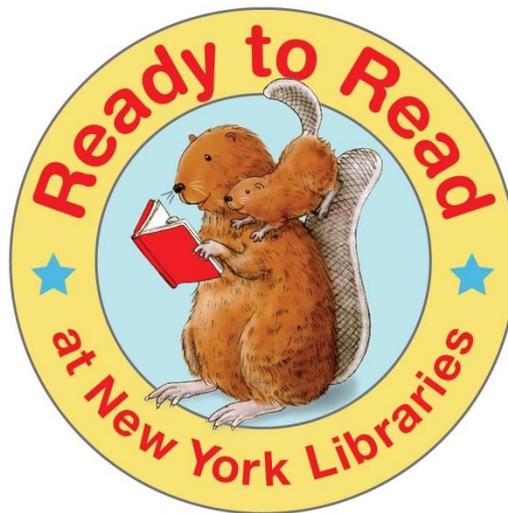


***READY TO READ AT NEW YORK LIBRARIES:
Early Childhood Public Library Staff Development Program***

HANDOUTS

FOR

**Strategies for Successful Partnerships and Outreach to
Families with Young Children**



Revised and updated 9/14/16



1. *Ready to Read at New York Libraries: OVERVIEW*



What Is Ready to Read at New York Libraries?

Ready to Read at New York Libraries is a statewide initiative of the New York State Education Department designed to improve and expand the availability of high quality public library early learning services in local communities across the state. This will provide families and caregivers with the knowledge they need to prepare young children for their school years.

Improving early literacy services is a key component within *Creating the Future: A 2020 Vision and Plan for Library Service in New York State* and the State's federal Library Services and Technology Act five-year plan.

- Strengthen partnerships that enable public libraries to assist young families and child care providers in fostering early literacy skills for all children in New York State.
- Connect local libraries with statewide networks of childcare providers, non-profit organizations, public broadcasters and others to enhance early childhood services, including parent education.
- Provide library staff with ongoing access to research-based early literacy skills training.
- Partner with national, state, regional, and local organizations to increase family and caregiver participation in library based early literacy programs that foster a literacy-rich home environment.

A twelve-member Advisory Group advises the State Library on the overall initiative and assists in developing collaborative partnerships to ensure that early literacy work is done effectively on a statewide, regional and local level.

Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program will be a priority component of the initiative through 2019.

What is Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program?

Careful planning and research, supported by the federal Institute of Museum and Library Services, has identified that the best single strategy to improve and expand the availability of public library early learning services in New York State is to establish a statewide program of regional, research-based early literacy skills training for library staff.

Following are the key elements of the *Early Childhood Public Library Staff Development Program*:

- Customized training designed for New York State public library staff by early literacy experts, with Five Foundation Training Components:
 - *Early Literacy Community Asset Analysis;*
 - *Strategies for Successful Partnerships and Outreach to Families with Young Children;*
 - *Strengthening Young Families through Early Literacy Practices*
 - *Early Learning Spaces; and*
 - *Everyone Serves Families with Young Children*
- Regional training sessions, freely available for New York State public library staff, delivered by a 30-member Training Cohort of expert trainers.
- Additional training opportunities in reading readiness, developing partnerships, STEM, and more will augment and enhance the information in the Foundation Training.

The State Library has applied for a \$500,000 federal IMLS Laura Bush 21st Century Librarian Grant to accelerate implementation of the Early Childhood Public Library Staff Development Program.

2. Ready to Read at New York Libraries: GOALS



What is the Overarching Goal of Ready to Read at New York Libraries Program?

New York's public libraries will significantly improve the quality of early learning services, providing families and caregivers with the knowledge they need to prepare young children for their school years.

What is the Goal of Ready to Read At New York Libraries: Early Childhood Public Library Staff Development Program?

New York's public libraries will significantly improve the quality of early learning services by increasing library staff capacity to develop and deliver quality early learning services for families and caregivers.

What are the Goals of the Advisory Group and the Training Cohort?

The twelve-member *Ready to Read at New York Libraries* Advisory Group and the thirty-member Training Cohort are working with the State Library to develop, deliver and evaluate the Early Childhood Public Library Staff Development Program.

The Advisory Group will:

- Provide expert advice to the State Library concerning the overall statewide early literacy program *Ready to Read at New York Libraries*; and
- Assist in developing and supporting collaborative partnerships to ensure that early literacy work is done effectively on a statewide, regional and local level.

The Training Cohort will:

- Provide consistent, effective training that prepares public library staff to identify needs and partnerships, and provide high quality services to meet the early literacy needs of young children and their parents and caregivers; and
- Support implementation of the Early Childhood Public Library Staff Development Program statewide through ongoing learning, collaboration and sharing.

For more information about *Ready to Read at New York Libraries* visit the official website, <http://www.nysl.nysed.gov/libdev/earlylit/index.html> or contact the Program Director, Karen Balsen at karen.balsen@nysed.gov or 518-486-2194.

3. *In-Basket Activity Sheet*

Many times when we come to a meeting, our minds are filled with the kinds of activities we would be engaged in if we were at work. At times we're pleased we don't have to face the work; other times we're frustrated that we can't be there accomplishing things.



Here's an opportunity to think through the activities and projects we have in our In-Baskets for the day.

Current activities and projects that I am currently engaged in that are a high priority for the organization:

1. _____
2. _____
3. _____
4. _____
5. _____

Current activities and projects that I am currently engaged in that are a high priority for me:

1. _____
2. _____
3. _____
4. _____
5. _____

What I would be doing today if I weren't at this meeting:

1. _____
2. _____
3. _____
4. _____
5. _____

Often in a meeting like this there are other people working on projects that have a professional or person interest to you. You may find people you want to connect with after the meeting.

Projects other people are engaged in that are of particular interest to me:

1. _____ Contact: _____
2. _____ Contact: _____
3. _____ Contact: _____
4. _____ Contact: _____
5. _____ Contact: _____
6. _____ Contact: _____

4. *Community Connections: Essential to a Sustainable Library*

Libraries are not expected to address the early literacy challenge alone – just the opposite – local community involvement through partnership, collaboration and cooperation is essential to success.



To sustain your library’s effort and have the broadest possible impact, partner with community organizations and agencies that have common or complementary early literacy goals.

Libraries have long been committed to building healthy, thriving communities, but they are now seeing an increased need to create and build strategic partnerships and expand relationships with the larger community.

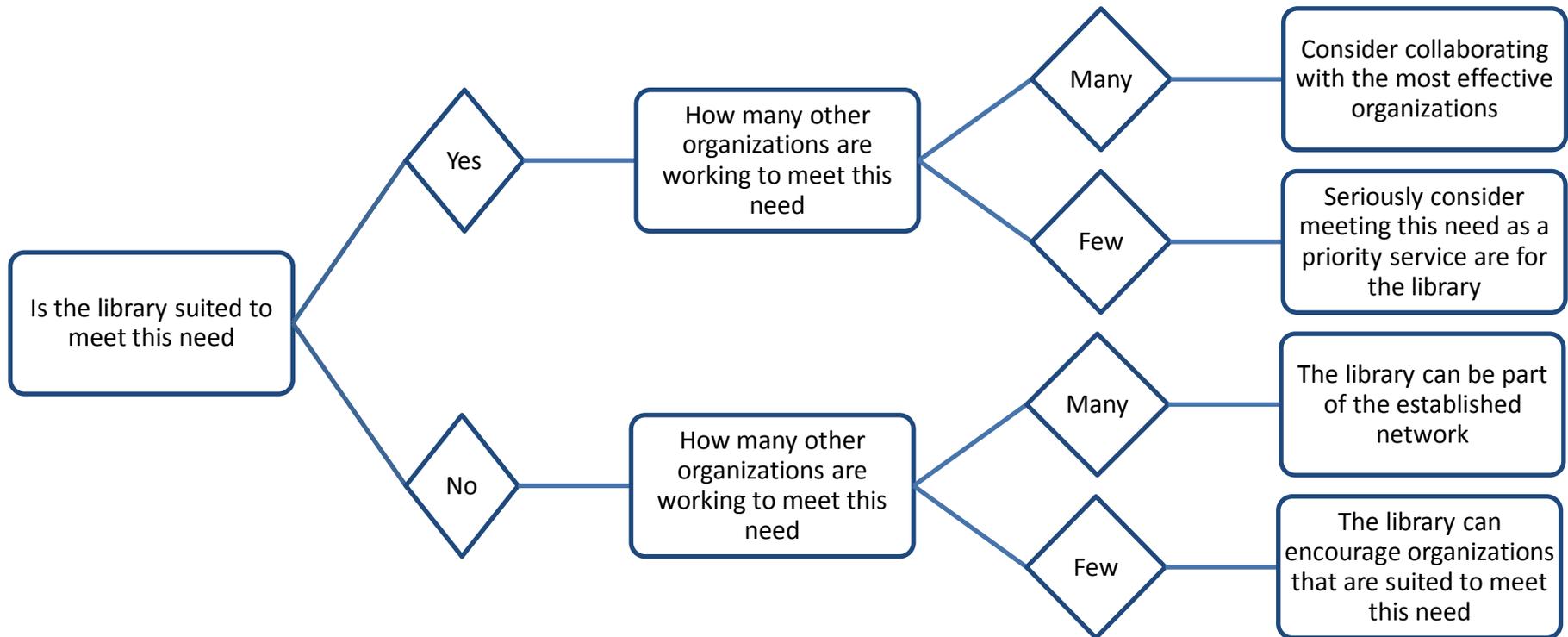
This is what we call **Community Connections**. When the library builds community connections it strengthens its ties to the community, with benefits in these 4 categories:

- **RESOURCES:** Enables sharing of resources, assets, grants, information and connections.
 - Accomplish more together.
 - Share and maximize resources and reduce cost.
 - Learn from each other.
 - Establishes relationships that lead to further partnerships.
- **IMPACT:** Broadens the impact of the library on the community.
 - Attracts new community members to the library & reaches people who would not usually come.
 - Has more success with the programs it provides.
 - Creates new resources for those they serve.
- **VALUE:** Creates awareness of the unique value of the library.
 - Builds positive relationships with diverse stakeholders.
 - Establishes the library as a vital part of community life.
 - Creates positive publicity for the library.
 - Increases each organization’s profile and visibility.
- **EFFECTIVENESS:** Designing programming for families with young children, with community experts who are already charged to serve this target group, gives your efforts a boost and increases the likelihood of success.
 - It is a great way to reach people in your community.
 - Builds on strengths the library already has.
 - Programs have a built-in audience.
 - Programs created in a vacuum frequently fail.

Developed for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

5. *There is an opportunity for every library*

There is an opportunity for every library



Adapted from Strategic Planning for Results by Sandra Nelson for the Public Library Association, for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

6. How to take it to the next level of being a community responsive library

Go beyond business as usual

- The library understands its potential as a powerful educational and civic institution and leverages this power in its programs and services. The library recognizes that its power as an information leader extends beyond its physical building into the whole community.
 - Usual: *“We provide meeting space for a parenting group.”*
 - Beyond: *“We partner with several of the local early literacy stakeholder groups in our community, and host regular joint meetings of these groups to bring the power of the agencies together.”*

Expand service

- The library continuously reaches out to nontraditional and underserved groups and individuals to meet their diverse needs.
 - Usual: *“We try to serve everyone who walks through our doors”*
 - Beyond: *“We have a staff member who provides a weekly story time to children at the local food bank while the parents are picking up food.”*

Be adaptable and responsive

- The library embraces change, analysis and evaluation as ongoing processes.
 - Usual: *“We just added new early reading books to our collection”*
 - Beyond: *“When we got funding to add new early reading books to our collection, we also established an advisory council focused on families with young children which included representatives from strategic local partners and are offering early literacy story times following the R2R model.”*

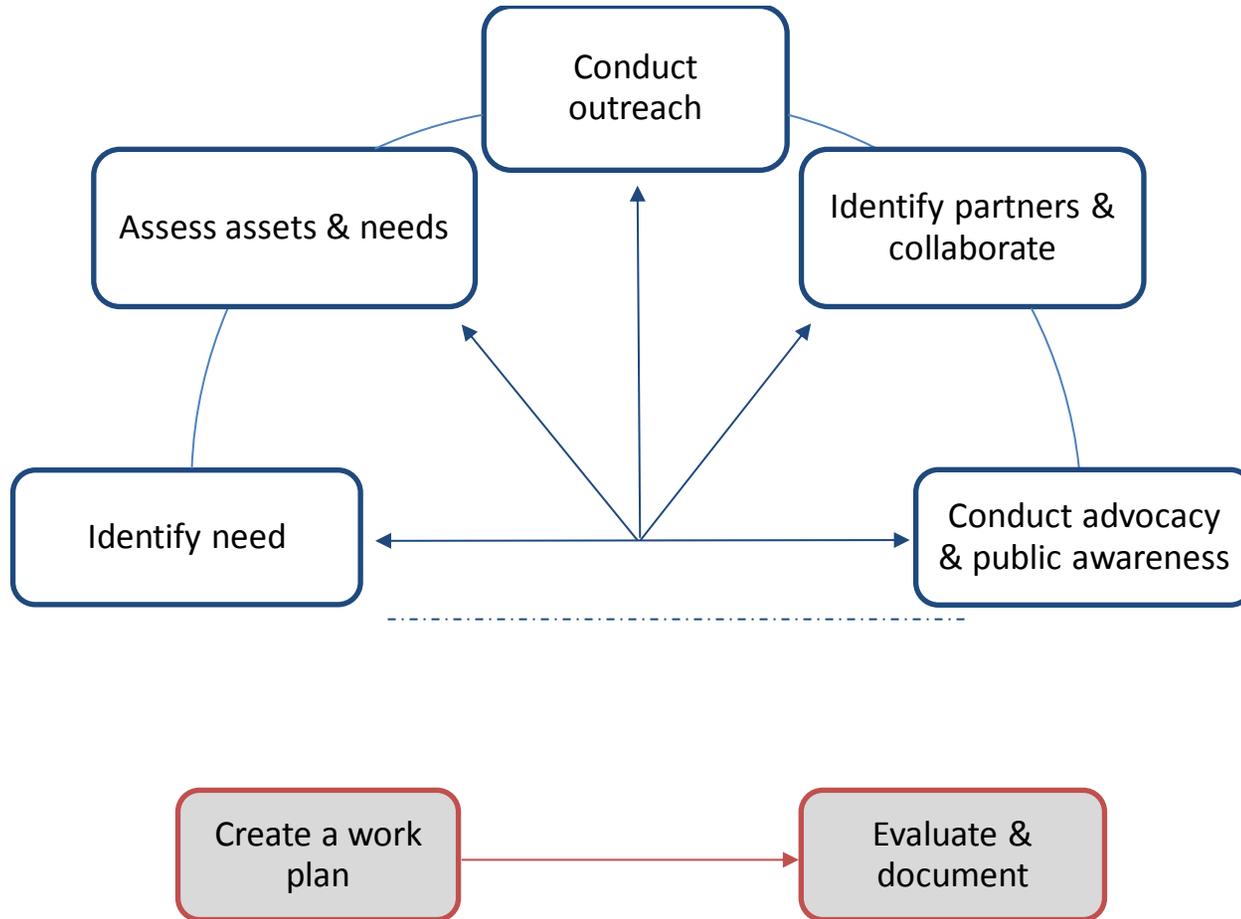
Be a civic hub

- The library recognizes its potential as a social force. In this role, it develops partnerships and builds lasting coalitions across its community.
 - Usual: *“We provide early literacy information.”*
 - Beyond: *“We partnered with our school district to provide an annual family literacy program that is promoted by the schools to all new registrants to Kindergarten. Because it is included in the “enrollment” it is usually perceived as mandatory and we get a great chance to bring new people into the library.”*

Adapted from Libraries for the Future, Equal Access Libraries project, for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

7. Outreach is not a linear process

Outreach is not a linear process



Adapted from Libraries for the Future, Equal Access Libraries project, for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

8. Community Partnerships: Working together – 5 steps to collaboration

Working together to achieve some result your organization cannot achieve alone, and to achieve that result in a complex environment.

— Karen Ray, *The Nimble Collaboration from the Wilder Foundation*

Identify Potential Partners & Get Together

- Strengthen partnerships you already have and create new ones – they are mutually beneficial.
 - Ready to Read at New York Libraries partner webpage (<http://www.nysl.nysed.gov/libdev/earlylit/resource-partners.htm>) is a good resource for finding potential partners that operate on a statewide level and have a local presence.
- Identify both traditional and non-traditional partners and explore new ways to work together.
 - How could community life be better?
 - What types of partnerships will meet the library mission and long range plan?
 - Are there unserved groups in your community you would like to include in this year's program?
- Communication is the cornerstone of collaboration- without it you can't have successful partnership: TALK! EMAIL! VISIT! Send a smoke signal!
- Be sure to contact potential community partners early on in your planning process.
- Information gathered for an Early Literacy Community Asset Analysis will be helpful in identifying potential partners.

Develop a Shared Vision

- Both the library and the partner organization get the chance to share "What is in this for me? My organization? The people I represent?"
- Develop together a clear picture of what you hope to create.
- A partnership is a relationship where each party has something to contribute and something to gain.
 - Both the library and the partner organization have something to gain from participating: influence, money, prestige, contacts, goodwill...
 - Both the library and the partner organization have something to contribute to the partnership: talent, experiences, finances, infrastructure...
- Learn more about the priorities of the partner organization and learn to talk their language

Plan & Take Action

- Plan **together** with your community partner – do not plan in a vacuum!
- Collaboration is essential to program planning
 - It provides a shared agreement
 - Creates opportunity for discussing resources, assets and constraints
 - Allows for input, buy-in and transparency
 - Enables project continuation during staffing changes
- Discuss what the activities of the project are, including:
 - What is the role of the library?
 - What is the role of the community partner

Evaluation

- This information will be useful in talking to decision-makers in your library and as for any funding source reporting you might have to do. Page 1 of 2 well
- What data does the library need to measure the success of the program?
- What data does the community partner need to measure the success of the program?
- How will you measure success of the collaboration with your community partner?
- What stories do you want to be able to tell?
 - The key to creating good questions is to think about the answers that the questions will generate, and then consider the stories that can be told using those answers.
 - If the answers can't be used to tell a compelling story, the questions should be changed.

Continuing the Collaboration

- Effective collaborations are sustained through a shared commitment to serving the ever-changing needs of the community.
- Don't take relationships for granted.
 - Just because you've established relationships with community organizations doesn't mean those partnerships are permanent.
 - Work to foster the relationship.

Adapted from Practicing the Collaborative Process from Head Start at https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/program%20planning/interagency%20collaboration/famcom_fts_00132_081905.html and Building Effective Community Partnerships from the Institute of Educational Leadership at http://www.ccitoolsforfeds.org/doc/building_effective_community_partnerships.pdf for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

9. Developing a Successful Community Agency Partnership

Your peers share proven ideas for choosing a community partner and building rapport.

Choosing a Partner

- Select an agency with goals which are in accordance with your library's mission.
- Find a common goal that both the library and the community agency share; our common interest was the importance of the Hudson River.
- Find an agency that is open-minded and communicative.
- Choose a partner who is a good, easy fit.
- Pick a group that is in close proximity to your library for ease and visibility.
- Examine what local resources exist and most of the time these organizations are clamoring for more participants.
- Connect to agencies that extend an area of your communities interests.
- Pick a group with a built in audience of participants like the Town Rec. Department.
- Identify groups that do programs with kids in the community.
- Reach out to agencies that you know to have strong track records of successful programming to families and children.
- Get to know a teacher or two through the school. Strike up a relationship with teachers that come into the library.
- Jump on any opportunity you perceive. Our collaboration formed from an informal conversation with the agency representative when she came into the library.
- Start by contacting a known library user / advocate within the community agency.
- Do your research before you approach a potential partner so that you are prepared to answer their questions.
- Just ask, you never know who might be willing to partner.

Planning with Your Partner

- Come up with a premise or a solid idea for a project but work out the details together.
- Be open to the community agency's ideas and possible alternative suggestions to your partnership.
- Plan programs that both organizations are enthusiastic about.
- Choose a project that furthers both of your goals.
- Be flexible and willing to understand that an organizations needs may be different than yours, but you can still work toward a common goal.
- Look at the community you are currently serving and decide what may fit with the population.
- Have group meetings with all participants in attendance.
- Allow your partner to be an equal part of the decision making.
- Actively engage the community agency in the planning process.
- Incorporate the community agency into the program pieces as much as possible. We used not only their physical resources but showcased their talents and knowledge.
- Outline or set up a communication schedule with your partner agency (like a weekly check in).
- Communicate what each agency will be responsible for. Stay organized and have a clear plan.
- Keep the project straightforward and simple for both parties.
- Sit down before the project starts to decide what the goals are and how they can be reached.
- Have times and dates available at the start so there is no confusion or difficulty with project date.
- The active project should be completed in one month or less.
- Be cautious about holding a weekend program during the summer and other community activities which might conflict.
- Plan for a sustainable program that lasts the entire year.

- Use social media to promote your project
- Advertise well: newspaper, social media, posters around town etc.
- Work together to publicize your program because the project benefits both organizations.
- Make the program fun so the children are excited. Having the participants on board helps the program and your partnership succeed.

Creating a Lasting Partnership

- Thank agencies, and continually acknowledge all community partners.
- Support their community events.
- Keep in touch with your "community agency" throughout the year.
- Identify ways that the library can further the mission and goals of these community groups by providing programs and media.
- Be open to different ways that the library can be involved with the community.
- Contact non-profit community organizations and list their events in your newsletters.
- Have fun!

The #1 Tip:

- Do not be easily discouraged. If you get turned down by a community agency, move on to the next one.

Thank you to the following Mid-Hudson Library System Libraries that participated in developing this list: Alice Curtis Desmond and Hamilton Fish Library; Brewster Public Library; Chatham Public Library; Kent Public Library; Kinderhook Memorial Library; LaGrange Association Library; New Lebanon Library; NorthEast Millerton Library; Olive Free Library Association; Patterson Library; Philmont Public Library; Pine Plains Free Library; Poughkeepsie Public Library District; Roeliff Jansen Community Library; Sarah Hull Hallock Free Library; Staatsburg Library; Stanford Free Library; Starr Library; Town of Ulster Public Library

These libraries were recipients of 2014-5 funds from the New York State Library's Family Literacy Library Services grant program.



10. Reaching Parents/Caregivers of Children Birth-5 years old who are not typical library users

Your peers share proven ideas for attracting new users and keeping them coming back for more.

Connect with your community

- Know your community and which organizations have children and families that could stand to benefit from library services.
- Look for family events where you can have a table or booth -- we did great at the hospital health fair.
- Maintain a good relationship with your public school librarians. Join them for breakfast. Do school visits and summer camp visits to spread the word about your programs.
- Be sure to build partnerships with childcare centers and preschools. We've had a great deal of success attracting families who've never used the library by outreaching to preschools and child care centers.
- Offer library visits to preschools, nursery schools and daycares or bring story time to them.
- Identify local groups that cater to the age group you are trying to attract.
- Identify agencies in your community that support families such as Headstart, WIC and mothers' groups
- See what outreach is already out there by researching your community calendar
- Really get out into your community. Introduce yourself. Connect a familiar, friendly face to the library.
- Don't be afraid to approach individuals that you see in your everyday life, even if it's just at your gym or supermarket.

Bring them in

- Word of mouth is your best chance, have those that do attend spread the word to those they may know or encounter that do not.
- Ask your regulars to tell others. They often become our best recruiters.
- Send flyers home with parents who do use the library and get them to spread the word; several new people came because a friend pushed them.
- Posting flyers anywhere locally where kids/families might be: dance studios, pizza places, gas stations, "mommy and me" programs, gymnastics, etc., as well as including in any library newsletter. (Ours is mailed to all postal patrons, whether members of library or not.)
- Send flyers home in the local schools to get younger siblings (and this can be part of promotional materials you are already sending home (after school programs, summer programs, etc.)
- Advertise your program in some unlikely places, laundromat, dentist / doctor office or the town hall.
- Hang flyers at the pediatrician's office.
- Use as many forms of advertising as possible: in house, newspapers, social media, radio and public access TV are some possibilities.
- Don't be afraid to use social media
- Utilize Facebook and email, but phone calls get results.
- Stop calling it story time -- call it "early literacy class"
- Plan an event, field trip or open house to get families to visit the library.
- Hold special events to attract parents, load them up with story time literature when they attend.

Keep them coming back

- Make sure families with children feel welcome in the library, and have an area where they don't have to be quiet.

- Make new patrons feel comfortable with all the staff members, introduce them.
- Make the library an inviting place.
- Greet every new family you see come in to the library and tell them about your programs.
- Offer parenting classes as an adjunct to story hours.
- Tell them they can observe first before they participate.
- Let them choose what programs they would like us to offer.
- Have a regularly scheduled high-quality story hour program.
- Posting status updates on Facebook works well. I am amazed at how much sharing they get!
- Use music to slow down language and help kids digest it better.
- ALWAYS include an art project!!!

The #1 Tip:

- Don't give up, keep trying and sooner or later new users will come to the program.

Thank you to the following Mid-Hudson Library System Libraries that participated in developing this list: Alice Curtis Desmond and Hamilton Fish Library, Chatham Public Library, Clinton Community Library, Heermance Memorial Library, Julia L. Butterfield Memorial Library, LaGrange Association Library, New Lebanon Library, NorthEast-Millerton Library, Olive Free Library Association, Patterson Library, Pine Plains Free Library, Roeliff Jansen Community Library, Saugerties Public Library, Staatsburg Library, Stanford Free Library, Town of Esopus Library.

These libraries were recipients of 2015 MHLS Connecting, Collaborating and Contributing Mini-Grants funded by New York State 2015 Coordinated Outreach Categorical Aid to the Mid-Hudson Library System.



11. Managing Story Time Expectations

It's recommended for youth services programmers to set expectations for the story time experience for both participating children and their parents/caregivers. I find the best way to do this is to distribute a "welcome letter" at the beginning of each 6-8 week programming session - or it can be distributed at registration, if in-person. (Please see Handout #11 for examples.)

A welcome letter should include developmentally appropriate behavior expectations for each age-leveled program. For instance, this letter is for a preschool story time for 3-5 year-olds; it works well for 18-36 month-olds too (with an adjustment of program description) but some of it is really too much to ask of babies. Story time behavior expectations are the same for any audience of adults, whether stay-at-home parents, caregivers, teen mothers, agency staff, etc. - the expectations just have to be reasonable for the developmental level/age of the participating children.

I verbalize the bullet points that read: "If your child is unhappy..." and "The stories and activities in this program are geared toward...." in the first 1 or 2 programs of a session, since I fully expect the letter will be discarded unread. (The points I quoted above tie together, because if a one-year-old sibling is cutting up during his 3-year-old brother's story time, the expectation is that the caregiver will act accordingly - i.e. take children out the room and come back when 1-year-old is feeling/acting better.) My explanation to staff during trainings is that it is important to set expectations for a positive story time experience from the outset so that they (i.e. staff) can enforce these expectations effectively when necessary at any point thereafter during the session. I've never actually written up a staff tip sheet for this topic; I just review the welcome letter during trainings with the explanations stated here.

I do however distribute the following tips during trainings, since the best way to ensure a positive story time experience is that the programmer has planned and conducts the program with the appropriate developmental level of the specific audience in mind.

Notes on Format & Behavior Guidelines

- Children like variety in stories and content of program, but respond well to routine in the program presentation.
- Repetition and routine help children feel prepared for the next activity and feel involved in the program. It builds confidence when children know what to expect.
- Read longer stories at beginning of story time when children's attention span might be longer. Intersperse songs and activities between book reading in order to avoid the "wiggles."
- Behavior Guidelines from the Outset / Sample: "Sometimes children change their minds about being here, start to fuss or cry and become distracting to the other children in story time. If this happens, please take your child from the program area and return when s/he calms down."
- You can remind parents that there will be time to visit with other parents after the program or during craft time. Encourage parent/child participation and ask them to be involved with child's experience too. (Parents are modeling good reading behaviors for their children).
- If a book is not working for the group, feel free to end early rather than try to make children pay attention to one last story.

From Beth Zambito, Early Childhood Librarian, Newburgh Free Library for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

12. Managing Story Time Expectations - Samples

Sample 1



Welcome to Preschool Story Time

This program is for children ages 3-5 to attend with their parent or caregiver.
Our **Fall 2015** session runs on Thursdays, October 8- November 12 from 10-10:40 am.



Here are a few tips to make this an enjoyable time for all!

- Story time is a special time for you and your child. Please discuss story time with him or her before you come, explaining there will be books, fingerplays, rhymes, flannelboard stories and songs, followed by a simple creative activity, and that you will participate together. Young children need to know what to expect.
- One important goal of this program is to encourage language development and listening skills for young children. Please help your child listen and participate at the appropriate times. Your eager participation is the best model.
- During story time, we ask you to limit conversation with other caregivers and silence your cell phone. This is a special time for you to share with your child.
- We ask that you sit with your child during the program. If your child wanders during the story time, please try to encourage him or her to come back to you during a break in the action.
- If your child is unhappy, has changed his/her mind about being here, and/or becomes distracting to other children in the program, please take your child out of the room and return when s/he is feeling better.
- The stories and activities in this program are geared to 3-5 year-olds. Siblings are welcome to attend programs with the understanding that focus will be given to the child specifically registered for the program.
- Young children are easily distracted and latecomers become the focus of attention. Please plan to arrive early.

Our main goal is for everyone to have a good time. With your help, we can develop and nurture your preschooler's love of books and the library. Staff will be happy to assist you either before or after the story time with selections of books or other library services.

In the event of inclement weather, please call the Library's Recorded Information Line at 563-3633. If the Library will be opening late, all morning preschool programs will be cancelled.

Thank you!
Beth Zambito, Early Childhood Librarian
Youth Services Department, 845-563-3623



Sample 2

Welcome to Preschool Story Time

This program is for you and your children age 3-5.

Our **Fall 2015** story time is on Thursdays, October 8- November 12 from 10-10:40 am.

Here are a few tips to make this a fun time for all!

- Story time is a time for you and your child to enjoy books, songs, and activities. Talk to your child about the fun you will be having. Young children need to know what will be happening.
- One goal of story time is for children to learn language and listening skills. Please help your child listen and participate. Your child watches you to learn how to do this.
- This is a special time for you to share with your child. During story time, please sit with your child and limit conversation with other caregivers and turn off your cell phone.
- If your child does not want to participate and is distracting others, please take your child out of the room and return when she or he wants to come back.
- The stories and activities in this story time are meant for 3-5 year-olds. Brothers and sisters are welcome to attend, but focus will be given to the 3-5 year old.
- Please plan to arrive early. Arriving late can interrupt the story time and distract the children that are already there.

We want everyone to have a good time. With your help, your child will begin to have a love of books and the library. Staff will be happy to help you either before or after the story time with choosing books or using other library services.

In the event of bad weather, please call the Library at 563-3633.
If the Library will be opening late, morning story times will be cancelled.



13. Serving Families with Low Literacy Adults

People with low literacy skills have **always** been part of our audience. The National Adult Literacy Survey estimates that nearly half of the general public may have low literacy skills. They've always needed their information presented clearly, plainly, and simply so they can succeed in understanding and using it.

When writing for parents with low literacy skills:

- Make it easy to read: Use common words and shorter sentences.
- Make it look easy to read: A simple layout with lots of white space, type that is large enough to be easily read, and headings that provide visual cues about the content will be less intimidating.
- Include only what's important: Because of the extra effort required, you should only cover information they need to know, not what's nice to know. Focus first on actions the user should do.



Adapted from The Audience You Didn't Know You Had by Angela Colter for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program. Image from Openclipart.org.

How to Spot Adults with Low Literacy Skills

Tips from © Literacy Foundation, 2008.

Characteristics

Illiterate individuals are of all ages and social conditions. Out of pride, they will hide their difficulty reading, writing, and counting but will often compensate with powerful observation skills and resourcefulness, along with a remarkable memory. In our society, they are powerless and marginalized.

Observing one of these characteristics in a person may mean they perhaps have trouble reading and writing:

- Saying one cannot read because one has forgotten or lost one's eyeglasses or one's eyes are aching.
- Saying one cannot write because of an aching arm, hand, etc.
- Saying one will read an information sheet later, without taking the time to take a quick look at it.
- Never seeming to understand documents received, even the simplest ones.
- Having trouble signing one's name, dialing a phone number, or completing a form.
- Memorizing information (time and location of a meeting, tasks to be performed, etc.) instead of writing it down.
- Taking practical notes using simple drawings as a reminder (e.g., drawing a \$ sign to remember to bring the money for one's contribution).
- Avoiding tasks where one has to read and write; finding good reasons not to have to do so.

What to do?

Never confront a person you suspect of being illiterate by forcing him to carry out an activity where he will have to read or write. He is likely to close in on himself and avoid any contact with you. Instead, elicit his interest in activities where he will become aware of his difficulties. Help him discover that he is not the only one with this problem – that specialized resources exist, most of the time without charge – to help him and that he can successfully undertake literacy training.

14. Making Library Programs Accessible

It is your responsibility as a place of public accommodation to be accessible to anyone who would like to access your services. With that being said, often there are obstacles within our libraries that prevent access to our resources. There are very few circumstances under which you would not be required to make your library program or meeting accessible.

Add a Statement of Accessibility to Library Program & Meeting Announcements:

In an effort to ensure that all of your materials, programs and services are accessible to all, you may wish to include a statement of accessibility in your newsletter, on your website and in all of your promotional materials.

- While there is no specific wording that requires you to have this type of statement, it will help you to ensure that you are doing all that you can to make your resources accessible.
- By using this type of statement you are giving a visitor to your library the opportunity to request the accommodation needed, and giving you the time to put the accommodation in place.
- Suggested wording:
 - *"Please let us know in advance if you will need an accommodation that will make this event accessible to you."*
 - *"Please contact 2 weeks in advance of a program so that we will have enough time to make the event accessible to you."*

Add a Budget Line for Auxiliary Aids:

It is very important to allocate a line in the library's operating budget for Auxiliary Aids. This type of line can help to cover the costs of Sign Language Interpreters, assistive technology and other types of resources that will make the library's resources accessible to patrons.

Americans with Disabilities Act (ADA) Resources:

- ALA Library Services to People with Disabilities Policy:
<http://www.ala.org/ascla/asclaissues/libraryservices>
- Information About Communications: Title II State and Local Government. Subpart E-Communications:
http://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#subparte
- Information About Auxiliary Aids: Title III Public Accommodations: Subpart C, Section 36.303
Auxiliary Aids: http://www.ada.gov/regs2010/titleIII_2010/titleIII_2010_regulations.htm#subpartc
- Americans with Disabilities Act Questions and Answers: A 31-page booklet that highlights some employment and service provisions of the ADA. <http://www.ada.gov/q&aeng02.htm>
- A Guide to Disability Rights Law: A 21-page booklet that highlights the different disability-related legislation. <http://www.ada.gov/cguide.htm>
- Visit the ASCLA section of ALA <http://www.ala.org/ascla> for some archived articles and future online workshops that provide resources on making library services and programs accessible to people with disabilities.
- Visit the websites for the Andrew Heiskell Braille and Talking Book Library, <http://www.nypl.org/locations/heiskell>, (for New York City and Long Island) and the Talking Book and Braille Library, <http://www.nysl.nysed.gov/tbbl/>, for the rest of New York State.

Information contributed by Valerie Lewis, Administrator of Outreach Services for the Suffolk Cooperative Library System. Adapted MHLS for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

15. ADA Fact Sheet #2: Effective Communication

[Also available online](#)



Americans with Disabilities Act Title II and Title III Revised Regulations Fact Sheet Series

Call us toll-free: 1-800-949-4232

Find your regional center at: www.adata.org

Fact Sheet #2

Effective Communication



The Department of Justice (DOJ) has issued revised Americans with Disabilities Act (ADA) Title II and Title III regulations which took effect March 15, 2011. These regulations affect the obligations of Title II public entities (state and local government entities) and Title III private businesses (a.k.a. places of public accommodation) to furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities. (§35.104, §35.160, §36.104, §36.303) This includes an obligation to provide effective

communication to companions who are individuals with disabilities. The term "companion" means a family member, friend, or associate with whom the public entity or private business would typically communicate.

Providing Auxiliary Aids and Services

Examples of common auxiliary aids and services include qualified sign language interpreters in person or through video remote interpreting (VRI) services; note takers; real-time computer-aided transcription services; written materials; exchange of written notes; telephone handset amplifiers; assistive listening devices and systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real-time captioning; voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones or equally effective telecommunications devices; videotext displays; qualified readers; taped texts; audio recordings; Brailled materials and displays; screen reader software; magnification software; optical readers; secondary auditory programs (SAP); large print materials; and accessible electronic and information technology.

The type of auxiliary aid or service necessary to ensure effective communication will vary in accordance with the method of communication used by the individual; the nature, length, and complexity of the communication involved; and the context in which the communication is taking place. A private business should consult with individuals with disabilities whenever possible to determine what type of auxiliary aid is needed to ensure effective communication, but the ultimate decision as to what measures to take rests with the private business, provided that the method

chosen results in effective communication. However, public entities must give primary consideration to the request of the individuals with disabilities.

- To be effective, auxiliary aids and services must be provided in accessible formats, in a timely manner, and in such a way as to protect the privacy and independence of the individual with a disability.
- A public entity or private business is financially responsible for the cost of the auxiliary aid or service provided unless it can demonstrate that it would be an undue financial burden in light of the overall financial resources of the entire entity, including any parent corporation if applicable. It cannot impose a surcharge on an individual with a disability to cover the costs of the auxiliary aid or service provided. Even if it is determined that a particular auxiliary aid or service is an undue financial burden, the entity must still provide effective communication utilizing a different auxiliary aid or service.

Sign Language Interpreters

Public entities and private businesses cannot require an individual with a disability to bring another individual to interpret for him or her. A public entity or private business shall not rely on an adult accompanying an individual to interpret or facilitate communication, except:

- In an emergency involving imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or
- When the individual with a disability specifically requests that the accompanying adult interpret or facilitate communication, the accompanying adult agrees to provide such assistance, and reliance on that adult for assistance is appropriate under the circumstances.

A public accommodation shall not rely on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available.

Telecommunications

When a public entity or private business uses an automated-attendant system, including, but not limited to, voicemail and messaging, or an interactive voice response system, for receiving and directing incoming telephone calls, that system must provide effective real-time communication with individuals using auxiliary aids and services, including text telephones (TTYs) and relay services, including Internet-based relay systems. A public entity or private business shall respond to telephone calls from a relay service in the same manner that it responds to other telephone calls. A public entity or private business may use relay services in place of direct telephone communication for receiving or making telephone calls incident to its operations.

A public entity or private business that offers a customer, client, patient, or participant the opportunity to make outgoing telephone calls using their equipment on more than an incidental convenience basis shall make available accessible public telephones, TTYs, or other telecommunications products and systems for use by an individual who is deaf or hard of hearing, or has a speech impairment.

Call your Regional ADA Center at 1.800.949.4232 for more information on Effective Communication and to get other Fact Sheets in our nine part series!

16. Your Words, Our Image

Also available online at <https://rtcil.drupal.ku.edu/products/media>.



Your Words, Our Image

You are in a unique position to shape the public image of people with disabilities. By putting the person first and using these suggested words, you can convey a positive, objective view of an individual instead of a negative, insensitive image.

Do say

Don't say

Disability	Differently abled, challenged
People with disabilities	The disabled, handicapped
Person with spinal cord injury	Cripple
Person with autism, on the autism spectrum	Autistic
Person with Down syndrome	Mongoloid
Person of short stature	Midget, dwarf
Uses a wheelchair, wheelchair user	Confined to a wheelchair, wheelchair-bound
Has a learning disability	Slow learner
Has chemical or environmental sensitivities	Chemophobic
Has a brain injury	Brain damaged
Blind, low vision	Visually handicapped, blind as a bat
Deaf, hard of hearing	Deaf-mute, deaf and dumb
Intellectual disability	Retarded, mental retardation
Amputee, has limb loss	Gimp, lame
Congenital disability	Birth defect
Burn survivor	Burn victim
Post-polio syndrome	Suffers from polio
Service animal or dog	Seeing eye dog
Psychiatric disability, mental illness	Crazy, psycho, schizo
How should I describe you or your disability?	What happened to you?
Accessible parking or restroom	Handicapped parking, disabled restroom

Want more information?

Download our brochure *Guidelines: How to Write and Report About People with Disabilities* at www.rtcil.org/guidelines.

Research and Training Center on Independent Living
The University of Kansas
4089 Dole Center, 1000 Sunnyside Ave.
Lawrence, KS 66045-7561
E-mail: rtcil@ku.edu
Phone: 785-864-4095
TTY: 785-864-0706
Web: www.rtcil.org

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Life Span Institute

17. Developing Evaluations for Program Attendees

- Think about the goals of the library program.
- The key to creating good questions is to think about the answers that the questions will generate, and then consider the stories that can be told using those answers.
- If the answers can't be used to tell a compelling story, the questions should be changed.

Are we developing regular patrons? Sample 1

Have you been to the library's xxx before today?

- Yes. How many months ago? _____
- Did you come to the library between xxx programs?
- How many times? _____
- No

What did you do in the library between xxx programs?

- Checked out books
- Checked out other things (movies or music or something else)
- Used the computers
- Talked to my friends
- Came for another library event
- Something else

Is it making a difference? Sample 2

How did you feel about coming to the library *before* today? (Check one.)

- I didn't like coming to the library.
- I liked coming to the library, but there was not much for me to do.
- I liked coming to the library and there were things for me to do.
- Or did you feel another way?

After today's xxx program, how do you feel about the library?

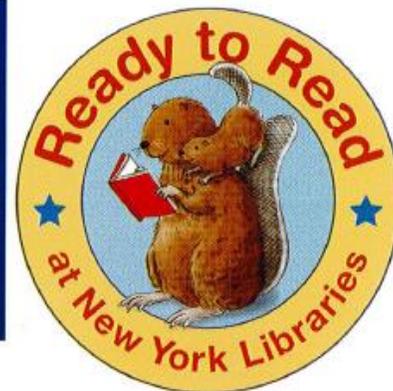
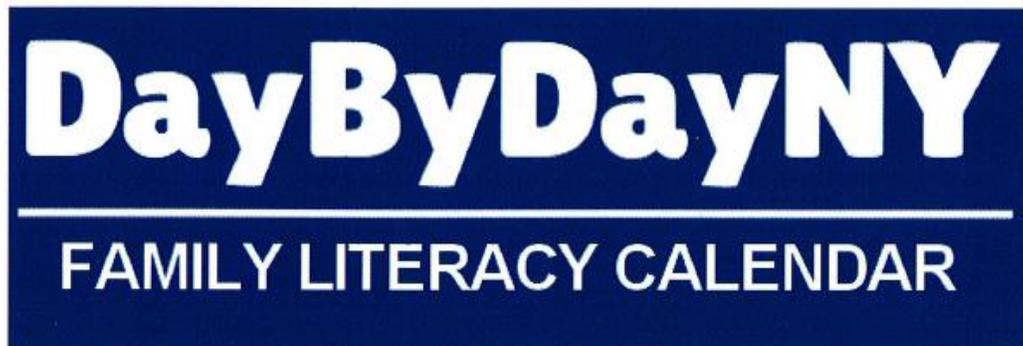
- I feel the same way about the library.
- I want to come back to the library and see what else is here.
- I want to come back to the library but only for more xxx programs.
- Or do you feel another way?

Is it changing behavior? Sample 3

Talk to attendees. A quick show of hands during a break to answer the question "*Who is coming to the library more often because of these library programs?*" can then lead to a quick focus group interview with volunteers about how the xxx program has changed attendee perspective on the library.

Adapted by MHLS from Everyone Plays at the Library by Scott Nicholson for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

18. DayByDayNY: 6 Tips to Engage Families with Young Children Who Are Not Currently Using the Library



Ready to Read at New York Libraries is funded in part through the Federal Library Services and Technology Act, with funds awarded to the New York State Library by the Federal Institute of Museum and Library Services

6 Tips to Engage Families with Young Children Who Are Not Currently Using the Library

- 1. WORD OF MOUTH:** The very best way to get the word out is to tell people. Really. If every staff member, trustee and Friend of the library told 10 people about early literacy resources, and those 10 people told 10 more people, and those 10 people told...The word would be out in no time! Tips for making this happen at <http://midhudson.org/topics/sustainable-libraries/marketing-pr/> under Word-of-Mouth Marketing (WOMM).
- 2. SIGNS:** Signs by the side of the road are the 2nd most popular way for people to find out about something. Promote on your existing library sign, or create something custom.
 - Banners and Lawn Signs: Various companies can be found online to create a custom vinyl banners, yard signs, and/or A-frame signs.
- 3. BOOKMARKS:** Distribute in places that offer free Wi-Fi, places frequented by families, waiting rooms, and to educators.
 - Promotional bookmark available at http://www.nysl.nysed.gov/libdev/earlylit/rtr_bookmark.htm. Print on 8 ½" x 11" card stock (4 to a sheet), two-sided in color.
- 4. SOCIAL MEDIA:**
 - **FACEBOOK:** Go beyond the Library Facebook, get your posts on your Community Facebook; Mothers Facebook; HomeSchoolers Facebook, etc...
 - **FACEBOOK ADVERTISEMENTS:** An economical way to provide greater exposure to your early literacy programming and DayByDayNY. There are a variety of different types of Facebook advertisements, but potentially the most effective for libraries is 'boosting a post'. More about Boosting a Post at <https://www.facebook.com/help/347839548598012>. More about Facebook Advertisements at <https://www.facebook.com/ads/manager/creation/creation/>

- **REDDIT:** This news aggregate site is where the local conversations are happening. Sub-reddits are topic or region based. Join an existing sub-reddit (a sampling listed below) or create one.
 - <http://www.reddit.com/r/hudsonvalley>
 - <http://www.reddit.com/r/beacon>
 - <http://www.reddit.com/r/brewsterNY>
 - <http://www.reddit.com/r/catskills>
- **LOCAL WIKI:** An online community of local knowledge, written by community members. Explore existing regions or add a new region. <https://localwiki.org/>

5. **COMMUNITY EMAIL LISTS:** Find out what email address lists in your community are available to you to reach people who might not already be using the library. *“We reached into the community, sending a direct email to every city employee.”*

6. **LIBRARY EVENTS:** You got them in the door, give them something more. Library programming that is based on community interests brings in people who might not be library users. Seize the opportunity to surprise and delight this group by providing information at your library events about DayByDayNY.

Keep spreading the word about DaybyDayNY to library users also!

DISPLAY IN THE LIBRARY: Create posters and displays at the circulation desk, and also where parents are waiting to pick up children attending library programs.

LIBRARY WEBSITE: Add a graphic and link to your library website. Visit <http://daybydayny.org/share-this-site/> for sharing DayByDayNY

E-NEWSLETTERS: Spotlight DayByDay frequently in your library e-newsletters with a direct link.

E-BLASTS: Make your ILS patron e-mail list work for you. Design professional e-blasts to patrons with a direct link into this family literacy calendar.

Engage your team!

TRAINING FOR STAFF, LIBRARY FRIENDS AND TRUSTEES: Make sure your own people know who exciting this resource is! Do a live demo during a staff meeting, board meeting, and Friends gathering.

Visit
www.DayByDayNY.org

a website for young children and their families.

Daily Activities
One More Story
(an interactive eBook)
Videos
Songs
Poems
Activities

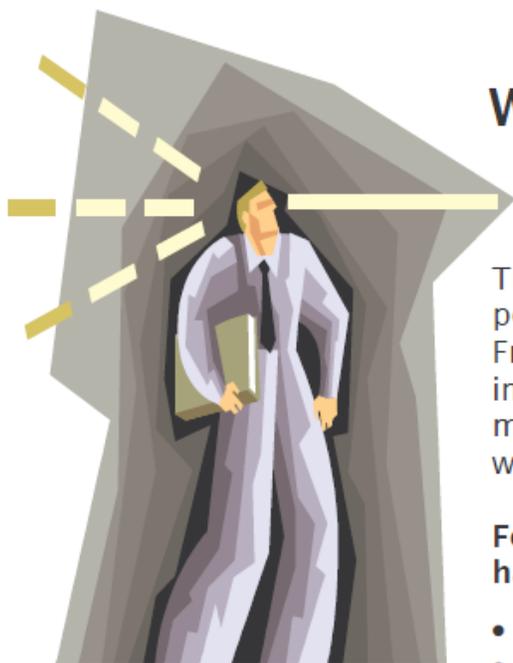
DaybyDayNY also includes literacy and health info, reading lists, a public library locator, and a map of museums in New York State with activities for young children.

Find out more about the New York State Library early literacy initiative .
www.nysl.nysed.gov/libdev/earlylit/



New York State Library

19. Speak Up: The Power of Word-of-Mouth Marketing



SPEAK UP: THE POWER OF WORD-OF-MOUTH MARKETING

—Peggy Barber and Linda Wallace
Library Communication Strategies

The very best way to get the word out is to tell people. Really. If every staff member, trustee and Friend of your library told 10 people about this incredible resource, and those 10 people told 10 more people, and those 10 people told...The word would be out in no time!

For word-of-mouth marketing to work, you must have:

- A plan
- A good product/GREAT customer relations
- A clear and consistent message
- A prepared and committed "salesforce"
- People who are willing to testify

Sample message: *The library is always open online. Please tell your friends.*

Tips

1. **Give people something to talk about.** Surprise and delight them with over-the-top service.
2. **Don't just pass out bookmarks.** Encourage frontline staff to look for opportunities to deliver the message when engaged with customers.
3. **Feed the grapevine.** Tell 10 people and ask those 10 people to tell 10 of their friends.
4. **Send a message with your message.** Add a signature line to your e-mail correspondence with the library message.
5. **Personalize the message.** Identify key audiences i.e. parents, seniors, teens and adapt the message to address their concerns.
6. **Collect testimonials.** Invite testimonials from community leaders, educators and other experts, as well as satisfied library users. Get permission to use them in publicity materials.
7. **Enlist the whole library family.** Make sure *all* staff (not just professionals or full-time), trustees and Friends—know the message, understand why it is important and can deliver it with confidence.

8. **Wear the message.** T-shirts, buttons and other "props" are conversation starters and help make your point.
9. **Be alert** for new and creative ways of delivering the message.
10. **Have fun!** Be enthusiastic. Encourage your "salesforce" to be. Remember, it's not just what you say but how you say it.

A Word-of-Mouth Marketing Checklist for Libraries

- _____ Do you have a clear, consistent and compelling message—one that can be said at the checkout desk or in a grocery store line?
- _____ Do the people at the checkout desk know and deliver the message?
- _____ Do you use testimonials/success stories?
- _____ Do you use outside experts to deliver your message?
- _____ Do staff collect and feedback what they hear—good and bad?
- _____ Do you have a prepared and enthusiastic sales force?
- _____ Does your library give superlative customer service?
- _____ Is conscious word-of-mouth part of your promotion strategies?

—Adapted from *The Secrets of Word-of-Mouth Marketing*,
George Silverman, AMACOM, Copyright 2001

Recommended Reading

The Secrets of Word-of-Mouth Marketing: How to Trigger Exponential Sales Through Runaway Word of Mouth, George Silverman, American Management Association, 2001. Silverman says traditional advertising doesn't have the impact it once did, and makes a great case for an organized, strategic approach to word of mouth.

How to Harness the Awesome Power of Word-of-Mouth Marketing, George Silverman, *Direct Marketing Magazine* (Nov.1997):

www.mnav.com/H2HarnWOM.htm

An excellent introduction to WOM and the basis for Silverman's book.

Library Communication Strategies

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20. 1-Year Early Literacy Partnership & Outreach Plan Sample

When families with young children are supported in getting ready to read, the children achieve superior outcomes in school and in life, which has community-wide benefits. About 1,700 young children in Ourtown are approaching school age – yet our community offers too few programs and services that support early literacy. Twenty-five percent of these young children are from Spanish-speaking households, but no services are offered specifically for the Spanish-speakers in our community. This Early Literacy Partnership & Outreach Plan will help guide the Ourtown Public Library in enhancing our early literacy efforts for the next year.

Ourtown Public Library Mission Statement: The Ourtown Public Library enhances the quality of life in our diverse community by providing opportunities for lifelong learning, by creating spaces and opportunities to connect and engage, and by fostering a love of reading and commitment to literacy.

The goals for the Ourtown Public Library’s early literacy outreach efforts this year are:

1. For families with young children in Ourtown to increase their awareness of the importance of early literacy development;
2. To develop partnerships with early literacy organizations that reach the Spanish-speaking portion of our community; and
3. To increase the participation of families with young children in early literacy programs at Ourtown Public Library.

To accomplish these goals, Ourtown Public Library has the following objectives.

For Goal 1:

- Create and maintain a Facebook page for the library’s youth services department that highlights early literacy and the library’s partners; and
- Provide materials to local organizations about the library’s early literacy programs and make partner organizations’ materials available at the library.

For Goal 2:

- Contact and collaborate with several local organizations that work with families with young children and the Spanish-speaking community to find ways to better serve these target audiences; and
- Hold a program for Spanish-speaking families with young children in conjunction with partner organization(s).

For Goal 3:

- Provide materials to local organizations about the library’s early literacy programs and make partner organizations’ materials available at the library; and
- Hold an Early Literacy Open House with partner organizations for families with young children to see what the library and the library’s partners have to offer.

In order to determine the success of our outreach efforts during the timeframe of this plan, an evaluation tool will be developed that measures:

- The number of likes for the Facebook page;
- The number of partnerships developed with local organizations;
- The number of early literacy programs the Ourtown Public Library offered, including the Early Literacy Open House and the program for Spanish-speaking families with young children;
- The attendance at these programs;
- The satisfaction of the participants with these programs;
- The amount of materials given to partners; and
- The amount of partner materials distributed.

The one year timeline of activities to accomplish the objectives:

Activities	Date
Design flyers/brochures/bookmarks about library early literacy programs	Monthly
Print materials to give to partner organizations	Monthly after February
Give materials to partners	Monthly after February
Receive materials from partners and display them in the library	February onward
Get input from youth services staff about Facebook page	January
Create Facebook page	February
Post to Facebook	At least 3 times per week after February
Contact local organizations – early literacy and Spanish focused organizations – about working together	January
Follow up with interested organizations to start discussing how we will work together	February
Plan an early literacy program with at least 1 partner organization for Spanish-speaking families with young children	March
Arrange for space and bilingual materials for program	March
Advertise program – on Facebook and with flyers (bilingual)	March & April
Carry out program	May
Conduct follow up with program participants and partner organization(s)	May
Include early literacy programs in summer reading programming	June-August
Plan Early Literacy Open House	September
Arrange for space and materials for Open House	October
Advertise program – on Facebook and with flyers (bilingual)	October
Early Literacy Open House with booths for partners, invite local families with young children	Late October/ Early November
Conduct follow up with program participants and partner organization(s)	November
Assess the year’s outreach efforts and plan for next year	December

This plan has been informed by an Early Literacy Community Asset Analysis for Ourtown conducted by Jane Doe, Youth Services Librarian, in January of 2016. The Asset Analysis identified target audiences, including Spanish-speakers, that the library underserves and several potential early literacy partner organizations. For a more complete picture of the Ourtown early literacy community, please refer to the Ourtown Early Literacy Community Asset Analysis.

Submitted: 1/1/2016 by Jane Doe, Youth Services Librarian

21. Early Literacy Partnership & Outreach Plan Worksheet

Why Statement/Vision Statement (from the Crafting Your Message handout):

Goals:

Objectives:

Evaluation:

Activities and Timeline:

Activities	Date	Who

4) Objectives stem from Goals (program services needed to reach goals)

- a) When choosing objectives, consider:
 - i) **Effectiveness:** Which objectives are most likely to accomplish the goal?
 - ii) **Resources:** Do we have what is required to accomplish?
 - iii) **Intangibles:** Will it excite the public? Is outside funding available?
 - iv) **Order:** What should come first?
- b) Examples: Hold community discussion/forums about early literacy development; Create welcoming physical and virtual space for young children; Partner with an organization that reaches a target community identified through an Early Literacy Community Asset Analysis.

5) Activities stem from Objectives (include the who and by when)

- a) Example: Youth Services Librarian and members of the Early Literacy Council will meet to discuss potential topics and speakers by November; Jane will line up speakers, set dates, reserve rooms and equipment by January.
- b) Example: Youth Services Librarian will meet with the head of the local Head Start to discuss programs they can collaborate on.

6) Evaluation: A process to measure if you are reaching your goals

- a) How have programs/services impacted the target audience?
- b) Which aspects of your programs/services are effective and which are not?
- c) Example: A survey given to local Head Start parents asking if they have a library card.

Adapted from Libraries for the Future, EqualAcces Libraries project, and The Golden Circle from 'Start with Why' by Simon Sinek for use at the 2015 Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program.

23. *Crafting Your Message*

Crafting Your Message

from the American Library Association's Advocacy University

Step 1: **What is the main thing you want to say?** *(in 15 words or less)*

Step 2: **What statistics and anecdotes would support this point?**

Statistics	Anecdotes

Step 3: **Why is this important?**

Step 4: **What can the listener do to help?**





24. *Strategies for Successful Partnerships & Outreach to Families with Young Children 6-month follow-up survey*

This survey will be sent as a Survey Monkey to the library staff members who attended training in *Strategies for Successful Partnerships and Outreach to Families with Young Children*.

Survey Monkey for Library Staff

*Please take a few minutes to answer the following questions.
Your feedback is appreciated!*

1. Public library system:
2. What has resulted from your participation in the *Strategies for Successful Partnerships and Outreach to Families with Young Children* training? Please check all that apply:

Partnerships and Outreach Plan

- I/We have begun to develop an Early Literacy Partnership and Outreach Plan for our library (our plan is not yet finished).
- I/We have completed the Early Literacy Partnership and Outreach Plan.
- I/We have obtained the support of library administration in implementing our plan.

Partnerships

- I/We have built new partnerships to create/improve the library's early literacy services.
- I/We have engaged existing partners to create/improve early literacy services.

Outreach

- I/We have reached out to unserved parents/caregivers of young children through partners.
- I/We have reached out to unserved parents/caregivers via the web.
- I/We have reached out to unserved parents/caregivers in-person.

3. If you have not made progress with early literacy partnerships and/or outreach (see Question #3), please explain why. Was your library already doing a great deal in these areas prior to the training? Or are there obstacles preventing you from carrying out what was covered in the training?
4. Share your story! Please tell us about your library's early literacy partners. How are you working together? What do they bring to the table? What are your early literacy outreach efforts? Describe the families you aim to reach and any successes (and/or challenges) you have had thus far.

If you have a partnerships and outreach plan you would like to share, please email your document to the Training Cohort member who conducted the *Strategies for Successful Partnerships and Outreach to Families with Young Children* workshop you attended AND copy Program Director Karen Balsen at Karen.Balsen@nysed.gov. We would like to share your work with other *Ready to Read at New York Libraries* participants.

5. Did you receive any assistance/support from the trainer after the training?
 - Yes If yes, please describe: _____
 - No
6. Is there anything more that could have been covered in the training?
 - Yes If yes, please describe: _____
 - No
7. Any other comments or suggestions?

Thank you!