

## 1. Statement of Need

The Village of Oak Park is a progressive community located within the Triton Community College District #504 service area. The Village is racially diverse with a minority population of approximately 32 percent and an overall population of 52,104. While the community's secondary school, Oak Park and River Forest High School, has outperformed the State of Illinois as it relates to college readiness, there remain persistent gaps in performance for specific demographic and socio-economic groups. College readiness levels tend to be much lower for low income students and students from minority backgrounds. For example, according to 2015 PARCC assessment results of the New Illinois Learning Standards, an African American student was 41 percent less likely than a white student to have met or exceeded the State Standards in English and Language Arts or Math; while, a low income student was 28 percent less likely to have met or exceeded those standards when compared to a more affluent student. It is important to note that college readiness goes beyond test scores as often the scores themselves are a lagging indicator for students who have not received the support they need to be successful on a standardized test. Leading indicators that can be influenced include parental knowledge and engagement, as well as student preparation and resilience. Resilience, in this context, refers to the process of overcoming the negative effects of risk factors, the ability to cope successfully with challenging experiences, and the ability to avoid the negative trajectories associated with those risk factors. According to the 2015-2016 Illinois Report Card, 48 percent of Oak Park River Forest students were required to take a remedial course at an Illinois community college in 2015. Nearly 10 percent will enroll at Triton College where 80 percent of all incoming students require at least one developmental education course.

Recognizing these, and other, community challenges, a grass roots group was formed to address disparities in the educational system. Triton College, in collaboration with the Oak Park Public Library proposes to address these persistent disparities in achievement through a comprehensive community engagement effort. The proposed project embodies the goals of the special initiative, Activating Community Opportunities Using Museums/Libraries as assets, by addressing a significant challenge and opportunity and building on the literature related to collective impact.

Triton College is a comprehensive non-selective public community college serving the near western suburbs of Chicago, Illinois (Cook County). Founded in 1964, College is one of 48 community colleges in the state of Illinois operating under the auspices of the Illinois Community College Board (ICCB). The fall 2016 enrollment was 12,389 (FTE 6,098) with 3,258 full-time and 9,131 part-time students. New student enrollment for fall 2016 was 3,214 (FTE 1,720). The College district includes approximately 63 square miles with 25 demographically and culturally diverse towns and villages. Student success is front and center, yet a trend of low college-readiness, with sharp disparities between minority students, undermines this mission. In response to these challenges, the College has adopted the following strategic goals: Increase College Readiness, Improve College Completion, and Close the Skills Gap. This project specifically addresses the college's strategic goal to: Increase College Readiness. Triton College in Partnership with Oak Park Public Library and Oak Park based Equity Team, Inc. (E-Team) propose a community based project designed to engage and serve the Oak Park Community. Triton College is committed to student success through institutional and academic excellence, and providing a student-centered, lifelong learning environment for our diverse community. The project will seek to provide support, and facilitate access, to

services and resources that contribute to improved educational outcomes for economically disadvantaged students, and improve school readiness for economically disadvantaged students in Community College District 504. The project expects to benefit approximately 300 students who frequent the Oak Public Library located in Oak Park, Illinois.

Triton College, the E-Team and Oak Park Public Library will establish a family and student mentoring/coaching consortium. Through this initiative, families with a student attending a local high school or middle school will be paired with a mentor/coach who has successfully navigated the educational system for their own child, while their student will be paired with a mentor from Triton College. The proposed project aligns with Institute of Museum and Library Services Activating Community Opportunities Using Museums/Libraries as Assets and would position Triton College, and our community partners as a national leader in community transformation through the engagement of public libraries.

The E-Team is composed of educators, administrators, youth advocates, parents, students, school board members, college professors, social workers, and community members who came together because of a deep commitment to eliminating the achievement gap and enhancing opportunities for students in their community. The E-Team provides advocacy and programming for families in Oak Park and River Forest. Their services are based at the Oak Park Public Library. While the E-Team has focused its efforts on empowering parents, Triton College has developed several initiatives aimed at increasing college readiness and college completion. TRIUMPH (Triton Undergraduate Men Pursuing Higher Education) is a Triton College based program that addresses the significant opportunity gap for minority males who are the first in their family, and often first in their community, to pursue higher education. The TRIUMPH program ensures post-secondary persistence through intensive mentoring and targeted workshops designed to decrease social, emotional and non-cognitive barriers to success. In 2016 Triton College launched SURGE (Sisterhood of Undergraduate Representing Great Excellence) to support minority female students. Both programs are designed to increase the number of minority students graduating from Triton College, by providing increased student services, academic support, service learning projects, community service projects and mentoring. TRIUMPH and SURGE students are connected with minority staff members who can assist the individual with realizing and understanding their potential and goals, despite perceived social and cultural barriers. The TRIUMPH men recognized, through their participation in the program, that the assistance of a mentor and guide was crucial to their success, and, as a result, they desired to develop a program that would allow them to provide the same service they received to middle school and high school students. This initiative was originally born of their desire to reach the next generation, and to begin to instill the lessons they have learned, in an effort to decrease the achievement gap, and increase access to higher education. The women in the SURGE program share this commitment.

Similarly, The Oak Park Library (OPPL) is committed to empowering every voice in the community. Their mission is to share information, services and opportunities that fulfill Oak Park's aspirations which include literacy, education, diversity, inclusion, equity, health, safety, and affordability. OPPL has consistently demonstrated a commitment to community engagement, collaboration, compassion, gathering and participation. In addition OPPL has significant partnerships with the Oak Park Elementary School District 97, Oak Park and River Forest High School District 200, Village of Oak Park, Oak Park Township (youth interventionist program), the Collaboration for Early Childhood; Success of All Youth; and the Oak Park

Homelessness Coalition. These and other alignments position the library as a force for positive change in the community.

### ***Review of the Literature***

This project integrates the available research on essential practices for improving outcomes for low-access students and their families. Specifically, a review of the literature demonstrates academic outcomes improve for low-access students when positive relationships are built through student and family mentoring. Further, family engagement initiatives that are created with school districts and across communities, specifically those based in the neutral space of public libraries, can effectively connect families to resources and lead to closing the gaps that exist in schools by race, ethnicity, and income.

*Strong relationships build trust.* When discussing the “achievement gap,” we often hear that it is the result of families who are disengaged and “never show up at school.” Evidence shows that the level of parental involvement is linked to class position and to the social and cultural resources that social class yields in American society (Lareau 1987). This results in a stereotype that families of students of color are not engaged and don’t care about their child’s education.

The Dual Capacity-Building Framework for Family-School Partnerships developed by Karen Mapp and Paul Kuttner (2013), outlines a roadmap for creating strong relationships between schools, families, and the community. Research on family engagement indicates the primary challenges schools and families face include the following: schools may want to work with families of diverse backgrounds, but lack the skills; families may lack access to social and cultural capital (the ability to use social networks and move through the dominant culture) or may have had negative experiences with schools in the past and have lingering distrust (Mapp and Kuttner 2013).

As the Dual-Capacity-Building Framework notes, families of color and low-income families are more likely to mistrust schools due to negative experiences and may lack access to social and cultural capital (Mapp and Kuttner 2013). Although families may support their children at home as motivators and supporters of education (Auerbach 2007), they may not feel comfortable in the school or talking with teachers. These barriers all affect the academic, social, and emotional outcomes for students. To move forward, communities must disrupt the dominant culture and fracture stereotypes.

James Coleman’s theory that social capital is “a property of the relational ties among individuals within a social system” (Bryk and Schneider 2002) applies to the relationships that have formed over the years in communities. The connectedness that white, affluent families tend to have with each other produces tight networks that enable them to acquire more knowledge about the schools, jobs, college applications, and other important information while developing trusting relationships within the community. These relationships result in the acquisition of social capital. Furthermore, these families tend to feel more comfortable navigating the school environment and pushing for services with teachers and administrators due to the cultural capital they possess.

In addressing the needs of families who may not be tied into these networks, it is important to recognize that relational trust is missing. Relational trust between schools and families forms when schools realize they hold more power in the relationship and assume the responsibility to “initiate actions that reduce parents’ sense of vulnerability...” (Bryk and Schneider 2002). As Bryk notes, “Relational trust sustains an ethical imperative among

organizational members to advance the best interests of children. Participants in schools with high relational trust enact an interrelated set of mutual obligations with one another.”

*Community-wide partnerships.* In order to break down these barriers, schools must initiate partnerships across the community to build sustained relationships and support through professional development for teachers; mentoring, tutoring, preparations for college and career, and advocacy for students; and workshops for families. According to Mapp and Kuttner, certain process conditions must be met so adults not only acquire new knowledge, but are also eager to apply this knowledge. Interventions must be linked to learning; build respectful and trusting relationships between home and school; focus on building the intellectual, social, and human capital of stakeholders; offer group work to build learning communities and networks; and be interactive (Mapp and Kuttner 2013).

The goal is to have schools initiate relationships and build trust with parents –with special attention focused on families of color and low-income families – so they gain more knowledge and social and cultural capital and are therefore better able to advocate for and support their children. As research supports, parents make decisions on their involvement based on how positive they feel about their capabilities. They are more likely to persist in the face of difficulty and work toward positive outcomes (Hoover-Dempsey, et. al 1992).

*Libraries as neutral spaces.* While schools often struggle with family engagement, libraries offer a unique opportunity to unite communities in relationship building. A recent report issued jointly by the Public Library Association and the Harvard Family Research Project urges libraries and schools to work together with community organizations and service providers to establish a system of family engagement that “extends throughout a child’s life, supports children and families, and optimally prepares children for success in school and life (Lopez, Caspe, & McWilliams 2016).”

By centering family engagement and support at the library, and starting with a process of constructing initiatives beginning with intentional outreach to include the voices of students and families, communities can create a comprehensive system of support to have an impact on high school success. Family engagement efforts must use research-informed practices that focus on student outcomes, hold specific partners accountable, and become a core part of school and community efforts to ensure college- and career-readiness (Harvard 2016).

While libraries hold this promise, few have established models for becoming centers for social change. Often they lack the collaborative partners and resources to fully implement their charge. In fact, the implementation of these changes to the system rely heavily on the practices of community organization. By creating change through a community organizing model, public libraries can play a crucial role in expanding the assets and strengths of families and communities (Warren, Mapp & Kuttner 2016). Through the building of relationships that include all voices in a community and increasing the capacity of participants to take action to improve their own lives.

### ***Creating a Dual-Capacity-Building Framework in Oak Park, Illinois***

The proposed project applies research on the Dual-Capacity Building Framework model by seeking to increase the social and cultural capital in families and students through intensive family coaching and mentoring and utilizing the Oak Park Public Library as a neutral space for engagement. There is already broad momentum for this effort as evidenced by the committed volunteer base from Triton College (student mentors) and the E-Team (family mentors);

community organizations including the Oak Park River Forest based Collaboration for Early Childhood, the elementary and high school district serving the Oak Park community (Oak Park River Forest District 200 and District 97), College and Community Foundations, public officials and community organizations. The proposed model was also recognized by the Oak Park River Forest Community Foundation and the Oak Park River Forest Entrepreneur Leaders in Philanthropy group as a transformative community idea.

While hundreds of youth frequent the Oak Park Library on a weekly basis, drawing in whole families has been a challenge. The project will draw in this non-traditional audience through an intensive community organizing campaign that will draw on the collective strengths of all collaborative partners. This effort has already commenced and has led to several highly successful events hosted by the E-TEAM. The organization has deep connections in the community with representation from the target school and school district. Most members have a professional background in education. The organization is led by Frances Kraft and Jackie Moore. Ms. Kraft is an Oak Park teacher who has worked on issues of equity and poverty for the past 10 years. Kraft created and led Power of Partnerships, an after-school initiative focused on narrowing gaps through partnerships with families, teachers, volunteers, and community organizations. In 2013, Kraft organized the Equity Team, which includes partners across seven community organizations, to study at Harvard's Achievement Gap Initiative. She earned a master's degree in education policy and management at Harvard in 2016. Dr. Moore has a doctorate in Developmental Studies and has worked extensively on issues of family, parenting and child development in the context of poverty. Moore has worked in a volunteer capacity in the target school district (Oak Park – River Forest School District - SD 200) on hiring committees, strategic plan development and racial equity as it relates to student growth and success. She currently serves on the SD 200 school board as Vice President and chairs the Strategic Plan Operations committee. The E-Team is already developing database and outreach program that partners families with experience navigating the community and school system with families who want support. The E-Team has successfully connected families with local agencies when advocacy was needed. In addition, through the Transitions program, the E-Team assists families with navigating the transitions that students face from cradle to college or career.

The TRIUMPH program was developed to help mitigate the challenges faced by minority males through a series of interventions designed to help them persist in college and graduate. The Triton College Office of Institutional Research and Effectiveness found minority males were the least likely to be retained and complete a degree. TRIUMPH members are paired with a Triton College minority male staff member, faculty member or administrator. In reflecting on their high school experience, TRIUMPH members identified a lack of positive role models and opportunities for academic and career exploration as factors contributing to the achievement gap between minority males and their white counter-parts. Their own life experiences informed this perspective and led to the outlined plan which includes replicating the TRIUMPH mentoring and engagement model at the high school level. Well over 95 percent of TRIUMPH members are retained each semester, this compares to a 63 percent retention rate for the College as whole. In addition, 100 percent of the original cohort of TRIUMPH members have graduated and transferred to a four year institution. Program alumni continue to engage with the program and serve as mentors for incoming participants. Triton College also brings the strength of its Academic Success Center (ASC) which will be responsible for training tutors and mentors. The ASC is recognized by the College Reading and Learning Association, an international professional organization, as a certified training center for both tutoring and peer mentoring. The

ASC has held this distinction for seven years based on the quality of curriculum developed and implemented through the training program. The collective strengths of these organizations, including a proven mentoring/coaching model coupled with a history of supportive services, that includes bringing families and educators together in Oak Park and River Forest, will form the foundation for creating a comprehensive model for family and student engagement.

## 2. Impact

The major impact of the proposed 18 month project will be a two pronged approach for addressing the challenges faced by first generation students and first generation families. The E-Team anticipates identifying approximately 100 families with students currently attending Oak Park River Forest High School, and an additional 100 families with children in the community's middle schools, which could benefit from an intensive one on one mentoring and coaching relationship. The TRIUMPH program already supports a number of high risk youth from Oak Park River Forest High School through the West 40 Project Tapestry and Seniors Plus program, an alternative school program that serves high risk youth. Similarly, Oak Park Public Library has witnessed a large influx of youth frequenting the library after school and on weekends and hired personnel to develop programming to engage those youth. This coordinated effort will connect the dots and allow for a seamless support network for students and families resulting in an increase in college readiness, increased engagement of families and the community in a dialogue about supporting youth and providing opportunities for community engagement and cooperation. The short term changes will be measured through the following:

- Increased attendance by families at the Oak Park Public (5% over baseline)
- Increased utilization of Oak Park Public Library college entrance exam training (35% over baseline)
- Increases in non-cognitive and career skills (10% increase in scale score over baseline)
- Student and family demonstrating the ability to articulate an intended college pathway and available support networks (85% of participating families demonstrated on survey instrument)

Within the first year, 200 families will be assigned a family mentor/coach, that has successfully navigated the educational system, and their student will be assigned a mentor from the TRIUMPH/ SURGE program or a mentor from the Oak Park and River Forest community that has been trained by the TRIUMPH program. Sessions will be held monthly to bring all of these entities together for guidance and direction while the individual mentor/coaches will meet with families bi-weekly and TRIUMPH mentor/coaches will meet with students weekly. As an added benefit or major impact, families and individual students will be expected to "pay it forward" by committing to either mentor a family or refer a family, thereby resulting in a multiplier effect for the project. By year two of the project, the number of families will increase to 300 with original cohort serving as mentors – in – training.

The project will require the ongoing engagement and support of the school district and the community. The program aligns with the Oak Park communities' aspiration as articulated through a public dialogue between the Oak Park Public Library and community stakeholders. In

essence, the community aspires to increase literacy, enhance educational outcomes, value diversity, inclusion and equity while providing a safe and healthy environment. The program will seek to engage the entire Oak Park community in this effort while encouraging families that benefit from the program to support the next generation of families. The critical component of one on one engagement and establishing measures for success will ensure the successful components of the program are replicated and extended to other schools and school districts within the community. In addition, the E-Team has a history of providing support and training for community organizing. Through this initiative, all volunteers will be trained to serve as community organizers. They will be charged with building capacity, increasing awareness, as well as, mobilizing the community and participating students in order to sustain and further develop the program.

### **3. Project Design**

The project addresses the IMLS Agency-Level Goal2: Community Performance Goal: Strengthen museums and libraries as essential partners in addressing the needs of their community. Triton College has developed a program design engages the Oak Park Public Library as an essential partner providing a neutral space to address the significant community need to increase both college and career readiness for at-risk youth throughout the Triton College service district. Through a multi-tiered collaborative approach, that engages community stakeholders, this program will provide much needed coaching, advocacy and academic support for youth from economically disadvantaged backgrounds and their families. The first component of program is a collaborative community outreach effort with the E-Team. The E-Team is composed of educators, administrators, youth advocates, parents, students, school board members, college professors, social workers, and community members who advocate for and with parents in the Oak Park and River Forest community. Current Triton College students will be utilized as mentors, coaches and tutors who will provide high school and middle school students with the support, guidance and encouragement to attain college and career readiness. This will include conducting workshops on skills relevant to academic, career and college success, tutoring in high need subject areas and coaching students on preparing for the college admissions process. Parental engagement activities including family to family mentoring and coaching designed to connect families to community resources, and workshops on a host of issues including preparing their student for college, parenting, and interacting with the educational system will be conducted and facilitated by the E-Team. All supports and activities will be hosted by the Oak Park Public Library. Creating a cycle of service that includes training and engaging multiple levels of the educational pipeline through this program will provide a continuum that reflects 1) access to services and resources that contribute to improved educational outcomes for economically disadvantaged children; 2) improved school readiness for economically disadvantaged youth; 3) improved educational and behavioral outcomes of students in low-achieving middle schools and high schools; and 4) support for economically disadvantaged students and their families, preparing them for success in a postsecondary educational institution as well as in their career pathway. The proposed logic model in Table 1 further describes the proposed project design.

<b>Table 1: Project Logic Model</b>			
<b>Resources</b>	<b>Activities</b>	<b>Outputs (Intermediate)</b>	<b>Outcomes/Impact</b>
Triton College Volunteer Coordinator, dedicated administrators, staff, and Triton based mentoring programs-50 committed volunteers for individual mentoring/coaching/tutoring	Year 1: Educational Activities: Tutoring, Mentoring, Student Success Workshop Series, Academic Assessments, Skills Assessments, Career Inventories, College Preparation Exams  Year 2: College Visits, College Fairs, Career Fairs,	Increase in college and career readiness as evidenced through Illinois Report Card metrics for College readiness  Increased awareness of equity issues and improvements in universal goals as drafted by Oak Park School districts (see Supplementarydoc4.pdf)	Community organizations including Triton College Library, E-Team, School District 97 and the Collaboration for Early Childhood are better prepared to provide program or services that addresses community needs  Community organizations including Triton College Library, E-Team, School District 97 and the Collaboration for Early Childhood are better able to engage the community
E-Team Project Consultants and family mentors – 25 committed volunteers for family mentoring/coaching  Technical Consultant assisting with evaluation and assessment model	Year 1: Family Engagement Activities: Mentoring, Career Assessments, Training on navigating the K-12 educational system and connecting to community resources  Year 2: College and Career Fairs, College Visits	Personal Resource Plans developed by participants that demonstrate capacity to utilize library as a central resource and engage community organizations	Community organizations including Triton College Library, E-Team, School District 97 and the Collaboration for Early Childhood are better prepared to develop and maintain on-going relationships with community partners.  The Oak Park Public Library offers programs, services, or resources that address community needs.
Oak Park Public Library-Committed Public Space and Programming	Year 2: Community Organizing Events and Activities, Parent and Student Empowerment Events, Health Fairs, Financial Planning and Home Buying Seminars	Increased engagement with the Oak Park Public Library as demonstrated by increased attendance at sponsored events and activities	The Oak Park Public Library is an active contributor to problem solving in the community.
Triton College Library-Resources and Training Materials for Mentoring and Tutoring	Year 1: Training sessions for mentors and tutors	Personal Resource Plans developed and implemented by family participants as evidenced by surveys, attendance records and assessments	The Oak Park Public Library is an active contributor to problem solving in the community.
K-12 Educators/Collaboration for Early Childhood	Year 1: Engagement and outreach events to recruit families and students		
Triton College Foundation – soliciting and managing donations for the program	Year 1, Year 2: Fundraising activities and events		

***Project Management***

The project will be managed by a team that includes the Triton College Dean of Academic Success, Dr. Debbie Baness-King (Project Director), Triton College Dean of Student Services, Corey Williams (Co-Project Director), and representatives from the E-Team and Oak

Park Library. The Dean of Student Services and the Dean of Academic Success have extensive experience coordinating programs designed to support at-risk youth. The Dean of Student Services oversees the highly successful TRIUMPH and SURGE programs. The Dean of Student Services has coordinated recruiting adult mentors to assist and coach in these programs. The Dean of Academic Success oversees the Academic Success Center, which houses the Triton College Library, and the College's United States Department of Education TRIO Student Support Services Program. The Triton College Academic Success Center (ASC) provides free individual and group tutoring, mentoring and learning communities as well as ongoing academic review workshops. Academic support initiatives include specialized components to assist all types of learning styles: visual, auditory or kinesthetic learners. Services at the ASC also include: interactive learning models, group study sessions and specialized academic workshop sessions for writing, math and Career and Technical Education courses. In addition, Triton College hosts a United States Department of Education TRIO Student Support Services (SSS) Program which is also overseen by the Dean of Academic Success. The purpose of the SSS program is to provide academic and other support services to low-income, first-generation, or disabled college students, to increase student retention and graduation rates, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. Together, the Dean of Student Services and the Dean of Academic Success oversee a peer mentoring collaborative program that places peer mentors in high risk (high enrollment, high failure/drop/withdrawal rates) general education courses to provide tutoring services in the class room. The combined experience of the project directors includes supervising students in various paid and volunteer positions.

E-Team co-founder, Frances Kraft will serve as a grant funded project consultant while co-founder Jackie Moore will serve as a cost share to the project. Moore has a doctorate in Developmental Studies and has worked extensively on issues of family, parenting and child development in the context of poverty. Moore has worked in a volunteer capacity in the target school district (Oak Park – River Forest School District - SD 200) on hiring committees, strategic plan development and racial equity as it relates to student growth and success. She currently serves on the SD 200 school board as Vice President and chairs the Strategic Plan Operations committee. Kraft is an Oak Park teacher who has worked on issues of equity and poverty for the past 10 years. Kraft created and led Power of Partnerships, an after-school initiative focused on narrowing gaps through partnerships with families, teachers, volunteers, and community organizations. In 2013, Kraft organized the Equity Team, which includes partners across seven community organizations, to study at Harvard's Achievement Gap Initiative. She earned a master's degree in education policy and management at Harvard in 2016.

### ***Project Evaluation***

Kraft will work closely with Dr. Lincoln Chandler who will serve as a technical advisor on the project providing his expertise on education and collective impact initiatives. Lincoln advises organizational leaders on operations strategy, program evaluation, and data use, with a special emphasis on public-private partnerships and cross-functional teams. Over the past fifteen years, Lincoln has served Fortune 500 companies, municipal governments, quasi-governmental agencies, and various nonprofits. Prior to launching his own practice, Lincoln worked with McKinsey and Company for several years and also served on the management team of Civic

Consulting Alliance, a nationally recognized provider of pro-bono consulting services to the City of Chicago, Cook County, and sister agencies. Lincoln has helmed a number of projects, including: a unified blight abatement data strategy for the City of Gary (IN), enabling the city to capture \$6.6M in state funding to demolish abandoned properties; development of the first cross-agency jail dashboard for Cook County (IL); and redesign of student registration and other operational processes for the City Colleges of Chicago, yielding \$10M in savings. Lincoln holds Masters and Ph.D. degrees in applied mathematics from the MIT Operations Research Center. While there, Lincoln was awarded a National Science Foundation Fellowship for his investigation of technologies that improve access to education. Lincoln is also a graduate, summa cum laude, of Florida A&M University, where he received a Presidential Scholarship to study Computer and Information Sciences. A native of Chicago, Lincoln is a founding board member of the Chicago Center for Arts and Technology, an Artistic Associate of Theatre Momentum, and a life member of the Florida A&M University National Alumni Association.

The project evaluation will address the key question: Does a Dual Capacity-Building Framework for Family-School Partnerships effectively engage the library as a partner in addressing a community need. Data to be collected include surveys, questionnaires, Personal Resource Plans, attendance records, and pre-post assessments. Using the Performance Measure Statements provide by IMLS Triton College and community partners will be asked to respond, and survey participants regarding the following:

- 1) My organization is better able to engage my community.
- 2) My organization is better prepared to develop and maintain on-going relationships with community partners
- 3) My organization is better prepared to share knowledge and other resources as an active contributor to problem solving in the community.
- 4) The library offers programs, services, or resources that address community needs.
- 5) The library is an active contributor to problem solving in the community.

It is anticipated that the results will inform future collaborative engagement efforts utilizing the library as a neutral space and vital community partner. The potential impact of increasing college readiness through activities that address the needs of potential first generation college students and their families, while also seeking to increase efficacy in families to support one another and fully engage in their communities will also have far reaching impacts for the field.

**Please Note: We are interested in being considered for EPA Building Blocks technical assistance.**