

AREA OF STRATEGIC FOCUS: Educational and Learning Opportunities

Charges to the Work Group

Develop strategies and action plans for sustaining quality services by:

- *Supporting learning at all ages and all stages;*
- *Addressing community concerns about low reading levels, illiteracy, high drop out rates, and poor academic performance;*
- *Raising the Library's profile by promoting the educational support the Library already provides;*
- *Ensure that the Library is responsive to language differences, literacy levels, cultural diversity, and the desire for cultural transmission;*
- *Support self-learning, exploration, and the quest for answers to questions;*
- *Providing the library services dimension to the community's efforts to develop "21st Century Literacies"—the information, media, multicultural, and visual skills needed for individuals to flourish and become active and full participants in the City's economic, cultural, and social life today and in the future.*

Chairpersons (with titles and email addresses):

Recorder (with title and email address):

Work Group Members (with titles and email addresses):



Review of Relevant Research

- 21st Century Literacies (from the National Council of Teachers of English) is defined as a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to financial management skills to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Twenty-first century readers and writers need to:
 - Develop proficiency with the tools of technology
 - Build relationships with others to pose and solve problems collaboratively and cross-culturally
 - Design and share information for global communities to meet a variety of purposes
 - Manage, analyze, and synthesize multiple streams of simultaneous information
 - Create, critique, analyze, and evaluate multi-media texts
 - Attend to the ethical responsibilities required by these complex environments
 - 21st Century literacies are defined as basic reading, information, health, finance, technological, and civic engagement literacies
- Community leaders, Board members, Foundation, Friends, Senior Management, and Staff all believe that support for education and literacy are two important roles the Library can play in the County.
- The illiteracy rate in San Antonio is estimated to be 25 percent.
- The high school dropout rate in San Antonio is 37% overall and higher in more economically disadvantaged areas.
- Collaboration with schools, literacy providers, civic and social service organizations, and other groups is cited across all stakeholders as key to the Library's ability to better serve students.



- Benchmarking indicates SAPL has a high use of reference services, children's collections, and educational programs, especially children's, when compared to peer libraries—strengths to build on.
- San Antonio will be challenged to support the complex information and technology needs of an increased number of teens.
- Staff identify English language learners, job seekers, teens, and children as some of the most important populations for which SAPL should expand or enhance services.
- The market segmentation analysis provides detailed information about the San Antonio marketplace. This research describes the lifestyles, household type, media age, income, employment, education, ethnicity, and location of 55 market segments. Focusing on the top five is the most productive way to proceed.
- This research will also indicate borrowing patterns—by material type, by patron type, and by geographic locale. Many of the residents who can benefit from educational and literacy support fall into the five largest market clusters.

How to Proceed

1. Your work group's files are located on a password-protected FTP site that is only available via an FTP client like Filezilla. Filezilla has been installed on all SAPL computers.

To access your files:

- Open Filezilla
- Type ftp.ivygroup.com in the hostname box
- Type your workgroup's name (SAPL3) in the username box
- Type your workgroup's password (sta+az2G) in the password box
- Click "QuickConnect"

The files on the FTP site will appear in a folder tree on the right-hand side of the screen, while the files on your local computer will appear in a folder tree on the left-hand side of the screen.

- Files can be uploaded and downloaded by the "drag-and-drop" method.
- Be careful not to delete any of the files on the FTP site!



If you have questions, please contact Sonia Arredondo at:
Sonia.Arredondo@sanantonio.gov.

2. Designate a recorder. Decide when and where you will meet. Drafts of your plan are due on March 28. During that week, the team of consultants will be available to meet with the group to review the plan
3. Divide up the reading of the Research. In particular, be sure to review the Tapestry and Trends reports on the ftp site.
4. Consult the literature, meet and discuss, and seek advice as you need. Nancy Davis is available at davis@ivygroup.com. Pam Fitzgerald is available at fitzgerald@ivygroup.com.
5. While the attached bibliography is not comprehensive, it provides a top line list of resources that may assist your work group's deliberations. Again, you may also call on The Ivy Group at any time when you have questions, to facilitate a session via webinar, or to assist your work group as it makes decisions.

Topics and Questions That Can Shape Discussions

- What audiences should SAPL be targeting (be as precise as possible)?
- What are their needs?
- Which current services/products/programs underway are addressing those needs?
- Should SAPL bundle and brand its educational support service? If so, how?
- What services, products, and programs should SAPL be promoting to these audiences?
- Is there a gap between what is needed and what we are now doing that we should address?
- How closely is the Library working with schools?
- Are those relationships informal or systematized?
- Do school librarians confer with public librarians on a regular basis?
- Assess the effectiveness, return on investment, and productivity of existing Partnerships and Alliances.



- What other organizations could the Library collaborate in support of these objectives?
- What special needs populations could the Library better assist?
- Do SAPL staff members have the technology needed to serve their customers' educational needs?
- Are electronic resources widely understood and used? What are barriers to use? How might their use be increased?
- Are current reference services adequate to meet the needs of students of all ages? In what ways should they be expanded or enhanced?
- Should SAPL consider alternate service models for providing services to students in economically disadvantaged areas?
- Do facilities have adequate space for group and individual study?
- Is educational outreach and educational partnerships and collaborations adequately coordinated? Are current staffing levels adequate?
- What additional training does staff need to better serve these audiences?
- How effectively have homework help services been promoted?
- How might the library better serve 'tweens and teens'?
- How adequate and appealing are areas and services for 'tweens and teens'?
- How effectively has the Library promoted summer reading?
- How effectively has the Library used summer reading as a point of entry for parents to other Library services?
- How can SAPL leverage the Born to Read program?
- Should the Library expand the Little Red Wagon program?
- How can the Library improve the ability of daycare workers and other care givers to support early childhood literacy?
- How might the quality of SAPL's current programs for life long learners be improved
- Should the level of programming for seniors be increased?



- What baseline measures will we put in place in order to measure progress?
- How will we know Library is “making a difference”?
- How will we keep information about our progress up to date?
- How will we adjust our plan to learn from experience?

Strategies/Implementation Plans

For each strategy your groups recommends, present an Implementation Plan that considers:

- Actions to be taken
- Anticipated Costs (to include staffing, materials, facilities, and administrative costs)
- Organizational capacity
- Required changes to policies, procedures, and/or by-laws
- Facilities Requirements
- Funding sources
- Marketing and communications
- Training
- Individual(s) responsible for implementation
- Timeline
- Measures of Success (quantitative? qualitative?)
- Additional resources required
- Additional issues to be addressed/recommendations

Resources

Bush, Gail. *The School Buddy System: the Practice of Collaboration*. Chicago: American Library Association, 2003. Print.

Mates, Barbara T. *5-Star Programming and Services for Your 55 Library Customers*. Chicago: American Library Association, 2003. Print.

National Summer Learning Association. Web. 30 Aug. 2010.
<<http://www.summerlearning.org/>>.

Rothstein, Pauline M., and Diantha Dow. Schull. *Boomers and Beyond: Reconsidering the Role of Libraries*. Chicago: American Library Association, 2010. Print.

Van Drehle, David. "The Case Against Summer Vacation." *Time* (August 2, 2010): 36-42. Print.



Ziarnik, Natalie Reif. *School and Public Libraries: Developing the Natural Alliance*. Chicago:
American Library Association, 2002. Print.

<www.familyplacelibraries.org/whatMakes.html>.

