

# Community-Led Service Philosophy Toolkit

May 2010

(revised March 2013)



Spread the words.

## 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

# Community-Led Service Philosophy Toolkit

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## Principles for Toolkit Development

1. The Community-Led Service Philosophy is a way for EPL 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 the homeless and socially excluded to the middle-class 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. The Community-Led Service Philosophy 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 Service Philosophy 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 the Community-Led Service Philosophy.

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 and show the different expectations for staff throughout the Library. While all EPL staff is expected to adopt and embody the Community-Led Service Philosophy, there are different ways this will be acted upon during operational activities.

In order to be effective, the Community-Led Service Philosophy 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 resources 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.

For ongoing monitoring to ensure that the EPL Community-Led Service Philosophy is being implemented well and is producing beneficial results, EPL staff is 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 is providing to community partners throughout the city.

EPL's ultimate goal is to reach the *Impact* level of the Program Logic Model, and this toolkit will be available to EPL staff via the 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 Philosophy 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 Aboriginal 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 a service philosophy for 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

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<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>

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<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:

***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

***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:

***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 service philosophy (which is further defined on page 6) 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

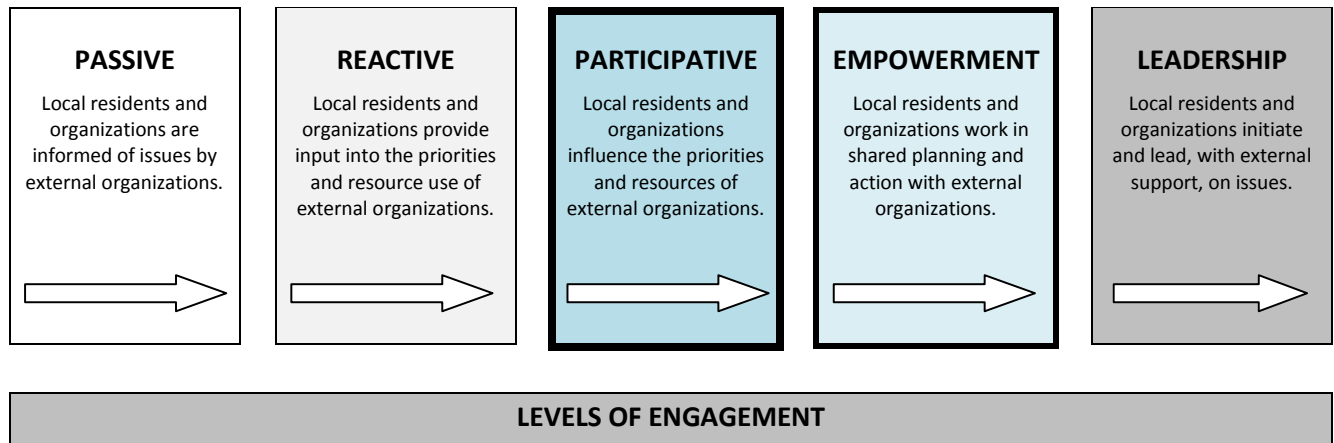
What applies to EPL's Community-Led approach is "connecting, consulting and collaborating" to strengthen our communities and improve our understanding of our communities so that services can better meet community and individual needs.

## **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 Philosophy 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. Library staff builds 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 EPL's Community-Led Service Philosophy?

The Community-Led Service Philosophy is a framework for EPL to build relationships and to improve its ability to identify and meet customer needs. EPL's focus is on anyone facing barriers to using library services – from the homeless and socially excluded to the middle-class 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." Additionally, the Community-Led Service Philosophy is a context for working collaboratively with organizations, providing space for non-library programs which meet the needs of communities/individuals using the library.

The Community-Led Service Philosophy 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 through 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 will be 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, with the community, our services and programs.

The chart on the next page illustrates 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 Service Philosophy<sup>4</sup>

| EPL's Community-Led Service Philosophy <sup>4</sup> |   |  |  |  |   |
|---|---|--|--|--|---|
| COMMUNITY ASSESSMENT AND NEEDS IDENTIFICATION       |   | SERVICE PLANNING AND DELIVERY  |  | EVALUATION   |   |
| Community Assessment                                | Needs Identification  | Service Planning   | Delivery   |  |   |
| <b>Traditional Planning</b>                         | <p>Staff review:</p> <ul style="list-style-type: none"> <li>• Demographic data</li> <li>• Library use statistics</li> <li>• Customer feedback, and</li> <li>• Community survey results</li> </ul>   | <p>Staff identify service gaps or under-served communities.</p>  | <p>Staff review literature.</p> <p>Staff consult with other staff and service providers.</p> <p>Staff develop service response.</p>  | <p>Staff deliver service:</p> <ul style="list-style-type: none"> <li>• Develop the collection</li> <li>• Hold the program, or</li> <li>• Design facilities</li> </ul>  | <p>Staff review various inputs, such as:</p> <ul style="list-style-type: none"> <li>• Feedback forms</li> <li>• Program attendance</li> <li>• Collection use</li> <li>• Library card enrollment, and</li> <li>• Other statistics</li> </ul>   |
| <b>Community-Led Planning</b>                       | <p>Staff review all of the above and...</p> <ul style="list-style-type: none"> <li>• Staff spend time in community developing relationships with community members.</li> <li>• Staff spend time in Library developing relationships with community and understanding library services and how they are used.</li> <li>• Staff hear from community about what is important to them.</li> </ul> | <p>Staff discuss with community members and hear from the community what their needs and priorities are.</p> | <p>Service ideas are developed in collaboration with the Library and community.</p> <p>Community is engaged in the planning of the service sometimes.</p> <p>Staff act as partners, facilitators and experts on what the Library can do to meet identified needs and priorities.</p> | <p>Library staff deliver service; occasionally community members and staff may work together to deliver the service.</p> <p>Community members are involved in recommending and evaluating collections.</p> <p>Community members are active in hosting the program.</p> <p>Community members work collaboratively with the Library to develop policy recommendations.</p> | <p>Staff review various inputs:</p> <ul style="list-style-type: none"> <li>• All of the above...</li> </ul> <p>And community and staff together discuss:</p> <ul style="list-style-type: none"> <li>• How did the process work?</li> <li>• Did the service/policy/etc. address the need?</li> <li>• What difference did we make?</li> <li>• What could have been done differently?</li> </ul> |

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

## **EPL's Community-Led Service Philosophy**

Aligning with EPL's shared values, specifically "one library, one staff", the Community-Led Service Philosophy 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 works within the library also 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, YMCA youth workers visit Milner library twice weekly to provide support and LifeSkills programs for at-risk youth customers using Milner Library.

# How Does Outreach Fit Within the Community-Led Service Philosophy?

Outreach complements the Community-Led Service Philosophy and assists in building relationships with organizations and individuals by providing a point of entry.

## Outreach and Community-Led Service Philosophy

| Outreach   | Community Development  |
|--|--|
| Goes out into the community to deliver a service or program (storytime at day camp, display at community centre).                      | Begins with relationship building.   |
| Tells audience what the library has to offer, but rarely seeks opinions of participants and what they might like the library to offer. | Identifies and assists in articulating individual or community needs.  |
|  | <ul style="list-style-type: none"> <li>- Identifies and provides services that meet those needs.</li> <li>- Investigates ways to work collaboratively to meet needs.</li> <li>- Identifies gaps in services and policy.</li> </ul> |



## How Do I Contribute?

The entire organization is committed to this service philosophy.

### Public Services Leadership Team

- Provides leadership for the Community-Led Service Philosophy.
- Continues incorporating the Community-Led Service Philosophy into job descriptions and provides opportunities for Community-Led work.
- Incorporates the Community-Led Service Philosophy into managers' goals/monthly reports.
- Evaluates the Community-Led Service Philosophy overall.
- Initiates, recommends and participates in formal partnership agreements.
- Recommends training opportunities and needs to the Learning and Development Team.
- Establishes Public Services priorities in relation to Business and Strategic Plans.

### Public Services Managers

Every manager is involved in implementing and modeling the Community-Led Service Philosophy. As an advocate in a leadership role the manager:

- Establishes service point priorities in relation to established system wide priorities (Business and Strategic Plans, Public Services priorities)
- Identifies and builds positive relationships with agencies/individuals /organizations to enhance and support the role of the Community Librarian
- Maintain high visibility in the community
- Embraces, defines and demonstrates the service philosophy to staff and to the community
- Facilitates mutual learning and building relationships internally to develop a knowledge base of expertise and shared experiences
- Defines and shares successes
- Evaluates the process of the Community-Led Service Philosophy from the perspective of the community (what difference did we make?)
- Engages staff and sets the direction by explaining the connection between our Strategic and Business Plans, shared values, and the Community-Led Service Philosophy
- Establishes in-library expectations for Community-Led work – what does that look like?

- Works with PSLT to ensure job descriptions are current and relevant and clearly articulates the role of the Community Librarian
- Manages community expectations to ensure service point staff and resources are not overextended

## **Public Services Assistant Managers**

- Understand and practice the service philosophy
- Provide leadership in the service point and model desired behavior
- Support staff in Community-Led work
- Allow for flexible scheduling
- Explain service philosophy to community with a consistent message

## **Librarians**

- Implement, practice and model service philosophy in varying degrees depending on their specific job descriptions.
- Explain the service philosophy to the community and to staff with a consistent message
- Identify and build positive relationships with agencies/individuals/organizations in the community
- Maintain high visibility in the community
- Evaluate the process of the Community-Led Service Philosophy from the perspective of the community (what difference did we make?)
- Provide leadership in and out of the service point and models desired behaviour
- Evaluate work in service point and in the community
- Demonstrate the service philosophy

## **Library Assistants**

- Understand and practice the service philosophy
- Work with librarians to implement the shared program service responses within (for example through roving) and outside of the service point
- Explain service philosophy to community with a consistent message

## Circulation Assistants, Adult Pages and Student Pages

- Embrace and understand the service philosophy
- Support other staff in implementation

Public Services staff and other EPL staff support each other in implementing EPL's Community-Led Service Philosophy.

## Other Staff

- Understand the service philosophy
- Support Public Services staff in implementation

***Communication leads to community, that is, understanding, intimacy and mutual valuing.***

- Rollo May

## The Nuts and Bolts of EPL’s Community-Led Service Philosophy

### 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, there is a component of in-branch work that is vital to the Community-Led Service Philosophy. 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 EPL’s Community-Led Service Philosophy.

#### **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.

***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***

- Embrace the creativity that accompanies working with the community outside of traditional library walls.
- Understand Edmonton's diverse communities.

### ***Foundations of Relationship Building***

The Community-Led Service Philosophy is fully dependent on building relationships between you and the individuals representing the 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 Multi-Cultural Services Team before you get in contact with the Edmonton Mennonite Centre for Newcomers. 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 Service Philosophy as it relates to large organizations. There are no step-by-steps but rather a guiding philosophy 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 Service Philosophy 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. WEMAP)
- WEIG (West Edmonton Interagency Group)
- 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 *Community Participation Evaluation* checklist<sup>5</sup> will ensure we continue to critically evaluate our work.

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<sup>5</sup> See page 30.

## ***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 grass roots 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:

- neighborhood 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.

### **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 Service Philosophy, and not your personal feelings or compassions, drive your work. Be sure to hold all requests up to the Community-Led Service Philosophy and our mandate and values to ensure you retain your professionalism as a representative of the Library. Use the *Community Participation Evaluation*<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,

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<sup>6</sup> See page 30.



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 you are working with.

### ***The Service Point***

#### **Who**

It is imperative that you dedicate a portion of your time to being visible on the public floor of your service point. Communicating with co-workers and fostering discussion around the Community-Led Service Philosophy will ensure our “one library, one staff” responds 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 your community contacts who have come into the service point. The Community-Led Service Philosophy 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 other language, Aboriginal 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 reader's advisory, programming and familiarity with our resources. Furthermore,

presence in the service point allows for an ongoing dialogue with your co-workers regarding the Community-Led Service Philosophy.

### **Challenges**

Working in the service point may present challenges to the Community-Led Service Philosophy. 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, but open consultation with your manager and assistant manager can help resolve this.

### **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 Neighborhoods, 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.

***Every living person has some gift or capacity of value to others. A strong community is a place that recognises these gifts and ensures they are given.***

- John McKnight and Jody Kretzmann

## 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.

## 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.
- Remember that Community-Led work must be evaluated to ensure that the relationship is constantly growing, even if only in tiny increments. Look for different and creative ways to engage instead of continuing on a path of stagnation as our goal is mutually beneficial collaborations.
- Be sure to adhere to EPL's message – be consistent and professional in your discussions regarding the Library and the Community-Led Service Philosophy.
- 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 neighboring 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 this 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 (CRCs) and City of Edmonton Social Workers (SWs) are invaluable resources. Get to know the ones in your area and ask for community contacts through them. A tour of your communities with a City of Edmonton CRC or SW 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 the Community-Led Service Philosophy. 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 Service Philosophy. 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.

***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

## EPL Community Profiles

### Community Profile Style Guide

*(See appendix III for the Community Profile template.)*

#### Objective

To gather and analyze information about the primary service area of the [your branch name here] 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.

#### Style Notes

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, think critically about the information you decide to add.

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.

Update this document yearly at a minimum – you may find it useful to populate it throughout the year, however a formal update is expected annually by Aug 31.

- 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.

Make sure to keep the objectives of the document in mind as you are adding to it.

## **Staff Involvement and Next Steps**

In line with the guiding principles outlined on pages 23-24, individual Community Profiles require input from different positions and perspectives within EPL, including service point staff, managers, and the Manager, Performance Measurement 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

- The Manager, Performance Measurement and Research, will be the central coordinator responsible for providing data to each service point for its catchment area.<sup>7</sup>
- Individual service point managers will be responsible for developing profile content for their locations as noted in Appendix III, and updating the profile by August 31<sup>st</sup> 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

- Staff monthly reports should be regarded as potential sources of information.
- 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.

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<sup>7</sup> See Appendix III

## 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 Service Philosophy does not rest solely on the shoulders of librarians. This is a philosophy that 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 this service philosophy.

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 Multicultural Connections Team if the action relates to a multicultural initiative? Do I need to contact a community librarian colleague if there is customer overlap into geographic catchment areas? Consistently asking this question will help avoid redundant efforts and ensure everyone is on the same page.

### What to Share

#### *Service philosophy*

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

#### *Activities*

- Programs and events  
Existing programs and events can reveal gaps or barriers to services. For example, it may be through a regular storytime that a need for a World Languages storytime is discovered, through a conversation with a parent whose home language is not English. Sharing such interactions with other staff members could encourage them to explore pre-existing services as avenues for implementing a Community-Led Service Philosophy.
- Sharing information about a Community-Led program or event, before or after it happens, is also important. Providing examples of successful Community-Led programs and events is a great way to concretize the service philosophy for staff and illustrate its implementation in real and practical terms. Sharing examples of activities that are less successful can also be a great learning tool for staff members looking to create or be involved with similar programs and events. For example, see the [Diwali and Eid Celebration at Mill Woods](#) on the StaffWeb.

- Community-Led activities that relate to services  
For example: sharing bilingual storytime with manager of Youth Services and the Multicultural Connections Team.

### *Stories*

- Successes
- Meaningful interactions  
Not all activities relating to community work 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/highlights*

For librarians, sharing monthly reports or highlights from these can be an easy and comprehensive way to share information relating to everything discussed above. Sharing monthly reports/highlights with branch staff can help create a cohesive understanding of the Community-Led Service Philosophy and the way it can be applied to the communities served by a particular service point.



## Where to Share It

### StaffWeb

- [Community](#)-Led Service Philosophy blog  
Posts to this blog are public and 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 managers, assistant managers and librarians.

- Staff meetings
- Branch leadership meetings
- Regular meetings between manager, assistant manager(s) and librarian(s) allow branch leadership

#### TIP

Double up! To ensure that more people have access to the information you are attempting to share, why not both **post it** on the 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.

team members to be mutually informed of all community work planning.

- Community librarians meetings
- Geographical librarians/branch leadership meetings: meetings between librarians and leadership team members of service points from the same geographical area (south, west, central, etc.). Service points in close proximity to each other often share the same customers and communities and these meetings can help reduce redundant efforts and identify opportunities for teamwork and collaboration.
- EPL team meetings
- Communities of Practice

### Email

- Community librarians distribution list
- Managers, assistant managers, and librarians distribution list
- Branch distribution list
- EPL distribution list

## How to Get the Word Out: External Communication

The Community-Led Service Philosophy underscores all services at EPL. Sharing stories and impacts from the Community-Led Service Philosophy 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 and Communications Division 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 Director of the Marketing and Communications Division.

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 Service Philosophy. This message is outlined in the graphic below and on page 6 of the Toolkit:

### What Community Librarians Do and What EPL's Community-Led Service Philosophy is About



## Evaluation – Community-Led Service Philosophy

### 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 7 questions or more, **reconsider** participating in this event.

If you answered B for 7 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 the Community-Led Service Philosophy. 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. Use the [Community Librarians Database](#) to input meetings and contact information from organizations you work with. This database enables us to track which organizations we are working with and is an important factor 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 database to ensure consistent taxonomy when entering new information.

When inputting **organizations** in the Community Librarians Database, please follow these guidelines:

- Organizations with more than one location, such as Catholic Social Services, should be entered without attaching a specific branch. Leave this field blank. Follow the same procedure when entering an organization with no fixed location, such as interagency groups.

When inputting **meetings** in the Community Librarians Database, please follow these guidelines:

- Meetings should be attached to a branch. Choose the catchment area where the organization is situated.
- When several Community Librarians attend the same meeting, the meeting should be recorded by each staff member in attendance. For example, an interagency meeting attended by the SPW Community Librarian, the WOO Community Librarian, and the LON Community Librarian should be entered a total of 3 times.

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.



### Questions for Review with Agency/Organization

*(It is important to obtain feedback from community groups approximately every six months.)*

Evaluation should take place on an annual basis, with data provided to the Public Services Leadership Team **no later than June 1<sup>st</sup>**.

Community Librarians, with their Managers, will determine which organizations are to be approached. 2-3 organizations should be contacted each review period. Survey questions will be completed by organizations that have the ability to complete the survey and provide helpful feedback so organizations that have had one-off interactions may not be included. Managers may also take the opportunity to pose questions to various organizations and administrators.

The questions may be completed through a reflective in-person conversation, or via email, according to the discretion of the community librarian and with the understanding that conversations have prefaced the email survey.

Not every question will be relevant for each organization; Community Librarians are encouraged to use questions that are contextually appropriate for the agencies with which they are working.

What do you deem to have been the successes of our work together?

1. Tell me about an experience you have had that has affected the way you see the library.  
\***Note:** this could be a positive or negative experience: let the client/service provider decide.
2. What feedback have you received regarding my visits here? (could include programs like computer training, SSL, conversations, reference questions, etc).
3. \*Through my discussions with your clientele, I have learned that many do not use the library. I have had difficulties drawing from them the reasons they do not. Have any of them mentioned reasons to you? (when relevant)
4. What other ways can we work together? Is there something else I can be doing?
5. Can you think of any ways in which existing library services can better meet the needs of you and your clientele?
6. I am interested in continuing our work together. Can you think of any ways that our relationship can improve?
7. \*I understand that many of your clientele have no fixed address which is a barrier to getting a library card. What ways can we work together to reduce this barrier? (optional question)
8. Have there been any negative reactions to my visits here? How could I effectively address these issues?
9. There may be some questions or concerns you have that my questions haven't addressed. Is there anything else that you would like to talk about?

\* optional question asked when relevant

## 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?

Success is hard to define in this philosophy of library service because it 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 behavior of participants. For example, an outcome of Sing, Sign, Laugh and Learn is that children develop early literacy skills. Outcomes may be immediate, or 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

Developing and 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.

### Basic Logic Model

This model assumes that a need or asset has been identified.

**Elements of the Model:**



**Example:**

| Resources/Inputs  | 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 mom’s 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 (WCI)</li> </ul> | <ul style="list-style-type: none"> <li>• Number attending</li> </ul>  | <ul style="list-style-type: none"> <li>• Enhanced relationship with WCI and 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.

**Consider the following questions as they apply to each of the above elements:**

- 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?

## Conclusion

The development of the Community-Led Service Philosophy at Edmonton Public Library has been a two-year 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 Service Philosophy, has been a grass-roots initiative including consultation with staff from all divisions of the organization, the involvement of many Public Services staff 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 Edmonton Public Library's Community-Led Service Philosophy is an evolving and ever-changing process as the Library and the individuals and communities we serve continue to learn and grow.

***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

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## APPENDIX I – Recommendations for Conducting Community Development Work

***[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 population groups.*

### 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 (<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.

Prepared by Amelia Martin  
April 2009

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

*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 (this document will be ready by the end of March).*

### 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 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.

Evaluation/Outcomes

Prepared by Amelia Martin  
March 2009

## APPENDIX III – Community Profile Template

### [Your branch name] Community Profile – [Year]

#### Community

##### Community Description

- Tell the community's story
  - What makes your community unique?
  - What tacit knowledge do branch staff members have about the community, what would statistics not tell you? Consider knowledge and stories gleaned from service point management, staff and community members.
- Links to [Neighbourhood Indicators](#)

##### Relationships

- Current – [CL Database](#)
- Potential – Include agencies you do not currently work with but envision working with in the future. Include description of potential opportunity (re: participation evaluation checklist) list key contacts if they are known. Justify potential opportunities by considering how they reflect business plan objectives and strategic goals.
- Past – Include agencies the branch has worked with in the past but are not currently connected with. This will avoid duplication of effort by ensuring staff members do not re-establish connections that are no longer relevant.

#### Branch Description

##### Branch History

- Consider the following questions:
  - How long has your branch been in the community?
  - What major relocations or renovations have taken place?
  - What effect do these things have on the community?
  - Is there anything else about your branch that makes it unique?



**Facilities**

- Square Footage (include number of floors)
- Number of Program Rooms
- Number of Washrooms
- Accessibility

**Branch Assessment**

- What have been your branches successes in engaging your community?
- What needs and gaps will you be working at in the coming year?
- How will the strategic and business plans inform the plans, activities and connections in the coming year?

**Statistics**

- Demographics (e.g. Census data)
- Circulation statistics
- Visits
- Program statistics
- Data analysis: What do library usage trends tell you about your branch and community?  
Do the identified community needs fit into the Library's strategic plan, business plan, mandate and organizational capacity to address those needs?

**Additional Comments (optional)**

## APPENDIX IV – Sample EPL Staff Evaluation: Welcome Centre for Immigrants Computer Basics Class

December 14, 2009

4 x 1-hour sessions every other Friday from October 9 to November 20, 2009. 1:00 – 2:00 p.m.

Session One – Using the mouse and keyboard [7 participants]

Session Two – The Internet [6 participants]

Session Three – Email [6 participants]

Session Four – Additional help on any of the above topics [1 participant]

### *What worked?*

- Participation – customers attended every session
- Customers learned and developed new skills
- Relationship building opportunity with clients and staff of WCI
- Able to fill WCI staff expressed client-need to learn basic computer skills
- Good use of WCI computer lab – safe learning environment
- Group session allowed customers to learn together, share frustrations and successes
- Two library staff trainers allowed us to give each customer the assistance they needed to develop new skills
- Location – access to WCI clients that may not come to the Library
- Final session – open to questions, tailored to specific needs

### *What did not work? What were the stumbling blocks?*

- Participants had varied level of computer and English language skills which resulted in a challenge when trying to teach the same concept to all participants at the same time.
- Limited functionality of computer lab – some computers were not functional and/or were missing necessary hardware. Lab used as storage made maneuvering around computers a challenge at times.
- Two Librarians presented the program – working towards library assistants presenting as a way to build training capacity in library staff and more efficient use of staff time.
- Email session challenges – participants were not successful after filling in all required information when attempting to register for an email address with yahoo.
- Timing – late arrivals, clients expressed that they would prefer weekly sessions instead of bi-weekly and longer sessions (1.5 hrs instead of 1 hr?).

- Class size was large (max. 7 participants) for some sessions because much of the session was spent ensuring everyone was using a functional computer.
- LCD projector not always available and occupies a functional computer when being used – bring library laptop and projector in the future.

*What do the experiences mean to people along the way (benefits to customer)?*

- Immediate outcomes included the development of basic computer skills – mouse/keyboard, internet, email, word processing.
- Establishment of connections and relationships between WCI clients and library staff – potentially increased access to library services and resources, especially one-on-one library computer basics program.
- Group setting provided a safe space to learn and ask questions. Participants supported and helped each other – increased confidence in skills and abilities of clients.
- Larger scale impacts – to be determined. Welcome Centre staff may be able to share larger future impacts of program.

*What was the process of Implementation?*

- Mill Woods branch library staff had been referring customers to WCI for computer training, but through communication with Madhu Sood, WCI Director, we discovered that the centre did not have classes because there was no instructor. Clients' need to develop basic computer skills was not being met. One-on-one computer instruction was being offered at the Library, but some clients of WCI found it difficult to get to the Library because of a combination of barriers including transportation, advanced age and caring for young children. WCI's computer facility would allow us to work with several customers at one time which is not possible at the Library.
- EPL Resources: Staff time required to plan and arrange for program with Welcome Centre staff, travel time and mileage claims, program materials (handouts), future use of library laptop/projector.

*What lessons have we learned? What questions do we need to find the answers to?*

- Pre-program lab visit – ensure that computers are functional – note which ones are slow, not working, lacking hardware. Test each one and note what programs are installed. Check for USB/Disc drives.
- Program logistics – registered vs. drop-in, weekly instead of bi-weekly, number of sessions and topics covered. Run program as strictly drop-in and open to any topic like EPL one-on-one sessions? Or use following topics:

- Session 1 – mouse/keyboard
- Session 2 – internet
- Session 3 – email setup
- Session 4 – using email
- Session 5 – word processing
- Leave time for questions during and at the end of each session rather than have dedicated session for additional questions and help.
- Program time – what works best for clients/WCI staff/EPL staff? How do we adjust our schedules in order to best meet the client needs?
- Participant evaluation – best model to gain participant feedback? Bring feedback forms to every session? Use final five minutes to discuss potential program improvements?

*What are the hard-to-measure impacts?*

- Bigger picture impact for clients – how did the clients apply the skills they developed? What were the results of learning these skills?
- Library impact – Did the session increase access to library services and resources? Did the Library make changes to policy, procedure, services or resources as a result of these sessions?

### **Getting Feedback from the Community**

Ultimately the community defines the relevance and value of what we're doing and how we're doing it. Measuring that impact isn't straightforward. One way to measure is to simply ask "how did we do?"

### **Use program evaluation tools**

For example, use existing templates (on our StaffWeb <http://StaffWeb/feedback/>) for evaluating programs such as Storytime.

## APPENDIX V – Example of Feedback from Community

### 6 Month Reflective Meeting with ENHC

Heather Sentes (EPL) and Michelle Nieviadomy (Edmonton Native Healing Centre)

(I/Me = Woodcroft Branch and EPL)

1. What do you deem to have been the successes of our work together?
  - “The fact that we are working together is a success”.
  - Opened the door to more resources for the Centre and their clientele.
  - “The connection we have has brought the Library alive for our clientele”.
  - Access to free resources.
  
2. How have you heard people who use your services discuss the Library?
  - They’re surprised about what the Library has to offer.
  - They’re excited about the possibility of the relief of fines.
  - They talk about going to the Library outside of organized ENHC events.
  
3. What results have you noticed from my weekly lunch visits, i.e. increased reading, interest in information exploration?
  - People notice the book donations and read them.
  - They really like the variety of books being brought in.
  - People are reading now.\*\*
  - Has created the opportunity to establish a rapport.
  
4. What feedback have you received regarding programming I have done here, i.e. SSSL, Wii?
  - Love the SSSL program.
  - Fun and free.
  - Michelle really feels that the Library is offering “*unique and specialized*” programming to her clientele and she really appreciates the effort.
  
5. In your opinion, how has my presence here helped to change the mental model your clientele may have regarding the Library or other social institutions?
  - The “walls” are slowly coming down, although this is a long process.
  - Have succeeded in putting a friendly face on the Library.

6. Through my discussions with your clientele, I have learned that many do not use the Library. I have had difficulties drawing from them the reasons why they do not. Have any of them mentioned any reasons to you?
  - Shame of fines
  - Perceived racism
  - The Library is a “white-man” place
  - Illiteracy issues
  
7. Can you brainstorm any ways that I can reach out to your clientele? Please feel free to think outside the box.
  - Maybe come in the daytime; however, the lunchtime visits seem to really be working as we get to sit down and enjoy lunch together which provides an excellent opportunity for discussion.
  - Michelle is going to be taking a parenting course and then she and I are going to create a program for ENHC based on her knowledge and my skill set. This will result in an entirely new program borne from collaboration and a coming together of skills and vision – truly in the spirit of Community-Led work.
  
8. I am interested in continuing to work with ENHC. Can you think of any ways that our relationship can improve?
  - Things are going well. It is just going to take time to build up trust with the community. This is a slow and laborious process but we are making small steps.
  - Perhaps create a poster outlining services I can provide when I am there weekly such as discussing library fines and making resource recommendations.
  
9. I understand that many of your clientele have no fixed address which is a barrier to getting a library card. Can you brainstorm various ways we can work together to reduce this barrier?
  - This is actually not the biggest barrier. The biggest barrier is accrual of library fines. Working with clientele to reduce these fees will be the most beneficial action in the near future.
  
10. Can you recommend any ice-breakers for me to use when speaking with people here?
  - What First Nations community do you come from?
  - What language do you speak?
  - Michelle really feels that the first question really opens the floor for people to talk about their heritage and traditions.

11. What do you perceive to have been the drawbacks?

- Wearing the ID Badge really makes me stick out in the crowd. Not only am I a Caucasian woman at this centre but also a City employee. Michelle recommends that, if possible, I remove the ID when I am at the Centre.

### **Future Plans**

- I will be visiting the Centre during their 12 week youth program and will have the participants in to the Library. Content discussion to follow.
- I will be visiting the Centre during their offering of informal Cree lessons to promote EPL's Aboriginal Collection.
- Within the next six months to one year Michelle and I are going to work on holding a focus group at ENHC regarding the Library. In order to accomplish this I need to build up my trust with this community which I will continue to do by visiting regularly and offering special programs. Building trust is integral so that we can use the "Moccasin Telegraph" to promote this focus group. This is the Aboriginal Community's word-of-mouth system that Michelle has assured me works better than any traditional marketing. As the Aboriginal community is based in oral tradition this is an exciting prospect.
- Michelle and I will work on a parenting program that we will create together based on our respective areas of expertise. Michelle needs to take the formal course before work on this program can begin.
- When Crockpot dinners return to ENHC I will bring back the tailored SSL program.

## **Community-Led Toolkit Team**

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## **Acknowledgements**

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