

Workshop #4: Community Voices: Partnering for Accessibility and Inclusion in Library Planning



Instructor Script

The four Project ENABLE Train-the-Trainer Instructional Workshops were designed as a guide to training, each to be used individually as ½ day (3-4 hour) workshops or grouped together to form a 3-4 day professional development course. These workshop outlines are meant as a training guide and may be used “as is,” adapted, modified or expanded by the user to meet the needs of his or her training audience.

Each train-the-trainer workshop outline was created for an audience of public library staff (e.g., administrators, librarians, library paraprofessionals, and/or volunteers), with alternative or additional content included, where appropriate, for school and academic library staff. Content presentations by trainers are represented in word-for-word script form and can be changed or modified, as desired. Workshops may be delivered in face-to-face format or adapted for online or blended training format.

Each workshop package includes any or all of the following: pre-readings or activities (recommended and/or required), assessment tools, handouts, links to videos, and PowerPoint slides (to be used as stand alone or with live presentation), introductory attention strategies, content, discussion topics, activities, wrap-up, assignments. Workshop content is presented in segments (with estimated timeframe), making them easier to re-sequence or revise.

Pre Readings

“How to Conduct a Community Needs Assessment.”

<https://www.galaxydigital.com/blog/community-needs-assessment/>.

“Project ENABLE - Module 6 - Topic 5”

https://projectenable.syr.edu/training/modules/topics_list/module/152/topic/297/current_topic/297.

Welcome

(Slide #1)

[Trainer Note: you can also hand out the PowerPoint and Script for those who follow better with a physical copy.]

[Trainer Note: The Project ENABLE video links on the Instructor Script lead to the resource in the PE database. In that resource, you can click on the link to the video. On the PowerPoint, the link leads directly to the video for quick access during the presentation.]

Introductions

(Slide #2)

Trainer: Let's find out who we all are. [Trainer note: Allow the attendees to introduce themselves to the group (ex: name, pronouns, position, organization).] Today, we'll look at community voices and how librarians can partner with community organizations and individuals to accomplish goals that benefit everyone.

Learning Objectives

(Slide #3)

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

1. **Understand** why it is essential for libraries to partner with the community.
 2. **Develop** a basic understanding of the community needs assessment and data collection.
 3. **Apply** what you have learned to your library.
 4. **Identify** strategies for collaborating with other libraries and organizations in your community to better support users with disabilities.
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Agenda

(Slide #4)

Trainer: The topics that we'll cover in today's workshop are:

Foundations

- What is Library Outreach?
 - Barriers to Library Access
 - Common Successes and Barriers to Outreach
 - Planning a Community Needs Assessment
 - Activity #1
 - Community Partners
 - Relationship Building
-

[Break]

(Slide #5)

How to Analyze your Impact

- Activity #2
 - Collecting the Data
 - Analyzing the Data
 - Activity #3
 - Evaluating your Outreach Effort
 - Activity #4
 - Recap
 - Closing
-

(Slide #6)

FOUNDATIONS

What is Library Outreach?

(Slide #7)

Trainer: The first thing we need to do is explain what library outreach is.

(Slide #8)

Discussion #1: But first, what do you think of when you hear the term Library Outreach? [Trainer Note: list responses from participants.]

(Slide #9)

Distribute: Handout #1

Trainer: Library outreach provides improved services, resources, and materials to all members of your library's surrounding community in various engaging, fun, and educational ways. However, there is more than one way to do library outreach.

ALA (The American Library Association) defines outreach as providing services and programs for everybody, regardless of disability, age, race, reading level, etc.

ACRL (Association of College and Research Libraries) gives a vague answer on outreach, stating that it's tough to define and lists what libraries have focused on as their outreach. For example, libraries have focused more on marketing and advertising while others concentrate on building relationships with outside organizations and holding events/programs.

OCLC (Online Computer Library Center) states that outreach meets users' needs in traditional and new services.

As you can see, each library organization has a different perspective on what library outreach is and does. But, they do all have one central theme: providing improved services to all members of their community, including patrons with disabilities.

(Slide #10)

Trainer: Now, we'll look at three examples of library outreach programs and services.

First, we have an example from the Fanwood Memorial Library in Fanwood, New Jersey. Daniel Weiss, Director of Fanwood Memorial Library, a public library in New Jersey and a member of Project ENABLE's Advisory Board, received a donation from the family in honor of a deceased community member, Monica Reiss. The library used the funds to develop the Monica Reiss Autism Resources Collection.

Mr. Weiss also partnered with Meg Kolaya, Director of Scotch Plains Public Library, to create the program "Libraries and Autism: We're Connected" in 2008. The program helps to raise awareness of Autism. We're Connected works nationally to assist library staff with training and strategies to help them provide patrons with an inclusive, welcoming, and accessible library environment. Staff training includes communication, customer service while the library employs individuals on the ASD spectrum and other developmental disabilities as staff and volunteers in the library.

(Slide #11)

Trainer: Our second example is from an academic library program at the University of Michigan's Taubman Health Sciences Library. Every year the library hosts a series of events called *Investing Ability*. These events range from presentations to poster boards to group activities. Each year *Investing Ability* has a different central theme.

Past years have had themes such as invisible disabilities and hidden stories, honoring student-veterans, art and disability, architecture, accommodation, accessibility, and making the most of one's ability. Presenters speak on topics of interest to the

broader community, and health care workers may earn continuing education credits from their college or institution if they attend the program.

(Slide #12)

Discussion #2:

1. In what ways does your library reach out to the community with events for patrons with disabilities?
 2. If your library does not currently have an established outreach program, what kinds of events or programs might you want to see implemented?
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(Slide #13)

Trainer: The third example is from Project ENABLE's Challenge Video series that focuses on inclusive outreach. Caroline Smith is a consultant to the South Carolina State Library and tells us about a situation she found herself in and how she solved it.

Video: "Caroline Smith - The Challenge - Inclusive Outreach" (2:48)

https://projectenable.syr.edu/projectenable_resoruces/view/1233.

(Slide #14)

Discussion #3: What would you do to solve this problem?

(Slide #15)

Video: “Caroline Smith - A Solution - Inclusive Outreach” (9:54)

https://projectenable.syr.edu/projectenable_resoruces/view/1232.

Barriers to Library Access

(Slide #16)

Trainer: Now let’s talk about what could possibly prevent a patron from coming into the library.

(Slide #17)

Trainer: Here’s a quote by Annette DeFaveri, the National Coordinator of the Working Together Project.

“For every person who finds the library safe and pleasant, there is another person who feels uncomfortable and unwelcome. ... We librarians constantly strive to make our libraries an inclusive and welcoming place to all, but we are not always successful. There may be systemic barriers and elements of library policy that may prevent individuals or groups in our community from having full access to our library or from feeling safe and welcome at our library.”

(Slide #18)

Discussion #4:

1. What do you think of this quote? Do you think that it is true of your library system?
 2. Can you think of some examples that might be barriers to access in your library?
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(Slide #19)

Trainer: Now, let's look at two specific examples of barriers to library access that affect people with disabilities.

One example of a barrier is library fines. Having fines in libraries can keep patrons with disabilities away as they might not always remember to bring their material back on time and worry that they might not have enough money to pay the fines. This is such a common problem that some libraries have stopped the practice, while others find it an essential source of revenue or use it as a way to demonstrate personal responsibility.

(Slide #20)

Discussion #5:

1. What is your library's policy on fines?
 2. Are there any alternatives you can think of?
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(Slide #21)

Trainer: Another barrier example is the policy to allow or not allow bringing backpacks into libraries. This is largely a safety precaution, but this rule most often is applied to homeless people, of whom 40% have a disability (according to *Disability Scoop*). Sometimes everything that the homeless patron owns is in that backpack, and they don't want to let it out of their sight. Some people don't realize that a weighted backpack is calming and comforting to certain people on the autism spectrum. Barring a backpack may inadvertently exclude the person with a disability.

(Slide #22)

Discussion #6: What is your library's backpack policy?

(Slide #23)

Trainer: Let's watch another Project ENABLE Challenge Video; this one features Charlotte Moman, retired Assistant Director from the Jackson Hinds Library System in Jackson, Mississippi, who witnessed how a librarian's attitudes can disenfranchise library patrons in this case, a mother and her child with a disability. I think when you see what this one incident stirred Charlotte to do, it will not only inform but inspire you.

Video: "Charlotte Moman - The Challenge - Lack of Training" (3:49)

https://projectenable.syr.edu/projectenable_resoruces/view/1139.

(Slide #24)

Discussion #7: What would you do to solve this problem?

(Slide #25)

Trainer: Now, let's watch Charlotte's solution to her challenge.

Video: "Charlotte Moman - A Solution - Lack of Training" (8:36)

https://projectenable.syr.edu/projectenable_resoruces/view/1138

Common Successes and Barriers to Outreach

(Slide #26)

Trainer: Before you start your outreach program and prepare yourself better to implement it, it is important to know some of the common successes and barriers regarding library outreach. When done right, library outreach is a time-consuming and resource-intensive undertaking. Now, we'll look at three examples of outreach successes and three examples of barriers to outreach.

(Slide #27)

Our first example of outreach success involves establishing long-term goals that you and your partner agree with. This is important as it shows that you are willing to work together in a partnership. This helps build trust that you as a library are eager to work *with* an organization and not just for your library.

(Slide #28)

Discussion #8: Take a few minutes to write down what could be (or is) a long-term goal for working with a partner. (After 5 minutes, ask, "Who would like to share their long-term goal with the group?")

(Slide #29)

Trainer: Our second example of outreach success is inviting your partners to co-plan the outreach. This is in the same vein as the first example. It shows that you trust the organization or person with disabilities to help decide what the library is actually going to offer as an outreach program/service. It also shows that you are confident and respect the organization's leadership.

(Slide #30)

The third example of outreach success is any evidence that patrons with disabilities show interest in the new outreach program/services. This part is crucial for an outreach program/service to be successful and how you can tell that you've made an impact with your partnership.

(Slide #31)

Discussion #9: What are some ways patrons with disabilities might show interest in such a program?

(Slide #32)

Trainer: Now let's look at some examples of ways outreach might be deterred or prevented. The first example of a barrier for outreach involves a lack of staff buy-in. This can be detrimental to your project. If not enough staff is on board with the project, it can affect how much time and effort you spend on the outreach program and build a relationship with the partner organization.

The second example of a barrier for outreach is if there is already a similar project being done in your community. Before you start your project, you need to make sure that you check to see if it would repeat a program that already exists.

The third example of a barrier for outreach involves a language barrier. For example, if patrons who are Deaf come to the library program and there is no ASL interpreter or closed captions available. This means that your target audience won't be able to participate in the program.

(Slide #33)

Trainer: Here's a Challenge Video featuring Tina Dolcetti, a Children's Librarian at the Moosejaw Public Library in Moosejaw, Saskatchewan, Canada. Tina tells us of a situation in which the Moosejaw Association for Community Living often came into their

library. An individual from the group asked if they could create a program to practice social interaction. This illustrates that not only can libraries plan outreach, but also that outreach can be unexpected and synergistic.

Video: “The Challenge: Tina Dolcetti - Low-Cost UDL Sources.” (2:36)

https://projectenable.syr.edu/projectenable_resoruces/view/1135.

(Slide #34)

Discussion #10: What would you do if faced with this situation?

(Slide #35)

Trainer: Now, let’s see how Tina solves this problem.

Video: “A Solution: Tina Dolcetti Low-Cost UDL Sources.” (6:02)

https://projectenable.syr.edu/projectenable_resoruces/view/1134.

Planning a Community Needs Assessment

(Slide #36)

Trainer: So, if your library wants to do community outreach for people with disabilities, the first step is to complete a community needs assessment. A needs assessment is a survey or series of questions that explore what patrons with disabilities want and need from your library.

(Slide #37)

Discussion #11: What could happen if you plan a new program without input from the community of potential participants?

(Slide #38)

Distribute: Handout #2.

Trainer: Here are some questions you'll want to think about before creating your survey:

1. What are your reasons for choosing to do this survey?
 2. What are your goals in doing this survey?
 3. Are you ready to conduct this survey?
 4. How much time do you have to plan and conduct the survey, from start to finish?
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(Slide #39)

5. How many people are going to be asked to participate?
 6. What kinds of people will be asked to participate?
 7. Are there any local disability organizations that might co-sponsor or provide input for your survey?
 8. Are there any local disability advocates who might provide you with feedback on your survey before implementing it?
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(Slide #40)

Discussion #12: What else can you think of to be investigated or planned before conducting a community needs assessment survey?

(Slide #41)

Trainer: Next, you'll want to take some time to plan out your questions for the survey. You need to know how many questions there will be, along with what types of formats you will want to include (multiple-choice, short-response questions, etc.). Some examples of questions are:

1. Do you have a current library card?
2. How often do you use/go to the library?
3. Why do you use the library?
4. What materials do you think should be emphasized at your library?
5. Of the following assistive technologies at the library, which have you used?

(Slide #42)

6. Are there any assistive technologies that you think your library should have?
7. What services have you used at your library?
8. What events have you gone to at your library?
9. What services would you like to see at your library?
10. What events would you like to see at your library?

(Slide #43)

Discussion #13:

1. Take a few minutes and brainstorm 3-5 more questions to ask on a survey.
2. What did you come up with?

(Slide #44)

Trainer: The next step in a community needs assessment is identifying the library's OIOCs and Stakeholders. OIOCs are Overarching Institutions, Organizations, and Communities.

Some examples of OIOCs, including locally available disability resources, are: disability education teachers, mental health department, homeless shelter, veterans program, disability services organization, government officials, school district leaders, senior citizen groups, administrators of other types of libraries (e.g., medical, law), etc.

(Slide #45)

Discussion #14:

1. Take a couple of minutes and list a few examples of OIOCs for your library.
 2. [Trainer Note: After 3-5 minutes] What are some of your examples?
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(Slide #46)

Trainer: Let's look just at your library's stakeholders. There are three types of stakeholders: primary stakeholders, secondary stakeholders, and key stakeholders.

1. **Primary Stakeholders:** Primary stakeholders are directly impacted by the actions you take.

Trainer: These are the groups that may be using the service or resource and participating in the program (or wish they were). For example, if a library holds a sensory storytime program specifically targeted for children with autism, those children, parents or caregivers, and possibly support organizations are primary stakeholders.

2. **Secondary Stakeholders:** Secondary stakeholders are indirectly affected by the actions you take.

Trainer: For example, suppose the library develops a program for adults with autism focused on providing employment resources and opportunities. In that case, there may be an indirect effect on employers in the community. A specific group of people is affected but from the result of a program rather than the program itself.

3. Key Stakeholders: Key stakeholders are directly involved in the action itself, an action that could not be possible without participation from those stakeholders.

Trainer: For example, if your library is initiating a program run by library staff, the library staff would be considered a key stakeholder because the program could not be implemented without them.

To help you identify secondary stakeholders, you may want to involve your library administrators, other librarians, library support staff, and volunteers. Brainstorm any additional business and community partners and individuals interested in the community as stakeholders. Do everything you can to ensure that your survey population represents all those interested in libraries and people with disabilities.

(Slide #47)

Discussion #15: Identify 2-3 stakeholders from each category for your library. [Trainer Note: take 2-3 minutes and ask participants to share their answers.]

Activity #1

(Slide #48)

Trainer: We're now going to do an activity to get us all thinking about attracting and engaging stakeholders as library users.

Distribute: Activity Worksheet #1.

Directions:

1. Select (5-7) role players from the larger participant group. Members will have the following roles:
 - a. A Community Services Librarian
 - b. A Library Director
 - c. A Library Aide

- d. 1-2 representatives from relevant community disabilities organizations (e.g., group serving the blind, autism support group, wounded veterans group)
 2. 1-2 patrons with disabilities. Each player should try to put themselves into the mind of their role and communicate accordingly. Choose a recorder to record and present the outcomes of the roleplay
 3. Each player receives a brief description of his/her role but is instructed not to share anything about that role with anyone until the role play begins.
 4. As you watch the role-play, non-roleplayers will complete activity worksheet #1. It contains a description of the situation and the information needed by the librarian (who is leading the meeting) and space to record your observations and comments as the role-play unfolds
 5. Regroup after 20 minutes. The non-role players should be ready to share their observations and comments with the larger group.
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(Slide #49)

Trainer: Role play Debriefing (after each group has presented the results of their role-play):

1. What do you think was the most important outcome of this roleplay?
 2. In your role-play session, what, if anything, should have been asked or included that wasn't?
 3. What did you learn from this activity?
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Community Partners

(Slide #50)

Trainer: Now that we've explored some ways to complete a community needs assessment to identify disability organizations and individuals, we need to think about potential community partners. The following lists are a starting point of disability organizations that could be library partners.

(Slide #51)

Distribute: Handout #3.

Trainer: Some examples of national disability organizations are:

1. ADA National Network - Provides guidance and training on how to implement ADA requirements.
2. American Association of People with Disabilities - Largest national non-profit cross-disability organization. Works to ensure economic and political self-advocacy for people with disabilities.
3. National Organization on Disability - Raises disability awareness through providing information.
4. Different & Able - Supports people with disabilities and their families.
5. National Center for Learning Disabilities - Provides information to parents and professionals and conducts research and programs.
6. Alzheimer's Association - Raising awareness on Alzheimer's and promoting research.
7. Cerebral Palsy Group - Provides online resources for families and those with Cerebral Palsy.
8. Epilepsy Foundation - Provides training and support for families and people living with Epilepsy.
9. Tourette Association of America - Non-profit organization and provides support for those living with Tourettes.
10. Targeting Autism - Provides information and awareness for families and those with autism.

(Slide #52)

Trainer: Local disability organizations are different depending on where you live, but these are a few generic examples that might be available in your community.

1. Disability education teachers.
2. School for people with disabilities.
3. Mental health centers.
4. Homeless Shelters.
5. Veterans Program.
6. Disability Services.
7. Social Services.

(Slide #53)

Trainer: These are a few online and in-person organizations that provide disability awareness training or support for library staff:

1. Project ENABLE.
2. Libraries and Autism: We're Connected.
3. Project PALS (Panhandle Autism Library Service).
4. SNAILS (Special Needs and Inclusive Library Services).

(Slide #54)

Trainer: Before deciding on an organization or individual to partner with, there are some questions you need to ask to ensure the partnership will be successful.

1. What are the disability organizations in your community?
2. Who are the individuals with disabilities in your community that you can partner with?
3. Who are the organization/individual and their goals/mission/vision?
4. What objective/goal your library wants out of the partnership (outcomes)?
5. Describe potential barriers to creating a partnership?
6. What financial resources (if any) can you allocate to this?
7. Who on your library staff will be working on this outreach program?

(Slide #55)

Trainer: Now, let's look at a Project ENABLE Challenge Video featuring Sue Kowalski, a School Librarian at Pine Grove Middle School in East Syracuse, New York. Sue details a challenge where the students with disabilities didn't feel like they had a voice in the decision-making and services in the library that affected them.

Video: “The Challenge: Sue Kowalski - Giving a Voice” (2:54)

https://projectenable.syr.edu/projectenable_resoruces/view/1133.

(Slide #56)

Discussion #16: What would you do to solve this problem?

(Slide #57)

Trainer: Now, we will watch Sue’s solution video.

Video: “A Solution: Sue Kowalski - Giving a Voice” (8:22)

https://projectenable.syr.edu/projectenable_resoruces/view/1132.

Relationship Building

(Slide #58)

Distribute: Handout #4.

Trainer: For any partnership to succeed, relationships must be established and built upon. Relationships in real life take time and effort to develop and keep. The same concept applies here. For some people, conversations come naturally, and others have to work on developing the skill. However, if you take the time to create these relationships, it will benefit your library and patrons with disabilities.

It is important to keep in mind that you are learning how to provide outreach, programs, and services for patrons with disabilities. This also involves unlearning previous assumptions you may or may not have had. It is important when interacting with an

organization or individual that you acknowledge and be transparent. You will make mistakes. However, don't let that fear stop you from this work.

Don't rush into the relationship but, start small, with, for example, a conversation or an invitation to visit your library.

(Slide #59)

Trainer: It is essential to be transparent with the organization and individual about why you want to partner with them and what you hope the partnership accomplishes. Get to know the person as the conversation develops.

When you first meet the organization representative or an individual with disabilities, always remember to ask if they prefer person-first or identity-first language. This simple question will tell the person that you are willing to make an effort to acknowledge their disability and learn from them. Remember, always talk to the patron with disabilities and not their assistant.

When in conversation, it is crucial to be an empathetic listener. Ask open-minded and neutral questions. Encourage storytelling. You can do this by asking, "tell me about ..." rather than asking, "do you like..." While the latter is a good question, it will only provide you with a short answer rather than a more extended conversation.

It is also important to set up limits and boundaries. While it is okay to develop close relationships with partners, it is also totally okay to set up personal and work boundaries.

(Slide #60)

Trainer: These are some examples of relationship-building.

1. Confidence - Your confidence will build as you get to know your partner better.
2. Self-Awareness - Think before you speak. Ask yourself, "is this insensitive?" "Will this hurt someone?"

3. Listening - Acknowledge that your partner's experience with the library is different from your own. Listen to their comments and don't invalidate their lived experiences. Try to understand where their words are coming from.
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(Slide #61)

4. Cultural Humility - Acknowledge that you are still learning and will make mistakes.

Trainer: Ask for clarification and learn from the experience. Don't blame others for your mistakes, own up to it.

5. Be Proactive - Be sure to be actively involved in the relationship.

Trainer: Conversations about specific topics are good but show that you are interested in building a relationship by following tangible results.

6. Community Interest - People may not be immediately interested in partnering with you, that's okay.

Trainer: Take time to develop a relationship and after some time, then ask. If they still aren't interested, drop it. Respect their decision not to work with you. Not every partnership will pan out.

(Slide #62)

7. Library Experience - Listen to what your partner says about their library experiences and make an effort to change.
 8. Trust and Respect - By continually developing a relationship over time and showing tangible results, you can build trust and respect between your library and partner. Remember, it takes time.
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(Slide #63)

BREAK

(Slide #64)

HOW TO ANALYZE YOUR IMPACT

Trainer: Welcome to the second part of the workshop! We will now be looking at the specifics of how to analyze your impact.

Activity #2

(Slide #65)

Trainer: We'll now do some more role playing, using library-based problem scenarios regarding meeting with and selecting community partners.

Distribute: Activity Worksheet #2.

Directions:

1. Those who had roles before will continue in them.
 - a. A Community Services Librarian
 - b. A Library Director
 - c. A Library Aide
 - d. 1-2 representatives from relevant local disabilities organizations (e.g., group serving the blind, autism support group, wounded veterans group)
 - e. 1-2 patrons with disabilities. Each player should try to put themselves into the mind of their role and communicate accordingly. Choose a recorder to record and present the outcomes of the role play.
 2. Each player receives information about their role as it continues in this play. The roles should not be shared with anyone until after the role play is completed.
 3. As you're observing the role-play, the rest of you will complete activity worksheet #2. It contains a description of the situation and the information needed by the librarian (who is leading the meeting).
 4. Regroup after 20 minutes to discuss the role play.
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(Slide #66)

Trainer: Role play debriefing (after each group has presented the results of their role-play):

1. What do you think was the most important outcome of this roleplay?
 2. What are some things you observed about each of the players?
 3. What, if anything, should have been asked or included that wasn't?
 4. What did you learn from this activity?
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Collecting the Data

(Slide #67)

Trainer: Once you have completed writing your survey, you now need to distribute it to your target population, your stakeholders.

(Slide #68)

Trainer: It is essential to determine how many people you want to distribute your survey to because it can affect how you distribute it. Several methods of distributing the survey are:

Distribute: Handout #5.

1. At the library - Easy to collect and free.
2. Online - Surveys can be distributed by email and take place on survey websites like SurveyMonkey. (A side note: this excludes anyone who doesn't have access or regular access to computers or the internet).
3. Mailed - Print out and sent to representatives of your stakeholder groups. More costly due to paper, envelopes, and stamps. Mail surveys typically have fewer respondents than those that are person-to-person (email, face-to-face, phone).
4. Telephone - Can reach more people but can be very time-consuming, and there is always a risk of the recipient not answering or is busy.

5. In-person/face-to-face. This is highly time-consuming, but it might be the most productive if your library is in a relatively small community. Neighborhood canvases can yield high results.
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(Slide #69)

Discussion #17:

1. Has your library ever distributed a community survey before? Please share with the group.
 2. Who was the target audience?
 3. What went as planned and what was challenging?
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(Slide #70)

Trainer: When creating a survey, it is essential to follow these tips:

1. Use short questions when possible.
 2. Avoid leading questions and ambiguous questions.
 3. Use clear instructions for the user.
 4. Use either Calibri or Arial for the font, size twelve.
 5. Use double space so that the survey is readable.
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(Slide #71)

6. Use black and white, no color.
7. Don't use "double-barreled" questions.
8. Avoid asking patrons to rank questions.
9. Include some open-ended questions.
10. Include page numbers.
11. Include a closing statement thanking the patron for their time.

12. Also include the library's contact information.

(Slide #72)

Trainer: Before implementing any data collection instrument, it is critical to pilot test it with a small number of people from your target population to identify typos and grammatical errors and any vague or misleading questions. Once you receive feedback from your pilot testers, revise your instrument, and you're ready to go!

A survey isn't the only way in which you can collect the data you need. There are other data collection methods that you can use. These are:

1. Interviews - Usually one-on-one. A casual conversation between the librarian and patron with disabilities. You can have these in person or via a method like Zoom or Skype. Be sure to have your questions written down beforehand.
 2. Focus Groups - A casual conversation between the librarian and 4-5 patrons with disabilities.
 3. Observations - The librarian observes the patron with a disability in the library.
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(Slide #73)

Trainer: Again, you will be using a protocol to guide your questioning or observations. These must be pilot tested with a few people from your target population to ensure you ask the best, right questions to get the information you need.

Before you collect any data from someone, the person must voluntarily participate. This plan not only protects the rights of individuals but creates trust between the researcher and participant. One example of this is the librarian using coding or pseudonyms for all participants. This ensures that no personal information will be leaked or mistreated. If a person doesn't want to participate, that's okay. Don't force it.

(Slide #74)

Discussion #18:

1. Have you ever participated in one of the listed methods (Survey, Interview, focus groups, or observation) of data collection?
 2. How was your experience?
 3. What changes would you make to the process?
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Analyzing the Data

(Slide #75)

Trainer: Now that you have created a survey and collected your data, the next step is to understand what your data are telling you. This might seem like a daunting task at first, but after some practice, you'll get the hang of it!

(Slide #76)

Distribute: Handout #6.

Trainer: To help sort out your collected information, ask yourself the following questions:

1. What do we want to do with the information collected?

Trainer: Are you looking to change, alter, or add to programming opportunities? Are you looking to become more inclusive to welcome more patrons into the library? Or, are you looking for ways to provide more significant opportunities and resources for people with autism and their families? Your purpose can be broad or extremely specific. Depending on your answer, you may be looking for different information in the data you collected.

2. For whom is this information intended?

Trainer: Are you looking to improve a service for a specific population of people? Or, are you looking to improve the library environment as a whole? If looking to improve services designed specifically for people with autism and their families, you may want to pay closer attention to personal testimonies and surveys completed by that specific group of patrons.

3. Do any common trends appear?

Trainer: When looking through the data collected, look at common trends that appear. Does the same issue or related issue occur more than once? Are there any comments or questions on similar services, programs, or physical access points? Do respondents have common suggestions or ideas that they believe would improve the library?

4. What is working (and what isn't)?

Trainer: Sometimes the best way to improve a program, service, or institution as a whole is to look at what is working. It may provide you with a model of what a program should be or do. What do patrons like or appreciate? How could this be built upon? The answer may not be to abolish a program or service but rather to extend it and make it more inclusive and effective based on the needs of patrons in your community.

(Slide #77)

Trainer: Once you have answered the big questions about what you want to look for in your data set, you need to decide how you want to visualize your data. The following are a list of tools (and their definitions) that you can use to display your data:

1. Bar Charts - Number values are represented by either height or length in a graph.
2. Data Points - Single measurement in a set of numbers.
3. Pareto Chart - Bar chart where the bars are sorted by size order with the highest bar on the left of the graph.
4. Pie Chart - Way of showing shares.
5. Radar Chart - Demonstrates the size among gaps.
6. Run Chart - Displays variation of data over time.
7. Scatter Chart - Show the influence one variable has on the data set as a whole.

(Slide #78)

Discussion #19:

1. Which tools have you used before?
 2. What ones do you think would be best for your library's community needs assessment?
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Activity #3

(Slide #79)

Trainer: SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. This strategy can be used as a brainstorming activity or in a more sophisticated way to analyze data. Each category forces you to consider different avenues of data collection. We'll use this activity as a brainstorming session.

Distribute: Activity Worksheet #3.

Directions:

1. Break into small (3-5 people) discussion groups.
2. Complete activity worksheet #3. It contains a description of the situation and the information needed by the librarian (who is leading the meeting).
3. Regroup after 20 minutes and have a presenter ready to share your work with the group.

[Note to trainer: There are two SWOT templates on Activity Worksheet #3. The first has the lists of questions that participants can use to help them fill in the chart, and the second is a blank SWOT chart for the participant to fill in.]

Evaluating Your Outreach Effort

(Slide #80)

Trainer: Now that you have partnered with an organization and created an outreach program/service, how do you know if you've actually made an impact? This data is important to show your partner how their partnership with the library has helped patrons with disabilities in the community.

(Slide #81)

Trainer: When looking to measure impact, you need to remember your initial goals for your outreach program/service and then develop measurable outcomes. Measurable outcomes can help you determine if you have met your goals.

It's also best to have both qualitative and quantitative outcomes. If you need to submit your results to your library administrator or share with a local politician as a way to get more funding for your library, quantitative data, followed by supportive qualitative responses, can be the most powerful persuasion.

Quantitative measurements (typically numerical) collect data that can be measured. So, for example, how many patrons attend your outreach program or use your service? How many patrons with disabilities participated in your new program or service? How many patrons with disabilities also checked out materials while they were at the library?

Qualitative measurements (typically stated verbally) collect the experience of a person. So, for example, a patron with a disability tells a Clerk or a Librarian that they enjoyed the outreach program/service at the library, or a parent mentions how much a particular program meant to their child with a disability.

(Slide #82)

Discussion #20: Qualitative measurements are also known as anecdotal evidence. Tell us of an experience you had where a patron gave you their experience of an event at the library. It can be a positive or negative experience.

(Slide #83)

Trainer: Collecting this information can be done in several ways. The first is observation. For example, you can count everyone who attends the outreach program or include a sign-in sheet. You can also observe the room to see if people are engaging with the content of the outreach program.

The second way you can collect this information is from focus groups. A focus group is an interview with a few people instead of just one. However, it is different in that a participant also can react to responses by other participants. This is an excellent way for facilitating conversation and a way that you can engage patrons with disabilities after the outreach program/service has concluded.

Trainer: A third way you can collect the information is through interviews. This is a one-on-one experience in which the patron with a disability shares with you their personal experience with the outreach program or service. If you wish to record the interview, you must get verbal (or written) permission on the recording or written permission to record before you begin.

A fourth way is to create a questionnaire to hand out at the end of the outreach program to have patrons with disabilities fill it out before leaving. This way, you get their responses right away.

Activity #4

(Slide #84)

Trainer: This will be your last activity for this worksop and will focus on creating questions for a survey using what you have just learned.

Distribute: Activity Worksheet #4.

Directions:

1. Break into small (4-5 person) discussion groups.
2. Create a 5 question survey based on the scenario given on your Activity Worksheet #4.
3. Regroup after 10 minutes and have a presenter ready to share your work with the group.

Recap

(Slide #85)

Trainer: In today's workshop, you learned that library Outreach helps you provide improved services, resources, and materials to all members of your library's surrounding community in a variety of engaging, fun, and educational ways.

1. Library outreach takes time and effort in order to have lasting effects on your library and community.
2. There are multiple barriers that would prevent someone from feeling unwelcome at the library. It is our job to remove them.
3. You need to consider what might prevent you from conducting outreach before planning.
4. It is essential to conduct a community needs assessment first.
5. Partner with your local community organizations.
6. Building relationships with your local community organizations takes time and effort.
7. There are multiple ways to collect the data you need for your community needs assessment.
8. To analyze data is an essential way to provide evidence that there is a need in your community for your program or service.
9. Evaluation of outreach programs and services essential to demonstrate the impact of your program and to get funding.

Closing

(Slide #86)

Trainer: Thank you for attending this workshop. I hope you have learned some new things that you can use or do right away when you return to your library. Your last task before you leave is to please complete the workshop evaluation form.

Distribute: Workshop Evaluation Form and Takeaways #1-2. [Trainer Note: you can also hand out the Resources if you want to.]

Thank You

(Slide #87)

Trainer: Thank you and have a good rest of your day.