



Promoting Access for All: Reaching Diverse Audiences

Grants to States Conference 2022

Day 1: June 23, 2022




Overview

Share approaches to reaching diverse audiences in your community and ensuring equitable access

Participants:

- Hadiyah Cleveland, Pennsylvania
- Jaime Ball, Arizona
- Tami Lee, Minnesota
- Ramonita Lopez, Puerto Rico



Examples from
States: Ensuring
Library Access for
All/ Reaching
Diverse Audiences

[Pennsylvania](#)

[Hadiyah Cleveland](#)

LSTA Coordinator

WORDS MATTER

Instead of...

Use...

Don't be afraid to...

Minority

Historically excluded

Learn

Stakeholders

Vested Partners

Ask questions

Safe Space

Brave Space

Expect and accept

Alien

Immigrant

discomfort

Citizen

Resident

Offer your pronouns

Brown Bag Session

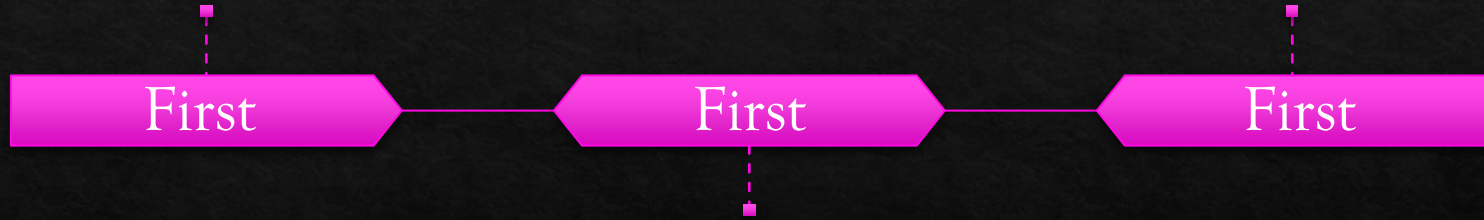
Lunch and Learn

Speak up

APPROACH

Agreed upon mission

Equitable Access for
Pennsylvanians'



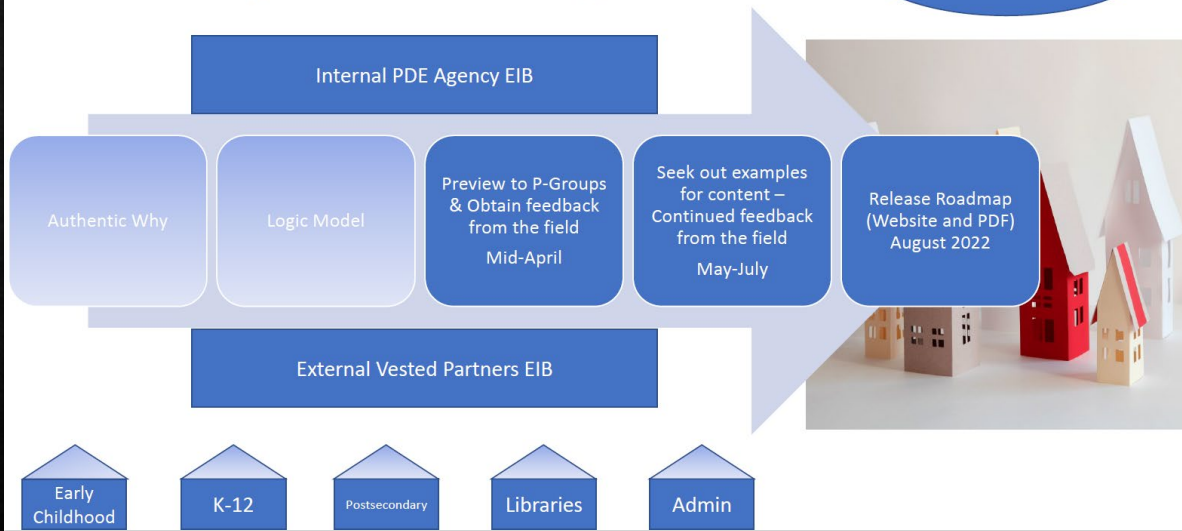
Continuous
engagement
internally and
externally



INTERNAL WORK

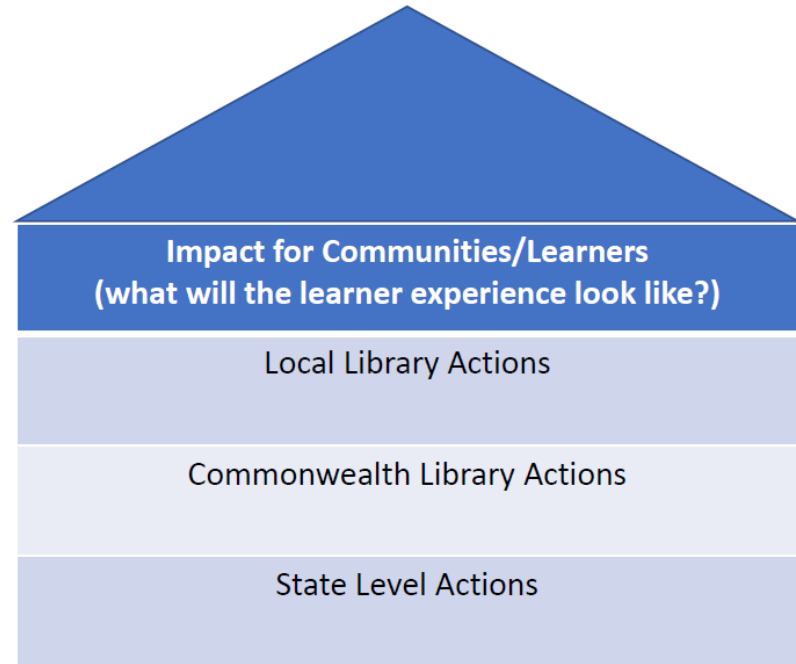
Building EIB in the Neighborhood

Embed EIB into every aspect of our work.



Commonwealth Libraries

- Insert a brief summary of the supports OCL offers.
- Describe how commonwealth libraries align to the 5 guiding principles
- EIB Building Blocks [Promising Practices].
 - Where to begin?
 - Roadblocks
 - Recommendations to Others



INTERNAL WORK (1)

Connecting the Dots

Equitable Funding

- LSTA, Public Library Subsidy, Keystone Grant Program, Library Access, LBPH

Quality Content “Mirrors, Windows, and Sliding Glass Doors”

- [POWER Library](#), [Library of Accessible Media for Pennsylvanians](#), [Interlibrary Delivery Service](#), [State Library](#), [Video Games Club of America](#)

INTERNAL WORK (2)

Connecting the Dots

Family Engagement

- Pennsylvania Summer Library Program, State Library STEMLab and STEAM Initiatives, [Family Place](#), Play and Grow, [Pennsylvania One Book](#), Teen Reading Lounge, [Cruise Into Kindergarten](#)

Equitable and Inclusive Policies and Decisions

- Statewide Library Leadership, Governor's Advisory Council Guidelines, Library Development, Funding Guidelines

Support for Individuals Advancing Equity, Belonging, and Inclusion

- Including You, Professional Development, New Director Orientation, [PA Library Staff Academy](#), [PA Forward](#), Project READY, [Teen Reading Lounge](#)



INTERNAL PROJECT CHARTER

SMARTIE GOALS

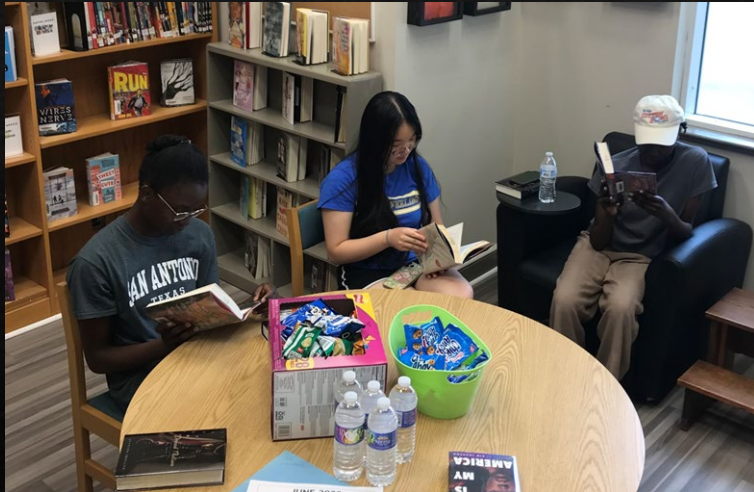
SMARTIE is a convenient acronym for the set of criteria that a goal must have for it to be realized by the goal achiever. For a goal to be effective in driving an organization's performance, it needs to be:

- ◇ Specific/Strategic
- ◇ Measurable
- ◇ Agreed Upon
- ◇ Relevant/Realistic
- ◇ Timed
- ◇ Inclusive
- ◇ Equitable

Focuses on

- supporting historically marginalized populations
- developing leadership skills that can be used to positively affect the communities in which participants live.

TEEN READING Lounge



WHAT IS INCLUDING YOU?

A workshop series that prepares participants to address situations that challenge libraries' ability to provide inclusive and equitable service to their communities.

- Internal challenges (ex. colleague to colleague)
- External challenges (ex. staff to patron/user)



TOPICS

- ◇ Practicing:
 - ◇ management of implicit biases
 - ◇ how to manage discomfort with difficult conversations
 - ◇ apologies
 - ◇ responses to address microaggressions
 - ◇ As a bystander
 - ◇ As the recipient of a microaggression
- ◇ Reflecting on real life experiences and on organizational policies
- ◇ Developing strategies for personal and organizational development



LEARNING APPROACHES

Small-group discussions

Video scenario practice

Written scenario practice

Independent reflective work

Accountability partnerships (after each workshop)

Discussion and reflection upon workshop topics

Practice via video and written scenarios

Mini-lectures accompanied by large-group discussions



ASSESSMENT RESULTS

IMLS Questions	Pilot 1	Pilot 2	*Score difference
Overall, I learned something from the series	5.8	6.67	0.87
I feel more confident about what I learned in this series	5.6	6.5	0.9
I intent to apply what I learned in this series	5.6	6.5	0.9
Applying what I learned will help improve library services to the public	5.6	6.5	0.9

1 = Strongly Disagree

7 = Strongly Agree

*Score difference notes improvement from Pilot 1 to Pilot 2



KATIE HOBBS
SECRETARY OF STATE

PROVIDING
*Preserving
Arizona* ACCESS

Arizona State Library Resources for Tribal Libraries

Jaime Ball
Library Development Administrator

Consulting & Relationship Building (1)

- There are still bridges to be built with Arizona's tribal communities.
- Developing trusting relationships with tribal governments is a key step in helping to improve and support library services in these communities.
- It is incumbent upon those who work with tribal libraries to become knowledgeable about the history and events that have shaped these communities.

Consulting & Relationship Building (2)

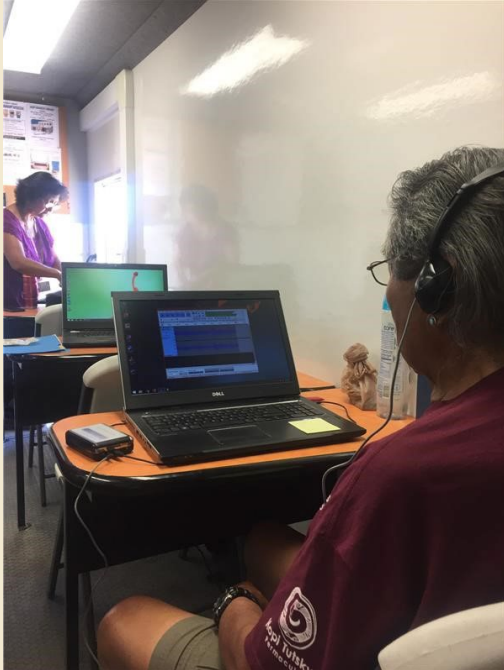
- When working with tribal communities, patience, persistence and the ability to respect the unique cultures and workflows is necessary when serving tribal libraries.
- Open communication goes beyond an email, text, phone call, or video conference. Face-to-face conversations, however short, can be significantly more impactful than the preceding combined.

Subgrants

- General and Express
- WiFi Hotspot Lending
- Spotlight: Higher Ed on the Go at the Ak-Chin Indian Community Library



Digital Inclusion Projects



- Digitization kits
- Hopi Digitization Week
- Internship

Database Training



Books for Tribal Libraries



- Accounts are set up for each tribal library.
- Tribal library staff purchase books from the vendor.
- Books are drop-shipped to the tribal libraries and the State Library is invoiced.
- Offering ebooks this year.

Questions?

Email: jball@azlibrary.gov



Minnesota BIPOC Advisory Committee and Summit

Tamara Lee | Director of State Library Services and Expanded Learning

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



Equity Needs Minnesota-Minnesota Needs Equity

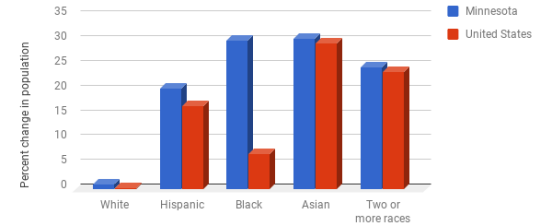
- Populations of People of Color have increased faster in Minnesota than the rest of the nation since 2010.
- 1% of Minnesota's population is Indigenous
- 10 percent of Minnesota residents are immigrants
- 7 percent of residents are native-born U.S. citizens with at least one immigrant parent.
- As of 2017, St. Paul Public School families spoke 128 different languages at home.

[Native American population - Cultural communities - Minnesota Compass \(mncompass.org\)](#)

[Immigrants in Minnesota | American Immigration Council](#)

Minnesota is growing more diverse at a faster rate than U.S.

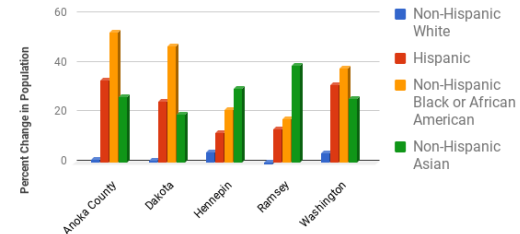
Latest 2017 Census figures show population percentage growth compared to 2010.



Source: U.S. Census

Growth in Minnesota's minority population outpaces that of whites.

Population changes by race in the state from 2010 to 2017.



[MINNESOTA: 2020 Census](#)

Racial Equity Alignments and Activities

- **Goal A: Library services and policies promote barrier-free access**
- **Goal B: Libraries contribute to the World's Best Workforce**
- **Goal C: Libraries respond to diverse community needs**
 - **C2: Integrate Equity**
 - **C3: Promoting Equity through Grant Making**
- **Eliminate ways existing operations reflect and perpetuate institutional and structural racism**
- **Promote equity through grant making**
- **Staff training**
- **Assessment of programs and services at all levels**
- **Develop in-state equity cohorts**

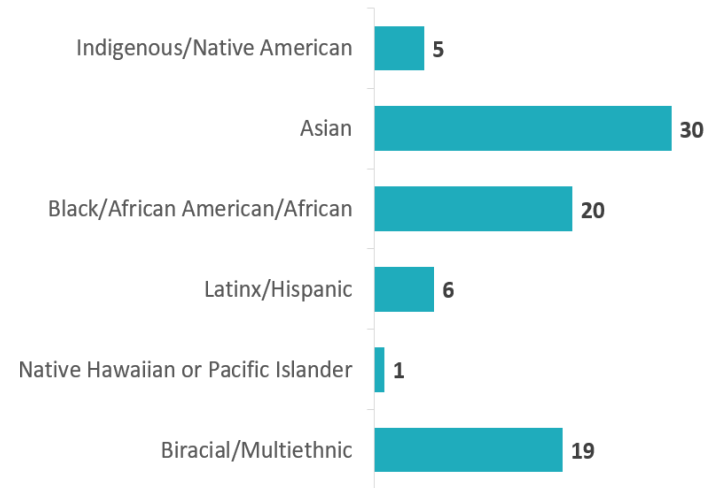
- **How we got there**
- **What we considered in the process**
- **Lessons learned**
- **Opportunities and Challenges**

BIPOC Advisory Group

- Planning and SLS staff commitments
- Listening sessions
- Call for committee members
- First advisory group formed
- Scheduling
- Group commitments and norms
- Compensation
- Vetting vs co-creating vs creating
- Group focus

- Purpose
- Goals
- Format
- Preferred outcomes

Registration for BIPOC Library Workers Summit
2022





Friday, May 13,
2022

82 Registrations



Breakout Sessions 3 & 4

Won't You Celebrate with Me: Thriving in a Spirit-Murdering Environment



*Jessica Bratt, Assistant Library Director
Grand Rapids, Michigan*

Explore a study by Slover-Linnett: *Black Perspectives on Creativity, Trustworthiness, Welcome and Well-Being*. Using that study, Jessica will allow others to hold space around how they can start assessing their own well-being and exploring work boundaries to help guard their spirit.

Tools for Survival and Resistance



*Dr. Lariene Roy
Professor, School of Information
University of Texas - Austin*

32 Surveys completed



Fobazi Ettarh



Deconstructing Vocational Awe: Building Boundaries and Creating Coalitions

63 Full-day attendees

Minnesota Author Panel



Shannon Gibney



Linda LeGarde Grover



Marcie R. Rendon



Bao Phi

Thank you!

Tamara Lee

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DEPARTAMENTO DE
EDUCACIÓN
Puerto Rico Department of Education

Ramonita Lopez, Assistant Director
Fiscal Administration Area
Office of Federal Affairs-PRDE
June 23, 2022



INSTITUTE *of*
Museum and **Library**
SERVICES



DEPARTAMENTO DE
EDUCACIÓN
Puerto Rico Department of Education



Hector Reillo
Operations Manager
Library and Information Services
Program



INSTITUTE *of*
Museum and **Library**
SERVICES

Library Information Services Program of Puerto Rico

The Library and Information Services Program (LISP) of the Puerto Rico Department of Education (PRDE) provides leadership and support to Puerto Rico's libraries to assist them in satisfying the information needs of its residents by offering programs, services and promoting the love of reading and life-long learning, regardless of age, location, social or physical condition.

The LISP Vision :

"The LISP in a medullary element that aspires to create learning communities to strengthen a democratic society".

The LISP Mission:

"to contribute to the development of life-long learners by promoting in students the use of information and ideas, considering the ethical values of our society".



Background of the Needs Assessment (1)

The specific needs for the library services are identified in the Five-Year Plan, a result of an analysis of various sources:

1. The first one is the Five-Year Plan Evaluation Report that identifies the State's top needs.
2. The second one is the Needs Assessment Survey, which took place on May 2022.
3. Most of the needs considered are taken from the Evaluation Report and the Survey, however there are additional sources that are taken into consideration, such as the:
 - Discussions and conclusions from the Stakeholders (“*Grupos de Interés*”),
 - School library coordinators,
 - IMLS focal areas to help describe the impact of library services,
 - Telephone and personal interviews to the school community, and
 - Feedback from the site visits.



Background of the Needs Assessment (2)

During these meetings and activities, the goals and objectives of the LSTA and the results from the preliminary Needs Assessment Survey are presented and discussed. After that, the Needs Assessment Survey is completed.

Finally, a special committee of PRDE employees is created to discuss, evaluate, and summarize the findings that will be addressed in the Five-Year Plan and meet the needs of the libraries in Puerto Rico.



State Specific Needs (1)



01

School libraries must continue to help improve and enrich the academic performance and reading skills of Puerto Rico's public-school students.

02

Libraries in Puerto Rico have a critical need to keep up with technology and offer virtual services for users.

03

Improve learning and access information and educational updated resources in a variety of formats.

State Specific Needs (2)

Most residents of Puerto Rico do not possess technological skills, or not have access to the technological resources that would enable them to have access to reliable information.

A high percentage of citizens need to be aware of library services available in their communities specially individuals with disabilities and senior citizens.

There is a need to enhance the skills of the library staff in all types of libraries, increase their leadership skills and advance the delivery of library services.

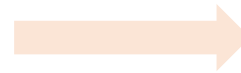
04

05

06



OUR GOALS



GOAL 01

Provide virtual library services to residents of Puerto Rico for the improvement of learning and access to information and educational updated resources in a variety of formats, providing special attention to databases, in all types of libraries, for individuals of all ages, in order to support individual needs such as the improvement of the academic performance of Puerto Rico's public-school students, lifelong learning, workforce development, and digital literacy skills.

GOAL 02

Provide, support, improve and expand library programs and services to the people of Puerto Rico that belong to diverse geographic, cultural, socioeconomic backgrounds, including senior citizens, persons with disabilities and to individuals with limited literacy and information skills.

GOAL 03

Provide training and professional development, including continuing education to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services, providing special attention to the development of libraries as tools to reduce inequality in the access to information and digital divide

LISP GOAL 01 Special Projects

IMLS-LSTA Funds Ta-Tum Digital Platform



LISP GOAL 01 Special Projects

Proyecto “Llevando la biblioteca a mi hogar” (Taking Home The Library)

In August 2021, the LISP initiated the project “Llevando la Biblioteca a Mi hogar”/“Taking the Library Home” with the digital online platform Ta-Tum/Edelvives,Co.(<https://ta-tum.com.pr/?msclkid=08bd7a17a58711ecae351d16d40e9b66#welcome>). This is a **“virtual literary gamified digital platform with interactive Spanish books for elementary through high school. During the first phase, 471 schools, and 18,840 students were provided access the Ta-tum virtual library, and “be part of a schools for detectives, where every book is a case to be solved” (Ta-Tum App).**



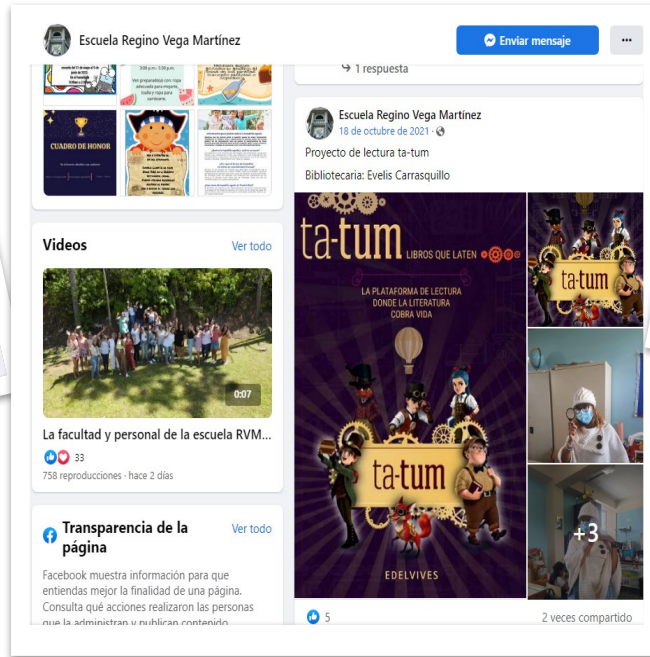
GOAL 01 Special Projects

IMLS-LSTA Funds Ta-Tum App



LISP GOAL 01 Special Projects

IMLS-LSTA Ta-Tum App in Action



Evelis Carrasquillo
Library Teacher
Regino Vega Martínez Elementary School



LISP GOAL 02 Special Projects (1)

Escuela Angelita Delgado Sella
19 de febrero · 🌐

Felicitamos a la maestra bibliotecaria, Adalis Torres, por la creación de una biblioteca y Rincón de Lectura en el Salón de Autismo de la Srta. Sheila Vélez. Nuestra bibliotecaria se dio a la tarea de conseguir donaciones y luego de un proceso de evaluación de recursos, junto a la Srta. Vélez lograron el producto final para el deleite de esta población tan especial.

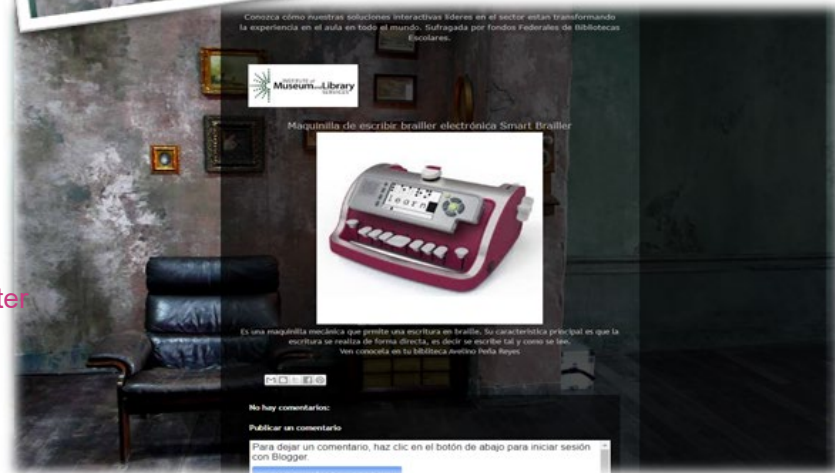


Ensuring approach access for Individuals with Disabilities, in this case child with autism



LISP GOAL 02 Special Projects (2)

This School Library awarded for acquisition of special equipment to approach special education, blind students.



Braille Typewriter



A decorative graphic on the left side of the slide, consisting of several overlapping, curved shapes in shades of pink, orange, yellow, teal, and blue.

¿PREGUNTAS?

Faint background graphics including a large question mark inside a square and three stylized human figures in light green.

QUESTIONS?



IMLS Efforts

Consistent with [EO 14035](#), “Diversity, Equity, Inclusion, and Accessibility (DEIA) in the Federal Workforce,” IMLS embraces the following definitions to inform its DEIA work:

- Diversity means “the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.”
- Equity means “the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment.”
- Inclusion means “the recognition, appreciation, and use of the talents and skills of employees of all backgrounds.”
- Accessibility means “the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.”
- Underserved Communities means “populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.”



2021 Internal Equity Assessment

High-level findings:

- Staff reported that IMLS has limited capacity to conduct outreach and provide technical assistance. When grantees and applicants do receive such outreach and assistance, their feedback has high value.
- There is a need to collect better data about IMLS and its equity efforts, in particular equity data about the institutions that do not (and perhaps cannot) apply for grants, the barriers to applying, and, as a result, the potential populations being underserved by Federal funding.
- There is a high need to see these populations represented within the organizational structures of libraries and museums through intentional training and hiring of employees who represent the populations they serve.



Equity Action Plan

President's [Executive Order 13985](#), “Advancing Racial Equity and Support for Underserved Communities Through the Federal Government”

[Agency Equity Action Plan](#), released April 2022

1. Data Collection for Equity-based Grantmaking
2. Field Engagement and Technical Assistance
3. Diversifying the Museum and Library Professions
4. Equity and Civil Rights: Resource Center Infrastructure, Engagement Officer, and Capacity Building
5. Contracting and Procurement

DEIA in the IMLS Strategic Plan

Objective 4.4: Build a workplace culture that fosters respect and collaboration, promotes open and transparent communication, and embraces diversity, equity, and inclusion.

IMLS believes in cultivating a diverse and inclusive work environment where we value our employees' unique qualities, abilities, and achievements to inspire a motivating workplace culture to perform at our best. A diverse workplace that demonstrates respect and promotes collaboration across the organization increases engagement and yields creative solutions to problems, which benefits the Agency, the institutions, and the people they ultimately serve. Embracing diversity and inclusion as core values empowers teamwork and increases productivity and efficiencies in our workplace that exceeds expectations in meeting our Agency's mission.

Strategies	<ul style="list-style-type: none">• Diversity, Equity, Inclusion, and Accessibility (DEIA) Strategic Plan: Implement the Diversity and Inclusion Strategic Plan, ensuring DEI is integrated into the Agency's stakeholders, strategies, and initiatives.• Collaboration: Provide and enhance opportunities for innovation through collaboration across diverse groups of teams within the Agency.• Communication: Promote and demonstrate clear and transparent communication to ensure that all employees are provided information and communication channels to engage.
Key Performance Goals	<ul style="list-style-type: none">• Carry out training to help understand unconscious biases in workplace processes.• Invite speakers from diverse and underserved communities to increase awareness in outreach strategies efforts.• Agency-wide training enhances collaboration, engagement, and recognizes learning differences.



DEIA Working Group and Strategic Plan

- Develop a DEIA Strategic Plan for 2022-2026
 - Vision: Empower our workplace to be innovative, creative, collaborative, and productive, while emphasizing our shared respect for, and the value of, difference.
 - Mission: Embrace Diversity, Equity, Inclusion, and Accessibility as core values by fostering a culture that respects and engages each person's unique perspectives, talents, and skills.
- Coordinating with the Office of Personnel Management and Office of Management and Budget on Final Plan



Final Questions?

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Ramonita Lopez, Auxiliar Director
Puerto Rico Department of Education
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Exercise

We acknowledge this works differently in every state.

- Line up according to who has more state parameters in place for DEIA.
- This is voluntary, and you can opt out of participating if you would not like to share this information.