City of Appleton

Meeting Agenda - Final

Library Board

Tuesday, May 14, 2024	1:00 PM	Council Chambers, 6th Floor

1.   Call meeting to order

2.   Pledge of Allegiance

3.   Roll call of membership

4.   Approval of minutes from previous meeting

24-0593   April 16, 2024 Meeting Minutes

Attachments: 4-16-2024 Library Board Meeting Minutes.pdf

5.   Public Participation and Communications

Establish Order of the Day

6.   Action Items

24-0594   Bill Register - April 2024

Attachments: April 24 Bill Register.pdf

APL Financial Cash Flow-April 2024.pdf

24-0595   E-rate Expense Memo May 2024

Attachments: E-rate Expense Memo May 2024.pdf

24-0596   Appointment of Library Board Nominating Committee

Attachments: President Mann Nominating Commitee Memo.pdf

24-0606   Updated COA Vehicle Usage Policy

Attachments: Vehicle Usage Policy Edits 2.16.24.pdf

7.   Information Items

A.   Adminstrative Report

24-0597   Building Project Update

> *Attachments:* April 2024 Building Project Update.pdf

24-0598   APL Hiring Process Update

24-0599   1st Quarter 2024 Statistics (Jan, Feb, Mar)

> *Attachments:* JAN 2024.pdf
>
> FEB 2024.pdf
>
> MAR 2024.pdf

24-0600   1st Quarter Friends Grants Funded Program Summaries

> *Attachments:* 1st Quarter 2024 Friends Grant Funded Program Summaries FINAL.pdf

B.   President's Report

24-0601   Trustee Development: An Exploratory Social Justice Framework to
Develop Public Library Services with Underserved Families

> *Attachments:* Trustee Training_1_An Exploratory Social Justice Framework to Develop Public
>
> Trustee Training_2_May 2024 Trustee Development Topic Instructions.pdf

C.   Staff Updates

24-0602   Children's Program Updates

24-0603   Community Partnerships Updates

8.   Adjournment

> *Notice is hereby given that a quorum of the Common Council may be present during this meeting, although no Council action will be taken.*
>
> *Reasonable Accommodations for Persons with Disabilities will be made upon Request and if Feasible.*

City of Appleton

100 North Appleton Street
Appleton, WI 54911-4799
www.appleton.org

Meeting Minutes
Library Board

Tuesday, April 16, 2024   **3:00 PM**   **Council Chambers, 6th Floor**

1.   Call meeting to order

President Margret Mann called the meeting to order at 3:02pm

2.   Pledge of Allegiance

3.   Roll call of membership

Keller arrived at 3:06pm

Others Present: Owen Anderson, Nicole Casner, Ann Cooksey, Darrin Gladd, Tina Krueger, Adriana McCleer, Dan McGinnis, Alex Niemi, Colleen Rortvedt, Tasha Saecker, Maureen Ward

Present: 6 - Looker, Kellner, Scheuerman, Mann, Brozek and Lee

Excused: 5 - Nett, Sivasamy, Van Zeeland, Keller and Bunnow

4.   Approval of minutes from previous meeting

24-0396   March 19, 2024 Meeting Minutes

Attachments: 3-19-2024 Library Board Meeting Minutes.pdf

Kellner moved, seconded by Scheuerman, that the March 19, 2024 Meeting Minutes be approved. Roll Call. Motion carried by the following vote:

Aye: 6 - Looker, Kellner, Scheuerman, Mann, Brozek and Lee

Absent: 5 - Nett, Sivasamy, Van Zeeland, Keller and Bunnow

5.   Public Participations and Communications

Establish Order of the Day

President Margret Mann called for a motion to place Action Items 24-0397, 24-0402 and 24-0433 on a Consent Agenda.

Looker moved, Kellner seconded that Action Items 24-0397, 24-0402 and 24-0433 be placed on a Consent Agenda. Voice Vote. Motion Carried. (6-0)

6. Action Items

Scheuerman moved, seconded by Looker that the Consent Agenda be approved. Voice Vote. Motion Carried. (6-0)

24-0397   Bill Register - March 2023

Attachments: March 24 Bill Register.pdf

APL Financial Cash Flow-March 2024.pdf

Q3 Friends Project Summary Report.pdf

This Report Action Item was approved

24-0402   April 2024 Budget Amendment

Attachments: Apr24 Budget Amendment.pdf

This Report Action Item was approved

24-0433   Request for Approval of Summer Teen Internship Position

Attachments: Memo_TeenInternship.pdf

This Report Action Item was approved

7. Information Items

A. Administrative Report

24-0404   Building Project Update

Attachments: March 2024 Building Project Update.pdf

24-0410   APL Annual Report

Attachments: 2023 Annual Report.pdf

24-0405   APL Hiring Process Update

24-0406   May meeting time change - Tuesday, May 14 @ 1:00pm

24-0411   National Library Week - April 7-13

Attachments: Library Week 2024.pdf

B.   President's Report

24-0407   Public Library Association Conference Report

24-0408   Trustee Fundraising Breakfast Thursday, April 18 8:00-9:30am

Attachments: April18Event.pdf

04-18-2024 Notice of Quorum Library Trustee Breakfast.pdf

C.   Staff Updates

24-0409   Children's Program Updates

Attachments: Eclipse Programming Report.pdf

8.   Adjournment

Scheuerman moved, seconded by Kellner, that the meeting be Adjourned. Voice Vote. Motion Carried. (7-0)

The meeting was Adjourned at 3:39pm

City of Appleton

INVOICE LIST BY GL ACCOUNT

ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S	CHECK RUN	CHECK	DESCRIPTION
16010			Library Administration				
16010 620100			Training/Conferences				
999990 COLUMBUS COMMONS PAR 121802		0	2024 4 INV P		17.00 pcard		PLA COLUMBUS COMMON
999990 LYFT *RIDE WED 7AM 121803		0	2024 4 INV P		12.94 pcard		PLA Transportation
999990 LYFT *RIDE WED 12P 121804		0	2024 4 INV P		15.78 pcard		PLA Transportation
999990 LYFT *RIDE WED 1PM 121805		0	2024 4 INV P		12.99 pcard		PLA Transportation
999990 LYFT *RIDE WED 5PM 121806		0	2024 4 INV P		12.98 pcard		PLA Transportation
999990 LYFT *RIDE THU 7AM 121807		0	2024 4 INV P		12.89 pcard		PLA Transportation
999990 LYFT *RIDE THU 2PM 121808		0	2024 4 INV P		14.98 pcard		PLA Transportation
999990 LYFT *RIDE THU 6PM 121809		0	2024 4 INV P		13.99 pcard		PLA Transportation
999990 LINKEDIN PRE 9427802 122553		0	2024 4 INV P		42.19 pcard		Monthly Subscriptio
					155.74		
			ACCOUNT TOTAL		155.74		
16010 630100			Office Supplies				
001583 UNITED STATES POSTAL 121441		0	2024 4 INV P		68.00 pcard		Stamps
001583 UNITED STATES POSTAL 121442		0	2024 4 INV P		9.35 pcard		Postage - Kort Poe
001583 UNITED STATES POSTAL 121824		0	2024 4 INV P		68.00 pcard		Roll of Stamps C. K
001583 UNITED STATES POSTAL 122230		0	2024 4 INV P		18.80 pcard		Postage for mailing
001583 UNITED STATES POSTAL 122316		0	2024 4 INV P		68.00 pcard		Postage - Roll of s
					232.15		
001983 AMAZON	122607	0	2024 4 INV P		-20.19 pcard		Refund Lost Item -
002034 ODP BUSINESS SOLUTIO 121825		0	2024 4 INV P		34.48 pcard		White Cardstock (2)
002034 ODP BUSINESS SOLUTIO 122317		0	2024 4 INV P		37.73 pcard		Double Sided Tape
					72.21		
			ACCOUNT TOTAL		284.17		
16010 630700			Food & Provisions				
000835 MANDERFIELD'S BAKERY 122329		0	2024 4 INV P		84.25 042424	564035	Dougnuts, Muffins S
			ACCOUNT TOTAL		84.25		
16010 641200			Advertising				
002158 CAREERBUILDER	121613	0	2024 4 INV P		79.93 042424	563991	March Job Postings
002158 CAREERBUILDER	122031	0	2024 4 INV P		159.82 042424	563991	February 2024
					239.75		
			ACCOUNT TOTAL		239.75		
16010 641307			Telephone				
999990 SPECTRUM	122240	0	2024 4 INV P		229.98 pcard		SPECTRUM - Library
			ACCOUNT TOTAL		229.98		

City of Appleton

INVOICE LIST BY GL ACCOUNT

ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION
16010 641308				Cellular Phones				
000250 CELLCOM APPLETON PCS 122601		0	2024 4	INV	P	62.25 pcard		Staff Cellphones
			ACCOUNT TOTAL			62.25		
16010 659900				Other Contracts/Obligation				
001544 WOMEN'S FUND	122012	0	2024 4	INV	P	750.00 042424	564106	Women's Fund Lunche
003316 AMANO PRINTS	122003	0	2024 4	INV	P	190.38 042424	563979	Extra T-Shirts NLW
999990 WALGREENS #5102	122606	0	2024 4	INV	P	105.99 pcard		Greeting Card / Gif
			ACCOUNT TOTAL			1,046.37		
			ORG 16010 TOTAL			2,102.51		
16021			Library Children's Services					
16021 620100				Training/Conferences				
999990 GRADUATE MADISON	121780	0	2024 4	INV	P	218.00 pcard		Power Up Leadership
999990 GRADUATE MADISON	121781	0	2024 4	INV	P	184.00 pcard		Power Up Leadership
999990 GRADUATE MADISON	121782	0	2024 4	INV	P	184.00 pcard		Power Up Leadership
999990 THE JUNTO	122285	0	2024 4	INV	P	938.15 pcard		THE JUNTO PLA Hotel
999990 LAZ PARKING M19246-W	122286	0	2024 4	INV	P	60.00 pcard		PLA Parking
999990 NORTHEAST W	122321	0	2024 4	INV	P	25.00 pcard		NEW Hmong Professio
						1,609.15		
			ACCOUNT TOTAL			1,609.15		
16021 630100				Office Supplies				
000690 INTERSTATE BOOKS4SCH 122506		0	2024 4	INV	P	170.50 pcard		SLP Prize Books
000690 INTERSTATE BOOKS4SCH 122529		0	2024 4	INV	P	348.86 pcard		SLP Prize Books
						519.36		
001983 AMAZON	122505	0	2024 4	INV	P	-7.37 pcard		Paper Plate Refund
001983 AMAZON	122532	0	2024 4	INV	P	39.93 pcard		April School-Age ST
001983 AMAZON	122533	0	2024 4	INV	P	13.85 pcard		April School-Age ST
001983 AMAZON	122534	0	2024 4	INV	P	7.30 pcard		April School-Age ST
						53.71		
999990 WAL-MART #2958	122555	0	2024 4	INV	P	2.74 pcard		Program Supplies
999990 ALDI 64069	122559	0	2024 4	INV	P	6.93 pcard		Aldi - April School
						9.67		
			ACCOUNT TOTAL			582.74		
16021 659900				Other Contracts/Obligation				
003175 ASL PARTNERS LLC	121033	0	2024 4	INV	P	666.00 040324	563708	Addt'l March Storyt
003175 ASL PARTNERS LLC	121630	0	2024 4	INV	P	222.00 041724	563878	April Storytime

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/4 TO 2024/4								
ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S		CHECK RUN	CHECK	DESCRIPTION
003175 ASL PARTNERS LLC	122359	0	2024 4	INV P	222.00	042424	563983	April Storytime 4.1
					1,110.00			
			ACCOUNT TOTAL		1,110.00			
			ORG 16021 TOTAL		3,301.89			
16023			Library Public Services					
16023 630100			Office Supplies					
001034 OUTAGAMIE WAUPACA LI	121070	0	2024 4	INV P	80.00	040324	563746	Receipt Paper & Bar
			ACCOUNT TOTAL		80.00			
			ORG 16023 TOTAL		80.00			
16024			Library Community Partnerships					
16024 630100			Office Supplies					
001983 AMAZON	121776	0	2024 4	INV P	5.98	pcard		Teen Eclipse Progra
999990 DOLLAR TREE	121419	0	2024 4	INV P	3.75	pcard		Tablecloths for tee
			ACCOUNT TOTAL		9.73			
16024 659900			Other Contracts/Obligation					
003279 NANCY LOE	121661	0	2024 4	INV P	125.00	041724	563938	Find Your Ancestors
999990 SQ *ATLAS SCIENCE CE	122309	0	2024 4	INV P	105.00	pcard		Payment for Teen Su
			ACCOUNT TOTAL		230.00			
			ORG 16024 TOTAL		239.73			
16031			Library Building Operations					
16031 630600			Building Maint./Janitorial					
001983 AMAZON	121471	0	2024 4	INV P	57.23	pcard		Kleenex
002818 ARAMARK	121423	0	2024 4	INV P	27.66	pcard		Mats, Mops
002818 ARAMARK	122214	0	2024 4	INV P	27.66	pcard		Mats, Mops
002818 ARAMARK	122231	0	2024 4	INV P	27.66	pcard		Mats, Mops
002818 ARAMARK	122602	0	2024 4	INV P	27.66	pcard		Mats, Mops
					110.64			
			ACCOUNT TOTAL		167.87			
16031 641301			Electric					
001575 WE ENERGIES	567	0	2024 4	INV P	1,859.89	040324	563769	0701172433-00271 El
			ACCOUNT TOTAL		1,859.89			
16031 641302			Gas					

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/4 TO 2024/4									
ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S		CHECK RUN	CHECK	DESCRIPTION	
001575 WE ENERGIES	567	0	2024 4	INV P	864.63	040324		563769	0701172433-00271 El
			ACCOUNT TOTAL		864.63				
16031 659900			Other Contracts/Obligation						
001309 SUBURBAN ENTERPRISES	121528	0	2024 4	INV P	420.00	041024		563849	Alarm System Insta
002229 STAR PROTECTION AND	121032	0	2024 4	INV P	7,548.50	040324		563759	Security Guard - AP
			ACCOUNT TOTAL		7,968.50				
			ORG 16031 TOTAL		10,860.89				
16032			Library Materials Management						
16032 503500			Other Reimbursements						
000287 CLINTONVILLE PUBLIC	121091	0	2024 4	INV P	31.00	040324		563714	Patron Material Rei
999998 KAREN DORN	121660	0	2024 4	INV P	39.00	041724		563934	Patron Material Rei
999998 ANGIE PAPPAS	122659	0	2024 4	INV P	8.00	050124		564160	Patron Material Rei
999998 IONE SCHWAB	122662	0	2024 4	INV P	15.00	050124		564163	Patron Material Rei
					62.00				
			ACCOUNT TOTAL		93.00				
16032 630100			Office Supplies						
001034 OUTAGAMIE WAUPACA LI	121070	0	2024 4	INV P	502.89	040324		563746	Receipt Paper & Bar
001983 AMAZON	121443	0	2024 4	INV P	85.48	pcard			Rubber mats for boo
001983 AMAZON	122241	0	2024 4	INV P	58.89	pcard			DVD replacement cas
001983 AMAZON	122242	0	2024 4	INV P	85.48	pcard			Rubber mats for boo
					229.85				
999990 KAPCO-ONLINE	122608	0	2024 4	INV P	816.48	pcard			Book Jacket Covers
			ACCOUNT TOTAL		1,549.22				
16032 631500			Books & Library Materials						
000550 GALE / CENGAGE LEARN	121575	0	2024 4	INV P	2,303.15	041024		563813	Inv 84058009, acct
000889 MIDWEST TAPE	121480	0	2024 4	INV P	187.57	pcard			505241380
000889 MIDWEST TAPE	122562	0	2024 4	INV P	593.72	pcard			505258022, 50529420
000889 MIDWEST TAPE	122563	0	2024 4	INV P	6,835.49	pcard			505271334
000889 MIDWEST TAPE	122622	0	2024 4	INV P	495.25	pcard			505322580
					8,112.03				
001983 AMAZON	121481	0	2024 4	INV P	9.98	pcard			112-5424267-6693043
001983 AMAZON	121488	0	2024 4	INV P	60.00	pcard			112-5048030-2074635
001983 AMAZON	121489	0	2024 4	INV P	10.24	pcard			112-2797707-3066603
001983 AMAZON	121903	0	2024 4	INV P	10.69	pcard			112-8481738-3644209

City of Appleton

INVOICE LIST BY GL ACCOUNT

ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S		CHECK RUN	CHECK	DESCRIPTION
001983 AMAZON	122565	0	2024 4	INV P	14.25	pcard		112-0484368-9097040
001983 AMAZON	122566	0	2024 4	INV P	40.01	pcard		112-4115639-6698601
001983 AMAZON	122572	0	2024 4	INV P	49.92	pcard		112-5756561-8819410
001983 AMAZON	122573	0	2024 4	INV P	17.96	pcard		112-1089304-1153845
001983 AMAZON	122574	0	2024 4	INV P	16.89	pcard		112-9490466-5769806
001983 AMAZON	122623	0	2024 4	INV P	6.86	pcard		114-8162655-4813063
001983 AMAZON	122624	0	2024 4	INV P	37.99	pcard		114-8872344-8742614
001983 AMAZON	122636	0	2024 4	INV P	11.13	pcard		113-1766850-6125012
					285.92			
002396 INGRAM LIBRARY SERV	121482	0	2024 4	INV P	2,734.67	pcard		81155342
002396 INGRAM LIBRARY SERV	121483	0	2024 4	INV P	442.55	pcard		81178446
002396 INGRAM LIBRARY SERV	121484	0	2024 4	INV P	-26.19	pcard		81060163, 81083465
002396 INGRAM LIBRARY SERV	121485	0	2024 4	INV P	211.72	pcard		81091756
002396 INGRAM LIBRARY SERV	121486	0	2024 4	INV P	607.32	pcard		81091755
002396 INGRAM LIBRARY SERV	121487	0	2024 4	INV P	293.55	pcard		81111210
002396 INGRAM LIBRARY SERV	121490	0	2024 4	INV P	19.96	pcard		112-7115196-114342
002396 INGRAM LIBRARY SERV	121894	0	2024 4	INV P	-50.72	pcard		81190648, 81190649
002396 INGRAM LIBRARY SERV	121895	0	2024 4	INV P	607.18	pcard		81199327
002396 INGRAM LIBRARY SERV	121896	0	2024 4	INV P	275.38	pcard		81207580
002396 INGRAM LIBRARY SERV	121897	0	2024 4	INV P	1,067.71	pcard		81244593
002396 INGRAM LIBRARY SERV	121898	0	2024 4	INV P	564.83	pcard		81244594
002396 INGRAM LIBRARY SERV	121899	0	2024 4	INV P	608.73	pcard		81291353
002396 INGRAM LIBRARY SERV	121900	0	2024 4	INV P	521.94	pcard		81282498
002396 INGRAM LIBRARY SERV	121901	0	2024 4	INV P	352.32	pcard		81291352
002396 INGRAM LIBRARY SERV	121902	0	2024 4	INV P	447.60	pcard		81258609
002396 INGRAM LIBRARY SERV	122567	0	2024 4	INV P	437.54	pcard		81306198
002396 INGRAM LIBRARY SERV	122568	0	2024 4	INV P	2,005.39	pcard		81350539
002396 INGRAM LIBRARY SERV	122569	0	2024 4	INV P	724.23	pcard		81366603
002396 INGRAM LIBRARY SERV	122570	0	2024 4	INV P	744.85	pcard		81374714
002396 INGRAM LIBRARY SERV	122571	0	2024 4	INV P	595.54	pcard		81387673
002396 INGRAM LIBRARY SERV	122630	0	2024 4	INV P	1,682.18	pcard		81453539
002396 INGRAM LIBRARY SERV	122631	0	2024 4	INV P	600.25	pcard		81453540
002396 INGRAM LIBRARY SERV	122632	0	2024 4	INV P	102.06	pcard		81427244
002396 INGRAM LIBRARY SERV	122633	0	2024 4	INV P	707.88	pcard		81493503
002396 INGRAM LIBRARY SERV	122634	0	2024 4	INV P	513.00	pcard		81500871
					16,791.47			
002830 KANOPY, INC	121574	0	2024 4	INV P	603.90	041024	563821	Inv. 394668
999990 THOMSON WEST*TCD	122564	0	2024 4	INV P	1,229.28	pcard		849949421
999990 J D POWER ECOMM	122625	0	2024 4	INV P	175.79	pcard		281479
999990 J D POWER ECOMM	122626	0	2024 4	INV P	200.46	pcard		282890
999990 J D POWER ECOMM	122627	0	2024 4	INV P	297.09	pcard		281240
999990 J D POWER ECOMM	122628	0	2024 4	INV P	297.09	pcard		281609
999990 BARCHART.COM, INC	122629	0	2024 4	INV P	254.00	pcard		2024BARCHART
999990 GAMESTOP INC	122635	0	2024 4	INV P	19.91	pcard		1911241
					2,473.62			

City of Appleton

INVOICE LIST BY GL ACCOUNT

ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S	CHECK RUN	CHECK	DESCRIPTION
			ACCOUNT TOTAL	30,570.09			
16032 659900			Other Contracts/Obligation				
001034 OUTAGAMIE WAUPACA LI 121068		0	2024 4 INV P	60,540.00	040324	563746	OWLSnet Membership
001398 UNIQUE MANAGEMENT SE 121504		0	2024 4 INV P	472.80	041024	563855	Collection Agency -
			ACCOUNT TOTAL	61,012.80			
			ORG 16032 TOTAL	93,225.11			
16033			Library Network Services				
16033 632700			Miscellaneous Equipment				
001619 CDW GOVERNMENT, INC. 122217		0	2024 4 INV P	194.38	pcard		UPS battery for the
001619 CDW GOVERNMENT, INC. 122615		0	2024 4 INV P	100.08	pcard		USB headsets
				294.46			
			ACCOUNT TOTAL	294.46			
16033 641800			Equip Repairs & Maint				
000911 MODERN BUSINESS MACH 122351		0	2024 4 INV P	228.44	042424	564046	Copier Contract - M
000911 MODERN BUSINESS MACH 122358		0	2024 4 INV P	201.00	042424	564046	Copier Contract - B
				429.44			
001961 WELLS FARGO FINANCIA 121031		0	2024 4 INV P	399.74	040324	563771	Copier Lease - Apri
001961 WELLS FARGO FINANCIA 122687		0	2024 4 INV P	399.74	050124	564196	Copier Lease - May
				799.48			
			ACCOUNT TOTAL	1,228.92			
16033 681500			Software Acquisition				
999990 WWW.SPLASHTOP.COM 121472		0	2024 4 INV P	742.50	pcard		Yearly renewal for
			ACCOUNT TOTAL	742.50			
			ORG 16033 TOTAL	2,265.88			
FUND 100 General Fund			TOTAL:	112,076.01			

** END OF REPORT – Generated by Melissa E. Sawicki **

Appleton Public Library Cash Flow Report April-2024 YTD

GL Account	ACCOUNT DESCRIPTION	ORIGINAL APPROP	REVISED BUDGET	JAN ACTUAL	FEB ACTUAL	MAR ACTUAL	APR ACTUAL	YTD TOTAL	% USED
423200	*Library Grants & Aids*	$1,064,805.00	$1,166,028.00	$0.00	$0.00	$0.00	$668,676.50	$668,676.50	57%
480100	*General Charges for Service*	$0.00	$0.00	$32.37	$3.82	$138.11	$15.51	$189.81	100%
500100	*Fees & Commissions*	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	100%
501500	*Rental of City Property*	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	100%
502000	*Donations & Memorials*	$0.00	$0.00	$0.00	$12.02	$0.74	$1.86	$14.62	100%
503500	*Other Reimbursements*	$45,600.00	$20,600.00	$56,102.70	($52,765.06)	$82,075.98	$2,951.00	$88,364.62	429%
	Total Revenue	**$1,110,405.00**	**$1,186,628.00**	**$56,135.07**	**($52,749.22)**	**$82,214.83**	**$671,644.87**	**$757,245.55**	64%

GL Account	Expense	ORIGINAL APPROP	REVISED BUDGET	JAN ACTUAL	FEB ACTUAL	MAR ACTUAL	APR ACTUAL	YTD TOTAL	% USED
610100	*Regular Salaries*	($2,476,082.00)	($2,492,073.00)	($84,623.54)	($180,799.87)	($265,052.03)	($168,895.61)	($699,371.05)	28%
610400	*Call Time Wages*	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	100%
610500	*Overtime Wages*	$0.00	$0.00	$0.00	($1,119.61)	$1,119.61	($750.96)	($750.96)	100%
610800	*Part-Time Wages*	($212,587.00)	($245,668.00)	($5,422.70)	($22,248.77)	($21,287.96)	($17,249.37)	($66,208.80)	27%
611400	*Sick Pay*	$0.00	$0.00	$0.00	$0.00	$0.00	($276.17)	($276.17)	100%
611500	*Vacation Pay*	$0.00	$0.00	($6,171.48)	($9,635.05)	($19,460.81)	($20,927.62)	($56,194.96)	100%
615000	*Fringes*	($891,233.00)	($889,448.00)	$0.00	$0.00	$0.00	$0.00	$0.00	0%
615100	*FICA*	$0.00	$0.00	($11,971.57)	($13,580.08)	($19,875.22)	($13,305.66)	($58,732.53)	100%
615200	*Retirement*	$0.00	$0.00	($11,263.46)	($12,276.91)	($18,088.53)	($12,160.46)	($53,789.36)	100%
615301	*Health Insurance*	$0.00	$0.00	($17,578.60)	($42,654.66)	($34,588.50)	($38,954.19)	($133,775.95)	100%
615302	*Dental Insurance*	$0.00	$0.00	($1,281.65)	($3,169.23)	($2,442.02)	($2,760.59)	($9,653.49)	100%
615400	*Life Insurance*	$0.00	$0.00	($87.60)	($63.00)	($120.40)	($102.70)	($373.70)	100%
	Personnel Services	**($3,579,902.00)**	**($3,627,189.00)**	**($138,400.60)**	**($285,547.18)**	**($379,795.86)**	**($275,383.33)**	**($1,079,126.97)**	30%

GL Account	Expense	ORIGINAL APPROP	REVISED BUDGET	JAN ACTUAL	FEB ACTUAL	MAR ACTUAL	APR ACTUAL	YTD TOTAL	% USED
620100	*Training/Conferences*	($23,234.00)	($21,494.00)	($3,864.19)	$3,367.04	($5,414.46)	($5,227.91)	($11,139.52)	52%
620200	*Mileage Reimbursement*	$0.00	$0.00	($60.00)	($714.00)	$594.00	($60.00)	($240.00)	100%
620600	*Parking Permits*	($5,000.00)	($5,000.00)	($1,440.00)	$1,057.00	($1,057.00)	$0.00	($1,440.00)	29%
630100	*Office Supplies*	($35,517.00)	($35,517.00)	($2,152.77)	($1,218.19)	($1,608.20)	($4,774.81)	($9,753.97)	27%
630300	*Memberships & Licenses*	($2,200.00)	($2,200.00)	($162.00)	$7.00	($665.07)	($374.00)	($1,194.07)	54%
630500	*Awards & Recognition*	($850.00)	($850.00)	$0.00	($769.15)	$348.35	$0.00	($420.80)	50%
630600	*Building Maint./Janitor*	($7,000.00)	($7,210.00)	($714.25)	($1,603.86)	$969.19	($1,320.65)	($2,669.57)	37%
630700	*Food & Provisions*	($1,135.00)	($1,135.00)	($345.70)	$14.97	($485.29)	($84.25)	($900.27)	79%
630902	*Tools & Instruments*	($150.00)	($150.00)	$0.00	$0.00	$0.00	$0.00	$0.00	0%
631500	*Books & Library Materials*	($475,000.00)	($475,000.00)	($85,946.96)	($24,058.04)	($48,998.46)	($30,570.09)	($189,573.55)	40%
632001	*City Copy Charges*	($100.00)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	100%
632002	*Outside Printing*	$0.00	($1,288.00)	($210.96)	$210.96	($210.96)	$0.00	($210.96)	16%
632101	*Uniforms*	$0.00	$0.00	$0.00	($161.25)	$161.25	$0.00	$0.00	100%
632300	*Safety Supplies*	($550.00)	($550.00)	($165.22)	($68.54)	$13.54	$0.00	($220.22)	40%
632700	*Miscellaneous Equipment*	($28,630.00)	($28,630.00)	($3,505.42)	$3,037.22	($3,928.31)	($1,776.50)	($6,173.01)	22%
640700	*Solid Waste/Recycling*	($1,200.00)	($5,200.00)	($311.79)	($556.21)	($229.50)	$0.00	($1,097.50)	21%
641200	*Advertising*	($1,288.00)	$0.00	($106.98)	($2,500.30)	$1,866.37	($239.75)	($980.66)	100%
641301	*Electric*	($30,000.00)	($42,000.00)	($2,418.39)	($8,663.76)	$7,076.93	($1,859.89)	($5,865.11)	14%
641302	*Gas*	($20,000.00)	($24,000.00)	($1,884.70)	($8,815.31)	$7,805.25	($864.63)	($3,759.39)	16%
641303	*Water*	$0.00	$0.00	$0.00	($185.00)	($264.05)	$0.00	($449.05)	100%
641304	*Sewer*	$0.00	$0.00	$0.00	($51.00)	($87.76)	$0.00	($138.76)	100%
641306	*Stormwater*	$0.00	$0.00	$0.00	($793.97)	($2,127.14)	$0.00	($2,921.11)	100%
641307	*Telephone*	($5,298.00)	($5,298.00)	($794.11)	($313.86)	($849.58)	($742.95)	($2,700.50)	51%
641308	*Cellular Phones*	($1,300.00)	($1,300.00)	($62.25)	($41.50)	$40.50	($62.25)	($125.50)	10%
641600	*Build Repairs & Maint*	($2,000.00)	($2,000.00)	$0.00	$0.00	$0.00	$0.00	$0.00	0%
641800	*Equip Repairs & Maint*	($49,255.00)	($64,227.00)	($3,715.59)	$314.11	($14,373.14)	($11,973.11)	($29,747.73)	46%
642000	*Facilities Charges*	($100,565.00)	($97,551.00)	$0.00	($5,738.34)	($13,722.42)	($2,381.09)	($21,841.85)	22%
644000	*Snow Removal Services*	($50,000.00)	($50,000.00)	$0.00	$0.00	($4,589.00)	$0.00	($4,589.00)	9%
650200	*Leases*	($150,000.00)	($150,000.00)	($17,472.56)	($7,527.44)	($16,757.06)	$0.00	($41,757.06)	28%
659900	*Other Contracts/Obligation*	($118,817.00)	($116,218.00)	($9,898.02)	($7,916.09)	($8,725.95)	($72,117.67)	($98,657.73)	85%
681500	*Software Acquisition*	($4,498.00)	($4,498.00)	($40.00)	($3,414.31)	$3,224.61	($742.50)	($972.20)	22%
	Operating Expense	**($1,113,587.00)**	**($1,141,316.00)**	**($135,271.86)**	**($67,101.82)**	**($101,993.36)**	**($135,172.05)**	**($439,539.09)**	39%

		ORIGINAL APPROP	REVISED BUDGET	JAN	FEB	MAR	APR	YTD TOTAL	
	Personnel Services	($3,579,902.00)	($3,627,189.00)	($138,400.60)	($285,547.18)	($379,795.86)	($275,383.33)	($1,079,126.97)	
	Operating Expense	($1,113,587.00)	($1,141,316.00)	($135,271.86)	($67,101.82)	($101,993.36)	($135,172.05)	($439,539.09)	
	Total Expense	($4,693,489.00)	($4,768,505.00)	($273,672.46)	($352,649.00)	($481,789.22)	($410,555.38)	($1,518,666.06)	
	Total Revenue	$1,110,405.00	$1,186,628.00	$56,135.07	($52,749.22)	$82,214.83	$671,644.87	$757,245.55	

Memo

To: Appleton Public Library Board of Trustees

From: Alex Niemi and Tasha Saecker

Date: 5/3/2024

Re: E-Rate Cost Approval

In February you approved the selection of our vendors for e-rate. Additionally, we need to have the Board approve the projected expenses for each of our vendors.

Heartland is the approved vendor for the equipment piece of our e-rate expenses. They will be providing switches, access points, routers, UPSs and installation services. Their project is not to exceed $214,123.50.

Faith Technologies is the approved vendor for the data cabling in our e-rated projects. They are providing data cabling, conduit, and outfitting our IT closets. Their project is not to exceed $341,300.

We would appreciate your approval for the amounts for each of the e-rate contracts.

CITY OF
APPLETON

TO: Members of the Appleton Public Library Board of Trustees

FROM: Margret Mann, Library Board President

DATE: May 14, 2024

RE: 2024 Nominating Committee Appointments

The Appleton Public Library Board of Trustees Bylaws (Article III.3) states:

> "A nominating committee, and a chair thereof, shall be appointed by the President three months prior to the organizational meeting"

Wis. Statute 42.54(2) requires that within 60 days after the beginning of terms, the members of the Library Board shall organize by the election, from among their number, of a President and such other officers as they deem necessary.

I hereby appoint the following Trustees to serve as the Nominating Committee:

Jason Brozek, Chair
John Keller
Nancy Scheuerman
Peter Lee

This committee shall present a slate of officers (President and Vice President) at the organizational meeting which will occur in August. No officer may serve more than two consecutive terms in a given office nor hold more than one office at a time. Additional nominations may be made from the floor during the organizational meeting by any Library Board member or officer.

Library staff will work with this committee to schedule this meeting prior to the August Board of Trustees meeting.

CITY OF APPLETON POLICY	TITLE: **VEHICLE USAGE POLICY**	
ISSUE DATE:	LAST UPDATE:	SECTION: Safety
POLICY SOURCE: Human Resources Department	AUDIENCE: All City Employees	TOTAL PAGES: 12
Reviewed by Attorney's Office Date:	Committee Approval Date:	Council Approval Date:

I.   PURPOSE

The purpose of the vehicle usage policy is to set forth where applicable, the rules governing the operation of vehicles used in the performance of official City business.

II.   POLICY

This policy applies to all City owned and leased vehicles operated on public roads and includes special use vehicles such as construction and excavation equipment designed to operate primarily off-road but driven on public roads to job sites. Where appropriate, this policy applies to the operation of privately owned vehicles used while performing official City business. Where applicable, Valley Transit may follow different reporting and investigation procedures as established by Transit Mutual Insurance Corporation of Wisconsin. Failure to comply with this policy shall lead to disciplinary action up to and including discharge.

III.   DISCUSSION

The vehicle usage policy applies to all City of Appleton full-time, part-time, and seasonal employees. In addition to the provisions of this policy, all employees are required to comply with applicable Federal and Wisconsin Department of Transportation (DOT) motor vehicle and local traffic laws, and the established City of Appleton driving safety work rules, best practices, and procedures.

IV.   PROCEDURES

A.   RESPONSIBILITIES

1. DEPARTMENT HEADS
   Department Heads have the responsibility to implement the adopted vehicle usage policy by:
   a. Directing all supervisors and employees to endorse and comply with the adopted policy and program components.
   b. Providing appropriate safety and financial resources.

2. SUPERVISORS
   Supervisors have the responsibility to:
   a. Provide training to employees so that they are fully proficient to drive and maintain fleet vehicles and heavy equipment.
   b. Ensure the safe operation of fleet vehicles in compliance with the overall fleet safety program requirements.
   c. Enforce the established vehicle usage policy's driving work rules, procedures, policies, and best practices.
   d. Thoroughly investigate all vehicle accidents and make recommendations to avoid future accidents.
   e. Demonstrate support and interest in the vehicle usage program.

3. EMPLOYEES
   Employees have the responsibility to:
   a. Adhere to the directives of this policy.
   b. Participate in in-service training and apply their education and training to the safe operation of assigned vehicles and heavy equipment.
   c. Immediately report any change to the status of their driver's license to their immediate supervisor, Department Director, or Human Resources. Maintain a satisfactory driving record both on and off the job.
   d. Conduct required pre-trip inspections and preventive maintenance on assigned vehicles and heavy equipment. If an employee is unfamiliar with the operation or maintenance of a vehicle or piece of heavy equipment, it is their responsibility to request information and instructions on the proper procedures from their immediate supervisor.
   e. Report unsafe conditions and/or mechanical defects.
   f. Report all accidents immediately and thoroughly following the City of Appleton accident reporting and investigation policy.
   g. Employees are required to obey all Federal DOT, Wisconsin DOT-MV, local and City of Appleton traffic regulations.
   h. Seat belts and shoulder harnesses MUST BE WORN while operating or riding in City of Appleton owned commercial and fleet vehicles, personal vehicles while on duty, and when operating heavy equipment that has been equipped with a manufacturer's installed seat belt and a rollover protection (ROP) feature. Inoperative or missing seat belts and/or harnesses shall immediately be reported to the immediate supervisor. The vehicle or equipment shall not be operated until the repairs have been made. (Law enforcement personnel are exempt from this requirement as outlined in Wisconsin statute 347.48(2m) (dm)

4. OPERATIONS FOREMAN - CEA:
   Has the responsibility to:
   a. Develop, schedule, and ensure implementation of the City of Appleton preventive maintenance program on all vehicles and heavy equipment.
   b. Prepare specifications for purchased or leased vehicles and heavy equipment to ensure maximum safety features.
   c. Assist in the development of fleet safety rules, best practices, procedures, and policies.
   d. Supervise the activities of the maintenance staff to ensure quality maintenance.

    e.   Assist in providing training on preventive maintenance inspection, techniques, and best practices.

B.   USE OF PERSONAL VEHICLES ON CITY OF APPLETON BUSINESS

1. An employee who operates a personal vehicle for City business must provide proof of Liability Insurance with limits of not less than $100,000 per person, $300,000 per occurrence and statutory minimums for uninsured/underinsured motorists. This requirement shall not be waived. The insurance on the vehicle shall be primary to any City insurance coverage.

2. Other modes of transportation (other than automobiles) are not acceptable and cannot be used to conduct City of Appleton business and are not eligible for mileage reimbursement.

3. Employees required to operate their personal vehicles to conduct City of Appleton business will be required to follow the City of Appleton Travel Policy.

4. Any loss or restriction of driving privileges during an employee's incumbency must be immediately reported to their supervisor, Department Director, or Human Resources.

5. All employees that are required to drive in the course of their employment will complete a document verifying they hold a valid driver's license and adequate insurance on a yearly basis.

C.   USE OF CITY OF APPLETON VEHICLES

The operation of City of Appleton owned or leased vehicles is a privilege/requirement, which may be withdrawn at any time at the sole discretion of the City of Appleton. An employee must comply with the following driving rules and best practices to continue this granted privilege/meet the requirement to operate vehicles and heavy equipment:

1. Must maintain an approved and valid WI DOT-MV driver's license with the appropriate classifications and endorsements at all times. Any loss or restriction of driving privileges during the employee's incumbency must be immediately reported to their immediate supervisor, Department Director, or Human Resources.

2. Employees who operate fleet automobiles, light trucks, and medium trucks SHALL conduct a visual pre-trip inspection of the following: proper inflation of the tires, lights (headlights, directional, etc.) are functioning, fluid leaks underneath the vehicle, and for any physical damage to the exterior of the vehicle before operation each day. (See Exhibit 1) The only exception to this will be Police and Fire vehicles, which will follow departmental inspection guidelines.

3. Employees who operate commercial motor vehicles (CMV) SHALL conduct and document the required "Pre-trip/Post-trip Inspection" prior to and at the conclusion of operating on public roadways as required by federal DOT regulations. (See Exhibit 2)

4. Engines SHALL BE stopped, and ignition keys removed when parking or leaving City of Appleton vehicles and/or heavy equipment, unless parked within an enclosed garage.

5. Individuals not employed by the City of Appleton are NOT PERMITTED as passengers in fleet vehicles unless authorized by a Department Director, Human Resources or City Attorney's Office. If a Department Director is not sure of an acceptable deviation of the policy, they should consult with the City Attorney's Office or Risk Management/Human Resources Department to determine acceptable risk levels.

6. While fueling fleet vehicles and/or heavy equipment:

   a. Smoking or other open flames is PROHIBITED while fueling.
   b. Engines SHALL BE turned OFF during the fueling operation. Leaving the vehicle unattended while fueling is PROHIBITED.
   c. Using an object to "lock the nozzle" on a fuel pump nozzle while fueling is PROHIBITED.
   d. Fuel leaks and/or spills (gasoline, diesel fuel, and hydraulic oil) over one gallon SHALL BE reported immediately to the person responsible for safety so that an internal spill report can be completed.
   e. City-owned passenger vehicles and pickup trucks SHALL BE refueled when the tank becomes half-empty.
   f. All equipment, other than passenger vehicles, must have full fuel tanks when parked to enable the City to respond to an emergency if fuel pumps are not operational.

7. Non-emergency vehicles are PROHIBITED from parking in fire lanes or in front of fire hydrants while on job sites.

8. Report any fleet vehicle and heavy equipment mechanical problems immediately. NEVER drive a fleet vehicle and/or operate heavy equipment that does not appear safe.

9. Protective guards, deflectors and shields SHALL BE in place before starting and operating any heavy equipment.

10. Heavy equipment SHALL BE properly maintained and inspected prior to each use.

11. Employees SHALL BE properly trained and certified on specialty and heavy equipment prior to its use.

12. Metal vehicle jack stands must always be used when working under a raised vehicle. Use safety stands or braces to secure the body of a vehicle in a raised position. Never exceed the rated capacity of jack stands.

13. The "3-POINT CONTACT" concept SHALL BE used when mounting and dismounting commercial vehicles, large specialty equipment, and heavy equipment. Jumping off vehicles and heavy equipment is PROHIBITED.

14. Employees ARE NOT ALLOWED to tamper, over-ride or disconnect any manufacturer installed safety features and devices.

15. All heavy or specialty equipment SHALL BE turned OFF under the following field conditions:
    a. Changing attachments
    b. Manually loading or unloading equipment
    c. Adjusting attachments
    c. In proximity to the public

16. Vehicle interiors are to be kept clean and free of rubbish.

17. Excess material and debris SHALL BE CLEANED OFF after trailers and trucks are loaded prior to moving (i.e., trailer wheel fenders, bumpers, side panels, truck bed ledges, trailer decks, etc.)

18. Riders and/or passengers ARE NOT ALLOWED on heavy equipment while it is moving unless authorized by a supervisor, Department Director, or Human Resources.

19. Vehicle and equipment steps, platforms, and deck plates SHALL BE kept clear of grease, oil, ice, and mud.

20. Loading and unloading of trailers:
    - Prior to loading, employees should conduct a thorough risk assessment to identify potential hazards, consider the characteristics of the load, and evaluate the appropriate load securement methods. This assessment should include factors such as weight, shape, dimensions, and fragility of the cargo. Employees should ensure that appropriate load securement equipment such as straps, chains, binders, or blocking and bracing devices, are used. Employees shall inspect these materials before use for damage, wear, and suitability for the intended purpose.
    - Loading and unloading of heavy or specialty equipment on trailers SHALL BE done on a level surface area.
    - Cargo on trailers SHALL NOT exceed the load capacity of the trailer.
    - Equipment attachments SHALL BE lowered and secured on trailers while transporting.

D. DRIVER ORIENTATION AND TRAINING

Orientation and training must supplement the employee's trial period to assure that all employees have the knowledge and skills necessary to perform the job in the manner expected, as well as to review the City of Appleton's policies and practices with each employee. The orientation and the type and amount of training that is needed will vary directly with the complexity of the job assignments, and the knowledge and experience level of the employee.

Immediate supervisors, or designated trainers, are responsible for providing this orientation and training to both new and current employees regarding the proper use, maintenance and operation of City of Appleton vehicles and heavy equipment. The following components shall be thoroughly covered during the employee's orientation/trial period.

1. Vehicle Safety Rules, Policies, Procedures and Practices (On and Off Road)
    Employee will be instructed before using the vehicles and/or heavy equipment for the
    first time on the following:

    ☐ Approved uses of City of Appleton vehicles
    ☐ Vehicle accident procedures
    ☐ Maintenance repair reporting process, procedures, and mandatory forms
    ☐ Vehicle and/or heavy equipment field breakdown procedures
    ☐ Proper storage and parking procedures
    ☐ Fueling practices and mandatory forms
    ☐ Drug Free Workplace Policy
    ☐ Fleet safety driving rules and best practices

2. Vehicle Operation (Off Road)
    Employees will be instructed on the proper use of vehicles and/or heavy equipment off
    road and the following:

    ☐ Proper use of the vehicle and/or heavy equipment's controls, features and
      attachments.
    ☐ Procedures for operating vehicles or heavy equipment on the roadway
    ☐ Required inspection techniques and preventative maintenance practices.
    ☐ Completing the mandatory inspection and maintenance forms
    ☐ Proper use of safety features and equipment
    ☐ Cargo loading, unloading, and tie-down practices.
    ☐ Backing procedures and use of spotters

In addition, the City of Appleton will provide ongoing in-service training programs which
address the knowledge and skills necessary for all employees to perform in a satisfactory and
safe manner.

E. VEHICLE AND HEAVY EQUIPMENT MAINTENANCE AND CARE

It is the responsibility of each department or division head to ensure that all City of Appleton
owned or leased vehicles and heavy equipment assigned to their respective departments are
always in proper working condition. The department or division head shall ensure that an
orientation and training program is developed for vehicles and heavy equipment in his/her
department. Routine checklists shall be developed and utilized for the vehicles and heavy
equipment.

All supervisory personnel are accountable for the City of Appleton assigned vehicles and
heavy equipment. This accountability includes instruction of employees in the proper
operation and preventative maintenance procedures and ensuring that routine vehicle
inspections are performed on a pre-use basis and that inspection forms are completed and
submitted in accordance with the established procedure.

F. VEHICLE EMERGENCY BREAKDOWN PROCEDURE

Employees are responsible for following the breakdown procedures whenever a vehicle
becomes disabled in a public roadway:

1. Get completely off the traveled roadway. Avoid curves, hills or where the view may be obstructed.

2. Shut down the vehicle.

3. Set the parking brake to prevent movement.

4. Turn on the 4-way flashers. If reflective triangles and/or approved cones are available, set them near the vehicle and at approximately 100' to warn approaching traffic.

5. Call for assistance (911, supervisor or on-duty supervisor depending on circumstances)

6. Stay in and with the vehicle.

G. EMERGENCY EQUIPMENT AND SUPPLIES

Supervisors and employees are required to maintain and ensure that all commercial vehicles are carrying the following emergency equipment: 1) reflective triangles; 2) basic first aid kit; 3) small multi-purpose dry fire extinguisher; and the 4) insurance identification, vehicle, and trailer registration cards.

Employee Name: ID:
Department: Date:

INFORMATION UPDATE

DRIVER'S LICENSE INFORMATION

Please print CLEARLY and complete ALL sections.

Name (as it appears on your Driver's License, NOT Driver's License Number):

Have you continuously had a **valid** Driver's License?   Yes   No
        If no, please explain the reason for the lapse:

Date your Driver's License expires (mm/dd/year): / /

List any restrictions on your Driver's License (i.e., glasses, occupational, etc.):

It is your responsibility to notify Human Resources or your supervisor immediately when your Driver's License is restricted, suspended, or revoked. Failure to do so may result in disciplinary action, up to and including discharge.

AUTO INSURANCE

The City does not provide insurance coverage for an employee's privately-owned vehicle. Employees who use non-City-owned vehicles for City business should confirm that their personal auto insurance policy provides coverage for this use.

All employees who drive non-City-owned vehicles for City business shall be required to purchase (at their own expense) and maintain auto insurance at a level that meets one of the following minimum standards:

   (a) Single limit of liability - $200,000 for bodily injury and property damage
                OR
   (b) Split limit of liability with limits of - $100,000 each person bodily injury, $300,000 each accident bodily injury, $50,000 property damage.

Employees who cannot provide proof of this level of insurance will not be allowed to drive for City business. Failure by the employee to maintain required insurance limits may affect employment status, as stated in the Conditions of Employment policy.

   I anticipate I may drive a non-City owned vehicle in the conduct of my job duties and I understand that, should I use a non-City-owned vehicle in the conduct of my job duties, I must have and maintain adequate insurance coverage (as noted above) for that vehicle. (Example: an employee who drives their personal vehicle from one City building to another)

   I do not anticipate that I may drive a non-City owned vehicle in the conduct of my job duties. However, I understand that should I need to use a non-City-owned vehicle in the conduct of my job duties, I will ensure that I have adequate insurance coverage (as noted above) for that vehicle, prior to using the vehicle for my job. (Example: a police officer who typically drives a squad car for City business but may take their own personal vehicle to a conference)

Signature:

RECEIPT OF ACKNOWLEDGEMENT AND UNDERSTANDING OF "VEHICLE USAGE" POLICY FOR CITY OF APPLETON EMPLOYEES

I, _____, acknowledge the receipt of a copy of the City of Appleton's Vehicle Usage Policy. I have read and familiarized myself with the contents and understand my responsibility for adhering to these policies.

I agree to follow the City of Appleton's rules and procedures as outlined in the policy.

I understand I will not be penalized for reporting conduct that I believe is forbidden by these policies.

All my questions relating to the City of Appleton's Vehicle Usage policy have been answered.

I understand that should I have future questions, I may contact my supervisor, the Human Resources Department or the City Attorney's Office.

_____   _____
Employee Signature   Date

_____
Department

EXHIBIT 1

City of Appleton Vehicle Pre-Trip Inspection Form

Department: _____ Vehicle Unit #: _____

When completing the pre-trip inspection, check the following items listed below:
- **Inspect tires to see if they look properly inflated.**
- **Lights (headlights, directional, etc.) are functioning.**
- **Check for physical damage to the exterior of the vehicle and for any fluid leaks underneath the vehicle.**
- **Other observations that may be indicative of a vehicle maintenance issue or defect.**

Do not operate any unsafe vehicle. Report any problems or vehicle damage to your supervisor immediately to make repair arrangements with CEA.

Date	Employee Name	Are items listed above "Ok" or "Not Ok"?	Pre-Trip Inspection Comments	Mileage Out	Mileage In

EXHIBIT 2

CITY OF APPLETON
C.E.A. TRIP INSPECTION TICKET

Date: _____ **Print Name:** _____ **Unit:** _____ **Mileage / Hours:** _____

Pre	Post	Exterior Condition
		Under hood /Fluid Levels
		Front Steering & Suspension
		Tires-Front 4/32, Rear 2/32
		Headlights, 4-Ways, Directionals
		Brakes
		Check Transmission Fluid at Operating Temp, Engine Running
		Windshield, Wipers & Fluid
		Aerial
		Inspect Plow for Blade Wear & Mechanical Condition

Pre	Post	Interior Condition
		Steering Wheel Play
		Mirrors
		Low Air Warning Device
		Gauges
		Horns
		Seats/Seat Belts
		Safety Devices Operational
		Battery Disconnect

Vehicle Defects:

Pre-Trip Sign On _____   Post Trip Sign Off _____

Construction Updates

The last month's key building project progress points from Boldt include:

- Geothermal well drilling continues.
- Sprinkler mains and branch lines on ground level installed
- In-wall electrical and plumbing on upper level
- Drywall bottoms on ground level installed
- Tape and finishing on lower level
- Received steel deliveries
- Erecting elevator steel
- Erecting steel columns and beams
- Painting in back of house areas
- Water heater delivered
- Mechanical piping and heat pump delivered
- Mechanical piping installation in shaft by freight elevator
- Continued mechanical, electrical and plumbing rough-ins on upper level

- Demo roof decking for parapet construction for north, south and west walls
- Building parapet walls on north, south and west walls
- Concrete masonry unit install at staff door and shipping/receiving door

Opening day for the new library is on track for early 2025.

Additional Updates

- Skidmore, Owings & Merrill has shared architectural fly through animations. Floor plans and renderings are available for viewing online. Please note furnishing colors in the animations and renderings are subject to change.

- Friends of Appleton Public Library and the Capital Campaign Committee continue to make strong fundraising progress. To date they have raised $11.1 M of their $12 M goal.

  To learn more about the campaign and how you can participate, visit the Friends website.

Corridor to mechanical, electrical and plumbing room at lower level

Fiber optic closet at lower level

Air handling units in mechanical room at lower level

Geothermal well drilling

Geothermal well drilling

Front exterior steel installation - "The Commons"

Front exterior steel installation - "The Commons"

Front exterior steel installation - "The Commons"

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
JANUARY 2024

	Current Month	This Month Last Year	Year to Date	Last Year to Date	Month % Change	Year % Change
I. Circulation						
Adult Circulation	23,232	29,345	23,232	29,345	-21%	-21%
Children's Circulation	17,827	24,191	17,827	24,191	-26%	-26%
Total Circulation	**41,059**	**53,536**	**41,059**	**53,536**	**-23%**	**-23%**
Adult AV/nonbook (included in above)	6,568	8,955	6,568	8,955	-27%	-27%
Children's AV/non-book (included in above)	1,245	2,141	1,245	2,141	-42%	-42%
E-Book Circulation	8,315	8,122	8,315	8,122	2%	2%
E-Audiobook Circulation	11,287	9,303	11,287	9,303	21%	21%
E-Video Circulation	1,364	422	1,364	422	223%	223%
E-Comics Circulation	229	169	229	169	36%	36%
E-Magazine / E-Serial Circulation	3,162	1,254	3,162	1,254	152%	152%
E-Music Circulation	162	145	162	145	12%	12%
Total E-Circulation	**24,519**	**19,415**	**24,519**	**19,415**	**26%**	**26%**
ILL items received (received from)	7,120	9,654	7,120	9,654	-26%	-26%
ILL items loaned (provided to)	6,965	9,713	6,965	9,713	-28%	-28%
Total Registered Patrons (quarterly)	68,402	72,901	n/a	n/a	-6%	n/a
Door Count	11,667	17,121	11,667	17,121	-32%	-32%
Percentage of Total Circulation on Self Check Machines	59.2%	61.5%	n/a	n/a	-4%	n/a
II. Customer Assistance						
Reference Transactions - Adult	1,827	2,159	1,827	2,159	-15%	-15%
Reference Transactions - Children's	591	811	591	811	-27%	-27%
Total Reference	**2,418**	**2,970**	**2,418**	**2,970**	**-19%**	**-19%**
Volunteer Hours	194	242	194	242	-20%	-20%
III. Collections & Processing						
Volumes Added	1,345	1,512	1,345	1,512	-11%	-11%
Volumes Withdrawn	402	1,559	402	1,559	-74%	-74%
Total Titles	181,944	189,500	n/a	n/a	-4%	n/a
Total Volumes	202,277	212,091	n/a	n/a	-5%	n/a
IV. Programs						
	Children's					
Children's Programs (including group visit)	20	53	20	53	-62%	-62%
Children's Program Attendance (including group visit)	739	1,870	739	1,870	-60%	-60%
Children's One-on-One Visits	0	0	0	0	0%	0%

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
JANUARY 2024

	Current Month	This Month Last Year	Year to Date	Last Year to Date	Month % Change	Year % Change
Children's One-on-One Visits Participants	0	0	0	0	0%	0%
Children's Self Directed Activities	6	12	6	12	-50%	-50%
Children's Self Directed Activity Participants	965	1,835	965	1,835	-47%	-47%
Young Adult						
Young Adult Programs	1	1	1	1	0%	0%
Young Adult Program Attendance	3	1	3	1	200%	200%
Young Adult Self Directed Activities	0	0	0	0	0%	0%
Young Adult Self Directed Activity Participants	0	0	0	0	0%	0%
Adult						
Adult Programs	6	6	6	6	0%	0%
Adult Program Attendance	639	372	639	372	72%	72%
Adult One-on-One Instructions	15	17	15	17	-12%	-12%
Adult One-on-One Instruction Attendance	15	29	15	29	-48%	-48%
Adult Self Directed Activities	0	0	0	0	0%	0%
Adult Self Directed Activity Participants	0	0	0	0	0%	0%
Total Programs	**27**	**60**	**27**	**60**	**-55%**	**-55%**
Total Program Attendance	**1,381**	**2,243**	**1,381**	**2,243**	**-38%**	**-38%**
Meeting Room Usage						
Meeting Room Uses - Room Reservations (Public)	0	0	0	0	0%	0%
Meeting Room Uses - Events (Library Programs)	0	0	0	0	0%	0%
Total Meeting Room Uses	**0**	**0**	**0**	**0**	**0%**	**0%**

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
JANUARY 2024

	Current Month	This Month Last Year	Year to Date	Last Year to Date	Month % Change	Year % Change
V. Electronic Access Services						
Public Computing Sessions	472	909	472	909	-48%	-48%
Total Time Used on Public Computers	378:00:00	753:00:00	378:00:00	753:00:00	-50%	-50%
Data Transferred (GB)	476	3290	476	3290	-86%	-86%
WIFI Distinct Clients	978	1885	978	1885	-48%	-48%

*** Closed on November 22 nd 2023 for the move to a second temporary location, and did not reopen until January 8 th 2024*

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
<mark>FEBRUARY 2024</mark>

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
I. Circulation						
Adult Circulation	26,411	27,151	49,643	56,496	-3%	-12%
Children's Circulation	19,385	23,317	37,212	47,508	-17%	-22%
Total Circulation	**45,796**	**50,468**	**86,855**	**104,004**	**-9%**	**-16%**
Adult AV/nonbook (included in above)	7,884	8,464	14,452	17,419	-7%	-17%
Children's AV/non-book (included in above)	1,532	2,018	2,777	4,159	-24%	-33%
E-Book Circulation	7,958	7,535	16,273	15,657	6%	4%
E-Audiobook Circulation	10,306	8,328	21,593	17,631	24%	22%
E-Video Circulation	1,243	421	2,607	843	195%	209%
E-Comics Circulation	178	179	407	348	-1%	17%
E-Magazine / E-Serial Circulation	2,906	924	6,068	2,178	215%	179%
E-Music Circulation	170	144	332	289	18%	15%
Total E-Circulation	**22,761**	**17,531**	**47,280**	**36,946**	**30%**	**28%**
ILL items received (received from)	9,245	9,118	16,365	18,772	1%	-13%
ILL items loaned (provided to)	8,667	8,804	15,632	18,517	-2%	-16%
Total Registered Patrons (quarterly)	68,402	72,901	n/a	n/a	-6%	n/a
Door Count	15,600	15,239	27,267	32,360	2%	-16%
Percentage of Total Circulation on Self Check Machines	60.6%	60.8%	n/a	n/a	0%	n/a
II. Customer Assistance						
Reference Transactions - Adult	1,818	1,929	3,645	4,088	-6%	-11%
Reference Transactions - Children's	481	758	1,072	1,569	-37%	-32%
Total Reference	**2,299**	**2,687**	**4,717**	**5,657**	**-14%**	**-17%**
Volunteer Hours	329	199	523	441	65%	19%
III. Collections & Processing						
Volumes Added	1,826	1,625	3,171	3,137	**12%**	**1%**
Volumes Withdrawn	8,922	896	9,324	2,455	896%	280%
Total Titles	174,626	190,023	n/a	n/a	-8%	n/a
Total Volumes	195,095	212,913	n/a	n/a	-8%	n/a

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
FEBRUARY 2024

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
IV. Programs						
Children's						
Children's Programs (including group visit)	42	47	62	100	-11%	-38%
Children's Program Attendance (including group visit)	1,919	1,262	2,658	3,132	52%	-15%
Children's One-on-One Visits	1	1	1	1	0%	0%
Children's One-on-One Visits Participants	2	1	2	1	100%	100%
Children's Self Directed Activities	7	11	13	23	-36%	-43%
Children's Self Directed Activity Participants	1,731	1,511	2,696	3,346	15%	-19%
Young Adult						
Young Adult Programs	3	2	4	3	50%	33%
Young Adult Program Attendance	13	5	16	6	160%	167%
Young Adult Self Directed Activities	0	1	0	1	-100%	-100%
Young Adult Self Directed Activity Participants	0	59	0	59	-100%	-100%
Adult						
Adult Programs	8	5	14	11	60%	27%
Adult Program Attendance	519	420	1,158	792	24%	46%
Adult One-on-One Instructions	20	14	35	31	43%	13%
Adult One-on-One Instruction Attendance	32	24	47	53	33%	-11%
Adult Self Directed Activities	0	3	0	3	-100%	-100%
Adult Self Directed Activity Participants	0	103	0	103	-100%	-100%
Total Programs	**53**	**54**	**80**	**114**	**-2%**	**-30%**
Total Program Attendance	**2,451**	**1,687**	**3,832**	**3,930**	**45%**	**-2%**
Meeting Room Usage						
Meeting Room Uses - Room Reservations (Public)	0	0	0	0	0%	0%
Meeting Room Uses - Events (Library Programs)	0	0	0	0	0%	0%
Total Meeting Room Uses	**0**	**0**	**0**	**0**	**0%**	**0%**

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
FEBRUARY 2024

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
V. Electronic Access Services						
Public Computing Sessions	757	898	1,229	1,807	-16%	-32%
Total Time Used on Public Computers	627:00:00	714:00:00	1005:00:00	1467:00:00	-12%	-31%
Data Transferred (GB)	678	2,009	1,154	5,299	-66%	-78%
WIFI Distinct Clients	1145	1775	2123	3660	-35%	-42%

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
MARCH 2024

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
I. Circulation						
Adult Circulation	29,118	32,623	78,761	89,119	-11%	-12%
Children's Circulation	22,289	28,852	59,501	76,360	-23%	-22%
Total Circulation	**51,407**	**61,475**	**138,262**	**165,479**	**-16%**	**-16%**
Adult AV/nonbook (included in above)	8,818	10,623	23,270	28,042	-17%	-17%
Children's AV/non-book (included in above)	2,089	2,524	4,866	6,683	-17%	-27%
E-Book Circulation	8,657	8,130	24,930	23,787	6%	5%
E-Audiobook Circulation	10,547	9,629	32,140	27,260	10%	18%
E-Video Circulation	1,217	439	3,824	1,282	177%	198%
E-Comics Circulation	224	206	631	554	9%	14%
E-Magazine / E-Serial Circulation	2,748	1,020	8,816	3,198	169%	176%
E-Music Circulation	195	120	527	409	63%	29%
Total E-Circulation	**23,588**	**19,544**	**70,868**	**56,490**	**21%**	**25%**
ILL items received (received from)	11,232	11,760	27,597	30,532	-4%	-10%
ILL items loaned (provided to)	8,971	10,343	24,603	28,860	-13%	-15%
Total Registered Patrons (quarterly)	57,238	72,901	n/a	n/a	-21%	n/a
Door Count	17,128	18,589	44,395	50,949	-8%	-13%
Percentage of Total Circulation on Self Check Machines	63.6%	60.9%	n/a	n/a	4%	n/a
II. Customer Assistance						
Reference Transactions - Adult	1,750	2,120	5,395	6,208	-17%	-13%
Reference Transactions - Children's	492	994	1,564	2,563	-51%	-39%
Total Reference	**2,242**	**3,114**	**6,959**	**8,771**	**-28%**	**-21%**
Volunteer Hours	443	139	966	580	219%	67%
III. Collections & Processing						
Volumes Added	1,848	2,183	5,019	5,320	-15%	-6%
Volumes Withdrawn	3,959	935	13,283	3,390	323%	292%
Total Titles	172,732	191,092	n/a	n/a	-10%	n/a
Total Volumes	193,166	214,221	n/a	n/a	-10%	n/a

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
IV. Programs						
Children's						
Children's Programs (including group visit)	48	65	110	165	-26%	-33%
Children's Program Attendance (including group visit)	1,652	2,291	4,310	5,423	-28%	-21%
Children's One-on-One Visits	0	1	1	2	-100%	-50%
Children's One-on-One Visits Participants	0	1	2	2	-100%	0%
Children's Self Directed Activities	9	16	22	39	-44%	-44%
Children's Self Directed Activity Participants	1,965	2,638	4,661	5,984	-26%	-22%
Young Adult						
Young Adult Programs	0	2	4	5	-100%	-20%
Young Adult Program Attendance	0	4	16	10	-100%	60%
Young Adult Self Directed Activities	1	1	1	2	0%	-50%
Young Adult Self Directed Activity Participants	43	31	43	90	39%	-52%
Adult						
Adult Programs	9	14	23	25	-36%	-8%
Adult Program Attendance	508	435	1,666	1,227	17%	36%
Adult One-on-One Instructions	22	16	57	47	38%	21%
Adult One-on-One Instruction Attendance	40	26	87	79	54%	10%
Adult Self Directed Activities	1	0	1	3	>100%	-67%
Adult Self Directed Activity Participants	22	0	22	103	>100%	-79%
Total Programs	**57**	**81**	**137**	**195**	**-30%**	**-30%**
Total Program Attendance	**2,160**	**2,730**	**5,992**	**6,660**	**-21%**	**-10%**
Meeting Room Usage						
Meeting Room Uses - Room Reservations (Public)	0	0	0	0	0%	0%
Meeting Room Uses - Events (Library Programs)	0	0	0	0	0%	0%
Total Meeting Room Uses	**0**	**0**	**0**	**0**	**0%**	**0%**

APPLETON PUBLIC LIBRARY
STATISTICAL SUMMARY
MARCH 2024

	Current Month	This Month Last year	Year to Date	Last Year to Date	Month % Change	Year % Change
V. Electronic Access Services						
Public Computing Sessions	1,038	979	2,267	2,786	6%	-19%
Total Time Used on Public Computers	907:00:00	873:00:00	1912:00:00	2340:00:00	4%	-18%
Data Transferred (GB)	735	1509	1889	6808	-51%	-72%
WIFI Distinct Clients	1249	2107	3372	5767	-41%	-42%

Adult Classes and Events

Books and Brews

Books and Brews book discussion continues to bring people together to discuss the different books they are reading in a simple book club that allows participants to read different genres and read at their own pace. A participant shared how much they love the book club because it creates a sense of ownership of their reading choices. Participants love being in a shared space with book enthusiasts to talk about books and enjoy different beverages. The participants also appreciate the monthly Books and Brews' book list that staff create from participant recommendations. Friends' funds provide coffee, tea, or non-alcoholic beverages.

Find Your Ancestors: 10 Must Haves for Genealogy and Family History Success

The Find Your Ancestors series kicked off the 2024 season hosting Thomas MacEntee, a well-known professional genealogist and lecturer, to present "10 Must Haves for Genealogy and Family History Success." Thomas discussed important skills, such as communication, writing and organizational skills, and gave suggestions on how to expand your skills in these areas in relation to genealogy research. One attendee said, "One of the best informative, professional, and well-presented webinars that I have viewed. Thank you for all the fabulous ideas and organizational information." This program broke a new highest attendance (415 attendees) and highest registration (713 registrants) record for our Find Your Ancestors series. Friends provided financial support for this series and an honorarium for this speaker.

Find Your Ancestors: Finding Relations When No Family Stories Exist

Our February Find Your Ancestors session welcomed back a fan-favorite: librarian and genealogist Debra Dudek who walked attendees through a case study from her own family that started with just a postcard and ended with her uncovering family relations. Debra's presentation showcased the importance of exhaustive research and researching outside of your direct line ancestors, while showing how to organize and analyze information in important resources like city directories, census records, and Fold3. Attendees enjoyed the tips Debra sprinkled throughout her presentation, such as how to locate a census record with a street address to find our ancestors whose names have been badly misspelled. One attendee said, "Debra's suggestions for ways to find ancestors and their family members were very helpful for 'newbies' as well as seasoned genealogical researchers!" Friends provided financial support for this series and an honorarium for this speaker.

Find Your Ancestors: Finding What You Need and Making the Most of What You Find

The Find Your Ancestors series hosted professional genealogist Pam Vestal in March to present "Finding What You Need and Making the Most of What You Find." Pam offered twenty practical strategies to help genealogists of all skill levels learn how to become a more effective and efficient researcher. Strategies included information such as how to search for "hidden" records, exploring your ancestor's FAN club (Friends/Family,

Associates and Neighbors), and analyzing the credibility of sources used in your research. One attendee shared, "I've been researching my family tree for over 20 years. This webinar gave me new/better methods on how to search online and what documents I'm looking for - both via physical locations and online. It was terrific!" Friends provided financial support for this series and an honorarium for this speaker.

Teen Classes and Events

"Healthy Relationships, Healthy You" with REACH Counseling
Teen Services collaborated with Reach Counseling for the special program, "Healthy Relationships, Healthy You" during Teen Dating Violence Awareness Month. This program was especially designed for teens in grades 7-12 and focused on establishing healthy boundaries in relationships and positive self-image in a fun and interactive way. The teen participants were engaged during the presentation, completed an activity and enjoyed treats. Friends' funds were used to purchase snacks for the program.

Sweet Reopening – Candy Jewelry
To help celebrate the 'sweet' reopening of the new temporary location, Teen Services coordinated a fun candy activity. Teens transformed lifesaver hard candies and colorful fruit licorice into fun and edible bracelets and necklaces while getting acquainted with the new teen space. A teen ambassador helped to staff the event. Families were also given information about library programs and services. Friends' funds were used to purchase program supplies.

Teen Ambassador Program (TAP)
Teen Ambassador Program (TAP) Ambassadors gather once a month to discuss library news, program ideas, and more. TAP is rotating between Appleton East, Appleton West, & Appleton North High Schools for meeting locations to engage new members and facilitate accessibility to existing members. Teen ambassadors have been tasked with brainstorming ideas for different projects including our 2024 Teen Summer Library Program, Operation Cinderella, and more. Friends' funds purchased snacks for this program.

Teen Tuesday
Teen Services continues to offer Teen Tuesdays in 2024 throughout the community. The January program was held at the Fox River Mall and featured basic finger knitting as demonstrated by a parent volunteer. Teens loved the selection of yarn colors and showcased their creations. Inspired by the program and wanting to expand on this craft, they were inspired to purchase additional skeins of yarn after the program. Friends' funds helped purchase the program supplies.

Children's Classes and Events

Family Classes and Events

January – March Memorial Park StoryWalk

Children's Services utilized Friends' funds to purchase two copies of the following books:

When the Snow is Deeper Than My Boot by Jean Reidy
Love Monster and the Last Chocolate by Rachel Bright
So Much Snow by Kristen Schroeder

These books were unassembled and then reassembled as StoryWalk pages for the months of January - March. Appleton Parks & Rec built and installed permanent sign holders along a trail at Memorial Park for the StoryWalk pages to be displayed. Families who walk the trail can read the story as they go. These titles are up for one month each. In addition to the story itself, each page has fun activities to engage families as they read and walk. Friends' funds provided the books for the Storywalks.

Adopt a Reading Buddy

On February 24th we had 554 people attend our Adopt a Reading Buddy event for kids 0-12 years old. Each child got to choose a stuffed animal to adopt (dog, cat, hamster, unicorn, or dragon). They filled out an adoption certificate and promised to read to their buddy every day. Kids got to take a picture at the photo backdrop, make a collar, groom and give their new buddy a vet check-up. The stuffed animals were donated by Petsmart. The collar making supplies and photo backdrop were generously provided by the Friends of the Library.

B.E.A.R. Bingo

In March we had our annual B.E.A.R. Bingo reading program. This year we offered the reading program for children 0-12 years old. In previous years the program was only for 3–12-year-olds because the prizes were choking hazards. 601 children signed up and participated. After completing five reading challenges on their bingo sheet, kids were able to spin the wheel for a prize. Upon completing the program, kids were entered into a grand prize drawing for one of two giant bears. OWLS funded the non-choking hazard prizes for 0–3-year-olds. Friends' funds were used to purchase supplies, prizes for the 4-12 year olds and the grand prizes.

Bubbles

Friends' funds were used to purchase 2 new bubble machines and bubble solution for use in storytime every week. Popping bubbles is one of the highlights of storytime for the kids, but it is more than just fun. Bubbles help children work on visual tracking, hand-eye coordination and fine motor skills. These are transferable skills they will use

when learning to read and write. It also strengthens their gross motor, spatial and body awareness skills.

Crafty Creators
Crafty Creators is an ongoing school age program for kiddos in grades K-6. This drop-in program allows families to show up between 4pm-7pm to create! Friends' funds were used to purchase supplies used during many crafty creator programs.

Eclipse Program
Friends' funds were used to purchase supplies for for solar eclipse craft activities. Many patrons enjoyed learning about the 2024 solar eclipses through tangible crafts. Two eclipse programs were offered this spring to help patrons prepare for the event.

Rainbows and Lucky Clovers
Friends' Funds were used to purchase supplies for the Rainbows and Lucky Clovers program. Children and families listened to stories, sang, and danced. After the stories, families took part in a scavenger hunt and a variety of crafts.

School Age STEAM – February
School-Age STEAM had a highly successful February in our new temporary location with themes of Food Science, Shadows & Light, Potions, and Paint Methods. Our weekly program brought in 205 participants who had fun creating, exploring, and collaborating. Thanks to our Friends' funding, we were able to supply the items needed the program including. We also made use of previously purchased technology.

School Age STEAM – March
In March, our weekly School-Age STEAM program explored themes of Games, Chalk, Travel, and A Look at the Past: 70's Edition. Attendees had experiences of making their own chalk, designing maps with rice, learning the art of macrame, and more. They used technology such as Bee Bots, Lite Brites, OSMOs, and Doodle Boards. Specialty program supplies were purchased using Friends' Funds and the program also made use of previously purchased technology.

Sweet Reopening
Friends' Funds were used to purchase supplies for the Sweet Re-opening Program held in January. Program attendees were welcomed into the building and into the Children's Area with a colorful candy path, stunning pixel art on the wall behind the Children's desk and a variety of candy themed crafts and activities. It was a sweet start to our year at the new College Avenue location.

Jefferson Cookies and Crafts Event
Friends' Funds were used to purchase supplies used in an outreach at Jefferson school. The event was an open house scheduled during parent/teacher conferences. Students attended conferences with their caregivers, visited a book fair, did crafts and activities and had the opportunity to visit the library table where we had activities, a craft and

information about the library.

Programs for All Ages

Ongoing Classes, Events and Services

Special Projects

3D Pens
The Children's Team is so thankful for the use of Friends' funding to purchase three replacement 3D pens! Students are always thrilled to create with such wonderful technology and the pens will be used in a variety of programs.

Building Project Communications
Friends' funds paid for outside printing of various building project communications.

Constant Contact
Friends' funds pay for our mass email service provider. We use this service to email our subscribers information about library news, classes, services and more.

Dramatic Play Car
Friends' funds were used to purchase a new dramatic play car that will be used in the new library. This car will replace the current beloved car that is in disrepair after years of heavy use.

Hourglass Timers
Friends' funds were used to purchase four hourglass timers (3, 5, 10 & 15 minutes) for use in the Children's Department. The timers are a visual tool for caregivers to help children see how much time they have left before leaving the library.

Loomly
Friends' funds pay for our social media content scheduler. We use this service to proof and strategically schedule content for all our social media outlets.

An Exploratory Social Justice Framework to Develop Public Library Services with Underserved Families

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An Exploratory Social Justice Framework to Develop Public Library Services with Underserved Families

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ABSTRACT

An issue in the 21st century is how public libraries can be strategic and impactful to achieve greater equity. Based on a qualitative meta-analysis of chapters from the authors' book *A Librarian's Guide to Engaging Families* published in 2021, this article presents a framework of social justice to strengthen library services to engage underserved families in student learning. Three themes include: 1) Public libraries welcome underserved families using targeted universalism and active inclusion strategies. 2) They take bold leadership to rectify historically imbalanced inequities by removing barriers and reallocating resources. 3) They respect family roles/agency and uphold community economic development.

Introduction

Over the past two decades, public librarians have been extending their traditional roles as community information providers while embracing new responsibilities as leaders in promoting social justice and social equity for underserved families (Lopez, Mehra, and Caspe 2021). They are developing effective information services by collaborating with families that have been trapped in interlocking modes of systemic oppression and culturally constructed marginalization, and have directly experienced realities that public librarians have not (Jaeger, Shilton, and Koepfler, 2015; Mehra and Davis, 2015; Mehra and Rioux, 2016). However, public library efforts to operationalize social justice attributes of fairness, justice, equality, equity, inclusion, and mobilization of disenfranchised families and communities has not been easy. Library staff confront a White-IST (white + elitist) legacy and cultural inheritance of racism (amongst other "–isms" such as sexism, ableism, etc.) in the United States (Cooke and Kitzie, 2021; Mehra, 2005; Mehra, Sikes, and Singh 2020). Owing to a checkered past, problematics of the "only information

This article has been corrected with minor changes. These changes do not impact the academic content of the article.

access" approach and solely information-focused model in libraries (of all kinds) have led to librarians' marginal role in helping to bridge families' sociocultural, socioeconomic, and sociopolitical debilitating circumstances, especially those from low-income and disadvantaged groups (Beamish, 1999; Mehra, Bishop, Bazzell, and Smith, 2002). Additional challenges have included continuing disparities in access, limited engagement of families with libraries, and lack of training to co-develop relevant services to support people's individual, social, and community empowerment (Mehra 2022a).

In this regard, the research questions moving forward in the 21st century are: Who are public libraries serving? How are they reaching and engaging underserved families (and what can they do in the future)? How can public libraries be strategic and impactful in their efforts while collaborating with families and children to achieve greater equity and inclusion? How can they make a difference in the lives of all families, and especially the underserved, in ways that are outcome-based and meaningful to them? This article explores a consolidated framework of social justice that begins to address these questions. The framework encompasses elements using family engagement as the lens to identify strategies that are intentional, systematic, action-oriented, outcome-based, and community-embedded (Mehra and Sikes 2021). To address our research questions we adapted a new approach – a qualitative meta-analysis – using 20 case studies from the authors' book *A Librarian's Guide to Engaging Families* (Lopez, Mehra, and Caspe 2021) that provide "thick descriptions" of libraries that build pathways for more equitable and strengths-based family engagement. Related themes threaded through the narrative include: equity and access (beyond equality), inclusion (instead of exclusion), asset-framed approach (instead of a deficit mind-set), action-oriented (instead of passive bystanders), proactive in changing imbalance power differentials (instead of neutral, i.e., biased toward status quo), raising up (instead of belittling), and change agency ("helping people help themselves instead of "helping people" as if they are needy and helpless (Mehra, Rioux, and Albright, 2010).

This article defines the concept of "underserved" as those individuals, groups, communities, and populations that are not adequately serviced by the library and impacted by its offerings and do not use the library services – or rarely use it. They are beyond the current reach of the library (Skinner and Gross 2021). By underserved families we refer to those whose interests and needs are not prioritized in the delivery of the library's services. Often the complexity and diversity of their experiences as well as the strengths gained through them are rarely recognized. The views and voices of these families are excluded by virtue of their culture and language, socio-economic position, gender and age as well other characteristics. These "potential users" might or might not include "underprivileged" families, though historically racial/ethnic minorities were excluded (or felt excluded) from the public library owing to sociocultural and sociopolitical challenges associated with racism and white

privilege (Mehra 2022c). During the nineteenth and twentieth centuries, the public library solely catered to a white middle-class majority that controlled its purse-strings through their tax support (Mehra and Sikes 2021; Wiegand 2015). However, today contrary to popular opinion, in many contemporary communities the "upwardly mobile middle and upper-middle class" can be underserved even though they might not be underprivileged (Futterman 2008, 42). Hence, it is important for the public library to recognize all those who it is not serving adequately and find novel and strategic ways to connect with these populations and families to try to convert them to "actual users" (Arant and Benefiel, 2003). This article adopts a broader meaning of the term in its inclusivity and focus on underserved families.

Literature review

In order to contextualize the value of the social justice framework presented in this article, we briefly highlight key trends in family engagement within and beyond the public library space. Family and community engagement in libraries is best described as a system in which libraries share responsibility with families to guide and support student learning. From this standpoint, families are the experts on their families' lives and their children's academic, social, and emotional growth and work in collaboration with practitioners – like librarians – to ensure pathways of success in school and beyond. For public libraries, family engagement is about building positive culturally responsive and sustaining partnerships with families and communities. The notion of culturally responsive and sustaining partnerships is important as too often institutions, like libraries, are laden with deficit thinking that view children and their families' backgrounds as deficiencies that obstruct student learning, rather than as assets (McWayne, Doucet F, and Mistry J 2019). Authentic and equitable partnerships between families and libraries affirm students' and families' cultural knowledge and build upon it to develop programs, policies, and practices that bolster student learning.

Family and community engagement in education and learning more generally is associated with a wide array of positive outcomes for children and youth, including improved school readiness, language, literacy, and math skills, as well as academic achievement, and college going identities (Longo, Lombardi, and Dearing 2017; Weiss, Lopez, and Caspe, 2018). Family and community engagement is also a matter of equity. Because family and community engagement has its greatest impact on families who are often the most underserved, family engagement is one of the most important ways to reduce inequalities and disparities that exist within our educational systems and communities (Dearing and Kreider H 2006; Jeynes 2015). Moreover, as free institutions, libraries offer services and resources to bring about educational justice. Communities adversely impacted by poverty often offer families fewer

quality out-of-school services, such as afterschool programs or camps, which make it difficult for families to complement in-school learning with quality out-of-school-hours learning opportunities (Duncan and Murnane 2014). Public libraries, by virtue of providing a safe and orderly space where students can find homework help and explore new interests and where families can relax and learn together, help close the "opportunity gap."

In recent years, a number of important trends in family library partnership have emerged that showcase the power that family and library collaborations have to build equitable communities (Lopez and Caspe 2021). The pandemic and renewed call for racial justice has made this work more important than ever before. First, libraries promote lifelong learning. They are places where there are services offered across the lifespan. For young children, Storytimes introduce them and their families to math and literacy through books and other activities. For school age children, in-person and online homework help and a variety of interest-driven programs fill the hours while school is out. For parents and grandparents themselves, adult education programs, English and GED classes, citizen preparation, and computer literacy workshops support important job and civic skills. Moreover, librarians are increasingly becoming media mentors, helping families get digital access and make choices about media appropriate for their family. Second, libraries promote opportunities for family learning where families learn together around families' interests, curiosity, and creativity, without the pressure associated with grades. Programs such as knitting and quilting demonstrations, to coding workshops, and STEM makerspaces expand reading, inquiry, and idea sharing among family members. Moreover, within these opportunities are spaces for parents and children to develop strong bonds and relationships. The physical space of the library – with its quiet, peaceful, nonchaotic atmosphere – creates a natural setting for parents and children of all ages to spend time together.

Finally, libraries build supportive family and community relationships. Peer and social networks among families within a community is one of the strongest predictors of family well-being and community cohesiveness (Small 2009). Libraries are spaces where people come together and engage in conversations with each other and become active in the community (Klinenberg 2018). Many libraries create space for essential dialogue, reflection, and community building (Lankes, 2021), especially for those new to the United States – immigrants, refugees, and asylees – to share their hopes and dreams. And libraries not only draw families into the library space, but leave the brick-and-mortar building, to reach families in the community where they are, to ensure they are reaching those most underserved.

While we have described a deeply inclusive approach to family engagement in libraries our intent is at odds with troubling trends. Conservative parent groups and right-wing media have called for the removal of more than 1,597 books about race, gender, and LGBTQ+ issues from public and school libraries

(American Library Association 2022). The recent censorship challenges and attacks on school and public libraries represented in the banning of books based on materials that certain communities (or parents) might consider offensive to their sensibilities, values, and religious beliefs goes against the American Library Association's Bill of Rights that ascribes to meeting the needs of all people, not a select few (Knox 2015; Laine 2016). Much of this effort has been driven under the mask of increasing parental rights. But these efforts do not empower all parents; rather, they represent voices of a vocal minority fearing a loss of power and favor in this country (Scaiffe, Zygmunt, and Cipollone, in press). To be clear, our focus is on family library partnerships that champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes (NAFSCE 2022).

Conceptualizing the social justice framework

Figure 1 visualizes the social justice framework explored in this article to develop public library services with underserved families. A key meta-level attribute underlying the development of this framework involves an understanding of "with" instead of "for" in relation to underserved families and their communities. It represents a collaborative spirit and asset-based practices toward external stakeholders upon which the public library initiatives furthering social justice should be built upon. This shift in approach is in response to past limited public library efforts to develop relevant and meaningful information services "for" their communities that perpetuated (and operationalized)
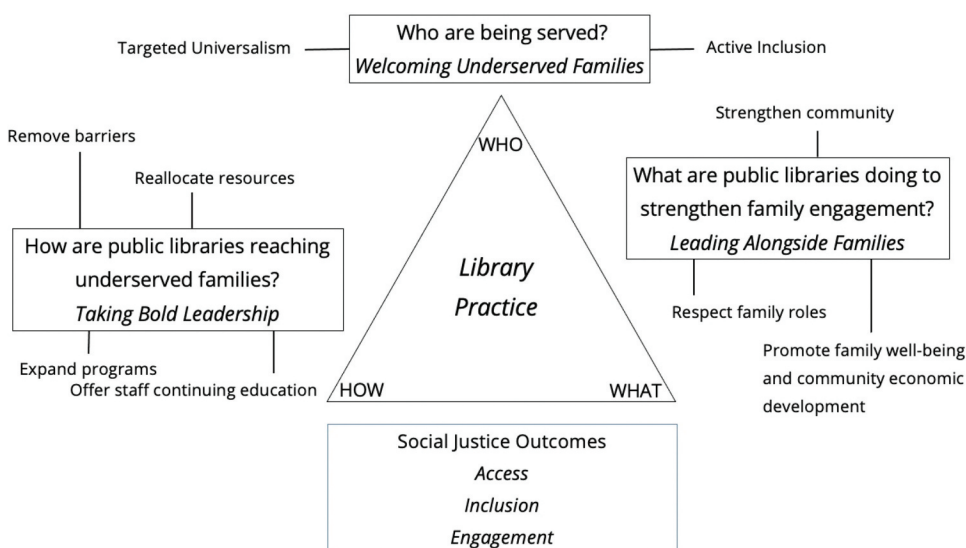
Figure 1. Social justice framework for family engagement.

a deficit approach toward families without recognizing their assets and strengths, furthering their marginalization (Mehra, Sikes, and Singh 2020).

The three interrelated elements expounded in the social justice framework include: the "who" element (specific family stakeholders or constituencies being served), the "how" element (the specific public libraries' efforts reaching out to underserved families), and the "what" element (the thematic motivations of their activities). These elements have been integrated in contemporary strategies that represent a paradigm shift in the field of information more relevant in the 21st century and a social justice roadmap for adopting information and communication technologies for development in the field of information (Mehra in press; Tang et al. 2021). Here, they have been extrapolated and integrated in a framework in reference to public library services and practices that propose taking bold leadership decisions (e.g., to further access and critical literacy intersections), leading alongside families (e.g., for symbiotic engagement and mutual learning), and achieving social justice outcomes (e.g., toward equity and inclusion). This framework should be regarded as exploratory and an effort to encourage further research on the evolving forms of social justice and family engagement in public libraries.

Methods

This article presents a framework of social justice based on an analysis of articles and case studies from the authors' book *A Librarian's Guide to Engaging Families* (Lopez, Mehra, and Caspe 2021). The purpose of the book was to document library practices that support and promote family engagement in student learning, especially among those underserved by community institutions. It consists of 22 chapters organized around three themes: knowing families and their communities; building partnerships with families; and leading for impact. Each section contains case studies and brief librarian reflections related to the theme. Altogether they describe in detail library practices prior to the COVID-19 pandemic and several examples of parent voices gathered through interviews and focus groups. The chapters include recommendations for strengthening library practices, training, and continuing education, all of which are relevant in today's library environment. Alongside the book's publication the authors were invited to present at two webinars. The interest of webinar participants on social justice issues prompted a deeper analysis of the book to highlight what Mehra (2022) calls the potential of libraries to integrate the attributes of social justice into the practice of information-related work. Although libraries have addressed issues of access, service provision for all, social responsibility, and other elements of social justice in their work, they have not until recently centralized the construct (Mehra 2022b). This led us to reevaluate the cases in the book to come out with

the goal of creating a social justice framework for family engagement in learning.

We adapted the functions of qualitative meta-analysis (Levitt 2018; Timulak and Creaner 2013) in order to identify thematic patterns in the design and implementation of family engagement from a social justice lens. We use the term "adapted" for two reasons. First, we limited our analyses to one book because there is a paucity of research on family engagement in public library settings. We used 20 case studies and reflections from the book and excluded the theoretical and methodological chapters. The cases and reflections had data that matched the goal of our inquiry. Most of the case studies used qualitative research methods such as interviews, focus groups, and participant-observation; a few used surveys or mixed methods. They contained either a description of a library's program or of several libraries where a particular program or service was being implemented. Second, we used librarian reflections about services offered for children and families. Although they were not research articles, they were based on library staff participation and observations and offered detailed information of their services. In a few cases, they included findings from library survey data and evaluations of specific programs. The reflections helped identify additional library cases and examples of positive social justice impacts.

The three research questions that guided our analysis formed the elements of the proposed social justice framework. They are: Who are being served? How are public libraries reaching and engaging underserved families? What are public libraries doing to strengthen family engagement? These questions operationalized in pragmatic ways our broader research inquiry into how libraries can be strategic and impactful to achieve greater equity and inclusion and make a difference for underserved families. We organized subcategories for analysis to include the following: (1) family demographics (2) outreach activities, (3) organizational changes, and (4) family engagement opportunities/practices (Table 1).

Findings

Table 1 illustrates the application of the elements and their subcategories in the context of the case studies analyzed for this article (from Lopez, Mehra, and Caspe 2021). Using Chapter 7 (Brooklyn Public Library) as an example, our process began with operationalizing the subcategories that would align with the "who," "how," and "what" of library practice. We identified first, the library's patron focus (incarcerated persons and their families); second, the outreach efforts and organizational changes to engage families (through existing library services, community partnership, and program expansion); and, third, the library's family engagement practices (virtual visits to the incarcerated person, a reentry program, and referrals to community resources). Next,

Table 1. Application of elements of the social justice framework in the context of the case studies analyzed in this article.

Case Authors [Book Chapter in (Lopez, Mehra, and Caspe 2021)]	Data Collection Method	Who are being served? Family demographics	How are public libraries reaching underserved families? Outreach activities	Organizational change	What are public libraries doing to strengthen family engagement? Family engagement practices
Lopez & Caspe [Ch. 3]	Interviews	Latinx, immigrant	School partnership	Fines eliminated	Physical space; Spanish books; Homework help; Social connections; Adult learning
Taylor, Pratt & Whelan [Ch.4]	Survey	White, upper income, well educated; Latinx and other ethnicities; Low-income	Family resource centers	Intentional recruitment of underserved families for future participation	Parent-child interactions; Parenting advice; Parent resources; Social connections
Williams-Cockfield [Ch. 5]	Documentation, participation, and interviews	Rural, white Minority groups of other ethnicities	Community and school partnerships	Goals to review policies for greater inclusion, staff training and services outside the library	Book reading; Events to bring awareness of immigration and refugees
Risley [Ch.6]	Participation, observation, and reflection	Low income, Latinx, Rural, Homeless	Community venues	Fines eliminated Allocation of resources toward vulnerable families	Early education; Meal program; Parents as teachers
Higgins [Ch.7]	Participation, observation, reflection, evaluation	Incarcerated	Library Community partnership	Expansion of pilot to more libraries	Virtual parent-child interaction; Reentry program; Referrals
Lemmons & Chambers [Ch.8]	Participation, observation, and reflection	Black grandparents, seniors and youth	Community and school partnerships	Operational tactics	Intergenerational teaching and learning; Transmission of cultural and familial values; Expansion of "grandparents" to include seniors; Social connections

(Continued)

Table 1. (Continued).

Case Authors [Book Chapter in (Lopez, Mehra, and Caspe 2021)]	Data Collection Method	Who are being served? Family demographics	How are public libraries reaching underserved families? Outreach activities	Organizational change	What are public libraries doing to strengthen family engagement? Family engagement practices
Subramaniam & Clegg [Ch.9]	Applied research using interviews, focus groups and observation	Low-income Latinx	Community and school partnerships	Use of participatory design	Parent-child interaction; Families as designers of learning experiences
Roque & Widman [Ch.10]	Applied research using focus groups, participant observation and documentation	Low-income; Diverse families in one site; Latinx in another site	Community and school partnerships	Program opened to children of all ages; Staff relationship with whole family and not just one family member; Provision of transportation	Families create their own digital stories; Computational literacy; Parent voices in program design
Hilburn & Stahl [Ch.11]	Participation, observation and reflection; Surveys	Rural	(No information)	Program across departments – children and adult department collaboration	Parent voices in program design; Parent-child interaction; Social connections
McNeil [Ch.12]	Participation, observation and reflection	Immigrant & refugee Latinx	Community partnerships (cultural institutions)	Strengths-based approach to services; Diversified programming	Early education; Physical space; Social connections; Parent voice; Parents as experts and teachers
Guernsey [Ch.13]	Focus group	Low-income	Community and school partnerships		Parent voices in access and use of digital resources
Thomas & Walker [Ch.14]	Participation, observation and reflection	Low income	Community partnership	New ways to address barriers: (1) Staff training for early literacy programs (2) Staff training on evaluation and data use for improvement	Responsiveness to parent needs and interests through assessments; Early education
Celano & Neuman [Ch.15]	Synthesis of research, longitudinal and evaluation studies (mixed methods)	Low-income	Community partnerships; Going out to community (e.g. laundromats)	New policies (e.g. space, noise, programs) to focus on parent engagement	Physical space; Early education; Digital literacy; Parenting advice; Referrals

(Continued)

Table 1. (Continued).

Case Authors [Book Chapter in (Lopez, Mehra, and Caspe 2021)]	Data Collection Method	Who are being served? Family demographics	How are public libraries reaching underserved families? Outreach activities	Organizational change	What are public libraries doing to strengthen family engagement? Family engagement practices
Forehand [Ch.16]	Participant observation	Homeless	Community partnerships	Resources (e.g. space, staff, programs, training) allocated for homeless	Early education Referrals
Todd-Wurm [Ch.17]	Participation, observation and reflection Evaluation surveys	Refugees Incarcerated Rural	Community partnerships	Expansion of program to rural areas in Texas	Early education Parent-child interaction Parent as teachers Parenting resources Social connections
Jones [Ch.18]	Surveys Participation, observation and reflection	Low-income	Community partnerships	Elimination of fines	Educating families on new policy Access to collections
Toro [Ch.19]	Participation, evaluation data, and reflection	Low income Diverse (Native Hawaiian)	Institutional partnerships	Developing trust with families Giving up some power in codesign activities	Early education After-school programming Family STEM & Makerspace projects Parent voices in program design
Mehra and Sikes [Ch.20]	Synthesis of research on rural communities	Rural Seniors	Business and community partnerships	Continuing education to improve services for children and families	STEM and digital programs Information to support local businesses Collections brought to seniors in community settings
Smith [Ch.21]	Participation, observation and reflection	(No information)	Community partnership	New position created for an inclusive services librarian Better broadband access in smaller community libraries Staff training to build capacity of small and rural libraries	Early education Parent-child bond Celebration of cultural heritage
Brown [Ch.22]	Participation, observation, survey data, and reflection			Remove barriers to access collections during COVID-19 pandemic Expand digital resources	Family oriented outdoor activities New roles for families as historians of the pandemic

we created categories to capture common threads among a diversity of practices across the cases. For Brooklyn Public Library these practices included active inclusion, reallocating resources and expanding programs, and promoting family well-being. Lastly, as shown in Figure 1, we created a third tier of themes to summarize our responses to the three questions, namely, welcoming underserved families, taking bold leadership, and leading with families. We also included information about data collection methods used in the cases and reflections to give a holistic overview of our process.

Discussion

This section discusses select themes expounding the social justice framework that were generated from an analysis of the findings summarized in Table 1.

Who is being served?

Using demographic data, libraries are welcoming underserved families by using targeted universalism and active inclusion strategies.

Targeted universalism. Librarians pride themselves in welcoming everyone and in offering their services to all. However, social justice goes beyond treating everyone in the same way. It is about ensuring – rather than taking for granted – the access and engagement of individuals whose historical, social, cultural and biological differences unfairly impact them and shape their experiences and realities with community institutions (Jardine and Zerhusen 2015). Through "targeted universalism" libraries can provide the informational needs of both dominant and marginal groups, yet pay attention to those who are often neglected (Powell 2009, 2021). They can intentionally channel library assets – for example, community connections, technology, and staff – to those who need them most. Table 2 shows the specific social and cultural characteristics of families that libraries in our sample sought to serve.

Active inclusion. Social justice involves reaching out and making the library a space where underserved and neglected families feel they are valued and respected, a space where they belong (Garner 2022). This begins with a deep appreciation of every individual's value (Guinee and Gustina 2022). Every person has knowledge, talents, and strengths that can contribute to family and community well-being. Sarah McNeil, a senior librarian at Denver Public Library writes, "The library has moved away from a deficit-based model, asking what parents and families need, and toward a strengths-based model, asking how the library can provide experiences and learning opportunities for families to be their best selves" (McNeil 2021, 132).

Active inclusion involves strategic partnerships to reach those families who do not use library services. Nearly all the case studies we examined described library partnerships with schools, businesses, and community agencies. At the

Whitehall Public Library (Pennsylvania) the library director partnered with a number of community agencies to identify and learn about how the library could better serve refugee families, many of whom were not using its resources. With the support of a grant the families with young children were transported to the library for a five-week early learning program. Parent-child workshops included conversations with local professionals about parent concerns such as nutrition and child development. Over time the library has become a hub where families can go to connect and feel safe (Todd-Wurm 2021).

Active inclusion is intentional. Across the United States public libraries are beginning to address homelessness. It is estimated that half a million people experience homelessness on any single night with families with children comprising one-third of the total (National Alliance to End Homelessness n.d..). Homeless families are typically headed by young single women with limited education who have young children. Children who are homeless are more likely to experience health and emotional and behavioral problems and experience school mobility with resulting lower academic performance (Ibid.). Libraries are beginning to respond to the homeless crisis. The Nashville Public Library, for example, mobilizes its connections with community services to help homeless families improve their living conditions and engage more fully in their children's learning. The library has created community partnerships so that families have access to social services and mental health counseling and streamlined housing assistance. It has also created opportunities for family engagement through its early childhood program which offers dinner in one of the branch libraries followed by Storytime, free books, and parenting information (Forehand 2021).

Active inclusion serves the information needs of those who are largely invisible in society. Nearly half of all adults living in the United States have experienced incarceration in their family (us 2018). Incarceration affects the lives not only of the person in jail or prison but also the women and children who make up their families. The impact of incarceration is especially felt by Black and low-income families. Contacts with an incarcerated loved one is often difficult and expensive and disrupts a family's social and economic conditions (Ibid.). Public libraries are taking steps to promote family cohesion among the incarcerated. The Brooklyn Public Library's TeleStory is a virtual video visit that connects families with an incarcerated parent or other family member. The free one-hour visit takes place in a comfortable library meeting

Table 2. Characteristics of underserved families.

Social Characteristics	Cultural Characteristics
Homeless	African American
Immigrants/refugees	Latinx
Incarcerated	White
Low-income	
Middle-class	
Rural	
Seniors	

room with children's books and toys. The children's librarian and other staff begin the video visit with a children's literacy activity – reading, singing, playing with a finger puppet – and family members interact in a setting that destigmatizes incarceration (Higgins 2021). An evaluation of the program found that families who used the program found it more enjoyable than going to the prison facility, where visits could be demoralizing, time-intensive in terms of transportation, and generally unpleasant (Pitts and Smith 2021).

How are public libraries reaching underserved families?

Using data from outreach activities and organizational change, public libraries are taking bold leadership to potentially address and rectify historically imbalanced inequities that have favored White and middle-class patrons (Mehra and Sikes 2021). Our cases revealed that libraries instituted organizational changes that:

- Remove barriers such as the elimination of fines for overdue books and materials
- Reallocate resources to serve neglected families
- Expand programs that benefit neglected families
- Offer staff continuing education

Librarians are in a profession of public service that requires an obligation for social responsibility and inclusivity. Being a champion of the library's mission to serve the community demands a sustained effort to remove the barriers to equitable access to informational resources. It involves thoughtful and deliberate efforts to reimagine and create opportunities for access to and engagement with the library's informational assets. As with other educational institutions, libraries are questioning their assumptions about their services for children and families and recognizing the class, cultural, racial and other barriers that get in the way of access and participation (Caspe and Lopez 2018). Questions such as "Who do we need to serve?" (Risley 2021) and "What can we do to ensure our patrons receive the tools, materials, education, understanding, and empathy they need to find success?" (Thomas and Walter 2021) are inspiring strategies to increase equitable access and participation.

Remove barriers. One of the strengths of public libraries is their flexibility and adaptability to change. "Are fines disproportionately impacting patrons of different socioeconomic statuses?" (Jones 2021): That was one of the questions that San Diego Public Library tackled in reviewing its fine policies. Data collected indicated that fine policies largely affected low-income residents, the group who stood to gain the most from the library's free educational

resources. A multiyear process of data collection and advocacy eventually led to the elimination of fines. This made a huge impact on the library and its patrons, with increases on library card applications and circulation, and the reinstatement of library privileges for thirteen thousand youth while not experiencing an increase in lost library materials (Ibid.).

Reallocate resources. At the San Mateo County Library equity means serving the entire community, and not just the economically advantaged who already use library services. The library system has made it a priority to reach out to the families that are most disconnected from its services. It finds opportunities to deliver services beyond the library building and enrich many public spaces – WIC clinic, medical waiting rooms, public housing, and playgrounds and parks – with books and resources. The library system has channeled its resources to ensure equitable access by creating new early childhood programs with a strong family engagement focus, offering fine-free library cards for children and teens, and organizing a year-round free meal program in vulnerable communities (Risley 2021).

Expand programs. Leadership to make libraries more inclusive involves reimagining how information-related work can change power differentials between the haves and have-nots and improve the lives of the underserved and disenfranchised (Mehra and Sikes 2021). Providing high quality programs that boost early literacy and learning helps to close the gaps in educational resources available to children in underserved communities. In 2019 children's programs accounted for 53% of all public library programs serving more than 81 million attendees across 3.1 million children's programs (Pelczar et al. 2021). Celano and Neuman (2021) challenge librarians to "unlevel the playing field" and "tip" library programs toward children in disadvantaged circumstances. Based on their decades-long research they found that in order to help the most vulnerable young children, libraries have to take a more expansive view of literacy development. The librarians in their studies focused not only on reading books during Storytimes but also on integrating activities – song, games, play, STEM projects – where vocabulary is developed and the language of science and mathematics introduced. Through two-generational learning opportunities parents develop and enhance the skills to guide their children's literacy development and meet their informational needs.

Offer staff continuing education. An understanding of families and communities affects the perceptions and relationships librarians have with them and the ways they can build relevant collections and programs that "tip" resources toward the disadvantaged (Caspe and Lopez 2018). Training and assessment enable librarians to support families with the tools, informational resources, and empathy that contribute to well-being. Rural libraries serve families that often find it difficult to find information that is timely, accurate, and relevant (Mehra and Sikes 2021). A university partnership with four regional library

systems in Tennessee designed an online master's degree program for resident library paraprofessionals to enable them to take leadership in addressing the needs and interests of rural communities. Positive outcomes from this training included family-oriented learning experiences such as Story Walks, Beginning Coding Club, and the use of NASA STEM kits (Ibid.)

What are public libraries doing to strengthen family engagement?

Using data from family engagement practices, leading alongside families reflects an effort to change from doing *for* families to doing *with* families (Nikolchev, Ponce, and Lopez In press). Our cases surfaced three aspects of what this looks like in practice:

- Respect family roles
- Strengthen community
- Promote family well-being and community economic development

Respect family roles. Leading with families entails designing learning experiences with and for families. This approach questions traditional hierarchical roles in education, including public libraries. It emphasizes that parents are active, dynamic creators of learning experiences and possess the knowledge and expertise to contribute to the mission of libraries. Case study libraries provided the opportunities for parents to take different roles – experts, change agents, teachers, learners, and co-designers. The opportunities largely fell into two major categories:

- Focus groups and informal conversations to learn parent ideas and experiences
- Children's programs to support parent roles as teachers, learners and designers

Leading with families means recognizing *families as experts* who bring their knowledge, talents and skills to improve library services. Three Maryland libraries (Harford County, Baltimore County, and Carroll County) participated in a project to learn about parents' perspectives on digital media and how they use its various forms in children's learning. With the help of an external facilitator they held focus groups with low-income families, not all of whom were library users. Through the group conversations the librarians gained valuable information about how to design outreach, collections, and programs (Guernsey 2021). In this way they could become effective media mentors and contribute to closing the gaps between those who can use digital media as a resource and those who cannot.

By being responsive to the interests and needs of families, libraries acknowledge *families as change agents*. Parents are change agents as they teach children to acquire literacy skills. They are change agents as they expand their own learning and participate in library programs to enhance their personal and professional development. However, they also have the capacity to change library practices. At the Benson Memorial Library (Pennsylvania) family programs emerged from parents' desire to address the barriers presented by age-segregated programs. For parents with multiple children one child might be eligible for one program while the other might not; some parents wanted to join their children in the programs; others also struggled with the choice of programs when children were functioning above or below their age level. The parents' perspectives prompted the adult librarian and the children's librarian to cross boundaries and to create programs for the whole family – programs such as trivia night, family crafts, local history, and dance (Hilburn and Stahl 2021). By focusing on families rather than age groups, the library overcame embedded age-based specializations and transformed itself to promote intergenerational learning and bonding.

As digital media permeate education, *families as designers of learning experiences* is particularly noteworthy in library efforts to promote digital fluency. Digital fluency goes beyond being an informed consumer of digital media to becoming a producer of content. Family Creative Learning is a program where children and their parents learn to code and in the process gain "computational literacy" skills, referring to the ability to create, express, and invent with technology (Roque and Widman 2021). Boulder and Denver Public Libraries piloted the program to help them meet their goals such as building relationships with the Spanish speaking community and increasing awareness of library resources among low-income and culturally diverse families. Through the use of the ScratchJr platform families designed their own stories and used song and movement to animate their stories. In the process of learning they also brought their own funds of knowledge to storytelling. Creating stories enhanced literacy development, affirmed the cultural experiences of the families, and fostered an environment of learning across generations.

Strengthen community. One of the attributes of social justice is inclusion, the sense of belonging to a community. Libraries bring people together and provide a physical space for social support as well as information exchange (Klinenberg 2018). These informal networks are advantageous for relieving stress, finding help, and gaining access to community services. The sociologist Mario Luis Small (2009) asserts that the truly disadvantaged in society are those without the connections and organizational contexts in which those connections are made.

Public libraries are institutions with a wide range of community connections. By leveraging these connections they can extend their services and achieve a greater impact in their communities. When The Black Caucus of the American Library Association launched Reading is Grand, a family literacy

program to connect grandparents with children and youth, libraries that received grants to implement the program reached out to the community including schools, faith-based institutions, and senior centers. Partnerships with senior centers extended the notion of grandparents to include elders who could share their wisdom with younger generations. Through intergenerational storytelling, elders who felt disconnected from youth were able to share the history and cultural heritage of their communities and youth gained advice on goal setting and creating pathways to success (Lemmons and Chambers 2021).

Libraries use their collections to raise awareness and engage community members in a dialogue about important issues. By designing activities around books libraries can develop a deep understanding of diversity. Books provoke insights that allow readers to connect intimately and emotionally with the lives of different people across time and space. Blount County (Tennessee) is a predominantly white community whose school district and public library, along with other community agencies, organized a community-wide reading of *Refugee* by Alan Gratz. Inspired by a middle school student's recommendation of the book, the school district connected with the Blount County Friends of the Library to secure Gratz's book for four middle schools and engaged the Blount County Public Library on developing activities to raise awareness and educate the public about diversity. The library sponsorship of a book talk and writing workshop by the author and the use of its space for a cultural festival and display of student projects related to the book contributed to meaningful conversations on immigration, culture, and identity in a community lacking diversity (Williams-Cockfield 2021).

Promote family well-being and community economic development. Many of the neglected families that libraries seek to serve face challenges to family well-being, including poverty, unemployment, incarceration, high housing costs, and food insecurity. Family well-being includes the health, safety, and financial stability of all family members (National Center on Parent, Family, and Community Engagement, 2013). Libraries contribute to family well-being by providing

- a safe and comfortable physical space for children and families to relax as well as to bond as they learn and have fun together
- information and access to community services
- continuing education resources that prepare family members for better employment and careers

Libraries are for people. They offer a safe haven for quiet and relaxation for families living with the stresses of crowded homes, poor cooling and heating systems, and few resources. They are welcoming spaces to help build emotionally close parent-child relationships. Nurturing relationships in the early childhood years foster a healthy sense of belonging, self-esteem, and well-being. The Family Place Libraries offer a well-designed space for play and

exploration among children and parent-child interaction. Comfortable seating for parents enables them to observe their children, make friends with other families, and browse through parenting materials (Todd-Wurm 2021).

Libraries serve as active resource brokers. They connect parents to social and health services, provide meals for eligible children during the summer months, and expose them to cultural institutions through free museum passes. At Denver Public Library one summer program offered excursions to the art museum and botanical garden that included passes and transportation. This provided an opportunity for families who might otherwise feel intimidated or not welcome to explore new interests and to share a common community experience with other families (McNeil 2021).

Libraries offer a wide range of assistance to support family economic well-being and community development (Mehra, Bishop, and Partee 2017b, 2018). Individual, family, social, and community economic development are strongly interconnected. At the micro-level (for individuals, family units), these range from entrepreneur education opportunities on finance management and workforce development to personal finance, tax preparation, and budgeting. For example, the Blount County Public Library in Maryville, Tennessee, identified a gap in family economic opportunities and limited support in their community. Librarians began offering a wide range of programming for adults in workforce training based on assessment and gap analysis of small businesses' skilled and unskilled employee needs and expectations (Mehra and Sikes 2021, 2021; Mehra, Bishop, and Partee 2017a).

At the meso-level, public libraries develop resources and programming especially tailored to specific family groups based on geography, race/ethnicity, national origins, age, etc. when these groups have specific human information behavior dynamics (e.g., information needs, information seeking practices, etc.) in local and regional settings. For example, the Texas State Library and Archives Commission is helping libraries increase their broadband access. It has assisted 145 library locations in Texas – mostly smaller community and rural libraries – obtaining higher internet speeds at lower costs through the federal E-rate discounts. With these connections libraries support workforce and technology training among the unemployed and underemployed as well as small business owners (Smith, 2021).

At the macro-level (i.e., societal), public libraries have been quite successful in partnering with local governments, academic institutions, not-for-profit organizations, and even corporations and industry, to create, design, and develop resources for and with families across urban, semi-urban, rural, and semi-rural locations (Mehra, Sikes, and Singh 2019, 2020). For example, Brooklyn Public Library has made significant contributions to local economic development through the involvement and participation of families cohesively linked to improvements in their early literacy and school readiness programs and small business workforce

support (The Urban Libraries Council 2007). The library is also committed to active inclusion and offers incarcerated persons and their families a comprehensive set of supports including an early childhood virtual visit that promotes family literacy and a reentry program with extensive partnerships that facilitate education, job training, and career development (Higgins 2021).

Social justice outcomes

Public libraries are striving toward more access, inclusion, and engagement of underserved families and communities. When their efforts are well planned, action-oriented, and collaborative they make a difference in the lives of children and families. Libraries will have different ways of operationalizing and measuring their successes and areas of improvement. The reviewed cases suggest three social justice outcomes: access, inclusion, and engagement.

Access refers to the ability to obtain and use library services. The outcomes that surfaced from our cases (Table 3) suggest that changes in library policies make a difference in terms of greater access to collections and services. For example, the borrowing of library collections by youth and families increases when library fines are eliminated.

Inclusion incorporates both access and equity. It is about providing opportunities to learn and participate in community among those who are not served by the library based on persistent cultural, historical, and social barriers. By intentionally being inclusive the case study libraries saw outcomes on participation and gaining new information, especially among families in difficult circumstances (Table 3). For example, library outreach to homeless families provides opportunities for family engagement in early learning and access to social services.

Engagement is an act of experiencing attention, interest, and emotional involvement in library collections, programs, and services. From an ecological perspective family engagement encompasses the relationship of parents and children, of librarians and families, as well as of families and the larger community. The cases surfaced a number of engagement outcomes on these various levels of relationships. For example, families connected with peers and community and developed positive relationships with librarians who were perceived to be friendly and respectful. Families were also able to empower themselves through the opportunities for continuing education, designing their own learning experiences, and giving voice to how they wanted libraries to better serve them (Table 3).

The case study libraries recognized that while they had made progress on their goals their efforts had to continue to change and improve. As one librarian wrote, "The nuanced, more effective, and authentic experiences that have resulted from our work in our communities have changed lives,

Table 3. Reported outcomes from case studies.

Outcomes	Case Authors [Book Chapter]
Access	
Families access collections and services though policy changes (e.g. fines, pandemic waivers)	Risley [Ch.6];Jones [Ch.18]; Thomas & Walter [Ch.14]; Brown [Ch.22]
Families access library services in venues other than the library itself.	Risley [Ch.6]; Roque & Widman [Ch.10]; Celano &Neuman [Ch.15]
Inclusion	
Families participate in library-based early education programs and activities.	Lopez & Caspe [Ch. 3]; Taylor, Pratt & Whelan [Ch.4]; Risley [Ch.6]; Lemmons & Chambers [Ch.8]; Roque & Widman [Ch.10]; McNeil [Ch.12]; Forehand [Ch. 16]; Todd-Wurm [Ch.17]; Toro [Ch.19]; Smith [Ch.21]
Families gain information about and access community resources and services.	McNeil [Ch.12]; Thomas & Walter [Ch.14] Celano &Neuman [Ch.15]; Forehand [Ch. 16]
Families participate in activities honoring diversity of historical experiences and cultural heritage.	Lemmons & Chambers [Ch.8]; Williams-Cockfield [Ch.5] Toro [Ch. 19]; Smith [Ch.21]
Families in difficult circumstances – e.g. homeless, low-income – access library collections and services.	Taylor, Pratt & Whelan [Ch.4]; Higgins [Ch.7]; Forehand [Ch. 16]; Todd-Wurm [Ch.17]
Engagement	
Families bond and support children's learning through library programs.	Taylor, Pratt & Whelan [Ch.4]; Smith [Ch.21]; Higgins [Ch.7]; Roque & Widman [Ch.10]; Hilburn & Stahl [Ch.11]; Celano &Neuman [Ch.15]; Brown [Ch.22]; Smith [Ch.21]
Families and librarians have positive relationships.	Lopez & Caspe [Ch.3]; Roque & Widman [Ch.10]; Hilburn & Stahl [Ch.11]; McNeil [Ch.12]
Families engage in adult education activities.	Lopez & Caspe [Ch.3]; Taylor, Pratt & Whelan [Ch.4]; McNeil [Ch.12]; Mehra & Sikes [Ch.20]
Families connect with peers and community.	Lopez & Caspe [Ch.3]; Taylor, Pratt & Whelan [Ch.4]; Hilburn & Stahl [Ch.11]; McNeil [Ch.12]; Celano &Neuman [Ch.15]; Forehand [Ch. 16]; Todd-Wurm [Ch.17]
Families are proactive in learning(have voice in programming; participate in programs based on interests; design their own learning experiences)	Roque & Widman [Ch.10]; Hilburn & Stahl [Ch.11]; Subramaniam & Clegg [Ch.9]; Roque & Widman [Ch.10]

changed our organization, and changed our county. And the work is just beginning!" (Risley 2021).

Conclusion

This article provides an initial framework of social justice operationalized in terms of its "who," "what," and "how" elements to develop public library services with underserved families. Taking bold leadership in extending access and critical literacy while leading alongside families in engagement and learning together can help develop social justice outcomes of equity and inclusivity. The methodological approach in the

application of a qualitative meta-analytic using case studies and librarian reflections can provide insights to other editors of collections to further revisit and develop the value of their works. The content-focused assessment of the approach in its social justice dimensions of collaborating with underserved families is of much significance to designers and developers in other educational settings such as early childhood and afterschool programs. The framework can also play an important role as a tool to guide in the training of librarians, collection developers, and service program designers and others as they navigate the complexities of engaging with families in their local and regional settings.

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Disclosure statement

Notes on contributors

M. Elena Lopez is an independent researcher whose work focuses on the ecology of learning, which includes the home, school, and community. Trained in social anthropology she is interested in the dynamic interplay of individual agency and system factors in promoting educational equity. She has worked at the Harvard Family Research Project and Global Family Research Project where she initiated research about the roles of public libraries in supporting family engagement in children's learning. She has also served on the Mountain View (CA) Library Board where she advocated policy improvements for greater access to library resources and services. Her publications include the reports *Public Libraries: A Vital Space for Family Engagement* and *Ideabook: Libraries for Families*. She is co-editor of *A Librarian's Guide to Engaging Families in Learning*.

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May 2024 Trustee Development Topic: Educating and Inspiring Youth Part 1

NOTE: *The library board organizes training sessions covering a range of community-related topics. These sessions are divided into two parts: the first meeting offers an overview of a topic, while the second meeting features staff discussing its practical approaches and implications for libraries.*

Trustee discussion based on article:

> M. Elena Lopez, Bharat Mehra & Margaret Capse (2023) An Exploratory Social Justice Framework to Develop Public Library Services with Underserved Families, Public Library Quarterly, 42:6, 576-601, DOI: 10.1080/01616846.2023.2187180

In reading the attached article prior to the meeting, please come prepared to respond to the following prompts:

1. Triangle- What are three important points related to children and youth library services?
2. Square- What squares with your thinking? What do you agree with?
3. Circle- What is still circling in your head? What questions do you have after reading this article?