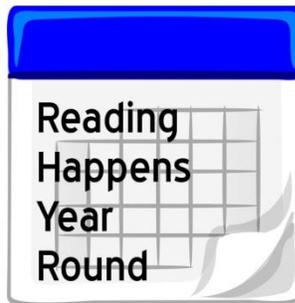
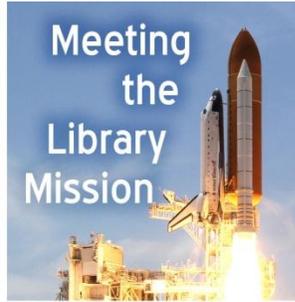
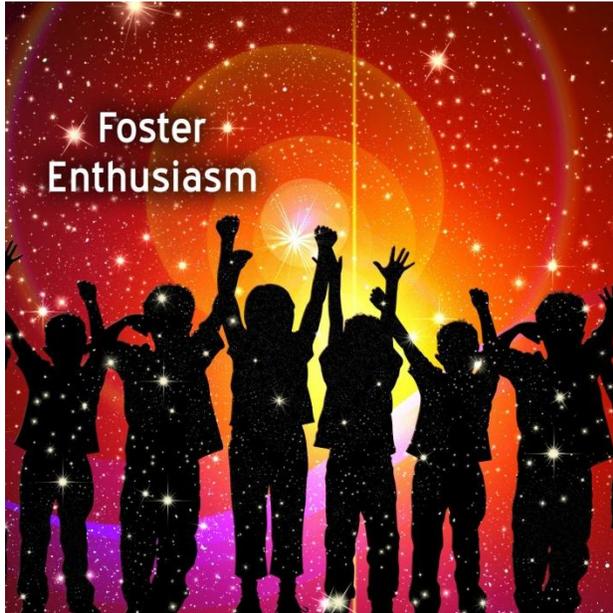


Offering Library Reading Programs Top Ten Tips for Librarians

Wisconsin public libraries provide community value by addressing literacy needs of children and families



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 <p>Foster Enthusiasm By offering a library reading program, you have the power to bring positive attention to the act of reading and the abundance of reading material available through the library. Your enthusiasm and verbal praise go a long way! Model the value of reading and sharing books together. Channel your passion for reading, not your energy for hosting a thematic program.</p>	 <p>Meeting the Library Mission All programs and services should directly support the library's mission statement. Special endeavors, like a summer library program, should align with the library's goals and objectives. If it's not part of the mission, work with the director and board to actively support literacy.</p>	 <p>Target Audience Who is the focus of your reading program? If it's your regular library patrons, chances are they will be there no matter what you offer. If you aim to target underserved populations or students at risk of summer setbacks, modify your program to meet <i>their</i> needs through focused marketing and outreach. Use the WISEdash Public Portal to identify local school district concerns.</p>
	 <p>Reading Happens All Year Reading is not more important at one time of year than another; it happens year-round and life-long. Abilities, interests, formats, and preferences will change over time, but the act itself remains constant. Show your community how you actively support students' reading needs all year long, and not just in the summer.</p>	 <p>Count What Counts Outcome-based evaluation is a constant element in youth services. In the same way that you might adjust the structure of a story-time or reconfigure Lego Club expectations, library reading programs need assessment. Meeting the library's mission and the needs of your target audience yield more powerful results than total minutes read or participation. Build your program around an outcome, not a number. Think about the kind of difference you want to make.</p>
 <p>Online or In Person In designing your library reading program, offer your readers more than one way to participate, preferably in person and online. Cookie cutter models might work for you and your staff, but potentially limit participation. Offering a range of ways to participate allows readers (and their parents and caregivers) to be flexible and self-supporting.</p>	 <p>Reading Choices Choice is a critical factor in the design of voluntary reading programs. Give your readers as many options as possible for what counts as reading. Celebrate the act of reading—finding something to read and reading it—rather than the accountability of the task. Give your readers the independence to discover the content, format, and duration that works for them.</p>	 <p>Parent Caregiver Involvement Empower parents and caregivers by showing them how the library invests in their child's learning potential. Offer parents and caregivers unique ways to participate, either in their own reading program or as program partners. Praise their efforts, small or big, and suggest ways to use the library as a family. Remind them how they are the ultimate reading model for their child.</p>
 <p>Social Experience Build a community of readers through your library reading program. Help students recognize reading as an independent and social experience. Create opportunities for involvement on all levels—the more that participants own the experience, the more they will invest in it.</p>	 <p>Think Outside the Prize Box Rewarding reading with contingency-based prizes devalues the experience of participating in a library reading program. If you need to incentivize your program, focus on intrinsic motivators. Social recognition, through an individual wall of fame or progress on a group goal, rewards reading for the sake of reading. Tangible giveaways such as books or reading equipment also reinforce that reading is a pleasurable act in and of itself—no carrot on a stick required.</p>	