

## **Introduction**

The Public Library Association (PLA), a division of the American Library Association (ALA), with its partner The National Center for Families Learning (NCFL), is pleased to submit this National Leadership Grant (NLG) proposal to develop new tools and training models for family engagement of Spanish-speaking families. This project, *Developing Practices for Authentic Engagement of Spanish-Speaking Families*, supports NLG Goal 2: Build the capacity of libraries and archives to lead and contribute to efforts that improve community well-being and strengthen civic engagement and Objective 2.1 Develop or enhance replicable library programming, models, and tools that engage communities and individuals of diverse cultural and socioeconomic backgrounds through a program that promotes inclusive engagement across audiences. PLA is requesting \$249,963 in IMLS funding to carry out this two-year project.

## **Project Justification**

PLA initiated its family engagement portfolio in 2015 in recognition and support of the critical work public libraries do in meeting literacy needs across the spectrum of ages and ability. Family engagement is a shared responsibility among families, educators, and communities to support children’s learning and development<sup>1</sup>. Family engagement begins at birth and continues through young adulthood. The term is no longer limited to the involvement of families in schools—it is much broader. Children spend only 20% of their waking hours in school. Learning happens both in school and out of school—as “anywhere, anytime learning”—and children and youth thrive when they have opportunities to explore and discover their interests in a variety of spaces, including at home, in the community, and in public libraries. For public libraries, family engagement is a natural next step in supporting children’s learning and development. Over the years, PLA and NCFL’s work on family engagement has helped libraries serve families of all types with children of all ages.

But not all families are served equally. The nation’s Hispanic population is an estimated 58.9 million people and is predicted to comprise 29% of the U.S. population by 2060<sup>2</sup>. This growing demographic represents a diverse range of experiences, languages, and economic backgrounds that contribute to community vibrancy. Yet, disparities persist across the academic continuum for the nation’s Spanish-speaking population<sup>3</sup>.

In 2020, IMLS awarded PLA a planning grant, *Exploring a Program Co-Design Approach to Better Serve and Engage Low Income, Latinx Communities* (Award Number LG-246412-OLS-20, Period: 9/1/2020 - 8/31/2022). The planning grant incorporated a co-design approach with participation from library practitioners and low-income Spanish-speaking families from three geographically diverse communities. The goal was to identify barriers and create solutions to engagement. While the pandemic forced changes to the design and timeline, the pilot did result in actionable information. With a full National Leadership Grant, PLA and NCFL (the project team) will be able to translate pilot results into scalable approaches for public libraries to better reach and serve Spanish-speaking community members and develop buy-in from state libraries to scale beyond the local level.

As community anchors, libraries have valuable opportunities to support the lifelong learning and enrichment of Spanish-speaking families to help ease these disparities; when Hispanics are engaged with

<sup>1</sup> <https://archive.globalfrp.org/family-involvement/publications-resources/family-engagement-a-shared-responsibility>

<sup>2</sup> <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>

<sup>3</sup>

[https://www.ncbi.nlm.nih.gov/books/NBK19909/#:~:text=Despite%20high%20educational%20expectations%2C%20Hispanics,\(U.S.%20Census%20Bureau%2C%202003\)](https://www.ncbi.nlm.nih.gov/books/NBK19909/#:~:text=Despite%20high%20educational%20expectations%2C%20Hispanics,(U.S.%20Census%20Bureau%2C%202003))

libraries, they are more likely than other groups to voice their appreciation for library offerings<sup>4</sup> During the pilot phase, parents expressed the need for their children to receive afterschool tutoring and other academic support. Parents themselves wanted to be able to take computer classes in their native language and to be able to study for high school equivalency using Spanish language materials. This suggests that increased awareness, improved access to resources, and responsive library programs are critical to increased use by Spanish-speaking communities.

As a result, **PLA proposes a two-year project, *Developing Practices for Authentic Engagement of Spanish-Speaking Families*, which supports NLG Goal 2.1: Strengthen Community Engagement: Promote inclusive engagement across diverse audiences.**

A successful project will result in:

- Training for staff at up to 9 public libraries on best practices for reflecting on personal bias, effectively collaborating with culturally diverse community members, and using principles of co-design to improve library services for underserved communities.
- Developing and sharing five to ten resources to bolster understanding of family engagement, why it is important, and how to incorporate it when working with culturally diverse groups.
- A network of organizations, including advisory council members, state library partners, and grantee systems, through which all project-developed tools and information can be freely disseminated to reach as many public libraries as possible.

Through the planning grant process, it became evident that PLA and libraries needed to take a step back and address institutional and engagement barriers as necessary precursors to designing programs. Participants in all three pilot communities identified lack of knowledge about their libraries generally and library programs and services specifically as major barriers. Lack of Spanish-speaking staff and materials were also identified as impediments. These findings point to a need to further develop library staff skills in engaging Spanish-speaking populations in working together to identify and overcome common barriers. For this two-year implementation grant, PLA and its partners will focus on building the professional skills necessary to authentically communicate and engage Spanish-speaking families in a meaningful way.

The approach to this project is informed by the [Family Engagement in Public Libraries Framework](#), developed in 2017 with the Harvard Family Research project. The framework includes three core elements:

- **Leadership:** Library leadership supports family engagement by having a vision, securing resources, building capacity at all staffing levels, and using data to learn and improve.
- **Engagement:** Library collections and facilities support family engagement through diverse collections that are responsive to all community members, developing spaces inside and outside the library to encourage parent/child and parent/parent interaction, and providing access to digital media and technology that supports families to learn together anywhere.
- **Support Services:** Libraries ensure all programs reach out to engage families, particularly those in special circumstances; raise up family input to develop and improve services; help parents form relationships with each other and to the professionals in the community who help their family; reinforce that learning occurs from birth through adulthood and in every environment, not just school; and apply creativity to reimagine where and how the library can have impact, through partnerships with healthcare providers and other

<sup>4</sup> <https://www.pewresearch.org/hispanic/2015/03/17/public-libraries-and-hispanics/>

Elements of this framework mirror the intended outcomes community engagement outcomes of NLG goal 2.1. Specifically, the Framework points to Creating Possibility and Raising Up to be more inclusive of diverse voices. The 2020 pilot project supported the outreach and engagement positioning of the Framework's third element, with the intention of working with Spanish-speaking community members in co-designing programs.

**Target Audience and Beneficiaries:** Public library staff and select state library staff are the target audience for this work. The project team will work with public libraries in three states—California, Georgia, and Massachusetts—to develop and test engagement approaches that can be replicated and widely disseminated at no expense to have national impact. These three states were chosen based on the demographics of their Spanish-speaking populations. In California, nearly 40% of the state is Hispanic, with two-third being native born<sup>5</sup>. In Georgia, Hispanics are 10% of the population, and represent the second largest contributor to the state's growth.<sup>6</sup> Massachusetts is home to over 600,000 residents of Hispanic heritage.<sup>7</sup> Within these three states, a sub-group of public libraries will be carefully chosen to represent a mix of mono- and bilingual staff skills, library size, urban, suburban and rural locations, and different Spanish-speaking communities served (country of origin, length of time in community, etc.). Participants will engage in training and skills development that they will then put into practice with Spanish-speaking community members through a co-design approach. While this group of librarians will be small, PLA anticipates that the results will be broadly scalable across the public library landscape at no expense to end users. The ultimate beneficiaries of the work will be Spanish-speaking families, who are invited to co-design programs that work for them. Increased library ability to engage this community through inclusive approaches will ideally result in more library usage. This may include more Spanish programming, new or expanded language-specific collections, and staff who better reflect the community served. Having access to relevant and responsive libraries will better enable Spanish-speaking families to meet their learning and leisure needs, which may result in increased academic performance, access to relevant, reliable information, and a sense of community belonging.

This specific project will focus on building the professional skills of librarians, and the capacities of their home institutions to better include the voices of diverse audiences—Spanish-speaking families in this specific instance. Libraries are well positioned to more thoughtfully support the lifelong learning of Spanish-speaking families. The project will address increasing use of libraries by Hispanic communities and also help address internal library needs identified by an informal 2016 PLA survey of library directors. Through that questionnaire, library directors reported that librarians could benefit from better understanding of families' cultures and cultural variations in parenting. PLA and NCFL believe the resulting tools and education will help libraries fulfill their role as community catalysts, increasing equity and access to educational enrichment activities for families of diverse cultural and socioeconomic backgrounds.

### **Project Work Plan**

Co-design was the foundational principle of the pilot planning grant project, where involving users of services in the creation of those services is paramount. The co-design approach works toward equity and justice by shifting power and control to historically underrepresented and marginalized communities, increasing their agency and voice to develop services and practices that authentically and equitably reflect their needs and priorities<sup>8</sup>. More specifically, co-design has emerged as a critical process to transform

<sup>5</sup> <https://www.ppic.org/blog/californias-hispanic-community/#:~:text=Hispanic%20Californians%20are%20the%20largest,and%200.4%25%20for%20Native%20Americans.>

<sup>6</sup> <https://latino.ucla.edu/research/15-facts-latinos-georgia/#:~:text=Latinos%20are%20the%20third%2Dlargest,the%20national%20share%20of%20Latinos.>

<sup>7</sup> [https://en.wikipedia.org/wiki/Hispanics\\_and\\_Latinos\\_in\\_Massachusetts](https://en.wikipedia.org/wiki/Hispanics_and_Latinos_in_Massachusetts)

<sup>8</sup> <https://globalfrp.org/Articles/Family-Agency-and-Voice-Designing-the-Next-Generation-of-Family-Engagement>

practices and conditions in the family engagement field so that all families have opportunities to engage in meaningful learning interactions that reflect their lived experiences and epistemologies<sup>9</sup>. This approach aligns with the PLA Family Engagement Framework, urging libraries to elevate family perspectives to develop and improve programs and services. The Project Team will approach the full project in the same spirit of co-design, realized over three phases.

- **Phase One:** The Project Team will engage with two state libraries and up to six local public libraries in the creation of a co-designed set of tools to support library staff ability to engage Spanish-speaking families.
- **Phase Two:** A third state, and up to three additional public libraries, will join the project. All libraries will work with local communities to host co-design community conversations that uncover specific needs.
- **Phase Three:** PLA, NCFL and other project partners will make tools, approaches, and learned practices broadly available for field dissemination, looking to an expanding group of public libraries to co-design paths for adoption.

Phase One (fall 2023 - spring 2024): In the first half of Year One (2023-2024), PLA will work with state partners in California and Georgia to identify three libraries in each state to participate. Library selection will be based on capacity to engage, staff language skills (ideally a mix of bilingual and English only to test different results), and Spanish-speaking community demographics. Hispanics are not a monolith, hailing from different countries and cultural backgrounds. Some local communities are well established, others are emergent. All of these aspects will be taken into consideration when selecting ideal library participants. Libraries will be offered annual stipends to offset their participation.

While this selection process is underway, PLA and NCFL will develop a training approach and structure, incorporating elements of several proven programs. In addition to the family engagement leadership content, training content will emphasize Asset-Based Community Development, engaging community partners, and collecting and understanding meeting outputs, all drawn from existing IMLS, PLA, and NCFL content. PLA is proposing this approach to combine elements of known and successful interventions over investing in new content development as a means to quickly disseminate and maximize national reach of existing best practices in new formats and forums. All content and recommendations will filter through and refer back to the family engagement model, with special emphasis paid to the Leadership lever and Rise Up sections.

In the second half of Year One, PLA and NCFL will host a series of online learning opportunities for the selected libraries. These meetings will introduce the training topics and serve both as a feedback mechanism and train the trainer. PLA's successful nine-part online training "Advancing Family Engagement in Public Libraries" provides a structural model. In this series, participants were guided through a different aspect of the framework by practitioner-facilitators. This provided opportunities to learn, share, and refine without positioning any one person as the expert, thereby modeling the co-design approach that the participating libraries will eventually undertake themselves. For *Developing Practices for Authentic Engagement of Spanish-Speaking Families*, this may involve guided group exploration of that meeting's topic, a path to provide structured feedback, and opportunities to practice or role play. PLA recognizes and respects the expertise of librarians; their input will be key to ensuring the developed materials work as intended.

Training will happen at three-week intervals and be sequenced to build knowledge and awareness of family engagement concepts before moving on to content that develops understanding of community engagement practices.

<sup>9</sup> <https://education.uw.edu/news/communities-co-design-more-just-family-engagement>

- The Public Library Family Engagement Framework and related [Ideabook](#) will inform the introduction. During the pilot, it became evident that a distinction needed to be made between family outreach and true engagement. The Ideabook offers a research-based framework to guide libraries' work to do just this and will provide a solid foundation for understanding Family Engagement writ large before narrowing in on serving a specific population.
- Next, participants will be walked through [Asset Based Community Development](#) (ABCD) resources borrowed from PLA's Leadership Academy and IMLS resources developed as part of its Community Catalyst work. ABCD is based on the premise that communities can create their own change by leveraging existing community resources and mapping these resources. Pilot libraries desired to build on families' existing knowledge as a means of raising family voice for advocacy and for helping establish social capital for families. ABCD provides frameworks for these citizen-centered conversations that draw out sustainable solutions to identified needs based on current skills and knowledge.
- Hosting culturally sensitive conversations will be critical to this work. During the planning grant phase, PLA and NCFL hosted training on this topic, conducted by NCFL's bilingual training specialist, to shift the focus of library-to-patron communication from offering service to one of genuine engagement. These conversations are the cornerstone of successful, trusted community engagement; PLA and NCFL will again offer this training to participants. Through partner units within ALA there are a wealth of other [community engagement resources](#) that can be plumbed for additional supporting materials.
- Finally, resources for hosting community conversations and understanding the outcomes of those conversations will be offered.

As a result of Phase One activities, the project team expects to:

- Build professional capacity in nine local library systems to engage Spanish-speaking families in understanding need and co-designing approaches to meet those needs.
- Test and develop a set of scalable tools for future use in public libraries.

Phase Two (fall 2024-spring 2025): In the grant's Second Year, a third group of libraries from Massachusetts, that were not involved in the initial phase, will join to test the developed tools without going through the Year One online training process. This will demonstrate the off-the-shelf adoptability of the tools. All participating libraries will move from theory to practice and host at least two conversations with no fewer than five local Spanish-speaking families to better understand what they need and want from the library. Libraries will have broad latitude to organize the conversations as is most locally relevant. However, there are a four specific, cornerstone activities that PLA will encourage libraries to undertake:

- Participating libraries will receive stipends; a portion of these funds must be reserved to flow to conversation participants. Examples of participant expenses include funds to offer smaller stipends, cover travel costs, or support concurrent children's programming that enables parent participation. PLA is aware of the sensitivities around asking a marginalized group for free emotional and intellectual labor. Offsetting this with direct support to participating families aligns with PLA's own equity, diversity, inclusion and social justice goals, while signaling that the host library values the same.
- Libraries are encouraged to work with a Spanish-speaking parent as a liaison, which may require working with a partner organization to identify that person. From the pilot, it became

evident that having that trusted individual or community organization was important to bringing an audience to conversations and maintaining contact between the library and the conversation participants for any follow up. This liaison should receive a stipend in support of their work.

- All conversations must include Spanish translation if they are unable to be conducted in Spanish. If the library does not have Spanish speakers on staff, they must work to find an interpreter in the community.
- Finally, libraries must report conversation outcomes back to PLA, NCFL, and their state libraries. This will enable the national level partners to identify commonly identified needs and location specific feedback. Such results will be included in the final set of tools as case studies and possible areas for action. PLA and NCFL will develop a process and collection form to enable this reporting. These results will be useful advocacy tools and may guide PLA and NCFL in future programming and service decisions.

As a result of Phase Two activities, the project team expects to:

- Support local libraries in hosting a minimum of 18 community conversations.
- Better understand the specific needs of Spanish-speaking families.

Phase Three: The PLA membership includes over 8,000 public library professionals, while NCFL routinely reaches 18,000 subscribers through its Family Learning newsletter and more than 11,000 organizations through its National Literacy Directory. These national platforms will be activated over the life of the project to share the tools and results of this project. This includes making final tools freely available through each organization's website, as well as promoting the tools' availability through newsletters, social media, case studies, and relevant presentation opportunities. State library partners will be encouraged to share with their networks; both the public libraries in the state as well as with their state library colleagues. In the spirit of co-design, each organization may take a different approach to dissemination based on their target audience while honoring the overall commitment to sharing tools and seeding broader adoption.

As a result of these Phase Three, the project team expects to:

- Disseminate five to ten tools through PLA, NCFL, and state library channels.
- Establish new and deepen existing partnerships to support more inclusive library services.

**PROJECT TEAM ROLES:** This project will be planned and managed by Public Library Association staff, in close collaboration with staff from the National Center for Families Learning. Both PLA and NCFL staff have expertise in conducting successful online learning opportunities. Both organizations also have national platforms to disseminate results and engagement models. NCFL staff will lead the work of parsing existing content, serve as co-conveners and host online learning engagements, and share the results on their platforms. PLA and NCFL have a history of working together on family engagement projects for public libraries. The American Library Association, PLA's parent organization, and NCFL are currently collaborating on the Barbara Bush Foundation for Literacy's national adult literacy movement, All In. These existing relationships will be key to successful collaboration, as well as seeding the final tools more broadly in the field.

Mary Hirsh, PLA's Deputy Director for Programs, will be the Project Director (resume attached). In this capacity, she will:

- Provide content expertise and guidance on the current state of family engagement in the library field;
- Attend convenings and focus groups and provide co-facilitation when appropriate;
- Work collaboratively with PLA program officer and NCFL team mates to plan agendas for all convenings and focus groups; and analyze findings from convenings, create resources and tools, and draft language for deliverables;
- Review and approve deliverables to ensure that they will be tailored to the unique conditions of the library field;
- Strategize with public library leaders on the Family Engagement Committee and PLA board about dissemination of project results and how project will inform PLA family engagement strategy for the future;
- Disseminate free deliverables through existing communications vehicles with large audiences of public librarians, library staff, and library supporters.
- Manage additional PLA staff working on the project
- Manage grant award administration.

Additional staff support will come from the PLA program officer and data projects manager.

NCFL's lead will be Family Engagement Content Specialist Emily Sedgwick (resume attached), a former librarian well-versed in the library field, in family engagement programming, and co-designing with families. Emily served as NCFL's lead in the prior planning grant and also sits on PLA's Family Engagement Committee. NCFL's project roles and responsibilities are outlined below:

- Provide content expertise and guidance on family engagement practices and co-design strategies;
- Provide co-design facilitation for all convenings and focus groups;
- Provide language justice services for convenings with parents who do not speak English as a first language;
- Work collaboratively with PLA project teammates to plan agendas for all convenings and focus groups; and analyze findings from convenings, create resources and tools, and draft language for deliverables;
- Take the lead on designing and editing deliverables and disseminating them through existing communications vehicles with large audiences, such as the National Literacy Directory.

Additional NCFL staff support will include a bilingual training specialist. This role, currently open for recruitment, will be engaged in the Phase One library-facing training, and offer ongoing advice as the project unfolds.

State library staff will also be engaged over the life of the project. This serves two critical purposes. First, they will identify and recruit libraries that meet the desired participation criteria outlined above. They will serve as the bridge between the national organizations and the local participants. At the conclusion of the project period, state library staff will be instrumental partners in sharing the results and engagement models through their networks. This will support scaling and uptake, with the intended result of more libraries adopting these approaches to better engage Spanish-speaking families.

While PLA and NCFL have expertise in content, training, and scaling, neither have direct expertise in working with Spanish-speaking families. To ensure the project team is embodying the goals of authentic engagement, an advisory group with this knowledge will be convened. Advisory members will include representatives from the three state libraries, a pilot participant, a representative from Association of Library Services to Children, and a member of PLA's Family Engagement Committee who has

experience working with Spanish-speaking families in their own library. Additional representation from the National Association of Family, School, and Community Engagement (NAFSCE) will round out the group to represent the broader educational landscape. Each advisory council member has demonstrated their commitment to the project through the letters of support attached to this application submission. PLA recognizes the importance of supporting both the library participants and the eventual Spanish-speaking families invited into conversation and has allocated \$45,000 in pass-through funding for this purpose. Although the training content will be drawn from existing sources, PLA anticipates some activity to edit, compile, develop templates, and create visual consistency in the final package, involving the work of internal and external consultants.

**TRACKING PROGRESS:** The project is designed to be iterative and build on the existing expertise of participants. By sequencing a series of learning engagements, the project team is building in regular touchpoints for feedback and adjustments. The participating libraries will co-design the process and outputs, just as they will in turn co-design conversations in their communities. In recognition that each community served has specific needs, flexibility will be built in. PLA and NCFL will evaluate the change in library participant skills, knowledge, and behavior as well as understand the success of training in supporting engagement of Spanish-speaking families.

Project progress will be tracked through a mix of outputs and outcomes. PLA and NCFL will meet regularly to advance project activities. Within the first six months of the award, participating libraries from each of the three states will be identified by state library staff; advisors will be engaged, and PLA and NCFL will partner to refine training materials. Over the next six months, library participants from California and Georgia will be convened monthly to explore and learn, developing the skills needed to hold community conversations. During the 12 months of the second year, three libraries from Massachusetts will join the cohort, and all participating libraries will hold conversations, provide feedback that may inform further tools refinement, and report on conversations results and proposed next steps. Throughout, PLA and NCFL will promote the project. At its conclusion, all relevant materials will be made freely available to the public library field at large.

PLA and NCFL will develop an evaluation framework to assess outcomes. This may include changes in knowledge, skills and confidence realized through Year One learning opportunities. The success of the community conversations will also be assessed to determine if the training provided had the desired impact. PLA has an established [data team and products](#) that can be leveraged for evaluation.

**DIVERSITY PLAN:** Diversity is at the heart of this project. The overall goal is to increase library capacity to offer inclusive programs, collections, and spaces in direct response to needs of Spanish-speaking families. The project design itself was informed by the pilot findings and responds directly to feedback from Spanish-speaking families. Spanish-speaking families indicated they needed to know more about the library before they could feel comfortable using the library. From this, PLA and NCFL reconsidered the goals and approach, resulting in emphasis on building library skills as a precursor to authentic engagement.

Great thought will be given to the libraries identified to participate to ensure a scope of Spanish-speaking communities will be engaged in Year Two. The libraries themselves will represent states from different parts of the country; consideration will be given to creating a mixed cohort of small, suburban, and urban libraries. PLA, NCFL, and the partner state libraries will make the final materials broadly available to promote more systematic engagement of Spanish-speaking families.

**PROJECT RESULTS:** *Developing Practices for Authentic Engagement of Spanish-Speaking Families* is flexible by design in order to address a complex issue. It will result in the development of five to ten specific resources as well as an expanding network of organizations supporting the work.

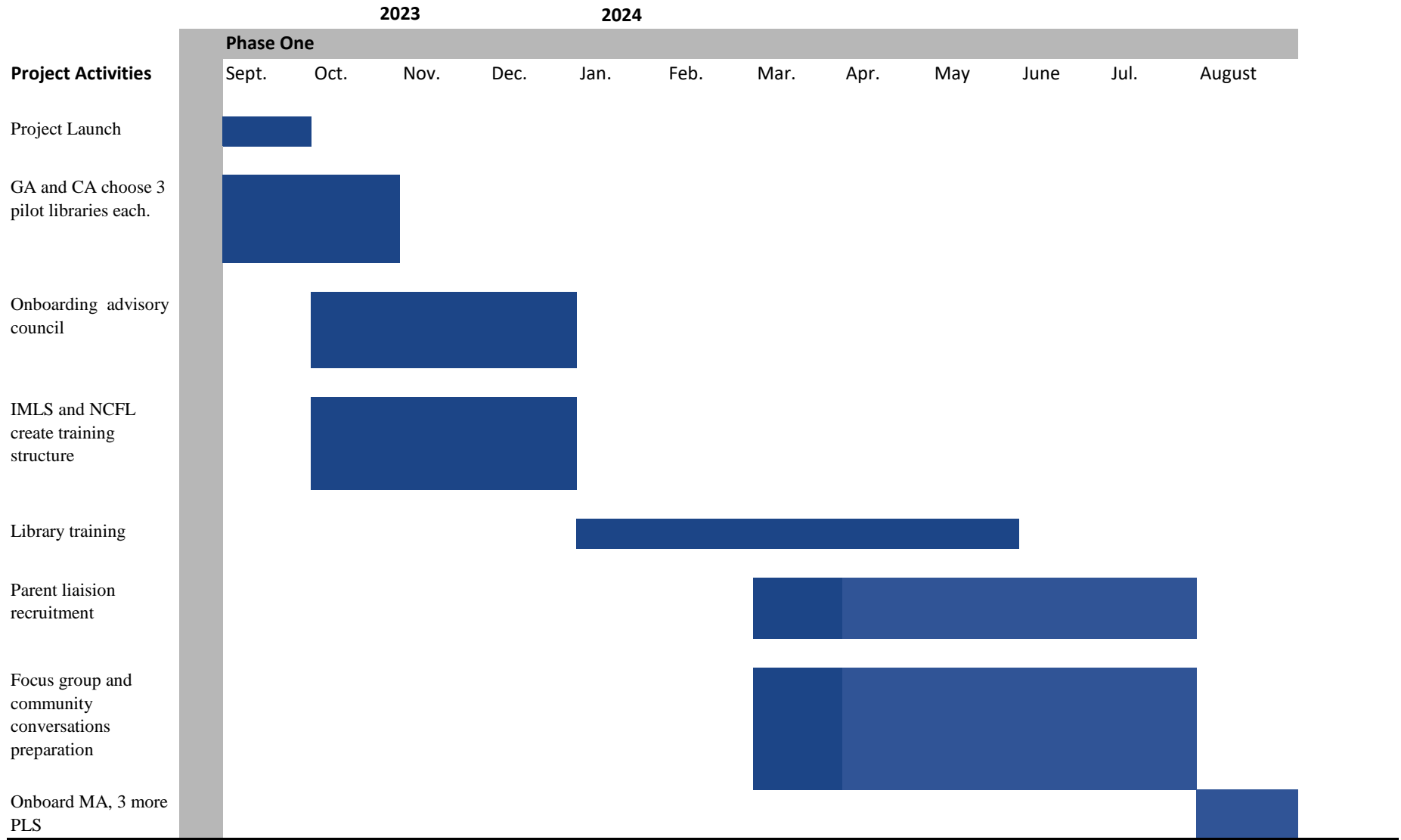


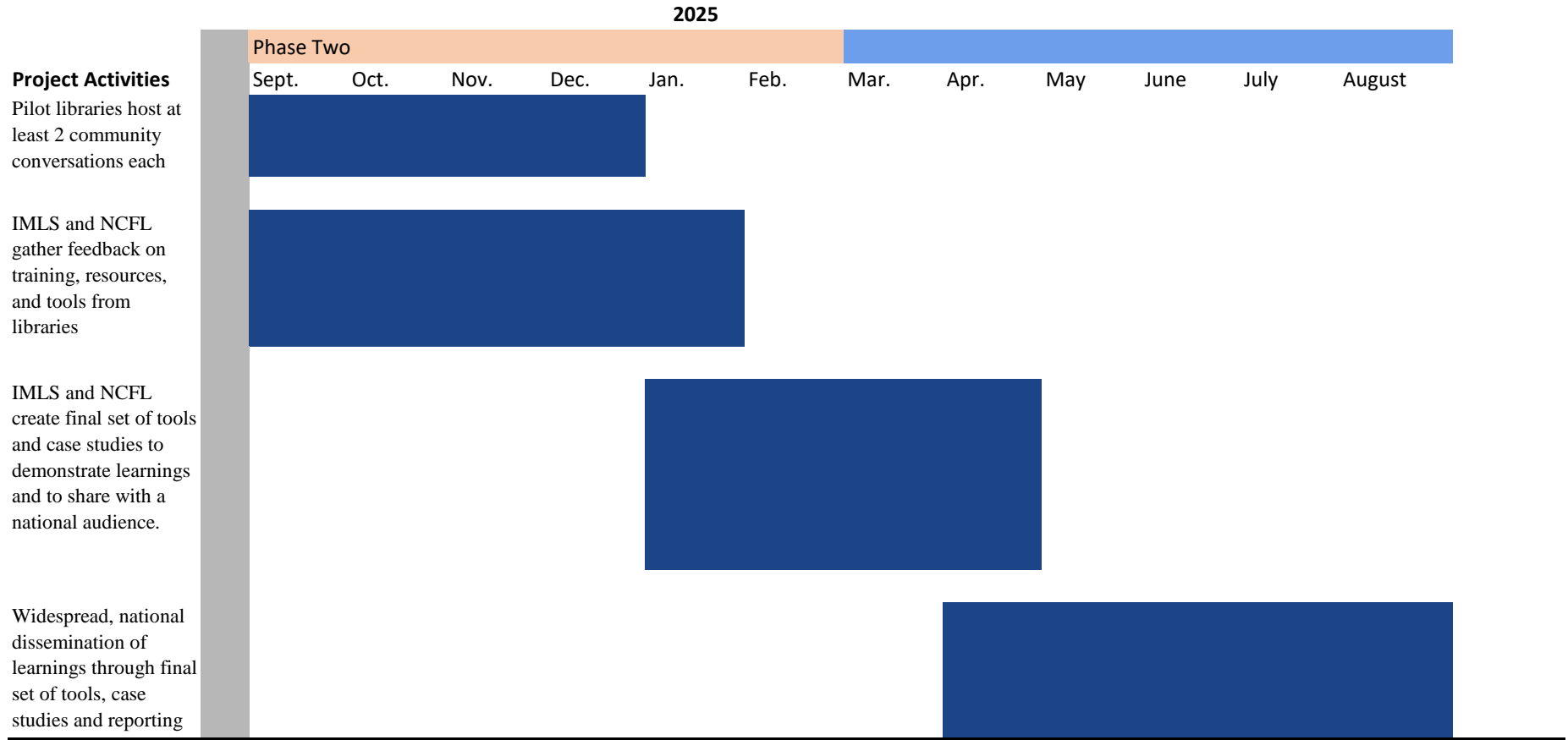
As the percentage of Spanish speakers in the United States continues to grow, libraries must continue to evolve to meet their needs. This project proposes an approach, based on known and tested methods, to support engagement of Spanish-speaking families in developing responsive services. By building institutional capacity at the local level, PLA will demonstrate the methods and value in holding authentic conversation. The tools developed will be made broadly available for adoption beyond the participants in the grant project. While this project will focus specifically on the needs of Spanish-speaking families, PLA anticipates that the practices developed will be scalable across other language groups, including native English-speaking families. This will bring benefits to any library as tested frameworks, tools, and best practices in hosting community conversations will be free for use.

This investment will also have impacts outside the library. Community members will see more relevant programs and services, which should result in more use. Public libraries [contribute to community wellbeing](#) in a variety of important ways. Inviting more users into this ecosystem will extend this reach, ultimately contributing to more people's ability to benefit and advance their individual goals. Project deliverables will be shared more broadly with the field as a suite of adaptable tools. The final design of these five to ten resources will be determined through the iterative design and testing in Phase One of the project and are likely to be a combination of self-paced training, templates, connection to other relevant resources, and adaptable program ideas and structures. PLA's intention is to develop an approach or framework, rather than a rigid process, that enables libraries to adapt and implement in locally relevant ways. NCFL will provide input on how the developed tools are useful in non-library contexts as well. Again, PLA's [Family Engagement Ideabook](#) provides a useful model, not in content but in structure. The Ideabook combines theory, recommended approaches and specific programming ideas. PLA anticipates that final material developed as part of *Developing Practices for Authentic Engagement of Spanish-Speaking Families* will likewise address the issue from a mix of perspectives, first emphasizing the necessary library staff skills, moving into practical application of using those skills for authentic engagement to finally understanding outputs as a map to next steps.

The true benefits of this project will be realized after the funded period. A limited group of libraries will participate over the two-year project period. Their input will be critical to refining the final set of published tools. Likewise, their experience implementing those tools will inform good practices to be replicated. The communities they serve will be impacted during the project period. The network of organizations, including advisory council members, state library partners, and grantee systems, created during the project will be leveraged to disseminate tools, approaches and good practice to a national audience of public library workers.

The share of Spanish speakers in the United States continues to grow. Libraries already provide programs, services, and collections in Spanish. This project will build the field's capacity to make sure those offerings are designed with input from Spanish-speaking families to best meet their needs. By continuing this process of sharing adaptable tools, collecting information on successes and challenges, and resharing for the benefit of other libraries, PLA and NCFL can serve libraries at all stages of their family engagement journey and spread the project widely.





Type of Products: The key output of *Developing Practices for Authentic Engagement of Spanish-Speaking Families*, will be a set of adaptable digital tools and models that will be freely and readily available for use and re-use by libraries, archives, museums, and the public. Products will be co-designed by grant participants (librarians and families) to ensure that they reflect the information and educational needs of Spanish-speaking families. Although the final products will not be determined and decided upon until the co-design process occurs, PLA expects grant partners to develop five to ten tools and accompanying resources for broader dissemination to the field. These products will be a mix of a project toolkit including PDFs, sample slides decks, fillable forms and online training offered both synchronously and asynchronous recordings. Examples of past products developed by families in partnership with practitioners include: family-facing digital toolkits on how to advocate for educational needs and services; guidebooks and tip sheets for practitioners on how to authentically engage with families from diverse racial, ethnic, and cultural backgrounds; and, interactive webinars. All text will be made available in Spanish and any synchronous and/or asynchronous trainings will include closed captions or simultaneous translation capabilities. These materials will address topics such as: Family Engagement in public libraries; Asset Based Community Development; community engagement, and; holding culturally sensitive conversations.

Availability: PLA will make all of these materials freely available on its website for no less than three years. Online training recordings will be housed in ALA's ELearning platform and linked to from PLA's online learning and Family Engagement webpages. Documented materials, like sample PowerPoint desk and PDF will live on the Family Engagement page. PLA will make materials available in both English and Spanish.

The National Center for Families Learning is also committed to making materials freely available on its website in perpetuity. Both organizations will advertise the availability of the final package. PLA may choose to promote the availability of the final tools via its enews, social media, or through webinars. All of these channels are accessible to the over 8,000 public library workers who are members of PLA.

NCFL will build awareness through its suite of communications vehicles, which are disseminated to a national audience and include: Family Learning Insider e-newsletter (11,000 subscribers); National Literacy Directory website and e-newsletter (276,023 yearly visits and 7,000 subscribers, respectively); Literacy NOW biweekly email aggregate of literacy news (9,000 subscribers); NCFL's monthly blog column (2,800 subscribers); a national, monthly webinar series (avg. 240 registrations and 110 attend the live webinars); its annual in-person Families Learning Conference; its social media outlets (15,000 followers), and, through at least one in-person conference presentation annually at prominent convenings such as: the biennial 2024 and 2026 Public Library Association Conferences; multiple state library conferences; and at the annual Family Engagement Summit.

State library partners will be encouraged to share their materials throughout their networks. Again, any distribution will be fee-free for end users.

Access: PLA will pull from existing content to repurpose into the relevant tools. Items like the Family Engagement Framework, Ideabook, and community engagement resources are already freely accessible through PLA and ALA. All previously agreed to rights will be respected. For any new recordings created, such as recorded training meetings, PLA will issue its standard speaker agreement, giving PLA the right to distribute the recording beyond the original presentation date. Training participants will be asked to consent to being recorded. If they decline, the session will not be recorded and a "clean copy" of the presentation only will be made.

PLA will include credit lines and logos for itself and NCFL on all final materials. IMLS credit language will be included as appropriate and in accordance with federal guidelines. The Ideabook: Libraries for Families is a practical example of who PLA will approach access. It is free to download, includes credit and acknowledgement and a robust bibliography to site sources. PLA will take the same approach with materials created in support of *Developing Practices for Authentic Engagement of Spanish-Speaking Families*.

Privacy and Cultural Sensitivity: These are both important considerations for the project team. In Phase Two, libraries will host community conversations with Spanish-speaking families. While libraries will document these conversations, only aggregate, de-identified data will be shared back to PLA and NCFL. No names and contact information of participants will be collected at the project team level.

All final products will be available in both English and Spanish. PLA has included a budget line for translation to ensure that products are relevant and meaningful to Spanish-speaking librarians as well as patrons.

Sustainability: PLA will make the final products available on the Family Engagement and Online Learning sections of its website. NCFL will also make products available under the free Resources tab of their site.

The American Library Association is a nonprofit [501(c)(3)] educational association, incorporated under the laws of the Commonwealth of Massachusetts. Founded on October 6, 1876 during the Centennial Exposition in Philadelphia, the mission of ALA is “to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.” The Public Library Association is one of eight divisions of ALA, focused specifically on meeting the needs of public library workers.

ALA is governed by an elected Council and an Executive Board which “acts for the Council in the administration of established policies and programs.” ALA members elect the ALA President, who serves a three-year term as President-Elect, President and Immediate Past President, and the ALA Treasurer. Headquartered in Chicago, its operations are directed by an Executive Director and implemented by staff through a structure of divisions, programmatic offices, roundtables, and support units. An expansive network of affiliates, chapters and other organizations enables ALA to reach a broad and diverse audience.

ALA is committed to eight Key Action Areas as guiding principles for investment of energies and resources. The Key Action Areas are approved by the ALA Council, the Association’s governing body. These Key Action Areas include, Diversity, Education and Lifelong Learning, Equitable Access to Information and Library Services, Intellectual Freedom, Literacy, Organizational Excellence and Transforming Libraries.

A division of ALA, the Public Library Association (PLA) is the largest association supporting the unique and evolving needs of public library professionals. Founded in 1944, PLA serves nearly 9,000 members in public libraries large and small in communities across the United States and Canada, with a growing presence around the world. PLA’s mission is to enhance the development and effectiveness of public library staff and public library services. This is accomplished through a portfolio of professional development and networking opportunities, transformative public library initiatives, and a conference that welcomes public library staff into meaningful partnership. In collaboration with ALA, PLA strives to help its members shape the essential institution of public libraries by serving as an indispensable ally for public library leaders.

PLA is governed by a 10-member board of directors. Twelve committees and two advisory groups, populated by practitioners, provide important connections between PLA and the field. PLA’s current strategic plan (2022–2026) outlines five key priorities: Equity, Diversity, Inclusion, and Social Justice; Transformation; Profession Growth; Advocacy and Awareness, and Organizational Excellence. The plan positions PLA to meet the ever-evolving needs of libraries.