Stephanie began a new job as Adult Services Librarian in her district's Granby Branch Library.

A former middle-school teacher, Stephanie says she needs "a reference point to define what my role is, what I'm trying to achieve, and the means by which I can get there." Three years ago, upon assuming her library staff role in Kremmling, she thought to herself, "I could pass out books and give incentive prizes or try to work on kids developing literacy skills." Seeking an appropriate approach, about a year into the job, she attended a CSL *Every Child* workshop. "A light bulb went off. This is it! A clear comprehensive, philosophical approach for communicating to kids at every age level." She successfully applied to CSL for an *Every Child* materials grant and began creating programs at her library in 2005.

A self-described "eager grant writer," Stephanie says, "If you know what you're doing, where you're going, and what you're about, you can be more successful. If you're just saying you want more books, people can't really see what that is."

Q: From whom have you obtained funding?

A: We've gotten some little grants, beginning with CSL awarding us the PLA/ALSC *Every Child* materials. Meadow Gold (a dairy products company) gave us $250. We got a $250 mini-grant from the Colorado Department of Education/CSL for summer reading. Six Flags gave us free tickets that we distributed to young adults who helped us with the early literacy part of the summer reading program. Wal-Mart granted us $1,250.

📖 *- Tip: Grant money and timing*

Stephanie recommends contacting ("hassling") funders "early on." She emphasizes the importance of finding out about grant opportunities and then applying at the right time - during funders' specific grant-making periods.

Q: How do you think parents became so engaged in your library's early literacy programming?

A: During preschool story times, I was systematically talking to parents about what I was doing and why I was doing it. I tried to use the vocabulary the PLA/ALSC uses in the *Every Child* program. When someone new joined the group, I would sit down and talk with them individually – informally teaching them the vocabulary I was using and explaining how to incorporate those six skill areas into working with kids. Then I took some parents and childcare providers to a free workshop with me. That started a discussion. People got inspired. And through that, parents started to take on more of a role in the preschool story groups. This led to a more formal *Every Child* parent training. As parental involvement increased, the preschool groups became much more effective and kids enjoyed them more. This process gave parents the sense that what they were doing – reading to their

kids – was one of the most important things they could do. Moms came to value their stay-at-home work and the value of reading more. They could talk with each other about it.

To promote her programs, Stephanie uses many of the channels typical in the library world: Community newspapers, library newsletters, website, brochures, and fliers. "Word of mouth," she says, "is best and most successful by far." She also uses a blog.

- Tip: Blogging

Stephanie created a blog that helped her to quickly and widely communicate with parents already attending programs. In turn, parents could write in and say: "Please renew my books – I couldn't get through to you on the phone," or ask, "What are we doing next Thursday?" An example of the content from Stephanie's blog can be found in Appendix #15.

- Tip: Parent engagement

Stephanie recommends incorporating parents as much as possible and in every way that you can to make it their program.

- Tip: Have fun

Stephanie emphasizes making the programming fun for kids. She feels they want to come back if they are having fun so she tries to keep the teaching light. For example, she says, in the *Every Child* tape, there's lots of teaching about dividing up words. Stephanie only does specific teaching like that when it occurs naturally – when it's very much a game. "It's not a classroom here."

Early Literacy Programs and Practices at Colorado Public Libraries

Program Curricula: Bilingual Programming
Cindy Welsh
Outreach Librarian
Weld Library District

As her district's outreach librarian, part of Cindy Welsh's job description involves "trying to find means and methods to reach those communities where there's less familiarity with libraries and library services." She's engaged in partnering, creating services, and getting the services to people.

As Cindy tells it, in earlier days, she would take information about the library to outside organizations – but that did not necessarily help people know what to do with the services once they were aware of them. She felt there was a level of education missing; it was clear that there needed to be another tool to complete the step of people understanding how to use the resources most fully.

In November 2004, Cindy attended a CSL-sponsored *Every Child* workshop. "Oh my gosh!" she exclaimed to herself, "this is the information I've been trying to coalesce in my own mind, and here it is, all pulled together into a neat little package with a bow!"

Q: What did you do to get your own programming started?

A: I looked at the PLA/ALSC web page, printed off whatever I could, and soaked up whatever of the curriculum I could. It is so organized and laid out so neatly. I started using pieces of the curriculum within a couple of weeks at a Head Start parent night. I usually talk about what services we have. Now I model and discuss a particular skill (like dialogic reading), not just hand things over. I am teaching in a way that engages people in active participation. We started small with bits and pieces.

Q: How does this play out district-wide?

A: Each branch has set up its own programming and does early literacy its own way. We do not have a district-wide standard.

Q: How did you come to incorporate Spanish language Every Child training into your outreach programs?

A: We became a partner with Aims Community College in a Head Start Hispanic Latino Service Partnership Institutions Grant – a Federal grant to educate teachers. Part of the grant entailed buying and providing book bags with books and activities as well as presenting at parent nights on how parents could best use the book bags. The grant originator did not know enough Spanish to do this alone. I showed her the *Every Child* curriculum and she said, "This is wonderful!" We figured out which pieces were most pertinent and how to present and model those ideas bilingually. We created a presentation for parents on early literacy at home. We discussed each of the six skill areas and how parents can incorporate them into their daily life. We presented the program at every Head Start site in Weld County (14 altogether) between October 2005 and February 2006. Presentation time was about one hour at each site. Doing this bilingually created great time pressure.

Q: What materials did you distribute?

A: We tied each of the *Every Child* skills to a book or activity in a book bag. (The grant originator's agency created these unique bags just for this program.) For instance, we linked *Carl the Dog* to narrative skills and *Gathering the Sun* (a bilingual ABC's book) to letter awareness. Each bag contained one or two books plus some activities. Every Head Start site received eight bags. As handouts, we used the *Every Child* brochures for 4 and 5 year-olds in English and Spanish and distributed Weld Library District information as well.

📖 *- Tip: Take advantage of opportunities. When they come your way, grab them.*

Cindy tries to be aware of groups who might be interested in early literacy - such as grandparents raising grandchildren. She tells them, "We've got this curriculum. Let's see if we can make a time to share this information with you."

Conclusion

Early literacy activities are underway in public libraries throughout the state of Colorado. Programs for adults, children, and families – both outreach and in-house – are providing avenues for teaching pre-reading and pre-writing skills to young children. This report has illustrated very specific ways in which the Public Library Association and the Association for Library Service to Children (divisions of the American Library Association), the Colorado State Library, an array of government and non-profit agencies and organizations, and public libraries and librarians are engaging in mutual efforts to help Colorado's youngest cohort prepare to read. More research is needed to understand which programs are most successful and why; the degree to which these programs are making a difference for participants; and what benefits these programs and services will bring over time to the host institutions themselves.

Resource Organizations and Materials

Organizations and Agencies:

Colorado State Library
http://cde.state.co.us/index_library.htm

Library Research Service
http://LRS.org

Public Library Association
http://www.pla.org/ala/pla/pla.htm

Association for Library Service to Children
http://www.ala.org/ALSCTemplate.cfm?Section=alsc

Web-based Resources:

Every Child Ready to Read @ your library
http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm

Colorado State Library's Children's Literacy Resources
http://cde.state.co.us/cdelib/Childrens_Literacy_Resources.htm

Hard Copy Resources:

Ghoting, S. N. & Martin-Diaz, P. (2005). *Early literacy storytimes @ your library: Partnering with caregivers for success.* Chicago: American Library Association.
More information about this book can be found at:
http://alastore.ala.org/SiteSolution.taf?_sn=catalog2&_pn=product_detail&_op=1852

Paulson, L. H., Noble, L.A., Jepson, S., Van den Pol, R. A. (2001). *Building early literacy and language skills: A resource and activity guide for preschool and kindergarten.* Longmont, CO: Sopris West.
More information about this book can be found at:
http://store.cambiumlearning.com/ProductPage.aspx?parentId=019000494&functionID=009000008&site=sw

Queen, P. (2004). Cuddle up and read. *Colorado Libraries, 30*(3).

Appendices

Appendix 1:
Fast Facts. Number 237. Early Literacy Initiative Impacts Public Library Services for Young Children

Appendix 2:
Fast Facts. Number 239. Training Jumpstarts Early Literacy Services.

Appendix 3:
CSL Pamphlet: Getting Ready for Kindergarten: Ready? Set? Go!
English and Spanish versions

Appendix 4:
CSL Pamphlet: Reading Tips for Parents
English and Spanish versions

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Appendix 5:
Flyer promoting Parent/Caregiver Programs
Mamie Doud Eisenhower Library
Broomfield, Colorado

Appendix 6:
Article: *Cuddle Up and Read* by Priscilla Queen
From *Colorado Libraries*, Fall 2004
***Article may be reproduced if credit is given**

Appendix 7:
Graphic design: *Cuddle Up and Read* program
Douglas County Libraries
***May not be reproduced without permission**

Appendix 8:
Stand-up display: Early literacy skills and relevant books
Koelbel Branch, Arapahoe Library District

Appendix 9:
Certificate: Proof of attendance for caregivers who participate in *Every Child* workshops
Fort Collins Public Library

Appendix 10:
Design: Story Time Bags
Eagle Valley Library District
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Appendix 11:
Content sheet: Story Time Bags
Eagle Valley Library District

Appendix 12:
Catalogue listing: Story Time Bags
Eagle Valley Library District

Appendix 13:
Postcard: Promotion for *Every Child Ready to Read @ your library* training workshop for
parents and caregivers
Eagle Valley Library District

Appendix 14:
Brochure: Early literacy skills book list brochures (highlighting the circulating collection)
Weld Library District

Appendix 15:
Blog page: Stephanie Ralph's early literacy information
Kremmling Branch Library, Grand County Library District