WORKSHOP 3

Skills for Community-Centered Libraries
PROGRAM DEVELOPMENT

FACILITATOR GUIDE

CONTENTS

ABOUT THE *SKILLS FOR COMMUNITY-CENTERED LIBRARIES* CURRICULUM

The *Skills for Community-Centered Libraries* curriculum was made possible by the Institute of Museum and Library Services's "Laura Bush 21st Century Librarian Program" grant awarded to the Free Library of Philadelphia. Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Their extensive collections offer boundless discoveries, but increasingly their focus is not only on what is housed within their walls and on their servers, but also how they are engaging with their communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. However, increasingly, they seek to deliver *transformations* and to deepen the public impact of their mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs. The Free Library of Philadelphia used the *Skills for Community-Centered Libraries* curriculum to train over 300 full-time library staff including regional coordinators, administrative librarians, library supervisors, librarians, library assistants, and municipal guards in community engagement skills. Seven other library networks throughout the United States and Canada also used this curriculum in rural and urban communities.

DIVERSITY PLAN

A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. First, this curriculum is designed to engage both librarians with their Master of Library and Information Sciences (MLIS) degrees as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing and dissemination incorporated the experiences of multiple library systems which are urban and rural, from various parts of the United States and Canada. Third, the curriculum incorporates voices from outside the library field, specifically in community development and social work. Finally, this curriculum emphasizes the core library values of equity and inclusion.

NOTE TO FACILITATORS

Please read through all materials in the Facilitator Guide, Lesson Plan, Participant Guide, and slide deck before delivering the workshop. The Facilitator Guide includes a condensed lesson plan and a detailed script. The condensed lesson plan gives facilitators an accessible guide for time references and how the materials connect. The detailed script provides facilitators a sense of the flow, the intended connections between activities, and the opportunities to reinforce important learning objectives. However, facilitators should not memorize the script. As you proceed through the materials, adjust directions and scenarios to fit your style and the needs of your unique group of workshop participants. For example, depending on the group size, you can decide when to use pair discussions, small groups, or whole group conversations.

This curriculum was developed for all staff members in a library network, from library supervisors and library assistants to municipal guards and regional coordinators. The challenge of designing for different staff members is the varying levels of knowledge and background with specific topics. However, through piloting these workshops with participants from all different library positions, we found discussions to be better and more inclusive. Library staff members shared a variety of experiences. ALL library staff bring unique and essential viewpoints to discussions around community engagement.

The following guide incorporates Malcolm Knowles's "Six Principles of Adult Learning"[1]:

- Adults are self-directed in their learning experiences.
- Adults bring life experiences and knowledge to the learning environment/experience.
- Adults are goal oriented.
- Adults need to know that what they're learning is relevant.
- Adults learn by doing.
- Adults prefer variety in learning.

As you engage your group with these materials, you'll see the activities incorporate these principles in different ways. They are designed to create substantive discussion and learning opportunities.

---

[1]   Knowles, M. S. (1984). Andragogy in action. San Francisco: Jossey-Bass.

Because of the nature of the topics, there will not be "right" or "wrong" answers throughout much of the workshop. Rather, participants are asked to reflect on various ideas, techniques, topics, etc., and use those that are relevant for their unique work and unique communities. An open mind is key for everyone during this process; therefore, facilitators should avoid any tendencies to tell people "the right answer." Rather, facilitators should ask questions to help participants uncover how to use the information in a way that is relevant to their communities; these types of questions are included in this guide but are by no means exhaustive. Additionally, when leading group discussions, facilitators should encourage participants to draw from their ideas, expertise, and experience.

During this workshop, participants are encouraged to talk about what they currently know and do in their work, and to find connections and even differences throughout the workshop. Ultimately, this workshop is meant to be a space for library staff to reflect on the work they do and shift their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

While adjustments to the guide and extended discussions are encouraged, it will be important to keep track of time in order to move through all the activities. There are directions included in each section for how to manage time, including a website (*https://www.online-stopwatch.com/*) that you can display on a projected screen to keep groups on time.

OVERVIEW WORKSHOP 3: PROGRAM DEVELOPMENT

This four-hour workshop will help participants develop expanded definitions and understandings of programming opportunities for and with their community. It has a particular focus on strategic planning and thinking as a way to drive sustainable, impactful programs. Participants will reflect on the benefits of involving community assets when creating community programs and determine how those approaches impact engagement outcomes. Small groups will discuss three key considerations when developing programs: (1) capacity, (2) sustainability, and (3) communication. Program evaluation will be explored using sample survey questions from the Public Library Association. Then, participants will explore communication platforms to share programming and community successes to different audiences. Finally, participants will look at how the perceived failures of certain programs can offer valuable information that leads to stronger programming and new partnerships.

OBJECTIVES AND COMPETENCIES

Learning Objectives

At the end of this workshop, participants will be able to:

Strategic Plan	… explain their personal connection or the Free Library of Philadelphia's strategic plan or the strategic plan from their library network
Program Development	… analyze approaches for using community assets when developing programs … consider adopting a new way to approach and work with community assets … build effective long-term programming by evaluating your capacity, sustainability and communication practices
Surveys	… consider the different sources of data available to you to measure the impact of your programming and use of community assets … create participant satisfaction surveys that go beyond numbers … capture community member stories with satisfaction surveys … explore communication pathways to share programming and community successes with different audiences
Failing Forward	… rephrase failure statements to be opportunity and growth statements

IMLS COMPETENCIES[2]

- Designs and implements library services to engage and meet the needs of the community

- Defines and implements outreach services for the library community to increase use of library services and to reach underserved populations

- Demonstrates the impact and value of the library to the community through ongoing evaluation and assessment of library services

- Maintains positive public relations through communication and promotion of the library's values, services, accomplishments and needs to all stakeholders

- Embraces change and fosters understanding and acceptance by all stakeholders

---

[2]   From IMLS/WebJunction Competency Index for the Library Field, 2014.

ROOM SET-UP

- Desk or table at front

- Projection equipment (screen, computer, hookups, etc.)

- Room for small group work (round/small tables and chairs arranged in a room large enough for people to circulate and move from table to table)

LIST OF MATERIALS

- Participant Guide (one copy per person)
- PowerPoint slides
- Index cards, 5x8 inches
- Colored pencils/fine-point markers (one set for each table)
- Flipchart (paint-safe adhesive to hang up flipchart papers as needed)
- Easel
- Markers for writing on flipchart
- Triangle or other instrument or noisemaker to signal transitions
- Stopwatch/timer (*https://www.online-stopwatch.com/*)

VOCABULARY AND TERMS

Community Asset: The individuals (their knowledge, skills, attitudes, talents, awareness, social connections—everything they embody), community organizations, and larger institutions that provide resources and services to your local community.

Community Engagement: Building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. Engagement is an active partnership that serves the interest of local communities and the public good. Examples: getting community members involved in the planning and execution of programming; facilitating conversations in which people can envision what they want out of their library.

Community Outreach: The act of building awareness and sharing information about programs, resources, and services with people in a community. Examples: door-knocking, tabling, flyering, phone-banking.

Iceberg: A metaphor for an individual's lived experiences. That is, if any individual were an iceberg, we would only see what's above the water. Below the water are many more, rich lived experiences that we can't see.

Program: The workshops, classes, services, and gatherings organized and facilitated by library staff to explore relevant subjects, topics, themes.

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	20 minutes
Trading Card/Warm-Up	10 minutes
Programming Scenarios	50 minutes
Break	**15 minutes**
Building Programs for the Long-Term	30 minutes
Measuring Program Success	15 minutes
Evaluating Beyond Numbers	40 minutes
Celebrating Success	20 minutes
Small Steps Forward	20 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
Take and Turn	5 minutes
TOTAL	**240 minutes**

WELCOME

Total Time: 20 minutes

Purpose

- Get participants warmed up for the workshop content and thinking about the topic of programming. Review the day's agenda and what's in it for the participants.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Trading Cards: ask participants as they enter to find their Trading Card and take it to a table with them
- Bucket/bag for Trading Cards
- Flipchart

Slides to use	Facilitator instructions/script
Slide 1	**Welcome/Whole-Group Discussion** **SAY:** ▪ Good morning! Welcome to Program Development. ▪ I'm _____ (insert name, qualifications, gender pronouns). ▪ Let's go around the room and everyone please say your name, where you work, and your gender pronouns. ▪ Before we get started, I'd like to point out where the restrooms are_____. ▪ Also, please silence all cell phones. ▪ If for any reason someone needs to leave the room—for the restroom, a phone call, or any reason—please do so as quietly as possible. ▪ Okay, now that the housekeeping's done, let's get started! **Facilitator Note:** If this workshop is not presented in sequence skip the content that reviews the previous workshop.

Slides to use	Facilitator instructions/script
	▪ Let's review what happened last time in Workshop 2: Effective Communication. What do you remember about Workshop 2? Accept participants' answers. Their responses may include: ▪ "Good Communication," Effective Speaking and Listening Tips ▪ Cultural Iceberg ▪ Cultural considerations: body language and direct/indirect nature of communication is influenced by cultural factors ▪ Neurodiversity: allow for the biological fact that people have differences in brain functioning that may affect communication
Slide 2	▪ Great, thanks. Would anyone like to share a "Take and Turn" moment you experienced when you returned to your library? In the following series of questions, allow participants to reflect. Pay attention to time. ▪ Did you find it helpful to complete your personal iceberg and think about the complexity of your identity and beliefs? What did you learn from completing your iceberg? ▪ How did your lens and iceberg impact a conversation you had? ▪ What was the most valuable lesson you learned about communication from the last workshop? Accept answers during this whole-group discussion. ▪ Great, thank you for sharing. I hope you'll continue to share your experiences with one another.
Slide 3	▪ The communication skills we practiced in the last workshop will be essential as we focus on increasing community engagement and community outreach. ▪ You will also use those communication skills as you facilitate conversations with your community. ▪ Engagement with our communities is essential for creating community-centered libraries.

Slides to use	Facilitator instructions/script
Slide 4	▪ Today we're discussing programming, which is a large piece of the library's mission. Programming can advance literacy, guide learning, and inspire curiosity.
Slide 5	▪ We're going to look at strategic planning and how it connects to programming.
	▪ We'll look at different programming scenarios and analyze how to involve community assets when designing programs.
	▪ We'll discuss different sources of data you can measure to better understand the impact of your programming and use of community assets.
	▪ You'll also look at how to build programs for the long-term and how to create surveys that capture community success stories.
	▪ Then you'll explore different platforms that allow you to share your communities' stories and successes.
	▪ Lastly, you'll evaluate the information you received from a "failed" program and use it to create stronger community programming and potential partnerships.
	▪ You'll have the opportunity to share some best practices that are already working for you and explore some approaches and mindsets that may be new to you.

Slides to use	Facilitator instructions/script
Slide 6	▪ Many of you may be questioning why we are covering programming in this workshop, as this is YOUR expertise. ▪ All of us here probably have at least one really strong area of programming that you will be able to share with your fellow participants to enhance their skill set. And other participants will be able to share their experiences and wisdom with you. This workshop will facilitate many opportunities to learn new ideas and strategies from each other. ▪ We strongly encourage you to be open to a new skill, new idea, or change to your current programming that could prove largely beneficial.
Slide 7	▪ As we have said before, community engagement is essential for creating community-centered libraries. Community input will lead to more effective programming, which then advances our community engagement. Today we will focus on the skills that inform this circular process.
Slide 8	▪ Before we begin to discuss ground rules, let's take a quick look at the Participant Guide. ▪ Please turn to page 4. On your own, take time to review the "Note to Participants" which explains the design framework for these workshops. ▪ If you turn to pages 6 and 7 you will see an overview of this workshop and specific learning objectives. ▪ Lastly, we have included key vocabulary and terms for each of the workshops. The vocabulary for Workshop 3 is found on page 8.

Slides to use	Facilitator instructions/script
Slide 9	**Facilitator Note:** If this workshop is not run in sequence, use the Ground Rules page that is included as an appendix in the Lesson Plan. Distribute this page to participants and establish Ground rules. ▪ Let's begin with a review of our ground rules. ▪ Remember the purpose of these rules is to create a space for discussion that respects a diversity of experiences and opinions and to foster authentic discussions. *Facilitator reads ground rules that are posted at the front of the room.* ▪ We'll be using this list of rules to help guide your discussions. ▪ At times, I may have to point to a rule to remind the group and get us back to the original conversation.
Slide 10	▪ This is simply to respect what we've agreed upon and to keep our discussions moving in constructive directions. ▪ Are there any new ground rules we should consider adding today, or any we might want to revise or edit? Accept responses from participants. Write additional ground rules and/or any changes on flipchart. ▪ Let's use these rules today to create a safe space for all of us to broaden our perspectives and connect.

TRADING CARD
(use if workshops are run in sequence)

Total time: 10 minutes

Purpose

■ Participants will add an idea to their Trading Cards by writing about their connection to the strategic plan.

Materials

■ PowerPoint loaded on computer/projected on screen

■ Trading Cards

■ Pens/Markers

Slides	Facilitator instructions/script
Slide 11	**Individual and Small Group Activity (10 minutes)** **Facilitator Note:** If this Workshops is run in sequence use the Trading Card Activity (Slide 13). If this Workshop is presented as a standalone, skip to the Warm-Up. **SAY:** ▪ As our library system becomes more community-centered, our roles, responsibilities and programs will inevitably change to meet our community's needs. ▪ However, our purpose and passion for the work does not need to change. ▪ Today we will be adding your personal connection to the Free Library of Philadelphia's strategic plan or the strategic plan from your library network to your trading card. ▪ This connection to the strategic plan will be helpful when it comes to making decisions and discussing your work with the community. It will be an anchor connecting you with your organization's overall plan.

Slides	Facilitator instructions/script
	▪ We all have individual roles and responsibilities during our day-to-day work, but a strategic plan gives us a unified vision for what we are working towards and all of us will contribute towards that goal and vision in our own way. ▪ It's helpful to take time to reflect on the strategic plan to understand how you can connect to it in your daily work, how you might make small changes to better connect with it, and how you can share this goal and vision for the library with all of your community partners.

Slide 12	▪ First, let's turn to page 10 in the Participant Guide. There you can find a sample strategic plan by the Free Library of Philadelphia.
	
	▪ There are four goals in the plan:
	
	  1 Build a culture of literacy in Philadelphia
	
	  2 Deliver an exceptional customer experience
	
	  3 Embrace creativity and innovation
	
	  4 Promote diversity and inclusion
	
	Facilitator Note: Describe how your work connects to the sample strategic plan. What element do you feel passionate about? How does it connect to your original purpose for doing this work or your current day-to-day responsibilities and tasks.

Slides	Facilitator instructions/script
Slide 13	▪ Which goal resonates with you personally? Why? Write that goal on your Trading Card. ▪ When you're done, discuss what you wrote with your group at your table, using page 11 in the Participant Guide. ▪ You have 6–7 minutes to complete your Trading Cards and discuss them. Set the timer for 6–7 minutes; provide a 1-minute warning; announce time's up. If people finish before 6–7 minutes, gather the group and ask volunteers to share what they wrote. **DEBRIEF, SAY:** ▪ We have a couple of minutes for people to share what they wrote and why. Who would like to start? Allow a few minutes for responses.
Slide 17	**TRANSITION, SAY:** ▪ Thank you for sharing. Now we'll reflect on the various ways that community assets can be used when developing programs.

WARM-UP
(use if workshop is presented as a standalone)

Total time: 10 minutes

Purpose

■ Participants will brainstorm about how their job and responsibilities connect with the strategic plan.

Materials

■ PowerPoint loaded on computer/projected on screen

■ Trading Cards

■ Pens/Markers

Slides	Facilitator instructions/script
Slide 11	**Individual and Small Group Activity (10 minutes)** **Facilitator Note:** If this Workshop is run as a standalone, use this Warm-Up Activity (Slide 14). **SAY:** ▪ As our library system becomes more community-centered, our roles, responsibilities and programs will inevitably change to meet our community's needs. ▪ However, our purpose and passion for the work does not need to change. ▪ Today we will be reflecting on your personal connection the sample Strategic Plan from the Free Library of Philadelphia or the strategic plan from your own library network. ▪ This connection to the strategic plan will be helpful when it comes to making decisions and discussing your work with the community. It will be an anchor connecting you with your organization's overall plan. ▪ We all have individual roles and responsibilities during our day-to-day work, but a strategic plan gives us a unified vision for what we are working towards and all of us will contribute towards that goal and vision in our own way.

Slides	Facilitator instructions/script
	▪ It's helpful to take time to reflect on the strategic plan to understand how you can connect to it in your daily work, how you might make small changes to better connect with it, and how you can share this goal and vision for our library with all of your community partners.

Slide 12	▪ First, let's turn to page 10 in the Participant Guide. There you can find a sample Strategic Plan from the Free Library of Philadelphia.
	▪ There are four goals in the plan:
	  1 Build a culture of literacy in Philadelphia
	  2 Deliver an exceptional customer experience
	  3 Embrace creativity and innovation
	  4 Promote diversity and inclusion
	Facilitator Note: Describe how your work connects to the strategic plan. What element do you feel passionate about? How does it connect to your original purpose for doing this work or your current day-to-day responsibilities and tasks?

Slide 14	▪ Which goal resonates with you personally? Why? Spend a few moments writing your response in your Participant Guide
Slide 15	▪ Discuss what you wrote with your group at your table, using page 11 in the Participant Guide. ▪ You have 6–7 minutes to discuss them. Set the timer for 6–7 minutes; provide a 1-minute warning; announce time's up. If people finish before 6–7 minutes, gather the group and ask volunteers to share what they wrote.
Slide 16	**DEBRIEF, SAY:** ▪ We have a couple of minutes for people to share what they wrote and why. Who would like to start? Allow a few minutes for responses.
Slide 17	**TRANSITION, SAY:** ▪ Thank you for sharing. Now we'll reflect on the various ways that community assets can be used when developing programs.

PROGRAMMING SCENARIOS

Total Time: 50 minutes

Purpose

- Participants will analyze hypothetical library programming scenarios and become aware of the different ways to plan and execute new programs. They'll look at the impact of involving community assets in planning programs.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Participant Guides
- Flipchart and markers
- Pens
- Trading Cards and container to hold cards

Slides to use	Facilitator instructions/script
Slide 18	**Small Group Discussions (30 minutes)** **SAY:** - Turn to page 12 in your Participant Guide. - Starting on this page, you will analyze hypothetical scenarios about library staff members' approaches to designing programming. - These scenarios were created after conversations with library staff around the Free Library of Philadelphia and with some national partners in urban and rural public libraries. - Before we begin, I need one person at each table to volunteer to be team captain for the following exercise by raising their hand. - The directions are shown on the PowerPoint. - Individually read through Scenario A on page 12. When you're done, your team captain will lead you through a discussion using the Analysis Chart on page 13. - You will have 10 minutes to complete this activity. If you have questions, please let me know and I'll come to your tables to address them.

Slides to use	Facilitator instructions/script
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
	▪ Now you will read through Scenario B on page 14. When you're done, your team captain will lead you through a discussion using the Analysis Chart on page 15. You will have 10 minutes to complete this activity.
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
	▪ Last, you will work as a team to compare and contrast the programming scenarios on page 16. You will have 10 minutes to complete this activity.
	▪ If you have questions, please let me know and I will come to assist your team.
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
	See below for potential questions/answers and other concerns participants might have:
	▪ *Where did these scenarios come from?*
	◆ *Answer: Researchers for the grant completed more than 30 hours of interviews with various staff members of neighborhood libraries in Philadelphia and collaborated with nine different library directors across the United States and in Canada. Based on their discussions, they created these scenarios as a composite sketch of how most public libraries, both urban and rural, approach programming.*
	▪ *They both seem like they're approaching programming in the same ways. Are there really differences?*
	◆ *Make sure that teams have tried to go through the analysis questions. You can say something like, "Okay, let's take a look at some of your answers in your analysis charts." If they respond that they haven't yet, let them know that the charts are designed to help them find the differences in the scenarios. Some of these seemingly small differences can have a big impact on programming outcomes which we'll discuss later.*

Slides to use	Facilitator instructions/script
	That's time everyone. If your team didn't finish, that's okay. We're going to debrief about your analyses as a group before we move on to more discussion questions.
Slide 19	**Whole Group Discussion (5 minutes)** ▪ Now, let's discuss your thoughts about the programming scenarios using the chart on page 16 in order to identify and discuss the strengths and limitations of each.
Slide 20	**Facilitator Note:** ask each question and collect responses. Write answers on flipchart at the front of the room. ▪ Compare scenarios A and B. How are the approaches similar and different? ▪ Which approach is more likely to lead to long-term engagement with the community? Why? ▪ What are the strengths of each approach? ▪ What are some limitations of each approach? ▪ How did Linda and Carlos consider their target audience's "iceberg" as they planned for programming? ▪ Do you have any other thoughts, ideas, and concerns? Remember that each group will have interpretations. This should generate lively discussion. If people get stuck debating a point, help move the conversation forward.
Slide 21	**TRANSITION, SAY:** ▪ Great answers everyone. As you can see, there are different ways to plan and execute programs, each with their own strengths and purposes. Let's get up, switch around, and talk to some new people.

Slides to use	Facilitator instructions/script
Slide 22	**Pair Discussions (10 minutes)** **SAY:** ▪ Please put your Trading Card into this container. Walk around with container to collect cards. ▪ Turn to page 17. You will discuss the "Community Engagement at My Library" reflection questions with a new partner. **Facilitator Note:** Try to pair participants so that each pair has one open-minded participant. Avoid pairing two participants who are struggling to participate and have not been open to new ideas. ▪ I will select two cards at a time to put you in pairs. You have 10 minutes to talk in pairs. We'll then gather again and share insights. ▪ This is a short activity, so simply find a place in the room to share. You can stand, sit, or walk around. Don't forget to introduce yourself to your new partner! Set timer for 10 minutes; give 1-minute warning; announce time's up. ▪ Thank you everyone. We have about 5 minutes to share some insights with the group. Would anyone care to start? Facilitate group discussion; be sure to end on time
Slide 23	**WRAP UP, SAY:** ▪ Great job. Let's take a break and when we come back, we'll talk about three key factors that lead to long-term success for programs.
Slide 24	▪ Enjoy your break! We'll come back together in 15 minutes.

BREAK: 15 MINUTES

BUILDING PROGRAMS FOR THE LONG TERM

Total Time: 30 minutes

Purpose

■ Participants will increase their awareness of three key factors that lead to long term success for programs: capacity, sustainability, and communication. They'll review questions that will help them to plan for the sustainability of successful programs.

Materials

■ PowerPoint slides

Slides to use	Facilitator instructions/script
Slide 25	**Small Group Discussion (10 minutes)** **SAY:** ▪ Now we are going to talk more about programs, a term which is defined in your Participant Guide and on the slide. This definition helps us be sure we are using the word in the same way.
Slide 26	▪ Turn to page 18 in your guide. ▪ If you want to build community-centered programs that last, consider capacity, communication, and sustainability.
Slide 27	▪ Capacity: Capacity is not just the available staff and volunteers, or person power. It's also (1) resources, (2) time (including not over-programming), (3) space, (4) effectiveness, and (5) knowledge/expertise. ▪ Does this program fit well with the person power and staffing you have at your library? ▪ Does it make effective use of the other elements of capacity listed? If yes, how are you achieving that? ▪ Could you consider using your Community Asset Map from Workshop 1 as a way to expand capacity? ▪ Is there a person or organization in your community who could increase your knowledge/expertise in an area of need?

Slides to use	Facilitator instructions/script
Slide 28	▪ Sustainability: If you want a program to last for a whole year or longer, what type of planning do you need to ensure success? ▪ Would this program exist if one member transferred to a different library? If yes, you've built great capacity! If no, why not? What can you do to ensure the program exists without this team member?
Slide 29	▪ Communication: Here are some things to consider when you are communicating with your patrons: ▪ Are you presenting information about library processes, policies and programming in accessible ways? If yes, how are you doing that? ▪ Are these documents translated into the languages that are spoken by your library community? If you are having difficulty sharing information about a specific topic, could you consider another way to share this information such as a video tutorial? **Facilitator Note:** Video tutorials could be used to teach patrons about library processes and how to use technology at the library. Video tutorials are also helpful because they provide visuals to support neurodivergent patrons or English Language Learners. ▪ Are your programs advertised in multiple formats to reach a wider audience (website, social media, flyers, bulletin board, etc.)? ▪ Does your community prefer programs to be ongoing? Would your community attend a six-week series? Or are one-off programs more successful? How can you find out this information? ▪ Are you communicating with your community about their needs regarding programming? How can the planning of programs include more community feedback? ▪ Here are things to consider when you are communicating with other library staff members: ◆ Does your library use a template to document the processes and information related to its programs? That is, are they documented in a consistent way? If yes, how are you doing that?

Slides to use	Facilitator instructions/script
	◆ Can you easily review and distribute information in shared formats?
	◆ Could your programs be replicated by other staff members at your library or in your cluster?
	◆ If yes, do you find this beneficial? If not, do you think this might be useful?
Slide 30	▪ At your table, break into pairs or groups of three. You're going to think of a program at your library.
	▪ Then, tell your partner about the program and answer the questions on pages 18–19 about that program to the best of your abilities.
	▪ Take 10 minutes for your discussion.
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
	Whole-Group Debrief (5 minutes)
	ASK:
	▪ Let's debrief about one of the questions you answered with your partner.
	Accept a few responses.
Slide 31	**TRANSITION**
	SAY:
	▪ Another part of programming that's important is collecting information about the impact that it has on your library communities. Let's move into evaluation techniques.

MEASURING PROGRAM SUCCESS

Total time: 15 minutes

Purpose

- Participants will think about program evaluation and discuss who decides measures for success when programming for your community.

Materials

- Participant Guide

Slides	Facilitator instructions/script
Slide 32	**Whole-Group Discussion (10 minutes)** **SAY:** - Refer to page 20. What does this statement from education professor Andy Hargreaves mean to you? "Measure what you value instead of valuing only what you can measure." Accept responses. - Great insights everyone, thank you for sharing.
Slide 33	- In this activity, think about the following questions: - Do you use data and statistics to measure the success of your programs? - Who determines what's successful? How?
Slide 34	- While traditional quantitative/numerical data is very helpful, we can definitely understand more information and the kind of information that gives voices to your community members' successes in their own words, which is the data you want in order to see the impact your program has.

Slides	Facilitator instructions/script
Slide 35	▪ Can I have a volunteer read the paragraph in the middle of page 20? Volunteer will read the following text: *Data and statistics are useful measurements when evaluating programs. Do you use them to communicate the real-world success of programs your library offers your unique community? Who determines what's successful, and how? Are you collecting different sources of data to measure your impact and use of community assets? First, let's discuss evaluation in general. We'll then move on to how to collect data that tells the story of success as defined by your community.* ▪ There are different sources of data that are important to collect because they each demonstrate the impact you are having on your community. ▪ Quantitative data, such as the number of participants attending a program, how your program was rated on an evaluation, or the real-world outcomes from the program, give us concrete means to measure our impact. ▪ Qualitative data, including personal narratives, provide us with insight into how our programming and events impact the lives, work, and skills of our participants. **Facilitator Note:** Provide examples of sources of data that show impact at local libraries. ▪ Data tracking our partnerships will clarify how effectively you are engaging with your partners and provide insight into opportunities for strengthening and expanding these relationships and sources of assistance, as shown in the chart on page 20. ▪ Quantitative data is the numbers, and qualitative data is the narrative stories.

Slides	Facilitator instructions/script
Slide 36	▪ On page 21 there are some questions to help you consider the types of data you already use to measure program success. These questions include: ▪ How does your library measure program success? ▪ Is collecting data such as the number of attendees useful? Why or why not? ▪ Does it show the full picture of whether the program had any impact? Why or why not? ▪ What could be added to include more community voices? ▪ These are important questions that you should consider when thinking about measuring program success. Take a few moments to write down some of your responses to these questions in your Participant Guide. Give participants a few moments to reflect and write down their responses.
Slide 37	**TRANSITION SAY:** ▪ One way to understand impact is to hear from your community. Let's take a look at a program survey tool from the Public Library Association.

EVALUATING BEYOND NUMBERS

Total time: 40 minutes

Purpose

- Participants will be introduced to the Public Library Association's program survey questions and engage in a discussion about what constitutes success and who should define it. They'll also practice revising some of the PLA's survey questions to fit a given context.

Materials

- PowerPoint slides

- Active link to: *http://www.ala.org/pla/initiatives/performancemeasurement/pilot-survey* projected on screen.

- Chart paper and markers at each table

Slides	Facilitator instructions/script
Slide 38	**Small Group Work (30 minutes)** **Facilitator Note:** Display the Public Library Association's pilot survey webpage and scroll through examples of surveys after introducing this resource: *http://www.ala.org/pla/initiatives/performancemeasurement/pilotsurvey* **SAY:** (Point to screen at front of room): ▪ The Public Library Association[3] has sample survey questions that library staff can use to understand changes in competencies and confidences as a result of program participation and attendance. ▪ These surveys allow for community members to respond to a program by answering with "yes"/"no" responses, rating programs according to a defined scale, and answering open-ended questions that allow community members to share their thoughts, feelings, and concerns.

---

[3]   *http://www.ala.org/pla/initiatives/performancemeasurement/pilotsurvey*

Slides	Facilitator instructions/script
	▪ As you can see from the PLA's website, there are a variety of surveys for library programming.
	▪ Let's take a look at two sets of survey questions and discuss how you could revise and use them.
	▪ Would a volunteer read the scenario, the "Civic/Community-Engagement" sample survey questions, and the "Education/Lifelong Learning" sample survey questions on pages 22–23?
	Volunteer will read the following text:
	Think back to Scenarios A and B. Choose one for which your group will create a participant survey. You'll use the PLA's suggested sentences/questions to write your questions.
	PLA's Civic/Community-Engagement outcomes and sample survey questions:
	1 *You are more aware of some issues in your community*
	2 *You feel more confident about becoming involved in your community*
	3 *You intend on becoming more engaged in your community*
	4 *You are more aware of applicable resources and services provided by the library*
	5 *What did you like most about the program?*
	6 *What could the library do to better assist you with your involvement in the community?*
	PLA's Education/Lifelong Learning outcomes and sample survey questions:
	1 *You learned something new that is helpful*
	2 *You feel more confident about what you just learned*
	3 *You intend to apply what you just learned*

Slides	Facilitator instructions/script
	4 *You are more aware of applicable resources and services provided by the library*
	5 *What did you like most about the program?*
	6 *What could the library do to better assist you in learning more?*
Slide 39	▪ You will want to include different types of questions on your survey. These should include:
	▪ Questions using a "circle yes or no" response after the question
	▪ Questions using a scale from 1 to 5, where 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree
	▪ And two or three open-ended questions to help you understand the stories and experiences of your participants
	▪ Are there other ideas from the group about creating effective surveys?
	Collect responses; write responses on flipchart
Slide 40	▪ Other librarians and community organizers have offered helpful feedback about creating useful surveys.
	▪ Some open-ended questions that they recommended were:
	▪ "How did you hear about this program?" This allows you to better understand how information in your community is spread.
	▪ "Would you recommend this program, for whom, and why?"
	▪ "In what way would you like to get more involved?" This question helps you connect with library patrons that want to be a part of your team.
	▪ Lastly, use caution with rating scales. If participants do not completely understand the scale, your data could be inaccurate and present wrong information.

Slides	Facilitator instructions/script
	- With your group, write a user-friendly survey on the flip chart that Linda or Carlos can use to understand their community's voices. Include the type of answer choices (there can be a mix of yes/no; scale; open-ended, etc.) with your questions. Keep your survey brief so participants can fill it out quickly. - One thing to keep in mind regarding a survey for Carlos's program is that you already know that community members attending the program struggle with reading and writing. When creating a survey, don't use complicated vocabulary, and consider reading the questions aloud or interviewing people individually instead. - With Carlos's group, you can anticipate the need for supporting people who struggle at reading and writing, but that situation could actually arise at a program on any topic, so don't forget about the literacy iceberg. - Participants that choose to create a survey for Linda will often create an interest survey for the community that would occur before she created the program or a kid-friendly survey for children to take after attending the program.

Slides	Facilitator instructions/script
Slide 41	▪ Write your survey on flipchart paper so that others can view your work. You have 20 minutes. Set Timer for 20 minutes; give 1-minute warning; announce time's up. Ask leaders to hang up their chart paper for a gallery walk. **Gallery Walk (5 minutes)** ▪ Take 5 minutes for your gallery walk. Set timer for 5 minutes; give 1-minute warning; announce time's up. ▪ As a group, let's debrief about the surveys. ▪ What surveys did you find interesting or helpful? ▪ After seeing other participants' surveys, would you change anything about the one you created? Accept responses.
Slide 42	▪ Take a minute to think about a program at your library that would benefit from participant feedback. ▪ This would be a program in development, a struggling program, or a well-attended, long-standing program. ▪ Turn to a partner and talk about the program that you would like to design a survey for and why. Set timer for 5 minutes; give 1-minute warning; announce time's up.
Slide 43	**TRANSITION, SAY:** ▪ Great job sharing your ideas with your partner. Thank you again for creating such thoughtful surveys. Now we will be talking about sharing the voices and stories from your community.

CELEBRATING SUCCESS

Total time: 20 minutes

Purpose

- Participants will consider the most effective platforms to share the voices and stories from their impactful programming.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Instructions/Script
Slide 44	**Small Group Activity (5 minutes)** **SAY:** ▪ The voices and stories from your community are a powerful source of data that represent the success of your library programming. ▪ Current funders of your library as well as potential new funders are eager to hear how their donations are creating true change within your community. ▪ As you begin to share your success, new members of your community may want to become more involved in your programming and support your work. ▪ Each library community must evaluate how they can best communicate these stories with their funders and local community. ▪ You may want to consider sharing your success in your library newsletter, local newspaper, social media, a monthly email, through word-of-mouth, or a culminating event with your patrons and larger community. ▪ The goal is to find the platforms that allow you to share your everyday success!

Slides to Use	Facilitator Instructions/Script

Slide 45	**Whole-Group Debrief (15 minutes)**
	
	▪ As a group, let's discuss the questions on page 24 and think of the platforms that would be most useful to share the success stories from your library.
	
	  1 How do you share your success currently?
	
	  2 How can you communicate these outcomes to wider audiences?
	
	  3 What communication platforms/media can you use to share your library success stories?
	
	Accept responses from participants for 15 minutes; write them on flipchart

Slide 46	**TRANSITION, SAY:** ▪ Great ideas, thank you again for sharing. ▪ Now we will be talking about the steps we can take and information to consider to reach success, as defined by your community.

SMALL STEPS FORWARD

Total time: 20 minutes

Purpose

- Participants will consider aspects of their daily responsibilities or programs that feel like failures. Then they will reframe these failures as information about their community and think of opportunities for programming or partnerships in order to meet those needs.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Instructions/Script
Slide 47	**Small Group Activity (15 minutes)** **SAY:** ▪ As you engage more with your community, you'll experience slow, deliberate, hard work. ▪ Despite our desire for results, it's important to understand the slow process of community change. ▪ Therefore, even when you think you've "failed," it's important to realize that you haven't. ▪ Each step you take, whether it results in a desired or undesired outcome, gets you closer to success as defined by your community. ▪ Sometimes aspects of our daily responsibilities or programs feel like failures. In reality, this sense of failure is a form of information about the communities' needs and ways we may need to shift in order to meet those needs.

Slides to Use	Facilitator Instructions/Script
	▪ Remember, not all people are sure how to ask for help, what kind of help they need, or whether a program will fit with their intended desires and goals. Things we can do as public service employees include paying attention to what people are doing and asking for and responding to these "requests" through programming.[4]
Slide 48	▪ Let's take a look at these examples on page 25 of your Participant Guide. After we consider the information that these "failures" provide, we will think of potential programming or partnerships that may fulfill our communities' needs. ▪ In the first example we see that library staff may feel like parents use the library as a babysitter. ▪ Here our community might be communicating that they trust us with their children or they like their kids to be in an environment that promotes learning. ▪ This information leads us to create more high interest programming for these young children who spend so much time at our libraries. ▪ In the second example we see that the school across the street from the library only invites us to do outreach at their parent-teacher night. ▪ Here we are learning that curriculum demands do not allow time for library outreach during the school day or schools want to provide parents free educational resources. ▪ This information can lead us to partner with the school's afterschool program for outreach with students. ▪ Additionally, we can connect with the parents of the school during out-of-class time such as "Back-to-School Night," parent teacher conferences, or school advisory board meetings.

[4]   Note, not all of the rephrased sentences will have a programming outcome.

Slides to Use	Facilitator Instructions/Script
Slide 49	▪ Take the next 5 minutes to read each of the statements on page 26 and reflect on the information you are learning or the message you are receiving from your community. ▪ Then consider whether there is a programming idea or partnership that you could incorporate to address the message that you're receiving. Set timer for 5 minutes; give 1-minute warning; announce time's up. ▪ Let's hear your ideas about the information we are learning from our communities and opportunities for programming or partnerships. Accept responses.

Slide 50	**Whole Group Debrief (5 minutes)**
	
	▪ You'll find questions on page 27. Let's discuss these questions as a group.
	
	  1 How have you used information from your community to develop programming or partnerships?
	
	  2 How do you decide when a program isn't working or isn't the best use of your library teams' time?
	
	  3 How could you use an evaluation tool to improve a specific program at your neighborhood library that is struggling?
	
	Facilitate a whole-group discussion.
	
	TRANSITION, SAY:
	
	▪ Thank you, everyone.

STRENGTHS AND STRETCHES

Total time: 5 minutes

Purpose

■ Participants will have an opportunity to reflect on the skills they learned during the workshop. Participants will perform a self-evaluation to identify areas of strength for each skill. Then participants will think of the ways they can stretch to develop this skill further or share this skill with your library team.

Materials

■ Flipchart

■ Markers

■ Participant Guide

Slides to Use	Facilitator Instructions/Script
Slide 51	**Individual Activity (5 minutes)** **SAY:** ▪ Let's take some time to evaluate your levels of knowledge and expertise with the community engagement skills that were discussed today. Use page 28 of your Participant Guide to direct your self-evaluation. ▪ What strengths do you bring to the strategic plan, program development, surveys, or failing forward? ▪ After you have identified your strengths, then consider how you can stretch in order to develop each of these community engagement skills or share them with your library team. Set timer for 5 minutes; give 1-minute warning; announce time's up. **WRAP UP, SAY:** ▪ Thank you for reflecting on the strengths you naturally bring to community engagement. Let's come back together as a whole group and talk about the experience.

WORKSHOP REVIEW

Total time: 10 minutes

*Note: this part can be skipped if time is running out

Purpose

- Participants will quickly think of ways to implement what they've learned by writing action statements and reviewing their "Take and Turn" assignment.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Instructions/Script
Slide 52	**Small-Group Activity (3 minutes)** ▪ Let's take some time to review the topics we have discussed today, using the questions on page 29. ▪ At your table, assign a note-taker to write what people have learned on the flipchart. ▪ For 3 minutes, talk about what you've learned or reflected on today. Share your moments of realization or anything you learned that will improve your community engagement practices. Set timer for 3 minutes; give 1-minute warning; announce time's up. ▪ How can you TAKE what we talked about today and TURN it into action? Perhaps it's something like: ▪ Building Programs for the Long-Term: think of one action item that can either build your capacity using community assets, create sustainability, or improve communication with your team. Or, ▪ Satisfaction Surveys: create a survey for a current program, using the PLA website as a guide, to get feedback from participants and stories to share with your community. Or,

Slides to Use	Facilitator Instructions/Script
	▪ Celebrating Success: share the success of your current programs using one new platform (social media, newsletter, website).
	Set timer for 3 minutes; give 1-minute warning; announce time's up.
	▪ Take the remaining 3 minutes to briefly browse other people's ideas and action statements.
	▪ If you like, bring your Participant Guide with you and write down inspiring ideas on page 29.
	Set timer for 3 minutes; give 1-minute warning; announce time's up.
	WRAP UP, SAY:
	Thank you for your work today everyone. Let's go over your "Take and Turn" assignment.

TAKE AND TURN

Total time: 5 minutes

Purpose

- Participants will review a "Take and Turn" homework assignment.

Materials

- PowerPoint Slide

Slides to Use	Facilitator Instructions/Script
Slide 53	**Whole-Group Discussion (5 minutes)** **WRAP UP, SAY:** - Turn to the final pages of your Participant Guide, pages 30–31. You'll see the "Take and Turn" assignment. - This is a homework assignment to complete during the next week. Please make sure to do this during the next week since it will be easier to remember the material you learned today. - For this assignment, you will design a satisfaction survey for a program at your library. This survey should help you understand the success stories from a thriving program or help you gain feedback from a program that has been struggling. - You will also consider the platforms that work best for your community to share these stories. - We suggest that you take a minute to find an accountability partner. We want you to check in with this person during the week to make sure you stay on track to complete your "Take and Turn. " Take a minute now and exchange information with someone.
Slide 54	- Thank you for your responses! We hope you have learned skills in today's workshop that will shift your practices toward a common goal of community engagement for your community as defined by your community. Thank you for participating!

Free
LIBRARY OF
PHILADELPHIA

https://www.freelibrary.org/