Laying the Groundwork for New Family Literacy Programming

Getting Started

The Literacy Initiatives Project is supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian
Family Literacy Funding

• Adult learner-centered, strengths-based family literacy services

• Grounded in California Library Literacy Services values

• Strong coordination between the California Library Literacy Services program, library administration, and other library staff, as well as external partnerships with other organizations serving families and children.
Webinar Series

1. Getting started: Laying the Groundwork for New Family Literacy Programming
2. Family Literacy Programming Goes to School: April 10
3. Family Literacy 101: From Flyers to Food: May 2
4. Family Literacy on the Wild, Wild e-Frontier: June 4
Your Facilitators Today

Kelly Tyler

Natalie Cole

Amy Prevedel
Are you ready to jump in?

Please participate!
Housekeeping

- InfoPeople will archive today’s webinar.
- You can find links or titles that appear in **GREEN** in the Resource section for your future perusal.
Issues from the Field

These four webinars began with ideas and questions garnered from the field via:

- email conversations
- the 2018 Common Knowledge publication *Family Literacy Landscape Analysis*
- a recent survey posted on the CLLS listserv
Themes that emerged

• How do you get started?
• Identifying what programming will benefit the community
• Seeking and cultivating meaningful partnerships
• Funding requirements
Getting Started

How did other programs get started?
What is family literacy?

Some more views:

- promoting family members’ growth and development
- meeting family needs and responsibilities
- strengthening the family system

Thoughts?

What’s on your mind so far? Please take a moment and enter any ideas or questions to share in the “Response Box.”
Partnering Within Your Library

Literacy for All: Adult Literacy @ your library

Tips and tools you can use from the ALA Committee on Literacy and the ALA Office for Literacy and Outreach Services

The American Library Association affirms and supports the principle that lifelong literacy is a basic right for all individuals in our society and is essential to the welfare of the nation.

ALA advocates for the achievement of national literacy through educational activities utilizing the historical and cultural experiences of libraries and librarians.

ALA Policy 50.6.2, "Literacy and the Role of Libraries”

Literacy for All: Adult Literacy @ your library
- http://www.ala.org/diversity
An informal, asset-based survey of your library – from Adult Literacy @ your library

- Preschool story hours
- Homework help
- Teen reading activities
- Summer reading programs
- Adult book clubs
- Computer classes
- Lunch in the library/food programs

from: Literacy for All: Adult Literacy @ your library
http://www.ala.org/diversity
Los Angeles Public Library

- 469 mi² of land
- 4 million people
- Highly diverse
- 73 libraries
- 21 literacy centers
- FFL lacks oomph, 0-5 only
PARTNERSHIP
Partnering Inside Your Library
Partnering Outside Your Library
That Family Literacy Funding
A Core Library Service
Search For Materials
Read and Rise
Conversation Workshops
are built around six sessions:

- **Session 1:** The Importance of Family and Community Partnerships
- **Session 2:** Culture, Tradition, and Everyday Experiences
- **Session 3:** The Power of Storytelling
- **Session 4:** Fun with the Sounds of Language
- **Session 5:** Family and Community Strengths
- **Session 6:** Celebrate Literacy Success
After You Read…

Up, Down, All Around!

There are lots of things in, on, under, and around in Jack’s room.

Together play this matching game that will help your child practice using location words.

First, read aloud the sentences below. Point to the words as you read.

The bear is in the jeep.
The bear is under the covers.

Then, ask your child to point to the matching picture.
Professional Development

Price: $4,500
A Scholastic consultant teaches 15 participants how to build capacity to strengthen all of their family and community engagement outreach and to effectively implement the Read and Rise workshop series.
Includes:
- Consultant-led professional development
- 15 Facilitator Kits

Who’s Buying This?
School and community leaders; Title I coordinators; libraries that are interested in building the capacity of families to better support literacy at home and want to implement an engaging, sustainable literacy-building program.

Workshops in a Box

Price: $1,056
Want to implement the workshops without going through the training? This option gives you everything you need for one facilitator to begin taking families through the workshop series.
Includes:
- 1 Facilitator Kit
- 15 Workshop Kits

Who’s Buying This?
Programs that feel confident in the ability of their facilitator to master the material in the facilitator guide without going through the training. This option is ideal for experienced teachers or small programs.
Family Literacy Night

Price: $125–345
This option provides all the materials to plan and host one Read and Rise literacy event. All participants receive take-home books and resources to continue learning at home.

Includes:
• 1 Literacy Workshop Guide
• 10 or 30 Reading Together Packs

Who’s Buying This?
Programs that want to add a literacy component to their current family outreach efforts or those looking to “test run” the Read and Rise program.

Take-Home Resources

Price: $5–37
The Read and Rise program is complemented by a variety of affordable take-home books and resources.

Including:
• Family Guide
• Books and Fun Cards
• Reading Together Guides and Books

Who’s Buying This?
Programs that are looking to increase access to books by building home libraries and to support parental involvement in facilitating at-home learning.
Thoughts?

What’s on your mind so far? Please take a moment and enter any ideas or questions to share in the “Response Box.”
Gathering Information

Six community assessment tools
The six assessment methods presented here aren’t exclusive. You can combine or adapt them to best suit your club’s resources and the preferences of the people you wish to engage with.

- Community meeting
- Focus group
- Survey
- Asset inventory
- Interview
- Community mapping
Two Kinds of Information

Professional knowledge
and
Community knowledge

Kelly Tyler, iPhone interview, 2015
Community Knowledge

Literacy is a cultural tool.

This is a coffee pot.
Community Knowledge

Literacy is a cultural tool.

This is a coffee pot.

Stephen Brookfield on the Coffee Pot Theory of adult learning, Budd Hall - participatory research in adult learning
Community Engagement

Really?
The coffee pot?
Again?

It looks like a coffee pot, but we’re talking about transformation here.
Community Meeting

- Informal
- Highly interactive
- Lots of people can participate
- All learners are invited, not just those already participating in family literacy
- A great way to gather useful Community Knowledge that can help guide your planning
Roles and Goals Mind Map

Family/Home          Work

What do you want to learn about or be able to do better?

Lifelong Learning  Community
Eliciting Information

• Have people talk in pairs before sharing responses with the group
• Ask questions that avoid pre-conceived responses, for example, leave out the terms “family literacy,” “age-restricting language, location-restricting language, etc.
• Rephrase the question to help people think about it from different angles.
Community Meeting

How do we get people to come?

• What brings people to a Community Meeting?
• Help people get around participation barriers
• Get creative with the possibilities!
Interviews

An outdoor interview can be so nice!
Thoughts?

What’s on your mind so far? Please take a moment and enter any ideas or questions to share in the “Response Box.”
Speaking of Electronics...

When they’re thoughtfully used, digital apps and programs can work nicely in gathering community information with tools like Surveys and Focus Groups and Community Mapping.

Google Earth
Zoom
Survey Monkey
Needs Assessments vs. Asset-based Assessments

Neighborhoods Needs Map

Broken Families

Child Abuse

Crime

Gangs

Unemployment

Slum Housing

Graffiti

Mental Disability

Welfare Recipients

Lead Poisoning

Truancy

Illiteracy

Dropouts

Asset-Based Community Development: Public Library Association, Jody Kretzmann
http://www.ala.org/pla/sites/ala.org.pla/files/content/education/leadershipacademy/abcd_kretzmann_library_presentation.pdf
Needs Assessments vs. Asset-based Assessments

Community Assets Map

Asset-Based Community Development: Public Library Association, Jody Kretzmann
http://www.ala.org/pla/sites/ala.org.pla/files/content/education/leadershipacademy/abcd_kretzmann_library.presentation.pdf
Community Asset Inventory

### Adult Literacy Assets in the Larger Community
Write the names and contact information of organizations in your community that provide the services below.

<table>
<thead>
<tr>
<th>Literacy Assessment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Adult Literacy Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:1/small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Basic Education Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Language (non-English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL (English Language Learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VESOL – Vocational English for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speakers of Other Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Instruction/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Testing On-Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ABE) Basic Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Community Asset Inventory

## Adult Literacy Assets in the Larger Community

Write the names and contact information of organizations in your community that provide the services below.

<table>
<thead>
<tr>
<th>Learning Disability Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td></td>
</tr>
<tr>
<td>Health Literacy</td>
<td></td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td></td>
</tr>
<tr>
<td>Youth Literacy Programs</td>
<td></td>
</tr>
<tr>
<td>Literacy for Incarcerated Youths &amp; Adults</td>
<td></td>
</tr>
</tbody>
</table>

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**Then what?**
**How can we use this completed form?**
Did she say MOO?
Memorandum of Understanding
Sample Snippet

**Key responsibilities:**
Harbor House Women’s Shelter will provide meeting space and nutritious dinners one evening a week for adult learners and their children.

The Santa Fabulosa Public Library’s adult literacy program will provide learning materials and a small learning group facilitator for each weekly session.

**Appendix A** *Strengthening Nonprofits: A Capacity Builder’s Resource Library: Conducting a Community Assessment.*
http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf
Turning Outward

Getting **out of the library** and **into the communities you serve**
A turning outward mindset entails:

- taking steps to better understand communities
- changing processes and thinking to make conversations more community-focused
- being proactive in addressing community issues
- putting community aspirations first, or creating change based on people’s hopes and dreams of what their everyday world could look like, as opposed to an institution looking at what communities need through the lens of how it has always done things

Community Connectors

They are already in your program!

The Engaged Library - Chicago Stories of Community Building
Urban Libraries Countil
Neighborhood Survey

• What are the good things about your neighborhood?
• What are the bad things about your neighborhood?
• What are some reasons why families in your neighborhood would band together?

adapted from:
*My Community: Sample Lessons Reflecting a Learner Centered Approach to Literacy Instruction* Literacy South
Data Collection Tools

We’ve seen examples of a:

- Community Meeting
- Interview
- Survey
- Community Asset Inventor

to help us collect Professional Knowledge and Community Knowledge.
Compile and Prioritize
And the results are......!
It’s worth it!

It’s the process that enriches and strengthens your program.
Thoughts?

What’s on your mind so far?
Please take a moment and enter any ideas or questions to share in the “Response Box.”
What Will CLLS Family Literacy Look Like in the Future?

<table>
<thead>
<tr>
<th>My goals as a family member:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write checks/pay bills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read health education information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read medicine labels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan nutritious meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share a book with children*/family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help children with homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take children to library storytime</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Interact with the school/with teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other goals in the family role:</th>
<th>Date Goal Set</th>
<th>Making Progress</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

* "Children" can refer to your own, your relative’s children or any other children with whom you interact.
Please share - it’s so important!
Questions Raised...

What questions do you have about the grant requirements and restrictions?

• Are we using our old CLLS FFL survey?
• What kind of intake will be required? Can we just use Roles & Goals or do we need to do a literacy evaluation?
• Is there an equivalent of a Roles and Goals sheet for youth learners? Can one be made or adapted, if not?
...and more Questions

• A big obstacle is limiting FFL to English-only as many of our low-income families don’t speak English.
• Can we spend part of the money on food since any gathering and programming involves food or refreshments.
• Are English Language Learners included?
Resources

Slide 7
Family Literacy Landscape Analysis: Summary of Findings for the California State Library. Common Knowledge, 2018

Slide 11

Slide 13
Literacy for All: Adult Literacy @ your library; American Library Association OLOS. 2012.
http://www.ala.org/diversity
Resources

Slide 22
Read and Rise, Scholastic.

Slide 29
Community Assessment Tools: A Resource for Rotary Projects
my.rotary.org

Slides 30 and 46
Kelly Tyler on an iPhone, 2015. Thank you, Kelly!
Resources

Slide 32
Stephen Brookfield
His webpage is full of free materials for you to learn more about critical pedagogy. He writes dense academic stuff, but also easy to use materials. Here’s an example of a training he does on The Skillful Teacher What’s great is, he’s started using PowerPoint, so you can access it there too. I just prefer the typewriter-written version. His strategy has all sorts of group learning strategies you can use in a Community Meeting, Tutor Training Workshops, or other group teaching situation: https://static1.squarespace.com/static/5738a0ccd51cd47f81977fe8/t/5750ee6c044262124f3e31ce/1464921738561/The_Skillful_Teacher_Workshop_Packet.pdf
Resources

Slide 32
Budd Hall
You can hear him give a synopsis of his work developing community-based participatory research on You Tube: https://www.uvic.ca/hsd/publicadmin/people/home/faculty/hallbudd.php

Resources

Slide 40
Digital tools for gathering community assessment information:

Google Earth Outreach -
https://www.google.com/earth/outreach/

Zoom - https://zoom.us

Survey Monkey - https://www.surveymonkey.com
Resources

Slides 41 and 42

*Asset-Based Community Development—Public Library Association:*
http://www.alat.org/pla/sites/ala.org.pla/files/content/education/leadershipacademy/abcd_kretzmann_library_presentation.pdf

*Asset-Based Community Development Institute (ABCD Institute)*
https://resources.depaul.edu/abcd-institute/about/Pages/default.aspx
Resources

Slide 46

**Appendix A** *Strengthening Nonprofits: A Capacity Builder’s Resource Library: Conducting a Community Assessment.*

[http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf](http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf)

Originally developed for the CCF Communities Empowering Youth Program by the National Resource Center, updated in 2010 for the Department of Health and Human Services by the National Resource Center. Created by the Compassion Capital Fund National Resource Center, operated by Dare Mighty Things, Inc., in the performance of Health and Human Services Contract Number HHSP23320082912YC.

*Please note that this MOU is talking about a joint community assessment project, as opposed to working together on programming.*
Resources

Slide 48

Slide 49
The Engaged Library - Chicago Stories of Community Building
Urban Libraries Council
Resources

Slide 50

*My Community: Sample Lessons Reflecting a Learner Centered Approach to Literacy Instruction*, by Jearlean Osborne, Director of Instruction Literacy Volunteers of Biloxi, Biloxi, MS, with assistance by Jereann King, Jonathan Estes, and Hanna Fingeret, Literacy South, Durham, NC. Peppercorn Books. 1991

(My Community and other excellent participatory curricula and staff development text by Hanna Arlene Fingeret are available at Peppercorn Books and Press)

http://www.peppercornbooks.com/catalog/product_info.php?products_id=1768&osCsid=e17705d9a44523fafffd3ee63d30c144

Slide 56

CLLS Roles and Goals reporting form

https://www.libraryliteracy.org/staff/rg/Two_Page%20Format.pdf
The end is nigh.
Thank you for your time and thank you for participating today!