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North Carolina Adult Programming

State-wide environmental scan of adult programming in North Carolina public libraries generates actionable data to improve services, inform policy, and shape continuing education.

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About the Environmental Scan of North Carolina Adult Services

This environmental scan of adult programming in North Carolina public libraries sought to generate actionable data to improve services, inform state-wide policy, and shape continuing education.

The four recommendations in this report emerged from a year-long study (September 2019-May 2020) that had three main components:

1. A comprehensive review of all public library websites in the state of North Carolina, focusing on the representation and current state of adult programming

2. A survey completed by representatives of 78 of the 83 public library systems across the state, focused on the administration, current state, and anticipated needs of adult programming

3. Four three-hour focus groups that included representatives from 33 representatives from 28 public library systems across the state, with representatives from all the regions of the state included in these conversations

The data from these three sources has been comprehensively analyzed by Dr. Noah Lenstra and graduate student assistant Lindsey Wilson.

We asked that one (1) designated individual from each of North Carolina's public libraries fill out a survey. The survey was sent to library directors, who were asked to either fill out the survey themselves OR designate a staff member with knowledge of current adult programs to fill out the survey.

The survey has five sections: Budget & Staffing, Program Partners, Program Types, Program Audiences, and Program Impacts.

As part of this study, focus groups with public library staff responsible for adult programming took place in Spring 2020 in three locations across North Carolina.

More information on these methods can be found in the **Appendix**.

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Summary

Public Libraries across North Carolina need help developing institutional capacity around adult programming

Across the state of North Carolina exists a high degree of unevenness in terms of the consistent availability of high-quality adult programming in public libraries. This problem has *less* to do with the competencies of public library staff, and *more* to do with the institutional capacity of North Carolina's public libraries. The recommendations in this report from the North Carolina Department of Natural and Cultural Resources (NCDCR), State Library's "Environmental Scan of Adult Services" focuses on **four things** the State Library could do to improve the consistency of quality adult programming throughout the state:

Recommendation #1.1: The State Library of North Carolina can support consistent quality across libraries by **building** and/or **enhancing** infrastructure focused on facilitating the peer-to-peer exchange of ideas, documents, and possibly even library staff throughout the state. This work could focus on supporting existing efforts already underway, and/or it could include the development of new digital systems complemented by face-to-face convenings of similarly situated public librarians. The main point of these efforts would be: 1) To ensure good ideas do not stay isolated, and 2) Common struggles are not endured in isolation.

Recommendation #1.2: In developing any peer-to-peer system, it can be helpful to "seed" the conversation with topics that many members of this community of practice care about. Throughout this environmental scan of adult services, we learned about these different topics. This recommendation contains feedback on the topics adult services librarians across the state appear to be most eager to talk about with their peers.

Recommendation #2.1: The State Library of North Carolina could help disseminate guidance on the ingredients that constitute successful adult programming, focusing on how to develop rich social experiences, while simultaneously providing support for librarians feeling overwhelmed with informational and social service needs typically best addressed through reference and one-on-one services.

Recommendation #2.2: This recommendation focuses on preparing public librarians to understand how best to allocate limited resources to meet diverse and evolving community needs: Some needs are best addressed through reference/one-on-one support, others best addressed through programming, others best addressed through library resources and collections, others best addressed through community partnerships and volunteers. Fulfilling this recommendation comes down to policy: Ensuring you have the infrastructure in place to best utilize your available resources, both inside and outside the library.

Recommendation #3: The State Library of North Carolina can help public librarians develop communication plans for adult programming. Given the myriad communication channels currently available in, and use by, the adult population in North Carolina, a consistent challenge heard across the state is how to most effectively communicate about adult programming. These communication plans need to extend beyond simply marketing programs, and should include: 1) How to communicate to potential partners that they should work with librarians; and 2) How to communicate to diverse stakeholders about the impacts and benefits of adult programs (that is, how to advocate for adult programming).

Recommendation #4: The State Library of North Carolina can help public librarians understand the diversity of adult experiences and needs, preparing library staff to more adroitly develop and deliver inclusive, impactful programs that build community across differences. Filling this need could in part be best addressed by fostering conversations that cut across the different sectors of public libraries, in particular Youth and Adult Services, as there already exists substantial resources in the former that could be applied in the latter.

The structure of this report is as follows:

1. Survey Findings
2. Recommendations and discussion of support needs
3. Appendices

Introduction to Report

Prior to launching into these findings, however, a brief overview of the major finding of this study, which is that **Public Libraries across North Carolina need help developing institutional capacity around adult programming**. This finding is illustrated in three quotes.

"Adult programming is vitally important to the library's mission, but is also a newer endeavor in the context of public libraries. Better funding, more training, and more research is needed to improve and expand our offerings and increase their impact.

-Chantez Neymoss, Adult Services Leader for Charlotte Mecklenburg Library

"At one point our programming was sporadic and inconsistent. There were bright shining spots at selective libraries, while others of comparable size and staffing offered nothing. For a few years there was a focus on ensuring all libraries offered a similar program with a similar focus at all adult program locations to establish a baseline. We now maintain a baseline and have adopted some new methods in planning programs that have allowed for growth and creativity. Our adult program is stronger than it has ever been."

– Elena Owens, Wake County Public Library

"We need better coordination of our adult programming."

- Jimi Rider, Head of Main Branch of New Hanover County Public Library

This description of the evolution of programming efforts at one North Carolina public library functions as an apt summary of the major findings of this environmental scan of adult services in public libraries throughout the state. Through focus groups, an online survey, and a review of public library web presences, we found programming to be, as Ms. Owens puts it "sporadic and inconsistent" with "bright shining spots at selective libraries, while others of comparable size and staffing offered nothing." Elena mentioned that it took WCPL eight of the last ten years to get to a point where they achieved success with adult programming systemwide, illustrating the fact that success in this endeavor is a long-haul effort requiring consistent endorsement from library staff at all levels.

In organizing this report, we turned to the extant literature on adult programming, and in particular the literature that has come out of the ALA's National Impact of Library Public Programs Assessment (NILPPA). Although this literature is extremely valuable, we found it lacking in one fundamental way. NILPPA and the ALA's Public Programs Office have focused on the "competencies required of library programming professionals and the training pathways where they develop those skills" ([ALA, 2020](#)).

In contrast, what we discovered is that ***what is actually needed in the State of North Carolina is less professional development of individual library workers, and more capacity building of library institutions***. In other words, as the quotes above illustrate, and as nearly everything that we collected reinforced, the issue is not that library workers don't know how to organize adult programs, the issue is that library systems have not yet created the support infrastructure and monitoring mechanisms to coordinate adult programming efforts across the community. Our recommendations focus on things the State Library of North Carolina can do to enhance the collective capacity of the state's public libraries to develop and deliver impactful programs and other services for adults.

Why focus on institutional capacity building rather than individual professional development? As Elena Owens told us looking back on her experience at WCPL "There were bright shining spots at selective libraries, while others of comparable size and staffing offered nothing." Looking out across the State of North Carolina, we find that the situation state-wide is roughly the same as the situation Elena Owens found herself in at Wake County fifteen years ago. A vivid example of a bright shining spot comes in the story of Ann Phelps of the Martin Memorial Library in Williamston, a branch of the BHM Regional Library. Here is how Ms. Phelps describes her story:

> "I'm a teeny, tiny library in a town of less than 5,000. We have had three different library directors in the last five years, so I don't have much coming from above. It's mostly what I goals that I have set for myself. See, circulation has decreased, and

so I have chosen to demonstrate my value to the community by increasing programs. That's just my personal thing that I said to myself: 'Okay, we're not circulating as many books. How am I going to convince the town of Williamston and Martin County to continue funding the library?' I'm going to do it through valuable programming. So then, I thought, how can I collect information that I can use to get these funders to give me the money, and so I started doing program evaluations, and then I use that data when we make presentations to funders. I say 'here are things that people said about the programs.' I set personal goals [for] my library to start book clubs. That was my first adventure in adult programming. I recruited a staff member who's a retired English teacher to help me with that. We have two active book clubs: One in the morning and one that meets in the evening. I also set a goal for myself to have one program a month that I'm collaborating with another agency, [such as] the Chamber of Commerce and our local hospital. The credit union is doing a financial literacy program. So I just I came up with my own plan and my ulterior motive was to keep my funding bodies sending the money because we're part of the Regional Library system. So the state money goes to the Regional Library and they determine where it goes, so it's pretty much up to me to make that [continued funding] happen for my library."

This report attempts to untangle why some libraries shine and others falter and provide prescriptive advice for how the State Library of North Carolina could productively intervene to establish a more solid baseline across the state.

These examples from rural and urban North Carolina illustrate wildly different approaches to the development of adult programming: One focused on implementing a system wide structure and the other an individual librarian taking it upon herself to do it by herself. By way of contextualization, the approach of Ms. Phelps is actually the approach implicitly supported by the ALA PPO, which again focuses on competencies of individuals, rather than institutional capacities. And, to a significant extent, the latter approach appears to be happening with more regularity than the former at the state level, as we will see. In other words, what Wake County Public Library experienced ten years ago is essentially what we see now when we scan adult programming across the state.

Ms. Phelps quote also raises the question of the relationship between adult programming and library collections. She implies that programming functions as a means to get people in the door as circulation declines, but are there ways to create systems wherein circulation and programming are mutually beneficial to one another? The two don't have to exist in separate vacuums, and book clubs are not the only way to boost circulation numbers. Programs of any type can be used to build/display related collections to encourage increased circulation for patrons interested in learning more, and collections can be used as resources to inform programming development – demonstrating value of holdings even when they aren't being

checked out. In fact, we see this mutually beneficial relationship between circulation and programming already emerging in particular places, and the places that are doing it the best do it deliberately and as a matter of policy.

Other recommendations in this report focus on how to "close the loop" so to speak, such that adult programming is not a siloed, self-contained enterprise, but is instead fully and completely integrated into everything else that a public library may be doing.

Survey Findings

Economic differences as explanation for different levels of service

Tier Designation	Average of Library square feet per capita	Average annual number of Adult Programs	Average of Adult Attendance Per Program	Average of % of Programs are Adult	Average of Income Per Capita ($)
1	0.53	147.87	17.12	24.4%	21.55
2	0.61	665.03	16.22	31.5%	25.50
3	0.52	815.05	21.73	28.0%	29.92

Table 1

In preparing this report, the first step taken was to identify reasonable categories that could help explain differences identified across the state. After closely reviewing the 2018-2019 The Statistical Report of North Carolina Public Libraries, the most recently available at the time of this study, we decided to orient analysis around the North Carolina Department of Commerce's annual ranking of the state's 100 counties based on economic well-being, with Tier 1 being the most economically distressed, and Tier 3 being the least economically distressed. Given that these rankings are on the county level, we followed the procedures used by the State Library of North Carolina in terms of assigning a Tier Designation to Regional and Municipal Libraries, whose service areas are not at the county level. We also limited our focus to the 78 public libraries that completed the survey, given that we only had statistical data on those libraries.

Based on these procedures, we determined the following:

- Tier designation has little correlation with library square footage per capita – in other words space for adult programs is an issue across all tiers
- Nonetheless, the more economically robust the community served, the more adult programs offered, and the more income the library has available per capita

Regarding attendance and % of programs that are for adults, we found mixed results. Libraries that serve Tier 1 and Tier 2 communities had similar participation levels, while Tier 3 libraries had approximately 130% the participation rates of the less well-to-do counties. Tier 1 libraries had the least average amount of adult programs relative to all programs offered, while Tiers 2 and 3 had somewhat similar proportions.

One can conclude from this that **libraries in wealthier communities have more programs in general, and as a result they have more programs for adults, which tend to have higher numbers of participants**.

On the other hand, we also looked at this data in the data visualization software Tableau, and concluded that there was very minimal variation across the tiers, so if one wonders if

at Tier 3 libraries adult programming decisions are more centralized, the answer is no. Tier 2 communities actually had the highest indication of centralized or shared decision making. After reporting on areas where the Tier classifications do seem to matter, we also look at results where there is no real differences across the state.

I. Policies more common in wealthier communities

1. Policies and Partnership Structures

In organizing this environmental scan, we were particularly interested in the institutional apparatus surrounding adult programming. In other words, we wanted to know if programs for adults were something deliberately planned for, or were they instead something that happened more randomly.

The results from the survey, as well as our review of library websites and comments given during the focus groups, all suggest that Tier 3 libraries have a much more developed and robust institutional apparatus for adult programming. In other words, they have more capacity to develop and deliver adult programming in a way that is logical and impactful. Select finding include:

Public libraries that have adult programming policy and partnership structures are more common in Tier 3 North Carolina communities.

% of NC public libraries indicated they have/allow _____ for adult programs.

	% of Respondents Said "Yes"		
	Tier 1 (n=24)	Tier 2 (n=35)	Tier 3 (n=19)
Library has programming policy to determine what type of adult programming to offer, how, and when	8%	17%	53%
Library has a structure in place to facilitate external partnerships for adult programs	38%	40%	53%
Library sometimes pays outside individuals and/or institutions to lead adult programs	67%	71%	84%
Library sometimes allows volunteers to lead adult programs	71%	74%	79%
Adult programming is considered central to the mission of the library	96%	83%	100%

Figure 1, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

- Over 50% of Tier 3 libraries have programming policies, while less than 20% of Tier 2 and less than 10% of Tier 1 libraries have such policies
- Over 50% of Tier 3 libraries have structures in place to facilitate co-developed programming (using the language of the American Library Association). Tier 1 and 2 libraries were close behind, with around 40% having such structures
- A majority of all libraries report sometimes paying outside presenters for programs, but this practice is most common in wealthier communities

- Similarly, around ¾ of all libraries report having unpaid volunteer-led adult programming, with this practice being most common in wealthier communities
- Every single respondent from a Tier 3 library said "Adult programming is considered central to the mission of the library," while this attitude was least common in Tier 2 libraries.

These discrepancies will be further discussed below, using data from the focus groups to flesh out the implications of these findings. For now, the major point conclusion to draw from this data is:

Libraries are the primarily initiators for adult programming efforts in Tier 1 designated communities.

% of respondents indicated that _____ is the primarily initiator of adult programming efforts at their library.
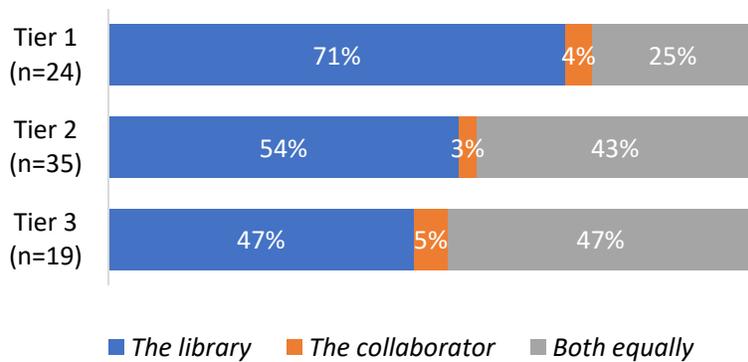

Figure 2, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Adult Programming is something planned for in wealthier communities, and this planning includes policies and procedures that allow for the mobilization of outside resources, including paid presenters, volunteers, and partners.

Possibly as a result of this fact, Tier 3 libraries are most likely to have equal relationships with programming partners. Although across the state a tiny minority of libraries reported co-developed programming primarily initiated by collaborators, Tier 3 libraries were most likely to report that both work equally on initiating co-developed programs (47%), followed by Tier 2 libraries (43%), and Tier 1 libraries (25%). In other words, in the more economically distressed communities across the state word has not yet gotten out that libraries want to work with partners to develop adult programming. As a result, libraries in these areas are much more likely to have to take the lead in initiating programming partnerships. This fact could potentially flow from the fact that libraries in these communities are less likely to have the policies and procedures in place that institutionalize adult programming.

2. Budgets and Funding Sources

Possibly as a result of the discrepancies reported above, Tier 3 libraries were those most likely to report year-to-year increases in their adult programming budgets, with 63% reporting that that budget had increased between FY2018 and FY2019, 25% reporting it had stayed the same, and 13% reporting a decrease in available funding.

Tier 1 and Tier 2 libraries are about the same in this regard, with 29-35% reporting increases in budgets for adult programming, 59-64% reporting stable funding, and 6-7% reporting decreased funding.

Overall, though, one major take-away from the response to this question is that funding for adult programming in North Carolina's public libraries is in general either staying stable or increasing. The fact that increasing funds are seen most regularly in Tier 3 libraries suggest the following: ***The development of policies and procedures to support adult programming leads to increased institutional support for adult programming, in the form of increasing funds allocated to this area***.

Tier 1 designated libraries were more likely to have a line item in the operating budget for adult programming, but Tier 3 libraries were more likely to see an increase in their programming budget.

% of Tier ____ NC public libraries have a line item in their operating budget for adult programming.
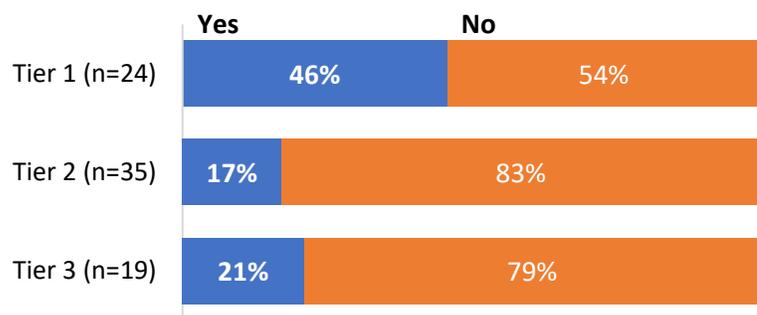
% of Tier ____ NC public libraries idicated their operating budget line item for adult programming had either increased, stayed the same, or decreased when compared to the previous year.
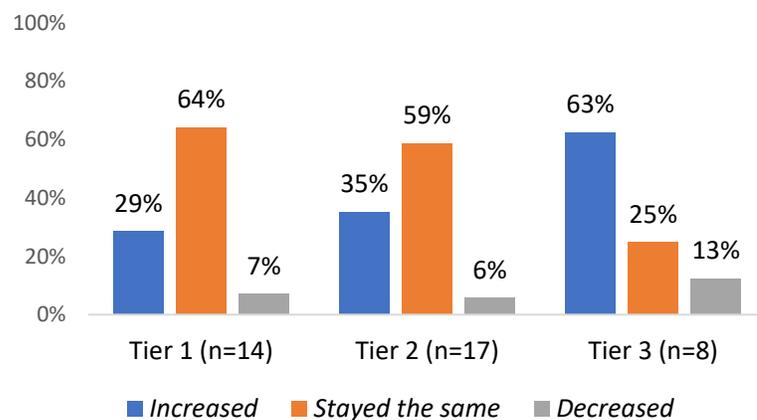

Figure 3, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Public libraries have a variety of funding sources which contribute to adult programming efforts.

*% of Tier ____ designated libraries rely on _____ as a funding source for adult programs.*
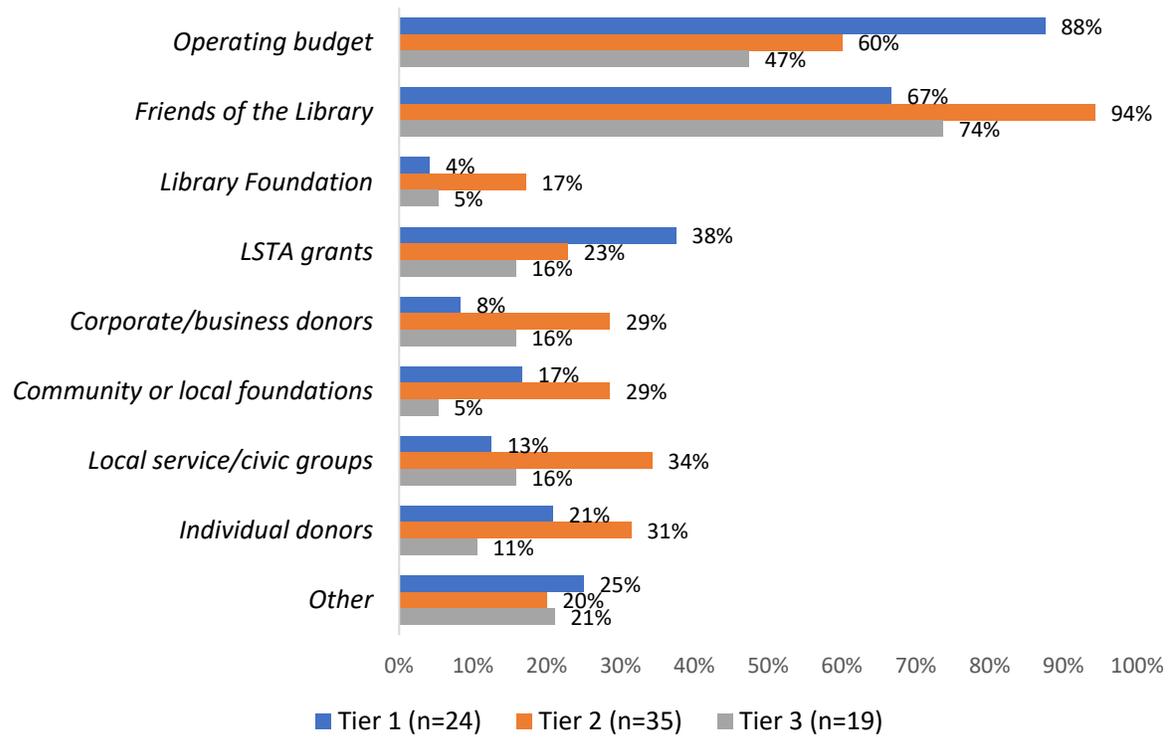
Figure 4, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

3. Types of Programs Offered

Across the state, Tier 3 libraries are more likely than other libraries to offer an array of different adult programming types. The percentages in bold indicate the Tier most likely to offer a given type of program. Tier 3 libraries most commonly offer Cultural, Adult Education, Community/Civic Engagement, Health and Wellness, Home and Garden, and Outreach/Off-Site programs.

Tier 2 libraries are most likely to offer Technology Programs, and Tier 1 libraries are those most likely to offer Literacy and Economic/Workforce Development programs.

Literary and Cultural programs are generally the most common types of programs across all North Carolina public libraries.

% of NC public libraries offered _____ focused adult programs in 2019.

Program Types	% of Libraries Offering Program Type		
	Tier 1 (n=24)	Tier 2 (n=35)	Tier 3 (n=19)
Literary	**96%**	89%	89%
Cultural	92%	89%	**95%**
Adult Education	38%	54%	**58%**
Technology	79%	**91%**	89%
Economic/Workforce Development	**67%**	63%	58%
Community/Civic Engagement	67%	86%	**95%**
Health and Wellness	75%	80%	**95%**
Home and Garden	58%	74%	**79%**
Outreach/Off-site	67%	77%	**95%**

Figure 5, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

As we will see below in the discussion of the focus group findings, public libraries that have programming policies tend to use those policies to identify gaps in programming, and then systematically work to address those gaps. It could be that Tier 3 offer a more heterogeneous array of adult programming because they have policies and procedures in place that prompt them to offer a diverse array of adult programs.

Beyond these differences, this table also shows that across the state and across all tiers at least 50% of all libraries report offering all types of adult programs, with only one exception: Only 38% of Tier 1 libraries reported offering Adult Education programs. Overall, Adult Education is the *least offered* program type for *all* library types, suggesting an important gap. The second *least offered* program type is Economic/Workforce Development. Despite increasing calls at the national level for public libraries to support economic development and adult education, it appears that more work is needed to prepare North Carolina's public libraries to answer this call.

4. Adult Programming Audiences

Tier 3 libraries are also those most likely to offer programs for a diverse array of special populations. The only exception to this trend appears in programs targeted at specific gender identities, with Tier 2 libraries reporting more programs targeted at men and Tier 1 libraries reporting the most programming targeted at women.

Although Tier 3 libraries report most frequently having programs for special populations of older adults, it is noticeable that overall no single special population of adults had programming at over 50% of public libraries. Stated another way, less than 50% of all public libraries reported having adult programming targeted at any specific type of adult (see **Figure** 7, next page). This fact suggests a need for better support in terms of how to work with diverse adults in programming. This need is most strongly apparent in less economically robust communities, but is also seen across the state.

Programs targeted at specific special populations of adults were generally most common in public libraries from Tier 3 designated communities.

% of NC public libraries offered programs targeted at _____ special population type in 2019.

Special Population Types	% of Libraries Offering Programs for Population		
	Tier 1 (n=24)	Tier 2 (n=35)	Tier 3 (n=19)
Adults with learning disabilities	29%	29%	**37**%
Adults with physical disabilities	**21%**	14%	**21%**
Neuro-diverse adults	17%	11%	**21%**
Adults for whom English is a second language	8%	26%	**37%**
Recent immigrants/refugees	8%	9%	**16%**
Parents	42%	46%	**58%**
Individuals experiencing homelessness	8%	11%	**21%**
Men	0%	**6%**	0%
Women	**17%**	11%	5%
LGBTQ+ community	0%	11%	**26%**
Other	4%	**20%**	5%

Figure 6, n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Across the state, the largest proportion of "special population" programming focuses on parents, followed by adults with learning disabilities, adults for whom English is a second language, adults with physical disabilities, and neuro-diverse adults.

Eleven libraries also reported programming for other special populations of older adults, with the most commonly listed category being veterans or military (listed 5 times in the open-ended 'Other' box), as well as African Americans and inmates at the local jail. The survey did not ask about programming implicitly or explicitly targeted at ethnic minority

groups. It could be that public libraries are thinking strategically about including African American, Hispanic, Latinx, and/or Asian American communities in adult programming. Indeed, we did hear just those discussions during the Spring focus groups.

Parents are the most commonly targeted special population group for adult programs.

% of respondents indicated that their library offered programs for _____ special population group in 2019.

Q25 (n=78)

Adults with learning disabilities, 31%

Adults with physical disabilities, 18%

Individuals experiencing homelessness, 13%

Women, 12%

LGBTQ+ community, 12%

Recent immigrants or refugees, 10%

Parents, 47%

Adults with English as a second language, 23%

Neuro-diverse adults, 15%

Other special population, 12%

Men, 3%
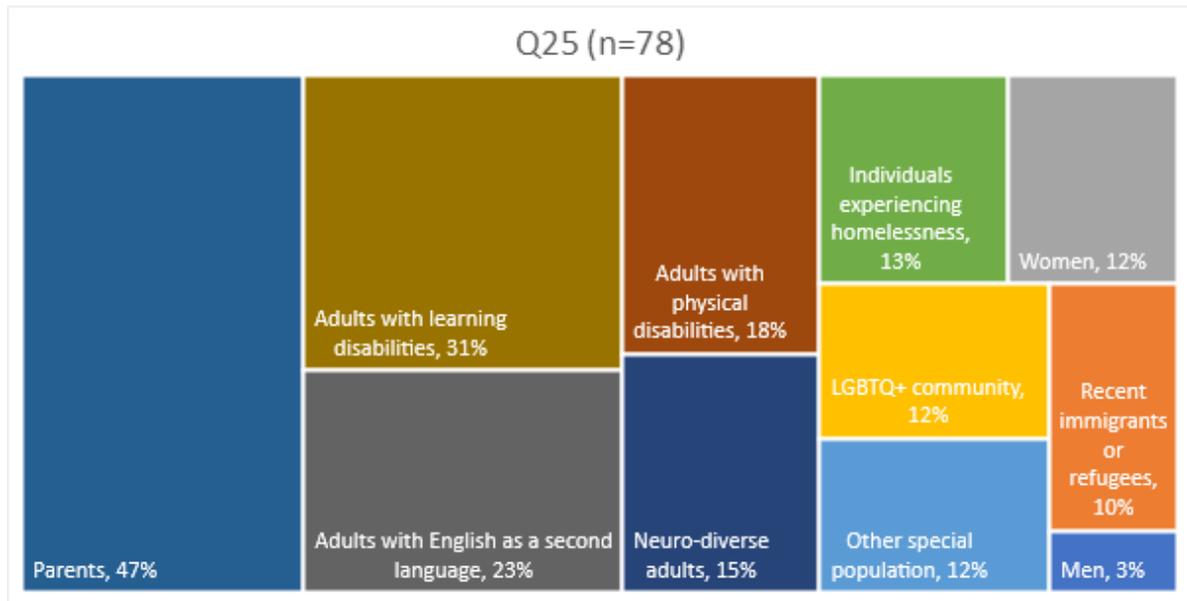
Figure 7, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Going along with the finding that Tier 3 libraries are most likely to offer programs for special populations of adults, they are also most likely to offer programs for intergenerational or multigenerational audiences. Nearly all Tier 3 libraries report offering this type of programming, while 79% of Tier 1 and 66% of Tier 2 libraries offer these programs. (**Figure 8**)

Public libraries in Tier 3 designated communities were most likely to offer programs for inter-/ multigeneratinal audiences.

*% of respondents indicated that their library offered adult programs designed for multigenerational audiences.*
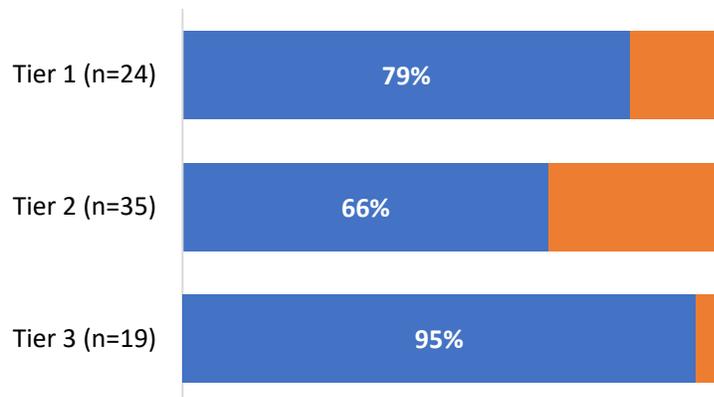
Figure 8, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

5. Challenges in Creating and Offering Programs for Adult Audiences

Social media and word-of-mouth were found to be the most effective marketing outlets for adult programming; however, communicating programming efforts to communities remains a significant challenge.

% of respondents indicated that _____ marketing strategy was considered to have _____ level of effectiveness in communicating adult program offerings to community members.
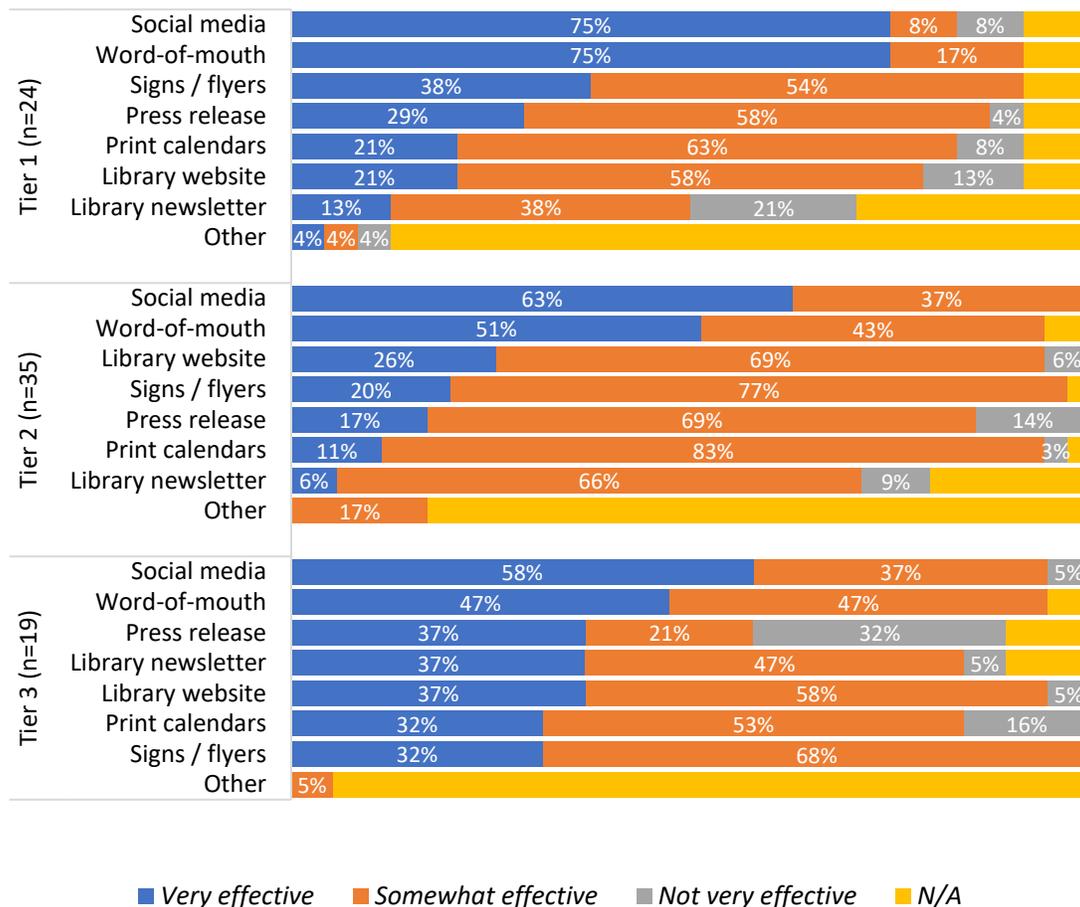
Figure 10, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Interestingly, when it comes to the effectiveness of social media and work-of-mouth marketing, the trends discussed above are reversed. Whereas we heard in response to other questions that Tier 3 librarians were leading, followed by Tier 2 and then Tier 1 libraries. In contrast, when it comes to marketing effectiveness, Tier 1 libraries were **most**

likely to report that, in general, their marketing techniques were very effective, followed by Tier 2 and Tier 3. This could be in part because in more economically distressed parts of the state there is less competition and thus it is easier for these libraries to get the word out about their programming.

On the other hand, for other marketing techniques we see Tier 3 libraries reporting more effectiveness. A close examination of this figure reveals that although Tier 3 libraries are less likely to report any particular marketing technique to be very effective than Tier 1 or 2 libraries, they are the most likely to report **all** marketing techniques to be **equally** effective. There is one exception, however. Tier 1 and 2 libraries continue to see press releases as moderately effective, while they were the least effective technique in Tier 3 libraries (again perhaps because there is so much else going on in these communities that the press release just disappears).

While the relationship between adult programming staff and collection development staff was generally characterized as positive across all respondents, Tier 1 and 2 designated libraries were most likely to characterize the relationship as "very good."

% of respondents indicated that the relationship between adult programming staff and collection development staff as being _____.

None of the respondents characterized the relationship as being negative. Some respondents stated that both roles were fulfilled by the same person(s).

Figure 9, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

We find particularly interesting the differences across the three tiers regarding the effectiveness of the library website, with Tier 3 libraries saying the library website is very effective (37%), somewhat effective (58%) and not very effective (5%). Tier 2 libraries state the website is very effective (26%), somewhat effective (69%), and not very effective (6%). Tier 1 libraries say the website is very effective (21%), somewhat effective (58%), not very effective (13%), and they don't use their website for promotion (8%).

6. Challenges in Creating and Offering Programs for Adult Audiences

We also see some interesting differences in terms of the challenges reported by different libraries across the state. The more economically robust the community, the more likely it was that libraries listed "space" as a challenge. This is not surprising given the statistics reported above that found that all three Tiers had about the same square footage per capita, while Tier 3 libraries had orders of magnitude more programs (for all ages). Stated simply, Tier 3 libraries are bursting at the seams, offering a huge array of programs and trying to figure out how to fit it all in. Although this is an across the board challenge, it is especially salient in Tier 3 libraries. Tier 3 libraries were almost *twice* as likely to indicate that space was a challenge, compared to Tier 1 libraries (42% compared to 73%).

Comments during focus groups revealed that in response to this challenge, Tier 3 libraries in particular have been working diligently to develop long-range programming plans that ensure that there is no competition for space and that the space the library has available is utilized to its fullest capacity.

While space is the biggest challenge for Tier 3 libraries, money is the biggest challenge for Tier 1 libraries (unsurprisingly, given the fact that these are rankings of economic stress). In Tier 3 libraries, space is the limiting factor. In Tier 1, money is.

Tier 2 libraries are somewhat in between, for both measures, and Tier 2 libraries were those most likely to indicate that marketing as a challenge. Marketing was also listed as a challenge by a majority of Tier 1 and 3 libraries, suggesting across the board struggles with the question of how to most effectively get the word out regarding adult programming.

Interestingly, only a small minority of respondents said "how to get started" was a challenge, suggesting that in nearly all libraries across the state adult programming is now an established part of library services. Although a few are looking for basic information on where to begin, most libraries are now seeking more advanced support focused on troubleshooting and development, rather than simply on where to start. The five libraries that said they needed some help figuring out were to start are Cabarrus County Public Library, Duplin County Library, Gibsonville Public Library, Onslow County Public Library, and the Scotland County Memorial Library.

Getting the word out was considered to be the greatest challenge when offering programs for adults, especially in Tier 2 designated public libraries.

% of respondents indicated _____ was a challenge in developing and executing programs for adults.
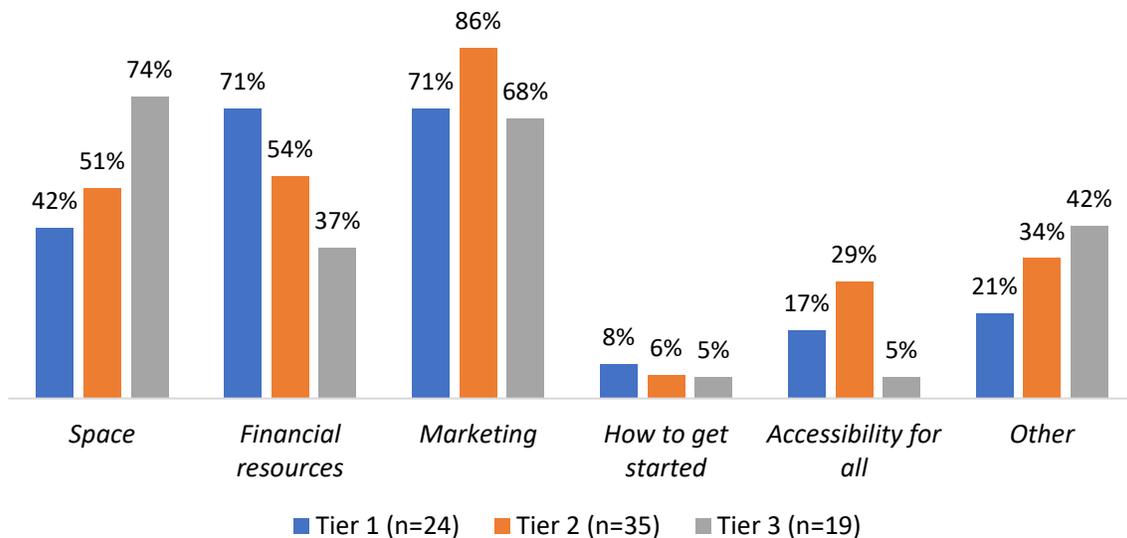
Figure 11, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

Tier 1 libraries were those most likely to indicate that nearly all resources would help them in their adult programming efforts. Put differently, Tier 1 libraries appear to be looking for whatever help they can get, while Tier 3 libraries appear to be more judicious in their support needs (**Figure 12**).

This finding is especially stark when one considers the fact that 67% of Tier 1 libraries said they would benefit from having a "Manual or materials on how to develop adult programs," while only 16% of Tier 3 libraries said that would be helpful to them. Furthermore, Tier 1 libraries were almost *twice* as likely to say that having a program speaker/presenter referral system would be helpful to them.

In contrast, there was only one topic that Tier 3 libraries were most likely to indicate as a need: Assistance in determining community interest and/or need (58% of Tier 1 libraries said this would help).

These findings suggest that in more economically robust libraries, the needs are more specialized and advanced, centering around things like assessing interest (74%), evaluation (53%), and funding (53%).

In contrast, in the less economically robust parts of the state, the needs are broad, and center more around securing basic information on how to develop and expand the number and range of adult programs being offered. They are looking for help finding partners or presenters (88%), also funding (79%), and information on how to develop adult programs (67%).

Tier 2 libraries were most likely to report wanting assistance in determining community interest and/or need (74%), a program speaker/presenter referral system (74%) and funding (66%).

Libraries in all tiers report funding as a top three need, and two of the three tiers indicates that a program speaker/presenter referral

Several respondents indicated that a program speaker/presenter referral system would greatly assist in them in adult programming efforts.

% of respondents idicated that _____ resource would help them in their adult programming efforts.

Recommended Adult Programming Resource	% of Libraries Interested in Resource		
	Tier 1 (n=24)	Tier 2 (n=35)	Tier 3 (n=19)
Training in how to develop adult programming	**54%**	51%	37%
Manual/materials on how to develop adult programs	**67%**	51%	16%
Assistance in determining community interest and/or need	58%	**74%**	**74%**
Assistance in developing and maintaining partnerships	**46%**	40%	37%
Consulting/technical assistance for developing adult programming	17%	**20%**	11%
Assistance in evaluating impact of adult programs	50%	**54%**	53%
Mentorship opportunities with other adult programmers	**46%**	40%	21%
Newsletter on adult programming taking place in NC libraries	**58%**	54%	31%
Program speaker/presenter referral system	**88%**	74%	47%
Source(s) for professionally-produced publicity materials	**58%**	43%	37%
Listserv or other online group for adult programming staff	**54%**	51%	47%
Information on funding sources and opportunities	**79%**	66%	53%
Other	8%	3%	**11%**

Figure 12, n=78. Red text = need reported by more than 50% of libraries in all tiers.
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

system would be helpful (this was also the most commonly indicated support need), and that assistance determining community need would help **(Figure 12)**.

Libraries expressed a need for some form of speaker/presenter referral system to help them increase their adult programming efforts.

% of respondents idicated that _____ resource would help them in their adult programming efforts.

Recommended Adult Programming Resource	% of Respondents Interested in Resource
Program speaker/presenter referral system	73%
Assistance in determining community interest and/or need	70%
Information on funding sources and opportunities	68%
Assistance in evaluating/assessing impacts of adult programming	53%
Listserv or other online group for adult programmers	52%
Newsletter on adult programming taking place in North Carolina	51%
Training in how to develop adult programming	49%
Manual/materials on developing adult programs	48%
Source(s) for professionally-produced publicity materials	47%
Assistance in developing and sustaining relationships with partners	42%
Mentoring opportunities with other adult programmers	38%
Consulting/technical assistance on developing adult programming	17%
Other	6%

Figure 13, n=77
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

II. Areas of Common Tendency in Adult Programming Efforts Across Tier Designations

1. The Important Role of Branch Staff in Adult Programming Efforts

Across the board we found that in multi-branch systems, branch staff had the primary responsibility for adult programming decisions. There were some very slight differences across the three tiers, but in general in multi-branch libraries, about 15% said program handled by central administration, about 50% said branch staff led, and about 33% said central administration and branch staff worked equally (with 2% saying 'other').

In an ideal world, we would imagine that central administration and branch staff would have equal responsibility for adult programming, and that is indeed what we are seeing in those libraries that have robust programming policies, where there are mechanisms in place for branch staff to nimbly respond to community needs and local opportunities while also achieving consistent quality of programming across all branches.

In the majority of libraries, branch staff are an integral part of the decision making process for adult programming.

% of respondents indicated that adult programming decisions are handled primarily by _____. In single branch libraries, the role of adult programming falls to branch staff.

Central Admin | Branch Staff **| Other**

| Tier	Central Admin	Branch Staff	Central admin + Branch staff	Single branch	Other
Tier 1 (n=24)	13%	Branch staff, 33%	Central admin + Branch staff, 25%	Single branch, 25%	4%
Tier 2 (n=35)	11%	Branch staff, 40%	Central admin + Branch staff, 23%	Single branch, 20%	6%
Tier 3 (n=19)	11%	Branch staff, 42%	Central admin + Branch staff, 26%	Single branch, 21%	
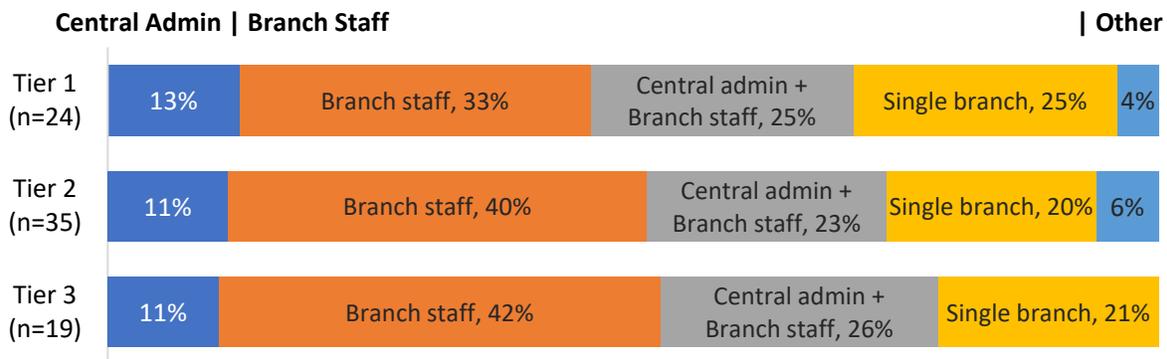
Figure 14, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

All three tiers report somewhat similar trends regarding the question of dedicated staff for adult programming. Overall, about 60% of libraries do have dedicated staff for adult

programming, with that role actually being most common in Tier 2 libraries (71%), followed by Tier 3 (58%) and Tier 1 (54%).

In any case, the main message here is that more than half of North Carolina public libraries have staff members for whom adult programming is a primary responsibility. This fact in and of itself testifies to the increasing centrality of programming in general, and adult programming in particular, in relation to other services offered by public libraries.

More than half of North Carolina public libraries have staff members for whom adult programming is a primary responsibility.

% of libraries which have staff member(s) for whom adult programming efforts are a primary resposibility associated with their role.

Have AP Staff Member(s) | Don't Have AP Staff

|		
Tier 1 (n=24)	54%	46%
Tier 2 (n=35)	71%	29%
Tier 3 (n=19)	58%	42%
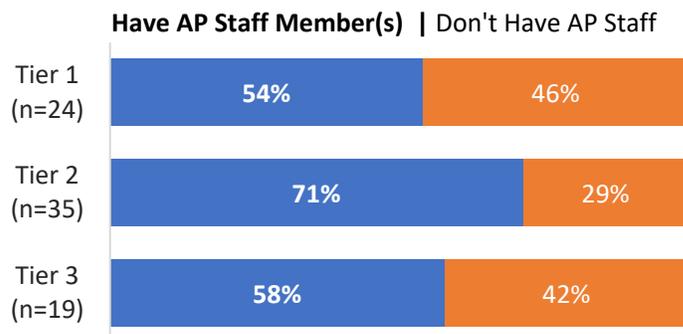
Figure 15, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

2. Criteria Considered When Planning Adult Programs

In making decisions about what adult programs to offer, public libraries consider many different factors. In general, these criteria are about the same across the three tiers.

Almost all libraries consider community interest and/or perceived community need, and most also consider the past popularity of a program.

Interestingly, however, Tier 3 libraries were *least likely* to consider previous success in *other* libraries when deciding whether or not to offer a program.

Community interest and perceived community need are the top concerns when planning programs for adult audiences.

% of respondents idicated that _____ is a criteria taken into consideration when planning adult programs.

Adult Programming Criteria	% of Responses		
	Tier 1 (n=24)	Tier 2 (n=35)	Tier 3 (n=19)
Community interest	**100%**	86%	**100%**
Perceived community need	**96%**	89%	95%
Past popularity of a program	83%	77%	**84%**
Previous success in other libraries	54%	**66%**	37%
Library's strategic plan	**67%**	49%	63%
Library mission statement	67%	51%	**74%**
Cost	75%	**77%**	68%
Program initiated by collaborator	67%	**69%**	53%
Risk-benefit analysis	38%	29%	**42%**
Other	4%	6%	5%

Figure 16, n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

While Tier 3 libraries do care very much about how popular a program had been in the past at **their** library, they are much less interested in whether or not the program was successful elsewhere. This interesting finding further reinforces the finding introduced above that Tier 3 libraries are, by and large, at the point that they are focused intently on tailoring their programming to the unique needs and interests of their particular communities. In contract, Tier 1 and Tier 2 libraries are more likely to consider the past success of a program at their library and at other libraries when making programming decisions.

In any case, about 2/3 of respondents also consider how a proposed program relates to a library mission statement or strategic plan, as well as how much it costs.

3. The Issue of Perceived Community Commitment to Adult Programming Efforts

Across all three tiers, we found the same pattern to repeat itself over and over. Almost all those filling out the survey felt themselves to be highly committed to adult programming, while they also felt that their management was a little less committed, library staff even less committed, library boards even less committed, and the community as a whole the least committed of all. Across all three tiers, library boards were those **least likely** to be perceived as being committed to the idea of adult programming in public libraries, although a minority of respondents indicated board were not very committed. This finding suggests advocacy work may be need both internally and externally around adult programming, connected to assessment needs.

Respondents viewed themselves as the most committed party to adult programming efforts, whereas community members were perceived as the least committed party.

*% of respondents indicated that _____ is highly committed to adult programming efforts at their library.*
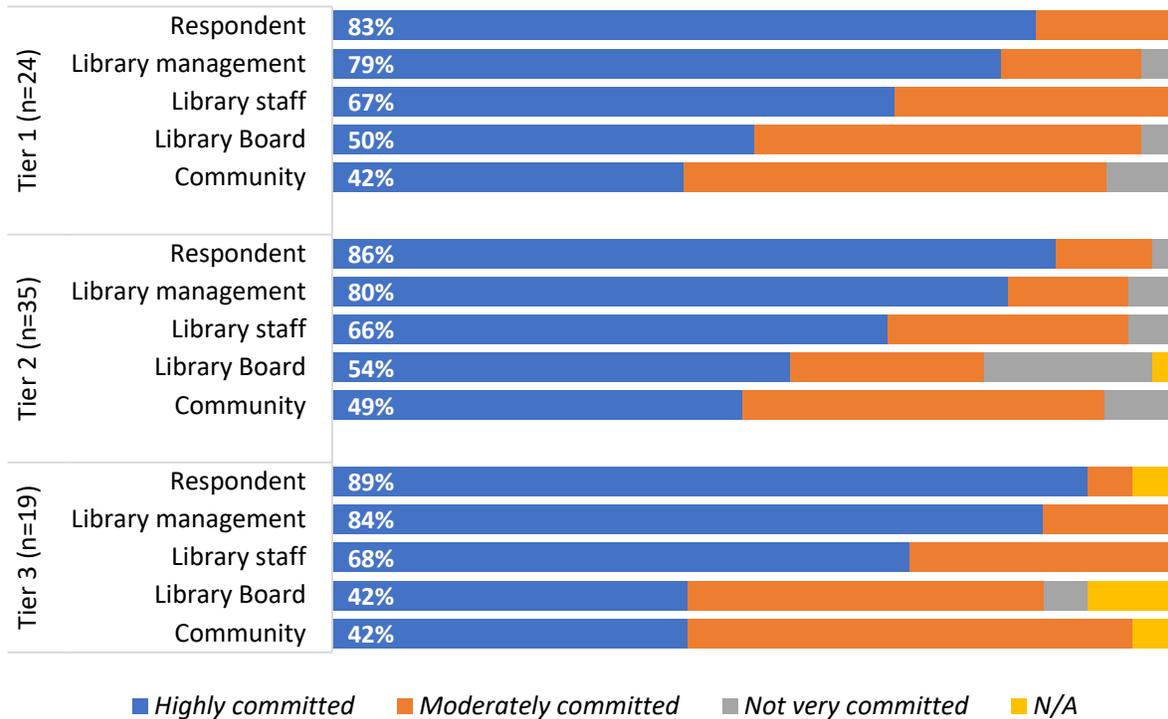
Figure 17, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

III. Additional Figures

Fewer than a third of libraries make use of standardized tools for measuring the impacts of adult programming efforts.

% of libraries indicated that they _____ use standardized tools to assess the impacts of adult programming efforts.

Do		Do not		Unsure

Tier 1 (n=24): 21% Do, 67% Do not

Tier 2 (n=35): 14% Do, 80% Do not

Tier 3 (n=19): 32% Do, 63% Do not
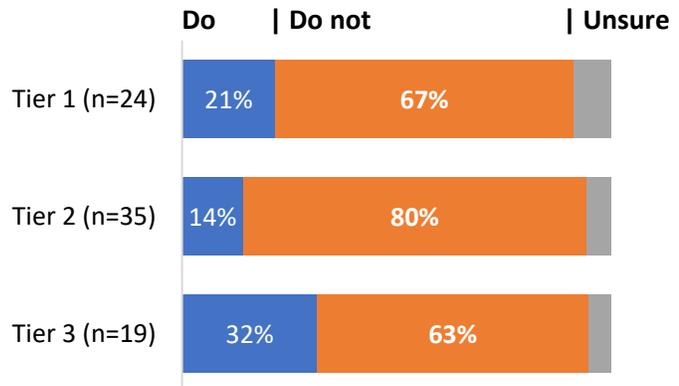
Figure 18, n=77
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Friends of the Library groups partner with their libraries to help offer adult programs.

% of libraries indicated that they collaborate with their Friends of the Library group to offer adult programs.

Tier 1 (n=24): 75%

Tier 2 (n=35): 77%

Tier 3 (n=19): 74%
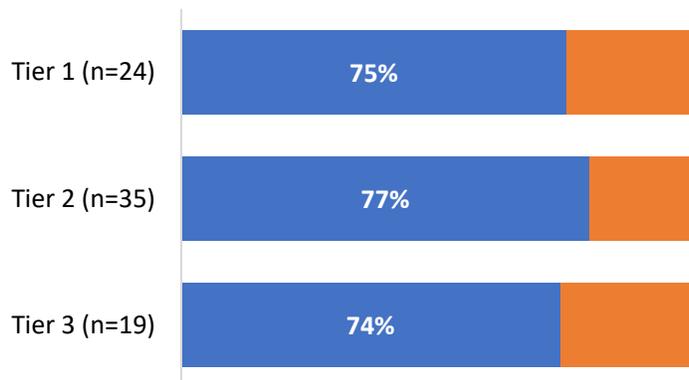
Figure 19, n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Adults ages 60+ are the primarily audience considered when offering age-specific programs.

% of libraries indicated that they offered programs for _____ age group in 2019.
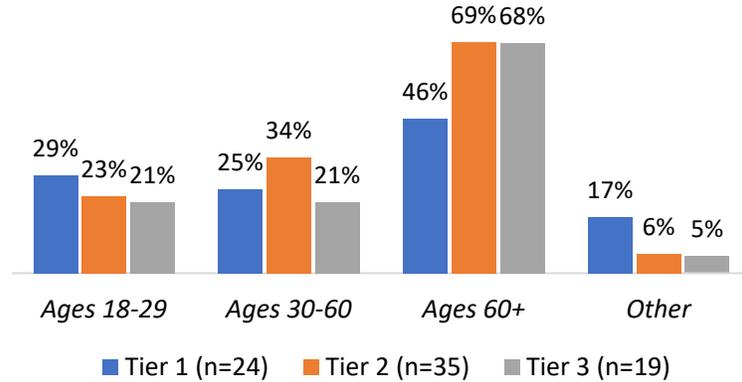
Figure 20, n=59

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

The most common types of adult programs offered by public libraries are literary and cultural programs.

% of respondents indicated that their library offered _____ type of adult programs in 2019.

Figure 21, n=78

Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

Interest expressed by the community and perceived community need are the top criteria considered when developing programs for adults.

% of libraries indicated that they considered _____ criteria when developing programs for adult audiences.

|	
Expressed community interest	95%
Perceived community need	94%
Past popularity of program	82%
How much it will cost	74%
Initiated by collaborator	65%
Mission statement	62%
Strategic plan	59%
Success at other libraries	56%
Risk-benefit assessment	35%
Other	5%
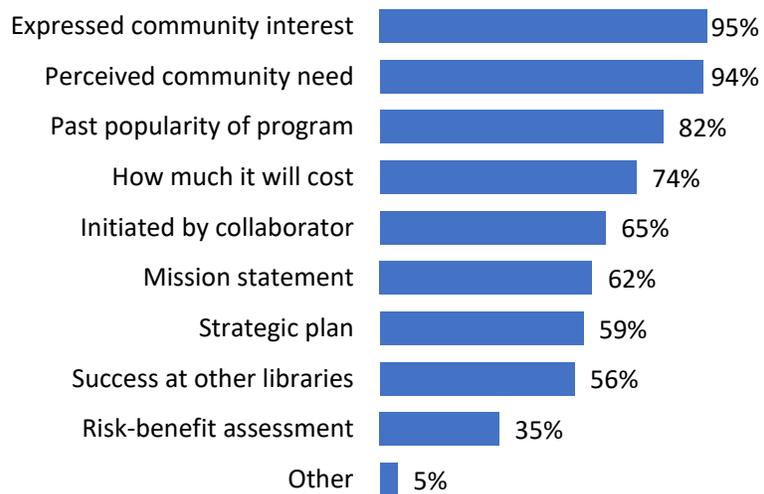
Figure 22, n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Online marketing strategies were the most common methods for advertising adult program offerings.

% of libraries indicated that they employed _____ as a marketing strategy for their adult programs.

Strategy	%
Social media	99%
Library website	99%
Signs / flyers	97%
Word-of-mouth	91%
Local press releases	87%
Print event calendars	84%
Library newsletters	68%
Other	16%
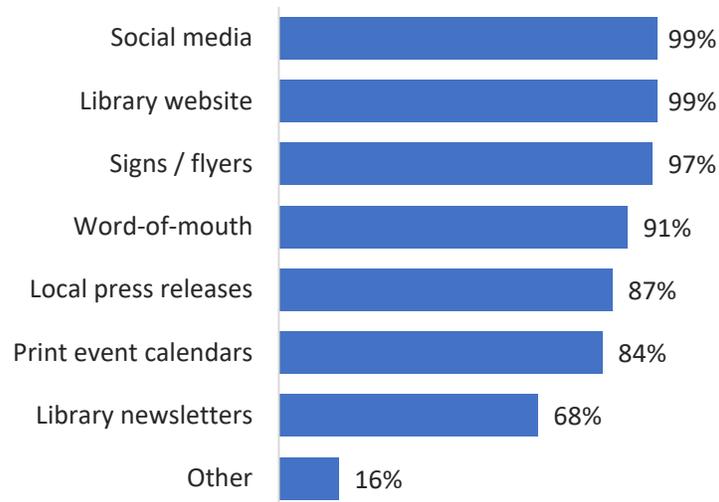
Figure 23, n=77
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Social media and word-of-mouth are considered to be the most effective methods for getting the word ou about adult program offerings.

% of libraries indicated that _____ marketing strategy was considered to be very effective.

	Very effective
Social media	65%
Word-of-mouth	58%
Signs and flyers	28%
Library website	27%
Press releases	26%
Print event/program calendars	19%
Library newsletters	15%
Other	1%

■ *Very effective*   ■ *Somewhat effective*   ■ *Not very effective*   ■ *N/A*
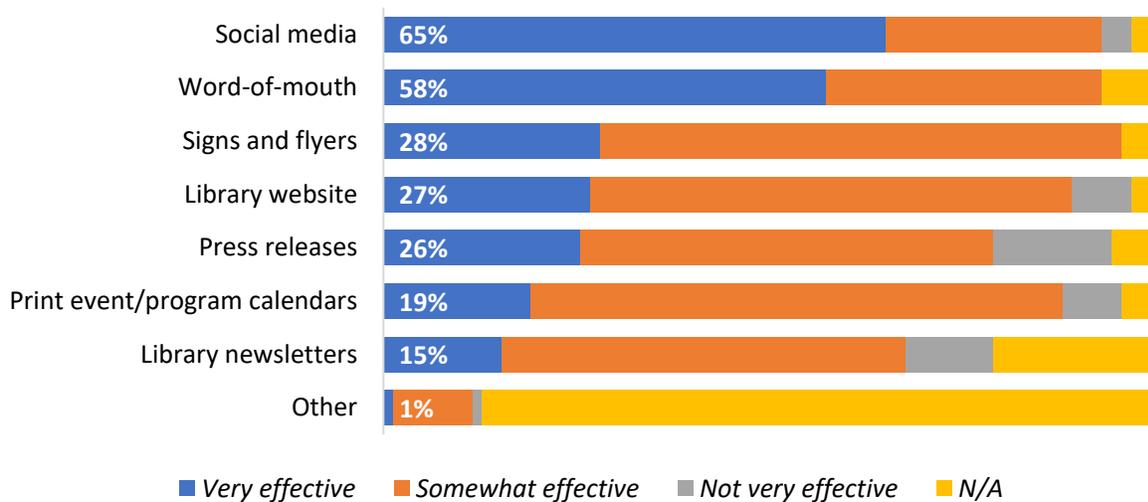
Figure 24, n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Community members were perceived as bieng the party with the lowest level of commitment to adult programming efforts.

% of libraries indicated that _____ were perceived to be higly committed to adult programming efforts.

Respondent	**86%**
Library management	**81%**
Library staff	**67%**
Library Board	**50%**
Community	**45%**

■ *Highly committed*　　■ *Moderately committed*
■ *Not very committed*　　■ *N/A*
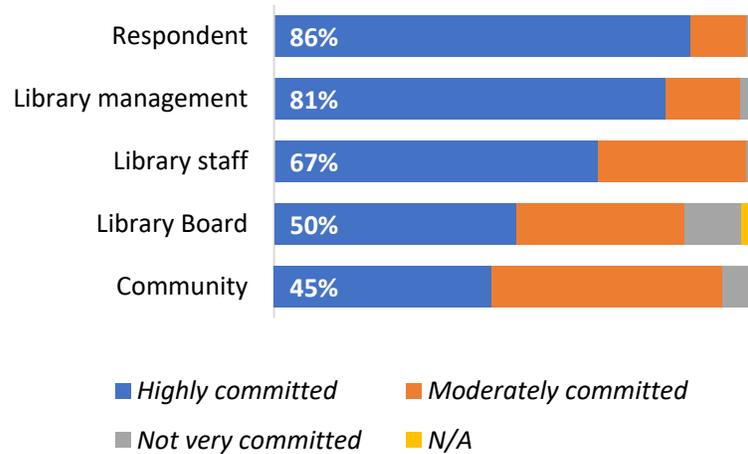
**Figure 25,** n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Friends of the Library groups are a primary source of funding for adult programming efforts.

% of libraries indicated that _____ is a source of funding for adult programming.

Friends of the Library	81%
Line item in the operating budget	65%
LSTA grants	26%
Individual donors	23%
Local service/civic groups	23%
Other	22%
Community or local foundations	19%
Corporate/business donors	19%
Library Foundation	10%
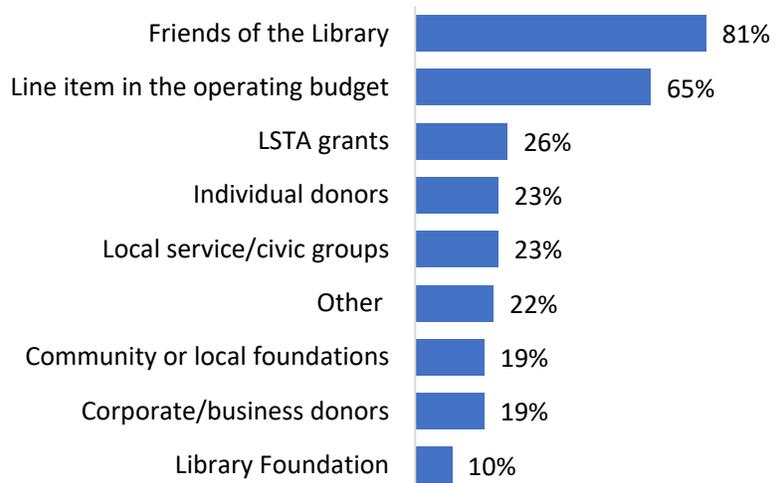
Figure 26, n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Knowing how to effectively market programs to the community is considered to be one of the biggest challenges in developing and offering adult programs.

% of libraries indicated that _____ is a current challenge in the development of adult programs.
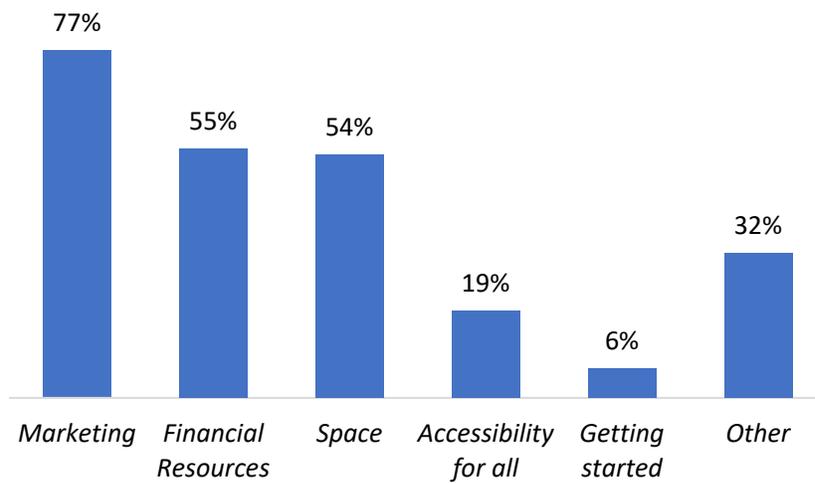
**Figure 27,** n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Recommendations

Recommendation #1.1: The State Library of North Carolina can support consistent quality across libraries by *building* and/or *enhancing* infrastructure focused on facilitating the peer-to-peer exchange of ideas, documents, and possibly even library staff throughout the state. This work could focus on supporting existing efforts already underway, and/or it could include the development of new digital systems complemented by face-to-face convenings of similarly situated public librarians. The main point of these efforts would be: 1) To ensure good ideas do not stay isolated, and 2) Common struggles are not endured in isolation.

1.1 Introduction

In presenting the evidence for this recommendation and discussing how it could look in practice, this section has the following structure:

1. We hear library staff discuss actual and potential rotation and referral systems, which serve as the evidence for this recommendation and its potential impact
2. We look at what survey respondents had to say about their successes and challenges, which in turn suggests topics that could be used to "seed" referral and recommendation systems
3. We discuss how this hypothetical system could work in practice

1.2 Developing institutional capacity for adult programming: Levelling the field

How do some urban libraries throughout the state develop institutional capacity for adult programming? The major tactic utilized is the one thing public librarians across the state asked for most often: A system wherein librarians exchange ideas and get exposed to recommendations and referrals from other librarians. Sandra Lovely said that at Durham County Library one key to their success has been that

> "At the Durham County Library we rotate staff. We'll have the regional manager go out from their current location for a week and we have rotated not only that position, we also rotate the unit managers [e.g. Adult Services]. It's good to see what different locations are doing, whether it's different programs or whether everyone is following the same policy, or, is it something they're doing that they think might work at their location. So, I, I like that, but again, with the adult programmer, [in this rotation system] they might plan a program at a different location or participate in a program somewhere else and they may think that this may work at their location when they come back to their main location. So, we actually have done that rotation and we've gotten positive feedback. It takes a lot

of work, you know, it's just a staffing matter. But it's a good thing to get people out there to see other things."

Whereas at Durham they rotate staff across locations, in Wake County they rotate staff across service priorities. Elena Owens said that WCPL has deliberately sought to expose staff to new ideas through a rotation system focused specifically on adult programming:

> "Within our old structure people would get siloed. To fix this, one of the things that we do now is we rotate our services, and we also rotate librarians in a very strategic way. So that everybody isn't leading a cultural program at one time, we will have librarians rotate among our quartiles [cultural, personal development, career & education, recreational reading], so everybody isn't doing everything. We have eight dedicated librarians who are working on recreational reading, and eight dedicated librarians who work in arts and literature [culture]. But then, every year, there is a rotation of a couple librarians in and out of those quartiles. So, everybody gets an experience in all the areas. Some people have greater skill in some areas than others, but then people will get siloed or, you know, kind of stuck in something, and now they can explore other subject areas."

Librarians across the state also report feeling siloed, and seek recommendations and referrals that they can put into place in their libraries. Ann Phelps said, "Sometimes I feel like I'm grasping at straws, you know, trying to find something to meet a need. Libraries across the state are trying to do the same thing. So, it would be nice to not work in isolation." In rural areas, librarians have not yet implemented such rotation systems, but some are thinking of doing so. In the AMY Regional Library, director Amber Westall Briggs reports that she has considered implementing what she calls a "Freaky Friday" initiative:

> "So this was actually suggested so my staff several times, and we have these sessions where we kind of just vent and get out a lot of information and share ideas. And they're like, can you please implement a Freaky Friday once per month where one of us have to work at a different library? So we can see everything? And be like, you know, they could find out they're doing this, and that's totally not the policy that I would follow for this situation and they can share information back and forth. And I still want to do that."

Librarians are life-long learners who facilitate life-long learning for their patrons. Getting siloed probably feels unnatural, so this desire to shake things up, collaborate, and be exposed to new ideas not only makes sense, but for newer librarians may even be an expectation of the field: It is not surprising that at **both** the AMY Regional Library and on the other side of the state at the George H. & Laura E. Brown Public Library in Washington, the two library directors who participated in our focus groups said that it was **current MLIS students** who are bringing the fresh energy into their adult programming. Our MLIS programs now encourage students to try new things, test new ideas, so a stagnant work environment would be a pretty big frustration.

The challenge in terms of building a support apparatus to support idea/personnel exchange would be to think about how we can ensure that early career staff have the support and structures they need to not only harness their energy and enthusiasm, but also to share that energy and enthusiasm across the state.

1.3 What could work?: Don't re-invent the wheel, but support what's already spinning

We see in both urban and rural libraries a real hunger for the exchange of information, as we all try to figure out how the rising national importance of adult programming prompts us to reallocate resources, time, and energy in the most effective manner possible.

How do we create bridges among libraries? Librarians are all working toward a common goal with adult programming, but they feel walled off from one another – they're all in it together but feel like they're alone.

As we will discuss in Recommendation #4, one starting point could be to see what is working in Youth Services and seek to emulate at least portions of it. For instance, the NC Kids initiative has a clearinghouse type structure where youth services librarians can see performers who may be available across the state. Similarly, there are examples of youth services librarians already using technology to increase programming competencies. At the Watauga County Public Library, children's librarians will record programs in part to facilitate peer-to-peer feedback and self-reflection. Even if you couldn't physically rotate librarians, you could virtually rotate librarians presenting programs, or even just presenting the spiel that they say before a program, to help build up that competency. We will discuss this further in Recommendation #2, which focuses in part on successful ingredients of adult programming and some of the role-playing exercises that could help build up collective capacity.

In any case, to the point of replicating what already works, at the April 20 focus group Amber Westall Briggs, director the AMY Regional Library, shared that for her the listserv and communications structure of the NCPLDA has been instrumental to her ability to be a successful library director. She said, though, that unfortunately she and her staff do not feel that there is the same level of support for adult programming:

> "Just speaking from a director's point of view, we have an incredible group of individuals where I can reach out to via the NCPLDA. So, I would prefer more interaction [in a hypothetical system focused on peer-to-peer exchange around adult programming]. I would also say the NCPLDA's directors listserv has been fantastic for me in one area of my job, but in talking with you all about adult programming I'm realizing that I don't really have a space to reach out in the same way with librarians around that."

The State Library does have an Adult Services listserv, but do people know they can post to it? Providing some guidance on how to utilize this list would be helpful. Amber also cautioned about creating something that would be too static, as there are always issues of maintenance. It's also worth noting here that 50% of survey respondents did indicate an interest in a state-wide adult programming newsletter. That interest could increase if a newsletter or other regular communications featured points of interest, such as presenter/program referrals, idea shares, resource spotlights, and sections on grant/funding opportunities.

In any case, the NCPLDA is an interesting model to consider: Here we have an independent group supported by the state library. Unfortunately there is not *one* natural partner that the State Library could work with to develop something similar for adult programming. Currently, at least **three** different divisions of the NCLA have been working on issues related to adult programming in public libraries: 1) The Public Library Section (PLS) Adult Services and Outreach Committee, 2) The Reference & Adult Services Section (RASS), and the Literacy Section. Given all this activity within NCLA, one mechanism would be to broach a conversation with NCLA about how a similarly close relationship could be formed between the State Library and a unit of NCLA charged with focusing on adult programming or adult services, analogous to the close relationship the State Library has with NCPLDA. Perhaps it would have to be some sort adult programming special interest group that transcends the sectional differences of the current NCLA hierarchy?

Regardless of the particularities, the feedback we heard suggests a definite need for a stronger, more integrated community of North Carolina public librarians working together around the topic of adult programs and services. On this point, at the Greenville focus group Genevieve Baillie of the Wilson County Public Library said:

> "Goodness knows we ourselves are resources, and as librarians we are all about resource sharing. You all [speaking to other librarians in the room] give programs, and you all have experts in your libraries who can talk about different things. What if we could establish networks between our libraries to say, for instance, 'We have a librarian on our staff who can do a great program on 18th century costuming,' and 'I will trade you that librarian for my librarian.'
>
> I mean goodness knows we are a resource that we only use in our own systems, and if we could trade knowledge that would be wonderful. It could even contribute to capacity building because you have the opportunity to see how other libraries do things. Maybe you do a program at another library, but you also spend some time talking with staff about how the work."

At the online focus group featuring librarians from Western North Carolina, Kathy Olsen from Haywood County said that she agreed with this idea, and also thought it had great merit:

"Over the last couple of years, I've become kind of the default expert on some very random things. One of them I'll just suggest to you to see what I'm talking about is making homemade probiotic ginger ale. And it has been my number one, most popular program. I have done it several times a year, and it's one that would travel well, and I would be happy to go somewhere. I've got the handouts ready to go. It would be one of those that would be easy to take on the road. And I've got several things like that developed over the years that I've just gotten good at just because there's a high demand for it. I think there's probably lots of other librarians that would be more than happy to take their programs on the road."

Some version of this is already happening in Durham County Library through their rotation system, and to a certain extent in Wake County as well, but in theory this structure go state-wide.

1.4 How could it look in practice?

Although these seem like lofty ideas, they could actually be implemented at relatively low cost. The key factor would be community buy-in and active participation from North Carolina's public libraries. Here is one possible timeline for developing such a system:

1. Meet with library staff from Wake County and Durham County to learn in more detail how they facilitate the rotation of ideas and staff across their respective systems
2. Convene a virtual meeting with the leadership of NCLA's RASS, PLS, and perhaps upper-level leadership – possibly including NCPLDA and YSS as part of the conversation for planning from the perspectives of extant peer-to-peer networks for library directors and youth services librarians – to discuss this idea, secure buy-in, and brainstorm how it could look in practice
3. Start small with a virtual **skill swap** program: Encourage North Carolina public librarians with expertise in adult programming to video record their programs (or portions of their programs: Like the speech they use when introducing an outside presenter) and share those skills on a virtual platform, possibly a YouTube channel for NC adult programming librarians hosted by NCLA, but with the support of the State Library
4. After there is a bit of digital content to share, consider doing some sort "virtual ribbon cutting" event that communicates the following: "The State Library wants to support adult services and here's what we're doing so far in partnership with NCLA. Our continued success depends on YOU! – We need YOU to tell US what you need and what you're doing well at your library so that we can all improve."
5. As momentum starts to build, consider a scholarship program analogous to the scholarships the State Library allocates to enable librarians to attend national conferences, but instead this fund would focus on sending adult services librarians to other libraries in the state for a day or for a few days to present a program and learn what other librarians do

6. Convene a day-long event, a pre-conference workshop to NCLA, or a Fabulous Friday focused on librarians actually *presenting* their programs, so they can be experienced first-hand, with Q&A and DIY packets to replicate the program later. This idea dovetails with the ProgramPalooza idea being considered by NCLA's PLS currently.

7. Set up either independently or in partnership with NCLA some sort of document clearinghouse to facilitate sharing of things like flyers, program plans, program policies, recommendations on presenters willing to travel, etc.

8. Do a demonstration/workshop of said system at a Fabulous Friday, NCLA meeting, or through the State Library's Continuing Education system. At said demonstration/workshop include an early adopter of the system – a North Carolina public librarian ready to share how he or she has already started to use it. The participants in our focus groups could be called upon to serve in that role.

9. Monitor it and tweak it over time as system develops. Ensure that is training in place to facilitate new librarians' knowledge of the system and how it can be used

10. Finally, consider how this structure could connect with and MLIS programs across the state: There may be opportunities for students to help support the system as practicums or through some other mechanism

Some challenges that would have to be confronted along the way include:

- How do you get all of the libraries/systems on board with this?
- What would that process look like and where would it be centralized?
- What technology could be implemented to help?
- How would librarians be compensated for programming efforts that require travel between libraries?
- Maintenance: The presenter's directory maintained for youth services librarians as part of NC Kids has had this issue: Some presenters' information not kept up-to-date

In navigating these challenges, the overall ethos has to focus on two things:

1. Whatever is set up needs to be explicitly framed as dynamic and dependent upon participation from the community of adult services librarians across the state. This is something developed in partnership between the State Library and public librarians, not a passive information dissemination channel.

2. This is a platform where librarians can review, recommend, and refer programs and presenters. The focus has to be on this fact: This is a platform whose success depends upon your participation

1.5 Potential Technology Solutions to Assist with these efforts

There are many, many technologies that could be drawn upon to assist in these efforts. Here we briefly discuss a few that based on experience with prior projects could be especially useful.

**LibGuides for Organizing Adult Programming Resources
and for Connecting Patrons to Programs and Collections**

Example: SpringShare (https://www.springshare.com/libguides/)

With the State Library of North Carolina's adult services support team being at an early stage of development right now, this might be a good place to start – especially if libraries with successful models were willing to contribute to the resource.

LibGuides are a solution that many libraries already have access to or are familiar with using. Adult programming planning/structure resources and adult program type and audience resources can be organized into a series of LibGuides for adult programming efforts. LibGuides could contain links to live and dynamic document resources and/or other community building resources, such as forums, included in these recommendations, which would facilitate the ability for adult programming staff members to communicate and network with one another. Libraries with successful models could be encouraged to contribute LibGuides and/or document references to the collections. The software also allows for the creation of both public and password protected LibGuides.

In addition, per discussions of connecting programs and library collections presented in this report, LibGuides could be used by libraries as a method to bridge their program offerings to related items in their collections for patrons interested in learning more about a program topic. Such LibGuides can also be used to connect community members to program topics and offerings even if they are unable to attend the live program. If programs are recorded, links to those recordings can be included in the LibGuide for patron use.

Rough cost estimate: Depends on number of users and scale. Could cost SLNC nothing if able to utilize a license already purchased by a public library if idea would be to partner with a library to create such a system.

**Project Management/Lead Management System
for Facilitating and Tracking Partnerships**

Example: Demand Metric (https://www.demandmetric.com/)

Demand Metric is a project management and marketing suite that offers a web-based project management application, downloadable templates and spreadsheets for MS Office suite, and training tools and webinars. After looking through several PM and LMS options, I chose to

include this one because it has an organization-based pricing model instead of a per-user pricing model, and offers a wide range of tools and templates.

Tools for partnership management: https://www.demandmetric.com/content/partnership-development-tracking-tool

Tools for referrals: https://www.demandmetric.com/resource-explorer?sort=score%3Adesc&search_text=referral

Rough cost estimate: $1000/year per library (may be flexible/negotiable). Training modules and customer support built into the cost. (https://www.demandmetric.com/pricing)

Demand Metric offers free demos and trials for interested user groups, which can be set up through customer support.

Focus group discussion mentioned various approaches to partnership tracking and management. A PM/LMS solution would offer a team-oriented approach that includes digital storage for forms and other useful documentation. There was also a mentioned need for marketing training for staff members, and the Demand Metric suite includes marketing templates, as well as training and webinars on effective marketing strategies. While the software is oriented toward businesses and business strategies, the information and templates available could be customized and applied to a multitude of settings, including libraries. If such a solution were standardized, SLNC could create resources helping libraries cater the solution to their unique needs.

A PM/LMS solution may have a high learning curve, and a time/cost investment for training staff in its use.

Referral tools may be a weak point.

Community Forums for Programming Librarians
**Example: Drupal Forum Module
(https://www.drupal.org/docs/8/core/modules/forum/overview)**

Since the SLNC website is built on Drupal, I'm including the Drupal forum module as a potential option. This optional would allow SLNC to develop forums for various library communities to be included in their site resources.

Rough cost estimate: Varies

Cost would depend on SLNC internal resources: web services department, software development structures, moderators (who would manage/maintain the forums), and/or the need for set-up by a third-party.

Examples: phpBB (Open-source: https://www.phpbb.com/) or Discourse (Paid: https://www.discourse.org/)

Third-party forum solutions are also an option.

phpBB is a tried-and-true classic forum solution that is free and open-source. While not necessarily exciting to look at, it has all of the necessary features to build a categorized community bulletin board. It does require hosting, but SLNC could likely host it on the same server as their website.

Discourse is a paid forum service that can be customized to the needs of the organization. It does offer a free, open-source option for self-hosting. It uses a more modern, minimalistic, conversation style structure than phpBB, and has a dynamic notification system allowing users to track responses to their threads and to follow topics of interest.

Rough cost estimate: $0-$300/month (dependent on hosting/support solution)

Forums are a classic browser-based method of communication within communities. Librarians can share ideas, post reviews of programs and partners (which can be used for referral purposes), and seek advice from peers.

In order for such a resource to be successful, it will need to centralized and well-marketed to the public libraries.

Other options: Another option to consider would be something like a Wiki-environment and/or shared Google/Box/Dropbox file space: Many companies (and libraries) now have internal Wiki or shared file space environments on their intranets where employees can share, post, and update work-related processes for broad-reaching applications and services. That could be another option – though some people may view Wikis and these shared file spaces as being fairly static, leading to maintenance issues over time if you don't have staff dedicated to systematically reviewing older content.

Community Building Applications to Facilitate Networking Between Library Staff
Example: Discord (https://discordapp.com/why-discord)

Discord is a free community building application. While it was built for gamers and many of its features are catered to that audience, it has been gradually evolving to meet the needs of a broader user audience and has been working hard to help organizations and communities stay connected during COVID-19 lock downs. It has several options for use and access, including mobile, browser-based, and desktop application. Servers can be made private, requiring email or invite link to join.

Discord users can be members of multiple servers, can access multiple server simultaneously, and can create their own servers for use by their communities, meaning that librarians can use the application to both network with each other and to support their patrons in a virtual environment. User names can also be customized per server, allowing for dynamic user categorization. Servers can be customized with multiple text and voice channels for easy communication and classification of content, and can also be used for video conferencing. Optional bot integration can be used to announce calendar events, social media postings, etc.

Rough cost estimate: $0

Discord is very user-friendly and has a low learning curve.

Can be structured and used similarly to a forum, but operates as a live environment.

Since it is a live chat environment, content moderation can be a challenge.

Individuals already familiar with the application for recreational purposes (gaming or other hobbies) may be reluctant to use it as a virtual work environment, as doing so may decrease sense of life/work balance.

Recommendation #1.2: In developing any peer-to-peer system, it can be helpful to "seed" the conversation with topics that many members of this community of practice care about. Throughout this environmental scan of adult services, we learned about these different topics. This recommendation contains feedback on the topics adult services librarians across the state appear to be most eager to talk about with their peers.

1.6 What do people want to talk about? Policies, procedures, and how they work *in practice*

> "The line item I use for programming is not a line item specific to programming. It is a just a line item for supplies in general for the library. Even office supplies. I (the library director) find myself planning the majority of the adult programs at the main library, but we often have little or no attendance even though I try many different ways of marketing as well as different times and days for the programs. One of my branches has been having more successful adult programs and I'm not sure what causes her attendance to be better."
>
> - Kelsey Edwards, Director, Bladen County Public Library

This quote illustrates a more general finding from this study: Namely that the things librarians actually want to discuss include not only program and presenter ideas, but also how to make

programming (as a whole enterprise) work. This comes back to policies and procedures. In this quote we hear from a library director who really does not have any mechanism in place to understand what is happening at her branches, and this situation is far, far from unique, as we saw in results from the survey that showed that in general most adult programming decisions are made at the branch level, with minimal oversight.

Even at libraries that have developed functional monitoring systems, like Charlotte Mecklenburg and Wake County, librarians report they've only really achieved success within the last few years, and if you look too closely, you'll see many cracks. What can the State Library do to help libraries of all sizes develop the infrastructure they need at their libraries to institutionalize adult programming as a core part of adult services librarianship?

To illustrate some of the things librarians may wish to discuss in face-to-face or online (synchronous or asynchronous) peer-to-peer conversations, this section focuses on the open-ended responses to the November 2019 survey, which we organized into five categories:

- Librarians with successes to share
- Librarians with ideas on how to structure adult programming
- Librarians seeking help with how to structure adult programming
- Librarians seeking advice on other topics
- Librarians reporting myriad struggles they'd like to troubleshoot with others

1.6.1 Librarians with successes to share

Although much of the data collected focused on struggles, librarians did also offer successes that they were eager to share with other librarians. Simply finding a way to facilitate the sharing of these successes would go a long way to improving adult programming (and adult services more generally) throughout the state. Some feedback from the survey and focus groups included:

- I think the most impactful part of adult programming is providing safe spaces for adults to connect socially and in an educational context. I am a big proponent of our weekly and monthly groups that meet, and the importance of social learning.
- When we have successful adult programming, the people who attend are so very grateful and it is rewarding. I just wish we had the staff time to offer more.
- We hear very positive feedback about participants in our job lab and employment programs obtaining employment!
- Our most popular adult program is consistently the book club
- Two years ago, we started a program called A Bite of History. We ask local community members, or organizations that have knowledge of the history of the area and have them come and give a talk. It has been hugely successful.

- Our library has had success with author book fair programs and graphic novel comicon programs. Also, literary poetry and writing programs draw a range in age of adults.
- I am very pleased with the level of adult programming we offer and the participation in our programs.
- Our programming aligns with community needs, county strategic planning, partnership shared strategic goals.
- We offer a full adult program of service at our 8 regional libraries, covering four broad subject areas. Our goal is to ensure that residents of Wake County have similar opportunities to participate in our programming throughout the 800+ square mile county. We also offer concierge and/or appointment-based services as part of our Adult Program of Service. We have added half time AS Librarians to our larger community libraries and are offering a modified program of service in these locations.
- I would like to share all the programs I've had for free in case other adult programmers struggle with it

In the focus groups librarians also shared successes with promotion and outreach, including discussions of simple things like using sandwich boards set outside the library entrance that had been successful mechanisms to advertise adult programs and get people in the doors (Wake County), or doing outreach at community centers or schools, focused not only on youth but also on parents (AMY Regional)

1.6.2 Librarians with ideas on how to structure adult programming

Librarians also shared ideas of different structures that they have developed to facilitate and support adult programming. The Appendix includes some of the documents that undergird these structures. In general, librarians shared with us some of the things they have done to structure adult programming, and these ideas could be further shared by the state library to facilitate the spreading of structures and policies throughout the state. We include all ideas below, but wish to highlight a few, first, that we heard multiple times in different formats:

1. **External Funding.** Overall, 55% of respondents indicated financial resources were a challenge to adult programming efforts and 67% of respondents indicated that "information on funding sources and opportunities" was a needed resource to help them increase their programming efforts. On that note, one librarian said that "We have received an entrepreneurial grant to assist with information on workshop/programs and small business resource tools. Also, we received a health and wellness LSTA. We are providing programs for all age ranging adults." One way to use the hypothetical system sketched in Recommendation 1.1 would be to enable librarians who have successfully received external funding, either from LSTA or any other source, to share their proposals and other supporting documentation.

2. **Friends of the Library**. 81% of respondents indicated their FoL group was a source of adult programming funding and 77% indicated they collaborated w/ FoL for programming efforts. However, conversations with some librarians revealed that in some cases the FoL fund supplies for adult services and sometimes support funding for local author visits, but rarely collaborate with them on programming in the same way that they collaborate with youth services for programming. How to best work with your FoL and/or your Foundation to support adult programming could be a popular topic. In response to the survey, Transylvania County Library writes: "TCL is unusually well supported financially by the Friends and Library Foundation, and is able to have robust programming despite not receiving direct support for it by the governing body. This is an unusual, but successful (for us), model."

3. **Aligning strategic plans and programming policies**. We repeatedly heard librarians struggle with how to do this, and some succeeding. Featuring examples of librarians doing this could help inspire others to do likewise. Comments included:
   a. Our programming is guided by our strategic plan
   b. We do not have a policy per se, but we are guided by our strategic plan and outcome, which are based on community need assessment
   c. We don't have a programming policy, but our Long Range Plan guides us in what topics we may want to be sure we're including. We have an activity portal that staff uses to help them plan and implement their programs.

1.6.3 Other responses on how to structure adult programming

- By establishing a supervisor that oversees adult programming system wide, we have been better able to make sure all adult librarians are contributing. It has saved work in that adult librarians work together more and programs can be repeated at other locations. We are slowly moving to having our core program schedule planned 4-months out which makes it easier to plan collaborations with community groups.
- Providing service is such a large county we aim to ensure all areas receive a consistently quality program of service in each region. This requires a great deal of planning and strategic planning. We must plan well in advance which means we may miss fleeting popular trends. Overall our programming is strong. We only offer a full compliment of programming at 8 of our libraries due to infrastructure. We also offer a modified program at 7 additional locations. This sometimes creates a disconnect with staff who are not offering the full program of service [the community libraries in Wake County]. We are a large system with large system concerns.
- We hired a full-time employee to concentrate on adult programming 3 years ago. Since then our attendance and number of programs offered have increased dramatically. Adults like to get out and go to programs and they're vocal about what they want. We do consider their requests and suggestions.
- Regarding the assessment tools question -- we use brief, locally generated feedback forms and informal feedback from program attendees.

- Since our libraries vary in physical size and staffing, we offer different types and numbers of adult programs throughout our regional library system. We try to stay focused on what our community needs and how we can facilitate meeting that need. Partnerships with other organizations are critical to our success.
- We developed a program matrix based on target audience and six program areas. Our programming team recently decided to substitute Project Outcome program areas for our own. We are using their surveys for all programs.
- We need to look at programming more strategically. We have started to do so, and I think it is helping. I would like to move forward with a policy along with tying programs to our mission statement.
- We require all librarians not involved in youth services programming to take the lead on 8 adult programs a year based on the area of the library they work in, their skills/interests/talents and their community connections. They are encouraged to work with outside groups and find 'the talent' to present the program itself.
- Audiences vary based upon location and program type. We try to offer a wide range of programs to meet interests
- Adult programming is vitally important to the library's mission, but is also a newer endeavor in the context of public libraries. Better funding, more training, and more research is needed to improve and expand our offerings and increase their impact.
- We do not have a formal written policy, but we do not provide programs that promote for-profit entities or solicit donations
- We have guidelines and targets and a vetting process in place.

1.7 Librarians seeking help with how to structure adult programming

We also found librarians frequently discuss their struggles developing structures and policies, suggesting that there are both librarians in the state with ideas to offer, and librarians in the state seeking ideas. Continuing education programs focused on policies, staffing, and budgets would all be warmly received, our data suggest.

1.7.1 Policy problems

- We are currently working on developing a programming policy
- We are looking to develop a cohesive policy
- Our policy needs to be updated
- We have a partnership form but not an official policy. We are going to create one soon.
- I'm tempted to move to a model where programming is the purview of just a few librarians for the whole system. I know that would disappoint and demoralize current staff, however, and morale is low enough already.
- We are currently developing a strategic plan for the library and we want to implement using the Logic Model with our programming. We want programming to be intentional, meet a need, and be tied to our goals, vision, and mission.

1.7.2 Staffing problems

- It is a challenge for staff to prepare programs and balance working the public service desk
- We also have some staffing issues which, if/when resolved, might increase our ability to do innovative and successful adult programs.
- Our staff to population ratio is very low. Day to day operations and public service needs fill professional staff time. Staff would do more if time allowed. We do have space and adequate supply budget for regular programs.
- If I could have a dedicated staff member it would make all the difference
- Staff time and knowledge often dictates the amount of, and types of, programming offered.
- Very small staff - difficult to have a single person whose focus is adult programming.

1.7.3 Budget problems

- Most of the budget and focus seem to be directed to children's programming but there has been some shifting and some momentum towards adult programming and family programming in the past few years.
- The challenge is largely budget and staffing.
- Without our Friends org. it would be very difficult
- We have a general programming budget but it is not broken down by age level. Always open to new ideas and resources for adult programming. in the future would love to designate a professional position to this area.

1.8 Librarians seeking advice on other topics

Throughout the open-ended responses to the survey, and throughout the focus groups, we heard librarians seeking peer suggestions on myriad topics related to adult programming. Here are some of the common things heard, which could be possible topics around which the State Library could convene conversations. The advice seeking come in multiple forms. We heard some seeking suggestions from the place of the beginner (or on topics that would appeal to a general audience), while we heard others seeking suggestions from the place of the intermediate/advanced, and possibly these are the levels in which the State Library should advertise support opportunities.

1.8.1 Seeking suggestions from the place of a beginner / topics that appeal to general audience

- I became director 2 years ago. I started building children's programming and would like to know how to begin adult programs. Our budget is limited and I would like to keep costs down for participants.
- Interested in what other libraries are offering
- We probably need the most advice about effectively marketing our events.
- What programs have others done that were highest attended?
- How much do other programming librarians average in cost per program?
- How can we tap into NC Humanities Council programming
- How to get people to attend Cultural or informational programs?
- We are always looking for ways to serve the people who need us most. Having input from other libraries about their successes would be very helpful.
- We see an increasing need to offer good adult programs at all libraries. A good program will attract a number of adults with good participation and enthusiasm. In a discussion last year with people from the State Library, we discussed offering fewer but more targeted programs with a theme which has been helpful. The addition of wellness and physical activity programs is an emerging area that is proving successful. I think that it would be very helpful for staff to be able to learn more about adult programs---what to offer, what works, how to publicize, etc.
- Is adult programming designed for impact?
- Adult programs are emerging in our system. I think that we are still finding our way although I can say that we have a good offering of programs and overall good attendance. I think that staff would benefit from some additional guidelines, information, and support in this area especially since we do not have any staff members whose primary job is adult programming.
- due to staffing and funding our adult programming needs a reboot. All assistance is welcome.

1.8.2 Seeking suggestions from the place of intermediate/advanced

Connecting collections and programs. We would like to highlight one response in particular, which illustrates a common struggle we heard, namely how to connect library collections explicitly to adult programming? One librarian wrote that they "Would love to see more resources on programming that compliments or drives checkouts. Something other than book clubs... no more book clubs!!" This concern echoes the discussion about the connection between programming and collections and how the two services can support one another outside of just book clubs.

LibGuides may be a good way for libraries to identify and gather collection holdings to display/reference for programming efforts, as well as serve as a reference resource for patrons. For instance, having policies that support librarians in having resource displays that coincide with programs or virtual guides for additional resources that state something like: "Enjoy this program (or wanted to, but couldn't attend)? Check out our LibGuide to learn more about this

topic!" Sharing examples of librarians doing this successfully could inspire other librarians to see *all adult programs* as opportunities to highlight their collections and information resources.

1.8.3 Other responses

- Consider developing regional consortiums that may split costs to draw in a larger name for multiple programs
- We are a lean staffing model (as are all county departments). State Library assistance in program planning and develop would help us stretch our staffing for adult programs
- Offer training for more challenging databases that could lead to database programming or services e.g., Simply Analytics, Reference USA, Morningstar, etc.USA,
- Ways to bring makerspace technologies to adults through programs?
- Technology Programming with Arduino/Raspberry Pi, VR, Computer Program Software, creating Apps, etc.
- How can we put on an all-day event (we did a Crime Scene: Library event)
- I also partner for programs with business organizations and workforce development agencies and would like to hear more about library programs in these areas.
- We need to do more to help our citizens overcome persistent poverty. They are the hardest group for us to reach. Our county has many challenges - poverty, food insecurity, unemployment, and health issues. We want to do more to address these issues.
- Thank you for identifying adult programming as an area that libraries could receive additional support, funding, and technical expertise. Although we have a healthy number and participation in adult program, it would be helpful to learn more about how to plan, schedule, promote, and evaluate programs. Currently, we do not evaluate impact, and I would like to do so. We also need support in training new staff members and in supporting staff that do adult programs. More information on funding would also be helpful.
- There is a Facebook group called the Programming Librarian that is excellent. I would love to see something like that specifically for NC libraries

1.9 Librarians reporting myriad struggles they'd like to troubleshoot

Finally, in addition to librarians reporting wanting to share their successes with specific programs and with programming policies/structures more generally, we heard a wide array of struggles. These struggles came in many forms, but collectively point to the great need public librarians across the state confront as it relates to the development and institutionalization of adult programming as a core facet of contemporary public librarianship. Some of these we will return to in subsequent sections of this report.

- In our multi-branch system one or two locations are craft-heavy and offer very little else in the way of programming, but that's what those communities want. Most locations

have a good balance between crafts and other types of programming. I wish we didn't have crafts at all, since we are not a rec center, but the public seems to want them.

- We offer programs targeted to small-business and entrepreneurs but are often disappointed with turnout for these programs.
- We're working on incorporating more outreach and advertising more. Our staff is stretched thin, and we don't have a specific adult services staff member like we do for our children's department, so we have some work do to here.
- I believe that there is a need but we lack space to offer programs in the main branch during regular operational hours.
- Staffing is a major constraint for us - we are a small library system and have limited staff/finances. We do not have a dedicated programming librarian - though her title is that, she wears many hats from working the circ desk to creating displays to inventory to supervising staff to programming. Smaller libraries have a difficult time spanning all the needs of the community without stretching themselves too thin.
- The adult audience is diverse in interest and it is difficult to address all of the needs of the community.
- The coordination is mostly difficult because we only have 1 employee to run the adult programming.
- We have not had much success, and are trying to make it a priority. Food literacy programs are currently being planned.
- We see the need to review and update our programming policy. We need better coordination of our adult programming.
- We would like to target the millennial audience more since this group is one that is using libraries more and is the future. To do so, we need to re-think programs that traditionally have been aimed more at an older audience. We also need to transform our libraries to be more attractive destinations for them including furniture, maybe coffee, technology, and other involvement. Sometimes we see lots of people at local coffee shops and know we need to take notes
- Lack of communication between branches; silo mentality of programmers
- Library hours; branch libraries aren't open in evenings most days
- Primary staff responsible doesn't view as a priority
- Being in a smaller community many other organizations are trying to copy our programs.
- We are very proud of our adult programs, but we are limited in the scope of what we can offer due to budget constraints, specifically with regard to personnel costs. Our Adult Services Coordinator is also the supervisor of the Circulation Dept. While she does an excellent job in both of these roles, she cannot devote the amount of time required to develop and implement the number of programs she would like to. Unfortunately, there is simply no money available to expand our staff at this time. However, we still have an exemplary level of enthusiastic participation in our programs by patrons who consider them a vital part of their cultural life in the community.

- Budget: Adult programming is the redheaded, left-handed, blue-eyed stepchild of library services. There's no line in the budget for it, which means we have to rely on the generosity of the Friends and the scrounging abilities of the more resourceful programmers among us.
- Our staff are well informed and capable but don't have enough time. Not enough staff
- There is a great discrepancy between the resources at one branch and those at the 2 other smaller ones
- Ultimately, it takes staff to plan and implement successful programs. We need to have a larger budget that can sustain more staffing to do programming.
- We recently stopped posting many releases to media outlets because we did not find it to be effective.
- Increasingly we try to go outside the library to do programming where people are. This is certainly true for youth programming, but could also be true for adult programming. Outreach activities require more staff and more funding than just in-library programs. We use volunteers, but staff are critical to successfully sustaining programming efforts.
- Programming is a means to having people come to the Library that does not already come. The key is to find areas of common interest within the community of service.
- Our building severely limits our ability to do multiple programs or programs that are out-of-the-box.

1.10 Most successful/Least successful adult programs

In addition to capturing data on the struggles and successes of North Carolina's public libraries with adult programming, generally, we also captured data on their most and least successful adult programs, in particular. Our analysis of this data follows, but what is most remarkable is that the same program can be in one library the most impactful, while that same program can be least impactful in another. It goes beyond whether or not the program is a good *fit* with the community.

It's almost if the content of the program doesn't really matter. It's all about the context. This may be over-stating the case: Knowing one's community and their interests does of course matter and should inform programming decisions. But, on the other hand, one of the best ways to learn about community interests and needs is through programming. If one has mastered some of the foundational elements of successful adult programming, one can then experiment, try different programs and see which ones resonate (a practice many libraries already do, if more as a matter of practice than of policy). More generally, one can package this information and share it with presenters, to ensure that they know what to do (they may not).

As we discovered in our review of national best practices and through the focus groups, there are structural elements of successful adult programs that frequently are lacking, but around which continuing education could be provided. We focus on those elements in the next section of this report. For now, here is what we found.

We asked respondents what have been their most and least impactful programs during the past 12 months. We then organized these responses. One of the most fascinating outcomes from this exercise was that virtually every program that one library said was *most impactful* was listed by another library as *least impactful*. That fact illustrates the overall finding that is most important is how a program is organized, rather than the content of the program. Any program can be a failure or success.

In order of frequency, the most commonly reported impactful programs were:

1. Collection-related (27)
2. Economics/Job/Law (21)
3. Culture or History (20)
4. Health (18)
5. Technology, science, or Makerspace (15)
6. Crafts or other DIY (15)
7. Homelessness/Diversity/Special Populations (11)
8. Sports, leisure, outdoor, or food (8)
9. Off-site programs of any type (7)
10. Civics and social engagement (6)
11. Family education (4)
12. Games and play (4)
13. ESL/Adult Education (3)

The full list is in the appendix, but a few excerpts from responses to illustrate these programs and what makes them impactful in different libraries.

Collection-related adult programming

These span the range from the traditional adult program (book clubs, adult summer reading, author events) to cross-overs that seem inspired by youth programming (Comic-con, Harry Potter Extragaznza), and also include A/V collections (weekly movie night, film screenings).

- Book Clubs - They seem to draw a consistent audience and the word spreads.
- the book clubs are very popular
- Adult Summer Reading and book clubs at several facilities have also grown in popularity.
- The most impactful adult program was the Adult Summer Reading program. It was a huge success, and the community was very engaged throughout the summer.
- Local History Summer Reading
- Authors and performers presented directly by the Friends

- Community read and speaker on the holocaust-well attended-good conversation afterwards
- Adult Book Tasting - increased circulation by exposing patrons to different genres and authors
- Friends of the Library Meet the Author lunch programs have had great turnouts and well-known authors.
- Graphic Novel Comicon Fair and the author book fair
- Comic-Con, has been more and more successful each year, now serving nearly 1,600 patrons in a single day.
- The Harry Potter Extravaganza was for all ages and brought in a lot of interest.
- Black Superheroes during Black History Month
- We offer a weekly movie night that folks tend to appreciate.
- film screenings
- Send Home Stories program at the County Jail has had a large impact.

Economics/Job/Law

The second most commonly reported high impact adult program focused on economic development and/or access to legal services. Based on responses, it appears that establishing this type of programming takes time. Many respondents reported a gradual expansion of interest in this programming, perhaps as more people come to associate the public library with economic development. Librarians also report these programs as being high-impact, even if the numbers served are small. Examples include:

- Resume Workshop the attendance was lacking but we have a good framework for future workshops
- Job and Business workshops - They seem to draw a consistent audience and the word spreads.
- Those that bring area businesses/organizations into the library to share their expertise and strengthen community
- Roundtable of local entrepreneurs--big crowd, generated interest in next program
- The Job Fair has had the most impact. Last year, 42 people came to the Job Fair at the Library and 13 gained employment.
- Even though the overall numbers have been small, our collaboration with NCWORKS has been very impactful in successfully linking job seekers with the library's job assistance and career resources as well as those offered by NCWORKS.
- Ice House training Interest session--recruited 8 students for entrepreneurial mindset training
- Job Lab and Employment programs

- The Business Center staff programming and one-on-one assistance has helped a number of individuals navigate the process of starting a new business or expanding an existing one through serving as a liaison with City planning and code enforcement, providing in-depth demographic research, and guidance in using social media.
- We have a large retiree population on fixed incomes so anything that we can provide to help that part of the community save money and navigate taxes and healthcare issues has been warmly received.
- We have also had a lot of luck with helping adults of all ages write great resumes and use them to successfully obtain jobs.
- Book-A-Librarian - helped multiple patrons with resumes
- Ask a Lawyer Program

Culture and History

These programs tend to focus on local culture and/or history. Here again we see quite a range of programs, spanning the typical guest speaker on local history to a very successful walking ghost tour of downtown to a celebration of Black superheroes. Responses included:

- The Historical Association held a ghost walk this past October to celebrate the town's 150th anniversary. 500 people came, and we've had rave reviews--people loved learning about history in this fun way. We will do it again!!
- Cultural programs have proven to be the most impactful. The adult community seems the most interested in historical programming
- Art shows/classes
- Cultural or history themed speakers
- Music programs
- Theater/drama
- Our Black History Month program focused on a central theme and incorporated several events, including a keynote speaker. We had large numbers in attendance.
- Lifelong Learners (conducted by retired college professors) - These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
- The Evening of Mystery and Imagination, featuring a performance by the director, is consistently well-attended and usually results in several invitations to repeat the performance (or something similar) for various local civic groups
- Genealogy
- Humanities Council programs are well-attended. The wide-range of topics and skillful presenters are captivating to audiences.
- Lectures from the Humanities Council
- A Bite of History - It has created a buzz within the community about the unique history of Washington. It gives us a chance to document our history in an exciting way.
- Black Superheroes during Black History Month

Health

A wide variety of health programming was also reported to be highly impactful. Responses included:

- Health programs -- everyone's interested
- Exercise and mental health programs - Attendance was the highest and reviews were overwhelmingly positive
- Veteran's Fair connected veterans and their spouses with service and support groups which resulted in at least 2 veterans resolving benefit and care issues (there were tears shed!)
- Health and wellness programs for the senior community
- Aging Well Series
- Outreach to veterans in local health care facilities
- Health and Wellness programming, many participants can't afford a gym membership and attend regularly, and are adding exercise and improved nutrition in other ways to further improve their wellness
- Through the regular health screenings and information session offered at our Farmers Market and throughout the year, we have been able to reach hundreds of individuals, providing them with crucial information about their current health situation, also providing them with referrals when needed.
- Healthy Living- positive feedback from community members about how workshops have improved their lifestyle
- The programs that we have offered on health and well being (yoga and chair yoga, medications, hoarding, wills and powers of attorney, etc.) have been the most requested and well attended.
- Arthritis walking group
- Wise & Well - We had a series that included, exercise, resources, meal planning, meditation. People really want ideas and help regarding their health.
- Cookbook Club - We pick a theme (Vegetarian, Soup, Potatoes, Crockpot etc.) and people make a dish to share and discuss the cookbook or family recipe. We discuss what is healthy or not healthy about the foods. Next year we will pick different countries to explore other food cultures.
- Generally speaking, we find the ones that offer assistance or information on health/public service resources the most impactful, although that may be primarily because those are the ones people are coming to most often.

Technology, science, makerspace / Crafts or other DIY

Tied in popularity were "Technology, science, or Makerspace" and "Crafts or other DIY" programming. Since the two are related – they frequently center on making things, either with

or without digital technology – it can be useful to consider them together. Some responses included:

1. Technology oriented

- Maker Programs - They seem to draw a consistent audience and the word spread
- Morehead Planetarium--drew a big crowd
- We offer Senior STEAM sessions and they have been popular and the seniors have been very appreciative.
- STEM and Citizen Science programming, some of which has highlighted our MakerTools collections.
- 3D Printing workshops
- Computer: increased knowledge level of patrons - increased ability to complete tasks necessary to obtain employment
- Tech Tuesday
- Basic Computer Skills Classes
- Computer classes
- Digital Literacy classes

2. Craft oriented

- Craft programs have proven to be the most impactful. The adult community seems the most interested in programs where they can unwind and relax with easy and fun art projects
- Crafts/arts programs
- Art/craft/creativity matters classes - Attendance was the highest and reviews were overwhelmingly positive
- Art shows/classes
- Craft-related ones, in particular, almost always fill up.
- Crafts for adults with special needs. Connects caregivers and engages the adults participating in the craft.
- Step-by- Step Painting has been extremely popular to the point we have a waiting list as big as the class
- Public loves craft night.
- Our craft programs for adults-only are heavily attended by our older patrons who use the time to forge new friendships. For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
- Sewing Club
- Our regular writing groups have had an immense impact on our community. This opportunity for customers to develop social support networks and share their stories are an integral part of a healthy community.

- We do an outreach program providing crafts to our senior citizens on the first Tuesday of every month. This has been VERY successful and is always well-attended.

Homelessness/Diversity/Special Populations

Some respondents also said that their most impactful adult programs were those targeted at special populations, including (note that this list repeats programs organized into general themes). The senior citizen population was mentioned especially in these open ended comments:

- Programs for patrons experiencing homelessness
- On the Same Page targeting LGBTQ themes.
- Crafts for adults with special needs. Connects caregivers and engages the adults participating in the craft.
- Send Home Stories program at the County Jail has had a large impact.
- Veteran's Program - appealed to the older generations in our community especially because our speakers were well known community members
- We offer Senior STEAM sessions and they have been popular and the seniors have been very appreciative.
- Our craft programs for adults-only are heavily attended by our older patrons who use the time to forge new friendships. For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
- Outreach - senior and group homes
- Senior Citizen Day-helped spread the word of local resources available for seniors
- Sensory Networking
- Adulting 101

Other programs

Beyond these categories, no other category accrued more than 10 responses. Others mentioned included:

- Sports, leisure, outdoor, or food (8)
  - A fishing science program had an unexpectedly high turn-out reaching Dads and their children (we don't get a lot of Dads with kids coming in)
  - Programs conducted by Master Gardeners. These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
  - Beer making was a very popular program.
  - Hydroponics. High interest, recurring attendance
  - Cookbook Club - We pick a theme (Vegetarian, Soup, Potatoes, Crockpot etc.) and people make a dish to share and discuss the cookbook or family recipe. We

discuss what is healthy or not healthy about the foods. Next year we will pick different countries to explore other food cultures.
- o Gardening
- o Cooking
- Off-site programs of any type (7)
  - o Trivia nights at three local breweries reached a lot of people and raised community awareness to the 30-something age group
  - o We do an outreach program providing crafts to our senior citizens on the first Tuesday of every month. This has been VERY successful and is always well-attended.
  - o The Historical Association held a ghost walk this past October to celebrate the town's 150th anniversary. 500 people came, and we've had rave reviews--people loved learning about history in this fun way. We will do it again!!
  - o Outreach to veterans in local health care facilities
  - o The Evening of Mystery and Imagination, featuring a performance by the director, is consistently well-attended and usually results in several invitations to repeat the performance (or something similar) for various local civic groups. [not sure what this entails]
  - o Send Home Stories program at the County Jail has had a large impact.
  - o Outreach - senior and group homes
- Civics and social engagement (6)
  - o Lets Talk About it Series [***Note: This NC Humanities Council was mentioned independently by three differently libraries]***
  - o Let's Talk About It & Altered Landscapes led to deep discussions about racism.
  - o Let's Talk About It
  - o Date night
  - o Lifelong Learners (conducted by retired college professors) - These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
  - o Lunch & Learn
- Family education (4)
  - o Parenting- CADA has been able to see a difference in the interaction and interest in reading between parents and students
  - o Our Family programs have been more effective due to the family unity dynamic in the community.
  - o Young Mother's Classes
  - o parenting
- Games and play (4)
  - o Trivia nights at three local breweries reached a lot of people and raised community awareness to the 30-something age group
  - o The game nights because we have had several people continue to come back to the game nights each time we have them.

- o We've done two escape rooms in the past year and I would consider them impactful due to the level of enthusiasm they were greeted with by our public and staff
  - o Triva
- ESL/Adult Education (3)
  - o ESL
  - o Our GED and citizenship classes has been very important because they are helping solve a demonstrable need in the community.
  - o Adulting 101

Finally, four libraries offered additional insight into what goes into their most impactful adult programming:

- The best ones are those the staff develops out of their own interests. They are passionate about topic and that resulting enthusiasm is contagious.
- Addressing needs that have been unmet in the community.
- For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
- Although several of these programs were not as well attended as we had hoped, there was a large impact on the patrons that did attend, either socially or educationally.

Least impactful programs

Shifting gears from most impactful to least impactful programs, what is most noticeable is the degree of repetition between these two categories. In other words, virtually every program that was listed by one library as most impactful was listed by another library as least impactful. Again, this fact seems to imply that what librarians are needing is more *general* help developing impactful adult programs. This is important to point out because what we often hear is that librarians want program ideas. But if any program can be good or bad, ideas are not what are needed. What is needed is answers on *how* to successfully implement a program idea (regardless of content).

In any case, the frequency of least impactful programs, by category is (and note that this question was only filled out by 57 respondents, compared to 67 respondents to the most impactful question):

1. Collection-related (16)
2. Technology, science, or Makerspace (9)
3. Culture or History (8)
4. Health (8)
5. Economics/Job/Law (7)

6. Crafts or other DIY (6)
7. Games and play (4)
8. Homelessness/Diversity/Special Populations (3)
9. Sports, leisure, outdoor, or food (1)
10. Off-site programs of any type (1)
11. Civics and social engagement (1)
12. Family education (1)
13. ESL/Adult Education (1)

Collection-related adult programming

In different libraries, collection-related programming was both the most impactful and the least impactful adult programming overall. In the least impactful category, librarians wrote:

- Although author talks can be popular, they are often not well attended
- Our success with author programs has been mixed.
- Harry Potter break out box. While a lot of people expressed interest, only two people showed. Unsure why.
- Local author "meet and greets"
- Poetry
- Summer reading
- I also find that, while our book clubs do quite well in terms of attendance, I don't see a lot of inclusion or growth that lead me to believe there is a lot of community impact there (rather, they are more clique-ish in nature, and very opposed to change).
- Programs that attempt to capitalize on popular culture but miss the interest timeframe, e.g. Game of Thrones Party offered after the series ended.
- Adult Anime
- One of the branches has been showing public domain movies that are appealing because are so bad they're fun. It's a low cost easy program to us, but hard to bring in the numbers.
- Film screenings
- Movie Screenings - little to no attendance
- movies
- movies-no one came
- General movie showings. The attendance is usually very poor.
- We held a couple of movie screenings this summer. They weren't well-attended and they also weren't very well-planned. If we do this again, we'll have a lunch or a special speaker to accompany the movies.

Technology, science, or Makerspace | Crafts or other DIY

Here again, although making things together at the library is usually impactful, this is not always the case. This category also includes the many librarians who reported their technology classes being low-impact, for reasons further explored below.

1. Technology

- tech classes; people want one-on-one when they need it
- Tech classes. We have moved to one-on-one instruction at the request of the user we have found the classes are not well attended any longer
- Tech programs with a come-one, come-all approach. While the topics are current and regularly requested as programs turn out is always hit or miss.
- Technology- Most adults know the in and outs of technology but our programs on getting helping with their devices are well attended.
- The desire for computer instruction seems to be transitioning to one-on-one support
- We try offering computer classes for adults, and they are never well attended.
- We haven't had as much success with formal tech classes. That seems to be better approached from a one-on-one standpoint.
- The technology classes were very poorly attended.
- Internet safety

2. Crafts or other DIY

- Craft programs have been least impactful in the past 12 months solely based on low participation and interest.
- We are struggling with weeknight DIY crafts. Some of it is because of a lack of advertising. The other is because folks ages 18-50 are resistant to come out on a weeknight when they have families at home or are just plain tired and want to go home and relax after work.
- Some of the writing programs have been well attended, but with the same people. We would want to expand those programs to under served populations.
- Things that are socially based, like crafting programs or hobby-based programs, tend to be very hit-or-miss.
- Individual programs such as de-cluttering and a fabric swap did not attract an audience. I am not sure why because I would think that the fabric swap could have. It has been a challenge to get the word out to the target audience in some cases.

Culture or history

These programs typically succeed or fail based on a) the strength of the presenter, or b) timing and advertising, based on feedback from librarians.

- A community member approached library to offer history-based program. Content was good, but feedback consisted of people leaving because of poor presentation skills

- Some of the more intellectual-type programs have a smaller turnout, especially those with less prominent speakers
- We also had a college professor give a local history lecture and it was not well attended but that may have been poor timing.
- Local history programs
- It has been difficult to get attendance to classes co-sponsored by the community colleges including oral history and adult basic literacy.
- Humanities based programs that have too lofty a goal or reach.

Health

One-off health programs, and programs that consist solely of the transmission of information, seem to sometimes struggle to attract an audience, compared to recurring programming. Responses included:

- A program about the signs of dementia vs. normal aging. It only had 2 participants.
- Disaster Preparedness--low interest, low attendance
- Informational or seminar-type wellness or mental health programs specifically targeting 65 and older
- While health programs receive the most interest, they end up the lowest in attendance.
- The least impactful has been the UNC Lenoir Health Care and NRL Cancer Conversations series.
- The library has experienced difficulty in attracting audiences to health related programs.
- Some of our purely informational healthcare programs have not been well-attended but this is a budding program so we will persevere.

Economics/Job/Law

There doesn't appear to be any rhyme or reason as to why these programs didn't work.

- Budgeting
- Entrepreneurial/small business programs
- Home buying
- Personal finance.
- Resume building workshops.
- We had a program on handling the job interview and reviewing resumes. Only two came. Many tell us they desire this information but often won't come to a program. The Library staff does not have the time always to provide personal attention. We try to help when and where we can.
- Couponing club

Other

These included:

- Games and play
  - Adult gaming hasn't gotten a lot of attraction.
  - Game Night
  - Harry Potter break out box. While a lot of people expressed interest, only two people showed. Unsure why.
  - Trivia game night
- Homelessness/Diversity/Special Populations
  - Informational or seminar-type wellness or mental health programs specifically targeting 65 and older
  - We had an inclusive program for adults, but only one person attended.
  - Some Senior Center Programs - they already have a lot of programs scheduled and they mainly just want to play bingo.
- Sports, leisure, outdoor, or food
  - We have had to drop a Master Gardner series offered on Hatteras Island due to low attendance, after several years.
- Off-site programs of any type
  - Some Senior Center Programs - they already have a lot of programs scheduled and they mainly just want to play bingo
- Civics and social engagement
  - We had a french conversation group that did not do well.   The need and interest wasn't there.
- Family education
  - Parenting
- ESL/Adult Education
  - It has been difficult to get attendance to classes co-sponsored by the community colleges including oral history and adult basic literacy.

Recommendation #2.1: The State Library of North Carolina could help disseminate guidance on the ingredients that constitute successful adult programming, focusing on how to develop rich social experiences, while simultaneously providing support for librarians feeling overwhelmed with informational and social service needs typically best addressed through reference and one-on-one services.

Recommendation #2.2: This recommendation focuses on preparing public librarians to understand how best to allocate limited resources to meet diverse and evolving community needs: Some needs are best addressed through reference/one-on-one support, others best addressed through programming, others best addressed through library resources and collections, others best addressed through community partnerships and volunteers. Fulfilling this recommendation comes down to policy: Ensuring you have the infrastructure in place to best utilize your available resources, both inside and outside the library.

2.0 Introduction

After spending the last five years studying public programming in libraries of all types, the American Library Association concluded that a library program is best defined as "[an intentional service or event in a group setting developed proactively to meet the needs or interests of an anticipated target audience](#)." The word "group setting" is key here. As we will see before, there is a ***lot*** of confusion about programming for adults around the state. As Sarah Greene, the director of the Patrick Beaver Memorial Library in Hickory, told me after the focus group there in February 2020: We never even talked or thought about this back when I started as a librarian. And that is probably true for many or most public librarians throughout the state. The skyrocketing importance of adult programming, and programming in general, prompts *all of us* to re-think what it is we do, and how we allocate time. This section begins with a very brief literature review on the rise and current state of adult programming as social events facilitated by librarians before focusing on two things the state library could do to help North Carolina's public librarians embrace the social in adult programming:

1) Understand the ingredients of successful adult programming and role play around them
2) Understand from the policy side how best to allocate limited resources to most effectively meet this need

2.1 A very brief literature review

On December 4, 2017, the Public Library Association released the most recent [Public Library Data Service Survey](#). That report contains the following figure, which vividly and unambiguously communicates the sea change anyone paying attention knows is happening public librarianship: Namely programs are on the rise (up 27.5% over a five year period) and reference is on the

decline (down 19% over the same period). Adult services librarians trained (for the most part) as reference/collection development librarians are now programming librarians, whether they want to be or not. It is a struggle. From the vantage point of an LIS educator I can sometimes see in my students a noticeable difference between my students that want to work in public libraries: Those gearing up for youth services are bubbly, excited, and more extroverted; those gearing up for adult services are more dour, introverted, and looking forward to sitting behind a desk. But that personality type doesn't really work for today's libraries. As such, the major recommendation of this section focuses on role playing exercises that could better prepare North Carolina's adult services librarians to get up, be social, and start and sustain the high-impact adult programming we know people want.

Figure 4. Percentage Change in Service Levels from FY2012 (N≤428)
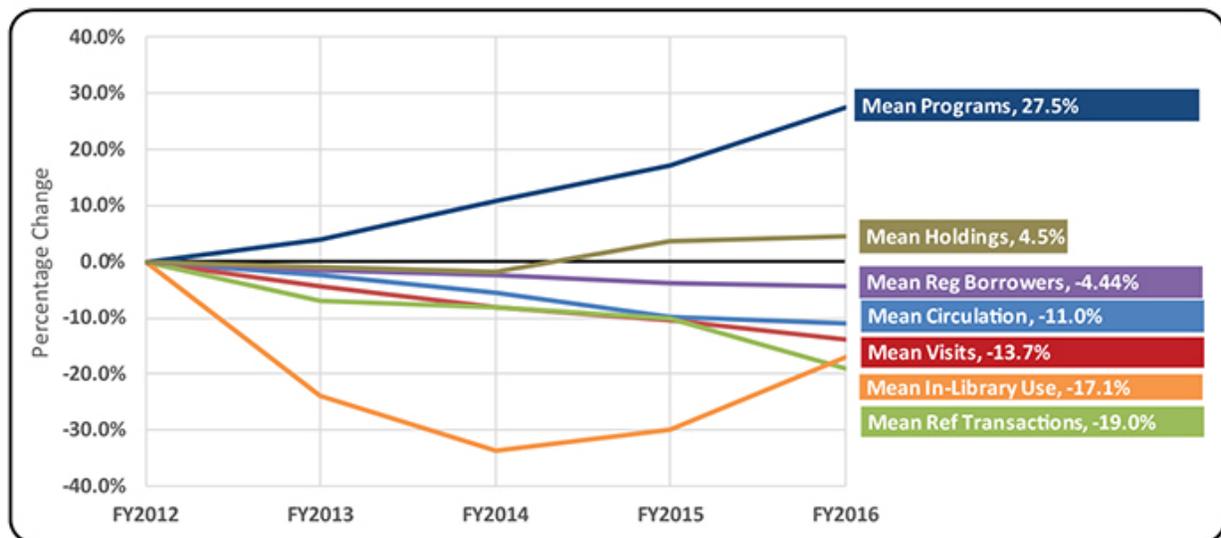
In case this wasn't enough, a year later the American Library Association released "*From Awareness to Funding Voter Perceptions and Support of Public Libraries in 2018*" which contained the following finding: "More voters today say it's important for the library to be a community hub," manifested by offering "activities, entertainment not found elsewhere," or, in other words, programs.

It is not surprising that librarians seeing these changes are struggling to navigate them. It was *only* in 2004 that the IMLS started tracking attendance at programs that were not for children. Every IMLS Public Library Survey prior to 2004 *only* tracked "children's program attendance." It was only in 2004 that for the first time IMLS started tracking "Total Program Attendance," enabling for the first time some sort of measure of adult programming. Still today there is no federal measure of adult programming, with researchers having to measure this trend by subtracting "Young Adult Program Attendance" (another new addition) and "Children's

Program Attendance" from the "Total Program Attendance Measure." Nonetheless, even though there continues to be a tiptoeing around the explosive rise of Adult Programming, the trends are obvious. Consider this figure from the most recent Public Libraries in the United States report on Fiscal Year 2016 released by the IMLS in May 2019. We see Young Adult Programs and Children's programs growing very modestly but the Total Programs line shooting up (see next page). It's really no mystery what this trend signifies: Adult programming is on the rise, it's becoming central to adult services, and librarians across North Carolina and the country are struggling (and sometimes succeeding) at figuring out what this means for them and for their libraries.

More voters today say it's important for the library to be a community hub.

	2018	2008
▪ Activities, entertainment not found elsewhere	48%	38%
▪ Be a place for people to gather and socialize	45%	36%
▪ Support civic discourse and community building	47%	

2.2 Embracing the Social: Eric Klinenberg's Theoretical Intervention

In the rush to praise Eric Klinenberg's *Palaces for the People*, librarians frequently over-look and misunderstand his primary point, which is that people primarily seek (and find) social connection in public libraries. How do they do this? Well, it frequently happens through programs! He profiles how "Seward Park is one of many New York Public Library branches that offer karaoke sessions. They are especially popular with older Asian and Asian American patrons, some of whom travel together from branch to branch to sing as often as possible."

And he gushes effusively about how there is a "[Library Lanes program in the Brooklyn Public Library where once a week groups of older library patrons assemble in common rooms, put on bowling league jerseys, and hook up an Xbox and do virtual bowling matches, one library team against another](#)." Librarians love hearing themselves celebrated in the national media, but they don't always like confronting where they come up short. Have libraries in North Carolina embraced the principle of organizing adult programs around social gatherings in the way Klinenberg celebrates? For the most part, the answer is no.

Figure ES-1. Total Programs Offered per 1,000 People by Program Type, FY 2007–2016
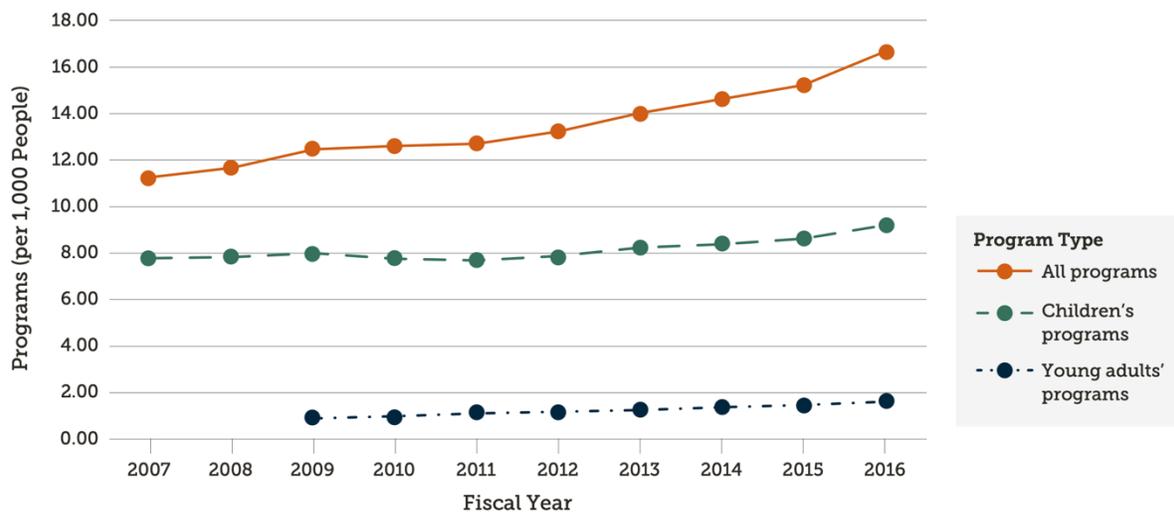
NOTE: Per 1,000 people estimates in the figure use the unduplicated population. Total programs does not equal the sum of children's programs and young adults' programs. Total programs may include other state-specific program data not collected or reported by the PLS. Data on young adults' programs were not collected until FY 2009, and therefore, 10-year trends are not available. Differences of less than 10 percent in per person estimates over time are generally not highlighted as meaningful in this report.

SOURCE: IMLS, Public Libraries Survey, FY 2007–2016.

Nevertheless, implicitly many librarians have realized the truth of Klinenberg's findings. In thinking about the implications of Klinenberg's work in the context of adult services, it is worth considering how often does the idea that we as librarians need to be teaching something to adults, that we need to demonstrate that we are educators, get in the way of what our communities really want and need from programs – which are often more recreational and social. Sometimes fun and/or fellowship may be the most important aspect of a program in the eyes in the community. In an increasingly virtual world, human connection is more and more vital. OCLC/WebJunction's Libraries as Social Connectors initiative emphasizes this point, and breaks it down in such a way that adult programmers can pick it up and implement it.

Klinenberg has not been the only one beating this drum. So too has David S. Lankes, who focuses on how librarians can facilitate community learning by facilitating the formation of community-based learning platforms. What public librarians need is guidance and assistance creating and sustaining administrative systems and policies ***around*** adult programming. The problem is too many librarians imagine that they need to be the ones delivering adult services,

and that those services need to be didactic and focused on information transmission. But that's simply not the case. In the best cases librarians are facilitators, platforms, not the service providers themselves. Dr. R. David Lankes, author of *The Atlas of New Librarianship* put it best in his discussion of STEM programming, based on research conducted when he was at Syracuse University:

> "America's public libraries can play an important role in furthering STEM education. However, this will be true only if STEM learning efforts focus on librarians and librarians acting as facilitators. Any effort to transform librarians into STEM experts will have limited success given the increasing number of roles librarians are being asked to take on. At the same time, the current belief among many librarians that they can only offer programming in which they feel comfortable or have expertise will strongly constrain STEM programming in libraries. Librarians must instead create platforms within a community to unleash STEM expertise within the communities they serve. This will involve changing the concept of libraries in the minds of librarians and community members alike. Librarians must facilitate the use and sharing of STEM expertise already existent in the community by the community. Librarians ultimately must see their communities as their collections, not simply materials in the building."

Whether it's STEM, mental health, fitness, technology support, or anything else, the librarians having the most success are those acting as ***facilitators***, creating platforms within their communities to unleash the expertise and passion within them. This occurs through bringing in someone from NCWorks to provide one-on-one reference multiple days of the week. It occurs through creating a system in which volunteers visit the homebound, talk with them, deliver them resources and provide reader's advisory services. It occurs through myriad ways, but it always requires administrative structure to monitor and keep track of.

This point is re-stated by public librarian Rebekkah Smith Aldrich's *Sustainable Thinking: Ensuring Your Library's Future in an Uncertain World*, published by ALA Editions in 2018:

> "There are dozens of beacons out there, libraries "doing it right," who are hardwired into their communities, truly working hand-in-hand with their neighbors to create a better world through library services, but not enough of them. . . . Our strength is in our understanding of how things work, who needs to work together to make things better, and the fact that our library is a platform for others to make good things happen". (Aldrich 2018, 5, 40).

One of the most useful discoveries of the ALA's National Impact of Library Public Programs Assessment is the evidence-based realization that there are three equally valid yet independent pathways for program development:

> "The white paper suggests a categorization by program development, noting there are **three main pathways** through which libraries can develop programming:
>
> 1. Library staff may develop programs locally;
> 2. Libraries may co-develop programs with partner organizations; and
> 3. Regional or national entities may develop and distribute programs to libraries.

While each pathway has different affordances, **program success does not initially seem to be tied to the pathway**. However, these pathways differ significantly in the affordances they offer for impact on the institution and stakeholders, with regional/national programs most likely to build capacity whereas locally grown programs may fulfill very specific needs or desires. For instance, co-development with a community partner may help libraries build capacity to develop other programs in the future. Bringing in programs developed by partners or national organizations may afford capacity building and also make it possible for libraries to present programs on topics that go beyond staff expertise." (ALA 2019, pp. 8-9/17)"

What does this quote from the American Library Association tell us? It tells us not only that library staff developing programs themselves is but **one** way to deliver programs, it further tells us that in fact library staff working with partners to develop and deliver programs can **increase capacity**.

Across North America, we see these approaches embraced in the development of adult services. In Bellingham, Washington, the public library removed two rows of shelving -- which had contained A/V materials most patrons now access through streaming and electronic resource systems like Kanopy, Hoopla: This new space became the library's SkillShare, a space designed to

> "…bring people together to share and learn. Do you have skills you're willing to share? We invite you to present free SkillShare workshops at the Central Library. Hosts present their skills on a voluntary basis. All programs are free of charge and open to all. Join us to try something new! We're bringing people together to share and learn with free workshops and activities right in the middle of the Central Library. Almost every day we feature interesting, free-of-charge opportunities to learn something new and make new connections. Popular activities include ukulele lessons, tai chi sessions, arts and crafts, chess and other games, and more."

Or in Calgary, Alberta, where "Each year, over 3,500 dedicated Library volunteers help Calgary's citizens build learning skills, make stories come to life, deliver Library materials to seniors, help patrons explore computer technology, and much more."

And in San Diego, public librarian Jeffrey T. Davis wrote an entire book for ALA Editions on "The Collection All Around: Sharing Our Cities, Towns, and Natural Places" focused on how public librarians are "facilitators of access to local resources" through programs and other initiatives focused on weaving together, or curating, the expertise all around us.

In other locations across the country, libraries have also come to this conclusion around technology support and social service provision. For the past decade, the signature tech program of the Chicago Public Library has been their cybernavigator program, in which temporary, part-time workers (typically college students or recent college grads) have as their primary and only duty helping patrons with technology. Other libraries have replicated this model with volunteers. For instance, the Brooklyn Public Library's "tech volunteer program is helping bridge the digital divide between older adults and technology. Student volunteers are using their computer skills to connect with adults and provide them with an engaging technological experience. It's a way to share their knowledge and give back to the local community."

More Examples:

https://www.alticeconnects.com/topics/brooklyn-public-library-tech-volunteer-program

https://library.escondido.org/volunteer.aspx

We also need more support for the best ways to help people with technology as a public librarian. As a session at the 2020 conference of the Public Library Association proclaimed "We're all tech librarians now:"

> "What's "the future of reference?" Whether it's renaming the department, ditching encyclopedias, or combining service desks, many libraries are asking this. In Brookline, Massachusetts, part of the answer has been building an increased understanding of technology and empowering staff members to take on troubleshooting themselves. The library's technology staff is freed up to tackle larger issues, other team members benefit from quicker solutions to problems, and patrons benefit from the skills and patience developed among staff."

Providing support for public librarians navigating this "new" reference, which almost entirely centers around technology and troubleshooting technology, would in turn allow for a more coherent adult programming policy, which does not lump technology related reference transactions into the bucket of programs.

The explosive growth of social work student interns providing services in public libraries, which now exists in at least 100 public libraries across the nation, including in High Point and Greensboro Public Libraries, further speaks to the fact that they only way we are going to successfully serve our communities is by pulling in outside help.

Related to this shifts are efforts underway to bring everyone up to speed about what adult services librarians are expected to do these days. A perfect example comes from the Red Deer Public Library in Alberta, Canada, where one of their Adult Services Departments recent hires was a Manager, Digital Literacy. This manager is not responsible for supporting the public, instead the role of this individual, who report to the Manager of Adult Services, is as follows:

> "[To] plan and deliver training sessions, activities, and programs that support and enhance the digital literacy skills **of library staff and volunteers**, empowering *them* to help customers embrace new and emerging technologies. The Manager of Digital Literacy will have the exciting opportunity to build our digital learning lab and develop programs and policies to support equitable use of the space. This individual will be encouraged to explore new digital resources and initiatives to enhance library services for all ages, as well as provide customer service to those visiting RDPL in person and online." (emphasis added)

What is remarkable about this new position are two things:

1. It demonstrates the type of foresight that is needed: In which infrastructure development, staff training, and policy formation precede service delivery
2. The mention of the deployment of volunteers to meet this need is a critical point, and one that will be extensively developed in both this and following recommendation. The only way we can serve our communities effectively is by mobilizing **all** our assets, and that includes assets out in our communities, not part of our operating budgets.

When librarians develop systems that unleash the creative potential of adults in their communities, which includes library staff, library volunteers, and library partners, the sky is the limit in terms of what is possible.

At the national level, there has never been more support for how to meet this need, with the American Library Association's Public Programs Office, the Institute of Museum and Library Services's Community Catalyst Initiative, and OCLC/WebJunction's Libraries as Social Connectors campaign all generating a huge number of best practices. Also, WebJunction's *Active Learning and Community Discovery*, and ALA's *Community Conversations and Theming* resources all point to a sea change in our understanding of successful adult programming. People come to adult programs to **learn**, yes, but they also come to **connect**, to each other, to library staff, and to the broader world. Emphasizing those connections is perhaps the most important dimension of successful adult programming.

With library staff already communicating that the demands on their time are overwhelming, how can more time be allocated for them to participate in such training opportunities? We'll discuss some options after exploring the evidence base for this need.

We will first focus on how and why to embrace the social in adult programming, and then we'll focus on how and why to do that by embracing community partnerships and volunteers (the library as platform, as Lankes calls it). This section wraps up with recommended action items and a possible timeline for implementation.

Recommendation #2.1: The State Library of North Carolina could help disseminate guidance on the ingredients that constitute successful adult programming, focusing on how to develop rich social experiences, while simultaneously providing support for librarians feeling overwhelmed with informational and social service needs typically best addressed through reference and one-on-one services.

2.3 Embracing the social dimensions of adult programming

 "Our most successful programs: They're all social interactions, and those seem to be what people want more than say, learning how to do their budget, or even the computer classes, which have kind of tanked. With the craft classes, half the comments I get are 'we had such a fun time hanging out.'"

- Sandra Silvey, Director of the George H. & Laura E. Brown Library

Embracing the social dimension of programming for adults is necessary for success, as this quote illustrates. This fact can be vividly seen in the story of movie programming in North Carolina public libraries. In the survey, librarians over and over again reported their least impactful program to be movies. Librarians wrote that among their *least* impactful programs during the past 12 months were:

- Film screenings
- General movie showings. The attendance is usually very poor.
- Movie Screenings - little to no attendance
- Movies
- Movies-no one came
- We held a couple of movie screenings this summer. They weren't well-attended and they also weren't very well-planned. If we do this again, we'll have a lunch or a special speaker to accompany the movies.
- One of the branches has been showing public domain movies that are appealing because are so bad they're fun. It's a low cost easy program to us, but hard to bring in the numbers.

But one library said that movie program was their *most successful* adult program. How can this be? During focus groups we learned that the answer has everything to do with how this library has **intentionally focused on the social dimension of programming**, with crowdsourced advertising and consistent scheduling driving regular and consistent participation in programming. Sarah Hudson of the Henderson County Public Library said a recurring movie program has been among her most successful adult program. Here is why this program works at her library, according to Sarah:

> "We have a huge DVD collection because in our counties people can't get internet. Their cell phones won't even work where they live. So once a month, we show a new movie. We have the license through Swank, and it's I kind of a collection-based program but it's also a social-based program because I do on the first Wednesday of the month at two o'clock. So I get the seniors: Seniors who meet other people. [They even created] a Meetup.com group of people, which was started by people that moved to the are. They put all of our library things on their Meetup.com list. They just started doing it on their own, but then [in addition to seniors we also get at the movie programs] people who are experiencing homelessness and older teens and adults with special needs. They'll come to the movies as well.
>
> I don't know what exactly works for me, because I have also tried theme movie programs, and that did not work. I just think I have people that are free during the day, and then we have a lot of seniors that aren't affluent, you know, and they can't pay the $8 senior ticket. I don't do popcorn. I don't have to do any of that. I used to have to do that a long time ago, but for some reason the word got out through the Meetup.com group, and somebody tells their neighbor and [word gets out]. It's crazy. And so we do have it on the same day every month, and that builds the consistency. My minimum audience is usually 45, and I've had as many as 110. The one exception is in January. I had to show a different day, because we were closed on New Year's, and then the next week was taken up with a different program, so I didn't get as many people because it was on a different day of the month."

Sarah's story has within it many lessons on successful adult programming. First, though, let's consider other factors that may contribute to this programs success. When discussing this story with my graduate student, she pointed out that the Henderson County Library is an ideal location and there is an extreme digital divide in the county, both of which may influence attendance. However, it is important to consider what Sarah says about her *lack* of success when she breaks out of the consistent mold she has established. Sarah said it took her a while to build up consistent attendance, she had to serve popcorn at first, and when scheduling conflicts caused a change, attendance dropped. When Sarah tried to

develop other movie programs outside of this monthly schedule, attendance dropped. While the location of the library and the lack of high speed internet in the community *may* influence the success of this program series, they are not the most important factors.

This point comes through even louder when we consider a very differently situated community, Charlotte Mecklenburg Library. In response to Sarah's story, Chantez Neymoss said:

> "Our most successful movie programs are the ones where we do a conversation afterwards, and I think it's because people can get access to these movies anywhere, but they can't get access to the other people that are watching the movie and that have that discussion with them.

> Sometimes we've had someone from one of the museums come in afterwards and have a post discussion. It does make for a very long program. This is movie plus a discussion, but [those in which we've worked] with other organizations have been really, really successful because it ties in that piece where you get the education and you get the conversation together."

When Sarah and Chantez shared these stories at the Hickory focus group, everyone else in the room was blown away. At both the Hickory and Greenville focus groups, participants reported having no success at all with movie programming. Looking at these two quotes from rural and urban North Carolina, alongside the feedback we received from both the focus groups and from the survey about unsuccessful movie programming, we can untangle and articulate the successful ingredients of adult programming, whether it is a movie or anything else:

1. It is social – people come to see each other and to interact as much as anything else
2. It's spread through word-of-mouth – patrons themselves do the best advertising
3. Partnerships – In Charlotte, partnership-based programs led to built-in audiences
4. It's consistent – Regular consistency in programming is key to building community
5. It builds community – These programs pull together heterogeneous groups of their respective communities and put them in the room together, often talking to each other

One other point worth making in relation to Sarah's quote: She herself seems somewhat mystified by the program's success. Indeed, throughout the focus groups we heard again and again librarians reporting not understanding why programs are successful or unsuccessful. It seems to relate to a fundamental lack of understanding of the building blocks of successful adult programming, which is distinct from a successful adult program. If we know that these are what the ingredients of successful programs are (see literature review, above), why don't we see them more often? Two reasons:

1. Adult services librarians think that when they work with adults it has to be serious (read: boring). Fun isn't just for kids. Adults like to have fun, too! Our work-obsessed society

seems to forget that socialization and play/hobbies are important to mental and emotional health.

2. Adult services librarians unfamiliar with how to structure successful adult programming try to convert long reference transactions into programs, usually without much success

These issues come to the fore in discussions about workforce development, financial literacy, and technology programming. One librarian said, "I have a desire for us to have more informative programs, you know budgeting and taxes and organizing, and all of that, but I think they don't go over well." Part of the lack of success may also be attributed to the fact that there is a lot of competition in these areas: With many services offered by more specialized organizations. This relates to the finding regarding movie programs. If people can watch movies at home, why are they going to come to the library?

Author Louise Castoria gets it. She writes

"'Why build a library when we have an internet?'
Put another way, 'Why go to a party when I have food and music at home?'
Internet surfing is largely a solo endeavor.
A library is a shared experience."

Are our library programs for adults embracing this ethos? Not so much. in response to the survey, one librarian wrote that among their least impactful programs was when "we had a program on handling the job interview and reviewing resumes. Only two came. Many tell us they desire this information but often won't come to a program. The Library staff does not have the time always to provide personal attention. We try to help when and where we can." Here we see the second main reason why adult programs are failing: Adult services librarians unfamiliar with how to structure successful adult programming try to convert long reference transactions into programs, usually without much success

It seems that in the realm of adult programming, there is the perception that it somehow has to focus on information delivery or educational transmission. In other words, it has to be utilitarian.

It is critical to point out here that **simply because a program is social does not mean it is frivolous**. This truth can be seen in the great success that the Appalachian Regional Library has had with programming on difficult topics. Here is how librarians Laura McPherson and Suzanne Moore describe their success:

"Laura: Like there's some things that people still just won't talk about because of stigma or because of culture, society, and I think that we do fill that role by making it something that's available in the public space, it's okay to talk about, it's okay to ask somebody about it if you come to the library.

> Suzanne: Our Veterans History project is a good example as well because that started off with just recruiting veterans to tell their stories. And then of course, there's some stories they don't like to tell, there's you know, they're reliving trauma and it's PTSD related. But then it's also a healing way, the ones that participated felt so relieved to be able to let other people know what they had experienced and went through, that they were referring their friends to come and talk to us and then more stories started coming in. We hear all the time after talking to them and documenting what they have gone through in life with their military experiences: "Hey that felt so good to have somebody to listen to and tell my story," and it just felt like, you know, now, that they're, you know, valued. Especially our Vietnam veterans. And then that developed into our Talking Service book club, which we found out about the anthology online and decided to create our own version of that, which I think good conversations are coming."

Greensboro Public Library's successful StoryCorps @ Your Library program came to similar conclusions.

2.4 Programming "serious" topics in a social way

Other great ways to program around difficult topics are by:

1) Fair/Expo

2) Support and interest groups

3) Skill-building (craft, hobby, makerspace, exercise, nutrition, health etc.)

2.4.1 Fair/Expo

In Rowan County, the library said their most successful adult program during the last 12 months was "our Veteran's Fair, which connected veterans and their spouses with service and support groups, which resulted in at least 2 veterans resolving benefit and care issues (there were tears shed!)." Here we see the best way to program around utilitarian needs. The best way to do so is to bring a bunch of service providers to the library, hype it up, and help people get access to resources they would otherwise need to drive all over to get. I've seen this work with great success for health fairs and job fairs at libraries as well. Abby Hardison said more about what made this program work during one of the focus groups:

> "We got the VA then we got the VA hospital and the VA benefits people to come and set up tables and, you guys, I mean probably the lady who give benefits had maybe 12 people correcting their benefit situation. And I mean there was a lady whose husband had Parkinson's and she found out that he was going to be 100% covered. Af**ter talking to that lady. I was like, oh my God. it was a it was a great event**. It was specifically for veterans. We had over 50 which we were pretty happy

with. I can get you a whole list of the contacts. It was really meaningful. And the lady from the VA benefits said she goes to different places throughout the state and she said in Wilmington people were camped out to meet with them."

Before moving on to the next way to successfully offer adult programs, it is important to highlight when Abby told the focus group attendees "I can get you a whole list of contacts." What we saw happening in that instance goes back to Recommendation #1: Librarians need a space to share and access resources such as these that could facilitate the development of adult programming.

2.4.2 Support and Interest groups

One of the few successful technology programs discovered through this research occurs in Henderson County Public Library, where the library hosts an Apple Users Support Group. Sarah – Henderson said "We also have once a month an Apple users club that meets and there's a couple of people that come to that that are pretty adept in the Apple environment. We get a lot of people who come and there's a couple of, like I said experts that facilitate the group. They do sometimes speak on a certain topic, or they just open up the floor to questions." Here we see consistency, engaging content around a defined community of interest. Similar groups have been offered with success around diabetes prevention in Burke County, and on living more healthily in the Northwestern Regional Library.

Programs don't always have to be broad reaching. Sometimes finding a niche where community members can connect with others around a shared, specific interest can also be beneficial, especially if that interest is stigmatized in some way. People like to know there are others out there like themselves, whom maybe they learn from, contribute their knowledge to, and build meaningful and supportive relationships with. I'm thinking of some of the adult Dungeons & Dragons programs that have been quite successful.

These groups can often grow and evolve from communities that just get together to have fun into communities that find meaningful ways to give back. Speed-running communities are a great example, they came about as a way for gamers to get together and strategize and teach/learn new ways to play old games, and turned into wildly successful organizations that support issues within both the gaming and the global community (GDQ supporting PCF and RPGLimitBreak working to help gamers suffering from mental health issues through their partnership with NAMI). While these examples are not from libraries (RPGLB started out as a small group of friends from a church in Utah), perhaps libraries can use such examples to discover unique ways they might be able to reach out and identify special interest groups within their communities, and partner with them for advocacy (or connect them with partners who can support their various interests/needs).

What these groups have in common is socially engaging experiences. So how can we bring the spirit of joy and play often found in youth programming into adult programming? Doing so does not mean that programming devolves to frivolity. The Appalachian Regional Library successfully hosted a community big read on suicide. One can play around with big, difficult concepts like suicide, and in the process de-stigmatize the topic and the mental health issues that surround it, by creating venues in which people feel safe to experience new perspectives and to express their evolving (frequently tentative) understanding of the topic.

It is remarkable in the focus groups people spontaneously - without any prompting from me - brought up the fact that for much of successful adult programming is about socializing and staying connected to one's community, as well as on how existing guidelines and assessment tools (like Project Outcome) do a very poor job of tracking that reality. One thing we talked about is communicating that it is OK for adult programs to just get people together. That has value in and of itself.

Here is an excerpt from the conversation at the Hickory Focus Group:

> "Stacy Garber (Cabarrus County Public Library) – We have. Lisa and I were both on this committee to develop a strategic plan for the library. And now, this is pretty new. I haven't actually done it yet. But our programming: We are now supposed to be able to go in and say 'my program aligns with this goal and that goal and that it enriches educates or empowers our community,' But it's very much a kind of 'check the box check the list' exercise. Which is fun for some of those programs that are just craft programs. It's just like "I want to do this. So this is why I'm doing this in the library." because those [programs] are fine too
>
> Megan Mosher (Mooresville Public Library)- We're funny too in that some of our programs. We're like 'We are a Community Hub.' It doesn't necessarily support literacy, but there's a need there because sometimes, especially with our seniors, they will come to an adult program because they know people, they're comfortable, versus they would say like an escape room. 'I would never go to an escape room with a bunch of strangers,' I don't know if it's a comfort thing? And we've actually had many patrons say 'you are my family, and when you guys are closed for like Christmas. It's detrimental to me. I don't have somebody to talk to and libraries are that safe place'
>
> Stacy - But we still have to plug it in
>
> Megan - and work it, so we use language like expressing yourself and nurturing creativity."

This last comment elicited a lot of laughter in the room: everyone seemed familiar with having to 'bend' guidelines to be able to offer impactful programs, suggesting that **perhaps the**

problem is the guidelines themselves. These librarians share in this interaction the tacit knowledge that community building and cultural value (contributing to skills in the arts and humanities) should be able to fit into the goals of a library, even though they sometimes struggle to make those connections in their plans because of some of the guidelines in which they are forced to work. This is not a new idea. Public libraries have always existed in part to bring people together around the innovations and creativity of humanity in a setting that collects and gathers such arts and knowledge for the use and enlightenment of current and future generations. Social learning of this sort is a type of life-long learning that builds and strengthens communities.

Similarly, in the Greenville focus group we talked about how Project Outcome does a really terrible job at capturing the social outcomes of adult programs. Genevieve Baillie of Wilson County Public Library stated:

> "We got surveys which works great for things like computer classes because they're perfectly geared to that. But if you go in the project outcome for them, there's a thread started by me about them not having a good quality of life survey. And I just think if you could just add one that says "This program made a difference for me." "This program gave me an opportunity to experience something I might not have experienced," please go ahead and add that. That's all I want is just one survey that says "No, this didn't get me a job, but I'm a you know retired person and I live at home and my husband is dead. **And this got me out for the day**." You know, I want something that shows that, and so that's the frustration with the project outcome because it's like "I learned something that will help me get a job." Well, no, I didn't **I make crochet dish mats**. Yes, that's part of the beauty of not having that structure being handed down to me from the top. I can make that for work for us."

And at the Bladen County Public Library, director Kelsey Edwards stated "The adult programming that we do primarily more for fun at our Clarkton Public Library branch usually has the best attendance and feedback out of any of our adult programming. These are normally game nights and more recently we had a paint night."

Perhaps whatever gets developed in response to Recommendation #1 could also enable librarians to better share their own adaptations to things like Project Outcome that work better for these more socially oriented programming efforts.

2.4.3 Skill-building in a fun social setting

Generally, society accepts that young people need to play and that play is central to learning, see ALA ECRR. This general understanding does not always inform adult programming, which is seen as more serious and utilitarian. Working with colleagues from Norway and Sweden, I came

to similar conclusions in a literature review of public library programs focused on digital literacy (see "Digital Literacy and Social Inclusion in Public Libraries: A Review of Research"). What we found is a glaring disconnect between youth and adult technology programs. Whereas youth programs emphasized creativity, play, making, tinkering, and social job; adult programs almost invariably focused on accessing government benefits, applying for jobs, and in general surviving. Although both adult and youth services librarians want to support the development of skills such as digital literacy skills, they go about doing so in very different ways, with the latter focusing almost exclusively on utilitarian matters and the former focusing primarily on fun, joy, and discovery.

Some questions librarians could ask themselves to develop programming in this area: What are popular DIY trends, such as gardening (grow your own food)? Can we bring some of that into the library? How can we build a collection around it and then use that collection to inform a program that not only teaches, but encourages patrons to use the library to further explore the topic on their own? Additionally, how can we use these resources to connect them to other people and organizations with the same interest so they can grow together?

As discussed above, preparing adult services librarians to embrace the social, to embrace the fun and engaging, could be an extremely powerful way to support adult programming. Virtually every single successful adult program that I have seen anywhere in the country has embraced the social. And yet too many adult services librarians feel like they can't do this: They see youth services doing it, but they think with adults you just can't do that. In Recommendation #4 we'll focus more deliberately on cross-training staff doing programming with different age groups, but for now we want to point out that one successful ingredient of adult programming is consistency.

We saw this in our Geri-Fit at the library study, where socialization was the one of the most commonly cited benefits of the program in the open-ended response question, meaning patrons identified this benefit on their own without specific prompt from the survey, and found it to be valuable..

2.5 Consistency is key

In Wayne County, the library reported that among their more successful adult programs was a Zumba class, offered consistently. Similarly, in a discussion of the difficulty of getting people to fill out feedback forms, librarians from Wilson County offered that they have had no trouble getting people to fill out forms for their consistently offered, recurring craft programs: The librarians tell them to fill out these forms because they need this data to keep offering the programs. If a librarian forgets one week to bring the forms, the participants remind them. That is the power of consistency. This statement also helps patrons connect the filling out of feedback forms to the continued vitality of the program, a communication issue we'll address more directly in **Recommendation #3**.

Consistency does not have to mean the same thing over and over again. More generally, what is needed is the clear communication of the idea that the public library is a ***consistent provider*** of adult programs that build community across differences, support lifelong learning, and increase literacy and love of reading (Again stressing the importance of connecting programs to collections, but in an organic manner).

And, again, there are shining stars throughout the state. One of the best ways to bring improve the state of adult programming throughout North Carolina would be to amplify those stars and let their shine reach others across the state.

Libraries are about resource sharing, and this concept could be a very beneficial mindset when it comes to developing programs and support systems emanating from the State Library. This comes back, again, to the need for a well implemented reviewing/recommendation/referral system so that these resources can be shared more efficiently, see ***Recommendation #1***.

There are also local experts on Project Outcome and assessment more generally, in both urban and rural libraries. There are librarians in North Carolina who have completed the National Network of Libraries of Medicine's Consumer Health Information Specialization, and in particular its Stand Up For Health! Program focused specifically on public libraries (which strongly emphasizes programming). There are librarians who have participated in OCLC/WebJunction's Small Libraries Create Smart Spaces, the Urban Library Council's Edge initiative, etc. The best way to bring these national best practices into North Carolina and spread them across the state is to identify these shining stars and empower them to share their experiences in a dialogic format with others.

Building a directory of library specializations/certifications, what they are, and the libraries in the state that carry them could be a valuable resource for enabling this peer-to-peer sharing of expertise.

Recommendation #2.2: This recommendation focuses on preparing public librarians to understand how best to allocate limited resources to meet diverse and evolving community needs: Some needs are best addressed through reference/one-on-one support, others best addressed through programming, others best addressed through library resources and collections, others best addressed through community partnerships and volunteers. Fulfilling this recommendation comes down to policy: Ensuring you have the infrastructure in place to best utilize your available resources, both inside and outside the library.

2.6 What's reference? What's a program? The importance of coherent definitions

Some of things currently described as "programs" by North Carolina public libraries are in fact reference transactions scheduled in advance. Across the state, based on our review of library websites, one of the most common technology "programs" is one-on-one sessions in which

individuals work with library staff or with volunteers to learn technology. According to the American Library Association, this is not a program. The ALA defines a program as "an intentional service or event in a group setting developed proactively to meet the needs or interests of an anticipated target audience." The word "group setting" is key here. If a librarian or a volunteer is working one-on-one with a patron, that's a reference transaction, not a program. And yet across the state, in libraries large and small, these reference transactions are coded as programs.

How did that happen and what can be done about it? In the survey we asked librarians "In your opinion, what have been the least impactful adult programs offered by your library during the last 12 months? How so?" Technology programs were among those frequently cited. Here is what librarians had to say:

- Tech classes: people want one-on-one when they need it
- Tech classes. We have moved to one-on-one instruction at the request of the user. We have found the classes are not well attended any longer
- Tech programs with a come-one, come-all approach. While the topics are current and regularly requested, as programs turn out is always hit or miss.
- Technology: Most adults know the ins-and-outs of technology. But our programs on getting help with their devices one-on-one are well attended.
- The desire for computer instruction seems to be transitioning to one-on-one support
- We try offering computer classes for adults, and they are never well attended.
- We haven't had as much success with formal tech classes. That seems to be better approached from a one-on-one standpoint.
- The technology classes were very poorly attended.

These eight librarians from across the state independently came to the same conclusion: Technology programs for adults don't work. What does work is one-on-one instruction: or a reference transaction that is scheduled in advance or available on a drop-in basis.

One of the reasons many librarians refer to this reference work as programming relates to a fundamental lack of consensus about the purpose of adult programming. Sometimes, too, the terms "services" and "programs" are often used interchangeably. As programming becomes more central to adult services, it is worth talking about what we mean by these terms.

 When someone has a utilitarian need, they want that need addressed immediately. They do not want to wait for a program. On the other hand, library staff report feeling overwhelmed with the volume of reference requests centered around how to use technology, and also about social service and workforce development related needs (i.e. help me put together my resume).

In any case, these one-on-one technology "programs" often function as a means of crowd control. Librarians can tell people to come back at a time convenient for them. We have also found that many public librarians do not feel qualified to teach technology (we see an

analogous situation in the realm of social work type services in public libraries), even thought that is what they are increasingly being asked to do, which makes this service all the more overwhelming. Is there a better way for such patron needs to be addressed? How can library staff be prepared to be in a position where they do not only feel more comfortable providing such services, but also feel like they have the time to do so effectively?

Similar trends are found around workforce development. In Wilson, Amanda Gardner reports "job programs weren't really getting a lot of people. We found that people come in, and they want the information then, they don't want you to tell them we've got a program on Thursday." As in the realm of technology, we see reference needs funneled into programming because librarians feel overwhelmed with the need. This sometimes also occurs in the growth of social work services in public libraries. As more and more public libraries across the country, including in North Carolina (see this pilot [social work program at the Chapel Hill Public Library](#)), have social workers available in libraries, they are moving towards new service delivery models to meet new needs.

Libraries in North Carolina have started doing parts of this. In Greensboro, library staff realized that digital literacy needs are so vast that they cannot realistically be met by just one staff member. In Greensboro, the library won an Urban Libraries Innovator award for its "[Tech Navigators: Experts? No. Explorers? Yes!](#)" program, which essentially boils down to helping *all* library staff feel comfortable playing with (or exploring) technology, both by themselves and *with* patrons, so that everyone can learn together. Other libraries encourage staff to explore new technology, but without providing structured time (and peer-to-peer support) it typically does not work out. The State Library could help extend GPL successful model state-wide by facilitating more open-ended, peer-to-peer learning about technology in a social setting.

In the focus groups we talked about the extreme need for more boots on the ground, more people ready to help one-on-one. Librarians discussed how vitally important collaborations with NC Works and community college business centers have been. What these partners provide are the staffing needed to help people with technology and with things like resumes in formats analogous to social work interns.

Another approach would be to encourage them to learn on their own and become more comfortable self-learners, using tools like DigitalLearn.org. It would still take some of the staff's time, but likely less than is being fully dedicated to one-on-one sessions.

While it would take some time up-front, perhaps librarians could put together binder LibGuides, and/or videos to handle their most common requests, which can be shared with patrons and accessible online for other libraries to download and take advantage of? The State Library could perhaps maintain a collection of such documents for general use across libraries. Alternatively, the State Library could shine a light on already existing resources for self-paced technology learning. One of the best is PLA's DigitalLearn.org, which based on the focus groups appears to

be largely unfamiliar across the state. This state of affairs is especially unfortunate given that one of the creators of this system is actually in our state! At the Greenville focus group, Amanda Gardner of the Wilson County Public Library said

> "If you want to teach computer classes do not reinvent the wheel, go to DigitalLearn.org, it is part of PLA and they have all kinds of curriculum there for all different classes, and they were done by a librarian. I actually used to work at the library that developed them [Gail Borden Library in Elgin, Illinois]. They got a grant and they wrote all those classes, and they got taken over by PLA. That's what we use [at Wilson County] and we're not ashamed [to borrow someone else's curriculum]."

Perhaps simply having Amanda present this tool in a continuing education session would be a great way to kick off such a resource sharing exchange.

Also, librarians could think about setting up skill cafes/support groups, similar to the Apple Support Group in Henderson County. This effort would focus around facilitating peer groups amongst patrons, allowing them to connect and help each other with common everyday utilitarian needs. Many large businesses allow allocation of a certain number of work hours per year to community service. Perhaps reaching out to the business community could be one way of identifying volunteer leaders for such Skill Café groups. Such efforts are in fact already underway in Charlotte Mecklenburg Library, where their Learning Circle programs focus precisely on this. Here is how CML advertises these programs:

> "Social Learning for Everyone
> Learning circles are study groups for people who want to take online classes together and in-person. Librarians select a course and schedule the meetings at a library location. Topics can range from computer basics to learning a language, to fiction writing, and more! Learning Circles are a great way to learn informally--outside of a traditional classroom. Rather than an instructor, your facilitator will help guide you and your classmates through the weekly sessions."

Any library could do this, especially if the draw upon volunteers to be the facilitators. This could be another model shared broadly throughout the state.

2.7 Mobilizing assets inside and outside the library: Partners and Volunteers

How can we help librarians understand how adult programming fits within all the other adult services being offered by libraries? In essence, public libraries provide *five* services for adults: Programs, Spaces, Reference, Staff/Volunteers, and Resources/Collections. What librarians across the state and country are learning is how (and why!) to do programming for adults. In the course of this learning, they are experimenting with new models of volunteer management, marketing and publicity, advocacy, and more. In other words, guidance on this topic entails

providing guidance on how to structure and deliver adult services writ large. How do all the pieces come together?

One way the pieces come together is by thinking creatively about how to maximize the use of limited resources to deliver effective adult services. Here's an example that focuses on the utilization of the library space: Sarah Sever reports that at the Neuse Regional Library's headquarters in Kinston

> "Our NCWorks is actually part of the community college, and their campus is not near where we are. Where we are is downtown, and we get a lot of walk-in traffic here. They don't where they are So what we did is partnered with them such that they have a representative coming to the library twice a week for a few hours in the middle of the day. We blocked off part of our computer lab so he could just sit in there and help people apply for jobs. That's all that he does. And again, it's just him.
>
> Y'all know how much time you spend helping people with applications and finding a job, right? So [having him here] frees up library staff, but it took him a while [to get the word out]. But now, he went on vacation for a week, and people were just livid. They were like, 'Where's Eugene?' But it really takes a while [to get the word out]. So that's one thing: It's like if you do something once or twice, sometimes you get nothing, but that consistency is key. You will really build up a core group of people."

Here we see a library, like most libraries, bombarded with adult patrons needing reference services relating to jobs and technology. This library solved this problem by working with a partner who is able to meet these reference needs on a consistent basis. And, really, that is what most libraries navigating these issues successfully are doing. Whether it's bringing in NCWorks, bringing in a social worker, or bringing in volunteer technology tutors, it's all about creativity, community building, and working ingeniously to pull the pieces together.

A good example of this same spirit of creativity and community building appears in an innovate homebound resource delivery program developed by the Mooresville Public Library.

> "We have a volunteer coordinator who started with us within the last two years. [This coordinator] has recently rolled out a homebound program reaching our seniors or disabled people who cannot physically get into the library. We started with the assisted living facilities. We went in and created accounts for these individuals, and found out their interests, and then we came back in-house. We have in-house volunteers who will go and pull resources and generate reports on their activities – like 'Here are the people, and here are their interests' - and then other volunteers will go pull five items for the patron.

> Volunteers pull those five items per patron, bring them back, we place them on hold and put them in individual bags. And then we have other volunteers who go out of the library and curry those items to those patrons. And now we're going into individual homes with a route system and we're starting with those patrons who have started to disappear that – you know, their daughters are coming in now to get their items, or their friend or their neighbor.

> We have a communication log our volunteer uses as they go out, sees, visits with that person, delivers their 5 items, brings five items back, and that communication log contains any special notes or whatnot. So we know that they don't like this author, or they want more of this or that other author. And that's been interesting because that's heavily relied on our volunteers to get those items out and back to us."

In fact, this entire program is operated and administered by volunteers. Volunteers do the readers' advisory, select materials, deliver materials, and socialize with the homebound. The library's role, through the recently hired volunteer coordinator, is administrative. They keep track of it all and ensure that it continues to thrive, and expand. Here is a perfect example of the library as platform, as R. David Lankes describes it.

Mooresville has also moved to providing a lot of technology support related to genealogy through volunteers:

> "Our special collections staff found themselves overwhelmed with the one-on-ones with people just coming in with Ancestry.com, so they found a couple volunteers who do either monthly or bi-monthly programs with the volunteer now and it's one of the better attended programs that we have on Ancestry. So if you can find somebody in your area that's interested specifically in the things they're asking for it can be great to bring them in as volunteers. It also took the pressure off of the staff, because everybody just walking in disrupts your day, you know. They couldn't control the flow of it so that: through this they found a way to control it."

In Henderson County, the library has a similar structure in place to support peer-to-peer technology learning among adults. Sarah Hudson states:

> "I've had experiences with a couple of different volunteer things for technology. There's been a couple of times when they've had tech time where they partner teens with seniors. If you have like a service Club at the high school or something where they need hours. But the problem is we don't have a lot of teenagers in our county that aren't busy with so many things, so it's not something sustainable year-round, so they do it during teen technology month and the seniors really like it."

More generally, the question becomes how do public libraries do more within constraints by drawing upon volunteers and partners. We heard over and over again that librarians would love more staff and more money. Who wouldn't? But is that realistic? Not without advocacy and strong communication (see **Recommendation #3**). Even then, though, it is extremely unrealistic to expect a day to come when North Carolina's public libraries can by themselves meet the information and digital learning needs they are seeing in the adult population. So, what's to be done? The answer, in a word, is partnerships, but not just random partnerships: strategic partnerships, planned partnerships, developed with as much care and foresight as programs themselves.

2.8 The Critical Role of Policy: Developing surveillance systems to identify strengths and weaknesses on ongoing basis

Building a system to track what's happening like the one that Mooresville developed for its homebound reader's advisory initiative takes time and money, but there are returns on that investment. The connections between surveillance systems and limited economics appears forcefully in the story of the development of adult programming in the Charlotte Mecklenburg Library. Chantez Neymoss states:

> "We're a large library with about 20 branches. And everything is centralized pretty much. we have a central catalog where branches can select the programs they want to do. And so this came out of budget crisis times when we had to price out every program and show what programs cost and what programs we were providing. So we have staff plan on an annual cycle, along the fiscal year. So we release a program plan document to the staff and that basically has an outline of our focus areas and priorities for the year and they have about six weeks to go into the catalog and select what programs they are going to do for the year. They don't have the schedule dates and all of that. It's just 'I'm going to teach Excel six times this year.' They have to put that in their program plan, which is a database that we have, and then we are able to tell the county, 'you know, we're going to offer to 250,000 programs this year' or whatever that number is. So the things they're selecting from that database in some ways are very specific like Excel Basics, but sometimes it's very general likes "CML presents," which would be any presenter-led program. But we definitely struggle with the line between -- because I think this is coming out of the budget crisis time -- of like 'everything needs to be accounted for' versus 'staff would like to be creative and nimble to what the community needs.' I think we're kind of stuck in this one area, and we're trying to figure out what's the balance between the two because it is challenge especially when you have 20 locations. You want to market things centrally and say, you know, all the Excel classes are written the same way and be able to

promote centrally, you know, what's going on, but it's 400 staff members and it can be challenging."

Outside of North Carolina, the Gwinnett County Public Library in Georgia has introduced a centralized spreadsheet to keep track of collaborations. Like most public libraries, they find themselves increasingly working with outside individuals and institutions to develop and deliver not only adult programming, but services of all types and for all ages, breaking down the wall between youth and adult services. The dense web connecting the Gwinnett County Public Library to others grew so large that they found they needed a centralized system to keep track of it all.

In North Carolina, librarians are struggling to develop similar systems. At the Neuse Regional Library, they have been working on creating a centralized repository for documentation related to programming, accompanied with a system wide program plan. Sarah Sever described the evolution of this system and the deliberate ways that they slowly introduced it to their member libraries so as not to scare them:

> "So when it started out it was basically just asking them to submit a program plan [Previously libraries in the system just did whatever they wanted with no regional oversight whatsoever]. So we gave them, you know, the form and told them okay, "you're going to need to do this [the form] on the last day of the month, along with submitting your continuing education plan" -- because everyone's got to do an hour of continuing education every month as well. So we tried to you know have those things, so everyone can have like a fixed idea of what's required. But at first it wasn't anything too demanding. Like, we didn't tell them how many programs or what have you. We wanted people to get used to the form in general, and then after a few months and getting people used to the due dates and getting them used the forms – like people would be like leaving parts blank and we'd have to tell them "I need more information on this. I need your list of materials for this. I need to know how much this is going to cost. I need, you know, your point person, all of these things." But after a few months of that roll-out, that's when we started being like, "okay. Now you need to have at least one children's one, one adult, and one outreach program a month. And even that we had to build up to. We will have people who you have to struggle to get them to give you five programs a month. But on the other hand, we've got one branch that will give you like a teen program plan every month that's really fun. But yes, we are now to the point where it is pretty firm and I know like every month they have this expectation.
>
> And like, as you guys have brought up, to the children's programming is so easy. And even in smaller branches, it's easy to do like a children's craft. It's easy to do it. But they don't know where to go, or what to do, when it comes to adult

programming ideas. And I think that they're intimidated by it. I think that they think that either they have to find someone else in the community to do it, or it's got to be something big, and we try and tell them all the time 'trying something like Do-it-yourself stuff,' you know what? I mean? Like somebody's doing a program on natural cleaning products and how to make stuff like that. We give them links all the time, and we did establish a staff intranet which has been really really helpful for communication, because I think that's another thing that everybody knows is a problem: Communication is very, very challenging, but the intranet helps with that and we do have to send people links and suggestions all the time. But the last thing that we've done that has been helpful is we've been working a lot on Google documents and making sure that we have everything in one place. So when people submit really good program plans, we actually put them in that folder, and we're dividing them up by different program types. So if you got like, you know, a great international program, they can go to that to find it and it's helpful and we stress to everybody: steal other people's programs. Nobody is reinventing the wheel here. If someone's got a really good one and you think it's going to work for you by all means take it."

Other libraries at the focus groups reported similar stories. Although the particular systems and policies vary from place to place, the overall trend is towards fostering systems that enable ***both library administration and library staff* to know what is going on in the library**, identify gaps that can be filled, and support one another in offering the best adult services that they can. The tricky thing is less the system itself and more the staff buy-in. Getting everyone on board. There is no shortage of creative solutions emerging across the state, but in isolation.

One thing the state library could do would be to more intentionally bring together librarians to discuss how they are handling the challenges associated with monitoring what staff are doing so that they can support them and also ensure that staff efforts contribute to the ultimate goal of advancing the library's mission and strategic plan. It would be more complicated and ambitious, but perhaps ultimately even more impactful, to develop some mechanism that would enable ***public librarians from across the state to know what is going on in other public libraries across the state***. Such an ambitious plan would need to begin with individual systems. If individual libraries can't handle this task, there is no way such a state-wide system could emerge.

2.8.1 From knowing what's happening in the library to having your finger on the pulse of the community: Harnessing volunteers and partners

One of the remarkable things occurring across the state of North Carolina (and the nation) is the development of parallel submission systems for program ideas from both library staff ***and*** volunteers. In Charlotte Mecklenburg, as programming has become more standardized and

coordinated, the library has struggled to create a system wherein any library staff member can suggest an idea for a future program, which will be vetted centrally.

Chantez stated "So staff can submit a new program that goes to me for approval. The database is not as great as it sounds. It does not work well. Well, it was built in 2010. It reports the data and you can enter into it. But it's not that fancy. It's basically like a spreadsheet version of you know, what the programs are available, but they can submit or propose a program that I can approve and then other libraries can offer that program." Similar systems and struggles were heard from Wake County libraries, where a system now exists for library staff at all levels to submit program ideas.

2.8.2 Is there a difference between programs developed by staff and programs developed by partners?: Making the case for co-developed programs

Harkening back to the idea of rotating library staff across the state, one could imagine a system wherein, say, Cathy from Haywood County Public Library goes to Henderson County to deliver her Probiotic Ginger Ale program. In this process, Henderson County would get a program, and both libraries could potentially increase their capacity to deliver programs, given the exposure each would have to programming competencies embedded in the other institution.

Even in Wake County Public Library, which has arguably the most centralized adult programs in the state, the library has some "key partners" that it trusts to come in and do their thing with minimal oversight from the library. Regarding how they work with partners, Elena told us

> "We have very specific guidelines that we share with partners that are coming in, perhaps initially their first time with us, or first or second time, and we can say this is what you can do. This is what you can't do. We've even gotten to the point with some, especially if it's if it's something that could border on commercial, some of our commercial entities have a, a component where they have to do outreach to the community and they love reach out to the public library to offer something. We'll say, okay, send us your PowerPoint and let us review what it is that you're going to be talking about. So we've gone there. We also do a lot of piloting. So, recently a Seattle company reached out to me, and we worked with a couple other theater companies, and a lot of arts organizations in the area, and we will pilot something at one library, or maybe two libraries to see how it goes. We will meet with them before to kind of really lay out the ground work for that. So that and we have several, very successful partnerships. I think our partnership with SCORE the service corps retired executives is amazing. They do programs that all of our libraries and three times a year, and we developed it. And as we grow more comfortable with an organization, then we tend to step back a little bit. But there's definitely a process in place, specific guidelines, meetings, piloting, and then taking it from there."

The key lessons from this quote are as follows:

1. There is a system in place to vet and develop co-developed programs, and that system is remarkably similar to the system the library uses to develop and vet programs developed by library staff
2. After the relationship has grown, the library "grows more comfortable" with the organization, and steps back from as intensive oversight, in the same way that as a library staff member develops, they require less oversight or supervision.

Furthermore, there is increasing recognition that in particular in adult programs, partnerships is where it's at. Sandra Lovely said that in Durham County they've recognized that partnerships are vital to successful adult programming:

> "In Durham County most of our adult programs are done with a performer, presenter or something like that. So, it's not a lot of programming being done by the librarians. As a result of that we have a community engagement person who goes out to the community and establishes those partnerships throughout the county, and also part of the plan is that one of our objectives is to do that to go out and partner with different organization. So, we really try to encourage that."

And so too do most successful public libraries, such as the Chapel Hill Public Library, which as of the time they completed the survey where in the process of creating a new position "Public Programs & Partnerships Manager. Their job will be strategic development and management of all programs, with a focus on adults."

Many libraries may not be in the position to hire a new staff member, but all of them can recognize that partnerships are a vital ingredient of successful adult programming, and build upon that fact to develop programming in their communities.

What is remarkable is that across the state library staff report developing program proposal forms **for the general public** to fill out. It is almost as if the boundary between library staff and library patron is extremely porous. Both are invited to propose and (often) deliver library programs. For instance, after the Chapel Hill Public Library developed its Propose a Program form and presented on this new form at the 2017 meeting of the North Carolina Library Association meeting, similar forms have proliferated across the state, with nearly identical online forms on the websites of Orange County Public Library and Henderson County Public Library. Alamance County Public Libraries and the Mooresville Public Library report having similar forms, as does Haywood County.

What is fascinating is that a close perusal of these propose a program forms are that they are almost **identical** to the internal program proposal forms many libraries use. For instance, the program proposal form submitted to me by the Greensboro Public Library is nearly identical to

the forms some libraries are now asking members of the public to fill out if they wish to propose a program.

Which raises the question, what difference does it make if an adult program is delivered by a library staff member or a volunteer? Or, asking this question a different way, ***Is there a difference between programs developed by staff and programs developed by partners?***

There is some evidence both from this environmental scan and from national studies (see ALA's NILPPA) that community driven programs led by community members, rather than librarians, are some of the most successful adult programs. People love to talk about what they're doing and getting others interested in their passions: They also like to support their friends and neighbors and come out to programs being led by them.

The library functions as a platform for learning regardless of who leads the program. And ALA's NILPPA suggests we should see both as equally valid, with the co-developed programs actually having the potential to be more impactful, if done with care and as part of a strategic initiative.

We also see this in action in Mooresville, where a recently hired volunteer coordinator instituted a system wherein volunteers perform readers' advisory for the homebound, and volunteers identify, check out, and deliver books. What makes this system work is surveillance, in the positive sense. Librarians do not control this system. Instead, they surveille it, creating the context and platform for community members to take care of themselves, and providing enough oversight to ensure its long-term longevity. Here librarians operate more as program mentors and facilitators, rather than program providers.

2.9 Action plan for implementing Recommendation #2

The most effective way to implement this recommendation would be through immersive continuing education sessions focused around a) troubleshooting unsuccessful programs, b) sharing successful programs, c) role playing exercises, and d) compare and share policies.

2.9.1 Troubleshooting Unsuccessful Programming

Based on the survey and focus groups, we hear a lot of librarians experience the frustration associated with a program not working out the way they had hoped it would. One possible learning session could have the following structure: Ask librarians to either a) bring adult programs they've had difficulty with, in terms of building an audience, or b) bring ideas they have for adult programs. In either case, an interactive session could help participants understand how the following ingredients could be added to the program:

1. It is social – people come to see each other and to interact with each other
2. It's spread through word-of-mouth – patrons themselves do the best advertising
3. Partnerships – Partners bring their own built-in audiences

4. It's consistent – Regular consistency in programming is key to building community
5. It builds community – Pulling together heterogeneous groups and individuals contributes to community development

After working through some examples, the session could end with general principles participants can use going forward.

2.9.2 Sharing Successful Programming

Either in the same workshop or in a different session, the State Library could invite librarians who have had success with adult programming, perhaps in a specific topical area, to share those successes, and what, from their vantage point, contributes to their success. Examples like the Veterans Resource Fair, the Learning Circle, the Movie Series, or the Digital Learning sessions described above could be used to guide conversation. The session should focus not merely on "here's what we did," but aim, through skillful session moderation, on helping participants understand the core ingredients of successful adult programming in general, regardless of topic. The session should conclude by re-stating that you're never "stealing" someone's program if you do it at your library. You're adapting it to your community.

In addition to face-to-face workshops, an "adult program of the quarter" featured by the State Library could help build up examples of successful adult programs across the state, again with the aim of not merely communicating what was done, but how this program enacts ingredients of successful adult programming in general.

2.9.3 Role Playing Exercises

We know that adult services librarians in general feel less comfortable than their colleagues in youth services in facilitating groups of people. Workshops that prompt librarians to engage in role playing exercises could help demystify the process. Examples of exercises could include:

a) How to introduce a program
b) How to conclude a program
c) How to ask participants to fill out an evaluation form
d) How to approach a potential partner/performer/presenter
e) How to follow up with a partner/performer/presenter
f) How to approach adult volunteers as contributors to programs
g) How to manage adult volunteers in the context of programming
h) How to work with your Friends of the Library group around adult programming

All of these exercises should aim to be fun. One way to do it would be to gather a group of 20 or so and ask them to bring into groups of three, with two people assigned roles (say, librarian and potential partner) and the third an observer; then rotate everyone through the three roles until

everyone has done all three parts – then come back to a full group to talk about what happened.

Part of what the State Library could do to incentivize participation in such workshops would be develop some sort of badging system, such as Certified Adult Programmer, or some other emblem that librarians who had engaged in workshops could list on their resumes or in their continuing education portfolios. If the State Library would like participants to read resources ahead of the workshops, we recommend those in the literature review section of this recommendation, in particular OCLC/WebJunction's Libraries as Social Connectors website, webinar, and learning guide; and the American Library Associations' *Community Conversations and Theming*.

2.9.4 Compare and share policies

We also heard in the focus groups librarians very interested in better understanding how and why different libraries do things differently. This finding suggests that one productive workshop would focus on comparing and sharing policies, both written policies as well as tacit policies: We learned that although many libraries lack formal, written guides for adult programs, many have tacit procedures they try to follow. Possible workshop topics include:

- Best practices for initiating, formalizing, and sustaining adult programming partnerships
- Best practices for initiating, formalizing, and sustaining volunteer-led programming
- Best practices for initiating, formalizing, and sustaining librarian-led programming plans

Regardless of topic, the workshops should be highly interactive, with moderators helping guide the conversation, but based around the expectation that participants will share their stories, successes, struggles, and advice.

Recommendation #3: The State Library of North Carolina can help public librarians develop communication plans for adult programming. Given the myriad communication channels currently available in, and use by, the adult population in North Carolina, a consistent challenge heard across the state is how to most effectively communicate about adult programming. These communication plans need to extend beyond simply marketing programs, and should include: 1) How to communicate to potential partners that they should work with librarians; and 2) How to communicate to diverse stakeholders about the impacts and benefits of adult programs (that is, how to advocate for adult programming).

3.1 Introduction

The survey, focus groups, and review of library websites found librarians struggling in their communication of and about adult programming. In describing their challenges with building up audiences for adult programming, librarians report issues with:

- Assessing demand for programming topics
- Attendance - sometimes too much but more often than not, too little
- What need is the program meeting?
- The adult community is interested in adult programs, but attendance is low
- Competition in the area -- there are many cultural and recreational venues in our geographic region competing for interest. We have limited access to grant funding as we don't have a foundation, FOL or 501 C 3 to apply for the vast majority of grants that require that status
- Other groups in county offer great programming
- Difficulty identifying topics of interest that will engage a wide age range of adults in our communities
- Finding the right time of day for people to attend
- Identifying programs of interest, finding target audience, attracting an audience
- Drawing adults to programs
- Initial interest and registrations, but participants fail to show up
- Lack of participation in programs by the community

In discussing how communication plans can help address these issues, this section explains some of these communication challenges. We'll look at some of the difficulties associated with communicating to stakeholders both within and outside the library, and we'll explore some of the benefits that come from strong communications. These benefits go far beyond good participation in particular programs, and include increased resources for the library, an increased number of library advocates, and finally an increased general awareness of the myriad ways in which local libraries across the state improve the lives of adults.

What actually is involved in getting the word out about adult programming? Overall, librarians did not report serious challenges associated with, say, the graphic design of flyers. Instead, their

comments focused predominately on issues of communication, which centered around three domains:

1. How to communicate to library staff such that everyone is aware of and invested in promoting adult programming?
2. How to communicate to potential partners about the benefits associated with partnering with the library to develop and deliver adult programming?
3. How to best utilize digital technology to get the word out about adult programming?

3.2 The need for internal communication plans

"Bree: : I feel like the circulation staff, sometimes when you talk to them about marketing, they look at you like you're asking them to give you a kidney or something. [Laughter from around the room] I want to be like, "You're not selling something. You're not asking them to pay money. You're actually helping them by telling them about free stuff," and they act like you're asking them to be salespeople, and I'm like, "What you need to be is a salesperson but you're selling something for free." I don't know what that that title needs to be called."

"Abby: The reference staff, which is my staff that I supervise, are much more invested in [marketing programs] because they see how hard that we work, but the circulation staff is on a different floor, and I feel like sometimes they don't have any idea, because our meeting room are at the other end of the building, so they don't really see a lot of it. But I feel like depending on how your staff is set up, if they don't really feel a part of it in the planning stages, they really have no investment or interest, they are just checking the books out."

-Bree Dumont, Program Coordinator for Cleveland County Public Library and
Abby Hardison, Adult services Supervisor for Rowan County Library

Across the state of North Carolina, the most consistently reported challenge associated with adult programming is "Marketing/Getting the word out." As this figure shows, fully 77% of the public libraries that responded to the survey said that they struggle with this issue. We also heard this again and again and open-ended survey responses.

This back-and-forth exchange between two public librarians illustrates how "marketing/getting the word out" involves much more than creating flyers. The larger problem is one of **communication**. Planning for communication about library services involves two dimensions: internal communication and external communication. The latter depends on the former. If we aren't doing a good job getting the word out internally and empowering our internal assets to

communicate on our behalf, it will make our external communications plan that much more difficult to implement and sustain.

Many adult services librarians struggle with this issue. The circulation desk is for many adults the retail section of the library: It may be the only place they interact with a staff and/or interact with marketing materials curated by staff within the library. Nonetheless, we have found that circulation staff in general are less aware and less invested in the promotion of adult services than staff at other services desks within public libraries. Reference desk staff typically will eagerly engage you about upcoming programs; as will staff of all levels at youth services desks. Youth services staff share a passion for programming not always seen in adult services
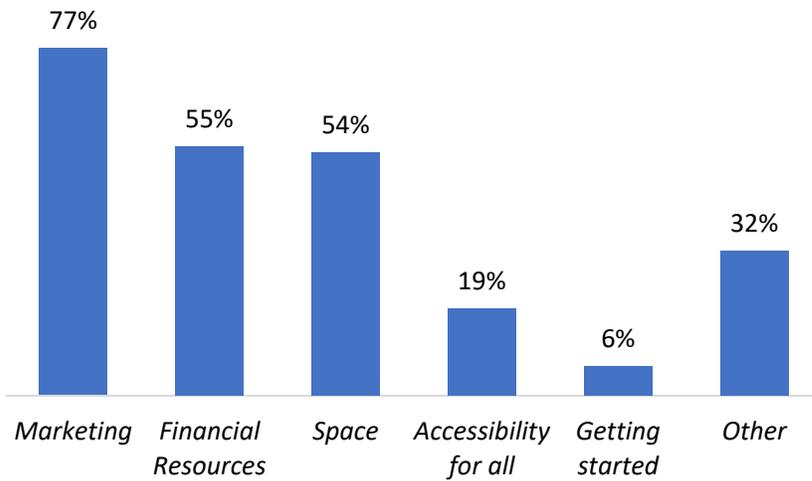
Knowing how to effectively market programs to the community is considered to be one of the biggest challenges in developing and offering adult programs.

% of libraries indicated that _____ is a current challenge in the development of adult programs.

n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

staff, particularly those interacting with adults at the circulation desk.

These communication issues go beyond ensuring that circulation staff have the information and training needed to be front-line advocates for adult programming. We also need to think about how we are preparing librarians to communicate about adult programming to groups like the Library Board of Trustees and Friends of the Library. This figure shows that nearly **all** individuals who filled out the survey are highly committed to adult programming efforts (86%), those same individuals think that the Library Board of Trustees does not share their commitment.

What does this issue look like in practice? Consider, for instance, the very different framing of this topic from two very different libraries. First, Ann Phelps of the Williamston Branch of the BHM Regional Library describes her trepidation about advocating for and communicating about adult programming. Then, Elena Owens of Wake County describes the much more robust

community buy-in her library system has cultivated through strategic communications and deliberate planning over years.

Ann Phelps: "We're doing some adult programming, Granted it's always kind of like an add-on. It's not structured like the children's or the teens, and anything for adults is kind of like we just throw it in there [without planning]. So there's not really an organization to it or any accounting for if you don't have any programs. And for some reason you feel like when you go to your Friends, you ask for money for the kids. For adults it doesn't to have the same importance to people."

Elena Owens: "I think the people in on the Library Board are on board with adult programming because they are library advocates, and so giving them something positive to talk if they can help to advertise, they're more than happy to do that. I don't have any particular success stories off the top of my head, but I do know that anecdotally we've heard Trustees say that they talk these things up and they're really excited about the programming that we're doing. And they actually encourage each other to go to the programs, and it's been great to see them there. And then, of course, there are liaisons with our board of commissioners. So they're able to take that information back up to them."

Here we hear two librarians in two very different situations. On the one hand, we have a librarian who feels like her community doesn't care about adult programming, so she doesn't ask for resources, doesn't widely promote her programs, and sometimes has difficulty securing participation and funding. On the other hand, we have a librarian that has buy-in and support from people in power, who ready and willing to be the advocates for adult programming in the circles of power within which they operate. Helping more libraries become more like Wake County focuses on communication and planning for messaging.
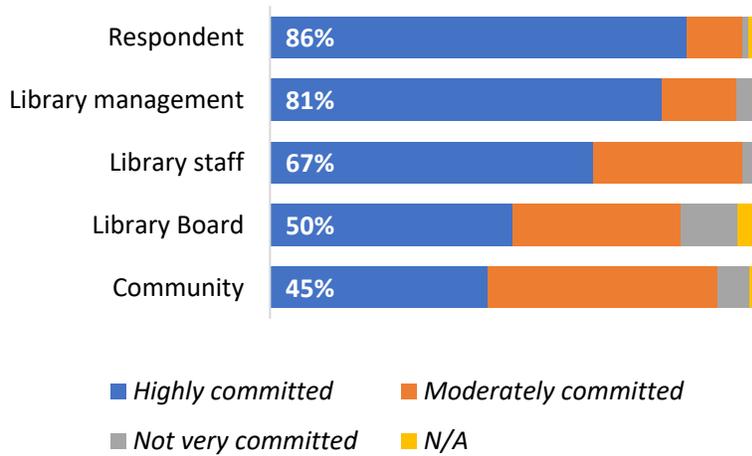
Community members were perceived as bieng the party with the lowest level of commitment to adult programming efforts.

% of libraries indicated that _____ were perceived to be higly committed to adult programming efforts.

Respondent	86%
Library management	81%
Library staff	67%
Library Board	50%
Community	45%

- **Highly committed**
- **Moderately committed**
- **Not very committed**
- **N/A**

n=78

Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Similarly, in the Greenville focus group we talked a lot about the need to advocate for adult services. In rural Eastern North Carolina, many librarians reported having literally no money for adult services. In Washington, there is no budget so sometimes staff have to use their own money to purchase supplies for programs, reports Sandra Silvey. In rural parts of the state, advocacy is critical, and buy-in is low. Helping rural librarians make the case for robust adult services is a critical need that the state library could help with. These comments go along with the need many libraries expressed for help finding funding resources and opportunities. You can have a lot of potentially successful ideas, but more often than not you need funding to get them going. This too is an issue of communication, and one we'll talk about in a minute when we consider how to communicate to potential partners about adult programming.

For now, though, these findings suggest the most pressing needs center on how to **communicate and advocate for and about adult programming** *internally*.

To begin addressing this need we first need to consider the heterogeneous and evolving internal administration structures libraries have set up to administer adult programming.

3.2.1 Communication Plans and the Administration of Adult Programs

Related to these issues are the different organizational hierarchies that libraries have related to adult programming and adult services. We were interested in "where the buck stops" in terms of decision making for adult programming, which of course effects who is communicating about adult programs, and what messages they are disseminating to library staff, library partners, and to the general public. To that end, we asked "What would you say is the job title of the individual (or individuals) with the most responsibility for adult programming at your library?" All but two of the 78 respondents answered this question. We sorted this open-ended question multiple ways to discern patterns (for the full list of responses, see appendix). In the end, we discerned no clear, overall patterns, but instead a lot of heterogeneity. This fact testifies to the overall heterogeneity of structures discerned across the state, as it concerns adult programming.

Overall, 23 respondents said the individual responsible for adult programming was someone in charge of adult services and reference, including titles like Adult Services Librarian, Adult Services Coordinator, Head of Reference, and Head of Information Services. This answer was the expected answer, in that one would assume that adult programming is part of adult services. In that sense, it is notable that only about 1/3 of respondents listed such an individual as in charge of adult programming.

Twenty respondents said that managers or directors had authority over adult programming, including individuals like branch managers, county librarians, and head librarian. Here we see a common structure in small and rural libraries, which lack the clear organizational hierarchies more often seen in urban context. It is also noticeable that all of the library directors and assistant directors who participated in the spring focus groups came from more rural areas and smaller towns.

Fourteen respondents said adult programming fell under the ambit of programming and/or outreach, suggesting that adult programming is more related to programming and outreach (for any age) than it is to adult services (in general). This is an interesting area to further explore. The question becomes: What makes the most sense in terms of support and continuing education for adult programming? Should this support come from adult services? Or should it come more from programming and outreach for any age? In thinking about this question, it is notable that the American Library Association has taken the later route. Its Public Programs Office, NILPPA, and Project Outcome all start from the implicit belief that programming (for any age) has common structures that can be commonly supported. In any case, individuals with these job titles included: Program Coordinator, Customer Experience Manager, Public Programs and Partnerships Manager, Marketing and Outreach Coordinator, Programming Librarian, etc.

Furthermore, an additional six respondents said that they had specialized staff responsible exclusively for adult programming who had ultimate authority for this role, including Adult Programming Coordinator, Adult Programming Librarian.

Finally, the remainder of the respondents listed individuals who had general job titles, or job titles that didn't fit into any typology, like Library Assistant, Library Associate, Circulation Supervisor, Digital Services Librarian, Library Technician, Librarian I, Librarian II. And two respondents said essentially "everyone": "This duty is spread among various titles in our system, from Library Assistants to the Branch Managers" and "part of all librarian workplans."

The lack of standardization for job titles across the state means that continuing education opportunities need to be structured in such a way so as to not exclude adult programming staff who aren't technically managers or labeled as programming coordinators. In other words, we need to make sure that contributions from staff **at all levels** are esteemed as valuable. In some parts of the state we heard that virtually *all* adult programs are actually run by the Friends of the Library. In other places, we heard that libraries had multiple full-time staff whose primary responsibilities focused on adult programming. In between these two polarities are many variations.

Given this heterogeneity, the best way forward is to pitch a large tent in terms of thinking about who in the library hierarchy may be involved in administering, delivering, and communicating about adult programming. We also saw this in our focus groups, which were not targeted at any specific individuals, and which attracted everyone from circulation paraprofessionals to library directors, and everyone in between.

3.2.2 Hand selling adult programs: One patron interaction at a time

One of the best mechanisms to improve this situation is through staff training on retail engagement, staff buy-in, elevator speeches, and things like hand-selling mechanisms. Elena Owens mentioned,

> "One of the things I think for staff is that comfort level in selling the program itself. I have for years been barking up the street at my library system on this point. I would love to see a concerted effort on some sort of training on really hand selling programs. Maybe bringing in salespeople, bringing in marketing people and just saying this is how you do it. This is how you take that opportunity and sell that next thing. So often our staff are more introverted - librarians tend to be more introverted and [therefore] less likely to do that. I mean, so I have no issue doing that, but I would love, love, love to see some training on, 'How do you hand sell programs?' How do you make, how do you take that opportunity and go for it?"

The issues Elena Owens describes above are compounded when it comes to adult services. In focus groups, librarians reported that their staff and Board of Trustees feel much more comfortable marketing, hand selling, and making the case for services for children and youth.

They feel much less confident and capable when it comes to adult services, including programs. **A workshop on hand selling adult programs for staff at all levels, possibly also pitched at Friends of Library organizations and Boards of Trustees, could be extremely powerful.**

North Carolina's urban libraries have, at least from the vantage point of central planning, absorbed this point. Consider the fact that the Charlotte Mecklenburg Library's FY2020 Program Policy states:

> "The following guidelines should be followed for adult programs: ... Continuous outreach to adults in the community is essential ... [The first essential step for promoting programs is] Promote it in-house. Recent survey data tells us that most library patrons find out about services because of a prior experience with libraries, or from in-house promotion."

Although, overall, we found librarians report social media to be their most effective marketing mechanism (65%), we found huge potential for in-house advertising. It is not currently as effective as it could be; and librarians expressed a desire for help improving this facet of adult services.

What that means is the most important thing librarians can do to increase participation in adult programming is build and sustain a culture in which everyone (from the board on down) knows why libraries offer programs for adults, knows what the library is offering, and can talk it up.

Part of training librarians in how to communicate and advocate for and about adult programs and services requires changing the conversation about adulthood. We are used to thinking of adults as fully formed individuals who do the same things over and over until they do: The idea of the factory worker who gets a job out of high school and stays there the rest of his life. How can we change this way of thinking so that adults are seen as just as valuable, and just as in need of fun opportunities to engage in lifelong learning, exploration, and community building? Increasing the value of life and interests in adulthood could go a long way in helping with widespread issues of mental health, as well. We have to challenge the idea that "we're too old now for x, y, z" and work to foster better emotional health and intelligence.

Aware of this problem, librarians are developing innovative solutions, some of which emerge first in teen services, a point to which we will return in **Recommendation #4**. Bree Dumont reports that Cleveland County librarians are developing a new Library Ambassadors Program to more effectively raise collective consciousness about adult programming as a new facet of contemporary adult services:

> "I've been at my library for five years and during that time we had lots of people at lots of different programs. And some things have died, and some things have risen. And one commonality is that there is someone who is not a staff member but who is really passionate about the program and who goes 'here are my five

friends – come with me and let's do this.' And I was talking to our circulation manager, who manages adult volunteers - I manage teen volunteers - That's just how we've always been set up – who's know why right? But she was saying that she really doesn't have time to train all these volunteers. You have a process for teens: they apply for a job, and they interview with us, and we use it as a lifelong learning experience. But she doesn't have time to do that for the adult volunteers. So she usually just turns people away because her staff keeps up with shelving, and there's not a lot for them to do. And a lot of times the things that we have our [adult] volunteers do are not that fulfilling. So she and I have talked about making a Library Ambassador program where adults can commit to a certain number of hours and what they would do is -- we don't have a marketing staff – 'go and market for us, and tell your friends, and tell people we wouldn't think of, and bring them to programs,' and so we'll see if it works. They could do things like canvass with flyers, and just talk to their friends and be like, 'Hey, I'm going to this program, Let's all go! Let's do this. Let me drive you if you don't have a way to get here because transportation is an issue here in Cleveland County.'"

This quote demonstrates: a) how to harness the power of word of mouth to drive participation in adult programming, and b) that the locus of innovation in North Carolina's public libraries is in youth services (a point returned to Recommendation #4). This quote also illustrates a fundamental communications problem. Namely, there are adults who want to help the public library fulfill its mission who are being turned away because the library lacks a concrete way to put them to work. In the context of all the discussions of not having enough time and money to do things, this is criminal. We heard this issue again and again. One librarian told us on the survey that they no longer even accept volunteer applications because they had too many volunteers and weren't sure what to do with them. Primarily the just had volunteers shelving and weeding books. If we found a way to fix this problem – the problem of how to harness community goodwill – we would fix a lot of the other problems public libraries face as well.

Bree's comment also illustrates the nebulous boundary between internal and external communication plans. In developing an innovate Library Ambassador Program she and her library work to turn external stakeholders into internal stakeholders, moving adults from the roles of participants to invested stakeholders. By facilitating this transition, the Cleveland County Library and others like it, build up a larger pool of library advocates, increase word of mouth advertising, and expand the potential audience for programs, even to the level of increasing transportation options for people in rural areas of the state.

3.3 The need for external communication plans

Even acknowledging those porous boundaries, it can be helpful to think strategically about how we communicate to those outside the library about what's happening inside. Planning for external communications begins with understanding how people are

communicating in your community. In at least two counties (Henderson and Mecklenburg) we heard librarians find success by considering the less traditionally used marketing channel of Meetup.Com, and in rural parts of the state we heard librarians state that the local newspaper and radio stations continue to be their most effective communication channels, because they continue to be widely read and listened to. So, of course, your external communication plan needs to be tailored to the particularities of your community. But are there some **general lessons** we can discern about effective external communication plans? Yes!

3.3.1 Technology and Library Communications about Programs: Communicating with the Community Online

Every community is different, but one thing we do know is that across the state all libraries are trying (and sometimes succeeding) at utilizing new technology to communicate with their community about adult programming. Again, overall the most effective means of reaching people, according to North Carolina public librarians, is social media.

Nonetheless, not all is going as well as it could. Some of the communication challenges articulated in the focus groups include:

- How to use technology to create templates for the fancy, glossy newsletters/program guides that some urban libraries make, and that smaller libraries aspire to
- How often should we post about programs on social media?
- How should we best navigate tensions with our town/county government, if they want to be in control of how we communicate on social media or the website?
- What are the best digital tools to create flyers that can be re-purposed across multiple media platforms?

The best way to address the myriad digital communication challenges confronted by North Carolina's libraries, which will constantly evolve as technology evolves, is to engage staff in more general planning around marketing and communications, particularly around procedures and policies that can be implemented on a shoe-string budget (and that take full advantage of free resources that may be available in the form of volunteers and partners!). The technology will continue to change; but solid communication plans can endure across technological shifts.

Social Media Solutions

One of the more advanced social media marketing plans comes from Charlotte Mecklenburg Library, where they've reached into the social networking site Meetup.com to attract new demographics to library programming. Chantez Neymoss said about their use of Meetup.com to advertise adult programming:

 "I think our people only look at our meetup.com and don't look at the other stuff we post online. The idea was to reach 20-30s people that were like looking at networking events and things and that weren't aware of the library at all, and using the tags on there to attract them, where they can kind of find the library organically, but now we've had it for about four years and it's become like a catch-all that has every program we have, so I've been trying to figure out what do we include there and what don't we include for it to be most effective? But I think it's effective in reaching people that don't normally find those other sites that we market on."

What makes this example a sign of an especially robust communication plan are the following:

1. The library identified a gap in its current marketing plan
2. The library sought to strategically fill this gap by learning what social media outlets the desired community uses. In other cases, it could be Next Door, Reddit, etc.
3. The library monitored the effectiveness of the new plan, and is currently working on fine-tuning the model
4. The library does not (or tries not to) simply dump content into all available communication channels, but instead strategically deploys different modalities in order to connect with the micro-communities in which we increasingly navigate the digital information environment. This helps strategically target communication *and* helps prevent the overload associated with, say, seeing **all** library programs on a single social media feed.

Website Solutions

To better understand the issues, we focus here on how adult programming is represented on the websites of North Carolina's public libraries. The first stage of this environmental scan consisted of a deep dive into the online presences of every single public library in the state of North Carolina, conducted in September-November 2019. What we found was extreme heterogeneity across the state in the use of digital media to communicate about adult programming and services. We found libraries using a wide array of Program Calendar software, with some not using any at all. Software utilized included: LibCal (16), Google Calendar (11), Static HTML webpages (7), LibGuides (5), Joomla's DPCalendarMod (5), Trumba (4), Apple's iCalendar (4), Evanced (2), Timely AI1 Event Calendar (1), Tribe Events Calendar (1).

And then we also found a number of libraries that relied entirely on their city's or county's events calendars (15), who had had events calendars that were blank (7), and who relied entirely on social media (primarily Facebook) to communicate about upcoming events (7).

Given these extreme heterogeneity, one possible community conversation that the State Library might convene would focus around strategies public libraries use to get the word out about adult programming, and in particular around policies and infrastructures built up to do so. It is one thing to be good at promoting programs one program at a time. It is another to

have a system in place to coordinate marketing and promotion. In the focus groups we learned that such systems are increasingly coming online in many public libraries across the state, but with great unevenness.

One possible source of collaboration that the State Library could consider would be working more closely with NC Live around this topic of online communication plans. In setting up the NC Live Website Service in 2018, the team at NC Live did some user testing to see what librarians most wanted to see represented on their virtual presences. It is telling that there was a big divide between academic and public libraries. You'll see that NC Live offers two design solutions: One focused on the catalog for academic libraries, and a second focused on events for public libraries. The message here is clear and unambiguous: Library events and programming are the bread and butter of today's public libraries. NC Live has already heard this message and adjusted its services accordingly. NC Live is not the only state agency that has come to this conclusion. In Iowa, we learned during a previous study that the State Library of Iowa has a standard website framework/template available that many libraries were using that also foregrounds events and programming.

The State Library could productively convene a conversation with NC Live to learn more about this design decision, and through that conversation become better prepared to support North Carolina's public librarians in communicating about adult programming online.
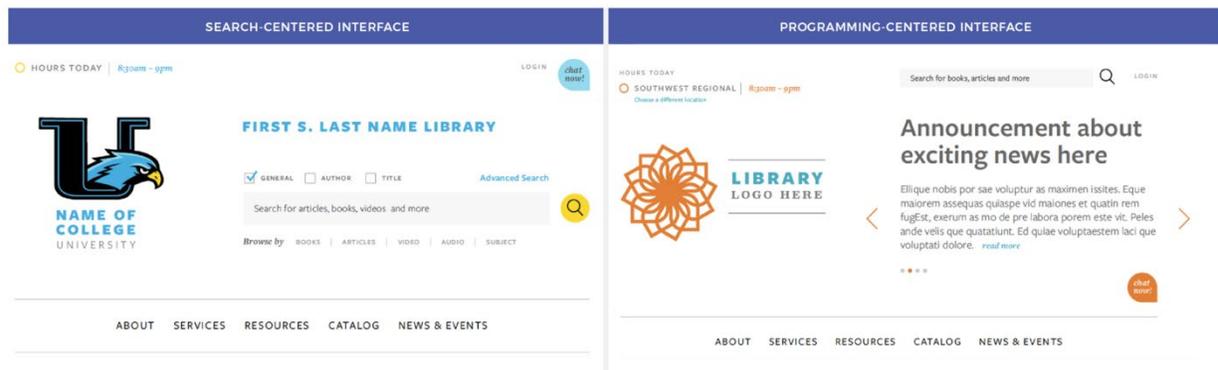
Source: NC Live Website Service. https://www.nclive.org/website-service.

In any case, we also found the display of adult programming on library websites to vary quite a bit across the state. In 41% of public libraries, there is some mechanism in place that allows a website visitor to filter upcoming library events to identify programs for adults. In 59% of libraries there is no way to filter events calendars to identify adult programs. However, within that 59%, 21 (or 44%) do have static webpages that describe adult programming at the library,

while 27 (56%) do not have static webpages. In other words, in approximately 33% (or 1/3) of the public libraries in the State of North Carolina there is really no mechanism to discern what adult programming may be available from library websites, at least as of Fall 2019.

Within these three groups – Group 1: Filter Dynamic Events Calendar for Adult Programming (41%), Group 2: Static Webpages on Adult Programming (26%); Group 3: No Mechanism to Discern Adult Programming (33%), there are also a variety of strategies deployed to communicate about adult programming that may be available.

Group 1: Filter Dynamic Events Calendar for Adult Programming (41%)

Within these libraries we found a wide array of strategies used to arrange adult programming. Alamance County Public Libraries has separate webpages for "Activities & Crafts", "Adult Book Clubs", "Adult Education", and "Tech Tutors," and then within those four categories descriptions of the diverse array of programs that each encompasses (Activities and Crafts includes everything from Color Me Calm to Zumba at Graham).

Buncombe County Public Libraries enables one to sort by "Family" (defined as 'children of all ages') and "Adult," and in November 2019 offered everything from Spanish Conversation Groups to Black Asheville History Projects for adults. Chatham County Public Libraries also enables sorting by "Family."

Caswell County Public Library says they offer "Adult Programs: The library offers a variety of Adult Programs including book discussions, computer classes, crafting, poetry and more."

Chapel Hill Public Library color codes adult programming by type, and their typology centers around History, Computer Classes, Chapel Hill 1819, Board Game Day, Writing, Conversations, Meet Up, Explore More Adults, Trivia, Medicare 101, Listening, Cultural Workshop, Philosophy, Health, and Monday Night Book Club.

Charlotte Mecklenburg has both an Adults Tab, as well as a separate older adults tab, as well as special webpages on services for older adults and on their learning circle initiative. Durham County Library also enables filtering for Senior Citizen programs, as well as "Emerging Adult: 18-24 Year Olds," "Senior Citizen," and "Intergenerational." Interestingly the Orange County Public Library actually explicitly defines Adult Programming as for those aged 16 and older, which appears to be unique in the State of North Carolina.

Granville County Library Systems has adult programs listed as drop down special events: Adult Crafternoon, Chocolate Treat workshop, Gift wrapping & cookie swap, as well as drop-in tech help available on an ongoing basis.

In addition to regular adult programming, Haywood County advertises its library garden and storyimes for adults with disabilities, cooking, sensory friendly movies, and crafts as programs

for adults. Onslow County organizes adult programming into the following: Book Clubs, Career Education & Self-Help, Cooking & Nutrition, Genealogy, Hobbies & Crafts.

Perry Memorial Library states "We offer weekly Genealogy Workshops, as well as a Needlework Club that meets every other week. If you have an idea for a program or service, please do not hesitate to let us know." Many other libraries have similar language on their website: encouraging the public to reach out with program ideas.

Henderson County advertises four types of programs for adults: Adult Programs, Community Sponsored Events, Friends of the Library programs, and technology classes. Mauney Memorial also has separate tabs for Adults, plus business workshops, community reservations, and family programs.

In terms of unique offerings, McDowell County Public Library says it has a monthly ukulele jam session. Polk County Public Library did a Ghost Walk in November. New Hanover has a Queer Book Club.

New Hanover County Library has separate LibGuides for many of its recurring adult programs, including Book Clubs @ the Library, ALOHA: Adult Library Outreach for the Homebound and Aged, and Teacher Training.

In general, libraries in this group tended to be those who offered the widest array of adult programming for the most heterogeneous of potential participants.

Group 2: Static Webpages on Adult Programming (26%)

Many of these libraries also offer an array of adult programming but are frequently constrained by having to post events on county or city calendars, which frequently have restrictions on how to sort or display programming. Many libraries have circumvented these restrictions by posting events on newsletters, on social media, or on other channels.

It is important to note, however, that static webpages do have their place in communication plans, especially for consistently scheduled, recurring programs. It does not work as well for dynamic or one-shot programs, however, that need extra publicity to attract audiences.

Static calendars are sometimes more print friendly, depending on dynamic calendar solution in use. Google calendars, for example, has an agenda view that works well for printing, but some gridded calendars may not format well in print preview, or will cut off the titles of programs due to character restrictions. In the online focus group, it was mentioned that some patrons preferred to find information in the local newspaper (in rural communities especially). Styling the events page in such a way that it can be multi-purpose may be useful if one is seeking to: a) post it to the website, b) print it and have it available at the circ desk, and c) circulate it to local media outlets.

Some unique approaches to adult programming in this group include that of Burke County. Their Live Well @ Your Library approach to programming states "Programming is a very important part of what your library offers. Each year almost 30,000 people of all ages attend the more than 1,200 programs offered by the library. The library's programmers work hard to provide activities that promote reading, learning, discovery, physical activity, and healthy lifestyles. And some activities are just for fun. Our motto of 'Live Well @ your library' is our commitment to do what we can to help make people's lives better. Checkout some of the programs the library has offered recently." Like a lot of libraries in this group, the online advertisement of adult programming appears to be primarily through newsletters and social media.

Similarly, Carteret County has an "@TheLibrary" column with regularly updated information on upcoming adult events (as they are called by this library). Art exhibits seem to be common programs (or events) in this county.

Catawba County's newsletter has an "Adults/Career/Tech" section that includes everything from Tai Chi, ESL, Technology, Job Stuff, Grant Writing 101, Gardening, Book Club, Zumba, Crafts, Gardening, 3-D, Meditation, Catawba Valley Writers, and much more. It lists types of adult programs as including: Technology Help, Genealogy & Local history, Jobs and Career Skills, Speakers and Events, and Book Clubs.

In Davidson County Public Library, and in many other libraries, there is no centralized display of adult programming. One has to drill down into the LibGuides of branches to see what is happening. Forsyth County has a similar set-up.

Some unique programs in this group include Davie County's monthly books & barrels program at a winery and its weekly Next Chapter Book Club, "a reading club for persons with Intellectual Differences." The Harold D. Cooley Library has a diabetes awareness class. The Madison County Public Library advertises its Marshall Native Garden Initiative as an adult program in that adult volunteers take care of the garden.

Washington's Brown Library lists adult and family events on a static calendar and its programs include cookbook club, unplugged @ the library, Genealogy Club, Dewey 101, and Walk with a Librarian.

Greensboro Public Library emphasizes the unique focal areas of its different branches in advertising adult programming, as well as Book Clubs, Technology Assistance, and Career Workshops available system wide.

The Hocutt-Ellington Memorial Library (Clayton Library) lists ongoing library events as including Adult Coloring Club, Knit & Crochet Night, Monday Night Book Club, and Senior Book Club, which is "a partnership with the Clayton Center for Active Aging."

In the Lincoln County Public Library the best way to identify adult programming is to look for "Craft" programs.

The Union County Public Library segments adult programs into two categories: 1) Book Clubs, and 2) a "Beyond Books" group that includes: healthy aging, films, Spanish conversation, Senior STEAM mornings, legal aid, and crafts.

Group 3: No Mechanism to Discern Adult Programming (33%)

This group represented the most difficult to navigate in terms of identifying adult programming, given that they lacked both a method to sort event calendars by programs for adults and they lacked any sort of webpage that grouped together adult offerings. Nonetheless, there were a number of libraries in this group that do offer a wide array of adult programming.

Alexander County offers Vaya Health Screenings, Trivia Night, and Art/Poetry after hours. Avery-Mitchell-Yancey Regional Library System has Alex and Tales Book Club off site at breweries, a car maintenance for adults program, Avery Tabletop Gamers Group, and Weekly Knit & Crochet Club at Mitchell. Beaufort-Hyde-Martin Regional Library System offers health insurance enrollment, yoga, and cooking programs. Brunswick County Libraries has a Lifelong Learners program series, with one focused on ancient Greek civilization, as well as writing clubs, adult coloring, stitching, bridge, mahjong, and fitness programs.

The Hickory Public Library and the High Point Public Library offer a large array of adult programs, which are difficult to identify on their websites, although High Point does have a static webpage listing its different book clubs.

Some unique offerings in this group include: beekeeping (Person County), DSLR Photography PhotoWalk (Hickory), an art exhibit space (Cleveland County), DMV at the Library (Pettigrew Regional), Bigfoot Trivia (Randolph County), Mahjong (Rockingham County), Meet Your Neighbor (Rowan), Adult Maker (Rutherford), and Local Author Nights (Wilson).

Roanoke Rapids Public Library has as of Fall 2019 an online survey asking patrons to indicate what types of adult services they'd like to see. The 773 responses focused on: Adult Events (Crafting, etc.), 81.63%; More movies (6.99%); Book Clubs (6.86%); and better Computer Lab (4.53%). The results fairly unambiguously show that adults in this community are looking for adult programs that go ***beyond*** collection-based and technology-based programs. The high percentage requesting more "adult events" indicates a desire for more socially focused programs, tying back to **Recommendation #2** of this report.

Discussion of scan of public libraries' virtual presences

This environmental scan revealed the following:

- Nearly all public libraries across the state advertise basic adult services like help with technology (either as a program or as drop-in), and book clubs.
- Most also talk about career or workforce development (e.g. resume help), but that is not as universal as the availability of book clubs and tech help
- Beyond these basic offerings, there is an incredible heterogeneity of adult programming being offered, some focused on different age groups, particularly older adults, others focused on differently abled adults, and many focused on particular interests
- There is also an extreme heterogeneity in terms of how technology is deployed to keep track of and advertise services for adults, with some library's seemingly constrained by their parent entity (county/city) and others seemingly constrained by lack of knowledge about how to use their existing digital systems, and as a result turning to simpler things like PDF calendars or social media

Some things that could be useful for the State Library to do, given these facts are:
- Focus workshops on the basics of developing socio-technical systems for procedures on how to use technology to market programs, using examples from across the state to illustrate possibilities
- Organize conversations about how to organize adult programs and services. We see extraordinarily different approaches being taken across the state in terms of how adult programs and services are "packaged" on library websites. This fact suggests a useful conversation would be to discuss why does one library organize things one way, why does another organize them another way, and what can we learn from these differences in terms of things we can apply at our library?
- Encourage libraries that offer creative or unique adult programs to share these models, perhaps with a featured program of the month authored by different libraries and sent around monthly on the Adult Services list, and/or developed in collaboration with the North Carolina Library Association and its constituent units, which have begun some of this work already

3.3.1 From communicating to individuals to communicating with institutions

One thing we heard again and again is the importance of spreading the word through institutions, and not simply through advertising targeted at anonymous individuals. In Greenville, librarians discussed the vital importance of disseminating messages through African American churches and Spanish language radio; the idea being that success comes from getting *your* message into the *communication channels* used by the stakeholders you seek to engage. That requires engaging *institutions*, not *individuals*.

Amber Westall Briggs demonstrated the effectiveness of this approach as she discussed her outreach efforts at the AMY Regional Library:

"I did learn last year that we were losing a lot of our seniors in one county that has a brand new and beautiful community center. I learned we've been losing folks to [the center] and it's taking me a bit but to figure out what to do. We were going to do an Aging Well Series, which we did the year before with success. But we deiced that we'll now teach seniors how to spot fake news, and actually go to the community center to do that.

So, I would just say that with anytime you do outreach programing, it's an excellent opportunity to share what's going on at the library. Say things like "Okay. I just want to tell you a few programs coming up." And we have a captive audience. And we've also been doing more and more outreach in the schools, and at the schools when we have parents present you can reach them on adult programming. So anytime you can go to a specific place and advertise, it's the best, I think."

Anytime you can go to a specific place and advertise, it's the best. There are of course limited staff available to do this outreach, so the more we can empower others to share these messages on our behalf the further they will reach. Let's consider how we can make this happen by harnessing the power of partnerships. In this context, we could also mention the growth of outreach book clubs at breweries and wineries, which libraries across the state now successfully offer in part to engage those young adults without children who might normally not think of attending a library program.

Nearly all libraries across the state report being more likely than partners to initiate programming partnerships. This imbalance is especially marked in Tier 1 communities (see figure, next page). At the national level, OCLC/WebJunction came to similar conclusions in the IMLS-funded *Libraries Respond to the Opioid Crisis with their Communities*. Based on a national study, they conclude, "in almost all cases, the library initiated the partnership. To develop these partnerships, some libraries relied on personal relationships they had from previous work and others used the credibility of the library institution" (p. 16).

Both across the country and in North Carolina, we find that when it comes to adult services the onus is on library staff to initiate partnerships. Why might this be the case? The answer is **Communication**.

What we are discovering is that in most communities, with few exceptions, the idea of the public library as a space for adults to access services beyond books is extremely under-developed. Why would a public health department think of a public library when planning a response to the opioid crisis? OCLC/WebJunction found out they wouldn't. Why would NC Works or the Cooperative Extension think of public libraries when developing programs? We found they typically don't. Although there are exceptions, the idea of the library as a space for adult programming and learning developed in collaboration with librarians has not really gotten out at the state level in any meaningful way.

Genevieve Bailley from the Wilson County Public Library describes the problem thusly:

> "The people who reach out to us, and there are occasionally people who reach out to us, but y'all are probably with me on this one -- the people who reach out to you the most about wanting to do programs at the library are self-published authors."

The Wilson County Public Library has developed a vetting mechanism and regular Local Author Night programs to meet this need, but they have not yet figured out how to get others to express interest in working with the library around adult programming.

What are some ways libraries could leverage their existing resources to more effectively engage desired partners? Libraries could meet some of these partners where they're already at, bringing collections to community members via bookmobile or pop-up demos of electronic resources. Not only would this bring library collections directly to those who need them, but it would be a way for the library to advocate their collections to community members who may not have been aware of their value to the topic at hand.
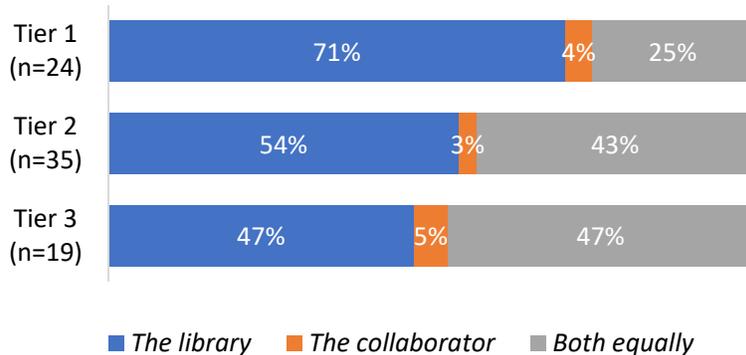
Libraries are the primarily initiators for adult programming efforts in Tier 1 designated communities.

% of respondents indicated that _____ is the primarily initiator of adult programming efforts at their library.

n=78
Source: Survey conducted November 2019.
"[North Carolina Adult Programming]"

Libraries could also leverage their collections and reference expertise in these areas – pulling together resource guides as communication tools for showing that they have valuable holdings. for the community to use in understanding and approaching issues like the opioid epidemic: both fiction, for coping and understanding, and non-fiction, for education and understanding, as well as A/V resources. This would bring an added element to partnership potential and show that the library has already put some effort into collection development for community need type topics.

There are exceptions to this trend of librarians reporting partners typically not initiating relationships. These exceptions tend to be found in the big urban libraries of the state, in

particular Charlotte Mecklenburg Library, which reports the library now seen as **the** programming place, so much so that they are inundated with program ideas from partners. To deal with this deluge, they now have a monthly Program Preview showcase in which staff preview presenters before they go out to the public:

> "They have to attach [to their application] some kind of attachment, that has a checkbox, of like a resume, or a program plan, or an outline or whatever, and then we invite them to come to what we're calling a *program preview*. So every other month everyone on my team, which includes myself and the children and teens person, we have like a little panel where we invite four presenters to do a 30-minute version of their program. So we sit through those four in a row every other month and then that way we're either able to say approved or not approved, partially to deal with the fact that it was difficult to tell people 'No' without giving them some kind of chance."

This program preview also enables librarians to identify presenters who may have initially appeared lackluster on paper to 'wow' librarians in person.

As the word gets out that the library is a valuable space for adult programming, libraries are developing processes to communicate about how to do this. This process typically has two parts: 1) A **vetting** process to filter out those approaching the library out of a desire to promote themselves, promote their business, or who just don't have a good idea, and/or the right skills to do it) and 2) a **relationship-building** process to make sure the library is in the right circles in the right spaces that lead to the relationships needed to bring successful programming to the library.

Common challenges libraries navigate in this relationship building process is delegating and keeping track. Sometimes library administration wants to be the funnel through which all partnerships emerge. The director of Cabarrus County Library told me that this was her situation in her former library, before she became library director. Now that she is in the position of director, she empowers her staff to be the voice and face of the library in the community, similar to the Library Ambassadors program being developed in Cleveland County, but with library staff. The challenge is to ensure there are mechanisms to capture these interactions, so that momentum does not die or dissipate if there are staffing changes either within the library or in the partner organization. Memoranda of understanding can help with that, so too can other internal documents, like the spreadsheets in use in Gwinnett County. See also discussion of programming policies involving partnerships in **Recommendation #2**.

3.3.2 Communication plan for programming partnerships

Across the state we find librarians communicating with partners for a wide variety of adult programs. These relationships include adults serving as individual volunteers assisting with programming, expert volunteers leading programs, and student volunteers gaining experience in librarianship by helping with adult programming.

Navigating the paradigm shift from seeing adult volunteers as sources of help for shelving books to sources of assistance with programming (including spreading the word about programming!) does require resources. In particular, volunteers and partners need to feel valued and appreciated.

An example from Mooresville illustrates this fact: there, the library has a weekly Stretch and Balance Exercise class led by a volunteer. The librarians state that the success of long-term programming partnership is the reciprocal relationship. The volunteer has something she wants to share, and she wants to feel appreciated for doing so. Communication is not just about disseminating messages; it's also about sustaining relationships. In general, Mooresville has a number of adult programs like this one (including volunteer-led book clubs):

> "We have quite a few programs that are weekly, like our stretch and balance class, where Serena's [librarian Serena Sciarretta's] in the room, but she's not actually planning it. Our volunteer does it. But Serena is investing in that person and the program by being in there and being active and providing the forms and the space and everything. So a lot of our programs, like my writing group, are like that. I'm there but the volunteer runs the program. I joke around like: "she brings the talent, I bring the snacks." That's where a lot of partnerships and volunteers really helps out, so that you can offer more.

> We've had a lot of discussions with our director about how, yes, technically say, Catherine, my volunteer [in the writing group program], technically she could do the program on her own, but I've received feedback from several volunteers that are like "no, if I'm investing in your library. If you can't even be bothered to be interested in this program and show up, why would others be?" And it's also so you know what is going on. You know that they're doing a good job, you know. You're there if they need support, like, 'Hey, could you run and make these photocopies for me or something?' They don't have to interrupt their program necessarily to do those type of things. It's just so we can see. And safety too. We've been in there two years with this writing group program, and then I noticed personally I was like my volunteer who was leading the group: I can see she's getting stressed out. And from being in there and talking to her about what was going on, I realized we needed to change something because I was going to lose her as a volunteer. Because, really, what's in it for them? I mean, she could have the writing group at her house. So, it's, I feel strongly it's about community

engagement, about the natural partnership. Not 'what can you do for the library?'"

In a co-developed program, both sides have to feel like it's important to them. There needs to be mutual benefit. That is something that can be *planned* for in terms of an external communications plan.

This is a paradigm shift. Too often library volunteers are given the tasks library staff don't want to do, a situation that can also lead to high volunteer turn-over. It is quite different to think of libraries as platforms for adults to deliver services, but that is precisely what is happening across North Carolina and across the country, to great success. What enables these systems to work are librarians who have created small and large systems to administer these communication processes. The librarians set up the systems, implement them, and then adults (staff and volunteers) run them.

These "expert volunteer" programming partnerships flourish across the state. In Chapel Hill, North Carolina, one of the most recent partnerships began in August 2019, when the public library partnered with the Town's Crisis Response Unit. Chapel Hill Public Library stated in early August 2019: "Please allow us to introduce Beth: For the next year, she'll be our on-site Social Worker in a pilot program to help all community members. The idea is to be an easy bridge to community resources, including mental health, substance abuse, family violence, self-sufficiency, emergency assistance…you name it."

Technically, Beth is a volunteer, in that the library is not paying her for her services. These type of "expert volunteer" partnerships flourish across the country, particularly in the domain of social services, where MSW students increasingly fulfill their required practicum hours by volunteering to provide social services in libraries across the nation. What enables success are *systems*. These things do not just happen.

3.3.3 What do collaborators bring to the table? Results from the survey

Many of the benefits of these sorts of collaborative structures emerged from survey respondents' answers to the question "What principal contributions do [your] three [most important] collaborators make to your library's adult programming?" These questions were answered by 70 of the 78 survey respondents. The results to this question are focused on here in order to build up the evidence base for *why* this communication issue is important to address. Too often when we talk about library communication and outreach, we focus on *patron relationships*. While those are of course important we are also seeing growing interest in *partner relationships*. This type of communications, however, is particularly poorly understood or supported, at the national level or at any level. As such, basic information on what partners bring to the table, and how librarians conceptualize communications with partners, is needed.

The principal contributions of these programming partners centered around:

- Assistance with marketing and bringing audiences to programs
- Assisting with logistics
- Providing content and programming expertise
- Providing other free resources (in-kind and monetary donations)

Brief excerpts from these four categories are included here. The reason these findings are included here is that this is a communication issue. Communicating about adult programs and its impacts, and advocating for co-developed programs, is needed. Perhaps also an issue is some volunteer policies – 19% of respondents indicated they did not allow volunteers to sometimes lead programs (5% were uncertain). I'm sure many volunteers want to feel like they are valuable contributors to library services (and not just convenient shelving pages, even if they don't mind helping with this task as well). Understanding these impacts would enable State Library staff to better support library staff communicating about adult programming with current and future partners, as well as with library administration and the community more generally.

Providing content and programming expertise

The most frequent response to this open-ended question centered around content and expertise (listed by 58 of the 70 respondents to this question), suggesting that the principal contributions of partners to adult programming is providing patrons access to information and experiences library staff either don't have the time or don't have the content knowledge to provide.

Many of these open-ended responses can be boiled down to providing speakers, content, or program ideas, but a few responses provided more detail as to what this entails:

- Provide programing expertise
- Provide speakers who will do adult programs for us a little or no cost
- Collaborating to provide presenters or ready-to-deploy workshops
- Facilitating programs
- Provide local cultural perspectives
- Educational programs presented by trained staff
- city historian's department: we are able to offer regular, reliable programming about the community's past
- the Historical Society comes in to do area related programs
- Providing presenters for programming for adults. AARP provides volunteers to run classes, Arts and Science Council funds artists and to provide programming at our libraries within certain zipcodes, County provides a variety of presenters.

Interestingly, a sizable (n=14) number of these open-ended responses specifically centered around economic development and health, suggesting that fulfilling these core mandates of library adult services can be productively addressed through strategic programming partnerships:

- Each offers a variety of programs in their area of expertise and help fulfill two of our core programming initiatives - health literacy and workforce development. Their programs fill a community need and the presenters bring a higher level of knowledge and skills than our librarians can offer.
- Their Small Business Center staff do ongoing classes on entrepreneurship, starting a small business, etc.
- NC Cooperative Extension -- we offer many gardening and food-related programs and they are key to many of our programs
- Local SBA entrepreneurship agency: we are able to offer regular programming about small businesses and entrepreneurship that feature their expert guidance and knowledge
- Each of these three collaborators provide presenters for the programs, specifically employment related programs, legal programs, and educational programs for adults
- Various private businesses: the presenters are experts in their field, so we are able to offer programs on a wide variety of subjects to our customers
- NC Cooperative Extension offers programs on health, nutrition, and horticulture.
- NC Works comes in and works with us to provide job assistance, resume writing, etc.
- SCORE provides numerous programs on stating and operating a business and also offers appointment based one one one counseling for those interested in starting a business.
- Princeton Review is new to us this year but is fill a gap re: test prep for college that was left when Kaplan dissolved their department that offered these session.
- In the past year 4H-Cooperative Extension and NC Legal Aid provided regular adult programs that were well attended and required little staff commitment. One of the most popular programs we have annually is Senior Citizen Day where we have many county/city/local entities available to let seniors know what services are available to them.
- Expertise in Small Business programming, Recreation and Humanities programming, and Job Skills programming
- Sponsoring or co-sponsoring programs about health and health resources, public assistance programs
- They provide much needed services for free to the community's adult population. In addition, the Health Department has helped us put on some of our newer Health Literacy classes

Assistance with marketing and bringing audiences to programs

In addition to numerous respondents (10) saying that simply that partners helped with marketing and advertising, some provided more detail as to how these worked:

- Great with getting the word out among friends!
- They provide space and a solid, reliable audience
- Spread the word to their contacts about library programs
- Attracting new library users
- They help us share information about the library.
- They give insight into community interests and trends.

A few specifically pointed out that working with partners for adult programming enabled them to reach a more diverse audience:

- Allow us to reach a more diverse audience
- Having a location to reach a targeted group (Seniors, New Adults)
- Adults with special needs organizations (bring in an audience)
- Collaborating with outreach patrons
- Just catering to older adults through the targeted audience at the senior centers

Assisting with logistics

Only a few (7) respondents stated a principal contribution of partners was administrative in nature, including some that stated that their Friends of the Library group organized adult programs, and others who said partners worked on "planning," "program development," "coordinate to offer opportunities to adults in our community," and "working together to bring programs to our libraries that help our patrons stay informed and up to date on issues that concern them."

Free resources (beyond expertise and marketing)

Finally, some respondents discussed other contributions beyond marketing, logistical support, and programming expertise.

These included:

- Volunteers (presumably in more support roles, like storytime volunteers)
- Funding
- Facilitating "Connections to additional partner organizations"
- Contacting speakers
- Providing food
- Providing space
- Covering "Cover cost of presenter fees and travel"
- "Assisting with computer assistance for patrons"
- Providing supplies
- Working together on a grant
- Providing materials for patrons to take home

- Providing tax preparation services
- "Our organizations collaborate through sharing ideas and facilitating relationships. They do not contribute financially. The library budget and Friends absorb the cost."

These different responses to this question illustrate the heterogeneous ways that outside entities and individuals support adult programming in North Carolina. More could be done to help librarians across the state support, grow, and sustain these programming partnerships in strategic ways.

We also asked respondents if they have "any other thoughts you'd like to share about partnering with outside individuals or institutions around adult programming at your library?" Thirty-three (43%) of respondents answered this open-ended question. Their responses were sorted into four different psychological categories. We found librarians most often *Enthusiastic* about such programming partnerships, but we also found them (in order of frequency) *Strategic*, *Cautious*, and *Curious*.

Enthusiastic about Partnerships

Responses included the following (include excerpts that specifically mention programming):

- Our extensive network of partners allows to do offer a myriad of adult programs. One partner often leads to other partners -- this kind of thing mushrooms and is mutually beneficial to the library and to the partner
- I think that partnering with outside individuals and institutions are key to adult programming in the regional library system. With limited staff and limited financial resources, outside individuals and institutions are what is heavily relied on to do adult programming.
- It is a vital part of our programming planning and facilitation
- It's another example of one of the key features of being a librarian: I don't have to know everything about a topic in order to present a program on it, I just have to know where to find someone who does, and facilitate the program
- Regarding previous question, we do not have formal structure, but we do support, invite, and encourage staff to form partnerships with local agencies. Sometimes local agencies do approach us, but I think that we do take the initiative to reach out. Local businesses have been supportive in their own community. Local arts councils have been supportive with providing funding and presenters in several of our communities. I would like our system to increase the number and strength of partnerships in future adult programs. We also need to be more aware of what is available and what other library systems are doing to get additional ideas and inspiration.
- There are lots of people in the community who will provide programs at low or no cost. This enhances what the library can offer. If we're working with other organizations, it helps us all further our missions of meeting community needs. We work with

businesses as well, often providing a venue and exposure for them to a broader audience than they would have had without us.

- We appreciate our local partners for their cooperation and collaboration in bringing quality adult programs to our community.
- We find our partnership with the United Way Employment Program to be very successful. They provide paid workers who we train to lead our job lab and employment-related and Computer Skills programs.
- We partner as much as is possible. Training for my Library Assistant who does most adult programming would be AWESOME.
- We partner with outside individuals such as library board members, local physicians, and others to offer other programs. We probably work more with individuals rather than institutions.
- We use the health department community resource information to assist with planning; newspaper articles and radio information are also shared; everyone knows that I am always looking for speakers and information providers for our community.

Strategic about Partnerships

After expressing enthusiasm, the second most common response was one of being strategic. Here we see librarians discussing being choosy about who they partner with for programming, including the development of formal procedures for standardizing what is fast communing a core facet of being an adult services librarian. Responses include:

- As the Adult Services Leader for our system, I have been working to formalize this process, since we work with so many presenters. We have a presenter application form and form process, which includes providing a sample program for a panel of staff. We also have rubrics to be filled out during programs, and a database of presenters for staff to select from
- In rural areas such as ours, nonprofits are booming/growing (there's too many to list), and I am finding there has to be a concrete way to define what a 'partnership' or 'collaboration' is, and what is reciprocated by each collaborator/partner. We are developing this currently.
- In the past year we introduced an online form for programming suggestions. It helps to have everything in writing so that we can evaluate it better
- It's a partnership that is created at the staff level. Each staff member who works in reference is responsible for conducting adult programming, so they are directly communicating with groups who can help conduct programming
- Our library has a community librarian that reaches out to local organizations. She informs the organizations about our resources and discuss how the library may assist with their services
- Our Program Proposal form has really helped us align our programming with our mission and values

Cautious about Partnerships

Related to the theme of being strategic is the theme of being cautious. Some librarians report being cautious of forming programming partnerships because of the risks associated with this type of programming. These concerns may be ameliorated by other libraries that have embarked on the process of being strategic, related to the general finding that librarians report needing more help developing structures and procedures to support programming. Responses included:

- For what it's worth, programming designed and implemented by library staff is consistently better attended than programs by outside individuals and institutions
- Volunteer process too cumbersome
- Too often partners are more concerned about what's in it for them.
- We are very cautious when working with presenters who are appear to be offering a service but are using the library as a marketing venue. We vet experts stringently and event if a program is delivered by a partner, staff remain in the venue to facilitate and troubleshoot
- We conduct background checks for all volunteers
- Sometimes Memoranda of Understanding can get complicated and take a long time to get through county administration

Curious about Partnerships

Finally, we found a few librarians curious about how this process works, suggesting that in some parts of the state this work has not yet begun (and may benefit from stronger support from the state library). Responses include:

- Adult programming is a bare-bones focus, but we want to grow it!
- I would love to see more information about how to approach potential partners for programs.
- We are new to this and open for suggestions.
- I have been building relationships with local businesses, civic groups and community leaders. I hope to establish adult programming soon.
- I would like more information about how other libraries work with outside agencies who want to charge a fee for their class/program, and how that reflects on the library

The topics in the **Caution** and **Curious** categories could serve as productive continuing education sessions focused on better supporting North Carolina public libraries interested in branching out into co-developed programs, but unsure how to manage the communication issues associated with it. For instance, we hear of librarians who struggle with the bureaucratic

hoops associated with partner communication mechanisms like memoranda of understanding; and we hear them concerned about the time it takes to manage volunteers, relative to the return on investment; we hear of librarians wary of partners who just want to get what they can get, and who aren't interested in the library's perspective; etc. All of these issues deserve more detailed support and collaborative troubleshooting.

Given the heterogeneous attitudes public libraries to the idea of co-developed programs, it is useful to know what partners libraries report as being their most impactful. We asked survey respondents, "Which three [of those organizations and agencies with which you've partnered] make the greatest contribution to your adult programming?" 71 of the 78 respondents (91%) answered this question, so these results are fairly comprehensive. The fact that so many libraries answered this question in and of itself testifies to the vital importance of partnerships to the development and delivery of adult programming.

In any case, we sorted the responses (full answers in appendix), and found the following types of agencies to have the greatest contribution on adult programming in North Carolina's public libraries:

1. Higher Education (24)
2. Health (24)
3. Employment/Economics (19)
4. Cultural Organizations and Individuals (18)
5. Cooperative Extension System (17)
6. Aging/Older adults (13)
7. Local businesses (12)
8. History organizations (11)
9. Parks & Recreation/Outdoors (9)
10. Friends of the Library/Foundations (9)
11. Local government (miscellaneous entities) (7)
12. Community Development NGOs (5)
13. Civic organizations (e.g. Rotary) (3)
14. Legal aid organizations (3)
15. Disability organizations (2)
16. Technology (2)
17. Hobby groups (1)
18. Science (1)
19. Adult Education (General) (1)

The implications of this list are two-fold: 1) At the state level there could be better coordination/collaboration with the most impactful partners at the local level (e.g. a state level partnership with the N.C. State/N.C. A&T Extension System); 2) Continuing education could be provided in terms of supporting those partnership areas that are underdeveloped (e.g. science

and technology), surprisingly uncommon in terms of co-developed programming. Perhaps librarians are not familiar with this world, at least as it concerns adult services, and thus do not know who would make for good partners for STEM programing for adults.

3.4 Road Map for Planning Communications In the Library and In the Community

These plans should have at least three components

1. How to communicate to library staff and community contributions such that everyone in the enterprise is invested in promoting adult programming
2. How to communicate to potential partners about the benefits associated with partnering with the library to develop and deliver adult programming
3. How to best utilize digital technology to get the word out about adult programming

Supporting these plans and their enactment could be facilitated through:

1. Peer-to-peer exchange of communication plans around adult services and programs (see **Recommendation #1 for suggested mechanisms**)
2. "Ready-to-share" communication or advocacy messages, curated by the state library, that any library staff member, Friend, or Trustee could use to simply and concisely communicate the benefits of adult programming and services
3. Ready-to-use adult programming templates, with stock images, for commonly offered programs that libraries could edit quickly with their library's information to pump out professional communications across strategically selected channels
4. Role playing exercises for staff at different levels about how and why to communicate about adult programming. Example exercises could include:
   a. Role playing on how to inform patrons about related adult programming as they check out materials at the circulation desk
   b. Role playing on hand-selling adult programming more generally
   c. Role playing on how to talk with library Board of Trustees about adult programming
   d. Role playing on how to initiate programming partnerships
   e. Role playing on checking in with partners immediately after a program, and also to maintain the relationship over time
   f. Role playing on how to give an elevator speech on an upcoming program, for marketing purposes, or on adult programming more general, for advocacy purposes
   g. Role playing on how to share programming sound bites that could be then disseminated further by Library Ambassadors, including Friends of the Library, Boards of Trustees, etc.
5. Troubleshooting exercises. For example: bring a flyer for a program that maybe didn't go as well as you'd hoped, and let's talk together about how communication plans could have supported getting the word out to the desired audiences.

6. Storytelling exercises. Skilled communicators know that communication is not synonymous with marketing and advertising. Even if your end goal is to get someone to come to a program, your job is not to inform them, but to form a relationship with them. These exercises focus on how using by synchronous tools and asynchronous tools (e.g. a flyer or website) libraries can use a storytelling approach to enhance communication by weaving patrons into the story the library is trying to tell. If it feels like someone is engaged in a conversation, rather than being told what to do, it feels more natural and inviting. Storytelling and hand-selling go together.

7. Tech time for adult programming communication – Let's go over the free tools and social media platforms that we're using to reach our audiences. Let's explore together the free virtual solutions, such as Canva, YouTube (+ recording/editing solutions such as Open Broadcaster Software), and lesser utilized social media outlets (Next Door, Meetup). While limited is some ways, these free resources still have a lot to offer, and most are relatively user-friendly and/or have decent support communities to help you learn how to use them. Workshop would work best if we heard from a librarian in North Carolina using these tools followed by interactive time with the software.

Additional recourses (selected literature on the value of role playing in career development)

Lei-Da, C., Muthitaacharoen, A., & Frolick, M. N. (2003). Investigating the use of role play training to improve the communication skills of IS professionals: Some empirical evidence. *The Journal of Computer Information Systems, 43*(3), 67-74

Vani, G. (2014). Use of role play and case study in off the job training: A comparative analysis. *Review of HRM, 3*, 225-227.

Recommendation #4: The State Library of North Carolina can help public librarians understand the diversity of adult experiences and needs, preparing library staff to more adroitly develop and deliver inclusive, impactful programs that build community across differences. Filling this need could in part be best addressed by fostering conversations that cut across the different sectors of public libraries, in particular Youth and Adult Services, as there already exists substantial resources in the former that could be applied in the latter.

4.1 Introduction

> "So, I just wanted to say that our children's librarian has her degrees in Education, but also in adults with learning disabilities. This past year she was able to create some crafting and art sessions specifically for this population. And we've actually had them be rather emotional when they explain how powerful that programming has been for them – just feeling like they have another space where they are welcomed and invited – and our staff have become familiar with some to the point where we have a few of those individuals volunteer at the library, which we've heard is an excellent way to include them in our library. So that's been a really great development."
>
> -Amber Westall Briggs, Director AMY Library

> "The library received a grant for sensory programming. And I know that recent programs have been targeted towards children, but future programs will be towards the adults. The main library, which is being renovated, will actually have some areas designated just for that programming …. So that's something that we're looking forward to."
>
> -Sandra Lovely, Durham County Library

In these two quotes we hear two librarians from rural and urban parts of North Carolina articulate a common theme that recurred again and again in the focus groups: **Innovation in inclusive adult services begins in youth services**. Based on this finding, one of the best ways to promote more inclusive adult services is to foster more deliberate and intentional state-wide cross-training that brings together staff working with populations of different ages.

These cross-sectoral conversations could be especially powerful in the domains of:

- Community engagement and outreach
- The mobilization of volunteers and partners,
- Family and parent programming

4.2 Family and Parent Programming

Family and parent programming, we know, is on the rise both across the state of North Carolina and across the nation. The Public Library Association now has a [Family Engagement Task Force](),

Parents are the most commonly targeted special population group for adult programs.

% of respondents indicated that their library offered programs for _____ special population group in 2019.

n=78
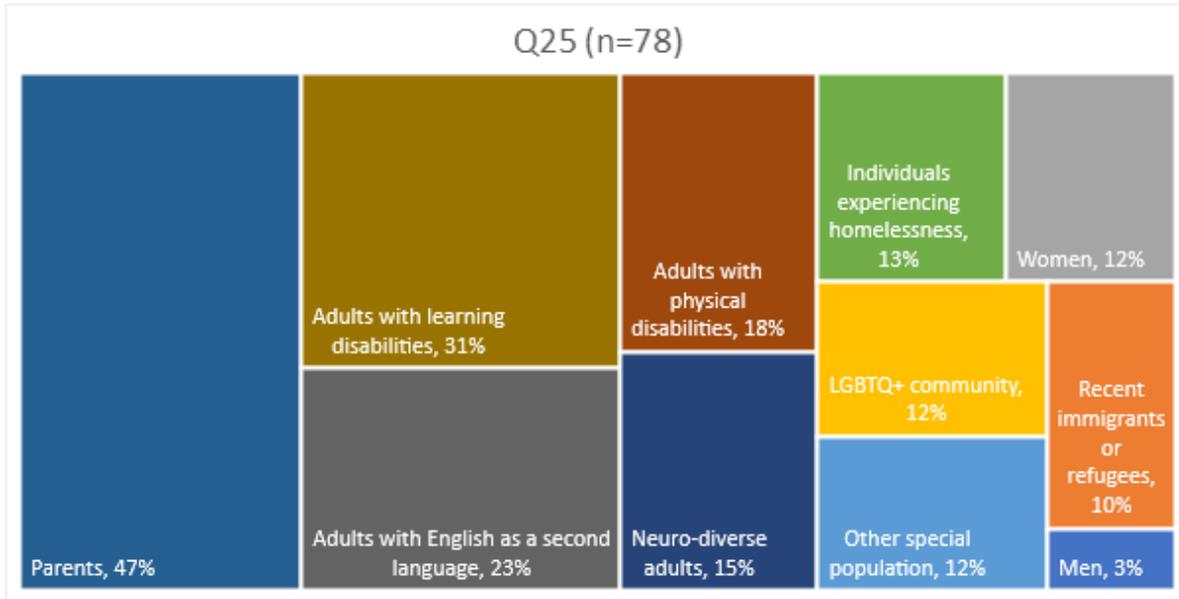
Source: Survey conducted November 2019.

"[North Carolina Adult Programming]"

focused in part on improving "youth and adult programs to better promote parental involvement in children's education," and based on the idea that "expertise at all levels is needed: From the library director, children's or youth services, and/or adult services perspectives." This national initiative testifies to the growing idea that the traditional age-based classifications of library services are, to a certain extent, beginning to blur: Adults are volunteering to help out in children's programming; libraries increasingly offer programs targeted both for teens and "emerging adults" in their 20's and 30's; and, especially in more rural communities, librarians are tasked with serving both teens and adults in blended staff positions. We also found that the most commonly served "special population," based on our survey, is parents.

4.3 Avenues for programming collaborations across youth/adult services

All of these different trends and findings point to the fact that if we want to improve adult services in North Carolina, we need to include youth services as part of that conversation. Open-ended responses about special populations served in adult programs included:

- Many family programs that involve parents and children.
- Almost all of our programs are by their nature multi-generational
- We find the age group 18-50 don't want to come to the library after work on a weekday. We have a good turnout for family programs on the weekends, but 6 pm on a Tuesday isn't a popular time for most adults going home to make dinner and spend time with their families. We are working on creating opportunities for multi-generational programming so families can come to the library together and have something for everyone. Our family events are quite popular because of this goal.

And, in fact, when librarians think about how to improve adult services, they tend to look to youth services. In response to the survey, Karen Wallace, branch head of Macon County Public Library states:

> "Increasingly we try to go outside the library to do programming where people are. This is certainly true for youth programming, but could also be true for adult programming. Outreach activities require more staff and more funding than just in-library programs. We use volunteers, but staff are critical to successfully sustaining programming efforts."

Similarly, Meghan Carter of Randolph County pointed out that at her library, and it appears in many of the smaller public libraries throughout the state, "most formal partnerships are for children." In other words, the library has done a good job getting out there and getting engaged and connected to youth serving agencies in Randolph County. The same level of energy has not yet been made for adults. But when similar outreach efforts *are* made, the results can be phenomenal. Meghan discussed her award-winning cooking program developed with the Randolph County Cooperative Extension:

> "Working with cooperative extension to help with cooking class programs. It was advertised in Sunday newspaper and gained a lot of interest. The program filled up both classes in about 30 minutes. We used comment cards from attendees to share the impacts with the board-of-trustees, got national recognition."

This is the type of partnership common in youth services, but only in its infancy in adult services. In fact, Meghan's successful adult programming owes its existence to prior collaborations between the Randolph County Public Library and the Randolph County Cooperative Extension oriented around special youth services programming offered as part of summer learning at the library. But, based on Meghan's success story, the library is now in a better place to advocate for increased funding, support, and community buy-in around adult programming and adult services partnerships (see **Recommendation #3**).

Many transformations in library services are already underway, or in practice, in the realm of youth services. But adult services remain, in many places, under-resourced, under-appreciated, and mis-understood. Nora Armstrong of Cumberland County states: "Adult programming is the

redheaded, left-handed, blue-eyed stepchild of library services. There's no line in the budget for it, which means we have to rely on the generosity of the Friends and the scrounging abilities of the more resourceful programmers among us." We hear library staff charged with working with adults grumble about how under-resourced and misunderstood their area is, viz-a-viz youth services. If this is the case, it makes sense that any solution involves learning the lessons of youth services librarians and applying them to adult services.

Part of bridging this gap could focus on supporting intergenerational programming, both family programming but also other programming opportunities that bring together different generations. Intergenerational programming contributes to bringing people together, and thereby feeling better connected. For instance, one idea would be to promote listening sessions in which teenagers are invited to share how they view the world and baby boomers are invited to do the same, in a community conversation format moderated to promote open dialogue.[1]

4.4 Adult volunteers in youth programming: Another bridge

Another way to promote more intergenerational programming is to promote more thoughtful utilization of adult volunteers in youth programming. That was one lesson of the PLA 2020 session on "Transforming Service through Spaces." In this session, Sarah Meilleur, Director of Service Delivery at Calgary Public Library discussed their use of adult volunteers for programming. She said that adult "volunteers serve as 'play champions' - playing with kids and getting them moving in loose parts play programs at Calgary public library: Lots of grandmothers volunteer in all locations that have early learning centers [now numbering 14 throughout Calgary]." You can learn more about this volunteer opportunity on their website. Calgary Public Library's thoughtful utilization of adult volunteers in youth programs has the potential to make nearly *every* youth program into an intergenerational program, while also dramatically increasing the number of adult volunteers the library engages. Further exploring this opportunity in North Carolina could also seek to involve adult students working towards careers in early childhood education and youth-oriented LIS students, as well.

In any case, there is a definite need for how to most effectively utilize adult volunteers in programming for all ages, as many libraries report struggles figuring out the most impactful means of utilizing community goodwill in programming. Some North Carolina librarians already do this, particularly around homework help and tutoring programs, but as they started talking about this topic during focus groups they also began to see many more options were available, such as having adult volunteers for 1:1 technology help, and having teen tech volunteers as

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[1] Further reading: Venter, E. (2017) Bridging the communication gap between Generation Y and the Baby Boomer generation, International Journal of Adolescence and Youth, 22:4, 497-507, DOI: 10.1080/02673843.2016.1267022

Divecha, D. (2017). *How teens today are different from past generations*. Greater Good Magazine [UC Berkeley]. Retrieved from
https://greatergood.berkeley.edu/article/item/how_teens_today_are_different_from_past_generations

well. A great example of this principle in action comes from Bellingham Public Library in Washington's [SkillShare](#), where adults are invited on an ongoing basis to share their skills at the library, with great success.

Training could focus on how to embrace the social in adult programming in ways analogous to what is already happening in youth services. Think like a children's librarian. Echoing back to points made in **Recommendation #2**, all too often the worlds of youth services and adult services are siloed from each other.

This fact is especially ironic given the growing emphasis by the American Library Association on both a) family programming and b) early literacy programming that seeks to engage caregivers as much as youth. Increasingly we see youth services librarians serving both children *and* adults, and as such their expertise is even more relevant to tap into by adult services librarians confused or unsure about where to get started with adult programming, or how to most successfully structure programs such that they are inclusive across differences and serve to build community.

4.5 Gaming: Another way to bridge the youth-adult services gap

A specific continuing education initiative could also focus on gaming, which we know is on the rise in programming for all ages at the national level. In our survey, however, we did find that there is a lack of programming on gaming for adults. We found very little gaming programming for adults, and where it existed it tended to be an appendage of teen programming. One librarian in the focus group actually said they started gaming for adults after there was so much demand for it - the library had offered gaming for teens but not many teens were coming. They then re-branded it for adults, and it had huge success thereafter.

Similarly, reflecting on her programming successes, Genevieve Bailley of Wilson County stated:

> "I think there's a lot of stuff that we offer as teen programming that we should be holding as adult programs. That Dungeons and Dragons and superhero stuff and stuff like that. It's the age of the geek, and there's so much of that stuff that we just offer to the teens, and the teens don't show up for it, but I think adults would if we offered it to them."

For context, [a 2019 survey conducted by Meeple Mountain](#), a Nashville based board game event organizer, revealed that the majority of their 850 board gamer respondents were between the ages of 25 and 54. These demographics don't just apply to board games, either. A [2019 ESA report](#) revealed that the average age of video game players is 34 for women and 32 for men.

Nevertheless, the [ALA GGRT article on tabletop games](#) is pitched at youth services and does not mention the social and mental benefits for adult players. And then of course there are the benefits of gaming for memory maintenance in support of healthy aging, with many of the

memory café programs being offered for individuals experiencing Alzheimers, dementia, and their caregivers focused on gaming.

Regardless of this data, the stereotype that gaming is a pre-teen/teen activity still holds among librarians, it seems, and can even be seen in many of the GGRT's publications. Adult services librarians sometimes forget that adults can have fun, too, and, further, that there is **not** a dichotomy between fun and learning: The two go hand in hand and gamification can be the best way to facilitate learning, of all types.

4.6 Engaging "emerging adults" by learning from teen programming

The focus on fostering more linkages between youth and adult services also coincides with increasing state and national concern on how to reach those out of high school who do not have kids. National statistics illustrate the growth of this demographic, which many existing library service models do not appear adequately prepared to address. According to the New York Times, the average age for women with higher education to start having children is 30.3 (closer to mid 30s in some places), and 28.8 for married women in general. Some libraries have sought to serve this growing population by touting the fact that they are the ideal co-working spaces for young entrepreneurs and start-ups. For instance, the Kaufman Foundation states that "Libraries are staking their claim as the original coworking space," and approach to space planning and economic development still largely under-developed in North Carolina.

This approach is also under development in Charlotte Mecklenburg Libraries through their approach to reaching low-income adults in their 20's. Chantez Neymoss said:

> "Basically [a new report] outlined that in ages 16-24, 40% in that age group in Charlotte are not in school or working, so we've been looking at targeting that, like the transition age from Teen Services into Adult Services, because traditionally when they turn 18, they leave the library. They come back as parents or seniors. So we've got a team of staff that are Teen Services folks and Adult Services folks together and I'm leading it with the teen services coordinator, and we have not come up solutions, but we're trying to figure out, you know, what do you do, whether it's programming, or what it is, to engage those people, because I think a lot of the programming we've done in the past for 20-30s have been more recreational: we have a bunch of 20-30s book clubs that meet at bars and things like that. But the economic mobility like for the folks that are like on the lower side of that income group, that aren't just looking for recreation, like how to tackle that piece of it. So that's where our focus has been, but we haven't really kind of come up with like solutions and we're kind of just in the talking stage."

In response to our survey, we heard librarians struggling with this demographic. Librarians wrote in response to the survey that they struggled:

- Reaching the new adult population (late teens, 20s, early 30s)
- We are currently looking at how to serve emerging adults, which we are defining at 16-24. We have formed a team of Teen and Adult library staff to work towards this goal.
- Adult programming is very important. The most difficult age to reach for us is 20-35, unless it is a parent setting.

Another opportunity for programming would seek to find ways to foster better connections between those adults in their 20s and 30s that have children with those adults in their 20s and 30s who do not have children. As more and more Americans delay having children or never have children, there is a need that libraries could fill. Anecdotally, we have heard from other millennials in our peer group that many who **do** have children struggle to find ways to stay connected with their child-free friends. Perhaps a programming opportunity could explore how a family program at a library could explicitly serve this demographic. One imagines a family-friendly evening program in which children are occupied with a program led by a youth services librarian while both child-free adults and parents mix and mingle around an immersive, fun pursuit that prompts conversation, such as a cooking class, adult coloring, painting, trivia, etc. As this divide widens, we know from personal experience that this is a tough bridge to gap sometimes, because there are stigmas that people with and without children hold against each other. It certainly doesn't help that for many adults there is the perception that the library is only useful to them if they have children; a perception that also stigmatizes members of the LGBTQ+ community, who have children at much lower rates than the general population. See also "[The Child-Free Factor and Other Fringe Benefits: Moving Beyond Natural Targets](#)" one of the most-read articles of all time in PLA's Public Libraries Online.

In thinking about how best to prepare adult services librarians to engage this demographic of adults, it can be useful to think about how adult services librarians are already engaging teenagers, and how that approach could be extended to encompass adults in their 20s and 30s. For instance, consider how In Cabarrus County, their approach to serving LGBTQ+ adults began with teenagers and then extended into adulthood. Elise Cluster reported

> "Actually, getting involved in our local PFLAG (Parents, Families and Friends of Lesbians and Gays) organization in Kannapolis. I just went to them directly and said, 'hey, can I have some of your stuff for a teen section' and what it ended up turning into was now, we're trying to get them to come do presentations in the library. They're doing one at the end of this month on gender inclusive communities and they're doing that across Harrisburg, Concord, and Kannapolis. I'm really excited to have them come in because they are the experts, and having a person from the library branch actually come to one of their meetings and say 'Hello. Hey, we are the library and we are here for you,' has really helped. We've actually gotten some folks to come in and start using the library again after for a

time feeling like they couldn't, or that it wasn't necessarily a safe place, or that they couldn't have privacy on the computers. I'm really, really happy with how that's starting out. It definitely had to be something that needed to start in person, or it wasn't going to happen."

This points back to that piece about the key role of collaborators and partners in adult programming efforts. This partnership aided in re-establishing the library as a safe space for LGBTQ+ community members. Unsurprisingly, it began in teen services, *not* adult services.

Nonetheless, there is huge opportunity to foster bridges between teen and adult services. This is especially so when one notices, as we did, that especially in more rural communities they are already conjoined, at least in staff hierarchies. One of the things we found is that particularly outside of urban libraries, adult programming is frequently conjoined with teen programming. At our focus groups about 1/3 of participants said that they had responsibilities for *BOTH* teen *AND* adult programming. In urban libraries teen programming/teen services is increasingly becoming its own, separate division, but in smaller, rural libraries, it appears to be lumped in with adult services.

This is actually an opportunity. In Greenville, we talked about how teen programming tends to be more fun, and we talked about how we could strive to make adult programming fun and social as well. I would also add that a lot of the professional development materials coming out on programming for "new adults" in their 20's and 30's is actually being written by teen librarians. See in particular this book from ALA Editions (2015): "[A Year of Programs for Millennials and More](#)." There is an opportunity here to bring some of the social energy of youth programming into adult programming, not only for "emerging adults" but for all ages.

4.7 Reaching other under-served audiences: Challenges and Successes

More generally, librarians do communicate difficulties reaching and engaging diverse adult audiences. For instance, one librarian who said the book club was their least impactful adult program wrote that "I find that, while our book clubs do quite well in terms of attendance, I don't see a lot of inclusion or growth that lead me to believe there is a lot of community impact there (rather, they are more clique-ish in nature, and very opposed to change)." This quote illustrates that attendance alone does not indicate impact. Impact also includes **who** is participating, **what** they're doing there, and **what** they do after. Adult services librarians report struggles figuring out how to think more strategically about building diverse audiences for programs.

Doubling back to the earlier discussion about engaging younger adults, a perfect opportunity to expand participation in book clubs is by teaming up with academic libraries (remember that colleges and universities are *already* the most common adult programming partner across the state), a trend already underway in parts of North Carolina, where Big Read collaborations are especially common between public libraries and community college libraries.

A similar story that shows community engagement leading to efforts to serve more diverse adults comes from the Neuse Regional Library in Kinston. There, Sarah Sever reports:

> "We've had problems with programming for the Hispanic population because we do not have people come to our libraries, but we know that they're out there. And just the other day, I was talking to someone because we're doing a thing at the East Point, which is our Behavioral Health Service, and she just happens to be a part of that community. So, it was really nice to have this conversation. And she said 'you guys need to get on the Spanish radio station.' She said 'get it in the churches and get on the Spanish radio station,' so I was like, well, yeah churches, that helps. So I'm hoping that information [about how the Hispanic community accesses information] will help us actually get more attendance at our you know, our bilingual programs and things like that because that is a population we have not been successful in reaching, and I would very much like to see how do you reach them."

Here we see a library that took the approach of build it and they will come, and they did not come. The library started offering bilingual programs and other things that they hoped would appeal to the Hispanic population, but without first taking the necessary step of deep engagement with that community and its communication vehicles (in this case in rural Eastern North Carolina: Spanish radio and church). Now the library is taking the approach that Cabarrus County took in its engagement with the LGBTQ population (outreach that initially focused on serving teens and snowballed into adult services): **Starting with community engagement and then moving to service delivery.**

A similar story of a library trying (and failing) to reach a diverse audience comes from Cumberland County Public Library. Nora Armstrong reports:

> "We tried for a while to do English conversation club because believe it or not Cumberland County is like, the most ethnically diverse county of the state, in large part due to Fort Bragg people from all over the world come here. And a lot of them don't come with strong English skills. And one of our libraries wanted to try and get going an English conversation club. They didn't go very well and it didn't last too long. I mean, I gave her props for being aware of this, and trying to meet the, this perceived need, [but in the end it didn't work]."

In these cases, we learn the lesson that engaging diverse populations is not necessarily achieved by developing programming for them. Engaging diverse populations is achieved by, well, engaging diverse populations. Going to where they are, meeting them, and discussing how the library could work with them to meet their needs. Being able to do this, of course, presupposes that there is funding and support for outreach and community engagement as

part of adult services, which connects back to advocacy and communications (see **Recommendation #3**).

Throughout the four focus groups, we discussed how different community members like to access information in different ways. Older adults in rural counties prefer finding program information in the newspaper or on the radio, and it appears in this part of rural North Carolina Hispanic community members access information via Spanish-language radio and through Spanish-language religious congregations. Finding these outlets for other populations is important. If you're trying to reach an audience for whom English is a second language, what outlets reach them in their primary language (or where do they gather)? Can you market that way? You may also be able to find partners for developing programming in those outlets, as well. These are the questions we need to begin asking and answering. The good news is we don't have to do it by ourselves. If we learn to communicate with partners in such a way that strong relationships form, they'll do some of the work for us.

4.7.1 Engaging older adults in programming: The Importance of Outreach

Finally, an emerging area of interest across the state centers around the fact that our population is aging, and as a result we're seeing an influx of diverse older adults in our libraries as well as a diverse array of older adults who for various reasons are physically unable to get to the library. Among others, Sarah Hudson of Henderson County brought up this topic, discussing, as Sarah put it, "the need for programming that goes out into the community. Particularly programming for seniors, those with disabilities, and memory care patients. Additional staffing and funding would be required for me to participate in regular outreach programming." Staffing and funding, seemingly the toughest hurdles to address. But, again, we recommend addressing them through strong communications and advocacy, and particularly through **outreach**.

At Wake County Public Library, Elena Owens reported staff being at the early stages of developing programming for individuals experiencing dementia, based on an award winning program at the Richmond Virginia Public Library: "So, essentially, it's like a book club kit, except it might be a children's book or two about something that will trigger a memory for them. And as I said, we're just in our initial stages of researching. Is this something we want to do next year or the year after? Depending on budgets and whatnot next year."

In the Forsyth County Public Library, Natalia Tuchina reports developing this programming with the Area Agency on Aging: "Somebody mentioned the fall prevention program we did twice with the matter of balance is the name of this program, and they are available, and they are free. The instructors are free. So that was a great partnership for two years. And then we offer class every week, Friday morning at ten o'clock, which is very well within the more than twenty people come, every morning. And some of them just told me that they have a dementia difficult, and it benefits them to be in the group to do live exercises."

In the Greenville focus group, there was a long conversation about how to collaborate (rather than compete) with area senior centers. In Washington, Sandra Silvey said one of her problems has been "We have a very small staff and we don't really have anybody assigned to adult programming and we have Senior Center not far away. And I think that's why it's kind of falling through the cracks. We do very well on children and teens, but I really think that it's an area that we need to really pick up and do a much better job. So as there's nobody else to do it, it falls to me as the director." Here we see a library struggle to start adult programming in general because of the perception (right or wrong) that a nearby senior center is already doing it. At this point, it is worth pointing to the story discussed in **Recommendation #3** of the AMY Regional Library, which found itself in a nearly identical dilemma, which the AMY Library resolved through outreach. If your population leaves you to go somewhere else, follow them!

In contrast, in Wayne County, the library has proactively formed and sustained a programming partnership. Camelia Walker said "I think our library has done a good job of collaborating with different organizations around town and the bigger challenge we have is not duplicating services because so much a lot of the programs that we're trying to do with adults and young people other organizations are trying to do as well. Especially when you think about programming for seniors, our senior center, which is just a couple miles down the road from us is very active. They always have programs and so we now collaborate with them. Library staff go over twice a month to, whether you do Bingo and they also do memory kits and sensory things, and so that has been a good way to just get our name out there as a group that comes out to people."

And at the Braswell Memorial Library, Brenda Thibodeau reports "we do programs that are specifically targeted for seniors. But we do those in conjunction with our senior center."

In Cumberland County Public Library, Nora Armstong said, "You might be able to find a free instructor [for a program for differently abled adults]. We do a coloring program for residents of group homes who come to the library. And that was very successful. They come to the library every other week, and they have something to do [color], and it is active program, rather than, let's say, watching a movie. They do like to get involved in something, you know, doing something with the hands. So that again was sponsored by the friends of the library. So they provide some, you know, coloring pencils and markers and so on. And actually, one of the members of the friends of the library comes and helps do this program, because she personally feels compassion and she just enjoys doing it." In addition to a strong partnership with a local group home, this program also draws upon the energy and enthusiasm of volunteers. A wonderful example of a public library harnessing community energy for a high impact program.

Not only does this example once again highlight the importance of communication both with partners and volunteers (**Recommendation #3**), it also again points to the importance of embracing the social aspects of adult programming (**Recommendation #2**).

Throughout all these examples, a common thread is that successful engagement of older adult populations in adult services depends upon community engagement and (ideally) community partnerships. Libraries that have embraced the ethos that they can do more by working with their communities are succeeding. Those going it alone, not so much.

4.7.2 The need for assistance in planning for diversity in adult programming

Planning for diversity takes time and resource of course, and as we've heard over and over again time is a scarce commodity in many public libraries, particularly in adult services. Whatever the State Library could do to assist in this planning, especially beyond a specific library, would be a great boon. For instance, Meghan Carter of Randolph County reports feeling overwhelmed with this topic:

> "I did have a group home approach me actually a few months ago, and after that with my boss, I didn't know where to refer them or what programs to do with them. I was not trained on this. I'd like to do it. Each week I have to do staff training, I have a night to do it, but it is overwhelming even to start with it. I would have to undergo a lot of training."

Meghan's remarks echo a common theme: The topic of diversity in the adult population is so vast it can be difficult to even think about where to begin. Basic training in thigs like cultural competence and leveraging community partnerships to promote inclusion could greatly support this need.

4.8 Conclusion

And, again, turning to youth services librarians could make a big difference. That is one conclusion Nora Armstrong from Cumberland County came to. Discussing her library's successful programming partnership with an adult group home for differently abled adults she stated:

> "There was a group home that came in on a regular basis and were looking for stuff to do for their residents. So, we started out by showing them movies once a month. We would have like, a private program for them to show a developmentally age appropriate movie. And then the staff at the North regional branch built up a relationship with this group, and they discovered that they were looking for something less passive, more interactive. So, Catherine, one of the children's librarians, and I started to develop this program and now it's been going for a couple of years and it's really popular and we have started similar kinds of things and two other locations. But it really did grow out of the community coming to us and asking for something. And then we built on that."

Here is **a perfect example of the recommendations in** this report coming to fruition:

- A social program that is immersive and interactive
- Builds upon partnerships with community groups
- Leverages strengths of youth and adult services
- Is shared across multiple branches (doesn't stay just at one location)

In staff training, the State Library could identify and promote such models, not only for the programming content they contain, but also for the ways in which they illustrate the successful ingredients of adult programming, in general.

4.9 Action items

The action items emanating from this Recommendation are fairly straight forward. The most important thing that the State Library of North Carolina could do to help prepare adult services librarians to serve more diverse communities would be to convene gatherings that pull together librarians that serve different age groups. We know that this outreach and engagement is more robust and better supported among children's and youth librarians. Given that this is the case, let's bring together librarians to learn from each other.

We could convene an open dialogue between programming librarians of all ages to facilitate the sharing of ideas out loud, which is a good way to get diverse perspectives on those ideas and shape them into effective concepts that can be applied in different ways.

One way to make such a session engaging and fun would be to pull on the principles of role playing, and experimental design introduced earlier in this report. One could imagine a teen services librarian talking about a super successful program, and/or a successful outreach initiative, and then inviting adult services librarians to brainstorm about how pieces of that service could be applied to their population, or, alternatively, how partnerships established by youth services librarians could be pulled upon for adult services programming (see the example of the Randolph County Extension, above).

The next level of this workshop, either offered on the same day, or on a subsequent day, could focus on the topic of intergenerational programing. What would it look like to not just replicate a teen program for an adult audience, but to deliberately throw together different ages and generations into a single program (including different generations of adults)? We recommend organizing this conversation around successful examples from throughout the state.

We could also convene an open dialogue about emerging demographic shifts, and how public librarians are preparing to serve these new and/or growing populations of adults, which would include at the very least the following:

- Older adults, sub-divided into, based on U.S. Census Categories
    - Younger old (typically 65-84) – more active, more independent
    - Oldest old (85+) – less active, more dependent

- Emerging adults
- Adults without children, of any age
- Diverse adult populations of any age

Appendix

A.1 Survey Questionnaire

Please record here the name of the library or library system on whose behalf you are filling out this survey.
_____

BUDGET AND STAFFING

Which of the following funding sources are currently used to support adult programming at your library? (Check all that apply)

☐ Line item in library operating budget

☐ Friends of the Library

☐ Library Foundation

☐ LSTA grants

☐ Corporate/business donors

☐ Community or local foundations

☐ Local service/civic groups

☐ Individual donors

☐ Other (please specify) _____

Does the library have a separate line item in the operating budget for adult programming?

○ Yes

○ No

Compared to last year, has this line item:

○ Increased

○ Stayed the same

○ Decreased

○ Not applicable

In your opinion, is adult programming central to your library's mission?

○ Yes

○ No

In your estimation, what is the level of commitment to adult programming by each of the following?

☐	☐ Highly Committed	☐ Moderately Committed	☐ Not Very Committed
☐ Library staff	○	○	○
☐ Library management	○	○	○
☐ Library Board	○	○	○

☐   Community   ○   ○   ○

☐   Yourself   ○   ○   ○

Does your library employ any staff for whom adult programming is a primary responsibility?

○ Yes

○ No

What would you say is the job title of the individual (or individuals) with the most responsibility for adult programming at your library?
_____

How would you characterize the relationship between library staff that work on adult programming and library staff that work on collection development?

○ Very good (the two work hand-in-hand)

○ Good (There is some collaboration, but room for improvement)

○ Adequate (Could be better, could be worse)

○ Poor (The two interact only sporadically)

○ Very poor (Programming staff have no professional relationship with collection development staff)

○ Other _____

If your library includes multiple branches, would you say that decisions about adult programming are handled:

○ More centrally

○ More by branch staff

○ Equally by central administration and branch staff

○ Something else (please explain) _____

○ Not applicable (our library only has one location)

What current challenges does your library face when planning and executing programs for adults? (Check all that apply)

☐ Not enough space

☐ Not enough financial resources

☐ Marketing the program/Getting the word out

☐ Unsure or unclear where to start

☐ Ensuring accessibility for all

☐ Other (please specify) _____

<p>What would assist you in increasing the library's adult programming efforts? (Check all that apply.) <o:p></o:p></p>

☐ Training in how to develop adult programming

☐ Manual/materials on developing adult programming (i.e. program in a box)

☐ Assistance in determining community need/interest in adult programming

☐ Assistance in developing and sustaining relationships with programming collaborators

☐ Consulting/technical assistance on developing adult programming

☐ Assistance in evaluating/assessing impact of adult programming

☐ Mentoring opportunities with other programmers

☐ Newsletter on adult programming taking place in North Carolina

☐ Program speaker/presenter referral system/recommendations

☐ Source(s) for professionally-produced publicity materials

☐ Listserv or online group for people interested in adult programming

☐ Information on funding sources and opportunities

☐ Other (please specify) _____

Do you have any other thoughts you'd like to share about budget or staffing matters related to adult programming at your library?

_____

Page Break

PROGRAM PARTNERS

Do you collaborate with the Friends of the Library when offering adult programming?

○ Yes

○ No

What other organizations and agencies (if any) have you collaborated with in the last year when offering adult programming? (indicate as many as you recall)

_____
_____
_____
_____
_____

Of those organizations and agencies indicated in the previous question, which three make the greatest contribution to your adult programming?

_____
_____
_____
_____

_____

What principal contributions do these three collaborators make to your library's adult programming?
_____
_____
_____
_____
_____

Who typically initiates collaborative efforts in adult programming?

○ The library

○ The collaborator

○ Both equally

Does your library sometimes pay outside individuals or institutions to lead adult programs at your library?

○ Yes

○ No

○ Unsure

Does your library sometimes allow individual volunteers to lead adult programs at your library?

○ Yes

○ No

○ Unsure

Does your library have a structure in place to facilitate the formation of partnerships with outside individuals and institutions interested in leading adult programs at your library?

○ Yes

○ No

○ Unsure

Do you have any other thoughts you'd like to share about partnering with outside individuals or institutions around adult programming at your library?

_____
_____
_____
_____
_____

PROGRAM TYPES

Does your library have a programming policy that helps your library decide what types of adult programs to offer and/or when and how to offer them?

◯ Yes

◯ No

◯ Not sure (include additional information here, as needed) _____

If your library <i style="font-weight: bold;">does</i> have a programming policy, please briefly describe what it entails, or include a link to it, if it is publicly accessible. This file can also be emailed to lenstra@uncg.edu.

_____
_____
_____
_____
_____

During the last 12 months, did your library offer any of following types of programs for adults? (Check all that apply)

☐ Literary (e.g. book clubs, author talks, creative writing clubs, summer reading for adults)

☐ Cultural (e.g. film screenings, theatrical or musical performances, local history)

☐ Adult Education (e.g. English as a Second Language, citizenship classes, GED, basic literacy, parenting classes)

☐ Technology (e.g. computer classes, hackathons, makerspaces, digital gaming)

☐ Economic or workforce development (e.g. job fairs, retirement planning, how to start a small business classes)

☐ Community or civic engagement (e.g. community conversations, social mixers, candidate forums, board games, crafts, trivia)

☐ Health or wellness (e.g. developing healthy lifestyles, exercise, nutrition, managing chronic conditions, health fairs, health screenings)

☐ Home or garden (e.g. container gardening, repair cafes)

☐ Outreach or off-site programs of any type (e.g. Library programs that take place outside of the library)

If your library offered adult programs in other topical areas, what are those topical areas

_____

_____

_____

_____

_____

Which of the following criteria do you consider when deciding what adult program types to offer at your library? (Check all that apply)

☐ Popularity of program in the past

☐ Strategic plan

☐ Mission statement

☐ Stories of success from other libraries

☐ Expressions of interest by community members

☐ Perceived community need

☐ A collaborator offers to deliver the program

☐ How much it will cost

☐ Risk-benefit assessment (i.e. concern for liability)

☐ Other (please specify) _____

Do you have any other thoughts you'd like to share about the types of adult programming offered at your library?
_____
_____
_____
_____
_____

PROGRAM AUDIENCES

What strategies does your library use to let the adults in your community know about your programs? (check all that apply)

☐ Press releases to local media outlets

☐ Library newsletters

☐ Print event/program calendars

☐ Library website, including online calendars

☐ Social media, including Facebook, Instagram, Twitter, etc.

☐ Word-of-mouth (e.g. in-person referrals)

☐ Signs and flyers posted in your library or elsewhere in the community

☐ Other (please describe) _____

Please rank these strategies in terms of their overall effectiveness for attracting adults to your programs

☐	☐ Very effective	☐ Somewhat effective	☐ Not very effective
☐ Press releases to local media outlets	○	○	○

☐ Library newsletters   ○   ○   ○

☐ Print event/program calendars   ○   ○   ○

☐ Library website, including online calendars   ○   ○   ○

☐ Social media, including Facebook, Instagram, Twitter, etc.   ○   ○   ○

☐ Word-of-mouth (e.g. in-person referrals)   ○   ○   ○

☐ Signs and flyers posted   ○   ○   ○

in your library or
elsewhere in the
community

☐   Other   ◯   ◯   ◯

During the last 12 months, did your library offer any programs targeted implicitly or explicitly at specific age groups? (Check all that apply)

☐   Emerging Adults / New Adults [18-29]

☐   Middle-Aged Adults [30-60]

☐   Older adults [60+]

☐   Other (if your library uses different age categorizations for programs, please specify)

_____

During the last 12 months, did your library offer any programs targeted implicitly or explicitly at special populations of adults? (Check all that apply)

☐ Adults with learning disabilities

☐ Adults with physical disabilities (differently abled adults)

☐ Neuro-diverse adults (e.g. Asbergers, Autism)

☐ Adults with English as a second language

☐ Recent immigrants or refugees

☐ Parents

☐ Individuals experiencing homelessness

☐ Programs targeted at men

☐ Programs targeted at women

☐ Programs targeted at members of the LGBTQ+ community

☐ Other special population (please specify) _____

During the last 12 months, did your library offer any inter-generational or multi-generational programs?

○ Yes

○ No

Do you have any other thoughts you'd like to share about the audiences of adult programming at your library?

_____
_____
_____
_____
_____

PROGRAM IMPACTS

Does your library currently use Project Outcome or any other standardized tools to assess the impacts of adult programming at your library?

○ Yes

○ No

○ Unsure

In your opinion, what have been the most impactful adult programs offered by your library during the last 12 months? How so?

_____
_____
_____
_____
_____

In your opinion, what have been the least impactful adult programs offered by your library during the last 12 months? How so?

_____
_____
_____
_____
_____

Do you have any other thoughts you'd like to share about the impacts of adult programming at your library?

_____
_____
_____
_____

_____

Do you have any other thoughts you'd like to share about adult programming at your library?

_____
_____
_____
_____
_____

If you are interested in participating in a follow-up to this survey, in the form of a focus group in Spring 2020, please include your preferred contact information here:

_____

A.2 Focus Group Participants

1. Davie County Public Library - Derrick Wold
2. Cabarrus County Public Libraries - Elise Cluster & Allison White
3. Charlotte Mecklenburg Library - Chantez Neymoss
4. Cleveland County Library System - Bree Dumont
5. Burke County Public Library - Danielle Townsend
6. Appalachian Regional Library (Ashe County Public Library) - Laura McPherson
7. Henderson County Public Library - Sarah Hudson
8. Rowan Public Library - Abby Hardison
9. Cabarrus County Public Library - Stacy Garber
10. Mooresville Public Library - April Llewellyn, Serena Sciarretta, and Megan Mosher
11. Patrick Beaver Memorial Library (Hickory) - Sarah Greene
12. Braswell Memorial Library - Brenda Thibodeau
13. Wilson County Public Library - Genevieve Baillie & Amanda Gardner
14. George H. & Laura E. Brown Library - Sandra Silvey
15. Martin Memorial Library, a branch of the BHM Regional Library system - Ann Phelps
16. Neuse Regional Libraries – Sarah Sever
17. Wayne County Public Library - Cindy Pendergraph and Camelia Walker
18. Lee County Libraries – Chineal Nobles
19. Cumberland County Public Library - Nora Armstrong
20. Wake County Public Libraries - Elena Owens
21. Alamance County Public Libraries - Amanda Gramley
22. Forsyth County Public Library - Natalia Tuchina
23. Randolph County Public Library - Meghan Carter
24. Haywood County Public Library - Kathy Olsen
25. Madison County Public Libraries - Shawna Bryce
26. Transylvania County Library - Lisa Sheffield
27. Durham County Library - Sandra Lovely
28. Avery-Mitchell-Yancey Regional Library System - Amber Westall Briggs

A.3 Detailed notes on what was found from review of library websites

Group 1: Filter Dynamic Events Calendar for Adult Programming (41%)

Library System	Notes on Display of Adult Programming on Websites
Alamance County Public Libraries	Includes tabs for "Activities & Crafts" / "Adult Book Clubs" / "Adult Education" / "Tech Tutors" | Adult Education includes Computer Classes, GED Classes, Citizenship Classes, and Parenting Classes | Book Clubs include May Memorial Library-Lunch Bunch Book Club, May Memorial Library-The Mayor's Book Club, May Memorial Library-Social Justice Book Club, May Memorial Library-Jumping Genres Book Club, Graham Library-Breakfast Book Club, Graham Library-Books Over Coffee, Graham Library-Afternoon Book Club, Graham Library-Novels@Nite, Mebane Library-Evening Book Group, Mebane Library-Awesome Readers Book Club, Mebane Library-Book Buddies Book Club | Activities & Crafts include Adult Craft, Color Me Calm, ACPL F.O.L.D.S., Mebane Knitting Club, Zumba at Graham, Writer's Block Workshop and Support Group, Monday Movement, Tai Chi Fundamentals. Has LibGuide for Book Clubs - http://alamancelibraries.libguides.com/bookclubs
Appalachian Regional Library System	Don't see an easy way to sort - but if you click on individiaul libraries and then "Programs & Events" filters into Adult Programs on Google Calendar
Braswell Memorial Library	Has "adults" tab with "featured adult program" https://braswell-library.libguides.com/c.php?g=562570&p=3872857 - one craft program, and one program featuring high school choir singing
Buncombe County Public Libraries	Enables one to sort by "Family" (defined as 'children of all ages') and "Adult" | Also enables sorting by categories, including Arts & Crafts, Author Event, Book Club, Book Sale, Classes, Digital Literacy/Technology, Exhibit, Family Fun, Film Screening, Informational, Jobs/Careers, Literature, Local History & Genealogy, Music, Outreach, Performance, STEM/STEAM, Story Telling, Story Time for Kids, Summer Reading Programs, Tax Help, Other; Doing NaNoWriMo writing challenge in November, Chair Yoga at Weaverville, adult book discussion, creative writing group, bingo, spanish conversation, concert, Black Asheville History Project, quite a lot
Cabarrus County Public Library	System is very hard to search just for adult programs in the library (county calendar). See some programs on genealogy, gaming, book club, Medicare Enrollment, Computer Basics Boot Camp, adult coloring, gaming, puzzles, Chair Aerobics, mental health, lots of senior stuff (advance directives), DIY craft for adults, Faces of Homelessness Screening, part of program series for National Hunger & Homelessness Weeek in November.

Caldwell County Public Library	Calendar enables sorting by "Adult", but also has "Computer Classes" and "Outreach Events". Programs tagged as adult include: health insurance, chess club, Book and a Bite Book Club, Movies with Mike, Fall Blood Drive, Crochet, Basic Computer Skills, Read Aloud Book Club for Adults, De-Stressing the Holidays - Taking Care Series (series also includes Dementia, recurring series). Adult LibGuide - https://ccpl.libguides.com/adults
Caswell County Public Library	Website says "Adult Programs: The library offers a variety of Adult Programs including book discussions, computer classes, crafting, poetry and more... For more information call Jackie Jones, Adult Services Coordinator at 336-694-6241" | "Adult Programs: On-going Adult Programs - The library has on-going programs and services for adults including: Computer Class Computer and technology classes The library offers basic computer classes for adults. These classes have a varying schedule depending on interests and instructor. If you are interested in a computer class, give the library a call and ask for the adult program coordinator. Book ClubBook Club - Every 2nd Monday at 5:30 pm -The Book Club meets monthly in the library meeting room. The club selects books for the upcoming months, which can usually be borrowed from other libraries. Resume AssistanceBook-A-Librarian - Ongoing, as Needed - Need help with a resume, cover letter, or applying for a job? Reserve an hour of one-on-one assistance with a library staff person! Just call: 336-694-6241! Helpful hintsJob Assistance Tip & Tricks Click Here for detailed information such as: Interviewing Skills, Job Application Keywords, Tailo
Chapel Hill Public Library	Includes both "Adults" and "Explore" tabs (Explore More at Pritchard Park?) - Adult Programs Color coded by type (mix of recurring and one-off): History, Computer Classes, Chapel Hill 1819, Board Game Day, Writing, Conversations, Meet Up, Explore More Adults, Trivia, Medicare 101, Listening, Cultural Workshop, Philosophy, Health, Monday Night Book Club
Charlotte Mecklenburg Library	Has Adults tab, Also has Seniors Tab, And Older adults tab. Has a Programs & Events Page - https://www.cmlibrary.org/programs-events / also has older adults page https://cmlibrary.org/older-adults / and learning circle page - https://www.cmlibrary.org/learning-circles
Chatham County Public Libraries	Calendar enables sorting by Adult and Family. Has book club page (including Spanish book club) - https://www.chathamnc.org/government/departments-programs/library/book-clubs-book-club-kits / and Computer Classes page (https://www.chathamnc.org/government/departments-programs/library/computer-classes / ; Recurring programs seem to include crafts, genealogy, computer, book club, chess. Interesting - https://www.chathamnc.org/Home/Components/Calendar/Event/29668/1445?selcat=99
Cumberland County Public Library & Information Center	Has sections for "Adult Programs, Computer classes, Jobs & Career. Has wide number of Event Types you can filter calendar to search for
Durham County Library	Enables sorting by Adult, as well as Emerging Adult: 18-24 Year Olds, Senior Citizen, and Intergenerational - many different event categories available for filtering in events calendar
Fontana Regional Library	Each individual library webpage has more information on recurring adult programs

Gaston County Public Library System	Enables sorting by Adult Programs
Granville County Library System	Seems to have adult programs as drop down special events: Adult Crafternoon, Chocolate Treat workshop, Gift wrapping & cookie swap - also see drop-in tech help
Harnett County Public Library	Has Book Clubs + other adults programs
Haywood County Public Library	Has adult programs color coded; Has tab for library garden; Has stortyimes for adults with disabilities, cooking, sensory friendly movies, crafts,
Henderson County Public Library	Has tabs for Adult Programs, Community Sponsorsed Events, FoL programs, and technology classes; Programs include yoga, book clubs, conversational german, mahjong, concerts, chess club, crafts, tech classes, depression (Vaya), pilates, local history, intermediate spanish, adult coloring, open mic night (writing group)
Iredell County Public Library	Also has webpages for Book Clubs 0 https://www.iredell.lib.nc.us/374/Book-Clubs and Adult Programs - https://www.iredell.lib.nc.us/240/Adult-Programs
Mauney Memorial Library	Has adult tab, plus business workshop, community reservation, family; also has adult programs page https://mauneylibrary.org/308/Adult-Programming - common programs include book clubs, coffe with a cop, yoga, crafts, writers group, tech
McDowell County Public Library	Has tab to sort for Adult & Senior - also labels programs in categories of Games & Activities, Adult Arts & Crafts, Language & Learning; Also has static adult programming page - https://mcdowellpubliclibrary.org/adult-senior-programs/; has monthly ukulele jam session
Mooresville Public Library	Book Clubs, Crafting, Creating programs, French convo group
New Hanover County Public Library	Tabs available include: Adult Literacy Programs, Adult Programs, Author Programs, Book Clubs, Digital Literacy Programs, Employment/Career Programs, Early Literacy Programs, Financial Literacy Programs, Health Programs, History & Genealogy, Legal & Business Programs; Quite a bit every day: Every tab reveals at least one program in November; LibGuide also includes pages for Book Clubs @ the Library, ALOHA: Adult Library Outreach for the Homebound and Aged, Teacher Training, [They have a Queer Book Club]
Northwestern Regional Library System	Enables sorting by Adult Program, plus Author Visit, Book Club, and library location; Programs in November include Qi Gong, NaNoWriMo, Ancestry Workshop, Stitching, Reduce Risk for Cancer, Crafts, Tai Chi, Walking, Adult Coloring, Book Clubs, Adult Coloring, Vaya Health Screenings

Onslow County Public Library	Age ranges of programs in parantheses in online calendar, has adult programs organized into: Book Clubs, Career Education & Self-Help, Cooking & Nutrition, Genealogy, Hobbies & Crafts; Also had break out of adult programs in newsletters: https://nc-onslowcounty.civicplus.com/calendar.aspx?CID=14,58,70,62,66,; Has webpage for adult programs & events: https://www.onslowcountync.gov/1517/Adult-Programs-Events and webpage for family programs & events: https://www.onslowcountync.gov/1518/Family-Programs-Events and for One Book, One Community Program https://www.onslowcountync.gov/1613/One-Book-One-Community
Orange County Public Library	Has tabs for Adults (16+) and All Ages; November programs include book clubs, movies, poetry reading, computer class, writing workshop, RPG gaming; Has webpage for book clubs - https://www.orangecountync.gov/1292/Book-Clubs Community Engagement (listing ALL partners) https://www.orangecountync.gov/2171/Community-Engagement / Also has a form to Propose a Program - https://www.orangecountync.gov/1984/Propose-a-Program
Pender County Public Library	Has tabs for Adult Events, Computer Workshop
Perry Memorial Library	Also has Adult page - http://library.perrylibrary.org/c.php?g=629398 states "We offer weekly Genealogy Workshops, as well as a Needlework Club that meets every other week - check the calendar for days and times. If you have an idea for a program or service, please do not hesitate to let us know." Also job search/resume programs, and programs in December on getting a job with the census, as well as al ages movies on weekends occasionally
Polk County Public Library	Enables sort by adults / all ages; programs in november include ghost walks, film fridays, chess club, shoebox packing party, crafts, trivia, cookcook club, nutrition; Has adults webpage - https://polklibrary.org/adults/
Sandhill Regional Library System	Calendar does not seem to be populated from regional locations: Does list some book clubs, computer classes, and concerts. If you click on Branches, some of them have "adults" tabs that list adult programming. Some even have their own calendars - here is one w/ its own google calendar - https://srls.libguides.com/c.php?g=812032&p=5794106
Southern Pines Public Library	Book club only adult program listed on calendar. Also has adults tab on website https://www.southernpines.net/366/Adults In additino to book clubs, lists writer's group and something called "explorations: An ongoing lecture and discussion series for adults held the second Sunday of the month from 3 - 4 p.m. Topics of discussion include health, technology, creativity, and entrepreneurship. Conversation Café, our program fostering respectful dialog within our community, is held quarterly."
Stanly County Public Library	Adult Calendar separate from Children's calendar; See things like crafts, movies, book clubs, storytime for disabled adults
Wake County Public Libraries	Has Adult tab, also has wide variety of categories that can be sorted within Adult Programming
Wayne County Public Library	Has tabs for Book Clubs for Adults, Computer & Technology Classes, Events, and Wayne County Reads Program; Programs on calendar include Diabetes Awareness Workshop, Deck the Halls, WWI event, local history

Group 2: Static Webpages on Adult Programming (26%)

Library System	Adults tab on site?
Albemarle Regional Library System	Monthly newsletter the be best source of information - http://www.arlnc.org/monthlyevents/Newsletter/2019/ARL_vol4_Issue10.pdf
Burke County Public Library	See this link for more on "Live Well @ Your Library" approach to programming - http://www.bcpls.org/Docs/BCPLS_News_August2019.pdf "Programming is a very important part of what your library offers. Each year almost 30,000 people of all ages attend the more than 1,200 programs offered by the library. The library's programmers work hard to provide activities that promote reading, learning, discovery, physical activity, and healthy lifestyles. And some activities are just for fun. Our motto of "Live Well @ your library" is our commitment to do what we can to help make people's lives better. Checkout some of the programs the library has offered recently." http://www.bcpls.org/Docs/BCPLS_News_August2019.pdf; Novembers adult programs include crafting and needlework, movie, book themed craft, writing group, book discussion, Fall Self -Care DIY (part of Live Well @ Your Library Series), Downtown Abbey Exhibit at Biltomre (field trip),; Another page on website lists adult program types as including "Adults: Needlework in the Morning, Computer Classes, Book Discussion Groups, Live Well Series, Annual Summer Reading Program, for 2012: "Mountain Majesty" http://www.bcpls.org/images/expandingpossibilities/EP_Booklet_Feb2013.pdf
Carteret County	atTheLibrary column has some more info on upcoming adult events (as they are called) - http://carteret.cpclib.org/@thelibrary.htm; Art exhibits seem to be common programs county wide
Catawba County Library	Library newsletter organizes programs into "Adults/Career/Tech" and includes Tai Chi, ESL, Technology, Job Stuff, Grant Writing 101, Gardening, Book Club, Zumba, Crafts, Gardening, 3-D, Meditation, Catawba Valley Writers, and much more; Lists types of adult programs as including: "Technology Help," Genealogy & Local history, Jobs and Career Skills, Speakers and Events, Book Clubs
Davidson County Public Library	All branches have Adults tabs - Lexington/Thomasville also has tabs for Adult Book Clubs; All LibGuides has tabs for Adult services. Some have Google Calendars. Some don't
Davie County Public Library	Has monthly books & barrels program at winery and weekly Next Chapter Book Club (A reading club for persons with Intellectual Differences)
Edgecombe County Memorial Library	Reading's Alive! Book Club; Has Adult Services tab on site - http://edgecombelibrary.libguides.com/c.php?g=509542&p=3499526
Forsyth County Public Library	No really way to sort by adults

George H. & Laura E. Brown Library	Has adult and family events on calendar; Programs include cookbook plug, unplugged @ the library, Genealogy Club, Dewey 101, Walk with a Librarian. Other programs include Wise & Well,
Greensboro Public Library	Programs page says "Programs include: Book clubs, Technology Assistance , Career workshops, Art studio classes for all ages at Hemphill Branch Library , Environmental workshops at Kathleen Clay Edwards Family Library , Nonprofit management and resources at Central Library , English for speakers of other languages at Glenwood Library , Business planning and development at Central Library , Genealogy at Central Library "
Harold D. Cooley Library	Has "adults" tab on website http://www.townofnashville.com/community/town-library/adults; Has ACA signup events on November calendar, a resume class, diabetes awareness class;
Hocutt-Ellington Memorial Library (Clayton Library)	"ONGOING LIBRARY EVENTSAdult Coloring Club - Coloring isn't just for kids. It can actually help adults combat stress! Come with your own coloring books or use some of our coloring sheets and...relax!; Knit & Crochet Night - Knitters and Crocheters of all levels and ages are welcome! Please bring your own needles and yarn.; Monday Night Book Club - Book discussion, opinion sharing, refreshments, and lots of fun! It is open to young adult and up in age and new members are always welcome. Please contact Mardia Jacobs for any special dates and locations along with our reading list.; Senior Book Club - This book club is a partnership with the Clayton Center for Active Aging. " See some knitting programs, craft time for seniors, poetry workshop, fiddle concert, book club, game night, adult coloring club,
Lee County Library	Has webpages for Computer Classes / Book Clubs - https://library.leecountync.gov/computerclasses & https://library.leecountync.gov/bookclub
Lincoln County Public Library	See craft

Madison County Public Library	Has Adult Programming Tab + Family Event, Marshall Native Garden Initiative, Technology; Adult programs include chair yoga, crafts, book discussion, health talks, tech time drop-in
Neuse Regional Library System	Also has print adult progarm calendars - http://www.neuselibrary.org/1119Adult.pdf; Programs offered most days of the week. November offerings include local history, holiday budgetting, aquariams for beginners, pecan recipe swap, crochet, knitting, (lots of crafts), book club, family and adult game nights
Public Library of Johnston County & Smithfield	Has Adult Page https://www.pljcs.org/adults
Robeson County Public Library	Do have page for adult services - http://robesoncountylibrary.libguides.com/RCPL/adult Programs listed include tech help, genealogy, art class
Scotland County Memorial Library	Has webpage for book clubs - https://www.scotlandcounty.org/197/Area-Book-Clubs
Union County Public Library	Has adult programs page - http://www.co.union.nc.us/departments/library/activities-events/resources-adults offerings include book clubs and a variety of things labeled "Beyond Books" including healthy aging, films, spanish conversation, Senior STEAM mornings, legal aid, crafts, ; also has general monthly program guide - http://www.co.union.nc.us/departments/library/view-monthly-program-guide
Warren County Memorial Library	Also has calendar as static pdf - http://www.wcmlibrary.org/wp-content/uploads/2019/11/November-2019-Event-Calendar.pdf / Adult programs broken out on static calendar and include book club, film, tech time, meet and greet w/ author, writing workshop, crafts

Group 3: No Mechanism to Discern Adult Programming (33%)

Library System	Adults tab on site?
Alexander County Library	Facebook main source - https://www.facebook.com/pg/AlexanderCountyLibrary/events/?ref=page_internal - see some other stuff like Vaya Health Screenings, Trivia Night, but mostly just Art/Poetry after hours - with a few partnerships w/ Hiddenite Arts & Heritage Center; Art/Poetry After Hours seems to be recurring program - https://alexanderlibrary.org/announcements/

Avery-Mitchell-Yancey Regional Library System	Has Alex and Tales Book Club off site at breweries | See a car maintenance for adults program in November | Avery Tabletop Gamers Group; Weekly Knit & Crochet Club at Mitchell seems to be main adult program
Beaufort-Hyde-Martin Regional Library System	Has some adult programs - health insurance enrollment, yoga, cooking
Bladen County Public Library	Based on facebook has done some programs with NC Extension, Small Business Center of Bladen Community College, and gerontologists on healthy aging
Brunswick County Libraries	See a lot of stitching, knitting programs, as well as writing class, adult coloring, series on ancient greek civilization (Lifelong Learners), meet the author, essential wellness, fitness, bridge club, mahjong
Cleveland County Memorial Library	See some crafting programs, not much going on though, Artist's reception for Paul couey (has gallery space)
Columbus County Public Library	Can't find anything
Craven-Pamlico-Carteret Regional Library System	Have to dig deep into individual locations social media
Duplin County Library	Can't find anything
East Albemarle Regional Library System	Will need to look at each library's website
Farmville Public Library	Has a variety of adult programs
Franklin County Library	Don't see any adult programming
Halifax County Library	Don't see any adult programming
Hickory Public Library	see things like tech tutoring, local authors, trivia & jingo, DSLR photography photowalk, 3d printing, family game night, yoga, sensory trivia and bingo, PTSD, hair styling workshop, book club, craft club, write a resume workshop, concert, dances, crafts, dementia, coping with grief during holidays, using social media to promote your business, power of positive parenting

High Point Public Library	Has Book Club webpage https://www.highpointnc.gov/955/Book-Clubs
Nantahala Regional Library System	Not seeing anything on the website: need to drill down into social media for member libraries
Person County Public Library	See things in November on genealogy, veterans day, gardening, beekeeping, book club, computer basics
Pettigrew Regional Library System	See some craft programs, gaming, book club, technology, movies, essential oils, DMV at the library
Randolph County Public Library	See programs on everything from Tai Chi for Arthritis to bigfoot talk, trivia, crafts, adult coloring, concerts, book club
Roanoke Rapids Public Library	crafts, writing group, poetry reading among programs; Patron Input Poll asks "what would you like to see happen at the library?" Responses (n=773) included "Adult Events (Crafting, etc.) - 81.63%; More movies (6.99%); Book Clubs (6.86%); and better Computer Lab (4.53%)
Rockingham County Public Library	Programs include career services, crafts, mahjong, book club, computer classes
Rowan Public Library	Paint class, big read, writing club, Meet Your Neighbor, book club
Rutherford County Library	Crochet, Build It Club, Adult Maker Club, self defense workshop, computer class, mergegue & salsa dancing, cooking, technology, gardening, brain games
Sampson-Clinton Public Library	Mention of Computer classes
Sheppard Memorial Library	Can't find anything
Transylvania County Library	Has something called "Main events" that appears to be adult programs. Also has "local history" tab and general events and featured events; Programs include games, books, Discover natural transylvania, ukulele circle, films, family programs, lectures; Also has Coming Events newsletter - http://www.libraryaware.com/2701/newsletterissues/latestissueforlist/4745e2d4-aa64-4de2-8550-5ef4ba99aea3
Wilson County Public Library	Has Local Author Nights - http://www.youseemore.com/wilsoncountypl/contentpages.asp?loc=83

A.4 Libraries that responded to the Adult Programming Survey

1. Alamance County Public Libraries
2. Albemarle Regional Library
3. Appalachian Regional Library
4. Avery-Mitchell-Yancey Regional Library
5. BHM Regional Library System
6. Bladen County Public Library
7. Braswell Memorial Library
8. Brunswick County Library
9. Buncombe County Public Library
10. Burke County Public Library
11. Cabarrus County Public Library
12. Caldwell County Public Library
13. Caswell County Public Library
14. Catawba County Library System
15. Chapel Hill Public Library
16. Charlotte Mecklenburg Library
17. Chatham County Public Libraries
18. Cleveland County Library System
19. Craven Pamlico Carteret Regional
20. Cumberland County Public Library
21. Davidson County Public Library System
22. Davie County Public Library
23. Duplin County Library
24. Durham County Library
25. East Albemarle Regional Library
26. Eden Public Library
27. Edgecombe County Memorial Library
28. Farmville Public Library

29. Fontana Regional Library
30. Forsyth County Public Library
31. Franklin County Library
32. Gaston County Public Library
33. George H. & Laura E. Brown Library
34. Gibsonville Public Library
35. Granville County Library System
36. Greensboro Public Library
37. Halifax County Library System
38. Harnett County Public Library System
39. Harold D. Cooley Library
40. Haywood County Public Library
41. Henderson County library system
42. Hickory Public Library
43. High Point Public Library
44. Hocutt-Ellington Memorial Library
45. Iredell County Public Library
46. Lee County Libraries
47. Lincoln County Public Library
48. Madison County Public Libraries
49. Mauney Memorial Library
50. McDowell County Public Library System
51. Mooresville Public Library
52. Nantahala Regional Library
53. Neuse Regional Library
54. New Hanover County Public Library
55. Northwestern Regional Library
56. Onslow County Public Library
57. Orange County Public Library
58. Person County Public Library

59. Pettigrew Regional Library
60. Polk County Public Libraries
61. Randolph County Public Library
62. Roanoke Rapids Public Library
63. Robeson County Public Library
64. Rockingham County Public Library
65. Rowan Public Library
66. Rutherford County
67. Sampson-Clinton Public Library System
68. Scotland county memorial library
69. Sheppard Memorial Library
70. Southern Pines Public Library
71. Sandhill Regional Library System
72. Stanly County Public Library
73. Transylvania County Library
74. Union County Public Library
75. Wake County Public Libraries
76. Warren County Memorial Library
77. Wayne County Public Library
78. Wilson County Public Library

A.5 Full results to open-ended questions

Q1) [Q10 – "other"] Which of the following funding sources are currently used to support adult programming at your library? (Check all that apply) - Other (please specify) - Text

NC Humanities Council (5)

non-LSTA grants (2)

State Aid funds (2)

OTHER (8)

Other county departments

Library Memorial Fund

Board of Trustees for each individual library

We don't really have funding for this...use budget funds as available but only for low budget internal programs.

Staffing and spaces come from county budget (but not as specific program-related lines)

nothing specifically allocated for adults

Library staff provide much of the programming and plan for programs. There is not a separate position for programming, nor a separate line item

General Programming Funds not a specific line item for Adult Programs

general budget lines for supplies and contracted services

Q2) [Q27] What would you say is the job title of the individual (or individuals) with the most responsibility for adult programming at your library?

[Noah's note: I have sorted this two ways – first sort focuses on high level differences, with job titles potentially showing up multiple times – so for instance "Adult Programming Coordinator" would be grouped into both 'Job Title w/ adult' AND 'job title w/ program'. Second sort lumps titles into mutually exclusive categories]

JOB SORT #1 High level differences

1) Job title w/ Adult (30)

2) Job title w/ manager/director/head (20)

3) Job title w/ Programming/Outreach (20)

4) Other (5)

5) Everyone (2)

JOB SORT #2 Mutually exclusive categories
OVERALL MANAGER - Branch Manager/ Director/County Librarian/ Library Director/ Head Librarian (**20**)
ADULT SERVICES STAFF - Adult Services Librarian/Adult Services and Technology Librarian/Adult Services Manager/ Adult Services Library Assistant/ Adult Services Library Staff -- Librarian 1s design and deliver/ Librarian (Adult Services)/ Supposed to be Adult Services Librarian often falls to other staff (**15**)
ADULT SERVICES COORDINATOR - Adult Services Coordinator/Supervisor/Manager/Head of Adult Public Service/ Adult Coordinator/ Librarian 2 -- Adult Services Managers manage (8)
Reference Librarian/ Head of Reference (one of this employees' roles)/ Head of Information Services (**8**)
ADULT PROGRAMMING STAFF - Adult Programming Coordinator/Adult Programming Librarian (**6**)
PROGRAMMING COORDINATOR - Program Coordinator/ Division Manager for Programs & Services/ Customer Experience Manager has general oversight and provides direction/ Library Program Coordinator/ We are about to create a new position - Public Programs and Partnerships Manager. Their job will be strategic development and management of all programs, with a focus on adults (**6**)
Library Assistant (5)
Library Associate (5)
OUTREACH STAFF - Marketing and Outreach Coordinator/ Outreach and Community Engagement Manager/ Extension Services Manager/ Collaborative Services Librarian (**4**)
PROGRAMMING LIBRARIAN - Programming Librarian/Programming Services Librarian/ AV and Programming Librarian/ Library Program Specialist (**4**)
Everyone (2): This duty is spread among various titles in our system, from Library Assistants to the Branch Managers/ part of all librarian workplans
OTHER
Adult & Teen Supervisor
Circulation Supervisor
Digital Services Librarian
Library Technician
Librarian I
Librarian II

Q3) [Q54 – "other"] How would you characterize the relationship between library staff that work on adult programming and library staff that work on collection development?
62 blank
Same person (16) - ALL open-ended responses *boiled down to this*
With some clarifications:
Some have responsibilities for both programming and collection development, some do not.
Most adult services staff are involved in both collection development and programs
In our case, it is mostly the same individual responsible for Collection development as well as adult programming.
I am the primary collection developer and one of the adult programmers as well.

Q4) [Q36 – "other"] If your library includes multiple branches, would you say that decisions about adult programming are handled: - Something else (please explain)
75 blank
3 responses:
Although adult programming is handled more by branch staff, the Regional Headquarters does initiate programs but not on an equal basis
Director and Adult Services Coordinator
We have an adult programming committee

Q5) [Q51 – "other"] What current challenges does your library face when planning and executing programs for adults? (Check all that apply) - Other (please specify)
53 blank
AUDIENCE INTEREST, NEED, AND PARTICIPATION: Assessing demand for programming topics/Attendance- sometimes too much but more often than not, too little/ What need is the program meeting?/ The adult community is interested in adult programs, but attendance is low/Competition in the area -- there are many cultural and recreational venues in our geographic region competing for interest. We have limited access to grant funding as we don't have a foundation, FOL or 501 C 3 to apply for the vast majority of grants that require that status/Difficulty identifying topics of interest that will engage a wide age range of adults in our communities/Finding the right time of day for people to attend/ Identifying programs of interest, finding target audience, attracting an audience/Drawing adults to programs/Initial interest and registrations, but participants fail to show up/ Lack of participation in programs by the community/ other groups in county offer great programming/ Reaching the new adult population (late teens, 20s, early 30s) (**13**)

STAFF TIME: Determining priorities and allocating time accordingly/Existing demands on staff time/Not enough staff/Not enough staff/ Not enough staff to do everything we want to do/ staff time/staff time/Staffing (**8**)
ADMINISTRATIVE: lack of communication between branches; silo mentality of programmers
Library hours; branch libraries aren't open in evenings most days/ Primary staff responsible doesn't view as a priority (**2**)
OTHER
Note that the space concern is being addressed by building a new library facility.

Q6) [Q23 – "other"] What would assist you in increasing the library's adult programming efforts? (Check all that apply.) - Other (please specify)
73 Blank
STAFF and MONEY: our staff are well informed and capable but don't have enough time. Not enough staff/ There is a great discrepancy between the resources at one branch and those at the 2 other smaller ones/ Ultimately, it takes staff to plan and implement successful programs. We need to have a larger budget that can sustain more staffing to do programming.
SUPPORT: There is a Facebook group called the Programming Librarian that is excellent. I would love to see something like that specifically for NC libraries/ due to staffing and funding our adult programming needs a reboot. All assistance is welcome.

Q7) [Q42] Do you have any other thoughts you'd like to share about budget or staffing matters related to adult programming at your library?
47 blank
DEDICATED STAFF/REALIGNING PRIORITIES: If I could have a dedicated staff member it would make *all the difference*/ It is a challenge for staff to prepare programs and **balance** working the public service desk/ Most of the budget and focus seem to be directed to children's programming *but there has been some shifting and some momentum towards adult programming* and family programming in the past few years./ We also have some staffing issues which, if/when resolved, might increase our ability to do innovative and successful adult programs./ Our staff to population ratio is very low. Day to day operations and public service needs fill professional staff time. Staff would do more if time allowed. We do have space and adequate supply budget for regular programs./Budget: *Adult programming is the redheaded, left-handed, blue-eyed stepchild of library services. There's no line in the budget for it, which means we have to rely on the generosity of the Friends and the scrounging abilities of the more resourceful programmers among us*. Staffing: I'm tempted to move to a model where programming is the purview of just a few librarians for the whole system. I know that would disappoint and demoralize current staff, however, and morale is low enough already./ Staff time and knowledge often dictates the amount of, and types of, programming offered./ The challenge is largely budget and staffing... /

very small staff - difficult to have a single person who's focus is adult programming./ Without our Friends org. it would be very difficult/ We are currently developing a strategic plan for the library and we want to implement using the Logic Model with our programming. ***We want programming to be intentional, meet a need, and be tied to our goals, vision, and mission***./ We have a general programming budget but it is not broken down by age level. Always open to new ideas and resources for adult programming. in the future would love to designate a professional position to this area.

COLLABORATION ACROSS LIBRARIES/IDEA SUPPORT: Consider developing ***regional consortiums that may split costs to draw in a larger name for multiple programs***/ Interested in what other libraries are offering/ We are a lean staffing model (as are all county departments). State Library assistant in program planning and develop would help us ***stretch*** our staffing for adult programs./ Would love to see more resources on programming that compliments or drives checkouts. Something other than book clubs... ***no more book clubs***!! / Offer training for more challenging databases that could lead to database programming or services e.g., Simply Analytics, Reference USA, Morningstar, etc.USA,

GETTING STARTED: I became director 2 years ago. I started building children's programming and would like to know how to begin adult programs. Our budget is limited and I would like to keep costs down for participants.

LEAVING THE BUILDING/AUDIENCE NEEDS: Increasingly we try to go outside the library to do programming where people are. This is certainly true for youth programming, but could also be true for adult programming. Outreach activities require more staff and more funding than just in-library programs. We use volunteers, but staff are critical to successfully sustaining programming efforts./ Programming is a means to having people come to the Library that does not already come. The key is to find areas of common interest within the community of service.

BUILDING: Our building severely limits our ability to do multiple programs or programs that are out-of-the-box.

OTHER: No, I am very pleased with the level of adult programming we offer and the participation in our programs./ Our programming aligns with community needs, county strategic planning, partnership shared strategic goals./ TCL is unusually well supported financially by the Friends and Library Foundation, and is able to have robust programming despite not receiving direct support for it by the governing body. This is an unusual, but successful (for us), model./ being in a smaller community many other organizations are trying to copy our programs.

LONGER RESPONSES: Thank you for identifying adult programming as an area that libraries could receive additional support, funding, and technical expertise. Although we have a healthy number and participation in adult program, **it would be helpful to learn more about how to plan, schedule, promote, and evaluate programs**. Currently, we do not evaluate impact, and I would like to do so. We also **need support in training new staff members** and in **supporting staff that do adult programs**. More information on **funding** would also be helpful. We look forward to hearing more, participating in focus groups, and seeing results. Please let me know if we can provide additional assistance in any way.

The line item I use for programming is not a line item specific to programming. It is a just a line item for supplies in general for the library. Even office supplies. **I (the library director) find myself planning the majority of the adult programs at the main library, but we often have little or no attendance even though I try many different ways of marketing as well as different times and days for the programs**. One of my branches has been having more successful adult programs and ***I'm not sure what causes*** her attendance to be better. **[BLACK BOX]**

We are very proud of our adult programs, but we are limited in the scope of what we can offer due to budget constraints, ***specifically with regard to personnel costs***. Our Adult Services Coordinator is also the supervisor of the Circulation Dept. While she does an excellent job in both of these roles, she cannot devote the amount of time required to develop and implement the number of programs she would like to. Unfortunately, there is simply no money available to expand our staff at this time. However, we still have an exemplary level of enthusiastic participation in our programs by patrons who consider them a vital part of their cultural life in the community.

Budget: ***Adult programming is the redheaded, left-handed, blue-eyed stepchild of library services. There's no line in the budget for it, which means we have to rely on the generosity of the Friends and the scrounging abilities of the more resourceful programmers among us***. Staffing: I'm tempted to move to a model where programming is the purview of just a few librarians for the whole system. I know that would disappoint and demoralize current staff, however, and morale is low enough already./ Staff time and knowledge often dictates the amount of, and types of, programming offered./ The challenge is largely budget and staffing...

Q9) [Q17/18] Of those organizations and agencies indicated in the previous question [groups with which they've partnered], which three make the greatest contribution to your adult programming?
7 blank
See below for break-down of partners that fall under these categories

Higher Ed (24 [if community college business centers included])
Health (24)
Employment/Economics (19)
Cultural Orgs/Individuals (18)
Cooperative Extension System (17)
Aging (13)
Local businesses (12)
History orgs (11)

Parks & Recreation/Outdoors (9)
Friends of the Library/Foundations (9)
Local government (miscellaneous) (7)
Community Development NGOs (5)
Civic orgs (3)
Legal aid orgs (3)
Disability orgs (2)
Technology (2)
Hobby groups (1)
Science (1)
Adult Education (General) (1)

Health (24)
Local Hospital
Health Department
Beaufort County Health Department
Health and Human Services
Vaya Health
mental health advocates
Social Services
Vaya Health
Vaya Health
Health Department
Department of Human Services
local public health resource
Vaya Health
Health Department
"Health Dept.
Food insecurity agencies
Wilkes Health Foundation

Various health and wellness organizations (cooperative extension, hospital, fitness/gyms, public health department, wellness and mental health providers and non-profits)
NAMI-National Alliance on Mental Health
Health Departments
Wake Forest Baptist Health
Medicare Part D and ADA rep
Health Department
Nash Co. Health Department

Higher Ed (21) (24 if business centers included)
Alamance Community College
local Colleges/University
Piedmont Community College
Central Carolina Community College
Community College
Community College
GTCC
Brevard College
High Point University
Catawba College
Sampson Community College
Wayne Community College
local community colleges
Cape Fear Community College
UNC – University of North Carolina
Edgecombe Community College
Community College
Lenoir Community College
Community Colleges
Campbell University

Princeton Review
NOTE: [three others said community college business center – put under economics]

Employment/Economics (19)
NC WORKS
Economic Development
the local credit unions
NC Works
BCC Small Business Center
Community College Small Business Center
NC Works
NC Works
Small Business Center
NC Works
NC Works
NC Works
Small Business Center at Forsyth Technical Community College
VITA Tax Prep
Self-Help Credit Union
local SBA entrepreneurship agency
NC IDEA
SCORE
VITA

Cultural Orgs/Individuals (18)
Arts & Science Council (through Culture Blocks program) [Charlotte]
local authors
Arts Councils
Gaston Arts Council
Cultural Center
local artists

Farmville's arts council
Carolina Public Humanities
UNC Arts Everywhere
NC Humanities
NC Humanities Council
Arts Councils
NC Humanities
Art/Humanities Council
Local artists
arts councils
Brevard Music Center
Book Club volunteers

Cooperative Extension System (17)
Cooperative Extension
cooperative extension
NC Cooperative Extension
Cooperative Extension
Extension Office
Bladen County Cooperative Extension
Cooperative Extension
Cooperative Extension
Cooperative Extension
Cooperative Extension
Cooperative Extension
County extension
Extension Office
Master Gardeners
NC Cooperative Extension
Master gardeners

4H-Cooperative Extension

Aging (13)
AARP
Senior Resource Center
Geriatric Adult Specialty Team
Clayton Center for Active Aging (top! They are great!)
Senior Adults
Department of Aging
Granville Senior Center
One of the most popular programs we have annually is Senior Citizen Day where we have many county/city/local entities available to let seniors know what services are available to them
Senior centers
UNITED WAY OF THE CAPE FEAR AREA-SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)
Senior Services
Grace Ridge Retirement Community
Burke County Senior Center
Senior Services

Local businesses (12)
Downtown Sanford
coffee shop
sewing store
Tobacco Wood Brewery
local breweries
Local Small Business Owners
local businesses
area businesses
Lidl
various private businesses

Papa John's Pizza
local businesses and Speakers

History orgs (11)
History Center
Clayton Historical Association
Genealogical Society
Gaston Co. Museum
Farmville's museum
Port of Washington Maritime Museum
Historical Society
city historian's department
McDowell County Historical Society
CSS Neuse
Mary Potter Club

Parks & Recreation/Outdoors (9)
Burlington Recreation and Parks
NC Fish &Wildlife
Clayton Parks and Recreation
Morganton Parks and Recreation
Farmville parks and recreation
Goldsboro Parks & Recreation Department
Parks and Recreation department
Beaufort County Beekeeping Association
Horizons Unlimited

Friends of the Library/Foundations (9)
Friends
Friends of the Library

Friends of the Library
Greensboro Public Library Foundation
Friends of the Library
Library Foundation
Library Foundation
Friends of the Library
Friends of the Library

Local government (miscellaneous) (7)
Sheriff Dept.
Beaufort County Courthouse
City of Washington Fire Department
Goldsboro Housing Authority
Mecklenburg County (various departments)
County Departments
Community Engagement Department [Buncombe County]

Community Development NGOs (5)
Christian Mission
Goodwill
Goodwill
United Fund
Land of Sky

Civic orgs (3)
Rotary Club
Kiwanis Club Rotary Club

Legal aid orgs (3)
NC Legal Aid

Legal Aid of NC
Legal Aid of North Carolina

Disability organizations (2)
Organizations serving the IDD clients
Adults with special needs organizations

Technology (2)
Code for Asheville
Winston Net

OTHER
Hobby groups (1)
chess clubs
Science (1)
Morehead Science Center and Planetarium
Adult Education (General) (1)
Literacy Volunteers
OTHER
We don't tend to use the same group over and over again. We use them maybe once a year and then move on.
Individual instructors
Local Festival planners

Q10) [Q19] What principal contributions do these three collaborators make to your library's adult programming?
8 blank
Marketing/Audience
Advertising
great with getting the word out among friends!
allow us to reach a more diverse audience
attendance

CCAA provides space and a solid, reliable audience/Clayton Parks and Recreation also provides space, advertising, and audience/The Clayton Historical Association provides manpower, programming, and audience

having a location to reach a targeted group (Seniors, New Adults)

Marketing

Collaborating with outreach patrons

Audience

Marketing

Marketing

Marketing

Adults with special needs organizations (bring in an audience)

spread the word to their contacts about library programs

attracting new library users

just catering to older adults through the targeted audience at the senior centers.

promoting classes

They help us share information about the library.

they give insight into community interests and trends.

they provide marketing

advertising

Logistics

Administrative

FOL organize Meet the Authors, and other programs

Planning

Program development

they coordinate resources to offer opportunities to adults in our community

Working together to bring programs to our libraries that help our patrons informed and up to date on issues that concern them.

Content/Programming expertise

Speakers/ program ideas

Agreeing to facilitate/lead programming

provide programing expertise

Both organizations offer to handle the full subject matter of the program

The Clayton Historical Association provides manpower, programming, and audience

Collaborating to provide presenters or ready-to-deploy workshops

facilitating programs

Content, especially speakers

Content

provide local cultural perspectives(information)

Each offers a variety of programs in their area of expertise and help fulfill two of our core programming initiatives - health literacy and workforce development. Their programs fill a community need and the presenters bring a higher level of knowledge and skills than our librarians can offer.

Educational programs presented by trained staff

Each of these three collaborators provide presenters for the programs, specifically employment related programs, legal programs, and educational programs for adults

Expertise to share with attendees

Expertise

Speakers

Facilitating programs

Training/Instruction

expertise, facilitation

good presenters

training

GTCC -- Their Small Business Center staff do ongoing classes on entrepreneurship, starting a small business, etc

HPU -- they are heavily invested in our health-related programming, offering information and health screenings weekly during the Farmers Market, and when requested throughout the year.

NC Cooperative Extension -- we offer many gardening and food-related programs and they are key to many of our programs

local SBA entrepreneurship agency: we are able to offer regular programming about small businesses and entrepreneurship that feature their expert guidance and knowledge

city historian's department: we are able to offer regular, reliable programming about the community's past

various private businesses: the presenters are experts in their field, so we are able to offer programs on a wide variety of subjects to our customers

providing workshops for our community

Master Gardeners provide speakers and programs

McDowell County Historical Society (provide programming)

NC Cooperative Extension offers programs on health, nutrition, and horticulture.

NC Works comes in and works with us to provide job assistance, resume writing, etc.

the Historical Society comes in to do area related programs.

Presenting

Presenters

Programs

Programs/speakers

Provide expert presenters/ content

Provide presenters and programming

provide program content

provide programs

Provide speakers who will do adult programs for us a little or no cost

Provides speakers

Providing presenters

Providing presenters for programming for adults. AARP provides volunteers to run classes, Arts and Science Council funds artists and to provide programming at our libraries within certain zipcodes, Mecklenburg County provides a variety of presenters.

SCORE provides numerous programs on stating and operating a business and also offers appointment based one one one counseling for those interested in starting a business.

Princeton Review is new to us this year but is fill a gap re: test prep for college that was left when Kaplan disolved their department that offered these session.

In the past year 4H-Cooperative Extension and NC Legal Aid provided regular adult programs that were well attended and required little staff commitment. One of the most popular programs we have annually is Senior Citizen Day where we have many county/city/local entities available to let seniors know what services are available to them.

Expertise in Small Business programming, Recreation and Humanities programming, and Job Skills programming

presenters for programming

Speakers, presenters, and content

Sponsoring or co-sponsoring programs about health and health resources, public assistance programs

Teaching classes

The three collaborators provide ongoing programming at the Neuse Regional Library.

They provide information for our community

They provide much needed services for free to the community's adult population. In addition, the Health Department has helped us put on some of our newer Health Literacy classes

They provide the content such as the speaker, etc.

They provide staff with expertise to conduct programs

Free resources (beyond expertise and marketing)
volunteers/labor
funding source
Connections to additional partner organizations
Contacting speakers
Food, location
Cover cost of presenter fees and travel
physical space/facility
shared resources
Assisting with computer assistance for patrons
Facilities, vehicles
Financial
Financial
venues
Funding
Supplies
Funding for materials
Generous funding
grant collaborations
Monetary, prizes, takeaway material

Campbell University offers-VITA (volunteer income tax assistance) prep services.

Papa John's Pizza donates food for monthly lunchtime book club

The Friends of the Library provide money and volunteers

Our organizations collaborate through sharing ideas and facilitating relationships. They do no contribute financially. The library budget and Friends absorb the cost.

Funding

Supplier

Funding

Funding

space/facility

In some cases materials for those interested in learning more on the topic

Funding

Spaces

Spaces

The Literacy volunteers

funding assistance

Time, space and people

Venue on occasion, staff support, program expenses

volunteers; space

Q11) [Q40] Do you have any other thoughts you'd like to share about partnering with outside individuals or institutions around adult programming at your library?

ENTHUSIASTIC: Collaboration is a huge part of our work with our community./ I think that partnering with outside individuals and institutions are key to adult programming in the regional library system. With limited staff and limited financial resources, outside individuals and institutions are what is heavily relied on to do adult programming./ It is a vital part of our programming planning and facilitation/ It's another example of one of the key features of being a librarian: I don't have to know everything about a topic in order to present a program on it, I just have to know where to find someone who does, and facilitate the program. / Our extensive network of partners allows to do offer a myriad of adult programs. One partner often leads to other partners -- this kind of thing mushrooms and is mutually beneficial to the library and to the partner./ Our library is in a small community so partnering with local groups is fairly easy./ Partnering with key community agencies/organizations is key to library success./Partnerships and

Collaborations play an important role in our mission and strategic plan./ Regarding previous question, we do not have formal structure, but we do support, invite, and encourage staff to form partnerships with local agencies. Sometimes local agencies do approach us, but I think that we do take the initiative to reach out. Local businesses have been supportive in their own community. Local arts councils have been supportive with providing funding and presenters in several of our communities. I would like our system to increase the number and strength of partnerships in future adult programs. We also need to be more aware of what is available and what other library systems are doing to get additional ideas and inspiration./ There are lots of people in the community who will provide programs at low or no cost. This enhances what the library can offer. If we're working with other organizations, it helps us all further our missions of meeting community needs. We work with businesses as well, often providing a venue and exposure for them to a broader audience than they would have had without us./ We appreciate our local partners for their cooperation and collaboration in bringing quality adult programs to our community./ We find our partnership with UNITED WAY OF THE CAPE FEAR AREA-SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)to be very successful. They provide paid workers who we train to lead our job lab and employment-related and Computer Skills programs.
We partner as much as is possible. Training for my Library Assistant who does most adult programming would be AWESOME.
We partner with outside individuals such as library board members, local physicians, and others to offer other programs. We probably work more with individuals rather than institutions.
We use the health department community resource information to assist with planning; newspaper articles and radio information are also shared; everyone knows that I am always looking for speakers and information providers for our community.

CAUTIOUS: For what it's worth, programming designed and implemented by library staff is consistently better attended than programs by outside individuals and institutions./ Volunteer process too cumbersome/ Too often partners are more concerned about what's in it for them..../ We are very cautious when working with presenters who are appear to be offering a service but are using the library as a marketing venue. We vett experts stringently and event if a program i delivered by a partner, staff remain in the venue to facilitate and troubleshoot./ We conduct background checks for all volunteers./ Sometimes Memoranda of Understanding can get complicated and take a long time to get through county administration./ I would like more information about how other libraries work with outside agencies who want to charge a fee for their class/program, and how that reflects on the library

STRATEGIC: As the Adult Services Leader for our system, I have been working to formalize this process, since we work with so many presenters. We have a presenter application from and form process, which includes providing a sample program for a panel of staff.

We also have rubrics to be filled out during programs, and a database of presenters for staff to select from/ I answered 'no' as we have some policy (mostly unwritten) dictating how we program, but in rural areas such as ours, nonprofits are booming[slash]growing (there's too many to list), and I am finding there has to be a concrete way to define what a 'partnership' or 'collaboration' is and what is reciprocated by each collaborator[slash]partner. We are developing this currently./ In the past year we introduced an online form for programming suggestions. It help to have everything in writing so that we can evaluate it better./ It's a partnership that is created at the staff level. Each staff member who works in reference is responsible for conducting adult programming, so they are directly communicating with groups who can help conduct programming./ Our library has a community librarian that reaches out to local organizations. She informs the organizations about our resources and discuss how the library may assist with their services./ Our Program Proposal form has really helped us align our programming with our mission and values. https://chapelhillpubliclibrary.org/propose-a-program/

CURIOUS: Adult programming is a bare bones focus but we want to grow it!/I would love to see more information about how to approach potential partners for programs./We are new to this and open for suggestions/ I have been building relationships with local businesses, civic groups and community leaders. I hope to establish adult programming soon./

Q12) [Q52 – "other"] Does your library have a programming policy that helps your library decide what types of adult programs to offer and/or when and how to offer them? - Not sure (include additional information here, as needed)
Blank 69
IN PROCESS: Currently working on this./ Looking to develop a cohesive policy/ policy needs to be updated/ We have a partnership form but not an official policy. We are going to create one soon.
STRATEGIC PLAN: Guided by strategic plan/ Not a policy per se, but we are guided by our strategic plan and outcome, which are based on community need assessment./ We don't have a programming policy, but our Long Range Plan guides us in what topics we may want to be sure we're including. We have an activity portal that staff uses to help them plan and implement their programs.
SPECIFIC POLICIES: Not a formal written policy, but we do not provide programs that promote for-profit entities or solicit donations/ We have guidelines and targets and a vetting process in place.

Q14) [Q28] If your library offered adult programs in other topical areas, what are those topical areas?
59 blank
NEED TO COMPARE THESE TO OPTIONS

Arts and Crafts (2)
Entrepreneurship
Parent education related to early literacy
Pinterest
basic car maintenance
information literacy,
College and Career Prep
Art in the Library -- featuring artists sharing their work and process.
Personalized services.
Dropin programs featuring curated book displays or quick database instruction to introduce patrons to our products, programs and services and make connections
Community garden
Library to Go
Cross generational
DIY
cooking
Financial literacy
Genealogy
Knitting
writers network
Legal
Local history
Memory exercises for seniors
Outdoor education/citizen science.
Creating community - local artists demonstrating and engaging people with arts and crafts.
Pop culture: Comic-Con

Q15) *[Q47 – "other"]* **Which of the following criteria do you consider when deciding what adult program types to offer at your library? (Check all that apply) - Other (please specify)**
74 blank

BOILS DOWN TO ROI

How much time preparation will take- we have a small staff and are stretched very thin.

return on investment of staff time and resources

Staff time

Value to cultural life of community

Q16) *[Q48]* **Do you have any other thoughts you'd like to share about the types of adult programming offered at your library?**

57 BLANK, multiple no's

OPEN ENDED RESPONSES INCLUDE

(multi-branch system) One or two locations are craft-heavy and offer very little else in the way of programming, but that's what those communities want. Most locations have a good balance between crafts and other types of programming. I wish we didn't have crafts at all, since we are not a rec center, but the public seems to want them.

Our most popular adult program is consistently the book club.

Since our libraries vary in physical size and staffing, we offer different types and numbers of adult programs throughout our regional library system. We try to stay focused on what our community needs and how we can facilitate meeting that need. Partnerships with other organizations are critical to our success.

Technology is our most offered program type, followed by book clubs and conversation groups. We do not offer craft programs or exercise programs, as is outlined in our program policy.

Two years ago we started a program called A Bite of History. We ask local community members, or organizations that have knowledge of the history of the area and have them come and give a talk. It has been hugely successful.

We developed a program matrix based on target audience and six program areas. Our programming team recently decided to substitute Project Outcome program areas for our own. We are using their surveys for all programs.

We have offers to do something with Therapy Animals (like read to an animal) are there resources out there for that?

We need to look at programming more strategically. We have started to do so, and I think it is helping. I would like to move forward with a policy along with tying programs to our mission statement.

We offer programs targeted to small-business and entrepreneurs but are often disappointed with turnout for these programs.

We provide as much as we can based on patron interest.

We require all librarians not involved in youth services programming to take the lead on 8 programs a year based on the area of the library they work in, their skills/interests/talents and their community connections. They are encouraged to work with outside groups and find "the talent"; to present the program itself.

Q17) [Q56 – "other"] What strategies does your library use to let the adults in your community know about your programs? (check all that apply) - Other (please describe)

66 blank. Variety of responses, including

Email blasts to interested individuals. We email a monthly calendar before the beginning of the month along with individual flyers for each event in one mass email. Local churches and daycares use this as a means to let their groups know what is happening at the library that month. Individuals, the local school system, and various community groups are on that email blast as well. The local radio station, which maintains an online calendar of events, is included in the emails too.

Email to community partners and big screen information kiosk in Main Library.

FOL online newsletter

Heart of NC Visitors Bureau online calendar; outreach to groups that might have a special interest in a particular program

In other orgs/agencies materials/handouts

Library App, Town of Mooresville website

Radio and TV

radio show

town-wide communications via phone/email

transit system

We work with our Communications Office to cast a wide net. We also will use boosted posts through Social Media.

weekly column in local newspaper

Q18) [Q10 – "other"] During the last 12 months, did your library offer any programs targeted implicitly or explicitly at specific age groups? (Check all that apply) - Other (if your library uses different age categorizations for programs, please specify)

71 blank

Adult programs are open to and marketed toward all age groups. Having said that, participation has been mostly by middle-aged to senior patrons.

Intergenerational

We did not target specific ages.

We only specify children, tween/teen, and adult

Q19) [Q25 – "other"] *During the last 12 months, did your library offer any programs targeted implicitly or explicitly at special populations of adults? (Check all that apply) - Other special population (please specify)*
69 blank
Veterans (4) – **big one**
Military and families
Local authors
African Americans
Inmates at the local jail
Older adults with arthritis
Adults with health or physical issues as a result of age or condition

Q20) [Q44] *Do you have any other thoughts you'd like to share about the audiences of adult programming at your library?*
62 blank
GUIDANCE NEEDED: Adult programs are emerging in our system. I think that we are still finding our way although I can say that we have a good offering of programs and overall good attendance. I think that staff would benefit from some additional guidelines, information, and support in this area especially since we do not have any staff members whose primary job is adult programming.
PROGRAMS TARGETED BY INTEREST, NOT AGE: Almost all of our programs are by their nature multi-generational./Audiences vary based upon location and program type. We try to offer a wide range of programs to meet interests./Most of our programs target all age ranges[slash]groups who have an interest in the topic of the program.
POPULAR PROGRAMS: Our library has had success with author book fair programs and graphic novel comicon programs. Also, literary poetry and writing programs draw a range in age of adults.
OTHER: We are currently looking at how to serve emerging adults, which we are defining at 16-24, based on the Leading on Opportunity Report. We have formed a team of Teen and Adult library staff to work towards this goal.
We do many family programs that involve parents and children.
We find the age group 18-50 don't want to come to the library after work on a weekday. We have a good turnout for family programs on the weekends, but 6 pm on a Tuesday isn't a popular time for most adults going home to make dinner and spend time with their families. We are working on creating opportunities for multi-generational programming so families can come to the library together and have something for everyone. Our family events are quite popular because of this goal.
We need to do more to help our citizens overcome persistent poverty. They are the hardest group for us to reach. Wilson County has many challenges - poverty, food insecurity, unemployment, and health issues. We want to do more to address these issues.

We prefer not to pigeon-hole people into very specific groups or with labels.

We recently stopped posting many releases to media outlets because we did not find it to be effective.

Q21) *[Q12]* **In your opinion, what have been the most impactful adult programs offered by your library during the last 12 months? How so?**

11 BLANK

Economics/Jobs/Law

1. Resume Workshop the attendance was lacking but we have a good framework for future workshops
2. Job seeking skills
3. Vita - free tax assistance
4. Job and Business workshops - They seem to draw a consistent audience and the word spreads.
5. Job Lab and Employment programs
6. Those that bring area businesses/organizations into the library to share their expertise and strengthen community
7. Roundtable of local entrepreneurs--big crowd, generated interest in next program
8. Ice House training Interest session--recruited 8 students for entrepreneurial mindset training
9. Small business and entrepreneur
10. The Business Center staff programming and one-on-one assistance has helped a number of individuals navigate the process of starting a new business or expanding an existing one through serving as a liaison with City planning and code enforcement, providing in-depth demographic research, and guidance in using social media.
11. We have a large retiree population on fixed incomes so anything that we can provide to help that part of the community save money and navigate taxes and healthcare issues has been warmly received.
12. We have also had a lot of luck with helping adults of all ages write great resumes and use them to successfully obtain jobs.
13. Book-A-Librarian - helped multiple patrons with resumes
14. Small Business Center with 8 graduates of the Ice House Entrepreneurial Mindset classes.
15. Business Programs
16. Job skills
17. retirement planning
18. Even though the overall numbers have been small, our collaboration with NCWORKS has been very impactful in successfully linking job seekers with the library's job assistance and career resources as well as those offered by NCWORKS.

19. The Job Fair has had the most impact. Last year, 42 people came to the Job Fair at the Library and 13 gained employment. We had a Job Fair two weeks ago and results have not arrived yet as to effectiveness.
20. Adulting 101
21. Ask a Lawyer Program

Culture/History

1. Cultural and Craft programs have proven to be the most impactful. The adult community seems the most interested in educational/historical programming, but also programs where they can unwind and relax with easy and fun art projects.
2. art shows/classes
3. We do an outreach program providing crafts to our senior citizens on the first Tuesday of every month. This has been VERY successful and is always well-attended.
4. The Clayton Historical Association held a ghost walk this past October to celebrate the town's 150th anniversary. 500 people came, and we've had rave reviews--people loved learning about history in this fun way. We will do it again!!
5. cultural or history themed speakers
6. local history programming
7. music programs
8. theater/drama
9. Our Black History Month program focused on a central theme and incorporated several events, including a keynote speaker. We had large numbers in attendance.
10. Lifelong Learners (conducted by retired college professors) - These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
11. Also, the Evening of Mystery and Imagination, featuring a performance by the director, is consistently well-attended and usually results in several invitations to repeat the performance (or something similar) for various local civic groups. [***not sure what this entails***]
12. Genealogy
13. Humanities Council programs are well-attended. The wide-range of topics and skillful presenters are captivating to audiences.
14. lifelong learning focused on local and regional history
15. Lectures from the Humanities Council

16. A Bite of History - It has created a buzz within the community about the unique history of Washington. It gives us a chance to document our history in an exciting way.
17. Local History Summer Reading
18. Black Superheroes during Black History Month
19. local history
20. humanities programming

Craft/Make art classes/groups/DIY
1. Cultural and Craft programs have proven to be the most impactful. The adult community seems the most interested in educational/historical programming, but also programs where they can unwind and relax with easy and fun art projects
2. Crafts/arts programs
3. art/craft/creativity matters classes - Attendance was the highest and reviews were overwhelmingly positive
4. art shows/classes
5. Craft-related ones, in particular, almost always fill up.
6. Crafts for adults with special needs. Connects caregivers and engages the adults participating in the craft.
7. craft
8. Crafts
9. Step-by- Step Painting has been extremely popular to the point we have a waiting list as big as the class
10. public loves craft night.
11. Lastly, our craft programs for adults-only are heavily attended by our older patrons who use the time to forge new friendships. For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
12. Sewing Club
13. craft classes
14. Our regular writing groups have had an immense impact on our community. This opportunity for customers to develop social support networks and share their stories are an integral part of a healthy community.
15. DIY
16. Our regular writing groups have had an immense impact on our community. This opportunity for customers to develop social support networks and share their stories are an integral part of a healthy community.

17. We do an outreach program providing crafts to our senior citizens on the first Tuesday of every month. This has been VERY successful and is always well-attended.

Book Clubs/Literary/Collection related

1. Book Clubs - They seem to draw a consistent audience and the word spreads.
2. Book Clubs
3. Book clubs
4. authors and performers presented directly by the Friends
5. Graphic Novel Comicon Fair and the author book fair.
6. We offer a weekly movie night that folks tend to appreciate.
7. Book clubs
8. Authors
9. the book clubs are very popular
10. The Harry Potter Extravaganza was for all ages and brought in a lot of interest.
11. Adult Book Tasting-increased circulation by exposing patrons to different genres and authors
12. Comic-Con, has been more and more successful each year, now serving nearly 1,600 patrons in a single day.
13. Adult Summer Reading and book clubs at several facilities have also grown in popularity.
14. Friends of the Library Meet the Author lunch programs have had great turnouts and well-known authors.
15. Send Home Stories program at the County Jail has had a large impact.
16. Book clubs
17. Book clubs
18. The most impactful adult program the NRL offered was the Adult Summer Reading program. It was a huge success, and the community was very engaged throughout the summer.
19. Book Club
20. Community read and speaker on the holocaust-well attended-good conversation afterwards
21. Author Showcase programs featuring Etaf Rum and Gavin Edwards
22. Local History Summer Reading
23. Black Superheroes during Black History Month
24. Our regular writing groups have had an immense impact on our community. This opportunity for customers to develop social support networks and share their stories are an integral part of a healthy community.

25. book clubs
26. summer reading
27. film screenings

Maker/Tech/Science
1. Maker Programs - They seem to draw a consistent audience and the word spread
2. Technology
3. Computer classes
4. Technology programs / one-on-one sessions available - They like this type of interaction
5. Morehead Planetarium--drew a big crowd
6. Basic Computer Skills Classes
7. Technology Classes
8. Computer-increased knowledge level of patrons -increased ability to complete tasks necessary to obtain employment
9. We offer Senior STEAM sessions and they have been popular and the seniors have been very appreciative.
10. STEM and Citizen Science programming, some of which has highlighted our MakerTools collections.
11. 3D Printing workshops
12. Computer classes
13. Digital Literacy classes
14. Tech Tuesday
15. computer tutorials

Civic & Social engagement/Community Conversations
1. Lets Talk About it Series
2. date night [*maybe? – not sure what this entailed*]
3. Lifelong Learners (conducted by retired college professors) - These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
4. Let's Talk About It & Altered Landscapes led to deep discussions about racism.
5. Let's talk about it
6. Lunch & Learn [**unsure what focus was**]

Games and play
1. Trivia nights at three local breweries reached a lot of people and raised community awareness to the 30-something age group
2. The game nights because we have had several people continue to come back to the game nights each time we have them.
3. We've done two escape rooms in the past year and I would consider them impactful due to the level of enthusiasm they were greeted with by our public and staff
4. trivia

ESL/Adult Education
1. ESL
2. Our GED and citizenship classes has been very important because they are helping solve a demonstrable need in the community.
3. Adulting 101

Health
1. Exercise and mental health programs - Attendance was the highest and reviews were overwhelmingly positive
2. Veteran's Fair connected veterans and their spouses with service and support groups which resulted in at least 2 veterans resolving benefit and care issues (there were tears shed!)
3. Health and wellness programming
4. health and wellness programs for the senior community
5. outreach to veterans in local health care facilities
6. Health and Wellness programming, many participants cant afford a gym membership and attend regularly, and are adding exercise and improved nutrition in other ways to further improve their wellness.
7. Aging Well Series
8. Health
9. Health and food related
10. Through the regular health screenings and information session HPU and others offer at the Farmers Market and throughout the year, we have been able to reach hundreds of individuals, providing them with crucial information about their current health situation, also providing them with referrals when needed.
11. Health and Wellness-YOGA

12. Healthy Living- positive feedback from community members about how workshops have improved their lifestyle
13. The programs that we have offered on health and well being (yoga and chair yoga, medications, hoarding, wills and powers of attorney, etc.) have been the most requested and well attended.
14. arthritis walking group
15. Wise & Well @ Brown Library - We had a series that included, exercise, resources, meal planning, meditation. People really want ideas and help regarding their health.
16. Cookbook Club - We pick a theme (Vegetarian, Soup, Potatoes, Crockpot etc.) and people make a dish to share and discuss the cookbook or family recipe. We discuss what is healthy or not healthy about the foods. Next year we will pick different countries to explore other food cultures.
17. Generally speaking, we find the ones that offer assistance or information on health/public service resources the most impactful, although that may be primarily because those are the ones people are coming to most often.
18. health programs -- everyone's interested

Homelessness/Diversity/Special Populations
1. Programs for patrons experiencing homelessness
2. On the Same Page targeting LGBTQ themes.
3. Crafts for adults with special needs. Connects caregivers and engages the adults participating in the craft.
4. Send Home Stories program at the County Jail has had a large impact.
5. Veteran's Program - appealed to the older generations in our community especially because our speakers were well known community members. **[*Not sure what this entailed*]**
6. We offer Senior STEAM sessions and they have been popular and the seniors have been very appreciative.
7. Lastly, our craft programs for adults-only are heavily attended by our older patrons who use the time to forge new friendships. For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
8. Outreach - senior and group homes
9. Senior Citizen Day-helped spread the word of local resources available for seniors
10. Sensory Networking
11. Adulting 101

Sports, leisure, outdoors, food

1. A fishing science program had an unexpectedly high turn-out reaching Dads and their children (we don't get a lot of Dads with kids coming in)
2. Programs conducted by Master Gardeners. These have brought together members of our large retired community, offering a chance to learn and to make friends in an area that is new to them.
3. Also, beer making was a very popular program.
4. Hydroponics. High interest, recurring attendance
5. Cookbook Club - We pick a theme (Vegetarian, Soup, Potatoes, Crockpot etc.) and people make a dish to share and discuss the cookbook or family recipe. We discuss what is healthy or not healthy about the foods. Next year we will pick different countries to explore other food cultures.
6. Cookbook Club
7. gardening
8. Cooking

Off-site [These are *repeated* in the above categories as well]
1. Trivia nights at three local breweries reached a lot of people and raised community awareness to the 30-something age group
2. We do an outreach program providing crafts to our senior citizens on the first Tuesday of every month. This has been VERY successful and is always well-attended.
3. The Clayton Historical Association held a ghost walk this past October to celebrate the town's 150th anniversary. 500 people came, and we've had rave reviews--people loved learning about history in this fun way. We will do it again!!
4. outreach to veterans in local health care facilities
5. Also, the Evening of Mystery and Imagination, featuring a performance by the director, is consistently well-attended and usually results in several invitations to repeat the performance (or something similar) for various local civic groups. [***not sure what this entails***]
6. Send Home Stories program at the County Jail has had a large impact.
7. Outreach - senior and group homes

Family education/programming
1. Parenting- CADA has been able to see a difference in the interaction and interest in reading between parents and students
2. Our Family programs have been more effective due to the family unity dynamic in the community.

3. Young Mother's Classes
4. parenting

Other – general comments
1. The best ones are those the staff develops out of their own interests. They are passionate about topic and that resulting enthusiasm is contagious.
2. Addressing needs that have been unmet in the community.
3. For a community with a large number of widows and widowers, providing opportunities for the older generation to combat loneliness and isolation is an important aspect of the library's impact.
4. Although several of these programs were not as well attended as we had hoped, there was a large impact on the patrons that did attend, either socially or educationally."

Q22) [Q30] In your opinion, what have been the least impactful adult programs offered by your library during the last 12 months? How so?
21 BLANK
Economics/Jobs/Law
1. Budgeting
2. Entrepreneurial/small business programs
3. home buying
4. personal finance.
5. Resume building workshops.
6. We had a program on handling the job interview and reviewing resumes. Only two came. Many tell us they desire this information but often won't come to a program. The Library staff does not have the time always to provide personal attention. We try to help when and where we can.
7. Couponing club

Culture/History
1. A community member approached library to offer history-based program. Content was good, but feedback consisted of people leaving because of poor presentation skills
2. Local history programs

3. We had a french conversation group that did not do well.   The need and interest wasn't there.
4. Some of the more intellectual-type programs have a smaller turnout, especially those with less prominent speakers
5. We also had a college professor give a local history lecture and it was not well attended but that may have been poor timing.
6. It has been difficult to get attendance to classes co-sponsored by the community colleges including oral history and adult basic literacy.
7. Humanities based programs that have too loft a goal or reach.
8. local author "meet and greets"

Craft/Make art classes/groups/DIY
1. Craft programs have been least impactful in the past 12 months solely based on low participation and interest.
2. Crafting
3. We are struggling with weeknight DIY crafts. Some of it is because of a lack of advertising. The other is because folks ages 18-50 are resistant to come out on a weeknight when they have families at home or are just plain tired and want to go home and relax after work.
4. Some of the writing programs have been well attended, but with the same people. We would want to expand those programs to under served populations.
5. Things that are socially based, like crafting programs or hobby-based programs, tend to be very hit-or-miss.
6. Individual programs such as de-cluttering and a fabric swap did not attract an audience. I am not sure why because I would think that the fabric swap could have. It has been a challenge to get the word out to the target audience in some cases.

Book Clubs/Literary/Collection related
1. Although author talks can be popular, they are often not well attended.
2. film screenings
3. Adult Anime
4. Harry Potter break out box. While a lot of people expressed interest, only two people showed. Unsure why.
5. General movie showings. The attendance is usually very poor.
6. Movie Screenings - little to no attendance
7. movies
8. movies-no one came
9. Our success with author programs has been mixed.

10. Poetry
11. Summer reading
12. We held a couple of movie screenings this summer. They weren't well-attended and they also weren't very well-planned. If we do this again, we'll have a lunch or a special speaker to accompany the movies.
13. Some of the writing programs have been well attended, but with the same people. We would want to expand those programs to under served populations.
14. I also find that, while our book clubs do quite well in terms of attendance, I don't see a lot of inclusion or growth that lead me to believe there is a lot of community impact there (rather, they are more clique-ish in nature, and very opposed to change).
15. One of the branches has been showing public domain movies that are appealing because are so bad they're fun. It's a low cost easy program to us, but hard to bring in the numbers.
16. Programs that attempt to capitalize on popular culture but miss the interest timeframe E.g., RVing offered at an urban library,, Game ofThrones Party offered after the series ended.

Maker/Tech/Science

1. tech classes; people want one-on-one when they need it
2. Tech classes. We have moved to one-on-one instruction at the request of the user we have found the classes are not well attended any longer
3. Tech programs with a come-one, come-all approach. While the topics are current and regularly requested as programs turn out is always hit or miss.
4. Technology- Most adults know the in and outs of technology but our programs on getting helping with their devices are well attended.
5. The desire for computer instruction seems to be transitioning to one-on-one support
6. We try offering computer classes for adults, and they are never well attended.
7. We haven't had as much success with formal tech classes. That seems to be better approached from a one-on-one standpoint.
8. The technology classes were very poorly attended.
9. internet safety

Civic & Social engagement/Community Conversations

1. We had a french conversation group that did not do well.   The need and interest wasn't there.

Games and play
2. Adult gaming hasn't gotten a lot of attraction.
3. Game Night
4. Harry Potter break out box. While a lot of people expressed interest, only two people showed. Unsure why.
5. Trivia game night

ESL/Adult Education
1. It has been difficult to get attendance to classes co-sponsored by the community colleges including oral history and adult basic literacy.

Health
2. A program about the signs of dementia vs. normal aging. It only had 2 participants.
3. Disaster Preparedness--low interest, low attendance
4. Health
5. Informational or seminar-type wellness or mental health programs specifically targeting 65 and older
6. While health programs receive the most interest, they end up the lowest in attendance.
7. The least impactful has been the UNC Lenoir Health Care and NRL Cancer Conversations series.
8. The library has experienced difficulty in attracting audiences to health related programs.
9. Some of our purely informational healthcare programs have not been well-attended but this is a budding program so we will persevere.

Homelessness/Diversity/Special Populations
1. Informational or seminar-type wellness or mental health programs specifically targeting 65 and older
2. We had an inclusive program for adults, but only one person attended.
3. Some Senior Center Programs - they already have a lot of programs scheduled and they mainly just want to play bingo. :)

Sports, leisure, outdoors, food
1. We have had to drop a Master Gardner series offered on Hatteras Island due to low attendance, after several years.

Off-site [These are *repeated* in the above categories as well]
2.   Some Senior Center Programs - they already have a lot of programs scheduled and they mainly just want to play bingo. :)

Family education/programming
Parenting

Other – general comments
N/A - all classes are well attended and impactful.
We have had good attendance records for our adult programs.
I think some of our outside presenters that have presented before our vetting process was in place were of varying quality.
Programs that have a particular interest to staff but not broad ranging appeal. Programs that are too niche.
Drop-in passive events. The public seems to prefer classes and a social atmosphere versus just coming in and participating alone.
Classes/instruction ex: couponing club, internet safety, local author "meet and greets" are not predicable(low to none attendance)

Q23) [Q45] Do you have any other thoughts you'd like to share about the impacts of adult programming at your library?
58 BLANK
STRATEGIC: By establishing a supervisor that oversees adult programming system wide, we have been better able to make sure all adult librarians are contributing. It has saved work in that adult librarians work together more and programs can be repeated at other locations. We are slowly moving to having our core program schedule planned 4-months out which makes it easier to plan collaborations with community groups. / Is adult programming designed for impact? / Providing service is such a large county we aim to ensure all areas receive a consistently quality program of service in each region. This require a great deal of planning and strategic planning. We must plan well in advance which mean we may miss fleeting popular trend. Overall our programming is strong. We only offer a full compliment of programming at 8 of our libraries due to infrastructure. We also offer a modified program at 7 additional locations. This sometimes creates a disconnect with staff who are not offering the full program of service -- hence the answers to questions as moderate. We are a large system with large system concerns./ We hired a full time employee to concentrate on adult programming 3 years ago.   Since then our attendance and number of programs offered have increased dramatically.   Adults like to get out and go to programs and they're vocal about what they want. We do consider their requests and suggestions./ We're working on incorporating more outreach and advertising more. Our staff is stretched thin, and we don't have a specific adult services staff member like we do for our children's department, so we have some work do to here.

CONSTRAINTS: I believe that there is a need but we lack space to offer programs in the main branch during regular operational hours./ Staffing is a major constraint for us - we are a small library system and have limited staff[slash]finances. We do not have a dedicated programming librarian - though her title is that, she wears many hats from working the circ desk to creating displays to inventory to supervising staff to programming. Smaller libraries have a difficult time spanning all the needs of the community without stretching themselves too thin./ The adult audience is diverse in interest and it is difficult to address all of the needs of the community.

SUCCESS: I think the most impactful part of adult programming is providing safe spaces for adults to connect socially and in an educational context. I am a big proponent of our weekly and monthly groups that meet and the importance of social learning./ We hear very positive feedback about participants in our job lab and employment programs obtaining employment!/ When we have successful adult programming, the people who attend are so very grateful and it is rewarding. I just wish we had the staff time to offer more.

TOOLS: Regarding the assessment tools question -- we use brief, locally generated feedback forms and informal feedback from program attendees.

SUGGESTIONS: We are always looking for ways to serve the people who need us most. Having input from other libraries about their successes would be very helpful./ We see an increasing need to offer good adult programs at all libraries. A good program will attract a number of adults with good participation and enthusiasm. In a discussion last year with people from the State Library, we discussed offering fewer but more targeted programs with a theme which has been helpful. The additional of wellness and physical activity programs is an emerging area that is proving successful. I think that it would be very helpful for staff to be able to learn more about adult programs---what to offer, what works, how to publicize, etc. | / Is adult programming designed for impact? /

Q24) [Q49] Do you have any other thoughts you'd like to share about adult programming at your library?
60 BLANK, OPEN ENDED RESPONSES INCLUDE
Adult programming is very important. The most difficult age to reach for us is 20-35, unless it is a parent setting.
Adult programming is vitally important to the library's mission, but ***is also a newer endeavor in the context of public libraries***. Better funding, more training, and more research is needed to improve and expand our offerings and increase their impact.

Again, programming could be greatly expanded if more staff were available. Unfortunately, this is unlikely to change in the foreseeable future.

At one point our programming was sporadic and inconsistent. There were bright shining spots at selective libraries, while others of comparable size and staffing offered nothing. For a few years there was a focus on ensuring all libraries offered a similar program with a similar focus at all adult program locations to establish a ***baseline***. ***We now maintain a baseline and have adopted some new methods in planning programs that have allowed for growth and creativity***. Our adult program is stronger than it has ever been.

It is needed in our community. We are adding new programs on a regular basis. We really need another staff member.

so many thoughts - so little time

The adult programming that we do primarily more for fun at our Clarkton Public Library branch usually has the best attendance and feedback out of any of our adult programming. These are normally game nights and more recently we had a paint night.

The coordination is mostly difficult because we only have 1 employee to run the adult programming.

We have not had much success, and are trying to make it a priority. Food literacy programs are currently being planned.

We have received an entrepreneurial grant to assist with information on workshop[programs and small business resource tools. Also, we received a health and wellness LSTA. We are providing programs for all age ranging adults.

We look forward to the outcomes generated by this survey and how they will help improve our programs for adults.

We see the need to review and update our programming policy. We need better coordination of our adult programming.

We would like to target the millennial audience more since this group is one that is using libraries more and is the future. To do so, we need to re-think programs that traditionally have been aimed more at an older audience. We also need to transform our libraries to be more attractive destinations for them including furniture, maybe coffee, technology, and other involvement. Sometimes we see lots of people at local coffee shops and know we need to take notes

A.6 North Carolina Public Library Programming Plans

In the course of conducting this study, we collected programming plans. These include the following as pdf attachments.

GPL PROGRAM PLANNING APPROVAL MATRIX 2020

GPL Mission: In partnership with the community, the Greensboro Public Library seeks to provide free and equal access to information, foster lifelong learning and inspire the joys of reading.

Program Name:	**Lead Programmer:**
Location, Date & Time:	**Type of Program:** ___In-house ____ Outreach ___DIY ____Gen. Program ___ Workshop ____Book Discussion
Which aspect of the mission does the program best support? **Please check only one:** ___Free and Equal Access ___Lifelong Learning ___ Joys of Reading ___ Connect to the Community ___ Ties to the Collection	**Age Group:** ___Birth-12 ___12-18 ___ Adults ___Family

How does this program support the aspect of the mission checked above?

Describe the Program:

I this a recurring program? Yes No   If "Yes", how often does the program occur?

Estimated Budget (itemized – include total):	**Operational Information** (Facilities & Supplies needed, Staff utilization):

Who is the Target Audience (please specify)?	**Expected number of people to attend:**	**List at least two new publicity strategies you plan to implement to do outreach to new audiences.**
	Number of people on your email list:	
How will the program serve the needs of this community?	**How will this program be advertised <u>outside your location?</u>**	

GPL PROGRAM PLANNING APPROVAL MATRIX 2020

GPL Mission: In partnership with the community, the Greensboro Public Library seeks to provide free and equal access to information, foster lifelong learning and inspire the joys of reading.

<mark>MANAGERS</mark>: How does this program meet the programming goals of your branch?	How were the community's needs assessed (demographics, surveys, etc.)?
Community Partners (please list, if applicable):	
Additional Comments/ Supporting Information:	
Submitted By:	Date:

1st Draft Approved by Manager: Date:	Final Draft Approved by Manager: Date:	Approved by Adult Programming Coordinator or Youth Services Coordinator: Date:	Approved by Director: Date:

PROGRAM PLANNING
OVERVIEW & PROCESS

OCTOBER 2018

OVERVIEW

Offering programs is a significant community service, one requiring coordination and oversight. This document provides library program coordinators with the information they need to plan, implement and evaluate library programs.

All library programs must fit within the library's vision, values, strategic plan, and county social justice goals and must be free and open to the public.

DEFINITIONS

Library-based Programs

The library devotes resources (staff time, materials, publicity) for the following types of programs

- *Library-initiated* – a program created, managed and accomplished by library staff. All library-initiated programs must be done with the approval of the head of the division who serves that age group.
- *Library-sponsored* – a program that occurs on-site but the program idea is:
  - o Brought to us by an outside group or individual, or
  - o Done in collaboration with a community partner,
  - o Facilitated by a volunteer or professional recruited by library staff specifically for that event.

All library-initiated and library-sponsored programs are generally held in the library's large meeting room and will follow criteria as established within this document.

Programs Hosted by Outside Groups

Use of the meeting room by an outside group for its own program is not considered a library-initiated or -sponsored program.

- Any group may reserve library's large meeting room by using the county's facility reservation system, and must be free and open to the public.
- Program organizers may publicize their event (s) by placing a flyer on the community bulletin board.
- These programs are not publicized on the library's online calendar.

Note: Library and County Meetings

The library director deems that county meetings arranged by the library or other county department are not considered a program and, therefore, are not required to be free and open to the public.

PLANNING PROCESS

Library-initiated Programs

- When library staff has an idea for a program, they will communicate with their supervisor about the possibility of moving forward with their idea.
- If the suggestion is made by a staff person who does not do programs, yet requires the assistance of someone who does, the supervisor will connect the person with the idea to the program coordinator in their division.
- Library-initiated programs should be planned at least six (6) months in advance to assure that space is available and proper marketing can be conducted.
- Each division will maintain its own program calendar and coordinate system-wide on regular basis.
- Each division has its own internal process for approval. Your supervisor will instruct you as to how the process works in your division. In Adult and Teen Services a programming proposal will be completed by the program coordinator and submitted to the supervisor. (For ATS program proposal, see the appendix)

Library-sponsored Programs

- When an outside group or individual wishes to conduct a library-sponsored program they must fill out a program proposal form. The form can be found on our website, here on the S Drive.
- On occasion, some programs are outside of library staff's ability, requiring the use of an outside professional (e.g. musical groups, magicians/performers). For these individuals, additional documentation may include: W-9, Independent Contractor Form, Volunteer Application, and Certificate of Liability Insurance.
- If children are the intended audience of the program, the presenter must provide the funds necessary to conduct a background check.
- Certain programs may require Medical and Liability Release forms. These may include movement-based programs, teen programs during non-regular library hours, or programs that include animals. It is up to the discretion of the library director to determine the viability of such programs.
- Library-sponsored programs should be planned at least six (6) months in advance to assure that space is available and proper marketing can be conducted.
- In between meetings of the full program committee, the ATS and YS supervisors will review and respond to program proposals submitted by community members.

Note: Partnering with Community Organizations

Programs involving community partners are tracked through the Strategic Plan Engagement Committee's OneNote. These types of programs are strongly encouraged; however, they may occasionally fall outside the constraints of this programming process. When possible, a program coordinator should be assigned to assist in the planning and implementation of these programs.

SPACES

Most library-initiated and library-sponsored programs take place within a library building. From time to time, other county meeting rooms in Hillsborough or the Century Center in Carrboro may be utilized for programming.

Due to the limited availability of space, program coordinators should book meeting rooms six (6) months or more prior to the program. To reserve the meeting room at the Main Library in Hillsborough, use the county's facility reservation system. To schedule space at the Century Center in Carrboro, speak with Jody Smith, Carrboro Branches manager at 919.969.3006. He will connect you with the correct individual at the Town of Carrboro.

Meetings or programs called by the Orange County Board of County Commissioners, the county manager and/or those approved by the library director are the only meetings or programs that can override a library-initiated or -sponsored program.

MARKETING

Library-initiated and library-sponsored programs will be treated equally when it comes to marketing. The library has created a checklist and timeline to support its marketing efforts. It is up to the program coordinators to determine if marketing is needed for their programs. (See appendix for marketing checklist)

Many programs, such as ongoing children's storytimes or clubs may not require the full publicity treatment.

Marketing will not be conducted for programs hosted independent of library participation, aka, programs hosting by outside groups.

STATISTICS

All statistics collected by the library help secure funding from the county, the state and from grant sources. Library-initiated and library-sponsored program statistics are combined and

- Include the total number of programs and the total number of attendees.
- Are divided into different categories based on audience: Adult, Young Adult, and Juvenile. They are also divided into whether they are in-house, off site, or passive.
- Entered monthly into each division's statistics spreadsheets. These spreadsheets will feed into their location stats sheet and then into the system-wide stats workbook.

Note: Outside groups using the meeting rooms for their own programs will count toward meeting room use and attendance, not program statistics.

BUDGET & SPENDING

Program budgets for each division are proposed and set annually during the county's budget process. It is the responsibility of the program coordinators to track spending related to each program and report final costs to their supervisor upon project completion. The supervisor uses this information to request program budgets for the coming year.

Note: County Finance Guidelines
Within the first few weeks on the job, p-card holders will receive training from the library's business officer re library guidelines, spending limits, purchase orders, contracts, and purchase card use.

EVALUATION

Program evaluations allow us to improve the customer experience, set realistic budgets and prioritize programming from year to year.

Evaluations should contain questions about:
- The attendee's enjoyment of the program
- The likelihood of referring a friend to a similar program at the library
- How the participant heard about the program
- Future program ideas
- The quality of the program and the presenter

A program such as a computer class where information is being taught may also include questions pertaining to the attendee's understanding of the information provided and possible future use of knowledge.

Recurring programs such as storytimes or Darn Good Yarn do not require feedback at every occurrence. These types of programs should ask for general feedback twice a year.

Due to the diversity of library programs, we have a variety of evaluation template that program coordinators can adapt for their use.

PROGRAM BREAKS

Each division will determine periods of time where it takes a break from offering programs. Due to the scarcity of space programming breaks will not be coordinated as system-wide breaks.

PROGRAM COMMITTEE

The library's program committee meets on an annual and quarterly basis. Members of the program committee are:

- Program coordinators from each division
- Business officer
- Community librarian
- Communications staff

The goals of these meetings are to:

- Address common issues that may arise relating to programming
- Review processes and criteria for creating, budgeting, marketing and implementing programs
- Provide updates on working with outside groups
- Assure that program tracking and evaluation is consistent
- Foster better communication and cooperation

In between meetings of the full committee, the ATS and YS supervisors will review and respond to program proposals submitted by community members.

FORMS/DOCUMENTS FOUND ELSEWHERE IN THIS FOLDER

- Evaluation Form
- Medical and Liability Waiver
- Program Planning Flow Chart
- Proposal Form from Outside Groups
- Recurring Programs Calendar

FORMS FOUND ON THE LIBRARY WEBSITE

- Volunteer Application Form

FORMS YOUR SUPERVISOR CAN HELP YOU LOCATE

- W-9
- Independent Contractor Form

Program Planning Overview and Process

ACPL Program Planning Guidelines

2016/2017

Table of Contents

Program Planning Guidelines for Staff

Purpose of Programs

Alamance County Public Libraries provides programming to further the mission of the Library. We strive to *provide opportunities for all members of our community to be successful in living a larger life by nurturing the heart and the mind through literacy, education and enrichment.* Library programs play many roles in our community. Programs promote reading and the use of library materials, facilities or services. Programs offer our community a cultural, educational or recreational experience. Programs extend the library experience beyond the written word in a social setting. Programs broaden literary and language experience and connect members of our community with a wide variety of ideas and perspectives. Programs are planned for the interest and enlightenment of all people of the community and the Library strives to offer a wide variety of programs that reflect the broad range of community interest and needs. Attendance at Library sponsored programs are free and open to the public.

1. **Program Planning, Coordination & Approval**

    A wide variety of library programs are offered for all ages. Programs will be selected for their variety, quality and their ability to encourage the use of library materials and services. Programs are planned by designated branch staff. Program coordinator will determine the number of programs presented at their location. Staff presenting programs should plan programs with a variety of topics each year & focus on education, literacy, and enrichment.

    Special Programs--PROPOSALS & APPROVAL
    Program proposals that involve special planning, an outside presenter and/or require funds for presenters must receive approval for program expenditures from the Programming Coordinator prior to obtaining a contract and before programs are fully planned and advertised.

    The Programming Coordinator tracks all programs and gives approval for expenditure of program funds for presenters, & provides guidance to staff regarding programs. Staff responsible for programs must submit program proposals (Appendix A) to the Programming Coordinator at least 3 months in advance of the program date by adding the proposed program to the shared ACPL Programming calendar. The information below needs to be included in the notes section of the calendar. Once the program is accepted, staff may move forward with contracts, processing payment and planning.

The following information should be included in the notes section of the shared ACPL programming calendar:

PROGRAM PROPOSAL

Presenter:

Title & Brief Description of program:
(Include how it fits within literacy, access, or enrichment)

Target audience:

Date(s)/Time:

Cost for presenter (if any):

Estimated cost for supplies (if any):

Approximate time staff will spend on the program:

List of supplies needed:

Staff member in charge:

After the program has been accepted, each staff member proceeds to plan programs according to the guidelines presented here.

STAFF RESPONSIBILITIES

Staff who plan programs are responsible for all aspects of the program including, but not limited to: publicity, reserving meeting room space, setup & cleanup.

Programming Publicity
Staff members are responsible for advertising their programs. Electronic copies of promotional fliers should be sent to the Programming Coordinator, Webmaster, and Technology Librarian.

The *Publicity Checklist* (Appendix C) should be used as a guideline for when, where, & how to promote programs.

Meeting Room Space & Equipment
Staff are responsible for reserving the meeting room space needed for their program & arranging for any equipment needs. They are also responsible for setting up the room. The meeting space

should be cleaned up by staff immediately following the program, or, if the program is at the end of the day, then before business the following day.

Scheduling

Programs should be scheduled according to 1) the needs and habits of the community, 2) library schedule, and 3) the availability of guest presenters. Programs should be scheduled during the staff person's regularly scheduled work time to the extent possible. If a schedule change is needed, the staff member must get prior branch manager approval.

Evening programs should end at least fifteen minutes before the library closes. No library programs are allowed to be scheduled outside of Library hours unless given permission by the Program Coordinator.

PROGRAM DEFINITION

Staff Involvement

Staff must attend the programs they plan. They should welcome the audience, explain how the program supports the library's mission, monitor the program, thank the FOL if they provided funds for the program and make a closing/thank you statement.

In the event there is no audience, the staff member should thank any presenters, and declare the program cancelled after 15 minutes. They must complete an evaluation and determine why the program failed to attract an audience.

Audience

Staff should know in advance who the target audience for a program is. Publicity should be directed to that audience. Children & teens should be encouraged to attend programs designed specifically for their age group.

Program Objective

Each program planned by library staff should have a direct tie to the library's mission. The opening remarks made by staff should try to make that connection evident to the program participants.

Marketing Library Materials & Services

Programs provide an excellent opportunity for staff to highlight the library's materials & services through book displays & bibliographies.

Displays: Unless it isn't physically possible due to the nature or location of the programs, staff should strive to display a variety of related books & AV for participants to check out following the program.

Bibliographies: For some adult programs, staff is encouraged to create a bibliography of related library resources (print, AV and electronic). This bibliography should be available to all program participants. An electronic copy of the bibliography may be sent to the Website Coordinator to be posted on the Library's website along with the program. (The same should be done for any teen & children's programs which lend themselves to a bibliography.)

Length: There is no limit on the how long the program can last, but audience comfort and needs should be a factor in determining the length of a program

Children's programs should be timed according to the attention span of the intended audience.

Registration
Registration should not be required for any program unless supplies are needed for the program, the presenter requests it due to the nature of the program, or it is anticipated that the audience will exceed the capacity of the room.

Evaluation & Follow-up
On occasion, program participants will be asked to evaluate programs. Evaluations will be handed out to participants at the conclusion of a program or program series.

Program Presenters
Programs may be presented by the staff person in charge of the program, another staff person or an outside expert.

As the Library's meeting room policy states: Library meeting rooms are available for civic, educational, cultural or other nonprofit-sponsored meetings. They are not available for strictly social purposes, fundraising events, sales or solicitation. Library programs must be non-commercial in nature. Although a businessperson or other professional expert may present a program, the information should always be generic in nature. No solicitation of business is permitted although presenters may make their business cards or brochures available to attendees.

When a community group or individual approaches the Library with a programming idea or request, the Library staff examines the request to determine if the program supports the mission of the Library & the resources needed to accomplish the program are available.

The library reserves the right to reject program requests.

PROGRAM EXPENSES

Program expenses must support the objectives of the program.

Expenditures for programs with outside presenters should be included in the Program Proposal (Appendix A).

Refreshments

Refreshments must support the objective of the program and be justified. Food served should be purchased (not homemade) if at all possible. Refreshments should follow the policy below.

Regarding Food Served at Library Sponsored Programs

There is a significant rate of obesity in Alamance County (34% of adults in Alamance). Education and promotion of healthy eating are two effective ways to help combat obesity. (See http://www.alamance-nc.com/health/wp-content/uploads/sites/13/2014/01/13-SOTCH-2013_finalnov20.pdf)

Alamance County Public Libraries are places of education and learning. Many programs and events are offered for the public, especially children; food is served at some of those programs and events.

It is the library's policy when providing refreshments to strive to offer a healthy and nutritious selection at programs and events sponsored by the library. By promoting healthy foods, we will be promoting a healthy community.

Supplies

Supplies must support the objective of the program & estimated costs included in the program proposal (Appendix A). When planning, staff should take into account supplies that are needed to ensure they have everything they need by program time. All staff must be sure to check with the Administrative Assistant to see if the supplies are available within the system.

Payments

All paid outside presenters must complete an ACPL Contract. The Performance Contract also includes the amount, if any, to be paid to presenters. For payment, a County Tax Form for Vendors or W-9 must be submitted to the Administrative Assistant with the Performance Contract (unless they already have one on file) & presenters must submit an invoice (see Appendix B)

Honorariums and Travel Expenses

For special programs, honorariums and travel expenses are an option for presenters who do not charge & should be included in the program proposal.

Sale of products

The sale of products at a Library program is not allowed, with one exception. Because the Library wants to encourage reading, writing, and the appreciation of culture and because distribution channels for these materials are often lacking, writers, performers and artists may sell their own works at the Library following Library programs. Library staff may not handle the money for these sales.

Appendix A: Program Proposal Form

The following information should be included in the notes section of the programming calendar request for special programs:

PROGRAM PROPOSAL
Presenter:

Title program:
(Include how it fits within literacy, access, or enrichment)

Target audience:

Date(s)/Time:

Cost for presenter (if any):

Estimated cost for supplies (if any):

Approximate time staff will spend on the program:

List of supplies needed:

Staff member in charge:

Appendix B: Performance Checklist & Performance Contract & Guidelines

PERFORMANCE CONTRACT CHECKLIST

Performer _____

Performance Date(s) _____

__ Performance contract completed by staff
__ Performance contract completed by performer
__ County Tax Form for Vendors included/unless submitted in the last two year
__ Invoice submitted by performer

Performance Contract Guidelines for ACPL Staff

Alamance County Public Libraries Performance Contract

An ACPL Performance Contract is included below for staff who would like to use it. This contract should be completed at the top by the staff arranging the program. The performer should sign and date the contract. The contract should be held by the staff person planning the program as verification that the performance will take place. At times, invoices will also serve as contracts so it is up to the programming staff to decide if a separate contract is needed.

Note: Multiple dates/locations can be included on one contract. Make sure that "per show" or "all day" is circled to reflect how the cost is calculated.

Alamance County Taxpayer Identification Number Form

All performers need to complete a Taxpayer Identification Number Form unless they have done a program for us in the last two years. This should be submitted to the Administrative Assistant with the Invoice.

Performance Invoice

Performers also need to submit an invoice. This invoice should be given to the Administrative Assistant. (For performers who need help creating an invoice, MS Word has a template for invoices).

REQUEST FOR TAXPAYER IDENTIFICATION NUMBER

DATE: _____

We are required by the Internal Revenue Service to have a completed form on file listing correct taxpayer identification number of certain persons or businesses receiving payments from Alamance County. Please provide us with the number you will use in filing your tax return. Just complete this form and return to our office as soon as possible.

If providing social security #, please verify that the name you provide is the same name used by the Social Security Administration for that #. If you are providing social security #, please list this on page 2 of this form. Page 2 of this form is NOT public information.

If providing a EIN#, please verify that the name you provide is the same name used by the Internal Revenue Service for that #.

Please Print or Type

NAME   _____

BUSINESS NAME   _____

ADDRESS   _____   **EMPLOYER IDENT #_____-**
_____

                              _____

 CHECK THE CATEGORY LISTED WHICH BEST DESCRIBES YOU OR YOUR COMPANY:
____INDIVIDUAL
____TAX EXEMPT ORGANIZATION
____PROVIDER OF HEALTH CARE AND MEDICAL SERVICES
____CORPORATION
____OTHER (PLEASE
DESCRIBE)_____

CERTIFICATION: UNDER PENALTIES OF PERJURY, I CERTIFY THAT:
(1) THE NUMBER SHOWN ON THIS FORM IS MY CORRECT TAXPAYER
     IDENTIFICATION #
And
(2) I AM NOT SUBJECT TO BACKUP WITHHOLDING BECAUSE (a) I AM EXEMPT
     FROM
BACKUP WITHHOLDING OR (b) I HAVE NOT BEEN NOTIFIED BY THE INTERNAL REVENUE SERVICE THAT I AM SUBJECT TO BACKUP WITHHOLDING BECAUSE OF FAILURE TO REPORT ALL INTEREST OR DIVIDENDS.

SIGNATURE_____ **DATE**

_____

_____

RETURN COMPLETED FORM TO: ROBIN Z. BOONE
                                                           ALAMANCE COUNTY FINANCE
DEPARTMENT

                                                           124 W. ELM STREET
                                                           GRAHAM, NC 27253

Page 1 of 2

THIS PAGE OF THE TAXPAYER IDENTIFICATION FORM IS NOT PUBLIC RECORD

IDENTITY THEFT PROTECTION / PRIVACY ACT NOTICE

We are requesting your social security number only if you do not have an employer identification number.

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you. Alamance County only use this information for the purpose of reporting income paid to you by Alamance County to the IRS and/or the State of North Carolina Department of Revenue.

Business/Individual Name: _____

Social Security Number: _____ - _____ - _____

ACPL PERFORMANCE CONTRACT

ORGANIZATION: Alamance County Public Libraries
                                    342 South Spring Street
                                    Burlington, NC 27215

CONTACT: Michelle Mills
PHONE: 336-570-6981
EMAIL: mmills@alamancelibraries.org

TO BE COMPLETED BY STAFF:
PERFORMER, STORYTELLER, OR TRAINER_____
This contract is entered into between the Alamance Countyy Public Libraries and Performer,
Storyteller or Trainer on this day of _____ _____, 201__.

Performer, Storyteller, Trainer agrees to perform on Date(s): _____,

Time(s)_____ Location(s):_____ at the **total cost** of _____

Performer, Storyteller, or Trainer acknowledges and agrees that he/she is not an employee of
Alamance County, is responsible for his/her own insurance coverages for his/her activities and that
he/she indemnifies and holds Alamance County harmless for any claim or loss it may suffer as a
result of his/her provision of services pursuant to this Contract.
Performer, Storyteller, or Trainer promises that his/her performance and the actions of his/her
employees and agents will comply with the laws of North Carolina and the ordinances, policies and
procedures of Alamance County. Alamance County is not requiring that Performer, Storyteller,
Trainer provide insurance covering performance(s) or reading and Alamance County provides no
such insurance to cover the actions or services of the Performer, Storyteller, or trainer.

In order to receive payment, all performers, storytellers, & trainers must submit an invoice.

Performer/Storyteller/Trainer   Alamance County Public Libraries

By: _____   By: _____
     _____ (Print Name)   Programming Staff
                                                Alamance County Public Libraries

Date: _____   Date: _____

Appendix C: Publicity Checklist

Staff members are responsible for marketing & promoting their programs as well as for ensuring that the correct information appears in ACPL flyers, emails, social media & on the library website. Publicity should be directed to the intended audience. If participants will need to provide their own supplies (such as for a craft), include the supply list in any publicity.

The following checklist should be used as a guideline for when, where, & how to promote programs.

___Always send program description and date to your branch's website calendar editor for inclusion in ACPL online calendar & double-check to ensure that information is posted correctly.

___ Always include program information in the news release compiled by the branch manager. Last minute programs should not be planned.

The following is a list of other ideas for publicity. Not all of them will apply to your program. Use what you think is appropriate.

___Flyers/Posters can be available in-house and also sent to other branches & placed out in the community. Please strive to follow the guidelines in the ACPL Marketing Plan.

    ___Send electronic copies of all promotional fliers to the Website Coordinator and Technology Librarian

___Book Display to advertise program & market books related to program topic

___Book list related to program (to coincide with display and/or have available at the program)

___Mention other upcoming programs at your program. Have library and/or branch newsletter and/or fliers for upcoming programs available at program.

___Notify book clubs of upcoming programs of interest

___Other: think of your target audience. How else can you promote? (examples: high schools; senior centers; personal invitation; county employees; flyers in businesses; ask to speak briefly at a public meeting; etc.)

Any program information taken from the news release and made into marketing pieces (flyers, social media, website, digital signs, calendar, etc.) do NOT have to be reviewed by the Director since the information will have already been sent and approved.

Appendix D: Food Policies

Regarding Food Served at Library Sponsored Programs

There is a significant rate of obesity in Alamance County (34% of adults in Alamance). Education and promotion of healthy eating are two effective ways to help combat obesity. (See http://www.alamance-nc.com/health/wp-content/uploads/sites/13/2014/01/13-SOTCH-2013_finalnov20.pdf)

Alamance County Public Libraries are places of education and learning. Many programs and events are offered for the public, especially children; food is served at some of those programs and events.

It is the library's policy when providing refreshments to strive to offer a healthy and nutritious selection at programs and events sponsored by the library. By promoting healthy foods, we will be promoting a healthy community.

Appendix E: Sample Program Evaluation Forms

Staff may use the electronic form (http://goo.gl/forms/MGi0F7KEmk) for their evaluation or audience evaluations (http://goo.gl/forms/MuYiTQJVZv). There are also hard copies of each form available. Evaluation forms are encouraged for all special programs.

ACPL Staff Program Evaluation
* Required

1. **Name:** *
_____

2. **Name of Program or Topic** *
_____

3. **Date of Program**
_____
Example: December 15, 2012 11:03 AM

4. **Branch** *
Mark only one oval.
- ( ) Graham
- ( ) May Memorial
- ( ) Mebane
- ( ) North Park
- ( ) Outreach
- ( ) South Annex

5. **Overall, do you feel that your program was successfull and worthwhile?** *
Mark only one oval.
- ( ) Yes
- ( ) No

6. **Which program objectives did your program fulfill?** *
Check all that apply.
- [ ] Educate
- [ ] Enrich

7. **Did you partner with any outside organization or person?** *
Mark only one oval.
- ( ) Yes
- ( ) No

Program Evaluation

Thank you so much for attending one of our programs! At Alamance County Public Libraries, we continually strive to improve our programs. Please take a minute to provide us with your feedback regarding the program you attended.

* Required

1. **Program Location** *
In which location did you attend this program?
Mark only one oval.
- ( ) Graham
- ( ) May Memorial
- ( ) Mebane Public
- ( ) North Park
- ( ) Outreach
- ( ) South Annex

2. **Program Title or Topic:** *
_____

3. **Presenter (if applicable):**
_____

4. **Would you recommend this program to others?**
Mark only one oval.
- ( ) Yes
- ( ) No

5. **What did you enjoy or learn from this program?**
_____
_____
_____
_____
_____

ACPL Staff Program
Evaluation - Print Fo

Patron Program
Evaluation - Print Fo

Appendix F: Quick Facts

Planning and Execution of Programs and Services

Why am I providing this service or planning this program?
Does this program coincide with the ACPL's mission statement in providing literacy/educational based programs? Is the information from a reputable source?

TIP: The Library is approached by numerous speakers, authors and presenters. It is okay to say "no" if the speaker is determined to be disreputable or the topic is biased or otherwise unsuitable for the public library and/or your location's community.

Who is the target audience?
Is there a need for this service or program? Are there other audiences we should be reaching on this topic? What is my plan for audience development? How do I reach my target audience? Will anyone show up for this program? Does the date and time selected for the program work for your target audience(s)?

TIP: Brainstorm potential audiences and make a projection about the PR and media outlets your audiences would be most responsive to.

What is the time commitment for this program (from conception to implementation)?
Can I ensure that I have the time and the resources to do this program, or provide this service well?
Have I allocated enough planning time to adequately market the program, or to launch the service?

TIP: Create a timeline working backwards from your program/launch date.

Is the return on investment (ROI) worth it?
Is the amount of time, energy and library resources worth the audience this program will draw and the exposure the Library will receive for offering the program?

TIP: Programs are not always measured in attendance figures, but they do matter in most cases. A teen program may be successful with 5-10 in attendance. A movie program with less than 5 in attendance may not be a good use of staff time and resources. A speaker with less than 10 attendees was either not worth the ROI, or it was not well planned and publicized.

Is this initiative sustainable?
Can other Library locations replicate this program? Is there a high probability of employee frustration in trying to make the program work?
Is my supervisor fully aware of my program/service plans and willing to support them?

TIP: Make sure you have done all of your homework before presenting an idea to your supervisor and/or Library Administration. This checklist should help.

Does success or failure indicate a different course of action in the future?

TIP: Evaluation is critical in gauging effectiveness and success and in planning future programs. Evaluation forms should be distributed to the audience immediately following a program.

Were the budget/resources allocated for this program/service appropriate?

TIP: Staff time and the library budget are tighter than ever. The Library cannot afford to host programs indiscriminately. Go back over the programs that your department/location planned over the past year and look honestly and critically at the things that were not successful. Do not repeat programs with a low ROI.

ASHEVILLE-BUNCOMBE LIBRARY SYSTEM PROGRAM POLICY -- (proposed)

The Mission of the Asheville-Buncombe Library System is "to make available the past and present works of human knowledge, information, and creative endeavor, in whatever format, to all citizens and thus promote and foster the free flow of information and ideas." The Library System shall conduct programs, promotions and publicity to fulfill its stated mission in the community. Library-sponsored programs shall reflect the principles set forth in the American Library Association's Library Bill of Rights, as well as the general goals of the Library System. These include:

>To develop and implement a balanced educational, informational, and recreational program to meet the varied needs and interests of the people of Buncombe County;

>To promote the collections, services and facilities of the Library;

>To develop and encourage patterns of life-long reading;

>To provide opportunities for self-enrichment;

>To stimulate and develop concern, learning and understanding in general;

>To increase the Library's visibility in the community, and to increase interest and participation in the Library by a larger portion of the community;

>To cooperate with educational, civic, and cultural groups and organizations whose aims are compatible with those of the library.

A person's right to attend a Library-sponsored program "should not be denied or abridged because of origin, age, background, or views" (Article 5 of the Library Bill of Rights). All Library-sponsored programs shall be open to the general public, however, some programs may be designed with specific audiences in mind,

i.e., children's programs, toddlers' programs and parenting programs. Programs targeted toward specific audiences, which may include specially selected, developmentally appropriate materials and content, will be publicized as such.

Selection of Library program topics, speakers, sponsors, classes, and resource materials will be made by library staff, utilizing their training and expertise and basing their decisions on the interests and needs of library users and the community. All Library-sponsored programs will be evaluated with the aim of ensuring that programming reflects the Mission Statement of the Library System. Program topics and resources selected by this Library will not depend on the anticipated approval or disapproval of any person or group, but solely on the merits of the material and content in relation to the mission of the Library System and the interests of the community at large.

Library-sponsored programming utilizes and refers to information and cultural material which may include books, computer technologies, library staff and resources, community resource people and materials, displays and media presentations. Library-sponsored programs emphasize the Library's unique commitment to the book, promote the use of Library collections, and provide "for the interest, information, and enlightenment of the people of the community the library serves" (Article 1 of the Library Bill of Rights).

Employee Name:

Program Title:

Description:

Reminder – Program titles and descriptions should accurately represent the topic/theme of a program, and will be used for marketing purposes. Program descriptions should be as concise as possible, and never longer than 3 sentences.

Program's target audience:

Contracted Vendor/Performer (if applicable):

If using a contracted vendor/performer, please attach a vendor checklist to the final program form.

Objectives/Goals:

Describe what you'd like attendees to learn/come away with after this program. At the conclusion of this activity, participants will...

1.

2.

How does it align with CCPL's mission statement and strategic plan?

Related Goal(s):

Related Activity/ies:

Date of Program: Date Approved: Approver Initials:

How does this program educate, enrich, and/or empower library patrons?

Staffing required (tasks? Potential volunteers):

Materials/funding required:

Please include a complete supply list along with prices and procurement location to Branch Manager upon program approval.

Potential community partners:

Promotional methods:

Evaluation methods:

How will we know that this program was a success? Is it just by number of attendees (quantitative evaluation), or is it by meeting one of the goals/objectives (qualitative evaluation)?

Date of Program: Date Approved: Approver Initials:

Reflection:

After the program is over, take some time to record your reflections about the program. What worked well? What was more challenging? If you had to do it again, what would you change, if anything? This doesn't have to be long; a few sentences to a paragraph is fine.

Date of Program: Date Approved: Approver Initials:

PROGRAMMING POLICY GUIDELINES

All library sponsored programs must fit within the library's mission of Leading in lifelong learning through community engagement, innovative programs, and inclusion, by developing and presenting programs that ignite imagination, encourage inspiration, and support innovation, and to increase library use by non-traditional library users.

The library accepts partnerships with community organizations that can expand the library's role as a community resource, provides opportunities for lifelong learning and community engagement, and workforce development.

The head of Adult Services, and the head of Youth Services, are responsible for the overall planning and implementation of programs in consultation with, and approval from, the Directors Advisory Council (DAC).

The library's Public Information Officer (PIO) is responsible for the approval of marketing materials to include flyers, brochures, system-wide web pages, web stories, and newspaper advertisements, and social media posts.

Programming Criteria

Library staff may use, but are not limited to, the following criteria in program planning:

- ❏ Community needs and interests
- ❏ Availability of program space
- ❏ treatment of content for intended audience
- ❏ Presentation quality
- ❏ Presenter background/qualifications in content area
- ❏ Relevance to community interests and issues
- ❏ Historical or educational significance

❏ Connection to other community programs, exhibitions or events and community conversations
❏ Relation to library collections, resources, exhibits and programs

Programs that support or oppose any political candidate or ballot measure will not be approved or offered by the library. However, educational programs, such as candidate forums that include invitations to all recognized candidates may be offered.

Programs will not be offered or approved that support or oppose a specific religion. Programs are planned to be inclusive of all cultures and of all religions and no religion. Library programs may address religious themes to educate or inform, but not to promote, observe or proselytize a particular religious conviction. Holiday programs may be offered for the entertainment of library customers.

In some cases, the nature and success of a program may require a limited attendance based on age, especially programs intended for children and teens that are geared to their interests and developmental needs. In no case will attendance at a program be limited because the content of the program may be controversial. The library does not offer programs of a purely commercial nature. Library programs must have a special educational, informational, or cultural value to the community.

The Library seeks to present a broad variety of programs to meet the needs of a diverse community. If a program is controversial in nature, the Library will seek to present as many sides of the issue as possible.

Charges for programs or events are permissible for the purpose of fund-raising to benefit the library by Library Friends Groups.

The sale of books/CDs/artwork by artists as part of a library program is acceptable when sales are in promotion of literature, literacy, or culture and are consistent with the library's mission.

A library card is not required to attend a program but customers attending programs are encouraged to apply for a library card in order to take full advantage of all the library resources.

Programs must meet all the safety requirements stipulated in the county's liability insurance policy.

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Public Library
ForsythLibrary.org

The Library may partner with another agency or community organization when these programs are central to the library's mission. The Library's role in such cases may include, but may not be limited to, furnishing space, aiding with promotion, and offering related book lists or on-site displays.

The Library reserves the right to use video or photographs taken of program participants for internal use, publication, use in library promotional outlets, and evaluation purposes, when a photo release form is signed by a customer.

In addition, the Library draws upon other community resources in developing programs and actively partners with other community agencies, organizations, educational and cultural institutions, or individuals to develop and present co-sponsored public programs.

Cosponsorship Procedure

Library sponsorship of a program does not constitute or imply an endorsement of its policies, beliefs, or program by any library personnel or by the Forsyth County Public Library. The library cannot accommodate events that are expected to exceed our room capacity. (Please see the Memorandum of Understanding MOU at the end of this guide).

Professional performers and presenters that reflect specialized or unique expertise may be hired for library programs; performers and presenters will not be excluded from consideration because of their origin, background, or views, or because of possible controversy. Library staff who present programs do so as part of their regular job and are not hired as outside contractors for programming.

Advertising and publicity must include a contact phone number for the group and/or individual responsible for the program and must not include the Library's phone number. The library's name may be used only in reference to location, not sponsorship or affiliation, unless the Library is an official sponsor or co-sponsor of the event.

When the Library is not sponsoring the meeting room program or event, any announcements or advertisements to publicize a meeting, program, or event to be held in the meeting room must include the following disclaimer: "The Forsyth County Public Library is not sponsoring or endorsing this program or any goods or services offered."

In addition, a draft of any announcement or advertisement (including posters, flyers, newspaper, internet or other communication) must be approved by the library director or his/her designee at least one month in advance of publicizing. A copy of the final

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ForsythLibrary.org

advertisement must be received by the library director and such receipt confirmed by the library director before publicizing or posting the advertisement for the program or event.

Updated 3/27/2020

Henderson County Public Library
Programming Policy

Library sponsored programs promote the use of the library, its materials, facilities, and services and offer the community informational, educational, recreational, and cultural experiences. The library strives to offer a variety of programs that reflect a broad range of community interests.

This policy is to provide the library staff and Friends of the Library with the necessary guidelines to assist them in the development and implementation of library programs.

Library programs are intended to further the mission of the library and must meet one or more of the following criteria:

1) Increase awareness and use of the library and its resources
2) Meet popular demand by satisfying and/or anticipating community needs and interests
3) Is within operational and budgetary limitations
4) Does not promote a commercial enterprise
5) Has historical or educational significance
6) Relates to the library collection, resources, and mission

Guidelines for Selection and Presentation of Programs:

1) Programs are approved based on relevance to the library's mission, community needs and interests, popular appeal, and suitability for a general audience. All programs are intended to further the library's mission.

2) Library programs are selected by the library's programming coordinator(s) and committee. The ultimate responsibility for programming at the library rests with the library director who administers under the advice of the Board of Trustees.

3) Some program considerations may include past presentation quality, the presenter's background and qualifications, recommendations from the general public, the library's budget, relevance to the community, and community needs.

4) Scheduling of library programs is based on availability of meeting room space as determined by the calendar of events. The scheduling of a program is first come first serve among library staff and the Friends of the Library program chair.

5) Programming offered must not interfere with other library services or with staffing required to keep service desks staffed during the hours the library is open.

6) Programs may be cancelled due to a number of reasons which can include but are not limited to severe weather, absence of the presenter, and safety concerns within the facility. Cancelled programs are not automatically rescheduled.

7) The library's sponsorship of a program or presenter does not constitute an endorsement of the content of the program or the views expressed by participants, program topics, speakers, and materials.

8) All programs at the library are free of charge, except for those that serve as library fundraisers. Charges for programs or events are permissible for the purpose of fund-raising to benefit the library by the Friends of the Henderson County Public Library.

9) All programs are open to the public regardless of age, race, national origin, sex, religion, background, views, or disability.

10) Advanced registration or free tickets may be required for popular programs where capacity attendance is expected to exceed safety limits. Attendance for non-ticketed events will be determined on a first come, first serve basis.

   **See Guidelines for Ticketed Events on page 4

11) The only items that may be sold in the library are books and recordings by authors and musicians. A representative of the Friends of the Library must be in attendance if materials are to be sold. The author or performer must request and get approval to sell materials before the time of the program. Purchase of these materials is optional and not necessary to attend the program.

   ** See Policy on Selling of Materials at Library Programs on page 4

12) The library promotes its in-house programming through the LINK, fliers, news releases, the library's website and calendar, and any other media outlets available to the library. Presenters may publicize their programs only with the approval of the library programming coordinator(s) and/or library director.

13) Programs may not solicit for businesses and services.

14) The library may form partnerships with other organizations to provide programming when these programs are central to the library's mission.

15) Programs must meet all safety requirements stipulated in the county's liability insurance policy.

16) Concerns or opinions about library programs should first be addressed to the programming coordinator(s) or library staff responsible for the program. If a library patron chooses to question a library program further, a written response may be submitted to the library director.

Guidelines for Ticketed Events

Library programs are very popular; unfortunately our auditorium space is limited, so often we do not have enough space to safely accommodate all who would like to attend. In order to give everyone a fair opportunity to attend a program we will frequently ticket the events. In the interest of fairness we ask that you cooperate with our ticketing rules.

- Tickets will be made available 2 weeks prior to the event.
- Tickets are limited to four per patron or in the case of families one for each member of the household wishing to attend.
- Tickets can be reserved over the phone, but not before 2 weeks prior to the event.
- Tickets must be picked up 24 hrs prior to the event. Tickets not picked up 24 hours prior to the program will be given away to patrons at the door.
- If you have tickets and can no longer attend the program – please return them to the library so others can attend the program.

Selling of Materials at Library Programs

The selling of materials at library programs is permitted only with the attendance and sponsorship of a designated Friend of the Library approved as a representative by the governing body of the Friends of the Henderson County Public Library. This approved representative will supervise the selling of those materials.

Library staff is encouraged to partner with a local bookstore when "big name" authors speak at the library. If an author or presenter chooses to sell materials and a large crowd is possible or expected, a seller (friend, relative, etc.) is required to accompany the author or presenter for logistical reasons. The representative Friend does not handle the money; they are in attendance as a program sponsor only.

If you would like materials to be for sale at your program, please contact the head of the Library's Program Committee who will then contact the Program Chair of the Friends of the Library to request program sponsorship by the Friends of the Library and to arrange the presence of a representative Friend at the program. Please notify the appropriate persons as soon as arrangements with the author or presenter are complete.

Updated 12/23/2019

5.0 Programs

A. Purpose: To support the library's mission to serve as a resource for cultural enrichment and public discourse.

B. Programs are planned to enhance the educational, informational, recreational or cultural opportunities of participants and should encourage an awareness of library services and resources. Programs may take the form of lectures, performances, classes, workshops, discussion groups, and book clubs. Adult programming provides lifelong learning opportunities, bibliographic instruction, cultural awareness, entertainment, and a forum for discussion of topics of interest to the community. Programs for children and youth set the foundation for lifelong library use by promoting the pleasures of reading and learning, enhancing language and information skills, and supporting the family, childcare, and classroom literacy environment.

1) Programs with the exception of special events are generally offered free of charge and are open to all without regard to origin, age, background, or views.

2) Attendance is limited by room capacity or contractual arrangement.

3) Programs dealing with a controversial issue will provide an opportunity for more than one viewpoint to be expressed.

4) Complaints should be referred to the program coordinator who, if necessary, will bring the issue to the attention of the library administration.

5) Whenever possible library programs are held in library meeting space.

6) Each library program will have a designated staff member in charge.

7) Trained volunteers may be used to expand library programming under the supervision of professional staff.

8) Programming responsibilities and plans are documented through staff work plans.

9) Programs are evaluated and appropriate reports and statistics provided to supervisors.

10) Publicity is provided the Public Services Librarian two months in advance.

11) Program budgets are subject to the review and approval by the library director.

12) Program presenters receiving honoraria or reimbursement of expenses must sign a written agreement prepared by the library staff member in charge of the program.

13) Authors and artists may sell books or recordings with prior coordination with library staff, but presenters may not otherwise use library programs for commercial purposes, including collecting names of potential clients.

14) People needing special accommodations are requested to contact the manager of the appropriate location at least 48 hours in advance of the scheduled event.

15) Programs cosponsored with other organizations must follow library guidelines.

16) Tours and group visits to library facilities are scheduled at least one week in advance and are subject to staff availability.

17) Requests for community presentations or representation at a community event should be scheduled at least two weeks in advance and are subject to staff availability and supervisory approval.

9 – LIBRARY PROGRAMS

9.1   Purpose
The Farmville Public Library sponsors a wide variety of public programs and partners with other organizations to develop co-sponsored public programs to fulfill its mission and promote the enjoyment of reading, greater cultural understanding, lifelong learning and civic engagement. The library's investment in public programs recognizes that people learn in many different ways and that diverse programming enables the library to reach new audiences.

9.2   Program Planning
Library-initiated public programs are planned in accordance with the American Library Association's Library Bill of Rights (*see APPENDIX G*) and, as such, topics, speakers and resource materials are not excluded from library programs because of potential controversy. The library strives to present programs that represent a variety of opinions and viewpoints.

Programs represent the wide range of ideas and views contained in the library's collection, respond to a topical issue or popular trend and are planned to meet the expressed and anticipated needs of the community. Opinions expressed during programs at the Farmville Public Library do not necessarily reflect the views of the library, its staff, trustees or supporters.

The library staff uses the following criteria when planning programs:

- Relevance to community needs and interests.
- Presentation quality.
- Treatment of content for intended audience.
- Presenter background, reputation and qualifications in the content area.
- Budget.
- Availability of program space.
- Connection to other community programs, exhibitions or events.
- Relation to library collections, resources, other library-sponsored programs, and exhibits.

Professional performers and presenters that reflect specialized or unique expertise may be hired for library programs. Presenters or performers will not be excluded from consideration because of their origin, backgrounds, views or because of potential controversy.

The sale of products at library programs is not allowed except for the following:

- Writers, performers and artists may sell their own work at library programs.
- Third-party vendors invited by the library to sell the work of the writer, performer or artist that is the subject of that particular library program.
- The Friends of the Library may sell items at library programs they sponsor.

9.3   Community Participation
The library welcomes opinions and suggestions from the community concerning programming. Anyone with a question about a library program may address the concern with a library staff member or the Library Director.

The library may partner with another agency or community organization in planning joint programs or when the partner's program complements the library's mission. Co-sponsored programs must include participation by the library staff to plan and develop program content, provide logistical support, or include information about library resources relevant to the program content.

9.4   Program Availability

Generally, library programs are offered free of charge and are open to all, unless a specific age group is indicated by the nature of the program. The library occasionally offers some ticketed and fee events to generate income on behalf of the library. A materials fee may be requested to cover the cost of materials used in a program but this fee generally will not exceed actual cost.

In the event that a program attracts more audience members than the library can safely accommodate, the library will limit admission to a number that meets fire and building code safety standards.

9.5   Book Group Support

As book discussion is core to the mission of the library, a value-added service is offered to book groups that make a request to hold their discussions at the library. Book groups may utilize library space at no cost.

The library understands that some book groups may not be open to the public, but library staff will share information with the community if groups are looking to expand its membership.

9.6   Patron Conduct

The Library reserves the right to deny attendance to anyone becoming disruptive to audience members or the program facilitator, and to anyone in violation of the Library's Code of Conduct policies. Adult supervision is required at all programs involving children unless otherwise stated by the program facilitator.

9.7   Use of Images and Video

Program participants should expect that photographs/video will be taken at events and used on the Library's social internet sites and/or website. Participants may take the initiative to request in writing that their image not be used by the library.

9.8   Program Cancellation

The library reserves the right to cancel a program and reschedule (or not) at its discretion.

COVID-19 updates: The library buildings are closed to the public until further notice with Curbside Service beginning Monday, March 23rd. Please call 828-894-8721, ext. 286 for more information. WiFi is available from our parking lots 24/7!

Learn more

Polk County
PUBLIC LIBRARIES

search library catalog..   Search

Check It Out   For You   Events   **Get Involved**   About

Community Partnerships

Let's work together.

Polk County Public Libraries invite proposals for collaborations. We are dedicated to providing programs and services that align with our strategic goals and community interests. We are inspired by your ideas, and we want you to be involved.

If you are interested in presenting a program with the library, or in collaborating in any way, please read through the following information and complete the form on this page. For consideration, please submit the form at least 60 days in advance of your proposed start date. We will review your proposal and respond within 10 business days. Print version of the form is available here.

Alternately, you are also welcome to reserve our community rooms for independent events.

Collaborations and partnerships should:

- Support at least one of our focus areas:

- **Explore and Know Our Community**
  - Adults in Polk County will be able to make meaningful connections to resources and services in the community.
  - People of all ages will have opportunities to build and strengthen connections with each other in order to foster community engagement.
- **Visit a Comfortable Place**
  - Library visitors will have access to spaces that support a multitude of uses, from social interaction to sitting quietly and reading.
  - Teens in Polk County will have inviting places to gather and interact.
- **Connect with Technology**
  - Polk County residents will have access to current technology and the support to learn how to use it.
- **Spark and Satisfy Curiosity**
  - Residents of Polk County will have resources and activities that encourage exploration of new ideas and personal interests.
- **Create a Bright Future**
  - School aged children and teens will have resources to support them in becoming engaged, literate community members.
  - Young children in Polk County will have the skills and knowledge to prepare them to enter school ready to learn.
- Not be promotional; no advertising, soliciting or selling for-profit products or services.

Our considerations include:

- Alignment with the library's strategic plan and goals

- Prioritizing social interaction; opportunities to share ideas and viewpoints; skill-building and hands-on activity; technology instruction; and/or early literacy development
- Collaborator background and qualifications
- Connection to other community programs or resources
- Relation to library collections, services and other programs
- Available library resources: budget, date, time, location, staffing

## Propose a Collaboration:

Your name:

Your Email:

Your telephone number:

How might we work together? Please describe your idea, program, or partnership:

What are your goals for this collaboration? How would the community benefit?
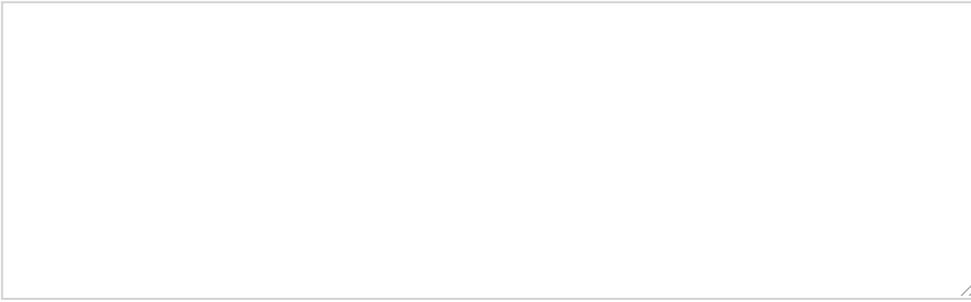
Tell us about your organization or yourself:
qualifications, credentials and experience with subject
matter.
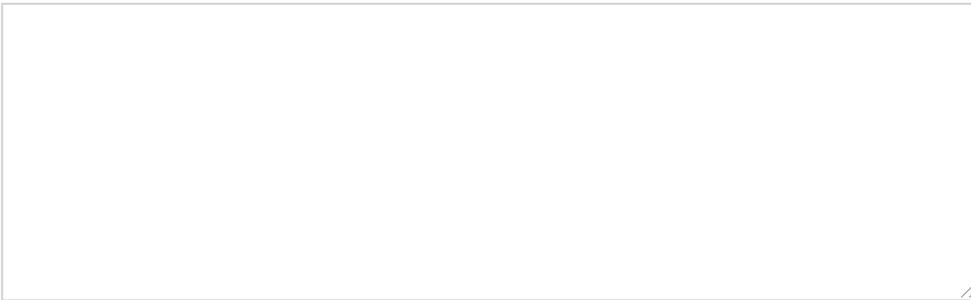
Who is the target audience? Check all that apply.
- ☐ Young children (ages 0-5)
- ☐ School-aged children (ages 5-11)
- ☐ Teens (ages 11-18)
- ☐ Adults (Ages 19+)

Does the partnership support any of the following?
Check all that apply.
- ☐ Adults in Polk County will be able to make meaningful connections to resources and services in the community.
- ☐ People of all ages will have opportunities to build and strengthen connections with each other in order to foster community engagement.
- ☐ Library visitors will have access to spaces that support a multitude of uses, from social interaction to sitting quietly and reading.
- ☐ Teens in Polk County will have inviting places to gather and interact.
- ☐ Polk County residents will have access to current technology and the support to learn how to use it.

☐ Residents of Polk County will have resources and activities that encourage exploration of new ideas and personal interests.

☐ School aged children and teens will have resources to support them in becoming engaged, literate community members.

☐ Young children in Polk County will have the skills and knowledge to prepare them to enter school ready to learn.

When is the ideal time for this program or partnership? How long would it last?

What would the library need to provide? Include staff, library spaces, materials & funding.

☐ **Please check to agree that this program or partnership will not directly promote any for-profit business, product, or service.**

[recaptcha size:compact]

SEND US YOUR IDEA!

Program and Event Guidelines

Purpose of Library Programs

Library programs serve the purpose of engaging the public with our mission in an interactive and instructive way: programs connect patrons with information and resources that educate, enrich, and/or empower.

Whether passive (allowing a patron to interact with a display or project in their own time), or active (library staff or contracted vendor performing or providing information), programs provide hands-on activities within a library setting.

Ideally, library programs will empower further learning through linked resources. Library staff is highly encouraged to find ways to implement additional resources before, during, or after a program. This can be a display of related books/materials, a brief book talk, a mini guided tour of an eResource, or any other method of empowering attendees to continue their discovery of a certain topic or theme, if interested.

Expectations of Each Branch

Programs should be cultivated to reflect the interests of the community, and follow the goals and objectives set forth in the strategic plan. Ongoing communication with other branches is encouraged and expected, especially in the case of any identified performers or topics that may be of high interest.

Each CCPL location should provide, at minimum, at least one ACTIVE program per age group, per month. Age groups are as follows:

- Preschool (birth to 5 years)
- School-age (six to twelve years)
- Teen (thirteen to seventeen years)
- Adult (18 years of age and older)
- Family (suitable for all ages)

Programs can cater to a mix of ages or a range of ages within a grouping, but every effort should be made to include at least one program for each dedicated age group. Passive programs do not count towards this expectation, although may be added in as staffing and time allows.

Expectations of Library Staff

When creating a new program (with the exception of a story time or special event program), staff will be required to complete the Program and Event Planning worksheet, to tie in their ideas and desired outcomes to the strategic plan. These will be reviewed by the supervisor and/or branch manager and approved in advance of any relevant deadlines (such as contract requirements, purchasing deadlines, marketing, etc.).

All programs must comply with existing procedures and policies. Contracts for performers who are not library or Cabarrus County staff must fulfill all rules set forth in the *Performance Contract Guidelines and Requirements* document.

Outreach

While internal operations must take precedent over off-site services, outreach is a wonderful way to spread awareness of services and attract new users. Outreach events must—along with fulfilling requirements set forth in the strategic plan—meet most (if not all) of the following guidelines:

- Allows the public to sign up for library cards and/or learn information about the library
- Allows staff to promote literacy and/or library services in general
- Reach underserved populations with programs and/or services
- Be mutually beneficial to both the partnering agency and the library

Example (acceptable): A business is hosting a family event and wants the library to do a story time, but welcome an informational table and library card sign up before/after the event.

Example (not acceptable): A school wants the library to help plan a literacy day, but will not allow any promotional material to be distributed or staff to wear any Cabarrus County branding.

Program Evaluation

Thank you so much for attending one of our programs! At Alamance County Public Libraries, we continually strive to improve our programs. Please take a minute to provide us with your feedback regarding the program you attended.

* Required

Program Location *

In which location did you attend this program?

○ Graham

○ May Memorial

○ Mebane Public

○ North Park

○ Outreach

○ South Annex

○ Other:

Program Title or Topic: *

Your answer

When did you attend this program? *

Date

mm/dd/yyyy

Presenter (if applicable):

Your answer

Would you recommend this program to others?

○ Yes

○ No

What did you enjoy or learn from this program?

Your answer

What changes, if any, would you recommend for this program?

Your answer

How did you hear about this program?

☐ Library Advertisement (Flyer, Brochure, etc)

☐ Library Employee

☐ Local Newspaper

☐ Facebook

☐ Library Website

☐ Word of Mouth (Family Member, Friend, etc.)

☐ Other:

If you would like to receive the Library's weekly program newsletter by email, please provide us with your email address:

Your answer

I have a great idea for the library:

Your answer

Page 1 of 1   Submit

Google Forms

Mooresville Public Library

Program Guidelines

Thank you for offering to collaborate with the library to provide a program for the public. We are pleased to inform you that we have the approval to move forward with the program.

The Library will be responsible for creating all publicity material including social media which you may share if you wish.

Please refrain from:

➢ Mailing invitations or creating and posting independent flyers promoting your program.
➢ Listing fees or charges for services during the program.
➢ Putting any flyers or materials in the Library during the program indicating that any /services/items are for sale.
➢ Discussing any other businesses/ services providers that may also offer similar services in a negative manner.

During your program you may have a table set up with the following:

➢ Business cards or promotional materials for participants to take on a voluntary basis.
➢ Sign- up sheet: if collecting personal information from participants, it must be on a voluntary basis and include a written explanation of how that information will be used.

Mooresville Public Library

Program Idea Form

Name:

Today's Date:

Program Title:

Program Date & Time:

Program Set-up time:

Program Take down time:

Explanation of Program (This is how it will be entered in Evanced):

How does this program support our vision: ***Connect, Discover & Grow***?

Supplies Needed**: (Supplies will only be ordered from an approved Purchase Request form)**

_____**Approved**

_____**Not Approved (**Reason):_____

CHARLOTTE MECKLENBURG

LiBRARY

Program Plan for FY 2020
Improve Lives and Build a Stronger Community

Program Frequency
The number of programs that each branch offers is determined by the Branch Leader and their staff. 20% of branch programming should be through outreach. The Lifelong Learning Team and Education Leader as well as the Branch Channel Leader, Deputy Branch Channel Leader, and Outreach Channel Leader can provide support in assisting with this process. Below are the guidelines to ensure that programming is offered consistently for all age groups and focus areas in each location and throughout the library system.

Program Focus Areas
- **Literacy and Educational Success (Children and Teens).** *Literacy* programs begin with a focus on early literacy and school readiness for young children and their families and continue through the teenage years and include book clubs, author programs, and writing programs. *Educational Success* programs support children and teen learners as they increase skills, broaden knowledge and continue in pursuit of education, both formal and informal. (All children's programming falls into this category; all teen programming falls into this category or College & Career).
- **Community Conversations** are programs focused on having a conversation, like book clubs, author visits, Community Read programs, and other facilitated discussions.
- **College & Career** is programming for teens and adults that helps prepare attendees for college or career. Programming includes a focus on business and startup opportunities, economic mobility, and workforce development. VolunTeens fall in this category.
- **Continual Learning for Adults** programs provide learning for adults outside of a formal education, and include digital literacy and technology programs, parent/caregiver workshops (including Active Reading), financial literacy programs, Learning Circles, and writing groups.
- **Welcome CLT** programs provide new residents (with an emphasis on international newcomers) with information and resources about navigating their new community and available community services.
- **Humanities** programs are for all ages, and they address literature, history, and the arts. These programs allow people to engage in discussion, think critically, challenge assumptions, and understand and appreciate cultural differences. (Only 3% of all programs system-wide should be categorized as humanities.)
- **ASC Culture Blocks** programs are paid for by the Arts & Science Council in the seven geographical blocks of Mecklenburg County identified by ASC. Branches that fall in these geographical blocks include: BFR, HG, IB, MH, MTI, SC, ST, SUG, UC, and WBL. Culture Blocks embraces and celebrates the cultural life and desires of residents, connects communities to arts and culture activities that speak to their interests, and seeks to break down barriers to participation with cultural organizations.

All programs must be in the Program Catalog. Note that crafts and exercise programs are not part of the Program Plan for FY2020.

Planning
The Program Plan for FY2020 will include all programming we will do from July 1, 2019- June 30, 2020.

- The first step to planning your programs for the year is to start with a calendar – paper or digital.
- Place the names of the programs that you want to offer on the days that you want to offer them.
- Tally the number of programs that you will offer during the year for each Program Name.
- Then you will enter the information in the Program Portal.

Each location must complete their Program Plan for FY 2020 **no later than Friday, May 17, 2019.**

Required Programming
All locations should include programming for the following initiatives annually.
- Summer Break (July –August; June) – all divisions
- STEAM Month (October) – all divisions
- Community Read (March) – all divisions
- Storyvine (May) – at least one to two storytellers per library to meet the needs of the schools
- Money Smart Week (April) – all divisions
- Dia de los Niños (April) – children's
- Active Reading Family Workshops (see required numbers to complete per branch included in this document)
- Reading Mentor Workshops (each pod should participate with two staff per month)

Suggested Programming
All locations should consider programming for the following initiatives annually:
- Hispanic Heritage Month (September 15- October 15)
- Black History Month (February)
- Women's History Month (March)
- National Library Week (April)
- National Poetry Month (April)
- National Novel Writing Month (NaNoWriMo) (November)

Library as Public Commons
Pubic Commons is an **enterprise-wide platform** for supporting the Charlotte Mecklenburg Library's vision of *Essential in 2025,* and **becoming the essential connector** of a thriving community of readers, leaders and learners. As Public Commons, the Charlotte Mecklenburg Library System becomes the physical and virtual space where residents and organizations connect with each other and distinct library resources to strengthen our community, and where the public life of the community and its residents is facilitated, advanced, and celebrated.

Public Commons is a platform with a 3 to 5 year rollout where UC and WBL will serve as prototypes for programming. Below are partnerships levels and definitions within the Public Commons platform. Contact the Community Partnerships Leader, Martha Yesowitch, regarding questions about Public Commons.

- **Driver** – Critical operating partner; joint delivery of programs and/or services with regularity; MOU necessary; expansion of staff/institutional capacity; library must have relationship to advance this focus area for community. Example: CMS (Opportunity)
- **Collaborator** - Library supporting organization's mission through facilitation of particular initiative, audience development, etc.; and/or partner supporting library's initiative, audience development; MOU suggested. Example: Levine Museum (Engagement)
- **Associate** - Regular user of library resources – intellectual or space; mission connected to focus area; mutually beneficial; may involve annual investment or rental-spec fees. Example: Charter / Home Schools (Opportunity); College Foundation of NC (CFNC) (Network)
- **Connector / Friend** - In-the-Network; always notified and communicated with about this area of focus. Example: Faith-based organizations (Network)
- **Sponsor** - Space or program support; benefit received in exchange for support, including name recognition, logo inclusion, tickets/seating, opportunity to address audience or provide branded item (often tied to corporate marketing budgets)
- **Funder** - Large-scale investment in program outcomes; may involve multi-year commitment to address systemic change; visibility may be appropriate as discussed but not driver; typically a "grant" through a foundation and/or charitable giving arm or organization/corporation

Adult Programs

Adult programs should be distributed among the following focus areas:
- Community Conversations
- College & Career
- Continual Learning
- WelcomeCLT

The following guidelines should be followed for adult programs:
- Evening programs (after 5 pm) should be held monthly
- Weekend programs (Saturday and/or Sunday) should be held monthly
- Programs should be held to support all Project Outcome requirements for adult programs
- Programs for seniors should be offered monthly
- At least 1 session of 1:1 support held weekly (job skills, technology, etc)
- Learning Circles (using P2PU standards) should be held in each pod annually for adults (more is suggested)
- Continuous outreach to adults in the community is essential

Teen Programs

Teen programs should be distributed between the following focus areas:
- Literacy & Educational Success
- College & Career Connections

The following guidelines should be followed for teen programs:
- Evening programs (after 5 pm) should be held monthly
- Weekend programs (Saturday and/or Sunday) should be held monthly
- Programs should be held to support all Project Outcome requirements for teen programs
- Plan and hold programming for preteens in conjunction with Children's Staff
- VolunTeens are active in Spring, Summer & Fall
- Continuous outreach to teens in the community is essential

- Reach out to CMS media specialists in your area to promote Library programs and services and offer outreach visits on a monthly basis.
- Provide self-directed activities

Children's Programs

Children's programs will all be in the Literacy & Educational Success, but should include:
- Early-literacy based storytimes (following the template)
- Literacy & Educational Success programs (birth – age 11+)

The following guidelines should be followed for children's programs:
- Evening programs (after 5 pm) should be held monthly
- Weekend programs (Saturday and/or Sunday) should be held monthly
- School-age children are the target audience for programs monthly
- Plan and hold programming for preteens in conjunction with Teen Staff
- At least one robust *Bibliocommons* list should be compiled per branch each month
- Continuous outreach to children and families in the community is essential
- One-on-One Literacy or Educational based program such as Reading Buddies, Homework Help or Paws to Read should happen at least monthly.
- Reach out to CMS media specialists in your area to promote Library programs and services and offer outreach visits on a monthly basis; branches assigned to Transformation Network schools should prioritize outreach to those locations
- Programs will be offered year-round (52 weeks per year)
- At least one weekly storytime should begin in 9 am hour

Innovation Programs and Makerspaces

Regular programming should be conducted in all makerspaces for a variety of age groups. The programs presented in a makerspace should follow the same guidelines as all other library programs. Makerspace programming should focus on exploring new technology as well as project-based learning through designing, prototyping and building ideas from start to finish. Makerspace programming should solve a problem. During FY2020 all makerspace programming will be delivered by makerspace staff unless approval has been given by the Educational Leader and Chief Innovation Officer, Seth Ervin. Please note that funds for programs in makerspaces will come from the Chief Innovation Officer, Seth Ervin.

Innovation Programming

Innovation programming is under the purview of the Chief Innovation Officer, Seth Ervin. All programming that rolls under Innovation will be in the CIO's portfolio and direct responsibility. Teams of Library staff may be included in these initiatives, but the terms of these engagements are set by the CIO. Programming and impact will be recorded for Innovation Programming in the Program Portal and Project Outcome.

Project Outcome

Project Outcome survey administration will continue with the same surveys that were required in FY2019 and new surveys are being added. More information the new requirements will be available prior to the beginning of the fiscal year.

CURRENT:

- Monthly (Immediate) - Digital Learning (adults) or Job Skills (adult).
- Monthly (Immediate) – Education/Lifelong Learning (Teens)
- Monthly (Immediate) - Civic/Community Engagement (Teens, Community Service Projects)
- Annually – Early Childhood Literacy; Summer Reading (3). (Lifelong Learning Team administers)

ADD/NEW:
- Monthly (Immediate) –Education/Lifelong Learning (adults – Learning Circles).
- Quarterly (Follow up) – Job Skills (adults).
- Quarterly (Immediate) – Education/Lifelong Learning (Teens, College & Career focus area)
- Quarterly (Immediate) – Civic/Community Engagement (Teens, Community Service Projects)
- Annually (Follow up) – Early Childhood Literacy (Lifelong Learning Team administers).

Stories of Impact
Each month a *Story of Impact* should be entered into the STARS database for each division at each branch. The stories do not have to be program related.

Three Simple Steps for Promoting Programs
So, you've scheduled a program, put it in the Program Portal, and now you want to let people know about it. Great! Here are three simple steps to help ensure that your program gets in front of the right audience.

1. **Put it in Events.** Events is the primary source of all information about library programs. It feeds the website and provides a link to send people to for more information.
2. **Put it in Community Calendars.** That's right, you can enter your program into any number of community calendars, and the guidelines and submission info are organized on our Intranet (https://staff.cmlibrary.org/content/three-simple-steps-promoting-programs) for your convenience. There are calendars for different regions of the County and different interest areas. (Note: If you have a suggestion for a calendar that is not on the list, put in an M&C request and we will consider adding it!)
3. Promote it in-house. Recent survey data tells us that most library patrons find out about services because of a prior experience with libraries, or from in-house promotion. Fortunately, we have a suite of templates you can use to create flyers, signs, table toppers and much more. You can find them on our Intranet (https://staff.cmlibrary.org/content/three-simple-steps-promoting-programs).

If you've completed the three simple steps but want that extra push for your program, Marketing & Communications is here to help! Simply submit a M&C Request (https://staff.cmlibrary.org/node/add/mc-request). Because these are reviewed in a biweekly meeting with the Associate Directors, please allow at least six weeks between the M&C Request and the due date.

Special Events
All special events must be approved by the Special Events team prior to planning the event. Examples of special events include: program series, milestone anniversary celebrations (see below), volunteer appreciation events, after hours events, and/or events that require special invitations or marketing. Please submit the Special Events form found on the Intranet. Email Education Leader with questions.

The following are considered **milestone anniversaries:** 1, 5, 10, 15, 20, 25, 30, 40, 50, 75 & 100. The anniversary will be based on the year that a branch began serving that community. (Example: The current Plaza Midwood building opened in 1995, but East branch opened in 1955 on Thomas Ave just .2 miles from the current location. So we would use 1955 as the opening/anniversary date.) Milestone anniversary celebrations are not required; they are at the discretion of the branch manager, in consideration of their community's needs and wants. Anniversaries that are not "Milestone Anniversaries" (ex: Sweet 16, 10th anniversary of a renovation, etc.) will be considered programs, not special events, and will be marketed as such.

Active Reading Programs
Staff from all service areas are encouraged to contribute to Active Reading programs, which include Active Reading Workshops and Reading Mentor Trainings. Children's services staff are required to be trained to facilitate Active Reading Workshops. Staff from all service areas are encouraged to be trained to facilitate Reading Mentor Trainings. Listed below are the frequencies required for each program.

- Active Reading Workshops
  The following chart lists the number of 2-part Active Reading Workshops required for each Library location in FY20. **50% of each program frequency is required to be outreach, however a larger percentage of outreach is encouraged if possible.** The Active Reading Training Coordinator can assist locations in identifying outreach sites.

Location	Frequency
BFR	12
COR	8
DAV	8
HG	10
IMG	16
IB	10
MS	10
MH	10
MOR	16
MTI	10
MPK	8
NCO	10
Outreach	12
PM	4
SC	6
SOR	8
ST	10
SUG	8
UC	16
WBL	8

- Reading Mentor Trainings
  Each Library pod is expected to contribute staff time to Reading Mentor Training twice per month. Staffing needs for Reading Mentor Trainings will shared by the Active Reading Training Coordinator.

Pods
BFR, MTI, WBL
COR, D, NCO
HG, SUG, UC
IMG, ML, PM
IB, MS, MH
MOR, MPK, SC
SOR, ST

Lifelong Learning Calendar

	Programming	Retreats / Meetings
July	Summer Break	
August	Summer Break	Adult Services Meeting (Wednesday, August 14)
September	Hispanic Heritage Month (15th-)*	Children's Services Meeting (2nd or 3rd Thursday) Outreach Retreat
October	Hispanic Heritage Month (-15th)*; STEAM Month; Teen Read Week*	
November	National Novel Writing Month (NaNoWriMo)*	Teen Services Retreat (20th) Adult Services Meeting (Wednesday, November 6)
December		Children's Services Retreat (5th)
January		
February	Black History Month*	Adult Services Meeting
March	Community Read; Teen Tech Week* Women's History Month*	Circulation Retreat (1st week); Children's Services Meeting (2nd or 3rd Thursday)
April	National Library Week*: Money Smart Week; Dia de los Ninos (children's only) National Poetry Month*	Adult Services Retreat
May	Storyvine	Children's Services Meeting (2nd or 3rd Thursday) Branch Leaders Retreat Storyvine
June	Summer Break	

*Programming is suggested for those indicated by an asterisk. All other programming is required.

In the Program Portal, for each Program Name:

Choose **Branch Program Plan**, click **Add**.

Add Record   Close

Program Information

Program ID   40596

Will this progam be in English or Spanish?   ◉ English
                                                   ○ Spanish

Name   [   ]

Select the Fiscal Year the program will take place.   ○ FY17
                                                      ○ FY18

Branch Location *   - Select-   ▼

Target Audience *   - Select-   ▼

Program Category *   - Select-   ▼

Program Partner   [   ]

English Version

Program Name *   - Select-   ▼

Program Description   [   ]

Focus Area   - Select-   ▼

Which budget would you like to use for costs of this program? *   -Select-   ▼

Who should be the contact in the event of questions about this program? *   -Select-   ▼

Email *   [   ]

How many of these programs will you do this year? *   [   ]

Will this program be in-house or outreach?   ◉ In-House
                                                   ○ Outreach

Who will lead this program?   ◉ Staff
                                                   ○ Volunteer

Note: Please note that Program Descriptions have to be 250 characters or less.

Projected Program Costs

Projected Program Attendance *   [   ]

Projected Annual Attendance   [   ]

Projected Staff Planning Costs For One Program   [   ] USD

Projected Annual Staff Planning Costs   [   ]

Projected Staff Delivery Costs For One Program   [   ] USD

Projected Annual Staff Delivery Costs   [   ]

Projected Total Staff Costs For One Program   [   ]

Projected Annual Total Staff Costs   [   ]

How much will you spend on each program? *   [   ] USD

Projected Annual Budget for the Program   [   ]

Projected Program Costs per Program   [   ]

Projected_Cost_Per_Person   [   ]

[Submit]   [Reset]

ame) Book Club   FY16   (Club Name) Book Club   35788   2625   School Age 5-11   Book Club

---

Fill in a record for each Program Name.

NOTE:
Choose FY20 for all programs for the FY20 Program Plan.

For each program that you wish to have during the year you'll complete one record. You will indicate the number of times that you will do in FY 20 in the record. For example, if you hold a weekly storytime, you will enter 52.

When the record is complete, click Submit.

Program Time in Portal:

Remember that program planning includes tasks like developing/reviewing program curriculum, locating an outside presenter, shopping for program supplies, marketing the program, printing out handouts for participants, the day-of tasks like room setup and clean up. For outreach programming include travel time to and from the program.

Mooresville Public Library

Program Proposal

Thank you for offering to collaborate with the library to provide a program for the public. Please fill out the information below, to be submitted to the Programming Committee for review.

Name: _____

               First   *Last*

Business Name: _____

Phone: _____   Email: _____

Mailing Address: _____

City: _____   State: _____   Zip: _____

****

Program Title: _____

Date or Day of the Week: _____   Time of Day:_____

Frequency (if applicable): _____

1. Please provide a brief description of the program you are proposing.

_____
_____
_____
_____
_____

2. Who is your target audience for this program?

_____
_____
_____

3. How will the community benefit from this program?

_____
_____
_____

4. Have you presented this program to other organizations before? Please provide references.

_____
_____
_____
_____

5. List your professional credentials and/or training on this subject.

_____
_____
_____

6. List any costs to the Library associated with this program?

_____
_____

****

The Programming Committee will review your proposal at their next meeting. The Committee Secretary will send you their response within a months' time. If the program is approved a point of contact will be assigned to help facilitate the program. Please be aware that in general we plan our programs at least six months out to provide adequate planning time.

Gratefully Yours,
The Programming Committee,
Mooresville Public Library

Programming Policy

Programming Mission:

Lee County Public Library offers programs that create connections among the community and the Library's resources to enrich lives and provide opportunities to read, learn, discover, and create.

Definition:

A program sponsored by Lee County Public Library is an event in which Library employees are involved in the planning, implementation, and/or evaluation, regardless of locale or time commitment. Library programs are considered a core service and are designed to support the overall mission of the Library.

Guidelines:

1. Lee County Public Library focuses its programming efforts on meeting community needs and promoting Library resources to further the mission of the Library.
2. All programs are developed in accordance with the Library's strategic goals and include a method for evaluation on a periodic basis.
3. Library programs are free of charge and non-commercial in nature. (With prior arrangements and approval, performers may sell and sign copies of their work as a *supplement* to the content of the program)
4. The Library generally avoids competing with other community agencies offering free programs but will augment other existing community programs if the need is present.
5. Programs may be educational, informational, or for entertainment and are intended to create an engaging library experience.
6. Library program audiences include library patrons, potential library patrons, teachers, students, families, day cares, caregivers, non-profit organizations, and the Lee County community at large.
7. The Library is committed to providing equal opportunities and equal access to Library facilities and programs. The Library may restrict access to programs with a stated target audience (e.g., by age).
8. Every attempt will be made to accommodate all who wish to attend a program. Attendance may be limited, however, when the safety, room capacity or success of a program requires it.
9. Program partnerships with community organizations or corporate sponsorship of programs should aim to reach a broad audience, enhance the Library's image in the community, support the Library's mission, and benefit both parties.
10. Programs that continue to meet community needs or further the mission of the Library may be offered on a recurring basis. However, the Library has limited time, resources, funds, and personnel to support programs. Proposals and requests for programs which do not fit the Library's needs and schedule may be refused by program coordinators.
11. The Library follows a quarterly program planning cycle. Programs are planned and promoted three to five months in advance based on our quarterly cycle: Winter (December, January, February), Spring (March and April,) Summer (June, July, August) and Fall (September, October, November). May is a planning month for Summer Reading Program.

12. Appropriate effort will be made to provide programs as advertised. The Library reserves the right to cancel any program where an unavoidable conflict or adverse weather occurs.

Madison County Public Libraries
Programming Policy

Programming Mission: Madison County Public Libraries offer programs that create connections among the community and the Library's resources to enrich lives and provide opportunities to read, learn, discover, and create.

Definition: A program sponsored by Madison County Public Libraries is an event in which Library employees are involved in the planning, implementation, and/or evaluation, regardless of locale or time commitment. Library programs are considered a core service and are designed to support the overall mission of the Library.

Guidelines:

- Madison County Public Libraries focus its programming efforts on meeting community needs and promoting Library resources to further the mission of the Library.
- All programs are developed in accordance with the Library's strategic goals and include a method for evaluation on a periodic basis.
- Library programs are free of charge and non-commercial in nature. (With prior arrangements and approval, performers may sell and sign copies of their work as a *supplement* to the content of the program)
- The Library generally avoids competing with other community agencies offering free programs but will augment other existing community programs if the need is present.
- Programs may be educational, informational, or for entertainment and are intended to create an engaging library experience.
- Library program audiences include library patrons, potential library patrons, teachers, students, families, day cares, caregivers, non-profit organizations, and the Madison County community at large.
- The Library is committed to providing equal opportunities and equal access to Library facilities and programs. The Library may restrict access to programs with a stated target audience (e.g., by age).
- Every attempt will be made to accommodate all who wish to attend a program. Attendance may be limited, however, when the safety, room capacity or success of a program requires it.
- Program partnerships with community organizations or corporate sponsorship of programs should aim to reach a broad audience, enhance the Library's image in the community, support the Library's mission, and benefit both parties.
- Programs that continue to meet community needs or further the mission of the Library may be offered on a recurring basis. However, the Library has limited time, resources, funds, and personnel to support programs. Proposals and requests for programs which do not fit the Library's needs and schedule may be refused by program coordinators.
- Appropriate effort will be made to provide programs as advertised. The Library reserves the right to cancel any program where an unavoidable conflict or adverse weather occurs.

Approved by Board of Trustees, March 17, 2015

Haywood County Public Library
Programming Policy

The Haywood County Public Library provides programming opportunities for personal growth, learning and entertainment for people of all ages and backgrounds. Programming is an essential part of library services and serves to:

Bring the community together

Foster lifelong learning

Introduce both library users and non-users to library resources

Expand the visibility of the library

Provide recreational opportunities

Programming is generated both internally by library staff using library resources and in partnership with other agencies, organizations, and educational institutions or individual experts.

The following is considered by library staff when selecting program topics, speakers and formats: community interests and needs, presenter qualifications, presentation quality and treatment of content, educational significance, and budget.

Library program presenters who are affiliates of commercial enterprises may provide general knowledge without direct promotion of a business resulting in potential profit.

The only items that may be sold to the public at library programs are books, recordings, or works of art created by presenters.

Acceptance of a program does not constitute endorsement by the library of the presenter's policies or beliefs.

The library will provide off-site outreach programming to insure equity of access when possible. These programs could include story times at preschools or presentations to community groups for the purpose of providing or promoting library services.

All library programs are open to the general public and free to attend. Registration may be required for planning or when space and/or budget are limited. The library reserves the right to set age recommendations for programs. The library reserves the right to cancel a program.

Any member of the community may suggest program topics or presenters by speaking to a librarian in charge of programming.

Approved July 20, 2016

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Propose a Program

🔘 catalog ⚪ website

🔍 Search

Chapel Hill Public Library provides programming that aligns with our strategic goals and community interests. We welcome proposals for collaborative programming. For consideration, please submit the form below at least 60 days in advance of your proposed program. The programming team reviews all proposals and will respond within 10 business days.

Programs should:

- Relate directly to the library's mission (/about-chpl/#mission): Sparking Curiosity. Inspiring Learning. Creating Connections.
- Fit into at least one of our focus areas:
  1. **School Success** programs address the need for a variety of outside-the-classroom experiences to enrich student learning.
  2. **Work/Life Prosperity** programs empower people at all stages of their lives by providing experiences, skills, and resources.
  3. **Community Understanding** programs develop a shared understanding of the people, history, and culture of the community and the issues it faces together.
- Not be promotional, whether for-profit businesses, products, or services.

Community groups and organizations are also welcome to reserve our meeting rooms (http://chapelhillpubliclibrary.org/spaces/meeting-rooms/) for events.

Contact Name (required)

Organization (if applicable)

Email (required)

Telephone (required)

Program Description (required)

Intended Audience

Adults ⇕

Do you have an ideal time frame for this program?

How does this program support CHPL's mission and program focus areas? (required)

[text box]

How would the proposed program benefit attendees? (required)

[text box]

How will your organization benefit from partnering with CHPL? (required)

[text box]

☐ I agree that this library program will not directly promote any for-profit business, product, or service. (required)

Proposed presenter's name, qualifications, credentials, and experience with subject matter:

[textarea]

What expense is there, if any, for the library?

[text input]

Do you have a website or samples of your program that you would like to share?

[text input]

Is there any other information you would like us to know?

[textarea]

Submit

Contact us

Propose a Program

The Henderson County Public Library provides programming that aligns with our strategic goals and community interests. We welcome proposals for collaborative programming submitted through this form for consideration. We have many inquiries and apologize that we cannot respond to each proposal individually. Your information will be kept on file and we will contact you if we are interested in sponsoring your proposed program.

Programs should

A. relate directly to the Library's mission. The mission of the Henderson County Public Library is to provide informational, educational, cultural, and recreational services to the residents of Henderson County.

B. fit into at least one of our focus areas:

- **Early Literacy and School Success** programs address the need to prepare children to enter school ready to learn or provide learning opportunities outside the classroom.
- **Economic Growth and Workforce Development** programs address the needs of businesses and job seekers.
- **Lifelong Learning** programs provide opportunities which promote reading, digital, health, and/or financial literacy throughout adult life.

C. not directly promote any for-profit business, product, or service to program participants. Nonprofit community groups and organizations are also welcome to reserve [1] our meeting rooms independently.

Contact Name *
Organization (if applicable)

Email Address *
Phone Number *
Program Description *
Intended Audience * ❏ adult
 ❏ teen
 ❏ children
 ❏ all ages
Do you have an ideal time frame for presenting this program (i.e. month, holiday, season)? *

How does this program support HCPL's mission and program focus areas? *

At which library are you interested in presenting your program? * ❏ Main Library
 ❏ Fletcher
 ❏ Etowah
 ❏ Edneyville
 ❏ GreenRiver
 ❏ Mills River
How would the proposed program benefit attendees? *
(for example : At the end of this program, participants will be able to use the internet to find job openings.)
Conditions * ○ I agree that this library program will not directly promote any for-profit business, product, or service.

Proposed presenter's name, qualifications, credentials, experience with subject matter. *

What is the expense, if any, for the library? *

Do you have a website or samples of your program you'd like to share?

How will you promote this event? *

Any other information you would like us to know?

SECTION 6 – Use of Library Facilities Policies

5. All material posted on the community bulletin boards must identify the sponsoring organizations and their contact information.
6. Any questions regarding this policy should be referred to Library Administration. Final authority rests with the director.

<div align="right">

Approved 10/20/88; revised 10/20/11
Revised and effective 9/19/19

</div>

Distribution of Printed Materials Policy
The distribution of leaflets, cards or other printed materials, whether political, religious or commercial, is not allowed in public library facilities unless it is to supplement a library program. Distribution of printed materials in the public library to library users and staff is disruptive to the operations of the library and its use by the public.

<div align="right">

Revised 11/17/05; Revised & effective 10/20/11
Revised and effective 10/17/19

</div>

Exhibits Policy
The Cumberland County Public Library & Information Center welcomes the opportunity to allow community groups, organizations, or individuals to use library exhibit cases. Exhibit case space is provided for exhibits of an educational, cultural, civic, or recreational nature, rather than for strictly commercial purposes. Presently, library exhibit cases are located only at the Headquarters library. Acceptance of an exhibit by the library does not constitute an endorsement by the library of the group's or individual's policies or beliefs.

It is the responsibility of the exhibitor to set up and remove the exhibit. Exhibits will be scheduled for a period of one calendar month to begin with the first working day of the month and to end with the last working day of the month. Exceptions must be approved by the Deputy Director. The library is not responsible for any item(s) exhibited. The library cannot provide storage for the property of organizations or individuals exhibiting in the library. All exhibitors will be required to sign an Exhibits Release form which releases the library from any loss, damage or distribution of exhibited items.

Exhibits that (a) would tend to incite or produce imminent lawless action, (b) are obscene, (c) are obviously false or contain misleading information, (d) are defamatory, or (e) are purely commercial advertising will not be displayed.

Any questions regarding this policy should be referred to the Deputy Director. Final authority rests with the Library Director.

<div align="right">

Approved 1/21/93; revised 11/17/05;
Reviewed 10/20/11 – *no changes*
Revised and effective 3/21/19

</div>

Program Policy
The Cumberland County Public Library & Information Center shall conduct programs, promotions and publicity to fulfill its mission in the community.

All library programs shall be open to the general public, but some programs may be designed with specific audiences in mind, e.g., children's programs, toddlers' programs, parenting programs and senior programs. Programs targeted toward specific audiences will be publicized as such.

SECTION 6 – Use of Library Facilities Policies

Library-initiated programming is a library resource that provides information, education, and entertainment to library users. Library-initiated programming utilizes library staff, books, library and community resources, resource people, displays and media presentations. The library often incorporates cooperative programming with other agencies, organizations, and educational institutions, as well as other resources, to communicate with library users. Library-initiated programs should provide "for the interest, information, and enlightenment of all the people of the community the library serves", as stated in Article I of the Library Bill of Rights.

The American Library Association (ALA) believes that library-sponsored programs, as well as library resources, "should not be proscribed or removed (or canceled) because of partisan or doctrinal disapproval" (Article II of the Library Bill of Rights).

A person's right to attend a library-initiated program "should not be denied or abridged because of origin, age, background, or views" (Article V of the Library Bill of Rights).

Selection of library programs topics, speakers, courses, classes, and resource materials should be made by library staff on the basis of the interests and needs of library users and the community. Library programming should not exclude topics, books, speakers, media and other resources because they might be controversial. The library does not conduct programming that is purely commercial or religious in nature.

The library supports ALA's interpretation of the Library Bill of Rights, entitled Library-Initiated Programs as a Resource, adopted January 27, 1982; amended June 26, 1990; July 12, 2000, June 26, 2018 by the ALA Council (see below).

LIBRARY-INITIATED PROGRAMS AS A RESOURCE

An Interpretation of the Library Bill of Rights

Library-initiated programs support the mission of the library by providing users with additional opportunities for accessing information, education, and recreation. Article 1 of the *Library Bill of Rights* states, "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves."

Library-initiated programs utilize library staff expertise about community interests, collections, services, and facilities to provide access to information and information resources. Library-initiated programs introduce users and potential users to library resources and the library's role as a facilitator of information access. The library may participate in cooperative or joint programs with other agencies, organizations, institutions, or individuals to facilitate information access in the community the library serves.

Library-initiated programs include, but are not limited to, lectures, community forums, performing and visual arts, participatory workshops, technology programming, creative learning programming, wellness programs, story times, continuing education, fairs and conventions, book clubs, discussion groups, demonstrations, displays, and presentations for social, cultural, educational, or entertainment purposes. Library-initiated programs may take place on-site at the library, offsite in other locations, or online and may be delivered by library staff, library volunteers, or library partners.

SECTION 6 – Use of Library Facilities Policies

Libraries should not discriminate against individuals with disabilities and shall ensure they have equal access to library resources. Library-initiated programs should comply with all applicable laws, including the standards and requirements of ADA and state or local disability accessibility guidelines. If a program is held in a location not controlled by the library, the library should assure that the space is accessible to all library users. If users overflow designated event areas during library events, libraries should protect accessible public spaces (i.e., ramps, pathways, and emergency exit routes) to ensure access and safety for everyone. Reasonable accommodations should also be made to have interpretation or real-time captioning for the deaf or hard-of hearing at library-initiated programs when needed or requested by library users.

As stated in "Equity, Diversity, Inclusion: An Interpretation of the *Library Bill of Rights*," "Socially excluded, marginalized and underrepresented people, not just the mainstream majority, should be able to see themselves reflected in the resources and programs that libraries offer." Libraries should actively seek to include a variety of programming options representing diversity of genres, formats, ideas, and expressions with a multitude of viewpoints and cultural perspectives that reflect the diversity in our communities. Library-initiated programs that cross language and cultural barriers introduce underserved populations to the library's resources and provide access to information. Libraries serving multilingual or multicultural communities should make efforts to accommodate the information needs of those who speak and read languages other than English.

Libraries should have a policy guiding the development and implementation of programs, similar to material selection and building use policies, which has been approved by their policy-making body after consultation with legal counsel. These guidelines should set forth the library's commitment to free and open access to information and ideas for all users. Article II of the *Library Bill of Rights* states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Likewise, programs should not be canceled because of the ideas or topics of the program or the views expressed by the participants or speakers. Library sponsorship of a program does not constitute an endorsement of the program content or the views expressed by the participants or speakers, any more than the purchase of material for the library collection constitutes an endorsement of the material content or its creator's views. Libraries should vigorously defend the First Amendment right of speakers and participants to express themselves. Concerns, questions, or complaints about library-initiated programs are handled according to the same written policy and procedures that govern reconsiderations of other library resources.

Article V of the *Library Bill of Rights* states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" encompasses all the resources the library offers, including the right to attend library-initiated programs. Libraries create programs for an intended age group or audience based on educational suitability and audience interest; however, restrictions on participation based solely on the gender, chronological age or educational level of users violates this right and should be enforced only when it would adversely impact the safety of the participants. Parents and guardians may restrict their own children's access to library programs, but no person or organization can interfere in others' access and participation.

Libraries should not deny access to library-initiated programs if patrons owe the library for overdue fines or other fees, nor should program attendees be required to share their personal information in order to attend a library program. Any collection of program participants' personal information should be on an opt-in basis only. If libraries charge program participants for supplies used, they should make every effort to reduce economic barriers to participation.

Adopted January 27, 1982; amended June 26, 1990; July 12, 2000; June 26, 2018 by the ALA Council.

Staff Program Evaluation

* Required

Name: *

Your answer

Name of Program or Topic *

Your answer

Date & Time of Program

Date   Time

mm/dd/yyyy   :   AM   ▾

Branch *

Choose   ▾

Overall, do you feel that your program was successful and worthwhile? *

Choose ▾

Which program objectives did your program fulfill? *

☐ Educate

☐ Enrich

Did you partner with any outside organization or person? *

○ Yes

○ No

Did you partner with anyone from another library branch? *

○ Yes

○ No

Please list any partners:

Your answer

Page 1 of 5   Next

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Adult Program of Service Timeline

- FY 2011 – Conduct a survey of current adult programming efforts
- FY 2012 – Pilot program ideas/concepts at regional libraries
- FY 2013 – Establish Adult Programming subject specialty quartiles and programming expectations
- FY 2014-2015 – Explore, develop and roll out option of offering appointment-based services
- FY 2017 – Plan and offer first systemwide themed series
- FY 2017 – Review impact and success of program and services and revise programming expectations, develop additional services
- FY 2018 – Develop a complimentary structure – Project Driven Commissions – to plan themed series in conjunction with Quaritles
- FYI 2019 – Add half time dedicated AS Librarians to large community libraries to focus on collection and reading based services.
- FY 2020 – Add partner based programs/services in our libraries serving most vulnerable communities (Every Family Ready to Achieve facilities) -- Ask-a-Lawyer, Citizenship Classes, etc.
- FYI 20 -21 – Develop a college awareness program focusing on first generation and under-resourced students in grand 11 and 12 in our regional libraries – in progress

Overview

- Programs, book discussions and services are offered at 8 regional libraries covering four main areas: Arts and Literature, Career and Education, Personal Development, and Recreational Reading

- Tremendous growth since creating a consistent and well-developed program of service offering programs throughout the County

- Successful themed programs The Big Read, Close to Home, Read, Write Create, Becoming American, Stories Tales and Traditons.

About Arts and Literature

Philosophy: WCPL creates, develops and presents programs that foster the arts, literature and cultural interest for adult members.

Goals:

- **To encourage** active participation in the arts by providing opportunities for creative expression and exchange of ideas.

- **To expose** the library community to literature and literary activities.

- **To enhance** the community's collective cultural awareness through performances, arts programs, and humanities based lectures.

  – Typical Program Types: Humanities Lectures, Teas or Celebrations, Visual and Performing Arts Demonstrations

Examples Arts and Literature Programs

- Lectures:
  - Becoming American Immigration Series
  - Celebrating Black History in Wake County Series
  - North Carolina True Crime Series

- Teas and Celebrations:
  - HamilTea
  - Outlandish Tea (Outlander)
  - Literary March Mayhem

Examples Arts and Literature Programs

- The Arts:

- Performing Arts:
  - Music in the Library Theater in the Library
  - Dance in the Library

- Visual Arts:
  - Artist and Artisan Demonstrations (e.g Getting Started w/ Watercolors, Quilting)
  - Art and Artisan Exhibits

- Hybrid: Lecture/Performance
  - Viewing brief documentary/docudrama and discussion of subject followed by related performance

Services: Research It!

- Created as a catch all for in-depth help (when a patron question/query stretches past the 5-10 mark at the desk or on the phone)

- Patron submits request; librarian gathers information. In person meeting with both at which librarian shares results and possible paths for continued research.

- Initially thought to receive more scholarly questions, but they run the gamut from genealogy to consumer information to small business.

Services: Book Club Assistance

- Created as a companion service to our Book Club Kits service. Can be designed to offer one on one assistance or for a group.

- Niche service promoting our kit collection and making ourselves available to serve book clubs' needs in making selections or preparing for their meetings.

- We also provide assistance with KitKeeper, our BCK scheduling software

About Career and Education

Philosophy: WCPL creates, develops and presents programs that foster the pursuit of educational and career goals of adult members.

Goals:

- **To create** an environment for career exploration and enrichment.

- **To offer** programs that support small business opportunities and endeavors.

- **To present** programs for adult learners as they pursue their educational goals.
  - Typical programs include expert led presentations, librarian led introductions to resources

Examples: Career and Education Programs

- Start up and Small Business Success

  - Partnership with SCORE (Service Corp of Retired Executives.

    – Start up program (e.g. writing business plans, entrepreneurship)

    – Targeted focus (social media for publicity, accounting principals)

    – One on one counseling sessions

  - Higher Education

    – Preparing for College programs (test prep, financing college, college essays)

    – Proctoring offered at 8 regional libraries by appointment

Job Assistance Services

- Get That Job;
  - Edit resumes and cover letters.
  - Assist with navigating online applications.
  - Provide interview questions and conduct mock interviews.
  - Assist with LinkedIn profiles.

- Job Lab (Cameron Village Library Tuesdays and Wednesdays)

  Job searching
  Resume and cover letter creation
  Interview prep
  Email, and online applications

About Personal Development

Philosophy: WCPL creates, develops and presents programs that enrich the lives of adult members.

Goals:

- **To engage** adult members in the exploration creative endeavors.

- **To introduce** adult members to programs support healthy living an lifestyles.

- **To provide** adult members opportunities to broaden life skills.

  – Typical programs include expert led presentations, librarian led Craft It! Programs

Upcoming Personal Development Programs

- Creative Endeavors
  - Craft It!, Learning Calligraphy, Cell Phone Photography

- Heathly Lifestyles
  - Tai Chi, Mindfulness, Journaling

- Life Skills
  - Aging in Place, Genealogy, Gardening

Device Advice

- Created to help our patrons use downloadable books

- Patron requests either an in person or phone meeting

- The librarians give step by step assistance with basic device navigation, installing the Overdrive/Libby app, downloading and using eBooks and eAudiobooks.

Tech Tutor

- Created to boost patrons basic computer skills

- Patron submits request choosing between 5 topics:

  - Computer Fundamentals
  - Email
  - Basic Microsoft Word
  - Basic Google Docs
  - Web Search

- The librarians provide step by step assistance with learning these basic computer skills.

About Recreational Reading

Philosophy: WCPL creates, develops and presents programs which promote the love of reading for library members.

Goals:

- **To encourage** writers in the community to develop their knowledge and skills in writing and publishing

- **To expose** library members to the wide variety of genres available to explore in both fiction and nonfiction

- **To enhance** library members reading enrichment through the offering of author programs and panels

    – Typical programs include: expert led presentations, author programs, drop in booktalking and awareness

Examples of Recreational Reading Programs

- Supporting aspiring writers
  - Write It!:Writing Workshops, Getting Published, Finding an Agent

- Connecting Readers with Books:
  - Read It! – on the spot thematic booktalking with displays

- Connecting Readers and Writers
  - Author program series, panels discussions, "speed dating", teas

Custom Book List

- Looking for a Good Book?

- Fill out a short form online/paper

- Librarians create a Customized Book list of 8-10 titles

Express Book Bag

- Too Busy to Select Books to Read?

- Fill out a short form online online/paper form

- 3 Books will be selected and placed in an Express Book Bag

- Bag may be picked up already checked out on day of choice

Signature Programs

- Authors in Your Backyard

- Targeting new and aspiring writers

- Key Note from successful, published author

- Brief readings from selective number of participants

- Read Its!
  – Blind Date with a Book (February Valentine's Day tie in)
  – Great Summer Reads/Summer Reading Kickoff (tie in with summer reading booklet)
  – Treat Yourself (November/December, tie in to holidays and A Few of Our Favorite Things reading booklet)

Questions?

Lead Librarian – Role and Responsibilities

Program Planning
- Confer with quartile about program content for consensus
- Research program ideas and contacts
    - List multiple contacts/options
    - Prioritize contacting presenters with deadlines
    - Reach out to contacts by more than one method (i.e. – email or phone call)
    - Finalized dates must be confirmed at least <u>8 weeks</u> prior to the program month.
        - If you need more contacts, email the quartile for suggestions.
        - If you are still not having success, inform the quartile manager(s)

Establish relationship with presenters
- Maintain contact with presenter until final presentation.
    - Handle any issues with presentation. Keep quartile manager(s) in the loop and cc or bcc on emails.

Task	Completed date
Present Speaker Policy to presenter	
Any handouts or slideshows must be submitted at least two weeks prior to the first program in the series for approval by quartile manager(s).	
Introduce presenter to librarian contact at each relevant location via email. Provide presenter and librarian with each other's contact info (phone and email).	

Speaker name & Contact Info:	Speaker Bio:
Name & title: Email: Phone:	

Complete Program Planning Spreadsheet (PR Ready)

- Presenter names
  - Spelling is accurate
  - Include qualifications and affiliations
    - Example: Dr. William Shakespeare, Ph.D. North Carolina State University
- Put the presenter name and topic in the Presenter cell of the "Final Dates & Times" section of the program planning spreadsheet
- Contact information and preferences
  - Email address and a contact phone number
  - Preferred communication method
- Formatting
  - Please make sure that you are using the same formatting throughout the spreadsheet. There should be little difference from program to program.
- Verify your dates
  - Verify that the **day and date** correspond
  - All dates should be in the following format: **Saturday, July 10**
  - All times should be listed as the hour, minute, and time of day: **10:30 a.m.**
- Program Description (Dependent on quartile)
  - Create a program description that is 2-3 sentences long.
  - The description should summarize the program and entice people to attend.
  - Please refer to past program descriptions for inspiration.
  - Please make sure that spelling and grammar are accurate.
- P.R. Request
  - Let quartile manager(s) know when program information is finalized and ready for P.R. Request to be submitted
- Equipment
  - Please make sure that all equipment needs are listed in the Program Planning Spreadsheet.
  - If materials are something you are not sure all libraries have on hand, please make sure to send out an email reminding everyone what supply they need to get.
- Determine which library gives the gift(s) and note on program planning spreadsheet

Program Promotion and Delivery

- Encourage presenter to promote via blog, social media, email list, or social media by sending them the PR and press release (if applicable)

Promotion plan – if applicable	Ideas, location on S:/, etc.
Update or create reading lists, bookmark, etc.	
Ideas for drawing people in (e.g., trivia, writing prompts)	
Display ideas (including signs)	
Suggest book purchases (titles or subjects)	

- For all of the above, email the quartile manager(s) for approval
- After program, share recommendations/positive feedback via performer's social media page(s) or via email.

Local Librarian - Role and Responsibilities

Program Planning
- Confer with quartile about program content for consensus.
- Familiarize yourself with the program content.
- Book room (if applicable) and add to any internal calendars for staffing/scheduling purposes.

Before the program
- Inform department manager, RLM, and quartile manager(s) if you are unable to deliver a program (inclement weather, presenter illness, etc.).
- Print out all P.R. materials (fliers, handouts), post in library (Nova display, etc.), & enter program information into Trumba per local practices.
- Consider putting up a display to promote program (quarter sheets tucked into books).
- Promote to local groups (NextDoor.com, local message boards, etc.)
- Request books for the program at least 7-10 days before program date (newer / good condition copies - suspend hold requests as needed).
- Contact presenter 4-6 days before program:
  - Provide directions to your library
  - Confirm that they will have needed equipment
  - Check if they need anything else
  - Reiterate contact info
- Have all program materials ready 3 days before program:
  - Handouts, quarter sheets, reading lists / bookmark, etc.
  - Books (newer / good condition copies)
  - Other supplies & equipment
  - Test any technology (laptop, projector, streaming video, etc.)
- Display large program poster with Scotch pocket to promote the program 1-3 days beforehand; and/or use "Today at the Library!" sign on the day of the program.

After the program
- Enter stats for program within 24 hours.
- Take down any display which was created specifically for the program:
  - If there is existing display with the same theme, add the program books to that display.
  - If not, check back in all books from the program and/or display.
  - Consider sharing leftover books with other libraries whose programs are after yours.
- Email quartile manager(s), Lead Librarian, and Department Manager if there are issues with the program (presenter does not show up, quality of presentation, issue with attendee, etc.).
- Email quartile about program:
  - How did it go?
  - Recommendations
  - Any issues to address (if applicable)

Counting program attendance
We will all count the same way, so that we will have accurate, comparable stats.
- Staff members who are working are not to be counted, but any staff members that attend on their own time are counted.
- Presenters and anyone they bring with them are counted.
- Children attending with adults are counted.
- Patrons with whom you have more than a passing interaction (i.e. Hello, directions) are counted, even if they don't take a book or handout.

Program Scheduling Expectations

Scheduling considerations:
- Schedule programs in cooperation with your Adult Services manager
- Schedule when targeted audience can come to program
- Schedule during our busiest times according to door count
- Spread programs throughout the month, when possible
- Strive to schedule programs when no other programs or book discussions are scheduled (only one adult program scheduled at a time, though two different programs can happen on same day)
- Book programs according to availability of presenter
- Book recurring programs for the same time / day each month; for instance, Craft It! on the third Wednesday at 10 a.m.
- Pre-book as far ahead as possible if we know we have a recurring program.
- All adult programs must be booked and planned at least eight weeks beforehand for P.R. purposes.
- Exceptions to be approved by your AS manager

Memorandum

Subject: WCPL Speaker Policy

From: Emerson Barker, WCPL Management and Policy Analyst

To: Ann Burlingame, WCPL Deputy Director

Introduction

Wake County Public Libraries (WCPL) serves to promote the love of reading and to foster the pursuit of knowledge for the residents of Wake County. In doing so, they offer a variety of programs and speakers that aim to establish the library as a center of lifelong learning. As such, WCPL focuses on informational programs for the public and does not promote specific businesses. The following policy outlines expectations for the use of outside speakers.

Logistical Planning and Details

In scheduling speaking engagements, WCPL is typically unable to compensate for time or travel. Finalized dates for programs must be confirmed at least six weeks prior to the first program date. Programs typically last 60 minutes with five minutes included for introductions and general information from staff. If the content of the program is better suited for a 90 minute program, this may be done with prior approval of the library manager. Any handouts or slideshows to be used must be submitted at least two weeks prior to the first program in the series for approval.

Promotion of Private Services

Programs are expected to be informational and not promote the services or products of a particular business. Pricing or services specific to one business cannot be included in the speaker's presentation, handouts, or slideshows. Audience questions specific to the services of one business should be re-directed until after the program and answered one-on-one with interested parties. Attendees cannot be required to sign in or provide any contact information.

Descriptions of classes and services can be made available to members along with business cards of the presenter. Books, CDs, and works of art created by the presenter may be sold as appropriate during the program so long as it relevant to the program subject, does not detract from the main purpose of the program, and library staff do not handle or accept money.