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Alki



Equity, Diversity and Inclusion in Washington Libraries

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"Alki," a Chinook word meaning "by and by," was suggested by the late Nancy Pryor, Special Collections at Washington State Library, as the title for the Washington Library Association's journal. "Alki" is also the "unofficial" state motto, signifying a focus on the future.

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A Place of Belonging

by Di Zhang



"Access is not inclusion.
Inclusion is different than belonging.
Belonging is to be rightfully placed or to fit without question or comparison.
I want more than access and inclusion.
I want to belong without question, without doubt, without comparison or being juxtaposed to whiteness."

- Nikkita Oliver, poet, community organizer, attorney and leader of Seattle Peoples Party

So you want to talk about EDI. Since I began working in libraries a decade ago, I've seen Equity, Diversity and Inclusion (EDI) go from a niche topic discussed every so often at library conferences to a perennial track at those conferences to a core principle guiding the work of library staff, committees and administrations. Increasingly, EDI has become a fundamental value for our institutions. In the library world, libraries and associations large and small have adopted social justice and racial equity frameworks and are invested in creating more just outcomes for their patrons, staff, and communities.

The goal is to weave EDI into everything we do, for example, centering [anti-racist principles](#) just like we center literacy as a core component of librarianship. Whether it's health programming (p. 36), collection development (p. 17, 34) or engaging with underserved audiences where they are (p. 4, 6, 24), we owe it to our patrons, our communities, and ourselves to be more inclusive, to share more power, to center those who are marginalized, and ultimately create a place of belonging that Nikkita Oliver so beautifully describes.

At a recent internal staff training, my colleague Sunny Kim shared the keen observation that librarians are often mythologized and revered within the community as champions of literacy, access, learning and growth. That is not to say the narrative is untrue, Kim explained, just that it often obscures a history of exclusion, racism, and marginalization that libraries have exercised against certain groups, as documented in books like [Not Free, Not for All: Public Libraries in the Age of Jim Crow](#). The mythology surrounding libraries and librarians can also keep us from reevaluating the status quo with an equity lens. Another way to look at libraries and library staff is that we are gatekeepers; we hold the keys to institutions of real power—the power to maintain existing systemic and institutional inequities or the power to dismantle those inequities.

Recently, I attended a power analysis training from the Seattle Office for Civil Rights (OCR). One of the trainers, Kelly O'Brien, OCR's Race & Social Justice Strategic Development Specialist, reminded the group that there has never been a just society in the history of the world. While some might view that as a depressing thought, O'Brien instead implored us to honor the fact that equity and social justice work is a difficult, imperfect, and often unclear process. We don't have the answers; if we did, we'd already be there. It's up to all of us to come together to do the hard and messy work of creating more just institutions, policies, approaches and practices. And there's no one way to do this work; there will be disagreements, slip ups, and times when we unintentionally do harm. Those will be opportunities to lay down our defenses and self-reflect, humbly receive and offer feedback, graciously forgive, and move forward in earnest.

This edition of *Alki* is meant to begin a conversation—to give you ideas, tools, and inspiration to move forward with your essential work and to challenge you to think bigger and deeper about your impact on those you serve. There are too many great articles within these pages for me to adequately introduce them all here. I encourage you to explore this issue and find the pieces that will leave an impression on you.

Lastly, this is a moment of transition for both WLA leadership and *Alki*. Beginning in January 2020, Kate Laughlin will take on a new role as the first Executive Director for the Association of Rural and Small Libraries, and Brianna Hoffman will transition to the role of Executive Director for the Washington Library Association (more on this in "Milestones" on p. 47). And this will be my last issue as editor for *Alki* as I take some personal time to spend with my newborn and my family. Soon, we will have a new editor at the helm, supported by a robust [Editorial Committee](#), and I look forward to the continued prominence of *Alki* as the leading library journal of its kind.

Editing for *Alki* has felt like a labor of love. I'm thankful to the many people I've had the chance to work with, and all that I've learned in the process. To our amazing Editorial Committee, to past editors Frank Brasile and Sheri Boggs, who helped me at every turn, to Kate Laughlin and her wonderfully supportive team, to our talented designer Sonya Kopetz, and to all the contributors this year, thank you for making *Alki* a success. 📖

Your grateful editor,

Di Zhang

Di Zhang is an Adult Services Librarian at The Seattle Public Library and editor of *Alki*.

Bringing the Library to Them: Building Community with Young People Where They Are

by Jesse O'Dunne

It is an oft-touted point of pride among those of us who work in public libraries that our space is for everyone. And yet, when I enter a local classroom and ask who has a card, or host a program in my library, or look at the faces in the room during a staff meeting, I see an inescapable fact—we aren't there yet.

Sometimes I worry that I am overly critical of librarianship, that I too often call out what we could be doing, rather than champion the positive impact that we have. But that's not my intention. I believe in our goals and values, and I am awed by the many incredible ways my coworkers serve our community. But I also want more of our community to benefit, and for that to happen we must aggressively identify and dismantle barriers to access.

The library is traditionally an overwhelmingly white institution. Not only does this make some community members feel unwelcome or unsafe, it is also to the detriment of our libraries. It is for both these reasons that it is so urgent to make sure that we embrace and amplify the full spectrum of voices in our community. The greatest challenge presented here, at least as I see it, is the Catch-22 of library inclusiveness. We need a staff that actually reflects our community, but it is difficult to recruit to the profession when young people do not see library staff that looks like them. I don't pretend to have a fast or clever solution to this problem. The best I've been able to figure is to leave the "four walls" of the library, make myself known in different parts of our community, and try to show people what the library can offer them, and that it belongs to them as much as anyone else.

“In twenty more years, I imagine we will still be engaged in this effort, and in twenty more after that.”

It is this effort, combined with a long-time passion for criminal justice reform, that led me to the Denney Juvenile Justice Center, Snohomish County's juvenile detention facility. A little over a year ago, I began making regular visits to their library, meeting with incarcerated students in

small classroom groups. Beginning work with this population can be intimidating. No matter how hard you might strive to forget the setting and circumstances surrounding these visits, reminders abound in a secure facility. And no matter how magnetic your personality, teenagers' enthusiasm will be muted if you enter their classroom at 7:50 am on a Monday. Over time, however, these visits have become a favorite part of my job.

Our sessions are centered around books. I know, shocking for a librarian. Many of these youths take refuge in reading during their many hours of down time and have become voracious readers over the course of their detention.

Each month, I add new books to their library, fulfilling requests whenever possible. Romance, history, manga, self-help, and GED exam prep are always in high demand. The majority of my time with these students focuses on book talks, followed by lively discussions. These visits have proven useful for honing my readers' advisory skills; the students have refreshingly strong opinions about the books they read and are happy to inform me when the books I bring miss the mark.



Artwork created by youth at the Denney Juvenile Justice Center and Echo Glen Children's Center.

I have also gotten to experience the incredible talent and creativity among Denney's population. Many of the students work with Arts With a Purpose, a non-profit organization founded and helmed by Denney educators and volunteers focused on processing trauma and empowering students through creative expression. I've had

Jesse O'Dunne is a Youth Service Librarian at Everett Public Library.

continued on next page

the privilege of attending several talent shows at Denney featuring students in this program, watching them sing, rap, dance, recite spoken word pieces, and exhibit their visual arts projects. Through this relationship, we were also able to showcase the youths' artwork in our library and host an exhibition-closing reception. We're working to expand our partnership with Denney and further promote the work of these students. We were fortunate to be awarded an ALA Great Stories Club grant and are developing a book club that will run after school at Denney, at a youth shelter, and at a local high school. Though the participants at each location cannot interact directly, we hope to collect their creative reflections, building a form of conversation between these young people.

At times, these trips to Denney can be challenging. I have strong feelings about America's criminal justice system, particularly when it comes to the treatment of youth. During and after each visit, I am reminded that I get to leave the Justice Center and enjoy my comfortable life, while the teens I work with may face long stretches of incarceration and institutionalization. While I do not know the specific circumstances that led them to Denney, I'm aware that some are victims of abuse, neglect, and manipulation, and others have made terrible decisions or weighty mistakes. That said, I am fortunate to be in a position to meet them where they are and engage them with the same energy I bring to programs with teens in more conventional settings. The introspection, resilience, and creativity of these young people continually impresses me. This partnership is also bringing these students to the library. We have had several youth connect with us at Denney and then come into the library when they are able to, enabling us to demonstrate that the library is a space that welcomes and values them, and that we can be a resource as they continue their lives outside detention.

Our work at Denney is not the only way that we are striving to make the library a welcoming environment for all members of our community. It is, however, an instructive example of how intentional planning and engaged partnerships can help us to reach populations that might benefit from library services. It has also been a reminder of how valuable frequently overlooked communities are to the library. Working with these students has given me a deeper understanding of the challenges facing young people and families in our community. It has also introduced me to youth with fascinating ideas, unique perspectives, and confident voices who refuse to be defined by their past decisions or present circumstances, and who will contribute to our community in profound and far-reaching ways.

The issues being raised in this issue of *Alki* are not new to our profession. In 2000, Sandra Rios Balderramma found diversity "a trend that is ever contemporary, historical, and futuristic. It touched our foremothers and forefathers, it touches the seventh

generation that follows us, and it touches us now—at this moment."¹ Twenty years later, libraries have transformed in many ways, but we are still working to decolonize our collections and remove the structural inequities and barriers that can alienate communities of color, immigrants, LGBTQ+ populations, disabled people, and other community members. In twenty more years, I imagine we will still be engaged in this effort, and in twenty more after that. Society will continue to change, and the ways we reach out will need to evolve as well. If we invest in engagement, build connections with diverse groups, and continue to critically examine our profession, while also hiring, supporting and amplifying the voices of library workers who reflect our communities, I hope that we can build libraries that truly are for everyone.

RESOURCES

Arts with a Purpose: <http://www.awp-wa.org/>

Prison Libraries: Resources for the Librarian: <https://libguides.ala.org/PrisonLibraries/Resources>

yalsa-lockdown: <https://lists.ala.org/sympa/info/yalsa-lockdown>

NOTES

1. Balderramma, Sandra Rios, "This Trend Called Diversity," *Library Trends* 49, no. 1 (Summer 2000): 194-214. 2000, ProQuest.

Washington State Library Expanding Technology Access for People Who Are Incarcerated

by Troi Gale

Technology in Prison

While incarcerated in Washington State, people do not have access to the internet and have limited access to technology due to the safety and security concerns inside prison walls. With the increasing needs for people to release from prison with digital literacy, there is a call for professionals to create innovative access points for individuals to gain necessary skills. Educators and librarians are in a unique position to be integral in the assessment and implementation of a technological evolution for people during the course of their incarceration.

The State Board of Community and Technical Colleges (SBCTC) originally invested in open source solutions development through providing laptop access for incarcerated students. These laptops allowed students to accelerate their learning by providing access to course work outside of the classroom. The Washington State Library (WSL) saw the tremendous value in the exploration of technological development for library patrons. According to the governor's "Executive Order 16-05 Report" published in April of 2017, of the 18,000 people presently incarcerated 96% will be released back into the community. WSL desired to provide laptops which focus on reentry, digital literacy, and workforce development.

Clallam Bay Corrections Center Washington State Library Branch Laptops

The Washington State Library (WSL) launched a pilot project

“ Being able to see the website and forms in real time allowed me to feel close to my tribe. I was able to see the tribal seal and images of my people; they were not images I imagined in my head or just in old magazines. They were real and from right now. Even better, I was able to see names of people I know; my community. I did not know that feeling of peace and home, while I was in here was even possible. ”

at their State Library branch within Clallam Bay Corrections Center on October 1, 2019. The intention of this project is to provide laptops to people who are incarcerated, so people have the opportunity to engage in one or more of the three goals:

1. Provide an equitable access point to empower incarcerated populations to facilitate and readily collaborate on their reentry plans.
2. Provide a space for people who have had limited access to a computer to allow them to engage in self-guided development of digital literacy
3. Provide Microsoft Office training tools for people to harness a skill that can be utilized in the workforce.

The laptops are re-imaged quarterly for updates on all resources that are stored on the laptops. This also allows for an evolution of the resources that are provided on the laptops in response to patron needs and interests. Currently the laptops house the following:

- An offline version of Intuition Library Services (ILS) Reentry Wiki (<https://wiki.sos.wa.gov/ILSRe-entry>)
- The Microsoft Office Suite (Word, Excel, Publisher, and PowerPoint)
- GCFLearnfree including Digital Literacy & Work Skills Resources
- Microsoft Office Specialist textbook PDFs and training tools
- Deep Freeze to reset the laptops to original settings after each patron use

In preparation for the launch of the Reentry & Digital Literacy Laptop Project at the Clallam Bay Corrections Center State Library branch, the branch librarian trained one of the incarcerated

Troi Gale is the Branch Librarian at Clallam Bay Corrections Center, Washington State Library, Institutional Library Services Department

continued on next page

library clerks on his new role as Digital Literacy Assistant. Having a clerk trained to provide hands-on assistance to patrons as they were physically using the laptops provided a seamless way to answer patron questions, assist in their self-guided navigation of resources, and enhance their journey to digital literacy. In addition, the Digital Literacy Assistant can gain job skills that demonstrate a rare expertise for jobs held during incarceration.

The first two patrons to access the laptop services were thrilled and overjoyed to take charge of their reentry needs via accessing the ILS Reentry Wiki. The first patron was able to access the [Tribal Resources](#) for their specific tribe. The patron was able to request specific forms be printed out and achieved successful access to the needed resources within the one hour time frame at the laptop. In addition to their successful use of the laptop, their feedback to the Branch Librarian was:

“Being able to see the website and forms in real time allowed me to feel close to my tribe. I was able to see the tribal seal and images of my people; they were not images I imagined in my head or just in old magazines. They were real and from right now. Even better, I was able to see names of people I know; my community. I did not know that feeling of peace and home, while I was in here was even possible.”

The second patron was able to access post-prison [Education](#) information. He was able to request print outs of the forms he needed for Financial Aid. However, he also stated that he knew he had only seen a small percentage of what the Reentry Wiki had to offer. He has been back every library session since to continue his post-prison educational plan.

Washington State Library Innovators

Librarians involved in the project were asked why they felt this project was important and what role it lent to equity, diversity, and inclusion.

Clallam Bay Corrections Center Branch Librarian

Clallam Bay Corrections Center houses many individuals who desire to implement their goals for their future, but often lack the tools and resources to navigate the complex systems which they are required to operate within. It is valuable to reinforce people's knowledge and autonomy by offering access

“Nothing is more important than helping inmates develop digital skills, and we are always looking for ways to demonstrate the value of the prison libraries to the Department of Corrections.”

points for people to create their own roadmaps for the lives they are seeking to live. I am here to create bridges and to break down barriers so that people can find their place of community healing, equity, inclusion, and overall growth. Access to laptops, with the resources for self-determination, is one avenue that we are able to utilize to support education, literacy, recovery, and reentry. However, as a whole, the services provided work to

empower our patrons to be their best self.

Anna Nash, the Institutional Librarian

In our branches there is more demand of our services than there is supply, this is true for nearly every service including information request/reference services. We are limited both in the amount of staff time available and the supplies we use to fill requests. As a result we are forced to put limits on how much we can provide. By offering laptops, an alternate medium, we are able to serve more patrons and better meet their information needs with fewer limits. Patrons also have more autonomy in the research process and in selecting information they determine is appropriate for their needs. Through empowerment and self-determination people can achieve the goals they are seeking. Additionally, laptops allow flexibility in curation and resource development to better the needs of ILS patrons in the future.

Cindy Aden, the Washington State Librarian

I am so excited to finally see this plan come to fruition. It has taken years to get laptops into prisons, but now that we have started, I am confident we can continue to gain steam. Nothing is more important than helping inmates develop digital skills, and we are always looking for ways to demonstrate the value of the prison libraries to the Department of Corrections.

Conclusion

The Reentry & Digital Literacy Laptop Project has launched at one Washington Department of Corrections (DOC) facility. However, the long term goal is to expand to all nine WSL branches located in Washington DOC facilities. There is ample opportunity for this project to expand and change through the evolution of patron needs. Washington State Library is excited to witness the power of equitable access to technology take place. 📖

Readers' Advisory for All

by Karen Knudson

When a class of thirty students arrived in the library for book checkout, I couldn't easily make thoughtful recommendations, and by the fifth class of the day, my readers' advisory got stuck on the same titles, which were now probably checked out. Also, students are often not able to clearly express their interests when I ask—we both need more think-time than the rush of whole class checkout. There are students who avoid the whole process, some proclaiming, "I don't read." Are these the students, perhaps marginalized, who most need my help, but are the least likely to ask? If I wanted to provide equitable readers' advisory, I needed another method.

So, based on my reading of Donalyn Miller's *Book Whisperer and Reading in the Wild* I created Reading Packets for students to provide individualized book recommendations for every ninth grader at my school, about 400 students. I know teachers do not want additional burdens and students often misplace work, so I store these packets in the library, color coded by their English teachers.

The first page of the packet is an interest inventory written in the form of a letter to students, "Let me help you find a great book" with a check-the-box format that is quicker for students to fill out. Pages two and three are where I offer recommendations throughout the year with places for student comments and what they've been reading lately. The back page is "Books I Want to Read," a way to focus student attention when I book-talk the Evergreen Teen Book Award nominees. It also helps students remember months later the books that piqued their interest.

Karen Knudson is the librarian at Lakes High School in Lakewood. She can be reached at kknudson@cloverpark.k12.wa.us.

The packet creates a conversation between me and each student. I give the packets, in separate folders for each period, to the ninth grade English teachers during the second or third week of school and ask that students be given an opportunity to fill out the interest inventory. This usually happens after the class has already come to the library for a brief orientation and to check out books. When I receive the packets back from the teachers I schedule when their classes are coming to the library again and I use those

interest inventories to write book recommendations for each student. I am very much aware that my suggestions for students are broad guesses for what would interest them. The interest inventory provides a limited picture and even by the end of the year I won't have all student names matched with their faces when offering these ideas.

When the class arrives in the library for their visit, the packets are spread on a table and students see their names and the books I have suggested for them. Every student. Students are then tasked to locate those books, and the teacher and I will initial their packets indicating that yes, they could locate the books using the call numbers I have provided. We've learned this is quite a learning curve for many.

Students are not required to check out these books; I am NOT telling them what to read. I've even changed my phrasing from "recommendations" to "ideas." I provide a cart where they can

place books they choose not to check out. I do over-ride fines to let all students check out. A week or two later, I give the packets back to teachers to have students comment on my suggestions. The packets are returned to me for my next recommendations, followed by the student comments, and the cycle continues throughout the year.

Date _____
Dear _____ in _____'s class, Period _____
Let me help you find a great book! If you tell me some of the things you're interested in, I'll give you some recommendations.
Sincerely,
Mrs. Knudson, Your Librarian
(P.S. This form might be seen by others. Talk with me privately if you'd prefer.)

Besides books, what kinds of things do you already read?
☐ Facebook Posts ☐ Newspaper articles ☐ Blogs
☐ Web Comics on-line ☐ Comics ☐ Wikipedia
☐ Sports articles ☐ Teen articles ☐ Personality articles

I prefer _____ books. I read e-books _____/audio books _____
(shorter (under 100) / longer (over 100) Yes/No/Not yet Yes/No/Not yet)

Books, series, or authors I liked: _____
Check any that interest you:

<input type="checkbox"/> Adventure <input type="checkbox"/> Animals <input type="checkbox"/> Humor <input type="checkbox"/> Washington/Local Area <input type="checkbox"/> Thought provoking characters or situations <input type="checkbox"/> A "classic" <input type="checkbox"/> Romance/Drama <input type="checkbox"/> Survival <input type="checkbox"/> Horror <input type="checkbox"/> Poetry <input type="checkbox"/> Music/Art <input type="checkbox"/> African Americans <input type="checkbox"/> LGBTQ <input type="checkbox"/> Native Americans <input type="checkbox"/> Asian Americans <input type="checkbox"/> Hispanic Americans <input type="checkbox"/> Pacific Islanders <input type="checkbox"/> Other _____	Science Fiction <input type="checkbox"/> Dystopian/post apocalypse <input type="checkbox"/> Space <input type="checkbox"/> Virtual reality/gaming <input type="checkbox"/> Steam punk <input type="checkbox"/> Alternative History <input type="checkbox"/> Other _____	Sports - True, Fiction or Both? <input type="checkbox"/> Basketball <input type="checkbox"/> Baseball <input type="checkbox"/> Cheer/Dance <input type="checkbox"/> Football <input type="checkbox"/> Hunting/Fishing <input type="checkbox"/> Martial <input type="checkbox"/> Soccer <input type="checkbox"/> Track <input type="checkbox"/> Other _____ Fantasy <input type="checkbox"/> Dragons <input type="checkbox"/> Myths/Retellings <input type="checkbox"/> Special powers <input type="checkbox"/> Vampires <input type="checkbox"/> Werewolves <input type="checkbox"/> Zombies <input type="checkbox"/> Fairies Mystery <input type="checkbox"/> True Crime <input type="checkbox"/> Spy <input type="checkbox"/> Detective
--	--	---

History True or Fiction or Both?
☐ Ancient world (Egypt, Greece, Rome, Christiana)
☐ Middle Ages/Renaissance
☐ American Revolution
☐ Civil War
☐ World Wars
☐ Other _____

Teen Problems - Modern Day
(abuse, drugs, bullying, suicide, divorce, trafficking, cutting, cheating, neglect...)
☐ In other countries
☐ American Teens

Nonfiction
☐ Making a difference
☐ Investigations
☐ Civil Rights/Struggles
☐ Biography/Memoir
☐ Other: _____

My Reading Goal(s) _____
Lakes High School Library

The first page of the Reading Packet used to provide individualized book recommendations for every ninth grader at Lakes High School.

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COPE: A Project-Based Approach to Community-Led Engagement

by Nadiyah Browne and Valerie Wonder

As a system The Seattle Public Library is in a privileged position to listen and respond to the voices of a city filled to the brim with ingenuity, including many among our internal team. While we speak of shared values tied to diversity, equity and inclusion, we're still working out ways to address barriers reinforced by systems and practices that limit community power at the library. The Committee for Outreach Programming and Engagement, or COPE, a yearly endeavor of The Seattle Public Library, illustrates the continuing evolution of our work.

COPE Origins

Since its inception in 2016, COPE has played a dual role of developing meaningful engagement, programming and outreach activities and at the same time building staff skills. Initially we created small teams of staff around internally-defined issues and ideas such as civic engagement, engaging Black diasporic communities, and serving formerly incarcerated patrons. Each group was asked to engage affected communities in their planning process. While the work teams made valuable community connections and developed important programming and recommendations for the library, they also identified needed changes to the COPE model. In some cases teams were made up of only white staff, and in others they struggled to center community voices. As a result, projects sometimes echoed rather than dismantled existing power structures. We went back to the drawing board, and thanks to the leadership of current and former COPE leads Davida Ingram, Hayden Bass, and Marites Mendoza, adjusted the model.

Redefining Our Practice

For the past two years, COPE has started our process by developing

“In some cases teams were made up of only white staff, and in others they struggled to center community voices. As a result, projects sometimes echoed rather than dismantled existing power structures. We went back to the drawing board...”

partnerships with community-based organizations led by and for people of color. The organizations vary in size and focus, but each have equity practices that serve as a model for library staff as they practice accountable community engagement. Each partner organization participates in one of three COPE teams from inception, leading the work to develop small-scale community-driven projects with a \$3,000 budget. Organizations enter into the partnership with an understanding that their small team of four to five library staff are building their own engagement

and equity practices through this process. We also modified our recruitment strategies so that now staff of color compose at least half of each team and a leadership role.

In an effort to create an intentional practice, COPE brings in external facilitators who themselves have deep equity practices built upon their social justice work. The facilitators lead a series of meetings over the course of six months that bring together all three teams. This cohort approach allows the groups to learn from each other and ensures a critical mass of non-library stakeholders are in the room. During initial meetings the facilitators move the group through a process of power analysis, and a discussion of accountable community engagement and white allyship. A part of this work includes naming the institutional structures that reinforce racism and identifying strategies to confront those structures that we can then incorporate into our practice. From there we listen to our community partners' goals for their projects and move forward establishing support plans that are in line with their visions of success.

Making space for community organizations to take the lead role in defining the work product requires that our organization and staff practice power sharing. For many, this shift was uncomfortable, but ultimately welcome. One longtime librarian with an impressive history of community engagement said she was nervous about the dynamic at first. But she learned that when staff are clear about what we can offer our partners and forthcoming about our limitations we

Nadiyah Browne is the Outreach Program Manager for Community Engagement Services at The Seattle Public Library. Valerie Wonder is the Managing Librarian for Community Engagement Services.

continued on next page

can trust the partners to take that information and develop a project that builds on all of our strengths to realize their vision. Through this process we stretch as an organization and support the powerful work our partners are practiced at leading.

Program, Projects and Continued Engagement

We have seen the outcomes of COPE in our internal and external work. Each team has hosted events and launched projects that highlight the voices, power and visions of our community partners. The relationships that are built extend long beyond project completion as collaboration opportunities based on our shared values continue to take shape.

CD Forum

The Central District Forum for Arts and Ideas team was guided by their mission to empower Black artists and utilize art as a force for community building. They hosted PNW Afro X, a one day event featuring Black artists shining their light on innovative Black diasporic culture.

The team developed a research fellowship, working with a cohort of artists to open up a world of resources they could access through the library to incorporate in their practice. One Librarian continues to work with the artists and writers, sharing her insights on the process of creating, writing and publishing. She emphasizes that the entire library is theirs. Access to space to write, resources and information specialists with deep knowledge of subjects like genealogy, history and art are always here for them.

Chief Seattle Club

The Chief Seattle Club team held multiple programs including a resume workshop where members shared their dream jobs with each other, then developed resumes based on what they wanted to do and job descriptions they were drawn to.

The team also hosted engaging writing workshops with Indigeneous poet and teacher Laura Da'. Participants shared that they were able to creatively express something that was meaningful for them culturally. A team member highlighted how important it was to create more space where people could share with each other, referencing the critical cultural importance of talking circles for native people.

F.I.G.H.T.

FIGHT (Formerly Incarcerated Group Healing Together) is an all-volunteer organization that supports and advocates for Asian and Pacific Islanders who are or have been incarcerated. Their COPE team was able to host several community dialogues and support the creation of a zine. One program convened multiple partners with

a shared focus resulting in a panel discussion on incarceration in Southeast Asian and Pacific Islander communities that centered the voices of youth.

Staff Leadership and Development

"COPE was a great experience for self and professional growth." SR, Library Associate

Internally, COPE affords an opportunity for staff of color in various positions throughout the system to utilize skills and knowledge they possess beyond those defined by their jobs at the library. Library Associates, Pages, Librarians and staff from other divisions all contribute to and benefit from working with communities in new ways to support each other in their development. The Committee aims to build allyship practices among the entire staff team—in particular white allyship for white staff, but also allyship skills that are needed whenever we work with communities that we are not a part of, or with organizations that don't have the institutional status or budget of a large urban public library like SPL. Staff work on defining and deepening equity and inclusion practices like power sharing and accountable community engagement while at the same time building skills like project management, public speaking, facilitation, and budgeting.

Moving Forward

The skills and perspective that staff gain through the COPE process aid in their ongoing community engagement efforts, but the benefits extend to other elements of their work as well. A Librarian who worked with FIGHT shared: "I use the approach I learned to work towards change internally as well. If I want to center my colleagues of color and be part of helping shift our organization toward equity, I need to start with honest relationships, listening, maintaining a dialogue and keeping the learning process going with my white colleagues, and using my position [to] effectively advocate for change."

As our current iteration comes to a close, we'll make time to reflect as individuals and teams on our initial hopes compared to the reality of our work together. We'll examine where our practices serve us well, and where they aren't as effective as we had intended. We will continue to seek out more opportunities to build on our skills and develop our equity practices, incorporating them into all aspects of our work.

To learn more about the community partners mentioned in this article check them out online:

<https://www.cdforum.org/>
<https://www.chiefseattleclub.org/>
<http://fightwa.org/> 

Big and Small: A Study in Two Approaches to LGBTQ+ Teen Programming

by Maggie Block and Stephanie Zero

East King County and South King County are both creating programs for LGBTQ+ youth, but on different scales. We wanted to compare and contrast the different approaches to find similarities for success in providing services to queer youth. In the two examples we highlight from KCLS, centering teen voices and relationship building with agencies that serve queer youth are the components that create a successful program. Whether you want to go big, or if circumstances dictate you keep it small, these elements will guide you.

BIG: East King County (by Stephanie Zero)

The Rainbow Teen Advisory Board (R.TAB) is a leadership group of LGBTQ+ teens who create social events for LGBTQ+ youth and allies with the aim of creating an inclusive and welcoming LGBTQ+ youth community on the Eastside. R.TAB strives to promote a sense of belonging and self-acceptance, to create safe spaces for youth to explore sexual orientations and gender identities, as well as reduce isolation and increase visibility for LGBTQ+ youth on the Eastside of King County.

R.TAB started from an outreach visit to Youth Eastside Services who serves LGBTQ+ youth with their queer youth support group called BGLAD. As I was talking to the facilitator at the time, Megan Kennedy, she said that teens have GSAs in the schools, and mental health support groups like BGLAD, but there's nowhere for them to socialize. As a Teen Services Librarian, creating



This year, R.TAB's summer dance theme was Lost in Wonderland.



Big Boi, the six-foot tall inflatable unicorn, uses they/them pronouns, and is the official mascot of the Rainbow Teen Advisory Board.

social emotional learning environments is part of my job description. I thought, “this is where I can make a difference.” But I didn’t just want to try to create LGBTQ+ events on my own. I wanted LGBTQ+ teen voices to create events that were relevant to LGBTQ+ youth. I also felt I would need the support of Teen Services Librarians in the Eastside region of King County as well as other agencies that serve queer youth. When the KCLS Diversity Department sent out a request for new programming, I pitched my idea and got the green light. I was granted \$5000 from the Pride Foundation to start the project.

Before I get too involved in explaining the events that R.TAB has planned and hosted, I want to emphasize the scalable elements of R.TAB. R.TAB is big and we focus on big regional events, but whether we are big or small, it is the relationships I have built with my local team of librarians and management—with my administrative team at KCLS, with teen librarians who serve in communities alongside mine, with teachers who serve as GSA advisors, with my local chapter of PFLAG, and with other agencies that serve queer youth like Youth Eastside Services—that make my events possible.

If you would like to serve LGBTQ+ youth, I would suggest building relationships first. First talk to your management. Are you and your staff ready to follow up with patron comments? Sit down with your supervisor before you get patron comments to review talking points about why the library provides services to LGBTQ+ youth. What counseling services does your community

have that serve queer youth? If you encounter a youth in crisis, it is

Maggie Block & Stephanie Zero are Teen Services Librarians at Skyway Library and Redmond Library (respectively) in the King County Library System.

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incredibly reassuring to have someone to refer them to, as well as someone to ask what to do.

As far as deciding what programs to host, I rely entirely on the teens to inform me what LGBTQ+ teens want to do with their social time. I would never have generated the ideas they came up with, and their proposals stretched my idea of what a library program looks like. When we started, I never imagined I would be hosting events at venues outside the library. I built relationships with partner agencies so that we can host events like our annual Summer Dance at the Old Firehouse Teen Center in Redmond and our annual Art Night at Bellevue Arts Museum. We have hosted game nights, ice cream socials, cosplay and drag events. I would not have thought of any of the ideas they came up with.

One more thought about centering teen voices and relationship building. This is a vulnerable population, and I have found that the best way to promote both R.TAB and the events they create is by word of mouth through the teens, and by communicating directly with agencies that serve queer youth. I am constantly balancing visibility with safety. If I blast a promotion through my regular channels I may get more exposure for my program, but that is the only time I have experienced pushback from the public.

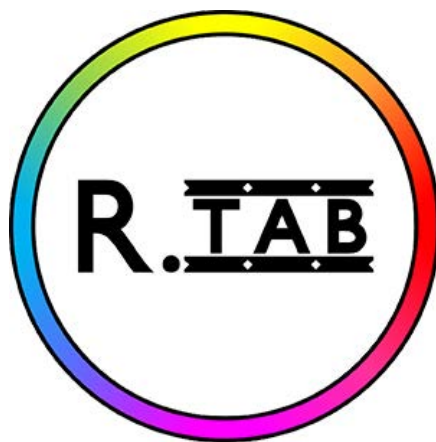
Here is a three-minute [video](#) that R.TAB teens created to explain who we are and what we do.

SMALL: South King County (by Maggie Block)

Before librarianship, I was a queer youth worker who saw the profound effect that being out, proud, and celebrated had on young people's lives. And because queer youth space had meant so much to me in high school, as a librarian in the Southeast I dreamed of creating my own queer youth programming. It's easy to see that there are not queer spaces much less queer youth spaces in the Southeast suburbs. This couldn't just be a flag I planted and hoped youth would come to—I knew it had to be programming that came

from Skyway's youth community.

So when Skyway's new teenage Page suggested that the library should start something like that, I acted fast! The next week the Page in question brought three friends also interested in queer youth meetings at the library, and we planned out the next few months. Inspired by an article a young person shared about how the queer community needed cafes for sober and all-ages spaces, we dubbed this group "QSA Cafes."



The R.TAB logo was created by one of the original Rainbow Teen Advisory Board teens.

The meetings were never huge, often three people, sometimes seven; but they were a good place to talk, hang out, eat snacks, watch queer media, listen to queer podcasts and color, and occasionally learn something about queer rights and history.

From this group we also planned "Queer Camps," all day events during school breaks for more young people in our community. Queer Camps always had a few basic elements: sharing of favorite queer media, team building activities, a full lunch on top of snacks, crafts, and finishing off the afternoon with a queer teen movie. Skyway has a modest Friends' budget, so the first two Queer Camps were totally home grown and instructed entirely by me. We threw our biggest Queer Camp in

June for Pride. We hosted multiple outside groups who led crafts, activities, and discussions. This event, even though it was our biggest, only got eleven young people to come out.

The small turn out to our big events planted an idea that only got reinforced when social rifts within the group of friends who had been coming to QSA Cafes caused attendance to be cut in half or no shows for weeks at a time—I had not created enough relationships with a wide enough section of the region I served.

I started to formulate a new plan. What if I did active outreach to all area schools' GSAs? Then instead of hoping word of mouth to a few would bring young people to our meetings I would bring our meeting's content to young people where they already were. When I received access to part of a grant KCLS got from the Why



A QSA Cafe meeting, note the youth picture of a unicorn on the dry erase board.

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Not You Foundation in order to do a participatory design program with teens, I acted fast in setting up introductory meetings with any GSA in the region that would have me.

I along with my colleagues in the region did outreach once a month to eight schools. We started with brainstorming their dream Teen Pride event, before collating all their ideas into one massive ballot where their votes narrowed the contents down. Finally, we assigned different GSAs different aspects of the event to plan. In part because so many young people were involved in making this event, and in part because this event got the focus of hate groups, Teen Pride brought out a whopping 153 attendees. I don't want to downplay the negative effects that transphobic and homophobic protests had on our event. Many students who had been excited to plan Teen Pride did not attend because they could not go to a gay event in the spotlight without risking being outed. Even those who did come told me of how scared they had been, and how hurt they had been that their event was being attacked.

When it comes to jumping from small queer affirming library programming to big, would I do things differently if I could do it again? Yes. But would I still do it? Without a doubt. From one of the young homeschoolers I met with to plan Teen Pride, who was so excited because they had never been a part of a GSA before, to the advice panel where a young trans masculine person was able to talk to a trans adult about how to embrace femininity, to all the young people who stole their courage and came out despite the fear of protesters and got to see the support from a giant community



The first ever Queer Camp, flags were brought from home by QSA Cafe members.



Happy kids and parents at Renton's first ever Teen Pride!



Teen Pride's prize table, every participant got a flag, an enamel pin, and a few raffle tickets for big ticket items!

instead, Teen Pride created a space for so many people where there had been at best a vacuum and at worst hatred and intolerance.

No matter the scale at which you're able to create these programs, or groups, just being an adult who visibly cares for and accepts LGBTQIA+ youth is going to make a deeply meaningful impression on the young people you serve. Queer youth programming, whether it's four kids in a meeting room, or one hundred at an arts museum, brings out young patrons who desperately need a place to belong. And if you can be the organization in the community you serve that provides that space—beyond the beautiful and heartwarming stories you'll have forever—you will be giving young people in your community the power of resiliency to survive into their adulthood. With any luck, they will hopefully even thrive. 📖


Equity in Action Course Recommended by LWSD Librarians

by Kathleen Dunbar

What is one thing that public librarians and school librarians have in common now? The answer is simple: the need for equity. For libraries this can mean many things—equity in services, programs, displays, and collection development. Librarians all over the country are taking on the task of professional development with an equity lens in order to disrupt barriers to all our patrons such as institutional, systemic racism. Many school districts are also undertaking this important and challenging task. How, though, can librarians get professional development that directly relates to our profession and daily practice?

One option is the online course called “Equity in Action” offered through School Library Journal. I am writing this article to recommend this course to public and school librarians anywhere in the country. I heard about it from one of my colleagues, Elizabeth Courage, the librarian at Lake Washington High School in Kirkland, Washington. The course offers live and recorded online sessions with experts and librarians in the field from all over the country, links to resources, and activities that require action.

The main activity I will be doing this year for the first time in my library is a diversity audit. There is no software or automated way to do this so having the course instructors and participants to help is invaluable. I just started my audit and began with Native American resources. I finished that portion and then was curious to see what people might think we had in terms of a resource either written by or about Native Americans. My staff guessed between 100-140 resources. The truth? We have thirty-six total.

This tells me that I have a lot of work to do in making our collection, services, and programs more inclusive and accessible. It is my professional goal for this year, and improvement will be a continuous process. I look forward to exploring more resources and types of professional development for this universal and important issue. More information about this course can be found at <https://learn.libraryjournal.com/courses/equity-in-action/>. 

[Editor's note: We have found the link to be broken at the time of publication. Please reach out to Library Journal for more information.]

Kathleen Dunbar is the Librarian at Eastlake High School.

Public Narrative in Public Buildings

by Suzanne Carlson-Prandini

Does the following sound familiar? A flustered patron approaches the public service desk and shares that she has found something in a book that has upset her. She hands a library staff member a card that says “It’s ok to be white”. Various other patrons overhear the conversation and watch with curiosity. The staff member thanks the patron for bringing it to staff attention and throws the card away.

this past summer’s ALA conference in Washington, D.C. titled “Confronting White Nationalism”.¹ The presenters were Emily Knox, Eric Ward, Nora Flanagan, and Jarrett Dapier. While there were a number of strategies provided during the session, this article will focus primarily on one: controlling the narrative.



Confronting White Nationalism in Schools (American Library Association Conference, Washington, D.C.) : Presenters from left to right: Jarrett Dapier, Nora Flanagan, Emily Knox, and Eric Ward. Photo credit: Lomax, Rebecca. 2019.

The patron walks off, expressing dismay that people can get away with leaving propaganda in books. The staff member writes up an internal report about being pamphleted. The people listening in go back to their various tasks. Maybe they wonder why more wasn’t done. Maybe they wonder why the woman was upset. Maybe they quietly celebrate that their pamphleting campaign succeeded.

For those who recognize the scenario above and wish for a more robust response, look to the resources from a session at

Consider the phrase used in the example above. Library staff members know the power of words. This phrase presents conflicting narratives over its origins and purpose which confuses and distracts from the various impacts of the words.^{2,3} Regardless of who originated it and why, these words sow confusion at best and fear and division at worst. In the given scenario, nothing was done to regain control of the narrative. The anonymous distributor successfully set the tone and message of the interaction without being physically present.

Chance favors the prepared mind. Libraries with a plan for dealing with propaganda increase their ability to shape narrative in their

Suzanne Carlson-Prandini is a public services librarian at the Bellingham Public Library and a reference librarian at Whatcom Community College.

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buildings. While the Western States Center's free publication *Confronting White Nationalism in Schools*⁴ is designed as a resource for teachers and school administrators, it also contains helpful information for public libraries. It orients readers to the tools used by hate groups to spread their messages and recruit new members. Keeping up on current memes can be overwhelming. It's a little less overwhelming if the focus gets redirected to responding to the messaging at the right level of response. Overreaction stokes the flames that feed into negative publicity. Underreaction sends a message of ignorance or acceptance, both of which undermine efforts to support diversity.^{1,4} Finding the right level of response for your library and community is a worthwhile conversation.

During the panel discussion at the ALA session, Eric Ward suggested providing rewards to counteract divisive messages left in public buildings. Let's revisit that initial scenario with Eric's suggested level of response. The patron approaches, flyer in hand and concern on her face. Various patrons listen in. The staff member thanks the patron for bringing the flyer to staff attention and gives her an "I love my library" bumper sticker. The staff member also lets the patron know that a monetary donation will be made to an organization that supports equity, diversity, and inclusion. The staff member still speaks with the patron about the nature of being a public building that's open to all. There may even be a discussion of libraries, democracy, and the first amendment. The patron expresses delight that the card, despite its divisive intent, ends up funding efforts to connect people rather than divide them. The patrons listening in observe a planned response to propaganda and note that the plan involves financially supporting organizations that build community. The staff member writes up a report, but now it includes a positive action that discourages future pamphleting efforts in two ways: By refocusing the narrative on supporting a diverse community and by triggering funding for a group that combats hate.

Where does the funding come from for such incentives? Think Friends groups, unions, or any other group in your community interested in supporting equity, diversity, and inclusion. Who should the donated funds go to? An organization, preferably local, that fits well with your community's aspirations.

Knowing our communities includes acknowledging that Washington State has active hate groups.⁵ Active means they recruit and disseminate their ideology. Leaving flyers in public places, like libraries and schools, is part of those recruitment efforts. Don't

assume your community doesn't have an active chapter and don't be surprised by obfuscation tactics.^{2,6,7,8} Whether you've been targeted by propaganda or not, having a plan in place helps staff promote libraries as welcoming spaces that support all community members.



“Chance favors the prepared mind. Libraries with a plan for dealing with propaganda increase their ability to shape narrative in their buildings.”

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Technology Literacy Collections: A Self-Help Solution That Creates a Culture of Helpers

by Lauren V. Bryant

A business class assigned students to dream up an entrepreneurship and go to the library to research it. As the librarians helped students find books for everything from soapmaking to board game cafés, one of the students approached me about making smartphone apps. It was not an unusual question. Students who had asked the same question before had been fine with our e-book collection that was full of updated books on many topics similar to this. E-books are easier to keep up-to-date, effortless to weed when they become outdated, and can be cost effective when purchased in a large package that fits the community's needs. The problem is that they are often invisible to patrons. One of our librarians has done an excellent job of inserting some wayfinding visuals in the stacks that point out that we have these invisible resources, but students still find the task of logging in a chore if they do not immediately know their password or encounter technical problems with the paywall such as often happens with antivirus software or firewalls.

Thankfully our print collection of technology books got a major power up last year right around the time I met the student who was researching smartphone apps. He was one of the first students I was able to observe interacting with some of our new books. Cost is always a hurdle when it comes to updating a print collection, but with the subject of technology, it can be especially daunting. A discovery I made is that not all programming languages change drastically from year to year. Since the basics of some programming languages hadn't changed in decades, we could keep some of those C and C++ books. An interesting note about computer language books is that they are updated per version not per year and the librarian's job is to look up the version number stated on the publication to see how old that version of C#, Java, Python, Lua, and so on might be and then make the decision to weed or keep.

We also purchased copies of the textbooks for both the Java class and the Python class for our textbook Reserves Collection. They turned out to be user-friendly, technical guides that students found useful on their own. Many students mention that they are grateful

to have these textbooks available in the library. Our computer science faculty are friendly and wonderful, making several visits throughout the year to give incredibly helpful feedback on the collection. They gave us some delightful suggestions for purchase, including *Phoenix Project: A Novel about IT*, *The Clean Coder*, and *Cracking the Coding interview*.

Not only is accessibility an important topic within technology, but the collection itself should be accessible as well. Physical accessibility stresses that people with color blindness can read signage, so ensure that your signs include enough contrast and do not use fancy fonts. Those with low vision will not be able to see very small signage or signage that is placed too far below or above eye level. The wayfinding signage not only identifies the collection's topic, but gives information about the e-books in our collection, identifying an otherwise invisible resource.

I verbally pointed out the technology collection to students whenever it was relevant to boost its visibility and awareness. When students checked out books from the technology collection, I was also friendly and interested. Students volunteered information about the classes they were taking, the projects they were working on, and the challenges they had hoped to pursue. When the student with the smartphone app book brought one of the books back I asked how the project was coming along and a curious thing happened. He excitedly talked about something he had learned to do and another student overheard and joined in the conversation about computer language coding. The second student had questions and wanted help from the first student. This time they needed more advanced books that we could only provide via our e-book collection.

I would like to see this collection get some pop science about artificial intelligence or bias within algorithms and I would like to see the web development books offer some creativity for our users. I am interested to see if those students return this academic year and am excited for the technology collection to grow even more at the Ray Howard Library. 📖

Lauren Valentino Bryant is a Reference Librarian at Shoreline Community College.

Our Read-a-Rama Summer

by Dr. Michelle H. Martin, Craig Seasholes, and Melanie Boerner

Camp Read-a-Rama® uses children's books as the springboard for all camp activities. Started in South Carolina by Dr. Michelle H. Martin and Dr. Rachelle D. Washington to combat the effects of summer slide for the children who need it most, these one-week, themed camps seek to make the US more literate one child and one book at a time and teach kids how to "live books." Multidisciplinary programs that integrate reading, English Language Arts, writing, movement, outdoor play, STEAM, the arts, field trips, and more, Camp Read-a-Rama has served hundreds of children since its inception in 2009 at Clemson University. With Martin's move to the University of Washington's Information School to become the Beverly Cleary Professor for Children and Youth Services in 2016, she and Dr. Washington, with the support of the board of Read-a-Rama®, are working toward scaling up to national programming. They hope that libraries—a natural fit for this program—will be an integral part of that effort.

Essential elements of Camp Read-a-Rama are:

- Campers ages four to eleven from diverse backgrounds (racial, ethnic, socioeconomic, zip codes, etc.)
- Superior staff from diverse backgrounds
- Low staff-to-camper ratio (one to five for younger campers; no more than one to seven for older campers)
- 100% engagement programming
- Creative interdisciplinary and interactive activities that use books as the starting point

- Daily DEAR (Drop Everything and Read) Time
- Diverse literature
- Family engagement, usually through a weekly Family Literacy Night
- Community engagement—readers, guests, facilitators, field trips to theme-relevant sites

While Camp Read-a-Rama has been held in Clemson and Columbia, South Carolina and in Seattle, this was the first summer that the program had sites run by other directors besides Martin and Washington and also the first summer to have more than two sites. These new site directors are eager to share their successes, challenges, and plans for next summer.

Camp Read-a-Rama at Dearborn Park International Elementary

At Dearborn Park International Elementary (DPIE) in South Seattle, we took advantage of an expansive, if overgrown, forest in southeast Seattle for a two-week Read-a-Rama camp that inspired kids to reclaim trails and an outdoor learning area. Art Attack-themed stories like *Maybe Something Beautiful* by Isabel Campoy prompted painting, and Peter Reynolds's *The Dot* got kids thinking they too could just "make a mark and see what happens." When Seattle Tilth Alliance educator Maren Neldham urged kids to see forest rehabilitation and a healthy forest as yet another way to create beauty, our two dozen students began pulling ivy, trimming back blackberries and adding tree mulch to their

trails that emerged in the forest adjacent to the school. Campers' enthusiasm buoyed them through two weeks of joyful work and play that re-established a learning area that the school now uses more frequently. Local authors Mark Holtzen and Sundee Frazier loved sharing their books with kids in our woodland amphitheater. Seattle School Superintendent Denise Juneau and State Senator Rebecca Saldaña also enjoyed our outdoor setting as they participated in Read-a-Rama Harambee Time with songs and storytelling



Campers creating a forest puppet theater story about their week at Camp Read-a-Rama at Dearborn Park International School. (Photo credit to Craig Seasholes, Seattle Public Schools)

Dr. Michelle H. Martin is the Beverly Cleary Endowed Professor for Children and Youth Services in the Information School at the University of Washington. Craig Seasholes is the Teacher-Librarian at Dearborn Park International Elementary, Seattle Public Schools. Melanie Boerner is the Literacy Program Coordinator in Spokane County Library District.

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("harambee" is a Swahili word meaning "coming together," the way every Camp Read-a-Rama day begins).

Our experience at Dearborn Park showed how Camp Read-a-Rama is easy-to-run and offered valuable experiences for others who might consider hosting future Read-a-Rama camps in summers-to-come.

Camp Read-a-Rama at North Spokane Public Library

Fun fact: It takes around 250 rubber bands to blow up a watermelon. If you had come to Camp Read-a-Rama during Food Week at the North Spokane Library, you would have been able to see, hear, and even taste that sensory experience.

The Spokane County Library District saw a need in our community for summer enrichment beyond the basic summer reading program model, offering children more time to be fully engaged in reading and to explore the concepts they were reading about. In partnership with Spokane County United Way, we were able to staff camp with three AmeriCorps VISTA summer associates, which gave them summer learning opportunities and work experience while they filled the role of camp counselors. The Library District offered a half-day Camp Read-a-Rama for seven weeks with four themes (three of which were offered twice). Each week, camp offered spots for sixteen campers, and registration opened thirty days prior, usually filling up within ten minutes. In short, Camp Read-a-Rama rocked!

What worked: Since our library system doesn't have the staffing capacity to fill the counselor positions, the AmeriCorps VISTA summer associates were essential to the success of the program. Planning, preparing, and implementing camp took over my full-time position, and I found that a schedule was necessary, all

“Camp Read-a-Rama has to be the best summer camp I’ve ever been to!”

the while knowing that things wouldn't always happen exactly as planned.

Camp was packed with activities and DEAR Time. This was necessary to keep the campers fully engaged the entirety of

their time with us. The most popular activities were egg drop, Alka-Seltzer rockets, anything involving the iPads, and paint!

What we learned about programming: we would have done well to plan fewer themes and serve more campers. Multiple campers attended multiple weeks, even repeating themes. This was great fun for them, but with space for only sixteen campers each week, registration filled up quickly, and we would have liked the opportunity for more children to experience Camp Read-a-Rama. Our plan for next summer is to offer one theme for eight weeks at two different locations and partner with local schools to recruit campers. I also learned to find guest readers and presenters months in advance. People are busy during the summer, and we didn't have nearly as many guests as I would have liked.

What we learned about books:

I requested a large number of books to read for each theme and set them on a cart in our room. However, campers really wanted to choose their own books and explore reading choices. It quickly became apparent that setting aside time in the day's activities for them to have that choice was crucial to their success. We made sure they could explore the library every day and find material that suited their interests.

A final thought: The most rewarding part of coordinating Camp Read-a-Rama was seeing the quick and deep relationships that formed between the counselors and campers around reading and learning. After a successful first summer, I'm looking forward to next year's camp and implementing everything we learned.



Campers at the North Spokane Library listen attentively at D.E.A.R. time. (Photo credit to University of Washington Information School)



Making slime at the North Spokane Library (Photo credit to University of Washington Information School.)



Camp Read-a-Rama founders Dr. Michelle Martin and Dr. Rachelle Washington join DPIE Read-a-Rama campers in an active morning Harambee Time. (Photo credit to University of Washington Information School)

Camp Read-a-Rama at Compass on Dexter

While Dearborn Park's two weeks of Camp Read-a-Rama in August got campers excited about reading just in time for a new school year, Compass on Dexter, an affordable housing complex for families who have previously experienced homelessness, enjoyed a week and a half of camp with the same themes: Art Attack and Animalia. The first Seattle iteration of Camp Read-a-Rama took place at this site in 2017, and the kids and families at Compass were excited about the return of camp.

What did we do? We read Cynthia Leitich Smith's *Jingle Dancer*, made jingle bell bracelets and anklets, and danced to songs played on the penny whistle by one of the staff; we sang "I Can Feel My Heartbeat" and carved hearts and other figurines out of bars of soap; we visited the Woodland Park Zoo; read poetry from Jack Prelutsky's *The Dragons are Singing Tonight*; and made Japanese Fish Prints on fabric from fresh fish from the market. Why? Because Camp Read-a-Rama is about bringing books to life. During the first week of camp, the campers from Dearborn Park site and from Compass on Dexter came together at the Seattle Public Library for songs, a presentation from the children's librarians, a library tour, and DEAR Time in the children's section. Our two groups also

crossed paths at the Seward Park Audubon Nature Center, sharing woodland walks with naturalist Ed Dominguez.

Co-founders of Camp Read-a-Rama, Martin and Washington directed the Compass site with four hired staff and one volunteer—all students in the UW iSchool's MLIS Program—and two high school-aged CITs (Counselors in Training). Ballard First Lutheran Church, Gethsemane Lutheran Church and a host of individual

donors provided funding for the Compass program to enable all Compass campers to attend for free, but we also opened registration up to families in the community since economic diversity, in addition to racial, ethnic, gender, neuro and other types of diversity has always been an important aspect of the program.

What do the Compass on Dexter campers say about Camp Read-a-Rama?

"Camp Read-a-Rama has to be the best summer camp I've ever been to!"

"My face hurts from laughing and smiling so much!"

"Being able to keep track of how many books have been read in a week was great!"



CiKeithia Pugh from Seattle Public Library reading to Compass on Dexter campers during Harambee Time (Photo credit to Michelle H. Martin)

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Camp Read-a-Rama @ Dearborn Park and Camp Read-a-Rama @ Compass on Dexter together for Seward Park field trip (Photo credit to Michelle H. Martin)

And keep track they did! During the first week, in three days, the twelve Compass campers read sixty-nine books; during the full week, twenty campers read 310 books!

WLA and Camp Read-a-Rama

Read-a-Rama's partnership with Dearborn Park and North Spokane Library was sparked by the Fall 2018 WLA Conference in Yakima. Michelle Martin and her doctoral student, Liz Mills, led a Read-a-Rama pre-conference session to introduce the program model. They led participants through Camp Read-a-Rama-styled activities paired with books, songs, and hands-on learning. Melanie Boerner, Gwendolyn Haley, and Mary Ellen Braks from Spokane County Library system all attended, as did Craig Seasholes from Dearborn Park. They could all envision successful Camp Read-a-Rama programs at their sites and worked with Martin and Washington throughout the winter and spring on the planning of their curriculum and to ensure that the essential elements of the program were in place. Martin and Washington visited the Dearborn Park site twice, and Martin visited the Spokane site mid-summer and debriefed with Boerner and the VISTAs to integrate more professional development into their already rich and positive camp experience.


Camp Read-a-Rama @ Your Site?

Martin and Washington's mantra for Camp Read-a-Rama has always been: "100% engagement 100% of the time because dead time will kill your program." This is a program that keeps campers reading, singing, moving, learning, and always engaged. To learn more about Camp Read-a-Rama, visit www.Read-a-Rama.org. To learn more

about research on Camp Read-a-Rama, visit: <https://read-a-rama.org/research/>. Interested in hosting a Camp Read-a-Rama site? Email Martin and Washington at campreadarama@gmail.com.

Camp Read-a-Rama 2019 Summer BY THE NUMBERS

9 one-week sessions (Seattle and Spokane) with themes Art Attack, and Animalia, STEAM (Science, Technology, Engineering, Arts & Math), Food, and an author-focused Grace Lin theme
196 campers
1500+ books read
869 books given away
17 guest readers (including a superintendent and a state senator)
5 authors
3 field trips
46 total field trip miles traveled
1 guest dog

*Read-a-Rama is a 501(c)(3) based in Washington State. 

We Started an EDI Group in Our Branch and You Could Too

by *Rachelle Martin*; edited by *Erika Lehtonen*

The last few years in American culture have brought the conversation surrounding equity, diversity and inclusion into the mainstream. From small libraries to national conferences, experiences of racism, classism, homophobia and sexism have been brought to the forefront in news and social media. While issues around disenfranchisement, harassment, and prejudice are nothing new, having respectful conversations around these topics can be new and challenging for some.

In 2019, the Shelton Timberland Library prioritized the creation of an Equity, Diversity and Inclusion workgroup in order to address these issues within our branch. We feel passionately that all staff and patrons need to feel safe and welcome in our library and the best way to ensure that is by working towards our collective goals. Every working environment puts staff from different backgrounds and experiences together. While we strive to be compassionate, we acknowledge that everyone who shares a working environment has a different past and experiences that affect the way they interact with colleagues and the public. While some concepts can be new and potentially challenging to some, it is imperative that all staff and patrons feel safe and respected. Our EDI group is our effort to create a foundational knowledge for all staff that will help us create an empowering working environment for all.

For example, our nonbinary colleagues are constantly being misgendered. While some staff quickly started to use our coworkers' correct pronouns, many hadn't been exposed to gender neutral pronouns and how painful it can be to be misgendered. Starting and then consistently revisiting the conversation of pronouns is emotionally draining for the people directly involved. By creating

“ Another issue we frequently experience is the women of color on our staff experience more sexual harassment, verbal abuse, and general questions about their ethnicity. ”

a support system, we can shoulder some of the emotionally exhausting labor that so often gets handled by people that it directly affects.

Another issue we frequently experience is the women of color on our staff experience more sexual harassment, verbal abuse, and general questions about their ethnicity. Instead of ignoring these issues, we are collectively working towards an environment where

extraneous talk of appearance and/or ethnicity is stopped with the potential for patrons to be trespassed if they do not modify their offensive behavior. We are encouraging staff to let patrons know that their comments are inappropriate and unwelcome or having supervisors do so when the staff person is uncomfortable speaking up.

Like many libraries, we have experienced issues with patrons surrounding materials and displays. Unfortunately, we had several intensely negative patron interactions around our LGBTQIAA+ Pride display in June and that has been upsetting to staff. Through the collective work that we had done, we were able to support

affected staff in a way that we would not have been able to before the creation of this workgroup. Our staff can rely on our sympathetic ears and proactive nature to help work through and solve problems with them.

“ This group wouldn't work if we didn't trust each other. ”

When we had our first workgroup meeting, we shared a lot of personal information, primarily why we joined the group and why we thought this work was important. There were several different responses, but the consensus was that EDI work affects everyone and we were all driven by a personal issue. We learned that this committee wouldn't work if we didn't share a safe space—one where we embrace teachable moments and talk through any concerns we are having. This group wouldn't work if we didn't trust each other.

While it is very difficult to prioritize anything that is not a core service in a time of staffing cutbacks and shortages, we have been

Rachelle Martin is the Senior Circulation Supervisor at Shelton and Hoodspoor Timberland Libraries. Erika Lehtonen is a Youth Services Librarian at the Shelton and Hoodspoor Timberland Libraries.

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able to meet several times. Our most successful meeting was when we were able to include our district's training coordinator. She ran through practical exercises and provided some invaluable tips for doing this kind of work and creating a respectful space.

Our first team project was to create a presentation for our district wide staff training retreat. We shared stories, resources, conflicts and questions. It was a great opportunity to meet other staff members and talk about next steps to take as a district as EDI is a stated goal in our district wide 2020-2022 Strategic Plan.

Through the creation of this group, we are building a foundation of trust and respect in our building. We are hoping to push this out throughout our district and empower our colleagues to talk with each other, to have difficult conversations, to build trust and to change our culture for the better. 📖

With 684 more circulations than the previous three years, the Reading Packets serve as prompts so that ninth grade English teachers bring their classes to the library more often. A survey I ran one year indicated 75.8% positive responses from students. Packets mean I am more thoughtful and utilize more of my library. After a dozen years of reading Washington state reading list nominees, I have a fairly large repertoire, but I rely heavily on the catalog, which I have the time to use, while students often don't. I've also created lists of books on various topics, or shorter books, or those with multiple copies. From these lists come brochures formatted by my student TAs with their names credited on the backs.

Perhaps the student who already has lots of books at home, uses public library e-books, or is confident about selecting books is not the best fit for this packet. But for many students, this was exactly what they needed. 📖

NOTES

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Join WLA

The Washington Library Association includes some of the best and brightest members of the Washington library community.

We are united by our care for the well-being of Washington libraries. For more information, visit our website at wla.org. Explore the site and make our business your business.

Membership information is at wla.org/membership.

Read to Me!: Video Project Helps Incarcerated Parents Stay Connected With Their Kids

by Deborah Sandler and Lauren Mayer

"I appreciate [Read to Me] so much—it's a bridge to connect with our children."

"This program helped me cope with being away from my child."

"[Read to Me] has made it so myself and my kids can have a sense of intimacy and closeness we've been deprived of since being separated by my incarceration."

These are some of the reflections of incarcerated parents after participating in Read to Me!, an early literacy video project run by The Seattle Public Library, in partnership with the King County Correctional Facility (KCCF), and with support from The Seattle Public Library Foundation.

Background

As Children's Services Librarians at the Seattle Public Library's Central Library, we strive to use an equity lens to inform our programs, services and partnerships. With the King County Correctional Facility located just blocks from our library, we recognized that our service area in downtown Seattle includes a large population of parents being impacted by the trauma of incarceration, which disproportionately impacts people of color and their families. These parents were unable to access the library programs and services available to the rest of the parents we serve.

We started developing Read to Me! after a 2017 systemwide community listening initiative, which focused on learning about barriers faced by formerly incarcerated patrons. Through listening sessions with numerous organizations working with court-involved people in Seattle, the thread emerged that successful reentry into community begins during incarceration. This led to the

“With the King County Correctional Facility located just blocks from our library, we recognized that our service area in downtown Seattle includes a large population of parents being impacted by the trauma of incarceration, which disproportionately impacts people of color and their families. These parents were unable to access the library programs and services available to the rest of the parents we serve.”

recommendation that the library develop outreach services to the King County Correctional Facility.

In 2018, Community Engagement Services and the Central Library began a partnership with the KCCF to reach incarcerated patrons through a multi-pronged approach. While the Children's Center started researching how to best serve incarcerated parents, Mobile Services began working with contacts at the KCCF and across departments at the library in order to develop several other initiatives to support incarcerated patrons. These efforts, also in progress, include supplementing the jail's existing book program, working to provide library cards to incarcerated patrons upon release, and partnering with the education department at the KCCF to provide further library programs and services.

Research & planning Read to Me!

As we started researching how other public libraries serve incarcerated parents, we quickly found the early literacy workshop and/or video-sharing model. This made perfect sense to us—as Children's Librarians, one of the core services we provide to parents of young children is access to excellent books, tips and tools for sharing books, and reinforcing that they are their children's first, best teacher. The early literacy workshop/video-sharing model seemed the best vehicle to make those services available to incarcerated parents, and help them connect with their children.

Next, we consulted with staff from several libraries offering programs to incarcerated parents and their families. We learned about the Philadelphia Free Library's innovative Stories Alive program, as well as New York Public Library's Daddy & Me/Mommy & Me program, which was launched at Rikers Island in 2010 and is still running. The staff from these libraries shared their expertise, logistical advice, tools

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Deborah Sandler and Lauren Mayer are Children's Services Librarians at The Seattle Public Library.

and curriculum, and were encouraging about starting a program to serve incarcerated parents in Seattle. We decided that creating a program based on the *Daddy & Me/Mommy & Me* model would be the most feasible for our pilot year.

In addition to reaching out to other library systems, we wanted to hear directly from parents who had been incarcerated at the King County Correctional Facility, as well as others advocating for incarcerated parents. We consulted with King County's Parents 4 Parents program, which includes formerly incarcerated Parent Allies who work in the KCCF to support incarcerated parents. They were enthusiastic about the program, and happy to offer advice, counsel, and help strategize.

Because The Seattle Public Library did not yet have a presence in the King County Correctional Facility, a primary challenge was how to identify parents and recruit for the program. With a stroke of genius by Carrie Fox, the Mobile Services Librarian in charge of navigating and coordinating efforts to launch the suite of library services at KCCF, we began our partnership with the King County Department of Public Defense. They connected us with the court-appointed lawyers representing incarcerated parents trying to maintain custody of their children, and were excited about the prospect of making this program available to their clients. The public defenders offered tweaks that we could incorporate into the workshop in order to best serve their clients, and they also helped facilitate initial recruitment efforts.

Nuts & Bolts

The goals of Read to Me! are to help parents incarcerated in the King County Correctional Facility maintain positive connections through sharing books with their children, ages seven and under, while they are separated by incarceration; provide them with access to excellent books in order to help them be part of their young children's early literacy development; build confidence reading aloud to their children; and create a safe space where they can learn from and support each other.

During three 3-hour sessions held on consecutive evenings, we discuss early literacy skills and share strategies for reading aloud. Parents share their favorite songs and stories, and supplement the discussion about early literacy skills with what they've experienced



The assortment of picture books the parents can choose from.



The contents of one of the packages we sent to children.

with their own children or other children in their lives. We bring a wide selection of diverse picture books (including bilingual and wordless titles), and parents select titles that resonate with them to share with their children. They have time to practice before we film them reading aloud and sharing special messages for their kids. Parents also have the opportunity to write a personal note for their children in each book. Children receive a care package (through their custodial caregiver) which includes the books their parent read aloud, a DVD or flash drive with the video file of the parent reading, and a copy of the title *Far Apart, Close in Heart: Being a Family When a Loved One is Incarcerated*. We also include information on their local public library programs and services, whether that is The Seattle Public Library or a neighboring library system. Parents with older children can also select chapter books to include in the care package, so all of their children receive presents from them.

Pilot year highlights

For our pilot year, we are offering the program quarterly. To date, we have held three series of early literacy workshops for incarcerated parents, alternating between

moms and dads, with our last series of the pilot scheduled for December.

Two moms participated in our first set of workshops. M., who had been at the KCCF for over two years, has five-year old twins and an almost-two year old who was born during her incarceration. It was clear from the beginning that M. was very comfortable reading aloud, and was excited for this opportunity to record books for her children. She shared that she "practically grew up in libraries," since her grandmother was a librarian. A., mother of two toddlers, was initially much shyer. She wanted to read a book that had Spanish in it, since her children's father speaks Spanish, and quietly practiced *Niño Wrestles the World*, finally recording the entire book with plenty of expression, humor and giggles. She also selected *Wheels on the Bus* for her one-year-old and sang the book aloud, sharing that it is his favorite song that she sings to him in the car. Both moms were excited about the opportunity to connect with their children through sharing books on video. M. explained "I want to let my kids know that I'm thinking of them, even if we can't be together right now." When we checked in with the father of A.'s kiddos to make sure they had gotten the videos, he told us that the kids loved it, and asked to "watch Mommy" over and over again.

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In our first series for dads, we had three participants for the first workshop, and two completed the series. R., a first time dad who was incarcerated when he was seventeen, had never read to his daughter, who was born during his incarceration. The care package with his video reading Where's Spot arrived home just days before her first birthday. J. had plenty of experience reading to his two daughters, and even requested a favorite book to read to them. J., who expressed that he deeply valued reading, shared that he appreciated this program, because "it was hard to share books with kids during visitation." Both dads chose numerous books for each of their children; since it was a small group, we knew we'd have time to record multiple stories. They were reticent to practice during the workshop, but both wrote the complete text of their selections in their notebooks so they could practice at night in their cells before recording the next night. At the end of the session, both dads asked if they'd have the chance to participate in future workshops.

For our second series for moms in September, we were allowed to visit and recruit eligible moms the week before the program, and had a 200 percent increase in attendance! We had six moms participate, who had sixteen children between them, nine of whom were under seven years old. M., who has seven children and was eight and a half months pregnant at the time, read aloud for each of her children under seven, and even got to read a story for her unborn baby. As the most experienced parent, she was the first to volunteer to record a story, and shared advice and encouragement to other moms as they recorded. A., who was five months pregnant with her second child, read right after her, and M. advised her to "just think of your son as you read, then you'll get into the story." One of the moms blew a kiss to her kiddo at the end of her story, *Full, Full, Full of Love*, and the mom who followed her loved that and did the same for her son. S. chose to record Goodnight Moon for her daughter, because she remembered her own mother reading it to her as a child.

C. made her recordings for her two sons over two nights, and thanked the other moms for being so supportive. After she recorded her last book, she said that due to their encouragement, she "felt more confident reading tonight than last night."

O. read in both English and Spanish to her children. She told us that the program was like "[telling your children] that you still love them. You can lose hope in here, and we don't have a way to connect with our kids." She also shared that the program provided "an outlet to be in a safe space with other mothers and share." Several mothers brought stacks of photographs of their children to share in the second session, and even taped them up behind themselves as they recorded their stories.

“I want to let my kids know that I’m thinking of them, even if we can’t be together right now.”

-M., an incarcerated mother of two toddlers

Evaluation

Since our first two groups were small, we chose not to use written surveys. Instead, we used informal polling, observation and conversation to help us determine if the program was successful. We learned that half the participants gained confidence in reading aloud over the course of the workshop. All four parents asked

if they would be able to participate again, and mentioned their peers' interest in participating in the program as well.

With our most recent group of moms, we decided to use written pre- and post-surveys, and also gained insight from observations. From our pre- and post-surveys, we learned that while all the parents felt at least somewhat comfortable reading aloud at the beginning of the workshop, 60 percent reported feeling more comfortable reading books aloud after participating in the workshops. We learned from the surveys that only one parent received visits from her children, and all of the parents shared in their surveys that this program provided a meaningful way to stay connected with their children. One mom shared that she is "full of gratitude for this program. For the first time, I feel hopeful."

Future Plans

We look forward to holding our last workshop of the pilot year with dads in December 2019. We anticipate funding from The Seattle Public Library Foundation in 2020, and plan to continue offering quarterly workshops. Based on parent feedback, we also plan to add a "booster day" each quarter, so that parents who have participated in the full workshop can come back to record new stories for their children.

We are continually learning and incorporating feedback from parents into the program. We've greatly appreciated their enthusiasm, grace, and willingness to share their expertise to help make this program as effective as possible for incarcerated parents and their children. We also appreciate the support and guidance we've received from our partners, the King County Correctional Facility programming staff and the Seattle Department of Public Defense. Their help has been crucial in our effort to reach parents who face significant barriers to sharing stories with their children, and to help them be actively involved in their children's love of reading. Without exception, the participants have been enthusiastic, thoughtful, supportive of each other, and focused on connecting with their children. They have all expressed a deep appreciation for the opportunity to connect in a positive and loving way with their children through books. 📖

Equity and Inclusion Project at Evergreen State College

by Helen Edwards

The Evergreen State College has been committed to equity and inclusion from its early years, and yet the digital materials relating to these efforts have been inaccessible to the wider community for years. The Evergreen Archives are currently working on a plan to make these materials accessible. Currently our collections include over 53,000 digital images, 23,000 digital text documents, over 1,000 audio files and over 300 video files. Using Omeka S, we are planning to make these digital items accessible and create exhibitions around efforts to create equity and inclusion at Evergreen. This project has been funded in part under the provisions of the Library Services and Technology Act, from the Institute of Museum and Library Services, administered by the Office of the Secretary of State, Washington State Library division.

Throughout the years Evergreen has been home to various equity-related institutions, such as The Labor Center, the Evergreen Longhouse and Cultural Center, the Native Pathways program, the Northwest Indian Applied Research Institute, and the First Peoples Coalition. These institutions have served not only Evergreen students, faculty and staff, but also the wider community. The Native Pathways program conducted courses on Washington State reservations, serving an incredibly underserved population. The Labor Center served local women in unions with its summer school for union women, a program that helped strengthen women's voices in union action. These are only a small percentage of the types of activities Evergreen has supported. Among other things, Evergreen hosted the 2000 Caucus of Native leaders, Activists, and Academics, a project that brought Ndebele artists from South Africa to the Tacoma campus to teach students, staff, faculty, and local community members in order to create the mural that still adorns the front of the Tacoma building.


Items so far located include audio recordings of discussions by the Non-White Disappearing Task Force from the early years of Evergreen, interviews with Dr. Maxine Mimms and Dr. Wintonnette (Joye) Hardiman and the formation of the Evergreen Tacoma campus and their struggles for recognition from the larger Evergreen community. There are videos featuring the Longhouse and Cultural Center dedication ceremony, interviews with founding female members of Evergreen's faculty as well as digitized posters featuring events put on by student groups such as the Third World

Coalition (now First Peoples Coalition), UJAMAA, MEChA (Movimiento Estudiantil Chicano de Aztlán), and the Asia Coalition.

In order to bring these digital objects to the wider community, we are working to organize and create cohesive naming structures and identifying numbers for our digital content. Once we've located as many assets as possible and deleted the duplicates, we have to research their backgrounds, including identifying people in photographs, figuring out dates that certain events happened, and identifying speakers on audio files. To date, we've located around 800 assets for this project, including images, audio, video, and text.

In addition to uploading the assets to our Omeka S platform, we're also creating a manual for how to upload and manage assets so that we can share that knowledge with other organizations looking to utilize Omeka S. Archives staff will create online exhibitions on topics such as the Labor Center or the Reservation Based Community Development program, and will additionally create documentation to support students in developing and curating their own online exhibitions based on their interests and areas of study. We're hoping that this will encourage students to delve deeper into Evergreen's history of equity and inclusion.

Along with the digital component of the project we will be creating a lesson plan to teach Evergreeners to use digital primary sources in the hopes that this will encourage interest in our collections, both digital and physical, from faculty, staff, and students. We will also be teaching at least one workshop, and hopefully more, on effective ways to use digital primary sources in teaching that will be based on the lesson plan we created.

We're excited to be doing this project as there is so much great material in Evergreen's digital collections that is currently inaccessible. Although certainly not a perfect organization, Evergreen has been, and still is, home to efforts to be more equitable and inclusive. This project is helping us make that history accessible and, hopefully, encourage the Evergreen community to continue its efforts towards equity and inclusion. 

Helen Edwards is the project archivist in the Daniel J. Evans Library at The Evergreen State College.

Creating a School Library with Equity and Inclusion at Its Core

by Elizabeth Roberts

Introduction

Building a school from the ground up can be hard work. For the first time since the 1970's, Bellevue School District has created a new school, Wilburton Elementary. The population of Bellevue has seen huge shifts in the last fifty years, shifts that are reflected in Wilburton's makeup. Wilburton currently has 560 students in PreK–5. When visitors walk into our school, they are often surprised by the diversity. Our school is about 60 percent students of color and 30 percent white students. The breakdown in our demographics are 45 percent Asian, 31 percent White, 11 percent Multi-Ethnic, 9 percent Hispanic, and 3 percent Black. We also have thirty-three different languages spoken by our students and their families, and 38 percent of our students are part of our multilingual learner program. In addition to the racial and linguistic diversity in our school, we have one of the highest mobility rates for our district and 10 percent of our students qualify for free and reduced lunch. We are also the first school with all grade levels piloting an inclusion model. That means that all students who live in the school boundaries go to our school and are provided the services they need in our building instead of going to a centered program. And of course it is important to mention that our school is also a Microsoft partner school with a one to one program.

As a librarian for this new school, I have been fortunate to help build what I believe is a diverse and inclusive library for our diverse and inclusive school. I am currently in my ninth year as a teacher-librarian and fifth year for Bellevue. I am also fortunate to have the role of Information Literacy Curriculum Developer for Bellevue School District for the last two years. Beth Hamilton, principal of

“Many books are considered 'classics' but when looked at through an equity lens, do not represent our students in an authentic or realistic way.”



Patrice McLaurin inspires students to be scholars during an author visit in Spring 2019.

Wilburton, connected with me early on to discuss the creation of the library. As a one to one program, as well as a school piloting full inclusive practices for all our students, I was able to create a truly welcoming place for all students, no matter their race, culture, ability or background.

Here are the things I did to make

that a reality and things you can think about incorporating in your library, even if it is not brand new.

Physical Space

While many things go into building a new building, there were some very helpful considerations that both Ms. Hamilton and the

architects from BLRB Architects were able to incorporate long before I got involved. We have a colorful, well-lit library with floor to ceiling windows that form two full sides of our library. More importantly, most of the shelves are movable. This means that our space can be truly a flexible space and can change for the needs of students, staff and collection as we grow. As we see shifts in our school population, we will be able to order books and resources that are relevant to the learning of all our students, and with the flexible space, we can rearrange to make space in infinite

ways. Of course, having the flexibility to move shelves as needed also allows us to guarantee that our library is ADA compliant and that all students always have access to all materials. Additionally, our library can be used as a meeting space. For instance, we recently hosted a Multilingual Family Event, welcoming all families who speak multiple languages to learn about our school, our program and our library. We also host author visits to inspire and encourage our students to think of themselves as readers, writers and learners.

Additionally, as we are a one to one school, we were able to eliminate the class set of desktops that tend to dominate school library spaces.

Elizabeth Roberts is a Teacher-Librarian at Wilburton Elementary and Information Literacy Curriculum Developer Bellevue School District.

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Instead, we have set up several desktops around the room to feel more like a public library where students can use the catalog to search for their books and put things on hold when they stop by the library to check out books outside of library time. When computers are needed for whole group instruction, students bring their iPads (grades K-1) or laptops (grades 2-5) with them to the library.

Collection Development

The largest physical and digital part of any school library is the collection. With a brand new school came a brand new collection and an opportunity to start from the ground up and create a collection that was diverse and represented both windows and mirrors for our students, staff and families. The process started with our book vendors, Follett and Bound to Stay Bound, when we gave them a list of priorities we wanted in our collection. From there, they curated a list of books that included culturally responsive, diverse topics, settings and characters and included many STEAM and Computer Science related books as well. Once the initial lists were created, I went through them and removed books that were not relevant or culturally appropriate and added titles that I thought might be missing. Many books are considered “classics” but when looked at through an equity lens, do not represent our students in an authentic or realistic way. This several months long process continued as we added and removed books, working within the budget to find the right balance for what we knew of our incoming student population at the time. While it is hard to sort through an entire collection of over 12,000 books, we did our best to create a vibrant, new collection for each and every one of our students.

In addition to the regular collection, I was able to set aside a portion of the open day budget to create a World Language Section in our library. I waited to purchase this collection until well into our first year of school so that I could use the knowledge of our community to help find relevant books for each language. As a librarian, my job is to curate books for our patrons that will be relevant and interesting. It is exceedingly hard not only to do this for books in languages that I am not literate in, but also to decide what is culturally appropriate for each of these languages. After looking at our data to determine what were the most common languages spoken by our families, I was able to narrow it down to the top seven. I then reached out to our PTA to find parent volunteers who spoke those languages to review book lists with me. Each parent group was able to give me valuable feedback about the types of books that they and their children would be most excited to read. Our World

“I do not make students work off debt or read off debt. Those things feel like they are either punishing kids for situations outside of their control and/or making reading into a punishment.”

Language section is constantly circulating and the more I’m able to tell parents about the books, the more I see students and families checking them out and reading them together.

Inclusive Policies

Above all else, the thing that I am the proudest about creating in this library are the policies that make sure that it is as inclusive

as possible. At our school we have an “Everyday is Library Day” policy. That means that students can come all day every day to our library to return books and check out new books. They do not have to wait until their library day to find a good book. For students who fly through books, it doesn’t make sense that you can only check out once a week. That is not how the world outside of our K-12 institutions work either. If we want to create a place for all students to find joy in reading or find that vital information they need for school or personal life, they need access... access and time. Sometimes our library instruction time just isn’t enough to have a full learning experience and check out. Some students truly need twenty to thirty minutes to browse. Some need five. A one size fits all check out time and space just doesn’t serve our students.

How do I make that possible? First, I teach all my K-5 students how to do self-check out in Destiny. That way if I am busy teaching when they come in, they are perfectly capable of returning their books, finding new books and checking out books on their own. As long as the doors are open, they can get books at any time. Do some books occasionally walk out the door without being properly scanned? Sure. But they almost always come back. Students don’t check out books with the intention of stealing them. And if they don’t come back, it would probably be the same students who did check them out that lost them. I would rather have students with books in their hands and the potential to read than worry about having 100 percent accurate circulation statistics.

Second, my check out limits make sure everyone gets what they need. At Wilburton, Kindergarten students check out two books at a time, first grade gets three books, second grade gets four books, and three to five get however many they need. I have an additional limit of only two books in a series. This limit is so that they have the next book ready when they finish the first while making sure they aren’t hoarding entire series. Besides these limits, I really emphasize to our students exactly what need means. It does not mean that they NEED to check out all 7 Harry Potter books at the same time. I often ask my students to think about what they are truly going to read in the next day, next 3 days or next week. I make sure they know that many other students are waiting for the books they are checking

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out and that it's not fair to others if they have a pile of books in their desk or next to their bed at home that they are NOT reading but just waiting to read. Some of my students come every day and check out one or two books, read them overnight and get more the next day. Some check out five or six at a time and still choose to come once a week. Within this system all students have access to the books they need when they need them.

And finally, I am very cautious about how I hold students responsible for lost books. If a family is able to replace a lost or damaged book, I do appreciate that and use that money to buy new copies. However, I understand that the cost of running a library is an occasional lost book. But that does not mean harassing students and their families. I do not make students work off debt or read off debt. Those things feel like they are either punishing kids for situations outside of their control and/or making reading into a punishment. If they can pay, great; if they can't pay, it is not my job to make their or their parents' life harder over a book. In the end, I tell all students, I don't want the money, I just want to find the book. Do whatever you can to find the book! Often it is those families who need access to books most that get punished the most by our library policies. Families who are working multiple jobs to make ends meet may not have time to go to the public library or search high and low for a book their child checked out that could be anywhere between home, school and after school care. Our school library is one way that we can guarantee that all students in our community have regular access to books. I do allow students to check out if they have previously lost books. I do follow up with students as needed and if it is a chronic problem with the same student, I help them set up reasonable expectations for how to manage library books, such as keeping them at school while they practice. Anything I can do to keep kids coming back and not being embarrassed or shy to ask for more books is a win.

Considerations for changes in your library

Not everyone gets the same opportunity to build a library from the ground up. However, that doesn't mean you cannot incorporate many of the above ideas. One practical thing that you can do now for free is to evaluate your policies. How do they encourage or discourage your students? Are you building welcoming culture? A culture of voracious reading? Or are your policies creating a system that lets the "responsible" kids check out a book occasionally? Many policies can perpetuate institutional racism, so it is our job to do everything we can to be anti-racist in our policies.

“Can you put books on the tops of shelves or in the open spaces for students to find? Can you create cozy reading areas to allow kids to read? Can you add color to your library to make it fun? What are the out of the box ideas that can transform your space?”

For book check out, we all know that every school is different, so you will need to consider how you can, within the restraints of your school, make books as accessible as possible. The number one thing you can do is teach your kids to be as independent as possible. If they aren't dependent on you, they have more access and you can find ways to allow your students to check out and still teach or plan as needed.

In addition, there is the obvious step of looking at your collection. Start with weeding outdated

books that are no longer relevant and related to your population. Even if you don't have a huge budget to buy new books, removing old ones will let the diverse books you do have in your collection be more easily found. If you have the ability to update your collection with new books, there are many new books being published today that can help reflect your students and let them see outside their world as well. Dive into your student data and see who should be reflected in the books you own.

The hardest shift of course is the physical space. Sometimes bookshelves are built in and not flexible. And furniture is expensive. But it doesn't cost anything to get creative. Think about where books are physically put on the shelves. Does it make sense for your students? Is it making them feel included? I put many of my high circulating books in bins so they are easy to find and I can make more space on the shelves I have. I'm also constantly looking for ways to display the amazing books we do have. Can you put books on the tops of shelves or in the open spaces for students to find? Can you create cozy reading areas to allow kids to read? Can you add color to your library to make it fun? What are the out of the box ideas that can transform your space?

Conclusion

No matter if you have a one year old school or one hundred year old school, there are simple steps that you can take to create a diverse and inclusion collection and library. It takes time, intentionality and sometimes a little extra money. But it is also so important that all our students feel welcome and know that the library is a place for them. My hope is that I create lifelong readers and learners who know that no matter who they are they are welcome in any library. And therefore, my hope is that even if my students move along to another school or another library, they have that same welcoming experience because of you and your hard work. 📖

Community Reading Initiatives as a Vehicle for Promoting #OwnVoices

by Kelsey Smith

Libraries may well be the originators of promoting reading as a way to build understanding, bridge inequities and provide opportunities for sharing perspectives. Community reading programs provide a simple formula to build these literary connections—pick a book, an author, or a literary theme; encourage your users to engage with your selection(s); and then create opportunities for interacting through discussions, author talks, and related library programming. By making thoughtful selections that amplify underrepresented voices, we can provide myriad pathways for sharing experiences and promoting equity and inclusion in the communities we serve.

According to ALA's "One Book One Community" guide, the concept of community reads originated in 1998 with the Washington Center for the Book director Nancy Pearl's selection *The Sweet Hereafter* by Russell Banks. At the time, Nancy expressed her reasoning behind this project in this way: "People can go for days at a time not talking to anyone outside their immediate family. There are precious few opportunities for people of different ethnic backgrounds, economic levels or ages to sit down together and discuss ideas that are important to them... this project provides that opportunity."

Today, hundreds of community reading initiatives for all ages exist internationally and in all fifty states. Initiatives are

“Today, hundreds of community reading initiatives for all ages exist internationally and in all fifty states. Initiatives are frequently facilitated by state Centers for the Book, the National Endowment for the Arts Big Read grant program, and many public, school, and academic libraries.”

frequently facilitated by state Centers for the Book, the National Endowment for the Arts Big Read grant program, and many public, school, and academic libraries.

In recent years, Timberland Regional Library has participated in two different Timberland Reads Together initiatives that reflect a commitment to fostering inclusivity and representation. Most recently, in the months of September and October 2019, Timberland Reads Together focused on Native Voices by promoting literature written by Indigenous authors and specifically highlighting the bestselling title *There There* by

Tommy Orange. Tommy Orange was born and raised in Oakland California and is an enrolled member of the Cheyenne and Arapaho tribes of Oklahoma. Orange's groundbreaking debut title *There There* is a national bestseller and has won multiple book awards, including the National Book Critics Circle John Leonard Prize, the PEN/Hemingway Award, and the Center for Fiction First Novel Prize. The novel explores the lives of twelve characters from multiple Native communities and the surprising connections that are revealed as each character travels to a big Powwow in Oakland, California.

Timberland approached this year's Timberland Reads Together Native Voices initiative by forming a Native Voices work group of staff from across the five county system. The Native Voices work group collectively worked to provide support for this district initiative with programming suggestions, lists of books and film created by Indigenous people,



Kayla Guyett shows library patrons how to make a tiny coil basket.

Kelsey Smith is an Adult Services Librarian Senior at Lacey Timberland Library.

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Students and faculty from the Evergreen State College Native Pathways program, following a reading at the Lacey Timberland Library.

connections and contact information for tribal nations, and guidelines for land acknowledgments and Native American etiquette.

Timberland Reads Together Native Voices free programming spanned all twenty-seven Timberland Libraries, and included some truly notable events. We were very lucky to have Tommy Orange join us for an evening at the Washington Center in Olympia for an engaging, humorous, and poignant conversation facilitated by amazing local poet and Evergreen State College Native Pathways director Dawn Pichón Barron. This event was followed by book signing and preceded by an invite-only meet and greet with Orange that prioritized local tribal members' attendance.

Many branches showed the movie *Promised Land*, a documentary of the centuries-long struggle of the Northwest Duwamish and Chinook tribes for treaty rights, federal recognition, and tribal sovereignty. At the Lacey Timberland Library, we partnered with Saint Martin's University in showing



Thunderbirds Raised Her (Wageeyah i chx yab). Sisters Billie Lynn Jefferson, Danielle Kili Kennedy-Jefferson, and Katherine Val Renee Kennedy-Jefferson come from the Lummi Nation and are of Assiniboine Sioux and Coast Salish descent. Photo by Meghan Hall.

this documentary on campus, and followed the showing with a facilitated discussion led by John Hopkins, Associate Dean of Students and Director of the Diversity and Equity Center. The Ilwaco Timberland Library also showed *Promised Land* at the restored Chinook School event center. The Ilwaco Library provided fresh greens to welcome local Chinook tribal members, who added some opening and closing remarks, and members of the audience shared stories about their First Nation ancestors.

The Centralia Library hosted a month long museum exhibit on loan from the Karshner Memorial Museum in Puyallup titled "We're Still Here: the Survival of Washington Indians." The exhibit shares the many challenges and successes that Indigenous people in Washington have experienced through the years, highlighting conflicts over land, sovereignty, fishing rights, and cultural preservation for future generations. Tribal leaders and authorities from across Washington state were consulted in the creation of this exhibit.

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The Lacey Timberland Library also hosted a packed-house musical performance with Wageeyah i chx yab, Thunderbirds Raised Her. Sisters Billie Lynn Jefferson, Danielle Kili Kennedy-Jefferson, and Katherine Val Renee Kennedy-Jefferson come from the Lummi Nation and are of Assiniboine

Sioux and Coast Salish descent. They have been singing together since childhood, and write and perform beautiful contemporary Native American songs.

In 2017, Timberland Reads Together featured author Reyna Grande and her bestselling memoir *The Distance Between Us*, the story of Grande's life before and after illegally immigrating to the United States from Mexico. Grande visited multiple middle and high schools during her 2017 visit in addition to speaking in English at the Washington Center in Olympia and in Spanish at Saint Martin's University. At the Saint Martin's event, a library patron who immigrated to Lacey from Mexico spoke passionately and at length about the importance of hearing stories about the immigrant experience, particularly during these challenging times, to increase empathy and understanding among all United States residents. Grande also spoke to over 200 students in the Shelton School District, who purchased and received donations of over 200 copies of the young readers edition of *The Distance Between Us*. Many of the students read the book in one or two sittings, and Shelton Library staff overheard many Shelton students talking about how Grande's story was a mirror to their own stories and experiences as immigrants. Shelton Timberland Library manager Donna Feddern shared some of the students' questions, which included "how did you feel when you crossed the border?" and "did you ever feel like giving up?" Grande responded to the students' many questions in both English and Spanish language, posed for selfies, signed autographs, and encouraged them to write their own stories.

In addition to the Timberland Reads Together programs, the Lacey Timberland Library participates in a youth-focused initiative called Lacey Loves to Read. Lacey Loves to Read was created in collaboration with the city of Lacey, Lacey Timberland Library, North Thurston Public Schools, and the Lacey South Sound Chamber. Each year in February, they invite a notable youth author to Lacey and invite kids to engage through writing and bookmark contests, author events, book discussions and more. In 2020, Lacey will be welcoming Sharon M. Draper, bestselling author and five time winner of the Coretta Scott King Literary Award. In previous years, Lacey has hosted Kazu Kibuishi, Matt de la Peña, Kwame Alexander, Joseph Bruchac, and many other well known authors of color, providing kids with a chance to see

“I continue to see the ripple effect that programs like Timberland Reads Together and Lacey Loves to Read create in my library.”

their own experiences and culture reflected in literature.

On a personal level, I continue to see the ripple effect that programs like Timberland Reads Together and Lacey Loves to Read create in my library. I have noticed a significant increase in Native American authors and

materials about Native American culture checked out from the library lately, for example, and I have learned a great deal about the culture and history of the tribal nations whose lands we occupy in Washington state. I have developed lasting relationships with local organizations, tribes, and schools because of connections made during the last two Timberland Reads Together initiatives. I have Spanish speaking patrons who are now more comfortable telling me what books they would like to see in our library collections. And ultimately, through these efforts, I think we have succeeded in sending a meaningful message that our libraries are here to serve all members of our community. 📖

NOTES

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Windows and Mirrors in School Library Collections

by Mary Moser and Elizabeth Bruno

When my district leadership asked for possible topics for our library meetings during 2016–2017, I submitted a list. One of those topics was diversity in the library. Having been a few years out from initially seeing the #WeNeedDiverseBooks blow up my Twitter-sphere, I still wanted to do more and learn more about putting diversity in the front of our work in the school library. My fellow high school librarian lamented about the lack of Pacific Islander novels for her library and had exhausted the tools that she had available to find more relevant, modern titles for her collection. As it usually goes, my call for a topic led me to be the one to present on the topic. While I wouldn't call myself an expert then, and I'm still growing now, I set out to share what steps I had taken in my library and to facilitate a discussion. I had previously posted about this topic on the blog [CORElaborate](#).

I centered my discussion on Dr. Rudine Sims Bishop's discussion of books being "windows, mirrors and sliding glass doors" for readers—that what we present to readers should be a variety of books that reflect back characters that are like them as well as books that offer a view of characters/stories that are different than them. I really liked this idea because it affirms that even when I'm in a homogenized culture, I still need to seek out diversity. There can't just be mirrors. To be honest, it would be just as important for me to bring non-white perspectives into my collection in a predominantly white school because a library full of white stories only helps exacerbate the "othering" that our society can at times reinforce. At the time, Huyck's 2015 infographic based on the Cooperative Children's Book Center's multicultural statistics study showed that 73.3% of all children's books published featured white characters as compared to 15% featuring characters of color. So, if you're buying contemporary, popular books without an eye for diversity, you're going to naturally end up with a pretty white collection.

While talking diversity with my colleagues, I brought out

“ If a student doesn't see themselves in the collection, then they receive an unspoken message that they don't belong. ”

the definition of diversity that the We Need Diverse Books organization employs in their work: *“We recognize all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities*, and ethnic, cultural, and religious minorities. *We subscribe to a broad definition of disability, which includes but is not limited to physical, sensory, cognitive, intellectual, or developmental disabilities, chronic conditions, and mental illnesses (this may also include addiction). Furthermore, we subscribe to a social model of disability, which*

*presents disability as created by barriers in the social environment, due to lack of equal access, stereotyping, and other forms of marginalization.”*¹ I bring this definition because it acknowledges that there are so many shades of diversity that we all must examine in our collection. As is happening right now in my district in our Deep Equity work, it's easy to see diversity and think race **and then stop**. As a trainer in that work, I need to be more proactive about what we mean when we talk about diversity. Personally, I took this as a moment to look at my collection and I wondered what literature I had on people with disabilities. If a student doesn't see themselves in the collection, then they receive an unspoken message that they don't belong.

I left my colleagues with possible book lists and awards to follow, including the Stonewall Book Award, to help with diversifying their collection on a continual basis. I also gave them six questions to wrestle during their pursuit of diversity.

1. Could each of your students find an accurate depiction of themselves?
2. Is there a wide variety of diversity represented in your collection?
3. What do people with purchasing power see as the role of diversity in decisions? How can you learn from them or support them in growing?
4. How well can your students be given “window” experiences?

Mary Moser is the Clover Park High School Librarian. Elizabeth Bruno is the Rainier Elementary School Librarian Joint Base Lewis-McChord, WA. Both schools are in the Clover Park School District located in Lakewood, WA in Pierce County.

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5. How would you describe the variety of authors presented to your students in academic classes and the library?
6. Challenge: How often are diverse characters represented in books as just being a person, rather than a representation of their diversity?

Since this time, I have begun to consider the role of diversity audits and how to check my displays and book lists to ensure diversity is always visible, through the inspiration provided by Karen Jensen, who writes for the Teen Librarian Toolbox for School Library Journal. Just this month, I signed up for the Library Journal course on “Equity in Action: Taking Your Diversity and Inclusion Initiatives to the Next Level” to further my understanding, because professional development never ceases.

Impact of Mary Moser’s Presentation on an Elementary Library Collection (by Elizabeth Bruno)

Professional development surprises me every now and then. “Bringing Diversity to your Library Collection” was presented by Mary Moser, Clover Park High School Librarian, during our February 2017 meeting. I wondered what I could possibly receive from this presentation. After all, I followed the [MUSTIE](#) guidelines to deselect books and had fourteen years of experience developing five different elementary school library collections that met the needs of each school’s patrons.

My current school, Rainier Elementary has a racially diverse population of children. Most are children of active-duty military personnel. There are books by authors of color on my school library shelves: Nikki Grimes, Kadir Nelson, and Pam Munoz Ryan to name a few. Several book covers have images of children of color. Books featuring persons with disabilities, especially autism, exist on the shelves. *Rules* by Cynthia Lord has been on Battle of the Books lists in two different years. Plenty of books about the military and geographic regions of the world are available. I had my patrons covered. What more did I need to learn about using the diversity lens in the collection development process?

The jolt came when Mary mentioned LGBTQIA during her presentation. My immediate thoughts were “No way. My library serves Kindergarten–5th grade students. There can’t be any books

available that are appropriate for those ages. Even if I could find them, how would students, staff, and parents react?” My thoughts kept going. “My school does have two mom families. There is nothing in the library providing windows and mirrors about two mom families.” I returned to listening mode and left the meeting feeling frozen.

“I read the *Misadventures of the Family Fletcher* by Dana Alison Levy during Summer 2018. I was still reluctant to move forward. A visit to the Lakewood Branch of the Pierce County Library System in June 2019 finally spurred me into action.”

These thoughts continued to surface for the next two years. I read the *Misadventures of the Family Fletcher* by Dana Alison Levy during Summer 2018. I was still reluctant to move forward. A visit to the Lakewood Branch of the Pierce County Library System in June 2019 finally spurred me into action. There was a LGBTQ+ book display that included a few picture books! I checked them out, read them, and decided to include some of those titles in my last order of the school year.

The books arrived in August and I placed them on a cart in my work room to finish processing them for checkout. I couldn’t believe that I was still hesitant to place them on the shelves. I decided to show them to my principal, Kylie Danielson, and give her a heads up that there may be some negative reception to these books by students, parents, and staff. I explained why I had ordered them and talked about what happens during challenges and the steps that are followed to address them. She responded by asking, “May I check these out?” She took *Julian is a Mermaid* by Jessica Love, *In Our Mothers’ House* by Patricia Polacco, and *A Tale of Two Daddies* by Vanita Oelschager. Mrs. Danielson brought them back the next morning announcing that she had read them aloud to her three oldest children and that her three-year-old son loved *Julian is a Mermaid* so much that she is purchasing him a copy. She shared that her son really likes mermaids. I asked her if she was concerned about negative reaction to these books and she said that the procedures in place for addressing concerns or challenges that might come up would be followed. She also said that she had read through comments posted on Amazon about *Julian is a Mermaid*. She understood the wide range of views on that book. Mrs. Danielson then stated that she or another staff member would be reading one of the books aloud to our staff this year as part of our “Equity, Diversity, and Inclusion” district professional development. My thoughts were reeling, because I was amazed to find out that my principal had read these books to her own children and I was relieved that she supported adding these books to Rainier’s collection.

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Supporting Health Equity, Diversity and Inclusion in Your Community: The National Network of Libraries of Medicine, Pacific Northwest Region

by Michele Spatz, Carolyn Martin, Nancy Shin and Emily Hamstra

Introduction

According to the Institute of Medicine, “Health literacy interventions and practices contribute to reducing health disparities, which fosters health equity and social justice.”¹ To that end, libraries play an important role in advancing health equity and social justice by providing health information and educational programs, services, resources and technology in support of health literacy. An ALA Libraries Transform “Because” statement captures this role by proclaiming: *Because Libraries are Partners in a Healthy Community*. Librarians are literacy experts and can leverage that knowledge and experience in cultivating health literacy as a tool to promote and foster health equity.

In those efforts, the National Network of Libraries of Medicine (NNLM) is here to help. Don’t let our name fool you—the mission of the NNLM is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to medical information and *improving the public’s access to information to enable people to make informed decisions about their health*. The program is coordinated by the National Library of Medicine and carried out through a nationwide network of health science libraries and information centers.

The NNLM Pacific Northwest Region (NNLM PNR), which serves Alaska, Idaho, Oregon, Montana and Washington, supports this important endeavor through the following strategies:

1. Offering free, authoritative and up-to-date web-based health information resources
2. Providing free library staff training and educational opportunities to increase knowledge of health resources and improve the health literacy skills of library staff
3. Funding opportunities to support library-related health information programs, services, outreach & technology

Authors are all part of the National Network of Libraries of Medicine Pacific Northwest Region staff. Michele Spatz is the NNLM All of Us Community Engagement Coordinator. Carolyn Martin is the Consumer Health Coordinator. Nancy Shin is the Research and Data Coordinator. Emily Hamstra is the Outreach Coordinator.

Let’s look at each of these strategies.

Health information

The National Library of Medicine (NLM) is a leader in free online access to trusted health information for both healthcare professionals and the general public. To reduce health disparities and meet its mission of empowering individuals to make informed decisions about their health, the NLM provides consumer health resources for diverse audiences in a variety of formats, languages, and literacy levels. MedlinePlus and HealthReach are two of NLM’s premiere resources for consumer health information.

[MedlinePlus](#) contains information written for the general public about illnesses and medical conditions, health and wellness, drugs and supplements, medical tests, healthy recipes, and more. Users can browse the Health Topics pages or use the search bar to find aggregated health information on particular health conditions or resources for specific populations from an assortment of reliable sources such as the NLM, other state and federal health-related entities, and non-profit organizations. For example, the Health Topics page on [African American Health](#) includes resources related to genetics, environmental factors, healthcare access, and culture from the American Heart Association, Centers for Disease Control and Prevention, Department of Health and Human Services, Office of Minority Health, and more. The MedlinePlus interface is available in English and [Spanish](#) and some information is provided in [languages other](#) than Spanish or English. [Easy-to-read](#) information on specific topics is available in English for readers with limited English-language proficiency.

[HealthReach](#) is an essential resource for anyone providing information in a culturally and linguistically diverse community. HealthReach is similar to MedlinePlus in that it provides healthcare information written for the general public. HealthReach’s strength is that it is a collection of multilingual and multicultural patient education materials. Search HealthReach to locate and download print health information, and occasionally audio or video files, in a variety of languages. For example, a handout about [Substance Abuse or Dependence](#) is provided in English and fourteen other languages.

While available for anyone to use, PubMed and PubMed Central

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(PMC) are free NLM databases designed to meet the health information needs of healthcare professionals and students of the health professions. With over thirty million citations, [PubMed](#) is the world's leading source for medical and life sciences published research, journal and online book citations and abstracts. PubMed also links to some full-text articles. Healthcare students and professionals use PubMed to search for current literature. In support of open and equitable access, [PubMed Central](#) (PMC) offers 5.7 million free, full-text articles in the medical and life sciences. Together, PubMed and PMC provide healthcare students and professionals with the tools they need to keep current in the field and provide evidence-based healthcare to all.

Visit the [NLM's website](#) and use the "Resources for You" pull-down menu for a comprehensive list of relevant NLM online resources.

Educational programming

In addition to providing health information, NNLM delivers free educational training, online and in-person, for health professionals, librarians, researchers, and the public. The courses and webinars available address topics of diversity, equity, inclusion, and more by focusing on strategies for reaching out and connecting with society's underserved individuals. NNLM's EDI educational offerings share the common theme of addressing power imbalances and breaking down barriers of injustice and discrimination based upon race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status.

Each of these NNLM webinars incorporates the concept of cultural humility, a process of self-reflection and discovery upon which to build honest and trustworthy relationships with others who may be different from ourselves.² These courses teach library staff how to become more self-aware and then use that awareness to better respond to cultural and social differences, advocate for diversity and inclusion in their community, and be more attentive listeners when providing essential information services in their respective communities.

Currently, the NNLM is collaborating with the Association of Academic Health Sciences Libraries (AAHSL) and the Medical Library Association (MLA) to offer a free webinar series directly addressing equity, diversity, and inclusion. This series, entitled "[Diversity, Equity, and Inclusion \(DEI\): Nine Conversations](#)

“Health literacy interventions and practices contribute to reducing health disparities, which fosters health equity and social justice.”

[that Matter to Health Sciences Librarians with Jessica Pettitt](#)” is scheduled bimonthly through August 2020 and critiques the kinds of internal and external dialogues that we have about our similarities and differences. Each of the nine programs focuses on a different aspect of DEI. Additionally, the sixty-minute webinars are recorded and posted on the series' webpage.

To date, the DEI webinar series is exceptionally well-attended which underscores the need for this type of training. At the same time, it reflects the positive and evolving perception of the value of participating in a diverse and harmonious world. Series attendance is free and open to anyone, so please join us!

NNLM webinars include live captioning to be accessible to those who may be hard of hearing or find it enhances their learning. Many of NNLM's webinars are recorded for viewing when more convenient and can be found on the [NNLM YouTube](#) channel. Online learning platforms are 508 compliant for attendees who would benefit. To find all of NNLM's education and training resources, visit [NNLM Training Opportunities](#). To attend, just sign up for a free account.

Funding in Support of Outreach and Technology

In addition to the extensive and free resources and training that NNLM provides, it also funds innovative projects in support of community outreach and technology. Recently, the National Library of Medicine (NLM) was named a community partner of the [NIH All of Us Research Program](#). Through this collaboration, the NNLM, which conducts outreach for the National Library of Medicine, focuses on consumer access to high quality health information with an emphasis on reaching those communities typically [underrepresented in biomedical research](#). Our collaboration is also designed to raise awareness of precision medicine and the importance of the NIH *All of Us* Research Program to enhance medical breakthroughs and advance individualized treatment, prevention, and care for all of us. To date, the All of Us Research Program has enrolled more than 200,000 participants from across the United States, with 81 percent being from Underrepresented in Biomedical Research populations and 52 percent representing racial and ethnic diversity.

Since our partnership with NIH *All of Us* began eighteen months ago, NNLM PNR, through a competitive award process, has funded nine projects across our region with award levels up to \$100,000 to reach underserved populations and advance health equity. The following three projects illustrate both the variety in


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scope as well as reach of our funded partners' endeavors.

- *Be Well Nampa*. Nampa Public Library, Nampa, ID. The City of Nampa is described as one of Idaho's more impoverished and underserved communities. Nampa Public Library's Be Well Nampa project aims to improve the quality of life in its community by offering the Library as a central, neutral location to access health services. Through this project, the Library provides individualized treatment and referral services with professional healthcare workers and educators; increases access to reliable online health information at its Be Well Nampa library computer center; and offers a variety of health and fitness classes and events led by certified health practitioners.
- *Healthy Pathways: Programs, Resources, and Education for Multnomah County's Vietnamese, Cantonese, and Mandarin Communities*. Multnomah County Library, Portland, OR. Multnomah County Library (MCL), Oregon, is facilitating six healthy lifestyle workshops for Asian families in Multnomah County with a specific focus on Vietnamese, Mandarin, and Cantonese speaking populations. The project supports these communities' health literacy needs by offering culturally relevant health lifestyle programs on nutrition and healthy cooking, fitness and stress relief in their own language.
- *Access Health at East Adams*. East Adams Library District, Ritzville, WA. The East Adams Library District is a small, rural library in Eastern Washington State that serves multiple small communities in the eastern part of Adams County. Over the years, the communities have steadily lost access to social and health services coupled with a severe decline in annual per capita income and an increase in mental and physical health-related issues. East Adams Library District is offering adult-centric, monthly health literacy programs on [National Health Observances](#) topics and creating a dedicated health and social services computer workstation for community members to access various local and regional health and social services as well as reliable health information from NLM resources such as [MedlinePlus](#) and [Genetics Home Reference](#).

These three projects illustrate the NNLM PNR's commitment to its mission of improving people's access to information for informed decisions about their health and helping libraries connect with and serve diverse community members. It is NNLM PNR's hope that these and other NNLM PNR All of Us funded projects will truly advance health equity. By making a difference in addressing the health literacy needs of diverse community members throughout the Pacific Northwest, library staff indeed underscore the important role of the library as a partner in a healthy community.

Conclusion

The NNLM's overarching mission is to provide "U.S. health professionals with equal access to biomedical information and improving the public's access to information to enable them to make informed decisions about their health." This certainly encompasses outreach to underserved populations to help address Americans' health disparities by promoting health literacy. Through providing freely available health information and resources in many languages, offering free educational programming and training for library staff members and health professionals alike, and funding in support of outreach and technology to serve the health information needs of our diverse population, NNLM is deeply committed to advancing health equity by actively supporting diversity and inclusion in its programs and services. [Membership](#) in our network is free and open to any organization interested in promoting equitable access to health information. Please join us! 

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Beyond Our Doors: Connecting For a Broader Future

by Tami Masenhimer

The 2018–2019 legislative session in Olympia a very good one for libraries in Washington State. The Legislature approved funding to build a new State Library and Archives building and also allocated \$12.8 million to capital improvements for libraries around the state with an ongoing \$10 million fund to be administered by the Department of Commerce. Governor Jay Inslee also signed SB 5511 establishing a statewide broadband office funded with \$21 million in infrastructure funding and focusing on improving the affordability, quality, and development of broadband. The State Library was named in the legislation as a key stakeholder, to guarantee that libraries are at the table when broadband improvements are discussed.

A library's access to fast and reliable broadband not only drives local economic development and job creation, but it also expands educational, health care and public safety programs and systems. At the individual level, access to a reliable broadband infrastructure can not only open the door to employment opportunities, educational resources and community services but provides the necessary means to applying for a job or doing homework assignments. In Washington State, broadband is critical and allows communities to thrive and to provide equitable access to opportunities for growth and economic development for every one of its citizens.

Libraries can lead the charge in bringing broadband to their rural communities, and recognizing this, the State Library determined the time was right this fall to create an educational opportunity around connectivity. On September 23rd and 24th, the Washington State Library (WSL), a division of the Secretary of State, hosted and brought together seventy public library directors, IT leads, and nationally recognized presenters in Wenatchee, WA for a two-day symposium to discuss the future of libraries and broadband technology.

The symposium, *Beyond Our Doors: Connecting for a Broader Future*, sponsored by the Institute of Museums and Libraries (IMLS) along with a generous gift from Pacific NW Gigapop, addressed the recent broadband bill passed in Washington State

and focused on the future of communities and connectivity in Washington state.

Day One's theme was looking to the future, thinking big and bold about possibilities; what would you do with more Internet access? Day Two covered the nuts and bolts: what do we need to know about connectivity and policy, and what are the next steps? At

the end of each day, there was a facilitated work session to help participants digest everything they had heard and to bring together new ideas, partnerships, and resources for them to take home to their communities.

“ [T]he need is urgent, and the time is now for future connectivity planning. ”

After a welcome by Cindy Aden, Washington State Librarian, and Sheri Nelson, Deputy Secretary of State, Day One of the symposium started off with a keynote presentation by Devin Fidler. Fidler is a well respected consultant who regularly works for the Gates Foundation and Microsoft. Fidler heads Rethinkery Labs and is interested in the transformation of work and organizations. He led with an engaging presentation focusing on the future of work and the role that connectivity will be playing. His description of the emerging gig economy and subsequent need for reliable broadband access drove home that the need is urgent, and the time is now for future connectivity planning. He emphasized how future innovations are all based on the orchestration of various resources to create a just-in-time experience that serves a user's immediate need. Fidler also wrapped up each day by providing facilitation for the group work.

Dr. Travis Tennesen, the founder of Community Engagement Fellows and Assistant Director of the Center for Community Learning at Western Washington University, led the group through tools for engaging and transforming communities through social learning. Using his recent collaboration with Whatcom County Library System, Tennesen presented on Social Learning Tips for Librarians and how to use community spaces to begin to host inclusive learning opportunities. Later, participants would hear about BATs, Broadband Action Teams, which dovetailed with this same message about libraries as key community conveners.

Will Saunders is the state's acting Chief Privacy Officer and also Washington's Open Data Guy. He and State Library Open Data Consultant Kathleen Sullivan led a panel during lunch about open

Tami Masenhimer is a Training Coordinator and Consultant at the Washington State Library.

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data, the state library, and a project in Asotin that brought the development of an open data portal for the community. Funded with an IMLS grant, Asotin Library has been instrumental in developing open data access for the community, providing a tangible example of the use of broadband resources for the good of a community.

Irma Olguin, Jr., CEO of Bitwise Industries, inspired everyone with her personal story of growing up in Fresno, CA as the daughter of farmworkers. Through hard work and tenacity, Olguin now leads a company focusing on using technology skills as an economic driver for her community. Her statement about helping learners overcome barriers that we may not even know about or perceive as barriers led us to look deeply into what may be hindering those in our communities from accessing services. It could be as simple as providing transportation to a class or to work.

Olguin and a partner have single-handedly established a tech sector in Fresno by developing training classes specifically targeting the children of farmworkers, identifying employers for internships and employment and buying empty downtown buildings and turning them into working spaces. She estimated her business has added 10,000 jobs to Fresno, for with the tech jobs has come the growth of more businesses.

At the end of Day One, work groups worked at tables of six to eight as they finished the sentence: We Could _____. They kept in mind all of the roles the library plays and how each might be expanded, improved, or used in a new way. Ideas included using marketing in thoughtful and strategic ways, libraries as orchestrators and convenors, curating open data sets, and working to provide transportation to the library.

Day two broke warm and sunny, and everyone was ready to get to work, fully armed with newfound skills and knowledge from the previous day.

Evelyn Lindberg from WSL opened the second day with a reality check on the levels of connectivity in the state using maps with data collected from all libraries. Lindberg demonstrated the levels of service currently provided and what is being reported. Most

intriguing were the download speeds reported from libraries around the state. The recommended download speeds for libraries and schools is 100 Mbps–1 Gbps+, yet the map showed that out of 346 reporting libraries, only 129 had speeds exceeding 1 Gbps; 111 met the recommended 100 Mbps–1 Gbps, and the remainder 106 libraries fell between 50 Mbps and less than 200 kbps.

“The recommended download speeds for libraries and schools is 100 Mbps–1 Gbps+, yet the map showed that out of 346 reporting libraries, only 129 had speeds exceeding 1 Gbps; 111 met the recommended 100 Mbps–1 Gbps, and the remainder 106 libraries fell between 50 Mbps and less than 200 kbps.”

Ron Johnson presented as director of Pacific Northwest Gigapop, a consortial, not-for-profit 501c3 public benefit organization that has been building and operating advanced networks in Washington State since the beginning of the Internet. His presentation on the development of the beginnings of the Internet and connectivity were fascinating.

John Windhausen, Jr, the Founder and Executive Director of the Schools, Health & Libraries Broadband (SHLB) Coalition based in Washington, D.C. gave an overview and update on broadband from the federal level. He explained the current activities going on at the FCC that impact libraries,

particularly a move to cap the Universal Fund, which supports e-rate for schools and libraries but also residential grant programs and recent efforts to prevent overbuilding, a term used by big telecommunication companies, like Comcast and ATT, to prevent competitive, more cost-effective Internet providers from moving into their space.

Windhausen's presentation was followed by an overview of K–20 network and how this tool provides connectivity and access for schools and libraries around the state. Only eighteen libraries take advantage of the state-funded K–20 network currently, though speeds can be significantly higher. Presenters Doug Mah and Amanda Roewe encouraged libraries to talk to them about whether K–20 was a good alternative for them.

The final panel discussion was focused on Connectivity in Washington State and where we go from here. A key speaker was Monica Babine who works across the state supporting Broadband Action Teams (BAT). BATs are community stakeholders who meet monthly to address broadband needs in their towns. The development of a BAT brings a focused, widespread goal for a community to provide economic growth, improve public safety

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preparedness, and access to healthcare, and it puts libraries into the center of the discussion as a convening participant. John Flanagan, also sat on the panel as the Policy Advisor for the Washington State Governor's Office and key architect of the new broadband bill. Flanagan explained what the new broadband bill is meant to achieve and how libraries can participate.

Taking all of the knowledge acquired in the two days, participants sat in groups focusing on what they could do tomorrow, when they returned to their libraries. Ideas included bringing mobile connectivity to at least one new community location, using mobile wi-fi or using the new opportunities presented at the symposium, starting a BAT, and identifying a major employer and trying to emulate the Bitwise model.

The symposium was two days of concentrated, intense learning focusing on the future of libraries and broadband in Washington. It is an exciting time to be working and learning in a state that understands the value of connectivity. With libraries leading the way in thoughtful, resourceful, and inclusive ways, librarians can be seen as leaders in bringing their communities together for common goals with an eye on the future.

Participants will continue focusing on broadband issues over the next year with three web conferences and an in-person follow-up meeting at the Washington Library Association (WLA) Conference in the fall of 2020. The work has only begun, but this core group of dedicated and focused library leaders will be leading the charge to provide equity and accessibility across the state.

Want to know more? Information from the Beyond Our Doors fall symposium can be found on the Washington State Library Niche Academy at: <https://my.nicheacademy.com/washingtonstate?category=2430>

Broadband USA <https://broadbandusa.ntia.doc.gov/> 

The seed that was sown by Mary Moser two-and-a-half years ago took a long time to sprout. It's not close to full-grown yet, but it's alive and ready to thrive. 

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WLA History Project

by Sara Cordes

Even though libraries already create wonderful exhibits to engage their audiences, there is an opportunity for libraries to learn from museum practices in order to facilitate better interactions with library archives. Museums are leaders in both exhibit and interpretation theory, and libraries can apply these same techniques to facilitate dialogues and engagement with local objects and history. WLA has created an exhibit that will travel among member libraries to demonstrate how communities can access local objects and history to learn about their institutions. The exhibit uses the WLA archives to indicate resources that libraries provide and allows for the host library to contribute their own stories and archives to the exhibit.

The project began in the fall of 2017 when WLA reached out to the iSchool at the University of Washington to find a team of students to take on archiving a collection of executive documents, meeting minutes, advocacy materials, journals, and conference ephemera. Five MLIS candidates, including myself, developed and executed a Capstone Project with these archives. In the winter of 2018, the group partnered with WLA historians, the Washington State Library, and Washington Rural Heritage



Sara with one of the more unusual items in WLA's archives: the Official Charter with Attached Seal of the Solinus Gais Julius Washingtonius, formerly the oldest librarian-humor society in Washington State.

to inventory all of the materials. In the spring of 2018, the Capstone team created finding aids, fact sheets, and spreadsheets with publication and award data. In the summer of 2018, the team presented the capstone report and results at UW, and then at the WLA annual conference in Yakima.

In the fall of 2018, I decided to continue the project by developing a shareable narrative about the history of WLA and communicating it through a traveling exhibit. The design of the exhibit provides an opportunity for each host library to contribute their own history or ephemera. The result is an interactive interpretation of the role of libraries in Washington State that conveys the value of the archives these libraries hold. I created this exhibit to help raise awareness of both the efforts WLA makes on behalf of the public as well as the resources that these institutions have.

Powerful archives like WLA's reveal that a key to our future is learning from our past. Archives can show the construction of collective knowledge, identity, and wisdom of our communities. I have been able to take the information I've found and construct a history of our Association. Keep an eye out for the traveling WLA History Display, which is due to start traveling early next year! 📖



The capstone team presented the project in May 2018. From left to right: Jessica Astin, Sara Cordes, Kate Laughlin, Colin Burch, Anthony Sharp, Nick Flerchinger.



In February 2018, the capstone team held a work meeting with WLA historians to dig through WLA's archives at the Lake City Branch of The Seattle Public Library.

Sara Cordes is a Recent MLIS Graduate from the University of Washington Information School.

Revisiting Student Workers in the Library

by Greg Bem

Nearly every time I return to the Lake Washington Institute of Technology (LW Tech) library where I work as a librarian, I am greeted by a student worker. Each student is different; different background, different identities, different circumstances at the college. And they are all inspiring with their contributions to the library's continuing saga. They greet me in different ways. They share what's comfortable for them. They are connected, committed, invested in being present. Like a feedback loop, I find myself returning that connection, that commitment, that investment in turn.

The student workers have been a pivotal element of our collective "face" and "soul" for at least as long as I've been employed (since January 2015). Their connectivity to the many lines of humanity thread together the college community and encourage cohesion the library would not have otherwise. It is a fantastic reality that there are many students who enjoy working in the library and sharing the space with the other occupants—the students, the community members, the employees, the library staff.

Although we often think of them as a group, they are also individuals. We hire as many as we can, and we know them by name, academic interests, skills, passions and hobbies. They bring their culture, their language, their gestures, their tones with them. I pay attention, practice respect, curiosity, and inclusivity. They're often the face of the library, even though that face is amorphous as the set of team members is consistently changing. But strangely the change is not fixed: the students return. Years after they graduate, they return. Maybe to say hello. Maybe for some advice. Maybe just for a place where they can be themselves; without judgment, without criticism, without danger.

The funding for these positions come from the Associated Student Government (ASG) and Work Study/Financial Aid. We rely on this funding to make their presence a reality for the future. The funding from ASG has dwindled over the years due to competing costs throughout the college. And yet, miraculously, the students have continued to find this space and connect with us, and we with them. But there is concern that at any moment the students who enjoy being here and working here, will no longer be able to do so.

A couple of years ago, a student who worked nearly twenty hours each week at the library left the college. She was one year away from graduating. She left to pursue her new found dream: a Library Support Staff Certification. I still think about that process, and that student, on a regular basis. Most of the time, I look at it as a success story. Other times I wonder about intention, and involvement, and what I did or did not do to support the decision making.

We have students come and go. They arrive for many reasons, and leave for many reasons. These amazing students are budding professionals, and they deserve a level of support not currently provided. But we are not completely outside the realm of support. In the last two years, we have amplified our processes within the library to include student voice. College surveys, regular email communications, interactions with students in and beyond the classrooms—these are various methods we use to connect with them. We have a similar approach to student workers too. We have meetings specifically for them. We offer the space where their voices can be heard. We ask them for their contributions. They are humans with values, beliefs, and opinions.

The saga will continue, and we are exponentially better off with the collective minds of our student workers. I cannot express how thankful I am for these folks, and I know we can go much further. In writing this, I hope the general readership of library workers, including librarians, will reconsider current approaches to respecting and supporting the student workers. I believe that in doing so, opportunities will arise to rethink how we support students in general, and then our community in general, which includes ourselves. Those opportunities to provide support will extend how we look at voice, how we look at marginalization, and even how we look at how we look: to define the lens, to look at the lens directly, and to think boldly about the materials of which it is composed. 📖

Greg Bem is the Faculty Library Coordinator in the Library Learning Commons at Lake Washington Institute Of Technology.

A Library Is a Time Machine Disguised As a Building

by Michael Ebburg

In the city where I live, an enormous angular contraption sits right in the middle of downtown. With hardly any identifying marks, it juts out precariously over the sidewalk in daytime and shimmers extravagantly at night, beckoning curious onlookers to approach and investigate. When you walk into this contraption—and you can do so at almost any time, without having to buy a ticket—you are presented with mysterious objects to handle or sit in front of. Soon you are whisked away to another time and place altogether. You visit other countries, travel to different eras, become somebody or even something else. You think novel thoughts and dream new dreams; you get dizzy. Your journey can last a few minutes or a lifetime. Eventually you return to the contraption a little dazed, a little the worse for wear. But stumbling out onto the street, which looks at once so familiar and so strange, you marvel at what has just happened to you.

This contraption is, of course, a library. Anybody can walk into the library and be transported to a different time and place through what they read, see, hear, or experience in books, movies, music, programs, classes, and countless other information sources. A library is a transformative place whose effects on individual lives are only slightly less miraculous than the imaginings of science fiction.

This year marks the fifteenth anniversary of one of the finest public spaces in the country, Seattle's Central Library, designed by Rem Koolhaas and Joshua Prince-Ramus of the Office of Metropolitan Architecture (OMA). Certainly this building has not been without controversy: its architecture has had a polarizing effect on the citizens of this city, and the building's flaws have been extensively chronicled in a number of publications, including the 2017 book *Take One Building: Interdisciplinary Research Perspectives of the Seattle Central Library*. In this essay, I would like to offer a slightly different perspective: that of someone who actually works



An outside corner of Seattle's Central Library: metallic vectors converge in a futuristic design.



The view from the tenth floor: a Stephen Biesty cross-section come to life.

in the building. I've had the privilege of providing library services in this iconic structure since it first opened, and I'm continually amazed at how the building reveals new things about itself, even a decade and a half after it was built. It feels as innovative now as it did on that day in May 2004 when the doors first swung open to the public. Most importantly, I believe that the architecture of Seattle's Central Library offers a powerful metaphor for how and why libraries will continue to remain vital and essential in the twenty-first century and beyond.

Librarian Ann Seidl (who directed a documentary about cinematic images of librarians) once said that libraries are *dangerous places*: they give people access to information that can change their lives, and ultimately the world. The structure and look of Seattle's Central Library fully embraces this power to precipitate change: it's a dynamic, exciting, risk-taking space. If Picasso were to draw a library, it would look exactly like this building: all slashing diagonals and sheared facets and vertiginous viewpoints, as if an eleven-story tower were being seen from multiple perspectives all at once—the very essence of cubism. More specifically, the architecture of the Central Library reflects the transcendent, “time-travel” aspect of libraries: it's full of theatrical, dizzying spaces that propel those who visit and work here to new and unexpected vistas. It has a paradoxical “retro-futuristic” feel that seems to meld different time periods. The modular furniture in our library's Living Room, for example, always reminds me of the scene in Stanley Kubrick's film *2001: A Space Odyssey* where American and Russian astronauts meet in a gleaming white space station whose curved walkways are punctuated by surreal red furniture: the twenty-first century filtered through the 1960's.

Our library offers visionary perspectives at every turn—not only in the books and other materials and services we provide, but through the dramatic visual language of the building itself. Take a trip to the library's tenth floor and look down the atrium from the breathtaking, aerie-like platform: you can see nearly every floor of

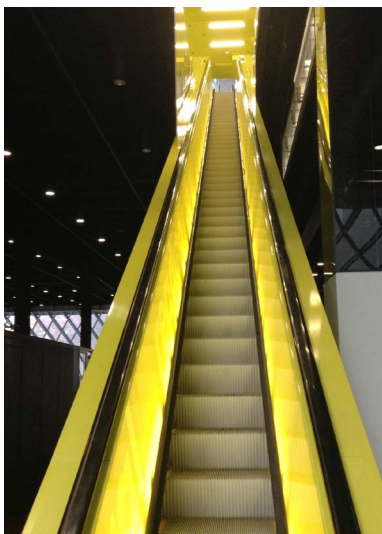
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Michael Ebburg works at The Seattle Public Library.

the building simultaneously, each thrumming with the activity of hundreds of people gathering or disseminating information throughout the day. Author and illustrator Stephen Biesty has a wonderful series of “incredible cross-section” books, in which he shows various buildings sliced open to reveal every floor and the hive of activity on each. The Seattle Central Library is like a giant Stephen Biesty cutaway drawing come to life.

On this floor a group of children is singing and clapping at a performance of traditional Chinese music. On the floor above this, somebody is curled up in a chair engrossed in a mystery novel, oblivious to the newspaper readers around her. Someone is at a class learning how to use a computer for the first time on the floor above that. On the next level up, somebody sends an email that will land him a job after getting out of prison. Above them, someone tracks down a *National Geographic* photo from the 1920’s that he’s been trying to find forever. On the floor above this, somebody learns how to help their son cope with the symptoms of his illness. Next floor up, someone discovers the identity of the artist who signed the painting she found in her grandmother’s attic. Above this, somebody maps out their family tree using a genealogy database. On a floor higher still, someone stares out the window at the mountains and ocean, daydreaming about the movie he wants to make of the book he just finished reading. On a floor above that, somebody meets their colleagues in a conference room to discuss how to make their workplace better. Seen from the great height of the tenth-floor lookout, all these people appear tiny, like so many ants or bees. But each is an individual with hopes and dreams, fears and foibles, loves and lives that they express, enlarge, and envision through the library.

Though I often assist patrons with complicated research questions, the power of the library to change lives sometimes comes in the smallest moments. I once helped a homeless man find a shelter to stay at during a bitterly cold week in January. “You saved my life tonight,” he said simply. Another time, our floor was flooded with out-of-town visitors trying to get information as the East Coast reeled from the twin disasters of a hurricane and earthquake. Two pilots for a major airline needed to access the internet to “bid” on alternate routes to fly, due to all the flight cancellations. Their downtown hotel had only limited internet/wi-fi availability, and so they were very grateful to get online at a time in the afternoon when the routes would be available. Perhaps most moving to me



Escalators from the Mixing Chamber: Ever upwards.



Approaching the Red Hall from below: otherworldly, dreamlike, Kubrickian.

was the time an elderly gentleman approached the reference desk and asked me how to use a ruler. It soon became apparent that he had never learned the basics of the ruler markings and the fractional measurements they represent. I explained it to him in detail and gave him some resources to help; a few days later he returned, proudly showing me how he was now using the ruler. From the homeless to transcontinental airline pilots, the library can save lives and open up new worlds (both large and small).

From the very beginning it was apparent that the person who designed this building was an original thinker. I attended all the public design presentations when the architect for the library was being chosen from three finalists. At one of the meetings, each candidate was asked to present their conceptual ideas for the library with only one stipulation: their words and images had to fit in the notebook provided. While the other two candidates wrote and drew in the notebook quite admirably, Rem Koolhaas cut and folded the pages of the notebook itself into structural elements, origami-style. Brilliant! What a marvelous metaphor for the way a library transmutes the flat pages of a book, opening them up into a three-dimensional experience. I knew immediately that this building was going to be something special and radically different. The edifice we ended up with isn’t perfect—what building is? But I’d much rather be in a library that takes chances and dares to be innovative, even if it doesn’t succeed on every count. And some of the building’s more obvious design flaws have, over time, even taken on a kind of symbolic meaning: the lack of down-escalators above the fifth floor, for example, compels people to travel ever upwards, no going back.

I’m constantly surprised by how the building demonstrates the intimate connections between its form and function. Shortly after the library opened, for example, the fourth floor began attracting a lot of attention from both patrons and staff. Painted entirely red (walls, floor, and ceiling) and consisting of nothing but curved, undulating hallways, it’s an amazing space that plunges the visitor into an otherworldly, dreamlike, even disorienting experience—quite befitting the theme of library as time machine. Officially known as the Red Hall, I call it the “Frank Gehry” portion of the building, while patrons soon started referring to it as the “Red Room.” I even had somebody ask me where to find the “Redrum” while speaking in a creaky voice and twitching her index finger, like the eerie child in the movie *The Shining* who keeps repeating the

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word “murder” backwards. Another example of the building’s cinematic, Kubrickian resonances.

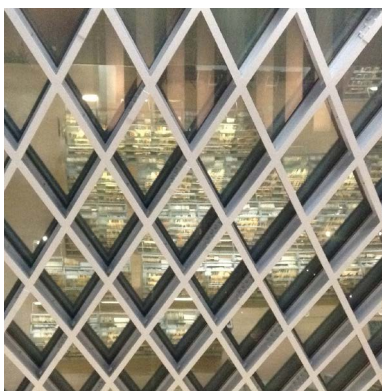
Yet library users are often puzzled by this floor, typically asking “Why is it all red?” On a purely aesthetic or subjective level, the red certainly serves (along with the curved shapes of the walls and hallways) to create an intensely warm, enclosed, and organic feeling on this floor. This is in stark contrast to the hard edges, open spaces, and cool colors in much of the rest of the building. However, the red on this floor has another significance: it is actually part of the general color coding of the building. Just as yellow/green (chartreuse) signifies vertical circulation and the aluminum/metallic floors signify computer/tech areas, red/orange signifies sites of *information exchange*.

After I had been working in the building for a few months, I realized that the color red wasn’t restricted to just the fourth floor. It was in fact scattered throughout the library in precise amounts confined to very specific locations. I first noticed that the insides (and in some cases floor areas) of numerous information desks are painted red/orange: all the reference desks, the welcome desks on the first and third floors, the check-out desks, and the reception desk on the eleventh floor have this red lining/flooring, and these are all sites of information exchange between staff and patrons. In addition, the X-shaped supports of the public computer terminals in the Mixing Chamber and the floor in the Teen Center are also painted reddish orange—again, sites of information exchange, in this case between patrons and computer resources. Finally, distributed throughout the library (and especially in the Mixing Chamber and Reading Room) are chairs, couches, and in some cases carpets that are orange and/or red, since anytime somebody sits down to look at a computer terminal or read a book, information is being exchanged.

Once this color coding is understood, the “puzzle” of the Red Hall can be deciphered. The fourth floor is one of the most intense areas of information exchange in the building. Devoted entirely to meetings, classes, and computer labs as well as being the locus of the library’s Information Technology department, it is the “heart” or hub of information exchange. Hence the *entire floor* is painted red. I don’t know if this is the “official explanation” for the color red in the library. But I like to think it’s what the architect intended—if not in the specifics, then in the way the building inspires its inhabitants to find their own connections and meanings among the many wonders it contains. And isn’t that what libraries do best, after all?



Color coding: Chartreuse = Vertical circulation | Red = Information exchange.



Bookshelves reflected in the windows of the Living Room: Transformative contemplation.

For all its sci-fi bravado and high-tech glitz, the Central Library’s contemplative aspect is perhaps the most transformative—especially in this city, so closely identified as it is with the likes of Amazon, Microsoft, and other tech companies. Yes, the library offers a dazzling smorgasbord of the digital realm, from providing free wi-fi and access to the internet, to myriad electronic databases, to e-books and downloadable music and video... to who knows what new information technologies might be arriving from the future. This is a vital service whose content and access should not be curtailed. And yet I hope we never lose sight of the concrete, tactile, and sensory experiences offered by the library space, as well as those that are more ineffable. The simple pleasure of sitting and reading a hardcover book in one of the cathedral-like reading rooms of our building is an incomparable—and endangered—experience.

Nicholas Carr, author of *The Shallows: What the Internet Is Doing to Our Brains*, offers an incisive, and cautionary, perspective on this. Research has shown that the prevalence of the internet and digital media, while fostering certain skills and catering to a wide variety of needs, has also resulted in deficits in higher-order cognitive processes, including “abstract vocabulary, mindfulness, reflection, inductive problem solving, critical thinking, and imagination.” In the rush to embrace the brave new digital world, these essential skills and qualities could very easily be lost. With buildings like Seattle’s Central Library

to help guide the way, I have no doubt that libraries will always be places where mindfulness, reflection, problem solving, critical thinking, and imagination are still fostered, cherished, empowered, and celebrated. 📖

NOTES

Biesty, Stephen & Richard Platt, *Stephen Biesty's Incredible Cross-Sections*, New York: Alfred A. Knopf, 1992.

Carr, Nicholas, *The Shallows: What the Internet Is Doing to Our Brains*, New York: W.W. Norton, 2010.

Dalton, Ruth Conroy & Christoph Hölscher (eds.), *Take One Building: Interdisciplinary Research Perspectives of the Seattle Central Library*, New York: Routledge, 2017.

Seidl, Ann (dir.), *The Hollywood Librarian: A Look at Librarians Through Film*, Northampton: Media Education Foundation, 2009.

Milestones

Milestones focuses on significant moments for libraries statewide – recognizing notable new hires, transitions, expansions and retirements, as well as remembrances of those who have passed. We're looking for submissions, of approximately 250 words, that highlight notable accomplishments in the careers of those profiled. Photographs are encouraged. Please send information to alkieditor@wla.org.

Happy 75th, WCLS! Library Staff and Patrons Celebrate the Past and Embrace then Next Chapter

The Whatcom County Library System (WCLS) is marking its 75th anniversary under the banner “75 Years of Sharing Stories.” When it formed Nov. 7, 1944, WCLS was the 12th library taxing district in Washington state. Championed by leaders from rural grange halls, the district was overwhelmingly approved by local citizens. Once created, the WCLS Bookmobile began traveling Whatcom County backroads to deliver books to residents and school children. Library branches opened soon after. Today, WCLS has 10 branches (with an 11th in the works), a Bookmobile, and a Library Express to serve the citizens of Washington’s most northwesterly county.



Bookmobile at Whitehorn School: Whatcom County Library System is celebrating its 75th anniversary. WCLS initially connected rural Whatcom County with its bookmobile. Today, WCLS has 10 branches (with one more on the way), a Library Express and a brand-new bookmobile.

media. They also created Read & Share, a countywide book group featuring “My Old Man and the Mountain” by Leif Whittaker. The author—son of Jim Whittaker, the first American to summit Mount Everest—shared the inspiring story of his family at numerous public events. A new Bookmobile hit the road in June—just in time to be showcased in six community summer parades. On Nov. 7, patrons were invited to drop by any library branch for cupcakes, 1940s-themed activities, and historical displays. At a Nov. 9 reception, staff honored 75 Library Champions who made significant contributions to the library system. To ensure WCLS’ rich history lives

on, staff recorded library patron stories and scanned memorabilia for the Washington Rural Heritage website’s digital collection. Read more at wcls.org/75.



WCLS Barber Skirts and Bookmobile circa 1950 and Barber Skirts Bookmobile 2019: Staff recreated a historic photo of girls lining up at the bookmobile wearing local, handwoven Barber skirts as a nod to the past and acknowledgement that WCLS has always been about providing library access to rural Whatcom County.

To celebrate the milestone, WCLS staff planned a year of sharing and collecting stories. Library staff compiled 52 weeks of book recommendations, which were revealed each week on social



-Submitted by Mary Vermillion, Community Relations Manager at Whatcom County Library System

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Jerry Ritchie Retires from the Longview Public Library after Fifty-Three Years!



Jerry Ritchie, Longview Public Library Retiree

Last April Longview Public Library celebrated the contributions of Jerry Ritchie upon his retirement. Jerry started working at the library in February 1966, just after his fourteenth birthday. He had to have special permission from the “supervisor of women and minors” to start work at that age! Jerry worked continuously at the library for fifty-three years; his last day was April 30. During his years at the library, Jerry had many different roles, but he always worked in the Media Department. When he began working, the library loaned 16mm

video reels, slides, and records. He saw the introduction—and obsolescence—of VHS and cassette tapes along with the rise of the internet and downloadable and streaming services. Jerry was a steady presence at the library for both staff and the community and always ready and willing to help. Staff and patrons miss having him around the library but know that he is enjoying his retirement!

-Submitted by Becky Standal, Youth Services Specialist at Longview Public Library

Cathy Miller, Hesselstine Library Director Celebrates Career



The new and the old library staff for the town of Wilbur. Standing tall in the back is the new Hesselstine librarian (as of January 1st). Terri Bohnet is currently the Creston elementary school librarian for the Wilbur-Creston School district and will continue in that role. In the front on the left is Library Associate Shirley Goodlake and next to her is Cathy Miller.

On December 31, a major change will happen in the rural town of Wilbur, WA. Longtime director of the Hesselstine library, Catharine Miller, Cathy to those who know her, will retire.

Cathy has been associated with the Hesselstine library for close to forty years. As her children left home Cathy began to volunteer at the library. Her paid career started as a library associate. Then, when the previous long time Hesselstine library director retired, Cathy took over the Hesselstine Library Director. Cathy estimates she has experienced at least thirty-six years of Friends of the Library book sales and summer reading programs as a paid employee of the town of Wilbur. When asked to describe her greatest accomplishment, she cited introducing computers into the library for use by her community and staff.

Congratulations to Cathy on serving her community for so long!

-Submitted by Carolyn Petersen Assistant Program Manager, Library Development at Washington State Library

Washington Library Association Staffing Changes

Beginning January 1, WLA's Assistant Director, Brianna Hoffman, will become Executive Director as WLA's current ED, Kate Laughlin, becomes the first Executive Director for the [Association for Rural & Small Libraries](#) (ARSL), a national organization that is currently almost entirely run by volunteer leadership. Kate has worked for WLA for ten years, first as Program Coordinator. Brianna has served as a past WLA Board President. Library-support agency, [Primary Source](#), will act as ARSL's national office while continuing to provide office support and services for WLA's members.



Kate Laughlin becomes the first Executive Director for the Association of Rural and Small Libraries starting January 1, 2020.



Brianna Hoffman transitions to the role of Executive Director for the Washington Library Association on January 1, 2020.

- Submitted by WLA Staff

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IN MEMORIAM

Katherine Louise (Pope) Leland

Kathy Leland—beloved wife, mother, grandmother, sister, friend, and lover of life—died January 5, 2019. A long time librarian at Wellington Elementary, Kathy impacted the lives of thousands of children and made deep and lasting friendships with Wellington staff, other Northshore librarians, and many others she met through her work. She earned her Bachelor of Education from Western Washington University, and her Master of Library Science from the University of Washington.

Kathy lived with cancer for over thirty years; the disease ultimately claimed her body, but it never conquered her unending spirit. Her positive spirit and energy came from dealing with all life's ups and downs with honesty and a zest for living. She loved family, cooking, shopping, reading children's books, traveling and spending time with her many friends.

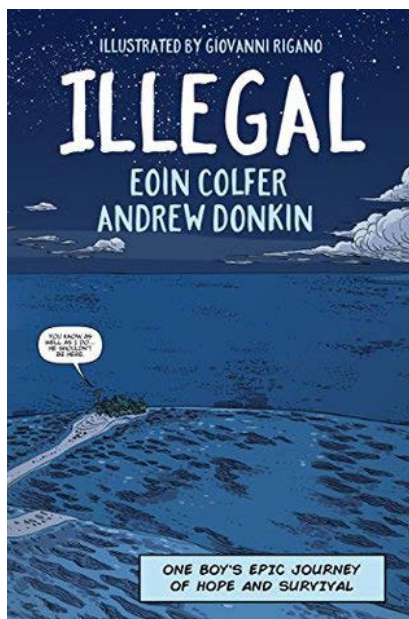
Kathy's family sends its profound thanks to the professionals and staff at the Seattle Cancer Care Alliance, Halvorson Cancer Center and Evergreen Hospital, and particularly to her doctors, for their compassionate care over the years of Kathy's journey with cancer.

- Submitted by Suzanne Carlson-Prandini, Alki Editorial Committee 

Read This Book

by Sarah Threlkeld

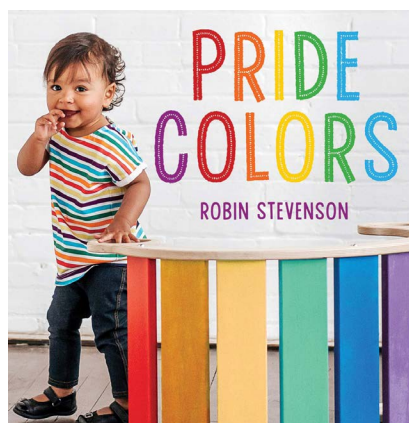
Two years ago I taught a unit to my fifth graders on diversity in children's literature. We examined statistics, learned about Bishop's theory of books needing to be windows, mirrors and sliding doors, analyzed our school collection with an eye toward race, ethnicity, religion, gender, orientation, and ability, and then recommended titles for purchase based on gaps we found. Our discussions were rich and many students reported that the unit was their favorite of the entire year. The other comment I heard a lot from students was this was the first time they had learned about books that reflected their culture. An East Indian American student shared that he had never read a book about a kid that looked like him and a Jewish girl realized she had never read a book about a Jewish kid that didn't take place during World War II. I was thrilled that we could find a few books that mirrored their experiences, but also disturbed that their options were still fairly slim. Since teaching this unit the number of picture books, middle grade chapter books and young adult novels spotlighting more diverse characters and topics has increased, but we still have a long way to go. Here are some highly recommended titles reviewed by members of Puget Sound Council in the last few months that focus on equity, diversity and inclusion and should be on every librarian's radar.



Illegal by Eoin Colfer
Graphic Novel for 6th-12th grade
Reviewed by Eve Datisman

This is not the real story of a single person; it's based on several true stories of young refugees fleeing sub-Saharan Africa to find a better life in Europe. Ten-year-old Ebo has lost his parents, his Uncle Patrick is always drunk, and his older sister Sisi is missing. When his older brother Kwame vanishes to search for

Sisi and find a better life in Europe there is nothing left tying him to their tiny Ghanaian village. Ebo boards a bus to Agadez, Niger, determined he'll somehow reunite with Kwame. After nineteen months Ebo and Kwame find themselves with twelve others in a leaky raft built for six trying to reach Italy. The authors and illustrator take readers back and forth through time, building suspense as Ebo's story of survival unfolds. The format allows sensitive and difficult topics such as murder, death, and horrific, traumatizing conditions to unfold for children, Ebo's reactions speaking volumes and dramatic perspectives giving a sense of scope. A creators' note provides factual context, and an appendix offers an Eritrean refugee's mini-memoir in graphic form. This book is action-filled and engaging yet considerate of both topic and audience. Refugees, readers will understand, are not statistics; everyone is an individual.



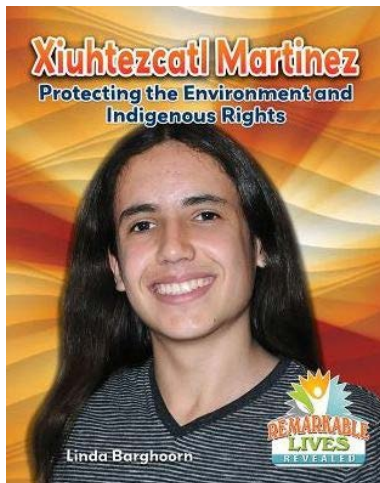
Pride Colors by Robin Stevenson
Board book for Pre-K-K
Reviewed by Jennifer James

This board book is an absolute treasure. There are photos of children and their families on each page. The book goes through the colors of the Pride Flag and encompasses the essence of what

the color stands for, followed with a poetic statement of love. Celebrating children, families and our individuality, this is a lovely book to introduce children to colors and encourage social and emotional growth. The photos depict happy kids and families and are well-chosen for the passages. I highly recommend this book for every library.

Sarah Threlkeld is the Chairperson of the Puget Sound Council for the Review of Children's and Young Adult Literature.

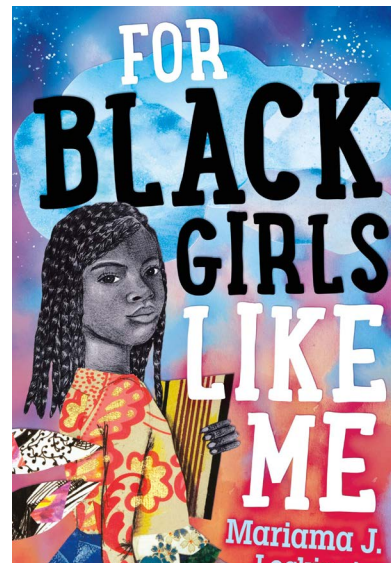
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***Xiuhtezcatl Martinez:
Protecting The
Environment And
Indigenous Rights*** by
Linda Barghoorn
Nonfiction aimed at 3rd-
5th grades
Reviewed by Lona Sepessy

Xiuhtezcatl Martinez is young environmental activist, only 19 today, who has received international acclaim and awards for his activism addressing Climate Change. Martinez

has worked with over fifty environmental organizations, 2,000 crews of young people on five continents through Earth Guardians, an organization he leads, and attended and spoken at over 100 rallies and marches.. Martinez describes himself as an Eco Hip-Hop activist and artist, using music and performances with his brothers and sisters as well as passionate speeches to spread his message. President Obama awarded him the President's Volunteer Service Award at age 13 and many other awards and honors continue to come his way. Xiuhtezcatl credits his interest and dedication to his family and especially his Aztec father and the Aztec traditions and relationship to the Earth he was brought up with. Crabtree's Remarkable Lives Revealed series highlights individuals from a diversity of backgrounds who have started making a difference in the world from a young age. Well-labeled photographs, fact boxes and Think About it questions are join the smoothly written narrative in a biography that encourages and challenges readers to make a difference in the world.

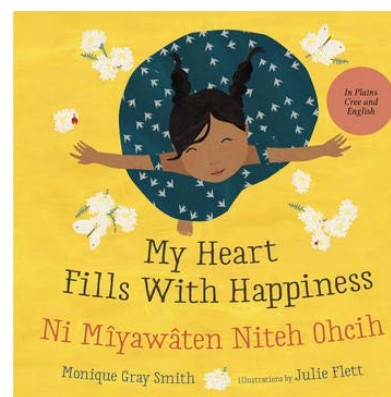


For Black Girls Like Me
by Mariama J. Lockington
Novel aimed at 5th-8th
grades
Review by Anne Dame

Makeda is eleven; she's black and was adopted by white parents. She has an older sister, who is also white. Keda often feels out of place in her family even though she loves them. To make matters worse, they are now moving to Albuquerque from Maryland and she has to leave her best friend, Lena, who is also

an adopted black girl and gets what Keda is going through. They have a notebook where they write letters to each other and promise to use it to keep in touch and mail it back and forth. Keda has a hard time in New Mexico—both at home and at school. Nobody seems to realize what Keda is facing as everyone is dealing with their own issues.

This book offers a sweet and insightful look into the issues that a black girl adopted by a white family would face. Other issues, such as depression and bullying, are also addressed here.



***My Heart Fills With
Happiness = Ni
Miyawâten Niteh Ohcih***
by Monique Gray Smith
For K-6
Reviewed by Paula
Wittman

In this strikingly illustrated poem, written in both English and Plains Cree, a young girl shares the things, actions and people that make

her happy. Some, like the smell of Bannock baking and perhaps drumming root the story to the Cree people. Others such as singing, dancing, listening to stories or simply holding the hand of someone she loves are universal. The reader has a glimpse into the small things that can fill life with happiness. This would be an excellent discussion starter to talk about being grateful, giving thanks, or mindfulness. It would work well as a model for student writing as well. The review copy was paperback, but it looks like it is also available as a board book and an e-book.

I'd Rather Be Reading

by David Wright



Where I work in Seattle, even library workers who haven't fully engaged in professional discussions about diversity and reading can hardly ignore the growing demand from our patrons for narratives representing a far more diverse range of voices. In one of those encouraging signs that run against prevailing cultural tides, we are seeing many readers both expecting to find narratives that reflect their own identities and experiences, and consciously seeking out stories that do not. And while progress has been slow, publishers are responding, with works that once were freighted with such curious labels as "multicultural" now routinely filling the ranks of mainstream fiction and non-fiction. Gradually even the more homogenous ranks of genre fiction stars are growing more diverse as well.

A concern that has surfaced a lot in recent years is that librarians, less diverse on the whole than the populations we serve, are falling behind this evolution. This was highlighted a few years back when critics aptly pointed out the overwhelming whiteness of the monthly staff favorites lists produced LibraryReads. These titles are selected by vote by librarians around the country, and as such are a fair representation of the books we're most excited about and ready to promote. And for the most part, they have and continue to depict the lives of white, middle class people.

To their credit, the LibraryReads steering committee (which I was a part of at the time) embraced this challenge wholeheartedly, promoting the list as a way for librarians to meaningfully act on these concerns by becoming more proactive in their efforts to read and promote in more inclusive ways. That challenge still stands, and the list—more diverse than previously—still has a ways to go.

Librarians seeking to meet this challenge can use a little help; we are only as good as our tools. Fortunately, our tools have also been evolving to meet a wider range of diverse readers and interests. This is well reflected by recent developments in the librarians' best friend, The Novelist Database, which has added a wealth of new

terms and categories to their already helpful content. For example, last October NoveList added "Own Voices" as a searchable term in their database, allowing readers and librarians to access works in which the protagonist and the author share a marginalized identity. This wonderfully inclusive search term joins other recently enhanced categories including ability diverse, culturally diverse, LGBTQIA diverse, and religiously diverse to add a whole new dimension to searching beyond more specific subject headings such as "African American," "Latino," or such clunky traditional constructions as "Gay Men—Fiction." Searchers will also find enhanced terms around gender, including transgender, nonbinary and intersex, and one can search for these and many other traits and identities not just for characters, but for authors as well. How helpful when readers come to us seeking to read more women, say, or authors of color. Other features include a wealth of diverse literary awards including the Lambdas, the Glyph Comics Award, the Asian Pacific American Award for Literature, and very many more.

Another fun resource that is focused on the needs of younger readers is the OurStory App at Diverse Books (<http://www.diversebooks.org/ourstory/>), which helps match young readers with narratives reflecting a wide array of identities and experiences. There are free versions available to kids and teens, as well as a paid version focused on serving the needs of librarians and teachers.

The value of these enhanced tools is clear when one is seeking a specific kind of title or author on a patron's behalf, per their interests. Less obvious is the usefulness of these search strategies when a reader isn't necessarily in quest of diversity in their reading. Consider the value of intentionally and habitually including "own voices" authors among the suggestions you offer your patrons, or yourself. Making thoughtful and frequent use of these tools is a step we can all take right now to help make our libraries more inclusive and to better reflect a more diverse range of people and experiences in the books we buy, display, recommend and read. 📖

David Wright is a reader services librarian at the Central Branch of The Seattle Public Library, a frequent speaker and trainer at library conferences, and a regular contributor to Booklist, The Seattle Times, and other publications.

Dispatches from Swellville

by Darcy McMurtery



Staff Day

From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 10:21am
To: All Staff
Subject: All Staff Soiree

Greetings Staff! I'm excited to share the great news about our All Staff Soiree, which will be held all day on December 7, 2019 at Swellville Community Center. We will have a catered lunch, book talks, inspiring speeches, performers, henna tattoos and more. We will be looking for volunteers to help with the festivities and the sign-up sheets will be posted soon. Volunteers will get a free shirt that says Follow Me to All Staff Soiree. More details to come.

I'm looking forward to a day of learning and fun!

Pearl Klutcher
Staff Professional Development Coordinator

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 10:45am
To: All Staff
Subject: Re: All Staff Soiree

Hello again, staff! To answer a few questions I've received, there will be vegetarian and gluten free options. A fed staff is a happy staff! We aim to please!

Pearl

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 10:47am
To: All Staff
Subject: Re: Re: All Staff Soiree

There will also be vegan options. I'll ask the caterer if the meat used in other dishes was sustainably and responsibly raised.

P.K.

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 11:52am
To: All Staff
Subject: Re: Re: Re: All Staff Soiree

Hi again,

It's just been pointed out that the volunteer shirts spell out a bad word, so we've come up with a new design. The new shirts will say "You'll love Library Staff Day." Please volunteer! Also, I apologize if anyone was offended.

From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 1:23pm
To: All Staff
Subject: Re: Re: Re: All Staff Soiree/LSD

I've just learned that henna tattoos are not approved by the FDA for use on the skin, so we've changed the henna tattoos to face paint. I'm sure you'll all enjoy a chance to sport your favorite book character across your face.

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 1:28pm
To: All Staff
Subject: Re: Re: Re: Re: All Staff Soiree/LSD

Several of you wrote to suggest that having a catered lunch leaves a large environmental footprint. We will change it to potluck then. Bring some food or plant a tree.

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 2:01pm
To: All Staff
Subject: Re: Re: Re: Re: All Staff Soiree/LSD/Staff Day

I don't know who left the note at my desk about Library Staff Day, but I've checked the records and there is no Timothy Leary that works here. LSD was just the shortened version of Library Staff Day. So, we will also change it to Staff Day. I hope you are happy, "Mr. Leary."

I've heard from others of you that December 7 is not only a Saturday, but that a library staff day shouldn't also be shared with a famous disaster in US history.

.....
From: Klutcher, Pearl pklutcher@swellvillelibrary.org
Sent: November 5, 2019 3:57pm
To: All Staff
Subject: Re: Re: Re: Re: All Staff Soiree/LSD/Staff Day

Since nobody liked the potluck idea, we've changed it to a brown bag. Staff day now consists of a brown bag and a set of youtube videos to watch at your desk. I hope you're happy.

WLA Thanks Our Organizational Members

Organizational Members

Asotin County Library	Orcas Island Library District
Bellingham Public Library	Pierce College Library
Bellingham Technical College Library	Port Townsend Public Library
Big Bend Community College Bonaudi Library	Primary Source
Callout Press	Puyallup Public Library
Centralia College Library	Renton Technical College Library
Clark College Library	Ritzville Library District #2
Community Colleges of Spokane - Library Services	San Juan Island Library
Eastern Washington University Libraries	Seattle Central College Library
Ellensburg Public Library	Seattle Public Library
Everett Public Library	Skagit Valley College/Norwood
Foley Ctr. Library Gonzaga University	Sno-Isle Libraries
Fort Vancouver Regional Library District	Spokane County Library District
Grandview Library	Spokane Public Library
Green River Community College	Stevens County Rural Library District
Jefferson County Library	Tacoma Public Library
King County Library System	The Evergreen State College
Kitsap Regional Library	Upper Skagit Library
La Conner Regional Library District	Walla Walla Community College Library
Lake Washington Institute of Technology	Walla Walla County Rural Library District
Longview Public Library	Washington Center for the Book
Lower Columbia College	Washington State Genealogical Society
National Network of Libraries of Medicine, Pacific NW Region	Washington State Library
Neill Public Library	Whatcom Community College
North Central Regional Library	Whatcom County Library System
North Seattle College	Whitman County Library
Northwest Council for Computer Education	Yakima Valley College
	Yakima Valley Libraries



Alki

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