BEBS:

Building Equity-Based Summers

Workbook

BUILDING - EQUITY - BASED - SUMMERS

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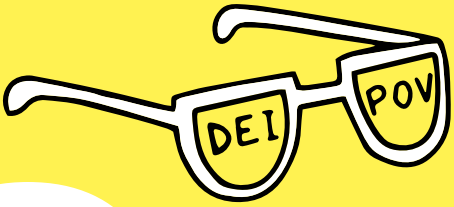
Re-imagining and
Designing Library Services
with Your Community



Why equity

Working towards equity honors diversity and creates space for inclusion in all library services.

Why center library services in equity?

- Equity is foundational. Only on a bedrock of equity are library staff able to build and encourage strong and vibrant communities.
- Equity serves everyone. Libraries are one part of a greater community ecosystem which includes systemically marginalized youth, families, and adults.
- Equity requires sharing power. It's crucial that individuals from systemically marginalized groups have opportunities to bring their unique lived experiences to the design and delivery of community-based services.
- Equity embraces shared humanity and basic rights. Social justice and liberation require equity-based solutions.

Library staff goals are clear:

- As public servants, staff must center community needs over the desires of libraries and staff.
- Staff must focus on solutions, not problems. See Subramaniam, et al.

There are many aspects of summer library services that require attention to equity. Processes to re-think include: budgeting, program registration, performer and speaker hiring, programming activities, incentives, marketing and promotion, and collection development. When library staff apply a traditional cookie-cutter approach to summer services or when staff don't operate with an equitable mindset, those who could benefit the most are often left-behind. Rigid registration and completion restrictions, for example, tend to limit participation.

Working towards equity honors diversity and creates space for inclusion in all library services.

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Setting the Stage

Equity is more than making library services available to all. Building Equity-Based Summers (BEBS[1]) empowers libraries to create summer services that are built on a foundation of equity.

BEBS launched in 2020 when 14 libraries from across California came together to better understand and incorporate equitable practices into summer services for youth, families, and communities.

The learning opportunities provided by BEBS and the content of this companion Workbook embody the learning and knowledge gained through this work.

1 Building Equity-Based Summers is supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

Topics for Building Equity-Based Summer Services

Along with supplementing professional development opportunities, the Workbook acts as a guide to building equitable summer services. Don't engage in this equity work on your own.

Recruit a partner from your library to actively participate with you. Together you will develop a shared language and understanding of what equity in summer services requires and looks like in your community for your specific population of youth, families, and adults. You will also build relationships and gain confidence in working together towards the goal of equity in summer services, and ultimately in all library services.

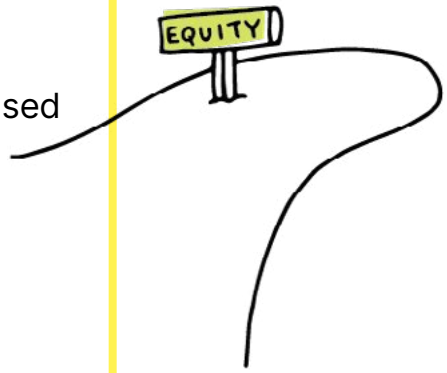
Topics Covered in this Workbook

- THE WHYS OF SUMMER – dig deeply into the purpose of summer services and "why" equity-based summer services are essential.
- LETTING GO OF TRADITIONS – re-imagine the traditional ways in which summer services "have always been done."
- CONNECTING WITH COMMUNITY VOICES – examine the value of relationship building and power sharing in bringing the voices of systemically marginalized community members to the forefront.
- MEASURING IMPACT AND SUCCESS – determine if equity outcomes are reached, by looking beyond the numbers.

We suggest that as you learn about building equity-based summers don't engage in the work on your own. Invite colleagues and community members to join in your learning.

Quality Principles and Indicators

The Principles and Indicators below focus on the key areas that library staff must acknowledge in order to build equity-based summer services and the Indicators act as benchmarks for succeeding in each area.



Summer Services are designed and implemented with community voices

- Systemically marginalized community members are actively engaged as co-designers in all aspects of summer services including design, implementation, assessment, and evaluation.
- The summer program expands and harnesses trusted relationships across the community. Library staff trust and empower partners to take center stage.
- The summer program celebrates systemically marginalized community member interests and assets.

Summer Service library decision-making processes are embedded in an equity-based community mindset

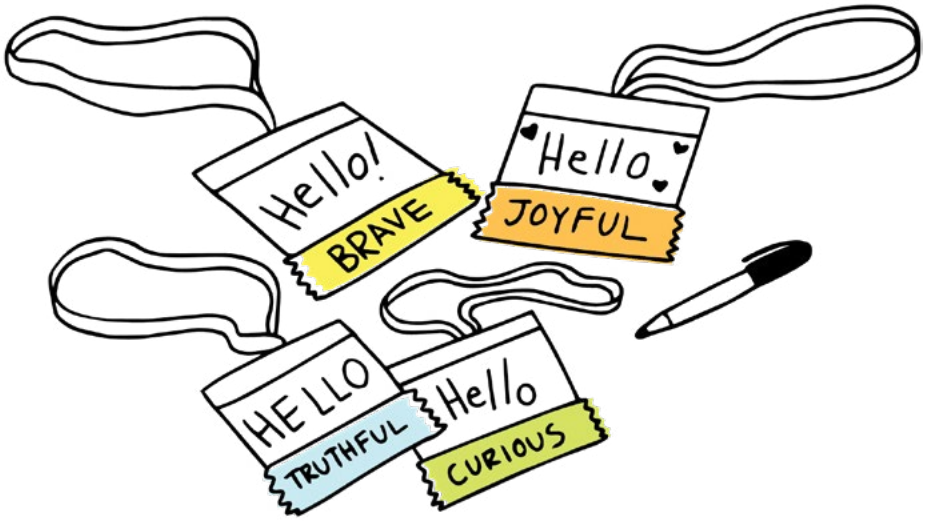
- A diverse set of staff voices are integrated into the design and implementation of summer services.
- Ongoing professional development provides all staff with an understanding of the “why” of equity-based summer services.
- Funding and staff resources provided for summer services are centered on meeting the needs of systemically marginalized youth and families.
- Library staff working on summer services actively inform and engage with administrators and managers.

Summer Services expand opportunities for learning and connection

- Summer services and experiences focus on learning about self by relating to others and to the world.
- Multiple formats for learning are encouraged and include text-based, multimedia, mentors and coaches, and group and individual activities.
- Summer provides opportunities for access to quality literacy and enrichment activities to systemically marginalized youth and families.

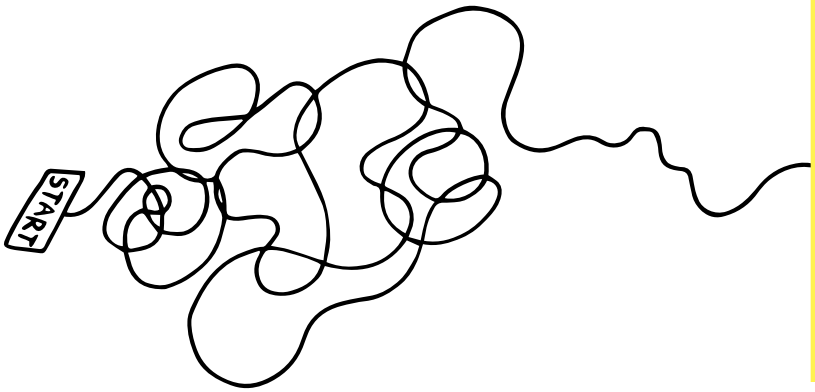
Summer Services actively engage systemically marginalized youth, families, and communities

- Multiple methods of participation are encouraged and include sites outside of the library.
- Summer services are hosted and facilitated by community members, organizations, and stakeholders.
- Library staff acknowledge and actively work to overcome barriers to participation including internal policies, job descriptions, structures and systems, and external factors such transportation and family structures.



Essential Elements of This Work

- This work is **ongoing and takes time.** Get started and know that you will develop new knowledge and skills along the way.
- **You cannot do equity work on your own.** Involve library staff at all levels and community members in this work.
- **Don't expect hand-holding**. While we recommend that you work with others in learning about and building equity-based summer services, this is work that someone else can't do for you. Be ready to take risks as you learn, plan, build, and deliver.
- **Brave space is foundational**. Equity work requires bravery from library workers and community partners. That includes having uncomfortable conversations, asking tough questions, and considering the impact your decisions have on systemically marginalized communities. Brave spaces are non-judgemental and risk taking is encouraged.
- **Work of this type is messy. There is not a straight line in the learning.** There will be times when you and your colleagues need to go back and rethink ideas in order to move forward.



- **It may feel challenging and even frightening to do this equity work.** You may be asking, "How should I talk to colleagues and community members about equity?" It's normal to be nervous. Work with one or more colleagues or community members as a step in gaining confidence.
- **Intentionality is required in this work**. You need to look at all summer services through an equity lens, ask hard questions, include community voices, and be open to making mistakes and having to re-think and re-imagine along the way.
- Equity work related to summer services **requires looking deeply into all aspects** of those services including library policies, staffing models, administrative structures, and so on.

- Equity work requires **acknowledging race, ethnicity, education, socio-economic status, religion, ability, and cultures** that exist in the communities served. If you don't recognize communities that are systemically left out, your work will not meet their needs as well as it should.
- **Equity work can take place in the "middle ground."** The middle ground is the bridge between old practices and what you are working towards achieving. The middle ground lets you see steps and decisions that need to occur as you move from what is to what can be. Coach Nancy Leven describes this space this way, "This space allows you to integrate all that has happened for you, everything you've experienced, and what you desire to create. See more on page 32.
- **Equity work isn't just about summer**. Gathering input from unheard voices and adjusting programs accordingly has an impact on the entire community, and often leads to more thoughtful and responsive services overall.
- **This work is never done**; you will always need to strengthen equity skills and processes. Always keep an equity lens at the forefront of your summer services.

YOUR TURN: ESSENTIAL ELEMENTS REFLECTION

Equity work takes confidence, and that confidence is built along the way. Start to ask yourself questions such as, *"How confident do I feel about each of the essential elements?"* Once you've thought about your confidence levels, consider:

- How can you start to build confidence in your weaker areas?
- Who can you talk with to build your confidence?
- What should you practice to gain more comfort?

The goal is to grow your confidence as you dig into equity-based summer service design and implementation. The table below will help you assess where you are at. Check the appropriate boxes for your current state.

ESSENTIAL ELEMENT	CONFIDENT	NOT CONFIDENT	IDEAS FOR BUILDING CONFIDENCE
This work is ongoing and cannot happen overnight	☐	☐	
You cannot do equity work on your own	☐	☐	
Do not expect hand holding	☐	☐	
Equity work is messy	☐	☐	
Create brave space	☐	☐	
It's OK to have trepidation	☐	☐	
Being intentional is required	☐	☐	
Looking deeply into library practices is required	☐	☐	
Acknowledging who you are serving is essential	☐	☐	
Working in the middle ground as you get started is OK	☐	☐	
Equity work is not just about summer	☐	☐	
Equity work is never done	☐	☐	

Definitions and Meaning

Shared language is essential in equity work. To be able to talk about equitable summer services, it's essential to be able to explain goals and outcomes in words that resonate.

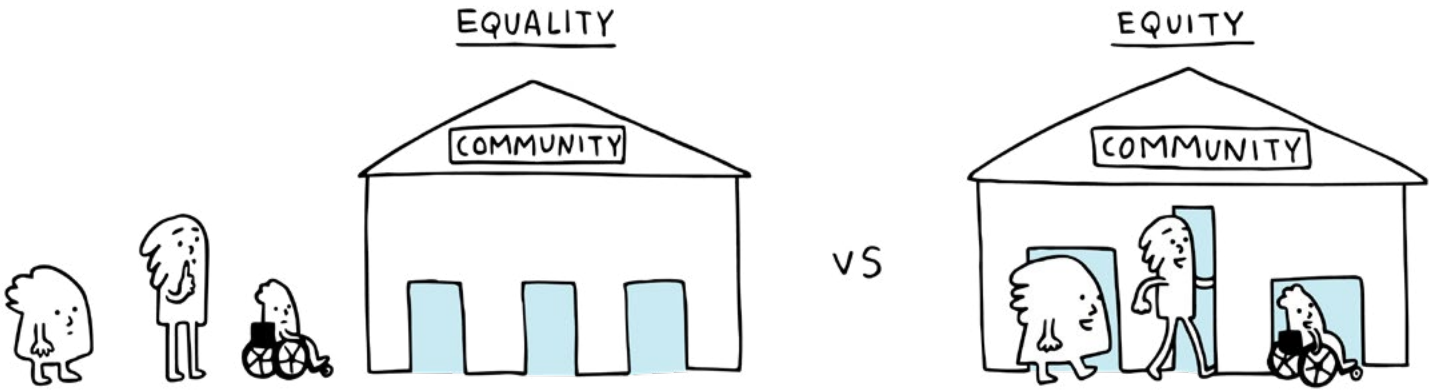
We know that when it comes to language, each person defines words and brings meaning to those words as a result of lived experiences and identities. As you read the list of words and definitions on the next pages, pay attention to how each makes you feel. Do parts of your body respond to what you're thinking about? Have you felt this way before? Reflect on it.

Also keep in mind that:

- **Language is fluid.** The way you or I define a word today may not be the same as a year ago or a year from now.
- **This is a chance to learn.** Don't worry if your definition isn't perfect. At this time it's good to simply start thinking about what the words and phrases mean to you.
- **Talking with others as you think about the definitions can help you** understand how other people see these words and phrases and help you to build a shared understanding.
- **Definition isn't the same as meaning.** Meaning is what you bring to a definition through your lived experience. It is how you move from knowing what something means to integrating it into your practice and your life.

Equality
The term equality focuses on people having the exact same support and services. Equal in that way means that solutions are the same for every individual no matter their situation.

Equity
As language is fluid, our current definition is: Equity "is the fair treatment, access, and opportunity for advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources." (Worcester State University, n.d.)



Intersectionality
All members of a community are a part of a variety of identity groups and these groups overlap. For example, someone who is black, male, and homosexual is not each of those separately. These aspects of someone's identity overlap and have an impact on the ways in which they see themselves and the ways in which they interact with the world. Similarly, identities also overlap with a variety of social and legal structures. For example, someone who is black, male, and homosexual might find that those intersections also intersect with hiring practices or financial systems that they engage with.

Oppression
When those in power undermine, undervalue, marginalize, and exert dominance over others.

Power
When a person or system or organization is able to exert control over others. Within an equity context, power relates to the ability to determine the way in which resources, opportunities, and privilege are distributed within a community. Power can be demonstrated in many ways including the ways in which policies are written and carried out, the ways in which decisions are made, and the ways in which staff communicate both internally and externally.

Power Sharing
When community stakeholders engage in designing, implementing, and making decisions together. When truly sharing power with the community, library staff move from the expert role to a role in which they support opportunities and support others in the community in equity-based summer services designing, decision-making, and implementation.

Privilege
When a person or group is given an advantage based on a particular identity. For example, when white students are given more opportunities to participate in activities than students of color or students with disabilities or students from low socioeconomic living environments.

Structural Racism
Historically, public libraries have furthered oppression and racism through their structures such as policies, procedures, and administrative processes. These often create barriers to systemically marginalized youth, families, and communities. Public libraries summer service registration and finishing policies, performer and programming policies, and so on, often present structural barriers which make it difficult to build targeted equitable summer services.

Systemically Marginalized
In equity work, systemically marginalized is used as a way to express the understanding that there are members of every community who do not hold power and as a result are not able to participate in community activities and services of all kinds. This lack of power is often embedded in systems such as job descriptions, funding, and policies. Systemically marginalized can refer to many different lived experiences including socio-economic status, race, ethnicity, gender, sexual orientation, age, education, ability, and neighborhood.

White Supremacy Culture
Okun defines culture and white supremacy culture: "Culture reflects the beliefs, values, norms, and standards of a group, a community, a town, a state, a nation. White supremacy culture is the widespread ideology baked into the beliefs, values, norms, and standards of our groups (many if not most of them), our communities, our towns, our states, our nation, teaching us both overtly and covertly that whiteness holds value, whiteness is value. It teaches us that Blackness is not only valueless but also dangerous and threatening. It teaches us that Indigenous people and communities no longer exist, or if they do, they are to be exoticized and romanticized or culturally appropriated as we continue to violate treaties, land rights, and humanity. It teaches us that people south of the border are "illegal." It teaches us that Arabs are Muslim and that Muslim is "terrorist." It teaches us that people of Chinese and Japanese descent are both indistinguishable and threatening as the reason for Covid. It pits other races and racial groups against each other while always defining them as inferior to the white group."

Now, that you've looked over the definitions created by the Building Equity-Based Summers group:

What changes, additions or ideas would you like to consider for your own understanding and implementation in your practice?

What do you find challenging about these terms and phrases and their definitions?

What questions do you have about these terms and phrases and what they mean?

How do you see the terms and phrases helping you to talk about why equity must be at the foundation of summer services?

Talk with colleagues, friends, and community members about these questions, definitions, and ideas. What can you do with and learn from each other?

The BEBS co-designers used a set of agreements as a way to set ground rules and expectations for engagement. At each of our co-design sessions and in our professional development sessions, we talk briefly about what each agreement means. As you work with others on equity-based services, you will want to keep these (or a set that you design with your equity work colleagues) in mind:

Bring wonder and curiosity with you
By looking at ideas and people with wonder and curiosity you will find that you are less likely to be reactive. You can start to ask questions such as, "I am curious where that idea comes from?" or "I wonder how that works for members of your community?" The wonder and curiosity questions focus on learning from each other instead of making judgements, trying to win someone over to your side, or being reactive.

Be willing to be brave and courageous
Bravery and courage are demonstrated in multiple ways as a part of equity work. It takes bravery to try a fresh idea suggested by someone else. It takes courage to broach sensitive subjects like race, ethnicity, and culture.

Commit to fully showing up
To deliver equitable summer services, you need to filter out the noise and focus entirely on the equity conversations, learning, and design facilitated as a part of the BEBS sessions.

Lean into learning
Some of what is discussed during the equity-based summer services experience may be difficult to hear or grasp. Yet, it's important that you view these times as an opportunity to learn. When faced with a difficult situation or material, rather than shrugging it off or ignoring it, it's important to lean into the problem and ask yourself what it's teaching you about your own equity practices and ideas.

Support one another in bringing each of our lived experiences to the conversation
As you work with others on equity-based summer services, acknowledge the contributions of all team members. Recognize that each person's lived experience is valuable and allows for unique perspectives and ideas to be a part of the conversations you will have.

I, _____ **,**
PRINT YOUR NAME

will to the best of my ability uphold these statements as I commit to this equity work.

_____
SIGN YOUR NAME DATE

Session 1

The WHYS of Summer

SESSION 1
The WHYS of Summer

Introduction

To authentically develop equitable summer services, an understanding of the reasons why the library provides these services is required. That means you need to determine what that "why" is.

You can start thinking about your summer "why" by watching this TEDx Puget Sound video in which Simon Simek talks about How Great Leaders Inspire Action. While Sinek talks mostly about corporations and technology, keep in mind that the ideas about purpose and beliefs hold true for community organizations such as libraries.

As Sinek notes, the "why" defines your purpose. When thinking about the "why" of your equity-based summer services ask yourself, what is the purpose of these services? Keep in mind the importance of thinking about the purpose/the "why" within the context of the community and the impact that "why" can have on the community. For example, a "why" whose purpose is "To bring community members into the library during the summer" is focused on the library, not on the community. A "why" that is community focused might look like this: "Provide opportunities for systemically marginalized community members to engage in activities together."

With a community-focused "why" you can begin to re-imagine summer services to reach that "why."

Moving Beyond Obstacles to Equitable Summer Services

Even when library staff know their equity-based summer services "why," they may find that there are actual or perceived barriers to building those services. These may include staffing, job descriptions, time, resources, capacity, and colleague and leadership buy-in. None of these is insurmountable, however each does require an honest look at library policies, procedures, and traditions.

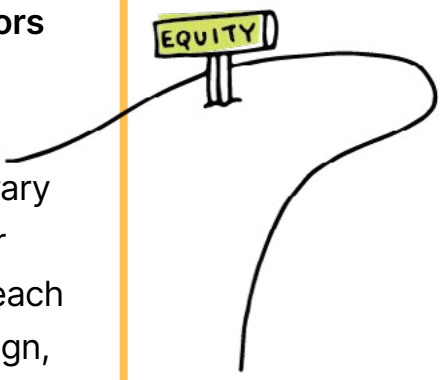
As you work through any obstacles and analyze how much of a role they play in moving forward with equity-based summer services consider the following:

- **What do you have control over at this very moment?**
  For example, it could very well be true that colleagues and/or library leaders aren't yet ready to go as deeply into building equitable summer services as you are. Ask yourself, what can I work on and/or change on my own or with those who are ready to take on this work? Do I have control over a part of the summer services budget or some summer scheduling? Get started with what you have control over and leverage what you are able to do in that area in order to build support for more summer equity work.
- **What am I really spending time on?**
  Consider if you are spending time on tasks that either don't really have to be done anymore or that you can have someone else take charge of. When you think of summer specifically, is the time you are spending on traditional activities such as registration, incentives, and finishing requirements necessary? Could you build a more flexible and community-centered program if you spent less time in those areas and more time talking with community members who do not traditionally take part in summer services?
- **What are you already doing for summer that has the potential to be more equitable more quickly?**
  Many libraries offer an array of programs over the summer months that are geared toward participants staying engaged in learning when school is not in session. Ask yourself, what is one way I can re-think how I plan those programs so to be more equitable? Could I ask colleagues who live in the community and have connections to community members who are not traditionally a part of summer library services to talk with their friends and relatives about their summer aspirations?

As you work to build equitable summer services, don't let the obstacles stop you from trying things out. Look for support from unexpected places – community members, colleagues, stakeholders, and so on. Remember, equity work is messy and moving beyond obstacles will certainly be messy and challenging, however it will be worth it as you find that you are able to serve more of your community than ever before.

Don't let the obstacles stop you from trying things out and looking for support from unexpected places.

Building Equity-Based Summers Quality Principles & Indicators



The BEBS project team and co-designers revised the original California Quality Principles & Indicators to center equity in all summer work. These Principles focus on the key areas that library staff must acknowledge in order to build equity-based summer services. The Indicators act as benchmarks for succeeding in each area. Together they act as a guide for you to follow as you design, plan, and implement equity-based summer services. They provide a frame for you to look through as you investigate your summer "why."

Summer Services are designed & implemented with community voices

- Systemically marginalized community members are actively engaged as co-designers in all aspects of summer services including design, implementation, assessment, and evaluation.
- The summer program expands and harnesses trusted relationships across the community. Library staff trust and empower partners to take center stage.
- The summer program celebrates systemically marginalized community member interests and assets.

Summer Service library decision-making processes are embedded in an equity-based community mindset

- A diverse set of staff voices are integrated into the design and implementation of summer services.
- Ongoing professional development provides all staff with an understanding of the "why" of equity-based summer services.
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- Library staff working on summer services actively inform and engage with administrators and managers.

Summer Services expand opportunities for learning and connection

- Summer services and experiences focus on learning about self by relating to others and to the world.
- Multiple formats for learning are encouraged and include text-based, multimedia, mentors and coaches, and group and individual activities.
- Summer provides opportunities for access to quality literacy and enrichment activities to systemically marginalized youth and families.

Summer Services actively engage systemically marginalized youth, families, and communities

- Multiple methods of participation are encouraged and include sites outside of the library.
- Summer services are hosted and facilitated by community members, organizations, and stakeholders.
- Library staff acknowledge and actively work to overcome barriers to participation including internal policies, job descriptions, structures and systems, and external factors such transportation and family structures.

YOUR TURN: REFLECTING ON EQUITY AT THE CENTER OF THE SUMMER "WHY"

Think about the summer services you already provide and answer the following questions about those services.

What is your "why" for library summer services?

How and "why" was that determined?

Review the BEBS Quality Principles and Indicators: how does your "why" help you to reach these principles:

- Design & implement with community voices
- Decision making processes are embedded in an equity-based community mindset
- Expand opportunities for learning and connection
- Actively engages systemically marginalized youth, families, and communities

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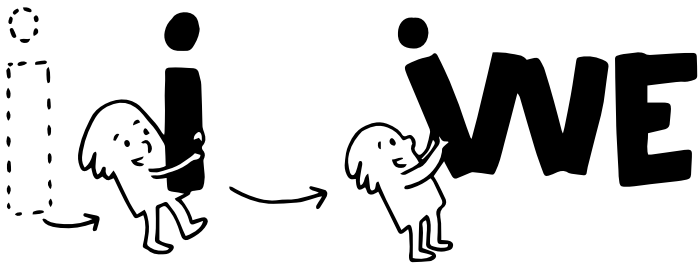
How is your library targeting systemically marginalized youth and families in order to achieve the "why"?

How do you know that the "why" you focus on for summer services is one that relates to and reflects community needs, strengths, and assets and is equity based?

Reflect on the "why" you've written about and consider: Is this "why" centered on equitable summer services? Should the "why" be re-envisioned in order to better center equity in summer services?

Session 2

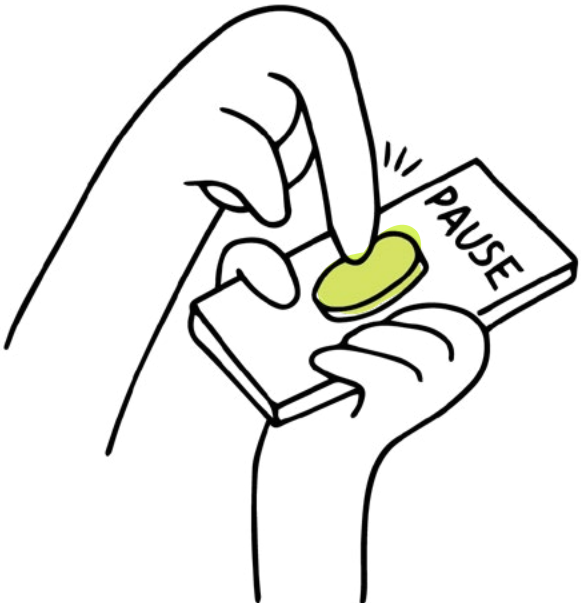
Letting Go of Traditions



SESSION 2
Letting Go of Traditions

Introduction

It's pretty common that library staff move from one summer to the next without spending a lot of time to consider the overall structure of the summer program, what might be re-imagined, and what are traditions that worked once and are not as effective in the current age. Taking time to reflect on common summer practices that have become traditions for the library and the community will help you to move towards reaching your "why" and building equitable summer services.



Reconsider Traditions by Taking an Equity Pause

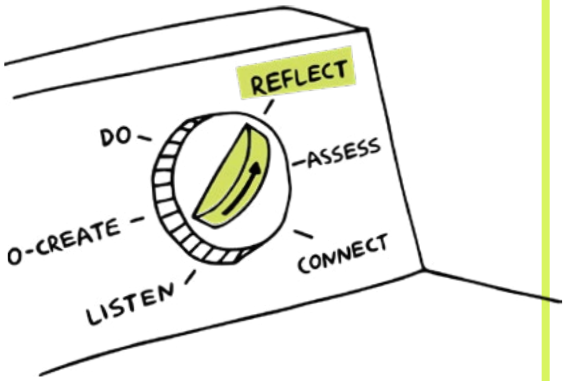
The phrase Equity Pause is used to describe time people and organizations take to reflect on how equity is embedded into their personal and/or professional lives. When building equity-based summer services it's valuable to engage in an equity pause in order to reflect on the traditions of library summer services and how to move past those traditions in order to bring equity to the work.

Public libraries across the United States carry on summer services practices that have been a part of summer design and implementation for years (and perhaps decades). Registration, setting finishing goals, providing incentives and prizes, reading logs, hiring performers, and allocating resources are areas libraries focus on when developing summer plans. Yet, often these activities and decisions are based on what has always been done instead of what will best address the needs and interests systematically marginalized youth, families, and adults. That's why, as you build equitable summer services, you need to ask questions about how traditional practices support the summer service "why" and the assets and challenges of systemically marginalized communities.

Some equity pause questions to consider when thinking about the traditions libraries hold as a part of summer services include:

- Why do we require **registration**?
- Why do we require setting and meeting **finishing** goals?
- How do our **registration and finishing** practices support reaching equity goals?
- How do **registration and finishing** practices lead to systemically marginalized community members not participating in summer services?
- Who do we connect with to gather **feedback and advice** on summer service practices? Do we focus on school personnel, parks and recreation personnel, and those that already take part in our services? How do those groups help us to learn about designing summer services for youth, families, and community in order to reach our summer equity "why"?
- How are decisions made about summer services **budgets**? Are funds spent on the same things from year to year: Books to give away, performers, incentives and prizes, and so on? Are these the resources that best leverage the assets and help to meet the challenges of systemically marginalized community members?
- What are the **policies and procedures** related to summer services that have an impact on connecting with systemically marginalized youth, families, and adults? Are there borrowing policies, staffing policies, library hours, etc. that have an impact on who can access summer services, how summer services are accessed, and what summer services are available?

These questions should help you get started thinking and reflecting about the traditions your library regularly employs and the traditions you may need to be re-imaging in order to build equitable summer services.



The Targeted Universalism Framework

Library staff sometimes struggle with getting support for the impact they seek to achieve through equity-based summer services. People (including customers, colleagues, and leadership) ask questions and show concern that those who are already taking advantage of summer services will lose those services when equity is centered. In these instances it's useful to bring up the framework of Targeted Universalism.

- **Targeted Universalism focuses on recognizing mutual goals across a community** and designing targeted approaches to reach those goals. For example, many different organizations in a town may have the same goal: to give all youth opportunities for active engagement over the summer months. Reaching that goal will not look the same for every organization providing summer services nor will it look the same for every neighborhood or community.
- **Different approaches need to be used to reach that goal and those approaches must be tailored to the specific assets and challenges of each community.** For libraries a targeted universalism approach means that not every community in a city or town or rural area will participate in summer activities in the same way. One community might be more engaged via online activities, while another may be more engaged with activities facilitated by community members.
- **A one-size-fits-all approach is not a part of targeted universalism.** By focusing on the specific needs of each community a wide array of community members are served.

This video on targeted universalism can help you to understand the concepts and this American Libraries column will provide more context.

For libraries a targeted universalism approach means that not every community in a city or town or rural area will participate in summer activities in the same way.

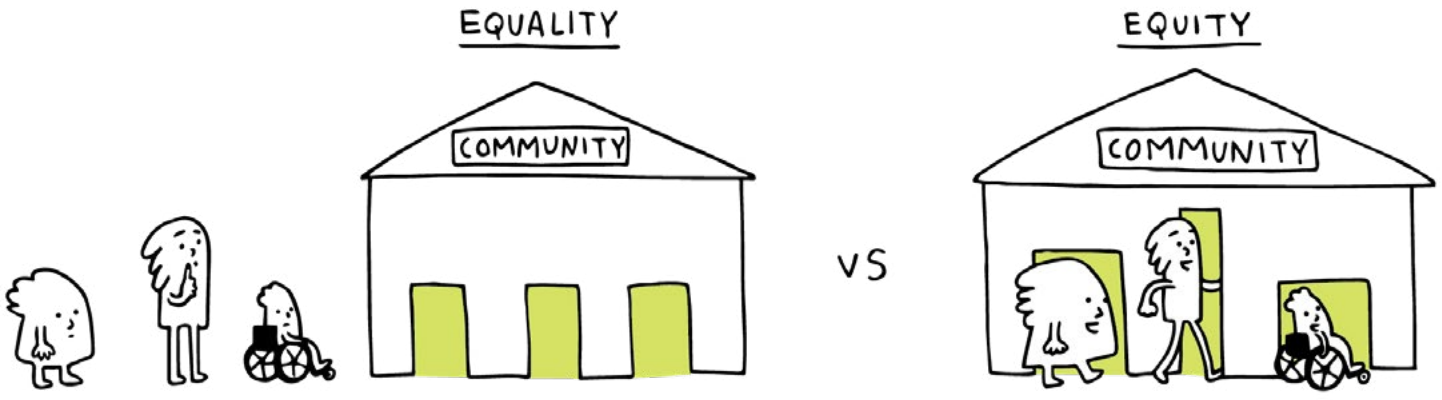
One community might be more engaged via online activities, while another may be more engaged with activities facilitated by community members. A one-size-fits-all approach is not a part of targeted universalism.

Auditing Equity in Summer Services by Activity

With an overarching understanding of how equity is and isn't already a part of your summer services and relationships with local community members and stakeholders, it's possible to begin to consider how equity can become foundational to your summer services. You can also start to re-imagine and make changes to better support equitable services.

Keep in mind that:

- **Equity does not equal access.** For example, bringing books to summer events is an access activity that does not equate to providing equitable library services. Equity in summer services goes beyond access to working with communities to determine what the needs are, and then specifically working to reach those needs through targeted approaches. An example of this is re-thinking summer registration procedures so that those who aren't easily able to register for events have targeted opportunities to do so.
- **Summer services that are designed and implemented by library staff only, even those services that are created to reflect the perceived lived experiences of community members, are not equitable.** For example, library staff that host multicultural food or music events are not implementing equity-based summer services if the programs are completely designed by library staff, the programs are primarily attended by those not of the culture represented, and the programs reflect a view of the experience defined by those not of the culture represented.



YOUR TURN: AUDITING EQUITY IN SUMMER SERVICES BY ACTIVITY

With the "why" of equity in summer services in mind along with ideas about bringing in community voices, take some time to consider the summer services you offer. Take an "equity pause" in relation to these and ask yourself how is equity authentically built?

Services and activities you may consider for this audit include:

- Participation Requirements: registration, finishing, reading logs, etc.
- Resources: staffing, budgets, etc.
- Prizes and incentives
- Community involvement
- Colleague and administration involvement
- Performer recruitment, selection, and hiring

The table below is a starting point for analyzing specific library services through an equity lens. Fill in the blanks about services and activities your library provides.

NAME/DESCRIPTION OF A SUMMER SERVICE HELD WITHIN THE PAST TWO YEARS	WHAT DO YOU NOTICE ABOUT THIS ACTIVITY THAT SUPPORTS EQUITY?	WHAT DO YOU NOTICE ABOUT THIS ACTIVITY THAT DOESN'T SUPPORT EQUITY?	WHAT WOULD YOU LIKE TO DO DIFFER-ENTLY TO BETTER SUPPORT EQUITY?	WHAT WILL IT TAKE TO MAKE NECESSARY CHANGES?

RE-ENVISIONING REFLECTION

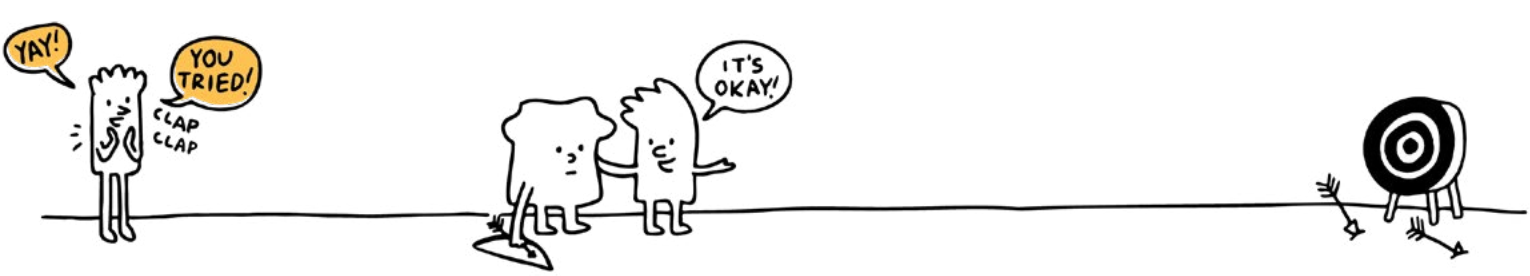
What are your first thoughts about the ways in which specific services need to be re-envisioned/changed to better support equity in summer services?

Equity in Summer Services Decision-Making

With your ideas about how current services do and do not support equity-based summer services, you will want to think about how to make decisions related to re-thinking and re-imagining those services. It can be helpful to start by thinking about how library decisions are currently made.

Use the tables on the next several pages to begin to analyze how summer services decisions have been made in the past. Start by asking, how do you work within your library's structures and systems in order to make decisions and follow through with those decisions - how do you get buy-in. Some areas to consider as you reflect on and plan for decision-making:

- **You may need to have multiple conversations** in order to achieve the re-imagining you are working towards.
- **Approaches vary** based on who you will have decision-making conversations with. As you think about the different approaches, consider how to align the equity-based services you are working towards with the goals and experiences of who you are talking with.
- **Changes take time.** If you aren't successful at first that doesn't mean it's time to give up. Consider how to continue the conversations, leverage successes that you have had already, and bring in the voices of others to support the decisions you are working towards.



Get started thinking about the equity-based decisions that need to be made by considering different summer service activities and current decision-making processes.

The table below will help you review decision-making processes. Fill in the blanks about how your library makes decisions.

SUMMER SERVICE DECISION I.e., what programs are sponsored, what is theme, sign-up procedures, etc.	**WHO WAS A PART OF THE DECISION-MAKING?** I.e., library youth staff, administration, community stakeholders, youth, etc.	**IN WHAT WAY DOES THE DECISION-MAKING PROCESS SUPPORT THE SERVICES QUALITY PRINCIPLES AND INDICATORS?**	**MAKING AN EQUITY-BASED DECISION** What do you think would be a better approach?

DECISION-MAKING REFLECTION

What are your first thoughts about how to more intentionally make decisions in order to build equitable summer services?

Quality Principles, Indicators, and Decision-Making

The Quality Principles and Indicators are a useful tool for reimagining summer services decision-making in support of equity. They can be a first step in deciding how and where to start in building your equity-based summer services.

Keep in mind that:

- You do not have to reach, or work towards reaching, all of the principles and indicators all at once.
- You can build on your integration of these ideas into your summer services over time.
- This process is ongoing, you will want to continually reflect on the decisions made, whether or not you need to rethink those decisions and their impact on other aspects of service, and so on.

As you consider the decision-making process related to the Quality Principles and Indicators keep in mind:

- WHAT DECISIONS HAVE TO BE MADE. For example, to work towards an indicator do you need to make decisions about building relationships with community members and stakeholders? These decisions might relate to when the relationship building can take place, who is able to participate in the relationship building, if there are policies and/or job descriptions that have an impact on this work, etc.
- ALL OF THE COLLEAGUES AND LEADERS you may need to discuss the indicator with and the decisions that need to be made to see the indicator in practice.
- WHAT DECISION-MAKING PHASE ARE YOU IN?
  Are you just starting?
  Have decisions been made and you are now reflecting on those decisions?
  Are you ready to re-imagine decision-making?

Use the following activity sheets to guide you through each of the four quality principles and indicators.

Principle 1: Summer services are designed & implemented with community voices

Use the following table to organize your thoughts around Principle 1.

INDICATOR	WHAT DECISIONS HAVE TO BE MADE IN SUPPORT OF THIS INDICATOR?	WHO DO YOU NEED TO TALK WITH TO MAKE INDICATOR-BASED DECISIONS?	WHERE ARE YOU IN THE DECISION-MAKING PROCESS?
Systemically marginalized community members are actively engaged as co-designers in all aspects of summer services including design, implementation, assessment, and evaluation.			
The summer program expands and harnesses trusted relationships across the community. Library staff trust and empower partners to take center stage.			
The summer program celebrates systemically marginalized community member interests and assets.			

REFLECTION

After reviewing this section, what reflections, thoughts, or comments do you have about decisions that need to be made to work towards this quality principle and indicators?

Principle 2: Summer services decision-making processes are embedded in an equity-based community mindset

Use the following table to organize your thoughts around Principle 2.

INDICATOR	WHAT DECISIONS HAVE TO BE MADE IN SUPPORT OF THIS INDICATOR?	WHO DO YOU NEED TO TALK WITH TO MAKE INDICATOR-BASED DECISIONS?	WHERE ARE YOU IN THE DECISION-MAKING PROCESS?
A diverse set of staff voices are integrated into the design and implementation of summer services.			
Ongoing professional development provides all staff with an understanding of the "why" of equity-based summer services.			
Funding and staff resources provided for summer services are centered on meeting the needs of systemically marginalized youth and families.			
Library staff working on summer services actively inform and engage with administrators and managers.			

REFLECTION

After reviewing this section, what reflections, thoughts, or comments do you have about decisions that need to be made to work towards this quality principle and indicators?

Principle 3: Summer services expand opportunities for learning and connection

Use the following table to organize your thoughts around Principle 3.

INDICATOR	WHAT DECISIONS HAVE TO BE MADE IN SUPPORT OF THIS INDICATOR?	WHO DO YOU NEED TO TALK WITH TO MAKE INDICATOR-BASED DECISIONS?	WHERE ARE YOU IN THE DECISION-MAKING PROCESS?
A diverse set of staff voices are integrated into the design and implementation of summer services.			
Ongoing professional development provides all staff with an understanding of the "why" of equity-based summer services.			
Funding and staff resources provided for summer services are centered on meeting the needs of systemically marginalized youth and families.			
Library staff working on summer services actively inform and engage with administrators and managers.			

REFLECTION

After reviewing this section, what reflections, thoughts, or comments do you have about decisions that need to be made to work towards this quality principle and indicators?

Principle 4: Summer services actively engage systemically marginalized youth, families, and communities

Use the following table to organize your thoughts around Principle 4.

INDICATOR	WHAT DECISIONS HAVE TO BE MADE IN SUPPORT OF THIS INDICATOR?	WHO DO YOU NEED TO TALK WITH TO MAKE INDICATOR-BASED DECISIONS?	WHERE ARE YOU IN THE DECISION-MAKING PROCESS?
Multiple methods of participation are encouraged and include sites outside of the library.			
Summer services are hosted and facilitated by community members, organizations, and stakeholders.			
Library staff acknowledge and actively work to overcome barriers to participation including internal policies, job descriptions, structures and systems, and external factors such transportation and family structures.			

REFLECTION

After reviewing this section, what reflections, thoughts, or comments do you have about decisions that need to be made to work towards this quality principle and indicators?

Once you have answered the questions above, reflect on the ways in which you are building equity-based summer services:

Where do you see opportunities to expand and grow?

Where do you see challenges?

What would you like to learn about and what steps might you take to intentionally build equitable summer services?

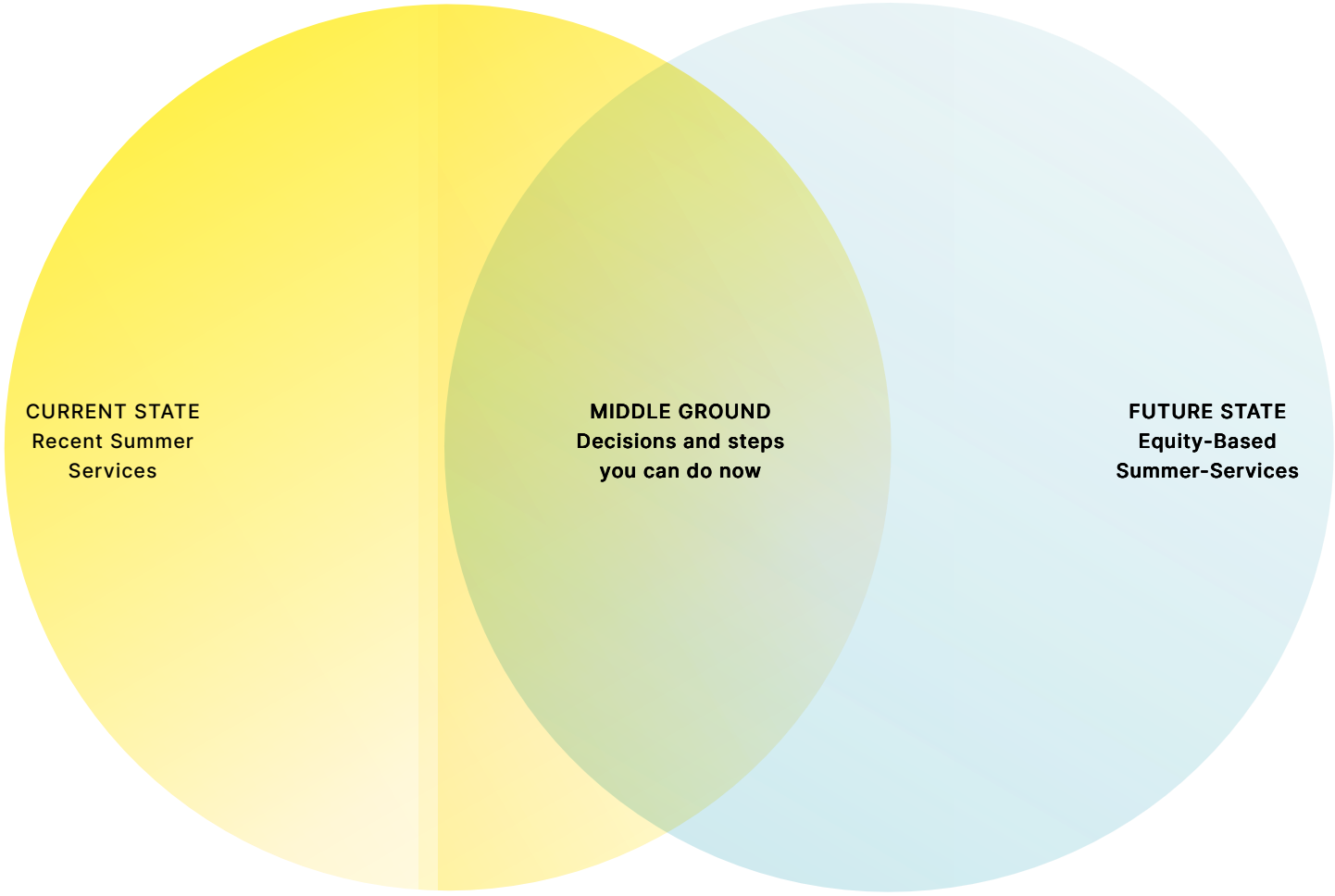
Additional thoughts?

The Middle Ground in Equity-Based Decision-Making

As you begin to intentionally focus on equity in summer service decision-making, you can call out the middle ground in that decision making. The middle ground is the bridge between what summer services you currently provide and what your goals are for equity-based summer services.

The middle ground are those activities, decisions, etc. that help you get from where you are today to where you would like to be in the future. Learn more about the middle ground in this video.

Use the venn diagram below to begin to consider what your middle ground is. Where are you and what decisions do you need to make in order to get to equitable summer services.



Session 3
Connecting with Community Voices

SESSION 3
Connecting with Community Voices

Introduction

Connecting with community voices requires active listening, ongoing relationship building, moving away from transactional partnerships towards relational partnerships, power sharing, and giving up control. When library staff authentically connect with community voices, community members from neighborhoods, groups, and organizations who do not take part in library summer services are a part of the design, implementation, and assessment of those services. It's a process that takes patience and may require moving beyond obstacles such as time, resources, job descriptions, and so on.

Without embedding community voices into equitable summer services design and implementation, true equity will never be achieved.

It's All About Relationships

Relationships are at the core of equity-based summer services. Building relationships that go beyond those traditionally forged (schools, parks and rec, etc.) take time as trust is foundational to truly engage in equity work.

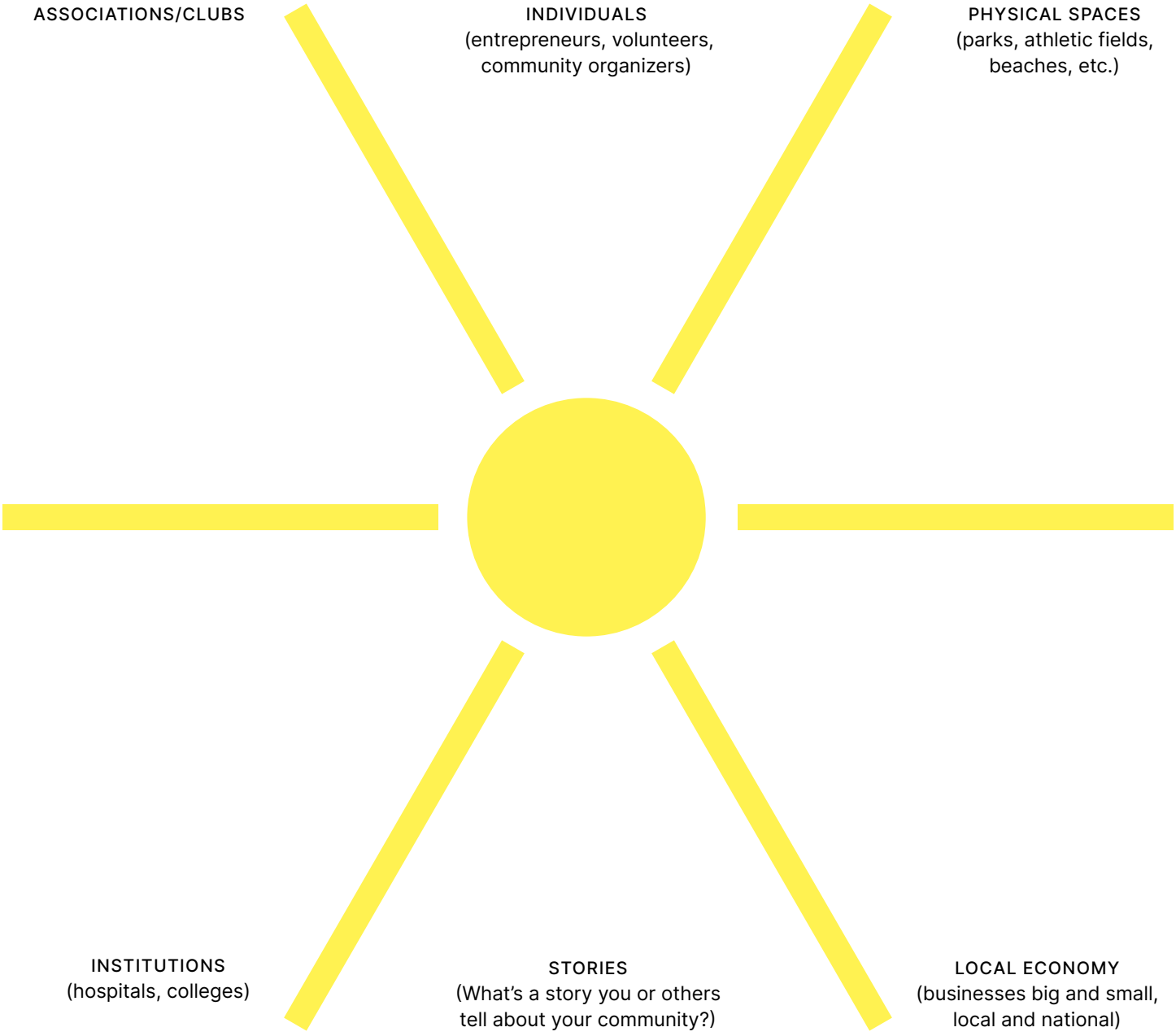
Library staff can start building these trusting relationships by:

- **Talking to colleagues who are already connected** to systematically marginalized communities and who are able to provide insights as well as act as brokers between the library and community members. Remember, you don't have to be the one to build and maintain the relationship. Instead, you can focus on providing the support needed to build a trusting relationship.
- Moving away from a focus on what the library can do for systemically marginalized communities to a **focus on learning about the communities themselves**. What are their strengths? What do they like to do? What would they like to have available in the community? Library staff can take the answers to questions like these and think about how to foster strengths identified and build summer services that help to meet and overcome challenges.
- **Being genuinely interested in the people you are talking with.** You can do this by asking about the person and not only focusing on the organization the person works for, the job the person does, and so on. Ask about the person's weekend or recent vacation. Ask about what they most recently read or watched on TV. While these questions may sometimes seem uncomfortable, they are a way to get to know someone else. Remember that you should answer the same questions for yourself. Have a conversation, not just an interview.
- **Recognizing that no two communities are the same** and that a one-size fits all approach to equity-based summer services is not possible. Instead learn about each community and then design with community partners services that reflect what was identified.
- It's likely that even if every community is different in some way, that all communities want to achieve similar goals. For example, it's possible that every community you serve wants to make sure that youth are able to participate in engaging activities over the summer. **Work towards the mutual goal for all communities** in your area, however, target the services to the specific strengths and challenges of the communities served.
- **Buy the coffee.** When you meet with someone you want to show that you appreciate their time and interest. Appreciation can come from saying thank you and by buying a cup of coffee for the person (or people). If coffee isn't available, think about other ways you can show your appreciation at the time of the meeting.

As you get started thinking about building relationships in support of equity-based summer services, watch An Introvert's Guide to Networking.

While this video from TEDx Portland is for an audience of startup employees, the ideas presented relate directly to the relationship building you want to do in order to build equity-based summer services. As you watch the video start to think about the dots you can collect and the connections you can make between dots.

Use this sheet as a starting point. Fill in your library in the middle. In the spaces radiating outward, write in potential relationships and partnerships. Think big and small. There are no wrong answers. Everything and everyone is a possibility. All of the people and places you include on your sun map are strengths you can connect with to build equity-based summer services.



Adapted from the Urban Libraries Council. Engaged Library Report.

Asset Mapping and Relationship Building

Now that you've started identifying the strengths available in your community, you can bring that knowledge to building equity-based services. One way to do this is asset mapping. The idea of an asset map is to look at different aspects of your community to learn about and keep track of the people, places, organizations, and so on that you may connect with in order to better understand the strengths of those you serve. Asset maps may take different forms including Google maps or Excel spreadsheets. Get started with asset mapping and relationship building by following the steps below (remember you don't need to do these steps on your own; join with a colleague or community members as you build your asset map and start your relationship building):

See how these libraries did it.

Santa Barbara Asset Map using Excel

San Diego County Library Asset Map using Google Maps

- **Brainstorm** a list of businesses, parks, hospitals, community organizations, people, etc. in the area that you would like to learn more about. Think big and not just who you already might have connections with. For example, think about barbershops and other small businesses, entrepreneurs and sole proprietors, hobbyists and advocates. Ask who is working with or might represent systemically marginalized youth and families. Who might you want to talk with in order
  to learn about strengths in the community. Be specific: instead of just writing hospitals, list the names of the hospitals, the names of the small businesses, the names of the entrepreneurs, and so on.
- **Drive or walk around the area** you would like to learn more about and look closely at who and what is represented there. What do you see in terms of businesses, organizations, schools, faith-based organizations, ethnic and cultural institutions, entrepreneurship, etc.?
- **Place the different people, places, organizations, etc. that you uncover on a map.** You can use Google maps or another mapping tool. Add notes to each item to highlight the reason you are adding it to the map and include everyone you know who has a relationship with those added to the map. The relationship could be between you and someone or another staff member or someone outside of the library. Take a look at the map you created. **What does it tell you about what's going on**
  in your community for and with systemically marginalized youth, families, and adults? What would you like to learn more about? Who would you like to talk with? Make sure to ask questions of the data to help in your learning.
- **Make a plan** for learning more about what you see on the map as assets. **Use your map as a jumping off point** for building equity-based summer services.

Taking the Next Step in Community Building

Once you've built your asset map, you should think about who to connect with in order to better understand and build relationships with those who have insight into the assets of systemically marginalized youth and families.

Get started in deciding who to connect with by considering:

- Who do you already have a relationship with that can help you to connect to the community asset? What would you like to learn from the community asset about the community and about systemically marginalized youth, families, and adults?
- How can the connection help you to better understand the strengths and challenges of systemically marginalized youth, families, and adults?
- What understanding can you gain about the ways in which the summer services provided could better support equity and systemically marginalized youth, families, and community members?

Once you've thought about who would be good to start talking with, set up a time to connect with that person and have a conversation. Remember, these conversations are an opportunity to begin to build relationships which will help you to work together in support of equity-based summers. The conversations you have therefore **should not focus on the library** and what the community asset would like to see the library provide. Instead, the conversations should **focus on the knowledge and background of the community asset/connector**. Sample questions for these conversations follow on the next page.

SAMPLES: community focused and strength-based questions for conversations.

What's a day in your life like – from a professional and/or community perspective?

What would you like others to know about the work you do and/or the community overall?

You interact with the community regularly. What are the problems you are hearing about at this very moment?

What interventions do you think will help solve that problem?

Who is working with those in our community to solve these problems, and how?

What do you see as the benefits of living or working in our community?

What is your vision for our community?

How can we get to know more community connectors/assets like you that can share youth and family needs with me?

Who in the community is working with the youth population and what kinds of services are they providing?

How have you worked to help systemically marginalized youth and families in our community?

What's your favorite thing about summer in our community?

What is your vision for systemically marginalized youth and families in our community?

What is a project you have had in mind for our community (or in your work) that you have not been able to get off the ground? What do you think it would take to get that project off the ground?

Add your own questions here.

Once you have had your conversation with the community connector/asset, reflect on what you learned about the community and consider how you might continue to build the relationship in support of equity-based summer services.

What surprised you about what you learned through your conversations?

What do you think you can focus on soon (or even right away) to integrate what you learned into summer services? And, what more would you like to learn?

Who else would you like to talk with?

What's the next step you would like to take to build equity-based summer relationships?

Getting Started in Equity Communications

When just getting started in equity work, conversations about equity can be frightening and challenging. That's why it's useful to start having those conversations with people you trust already and have a relationship with, and then as your confidence builds expand your conversation radius to include those outside your colleague cohort and talk with administrators, community members, and so on. As you think about gaining practice in these conversations, remember the what, how, and why of these engagements:

The What

Seek to bring understanding that moves to action

Ask us to hold many perspectives and ways of being, doing, and engaging

Pave the way toward more just, transformed, liberated systems and programs

Center justness and support the work of moving us toward healing, transformation, and liberation

When coupled with actions, ask us to hold 'and'

When coupled with actions, ask us to look at self, community, systems, policies, procedures

The Why

To encourage services that authentically reflect community needs and wants

To interrupt systems of oppression by learning, connecting, and affirming

To promote healing

To move closer to justness, transformation, and liberation

The How

With intention and authentic desire to learn, grow, (re)imagine

With compassion, grace, wonder, curiosity

With as many folks as possible

As best as possible, with shared understanding of language

With appreciation

Holding and using reflection as a tool

With awareness of our own biases and when they often arise.

With awareness of our connection to and with systems of oppression and the ways this can impact how we show up and engage.

Remember that equity-based communications:

Are not rushed—they are a process and sometimes need scaffolding

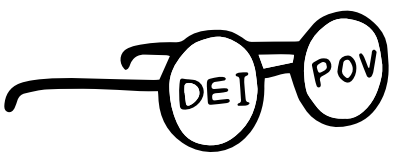
Are not one and done

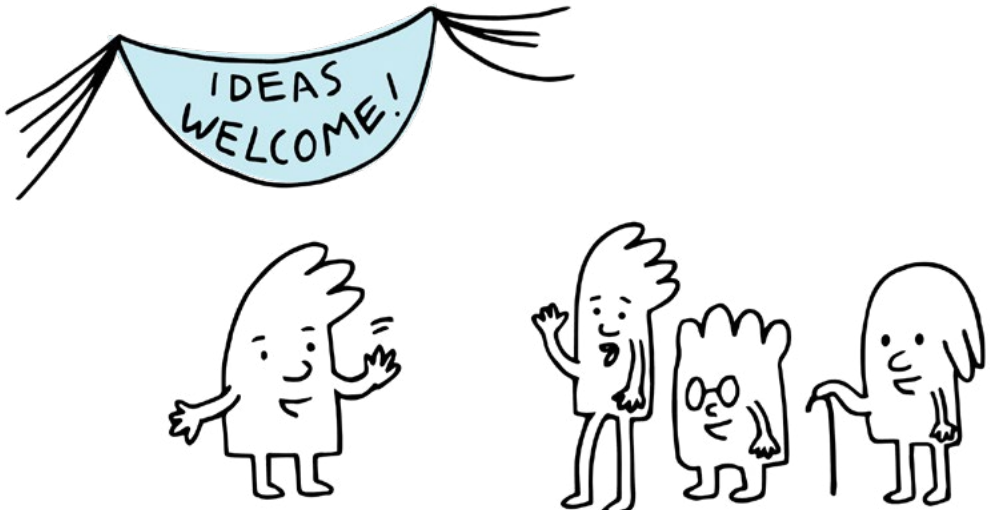
Ask us to hold many perspectives

Ask us to continue to hold our "why"

Ask us to be comfortable with discomfort

Are necessary at every level of thinking and engaging: program structure, budget, etc.





Co-Designing with Community

The co-design process gives you an opportunity to learn with and from others to build equitable summer services that are community-based. As described in Library Staff as Public Servants, "Using co-design techniques democratizes the design of services by equalizing the power dynamics between multiple community assets, making everyone involved equal partners in the design of programs and services (Druin, 2002; Harrington et al, 2019). Co-design emphasizes **designing with community** members and **not designing for them**."

The co-design process includes:

- Coming up with a design goal. What do the co-designers want to achieve based on mutual building equity-based summer services goals. For example, a goal might be, "To design and implement, with a group of community members, stakeholders, and organizations, summer services that are equity-based."
- Decide the activities the group will work on in order to reach the goal. There are a variety of techniques and activities that might be used. What is selected should be determined by the experience of the co-designers and the goal. Learn more about co-design techniques.
- Facilitation of co-design sessions so that each session builds on what was learned during the previous sessions. Each session will lead to themes and ideas that should be considered for follow-up sessions.

The number of co-design sessions held is determined by the goal the group is working towards. Following each session the co-facilitators of the sessions must reflect on what was learned and use that information in designing the next session.

Using co-design techniques democratizes the design of services by equalizing the power dynamics between multiple community assets, making everyone involved equal partners in the design of programs and services..."

A recent BEBS co-design session asked co-designers to reflect on what is moving equity-based summer services work forward and what is holding the work back. (See image below.) This activity gave everyone the chance to articulate their ideas and begin to reflect on how to might leverage what's moving the work forward in order to overcome barriers.

Connecting with Community to Share Power

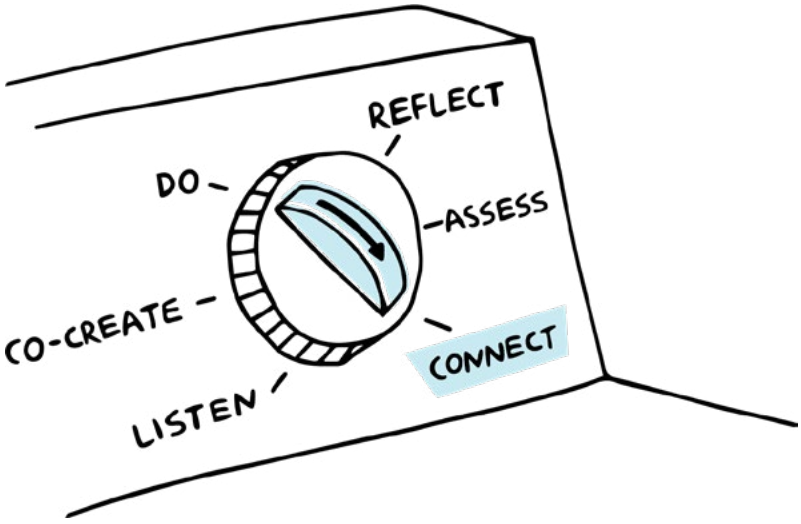
Building equity-based summer services requires that library staff give up control and share power with others in the community. Releasing control empowers those that are a part of different groups to design summer services that leverage known assets and that help to overcome real challenges faced by youth, families, and adults.

With your asset map in hand, you are able to begin to recognize the skills and knowledge of others in the community and use that recognition as an opportunity to bring those assets into equitable summer service planning and design.

Remember that perceptions of power come in a variety of form s. Library staff may be seen to have power because they work in an educational institution or have a certain level of education. When bringing in community voices you want to focus on being equal partners in the work of building equitable summer services and breaking down perceived (or real) power sharing barriers.

This means that library staff:

- Must give up control of decision-making related to what summer services must include and allow community members who have knowledge and skills outside of the library to engage in that decision-making and service implementation.
- Must bring people together to co-design what summer services will look like. Learn more about co-design.
- Are transparent about challenges they may face in building equitable summer services.



As you begin to think about how you can share power with community members and stakeholders for the building of equitable summer services, reflect on the following:

How does the perception of my or the library's power have an impact on those I might work with?

What do I need to do to bring community voices into equitable summer services decision-making?

What questions do I need to have answered before I can move forward with power sharing in support of equity-based summer services?

Additional thoughts and notes.

Session 4

Summer Services Impact: What Does Success Look Like?

SESSION 4
Summer Services Impact: What Does Success Look Like

Introduction

When building equity-based summer services it's not enough to look at how many people attended a summer program, registered for summer activities, and so on. What's required is to think deeply about the outcomes you are working towards and what differences you want to see in the skills, behaviors, and attitudes of systemically marginalized communities. Going beyond outputs to outcomes will help you to better understand the assets and challenges of these communities and how the library can continually work with stakeholders and community members to support the entire community during summer months.

The Value of Summer Equity Services

As you get started thinking about what success in your equity-based summer services will look like, it can be useful to go back to your "why" and to think about how that "why" connects to the values you hold for your library's summer services. One way to do this is to build what are called statements of belief for your equity-based summer services. It can be useful to build these statements with others so you can come together as library staff and community members and understand what you each value separately and together.

Statements of Belief Activity

Step 1: I value...
Take five minutes to write down all of the things you value related to equity-based summer services. Start each item with "I value." For example, you might write, "I value the opportunity to connect with systemically marginalized youth."

Step 2: I am committed to...
Take five minutes and write down all of the things you are committed to. Start each item with "I am committed to." For example, "I am committed to building relationships that will help me connect to systemically marginalized communities."

Step 3: By doing...
Take five minutes and write down all of the ways you may be able to reach your commitments and values. Start each item with, "By doing" For example, "By doing activities that are targeted to systemically marginalized populations."

Step 4: Where...
Take five minutes and write down all of the locations you will engage in brining your values and commitments to life. Start each statement with "Where." For example, "Where those we are working to reach through equitable summer services spend time."

Step 5:
Take 10 minutes and review all of your ideas and then put them together into statements of belief. Each statement should include one value, one commitment, one by doing, and one where. These statements will help you to articulate the values you hold related to equitable summer services, and you can connect those values to the measures of success you design and the impact you work towards.

Example of a statement of belief:
I value the opportunity to connect with systemically marginalized youth and am committed to building those relationships that will connect me to them so we can co-design services together at our Ridgeway Boys and Girls Club.

I value:
the opportunity to connect with systemically marginalized youth

I am committed to:
building those relationships that will connect me to them

By doing:
so we can co-design services together

Where:
at our Ridegway Boys and Girls Club

YOUR TURN: DEVELOPING STATEMENTS OF BELIEF

Use this sheet to help develop your group's statements of belief. Write down more than one option for each topic and combine them in different ways until you get the statements you desire.

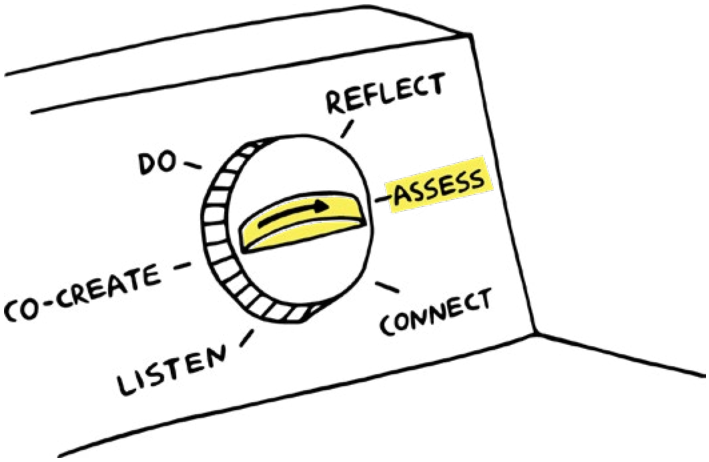
I VALUE	I AM COMMITTED TO	BY DOING	WHERE

Compile statements of belief here. Each one should have one value, one commitment, one by doing and one where.

Connect Success to the "Why" of Equity-Based Summer Services

When designing and implementing equity-based summer services you need to think beyond traditional library success measures. While a number of participants and end of program surveys are often quick and easy ways to gather program data, they do not give you the opportunity to delve into how well you are achieving your summer services "why."

How will you know if you are achieving that "why?"



The following is a series of steps you can follow as you begin to practice measuring equity-based summer success:

Step 1: Acknowledge your "why." Write down the "why" of your equity-based summer services. For example, The XYZ library's "why" for equity-based summer services is, "So that systemically marginalized youth, families, and adults are able to engage in activities that reflect and respond to lived experiences."

Step 2: Ask yourself, what questions do I need to answer to know if the library's "why" is being achieved?

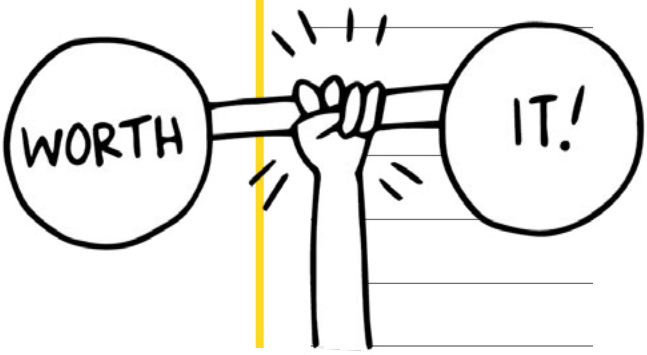
Questions XYX library might ask are:

- How do youth, families, and adults talk about the summer services we provide? Do they talk with each other about the ways in which their summer experiences connect to their personal interests, passions, and experiences?
- What are the activities that systemically marginalized youth, families, and adults demonstrate most engagement in and with?

Step 3: Review your questions and ask what do these answers tell me about the outcomes the library is working towards as a part of measuring success. Remember that outcomes are the things you want systemically marginalized youth, families, and adults to achieve or gain through summer services. Outcomes are not the activities or what the library is hoping to achieve for itself. The outcomes are all about the impact for the audience.

Outcomes that XYX library might work towards include:

- OUTCOME 1: Youth articulate how the summer services they engaged in gave them the chance to be a part of something that reflects their family's culture.
- OUTCOME 2: Systemically marginalized youth, families, and adults actively engage.

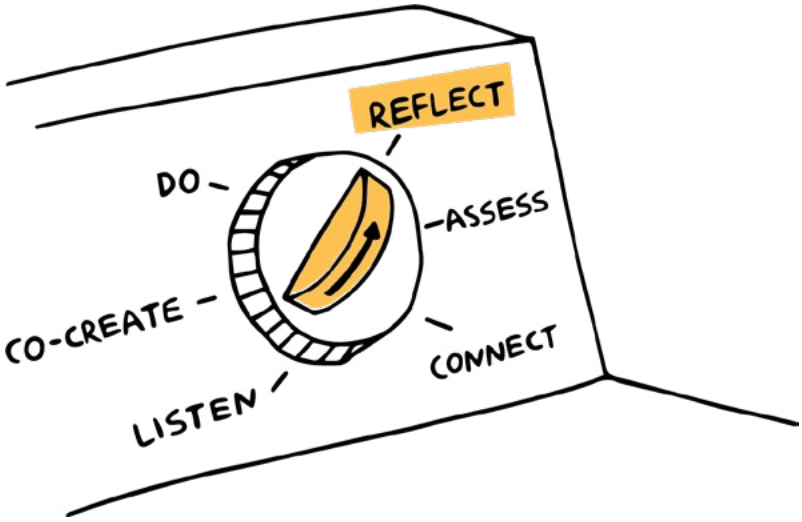


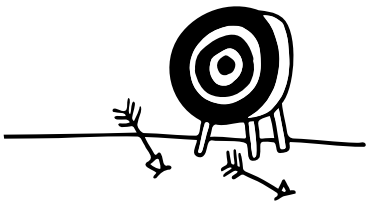
Step 4: With your outcomes in hand, think about what you will look for to know you've succeeded in reaching those outcomes. These are the indicators of success. Indicators come in a variety of forms, from photos and videos to observations and informal conversations. Indicators can also be artifacts created by systemically marginalized youth, families, and adults. Examples of indicators related to the previously mentioned outcomes include:

- OUTCOME 1: Through informal observation of conversations, you hear youth specifically saying how activities they participated in relate to their own culture. Youth may say things like, "It was great that I had a chance to learn more about my family's culture." Or, "I thought it was awesome that I was able to take something I already know about my culture and build on that to learn more."
- OUTCOME 2: In informal observations, photos, and videos you see systemically marginalized participants smiling, laughing, using relaxed body language, showing each other what they are working on and doing.

Note that you want to move beyond what the indicator format is - for example conversations or photos - and be specific about what you will hear or see in those conversations and observations.

Step 5: Reflect on what you learned about equity-based summer services through your questions, outcomes, and indicators. Review all the data collected and consider what it tells you about how well you are achieving your "why". Remember, it's OK to not be successful. You shouldn't expect perfection; instead expect that you will learn from what didn't work exactly as planned, and revise and re-imagine based on what you learn.





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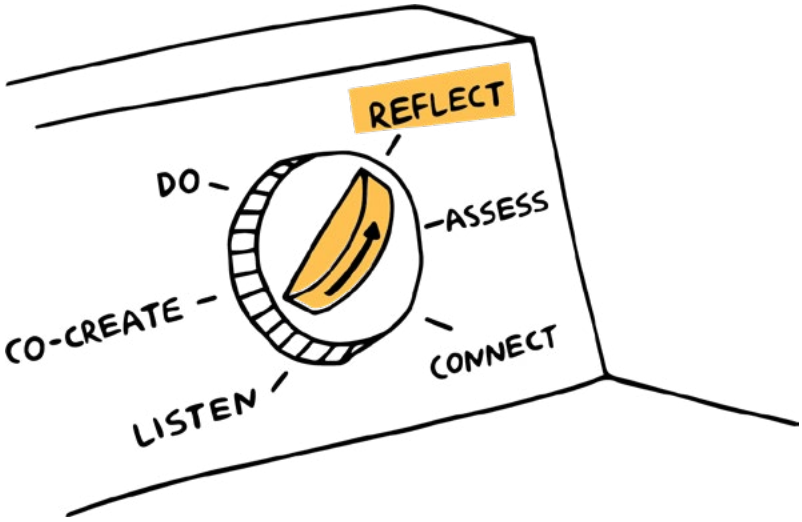

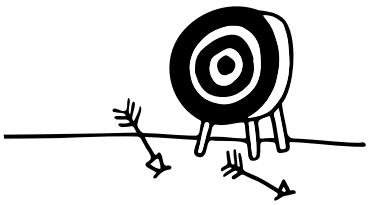

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YOUR TURN: GET STARTED ON PLANNING FOR MEASURING SUCCESS

You can start practicing the steps outlined above by filling out the chart below. As you get started, begin with no more than three questions and no more than three outcomes. Once you have experience in the process you can expand. As with all of the summer equity work you will embark on, this is not a one and done activity. You want to review the library's questions, outcomes, indicators, and tools for capturing success on a regular basis. Ask yourself, is this still a question we want and need to answer? Is this still the outcome the library would like to work towards? Are these the indicators we think will help us to see success? Those questions should be asked at the beginning, middle, and end of every summer design and implementation process.

QUESTION	ASSOCIATED OUTCOME	ASSOCIATED INDICATOR	TOOL FOR CAPTURING INDICATOR	EXPLANATION OF INDICATOR TOOL
Example: How are systemically marginalized youth involved in summer service activities?	Systemically marginalized youth demonstrate engagement in summer services.	Systemically marginalized youth are seen asking questions of each other, listening, laughing, and relaxing as a part of the service they are engaged in.	Photos, videos, observation notes	Active engagement is something that is visible through body language and facial expressions. Through the tools used we will be able to keep a record of how and in what situations this engagement is demonstrated.

Moving forward

Now that you have participated in the BEBS interactive sessions and/or actively engaged in the activities and learning provided in this Workbook, it's time to continue to design, implement, and reflect on your library's equity-based summer services.

Start with examining your current summer service practices, using techniques and strategies included in this Workbook. Begin to plan your next steps. You can start the process at any time. If it's fall, start at the beginning and plan for the next summer's services. If it's winter or spring begin by assessing what you've put into place for the upcoming summer, and then in the fall begin to put into place new strategies and techniques for the next summer's services.

Remember, this work is never done. You will need to continually assess and re-imagine to make sure you are continuing to build equitable summer services.

There are many more resources for you to consider as you continue the work. There is also a national community of practice that is focused on building skills, mindsets, and opportunities for equity-based summer services through libraries. Use our contact form to learn more.

ACKNOWLEDGMENTS

The BEBS team would like to thank and acknowledge the work of the library staff who joined and inspired us during the first two years of the initiative. The materials on this website are a direct result of their openness to difficult conversations and vulnerability.
Years 1 and 2 participating libraries:

Alameda County Library
Altadena Library District
Arcadia Public Library
City of Commerce Public Library
City of Santa Maria Public Library
Kern County Library
Los Angeles Public Library
Madera County Library
Redwood City Library
Sacramento Public Library
San Diego County Library
San Diego Public Library
San Jose Public Library
Santa Barbara Public Library
Solano Public Library
Tehama County Library
Torrance Public Library
Tulare County Library
Yolo County Library

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