



Family Literacy Nights

Turnkey Package

for Districts

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# A comprehensive vision for Tennessee literacy



## Introduction

### Family Literacy Nights Overview

As a part of Reading 360, and with a desire to engage families and the community as partners in early literacy, the Tennessee Department of Education (department) initiated a series of virtual Family Literacy Nights (FLN) organized by community partners. See FLNs hosted by the [Salvation Army](#) and the [Memphis Lift](#).

The department is pleased to offer these tools for districts that want to hold their own FLN using the Turnkey Package. The goal of these events is for families to learn the importance of foundational literacy skills, what resources are available for them, and how to use those resources with their children. We look forward to seeing how you implement these tools to share this important information with your community!

### How to Use This Turnkey Package

This Turnkey Package has the necessary elements for districts and their community partners to plan and hold a FLN in their districts. It is presented in chronological order for ease of use, but all sections are meant to be used as you prepare for the event. Considerations and suggestions are offered for creating an accessible and dynamic event in the Preparation and Delivery sections, and useful tools are included throughout the Turnkey Package. Ancillary documents can be accessed [here](#).

Specific tools:

- The [Choose the Right Speakers Checklist](#) can help districts and community partners select speakers.
- The [Event Planning Timeline](#) features a project planning timeline going from six weeks before to three weeks after the event. This timeline keeps your preparation on track and contains information for event promotion.
- The [Sample Timed Outline](#) suggests how many minutes to spend on each section during the event. A link to a customizable word document is included.
- The [Family Literacy Night Turnkey Slide Deck in PowerPoint](#) is customizable and provides the structure for content.
- The [Statistics Tracker](#) supplies an easy-to-use table to record event statistics.
- The [Family Literacy Guides for Learning](#) contain a summary of key content, specific tips for families, and links to resources.

In *Opportunities for Participant Engagement* boxes, there are suggestions for involving the participants before, during, and after the event. These opportunities can be used as-is or be a springboard for original ideas.

### Family Literacy Nights Contact Information

With questions regarding the Family Literacy Nights Turnkey Package, contact Robin McClellan, Assistant Commissioner of Academics and Instructional Strategy, at [Robin.McClellan@tn.gov](mailto:Robin.McClellan@tn.gov).



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### Before You Start

#### Secure Your Community Partner

Reading 360 is a comprehensive approach that aims to provide access to resources for all the key stakeholders who take part in a child's journey to learn how to read. As such, the department views families *and* the communities that surround them as important influences in a child's academic achievement. To engage these two stakeholders, the department recommends districts work with a community partner to increase the impact of the event.

Community partners have knowledge, resources, and relationships that may enhance your district's efforts with the families of young readers. They can help bring more families into the conversation through outreach, marketing, and language services, if needed.

Your region might have a community organization that focuses on early literacy, making it easy to select a partner. However, in instances where clear partnerships are more difficult to identify, consider community partners such as:

- an organization that operates tutoring, after-school, or summer programs,
- an organization dedicated to the welfare of families and children,
- a regional library with substantial credibility in the community,
- a grassroots community group that advocates for equal education for all,
- a consortium of two similar organizations (e.g., Girl Scouts and Boy Scouts, Little League and soccer groups), or
- a faith-based organization with successful experience in community work.

Overall, the organization should have strong relationships with families and be respected for their work in literacy, education, or other life skills. Find a list of literacy organizations that have demonstrated interest in partnering with districts on the Family Literacy Nights initiative in [Appendix B](#).



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### Tips for Working with Your Community Partner

Partnering with community organizations can be a catalyst for your families' and students' motivation. When there are strong, positive relationships between the home, community, and school, and these groups work together to support students' academic and personal growth, there can be great benefits for students.

As you select and work with your community partner, view your relationship as a collaboration where each organization brings together resources for an even greater impact in the community. Each partner should have a voice in the decision-making process and have access to all materials for the event.

Here are some actions districts may take to collaborate with community partners:

- Designate a point person and ask the community partner to do the same for ease of communication.
- Create and share a list of primary contacts involved in the event with names, email addresses, and phone numbers.
- Create a purpose statement for the Family Literacy Night that focuses on student learning gains.
- Participate in regularly scheduled planning meetings.
- Determine roles, responsibilities, and tasks in your first meeting, leveraging each group's strengths.
- Create a shared document for brainstorming.
- Communicate about and agree on mode of delivery, speakers, and event content.
- Share this toolkit with the partner and use shared online versions of tools (e.g., Google Docs) so there is transparency.
- Place logos for both the partner and the district on promotional materials and the slide deck.
- Resolve disagreements with the community partner by returning to the purpose statement and focusing on the best interest of students.

In creating the Family Literacy Night, some tasks will be specific to one partner, and other tasks will be done by both the district and community partner. For example, the district could select educators to be speakers, and the community partner could design the promotional materials. Both organizations will advertise the event online and via printed materials.

**Tip:** Tap your community partner's knowledge of and connections to the community to bring families that *might not otherwise engage with the district.*



## Preparation

### Have a Compelling “Why”

You want to make your event as dynamic and compelling as possible. Therefore, to start your planning, put yourself in the shoes of your families and ask, “Why should I know how my child is learning to read?” This provides a focus point when planning and executing the event and allows you to thread this compelling “why” into the different sections. A possible “why” to communicate to families is, “Because you are your child’s first and most influential teacher, and what you do to support their learning really does make a difference, no matter where your child is at with reading.”

**Tip:** You can use this as an opportunity for interaction at the beginning of the event. If appropriate for your families, use the prompt, “What brought you here tonight?” If virtual, put participants into breakout rooms, where they can introduce themselves and respond to the prompt. You could also use the chat feature. If in-person, invite families to sit at tables instead of rows, where they can easily discuss topics and respond to prompts like this one.

### Identify your Audience

The slide deck provided in this toolkit is geared toward all parents and guardians, regardless of education level or profession; however, districts know their families best. Feel free to spend time defining terms or offering specific information to meet the needs of your community. For example, if your district has many English learner (EL) students, you can explain the process of learning to read through an EL lens.

Knowing your families will also help you determine the best location and times for your event. You might consider holding two dates with different times to reach more families, e.g., a weeknight and Saturday morning. If you are holding an in-person or hybrid event, you may want to consider the best location for accessibility for all families and work with your community partner to organize transportation.

You also might consider having an event where children are in attendance if it makes it easier for families to attend. This could look like:

- If virtual, reading aloud a picture book at the beginning, engaging the children and families in a phonemic awareness activity, or reading the sample decodables together; or
- If in person, offering activities for children in a separate space during the workshop. When the event ends, families come together with their children and practice reading decodables.

**Tip:** Educators tend to use a great deal of “education-specific jargon.” Remember that many families will not be familiar with terms frequently used in education and/or highly academic language. Keep everything as simple as possible and use examples to connect to the families’ background knowledge. For example, if you plan on using the terms “benchmark” or “text,” define them in layman’s terms first.



### Tool: Choose the Right Speakers (Checklist)

For the event to be successful, consider choosing speakers that will hold the audience's attention. You will need a host and three educators. We also suggest that you invite a special education and English learner education teacher to be present in case there are questions for special populations (according to your district's needs).

The host might be a representative of the community partner and should:

- be a familiar face to families,
- show genuine excitement and warmth,
- be able to keep the event going through technical difficulties, and
- \*bonus\* be a good storyteller and motivational speaker with a personal success story.

Other speakers from the school district should:

- be Pre-K–2 teachers or curriculum specialists,
- be knowledgeable about their designated topic,
- have already made shifts in practice to foundational skills and can speak from experience,
- be able to present from an outline without reading every sentence,
- show genuine excitement and warmth,
- be able to tell personal stories and give real life examples from their classroom or own family, and
- understand the families in your district and be someone families can trust.

**Tip:** Storytelling is such an important part of a memorable and effective presentation. Sharing personal stories are effective at holding audience attention. Be sure that the selected educators have some great stories and examples ready to share.

### Opportunities for Participant Engagement: Before the Event

Prior to the date, encourage families to:

- send in questions up to two or three weeks before the date of the event that will be taken into consideration in the event's content;
- share or retweet flyers and tag other people for a chance to win a gift card;
- if in person, invite families to bring snacks and to chat with other participants for 15 minutes before the start time; and
- if virtual, invite families to log on 15 minutes early and share their child's favorite picture book or their child's writing.

Also, prior to the date, districts and community partners can:

- call or email registrants and ask if they have any specific questions; and
- send a special event agenda directly to registrants' emails three days before.



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**Tool: Event Planning Timeline**

The Event Planning Timeline provides a useful timeline of execution to plan the FLN. The department suggests that all districts follow this timeline in order to offer a quality event with excellent turnout.

Find the Event Planning Timeline in [Appendix A](#).



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## Delivery

### Set the Stage: Mode of Delivery

Thanks to video conferencing technology, we have many possibilities for how we connect with families. Based on what is the safest mode of delivery for your district, you can decide to hold the event in person with a live stream of the event, virtually, or hybrid. See the [Salvation Army's Family Literacy Night](#) for an example of a successful hybrid event.

The district and community partner should answer the following questions together and use the responses to guide the event's mode of delivery.

Considerations for an in-person event:

- How many people do you want to attend?
- Where is a central venue where everyone can attend comfortably? (Kindergarten chairs do not always work for adults!)
- What is the best time for your families?
- Will it be for the whole family or only for adults?
- If the event is for the whole family, do you arrange for students to do a separate activity or do you want to include them?
- How can you set up the space so that participants can connect with one another? (e.g., tables instead of rows)
- How can you encourage interaction and participation from the participants? (e.g., create a workshop atmosphere, avoid "sage on the stage")
- How will you live stream it or create a hybrid event with access for all?

Considerations for a virtual event:

- What is the best time for your families to connect from home?
- Will it be for the whole family or only for adults?
- How can you encourage interaction between participants (e.g., breakout rooms, chat, everyone off mute)?
- Where will the recording be available after the event? (e.g., YouTube, Vimeo, etc.)
- How will you track attendance and collect participants' contact information? (e.g., a sign in form that asks for name and email address)

**Tip:** Use the [Event Planning Timeline](#) to guide hosting logistics.

**Accessibility Tip:** Depending on the needs of your district, you might want to use interpreters. An event can be bilingual, or an interpreter can interpret for a small group if the event is in person. For virtual events, see if your platform has simultaneous interpretation and closed captioning. Depending on the account, Zoom offers [simultaneous interpretation](#) and other [accessibility features](#).



### Engage your Audience: Content and Presentation Style

The slide deck in this Turnkey Package provides the basic structure for the event. The district and any community partners should fill in the details. Keep your audience in mind when creating the content.

Here are some suggestions of content that will engage your families:

- personal stories from educators and community leaders, especially humorous stories or success stories,
- use of humor to reengage,
- local sayings or fun facts,
- short bursts of cheering from the participants or happy music,
- definitions of educational jargon,
- use of video clips around one minute in length that demonstrate what ideal learning looks like,
- use of classroom artifacts, realia, or photos, and
- use of engaging activities or questions to involve participants and allow them to contribute.

In terms of presentation style, help your speakers to:

- speak informally and without reading—nothing loses the audience’s attention like someone reading word for word,
- make smooth transitions from speaker to speaker and make connections between what other speakers have said,
- pause at strategic moments to give the audience time to absorb the information, and
- speak at a moderate rate of speech to promote access for all.

**Tip:** The notes found in the slide deck are talking points, not a script. Encourage your speakers to practice on their own using an outline. They can practice in front of a mirror, colleagues, or family members.



**Tool: Sample Timed Outline**

In this timed outline, the department offers suggested times for each section based on previous events. Feel free to adjust the times for your event and add engagement opportunities for participants. Find a customizable [Sample Timed Outline here](#).

You can use this tool when you rehearse and present the event. Every speaker should have a copy and use a personal stopwatch (like the stopwatch on a smart phone) to keep themselves in check. For example, if Ms. Hudson will present the “Foundational Skills” section, she will start her stopwatch at the beginning of the event and wrap up her section by the 18-minute mark. All slide numbers given refer to the Turnkey Master Template.

Of course, live events are rarely perfect, so remain flexible. We suggest an advertised duration of one hour but aim to finish before.

Time (in minutes)	Section of Event	Notes
0:00-3:00	Slides [1-5] <b>Section:</b> Introduction <ul style="list-style-type: none"> <li>• Introduction of host and speakers</li> <li>• Overview of the event</li> </ul>	
3:00-6:00	Slide [6] <b>Slide:</b> Participants set individual purpose. <ul style="list-style-type: none"> <li>• Share in breakout rooms or chat.</li> </ul>	<ul style="list-style-type: none"> <li>• See <a href="#">“Have a Compelling Why”</a> for details.</li> <li>• If using online break-out rooms, tell participants how much time they have so they can self-monitor their sharing.</li> </ul>
6:00-7:30	Slide [7] <b>Slide:</b> “The Goal: All Students Reading by Third Grade”	<ul style="list-style-type: none"> <li>• Do not spend too long on this slide.</li> <li>• Save time for interaction.</li> </ul>
7:30-10:00	Slides [8-9] <b>Section:</b> “Before Your Child Gets to School”	
10:00-11:00	Slide: [10] <b>Slide:</b> “How Do Children Learn to Read During the Elementary years” <ul style="list-style-type: none"> <li>• Introduction to foundational skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the names of the speakers who will speak on each topic to create cohesion for the event.</li> </ul>
11:00-18:00	Slides: [11-17] <b>Section:</b> Foundational Skills	
18:00-22:00	Slides: [18-25] <b>Section:</b> Decodables	<ul style="list-style-type: none"> <li>• This is a great moment in the event for engagement. Offer the audience a</li> </ul>



Time (in minutes)	Section of Event	Notes
		chance to practice with the decodables using a role play activity, a choral read off mute, or some other interaction.
<b>22:00-28:00</b>	Slides: [26-33] <b>Section:</b> Knowledge (Part 1)	<ul style="list-style-type: none"> <li>• “Decodables” presenter introduces the next speaker to create cohesion.</li> <li>• Tip: Define the term ‘text’ for your audience.</li> </ul>
<b>28:00-36:00</b>	Slides: [34-38] <b>Section:</b> Knowledge (part 2) <ul style="list-style-type: none"> <li>• Beginning with the slide “All kids working with grade level texts”</li> </ul>	<ul style="list-style-type: none"> <li>• On the “Read alouds” slide, you can highlight that parents should keep reading to their kids after they learn to read themselves as this continues to build their vocabulary and knowledge.</li> </ul>
<b>36:00-40:00</b>	Slides: [39-40] <b>Slides:</b> “How Do I Support My Struggling Reader?” And “How Should My Child’s School Support My Struggling Reader?”	<ul style="list-style-type: none"> <li>• You can personalize this for your district (e.g., specific names of educators, programs).</li> </ul>
<b>40:00-45:00</b>	Slides: [41-45] <b>Section:</b> Resources for Families from TDOE.	<ul style="list-style-type: none"> <li>• Mention that the links to these resources will be sent to participants in the Family Literacy Guides after the event.</li> </ul>
<b>45:00-50:00</b>	Slides: [46-47] <b>Slides:</b> Chants and Q & A	<ul style="list-style-type: none"> <li>• Remember to end the event on time. We suggest an advertised duration of one hour but aim to finish before.</li> </ul>



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### Tool: Family Literacy Night Slide Deck

The slide deck template provides the visuals for the event. There are two versions of the slide deck available: 1) the [Turnkey Master Template slide deck](#) and 2) [Memphis Lift Family Literacy Night Example slide deck](#), an example created by a community partner. In the notes section of both slide decks, you will find talking points in regular typeface and culture building tips in bold typeface.

In using this tool, the department suggests that:

- the district and the community partner work together to decide on the design of the slides,
- the logos of both the LEA and the community partner are placed on the first slide,
- all slides in the slide deck are used during the event, except for slides that are marked OPTIONAL in the notes section,
- where needed, slides can be added for participant engagement activities,
- the font size be no smaller than 24 point, and
- designers keep any animation features intact to lessen visual overload for participants.

### Opportunities for Participant Engagement: During the Event

Interaction is important but choose your engagement activities wisely so you can end on time. Families will be happy to interact, but they will be even happier if the event ends on time. You can:

- find specific opportunities for engagement in bold typeface in the notes section of select slides in the Family Literacy Night Turnkey Master Template slide deck and the Memphis Lift Family Literacy Night Example slide deck;
- adapt the opportunities in the notes section, but be sure to include the time allotted to each activity during the rehearsals so you do not run out of time the day of the event; and
- select the opportunities for engagement that are the most relevant for your community as, most likely, you will not have time for all of the suggested activities.

**Tip:** If you ask participants to engage in the event, plan for about 1 minute longer than you think you need for the activity. This will help account for technical difficulties as well as give extra time for great discussions.



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### Follow Up

#### Continue the Conversation

By the end of the event, your district will have achieved some remarkable things: a stronger relationship with a community partner, involving your families around the complexities of literacy instruction, and a creating home-school-community link to better support your students. Congratulations! But don't stop there.

You can continue the conversation about reading success in many ways. See [Opportunities for Participant Engagement: After the Event](#) for ideas to specifically extend the reach of the Family Literacy Night. Beyond the event, keep the ball rolling. For example, you could collaborate with the community partner on another literacy night. This could be a workshop focused on practical activities families can do together to support reading, with time built in for practice. Check in with your community partner and brainstorm what is best for your district's families and students.

#### Opportunities for Participant Engagement: After the Event

You want to keep the momentum going after the event. Districts and community partners can:

- send a 'thank you' email to all participants and attach the [Family Literacy Guides for Learning](#) over four weeks;
- send home a certificate of completion for families who attended;
- post the event recording on social media and YouTube and ask participants to tag or share it with other families who were not able to attend;
- post a question on social media about the event (e.g., "What was your favorite part of last night's Family Literacy Night?" or "What is one thing you'll start doing because of yesterday's event?");
- post links to Tennessee Department of Education's free Reading 360 resources, including the At-Home Decodable Book Series order form;
- build community by offering to facilitate a family literacy check-in once a month with families that want support advocating for their children and designing home literacy experiences; and
- offer one-on-one sessions for families that want to design home literacy experiences.



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### Tool: Statistics Tracker

The [Family Literacy Night Statistics Tracker](#) supplies an easy-to-use excel sheet to record event statistics, including registrants' contact information, number of attendees, views, likes, shares, and survey results. There are three sheets: 1) "Registrants and Attendees", 2) "Viewing Statistics," and 3) "Survey Results." Specifically, in Viewing Statistics, the top portion is dedicated to the day of the event. The lower portion is divided into Facebook and YouTube, which are popular video sharing platforms. These statistics will help you identify the best platform for your video content in the future and will also enable you to track the reach of the Family Literacy Night. Districts are not required to share these statistics with the department, but are encouraged to share event celebrations to [Robin.McClellan@tn.gov](mailto:Robin.McClellan@tn.gov).

### Communications Bank

#### Example Communications

In [Example Communications](#), find examples for a press release, an event invitation, an event survey, copy for social media posts, and follow-up emails.

#### Promotional Exemplars

In [Promotional Exemplars](#), find examples of flyers, graphics, and additional social media posts with graphics.

#### Family Literacy Guides for Learning: Tip Sheets 1-4

The [Family Literacy Guides for Learning](#) contain a summary of key points, specific tips for families, and links to resources. The department offers some suggestions in using these guides:

- Districts and community partners can design the tips sheets and email them to families after they attend.
- They are meant to be sent weekly, *not all at once*. This will keep the topic front of mind and prevent information overload.
- Districts and community partners can use these as examples to create their own guide with district- and region-specific resources.



## Appendix A: Event Planning Timeline

Timing	Key Operational Actions
6 weeks before	<p>Finalize the event description. See <a href="#">Example Communications</a> for a model.</p> <p>Finalize the event dates.</p>
5 weeks before	<p>Meet with your community partner to establish hosting responsibilities and marketing details.</p> <ul style="list-style-type: none"> <li>• Involving the community partner’s key marketing contact from the very beginning will yield the best results. It is important to have buy-in from both the district’s and the community partner’s marketing team from the outset to execute a successful promotional plan.</li> </ul> <p>Determine platform or location to host the event.</p> <ul style="list-style-type: none"> <li>• If virtual, determine which virtual meeting platform will be utilized for the family literacy nights (Zoom, Teams, Google Meet, etc.). Work with your community partner to decide who will host the event and set clear expectations as to what hosting entails. The selected host will:               <ul style="list-style-type: none"> <li>○ take ownership of setting up the event invitation,</li> <li>○ record the presentation,</li> <li>○ gather the attendance data,</li> <li>○ field FAQs,</li> <li>○ monitor platform tech issues,</li> <li>○ convert and uploading the recording, and</li> <li>○ send post-event follow up to all registered participants.</li> </ul> </li> <li>• If it will be live streamed to Facebook Live, be sure to link the hosting platform to the partner’s Facebook account in advance. See an example invitation for families in <a href="#">Example Communications</a>.</li> <li>• If in person, determine the best fit location and how families will register.</li> </ul> <p>Create event registration through virtual meeting platform (if virtual). You should:</p> <ul style="list-style-type: none"> <li>• Include district and community partner logos and finalized event blurb.</li> <li>• Identify registration confirmation email to field questions.</li> <li>• Define data you want to obtain from registrants: name, email, zip code, etc.</li> <li>• Begin working with marketing teams.</li> </ul>



Timing	Key Operational Actions
	<ul style="list-style-type: none"> <li>• Designate marketing roles and responsibilities with your community partner, and answer the following questions together:               <ul style="list-style-type: none"> <li>○ What are the marketing graphics and branding guidelines?</li> <li>○ Whose team will design the graphics and flyers?</li> <li>○ Whose team will brand the PowerPoint presentation?</li> <li>○ What marketing strategies will be used?</li> <li>○ Where will you place printed flyers to reach the most families? (laundromats, etc.)</li> <li>○ What other organizations can assist your marketing efforts? Who specifically can you contact?</li> </ul> </li> <li>• Consider social media reach and create a plan for the following accounts:               <ul style="list-style-type: none"> <li>○ Twitter</li> <li>○ Instagram</li> <li>○ Facebook                   <ul style="list-style-type: none"> <li>▪ Determine if you have a Facebook promotional budget and allocate appropriately.</li> <li>▪ Consider sharing to Facebook parent and community groups.</li> </ul> </li> </ul> </li> <li>• Utilize email marketing and text messaging. You can:               <ul style="list-style-type: none"> <li>○ Use community partner’s email list and district’s regular pathway of communication with families to market the event.</li> <li>○ Design a branded email banner if needed.</li> </ul> </li> </ul>
<p><b>4 weeks before</b></p>	<p>Release press release and post announcement to district’s and community partner’s websites.</p> <p>Submit press release and website announcement with all registration links to district’s and community partner’s marketing teams.</p>
<p><b>3 weeks before</b></p>	<p>Finalize the speakers for the event. You should:</p> <ul style="list-style-type: none"> <li>• Obtain speaker headshots and Twitter handles.</li> <li>• Select an interpreter (if needed).</li> </ul> <p>Send <a href="#">Turnkey Master Template PowerPoint</a> to the speakers and the interpreter.</p>



Timing	Key Operational Actions
<b>2 weeks before</b>	<p>Begin to promote speakers on social media. See <a href="#">Promotional Exemplars</a> for an example.</p> <p>Finalize the branded <a href="#">Turnkey Master Template PowerPoint</a></p>
<b>1 week before</b>	<p>Run newspaper and Facebook ads.</p> <p>Begin daily social media reminders as a countdown. See example countdown posts in <a href="#">Example Communications</a>.</p> <p>Coordinate hosting responsibilities with your community partner. Decide who will:</p> <ul style="list-style-type: none"> <li>• control the PowerPoint presentation,</li> <li>• monitor the waiting room and recording,</li> <li>• troubleshoot tech issues,</li> <li>• respond to different types of questions, and</li> <li>• lead Facebook Live simulcast.</li> </ul>
<b>Week of event</b>	<p>Hold one-on-one meetings with speakers to practice their contributions and hype the content.</p> <ul style="list-style-type: none"> <li>• This can be managed by the point person from either the district or the community partner.</li> </ul> <p>Create and brand the event survey. See a branded example event survey in <a href="#">Promotional Exemplars</a>.</p> <p>Prepare a printed sign-in sheet for in-person events to collect contact information.</p>
<b>1 day before / Day of event</b>	<p>Hold a dress rehearsal to perfect flow between speakers. You can:</p> <ul style="list-style-type: none"> <li>• Invite a speaking coach to run the dress rehearsal as this instills trust, perfects cadence, emboldens speakers, and keeps focus on the intended audience.</li> <li>• Ask all speakers to use a stopwatch and use the <a href="#">Timed Outline</a> for guidance.</li> </ul> <p>Rehearse transitions from one speaker to the next and rehearse using the animation features.</p>



Timing	Key Operational Actions
<b>Day of the event</b>	<p>Hold and celebrate the event.</p> <ul style="list-style-type: none"> <li>Put the event survey in the chat and leave time for participants to complete it. Find a survey example in <a href="#">Example Communications</a>.</li> </ul> <p>Collect event attendance and survey responses in the <a href="#">Statistics Tracker</a>.</p>
<b>1 day after</b>	<p>Convert recording, edit as needed, and post on designated YouTube or Vimeo Channel.</p> <p>Send post-event email with video link(s), event survey, and <a href="#">Family Literacy Guides for Learning: Tip Sheet 1</a> to all registrants and participants. See <a href="#">Example Communications</a> for a model email.</p>
<b>2 days after</b>	<p>Update blogs, social media accounts, or websites with video link.</p>
<b>1 week after</b>	<p>Use post-event marketing to continue the conversation. You can:</p> <ul style="list-style-type: none"> <li>Use model tweets in <a href="#">Example Communications</a> to draft your own.</li> <li>Edit the recording into a highlights video to promote the event on social media.</li> <li>Send an email with the <a href="#">Family Literacy Guides for Learning: Tip Sheet 2</a> to all registrants and participants along with the recording link(s) and event survey.</li> </ul> <p>Meet with your community partner for an event debrief. You can:</p> <ul style="list-style-type: none"> <li>Discuss strengths, weaknesses, and opportunities to replicate similar events in the future.</li> </ul> <p>Update the <a href="#">Statistics Tracker</a>.</p>



Timing	Key Operational Actions
<b>2 weeks after</b>	<p>Use post-event marketing to continue the conversation. You can:</p> <ul style="list-style-type: none"> <li>• Use model tweets in <a href="#">Example Communications</a> to draft your own.</li> <li>• Share event highlights video on social media with link to full event video.</li> <li>• Send an email with the <a href="#">Family Literacy Guides for Learning: Tip Sheet 3</a> to all registrants and participants along with the recording link(s) and event survey</li> </ul> <p>Update the <a href="#">Statistics Tracker</a>.</p>
<b>3 weeks after</b>	<p>Use post-event marketing to continue the conversation. You can:</p> <ul style="list-style-type: none"> <li>• Share event highlights video on social media with link to full event video.</li> <li>• Send an email with the <a href="#">Family Literacy Guides for Learning: Tip Sheet 4</a> to all registrants and participants along with the recording link(s) and event survey.</li> </ul> <p>Update the <a href="#">Statistics Tracker</a>.</p>



## Appendix B: Potential Community Partners

Below is a list of literacy organizations that have demonstrated interest in partnering with districts on the Family Literacy Nights initiative. The list is organized by Centers of Regional Excellence (CORE) regions.

### East

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#### **Boys & Girls Club of Elizabethton/Carter County**

Shelly Parham  
sparham@bgcecc.org  
[www.bgcecc.org](http://www.bgcecc.org)

#### **Boys & Girls Clubs of the Tennessee Valley**

Carlye Clark  
cclark@bgctnv.org  
[www.bgctnv.org](http://www.bgctnv.org)

#### **Boys & Girls Club of Oak Ridge**

Erin Webb  
ewebb@bgccv.org  
<https://bgcor.org/>

#### **Boys & Girls Clubs of the Ocoee Region**

Denyse Debusk  
ddebusk@bgcocoe.org  
[www.bgcocoe.org](http://www.bgcocoe.org)

#### **Boys & Girls Clubs of Dumplin Valley**

Christina Baker Smith  
cbakersmith@bgcdumplinvalley.org  
<https://bgcdumplinvalley.org/>

#### **United Way of Anderson County**

Amanda Brackett  
amanda@uwayac.org  
[www.uwayac.org](http://www.uwayac.org)

#### **Knox Education Foundation**

Jill Akin  
jakin@knoxed.org  
<https://knoxed.org/>

### First

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#### **Boys & Girls Club of Johnson City/ Washington County**

Robin Crumley  
rcrumley@gokidz.org  
[www.gokidz.org](http://www.gokidz.org)

#### **United Way of East Tennessee Highlands**

Crystal Carter  
ccarter@unitedwayetnh.org  
[www.unitedwayetnh.org](http://www.unitedwayetnh.org)

#### **East Tennessee State University**

Karin Keith  
keithkj@etsu.edu  
<https://www.etsu.edu/coe/cuai/>

#### **Boys & Girls Club of the Mountain Empire**

Kaitlynn Snider  
kaitlynn.snider@bgcme.net  
[www.bgcme.net](http://www.bgcme.net)



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## **Boys & Girls Club of Greater Kingsport**

Ginny Wright  
ginnyw@kbgc.org  
[www.kbgc.org](http://www.kbgc.org)

## **Mid Cumberland**

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### **Imagination Library Middle Tennessee**

Brooke Seigle  
brooke.seigle-rochelle@unitedwaygn.org  
<https://www.unitedwaygreaternashville.org/imagination-library/>

### **St. Mary Villa Child Development Center**

Alyssa Garnett-Arno  
agarnett@stmaryvilla.org  
[www.stmaryvilla.org](http://www.stmaryvilla.org)

### **YMCA of Middle Tennessee, Y-Literacy Program**

Ariel Smith  
asmith@ymcamidtn.org  
<https://www.ymcamidtn.org/locations/y-cap-davidson/programs/ymca-literacy-program>

### **Fannie Battle Day Home for Children**

Latara Holt  
lholt@fanniebattle.org  
<https://fanniebattle.org/>

### **Book'em**

Melissa Spradlin  
Melissa@bookem-kids.org  
[www.bookem-kids.org](http://www.bookem-kids.org)

### **Bringing Books to Life!**

Marie Preptit  
bringingbookstolife@nashville.gov  
<https://library.nashville.org/services/bringing-books-to-life>

### **15th Ave N. Learning Academy**

Penny Payne  
learningacademy15thaven@yahoo.com  
[www.15thavenlearningacademy.com](http://www.15thavenlearningacademy.com)

### **United Way's Raise Your Hand Tutoring Program**

Sonya Johnson  
sonya.johnson@unitedwaygn.org  
<https://www.unitedwaygreaternashville.org/raise-your-hand/>



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**Martha O'Bryan Center**

Che'Ara Dykes  
cdykes@marthaobryan.org  
[www.marthaobryan.org](http://www.marthaobryan.org)

**Literacy Council of Middle Tennessee**

Julianne Curlis  
executivedirector@literacymidtn.org  
[www.literacymidtn.org](http://www.literacymidtn.org)

**McNeilly Center for Children**

Natalie Koger  
natalie.koger@mcneillycenter.org  
[www.mcneillycenter.org](http://www.mcneillycenter.org)

**Youth Encouragement Services**

Izzy Perkinson  
lzyzy@youthencouragement.org  
[www.youthencouragement.org](http://www.youthencouragement.org)

**Read To Succeed, Inc.**

Jolene Radnoti  
joleneradnoti@readtosucceed.org  
[www.readtosucceed.org](http://www.readtosucceed.org)

**Catholic Charities Refugee Youth Program**

Anna Notestine  
anotestine@cctenn.org  
[www.cctenn.org](http://www.cctenn.org)

**Nashville Adult Literacy Council**

Kim Karesh  
kkaresh@nashvilleliteracy.org  
[www.nashvilleliteracy.org](http://www.nashvilleliteracy.org)

**Nashville International Center for Empowerment**

Brandon White  
brandon@empowernashville.org  
[www.empowernashville.org](http://www.empowernashville.org)

**The Salvation Army Murfreesboro**

Patrishia Knott  
patrishia.knott@uss.salvationarmy.org  
[www.salvationarmymurfreesboro.org](http://www.salvationarmymurfreesboro.org)

**The Salvation Army Nashville**

DaMarrus Miller  
DaMarrus.Miller@uss.salvationarmy.org  
[www.salvationarmynashville.org](http://www.salvationarmynashville.org)

**Boys & Girls Clubs of Rutherford County**

Beth Hackett  
beth.hackett@bgcrc.net  
[www.bgcrc.net](http://www.bgcrc.net)

**PENCIL**

Sara Aronson  
saronson@pencil615.org  
[www.pencilforschools.org](http://www.pencilforschools.org)



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**South Central**

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**Boys & Girls Clubs of South Central Tennessee**

Robyn Boshers Peery  
rpeery@bgcctn.org  
[www.bgcctn.org](http://www.bgcctn.org)

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**Southeast**

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**Boys & Girls Clubs of Chattanooga**

Jim Morgan  
jmorgan@bgccha.org  
[www.bgccha.org](http://www.bgccha.org)

**Read United**

Danielle Seals  
danielleseals@unitedwaycoee.org  
<https://www.unitedwaycoee.org/readunited>

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**Southwest**

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**Literacy Mid-South**

Johnny Blount  
jblount@literacymidsouth.org  
[www.literacymidsouth.org](http://www.literacymidsouth.org)

**ALLMemphis**

Haley Mathews  
hmathews@allmemphis.org  
[www.allmemphis.org](http://www.allmemphis.org)

**Boys & Girls Clubs of Greater Memphis**

Keith Blanchard  
keithb@bgcm.org  
[www.bgcm.org](http://www.bgcm.org)

**The Salvation Army of Jackson**

Mark Cancia  
mark.cancia@uss.salvationarmy.org  
[www.salvationarmyjacksontn.org](http://www.salvationarmyjacksontn.org)



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## **Boys & Girls Club of the Hatchie River Region**

Felisha Mason  
felishamason@bgchrr.com  
[www.bgchrr.com](http://www.bgchrr.com)

## **Neighborhood Christian Centers, Inc.**

Anna Wilcox  
anna@ncclife.org  
[www.ncclife.org](http://www.ncclife.org)

## **YMCA of Memphis & the Mid-South**

Jonnie Perez  
jonathan.perez@ymcamemphis.org  
<https://www.ymcamemphis.org/>

## **Stand for Children TN**

Cardell Orrin  
corrin@stand.org  
<http://stand.org/tennessee>

## **One by One Ministries**

Heather McCaskill  
hmccaskill@onebyoneusa.org  
[www.onebyoneusa.org](http://www.onebyoneusa.org)

## **Save the Children Federation, Inc.**

Chapple Osborne-Arnold  
cosborne@savechildren.org  
<https://www.savethechildren.org/us/what-we-do/education/us-education>

## **Northwest**

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### **The READ Team**

James Christoferson  
james@thereadteam.org  
[www.thereadteam.org](http://www.thereadteam.org)