

# GOAL: Access Community Resources

Contributed by Robin Rafael, Napa County Library



## GUIDEPOST I: Where to Start

**“Community resources”** refers to a group of services or programs that provides members of a community with free or affordably priced services. Often community resources are under-utilized because people are not sure how to access free or low-cost information, goods, and services. You can access community resources through public schools, faith-based organizations, and state and federally funded programs. One of the first steps in accessing community resources is deciding what you need.

In a conversation with your learner, brainstorm what they already know about a particular community resource, e.g., housing, education, or employment. This is a good pre-writing exercise to get the learner comfortable with sharing ideas and starting the writing process. Make three colored boxes to start the flow of conversation. Write a sentence in each box to elicit ideas. See sample below:

What do you currently know about this topic?

Who has helped you in the past?

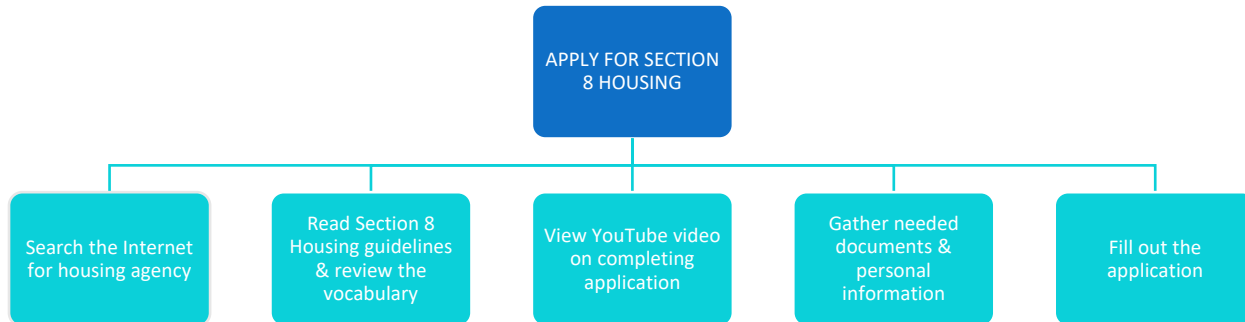
What resources and support do you currently use?



## GUIDEPOST II: What You Will Learn

After completing the brainstorming activity and discussion with your learner, identify what goals are important to them. In this example, the goal is to obtain subsidized housing. In partnership with the learner, list the steps needed to achieve this goal. Include information the learner already provided in Guidepost I. Here is an example of applying for Section 8 Housing. Identify the vocabulary, reading, and writing activities involved in each activity listed below.

1. Show your learner how to do a web-based search on a community resource, in this example, search the internet for information on Section 8 Housing. Learn which agency administers Section 8 Housing in your community.
2. Read the Section 8 Housing guidelines. Pick out key words and phrases as you read through the document and review those key vocabulary words for understanding.
3. Watch a YouTube video on how to complete the application.
4. Gather the required documentation (driver’s license, pay stubs, or social security numbers for family members).
5. Complete the application online.



## Instructional Resources Available

### Websites

*Housing & Community Stability, Western Center on Law and Poverty*

[https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjV2vaYv6HwAhXSDK0GHYeZCaIYABAAGgJwdg&ae=2&ohost=www.google.com&cid=CAASE-Ro7k3UOpcDsY1PplqTuvVxYZI&sig=AOD64\\_3aDkVjIAyQwX76c1leIkdvYBjuHg&q&adurl&ved=2ahUKEwiv-i-yYv6HwAhXzDzQIHxfQBUkQ0Qx6BAGEEAE](https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjV2vaYv6HwAhXSDK0GHYeZCaIYABAAGgJwdg&ae=2&ohost=www.google.com&cid=CAASE-Ro7k3UOpcDsY1PplqTuvVxYZI&sig=AOD64_3aDkVjIAyQwX76c1leIkdvYBjuHg&q&adurl&ved=2ahUKEwiv-i-yYv6HwAhXzDzQIHxfQBUkQ0Qx6BAGEEAE)

*City of Napa, Rental Assistance*

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjiw-2lwKHwAhUCKn0KHew5DBAQFjAAegQIDRAD&url=https%3A%2F%2Fwww.cityofnapa.org%2F209%2FRental-Assistance-Section-8&usg=AOvVaw3JWs5Mz3H\\_Ezpk4suJMEJV](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjiw-2lwKHwAhUCKn0KHew5DBAQFjAAegQIDRAD&url=https%3A%2F%2Fwww.cityofnapa.org%2F209%2FRental-Assistance-Section-8&usg=AOvVaw3JWs5Mz3H_Ezpk4suJMEJV)

## Videos

### *Housing Choice Voucher Program (Section 8) Orientation-YouTube*

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwihxMKGwaHwAhU0O30KHZ5PA48QtwlwAHoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7pN9bGY\\_oAk&usq=AOvVaw0teV3c4iKJQzjmtRefxInb](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwihxMKGwaHwAhU0O30KHZ5PA48QtwlwAHoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7pN9bGY_oAk&usq=AOvVaw0teV3c4iKJQzjmtRefxInb)

### *Low-Income Housing Secrets: Section 8 Housing & Housing Voucher-YouTube*

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiOsK\\_txKHwAhUzFDQIHdrzDyEQtwlwAXoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7pN9bGY\\_oAk&usq=AOvVaw0ruEroKCo\\_RldjRTokVN7O](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiOsK_txKHwAhUzFDQIHdrzDyEQtwlwAXoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7pN9bGY_oAk&usq=AOvVaw0ruEroKCo_RldjRTokVN7O)

## Books & Articles

- *Buy a Home with Your Section 8 Homeowner Voucher Region 1*, Sylvia Black
- *Section 8 Is Great: The Blueprint for Section 8 Wealth*, John Russell
- *How to Buy a House with Low Income in 2021*, Gina Pogol, *The Mortgage Contributor*,  
April 23, 2021



## GUIDEPOST III: How You Will Learn—Multisensory Strategies

### 1. Key Vocabulary

Practice dictionary skills by having the learner look up the vocabulary words listed. Have the learner write the word and its definition in a notebook. As a follow-up exercise, use the words in dictated sentences and have the learner write the sentences in a notebook or on index cards.

Section 8	Alliance	Subsidized	Voucher
Operate	Tenant	Referral	Cartography
Eligibility	Inspection	Recertify	Landlord

### 2. Reading & Writing Practice

Make two copies of the online information on *Section 8 Housing Program*. Have the learner read the article and help with new words. Ask the learner questions about what they read. Have the learner read the information through a second time and make notes on key points. Have the learner complete the chart below. Many online templates can work for this exercise.

Information Form

<b>Location</b>	City of Freedom 1111, 2 <sup>nd</sup> Street, Freedom, CA 94559 707-222-2222 555-555-5555 <a href="https://www.cityofnapa.org">https://www.cityofnapa.org</a>	<b>Mailing Address</b> (if different)  same
<b>Key Contact</b>	<b>The Housing Authority of the City of Freedom</b> California Section 8 Program or Housing Choice Voucher Program 707-444-4444	<b>Working Contact</b> (if different) Joe Housing, County Housing Administrator 707-555-5555 Jhousing@cityofnapa.org
<b>Services Provided</b>	<b>Service:</b> Pay portion of rent through voucher Cost: \$0 Payment options-N/A	<b>Options for Financial Assistance</b> (if any) Yes, will pay portion of housing costs to landlord
<b>Hours of Operation</b>	<b>Monday-Friday</b> 8a.m.-5 p.m.	<b>Emergency Hours</b> (if any) None
<b>Process to Obtain Services</b>	<b>Forms or referral requirements:</b> Apply online Lead time: notification in newspaper	<b>Other Requirements</b> (if any)
<b>Additional Information</b>	<b>Expectations re: data sharing, service follow up, reports, issue management, etc.</b> Qualify by income. Need proof of citizenship, need proof of income, social security cards for all family members, and an email address.	

## **2A. Reading & Writing Practice**

Have the learner look at the YouTube video *Housing Choice Voucher Program (Section 8) Orientation*. As the learner looks through the video, have them identify words they studied on the vocabulary list and identify any new words.

## **2B. Reading & Writing Practice**

After reviewing the video, have a conversation with the learner about what they learned. Next have the learner write down in bullet form what they learned. Depending on their skill level, they can write the list independently or you can write down what they say.

## **2C. Reading & Writing Practice**

Have the learner write a language experience story. Have them start by writing their thoughts down on paper. Language experience stories are a nice way to make the reading and writing process understandable to a beginning writer. It lets the learner know that what they think and say can be written down. Have the learner write a story without worrying about spelling and punctuation. The idea is to get ideas on paper and do grammar at a later session. Writing topics might include how they would feel about more stable housing or what is their dream home?

## **2D. Reading & Writing Practice**

Make a copy of the online Section 8 application. Have the learner complete as much of the application as they can, and highlight the sections they need help with.

## Extended Activities

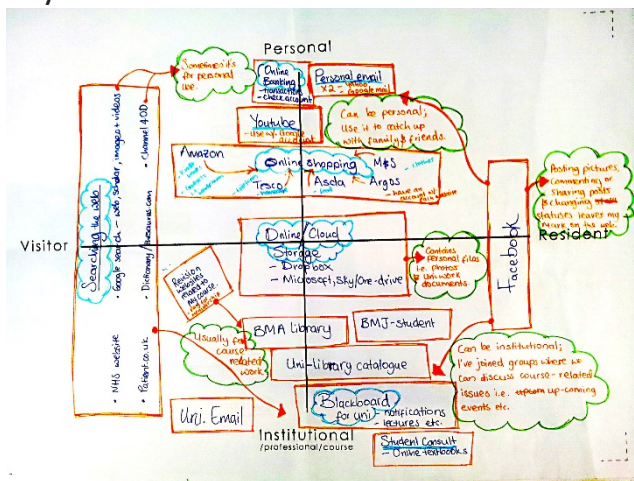
1. Choose a community resource from the list below. Go through all the steps we did in the first lesson.

<b>FOOD</b>	<b>EMPLOYMENT</b>	<b>HOUSING</b>
<ul style="list-style-type: none"> <li>•Salvation Army</li> <li>•Food Bank</li> <li>•Churches</li> <li>•Emergency Food</li> <li>•SNAP-Food Stamp Program</li> <li>•WIC</li> <li>•Meals on Wheels</li> </ul>	<ul style="list-style-type: none"> <li>•Job Corps</li> <li>•Employment &amp; Training</li> <li>•Library</li> <li>•Internships</li> <li>•EDD-CA.gov</li> <li>•Youth Employment &amp; Education</li> <li>•Workforce Alliance</li> </ul>	<ul style="list-style-type: none"> <li>•Community Housing</li> <li>•Emergency Shelter</li> <li>•Section 8 Housing</li> <li>•Season of Sharing</li> <li>•Interfaith Housing</li> <li>•Homesharing Program</li> </ul>
<b>CHILDCARE</b>	<b>EDUCATION</b>	<b>HEALTH</b>
<ul style="list-style-type: none"> <li>•Children's Network</li> <li>•Head Start</li> <li>•State Pre-School</li> <li>•Cal Works</li> <li>•California Community Colleges</li> </ul>	<ul style="list-style-type: none"> <li>•Adult Education &amp; Training</li> <li>•Library Literacy Center</li> <li>• Literacy</li> <li>•Community College</li> <li>•Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>•Community Clinic</li> <li>•Emergency Crisis</li> <li>•Park &amp; Recreation Areas</li> <li>•Counseling Services</li> <li>•Mental Health Services</li> </ul>

<b>&lt;Name of Organization&gt;</b>		
<b>Location</b>	<Street, City, Zip code> <Phone number> <Fax number> <website address>	<b>Mailing Address</b> (if different)
<b>Key Contact</b>	<Name>, < position> <phone number> <email address>	<b>Working Contact</b> (if different)  <Name>, < position> <phone number> <email address>
<b>Services Provided</b>	<Service> <Cost> <Payment options>	<b>Options for Financial Assistance</b> (if any)
<b>Hours of Operation</b>	<General hours> <Holiday hours>	<b>Emergency Hours</b> (if any)
<b>Process to Obtain Services</b>	<Forms or referral requirements> <Lead time>	<b>Other Requirements</b> (if any)
<b>Additional Information</b>	<Expectations re: data sharing, service follow up, reports, issue management, etc.>	

## 2. Create a community map

Learn about community resources by making a map (cartography). Maps are a great visual tool to see the relationship between where one lives and where resources are located in their neighborhood. To get a street map, go to [Google Maps](https://www.google.com/maps) or a similar app, enter your zip code, and take a screen shot. You can also draw a map on paper. Once you have a layout, fill in the map with places you and the learner can identify as important services in your community.



## GUIDEPOST IV: What worked, what didn't, what can you use?

### Reflect and Evaluate

Leave time at the end of the session to debrief. What lessons did the learner like and find useful? The evaluation is key because it guides the next lesson. What activities did the learner find helpful and what did they not? Was there any part of the lesson they found difficult that needs to be broken down into smaller steps or approached in a new way? Create the next week's session together.

### Portfolio

Portfolios are an effective way to show learner growth. Make copies of their language experience story and other work to show progress from week to week, month to month. A portfolio is an effective motivation tool for learners and tutors to see the progress they are making together.

## Record Milestones

As you and your learner work toward this goal, look for *Milestones* that reflect the important steps along the way. These might include:

- ***Initial Effort*** – You have discussed the services and resources that are most needed by your learner. Your learner understands the reading and writing skills needed to achieve this goal.
- ***Making Progress*** – Your learner has begun to search for agencies that provide the needed assistance. Important vocabulary is being learned and a list of organizations has been created with notes on contact information and services provided.
- ***Accomplished*** – For this goal to be accomplished, your learner will have selected the organization best suited to provide assistance, collected contact their information, and independently contacted that office to ask for help.

## Roles & Goals Form

Keep the Roles & Goals form handy. Use this as a tool to track learner progress and to document unintended goals the learner may achieve in your time together.