



City of Appleton

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

Meeting Agenda - Final Library Board

Tuesday, June 18, 2024

4:30 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

[24-0787](#) May 14, 2024 Library Board Meeting Minutes

Attachments: [05-14-2024 Library Board Meeting Minutes.pdf](#)

5. **Public Participation & Communications**

[24-0788](#) Trustee Re-appointments: Brozek, Bunnow and Keller

Attachments: [Reappointment J. Brozek.pdf](#)

[Reappointment N. Bunnow.pdf](#)

[Reappointment J. Keller.pdf](#)

Establish Order of the Day

6. **Action Items**

[24-0789](#) Bill Register - May 2024

Attachments: [May 24 Bill Register.pdf](#)

[APL Financial Cash Flow-May 2024.pdf](#)

[24-0790](#) Budget Amendment - June 2024

Attachments: [June 24 Budget Amendment.pdf](#)

[24-0791](#) Request to Approve Brand Identity Refresh with Showcase Communications for an Amount not to Exceed \$18,000

Attachments: [Brand Identity Update Memo.pdf](#)
[Proposal_APL2024.pdf](#)

[24-0792](#) Approve Billing Winnebago County under Act 420 and Authorize the Outagamie Waupaca Library System (OWLS) to Coordinate Billing on Appleton Public Library's Behalf

Attachments: [Winnebago County Billing Memo June 2024.pdf](#)

[24-0793](#) Recommend to Approve Awarding Self-Checkout(s) Contract to Vendor MK Solutions for an Amount not to Exceed \$50,000

Attachments: [Self Check Vendor Recommendation 061224.pdf](#)

7. Information Items

A. Administrative Report

[24-0795](#) Building Project Update

Attachments: [May 2024 Building Project Update.pdf](#)

[24-0796](#) APL Hiring Process Update

[24-0797](#) Outagamie and Waupaca County Libraries Planning

Attachments: [County Library Planning memo to Boards 2024.pdf](#)

[24-0798](#) 2023 EOY Collaborative and Cooperative Efforts List

Attachments: [Library 2023 Year End Collaborative Cooperative Agreements List by Dept FIN](#)

B President's Report

[24-0799](#) Upcoming Summer Committee Meetings: Personnel & Policy Committee 6/25/2024 8:30am, Finance Committee TBD, Nominating Committee TBD

[24-0800](#) Staff Response to Article: An Exploratory Social Justice Framework to Develop Public Library Services and Underserved Families

Attachments: [Trustee Training_1_An Exploratory Social Justice Framework to Develop Public](#)

C. Staff Updates

[24-0801](#) Children's Program Updates

[24-0802](#) Community Partnerships Updates - Poet Laureate

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.



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Meeting Minutes 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

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

Present: 9 - Looker, Kellner, Scheuerman, Mann, Nett, Van Zeeland, Keller, Bunnow and Lee

Excused: 2 - Sivasamy and Brozek

4. Approval of minutes from previous meeting

[24-0593](#)

April 16, 2024 Meeting Minutes

Attachments: [4-16-2024 Library Board Meeting Minutes.pdf](#)

Van Zeeland moved, seconded by Scheuerman, that the April 16, 2024 Meeting Minutes be approved. Roll Call. Motion carried by the following vote:

Aye: 9 - Looker, Kellner, Scheuerman, Mann, Nett, Van Zeeland, Keller, Bunnow and Lee

Absent: 2 - Sivasamy and Brozek

5. Public Participation and Communications

Establish Order of the Day

President Mann called for a motion to place Action Items 24-0594, 24-0595, 24-0596 and 24-0606 on a Consent Agenda.

Kellner moved, seconded by Keller to place Action Items 24-0594, 24-0595, 24-0596 and 24-0606 on a Consent Agenda. Voice Vote. Motion Carried. (9-0)

6. Action Items

Scheuerman moved, seconded by Van Zeeland that the Consent Agenda be approved. Voice Vote. Motion Carried. (9-0)

[24-0594](#)

Bill Register - April 2024

Attachments: [April 24 Bill Register.pdf](#)
[APL Financial Cash Flow-April 2024.pdf](#)

This Report Action Item was approved

[24-0595](#)

E-rate Expense Memo May 2024

Attachments: [E-rate Expense Memo May 2024.pdf](#)

This Report Action Item was approved

[24-0596](#)

Appointment of Library Board Nominating Committee

Attachments: [President Mann Nominating Committee Memo.pdf](#)

This Report Action Item was approved

[24-0606](#)

Updated COA Vehicle Usage Policy

Attachments: [Vehicle Usage Policy Edits 2.16.24.pdf](#)

This Report Action Item was approved

7. Information Items

A. Administrative 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 Library Services with Underserved Families.pdf](#)
[Trustee Training_2_May 2024 Trustee Development Topic Instructions.pdf](#)

C. Staff Updates[24-0602](#)

Children's Program Updates

Attachments: [Community Mural.pdf](#)

[24-0603](#)

Community Partnerships Updates

8. Adjournment

Kellner moved, seconded by Bunnow that the Meeting be Adjourned. Voice Vote. Motion Carried. (9-0)

The Meeting was Adjourned at 1:37pm



CITY OF APPLETON

Office of the Mayor
Jacob A. Woodford
100 North Appleton Street
Appleton, WI 54911
p: 920.832.6400
f: 920.832.5962
Mayor@appleton.org

April 8, 2024

Jason Brozek

1402 N. Division St.
Appleton, WI 54911

Dear Jason,

Thank you for your continued service to the City of Appleton through your participation as a member of the Library Board of Trustees. The work of this board is vitally important to our community.

You have been, and will continue to be, involved in many important decisions regarding our community, and your input is very valuable. It is a pleasure to see citizens so interested in our city that they will take time out of their busy schedules to be a member of a board, committee, or commission.

Once again, I commend you for continuing to serve on the Library Board of Trustees, and I want to congratulate you on the Common Council's acceptance of your appointment on April 3, 2024.

Sincerely,

Jake Woodford
Mayor

cc: Colleen Rortvedt, Library Director



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April 8, 2024

John Keller

1146 E. Pacific St.
Appleton, WI 54911

Dear John,

Thank you for your continued service to the City of Appleton through your participation as a member of the Library Board of Trustees. The work of this board is vitally important to our community.

You have been, and will continue to be, involved in many important decisions regarding our community, and your input is very valuable. It is a pleasure to see citizens so interested in our city that they will take time out of their busy schedules to be a member of a board, committee, or commission.

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Sincerely,

Jake Woodford
Mayor

cc: Colleen Rortvedt, Library Director

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION
16010										Library Administration
16010	630100									Office Supplies
	001583	UNITED STATES POSTAL	124197	0	2024	5	INV P		24.56	pcard Postage for Mailing
	001983	AMAZON	124612	0	2024	5	INV P		9.99	pcard SLP log stamp
	002034	ODP BUSINESS SOLUTIO	123438	0	2024	5	INV P		50.38	pcard Copy Paper 6 Cases
	002034	ODP BUSINESS SOLUTIO	124280	0	2024	5	INV P		3.01	pcard Book Rings
	002034	ODP BUSINESS SOLUTIO	124281	0	2024	5	INV P		73.08	pcard Removable Tape
	002034	ODP BUSINESS SOLUTIO	124664	0	2024	5	INV P		98.06	pcard Post its, Sharpie P
	002034	ODP BUSINESS SOLUTIO	124665	0	2024	5	INV P		62.28	pcard Laminating Pouches
	002034	ODP BUSINESS SOLUTIO	124666	0	2024	5	INV P		106.16	pcard Tape, Book Rings, B
									392.97	
									ACCOUNT TOTAL	427.52
16010	630500									Awards & Recognition
	999990	CUSTOMINK LLC	124193	0	2024	5	INV P		141.76	pcard Volunteer Recogniti
									ACCOUNT TOTAL	141.76
16010	630700									Food & Provisions
	000835	MANDERFIELD'S BAKERY	123561	0	2024	5	INV P		81.60	052224 564467 Donuts, Muffins Sta
									ACCOUNT TOTAL	81.60
16010	641200									Advertising
	002158	CAREERBUILDER	123070	0	2024	5	INV P		239.67	051524 564334 April 2024 Postings
	002857	CREATIVE SIGN COMPAN	123174	0	2024	5	INV P		3,610.00	051524 564343 Remove and Reinstal
	999990	DISPLAYS2GO	124650	0	2024	5	INV P		193.20	pcard Acrylic Holder
									ACCOUNT TOTAL	4,042.87
16010	641307									Telephone
	999990	SPECTRUM	124559	0	2024	5	INV P		229.98	pcard SPECTRUM - Library
									ACCOUNT TOTAL	229.98
16010	641308									Cellular Phones
	000250	CELLCOM APPLETON PCS	124272	0	2024	5	INV P		62.25	pcard Staff Cellphones
									ACCOUNT TOTAL	62.25
16010	659900									Other Contracts/Obligation
	000544	FRIENDS OF APPLETON	124656	0	2024	5	INV P		420.00	pcard Friends Event - Sta
	001957	IMOBESTEG PIANO	122765	0	2024	5	INV P		170.00	050824 564245 Quarterly Tunig - G
	999990	WWW.CFFOXVALLEY.ORG	123427	0	2024	5	INV P		150.00	pcard Womens Fund Event -

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION	
				ACCOUNT TOTAL						740.00	
				ORG 16010		TOTAL				5,725.98	
16021				Library Children's Services							
16021	630100			Office Supplies							
001983	AMAZON	123474	0	2024	5	INV	P			8.69 pcard	Bingo Tokens
001983	AMAZON	123475	0	2024	5	INV	P			148.21 pcard	Summer Library Prog
001983	AMAZON	124176	0	2024	5	INV	P			10.49 pcard	SLP Decorations
001983	AMAZON	124177	0	2024	5	INV	P			120.80 pcard	SLP Decorations
001983	AMAZON	124178	0	2024	5	INV	P			15.14 pcard	SLP Decorations
001983	AMAZON	124303	0	2024	5	INV	P			8.99 pcard	CATW - Globe
001983	AMAZON	124565	0	2024	5	INV	P			69.04 pcard	Bird Seed, Crisco,
001983	AMAZON	124686	0	2024	5	INV	P			8.99 pcard	SLP Photo Backdrop
										390.35	
002034	ODP BUSINESS SOLUTIO	123438	0	2024	5	INV	P			75.57 pcard	Copy Paper 6 Cases
999990	VISTAPRINT	124651	0	2024	5	INV	P			19.29 pcard	General Business Ca
999990	VISTAPRINT	124652	0	2024	5	INV	P			28.08 pcard	Cooksey Business Ca
999990	MENARDS APPLETON EAS	124657	0	2024	5	INV	P			3.33 pcard	Sand
										50.70	
				ACCOUNT TOTAL						516.62	
16021	659900			Other Contracts/Obligation							
003175	ASL PARTNERS LLC	123554	0	2024	5	INV	P			426.40 052224	564441 Storytime - April &
				ACCOUNT TOTAL						426.40	
				ORG 16021		TOTAL				943.02	
16023				Library Public Services							
16023	630100			Office Supplies							
001034	OUTAGAMIE WAUPACA LI	123052	0	2024	5	INV	P			289.00 050824	564265 Receipt Paper & Win
002034	ODP BUSINESS SOLUTIO	123438	0	2024	5	INV	P			50.38 pcard	Copy Paper 6 Cases
				ACCOUNT TOTAL						339.38	
				ORG 16023		TOTAL				339.38	
16024				Library Community Partnerships							
16024	630100			Office Supplies							
001983	AMAZON	123478	0	2024	5	INV	P			35.71 pcard	May Teen Tuesday
001983	AMAZON	124517	0	2024	5	INV	P			4.02 pcard	SLP Kickoff
001983	AMAZON	124518	0	2024	5	INV	P			8.97 pcard	SLP Kickoff
001983	AMAZON	124670	0	2024	5	INV	P			87.26 pcard	2024 SLP Prizes
001983	AMAZON	124671	0	2024	5	INV	P			1.74 pcard	2024 SLP Prizes

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION	
001983	AMAZON		124672	0	2024	5	INV P		7.99	pcard	2024 SLP Prizes
									145.69		
002034	ODP BUSINESS SOLUTIO		123438	0	2024	5	INV P		75.57	pcard	Copy Paper 6 Cases
999990	FOX STAMP, SIGN & AP		123422	0	2024	5	INV P		72.74	pcard	Name Badges
999990	SHOP.CZUR		123901	0	2024	5	INV P		542.40	pcard	overhead scanner fo
999990	SIMPLYSTAMPS.COM		124194	0	2024	5	INV P		64.79	pcard	Summer Library Prog
999990	HOBBY-LOBBY #0193		124560	0	2024	5	INV P		1.31	pcard	SLP Kick-off Event
999990	THE HOME DEPOT #4928		124561	0	2024	5	INV P		24.72	pcard	SLP Kick-off Event
999990	VISTAPRINT		124651	0	2024	5	INV P		19.29	pcard	General Business Ca
									725.25		
ACCOUNT TOTAL									946.51		
16024	659900				Other Contracts/Obligation						
003153	CHRISTINE COHEN		123543	0	2024	5	INV P	100.00	052224	564451	Find Your Ancestors
ACCOUNT TOTAL									100.00		
ORG 16024 TOTAL									1,046.51		
16031					Library Building Operations						
16031	630600				Building Maint./Janitorial						
000113	ARAMARK REFRESHMENT		123856	0	2024	5	INV P	27.66	pcard		Mats, Mops
000113	ARAMARK REFRESHMENT		124198	0	2024	5	INV P	27.66	pcard		Mats & Mops
000113	ARAMARK REFRESHMENT		124273	0	2024	5	INV P	27.66	pcard		Mats & Mops
									82.98		
001333	TARTAN SUPPLY CO., I		124271	0	2024	5	INV P	179.78	pcard		Disinfectant wipes
002818	VESTIS		124654	0	2024	5	INV P	27.66	pcard		Mats & Mops
ACCOUNT TOTAL									290.42		
16031	632101				Uniforms						
999990	CUSTOMINK LLC		124269	0	2024	5	INV P	169.30	pcard		Operations Staff T-
ACCOUNT TOTAL									169.30		
16031	640700				Solid waste/Recycling Pickup						
001880	WASTE MANAGEMENT OF		124199	0	2024	5	INV P	718.40	pcard		College - Trash & R
ACCOUNT TOTAL									718.40		
16031	641301				Electric						
001575	WE ENERGIES		568	0	2024	5	INV P	1,710.28	050824	564310	0701172433-00271 E1
001575	WE ENERGIES		569	0	2024	5	INV P	1,738.25	052924	564608	0701172433-00271 E1

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION	
							3,448.53				
							ACCOUNT TOTAL				
							3,448.53				
16031	641302				Gas						
	001575	WE ENERGIES	568	0	2024	5	INV P	512.89	050824	564310 0701172433-00271 E1	
	001575	WE ENERGIES	569	0	2024	5	INV P	131.73	052924	564608 0701172433-00271 E1	
							644.62				
							ACCOUNT TOTAL				
							644.62				
16031	650200				Leases						
	003245	AMERICAN MANAGEMENT	123017	0	2024	5	INV P	10,482.87	050824	564203 May 2024 Lease - Co	
	003245	AMERICAN MANAGEMENT	124005	0	2024	5	INV P	12,421.56	052224	564437 June 2024 Lease - C	
							22,904.43				
							ACCOUNT TOTAL				
							22,904.43				
16031	659900				Other Contracts/Obligation						
	002229	STAR PROTECTION AND	122766	0	2024	5	INV P	7,565.75	050824	564282 Security Guard - AP	
							ACCOUNT TOTAL				
							7,565.75				
				ORG 16031		TOTAL		35,741.45			
16032			Library Materials Management								
16032	503500				Other Reimbursements						
	001446	VILLAGE OF KIMBERLY	123057	0	2024	5	INV P	10.00	051524	564427 Patron Material Rei	
	001447	VILLAGE OF LITTLE CH	123984	0	2024	5	INV P	14.00	052224	564506 Patron Material Rei	
	001598	CITY OF NEW LONDON	122757	0	2024	5	INV P	16.95	050824	564217 Patron Material Rei	
	001615	DOOR COUNTY LIBRARY	124011	0	2024	5	INV P	11.00	052924	564540 Patron Material Rei	
	999998	EDURNE POGGIARANDA	123124	0	2024	5	INV P	197.91	051524	564382 TRIP REFUND- LIBRAR	
	999998	MARLA UHLENBRAUCK	123544	0	2024	5	INV P	35.00	052224	564478 Patron Material Rei	
	999998	SUSAN HOWE	123546	0	2024	5	INV P	30.00	052224	564480 Patron Material Rei	
	999998	JOAN RIBBONS	124008	0	2024	5	INV P	29.00	052924	564569 Patron Material Rei	
	999998	DEBRA HELLER	124010	0	2024	5	INV P	10.00	052924	564567 PATRON MATERIAL REI	
							301.91				
							ACCOUNT TOTAL				
							353.86				
16032	620100				Training/Conferences						
	999990	UWCC REGISTRATIONS	124519	0	2024	5	INV P	324.00	pcard	Online course regis	
	999990	UWCC REGISTRATIONS	124614	0	2024	5	INV P	247.50	pcard	Online course regis	

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP	S	CHECK RUN	CHECK	DESCRIPTION
							571.50			
							ACCOUNT TOTAL	571.50		
16032	630100			Office Supplies						
001034	OUTAGAMIE WAUPACA LI	123052	0	2024	5	INV	P	80.00	050824	564265 Receipt Paper & Win
002034	ODP BUSINESS SOLUTIO	123438	0	2024	5	INV	P	50.38	pcard	Copy Paper 6 Cases
002259	DEMCO SOFTWARE	123895	0	2024	5	INV	P	558.69	pcard	Spine Label Tape
999990	CCI SOLUTIONS	124597	0	2024	5	INV	P	303.19	pcard	Media cases
							ACCOUNT TOTAL	992.26		
16032	631500			Books & Library Materials						
000468	FINDAWAY WORLD, LLC	124572	0	2024	5	INV	P	403.93	pcard	425889
000468	FINDAWAY WORLD, LLC	124628	0	2024	5	INV	P	117.98	pcard	425890
							521.91			
000889	MIDWEST TAPE	124566	0	2024	5	INV	P	904.07	pcard	505404665-505424483
000889	MIDWEST TAPE	124567	0	2024	5	INV	P	5,788.64	pcard	505411417
000889	MIDWEST TAPE	124687	0	2024	5	INV	P	772.13	pcard	505469301, 50549743
							7,464.84			
001405	UPS SUPPLY CHAIN SOL	124569	0	2024	5	INV	P	16.43	pcard	1ZR449350399800589
001405	UPS SUPPLY CHAIN SOL	124627	0	2024	5	INV	P	2.59	pcard	1ZR449350399800589b
							19.02			
001983	AMAZON	124248	0	2024	5	INV	P	49.94	pcard	114-0424600-4898630
001983	AMAZON	124249	0	2024	5	INV	P	10.23	pcard	114-4359201-5437829
001983	AMAZON	124250	0	2024	5	INV	P	32.93	pcard	114-8725768-9632218
001983	AMAZON	124251	0	2024	5	INV	P	28.37	pcard	114-0221251-1805033
001983	AMAZON	124252	0	2024	5	INV	P	9.99	pcard	114-7667096-0789027
001983	AMAZON	124318	0	2024	5	INV	P	43.48	pcard	114-8103639-1390615
001983	AMAZON	124319	0	2024	5	INV	P	22.96	pcard	114-0018034-7017839
001983	AMAZON	124320	0	2024	5	INV	P	19.95	pcard	114-1712733-6749002
001983	AMAZON	124321	0	2024	5	INV	P	10.99	pcard	114-8459353-3623429
001983	AMAZON	124530	0	2024	5	INV	P	19.96	pcard	114-3317477-9916214
001983	AMAZON	124570	0	2024	5	INV	P	39.96	pcard	114-9032298-4218642
001983	AMAZON	124571	0	2024	5	INV	P	79.92	pcard	114-9032298-4218642
001983	AMAZON	124706	0	2024	5	INV	P	50.03	pcard	114-2049191-4709854
001983	AMAZON	124707	0	2024	5	INV	P	10.35	pcard	114-1280721-3209038
001983	AMAZON	124708	0	2024	5	INV	P	22.95	pcard	114-3317324-6427444
001983	AMAZON	124709	0	2024	5	INV	P	24.95	pcard	114-3317324-6427444
001983	AMAZON	124710	0	2024	5	INV	P	7.50	pcard	114-5557174-9735437
001983	AMAZON	124711	0	2024	5	INV	P	31.52	pcard	114-4590694-3137808

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S	CHECK RUN	CHECK	DESCRIPTION	
							515.98			
002396	INGRAM LIBRARY SERV	124521	0	2024	5 INV P	688.30	pcard		81706613	
002396	INGRAM LIBRARY SERV	124522	0	2024	5 INV P	341.54	pcard		81713501	
002396	INGRAM LIBRARY SERV	124523	0	2024	5 INV P	2,725.18	pcard		81665475	
002396	INGRAM LIBRARY SERV	124524	0	2024	5 INV P	280.83	pcard		81683352	
002396	INGRAM LIBRARY SERV	124525	0	2024	5 INV P	294.20	pcard		81691790	
002396	INGRAM LIBRARY SERV	124526	0	2024	5 INV P	40.08	pcard		81621142	
002396	INGRAM LIBRARY SERV	124527	0	2024	5 INV P	273.67	pcard		81639391	
002396	INGRAM LIBRARY SERV	124528	0	2024	5 INV P	74.30	pcard		81649750	
002396	INGRAM LIBRARY SERV	124529	0	2024	5 INV P	258.22	pcard		81649749	
002396	INGRAM LIBRARY SERV	124573	0	2024	5 INV P	1,378.98	pcard		81744901	
002396	INGRAM LIBRARY SERV	124574	0	2024	5 INV P	268.76	pcard		81726176	
002396	INGRAM LIBRARY SERV	124575	0	2024	5 INV P	215.81	pcard		81744900	
002396	INGRAM LIBRARY SERV	124576	0	2024	5 INV P	823.77	pcard		81770254	
002396	INGRAM LIBRARY SERV	124577	0	2024	5 INV P	226.11	pcard		81819628	
002396	INGRAM LIBRARY SERV	124578	0	2024	5 INV P	198.83	pcard		81813315	
002396	INGRAM LIBRARY SERV	124579	0	2024	5 INV P	339.15	pcard		81786011	
002396	INGRAM LIBRARY SERV	124580	0	2024	5 INV P	510.86	pcard		81786012	
002396	INGRAM LIBRARY SERV	124629	0	2024	5 INV P	-15.65	pcard		81756039	
002396	INGRAM LIBRARY SERV	124630	0	2024	5 INV P	346.38	pcard		81834248	
002396	INGRAM LIBRARY SERV	124631	0	2024	5 INV P	56.48	pcard		81852957	
002396	INGRAM LIBRARY SERV	124632	0	2024	5 INV P	479.25	pcard		81870930	
002396	INGRAM LIBRARY SERV	124633	0	2024	5 INV P	318.19	pcard		81907049	
002396	INGRAM LIBRARY SERV	124634	0	2024	5 INV P	717.08	pcard		81921034	
002396	INGRAM LIBRARY SERV	124635	0	2024	5 INV P	1,312.05	pcard		81877545	
002396	INGRAM LIBRARY SERV	124688	0	2024	5 INV P	1,187.97	pcard		81985149	
002396	INGRAM LIBRARY SERV	124689	0	2024	5 INV P	804.26	pcard		82002474	
002396	INGRAM LIBRARY SERV	124690	0	2024	5 INV P	521.86	pcard		81978019	
002396	INGRAM LIBRARY SERV	124691	0	2024	5 INV P	-109.30	pcard		81913638, 81864682	
002396	INGRAM LIBRARY SERV	124692	0	2024	5 INV P	199.24	pcard		81940174	
002396	INGRAM LIBRARY SERV	124693	0	2024	5 INV P	1,001.82	pcard		81960077	
002396	INGRAM LIBRARY SERV	124694	0	2024	5 INV P	548.47	pcard		82025432	
							16,306.69			
002830	KANOPY, INC	124029	0	2024	5 INV P	592.20	052924	564560	INV. 398958	
999990	VIDEOLIBRARIAN.COM	124520	0	2024	5 INV P	50.00	pcard		1424	
999990	THOMSON WEST*TCD	124568	0	2024	5 INV P	1,229.28	pcard		850098544	
999990	SALTSPORTS* FLY-SLS	124581	0	2024	5 INV P	-29.00	pcard		SO240423CR	
999990	C2ER-LMI	124582	0	2024	5 INV P	190.00	pcard		4KLD10V6CL	
999990	MDC*MAGNOLIA JOURNAL	124583	0	2024	5 INV P	25.00	pcard		SO240506	
							1,465.28			
ACCOUNT TOTAL							26,885.92			
16032	659900				Other Contracts/Obligation					
001398	UNIQUE MANAGEMENT SE	123050	0	2024	5 INV P	305.35	050824	564299	Collection Agency -	

INVOICE LIST BY GL ACCOUNT

YEAR/PERIOD: 2024/5 TO 2024/5		ACCOUNT/VENDOR	DOCUMENT	PO	YEAR/PR	TYP S	CHECK RUN	CHECK	DESCRIPTION	
ACCOUNT TOTAL									305.35	
ORG 16032 TOTAL									29,108.89	
16033			Library Network Services							
16033	632700	Miscellaneous Equipment								
000362	DELL MARKETING L.P.	123467	0	2024	5 INV P	1,577.00	pcard		Two new Dell Latitu	
001983	AMAZON	123918	0	2024	5 INV P	45.56	pcard		Rack Studs for serv	
001983	AMAZON	124683	0	2024	5 INV P	159.98	pcard		SSD replacement for	
							205.54			
999990	IN *TRAF-SYS INC.	123470	0	2024	5 INV P	240.00	pcard		IN *TRAF-SYS INC. -	
999990	MONOPRICE, INC.	123917	0	2024	5 INV P	98.61	pcard		Network cables from	
							338.61			
ACCOUNT TOTAL									2,121.15	
16033	641800	Equip Repairs & Maint								
000911	MODERN BUSINESS MACH	123966	0	2024	5 INV P	196.91	052224	564482	Copier Contract - M	
000911	MODERN BUSINESS MACH	124354	0	2024	5 INV P	201.00	052924	564571	Copier Contract - M	
							397.91			
ACCOUNT TOTAL									397.91	
16033	659900	Other Contracts/Obligation								
000446	FAITH TECHNOLOGIES,	123049	0	2024	5 INV P	47,460.00	050824	564230	Erate Library Netwo	
ACCOUNT TOTAL									47,460.00	
16033	681500	Software Acquisition								
001619	CDW GOVERNMENT, INC.	124615	0	2024	5 INV P	2,807.12	pcard		Veeam server backup	
999990	ZOOM.US 888-799-9666	124682	0	2024	5 INV P	1,739.80	pcard		Monthly Zoom renewa	
ACCOUNT TOTAL									4,546.92	
ORG 16033 TOTAL									54,525.98	
FUND 100 General Fund							TOTAL:		127,431.21	

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



Appleton Public Library Cash Flow Report May-2024 YTD										
GL Account	ACCOUNT DESCRIPTION	ORIGINAL APPROP	REVISED BUDGET	JAN ACTUAL	FEB ACTUAL	MAR ACTUAL	APR ACTUAL	MAY 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	\$0.00	\$668,676.50	57%
480100	General Charges for Service	\$0.00	\$0.00	\$32.37	\$3.82	\$138.11	\$15.51	\$45.80	\$235.61	100%
500100	Fees & Commissions	\$0.00	\$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	\$0.00	100%
502000	Donations & Memorials	\$0.00	\$0.00	\$0.00	\$12.02	\$0.74	\$1.86	\$1.71	\$16.33	100%
503500	Other Reimbursements	\$45,600.00	\$100,300.00	\$56,102.70	(\$52,765.06)	\$82,075.98	\$2,951.00	(\$5,394.33)	\$82,970.29	83%
Total Revenue		\$1,110,405.00	\$1,266,328.00	\$56,135.07	(\$52,749.22)	\$82,214.83	\$671,644.87	(\$5,346.82)	\$751,898.73	59%

Expense	JAN	FEB	MAR	APR	MAY	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)	(\$175,375.92)	(\$874,746.97)	35%
610400 Call Time Wages	\$0.00	\$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)	(\$409.01)	(\$1,159.97)	100%
610800 Part-Time Wages	(\$212,587.00)	(\$254,356.00)	(\$5,422.70)	(\$22,248.77)	(\$21,287.96)	(\$17,249.37)	(\$17,453.79)	(\$83,662.59)	33%
611400 Sick Pay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$276.17)	\$0.00	(\$276.17)	100%
611500 Vacation Pay	\$0.00	\$0.00	(\$6,171.48)	(\$9,635.05)	(\$19,460.81)	(\$20,927.62)	(\$14,325.54)	(\$70,520.50)	100%
615000 Fringes	(\$891,233.00)	(\$889,448.00)	\$0.00	\$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)	(\$13,256.64)	(\$71,989.17)	100%
615200 Retirement	\$0.00	\$0.00	(\$11,263.46)	(\$12,276.91)	(\$18,088.53)	(\$12,160.46)	(\$12,192.67)	(\$65,982.03)	100%
615301 Health Insurance	\$0.00	\$0.00	(\$17,578.60)	(\$42,654.66)	(\$34,588.50)	(\$38,954.19)	(\$39,275.60)	(\$173,051.55)	100%
615302 Dental Insurance	\$0.00	\$0.00	(\$1,281.65)	(\$3,169.23)	(\$2,442.02)	(\$2,760.59)	(\$2,726.64)	(\$12,380.13)	100%
615400 Life Insurance	\$0.00	\$0.00	(\$87.60)	(\$63.00)	(\$120.40)	(\$102.70)	(\$96.00)	(\$469.70)	100%
Personnel Services	(\$3,579,902.00)	(\$3,635,877.00)	(\$138,400.60)	(\$285,547.18)	(\$379,795.86)	(\$275,383.33)	(\$275,111.81)	(\$1,354,238.78)	37%

Expense	JAN	FEB	MAR	APR	MAY	YTD TOTAL	% USED		
620100 Training/Conferences	(\$23,234.00)	(\$25,694.00)	(\$3,864.19)	\$3,367.04	(\$5,414.46)	(\$5,227.91)	(\$571.50)	(\$11,711.02)	46%
620200 Mileage Reimbursement	\$0.00	\$0.00	(\$60.00)	(\$714.00)	\$594.00	(\$60.00)	(\$60.00)	(\$300.00)	100%
620600 Parking Permits	(\$5,000.00)	(\$5,000.00)	(\$1,440.00)	\$1,057.00	(\$1,057.00)	\$0.00	\$0.00	(\$1,440.00)	29%
630100 Office Supplies	(\$35,517.00)	(\$58,909.00)	(\$2,152.77)	(\$1,218.19)	(\$1,608.20)	(\$4,774.81)	(\$3,623.02)	(\$13,376.99)	23%
630300 Memberships & Licenses	(\$2,200.00)	(\$2,200.00)	(\$162.00)	\$7.00	(\$665.07)	(\$374.00)	\$0.00	(\$1,194.07)	54%
630500 Awards & Recognition	(\$850.00)	(\$3,850.00)	\$0.00	(\$769.15)	\$348.35	\$0.00	(\$465.11)	(\$885.91)	23%
630600 Building Maint./Janitor	(\$7,000.00)	(\$7,210.00)	(\$714.25)	(\$1,603.86)	\$969.19	(\$1,320.65)	(\$750.09)	(\$3,419.66)	47%
630700 Food & Provisions	(\$1,135.00)	(\$3,135.00)	(\$345.70)	\$14.97	(\$485.29)	(\$84.25)	(\$233.90)	(\$1,134.17)	36%
630902 Tools & Instruments	(\$150.00)	(\$150.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
631500 Books & Library Materials	(\$475,000.00)	(\$500,540.00)	(\$85,946.96)	(\$24,058.04)	(\$48,998.46)	(\$30,570.09)	(\$32,086.15)	(\$221,659.70)	44%
632001 City Copy Charges	(\$100.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100%
632002 Outside Printing	\$0.00	(\$3,688.00)	(\$210.96)	\$210.96	(\$210.96)	\$0.00	\$0.00	(\$210.96)	6%
632101 Uniforms	\$0.00	\$0.00	\$0.00	(\$161.25)	\$161.25	\$0.00	(\$169.30)	(\$169.30)	100%
632300 Safety Supplies	(\$550.00)	(\$550.00)	(\$165.22)	(\$68.54)	\$13.54	\$0.00	(\$55.00)	(\$275.22)	50%
632700 Miscellaneous Equipment	(\$28,630.00)	(\$35,630.00)	(\$3,505.42)	\$3,037.22	(\$3,928.31)	(\$1,776.50)	(\$2,121.15)	(\$8,294.16)	23%
640700 Solid Waste/Recycling	(\$1,200.00)	(\$5,200.00)	(\$311.79)	(\$556.21)	(\$229.50)	\$0.00	(\$718.40)	(\$1,815.90)	35%
641200 Advertising	(\$1,288.00)	(\$5,695.00)	(\$106.98)	(\$2,500.30)	\$1,866.37	(\$239.75)	(\$4,451.75)	(\$5,432.41)	100%
641301 Electric	(\$30,000.00)	(\$42,000.00)	(\$2,418.39)	(\$8,663.76)	\$7,076.93	(\$1,859.89)	(\$3,448.53)	(\$9,313.64)	22%
641302 Gas	(\$20,000.00)	(\$24,000.00)	(\$1,884.70)	(\$8,815.31)	\$7,805.25	(\$864.63)	(\$644.62)	(\$4,404.01)	18%
641303 Water	\$0.00	\$0.00	\$0.00	(\$185.00)	(\$264.05)	\$0.00	(\$185.00)	(\$634.05)	100%
641304 Sewer	\$0.00	\$0.00	\$0.00	(\$51.00)	(\$87.76)	\$0.00	(\$58.40)	(\$197.16)	100%
641306 Stormwater	\$0.00	\$0.00	\$0.00	(\$793.97)	(\$2,127.14)	\$0.00	(\$785.34)	(\$3,706.45)	100%
641307 Telephone	(\$5,298.00)	(\$5,298.00)	(\$794.11)	(\$313.86)	(\$849.58)	(\$742.95)	(\$596.94)	(\$3,297.44)	62%
641308 Cellular Phones	(\$1,300.00)	(\$1,300.00)	(\$62.25)	(\$41.50)	\$40.50	(\$62.25)	(\$62.25)	(\$187.75)	14%
641600 Build Repairs & Maint	(\$2,000.00)	(\$2,000.00)	\$0.00	\$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)	(\$397.91)	(\$30,145.64)	47%
642000 Facilities Charges	(\$100,565.00)	(\$97,551.00)	\$0.00	(\$5,738.34)	(\$13,722.42)	(\$2,381.09)	(\$2,920.37)	(\$24,762.22)	25%
644000 Snow Removal Services	(\$50,000.00)	(\$50,000.00)	\$0.00	\$0.00	(\$4,589.00)	\$0.00	\$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	(\$22,904.43)	(\$64,661.49)	43%
659900 Other Contracts/Obligation	(\$118,817.00)	(\$157,824.00)	(\$9,898.02)	(\$7,916.09)	(\$8,725.95)	(\$72,117.67)	(\$57,240.50)	(\$155,898.23)	99%
681500 Software Acquisition	(\$4,498.00)	(\$4,498.00)	(\$40.00)	(\$3,414.31)	\$3,224.61	(\$742.50)	(\$4,847.83)	(\$5,820.03)	129%
Operating Expense	(\$1,113,587.00)	(\$1,256,149.00)	(\$135,271.86)	(\$67,101.82)	(\$101,993.36)	(\$135,172.05)	(\$139,397.49)	(\$578,936.58)	46%
Personnel Services	(\$3,579,902.00)	(\$3,635,877.00)	(\$138,400.60)	(\$285,547.18)	(\$379,795.86)	(\$275,383.33)	(\$275,111.81)	(\$1,354,238.78)	
Operating Expense	(\$1,113,587.00)	(\$1,256,149.00)	(\$135,271.86)	(\$67,101.82)	(\$101,993.36)	(\$135,172.05)	(\$139,397.49)	(\$578,936.58)	
Total Expense	(\$4,693,489.00)	(\$4,892,026.00)	(\$273,672.46)	(\$352,649.00)	(\$481,789.22)	(\$410,555.38)	(\$414,509.30)	(\$1,933,175.36)	

Total Revenue \$1,110,405.00 \$1,266,328.00 \$56,135.07 (\$52,749.22) \$82,214.83 \$671,644.87 (\$5,346.82) \$751,898.73

CITY OF APPLETON
BUDGET AMENDMENT REQUEST
Budget Year 2024

<u>Description</u>	ORG	OBJECT	PROJ (in GL)		<u>Amount</u>
	PROJECT	SEG 1	SEG 2	SEG 3	
Children's - Other Reim	16021	503500			\$ 200
Children's - Office Supplies	16021	630100			\$ 200
ROR - Other Reim	LIB-ROR	ADMIN	OTHREIMB		\$ 419
Lib Grants - Books & Lib Mtls	2550	631500			\$ 419

For the purpose of:

- *PBS Kids Stipend
- *UW ROR Funding

Requested by:

 Department Head

 Date

Information:

Action:

 Finance Director

 Date

 Mayor

 Date

Reported to Finance Committee:

 Date

 Date

Finance comments:

Budget Entry (BE) No.: _____



CITY OF APPLETON

Appleton Public Library
3000 E. College Ave., Suite B
Appleton, WI 54915
p: 920.832.6173
www.apl.org

To: Appleton Public Library Board of Trustees

From: Tina Krueger, Communications Coordinator

Date: 6-18-2024

Subject: Request to Approve Brand Identity Refresh with Showcase

Communications for an amount not to exceed \$18,000

I request your approval to contract with Showcase Communications to refresh the Appleton Public Library brand identity.

The proposed refresh coincides with the opening of the new building, helping us to fully illustrate the library's vision and mission through our brand identity.

Project objectives include:

- Creating a modern identity reflective of the library brand, including logo design, tagline/positioning statement, color palette and typography.
- Aligning the library's brand standards with the City of Appleton brand standards.
- Creating supporting collateral to bring the new brand identity to life, including stationery and various communication templates.

Showcase Communications recently worked with the City of Appleton on their brand identity update. By contracting with them on the library brand identity refresh, we will be able to reach our project objectives more efficiently and effectively.

Project cost is not to exceed \$18,000. Attached is the full brand identity refresh proposal submitted by Showcase Communications.



Date: May 14, 2024

Name: Tina Krueger

Organization: Appleton Public Library

Description: Brand Identity Refresh

Showcase Communications is pleased to present this proposal to the Appleton Public Library. We understand the impact strategic communications and branding have in building public awareness, stakeholder engagement, and trust for high-profile public entities such as the library. This proposal outlines our approach and process for your brand identity refresh.

Project Objectives

- Create a modern identity reflective of the library brand.
- Align the library's brand standards with the City of Appleton's brand standards.
- Create supporting collateral that helps to bring the new brand identity to life.

Project Branding & Marketing Goals

- **Recognition**- Create a brand identity that builds on the past, connects with the Appleton City Brand, and resonates with target audiences.
- **Spark an Emotional Connection** - Inspire patrons to engage with the new library and explore different ways to engage.
- **Differentiation** - Create a brand identity differentiating the library from other community centers.
- **Consistency** - Ensure all marketing materials and communications maintain consistency, improving message comprehension and clarity.

Strategy and Approach

Phase 1 Visual Identity

1. Brand Discovery

This includes asset collection, a stakeholder discovery session, market research, target audience identification, a brand discovery report and a creative brief compilation. After the creative brief and recommendations are approved, we move forward to the next phase.

2. Brand Identity Development and Stakeholder Focus Group

This includes strategy/concept development, art direction, logo design, color palette, tagline/positioning statement (optional) and typography. We will present three distinct concepts to a chosen focus group and include supporting research and rationale for each concept. Following the focus group session, we will collect feedback and make final recommendations on the preferred direction.

3. Brand Guidelines

Creation of brand guidelines that outline the rules surrounding the Appleton Public Library's new brand identity. As part of the guidelines, we will outline the brand architecture and relationship between the City of Appleton brand and the new library brand identity.

Along with the brand guidelines, we will create eight (8) brand collateral templates, including:

- Memo
- Letterhead
- Notepad
- Envelope
- Business card
- Press release
- Staff badge
- One mass email header

Upon final approval, all files, including the accompanying strategy work, will be delivered digitally as pdfs or final working files.

Brand Identity Engagement Fee: \$14,000

Timeline: June - September, 2024

Phase 2 - Additional Collateral

4. Branded Project Presentation Deck

Cost includes a templated slide presentation deck to align with the project's brand identity. Appleton Public Library staff can use this presentation deck when communicating or engaging stakeholders.

The deliverable includes art direction, layout/ design, and one round of revisions of a presentation designed in Microsoft PowerPoint. Final files delivered digitally.

Deliverable fee range: \$1,000 - \$1,500

5. Library Card

The deliverable includes concept art direction, design/layout and one round of revisions for a new library card that incorporates the library's new logo, color scheme, and necessary cardholder information.

Deliverable fee range: \$500 - \$750

6. Brochure

The deliverable includes strategy, concept and art direction, design/layout, copywriting, and one round of revisions for a new library brochure highlighting the new brand identity.

Deliverable fee range: \$1,500 - \$2,000

7. Library Map

The deliverable includes strategy, concept and art direction, design/layout, copywriting, and one round of revisions for a new library map highlighting the new building.

Deliverable fee range: \$1,500 - \$2,000

Payment Terms: We require 50 percent of the engagement fee at project initiation and 50% midway through the brand identity development (phase 1). Additional projects will be billed upon project completion. Payment terms net 15.

Please Note: This is a high-level estimate and can be further customized based on the specific needs and feedback from the project team. These estimates do not reflect out-of-pocket

expenses such as printing, additional vendor services, etc. Depending on specifics learned through the engagement, this estimate may be subject to change.

Conclusion

This proposal sets the stage for a successful brand identity development for the Appleton Public Library. We welcome the opportunity to discuss this proposal further and answer any questions you may have. Thank you for considering our services; we look forward to working together.

Sincerely,

Tara Brzozowski

Showcase Communications

tara@showcasecomms.com

(920) 410-2807

About Showcase Communications

Showcase Communications is owned by [Tara Brzozowski](https://www.linkedin.com/in/tarabrzozowski) (linkedin.com/in/tarabrzozowski), a marketing communications strategist and practitioner with 20+ years of experience driving educational marketing campaigns for high-profile organizations and causes. Tara has established deep relationships and respect with many leaders and influencers in Northeast Wisconsin.

Qualifications include:

- Marketing Communications Director for the Fox Cities Performing Arts Center (2004 - 2013)
 - In the start-up phase, Tara helped the Center create a positive brand reputation with the stakeholders and the public.
- Element Public Relations Director (2013 – 2022)
 - Built a successful public relations department from the ground up.
 - Served over 30 PR clients in N.E.W., including Appleton International Airport (ATW), Fox Cities Convention and Visitors Bureau, The Building for Kids, Future Neenah, and more.
- Community Volunteer Leadership Roles
 - Octoberfest Marketing Lead (2014 -2019)
 - Appleton City Parades Marketing Lead (2023 - president)
- Strategic-minded and results-focused
 - MBA – Business & Marketing, University of Wisconsin-Oshkosh
 - BBA – Business & Marketing University of Wisconsin-Madison
- Smart, critical thinker who can translate a vision into action but is also willing to “roll up her sleeves” to get the job done.

References

“Cookie-cutter marketing is not in Tara Brzozowski’s wheelhouse! She is too creative for that. Tara is a great communicator and completely embraces her role as an advocate for her clients. Her sincere devotion to delivering a successful campaign is evidenced by her diligent follow-through. She lives outside the box.”

- **Eric Stadler**, Former Octoberfest Chairman of the Board and Appleton Flag Day Parade Committee
920-450-6907
Estadler@trustwf.com

“Tara delivers confidence on projects, and she has the rare ability to quickly understand a client’s brand, marketing and public relations position and then strategically move that brand forward.”

- **Patrick Tracey**, Former Marketing & Air Service Manager Director at Appleton International Airport
Ptracey100@gmail.com
920-376-0264

Danielle Block, P.E. Director of Public Works, City of Appleton
danielle.block@appleton.org
(920) 832-6474

Jennifer Stephany, Executive Director Appleton Downtown, Inc.
jennifer@appletondowntown.org
(920)538-2026



CITY OF APPLETON

Appleton Public Library
3000 E. College Ave., Suite B
Appleton, WI 54915
p: 920.832.6173
www.apl.org

To: Library Board of Trustees

From: Colleen Rortvedt, Library Director

Date: June 5, 2024

Subject: Approve billing Winnebago County under Act 420 and authorize the Outagamie Waupaca Library System to coordinate billing on Appleton Public Library's behalf.

I recommend the Appleton Public Library (APL) begin billing Winnebago County in accordance with Act 420 and coordinate billing with the Outagamie Waupaca Library System (OWLS) on the library's behalf.

This change aims to ensure that the services provided by our library are compensated for when utilized by residents of Winnebago County who reside in communities that have not established a library. Act 420 allows libraries to seek reimbursement for such usage, helping to offset the costs incurred.

Billing will be calculated using the terms provided by Wisconsin State Statute, which provides a formula based on Wisconsin Public Library Service Data. The first year of billing will occur in 2025 using data from 2023, in accordance with the terms of Act 420, and is projected to be \$107,484 for APL.

We will be working closely with OWLS to implement this billing process effectively and are implementing this billing simultaneously with libraries in Outagamie and Winnebago Counties. We will incorporate the projected bill as revenue within our 2025 budget development process as intergovernmental revenue.

Should you have any questions, please do not hesitate to reach out.



CITY OF APPLETON

Appleton Public Library
3000 E. College Ave., Suite B
Appleton, WI 54915
p: 920.832.6173
www.apl.org

To: Appleton Public Library Board of Trustees

From: Owen Anderson, Public Services Supervisor

Date: 6/12/2024

Subject: Recommend to approve awarding self-checkout(s) contract to vendor MK

Solutions for an amount not to exceed \$50,000

In 2023, the City of Appleton Common Council approved a \$50,000 capital improvement plan for the renewal of self-checkout machines and RFID pads at the Appleton Public Library. In April, the library put out a request for proposal and received proposals from four vendors. A staff committee reviewed proposals, met with vendors, and reviewed references. After careful consideration, we recommend the library award the self-checkout contract to MK Solutions, due to the proposal being within budget and meeting all project specifications.

Sincerely,

Owen Anderson
Public Services Supervisor
Appleton Public Library
920-832-6180



May 2024 Building Project Update



Tina Krueger
Communication Coordinator



Construction Updates

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

- Geothermal well drilling continues.
- Installation of drywall bottoms on ground level.
- Tape and finishing on ground level.
- Painting ceiling at lower-level main area, back of house and east side of library.
- Installation of acoustical ceiling grid on lower level.
- Installation of concrete masonry unit at passenger elevator.
- Erecting columns and beams at addition.
- Installation of roof drain angels and decking at addition.
- Framing exterior walls on upper level.
- Removal of stones from west and east rooftops.

- Setting new switch gear.
- Freight elevator expected to be delivered by end of month.

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. 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](#).



West Elevation



South Elevation - Meeting Rooms & Staff Break Room



South Elevation - Framing The Commons



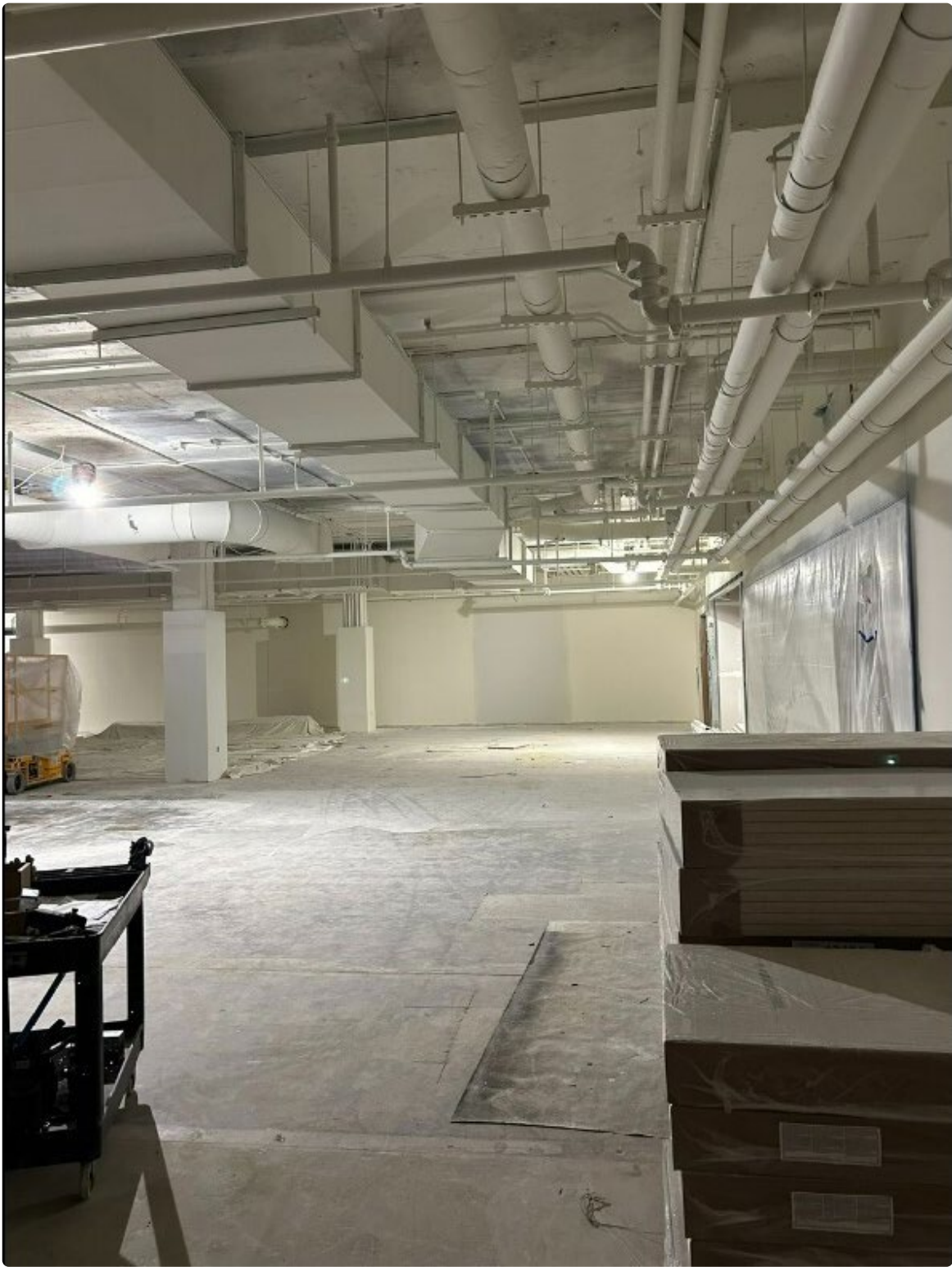
South Elevation - The Commons & Meeting Rooms



South Elevation - Meeting Rooms & Staff Break Room



South Elevation - The Commons & Meeting Rooms



Children's Collection Area - Lower Level



Demolition of Old Switch Gear



Air Handling Unit in Mechanical Room

[View in SharePoint](#)

Memo

Outagamie Waupaca Library System

3373 West Brewster Street
Appleton, WI 54914
920 832-6190



Date: June 4, 2024
To: All OWLS member libraries' Boards of Trustees
From: Bradley Shipps, Director, Outagamie Waupaca Library System
Subject: Outagamie and Waupaca Counties Library Planning
Cc: All OWLS member libraries' Directors

Wisconsin counties that participate in public library systems are responsible for providing library services to county residents who reside outside of communities that maintain their own libraries. Because Outagamie and Waupaca Counties are members of the Outagamie Waupaca Library System (OWLS), each county is required to engage in regular planning to ensure that county residents have access to adequate library services.

While county library service plans can address any appropriate issues, *Wisconsin Statutes* Section 43.11 requires that the plan address at least the following:

- How public library service will be provided to residents of those municipalities in the County not maintaining a public library.
- The method and level of funding to be provided by the County in order to implement services described in the plan, including the reimbursement of municipal libraries for providing countywide library service.
- A method for allocating membership on the OWLS Board between Outagamie and Waupaca Counties.

The current 5-year Outagamie and Waupaca Counties Library Service Plans will expire at the end of 2024. Both counties' Boards of Supervisors have appointed members of the OWLS Board of Trustees to serve as their county library service planning committees.

County library planning committee meetings will be held concurrently with OWLS Board of Trustees meetings on June 20 and July 18, 2024 at 6:00 pm at the OWLS office and online via GoToMeeting. Agendas will be posted on the OWLS web site and distributed to libraries via email. Additional meetings may be scheduled as needed to complete a draft plan. Per statute, a public hearing will be held prior to submitting the plans for consideration to their respective County Boards of Supervisors.

Member libraries are invited and encouraged to participate in this planning process. Planning documents will be shared on the OWLS web site for your review. Meetings will include opportunities for public participation, and you are welcome to submit comments and questions for the committee to OWLS Director Bradley Shipps at bshipps@owlsweb.org or call 920-832-6368.

Collaborative/Cooperative Agreements

Library
2023 YEAR END

Maintained Agreements	
Other Governments	
Black Creek Public Library	Reach Out and Read
City of Appleton	Program, Summer Library Program
City of Appleton Police Department	Cops and Kids
City of Appleton Parks & Rec	Summer Library Program, Display, Story Walk, Scheig Center
Gerald H. Van Hoof Public Library	Fox Cities Book Festival, Fox Cities READS, Reach Out and Read
Hortonville Public Library	Reach Out and Read
James J Siebers Public Library	Fox Cities Book Festival, Fox Cities READS, Reach Out and Read
Kaukauna Public Library	Fox Cities Book Festival, Fox Cities READS, Reach Out and Read
Menasha Public Library	Fox Cities Book Festival, Fox Cities READS, Reach Out and Read
Muehl Public Library	Reach Out and Read
Neenah Public Library	Fox Cities Book Festival, Fox Cities READS, Reach Out and Read
New London Public Library	Reach Out and Read
Outagamie County Mentoring Program	Program
Outagamie Waupaca Library System	16 municipalities
OWLSnet	Consortium
Valley Transit	Program
School Districts	
AASD	Fox Cities Book Festival, Fox Cities Reads Program
AASD	4K-12th grade
AASD	Birth to 5 programs
AASD Diversity, Equity & Inclusion Department	Program
Lutheran Schools	Celebration Lutheran, Riverview Lutheran, Mt. Olive, Saint Paul and Saint Peter, Fox Valley Lutheran High School
Valley New School	Program
Non-Profit Organizations	
American Library Association	Program
Appleton Downtown Inc.	Rhythms of the World program, Summer Library Program
Appleton Downtown Rotary	Rhythms of the World program
Appleton Historical Society	Board membership, program
Atlas Science Center	Program
Boys & Girls Club	Programs
Building for Kids	multiple collaborations based on exhibits, special events, Reach Out & Read (ROR) Fox Cities
Casa Hispana	Interagency meetings, Latino Fest, Board member
Colorbold Business Association	Programs
Diverse & Resilient	Program
Even Start	Outreach & ARTR
Fox Cities Book Festival	Author committee membership, Fox Cities Reads, programs, APL volunteers
Fox Cities Chamber of Commerce	Program
Fox Cities Performing Arts Center	North East Wisconsin Professional Advisory Committee (NEW PAC) membership, program
Fox Valley Symphony	Program
Fox Valley Literacy Council	Outreach Specialists Refer Families, Appleton Ready to read
Fox Valley Memory Project	Program
Girls Who Code	Program
Heid Music	ELL Club, outreach program
Imagine Fox Cities	Committee membership
Lawrence University	ELL Pollinator Project, LU volunteer program, Display, 5th Ensemble, outreach program
Leadership Fox Cities	Program
Life Tools Foundation / Empowered Tutoring	Program
Manitowoc County Genealogical Society	Program
PBS Wisconsin Education	Program
People of Progression	Program
Reach Out and Read	Wisconsin
Reach Out and Read	National
Thompson Center on Lourdes	Program
United Way	Reach Out and Read
Wisconsin Humanities	Program
Wisconsin State Genealogical Society	Board Membership

YMCA	MCC Club, Program
Other	
Ascension	Reach Out and Read
Aurora Health System	Reach Out and Read
Bellin Health	Reach Out and Read
Bowl 91	Hmong New Year
Braids Unlimited Salon and Barbershop	Take and Create Drop Off
Community Foundation	Committee Member
Family Care Fox Cities	Reach Out and Read
Fox Valley Technical College	Program
IndUS of Fox Valley	Rhythms of the World, program planning
Mosaic Family Health	Reach Out and Read
Partnership Community Health Center	Reach Out and Read, Community Outreach at APL
Prevea Health	Reach Out and Read
Primary Care Associates of Appleton	Reach Out and Read
Thedacare Health System	Reach Out and Read
Trout Museum	ELL Club, Program
New Agreements	
Other Governments	
Department of Public Instruction	Program
School Districts	
Renaissance School for the Arts	Program
Non-Profit Organizations	
Brigade	Program
Center for Greiving Children	Program
Child Care Resource and Referral	Program
Fox River Navigational System Authority	Program
Fox Valley Marathon	Program
Heckrodt Nature Preserve	Program
Hmong Wisconsin Chamber of Commerce	Program
JJs Laundromat	Program
Libraries in Bloom	Program
Master Gardener Association - Outagamie County	Program
Money Smart Committee	Programs
NAMI	Program
NEW North	Program
University of Wisconsin Division of Extension	Program
UW Extension	Program
Valley Packaging Inc.	Program
Other	
Appleton Retirement Center	Program
Boba House & Coffee	Program
Fox City Flix	Program
Oneida Heights	Program
Photo Opp	Program

Library	Other Govts	16	1
	School Dist	6	1
	Non-Profits	33	16
	Other	15	5



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

M. Elena Lopez^a, Bharat Mehra^b, and Margaret Caspe^c

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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.

ARTICLE HISTORY



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KEYWORDS

Family; equity; access; inclusion; early learning; community

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

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

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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)

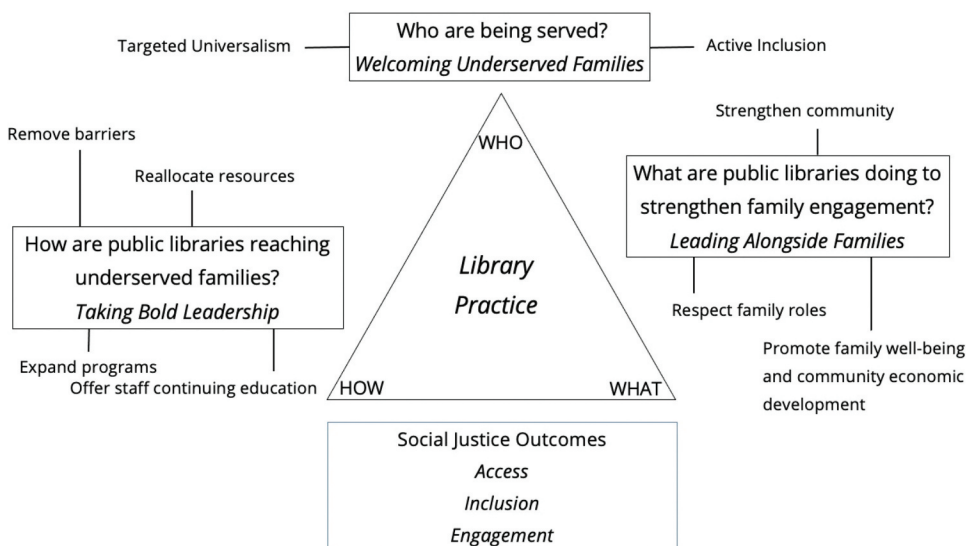


Figure 1. Social justice framework for family engagement.

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?		How are public libraries reaching underserved families?		What are public libraries doing to strengthen family engagement?
		Family demographics	Outreach activities	Organizational change	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?		How are public libraries reaching underserved families?		What are public libraries doing to strengthen family engagement?
		Family demographics	Outreach activities	Organizational change	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?		How are public libraries reaching underserved families?		What are public libraries doing to strengthen family engagement?
		Family demographics	Outreach activities	Organizational change	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 (Casper 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 (Casper 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 inter-generational 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]
<i>Access</i>	
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]
<i>Inclusion</i>	
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]
<i>Engagement</i>	
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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