

Reach Out! Motivating and Involving All Staff in Community Outreach

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Introduction

Where are librarians needed? The initial response to such a question would be “in the library,” of course, but that is not necessarily the only answer. The public library today, like most businesses and services, is in the process of changing its structure and focus to meet the newly developing demands of our 21st century culture. One key aspect of such change is realizing that not only is the librarian needed in the library, but is also needed to perform outreach in the community.

The problem is: How do we guide staff to go outside library walls and connect with community members who do not venture into the library?

Problems

Barriers to Conducting Outreach

There is an abundance of resources on the subject of outreach best practices for the information organization. However, the issues not often discussed regarding this subject are the limitations, misconceptions, and fear of change that prevent library staff members from stepping foot outside of their library walls to provide community services and form partnerships with outside organizations. Just as there are barriers that prevent the community from utilizing library services, there are likewise obstacles that library staff members must tackle before they are ready to serve.

Though not the focus of conversation, many sources have alluded to some basic reasons why outreach is not always a major priority to libraries and staff members. Cassell (2017) notes that “While libraries have been performing elements of community reference for a while, envisioning these elements as an integrated service is very new” (p. 72). Libraries are traditionally very much wedded to their buildings. Outreach and embedded librarianship requires information organizations to focus on the less tangible and less immediate work of the world outside of a library’s four walls. Coupled with the frequent struggle to maintain sufficient hours of operations, staff to work load ratio, and maintenance on buildings, it is no surprise that what happens inside library buildings remains a central focus to administration and public service staff.

Cassell (2017) also mentions, “More often than not these partnerships must be initiated by the library since most groups have no idea of the wealth of information resources that a librarian has available” (p. 72). This squarely puts the majority of responsibility on librarians to start conversations with outside groups and individuals. However, as Diamant-Cohen (2010) suggests, all it takes sometimes is a phone call and an invitation to lunch to gain a meaningful library partnership. And while “some projects are long term and require funding, a memorandum of understanding, and strict controls ... others are more flexible and incur no additional cost to either institution” (p. xi-xii).

Another factor to consider is stretched and taxed agendas. Libraries are for everyone, but with such a huge demographic of “everyone” it can be easy for someone to become overwhelmed at the thought of where to begin. This is where project management can help. Roper and Freeman (2016) suggest directors evaluate their

library's strategic goals to see where priorities lie and focus on sections of the population that will impact these goals. Not only will this reduce the enormity of the task, but it can help save on precious resources such as time and money. It will be easily justifiable to stakeholders or those individuals who may be opposed to librarians stepping outside of their building. Roper and Freeman also suggest picking an area you have already had successes in. If you already have a connection(s), it will be easier to begin and have small victories to revel in. These relationships can be leveraged into further things you want to work in. Lastly, Roper and Freeman suggest "piggybacking"—partnering with other organizations, departments, etc. so the library is not being drained of resources and staff are not getting burned out by workloads. For instance, they suggest going to and presenting at meetings that are already scheduled by a potential partner.

Leaving the library for outreach can be daunting for library staff who are less comfortable with public speaking. Cooper and Ladd (2015) cite a 1992 study of 1600 librarians that found 63 percent were introverted personality types according to their Myers-Briggs Type Indicator. Cooper and Ladd (2015) echo an assertion that librarianship is a "great bastion" of introverted employees, and they further surmise that librarianship still maintains a large amount of introverts. Associated traits for introverted individuals include being: overly shy, meticulous planners, uncomfortable speaking in front of groups, quiet, and uncomfortable with making their thoughts heard since they take criticism personally. Talking and bonding with strangers for networking purposes can be intimidating for introverts, though it is a good opportunity to let their skills at listening and reflecting shine (Bartlett, 2012).

Barriers for Georgia Libraries

In early 2017, we emailed a survey titled “Outreach from Public Libraries” inquiring about library outreach behaviors and perceived barriers to outreach to 64 Georgia library directors, including 63 public library directors and the director of Georgia Libraries for Accessible Statewide Services (GLASS), which facilitates Georgia’s talking book and braille library. Thirty-three directors responded to the survey of 10 questions. The first few questions dealt with current outreach efforts in public libraries. All 33 responses indicated that staff at these libraries conduct outreach; most responses indicated that it is incredibly important to offer this service. One survey participant said, “Yes. We feel it is important to be engaged with the community, to provide programs and services to those who cannot access one of our facilities”, and another referenced how outreach was part of the Georgia Public Library Service Statewide Standards.

Of current outreach endeavors, over 75% of responses specifically mentioned conducting outreach services to preschool and/or school aged youth and/or their caregivers. Other common responses included providing outreach to community service related organizations (45% of responses); adult facilities, like senior citizen and care centers (39%); community-wide events/festivals (27%); and homebound or incarcerated individuals (18%). No respondents indicated their library had embedded librarians, and a few respondents mentioned the lack of resources, mainly staffing, that prevented them from doing all the outreach they believe to be important. Though library staffing, population, geographic, and budget sizes all differ significantly between libraries in Georgia, on average libraries stated that about 28% of staff conduct outreach.

When asked, “What do you think are barriers to staff working within the community outside of the library,” library directors surveyed were almost unanimous in lamenting the difficulty of adequately staffing physical library branches for services offered and the financial constraints of doing so. Like the bulk of responses regarding outreach barriers, the majority of the answers to the question of how to lessen these barriers dealt with staffing resources and finances.

The overwhelming majority of the responses dealt with a lack of resources, but a few mention psychological obstructions within both staff members and community organizations including:

- Community groups’ lack of perceived value from library outreach services
- Staff who are not willing, comfortable participants in coordinating efforts with outside individuals/groups, and with leaving library premises
- Staff lacking knowledge about community needs

One director reasoned that “some [staff] are too shy” and another believed not all public library staff members felt comfortable with public speaking.

Documented Solutions

Some public, academic and special libraries have used the model of embedded librarianship in order to have the library be an active valued member of the community, school or organization (Farrell, 2016; Shumaker, 2012; Siess, 2010). Shumaker (2012) defines embedded librarianship as “a distinctive innovation that moves librarians out of libraries and creates a new model of library and information work” (p. 25). Key to this is having librarians join teams to work and contribute to the partner organization, sharing

their tasks, responsibilities and the outcomes. According to Shumaker (2012), to act in this capacity requires “full understanding of the nature of the task and the goals of the effort” (p. 26). Being a part of the organization’s team allows the librarian to see the larger context for the group’s informational demands (Kho, 2011).

Douglas County Libraries in Colorado first experimented with embedded librarianship in 2006, with the goal of building relationships in the community (Galston, Huber, Johnson & Long, 2012). Galston et al. (2012) say the expectation of librarians was “simply that they show up and pay attention,” (p. 47) and that librarians would discover the need for projects and research, and participate accordingly. Partnerships with libraries resulting in an embedded librarian can be beneficial for local companies, who may not otherwise be able to afford professionals who could conduct research and analysis, provide meeting minutes, reports, create bibliographies and offering other such informational products (Galston et al, 2012). Galston et al (2012) says the result of an embedded librarian relationship is that the library then becomes “strategically placed for our community to rely on our skills and services,” (p. 50).

While the mindset of having a librarian embedded in local business operations is appealing and could benefit the library and the organization, there are costs to consider. Farrell (2016) praises the idea of embedded librarianship, but points out such an arrangement can be hard to sustain, since it is so reliant on staff-specific projects or talents. Similarly, for small staffs it may not be practical to have a staff member regularly spending time at a local organization (Farrell, 2016). Given this knowledge, coupled with the survey responses from library directors that currently see staffing for outreach in

general as an issue, we did not see embedded librarianship as a practical solution for most libraries, particularly smaller libraries.

In our survey of Georgia library directors, some directors offered creative scheduling solutions to accommodate for outreach activities or suggested utilizing volunteers. Several respondents reported that they were currently or would like to in the future create outreach teams or individuals who were hired specifically for this type of work or who would support one another in these efforts. Having staff with a personality ideal for outreach was important to two directors, who spoke about making a conscious effort to hire staff that have the skillset or personality to tackle outreach efforts. One said, “Make sure that you hire someone with an outgoing personality, and hopefully a knowledge of your local community” while the other stated, “I ask them [current library staff members] to partner based on their abilities and interests. If I force them to work with an organization they have no interest in, then they will not be successful.” This finding tied back to what we found in our research: Outreach is especially difficult for staff who are introverted or otherwise less comfortable with public speaking, and many staff may fall into these categories. This was something which we would consider in our solution for addressing the problem

Solution

Understanding that many library staff members may be introverted, or otherwise uncomfortable speaking in front of groups or with strangers, we created a toolkit with guidance for speaking in front of crowds, as well as scripts which can be adapted to be used for outreach. Using these tools should reduce staff time spent planning and

otherwise preparing for outreach by providing the staff member something to build off of, or to use in its existing state.

The first document after the cover page of the toolkit is “Staff Training Model for Outreach.” This document is a guide for library directors, administrators or managers to guide them through selecting and training staff members for outreach.

Other documents in the kit are used to guide specific staff members in outreach. “Library Assessment for Administrative Staff” allows the director to identify key potential partners, and to begin to contemplate which staff member will reach out to each group. “Staff Questionnaire” can be filled out by library staff in order to find areas of interest of staff members. There is also an opportunity for staff members to list organizations of which they are a member. Having a staff member already embedded in a group could be a great advantage to the library, as well as saving staff time and money inserting a staff member into that organization.

“Outreach Checklist for Staff Use” allows the staff member to organize their thoughts prior to the outreach visit. This includes listing key topics to discuss, as well as what items should be brought to the visit. For example, if the staff member plans to visit an elementary school teacher, they might list “downloadable books for children” as a key topic, and they may want to include a tablet in the items they take for the visit.

Preparing work in advance allows staff members to feel more comfortable with public speaking (Rousmaniere, 2016). A key piece in making outreach lower stress and less time consuming is the pre-drafted script. In the toolkit are scripts for early literacy/children, genealogy, technology and a general script. The library staff member

simply has to put their library name into the scripts and they have an introductory piece to use on the first outreach visit.

Research and evaluation can also help preserve limited resources and maintain appropriate workplace balance by increasing the chances that library staff members undertake only the most effective and strategic plans. Walker (2013) suggests using an evaluation tool such as a scoring matrix to determine areas of potential need within the community. We recommend that after outreach with the organization is completed, the library staff member fills out the “Post Outreach Assessment.” This document becomes a tool the director can use to determine the benefit of the outreach, and to see opportunities for future discussion with the representative of the organization. When the time comes for the library staff member – or another library staff member – to reach out to the organization again, they can use the Post Outreach Assessment to see what has been discussed and what may be good discussion topics for the follow up visit.

Supporting staff in this movement to having multiple – or all – staff conducting outreach is key for success. Ander (2008) suggests supporting the staff member for success, giving feedback on areas needing improvement with the understanding that “When individuals learn a new skill, there is often a dip in performance before improvement is shown,” (151). At this time they’ll tend to focus on the negative, thus making positive reinforcement helpful (Ander, 2008).

If staff are not aware of the significance outreach has to the information organization and its community, they will be hesitant to step outside their routine duties in the branch (Korenowsky, 2005, p. 56). A respondent to the survey of Georgia library directors emphasized how important staff buy-in can be when attempting to do

outreach. Stressing that outreach is a part of the culture of the library, and that those performing outreach activities will be supported could be key in making sure staff members feel comfortable with outreach.

Conclusion

The toolkit should save library staff time while providing guidance when reaching out to their community, as a part of the community. In addition to creating plans that preserve resources and justifying efforts to stakeholders, research will better prepare the individual for work outside library walls. Replicating these ideas to fit community and library needs reduces workloads and increases success. It can also put an individual in a more confident and secure place, because they are more informed and aware of the service's success elsewhere. The result should be a tool which library directors, administrators and managers can use to guide staff in an environment where staff are encouraged to reach outside the library to form meaningful, lasting relationships with community partners.

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Staff Focused Outreach and Participation Toolkit

Item List and Description

- Staff Training Model for Outreach
 - Training to make outreach less daunting
 - Vocal Exercises
- Library Assessment for Administrative Staff
 - Completed by Administrative Staff
 - Helps identify groups to reach out to
 - Helps identify services to promote
- Staff Questionnaire
 - Distributed to all Staff
 - Identifies staff interest
 - Identifies staff comfort levels with outside groups
- Outreach Checklist
 - Use this to prepare for the event
 - Before staff heads out to an event, use this form to create a clear understanding of audience, prepare key talking points and decide on what materials to take.
- Sample Scripts
- Post Outreach Assessment Tool
 - Completed immediately after an event
 - Helps assess event
 - Used to plan future events

Staff Training Model for Outreach

“There are risks and costs to action. But they are far less than the long range risks of comfortable inaction.” - John F. Kennedy

Outreach to community organizations, businesses, and educational entities is vital for the success and endurance of public libraries. Of equal importance is the contribution of library staff in this outreach mission.

Approaching staff with the idea of outreach can be a daunting task, especially when there are those members who may be uncomfortable speaking to or engaging with others. Our goal is to help your staff be *more* comfortable providing library outreach.

There are times when the person best suited for outreach may not be the most vocal or outgoing member of your staff. Learning more about the individual interests of your staff members will help you provide better community outreach. You have hidden gems in your libraries; polish them, and let them shine.

As part of this training model, we have included a Staff Survey to better assist you in assigning your library's outreach representatives. We have also included a survey to assist library administration in selecting outreach targets.

With all that said, how do we begin?

Slowly.

STEP ONE

Surveys

Distribute copies of the *Staff Questionnaire* to all members of your staff. Ask that they be returned by a certain date, so you can move forward in a timely manner.

While your staff are completing their surveys, administration can be working on the *Library Assessment for Administrative Staff*.

After receiving all staff surveys, library administration can assess the comfort level of your staff members. Take note of their areas of interest and talent, and compare these to those needed to reach the organizations and businesses identified in the *Library Assessment for Administrative Staff*.

Prior to staff training, administration should decide which staff members will be covering which areas of interest. Let individual staff members know their assigned area prior to the training session. Be flexible if some staff members request an area of interest different from the one you've assigned. Remember, the goal is to create greater comfort and confidence in your staff regarding outreach.

STEP TWO

Scripts

Administration should create a script template for each of area of library service you wish to highlight in outreach. (Example: Technology available to the public, early literacy programs, programs aimed at senior populations, etc.) Sample script templates are included in this toolkit. You may use the templates to create your own scripts, if you wish, by customizing it to include your system's information. The idea is to give you, as well as your staff members, a starting point and guide. You may wish to have additional information ready to add in the event your outreach representative has time remaining after his or her presentation. It's always better to have more information or materials than not enough.

STEP THREE

Training Session with Staff

1. Begin by talking about the importance of outreach by touching on some of the benefits outreach can achieve. Make this relevant to your staff. For example, you can discuss the link between community awareness of library services and funding agents. The more community decision makers know, the more likely they are to increase funding, which in turn benefits staff through organizational growth and betterment such as salary increases.
2. Put your staff members' minds at ease. No one will be thrust into a situation for which they're not prepared.
3. Prepare your staff for the upcoming script exercises by beginning with some warm-ups. The following are sample exercises to help lessen nerves and prepare the voice. Feel free to use these or others of your own choosing.

a. Breathing Exercise:

Getting the proper amount of air into your lungs, and in the proper way, can help ease the nerves of public speaking and aid your voice at the same time. The following is a simple exercise to help your staff member(s) do this.

1. In the standing position, stand as tall as you can, with your shoulders back. Be relaxed with as little tension as possible. Place your hands on your stomach, one on top of the other. Let your abdomen relax, as well.
2. Breathe through your mouth as though you are sipping through a straw. The goal is to breathe with your abdomen. Your shoulders and chest shouldn't rise. Instead, as you inhale slowly, try to move your hands with your abdomen as you inhale and it expands. This might be an awkward feeling at first, as many of us are used to shallow breathing that involves our shoulders and chests. Inhale, counting to five.
3. While holding your breath, count to five.
4. Exhale slowly, counting to five. Again, you should only feel your abdomen moving, shoulders and chest should be still.

5. Repeat this exercise several times, beginning with five seconds the first few times, then increase to ten seconds as you go along.

b. Vocal Exercises:

Just as breathing exercises help your body prepare for the task at hand, vocal exercises help your voice. The following can be done together with your entire staff or individually. These exercises can also be fun and stress-relieving.

1. **Humming** is a great vocal exercise. It's wonderful for creating and feeling resonance and for stimulating your vocal folds. If you're in a group, choose one or two songs to hum together. The key is not to force the humming. Lips should be lightly together, not pursed, and sound should come easily and naturally and not be forced.

2. **Diction** is all about clarity. The following sentences are examples and can be said together as a group or individually to exercise the muscles used in speech. The idea is not speed, but clarity. Try to begin and end the sentences cleanly, enunciating your vowels and consonants.

Don't doubt the doorbell differs from the doorknob.

Mercenaries make money-making monotonous.

Peter Parker picked a peach.

Ramona ran around the Roman ruins.

The big black bug bit back.

c. Working with the scripts:

- a. Each staff member will be given one of the kits in this toolkit (or one you have prepared) to work with. Allow staff members twenty to thirty minutes to read over their scripts, make their own notes, and add any personal connections they may have to the material.
- b. Using the first three paragraphs of their scripts, staff members will ideally practice one-on-one with a partner, first by reading

the paragraph out loud, then in summarizing the paragraph in their own words. Allow ten minutes or so for each partner.

- c. Keeping the same partners, repeat this exercise with all portions of the script.
- d. When staff members have completed the above exercise, combine several pairs so that there are four to six people per group. Repeat the same exercise, only this time each staff member will summarize the main points in their own words without referring to the script.
- e. Using the script if they wish, each staff member will present their talk to their small group. When a person has finished their presentation, the group members will first offer praises (things they felt the presenter did well), followed by constructive criticisms (kind and useful suggestions for improvement).
- f. If possible, schedule times before the library opens in the morning for individuals to present to the library staff as a whole as a means of practice. Make these sessions a regularly scheduled weekly or monthly occurrence.

STEP FOUR

Additional Information to Assist your Outreach

If you are performing outreach to organizations or businesses in hopes of partnerships, it's a good idea to have a library marketing portfolio available. Having folders with information such as programs offered, statistics of people reached and served, and anecdotes about ways the library has specifically benefited members of the community, as well as other pertinent information will help in this mission.

Library Assessment for Administrative Staff

1. What vital services provided by our library are least known in our community?
2. What nonprofit or civic organizations in our community could be natural partners with the library (example: Rotary)? What service(s) could they provide the library? What service(s) could the library provide them (example: provide large print books that assist their work with vision)? Finally, what staff member or members would be best suited as the contact with this organization?

a. Organization: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

b. Organization: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

c. Organization: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

3. What for profit businesses in our community could be natural partners with the library? What service(s) or benefits could the library provide them?

a. Business: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

b. Business: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

c. Business: _____

Possible service provided to library: _____

Service(s) provided: _____

Benefit of partnership to library: _____

Staff member(s): _____

Staff Questionnaire

1. What area of library work interests you the most? (This does not have to be the area in which you are currently working.)

2. If this area is instructional (example: technology, research), do you feel comfortable teaching these skills to others?

3. Do you have experience with public speaking? Please elaborate:

4. On a scale of one to ten (ten being the most and one being the least), how comfortable are you:

a. Speaking about a familiar topic with one person you've just met? (Please circle one number below.)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

b. Speaking about a familiar topic with a small group of people, some or all of whom you may not know? (Please circle one number below.)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

c. Speaking about a familiar topic with a group of twenty people or more, some or all of whom you may not know? (Please circle one number below.)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

5. List three things about the library that excite you:

Outreach Checklist for Staff

Preparing for the Event

Use this form to create a clear understanding of audience, prepare key talking points, and decide on what materials to take.

Planning Questions	Trip planning Thoughts
What event are you going to?	
When? What time of day?	
What staff member is serving as the point of contact?	
What group or organization or population segment will you be engaging with?	
What is your goal of this outreach event? Why are you going?	
Make a list of key talking points you think will be of interest to the group/event.	
What materials are you taking?	

Sample Early Literacy Children's Services Script for Use in Training Session

(Set an eggplant or other fruit or vegetable on podium or hold up for group to see.)

(Pause)

Did you know this eggplant will help your child be a better reader?

It's true.

Did you know this delectable, edible, aubergine nightshade will help your child be a better reader?

It's a pleasure to be here today. Thank you for having me. I'm from _____ Public Library. I'm excited to share some of the wonderful things we're doing to bring early literacy programming to the children and families in our community.

Going back to that eggplant. Did you know the more words your child hears on a daily basis from birth, the greater their chances are of becoming successful in school and life?

While good experiences in early childhood help the brain develop, poor experiences – including less exposure to language, touch, sights and sounds - can actually result in a child having a lower IQ and a physically smaller brain.

Healthier brains – brains that are ready for the challenging task of reading and writing – can begin with something as simple as talking to your child about an eggplant.

This is a part of developing a strong foundation in early literacy. And what is early literacy? The many skills a child needs to develop *before* they begin reading independently. At the _____ Public Library we are dedicated to providing early literacy experiences for the children and families of our community.

So how are we doing that?

Let's begin with our early literacy storytimes. Emphasizing the five components of early literacy, our storytime sessions always involve a combination of activities highlighting these five elements. For example:

- 1) The first component, the ability to hear and play with the smaller sounds in words, might be highlighted by clapping our syllables together. Ti-ger. (Demonstrate by clapping out Ti-ger.)
- 2) The second component, vocabulary, might be highlighted by applying words to our feelings or actions. (Demonstrate by frowning when saying the word 'unhappy'.)
- 3) The third component, print awareness, is highlighted in many ways including sharing a variety of books and talking about their text and illustrations.
- 4) The fourth component, background knowledge - or drawing on things children have learned - can be highlighted by asking open ended questions. (Demonstrate by asking: How do you think Pete felt when he stepped in all those strawberries?)
- 5) And last, but not least, Letter Knowledge. This helps children decode words and letter exercises can help, such as creating a particular letter with your body. (Demonstrate the letter 'T' by standing tall with both arms out at your sides).

These are just a few of the many ways we emphasize early literacy during our library storytimes. But programs inside the library are not the only way we share these important skills with our community.

Outreach to schools and daycares is an important part of our early literacy work at _____ Public Library. For those who may not be able to visit us at the library, we bring the library to them, expanding the number of children in the community who benefit from this important programming. This outreach also extends to providing programs for parents in our schools and daycares, as well. This allows us to reach caretakers, and encourage them to integrate early literacy practices into their daily routines, as well as providing early literacy and library resources.

[Insert any additional programming information that you would like to emphasize here.]

And speaking of resources, we come to perhaps the best resource of all - a library card. Having a library card opens doors to new worlds and experiences for you and your child.

And speaking of library cards, how do you get one? Easy. Just stop by the library, make sure you have a driver's license or official form of identification with your up-to-date information, fill out an application, and you're on your way. Your child can get their own card, too, as long as you're there to sign for them.

But let's get down to brass tacks. How much does a library card cost and these early literacy resources cost?

(Pause)

The answer - Nothing. It's FREE. All of it. And free is good, isn't it?
_____ Public Library is here to serve you and your children.
And you don't have to pay a dime. Pretty great, right?

So in wrapping up, let's go back to that eggplant. That edible, delectable, aubergine nightshade. The more you talk to your child, share your daily words and world, the stronger their foundation will be for school and life.

And the _____ Public Library is here to help you lay that foundation. Word. By word. By word.

Thank you, and I'm happy to answer any questions you may have.

Sample General Library Services Script

It's a pleasure to be here today. Thank you for having me. I'm _____ from the _____ Public Library, and I'd like to begin with a question. What do your great, great grandfather and the iPhone 8 have in common?

(Pause)

The answer - you can find information about both at the _____ Public Library.

I'm excited to talk with you today about that and some other exciting things we have going on at the library that will benefit you and your organization. The _____ Public Library is your one-stop-shop for information. Whether you're researching your family history, need help using your latest technology devices, or need a fully equipped meeting room space for your community functions, we have the resources you need.

So let's start with your great, great grandfather. Did you know that through your public library, you have free access to Ancestry.com? And through Ancestry.com, you can begin your own genealogical journey. Create and share your family tree. Find and connect with cousins around the world. Search census records and United States military records. If your family has been in this area for several generations, learn more about your family's connection to _____ County. All you need is a library card.

And speaking of library cards, how do you get one? Easy. Just stop by the library, make sure you have a driver's license or official form of identification with your up-to-date information, fill out an application, and you're on your way. And if you have young people in your lives under the age of 18, they can get their own cards, too, as long as you're present to sign them.

The library is a place that serves all members of our community from birth to seniors. Our early literacy storytimes are integral for preparing young people for kindergarten. Did you know that according to the Brookings Institution, "Children with higher levels of school readiness at age five are generally more successful in grade school, less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background?" The _____ Public Library provides an

important service in this area by providing ongoing storytimes that emphasize vocabulary development and sequencing for children ages birth through five.

But we don't stop there. We continue offering programs for our young people through all their developmental stages including tweens and teens. And through increasingly important STEAM programming that emphasizes Science, Technology, Engineering, Art, and Math.

And while we're on technology. It changes so quickly, doesn't it? As soon as you've mastered your cell phone or tablet, it's obsolete. The newest version is out and you begin the whole learning process again. We can help with that, too. Our librarians are skilled in the latest technology and can teach you how to navigate its ever-changing world. Sign up for our 'Book-a-Librarian' program, and let our qualified staff guide you.

And now getting down to brass tacks. How much will all of this cost you? That's a lot of materials, services, and resources. Are you ready?

(Pause)

It's free. All of it. FREE. And free is good, isn't it? Your _____ Public Library is here to serve YOU and our community. And you don't have to pay a dime. Pretty great, right?

So in wrapping up, let's go back to your great, great grandfather and that iPhone 8 ... Your public library is your key to the past and your bridge to the future. And we're here for you every step of the way. Thank you, and I'm happy to answer any questions that you may have.

Sample Technology Services Script

If you're an influencer, it might be because your microblogging is organic, causing your user-generated content to have high impressions, giving you nice reach.

Was that clear as mud? If so, I might be able to help.

It's a pleasure being here today. Thank you for having me. I'm _____ from the _____ Public Library, and I'm excited to talk with you today about some of the technology services we have to offer at the library.

Technology changes so quickly, doesn't it? As soon as you've mastered your cell phone or tablet, it's obsolete. The newest version comes out, and you begin the whole learning process again. We can help with that. Our librarians are skilled in the latest technology and can teach you how to navigate its ever-changing world.

One way we can help is through our Technology Tutoring program. Here's how it works. Visit or call the library, and sign up for a half hour tutoring session with one of our librarians. Bring your device with you, whether it's a cell phone, tablet, or laptop. We'll help you with any needs you might have, from getting your device set up and helping you create social media accounts, to assistance with documents such as Microsoft Word, Google Docs, Microsoft Excel or Google Spreadsheets.

And if you need a device – we have those, too. Computers services and internet are available during all hours the library is open. Don't have a computer at home or yours isn't working? Come see us. Our patrons use our computers for a variety of reasons, from accessing their social media accounts to homework to creating documents for business or personal use to conducting research on the internet.

And the _____ Public Library isn't here just to help you with current technology, we're here to provide a glimpse into cutting edge technology, too. Ever wonder how a 3D printer works? Visit the library and see one in action. What is a Makey Makey, and would your son, daughter, or grandchild like one for their birthday? We can help answer that question and let you give ours a test drive. Or just want to find out the difference between brands of computers or tablets. We can help in that department, too.

Sample Genealogy Services Script

It's a pleasure to be here today. Thank you for having me. I'm from the _____ Public Library, and I'd like to begin by asking you to say hello to your cousin.

(Pause)

Let me give some better instructions. Please turn to the person sitting next to you or nearest to you and say hello to your cousin. (Pause) Or for that matter, turn to anyone in this room and say hello to your cousin.

Did you know anthropologists claim that everyone is a 40th cousin? So, if that's true, I'm excited to talk with all my cousins today about the services in genealogy (or family history) we offer at the _____ Public Library.

Whether you've just begun your genealogical journey, are quite advanced, or haven't even begun, the _____ Public Library has valuable resources you might need.

So let's begin with your cousins. Did you know that through your public library, you have free access to Ancestry.com? And through Ancestry.com, you can connect with cousins around the world that you might not have known existed? You can create and share your family tree, and search United States census records.

Heritage Quest Online is another valuable, free resources we provide. You can access Heritage Quest through GALILEO, which stands for **Georgia Library Learning Online** and is sponsored by the Board of Regents of the University System of Georgia. GALILEO gives you access to over 150 other databases, as well. Through Heritage Quest, you gain access to not only records, but books and periodicals, as well.

Military records are an excellent source for finding vital family history. At _____ Public Library you have access to United States military records through Fold3. This includes Revolutionary War records, Civil War service records, records from the World Wars, as well as others.

And if your family has been in this area for several generations, learn more about your connection to _____ County

So what's the first step?

Stop by. If you don't have a library card, we can get you signed up. Just be sure to have your driver's license or other form of identification with you when you come. And speaking of library cards... How much will one cost? For that matter, how much will you pay for any of the resources we've talked about today?

Are you ready?

(Pause)

It's all free. The big goose egg. Nada. Zilch. Zero. And free is good, isn't it? Your _____ Public Library is here to serve YOU and our community. And you don't have to pay a dime. Pretty great, right?

So in wrapping up, if you're an influencer, it might be because your microblogging is organic, causing your user-generated content to have high impressions, giving you nice reach.

Or in other words, if the stuff you share on Twitter is funny, that's probably why a lot of people like it.

It sounds a lot less daunting now that we've decoded it, doesn't it? The library can help make technology a lot less daunting, too. We're here to help.

Thank you, and I'm happy to answer any questions that you may have.

through the many print and microfilm resources available in our library collection, including books and old newspapers.

So how can you access all this? With a library card from _____ Public Library. And, if you don't already have a card, it's easy to get one. Just stop by the library, make sure you have a driver's license or official form of identification with your up-to-date information, fill out an application, and you're on your way.

And how much will all of this cost you? You're getting a lot of materials, services, and access to online resources. Are you ready?

(Pause)

It's free. All of it. Your _____ Public Library is here to serve YOU and our community. And you don't have to pay a dime. Pretty great, right?

So in wrapping up, let's go back to the beginning. If you're interested in learning more about who you are, where you come from, and long lost relatives, let the _____ Public Library be your guide. You never know. You might find out that long lost cousin is sitting right next to you. Thank you, and I'm happy to answer any questions that you may have.

Post Outreach Assessment

1. Which organization/business did you visit? _____
2. What type of outreach visit was conducted? (Example: attended organizational meeting, gave presentation at an already scheduled time or meeting, gave presentation at specially scheduled time, etc.)

3. What was the topic of your outreach presentation, if one was given?

4. Was the group size small (1-20 people), medium (21-49 people), or large (more than 50 people)? _____
5. Who was your group contact? List name and phone number/email:

6. Do you feel the presentation/meeting was successful? Why or why not? _____

7. What could be done during future opportunities with this organization/business that would improve outreach?

8. What plans are in place to follow up with this organization/business?

9. Based on your outreach experience, in what ways could the library best serve this organization/business?

10. Based on your outreach experience, in what ways could this organization/business best serve the library?
