

2. ELCAA: Self-Assessment. Please reflect on each statement and answer as honestly as you can.

	PERSONAL ATTITUDE	AGREE	DISAGREE
1	I'm not sure it's the library's responsibility to ensure children enter school ready to read and able to learn – isn't this the job of parents and early childhood educators?		
2	I work in the library because I care about children and books. If I had wanted to be an early childhood or parent educator I would have become a teacher.		
3	If my library embraces family-centered services, the activities and noise level may be disturbing to other library users.		
4	I work in the library because I want to work with children. I'm uncomfortable interacting with parents and having them attend the programs		
5	My first priority must be to serve families already frequenting the library. This leaves little or no time to participate in coalitions and engage in outreach activities.		
6	I treat all families, regardless of age, education, language, and economics with equal respect.		
7	Including parents in the planning, implementation, and evaluation of programs and services is not realistic for public libraries.		

COMMUNICATION

I get uncomfortable when someone:

- speaks a language other than English in the workplace.
- speaks English with a foreign accent.
- does not take the initiative to ask or comment.
- agrees with everything I say, even if he/she doesn't understand or disagrees with me.
- stands too close to me during a conversation
- stands too far away from me during a conversation.
- fails to acknowledge what I say or show understanding.
- insists on bringing the whole family to all programs
- men answer question for the women.
- is never on time for programs.
- does not make eye contact.
- speaks very softly.
- speaks very loudly
- giggles and smiles at 'inappropriate' times.

These two instruments were adapted from Feinberg, S. , Deerr, I., Jordan, B.A., Byrne, M. & Kropp, L.G. (2007). The family-centered library handbook (pp. 32 & 35). New York, NY: Neal Schuman

ELCAA: Internal Library Assessment

<p>CS=CURRENT STATUS 1= a strength; 2=needs strengthening; 3=not a strength, would like; 4=not a priority</p>	<p>I=IMPORTANCE 1. very important; 2=important; 3=somewhat important; 4=not important</p>
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WORKING WITH PARENTS WITH YOUNG FAMILIES Quality Indicator
CS I

1. Provide parent(s) with pertinent information on programs and services			
2. Give parents written materials about the library			
3. Establish rapport, giving ample opportunity for parent(s) to ask questions			
4. Interact with families in a manner that is respectful of individual and cultural diversity			
5. Offer parent(s) choices in programs for their children and themselves			
6. Assist parents in obtaining information and services that the library cannot provide			
7. Utilize good communication skills (e.g active listening, questioning, checking of understanding) to develop partnerships with parents			
8. Facilitate parent(s) participation in planning for new library services and evaluating existing services			
9. Ensure that parent(s) can participate in all programs available to their children			
10. Share information, knowledge and skills with families to help them become more knowledgeable, skilled and confident			
11. Provide services that reflect the parent’s preferences in type, location, duration and frequency			
12. Offer parent(s) choices about level of participation in services			
13. Offer parent-to-parent services not only parent-child services			
14. Minimize procedures and policies that block parent and child participation			
15. Have written policies and plans that support family centered philosophy and practices			

WORKING WITH OTHER AGENCIES CS I

1. Share information about formal and informal services for families			
2. Participate in the coordination of services			
3. Work collaboratively to address service gaps			
4. Recognize that parent(s) assume or want to assume responsibility for the services they need			
5. Strengthen information and referral service to address family needs			
6. Provide services that reflect the agency need for information			
7. Offer agencies choice in their level of participation			
8. Minimize policy and procedures that block agency participation			

From Feinberg, S. *et al.* (2007). The family centered library handbook. New York, NY: Neal Schuman.