

**Arrowhead Library System  
Librarians Meeting  
Wednesday, July 17, 2019  
Milton Public Library  
430 E High St. Milton  
9:30 a.m.**

This meeting is being held at the Milton Public Library, 430 E High St., Milton.

1. Call to order 9:30a.m. – Chair – TBD
  2. Secretary – Tovah Anderson
  3. Additions to Agenda
  4. Approval of the June 2019 Minutes
  5. Unfinished Business
    - a. Shared System
      1. Share update
        - a. Delivery Update
        - b. June Statistics
        - c. Items for SHARE agenda
      - b. Technology
        1. BadgerNet – Router updates
      - c. Hoopla
      - d. WPLC/Overdrive
      - e. Gale Courses /Lynda.com/Transparent Languages
      - f. Budget 2019/2020
      - g. Youth Services update- Jeni Schomber
      - h. Public Library System Redesign Project
      - i. ALS Board Report – Sarah Strunz
  6. New Business
    - a. 2020 ALS Automation Budget
    - b. Inclusive Services Assessment and Guide – Rene Bue
  7. ALS Activities
  8. Activities in Member Libraries
  9. Adjourn
- Dates to Remember:**  
**ALS Board Meeting – August 14 – 6:00 pm @ ALS**

**Arrowhead Library System**  
**Librarians Meeting Minutes**

**Wednesday, June 19, 2019 at 9:30 a.m.**  
**Beloit Public Library, 605 Eclipse Blvd, Beloit, WI**

**In attendance:** Steve Platteter, Tovah Anderson, Wyatt Ditzler, Ashlee Kunkel, Kirsten Almo, Jeni Schomber, Michael DeVries, Nick Dimassis, Charles Teval, Steve Ohs, Jim Novy

- 1. Call to order 9:32 a.m. – Chair – Nick Dimassis**
- 2. Secretary – Tovah Anderson**
- 3. Additions to Agenda**
  - a. SHARE Budget & Collection (Sai3)
- 4. Approval of the May 2019 Minutes**
  - a. Motion: Kirsten Almo
  - b. Second: Ashlee Kunkel
  - c. Vote: Unanimous
- 5. Unfinished Business**
  - a. Shared System
    - i. SHARE update
      1. May Circulation Statistics – *In Packet*
      2. Items for SHARE Agenda
        - a. Brief discussion about Freegal happened before adjourning
      3. SHARE Budget & Lease Collection
        - a. \$6,000 average annual lease budget
        - b. Members of the lease collection get priority circulation
        - c. 15-15% increase in budget recommended by collection manager for 2020. SHARE Budget emailed 7/18 does not reflect increase
        - d. LLS members may look at eliminating the lease collection
        - e. Questions to consider: Does ALS wish to participate? Prefer a fiat level or an increased level (15% or 25%)?
        - f. Decided ALS will sit 2020 out and consider joining for 2021
  - b. Technology
    - i. BadgerNet – Router updates
      1. HPL is last library waiting to get on WAN – est. 7/15/19
  - c. Hoopla – Statistics & contributions in packet
    - i. **Get 2020 contributions to Steve by first week of July**
    - ii. Work around the 1000 cap on searches by searching SHARE catalog
  - d. WPLC/Overdrive
    - i. Next meeting in September

- ii. Approved budget with 5% increase, half to advantage, half to buying pool
- e. Gale Courses/Lynda.com/Transparent Languages – *Statistics for Gale & Transparent Language handed out*
- f. Budget 2019/2020
  - i. Received second state aid payment for 2019
  - ii. Audit: as a one-county system we used to have to submit the county budget audit, but now the state requires every system submits a detailed audit
    - 1. ALS is working with county, trying to work out that county auditor does a breakout audit of ALS's budget, setting aside \$8,000 for audit
  - iii. WI Joint Finance Committee approved the 2019 state funding level for 2020 – still needs governor's budget approval
  - iv. Looking to use fund balance for projects: \$6,000 strategic funding with WiLS; RFID Tagging for as many of our libraries as possible
- g. Youth Services update- Jeni Schomber
  - i. Early Literacy Training with Family Advocates and families at Headstart
    - 1. Looking at creating 1,000 Books Before Kindergarten App specifically for ALS and this early literacy training
      - a. \$2,000 for app creation would be provided by ALS.
      - b. App / info maintenance TBD
    - 2. Relaunch 1,000 Books Before Kindergarten
    - 3. Want to open the Early Lit training up to other ALS libraries: train the trainer
      - a. Will apply for grant from Stateline Community Foundation, BPL would be grant administrator
    - 4. Looking for help planning the train the trainer info – contact Jeni Schomber if interested**
- h. Public Library System Redesign Project – nothing to report
- i. ALS Board Report – nothing to report

## 6. New Business

- a. IT & Network Support Services Agreement with LLS – *included in packet*
  - i. Simplify WAN by joining LLS's, pay LLS to manage the network between ALS and LLS
  - ii. Fees for local IT support are separate, but separate agreement not needed
  - iii. Backup system with LLS not in place yet.
- b. 2020 Intersystem Agreement between ALS & LLS – *details in packet*
- c. DPI Digitization Kits
  - i. Kits at the ALS office - for documents, photos, etc., not big enough for newspapers
  - ii. Official system training July 22, 2019 – Steve will attend
- d. Trustee Training Week, August 12-16
  - i. ALS is a sponsor – free to us

## 7. ALS Activities

- a. Letter to School Districts Went Out – Offer to speak at Teacher Institutes
- b. Rock County 4-H Fair
  - i. Fair Booth Sign Up, July 23-28
  - ii. Library Card Promo – approval of flyer

- c. Janesville Mall Children's Expo, August 17
- d. Accessible Marketing
  - i. Include accessibility statement on posters.

**8. Activities in Member Libraries**

- a. Edgerton Public Library
  - i. Hiring teen/tech position
  - ii. Dealing with lots of building maintenance
- b. Milton public library
  - i. Circulation is up – possibly due to altered hours at HPL
  - ii. Summer Library Program launched last week
  - iii. New board member coming
- c. Hedberg public library
  - i. Transformation going well
    - 1. Phase 1 open now, Phase 2 opening July 8
    - 2. Altered hours continue through at least October 14
    - 3. Working to wrap up fundraising
- d. Beloit public library
  - i. Check out the tree in children's room – not done yet
  - ii. Interim Programming and partnership head will be done at end of august. New head of programming will start August 5
  - iii. Interviewing for early literacy focused programmer next weeks

9. Adjourn 11:22 pm

**Dates to Remember:**

**SHARE Directors Council** – Tuesday, July 2 – 11:00 am @ Burlington Public Library

**ALS Board Meeting** – Wednesday, July 10 – 6:00 pm @ Arrowhead Library System

**ALS Librarians Meeting** – Wednesday, July 17 – 9:30 am @ Eager Free Public Library

2019 June ALS Circ

ALS Circ from all libraries									
Checkouts	Station Library								
Item Library	BELOIT	CLINTON	EDGERTON	EVANSVILLE	JANESBKM	JANESVILLE	MILTON	ORFORDVILL	
All	<b>22219</b>	<b>2586</b>	<b>8608</b>	<b>6323</b>	<b>991</b>	<b>48988</b>	<b>10823</b>	<b>1832</b>	<b>102370</b>
BELOIT	19480	212	393	355	3	1581	401	106	
BURLINGTON	39	14	35	27		133	33	9	290
CLINTON	145	1665	102	89		386	103	45	
CL-S	85	17	41	28		134	36	9	350
CL-TL	59	17	24	19		122	23	6	270
DARIEN	34	4	23	18		73	26	5	183
DELAVAN	100	22	64	40		217	43	7	493
EAST_TROY	19	4	24	14		72	15	5	153
EDGERTON	77	37	6531	107		357	149	17	
ELKHORN	88	17	48	50		250	34	5	492
EVANSVILLE	111	73	109	4400		342	124	35	
FONTANA	45	7	31	27		87	37	5	239
GENOA_CITY	31	8	35	25		100	21	5	225
JANESV_BKM			1		852	18			
JANESVILLE	826	149	498	421	136	41487	477	108	
KPL-BKM	17	3	10	8		31	5		74
KPL-NS	97	19	43	52		239	59	17	526
KPL-SI	31	8	19	10		50	22	6	146
KPL-SW	197	35	81	83		453	82	33	964
KPL-UP	9	3	3	9		15	10	3	52
LAKEGENEVA	59	15	51	36		172	29	8	370
LAKESHORES			1			1		1	3
MILTON	211	105	133	125		1143	8796	31	
ORFORDVILL	72	35	54	56		235	68	1297	
RACINE_BKM	15	6	7	4		25	4	2	63
RACINEMAIN	144	53	117	152		680	92	36	1274
ROCHESTER	21	8	25	25		91	23	4	197
SHARON	40	4	8	13		103	11	9	188
UNIONGROVE	15	9	16	29		43	9	5	126
WALWORTH	21	10	16	10		52	29		138
WATERFORD	79	16	36	52		185	42	11	421
WILLIAMBAY	49	11	28	36		101	17	2	244
WTFORDH5	3		1	3		10	3		20
								<b>Total Non-ALS</b>	<b>7501</b>

2019 June ALS circ from LLS & KCLS

ALS Circ from LLS & KCLS													
Checkouts													
Station Library													
Item Library	BELOIT	CLINTON	EDGERTON	EVANSVILLE	JANESVILLE	MILTON	ORFORDVILL						
BURLINGTON	39	14	35	27	133	33	9						290
CL-S	85	17	41	28	134	36	9						350
CL-TL	59	17	24	19	122	23	6						270
DARIEN	34	4	23	18	73	26	5						183
DELAVAN	100	22	64	40	217	43	7						493
EAST_TROY	19	4	24	14	72	15	5						153
ELKHORN	88	17	48	50	250	34	5						492
FONTANA	45	7	31	27	87	37	5						239
GENOA_CITY	31	8	35	25	100	21	5						225
KPL-BKM	17	3	10	8	31	5							74
KPL-NS	97	19	43	52	239	59	17						526
KPL-SI	31	8	19	10	50	22	6						146
KPL-SW	197	35	81	83	453	82	33						964
KPL-UP	9	3	3	9	15	10	3						52
LAKEGENEVA	59	15	51	36	172	29	8						370
LAKESHORES			1		1		1						3
RACINE_BKM	15	6	7	4	25	4	2						63
RACINEMAIN	144	53	117	152	680	92	36						1274
ROCHESTER	21	8	25	25	91	23	4						197
SHARON	40	4	8	13	103	11	9						188
UNIONGROVE	15	9	16	29	43	9	5						126
WALWORTH	21	10	16	10	52	29							138
WATERFORD	79	16	36	52	185	42	11						421
WILLIAMSBAY	49	11	28	36	101	17	2						244
WTFORDHS	3		1	3	10	3							20
	<b>1297</b>	<b>310</b>	<b>787</b>	<b>770</b>	<b>3439</b>	<b>705</b>	<b>193</b>						<b>7501</b>

2019 June ALS items to LLS & KCLS

ALS items to LLS & KCLS										
Checkouts										
	Item Library									
Station Library	BELOIT	CLINTON	EDGERTON	EVANSVILLE	JANESVILLE	MILTON	ORFORDVILL			
BURLINGTON	181	18	35	21	263	23	15	556		
CL-S	135	17	34	16	174	24	12	412		
CL-TL	59	2	10	8	105	6	3	193		
DARIEN	16	4	7	4	29	1	2	63		
DELAVAN	135	18	38	14	213	24	11	453		
EAST_TROY	42	7	3	4	47	5	4	112		
ELKHORN	232	36	57	37	328	40	11	741		
FONTANA	29	5	3	5	47	6	6	101		
GENOA_CITY	66	8	9	4	64	5	3	159		
JANESV_BKM	3				136			139		
KPL-AD	8	2		1	15	1		27		
KPL-BKM	36	3	9	4	85	8	6	151		
KPL-NS	301	30	55	29	421	41	13	890		
KPL-SI	103	6	24	4	162	16	3	318		
KPL-SW	572	75	116	65	910	76	24	1838		
KPL-UP	18	2	1		27	2	2	52		
LAKEGENEVA	156	23	43	13	228	31	5	499		
LAKESHORES	1							1		
RACINE_BKM	122	20	22	14	196	34	8	416		
RACINEMAIN	758	103	124	82	1082	97	52	2298		
ROCHESTER	29	7	8	3	28	4	1	80		
SHARON	47	4	7	7	53			118		
UNIONGROVE	91	8	22	25	146	9	4	305		
WALWORTH	45	14	8	7	89	6	1	170		
WATERFORD	178	27	39	25	211	42	19	541		
WILLIAMSBAY	57	18	13	20	134	18	3	263		
	<b>3420</b>	<b>457</b>	<b>687</b>	<b>412</b>	<b>5193</b>	<b>519</b>	<b>208</b>	<b>10896</b>		

Arrowhead - hoopla June 2019

Library Name	Total Registered (All Time)	New Patrons (Last Month)	Patrons Served (Last Month)	Sales (Last Month)	Circs (Last Month)	Sales (YTD)	Circs (YTD)
Beloit Public Library	950	22	195	\$ 1436.50	660	\$ 8363.02	3814
Clinton Public Library	159	4	38	\$ 295.71	134	\$ 1638.60	695
Eager Free Public Library	264	5	68	\$ 501.40	239	\$ 2738.28	1300
Edgerton Public Library	410	9	78	\$ 489.87	228	\$ 2969.34	1300
Hedberg Public Library	2441	65	578	\$ 3811.55	1744	\$ 21038.25	9828
Milton Public Library (WI)	365	10	80	\$ 593.05	255	\$ 3149.45	1409
Orfordville Public Library	135	1	35	\$ 232.29	116	\$ 1539.07	746
<b>Total</b>	<b>4724</b>	<b>116</b>	<b>1072</b>	<b>\$ 7360.37</b>	<b>3376</b>	<b>\$ 41436.01</b>	<b>19092</b>



2019 June Overdrive Statistics

Library	eBooks	Audiobook/Music	Video/Streaming Video	Total by Library	OD Users	Holds (7-9-19)
Orfordville Public Library	106	73		179	32	127
Clinton Public Library	114	130		244	42	120
Milton Public Library	365	190		555	116	367
Eager Free Public Library	389	329		718	128	390
Edgerton Public Library	438	465	1	904	128	416
Beloit Public Library	1042	870	6	1918	340	1046
Hedberg Public Library	3262	2673	16	5951	1021	3258
<b>Total by type</b>	<b>5716</b>	<b>4730</b>	<b>23</b>	<b>10469</b>	<b>1807</b>	<b>5724</b>

lib	Distinct Users	Distinct courses viewed	Distinct videos viewed	Total views	Hours viewed	Logins
BELOIT	6	9	62	68	5.5	16
BURLINGTON	2	0	0	0	0	2
CL-S	5	12	62	62	3.86	14
CL-TL	2	0	0	0	0	3
CLINTON	1	0	0	0	0	1
DARIEN	4	5	45	46	2.48	8
DELANVAN	3	1	1	1	0.11	4
EDGERTON	2	3	19	19	1.36	2
ELKHORN	2	5	25	25	1.13	4
EVANSVILLE	1	1	3	3	0.13	1
GENOA_CITY	1	1	6	6	0.26	4
JANESVILLE	14	21	95	97	5.21	26
KPL-AD	2	0	0	0	0	2
KPL-BKM	3	3	11	11	0.73	7
KPL-NS	12	19	205	217	14.01	34
KPL-SI	6	4	25	25	2.41	12
KPL-SW	17	49	323	357	23.38	117
LAKEGENEVA	6	13	113	118	7.24	20
MILTON	1	0	0	0	0	1
RACINEMAIN	18	28	384	401	24.16	88
RACINE_BKM	1	0	0	0	0	3
ROCHESTER	2	1	2	2	0.31	2
UNIONGROVE	2	4	20	23	1.62	5
UNKNOWN	1	1	7	7	0.62	3
WATERFORD	4	3	7	7	0.2	5
WILLIAMSBAY	5	6	36	40	2.67	41
	<b>25</b>	<b>34</b>	<b>179</b>	<b>187</b>	<b>12.2</b>	<b>47</b>

Transparent Language Statistics  
June 2019

Group Code	Group Name	Parent Group	Group Description	Start Date	End Date	Total Sessions	Total Unique Users	Total User Registrations	Web Sessions	Web Unique Users
system.admin	All Admins			6/1/19	6/30/19	3	1	0	0	3
system.learner	All Learners			6/1/19	6/30/19	67	27	24	24	52
system.all	All Users			6/1/19	6/30/19	70	28	24	24	55
BeloitPL	Beloit Public Library			6/1/19	6/30/19	9	5	5	5	7
ClintonPL	Clinton Public Library			6/1/19	6/30/19	0	0	0	0	0
EagerFreePL	Eager Free Public Library			6/1/19	6/30/19	5	2	2	2	5
EdgertonPL	Edgerton Public Library			6/1/19	6/30/19	8	4	4	4	8
HedbergPL	Hedberg Public Library			6/1/19	6/30/19	24	14	12	12	22
MiltonPL	Milton Public Library			6/1/19	6/30/19	0	0	0	0	0
OrfordvillePL	Orfordville Public Library			6/1/19	6/30/19	21	2	0	0	12

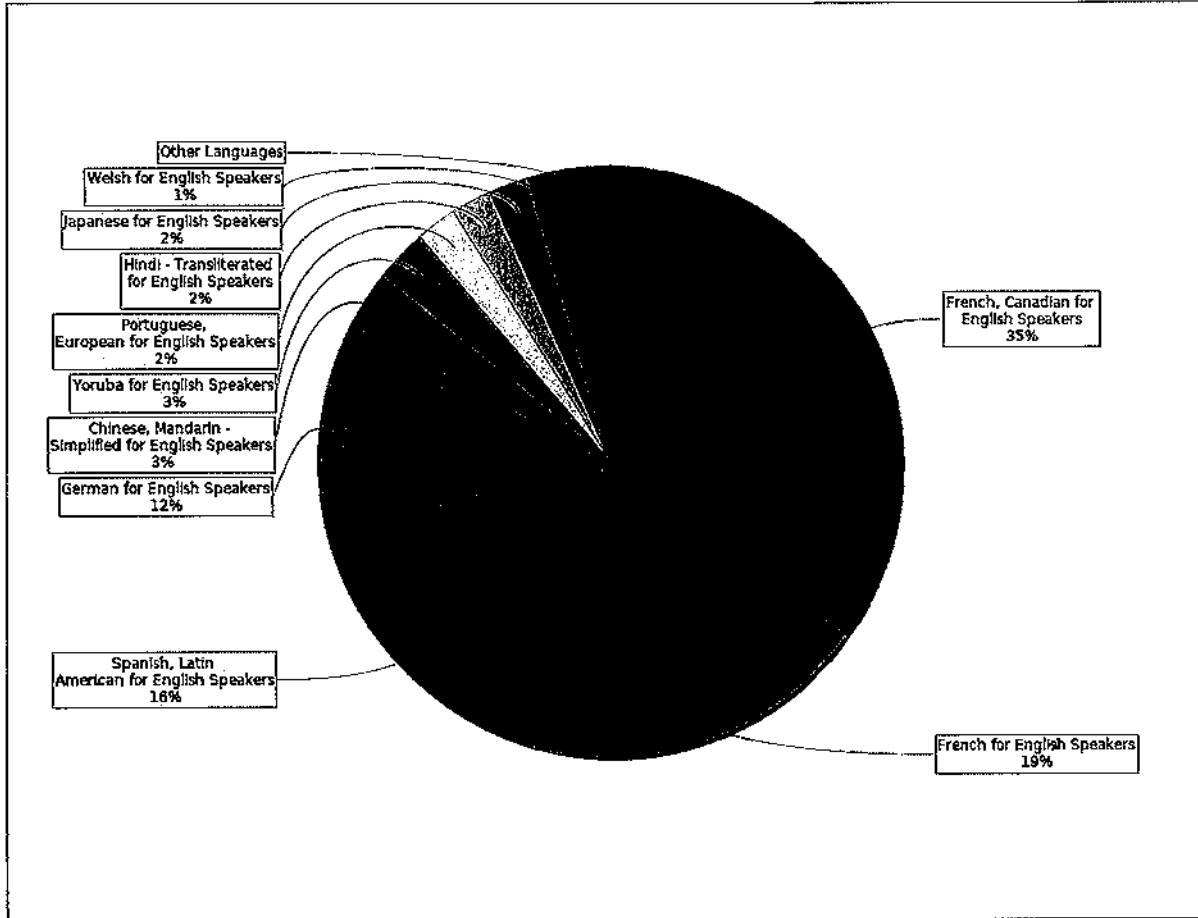
	All Activity	Web Activity	Mobile App Activity	KidSpeak Activity
Sessions	70	55	15	8
Unique Users	28	28	4	5
User Registrations	24	N/A	N/A	N/A
Average Session Time	N/A	0:20:25	0:05:45	N/A
Total Session Time	N/A	18:42:56	1:26:27	N/A
Course Downloads	N/A	N/A	1	N/A
Vocab Lesson Downloads	N/A	N/A	1	N/A
Average Learning Time	N/A	N/A	N/A	0:01:54
Learning Time	N/A	N/A	N/A	0:15:12

Transparent Language Statistics  
June 2019

Avg. Web Session Time	Total Web Session Time	Mobile App Sessions	Mobile App Unique Users	Avg. Mobile App Session Time	Total Mobile App Session Time	Total Course Downloads	Total Vocab Lesson Downloads	KidSpeak Access Count	KidSpeak Unique Users	Avg. KidSpeak Learning Time	KidSpeak Learning Time
0:04:21	0:13:04	0	0	0:00:00	0:00:00	0	0	0	0	0:00:00	0:00:00
0:21:20	18:29:52	15	4	0:05:45	1:26:27	1	1	1	8	0:01:54	0:15:12
0:20:25	18:42:56	15	4	0:05:45	1:26:27	1	1	1	8	0:01:54	0:15:12
0:06:10	0:43:12	2	1	0:07:23	0:14:47	1	1	1	0	0:00:00	0:00:00
0:00:00	0:00:00	0	0	0:00:00	0:00:00	0	0	0	0	0:00:00	0:00:00
0:27:56	2:19:44	0	0	0:00:00	0:00:00	0	0	0	0	0:00:00	0:00:00
0:21:46	2:54:12	0	0	0:00:00	0:00:00	0	0	3	1	0:00:20	0:01:00
0:17:43	6:30:02	2	1	0:09:33	0:07:06	0	0	4	3	0:03:33	0:14:12
0:00:00	0:00:00	0	0	0:00:00	0:00:00	0	0	0	0	0:00:00	0:00:00
0:37:37	7:31:24	9	1	0:06:57	1:02:35	0	0	0	0	0:00:00	0:00:00

# Transparent Language Usage Report

Start Date: 06/01/2019  
 End Date: 06/30/2019  
 Languages: All Languages for All Languages  
 Reporting Group(s): All Admins (system.admin), All Learners (system.learner), All Users (system.all), Beloit Public Library (BeloitPL), Clinton Public Library (ClintonPL), Eager Free Public Library (EagerFreePL), Edgerton Public Library (EdgertonPL), Hedberg Public Library (HedbergPL), Milton Public Library (MiltonPL), Orfordville Public Library (OrfordvillePL)  
 Content: All Content



Total Access Count: 134

Language Name	Access Count	Calculated Percentage
French, Canadian for English Speakers	47	35.07%
French for English Speakers	26	19.40%
Spanish, Latin American for English Speakers	22	16.42%
German for English Speakers	16	11.94%
Chinese, Mandarin - Simplified for English Speakers	4	2.99%
Yoruba for English Speakers	4	2.99%
Portuguese, European for English Speakers	3	2.24%
Hindi - Transliterated for English Speakers	3	2.24%
Japanese for English Speakers	3	2.24%
Welsh for English Speakers	2	1.49%
Latin for English Speakers	1	0.75%
Scottish Gaelic for English Speakers	1	0.75%

GALE COURSES STATISTICS  
MAY 2019

Patrons Library Card Course Title Session Enrollment Date Verification Last Login Time Spent(minutes) Completion Status Enrollments

BELOIT PUBLIC LIBRARY 23

1	2.1537E+13	Teaching Students With ADHD	May-19	4/2/19	Unverified	4/30/19 10:55	0	Incomplete	0
	2.1537E+13	Solving Classroom Discipline Problems II	May-19	4/2/19	Unverified	4/30/19 10:55	0	Incomplete	0
	2.1537E+13	The Creative Classroom	May-19	4/2/19	Unverified	4/30/19 10:55	0	Incomplete	0
	2.1537E+13	Teaching Preschool: A Year of Inspiring Lessons	May-19	4/2/19	Unverified	4/30/19 10:55	0	Incomplete	0
	2.1537E+13	Creating Web Pages	May-19	4/13/19	Unverified	7/4/19 8:53	0	Incomplete	0
	2.1537E+13	Discover Digital Photography	May-19	5/21/19	Verified	6/29/19 10:29	503	Incomplete	503
	2.1537E+13	Mastering Your Digital SLR Camera	May-19	5/21/19	Verified	6/26/19 9:23	1063	Completed	1063
	2.1537E+13	Understanding Adolescents	May-19	4/18/19	Verified	6/27/19 23:02	4026	Completed	4026
	2.1537E+13	TEAS Prep 1	May-19	5/21/19	Verified	6/11/19 8:37	1018	Incomplete	1018
	2.1537E+13	Grammar Refresher	May-19	5/3/19	Verified	6/28/19 17:52	3896	Completed	3896
	2.1537E+13	Speed Spanish III	May-19	5/14/19	Verified	5/23/19 21:10	368	Incomplete	368
	2.1537E+13	Spanish for Law Enforcement	May-19	5/14/19	Verified	5/22/19 14:27	283	Incomplete	283
	2.1537E+13	Introduction to Criminal Law	May-19	5/23/19	Unverified	5/23/19 23:14	124	Incomplete	124
	2.1537E+13	Administrative Assistant Applications	May-19	5/11/19	Verified	6/15/19 18:33	252	Incomplete	252
	2.1537E+13	Administrative Assistant Fundamentals	May-19	5/16/19	Verified	6/15/19 18:58	472	Incomplete	472
	2.1537E+13	Certificate in Nutrition, Chronic Disease, and Health Promotion	May-19	4/24/19	Unverified	5/19/19 11:32	0	Incomplete	0
	2.1537E+13	Speed Spanish II	May-19	5/4/19	Unverified	5/12/19 18:18	0	Incomplete	0
	2.1537E+13	Accounting Fundamentals II	May-19	3/2/19	Unverified	5/7/19 14:08	0	Incomplete	0
	2.1537E+13	Marketing Your Business on the Internet	May-19	5/7/19	Unverified	5/7/19 14:08	0	Incomplete	0
	2.1537E+13	Where Does All My Money Go?	May-19	4/26/19	Verified	5/22/19 20:07	348	Incomplete	348
	2.1537E+13	Achieving Success with Difficult People	May-19	5/13/19	Verified	5/22/19 22:07	499	Incomplete	499
	2.1537E+13	Accounting Fundamentals	May-19	5/10/19	Verified	5/28/19 17:07	574	Incomplete	574
	2.1537E+13	Introduction to Microsoft Excel 2019/Office 365	May-19	4/30/19	Verified	7/8/19 11:46	1530	Incomplete	1530

HEBERG PUBLIC LIBRARY 33

1	2.1828E+13	Certificate in Spirituality, Health, and Healing	May-19	5/22/19	Unverified	5/22/19 6:52	0	Incomplete	0
2	2.1828E+13	How to Get Started in Game Development	May-19	5/3/19	Verified	7/9/19 12:58	15456	Completed	15456
3	2.1828E+13	Introduction to Visual Basic	May-19	5/22/19	Verified	5/27/19 18:54	355	Incomplete	355
4	2.1828E+13	Solving Classroom Discipline Problems	May-19	5/6/19	Verified	7/5/19 5:15	2391	Completed	2391
	2.1828E+13	Secrets of Better Photography	May-19	5/16/19	Verified	7/6/19 14:36	2670	Completed	2670
5	2.1828E+13	Using Social Media in Business	May-19	5/16/19	Verified	6/24/19 10:58	1937	Incomplete	1937
6	2.1828E+13	Project Management Fundamentals	May-19	4/27/19	Unverified	5/21/19 19:14	302	Incomplete	302
7	2.1828E+13	Empowering Students With Disabilities	May-19	5/8/19	Verified	5/15/19 12:27	286	Incomplete	286
8	2.1828E+13	Project Management Fundamentals	May-19	5/6/19	Verified	7/2/19 8:01	1965	Completed	1965
9	2.1828E+13	Speed Spanish	May-19	5/6/19	Unverified	5/20/19 13:15	248	Incomplete	248
10	2.1828E+13	Keyboarding	May-19	5/12/19	Verified	5/27/19 16:38	1033	Incomplete	1033
	2.1828E+13	Speed Spanish	May-19	5/19/19	Verified	5/26/19 16:41	262	Incomplete	262
11	2.1828E+13	Solving Classroom Discipline Problems	May-19	5/14/19	Verified	6/28/19 0:08	1044	Completed	1044
	2.1828E+13	Creating Classroom Centers	May-19	5/14/19	Verified	6/26/19 18:09	555	Completed	555
12	2.1828E+13	Intermediate SQL	May-19	4/23/19	Verified	6/26/19 17:35	446	Completed	446
13	2.1828E+13	Beginning Conversational French	May-19	2/14/19	Verified	6/30/19 14:51	2482	Completed	2482
14	2.1828E+13	Singapore Math: Number Sense and Computational Strategies	May-19	5/13/19	Unverified	5/15/19 17:27	144	Incomplete	144

GALE COURSES STATISTICS  
MAY 2019

15	2.1828E+13	Solving Classroom Discipline Problems	May-19	5/14/19	Verified	6/27/19 19:22	1027	Completed
16	2.1828E+13	Where Does All My Money Go?	May-19	5/2/19	Verified	7/3/19 13:18	3140	Completed
17	2.1828E+13	Introduction to Microsoft Word 2016	May-19	5/9/19	Verified	6/26/19 12:07	2551	Completed
18	2.1828E+13	Write Fiction Like a Pro	May-19	5/6/19	Verified	5/19/19 9:05	296	Incomplete
19	2.1828E+13	Intermediate Microsoft Word 2016	May-19	5/14/19	Verified	6/28/19 15:43	752	Completed
20	2.1828E+13	Introduction to PC Security	May-19	5/14/19	Verified	6/6/19 12:13	327	Incomplete
21	2.1828E+13	Creating WordPress Websites	May-19	5/20/19	Unverified	5/20/19 9:27	25	Incomplete
22	2.1828E+13	Achieving Top Search Engine Positions	May-19	5/14/19	Unverified	5/15/19 12:05	125	Incomplete
23	2.1828E+13	Introduction to Illustrator CS6	May-19	5/3/19	Verified	6/5/19 18:41	719	Incomplete
24	2.1828E+13	Empowering Students With Disabilities	May-19	5/16/19	Verified	6/21/19 5:53	2430	Completed
25	2.1828E+13	Speed Spanish	May-19	5/24/19	Unverified	6/4/19 2:46	0	Incomplete
26	2.1828E+13	Twelve Steps to a Successful Job Search	May-19	5/24/19	Unverified	5/24/19 10:14	129	Incomplete
27	2.1828E+13	Solving Classroom Discipline Problems	May-19	5/14/19	Verified	6/27/19 19:42	1301	Completed
28	2.1828E+13	Leadership	May-19	5/16/19	Verified	6/26/19 10:24	4396	Completed
29	2.1828E+13	Introduction to Microsoft Excel 2016	May-19	5/16/19	Unverified	5/17/19 15:33	81	Incomplete
30	2.1828E+13	Speed Spanish	May-19	5/2/19	Verified	6/23/19 0:44	2279	Completed

EDGERTON PUBLIC LIBRARY

1	2.4511E+13	Teaching Preschool: A Year of Inspiring Lessons	May-19	4/18/19	Unverified	4/18/19 7:28	0	Incomplete
2	2.4511E+13	Personal Finance	May-19	5/28/19	Unverified	7/9/19 8:29	0	Incomplete
3	2.4511E+13	Certificate in Gerontology	May-19	5/28/19	Unverified	7/9/19 8:29	0	Incomplete
4	2.4511E+13	Certificate in Integrative Mental Health	May-19	5/28/19	Unverified	7/9/19 8:29	0	Incomplete

EAGER FREE PUBLIC LIBRARY

1	2.5353E+13	Advanced Fiction Writing	May-19	3/8/19	Verified	7/10/19 13:28	5000	Completed
2	2.5353E+13	Math Refresher	May-19	5/21/19	Verified	6/9/19 14:13	849	Incomplete
3	2.5353E+13	Introduction to Microsoft Excel 2016	May-19	4/24/19	Verified	6/30/19 20:03	1110	Incomplete
4	2.5353E+13	Introduction to Microsoft Outlook 2013	May-19	4/24/19	Verified	6/30/19 22:51	1505	Incomplete
5	2.5353E+13	Listen to Your Heart, and Success Will Follow	May-19	5/13/19	Verified	6/24/19 13:25	667	Completed
6	2.5353E+13	The Craft of Magazine Writing	May-19	2/21/19	Unverified	7/9/19 15:27	0	Incomplete
7	2.5353E+13	Research Methods for Writers	May-19	4/13/19	Unverified	7/9/19 15:27	0	Incomplete
8	2.5353E+13	Become a Veterinary Assistant	May-19	5/17/19	Unverified	5/17/19 17:37	58	Incomplete
9	2.5353E+13	Administrative Assistant Fundamentals	May-19	5/17/19	Unverified	5/17/19 19:58	140	Incomplete

MILTON PUBLIC LIBRARY

1	2.7462E+13	Accounting Fundamentals I	May-19	1/31/19	Unverified	3/20/19 14:33	0	Incomplete
2	2.7462E+13	Genealogy Basics	May-19	4/30/19	Unverified	5/22/19 17:12	120	Incomplete
3	2.7462E+13	Mastering Public Speaking	May-19	4/12/19	Verified	6/26/19 15:07	979	Completed
4	2.7462E+13	Certificate in Healthy Aging	May-19	2/16/19	Unverified	5/17/19 9:35	11	Incomplete

STUDENT COMMENTS

May 15 2019      Advanced Fiction Writing      I can't say enough positive things about this class and instructor. I have learned so much through this writing course. I highly recommend this class to all aspiring fiction writers! Thank you.

GALE COURSES STATISTICS

MAY 2019

May 15 2019	How to Get Started in Game Development	There were a few out of date console systems being used in some of the previous lessons. Aside from that, this course was great and helped me get a better start on some game ideas I've had in the past. It helped me realize what options were available to me, and how to make my dreams into a reality. Going over the elements of fun, various IDE, the testing phases of games, getting a bug test report format, and game design outline are a great help for me.
May 15 2019	Leadership	I understand that with the final exam, you do want to just give the answers - you want the student to be able to apply what they learned to the answers. However, many questions were too vague and had tidbits of the answer in another choice you could make, which really tripped me up. I struggled with this final more than any other course taken on here. It took me over 3 hours to complete the final. No bueno.
May 15 2019	Listen to Your Heart, and Success Will Follow	It would be helpful to have resources updated.
May 15 2019	Secrets of Better Photography	This course really helped me understand my camera a lot better. Before I was just taking pictures and hoping for good results. I have recommended this course to others already! I am excited for the next courses to continue to learn more about photography.
May 15 2019	Solving Classroom Discipline Problems	As a counselor I felt this was a great way to explain behavior and children! I can't wait to help other teachers to understand it.
May 15 2019	Solving Classroom Discipline Problems	This was very useful! Thank you!
May 15 2019	Solving Classroom Discipline Problems	This was very useful! Thank you!
May 15 2019	Understanding Adolescents	It would be great if this instructor could teach a class on trauma!



2020 ALS ROCK COUNTY FUNDING REQUEST

Libraries	2019 Municipal Appropriation		2018		2018: %			Participating Library Payment			% cost of	
	Total	Circulation	Township	Circulation	Town.	Circulation	use	2020 % of total		Township Circ	2019	
Beloit	\$ 1,780,877.00	294,474	57,957	19.68%	19.68%	\$ 350,503.91	31.48%	83.14%	\$ 301,762.65			
Clinton	\$ 107,267.00	28,410	12,586	44.30%	44.30%	\$ 47,520.68	4.27%	71.75%	\$ 40,182.99			
Edgerton	\$ 294,643.00	97,473	25,885	26.56%	26.56%	\$ 78,245.61	7.03%	72.14%	\$ 71,290.39			
Evansville	\$ 277,011.00	65,209	15,492	23.76%	23.76%	\$ 65,810.77	5.91%	82.60%	\$ 61,297.56			
Janesville	\$ 3,370,676.00	758,488	100,187	13.21%	13.21%	\$ 445,225.13	39.99%	87.36%	\$ 437,850.20			
Milton	\$ 288,224.00	95,546	30,933	32.37%	32.37%	\$ 93,312.47	8.38%	77.11%	\$ 82,252.71			
Orfordville	\$ 84,635.00	25,285	9,796	38.74%	38.74%	\$ 32,789.58	2.94%	73.29%	\$ 31,330.70			
<b>TOTAL</b>	<b>\$ 6,203,333.00</b>	<b>1,364,885</b>	<b>252,836</b>	<b>19%</b>	<b>19%</b>	<b>1,113,408.14</b>		<b>82.39%</b>				
*PLP is Participating Library Payment												
**** 70% rule applies												
Brodhead	\$ 20,095.00	20,843.00	20,586.00	\$ 24,106.00	2015	2016	2017	2018	2019	2020		
Lakeshores*	\$ 602.00	\$ 1,929.00	\$ 2,439.00	\$ 1,872.00	\$ 1,970.00	\$ 3,436.00	\$ 4,123.00	\$ 28,785.34	\$ 21,140.04	\$ 4,707.00		
Board per diem												
Whitewater	\$ 23,802.14	\$ 37,454.58	\$ 45,627.48	\$ 26,149.27	\$ 26,010.78	\$ 27,378.69	\$ 15,874.76	\$ 22,045.60	\$ 26,110.65			
Jefferson County	\$ 4,013.85	\$ 5,121.12	\$ 4,368.82	\$ 3,483.78	\$ 3,691.94	\$ 4,147.85	\$ 2,339.09	\$ 2,773.56	\$ 3,188.59			
Green County	\$ 2,303.00	\$ 1,692.27	\$ 2,211.00	\$ 3,794.00	\$ 4,318.00	\$ 5,575.00	\$ 4,883.00	\$ 3,394.72	\$ 3,121.11			
Dane County	\$ 13,381.92	\$ 13,828.42	\$ 12,957.43	\$ 19,093.87	\$ 16,544.00	\$ 16,708.00	\$ 15,333.69	\$ 12,875.41	\$ 15,266.77			
<b>TOTAL</b>	<b>\$ 64,197.91</b>	<b>\$ 80,868.39</b>	<b>\$ 88,189.73</b>	<b>\$ 78,498.92</b>	<b>\$ 73,100.72</b>	<b>\$ 76,401.54</b>	<b>\$ 65,770.54</b>	<b>\$ 72,690.63</b>	<b>\$ 73,534.16</b>			
Board Per Diem	\$ 1,004,095.00	\$ 966,132.00	\$ 930,935.00	\$ 926,377.00	\$ 920,775.00	\$ 953,539.00	\$ 1,001,938.00	\$ 1,025,967.20	\$ 1,113,408.14			
Total requested	\$ 1,069,792.91	\$ 1,038,500.39	\$ 1,020,624.73	\$ 1,006,375.92	\$ 995,375.72	\$ 1,031,440.54	\$ 1,069,208.54	\$ 1,100,157.83	\$ 1,188,742.30			
					97%	98.28%	99%	104%	103%	108%		
*Reimbursement for Walworth County, Intersystem agreement with LLS uses statewide cost of circ in formula.												
Average of last three year's appropri \$ 1,119,369.56												

2020 ALS Rock County Funding-70% cost of circ.

	2018		2018		Cost per		Township Circulation		Cost of		70% of cost of	
	Total Operating Expenditures	Circulations	Total Operating Expenditures	Circulations	Circulation	Township Circulation	Township Circulation	Township Circulation	Township Circulation	Township Circulation	Township Circulation	Township Circulation
*PLP is Participating Library Payment												
***The formula cost of rural service times 70% based on total operating expenditures - federal fund expenditures divided by total circulations												
	\$ 2,142,013	294,474	\$ 149,509	28,410	\$ 7.27	57,957	\$ 421,581.01	\$ 57,957	\$ 421,581.01	\$ 295,106.71	\$ 295,106.71	\$ 295,106.71
<b>Beloit</b>	\$ 2,142,013	294,474	\$ 149,509	28,410	\$ 7.27	57,957	\$ 421,581.01	\$ 57,957	\$ 421,581.01	\$ 295,106.71	\$ 295,106.71	\$ 295,106.71
<b>Clinton</b>	\$ 408,452	97,473	\$ 335,345	65,209	\$ 5.14	15,492	\$ 79,669.44	\$ 15,492	\$ 79,669.44	\$ 55,768.61	\$ 55,768.61	\$ 55,768.61
<b>Edgerton</b>	\$ 373,778	95,546	\$ 373,778	95,546	\$ 3.91	30,933	\$ 121,010.56	\$ 30,933	\$ 121,010.56	\$ 84,707.39	\$ 84,707.39	\$ 84,707.39
<b>Evansville</b>	\$ 115,482	25,285	\$ 115,482	25,285	\$ 4.57	9,796	\$ 44,740.43	\$ 9,796	\$ 44,740.43	\$ 31,318.30	\$ 31,318.30	\$ 31,318.30
<b>Hedberg</b>												
<b>Milton</b>												
<b>Orfordville</b>												
<b>Average Cost/Circ</b>							\$ 5.06		\$ 1,351,323.27		\$ 945,926.29	
70% formula is only used if it is higher then Rock County formula												

County	Library	Operating Expenditures	2018 Circulation	2018 cos/Circ	Rural Rock Circ	100% Reimbursement	70% Reimbursement
Dane	Dane County Library Service	\$ 394,582.00	46,406	8.50	3	\$ 25.51	\$ 17.86
	Cambridge	\$ 251,674.00	57,392	4.39	10	\$ 43.85	\$ 30.70
	Fitchburg	\$ 1,832,547.00	379,926	4.82	87	\$ 419.64	\$ 293.75
	Madison	\$ 19,886,067.00	3,159,974	6.29	369	\$ 2,322.16	\$ 1,625.51
	MacFarland	\$ 778,239.00	187,918	4.14	427	\$ 1,768.37	\$ 1,237.86
	Waunakee	\$ 937,344.00	237,661	3.94	1	\$ 3.94	\$ 2.76
	Oregon	\$ 819,997.00	241,482	3.40	1,469	\$ 4,988.26	\$ 3,491.78
	Stoughton	\$ 880,036.00	221,686	3.97	2,952	\$ 11,718.68	\$ 8,203.07
	Sun Prairie	\$ 2,182,429.00	635,368	3.43	46	\$ 158.01	\$ 110.60
	Verona	\$ 1,699,788.00	574,045	2.96	122	\$ 361.25	\$ 252.88
						\$ 15,266.77	\$ 15,266.77
Green	Brodhead	\$ 265,321.00	54,338	4.88	6,185	\$ 30,200.00	\$ 21,140.04
	Albany	\$ 100,968.00	33,763	2.99	1,048	\$ 3,134.04	\$ 2,193.83
	Monroe	\$ 1,109,598.00	177,578	6.25	212	\$ 1,324.68	\$ 927.28
	New Glarus	\$ -	0	-	0	\$ -	\$ -
							Minus Brodhead
						\$ 24,261.15	\$ 3,121.11
						\$ -	\$ 3,121.11
Jefferson	Whitewater	\$ 825,252.00	119,913	6.88	5,420	\$ 37,300.93	\$ 26,110.65
	Jefferson	\$ 544,777.00	86,172	6.32	30	\$ 189.66	\$ 132.76
	Fort Atkinson	\$ 782,633.00	192,186	4.07	1,072	\$ 4,365.47	\$ 3,055.83
	Palmyra	\$ 107,711.00	28,072	3.84	0	\$ -	\$ -
							Minus Whitewater
						\$ 29,299.24	\$ 3,188.59
						\$ -	\$ 3,188.59
Walworth						Walworth County	\$ 4,707.00
						Rock County Total	\$ 73,534.16



2020 costs for shared system based on circulation patron registration averages

of Municipality	Total Service Area	2018		2018 Total circulation	% of Registered Borrowers	% of Circulation Average	
		Registered Borrowers	Total circulation				
Libraries	2013						
Beloit	45,978	40,729	294,474	27.62%	0.2460		
Clinton	3,507	3,508	28,410	2.38%	0.0223		
Edgerton	9,080	8,214	97,473	7.14%	0.0636		
Evansville	7,733	8,434	65,209	5.72%	0.0525		
Janesville	81,195	75,411	758,488	51.15%	0.5336		
Milton	5,538	8,897	95,546	6.03%	0.0652		
Orfordville	1,456	2,244	25,285	1.52%	0.0169		
<b>TOTAL</b>	<b>120,073</b>	<b>147,437</b>	<b>1,364,885</b>	<b>1</b>	<b>1</b>	<b>0</b>	
<b>2020</b>							
<b>Ongoing Maintenance Costs for a Shared System</b>							
		<i>Innovative</i>		2020			
Total Cost to Library based on percentage of borrowers/circulation in 2018 annual reports		0.0223		0.0636		0.0652	
		Clinton		Edgerton		Milton	
<b>Total Annual Cost</b>		<b>0.2460</b>		<b>0.0525</b>		<b>0.0169</b>	
		Beloit		Evansville		Janesville	
SHARE	\$ 73,462.00	\$ 16,526.00	\$ 5,034.00	\$ 3,430.00	\$ 41,246.00	\$ 4,432.00	\$ 1,269.00
Enhanced Content	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
WPLC/Overdrive	\$ 29,222.00	\$ 7,188.57	\$ 1,857.45	\$ 1,533.87	\$ 15,592.79	\$ 1,904.51	\$ 493.05
Additional Hoopla	\$ 64,970.92	\$ 12,000.00	\$ 4,410.92	\$ 3,000.00	\$ 37,060.00	\$ 4,000.00	\$ 2,500.00
Office							
Photocopying	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Overhead/rent/utilities/	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
telephone	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Support</b>							
SHARE Support	\$ 83,000.00	\$ 20,417.87	\$ 5,275.76	\$ 4,356.68	\$ 44,288.60	\$ 5,409.42	\$ 1,400.44
Replacement of server \$30,000/3 years	\$0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Training</b>							
<b>2020</b>							
<b>Total 2020 costs</b>	\$ 250,654.92	\$ 56,132.44	\$ 16,578.13	\$ 12,320.55	\$ 138,187.39	\$ 15,745.92	\$ 5,662.49
							\$ 250,654.92
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -



# The Inclusive Services Assessment and Guide **FOR WISCONSIN PUBLIC LIBRARIES**

Wisconsin Department of Public Instruction  
Carolyn Stanford Taylor, State Superintendent



# The Inclusive Services Assessment and Guide **FOR WISCONSIN PUBLIC LIBRARIES**

Produced by the Wisconsin Department of  
Public Instruction Public Library Development  
Team and the participants in the 2018  
Inclusive Services Institute.



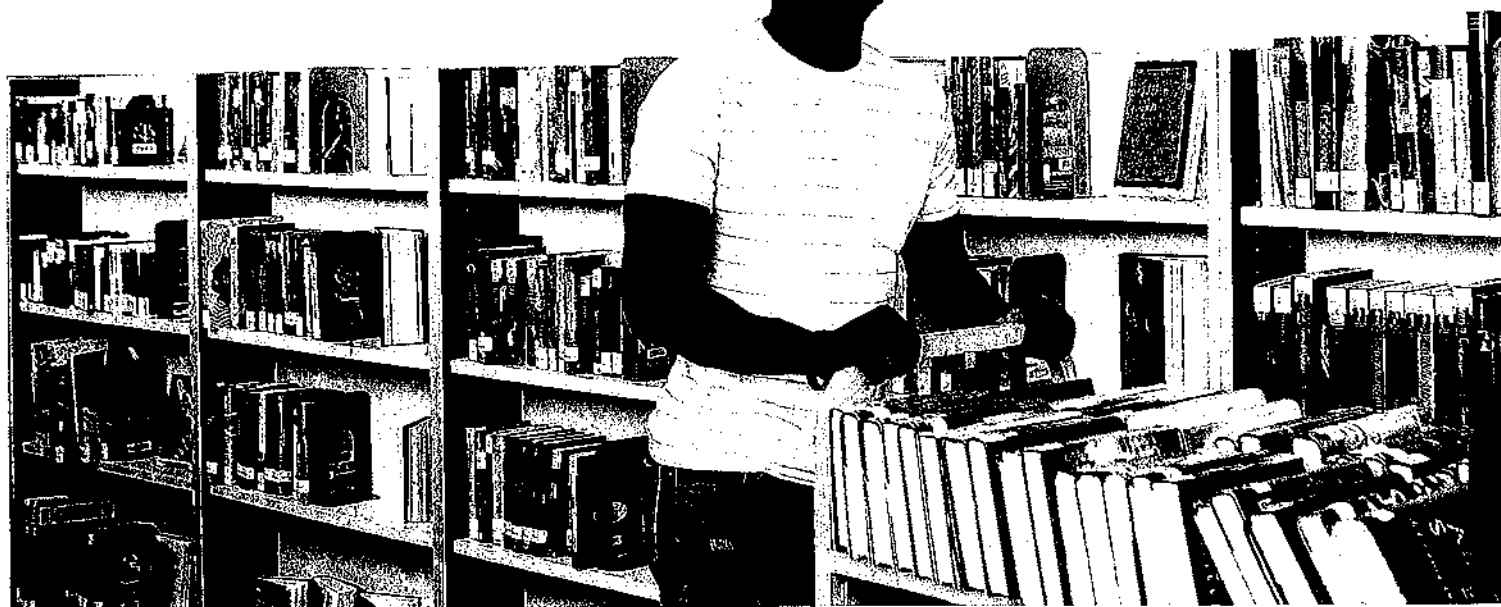
**Wisconsin Department of Public Instruction**  
Carolyn Stanford Taylor, State Superintendent  
Madison, Wisconsin



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# Inclusive Services in Wisconsin Public Libraries

1

## The Inclusive Services Statement

Wisconsin public libraries are places where everyone should be safe, welcomed, and respected in experiences such as (but not limited to):

- Arrival at the building (transportation, physical accessibility, signage, hours of service, greetings by library staff)
- Intersections with library policies (getting a library card, using a computer, paying a fine)
- Perusal, use, and request of library materials (navigating the aisles, accessing wifi, individual privacy, diversity of collection)
- Participation in library-sponsored or library-located events (marketing of events, time and location, transportation, registration, room set-up, novice-friendly vs. designed for frequent users)
- Interactions with library staff (body language, tone, diversity of library staff, proactive/reactive engagement)
- Passive and virtual interactions through library signage, webpages, displays, and marketing (readability, tone, diversity, accommodations)

The Division for Libraries and Technology interprets Statute 43.24(2) (k) "Promotion and facilitation of library service to users with special needs" to encompass inclusive services. Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community. Diverse communities are strengthened by libraries that intentionally develop and deliver services to individuals or groups for whom accessing and using the library is difficult, limited, or minimized.

The library director and board of trustees should provide awareness and leadership concerning the concept and implementation of inclusive services to library staff and stakeholders. Regional library systems should both support member libraries in matters of compliance, and communicate such efforts through annual system plans and reports. The state library agency will provide consulting and collaborate with libraries and systems regarding inclusive services. Wisconsin public

*Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community.*

libraries serve everyone, and it is the duty of everyone in the service of Wisconsin public libraries to foster inclusivity.

The practice of providing inclusive services requires continuous reflection and ongoing dialog with and between library administration, staff, and members of the community, with particular emphasis on including the voices of those who are underserved, underrepresented, and underrecognized within the community. Efforts should respond to the assets and needs of non-library users and users alike. Attention to actual, versus perceived, assets and needs is paramount; i.e., a barrier perceived by library staff may or may not be an actual barrier experienced by the user.

On a concrete level, inclusive services should be visibly incorporated into all library services. The concept that libraries are for everyone should be evident through every point of access or interaction with the library. A person's race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries - or any other dimension of identity - should neither negatively influence nor interfere with access to library services.

When libraries honor the full diversity of their communities, communities thrive. First and foremost, inclusive library services should be developed locally with and for all community members. Wisconsin public library systems and state library staff should facilitate coordinated regional and statewide inclusive services training and consulting. Our common goal is to improve life and learning opportunities for all Wisconsin residents.

## **The Inclusive Services Institute**

The Inclusive Services Institute was a professional development and workgroup opportunity for Wisconsin public library and public library system staff committed to making Wisconsin libraries more inclusive to all community members and potential library users. The Institute offered reflective learning experiences on topics of equity and social justice. Participants worked on small teams to develop statewide resources. *The Inclusive Services Statement* from the Division for Libraries and Technology provides the foundation for the Institute content and workgroup efforts.

The Inclusive Services Institute was funded by a Library Services and Technology Act (LSTA) grant from the Institute for Museum and Library Services administered by the Public Library Development Team at the Wisconsin Department of Public Instruction.

*The concept that libraries are for everyone should be evident through every point of access or interaction with the library.*

## **Authors**

We thank the 2018 Inclusive Services Institute cohort for their time, talent, and commitment in developing the Inclusive Services Assessment and Guide.

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# Introduction

The *Inclusive Services Assessment and Guide* was designed by Wisconsin public library and public library system staff for Wisconsin public library directors, staff, and boards with the intent to foster inclusive library environments where everyone is safe, welcomed, and respected. This resource was developed to support libraries in implementing the Inclusive Services Statement. In addition, this resource intentionally complements the 2018 Wisconsin Public Library Standards.

## How to Use the Inclusive Services Assessment and Guide

### Institutional Use and Reflection

This resource was designed to be used by individuals and groups as an ongoing reflection tool. Inclusion is not a one-size-fits-all concept, nor a complete-and-move-on challenge. The checklist and supporting resources are meant to help individual libraries evaluate current services as well as plan for the future. Ultimately, changes and improvements depend on the leadership of library administration.

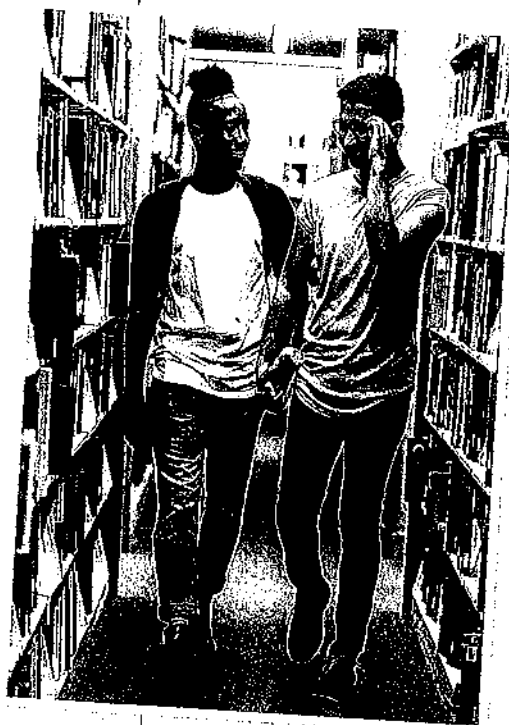
The comprehensive nature of the considerations asked within the Inclusive Services Assessment and Guide is overwhelming. All communities are unique and therefore each library will use this guide differently. This tool might be used as an annual reflection, or utilized more often. The tool might be used as a whole, or by prioritizing sections. First and foremost, the Inclusive Services Assessment and Guide is meant to assist the library in better understanding how it considers inclusion as an institution. Each library needs to determine how to connect with the tool and process the reflections it provokes. In addition, each library will determine how to best share its efforts.

### Checklist Responses

The checklist is organized by areas of library service identified in the Wisconsin Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Each statement is subjective to the institution and the perspectives of those completing the checklist. The assessment will yield clearer results when Yes/No responses are selected; In Progress is intended as an "almost yes." Not Applicable should be selected sparingly and for rare circumstances.

# 2

*Inclusion is not a one-size-fits-all concept, nor a complete-and-move-on challenge. The checklist and supporting resources are meant to help individual libraries evaluate current services as well as plan for the future.*



## Key to Checklist:

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### Yes (Y)

This response indicates that the library is currently executing the checklist statement. *Example - "Yes; the library displays pictograms at the entrances of the restrooms"*

### No (N)

This response indicates that the library is NOT currently executing the checklist statement. *Example - "No; the library does not display pictograms at the entrances of the restrooms"*

### In Progress (IP)

This response indicates that the library is currently developing the checklist statement. *Example - "In Progress; the library is in the process of installing pictograms at the entrances of the restrooms"*

### Not Applicable (NA)

This response indicates that the checklist statement is factually irrelevant to the library. *Example - "Not Applicable; The library does not have public restrooms because it is a bookmobile."*

### Scoring

Scoreable responses to each checklist will provide a snapshot of current levels of inclusion. The reflection worksheet offers individual libraries a way to evaluate existing assets and opportunities for growth and change.

### A Note About Language

In developing the *Inclusive Services Assessment and Guide*, attention was given to language and sensitivities of groups and individuals. Terms and phrasing used in this document will likely need to be updated in response to evolution of language and society.



# Who Is Responsible

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The checklist is organized by areas of library service identified in the Wisconsin Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the [Scoring Rubric](#) to score each topic/section. See [How to Use the Inclusive Services Assessment and Guide](#) for examples.

## Governance

1. Library board has read and discussed DPI's <i>Inclusive Services Statement</i> , an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	Y	N		
2. Does the library board reflect the demographics of the community?	Y	N	IP	NA
3. Is the need for <u>diversity</u> (ie. dimensions of <u>identity</u> ) among library trustees communicated to the municipal governing body who makes trustee appointments (e.g. mayor/city council, village president/board, county executive, etc)?	Y	N	IP	NA
4. Are the bylaws available in the languages used by the community, including <u>ASL</u> and <u>braille</u> if necessary?	Y	N	IP	NA
5. Are the bylaws written in <u>gender neutral</u> language?	Y	N	IP	NA
6. Do the bylaws have language on <u>equity</u> and inclusion being foundational to the purpose of the library?	Y	N	IP	NA
7. Does the library regularly review all policies to determine if they are creating unnecessary barriers?	Y	N	IP	NA
8. Are policies regularly updated to reflect the needs of the community the library serves?	Y	N	IP	NA
9. Are the policies accessible to all members of the community, including languages used, reading ability, etc.?	Y	N	IP	NA
10. Do the policies refer to users in a respectful, <u>gender neutral</u> , unbiased way?	Y	N	IP	NA
11. Does the library offer meeting space at the library for a variety of community group meetings to take place?	Y	N	IP	NA
12. Does the library budget reflect the values of the community?	Y	N	IP	NA
13. When creating or revising the library director position description, are members of the community who reflect the population demographics included?	Y	N	IP	NA



14. Is the library director position description <u>gender neutral</u> ?	Y	N	IP	NA
15. Is the library director position description translated into the languages used by the community, including <u>braille</u> if necessary?	Y	N	IP	NA
16. Is community demographic information included in the library director job advertisement?	Y	N	IP	NA
17. Does the library director job advertisement include a description of the accessibility of the library facility/facilities in accordance with the Americans with Disabilities Act ( <u>ADA</u> )?	Y	N	IP	NA
18. Do library director candidates have an opportunity to meet community members who reflect the population demographics?	Y	N	IP	NA
19. Are members of the community included in the decision-making process of choosing the new library director?	Y	N	IP	NA
20. Upon hire, are there opportunities for the new director to meet members of the community not just at the library, but through invitations to events or places of the community's choosing? (e.g. a PrideFest celebration, a Hindu service, the local Irish bar, a rehab center, etc.)	Y	N	IP	NA
21. Does the library director's evaluation tool ask how they interact with members and organizations reflecting the demographics of the community?	Y	N	IP	NA
22. Does the evaluation instrument ask how the library director is interacting with members and organizations reflecting the demographics of the community?	Y	N	IP	NA
23. Are salaries <u>equitable</u> for all staff?	Y	N	IP	NA
24. Are part-time staff salaries <u>equitable</u> with salaries for those working full-time in similar positions?	Y	N	IP	NA
25. When the library board begins to develop its strategic plan, are community members that reflect the demographics of the community invited to participate?	Y	N	IP	NA
26. Are inclusive services goals and objectives included in the strategic plan to meet the community's needs?	Y	N	IP	NA

**TOTAL**

1  
4

## Administration

1.	Has the library director ensured that the <i>Inclusive Services Statement</i> is shared with new board members when they are appointed to the library board?	Y	N	IP	NA
2.	Do written procedures include the library's primary commitment to equitable service to all users?	Y	N	IP	NA
3.	Does the library director make the library board and/or trustees aware of upcoming library-related continuing education related to inclusive services?	Y	N	IP	NA
4.	Does the library director present updates to the library board of services, programs, and issues related to inclusive services?	Y	N	IP	NA
5.	Has the library director studied and shared the impact of fines on low-income individuals and families with the board?	Y	N	IP	NA
6.	Has the library director had an open discussion with the library board, management team and staff to be assured that they understand the importance of funding for a range of trainings, programs and collections?	Y	N	IP	NA
7.	Do the library director and department heads (if any) actively engage with a variety of community groups?	Y	N	IP	NA
8.	Do the library director and department heads (if any) attend community meetings that address the needs of <u>underrepresented</u> members of the community?	Y	N	IP	NA
9.	Do the library director and department heads (if any) have opportunities to participate in professional activities such as continuing education?	Y	N	IP	NA
10.	Do the library director and department heads (if any) integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	Y	N	IP	NA
11.	Are the library director and department heads (if any) aware of professional development opportunities in relation to inclusive services for self and staff?	Y	N	IP	NA
12.	Do the library director and department heads (if any) encourage active staff participation in their library system's inclusivity programming?	Y	N	IP	NA
13.	Do the library director and department heads (if any) promote inclusive services planning at the county and system level?	Y	N	IP	NA
14.	Do the library director and department heads (if any) consider inclusive services in the technology plan?	Y	N	IP	NA

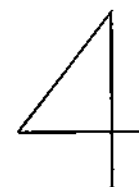
### TOTAL

## Staffing

1. Library staff has read and discussed <u>DPI's Inclusive Services Statement</u> , an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	Y	N		
2. Are all library staff able to explain library policies to the public?	Y	N	IP	NA
3. Are all library staff well trained in procedures required by their positions?	Y	N	IP	NA
4. Do library staff project an image of competence and courtesy?	Y	N	IP	NA
5. Do library staff communicate and work effectively with other staff?	Y	N	IP	NA
6. Do library staff evaluate and measure the effectiveness of library programs and services?	Y	N	IP	NA
7. Do library staff assist in library planning efforts?	Y	N	IP	NA
8. Do library staff use current and <u>emerging technologies</u> ?	Y	N	IP	NA
9. Do library staff participate in the political and social structure of the community?	Y	N	IP	NA
10. Are all library staff trained in emergency protocols and procedures?	Y	N	IP	NA
11. Are all library staff, volunteers, and trustees trained in user <u>privacy</u> and <u>confidentiality</u> ?	Y	N	IP	NA
12. Do library staff actively engage with a variety of community groups?	Y	N	IP	NA
13. Do library staff attend community meetings that address the needs of <u>underrepresented</u> members of the community?	Y	N	IP	NA
14. Do library staff have opportunities to participate in professional activities such as continuing education?	Y	N	IP	NA
15. Do library staff integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	Y	N	IP	NA
16. Are library staff aware of professional development opportunities in relation to inclusive services?	Y	N	IP	NA
17. Do library staff participate in their library system's inclusivity programming?	Y	N	IP	NA
18. Do library staff promote inclusive services planning at the county and system level?	Y	N	IP	NA
19. Do library staff consider inclusive services in the technology plan?	Y	N	IP	NA

### TOTAL

# What the Library Has to Offer



The checklist is organized by areas of library service identified in the Wisconsin Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the [Scoring Rubric](#) to score each topic/section. See [How to Use the Inclusive Services Assessment and Guide](#) for examples.

## Collections

A person's ethnicity, age, citizenship, immigration status, literacy or education level, ability, family structure, income level, gender identity, sexuality, housing status, neurodiversity, style of dress, military status, or any other dimension of identity should neither negatively influence nor interfere with access to the library collection.

This checklist applies to all collection areas of the library.

1. Does the collection development policy have a statement about inclusion?	Y	N	IP	NA
2. Are the library board and staff aware of the non-inclusive aspects of library classification systems and controlled vocabulary (e.g. the weight given to Christianity in Dewey Decimal Classification)?	Y	N	IP	NA
3. Does the collection reflect the community's tastes, beliefs, or attitudes?	Y	N	IP	NA
4. Does the collection challenge the community's tastes, beliefs, or attitudes?	Y	N	IP	NA
5. Is the community involved in building and advising on the content of the collection?	Y	N	IP	NA
6. Are multiple sources, representative of a variety of communities, consulted while building the collection?	Y	N	IP	NA
7. Does the collection include storylines and characters by and from a range of groups (e.g. racial, ethnic, <u>gender identity</u> , <u>sexuality</u> , disability, veteran status, education level, etc.)?	Y	N	IP	NA
8. Does the collection include accurate, respectful, and current information by and about different groups as fact, characters in a storyline, or settings and contexts (e.g. racial, ethnic, <u>gender identity</u> , <u>sexuality</u> , disability, veteran status, education level, etc.)?	Y	N	IP	NA
9. Does the collection include resources for furthering education (e.g. <u>GED</u> , <u>ACT/SAT</u> test prep, etc.)?	Y	N	IP	NA
10. Does the collection include titles for self-improvement in skills?	Y	N	IP	NA
11. Does the collection provide materials for people of varied education levels and literacy/English language skills?	Y	N	IP	NA

12. Does the library subscribe to or offer materials for language learning?	Y	N	IP	NA
13. Is the collection in multiple formats, for example: books, audio books, large print, graphic formats, materials in <u>braille</u> , <u>braille and print combination</u> , narrated TV programs and movies, tangible materials (e.g. toys, tools, and sensory items), and audiovisual?	Y	N	IP	NA
14. Is the collection accessible to people with sensory, <u>ambulatory</u> , <u>social</u> , <u>emotional</u> , and <u>intellectual differences</u> ?	Y	N	IP	NA
15. Are databases and other e-resources accessible through alternative means (e.g. <u>screen readers</u> , <u>magnification</u> , <u>closed captioning</u> , and <u>assistive devices</u> )?	Y	N	IP	NA
16. Does the collection contain items in languages other than English?	Y	N	IP	NA
17. Are instructions provided in languages other than English for how to search for items in languages other than English?	Y	N	IP	NA
18. Does the collection include titles for " <u>hi-low</u> " readers, such as adults who read at a middle school level?	Y	N	IP	NA
19. Does the library offer various audiobook formats, such as CDs, downloadable audiobooks, and eBooks?	Y	N	IP	NA
20. Does the library offer audio-described movies and television programs (formatted to include a narration of events for which there isn't a dialogue) on DVD?	Y	N	IP	NA
21. Are high-interest materials considered for purchase even if they are not reviewed by <u>mainstream</u> library journals (e.g., popular urban fiction titles)?	Y	N	IP	NA
22. Does the library's collection development policy allow for the repurchase of items that have higher rates of disappearance?	Y	N	IP	NA
23. Does the library use alternate vendors to purchase non- <u>mainstream</u> materials?	Y	N	IP	NA

**TOTAL**

## Programming

Programming may include policies, planning, and execution of educational, recreational, informational and cultural programs.

1. Does the library have a written programming policy?	Y	N	IP	NA
2. Does the programming policy include a <u>diversity</u> or <u>inclusivity</u> statement?	Y	N	IP	NA
3. Does the library offer programming at different times of day and various days of the week, including nights and weekends?	Y	N	IP	NA
4. Are efforts made to make library programs accessible in languages other than English (e.g. movies with subtitles, Spanish/English versions of the same program, etc.) ?	Y	N	IP	NA
5. Are people able to participate in library programming whether or not they have a library card?	Y	N	IP	NA
6. Does the library include an inclusivity statement on promotional materials?	Y	N	IP	NA
7. Does the library include a variety of community members in the development of programs?	Y	N	IP	NA
8. Does the library plan programs based on community needs and interest?	Y	N	IP	NA
9. Does the library collaborate with established community organizations when planning and promoting programs?	Y	N	IP	NA
10. Are the library board and staff aware of <u>ADA</u> compliance in a public library setting and what constitutes reasonable accommodation?	Y	N	IP	NA
11. Does the library provide a clear procedure for persons (attendees and presenters) to request <u>ADA</u> accommodations that will enable them to participate fully in library programs?	Y	N	IP	NA
12. Are there multiple avenues available for program attendees to provide feedback?	Y	N	IP	NA
13. Does the library offer programming targeting multiple dimensions of <u>personal identity</u> , including, but limited to: race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, <u>gender identity</u> , <u>sexuality</u> , style of dress, familiarity with public libraries?	Y	N	IP	NA
14. Does the library contract with performers, authors, and presenters reflecting multiple <u>dimensions of personal identity</u> ?	Y	N	IP	NA
15. Does the library regularly evaluate programming practices to determine if individuals or groups are potentially excluded (e.g. excluding adults with cognitive disabilities on the basis of age from sensory storytimes targeting children)?	Y	N	IP	NA

16. Does the library offer free programs related to work and life skills development, as well as cultural and recreational presentations through local partnerships, volunteers, or contracted performers for people of all ages?	Y	N	IP	NA
17. Are there free classes for people who want to learn and improve their English or literacy skills?	Y	N	IP	NA
18. Does the library offer programs that celebrate a wide variety of heritages and cultural events?	Y	N	IP	NA

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**TOTAL**

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**Services**

Services may include physical resources/equipment that allow individuals to make use of the library or they may be the intrinsic way that staff interact with users.

1. Does the library use programs, literature, and publicity in creative ways and in a variety of settings to attract those for whom libraries are not part of their life experience?	Y	N	IP	NA
2. Does the library provide programs and services about <u>gender identity</u> and <u>sexuality</u> ?	Y	N	IP	NA
3. Does the library avoid asking about <u>gender</u> on forms, or segregating activities based on <u>gender</u> ?	Y	N	IP	NA
4. Does the library create pathfinders, subject guides or reader's advisory bookmarks related to topics of interest to a variety of communities (e.g. <u>LGBTQ</u> , immigrants, neurodiverse people, etc.)?	Y	N	IP	NA
5. Do library displays regularly include materials by and about people with various <u>dimensions of identity</u> ?	Y	N	IP	NA
6. Does the library offer discreet information, such as shortcuts to local services on computer desktops, about <u>PTSD</u> and other sensitive topics?	Y	N	IP	NA
7. Are resources available for all community members?	Y	N	IP	NA
8. Does the library provide visual schedules of library events or due dates of materials?	Y	N	IP	NA
9. Does the library provide visual timers for program or computer scheduling?	Y	N	IP	NA
10. Does the library provide touch screen devices for internet or communication purposes?	Y	N	IP	NA

11. Does the library provide adaptive technologies, such as screen readers, text to speech software, adaptive mice, and magnifiers?	Y	N	IP	NA
12. Does the library provide fidgets (e.g. small manipulatives, such as soft balls, that fit safely and comfortably in the hand) for neurodiverse users?	Y	N	IP	NA
13. Does the library provide sensory storytimes or programs for children?	Y	N	IP	NA
14. Does the library provide inclusive seating options, such as the option to sit at the front of the room, space for wheelchairs, or space to stand, during library programs and activities?	Y	N	IP	NA
15. Does the library offer personal FM or other listening devices during presentations?	Y	N	IP	NA
16. Does the library help non-English speaking immigrants understand and interact with the culture, government, and educational system of the United States, via resources and services offered?	Y	N	IP	NA
17. Is there information on free legal assistance and financial counseling for people interested in citizenship and information on free legal services for immigrants?	Y	N	IP	NA
18. Do programs and services reflect local immigrant community needs and offer a variety of print materials, media, and online resources in the language(s) used by the population?	Y	N	IP	NA
19. Are there programs and resources readily available for teen parents?	Y	N	IP	NA
20. Are there multigenerational family literacy programs for children and their parents, grandparents, and caregivers?	Y	N	IP	NA
21. Are programs and materials presented in both English and other prevailing languages within the community?	Y	N	IP	NA
22. Is there a community space/meeting room that all groups are welcomed to reserve?	Y	N	IP	NA
23. Does the library have a feedback mechanism to provide insight on the needs of specific service populations (e.g., teen advisory board, ex-officio member of the library board representing the <u>Latinx</u> community)?	Y	N	IP	NA

**TOTAL**



# Where the Interactions Take Place

# 5

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the [Scoring Rubric](#) to score each topic/section. See [How to Use the Inclusive Services Assessment and Guide](#) for examples.

## Facility

### Outdoor Spaces

1. Does public library parking meet the requirements of the <a href="#">ADA</a> ?	Y	N	IP	NA
2. Is the parking area well lit?	Y	N	IP	NA
3. Is library parking free?	Y	N	IP	NA
4. Is parking convenient to library's entrances?	Y	N	IP	NA
5. Are bicycle racks convenient to the building entrances?	Y	N	IP	NA
6. Does the book return meet the requirements of the <a href="#">ADA</a> ?	Y	N	IP	NA
7. Is the book return accessible 24/7?	Y	N	IP	NA
8. Does the book return accommodate access by cars and pedestrians, including pedestrians using wheelchairs?	Y	N	IP	NA
9. Does the outdoor signage meet the requirements of the <a href="#">ADA</a> ?	Y	N	IP	NA
10. Does the library have wayfinder signs with <a href="#">pictograms</a> ?	Y	N	IP	NA
11. Is the entrance signage in languages used by the community, as well as pictograms?	Y	N	IP	NA
12. Do the library walkways meet the requirements of the <a href="#">ADA</a> ?	Y	N	IP	NA
13. Are walkway surfaces safe and uniform?	Y	N	IP	NA
14. Are the library's outdoor spaces easily accessible, and if there is outdoor equipment (e.g. picnic tables, playground equipment) is it wheelchair accessible?	Y	N	IP	NA
15. If there are signs/activities/etc. for outdoor spaces, are they welcoming to all?	Y	N	IP	NA
16. Do all entrances and exits meet the requirements of the <a href="#">ADA</a> ?	Y	N	IP	NA

17. Does the library entrance have an electronic door opener?	Y	N	IP	NA
18. Do all emergency exits meet state/municipal building codes?	Y	N	IP	NA
19. Do all entrance and interior doors have adequate clearance?	Y	N	IP	NA
20. Are the security gates wide enough to accommodate a wheelchair?	Y	N	IP	NA
21. Does the entryway have level, clear and slip-resistant flooring?	Y	N	IP	NA

**TOTAL**

**Indoor Spaces (General)**

1. Is there an elevator when the facility is on multiple levels?	Y	N	IP	NA
2. Does the elevator meet <u>ADA</u> requirements and state/municipal building codes?	Y	N	IP	NA
3. Are elevator signs and controls in multiple languages, including <u>braille</u> ?	Y	N	IP	NA
4. Does the elevator have auditory signals?	Y	N	IP	NA
5. Does emergency/safety equipment meet <u>ADA</u> requirements and state/municipal building codes?	Y	N	IP	NA
6. Is there a visual indicator for emergency alarms?	Y	N	IP	NA
7. Are points of service easily identified?	Y	N	IP	NA
8. Is the equipment in public spaces accessible?	Y	N	IP	NA
9. Does the library provide a variety of options for quiet study and <u>privacy</u> ?	Y	N	IP	NA
10. Are floors carpeted (rather than hard floors) to reduce noise from moving chairs/furniture?	Y	N	IP	NA
11. Are carpets appropriately secured to the floor?	Y	N	IP	NA
12. Is the library free of obstructions for those with mobility aids?	Y	N	IP	NA
13. Are all levels of the library connected via an accessible route of travel?	Y	N	IP	NA
14. Are sight lines adequate throughout?	Y	N	IP	NA
15. Are there adequate outlets?	Y	N	IP	NA
16. Are youth spaces designed to be considerate of size and usage?	Y	N	IP	NA

17. Does the library identify a private, secure space for people who are nursing/pumping?	Y	N	IP	NA
18. Are there measures in place for users and staff sensitive to overstimulation?	Y	N	IP	NA
19. Are there measures in place for users and staff sensitive to scents?	Y	N	IP	NA
20. Is there space that can be used for prayer or meditation?	Y	N	IP	NA
21. Is it clear that service animals are welcome in the library?	Y	N	IP	NA
22. Are gallery spaces and display cases accessible?	Y	N	IP	NA
23. Is there adequate lighting throughout the library space?	Y	N	IP	NA
24. Is there adequate seating throughout the library space?	Y	N	IP	NA
25. Are the service desks the appropriate height for adults, children, and wheelchair access?	Y	N	IP	NA
26. Are there assistive technologies available?	Y	N	IP	NA
27. Is there self-checkout, accessible by wheelchair?	Y	N	IP	NA
28. If there is a self-checkout, does it display instructions in multiple languages?	Y	N	IP	NA
29. Is seating available for customer/staff consultation?	Y	N	IP	NA
30. Is adequate space allowed for customer use of reference materials?	Y	N	IP	NA
31. Do the service desks provide separate or acoustically isolated spaces for the following services: Interlibrary loan, database searches, general information, customer interviews, photocopiers?	Y	N	IP	NA
32. Are there technologies available to make it easier to hear in meeting/event spaces (e.g. microphones, sound systems, hearing loops)?	Y	N	IP	NA
33. Are assistive technologies available in meeting/event spaces?	Y	N	IP	NA
34. Is there adequate and adjustable lighting in meeting/event spaces?	Y	N	IP	NA
35. Is there comfortable adult seating for use while adults are sharing books with children?	Y	N	IP	NA
36. Is the floor a single level to allow for flexibility in programming and accessibility, as well as to avoid injuries?	Y	N	IP	NA

37. Has sufficient space been allowed for easy access by children if materials are checked out or returned at the children's desk?	Y	N	IP	NA
38. If children's and adult circulation counters are separated, is there lower counter space set aside for children, visibly marked by large graphics?	Y	N	IP	NA
39. Although there should be imaginative pieces of furniture, cheerful colors, etc. is there a space for individuals who require less stimuli?	Y	N	IP	NA
40. Is there a quiet corner where children can retreat from the program without leaving the room?	Y	N	IP	NA
41. Is there a separate programming area out of the traffic flow?	Y	N	IP	NA
42. Is there secure and adequate space to store teen gear such as skateboards and backpacks?	Y	N	IP	NA
43. Are there physical resources available to use when the library is closed (e.g. wifi, drinking fountain, outlets, public phone, restroom)?	Y	N	IP	NA

**TOTAL**

---

**Meeting Room/Event Space**

1. Is the meeting room entry close to the main entrance? If not, is the path clear for ease of access?	Y	N	IP	NA
2. Are there window coverings in the meeting room/event space?	Y	N	IP	NA
3. Can the meeting room area be closed off from the remainder of the library such that audio, visual, and other interruptions are limited?	Y	N	IP	NA
4. Are there blackboards and/or white marker boards?	Y	N	IP	NA
5. Are the chairs and tables light enough to be moved and maneuvered by users and staff?	Y	N	IP	NA

**TOTAL**

---

## Computers and Technology

1. Are assistive technologies available?	Y	N	IP	NA
2. Are video transcripts available?	Y	N	IP	NA
3. Does the library have wheelchair accessible tables and computer workstations?	Y	N	IP	NA
4. Are laptops available to use in the library?	Y	N	IP	NA
5. Are keyboards ergonomically designed?	Y	N	IP	NA
6. Are high contrast keyboards available?	Y	N	IP	NA
7. Are computer monitors shielded from direct sunlight or glare?	Y	N	IP	NA
8. Does the library have print-to-speech scanners?	Y	N	IP	NA
9. Are <u>braille</u> embossers available?	Y	N	IP	NA
10. Are talking book readers available?	Y	N	IP	NA
11. Are low tech options available (e.g. magnifier sheets, magnifying glasses, flashlights, table lamps, etc.)?	Y	N	IP	NA
12. Are written transcripts of tutorials and videos on the library website available for both English speakers and others?	Y	N	IP	NA
13. Are apps available that can provide conversation practice?	Y	N	IP	NA
14. Does the library provide internet access and personal computing applications to users free of charge and regardless of library card status?	Y	N	IP	NA
15. Does the library provide workspaces that offer users the opportunity to use online services?	Y	N	IP	NA
16. Does the library provide free wireless internet access?	Y	N	IP	NA
17. Is the library flexible with time restrictions on computer use to allow users to complete desired tasks?	Y	N	IP	NA
18. Does the library avoid restricting activities users can engage in on the computers that may impact their ability to complete desired tasks?	Y	N	IP	NA
19. Can users borrow mobile wifi units?	Y	N	IP	NA
20. Can users borrow mobile devices?				

21. Does the library avoid restrictions or limits on printing or making copies that may impact users' ability to complete desired tasks?	Y	N	IP	NA
22. Are written transcripts of tutorials and videos on the library website available in simplified language (i.e. not children's version)?	Y	N	IP	NA
23. Can users adjust the reading level of information?	Y	N	IP	NA
24. Are workstations staggered to enhance noise control?	Y	N	IP	NA
25. Does the library provide ergonomic workstations/ chairs for users and staff?	Y	N	IP	NA
26. Is a staff member managing upgrades to software to ensure products contain the latest accessibility tools?	Y	N	IP	NA
27. Are there apps available that assist with social skills?	Y	N	IP	NA
28. Are there lightweight and/or portable devices offered as alternatives to workstations?	Y	N	IP	NA
29. Are strategies in place to assist users with using the library's wireless network?	Y	N	IP	NA
30. Can users bring their own adaptive devices and/or check out adaptive technology equipment for home use?	Y	N	IP	NA
31. Are alternative mice or touch pads available (e.g. <u>senior mouse</u> , <u>jelly bean switch</u> , etc.)?	Y	N	IP	NA
32. Are workstations staggered to enhance <u>privacy</u> ?	Y	N	IP	NA

**TOTAL**

## Collection Spaces

1. Are there a variety of display options (sloping shelves, spinners, etc.)?	Y	N	IP	NA
2. Are there no more than eight 36-inch sections of shelving without a break?	Y	N	IP	NA
3. Does length of shelving and width of aisles take traffic patterns and accessibility into consideration?	Y	N	IP	NA
4. Is there a method for accessing high shelves for those unable to reach?	Y	N	IP	NA
5. Are shelving units sturdy (e.g. braced or anchored)?	Y	N	IP	NA
6. Are all stacks and shelves clearly labelled?	Y	N	IP	NA
7. Are stack labels large enough to be seen?	Y	N	IP	NA
8. Are there braille shelf markers?	Y	N	IP	NA
9. Are there special features like built-in lighting?	Y	N	IP	NA
10. Is there a clear distinction between floors and walls to assist the visually impaired?	Y	N	IP	NA
11. Are any stacks labelled in any non-English languages?	Y	N	IP	NA
12. Have visual cues (photos, illustrations) been used to identify stack contents?	Y	N	IP	NA
13. Are shelving units smoothly finished with no sharp edges?	Y	N	IP	NA
14. Are there accessories to display and house a variety of material types (e.g. compact discs, oversized and miniature materials, odd-shaped items, etc.)?	Y	N	IP	NA
15. Is there a minimum of 36 inches between stacking shelves?	Y	N	IP	NA

## TOTAL

## Restrooms

1. Are restrooms marked with inclusive text and pictograms (e.g., single or multiple stalls, amenities such as changing stations, wheelchair accessibility, etc.)?	Y	N	IP	NA
2. Is a <u>gender neutral</u> restroom available?	Y	N	IP	NA
3. Do single/family occupancy restroom facilities use <u>gender neutral</u> signage?	Y	N	IP	NA
4. Do restrooms and drinking fountains accommodate differing abilities (e.g. footstool, drinking cups, etc.)?	Y	N	IP	NA
5. Do all of the restrooms include an area for changing diapers?	Y	N	IP	NA
6. Are adult changing stations available?	Y	N	IP	NA

## TOTAL

## Staff Areas

1. Do library staff have access to hearing aid and volume control telephones?	Y	N	IP	NA
2. Is there an area with reduced distractions for staff to work?	Y	N	IP	NA
3. Are white noise or environmental sound machines acceptable or available for use?	Y	N	IP	NA
4. Does the library provide ergonomic workstations for staff?	Y	N	IP	NA
5. Are counters/tables at a comfortable height as to avoid injury from lifting?	Y	N	IP	NA
6. Are there secure spaces for staff's professional and personal use (e.g. lockers)?	Y	N	IP	NA
7. Are employee posters clearly posted in languages used by the staff?	Y	N	IP	NA

## TOTAL



## Access

### Location, Hours, and Services

1. Is the library located near public transportation and community services?	Y	N	IP	NA
2. Are library hours fixed and prominently posted?	Y	N	IP	NA
3. Are open hours based on community need?	Y	N	IP	NA
4. Do library hours cater to the different employment hours of users (e.g. third shift)?	Y	N	IP	NA

### TOTAL

### Library Card Registration

1. Are written materials available with step-by-step instructions to assist users with new library card registration?	Y	N	IP	NA
2. Is there an accessible work surface/work space for users when registering for a library card?	Y	N	IP	NA
3. Does the library provide training for staff to assist with individual's needs when registering for a library card (e.g. visual impairment, foster care family, low literacy)?	Y	N	IP	NA
4. Are library card applications printed in languages used by community members?	Y	N	IP	NA
5. Are library cards and replacement cards free?	Y	N	IP	NA
6. Does the library accept a non-photo ID as proof of identity and offer to send a postcard as proof of address?	Y	N	IP	NA
7. Does the library card application form avoid a <u>binary gender</u> identification requirement?	Y	N	IP	NA
8. Does the library card registration application allow users provide a preferred name (e.g. individual <u>transitioning</u> )?	Y	N	IP	NA

### TOTAL

### Online Access (Website and Catalog)

1. Is the library website <u>ADA</u> compliant?	Y	N	IP	NA
2. Are there captions for any video content?	Y	N	IP	NA
3. Can content be converted to large print, <u>braille</u> , speech, symbols?	Y	N	IP	NA
4. Can content be converted to simpler language and multiple languages?	Y	N	IP	NA
5. Is information displayed in simple layouts and menus (i.e. not communicated solely by structure, color or graphic design)?	Y	N	IP	NA
6. Is the library website free of flickers and an excess of color?	Y	N	IP	NA
7. Does the library website contain welcoming language for all <u>dimensions of identity</u> ?	Y	N	IP	NA
8. Are there textual descriptions for any photographic content or graphic images?	Y	N	IP	NA
9. Does the web content work with different devices?	Y	N	IP	NA
10. Can the information be accessed through keyboard only (i.e. no mouse required)?	Y	N	IP	NA

### TOTAL

# How the Library Engages with the Community



The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the [Scoring Rubric](#) to score each topic/section. See [How to Use the Inclusive Services Assessment and Guide](#) for examples.

## Marketing

1. Do the graphics on library promotional materials include people from a range of ethnicities, genders, religions and abilities?	Y	N	IP	NA
2. Does the library follow social media related to a wide array of populations and create content for the same populations?	Y	N	IP	NA
3. Do library social media profiles or accounts include content that would be beneficial to all people?	Y	N	IP	NA
4. If the library provides accommodations for those with disabilities, do promotional materials communicate that, along with a clear path for requesting accommodation?	Y	N	IP	NA
5. Does the library place marketing materials where people from different backgrounds are likely to see them?	Y	N	IP	NA
6. Is the content of the library's marketing materials accessible to a wide range of populations?	Y	N	IP	NA

### TOTAL

## Community Engagement

1. Does the library regularly analyze the demographics of the community in which it is located?	Y	N	IP	NA
2. Does the library involve users, residents, local businesses and other key organizations and stakeholders when preparing the strategic plan?	Y	N	IP	NA
3. Has the library identified the needs and issues of specific groups in the community?	Y	N	IP	NA
4. Does the library have multiple formats for receiving feedback from a variety of community groups concerning potential barriers?	Y	N	IP	NA
5. Is the library responsive to the feedback from groups and individuals in underrepresented communities?	Y	N	IP	NA

6.	Does the library work with community ambassadors to help promote the library?	Y	N	IP	NA
7.	Does the library have meaningful engagement and collaboration with neighborhoods, local organizations, schools, and businesses, with a set of shared priorities for the library and community?	Y	N	IP	NA
8.	Does the library seek out and engage with <u>underrepresented</u> communities to make sure that everyone feels welcome at the library?	Y	N	IP	NA
9.	Does the library work with community organizations to facilitate reciprocal sharing of information about programs, collections/materials and resources to the a range of populations in the community (e.g. <u>PFLAG</u> , <u>NAMI</u> , <u>ADRC</u> , food pantries, housing assistance, schools, etc.)?	Y	N	IP	NA
10.	Does the library send staff to represent the library at meetings and events held by the various organizations in the community (e.g. county /city youth coalitions, health or human services coalitions, Pride celebrations, heritage festivals, etc.)?	Y	N	IP	NA
11.	Does the library collaborate with other institutions to ensure library service for people who have difficulty visiting the library (e.g. senior housing, assisted living, juvenile or adult detention, shelters/ transitional housing, etc.)?	Y	N	IP	NA
12.	Does the library offer resources for people who are reintegrating into the community after incarceration?	Y	N	IP	NA
13.	Does the library work with other organizations (e.g. Lion's Club, Friends group, Community Center, etc.) to provide free food at library events, or summer food programs?	Y	N	IP	NA

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**TOTAL**

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**Funding**

1.	Does the library budget include funds for cultural competency and anti-bias training for library staff and volunteers?	Y	N	IP	NA
2.	Does the library budget include funds for cultural competency and anti-bias training for the board of trustees, Friends board members and foundation board members?	Y	N	IP	NA
3.	Does the budget include funds for programming geared to a range of groups in the community?	Y	N	IP	NA
4.	Does the budget include funds for purchasing materials for the collection that reflect numerous <u>dimensions of identity</u> ?	Y	N	IP	NA

5. Does the budget allow for staff hours to spend outside the library connecting and providing services with a breadth of groups and populations? Y N IP NA

6. Does the budget include funds for recruitment efforts necessary to attract staff and volunteers reflective of the community (e.g. online ads, job fairs, etc. )? Y N IP NA

7. Does the budget include funds to offer culturally relevant digital resources that have been reviewed and evaluated by peer reviewers? Y N IP NA

8. Does the library have a list of community members who will advocate for the library and its inclusive efforts? Y N IP NA

9. Does the library have a list of community members who will advocate for the library and its inclusive efforts? Y N IP NA

**TOTAL**

**Self Care for Library Workers**

In order for library workers to provide consistent, empathetic, and sustainable service to their community, they must be able to attend to their own needs. Library administration needs to value the importance of creating an expectation of self-care among staff, as well as for themselves.

1. Is library staff encouraged to take breaks during their shifts? Y N IP NA

2. Is library staff encouraged to take time away from the library? Y N IP NA

3. Is library staff encouraged to create healthy boundaries between work and home life? Y N IP NA

4. Does library administration respect staff work and home boundaries? Y N IP NA

5. Is library staff encouraged to take breaks from programming or on-going services? Y N IP NA

6. Is library staff encouraged to take time to reflect on programming and ongoing services? Y N IP NA

7. Is library staff encouraged to take time to reflect on or process library incidents or stressors? Y N IP NA

8. Does library administration support self care behaviors of library staff? Y N IP NA

**TOTAL**

## Inclusive Culture at the Library

The library culture is integral to providing inclusive services. These considerations provide ways to enrich culture and foster professional development as individuals and as an organization.

1. Do library staff have an understanding of what inclusivity means to the members of their community?	Y	N	IP	NA
2. Does library administration have conversations with staff about being an inclusive library?	Y	N	IP	NA
3. Are staff members trained to serve all members of the community (e.g. teens, individuals with mobility issues, veterans)?	Y	N	IP	NA
4. Do staff adhere to core values of creating an inclusive environment at their library?	Y	N	IP	NA
5. Are staff empowered to put the user first?	Y	N	IP	NA
6. Are staff tasks focused on providing the best possible service?	Y	N	IP	NA
7. Is there a teamwork mentality in creating an inclusive environment at the library?	Y	N	IP	NA
8. Is there an atmosphere of respect among staff members and members in the community?	Y	N	IP	NA
9. Does everyone respect the decisions and choices made by the board and administration regarding community engagement and inclusivity at the library?	Y	N	IP	NA
10. Do staff make thoughtful decisions in dealing with users and members of the community as part of their daily work routine?	Y	N	IP	NA
11. Is there a measurement in place to track outcomes regarding community engagement and relationship building in their community?	Y	N	IP	NA

**TOTAL**

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# Scoring Rubric

1. To score each topic, give each answer the following number value:
  - Give each “Y” circled in the section a score of 1
  - Give each “N” circled in the section a score of 0
  - Give each “IP” circled in the section a score of 0.5
  - Give each “NA” circled in the section a score of 1
2. While the scoring of “NA” seems counterintuitive, a score of “1” is necessary for the purpose of the scoring formula. Value-wise, the rare “NA” score seemingly should not be worthy of points. However, formula-wise, “NA” cannot be zero or negative because it would offset the “Y” and “N” scores. Therefore, the “NA” is essentially point-neutral in the formula.
3. Add up the score for each **topic**. For example, add up the points for each of the responses in “Governance.” Because there are 26 consideration statements for this topic, there is a maximum score of 26.
4. When you have scored all the topics of a **section**, you can calculate the section total. For example, the combined scores of Governance, Administration, and Staffing will give you a score for Section 1: Who is Responsible.
5. Continue this process until all sections are scored.
6. Use the static scoring rubric on 33 to record your scores, or download a dynamic (editable) Excel worksheet on the PLD Inclusive Services webpage.

Remember that this is a self-evaluation tool. The scoring rubric is designed to help libraries to identify areas of strength, and areas that may require some focus. One library may determine that a comparatively low score in the “Facility” section is worth the investment of time and money, while another library may choose to focus on a lower score in an area that requires less costly improvements, such as “Governance.” Only the local library board and staff can make that determination. This scoring rubric is intended as a prioritization aid.

7



## Static Scoring Rubric

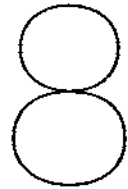
INCLUSIVE SERVICES ASSESSMENT SCORING RUBRIC						
SECTION/TOPIC	YOUR SCORE		MAXIMUM SCORE		YOUR TOPIC %	YOUR SECTION %
<b>SECTION 1: WHO IS RESPONSIBLE</b>						
1 Governance	-----	÷	26	* 100 =	-----	
2 Administration	-----	÷	14	* 100 =	-----	
3 Staffing	-----	÷	19	* 100 =	-----	
<b>SECTION 2: WHAT THE LIBRARY HAS TO OFFER</b>						
1 Collections	-----	÷	23	* 100 =	-----	
2 Programming	-----	÷	18	* 100 =	-----	
3 Services	-----	÷	23	* 100 =	-----	
<b>SECTION 3: WHERE THE INTERACTIONS TAKE PLACE</b>						
1 Outdoor Spaces	-----	÷	21	* 100 =	-----	
2 Indoor Space (General)	-----	÷	43	* 100 =	-----	
3 Meeting Room/Event Space	-----	÷	5	* 100 =	-----	
4 Computers & Technology	-----	÷	32	* 100 =	-----	
5 Collection Spaces	-----	÷	15	* 100 =	-----	
6 Restrooms	-----	÷	6	* 100 =	-----	
7 Staff Areas	-----	÷	7	* 100 =	-----	
8 Location, Hours, and Services	-----	÷	4	* 100 =	-----	
9 Library Card Registration	-----	÷	8	* 100 =	-----	
10 Online Access (Website & Catalog)	-----	÷	10	* 100 =	-----	
<b>SECTION 4: HOW THE LIBRARY ENGAGES WITH THE COMMUNITY</b>						
1 Marketing	-----	÷	6	* 100 =	-----	
2 Community Engagement	-----	÷	13	* 100 =	-----	
3 Funding	-----	÷	9	* 100 =	-----	
4 Self Care	-----	÷	8	* 100 =	-----	
5 Inclusive Culture at the Library	-----	÷	11	* 100 =	-----	
<b>OVERALL SCORE:</b>						

### To Use This Static Scoring Rubric Sheet:

1. Enter your scores in the appropriate row of the "Your Score" column.
2. Divide each of your scores by the maximum score; multiply that number by 100.
3. Enter these results in the appropriate spaces in the "Your Topic %" column.
4. Calculate your section % by adding the "Your Topic %" in each section, then dividing by the number of topics in that section.
5. Calculate your overall score by totalling the "Your Topic %" and dividing by 21.



# Reflection Worksheet



**Area of Concern:** \_\_\_\_\_

1. Describe the area of concern as it exists right now:
  
  
  
  
  
  
  
  
  
  
2. How do you want the area of concern to exist in the future?
  
  
  
  
  
  
  
  
  
  
3. Why is this important to your library and community?

4. What steps need to be taken?  
What assets do you have to work on this topic?

What information do you have or need to work on this topic? E.g., demographic data, anecdotal data, survey results, acknowledging invisible populations?

What is a realistic timeline?

How will you measure the outcome(i.e. how will change be visible)?

5. To whom will you report the reflection on this area of concern, ie. this worksheet?  
How and when?

# Glossary of Terms and Acronyms



**ACT** A set of standardized college admissions tests.

**ADA** American Disabilities Act.

**ADRC** Aging and Disability Resource Center.

**ASL** American Sign Language.

**Assistive devices** Equipment designed or intended to assist disabled persons.

**Binary** A division into two groups or classes that are considered diametrically opposite.

**Braille** A system of writing for the blind that uses characters made up of raised dots.

**Closed caption** One of a series of subtitles to a television program, accessible through a decoder.

**Confidentiality** The state of keeping or being kept secret or private.

**Differences, ambulatory** Differences in the ability to walk or move from place to place.

**Differences, emotional** Differences in the expression of emotions; variance may be influenced by many factors, such as culture, gender, age, neurobiology, etc.

**Differences, intellectual** Differences in the capacity for knowledge.

**Differences, sensory** Many people on the autism spectrum have difficulty processing everyday sensory information. Any of the senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect behavior and can have a profound effect on a person's life.

**Differences, social** Differences based on social, economic and racial inequality.

**Dimension of identity** Any aspect of an individual that distinguishes personal identity such as race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries, etc.

**Diverse** Differing from one another.

**Diversity** The inclusion of different types of people, such as people of different races or cultures, in a group or organization.

**DLT** Division for Libraries and Technology, a division of the DPI.

**DPI** Wisconsin Department of Public Instruction.

**Emerging technologies** Technical innovations which represent progressive developments within a field for competitive advantage.

**Equality** Giving everyone the same to be successful.

**Equitable** Dealing fairly and justly with all concerned.

**Equity** Giving everyone what they need to be successful.

**GED** General Equivalency Diploma; used for educational testing services designed to provide a high school equivalency credential.

**Gender identity** A person's perception of having a particular gender, which may or may not correspond with their sex assigned at birth. Transgender does not imply any specific sexuality; therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Gender neutral** Denoting a word or expression that cannot be taken to refer to a specific gender.

**Hi-low** Refers to books of high interest and low reading level.

**Holistic** Relating to or concerned with complete systems rather than with parts.

**IMLS** Institute of Museum and Library Services; federal granting institution of LSTA funds.

**Jelly bean switch** An assistive device that provides auditory and tactile feedback.

**Latinx** A gender neutral term used in lieu of Latino or Latina; plural is Latinxs.

**LGBTQ** Initialism stands for lesbian, gay, bisexual, transgender, queer; also referred to as the gay community, which generally celebrates pride, diversity, individuality, and sexuality.

**LSTA** Library Services and Technology Act; a federal grant program administered by the IMLS.

**Magnifications** Assistive equipment that visually enlarges in object.

**Mainstream** The ideas, attitudes, or activities that are regarded as normal or conventional; the dominant trend in opinion, fashion, or the arts.

**NAMI** National Alliance on Mental Illness.

**Neurodiversity** An approach to learning and disability that argues diverse neurological conditions are the result of normal variations in the human genome; includes conditions like ADHD, Autism, and Dyslexia.

**PFLAG** An organization of parents, families, and friends of lesbians and gays.

**Preferred Gender Pronoun** A preferred gender pronoun is a pronoun or set of pronouns that an individual would like others to use when talking to or about that individual.

**Pictogram** A visual language developed for people with limited or no ability to speak, read and write.

**Privacy** Freedom from unauthorized intrusion.

**PTSD** Post-Traumatic Stress Disorder.

**SAT** A set of standardized college admissions tests.

**Screen reader** A form of assistive technology designed for use by individuals who are blind, visually impaired, illiterate, or have a learning disability.

**Senior mouse** A computer mouse designed for use by individuals with upper extremity disabilities, neurological disabilities, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy and carpal tunnel syndrome; also helpful for those who have difficulty using or are unable to use a standard mouse.

**Sexuality** An individual's sexual preference; formerly referred to as sexual orientation.

**Stakeholder** An individual with an interest or concern in something, especially a business; may include employees, users, vendors, community members.

**Transitioning** The process of permanently adopting the outward or physical characteristics of the gender one identifies with, as opposed to those associated with the sex assigned at birth.

**Underrepresented** Provided with insufficient or inadequate representation; represented in numbers that are disproportionately low.



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