

**ATTENTION ALL MEMBER LIBRARY DIRECTORS AND YOUTH STAFF**

**This packet contains handouts designed to:**

* Better understand yourself, your attitudes and your role in assisting families in your community.
* Find families in your community that do not use the library.
* Find other organizations in your community to partner with that can assist in serving families.
* Create and conduct a focus group to better serve young families in your community.

**Why your library *should* do a Community Needs Assessment:**

* To better understand the needs of your community to:
  + Develop and provide better programming.
  + Remain relevant to your patrons.
  + Assure your budget for collection development is being spent wisely.

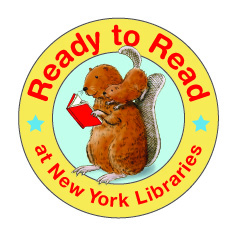
**If your library *chooses* to do a Community Needs Assessment:**

1. Review the packet, fill out the last page and return it to Amanda in the delivery **ASAP**.
2. *(optional)* Sign up for the Collaboration Training for Summer Reading with 4-H on **January 22, 2015** from 9:30am-11:30am in the Borg Warner Room at the Tompkins County Public Library.
3. Submit an outline of your assessment to Amanda by **Friday, May 15th**. Use the guidelines on **page 17** to create a bulleted list of the resources you used to compile your assessment.
   * **IF** your library has already performed an assessment in the last year, please send it to Amanda.
     + **Note:** Amanda **only** needs page 20 returned. Page 19 is a guide for what you should submit in February. Everything else is for your library’s information.

Questions? Amanda can be reached at (607) 273-4074 x227 or [aschiavulli@flls.org](mailto:aschiavulli@flls.org).

This document has also been emailed so you can better access the links and manipulate the handouts for your library’s needs. Let Amanda know if you did not receive a digital version.

**The goal of this project is for every staff member in every public library to have the knowledge and skills to assess services to young children, their families and their caregivers in order to create better programs and collections to fit the needs of their unique service areas.**

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**HANDOUTS**

**FOR**

**EARLY LITERACY COMMUNITY ASSET ANALYSIS**

**This project was made possible in part by the Institute of Museum and Library Services**

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**Overview of *Ready to Read at New York Libraries***

***Ready to Read at New York Libraries*: *an Early Childhood Public Library Staff Development Program*** is an exciting new statewide initiative***.*** The State Library will partner with the State’s 23 public library systems and others to train library staff from 1,000 library outlets using a train-the-trainer model. This project will enable New York’s public libraries to improve the quality of early learning services by increasing library staff capacity to provide families and caregivers with the knowledge they need to prepare young children for the school years ahead in a cost-effective and sustainable way. **The New York State Library will apply for a 2015 Laura Bush 21st Century Librarian Program Grant to support this project through 2018. Training and plan development has begun with the award, in April 2014, of a one-year 2014 Laura Bush 21st Century Librarian Program Planning Grant.**

**Foundation Training Components:**

1. Early Literacy Community Asset Analysis; **(Complete This Packet. Due by February 24, 2015)**
2. Using ‘Every Child Ready to Read®’ (2nd ed.) (ECRR2); **(2015)**
3. Early Learning Spaces; **(TBA)**
4. Strategies for Successful Partnerships and Outreach to Families with Young Children; **(TBA)**
5. Everyone Serves Families with Young Children **(TBA)**

* **Additional training opportunities in reading readiness, developing partnerships, and STEM** will augment and enhance the information in the Foundation Training for the Training Cohort (Amanda) and library staff if funding is available.
  + Remember to sign up for the Training for Summer Reading with 4-H and STEM on January 22, 2015 from 9:30am-11:30am in the Borg Warner Room at the Tompkins County Public Library!
* **Collaborative and lasting local, statewide and national partnerships.** During 2014, the Advisory Group began to develop formal partnerships with state and national agencies and organizations whose goals align with those of ***Ready to Read at New York Libraries***. These partnerships include Reach Out and Read, Head Start, NYS public broadcasting stations, 4-H, New York Library Association, and Collaborative Summer Library Program. The Advisory Group will continue assisting the State Library in growing these partnerships and engaging new partners in various fields to expand the program.

***Ready to Read at New York Libraries*** is designed to transform the lives of young New Yorkers through a quality public library staff development program that will provide parents/caregivers and young children with the skills and knowledge needed for success. The award of a 2015 Laura Bush 21st Century Librarian Program Grant can result in a sustainable program providing all public library staff with access to the training and materials needed to make the library a vital center for early learning and a key community partner. Project results will also be replicated and shared with libraries across the nation.

**Definitions:**

* Young Families – Families with young children
* Training Cohort – Amanda Schiavulli

**Part 1: Self-Assessment.**

Please reflect on each statement and answer as honestly as you can. Use this information to better understand where you personally see library services to young families.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PERSONAL ATTITUDE** | **AGREE** | **DISAGREE** |
| 1 | I’m not sure it’s the library’s responsibility to ensure children enter school ready to read and able to learn – isn’t this the job of parents and early childhood educators? |  |  |
| 2 | I work in the library because I care about children and books. If I had wanted to be an early childhood or parent educator I would have become a teacher. |  |  |
| 3 | If my library embraces family-centered services, the activities and noise level may be disturbing to other library users. |  |  |
| 4 | I work in the library because I want to work with children. I’m uncomfortable interacting with parents and having them attend the programs |  |  |
| 5 | My first priority must be to serve families already frequenting the library. This leaves little or no time to participate in coalitions and engage in outreach activities. |  |  |
| 6 | I treat all families, regardless of age, education, language, and economics with equal respect. |  |  |
| **7** | Including parents in the planning, implementation, and evaluation of programs and services is not realistic for public libraries. |  |  |

**This project was made possible in part by the Institute of Museum and Library Services**

These two instruments were adapted from Feinberg, S. , Deerr, I., Jordan, B.A., Byrne, M. & Kropp, L.G. (2007). The family-centered library handbook (pp. 32 & 35). New York, NY: Neal Schuman

**COMMUNICATION**

I get uncomfortable when someone:

\_\_speaks a language other than English in the workplace.

\_\_speaks English with a foreign accent.

\_\_does not take the initiative to ask or comment.

\_\_agrees with everything I say, even if he/she doesn’t understand or disagrees with me.

\_\_stands too close to me during a conversation

\_\_stands too far away from me during a conversation.

\_\_fails to acknowledge what I say or show understanding.

\_\_insists on bringing the whole family to all programs

\_\_men answer question for the women.

\_\_is never on time for programs.

\_\_does not make eye contact.

\_\_speaks very softly.

\_\_speaks very loudly

\_\_giggles and smiles at ‘inappropriate’ times.

\_\_

**Part 2: Family Services Assessment:**

Please answer each question based on your current knowledge of your community.

1. The greatest strengths of our services to families with young children are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*What do you think the families members would say?*

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*What do you think other similar service providers or partners would say?*

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2. We need to work on the following in order to have a more comprehensive, family-centered and community-based family service program that is coordinated among partnership service providers:

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*What do you think the families members would say?*

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*What do you think other similar service providers or partners would say?*

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Adapted from Feinberg, S. & Feldman, S. (1996). Serving families and children through partnerships (p. 214). New York, NY: Neal Schuman.

**This project was made possible in part by the Institute of Museum and Library Services**

**Part 3: Community Map of Early Childhood Interest Groups**

Label each box with like programs & service providers in your community or region.

List the names of early childhood programs, literacy programs, hospitals and healthcare clinics (WIC), school counselors, youth agencies (YMCA), faith communities, business community leaders, teen parent programs, etc. Out of room in a box? Use the other side.

**LIBRARY**

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**Part 4: Internal Library Assessment**

|  |  |
| --- | --- |
| CS=CURRENT STATUS  1= a strength;  2=needs strengthen-ing;  3=not a strength, would like;  4=not a priority | I=IMPORTANCE  1=very important;  2=important;  3=somewhat important;  4=not important |

Quality

Indicator

WORKING WITH PARENTS WITH YOUNG CHILDREN CS I

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Provide parent(s) with pertinent information on programs and services |  |  |  |
| 2. Give parents written materials about the library |  |  |  |
| 3. Establish rapport, giving ample opportunity for parent(s) to ask questions |  |  |  |
| 4. Interact with families in a manner that is respectful of individual and cultural diversity |  |  |  |
| 5. Offer parent(s) choices in programs for their children and themselves |  |  |  |
| 6. Assist parents in obtaining information and services that the library cannot provide |  |  |  |
| 7. Utilize good communication skills (e.g active listening, questioning, checking of understanding) to develop partnerships with parents |  |  |  |
| 8. Facilitate parent(s) participation in planning for new library services and evaluating existing services |  |  |  |
| 9. Ensure that parent(s) can participate in all programs available to their children |  |  |  |
| 10. Share information, knowledge and skills with families to help them become more knowledgeable, skilled and confident |  |  |  |
| 11. Provide services that reflect the parent’s preferences in type, location, duration and frequency |  |  |  |
| 12. Offer parent(s) choices about level of participation in services |  |  |  |
| 13. Offer parent-to-parent services not only parent-child services |  |  |  |
| 14. Minimize procedures and policies that block parent and child participation |  |  |  |
| 15. Have written policies and plans that support family centered philosophy and practices |  |  |  |

WORKING WITH OTHER AGENCIES CS I

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Share information about formal and informal services for families |  |  |  |
| 2. Participate in the coordination of services |  |  |  |
| 3. Work collaboratively to address service gaps |  |  |  |
| 4. Recognize that parent(s) assume or want to assume responsibility for the services they need |  |  |  |
| 5. Strengthen information and referral service to address family needs |  |  |  |
| 6.Provide services that reflect the agency need for information |  |  |  |
| 7. Offer agencies choice in their level of participation |  |  |  |
| 8.Minimize policy and procedures that block agency participation |  |  |  |

From Feinberg, S. *et al.* (2007). The family centered library handbook. New York, NY: Neal Schuman.

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**Part 5a: Demographic Information: Census Bureau**

Use the following resources to research what types of families you have in your service area.

**The US** **Census Bureau** has several ways to approach finding demographic data about the village, town or city, or county, or even zip code, that your library serves. The home page is at <http://www.census.gov/> which has a population clock that estimates annual population growth since the 2010 census <http://www.census.gov/popclock/?intcmp=home_pop>. On this page you can find which are the most populous states in the US (New York is the 3rd largest after California and Texas). Within the main site there are several tools that can help to find and refine data using its **Interactive Data Access Tools** <http://www.census.gov/main/www/access.html> such as the following:

* [Data Visualization Gallery](http://www.census.gov/dataviz/) - A weekly exploration of Census data used to promote visualization and make data accessible to a broader audience.
* [2010 Census Interactive Population Map](http://www.census.gov/2010census/popmap/) - Use this tool to explore 2010 Census statistics down to the block level, compare your community with others, and embed charts on your web site.
* [The American FactFinder](http://factfinder2.census.gov/) - This interactive application provides statistics from the Economic Census, the American Community Survey, and the 2010 Census, among others which can be searched by state and within the state. This is probably the easiest and most used of the tools.
* [QuickFacts](http://quickfacts.census.gov/qfd/) - State and County QuickFacts provides frequently requested Census Bureau information at the national, state, county, and city level.
* [Easy Stats](http://www.census.gov/easystats/) - quick and easy access to selected statistics collected by the U.S. Census Bureau through the American Community Survey.
* [County Business & Demographics Map](http://www.census.gov/cbdmap/) - use this interactive map to explore Census data through a mashup of population and economic data.
* [Economic Database Search and Trend Charts](http://www.census.gov/econ/currentdata/) - Easy access to Economic Statistics using drop-down menus. Create tables in ASCII text and spreadsheet format. Display customizable dynamic charts.
* [Glossary](http://www.census.gov/glossary/) - Simple definitions of key Census Bureau terms.
* [Censtats](http://censtats.census.gov/) - Applications available include: Census Tract Street Locator, County Business Patterns, Zip Business Patterns, International Trade Data, and more.
* [Online Mapping Tools](http://factfinder2.census.gov/) - using TIGER and the American FactFinder
* [US Gazetteer](http://www.census.gov/geo/www/gazetteer/gazette.html) - Place name, and ZIP code search engine.
* [Business Dynamics Statistics (BDS)](http://www.census.gov/ces/dataproducts/bds/) - This tool shows tabulations on establishments, firms, and employment with unique information on firm age and firm size.   
  [Visualization Tools](http://www.census.gov/ces/dataproducts/bds/visualizations.html) - Visualize BDS data across multiple dimensions:
  + Geographic – Thematic Map
  + Cross Sectional – Bar Charts
  + Time – Time Series
* [DataFerrett](http://dataferrett.census.gov/) is a tool and data librarian that searches and retrieves data across federal, state, and local surveys, executes customized variable recoding, creates complex tabulations and business graphics. Current Population Survey, Survey of Income and Program Participation, American Community Survey, American Housing Survey, Small Area Income Poverty Estimates, Population Estimates, Economic Census Areawide Statistics, National Center for Health Statistics data, Centers for Disease Control data, and more.

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**Part 5b: Demographic Information: Child-Centered Sources**

**a. Kids Count Data Center** at <http://datacenter.kidscount.org/data#USA/2/0>

Yields a wealth of social, economic, educational, and demographic indicators are provided by state, county, congressional district, and city.

**b. New York State Education Department, Information and Reporting Services** has two websites that yield detailed information about individual public and charter schools by county. New York State School Report Card ([www.p12.nysed.gov/irs/reportcard/](http://www.p12.nysed.gov/irs/reportcard/) )is probably the most useful. The profile gives information such as the number of students who are “limited English Proficient”, eligible for free or reduced breakfast and lunch, etc., and indicates performance on various state standards in English and Math.

The Student Performance (<http://www.p12.nysed.gov/irs/statistics/public/> site for education statistics breaks things down a little differently and gives enrollments, distribution of Black and Hispanic students, etc. for each public and charter school.

**c.** Brandeis University maintains a database **Diversity Data for Kids** at <http://www.diversitydatakids.org/> in which you can explore hundreds of measures of child wellbeing and policy analysis from a unique information source that documents diversity, opportunity, and equity among US children. The site is searchable by state, county, large cities, and large school districts.

**d.** The **C**hildren’s Defense Fund is worth exploring, particularly its pages about early childhood development and learning at <http://www.childrensdefense.org/policy-priorities/early-childhood-education-care/>. It provides fact sheets by state, but not in any finer detail. Its annual report can be downloaded from <http://www.childrensdefense.org/child-research-data-publications/state-of-americas-children/>.

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**Part 6a: Community Focus Groups: Step by Step**

Once you determine what types of families reside in your service area, reach out to the community partners you identified in **Part 3** and **Part 5**.

Holding a focus group isn’t rocket science. However, it does take careful thought and planning. A successful focus group nets useful information, and is a good experience for participants, leaving them with a positive perception of the library.

**Steps to success:**

**Decide how many focus groups are needed.**

First, identify the different community subgroups you want to reach. Possibilities are:

|  |  |
| --- | --- |
| Two parent families | Groups based on economic levels |
| Lesbian or gay parents | Groups based on educational levels |
| Teenage mothers and/or fathers | Pre-K teachers, nursery or daycare staff |
| Single mothers or single fathers | Faith based leaders |
| Grandparents raising their grandchildren | Leaders – of communities, companies, politicians, |
| Members of an ethnic or cultural group | Owners/managers of businesses selling children’s  goods |
| Residents of a specific neighborhood |

**Determine whether to have heterogeneous (recommended) or homogeneous groups.**

A heterogeneous (not alike) group provides a broader reach with fewer focus groups. Homogeneous (all alike) groups offer the opportunity for a deeper reach, as group members will generally feel less intimidated and thus may share more.

**Determine length of session, then determine questions.**

Realistically, a maximum of six questions can be answered in a 40 minute session by five people. If you have more participants or more questions, figure on more time.

**Choose participants.**

Between six and twelve people for each group is ample. Remember that your potential participants are responsible for young children. With this group, offering child care is key to getting participation. Also have space for strollers, coats, diaper bags, etc. If you have more participants, allow for more time.

**Invite participants.**

Consider giving participants an incentive to join a focus group. You might ask local businesses to donate coupons or gift certificates to give away, or you might purchase gift certificates or goods, budget permitting. If your library has board or other pre-K materials which have been donated, consider those as give-aways. Try to get a broad spectrum of participants, not just your storytime regulars. Do ask some familiar patrons, but also ask community partners to help you identify potential participants. Folks who are not regular library users, will give you a different perspective. Use your library’s social media to advertise for participants*.*

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**The Facilitator.**

The facilitator’s job is to run the focus group. Ideally, the facilitator should be a neutral person, and someone the participants do not know. Also ideal is that the facilitator have experience running focus groups, or at least skills in chairing meetings, controlling discussion and knowing techniques to ensure active and engaged participation.

**Determine a method for capturing comments.**

Recording a focus group is an option, though it may dampen discussion. If the discussion is not recorded, another person should take notes using general descriptors (teen mother of 2). Notes can also help capture nonverbal behaviors that emphasize particular points.

Another option is to have the second person note highlights on a whiteboard or flipchart. This allows for discussing, grouping, and prioritizing of topics. It’s important that a second person do the recording, the facilitator must give full attention to ‘reading’ participants: facial expressions when they speak or don’t speak, signs of boredom, etc. For flip charts, in advance, label pages with each question.

**Set the stage.**

Hold the focus group in a private space. You may want participants to sit around a table. Consider having things on the table for people to fiddle with: pipe cleaners, rubber bands, Playdoh, etc. Another option is open circle seating, where everyone can see one another. Consider giving out pencils and 3x5 notepads for private thoughts to be jotted down. Have a sign-in sheet so you can send thank you notes after the session. Have information about the library on display for people to look at before the session or take home as they leave.

Provide drinks and snacks. Make participants feel welcome. Have them make stick-on name tags for their first name so you can call on them by name during the session.

At least thirty minutes’ prior to the start, set up room and make sure handouts, supplies, and incentives are available and ready. No need to assign seating; let participants seat themselves.

**Running the focus group.**

When it’s time to begin, the facilitator will:

* Establish immediate rapport with group members. Greet them with a smile.
* Welcome participants and introduce yourself.
* Explain why the library has gathered them to seek their opinions.
* Explain the process and put participants at ease. Explain what a focus group is if you’re using that term. Otherwise just note that something like, “We’re grateful that you’ll let us have this brainstorming session to help us improve library services.” Provide the context by explaining that the library is working to improve its services to families with young children, and how valuable their input will be.
* Explain that what they say is confidential, and how you will be capturing their comments.
* Clarify any terms (being careful to avoid using library jargon).
* Let participants know that their responses are neither right nor wrong, and that it is fine to agree or disagree with others’ responses. Explain that you’ll ask questions but if discussion starts to ramble, you’ll pull them back to the topic.
* If it is a heterogeneous group, ask participants to introduce themselves and the kind of position/connection that they have relative to pre-K children. Alternately, pair them up and ask them to interview each other in one minute each, and then introduce their partner to the whole group. The facilitator has to call time each minute. This exercise, which also serves as an ice breaker, takes four minutes per pair.

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**During the focus group.**

* The facilitator will ask the questions, clarifying and drawing out quiet group members as needed.
* The facilitator and any note taker must care, and demonstrate that they caring about comments and discussions. Disinterest or faked interest is obvious to participants, and shuts down sharing. The facilitator should demonstrate that caring verbally (“uh-huh;” “I get it”) and nonverbally (focusing on the person speaking, nodding).
* The facilitator and any assistants must set aside their own experiences so that they can actively hear the participants’ experiences and thoughts.

**Concluding the session.**

The facilitator will begin wrap up by summarizing and clarifying what participants said. If you’re using a whiteboard or flip chart, you can use them highlight the results of what was said.

* The facilitator will make a significant closing statement, thanking participants for their time and assuring them that their statements will be kept confidential. Any assistants representing the library should also add their thanks.
* Tell participants again what you’ll do with the information – help redesign space, services, etc.) - how they will benefit
* Give out incentives if available. Give participants library contact info or give out business cards in case they think of anything after they leave.

**Immediately following the focus group.**

Facilitator and any assistants write “field notes,” summarizing the discussion. Because we can forget important details so easily, writing these notes immediately after a session has ended is best practice. As soon as possible, transcribe and augment and flip chart notes.

**Analyzing results.**

To extract useful information from focus group data, follow these steps:

1. Compile answers to each question from all interviews
2. Organize and classify answers into categories (Example: to a question asking what would motivate them to bring their children to the library, the answers might fall into categories such as “More programming” or “More family-friendly policies”)
3. Look for trends. Did all participants from two-parent households observe A, while single parents observed B?
4. Look for agreement. Did the majority of participants agree that C was an important service the library lacked?
5. Capture innovative ideas. These may be in the form of brief throwaway comments, so careful note-taking is essential.

**Follow up.**

Send participants personal thank you notes - hand written is best. Enclose a business card. A note shows your awareness of the value of their time. It will build loyalty to the library, and strengthen their sense of ownership of the library as a community organization.

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**Part 6b: Community Focus Group: Script**

**Introduction**

Hello! I’m \_\_\_\_\_\_\_\_ *[your name and title,& your role at the library and for the focus group; also have note taker or other assistants introduce themselves.].*

Thank you for taking your time to be here today and to participate in this focus group. A focus group is just what it sounds like: a group of people focused on talking about one subject. Today that subject is going to be what it’s like to be a family with young children in \_\_\_\_\_\_\_\_\_\_\_ *[your community].*

The library is assessing its services to young families like you, and we want to know the best possible way to do that. I hope that all of you will give your honest opinions. In a session like this, there are no right or wrong answers. This isn’t a test.

*[Set expectation for time frame and share housekeeping details like directions to the rest room.]*

Please feel free to eat and doodle while we talk.

Everything you say today will be kept confidential. That means *[insert your definition. Things to cover: whether names or descriptions will be attached to comments, who will read comments, whether comments will be published anywhere. Stress that when they signed in, you asked for their addresses so you can send thank you notes and invitations to special events].*

*[Having an assistant take notes is preferred, but if you are recording the conversation, say:* As you can see, we will be recording the conversation today. We want you to know that this recording will only be seen/listened to by \_\_\_\_\_\_\_\_\_ *[who will listen]* and will be kept confidential *[your definition of confidential]*.]

Any questions? Okay, let’s start by going around the room and sharing your name and the sex and age of your children.

**Questions**

1. Tell me what it’s like living in \_\_\_\_\_\_\_\_\_\_\_ [*your community*]. How long have you and your family lived here? I am especially interested in knowing what it’s like for families with young children.
2. What community resources do you rely on? [*If a prompt is needed, mention health clinics, social services, educational institutions, recreation programs and church as examples. Ask about specific places, such as the WIC center or Mommy and Me program at the recreation center if that seems appropriate*.]
3. Are there any businesses that are especially important to you as a parent of young children?
4. What kinds of community organizations or businesses are missing?
5. How familiar are you about the kinds of services we provide to children from birth to Kindergarten? [*Ask them to call them out; augment with ones they missed*].
6. Are there any other services you’d like us to see in the library?
7. What would you like the library to do in general to improve your and your children’s lives in our community?

8. Does anyone have any other ideas or comments they’d like to share before we end the session?

I am so grateful for your time and insight today! You have really made a difference for us in the process to improve our services. Thank you!

**This project was made possible in part by the Institute of Museum and Library Services**

**Part 7a: Key Informants: Finding and Enlisting**

Key informants are individuals with a window into young families in your community, either through their professional role or their personal connections. Think back to **Part 3** and fill in any missing organizations in your service area.

Community service providers are often key informants. Look for the leader or expert staff members in organizations such as:

|  |  |
| --- | --- |
| Intervention agencies | Health care organizations |
| WIC | Pediatrician’s offices |
| Educational organizations | Hospitals |
| Head Start | Family and free clinics |
| Pre-school programs, nurseries, daycare | Other organizations |
| School districts | 4-H, YMCA, Boys and Girls scout troops |
| Colleges with education program | Faith based groups |
| Universities with LIS programs | Cultural, language based groups or clubs |

Gatekeepers are often sources of information. These are individuals who know a lot about the community without being in formal leadership roles. Working with a gatekeeper can be invaluable particularly within a cultural or ethnic community. Find these individuals by asking questions about community leaders and listening for names that come up over and over. Also look to your library staff, particularly part time students and staff. Ask families with young children who are regular library users about who they respect or go to for advice about various life issues.

Once key informants have been identified, contact them to ask if they would be willing help you. Explain that the library is retooling its early literacy services and starting with getting to know the community and its resources better. Acknowledge that they have a unique view into the lives of young children and families in your community. [*They may not know what ‘community asset analysis’ is, particularly those whose cultural, racial backgrounds are not like ours, or they are recent immigrants*].

Ask if they would participate in a focus group, or if you can interview them. Provide a time frame so that the person understands how much of a commitment is being asked. For organizations that you think might be a likely partner, try to interview the person in person in charge to gauge the prospects for partnership and begin the relationship. Prepare information about the library’s early literacy services to take to the interviews.

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**Part 7b: Key Informants: Interview Script**

Introduce yourself.

Thank you for taking your time to talk with me about your insights into families with young children in our community. The library is retooling our early literacy services and one of our first steps is to get to know the broader community and organizations like yours who serve the groups that we are trying to reach. We want to really understand the pressures and opportunities that are faced by families with young children. You have insight into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [*informant’s area of expertise*] that we’re eager for you to share!

In our conversation I’m going use the shorthand “young families” to refer to families with young children and/or their primary care givers, like grandparents, older siblings or nannies

So, getting started:

1. Tell me what it’s like doing your work in \_\_\_\_\_\_\_\_\_\_\_ [your community]. What do you see as your mission as you work with young families?
2. From your perspective, what is it like for young families living here?
3. What other agencies/organizations do you work with to help young families?
4. What are some of the most respected and/or useful agencies or organizations in \_\_\_\_\_\_\_\_\_\_\_ [your community/region]?
5. What gaps do you see in services or resources for young families? How could those gaps be filled?
6. Are you familiar with the library services we provide for young families? [If not, describe].
7. What role do you think the library should play as a community resource both to you and your organization and to young families?
8. Is there anyone else I should talk to in order to get a good understanding of the situation here for young families?
9. Is there anything else I should know or want to add to what we’ve discussed?

I am so appreciative of your time and knowledge today! If you have afterthoughts or want to contact me in future, here’s my card. [If you will amalgamate the information from your CAA into something shareable, offer to share the results.]

Thanks again!

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**Part 7c: Key Informants: Focus Groups Script**

Thank you so much for making time to be here today, and for taking part in this focus group. I’m\_\_\_\_\_\_\_\_\_\_\_[*your name, title/job at library and your focus group role*; *also have assistant/note takers introduce themselves*].

The library is retooling its early literacy services and we’re starting by getting to know groups and agencies like yours to have your insights about working with young families and to understand the pressures and opportunities that young families face. [*Tell them what’s in it for them – that you’ll share the results of your CAA interviews and focus groups with them*].

Let’s briefly do some introductions: tell us your name, organization and your position there.

Looks like we have wonderful group of multiple talents here today! [*Set expectation for time frame and housekeeping details like restroom locations. If using snacks, toys, and notepads say*]

Feel free to eat, doodle, take notes, or play with toys while we talk

1. Tell me what it’s like doing your work in \_\_\_\_\_\_\_\_\_\_\_ [your community]. What do you see as your mission as you work with young families?
2. From your perspective, what is it like for young families living here?
3. What other agencies/organizations do you work with in assisting young families?
4. What are some of the most respected and/or useful agencies or organizations in \_\_\_\_\_\_\_\_\_\_\_ [your community/region]?
5. What gaps do you see in services or resources for young families? How could those gaps be filled?
6. How familiar are you with the library services that we provide for young families? [*ask them to name some*. *If some are not known, briefly describe them*].
7. What role do you think the library should play as a community resource both to your organization and to young families?
8. Is there anyone else I should talk to in order to get a good understanding of the situation here for young families?
9. Is there anything else I should know or that you would like to add to what we discussed?

I am so appreciative of your time and knowledge today! *[If you are going to share the results of your CAA in any way, reiterate here how you will share it with them.]* Thanks again!

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**Part 8: Analyzing the Results & Potential Impact**

Collect all the community asset information that you have collected from focus groups, interviews and lists of potential collaborators and partners. Tease out of everything the things that might call for the changes in services, programming, outreach to underserved population segments and partnership development. Consider scheduling a staff meeting to share what you have with your colleagues, your supervisor/library director.

Issues and questions for staff discussion about this data and your conclusions gathered might include:

* Are there transportation issues that make it difficult for families with young children to come to the library? If so, should we consider off-site services?
* Are there particular geographic, economic, or ethnic/racial groups we might want to target for early childhood services? How might we reach these groups to inform them about our services and invite them to participate?
* Are there community partners who could help us reach targeted populations?
* Are there elected officials who would be interested in what we want to do with families of young children?
* Are there funding sources within our local communities (businesses, Chamber of Commerce, donors) to whom library support would be appealing?
* How can we get out Board engaged and interested is helping us improve early literacy enhancements in the library?
* What are the barriers to using our services and resources that we could eliminate or ease? Language? Negative perceptions of government agencies? Lack of information about library services? Unfriendly physical plant? Our own rules and policies?
* Are there barriers to using our services and resources that we cannot address without additional funding or changes in policy? Do we want to tackle these? If so, how?
* Identify “competitors” offering early childhood services: Gymboree programs, storytimes at book stores, recreation centers, and what can we do to turn them into partners?
* Identify gaps in early childhood services. Are there certain population groups that are underserved and why? Geographic isolation? Language? Transportation? Is there a need for early childhood programs in the early evening? Weekends? Do we need to offer an early childhood program that targets nannies if the community has them?
* Who are the stakeholders and other potential partners that could help us bridge a gap in early childhood services?
* What can our public library system do to assist us in improving our early literacy services?

The bottom line question is: How do we plan and implement a holistic program of early childhood services? Consider staff training, collections, partners, times and places for programming, outreach to target populations, and methods for evaluating the effectiveness of any changes.

**Interview Strategies**

**Before the interview**, glean as much information as possible about the organization.

- its principal mission and goals,

- how it operates to achieve those goals,

- who are its primary clientele

- how and where are they served

- know the title and contact information of the targeted interviewee

- set up a mutually acceptable time for the interview

Let interviewee know your topic in advance

ask about taping it, if you want to do that

- prepare to bring a business card and information about your library

- bring notepad and pen that works

- learn the interview script by heart

- turn off or leave behind cell phones and beepers

- be 10 minutes early, never late

- if you *do* run late, call

**The ‘how’ of the interview should be:**

* simple and informal;
* conducted with enough time;
* limited to 3 or 4 main topics, namely:
  + their role in providing services to families w/ young children
  + gaps or needs in their operations and services
  + potential for their and your goals to be strengthened through partnership.

**Ask the interviewee about:**

* their roles and responsibilities in the organization;
* their priorities;
* relationships they have with other organizations;
* their biggest challenges
  + areas in which he/she experiences difficulties in meeting their responsiblities
  + resources they lack, either organizationally or their own position; and
* how the library might support those needs & how your and their needs & goals might mesh.

**Documenting the interview outcomes**

* transcribe the interview results;
* use direct quotes to highlight important points;
* highlight responses that show signs of mutual goals and future relationships and those which *do not* indicate future potential for a relationship; and
* merge each interview response with others to create a single document/report for all interviews.

**Part 9: Early Literacy Community Asset Analysis**

Use this document as a guide when collecting the information for your Early Literacy Community Asset Analysis. You will **submit any progress you made on conducting your assessment to Amanda Schiavulli by February 24th** .

Resources used to assess community population:

Information learned from these resources:

Populations in your community:

Identified stakeholders/partners:

Groups/organizations represented in your focus groups:

Information learned from focus groups:

Groups/organizations interviewed:

Information learned from interviews:

**This project was made possible in part by the Institute of Museum and Library Services**

**Evaluation of Handouts**

**Ready to Read at New York Libraries**

***Early Literacy Community Asset Analysis Training***

**For Library Staff**

**Date:** \_\_\_ / \_\_\_ / \_\_\_ **Name and Public Library**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please check all that apply to you:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MLS Librarian | ☐ | MLS Librarian working w/youth | ☐ | Library Staff | ☐ | Library Volunteer | ☐ | Library Trustee | ☐ | Have training/expertise in early childhood | ☐ |
| **The format of this training was:** | | | | | |  |  |  |  |  |  |
| Face2Face | ☐ | Video Conference | ☐ | Webinar | ☐ | Other (explain) | ☐ | Self-Guided Handouts | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Please circle the number that best applies using the following scale:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | | 1 | 2 | 3 | 4 | 5 | | | | | | | |
| **Handouts** | |  |  |  |  |  |
| 1. | The handouts provided enough information on conducting a *Community Needs Assessment* | 1 | 2 | 3 | 4 | 5 |
| 2. | I consulted with the cohort (Amanda) to gather more information | 1 | 2 | 3 | 4 | 5 |
| **Attitudes, Skills and Knowledge Acquired** | |  |  |  |  |  |
| 3. | I am confident that I can access and use demographic data. | 1 | 2 | 3 | 4 | 5 |
| 4. | I am confident that I can conduct focus groups. | 1 | 2 | 3 | 4 | 5 |
| 5. | I am confident that I can conduct interviews. | 1 | 2 | 3 | 4 | 5 |
| 6. | I am confident that I can identify key informants and stakeholders in the community. | 1 | 2 | 3 | 4 | 5 |
| 7. | I am confident that I can identify strategic local partners in the community. | 1 | 2 | 3 | 4 | 5 |
| 8. | I am confident that I can analyze the results of my community data gathering. | 1 | 2 | 3 | 4 | 5 |
| 9. | I am confident that I can conduct a *Community Needs Assessment* for my community. | 1 | 2 | 3 | 4 | 5 |
|  |
| **Workshop Design** | | | | | | |
| 10. | I would have preferred an in person group workshop. | 1 | 2 | 3 | 4 | 5 |
| 11. | I would have preferred a workshop over multiple days | 1 | 2 | 3 | 4 | 5 |
| 12. | The format of the training was just fine. | 1 | 2 | 3 | 4 | 5 |
| 13. | I would have preferred a different format for the training | 1 | 2 | 3 | 4 | 5 |
| 14. | There was too much material covered in the handouts. | 1 | 2 | 3 | 4 | 5 |
| 15. **What are three things you have learned as a result of this training?** | | | | | | |
| a. | | | | | | |
|  | | | | | | |
| b. | | | | | | |
|  | | | | | | |
| c. | | | | | | |
| 16. **Your input is important, please provide suggestions to improve**: | | | | | | |
|  | | | | | | |
|  | | | | | | |

Please feel free to continue your comments/feedback on the back of this form.

**Return this form to FLLS Attn: Amanda Schiavulli ASAP**