



# Promising Practices

Empowering Readers, Empowering Citizens

September 2022

**Welcome  
IMLS Director, Crosby  
Kemper**



# Session 1: Harnessing Research & Engaging Communities

September 8, 2022



# Virtual Convening: Summary of Activities

Date/Time	Activities
Thursday, September 8 1-4 pm ET	<u>Harnessing Research and Engaging Communities</u> <ul style="list-style-type: none"><li>- Thematic Analysis from March Convening</li><li>- Guest Speakers</li><li>- Open Forum Q&amp;A</li></ul>
Tuesday, September 13 1-4 pm ET	<u>Identifying &amp; Serving Underserved Populations</u> <ul style="list-style-type: none"><li>- Guest Speakers</li><li>- Open Forum Q&amp;A</li><li>- Breakout Room Discussions</li></ul>



# Session 1: Harnessing Research & Engaging Communities

Time	Activity
1pm - 1:25pm	Event Welcome & Overview of Session
1:25 - 1:50pm	Presentation of Thematic Analysis of March Meeting
1:50 - 2pm	Open Forum Q&A
2 - 2:30pm	Break
2:30pm - 2:40pm	Guest Speaker Introductions
2:40pm - 3:20pm	Harnessing Research and Engaging Communities - Munro Richardson, Read Charlotte - Jamar Rahming, Wilmington Institute Free Library
3:20pm - 3:50pm	Open Forum Q&A
3:50pm - 4pm	Wrap Up



# Logistics

Introduce yourself in chat

Open Forum Discussion

- Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator
- Option 2: Submit questions and comments to the chat.

Recording, Closed Captioning & Notetaking

- Full sessions will not be posted/notes internally gathered
- Closed captioning and notetaking throughout



# Thanks & Recognition

- Panelists/Presenters
- CMP
- IMLS planning staff
- And YOU, the participants!



# Rules of Engagement

- Ensure a safe space for everyone.
- Lead with courtesy and demonstrate respect for others.
- Listen with an open mind.
- Choose to speak deeply and freely about your experiences.
- Think before speaking.
- Let everyone participate.





# March Convening Analysis

Emily Plagman, Office of Research and Evaluation

Madison Sampson, PhD Fellow, Office of Research and Evaluation



# IMLS Guiding Questions

1. Building upon learnings from the social wellbeing study, how does literacy contribute to improving outcomes for community members/library patrons?
2. If library usage is declining, as evident in circulations rates, what is at stake and how can libraries increase community engagement?



# March 1 & 2 Convening Goal



"The mission of this convening is to facilitate knowledge sharing across stakeholders from libraries and local community organizations to generate new ideas and innovations for empowering readers."

# Logistics

- **Invitees:** ~100 selected librarians, library directors, educators, researchers, grantmaking organizations, and community-based program officers, IMLS staff
- **Structure:** 3 sessions comprised of expert keynotes, panel discussions w/ Q&A, and facilitated table discussions





# Convening Ideas: Notes

~ approx. 630 comments; ~250 hours of review

## Table Discussions & Session Q&A (~200)

- Notes taken at each table during intros and discussions

## Magic Wand (~100)

- Session 1: If you could wave a magic wand as IMLS, what initiative would you implement?

## Rapid Ideation (~130)

- Session 2: Share initial reactions to content shared by keynotes and panelists

## Ways to Grow (~200)

- Session 3: Idea generation matrix to imagine new library polices and programs to reach readers

## Ideas for IMLS Research & Grantmaking (~100)

- Post-convening survey, open-ended comments



# Emergent Themes

1. Library Identity, Purpose, and Branding
2. Literacy Development and Engagement
  - 2b. Navigating Digital Transformation
3. Funding and IMLS Grantmaking
4. Research, Data, and Evaluation
5. Supporting the LIS Field/Library Workforce
6. Identifying Best Practices & Programs

The theme of **Improving Equity via Outreach & Collections** is interwoven throughout each theme. Examples are noted as "*Equity Question(s)*" under each theme.



# #1 Library Identity, Purpose, & Branding

- Libraries are trusted institutions.
- What is our “brand”? Reading, information, or something else?
- Books should not be the only brand for libraries.
- How do we increase the perceived value of a free public goods?
- *Equity Question: What is the role of the library in improving racial equity? - "Equity and diversity get me to the table, inclusivity gives me voice."*



## #2 Prioritizing Literacy Development

- How do we define *engaged reading*? How do we define *literacy*?
- What about cultures and traditions that do not rely on print literacy consumption? Oral traditions like storytelling.
- Who is responsible for teaching children to read?
- How do we get more people reading?
- *Equity Question: How can library collections best reflect the diversity of their patrons?*





## #2b Navigating Digital Transformation

- How is COVID impacting literacy services?
- What impact are eBooks having on libraries?
- How do we balance/prioritize digital v print demands?
- Is the library supply chain outdated?
- *Equity Question: Why do libraries focus on ebooks? Currently only serves upper class demographic.*



## #3 Funding & IMLS Grantmaking

- Why do libraries have to rely deeply on philanthropists for funding? Where is the government?
- Libraries desire grants that require more collaborative projects between libraries and across sectors - theory and practice together.
- Offer and support new ideas with the possibility of failure into the grant process to support innovation
- *Equity Question: How can funding directly target the eradication of the wealth gap?*



## #4 Research, Data, & Evaluation

- What data matter to our public and what matters to people that are not using libraries?
- What is more important to libraries – national data or local data?
- We need to look at data from a subculture level to better serve our communities
- *Equity Question: How can libraries identify inequalities and gaps in service without collecting demographic data on who we are reaching?*



## #5 Supporting LIS Field & Library Workforce

- There should be more accountability for libraries in creating community change and IMLS needs to better track that work.
- There is a barrier for disadvantaged groups to entering the profession. We have many initiatives for recruitment, but the challenge is what's happening after receiving training and joining the workforce.
  - How do we nurture and retain diverse cohorts? How to better empower and encourage them to be social change agents?
- *Equity Question: Does the workforce have the cultural competencies to reach minority children if they come through the doors?*



# #6 Identifying Best Practices & Programs

- The statement "programs don't matter," is wrong, especially with youth who typically. Two examples:
  - Local authors reading and storytelling circles, which encourage children to write and draw their stories; children's creations become part of the library's collection
  - Initiatives like tours and meet the librarian events -> building trust with our community library -> safe & useful space
- *Equity Question: How can libraries do a better job reaching disadvantaged communities?*

# Next Steps

Informing a research agenda and grantmaking strategy

Re-convening researchers focused on literacy and social wellbeing

Curating "best practice" strategies for measuring and increasing impact

## Open Forum

**Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator**

**Option 2: Submit questions and comments to the chat.**



INSTITUTE *of*  
**Museum and Library**  
SERVICES

**30 Minute Break:**  
**Please return by 2:30 pm ET**





# Speakers



**Munro Richardson, PhD**



**Jamar Rahming**



Harnessing Early Literacy Research

# Agenda

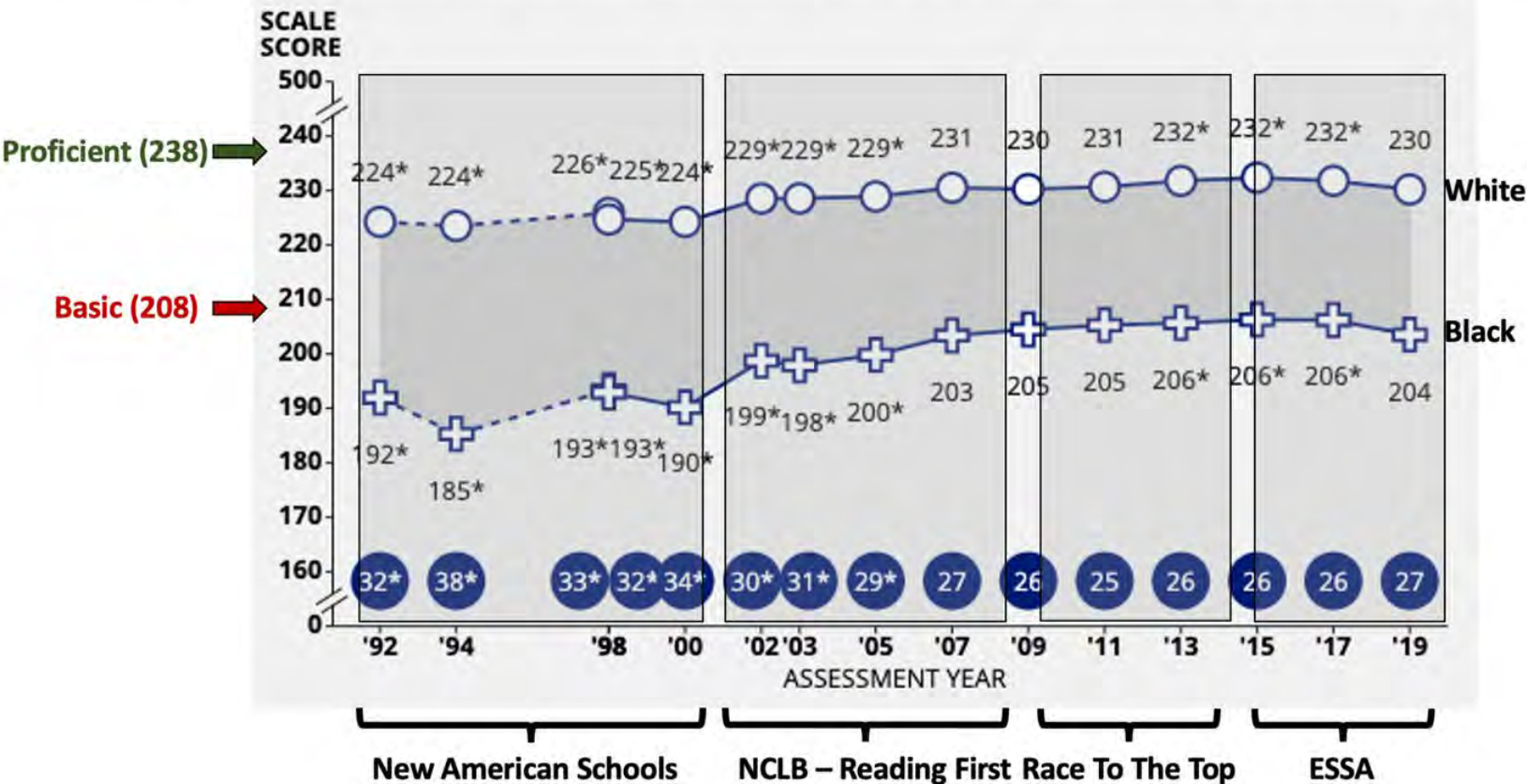
- Four powerful mental models for early literacy
- Home literacy
- System leverage points: examples from Charlotte, NC
- So what?

# Pandemic: NAEP Long-Term Trend for Age 9 Reading

In 2022, the U.S. Department of Education's National Center for Education Statistics (NCES) conducted a special administration of the National Assessment of Educational Progress (NAEP) long-term trend (LTT) reading and mathematics assessments for a nationally representative sample of age 9 students (typically in Grade 4) to examine student achievement during the COVID-19 pandemic. Average scores for age 9 students in 2022 declined 5 points in reading and 7 points in mathematics compared to 2020. **This is the largest average score decline in reading since 1990**, and the first ever score decline in mathematics.



# Little Change in NAEP Grade Four Reading Scores (1992-2019)



Complex problems don't give up their secrets easily.

Six problem-solving mindsets for very uncertain times. *McKinsey Quarterly*, September 2020.

Most people tend to assume things are impossible, rather than starting from **real-world physics** and figuring out what's actually possible.

Larry Page

Co-Founder, Google

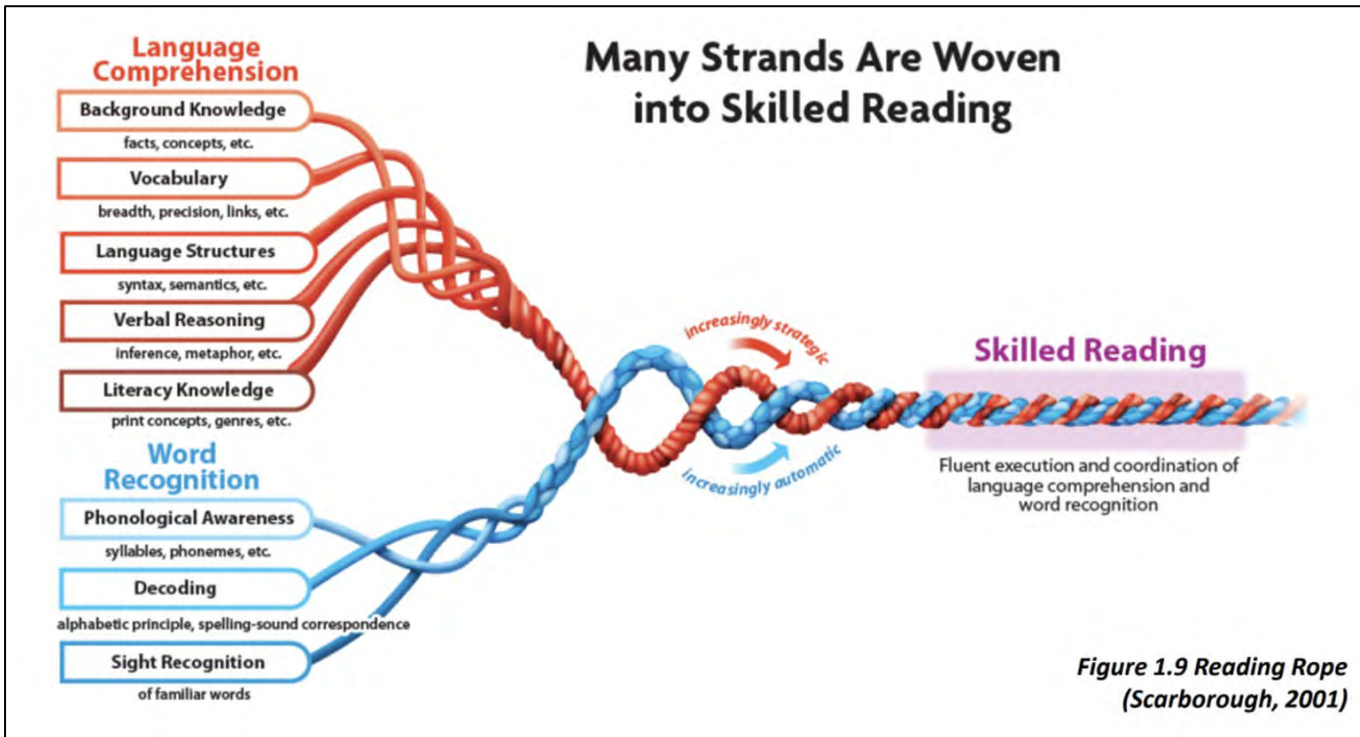
CEO, Alphabet



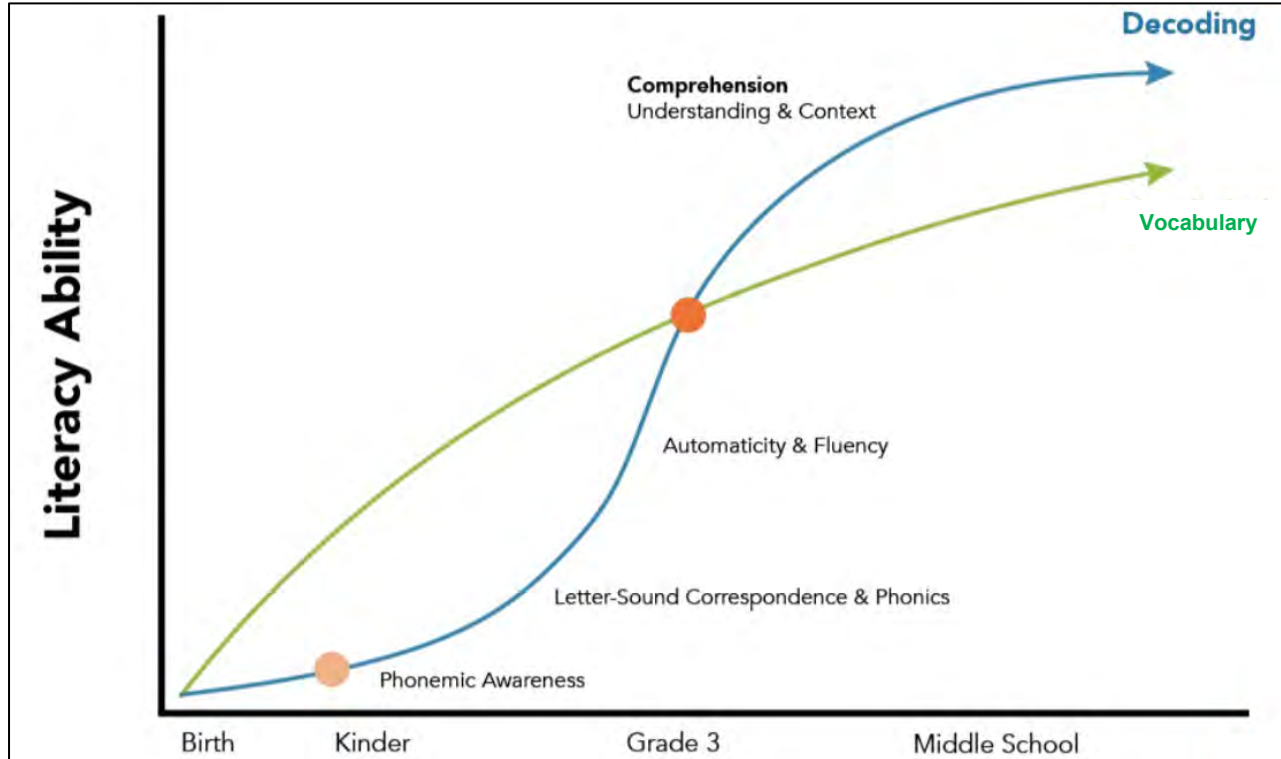
# Four Mental Models



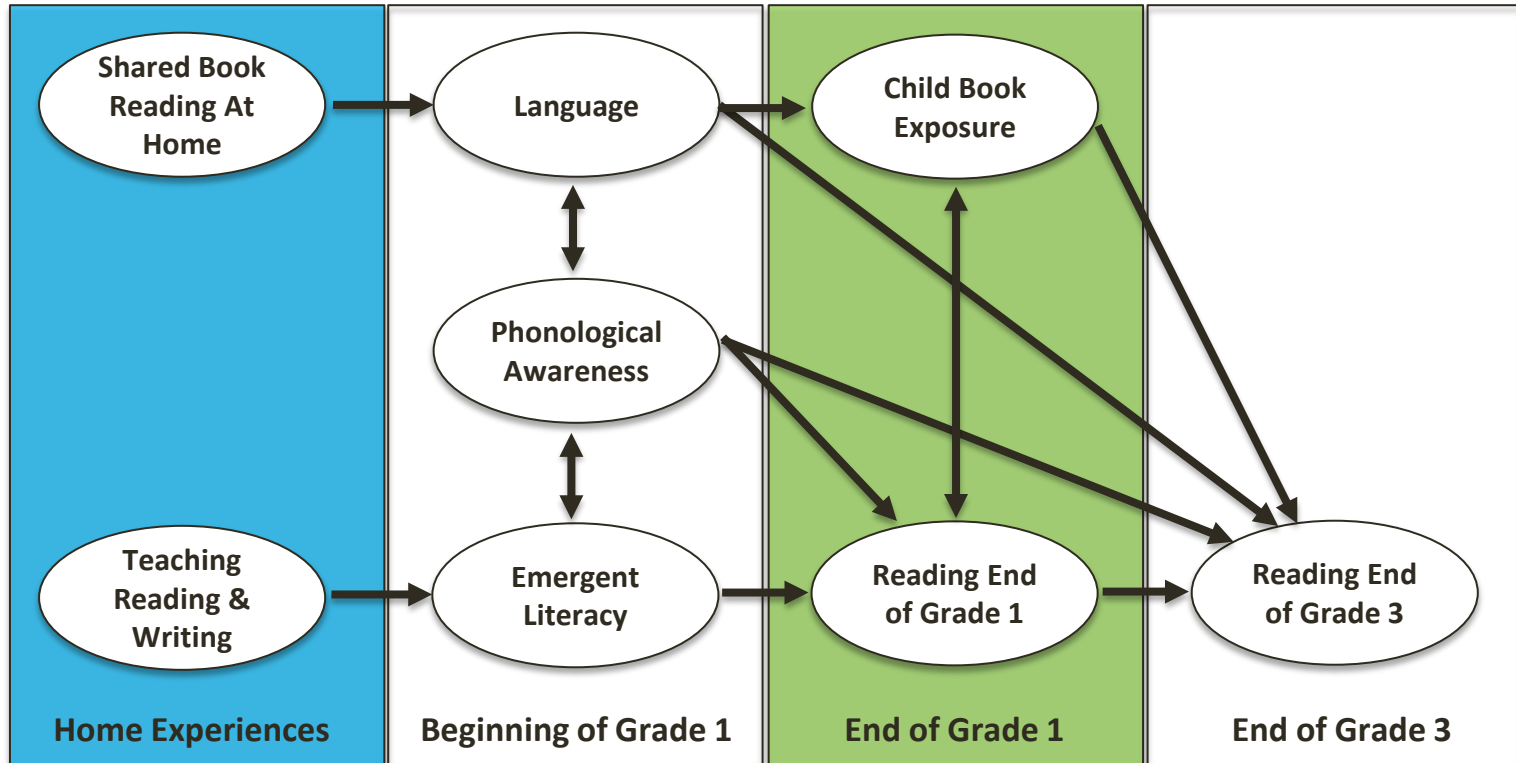
# Model 1: Scarborough's Rope



# Model 2: Siegal's Developmental Model of Reading

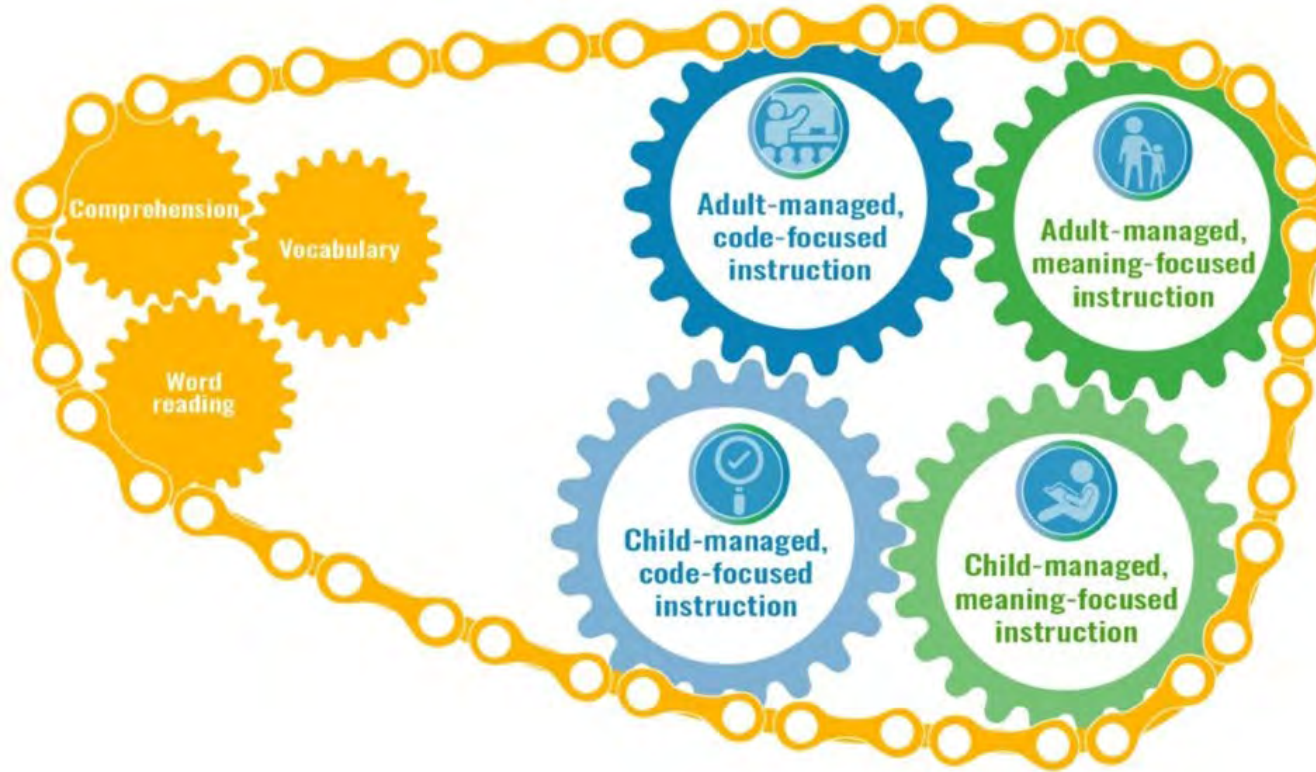


# Model 3: The Home Literacy Model



Sénéchal, M. & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: a five-year longitudinal study. *Child Development*. 73(2): 445-60.

# Model 4: The Four Types of Literacy Instruction

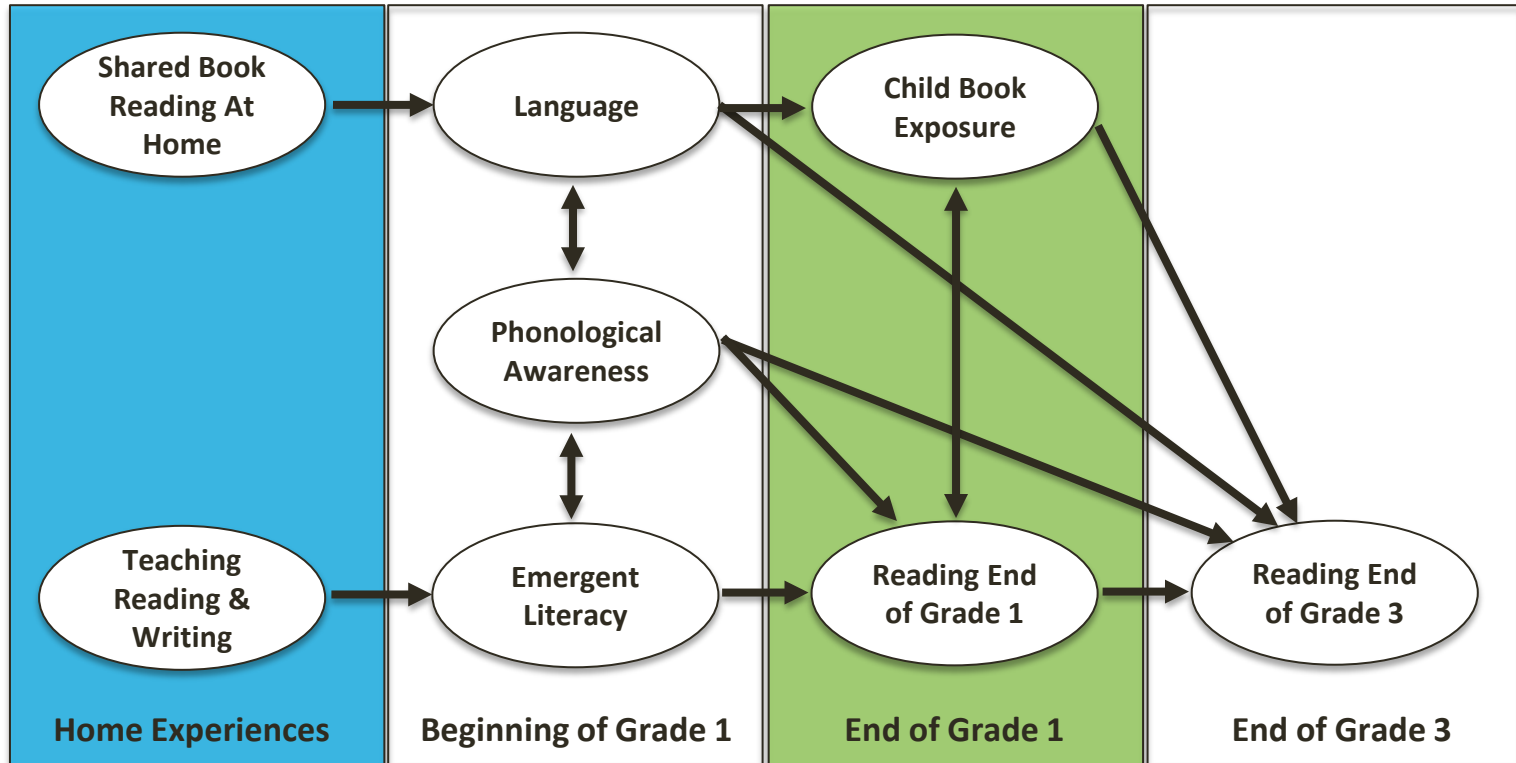


Adapted from Connor C. (2014). Individualizing teaching in beginning reading. *Better: Evidence-based Education*. 6(3): 4-7.

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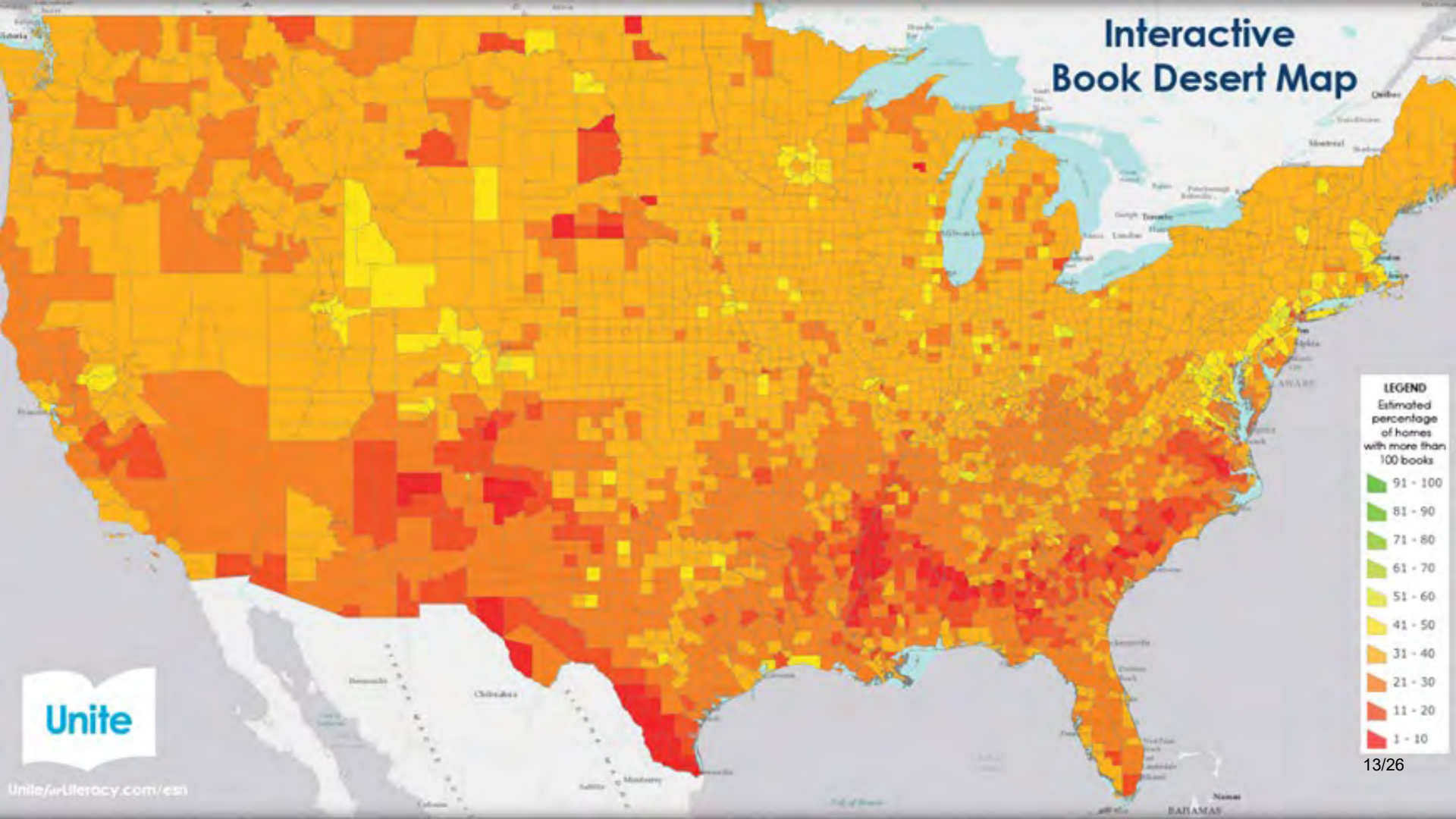
# Home Literacy

# Model 3: The Home Literacy Model

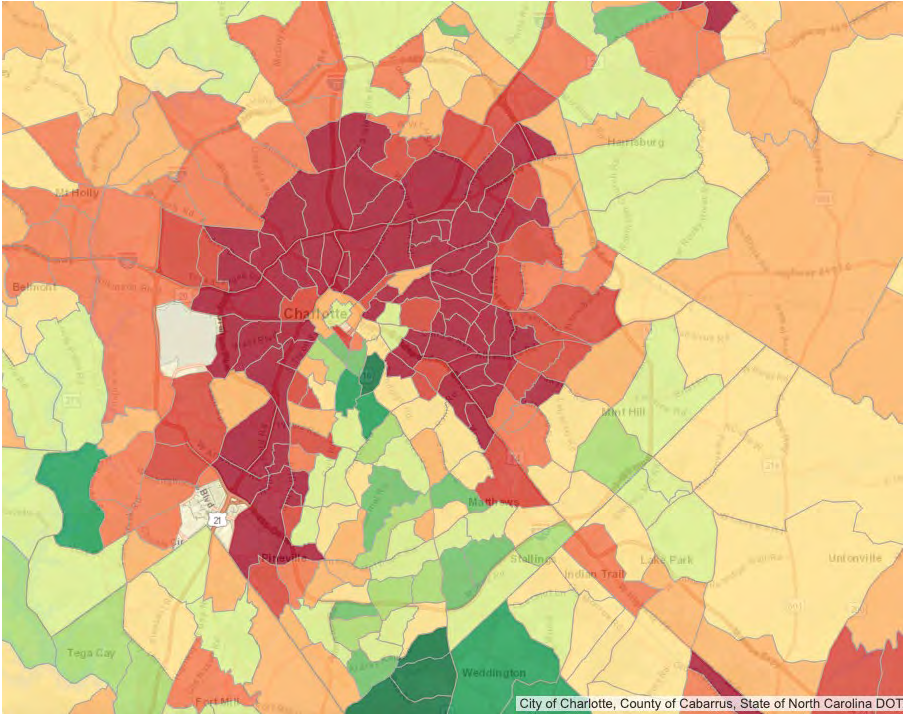


Sénéchal, M. & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: a five-year longitudinal study. *Child Development*. 73(2): 445-60.

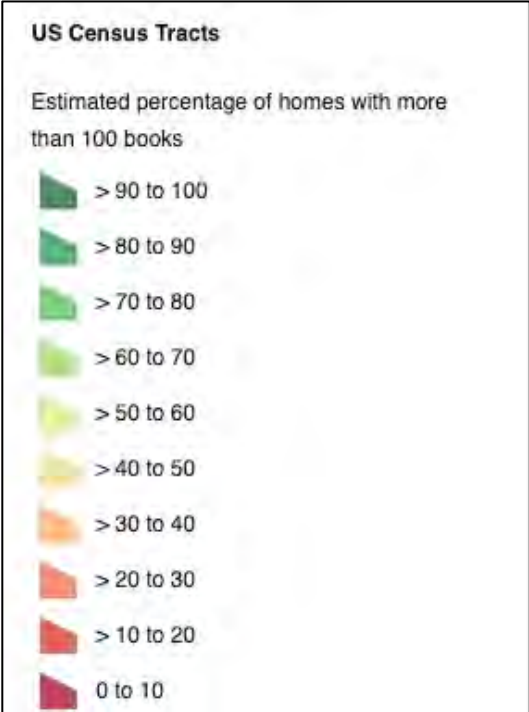
# Interactive Book Desert Map



# Home Book Ownership in Charlotte, NC



City of Charlotte, County of Cabarrus, State of North Carolina DOT





# 2019 NAEP Grade 4 Reading National Public Schools

Books in Home	Below Basic	Basic	Proficient or Above	Total
0-10 books	56%	29%	15%	100%
11-25 books	44%	33%	23%	100%
26-100 books	26%	33%	41%	100%
101+ books	26%	29%	45%	100%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

# The Power of Shared Reading

- Mother's education is the greatest predictor of a child's success in school.
- A 2015 study of 3,208 children linked to 2,031 mothers using the Child and Young Adult Supplement to the National Longitudinal Survey (NLSY79).\*
- One specific thing college-educated mothers do for their children that makes the difference...**they read to them 3x or more a week**

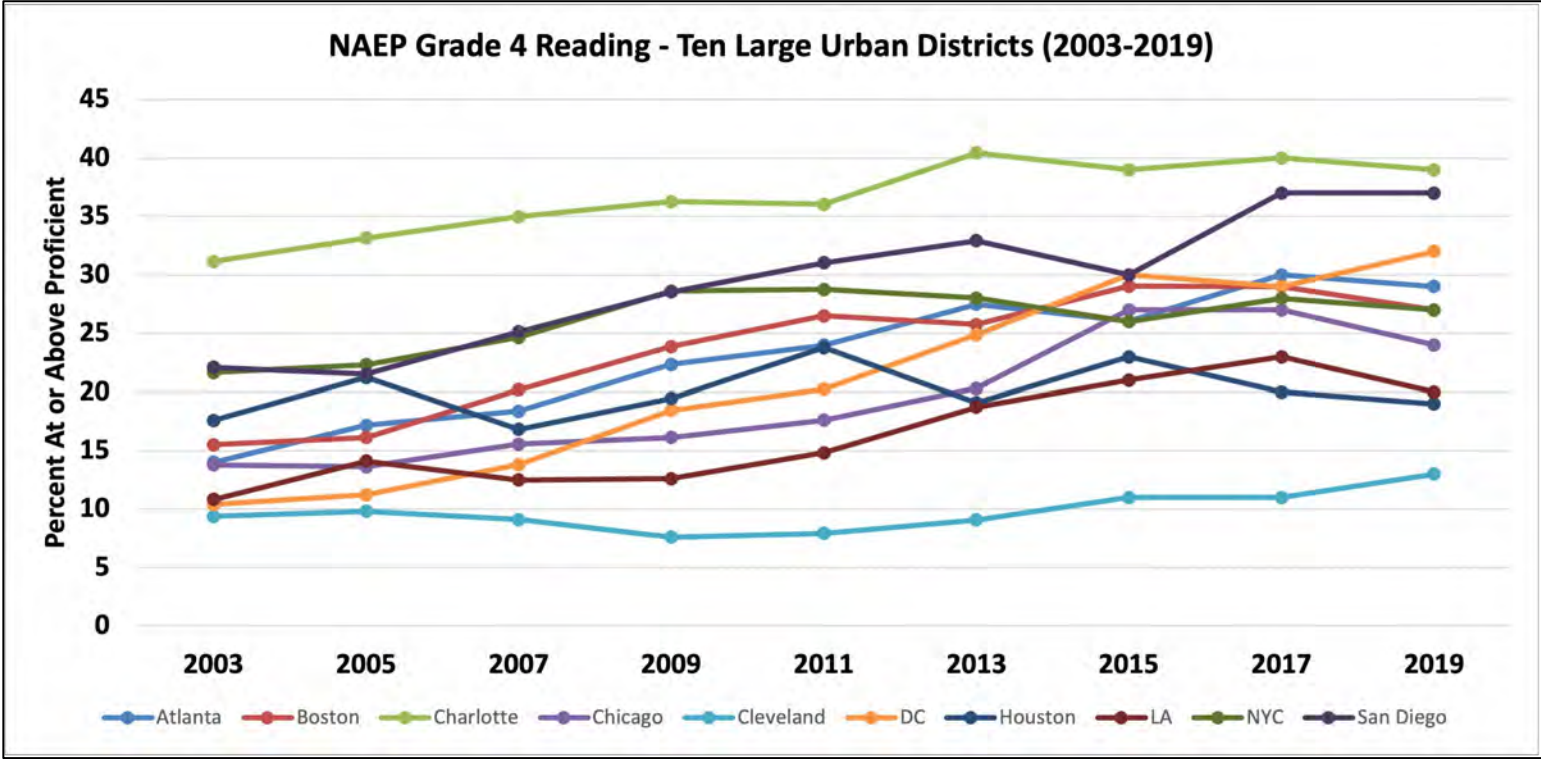
\* Hardy, B. & Gershenson, S. (2015). "Parental Involvement and the Intergenerational Transmission of Educational Attainment". Working Paper. Department of Public Administration and Policy, American University, Washington.

A study of 317 Kindergarteners in Greensboro, NC found **children of low-income mothers** who engaged in a **variety of home literacy activities** outperformed peers of higher income homes whose parents engaged in fewer home literacy activities.

Christian, K., Morrison, F. & Bryant, F. (1998). "Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments". Early Childhood Research Quarterly. 13(3): 501-521.

# System Leverage Points

# Putting Charlotte, NC in National Context



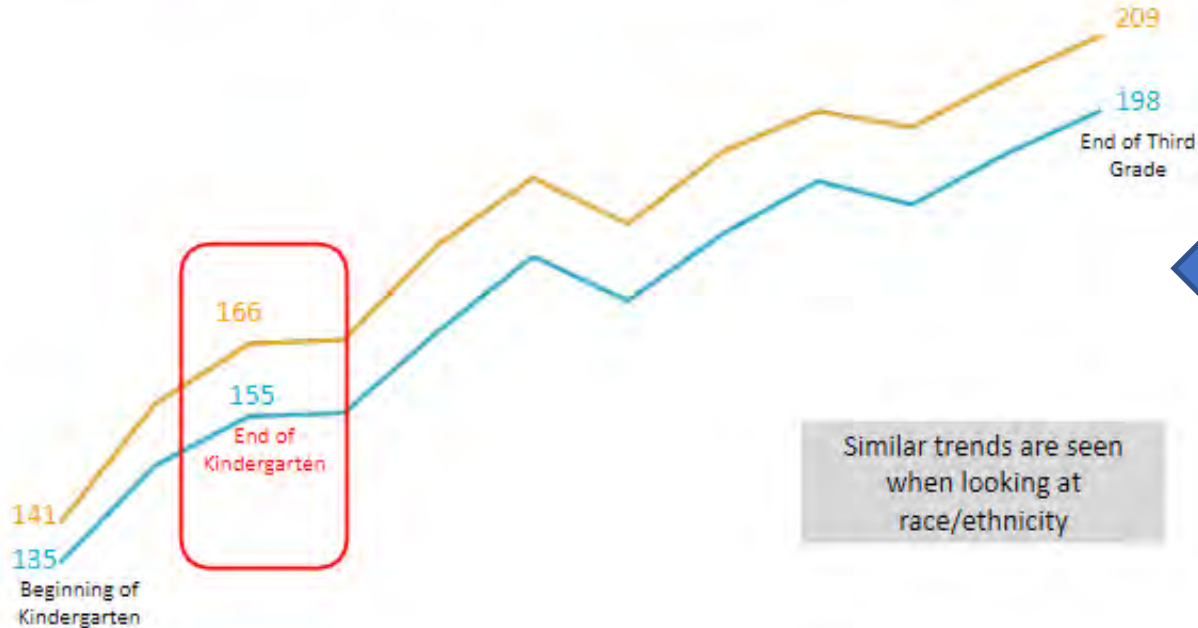
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 - 2019 Reading Assessments.

# Charlotte, NC Local Analysis (Pre-Pandemic)

- Data analysis by Harvard Professor James Kim as part of the MORE experimental study in Charlotte-Mecklenburg Schools.
- Cohort 1: 8,431 third graders from Fall 2014 (kindergarten) to Spring 2018 (grade 3).
- Cohort 2: 9,572 students from Fall 2015 (kindergarten) to Spring 2019 (grade 3). This was 84% of students who took the MAP in Spring 2019.
- Prof. Kim found similar outcomes for the 2018 and 2019 cohorts, so we will focus on the 2019 cohort.

# The total third grade literacy gap (11 points) is present by the **end of kindergarten**.

Development of Reading for **Low-** and **High-**income Neighborhoods  
(Kindergarten to 3rd grade (MAP RIT))

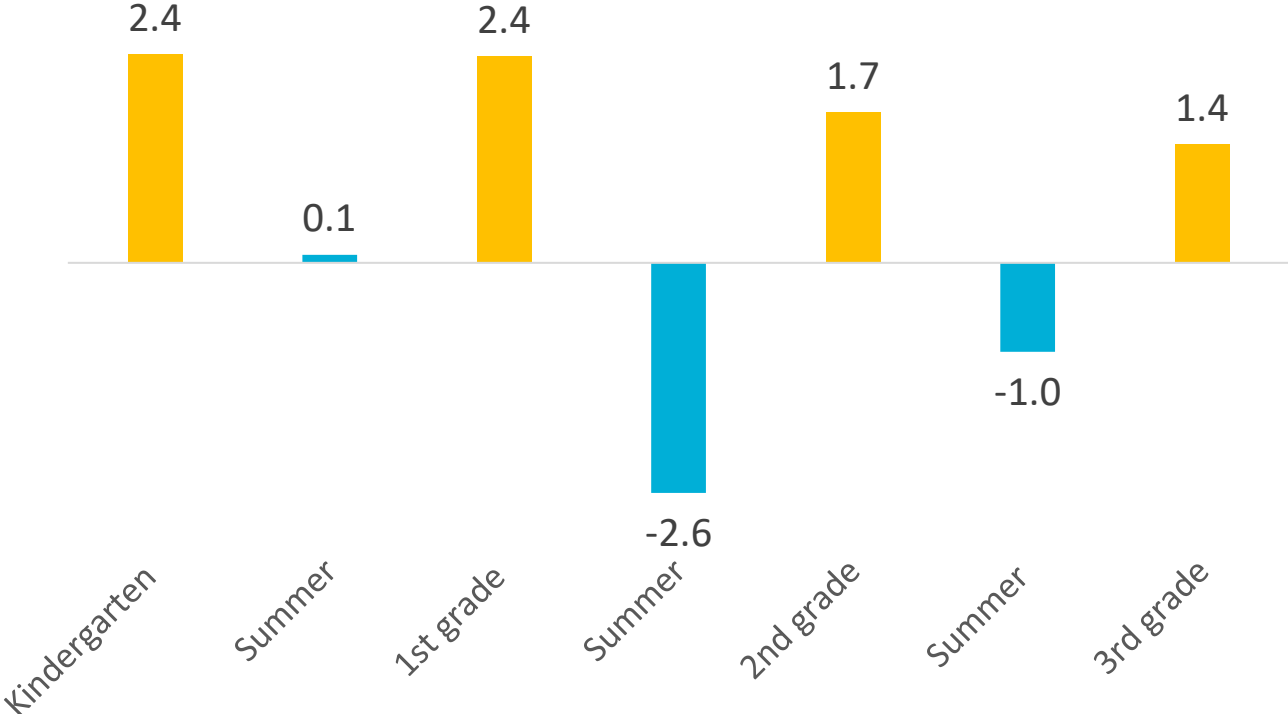


Similar trends are seen when looking at race/ethnicity

What does this finding suggest for strategy to improve early literacy outcomes?

# Students tend to lose substantial ground in the summer.

Monthly Increase in MAP Reading Composite (RIT/month)



What does this finding suggest for strategy to improve early literacy outcomes?



# Without summer slide, the 3<sup>rd</sup> grade proficiency rate could have **substantially increased**.

Actual:

(With summer loss)

51%

of third grade are meeting college and career ready standards

*Without* summer loss:

70%

of third grade could be\* meeting college and career ready standards

This means an additional 1600 students could have been college and career ready on the MAP in Spring 2019.

\*Based on MAP. This is hypothetical, since educational outcomes result from a complex series of interactions. If we assume summer learning has no other effects, we could observe this type of increase in proficiency.

**So What?**

# Harnessing Research And Library Assets

- Increase access to children's books as a strategic solution
- Help the adults in children's lives leverage the power of children's books
- Help local organizations leverage the power of children's books
- Leverage national models (Reach Out & Read, Dolly Parton Imagination Library, Raising A Reader, etc.) where feasible
- Partner locally to increase reading readiness at school entry
- Shift summer reading messaging from "nice to have" to "must have"
- Leverage strategic partnerships with school systems
- Provide trained reading buddies as an intervention (3x a week)
- Next level (if feasible): provide reading fluency tutoring (HELPS)\*



**THE  
WILMINGTON  
LIBRARY**

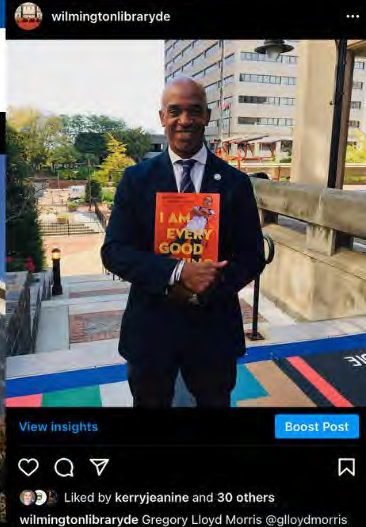
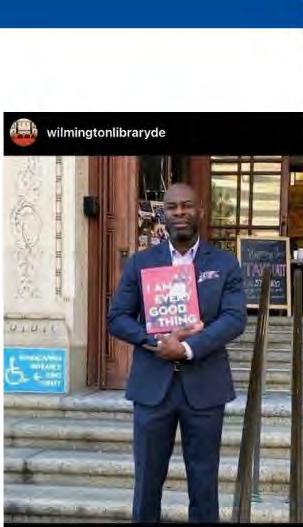
# Coolness, Freshness, and Swagger: The Wilmington Library Brand Lifts All Boats

# Barbershop Books



Barbershop books mission is to inspire Black boys and other vulnerable children to read for fun through child-centered, culturally responsive, and community-based programming and content. A mini library was placed around local inner city Barbershops to encourage reading and increase literacy in the community.

# Book Giveaway "I Am Every Good Thing"



View insights

Boost Post

Liked by **kerryjeanine** and **53 others**

**wilmingtonlibraryde** DaWayne Sims @votesims2020 is "Every Good Thing" by serving as a support for small businesses in Wilmington and being voted as the City Treasurer elect. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

View insights

Boost Post

Liked by **kerryjeanine** and **41 others**

**wilmingtonlibraryde** Rep. Nnamdi Chukwuocha @nnamdi1ststaterrep is "Every Good Thing" as member of the Delaware House of Representatives and current Poet Laureate of Delaware. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

View insights

Boost Post

Liked by **kerryjeanine** and **40 others**

**wilmingtonlibraryde** Eugene Young @eugeneyoungjr is "Every Good Thing" as the President and CEO of the Metropolitan Wilmington Urban League (@mwulde Jand O)-Founder of Network Delaware. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

View insights

Boost Post

Liked by **kerryjeanine** and **30 others**

**wilmingtonlibraryde** Gregory Lloyd Morris @gloyldmorriss is "Every Good Thing" as a playwright, filmmaker and Special Assistant to the Mayor of Wilmington. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

View insights

Boost Post

Liked by **jrahming2001** and **45 others**

**wilmingtonlibraryde** @richardraw is "Every Good Thing" by creating timeless music and educating the community on history, culture & self-development. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

View insights

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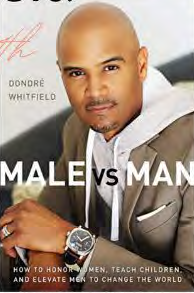
Liked by **kerryjeanine** and **53 others**

**wilmingtonlibraryde** @kylemsheppard is "Every Good Thing" as an emerging community leader, political activist & PhD candidate at Delaware State University. He joins us in promoting our book giveaway for the new @gordoncjamesfineart book "I Am Every Good Thing." Get yours today!

# Event Fliers

THE WILMINGTON PUBLIC LIBRARY PRESENTS  
VETERAN TV ACTOR & EMMY AWARD NOMINEE

## Dondre Whitfield



March 11th

ZOOM MEETING ID:  
885 4376 0688  
6:00PM - 7:00PM

Dondre Whitfield began his career appearing in a recurring role as Robert Foreman on the NBC sitcom *The Cosby Show*, before playing Terrence Frye in the ABC Daytime soap opera, *All My Children*.

**MALE VS MAN**  
HOW TO HONOR MEN, TEACH CHILDREN, AND ELEVATE MEN TO CHANGE THE WORLD

WWW.WILMINGTON.LIB.DE.US

In his latest book, *Male vs. Man*, he discusses the importance of the family dynamic, honoring women, teaching children and defining the modern man.




THE LIFE & CAREER OF  
*Lynn Whitfield*

Virtual Event Via Zoom with the  
Wilmington Public Library  
February 18th 2021 | 6PM

LYNN WHITFIELD IS WELL KNOWN FOR HER ROLE AS JOSEPHINE BAKER AND LADY MAE IN *GREENLEAF*.


WILMINGTON PUBLIC LIBRARY PRESENTS  
HERSCHEL WALKER



Wed. April 7th  
Time: 6:00PM  
Zoom ID:  
844 2942 3311

Herschel Walker is a former American football player, kickstarter, sprinter, and mixed martial artist. He won the 1982 Heisman Trophy, is widely considered to be the greatest college football player of all time and was inducted into the College Football Hall of Fame in 1999. Join us for a conversation.

THE WILMINGTON LIBRARY PRESENTS  
BENJAMIN WATSON



APRIL 15TH | 6PM

VIA ZOOM  
MEETING ID: 879 1628 1501

Watson is a Super Bowl winning tight end with the New England Patriots and author of "Dad's Playbook" and "Under our Skin". Join us as we discuss his books, life and career.

WILMINGTON PUBLIC LIBRARY PRESENTS  
SUNNY HOSTIN



THE VIEW

Thur. May 6 | 6:00pm  
Zoom ID: 843 7035 6185

Emmy Award winner, renowned lawyer and journalist, *The View* cohost, & National Bestselling author Sunny Hostin dazzles with this brilliant novel about a life-changing summer along the beaches of Martha's Vineyard.

DR. MARC LAMONT HILL

BET GENIUS TALKS

*A Conversation on Social Justice*

SATURDAY, SEPT. 11TH | 1:00PM - 3:00PM  
WILMINGTON PUBLIC LIBRARY  
Register at [Wilmington.Lib.De.US](http://Wilmington.Lib.De.US)

ANA NAVARRO  
Political Analyst

STRAIGHT TALK!

THE WILMINGTON LIBRARY

9/30 | 6:00PM  
Wilmington Public Library

THE WILMINGTON LIBRARY

AMERICAN JOURNALIST  
Charles Blow

STRAIGHT TALK

10/27  
6:00PM

DENNIS RODMAN

11/3 | 6:00PM  
Wilmington Public Library

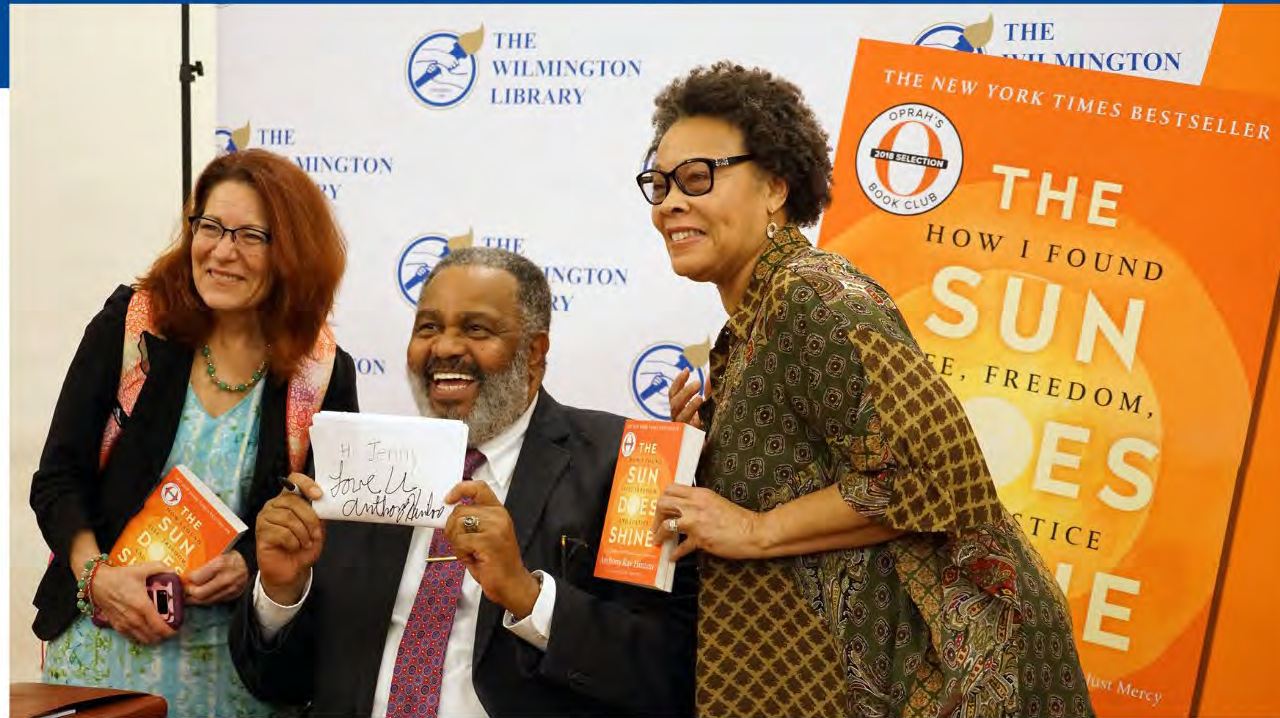
# LeVar Burton



**LeVar Burton of Reading Rainbow and Star Trek addressing and honoring our local students at Wilmington Library's special story time presentation.**

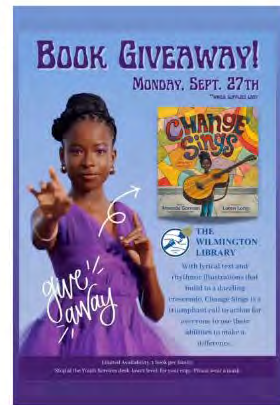
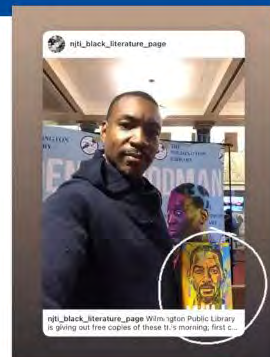
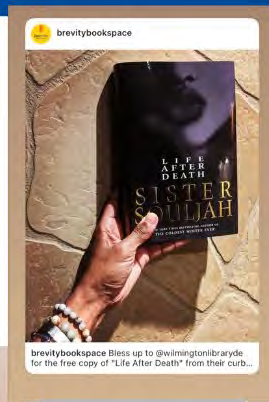


# Anthony Ray Hinton



**Anthony Ray Hinton is an American activist, writer, and author who was wrongly convicted of the 1985 murders of two fast food restaurant managers in Birmingham, Alabama. Hinton was sentenced to death and held on the state's death row for 28 years before his 2015 release. Mr. Hinton's presentation sparked new criminal justice legislation in the state.**

# 2021 Book Giveaway



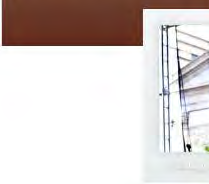
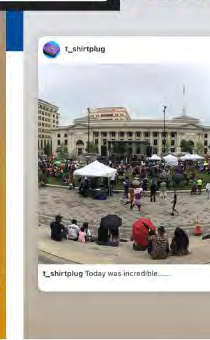
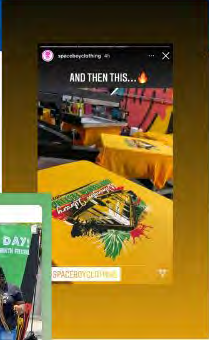
# Juneteenth



**The Wilmington Library Juneteenth Festival reunited the community for the first major event since the pandemic featuring performances by local and national artists headlined by acclaimed hip hop pioneer KRS-One.**



# Social Media Posts from Juneteenth



# Dennis Rodman



**Dennis Rodman is an American former professional basketball player. Nicknamed "the Worm", he is known for his fierce defensive and rebounding abilities. Rodman played for the Detroit Pistons, San Antonio Spurs, Chicago Bulls, Los Angeles Lakers, and Dallas Mavericks of the National Basketball Association. Rodman enters the library and prepares to speak on his life, career and hot topics.**

# Ana Navarro



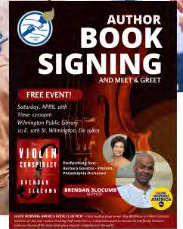
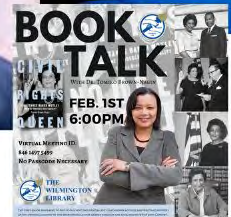
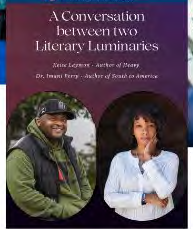
**Ana Navarro is a well-known political analyst for CNN, CNN en Español, and Telemundo. She is also a political contributor on ABC's The View where she co-hosts one day a week. Ana discussed Political Outlook • Politics & the Hispanic Vote • Hispanic & Latin American Issues • Women in Politics. Attendees take a selfie with Ms. Navarro.**

# Dr. Angela Davis



**The Wilmington Library staff take a photo with American political activist, philosopher, academic, scholar, and author Dr. Angela Davis.**

# 2022 Book Giveaway





# Actress Pam Grier



Actress Pam Grier is best known for her portrayal of tough and sexy crime fighters in the 1970s genre of “blaxploitation” films such as ‘The Big Bird Cage’, ‘Coffy’, ‘Foxy Brown’ and ‘Sheba Baby’. A young local artist who had painted a portrait of Ms. Grier had an exciting one on one conversation and received an autograph.

# Malcolm Jamal Warner



**Malcolm-Jamal Warner is an American actor, director, poet and musician. He is best known for his roles as Theodore Huxtable on the NBC sitcom The Cosby Show and as Malcolm McGee on the UPN sitcom Malcolm & Eddie. When not acting and directing, Warner is a poet and a bass player. Malcolm spoke on his life, career and shared his written poetry.**

# Delaware Reading Summit: The Science of Reading and Closing Literacy Gaps



Wilmington Library hosted the Delaware Reading Summit featuring national literacy specialists & legislators including Sen. Sarah McBride, Sen. Laura Sturgeon & First Lady of DE Tracey Quillen Carney. New legislation, literacy tools and strategies have been developed to raise reading scores and close the literacy gap.

# COMING UP: The cast of A Different World



A Different World is an American sitcom that is still considered one of the best Black sitcoms of the 1990s, which is fitting given its effect on pop culture. It was a spin-off of The Cosby Show and the series aired for six seasons on NBC from September 24, 1987 to July 9, 1993.

The series shows the life of students at Hillman College, a fictional historically black college in Virginia. Watching a group of friends navigate co-ed life served as a weekly reminder that young adulthood could be fun and emotional. In the same breath, it inspired millions of students to enroll in college.



## Open Forum

**Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator**

**Option 2: Submit questions and comments to the chat.**



# Wrap-Up

How did we do? *Share in chat*

Next session:

- Tuesday, September 13th, 1-4 pm ET
- Identifying & Serving Underserved Populations
- Use same zoom link

**Closing Comments**  
**OLS Director, Cyndee Landrum**



# Closing

**Thank you for your engagement!**

**Please join us next Tuesday for  
Session 2: Identifying & Serving Underserved Populations**





# Promising Practices

Empowering Readers, Empowering Citizens

**Welcome Back!**  
**Maureen Sullivan, Facilitator**



# Session 2: Identifying & Serving Underserved Populations





# Session 1 recap

## Activities:

- Summary of findings from March convening
- Read Charlotte & literacy Research
- Wilmington Institute Free Library & reading innovations
- Discussion forum



# Session 1 recap

## Key themes:

- March participants are looking for more research and best practices around the advancement of reading
- “Solving” for literacy is complex and long-term
- The pandemic negatively impacted reading rates
- Innovating in the library takes dedication & focus and should include patron input



# Session 2: Identifying & Serving Underserved Populations

Time	Activity
1pm - 1:20 pm	Welcome & Overview of the Session
1:20 - 2:05pm	Guest Speaker Presentations - Pat Losinski, Columbus Metropolitan Library - Dr. Michelle Martin, University of Washington - Kathleen Campana, Kent State University - J. Elizabeth Mills, Independent Researcher
2:05 - 2:35pm	Open Forum Q&A
2:35pm - 3:05pm	Break
3:05pm - 3:30pm	Breakout Room Instructions & Discussion
3:30pm - 3:50pm	Open Forum Share Out
3:50pm - 4pm	Wrap Up



# Logistics

## Open Forum Discussions

- Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator
- Option 2: Submit questions and comments to the chat.

Closed Captioning – please ask panelists in chat if needed for a breakout room

Breakout Rooms – interactive/mural engagement



# Rules of Engagement

- Ensure a safe space for everyone.
- Lead with courtesy and demonstrate respect for others.
- Listen with an open mind.
- Choose to speak deeply and freely about your experiences.
- Think before speaking.
- Let everyone participate.





# Speakers



**Pat Losinski**



**Dr. Michelle H. Martin**



**Kathleen Campana, PhD**



**J. Elizabeth Mills, PhD**



# Pandemic Learning Loss Recovery

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Patrick Losinski

CEO

September 13, 2022

# Three Responses from CML

1. Kindergarten Success Camp
2. Reading Buddies
3. Summer School Reading Assistants

# Kindergarten Success Camp



# Kindergarten Success Camp

Eight session summer camps provide a school transition experience for incoming kindergarteners and their parent or caregiver. Led by CML's Ready for K Specialists.



# Results of Kindergarten Success Camp

- Goals: practice academic skills
  - Expressing & managing feelings
  - Following directions
- 100 families across 6 camps
- 86% attended 7-8 sessions
- 94% of parents surveyed felt their child was more prepared for kindergarten
- Frames the Library's work in a new context

# Reading Buddies



# Reading Buddies

20 minutes of 1:1 reading with K-3 students and staff or volunteer plus follow up writing practice focused on letter recognition, comprehension or vocabulary





# Results of Reading Buddies

- 37,000 sessions in 2019
- Evaluation by Ohio State University
  - Each session = 0.11 gain on 3<sup>rd</sup> grade MAP test.
  - 32 visits = 3.3 point gain
- Strong community engagement (*volunteers telling our story!*)
- Frames the Library's work in a new context.

# Summer School Reading Assistants



# Summer School Reading Assistants

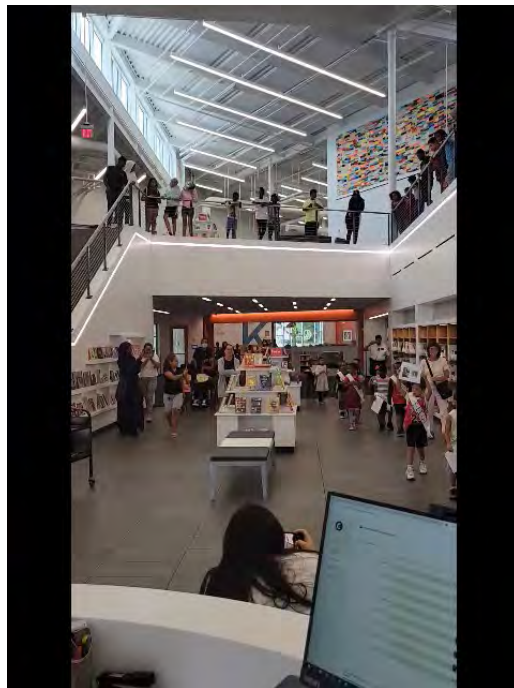
60 Summer Reading Assistants offering 1:1 reading during summer school at 4 public districts with lowest 3<sup>rd</sup> grade reading scores



# Summer School Reading Assistants

- 60 staff worked with 1,300 K-3 students in summer school.
- Library cards, Summer Reading Challenge, Library visits.
- Completed 4,200 reading sessions.
- Averaged 3-6 sessions per student.
- 100% positive feedback from schools plus requests to return during the school year.
- Benefits: increased student interest in books and reading, plus increased reading stamina and reading efficacy.
- Hoped for reconnection with students.
- Frames the Library's work in a new context.

# Kindergarten Camp “*Graduation Ceremony*”



# Harnessing Research to Strengthen Literacy and Libraries

IMLS Citizen Readers Convening  
September 13, 2022

Kathleen Campana, Kent State University  
J. Elizabeth Mills, Independent Scholar  
Michelle H. Martin, University of Washington



# Presenters



**Dr. Michelle Martin**  
Beverly Cleary Professor,  
UW iSchool  
[mhmarti@uw.edu](mailto:mhmarti@uw.edu)



**Dr. J. Elizabeth Mills**  
Independent Scholar,  
[jemillsresearch@gmail.com](mailto:jemillsresearch@gmail.com)



**Dr. Katie Campana**  
Assistant Professor,  
Kent State University  
[kcampan2@kent.edu](mailto:kcampan2@kent.edu)

# Research Projects

Read-a-Rama 

**VIEWS2** Valuable Initiatives in Early Learning  
that Work Successfully



Project **VOICE** Libraries, Communities, & Social Justice





# Read-a-Rama/Camp Read-a-Rama Background

- Uses children's books as the springboard for year-round literacy engagement programming
- Read-a-Rama as service learning with students since 2001
- Martin & Washington co-taught "Ethnic Children's Literature & CRaR," Clemson, 2009
- Camp Read-a-Rama @ Clemson University, 2009-12
- Camp Read-a-Rama @ University of South Carolina, 2012-14
- SC non-profit 2014; WA non-profit 2018
- Began virtual programming March 2020
- See the impact report for our impact since March 2020



# Camp Read-a-Rama's Approach

- All programming begins with books and stories
- Program employs literacy best practices
- High quality books
- Camp library stocked with themed books and books campers request
- Books available for various reading levels
- Interactive read alouds designed to foster critical thinking central to the program
- Diverse “mirror” and “window” books (Bishop) for all children
- Interdisciplinary activities, field trips, guest readers
- 1 to 5 ratio of staff to campers to build relationships around books and stories

Camp Read-a-Rama's mantra: “100% engagement 100% of the time because dead time will kill your program.”



# Camp Read-a-Rama & Fully Engaged Literacy Learning

2012-14 @ UofSC - Clayton Copeland & Michelle H. Martin

A study of in-person programming that took place prior to the pandemic

Research questions:

- RQ1: How does Camp Read-a-Rama programming impact campers' attitudes toward reading and literature?
- RQ2: To what extent does the merging of outdoor education and literacy education improve campers' attitudes toward reading and literature?
- RQ3: What are the long-lasting effects of Camp Read-a-Rama on campers' social and emotional growth as it relates to their literacy habits and reading?

Data collection: pre- and post-camp surveys with campers and caregivers; interviews with caregivers.

Findings: Caregivers felt their children had a more positive attitude toward reading because of their engagement with CRaR; Children had an increased knowledge of books because of CRaR; More ownership of their learning; Desire to continue to have a community of readers fostered at camp

# Camp Read-a-Rama Goes Virtual

2021-22, Nationwide - Michelle H. Martin & J. Elizabeth Mills

**RQ:** What are caregivers'/librarians' perceptions of the affordances and challenges of participating in active virtual literacy programming for children ages 3-11 during the COVID-19 pandemic?

**RQ:** What if anything is the nature of active virtual literacy programming in the learning-based experiences of families with children ages 3-11 during the COVID-19 pandemic (March 2020-June 2022)?

Data collection:

Interviews with caregivers whose children attended virtual Read-a-Rama programming and library staff/students who offered virtual Read-a-Rama programming; Design-based interviews with children and their caregivers; program observations

Anecdotal reflections from facilitators

- Few had offered virtual programming prior to the pandemic
- Virtual setting presents various challenges, including sustaining child engagement, interactivity, and assessment
- Children interact with one another through chat and in breakout rooms.

Anecdotal reflections from families:

- Children associate CRaR virtual programs with a positive book-centered space where they associate books with active participation in related activities
- Positive impacts on learning English as a second language
- Families remember particular details shared by authors/artists



# Supporting Early Literacy in Libraries

- **Intentionality** - being mindful and deliberate in selecting and inserting early literacy content into their storytime planning
- **Interactivity** - offering opportunities for children to interact with story and program content
- **Community** - building and centering community in program and service development (both with families and peer library staff)
- **Multimodality** - offering diverse ways to interact with story and literacy content

**VIEWS2** Valuable Initiatives in Early Learning that Work Successfully

BECAUSE  
EARLY LITERACY  
CAN CHANGE LIVES.

LIBRARIES  
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#LibrariesTransform

LIBRARIES TRANSFORM.ORG  
ALA



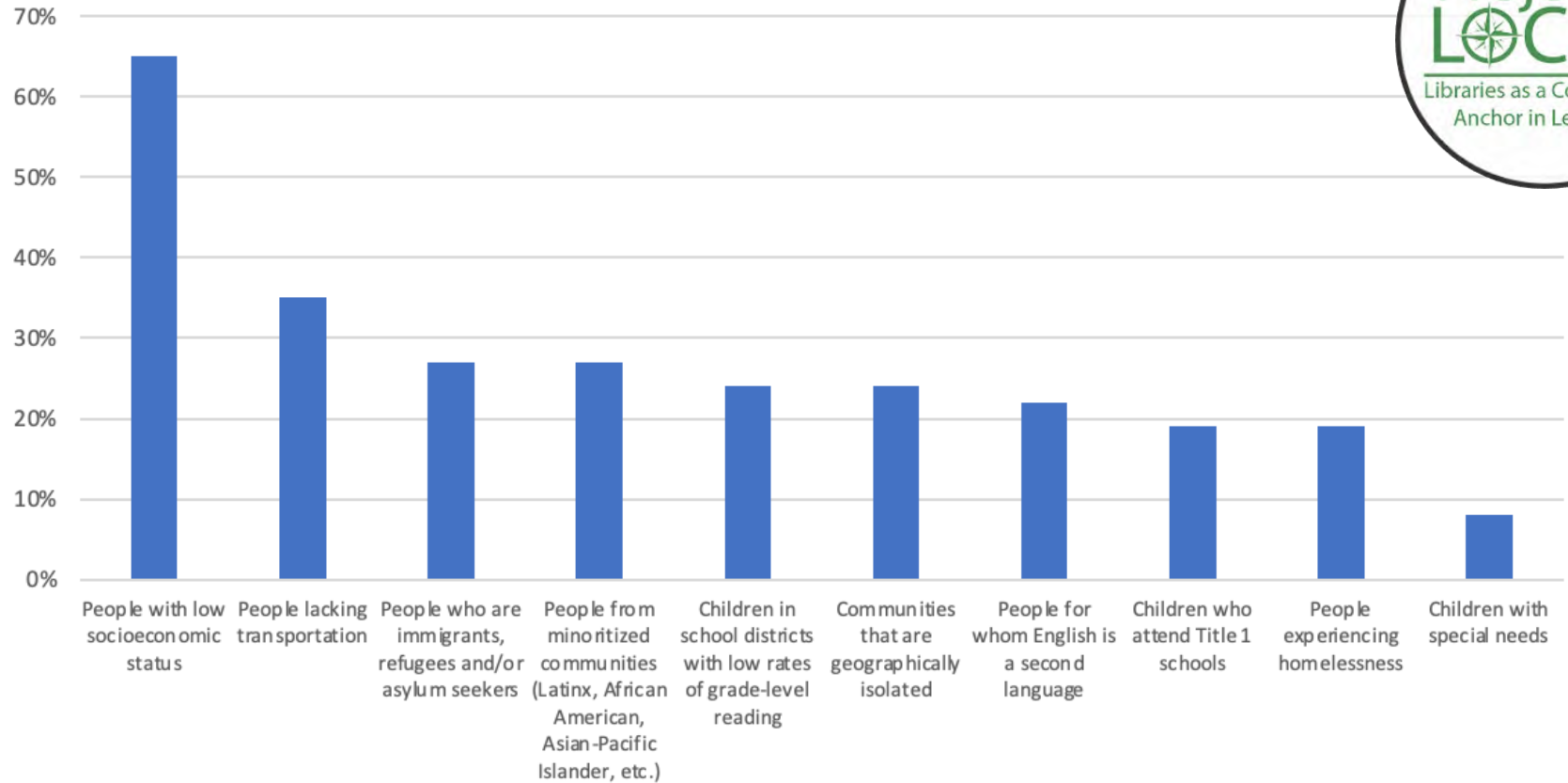
# Project LOCAL

Kathleen Campana, J. Elizabeth Mills, Michelle H. Martin



- Began with a 2015 focus group with librarians and library administrators identifying research needs in libraries.
- Purpose: To provide insight into public library outreach efforts and services for children and families, this study investigated this overarching research question: *How, if at all, are public libraries currently reaching beyond their walls to serve families in underserved communities who do not come into and utilize the library?*
- Data collection methods: focus groups, interviews and a national survey
- 157 participants (library staff and administrators) from 27 states

## Underserved Groups Identified by Participants





# Supporting Children and Families from Underserved Groups



Libraries are:

- offering storytimes and other programs
- providing temporary collections
- providing access to technology, other resources, and experiences

**All are offered in community locations to reach and support children and families from underserved communities**

# Project VOICE (Value-sensitive design of Outcomes Informing Community Engagement for Libraries)

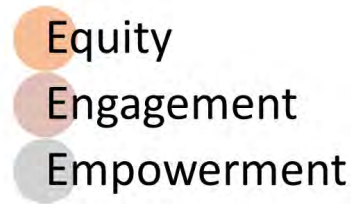
Kathleen Campana, J. Elizabeth Mills, Michelle H. Martin

*IMLS Research in Service to Practice Grant  
(2019-2022)*

**Purpose:** To determine how a social justice, outcomes-based approach to the production of outreach programs enable library staff to lift up the voices of traditionally marginalized populations and intentionally promote equity, engagement, and empowerment in their communities.

**BECAUSE  
LIBRARIANS  
BELIEVE THAT  
EVERYONE  
COUNTS.**

**LIBRARIES  
TRANSFORM<sup>®</sup>**  
ALA American Library Association



# What is Social Justice about?

Social Justice is about:

- empowering community and those traditionally underserved
  - (including discrimination due to class, ethnicity, religion, gender, sexual orientation, etc)
- giving voice to communities who have been forced into silence
- promoting equity in access to library resources

Key pillars for Social Justice:

**Equity, Engagement, and Empowerment**

# Equity

Equity is providing various levels of support and assistance, depending on specific needs or abilities.

Equity involves understanding that privilege and advantage exist in society, and that social justice needs to reach those most marginalized and excluded in society.

People are marginalized because of:

- Race/ethnicity
- Gender
- Sexuality
- Language and literacy levels
- Immigration status
- Other factors



# What is the difference between equality and equity?

*Equality* is treating everyone the same.

*Equity* is providing various levels of support and assistance depending on specific needs or abilities.



**Equity** involves understanding that advantage or privilege exists alongside disadvantage.

Both must be changed in the **quest for social justice**



# Empowerment

Empowerment is helping to increase the autonomy and self-reliance of people and their communities.



Empowerment works to strengthen the community by helping them become better prepared for, and more confident in, their own capacity to solve problems and meet their own goals.

Empowerment reminds us that community outreach work is about more than delivering programs and services out in the community. It's about fostering autonomy and self-reliance.

# 3 pillars for Social Justice

**Equity** is giving everyone what they need to be successful, offering different levels of support and assistance depending on people's needs and abilities, with particular attention to needs of underserved communities.

**Engagement** is learning about your community; creating and building partnerships; and offering programs and services with community organizations to bring library resources to those who need them most.

**Empowerment** is helping people increase their autonomy and self-reliance and helping communities to be stronger, better prepared, and more confident in solving problems and meeting their goals.





# Why focus on community values?

Value - what a group or person considers important in life

Centering programs and services on community values can result in:

- A strengths-based approach
- Programs that are truly relevant for the community
- Meaningful family engagement
- Empowering families
- Measurable impact



# Reflecting on Library Values

Consider what the library values are in relation to children and families:

- **Explicit Values:** found in mission statements and strategic plans
- **Implicit Values:** seen in decisions around this work, services and programs that are implemented, how funding is allocated, or the library culture.

Understanding how these align or differ from your own values, community values, and your community partners' values might allow you to leverage library values as an advocacy tool for outreach work or build better collaborations.

# Community Partnerships

Community partners as a vital part of outreach efforts for children and families from underserved communities.

They can help with:

1. Providing insight into the underserved community
2. Facilitating trust and building relationships



Image from  
[whenthefoglifts.blog](http://whenthefoglifts.blog)

# A social justice approach to outreach

- Engage in reflection and conversation with your community
- Place community values at the center of your programs and services
- Align personal and library values with community values
- Build and strengthen partnerships that can work with you on your social justice work
- Focus on building equity and empowering families in their own capabilities
- Transform the library from a building into a service



# Questions or comments?

Project VOICE course will be available through  
OCLC WebJunction in August 2023.



# Project VOICE

Libraries, Communities, & Social Justice

## Open Forum

**Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator**

**Option 2: Submit questions and comments to the chat.**



**Break**  
**Please return by 3:10 pm ET**





INSTITUTE of  
**Museum and Library**  
SERVICES

# Breakout Room Activity

**Step 1: Enter Breakout Room**

**Step 2: Conduct Introductions (Name & Institution/Agency/Org)**

**Step 3: Discuss which populations are underserved in your respective communities and how your institution/agency/org is reaching them**

**Step 4: Select a representative to report summary of conversation when we return to full group**

## Open Forum

**Option 1: Click "Raise Hand" function to share question or comment, unmute when called by the Facilitator**

**Option 2: Submit questions and comments to the chat.**



# Wrap Up

How did we do? *Share in chat*

Stay tuned!

- IMLS will post notes on Empowering Readers website
- Keep an eye out for new IMLS research & projects



# Closing Comments and Thank You

IMLS Director, Crosby Kemper

**Thank you!**