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# Hosting a Homeschool Happening: Outreach with Optimism

Making new connections with the  
**DLG x GALILEO x Georgia homeschool community**

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# Some homeschooling stats and trends

Nationally, there were an estimated **3.135 million** homeschool students (i.e., school-age, ages 5 to under 18, K-12) in the United States during the 2021-2022 school year.

For context, this was **more than in Catholic schools** (1.688 million; National Catholic Educational Association (2022) and **probably slightly fewer than in government public charter schools** (Houston, Peterson, & West, 2022).

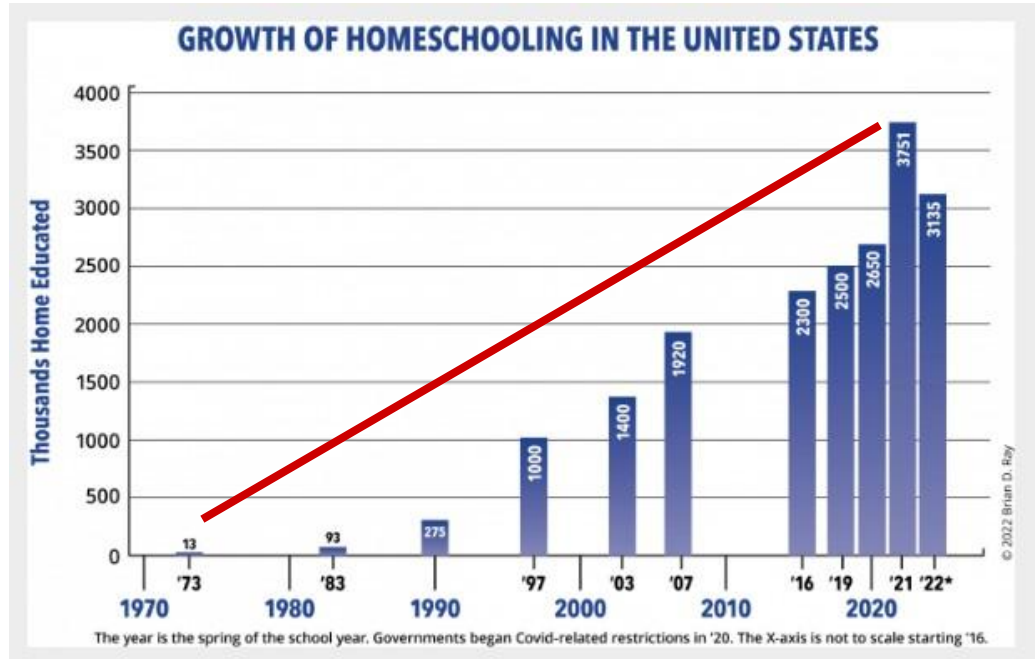
Nationally, homeschooling has grown from nearly extinct in the United States in the 1970s to over 2.5 million school-age students in 2023.

**In Georgia, 4.83 percent of all K-12 students (91, 296) are home-schooled.**



**13,000 (1973) >  
3,751,000 (2021)**

**National trend  
of growth of  
homeschooling  
in the USA**




<https://www.nheri.org/how-many-homeschool-students-are-there-in-the-united-states-during-the-2021-2022-school-year/>

# Most prominent “wings” of the homeschooling movement in 2023

<b>Secular homeschool community</b>	<b>Christian homeschool community</b>
progressive unschoolers	conservative curricula and community
includes non-religious families	fundamental education
Partnership parenting (prioritizes autonomy over obedience)	Ownership parenting (prioritizes obedience over autonomy)





# Selected shorts from our class and survey from February 2023 with the (secular) Firefly Homeschool Community



**Digital Library of Georgia**  
Sharing Georgia's History & Culture Online



Digital Library of Georgia **GALILEO**

## DLG-GALILEO RESOURCES FOR HOMESCHOOLERS

**HYBRID class!**  
FRIDAY, FEBRUARY 17TH, 2023  
10-11 AM

Learn more about the GALILEO and Digital Library of Georgia (DLG) resources that are available for FREE for Georgia homeschool students and teachers.

**Virtual via Zoom**  
<https://zoom.us/j/92998948659>  
Meeting ID: 929 9894 8659  
Passcode: 475654

**In-Person**  
UGA Main Library,  
320 South Jackson St.  
Athens, GA 30602  
Classroom Lab A

<https://galileo.usg.edu>  
<https://dlg.galileo.usg.edu>



Before class,  
complete survey  
at  
[bit.ly/dlg-galileo-homeschool](https://bit.ly/dlg-galileo-homeschool)

Georgia's Virtual Library  
**GALILEO**  
An Initiative of the University System of Georgia

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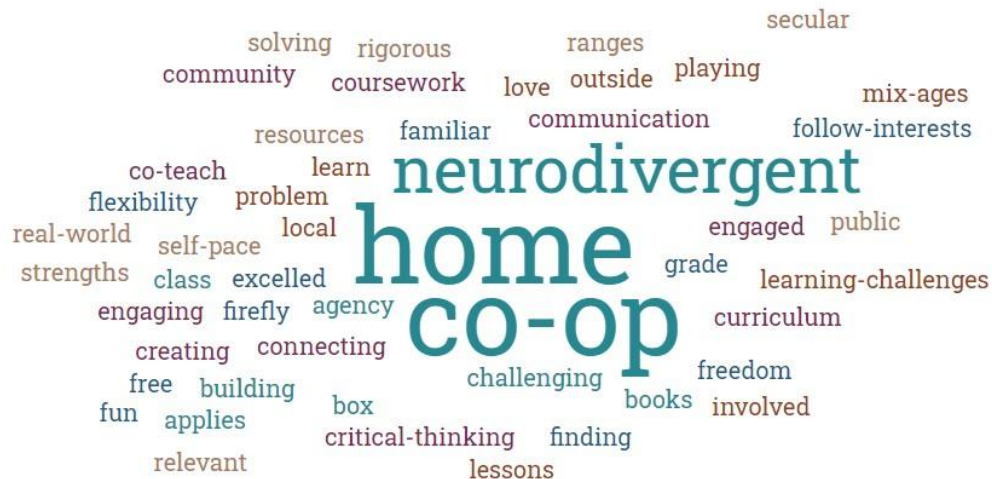
# About the Firefly Homeschool Community



Firefly Homeschool Community (FHC) is a non-profit, secular learning community for homeschoolers, located in Athens, GA. Formed and co-directed by a group of longtime homeschooling families, FHC offers weekly parent-taught enrichment and educational classes in a variety of subjects, community service projects, and social gatherings. FHC is committed to creating an inclusive and nurturing homeschool community for every student and family. We welcome and affirm people of every nation of origin, race, ethnicity, immigration status, religious affiliation (all faith/non-faith belief systems), disability status, and LGBTQIA+ identity.

<https://www.fireflyhomeschoolcommunity.org/>

# First step: word cloud, with most popular words in responses from our survey



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# Quick takeaways from our event survey

- Homeschooling supports **neurodivergent** kids (and parents!)
- Homeschooling provides **flexibility** when travel is part of a parent's career.
- Instructors find that it is **difficult to determine if paid or free services/resources offer the best quality/value?**
- (Students respond well to **hands-on/active learning**.)
- Instructors are looking for resources that are **rigorous, secular, and authoritative**.
- Books are sought first, then primary sources, then articles (this may depend on grade level).
- Instructors are looking for **fun and engaging content**.
- Content must be **responsive** to our child's/children's needs.
- **Most families were not aware of GALILEO and DLG resources.**





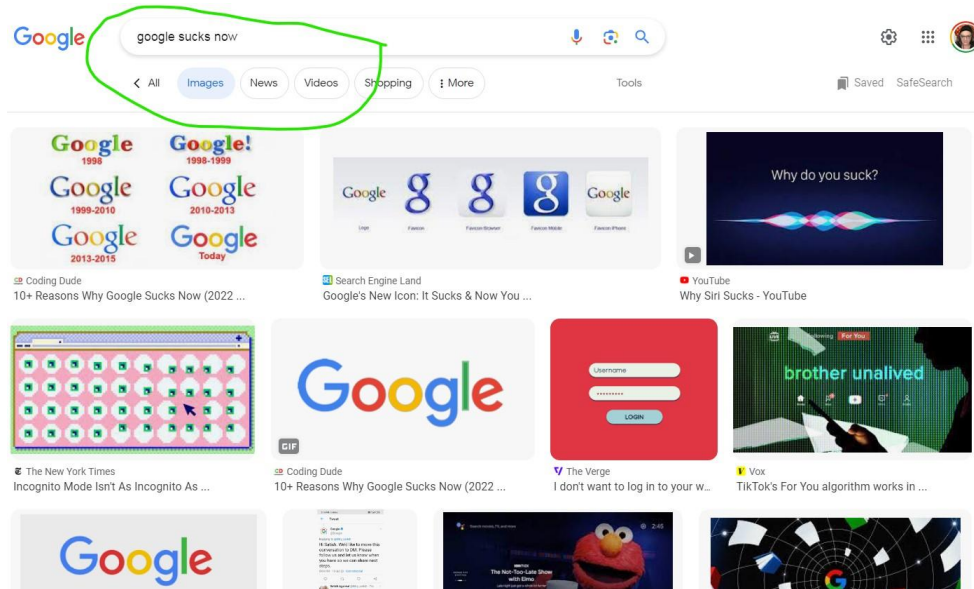
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# Shouts out and sidebar: Neurodivergence

- Neurodivergence is what is known as an “invisible disability.”
- People with neurodivergence can take advantage of their most productive times and work when they are the most effective. Flexible time is important.
- Zotero bibliography with tools and tips from ADHD/ADHD-aware blogs and bloggers, journals, podcasts, and ADHD social media creators available here:
- [https://www.zotero.org/groups/4705290/neurodiverse\\_librarians/library](https://www.zotero.org/groups/4705290/neurodiverse_librarians/library)



# Better Search Options for Instructional Content (why GALILEO > Google)





# What is the most challenging thing about building a homeschool curriculum?

Finding the right resources can be very tough, and knowing which resources are worth paying for and which ones are free is a challenge as well. Connecting with other homeschoolers in the community has helped in curriculum selection a lot.



**because this is intentional and baked into a Google search.**



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## Marketing tip and explanation to homeschool families:

Google searches are based on advertising keywords, and will **always** skew to who pays the most to put those words in front of you.

They're also more than likely to drive you to a place where you **have to buy something.**



# Google adwords for homeschooling

(aggressively monetized)

homeschooling	home teaching	homeschool organizations
unschooling	homeschool ideas	homeschool worksheets
homeschool curriculum	online homeschool	homeschool activities
homeschool supplies	homeschooling options	homeschool mom (sorry it's gendered)
K12 homeschool	homeschool coop	homeschool websites
homeschool planner	homeschool teachers	homeschool blog

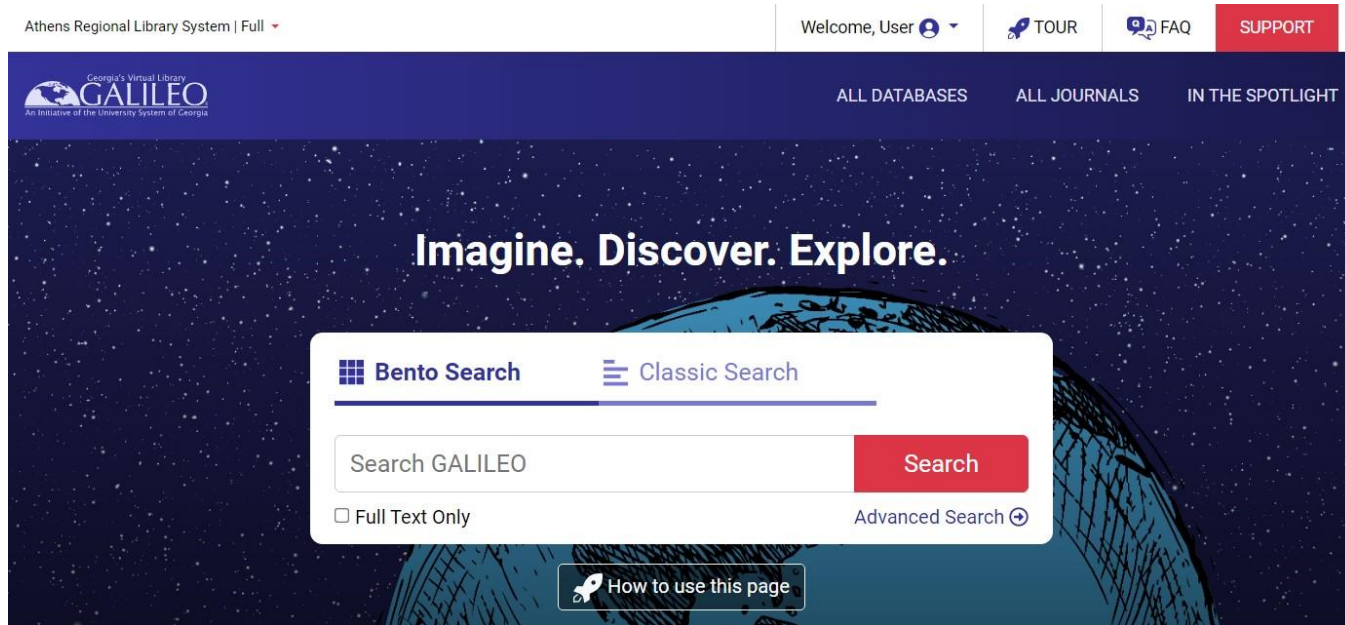


# Top auto-populating results from GALILEO advanced search for "homeschool"


homeschooling	homeschooling benefits	homeschooling vs traditional schooling
homeschool	homeschooling disadvantages	homeschooling and socialization
homeschooling vs. public schooling	homeschooling advantages	homeschooling in the united states
homeschooling and social development	homeschooling or homeschool or home education	





# We showed participants the GALILEO Bento Search



Athens Regional Library System | Full ▾

Welcome, User  ▾

 TOUR

 FAQ

**SUPPORT**



Georgia's Virtual Library  
**GALILEO**  
An Initiative of the University System of Georgia

ALL DATABASES


ALL JOURNALS


IN THE SPOTLIGHT

## Imagine. Discover. Explore.

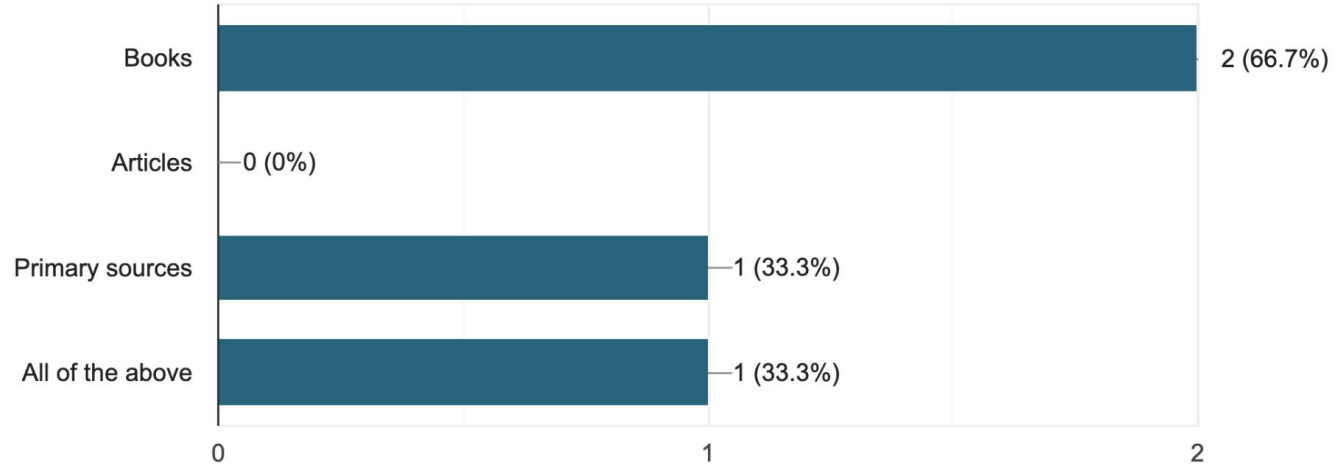
 **Bento Search**  Classic Search

Search GALILEO **Search**

Full Text Only [Advanced Search](#) 

 [How to use this page](#)

# From our survey: What kinds of resources are homeschool families usually looking for?





# Which of the following have homeschool parents used to find primary sources?

<a href="#"><u>Library of Congress</u></a>	<a href="#"><u>Smithsonian Institution</u></a>
<a href="#"><u>National Archives Research</u></a>	<a href="#"><u>New York Public Library Research</u></a>
<a href="#"><u>Digital Public Library of America</u></a>	<a href="#"><u>PBS</u></a>
<a href="#"><u>GALILEO</u></a> (1 parent)	<a href="#"><u>Internet Archive</u></a>
<a href="#"><u>Digital Library of Georgia</u></a> (1 parent)	<a href="#"><u>Roy Rosenzweig Center for History &amp; New Media</u></a>
<a href="#"><u>Georgia Historic Newspapers</u></a> (1 parent)	<a href="#"><u>Gilder Lehrman Institute of American History</u></a>



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# Where did homeschool parents learn about new educational resources?

Facebook interest groups	Twitter	<a href="#"><u>GaDOE Community</u></a>
Listservs	Pinterest	
School media specialists	Colleagues or peers	
<a href="#"><u>GaDOE Social Studies</u></a> <a href="#"><u>EdWeb community</u></a>	Personal internet searches	









# How do homeschool parents use primary sources in the classroom?

As classroom openers	As writing prompts
As unit openers	For participating in National History Day
For class discussions	To illustrate current events
For document-based questions	For independent research
To accompany gallery visits	For unit reviews



# A quick “Valentines Day” search in DLG

 <p>Georgia, 2018 February</p> <p>Creator: Georgia Electric Membership Corporation</p> <p>Date of Original: 2018-02</p> <p>Collection: Georgia EMC Collection</p> <p>Holding Institution: Georgia Electric Membership Corporation</p>	 <p>The Inkwell</p> <p>Creator: Armstrong Atlantic State University</p> <p>Date of Original: 2017-02-09</p> <p>Collection: The Inkwell (Armstrong's student newspaper)</p> <p>Holding Institution: Lane Library (Georgia Southern University, Armstrong Campus)</p>	 <p>Georgia's Pre-K Program teacher newsletter, Vol. 2, Issue 6 (Feb. 2006)</p> <p>Creator: Bright From the Start (Organization : Georgia)</p> <p>Date of Original: 2006/02</p> <p>Collection: Georgia Government Publications</p> <p>Holding Institution: University of Georgia, Map and Government Information Library</p>
 <p>Georgia's Pre-K Program teacher newsletter, Vol. 1, Issue 6 (Feb. 2005)</p> <p>Creator:</p>	 <p>The Pine Branch, February 1922</p> <p>Creator:</p>	 <p>First Friday briefing [Feb. 6, 2004]</p> <p>Creator:</p>



# A quick “Valentines Day” search in GHN

## Search Results

You searched for:

- These words within 5 words of each other: **valentines** **day**

« 1 2 3 ... 973 974 975 »

11700 Pages Found. Displaying 1 - 12

Sort Results By

Relevance

The Red and Black  
February 14, 2002, image 4



The Red and Black  
February 12, 1993, image 6



Clark Atlanta University  
Panther.  
February 14, 1994, image 12



The Red and Black  
February 13, 1987, image 4



The Forsyth County news.  
February 12, 1992. Page PAGE 6A.  
Image 6



The Spotlight.  
February 05, 1994, image 5



The Red and Black  
February 14, 1985, image 4



The Red and Black  
February 13, 2004, image 8



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# A few more quick introductions to...

## Reusable materials (copyright-free)

Content in the public domain or otherwise unencumbered by rights [is always available here.](#)

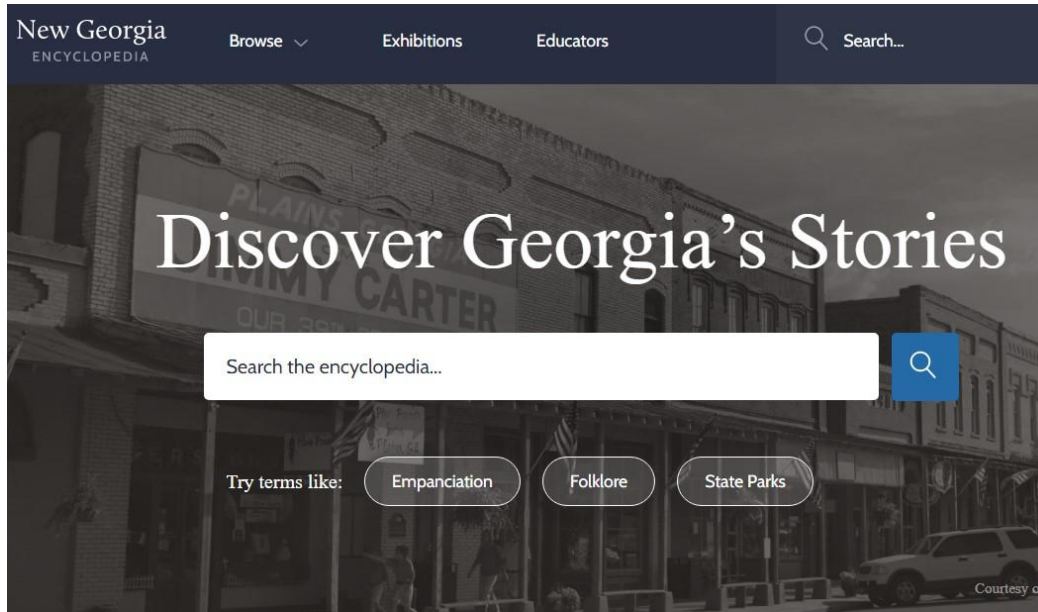
## Using DLG materials (citing materials)

Instructions on proper educational/scholarly use of materials for research [are available here.](#)



# New Georgia Encyclopedia

<https://www.georgiaencyclopedia.org/>



- Drills down to Georgia-specific topics and figures.
- Articles written by scholars/subject specialists.
- Authoritative and reliable.



# Georgia Exhibits

<https://georgia-exhibits.galileo.usg.edu/>

**Georgia Exhibits**

Contact Us

## Stories of Life in Georgia

A Project of the Digital Library of Georgia and the New Georgia Encyclopedia

- Partnership between NGE and DLG
- Use materials drawn from 25 Georgia libraries, archival institutions, and museums, whose collections are available through the DLG.
- Shed new light on understudied corners of the state's history



"Covers Dixie Like the Dew"



On Stage and Off



The New South and the New Slavery





# DLG educator resources (Grades 2, 3, 4, 5, and 8)

<https://sites.google.com/view/dlg-educator-resources>



## ABOUT DLG EDUCATOR RESOURCES

Our Educator Resource social studies support modules are based on the [Social Studies Georgia Standards of Excellence \(GSE\) teaching units](#) developed by the [Georgia Department of Education](#).

These resources provide high-quality, standards-aligned materials related to Georgia history and culture that help teachers meet the varying academic interests and needs of their students.



Georgia from [Bassett's collection of Georgia's history](#), 1728. Project 10-473.

### SS8 H2 ANALYZE THE COLONIAL PERIOD OF GEORGIA'S HISTORY

1. Explain the importance of the Charter of 1732, including the reasons for settlement (geography, economics, and defense).
2. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah as "Georgia's birth."
3. Evaluate the role of diverse groups (Irish, Scotch-Irish, and Welshmen) in settling Georgia during the Trustee Period.
4. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
5. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

#### Suggested Collections

- [Colonial Settlements](#) (Georgia Archives)
- [Colonial Settlements](#) (Georgia Archives)
- [Colonial Newspapers \(ca. 1770\) in Georgia History's Selected Sites](#) (Digital Library of Georgia)
- [Colonial Sites and Structures](#) (Georgia Archives)
- [Colonial Site Study](#) (Georgia Archives)
- [Colonial Sites](#) (Georgia Archives)
- [South Road Collection](#) (Hargrett Library)



# Standards-based and authoritative

- Support modules that provide high-quality, standards-aligned materials related to Georgia history and culture
- Help teachers meet the varying academic interests and needs of their students.
- Based on the [Social Studies Georgia Standards of Excellence \(GSE\) teaching units](#) developed by the [Georgia Department of Education](#).



## Include topical coverage from:

- Suggested DLG collections (Georgia)
- Suggested DLG searches (Georgia)
- Georgia Historical Society resources (Georgia)
- Suggested DPLA searches (national)
- Suggested DPLA primary resource sets and exhibits (national)
- Georgia historic newspapers (Georgia)
- Chronicling America newspapers (national)
- NGE articles (Georgia)
- GPB/PBS resources (national)
- Posters designed for each GSE module

# DLG Educator Resource posters

**THE PROGRESSIVE FARMER AND SOUTHERN FARM GAZETTE**  
 A Farm and Home Weekly for the States of Mississippi, Alabama, Louisiana, Georgia and Tennessee  
 PUBLISHED BY THE BOARD OF AGRICULTURE  
 MONDAY, SEPTEMBER 24, 1910. PRICE: 10 CENTS

**Do You Believe That Good Roads Pay?**

It is a well-known fact that the most important factor in the development of a country is its roads. Good roads are the lifeblood of a nation, and they are the key to its economic progress. In the United States, the government has a duty to provide good roads for its citizens. This is not only for the benefit of the individual citizen, but for the benefit of the entire nation. Good roads are essential for the transportation of goods and people, and they are the foundation of a strong and prosperous economy. The government should invest in the construction and maintenance of good roads, and it should encourage the private industry to do the same. Only by providing good roads can we ensure the future of our country.

**Georgia 3rd Grade Social Studies Standards of Excellence (SS1) 5332**  
 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, postal services, and military) and pay for these through taxes.

This poster series has been made possible in part by the National Endowment for the Humanities. Democracy demands wisdom.

**CHRONICLING AMERICA**  
 Historic American Newspapers  
<https://chroniclingamerica.loc.gov/>

**Digital Library of Georgia**  
 Sharing Georgia's History & Culture Online

**T. W. Mason - March**  
 1718-1800, W. M. Low Photographs Collection  
 Courtesy of the University of Georgia Libraries  
<https://www.libraryofgeorgia.org/collections/low-photos>  
 Contact the Curator for more information: 706-542-1234  
 Copyright © 2010 by the University of Georgia Libraries

**Digital Library of Georgia**  
 Sharing Georgia's History & Culture Online

**SAVANNAH**  
 Managing Archives

<https://dlg.usg.edu>

**1791**

For Testimony Evidence

**J. M. Mason**

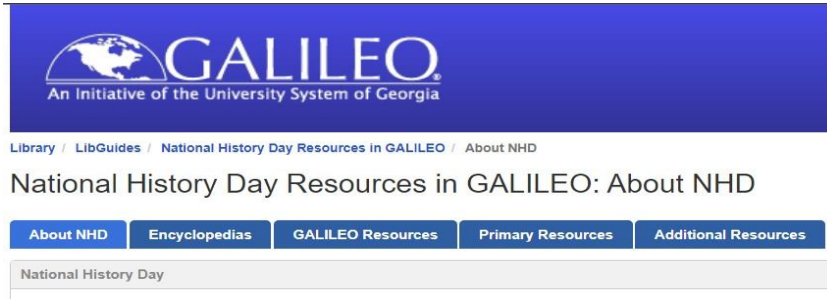
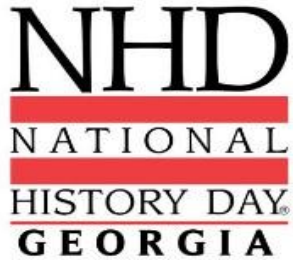
**Houston County Public Library System**  
<https://dlg.usg.edu>

**Digital Library of Georgia**  
 Sharing Georgia's History & Culture Online

# For more advanced history students

Junior Division (grades 6–8)

Senior Division (grades 9–12)



National History Day students study the past in an active and dynamic way, developing skills that apply to all facets of their lives. They learn the value of deep and critical reading. Students analyze evidence, interpret data, draw conclusions and communicate them via written and oral means. It is a true learning experience: students learn, students experience, students grow and students achieve in ways even they thought unimaginable.

<https://libguides.galileo.usg.edu/NHD>

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# Resources

Averett, K. H., & Lacy, G. (2023). Ownership Versus Partnership Parenting: Parenting Styles Within the Homeschooling Movement. *Journal of Family Issues*, 44(4), 930–953. Retrieved June 12, 2023, from <https://doi.org/10.1177/0192513X211055125>

Kalim, J. (2016, March 30). Homeschooling Without God. *The Atlantic*. Retrieved June 12, 2023, from <https://www.theatlantic.com/education/archive/2016/03/homeschooling-without-god/475953/>

Ray, B. D., Ph.D. (2023, March 11). Research Facts on Homeschooling, Homeschool Fast Facts. nheri.org. Retrieved June 12, 2023, from <https://www.nheri.org/research-facts-on-homeschooling/>



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# Thank you!



## Mandy Mastrovita, MLIS, MFA, CDMP, PCM

(she/her/hers)

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[mandy.mastrovita@gmail.com](mailto:mandy.mastrovita@gmail.com)

Schedule a meeting with me [here](#)

Join our listserv [here](#)

Like us on [Facebook](#)

Follow us on Twitter: [@DigLibGA](#)

We're on [Instagram](#) too!

Read our latest news on our [blog](#)

<https://linktr.ee/diglibga>



**Digital Library of Georgia**  
Sharing Georgia's History & Culture Online



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# Rachel starts here!



Photo: [Neko Cafe Time](#)





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# The Inside Scoop: Athens-area Co-ops

Research is easier from the inside!

Identify co-ops to better target promotion and marketing

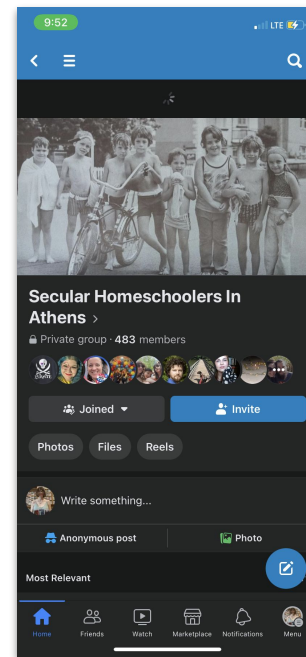
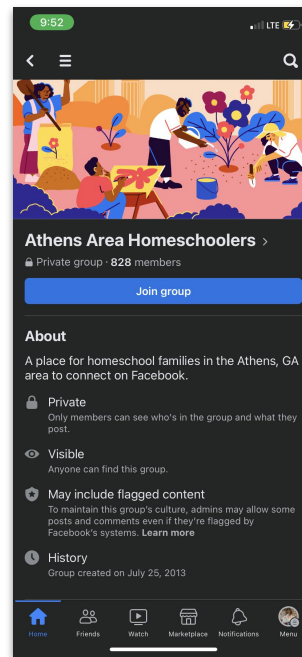
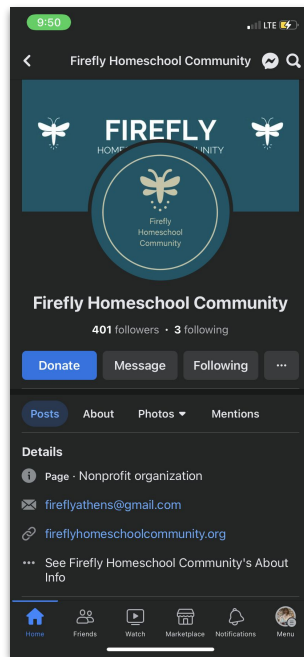
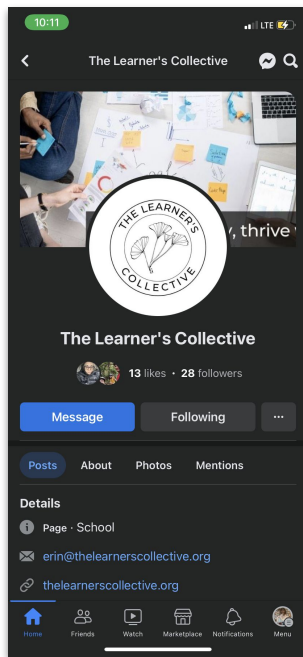
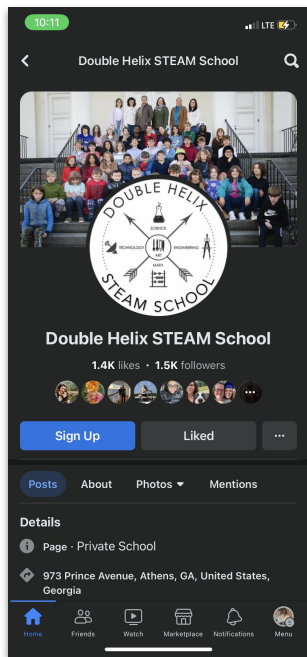
Athens area:

- Double Helix STEAM school
- Firefly homeschool
- Compass
- North GA group
- Learning Commons
- Positively Playful



# What Does This Look Like?

Mix of public pages and private groups with email lists too... over 1K locally!



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# The Inside Scoop: Georgia Statewide Groups

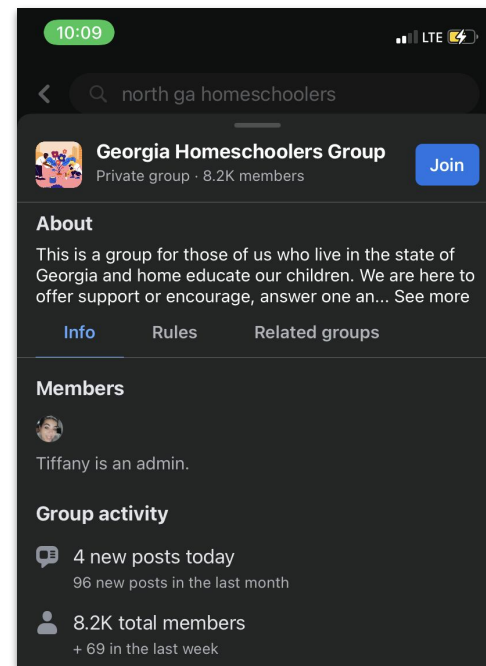
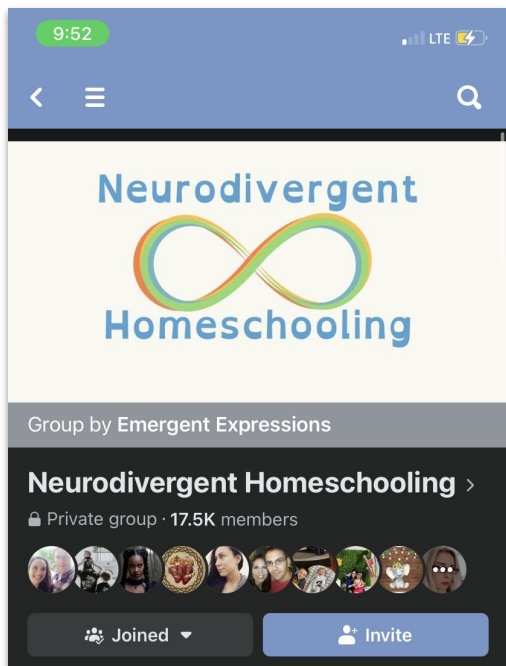
Identify Facebook groups where folks from multiple communities are engaged - these are closed groups so you must be an “insider” to engage and make posts, etc.

- ND [neurodivergent] Homeschoolers (national group, but good for research)
- Quirky Kids of Athens (lots of homeschoolers from multiple groups)
- Athens Secular Homeschoolers
- Tons more...
- **In state of Georgia alone upwards of 20K between the different groups and members!**



# What Does This Look Like?

Mostly private groups based on larger community areas - over 20K in the state of Georgia!



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# The Inside Scoop: Takeaways

## Why being an insider is SO important:

- You can gauge (like a focus group!) the needs of the communities
- Parents can definitely use the resources AND some basic info lit assistance to better know how to search for things and find the best materials
- Students can also use skills and benefit from outside instruction
- Events like **National History Day** can be incorporated into co-op style classes to have larger impact on the families/students
- Knowing individual community/family locations and sense of schedules helps to better plan future events to meet users where they are!
- We are building shared Zotero libraries with resources for these niche groups



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# Successful Outreach & Promotion

- A multi-faceted approach can best meet the widest range of user needs.
- Meeting families where they are schedule-wise accommodates differences in location, work, time, a technology aptitude.
- It also helps better accommodate users who self-identify largely as neurodivergent and might benefit from a variety of learning styles.

## Outreach:

Zoom events  
In-person events  
Hybrid Zoom/in-person events  
Asynchronous events  
Facebook groups  
Direct email  
Facebook events  
Community Zotero libraries

## Promotion:

Facebook groups  
Direct email  
Facebook events  
State homeschool associations

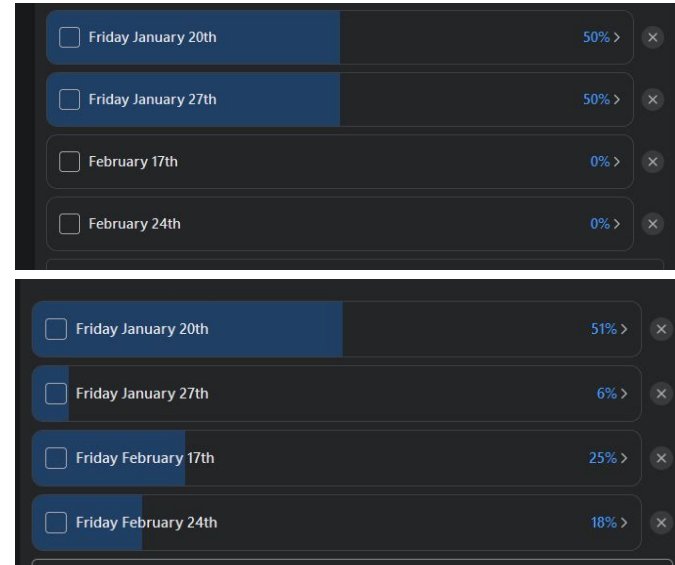


# Assessment of Our First Event

Reviewing the information on our previous slide, the following were considered:

- Tech divide and issues from off-campus = **6 families!**
- Difficulties navigating to in-person = **2 families!**
- # of Users planned to (RSVP) but did not = **10 families!**
- Personal feedback from users who said they reviewed recordings asynchronously = **7 families!**

**TOTAL REACHED: 17 families!**  
**(15 students, 17 parents)**



*Polling results from 2 Athens FB groups*



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# Our Plans for the Next Meetup

Reviewing the information on our previous slide, the following were considered:

- Tech divide and issues from off-campus
- Difficulties navigating to in-person on-campus location
- # of Users who planned or attempted to attend
- Personal feedback from users who reviewed recordings asynchronously

More effective to "go and meet people directly"

We should select a meeting place and go to meet people.

Capitalize on the times of week during the school year when there is a classroom situation, where people will be planning on attending.

Natural fit for a "guest speaker"

Captive audience

We decided this, and will revisit in the late fall with this sort of arrangement.





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# Thank you!



## Rachel Evans, MLIS

(she/her/hers)

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<https://www.law.uga.edu/profile/rachel-s-evans>



**Alexander Campbell King  
Law Library**

*School of Law*

**UNIVERSITY OF GEORGIA**



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# Links to our presentation(s)

**Link to this slide deck**

<https://tinyurl.com/k-12-homeschool>

**Link to our original February 17 webinar is here:**

<https://bit.ly/dlg-galileo-homeschool-web>

**Link to our February 17 slide deck:**

<https://bit.ly/dlg-galileo-homeschool-slides>

