



LITERACY SUMMIT 2008: THE NEXT CHAPTER

AGENDA

October 30, 2008

- 8:00** **Registration, breakfast and networking**
- 9:00** **Welcome**
Nancy Pike, Chair Literacy Summit 2008 Planning Committee
- 9:15** **Results of Summit 2006**
Jane Barton, M.A., Communication Consultant
- 9:30** **Literacy: What's Happening in the Community?**
Wendy Hopkins, Vice President, Grant and Program Services, Community Foundation of Sarasota County
Literacy Empowers All Families (LEAF) Panel:
Carol Dutton, Chief Development Officer, Children First
Janet Kahn, Executive Director, Early Learning Coalition of Sarasota County
Sarabeth Kalajian, Director, Sarasota County Library System
Sue Meckler, Literacy and Data Coach, Sarasota County Schools
Carleen Judge, CEO, Professional Education Consulting
- 10:15** **Literacy: What Has Happened in the Community Since 2006**
Roundtable Discussion
- 10:45** **Report Out**
Roundtable Reporters
- 11:15** **Thinkfinity**
Irene Guy, Director Public Policy and Community Relations, Verizon
- 11:30** **Lunch**
- 12:15** **"Good Partner Coach"**
Margie Genter, Vice President-Mission Services, Goodwill Manasota
- 12:45** **Workplace Literacy: How to Structure it and Have Willing Partners**
Roberta Reiss, Literacy Program Coordinator, Collier County Public Library
- 1:15** **Literacy Priorities for the Future**
Roundtable Discussion
- 2:00** **Report Out**
Roundtable Reporters
- 2:45** **Action Steps**
Carol J. Darling, President, Literacy Council of Sarasota



9:15

Results of Summit 2006

Jane Barton, M.A., Communication Consultant

MISSION:

- Increase community awareness
- Increase community engagement
- Increase effective delivery of services

The Mission of the Sarasota County Literacy Coalition is to increase community awareness of literacy needs in Sarasota County; to increase community engagement in meeting literacy needs by promoting existing literacy services and exploring new service avenues; and to increase effective delivery of literacy services by establishing a cooperative climate for county-wide collaboration among literacy service agencies.

GOALS:

1. To generate County-wide awareness of literacy needs and services
 - Strategy: Develop effective long-term marketing and public relations strategies focused on increasing awareness, promoting services and encouraging collaborations.
 - Strategy: Work through neighborhood associations, using successful Asset Based Community Development techniques.
2. To collect and analyze current and accurate local literacy data
 - Strategy: Work with other data-gathering groups in the county to collect local literacy data.
 - Strategy: Create literacy provider services database and attach to existing resources such as United Way 211 and Senior Friendship Center to be sure referral information is current and accurate.
3. To encourage plentiful volunteer resources supporting literacy
 - Strategy: Recruit volunteers through organizations and businesses.
 - Strategy: Provide thorough training to tutors on effective strategies and best practices for literacy instruction by certified trainers.
 - Strategy: Expand the volunteer base by training tutees to be tutors.
4. To foster collaboration, cooperation and partnerships among literacy organizations
 - Strategy: Develop personal, timely and effective communication among literacy groups, community leaders and neighborhoods.
 - Strategy: Establish an interagency umbrella to link groups, develop partnerships and share resources.
 - Strategy: Hold a regular countywide literacy meeting like the Literacy Summit for sharing information and ideas at least every two years.
5. To provide literacy programs that diminish illiteracy in Sarasota County
 - Strategy: Conduct sessions such as "Every Child Ready to Read" workshops.
 - Strategy: Offer activities like *Conexiones* where English speakers trade learning a language with speakers of other languages who want to learn English.

9:30

Literacy: What's Happening in the Community?

*Wendy Hopkins, Vice President, Grant and Program Services,
Community Foundation of Sarasota County*

Community Foundation Board made a decision to go toward larger, more impactful grants in 2007. There were six Focus Teams: Arts, Civic Engagement, Health, Human Services, Education, Scholarships.

The goal was to have major projects involving collaboration, sharing of resources, working together to make a difference.

The Education Focus Team was led by Javier Suarez, an architect in Sarasota who is on our board and who had also chaired the Education Foundation Board. We had a series of meetings starting in August 07, bringing in many guest speakers who spoke on all aspects of education.

Mission: To establish the framework for a proactive effort that leverages community resources for a positive impact on education in our community.

Vision: The Education Focus Team envisions a partnership-driven effort to create sustainable, positive change that maximizes the human potential of the students and citizens of Sarasota County.

It took 8 months to see a theme developing: need for Literacy. The group wanted to touch babies through 8th grade to start. There was a series of meetings to “connect the dots”. We even hired a project manager/evaluator to guide and evaluate the concept.

The total amount designated this year was \$674,380 for a multiyear grant to make possible LEAF: Literacy Empowers All Families”.

Wendy introduced the LEAF panel.

LEAF PANEL:

Carol Dutton, Chief Development Officer, Children First, described Ready Set Kindergarten, the preschool portion of the grant. Through Children First, children entering Kindergarten will receive intensive pre-reading skills instruction in the summer. Parents will be invited to attend literacy workshops and families will receive activities through the mail to support their children's learning.

Janet Kahn, Executive Director, Early Learning Coalition of Sarasota County talked about how the Early Learning Coalition will lead the campaign to ensure that parents of young children in Sarasota County have information that everyday activities can play an important part in children's language and literacy development. The goal is to immerse the public in information about how everyone can help develop a literate society and impact our children's lives.

Sarabeth Kalajian, Director, Sarasota County Library System, described Dolly Parton's Imagination Library. The concept is based on two indicators for developing early literacy skills: availability of reading materials in the home and how often a parent or caregiver reads to a child. The Imagination Library sends an age-appropriate book to each child in the program with a letter from Dolly Parton, encouraging reading together every day and visiting the public library for more books. The hope is that over 6,000 children will receive a home library of sixty books.

Sue Meckler, Literacy and Data Coach, Sarasota County Schools, talked about the Middle School portion of the grant project. Called Starbooks, the program targets sixth grade students in all eight county middle schools. Teachers receive training from a national expert and then become coaches for students to develop lifelong reading habits. Age appropriate books are selected and distributed to the students, who then have a chance to engage in conversations with the author, both online and then in person when the author visits the schools. Family Literacy Nights and visits to the public library are also planned. The first title chosen is *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick.

Carleen Judge, CEO, Professional Education Consulting, is the project manager and evaluator for the project. Pre- and post- testing will help determine the success of the program. Two mentoring programs are being initiated to help develop literacy skills in parents and teachers. Parent mentors will be trained to work with other parents and lead parent workshops. Teacher mentors will be selected and trained to expand pre-K teachers' knowledge of developing literacy in young children. Pre-K facilities throughout Sarasota County will participate.

10:15 Literacy: What Has Happened in the Community Since 2006 *Roundtable Discussions*

Roundtable discussions focused on what groups and individuals have done in the five areas targeted as goals in 2006:

Marketing-Public Relations:

Literacy Volunteers of S. Sarasota County (LVSSC) joined Chamber of Commerce
Gondolier covers LVSSC programs
New LVSSC website
LVSSC newsletter to members
LVSSC ad in Spanish newspaper
Advisory Councils – Latino and Children of Prisoners (Big Brothers/Big Sisters)
Bilingual, multilingual material for students
Reach parents through children
Food helps attract and keep participants!
Brochures about literacy programs at various agencies
Library website has a Summit link and list of literacy providers; also Spanish portal,
Book News, Teen book reviews, and Online Book Clubs
Library displays
Program flyers in libraries
Library youth programs in journal *Mommy and Me*.
Libraries work with county PR folks to market programs system-wide through media
Newspaper community calendar
MCC sends professors to Literacy Conference
Social Marketing campaign for parents of young children 0-5 to promote reading,
bonding (Community F. LEAF grant initiative)
Early Learning Coalition interviewing, in public places, parents who are not connected
with any agencies
Newborn learning bags at hospital (Early Learning Coalition)
Ukrainian and Russian church invitation to ESL literacy night
Need to...go directly to churches, especially Spanish and African American, with ESL
programs;
Go to workplace: construction companies, farms. Use Facebook and other social
networking tools.

Data Collection:

General comment: most public literacy data is old.
LVSSC collects email addresses through North Port childrens' program and
communicates with parents
LVSSC collecting quarterly program data
Library community survey
Demographics of library users
Library is working with Nonprofit Resource Center to develop survey questions to gauge
the impact of library service on customers.
Library collects program attendance and other data for annual State report

Healthy Family survey
Grant initiative collecting data to measure impact of programs
Literacy groups collect tutor hours
Lit. Volunteers of Lee Co. does student satisfaction surveys
Entry and exit surveys plus 90 day follow-up surveys
Need toGet help from DOVIA (Directors of Volunteers) through Non-profit Resource Center: 955-3000. Meets monthly.

Volunteer Recruitment:

Brochures in library (LVSSC)
LVSSC holds informational meetings in the library to recruit tutors
YMCA helps recruit tutors for kids
Faith based recruitment (Big Bros/Sisters)
Brochures at various public agencies
Work with various Service groups
Local business survey
Friends of the Library
Library targets Middle School students who are regular library users
Bright Future students volunteer at library
Literacy website
Information booths at public events (Lit Vol of Lee Co)
Need to ... work out a program for MCC students tutoring adult learners

Collaboration and Partnerships:

LVSSC and Literacy Council work with Goodwill to train Basic Literacy tutors
LVSSC and Spanish Health
LVSSC and libraries (office and tutoring in Venice Library, tutoring at North Port Library)
Big Bros/Big Sis and USF and Library
Born to Read/Born to Ride partnership with Florida Sunbeemers (BMW motorcycle group) to raise friends and funds for Born to Read program and endowment.
Imagination Library
DAR essay contest (library and DAR)
Read to Dogs (Library and Humane Society)
Library and Forty Carrots
Library and Parks & Rec. Dept.
CHIP Health Kiosk (library and health agencies)
Backpacks for students (library and school board)
Big League Readers (Tampa Bay Rays, Cincinnati Reds)
"Traveling Trunks" books to 15 childcare centers each month (Gulf Gate Library).
Born to Read and Health Dept. children's clinic (books to child at well-baby visit plus "prescription" to read every day.)
Healthy Families with North Sarasota Library Hispanic storytime
Healthy Kids and food bank
MCC establishing a public/college library
Literacy Vols.of Lee County and United Way, churches, Chamber of Commerce
Migrant Family Association and literacy organizations

Casey Key Library works on reading with kids at Laurel-Nokomis School LEAF project and public libraries, Early Childhood Coalition, Children's Haven, and WEDU

Partner with local churches to disseminate info on literacy programs, esp. ESL (Charlotte Co.)

Program Initiatives:

Rosetta Stone software computer tutoring for students (LVSSC)

Computer based self-instruction at North Port Library (LVSSC)

Reading Bigs: promotes reading (Big Bros/Sisters)

Comcast reading program: visit a library (Big Bros/Sisters)

Prime Time (new library program in conjunction with Florida Humanities Council; family reading and discussion program for low income families - adults and children aged 6-12)

Born to Read (libraries)

North Port Library early literacy focus

Baby "Rhyme and Sign" program (Jacaranda Library – to be duplicated at North Port)

Cyesis outreach (library)

Character House outreach (library)

Healthy Families: How to Grow a Garden: books to children 0-5 along with dirt, seeds & container (we need to nourish our children as we tend a garden)

Library story times

Every Child Ready to Read programs at library

Summer Reading program at library

Poetry and Pizza in the park for teens (libraries and parks)

USF holds spring symposium on children's literature

Nationally known authors come to high school to talk about their books (Venice High Literacy Council)

Steps to Success, Keys to Success, and Summer Program (LEAF project) includes mentoring

Need tocontact and work with small, in-home childcare.

11:15

Thinkfinity

Irene Guy, Director

Public Policy and Community Relations, Verizon

Thinkfinity: Irene Guy from Verizon described their new literacy focused website.

The Verizon Foundation partners with the country's most knowledgeable, trustworthy and innovative leaders in education and literacy to provide lessons and resources that are up-to-date, fascinating and fun – and they're easy to use inside or outside the classroom. Teachers, parents, librarians/media specialists and students can benefit from this colorful, enjoyable learning site. Click on the URL to see it for yourself:

www.thinkfinity.org.

12:15

“Good Partner Coach”

*Margie Genter, Vice President-Mission Services,
Goodwill Industries-Manasota, Inc.*

- Goodwill Industries-Manasota operates in Manatee, Sarasota, Hardee and DeSoto Counties. We have a heavy emphasis on Workplace Literacy.
- In Manatee and Sarasota Counties, Goodwill employs over 450 people.
- About half of our Team Members are entry level employees with barriers to self-sufficiency such as being a dislocated worker, underemployed, welfare recipient, at risk youth, ex-offender, older worker, homeless person, non English speaking, illiterate or high school drop-out, or having a disability.
- We developed the GoodwillWorks program for those who want to use employment at Goodwill as a transitional step. They don't want to work at Goodwill forever. They have other long term personal and career goals and would like our help to get there.
- Every Team Member at Goodwill has a GoodPartner Coach who helps them set personal and professional goals, develop a plan and implement the plan to move forward with whatever their goals are.
- Goals could include getting a GED, learning to speak English, going to college, buying a car, owning their own business, purchasing a home, dealing with family issues, or dealing with medical issues.
- We wanted Team Members to be prepared for employment in their dream job when they left us—we wanted them to be Role Model Workers that any employer would want to hire.
- We took a look at what we thought a Role Model Worker ought to know—and we developed almost 80 hours of classes for Team Members to attend on the clock.
- We have classes in attitude, making good decisions, self presentation skills, anger management, conflict resolution, listening, budgets, critical thinking, time management, ethics and many, many, more.
- When we first started our program—about five years ago—we noticed that a percentage of our Team Members didn't do well in the classes. Our guess was that they were not reading at a 6th grade level.
- We began giving reading tests so that we could ensure our Team Members were able to handle the curriculum.
- When we analyzed the data, we learned that the average reading level of a Goodwill Team Member was a 5th grade level—including Team Members who had a high school diploma.
- That's when we really began to get serious about workplace literacy.
- Today we offer ESOL classes at five of our locations. We have a GED class at one location in Bradenton. We pay people to attend GED classes and ESOL classes. We have partnered with the Literacy Councils in Bradenton, Sarasota and South Sarasota County and we provide one-on-one tutoring.
- Our next step is to train 100 or so of our own Team Members so that every Goodwill Team Member has at least a high school diploma, a 12th grade reading level and the opportunity to get that dream job.

- It's a big goal—but we are already seeing progress. Each year many people leave Goodwill for their dream job. That job, coupled with what they learned in the GoodwillWorks program, will allow their families to become self-sufficient. We still have a ways to go—but slowly and surely we ARE getting there.

**12:45 Workplace Literacy:
How to Structure it and Have Willing Partners**
*Roberta Reiss, Literacy Program Coordinator,
Collier County Public Library*

If you build it, they will come??

Barriers:

- Schedule conflicts
- Transportation challenges
- Changing work schedules
- Immediate supervisor resistance

Advice:

- **Approach the employer as a salesperson selling a product:** your product is an educational program to benefit the employer and employees. Focus on bottom line benefits: reduced employee turnover; better customer service; fewer errors; improved communication.
- **Establish a personal contact.** A good choice would be a human resources manager, a training director, or activities director. Make sure the top management is on board. Remind management that mid-level supervisors are vital to the success of the project.
- **Send the contact a letter.** Include an individualized cover letter and an outline of your proposed services. Mention in your letter that you will follow up with a phone call in a week to request an appointment with the appropriate manager.
- **Prepare a folder to give your contact at your meeting.** Label the folder with the name of your program and staple your business card to it. Your contact is more likely to keep the information if it is ready to file. Loose papers get tossed or lost.
- **Fill the folder with pertinent information.** Include brochures, news clippings, a list of your organization's board members or administrators, references from existing partners, and your mission statement.
- **Follow up with a phone call.** Within a week of the first meeting, offer to answer any outstanding question. If your contact is ready to proceed, offer to meet with the employee or employees who will be overseeing the program.
- **Literacy is good for business!**

What has worked for Collier County:

- **Hotel:** Experienced volunteer tutor is trained to work with small groups—offers classes once a week on site to groups of 10-15 associates
- **Larger Institutions or businesses:** Employees trained as tutors work with fellow employees
- **Small businesses:** Instructor offers 8-10 week classes tailored to the employer's needs/type of business.
- **Assisted Living:** Residents trained to teach English to their caregivers.

1:15 Literacy Priorities for the Future
Literacy Summit 2008: The Next Chapter
Roundtable Discussions

ROUNDTABLE TOPICS:

Facilitated groups addressed these topics, defining the critical areas for work.
(Click on topic to see notes and top 3 concerns.)

1. SCHOOL READINESS
2. MARKETING READING TO KIDS
3. ENGAGING SUPPORT OF PARENTS FOR LITERACY
4. BASIC LITERACY
5. ESL
6. ENGAGING BUSINESS SUPPORT FOR LITERACY
7. OBTAINING LITERACY DATA
8. MARKETING LITERACY CONCERNS TO THE COMMUNITY
9. HEALTH LITERACY
10. GRANTS AND FUNDING FOR LITERACY ORGANIZATIONS

FACILITATORS

- Janet Kahn
- Linda Crane
- Alisa Mitchell
- Kristin Szafraniec
- Greg Smith
- Margie Genter
- Jane Barton
- Linda Greaves
- Jackie Chanudet
- Wendy Hopkins
- Roberta Reiss
- Sandy McIntire

1:15 **Literacy Priorities for the Future:** **1. School Readiness Roundtable Discussion**

Needs/Concerns:

Need to reach all parents, especially of those children not in formal preschool setting

Need effective materials, easy for parents to use to support their young children

Need support for addressing behavioral issues that impede learning

Parents may be uncomfortable reading to children because of poor reading skills; too proud sometimes.

Healthy Families working with Born to Read to take books into home, trying to get parents more comfortable with reading to children

Children now need more skills before hit kindergarten; children can quickly fall behind

Children at other levels are not always ready to make transition, for example to middle school or high school.

Not enough childcare access: affordable and for preschool.

Transportation or other obstacles may make it hard to get to a program.

50% of all children entering kindergarten were not in formal preschool.

Families don't necessarily make school their first priority.

Parents want to learn and want the best for their children.

Top three concerns:

1. Parents uncomfortable, not confident to read to children
2. Need to develop materials to use at the home
3. Going directly to parents is important: at preschools, during family night, or getting information to parents at closing time

1:15 **Literacy Priorities for the Future:** **2. Marketing Reading to Kids Roundtable Discussion**

Needs/Concerns:

How do we develop and support life-long readers and learners? Help people understand the benefits of reading for future success, reading as a core value.

Need to compete with TV/media; can we use TV characters?

Need to use technology as a “hook” for reading

Need time to read in school and home; people need quiet time. Some schools devote a certain time of day, every day, to reading. Middle and high school students are over-scheduled and need quiet time for reading.

Needs to be fun; need to get the word out that books are good!

Need grown-up models to follow; parents and teachers can help

Need parents to be involved with reading to preschoolers

Need to show that authors are cool and their work interesting

Top Three Concerns:

1. Need to demonstrate that reading is important: e.g., everyone in school stops to read for 15 minutes every day.
2. Parents need to market reading: e.g., get parents to turn off TV, computers and have a quiet time; parents serve as reading models.
3. Need to make reading “cool” and fun - stress characteristics such as courage to hook kids on books.

**1:15 Literacy Priorities for the Future:
 3. Engaging Support of Parents for Literacy
 Roundtable Discussion**

Needs/Concerns:

Connect the dots: transportation, time challenge, child care
How do you reach parents? How provide those you reach with support?
Parents are time challenged; work two jobs; they need to provide food first
Low literacy levels within parent community make it difficult for these parents to read to their kids; need to have two learning groups: parents and children.
Parents view school as threatening; some are illegal
Parents need time-management skills that apply to homework
Can reach parents through mandatory Head Start/Cyberis programs
Parents assume school does everything
Parents need email access
Churches key to reaching immigrants
Volunteers, employees don't always have Spanish, Ukrainian, etc.
Parents are child's first teacher; parents need to use all opportunities for teaching their children
Read → succeed → invest in your child's future education
Common thread: low income, low educational level
Bay Haven is a magnet school
Literacy grants should include funds for food, transportation, child care
Parents can train other parents to be literacy educators

Top four concerns:

1. Finding ways to reach parents and get volunteers from the community we are trying to reach
2. Parents assume school is only teacher, but they are child's first teacher
3. Transportation
4. Language barrier

**1:15 Literacy Priorities for the Future:
 4. Basic Literacy Roundtable Discussion**

Needs/Concerns:

How to find the best program to fit the student – what method works

Duplication of services/efforts

Importance of Basic Literacy advocacy, education, issues, stakeholders, solutions

YMCA Reads

Identify organizations involved with literacy, brochures, and Web site

2008 Goals: Phonics Reading Made Easy (book)

Health literacy: focus on adults with physical and cognitive disabilities

Health kiosks at Sarasota libraries to reach lower literate people

Directory of resources available

Literacy Council of Sarasota: one-on-one tutoring for adults—basic literacy and ESOL

Top three concerns:

1. Directory of resources
2. How to reach people
3. Best way to teach—phonics?

1:15 Literacy Priorities for the Future: 5. ESL Roundtable Discussion

Needs/Concerns:

Childcare is not always available for students

Transportation can be an issue

May not be support at home for taking classes

Even educated people may be working at manual labor jobs

Cultural differences exist such as punctuality, respect,

Students have different needs as they learn English

Students from other countries don't always go to libraries so may not know about classes

Hard to market programs to those who don't speak English

Class attendance is limited to weekly sessions, often little practice at home

Prior education affects pace of learning

There are several levels of needs: conversational English, more advanced English and credit programs leading to a GED

Students may not feel safe, especially from Immigration officials

Students may have different political experiences in home country

Space in schools could be used in evening for ESL classes, maybe even same school their kids attend.

Top Three Concerns:

1. Difficult to recruit students needing English (hard to reach speakers of other languages; no time due to work; childcare, transportation may be problems; lack of support at home)
2. Cultural issues can impede learning
3. Progress may be limited due to class frequency and lack of practice.

1:15 Literacy Priorities for the Future: 7. Obtaining Literacy Data Roundtable Discussion

Needs/Concerns:

Need one database for community to pull what they need

Need current data for Sarasota County and divisions within county so we can compare outcomes and for planning new initiatives. Also need data when writing grants to justify program and validate outcomes.

Need to know who target audience is and what tools they need.

Expansion of any current services requires data to determine if expansion is necessary, who it will target, and for what purpose.

Need consistent information and reporting mechanisms.

Need a format where information could be entered once but from which one could pull and sort data for a variety of statistics.

Need consistent data gathering method so that it can be compared year to year.

Written surveys don't work for people who have poor reading/writing skills.

Measures needed: GED data, demographics, school readiness data. Does some of this data already exist somewhere?

Obstacles: how to reach audience; find neighborhood contacts, have them identify places to meet and talk to people and identify what the issues are

Top 3 Concerns:

1. Tutors: achievement tests for ESOL levels, how to implement and how do tutors use. Tools for tutors to measure outcome
2. Adults/teens—what level of English literacy do they have? Are they working? How do literacy skills affect work possibilities? Improve skills/functionality.
3. Libraries: data gathering: how to reach non-library users. 20% of Sarasota County population.

Consistent data gathering from year to year is important for measurement over time.

**1:15 Literacy Priorities for the Future:
 8. Marketing Literacy Concerns to the Community
 Roundtable Discussion**

Needs/Concerns:

Need baseline awareness in community of extent of problem for folks of all ages

How do we take this idea to the community

What media/avenues can we use

How can we reach the community

Need to reach average folks, not just educated community

How do we also reach those in need of literacy instruction

Money is an issue

More students than tutors

Are outcomes being measured

Businesses need to know it affects their bottom line

What is best way to let community know we need funds? Can we leave cards with businesses?

How can we contact these businesses

As an individual involved in community we see so many worthwhile organizations doing what they can; community as a whole doesn't see what this effort is. How do we consolidate this huge effort into one community public awareness?

Community needs to understand that it's not just children; it's adults (the parents of those kids) who need functional literacy

Top three concerns:

1. Public awareness that there are literacy concerns—how do we make it happen? Can we leave business cards in businesses?
2. Beyond the education arena, make sure employers understand there is a problem.
3. Finding funding to make sure that this issue is addressed. How can we tactfully ask for funding? A person at the table suggested: Can we use the names Wachovia, Borders, and Verizon—"Let me show you what these companies have done" –to promote literacy

1:15 Literacy Priorities for the Future: 9. Health Literacy Roundtable Discussion

Needs/Concerns:

Patient awareness: what level of material do they need?

Awareness of medical profession: 15 minutes per patient may not be enough

Government: level of assistance, patients' rights

Privacy

Use of online resources necessary to access health info; patients may not know how to do this

Medical professionals may not communicate in language people understand

Patients are often not knowledgeable consumers

Medical literature should be written at 4th grade level

People don't prepare for their medical visits

Top Three Concerns:

1. Communication: medical "techno-speak" excludes many people
2. Health care system: people are ill-prepared to handle complicated health-care system, which is becoming increasingly technical
3. Health education: patients are not well educated on basic health issues such as high risk behaviors, leading causes of death, chronic disease management, etc.

1:15 **Literacy Priorities for the Future:** **10. Grants and Funding Roundtable Discussion**

Needs/Concerns:

84% of funding comes from individual donors: organizations need a donor database of members and volunteers.

4% comes from corporate donations: but it takes years to develop relationship with a corporation.

Group discussed difference between operational vs. programmatic costs: grants usually fund special projects, not on-going expenses.

Organizations need to partner with other groups, different but with similar missions, making an unusual alliance.

Top Three Concerns:

1. Organizations need a strategic plan showing all funding before applying for a grant.
2. Boards of organizations need to prioritize programs....in case something needs to be cut.
3. Organizations need to build an endowment in order to avoid continual scramble for funds. To build donor base and volunteer base, need to appeal to baby boomers who want instant gratification. (Donors do give, even in times of economic troubles.)

2:45

Action Steps

Carol J. Darling, President, Literacy Council of Sarasota

Carol J. Darling, President, Literacy Council of Sarasota, closed the Summit by thanking all who attended. She also thanked those who participated as sponsors, speakers, facilitators, volunteers or planners. She reminded attendees to complete two forms in their packets, the Comments form and a short Survey. These will help the committee to contact everyone who participated and to gather information that can be used to plan future steps. To see the cumulated contents of these two documents, click on the appropriate title below:

COMMENT FORM

SURVEY

If you would like to be added to the Literacy Summit mailing list or the email contact list, send a message to the planning committee at the following address: literacysummit@yahoo.com

2008 PLANNING COMMITTEE

- Marybeth Catizone, Past President, Literacy Volunteers of South Sarasota County
- Linda Crane, Curriculum Department, Sarasota County Schools
- Carol J. Darling, Ph.D., President, Literacy Council
- Sarabeth Kalajian, Director, Sarasota County Library System
- Nancy Pike, Chair.



LITERACY SUMMIT 2008: THE NEXT CHAPTER COMMENT AND FOLLOW-UP FORM

Comments—50 were returned.

1. Are you in favor of the formation of a Literacy Coalition with the goal of working together on literacy issues? 46 (92%) Yes 4 (8%) No
2. Are you interested in being informed about the progress of a Coalition? 42 (89%) Yes 5 (11%) No
3. What was the most useful aspect of the Summit?
See attached comments
4. What would you suggest for improving the next Summit?
See attached comments
5. Suggestions for future workshops on literacy issues in Sarasota County.
See attached comments

Follow-up: I commit to participating in work group(s) on the following topic(s):
50 were returned—36 marked a topic; 14 did not; some checked more than one topic.

- | | |
|-------------------------------------|---|
| <u>4</u> Marketing-public relations | <u>6</u> Volunteer recruitment & training |
| <u>2</u> Data collection | <u>15</u> Collaboration and partnerships |
| <u>2</u> Fundraising | <u>10</u> Program initiatives |
| <u>6</u> Other topics (1 each) | |
- Just continuing basic tutoring.
 - Outreach to parents of young children.
 - Getting support for and from parents to come to family library evenings.
 - Some school/library interaction.
 - Literacy problems among school-age children in Sarasota County.
 - Health.

Participant Information

50 were returned—38 marked an answer; 12 did not; one checked both.

- 21 I am employed by an organization that offers literacy training.
17 I am a volunteer in an organization that offers literacy training.

The organization works with the following (check all that apply):

50 were returned—42 marked an answer; 8 did not; some checked more than one.

- | | |
|-------------------------------|--|
| <u>17</u> pre-K literacy | <u>23</u> adult literacy |
| <u>16</u> school-age literacy | <u>12</u> workplace literacy |
| <u>18</u> ESOL | <u>4</u> Other (1 each): functional English, Citizenship class, Library issues in general. |
| <u>18</u> basic literacy | |

The organization is (check all that apply):

50 were returned—44 marked an answer; 6 did not; some checked two.

27 non-profit community-based

4 public school

1 faith-based

0 private school

4 a workplace

9 other: Public library (5); local government (3),
County Advisory Board (1)

3. What was the most useful aspect of the Summit?

- Learning what is going on in our area.
- Learning about the many literacy programs there are in Sarasota County.
- Meeting certain participants.
- Speakers; what's happening.
- Hearing topical speakers—their experiences were inspiring.
- Networking with other folks.
- I have better understanding of what is available in community.
- Speakers.
- Roundtables were very informative.
- Being updated on current and future community initiatives.
- Diverse people in the community with their expertise.
- Knowing what others are doing! Lots of great ideas.
- Roundtable discussions.
- Goodwill and workplace speakers.
- Ability to network with others sharing same concerns regarding family literacy.
- Meeting people from different agencies.
- The roundtable discussion. The ideas that were shared were valuable.
- Breakout/roundtable discussions and broad range of community members/agencies.
- Hearing what is going on in the community.
- Making contacts outside the library system.
- Wendy Hopkins' panel discussion.
- Community partners and info about what others are doing.
- Sharing of ideas with peers.
- Seeing the variety of people involved in literacy.
- Sharing of information and collaborating with other agencies was very informative and helpful.
- Networking.
- Hearing new ideas and being with others who are concerned with this issue.
- Discovering all that was offered by others. Networking—matching assets with needs.
- Speaker from Verizon and Roberta Reiss.
- It was good to come together again to celebrate what had been accomplished and look to the future.
- Networking, skill information.
- Roundtable discussions as well as featured speakers.
- Roundtables! Excellent!
- Expressing the needs—realizing the duplication of efforts and needs.
- Excellent speakers on workplace literacy.
- Hearing about new initiatives—collaborations.
- Learning of the current activities on a local, state, and national level.
- Networking with other providers of literacy services.
- Common problems in all aspects/organ.
- Speakers.
- Excellent speakers especially Roberta Reiss on Workplace Literacy.
- Group discussions.
- Current overview.

- Hearing from other programs—new ideas and connections.
- Proposal for future activities meeting local org. representatives working on literacy.
- Networking and sharing ideas.
- Roundtables.
- Communication.

4. What would you suggest for improving the next Summit?

- Follow-up Action Plan needed.
- Info on programs/changes/progress because of Summit.
- Web site to post summaries of roundtables (or email).
- Additional roundtable discussions.
- Nothing, it was wonderful.
- More roundtable discussions with implementation (action) plans.
- Focus less on Sarasota County in the (morning) speakers. (from a Lee County attendee)
- Adult literacy discussion, inspirational—testimony, etc.; common theme, as initiative.
- Another guest speaker, hearing from people that benefit.
- Broaden reach for participants (groups service clients such as Salvation Army); more direction in roundtables.
- Longer breakout group sessions.
- Some speakers didn't seem relevant, i.e., Thinkfinity and "Good Partner Coach".
- More info on promoting literacy among students who do read.
- It needs to be this nice combination of listening and interacting—thank you.
- None.
- None.
- Love the format! As it is now!
- Seems some facilitators did not know the scope of the morning exercise--that it was to talk about what was happening, not again, a list of what could be done. As the facilitators are the group guides, this needs improvement. Also, roundtable report outs were too long. Meeting leaders needs to remind people of keeping things short and to the point, the way Tim Dutton did. ☺ Talk in headlines. Addendum: Much better in the afternoon on this.
- Project work? Skill demonstration.
- Train (a.m. panel) to use P.A. system correctly—use mobile unit and speak slowly.
- More roundtables and/or brainstorming also specific to topic handout.
- Present solutions and accomplishments—more time.
- Keep up the good work.
- Ask attendees to sit with people they don't know or assign tables to force interaction.
- Broader literacy concerns to include more on adult literacy.
- More adult literacy teaching issues, more volunteer recruitment discussion.
- 2006 and 2008 Summits were great; let's just have another.
- Continue the dialogue.

5. Suggestions for future workshops on literacy issues in Sarasota County.

- People who have been in a program sharing with us.
- Health impact of low literacy.
- Co-School-Public--someone from Classrooms—Media Specialist.
- Open to entire community.
- Putting organization together, working toward a common goal! Stakeholder involvement.
- Speakers—regional scope.
- Health literacy for seniors, health literacy for children and teens, health literacy for low income families.

- Would be interesting to hear what all the different organizations are doing already for literacy.
- Ideas for literacy initiatives at high school level.
- I think it should be held every year, rather than every other year.
- Middle and high school school readiness.
- Outreach. Volunteers—where to find them, how to retain them.
- Connecting initiative with businesses.
- Which methods work best for adult literacy.
- More on adult literacy.
- (1) Focus on a specific topic OR (2) do smaller sub-group summits and invite members of community to attend—business, health, vocations, civic groups, etc.
- Volunteer recruitment and retention.
- Parent involvement.

LITERACY SUMMIT 2008: THE NEXT CHAPTER
Survey of Sarasota County Literacy Providers
and Interested Community Members

The 2006 Literacy Summit and subsequent follow-up meetings identified literacy needs. This survey is designed to collect information on those and other needs. Needs identified at the 2008 Literacy Summit roundtables will be compiled with the results of this survey.

Please check Yes or No to the following statements.

As a Sarasota County literacy provider or interested community member, I perceive a need for:

NOTE: 52 total forms returned; some only checked a few statements.

| | YES (%) | NO (%) |
|--|-------------------|------------------|
| 1. Increasing community/public awareness of literacy needs through long-term marketing and public relations strategies. | 48 100% | 0 0% |
| 2. Increasing awareness of available services for potential clients/ students (those who do not read or speak English at a basic level). | 45 98% | 1 2% |
| 3. Maintaining electronic and print <i>Literacy Provider Directory</i> . | 40 89% | 5 11% |
| 4. Promoting existing literacy programs and services. | 49 100% | 0 0% |
| 5. Exploring new literacy programs and services. | 38 93% | 3 7% |
| 6. Providing referral information about literacy programs to those who need the programs. | 42 98% | 1 2% |
| 7. Establishing a "Literacy Hotline", a 24/7 referral hotline for potential students, parents, volunteers, and community members. | 28 70% | 12 30% |
| 8. Disseminating information about print and electronic literacy resources, products, "best and promising practices", publications, partnerships, resources, and grants for tutors, trainers, and providers. | 39 93% | 3 7% |
| 9. Convening Literacy Summit every year or every other year and additional small group networking/sharing events throughout the year. | 46 96% | 2 4% |
| 10. Developing strategic relationships with the business, educational, and health care communities. | 49 100% | 0 0% |
| 11. Collecting and disseminating current county-wide data on illiteracy for use in grant proposals, presentations, etc.; identifying the neighborhood areas where services are most needed. | 48 100% | 0 0% |
| 12. Collecting and disseminating current county-wide data on the number of clients/students served by the literacy providers. | 38 97% | 1 3% |
| 13. Increasing the number of literacy volunteers through an awareness campaign, projects with business and industry, etc. | 41 98% | 1 2% |
| 14. Disseminating information on recruitment strategies, training, and support to volunteers. | 37 95% | 2 5% |
| 15. Assisting providers with program accreditation, certification, and/or credentialing. | 31 91% | 3 9% |
| 16. Creating a Sarasota County-wide interagency partnership for the purpose of working together on literacy issues. | 43 96% | 2 4% |

Please list other needs: See attached comments.

COMMENTS:

#6—Also creating ways to reach those in need of literacy services that do not include reading, i.e., visual and audio, other language info

7—“Literacy Hotline”

- 24/7?
- Labor-intensive
- Yes, if bilingual
- Difficult to find volunteers

#16—County-wide interagency partnership

- All 16 statements are important—but #16 seems to be key to the successful implementation of the others. (This person did not check any other statement—only #16.)
- Let’s network among existing agencies. (This person checked no on #16.)

“How to” approach businesses and organizations; Ex: restaurant needs different approach from a church.

Collaboration among agencies/educational institutions is essential! Any goal that facilitates collaboration is worthy.

Providing learning materials to adult groups.

The following are from the same person:

- #3 and #7—already done by FL Literacy Coalition.
- #8—ProLiteracy listserv does this.
- I’m most interested in data reporting and creating meaningful progress for adult students.

Outreach to small (5-6 children) in home day care operations in “high risk” areas—Could Imagination Library build “libraries” in these facilities? Perhaps a Born to Read Starter “kit” could be hand-delivered.

Process evaluation and improvement.

Need for agencies and organizations to hire bilingual staff to better serve and reach out to the population.

More diversification with the participants of this summit. Only 1 African-American, 4 men, and I believe one Hispanic.

Special middle and high school literacy needs.

One person put three stars by #10

One person put three checkmarks by #16

One person put three X’s by #10. One person put two checkmarks by #10

One person put two checkmarks by #9