

# Access

# School Readiness

August

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## Library of Michigan Offers Grant Program for Broadband Upgrades

*by Sheryl Mase, Director of Library Development and Data Services, Library of Michigan*

The Library of Michigan is offering a grant program, using Reed Act and Gates Foundation funds, which will enable public libraries to enhance the connectivity of their public access computers to provide quick access to Internet resources for the unemployed. Libraries may apply for funding for broadband upgrades and for the non-discounted portion of their annual telecommunications and/or Internet service costs. Priority will be given to libraries in areas of high unemployment. Libraries must apply for federal E-rate discounts for ongoing sustainability of their broadband services.

Funding for the grant program comes from federal Reed Act funds, given to states to help meet the needs of unemployed workers, and a grant from the Bill and Melinda Gates Foundation targeted for broadband upgrades for public libraries. These funds, together with the federal E-rate program for sustainability, will provide a well-rounded solution for serving the unemployed via Michigan's public libraries.

The Library of Michigan also used Reed Act funding to subscribe to "LearnATest," an online database offered statewide via the Michigan eLibrary. LearnATest includes test preparation materials and interactive practice for tests such as the ACT, ASVAB, SAT and various civil service exams. In addition, Michigan's library cooperatives will receive Reed Act funding for the development and delivery of training programs and resources to assist library staff in serving the unemployed.

In addition to administering the Reed Act and Gates Foundation funds for broadband upgrades, the Library of Michigan will provide:

- Statewide E-rate program training for libraries and support to library cooperative directors or their designees with regional program questions in an effort to support local plans for sustainability.
- Online support services to assist in upgrading to broadband services.
- Assistance with design requirements for end-to-end services from Internet service providers to minimize the need for additional maintenance contracts, equipment replacement costs, etc., for Internet services.
- Coordination with Department of Information Technology to utilize financial impact of aggregated demand through the use of a statewide bid(s), where possible, for telecommunications and Internet services.
- Resource information with regard to LAN technical support.
- A separate resource page on the Michigan eLibrary (MeL) specially designed to serve the unemployed.
- Training via the Michigan's library cooperatives and the Michigan Library Consortium on the use of MeL resources specifically to serve the unemployed.



# Notes from the State Librarian

## State Librarian's Excellence Award

by Jo Budler, Deputy State Librarian

On Thursday, October 30, at the State Librarian's Luncheon during the annual Michigan Library Association conference, the Library of Michigan

Foundation will award its third annual State Librarian's Excellence Award to a Michigan library that best exemplifies excellence in customer service.

As in 2002, the recipient library of this prestigious award will receive a check for \$5,000 and a distinctive trophy. Two Citations of Excellence will also be awarded.

You can view the award criteria on the History, Arts and Libraries Web site at [www.michigan.gov/hal](http://www.michigan.gov/hal). Click on Our Agencies (on the left hand side of the page), then Library of Michigan, then Library of Michigan Foundation, then State Librarian's Excellence Award (under Awards, Grants & Scholarships).

The deadline for nominations is September 12. Last year's recipients were:

- Genesee District Library : State Librarian's Excellence Award 2002 and \$5,000
- Lydia M. Olson Library - Northern Michigan University: Citation of Excellence
- Fremont District Library: Citation of Excellence

Please contact the Library of Michigan Foundation office at (517) 373-1297 for additional information on the 2003 award.



STATE LIBRARIAN'S

EXCELLENCE AWARD 2003

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# Upcoming Continuing Education Opportunities from the Library of Michigan

## AUGUST

### Trustees: Roles, Responsibilities, & Reputations

Your public library's reputation rests on its trustees both observing the law and behaving in a manner befitting their position of public trust. This workshop will help educate library trustees and directors on the primary legal and behavioral responsibilities that their positions entail.

*Speakers:* Dragomir Cosanici, library law specialist, Library of Michigan; Martha McKee, library consultant

**Time:** 1-5 p.m.  
**Cost:** \$20  
**CEUs:** 0.4

- 8/1 Library of Michigan, Lansing
- 8/2 Southwest Michigan Library Cooperative, Paw Paw
- 8/16 Farmington Community Library, Farmington

### Mahoney Children's Workshop: Emergent Literacy

Emergent literacy consists of the pre-reading and writing skills that preschool children acquire prior to going to school. This workshop will present the theory and practice of emergent literacy and how libraries can help prepare preschool children to be successful readers and writers.

*Speakers:* Lena Montgomery, Wayne RESA; Megan Battle, Farmington Community Library; Wendy Wilcox, West Bloomfield Township Public Library

**Time:** 8:30 a.m. – 4:00 p.m.  
**Cost:** \$35  
**CEUs:** 0.6 (0.6 SB-CEUs applied for)

- 8/11 Southfield Public Library, Southfield
- 8/12 Cadillac-Wexford County Public Library, Cadillac
- 8/14 Peter White Public Library, Marquette

## OCTOBER

### Grant Writing Workshop

This workshop will help potential LSTA grant applicants plan their projects, complete the application and understand what peer reviewers look for in a grant application. The role of outcome based evaluation in the LSTA process will also be discussed in this full day, hands-on workshop.

*Speaker:* Jolee Hamlin, LSTA specialist, Library of Michigan

**Time:** 9:00 a.m. – 4:00 p.m.  
**Cost:** \$20  
**CEUs:** 0.5

- 10/20 Library of Michigan, Lansing
- 10/21 Southfield Public Library, Southfield
- 10/22 St. Clair County Library, Port Huron

For more information on all workshops offered by the Library of Michigan, please visit our Web site at [www.michigan.gov/hal](http://www.michigan.gov/hal). On the left side of the screen, click on *Exhibits & Events*, then click on *Conferences & Workshops*, then *Library*.

For more information about the above workshops, you may also call Jenn Houseman at (517) 373-1580.

*Don't forget our free Learning More @ the Library of Michigan patron training sessions and our Abrams Genealogy Series as well! For more information on these classes, visit our Web site or call the library at (517) 373-1300.*

## LM Employees Present at International Conference

*by Karrie Waarala, Continuing Education Specialist, Library of Michigan*

On June 12, two Library of Michigan employees presented at "eLit 2003," the Second International Conference on Information and IT Literacy in Glasgow, Scotland. Utilizing videoconference technology, Librarian Diane Donham and Continuing Education Specialist Karrie Waarala joined Caroline Stern, associate professor at Ferris State University, in presenting the session "Testing the Waters of E-Learning: Swimmably Synchronized Distance E-Learning." Donham demonstrated the library's Ask Us Live online reference service, while Waarala discussed Mi-Lib-Tech, the self-paced online courses available to all Michigan public library personnel thanks to a grant from the Bill and Melinda Gates Foundation. Stern presented on Ferris State University's information literacy instruction. The presenters have been invited to write up their conference session as a paper.

This was the greatest distance covered using the Library of Michigan's videoconference equipment to date, successfully bridging the Atlantic Ocean and the five-hour time difference between Lansing, Michigan and Glasgow, Scotland and emphasizing the effectiveness of using technology in distance learning. For more information on the eLit conference, you can visit their Web site at <http://www.elit2003.com>.

# Trustees Corner

by Dragomir Cosanici, Library Law Specialist, Library of Michigan

## CIPA IS REVIVED BY THE UNITED STATES SUPREME COURT

On June 23, 2003, the United States Supreme Court overturned the United States District Court for the Eastern District of Pennsylvania and reinstated the filtering mandate for public libraries found in the Children's Internet Protection Act (CIPA). [*Unites States v. American Library Association*, 539 U.S. \_\_\_\_ (2003)]. In short, the High Court ruled that public libraries that receive funds through the LSTA or E-rate programs for Internet access must install software to block obscene or pornographic images and to prevent minors from accessing materials harmful to them, as well as adopt an Internet safety policy.

It is crucial to note that the U.S. Supreme Court decision only applies to those public libraries that receive E-rate funds for Internet access or internal connections or LSTA funds for Internet access or for purchasing PCs. If your library does not receive those types of federal funds, you need not worry about the legal implications of this decision.

### What is CIPA about and what are the purposes of LSTA and E-rate?

CIPA provides that a public library may not receive E-rate or LSTA federal assistance unless it has "a policy of Internet safety for minors that includes the operation of a technology protection measure that protects access" by all persons to "visual depictions" that constitute "obscenity" or "child pornography," and that protects against access by minors to "visual depictions that are harmful to minors." 20 U.S.C. §§9134(f)(1)(A)(i) and (B)(i); 47 U.S.C. §§245(h)(6)(B)(i) and (C)(i). The statute defines a "technology protection measure" as "a specific technology that blocks or filters Internet access to material covered" by CIPA. §254(h)(6)(D). Under the LSTA program, disabling is permitted during use by any person. 20 U.S.C. § 9134(f)(3). Under the E-rate program, however, disabling is permitted only "during use by an adult." 47 U.S.C. §254(h)(6)(D).

The intended purpose of the LSTA, according to a U.S. Senate conference report, is to stimulate excellence and promote access to learning and information resources in all types of libraries for individuals of all ages. S. Conf. Ref. No. 104-230, p. 132 (1996). The intended purpose of the E-rate is to open new worlds of knowledge, learning and education to all Americans... and to provide the ability to browse library collections, review the collections of museums, or find new information on the treatment of an illness to Americans everywhere via.... libraries. *Id.*

## CIPA goals and blocking non-obscene sites

The U.S. Supreme Court ruled that CIPA does not impose an unconstitutional condition on libraries that receive E-rate and LSTA subsidies by requiring them, as a condition on that receipt, to surrender their First Amendment right to provide the public with access to constitutionally protected speech. Moreover, the High Court held that the government is not denying a benefit to anyone, because when it appropriates public funds to establish a program, it is entitled to broadly define that program's limits. See, e.g., *Rust v Sullivan*, 500 U.S. 173, 194 (1991).

The U.S. Supreme Court decision allows libraries to disable the software filter for any adult patron to access an "overblocked" Web site upon a patron's request. Under CIPA, library patrons may request that libraries disable the filtering software for legitimate research purposes, without clearly defining what those purposes are. The U.S. Supreme Court all too easily presumed in its decision that the process of disabling the filtering software on a terminal is convenient, fast and readily available option for all public libraries. The American Library Association's Office of Information Technology Policy is currently working to convene filtering companies in order to relate the needs of the library community.

### What do we do now?

Continue to apply and enforce your existing Internet policies. The ruling means that public libraries will, *sometime in the future*, need to use content filters to block visual depictions of child pornography, obscene materials, or for children under the age of 17, materials harmful to minors, or forego E-rate funds for Internet access or internal connections or LSTA funds for Internet access or for purchasing PCs. These requirements are applicable both for staff and patron computers and applicable Internet connections. When exactly public libraries that receive such federal discounts must begin filtering remains an open question as of the time this article was published.

With regard to E-rate, the Federal Communications Commission will soon issue information on the time frame and process for library compliance with the filtering decision. The American Library Association's Office of Information Technology Policy has been meeting with the Federal Communications Commission to advocate for an implementation date that would be delayed until the 2004 funding year. The Institute of Museum and Library Services (IMLS), the federal agency that administers the LSTA program, is also expected to issue information on the time frame and compliance process for LSTA by early August of 2003.

We at the Library of Michigan are diligently working with the American Library Association, its Office of Intellectual Freedom and legal counsel to keep Michigan libraries up to date on any new developments or explanations concerning CIPA. Look for more information in *Access* and on the American Library Association's own

Web site. Please also watch for announcements on *michlib-l* and from your library cooperatives. If you have any questions or concerns, please contact the Library of Michigan's library law specialist, Dragomir Cosanici, at (517) 373-1299 or via e-mail at [dcosanici@mi.gov](mailto:dcosanici@mi.gov).

## Are You Ready to Learn? National Leadership Grants Project Planning, a Tutorial

by Jolee Hamlin, LSTA Specialist, Library of Michigan

It's not just young people who are getting ready to learn and return to school in the fall! Many adult learners associate this time of year with educational opportunities, and the Institute of Museum and Library Services has produced an excellent new learning tool for libraries, museums and related organizations! *National Leadership Grants Project Planning: A Tutorial* is an online, self-guided resource designed to provide skills, knowledge and tools to develop a project plan. While the tutorial is geared towards projects that may be developed into National Leadership Grants (NLG) opportunities, it is practical for planning projects and grant applications from many venues. Particular emphasis is paid to defining and planning a project, with further coverage on actually implementing the project, writing the grant applications, and identifying and communicating with stakeholders.

## The Michigan Author Award

by Roger Mendel, Director, Mideastern Michigan Library Cooperative

In 1992 the first Michigan Author Award was presented to Dan Gerber of Fremont, Michigan, at the Thunder Bay Literary Conference in Alpena. The Thunder Bay Literary Conference began in 1990, sponsored by the Alpena County Library with grant funding from the Michigan Humanities Council. The conference was designed to bring librarians, writers, would-be writers and readers to northern Michigan in September to enjoy the fall colors and to hear Michigan authors talk about their craft and their motivations to write. The two-day conference, held in late September, was the idea of Judi Stillion, then assistant director of the Alpena County Library. Judi, working with Director Roger Mendel and a committee comprised of Friends and other interested parties, developed the components of the conference and arranged for the authors to appear. The conference was a great success, with attendance topping 250 and bringing anywhere from five to seven noted authors to Northern Michigan each year. The conference was so popular that the audience included participants from all parts of Michigan, as well as individuals from Indiana,

Canada and Kentucky.

In its third year, the conference added the Michigan Author Award component. Working with the Library of Michigan's Center for the Book and the Michigan Library Association (MLA), the Thunder Bay Literary Conference committee developed the criteria, secured the cash award and assembled a selection committee to choose the first award recipient. In addition to the award and the cash prize, the winner received a special tribute from the governor. The Thunder Bay Literary Conference was held for a total of five years, and during that time three Michigan Author awards were presented. In addition to Dan Gerber, Charles Baxter and Nancy Willard also received the award. In 1995 a decision was made to have the award presented at a statewide venue. The award program was transferred to the MLA, with the continued support of the Center for the Book, and Janet Kauffman was awarded the honor at the MLA's 1995 annual conference.

The Michigan Author Award continues, and in October the 12<sup>th</sup> recipient will be honored at this year's conference in Lansing. Past recipients of the award include Elmore Leonard, Loren Estleman, Gloria Whelan, Jerry Dennis, Janie Lynn Panagopoulos, Thomas Lynch and Nichalos Delbanco.

If you are interested in working on the award committee, please contact MLA President Marcia Warner at the Public Libraries of Saginaw.



## Spread the Word About Your Educational Programs With MICASE

by Casey Kremers, Communications Office, Department of History, Arts and Libraries

MICASE, an online database launched by Governor Granholm and the Michigan Department of History, Arts and Libraries in May, helps connect those seeking creative out-of-school-hours educational experiences with cultural organizations that provide them. Located at [www.micase.org](http://www.micase.org), this catalog of out-of-school-hours programs includes after-school, weekend and summer experiences for pre-kindergarten through high school students.

MICASE features programs in the following categories:

- History
- Library Story Times and Other Programs
- Literacy
- Mathematics

- Music
- Technology and Computers
- Theater
- Visual Arts

Michigan not-for-profit cultural institutions, including libraries, may enter information about their programs into the database. Ineligible programs include those that are religious-instructional, sports and recreation, or for-profit commercial.

Click the “**add programs**” button in the left column of the page to add your out-of-school-hours program to MICASE. After entering your information into the form, review it for accuracy and click “Submit Entry” at the bottom of the page. The database manager will review your data and publish the information to the Web site or, if there are any questions, contact you before publishing. You will not be able to edit your data interactively once published. If your program information changes, contact [micase@michigan.gov](mailto:micase@michigan.gov) and provide all information necessary to locate the record and make any changes. For more details and tips about adding program information to MICASE, click on the “How to Add Programs” link near the bottom of the page.

The database is currently searchable by county and will soon be searchable by city and program type as well. The MICASE site also includes a list of helpful links with resources for more information about children’s out-of-school-hours experiences.

the far reaches of the state. They filled the void in Michigan’s many rural areas that had little or no access to reading material. In 1922/23, of 1,100 cities, only 200 had public libraries. As late as 1930, there were 5,000 rural schools with few or no books. During the Depression, Civilian Conservation Corps camps were added as users.

The State Library was a source of education and culture. It distributed music used by choirs, at the request of the State Federation of Music clubs. Large numbers of schools took advantage of the traveling library service. They used the books, art prints, framed pictures, subject clipping files and sheet music for study, leisure and even to prepare for state debate competitions. In 1924, there were 878 traveling libraries, distributing 43,938 books. During 1927/28, 18,000 pictures were circulated. When a fire destroyed the Normal School library in Mt. Pleasant in 1925/26, traveling libraries helped fill the gap until the school could rebuild its collection. Beaver Island’s first traveling collection was housed in the local drugstore during the 1930/31 school year. The winters of 1932 and 1933 brought collections of 70 books to five Isle Royale workers and their six children.

In 1924, library development got an injection of energy with Mary Frankhauser’s creation of the Extension Division within the State Library. This division mobilized to stimulate the organization of county libraries in rural areas. It offered advice on beginning new libraries or organizing existing libraries. Menominee, Manistee, St. Clair and Wayne had led the way. Barry County joined the ranks in 1928. Jackson County began providing service by early 1930. Later, WPA funds helped other counties get started. Jackson Prison library was reorganized, updated and held up as an example of what prison libraries could be in 1928.

By 1925, in cooperation with the Department of Public Instruction, the extension service was helping high schools get accreditation by assisting in the cataloging and organizing of their libraries. University of Michigan, the accrediting body of the day, set the standards.

In 1926, the division held its first summer library training conference “designed to meet the special needs of the librarian of the small town, who is always more or less isolated...” Held at the Michigan State College in East Lansing, it was a great success and became an annual event until 1931.

The State Library sought ways to raise public awareness of its services through model libraries taken around the state beginning in 1924. Many schools adopted the suggestions made in the models. In 1926, the exhibits appeared at the State Fair; they debuted at the U.P. State Fair in Escanaba in 1928. Around the same time the State Librarian began petitioning for funds for a full-time field worker for the U.P.

The Regional Library Law was enacted in 1931, allowing rural counties to align to improve service through a single system. Michigan was the first state to pass an act allowing for this kind of library development.

## *The State Library Soars Through the '20's to Land Abruptly in the '30's*

*by Janice Murphy, Librarian, Library of Michigan*

When most of us think of the years between 1920 and 1940, we think of flappers, speakeasies and perhaps the rise of Hitler in Germany. Fast and dangerous times!

The State Library in Michigan may not have been as flamboyant as a flapper, but it was just as energetic. The '20s were a time of unprecedented growth in materials and services, slowed only by the stock market crash in 1929 and the Great Depression. Between 1920 and 1930, circulation jumped from 45,908 to 290,185.

Who was checking out all of this material? Everyone.

The State Library expanded library service to remote areas with a missionary zeal.

Before there were branch libraries or bookmobiles there were “traveling libraries.” New York and Michigan were the first two states to establish traveling libraries. Collections of 10 to 50 books each started traveling in the late 1890’s under State Librarian Mary Spencer but expanded dramatically in the '20’s under Mary Frankhauser’s care. The materials were sent via U.S. mail to schools, women’s clubs, farmer’s groups, summer camps, granges, mental institutions and study groups in



## Emergent Literacy, School Readiness and the Role of the Public Library

by Kristine Tardiff, Youth Services Specialist, Library of Michigan

The crash of the stock market in 1929 had a chilling affect on funding as demand for service heated up. In 1932/34, the Library faced a 44 percent budget cut. High unemployment and scarcity of money for adult schooling increased pressures for service. The State Librarian reported “the reading room was crowded from the opening of the doors at eight o’clock in the morning until they closed at nine at night with hundreds who found shelter and pastime in the library.” The usage inspired the restoration of \$1,000 to the budget for FY1933/34; an additional \$10,000 was authorized for 1934/35. The budget was 30.4 percent lower than average, while the circulation was 21.9 percent above average. The governor unsuccessfully proposed abolishing the State Library in 1935. Collection and staff remained intact; the physical space allotted the Library was reduced.

WPA funds were used to provide jobs through book preservation projects in Pontiac, Saginaw and Royal Oak in the mid 30’s.

By the end of the 1930’s, political expediency often trumped library interests. Political patronage re-entered the State Library after 40 years. The newly elected governor unexpectedly, and without cause, asked for Mary Frankhauser’s resignation in 1933. Between April 1933 and the end of the decade, there were three new state librarians.

County law libraries got a funding boost in 1935, when a public act amendment diverted a portion of penal fine dollars away from public and school libraries. Protests ensued.

Legislation intended to help libraries came late in the decade and brought more unrest with it. The 1937 State Aid Act required that the governor appoint a library board. It designated funds, for public libraries only, to be administered by the State Library. No funds were appropriated by the Legislature in the first year. Delays stirred controversy. Why were some applications rejected? Why were other funds delivered?

In 1938 the Extension Division and the Traveling Library Department combined to administer the new state aid funds as the Extension, State Aid and Traveling Libraries Division, under the direction of Loleta Fyan.

A 1939 bill threatened to undermine the fundamentals of the 1937 act that created the board, eliminating all professional qualifications for the state librarian, making it even more political. Board members would be more susceptible to dismissal and replacement. Fortunately, it did not pass.

The stable leadership that nurtured growth in the 1920’s was in high contrast to the power shifts that colored development and closed out the 1930’s. Government maneuvering spurred the Michigan Library Association into sustained activism, and the turbulence of the 1930’s became a prelude to changes that would bring success to Michigan’s library community again in the next decade.

Many librarians have been promoting emergent literacy in their story times for years and just didn’t know it. They didn’t have a name for what researchers are now saying is vital to a child’s later success in school: learning to read and write begins very early in life, long before formal education begins. Library story times for babies, infants, and preschoolers highlight the very activities that will help children be successful readers and writers throughout their school careers.

Emergent literacy theories claim that literacy emerges in a child over time, starting when they are babies and infants. Singing, talking and reading to babies introduces them to oral language, and as they become toddlers, they experiment with words, ask to be read to and begin to express themselves through drawing and painting. Preschoolers repeat songs and rhymes heard from adults, tell their own renditions of stories they have heard and begin to understand the nature of written language and concepts about print. They grasp the sound-symbol relationship – that symbols on a page have sounds – and they begin to understand patterns and context in books.

Researchers believe that there are general patterns of developmental growth during the preschool years that identify when particular literacy-related learning is likely to emerge, and they are able to describe the environmental interactions that fit those emerging behaviors. **One thing is certain – storybook reading is the single most important literacy experience children can have during their preschool years.** It affects their readiness for school and continued school achievement. The mainstay of most infant and preschool story time programs is reading aloud to children. Librarians promote the emerging literacy of children each time they read a story, sing a song, or share a rhyme.

Before a child steps foot in a classroom he or she has access to rich literacy experiences at the library. For some children, the library is their first experience with books, being read to, singing, rhymes, dancing, drawing, writing, being asked to respond to stories, repetition, word play and a warm, inviting environment with quality adult interaction. Librarians have known this for years. We know children benefit from story times rich with children’s literature, songs, rhymes and activities. We just didn’t know how much. Emergent literacy theories validate the impact we have had and still have on young children and their families. Each time you plan a story time for babies, infants and preschoolers, you are instrumental in developing a child’s literacy and readiness for reading, writing and formal education. There is no question about it. Each one-on-one interaction with a child, each book shared with a child, each question you ask a child, each song you sing or rhyme

you repeat positively affects a child.

Each parent you educate to the value of emergent literacy practices and activities is a parent who understands the importance of working with his or her child daily on something as simple as recognizing the M in McDonald's or more advanced activities such as sound-symbol recognition or repetition. If we can move parents from, "Isn't that a pretty picture?" to "What does the brown bear see next?" then we help build the foundation of profound literacy experiences in the home. In fact, we ought to take our job of educating parents to stimulate their child's emerging literacy as seriously as we take our responsibility to offer quality literacy experiences for children each time they visit the library.

Emergent literacy theories state that there is no such thing as being read to too often. They also state that we need to engage children when we read to them. Ask them questions, ask them to anticipate or guess, ask them to tell the story in their own words. I used to re-tell popular stories such as "The Three Pigs" and smile as the children would correct me and tell me the story as they knew it to be. They didn't necessarily tell it the way it was written, and that was just fine. They knew it was all right to have their own story of "The Three Pigs."

Don't be afraid to share poetry and informational books with kids. Rhyming is the foundation for a child's development of phonemic awareness, the ability to hear the sounds that make up words. Informational books have an organization and sequence to them that many children wrestle with once they enter school. Try something as simple as *Babies on the Go* by Linda Ashman, which incorporates both poetry and information. You can search for developmentally appropriate information books online at [www.bwibooks.com](http://www.bwibooks.com).

Libraries are in an excellent position to promote emergent literacy techniques and practices in their story times. Engage children in conversations during reading; read certain books repeatedly so that children can begin to "read" the story themselves; read a variety of texts so children have plenty of exposure to different types of text; and model good book selection and reading techniques to parents. Have fun with language; tell silly poems; have children re-tell stories through dramatic play or arts and crafts; pretend to write out grocery lists after reading *To Market, To Market* by Anne Miranda; have a career day where children take the temperature of a stuffed bear or fly an imaginary plane. Libraries provide an enjoyable place where children experience the power and joy of reading and writing. This process begins much earlier than we once thought, and libraries play a crucial role in assuring that children go to school ready to be successful readers and writers.

To learn more about emergent literacy and what libraries can do to plan programs for children and parents, see the Public Library Association's Preschool Literacy Initiative Web site – go to [www.ala.org](http://www.ala.org) and enter "preschool literacy initiative" in the search box.

West Bloomfield Township Public Library also has

a program, Raising a Reader, where you can find valuable information and resources. The program's Web site is located at [www.raisingareader.info/](http://www.raisingareader.info/).

Also, don't forget to register for the Mahoney Children's Workshop – Emergent Literacy, taking place at three sites in the state in August. For more information and a registration form, go to [www.michigan.gov/documents/hal\\_lm\\_mahoneyflyer\\_65824\\_7.pdf](http://www.michigan.gov/documents/hal_lm_mahoneyflyer_65824_7.pdf).

## *School Readiness: Selected Resources Located at the Library of Michigan*

*by Tim Watters, Special Collections Cataloger, and Linda Neely, Public Services Librarian*

All materials listed are available for interlibrary loan. Asterisks indicate items on microfiche.

*Achieving School Readiness: Public Libraries and National Education Goal no. 1*, with a "Prototype of Public Library Services for Young Children and their Families," edited by Barbara Froling Immroth and Viki Ash-Geisler. 1995.

A 164-page ALA publication providing background on child socio-emotional development, learning styles and issues affecting oral and written language, as well as the library's role in making literacy "an enjoyable and valued part of their lives."

*Achieving the Goals: Goal 1 All Children in America Will Start School Ready to Learn* by the U.S. Dept. of Education. 1995.

Information on 50 federal programs from various departments that support this 1990 national education goal.

*Connecting Brain Development Research to State Early Childhood Policy* by Bina Patel. 2002.

A National Conference of State Legislatures (NCSL) report on state initiatives in early childhood and family services that support school readiness.

*Creating Collaborative Frameworks for School Readiness* by Linda McCart and Elizabeth Stief. 1996.

National Governors Association report on how three states used innovative collaborative programming to support national education goal #1.

*Curriculum Resource Book for Preschool Programs for Four Year Olds* by the Michigan State Board of Education, Early Childhood Education Office. 1997.

Outlines suggested play activities, individualized instruction techniques and equipment. Includes a useful bibliography of early childhood resources for preschool teachers.

*Early Literacy Task Force Report* by the Michigan State Board of Education. 2002. Recommendations for how the Michigan Department of Education can support early literacy. Includes a list of task force members.

*Every Child Ready for School: Report of the Action Team on School Readiness* by the National Governors

Association. 1992.

Establishes governors' benchmarks for meeting national education goals, particularly addressing areas such as poverty and health care.

*\*Getting Kids Ready for School in Rural America* by Carol B. Perroncel. 2000.

Such issues as lack of access to health care, few child care options and limited social and cultural contacts present extra challenges for rural pre-schoolers.

*Investing in Better Care for Infants and Toddlers: the Next Frontier for School Readiness* by Joan Lombardi. 2001.

NCSL report providing statistics on children receiving private and professional day care or attending Early Head Start. Includes ways to improve day care programs.

*\*Parenting Through Play for School Readiness* by Jerome and Dorothy Singer. 1998.

[ERIC] report on a two-year research program in which low-income parents received video-based training to engage their children in play techniques that enhance cognitive, social and motor skills.

*Preparing Young Children for Success: Guideposts for Achieving Our First National Education Goal* by the U.S. Dept. of Education. 1991.

A 23-page pamphlet outlining parental and government measures for supporting both preschool and school-aged children.

*Promoting Young Children's Social and Emotional Readiness for School* by Steve Christian. 2003.

NCSL report identifying several risk factors associated with children's delayed/disrupted socio-emotional development that may lead to possibly insurmountable problems in school. Strategies and examples for reducing the risks are given.

*The Role of Parent Education in Achieving School Readiness* by Elizabeth Stief; published by the National Governors Association. 1993.

Presents the components of successful parent education and identifies several state and federal initiatives, such as Even Start and the Family Resource and Support Program.

*\*School Readiness: a Focus on Children, Families, Communities, and Schools* by Robert Pianta. 2002.

A concise ERS Researcher Report identifying the multifaceted influences affecting children's preparedness for school and indicating which skills need to be developed during early childhood.

*Transitions to School* by Elizabeth Stief; published by the National Governors Association. 1994.

Statistics and information on several state and local programs for supporting preschool-to-school and home school-to-school transitions. Includes Michigan's Be-Four School Project (Charlevoix-Emmett ISD) and Project PREPARE (Dickinson-Iron ISD).

## Public Library School Readiness Programs Around the State

*compiled by Linda Neely, Public Services Librarian, Library of Michigan*

### Waldron District Library

*by Carol Newcomer, Director*

The Waldron District Library has for many years provided a story time for preschoolers. We read books, do counting and discuss seasons of the year and other things that follow the program at that time. We always have a craft and a snack. We provide this on a 6-weeks-on and 6-weeks-off schedule. Many of the children who have attended the program years ago are now among the best students in our school system.

### Grandville Branch, Kent District Library

*by Kris Vogelar, Youth Specialist*

Every January the library hosts a preschool fair, in which area preschools can showcase their individual programs for parents who are interested in investigating the various preschool options. Each preschool sets up a table of information and sends a representative to talk with parents.

We partner with the Grandville Readiness Preschool to offer a Clifford Night for area preschoolers and their parents. Families meet Clifford and get their picture taken, make a frame, go on a library scavenger hunt and hopefully leave with a positive feeling about the library. Many of our preschools also take a field trip to the library in the spring for story time and a brief tour of our facility.

Some of our KDL branches host Bright Beginnings play groups throughout the school year. Bright Beginnings is a program offered through the Kent Intermediate School District that sends parent educators into the homes of families with children five and under. These parent educators are a valuable resource, mentoring parents with child-rearing concerns and issues. Play groups are a component of their program, and our KDL branches host several of these play groups.

### Sanilac District Library

*by Beverly Dear, Director*

Our library offers Babies and Books and Toddler Time programs year-round, as well as story time in the summer for five- to eight-year-olds. Programs incorporate age-appropriate reading, science, language, geography, music or math themes. The preschool programs require that a parent accompany the child, and a hand-out is given with suggestions for activities to share with their kids at home through the week.

Our library also collaborated with Head Start and Sanilac County Literacy to offer "Reading Starts With

Us,” a free, five-week workshop series designed for parents who want to help their children become good readers. Participants can meet other parents in the community and work together to build a foundation for reading that will last a lifetime. The program trains parents of newborn to five-year-old children how to teach reading skills, stressing the importance of early brain development, and to make reading a fun part of their children’s everyday lives. Participants learn how to choose relevant materials through hands-on experiences.

### **Bad Axe Public Library**

*by Marilyn Berry, Director*

“Postcards from the Future,” an ongoing program that we began about four years ago, won the 2000 Marshall Cavendish Award. I conceived the program in response to the idea that new mothers are too overwhelmed to absorb a lot of information. When a child in our service area is 10 months old, we send a letter, along with a refrigerator magnet picture frame suitable for holding postcards. The colorfully printed letter “from” their child thanks them for all they do and tells the parents that they will be receiving postcards containing advice that the child would like them to keep in mind. We then send postcards every four months until the child is three. Each card bears a colorful graphic and a pithy bit of child rearing advice on the front (e.g., “Let me feel powerful”), followed by the legend “Read to Me.” On the reverse side are facts about the child’s stage of development, statistics that confirm the value of reading to children and encouragement to make use of library materials and programs.

### **Grace A. Dow Memorial Library**

*by Virginia L. McKane, Assistant Director*

Grace A. Dow Memorial Library in Midland cooperates with a countywide group called Success by Six, which is dedicated to helping children be ready for school. We host a monthly play group and provide a librarian to help with stories and activities. We also have the group’s materials available for pick-up. The play group is open to all children six and under. Several are held in various locations around the county.

Our library also has a story time program that involves children from birth to school age. We believe the introduction of language early is a definite help with school readiness. We encourage “listeners” to join the summer reading program to promote parents and caregivers reading to the children.

## **Homeschooling Resources on MeL**

*by Becky Cawley, Statewide Databases Resource Administrator, Library of Michigan*

Homeschooling is a popular topic of interest to many different groups and individuals. The Michigan eLibrary’s Home Schooling section, at <http://mel.org/education/edu-home.html>, includes many of the primary Web resources on the topic. Here you will find information about how and why to home school, state regulations and statistics, as well as sites with specific advice and personal experiences. There are also some sites that sell teaching and curriculum materials. A Google search on homeschooling produces over 525,000 items – MeL’s education selector has culled the best of them.

## *Websitings*

### *School Readiness*

*by Kyle Kay Ripley, Reference Assistant, Library of Michigan*

<http://www.micase.org>

Michigan Creative After School Experiences

<http://ericecece.org/search.html>

ERIC Clearinghouse on Elementary and Early Childhood Education

<http://mel.lib.mi.us/education/edu-earlychild.html>

Michigan Dept. of History, Arts and Libraries:

MEL Early Childhood Education links

<http://readyweb.crc.uiuc.edu>

Ready Web: a Resource for Parents and Educators

<http://www.acf.dhhs.gov/programs/hsb>

U.S. Dept. of Health and Human Services, Head Start Bureau

<http://www.kidsource.com/kidsource/pages/preschoolers.education.html>

Kids Source Online: Preschool Learning and Education

<http://www.michigan.gov/mde/0,1607,7-140-5233-23102--,00.html>

Michigan Dept. of Education, Preschool Resources links

[http://www.michigan.gov/mde/1,1607,7-140-5234\\_6809--,00.html](http://www.michigan.gov/mde/1,1607,7-140-5234_6809--,00.html)

Michigan Dept. of Education, Early Childhood & Parenting Programs

<http://www.naeyc.org>

National Association for the Education of Young Children

[http://www.pbs.org/kids/home\\_readytolearn.html](http://www.pbs.org/kids/home_readytolearn.html)

PBS Kids: Ready to Learn

<http://www.preschooleducation.com>

Preschool Education.com: Discover the Fun in Learning

[http://www.resa.net/early/early\\_childhood\\_resources.htm](http://www.resa.net/early/early_childhood_resources.htm)

Wayne County Regional Educational Service Agency Resource list

## Miss Bindergarten Helps Kids Get Ready for Kindergarten in Grand Rapids

This August, The Grand Rapids Public Library is hosting "Miss Bindergarten Gets Ready for Kindergarten," a celebration for kids entering kindergarten or preschool. The library tried a "Timothy Goes to School" program last year for those going into kindergarten only. The program included a life-sized Timothy character, climbing aboard a school bus to talk about bus safety, songs, stories, games and a craft. Because the program was well received, the library is offering the Miss Bindergarten program and opening it up to 3- to 5-year-olds so more kids can join in the fun. Children's staff will lead the programs, which will feature a life-sized costumed Miss Bindergarten, and the school bus will return. Again kids will participate in games, listen to stories, make a craft and talk about their feelings about starting school.

## Pinckney Community Public Library Begins New Outreach Services

As part of the Pinckney Community Public Library's new outreach services to its community, children's librarian Sara Castle has expanded the library's regular story times to include area businesses and local schools. Every other Monday, she visits Kaffee Main coffee shop in downtown Village of Pinckney for story time to help entertain local children. Every Wednesday, she visits the local Head Start program for regular readings. And every first Friday of the month, she visits Screams Ice Cream of Hell and Halloween, located in Hell, Michigan, for Frightening Fridays. Screams gives out free ice cream for any child who comes for story time. This year also saw Sara Castle visiting local area elementary schools to promote the library's "Laugh It Up @ Your Library!" Summer Reading Program. In every presentation, children were given fliers and book-marks with information on summer reading events at the library, along with cool jokes that the children swapped among themselves.



## Kent District Library Introduces New Mascot

A big, fuzzy elephant named Katie L. is the new mascot representing Kent District Library (KDL) in the community. She will make appearances at parades, programs and other community events. Her debut took place on June 14 at KDL's Family Reading Festival at the Wyoming Branch Library. The mascot is sponsored by the KDL Alliance of Friends.

"We are hoping that Katie becomes a recognizable symbol for KDL and encourages children to read and use their local library," said Cheryl Garrison, assistant director for Kent District Library. "We chose an elephant because elephants never forget. Katie specifically never forgets to read."



If you have a news item you would like to contribute, please contact Casey Kremers at 517-373-5578 or email: [ckremers@michigan.gov](mailto:ckremers@michigan.gov).



2003 Access Team: Back row - Kyle Ripley, Tim Watters, Casey Kremers, Jo Budler, Linda Neely, Andrew Wilson, front row - Becky Cawley and Karrie Waarala. Not pictured, Marnie Elden and Jennifer Houseman.

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