Homeschool Resource Center

Marketing Plan
May 2018

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# Table of Contents

Executive Summary ........................................................................................................p. 3  
Theoretical Foundation .....................................................................................................p. 4  
Market Segmentation .......................................................................................................p. 10  
Service Identification ......................................................................................................p. 11  
Mission, Goals, Objectives, Actions, Timelines & Budget ..........................................p. 13  
Communication: Marketing Mix ......................................................................................p. 18  
Internal Marketing ..........................................................................................................p. 20  
Evaluation ......................................................................................................................p. 20  
Reflection .......................................................................................................................p. 21  
Appendix A (Charts) .......................................................................................................p. 22  
Appendix B (Survey) ......................................................................................................p. 23  
Appendix C (Survey Results) ........................................................................................p. 25  
Appendix D (Interview) ..................................................................................................p. 26  
Appendix E (Logo & Tagline) ......................................................................................p. 27  
Appendix F (Promotional material) ...............................................................................p. 28  
Appendix G (Testimonial Ad) .......................................................................................p. 29  
Appendix H (Testimonial Video) ..................................................................................p. 30  
Appendix I (FAQ’s) ......................................................................................................p. 31  
Appendix J (Press Release) ............................................................................................p. 35  
References ......................................................................................................................p. 36
Executive Summary

Mission Statement
“It is the mission of the Brooklyn Public Library (BPL) to ensure the preservation and transmission of society's knowledge, history and culture, and to provide the people of Prospect with free and open access to information for education, recreation and reference” (About Brooklyn, n.d.).

Vision Statement
“Brooklyn Public Library will be a vital center of knowledge for all, accessible 24 hours a day, and will be a leader in traditional and innovative library services which reflect the diverse and dynamic spirit of the people of Brooklyn” (About Brooklyn, n.d.).

Library Overview
The Library is a system of 60 branches, serving 2.6 million residents throughout Brooklyn, New York. It’s the fifth largest library system in the U.S. It was established in 1896, and is 121 years old.

The Library is a public-funded institution. Funding sources consists of the City of Brooklyn, State of NY, the federal government, and private donors. It is governed by a 38-member Board of Trustees, who serve in non-salaried positions, for three years. The Mayor of the City and the Brooklyn President each appoint 11 members, with 12 additional elected trustees. The Mayor, City Comptroller, Speaker of the City Council, and Brooklyn President are ex-officio members of the Board.

The Library is a civic, cultural and educational institution, with a collection of over 4 million physical items, and 700,000 digital materials; and annual attendance of 9 million. In 2014, the American Library Association ranked BPL third for public programs offered, and program attendance. In 2016, BPL received the IMLS National Medal for Museum and Library Service, which is the nation's highest honor for museums and libraries.

The Library serves a diverse community of patrons from all walks of life. In a borough of wide social and economic disparity, the Library provides a space where all patrons have equal access to resources and services the Library has to offer.

Key Ideas
Over the past several years, the Library has been steadily developing our curriculum collection in the Children’s Reference area, but has seen an increase in requests and use of these materials as the Brooklyn community changes. After careful evaluation, the Library used its 2017 LSTA grant to open a Homeschool Resource Center (HRC) solely dedicated for our curriculum collection. This document is the marketing plan for this service.

Key ideas that will be addressed in this plan include:
- About BPL and the Brooklyn community.
- Urban homeschoolers in Brooklyn.
- BPL’s Homeschool Resource Center.
- Marketing strategies for the Homeschool Resource Center.

Theoretical Foundation
Marketing Plans
The Library examined other marketing plans, and researched professional resources for information and ideas creating this plan.

Johnsburg Public Library (Illinois):
The Library examined the marketing plan of the HRC at the Johnsburg Public Library. HRC is a “try before you buy” service, where users have access to a wide variety of curriculum materials that they can preview and use before making costly purchases. HRC is open to the whole public, not just homeschoolers and teachers. Materials are available for checkout to any valid library cardholder for 6 weeks, with renewals for another additional 6 weeks depending if there are no holds.

Their campaign involved a mixture of marketing tools: a dedicated webpage on their library’s website, social media, attendance at local conferences and workshops, an annual flea market, and reference of the Center in articles and books.

Red Hook Public Library (New York):
The Library also examined the marketing plan of the Homeschool Libratory at Red Hook Public Library. The Homeschool Libratory is a weekly, one-hour STEM homeschooling program. “Typically the program starts with a short lecture, video or reading, then a game, activity or experiment follows” (Jardine, 2017). The marketing tools used to reach this segment consisted of: word-of-mouth advertising, press releases (local newspapers and online discussion groups), and Facebook.

Pikes Peak Library District (Colorado):
The Library also examined the marketing plan of the Educational Resource Center at Pikes Peak Library District. After seeing a need for affordable homeschooling resources, “… the library opened its Educational Resource Center, a two-room space in its East Library branch that houses science lab equipment, math, language arts and social studies kits, music and art appreciation materials and virtual dissection and driver’s education software, as well as early literacy toys for younger siblings” (Diaz, 2016).

They advertised using signs, fliers, Facebook Pages, a dedicated webpage on their library’s website, the library’s online calendar, the library newsletter, a homeschool newsletter, a quarterly homeschool publication, and their annual homeschool science fair.

Professional Resources
Articles were selected from a mix of professional journals, and well-known homeschooling resources that support different aspects of this marketing plan, covering the following areas: public libraries and homeschoolers, marketing to homeschoolers, and African-American homeschoolers.


Market Audit and Research

Overview

U.S:
According to the National Center for Education Statistics (NCES), “The percentage of students ages 5–17 with a grade equivalent of kindergarten through grade 12 who are homeschooled—the homeschooling rate—has increased over time. The homeschooling rate increased from 1.7 percent in 1999 to 3.4 percent in 2012. In 2012, there were an estimated 1.8 million homeschooled students in the United States, which is an increase from 850,000 in 1999, when estimates were first reported” (NCES, 2017).

New York City:
According to the U.S. Department of Education, urban homeschooling has also increased. “In New York City last year, 2,766 children were being homeschooled, up from 2,550 in 20010 [2010]–11. (And that’s a low estimate, according to New York homeschool advocates, because it doesn’t include preschoolers or teenagers over 17.)” (Miller, 2012).

Library Research Data:
Data was collected both nationally and locally to get a better understanding of the needs and wants of homeschooling parents.
In 2016, the National Center for Education Statistics (NCES), conducted a national survey to determine the type of resources homeschoolers use. The survey findings revealed that public libraries are a top resource (70%) used.

“Parents used a variety of curriculum sources to aid them in teaching their children at home. Curricula from public and private schools were not commonly cited. The more common sources were non-retail websites (77 percent); homeschooling catalogs, publishers, or individual specialists (77 percent); a public library (70 percent); retail bookstores or other stores (69 percent); and education publishers (53 percent)” (NCES, 2017).

Figure 1. NCES – Homeschooling resources. (NCES, 2017)

In 2017, the Library also conducted a survey to determine the need for a homeschool resource center. Of the 112 survey responses received, there was a strong demand for previewing curriculum materials before buying them. These responses have guided the Library in purchasing materials for the center from the $100,000 LSTA grant it received from the New York State Library in 2017. See Appendix A for survey.

In order to obtain these results, the Library connected with an influencer within the Brooklyn homeschooling community, who presented the survey at several group meetings, and returned the results back to the Library. See Appendix B for survey results.

**Analysis**

Current Customers:
- Homeschooling parents.
- Homeschool students.
- Teachers and education professionals.
- Parents/caregivers who want or need curriculum-based.
- General public who want or need curriculum-based material.

Potential Customers:
From research data, four potential segment groups were revealed: Urban parents, multicultural groups, single parents, and military parents.

Segment 1: Urban, middle-class parents
“Mostly, though, New York City homeschoolers are “educated, middle-class people,” she says, who don’t like what’s on offer from the Department of Ed and can’t afford or don’t want to pay
private-school tuition. In this way, New Yorkers who homeschool reflect the homeschool population at large: The greatest proportion of homeschool parents in the United States earn between $50,000 and $75,000 a year and have a bachelor’s degree or more" (Miller, 2012).

**Segment 2: Multicultural parents**

Statistics reveal that more multicultural parents are giving homeschooling a try. According to the National Center for Education Statistics, “Approximately 3 percent of the school-age population was homeschooled in the 2011–12 school year. Among children who were homeschooled, a higher percentage were White (83 percent) than Black (5 percent), Hispanic (7 percent), and Asian or Pacific Islander (2 percent)” (NCES, n.d.).

Although percentages are low for minority groups, there has been a steady increase, among African-Americans. “Black home-schooling is definitely on the rise,” says Ama Mazama, a professor of African-American studies at Temple University. It's hard to determine the exact number of home-school students, let alone the racial breakdown. Most estimates put the total figure at roughly 2 million and suggest that between 5 and 10 percent are black” (Emanuel, 2016).

**Segment 3: Single parents**

Very little homeschooling data has been collected over the years regarding this segment, so this statistic is a few years old; however, data supports this group as a viable segment for marketing. “Other subpopulations that demonstrated an increase in homeschooling between 1999 and 2003 were White, non-Hispanic students (an increase from 2.0 percent to 2.7 percent), students in grades 6 through 8 (an increase from 1.6 percent to 2.4 percent), and students in single-parent households where the parent was in the labor force (an increase from 0.7 percent to 1.4 percent)” (Homeschooling, n.d.).

**Segment 4: Military parents**

Military homeschoolers are another group that tends to get overlooked largely for reasons pertaining to transient lifestyle. “Among the 1.2 million children of active-duty military parents, more than 6 percent are home-schooled, according to estimates by the Military Child Education Coalition. And, at least anecdotally, that number is on the rise” (Prothero, 2016).

**Brooklyn Community Profile** (See Appendix A):

According to the CCC of New York (2016),

- Population: Over 2.6 million.
- Race:
  - Asian (12.1%)
  - Black (30.6%)
  - Latino (19.2%)
  - White (35.8%)
- Age groups:
  - Under 18 yrs. (23.2%)
  - 18-24 yrs. (8.7%)
  - 25 yrs. and older (68.1%)
- Number of households: 941,871
- Household Types:
  - Families (61.2%)
  - Married couple families (37%)
Married with children (18.3%)
Single fathers (2.3%)
Single mothers (9.7%)

Income Levels:
Under $15,000 (16.6%)
$15,000-24,999 (10.1%)
$25,000-$34,999 (8.6%)
$35,000-49,999 (11%)
$50,000-74,999 (14.9%)
$75,000-99,999 (11.3%)
$100,000-199,999 (20.1%)
$200,000 and more (7.5%)

Education Levels:
Less than high-school (18.7%)
High-school Degree (25.1%)
Associates Degree (6.2%)
Bachelor’s Degree (36.4%)

Competitors:
Competitors of this service are:
- The Internet (online retailers, websites, etc.).
- Homeschooling groups and organizations.
- Homeschooling retailers and publishers.
- Bookstores.
- Other retail stores.
- Education publishers.
- Churches or religious organizations.

Library Objectives:
The Library’s objective is to provide the people of Brooklyn with free and open access to information for education, recreation and reference, which is aligned with the American Library Association – Library Bill of Rights. The HRC would be another resource to meet this objective.

Library Programs:
The Library offers a variety of free programs and services for all ages, and stages of life in the areas of: cultural, literacy, out-of-school time, workforce development, and digital literacy. The HRC programs would expand the programs and services the Library offers.

Current Marketing Activities:
Currently, the Library does not have any general marketing plan, but advertises its products and services affordably to reach as many people as possible. Much of the Library’s marketing activities center on digital technology such as the Library’s website, online newsletter, social media, apps, videos, and podcasts. Marketing activities also include community sponsorships and collaborations.

Environmental Scan
Environmental scanning was conducted to determine whether it was beneficial for the Library to open a homeschool resource center. The PEST and SWOT analyses were used.
**PEST Analysis**
A PEST analysis was used to determine any environmental factors that could possibly affect this service. Four factors were analyzed:

Political Factors:
- Political stability.
- Existing and upcoming state and federal laws.
- Existing and upcoming state and federal homeschooling laws.

Economic Factors:
- Health of economy (federal budget, taxes, unemployment, etc.).

Social Factors:
- Population growth.
- Demographic changes (race and age).
- Attitudes towards homeschooling and public education.

Technological Factors:
- Recent technological developments.
- Rate and scope of technological changes.

**SWOT Analysis**
A SWOT analysis was used to determine the internal (strengths and weaknesses), and external factors (opportunities and threats) affecting this service. This analysis provided the Library with information helpful in matching this service and its capabilities within the competitive market. Four factors were analyzed:

Strengths:
- Fulfills a user need.
- Strong library name and brand.
- Good reputation within community.
- High-quality curriculum-based materials.
- On-site customer assistance from qualified staff.
- Downtown location is easily accessible at the Central Library.

Weaknesses:
- High costs of curriculum-based materials.
- Service is new and will need time to build user awareness.
- Limited budget.
- Limited staff.
- Staff in other departments may not promote the service well.

Opportunities:
- Potential to become a main resource for homeschoolers in the New York City area.
- Potential to reach more users and segment groups.
- Potential to collaborate and connect with local schools and organizations in new ways.
Threats:

• User preference for online resources only.
• Development of new or alternative products.
• Unstable economy (budget cuts, unavailability of grant funds, taxes, unemployment, etc.).
• Existing and upcoming state and federal laws not in favor of public libraries and homeschoolers.

Original Data

Interviews were used as the primary data collection tool since it allowed the Library to hear directly from individuals within this marketing segment, as opposed to other tools. As a result of our former relationship with a well-known influencer in the Brooklyn homeschooling community, the Library was able to connect with a group of African-American homeschoolers for interviewing.

The interview process consisted of:
1. Plan and identify segment that will be interviewed.
2. Develop interview guide and questions.
3. Train library staff as data collectors.
4. Conduct interviews, and collect data.
5. Analyze data.
6. Disseminate and apply data where necessary.

See Appendix D for the interview questions.

Market Segmentation

Statistics reveal that more African-Americans are giving homeschooling a try. “African American children comprised about 8% (Noel et al., 2013, p. 17) of the roughly 2.04 million K-12 students homeschool students in the Spring of 2010 (Ray, 2011). In 1999, only 1.0% of Black children were homeschooled but by 2010 it had grown to 1.9% (Noel et al., 2013; United States Department of Education, 2010). This suggests a 90% increase in the rate of Blacks home educating their children over the course of 11 years. (Ray, 2015). This makes African-American homeschooling parents a viable segment for the Library to focus its efforts on for marketing this service. As a result, the Library did further research on this segment.

Segment Characteristics

Parents in this segment are more likely to have these characteristics:

• Geographic location: Urban dweller (Tri-State area).
• Race: African-American.
• Gender: Female.
• Age: 30-50 yrs. old
• Marital status: Married or single.
• Household type: Has 2 or more children.
• Income level: Middle to upper class; lives on one income.
• Education level: Some college, Bachelor’s Degree or higher.
• Lifestyle:
  o Busy, with a tight schedule; but flexible when needed.
  o Is not a big socializer.
  o Likes to travel, and visit new places, but usually has no time to do it.
• Personality:
  o Independent
  o Strong
  o Focused
  o Takes risks when necessary.
  o “Thinks outside the box.”
  o Enjoys learning new things.

• Values:
  o Family-oriented.
  o Financial stability.
  o Believes in giving back to the community.
  o May or may not be religious.

Segment Needs and Wants
Needs and wants for this segment focus largely on providing a quality education for their family. Research revealed multiple reasons why this segment has chosen to homeschool.

• Low-performing public schools.
  “The public education system is no more kind to the black community today than it was under Jim Crow. Brown v. Board of Education of Topeka may have ended the formal segregation of public schools, but today blacks (and Hispanics) disproportionately find themselves in the worst schools. These schools are called dropout factories because no more than 60% of the students who start as freshman make it to their senior year. The 1,700 dropout factories in America constitute only 13% of all the public schools in America, but they produce over 50% of the total dropouts in the nation. 38% of all black students are herded into these dropout factories, which helps explain why the graduation rate for black students is only 51%, and only 47% for black males” (Buehler, 2011).

• Public schools aren’t meeting their child/children needs (for ex., artistic, special needs, etc.).
• Desire for their child/children to learn more than what public schools offer.
• Bad school environment (peer pressure, bullying, drugs and alcohol, violence, crime, and gangs)
• Racism and low expectations for multicultural students.
• High costs of private schooling.
• Desire to spend more quality time with their families.
• Desire to impart their values in their family’s everyday learning.
• Child/children expressing boredom or no interest in going to school.

As a result, this segment is in need of a homeschooling product or service that provides:
• Free and open access to resources and information.
• Quick and easy access to resources and information.
• A variety of resources and information.
• Afro-centric resources and information.
• Assistive, professional staff to help answer questions, and provide support.

Service Identification
Homeschooling Resource Center (HRC)
A homeschooling resource center would meet the needs and wants of this segment. A HRC is a “try before you buy” service, where users have access to a wide variety of curriculum materials they can preview and use to see if it is right for their family, before making costly
purchases. The HRC would be open to the whole public; not just homeschoolers and teachers. Materials would be available for checkout to any valid library cardholder for 6 weeks, with renewals for another additional 6 weeks depending if there are no holds. See Appendix for FAQ’s brochure.

Currently, the Library had a collection of curriculum material shelved in the Children’s Reference area, but this service would expand and have a dedicated space solely for these resources.

**Service Connection**
This service connects with the selected market segment because it provides these valuable benefits:

- **Saves money:**
  - HRC allows users to “try before they buy,” which prevents them from potentially losing money on expensive products that don’t suit their child’s/children’s learning needs and wants. “(Homeschooling) parents told us they spend anywhere from $250 to $1,000 per child each year to teach them,” said Sohns, who manages the Educational Resource Center. “They don’t get any help with that, even though they’re paying taxes just like everyone else does” (Diaz, 2016).
  - It also allows users to avoid high private-schooling costs.

- **Alternative to public or private education:** Allows users to remove their child/children from low-performing schools with bad environments, and avoid paying high private schooling costs.

- **Variety of quality resources:** HRC offers users access to a wide range of resources to know what’s available, and determine what’s useful for them. For example, as users browse through material, they will quickly discover:
  - Different teaching methods or approaches.
  - Different organizational structures and layouts of material written by different authors and companies.
  - Many supplemental resources and information.

- **Information:** Provides information (bibliography lists, reference guides, website/blogs, etc.).

- **Convenience:** HRC saves users time and energy since many resources and information are in one location, and intuitively organized for quick and easy browsing.

- **Networking:** HRC has the ability to connect users with other homeschoolers and community organizations.

- **Support:** Provides support for users who homeschool by giving them a place to come to.

- **Environment:** The HRC is family-friendly; and studiously decorated to inspire creativity and learning.

- **Personal gratification:** HRC provides users with a sense of accomplishment and independence, as a result of educating their family.

**BCG Matrix**
As with any product or service, the Library must evaluate its viability periodically. The BCG Matrix was selected to help the Library evaluate any growth opportunities for this service; more specifically whether to invest in or discontinue the service. Currently, this service falls in the Dog quadrant since the number of African-American, homeschooling parents is still growing; but that number is still low in comparison to other groups the Library serves. This quadrant can be described as having “a low market share, and low growth rate and thus neither generate nor consume large amounts of money” (The BCG, n.d.). However, there is potential of moving into another quadrant since homeschooling is increasing, and homeschooling families tend to be loyal users of the Library.

**Mission, Goals, Objectives, Actions, Timelines & Budget**

**Library Mission**
The Library’s objective is to provide the people of Brooklyn with free and open access to information for education, recreation and reference, which is based off the Library’s Mission Statement. The HRC service fully supports this mission, and is an effective resource to meet this goal.

**Marketing Campaign Objectives and Goals**
- To be a recognized institution and leader in the community.
- To provide free and open access of information and resources to the community.
- To provide guidance and aid people in their use of the library resources.
- To meet the needs of parents in the community by providing educational materials and learning opportunities for their families.
- To celebrate diversity and promote multicultural resources.
- To reach under-served community groups (multicultural, homeschooling parents).
- To expand user base.
- To increase the presence of families and youth in the Library.
- To turn periodic users into regular, and life-long users.
- To instill the love of libraries, reading, and learning.

The marketing campaign goals will be measured in two main areas: curriculum materials, and reaching the targeted market group (African-American, homeschooling parents). By focusing on these two areas, the Library feels it is possible to meet all its objectives listed above, if done properly.
GOAL (curriculum materials): Ensure the HRC collection is up-to-date, with useful and in-demand resources.

Objective 1: Evaluate collection weaknesses.
Measurements: The HRC management will collect data on standardized testing scores for homeschoolers to evaluate where collection weaknesses are. A collection strength test and collection mapping will be conducted. These two tests will help to evaluate gaps in the HRC’s collection, and help with the acquisition of curriculum-based resources. This will be completed by December 2018.

Objective 2: Evaluate the multicultural-themed HRC collection.
Measurements: A questionnaire will also be given to gather user feedback, and evaluate any weaknesses or gaps in the multicultural-themed curriculum collection, to further develop it. This will be completed by August 2018.

Sample: Multicultural-themed Curriculum Questionnaire
1. Do you check out multicultural-themed curriculum material?
2. If the Library does not have this type of material you are looking for, where do you go to acquire this type of material?
3. Please list any recommendations you have for multicultural-themed curriculum material?
4. Please make any additional comments you wish to make regarding the HRC’s Multicultural Collection.

Objective 3: Increase circulation of HRC materials by 15%.
Measurements: An increase in circulation is one indicator to show that HRC materials are being used. Circulation stats will be reviewed monthly till the end of 2018 to see if this goal is being met.

GOAL (market group):
Objective 1: To make sure this segment feels welcomed, and the HRC is meeting their needs and wants.
Measurements: A questionnaire will be given for users to provide feedback, which will then be used for further marketing purposes. This will be completed by August 2018.

Sample: Questionnaire
1. How often do you use the HRC?
   • Several times a week.
   • Weekly.
   • Every few months.
   • Once or twice a year.

2. What type of material do you use the most?
   • Books and magazines.
   • Curriculum materials (all formats)
   • Science equipment and kits.
   • Math manipulatives.
   • Educational board games, software, and music.
   • Catalogs from homeschool suppliers.
   • Multicultural-themed resources.
• Other.

3. How would you rate the HRC?
• Exceptional.
• Good.
• Acceptable.
• Sub-standard.
• Poor.

4. Which of the following do you wish the HRC had more of?
• Books and magazines.
• Curriculum materials (all formats)
• Science equipment and kits.
• Math manipulatives.
• Educational board games, software, and music.
• Catalogs from homeschool suppliers.
• Multicultural-themed resources.
• Other.

5. Mark all areas the HRC should improve its facility?
• Customer service.
• Larger room.
• Meeting or study rooms.
• More tables.
• Comfortable seating.
• Dedicated space for activities.
• Drink/snack area.
• Dedicated parking.
• No improvement needed.
• Other.

6. Do you feel welcomed when you visit the HRC?
• Always.
• Sometimes.
• Never.

7. Do you have any suggestions for improvement?

**Marketing Strategies**
The Library will immediately employ these market strategies to reach this segment. Strategies include (See Appendices E – J).
• Brand logo and tagline.
• Promotional material (posters, flyers, online web content).
• Testimonial ad.
• Testimonial video.
• FAQ’s brochure.
• Press release.
• Product giveaway (given at opening event).
Much of these materials will be placed on homeschooling websites and blogs; and throughout
the homeschooling community at various groups meetings, organizations, conferences,
seminars, and places of worship. Announcements would also be made at some of these
locations by the HRC Head Supervisor and staff.

Other strategies also include:
• Ads and banner placed on the Library website.
• Ads and banner placed on social media.
• Ads and banner placed in the Library newsletter.
• Ads placed in local newspapers.
• Ads aired on local radio and TV.

In-depth marketing strategies (if HRC is a success):
• Billboard ads.
• A dedicated HRC blog.
• A dedicated HRC newsletter or newsletter column.
• An annual homeschooling contest.
• Annual book sale where homeschoolers can sell decent material they’re no longer using.
• For the Library to hold a local or regional homeschooling conference or seminar annually.

**Actions, Timelines, Roles & Responsibilities**

**January 2018**
• HRC Head Supervisor meets with Library Director to discuss service and event.
• HRC Head Supervisor talks to HRC staff on promoting the service and event.
• HRC Head Supervisor meets with HRC staff to discuss design elements of promotional
  materials.
• HRC Head Supervisor meets with graphics department to discuss design elements of
  promotional materials.

Staff responsible: HRC Head Supervisor, Marketing Department, Library Director, HRC staff,
and Graphics department.

**February 2018**
• HRC Head Supervisor and Marketing Department finalize designs for promotional materials.
• HRC Head Supervisor submits promotional material request to graphics department, and
  ensure it will be ready one month before event and service opens.

Staff responsible: HRC Head Supervisor, Marketing Department, Graphics department, and
Library Director.

**March 2018**
• HRC Head Supervisor checks with graphics department, and ensure it will be ready one
  month before event and service opens.
• HRC Head Supervisor talks to HRC staff on promoting the service and event.
• Create testimonial video.
Staff responsible: HRC Head Supervisor, Marketing Department, Graphics department, and HRC staff.

April 2018
- Place ads on the Library website.
- Place ads on social media.
- Place ads in the Library newsletter.
- Place ads on homeschooling websites and blogs.
- Submit press release.
- Submit ads in local newspapers.
- Submit ads to be aired on local radio and TV.
- HRC Head Supervisor promotes at monthly management meeting to “sell” service and event.
- HRC Head Supervisor promotes at monthly staff meeting to “sell” service and event.
- Gather product giveaways (free donations).

Staff responsible: HRC Head Supervisor, Marketing Department, Graphics department, Library Director, Department Heads, HRC staff, and all Library staff.

April 2018 (2 weeks prior to event)
- Promotional materials should be placed at main entrance, and near all service desks throughout the library, including the HRC.
- Promotional materials should be placed throughout the homeschooling community at various groups meetings, organizations, conferences, seminars, and places of worship.
- HRC Head Supervisor talks to HRC staff on promoting the service and event.

Staff responsible: Graphics department, Marketing Department, HRC Head Supervisor, and HRC staff.

May 2018 (1 week prior to event)
- Post ads on social media again.
- HRC Head Supervisor talks to HRC staff on promoting the service and event.
- HRC Head Supervisor sends an email to management and other staff on promoting the HRC service and event.

Staff responsible: HRC Head Supervisor, HRC staff, Library Director, and Department Heads.

May 5, 2018 (event)
- Post final social media ad.
- Before event, HRC Head Supervisor briefly talks to HRC staff again on promoting the service and event.

Staff responsible: HRC Head Supervisor, HRC staff, Marketing Department, Library Director, Department Heads, and all library staff.
**Budget**

<table>
<thead>
<tr>
<th>Description</th>
<th>Expense Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Materials</td>
<td>LSTA Grant ($100,000)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Promotional Materials (in-house)</td>
<td>Library Operating Expense</td>
<td>$250.00</td>
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<td>Staff Hours</td>
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<td>Snacks</td>
<td>Library Operating Expense</td>
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<td>Product Giveaways</td>
<td>Free Donation</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$1,075.00</strong></td>
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**Communication: The Marketing Mix**

**Promotion**

In order for this campaign to be effective, the Library must use integrated marketing communication (IMC), so all marketing strategies and advertisements deliver a consistent and powerful message. Incorporating the 4 Marketing P’s will be the main focus of this promotion to help accomplish this goal.

The “big picture” of this marketing mix is based on excellence, and the HRC providing quality resources, so homeschooling families can excel. All marketing strategies and advertisements must be done well to deliver this message.

To further deliver this message of excellence, on the day of the event, the Library will have free product giveaways as a campaign incentive. Apologia has donated a set of curriculum math and science books which will be given away during the event. Apologia is a well-known retailer of homeschooling products, and is a good example for promoting academic excellence.

Although, other marketing strategies will be used, this service will largely be marketed by WOMM (word-of-mouth marketing) since homeschooling parents and their families is a niche segment.

**Message**

To better communicate this message, the AIDA model has been employed. It is useful for the Library to understand the “buying process” users will go through to better influence them in using the HRC service. AIDA stands for awareness, interest, desire, and action.

**Awareness:**

In order to create awareness, the Library will employ the general marketing strategies listed in the Marketing Strategies section above. These strategies will be delivered consistently to get the message out.

**Interest and Desire:**

To create interest and desire, the Library will employ the testimonial ad and video. The rest of the in-depth marketing strategies will be used if needed. These advertisements promote the HRC more in-depth by making physical and emotional connections with users in this segment.
Action:
To convince this segment to use the HRC service, product giveaways will be given at the event. However, the Library will have continuous product giveaways, as well as contests, books sales, and conferences (in-depth marketing strategies), encouraging users to repeatedly act.

Branding
Name: Homeschool Resource Center
Tagline: Helping your student excel.
Logo: Refer to Appendix E.
Colors: Black; White; Dark Red; Red, Accent 2, Lighter 80% (Microsoft Word)
Typography: Gill Sans MT (Microsoft Word)

Public Relations
The Library will use three public relations strategies to create long-term relationships with this segment:
1. WOMM
2. Elevator speech
3. Virtual content (articles, interviews, etc. posted on homeschooling websites and blogs).

Of the three strategies, WOMM (word-of-mouth marketing) is the most crucial since homeschooling parents and their families are a niche segment. This close-knit segment largely goes on the opinions and experiences of their peers when buying and using products and services. For example, when a parent is considering or starting to homeschool for the first-time, much of the information they receive and hear are from other homeschooling parents on websites and blogs; or at group meetings and conferences. This sharing of information and experiences would also apply to the HRC. As parents use the HRC, and their experiences are good, they will pass this on to other parents; thus promoting the service. However, the opposite can happen for various reasons. If this occurs, the Library will employ customer service resolution skills and strategies to turn the negative instances into positive experiences.

Publicity
The following publicity items will be used to promote this service:
• Brand logo and tagline.
• Promotional material (posters, flyers, online web content).
• Testimonial ad.
• Testimonial video.
• FAQ’s brochure.
• Press release.
• Product giveaways (included in promotional materials).

Please refer to the listed appendices for examples:
Appendix E – Brand logo and tagline.
Appendix F – Promotional material.
Appendix G – Testimonial ad.
Appendix H – Testimonial video.
Appendix I – FAQ’s brochure.
Appendix J – Press release.
Appendix F – Promotional material.
Advertising
Although advertising plays a key role in this campaign, sponsorship is just as important when marketing to this segment because much of their activities take place in groups. Homeschoolers need a place to assemble, and public libraries are a safe and neutral place where they can do that. As users gain awareness of the HRC, and it becomes a service many rely, the Library will consider sponsorship as a promotional tool for hosting homeschooling meetings, events, seminars, conferences, and work-shops.

Advocacy
The HRC is an effective service to advocate the value and relevance of the Library. The Library is not only a civic and cultural institution, but an educational one; which has worked continuously to be a leader in literacy and education development in the community. This marketing campaign fits in the Library’s broader advocacy plan by promoting free and open access to quality curriculum resources to further this agenda. Without this service, many homeschooling parents will not be able to homeschool effectively, and some won’t be able to at all. With the support of the HRC, families can excel academically. Families that excel academically make stronger communities.

Internal Marketing
The Library needs the help of all staff members in order to make this an effective marketing campaign. All staff will be informed and trained. The Library will employ these tactics for preparing staff:

All staff members:
• Will be required to attend at least one staff meeting within the month of April 2018, where they will be informed about of the HRC service, and its basic operations.
• Will be given an Elevator speech handout informing them on how to discuss this service with patrons quickly. This will also be posted online.
• Will be encouraged to stop by the HRC, and look around during suitable times.

HRC staff members:
• Will receive specialized training by the HRC Manager.
• Time will be given to staff to:
  o Review and familiarize oneself with the HRC marketing materials (elevator speech, etc.).
  o Familiarize themselves with HRC materials.
  o Familiarize themselves with the HRC policies.
  o Become knowledgeable about the homeschooling industry.

Elevator speech:
The HRC helps homeschooling parents by providing curriculum material to help their families excel.

Evaluation
The HRC service will be evaluated using:
• Survey stats and feedback: At the end of the year (2018), a survey will be given to provide feedback on the HRC’s strengths and weaknesses. The survey will also be posted online (SurveyMonkey).
Sample: Evaluation Survey Questions
1. How did you hear about the HRC?
2. On a scale of 1-5 (being the highest), how would you rate the HRC?
3. What do you like most about the HRC?
4. What do you like least about the HRC?
5. Would you attend a HRC program in the near future?
6. What programs would you like to see offered at the HRC?
7. What are the best days for you to attend a HRC program?
8. What are the best times for you to attend a HRC program?
9. Would you like to subscribe to our newsletter?

• HRC circulation stats: Circulation statistics will be reviewed monthly; till the end of the year (2018).

Reflection
The main reason this plan is innovative and potentially effective is that this service offers a solution to the wide-spread problem of failing public schools in many urban areas. Public libraries have been one of the main institutions in U.S. providing resources and services to help further educate and develop their communities. Libraries have worked with, and continue to work in conjunction with public schools as a way to promote their educational products and services. Despite this effort, the national problem of low-performing schools still exists.

The Library’s mission is to serve those in our communities to the best of our ability. Homeschooling parents are one of those groups. Homeschooling is a viable option for parents wanting and needing an alternative. The HRC service has the potential to become one of the main resources for this segment. It also enables the Library to reach more users, and branch into other product and service areas; making HRC an effective service for the Brooklyn community.
Appendix A – Demographic Charts

Chart 1 – Population

Chart 2 - Race

Chart 3 – Age groups

Chart 4 – Number of Households

Chart 5 – Household Types

Chart 6 – Income Levels

Chart 7 – Education Levels
Appendix B – Survey

Homeschoolers Library Usage Interest Survey

Homeschooling families have unique needs, and while public libraries are very willing to work with us to meet those needs, they need to know what we want and what we would really use! I, a fellow homeschooler, have been given the opportunity to submit ideas for Library programs, but need input from many to make the request and the concept work for all homeschoolers, not just my family.

This information will be compiled into a grant request (worth up to $100,000) but all individual responses will remain completely confidential. The more respondents, the better the submitted information will be. Please, even if none of these offerings look interesting, fill out this form and return it to me by October 31, 2017 (return information at the bottom of this form). Thank You!

Background Information:
Do you homeschool in the Tri-State area? Yes/No ________________________________

What is your home state/city? ______________________________________________

What is the name of your 'home' library? ______________________________

How many children do you have? ___________________________________________

How many children do you homeschool? ______________________________________

Are you planning on homeschooling through grade school/junior high/high-school? ______

What subject area(s) concern you the most about homeschooling?
____________________________________________________________________

I would be interested in having the following available for checkout at my public library: V - Very interested I - Interested N - Not interested

A. Basic Homeschooling
Information:
1. Curriculum Materials to preview from a variety of publishers? __________________
2. Catalogs from a wide variety of homeschool suppliers? __________________________
3. Other: __________________________________________________________________

B. Manipulatives
1. Math manipulatives such as fraction circles, tangrams, algebra blocks, etc.? __________
2. Science equipment such as glassware, scales, and other non-consumables? __________
3. Microscopes? __________________________________________________________________
4. Telescope? ____________________________________________________________________
5. Science kits on topics such as light, magnetism, rocks and minerals, anatomy, etc.? ______
6. Educational Board Games such as Fraction Action or ElementO? __________________
7. Other? ______________________________________________________________________
C. Quality Software
1. Foreign Languages? _______________________________________________________
2. Language Arts? _______________________________________________________
3. Math? _______________________________________________________________
4. Science? _____________________________________________________________
5. History? _____________________________________________________________
6. Other? _______________________________________________________________

D. Workshops/Classes
1. Student workshops in Science? _____________________________________________
2. Student workshops in Math? ______________________________________________
3. Student workshops in Writing? ____________________________________________
4. Student workshops in Foreign Languages? _________________________________
5. Student workshops in modern library research techniques? _____________________
6. Workshops for homeschooling parents on how to approach various subjects? _______
7. Other? __________________________________________________________________

E. Computer instruction
1. Would you be interested in day or evening classes for adults? _________________
2. Would you be interested in day or evening classes for students? _________________
3. Would you be interested in a self-paced program or tutorial instead of a traditional 'class'? _________________
4. What specific topic(s) would you like to see offered? ___________________________

_________________________________________________________________________

Thank you for your time.
Appendix C – Survey Results

**Library Usage Interest Survey Results**

**BASIC HOMESCHOOLING INFORMATION:**

<table>
<thead>
<tr>
<th></th>
<th>VERY</th>
<th>SOMEWHAT</th>
<th>NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum materials to preview?</td>
<td>66</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Catalogs from a variety of suppliers?</td>
<td>61</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>Other: learning disabilities, convention tapes, local field trip info., list of area tutors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MANIPULATIVES:**

<table>
<thead>
<tr>
<th></th>
<th>VERY</th>
<th>SOMEWHAT</th>
<th>NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math manipulatives?</td>
<td>71</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Science equipment?</td>
<td>81</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Microscopes?</td>
<td>92</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Telescopes?</td>
<td>92</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Science kits?</td>
<td>100</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Educational board games?</td>
<td>85</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Other: geography puzzles</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**QUALITY SOFTWARE:**

<table>
<thead>
<tr>
<th></th>
<th>VERY</th>
<th>SOMEWHAT</th>
<th>NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign languages?</td>
<td>61</td>
<td>42</td>
<td>5</td>
</tr>
<tr>
<td>Language arts?</td>
<td>40</td>
<td>54</td>
<td>16</td>
</tr>
<tr>
<td>Math?</td>
<td>44</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>Science?</td>
<td>58</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>History?</td>
<td>54</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>Other: geography (7), Fine arts (2), Music (2), high school level anything</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**WORKSHOPS/CLASSES:**

<table>
<thead>
<tr>
<th></th>
<th>VERY</th>
<th>SOMEWHAT</th>
<th>NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science?</td>
<td>74</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Math?</td>
<td>43</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>Writing?</td>
<td>51</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>Foreign languages?</td>
<td>70</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>Library research techniques?</td>
<td>56</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>Parent workshops?</td>
<td>60</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Other: music (4), Arts (4), interest clubs (1), poetry (1)</td>
<td></td>
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</table>

**COMPUTER INSTRUCTION:**

<table>
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<tr>
<th></th>
<th>VERY</th>
<th>SOMEWHAT</th>
<th>NOT</th>
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<tbody>
<tr>
<td>Classes for adults?</td>
<td>13</td>
<td>28</td>
<td>60</td>
</tr>
<tr>
<td>Classes for students?</td>
<td>24</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>Self-paced tutorial?</td>
<td>43</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Specific topics? Programming languages (16), internet research skills (12), word processing</td>
<td></td>
<td></td>
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Appendix D – Interview Questions

Interview Questions

1. How many children do you have, what are their ages?
2. Have your children always been homeschooled or have they at some point attended a private or public school?
3. What made you initially decide to homeschool your children?
4. How do you become qualified to homeschool your children? Can anyone do it?
5. Do you have scheduled “school time” at home? For ex., 9 to 3 is when your children are in school, or is it more flexible?
6. In your view, what are the benefits of homeschooling your children?
7. Is part of the reason you homeschool your children to protect them from things that might happen in a public or private school?
8. Do you plan to homeschool your children all the way through high school graduation?
9. How do you get the materials to teach your children?
10. Do you believe you provide the same level of education that the children would get going to a public or private school?
11. Do your children like being homeschooled?
12. Do your children get the opportunity to socialize with other children? When and how does this happen?
13. In your view, are there any drawbacks to homeschooling?
14. Do you ever get negative comments when people find out you’re homeschooling or are people usually supportive?
15. Do you think homeschooling is something that would be beneficial to all families/children, or do you think it depends on the family? What about African-American families specifically?
16. Is there a large homeschooling community in the Tri-State area? If so, is this helpful to you?
17. If parents are considering their options between public, private and home schools, what advice would you give them based on your own experiences?
18. What types of library programs would be of interest to you when it comes to homeschooling? Any specific day or time?
19. Would a homeschool resource center at the Library be of use to you?
20. Are there any homeschooling resources, tools or services that you haven’t been able to acquire?
Appendix E – Campaign Logo and Tagline

Homeschool Resource Center
Bklyn Public Library

Homeschool Resource Center

Bklyn Public Library

Helping your student excel!
GRAND OPENING
Homeschool Resource Center

OPEN: To the public

OPENING DATE: Saturday, May 5, 2018

TIME: 9:00am – 5:00pm

WHERE: Brooklyn Public Library – Central Library, Community Room A

PARKING: Designated Parking – Lot A

ACTIVITIES: Free product giveaways & snacks

TRANSPORTATION: Brooklyn City Bus #5 will run from Urban Housing Projects; to the Urban Center; to the Library.

FREE EVENT – NO REGISTRATION REQUIRED.

THE LIBRARY IS HANDICAP ACCESSIBLE.

FOR MORE INFORMATION CONTACT:
Brooklyn Public Library
10 Grand Army Plaza
Brooklyn, NY 11238
(718) 230-2100
www.bklynlibrary.org
Appendix G – Testimonial Ad

“**HRC** helped my child excel!”
- The Watson’s

**Homeschool Resource Center**
Bklyn Public Library
10 Grand Army Plaza
Brooklyn, NY 11238
718-230-2100
www.bklynlibrary.org
Appendix H – Testimonial Video

- Watson Family (library patrons since 2000)

**Patrons (characters):** The Library received permission to film the Watson family as they shared their story of how the HRC (formerly Children’s Reference curriculum materials) helped them reach their academic and personal goals. Both patrons were in good-standing with the Library, and had given their full consent.

**Setting:**
- Prospect Park neighborhood (where the Central Library is located).
- Inside and outside of the Central Library.
- The Library’s HRC.

**Testimonial script:**
The son shared about his public school experience (disruptive students, bullies, gangs, and violence), and how he struggled to succeed academically. The mother discussed how homeschooling has been a good alternative to the low-performing public school system in their neighborhood; and high private schooling costs. The mother also discussed about how the HRC has helped her homeschool successfully.

**Example of testimonial video:** https://vimeo.com/128252036 (this video is an example of something similar the Library created).
FAQ’s

In 2017, the Brooklyn Public Library received a $100,000 grant to establish a Homeschool Resource Center; located at the Central Library. Funding for this grant was provided by the New York State Library, a Division of the Office of Secretary of State, using federal LSTA funding.

Q: What is the HRC?
The HRC is a “try before you buy” service, where you have access to a wide variety of curriculum materials you can preview and use to see if they are right for your family’s needs, before making costly purchases.

Q: What materials does HRC have?
- Curriculum materials of various educational philosophies for all grade-levels based, and in many formats.
- Science equipment such as glassware, microscopes and telescopes and kits.
- Math manipulatives.
- Educational board games, software and music.
- Books, magazines, and information guides about homeschooling.
- Catalogs from homeschool suppliers.

Q: Who may use the HRC?
The HRC is open to everyone. You do not need to homeschool or teach. We do require children to be accompanied by an adult, because of the many small and fragile items.

Q: May I check things out?
Anyone with a valid New York public library card (a library you are paying taxes to) may check out. Please see the Circulation Desk for New York law regarding rules for purchasing a library card if you are NOT paying taxes to any public library.
It’s very important that you understand you are responsible for all of the pieces of any item you check out. Please count everything before you leave, and again before you return it.

**Q: Is there a charge to check items out?**
Anyone with a valid New York public library card may check out items for free.

**Q: How do I get a library card or replace a lost or damaged one?**
If you live in our service area, you may get a library card free of charge, as part of your tax-supported library service. To get a library card, a form of identification showing proof of your current address within the boundaries of the Brooklyn Public Library District is required.

Children must be at least age 5 to have their own library card. Anyone age 17 and under must be accompanied by their parent or guardian when applying for a card.

There is a $2.00 replacement for a lost library card. Cards that have been damaged or worn during normal wear and tear may be brought in for a free replacement.

Please see the Circulation Desk pertaining to these issues.

**Q: How long may I keep the items?**
All items in the HRC can be checked out for 6 weeks. You may renew the items for an additional 6 weeks as long as there are no holds on the item.

**Q: What are the late charges?**
For late charges, please see the library’s Circulation Policy for details. You may also check the status of items currently checked out on your card and any existing fines by logging into your account on the library’s online catalog.

**Q: What if I lose or damage an item?**
You must pay the replacement cost of the item, as well as a non-refundable $5.00 processing fee. If a lost and paid item is found and returned within 3 months of payment, the cost of the item will be refunded.

**Q: How is the HRC collection arranged?**
The materials are arranged according to the Dewey Decimal System. We cannot arrange books by grade level because too many materials are for multiple grade levels.

Here is a quick guide:
000 Generalities
   020 Library & information sciences
100 Philosophy & psychology
200 Religion
300 Social sciences
   320 Political science
   330 Economics
   340 Law
   370 Education
   390 Customs, etiquette, folklore
400 Languages
   425 English grammar
500 Natural sciences & math
   510 Mathematics
      512 Algebra
      513 Arithmetic
      516 Geometry
   530 Physics
   540 Chemistry & allied sciences
   550 Earth sciences
   570 Life sciences
600 Technology (Applied sciences)
700 The arts
800 Literature & rhetoric
   810 American literature in English
   811 Poetry
   812 Drama
   815 Speeches
900 Geography & history

Q: **What if the HRC does not have what I want?**
You can submit an interlibrary loan request, and we will try to obtain the item for you from another library. You may place your request in person, by phone, or via the Interlibrary Loan Request Form on the library’s website. You will be notified by phone when the item is ready to be picked up.

Q: **What are the HRC’s hours?**
Monday: 9am – 9pm
Tuesday: 9am – 9pm
Wednesday: 9am – 9pm
Thursday: 9am – 9pm
Friday: 9am – 6pm
Saturday: 9am – 6pm
Sunday: CLOSED

**Other Helpful Information**
Textbooks:
The Library has purchased copies of the textbooks used in grades 3-8 for students for the Brooklyn School District. These textbooks can be found in the Children’s Reference area of the library. These textbooks are for in-library use only, and cannot be checked out. Some of the textbooks are available in the library’s HRC, and may be checked out for a period of six weeks.

Math Literature:
This material is shelved in both the HRC, and juvenile and YA nonfiction collections.

Children’s Historical Fiction:
This material is shelved in the regular juvenile and YA fiction collections, with a green label.
Bulletin Board:
There is a bulletin board in the HRC for anyone to post information about local homeschooling events or special offers for homeschoolers. The Johnsburg Public Library in no way endorses or checks the information posted on the bulletin board, so please use the information on it with discretion.

Need Personal Assistance?
An educational consultant is available for free one-on-one meetings in the Homeschool Resource Center on Wednesday evenings at 7:00 pm. To schedule an appointment please call the Library at 718-230-2100. The educational consultant is a volunteer, and not a Library employee.

Homeschool Resource Center
Bklyn Public Library
10 Grand Army Plaza
Brooklyn, NY 11238
718-230-2100
www.bklynlibrary.org
FOR IMMEDIATE RELEASE

April 9, 2018

Brooklyn Public Library Launches the Homeschool Resource Center Campaign

Brooklyn, New York. The Brooklyn Public Library announces their grand opening event to tell the public about their curriculum materials available at their Homeschool Resource Center. These materials include curriculum books, video resources, software programs, games, kits, and learning manipulatives. The event will be held at the Central Library of the Brooklyn Public Library on May 5, 2018, located at 10 Grand Army Plaza, Brooklyn, from 9:00am – 5:00pm. Attendees will learn about how the Homeschool Resource Center can help lower schooling costs, and be a supplemental tool in helping them homeschool their families successfully. Attendees can also enter drawings to win free product giveaways. For more information, please call Brooklyn Public Library at (718) 230-2100.
References

About Brooklyn Public Library. (n.d.). Retrieved from https://www.bklynlibrary.org/about


