

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

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|---|---|
| <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> |
|---|---|

Quality Indicator

WORKING WITH PARENTS WITH YOUNG FAMILIES 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.