



**Community-Led**

TOOLKIT



## Turning to one another

THERE IS NO POWER GREATER THAN A COMMUNITY DISCOVERING WHAT IT CARES ABOUT.

Ask “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don’t know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible.

Acknowledge that everyone is an expert about something.

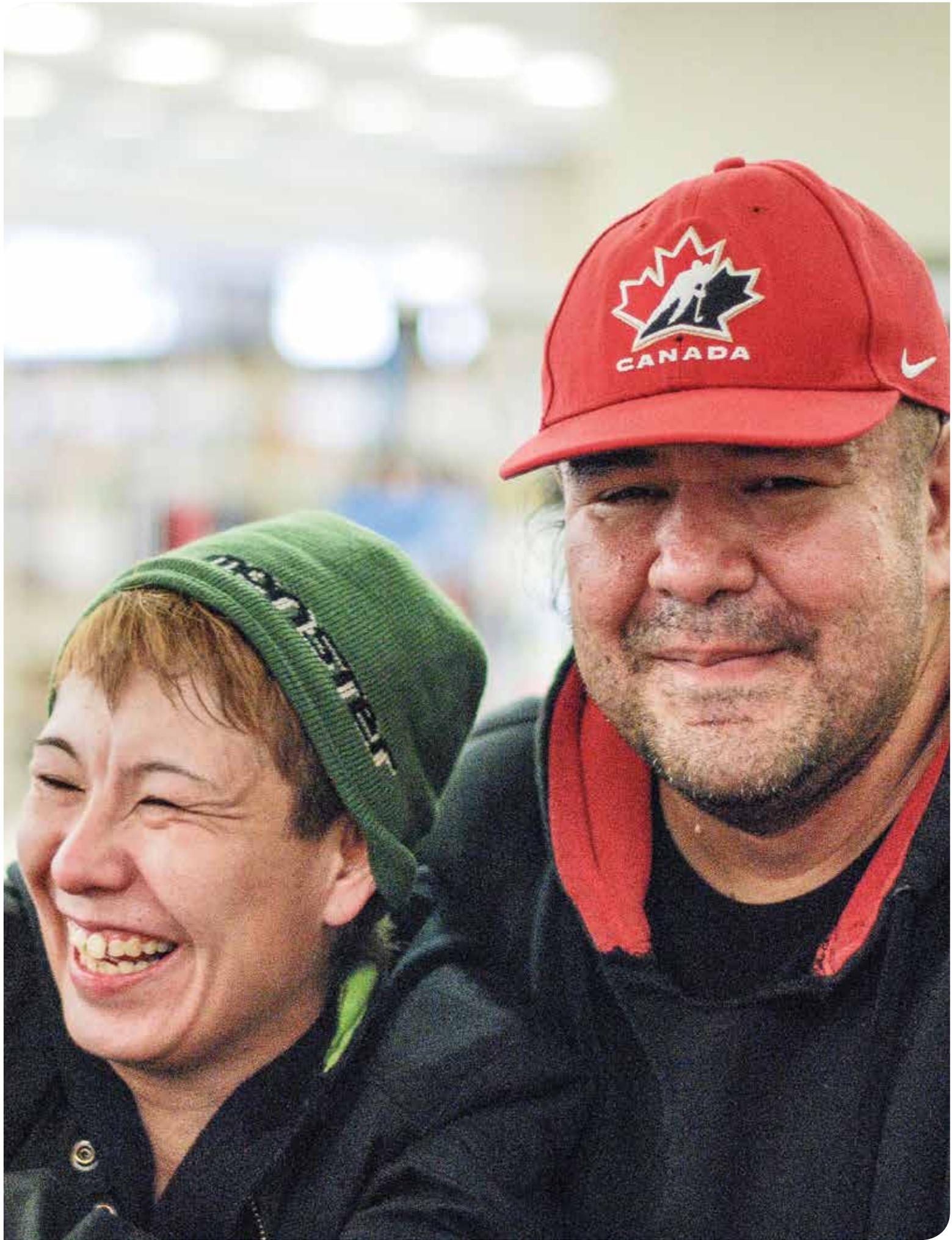
Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know.

Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together. - Margaret J. Wheatley





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## Principles for toolkit development

- 1 Community-Led at EPL is a way to build relationships and to improve our ability to identify and meet customer needs. Our focus is on anyone facing barriers to using library services – from homeless and socially excluded individuals to the mom who has had a bad customer experience during a program and does not want to return to the Library. This will enable service points to prioritize based on their specific communities.
- 2 We will seek input from EPL staff in the development and final approval of the *Toolkit*.
- 3 The *Toolkit* will not be a detailed, step by step guide, but a framework for guiding decisions.
- 4 Community-Led at EPL and the *Toolkit* will be constantly evolving.
- 5 We will build capacity for being comfortable with ambiguity.

“When we commit to a vision to do something that has never been done before, there is no way to know how to get there. We simply have to build the bridge as we walk on it.” - Robert Quinn



# Executive summary

The purpose of the *Community-Led Toolkit* is to provide historical and philosophical context for EPL's approach and to offer a practical framework upon which all EPL staff can understand and implement Community-Led work.

This toolkit includes an introduction to how EPL incorporated the Community-Led approach into its business plan in 2006 and hired its first community librarian in 2008. As well, this document articulates EPL's participation position as the level where "local residents and organizations influence the priorities and resources".

The various levels of EPL staff contribution are detailed by job function demonstrating the different expectations of staff throughout the Library. While all EPL staff are expected to adopt and embody Community-Led service, there are different ways this will be enacted in operational activities.

Community-Led work depends on building relationships with individuals representing organizations, agencies and communities, with a common goal of removing barriers to library service. There are a number of organizations and levels where this relationship building can happen including large and small agencies, interagency groups, EPL service points and community gatherings.

A variety of tools for EPL staff to use are presented in this kit. EPL Community Profiles offer a compilation of comprehensive information about Edmonton communities that assumes an asset-based view and that will detail strengths, capacities and organizations existing in the community. The benefits of sharing successes, failures and opportunities are discussed within this document, and resources for sharing both internally and externally are listed. By communicating in a consistent and relevant way, EPL staff will be able to build upon each other's work and achieve better results.

To ensure that EPL's Community-Led approach is being implemented well and is producing beneficial results, EPL staff are expected to evaluate activities regularly. A checklist is available to help decide which community participation opportunities fit best with EPL's goals and are consistent with what other EPL staff are providing to community partners throughout the city.

While measuring impact takes time, EPL's ultimate goal is to reach the Impact level of the Program Logic Model. This toolkit will be available to EPL staff via StaffWeb and in each service point in order to support their efforts towards this goal.

# Introduction

In 2005, EPL confirmed its commitment to expanding its Community-Led service as identified in the Board's Strategic Plan, *Enriching People's Lives, Edmonton Public Library Strategic Directions 2006-2010*. The specific strategy related to the Community-Led approach is:

**Strategy 4: The Library will be a socially responsible institution, a participant and an active initiator in community dialogue and development.**

This strategy was operationalized in *Edmonton Public Library's Business Plan 2006-2010* through the following specific actions and supporting activities:

- **Action 4-1:**

Make the Library a place where inner city, at-risk, and Indigenous youth can have fun and access library services. Implement the accepted recommendations of the 2006 Internship report entitled *Making Way for the Ducklings: Inner City, At-Risk Aboriginal Youth and the Edmonton Public Library*.

- **Action 4-2:**

Find ways to better serve the needs of those with "no place to go".

- **Action 4-3:**

Position the Library as a place where citizens can enter into discussion and dialogue on community issues.

- **Action 4-6:**

Library management and staff will continue to develop their understanding of Edmonton's many communities and neighbourhoods.

**Supporting Activities:**

- Establish relationships with Edmonton Community Services social/youth workers, the Edmonton Police Service and/or workers in other social agencies to invite them into library spaces to work/meet with client youths and adults.
- Establish a team to conduct annual environmental scans regarding the City of Edmonton, its neighborhoods, and projections/plans/trends for the future.
- Develop a strategy for community development/ community building that includes an expectation that managers and their staff will spend time interacting/ working with community groups.

- **Action 4-7:**

Increase public and staff understanding of Intellectual Freedom and Social Responsibility as cornerstones of the Edmonton Public Library.



# Some history

John Pateman, a librarian from Britain, had been active in questioning the common belief that public libraries are accessible to all. Pateman was a member of a government working group which produced *Libraries for all: social inclusion in public libraries* (1999), a consultation document which identified the role that public libraries could take in addressing social exclusion. Pateman was also a member of the research team which produced *Open to All? The Public Library and Social Exclusion* (2000), which concluded that public libraries need “to become much more proactive, interventionist and educative institutions, with a concern for social justice at their core.”<sup>1</sup>

In the period preceding and during EPL’s strategic and business plan writing process, community development in Canadian libraries began to strengthen. Vancouver Public Library initiated The Working Together project in 2004, using a community development approach to expand ways for libraries to work with low-income communities. Funding for this demonstration project was provided by the Human Resources and Social Development Canada over three years, and then extended to four. Led by Vancouver Public Library, the project included Halifax Public Libraries, Toronto Public Library and Regina Public Library. The main objective of this project was “to use a community development approach to build relationships and partnerships with community, individuals and groups so that the Library could better understand what they wanted and needed from the institution. The hoped for result was an approach to library services that emphasized community consultation, collaboration and a willingness to change in order to meet community needs.”<sup>2</sup>

“True collaborations are not just about working together and doing essentially the same things – but rather they are about setting collective priorities, using resources in different ways, incorporating different perspectives.” - Julie White

<sup>1</sup> “Tackling Social Exclusion in Libraries”: <http://www.librarianactivist.org/socexclusion.pdf>

<sup>2</sup> Working Together Project website, January 16, 2010: [http://www.librariesincommunities.ca/?page\\_id=10](http://www.librariesincommunities.ca/?page_id=10),

# EPL's history with Community-Led work

A Community-Led approach to service provision is not entirely new at EPL. Over the years, staff have worked collaboratively with communities in many ways – building relationships and understanding individual and community needs to develop and deliver services. In particular, EPL staff have a long history of working with various interagency groups, mapping projects and schools.

In 2008, Public Services began a more integrated, system-wide and strategic approach to Community-Led work. An expectation was established that all Public Services Managers become more engaged with their communities through the MAPS Alberta, Capital Region Mapping Project, which brought organizations and agencies together to cooperatively plan service delivery to children and families.

In May 2008, EPL hired its first Community Development Librarian Intern. This librarian was assigned the following goals:

- Research best practices on community development and social responsibility.
- Identify barriers to service and propose solutions; review EPL services and policies and make recommendations for more inclusive and accessible approaches.
- Identify mechanisms to orient staff to the vision of a socially inclusive library and related staff training needs.
- Develop recommendations for ongoing community development strategy at EPL.

Many of the Intern Librarian's recommendations about working in a Community-Led framework have been incorporated into this *Toolkit*, and the complete recommendations have been included as appendices.<sup>3</sup>

<sup>3</sup> See Appendices I and II



# What is community development?

There are many definitions of community development and not one absolute definition is agreed upon by everyone. Words mean different things to different people. Below are some definitions:

- 1 “A process through which people and communities acquire the attitudes, skills and abilities for active participation in creating meaningful futures and dealing with community issues.” - *Bill Irwin*
- 2 “Community development is the planned evolution of all aspects of community well-being (economic, social, environmental and cultural). It is a process whereby community members come together to take collective action and generate solutions to common problems.”  
- *Flo Frank and Anne Smith*

Community Development in a library context has been defined as follows:

- 3 “A community development approach encourages and promotes philosophies, strategies and empathies that build and strengthen relationships between socially excluded community members and the Library. At the same time a community development approach contributes to the growth of responsive and relevant library services and models that focus on library community connections.” - *Libraries in Marginal Communities: A Demonstration Project*

The definition that most closely reflects EPL’s Community-Led service (which is further defined on page 17) is:

“... connecting, consulting and working collaboratively with community members, including individuals and groups. The purpose is to understand the needs of the community in order to inform the direction of library work and policies.” - *Annette DeFaveri*

What applies to EPL’s Community-Led approach is “connecting, consulting and collaborating” to strengthen our communities and improve our understanding of our communities so that services can better meet community and individual needs.

# So what does this mean within EPL's context?

There is a continuum in Community-Led work. It begins with community engagement where the Library consults with the community, listens to the community, and develops programs and services in response to needs identified. In traditional community development models, staff work with people to help them achieve their goals. These goals could include building a neighbourhood garden, providing public washrooms in neighbourhoods

or bottom-up budget processes. This traditional community development model is entirely community-driven where the community plans, decides, implements and evaluates.

EPL's Community-Led service differs somewhat from the traditional model in that it places the Library's community involvement somewhere around the middle of the following diagram (Levels of Community Engagement).

## LEVELS OF COMMUNITY ENGAGEMENT



*Tamarack Institute*

Generally, EPL will be engaged at the participative level; however, with formal partnerships we may be engaged at the empowerment level. For example, EPL's most popular program, Sing, Sign, Laugh and Learn, was planned in conjunction with our partner Edmonton Early Intervention (Alberta Health Services). Library staff build relationships with people and organizations to develop a better understanding of what people need so the Library can

provide and develop services which meet those needs. A large part of the process involves developing a very good understanding of the communities in our city and listening to what individuals and groups tell us. It also involves working collaboratively with agencies and organizations to provide space for non-library programs that meet community needs.

## WHAT IS COMMUNITY-LED AT EPL?

Community-Led at EPL is a framework to build relationships and to improve our ability to identify and meet customer needs. EPL's focus is on anyone facing barriers to using library services – from those experiencing homelessness to the mom who has had a bad customer experience during a program and does not want to return to the Library. Another barrier could be simply a lack of awareness of library services. This broad definition allows service points to prioritize based on their specific communities within EPL's strategic and business plans and organizational mandate. EPL will be “connecting, consulting and working collaboratively with community members, including individuals and groups” to “understand the needs of the community in order to inform the direction of library work and policies.”

EPL's commitment to Community-Led is most strongly indicated by our Community Librarian position. Each branch has at least one Community Librarian, with the expectation that they spend 70% of their time on Community-Led activities.

Community-Led at EPL is continually evolving. EPL's approach is to:

- Develop an in-depth understanding of the EPL community, team and staff responsibilities and roles.
- Develop relationships with EPL colleagues to understand expertise and knowledge of community.
- Develop a solid understanding of the communities we serve reflected in community profiles.
- Build relationships with the communities we serve based on priorities identified in our strategic and business plans and those identified by management. Listening and understanding community needs is primary.
- Provide services to meet those needs in the context of our business and strategic plans and organizational priorities. EPL will continue to plan and deliver programs and services in consultation with and consideration of community needs.
- Evaluate our services and programs internally and with the community through objective setting.

The charts on pages 18 and 19 illustrate the distinctions between the traditional library approach and the Community-Led approach.

“The best thing that libraries can do for the homeless is to treat them with the same status afforded to all other library patrons.” - *The Homeless Guy: There is More to Homeless People than Being Homeless*

# EPL's Community-Led approach

## TRADITIONAL PLANNING<sup>4</sup>

### Community Assessment

Staff review:

- Demographic data
- Library use statistics
- Customer feedback
- Community survey results

### Needs Identification

- Staff identify service gaps or under-served communities

### Service Planning

- Staff review literature
- Staff consult with other staff and service providers
- Staff develop service response

### Delivery

Staff deliver service:

- Develop the collection
- Deliver the program
- Design facilities

### Evaluation

Staff review various inputs, such as:

- Feedback forms
- Program attendance
- Collection use
- Library card enrollment
- Other statistics

<sup>4</sup> Adapted from *Community-Led Libraries Toolkit*, 30.

## COMMUNITY-LED PLANNING<sup>4</sup>

### Community Assessment

Staff review:

- Demographic data
- Library use statistics
- Customer feedback, and
- Community survey results
- Staff spend time in community developing relationships with community members
- Staff spend time in Library developing relationships with community and understanding library services and how they are used
- Staff hear from community about what is important to them

### Needs Identification

- Staff discuss with community members and hear from the community what their needs and priorities are

### Service Planning

- Service ideas are developed in collaboration with the Library and community
- Community is engaged in the planning of the service sometimes
- Staff act as partners, facilitators and experts on what the Library can do to meet identified needs and priorities
- Community Librarians incorporate community input and develop annual work plans with areas of priority focus

### Delivery

- Library staff deliver service; occasionally community members and staff may work together to deliver the service
- Community members are involved in recommending and evaluating collections
- Community members are active in hosting the program
- Community members work collaboratively with the Library to develop policy recommendations

### Evaluation

Staff review various inputs, such as:

- Feedback forms
- Program attendance
- Collection use
- Library card enrollment, and
- Other statistics

And community and staff together discuss:

- How did the process work?
- Did the service/policy/etc. address the need?
- What difference did we make?
- What could have been done differently?

<sup>4</sup> Adapted from *Community-Led Libraries Toolkit*, 30.

# Community-Led at EPL

Aligning with EPL's shared values, specifically "one library, one staff", Community-Led is a system-wide approach that will be practiced by all staff to varying degrees. The approach will be applied both within and outside library walls. The expectation is not that Community Librarians (or any staff member) be out in the community exclusively. Instead, the expectation is that staff work outside as well as within the Library in order to understand the individuals and communities who are using EPL services and their needs.

Generally, Library staff, not the community, will be responsible for program planning, development and delivery. Some of these library programs may be developed in conjunction with other organizations with which we partner. While we have many informal relationships and collaborative partnerships throughout our library system, formal partnerships are created by signed agreements with EPL.

The Library continues to work in collaboration with organizations to deliver non-library programs which meet the needs of individuals and/or communities using the Library – applying a holistic approach. For example, although the provincial Safe Communities Innovation Fund expired in the spring of 2014, we remain committed to having outreach services provided for at-risk visitors to the Stanley A. Miner Library in the heart of downtown. We have also extended those services to five other branches where the greatest need was identified: Abbottsfield, Highlands, Sprucewood, Strathcona and Woodcroft. Key support services provided include mental health, addictions treatment, income, employment, personal identification and housing.

## HOW DOES OUTREACH FIT WITHIN COMMUNITY-LED AT EPL?

Outreach complements our Community-Led approach and can assist in building relationships with organizations and individuals.

### OUTREACH

- Goes out into the community to deliver a service or program (storytime at day camp, display at community centre).
- Tells audience what the Library has to offer, but rarely seeks opinions of participants and what they might like the Library to offer.

### COMMUNITY DEVELOPMENT

- Begins with relationship building.
- Identifies and assists in articulating individual or community needs.
  - Identifies and provides services that meet those needs.
  - Investigates ways to work collaboratively to meet needs.
  - Identifies gaps in services and policy.



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# How do I contribute?

The entire organization is committed to the Community-Led approach.

## EXECUTIVE, DIRECTORS

- Provide leadership for the Community-Led Service Philosophy.
- Incorporate the Community-Led Service Philosophy into job descriptions and clarify expectations for Community-Led work.
- Incorporate the Community-Led Service Philosophy into managers' and team goals.
- Evaluate the Community-Led Service Philosophy overall.
- Initiate, recommend and participate in formal partnership agreements.
- Recommend training opportunities and needs to the Learning and Development Manager.
- Establish service priorities in relation to Business and Strategic Plans.
- Work with collaborator organizations to explore opportunities to support our customers and remove barriers.

## MANAGERS

- Champion Community-Led work.
- Provide leadership around expectations for Community-Led work.
- Establish service point and department priorities in relation to system wide and community priorities, and manage community expectations and resources.
- Provide guidance and set the expectation that every staff member finds ways to be Community-Led.
- Undertake Community-Led work by identifying and building positive relationships with agencies/individuals/ organizations to find ways to better support our customers and remove barriers.

- Communicate our Community-Led Service Philosophy to community members and manage expectations for Community-Led work.
- Foster an open dialogue about Community-Led by engaging colleagues in conversations about how they are connecting with our communities.
- Allow for flexible scheduling to accommodate Community-Led work.
- Define and share successes.
- Evaluate Community-Led work from the perspective of the community. (What difference did we make?)
- Support the Community Librarian in developing the annual work plan and the Community Profile.
- Engage staff and set the direction by explaining the connection between our Strategic and Business Plans, shared values and Community-Led at EPL.

## LIBRARY SERVICES COORDINATORS

- Provide leadership and support for Community-Led service.
- Support staff in Community-Led work.
- Be as flexible as operationally feasible when scheduling to allow for Community-Led work.
- Maintain high visibility in the community.
- Connect with community groups inside and outside of the library walls, and share community feedback with your leadership team.
- Join your Manager, Community Librarian and Library Assistants on visits in the community.
- Share what you know about your community with your colleagues. (What difference did we make?)

## LIBRARIANS

- Implement, practice and model Community-Led service.
- Communicate what Community-Led is to the community and to staff with a consistent message.
- Connect with community groups inside and outside of the Library, and identify and build positive relationships with agencies/individuals/organizations in the community.
- Maintain high visibility in the community.
- Evaluate Community-Led work from the perspective of the community. (What difference did we make?)
- Provide leadership in and out of the service point, and model desired behaviour.
- Create opportunities for Library Assistants to be involved in Community-Led work.

## LIBRARY & CIRCULATION ASSISTANTS

- Ask questions of and brainstorm solutions with your Manager about how to connect with community members and remove barriers for customers.
- Talk to your Community Librarian and Manager about how to get involved in Community-Led work at EPL.
- Join your Community Librarian on visits in the community.
- Expand outreach visits and celebrate what is already being done. For example, after a YRCA presentation engage the teacher in a conversation about barriers students encounter when accessing the library and ask them what's working well. Share what you learn with your Leadership Team.
- Empathize with our customers. Listen for what they really need; go beyond what they're asking for.
- Share Community-Led stories with your colleagues. (What difference did we make?)
- Participate in community events like audience participation movies.

## ADULT & STUDENT PAGES

- Share stories and feedback from customers with your Manager and Community Librarian.

## SHARED SERVICES

- Smile and say hello to customers every day; it's just as important to build relationships with internal customers so they can pay it forward to our external customers.
- Be responsive to customer suggestions.
- Process all requests with care and speed, and support colleagues with clear and simple information.
- Support our culture of being open, friendly and Community-Led.
- Search for smart and intuitive ways to communicate with our customers.
- Be an advocate for the best interests of our customers in every piece of work you do or project your support.
- Troubleshoot issues you foresee that could potentially impact EPL's ability to provide good customer service by bringing it to your Manager's attention.
- Visit branches around the city on a regular basis to get to know the staff and their needs.
- Deepen your understanding of Community-Led at EPL by doing a job shadow of a Community Librarian.
- Learn one new thing a month about the diverse communities served by our branches.

“Communication leads to community, that is, understanding, intimacy and mutual valuing.” - *Rollo May*



# The nuts and bolts of Community-Led at EPL

## ENTERING THE COMMUNITY

 This section is relevant for all staff directly involved in working with community members and agencies.

### Preamble

Fully integrating library staff into the community is a challenging notion which requires time, creativity and dedication. Ultimately, our goal is to ensure that when those in our communities ask “who should be at our table?” The Library is at the top of that list. Traditionally we, as library workers, have entered our communities in an outreach capacity and therefore we may have remained on the periphery instead of becoming wholly integrated into our communities. It is of paramount importance to remember that integrating into the community *includes* those who are using the Library already. Therefore, in-branch work is vital to Community-Led work. Setting priorities must be done in consultation with a manager and will include consulting the Community Profile, Strategic Plan and Business Plan. The following section will provide information on entering the community as learners and citizens, not as experts and outsiders. Working with the community results in *mutual* learning opportunities that are beneficial for the community *and* for the Library. This section will provide practical examples, as well as thorough discussions of challenges and suggestions to overcome them. As always, this discussion is yours to manipulate to fit *your* environment as a means to successfully implement Community-Led at EPL.

Setting priorities is done in consultation with the manager and will include consulting the Community Profile, Strategic and Business Plans to ensure that the resource needs are available and that we are operating within system-wide priorities.

### Your Approach

- Curiosity.
- Empathy, passion, enthusiasm and honesty are essential.
- Consult with your manager and colleagues often.
- Aim to build relationships, truly learn and lend a helping hand.
- Share your successes and consistently evaluate them.
- Be a person of integrity, good faith, warmth and kindness – these can open doors for you that no degree or title ever will.
- When you are frustrated, remember your successes – even the small ones!
- Adhere to CLA’s statement on Intellectual Freedom and Diversity and Inclusion.
- Embrace the creativity that accompanies working with the community outside of traditional library walls.
- Understand Edmonton’s diverse communities.

### Foundations of Relationship Building

Community-Led work is fully dependent on building relationships between you and the individuals representing various organizations, agencies and communities. These relationships do not form overnight. Misconceptions, previous experiences, personal biases and institutional wariness are real hurdles that need to be addressed and consciously worked on. Identify these issues, talk about them with your community members and create a plan of action to eradicate these barriers. Continue to be present in your community and always work towards building relationships so that the barriers will slowly begin to disappear. Remember that community relationships need time, attention and respect on an ongoing and regular basis.

## GETTING STARTED

### Large Organizations/Agencies

#### **Who**

These are agencies and organizations that are well-known in your community. They may be local health centres, branches of government, long-standing social service groups or other well-known community stakeholders. This is a logical place to begin your community work and will help you to build credibility with those organizations that already have community capital via their expertise and respect.

#### **How**

Find out as much as you can about these organizations by searching online, requesting one-on-one meetings, gathering literature and attending interagency meetings. Simply accept that you will be an active listener during the first few times you are in contact with these organizations. Your goal is to learn about their work as well as their mandates, philosophies, funding and clientele. The ability to offer relevant services and resources is dependent on understanding the integral aspects of each organization.

Don't be afraid to think outside the box and encourage your organizational contact to do the same. This creative brainstorming can only be successful with a high degree of mutual respect and an alignment of common goals. Be sure to actually voice the importance of these commonalities to create a safe environment to share ideas. Several brainstorming meetings may be necessary to really uncover how you can work with this organization.

When working with large organizations be sure to operate within the framework of EPL's established teams and partnerships. Ask yourself, "Who else do I need to talk to before I contact the organization?" For example, you may want to contact the Indigenous Services Team before you get in contact with Bent Arrow Traditional Healing Society. We do not want to have several representatives from EPL contacting the same organization – streamlined continuity

in our communications will speak to our professionalism as individuals and as an organization, and prevent duplication of resources.

Sometimes the collaboration may be based on outreach – you as a library worker bringing a storytime or play to life in their environment or in yours. The collaboration may revolve around the organization providing a space and access to customers for you to work with new accounts or issues with accounts. Alternatively, the collaboration may be in flux as you and the organization continue to spend time together to uncover *how* you can work together. All of these are examples of the Community-Led work as it relates to large organizations. There are no step-by-steps but rather a guiding approach that should overlay your service point decisions and community actions.

Another way to break into large organizations is to get one organization to invite you to an interagency meeting. At this meeting be sure to promote your position and the Library while explaining your passion and empathy for community work. Be sure to hand out your business card to *all* in attendance and to stay in the room for all breaks. This will allow you to broach conversations with those who have not returned your calls or who are unaware of the Community-Led approach and the Library.

#### **Challenges**

With larger organizations, it can be difficult to know which individual to contact. This means that there may be several unreturned phone calls and emails. Do not let this impact your enthusiasm! Repeated attempts at contact may be required to finally get a return call/email. You are encouraged to persevere and continue to try to contact whom you believe to be the right person in the organization. Although this may be uncomfortable, it is often necessary. Unfortunately, there will be some organizations that are not interested in working with you. When you feel you have exhausted your contact opportunities it is best to move on to other community groups.

## Interagency Groups

### Who

These are gatherings of representatives from various organizations and agencies around the city. They can include members of government as well as local groups. Interagency groups are a great way to integrate into your community and to find out who the stakeholders are.

### How

Investigate what groups exist in your area and consult your service point's Community Profile. Talking to your City of Edmonton community recreation coordinator or your local social worker will assist with this process. Ask for an invitation to the next meeting. Some examples of interagency groups are:

- Mapping groups (i.e. Edmonton Early Years Coalitions)
- Clareview Community Builders
- Safe and Caring Communities
- Neighborhood Empowerment Teams

Come to the table prepared to ask questions and learn as much as possible. Commit to attending meetings, as these groups often struggle with regular attendance. Keep in mind the various ways the Library can assist these groups.

### Challenges

These groups are often very welcoming to representatives from the Library. They may be looking for a large commitment from enthusiastic library personnel to commit to the planning/execution of large community or city-based events. Taking on planning responsibilities for these events may be better left to others who may have expertise in this area. Be sure to evaluate the impact it will have on the Library and if it is a proper use of your time. Using the *Participation Evaluation Checklist*<sup>5</sup> will ensure we continue to critically evaluate our work.

<sup>5</sup> See page 41.

## Small Organizations/Agencies

### Who

These organizations tend to be non-governmental and are often not widely-known. These are organizations or agencies that exist at the community level serving a specific niche in a specific community. They are more grassroots and, as such, feel the pressures of being small but heavily needed. These organizations are often constrained by uncertain and sporadic funding. They are often run by churches and other passionate organizations trying to serve those in the community who need it.

Examples include:

- neighbourhood drop-in centres
- community leagues
- local youth groups

These organizations often meet in the evenings and on weekends. This may affect your community work as you must be prepared to be available when these groups assemble.

### How

It may be easier to break into small organizations as these organizations are usually less bureaucratic than large organizations. Often small organizations are looking for help on a variety of levels and are very welcoming to a well-respected, city-wide organization such as EPL. Often phone calls and/or emails are enough to gain entry to small groups, but don't be afraid to just drop by.

### Challenges

One of the biggest struggles working with small organizations can be your overwhelming desire to help and their enthusiasm to have you on board. It is imperative that you ensure the Community-Led approach, and not your personal feelings or passions, drive your work. Be sure to view all requests through a Community-Led lens, and consider our mandate and values to ensure you retain your

professionalism as a representative of the Library. Use the *Participation Evaluation Checklist*<sup>6</sup> as a means to measure the request with EPL's goals. It may be hard to say "no" to repeated requests of your time or a suggestion that you visit the organization, for example, a couple of times per week. Be sure to explain that although you are interested in collaborating with the organization you cannot commit to that scale of involvement. Instead, suggest a manageable commitment that still proves you are interested in working with the organization. This could take the form of a weekly drop-in lunch, tailored program delivery for their specialty programs, attending/ contributing to one-off events or simply dropping in on a regular basis to interact with staff and clientele. Be sure to establish your priorities with your manager and to refer to the Business and Strategic Plans and Community Profiles.

Another common struggle may be that the organization believes that you will visit once or twice and never return. There are many well-meaning organizations that have behaved this way with community groups and you may have to prove yourself. The best way to do this is to make all regularly scheduled meetings and to put in a little extra effort whenever you can. Acknowledge their experiences of the past and commit openly and honestly to collaborating with the group. Occasionally, drop by with discarded library books for their clientele or titles that would interest the staff with whom you are working.

## The Service Point

### Who

It is imperative to be visible on the public floor of your service point. Communicating with colleagues and fostering discussion around Community-Led work will ensure that as "one library, one staff" we respond uniformly to customer requests originating in the community. Being in the service point allows opportunities to meet current library users and to form relationships with them. Moreover, it provides an opportunity to connect with community contacts who have come into the service point. The Community-Led approach is intended to drive in-branch activities as well as activities that occur outside the service point.

### How

Simply being in the public space of your service point provides ample opportunity for relationship building. This can include:

- On the spot programming
- One-on-one storytime
- Roving
- Reference and customer service desk
- Promotion of our language materials and other collections

Interactions such as these can lead to further community contacts while placing simultaneous importance on those already using our resources. Also, it's important to keep up library skills such as Discovery Services, programming and familiarity with our resources. Furthermore, presence in the service point allows for an ongoing dialogue with your colleagues regarding Community-Led work.

<sup>6</sup> See page 41.

**Challenges**

Working in the service point may present challenges. Your service point may need you to be on site due to operational needs and, as a result, you may not be able to go out into the community as much. Or you may have many demands from the community which could make scheduling in-branch time difficult. However, remember how important service point work is and how reassuring it is for customers to see you actively engaged *within* our library walls as well as outside. Scheduling in-branch time may be challenging due to high community demands. Open consultation with your Manager and Library Services Coordinator can help resolve this.

“Every living person has some gift or capacity of value to others. A strong community is a place that recognizes these gifts and ensures that they are given.” - John McKnight and Jody Kretzman

**Community Gatherings****Who**

Community gatherings can be at seniors' centres, large apartment complexes, sport centres, malls and, of course, libraries. These are places where members of your community gather but that you may not think of when doing community work. Often people think of socially vulnerable peoples when doing community work but our mandate is “anyone facing a barrier” and as such, these may not be socially vulnerable people.

**How**

These community gatherings provide great opportunities for connections and relationship-building, as people are already gathered there and are involved. Jim Diers, American expert on community building and special guest of the City of Edmonton's Office of Great Neighbourhoods, said one of the most important components of community work is going to where the people are – finding those “bumping places”. Community gatherings are perfect for this. Be sure to remember that the Library is a “bumping place” and, therefore, your regular presence on the public floor is essential. If you are interested in working with seniors, be sure to go to local seniors' centres and homes. If you have established children as a priority, try the large apartment complex in your community. The gathering groups are often open to visits by the library and you may be surprised in the various ways you can work with these groups.

**Challenges**

The challenge of community gathering places may be in finding them. This could necessitate some thinking outside of the box. Additionally, being comfortable just ‘hanging out’ in these spaces may seem difficult at first but there is merit in simply being seen in your community spaces.

## Work Plans

See Appendix IV for the Work Plan template.

- Work Plans are a collaborative exercise between a Manager and Librarian to determine the focus for Community-Led work for the upcoming year.
- Community Profiles and EPL's Business Plan will inform priorities, identifying those organizations with which you haven't worked, those where work needs to continue or stop and those that have needs that the library may be able to address.
- The Work Plan will be used in concert with other tools, such as the Objective Setting template, to focus the work you will be doing with the organization and to establish a means of evaluating that work.
- Performance objectives align with the Work Plan.

Community-Led work requires ongoing prioritization and evaluation. Community Librarians complete work plans that identify areas of priority focus for their work with the community, as well as evaluative models. Work plans are completed formally every two years, but are evergreen documents with regular updating as demands and priorities shift.

## TIPS AND TRICKS

Here are some tips and tricks to keep in mind:

- Send a follow-up thank you email after meeting with an organization/agency or after an event. This allows for specific elements to be highlighted and can lead to the stories we are always looking for.
- Enter your meetings in the Community Librarian Meeting Database. It's important for us to keep an accurate record to demonstrate the amount and diversity of our engagement with the community.
- Be sure to adhere to EPL's message – be consistent and professional in your discussions regarding Library and Community-Led services.
- Share and collaborate with your colleagues as much as possible – don't hesitate to rely on or consult the expertise of others.
- There are some EPL catchments that may not have established agencies and organizations. Take this opportunity to work with neighbouring branches to collaborate on community initiatives. Contact your local schools, and the City of Edmonton's social workers and Community Recreation Coordinators.
- We are doing Community-Led work but it is not exclusive of outreach activities. Outreach is a GREAT way to begin a dialogue.
- Do requests for your time fit EPL's mandate and shared values?
- Is the request consistent with EPL's vision, goals and objectives?
- Do not discount the importance of an interaction – sometimes it may take several tries, the benefits of which may not become apparent until much time has passed.
- Community leagues, City of Edmonton community recreation coordinators and City of Edmonton social workers are invaluable resources. Get to know those in your area and ask for community contacts through them. A tour of your communities with them can really add to understanding the history and the diversity of your area and the city.

- It may be difficult to come up with collaborative ideas that are not outreach. Outreach is a good tool to use for entry into an organization/agency but it DOES differ from Community-Led work. Realistically, however, sometimes the relationship does not build past the outreach stage. This is still okay, as maintaining an outreach tie may at some point lead to other engagements. For example, the simple act of presenting a story to a group not only affects the children in the room but also the adults and the parents who hear about it later at home. This may also provide an opportunity to understand individual and community needs.
- If you are new to the position, be sure to say “yes” to as many invitations as you can. You never know when an event is going to really expose you to your community and prove your commitment to the Community-Led approach. There is a risk involved with accepting community invitations and a time-cost/benefit analysis should be considered. However, you will often be surprised at which events really lead to further collaboration in the future.
- It is equally important to understand how and when to say “no”. Establish your priorities with your Manager.
- Ask yourself “what is my presence” when at a meeting. Be visible and an active listener. Being present means more than being a body in a chair.



# EPL Community Profiles

## OBJECTIVE

To gather and analyze information about the primary service area of a service point into one concise document for the following purposes:

- To develop an understanding of the communities in a service point catchment area;
- For the design and delivery of services which respond to customer needs;
- To ensure activities align with business plan and strategic directions;
- To provide a planning tool primarily for Community Librarians, Managers, service point staff, senior management and trustees. It could also be used to support the work of teams and communities of practice.

## COMMUNITY PROFILE STYLE GUIDE

See Appendix III for the Community Profile template.

- Assume an asset-based view, focusing on the strengths, capacities and resources already existing in the community.
- Make it clear why you are including the information you are providing, and think critically about the information you decide to add.
- Present opinions/anecdotal information as such and not as factual representation of the community.
- Keep the profile focused on the specific branch. Any content that would apply to all branches should be omitted unless it is clear how the content applies uniquely to the particular circumstances of a community.
- Provide dates (month, year) when discussing activities and events.

- Provide contact information for agencies and highlight any individuals at an agency that have been supportive of the relationship with the Library.
- Include hyperlinks whenever they would aid the reader (e.g. to direct someone to an agency's website, to another relevant section of the document or to send email to a contact).
- When using acronyms, be aware that readers may only be reading sections of the document and reintroduce acronyms as appropriate. Avoid EPL-specific jargon.
- Use professional (third person) language throughout. Rather than referring to the branch as "we" or talking about "our plans", please use either "EPL" or "the branch".
- Include concrete plans and active language when talking about future plans. (E.g., "We will work towards strengthening ties with community organizations" becomes, "The Meadows Branch will attend all community group meetings, reach out to community league representatives and host a community league meeting at the branch, thereby strengthening ties with community organizations.")
- Standardizing certain sensitive terms to ensure our profiles are respectful towards all groups. *The language should focus on the person and not the disability/issue. So do not use "the disabled" but rather "people with disabilities."* A list of preferred terms should be considered for the following, though this list is not exhaustive:
  - People who have low literacy proficiency.
  - Person with a disability; people with an intellectual/developmental disability, people with a physical disability; people with a mental health disability. Consult this resource for further examples: [www.esdc.gc.ca/eng/disability/arc/way\\_with\\_words.pdf](http://www.esdc.gc.ca/eng/disability/arc/way_with_words.pdf)

– Indigenous Peoples:

Where possible refer to specifics, for example the Enoch Cree Nation – do not use the Enoch Reserve. Otherwise Indigenous Peoples is acceptable and is considered to be an overarching term that includes Métis and Inuit. For further consultation read the following two documents:

- » [indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html](http://indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html)
- » [www.naho.ca/publications/topics/terminology](http://www.naho.ca/publications/topics/terminology)

- Families or individuals who are low-income.
- Halfway houses/group homes are also known as community-based residential facilities.
- Alcohol or drug dependence.
- Youth who are at-risk.
- People who are homeless/marginalized/socially vulnerable.
- People who are incarcerated.
- Women who experience domestic violence.
- Visible minorities or ethnic groups. There is a powerful argument to cease to define self-identified non-Caucasians as non-standard, which is what “visible minorities” or “ethnic groups” do. Keep this in mind when writing the community profiles: do you need to identify a group this way? Try to be as specific as possible and as inclusive.

**Public version**

- Remove all personally identifying information about third party organizations.
- Remove all link to “Meeting History” as this is an internal database.
- Are there organizations which serve vulnerable groups that do not want their activities advertised? For example, domestic violence shelters.
- Be mindful of how we present possibly sensitive information about the branch, its customers or catchment, particularly as this relates to safety.
- Be mindful of how we talk about specific groups that have proven challenging to connect with or to include in the Library’s space.
  - Managers and Community Librarians should regard staff monthly reports as potential sources of information to amend the document.
  - Community Profiles are living documents and should be adjusted as needed to reflect changing conditions and priorities.
  - Community Librarians’ Work Plans should build upon information contained within a Community Profile, and in turn should be used to update said profiles.
- Make sure to keep the objectives of the document in mind as you are adding to it.

“You can start anywhere; it doesn’t matter where you start, as long as you do start. It means that you get to work with and for the very people who care most about your area, the people who live there. It means that you get to experiment and innovate, which is one of the huge advantages you have.” - Vicki Buck

## STAFF INVOLVEMENT AND NEXT STEPS

Community Profiles require input from different positions and perspectives within EPL, including service point staff, Managers and the Manager of Assessment and Research. This approach helps capture characteristics that are unique to different service areas. At the same time, it provides enough consistency to allow for comparison across service points.

### Roles and Responsibilities

- Assessment and Research will be the central coordinator responsible for providing data to each service point for its catchment area.
- Individual service point Managers will be responsible for developing profile content for their locations as noted in Appendix III, and updating the profile by July 31 of each year.
- Service point staff should be involved in providing profile content, and may be delegated portions of the profile content to complete.

### Strategies for Staff Consultation and Involvement

- Monthly Reports and Work Plans are good sources of information to populate the Community Profile.
- Discussions at staff meetings can provide a basis for amending and fleshing out sections that are suited to staff input.
- Information and analysis presented in the profile provides a basis for branch/staff action plans.



# How to get the word out

## INTERNAL COMMUNICATION

### Why is it Important to Get the Word Out?

The responsibility for implementing EPL's Community-Led model does not rest solely on the shoulders of librarians. It applies to the organization as a whole. As such, it is every employee's responsibility to understand and apply it as relates to their position. In order for this comprehensive approach to work, all employees must have access to the stories that drive the Community-Led model.

#### Always ask yourself:

- Who do I need to talk to before I contact an organization or a community member?
  - Do I need to contact the chair of the Indigenous Services Team if the action relates to an Indigenous initiative?
  - Do I need to contact a Community Librarian colleague if there is customer overlap into geographic catchment areas?

Consistently asking this question and consulting internal documentation will help avoid redundant efforts and ensure everyone is on the same page.

### What to Share

Communicating a cohesive message about EPL's Community-Led Service Philosophy with our colleagues and our community members is important as we are all representatives of EPL inside and outside of the branch.

#### *Programs and events*

- Existing programs and events can reveal gaps or barriers to services. For example, talking to participants in a storytime may reveal a need for a world language Story Stop. Sharing these interactions with other staff members and the branch Leadership Team could help bring needed services to the branch.
- Information gathered from the community in-branch and out may be useful to system-wide teams. For example, the community response to a Lego Robotics pilot program may build a case to move the program to the maturing phase.
- Providing examples of successful Community-Led programs and events with staff is a great way to illustrate implementation of the Community-Led model in real and practical terms.
- Sharing examples of activities that are less successful can be a great learning tool and helps the branch and the system evaluate changes that can be made for future success.

#### *Stories*

- Successes and challenges.
- Meaningful interactions:  
Not all activities happen on a large scale. Impromptu one-on-one conversations with community members are often the first step to Community-Led programs or events.
- Lessons learned:  
Often the most challenging community interactions are also the most useful. It is through challenges that we learn and move forward.

**Useful information/contacts**

Agencies and organizations often have staff working at different locations throughout Edmonton. For example, there are community building social workers attached to every neighbourhood in the city. Sharing contacts and information about one of these staff members is useful because it can lead to a partnership with someone working for the same organization or agency in a different area. It can also cut down on duplicated efforts. Some agencies and organizations operate from a centralized location with community members from all over the city. Communicating partnerships with others ensures that we are not approaching the same people repeatedly. Concerted efforts can be more effective than isolated attempts at community interactions.

**Monthly reports**

Sharing Community Librarian monthly reports increases an understanding of the Community-Led work happening in each catchment. Highlighting stories, success and challenges from reports for branch staff or on Staffweb can help staff understanding of how EPL is Community-Led.

**TIP****Double Up!**

To ensure that more people have access to the information you are attempting to share, why not both **post it** on StaffWeb **and email it** to whom it may be especially relevant. Increasing the points of access for information makes it more likely to be found and utilized.

**Where to Share****Staffweb**

- Community-Led Team blog:  
Posts to this blog can be seen by everyone who has access to the Staffweb.
- Branch blogs:  
Posts to a branch blog can be made public (available to everyone at EPL) or private (only branch staff members will have access to them).

**Meetings**

- Up to Speed Cafés are excellent opportunities to share presentations and updates with staff from across the system.
- Staff meetings.
- Branch Leadership Team meetings.
- Regular meetings between Manager, Library Service Coordinator(s) and Librarian(s) allow branch Leadership Team members to be mutually informed of all community work planning.
- Community Librarians meetings. Service points in close proximity to each other often share the same customers and communities; meetings between these service points may help reduce redundant efforts and identify opportunities for teamwork and collaboration.
- EPL team meetings.

**Staff Newsletter**

- A weekly newsletter, titled *Between the Lines*, is sent to all staff of EPL every Monday morning at 8:30 a.m.
- Submit content via email or by sharing a blog post with newsletter@epl.ca the Wednesday prior to each issue – no longer than 300 words and including images.
- Past examples of *Between the Lines* can be found on Staffweb.

## EXTERNAL COMMUNICATION

The Community-Led approach underscores all services at EPL. Sharing stories and successes from Community-Led work with the public at large as EPL grows and evolves is essential in order for the Library to remain a relevant and significant member of the Edmonton community. The role of EPL's Marketing Team is to effectively communicate these stories externally. Clear and consistent internal communication will help to identify which stories can be most useful for external communication purposes. If you

have a story to share, please forward it to the Marketing Communications Manager and enter it in our Boast testimonial database. Because of our professional responsibility to represent EPL in our service points and in the community, it is important to communicate a consistent message about our Community-Led work. The Community-Led Team has provided a PowerPoint for Managers and Librarians to use, as well as the graphic below and the graphic on page 16 of the *Toolkit*:

### What Community-Led at EPL Is About

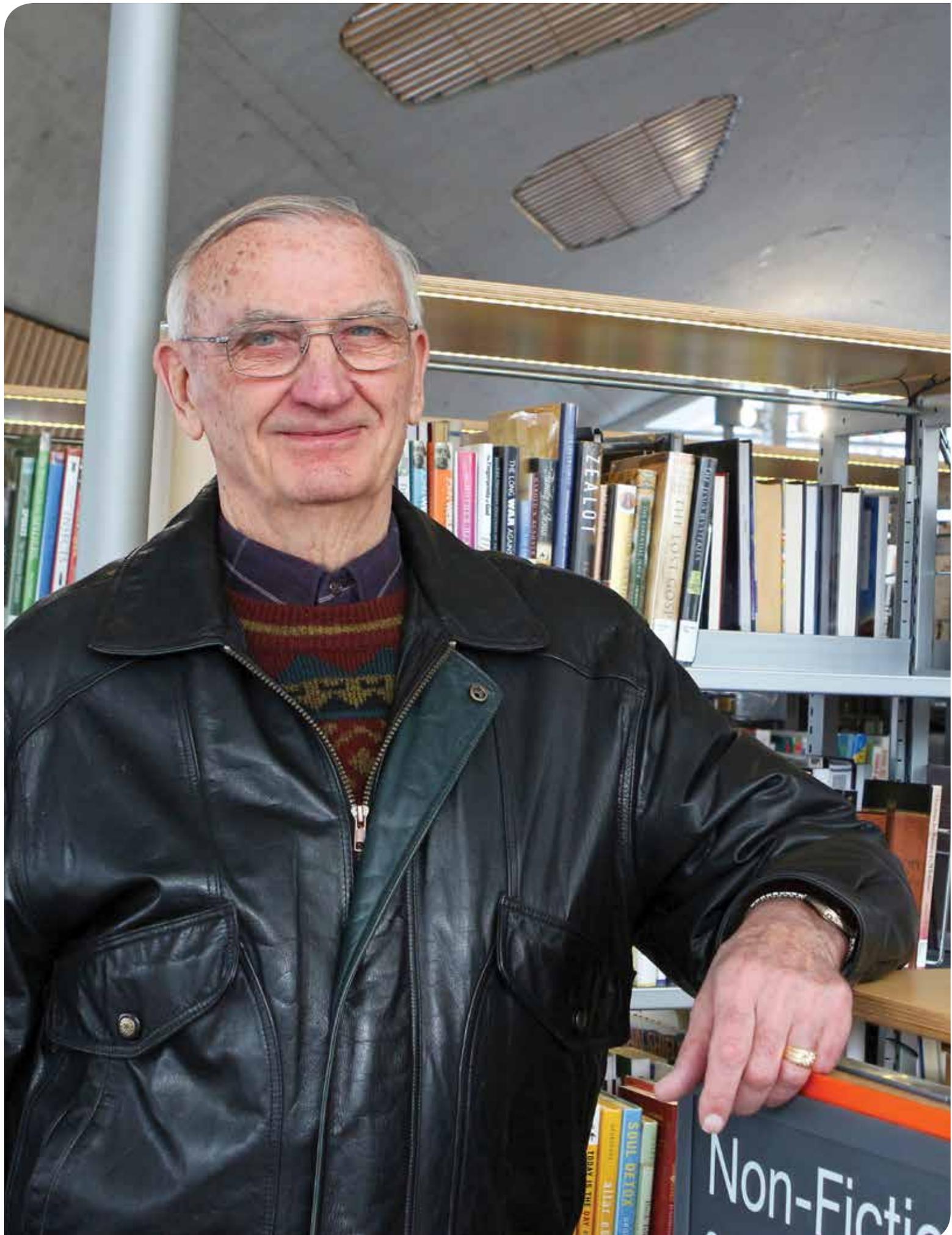


# Planning for staff turnover

See Appendix V.

To ensure we provide continued quality service during times of staff transition, Community Librarians are required to complete a transition document. This document outlines the duties and responsibilities of the Community Librarian with regards to in-branch, system-wide and community expectation. This document will help to inform incoming Community Librarians and assist in creating a smooth transition process for staff and the community.





# Evaluating Community-Led work

## PRINCIPLES

- Evaluation is conducted at an individual, branch, organization and community level.
- Evaluation is not an event – but an ongoing process that addresses what we've done, how we've done it and why, how we impact participants, partner agencies and the community.
- Evaluation is concerned not only with the specific outcomes, but also with the skills, knowledge and perspectives acquired by the participants who are involved.
- Evaluation should not just show that something worked (and how), but also improve the way it works (use it not only as a measuring stick, but as a learning and management tool).
- Success, whether immediate, short or long term, is measured on a continuum from resources to impacts.

## PARTICIPATION EVALUATION CHECKLIST

Before sponsoring or participating in an activity, the request must be evaluated to ensure that it aligns with the goals and objectives outlined in EPL's Business Plan.

### Which Business Plan Goals Does This Event Support?

#### *Our Community*

- How will this strengthen collaboration with current partners?
  - A. It doesn't.
  - B. Here's how:
- Does it eliminate barriers to access? Which ones?
  - A. It doesn't.
  - B. These ones:
- Does this help us meet our target of 5% of other staff time spent outside our walls?
  - A. No.
  - B. Yes.
- How will this event be evaluated?
  - A. It won't.
  - B. Here's how:

#### *Our Customers*

- Will this increase active EPL memberships?  
How will you know?
  - A. I'm not sure.
  - B. We will know it does because:
- Will this increase attendance at programs (early literacy, digital literacy)? How will you know?
  - A. I'm not sure.
  - B. We will know it does because:
- How does this promote our collection?
  - A. It doesn't.
  - B. Here's how:

- What will we stop doing in order to do this?
  - A. Nothing.
  - B. These things:

#### ***Evolving Technologies***

- How does it promote or make use of our online services?
  - A. It doesn't.
  - B. Here's how:

#### ***Open Spaces***

- How does it help us understand how customers use our space?
  - A. It doesn't.
  - B. Here's how:

#### ***A Learning Culture***

- How will staff share knowledge and learning with one another?
  - A. They won't.
  - B. Here's how:

#### ***Service Excellence***

- How does it reduce our environmental footprint?
  - A. It doesn't.
  - B. Here's how:
- Is it sustainable in terms of staff resources and other financial considerations? Does it require ongoing participation?
  - A. I'm not sure.
  - B. We can support it this way:

If you answered A for seven questions or more, **reconsider** participating in this event.

If you answered B for seven questions or more, **consider** participating in this event.

## **GATHERING STATISTICS**

As a complement to the stories we gather through our work, statistics help to tell the tale in more measurable terms. Program and outreach statistics are important to EPL because they provide quantifiable outcomes that support the stories we share.

Therefore it is important to use the Staffweb statistics tool to record activities that relate to Community-Led work. As described in the first section of the *Toolkit*, Community-Led work and outreach often feed into each other. This means using the following Outreach categories when reporting programming statistics on Staffweb:

- **Outreach – Juvenile (not schools)**
- **Outreach – Schools (other)**
- **Outreach – Adult**
- **Outreach – All ages**

Programs or events should be recorded under the category closest to what happened. For example, a Baby Laptime held at a public health centre, including conversations about library services with the parents, would be recorded under **Outreach – Juvenile**.

Meetings, where a group of people assemble with an agenda, are distinct from outreach activities. Managers and Librarians use this Community-Led database to input meetings and contact information from organizations worked with. This database enables us to track which organizations we are working with, and is an important factor in our reporting and in helping us make evidence-based decisions based on organizational priorities. Examples that fit in this category include:

- meeting with the seniors' nurse at a public health centre
- crime council meetings
- community league meetings

In order to warrant being recorded, interactions need to be significant. This could include phone conversations. You may also choose to exclude some in-person interactions if you do not deem them to be substantial enough. Follow the *Guidelines for entry* outlined in the Community-Led database to ensure consistent taxonomy when entering new information.

If a visit includes both a meeting and a program presentation, the event should be broken down into two instances and entered twice, once in the Community Librarians database and once in the programming statistics.



## SUCCESS

Within EPL's shared values and 'one library, one staff' approach, leadership support is critical to success. Ultimately we want to answer one simple question: How will you (the community member) know how/when we are making a difference in your life?

How will we measure what we've done and why we've done it? How do we know if we're effective?

Community-Led success can't be pre-determined; it can however, be measured at any point on a continuum from demand on resources to impact:

- **Resources** include staffing, financial, organizational resources. Evaluating the demand on resources will give an indication of efficiency and productivity.
- **Outputs** are direct products of a program or event, such as the number of people in attendance.
- **Outcomes** are changes in the behaviour of participants. For example, an outcome of Sing, Sign, Laugh and Learn is that children develop early literacy skills. Outcomes may take time to achieve.
  - Types of Outcomes:
    - » Program focus: Goals for the program are stated in terms of service delivery – e.g. increase the number of teens who come to the library.
    - » Client focus: (answers "So what?")  
How customers' lives will improve as a result of the program – e.g. youth develop assets as engaged community members.
- **Impact** often takes time and is a consequence of the outcome. For example, the impact of Sing, Sign, Laugh and Learn is that as a result of developing early literacy skills, a child does better in school.

## MEASURING IMPACTS THROUGH A PROGRAM LOGIC MODEL

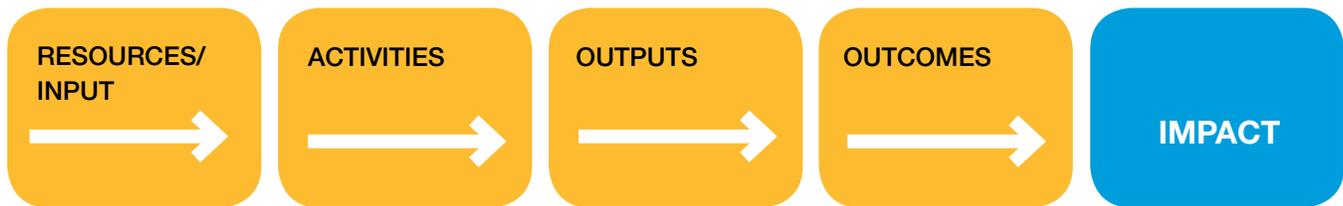
Using a logic model provides a visual means of showing relationships among the resources we have to do what we do, activities we plan and any changes or results we hope to achieve. We can see how resources and activities are linked to outcomes and understand how initiatives affect short term outcomes that lead to impacts. The model helps focus the evaluation on measuring each element to see what happens, what works, what doesn't work, and for whom. Documenting initial and/or interim steps shows whether the initiative is on track and shows success along a continuum. Ideally we want to be able to indicate impact; however, we recognize that impact is often intangible and complex, and may not be realized for several years. This means that success may be determined at the Output or Outcome level. Most of our evaluation will be based on outcomes.

Consider the following questions as they apply to each of the elements (shown in the graphic on the following page):

- Why has it worked or not worked; for whom and in what circumstances?
- What were the stumbling blocks?
- What do the experiences mean to people along the way (benefits to customers)?
- Was there a process of implementation? What was it?
- What lessons have we learned? Are there any unanswered questions? How will you find the answers?
- What are the hard-to-measure impacts?
- What identified need was met?

### Basic Logic Model

This model assumes that a need or asset has been identified. Elements of the model are:



#### Examples:

RESOURCES/ INPUT	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
<ul style="list-style-type: none"> <li>• Librarian</li> <li>• Travel</li> <li>• Program supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a New Mom's group</li> </ul>	<ul style="list-style-type: none"> <li>• Number of people visited</li> <li>• Number of new moms who came to SSLL program for the first time</li> </ul>	<ul style="list-style-type: none"> <li>• Build relationships</li> <li>• Library becomes a 'place' for new moms</li> <li>• Child develops early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Child has skills to do well in school</li> <li>• Moms are connected with other people</li> </ul>
<ul style="list-style-type: none"> <li>• Librarian</li> <li>• Travel</li> <li>• Program supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct computer training at the Welcome Centre for Immigrants</li> </ul>	<ul style="list-style-type: none"> <li>• Number attending</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced relationship with individuals in the community</li> <li>• Individuals developed basic computer skills such as...</li> <li>• Individual created resume</li> </ul>	<ul style="list-style-type: none"> <li>• Will follow up (Cannot measure impact at this point – but it doesn't mean it wasn't successful!)</li> <li>• What are the stories?</li> </ul>

*Program Logic Model: A model that provides a visual means of showing relationships among the resources available to run a program and the desired outcome of the program. It illustrates how resources (demand on resources) and activities are linked to outcomes.*



## Conclusion

The development of the Community-Led Service Philosophy at EPL has been an inclusive process which has had the benefit of a strong foundation of relationship-building and collaboration laid over many decades. The *Toolkit* development, along with the Community-Led approach, has been a grassroots initiative including consultation with staff from all divisions of the organization and, most notably, the practice, knowledge and experience of EPL's Community Development Librarian Intern and the first EPL Community Librarians. While this *Toolkit* provides a framework for understanding and applying consistent practices, it is understood that the Community-Led approach at EPL is an evolving and ever-changing process as the Library and the individuals and communities we serve continue to learn and evolve.

Together, we can transform communities.

“When we commit to a vision to do something that has never been done before, there is no way to know how to get there. We simply have to build the bridge as we walk on it.” - Robert Quinn

I'm happy and I know it.



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# APPENDIX I



## Recommendations for Conducting Community Development Work

Prepared by Amelia Martin, April 2009

# Appendix I

Note: EPL has incorporated many of these recommendations into the *Toolkit* and the Community-Led Service Philosophy.

*These recommendations are based on Amelia Martin's experience working through the community development model with Edmonton's inner city homeless community. Different staff members will have varying experiences working through the community development model with different populations.*

## PROCESS

### Identify geographic area and target population

It is critical to begin any long-term community development approach with the identification of a target population and specified geographic area within which you will be working. This will help focus **(COMMENT: Need to establish priorities based on strategic plan/business plan and community)** your work and make you more successful in the longer term. The target population will vary depending on the area – often groups that are recognized as being underserved by the library are selected. In any case, it is important to remember that flexibility is still required even with the selection of a target population group and area (i.e. if another colleague is working with a similar organization outside of your geographic area, you may find it helpful to learn more about their services and programs despite its geographical location). Ensure that you know what other staff members involved with community development are focusing on so that you can effectively communicate and work together.

### Find relevant agencies and organizations

There are multiple different ways to find out which agencies and organizations in your geographic area are serving your target population. Ideas are listed below to help you get started:

- Check with fellow staff members to see if they have already conducted any work with the target population group.
- Attend local social service agency or mapping meetings to network and learn more about agencies in the area.
- Search community directories and browse community league newsletters. Edmonton has a fantastic online database that is searchable by keyword ([www.informedmonton.com](http://www.informedmonton.com)).
- Talk to agencies/organizations (when you start visits) about what other agencies/organizations they work with regularly.

### Setting up visits with agencies and organizations

Begin contacting appropriate agencies and organizations to set up informational meetings. Emailing or phoning is often the best route to get in touch initially. Introduce yourself, your role with Edmonton Public Library and why you would like to meet with the agency or organization (i.e. to learn more about the programs and services they offer to the target population). Listed below are a few key points to keep in mind when setting up visits:

- Non-profit agencies and organizations are often extremely busy and in many cases, understaffed, so keep in mind that they may take a while to get back to you and they may not be able to meet with you right away. With that in mind, follow up if you haven't heard back after a week or two.
- Ask your contact to meet at a time that works best for them – certain agencies tend to be extremely busy on certain days or times of the month, so find out when it is most convenient for them.
- Meet at the agency or organization. It is important start to meeting people where they are at and it will help give you a better sense of the organization/agency.
- Try to set aside two hours for each initial visit. Some visits will be short, but others may be more in-depth and it is always good to avoid rushing through things.

### Initial agency and organization visits

Initial visits to agencies and organizations are generally intended to be informational meetings where you have the opportunity hear about the programs and services offered by the agencies and organizations. They are not intended to be traditional outreach visits whereby we present what EPL has to offer. Instead, it gives us the opportunity to act as learners and listeners and to ask the agency/ organization how they think EPL might be able to help support their work (within our mandate as a public library). In some cases, you may also have the opportunity to speak to people using the services at the agency.

Before your visit, prepare a list of questions to ask your contact to ensure you collect as much information as possible. It is extremely important to research the agencies and organizations you will be visiting before you visit. This will not only help you formulate questions, but ensure you leave your contact with a good impression. A general list of good questions to ask is listed below:

- What services does your agency offer? Who are these services offered to? What are your hours of operation? (i.e. when can your clients access your services)
- Does your agency offer any programs? If so, what are they, how often are they offered, for whom, and what have they found to be successful? (Programming, especially for socially vulnerable populations, can be difficult so it's important to find out what successes others have had and why)
- How many people visit your agency on a daily basis? Do you have drop-in clientele or can only people registered use your facilities?
- What are some of the other organizations and agencies in the area that you work with?
- Do you have computers? If so, do they have internet access?

- Do you have any reading material available?
- Do you know of any clients that currently use the library or have used the library in the past? What do they tend to think of the library? Do you know of any problems they may have encountered in using the library?
- How could Edmonton Public Library help support your agency?

It is important to record your thoughts and impressions after each visit. Note down any barriers to library access that you uncovered during your visit and if any initial solutions come to mind, write them down. While you may not have the opportunity to immediately begin breaking down these barriers, it is critical to make record of them until you can look into them further. It also helps to make note of any ways you see EPL working with the agency in the future. You will often have lots of new ideas flowing after a meeting, so make sure to record them for future reference and for sharing with your colleagues (i.e. Can the agency assist with staff training?, Could they offer their programs in-library to customers?, etc.). Lastly, make note of any possibilities you see for engaging in community development work with the agency (i.e. Is there an opportunity for a staff member to join one of the agency's programs to get to know clients better? Would agency staff be comfortable have an EPL staff member "hang out" to get to know people?).

### Selecting Agencies and Organizations for Community Development Work

After you have visited the agencies within your geographic area that serve your target population, you have to make a decision about where to begin your community development work. **(COMMENT: Decision based on priorities, in consultation with your manager [in context of business, strategic plans and community assets/profiles].)** It is important to recognize that to effectively engage in community development work, you cannot work with every agency initially. It is recommended that you select 2-3 agencies in the beginning and you can (and should) continue to maintain contact with the other agencies you have visited. This could be as simple as sending periodic emails alerting them to upcoming library events or asking them to send you an updated list of the programs and services they are offering.

Selecting the agencies and organizations you will begin working with can be challenging. There are two things to think about that may help make your decision easier.

- Are there opportunities for you to easily interact with the target population group? (i.e. Is there an opportunity for you to sit in on a weekly program? Is there a "drop-in" where you could meet people?)
- Would staff members at the agency or organization be comfortable with you visiting and interacting with their clients on a regular basis? If you are lucky enough to have an enthusiastic staff member on your side, it is a huge bonus.

## Engaging in Community Development Work

Talk with your agency or organization contact to find the best way to begin engaging with their clients. Refer back to the notes from your initial visit and suggest possible means of entrance. This might include sitting in on a program that's offered regularly, hanging out in a drop-in space or offering to co-host a weekly activity at the agency (i.e. games afternoon, movie night, etc.). Your agency contact may also have some suggestions for how you could best start building relationships with clients.

Here are a few things to keep in mind as you prepare for your first visits:

- Dress appropriately for your target population (i.e. jeans and a sweater would be appropriate when visiting a homeless shelter).
- Wear your EPL ID to help people identify you. When you introduce yourself to people, mention your first name and that you are from Edmonton Public Library (including specific location).
- Ask staff members to introduce you to some of their regular clients - this is a great way to begin building relationships and trust.
- Be prepared for awkwardness – you will probably feel awkward to start with and you will likely encounter a great deal of awkward silence – remember that this is how many people may feel when they come to the library, so it can be a great learning experience.
- Never put yourself in a situation where you feel unsafe.
- Make sure you have someone to debrief with after your visit – this may be a manager, another EPL staff member or an agency contact. It is important to talk about your experiences for your own self-care, especially in instances where you may have had an emotionally stressful experience (i.e. hearing people's personal stories of struggle can sometimes be very difficult to process on your own).

In the beginning, try to visit the agencies or organizations you are working with at least once a week. The more time you spend at an agency, the more comfortable you will become interacting with members of your target population and vice versa. As you become more comfortable talking with people, it is important to keep in mind a few key things:

- Do not give advice to people about their personal situations. You will hear many people's stories and that is part of the relationship building process, but as an EPL employee, we are not qualified nor mandated to give people advice. We can certainly help people with any situations they have related to library usage (i.e. dealing with past fines, inadequate ID for a library card, etc.), but you should refer people to agency staff for any other assistance they may require.
- Be careful not to mix the personal and professional. While some people may choose to share their personal stories with you, this does not mean you should reciprocate with your own personal stories. Do your best to avoid answering personal questions – this is not part of your job. Always try to bring the conversation back to the library and your role at EPL.
- Do not meet with people outside of agency sanctioned activities. There will be instances when people invite you for coffee, lunch or to their own personal events (i.e. birthday parties, BBQs, etc.). Politely turn down these invitations and remind individuals that if they want to discuss any library-related matters, you are happy to talk to them during your agency visits or at the library.

### Ongoing Evaluation of Community Development Work

Evaluation is a critical component of community development work. It is important to remember that building relationships with your target community will not be an overnight process. It can often take weeks or months to start breaking through to your community and identifying their library and information service needs. With this in mind, you should reflect back on your visits on a monthly basis – submitting monthly reports helps with this process. Evaluating your work can sometimes be challenging since community development work often doesn't involve counting numbers, but rather, tracking the progress you are making with people you have met in the community. A good measure when you are starting out is to take note of people's impressions of you and the library on your first visit and compare them with how people interact with you on future visits.

#### ***An example of evaluation from Our Place:***

Our Place is a 10-person transitional housing facility for women with serious long-term mental health concerns. On my first visit, only one resident mentioned using the library on a regular basis and none of the other residents were even interested in getting a library card. On my second visit, the residents remembered me as being from the library and one of the first things they asked me was if they could all get library cards. In just two visits, I could see I was making progress. Since then, I have had the residents ask me numerous questions about the library – everything from hours of operation to what kinds of books we have on certain topics to what happens if they lose their card. While not all of my visits have been productive in terms of identifying their library needs, I have accepted that this is part of the community development process. One step I have taken since starting my visits is to establish a regular pattern of visiting – every three weeks on a Wednesday. Since I have developed a good rapport with the residents, I have found that I do not need to visit as regularly. Every three weeks has worked well – the agency workers note my visit on the residents' event calendar and a couple of the women have mentioned how much they look forward to having me come down. As my visits continue, I will continue to evaluate my progress to ensure that I am still moving forward.

### FINAL WORDS

Be sure to share your stories with your colleagues. Community development is often a process of trial and error. There is no finite roadmap for community development librarianship, so it's important for EPL staff to learn from each other and test out new ideas to see what will work for them. The Community-Led Libraries has lots of great stories of experiences as well, so be sure to consult it if you're looking for other real world examples.

## APPENDIX II



# Recommendations for Implementing a Sustainable Community Development Strategy at Edmonton Public Library

Prepared by Amelia Martin, March 2009

# Appendix II

*The following list of recommendations is based on my experience as the Community Development Librarian intern, information obtained from Vancouver Public Library about their experiences and conversations I have had with current Community Librarians at Edmonton Public Library. This is intended to be a living document that will change over time as we garner more knowledge and experience regarding Community Development work. I am also creating a document outlining the basic process I used for conducting my community development work, along with information on what I found worked and did not work.*

## **CLEARLY DEFINE THE SCOPE AND NATURE OF COMMUNITY DEVELOPMENT LIBRARY WORK AT EDMONTON PUBLIC LIBRARY**

Of foremost importance in developing a sustainable community development strategy at Edmonton Public Library is defining our organization's vision regarding community development library work. This includes outlining how we see community development work as being different from current community work we already do (i.e. outreach, home service, etc.) and why we consider the community development model of library work important to the growth and development of EPL. This will help the new community librarians better understand their roles in the organization and assist managers in providing more effective guidance and mentorship to these librarians. A clearly defined vision of community development library work will help clear up many misconceptions that currently exist about the differences between outreach and community development models of library work.

## **TRAINING INITIATIVES FOR MANAGERS AND COMMUNITY LIBRARIANS**

Once the scope and nature of community development work at EPL has been determined, training for managers and community librarians needs to be initiated. It is critical that managers and community librarians must receive training in community development library work and develop a thorough understanding of how it differs from traditional community outreach library work. It is of critical importance that all administrators, managers, librarians and any other staff who are directly involved in community development initiatives understand the theoretical and practical implications of community development-based work (i.e. the need for fewer desk hours, understanding that building relationships with socially vulnerable groups is a slow and time consuming process, etc.). It would be ideal to conduct an initial training and orientation session and then a follow-up session after managers and librarians have had the opportunity to gain experience working in the community. Many questions form upon entry into the community and it would be very helpful for staff members to have the opportunity to share their questions and explore possible answers (though not every question can be definitively answered). Given the relatively new nature of community development work to Edmonton Public Library, it would be beneficial to enlist external help for training, particularly anyone who may have been involved with the Working Together Project. While EPL may not follow the exact same model, both managers and librarians will experience the same first time jitters as those involved with the project. It will provide staff members with the opportunity to ask questions of people who have already been involved with and have experience conducting community development library work. This would be extremely helpful for librarians and managers. Once EPL staff members have more extensive experience conducting community development work, an in-house training session might be a viable option.

## STAFF AWARENESS TRAINING

It is important that other library staff members are aware of EPL's community development strategy and that they understand the nature of community development work. This training could be done in-house and could be as simple as presentations conducted by community librarians during staff meetings. Ideally, EPL's community development strategy would be integrated into employee orientation training to ensure that all new employees are also made aware. This will help staff members better understand the role of community librarians in the system. It is also of critical importance so that other staff members can get involved in community development work in the future.

## CLEARLY DEFINE THE RELATIONSHIP BETWEEN COMMUNITY LIBRARIANS AND COMMUNITY DEVELOPMENT LIBRARY WORK

Working with administration and managers, each community librarian should have a clear understanding of what role they will be playing in their local community. Are they to engage primarily in community development initiatives? Will they be involved with outreach work? How much time will they be spending at their home library? While it is expected that each branch will be somewhat different in the mandate they lay out for their community librarian, there should be some basic guidelines set out regarding what kind of work the community librarians will be involved with in the future. A more clearly defined role with less ambiguity will help community librarians better communicate their role to other staff members and to the community at large. It will also help managers to better guide and mentor their new librarians.

## CLARIFY GOALS OF COMMUNITY LIBRARIANS

If one of the primary goals of the new community librarians is to engage in community development work, each community librarian will have to lay out some specific goals and objectives. Given the time consuming nature of

community development library work, it is important that each community librarian defines a population group with which to initially start working. It is anticipated the target population groups will vary widely depending on the community librarian's geographic area. During the Working Together Project, the libraries involved chose to engage in community development work with socially vulnerable population groups that often consisted of individuals who were considered to be library non-users. If EPL's community development strategy is intended to help break down barriers and make EPL more inclusive, then it would make the most sense for the community librarians to reach out to socially vulnerable population groups who may not already use the library regularly. For librarians starting community development work, having a defined population group will make it much easier to begin breaking down barriers and building relationships. It also helps to limit the number of agencies one visits initially and makes it easier to identify where one can most easily begin engaging the target community. This is not intended to prevent community librarians from meeting with other groups during this time, but it is recommended that only one target population and 2-3 agencies be selected for beginning community development work.

## SHARING EXPERIENCES

Librarians and any other staff members who are directly involved with community development work should have a forum to openly share their experiences with each other on an ongoing basis (to be determined by librarians – could involve smaller meetings of geographically close librarians, larger meetings of all librarians, an online forum, etc.). Community development library work is often unpredictable, challenging and confusing, which makes it necessary for staff members involved to have the chance to engage in regular dialogue with each other to share successes and difficulties. This also has the added bonus of being another way to ensure community efforts are not being duplicated.

## EMPOWER COMMUNITY LIBRARIANS

To successfully break down barriers and encourage socially vulnerable groups to come to EPL (or return to EPL), community librarians should have the ability to waive past charges, **(COMMENT: All staff are empowered to waive membership fees, fines.)** relax identification requirements and pilot other ideas that will make library services more accessible. Community development library work is the opportunity for EPL to truly break down barriers and for this to happen effectively, those engaged in this work need to be empowered to break down barriers where they can and test out new ideas without fear of repercussion. Engaging socially vulnerable populations often requires us to visit uncharted territory and requires us to fully engage in non-traditional methods of librarianship.

## SYSTEM-WIDE COMMUNITY ENGAGEMENT CLEARINGHOUSE

To ensure that community librarians and other EPL staff members are not duplicating efforts, a system-wide clearinghouse of community engagement initiatives should be instituted. This is particularly critical when it relates to agencies that serve people throughout Edmonton, not just in specific geographic areas (i.e. Edmonton Mennonite Centre for Newcomers, Multicultural Health Brokers, etc.). Such a clearinghouse would not act as a community directory or database, but as a comprehensive list of all community contacts made by EPL staff members. This would allow anyone engaged in community work to easily search to see if contact had already been made with a specific group, agency or organization. Information included would not have to be detailed to ensure that the database remained up to date and easy to use (i.e. include name of agency, contact at agency, date of last visit, and staff member's name). Such a tool is also of critical importance given that community visits are not always conducted by staff members who work in that geographic area (i.e. Youth-At-Risk team members visited agencies that were not in their geographic boundaries).

## CREATE AN EPL COMMUNITY DEVELOPMENT TOOLKIT

An EPL-specific Toolkit on community development could be a living document that each staff member involved with community development work could contribute to as they gained experience. There is no concrete roadmap for conducting community development library work, but there are often more effective ways to engage certain groups, which may only be discovered through trial and error. Including stories, tips and recommendations for the future would help both current and future staff members at EPL more effectively and efficiently engage in community development library work.

## SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

It is critically important for staff members involved with community development work to have the chance to share their knowledge and experiences with others and also to hear from others who are involved in similar work (this could include community development work but not necessarily library-based community development work). Allowing staff members to have the opportunity to build on their community-based work skills is critically important to ensuring that EPL continues to progress in the future. It is also important that any valuable information gained through professional development is shared amongst staff members.

**APPENDIX III**



**Community Profile Template**

# Appendix III

## COMMUNITY

### Community Description

Include information regarding:

- Community features
- Industry/community businesses
- Recreation
- Challenges
- What makes the community unique

### Demographic Statistics

Include:

- Links to City of Edmonton neighbourhood indicator sheets
- Analysis of environics sheet (see example on the next page)

### Note:

Standardizing certain sensitive terms to ensure our profiles are respectful towards all groups. **The language should focus on the person and not the disability/issue.** So do not use “the disabled” but rather “people with disabilities.”

A list of preferred terms should be considered for the following, though this list is not exhaustive:

- People who have low literacy proficiency
- People/person with a disability; people with an intellectual/developmental disability, people with a physical disability; people with mental health disabilities. Consult this resource for further examples:  
[www.esdc.gc.ca/eng/disability/arc/way\\_with\\_words.pdf](http://www.esdc.gc.ca/eng/disability/arc/way_with_words.pdf)
- Indigenous Peoples: Where possible refer to specifics, for example the Enoch Cree Nation – do not use the Enoch Reserve. Otherwise Indigenous Peoples is acceptable and is considered to be an overarching term that includes Métis and Inuit. For further consultation read the following two documents:
  - [indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html](http://indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html)
  - [www.naho.ca/publications/topics/terminology](http://www.naho.ca/publications/topics/terminology)
- Families or individuals who are low-income
- Halfway houses/Group homes are also known as community-based residential facilities
- Alcohol or drug dependence
- Youth who are at-risk
- People who are homeless/marginalized/socially vulnerable
- People who are incarcerated
- Women who experience domestic violence
- Visible minorities or ethnic groups. There is a powerful argument to cease to define self-identified non-Caucasians as non-standard, which is what “visible minorities” or “ethnic groups” do. Keep this in mind when writing the community profiles: Do you need to identify a group this way? Try to be as specific as possible and as inclusive.



## BRANCH

### Branch Description

Include information regarding:

- Physical location
- Transportation
- Parking
- Surrounding attractions (malls, stores, recreation, etc.)
- Facility challenges

### Branch History

Include information regarding:

- When the branch opened
- Facility changes/moves
- Past successes or key initiatives
- Changes in service direction

### Facilities

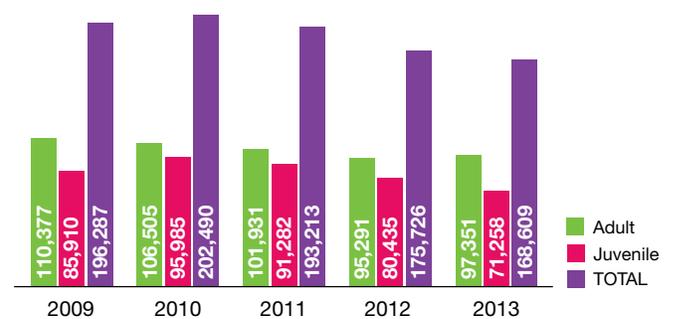
Example of data to include:

- 8,500 square feet on one floor
- 1 program room, 1 quiet study room
- 1 male and 1 female washroom
- The branch is wheelchair accessible except for parts of the staff area, and larger wheelchairs may not fit through the door to the program room

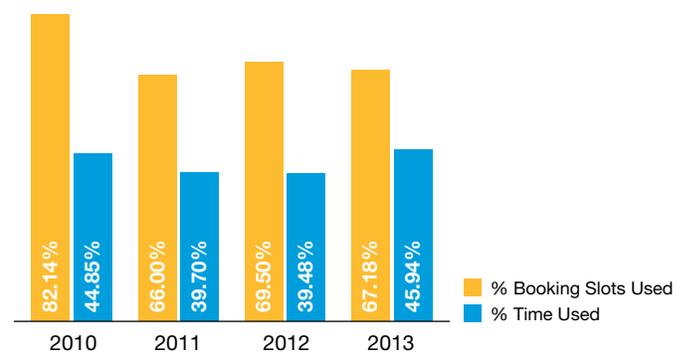
### Branch Statistics

For each of the following sections, data or instructions for obtaining the data and a template for representing the data will be provided by May 1 from Assessment and Research. Any system level data such as e-Resource usage will be provided by Assessment and Research. Please include analysis of the data, including any contextual information based on your knowledge of the branch.

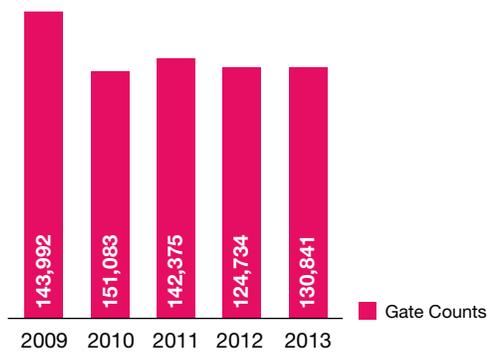
#### Circulation



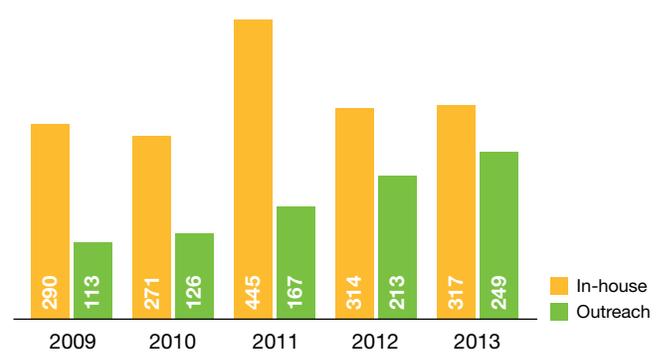
#### Public Computer Usage



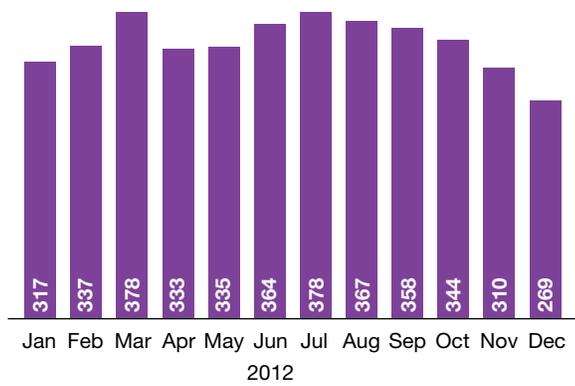
**Visits**



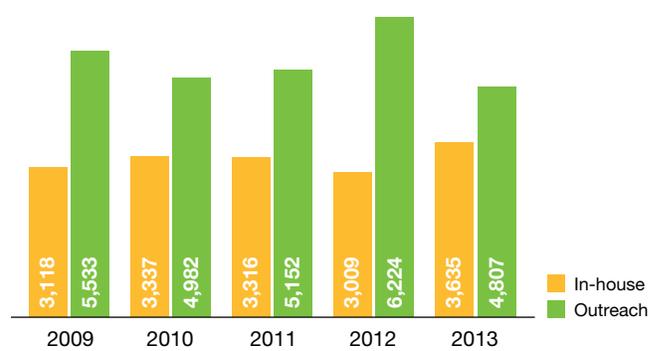
**Programming (Number of Programs)**



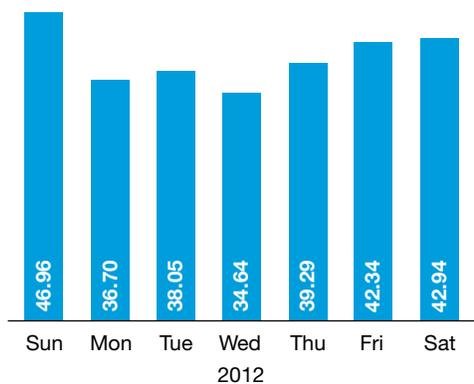
**Visits (Average Per Day Month Over Month)**



**Programming (Attendance)**



**Visits (Average Per Hour, Day Over Day)**



## RELATIONSHIPS

### Current

Please use this format for all community relationships:

#### *Example*

##### **Beverly Towne Community Development Society**

Primary Contact: Colleen Fidler, Executive Director

#### *Meeting History*

Colleen has worked in the community for many years and is a great information resource. The society runs programs for different ages including their Alpha Kids program which visits the Library monthly, Youth Options and Night Ball. Most of their programs are run out of the Abbottsfield Recreation Centre which is currently being replaced by a new facility expected to open in summer 2014. Colleen is also involved with the Abbottsfield Recreation Centre Society and can be contacted regarding use of the facility.

### Potential

Please insert text here.

### Past

Please insert text here.

## BRANCH ASSESSMENT

### Successes

Please identify each success with a heading followed by a description of the success. Use the following format:

#### *Example*

##### **Offers to Requests**

Agencies in ABB's catchment have mentioned a significant challenge for ABB has been the fluctuations in the Community Librarian position, which has hampered ABB's relationships with some agencies in the community. Many groups that were or are housed in the Abbottsfield Mall

have commented that working with the Library has been more difficult since the Library moved out of the mall in 2010. Having a single, full-time Community Librarian has had positive results with staff at many agencies and over the year that Mark has been in the Community Librarian position, there has been a shift from the Library offering services to specific requests being made by agencies. Many groups have also adjusted to our new location by for example, switching from visiting the Library for story time to having a Library Assistant visit them.

### Identified Needs & Gaps

Please identify each need/gap with a heading, followed by a description of the need/gap. Use the following format:

#### *Example*

##### **Indigenous Services**

The ABB catchment has a high number of Indigenous Peoples in the area; however, we currently only have a few programs or services geared towards this group. We celebrate National Aboriginal Day in June and have visits with Mother Earth & Me Aboriginal Head Starts. We have a limited relationship with Red Road Healing Society, which is the only agency that explicitly provides services for Indigenous Peoples following the closure of Partners for Kids and Youth. ABB will be hosting Cree language classes beginning in Fall 2013 and this may help build relationships with Indigenous Peoples in the community and lead to other programs or services in the future.

##### **Connecting Work Plans with Our Community Profiles – the Goal**

Community Profiles developed are used as an analysis tool to develop Work Plans. Think in terms of future directions, as well as challenges and gaps when reading the Profile. Look at successes and failures, and at our current relationships in order to guide our Plans. What is fruitful, what is not? Use the Community Profile and the Business Plan to inform the Work Plan.

## APPENDIX IV



# Community Engagement Strategic Planning & Performance (P<sup>2</sup>) Work Plan

# Appendix IV

## TARGET GROUP

### OBJECTIVE(S)

State your objective, including proposed timeframe with relevant references to Business Plan objectives. When possible, set objectives in collaboration with the target group.

### PARTICIPANTS

List key stakeholders and activity participants, both internal and external. (All participants are also direct stakeholders.)

## CONTEXT FOR THIS WORK PLAN

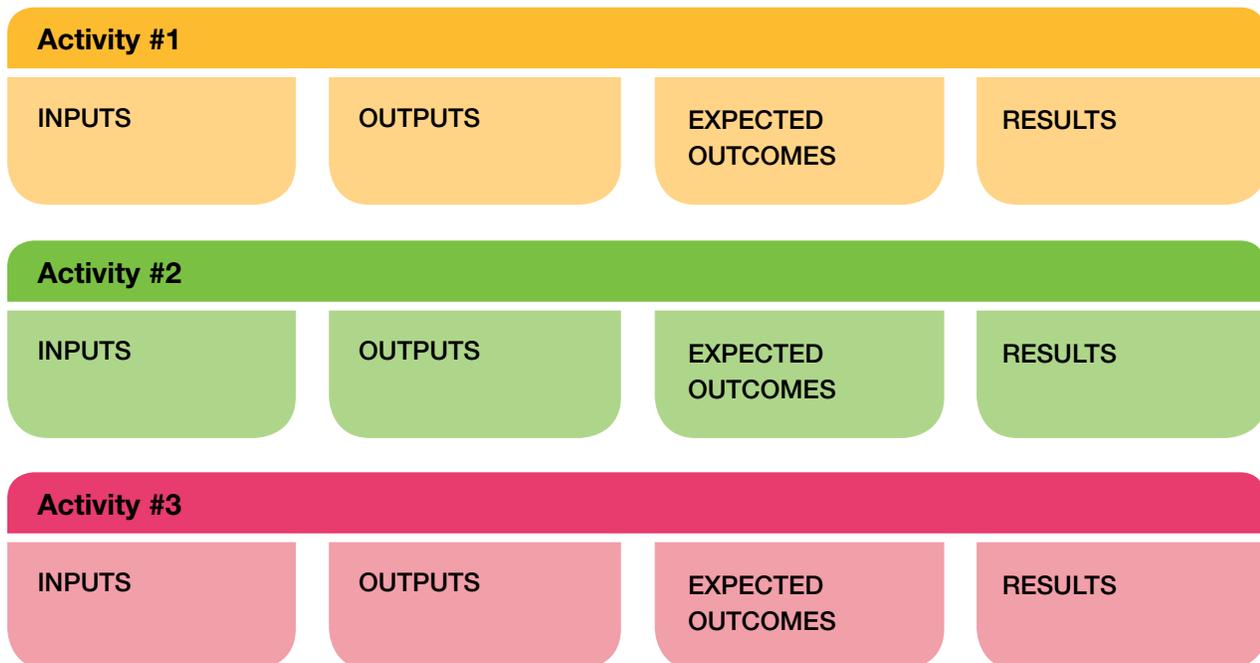
Briefly note details that support the rationale for making this initiative a Community Work Plan priority.

### MAJOR ACTIVITIES

Identify the primary activity(ies) supporting your objective(s). Include basic but also precise information on what activities will be delivered, and on how they will be delivered.

### PERFORMANCE MEASURES AND EVALUATION

For each activity indicate primary inputs and outputs in ways that also indicate types of data and data sources to be gathered and reported. Indicate expected outcomes. Be conservatively optimistic. (See the chart below.)



*Eventually, the Work Plan template will evolve to include impacts and ways of measuring them. For the time being we will focus on outcomes and ensuring that we define, and measure them well.*

## RESULTS OF OBJECTIVES AND MEASURES

### Objective 1

- Met
- Partially Met
- Not Met

### Objective 2

- Met
- Partially Met
- Not Met

### Objective 3

- Met
- Partially Met
- Not Met

## OVERALL EVALUATION

- Why has this plan worked or not worked; for whom and in what circumstances?
- What were the stumbling blocks?
- What do the experiences mean to people along the way (benefits to customers)?
- What lessons have we learned? Are there any unanswered questions? How will you find the answers?
- What identified need was met?

Work Plans are living, evergreen documents that will be reviewed and revised on an ongoing basis, based on community engagement and evolving understanding of community needs.



# APPENDIX V



## Community Librarian Transition Report

# Appendix V

## INTRODUCTION

Write a note of welcome. Additional documents that will assist you in your work are:

- Community Profile

## COMMUNITY LIBRARIAN JOB DUTIES & RESPONSIBILITIES

### Branch-level Responsibilities

Provide any information about the in-branch responsibilities of the Community Librarian, including responsibilities within the Leadership Team.

### System-level Responsibilities

Provide any information about the system-wide teams and/or initiatives that the Community Librarian is involved in.

### Community-level Responsibilities

Provide information about the relationships, outreach activities, programs and services the Community Librarian is currently involved with.

## FIRST MONTH PRIORITIES

Include details about top priorities for the first month: who to contact and contact information, who to meet with, projects that need attention, etc.

## ONGOING OR EMERGING PROJECTS

Include details about branch initiatives, Business Plan initiatives, ongoing or emerging projects, upcoming priorities, etc.





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