



Fostering Readers

Research Review

September 2018

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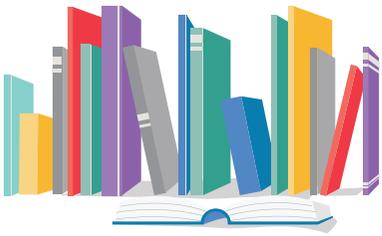
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Best Practices in Reading and Writing

Key Finding 1: Understanding and supporting beginning readers' development of foundational phonics skills supports reading growth and comprehension.

Research Cited/Bibliography

Cunningham, P. M. (2000). *Systematic sequential phonics they use: for beginning readers of any age*. Greensboro, NC: Carson-Dellosa Pub. Co.

What does the research say about the Key Finding?

Most readers follow a developmental continuum of learning phonics. Supporting this continuum of learning and matching books that provide practice in these skills will accelerate reading growth.

1. Most initial Sounds
 2. Sight words
 3. Initial blends, digraphs, more sight words
 4. Vowel families and familiar chunks for 1 syllable words
 5. Chunking for 2-syllable words
 6. 3 syllable words
-

Implications for Fostering Readers Project

As students grow as readers, the text demands change. Knowing how to support students with the correct foundational skills - when they need it most, will help them develop as readers and support comprehension. This may play out in specific activities and what is focused on during strategic read alouds.

Key Finding 2: Development of phonics leads to comprehension.

Research Cited/Bibliography

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Rep. No. 2016-4008). (n.d.). What Works Clearinghouse. doi:<https://ies.ed.gov/ncee/wwc/Practice Guide/21>.

What does the research say about the Key Finding?

While often posed in opposition, foundational skills and comprehension must be balanced and learning interactions with children must include attention to both. Four key findings show which

specific foundational skills lead directly to increased comprehension with emergent readers. Without attention to comprehension, foundational skills become isolated learning. Without foundational skills, comprehension is later impeded.

Implications for Fostering Readers Project

- Teach academic language.
- Develop an awareness for the segments of sound in speech and how this connects to letters.
- Support children in decoding words, analyzing word parts, and writing and recognizing words.
- Support families to ensure that each child reads connected text everyday to support reading accuracy, fluency, and comprehension.

Key Finding 3: In order to foster comprehension, strategies must be taught explicitly and include discussion with engaging text.

Research Cited/Bibliography

Improving Reading Comprehension in Kindergarten Through 3rd Grade (Rep. No. 2010-4038). (n.d.). What Works Clearinghouse. doi:<https://ies.ed.gov/ncee/wwc/Practice Guide/14>

What does the research say about the Key Finding?

Meta-analysis of strategies for improving comprehension lands on 5 strategies proven effective:

- Teach students how to use reading comprehension strategies.
 - Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
 - Guide students through focused, high-quality discussion on the meaning of text.
 - Select texts purposefully to support comprehension development.
 - Establish an engaging and motivating context in which to teach reading comprehension.
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Implications for Fostering Readers Project

- Activities and handouts might include specific comprehension strategies such as connecting, inferring, questioning, etc.
- High quality discussion techniques and partnerships
- In order to offer an engaging context, students must have access to culturally relevant texts.

Key Finding 4: Gradual release of responsibility is the most effective way to foster comprehension.

Research Cited/Bibliography

Fisher, Douglas, et al. *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition*. Association for Supervision and Curriculum Development, 2014.

What does the research say about the Key Finding?

Numerous studies confirm that students learn a skill best through modeling, shared practice (guided practice), collaborative practice, independent practice and sharing learning.

Implications for Fostering Readers Project

When teaching children any skill (from choosing books, to thinking strategies when reading) presentation and/or active engagement should include these five stages.

Gradual Release of Responsibility Stages:

1. Model (I do): Library staff models how to ask questions when reading a nonfiction book.
2. Shared (We do): At some point in the lesson, students should share in the practice with feedback.
3. Collaboration: Students work together to read and ask/answer/ponder questions as they read.
4. Approximate (You do): Student attempt to approximate the strategy.
5. Share: Students share their thinking and learning with others.

Key Finding 5: Access, choice and time reading and discussing engaging text increase reading achievement.

Research Cited/Bibliography

Fisher, D., & Frey, N. (2018). Raise Reading Volume Through Access, Choice, Discussion, and Book Talks. *The Reading Teacher*. doi:10.1002/trtr.1691

Rumberger, A. (2018). Libraries offer freedom from reading level limitations. *Phi Delta Kappan* 99 (8), 57-61.

What does the research say about the Key Finding?

Research Study for Increasing the reading volume (and achievement) of students learning to read.

- Students needs choice.
- Students need access to lots of books that they love and can enjoy reading.
- Students need to discuss their reading with peers.
- Book talks and “book blessings” increase students’ excitement about books!

Implications for Fostering Readers Project

- Librarian activities that ensure students are learning about great new (and old) books as well as learning about their readers in order to make informed matches.
- Book talks with peers that encourage creative thinking, reasoning and making connections rather than question/response type discussions.
- Activities should center around relentless book matching. Read something together, open discussion, book talks (talking about several books that might interest the group), choosing time, etc.
- Conferring with families and students regarding interest, engagement, time spend reading, reading formats, locations, books in the home, etc. Conferring not only builds trust and relationships, it helps ensure access leads to choice.

Key Finding 6: Interactive read alouds increase reading engagement, vocabulary, and comprehension.

Research Cited/Bibliography

Mcgee, L. M., & Schickedanz, J. A. (2007). Repeated Interactive Read-Alouds in Preschool and Kindergarten. *The Reading Teacher*, 60(8), 742-751. doi:10.1598/rt.60.8.4

What does the research say about the Key Finding?

While reading aloud to children has long been known to increase literacy, findings show that format matters. Interactive Read Aloud with a clear focus has resulted in substantially larger gains in reaching achievement in young children.

Implications for Fostering Readers Project

- Resources must include strategic interactive read aloud supports, including templates for planning this format of reading aloud.
- Activities/resources must support parents in how best to read aloud with their child in a way that effectively increases engagement and reading success.

Key Finding 7: Ensuring children are immersed in language and reading aloud helps develop reading readiness.

Research Cited/Bibliography

Saracusa, D. (n.d.). “Meaningful differences in the everyday experience of young American children”: Book review. *PsycEXTRA Dataset*. doi:10.1037/e724

What does the research say about the Key Finding?

There is a tight link between the words spoken to a child before age 3 and their future academic success. When children embark on learning to read, a language gap can impede early attempts. Students can be eager, yet not prepared, to begin reading on their own. Studies have shown a 30 million word (vocabulary) gap in language between children from higher and lower SES backgrounds.

Implications for Fostering Readers Project

- Ensuring that children are immersed in language and reading aloud will eventually lead to reading readiness.
- The “Read-to-Me” stage must be met with an increased awareness and drive to increase language and experience with texts.
- This research helps support a robust “Read-to-Me” stage that precludes more formal reading instruction; this is particularly important for children from poverty.

Key Finding 8: Children need a balanced cueing system, or set of reading strategies, to become independent strategic readers..

Research Cited/Bibliography

Goodman, Y. M., Watson, D., & Burke, C. (1987). *Reading Miscue Inventory: Alternative procedures*. New York: Richard C. Owen.

Clay, M. M. (1985). *The early detection of reading difficulties* (3rd ed.). Auckland, NZ: Heinemann.

What does the research say about the Key Finding?

The cueing systems are the strategies that readers have at their disposal when confronting [unfamiliar words], how these strategies are integrated, what readers do when they come to something they don't know, what patterns emerge, how well readers self correct, and always and ever, what does what they have read mean to them.

Implications for Fostering Readers Project

- We must help kids become independent and strategic readers by coaching and providing them with the tools they need, in the moment/as they are involved in active reading.
- Ensuring that program staff and caregivers are aware of the three essential questions when coaching a child in reading in order to promote a balanced approach:
 - Does that make sense? (Semantic)
 - Does that sound right? (Syntactic)
 - Does that look right? (Graphophonic)

Key Finding 9: Differences exist in initial literacy progression, English vs. Spanish.

Research Cited/Bibliography

Beeman, Karen, [A comparison of initial literacy development in Spanish and in English](#), 2014. Teaching for Biliteracy

Beeman, Karen & Urow, Cheryl, *Teaching for Biliteracy; Strengthening Bridges Between Languages*, 2012. Caslon Publishing

Beeman, Karen & Urow, Cheryl, Center for Teaching for Biliteracy: [Teaching for Biliteracy.com](http://TeachingforBiliteracy.com)

What does the research say about the Key Finding?

This comparison developed by Beeman and Urow and based on research, compares the differences between English and Spanish in initial literacy development. The most critical for our work are listed below:

1. The building blocks of literacy begin with the vowels and then move to consonants to form syllables. Understanding that there are strong vowels (a-e-o) and weak vowels (i-u) determines separation of words into syllables, accent rules, meaning of words, and impacts comprehension. Students first write vowels and then consonants as emergent writers because the vowels are constant and regular (5 vowels make 5 sounds).
 2. Names of letters are learned formally once students have learned the letter sounds and can form syllables. Letter sounds are more important at the emergent stage of literacy.
 3. Phonological awareness occurs through writing, not through oral language development. If you can say it, you can write it, because of the tight relationship between sound and symbol.
 4. Understanding how to chunk words into syllables is the most important skill in emergent literacy and it is the strongest predictor of long term reading success.
 5. There is no real need for sight words since all words can be decoded. A list of words that students find challenging to write, and that match words posted on the wall, could be effective.
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Implications for Fostering Readers Project

- As we develop curriculum and literacy activities we should be aware of and note the differences in literacy progression of the two languages and match them to the activities and population with whom we work.

Key Finding 10: Stages of emergent writing from oral language to print can differ for (1) monolingual English, (2) monolingual Spanish and, (3) bilingual children.

Research Cited/Bibliography

Beeman, Karen & Urow, Cheryl, *Teaching for Biliteracy; Strengthening Bridges Between Languages*, 2012.

Caslon Publishing

Geiser, D., Escamilla, K., Hopewell, S., & Ruiz, O.A. (2007). Transitions to Biliteracy: Focus on Writing of Spanish/English Emerging Bilinguals. Paper presented at the annual proceedings of the American Education Research Association. Chicago, Illinois. April.

What does the research say about the Key Finding?

Monolingual Children:

- Stage 1 - Scribbles (same in monolingual English & monolingual Spanish)
- Stage 2 - Identifiable but random letters and numbers w/no apparent relationship to sounds in the words or syllables represented (same in monolingual English & monolingual Spanish)
- Stage 3 -
 - *English*: scribbles to ind letters 1st—most often initial, and later final consonant sounds—and later vowels
 - *Spanish*: have developed syllable and sound-symbol understanding; scribbles to vowels 1st, each vowel represents a syllable
- Stage 4 -
 - *English*: letters for all the sounds
 - *Spanish*: consonant-vowel syllable combinations
- Stage 5 - Easily identifiable words (same in monolingual English & monolingual Spanish)

Bilingual Children:

- Stages 1-3 - Writing reflects both the syllabic hypothesis of Spanish literacy development and the partial alphabetical writing found in English literacy development
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Implications for Fostering Readers Project

- Instructional implications for teaching word-level skills in both English and Spanish - need to understand the literacy progression/development for each language
- Strategies must be in place that reflect and take advantage of all the linguistic resources of the children

Key Finding 11: Teaching oracy is instrumental to better reading and writing.

Research Cited/Bibliography

Kirkland, Lynn D.; Patterson, Janice. Early Childhood Education Journal , v32 n6 p 391-395 Jun 2005

What does the research say about the Key Finding?



Oracy is as important as reading and writing. The theory is that purposeful dialogue focused on the exploration of complex ideas extends student thinking. Deep thinking creates the conditions for retaining and then mobilizing important knowledge. Through informed debate, argument, and persuasion, students are cognitively stretched.

Implications for Fostering Readers Project

- Teaching oracy is *instrumental* to better reading and, in particular, writing. In developmental terms, humans acquire oral language first -- a prerequisite for literacy. And the cycle of talk before writing is well established as sound pedagogical practice.
- Ensure ample opportunities for output in the target languages' "natural" environment where the language 'must' be used in almost all opportunities for 'oral development' to take place. When this happens, speakers in conversation are able to negotiate and derive meaning from varying contexts.
- Be sure to include opportunities for natural and authentic communication and dramatic play.

Key Finding 12: Opportunities for oral language are essential for reading development in the 2nd Language.

Research Cited/Bibliography

[Lindsey Moses Guccione](#), *Oral Language Development and ELLs: 5 Challenges and Solutions*

McCauley and McCauley (1992)

What does the research say about the Key Finding?

Important factors as necessary for acquiring a second language: a low-anxiety environment, repeated practice, comprehensible input, and drama.

- **A low-anxiety environment** includes a setting where students feel nurtured and supported by their teacher and peers, and in turn, they feel safe to take risks without the fear of being laughed at or made fun of.
- **Repeated practice** is just like what it sounds! Students need repeated practice hearing and using a new language. They need multiple opportunities to comprehend and express their ideas in a new language. Like with anything new that we learn, practice helps us get better.
- **Comprehensible input**, as explained above, means finding different ways to make what is being said comprehensible and easier to understand. Things to consider with comprehensible input might include using speech that is appropriate for students' language proficiency, providing a clear, step-by-step explanation of tasks, and using a variety of techniques to support their understanding.
- **Drama**, or a sense of excitement and engagement, can be found in activities like [Reader's Theatre](#), dramatic play, puppetry, narrating wordless picture books, etc. All of these activities also have the other three factors embedded within them. These activities assist in the development of oral language in addition to introducing students to oral reading and rich literacy experiences and responses in a classroom setting.

Implications for Fostering Readers Project

Essentials for developing oral language in child's second language:

- Supportive learning environment
- Repetition and opportunities to talk
- Clarity of the lesson/instructions, modeling of the task
- Acting out & role play

Key Finding 13: Using Language Experience Approach (LEA) allows for shared and meaningful experiences that connect to print.

Research Cited/Bibliography

Beeman, Karen & Urow, Cheryl, *Teaching for Biliteracy; Strengthening Bridges Between Languages*, 2012. Caslon Publishing, pg 105

What does the research say about the Key Finding?

Definition: Exemplifies integration of reading & writing, taking advantage of an initial highly comprehensible, shared experience that students then narrate to the teacher; modeling the move from oral language to print. Particularly powerful for language and literacy learners.

Steps:

1. Share a concrete, comprehensible experience
 2. Narrate the concrete experience while the teacher writes, giving a mini-lesson
 3. Reading or writing using the LEA document as the mentor text; choral or guided reading, revising, editing, or as a model to guide children in writing their own texts
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Implications for Fostering Readers Project

- Develop activities and build lessons around experiences created together
- Incorporate children's ideas into a shared piece of writing to increase engagement
- Chorally read to involve children in reading, supporting their knowledge and understanding of print and helping them build confidence in reading

Key Finding 14: Native Language Literacy: First language development is deeply interrelated with second language and cognitive development.

Research Cited/Bibliography

Collier & Thomas, *Educating English Language Learners for a Transformed World*, 2014, pg 44

What does the research say about the Key Finding?

First language development is deeply interrelated with cognitive development. Developing cognitively and linguistically in first language at home and at school, at least throughout the elementary school years, provides a knowledge base that transfers from first to second language. When schooling (instruction) is provided through two languages, both languages become the vehicle for strong cognitive and academic development, accelerating students' academic achievement and eventually closing the achievement gap.

Implications for Fostering Readers Project

- Design activities to incorporate native language use, both oral and written, in order to promote language and literacy learning, cross-linguistic connections and concept building in any and all languages the child brings
- Honor and build on the language(s) the child/participants bring to the activity

Key Finding 15: Embracing the multilingual perspective is essential for literacy learning (vs. the monolingual perspective).

Research Cited/Bibliography

Beeman, Karen & Urow, Cheryl, Center for Teaching for Biliteracy: [Teaching for Biliteracy.com](http://TeachingforBiliteracy.com)

What does the research say about the Key Finding?

Monolingual Perspective

- All children have a dominant language (L1 & L2)
- Child is low in both languages

Multilingual Perspective

- Many children are emerging bilinguals or multi-language learners whose first language is bilingual
- The child has linguistic resources in both languages
- Building on L1 fosters literacy development in L2

Key Finding 16: Children developing biliteracy in the US will draw on all of their linguistic resources when they write.

Research Cited/Bibliography

Beeman, Karen & Urow, Cheryl, *Teaching for Biliteracy; Strengthening Bridges Between Languages*, 2012. Caslon Publishing (pg 101)

What does the research say about the Key Finding?

- Effective writing instruction uses a multilingual perspective, recognizing and integrating the variety of cultural and linguistic norms that frame language use and influence written discourse patterns
 - Reading and writing instruction are naturally linked: comprehension and other reading skills can be taught through writing, and writing skills can be taught during reading instruction
 - Writing is a skill to be developed and a tool for enhancing other areas of learning
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Implications for Fostering Readers Project

For bilingual children there needs to be an *integrated approach* as they learn to write:

- Write together
- Write while they are reading
- Write in a variety of genres
- Read and write together
- Use writing as a tool to learn new concepts
- Practice free writing
- Write in both languages when possible/the activity lends itself to this

Key Finding 17: Translanguaging acknowledges and utilizes the bilingual child's complex language repertoire as a resource.

Research Cited/Bibliography

Garcia/Johnson/Seltzer, *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, 2017, Caslon Publishing.

What does the research say about the Key Finding?

Definition: "An approach to the use of language, bilingualism, and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems...but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages."

Key Principles of Translanguaging:

1. Bilinguals use their linguistic repertoires as resources for learning, and as identity markers that point to their innovative ways of knowing, being, and communicating.
 2. Bilinguals learn language through their interaction with others within their home, social, and cultural environments.
 3. Translanguaging is fluid language use that is part of bilinguals' sense-making processes.
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Implications for Fostering Readers Project

- A translanguaging stance sees the bilingual child's complex language repertoire as a resource, never as a deficit
- Children should be encouraged to use all their language practices to discuss and evaluate stories; all languages and attempts/forms of English use must be embraced
- Program staff must be willing to keep meaning making and learning at the center of all instruction/activities
- Children need to use language socially through cooperative tasks
- Understand languages as practices that are used in different social contexts for different purposes
- Translanguaging practices support students' bilingual identities and socio-emotional development
- Use of a variety of texts: monolingual (L1 or L2), bilingual/side-by-side, and translanguaging (two languages used in relationship with each other where bilingual voices emerge)

Key Finding 18: To acquire language children need to be immersed in meaningful and authentic language opportunities.

Research Cited/Bibliography

Heritage, Walqui & Linqunti, *English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom*, 2015, p. 32. Harvard Education Press.

Krashen, Stephen, *Fundamentals of Language Education*, 1992

What does the research say about the Key Finding?

- “Language as action embraces the idea that, at its essence, language is a tool we use to act in the world. We talk, listen, read, and write to get things accomplished, and we use all language or language-related resources at our disposal...” Heritage, Walqui & Linqunti (2015), p. 32
- **Language acquisition** is a subconscious process; while it is happening, we are not necessarily aware it is happening. Once we have acquired something, we are not usually aware we possess any new knowledge; the knowledge is subconsciously stored in our brains.
- **Language learning** is a conscious process; when we are learning, we know we are learning.

Learned knowledge is represented consciously in the brain. (i.e. how we learn language in school with focus on rules, grammar, etc.)

Implications for Fostering Readers Project

- The research strongly supports the view that both children and adults can subconsciously acquire languages by being immersed in meaningful and authentic language opportunities (listening, speaking, reading, writing).
- To acquire language we must:
 - Provide meaningful interactions
 - Focus on communication
 - Make spoken language the priority

Key Finding 19: Building and incorporating background knowledge aids in engagement.

Research Cited/Bibliography

Beeman, Karen & Urow, Cheryl, *Teaching for Biliteracy; Strengthening Bridges Between Languages*, 2012. Caslon Publishing, (Chap 6)

James Asher, *Learning Another Language Through Actions; Total Physical Response (TPR)*, 2000.

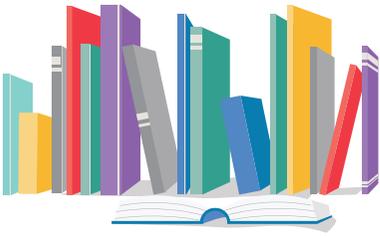
What does the research say about the Key Finding?

- Effective biliteracy instruction/experience begins with the establishment of a comprehensible context
 - Strategies that build on children's language and experiences also develop background knowledge and academic oral language.
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Implications for Fostering Readers Project

- Need to develop/incorporate background knowledge and academic vocabulary before initiating literacy activities with children through:
 - Total Physical Response (TPR)
 - Adapted Readers' Theater (ART)
 - Fishbowl
- In addition:
 - Promote child-child interaction
 - Encourage active participation of children

- Structure the oral interaction between and among children
- Provide children with a structure in which to experience new concepts and practice new academic vocabulary in Spanish/English (target language)
- Allow all children to participate
- Respect the language the child bring into the library/after school context
- Model and teach formal vocabulary
- Reduce adult talk and increase child talk and child movement



Library & Afterschool Program Models

Key Finding 1: Libraries are known experts at making reading fun.

Research Cited/Bibliography

[MCL K-3 Educator Study](#)

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

What does the research say about the Key Finding? How is that practice defined?

- 95% of teachers in the study identified “making reading fun” as a unique contribution the library makes in K-3 literacy. By making reading fun, teachers say the library motivates struggling readers, makes strong readers even stronger, and engages parents in their children’s’ literacy.
 - “Public libraries are ideal places for Latinos to engage in... pleasure reading and often stand in stark contrast to classrooms, where students are subjected to skill-building, letter recognition, pronunciation and phonics. Public librarians play a crucial role in providing Latinos ‘comprehensible and interesting’... reading material that promote[s] lifelong learning and reading.” (Montiel-Overall, pp. 81-2.)
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Implications for Fostering Readers Project

- Libraries make reading fun: libraries can build on the fact that this strength is known and valued by many in the community.
- Keep fun at the forefront of literacy programming.
- Reach out to Latino families to connect them with programming that positions reading as fun.

Key Finding 2: Library staff are experts at reader’s advisory.

Research Cited/Bibliography

[MCL K-3 Educator Study](#)

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

What does the research say about the Key Finding? How is that practice defined?

- Library staff are experts at helping match readers with books, and can provide ample access that schools and families may not be able to offer. Libraries should look for new opportunities to help match K-3 readers with “just right” books.
 - Libraries should find ways to communicate with caregivers and educators their support and skill in this arena.
-

Implications for Fostering Readers Project

- Design programs that help families connect with “just right” books for their kids, considering both interest level and reading level.
- Provide an inviting range of materials (fiction and non-fiction readers and early chapter books; graphic novels; audiobooks, etc.) for checkout at all programs.
- Make time in the program to explore these materials.
- Loosely organize materials available during programs by simple-to-understand reading levels, eg. on different tables or in browsable crates, so everyone can find something just right.
 - Note: libraries might also consider organizing their reader collection this way.
 - ◇ One example of loosely-leveled readers is Multnomah County Library’s organizing of their reader collection into four very approximate levels, together called “[Welcome to Reading](#).” Their color-coded reader levels include Starting Out; Building Skills; On My Own; and Reading More.
- Include booktalking (short spoken teasers or trailers) during programs
- Include some library 101/reader’s advisory orientation during programs. Make a habit of inviting people to ask library staff for recommendations any time
 - Program staff could also mention the value of reading aloud to kids throughout their learning-to-read years
- Provide print materials (ideally, multilingual) that support reader’s advisory:
 - Fun, up-to-date booklists
 - Illustrate the five finger rule
 - Emphasize the importance of reading aloud to kids throughout their learning-to-read years
 - Include contact information for the Youth Services department with an invitation to contact library staff any time for help finding just-right books

Key Finding 3: Centering books & reading in programming improves children's attitudes toward reading & books.

Research Cited/Bibliography

[Camp Read-a-Rama® and Fully-Engaged Literacy Learning](#)

What does the research say about the Key Finding?

- Actively involving books and reading in all aspects of interdisciplinary programming positively impacts children's attitudes toward reading and their interactions with books, a critical step in literacy skill development and improvement.
 - Teach children to 'live books': "help children connect everything they do with books and every book with something they do."
 - Young people read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.
-

Implications for Fostering Readers Project

Better integrate books into programming.

- Tie books in with every aspect of programming. Don't just put a book display on the side of the room for participants check out after the program, but involve books and reading throughout programming of all sorts.

Include protected/celebrated reading/book time during programming.

- Include reading aloud in programming. Consider making a program series tradition of opening or closing with a read-aloud.
- Book Break: Include a book interlude in the middle of programming during which participants select a book from enticing bins of program-related material, and look through it/share it with family/friends.
- Book Treasure Hunt - take 10 minutes to go find at least one book that looks interesting to you.
- Reading Zone: Established a well-stocked, diverse (in content and level), comfortable Reading Corner in every program, encouraging participants to visit it as needed/wanted throughout programming. Could be a "reading tent" or cushion/blanket reading zone in program space.
 - Would provide a good option for parents with younger kids attending with their elementary-aged kids.
 - Would help accommodate kids with sensory issues who need to step away for a bit.
 - Could include casual browsing bins roughly separated into just-right-book levels.

Key Finding 4: Summer Reading is the best-known library program.

Research Cited/Bibliography

[MCL K-3 Educator Study](#)

[“Two Libraries Working toward Common Goals” by Tonya Potter and Kara Johnson \(2017\)](#)

[East Palo Alto K-3 programs: conversation with YS Librarian Kelly Reinaker](#)

What does the research say about the Key Finding?

- MCL study: Almost all teachers promote the Summer Reading Program with their students, however other non-school based programs are virtually unknown.
 - MCL study recommendation: consider expanding Summer Reading into a seasonal program.
 - “Two Libraries” recommendation: promote and participate in one another’s programs
 - East Palo Alto’s Winter Learning Challenge: Similar to their Summer program: encourages continued reading over the winter break with opportunities to win prizes (including an annual family membership to museum, polaroid camera, LOTS of new books to give away)
-

Implications for Fostering Readers Project

- Could build off community familiarity with Summer Reading (SR) to add other seasonal reading programs of a similar structure, eg. with a game board, reading goals, incentives, etc.
- Could offer similar program over winter break or spring break; do Winter Reading; etc.
- Since teachers already know SR exists, could build partnerships and increase participation by promoting one another’s programs (esp. promote Summer Reading in the schools).
 - Eg. post reciprocal links on school and library websites.

Key Finding 5: Children who participate in public library summer reading programs maintain reading skills over the summer.

Research Cited/Bibliography

Roman, Susan, Carran, Deborah, & Fiore, Carole D. (2010) *The Dominican Study: Public Library Summer Reading Programs Close the Achievement Gap*. Dominican University Graduate School of Library & Information Science. <http://www.oregon.gov/osl/LD/youthsvcs/srp.certificates/dominicanstudy.pdf>

Roman, Susan and Fiore, Carole. (2010). Do Public Library Summer Reading Programs Close the Achievement Gap?. *Children & Libraries: The Journal of the Association for Library Service to Children*, 8(3), 27-31, <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=55618570&site=ehost-live>

Dynia, Jaclyn, Justice, Laura & Piasta, Shayne. (2015). Impact of Library-Based Summer Reading Clubs on Primary-Grade Children's Literacy Activities and Achievement. *The Library Quarterly*, 85(4), 386-405.

Institute of Museum & Library Services. (2013). Growing Young Minds: How Museums and Libraries Create Lifelong Learners. <https://www.imls.gov/assets/1/AssetManager/GrowingYoungMinds.pdf>

What does the research say about the Key Finding?

- Children who participate in public library summer reading programs do not experience summer reading loss (summer slide) and some improve reading skills over the summer.
 - While children typically gain reading skills at similar rates throughout the school year, children from low-income families tend to experience a greater summer reading loss than their peers from higher income families.
 - Children from low-income families often lack access to books and the opportunity to participate in educational activities over the summer.
 - Summer reading loss is cumulative and leads to a widening achievement gap as children move through school.
 - Libraries provide the opportunity for access to books and educational activities regardless of a families income. Libraries can further mitigate summer reading loss and close the achievement gap by ensuring that children from low-income families and those who may have other access barriers have books to read throughout the summer, access to educational activities, and access to adult mentorship to guide and scaffold learning.
-

Implications for Fostering Readers Project

- Partner with schools and other community organizations to identify and reach out to families of struggling readers and underserved populations.
- Market directly to parents, grandparents, and other caregivers to help them understand the literacy benefits of reading programs.
- Find innovative ways to get books into the hands of underserved and low-income children all year long and especially in the summer.
- Consider enhancing traditional reading programs to offer reading strategies, literacy based activities, mentorship, and scaffolding for readers.

Key Finding 6: Expanded public library summer learning programs provide opportunities for learning, engagement, and fun while helping to close the opportunity gap.

Research Cited/Bibliography

Urban Libraries Council. (2015). Libraries at the Center of Summer Learning and Fun. https://www.urbanlibraries.org/filebin/pdfs/ULC_NSLA_SummerLearningOnlineToolkit.pdf

Institute of Museum & Library Services. (2013). Growing Young Minds: How Museums and Libraries Create Lifelong Learners. <https://www.ims.gov/assets/1/AssetManager/GrowingYoungMinds.pdf>

What does the research say about the Key Finding?

- Libraries are expanding upon traditional summer reading models to integrate hands-on learning opportunities designed to engage children and families in active skill building, creative exploration and critical thinking.
 - Children, especially low-income families and other underserved populations, are at risk for summer learning loss. Research shows that access to educational activities and family engagement are keys to mitigating summer learning loss.
 - Research shows that libraries are in key positions as trusted community resources to offer expanded educational opportunities for children and families.
 - Reading remains at the center of these programs.
-

Implications for Fostering Readers Project

- This research highlights 3 programming models that center reading, are scalable to the needs of different communities, and could be formatted for year-round use.
 - Summer Reading PLUS: Adding hands-on inquiry-based activities to traditional incentive based programs to combine elements of reading and doing.
 - Skill-Based Drop-in Learning Activities: Flexible, active learning designed for participants to gain 21st century skills or academic skills while accommodating families' needs for flexible opportunities that don't require enrollment commitments.
 - Focused Enrollment Programs: Programs that target specific learning needs in a community through structured enrollment based programs. Examples include reading tutoring programs, intensive back-to-school literacy learning camps, STEM based learning programs led by trained educators.

Key Finding 7: Wordless picture books can benefit struggling readers and English language learners.

Research Cited/Bibliography

Gibson, Jennifer (2016). Text Optional: Visual Storytelling with Wordless Picture Books. *Children and Libraries*, 14(2), 3-7, <http://dx.doi.org/10.5860/cal.14n2.03>

What does the research say about the Key Finding?

- Wordless picture books can encourage struggling and reluctant readers to develop vocabulary and

make the connection between written and oral language.

- English language learners can benefit from wordless picture books because they encourage open-ended questions which can help build the confidence.
- Wordless picture books can foster parent engagement, especially for English language learners and adults with low literacy, because they can “author” the story for or with their child. Wordless picture books allow for multiple interpretations which can help break down cultural and linguistic barriers.

Implications for Fostering Readers Project

- Make a point to include wordless picture books in booklists, displays, and programming.
- Encourage caregivers to share wordless picture books with children and make clear the literacy benefits.
- Model interactive, vocabulary-rich sharing of wordless picture books as read-alouds during programming.

Key Finding 8: Paired reading programs in libraries can help struggling readers.

Research Cited/Bibliography

Hinds, Jess deCourcy (2016). The Buddy System: Everyone Gains When Kids Read Together. *School Library Journal*, Retrieved from <https://www.slj.com/2016/03/programs/the-buddy-system-everyone-gains-when-kids-read-together/>

Simon, Cathy Allen. Using Paired Reading to Increase Fluency and Peer Cooperation. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html?main-tab=1#main-tabs>

What does the research say about the Key Finding?

- Paired reading or “buddy” programs in libraries can take many forms including librarians as the buddy, teen volunteers reading with younger children, and kids of the same age but reading at different levels reading together.
- Children deepen their interpretation of texts when they hear their partners responses to what they are reading and strengthen comprehension through hearing their reaction to the text.
- Cross-age tutoring and paired reading in schools has been shown to increase academic achievement according to a 2011 study by Durham University
- Successful programs offer opportunities for playful interaction and a relaxed environment. This increases confidence and decreases stress and anxiety for struggling readers.
- Reading with someone else encourages learners to try more difficult material and to learn from hearing a stronger reader read aloud

- Librarians at Loudoun County Public Library note that reading buddy programs have been well received by families with children who are English language learners because it offers reading and speaking practice in a low-pressure environment. This is true for both young readers and teen volunteers who are English language learners.
 - Providing opportunities for children and teen volunteers to read in their native languages during reading buddy programs allows both to practice literacy skills while maintaining their native language.
-

Implications for Fostering Readers Project

- Consider buddy programming as a way to offer more opportunities for children to practice their reading skills.
- Focus on creating a fun low-pressure atmosphere. Include literacy based games and other activities for reading buddy pairs that encourage interaction and relationship building.
- Include opportunities for english language learners to read and talk in their native language.
- Encourage pairs to engage in discussion about what they are reading together.

Key Finding 9: Afterschool programs view libraries as important partners, but there is room for growth.

Research Cited/Bibliography

Afterschool Alliance. (2017). Library and Afterschool Partnerships: How Afterschool Providers are working together with Public Libraries. <http://afterschoolalliance.org/documents/STEM/Library-and-afterschool-partnerships.pdf>

What does the research say about the Key Finding?

- The Afterschool Alliance interviewed 365 afterschool program providers about how they perceive and partner with public libraries. This survey focused on opportunities specifically for STEM partnerships but offers some universally applicable insights. Afterschool programs overwhelmingly view libraries positively. Room for growth include expanding ideas of what partnerships can look like with libraries, and helping afterschool programs better understand the scope of what libraries offer.
- 74% of afterschool programs report partnering with public libraries. Common partnerships include signing afterschool program participants in library summer reading/learning programs and field trips to the library to check-out books or attend an event.
- Many respondents understood possible partnerships with the library to be limited to field trips for books check-out or to participate in summer reading programs.
- Respondents expressed concerns about being able to get to the library and about behavior expectations in the library.

- Respondents reported that they would like more ideas about how to partner successfully with the library.
- Respondents reported that they would like to receive regular communication from the library about events and programs and that they would like libraries to deliver programs at afterschool sites that are tailored to the needs of their participants.

Implications for Fostering Readers Project

- Reach out to afterschool programs to let them know what the library can offer in terms of access and programs.
- Meet with afterschool program providers and give them ample opportunities to share their needs and interests.
- Create programming in partnership with afterschool programs making sure to leverage the unique skills of all partners.
- Provide programs and access to books at afterschool sites.
- Be sensitive to the financial limitations of many afterschool programs, their limitations related to staffing and transportation, and their concerns about library behavior expectations.

Key Finding 10: Encouraging joint media engagement between children, caregivers, and educators increases literacy benefits of digital tools.

Research Cited/Bibliography

Guernsey, Lisa, Levine, Michael, Chiong, Cynthia & Severns, Maggie. (2012). Pioneering Literacy in the Digital Wild West: Empowering Parents and Educators. *Campaign for Grade-Level Reading*, http://joanganzcooneycenter.org/wp-content/uploads/2012/12/GLR_TechnologyGuide_final.pdf

What does the research say about the Key Finding?

This research is a scan of technology-based products and programs aimed at improving literacy skills for children from 0-8. Researchers used the following guiding principles:

1. To become proficient readers, children need to be raised in environments that support reading skills, background knowledge and active discovery.
2. Technology can be helpful in literacy development but by itself is not the answer.
3. Connected engaged parents are crucial.
4. To ignore technology is to miss opportunities for delivering new content and better teaching to the children who need it most, inadvertently allowing digital divides to grow wider.

Parent-Child interaction:

“Just as research has highlighted the power of dialogic questioning and engaging conversation between

adults and children during read-alouds of print books, research on electronic media with young children — even as young as infants and toddlers — points to the benefits of parents or teachers engaging in social interactions around other media too. In the research literature, this is known as **Joint Media Engagement.**”

Digital Divide

Beyond the conventional ideas of the digital divide which focuses on access and is an ever-present issue, there is a growing divide some researchers are calling the participation gap. The participation gap highlights disparities in how adults interact with children using computers, games and e-books.

Scan of Digital Media

Most educational apps and games focus only on very basic literacy skills like letter knowledge, phonics and word recognition. Very few target comprehension or grammar skills.

Trends

E-books are beginning to develop literacy enhancing features like highlighting text during narration and enabling children to hear how sounds blend to form words. Some apps promote engagement with parents and loved ones using recording technology. More organizations are beginning to critically review apps that make literacy claims and provide guidance to families and educators. More apps are moving beyond flashcard style learning and prompting real world engagement using camera and recording technology (ex:fred rogers center for early learning: alien assignment)

Implications for Fostering Readers Project

- Create, curate, and critically examine digital media to help parents and educators find and evaluate potential tools.
- Create a place in every community where families can experiment together with both online and offline literacy materials.
- Promote personal connection among parents and educators via social media, cell phones, texting and the development of hybrid (online and offline) learning communities. .
- Build background knowledge by providing new routes for taking advantage of content-rich library materials, museum offerings, e-book services, immersive games, and multimedia “field trips.”
- Improve the workforce by connecting educators (including library program providers and family child care providers) to each other, to new resources for literacy instruction and active learning, and to professional development opportunities.

Key Finding 11: Transmedia play encourages new approaches to reading and and storytelling that expand learning and engagement opportunities.

Research Cited/Bibliography

Herr-Stephenson, B., Alper, M., Reilly, E. and Jenkins, H. (2013). T is for transmedia: Learning through

transmedia play. Los Angeles and New York: USC Annenberg Innovation Lab and The Joan Ganz Cooney Center at Sesame Workshop. Available: <http://www.annenberglab.com/viewresearch/46>

Sun, Caroline (2014) Transmedia and Education: How Transmedia is Changing the Way We Learn. School Library Journal, <http://www.thedigitalshift.com/2014/06/featured/many-ways-tell-story-transmedia-transforming-education-classrooms/>

What does the research say about the Key Finding?

Transmedia, by itself, means “across media” and describes any combination of relationships that might exist between the various texts (analog or digital) that constitute a contemporary entertainment media experience.”

- Transmedia play can promote new approaches to reading.
 - Transmedia play can encourage learning through joint media engagement.
 - Transmedia play can support constructivist learning goals.
 - Transmedia encourages additive comprehension. We learn something new as we follow the story across media. This distinguishes it from cross-media, which refers to the use of these other media platforms as simple delivery mechanisms for the same old content.
-

Implications for Fostering Readers Project

- Include interactive e-books in programming or resource lists for families as a supplemental way for kids to interact with and expand upon their experience with a book in new ways.
- Transmedia can offer us a way of extending programming beyond the walls of the library by offering children and families ways to interact virtually before or after an in-library program.
- Use print books as catalysts to explore ideas and themes through hands-on and technology based activities. See Flotsam project in report.
- Design programming that encourages remixing stories through writing, art, acting and retelling.
- Use mobile technology to share participant created content with families to increase engagement.

Key Finding 12: Oral storytelling programs help children develop literacy skills and honor cultures with strong oral storytelling traditions.

Research Cited/Bibliography

Agusto. (2016). Why Storytelling Matters Unveiling the Literacy Benefits of Storytelling. *Children & Libraries: The Journal of the Association for Library Service to Children*, 14(2)

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield

What does the research say about the Key Finding?

The article “Why Storytelling Matters” discusses the literacy benefits of storytelling which is a long-standing tradition in the U.S. public and school libraries. It mentions that the literacy benefits of storytelling have been based on observations from practice rather than on research findings. This report analyses the responses of second graders to a live storytelling session and finds the following benefits:

- Practice in visualization
- Cognitive engagement
- Critical thinking
- Story sequencing

Potential enhancements to increase benefits:

Ask follow up questions, build personal connection through questions, invite children to retell the story, connect the story to books or other stories, child created response drawings or response writing.

For Latino immigrant families, stories may be less often read from books and more often “part of an oral tradition, told at family gatherings, often with lessons for young children.” (Montiel-Overall, p. 82.)

Implications for Fostering Readers Project

- Include oral storytelling as part of library programming and include enhancements such as opportunities to create art about the story or to retell the story.
- Consider inviting Latino family members or storytellers to include oral storytelling, or combine oral history with story books, in library programming.

Key Finding 13: Libraries can provide homeschool families with needed resources and opportunities for socialization.

Research Cited/Bibliography

[Library Service to Special Population Children and their Caregivers](#) (ALSC 2015)

What does the research say about the Key Finding?

- Homeschoolers are often avid readers and engaged library patrons and many look to the library as a resource to allow them to “try before they buy.”
- Socialization is one of the major needs for homeschooled students. The library is a great place for children to form new friendships.
- Libraries can also help families by providing information on local support groups.
- Homeschooling is legal in all fifty states, however each state has different requirements and standards. Libraries can help homeschoolers find this information so they can make informed decisions.

Implications for Fostering Readers Project

- Promote programs to local homeschooling networks and families, emphasizing the library’s educational resources, ability to provide information about homeschooling support groups and state requirements, and opportunities for socialization and parental networking.
- Create opportunities during programming for children to play and work together.
- Connect with local homeschoolers to discover their homeschooling culture and their needs; work with them to develop programs to meet those needs.

Key Finding 14: Quality afterschool programs are Sequenced, Active, Focused and Explicit.

Research Cited/Bibliography

Afterschool Alliance’s 2014 report, [“Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices”](#)

Synthesized by Bryce Kozla in a blog post called [Are Your Programs S.A.F.E.?](#)

[Using S.A.F.E. for Afterschool Programs](#) - blog post by Lisa Shaia, librarian and author of “After-school for Kids: Thematic Programming to Encourage Reading”

What does the research say about the Key Finding?

Four hallmarks of quality afterschool programs are:

- S: **Sequenced:** Coordinating and implementing activities that are broken down and sequenced to allow youth to learn, develop, connect to and master a specific set of skills.
- A: **Active:** Employing teaching strategies that use active forms of learning and engage students in the learning process through hands-on exercises.
- F: **Focused:** Focusing appropriate time and resources on student instruction and skill development
- E: **Explicit:** Developing clear and explicit learning goals that are relayed to youth in well-defined and specific terms

Implications for Fostering Readers Project

Considerations to bear in mind when designing programs:

S: **Sequenced:**

- What skill/s do you intend your participants to explore or master?
- Have you broken them down into manageable components, to be clearly explained/modeled?
- Does everyone have everything they need to complete each task?
- What prior knowledge are you expecting your program attendees to come with, and is it reasonable?

- How do you ensure successful participation for children that don't have that prior knowledge? (One way is definitely to create a spontaneous shared experience)

A: Active:

- Opportunities to learn by doing and playing. (They may not have the opportunity to do this much during school hours, so it's extra important they get to do that elsewhere; their neurons need it!)
- Eg. Craft, group activity, game. Mix it up: sometimes participants might work alone, other times in pairs or in teams (eg. teams by table).

F: Focus on appropriate amount of instruction time:

- Eg. Talk about what you'll be doing today. Go over the instructions, take questions, and then move to crafts, activities, games, etc.
- Consider: Have you got all the materials your participants will need? Is there enough time to complete activities and their components? Do you have enough activities to fill the time? If not, is that okay? Once activities are completed, what happens?

•

E: Offer clear and Explicit learning goals:

- Eg. You can just say, "By the end of this hour you will be able to ..."
- Do your participants understand what the learning/engagement goals of the activity are?
- Do your participants know what will happen next?
- Do they know what's expected of them at each step in your program?
- Prepare a variety of modes to explain and model what you expect: written instructions, images, demos, etc.

Key Finding 15: Quality afterschool programs are Sequenced, Active, Focused and Explicit.

Research Cited/Bibliography

Afterschool Alliance's 2014 report, ["Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices"](#)

What does the research say about the Key Finding?

Afterschool programs support a child's development and sense of worth, building social skills, and igniting his or her passion for learning.

- The capability of afterschool programs to support the social and emotional growth of students, and the genesis of afterschool programs to positively influence their personal development, is often

lost in the mix in the current environment that is heavily focused on test scores and academic achievement....

- Children participating in the [afterschool] programs saw a significant improvement in their perceptions of themselves, improved positive social behavior and a decrease in problem behaviors...

Positive after school program staff-student relationships create an environment in which students feel safe and supported, fostering student growth socially, emotionally and academically.

Positive relationships between program staff and program participants have shown to improve students' academic performance and engagement in school, as well as lead to higher educational and future aspirations.

High quality programs often have an open dialogue with students and take an interest in their lives.

Implications for Fostering Readers Project

- Without the pressures of evaluation and assessment present in a school environment, libraries and other afterschool programmers are well-positioned to provide programs focused on nourishing children's social and emotional growth.
- Make time in programs to build relationship, show interest in children's lives and interests, listen.

Key Finding 16: Performing children's written stories, especially in partnership with schools, can strengthen students' connection with the library and its programs..

Research Cited/Bibliography

"[Dream It, Write It, Share It](#): How One Library Engages Students' Summer Learning Program Interest." Children & Libraries: The Journal of the Association for Library Service to Children; Summer2017, Vol. 15 Issue 2, p24-25, 2p, 1 Color Photograph

What does the research say about the Key Finding?

A public library created a writing contest for second graders. Winning stories were produced and performed by library staff at the school. The program objective was to to foster a partnership with an elementary school that would encourage students to write and participate in the library's summer learning program, and provide a multimedia experience for elementary-aged children in the community.

Library visits and summer reading program participation increased and they built a strong foundation for future collaborations with local schools.

"What the Youth Services department of the library does best is bring stories to life. If we could bring the children's stories to life, we thought, they might feel more engaged with our public library and compelled

to participate in our programs.”

“The enthusiasm of the school staff, the structure of the contest, and the magic of live performance combined to make this a successful partnership.

Implications for Fostering Readers Project

- Consider programs where kids’ own voices are brought to life through performance. Eg.
 - Puppet show, play, reader’s theater, etc;
 - Acted by adults, peers, teen mentors, or in combination with any of those
 - Performed at program; for families; at schools
 - Elaborate preparation over several sessions or quick one-off programs
- Partner with schools to showcase kids’ writing (in performance, in displays, as part of library collection, etc.) and thus build interest among students in participating in libraries’ summer reading programs.

Key Finding 17: Since writing is key to reading/literacy, libraries should offer playful creative writing programming for K-3 kids.

Research Cited/Bibliography

Hurtado, Annmarie. [36 Workshops to Get Kids Writing from Aliens to Zebras](#). ALA Editions, 2018. ISBN: 978-0-8389-1648-3

[*La Biblioteca Es Importante”: A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South by Steven Alvarez and Sara P. Alvarez \(2016\)*](#)

What does the research say about the Key Finding?

- Libraries tend to emphasize the reading part of literacy development but not the writing side.
- Creative writing is play and can be the focus of great library programs for grades K-3.
 - It’s a child-driven activity that motivates children to learn how to write and makes them better readers. “The child is driven internally to increase his literacy, word by word, when writing something that comes from the imagination in a fun, friendly learning environment.”
 - Support creative writing with the other four early literacy practices: singing, talking, reading, playing.
 - Give participants time to select characters, negotiate roles and relationships, explore plot ideas, etc. 20-30 minutes of brainstorming or play may be needed.
 - Humor: reading and writing about/with humor creates connections between books and play, stretches children’s imaginations, motivates expression (with the desire to make something

funnier and garner more laughs), and can create a bit of a level playing field between children and adults.

- **Children write before they can spell**, just as they speak before they have down the rules of grammar. “There is a place for instruction in grammar and print conventions, but first children need to be given a safe space for exploring and dreaming, and that is what I suggest a library writing program... can be.” (p.4)
- English Language Learners also benefit from encouragement to write imaginatively in a “low-pressure, high literacy environment” (ie. a “writing party” at the library).
- Teachers may be the only adults kids have encountered who have asked them to write or “showed them that writing can be fun, satisfying, and empowering.” Why not add librarians?
- NCTE (National Council of Teachers of English) suggests teachers help developing writers identify mentor or exemplar texts -- something library staff are good at.

Implications for Fostering Readers Project

- Remember that exploring writing helps kids master reading. Include well-thought-out opportunities for playful creative writing in out-of-school and library programs.
- Non-academic language sets the tone: The author of 36 Workshops calls her library writing workshops “Writing Parties.”
- Include parent messages about the importance of adults responding positively to children who are experimenting with expressing their ideas through writing, and how we don’t expect perfection (in grammar, spelling, letter formation, punctuation, etc.) yet, just as we don’t expect kids’ to refrain from speaking until they’ve mastered all elements of the language.
- Funny books make effective subjects for creative writing activities.
- Help kids identify “mentor or exemplar texts,” or books whose style/voice they’d like to emulate.

Key Finding 18: The Whole Book Approach (WBA) uses Visual Thinking Strategies (VTS) in storytime to support participants of all reading levels in developing verbal literacy through visual literacy.

Research Cited/Bibliography

Art in Theory and Practice. By: Lukehart, Wendy, School Library Journal, 03628930, January 2010, Vol. 56, Issue 1

<https://vtshome.org/research/>

<https://www.slj.com/2016/01/interviews/reading-picture-books-with-children-an-interview-with-megan-dowd-lambert-professional-shelf/#>

What does the research say about the Key Finding?

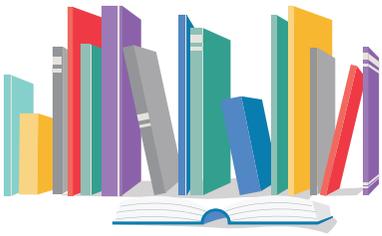
- Visual Thinking Strategies (VTS) is a research-based method that uses works of art to stimulate critical thinking, communication skills, and visual literacy.
- (VTS is both the name of a curriculum and a framework for looking at a single image.)
- The Whole Book Approach (WBA) is a storytime model incorporating VTS

A Thumbnail Sketch of Visual Thinking Strategies

- The leader invites the group to take a few moments to look closely at an image and then asks these, and only these, open-ended questions:
 1. What's going on in this picture?
 2. What do you see that makes you say that?
 3. What else can you find?
 - The leader continually paraphrases student responses, all the while increasing the accuracy of the language without making participants feel corrected, validating individual views, connecting observations, and pointing out differences of opinion.
 - Participants must provide visual evidence to support their interpretations.
-
- “The encouragement to look, think, and articulate that is the basis of VTS grows out of the idea that there are stages in both visual and verbal literacy, that visual literacy initially precedes but then intertwines with verbal literacy (think of infant development), and that particular experiences can enhance the progression from the emergent to the independent stage in both areas, simultaneously.”
 - VTS supports participants to look carefully at works of art; talk about what is observed; and back up ideas with evidence.
 - VTS is a natural way of encouraging students to practice articulating their thoughts and expressing their opinions
 - VTS honors and elicits individual perspectives.
 - The child who can't yet read text can 'read' a picture book independently. The Whole Book Approach brings some of that independence to a group program.
 - VTS is not about someone telling you about the picture, it's about someone facilitating your own knowledge-building about the picture.
 - The WBA is accessible to participants of all ages and reading levels, including those who struggle with words or who have different first languages, allowing anyone to experience success and pleasure with books by reading the pictures.

Implications for Fostering Readers Project

- The three questions of VTS can be used in programs to invite participants of all ages and reading levels to participate in reading, discussing and developing their understanding of books with pictures.
- Using the questions and strategies of VTS/WBA can help programmers honor, support and elicit individual perspectives from participants of all ages.
- WBA can help foster a sense of success and independence around reading books, even in a group setting.
- VTS strategies can help adults, including those who may struggle with reading or those who do not read English, to share in the joy of reading along with their child.
- The resulting participant-directed questions and discussions can make programming more relevant and engaging to participants.
- The three questions could make a useful poster/handout to post/share at programs and incorporate regularly in programming.



Family Outreach and Engagement

Key Finding 1: Reaching out is essential to family engagement.

Research Cited/Bibliography

Harvard Family Research Project. (2016) Ideabook: Libraries for Families. <https://www.packard.org/insights/resource/ideabook-libraries-families/>

[RUSA's Guidelines for Library Services to Spanish-Speaking Library Users](#)

What does the research say about the Key Finding?

Libraries reach out to families; especially those in special circumstances. It is especially important to reach out to families that may be isolated from community resources and social interaction because they are experiencing homelessness, the incarceration of a loved one, issues related to immigration, or poverty. Research finds troubling disparities in access to resources and opportunities to support learning based on race, ethnicity, and class. Libraries can help alleviate these gaps by leveraging our trusted spot in the community and reaching out to those who need us the most.

Further the aims [of meeting community needs] by: participating in the work of local community organizations that serve the Spanish-speaking; establishing partnerships with such organizations in the development and presentation of library programs and services; using local radio and cable programs, public service announcements, newspapers and regional Internet providers as a means of communicating with the targeted populations. (RUSA)

Also consider library nonusers. Use programs, literature, and publicity in creative ways and in a variety of settings to attract those for whom libraries are not part of their life experience. (RUSA)

Implications for Fostering Readers Project

Successful examples of libraries reaching out to families from the research include:

- Partner with and train trusted community leaders to be volunteer ambassadors for the library in the communities they serve. Waukegan Public Library Promotoras Program
- Look for ways to bring library programs and materials to places where families you would like to reach reside, or visit and consider ways to partner with agencies to provide wrap around services like summer meals or health screenings.

Key Finding 2: Elevating family perspectives is essential to family engagement.

Research Cited/Bibliography

Harvard Family Research Project. (2016) Ideabook: Libraries for Families. <https://www.packard.org/insights/resource/ideabook-libraries-families/>

[GENIAL: Generating Engagement and New Initiatives for All Latinos Summit, 2017](#)

["La Biblioteca Es Importante": A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South by Steven Alvarez and Sara P. Alvarez \(2016\)](#)

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National Conference on Current Trends and Future Directions, 2015

What does the research say about the Key Finding?

Libraries can promote family engagement and improve library services by asking for, listening to, and responding to family members' views. Two promising approaches to raising family voices include the "funds of knowledge" approach where libraries actively seek to uncover and lift up the strengths of families in the community and integrate those strengths into library services and programs, and the human-centered design thinking approach where libraries seek out the perspective of families in the community in order to better understand families' experiences, hopes, desires, and frustrations. This understanding leads to services that better match what parents want.

From GENIAL: Successful programming with/for the Latino community will:

- Grow out of listening to learn the community's interests, values, identity and needs;
- Be co-created with participation from the Latino audience

"The public space of the library honored and cultivated the literacy practices of its local communities, and the importance of this is, without overstating, that public spaces for bilingual learning further the missions of all schools. Bilingual public spaces beyond schools become advocates for communities by instilling confidence in the voices of the community to feel welcomed to participate..." (La Biblioteca es Importante)

Implications for Fostering Readers Project

- Invite families to use their particular strengths to help the library plan, implement, deliver, promote, and evaluate programming that meets their particular needs.
- Give library program providers a chance to see programming from a families perspective by observing programs in action and interviewing families. Use information learned to improve existing programs.

Key Finding 3: Reinforcing actions families can take to support learning is essential to family engagement.

Research Cited/Bibliography

Harvard Family Research Project. (2016) Ideabook: Libraries for Families. <https://www.packard.org/insights/resource/ideabook-libraries-families/>

[East Palo Alto K-3 programs: conversation with YS Librarian Kelly Reinaker](#)

What does the research say about the Key Finding?

Libraries should guide and model the specific actions that families can take to support learning. Libraries can do this by supporting families' transition to kindergarten and continuing to provide families opportunities to engage in their school-aged children's learning through providing opportunities to accomplish learning based challenges together.

Implications for Fostering Readers Project

- Offer storytime programs especially for families with children entering or in kindergarten that focus on appropriate literacy skills as well as information on successfully navigating school system.
- Offer family literacy nights that invite child development, literacy, and other experts to the library to talk to families and participate in family centered and fun literacy activities.
- Focus on tweaking existing school aged programming to add more family engagement elements like adult-child STEAM activities, family performances/exhibits of children's work in programs.

Key Finding 4: Peer-to-Peer relationships are key to family engagement.

Research Cited/Bibliography

Harvard Family Research Project. (2016) Ideabook: Libraries for Families. <https://www.packard.org/insights/resource/ideabook-libraries-families/>

[The Space Between Us: Immigrants, Refugees and Oregon](#)

What does the research say about the Key Finding?

Through connections made in libraries, families can expand their support and learning networks, and gain access to community resources; having large social networks promotes well-being, especially among families living in poverty.

People who are displaced or uprooted, such as immigrants and refugees, may experience a sense of invisibility or isolation. Part of homesickness is not being able to share who you are. Programmers can include inviting opportunities for people to talk from their own experiences and perspectives. (Space Between Us)

Implications for Fostering Readers Project

- Provide opportunities for parents and caregivers to be leaders in library programming.
- Provide opportunities for families to learn from one another during programs. For example, make time in programming for families to talk and share with each other.
- Consider including in programs time for conversation in small groups or with partners. Provide program-related prompts to make opportunities for participants to share their perspective or experience with others. (“Make space for people to tell their stories.”) (Space Between Us)
- Programming examples include family literacy cafe programs where children are engaged in literacy based activities while parents and caregivers get to talk with one-another and share resources or hear a presentation from an expert.

Key Finding 5: Reimagining community partnerships is essential for family engagement.

Research Cited/Bibliography

Harvard Family Research Project. (2016) Ideabook: Libraries for Families. <https://www.packard.org/insights/resource/ideabook-libraries-families/>

[East Palo Alto K-3 programs: conversation with YS Librarian Kelly Reinaker](#)

[GENIAL: Generating Engagement and New Initiatives for All Latinos Summit, 2017](#)
[Spanish-language family focus group: Tualatin Library 6/16](#)

[SciGirls: Engaging Latino Families](#)

Institute of Museum & Library Services. (2013). Growing Young Minds: How Museums and Libraries Create Lifelong Learners. <https://www.ims.gov/assets/1/AssetManager/GrowingYoungMinds.pdf>

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National Conference on Current Trends and Future Directions, 2015

What does the research say about the Key Finding?

By partnering with early childhood programs, schools, and afterschool programs, libraries can reimagine what learning can look like throughout a community and amplify opportunities for family engagement.

GENIAL: Take risks to grow, evolve and innovate: operating from established partnerships or places of comfort does not leave room for learning and change. This includes working with new partners that make sense for the community being served (eg. churches) and shifting decision-making power (eg. sharing it with partner organizations and members of the community). Co-create STEAM experiences with, as opposed to for, Latino communities

Tualatin focus group: It would make attendance easier for these Latino families if afterschool events happen immediately after school—at the school. Caregivers have already arranged their schedules to pick up the kids then, so programmers could catch the parents then too. The structure for afterschool care is already in place at the school, so it could be a good time for a parents' Library 101 program (in Spanish!) or other parent class, or family programming.

Be willing to try new approaches for programming. Identify appropriate venues for project activities (i.e., explore nontraditional partnerships, such as with faith-based organizations or similar entities that are familiar to Latinos). (SciGirls)

Growing Young Minds highlights a citywide partnership in Houston, Family Literacy Involvement Program (FLIP), that puts literacy and learning kits that include books, research based activity cards, and all needed activity supplies, in libraries and museums throughout Houston. The kits are available to all families with a library card and encourage family engagement with children's learning. All kits are available in Spanish and many in Chinese and Vietnamese.

Implications for Fostering Readers Project

- Look for ways to partner with schools and community learning organizations to provide afterschool programming in the library.
- Look for ways to partner with schools and other community organizations to provide programming outside of the library. For example, partnering with the school to provide a breakfast and workshop at the school for parents based off of their learning interests and needs.
- Partner with schools to hold events immediately after school, at school, with parent element (eg. Library 101) or for whole family. (Tualatin focus group).
- Consider ways to include kits that have books and activities on a theme for families to check out so that they can engage in reading and learning together at home and on the go.

Key Finding 6: Adults (especially parents/caregivers) who model reading influence kids to read.

Research Cited/Bibliography

- [Camp Read-a-Rama® and Fully-Engaged Literacy Learning](#)
- [Read Like a Demon: Football Heroes Promoting Reading to Primary School Students](#)
- [Social Reading: Promoting Reading in the Millennial Learner](#)

What does the research say about the Key Finding?

- It's important to help families to see [and model] reading as an integral part of everything they and their children do on a daily basis.

- Parents/caregivers are their kids' most influential teachers.
- Community role models who read encourage readers and caregivers “to see that one never outgrows enjoying good books and that being a lifelong reader and a successful professional go hand in hand.”
- A 2009 survey conducted by the National Literacy Trust in the UK explored who children chose as reading role models, and why. The online survey questioned 2176 children aged 7-15 years. Some 56% were boys and 44% girls, with the majority aged 11, 12 and 13 years. Seventy eight per cent of young people had a role model. **These came predominantly from within the immediate family. A fifth of pupils' chosen role model was either their mum or dad.** Sports people -- footballers in particular -- were the most frequently mentioned role model after the immediate social environment. More girls than boys had role models (82% vs 75%). Girls were also more likely to choose role models from within the immediate family, while more boys chose a sports person. Those children surveyed were asked how their role model could inspire them to read and responded that their role model could promote reading by providing reading recommendations or explaining why reading is important. (Read Like a Demon)

Implications for Fostering Readers Project

- Find ways to directly address/invite/collude with caregivers during K-3 programming. (Consider the library storytime model, in which we influence parents directly in storytime with persistent parent literacy messages and handouts.)
- Find ways to involve persuasive reading role models in our programming. (Invite the participation of influential local adults such as teachers, athletes and coaches, parents, pastors, local professionals, etc.)
- Celebrate parents and caregivers as their children's primary reading role models, remind them of their influence, and encourage them to model the enjoyment and utility of reading for their kids.
- Include in programming, or suggest for at home, ways for caregivers to provide reading recommendations or talk about why reading is important to them/in general. Eg (adapted from *Social Reading*):
 - Talk at breakfast about something interesting you read the night before.
 - Read aloud snippets of something you found appealing, entertaining, valuable, refreshing, educational, or down-right fun.
 - Put a sign up on the fridge where everyone can announce what they are currently reading.
 - When kids are working on homework at home, read something in their presence.
 - Carry reading material with you wherever you go so kids are reminded that an effective reader keeps reading material nearby.
 - Consider making family free reading time a reward or special thing.

Key Finding 7: Lack of childcare can be a barrier to participation.

Research Cited/Bibliography

[Tualatin Library Latino families focus group 6/16](#)

[SciGirls: Engaging Latino Families: Key Ingredients for Successful STEM Programs](#)

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National Conference on Current Trends and Future Directions, 2015

What does the research say about the Key Finding?

- Some Latino families report that one barrier to their attending family and school-age programs is lack of childcare. (Tualatin focus group)
 - Reaching the local Latino community is complicated—people are working, have children, don't have a lot of leisure time, need babysitters to go out. Participation seems more possible when programming includes childcare/programs for kids/families together.
 - Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family (SciGirls: Garibay, 2009).
 - If parents accompany their children to an event or activity, they will feel more comfortable about it and are assured of the safety and well-being of their children (SciGirls: Bruyere & Salazar, 2010).
 - Key values that influence leisure decisions such as participation in informal learning activities include fostering family unity (especially important to Latino families in lower socio-economic situations, due to parents' heavy work schedules). (Engaging Audiences, Zeigler)
-

Implications for Fostering Readers Project

- Offer programming that engages the whole family
 - One idea: set up self-directed “warm-up” activities, which can be used at the beginning of an event, while families are arriving (ideally with roaming bilingual facilitators).
- Create program models that include ways to engage younger children, or provide separate activities/space for them, or simply offer childcare.
- Make in clear in PR that younger children are welcome at programs (or that explain there will be childcare/alternate activities)
- Consider ways of partnering with families or other agencies to accommodate this need. Eg.
 - Consider incorporating family members as event helpers or facilitators, for example family volunteers who supervise young children in a craft/play area the sponsoring organization provides
 - Teen Council volunteer hours playing with the preschoolers; etc.

Key Finding 8: Worry about fines or responsibility for library materials can be a barrier to participation.

Research Cited/Bibliography

[Tualatin Library Latino families focus group 6/16](#)

What does the research say about the Key Finding?

- Families in the Tualatin focus group expressed that although they like the idea of checking out books (and often do), in practice they find it hard to bring them back on time and therefore they often avoid checking out books/using the library. There was concern both about incurring fines and a sense of responsibility -- that they'd inconvenience the library or other users if they weren't able to return materials on time; that they'd lose standing/get in trouble; that it was embarrassing that the challenges of work, school, and childcare could make for unpredictable schedules that made it hard to return books.
-

Implications for Fostering Readers Project

- To address worry over late books/fines, provide free materials or “bring ‘em back” (books with a library stamp but no barcode, no due date) materials at programs. Communicate with audience so they know these resources will regularly be available.
- Partner with schools so that families can return public library materials at schools without penalty. (Eg. public library staff could do a weekly pickup of their materials at the school, and waive any fines incurred when checking materials in.)
- Attend school family nights, Latino family nights, and similar community events, to combine a library presentation or presence with the waiving of fines.
- Consider creating a fine voucher as a Summer Reading incentive or swag to hand out during outreach events.
- On a larger scale: could look into the library having no fines on juvenile materials/cards.

Key Finding 9: Work and family schedules can be barriers to participation.

Research Cited/Bibliography

[Tualatin Library Latino families focus group 6/16](#)

[SciGirls: Engaging Latino Families: Key Ingredients for Successful STEM Programs](#)

What does the research say about the Key Finding?

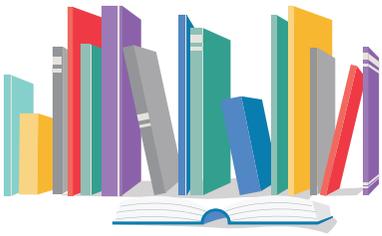
- Determine whether there may be any major impediments that would prevent the target audience

from taking part in programming and develop strategies to overcome those barriers. (SciGirls)

- Families in the Tualatin focus group expressed that work and family schedules made program attendance complicated and that kids' extracurricular activities could be a conflict. (Specifically, some said that after-school to pre-dinner was a good time for programs; and that weekends usually the best.) Reaching the Latino community is complicated—people are working, have children, don't have a lot of leisure time, need babysitters to go out. The bigger issue than transportation is childcare. Participation is possible when programming includes childcare/ programs for kids/families together.

Implications for Fostering Readers Project

- Provide (and advertise) snacks/light meal
- Provide (and advertise) childcare
- Shorten events, if needed, to accommodate work and family schedules
- Communicate with your target communities to discover what might be convenient program times. (After school? Before dinner? Weekends? Evenings? Mornings?)



Child Social Emotional Development

Key Finding 1: “Self-distancing,” by dressing up as a character, can help kids focus on task at hand.

Research Cited/Bibliography

[New research finds that kids aged 4-6 perform better during boring tasks when dressed as Batman](#)

What does the research say about the Key Finding?

6-year-olds pretending to be a superhero were best able to focus on a task for 10 minutes.

Experiment: 6-year-olds asked to do a boring computer task for 10 minutes. Could abandon task to play with an iPad. Three groups: the first asked to consider “Am I working hard?”; the second to think in 3rd person, “Is Hannah working hard?”; the third to pick a superhero, dress up like them, and then think, “Is Batman working hard?” (This question reinforced by speaker every minute.)

Batman kids used “self-distancing” to resist temptation and stuck to the task more, exhibiting greater executive function. Researchers inferred that either pretending to be someone else allowed the greatest separation from temptation, or acting like a superhero helped kids identify with the hero’s powerful character traits.

Implications for Fostering Readers Project

To help kids focus on the program “task” (activity element) at hand, they could be in character (eg. book characters, or heroes of their choice). Programmers could supply props and costume elements (or participants could make them).

Key Finding 2: Children and families can strengthen their resilience in the face of trauma through supportive relationships and activities that foster a sense of hope and honor cultural traditions

Research Cited/Bibliography

Center for Youth Wellness. An Unhealthy Dose of Stress: The Impact of Adverse Childhood Experiences and Toxic Stress on Childhood Health and Development. <https://drive.google.com/file/d/1RD50lIP2dimEd-V3zn0eGrgtCi2TWfakH/view>

What does the research say about the Key Finding?

Adverse Childhood Experiences (ACE's) impact on the fundamental development of a child's brain and body by triggering toxic stress. Toxic stress is the extreme, frequent, or prolonged activation of the bodies stress response without the buffering presence of a supportive adult. Toxic stress can lead to difficulties in focusing, poor memory, and critical thinking difficulties. Research shows that having at least one ACE is fairly common and can impact health and development. People with 4 or more ACE's are at great risk of impacts to their physical, mental, and emotional health and development.

Researchers have identified the following ACE's:

- Abuse: physical, emotional, sexual
- Neglect: physical, emotional
- Household Dysfunction: mental illness, domestic violence, incarcerated parent, substance abuse, divorce

Additionally, research is underway on whether other traumatic events are also ACE indicators such as: community violence, poverty, racism, homelessness, and involvement with foster care.

Building resilience in children is one way of reducing the effects of toxic stress and adversity.

- The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.
- Learning to cope with manageable threats is critical for the development of resilience.
- The capabilities that underlie resilience can be strengthened at any age.

Implications for Fostering Readers Project

- Understand the ways in which a child or family's exposure to ACE's and toxic stress may impact their ability to engage with library programs and services. Know that we may not be able to tell if a child or family has experienced trauma but that we can help provide tools to build resilience.
- Partner with organizations that work with children and families who have experienced trauma. Learn from those organizations the best ways to support children and families.
- Plan resilience building activities into programs. Examples include: programs that promote physical exercise, stress reduction techniques, executive function building, and self-regulation.
- Look for opportunities to facilitate healthy relationships between children and adult caregivers.
- Provide opportunities to strengthen a sense of hope, faith, and cultural tradition in programs and services.

Key Finding 3: Children learn through play & libraries are apt spaces for children to learn through play.

Research Cited/Bibliography

[PLAY IN THE LIBRARY](#) By: CROW, SHERRY R.; ROBINS, JENNIFER. *Teacher Librarian*, Jun2012, Vol. 39 Issue 5, p36-43, 6p

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

What does the research say about the Key Finding?

- **Libraries** [and after-school programs, presumably] **are good spaces for kids to learn through play** - abundant resources; opportunity for structured (programmed) and free play; lack of threat/judgment; tolerance of mistakes.
 - Play of all kinds motivates learning because it engages passions
- **Self-determination theory**: an approach to understanding motivation. SDT identifies three components whose combination leads to motivation: **competence, autonomy, and relatedness**
 - In a library, students can determine what they want to learn (autonomy), take the time they need to achieve mastery (competence), and make connections to others who share their interests (relatedness).
- Article reviews a study of 5th graders that illustrates the relationship between the intrinsically motivating aspect of play and information seeking in the library and virtual information environments.
- In **inquiry, problem-based, and discovery learning**, the goal is that students will remember what they discover on their own better than what others ask them to learn.
 - **Inquiry learning** encourages students to ask questions, investigate, explore, search, and study.
 - In **problem-based learning**, students explore specific problems by using their skills, knowledge, and inquiry strategies to discover what they want to know.
 - In **discovery learning**, students are allowed to manipulate objects, experiment, and discover new information within their own structures and based on their own curiosity.

English-learning children will benefit from seeing “the public library as a place to play, enjoy activities, and read books for fun and recreation.” (Montiel-Overall, p. 83.)

Implications for Fostering Readers Project

- Make sure our **ample resources** are available and children are welcome to explore them during programs.
- Foster the motivation to learn through play/programming that supports **autonomy** (students can determine what they want to learn), **competence** (time to achieve some degree of mastery), and **relatedness** (make connections to others who share their interests).

- Help kids absorb what they learn by creating opportunities for inquiry, problem-based, and discovering learning. (See definitions above.)
- Incorporate both/either rule-bound and free play:
 - “**Rule-bound games** involve organized, structured, rule-bound play... Participation is voluntary, and there are one or more goals, rules, and a feedback system.”
 - “**Free play** includes playfulness, daydreaming, drama, and comedic turns. This type of play is not technology dependent, but rather relies extensively on improvisation.”
 - Both offer “a tension between the rules of the game and the freedom to act within those rules” and require pleasurable “cognitive stretching”

Key Finding 4: Culturally Responsive Teaching practices promote engagement and rigor among culturally and linguistically diverse learners.

Research Cited/Bibliography

Zaretta Hammond, *Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement & Rigor Among Culturally & Linguistically Diverse Students*, 2015

Eric Jensen, *Teaching with the Brain in Mind*, 1998

What does the research say about the Key Finding?

2015 book [Culturally Responsive Teaching and the Brain](#), offers a neuroscience-based teaching framework that goes beyond surface changes to really build cognitive capacity in our students from diverse backgrounds.

Ready for Rigor Framework

Information Processing:

- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students’ community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain’s natural learning systems
- Use formative assessments and feedback to increase intellectual capacity

Awareness:

- Recognize cultural archetypes of individualism and collectivism

- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Know and own your cultural lens
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students learning behaviors

Learning Partnerships

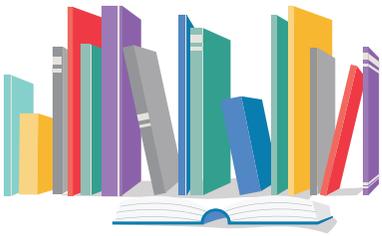
- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Give students language to talk about their learning moves

Community of Learners and Learning Environment

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

Implications for Fostering Readers Project

- Library staff learn to manage their own socio-emotional response to student diversity
- Establish an authentic connection with students that builds mutual trust and respect
- Hold students to a high standards while offering them new intellectual challenges
- Understand how culture impacts the brain's information processing
- Use brain-based information processing strategies common to oral cultures
- Orchestrate learning so it builds student's brain power in culturally congruent ways
- Integrate universal cultural elements and themes into the classroom
- Use cultural practices and orientations to create a socially and intellectually safe space
- Set up rituals and routines that reinforce self-directed learning and academic identity .



Equity

Key Finding 1: Latino/Spanish-speaking community is rarely homogeneous; getting to know yours demonstrates respect, builds relationship and helps you design more appropriate programs.

Research Cited/Bibliography

[SciGirls: Engaging Latino Families](#): Key Ingredients for Successful STEM Programs

[GENIAL \(Generating Engagement and New Initiatives for All Latinos\) Summit](#), 2017

[RUSA's Guidelines for Library Services to Spanish-Speaking Library Users](#)

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

What does the research say about the Key Finding?

“Latino” and Spanish-speaking people are diverse. In programming with Latino audiences in mind, best practices include getting to know the relevant community (or communities), and taking into account its/their ever-changing diversity.

- Getting to know (understand, respect and value) the community served supports the important groundwork of building relationships and establishing trust. Spend time and resources understanding Latino communities and identities. Use data for analysis, reflection, and action in conjunction with community dialogue.
- This work also supports the best practice of healthy and sustainable collaboration with communities: co-creating programming with, instead of for, the Latino community.
- Avoid (in language, PR, programming, habits of thought, and general approach) assuming that “the Latino audience” is monolithic.

Valuable and effective ways to learn the community identity, wants and needs include:

- Research, census and other gathered data
- Learning more informally through conversation and anecdotal observation
- To understand the composition and needs of the target populations, develop a profile of the Spanish-speaking communities the library intends to serve. Federal census data, state government statistics, and interviews with local leaders, local residents, and other community organizations will assist in the development of the community profile. A meaningful community profile will include such information as gender, age, level of education, language skills and country of origin. (RUSA)

- The Spanish-speaking populations served may consist of a mix of economic and social factors that combine to form a very diverse culture. Each represented culture must be considered in the development of programming and should be accurately reflected in the program content. (RUSA)
-

Implications for Fostering Readers Project

- Programming involving Latino/Spanish-speaking members of the community will be more effective if time is taken to learn the characteristics of local groups.
- In our resources we will want to avoid language that makes it easy to assume one’s “Latino/Spanish-speaking community” is uniform.
- A few ways a program or library could begin that work include:
 - Ask schools what they know about the local Latino community/ies
 - Consult census data such as:
 - ◇ [By searching Community Facts: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk)
 - ◇ [Hispanic Data Links: https://www.census.gov/about/partners/cic/resources/data-links/hispanic.html](https://www.census.gov/about/partners/cic/resources/data-links/hispanic.html)
 - ◇ the Census’ [Hispanic Origin page: https://www.census.gov/topics/population/hispanic-origin.html](https://www.census.gov/topics/population/hispanic-origin.html)

Key Finding 2: Library is well-positioned to confer public legitimacy on bilingualism/biliteracy (and translanguaging).

Research Cited/Bibliography

[“La Biblioteca Es Importante”: A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South by Steven Alvarez and Sara P. Alvarez \(2016\)](#)

Description: A study (2012-15) of a public library in Kentucky that cultivated a welcoming bilingual identity, including bilingual/bicultural staff, collection, programming, and tutoring. The library’s diversity orientation developed in collaboration with the community, including immigrants and educators (some of whom volunteered as tutors). The study included student and parent interviews and writing projects.

“Translanguaging”: “One of the central premises of translanguaging is that **bilingual competency is not measured as two separate monolingual systems, but rather as a single repertoire** of practices that strategically, creatively, and critically make meaning.”

What does the research say about the Key Finding?

- The library’s cultivation of an identity as a **community learning space** “publically promoting and reclaiming home languages... amid pressures for home language suppression” -- **a bilingual**

space (including bilingual staff, a growing collection of Spanish materials, and bilingual tutoring) -- conferred public legitimacy on the immigrant population and on bilingual communication/translanguaging, “a resilient practice for maintaining and building community.”

- **The library has the community power/perceived authority to validate bilingualism** (and bilingual communities). Libraries serving immigrants have the opportunity to model, celebrate, normalize and make space for bilingualism (and biliteracy).

Implications for Fostering Readers Project

Libraries (even without bilingual staff) can strive to make bilingual patrons feel welcome and part of the library community by considering how to accommodate/validate multilingualism and translanguaging in programming and other aspects:

- **Bilingual signage**, even informal signage for programs (and put Spanish before English);
- **Family programs** that display comfort with **bilingualism** through signage, materials provided, instructions, videos, etc.
- **Programs incorporating writing activities** (eg. family interviews; kids’ transcribed stories; descriptive labels for Lego projects), with **models** provided that **code-switch** (naturally mingle English and Spanish)
- Embracing and promoting a **multilingual perspective**

Key Finding 3: Guadalajara Book Fair is still the best resource for books (from a variety of countries) written in Spanish.

Research Cited/Bibliography

[Libros for Oregon LSTA grant application](#)

[Libros for Oregon website](#)

[Setting the Stage for Guadalajara 2017 \(Publishers Weekly\)](#)

What does the research say about the Key Finding?

- Oregon’s libraries lack access to high quality, culturally relevant books in Spanish for our 500,000 Hispanic/Latino community members.
- While lack of funds and expertise contribute to this problem, the primary reason Oregon libraries do not purchase sufficient Spanish-language books is lack of access. Many high-quality books, especially books written originally in Spanish and children’s books, are simply not available in the United States.
- FIL (Feria Internacional del Libro, the Guadalajara International Book Fair) is the largest and most important annual book fair in the Spanish-language book industry.

- Purchasing books from the FIL is currently the best way for US libraries to provide their patrons with a diverse and appropriate selection of Spanish-language books.
 - [Libros for Oregon](#) is an accessible project gathering an annual consortium of primarily small and rural Oregon libraries to send representatives to the FIL to buy materials on behalf of all participants.
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Implications for Fostering Readers Project

- In service of connecting readers with “just right” books, libraries should offer materials in the languages spoken by large sectors of their communities, including Spanish speakers.
- Oregon Libraries may consider applying to participate in the [Libros for Oregon](#) project. Libros for Oregon committee members will be happy to explain the specifics and to walk new applicants through the application process.

Key Finding 4: Opportunities to share their experiences and perspectives can help immigrants and refugees feel more welcome.

Research Cited/Bibliography

[The Space Between Us: Immigrants, Refugees and Oregon](#)
(An [Oregon Humanities Conversation Project event](#), 2/26/18)

What does the research say about the Key Finding?

People who are displaced or uprooted, such as immigrants and refugees, may experience a sense of invisibility or isolation. “Part of homesickness is not being able to share who you are.” Programmers can include inviting opportunities for people to talk from their own experiences and perspectives.

- Consider: What would help create a sense of welcome or hospitality in your program toward immigrants and refugees?
 - Humans share a need to tell our stories. People who are displaced or uprooted may feel a particular invisibility or isolation.
 - Part of homesickness is not being able to say who you are, to share conversation about where you come from or what life has looked like in your culture(s) of origin.
 - Make space for people to tell their stories.
 - “The US is so young. Immigrants and refugees ‘have so many centuries of civilization in their pockets!’” We can show that we value what they bring to the conversation.
-

Implications for Fostering Readers Project

- To help create a welcoming atmosphere for immigrants and refugees, consider including in programs a bit of time for conversation in small groups or with partners.
- Suggest program-related prompts to make low-stress opportunities for participants to share their perspective or experience with others. (“Make space for people to tell their stories.”)

Key Finding 5: Incorporating principles of universal design can help libraries become more inclusive.

Research Cited/Bibliography

Spina, Carli. (2017). How Universal Design Will Make Your Library More Inclusive. *School Library Journal*. <https://www.slj.com/2017/05/diversity/how-universal-design-will-make-your-library-more-inclusive/>

Ralabate, P. K. (2011, August 30). Universal Design for Learning: Meeting the Needs of All Students. *The ASHA Leader*. <http://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students>

What does the research say about the Key Finding?

- Universal Design is the idea of designing spaces, products & services in a way that makes them as functional as possible for people of all ages, abilities, and backgrounds. It is different than an accessibility approach in that it looks to improve usability for all, not just those who identify as disabled, and it focuses on finding one solution that will function equally for everyone, rather than fragmented approaches that divide users. Application of the principles of universal design coupled with a willingness to get feedback from the community and continually improve upon library programs and spaces, is key to making a more universally accessible library. The Center for Universal Design identifies these 7 key principles: equitable use, flexibility in use, simple and intuitive use, perceptible Information, tolerance for error, low physical effort, size and space for approach and use.
 - Universal design for learning is a subfield of universal design that provides a framework for creating and assessing educational programs and spaces that are universally accessible. This framework focuses on three guiding principles: represent content in multiple ways, for example through a combination of text, images, multimedia content, and more, allow students to demonstrate their mastery of a topic in multiple ways, for example by writing or drawing, offer a variety of ways for learners to engage with the content and develop their own motivation. Universal design for learning offers flexibility to provide a better learning experience for all participants while providing opportunities for participants with disabilities to participate without special accommodations.
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Implications for Fostering Readers Project

- Involve individuals and families with disabilities in the program design process.
- Partner with organizations who work with individuals with disabilities.
- Think about physical spaces. For example, using flexible furniture, offering multiple types of seating, and places in the program area that are designated as quiet spaces or active spaces.
- Include multimedia in displays.
- Provide multiple ways to interact with and complete projects and activities. For example if planning a craft activity, offer a range of textures, colors and materials that will work for those with limited dexterity.
- Consider accessibility features when using technology in programs. For example ask: will this technology work for someone with low vision or limited hearing?

Key Finding 6: Emphasizing a program’s educational merit may appeal to Latino audiences.

Research Cited/Bibliography

[SciGirls: Engaging Latino Families: Key Ingredients for Successful STEM Programs](#)

[Tualatin Library Latino families focus group 6/16](#)

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National Conference on Current Trends and Future Directions, 2015

What does the research say about the Key Finding?

Strategies to help engage Latino families in informal science education include emphasizing the program’s educational merit. (Including potentially a connection to careers.) “Latino parents value education (Gasbarra and Johnson, 2008; Casas et al., 2005) and have high aspirations for their children, hoping they will achieve a better standard of living and quality of life than they themselves have. Activities seen as educational are highly regarded and directly influence leisure choices for families (Garibay, 2009).”

Families in the Tualatin focus group expressed valuing educational support and educational opportunities.

Implications for Fostering Readers Project

- Advertise the fact that a **program has a strong educational component**, in addition to being fun.
- Make clear that **project activities will provide opportunities to learn something new** or expose children and families to something they have not done or seen before.
- Provide **take-home activities or fliers** in both languages to encourage continued exploration.
- Make programs more educationally accessible by incorporating **extra linguistic cues**, such as:
 - visuals (models, pictures, charts, etc.), props, and body language, or by providing a glossary of pertinent terms in both languages.

Key Finding 7: Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family.

Research Cited/Bibliography

[SciGirls: Engaging Latino Families: Key Ingredients for Successful STEM Programs](#)

[Tualatin Library Latino families focus group 6/16](#)

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National

[GENIAL \(Generating Engagement and New Initiatives for All Latinos\) Summit](#), 2017

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

What does the research say about the Key Finding?

Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family (Garibay, 2009). If parents accompany their children to an event or activity, they will feel more comfortable about it and are assured of the safety and well-being of their children (Bruyere & Salazar, 2010). Plan to accommodate multiple generations at once (GENIAL).

Implications for Fostering Readers Project

Offer programming that engages the whole family.

- Design projects that allow opportunities for **adults and children to participate**: either working together or separately at the same event.
- Families may have very young children. If possible, provide **activities for the little ones** (possibly in another area).
- Make sure that **program promotion includes a clear message that this is a family-oriented project** and lets people know exactly who is welcome: parents, grandparents, siblings, aunts, uncles, etc.
- Set up self-directed “warm-up” activities, which can be used at the beginning of an event, while families are arriving (ideally with roaming bilingual facilitators).
- Consider **incorporating family members as event helpers** or facilitators.
- If possible, deliver programming in the language that is most comfortable for families. Either way, encourage them to **use their home language as they participate**.

Key Finding 8: The invisibility of incarceration: families with incarcerated members don't often see themselves reflected in programs or materials, and may not make their situation known to program providers.

Research Cited/Bibliography

[Library Service to Special Population Children and their Caregivers](#) (ALSC 2015)

[Welcoming Children & Families Affected by Incarceration Into Public Libraries](#) by Megan Sullivan, 2013.

What does the research say about the Key Finding?

- Families with incarcerated members may not be “out” and visible among those we serve, but likely to be present.
- Families with incarcerated members don’t often see their life experiences reflected or acknowledged in programs or materials.
- When creating and delivering programs, be conscientious: bear in mind that some in the audience may have incarcerated family.
- “As librarians we can work to bridge the gap in services that these children need by connecting them with other children in similar situations and with age appropriate material to help them understand and cope with the circumstances of having an incarcerated parent. Research shows how important strong family programs and visitations are to children of incarcerated parents. The library can serve as a program partner with local correctional facilities, providing storytimes, book clubs, and family programming. The children will benefit from experiencing consistent programs where they interact with the same people both in and out of the correctional facility.” (ALSC)

Implications for Fostering Readers Project

- Collection: include materials that address the issue of families and incarceration; especially books written specifically for children/youth with incarcerated parents.
- Be conscientious in language choice, both in written materials and in speaking: don’t talk in a way that assumes families have two parents; have two parents at home; etc.
- Provide conscientious activities and programs: bear in mind that some in the audience may have incarcerated family, and frame mindful scenarios. Eg:
 - If writing letters, could frame it as “you can give or send this to anyone you like: someone who takes care of you, a parent who is home or away, or someone else.”
 - Crafts: Maybe you want to make “something for someone who does not live with you but for whom you would like to make a gift.” Etc.

Key Finding 9: Defining & Working Toward Racial Equity in the Library.

Research Cited/Bibliography

[Thrive Washington](#) is an organization committed to closing the opportunity gap for kids in Washington State.

American Library Association [has a good reference](#) for explaining the difference between equity, equality and access for libraries.

What does the research say about the Key Finding?

Ultimately, equality is the idea that everyone is at the same level of opportunity, access, and justice,

whereas equity adds the idea of fairness to level the playing field. Diversity, in this context, is simply a range of people with different ethnicities and heritages.

[Thrive Washington](#) is an organization committed to closing the opportunity gap for kids in Washington State. They have excellent resources aimed at holding conversations about racial equity. To put this work into practice they suggest to:

- Be curious about your community and work to understand your role in it
- Slow down to create space for conversation
- Ask powerful questions that generate curiosity and invite creativity
- Think about who is not at the table and how to get them there ... or how to be invited to their table
- Consider different partners for your work
- Reflect back what you've heard and communicate how you will respond

Implications for Fostering Readers Project

In order to achieve racial equity, there are a plethora of policies, practices and cultural messages that need to be changed or eliminated in order to equalize differential outcomes by race (these outcomes include life expectancies, income inequality, access to health care).

Key Finding 10: STEM programming is more effective with Latino participants when programs help learners identify with science in personally meaningful ways.

Research Cited/Bibliography

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National Conference

What does the research say about the Key Finding?

It is important to help learners identify with science [or other program topic] in personally meaningful ways. Associating scientific thinking and STEM [or program] topics with engaging, enjoyable events & real world outcomes can create important connections on a personal level.

Implications for Fostering Readers Project

- Incorporate cultural experiences into the program that are recognized and shared by the audience and are therefore personally meaningful.
 - For example, the experiences might be related to entertainment, customs, etc.
 - Discover and select these elements in communication with the audience over time.
- Link [science and other] programming to everyday topics that are culturally relevant (e.g., food, sports, music, clothing).

- Make use of a variety of processing modes (observation, discovery, contemplation, etc.) and linguistic cues (visual aids such as artifacts, models, photos, charts, props) to increase the likelihood of connecting with the audience, helping them make personal connections, and encouraging them as learners.

Key Finding 11: Successful programming with/for a particular Latino/ Spanish-speaking community will be based in long-term relationship building with that community.

Research Cited/Bibliography

[SciGirls: Engaging Latino Families](#): Key Ingredients for Successful STEM Programs

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National on Current Trends and Future Directions, 2015

[GENIAL \(Generating Engagement and New Initiatives for All Latinos\) Summit](#), 2017

La Biblioteca Es Importante”: A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South by Steven Alvarez and Sara P. Alvarez (2016)

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

OLA 2018 conference session: [A Ray of Light in Dark Times: Immigrants, ICE, and Public Institutions](#)

What does the research say about the Key Finding?

In programming with Latino audiences in mind, successful programming includes taking the time to build trust through sustained relationship. “At the center of this work are relationships -- honest and compassionate relationships with communities and the organizations that work closely with them. These relationships are key to understanding their needs and desires, serving as the starting point from which effective programs and experiences can be developed that are close to the heart of those communities.” (GENIAL: Revelant STEAM Experiences.) Considerations include:

- Be patient (and help program administrators understand the need for patience and long-term investment).
- Identify point people in the community: connectors or cultural brokers who are respected in their communities.
- Strategies for building trust might be unconventional (eg. social time, such as shared meals)
- Think about how to be in the community, how to go to them.
- Ask what community needs are (rather than imposing programming)
- Value the assets, experience, culture, accomplishments, talents, and knowledge base the

community brings to the collaboration

- Co-creation: invite community participation from initial brainstorming phase on
- With a strong cultural emphasis on networks, partnerships are highly important and culturally relevant ways to collaborate.
- Invite partner participation from the very beginning. Work in collaboration. Bear in mind your organization's goals and shared goals.

At the heart of asset-based approaches is the belief that through mutual respect, shared power, and collaboration, professionals become partners with the communities they serve. (Montiel-Overall, p. 28) ...a shift in thinking from “what do Latinos need?” to “what do Latino communities have?” This approach connects LIS professionals with community-support networks that can be mobilized to improve people's lives. (p. 31)

Implications for Fostering Readers Project

- Identify an organization, point person or community focal point as a starting place to make consistent efforts to connect and invite conversation.
 - Some examples: a school's Latino family group; a youth program at a church; the proprietors of the store where lots of local Latinos shop; a MEChA group at the high school; a Latino 4-H group; the bicultural/bilingual secretary or principal of a local school; a group already assembled by or attending another local agency serving Latinos.

Key Finding 12: With a listening strategy, programming is both an opportunity to offer something AND an opportunity to learn more about what an audience wants/needs.

Research Cited/Bibliography

[SciGirls: Engaging Latino Families](#): Key Ingredients for Successful STEM Programs

[Engaging Audiences Underrepresented in STEM Fields](#) from Public Libraries and STEM: A National on Current Trends and Future Directions, 2015

[GENIAL \(Generating Engagement and New Initiatives for All Latinos\) Summit](#), 2017

[“La Biblioteca Es Importante”: A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South](#) by Steven Alvarez and Sara P. Alvarez (2016)

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What does the research say about the Key Finding?

- With a listening strategy, effective communication emerges that has diversity built into the program/content or activity.
- Communicating directly with Latino families allows library staff to get and give information, to “determine if there are physical, cultural, linguistic, or financial barriers” (Montiel-Overall, p. 80) to family library participation, and to learn what types of programs or services families need or want.
- “When programs are created collaboratively (from concept to roll out),” it leads more naturally to PR that is “welcoming and understood by the intended audience.”
- Remember that outreach/programming is both an opportunity to offer something AND an opportunity to learn more about what an audience wants/needs.
- Aim to understand audience needs and values, and then add (and communicate that you want to add) a new learning component
- In an asset-based approach, the role of culturally competent LIS professionals shifts from external experts and problem solvers to professionals who listen, provide resources to fit the community, and work with communities to build from within. (Montiel-Overall, p. 28)

Implications for Fostering Readers Project

- Remember that outreach/programming is both an opportunity to offer something AND an opportunity to learn more about what an audience wants/needs, to shape future programming.
- Aim to understand audience needs and values, and then add (and communicate that you want to add) a new learning component
- Listening demonstrates caring and respect and builds relationship, which could lead to greater community participation in shaping (and helping to lead) programming.

Key Finding 13: Latinos are more likely to connect with the library if they see themselves represented in the library.

Research Cited/Bibliography

Montiel-Overall, P., Nuñez, A.V., & Reyes-Escudero, V. (2016). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Lanham: Rowman & Littlefield.

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- **What does the research say about the Key Finding?**
 - Images of people are often the first thing seen by a user of a library website. Latinos want to see people who look like them on library homepages... It is also important to represent the specific cultural group (e.g. Mexican American, Puerto Rican, etc.) served by the library. (Montiel-Overall, p. 88)
 - The second thing Latinos want to see is information in Spanish that explains what is available at the

library and how to access it. (ibid. p. 88)

- Websites [and other program materials] need to have information in the language [users] speak and depict people who look like them.
 - Best practice: create libraries where Latinos can see themselves.
-

Implications for Fostering Readers Project

- Include images of Latinos (reflecting the makeup of the local community) in program PR
- Do likewise, if possible, on the library website and in other library publications and decorations

Key Finding 14: Families with LGBTQ members don't often find their family experiences represented in library programs or materials.

Research Cited/Bibliography

[Library Service to Special Population Children and their Caregivers](#) (ALSC 2015)

What does the research say about the Key Finding?

The experiences of all families deserve to be reflected in library materials, spaces, and services. Unfortunately, for the many families in which either the parents or children identify as lesbian, gay, bisexual, transgender/transsexual or questioning (LGBTQ), their family experiences are not often represented in library materials or programs. Identify ways the library can support and reflect the experiences of all our families.

Implications for Fostering Readers Project

- Reach out to local LGBTQ/ally organizations to invite collaboration and to identify needs and interests that the library might support.
- Make sure to represent a variety of families in the materials chosen to support programs.
- Use inclusive language in program preparation and delivery: for example, avoid saying things like “You can give this craft to your mom and dad.” Practice inclusive language such as “You can bring this home to your grown-ups” instead.
- Avoid gender stereotypes in program materials, crafts, activities and presentation.

Credits



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