PROGRAM INPUTS

- **Financial Support:**
- A combination of private and public funding.

PROGRAM COMPONENTS

■ 1:1 Reading Coaching with a HS

Sight word and phonics games

Book selection (using library

mentor (Leader)

Read alouds

collections)

Grades 1 & 2

week

Staff/Human Resources:

- 1 FT OST Manager
- 1 FT OST Coordinator
- 4 FT Education Coordinators (1 EC/site)
- 8 Part-Time Program Assistants (2 PAs/site/day)
- Ongoing Professional Development & Training support for FT and hourly staff
- Intra-departmental support (e.g., collaboration with OST, Public Programs, Adult Literacy, etc.)
- Inter-departmental support (e.g., Development, HR, Legal, Communications & Marketing, Library Services, SIO, Facilities, Capital Planning, Data Team, Web/Digital Experience, and Academic Divisions within NYPL, etc.)
- 4 Hourly Security Guards (1 OST guard/site)

Physical Space & Infrastructure:

- Designated Literacy Leader spaces at 4 local NYPL
- Upgraded Wi-Fi and network resources

Tech Resources: Each site has:

- iPads
- 1 Color Printer
- 1 Staff MacAir
- Access to Raz Kids educational technology
- Access to free on-line education technology programs, as needed

Program Materials:

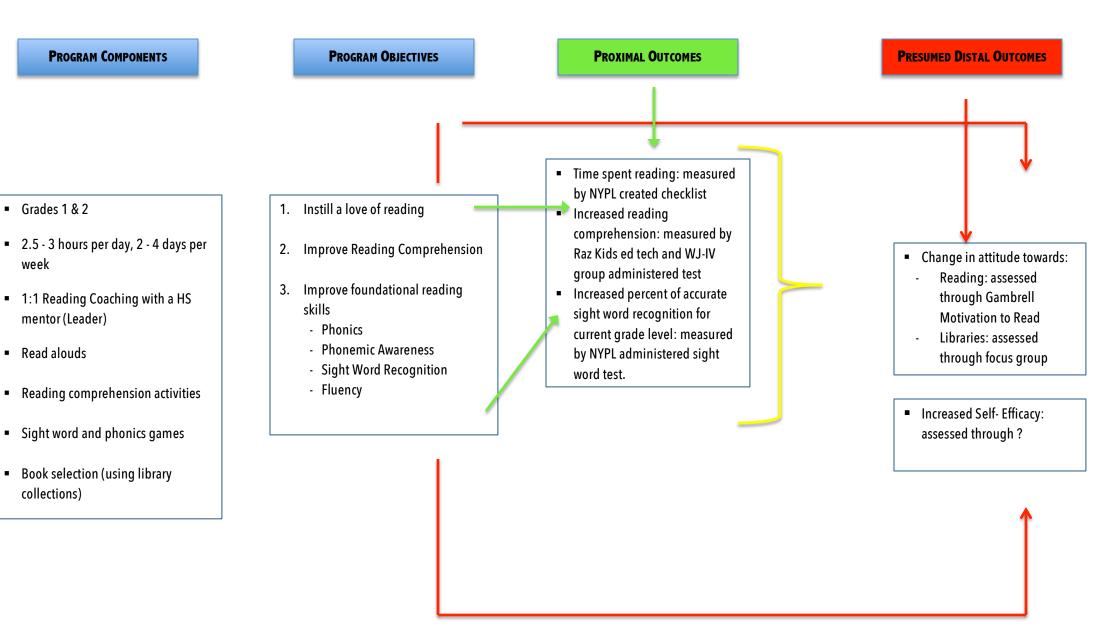
- Kidz Lit Curriculum
- Access to NYPL book collections
- Comprehensive arsenal of academic materials, books, supplies, etc., as well as supplies needed for creative activities

Food:

- Refreshments @ special events for participants &

Relationships with External Organizations &

 Significant time is put into establishing, building, and maintaining strong relationships with community organizations and neighborhood schools that serve our students.



LITERACY LEADERS (ELEMENTARY)

PROGRAM INPUTS

Financial Support:

A combination of private and public funding.

■ Staff/Human Resources:

- 1 FT OST Manager
- 1 FT OST Coordinator
- 4 FT Education Coordinators (1 EC/site)
- 8 Part-Time Program Assistants (2 PAs/site/day)
- Ongoing Professional Development & Training support for FT and hourly staff
- Intra-departmental support (e.g., collaboration with OST, Public Programs, Adult Literacy, etc.)
- Inter-departmental support (e.g., Development, HR, Legal, Communications & Marketing, Library
 Services, SIO, Facilities, Capital Planning, Data
 Team, Web/Digital Experience, and Academic
 Divisions within NYPL, etc.)
- 4 Hourly Security Guards (1 OST guard/site)

Physical Space & Infrastructure:

- Designated Literacy Leader spaces at 4 local NYPL branches
- Upgraded Wi-Fi and network resources

• Tech Resources: Each site has:

- iPads
- 1 Color Printer
- 1 Staff MacAir
- Access to free on-line education technology programs, as needed

Program Materials:

- Kidz Lit Curriculum
- EC Developed "Teach the Teacher" Curriculum
- Access to NYPL book collections
- Comprehensive arsenal of academic materials, books, supplies, etc., as well as supplies needed for creative activities
- Internship pay to teens
- Student Incentives/ Field Trips

Food:

- Daily snacks
- Refreshments @ special events for participants & families

Relationships with External Organizations & Schools:

 Significant time is put into establishing, building, and maintaining strong relationships with NYCDOE high schools.

PROGRAM COMPONENTS

- Grades 10 12
- 2 hours per day, 2 days per week
- Reading and writing instruction for high school students (e.g., reading strategies, small group discussions about texts)
- Teaching strategies (child dev., role play, modeling read-aloud & reading comprehension strategies)
- Literacy Leaders curriculum training
- Portfolio presentation of student writing

1. Help "at-risk" high school students earn ELA-elective credit to improve their chances of graduating from High School.

PROGRAM OBJECTIVES

- Improve reading, writing, speaking, and listening skills (specifically CCLS Anchor Standards).
- Provide career exploration and training, with specific attention given to early childhood literacy & teaching, and general job readiness skills.

PROXIMAL OUTCOMES

- 85% of students who have completed the course (attended 50% of classes) will earn credit: measured by NYPL attendance and credit records.
- Use Common Core based reading comprehension strategies in the first semester: tracked through NYPL checklists.
- Knowledge and
 demonstration of job
 expectations (e.g.
 attendance, punctuality):
 tracked through NYPL
 checklists.

PRESUMED DISTAL OUTCOMES

- Change in attitude towards:
- Reading: Rhody Secondary
- Libraries: Focus group feedback
- GRIT (e.g., motivation, persistence, etc.): GRIT Scale
- Increased Self-Efficacy: General Self-Efficacy Scale
- Increased Engagement (i.e., investment in learning community): Youth Experience Survey
- Increased reading comprehension skills – 1st semester: WJ group administered subtest?

(HIGH SCHOOL)

