

2011-2013
New York State Library Family Literacy Library Services Program
Final Project Summaries

Brooklyn Public Library
Brooklyn Game Space
\$84,817

Project Description:

GameSpace promoted traditional and multimedia literacies through innovative gaming workshops, library collections, and new and enhanced library programs. Over the two year period, grant funds are enabling BPL to outfit 21 of its branches with new gaming consoles and social and educational games, and acquire hundreds of titles for young adults related to gaming, science and technology, including several career-related books. With the new equipment BPL is offering weekly gaming programs for teens and monthly family gaming nights at these branches.

Needs Addressed:

James Gee, a scholar on gaming literacy, whose research has highlighted the benefits of electronic gaming, emphasizes how gaming can serve as an ideal model for many forms of learning. A recent [ABC News piece](#) by Scott Steinberg provided further evidence of gaming's positive attributes, noting that video games have been shown to help young children develop early literacy skills, while tweens and teens learn essential life skills such as teamwork and responsibility. BPL recognizes that teens visit their branch libraries for social engagement and free gaming programs, and the Library seeks to build upon its reputation as an optimal "third space" for teens. Once in the Library, Young Adult Librarians and teens in BPL's Multicultural Internship Program are then able to reach out to them, suggest books and resources, and inform them about other BPL programs. For parents, GameSpace offers information regarding the educational benefits and future careers in gaming for their teens, and opportunities for families to interact in a welcoming environment.

Target Audience:

Teens and tweens and their parents are the primary target groups for GameSpace. There are approximately 325,000 residents between the ages of 10 and 19 in Brooklyn. Over two years, GameSpace activities were offered at 21 branches in distinct neighborhoods across the borough. In Year One BPL focused on 12 locations: Canarsie, Clarendon, Central Library, Cypress Hills, Kensington, Kings Highway, Mapleton, McKinley, Paedergat, Sunset Park, Washington Irving and Windsor Terrace. The project is open to all, but BPL aims to reach underserved community members to the greatest extent possible. Brooklyn is home to one of the most diverse populations in the country, and the 2010 American Community Survey reported that 34.1% of Brooklyn residents are Black or African-American and 19.9% are Hispanic or Latino, while 31.5% of children under the age of 18 live at or below the federal poverty level.

Staffing/Volunteers/Partners Role:

BPL collaborated with Global Kids on two key components of the GameSpace project. Global Kids is a highly regarded non-profit organization focused on global learning and experiential youth development. During the planning stage, BPL and Global Kids agreed to jointly coordinate two new youth programs—the new media literacy workshop series and the Game Design Jam. BPL and Global Kids are both members of the Hive Learning Network NYC, which promotes and funds adolescent learning through digital media. Hive recommended the company MinecraftEdu to assist the Game Design Jam by offering their games-based education services. After the May 2012 Hungercraft Game Design Jam held in Year One, BPL and Global Kids discussed programmatic challenges related to capacity and made minor adjustments for Year Two.

In Year Two, Global Kids facilitated a day-long workshop on February 23rd, a four-session New Media Literacy workshop at the Kings Highway branch (similar to the series held in Year One) on four consecutive Tuesdays in March, and another Hungercraft Game Design Jam at Central Library on March 30th. As in Year One, topics in the workshop series were tied to literacy themes of character development, storyline structure and the meanings and value of games. In Year Two, the Hungercraft Game Design Jam was opened up to both BPL teens and teens participating in Global Kids' programming, allowing for an even more competitive gaming experience and expanded opportunities for interaction among the participants.

Accomplishments for 2011-2013:

Over the two years of the project, the two New Media Literacy workshop series coordinated by Global Kids reached 39 teens (26 unique and 13 repeat), while the all-day Hungercraft Game Design Jam attracted 19 teens. In total, Teen Time special workshop programs at the 21 branches drew 45 tweens, teens and young adults.

BPL began facilitating monthly Family Gaming Nights in February of 2012 and conducted them consistently through the end of Year Two. Programs at McKinley and Sunset Park, for example, were so large that they took place on the main floor instead of an activity room. At those sites, audiences averaged 98 and 83 respectively, while other branches reached a collective average of 15 family members per session.

GameSpace was promoted on the BPL homepage until the IT Department developed a webpage specifically for the project. The GameSpace page is illustrated with project-related booklists and has information about careers in gaming as well as articles for parents on the benefits of gaming. In addition, there is an interactive calendar with dates and locations of gaming programs and several links to websites and magazines of interest to gamers.

Evaluation and Results:

Year One:

First New Media Literacy Series:

Topic	Average Rating	Total Responses
I am more confident	4.42	12
I learned something new	4.67	12
My skills increased	4.5	12

Game Design Jam:

Topic	Average Rating	Total Responses
I am more confident	4.27	15
I learned something new	4.73	15
My skills increased	4.47	15

Year Two:

Hungercraft 2.0

Topic	Average Rating	Total Responses
I am more confident	4.56	18
I learned something new	4.72	18
My skills increased	4.61	18

All Day GameSpace Workshop

Topic	Average Rating	Total Responses
I am more confident	4.33	12
I learned something new	4.92	12
My skills increased	4.67	12

GameSpace Design Workshop Series

I am more confident	4.00	27
I learned something new	4.26	27
My skills increased	4.04	27

Finger Lakes Library System - *Wow! World of Words Library Babytime* \$27,241

Project Description:

Partnering with the Ulysses Philomathic Library (Trumansburg), the Southworth Library (Dryden) and the Family Reading Partnership, the Finger Lakes Library System launched an initiative designed to inspire and train library staff to conduct regular baby storytimes at their libraries and to incorporate skills to reach out to families with babies in their multi-age storytimes.

Needs Addressed:

According to the research of Hart and Risley (2003), there exists a 30,000 vocabulary word gap between students from poor families and their more affluent counterparts. “The first building block of future reading ability is learning to understand and speak language” (Blakemore, 2006). The WOW! Literacy Project provided baby storytimes and multi-age family storytimes that helped parents and babies build that foundation. The Wow! Literacy project enabled libraries to instruct parents in all aspects of early literacy skills by fostering an early reading environment that will build rich vocabularies through the “single most important avenue for learning new words --- books” (Neuman, 2010).

11.5% of families in Tompkins County (Census, 2000) were living in poverty, and that number is growing with the current economic climate. Combined with the FLLS survey result that only one library in our 33 member system was providing a designated baby storytime, the Wow! Literacy Project increased that by scheduling 72 baby storytimes and 42 multi-age family storytimes with

targeted literacy skills for babies in year 1 of the grant cycle.

Target Audience:

Finger Lakes member library staff and volunteers
Storytime providers in surrounding community
Southern Tier member library staff and volunteers
Four County member library staff and volunteers
Family Reading Partnership staff and volunteers
Parents, caregivers and 0-5 year olds in the Ulysses Philomathic Library community
Parents, caregivers and 0-5 year olds in the Southworth Library community

Staffing/Volunteers/Partners Role:

Year One:

Finger Lakes Library System contracted with Dr. Susan Neuman and Dr. Betsy Diamant Cohen to provide two workshop trainings in understanding the impact of poverty on literacy and on how to conduct a baby storytime. FLLS provided publicity and marketing support to libraries through their www.flls.org/youth website and weekly newsletter and human services list serve. In the first year of the grant cycle, the youth consultant (Annette Birdsall) provided one system meeting on incorporating baby read-aloud skills in multi-age family storytimes. She also helped build the bibliography for the parenting and baby resources collection development. FLLS also administered the grant and worked with the grant partners to develop evaluation tools and ensure the success of the grant. FLLS was responsible for filing all reports under the guidelines of the Family Literacy grant program.

Southworth Library (Dryden) provided 36 (weekly for 9 months) baby storytimes and 21 (biweekly all year) multi-age storytimes incorporating baby read-aloud skills at the library.

Ulysses Philomathic Library (Trumansburg) provided 36 (weekly for 9 months) baby storytimes and 21 (biweekly all year) multi-age storytimes incorporating baby read-aloud skills at the library.

Year Two:

Finger Lakes Library System contracted with the Family Reading Partnership for Cal Walker and John Simon to provide 10 baby storytime performances featuring their *Love Songs for Babies*, a playful musical reading experience designed to encourage family participation in early literacy skill growth. FLLS also provided some publicity and marketing support to libraries through their www.flls.org/youth website and weekly newsletter. Amanda Schiavulli administered Year Two of the grant and worked with the grant partners to develop evaluation tools and ensure the success of the grant. FLLS was responsible for filing all reports under the guidelines of the Family Literacy grant program.

Southworth Library (Dryden) continued to provide 36 (weekly for 9 months) baby storytimes and 21 (biweekly all year) multi-age storytimes incorporating baby read-aloud skills at the library.

Ulysses Philomathic Library (Trumansburg) continued to provide 36 (weekly for 9 months) baby storytimes and 21 (biweekly all year) multi-age storytimes incorporating baby read-aloud skills at the library.

Family Reading Partnership supported the Wow! World of Words Family Literacy Grant project through the Love Songs for Babies tour. Two libraries in each county were offered a chance to host a performance. The responding libraries were Cortland, Aurora, Lodi, Newark Valley, Seneca Falls, Weedsport, Waverly and Cincinnatus. Trumansburg and Dryden were included as part of the initial grant. Family Reading Partnership scheduled and created flyers for the Love Songs for Babies performances as well as assisted in publicizing the events.

Accomplishments for 2011-2013:

Year One:

Dr. Susan Neuman Workshop on May 31, 2012, fifty-eight participants learned.

Dr. Betsy Diamant-Cohen Workshop on June 28, 2012, twenty-three participants learned

Southworth Library (DRY) hosted 153 adults and 216 babies/children total at their combined storytimes.

Ulysses Philomathic Library (TRU) 141 adults and 91 babies/children total at their combined storytimes.

Both libraries purchased \$1,000 worth of baby storytime materials from the attached bibliography to enable them to host these sessions.

Year Two:

Southworth Library (DRY) hosted 1055 adults and 1389 babies/children total at their combined storytimes.

Ulysses Philomathic Library (TRU) 349 adults and 510 babies/children total at their combined storytimes.

The Love Songs for babies performances at 10 libraries had a collective attendance of 66 kids and 65 adults.

Evaluation and Results:

Pre-workshop survey

Evaluation forms following training workshops and storytimes

Conversations with grant providers to assess satisfaction.

Year One:

16% of parents or caregivers surveyed indicated that their babies demonstrated behaviors that indicate the growth of emerging literacy skills

16% of parents or caregivers report that families have encountered both new and uncommon words from hearing books read during Wow! World of Words Library babytimes

16% of parents or caregivers indicate that literacy play has become a part of their family routine.

100% of parents reported anecdotally that baby anticipates books being read with a behavior change such as calming as a book is read, or clapping along with rhymes, and smiling if a favorite book is presented.

Year Two:

100% of parents or caregivers surveyed indicated that their babies demonstrated behaviors that indicate the growth of emerging literacy skills.

80% of parents or caregivers report that families have encountered both new and uncommon words from hearing books read during Wow! World of Words Library babytimes.

80% of parents or caregivers indicate that literacy play has become a part of their family routine.

100% of parents reported anecdotal that baby anticipates books being read with a behavior change such as calming as a book is read, or clapping along with rhymes, and smiling if a favorite book is presented.

Mastics-Moriches-Shirley Library

Literacy Is a Family Affair

\$53,687

Project Description:

Literacy Is a Family Affair (LIFA) enabled comprehensive family literacy by teaching immigrant parents and their young children (pre-K) during times of the year such as the summer months and weekends when families are together and no other literacy activities are available in the community. Immigrant parents and their children participated in life skills workshops and vocabulary-building activities, and community agencies conducted workshops on internet safety, how to dial 911, domestic violence, health, nutrition, immigration issues and teen parenting.

Needs Addressed:

The local community served by the William Floyd School District and the MMS Community Library has experienced a 28% increase in our Latino population since 2000 and an increase in

Asian immigrants including those from India/Pakistan. In the most recent American Community Survey, 2010 (US Census Bureau), 14.6% of residents speak a language other than English at home. The district's elementary schools qualify for Title I Federal funds based on the number of low income families in the area. Most ESOL immigrant families cannot afford childcare, which would allow parents to take adult literacy classes. While older children may have some literacy activity in local schools, in the home there is no continuation of learning when school is not in session.

Target Audience:

The 28% increase in the local Latino population has resulted in over 436 new applications submitted to the MMS library for literacy services July 1,2012- June 30,2013 including group classes and applications for literacy tutors. There are at least 50 ESOL families with pre-K children in the Wm. Floyd school district, who are not currently enrolled in the Library program. Through the LIFA (Literacy is a Family Affair) program we plan to reach 80-100 families through a summer and weekend program – reaching all of our existing LIFA families plus 25-30 new families not currently enrolled. The target audience will be reached through weekday class sessions in the morning and afternoon during the summer, and weekend class sessions which will meet at the MMS Library throughout the year.

Staffing/Volunteers/Partners Role:

Year One:

Suffolk County Police Department: Conducted two workshops for LIFA classes on domestic violence, housing issues, how to call 911, internet safety, and overall view of what the Department does for Suffolk County residents.

Suffolk County Department of Health Services: Conducted a five-week certificate program on Saturday mornings. Two sessions were offered – one in English and one in Spanish. Topics included nutrition, parenting, lead poisoning and overview of health services in Suffolk County.

LIFA program and staff: Coordinated the project with additional childcare assistants.

The William Floyd School District: Provided space for our larger LIFA programs. They also distributed program information and registration forms to the ESOL families in the school district. The school district also offered a workshop at the library entitled “Getting Ready for Kindergarten” for which the library provided Spanish English translators, allowing our LIFA families full access to the program.

Year Two:

Suffolk County Police Department: Four workshops on housing issues, domestic violence, how to call 911, internet safety and overall view of what the Department does for Suffolk County residents.

Suffolk County Department of Health Services: Presented a five-week certificate program on Saturday mornings. Sessions were presented in Spanish only in 2013. Topics included parenting, nutrition, child safety, poison prevention and overview of health services in Suffolk County.

The Mastics-Moriches-Shirley Community Library: Provided space for the LIFA program and staff to coordinate the project along with additional childcare assistants and family gift books.

The William Floyd School District: Provided space for our larger LIFA programs. They also distributed program information and registration forms to the ESOL families in the school district. In July 2012, the library partnered with the William Floyd School District to offer a workshop at the library entitled "Getting Ready for Kindergarten". The library provided Spanish and English translators, allowing our LIFA families full access to the program.

Cornell University Cooperative Extension of Suffolk County: Provided a five- week nutrition workshop entitled "Eat Well, Spend Less". The workshop, presented in Spanish, taught healthy eating, portion size, and budgeting. The program was so well received that students in the program who spoke more English than the low level English classes took on the roles of mentors by presenting a similar workshop in English and Spanish to their peers.

Accomplishments for 2011-2013:

By offering Saturday classes we were able to reach families who could not attend classes during the week, mornings or evenings hours.

Adult LIFA sessions were centered on life-skills English. Parents learned how to independently make and attend doctor appointments, how to go shopping, travel by bus, talk to their children's teachers, etc. These skills were taught in weekly classes as well as in workshop presentations by the Suffolk County Police Department and the Suffolk County Department of Health Services.

Evaluation and Results:

Year One:

The evaluation methods used were the BEST Plus Oral English Proficiency Test by CAL (Center for Applied Linguistics), "Where to Start", an assessment by Michigan Literacy, Inc. and a Mastics-Moriches-Shirley literacy office student survey.

The new Saturday sessions enabled us to reach 85 families in the community, 36 of which were new to the LIFA program.

15 of the 36 new adult students were pretested using the BEST Plus Exam and 22 students received the user satisfaction survey at the end of the program. These 22 students attended classes at least a third of the time the classes were offered, which was 29 Saturdays.

106 adult students were introduced to the LIFA program attended class at least once. 85 of the 106 students represented families and had children attend the program. This number is substantial because new families were reached and now know about the Mastics-Moriches-Shirley Community Library LIFA program. These families were also made aware of library services and were assisted in acquiring library cards for themselves and their children.

Year Two:

LIFA sessions enabled us to reach 131 families in the community, 44 of which were new families to the LIFA program. Families came to the library on Monday, Wednesday and Friday mornings

during July and August 2012 and on Saturdays in the morning or afternoon, from September 2012 through June 2013.

45 of the adult students attending LIFA were pretested using the BEST Plus Exam 36 students were post tested using BEST Plus and 9 students showed significant improvement, enough to be post tested using the BEST Literacy exam. All students were evaluated using the "LitStart" method for class placement.

235 adult students attended class at least once, (unique visits). 131 of the 235 students represented families and had children attend the program. This number is substantial and shows a significant increase from the prior year. Offering weekend and summer classes enabled us to reach new families in the community.

Mohawk Valley Library System

Comics Connect: Using Graphic Novels to Boost Literacy

\$83,867

Project Description:

Comics Connect: Using Graphic Novels to Boost Literacy addressed the issue of giving students - especially boys - more reading options and fun activities to get them into the library and connected to books and reading. The program also focused on educating teachers about the value of graphic literature in engaging young readers and building librarian skills in understanding and articulating the value of graphic literature. 21 public libraries and branches and 22 elementary schools in six counties participated.

Needs Addressed:

Comics Connect: Using Graphic Novels to Boost Literacy addressed the issues of giving students- especially boys - more reading options and fun activities to get them into the library and connected to books and reading; educating teachers about the value of graphic literature in engaging young readers; and building librarian skills in understanding and articulating the value of graphic literature.

Target Audience:

Our target audiences built from Year One to Year Two. Our total target audience for the two years was 5361; our final participation number was 5322, less than 1% shy of our target.

Target 1: 199 boys in 21 partnering classrooms Year One = 300 boys participated Year Two = 591 boys participated. Total: 891

Target 2: 4900 fellow classmates (boys and girls) in grades 3 through 6 at 21 partnering schools. Year One = 613 boys and girls participated Year Two = 3480 participated Total Participation = 4093

Target 3: 199 parent/caregivers of targeted school children through PTSO meetings. Year Two: 252 parent/caregivers through PTSO meetings participated.

Staffing/Volunteers/Partners Role:

The two system consultants from the Mohawk Valley Library System and the Upper Hudson Library System planned grant goals and activities with input from our participating member library staff, as well with input from our School Library Boces system staff. Member library staff offered input on collection development building, and worked with their partnering school library staff with selection and ordering of titles. School Library System staff offered input on workshop development. All were surveyed throughout the year one of the Comics Connect grant.

21 public libraries and branches, 22 elementary schools and three BOCES School Library Systems, in six counties participated in this two system cooperative grant project:

Mohawk Valley Library System (Fulton, Montgomery, Schenectady, Schoharie Counties)

Gloversville Public Library, Park Trace Elementary School; Northville Public Library, Northville Central School; Canajoharie Library, Canajoharie Elementary School; Schenectady County Public Library, Central Library, Zoller Elementary School; Mt. Pleasant Branch, Hamilton Elementary School; Rotterdam Branch Library, Pinewood Elementary School; The Community Library, Cobleskill/Richmondville, Ryder Elementary School; Sharon Springs Free Library, Sharon Springs Central School

Upper Hudson Library System (Albany, Rensselaer Counties)

Albany Public Library, North Albany Academy, Altamont Free Library, Altamont Elementary School, Berne Public Library, Berne-Knox-Westerlo Elementary School, Guilderland Public Library, Westmere Elementary School, Menands Public Library, Menands School, Voorheesville Public Library, Voorheesville Elementary School, William K. Sanford Town Library, Lisha Kill Middle School, Shaker Road Elementary School; Brunswick Community Library, Tamarac Elementary School; East Greenbush Community Library, Red Mill Elementary School; Rensselaer Public Library, Van Rensselaer Elementary School; Stephentown Memorial Library, Berlin Middle School; Troy Public Library, Public School 2; Watervliet Public Library, Watervliet Elementary School

Accomplishments for 2011-2013:

Year One:

3 workshops with 38 library staff attendees and 48 school staff attendees

Selection and purchasing of 21 library collections and 22 school library collections with 2592 individual graphic novels

Development of 21 Comics Connect program kits, each containing 30 copies of a graphic novel

Purchased 630 individual graphic novels (21 titles)

Year Two:

A PTSO presentation was created and distributed to public library staff, who worked with their respective system consultants to present at scheduled PTSO Presentations.

20 presentations at PTSO meetings and parents' nights in participating schools with 252 parents/caregivers in attendance in year two.

Purchasing 21 library collections and 22 school library collections with 1101 individual graphic novels during Year Two. (Total Year One and Year Two books purchased: 3693)

Held 70 programs relating to graphic literature at participating public libraries and partner sites

Offered 23 George O'Connor artist visits, reaching 3,787 children and adults, held at public, school libraries and other community partner sites.

Evaluation and Results:

Number of adults (librarians, teachers, parents) trained on the value of graphic literature Year One: 38 library staff; 48 school staff; Year Two: 559 parents/caregivers

Number of materials added to school and public library collections: Year One: 1,176 public library titles; 708 school library titles; total = 1,886. Year Two: 779 public library titles; 322 school library titles; Total = 1,111.

Number of classroom kits created = 42 programming kits/ 21 per system, year one.

Number of brochures distributed = 5000, Years One and Two

NIOGA Library System

Music, Movement and Literacy

\$55,252

Project Description:

Librarians, community caregivers, and teachers were given the opportunity to learn how to use music to promote literacy skills as part of their established programs. This grant also worked toward making parents of high risk preschoolers more aware of what they can do within their homes to promote literacy skills. 40 ready-to-use music kits, containing CDs, DVDs and musical instruments, were developed for teachers and librarians.

Needs Addressed:

According to 2009 estimates, 12.1% of the population of Niagara County's 214,557 people fell under the poverty level, with preschoolers making up 5.4% of the population. 13.9% of the population of Orleans County's 42,051 people fell under the poverty level, with preschoolers making up 5.3% of the population. 10.6% of the population of Genesee County's population of 57,868 people fell under the poverty level, with preschoolers making up 5.7% up of the population. This grant helped bring emergent literacy skills to those preschoolers.

Target Audience:

We are worked to reach 105 low income families within the 3 county area during the course of the two year grant. Each library set a target to service 35 families through either public story times or Head Start programs. Music was added to read aloud programs at the 3 participating libraries. To reach our target audience, additional publicity was done at places low income families frequent (laundromats, rent to own stores, HUD housing, etc.). Teachers at Head Start programs serviced by each of the 3 partnering libraries were invited to receive musical literacy training. This grant also worked toward making parents of high risk preschoolers more aware of what they can do within their homes to promote literacy skills.

Staffing/Volunteers/Partners Role:

Three libraries within the Nioga System were selected to partner in this grant. They are Richmond Memorial Library - Batavia, Genesee County; Niagara Fall Public Library - Niagara Falls, Niagara County; Lee-Whedon Public Library - Medina, Orleans County. During the planning stage of the grant the libraries helped select dates for workshops and were involved in planning the Music Kits by suggesting book titles and realia for purchase (musical instruments,

parachutes, etc.). Project activities in which the partners were involved included housing Mini-Music Kits to lend to parents, hosting and attending training workshops, distributing brochures, and adding music to their programs.

Accomplishments for 2011-2013:

Year One:

6 workshops instead of 3 were held and a total of 111 people attended. An average of 18.5 people/workshop, which exceeded the 15 needed for success.

20 kits were compiled, with each circulating at least 40 times over the 2 years of the grant.

Batavia: 1 library program/10 people. They started their HeadStart programs in Year 2 of the grant. There was a change in staff in Batavia, so they are just starting to use music in their programs.

Niagara Falls – 88 library programs/ 1251 people; 32 Head Start/Daycare/UPK programs 631 people since workshop in October 2011.

Medina- 2 Family library programs/ 84 people; 16 Head Start programs 294 People.
343 brochures have been distributed.

Year Two:

5 workshops instead of 3 were held and a total of 119 people attended. An average of 24 people attended each workshop which greatly exceeded the 15 needed for success.

20 new kits were developed. During Year One, kits circulated 37 times, nearly exceeding the 40 needed for the 2 year projection of success. During Year Two, they circulated 132 times, bringing total circulation to 171.

Batavia - 154 programs/ 3080 people.

Niagara Falls - 87 programs/ 1439 people

Medina - 134 programs/ 2144 people.

Over the 2 years of the grant there were a total of 487 programs and 8417 people who attended. This is far above reaching 105 target audience families projected in the grant application

Evaluation and Results:

Year One:

Groups represented at workshops: 36 daycare, 35 libraries, 36 preschools, 4 unknown

Heard about workshop: 53 library, 41 facility, 9 daycare licensing, 8 other

Workshop information valuable: 106 yes, 2 no, 3 no answer

Would borrow materials purchased by the grant: 109 yes 2 no

Year Two:

Groups represented at workshops: 52 daycare, 12 libraries, 27 preschools

Heard about workshop: 10 library, 13 facility, 39 daycare licensing, 4 other

Workshop information valuable: 90 yes, 0 no, 1 no answer

Would borrow materials purchased by the grant: 80 yes 2 no, 9 no answer

Oneida Library

Let's Play! Putting the Joy Back Into Literacy

\$24,783

Project Description:

Let's Play was developed to support pre-literacy skills for 0-3, 4, 5 and 6 year-olds through game playing. Materials were provided for families each week that gave parents and children the opportunity to play together while learning, resulting in enhanced literacy skills for participants at the end of the program. An interactive activity at the start of each week's program supported a specific weekly skill, such as print awareness and narrative skills.

Needs Addressed: We are in an area of a stagnant economy, loss of manufacturing jobs, a 7.6 % unemployment rate, low median income, chronic poverty with 12% of the population below the federal poverty level, and a high number of elementary students eligible for a free lunch. With the OPL District having a total population of 14, 546, there are a total of 460 children and 238 families living below poverty level. There is a grave shortage of early education programs. Of the 1,183 school children ages 4-12 there is an early childhood program capacity of 253 school age children and 108 preschool children, leaving 822 children not enrolled in any program.

Target Audience:

The target audience were underserved families with children that were 4, 5, 6, and 7 years old. Children were recruited through Head Start, the Oneida City School District and the YMCA.

Staffing/Volunteers/Partners Role:

Head Start participated in the recruiting of 4 year old children and their families. They assisted with planning and suggesting activities.

The Oneida City School District assisted with recruiting underserved families of children that were 5, 6 and 7 years of age. They also assisted with suggested activities.

The YMCA assisted in recruiting children from their after-school care children

Accomplishments for 2011-2013:

84% of this year's enrolled families participated in all six programs. This was an awesome statistic.

72% of parents incorporated skill building activities into their daily lives. The instructor feels the percentage would have been higher but some did not turn in their evaluation form.

74% of parents now visit the library on a consistent basis.

Evaluation and Results:

Pre/Post Evaluation given to track growth results of the six pre-literacy skills before and after game playing.

Fun Tracking Sheet was used to track game playing at home.

Program Evaluation was used to evaluate participant opinion of the program and their library usage.

Onondaga County Public Library

ABC: Access Books and Computers @ Your Library

\$47,807

Project Description:

ABC: Access Books and Computers @ Your Library used traditional story times along with early literacy programming designed for children ages 3-5 and AWE Early Literacy computer stations to incorporate computer technology into early literacy skills. The activities of the project consisted of 8 weeks of story time programming in which the AWE computer stations were used along with traditional print materials. The Salvation Army, branch libraries and day care centers brought participants to demonstrations and story times which crossed curriculum areas, e.g. math, language arts, social studies, geography.

Needs Addressed:

The 2008-2009 Accountability Status of the Syracuse City School District as designated by the New York State Education Department is “District in Need of Improvement – Year 7- for English Language Arts”. This low level of achievement suggested that local families need support and education before their children enter school. The 2006-2008 American Community Survey estimates 26,907 families live within the Syracuse City School District, 24.5% live below the poverty level. Of those families living in poverty, 40.5% have children under the age of 5. *A B C: Access Books and Computers @ your Library* helped bridge the digital divide in the participating libraries’ service areas.

Target Audience:

The target audience for the programming was children ages 3-5 as well as parents and caregivers interested in learning more about developing early literacy skills and the appropriate use of computers by children of those ages.

Staffing/Volunteers/Partners Role:

Central Library
The Salvation Army
Paine Branch Library
Greater East Syracuse Day Care Center, Inc.
Beauchamp Branch Library
Lydia's Lullaby Daycare
Soule Branch Library
All Saints Elementary

Each agency:

Met with the partnering library to plan activities that demonstrate and use the ELS.

- ☐☐☐ Provided transportation to and from the library
- ☐☐☐ Allowed time for children to use the ELS
- ☐☐☐ Encouraged parents to bring their children to the library to use the ELS
- ☐☐☐ Distributed literature to parents and caregivers promoting the library and its early literacy resources
- ☐☐☐ Worked with the project manager and partnering library to create an evaluation tool
- ☐☐☐ Worked with the project manager and partnering library to create a survey for parents and caregivers
- ☐☐☐ Assisted partnering library in collecting data
- ☐☐☐ Assisted partnering library in evaluating program

Each Participating agency was required to plan transportation to their local library, with the exception of Small Wonders Day Care center, which held their programming in house with the assistance of an OCPL librarian. Furthermore, each cooperating agency was required to fill out grant evaluation surveys at both the completion of each weeks programming and at the conclusion of the programming.

Accomplishments for 2011-2013:

Year One

- 8 themed story times in Spring, 2012 for total of 24 programs
- 8 evening themed story times in Spring, 2012 for total of 8 programs

Year Two

- 8 themed story times in Spring, 2013 for total of 24 programs
- 8 evening themed story times in Spring, 2013 for total of 8 programs

Evaluation and Results:

An overall weekly attendance form was created for keeping track of attendance each week and in total. Also, accounting forms were created that kept track of the use of participating agencies as well as AWE system use by community members, caregiver surveys received, caregivers issued a library card or who currently have a library card, caregivers that state they have become more familiar with library resources that help develop children's literacy skills, number of caregivers that state they are more knowledgeable about the use of computers by young children and care givers that state they have become more comfortable in the library setting. A similar tool was used for the children that collected the number of children's surveys received, children who stated they had become more familiar with library resources, children who stated being more comfortable with computers and children who stated becoming more comfortable in the library setting.

Town of Gainesville Public Library
The Family Literacy Partnership
\$84,817

Project Description:

The Town of Gainesville Public Library and five partner libraries in Wyoming and Allegany Counties

held interactive workshops for pre-school children. The interactive workshops helped children learn their letters, colors, shapes, and numbers and taught the parents/caregivers how to prepare their children for Kindergarten and educational success. The Letter People PreK materials and weekly input from participants, as well as post-tests, reflected an improvement in the children's early literacy knowledge and an increase in parental/caregiver involvement in literacy activities with the children.

Needs Addressed:

In the school districts across Wyoming and Allegany Counties, it is reported that 30-67% of children do not meet the minimum standards for entrance into Kindergarten. Universal PreK is available in most school districts, but the participation rates are consistently well below the state averages at 18% for 2009-2010 (Center for Governmental Research). This very rural portion of Western New York has few daycare centers or preschool alternative PreK options.

Target Audience:

The Letter People PreK workshops are intended for preschool-aged children and their parents and/or caregivers. Children are not allowed to participate without adults because a major focus of the workshops is to teach parents and caregivers how to support early literacy in the home or daycare environment. Reinforcement of the lessons taught during the workshops is essential to the success of the program and the children's learning. As the educational standards rise and become more removed from the experiences of the adults, parents and caregivers need the support and guidance so that they can provide the best learning environment for the children.

Staffing/Volunteers/Partners Role:

Six libraries chose to participate in the Letter People PreK program with the lead agency, Town of Gainesville Public Library: Arcade Free Library and Stevens Memorial Library in Wyoming County, and Belfast Public Library, Belmont Literacy and Historical Society Free Library, Friendship Free Library, and Scio Memorial Library in Allegany County. Literacy West NY, Inc. is the literacy partner and manages two county-wide coalitions of agencies, one in each county, and two Family Learning Centers, one in each county. All partner agencies helped to plan this project and agreed to accept the curricular materials and host the workshops. Literacy West NY also assisted with the implementation of the workshops by providing the coordinator, facilitators, and supplies. The three libraries in Wyoming County chose to use currently scheduled time for preschool activities and current staff to facilitate the workshops. The coordinator and workshop facilitators administered all pre- and post-assessments as well as parent surveys. The coordinator compiled all data and input for submission. Literacy West NY provided a trainer to conduct early and family workshops for daycare providers in both counties.

Accomplishments for 2011-2013:

YEAR ONE:

By the end of the first program year, 82 children attended workshops at the seven libraries with their parents/caregivers. Participants were actively involved in learning experiences that included instruction about individual letters and their sounds, colors, shapes, and numbers. Children and adults worked on craft activities related to the instruction to reinforce the lesson and incorporate kinesthetic learning into the lessons. Take-home activities were explained to parents so that they could continue to reinforce the lessons during the week.

Observational assessments and parent surveys reflected very positive results. Children were arriving at workshops anxious to tell the facilitators where they saw last week's letter at home, in the store, or in their neighborhoods. Parents related stories about how they have included literacy skills into their daily family activities. The librarians reported that families were taking books out of the library more regularly and spent more time in the library than prior to the workshops. Publicity for the workshops was enhanced by the involvement of the partner agencies in both counties. Each county has a large, county-wide coalition of agencies and the workshops were promoted among their employees and clientele. PreK and Kindergarten registration events at the local schools were also a great source of participants. Local schools included the flyers in newsletters and packets to parents. In Friendship, the school's PreK class was walked from the school to the library for the weekly workshops until the end of the school year. The Rotary Club in the village of Belmont put the workshops on a very large sign in the middle of the community across the street from the library. All of the libraries posted flyers and included the workshops in their announcements, websites, and display cases.

Participation rates varied widely among the libraries and the amount of publicity did not seem to be a factor. The libraries with the largest participation were the ones that used time slots that had been for story time or preschool activity periods. They were already heavily attended and most families chose to continue when the activities progressed to the Letter People curriculum. Word of mouth was also very successful as participants encouraged other families with preschool children to attend.

YEAR TWO:

By the end of the second program year, 12 children attended workshops at the seven libraries with their parents/caregivers. Participants were actively involved in learning experiences that included instruction about individual letters and their sounds, colors, shapes, and numbers. Children and adults worked on craft activities related to the instruction to reinforce the lesson and incorporate kinesthetic learning into the lessons. Take-home activities were explained to parents so that they can continue to reinforce the lessons during the week.

All children were given the pre-assessments and post-assessments. Observational assessments and parent surveys also reflected very positive results. Children were arriving at workshops anxious to tell the facilitators where they saw last week's letter at home, in the store, or in their neighborhoods. Parents related stories about how they included literacy skills into their daily family activities. The librarians reported that families were taking books out of the library more regularly and spent more time in the library than prior to the workshops.

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families chose to continue when the activities progressed to the Letter People curriculum. Word of mouth was also very successful as participants encouraged other families with preschool children to attend.

The Scio and Belmont Libraries received a Grass Roots Award from the Southern Tier Library System for the Letter People program.

Evaluation and Results:

Observational assessments were made by the facilitators each week and reports were very encouraging. The participating children learned to recognize letters, colors, shapes, and numbers and enjoyed demonstrating their knowledge during workshop sessions. They eagerly told the workshop facilitators about their experiences between workshops when they found letters in grocery stores, neighborhoods, homes, and other places. From week to week the children remembered their lessons and brought “homework” back to the facilitators – books they read with their families, pictures that included the letters and Letter People, and items that started with the letter sounds learned during the previous lessons.

Parents also learned how to incorporate literacy instruction into their daily interaction with their children. Workshop facilitators offered tips and strategies each week to parents to help them use everyday items and activities to build literacy skills in their children. Take-home worksheets were given to parents and caregivers at the end of each session to provide additional assistance in the reinforcement of weekly lessons.

Children attending the workshops also gained valuable social skills that will help them to be successful in school. Sitting in a chair, focusing on a specific task, working with other children, and other school-related skills were practiced during the weekly workshops. The participating children learned how to pay attention, show respect for the adults in the room and each other, and work together.

One long-term effect of this project is the relationship that has developed between the libraries and the parents/caregivers participating in the project. Parents/caregivers who did not already have library cards have obtained them, and often spend time in the library after the workshops to choose books with their children. They are taking time to find books that reinforce the lessons learned in the workshops and can be read at home to continue the learning process. Many parents/caregivers are also bringing their children to the library at other times during the week to use the wide variety of available resources.