BEBS:

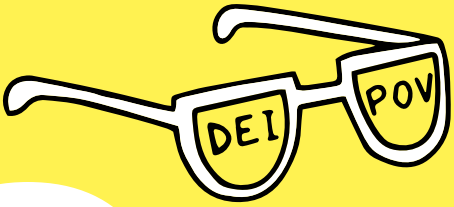
Building Equity-Based Summers

Workbook

BUILDING - EQUITY - BASED - SUMMERS

Buildi Equity- Base Summe

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.

Table of Contents

4
Setting the Stage

5
Topics for Building Equity-Based Summer Services

6
Quality Principles and Indicators

7
Essential Elements of This Work

9
YOUR TURN: Essential Elements – Reflection

10
Definitions and Meaning

13
YOUR TURN: Definitions And Meaning – Reflection

14
YOUR TURN: Agreements For Moving Forward

15
Session 1: The WHYS of summer

16
Introduction

17
Moving Beyond Obstacles to Equitable Summer Services

18
Building Equity-Based Summers Quality Principles & Indicators

19
YOUR TURN: Reflecting On Equity At The Center Of The Summer "Why"

20
Session 2
Letting Go of Traditions

21
Introduction

22
Reconsider Traditions by Taking an Equity Pause

24
The Targeted Universalism Framework

25
Auditing Equity in Summer Services by Activity

26
YOUR TURN: Auditing Equity In Summer Services By Activity

27
Equity in Summer Services Decision-Making

28
YOUR TURN: Equity In Summer Services Decision-Making

29
Quality Principles, Indicators, and Decision-Making

30
YOUR TURN: Principle 1

31
YOUR TURN: Principle 2

32
YOUR TURN: Principle 3

33
YOUR TURN: Principle 4

34
YOUR TURN: Quality Principles And Indicators – Reflection

35
The Middle Ground in Equity-Based Decision-Making

36
Session 3
Connecting with Community Voice

37
Introduction

38
It's All About Relationships

39
YOUR TURN: Building Relationships Brainstorm

40
YOUR TURN: Building Relationships

41
Taking the Next Step in Community Building

42
Samples: Community Focused and Strength-Based Questions

43
YOUR TURN: Building Relationships – Reflection

44
Getting Started in Equity Communications

45
Co-Designing with Community

47
Connecting with Community to Share Power

48
YOUR TURN: Power Sharing – Reflection

49
Session 4
Summer Services Impact: What Does Success Look Like?

50
Introduction

51
The Value of Summer Equity Services

52
YOUR TURN: Developing Statements of Belief

53
Connect Success to the "Why" of Equity-Based Summer Services

56
YOUR TURN: Get Started on Planning for Measuring Success

57
Moving Forward

58
Acknowledgments

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.

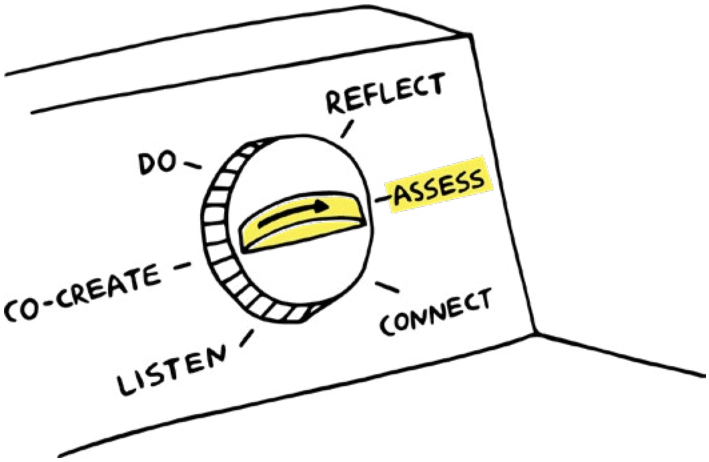
I VALUE	I AM COMMITTED TO	BY DOING	WHERE

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?

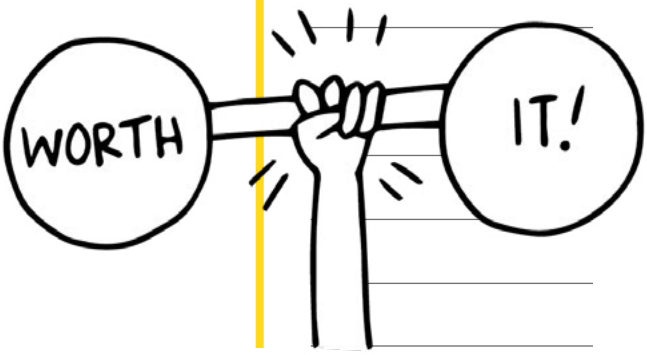
Questions XYX library might ask are:

- 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.

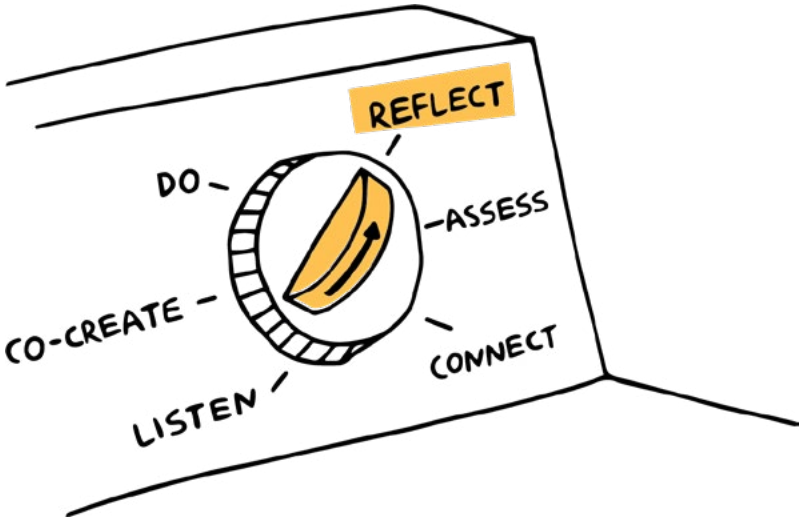


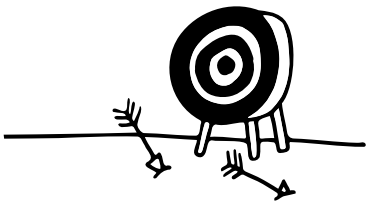
Step 4: With your outcomes in hand, think about what you will look for to know you've succeeded in reaching those outcomes. These are the indicators of success. Indicators come in a variety of forms, from photos and videos to observations and informal conversations. Indicators can also be artifacts created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





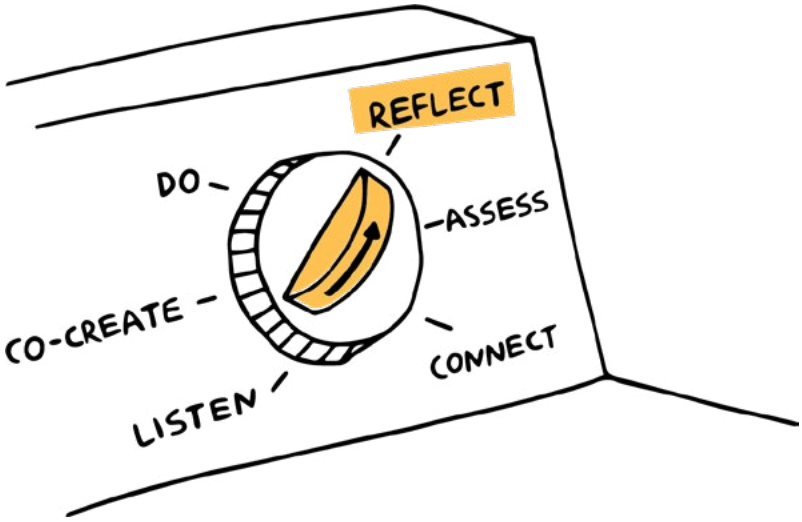
You shouldn't expect perfection; instead expect that you will learn from what didn't work exactly as planned and revise and re-imagine based on what you learn.

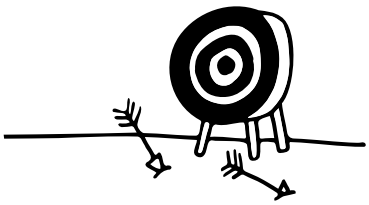
Step 4: With your outcomes in hand, think about what you will look for to know you've succeeded in reaching those outcomes. These are the indicators of success. Indicators come in a variety of forms, from photos and videos to observations and informal conversations. Indicators can also be artifacts created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





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.

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

We would also like to thank the support of the California Library Association, 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.