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MHLS Early Literacy Cohort Program

Introduction & Community Asset Analysis

April 22, 2024

WELCOME!

Please feel free to turn your **camera** on but don’t feel obligated if you prefer to keep it off.

We want to hear from you so please unmute your **mic** to share with us!

Please stay muted when not speaking to cut down on background noise.

Chatting is encouraged! Use the **chat box** to talk to one another.

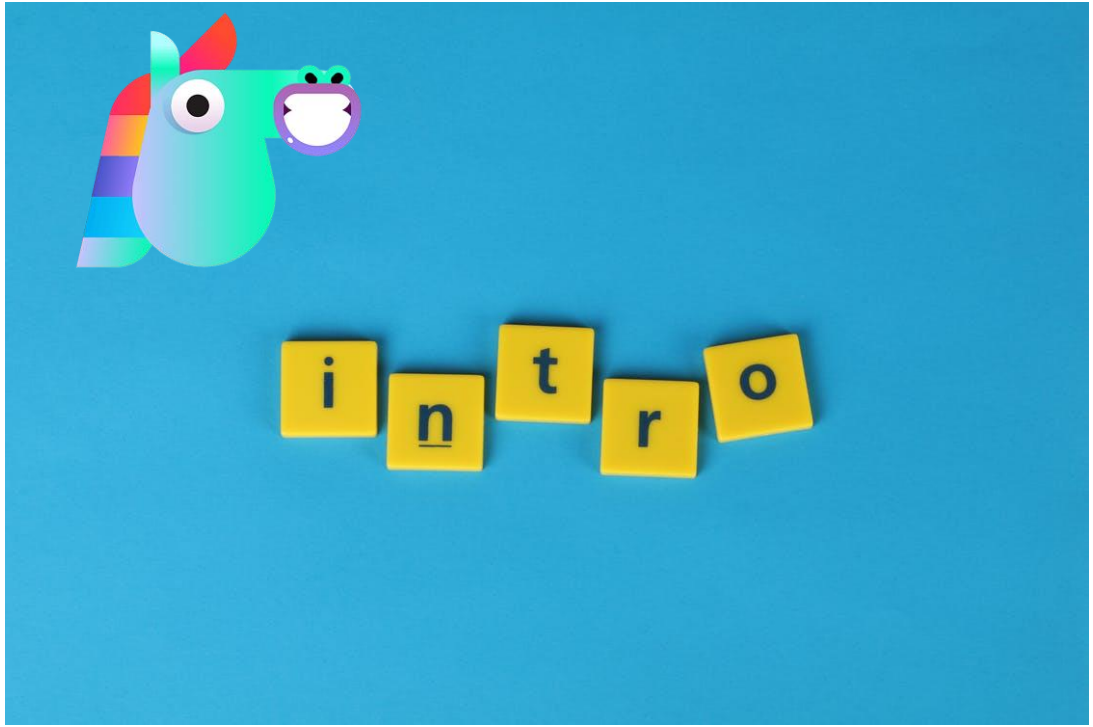
MHLS EARLY LITERACY COHORT

TODAY:

INTRODUCTIONS

PROGRAM OVERVIEW

COMMUNITY ASSET ANALYSIS


intro

What library are you working at?

What is your role there?

How do you support families with young children?

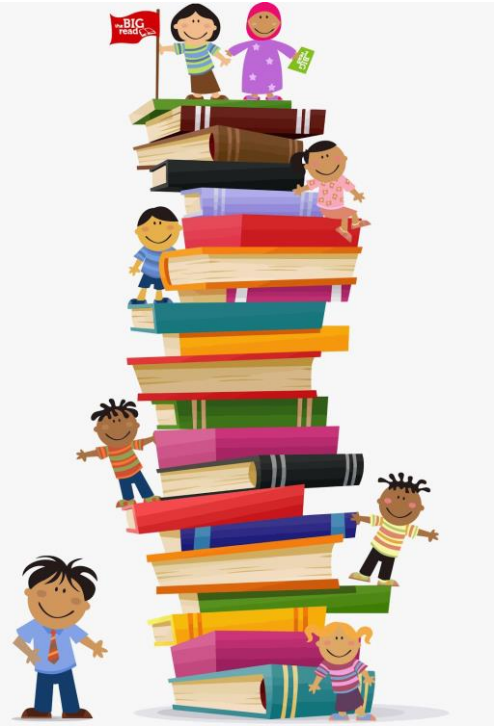
What's your favorite part of your job at the library?

What are you hoping to get out of this program?

Early Literacy Defined

Six Skills

- Vocabulary
- Print Motivation
- Print Awareness
- Narrative Skills
- Letter Knowledge
- Phonological Awareness



Five Practices

- Talking
- Singing
- Reading
- Writing
- Playing

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Program Overview

What to expect

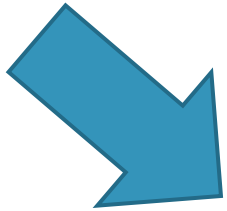
2024 SCHEDULE OF EVENTS

Session 2
May 15th Strategies for Partnerships/Outreach

Session 3
June 12th Creating Action Plans with Partners

Session 4
October 8th Assessing Partnerships – Next Steps

2024 RESOURCES



https://midhudson.org/mhls-early-literacy-cohort/

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Questions?

Community Asset Analysis

Community Asset Analysis

Who's in your community?

What services are available to young families?

What do young families need / want?

How can the library help meet those needs?

“…local assets are the primary building blocks of sustainable community development”

Building Communities from the Inside Out

Asset-Based Community Development (ABCD)

Five Types of Asset Inventories

- People
- Associations
- Institutions
- Physical assets
- Connections

Community Asset Analysis

Explore Data Sources

Identify & Connect with Key Groups & People

Talk to People in Your Community

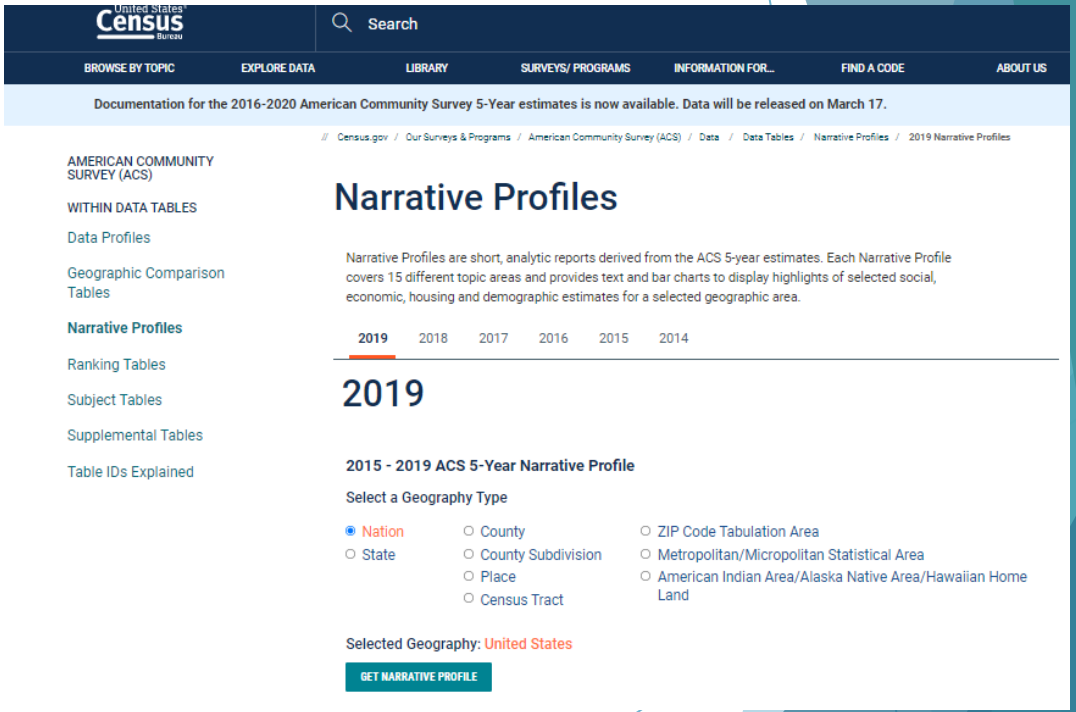
Explore Data Sources

Data Sources - ACS Profiles & Facts

Narrative:
https://bit.ly/38WuYDO

Data:
https://bit.ly/38YtgSH

Quick Facts:
https://bit.ly/35XxLuF



Data Sources - KWIC

nyskwic.org

Identify Key Groups and People

Identify Key Groups and People

- Preschool (storytimes, SRP)
- Schools
- Headstart
- Food Pantries
- Religious Groups
- Home school groups
- Facebook group pages
- Doctors/Pediatricians Office
- Community Center- YMCA
- Daycare Center
- Shelters / Domestic Violence
- Early Intervention programs
- Health care organizations
- WIC
- Free Clinics
- Hospitals
- Literacy organizations
- Cultural, language-based groups
- Colleges with education programs

Identify Key Groups & People

Community Map

24. Johnstown Public Library Community Map

Youth Agencies

Dept. of Social Services
Child Advocacy Center
Mental Health Association
YMCA
Fulton County Youth Bureau
4H
Northeast Parent and Child

Literacy Programs

Adult Literacy – HFM BOCES
Gloversville/Amsterdam Literacy Zones

Hospitals and Healthcare Clinics

Allergy and Asthma Center
Community Health Center
Fulmont Community Action Agency: WIC
Lexington Center
Johnstown Pediatric Health
St. Mary's Healthcare

Johnstown Public Library

Business Community Leaders

James Moore, executive director of the County Industrial Development Agency

Mike Morris, president and CEO of the County Center for Regional Growth

Chamber of Commerce Board of Directors

Early Childhood Programs

Capital District Childcare Coordinating Council
Connors Friends Daycare
Curiosity Corner Daycare
Fond Memories Day Care
FMPlaymates Child Care Center (Community College)
Ladybug Day Care
Many Happy Adventures Day Care
Universal PreK Program/Pleasant Avenue School (year one: 9/2014)
YMCA Playmate Day Care Center

Teen Parent Programs

Catholic Charities
Community Maternity Services
Families United Now program

Faith Communities

Saint Anthony's Church
First Reformed Church
Church of the Nazarene
First Baptist Church
Church of the Immaculate Conception
Faith Tabernacle
Christ Lutheran Church
Saint Patrick's Roman Catholic Church
First Presbyterian Church

Elementary Schools

Glebe Street Elementary School
Pleasant Avenue School
Warren Street School

Talk to People in Your Community

Talking to People in Your Community

What it's like living in [your community]?

How long have you and your family lived here?

What it's like for families with young children?

Talking to People in Your Community

What community resources do you rely on?

Are there any businesses that are important to you and your family?

What kinds of community organizations or businesses are missing?

Talking to People in Your Community

How familiar are you with the kinds of services we provide to children from birth to Kindergarten?

Are there any other services you'd like to see in the library?

What could the library do in general to improve your and your children's lives in our Community?

Early Literacy Survey

project | OUTCOME
MEASURING THE TRUE IMPACT OF LIBRARIES

https://www.projectoutcome.org/

Community Asset Analysis - Reporting

- Demographics & Local Resources
- Key Findings from Conversations
- Recommendations

Community Asset Analysis - Reporting

Venice-Abbot Kinney Library
Early Literacy Community Asset Analysis

Venice is a seaside community within the greater city limits of Los Angeles. It is served by its own post office and retains a sense of community identity.

Demographics:

The population of Venice has changed dramatically over the past ten years, experiencing rapid gentrification as younger, wealthier people have razed more modest homes in order to build larger, architect-designed residences. Julia Roberts has a home here, created by building on three adjoining lots on one of the "walk streets," in which homes front a sidewalk with an alley behind them. Many high tech start-ups have also attracted well-educated single people, creating a demand for high-priced rentals.

The current population is 40,885, of which 6% are under the age of 6.
Venice once had a significant African American population. This has now shrunk to 5.4% of the total. Asians make up 4.1%. Latinos, mostly living in the few apartments that still cater to lower-income families, make up 21.7%. The white population, at 64.2%, is higher than much of Los Angeles County.

The $67,646 median household income is high for the city.

49.3% of the residents 25 and older have a four-year degree, high for both the city and county of Los Angeles. However, 3,900 adults did not graduate from high school, and 3,315 have only a high school degree.

There are three public elementary schools and one parochial school. There are data available for the public schools. Coeur d'Alene is the most highly rated, with all grades testing at proficient or better in math and English. The Broadway school is smaller, enrolling only 329 students, all of which are either in a Mandarin or Spanish language immersion program. Its students are rated proficient, but not as highly proficient as those at Coeur d'Alene. Westminster School has the lowest test scores, but they have improved over the last five years.

There are ten preschools, of which one is a Pre-K program at Coeur d'Alene; two are Head Start Centers, and 7 are private.

Methodology:

The community assessment was carried out by the Branch Manager and Children's Librarian at the Venice Library. They focused on the Latino community because these families appeared to be less well-served by other preschool services in the community. They interviewed the principals of the four elementary schools in the community in order to determine their perspectives on the literacy levels of children starting kindergarten. They also talked with the heads of the two Head Start centers who confirmed that one center draws almost exclusively from the African American families living in the Oakwood community and that the other center was only meeting the needs of a few of the Latino families.

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

They also conducted focus groups with two groups of Latino families, one recruited by the priest at the Catholic Church and one by the social worker at the Venice Community Clinic.

Key findings

1. *School principals agree that the Latino children are least likely to be "ready to learn" when they start kindergarten than any other population group.*
2. *Latino parents want their children to do well in school.*
3. *Latino parents do not believe that they are equipped to teach their young children the literacy skills that they need to acquire before they start school. They believe that only professional teachers can educate their children.*
4. *Few Latino parents of young children are aware of the services available at the public library. Some have learned about the homework resources from their older children.*
5. *Few Latino parents are aware that there are Spanish-speaking staff that can help them at the library.*
6. *While many Latino mothers work outside the home, most of those with young children do not, and many rely on WIC and other social services.*

Key recommendations

1. *Begin a public awareness campaign targeting Spanish speaking families about the array of services available for them at the library. Work with community leaders to spread the word.*
2. *Partner with WIC, the local evangelical church, and the Catholic Church to present early literacy sessions to parents and children, based on Every Child Ready to Read.*
3. *Start a Spanish language family storytime one night a week.*
4. *Request prominent Spanish language signage for the exterior of the library.*

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Questions?

NEXT STEPS:

May 15th Strategies for Partnerships/Outreach

Community Asset Analysis

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REFERENCES:

Overwhelmed By: Researching Your Community (ALSC Blog)

Community Asset Mapping for the Curious (CT State Library Division of Library Development)

Early Literacy Community Asset Analysis Presentation (NY State Library Division of Library Development)