

The ACCESS Collection at UWM MLC Library

Haley Elmendorf, Dr. Tania Mertzman Habeck
UWM School of Education

Abstract

Background & Rationale

Asset-based Cultural Competence Ensuring Student Success (ACCESS) is a U.S. Department of Education SEED Grant which allowed University of Wisconsin-Milwaukee (UWM) to partner with 12 Milwaukee Public Schools to focus on the implementation of Culturally Based Practices (CBP) in teaching and learning. As the ACCESS grant period comes to a close, there is a need to ensure that high quality, culturally responsive materials developed over the course of the grant are sustained and accessible to educators in our community. We are working to create the ACCESS Collection with the Multiliteracies, Languages, and Cultures (MLC) Resource Library at UWM.

Methods

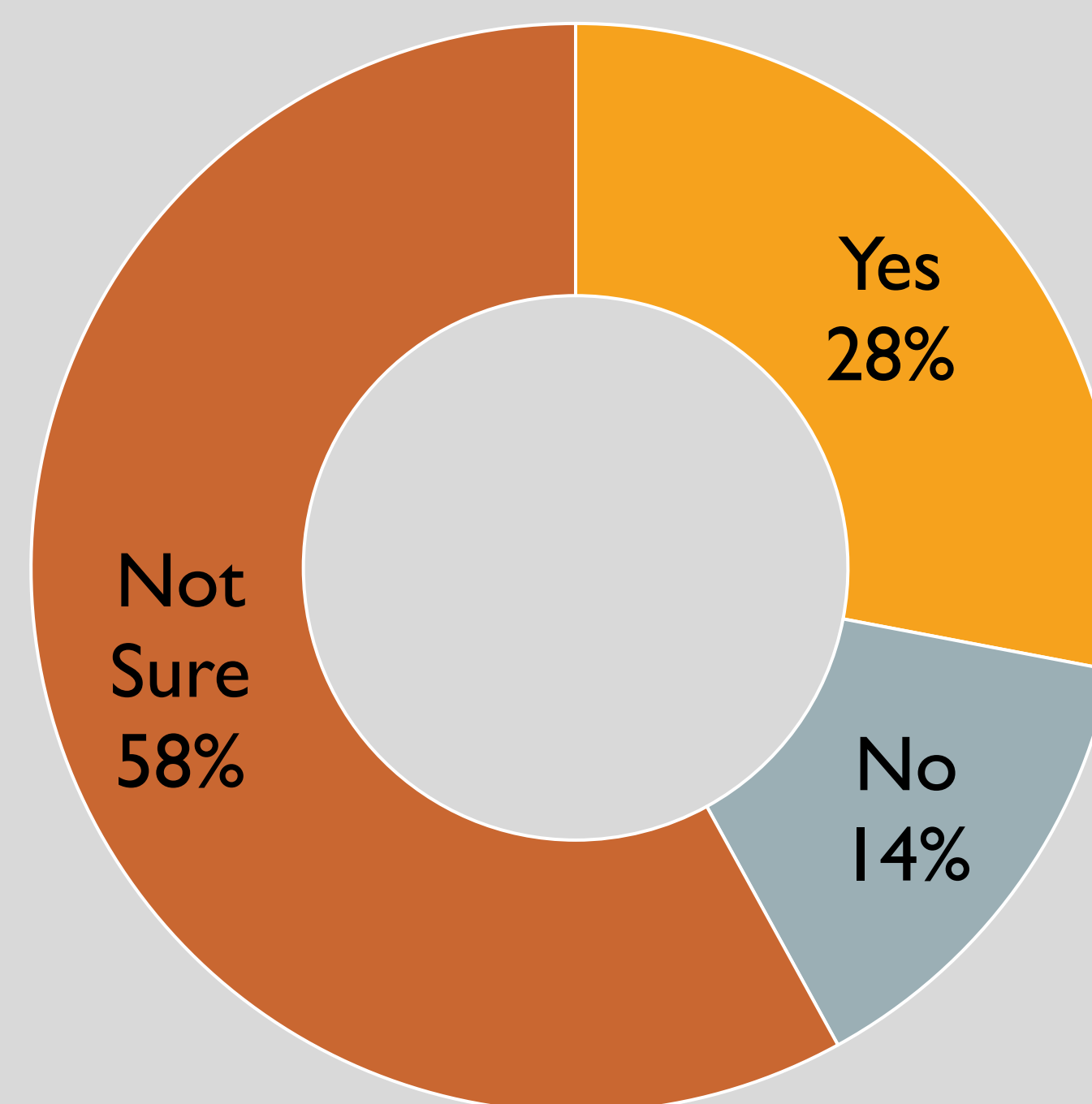
Our research focuses on understanding the needs and current habits of educators and pre-service educators at UWM and Milwaukee Public Schools. Specifically, we will gain insight into how and where educators and pre-service educators currently access curricular materials, as well as the materials' perceived cultural relevancy, quality, and validity to the urban education environment. Data is collected through anonymous surveys as well as in-depth, semi-structured interviews with both educators and education students. Much of the results from surveys will be analyzed using simple, quantitative frequencies. Themes and big ideas found through interviews will be used qualitatively to inform our final product delivery, including how to best tailor and market the ACCESS Collection to educators in our community.

Anticipated Results

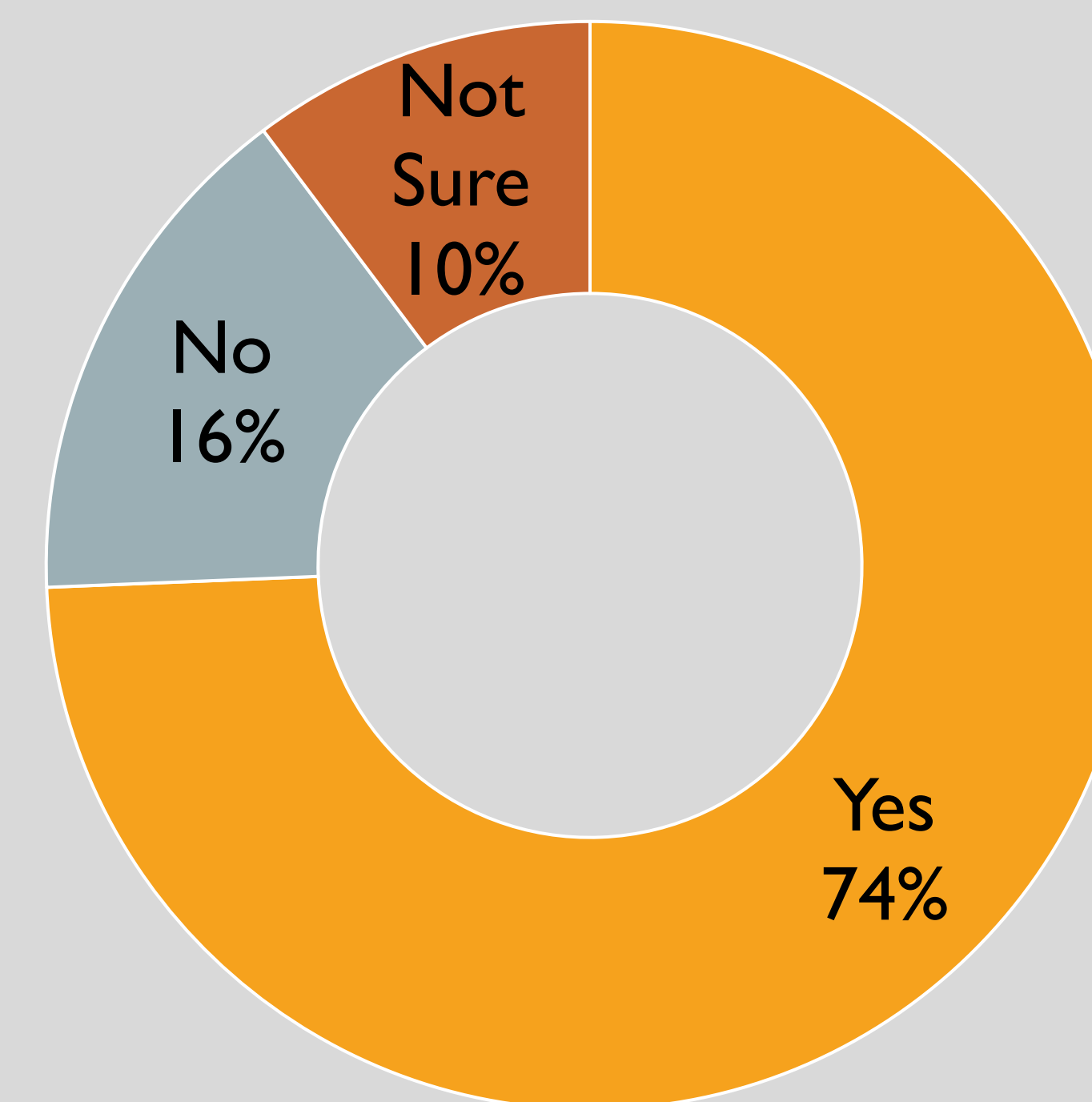
To compile and provide access to the materials created over the ACCESS grant period, we are considering using Libib, a library management service. Other compilation and access methods, such as Linktree, will be evaluated and considered based upon research results. The ACCESS Collection will make space for the benefits of work done through the grant to live on and improve educators' access to high quality, culturally responsive curriculum materials that are relevant to the urban educational setting and will promote positive student outcomes.

Access to Curricular Materials

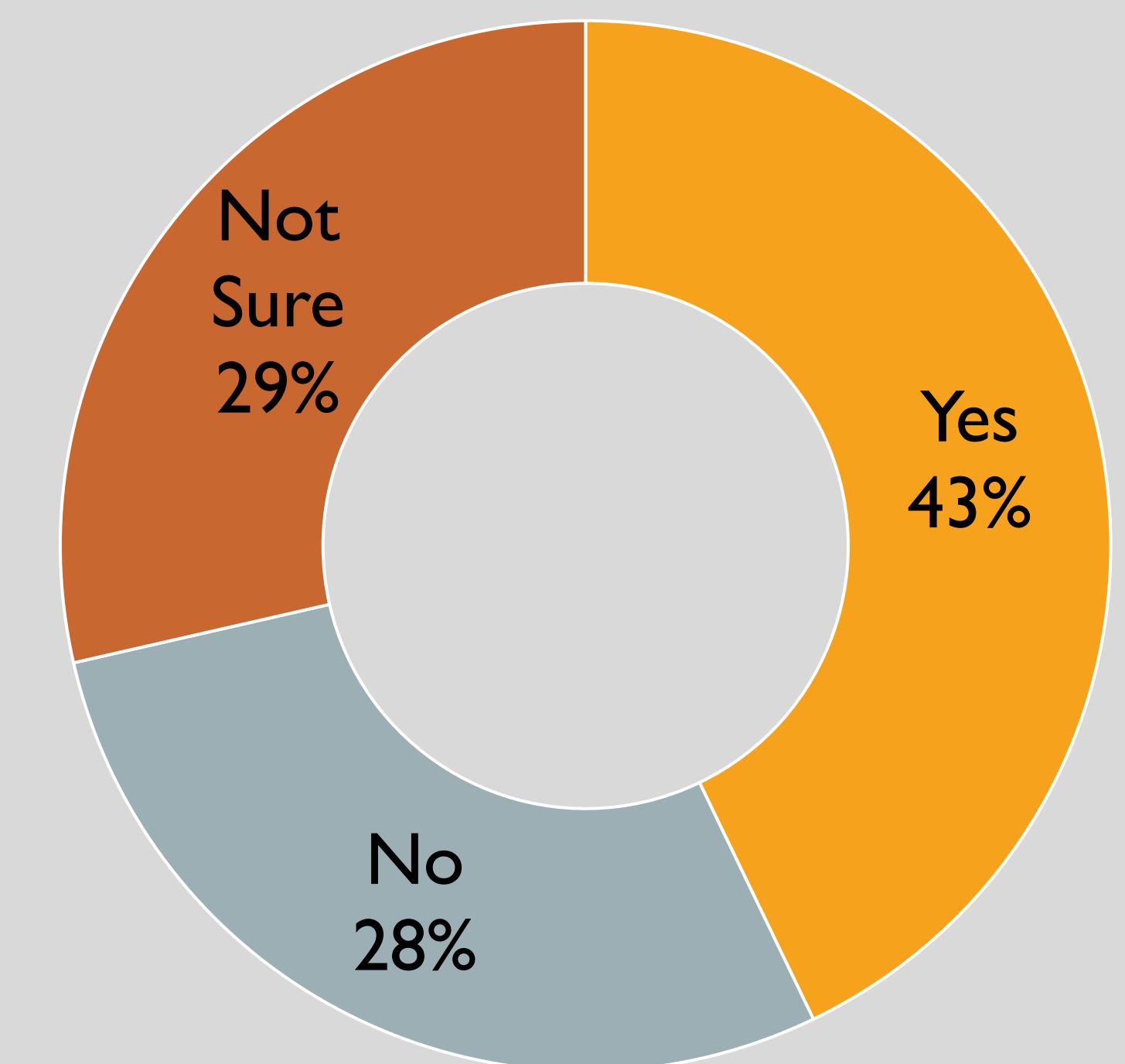
Initial Licensure Students



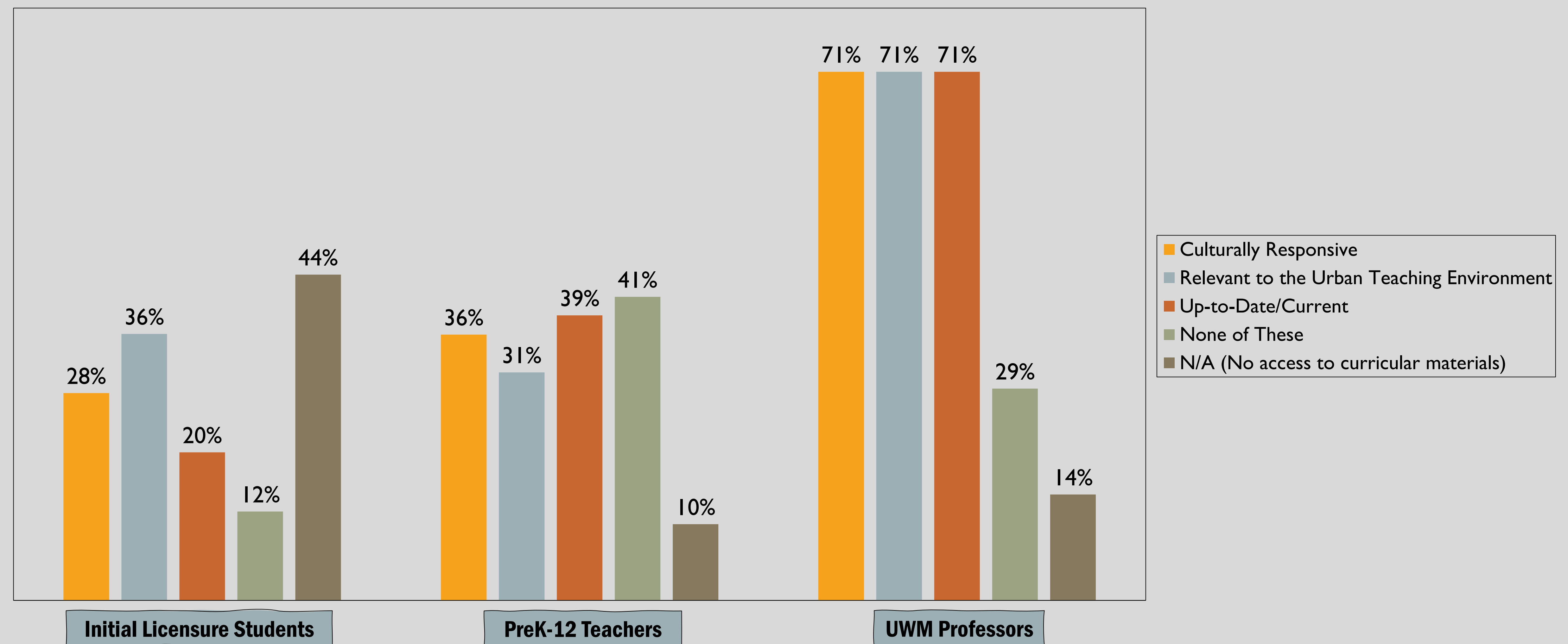
PreK-12 Teachers



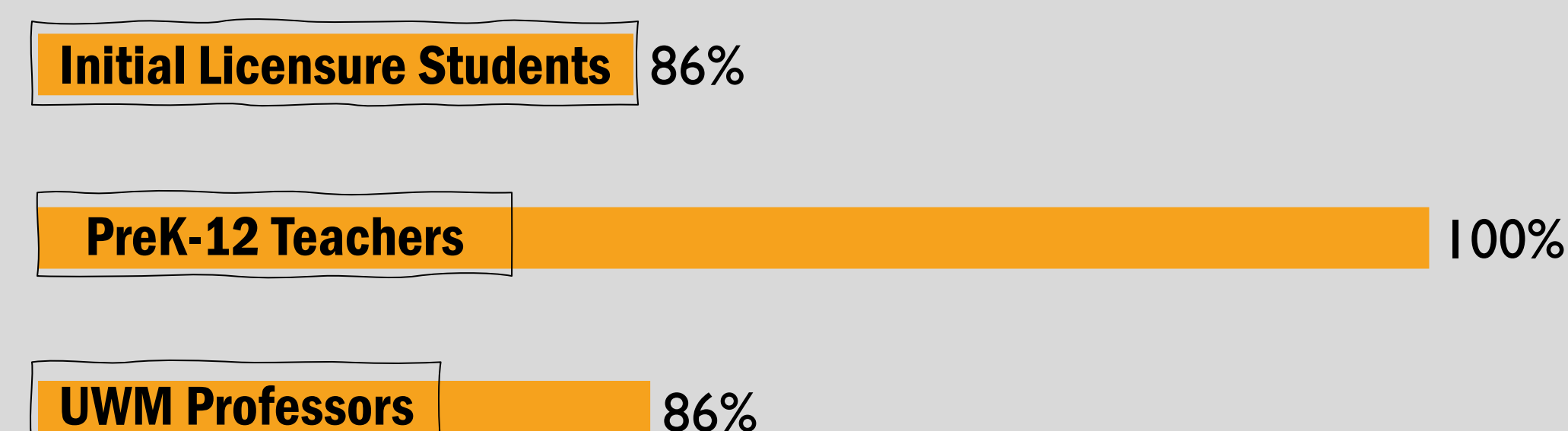
UWM Professors



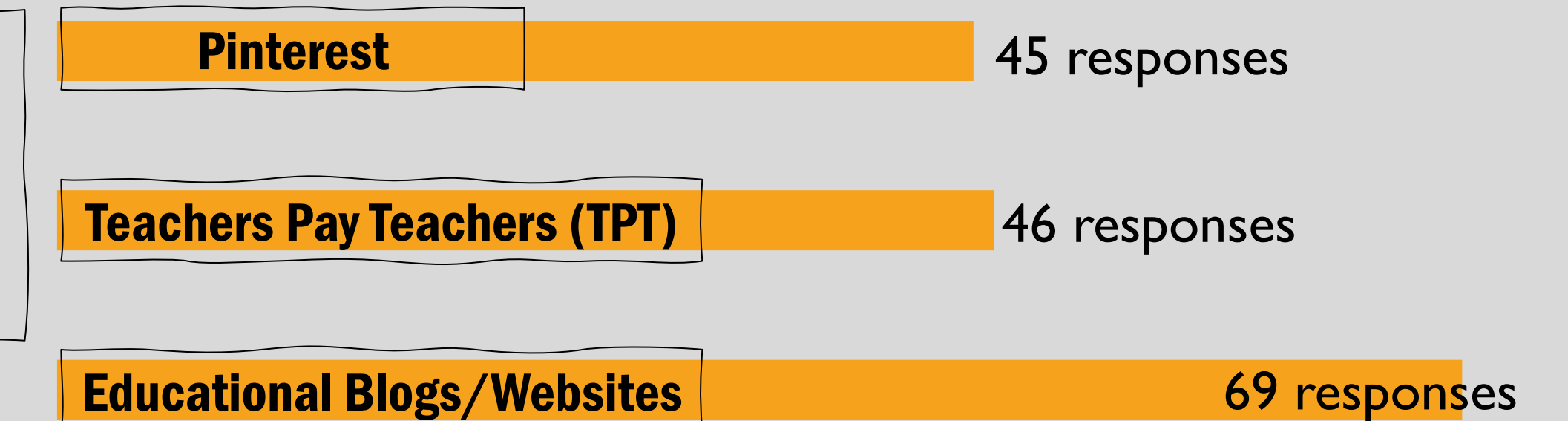
Consideration of Available Materials



Individually Seeking Out Materials



Top External Curricular Resource Sites



Conclusions:

- 72% of Initial Licensure Students, 26% of PreK-12 Teachers, and 57% of UWM Professors would benefit from expanded access to curricular materials (based on current lack of access)
- Respondents across all categories overwhelmingly (86% or more) seek out their own curricular materials
- Respondents across all categories prefer digital curricular resources as opposed to physical curricular resources
- Initial Licensure Students and PreK-12 Teachers in particular would benefit from expanded access to curricular materials deemed Culturally Responsive, Relevant to the Urban Teaching Environment, and Up-to-Date/Current

Ongoing Interview Questions:

- What subject do you work with the most?
- How would you describe or define "culturally responsive" materials?
- Would having access to high quality materials created in the MPS district benefit you and your students? Why or why not?
- What are a few of your current favorite sources for curriculum materials?
 - What do you like about these sources?
- How do you search for curricular materials?
- What is most important to you in curricular materials that you use in your classroom?

Curricular Material Preference

