Libraries Engaging Diverse Populations: Beyond the Multicultural Potluck

Are you looking for practical ways to engage diverse populations in meaningful ways? Join a panel discussion exploring inequities in our libraries, the changing demographics in the U.S. and Washington, and the importance of culturally diverse programs. Learn how libraries can be adaptable and open to change. The session will also cover helpful strategies, tools and tips to start the conversation in your sphere of influence. This is an interactive presentation, including small group work and idea sharing.

Speakers
Gerie Ventura, Circulation Operations Lead, Highline College Library
Ayan Adem, Interim Program Manager, Community Engagement Services, Seattle Public Library
Jo Anderson Cavinta, Diversity Coordinator, Public Services, King County Library System

Links

Community Leader Interview Guide (Yolanda Cuesta)
http://www.yolandacuesta.com/resources/commldrintrvwguide.pdf

Diversity Standards: Cultural Competency for Academic Libraries (ACRL)
http://www.ala.org/acrl/standards/diversity

Equality and Equity of Access: What's the Difference? (ACRL)
http://www.ala.org/offices/oif/iftoolkits/toolkitrelatedlinks/equalityequity

Moving towards an equitable future (video)
http://2035.seattle.gov/video-manuel-pastor-moving-towards-an-equitable-future/

Opportunity mapping
http://kirwaninstitute.osu.edu/reports/2010/04_2010_KingCountyWAOpportunityMapping.pdf

Public libraries and Hispanics (Pew Research Center)
http://www.pewhispanic.org/files/2015/03/2015-03-17_hispanics-libraries_FINAL.pdf

Seattle Housing Authority statistics
http://www.seattlehousing.org/about/overview/

Seattle Office of Immigrant and Refugee Affairs
http://www.seattle.gov/office-of-immigrant-and-refugee-affairs/2010-census

U.S. Census Bureau Projections
https://www.census.gov/newsroom/releases/archives/population/cb12-243.html

Finding Race & Ethnicity Census Data on American FactFinder

Click "Data"

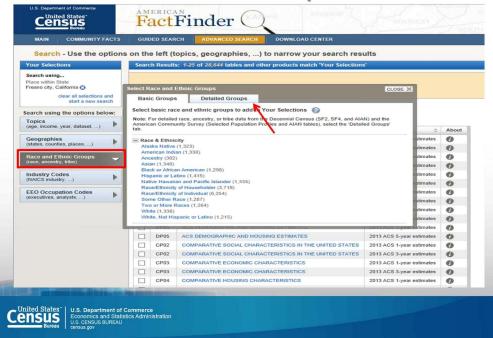Scroll over "Data Tools and Apps"

Click "American FactFinder"

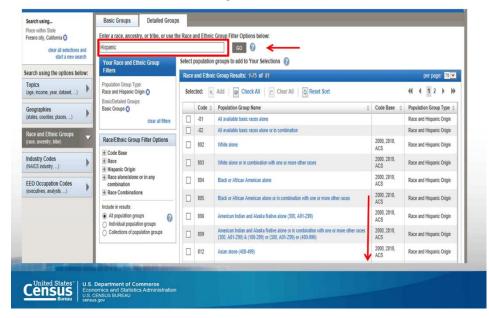

Click "Advanced Search"

Enter a Geography: Fresno City

Enter your state, county or place

Click "Go"

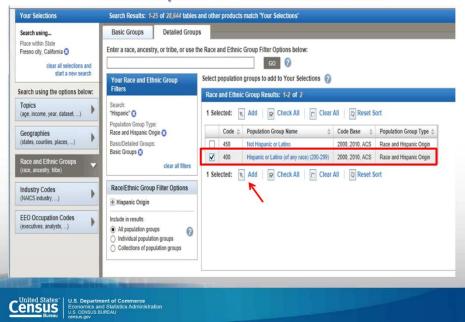# Open Race and Ethnic Groups
Click Detailed Groups

You can scroll down for Hispanic
Or Enter Hispanic and click GO

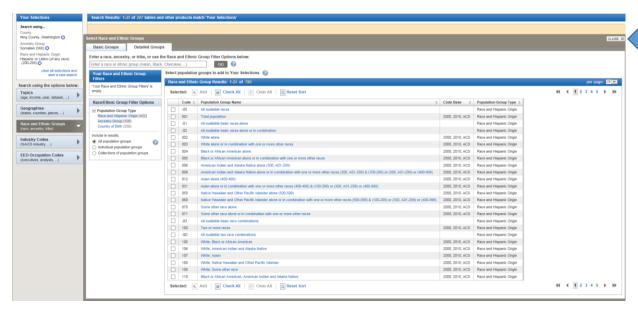Enter a race, ancestry, or tribe, or use the Race and Ethnic Group Filter Options, example: "Hispanic"

Check Hispanic or Latino and click Add

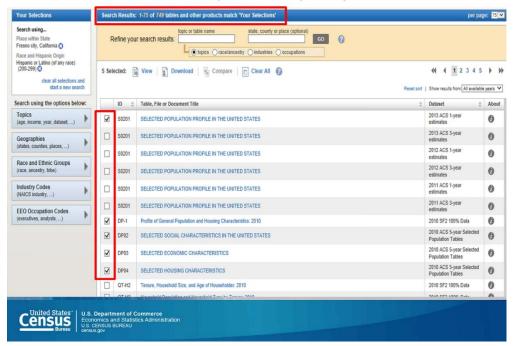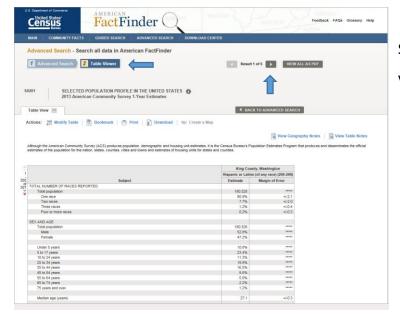You can add more than one group for a side by side comparison

Close the "Select Race and Ethnic Groups" page

749 Tables Available
Check S0201, DP-1. DP02, DP03, DP04

Check the boxes
and select
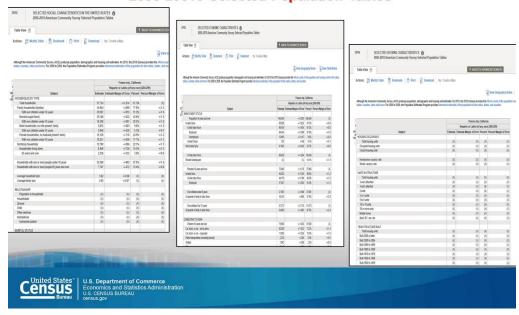"View"

Select "Table Viewer"

View your results

DP2 Selected Social Characteristic
DP3 Economic Characteristics
DP4 Selected Housing Characteristics – Hispanic or Latino
2006-20010 Selected Population Tables

SUCCESS CHECKLIST FOR REVIEWING LIBRARY SERVICES

Walk through your library as a community member and consider these elements with fresh eyes

    A. **Planning:** *Services to culturally diverse communities are integral parts of all library planning efforts. The library's mission, goals, and objectives specifically address services to culturally diverse communities.*

Find the library's mission or cultural diversity statement on the library web site or on a sign within the library.

Based on the library mission or cultural diversity statement, rate the library on these items.

1. _____ Library director and library board are involved and committed to serving all segments of the community.
2. _____ Services to all segments of the community are included in the library's long range/strategic plan.
3. _____ Library management and staff understand why serving all segments of the community is important.

Rate the **library's level of success** in providing each item listed: **L for low, M for medium, or H for high**.

> **B. *Facilitating Access/Signage and Welcoming Environment: Access to library services by culturally diverse communities includes delivery systems and bibliographic processes that reflect cultural and linguistic differences.***

1. _____ Language-appropriate signage on the exterior of the building is easily visible and welcomes people to the library at or near the front door.

2. _____ Culturally sensitive posters, art, and displays help create a welcoming environment.

3. _____ Language-appropriate signage is at the collection site, as is signage directing library users to the collection.

4. _____ Counter signage or nametags are used when bilingual staff is available (e.g. "Se Habla Español").

5. _____ Bilingual library forms, cards and brochures are available and prominently displayed.

6. _____ Library is open at hours convenient to all segments of the community.

7. _____ Are parking areas, pathways, and entrances to the building wheelchair-accessible?

8. _____ Are doorway openings at least 32 inches wide and doorway thresholds no higher than one half inch?

9. _____ Are aisles kept wide and clear for wheelchair users? Are book shelves wheelchair-accessible with a minimum of 3 feet between shelves? Are top shelves within easy reach?

10. _____Have protruding objects been removed or minimized for the safety of users who are visually impaired?

11. _____ Are ramps and/or elevators provided as alternatives to stairs? Do elevators have both auditory and visual signals for floors? Are elevator controls marked in large print and Braille or raised notation?   Can people seated in wheelchairs easily reach all elevator controls?

12. _____ Are wheelchair-accessible restrooms with well marked signs available in or near the library?

13. _____ Are service desks and facilities such as book returns wheelchair accessible?

14. _____ Are there ample high-contrast, large print directional signs throughout the library?

15. _____ Are shelf call number labels provided in large print and Braille formats? Are call numbers on book spines printed in large type? Is equipment marked with large print and Braille labels?

16. _____ Are telecommunication devices for the deaf (TDD/TTY) available?

Rate the **library's level of success** in providing each item listed: **L for low, M for medium, or H for high**.

17. _____ Are library study rooms available for patrons with disabilities who need to bring personal equipment or who need the assistance of a reader?

18. _____ Are hearing protectors, private study rooms, or study carrels available for users who are distracted by noise and movement around them?

19. _____ADA station equipped with a screen reader (JAWS screen reader or other software) for sight impaired? And ergonomic adjustable table and chair?

20. _____ The library Website includes language- and culturally appropriate features.

    B. **Collection: *The library's collection provides materials in all formats and reflects the needs, language, and cultural preferences of culturally diverse communities.***

1. _____ The collection is in an easily visible and accessible area of the library with seating available to encourage use of materials in the library.

2. _____ Look for the collection development policy on the library web site. Does it include a statement about materials for diverse communities?

3. _____ Alternative methods for accessing the collection are available (subject headings, bilingual materials catalog, bibliographies, book lists, and Website are bilingual).

4. _____ Library has schedule/process in place for ongoing community input to collection development.

5. _____ Collection displays and materials are in areas where people gather.

6. _____Alternate format materials are available for the sight and hearing impaired.

7. _____Collection provides language learning materials for English as a Second Language patrons and materials in other languages as appropriate.

Rate the **library's level of success** in providing each item listed: **L for low, M for medium, or H for high**.

C.   Programs/Services Offered: Services to culturally diverse communities include a wide variety of programs to meet specific needs and interests of the communities.

1. _____ Programs/activities are offered in the library (e.g. bilingual programs/assistance, use of meeting room space by ethnic and other diverse community groups).

2. _____ Library programs/activities are offered in the community (e.g. library booth at ethnic community events, visits to schools, speaking to ethnic community groups).

3. _____ Bilingual staff is available.

4. _____ Staff is culturally responsive (e.g. eye contact, smiles, level of communications).

5. _____ Library participates in community fairs, celebrations and civic forums.

6. _____ Library delivers services in the community at community centers that serve diverse populations (e.g. migrant camps, senior centers, etc.).

7. _____ Library coordinates/collaborates on library services/programs with other agencies working in the diverse communities.

8. _____ Library programs encourage/facilitate participation by members of diverse populations.

9. _____ Library has schedule/process in place for ongoing community input.

Seattle Public Schools Student Enrollment Data

Seattle Public Schools

2014-15 FAST FACTS & FIGURES

2014-15 At-A-Glance

- TOTAL ENROLLMENT (OCT. 2014): 51,988
- SCHOOLS: 97
- 128 LANGUAGES/ DIALECTS
- GRADUATION RATE (2012-13): 73%
- TEACHERS: 3,122
- BUDGET: $689.4M

STUDENT ENROLLMENT (OCTOBER 2014)

By Grade Level

Elementary (K-5)...................27,526...... 52.9%

Middle (6-8)...........................10,676... 20.5%

High (9-12)............................13,786...... 26.5%

Total................................51,988

Bilingual Services (Eligible)..........6,500/12%

Special Education (Enrolled).......7,117/13.7%

Preschool 1,253

STUDENT ETHNICITY

- American Indian 0.7%
- Asian 15.9%
- White 45.6%
- Black/African American 16.4%
- Hispanic/Latino 12.5%
- Pacific Islander 0.5%
- Multiracial 8.4%

STUDENT DEMOGRAPHICS

Male Students....................26,667........51.3%

Female Students................25,321.........48.7%

Free/Reduced Price Meal Eligible......37.8%

Non-English Speaking Background 25.9%

Countries of Origin......................................145

Top 5 Languages:

1. Spanish
2. Somali
3. Vietnamese
4. Cantonese
5. Tagalog

SCHOOLS

By Grade Level

Elementary.. 60

K-8 10

Middle.. 10

High 12

Service... 5

Total...97

By Type

Attendance Area 78

Option Schools... 15

Service Schools 5

SOURCES:
Seattle Public Schools. *Seattle Public Schools Adopted Budget 2014-15. October 1 Enrollment Report, 2014.*
Office of the Superintendent for Public Education, *Graduation and Dropout report 2012-13.*

BUDGET (GENERAL FUND)

FY14-15 ....$689.4 million

STAFF (GENERAL FUND)

Total (FTE) 6,231

Teachers 3,122

Photo © Susie Fitzhugh

Contact

CUSTOMER SERVICE
(206) 252-0010

ENROLLMENT
(206) 252-0760

HUMAN RESOURCES
(206) 252-0377

OFFICE OF PUBLIC AFFAIRS
(206) 252-0200

OMBUDSMAN:
(206) 252-0529

SAFETY & SECURITY
(206) 252-0707

SCHOOL BOARD:
(206) 252-0040

CURRICULUM & INSTRUCTION
(206) 252-0050

TRANSPORTATION
(206) 252-0900

Street Address:
Seattle Public Schools
John Stanford Center for Educational Excellence
2445 - 3rd Ave. S.
Seattle, WA 98134

Mailing Address:
Name/Department/Mailstop
Seattle Public Schools
PO Box 34165
Seattle, WA 98124-1165

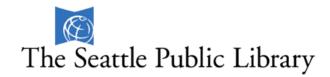www.seattleschools.org @seapubschools facebook.com/SeattlePublicSchools

Fast Facts are compiled annually in late fall/early winter. Check the "About Our District" web page at that time for an updated data sheet.

Seattle Housing Authority Resident Demographics

YESLER TERRACE DEMOGRAPHICS as of 3/16/2015

RACE

Property Name	Asian	Black	Native American	Pacific Islander	White	Total # of Households
Yesler Terrace	134	122	8	2	31	297

ETHNICITY

Property Name	Hispanic	Non-Hispanic	Total # of Households
Yesler Terrace	10	287	297

INCOME

Property Name	0-30% AMI	30-80% AMI	80% + AMI or Unknown Income	# of Households	Average Annual Gross Income
Yesler Terrace	246	50	1	297	$14,588

LANGUAGE

Language	# of Households
Amharic	12
Arabic	2
Bulgarian	1
Burmese	1
Cambodian	1
Cantonese	7
Creaole	1
English	70
Farsi	1
Khmer	5
Kiswahili	1
Korean	1
Mandarin	1
Oromo	18
Somali	31
Spanish	8
Taiwanese	1
Tigrinya	20
Toishanese	1
Vietnamese	113
Unknown	1
Total	**297**

City of Seattle Poverty Map
http://www.seattle.gov/parks/levy/ACS_map.pdf

Yesler Survey-Pre/Post Training Survey

Yesler Adult Computer Basics	12 Students					
Before Computer Class, I feel comfortable using....	**Not at all (0)**	**A little bit (1)**	**Slightly (2)**	**Somewhat (3)**	**Comfortable (4)**	**Very comfortable (5)**
The computer	4	2	3	2	1	0
Mousing	3	4	3	1	1	0
Typing/Keyboard	2	3	2	5	0	0
Internet	3	4	2	2	1	0
Email	3	5	2	1	1	0
Microsoft Word	6	3	2	1	0	0
The source	5	2	3	2	0	0
After Computer Class, I feel comfortable using....	**Not at all (0)**	**A little bit (1)**	**Slightly (2)**	**Somewhat (3)**	**Comfortable (4)**	**Very comfortable (5)**
The computer	0	0	0	3	5	4
Mousing	0	0	0	4	5	3
Typing	0	0	1	3	6	2
Internet	0	0	2	4	3	3
Email	0	0	2	3	4	3
Microsoft Word	0	1	1	4	5	1
The source	0	2	1	5	2	2

What were your favorite things about this class?	Email with family back home, feel comfort with teacher, learn and practice
How did this class change your understanding of computers?	Keyboard symbols, Internet searching/navigating, new world
What would you change about this class?	More time with the source, skype, English spelling, resume

The Seattle Public Library

Outreach Task Force Recommendations

November 2013

Project Team: Carrie Fox, Adult Librarian, Outreach Services; Sharon Griggins, Foundation; Kenesha Kenard, LAIV, NewHolly Branch; Bo Kinney, Adult Librarian, Special Collections; Rekha Kuver, Assistant Managing Librarian, Children's and Teen Services; Theresa Mayer, Outreach Services Manager and Facilitator; Beatriz Pascual-Wallace, Children's Librarian, Southwest Region; CiKeithia Pugh, Program Manager, Youth Services; Erica Sternin, Children's Librarian, Southeast Region; Josie Watanabe, Program Coordinator, Youth Services; Carletta Wilson, Adult Librarian, Reference and Reader Services; Randy Winter, PST in Quick Information and Union Representative; Valerie Wonder, Program Manager, Outreach Services; Di Zhang, LAII, Delridge Branch.

Library Programs & Services Division Administrative Liaison:
Heather McLeland-Wieser**,** Assistant Director, Public Services

Table of Contents

Additional documentation, including meeting notes, is accessible to staff online at
http://infonet/Teams/WorkGroups/OutreachTaskForce/SitePages/Home.aspx

Introduction

The Outreach Task Force (OTF) convened in April of 2013.

Based on the charge, the team formulated the following objective:

In order to organize and enhance the Library's outreach activities, the OTF will submit the following recommendations to the Public Services Management Team and the Library Leadership Team by fall of 2013:

1. A clear definition for outreach for Library staff as well as a suggested vocabulary for describing outreach-related activities.
2. A list of well-defined, system-wide outreach goals and priorities.
3. A plan for relevant staff training, support, and transparent communication on outreach – related activities.
4. A list of resources needed by staff to support outreach efforts.
5. A means for implementing these recommendations, as well as coordinating and tracking outreach activities.

The team met on a bimonthly basis through October 2013, applying the Project Management approach and principles to the process. In August and September the team engaged public services staff on the topic of outreach through unit meetings and InfoNet posts. During the process the OTF members sought staff feedback a draft definition of outreach, and input on their experiences with outreach and support needs. This feedback greatly informed the following OTF recommendations.

Executive Summary

Definitions

Staff discussions revealed that there is a lot of excitement about the idea of outreach, but many conflicting definitions. The term "outreach" is frequently used interchangeably with programming, relationship building, community engagement, and marketing. Developing a clearer vocabulary around all of these interrelated functions will help us to better implement, evaluate, and support outreach at the system and local levels.

Because of this, the Outreach Task Force's first step was to define the activity, putting parameters around it so that staff will all be on the same page when we use this term. Our working definition is as follows:

> *Outreach is an extension of services and programs beyond the physical or virtual spaces of the Library. It is designed to:*
> - *Create equitable access to information and resources.*
> - *Reach targeted populations, as defined by the current service priorities and system-wide and local outreach priorities.*
> - *Raise awareness of Library services and increase the Library's responsiveness to community needs.*
>
> *Outreach is cultivated and supported by relationships between the Library and the community.*

The Outreach Task Force (OTF) suggests that Community Engagement (CE) is the over-arching framework for Library staff interaction with the community, and outreach is one component of that framework. We recommend that Community Engagement, and its associated strategies (Marketing, Programming, Virtual Services) be further defined, helping staff understand the processes and encouraging involvement with system-wide initiatives.

Structure

The OTF is excited about the prospect of a Community Engagement Manager who will help us align priorities and plans for system-wide initiatives, and support regions to address local needs and opportunities. We also recommend that special attention be placed on outreach itself, and a mechanism for supporting outreach by staff throughout the system be strengthened.

System level priorities and work-planning for community engagement: We recommend that the Community Engagement Manager lead a CE team in annual or biennial system-level goal and priority setting, and work planning. The team should represents outreach, programming, marketing, virtual services, and partnerships, involve other key internal stakeholders, and

carefully consider community needs and input, as well as demographic and market segmentation data. Outreach-specific priorities, goals, and work-plans will develop as a part of this work.

Local level priorities and work-planning for community engagement: The OTF recommends that annual or biennial community engagement planning also happen at the local level. This work will include system-level priorities, but will also consider local assessments of community need and opportunity. Regional staff work plans will be developed in response to this planning.

Support and coordination for outreach at all levels: Outreach is a unique CE strategy. Bringing services outside of the library has challenges and opportunities that require special support. Staff feedback called for greater assistance with resources, planning, staffing, and training on outreach. The OTF recommends that a mechanism be established to provide that support, ideally in the form of a sub-group of the CE Team in collaboration with Outreach Services. This group will provide overarching coordination and also create and maintain resources to support staff outreach efforts, including training, materials, evaluation tools, and an InfoNet-based outreach portal that would provide both information and coordination support. It will use the work of the Programming Committee as a guide.

Expanding Capacity

Staffing and scheduling were the biggest and most frequently cited challenges shared by staff during unit meetings with OTF members. The potential impact of our outreach work is great, and additional support in these areas will help us realize these impacts. The OTF outlines several possible solutions to these issues including:

- Increase dedicated outreach capacity by supporting branch librarians in leading specific outreach projects
- Increase the amount of specialized outreach staff
- Ease scheduling difficulties by revisiting issues around the substitution system (including lead designation in the building), the availability of LAII's, and by making small-scale scheduling changes that build flexibility

Priorities for 2014-15

While we suggest that outreach planning happen in conjunction with Community Engagement planning moving forward, the OTF was charged with doing this work for the 2014-2015 biennium. We have identified several areas of concentration:

Overarching Community Engagement Initiatives: Community Engagement work will be occurring at all levels of the organization and several foci have already been established both in terms of audience and activity. Some of these include the Millennial Factor Project, Homeless, Seattle History and Culture, and Summer of Learning. Outreach as a CE strategy will be utilized for these when appropriate.

Outreach-specific audiences: Though outreach can be used to serve all audiences, the OTF recognizes that by taking services outside of our buildings, outreach is uniquely situated to reach

people who would not otherwise know about or utilize the library, especially those with higher needs and with whom we will see the greatest impact. Because of that we recommend that additional resources be dedicated to doing outreach to target audiences that include: African Americans and Latino, Vietnamese, and Somali communities, groups who are highly represented among youth and parents, have greater levels of poverty, lower levels of literacy, and huge potential to see important outcomes through library intervention. In recognition of the PSMT's current [programming framework](), the OTF also encourages staff at the system and local level to consider the following, both as part of the target communities and as part of the general population: families with young children, underemployed people and adults and teens seeking practical life skills, and entrepreneurs.

Offsite outreach programs and services: Continue to develop and implement substantive outreach programs. Pilot projects like story times at Yesler Terrace and instruction at places like the Wallingford Senior Center and Horizon House bring our value-added programs to people who have more difficulty visiting the library. We recommend continuing these small scale pilots as well as larger-scale programs like Raising a Reader.

Defining Outreach within the context of Community Engagement

Outreach is an important activity that takes library services directly to new and existing users. It is not the only way that we engage with our communities, however, so the Outreach Task Force has chosen to define outreach within the context of Community Engagement. By elevating Community Engagement to the level of a service priority, our City Librarian has provided us with an opportunity to think cohesively about our work with communities, and understand our services, programs, partnerships, and outreach as interrelated library functions that make The Seattle Public Library a dynamic, community-responsive organization.

Community Engagement as a concept and its associated infrastructure are still under development,[1] but the OTF views it as a broader umbrella under which lie the specific engagement strategies including programming, outreach, marketing and virtual services,[2] all of which rest on a foundation of excellent customer service and community relationships developed by staff and leadership that allow us to be successful in reaching our target audiences. Recognizing the importance of these foundational tools underscores the role of all staff in creating a system that is an essential and ever-interacting part of our community.

Recommendation: **Continue to define community engagement and differentiate between the key engagement activities: outreach, programming, marketing, and virtual services.**

For this model to be useful, and to ensure consistent communication across the Library system, there is a need to differentiate between the terms "marketing," "programming," "outreach," and "community engagement." If we further clarify what these words mean, then throughout the organization we can use a standard vocabulary to describe our work. This is important when defining expectations of staff, and developing mechanisms for planning, coordination, and oversight, and determining training and resource needs.

See Appendix A for additional information about marketing, programming, virtual services, and partnerships.

Recommendation: **Adopt the OTF Definition of Outreach**

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[1] Representatives from the Leadership Team such as Chance Hunt and Jennifer Cargal have led efforts to define "community engagement," and this work will continue under the leadership of a new Community Engagement Manager.
[2] And in some cases Information Services – for example, the "embedded librarian," model of providing reference and support is clearly a community engagement strategy.

The OTF consulted many references both internal and external in generating a draft definition for "outreach" within The Seattle Public Library.[3] We then took our draft to unit meetings to solicit staff feedback which we incorporated into the following definition:

> Outreach is an extension of services and programs beyond the physical or virtual spaces of the Library. It is designed to:
>
> - Create equitable access to information and resources.
> - Reach targeted populations, as defined by the current service priorities and system-wide and local outreach priorities.
> - Raise awareness of Library services and increase the Library's responsiveness to community needs.
>
> Outreach is cultivated and supported by relationships between the Library and
> the community.

See Appendix A for a *Frequently Asked Questions* list that delves into the nuances of this definition.

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[3] To develop the definition we consulted:

- The Library's core guiding documents (such as the Strategic Plan, Service Philosophy & Priorities) in order to better understand how outreach is contextualized within our system-wide goals.
- Broader library literature to understand the development of this concept over time and amongst our peer organizations.
- The City of Seattle's Inclusive Outreach and Public Engagement (IOPE) work, which intends to improve the quality and results of every city initiative by equipping staff with the tools and skills to ensure effective and equitable participation by diverse community members.

Future Outreach Coordination and Structure

[Recommendation:] **Develop a Community Engagement Team that articulates the annual or biennial goals and initiatives for the Library and develops overarching community engagement initiatives and work plans**

The OTF believes that system level community engagement goals and priorities should be clearly articulated and drive much of our work. This work should draw on community interests and needs and the expertise of key internal stakeholders who have experience with community outreach, programming, marketing, and partnerships, and should be developed in conjunction with the Leadership Team.

This Community Engagement Team—an expansion and reworking of the Programming Committee –should include some existing Programming Committee members, representatives from Service Area, and Marketing and Online Services, as well as representatives from key Community Engagement efforts including the Adult Services Community Engagement Interest Group, the Millennial Factor team, and Books on Bikes. Subgroups can address the unique needs of specific CE strategies such as programming or outreach, or specific initiatives.[4]

[Recommendation:] **Create a mechanism for supporting outreach operations throughout the system**

Though related to other areas of community engagement, outreach should not be conflated with programming or marketing. Operating outside of the building introduces unique logistical and material needs and opportunities that should be addressed and supported intentionally. We recommend that an Outreach subgroup of the Community Engagement Team provide enhanced support to staff throughout the system. Over the past two years Outreach Services and Youth Services have been able to offer a slightly increased but still limited level of centralized support for staff. The increase has produced significant results[5], but staff feedback indicates that there is a great need for more tools, training, scheduling support, and information sharing mechanisms around outreach and local relationship-building. This recommendation does not necessarily imply that an additional standing committee should be established, but rather Outreach Services have the capacity and institutional support to lead a group and that the other stakeholders have capacity to take part in this work.

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[4] It shouldn't be assumed that this team will meet frequently. It may be that they meet intensively for one quarter of the year for planning, and just once or twice during implementation periods. Subgroups may meet more regularly to carry out projects or provide ongoing support to staff.

[5] 29 staff participated in 15 events including Ethiopian New Year, United Way's resource fair for homeless, and Seattle Public Schools' Fall and Spring Family Symposiums. 22 staff were LA's, STA's, or Pages.

	Level	Responsibility/task	Unit/person responsible
Set goals and priorities -annual or biennial activity	System	• Set system's Community Engagement goals and priorities	• Community Engagement Manager • Library Leadership Team • Marketing and Online Services • Service Area Managers (In consultation with Regional Managers)
	Local	• Set local or departmental Community Engagement goals and priorities (in consultation with system's CE goals and priorities)	• Regional Managers (In consultation with Service Managers and with regional staff input)

Develop Community Engagement work plans -annual activity	System	• Develop system's community engagement plan based on goals and priorities identified above—include section for outreach as well as other CE strategies	• Community Engagement Team
			(an expansion and reworking of the programming committee, with subgroups for key CE strategies)
			  o Community Engagement Manager
			  o Outreach Services
			  o Youth Services
			  o Marketing and Online Services
			  o Relevant Adult Services Interest Group
			  o Books on Bikes

	Local	• Develop local or departmental community engagement work plans (in consultation with system-wide plan)—include section for outreach as well as other CE strategies	• Regional Managers (In consultation with Service Managers and with regional staff input)
Provide support for staff outreach -ongoing activity	System	• Provide oversight and facilitation for Outreach subgroup of Community Engagement Team	• Outreach Services Manager

	System	• Provide coordination and support
		  o Staff training
		  o Maintenance of a system-wide outreach calendar and outreach InfoNet site
		  o Selection, purchase, and distribution of outreach supplies and giveaways
		  o Budget management
		  o Monitoring and distribution of backfill hours
			• Community Engagement Team
			• Outreach Services
			• Youth Services
			• Adult Services Community Engagement Interest Group

Conduct outreach -ongoing activity	System & Local	• Conduct outreach activities	• Outreach Services • Youth Services • Librarians and other staff throughout the system

Recommendation: **Conduct annual or biennial planning at the local level as well as the system level. Regional Managers should lead their staff through the process of identifying goals and priorities for their region and develop staff work plans around the resulting target outcomes**

This local planning process should first address system-wide goals and priorities as they manifest in local neighborhoods or departments. A good practice is for managers to consult with the lead for each initiative or priority to determine the extent to which it may be a factor in the area in question. In some cases it will be, and the local work can contribute to the larger engagement strategy.

Local level planning must respond to the uniqueness of the neighborhoods served. Part of this process will rely on developing an in-depth knowledge of our communities through a variety of approaches, including demographic and market analysis. The Library's new segmentation tool, *Community Analyst*, can assist in conducting assessments.

Based on the analyses, Regional Managers will work with staff to examine strategic opportunities or gaps in services and patron impact. See Appendix B for a draft planning tool for this process. Regions can then create target outcomes for the year, and determine the amount of time that should be committed to achieve those goals. These would then be translated into a rough percentage of individual librarians' time spent on that activity vis-à-vis the other goals within the regional/individual work plan.[6]

Recommendation: Offer more programs and services in the community, based on assessment

As we know, one size does not fit all when programming for a community. For many people, in-house programming is sufficient. However, community assessments will no doubt reveal that some segments of the population will not come to our buildings, and for those, we should bring programs and services outside of our walls. For example, while in the past we offered e-book classes at Central that were marketed to seniors, we failed to draw that audience because seniors found it challenging to reach Central. More recently, however, library staff offered an e-book downloading class off-site at a local retirement home and was met with a sizable and enthusiastic group. Without taking the service outside, we would not have reached our target audience.

Because our capacity is not limitless, however, compromises must be made in order to offer outreach programs. Community assessments should be used to carefully consider which in-house programming or services can be forgone in favor of additional outreach.

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[6] The Southeast Region has experimented with an interesting model in this vein. Instead of drafting a reference desk schedule, to be used in conjunction with the branch schedule, the schedule is based on the librarians' overall *public service* time. This time includes service desk responsibilities as well as programming and outreach work. When looking at the ratio of what has been traditionally 60% "on-desk" and 40% off-desk time, these other activities are included in the 60% overall public service time. While there are some additional logistical and work-flow issues to consider with this approach, and the need to examine how well the staffing allocation can truly support this model, the benefit is that it does not relegate the librarians' outreach work to the 40% off-desk time, in effect making it a lower priority than desk work.

An example of this type of trade off can be found in the current service model of the Downtown Region Teen Center. After conducting a Teen Center usage survey, the Teen Center desk open hours were modified, limiting them to afternoons or via appointment. The morning and evening hours have since been dedicated in large part to outreach efforts, where the teen librarians have brought library services to teens in the downtown core. In looking at statistics since this modification, not only have these interactions been more full in content, but the librarians have also been able to reach a greater number of teens overall, despite limiting desk time.

2014 Outreach Goals and Priorities

Like all aspects of library service, outreach can be used to connect with all communities served by The Seattle Public Library. But outreach as a strategy is essential to serving communities who would not otherwise know about or utilize the library. Clearly, there are many reasons why people may or may not be familiar with the library, and they do not always relate to socio-economic status or barriers to access. The Library is reaching out to new users through the enhancement of our online services and digital content, social media presence, and robust marketing strategies, along with the Millennial Factor initiative. At the same time, there are also demographic shifts in Seattle that warrant particular attention, with 21.3% of Seattle's population speaking a language other than English at home, and 33.7% of Seattle's households representing people of color.[7] Given the Library's upcoming staff training in the Race and Social Justice Initiative, the City's long-standing and extensive effort to "change the underlying system that creates race-based disparities in our community and to achieve racial equity," this is an important time to view Library programs and services, and outreach in particular as an *access* strategy, through the lens of racial equity. In order to achieve a higher level of equality in outcomes for different communities, including immigrants and refugees and people of color, this requires that we adapt our service strategies to address differences in needs and interests.[8]

2014-15 Target Outreach Audiences

The OTF recommends the system dedicate additional resources to reach the populations listed below. The intention is to complement both local outreach goals and also other system-wide initiatives, and staff may be involved in outreach to audiences to varying degrees, depending on their locations:

OTF	Local/Regional	Other System Initiatives
1. Latinos	TBD	1. Millennial Factor Project
2. Somalis		2. Homeless [9]
3. Vietnamese		3. Summer of Learning
4. African Americans		

- Families with young children
- Job seekers, underemployed people
- Entrepreneurs & small business owners
- Pilot outreach programs & instruction

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[7] See Appendix C Demographic References

[8] The OTF recognizes that there will always be more information that could be incorporated into our planning, and that this recommended list of priorities is only a subset of potential areas of focus. As more **market segmentation research** becomes available, for example, we will need to reassess in light of new information. We want to establish goals that are realistic and achievable, and then evaluate our progress and adjust our course as need be.

[9] Efforts are underway in a few locations to assess what approaches might be effective in serving that area's homeless community, including Central, Ballard, and University Branch. It should be noted that "homeless" is a broad category that incorporates people in transitional housing or inadequate housing.

These top three communities listed under "OTF" represent the largest immigrant and refugee groups with children in Seattle Public Schools who speak a language other than English at home. While the decision to dedicate outreach resources to these groups in this cycle was in part related to the relative size of these groups, this is *non-precedent setting* and does not mean that target audiences always have to be based on community's size in the future. Immigrants and refugees, in particular those who predominantly speak a language other than English at home, experience barriers to accessing services that others may not experience. They may be less familiar with the resources that the Library offers.

Available demographic data, such as the most recent American Community Survey, suggests that disparities by race and ethnicity are reflected in major socio-economic indicators such as income, housing, employment, and educational attainment, for African Americans as compared with White, non-Hispanic Seattle residents.[10] In addition to this information, anecdotal input from staff suggests that we have opportunities to engage a larger number of African Americans of all socio-economic backgrounds in a wider array of our programs.

Within these categories we recommend a focus is placed on:

1. Families with young children, due to high impact of early literacy resources and support
2. Job seekers or underemployed people, and those seeking practical life skills (such as healthcare, different modes of literacy, career and school success, youth development)
3. Entrepreneurs and small business owners
4. Bringing programs and instruction to the community in unique ways: the Library has made strides in providing opportunities for library card sign-ups, materials check-out, and program promotions through Books on Bikes and the general increase in presence at fairs and community events in 2013. In addition, pilot projects like story times at Yesler Terrace (Children's Services) and instruction at places like the Wallingford Senior Center and Horizon House bring our value-added programs to people who are not or cannot get to the library otherwise. Additional pilots should be supported.

The OTF team looked at a wide range of information to identify needs, opportunities, and existing values of our organization. See Appendix D for full list of source materials.

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[10] Based on 2010 Census race & ethnicity definitions.

Building capacity for outreach

When the Outreach Task Force talked with staff about their experiences with outreach, the challenge of scheduling was brought up time and time again. One staff member summed it up this way:

> *"Scheduling issues, limited staff, being tied to a desk, and all of the other demands of work can make outreach really challenging. We need to figure out ways where staff are provided with the opportunity and encouraged in making those important community connections happen."*

As a scheduler explained, in order to provide adequate staffing for outreach, we need to treat these activities like service points, because without sufficient capacity to staff both the desk, and outreach initiatives, we invariably focus on the former.[11]

While scheduling issues impact programming or other community engagement activities as well, is a greater barrier to outreach, which requires additional time for travel and more flexible scheduling because the arrangements must be made in collaboration with external partners who have their own scheduling limitations.

This capacity issue is compounded by the limited number of positions that include dedicated time for outreach work (primarily positions in Outreach and Youth Services). As a result, the library's outreach staffing is not sufficient to achieve the community impacts we hope to make.

Recommendation: Increase dedicated outreach capacity

Below are options for expanding our capacity to address outreach goals either through increased dedicated staffing or deployment of existing librarians.

Create more opportunities for regional librarians to lead targeted outreach projects
One option is to assign extra hours to librarians, or to backfill their regular positions, so that they can address specific outreach goals. Current examples of this approach include Rainier Beach Adult Librarian Truc Ha's leadership of the Vietnamese Community Engagement Project and Capitol Hill Teen/Adult Librarian Daniel Tilton's leadership in the Millennial Factor project. In both cases staff backfill is provided for staffing the desk, freeing these librarians to focus their efforts on targeted projects. This approach provides critical leadership and development opportunities for frontline librarians, and also ties funding to the achievement of specific outcomes. This allows us to track our progress in areas that have been identified as priorities and holds us accountable to the outcomes, and to plan a more intentional approach, rather than being

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[11] This is an area where supplementary funding has very much made a difference—providing the flexibility to bring in additional staffing when needed to support a project, and this strategy could continue to work if the current approach to structuring replacement staffing is adjusted. But not every outreach effort can be supported by larger grant-funded initiatives, and this again speaks to the need for more prioritization and comprehensive planning.

reactive, although it is certainly important to take advantage of some unforeseen opportunities as they arise.[12]

Increase number of specialized outreach staff

This could also be achieved through adding staffing to Youth Services and Outreach Services that are dedicated to outreach and related community engagement activities. The relative flexibility of these staff allow them to respond to community needs quickly, meaning they are not only able to attend events that are planned last minute (as is the case with many of our nonprofit partners), but more importantly, they build relationships that rely on trust and responsiveness to community need. These staff has been an important asset in staffing community events across the service area this past year, and their scheduling flexibility has made that possible. Increasing the pool of nimble, dedicated outreach staff by two FTE, at the level of Program Coordinator or above, would greatly strengthen the Library's ability to participate in important community events and deepen and expand our partnerships. This approach also allows for the recruitment of staff with unique skill sets that enhance our ability to pursue specific goals.

Recommendation: Increase ease of outreach for regional and departmental library staff

In addition to expanding our dedicated outreach staff, it is important that we support regions and departments by expanding staff ability to do outreach, both as part of system-wide efforts, and in response to their local needs and opportunities. Regional staff experience significant scheduling barriers, so much so that many librarians have indicated that they often do not even mention outreach opportunities to their schedulers because they feel "guilty" for complicating the schedule and inconveniencing their colleagues. Scheduling constraints reflect real issues around staff capacity, but they also reflect differing perspectives on how to best prioritize existing resources to support our community engagement activities. To alleviate these barriers there are several strategies we can employ.

Make additional adjustments to the substitution system

Recent change in the LIP booking system have helped make replacement staffing more readily available[13], but constraints in the system that bear further examination. The Books on Bikes pilot evaluation illustrates this challenge, "even when LIPs and backfill were available, some schedulers and/or managers would not let their staff participate. When possible dates were given to staff to share with their schedulers and managers, it was often the case that staff would report that they were unable to attend because of 'staffing issues.'" In-depth conversations with schedulers suggest that an underlying issue is having the appropriate mix of staffing onsite when the regular librarian is deployed on an outreach activity, and ensuring that one of the remaining staff can act as lead. This is especially challenging if the librarian scheduled for outreach is the

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[12]. As Daniel takes over leadership of all project activities next year, more staffing backfill will be provided to offset the time that he is not available to staff the service desk. Other examples of this approach include the targeted outreach work that took place in coordination with nine branches as part of the 2013 Summer Reading Program[12], and the coordination of the Global Reading Challenge, also supported by backfill funding.

[13] As of July 1, branch schedulers are able to hire LIP's (substitute staff) two weeks in advance for grant-funded projects, as opposed to three days in advance.

only regular librarian scheduled to be in a location that shift. PSMT should re-examine this system to determine whether we have done all we can to allow for needed staff flexibility while still maintaining the integrity of the building lead system.

Increase availability of LAII's

Library Associate II's are particularly valuable for certain outreach activities because of their expertise in circulation procedures and policy. Our Library Intermittent Program (LIP) does not currently provide for a pool of substitute LAII's, so we recommend building LAII replacement capacity into the existing system.[14]

Assign staff to work as regional outreach liaisons

Identify outreach liaisons who act as the point people for outreach within a region. This strategy has been employed effectively within the Southeast Region. Liaisons will have a greater percentage of their time dedicated toward outreach and community engagement, allowing them to keep abreast of significant community developments, and stakeholders. These liaisons would be responsible for keeping library peers aware of their efforts, and would act as a resource to them, and could also act as trainers or mentors to staff interested in building skills in this area, supporting a decentralized, modular outreach training program.

Explore small scheduling modifications

If some of the larger-scale changes recommended above are not feasible in the immediate future, there are a number of adjustments that could be made to our standard operating procedures to create some additional scheduling flexibility.

Daily Schedules
We frequently schedule service desk staff for two hours on, two hours off. This approach has advantages, but it also ties staff to the desk for an entire shift instead of part of a day. If staff worked one longer block of time in the morning or afternoon, still taking scheduled breaks, they could potentially be freed up to do some work offsite in the morning or afternoon.

Designated outreach time
Some units have experimented with setting aside a designated, regularly recurring block of time on the librarians' schedules for outreach or programming development. Some report that this approach has worked well, since the outreach activities that needed to be done could fit into that

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[14] Currently the primary solution for this need is to rely on substitute LAI's to backfill for LAII's at branches. An issue raised by branch schedulers is that they cannot always count on the availability of a desk-savvy LAI to replace an LAII doing outreach, deploying the LIP LAI to fill in on the shelving responsibilities. Inadequate LAII resources was something mentioned by a number of people in response to this topic.

Perhaps backfill funding could be leveraged to provide ongoing, regular funding of additional LAII shift hours within regions that would be designated for outreach coverage. The need is for an approach that would allow for an additional LAII (or LAIV) staff person to be available in the branches on a weekend as all of the LAII's are already scheduled within a weekend rotation. Therefore, offering a staff member extra hours does not necessarily ensure that they will be available on the weekend when needed. Regions could designate an LAII from each region as the support staff resource person for outreach who might be more available to support events that are scheduled less than 30-days out, which is frequently the case.

particular time frame. In other cases, it has been less successful because it limits the necessarily flexibility that is often necessary when working with partners.

Address classification issues and make expectations clear

Concerns around staff classification as it relates to outreach came up in many conversations with staff when identifying barriers to outreach participation. Staff is unsure which outreach activities are appropriate for non-librarian staff. Managers should be providing clarification for staff, and that clarification should be consistent across work units. Efforts are already underway to engage more support staff in outreach, but more attention should be paid to outstanding questions. See Appendix G for more information about the project, "Expand support staff outreach to communities of color."

Coordination and resource needs

The OTF recommends the creation and maintenance of resources to support staff outreach efforts. Under our current structure this system-wide support has been offered piecemeal and insufficiently. Moving forward, the Community Engagement Team and Outreach Subcommittee (see page xx for details) should have the capacity to provide efficient centralized support to staff throughout the system.

Recommendation: Support regional outreach with materials, tools, and training

Please see Appendix E for details on outreach kits and training modules.

Recommendation: Create an InfoNet-based outreach site that provides both information and coordination support

Modeled on the Programming and Events How-To Page, this InfoNet site will be a one-stop shop for all outreach resources, questions, and ideas. It will include a system-wide outreach calendar and link to relevant community engagement initiatives.

Please see Appendix E for details.

Appendix A. Outreach Definition FAQ and Community Engagement

Additional background on the proposed definition:

- **Why don't you include work that goes on inside the building? We build connections to individuals, families, and agencies everyday with the work we do at our branch – why isn't that outreach?**
  That work is just as important as outreach, and it meets similar goals. This is part of the larger continuum of community engagement – programming, relationship building, and providing excellent customer service, but the activities we do inside the building are not outreach. We chose to create a more narrow definition of outreach because we believe it promotes common understanding and alleviates confusion—especially since we have those other terms as well.

- **What does it mean to take services beyond the "<u>virtual spaces</u>," of the Library?**
  There has been a lot of discussion about whether virtual services fall into the outreach category. We thought about this a lot and decided that the spirit of outreach is bringing services to new audiences and taking them outside of our normal spaces. Because of this, maintaining our SPL-sponsored website, blogs, and other virtual services do not constitute outreach, because they are sponsored by the library and are an essential part of our services and the people who access those services are generally regular library users. However, moving beyond those spaces, through projects like the Living Voters Guide that connect us to new audiences through external sites or partners does fall into the realm of virtual outreach. Of course the question of what constitutes the Library's virtual spaces is constantly evolving.

- **What do you mean by "targeted populations?" Is that a euphemism for "underserved?"**
  We use the word "targeted," because outreach should be to reach a specific group. If we don't define the audience we hope to reach then we will not be able to measure our success. We <u>do not</u> necessarily mean underserved. Outreach has defined some targeted populations (for example, people with disabilities, seniors, immigrants and refugees), and MT and the leadership team might define other targeted audiences. Further, your own region or department might define another specific audience that we haven't traditionally served – maybe homeless youth, Ethiopian small business owners, or local artists.

- **So, is Outreach Services in charge of virtual outreach now?**
  No. This definition does not imply areas of responsibility. Any large-scale virtual outreach projects will be coordinated by Marketing and Online Services in conjunction with the Social Media Team and the Adult Services unit. This kind of content falls into the category of *Inbound Marketing*, as delineated by MOS Director Stephen Halsey.

- **My branch just launched a new class that is specifically designed to draw new audiences to the library. Is our class outreach?**

No, it isn't outreach. The goal is certainly in line with an important goal of outreach – serving new audiences—but it isn't outreach because it happens inside the building.

- **Children's Services downtown recently did a series of story times at Yesler Terrace. This is a program, but is it also outreach?**
  Yes. Story times are an established program here at the library, but by taking them offsite you are extending our services beyond library walls, so this is outreach—an outreach program. Outreach often overlaps with marketing, programming, and other types of services or community engagement activities.

- **I email fliers to my contacts at local schools. Is this outreach?**
  No, this is a great way to market programs and nurture relationships that might result in outreach opportunities later, and the importance of this should not be understated, but sending the email is not outreach, because it is not extending our services, it is marketing our services.

What does outreach at SPL look like?

The Task Force developed a **description** of sample activities that are associated with outreach, to provide a more concrete sense of what this work actually constitutes. This list represents examples and is in no way meant to be exhaustive. These are organized below within the service priorities framework:

Youth and early learning:

Database training at a high school, early literacy training for parents at a childcare, Global Reading Challenge visits, the Raising a Reader program, Summer Reading school or other visits, storytime visits to youth-serving organizations, Mobile Services

Technology and access:

Database training at a high school, computer classes or Tech Help at a senior center or homeless shelter, pilot e-book reader loan or patron use of tablets at Mobile Services sites

Community engagement:

Tabling at a school night or community fair, presentation to an ESL class or business group, distributing flyers to agencies and businesses, planning a joint event or library program, participation in a community project, hosting an agency's informational display, Books on Bikes

Seattle culture and history:

Staff visits to Seattle Central Community College to present workshops on researching local history, visit to Fremont Historical Society meeting to discuss SPL's Neighborhood History Project**,** off-site collaboration with potential donors of local history materials to view materials, determine suitability for special collections, and encourage donation of relevant items, History Cafe programs (held offsite at MOHAI, and presented in coordination with MOHAI, KCTS9, and HistoryLink.org)

Reimagined spaces:

Virtual services/content: the Living Voters Guide project

Outreach

The Outreach Task Force created the following definition:

Outreach is an extension of services and programs beyond the physical or virtual spaces of the Library. It is designed to:

- *Create equitable access to information and resources.*
- *Reach targeted populations, as defined by the current service priorities and system-wide and local outreach priorities.*
- *Raise awareness of Library services and increase the Library's responsiveness to community needs.*

Outreach is cultivated and supported by relationships between the Library and the community.

Programming

The Programming Committee has defined programming this way: "recreational, informational, or instructional events that are presented or hosted by Library staff. Examples of current public programming include story time, computer instruction classes, ESL programs, author presentations, music concerts, film screenings, lectures, poetry readings, and panel discussions. The events may be combined with other services, but are not confined to topics that the Library supports by answering reference questions or building its collection… ." Outreach and programming are not mutually exclusive. A program provided offsite, or outside of the established physical or virtual space of the library, can be considered an outreach program.

Marketing

The delineation between marketing and outreach is similar in that, while two different concepts, they are not mutually exclusive. Frequently, we associate marketing only with promotion. But in our new model, Marketing collaborates with Public Services to learn about and understand the needs of customers, package library products and services to meet those needs, and provide opportunities to connect these with customers. The Millennial Factor project represents an example of this working relationship. Outreach is similarly focused on engaging with community to better understand community needs and interests, and collaboration with community to produce responsive programs and services.

Given the degree of overlap between these two frameworks, and the fact that we have staff at various levels of the organization supporting work that could be associated with either area, it is helpful to further delineate functional areas of responsibility within the organization. For example, both MOS and Public Services coordinate staff involvement in events. During National Library Card Registration month, MOS targeted a few public events to hold a Library presence, and hopes to do more in this vein this next year. Public Services staff does extensive

outreach throughout the year, including hosting booths at large festivals and fairs. The difference is in the intended outcomes.

Outreach as a program of service is supported by Marketing with respect to promotion, but the desired outcomes of any event are associated with particular experiences or changes for a target audience. When librarians planned targeted outreach associated with the 2013 Summer Reading Program, the ultimate goal was to engage more of those youth in the program, thus supporting a growth in their literacy skills as opposed to the "summer slide." When Mobile Services provides materials to home-bound members of the community, the goal is to extend this aspect of service to a subset of customers who cannot go to the library, and the outcome is that their quality of life is enhanced through access to these materials and interaction with library staff. Patrons have individual goals that are supported by this access. When MOS creates an education campaign around library services or library-card sign ups, the goal is to raise awareness and promote the public face of the library among the general public. In some cases, it has also been more specific, for example, increasing the number of people accessing e-books.

Virtual Services
The OTF has included Virtual Services as a core tool of community engagement because of the many ways that we use our virtual spaces to actively develop relationships with our users.

Tools of community engagement:

Successful community engagement cannot happen without excellent relationships with key community institutions and individuals who help us to connect with our constituents. The work of fostering those relationships happens at every level of our organization.

Excellent customer service brings individual community members back to the library and creates a culture of goodwill towards our work. All staff has a role to play in this effort.

Relationship-building happens at many levels as well. Individual librarians work to build connections with schools and nonprofits that are essential in reaching youth and families, for example. This work might take the form of occasional emails, phone calls, or informal meetings. While not outreach per se (because it is not extending service), this is important work that librarians and managers should have the opportunity to pursue in a strategic manner, because collaborations and partnerships grow out of these relationships.

Collaborations with community-based organizations and other stakeholders are an important component of community engagement, and **partnerships** play a critical support role in this work. Chance Hunt, in his capacity as Assistant Director of Community Partnerships and Government Relations, developed a new partnership policy which was adopted by the Library Board in June 2013, and will be launching a new set of guidelines associated with the policy this fall. This policy outlines the Library's intentions in pursuing relationships with external parties that help to achieve our mission. The critical distinction between partnerships and collaborations is that partnerships are more selective and comprehensive in scope, and approved by the City Librarian. Partnerships tend to be ongoing or high-profile efforts. Collaborations are more numerous, more focused in scope, typically are for a limited timeframe, and can be approved by

managers at the appropriate level. Staff is empowered to explore collaborations with other organizations, with the support of their managers.

Appendix B. Community Engagement Tool

For use by managers and staff during annual community engagement planning process.

Identifying goals	
Discussion	Deliverable
1. How can our region address the system level community engagement priorities and goals? • Outreach Task Force– African American; Latino; Vietnamese; East African; • Programming Committee—Populations with unmet needs Prompts • Which areas are most relevant to us? Why? • Which are least relevant? Why?	List of foci that are relevant to your region. Ideas for addressing.
2. What are the changes would we like to affect in our local community next year? Prompts • Is there a new audience that we haven't addressed in the past? • Are there high-needs populations in our region who are not currently being served? • What are the 3 greatest unmet needs in our community? • What new opportunities should we be ready to meet next year?	List of 3-7 community changes to develop community engagement strategies around.
Developing a strategy	
Discussion	Deliverable
3. What institutions can be allies in meeting these goals? Prompts • Brainstorm like-minded organizations, gathering places, or strategically relevant potential partners in your region. • With which 3 of these organizations do we have relationships with that need strengthening • With which 3 of these organizations do we want to establish a relationship?	List any organizations that your region will attempt to engage in a new way next year.
4. What types of activities (programs, services or outreach efforts) could result in these changes? Prompts: • To affect these changes, what do we need to be doing that we aren't doing now? • Are there existing programs we could strengthen or alter to make them better able to bring about these changes? Which ones and what changes? • If we were to add an activity to address this change, what existing program or activity would you drop?	List of specific activities that the region plans to engage in to meet each desired community change.
Fine tuning the strategy	
Discussion	Deliverable
5. As individual work plans are developed, ask staff these questions about their specific activities: • Is outreach (or programming, marketing, etc.) the best way to reach this audience? Or would another strategy be more appropriate? • Is there a different activity that would be more meaningful or effective? • If a program or service -- Should this activity happen at the library? Would taking it outside of the library draw new or larger audiences? If yes, what would need to happen to do this?	Program form for each activity that clearly addresses why it was chosen.

Appendix C. Demographic References

Presentation: "Demographics for designing inclusive outreach & public engagement," July 10, 2012, by Diana Canzoneri, Demographer, Seattle Planning Commission staff:
http://inweb.ci.seattle.wa.us/neighborhoods/outreachguide/docs/demographicsfordesigninginclusiveoutreachandpublicengagement.pdf

The Generations Initiative: http://www.generationsinitiative.org/
> Presentation of Demographic Trends - Seattle Metropolitan Region: prepared by the Program for Environmental and Regional Equity (PERE) at the University of Southern California (USC). It was presented by Dr. Manuel Pastor, Director of PERE, at a Community Gathering of nearly 60 community and national leaders in Seattle, WA on May 9th, 2013. This presentation provides an analysis of demographic trends both nationally and for the Seattle metropolitan region.

Seattle Public School's student home language data as of November 6, 2013 as per spreadsheet provided by Miguel Castro, Data Analyst for Seattle Public Schools.

Of students speaking a language other than English at home:		
Language*	**%**	**#**
Spanish	26.10%	3153
Somali	15.50%	1874
Vietnamese	15.30%	1850
Other**	9.70%	1176
Chinese-Cantonese	8.20%	986
Tagalog	4.90%	590
Amharic	4.40%	536
Oromo	3.00%	359
Tigrinya	3.00%	358
Toishanese	2.30%	272
Chinese-Mandarin	1.90%	234
Cambodian	1.60%	188
Arabic	1.50%	177
Japanese	1.00%	118
Ilokano	1.00%	116
Russian	0.70%	89
Total	100.00%	12076

*Currently 12,076 SPS students speak a language other than English at home. Languages listed are those spoken by at least 100 students. The exception is Russian, which was added because of SPL's focus on Russian-speakers. In all there are 122 languages spoken at SPS.

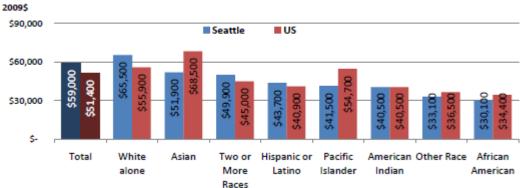** Languages spoken by less than 1% of the 12,064 who speak a language other than English at home.

U.S. Census Bureau (2008). "S1501. Education Attainment: Seattle City, Washington".

http://www.seattle.gov/parks/levy/ACS_map.pdf
Seattle – estimates of % of people living with less than 200% of poverty by census tract

https://www.seattle.gov/economicdevelopment/pdf_files/CAI%20OED%20Indicators%20Dashboard%202011%20081511%20FINAL.pdf

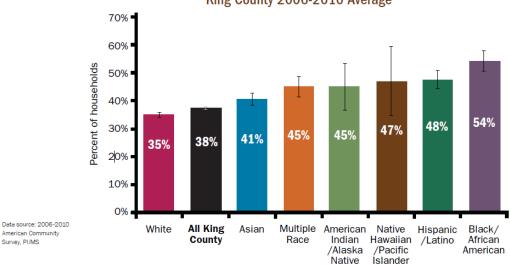**Exhibit 5-2. Seattle and US Median Household Income by Race, 2009**

Source: 2000 US Census, 2009 American Community Survey (5-year weighted average; 2011)
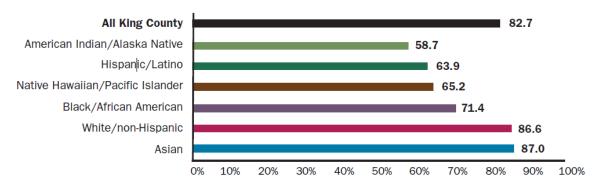
http://www.kingcounty.gov/exec/equity/~/media/exec/equity/documents/EquityReport2012.ashx

Percent of Households Paying Greater than 30% of Income for Housing by Race/Ethnicity, King County 2006-2010 Average

Data source: 2006-2010 American Community Survey, PUMS

On-time Graduation Rate by Race/Ethnicity, King County

2009-2010 School Year

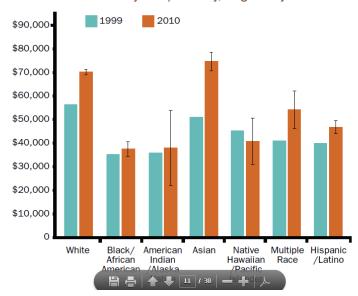| Race/Ethnicity	Rate
All King County	82.7
American Indian/Alaska Native	58.7
Hispanic/Latino	63.9
Native Hawaiian/Pacific Islander	65.2
Black/African American	71.4
White/non-Hispanic	86.6
Asian	87.0

Data source: Office of Superintendent of Public Instruction

Median Household Income by Race/Ethnicity, King County 1999 and 2010

Data source: US Census Bureau; 2000 Census and American Community Survey. Confidence Intervals: When comparing rates between different groups in King County with bar graphs, the 95% confidence interval or margin of error is shown to assess how much the rate is likely to vary due to chance. When comparing two rates, if the confidence intervals do not overlap, the difference in the rates is considered statistically significant, that is, chance or random variation is unlikely to be the reason for the difference.

Appendix D. Source materials for selecting 2014 outreach priorities

Selecting the target audiences: The Task Force team looked at a wide range of information to identify needs, opportunities, and existing values of our organization

1. **Demographics**
    a. Languages spoken by Seattle Public School students in 2012 and 2013
    b. Race – who lives in the City of Seattle, how race corresponds to indicators such as income and school success
    c. Distribution of children in the City of Seattle – geographic areas where families with children tend to live
    d. Poverty by geographic area- low income families reside in what parts of the City of Seattle

2. **Community needs/interest**
    a. Strategic planning focus groups
    b. Strategic planning advisory committee
    c. Patron surveys from levy
    d. Community feedback (schools, nonprofit organizations, etc.)
    e. Community Conversation feedback

3. **Staff feedback**
    a. Unit meeting discussions at several library locations and work groups at CEN (July-Aug 2013)
    b. InfoTalk discussion on outreach (July 2013)
    c. Staff input on programming priorities from librarian meetings. June-Aug 2013
    d. Innovation Team's Idea Lab contributions related to Outreach

4. **Library service priorities and focus areas**
    a. City Librarian's five service priorities
    b. Strategic Plan
    c. Programming Committee's 2013 Focus Areas
    d. Recent projects (Millennial Factor, Books on Bikes, Allen Grant School-Library Partnership, Reconnect with Reading, and other Innovation Team approved projects)

5. **National trends in public libraries, examples of interesting projects, etc.**
    a. Examples such as the Summer of Learning @ Chicago Public Library
    b. Pop-up library experiments
    c. Nashville Public Library's Limitless Libraries Partnership

6. **Market research/ segmentation analysis:**
    As more of this information becomes available, it will inform the system's outreach priorities and support assessment of existing efforts. We now have the Millennial Segmentation Final Report.

7. **Precedents established by ALA:**

The Office for Literacy and Outreach Services (OLOS) serves the Association by identifying and promoting library services that support equitable access to the knowledge and information stored in our libraries. OLOS focuses attention on services that are inclusive of traditionally underserved populations, including new and non-readers, people geographically isolated, people with disabilities, rural and urban poor people, and people generally discriminated against based on race, ethnicity, sexual orientation, age, language and social class. The Office ensures that training, information resources, and technical assistance are available to help libraries and librarians develop effective strategies to develop programs and service for new users.

Our outreach areas include:

- *Adult New and Non-Readers*
- *Incarcerated People and Ex-Offenders*
- *Older Adults*
- *People of Color*
- *People with Disabilities*
- *Poor and Homeless People*
- *Rural, Native, and Tribal Libraries of All Kinds*
- *Gay, Lesbian, Bisexual and Transgender People*
- *Bookmobile Communities*

These needs, opportunities, and existing values were compared to existing efforts to identify gaps that we should focus on, and areas of work that we should enhance.

8. **Inventory of existing outreach efforts**
   a. Librarian meeting lists from 2011 (See Appendix G).
   b. Statistical Measures Report index of items performed offsite or items that focused on library marketing and outreach.
   c. Expand Support Staff Outreach to Communities of Color (Innovation Team pilot project)

Appendix E. Outreach Resource Needs

Outreach Kits

Essential to clearly identifying the library in an offsite setting, the Outreach Kit contains materials that can be customized to fit the needs of an event. The kit includes two main components: 1. Equipment and Supplies and, 2. Fliers and Giveaways. These components, in turn, can be customized to fit the needs of an event.

Equipment and Supplies:

Equipment and Supplies include items such as branded tablecloths, standing and hanging banners; technology tools (hot spots and tablets); a variety of acrylic and wire literature holders and book stands. We also recommend the system own one or two pop-tents for use in inclement or hot weather.

Additionally, the Task Force recommends the Outreach Kits be customizable by target audience. The kits may be stored centrally and/or regionally, can be reserved on the InfoNet (*see InfoNet Resources: Outreach Portal* below), and delivered via branch delivery. We envision the make-up of the kits as follows:

a. Basic Kit consists of the hardware as described below and general library fliers and giveaways in English.

- Signage: Standing and hanging banners, podium sign, tablecloth
- Technology tools (hot spots and tablets)
- A variety of acrylic and wire literature holders and book stands.
- Clipboards
- Clickers
- Bookends or shelf for browsing
- Office supplies (stapler, scissors, scotch tape, blue tape, post its, notepad, pens)
- Pop-up tent
- Lightweight table (for events that don't provide tables)
- Collapsible rolling carry case or mini hand truck/luggage cart

b. Children and Family Kit includes the Basic Kit, plus fliers about children's services and offerings and child-oriented giveaways such as stickers, card holders, and uncatalogued paperbacks.
c. Teen Kit includes the Basic Kit, plus fliers about teen services and offerings, and teen-oriented giveaways such as Fresh Start slips and uncatalogued paperbacks.
d. Adult Kit includes the Basic Kit and uncatalogued paperbacks.
e. World Language Kit is the Basic Kit, plus library fliers and giveaways in Chinese, Oromo, Somali, Spanish, and Vietnamese.

Fliers and Giveaways:

People are often attracted by giveaways at an event. Staff frequently requested "shinier" and "sexier" giveaways and handouts. Examples they cited as high-interest items were stickers, library card holders, the teen flier "Top Ten Things to Know about the Library," small foodstuffs such as granola bars or candy, and uncatalogued paperbacks. Staff emphasized that they also want to see such items produced in other languages. A library map, a list of library service highlights, and giveaways can form the basic soft supplies in an Outreach Kit. Marketing will play a key role in developing branded fliers and giveaways that are attractive and useful.

The following are examples of giveaways suggested by staff input:

•I love library stickers, temporary tattoos
• book giveaways relevant to the event
• treats/candy/other food
• SPL pens, pens, pencils, styluses,
• Maps of the branches around the city
• Fresh Start slips
• Bookmarks listing which languages are at which branches.
• Bookmark-sized handouts
• Items that promote a library service such as QIC phone number, website, a program of specific interest to the particular community
• Brochure highlighting services for a particular population – e.g. IDC created a brochure of services specific to Vietnamese and Chinese audiences
• Tool with key library information translated into many languages with English translation side by side, but upside down – so staff can read and point to the translation with the patron

InfoNet Resources: Outreach Portal

The Outreach Portal will be the primary resource for staff participating in outreach activities. Links to practical tools such as forms and a space for staff to share ideas should be developed. The opening section will include the definition of outreach and a description of the spectrum of outreach activities, guidelines and expectations for outreach, and outreach priorities.

Other sections of the Outreach Portal will include:

Kits: This section will describe the outreach kits proposed earlier. It will include content of kits and checklists.

Forms: This section provides links to forms required for the documenting of outreach activity:

- Evaluation (forms to be developed)
- Mileage reimbursement form
- Time away requests
- Request for funds

How-to:

The How-To section of the portal is meant to provide resources for staff to create a successful outreach event. Topics will include:

- creating successful collaborations
- tips on how to table and interact
- an image center to share display ideas
- a best practices clearinghouse of outreach successes and ideas

Outreach Opportunities:

In the interest of engaging more staff across the system and in different classifications, the Task Force proposes a space on the outreach portal to post outreach opportunities. Similar in structure to the Extra Hours page, this will be where staff can find activities that match their skills and interests.

Training Needs

One topic that continually came up during discussions with staff was training. Many staff felt that they were hesitant to participate in outreach opportunities because they did not understand the terminology, requirements, or have the needed skills to be effective. Library Associates specifically had questions about the different types of outreach, how to be effective at outreach and what soft skills could be learned to better engage with the public. Librarians, on the other hand, had questions about best practices, how to identify outreach opportunities, and how to work with the community. Both groups were interested in learning more about Seattle Public Library services and resources. Based on the feedback from both groups, it was concluded that two training tracks were needed, one for lead staff and one for support staff.

Lead Staff

Librarians identified broad training needs around outreach and community engagement. Many suggestions centered on creating an outreach work plan and identifying which organizations needed outreach. Based on this feedback it was concluded that training specifically for lead staff be developed. This training should be based on the following objectives:

1. Lead staff will be able to conduct a localized community survey to identify points of community contact, outreach opportunities and develop criteria to identify different levels of outreach that each community organization needs.
2. Lead staff will be able to create and communicate the goals of an outreach opportunity to colleagues and support staff.
3. Lead staff will be given the opportunity to dialog about best practices.[15]

Support Staff/New Staff

Library Associates indicated that they needed an introduction to the different types of outreach that librarians do and how to engage effectively with the public. Although many Library Associates identified these specific areas of training, it was also brought up that a general

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[15] Note: the question of which classifications are able to act as lead staff during outreach visits or programs is important and should be assessed under the auspices of a classification study. With this report, the assumption is that librarians will act as leads on outreach visits/outreach programs.

introduction to outreach at the library and library resources would be beneficial for all new staff. Support/New Staff training should be based on the following objectives:

1. Staff will understand the needs of special populations, i.e. people who are not living in stable housing, immigrant populations in Seattle, and age groups; or, other groups as specific to any region or department.
2. Staff will learn about the variety of ways to do outreach at The Seattle Public Library and how to best conduct themselves in different settings.
3. Staff will learn the *soft skills* that make engaging with new people more effective.

Note: Although Library Associates did give much of the feedback for this category, when using the term Support Staff in this instance, scope is not limited to Library Associates.

Library Resources:

All staff identified that keeping up with library resources, new technology and programs/events was important to know for all outreach opportunities. The following areas were identified as very important:

1. Staff will understand the various InfoNet tools available and used for outreach.
2. Reference Referral Training will be taught on a regular basis (several staff stated that this training enhanced their ability to provide service offsite as well as onsite).
3. It will be clear on how to access library promotional materials and giveaways.
4. Staff will be able to keep up to date on new technologies such as digital downloading, tablets, and use of the mobile app.

Appendix F. Staff Input

The Outreach Task Force team contributed some initial discussion around challenges and opportunities that we see in the Library system with respect to outreach (see below). **A number of common themes emerged: the need for greater system-wide communication about and coordination of outreach, goals and priorities; definition or clarification of expectations for the various classifications in this area for public services staff; enhancements to our staffing and scheduling infrastructure required to better support outreach; and staff training and resource needs.** Many staff spoke to the challenges in freeing up or structuring their time to do outreach, and concerns about branch staffing in their absence.[16] When staff is able to identify blocks of time, they are often managing competing priorities as far as what they perceive to be local community needs versus other larger scale projects. They spoke to the need for greater flexibility in terms of what outreach activity might fulfill a particular need at any given time. For example, when initiating what might become a relationship with a local community-based organization, it is important to be available to take steps to build that relationship, however modest. In view of the future, participants were excited about all of the potential opportunities that they see for the Library system to be more engaged with community. There was a strong interest in heightening our coordination around outreach, so that we can be more intentional in our efforts, work toward making a larger impact, and better evaluate our outcomes. The group discussed many new trends in community engagement and creative ways in which library staff could be more engaged with the communities they serve, including the "embedded" approach,[17] outreach in more non-traditional settings (in terms of what the library has previously done), and partnering to strengthen our ability to provide referrals. Many of these approaches, again, suggest the need for heightened flexibility with respect to staffing and scheduling our physical service points.

Task Force feedback relating to the current state of outreach within SPL
Articulate goals and priorities of outreach
Group 2 - Define audiences and prioritize
Group 2 - Clear definition and focus
Group 3 - Quit avoiding calling out specific groups like African Americans or Native Americans. Focus has been on immigrants and refugees, staff are comfortable with this, but as a system we have not been comfortable naming other target groups.
Group 3 - Need to be more specific about who our target audience is.
Because if we identify who we want to reach then we can design services for those audiences specifically. If we don't define a target audience then we serve the people who show up and call it good.

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[16] A recent development that might help address this concern relates to a change in the application of the Library Intermittent Program. Effective July 2013, project managers of Foundation-funded programs that specifically provide for staff backfill support will be able to utilize Library Intermittent staff, or substitutes, to cover scheduling needs relating to implementation of these programs. This will enhance our responsiveness and flexibility in responding to some requests for community outreach since prior to this, we struggled with having enough staffing resource to release staff for these activities. Anecdotal evidence, including the Books on Bikes pilot evaluation, suggestions that the implementation of this approach has made it easier to provide for appropriate substitute staffing to facilitate outreach.

[17] See this article for a more in-depth description of the "embedded" librarian:
"Community reference making librarians indispensable in a new way"

Group 3 - Articulate service priorities for outreach that motivates people to do this system-wide. Because we will see a bigger impact around our specific goals.

More time and opportunities to get out
Group 1 - Have a decent backfill system
Group 1 - Not enough staff flexibility
Group 1 - LIP system improved
Group 2 - Acknowledge tension between outreach work and desk work
Group 3 - We wish staff could get out of the building more. Need to build outreach into schedules. Also need staff training to support the ability to do outreach (you can't teach people to have a personality☺, but you can provide training and tools on how to approach outreach). Because: The will help us provide an intentional and bigger presence outside of SPL.

Address classification issues
Group 1 - Outreach activity for all positions--Staff have language abilities, talents, interests
Group 1 - A lot of barriers, perceived barriers—classifications – don't feel that they can
Group 2 - Solve classification barriers

More clarity around expectations of staff
Group 1 - Outreach as a performance requirement. Why?
Group 2 - Clear processes are needed
Group 2 - System expectations for staff
Group 2 - What consistency is needed?
Group 2 - What flexibility is needed? Framework is also important.

More flexibility about what we can do/Embedded approach/Community engagement
Group 1 - More participation in community events, attend meetings as a volunteer, for e.g. (embedded librarian model – get out of our regular mindset or the "box" of what we think we can do as the library—must give time and energy to groups even if it isn't exactly what the library usually does. Relationship building/relevancy)
Group 1 - Outreach could include activities in the library – engagement with people in and out, including advocacy
Group 1 - Be more expansive and responsive about what we can do
Group 1 - Community moves at a different pace than the library (e.g. 45-day scheduling rule)
Group 1 - Be more flexible.
Group 1 - What did the community group need? – Note taker for mtg, monitored email list, facilitation – new roles for us.
Group 1 - Make the library part of the community it wants to serve
Group 1 - Try unconventional things? Outreach to community centers, churches, etc.
Group 1 - Partner with people in the community who can provide referrals—e.g. have someone from 211 available as triage in the library
Group 2 - Do some things that are outside what we think of as traditional outreach
Group 2 - Embedded approach

Need supplies and support

Group 1 - Outreach tools – e.g. book give-aways, raised library sign—awareness around resources, what can we give them?
Group 1 - Technology—Mobile laptops don't move now. Travelling labs – laptops in community?
Group 1 - Library gatherings and food e.g. NHY community kitchen

Need coordination and communication within library
Group 1 - How can we know about (reporting all of the things happening?)
Group 1 - Too much info! How can we communicate better?
Group 2 - Coordination of efforts

Other important points
Group 1 - Levels: in-reach – local aspect, community, schools, -- larger system
Group 2 - Make decisions based on patron needs
Group 2 - When is coming to the library a goal?
Group 2 - How do we measure success?
Group 2 - Process to know when to stop doing something
Group 3 - Confidence that referrals to library services will be accurate and more than just handed off – staff go the extra mile, have the language skills, can provide good service.
Because: Better and more helpful service provided—we feel confident doing outreach if we know we can count on the libraries to provide good service when patrons follow our advice and visit a desk.
Group 3 - Better job of removing barriers that keep patrons from returning (e.g. Fines)
Because: This will remove fears/misconceptions of service.
Group 3 - See Mobile Services more integrated. And have the ability to compliment other programs and services.
Because: This will help to fully leverage Mobile as a tool for reaching our goals.

General Staff Feedback about Outreach

Compilation of comments from unit meeting discussions and the InfoNet discussion thread

Staff was asked to respond to the proposed draft definition for "outreach." They were also asked the following questions:

1) We want library staff to feel able and comfortable in doing outreach. What are the barriers you have experienced or anticipate experiencing when it comes to outreach? What training or resources would help overcome these barriers?
2) Think back to a positive experience that you've had with outreach or community engagement, or could imagine having. What resources, knowledge, training, support—you name it!—did you find particularly helpful in doing this work?

The following represent summaries of the comments, grouped thematically (themes were determined after comments were compiled).

*(Items in **BOLD** reflect comments that were brought forward more than 3 different times)*

Responding to draft definition of outreach

- Definition accurately **conveys what we believe outreach** is even though it is difficult to define
- Active and collaborative
- Add term "underserved" in the definition
- Define "who" is doing outreach
- Is there room in this definition for a librarian who might be a part of a group/committee but who is primarily working within the library to create booklists or resource guides that are then shared beyond our walls?
- What is the goal of outreach?
- Suggestion to include 'welcoming" or "customer service" as a way to reach people who are disconnected from the Library (NET)
- Describe how sustained the outreach will be —are we going to speak to frequency of outreach in the definition?
- Ensure that the definition is broad enough to include all that we do and allows for flexibility. **Communities will change and so should our focus and/or efforts. We also need to emphasize equity in access to programs and services.**
- Allow a wider definition to include the social media world. You can gain outreach opportunities from partnerships from marketing also.
- **Our priorities should be connected to our strategic plan**
- **Create a balance between system-wide and local (region/branch) priorities**
- Virtual outreach is as important as physical outreach
- "Inreach/Outreach:" you can build relationships both inside AND outside of the building

Barriers
- Staffing and scheduling issues
    - o *Backfill* **must be built into outreach planning** or it is clearly NOT a priority for the system
    - o We need **hours to support the planning** as well as the actual event
    - o Treat outreach as an additional "point of service" for scheduling purposes People are reluctant consider outreach opportunities because they assume it just isn't possible to schedule them
    - o We need a comprehensive plan as a library system that includes branch and regional goals
    - o *LIP and extra hours* issues
        - Even when backfill hours are available – most librarians are not able to take extra hours and
        - **Need more LIPs**. There are **not enough LIPs librarian staff to free librarians** to leave the buildings. Staffing VERY tight in the South end of Seattle, where majority of outreach is needed. Often not possible to find LIP available to take backfill Librarian and LAIV hours.
        - **No LIP LA2 pool** so difficult to release LA2s to help with outreach
        - **Need change to the LIP program, more than 3 days advance notice, if using backfill hours**. (Note: The recent changes in the practices of hiring backfill staff when using backfill hours is NOT widely known)
        - **Sick calls harder to deal with** when staff are doing outreach. More LIPs would alleviate some of these anxieties.

- Flexibility Issues:
  - **Community orgs meet in evening/weekends when we are staffed least fully**, Community groups plan and function on shorter timeline that we do, often think they are planning "way" ahead of time when they ask us to join them with two-week's notice – **unable to accept outreach offers without hiring with backfill hours**
  - **Allow 2 hour shift for outreach, rather than the current 4 hour shift. Revisit this requirement and language in the Union contract**
  - Suggestion to have CEN staff come to help with branch coverage or outreach
  - CEN staff don't know what opportunities are available

- Classification issues
  - Lack of clarity
    - Who can do outreach/classification issues
    - **Need clear communication that it is OK for LAs to participate in outreach**
    - All classifications needs to be a part providing this service
  - Cultural/language connection is important
    - We need staff doing outreach who are culturally sensitive, who look like and speak the languages of the community
    - **We're underutilizing staff diversity by not using the language and cultural competencies** in our outreach planning
  - Other related issues
    - LA staff can't *create* outreach opportunities, right?
    - Not having people work out of class
    - When our patrons come in the building we are all "librarians" as far as patrons are concerned, so even if we leave the building it should be the same since we are there to give a service to them. It should be done by the best person capable not by title or position
    - Teamwork – using strengths of team, make sure everyone has a fair shot
    - **Pairing Librarian and LA staff to do outreach together garners more success if we also offer a full scope of service and more language capacity**

Communication
  - **People don't know what opportunities are available**
  - Provide an opportunity to share strength and challenges.
  - Share more information when posting an outreach opportunity - include the details of the event and what to expect
  - **Need a spreadsheet or an InfoNet listing of outreach opportunities**
  - **Create "how to" section that includes instructions** for requesting resources
  - Staff don't know whom to go to if they have an interest or an idea about outreach (NET)
  - Communications about our goals, existing efforts, **including outreach in work planning with managers**

- o We're just volunteering for outreach opportunities right now, there's not enough *encouragement* or invitation to do outreach from our managers/admin*.* Suggestion: orchestrated encouragement through work plan discussion.
- o **We need to know what we can and cannot commit to**. Also system support for community collaborations once they are formed.
- o **Define the role of the Community Partnerships and Government Relations Assistant Director in relationship to outreach**
- o Clear summary of what resources are available (e.g. regional outreach kits, any additional stuff)
- o Overview of outreach program

Resources and Training

- Budget:
  - o **Need a specific budget that supports outreach** including backfill, possibly staff positions, booth fees, giveaways, etc.

- Outreach kits/tools needed:
  - o **Digital download kits – more than one per region**
  - o Ipad for each staff member at outreach with Horizon on it
  - o **DDK, Horizon App, and BOB are all a step in the right direction**. Having these resources is really enabling us to really DO things in the community and bring the library to where people are.
  - o **Outreach kits** that include the following:
    - Tablecloth, A table runner (rather than tablecloth) so that it could be used on tables of all sizes. VINYL tablecloths – easy to clean
    - Tent, umbrella
    - Book stands, acrylics, a tabletop sign (like the ones they have for their podium)
    - Rolling carry cases
    - Story time play mat that is easily transportable because it breaks up into smaller "puzzle" pieces can be reassembled to create "reading area' at outdoor venues
    - **Banner for booth or upright banners** – tablecloths are obscured once people stand at your booth
    - Having a brochure that highlights a particular service(s) that you wanted to focus on for that particular population – maybe a template that can be customized and printed by branch staff as they prepare for an event
    - Having flyers that promote the reason you are at the event (referenced a rack card created by IDC staff)
    - Signage and "This program presented by SPL" and not just be identified by a name badge when doing a program
    - **High-quality marketing materials targeted at specific populations that match the needs and realities of the neighborhood I serve**
  - o We need activities that correlates to what you're doing or the event theme. Bookmark-making for kids, trivia questions with prizes, spin-the-wheel to win, "dunk a librarian" (joke), survey booth visitors on their interests and needs, chocolate prizes or giveaways, etc. A planning checklist

- *Need attractive "stuff" to handout (ALL BRANCHES).*
  - "Stuff ideas" include:
    - **GOOD Swag/giveaways**
    - Need something "shiny" to attract people to your table, **something eye catching and attractive**
    - **BOOKS to GIVEAWAY**
    - no teen uncats in the system, **so no way to bring uncats to teen outreach**
    - Granola bars – food!
    - The new library cards were a big hit that got people excited. People will remember us if they take something away with them.
    - People especially love plastic card holders—still get requests for them!
    - I [heart] The Library stickers are popular –have in more languages
    - Helpful to have resources/materials in other languages to give away
    - Reading is Sexy stickers
    - Stickers
  - Print material/library info
    - Maps of the branches around the city
    - Need bookmark sized handouts, "get rid of rack cards"
    - Items that promote a library service such as QIC phone number, website, a program of specific interest to the particular community
    - Bookmark listing which languages are at which branches.
    - Fresh Start slips
    - There is not enough **translated information** about library services *other than* citizenship/ESL , ESL patrons have variety of information needs
    - Useful **to have things in other languages**, both fliers and items that explain thing in other languages that people can take away, and also resources/materials that are actually useful to people
    - Have a tool that would have 10-20 sentences highlighting key library information translated into many languages with English translation side by side, but upside down – so staff can read and point to the translation to the patron – Examples, "to get a library card, you need…" "We have 27 libraries, here is a list of their hours and addresses" "These libraries have these languages"
    - An eye-catching print resource to promote electronic resources a la Top Ten Things To Know About the Library for teens.
- The book domino video was a great attention-grabber for SRP book visits
- **Good example of what is working well is the CIRC tablets and remote access for library card sign up. This is also an example of good customer service**

Training

- YS has had training, but LAs and ASLs have not ("What is 'tabling?')

- o Webinar where people who've had success discuss their experiences, How they did it. Staff need to be able to ask questions
- o System-wide training like the RA training or Reference training
- o **Shadowing, mentor or buddy system** "I don't like to go alone. It's better to be able to go in pairs, at least. It can be intimidating to approach a group of unknown people.**"** "I learn by doing. Shadowing someone would be the best way for me to learn. " Maybe each region could have an outreach lead to organize, schedule and mentor), **outreach mentors.** Provide outreach practice for shy staff. Watch someone who's really good. "We are used to people coming to us, not the other way around." Understand what it means to do outreach.
- o "Schmoozing 101" class (would be helpful for outreach)
- o **Training on the mobile app**
- o **Digital download training**
- o Training for how to use outreach kit
- o **Refresher training for libn doing circ on outreach**
- o Tips for what to expect at an event/conversation starters**/talking points for communicating services and programs**
- o Training should be in variety of formats to accommodate different learning styles, time constraints, level of interest (i.e. self-paced, webinar, face to face)
- o face to face training with
  - ▪ real world examples
  - ▪ talking points
  - ▪ how to set up outreach opportunities
  - ▪ common message and marketing
  - ▪ things SPL can offer
  - ▪ handouts and giveaways, swag!
  - ▪ List of goals for the outreach event
  - ▪ How to reach special populations
- o Training on **how to present info in** a certain way and what info should be presented also some do's and dont's for outreach.
- o We need to know how to adjust to an audience, whether by level of language, education, age, etc.
- o **Reference and Referral training for anyone doing outreach** – the staff at former gateway branches that are doing outreach at BEA have found that training very helpful
- o Intellectual Freedom training for outreach staff
- o **Presentation skills**

- Infrastructure Needs:
  - o What is role of OUT department in terms of outreach?
  - o **Priorities needed** for determining who to say "yes" to when doing outreach, whether it fits in our work plan – managerial assistance – support with work planning , articulation of the range of different ways to collaborate with an organization and support in determining which opportunities to pursue
  - o **Evaluation for how do we know if we were successful**, "what makes an outreach event work?"

- InfoNet Outreach Services page ideas
  - Librarian suggests a guide to outreach on the InfoNet.
  - Perhaps an outreach proposal form ala the programming proposal form but not as detailed.
  - Planning checklist
  - Pictures illustrating different types of experiences, and "set-ups" that have worked well, typical examples
  - **Create a centralized "clearinghouse" location for information** to answer questions and "how to" do outreach – sort of like SRP page

Other Ideas/Suggestions
- Have an "Enrollment Day" – library card registration drive and promote library services
- Patrons bring food for food bank donation and get fines waived – focus on ways to bring former library users back to the library
- Interested staff should be permitted to rotate through MOB, "a Vietnamese speaking staff person visiting the Vietnamese retirement center would be so awesome!"
- Other regions should look at how Wei has managed resources to provide outreach using all classifications while working within union – Everyone who is interested has a chance to participate.
- Increase service to seniors
- Neighborhood blogs are useful for getting engaged with community and for learning about community issues
- Want to be able to use library databases without having to navigate the library website on a tiny screen – can't show databases effectively on a tablet
- **SPL website is laborious to navigate and hard to share at outreach events**
- Collections need to support outreach – ex: Chinese and Japanese collections are shabby and don't include popular materials that are available at other library systems such as KCLS.
- **Discussions regarding the merits/costs of having a team of dedicated people who "did outreach" rather than drawing from branch staff**. If we had dedicated staff to do outreach, then it would make less of an impact. For example, there wouldn't be the need to start from scratch in preparations, because this team would always be prepared. On the other hand the direct person to person connection when the patron does come to the library hasn't been established
- Stop trying to be all things to all people. We are already at capacity here—our building is consistently full, and our programs are already successfully attended—sometimes we have to turn people away
- A former manager let us go out into the community on slow days – to see what agencies/places were offering what services – as well as to introduce ourselves and leave information with people in the community.
- Is it going to get easier to contact MOB staff?
- It is **good** community building and visibility **to be at festivals, parades etc**.
- It is best to make sure we are doing those fun cultural events while also staffing those school nights, baby boost fairs, chamber of commerce meetings as well.

- Each librarian should be expected to be meeting with some community organizations, and/or going to or hosting meetings on a regular basis. **Can your team help create some expectation guidelines with the RMs**? Instead of people signing up for opportunities as they come up, I think it would be better to be more strategic at a branch/regional level first. Planning out the baseline of what we should be covering and then calling out for opportunities as they arise.
- Emphasize FREE, FREE, FREE when promoting the library. It creates a negative feeling for our patrons (especially concerning children's materials and ESL patrons) when they find out they have fines for returning materials late.
- Become fully integrated and aware of the neighborhoods we serve. Embedded Librarian approach.
- Counting meetings with community group representatives (by email or phone or in person), and dare I say even attending priority community group meetings, as legitimate outreach activities, of equal importance and thus support-worthiness as hosting library programs off-site.

Appendix G. Current Outreach Efforts: a Snapshot

At present, a large number of public services staff, predominantly librarians, is involved with outreach.[18] It is noteworthy that there is still more emphasis on programming compared with outreach, based on data captured in the Statistical Measures. These efforts range from the more widely known, such as children's librarians' Summer Reading Program outreach to schools, to the more local, such as a librarian making a connection with another local neighborhood service provider. There are more structured programs, such as the work of our Mobile Services, or the Raising a Reader program, and flexible approaches, such as the Books on Bikes program. We have both local and centralized coordination of staff participation in festivals and community gatherings, usually depending on the scale of the event and the number of staff involved. Of course there is a wide range of content available and engagement taking place through our dynamic virtual presence. Assistant Director Chance Hunt has further systematized the Library's work with community partnerships by establishing both a partnership policy and partnership criteria for staff use. In addition to the system-wide partnerships that he manages on behalf of the Library, and partnerships managed by the Program Managers, branch and Central staff coordinate a number of other local partnerships with a diverse array of organizations. Examples include: Seattle Central Community Colleges, Chinese Information and Service Center, South Seattle Community College, WorkSource, Horn of Africa Services, Atlantic Street Family Center, PoetsWest, and The Fremocentrist blog.

Innovation Team Project: Expand support staff outreach to communities of color

During the Innovation Summit last fall, a project was advanced to the next round of planning: "Maximize outreach by leveraging our internal staff connections to communities of color," introduced by Beacon Hill Adult Librarian, Tina Mat. The goal of this project is to provide a transparent process for STA's, LAI's, LAII's, LAIII's, and LAIV's, and also non-Public Services staff, such as TCS staff, to indicate interest in participating in outreach opportunities. As a library system, we are fortunate to have a diverse workforce, including employees of different cultural backgrounds, some of whom are bilingual in other languages. If we involve more of these staff in outreach opportunities, it will broaden our capacity to make deeper connections in some of these communities. In addition, this will empower the staff members who don't typically do outreach as part of their work, and also the communities that we serve in seeing their culture represented at the library. A project team has been working on advancing this proposal to implementation, and the public interface for staff was launched as of November 2013.

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[18] There is some additional data available through the Statistical Measures that could help further quantify the extent of these efforts. Within the category of Programs, which are quantified, there is a "Library Promotion and Outreach" content category that can be associated with a program. It has a broader definition of "community group meetings, school visits, festival booth staffing," would allow for a larger number of activities to fit into this than what might otherwise be considered a program. In addition, programs are reported as taking place offsite, versus in a branch or at Central.

In 2011, following the Library's strategic planning process, there was an effort led to generate discussion amongst librarian groups regarding outreach; more specifically, librarians were asked to describe their current outreach work, as well as speak to the evaluation of our outreach efforts and partnerships and the criteria that should be applied in determining which work to pursue or continue. They were asked the following questions:

- What are your key examples of outreach activities and who are you serving?
- What criteria should we use to maintain or establish new outreach relationships?
- How do you determine what is a one-time effort versus an ongoing partnership?
- What criteria should we use to evaluate the efficacy of outreach activities?
- What have been successful relationships and why?
- What have been less successful relationships and why?

The resulting documentation reflects a wide degree of variation with respect to not only how "outreach" is defined and interpreted by staff, but also what kinds of activities constitute outreach.[19] A large number of librarians referenced some form of information sharing: "information drop off," "information exchange," "SRP promotion," "SRP materials drop-off," "post fliers," contributing to newsletters or blogs. Others related to visiting places in person, and speaking about library programs and services, in such venues as schools, community group meetings, and public gatherings like farmer's markets. Many others referenced a more specific kind of program offering: "SRP," "Global Reading Challenge," "library database/catalog instruction," "book talks." It is clear from the responses that current outreach efforts are frequently related to program collaborations of some form, across the specialized groups.

Participants in all three groups had thoughtful comments to contribute on how to evaluate outreach activities and partnerships, and some librarians, particularly in the Teen Services groups, requested more guidance on outreach, clearer expectations and goals, and heightened coordination and communication. All three groups spoke to using outreach to meet a community need. We should collaborate with organizations when opportunities exist for complimentary efforts, where we can provide a key value add, but we need to recognize when another organization is meeting the need and the identified audience is already being served effectively without our involvement. Staff described experiencing the "win-win" when partnering with other organizations, having clearly established expectations and mutual goals, and capitalizing on our strengths or areas of specialization rather than extending into areas in which we may not be best equipped to offer services—what are we "uniquely qualified" to provide? With respect to evaluation, staff described the potential to gain "in the Library's understanding and knowledge of the communities we serve," and to observe "higher usage among targeted communities" that could be measured by quantitative markers such as circulation statistics or program attendance, and qualitative feedback from communities served. Do we observe an increase in frequency in

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[19] The notes from each meeting, as well as the spreadsheet-based inventory of activity and contact are available here: Outreach Task Force InfoNET site=>shared documents=>previous outreach discussion

terms of when our partners, such as teachers, turn to us with ideas? We should have outcomes established before starting the outreach project that can be assessed upon completion.

There are marked differences amongst the three librarian groups (adult, teen, youth) with respect to expectations around the extent and kinds of activities performed within their roles. For example, the youth librarians spoke to the expectation that they will routinely visit schools, and that their primary audiences include youth and their care-givers/parents and teachers. They also explained that at other times, there had been a broader reach beyond the schools focus, but that staffing limitations had more recently restricted some of this activity. This appears to be much more amorphous for adult librarians, in part, perhaps because there are so many potential directions to take the work. All of the librarians had ideas about a number of different audiences that they felt could or should be reached through additional outreach. Amongst the three groups, some audiences were referenced in all three: immigrants, communities "at risk," and those who we are not currently reaching with our services (non-users or inactive card-holders). Then, within each area of specialization, there were more specific suggestions that pertained largely to that area: for example, Youth Librarians identified play and learn groups, family day cares, Community Centers, Parks, non-profits that serve youth, and PTA's as some potential entities to better reach. Adult Librarians generated a very diverse list, including the non-profit community, small business community, "working poor," 20-30 year-olds, and seniors. This feedback has been reviewed for the OTF's recommendations for 2014/15 target outreach audiences.