

# WORKSHOP 3

Skills for Community-Centered Libraries

## PROGRAM DEVELOPMENT



WELCOME!

# TAKE AND TURN UPDATE

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Your assignment was:

1. Complete your personal iceberg and think about the complexity of your identity and beliefs.
2. Evaluate a conversation you had with a library patron. Which effective speaking and listening strategies did you use? Which strategies do you need more practice with? How did your iceberg and lens impact this conversation?

The communication skills we practiced in the previous workshop will be essential in the slow, incremental process of community engagement.

# HOW DO WE DEFINE PROGRAMS?

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

Programs can be thought of with a very broad lens!

## WORKSHOP 3 AGENDA: WHAT'S IN IT FOR ME?

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- Reflect on how your personal purpose and programs connect with the Free Library of Philadelphia's strategic plan or your library network's strategic plan.
- Compare programming scenarios that involve community assets
- Discuss factors that build successful programs (capacity, sustainability, communication)
- Consider types of evaluation data that measure the "full picture" of a program's impact
- Learn to design surveys that reflect the community's voice
- Explore different platforms to share community stories and successes
- Learn how the information we gain from a "failure" can be a small step towards success

# GOAL FOR TODAY'S DISCUSSION

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- Share programming expertise and wisdom
- Be open to a new skill, new idea or change to a current program that could have a big impact
- Discuss strategies to involve community input in your programming

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!

# PARTICIPANT GUIDE INTRODUCTION

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- Design Framework (pages 4–5)
- Overview and Specific Learning Objectives (pages 6–7)
- Vocabulary and Terms (page 8)

Participant Guide Pages 4–8



# GROUND RULES<sup>1</sup>

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- One speaker, one mic
- No one knows everything, together we know a lot
- Move up, move up
- We can't be articulate all the time
- Embrace curiosity
- Acknowledge the difference between intent and impact
- Specific rules for your group

Participant Guide Page 9

<sup>1</sup> Adapted from: Anti-Oppression Resource and Training Alliance. (2017).  
Anti-oppressive facilitation for democratic process.

# GROUND RULES IN PRACTICE

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- We will use the ground rules to guide our discussions.
- At times we may refer back to the rules to keep us on track.
- Let's put these rules to the test and dig into our activities!

# CONNECTING WITH A STRATEGIC PLAN

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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.

All of us will contribute towards that goal and vision in our own way.

FREE LIBRARY OF PHILADELPHIA  
**STRATEGIC PLAN 2018-2020**

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**MISSION**

The Free Library of Philadelphia advances literacy,  
guides learning, and inspires curiosity.

**VISION**

Building an enlightened community devoted to lifelong learning

**GOALS**

**BUILD A CULTURE OF LITERACY IN PHILADELPHIA**

**DELIVER AN EXCEPTIONAL CUSTOMER EXPERIENCE**

**EMBRACE CREATIVITY AND INNOVATION**

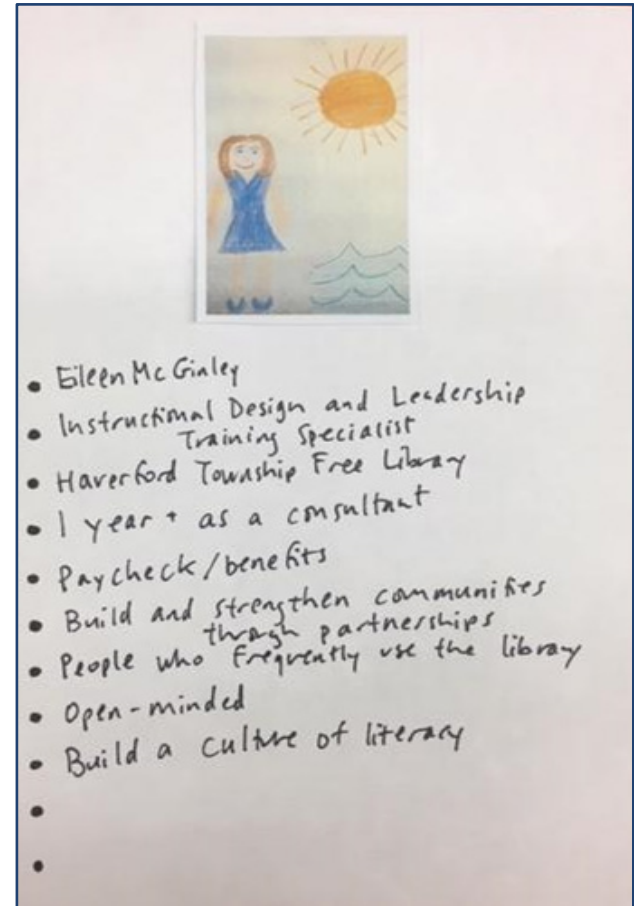
**PROMOTE DIVERSITY AND INCLUSION**

# TRADING CARD

*What is your connection to the Free Library of Philadelphia's strategic plan or your library network's strategic plan?*



*Build a culture of literacy*



Participant Guide Pages 10–11

# WARM-UP

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*What is your connection to the Free Library of Philadelphia's strategic plan or your library network's strategic plan?*

*Build a culture of literacy*

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# STRATEGIC PLAN DISCUSSION

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- What goal from the strategic plan did you connect with most?
- Why have you selected this goal from the strategic plan?
- How does your day-to-day work activity support the library's strategic plan?

Let's share our thoughts about connecting  
with a strategic plan as a group.

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Now we'll reflect on various ways that community assets can be used when developing programs.

# PROGRAMMING SCENARIOS

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- Read Scenario A, complete chart (10 minutes)
- Read Scenario B, complete chart (10 minutes)
- Compare and contrast strategies, complete chart (10 minutes)
- Seek help from facilitator at any time
- Remember to pick a discussion leader in each of your small groups

Participant Guide Pages 12–16

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.

# COMPARING SCENARIOS

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- 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 the limitations of each approach?
- How did Linda and Carlos consider their target audience's "iceberg" as they planned for programming?
- What other thoughts, ideas, and concerns do you have?

As you can see, there are different ways to plan and execute programs, each with their own strengths and purposes.

Let's get up, move around and talk to some new people for the next set of reflection questions on page 17.

# COMMUNITY ENGAGEMENT AT MY LIBRARY

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- How do Carlos's or Linda's approaches to programming compare with how programs are developed at your library?
- Has your library involved community assets in program development in the past? How could you utilize community assets in future programming projects or as additions to current programs?
- Are your library's programs typically library-focused, or community-focused? How might your library team develop more programs that are responding to your community's needs?

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.

**BREAK**



# WHAT IS A PROGRAM?

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

If you want to build community-centered programs that last, consider capacity, communication and sustainability.

# BUILDING PROGRAMS FOR THE LONG-TERM: CAPACITY

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- Resources
- Time
- Space
- Effectiveness
- Knowledge/Expertise

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# **BUILDING PROGRAMS FOR THE LONG-TERM: SUSTAINABILITY**

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- What resources do you need to continue a program for a year or longer?
- Would your programs exist if one member of your staff transferred to a different library?

# BUILDING PROGRAMS FOR THE LONG-TERM: COMMUNICATION

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## With Patrons

- Are forms and flyers accessible?
- Does your community prefer ongoing programs, a shorter series, or one-off programs?
- Do you have a way to ask your community about their interests or needs for programming?

## With Staff

- Are you using templates so all staff members can easily replicate programs or flyers?
- Are documents stored in shared formats for everyone to review and access?

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# BUILDING PROGRAMS FOR THE LONG-TERM

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**Directions:** Think of a current program at your library. Tell your partner about the program and then answer the questions on pages 18–19 regarding capacity, sustainability and communication.

Participant Guide Pages 18–19

Another part of programming is collecting information about the impact that it has on your library communities.

Let's move into evaluation techniques.

# MEASURING PROGRAM SUCCESS

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“Measure what you value instead of valuing only what you can measure.”

—Education professor Andy Hargreaves



Do you use data and statistics to  
measure the success of your programs?

Who determines what's successful? How?

While traditional numerical data is helpful, we can definitely understand more information and the kind of information that **gives voice** to your community members' successes **in their own words**.

# SOURCES OF DATA THAT DEMONSTRATE IMPACT

<p><b>Quantitative</b></p>	<ul style="list-style-type: none"> <li>▪ How many people attended the program?</li> <li>▪ How did participants rate your program on an evaluation?</li> <li>▪ Outcomes after learning a skill at the library (Example – 4 out of 6 people in our career workshop were given interviews)</li> </ul>
<p><b>Qualitative</b></p>	<ul style="list-style-type: none"> <li>▪ Personal narratives about what participants learned and how it has impacted their life, work or skills.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Which organizations do you collaborate with for specific programs or events?</li> <li>▪ What types of services does this partnership provide (volunteers, materials, services, expertise)?</li> <li>▪ How often does this organization partner with your library for programs and/or events?</li> </ul>

# SOURCES OF DATA DISCUSSION

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1. How does your library measure program success?
2. Is collecting data such as the number of attendees useful? Why or why not?
3. Does it show the full picture of whether the program had any impact? Why or why not?
4. What could be added to include more community voices?

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

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The Public Library Association (PLA) has sample survey questions that library staff can use to understand changes in competencies and confidence that result from program participation and attendance.

## **Scenario:**

Think back to Scenarios A and B with Linda and Carlos. Choose one for which your group will create a participation survey. You'll use the PLA's suggested sentences/questions as a guide to write your questions.

Participant Guide Pages 22–23

# EVALUATING BEYOND NUMBERS

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- PLA Performance Measurement Survey Questions
- Circle “yes” or “no”
- Scale from 1-5
- Asking open-ended questions to understand stories and experiences
- Other ideas from the group?



Participant Guide Pages 22–23

## ADDITIONAL SURVEY TIPS

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- The community members in Carlos's group struggle with reading and writing. Remember to use more accessible vocabulary and consider reading the questions aloud or interviewing people individually.
- A situation can arise where you need to support community members with various reading levels with any program topic. Always be aware of how you can accommodate patrons with all reading levels when creating surveys.
- When designing a survey for Linda, be creative in your approach. Think about a [kid-friendly survey](#) using pictures or a survey to give the community a chance to provide input [before](#) designing the program.

Participant Guide Pages 22–23



# EVALUATING BEYOND NUMBERS

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**Directions:** With your group, write a user-friendly survey on the flip chart that Linda or Carlos can use to understand their community's voices.

Participant Guide Pages 22–23

# SURVEYS FOR MY LIBRARY COMMUNITY

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Think about a program at your library that would benefit from a survey.

- program in development
- struggling program
- well-established program

Share with a partner for the next 5 minutes. Was there a sample survey on the PLA website that you would use to create your survey?

Now we'll be talking about sharing the voices  
and stories from your community.

# CELEBRATING SUCCESS

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Community voices and stories can powerfully represent the strength of your library programming. Share your everyday success through:

- library newsletter
- local newspaper
- social media
- library website
- monthly email
- word-of-mouth
- culminating event

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# CELEBRATING SUCCESS DISCUSSION

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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?

Now we'll be talking about the steps we can take to get closer to success, as defined by your community.

## **SMALL STEPS FORWARD: FAILURE IS A SMALL STEP TOWARD SUCCESS**

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It's important to understand that the process of community engagement is slow and requires hard work.

Sometimes aspects of our daily responsibilities or programs feel like failures. In reality, this sense of failure is **information** about what your community needs and **ways we may need to shift** in order to meet those needs.

## SMALL STEPS FORWARD: FAILURE IS A SMALL STEP TOWARDS SUCCESS

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“The school across the street from the library only invites me to do outreach at their parent-teacher night.”

- **What we learn:** Curriculum demands do not allow time for library outreach during the school day **or** schools want to provide parents free educational resources.
- **Program idea:** Connect with the parents of the school during out-of-class time such as “Back-to-School Night,” parent teacher conferences, school advisory board meetings, home and school associations, etc.
- **Partnership idea:** Partner with the school’s after-school program for outreach with students.

Participant Guide Page 25



# SMALL STEPS FORWARD: FAILURE IS A SMALL STEP TOWARDS SUCCESS

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**Directions:** 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 this message that you're receiving through community members' actions and behaviors.

## SMALL STEPS FORWARD DISCUSSION

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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 team's time?
3. How could you use an evaluation tool to improve a specific program that is struggling at your library?

# STRENGTHS AND STRETCHES

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- Reflect on each of the skills we discussed today. What are your areas of strength for each skill? In what ways can you stretch to develop this skill further or share this skill with your library team?

# WORKSHOP REVIEW

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- What did you learn today?
- How can you TAKE what we talked about and TURN it into action?
  - ◆ Think of an action item that can either build your program capacity using community assets, create sustainability, or improve team communication.
  - ◆ 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.
  - ◆ Celebrate the success of your current programs using a new platform (social media, newsletter, website, etc.).

# TAKE AND TURN

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- Programs for the Long-Term
  - ◆ Capacity, Sustainability, Communication
- Satisfaction Surveys
- Celebrating Success

Participant Guide Pages 30–31

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!**