

Channel

A Newsletter of the Wisconsin Division for Libraries and Community Learning

Vol. 34, No. 6/March-April 1999

2000 budget approved

Benson appoints new LSTA Advisory Committee members

State Superintendent John T. Benson appointed six new members to the Library Services and Technology Act (LSTA) Advisory Committee. Members offer advice to the state superintendent on the LSTA program, including annual funding priorities and specific grant awards.

New members of the committee serving 3-year terms are: Peg Allen, consultant, Northern Wisconsin Area Health Education Center; Kenneth Frazier, director, UW-Madison General Library System; Marcia Nagy, neighbor services coordinator, Milwaukee Public Library; Janet Ronnback, director, Superior Public Library; and Judith Senkevitch, associate dean, UW-Milwaukee School of Library and Information Science.

A new member of the committee serving a 2-year term is Dean Markwardt, district library media director, Marsh-

field Schools. Markwardt is replacing Betty Dahl, CESA 11, who will be retiring and resigned from the committee. Rick Krumwiede, director, Outagamie Waupaca Library System, will serve as chair of the committee.

The committee met on March 3-4, 1999 in Madison. The two-day meeting included a public hearing on March 3 from 9:30-11:00 a.m. for testimony on the LSTA program.

The committee also considered and made recommendations concerning the grant categories and budget for 2000. A table showing the preliminary budget for LSTA for 2000 is on page 4. These figures are estimates only and may be revised prior to the actual grant awards in the fall of 1999 to reflect the total federal dollars available, grant applications submitted, and other factors.

Federal Budget FY 2000 for LSTA

In the first step in the development of the federal budget for FY 2000, President Clinton released his budget propos-

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Library legislation is current focus

by Cal Potter
DLCL Administrator

Spring 1999 will be a busy one for the library community's legislative agenda. The governor has presented the state budget to the legislature and four other separate pieces of library legislation have been submitted by the DPI.

Through the budget we expect continued BadgerLink funding to be debated, the level of library system aids determined, and the usual biennial discussion on funding for the four state resource contracts with DLCL. The contracts are those with the Wisconsin Regional Library for the Blind and Physically Handicapped, Wisconsin Interlibrary Services (WILS), Milwaukee Public Library/Interlibrary Loan (MPL), and the Cooperative Children's Book Center (CCBC). Funding levels for the University of Wisconsin Libraries and the TEACH Program also will be part of state budget deliberations. The legislative calendar for completion of action on the 1999-2001 budget is sometime in June, as the begin-



Cal Potter

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TLCF conference to highlight successful projects

School districts statewide are invited to send representatives to the May 11-13, 1999, Technology Literacy Challenge Fund (TLCF) conference in Wausau.

There will be three strands: Professional Development; Curriculum Design; and Assessment and Evaluation. There also will be a special strand for those that need help writing grant applications.

Four representatives from the National Business Education Alliance, a non-

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Legislative efforts take priority in spring—from page 1

ning of the next biennium is July 1. Between now and then public hearings will be held, executive action taken in the Joint Committee on Finance, and floor deliberations occur in the State Assembly and State Senate.

The form of the budget bill presented to the Legislature on February 16, 1999, by the governor provided no funding for the continuation of BadgerLink. The existing federal funding source only provides support for this very popular full-text data base project through 1999. Also, the budget bill proposes no increase in library system aids or in the four resource contracts for the next biennium. UW System libraries would receive approximately \$7.3 million more to help meet their materials acquisition, technology, and other library needs. TEACH funding is again partially secured by the proposed continuation of the freeze on the Common School Trust Fund interest. Prior to the enactment of this \$14.3 million cap, all Trust Fund interest was distributed to school libraries.

A unique aspect of library legislation this year finds the introduction of four separate DPI initiated bills, with most co-requested by the DPI, COLAND, WLA, and SRLAAW, and one by WEMA. This wider, more visible role in the promotion of legislation is a step that should strengthen all our shared interest in seeking to improve library services in Wisconsin. Not only is this co-requesting of bills a product of cooperation, but also a very visible statement to those reviewing these initiatives that there is more than a limited interest in the proposals.

One of the four bills is to revise language in section 43.24 of the Wisconsin Statutes relating to public library systems, eliminating unnecessary language and simplifying existing service requirements. Another is the reintroduction of

last session's nonresident borrower aid proposal. This was compiled by the Legislative Council's Special Committee on Public Libraries, passed by the State Senate, but not taken up by the Assembly in the 1998 legislative floor period. This bill would provide payments to public libraries for lending materials directly to nonresident patrons. Legislative hearings should give all those library folks chafing under nonresident borrower costs a forum to tell the magnitude of this issue.

The third bill is the advancement of suggested improvements in the TEACH program to better address the technology needs of public libraries, public library systems, and schools. Changes include:

- expanding the purposes for which public libraries, systems, and schools can use loans from the TEACH loan program;
- clearly making public library systems eligible for telecommunications discounts;
- making branch libraries of public libraries eligible for telecommunications discounts;
- making the state schools for the visually handicapped and deaf eligible for discounts; and
- making public library systems eligible to apply directly for competitive grants for staff development and technical assistance.

The fourth measure calls for alterations in the State Library System Aid Formula as agreed to by SRLAAW and DLCL. The changes in the present formula factors would not be implemented until state aid reached 11.25 percent, ensuring that any impact of the change would be sufficiently funded. This same bill language was originally requested to be part of the state budget but was not included by the governor as his budget

provided for no increase in system funding.

Another positive aspect of increased library group interaction, besides the co-requesting of legislation, has been the level of participation by representatives from the major library organizations and DLCL staff in regular Library Issue Group discussion meetings. These gatherings, which are coordinated by DLCL, provide not only a good opportunity for everyone in attendance to keep abreast

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Channel (ISSN 0146-1095) is published every other month by the Division for Libraries and Community Learning, Wisconsin Department of Public Instruction (<http://www.state.wi.us/agencies/dpi/dlcl/>). Its primary purpose is to provide information about the state library agency and on Wisconsin's administration and use of Library Services and Technology Act funds, some of which partially support *Channel* publication.

Unsolicited articles are accepted, but will be printed only after approval from DLCL staff. Press releases of state and national library/media/educational organizations are printed when space allows and if they are considered to be of state-wide interest.

Deadlines are February 1 for the March-April issue, April 1 for the May-June issue, and so on.

Send comments about bylined articles to the authors. Direct other content inquiries to editor Mark E. Ibach at the division address, at (608) 266-3374, or at ibachme@mail.state.wi.us. Mailing list changes and requests for subscriptions or extra copies should be submitted to Karen Nowakowski at the division address, (608) 267-9219, or nowakkj@mail.state.wi.us.

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TLCF Conference

from page 1

profit organization headed by Christopher Moersch, will provide three keynote addresses and conduct interactive sessions on the above topics. These will be in correlation with Wisconsin's Model Academic Standards for Information and Technology Literacy. The luncheon speaker will be Linda Roberts from the U.S. Department of Education's Office of Educational Technology and a special advisor to Education Secretary Richard Riley.

In addition to out-of-state speakers, the conference will showcase successful projects being implemented in Wisconsin schools. There will be an overview of these projects presented each day during regular sessions. Poster sessions will not conflict with regular sessions, but will be available from 3:30 to 6 p.m. Some teachers will bring students who will discuss TLCF grant projects in their school districts and present results of those efforts.

To reserve rooms at the Ramada, call (800) 754-9728 and ask for a reservation in Block #6147. The deadline for hotel reservations at the Ramada is April 19. Conference brochures, which include registration information, were sent to all district administrators and TLCF contacts.

Conference information is available on the TLCF webpage at <http://www.dpi.state.wi.us/dlcl/imt/99tlcfconf.html>. ■■

Legislation—*from page 2*

of library proposals pending before governmental bodies, but also allow the sharing of the most recent activities of the organizations themselves. Intentions are to meet quarterly, with four sessions having been held since commencing last summer. All library groups are welcome to send representatives, with meetings held in Madison, usually at the Reference and Loan Library. I look forward to this continued sharing of information and dialogue on the many issues facing libraries.

The library agenda is a very important one that warrants the attention of all groups and persons involved with libraries. The comprehensiveness of the service level for all our state's libraries, the continued receptivity of many libraries to serve non-resident borrowers, and the continued structure of our library systems as we have come to see them evolve is at stake in the provisions of this year's roster of issues. Neglect in addressing the problems identified by the Legislative Council Special Committee on Public Libraries and other areas in need of improvement, may find a quite different, less harmonious, legislative agenda in the near future. The solutions are in the levels of shared understanding of the seriousness of those identified issues and the commitment to truly address them. I hope that all of you will appreciate this importance and be an active participant in the discussions over the many facets of this agenda. ■■

Division for Libraries and Community Learning

Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841; (800) 441-4563, fax (608) 267-1052

Calvin Potter (pottecj)

Division Administrator (608) 266-2205

Public Library Development Team

Larry T. Nix, Director (nixlt) 266-7270

Robert Bocher, Consultant (bocherf)

Technology 266-2127

Margaret Branson, Coordinator (bransms)

Libraries Services and Technology Act 266-2413

Mike Cross, Consultant (crossmh)

Public Library Administration and Funding 267-9225

Frances de Usabel, Consultant (deusafe)

Specialized Services 266-6171

Jane Roeber, Consultant (roebeja)

Public Library Youth Services 267-5077

Alan Zimmerman, Consultant (zimmeaw)

Public Library System Administration & Finance 266-3939

Information and Instructional Technology Team

Neah J. Lohr, Director (lohrnj) 266-3856

Stuart Ciske, Technology Consultant (ciskesj)

Instructional Technology Integration 267-9289

Vacant

Library Services Assistant 267-1289

Kay Ihlenfeldt (ihlenkm)

DPI Librarian/Searcher 266-3108

James Klein, Technology Consultant (kleinj)

Information & Technology Literacy Standards 266-2741

Robert Roy, Technology Consultant (royrj)

Technology Literacy Challenge Fund 261-6332

Stephen Sanders, Education Consultant (sandesn)

Instructional Technology Program 266-7112

Richard J. Sorensen, Consultant (sorenj)

School Library Media Programs 266-1924

Interlibrary Loan and Resource Sharing Team

2109 S. Stoughton Rd., Madison, WI 53716; fax 224-6178

Sally J. Drew, Director (drewsj) 224-6161

Circulation Desk 224-6169

Mary Clark, Head (clarkmh)

Resource Sharing Technology 224-6179

Loretta Harmatuck (harmals)

Government Services 224-6165

Mary Struckmeyer, Head (strucme)

Reference and Interloan 224-6168

Willen Tretheway (trethwk)

Audiovisual and Technical Services 224-6171

Terry Wilcox (wilcotl)

Interlibrary Loan Services 224-6163

WISCAT User Support (morrisl) 224-6166

Cooperative Children's Book Center

4290 Helen C. White Hall, 600 N. Park St., Madison, WI 53706

Ginny Moore Kruse, Director (608) 263-3720

CBC is a research library and examination center for children's books. Noncirculating collection. Cosponsored by the Department of Public Instruction and the UW-Madison.

To send e-mail, use the letters that appear in parentheses after staff members' names and add @mail.state.wi.us

als Feb. 1, 1999. According to ALAWON, a publication of the American Library Association Washington Office, the administration's budget would set Library Services and Technology Act (LSTA) funding under the Institute of Museum and Library Services at \$154.5 million. Within that program, library grants to states, including Wisconsin, would be set at \$138.1 million, a slight increase over the \$135.3 million available to states during the current FY 99 federal fiscal year. The Department of Public Instruction's Division for Libraries and Community Learning administers the state grants funded by the LSTA program.

Included within the LSTA program would be \$10.6 million for National Leadership grants administered at the federal level by the Institute of Museum and Library Services. Part of the National Leadership Grant money would be used for an initiative to develop a National Digital Library for Education. The National Digital Library would include digital images of books, museum artifacts, and paintings.

The next step in the federal budget process is for the Senate and House to develop their budget proposals. The budget is to be finalized by the October 1999 start of the federal FY 2000 budget year.

LSTA Schedule for FY 2000

The LSTA grant program schedule for FY 2000 will follow a schedule similar to the current year's schedule.

Grant applications in the Special Needs Youth-Libraries category are due Aug. 2, 1999; all other applications are due Sept. 1, 1999. Grant reviewers will evaluate applications in August and September and final grant awards will be announced by the end of November. Projects will begin Jan. 1, 2000. ■■

LSTA Budget for 2000	
Grant Categories	Preliminary Budget 2000
A. Technology	
Statewide DLCL Projects	320,300
WISCAT	619,000
Linked System Statewide	88,000
Library System Technology Projects	400,000
Subtotal	1,427,300
B. Resource Sharing	
Statewide DLCL Projects	178,700
Delivery Services	47,000
State Historical Society Digitization Project	17,000
Subtotal	242,700
C. Targeted Services	
Statewide DLCL Projects	155,400
State Institution Library Coordination	35,000
Special Needs Youth	657,600
Subtotal	848,000
D. Administration	
LSTA Administration	102,000
Total	\$2,620,000

Summer Library Program

FROM JANE ROEBER

Theme is 'Ticket to Tomorrow!'

LaRochelle illustrates 2000 SLP materials

David LaRochelle, a resident of White Bear Lake, MN, is the creator of the cut-paper collage for the 2000 Summer Library Program (SLP) poster. Bright colors against the poster's black background—plus the energy conveyed by the rising spaceship—make a dramatic, dynamic statement.

Spaceship passengers show off their library cards as their "Ticket to Tomorrow" in keeping with the 2000 SLP theme. Where they may travel will be revealed as programs in Wisconsin's libraries are developed. They may be propelled into the wonders of science fiction fantasy, astronomical fact, scientific space exploration, Internet cyberspace, classic tales, brand new novels and picture books, and even into the remote past.

Among the books LaRochelle has illustrated are Janet Greeson's "The Stingy Baker" (Carolrhoda, 1990), and "More Prime Time with Kids" by Donna Erickson (Augsburg Press, 1992). His illustrations often have appeared in children's magazines such as "Spider and Ladybug." He is the author of "A



Christmas Guest" (Carolrhoda, 1988) and "The Evening King" (Atheneum, 1992), and he is a frequent artist-in-residence in elementary and middle schools. Libraries will receive order informa-

tion for the 2000 SLP materials from their system youth services liaisons this summer. Manuals will be ready in late 1999 and support items such as bookmarks and buttons will be shipped in spring 2000.

Contributions from Wisconsin librarians to the 2000 Manual are encouraged and welcomed. Paper copies of contribution forms are available from each system's youth services liaison. The forms also are available at <http://www.dpi.state.wi.us//dpi/dlcl/pld/youth.html>.

If you have questions contact Jane A. Roeber, Youth Services Consultant, Public Library Development Team, Division for Libraries and Community Learning, Wisconsin Dept. of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841; (608) 267-5077 (e-mail to roebeja@mail.state.wi.us). ■■

1999 SLP Manuals are available

To order copies of the 1999 Summer Library Program Manual, contact DPI Publication Sales at (800) 243-8782 or visit our webpage at <http://www.dpi.state.wi.us/pubsales>.



R&LL offers resources for Spanish and English language video instruction by immersion

The need for non-book language instructional materials has been large and continuing, and the demand for library materials teaching the Spanish language and English as a second language (ESL) seems to be particularly strong. As a subject search of WISCAT (the statewide bibliographic database of library holdings) shows, Wisconsin libraries have much to offer library users, both in the number and in the variety of language study materials.

Highlighted here are several Spanish and English language immersion programs available for loan from the Reference and Loan Library's VHS videocassette collection. These programs teach language skills by motivating learners with stories.

One of the most popular and successfully used titles has been the Spanish immersion program *Destinos* (WGBH/Annenberg/CPB, 1992). This is a 52-part series of 30-minute dramatized episodes presented all in Spanish. A telenovela, or soap opera, format is used to teach beginning conversational Spanish by emphasizing comprehension through context and actions, and in the process introduces culture in various parts of the Spanish speaking world. Interest is maintained with a mystery storyline in which attorney Raquel Rodriguez travels in Spain and Latin America during her investigation of a long buried Castillo family secret. The series is on 26 closed-captioned videocassettes containing two episodes each. Support materials including a student handbook, textbook, and workbook/study guide also are available. Videocassettes and books may be requested individually: *La Carta*; *El Secreto* (VHS V-6273/ NO.1-2 (024561)); *El Comienzo*;

Perdido (VHS V-6273/NO. 3-4 (024562)); *La Despedida/Maestra?* (VHS V-6273/NO. 5-6 (024563)); *La Cartera*; *El Encuentro* (VHS V-6273/NO. 7-8 (024564)); *Estaciones*; *Cuadros* (VHS V-6273/NO. 9-10 (024565)); *La Demora*; *Revelaciones* (VHS V-6273/NO. 11-12 (024566)); *La Busqueda*; *En El Extranjero* (VHS V-6273/NO. 13-14 (024567)); *Culpable*; *Caras* (VHS V-6273/NO. 15-16 (024568)); *Inolvidable*; *Estimada Señora Suarez* (VHS V-6273/NO. 17-18 (024569)); *Por Fin—*; *Relaciones Estrechadas* (VHS V-6273/NO. 19-20 (024570)); *El Peaje*; *Recuerdos* (VHS V-6273/NO. 21-22 (024571)); *Vista Al Mar*; *El Don Juan* (VHS V-6273/NO. 23-24 (024572)); *Reflexiones I*; *Reflexiones II* (VHS V-6273/NO. 25-26 (024573)); *El Rescate*; *Atrapados* (VHS V-6273/NO. 27-28 (024574)); *Se Derrumbo*; *Preocupaciones* (VHS V-6273/NO. 29-30 (024575));



Medidas Drasticas; *Ha Habido Un Accidente* (VHS V-6273/NO. 31-32 (024576)); *Si Supieras—*; *Exitos!* (VHS V-6273/NO. 33-34 (024577)); *Reunidos*; *Que Estaran Haciendo?* (VHS V-6273/NO. 35-36 (024578)); *Llevando Cuentas*; *Ocultando La Verdad* (VHS V-6273/NO. 37-38 (024579)); *La Misma Sonrisa*; *Entre La Espada Y La Pared* (VHS V-6273/NO. 39-40 (024580)); *Algo Inesperado*; *Yo Invito* (VHS V-6273/NO. 41-42 (024581)); *Seremos Cuatro*; *Una Promesa Y Una Sonrisa* (VHS V-6273/NO. 43-44 (024582)); *Estoy Harta!/Las Empanadas* (VHS V-6273/NO. 45-46 (024583)); *Tengo Dudas*; *Asi Fue I* (VHS V-6273/NO. 47-48 (024584)); *Asi Fue II*; *Asi Fue III* (VHS V-6273/NO. 49-50 (024585)); *Asi Fue IV*; *Siempre Lo Amo* (VHS V-6273/NO. 51-52 (024586)); *Fac-*

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AV Notes

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ultly Guide To Accompany *Destinos: An Introduction to Spanish, a Telecourse* (VHS V-6273/FACULTY GUIDE (024589)); *Destinos: An Introduction to Spanish* (VHS V-6273/TEXT-BOOK (024588)); *Destinos: An Introduction to Spanish, Workbook/Study Guide* (VHS V-6273/WORKBOOK/STUDY GUIDE (024590)).

Continuing the story started in *Destinos* is the more recently released program entitled *Nuevos Destinos* (WGBH/Annenberg/CPB, 1997). *Nuevos Destinos* is a set of three videocassettes with accompanying books that presents another legal mystery in telenovela format for high beginning level Spanish language study and for intermediate grammar review and conversation. The story is set five years after the original *Destinos* and features lawyer Raquel Rodriguez in another adventure involving members of the Castillo family. Fifteen episodes total approximately four hours, and like the earlier series are in Spanish and are closed captioned. The package includes a grammar review textbook and a conversation and composition textbook along with the three videocassettes (VHS V-6683 (025115)).

Materials in the BBC Language

Course for Children series featuring the Muzzy characters have been popular for teaching Spanish to children, and family members of all ages as well. Animated characters Muzzy and friends use story and song to present common Spanish vocabulary, expressions and language exercises. Each program contains the episodes in Spanish and English on separate videocassettes, and includes support learning materials.

- *Muzzy Spanish* (Early Advantage, 1996; 5 videocassettes, 1 CD-ROM, 2 sound cassettes, video script book, parents' instructional guide, vocabulary building card) (VHS V06692 (025124))
- *Muzzy II Spanish* (Early Advantage, 1996; 4 videocassettes, 1 CD-ROM, 2 sound cassettes, 2 activity books, parents' instructional guide) (VHS V-6693 (025125))
- *Spanish for the Family* (Early Advantage, 1993; 4 videocassettes (141 minutes), guide card, and script) (VHS V-6694 (025126))

Connect With English (WGBH/Annenberg/CPB Collection, 1997) presents a course in the form of a 48-part series of 15-minute dramatic episodes to help foreign speakers learn English. Through the story of Rebecca, an aspiring singer on a journey across America, the series touches on such

life issues as leaving home, parenting, education, work, love, success, and loss. The package contains six closed-captioned videocassettes, grammar guides, a video comprehension book, and a home viewer's guide in all English, Korean/English, Mandarin/English, Spanish/English, and Thai/English editions (VHS V-6445 (025087)).

Libraries and media centers of all types may call or send requests for videocassettes directly to the Reference and Loan Library or they may send them through regular interlibrary loan channels. Organizations and businesses, teachers at kindergarten through 12th-grade schools, faculty and staff at academic institutions, and state agency employees also may choose between contacting R&LL directly or sending interloan requests through their libraries.

The Reference and Loan telephone number for direct video requests is (888) 542-5543 or (608) 224-6169. The fax number is (608) 224-6178. All other users, including individual borrowers, should request materials on interlibrary loan through their public library rather than contacting Reference and Loan directly. The call numbers and booking system numbers included in the citations in this column may be referred to when requesting videocassettes from Reference and Loan. ■■

Upper Midwest historical materials

Library of Congress releases digital collection

As part of its American Memory Project, the Library of Congress recently announced the availability, in digital format, of hundreds of books, travel narratives, and local histories from the 17th to the early 20th Century.

The texts are from the Library of Congress' General Collections and Rare Books and Special Collections Division. The collection's 138 volumes depict:

- the land and its resources;
- the conflicts between settlers and Native peoples;
- the experience of pioneers, missionaries, soldiers, immigrants, and reformers;

- the growth of local communities and local cultural traditions; and
- the development of regional and national leadership in agriculture, business, medicine, politics, religion, law, journalism, education, and the role of women.

The collection is titled "Pioneering the Upper Midwest: Books from Michigan, Minnesota, and Wisconsin, ca. 1820-1910." It is on the web at <http://memory.loc.gov/ammem/umhtml/umhome.html>. ■■

Sharing success stories benefits everyone

When the final draft of "Public Library Services for Youth with Special Needs: A Plan for Wisconsin" was sent to all public libraries in December 1998, it included a survey form. The library community's responses to that survey were summarized in the January/February 1999 issue of *Channel*. One of the questions the survey asked of public library systems and libraries was, "How can the DLCL support your efforts to implement the priorities you've identified in the plan?"

Among the responses were that the DLCL "share success stories with us," "compile and disseminate efforts of

other libraries and systems," and "communicate with libraries what other libraries are doing through newsletters or conferences."

With these requests in mind, as well as an interest in focusing attention on the "Public Library Services for Youth with Special Needs Plan," the Division will use this column in future months to describe federally-funded programs that have successfully served youth with special needs. The projects will be described with references to the plan, with citations from it appearing in parentheses.

—Frances de Usabel

'Storytime on the Road'

Amery program meets needs of rural community

As one of the smaller communities represented among the libraries that have received Library Services and Technology Act (LSTA) or Library Services and Construction Act (LSCA) grants, the Amery Public Library serves a municipality of fewer than 3,000 people in Polk County, and is part of the Indianhead Federated Library System. Amery's "Storytime on the Road" project was developed before the "Public Library Services for Youth with Special Needs Plan" was even a gleam in the eye of the Division for Library and Community Learning staff, in the fall of 1989.

Although Marla Sorenson, an employee of the Amery Public Library, couldn't have known it when she was writing the grant, this project provides a model of Goal #5 of the "Public Library Services for Youth with Special Needs Plan," which states: "Public library collections, services, and buildings are fully



Children in Amery enjoy the summer reading program called "Storytime on the Road," sponsored by the Amery Public Library.

accessible and inviting to youth with special needs and their families." The primary strategies for realizing this goal are to ensure physically accessible library buildings and develop outreach programs.

The library developed an outreach program directed to children living at Twin Pines, a low-income housing complex not within walking distance of the library for younger children. The origin of the project was a conversation held in the summer of 1989 between an elementary/

middle school librarian and a member of the Friends of the Amery Public Library. The school librarian mentioned that there were children in the community who had never had a story read to them before starting school, and that most of these children lived at the low-income complex and an adjacent trailer court. The library Friend repeated this observation to Librarian Barbara Sorenson (the grant-writer's sister) and to Elaine Meyer, the

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‘Storytime’ brings services to low-income youths—from page 8

children’s librarian, and they sprang into action. (Goal 1.1: “Public libraries identify where youth with special needs live in their communities.”)

A trial storytime was held in the summer of 1989 and attracted about 25 children each week. Based on the success of this effort, the Amery Public Library applied for and received \$1,575 in federal LSCA monies for the following summer to expand their summer reading program to an off-site location (Goal 3.4: “Public libraries seek supplemental revenue sources to serve youth with special needs.” Goal 5.1: “Public libraries provide services where youth with special needs and their families can best use them.”)

The goals of the Amery project were to intervene in the cycle of illiteracy by bringing books into the lives of low-income children, to help low-income families overcome their fear of the library which may have resulted from negative experiences with reading, and to foster the love of literature.

To accomplish these goals, the project provides once a week summer storytimes June through August, at times suggested and supported by parents. (Goal 3.3: “Schedule programs at times and places convenient for youth with special needs.”)

In the early years, the housing authority advertised the program by sending notices with the residents’ monthly rent bills. Today, one Twin Pines family usually reminds the others about the weekly storytimes. (Goal 6.1: “Use word-of-mouth in publicizing services to youth with special needs.”) In addition, the library continues to publicize the storytimes with ads in the local newspaper, news releases on the local radio station, and in the public library’s summer reading brochures, which are given to each school student. (Goal 6.1: “Public libraries work with their communities and their local media to publicize library services to youth with special needs.”)

The children’s librarian attends “Storytime on the Road” each week as a regular part of her workday, so there’s no need for extra staff or hours to do the program. (Goal 4.1: “Public libraries

allocate staff time to identify and to work ...with youth with special needs.”) The program also makes use of volunteer readers.

Early on there were few male role models involved in the program. The librarians enlisted one of the players on the high school baseball team to come in his uniform and read baseball stories. The place kicker for the University of Minnesota Gophers, an Amery resident, read stories and kicked footballs to the children. Library staff discovered that older boys are

more likely to come when there are male guest readers, hanging out at the edge of the group and pretending to be there only to watch younger siblings.

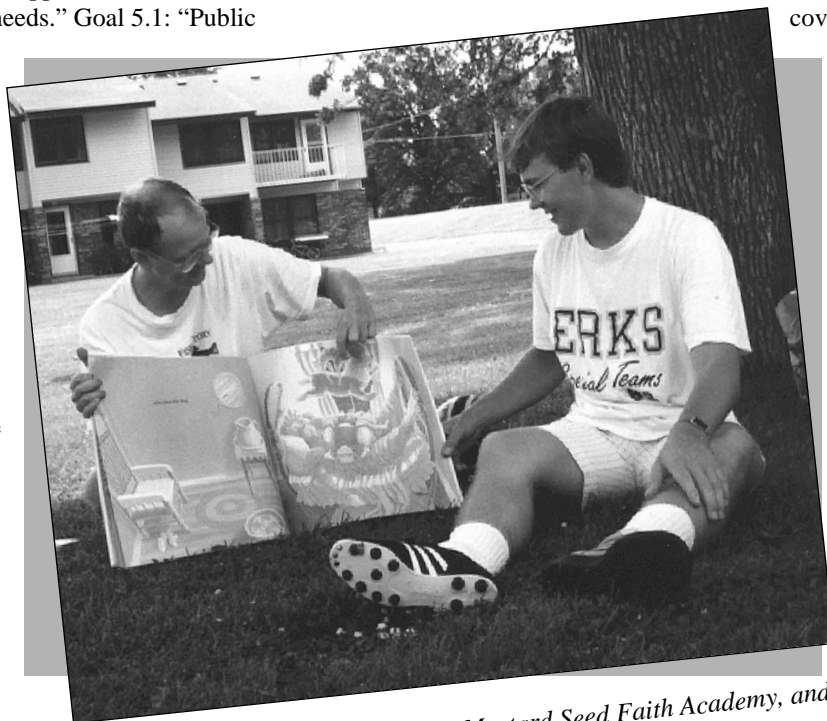
Community members of all ages have been storytime readers, and readers sometimes appear in family groups: father/daughter, father/son, and three generations of women. In the past decade, the families at the housing complex have changed from single parent families on welfare that didn’t stay long at Twin Pines to more settled two-parent or single parent low-income families in which the parents work or attend school. Several

families presently living at Twin Pines are Bosnian war refugees, and their children attend storytime. (Goal 1.1: “Know your community.”)

The Amery Public Library includes money in its ongoing summer reading budget to hold one or two book giveaways each summer, and buys paperback books for all age ranges. The library also budgets monies to provide an appearance by one theater or musical group each year.

One way the library has evaluated the program is to observe how many families with the housing complex’s address have signed up for library cards over the years. At this point, young adults in their late teens and early 20s sometimes come into the library and say “I’m one of your ‘Storytime on the Road’ kids.” Each fall, after the storytimes end for the year, parents come into the library and get cards, mentioning that their children

Please see ‘Storytime’—on page 10



Steve Fredrickson (left), principal of Mustard Seed Faith Academy, and Brent Berglund, a former University of Minnesota Gopher Kicker, are pictured reading “The Napping House” by Don and Audrey Wood.

Child Care Information Center fills special niche

Child-care providers' information needs have increased dramatically in recent years, and the CCIC answers the call.

The Child Care Information Center (CCIC)—which is housed at the Department of Public Instruction's (DPI's) Reference and Loan Library—is a mail order library and a clearinghouse for information on child care topics. The center collects and loans or distributes videos, books, journals, pamphlets, and copies of articles of interest to practicing child-care providers, educators of child-care providers, and teachers in early childhood programs. Staff also use BadgerLink and other Internet services to locate information.

Who does CCIC serve?

CCIC serves family child-care providers (certified, licensed and unregulated), group center staff, administrators and teachers (both new and experienced), nursery school and kindergarten teachers, school-age child-care providers, camp counselors, church nursery programs, parent cooperative playgroups, teacher educators, home-schooling parents, hospital education programs, professional support groups, child-care licensors and certifiers, resource and referral agencies, Head Start agencies, Cooperative Educational Service Agencies (CESAs), Family Living Agents from UW-Extension, family resource centers, parent educators, librarians, and legislators.

Parents can request materials by going to their public library, where materials will be sent for pickup. Selected pamphlets also are available to parents from CCIC, and library staff often contact CCIC for assistance in filling requests.

Students use CCIC to find materials for presentations and reports, and college and high school instructors reserve

materials for courses each semester.

Child-care providers can find materials to help them meet continuing annual education requirements, a portion of which may be met by viewing videos or reading materials available from CCIC.

To better serve its customers, CCIC has a new webpage at <http://www.dpi.state.wi.us/ccic/>. The page provides a more detailed description of the services offered, lists of materials that can be ordered, the continuing education calendar, and copies of the most recent and past newsletters.

CCIC Services

CCIC distributes videos, books, journal articles, pamphlets and other materials in response to requests for information. Many of the materials distributed are designed to assist new child-care providers as they set up their programs. To this end, CCIC has established a

partnership with the agencies licensing child-care providers and the Wisconsin Child Care Improvement Project. When people interested in becoming licensed child-care providers call their licensing field office, they receive an inquiry packet that includes the licensing rules and instructions to phone CCIC for a list of items required for probationary licensing. A video developed by the Wisconsin Child Care Improvement Project that walks prospective child-care providers through the licensing process for Wisconsin is then sent along with information on brochures and flyers that can be ordered through CCIC. Through this alliance all agencies save staff time and travel costs and the process of licensing providers is made easier.

CCIC also offers a regular calendar of education and training events for child-care professionals. A quarterly newsletter

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convinced them to go to the library so they could continue reading stories. The elementary school teachers also appreciate the program, feeling that it helps their students maintain their reading levels over the summer. (Goal 4.1: "Work with Title I, special education, and reading instructors in schools.")

Librarian Barbara Sorenson said she feels other libraries could easily duplicate the program. All that's needed is a willing staff member, a bag of books to read, and a place to read them. Refreshments and book giveaways are optional, and in the case of the Amery Public Library, fit within the library's total summer reading budget of \$1,000. The local media provide free advertising.

The library continues to offer the program at Twin Pines, so what began as an LSCA grant has become an integral part of its regular summer reading schedule. The children at the low-income housing unit aren't singled out, but are included in this ongoing program which is open to everyone. The library likes to boast that it's become a vital part of these children's lives in their own backyards on Friday morning in the summertime.

Copies of the Amery Public Library's project application and the final draft of the "Public Library Services for Youth with Special Needs Plan" are available from Frances de Usabel at (608) 266-0419 (e-mail to deusafe@mail.state.wi.us). If you have questions about "Storytime on the Road," contact Barbara Sorenson at (715) 268-9340. ■■

Three libraries selected for 'National Connections' series

Three Wisconsin libraries—L.E. Phillips Memorial Library in Eau Claire, Brown County Library in Green Bay, and the Oshkosh Public Library—are among the 40 libraries selected nationwide to participate in the "National Connections" reading and discussion series for adult new readers.

This project is offered by the Vermont Council on the Humanities and the American Library Association, and funded by a grant from the National Endowment for the Humanities. "National Connections" uses children's literature to offer adult literacy students an opportunity to gather with their peers to discuss timeless themes and to make connections between books and their own lives.

A coalition from each of the 40 sites, consisting of representatives of the library, the state humanities council, a local literacy organization, and a scholar, attended a training workshop held Feb. 18-20, 1999, in Northbrook, IL. The workshop included discussion on the use of children's literature with adult literacy students, humanities programming for adults learning to read, and the connection between libraries, humanities, and literacy.

Series themes are

- "The Legends of King Arthur,"
- "The Odyssey,"
- "Biography,"
- "Friendship," and
- "Read With Me."

Participating libraries receive multiple copies of the texts for two "National Connections" series, discussion guides for scholars, and funds to reimburse scholars. Literacy students keep the books for their own home libraries. The program series will be held in spring and fall 1999. Materials will be made available to other libraries wishing to host the "National Connections" series after the fall programs at participating libraries.

For more information, contact ALA Public Programs Office, 50 E. Huron St., Chicago, IL 60611; (800) 545-2433, ext. 5045 or 5055. You also can send e-mail to pgoodes@ala.org, or visit the ALA Public Programs Office website at <http://www.ala.org/publicprograms>. ■■

CCIC responds to information needs of day-care providers

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is published, the most recent issue of which focuses on family literacy. A list of audiovisual materials also is available. Services are free and no membership is required. Clients must pay return postage for items that have been borrowed from the collection.

History

CCIC began services in 1985 to meet the ongoing training needs of Wisconsin's child-care providers and to heighten parents' awareness of their role in assuring quality care for their children. In 1985 it was housed in the staff library at Central Wisconsin Center for the Developmentally Disabled. The Office of Children, Youth and Families established the center by placing its growing collection of materials at the Central Wisconsin Center for cataloging and storage. A series of brochures on quality child care and child development, as well as the textbooks for the standardized preparatory course for licensed child care were part of the materials distributed statewide. An 800 number was established.

Current staff members are:

- Lita Haddal, who answers requests from users and writes articles for the newsletters;
- Glenna Carter, who catalogs materials, prepares bibliographies, and also helps prepare materials for the newsletters;
- Linda Bather, who circulates materials and books videos for

use; and

- Cathy Weiss, who packages and mails materials to users and prepares orders for printing.

Haddal joined the staff seven years ago. She has worked as a child-care provider, center teacher and director, and as an early childhood, kindergarten, and elementary school teacher. Carter has been with the project for 11 years and has a Master's Degree in Library Science.

Funding for CCIC services comes from the Office of Child Care within the Department of Work Force Development.

New Initiatives

One of the primary initiatives is to enter CCIC holdings into WISCAT to make it easier to identify the availability of materials. Staff members are working with the Bright Beginnings Team at the DPI to coordinate services with schools offering early childhood and school-age child care services.

The 1999 Better Badger Baby Bus Tour, Governor Thompson's initiative to enlighten communities on the importance of children's first years, is being organized by the Wisconsin Council on Children and Families. CCIC is helping to plan the tour and supply brochures to the targeted audiences of parents, employers, and educators.

In conjunction with the tour, CCIC is supplying all public libraries in Wisconsin with the video "The First Years Last Forever," which reveals the recent research on early brain development and the lifelong impact poor parenting and poor child care can have on a child.

To contact the CCIC, call (800) 362-7353. ■■

Around Wisconsin

People

Sue Pesheck, the children's librarian and the ESLs Youth Services Liaison at F.L. Weyenberg Library of Mequon-Thiensville, moved to the River Falls Library.

Vickie Chiappeti is the new director at F.L. Weyenberg Library. She came from the Milwaukee Public Library, where she was the webmaster and science and business librarian.

Pearl Mosier is the new circulation manager at Sun Prairie Public Library and **Jan Holmes** is library assistant for computer operations.

Places

The **Reedsburg Public Library** celebrated its 1st and 100th year anniversaries the week of Jan. 25-30, 1999. Circulation and "people visits" during the library's first year in its new building increased by 78 percent. Reedsburg's first public library opened its doors on May 8, 1899.

Awards

JoAnn Carr, director of the Instructional Materials Center, UW-Madison School of Education, recently received the 1999 Research Award from Library Collections, Acquisitions and Technical Services. Her proposal, "Full Text Journal Databases and Frequently Cited Titles: A Content Analysis," will assess the coverage of EBSCOHost, Expanded

Academic ASAP, Periodical Abstracts Research II Full Text, and Wilson Web Full Text, as compared to the most frequently cited titles in the Institute of Scientific Information Journal Citation Reports. ■■

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