

# Adult Foundational Education and Affordable Housing

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The purpose of this document is to describe a variety of adult foundational education activities that occur in affordable housing settings that remove barriers to and promote participation in adult foundational education services for thousands of adults who could benefit from them to:

- Find employment, stay employed or advance to better employment;
- Find and effectively participate in workplace or career training;
- Prevent eviction;
- Accumulate savings to move to non-subsidized housing, pay the full rent or purchase a home, and keep up on mortgage payments;
- For immigrants or refugees, better communicate in English with other residents, employers and co-workers, their children's teachers and school administrators, and with other members of the community in which they live; or
- Use computers, smartphones or other digital devices that connect to the Internet to help residents meet their goals.

## The Problem

In the United States, 43 million<sup>1</sup> adults (16.5%) report that they do not speak or write English well or at all, have low literacy or math skills, or do not have a high school credential. Adult foundational education (AFE) services support individuals so they can improve their literacy and English language, math, or digital skills to find employment or higher paying jobs, pursue further education and training, support their children's learning and development, maintain good health, or actively engage in their communities.

**Adult foundational education is estimated to serve at best about 10% of adults who need services annually** (Patterson, 2018)<sup>2</sup>. Even though well-developed curricula, assessments, and technologies exist for delivering adult education services, adequate funding for their implementation is lacking. In 2021-22, there were 1,712 grantees (subgrantees and satellite locations not included) funded through adult foundational education's main funding source, Title II of the federal Workforce Innovation and Opportunity Act (National Reporting System)<sup>3</sup> in addition to programs funded through a variety of other funding streams.

It is widely believed in the adult foundational education field that programs will attract and better serve more adult learners if teaching and learning address meaningful issues in adults' lives such as financial stability, health, and affordable housing, and are integrated with existing programs and contexts where adults frequent or live, and these are offered by local, trusted organizations that offer other services these adults need.

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<sup>1</sup> The OECD PIAAC U.S. study conducted in 2011- 2014 found that an estimated 43 million people in the U.S. have low literacy skills. A recent major national study of AEFLA, Title II of the Workforce Innovation and Opportunity Act in Program Year 2018-2019 found that 1,207,954 adults were served through Title II. See <https://nces.ed.gov/pubs2019/2019179/index.asp> and <https://www.air.org/sites/default/files/2023-03/2320419AdltEdPrvdrRptAppndcs.pdf>

<sup>2</sup> Patterson Becker, M. & Song, W. (2018). *Critiquing Adult Participation in Education, Report 1: Deterrents and Solutions*. Research Allies for Lifelong Learning.

<sup>3</sup> <https://nrs.ed.gov/rt/reports/aggregate/2021/all/table-14>

Some of the adults who stand to benefit from adult foundational education live in the roughly 4.8 million households in the United States that receive housing assistance through programs of the U.S. Department of Housing and Urban Development (HUD).<sup>4</sup> **Limited education and/or English is one key factor that undermines their economic security and aspirations, and ability to navigate systems such as health care, housing, and education.** While residents' other more pressing needs loom large for housing providers, making available education opportunities directly or through partnerships is part of the solution to meeting low-income adults' needs for economic security, and successfully navigating important service systems.

### **Who We Are**

The Open Door Collective (ODC) is a national program of Literacy Minnesota. Its Evidence-Based Adult Education System research project's affordable housing group has been investigating models of adult foundational education offered to affordable/public/subsidized housing residents. ODC believes that making foundational skill development (e.g., literacy, numeracy, digital literacy, English) relevant and contextualized to adults' needs and goals facilitates access to and participation in adult foundational education for millions of adults.

### **Examples of Adult Educational Services for Housing Residents**

The AFE and affordable housing group's preliminary investigation was conducted through web-based searches and through interviews with AFE practitioners and affordable housing leaders who are providing foundational education services for residents in affordable/public, subsidized housing, shelter, or homeownership programs (on or off-site) directly or through partnerships. It was intended to better understand the varied needs and educational services for adult affordable housing residents and to identify examples of such programs.

The working group has documented 11 programs (some multi-site) and partnerships in five states:

1. **Chinatown Community Development Center, San Francisco, CA**
2. Community Housing Works
3. **Denver Public Library and Denver Housing Authority, CO**
4. EAH Housing, CA
5. Martha O'Bryan Center, Nashville, TN
6. **MidPen Housing, CA**
7. Rosie's Place, Boston, MA
8. Safe Haven Family Shelter, Nashville, TN
9. Sierra Garden, South Lake Tahoe, CA
10. **Sugar Pine Village, South Lake Tahoe, CA**
11. **Worldreader and Atlanta Habitat for Humanity, Atlanta, GA**

Five of these programs (in bold) are profiled in the Appendices. They illustrate the diversity of approaches programs take to provide adult foundational education for affordable housing residents.

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<sup>4</sup> National Low-Income Housing Coalition. (2021). *Who lives in federally assisted housing?* Washington Dc.<https://nlihc.org/sites/default/files/HousingSpotlight2-2.pdf>

## Notable Features

These housing providers are striving to meet their residents' needs for education and social services, typically through their Resident Services departments. Most promote adult foundational skills broadly through workshops and coaching on topics such as financial education and assistance with rentals, and some also offer classes on digital literacy, health and wellness, and saving for home ownership. In instances where resident surveys were mentioned (e.g., MidPen and South Lake Tahoe), residents identified financial and digital literacy, and more broadly, economic mobility as needs. Digital literacy is also a priority of the partnership between the Denver Public Library and the Denver Housing Authority and of EAH in California.

A few programs are strictly focused on adult foundational education. Onsite classes are offered by the housing provider's staff or a partner AFE organization, or a public library.

Some of the "home-grown" AFE programs we interviewed, such as Chinatown Community Development Center in San Francisco and Rosie's Place in Boston integrate into foundational skills instruction civic participation and health literacy, among other needs and interests of their students.

In our sample of programs, **mobile learning apps** stand out as a viable way to provide basic literacy and English for immigrants (ESOL or ESL) directly with support, and possibly at a greater scale than on-site classes in person. Three housing or shelter providers (MidPen, Rosie's Place, and Community Housing Works) use mobile learning apps. In addition, Habitat for Humanity uses a free online library, Worldreader. Rosie's Place also offers in-person instruction.

MidPen has experimented with learning circles in combination with mobile learning at several housing developments in California. **Based on learning circle pilots at five locations with over forty participants who would gather together face-to-face once a week, these learners had three times the median amount of time spent on the mobile learning app as well as three times as many lessons completed relative to other MidPen residents accessing the mobile learning independently.** The learning circle participants said that the learning circles provided a sense of community, accountability, encouragement, and a place in which they could focus on their learning without other distractions. MidPen is scaling these learning circles further in 2024 to additional sites and beyond adult foundational skills.

Programs such as Chinatown Community Development Center that provide on-site classes serve as **bridge programs to more formal programs** though not necessarily tightly aligned with levels and content of more formal programs operated by community colleges, school districts, or community agencies.

A small subset of housing providers such as Sugar Pine Village at South Lake Tahoe are driven by **workforce development** goals, and they have strong connections to Integrated Education and Training (IET) programs. As well, EAH sites in Santa Clara County, CA partner with different ESL organizations to provide workforce development for 18-25-year-olds. Likewise, Community Housing Works in CA is seeking to increase its offerings of career pathways programming for this age group.

Sugar Pine Village in South Lake Tahoe stands out as a community that is building affordable housing to meet the critical shortage of housing that is accessible to the local workforce. Project funding requires the provision of supportive services, including opportunity for skill-building across a variety of areas - from English language acquisition to locally relevant reskilling and upskilling programs.

Habitat for Humanity's partnership with Worldreader in Atlanta is unique among the programs interviewed in that it **promotes families' reading skills and habits** by enabling prospective homeowners to meet Habitat's sweat equity requirement by reading books together online. It allows an opportunity for parents to work on increasing their children's literacy skills while pursuing the goal of homeownership. Like other housing providers, Habitat offers financial education. Class offerings also include home maintenance; community stewardship (how to be good neighbors and good members of the community); how to be a catalyst for change; and how to deal with conflicts.

It is clear even from this small sample of programs that **partnerships** with other education and service providers are central to affordable housing agencies' and shelters' ability to expand access to a range of services and opportunities for residents - children, youth, and adults.

For their **funding**, these housing-based programs rely on private (grants and donations) and local public funding to operate education services. These include foundation grants, grants from municipal agencies, and state funding.

Very few rely on federal Workforce Innovation and Opportunity Act (WIOA) Title II (Adult Education and Family Literacy Act) funds that states receive on a formula basis and provide to eligible entities through funding competitions. Some did not know about this funding source. Without an experienced partner, they might find it challenging to develop the capacity to secure sufficient funding and operate formal AFE programs with a continuum of levels and support services and meet enrollment and performance goals. It can be difficult to meet WIOA Title II performance requirements with literacy-level students and show measurable skill gains within prescribed Education Functioning Levels (EFL) assessed by state-approved standardized assessments and other prescribed workforce outcomes.

### **Opportunity**

Affordable housing developments are a sizable and largely untapped context for reaching adults who would benefit from adult foundational education. Providing the initial education in the home setting can lower both the physical and psychological barriers to pursuing education that many adults experience. The programs we interviewed demonstrate that there are several possible program models and approaches to do so, ranging from a lighter touch to a more rigorous approach. One common element across all of these programs is the value and importance of centering resident and learner voices to ensure programs and services are designed to meet their needs. According to Brenda Castillo-Garza, the Vice President of Resident Services at MidPen Housing, "when promoting these services/programs they should have a resident-centric

approach and meet residents/clients where they are as opposed to where “we” think they “should” be. Engaging residents/clients from a strengths-based approach is also important.”

The services that housing providers already make available may offer a viable gateway for foundational skills development, possibly complemented by mobile learning apps and learning circles. For example, intentionally embedding literacy and reading comprehension skills in financial coaching programs holds promise given these programs’ prevalence in affordable housing contexts. Such a focus would deepen literacy skill development in what is already a contextualized learning program.

Another potential opportunity is through Worldreader that is looking to expand its program that develops reading skills for children, youth, and adults through free e-books on their platform; they hope to do this in affordable housing contexts beyond Habitat for Humanity in Atlanta.

Given that programs that receive federal Workforce Innovation and Opportunity Act (WIOA) Title II and state funding for AFE (e.g. literacy, numeracy, secondary education, English for immigrants and refugees, etc.) serve fewer than 10% of those who need these skills, expanding federal, state, and local funding to support adult foundational skills development in the affordable housing context could reach and benefit thousands more adults and by extension, their families. Meanwhile, AFE providers would do well to reach out to affordable housing providers in their communities to explore partnerships. Some states, such as California, require services to be provided to housing residents as part of the funding for affordable housing developments.

To tap the significant potential of affordable housing developments to jumpstart their residents’ education pathways requires a targeted investment of funding and technical support to housing providers to develop direct programs and/or partnerships with existing programs. Scaling up AFE programs in affordable housing is possible if states and private charitable and corporate funders use some of their existing funding to support these programs, or there is new federal or state legislation to support them.

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## APPENDICES

### Program Profiles:

1. Chinatown Community Development Center, San Francisco, CA
2. Denver Public Library with Denver Housing Authority, CO
3. MidPen Housing with Cell-Ed, CA
4. Sugar Pine Village, South Lake Tahoe, CA
5. Worldreader with Atlanta Habitat for Humanity, Atlanta, GA

## **Chinatown Community Development Center, CA Women's ESL and Life Skills Program**

### **Background**

Chinatown Community Development Center (CCDC) is a community development organization that plans, develops, and manages a range of affordable housing options in San Francisco, CA and in primarily 3 key areas: Chinatown, Tenderloin, and North Beach.

CCDC purchases, remodels, and manages buildings; the portfolio now consists of 36 buildings housing more than 4500 low-income families and seniors, over 80% of whom are immigrants and non-English speakers. CCDC's goal is to provide a quality environment, build community, and empower low-income residents through leadership programs, education, social programming, food pantries, etc. The organization is a leader in providing quality housing and resident services and has won numerous awards for their leadership from NeighborWorks America and other organizations.

The Women's ESL and Life Skills Program was started in 2010 by Christine Cordaro as a purely volunteer effort to teach mostly Arabic speaking women survival English and basic literacy as a "Bridge to City College". CCDC hosts the program and provides free classroom space as well as childcare space, and some materials. The ESL program is offered for women only because the majority of the target population is of Middle Eastern origin and for cultural reasons they need to be with women only, at least for their first education experience in the United States.

### **Services**

Now in its 12th year of offering classes, the ESL and Life Skills program has provided several hundred women quality English instruction, citizenship training, educational workshops with other organizations on parenting, safety, health, nutrition, domestic violence prevention, civic engagement, financial literacy and now, digital literacy. Their goal is to provide a warm and welcoming place to learn and ultimately be the "Bridge to City College/and Other Learning". In the 2023-24 semester 60% of the students were co-enrolled in City College for further English learning or in pursuit of vocational certificates that provide a path to employment.

### **Needs and Plans**

The program started as a volunteer effort, but since 2016 they have received a modest grant from the City of San Francisco Mayor's Office of Housing and Community Development. Now all of their funding comes through The City Office of Community Engagement and Immigrant Affairs at a significantly higher level that has allowed them to hire two part-time ESL teachers, a Teaching Assistant, and to pay 50% of the salary for the Resident Services Manager/Arab Family Liaison.

They are beginning discussions around expanding the program to include classes for men, and perhaps more training for workforce development leading toward better jobs and job security.

## **Denver Colorado Public Library Partnership with the Denver Housing Authority**

### **Background**

The Denver Public Library and Denver Housing Authority's Resident Services Department, which organizes education and social activities for residents in 49 housing authority complexes across the city, have had a close relationship for several years. In particular, the Technology Education department of the library has been working with the Housing Authority for a long time, providing technology education classes to residents onsite in their affordable housing location.

Housing Authority participants have low incomes and are primarily people of color. In some housing developments there are also numbers of immigrants from different language groups.

### **Services**

In addition to technology education classes, the library provides access for residents to the library's digital navigators. The partnership with the Housing Authority has recently expanded as a pilot program offering appointments with digital navigators on-site in one of their "opportunity centers" i.e. computer labs paired with resource navigation and job coaching professionals.

The library's mobile services (bookmobile) department also has had a strong relationship with the Housing Authority, providing residents with access to materials, craft activities and digital navigator services appointments, among other services. The library also provides Housing Authority residents with access to the Colorado [Career Online High School Diploma Program](#). Referrals between the Housing Authority and the library go both ways. For example, if residents need a computer to complete the online high school program they may be referred to the library for a loaned computer. In some residences that have large numbers of immigrants, for example Vietnamese or Spanish speakers, the library's Cultural Inclusivity Department's Plaza program provides English conversation, English language study circles, or prepares residents for the U.S. citizenship exam.

Recently the library has also been offering individualized or drop-in services, finding that these are now better attended than classes. Residents ask for help, for example, in using their cell phones, with their lifeline phones, with privacy and security issues, to identify and deal with online scams through which older adults are often victimized, to search for particular information on the Internet, to learn how to decide what Internet resources are appropriate for them and to be trusted, to use digital accessibility features such as screen readers and magnifiers, to translate English to one's native language, to get a blood glucose monitor to "talk to" a cell phone, or to access lab test results on one's hospital or clinic MyChart portal.

This partnership is funded through the Denver City budget, through federal ARPA funding, and through a housing authority outreach grant. The library has included at various times other partners such as the Denver Public Schools, AARP's Senior Planet program and workforce development program for seniors.

## **MidPen Housing in California and the Cell-Ed App**

## **Background**

[MidPen Housing](#) is a large non-profit affordable housing organization in Northern California that has over 100 locations across twelve counties. This includes different types of housing such as family, senior, and supportive housing. The organization has a long-standing commitment to providing meaningful services to their residents. MidPen conducted a survey of residents' interests and needs in 2021. One of the priority requests from the survey was the desire for some type of English language learning opportunities.

In response and as part of the organization's economic stability and mobility programming, MidPen began piloting the [Cell-Ed](#) mobile learning app in April 2022 making it available to 200 MidPen residents across their various locations. Cell-Ed was selected because of 1) its accessibility as available on any type of cell phone, 2) its design with short, three-minute lessons that learners can complete and build momentum, 3) the ability to scale with low investment from MidPen staff, and 4) access to learner data to evaluate and improve the program. Many MidPen residents have busy and complex lives so being able to practice their English skills through Cell-Ed in short increments of free time during breaks at work or in between familial responsibilities is very appealing. MidPen has the vision to scale the Cell-Ed program in the near future to have it available to 2000 residents. They have invested their own resources as an organization to pay for this coursework

## **Services**

MidPen residents have been enrolling in Cell-Ed courses since spring 2022. The primary purpose has been to provide English language learning opportunities for residents but Cell-Ed offers a multitude of courses so some residents have enrolled in other courses as well. This has included workforce training, citizenship and literacy type courses. Cell-Ed provides a coach who periodically texts learners with words of encouragement to keep them on track and celebrate their progress. They're also able to assist learners with any tech issues.

In 2022, over one hundred seventy-five MidPen residents from fifty-two locations completed the Cell-Ed onboarding process. The average time spent on the app by MidPen residents was over 2 hours and 30 minutes between April and November of 2022. MidPen has developed different incentives for learners and staff promoting Cell-Ed to encourage more active participation and persistence. Seeing the strong level of engagement from MidPen residents, the organization renewed a contract for 2023 and has 300 licenses available to residents.

One unique element of this project has been the interest in exploring Learning Circles as a means of engaging learners more deeply in their Cell-Ed coursework while also building community and accountability. In 2022, MidPen piloted one Learning Circle which resulted in an increased average time spent on the app by these residents in comparison with other residents who were using Cell-Ed. In 2023, MidPen launched Learning Circles at five different locations and has seen active and consistent participation at these sites. Learning Circle participants provided very positive feedback about their experience in focus groups at the culmination of the cycle. The organization is gearing up to offer Learning Circles at five more locations starting in spring 2024. The promotion of Learning Circles has also increased the number of residents accessing Cell-Ed coursework in the traditional self-paced manner.

Additionally, MidPen has partnered with a regional non-profit workforce agency to offer a more structured ESOL course at a specific location. This has been a smaller pilot though and it had some growing pains with the collaborating organization. They are currently in the process of launching a virtual high school equivalency program with another organization.

### **Needs and Plans**

MidPen has the longer-term vision to offer 2000 residents access to Cell-Ed coursework. This scaling will take committed leadership for this initiative. Two very talented managers on the MidPen team have taken ownership of the Cell-Ed project effective in 2023 towards continued growth and expansion. They are doing a tremendous job in promoting Cell-Ed across multiple MidPen sites and have led the ongoing Learning Circles expansion. These leaders are extremely passionate about providing adult foundational education learning opportunities for residents. They are very knowledgeable about MidPen locations and staff capacity, and have brought complementary skills and interests to this project.

MidPen is interested in establishing new partnerships with regional adult education programs and community colleges as a next step from Cell-Ed coursework. In beginning this work, they want it to be a cohesive approach integrating all of their adult foundational education initiatives into these partnerships. Similar to Learning Circles, they'll start small and identify one or more areas to start with.

## Sugar Pine Village – South Lake Tahoe, CA

### Background

[Sugar Pine Village](#) in South Lake will be a new 248-unit residential, mixed-use, affordable community that complements the existing neighborhood while also preserving native species and sensitive land. The project is being designed to provide residents with new, high quality, sustainable housing designed to support active transportation, encouraging biking, walking, access to transit, and connection with nearby trails for the local workforce and their families.

As part of the project development process, [ADVANCE](#), the local adult education/workforce development organization, was brought in as an MOU partner to provide residential supportive services. This was a baseline requirement for inclusion of services as part of the application under California's implementation of the Federal/IRS [Low Income Housing Tax Credit](#).

### Services

For all phases of this learner-centered project, direct input from residents will be sought to identify ongoing and future offerings. During the initial phase of the project (projected occupancy for the first 68 beginning August 2024) the following types of services will be provided to residents by ADVANCE:

- Navigation and/or instruction on a variety of topics, based on needs assessments of the residents. These will include, but are not limited to digital literacy, basic skills (including English Language Acquisition), work/career readiness, support to/through post-secondary education offerings, high school completion and partnered access to tele-medicine and behavioral/mental health support, and
- Coordination of after (and out of) school activities for children of Sugar Pine Village families.

### Needs and Plans

Given the incredibly tight housing market in California, especially in a mountain resort community like South Lake Tahoe, The State of California selected [Related California](#) and [Saint Joseph Community Land Trust](#) to develop the Sugar Pine Village project under Governor Newsom's Executive Order promoting affordable housing development. As mentioned, inclusion of an adult education and workforce development program/service provider was a key component in securing funding through a variety of state and federal sources. This was a requirement for some funding sources and an application enhancement for others.

Upon completion of the final phases (II/IV) of the project, a Community Resiliency Hub with services available to residents and non-residents is envisioned. As of this write-up, the collective partnership (Related, SJCLT and ADVANCE) has applied for a \$10 million grant to fund the construction of this Hub (awards to be announced late 2023). The ability to provide targeted services to English language learners and adults with disabilities, among others, added points to that grant application. In addition to the general services listed above, this space would allow for other community organizations and agencies to have a scheduled presence and provide easier access to their services. Committed partners include [Live Violence Free](#), [Tahoe Youth and Family Services](#), and the [Family Resource Center](#).

Funding for services will be provided primarily under existing ADVANCE funding through the [California Adult Education Program](#), [Golden Sierra Job Training Agency](#), and a small services contract included in the initial project funding.

## Worldreader with Habitat for Humanity, Atlanta GA

### Background

[Worldreader](#) began in 2010 when e-books on Kindles were brought to a school in Ghana. It is now a very large, free online children's library reaching over 21 million readers in nearly 100 countries, where the library is customized for that country. It supports reading programs in the United States, East Africa, West Africa, North Africa, India, Latin America, and the Middle East. Internationally, at first Worldreader brought its online library to schools and then to libraries. It is now available on any Internet-accessible digital devices, including feature phones such as flip phones, computers, smartphones and electronic tablets. Their programs span from helping parents read to their children in India and Jordan, to transforming entire library and school systems in countries in Africa, to enabling lifelong learning via the Worldreader app. Partnerships have been instrumental to their impact.

Worldreader programming in the U.S. began in 2020 to support children in under-resourced communities both in schools and at home. "In the wake of the Covid-19 pandemic, children across the US are experiencing unprecedented learning loss. Recent studies report that students are, on average, four months behind in reading. Supplementary reading with [BookSmart](#) helps to improve reading skills and mitigate learning loss. BookSmart offers hundreds of children's books in English and Spanish plus engaging learning activities. BookSmart is available across all devices (mobile phones, tablets, Chromebooks, and laptops) for anytime, anywhere access. Reading with BookSmart helps reinforce learning and build new skills, setting children up for lifelong success." (Source: [Worldreader website](#)).

[Habitat for Humanity](#) is a national program with headquarters in Atlanta. Its purpose is to provide affordable housing for individuals and families. Participants in the Atlanta Habitat for Humanity program are predominantly low-income African American, mostly native speakers of English, age 30 and over, with an average of two or three children who are in the program for support with stable and affordable housing. Some parents are single mothers, and families have a range of structures. Although this partnership does not have many immigrant families, in other parts of the country these partnerships have significant numbers of immigrants, for example in Texas and Ohio. Also, in Ohio, through a partnership with an Ohio Fathers program, sponsored by the Ohio Commission of Fatherhood, low-literate formerly incarcerated fathers are served.

### Services

The [Atlanta Habitat for Humanity program](#) offers classes, for example: personal finance/financial literacy; home maintenance; community stewardship (how to be good neighbors and good members of the community); how to be a catalyst for change; how to deal with conflicts; voting; community organizing; how to find a Homeowner Assistance Organization (HOA) or neighborhood association; how to have an impact; how to deal with drug activity in the community; how to deal with burned-out houses; how to deal with cars speeding through the neighborhood; how to create a neighborhood watch; and how to pay for a mortgage on time. They have also offered public speaking; resume writing; writing an application for a scholarship that supports getting a certificate or license; and other topics. Although the Atlanta Habitat for Humanity does not offer adult literacy as a class, they have referred participants to

adult literacy programs; partnering with an adult literacy organization may also be of interest to them.

One of the Habitat for Humanity requirements is that an eligible family must contribute 250 hours of sweat equity – often helping to build the home they will live in. However, during the pandemic it had sometimes been difficult to earn those hours in traditional ways, so a partnership with Worldreader enabled families, both those who are future and current homeowners, to earn the required sweat equity hours through accessing the Worldreader Booksmart library; parents were able to read books to their children and conduct other Booksmart reading activities with their children to earn the hours. Although this partnership does not currently provide direct services to adults who want to improve their literacy skills, if funding is available there is interest in exploring this as some parents need more literacy, English language, and possibly other foundational skills.

### **Needs and Plans**

The Booksmart/Habitat for Humanity partnership in Atlanta is a new model for how the Worldreader library can be used in book reading activities for children or families, for example with play-based activities used by families. There are also plans for developing an app that will address children's or adults' reading skills. Some of the Booksmart activities directly address reading skills. In the summer of 2023, Worldreader started to work with families on completing 25 books. With these changes, they expect to see more books read, more learning for children, and more sweat equity hours completed for parents.

Sources for the Worldreader with Habitat for Humanity profile:

Atlanta Voice Article

<https://theatlantavoice.com/atlanta-habitat-for-humanity-worldreader-partner-to-improve-youth-adult-literacy/>

Worldreader website

<https://www.worldreader.org/our-work/where-we-work/united-states/>