



***Ready to Read at New York Libraries:
 an Early Childhood Public Library
 Staff Development Program***



A statewide staff development program designed to improve public library services that will help young children start kindergarten with the skills needed for school success.

Program Goal: Each public library outlet will have one or more staff members who can:

- Assess the needs of families with young children in their communities using focus groups, interviews, and other outreach techniques to build awareness of library services;
- Provide ECRR2 –based activities and programs to engage parents and caregivers in their children’s learning using play, reading, talking, writing, and singing;
- Ensure that families and young children from diverse backgrounds and cultures view their libraries and their early childhood spaces as welcoming, vibrant centers within their communities;
- Identify and analyze the resources available within their communities which can augment library services and programs, and build partnerships with related agencies;
- Provide services, resources, actions, and policies that are sensitive to users, irrespective of diverse backgrounds and cultures; and
- Understand the developmental stages and special needs of children from birth through kindergarten in order to respond appropriately in library contexts.

Training Plans: This staff development program is comprised of two training plans. Each training plan has different training activities and a different timetable, though they both incorporate the five Foundation Training Components:

- Training Cohort Training Plan, all train-the-trainer sessions are conducted by nationally recognized experts.
- Library Staff Training Plan, foundation training is conducted by the Training Cohort with specialized supplemental training in the form of webinars from nationally recognized experts.

Foundation Training Components:

1. Early Literacy Community Asset Analysis;
2. Using ‘Every Child Ready to Read®’ (2nd ed.) (ECRR2);
3. Early Learning Spaces;
4. Strategies for Successful Partnerships and Outreach to Families with Young Children;
5. Everyone Serves Families with Young Children

In order to ensure uniform delivery of every session statewide, the Training Cohort will use electronically-based training kits, developed by the nationally recognized experts that trained the Training Cohort.

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Enhanced Training

To augment and enhance the information in the Foundation Training for the Training Cohort and library staff, three webinars each year and screencasts will be created and then archived on the New York State Library *Ready to Read at New York Libraries* website. Topics will include: Why *Ready to Read at New York Libraries* (information to further motivate project participation.), STEM and early literacy, the healthy child, 4H STEM workshops and the young child, Head Start and early literacy, enhanced storytime, working with early childhood partners, Thrive by Five (Washington State presentation), helping families of young children with special needs, using the English and Spanish versions of DaybyDayNY, etc.

Program Evaluation:

To create annual reports based on the Training Cohort Training Plan and Library Staff Training Plan, the project evaluator will create reports based on the analysis of information gathered from session evaluation forms, outcome measures, and the program's logic model.

LIBRARY STAFF TRAINING PLAN

Introduction

The primary goal of this program is to strengthen library staff skills to ensure that families and caregivers with young children receive the highest quality services at all of New York's 1,000 public library outlets. Public library staff will be trained in the following five Foundation Training Components, after which they will receive a certificate that can be used towards the required hours of professional development for public librarian certification:

1. Early Literacy Community Asset Analysis;
2. Using 'Every Child Ready to Read®' (2nd ed.) (ECRR2);
3. Early Learning Spaces;
4. Strategies for Successful Partnerships and Outreach to Families with Young Children;
5. Everyone Serves Families with Young Children.

For components 1-4, the goal is for at least one staff member from each library outlet to attend. For component 5, the goal is to provide all staff members in each public library outlet with knowledge of how to interact with young children, their families and caregivers. All library staff will have access to specialized webinars and screencasts provided by the State Library that will supplement and enhance the Foundation Training and educate those library staff unable to attend a session in person.

Five Foundation Training Components

The content and objectives for each staff session are given below. The outcomes for each are given in the logic model at the end of this document.

1. Early Literacy Community Asset Analysis

The first component focuses on finding information about the library's community and its demographics to identify new or underserved audiences such as teen parents or low-income families or grandparents, who serve as caregivers for young children. Participants will identify key potential collaborators/partners such as public broadcasting and social, health, and educational service providers. They will identify early childhood and family support organizations in their regions, and will understand the basic techniques to use in the conduct of focus groups and interviews with individuals and groups.

Objectives/Purpose:

- Participants learn how to access and use relevant community demographic information;
- Participants learn basic interviewing and focus group skills to elicit information library service needs; and
- Participants learn how to identify local or regional organizations which share the goals of supporting development of early skills that prepare pre-kindergarten children for readiness to enter and succeed in schools.

2. Using 'Every Child Ready to Read®' (2nd ed.) (ECRR2)

Every Child Ready to Read is a research-based program developed by the Public Library Association (PLA) and the Association for Library Service to Children (ALSC) in 2004. The updated and expanded second edition provides a new curriculum and materials to support parents and caregivers with the early literacy development of their children from birth to age five. In interactive activities and small groups participants will learn how to incorporate ECRR2 basic concepts into library services and programs, and into external services and practices in their broader communities. They will learn to tailor their story times and programs to model behaviors with and for parents and other caregivers so they can engage babies, toddlers, and pre-schoolers with the five early learning practices of talking, singing, reading, playing, and writing.

Objectives/Purpose:

- Participants learn how to incorporate ECRR2's five practices of talking, singing, reading, writing, and playing in early childhood development early literacy activities and programs;
- Participants learn how to deliver sessions/programs using techniques that model behaviors for parents and caregivers in support of early childhood development; and
- Participants learn how to conduct early childhood programs for community agencies and day care providers that incorporate ECRR2 principles.

3. Early Learning Spaces

Questions addressed in this component include how to create an environment in libraries that supports early learning and literacy regardless of its size, staffing levels, budgets and community resources. The kinds of colors, activities, furnishings, flooring, lighting, toys, materials, and books chosen can impact the comfort levels of children from birth to six along with their parents or caregivers. Participants learn how to develop and plan early learning spaces, how to engage partners and end users in planning, and how to find funding and resources to create early learning spaces.

Objectives/Purpose:

- Participants understand the principles of planning for welcoming spaces for early childhood activities; and
- Participants obtain and create flexible, attractive spaces that encourage interactive early childhood growth and development.

4. Strategies for Successful Partnerships and Outreach to Families with Young Children

This component focuses on how libraries can best reach families with young children, particularly those who are most at risk for not being successful in the school years ahead. Demographics and community assets identified in the first component are explored more deeply in the context of serving families with economic, educational, cultural, and access challenges and those with various ethnic backgrounds. Techniques discussed will include how to define and reach target groups via personal contact, social media and DaybyDayNY (English and Spanish), and within various service areas from rural to urban and from small to large. The social agencies and partners identified in the first component will be used to identify gaps or limitations identified in community needs assessment.

Objectives/Purpose:

- Participants understand how to use demographic information to identify target populations which will become the first focus for improving library services to young children and their families;
- Participants apply strategies that address cultural, ethnic, economic and educational differences;
- Participants reach out to unserved parents and caregivers of young children;
- Participants understand the value and use of DaybyDayNY (both English and Spanish versions), social media, and the web in reaching target audiences; and
- Participants engage partners to further the common goal of providing high-quality services for families with young children.

5. *Everyone Serves Families with Young Children*

This component is based on New York City’s Tri-Li¹ “Everyone Serves Youth” workshop that was developed in response to a Wallace grant in the early to mid-2000s. It emphasizes that all public library staff members, from directors to part-time pages, deal directly with library users, even infants. This component presents information about children’s developmental stages and the consequences of serving children with special needs and how they behave in library settings. Participants will understand how families and young children impact services, programs, rules and policies, and last but not least, staff interactions with them. All staff and library board members in each public library are invited to attend these sessions.

Objectives/Purpose:

- Participants understand and practice excellent customer service to meet unique needs of the library’s youngest users and their caregivers; and
- Participants examine and adjust library operations, rules, and policies so they are sensitive to the needs of the very youngest children, their parents, and others who care for them.

TIMELINE for LIBRARY STAFF TRAINING ACTIVITIES

YEAR ONE 2015-2016		YEAR TWO 2016-2017		YEAR THREE 2017-2018	
1 ST Half	2 ND Half	1 ST Half	2 ND Half	1 ST Half	2 ND Half
Fall	Spring	Fall	Spring	Fall	Spring
<i>ELCAA</i>	→	→	→	→	→
<i>ECRR</i>	→	→	→	→	→
	<i>SPA</i>	→	→	→	→
	<i>P&O</i>	→	→	→	→
		<i>ESFYC</i>	→	→	→

LEGEND:

→ Staff training sessions beginning and continuing

ELCAA: Early Literacy Community Asset Analysis

ECRR: Using ‘Every Child Ready to Read®’ (2nd ed.)

SPA: Early Learning Spaces

P&O: Strategies for Successful Partnerships and Outreach to Families with Young Children

ESFYC: Everyone Serves Families with Young Children

¹ Tri-Li refers to the three New York City Public Libraries: New York Public Library, Brooklyn Public Library, and Queens Borough Public Library.

Training Cohort Training Plan

Introduction

The New York State Library created a statewide Training Cohort of 30 librarians with backgrounds in youth services from regional public library systems throughout New York State. Through participation in a series of five train-the-trainer sessions, the Training Cohort will learn the techniques and master the skills to train public library staff in the five Foundation Training Components:

1. Early Literacy Community Asset Analysis;
2. Using ‘Every Child Ready to Read®’ (2nd ed.) (ECRR2);
3. Early Learning Spaces;
4. Strategies for Successful Partnerships and Outreach to Families with Young Children;
5. Everyone Serves Families with Young Children.

The Training Cohort received instruction in the first Foundation Training Component, Early Literacy Community Asset Analysis, in March 2014 and they began conducting staff sessions in September 2014. These sessions provided information that helped develop Using ‘Every Child Ready to Read®’ (2nd ed.), which the Training Cohort will be trained in prior to the start of the three year grant. They will begin conducting sessions for library staff during the first year of the grant. These two training sessions for the Training Cohort will firmly establish the protocol for future train-the-trainer sessions.

After the first round of training sessions for library staff members, knowledge gained by Training Cohort members will serve to continually refine the training kits and could potentially lead to customization for certain demographic, cultural, and professional groups.

Certification Program

The New York State Library has developed a *Ready to Read at New York Libraries* Foundation Training Certification Program for the Training Cohort. After being trained in all five Foundation Training Components, Training Cohort members will receive certification which qualifies them as a “*Ready to Read at New York Libraries* Early Literacy Trainer”. Those qualified will be listed on the official *Ready to Read at New York Libraries* website and their hours of professional development can be used, if needed, to meet the requirements for public librarian certification.

Throughout the program Training Cohort members will:

- Attend five Foundation Training Component sessions conducted by experts in the field to become certified (see also, “Alternative Route to Certification” below);
- Conduct staff training within their library systems, and multiple regions as needed, using electronically-based training kits which ensure uniform delivery of every session statewide;

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- Participate in virtual meetings as needed to refine training and receive early literacy updates;
- Identify potential new members to augment and replenish the Training Cohort for sustainability;
- Use Basecamp and other technologies to advance the work of the Training Cohort;
- Complete follow-up activities after each train-the-trainer session that will provide information to improve each training component;
- Mentor and provide follow-up to library staff in areas of training as needed; and
- Attend the *Ready to Read at New York Libraries* workshop/meetings.

Alternative Route to Certification: For those Training Cohort members who have not attended one or more Foundation Training Component sessions conducted by experts in the field due to joining the Training Cohort after training was conducted and/or having already been trained in ECRR2, the alternate criteria for certification are:

1. Must receive training in the particular Foundation Training Component from a Training Cohort member, or, in the case of ECRR2, have previously received training.
2. Must use the *Ready to Read at New York Libraries* Training Kit developed for that component to conduct library staff training. In the case of ECRR2, must use the Every Child Ready to Read ® @ your library ® 2nd Edition Manual to conduct staff training.
3. The training session offered to library staff must be observed by the *Ready to Read at New York Libraries* Project Director or Project Coordinator to ensure that the training aligns with the Training Cohort Training Plan.

Annual Workshop/Meeting

The State Library, in partnership with the New York Library Association (NYLA) and its Youth Services Sections (YSS), will convene face-to-face meetings for the Training Cohort. These annual workshops/meetings will take place in the second and third years of the grant to provide opportunities to learn and share experiences.

The objectives of these events will be to:

- Learn from specialized experts such as pediatricians, psychologists, educators, IT designers of pre-school learning programs and games, STEM educators, and early learning educators.
- Enrich the communication tools that will be used on an ongoing basis, such as Basecamp, conference calls, and webinars.
- Share information and techniques for engaging partners that benefit families with young children within their system service areas; and
- Develop a strong support network within the group.

Outcomes of each of these annual sessions will be developed and measured by the external project evaluator when the content of each has been delineated.

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TIMELINE for TRAINING COHORT TRAINING ACTIVITIES

YEAR ONE 2015-2016		YEAR TWO 2016-2017		YEAR THREE 2017-2018	
1 ST Half	2 ND Half	1 ST Half	2 ND Half	1 ST Half	2 ND Half
Fall	Spring	Fall	Spring	Fall	Spring
<i>SPA</i>					
<i>P&O</i>					
	<i>ESFYC</i> and W/M				
			W/M		W/M

LEGEND:

SPA: Early Learning Spaces

P&O: Strategies for Successful Partnerships and Outreach to Families with Young Children

ESFYC: Everyone Serves Families with Young Children

W/M: Annual Workshop/Meeting