

The California Library Association (CLA), as lead applicant, proposes a three year Laura Bush 21st Century Librarian Program, *Building Equity Based Summers Through Libraries & Communities (BEBS)* initiative. The focus of this project is library services that aim to encourage ongoing learning and literacy development during the summer months. These services take place in public libraries across the United States. A 2019 *School Library Journal* survey of summer library services found that “[97 percent of all public libraries](#) increase their youth programming in the summer months.” This proposed **implementation** initiative meets IMLS LB21 Goal 3, “Enhance the training and professional development of the library and archival workforce to meet the needs of their communities.” Objective 3.2, “Create and/or refine training programs that build library and archival workforce skills and expertise in contributing to the well-being of communities.” We achieve this goal and objective by working with library staff across the country to expand skills so that summer services meet the needs and leverage assets of non-dominant youth, families, and communities. (“[Systemically](#) non-dominant refers to membership outside of the dominant group within systems of oppression.”) The project team will accomplish this by engaging with state library administrative agencies (SLAAs) and public libraries across the nation.

As summer learning loss (defined by The [Brookings Institute](#) as “...starting the academic year with achievement levels lower than where they were at the beginning of summer break”) is often noted as a central reason for summer library programs and services, it’s important to note that there continues to be opposing viewpoints on the validity of the summer learning loss construct. ([von Hippel & Kuhfeld, et al](#)) Therefore this initiative will not focus specifically on summer learning loss (also sometimes referred to as summer slide) and will instead center on building library staff skills and summer library programs and services that are equitable across a community. (Which, if successful, will have an impact on continued student engagement over the summer months perhaps leading to preparedness for the next school year.) We will achieve this through training and co-design with library staff across the country which will result in the development of resources and tools that can be used to build equity-based summer services across the United States.

This initiative expands California’s ongoing innovative work ([Phase 1 summary](#) and [Year 1 summary](#)) by broadening design, development, and customization of tools, resources, and professional development. In the previous work with libraries in California, a definition of equity was developed. This [definition](#) states, “Equity requires recognizing that people are a part of different groups, have different needs, and responses to those needs must be targeted and achieved through community action. These targeted approaches do not mean that some community members are no longer served; instead, through targeting services libraries are able to reach everyone in the community in the ways in which each group most needs.” For this project we define summer services as those activities sponsored by community organizations, including libraries and schools, that provide opportunities for youth, families, and adults to actively engage with a variety of informal learning opportunities ranging from STEM programs, to arts-based activities, to civic engagement actions. In this proposal we use the phrase summer services to encompass programs named summer reading or summer learning.

Project Justification

Public libraries nationwide offer learning and exploration programs. These programs aim to provide youth and adults with services and activities that engage participants meaningfully throughout the summer months. While the motives of public libraries for their summer programs are admirable, questions remain: 1) Do these programs demonstrate attention to equity? 2) How are libraries determining how and if these programs are achieving equity goals? 3) What impact are these programs having on those that need them the most? For example, [McEachin, et al](#) found that “simply offering a program does not guarantee it will benefit students.” As the United States moves beyond the pandemic, [where equity concerns were front and center](#), it’s imperative that libraries and communities work together to build services that support equitable opportunities for non-dominant youth and families.

[Equity, as considered by Sandra Hughes-Hassell](#) (Professor at UNC, Chapel Hill School of Library and Information Science), is not simply about access to library materials. Hughes-Hassell implores library staff to ask two questions when considering equity as a part of their programs and services: 1) To what extent does your conception of equity in libraries boil down to providing access to library resources and services and in what ways may that reinforce existing power structures? 2) What might equity in library services look like beyond access? With Hughes-Hassell’s questions in mind, library staff must look at their summer services and consider if those services move beyond access so

as to achieve equity. Beginning in 2020 (and continuing into 2022) through using a co-design process with public library staff across California, CLA and CSL worked towards this goal. The project team learned what library staff need in order to successfully build equity into their summer services. We found that library staff need opportunities to: 1) develop a shared language around equity; 2) consider, through an equity lens, all aspects of summer services including registration structures, incentives, and finishing requirements; 3) access equity-based summer decision making tools; 4) practice articulating what equity-based summer services look like; 4) gain experience in bringing community voices into summer design and implementation; and 5) customize models of equity-based summer services. Through our work the co-designers created a BEBS workbook (available in draft form) that brings together group learnings and ideas into an interactive resource for building equity-based summer services.

When library staff gain skills in the areas listed above, and through those skills reimagine summer practices, they break down barriers that often unintentionally limit non-dominant youth and families' connection to summer services. Many libraries use a cookie-cutter approach to their summer services and as a result don't serve the needs of their local non-dominant communities. Registration and completion rules that set strict goals and limits are often replicated nationwide and discourage or exclude community members who may benefit the most from summer services. A result of co-design work in CA was that libraries began to move from cookie-cutter to community-centered summer services. When asked what resonated at the end of the first year of CA's *BEBS* initiative, a co-designer stated, "One size fits all programming does not necessarily equal equitable programming." We've also seen through our work in California that library staff can launch equity-based summer work in ways that make the most sense for their local communities. For example, at the Los Angeles Public Library (LAPL), staff focused on re-imagining summer collection development in order to better reflect non-dominant communities. Library staff managing summer services at LAPL, turned over summer incentive collection development to branch staff who were more aware of neighborhood needs and assets. They also re-thought purchasing procedures to better connect with racially diverse book sellers. At the Santa Barbara Public Library, registration procedures were re-envisioned in order to better accommodate the needs of youth and families who were not traditional summer program participants. This project will build on the ways in which California libraries are working to provide equitable summer services and use examples from that work to inspire library staff across the country to think differently about the services they provide in the summer.

The three-year *BEBS* initiative will leverage the knowledge and resources acquired through the CLA/CSL work along with other initiatives focused on equity, diversity, and inclusion (EDI) informal learning. We will look at current and previously funded IMLS initiatives including *Accelerate Summer* and *Building Summer Equity: Middle School and STEM* (both led by the Urban Libraries Council and the National Summer Learning Association), and Denver Public Library's ongoing IMLS-funded EDI projects. For example, the *Accelerate Summer* work highlights that there is a "...challenge of engaging youth and families from low-income and marginalized communities." Our continued *BEBS* work will focus on mitigating that challenge by specifically addressing equitable ways for connecting low income and marginalized youth and their families with library summer services. With our focus on library staff that serve children from preschool through teens, their families, and their communities, we will expand on the work underway as a part of the *Building Summer Equity: Middle School and STEM* initiative. Prior relationships exist between project team members and Denver Public Library staff engaged in IMLS-funded EDI work. We will connect with these staff to consider ways to implement tools developed as a part of Denver initiatives, for example aspects of the project's equity impact analysis decision making tool, may be integrated into *BEBS* work.

Project Work Plan

The *BEBS* initiative brings opportunities for states to re-envision summer services to engage non-dominant youth and families. Each year includes reflection on learning, review & iteration of materials, a community of practice, coaching, opportunities to connect with community stakeholders, and implementation of equity-based practices.

Project Team: Made up of a dedicated group of people with experience in informal learning, equity, libraries, and evaluation. **Lead PI: Patricia Garone**, Program Manager for CLA Summer @ Your Library will be responsible for the overall project direction; **CSL Co-PI: Shana Sojoyner**, Library Programs Consultant at CSL. Patricia and Shana each

bring deep experience in building equity-based services through libraries and communities. **Lead Facilitator: Linda W. Braun, LEO** will leverage her expertise in facilitation to manage the process and support implementation of BEBS tools. **Equity Consultant: LaKesha Kimbrough**, brings expertise in designing equity-based services with communities. Kimbrough will work with the project team to ensure that equity is at the center of all activities. **External Evaluator: Caitlin K. Martin**, a learning sciences research consultant and project evaluator with wide experience in evaluation for informal education settings. Participating state library staff will work closely with the team to build and customize materials. We have national **partner commitment** from the National Summer Learning Association and WebJunction. **CA Summer Equity Coaches & Integrators:** Along with Braun and Kimbrough taking on coaching roles with participants in this initiative, we will also work with five to six library staff who have been a part of the previous California BEBS work. These CA library staff will serve as coaches who will speak to participants about experiences building equity-based summer services and will also provide feedback and advice on how to work with colleagues and stakeholders to move equitable summer services forward. The coaches will be selected based on their processes for implementing equity-based summer services, their ability to commit to the time required, and their potential and actual skills to successfully serve as a coach to other library staff. We will also ask all of the library staff (approximately 28 staff) that participated in the first two years of the CA BEBS work to continue to use and test materials developed through this ongoing initiative. As these staff have been intricately involved in BEBS work since 2020, their continued engagement with the materials and with embedding equity into summer services will be essential to the ongoing development and understanding of how to, over time, build summer services in which equity is at the center.

State Library Partners: The **six State Libraries that will partner** in this work - Connecticut State Library, the Idaho Commission for Libraries, the Maryland State Library, the State Library of Ohio, the Rhode Island Office of Library and Information Services, and the Washington State Library - were recruited and selected because of their previous demonstration of a commitment to equity in youth services and their work as a part of the IMLS-funded *Transforming Teen Services: A Train-the-Trainer Approach (T3)*. The State Library staff partnering in this project engaged in T3 in multiple ways. This includes, design and delivery of virtual learning focused on equity in library services, facilitation of virtual training sessions on topics related to quality teen services including connected learning and youth development, and facilitation of discovery processes centered on learning about communities and the ways in which library staff can share power and bring non-dominant community voices into summer planning design and implementation. The SLAAs that will partner on this project also represent diversity in populations with communities including tribal, rural, small, suburban, and urban areas as well as an expansive range of racial and ethnic groups, socio-economic status, and educational attainment. SLAA staff also bring varying levels of support for equity within their states. For example, in Idaho opportunities for learning with an equity lens are framed within the context of access. The Youth Consultant in ID notes, "We usually use the word 'access' – I know that we are looking at equity beyond access, but that's a safer term for us." While in Connecticut equity is regularly highlighted across programs and services. This variety will assist us in learning how to embed equitable summer services to states across the country regardless of political climate. This group of State Library staff have also worked closely together over the past four years, in designing and implementing virtual learning opportunities, they will be able to seamlessly jump into the BEBS work with relationships solidly in place.

State Library project partners will aid the core project team in understanding how the work in CA can be scaled across the United States. They will be integral to recruiting and selecting participating public library staff, co-designing public library staff training sessions, supporting the feedback process to better understand how to build equity-based summer services across the United States, and working within their states to determine how to customize and adapt materials to meet the needs of local communities and neighborhoods.

The number of participating SLAAs and public libraries over the three years of the project is shown below.

Year	Number of State Libraries Added	Number of Public Libraries Added
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Year 1: 2022-2023	6	30
Year 2: 2023-2024	5	25
Year 3: 2024-2025	5	25
Total	16	80

Year 1 - August 2022-July 2023

Project team and partner state library staff co-design training sessions

The project will launch with the project team and partner State Library staff reviewing materials and processes designed as a part of the California BEBS initiative and engaging in discussion of the ways the materials and processes can be used in the national project. That discussion will enable the project team and partner SLAA staff to begin the process of co-designing the training that front-line public library staff will participate in. Six weekly 90 minute co-design sessions will be held with partner SLAA staff. By the end of the first quarter of the first year of the project, training for public library staff will be co-designed and ready for implementation. Through this process not only will SLAA staff co-design the training, they will gain a better understanding of how co-design processes work, which they will be able to bring into their own state equity work in future years of the project, and beyond.

Public library staff recruited and selected

Beginning at the end of the first quarter of the project, partner SLAA staff will work with the project team to design a protocol and process for recruiting staff from five libraries in each partner state who will engage in the initiative. SLAA staff will use channels most successful in their state for this recruitment so as to leverage their own professional knowledge and skill. An application will be developed by the project team and SLAA staff that will require applicants to commit to being able to spend approximately 2 to 3 hours per week on project work, receive approval from a supervisor, commit to integrating equity-based work into summer services, and describe the ways in which they are already building equity-based services with their communities and/or why they consider building equity-based summer services essential to their communities. The project team and SLAA staff will review applicant information and prior to making final selections examine all selected applicants to ensure that a diverse group of communities is included so that rural, small, tribal, urban, and suburban libraries as well as communities that demonstrate racial, ethnic, socio-economic, and educational diversity are a part of the project.

Training for public library staff on equity-based summer services

Training sessions with selected library staff will begin during the latter part of the second quarter of the project. Six 90 minute every other week sessions will be facilitated during this period and will include topics such as developing a shared understanding of equity, building equity-based summer services decision making processes, engaging with and sharing power with community members and stakeholders to build equity-based summer services, and building structures and systems in support of equity-based summer services. As a part of training, participating library staff will be asked to try out and practice techniques discussed, reflect on that practice, and consider how what they practice can be integrated into 2023 summer services. As this training process and practice will occur at the same time that many libraries are planning for their summer activities, the participating libraries will have the opportunity to use what they learn, reflect, and provide feedback to the project team and SLAA staff in a real-time environment. The project team and SLAA staff will then be able to build on the reflection and learning in order to iterate in years two and three of the project.

Implementation of equity-based summer services

Throughout the summer of the first year, participating library staff will integrate equity-based summer service ideas into their work on a regular basis. Staff will be asked to try out new ideas throughout the summer and record successes and challenges to their implementation, along with questions, and ideas. The project team and partner SLAA staff will review implementation feedback and use this information in revisions to training and the BEBS workbook.

Training and workbook revisions

Throughout the first year of the project, the project team will pay close attention to the successes and challenges in delivering equity-based summer training to frontline public library staff. Working with partner SLAA staff the project team will review this information at the end of the third quarter of the first year of the project and use what is learned in revising year two training for public library staff and in revisions to the workbook that will continue to be used by SLAA staff and frontline staff.

Recruitment and selection of SLAA staff

In the fourth quarter of the first year, the project team and SLAA staff will recruit and select staff from state libraries in five states to participate in the project. SLAA staff will work with the project team to develop a recruitment strategy for selecting the additional states. SLAA staff will leverage their relationships across state library agencies to develop recruitment materials and support the selection process. Considerations for recruiting additional states will include, the ability of each state library staff member to fully engage with the process and commit to the time required, supervisory approval from the SLAA staff member's direct supervisor, a mindset that is open to learning about and engaging in equity discussions with library staff across the state and the nation, and an interest in re-thinking how summer services can and should be implemented with an equity lens.

Recruit and select public libraries for year 2: Once additional states are selected, SLAA staff (from year one) and project team members will facilitate a recruitment and selection process similar to that implemented in year one. The project team and year one SLAA staff will determine any changes that need to be made in that process and revise protocols and steps according to first year experiences. The project team and partner SLAA staff will continue to center equity goals as they make year two selections. Year two public libraries and their front-line staff will be selected by the end of the fourth quarter of year one.

Train-the-trainer for partner SLAA and year one public library staff

In year two a train-the-trainer model will be implemented to prepare partner SLAA staff and frontline public library staff to train year two participants (SLAA staff and public library staff) on how to build and implement equity-based summer services. The train-the-trainer model was selected as it will support the ongoing building of confidence and competence of SLAAs and frontline staff in building equitable summer practices. "...trainers of trainers (TOTs) experience growth in...improved coaching and listening skills, increased satisfaction with work, leadership skills, professional involvements." (Murphy, et al) The virtual train-the-trainer, which will be completed by the end of the first half of the first quarter of year one, will be facilitated by Braun, Kimbrough, and CA BEBS coaches. Three virtual train-the-trainer sessions will be held at which those trained will reflect on the training they participated in, discuss the features of those trainings and how they helped to build equity-based summer services skills, review the revised training and workbook, and practice facilitating equity-based summer services training with year two selected SLAA and public library staff.

Year 2: August 2023-July 2024

Training for public library staff on equity-based summer services

Training sessions with selected library staff will begin during the final half of the first quarter of year 2. As with the training in the first year of the project, six every other week trainings will be facilitated, by year one SLAA and public library staff, for those that are starting this project in year two. Throughout the training period Braun, Kimbrough, and BEBS coaches, will support the trainers by reviewing session materials, providing feedback on session experiences, and answering questions that arise during training sessions. The training will be completed by the middle of the second quarter of year two which will enable library staff to plan and implement equity-based summer services in a timely manner.

Implementation of equity-based summer services

As training for year two participants will complete in time for participating SLAA and public library staff to embed equity into summer services planning, implementation of this work will start earlier in year two than in year one. Year two SLAA and public library staff will be required to include equity ideas into their planning from the start and to begin thinking holistically about how to embed equity into summer services from beginning to end. Year one SLAA and public

library staff will continue to implement equity into their summer services planning and implementation and the project team will be able to consider how first year participant strategies and second year implementation strategies align and differ. The project team will continually receive feedback on summer service planning and implementation and will use that feedback in **continued revisions to BEBS training and the BEBS workbook.**

Recruitment and selection of SLAA staff

In the fourth quarter of the second year, the project team and years one and two SLAA staff will recruit and select five more states to be added to the project. SLAA staff will work with the project team to iterate on the previous recruitment strategy for selecting the additional states which may include updated criteria for selection. SLAA staff will continue to leverage their relationships across state library agencies to develop recruitment materials and support the selection process.

Recruit and select public libraries for year three: Once additional states are selected, SLAA staff (from years one and two) and project team members will facilitate a recruitment and selection process similar to that implemented in year two. The project team and SLAA staff, from year one and year two, will determine any changes that need to be made in that process and revise protocols and steps. Year three public libraries and their front-line staff will be selected by the end of the fourth quarter of year two.

Year 3: August 2024-July 2025

Train-the-trainer

In year three we will again use a train-the-trainer model for additional SLAA and public library staff who will support facilitation of year three trainings. The previous train-the-trainer model will be revised in the fourth quarter of year two, using feedback from SLAA and public library staff and will then be implemented in the first quarter of year three. Again, facilitated by Braun, Kimbrough, and CA BEBS coaches three virtual train-the-trainer sessions will be held covering topics that were explored in year two train-the-trainer sessions as well as any new topics that emerge as a result of year two learning and experiences.

Training for public library staff on equity-based summer services

Training sessions with selected library staff will begin during the final half of the first quarter of year three. As with the training in the first two years of the project, six 90 minute every other week trainings will be facilitated, by year one SLAA and public library staff, for those that are starting this project in year three. Throughout the training period Braun, Kimbrough, and BEBS coaches, will continue to support the trainers using the same techniques as employed in year two including review of materials, feedback on training implementation, and answering questions that arise.

Implementation of equity-based summer services

Year three SLAA and public library staff will again have time to plan and implement equity-based summer services beginning in late December or early January of the third year. This will enable these staff to practice what they learned through a full summer planning and implementation season. Year one and two SLAA and public library staff will continue to implement equity into their summer services planning and implementation. The project team will then be able to consider how implementation varies, or does not vary, based on time spent on embedding equity into summer services. Based on feedback received from all participants - years one through three -the project team will revise co-design materials, training materials, and the BEBS workbook prior to the completion of IMLS funding.

Ongoing Years 1-3: August 2022-July 2025

Coaching: Throughout all three years of the initiative coaching will be provided to all participants - including SLAA staff and public library staff. This coaching will be available in different formats including 1:1 coaching (with Braun, Kimbrough, or CA public library BEBS coaches) or small group coaching for those who have similar needs and questions. Format for specific coaching needs will be determined based on topics and questions that arise during training sessions and as library staff are implementing equity-based summer services. The project team will keep track of questions and needs that appear during our work and leverage those for iterating training plans and the BEBS workbook.

Community of Practice: In the first year, following the training of front-line library staff, the project team will launch a community of practice for all partner SLAA staff, participating library staff, BEBS coaches, and the project team. This

monthly virtual community gathering will enable those designing and implementing equity-based summer services with the chance to learn from each other. Partner SLAA library staff have experience in facilitating and supporting a community of practice work through their T3 experiences and we will leverage that experience as we build and facilitate the BEBS community of practice. Topics for each community of practice session will be based on feedback received from partners and participants and ideas generated during training and implementation. Once started, the community of practice will continue throughout the remainder of the initiative (and after funding is completed).

The flow of the co-design sessions, training, and implementation over the three years of this initiative is shown in the table below. (A full schedule of completion outlining all of the project activities is included in the project package.)

Calendar	Activity	Who is Involved
2022: August-November	Six 90 minute co-design sessions to build training for library staff	Project team and partner SLAA staff
2022/2023: December-March	Six 90 minute sessions to train year one library staff on building summer equity-based services	Project team, partner SLAA staff, participating libraries
2023: April - July	Participating library staff and partner SLAA staff implement equity-based practices, provide feedback, receive mentoring and coaching	Project team, partner SLAA staff, participating libraries
August 2023	Partner SLAA staff and participating library staff participate in three 90 minute train-the-trainer sessions	Project team, partner SLAA staff, participating libraries
2023: September - December	Six training sessions in which year one SLAAs and library staff train year two staff on equity-based summer services	Partner SLAA staff, participating libraries, year two libraries
2023/2024: December - July	Year one and two library staff plan and facilitate equity-based summer services	Partner SLAA staff and participating libraries, year two libraries
2024: August - July	Coaching and mentoring of all participating library staff and SLAA staff	Project team
August 2024	Year two partner SLAA staff and participating library staff attend three 90 minute train the trainer sessions.	Project team, partner SLAA staff, participating libraries
2024: September - December	Six 90 minute training sessions in which year two SLAAs and libraries train year three library staff on equity-based summer services	Year one and two SLAA staff and participating libraries, year three library staff
2024/2025: December - July	All participating libraries with support of SLAA staff plan and facilitate equity-based summer services	Year one & two SLAA and participating libraries, year 3 library staff

Dissemination: Throughout all three years of the initiative, the project team will work with WebJunction on dissemination activities which will enable library staff across the United States to access materials developed throughout the life of the project, and after IMLS funding is complete. These materials may include impact stories focusing on the ways in which public library staff and SLAA staff embed equity-based practices into summer services, video clips from presentations facilitated during trainings with library and SLAA staff, and resource guides to support learning about and implementing equity-based summer services across the United States. In year two a podcast titled, *Conversations On...* will launch (and be linked on the WebJunction platform.). This monthly series will focus on informal conversations with participating library staff, SLAA staff, out of school time organizational leaders and library leaders who are transforming their institutions and their communities through equity work. The *Conversations On...* series will be co-facilitated by Kimbrough and Braun with a changing selection of guests taking part in each episode.. WebJunction and the project team will also work to develop webinars for library staff across the country and facilitated by public library staff and SLAA staff participating in the initiative.

The project team will also submit proposals to library conferences such as the YALSA Symposium, the ALSC Forum, the PLA Conference, the ARSL Conference, and the National Summer Learning Association Conference. Participating library and SLAA staff will be encouraged to work with the project team on conference proposals and to also submit proposals to local, regional, and state conferences. Similarly, articles will be submitted to a wide-range of journals including ALA sponsored journals and summer learning and afterschool related periodicals. Again, participating library staff and SLAA staff will be encouraged to submit articles to journals. WebJunction and The National Summer Learning Association will actively support dissemination efforts through their communications channels

Evaluation: The proposed external evaluation, led by Caitlin K Martin, is both formative and summative, providing information that can guide project decision-making, suggest ways the project might be improved, and provide evidence to demonstrate success, including broader impacts emerging from this work. Two theoretical frameworks ground the evaluation: culturally-responsive evaluation approaches ([Hood, Hopson, & Kirkhart, 2015](#)) and systems-oriented evaluation approaches ([Williams & Hummelbrunner, 2011](#)). In culturally responsive evaluation, cultural and contextual dimensions are considered critical to interpreting success. In systems-oriented approaches, there is a focus on understanding the project through a holistic lens, including organizational infrastructure and policy. Both frameworks privilege multiple perspectives and seek to ensure that the perspectives of marginalized stakeholders are represented ([Thomas & Parsons, 2017](#)). Central questions will focus on evaluation of outcomes, engagement, and sustainability. Questions outlined below will be revisited and refined annually with stakeholder partners:

- *Outcomes-focused questions:* To what extent do participating staff adopt a perspective that focuses on common goals through attention to design for those at the margins? To what extent do participating staff investigate, communicate, and reimagine if/how their summer library programs serve non-dominant populations? To what extent are programs transformed in ways that center specific needs of non-dominant youth and families of the local community? To what extent does the initiative develop a shared language and a set of tools and resources for library staff to use to build community-centered equitable summer services for youth, families and communities?
- *Engagement-focused questions:* Does the project engage the communities or participants with the greatest need? Are there disparities in access, experiences, or outcomes between participants who work in and with non-dominant and dominant communities or between participants who are members of dominant and non-dominant groups? What might account for those differences? What barriers to use/participation do participants encounter at various levels of the system? How might these barriers be reduced or removed?
- *Sustainability-focused questions:* To what extent are developed equity-based training and tools perceived by library staff and SLAAs as useful and usable in supporting intentional design of equitable summer services for youth and families? To what extent do participating staff expand equity focus from summer to year-round community services?

The evaluation will employ a mixed methods design, combining both quantitative and qualitative measures ([Greene, 2007](#)). Qualitative data collection will focus on understanding the diverse perspectives and values of stakeholders and

exploring adaptations and lessons learned. Methods will include observations of select meetings and workshops at the initiative (Community of Practice) level, state, and the participating library/community level; artifact review (both from project leadership and partner libraries), including meta-analysis of summer program documentation and assessments; individual interviews with participating library staff; and guided focus-group conversations. Quantitative data will focus on tracking progress in achieving goals and outcomes and examining the relative frequency of different attitudes, knowledge, and experiences among stakeholders. Strategies will include surveys with participating staff including a combination of multiple choice, Likert scale, and open-ended questions; and web-analytics tracking attendance at workshop opportunities and access/downloads of project-related information and materials. Insights from these methods will be shared as they arise, including on-going feedback with verbal reports and discussions on findings as part of project team meetings, followed by written documentation.

Resources: Funds requested include salaries for California Library Association staff contracts for the lead PI, lead facilitator, equity coach, and evaluator; contracts for web support from WebJunction and consulting from the National Summer Learning Association; stipends for participating library staff across the United States, and expenses related to presentations at the National Summer Learning Association annual conference.

Diversity Plan

Central to the BEBS initiative is a deep commitment to building equity-based summer services in libraries across the United States. In California that process started with a deep dive, through a co-design process, into understanding how library staff currently include equity in their summer services and how they define equity for themselves, their libraries, and their communities. We learned through this work that there are many aspects of summer library services that require attention to equity. These include budgeting processes, program registration processes, performer and speaker hiring procedures, programming activities, incentivization, marketing and promotion, and collection development. We also discovered that in order for library staff to truly build equitable services they need to gain comfort and skill in talking about equity with their colleagues, customers, and community stakeholders. All of these factors, knowledge, and skills have been taken into account in the design of the BEBS proposal and as the project team, SLAA staff, and public library staff continue to grow their understanding of needs in these areas, we will be able to design and develop tools and resources that help libraries best build equitable summer service in their local communities.

We also learned through our initial California-based BEBS work, that there is often apprehension in public libraries that attention to equity will cause discomfort, anger, conflict, and controversy among traditional library users. One BEBS co-designer wondered, “What are we going to say to the older white man that learns about our work focused on non-dominant youth and families and asks, ‘why aren’t you serving me anymore?’” The project team recognizes that struggle for library staff and will work to mitigate that concern through bringing the ideas of Targeted Universalism to the work. “Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.” As we work with SLAA and public library staff we will engage in discussions focused on mutual goals within a community and how, through equity-based summer services, it’s crucial to target programs and services to specific populations in a community in order to reach those goals. This will also help library staff to communicate with others how services targeted to non-dominant youth and families do not equal others not receiving services. Instead, through targeted universalism, participants will start to see that everyone is able to receive the services they most need in order to learn, grow, and thrive.

This work will also provide library staff with opportunities to consider questions of library neutrality and how that framing limits library staff’s ability to truly connect with and serve non-dominant youth, families, and adults. As noted by Gibson, et al., “The construct of the library as a neutral entity limits the work that is necessary to truly provide responsive, equitable, and inclusive access to information, skill development (such as social media use, information creation, data, and media literacy), community conversations, and other library services for communities dealing with crises or social

unrest... It does not encourage the library to actively engage with community issues unless those issues are “apolitical,” and does not obligate the librarian to seek out and attempt to ameliorate conditions within local communities.” Our conversations during training and coaching sessions that will explore targeted universalism and neutrality will arm library staff, working to build equity-based summer services, with the background and knowledge needed to succeed and to help others in their libraries and communities acknowledge the importance of this work.

The partner SLAA staff that will join the project in the first year have all demonstrated a commitment to building equity-based services across their states. This has been achieved through their participation in projects such as the design and development of equity-focused virtual courses as a part of the above mentioned T3 project. They have also participated individually and collaboratively in facilitating equity training in their states using the IMLS-funded Project Ready curriculum and are steeped in conversations with colleagues and peers about equitable library systems and structures. During each phase of the initiative, the equity-based skills and knowledge of SLAA partners will be leveraged in the recruitment and selection of participating libraries and library staff. The substantial background and experience of each of the partner SLAA staff enables the project team to understand how to move library practices forward to ensure that summer services across the United States deeply impact non-dominant youth and families.

Project Results

In our California-based BEBS work we learned that one of the challenges libraries face in re-envisioning summer services, using an equity lens, is building support for the work with colleagues and administrators. The BEBS project team regularly heard that library staff wanted to change library summer practices but were struggling to gain support in their institutions. Knowing that library systems and structures can present a challenge, a key national result for this project will be a better understanding of this barrier. This understanding will lead to the development of resources that will aid library staff in engaging with colleagues and administrators to move equity-based summer work forward. These materials may include talking points, infographics, and case studies that highlight the value of building equitable summer services.

Sustainability: All of the materials developed as a part of this project will be available for access via the WebJunction website. This will include co-design session outlines, a revised BEBS workbook, impact stories, the podcast and resources for learning more about building equitable services in a community. The web page will continue to live on the WebJunction site following completion of this project. CLA and CSL staff will monitor the resources and inform WebJunction staff when updates need to be made. As mentioned above, project partners the National Summer Learning Association and WebJunction will support training and dissemination through their face-to-face and virtual channels. These supports will help extend the reach of this initiative. The community of practice will continue to meet monthly, after IMLS funding is complete, with participating state library and public library staff, at the end of the third year, taking responsibility for organizing sessions.

“Summer learning programs are one of the most traditional programs that libraries offer.” (California BEBS participant) While some libraries across the country have moved from summer reading to summer learning programs, with the goal of supporting the needs of youth that suffer learning loss during the summer months, we learned in the California-based BEBS work, that intentionally analyzing, through an equity lens, all aspects of summer services was not embedded into summer services practices. In this initiative we will launch a process across the country that **library staff** can use to truly re-imagine summer services practices to successfully meet the local needs of non-dominant youth and families. **SLAA staff** will gain skills in co-design and in bringing equity-based initiatives to library staff in their state. This skills attainment will ultimately benefit **non-dominant youth, families, and adults** who, through targeted equity-based opportunities will learn, grow, and thrive. Once skills in equity-based summer services are in place, library staff and SLAA staff will be able to take those skills to a wide-variety of services, ultimately laying the foundation for equity in all aspects of all library services and ultimately leading to flourish.

California Library Association

Building Equity-Based Summers Through Libraries and Communities

Type	Availability	Access	Sustainability
Text and image-based training materials - approximately 6 lesson plans and sets of co-design materials will be produced along with 3 lesson plans and supplementary materials. (All materials will be in PDF, DOCX, or PPTX format)	All training materials will be available via the WebJunction website and access will be open to anyone who is interested in the materials.	All training materials will be licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)	Following the completion of IMLS-funding the training materials will continue to be available on the WebJunction website for a minimum of three years.
Text and image-based Building Equity-Based Summers Workbook - at the end of the project we will have produced one Workbook (The workbook will be in PDF and DOCX formats)	The Workbook will be available via the WebJunction website and access will be open to anyone who is interested in the materials.	The workbook will be licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)	Members of the project team will bi-annually review the Workbook content to determine applicability to the field. Based on use and continued effectiveness the Workbook will remain live on the WebJunction website for a minimum of two years.
Audio Podcast - monthly podcast beginning in the second half of the second year of the project. Over the lifespan of IMLS funding we expect that 18 podcasts will be produced. (The podcast will be available in MP4 format)	The podcast will be available via the WebJunction website and access will be open to anyone who is interested in the materials.	The podcast will be licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)	Following the completion of IMLS funding, the podcast will continue to be produced and hosted on WebJunction.. The project team will continually review interest in the podcast and determine its lifespan based on data gathered via website statistics.

<p>Text and image-based Impact Stories - we will collect between 6 and 12 impact stories over the life of the project (The impact stories will be available in PDF and DOCX formats)</p>	<p>All impact stories will be available via the WebJunction website and access will be open to anyone who is interested in the materials.</p>	<p>The Impact Stories will be licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)</p>	<p>Impact stories will be housed on the WebJunction website for at least two years after active IMLS funding. The project team will review access data and impact story content on a regular basis to determine curation needs related to interest in and applicability of all impact stories.</p>
<p>Webinars - we will host approximately 4 virtual webinars during the life of the project. (Webinars will be available in MP4 format and supplementary materials will be available in PDF, DOCX and PPTX formats)</p>	<p>All webinars will be available via the WebJunction website and access will be open to anyone who is interested in the materials.</p>	<p>The webinars will be licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)</p>	<p>Webinars will be hosted in the WebJunction archive and will be evaluated on an annual basis to determine applicability to the field.</p>
<p>Community of Practice Recordings - all community of practice sessions will be recorded and available in MP4 Format</p>	<p>The community of practice resources will be hosted on the project YouTube channel. The recordings will be “unlisted” on YouTube and only available to participants in the project during years one - three.</p>	<p>In order to maintain privacy and confidentiality within the community of practice group, the materials will not be made available to a wider audience.</p>	<p>Community of practice recordings will be hosted on YouTube for three years after the completion of IMLS funding.</p>

California Library Association Organizational Profile

Mission

The mission of the California Library Association is “The Association provides leadership for the development, promotion and improvement of library services, librarianship and the library community.” Approved by the Association’s Board of Directors, November 2020 as a part of a Bylaws Revision -

https://cdn.ymaws.com/www.cla-net.org/resource/resmgr/governance_and_policy_documents/clabylaws_2020_1102.pdf

Governance Structure

The California Library Association is governed by a 15 member Board of Directors. Members of the Board are responsible for setting Association policy consistent with existing mandates and policies, planning the direction of the Association, conducting the business of the Association, establishing the Association's standing rules, adopting the budget, and evaluating Association activities.

The 15 members of the Board of Directors include a President, Vice-President / President-Elect, Immediate Past President, Treasurer, Secretary, ALA Chapter Councilor, Student Representative, and eight general Board seats. All California Library Association Board members are elected annually by voting members of the Association and serve three-year staggered terms.

Service Area

The California Library Association serves all of California with members from all areas of the state. There are 1130 public libraries in the state (<https://www.library.ca.gov/services/to-libraries/statistics/>) and the Association has nearly 3,000 individual, business, and institutional members. Individual members include librarians, library employees, library students, friends group members, trustees, retirees as well as members of the general public who wish to support California libraries. Association business members represent a wide range of library-supporting businesses, whereas Institutional members include library institutions and systems who support the Association's advocacy programs. Annually, the California Library Association provides professional development and advocacy support for its members and the California library community at large. Additionally, the Association supports the administration of the California Summer at the Library Program as well as further summer enrichment programs.

Organizational History

Established on March 8, 1895 by public and academic librarians in the Bay Area, the original “Library Association of Central California” became the “Library Association of California” two years later when it expanded to include Southern California members. The California Library Association (CLA) acquired its current name in 1906. Statewide membership numbered 233 by January 1907.

From the beginning, the Association enjoyed a close working relationship with the California State Library. In fact, all four state librarians between 1906 and 1972 served at least one term as California Library Association president. In 1969, the Association headquarters permanently moved to Sacramento after being housed in the homes of the Association’s various executive secretaries for more than 60 years.

Historically, the California Library Association led the way in creating many library initiatives ultimately adopted nationwide. In March 1952, the Association organized the first statewide Library Week, which became National Library Week when the American Library Association (ALA) adopted the concept in 1957. ALA also looked to the Association’s recently developed standards on library staffing, collection size and budget requisites when compiling its own national standards in 1956. The California Library Association was one of the first state library associations to appoint an intellectual freedom committee in 1940 and, in 2001, was among the earliest library organizations to officially denounce the USA PATRIOT Act.

Today, the Association is perhaps best known for its legislative efforts, which have resulted in the successful passage of numerous library bills. Created in the early 1950s at the request of newly appointed state librarian Carma Zimmerman, the CLA Legislative Committee has been responsible for introducing initiatives that eventually led to statewide library aid, the creation of library systems, and library construction bonds. CLA’s lobbyists keep members apprised of developments in Sacramento and often rally library advocates for and against specific statewide legislation.