

**New York State Library Early Literacy Training—State Library Research and Best Practices**

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**Insights:** Library staff members who plan to offer early literacy workshops for parents and caregivers find it very helpful to see a demonstration of Every Child Ready to Read and Brain Time before doing them on their own. They also find it helpful to have someone who can act as a mentor while they are getting started. On an ongoing basis, a vehicle for communication and sharing experiences between those who are doing early literacy outreach is very helpful. It is essential to provide ongoing training opportunities for library staff in order to train new staff members in libraries and to keep continuing staff members informed of the latest best practices.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>Building a New Generation of Readers:</b> A statewide early literacy project designed by the State Library that provides public and school librarians with the training and materials to teach parents and childcare providers strategies for preparing children to enter school ready to learn to read and ready for school success. The goal is to have at least one person in every library site in Arizona trained in early literacy so this philosophy is infused into the library’s daily operations as well as the story times and workshops for parents and caregivers. Tools include:</p> <ul style="list-style-type: none"> <li>• <b>Family Place.</b> The first program introduced, still offered by some Arizona libraries.</li> <li>• <b>Every Child Ready to Read.</b> First and second edition toolkits provided for every library that attends training.</li> <li>• <b>Brain Boxes.</b> Developed by Dr. Jill Stamm and <u>New Directions Institute for Infant Brain Development</u>. Kits are checked out to customers by some libraries and used for Brain Time or other programming by other libraries.</li> <li>• <b>LSTA Competitive Grants.</b> Funding for libraries to take workshops out into their communities; to purchase AWE workstations; to provide digital story times with iPads or other e-readers; and other early literacy projects.</li> </ul>	<p>Trainings and resources for early literacy are supported with LSTA funding from IMLS, administered by the Arizona State Library.</p> <p>The State Library’s Early Literacy Project Manager serves on committees of <u>First Things First</u> and <u>Read On Arizona</u> and was a member of <u>the Arizona Department of Education’s State Literacy Team</u> convened to draft the State Literacy Plan.</p>	<p>Face-to-face trainings with <u>Saroj Ghoting</u>, <u>Betsy Diamant-Cohen</u>, <u>Elaine Meyers</u> and staff from <u>New Directions Institute</u> have been offered statewide by the State Library.</p> <p>Webinars on ECRR, 2nd edition, with <u>Elaine Meyers</u> and online training on early literacy with <u>Marie Raymond</u> have also been offered by the State Library.</p> <p>Most recently, a mentoring program was added with <u>Rachel Lam</u> providing the mentoring.</p> <p>Brain Box -Libraries attend training by New Directions staff before receiving Brain Boxes from the State Library.</p>	<p><u>Rhian Evans Allvin</u> and the Brecon Group prepared an evaluation of early literacy work by the State Library.</p> <p>The State Library collects evaluations from each training done for library staff to assess their increase in knowledge and skills.</p> <p><u>Elaine Meyers</u> did evaluations on AWE workstations and early childhood spaces in Arizona libraries.</p>

**California**, Suzanne Flint, Library Programs Consultant, California State Library, Sacramento, CA, 916-651-9796

**Insights:** Create a common vocabulary and understanding of best practices among librarians in the state that are based on child development principles and strength-based approaches to family engagement.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p>2001-2005: “CA Reach Out and Read” partnered public libraries with medical clinics throughout the state to deliver this nationally recognized early literacy program. Libraries selected the books to be distributed; trained volunteers to model book sharing in clinic waiting rooms and helped clinic staff manage the program's fundraising.</p> <p>2006: Early Learning with Families (ELF) was launched as a statewide initiative. Libraries applied to participate in this professional development program that introduced various promising early literacy models to the field such as, Every Child Ready to Read, Mother Goose on the Loose and Family Place</p> <p>2007: Play and Learn Islands developed by the Rancho Cucamonga Library were underwritten and showcased across the state. These portable units incorporate educational play into library spaces and were loaned to other libraries for trial periods.</p> <p>2009-2012: Family Place was underwritten for 25 libraries in the state and a West Coast Family Place Training Center was established at Carson Regional Library in Los Angeles County.</p> <p>2013 - 2017: Early Learning with Families (ELF) 2.0 was launched to support the continuing evolution of library services to young children, their families and caregivers. The primary focus is on providing staff training in early childhood development, researched based early education practices, and strength-based family engagement strategies. Tools to assist libraries in networking, sharing ideas and resources have been developed including Pinterest, Facebook, Twitter, YouTube accounts, and a web site: <a href="http://elf2.library.ca.gov">http://elf2.library.ca.gov</a>.</p>	<ul style="list-style-type: none"> <li>• Reach Out and Read Clinics</li> <li>• National Reach Out and Read</li> <li>• LSTA</li> <li>• Various Children’s museums</li> <li>• Partnership with Middle Country Library.</li> <li>• Brazelton Touchpoints Center</li> <li>• Center for Childhood Creativity</li> </ul>	<p>Training provided: National Reach Out and Read Center, Family Place, Saroj Ghoting, Betsy Diamant-Cohen, Rancho Cucamonga Library Staff, Brazelton Touchpoints Center and Center for Childhood Creativity.</p> <p>Training provided in-person as well as via webinar.</p>	<p>Various evaluation reports available on the: National Reach Out and Read website Family Place website</p> <p>Evaluator found that most libraries created more family-friendly library environments and increased programming for parents and caregivers.</p> <p>Feedback surveys led to 35 library systems purchasing or replicating Play and Learn Island units in their own libraries.</p> <p>2013-2017: Evaluation is currently underway regarding a library specific professional development training created using the Touchpoints Early Childhood Educator training model. 8 library systems will have been trained by Summer 2016 and an outcomes evaluation should be available by late Fall 2016.</p>

**Colorado** Beth Crist, Youth & Family Services Consultant, Colorado State Library, 303-866-6908, [Crist\\_B@cde.state.co.us](mailto:Crist_B@cde.state.co.us)

**Insights:** Create a cohort group at the very beginning to spread responsibility/leadership for training around the state. Our Colorado Libraries for Early Literacy (CLEL) now has 200 members that include early literacy trainers, graduate library school students and advocates.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>CLEL:</b> Colorado Libraries for Early Literacy includes a website, StoryBlocks, training, and an annual conference. Membership is free (open to anyone involved with children, libraries or early childhood education). Activities are directed by a Steering Committee appointed from the membership. New CLEL book award, "CLEL Bells," to recognize picture books that provide excellent support of early literacy skills, serve for collection development, programming, and information for librarians, educators, and caregivers. <a href="http://www.clel.org">www.clel.org</a></p> <ul style="list-style-type: none"> <li>• <b>StoryBlocks:</b> a collection of 30-60 second videos designed as models for parents, caregivers, and library staff. They include songs, rhymes, and finger plays appropriate for early childhood. Each video clip includes helpful early literacy tips to increase caregivers' understanding of child development and pre-literacy needs.</li> <li>• LSTA grant see <a href="http://www.cde.state.co.us/cdelib/LSTA/download/pdf/Creati%20nganOnlineRoadtoReading.pdf">http://www.cde.state.co.us/cdelib/LSTA/download/pdf/Creati%20nganOnlineRoadtoReading.pdf</a>.</li> </ul> <p><b>One Book 4 Colorado:</b> A two year old program in which each 4-year-old in the state receives the same book at every public library and Reach Out and Read clinic. Events are held around the state to distribute books, promote early literacy, model reading aloud, and instill the love of reading in young children. <a href="http://www.onebook4colorado.org">www.onebook4colorado.org</a></p> <p><b>SPELL</b>—Supporting Parents in Early Literacy through Libraries. The goal of this research project is to determine best practices for libraries to reach low-income parents with an early literacy message. <a href="http://spellproject.weebly.com/">http://spellproject.weebly.com/</a></p>	<p>LSTA funding, volunteer staffing, donations</p> <p>Reach Out and Read, Lt. Governor's Office, etc. / All private funding</p> <p>IMLS National Leadership Planning Grant</p>	<p><a href="http://www.clel.org">www.clel.org</a> comprehensive snapshot with parent information</p> <p>One book toolkit <a href="http://www.cde.state.co.us/cdelib/OneBook4CO/index.htm">http://www.cde.state.co.us/cdelib/OneBook4CO/index.htm</a></p>	<p>In development</p> <p><a href="http://spellproject.weebly.com/">http://spellproject.weebly.com/</a></p>

**Idaho:** Stephanie Bailey-White, Read to Me, Program Coordinator, Idaho Commission for Libraries, 325 W. State St., Boise, ID 83702, (208) 639-4145 \* (800) 458-3271 Idaho only, [stephanie.bailey-white@libraries.idaho.gov](mailto:stephanie.bailey-white@libraries.idaho.gov)

**Insights:** Mission has been to build capacity of libraries to serve families. The consistent emphasis on 3 principles has helped consistency. 60% of all libraries now do outreach, and most feel comfortable doing parent education.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p>Has funded many projects since 1997. All have been informed by 3 principles: 1) Outreach; 2) Professional Development; 3) Public Information. Currently implemented under umbrella “Read to Me.”</p> <p>The Idaho Commission for Libraries offers a buffet of turnkey outreach programs Idaho public libraries can participate in. All require a local partnership and are designed to increase access to print for young children.</p> <p><b>Day by Day Family Literacy Calendar:</b> Online family literacy calendar that connects parents with songs, videos, activities, Tumblebook, recipes, arts and crafts, booklists, health tips plus customized information related to Idaho. Originally created by the South Carolina State Library.</p>	<p>Mostly LSTA. Some private funding for evaluation and start-up.</p> <p>Libraries are encouraged to build local partnerships for outreach efforts.</p>	<p>State Library holds an annual 2-day training each spring and regional workshops each fall. These trainings are supplemented by webinars and web-based resources.</p> <p>Most training is done by State Library staff, but Saroj Ghoting, Sue Nespecca, and Betsy Diamant-Cohen have also made appearances.</p>	<p>A Boise State University Professor has conducted several evaluations of aspects of “Read to Me.”</p>

**Indiana:** Suzanne Walker, Children’s Services Consultant, Indiana State Library, Professional Development Office, 140 N. Senate Ave, Indianapolis, IN 46204 [suwalker@library.in.gov](mailto:suwalker@library.in.gov)  
 Resources for Librarians Serving Youth in Indiana: <http://www.in.gov/library/4642.htm>  
**Insights:** YSCON discussion list has been invaluable for Suzanne, who is a new state Children’s Services Consultant

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>Every Child Ready to Read Trainings and Resources</b> – Statewide 3 or 4 hour ECRR trainings have been offered by the Children’s Consultant throughout the year since the program’s inception in 2008.</p> <p><b>Indiana Early Literacy Firefly Award</b> – Book award given to one of 5 nominated titles that most effectively supports Talking, Singing, Reading, Writing, and Playing. It is voted on by children and their parents. Children must be ages 0-5.</p> <p><b>Storytime Kits</b> – Circulating collection of themed Storytime Kits that include books, music, manipulatives, and activities. There are about 50 different kits. This has been going on since about 2009.</p> <p><b>Eat Play Grow manuals from the Children's Museum of Manhattan;</b> the Indiana State Library paid for a manual to be printed for each public library in Indiana to be a companion piece to their Collaborative Summer Library Program manuals for 2016.</p> <p>Centers for Disease Control Brochure / The Indiana State Library partnered with the Centers for Disease control to provide all libraries in Indiana with at least 200 "Track Your Child's Developmental Milestones" brochures. More are available to libraries upon request.</p>	<p>Funding:</p> <ul style="list-style-type: none"> <li>• LSTA</li> <li>• Center for the Book</li> </ul> <p>Partners:</p> <ul style="list-style-type: none"> <li>• Public libraries</li> <li>• Schools</li> <li>• Indiana Youth Institute</li> </ul>	<ul style="list-style-type: none"> <li>• PINTEREST page for ECRR.ECRR</li> <li>• Kits purchased for all libraries.</li> <li>• ECRR training done around the state.</li> <li>• Saroj Ghoting and Betsy Diamant-Cohen have also done trainings.</li> </ul> <p>Ballots and website available</p> <p><b>It is a Training Manual</b></p>	<p>General Survey in Survey Monkey</p> <p>A survey is sent out with every kit. No formal studies have been done on our kits.</p>

**Ohio:** Janet Ingraham Dwyer, Library Consultant, State Library of Ohio. [jdwyer@library.ohio.gov](mailto:jdwyer@library.ohio.gov). 614-644-6910

**Insights:** Ohio libraries have made great strides in early literacy support, and hundreds of librarians have been trained in ECRR concepts, but there is still a need to rethink outreach. This is being done effectively in some communities but not all. The Columbus Metropolitan Library has outreach staff who work exclusively in the community. There have been requests from librarians in the field for guidance and support for an expansion of focus from 0-5 to 0- 8. Some children’s librarians want to be certified trainers for early childhood Continuing Education credit. Also, libraries tend to be better at addressing the needs and developmental stages of 3-5 year olds. There is a huge opportunity for librarians to learn more about child development and to reach out to support 0-2 year olds and their parents and caregivers. The very first years of life are uniquely and critically important, and services and education for parents are lacking.

**Project Description**

**Partnerships and Funding**

**Training and Technology**

**Evaluation**

Ohio Ready to Read (ORTR) [www.ohreadytoread.org](http://www.ohreadytoread.org) is the umbrella program. The state supports Every Child Ready to Read (ECRR).

Ohio Early Literacy Crosswalk <http://ohelcrosswalk.wikispaces.com/Ohio+Early+Literacy+Crosswalk> is an effort to demonstrate the relationship between ECRR 1 and 2, the Ohio Department of Education Early Learning and Developmental Standards, and Headstart Child Development and Early Learning Framework Outcomes.

Primary emphasis now is on providing ongoing training and resources through Early Literacy 101.

In 2013, Ohio Ready to Read officially expanded its focus, from 0-5 year olds and their parents/caregivers, to 0-8 year olds and their parents/caregivers ORTR has created a web resource for public librarians on Common Core and other shifts in PreK-12 education: [http://www.ohreadytoread.org/student\\_learning.html](http://www.ohreadytoread.org/student_learning.html)

Some of the information is Ohio-specific, but most of it is relevant to any public library anywhere.

The decision to expand the early literacy audience to include 6-8 year olds was driven partially by the passage of Third Grade Reading Guarantee legislation in Ohio, and by the advent of Common Core. It was also influenced by the research about early literacy and acquisition of reading skills. Every Child Ready to Read focuses on 0-5 because that is where public libraries can have the greatest impact. Once children are in kindergarten, school becomes the primary location of learning. However, the public library remains a powerful partner and support through the early elementary years and beyond.

- The state library partners with:
- The Ohio Library Council (the state public library association) to implement Ohio Ready to Read.
  - Funding is primarily LSTA with a lot of in-kind staff support from the public library community.

An in-person “Early Literacy 101” workshop, based largely on ECRR2, has been offered in numerous Ohio libraries by ORTR trainers. The workshop is available on request to libraries that are willing to host it and invite neighboring libraries and child care/education facilities. ORTR trainers have conducted open-registration “Early Literacy 101” workshops around the state since 2014.

Current information is disseminated through the ORTR website and a Facebook page (<https://www.facebook.com/OhioReadyToRead>).

Each workshop is evaluated by attendees.

**Oregon:** Katie Anderson, Library Development Services, \* Youth Services Consultant \* Oregon Center for the Book Coordinator \*  
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**Insights:** Know your libraries—libraries that need training the most will not be as successful if training is online. The most in need show the greatest benefit from face to face training and coaching. Strong library systems will be able to work with a variety of training options. In designing your training, give as many opportunities to practice as you can and segment training with time for practice between trainings. Give time in training for trainers to re-organize information to meet community needs and training styles. Find a built in partner to do the training with and have them in the same room from the beginning. Contract with someone to do evaluation and have them involved in the project from the very beginning. A critical partner is any statewide early literacy or childcare accreditation organization. Make sure your cohort group includes library champions from around the state and make sure you have trainers available when a need arises—from workshops to one-on-one advice.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>Statewide Early Literacy Project Environmental Scan</b> Oregon Commission on Children and Families, Oregon State Library. Prepared by Multnomah County 2006</p> <p><b>Ready to Learn:</b> Pilot program run by coalition of public libraries and partners in a five-county area of rural Eastern Oregon. It will incentivize library usage and improve pre-kindergarten readiness while establishing planning for college as a fundamental part of early learning It will provide measureable data on the impact that public library visitation, borrowing and children’s program attendance has on a child’s kindergarten readiness. . Facebook page <a href="https://www.facebook.com/readytolearnoregon">https://www.facebook.com/readytolearnoregon</a>, web site (coming soon, URL will be announced on the Facebook page). Grant application available online <a href="http://www.oregon.gov/OSL/LD/LSTA/2013/13-09-4pfull.pdf">http://www.oregon.gov/OSL/LD/LSTA/2013/13-09-4pfull.pdf</a>.</p> <p><b>Reading for Healthy Families</b> to train Healthy Start/Healthy Families Oregon home visitors and children’s library staff to implement ECRR@ your library 1<sup>st</sup> edition in their work with parents from 2008-2011. <a href="http://www.oregon.gov/osl/LD/pages/youthsvcs/rfhf.home.aspx">http://www.oregon.gov/osl/LD/pages/youthsvcs/rfhf.home.aspx</a></p>	<p><b>IMLS:</b> Library Services and Technology Grant Act sub-grant</p> <p><b>IMLS:</b> Library Services and Technology Grant Act sub-grant, multiple partners</p> <p>Funded by Paul G. Allen Family Foundation and Oregon Community Foundation.</p>	<p>ECRR trainers trained 294 staff that offered 8,348 sessions for 3,933 families/2 days/15 families/2 days</p>	<p>Report Available online <a href="http://www.oregon.gov/osl/LD/Page/youthsvcs/earlylit/index.aspx">http://www.oregon.gov/osl/LD/Page/youthsvcs/earlylit/index.aspx</a></p> <p>Library Card number and student ID number will link library usage data with kindergarten readiness assessment scores: Pilot grant with data in Sept. 2014</p> <p>Evaluation done by NPC Research findings at <a href="http://www.oregon.gov/osl/LD/Page/youthsvcs/rfhf.overview.history.aspx">http://www.oregon.gov/osl/LD/Page/youthsvcs/rfhf.overview.history.aspx</a></p>

**Pennsylvania** Susan Pannebaker, Bureau of Library Development, Pennsylvania Department of Education, 607 South Drive, Harrisburg, PA 17120. spannebake@pa.gov  
**Insights:** Early Literacy has been a priority for a number of years in Pennsylvania. A number of different programs have been implemented and numerous trainings such as Mother Goose on the Loose, Every Child Ready to Read, What’s the Big Idea have been held across the state. The ongoing early literacy programs are Family Place and One Book, Every Young Child. Another initiative, Preschool Connections (described below) ended in 2013 after a six year cycle. A new initiative, Block Parties just began in the summer of 2013.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p>There are almost 100 <b>Family Place Libraries</b> in Pennsylvania. This program works really well for libraries that have a full-time children’s librarian. Most are in suburban areas, but more urban libraries have been entering the program in the last few years. This program has been in existence since 2002. The training provided by Middle Country Public Library on Long Island has transformed the way these libraries work with families, rather than just children. The Family Place model of having community professionals at the Parent/Child Workshops has allowed many parents to talk to nutritionists, speech pathologists, audiologists, psychologists and others and learn either their child is doing fine or an issue is brought to light and a referral or support is offered. The program also appeals to parents who think their child is too young or active to be part of a Storytime type of program. Another key aspect is the training of all library staff on how to support parents of young children.</p> <p><b>Preschool Connections</b> was a six year project that reached all areas of the state, one region at a time. It was designed to build capacity to provide early literacy services in very small, under-resourced libraries with limited staff. The director and one additional staff person were required to attend four workshops in their areas and were given toys, equipment, and materials to implement the activities shared in training. They were also awarded \$2500 grants to create family-friendly spaces, improve board book and parenting collections and to encourage high quality programming. The program was done regionally to allow participants to interact and build a network with others within a three hour drive.</p> <p><b>Pennsylvania One Book, Every Young Child</b> (<a href="http://www.paonebook.org">www.paonebook.org</a>) program debuted in 2006, but had been under construction for the two years prior. The committee overseeing the program is made up of</p>	<p>All projects funded by LSTA.</p>	<p>All training is provided in face to face workshops.</p> <p>Middle Country provides initial training for Family Place through a mix of online and face-to-face training at Middle Country Public Library on LI Every 2 years there is a follow up meeting and networking opportunity for all Family Place libraries in the state.</p> <p>Training for Preschool Connections was provided by two experienced Children’s Services Coordinators</p> <p>Activity Guides, related to the “one book,” are available in print and on the web. Family Fun</p>	<p>No evaluation has been done of the Family Place program in PA.</p> <p>Preschool Connections was evaluated and found to be an effective way to empower small libraries with no professional staff. Evaluator recommended seeking funding for leadership development and/or library school opportunities.</p> <p>An evaluation was done in the second year of the program that focused on how early childhood</p>

<p>librarians, museum educators, early childhood educators and PR people. The 10 collaborating agencies all support early childhood literacy efforts and emphasize the importance of reading early and often to children, as well as engaging them in conversation and other activities around books. They have worked together to develop this multi-faceted program which is accessible to all areas and populations of the state. Each licensed childcare provider in the Commonwealth (over 11,000) receives a copy of the “one book” as do Head Start classrooms, family literacy programs and public Pre-K classrooms. Every library receives copies of the “one book” for their collection and programming needs. Over 250 organizations purchase paperback copies of the book to give away to children and other educators.</p> <p>Throughout the spring and summer there are local events including author visits; library and museum programming for families; and activities for parents, early child care providers, and educators. There are also traveling trunks developed by museum educators to help expand upon concepts from the book. Each trunk is filled with fun book-related activities, games, and manipulatives for young children, as well as a guide for librarians and educators that encourage the use of the trunk contents in activities that are aligned with the Pennsylvania Early Learning Standards.</p>		<p>Guides are also available for parents. Many libraries invite early childhood educators into the library or make presentations at conferences to share all the activities that can be done with the book.</p>	<p>programs outside the library participated in the program. The results led to some changes such as putting information about the program on the paperback books</p>
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**Utah:** Sharon Deeds, Youth Services Coordinator, Utah State Library, Utah Department of Heritage and Arts [sdeeds@utah.gov](mailto:sdeeds@utah.gov) or 801-715-6742

**Insights:** This work is impossible without collaboration. Find out who are regional literacy coordinators and make a list of all possible partnerships and begin building relationships at the ground level. Be liberal in your replication of best practices—steal and don’t feel the need to invent everything yourself. The hand held five practices star (ECRR “tip” packet) is enjoyed by children and parents alike. So it is felt that it is being used.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>Utah Kids Ready to Read:</b> Provides information, training, technical assistance, and resources about early literacy best practices for Utah librarians and their community partners. Our vision is for all parents and caregivers to nurture their children’s early literacy skills, and for all children to develop as independent, lifelong learners.</p> <ul style="list-style-type: none"> <li>• Based on ECRR 2<sup>nd</sup> edition 5 practices (it started years before when the first edition of ECRR was launched)</li> <li>• Creation of 20 minute overviews to motivate 5 practices enforced by the star</li> <li>• Booths at large venues around the state</li> <li>• Creation of handheld five practices star (ECRR tips for parents)</li> <li>• Working on filming videos of Utah celebrities singing songs, performing nursery rhymes, etc.</li> <li>• Producing a nursery rhyme booklet for distribution to libraries and early literacy centers.</li> </ul>	<p>Prezi.com provides free platform for public use</p> <p>Partners include Utah Education Network, Salt Lake County Library System, Salt Lake City Public Library, Park City Library, Summit County Library, Utah Department of Heritage and Arts</p> <p>Steering committee has been expanded to include representatives from Heat Start, University of Utah, KUED, Utah Office of Education and libraries throughout Utah.</p> <p>Funded by the Utah State Library, LSTA, and the Utah Department of Heritage &amp; Arts.</p>	<p>Prezi training presentations <a href="http://prezi.com/0lz3zj25feps/utah-kids-ready-to-read-presentation-20/">http://prezi.com/0lz3zj25feps/utah-kids-ready-to-read-presentation-20/</a></p> <p>Parent Support and Ideas for Librarians <a href="http://utahkidsreadytoread.org/">http://utahkidsreadytoread.org/</a></p> <p>Talk, Sing, Read, Write, Play Song: <a href="http://www.youtube.com/watch?v=jV1bjNW-VIU">http://www.youtube.com/watch?v=jV1bjNW-VIU</a></p>	<p>Working on outcomes and evaluation this year</p> <p>Created logic model</p> <p>Humanities Council Website that offers free book for completing activities and taking a survey <a href="http://utahkidsreadytoread.org/webquest/index.shtml">http://utahkidsreadytoread.org/webquest/index.shtml</a></p>

**Vermont:** Sharon Colvin, Youth Services Consultant, Vermont Department of Libraries [sharon.colvin@vermont.gov](mailto:sharon.colvin@vermont.gov)

**Observable outcomes:** Librarians have improved the cognitive content of their programming, and have elevated the traditional story hour into meaningful learning experiences for children. In addition, they have provided engaging resources to parents, and have expanded library outreach to community child-care providers.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p>In 2010 the Vermont Department of Libraries and the Vermont Center for the Book joined forces to establish the Vermont Early Literacy Initiative (VELI), a public library program with a unique approach that provides books, hands-on materials, and training for librarians along with training, books and other materials for families and community child-care providers to advance early literacy and put young children on a path of lifelong learning, success in school and success in life.</p> <p>VELI is now in 75 public libraries across Vermont. Past trainings have focused on preschool literacy and pre-reading skills, preschool mathematics, and social-emotional development. A new three-year IMLS grant will focus on VELI-STEM, bringing STEM training, books, resources and materials to families and caregivers of preschool children through 25 Vermont libraries over three years.</p>	<p><b>Partnerships and Funding:</b></p> <p>Generous ongoing donations from a private benefactor aided in the development of VELI.</p> <p>Ongoing support has been provided by:</p> <ul style="list-style-type: none"> <li>• The State of Vermont,</li> <li>• The Vermont Center for the Book,</li> <li>• The Henderson Foundation,</li> <li>• Vermont Birth to Five</li> <li>• Turrell Fund.</li> </ul> <p>VELI has partnered with consultants from the VT Agency of Education in providing specific content.</p>	<p>A two-day training is held each year on a content area with a follow-up one-day training after the program is completed. Initial emphasis was on early literacy; this expanded to preschool mathematics and social-emotional development. Follow-up webinars were held when necessary. In 2015 librarians were trained to reach FFNs (Family, Friends and Neighbor caregivers) who care for infants and toddlers. Two trainings each year will be conducted for the VELI-STEM project. All training and project content is based on the Vermont Early Learning Standards and the Common Core State Standards. VELI-STEM will also be based on the Next Generation Science Standards.</p>	<p>VELI librarians were surveyed after the initial early literacy training, using a retrospective pre-post survey instrument. Significant change was shown in data with regard to: librarians incorporating early literacy skills and concepts into programming; relaying information about early literacy skills and concepts to parents whose children attend story hours, and; recognizing opportunities to introduce early literacy skills and concepts, among others. More data is being compiled at this writing and a report will be available in late 2016.</p> <p>Formal evaluation is being conducted for VELI-STEM by Dr. Kelly Myles.</p>



<p>young children. It includes a series of early literacy activities based on the Virginia Department of Social Services “Milestones in Child Development.” The Winter Reading Program also provides early literacy tips based on Every Children Ready to Read. Materials are provided in English and Spanish. We are in the process of developing a training manual. This is an ongoing project with first online publishing in 2013.</p> <p>“Youth Services Notes” are provided via email to library staff. Approximately 45 issues are offered each year; although the content is not specifically devoted to early literacy there is significant content which is.</p> <p>Like Ohio and Arizona we have “crosswalks” developed which show the relationships with Every Child Ready to Read 1 and 2 with Head Start Goals, Virginia Department of Social Services and Virginia Department of Education. Training on the crosswalks will be provided by Saroj Ghoting (2014).</p>		<p>(2014) Katie Scherrer- bilingual story time tips (2014)</p> <p>6 Regional Training sessions in the spring which include an exchange of the Early Literacy Activity Centers</p> <p>1 fall workshop in Richmond.</p>	
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**Insights:** Our Early Learning Public Library Partnership (ELPLP) makes libraries more visible and respected. We have a network to share information and best practices. Must “be at the table.” Involve library directors in networks and partnerships. In training realize that change is always a process—incremental movement rather than immediate success. Staff appreciated training and support. Also in training, never show folks materials they can’t have or afford. Important to understand the “why” of change, e.g. brain research. Create plans that support a variety of libraries from urban to small local. Face to face training gets the best results. Community connections are essential for this work.

Project Description	Partnerships and Funding	Training and Technology	Evaluation
<p><b>Connecting the Dots</b> is the Washington State Library’s early literacy project that is working in tandem with an IMLS National Leadership Grant awarded to the University of Washington, Project VIEWS, to develop, test, and implement reliable, evidence-based methodologies and tools that will measure the effectiveness of providers of early learning programs and the impact of those programs on young children in Washington’s public libraries. Dr. Eliza T. Dresang, Beverly Cleary Chair at the iSchool of the University of Washington, is lead researcher for both projects.</p> <p><b>The Early Learning Public Library Partnership (ELPLP)</b> strengthens the ability of public libraries to fully participate in the advancement of early learning in Washington State. 27 library partners representing over 300 libraries in Washington. Goals of the ELPLP are to ensure that:</p> <ul style="list-style-type: none"> <li>• Public libraries are recognized for their work in early learning by early learning professionals, decision makers, and the public;</li> <li>• Public libraries are members of local and statewide early learning coalitions throughout Washington State;</li> <li>• Public libraries continue to grow resources for early learning services and influence in the Washington State early learning community.</li> </ul> <p><b>Race to the Top—Early Learning Challenge(RTT).</b> At the request of Dr. Bette Hyde, Director of Washington’s Department of Early Learning (DEL), the Washington State Library submitted a proposal to DEL to partner with local public libraries to support public awareness and</p>	<p>LSTA</p> <p>Foundation for Early Learning membership dues</p> <p>RTT-ELC funds awarded to DEL</p>	<p>To date, only the experimental group, consisting of 20 librarians, has received training. Widespread training will begin when Dr. Dresang has concluded research involving the experimental and control groups, projected fall, 2013. Training will probably be a combination of face to face and on line.</p> <p>Yearly – ELPLP Symposium Various speakers, including researchers from the fields of education and brain research on infants and toddlers Face-to-face</p> <p>State Library contracted with DEL in Feb 2013 to offer a grant cycle to public libraries. In July 2013 contracts were signed with 28 libraries, in partnership with local</p>	<p>A total of 40 libraries are currently participating in the study. The project is utilizing early literacy principles that have been established or validated by the National Early Literacy Panel. Initial findings show a statistically significant correlation between the principles incorporated into the story times and the behaviors of the children attending.</p> <p>Evaluation in mini-grant applications.</p>

<p>family engagement outcomes, utilizing a portion of RTT-ELC grant awarded to DEL. The goals of this project include:</p> <ul style="list-style-type: none"> <li>• Leveraging the libraries’ role as local hubs to build public awareness of key early learning initiatives among Washington families;</li> <li>• Determine best practices for partnering with public libraries in the future on early learning public awareness and family engagement initiatives.</li> </ul> <p><b>What’s the Big Idea (WTBI) Making Math and Science Come Alive in Your Library</b></p> <p>The program was developed by the Mother Goose Program at the Vermont Center for the Book (VCB) with funding from the National Science Foundation (NSF) and uses picture books to introduce math and science learning in library story times and programs. Extending math and science into the home is both encouraged and supported. A good overview can be found at <a href="http://bigidea.mothergooseprograms.org/">http://bigidea.mothergooseprograms.org/</a> The original project had 15 states participating in training, implementation, and feedback over a three year period with the goal of the public library as a location in which standards-based science and mathematics learning can take place through a variety of out-of-school-time programming and resources. 125 library and community partners attended WSL training</p> <p><b>What’ll I do with the Baby-o?</b> WSL hired Jane Cobb, an author and</p>	<p>Vermont Center for Book with funding National Science Foundation and WSL with LSTA from IMLS</p> <p>LSTA</p>	<p>community organizations, for grants to:</p> <ul style="list-style-type: none"> <li>-Enable public libraries to leverage their role as local community hubs to build public awareness of key early learning initiatives among Washington families; and</li> <li>- Enable the Department of Early Learning to determine best practices for collaboration between DEL and libraries in future early learning public awareness and family engagement initiatives.</li> </ul> <p>Two tiers of training—WSL training in Denver and trained 2 more in WA. Began with 20 participants and now is offered on a rolling basis. All public and tribal outlets received training manual and materials. Excellent manual. Face to Face training, mostly 6 hours. Some requested 4 hour training and it was not as effective.</p> <p>Face to face training by J. Cobb at 10 sites. Participants received a</p>	<p>Evaluation done by RMC Research. The Executive Summary of the Evaluation can be found on our website: <a href="http://www.mothergooseprograms.org">http://www.mothergooseprograms.org</a></p> <p>Research show changes and improvements in librarians’ practice.</p> <ul style="list-style-type: none"> <li>•Program standards are based on state and local standards, including Head Start Outcomes</li> <li>•Help librarians bring focus and intention to their work with children</li> <li>•Gives librarians the knowledge to infuse their work with math and science content, skill and processes.</li> </ul> <p><a href="http://informalscience.org/evaluation/show/236">http://informalscience.org/evaluation/show/236</a></p>
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<p>librarian with experience working with parents, caregivers, infants and toddlers, to provide training. ECCR2 training would have normally been done at this point in time, but WSL was asked to hold off on training until after the research for Project Views was completed, not wanting to jeopardize the study. The library directors and a training assessment done by WSL both requested additional training for youth services staff. Based on principles of ECRR. Library staff learned:</p> <ul style="list-style-type: none"> <li>•Interactive rhymes, songs and stories: how to use them in programs and teach them to parents and caregivers.</li> <li>•Overview of early language and literacy development and how to apply this in programs.</li> <li>•Introduction to storytelling in family programs; how to learn an oral story to tell, how to make it your own, and why storytelling is so beneficial to the whole family, and especially to young children.</li> <li>•Program management tips: how to facilitate a group, how to deliver a program, learning what is appropriate for infants, toddlers, preschoolers, and mixed ages; how to include reluctant participants (parents and children); how to handle difficult situations and surprise moments.</li> </ul>		<p>copy of Cobb's book and a CD with nursery rhymes and songs. Many libraries shared training and materials with childcare providers. Interactive and hands on nature of the training was invaluable.</p>	
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