Key Informants:

Opinions and Advice on Special Populations

April 2010

Special Populations & Issues Committee

Colorado State Library
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www.cde.state.co.us/cdelib/librarydiversity.htm

Special Populations & Issues Committee Key Informant Input
April 2010 Update

In early 2010, members of the Special Populations & Issues Committee (SPC) conducted in-depth opinion interviews with fifteen library leaders regarding diversity/inclusiveness.

The purpose of this qualitative approach was to help set benchmarks for development of library services to diverse special populations—to see how far the library community thinks it has come and ideas on the future. These then could be applied to the revision and update of a long-range plan for the Committee's activities.

Most leaders were from public libraries around the state serving various population sizes; several were with metro-area school libraries and one represented an academic library. Following the interviews, consultant Heidi Baker collated responses and prepared this summary report, meant to inform the SPC, but useful to *all* Colorado libraries.

Some repeated ideas that lend support to the SPC goals (included as an appendice) are:
- Promote existing resources from online list that could help with staff training, experts list, modifiable bookmarks, signage, etc.
- Continue to get the word out about committee resources; "partnerships are SO important" to developing community services
- Desire for training, diversity planning and mentoring

Interesting ideas that SPC may want to integrate to goals:
- "Summit"--e.g. 2008 2-day conference on library diversity, held in Glenwood Springs
- HR issues: Help with finding, hiring, retaining and creating accepting environments
- Support for specialized needs of school libraries—collection development, bibliographies, challenged books, collaboration with local library, etc.
- Collaborate with others (national groups and special population groups like ABOS and REFORMA) doing diversity so as not to recreate the wheel (and to promote SPC resources and Colorado libraries), and leverage and promote libraries who are doing a good job.

The full text of responses follows.

1. Give some examples of how your library funds or puts resources towards diversity.

JeffCo has four examples: 1) teach genealogy classes for certain populations i.e. Russian 2) allow staff to participate in webinars that discuss diversity or attend conferences 3) staffing: they try to recruit a diverse staff 4) once a particular ethnic group becomes/reaches between 5-10% of the general population of their county, the library builds a collection for that particular group whether it's authors, content or subject matter.
Of the 141 Denver Public Schools school libraries, about half are staffed with librarians and other half have a series of trainings to inform paraprofessionals. Schools must have a collection development plan in order to receive funding.
(Fort Collins) Irene Romsa is one of two full-time librarians charged with fostering multicultural/outreach efforts at her site (Irene specializes at the elementary level while her colleague works with teens and adults). She emphasized that this alone reflects Poudre River's robust financial commitment to inclusivity and outreach. She also spoke of an array of initiatives and programs that she and her colleague have undertaken. For the past five years, Poudre River has hosted an annual Day of the Dead celebration that has drawn a large and loyal following, including families from as far away as Wyoming. Irene has also instituted Noche de Familia, a monthly Spanish-language storytime event, partnering with Colorado State's Foreign Language Department and local bilingual (Spanish/English) storytellers. Staff regularly conduct workshops for prospective and new volunteers at which they share books, provide snacks, and establish a welcoming environment.
ALD funds an ESL program with a huge $76K commitment. They have also had a big increase in foreign language collection budget, concentrated at 4 libraries. A recent 'New Americans collection' has been added, and also materials in Spanish.
Pueblo: *Outreach department*: Low-income, Senior services, Satellite program (library services, computers in schools), Books a la Carte visits childcare centers, Meals on Wheels, etc. *Assistive technology workstations*: blind / vision impaired, Learning disabilities – used more, in YA section, social services staff knows about it and has been brining people to use it; One branch will be getting an assistive station PCL does a great job of engaging new users through outreach. Currently targeting assisted living centers and Head Start. Outreach department evaluates community needs and develops programming, e.g. provides discarded materials to Boys & Girls Club. Pueblo's a small town and PCL has GREAT partnerships, partly because everyone knows everyone.
Mesa County Libraries have a well-supported literacy center. Library is very supportive of whole literacy center; last year had 525 students from 38 countries. Foreign language dept in library. Library did a 2007 strategic plan--service to Spanish speakers was one of five targets. Portion of library's funding goes to it Literacy Center. Literacy center staff supported by library & grants.
Staff does outreach programs, hosts the Immigrant Resources Center, translate materials, mentally challenged groups to meet at the library, create newsletters and website, have also invested in assistive technologies in resources room for the visually impaired.
At Aurora Schools, (a) Each site responsible for own budget; no guidelines or standards district-wide for ordering. "We spend lots of time working with new library staff

members." They look at customer base of school. Large district; one school is 80% Spanish speaking; another might be 8%, so there are no set percentages for materials. Jan circulates articles and lists and links to support local library staff in diversity. She reviews purchases and may work with local staff. (b) Working with teachers varies according to library staff. Some teachers are more reluctant, some classified staff are hesitant. (c) This year and next district implementing extensive (10 days) diversity training. School library staff are trained by building principals. Nothing specifically for diversity via local programs. (d) Many libraries do lunchtime and afterschool book clubs; made a real effort to have students encompass a different perspective. (e) She is more a cheerleader, advisor, resource.

Denver programs include: Spanish language & Spring Institute classes for staff; Learning & Language libraries got grant to develop community learning plazas and African-American research library hosts national exhibits and other special population events; Social Justice Poetry Slam and collaboration with Su Teatro projects (local theater) as well as Creating Communities preservation project within gentrifying neighborhoods; Western History & Genealogy department, especially important to Jewish and African Americans.

2. *Our recent survey indicated the following most pressing needs in libraries. Do these reflect your needs regarding implementing diversity?*

Engaging new community users

Perhaps re-phrase "engaging new community users" to "engaging new minority or immigrant populations." This phrase is commonly used in the Pacific Northwest

For schools, this is about engaging the community to be a part of the school library.

HIGH PRIORITY: Local libraries do outreach to parent classes and meetings and assistance (computer labs with resumes). Not students per se, because they see the new students almost immediately; roll new student data into their work; new students come in almost immediately, including Spanish speakers. Extremely high transience, so libraries are open from the first day.

DEFINITELY TOP PRIORITY: This in turn creates a challenge for funding, although great support for diversity in the community with 200 volunteers at Immigrant Resource Center (started with Colorado Trust project). Ability to be responsive to diversity is goal.

Increasing diversity of collection materials

Denver Public Schools do site-based collection development & analysis every year to see if age of collection is <10 years and gender and ethnicities are included, especially in biographies & literature.

Grant applications consider special populations' needs and therefore impact in a positive way our library's services, e.g. teen advisory committee

High importance

Creating a plan for library diversity

Difficult to find diverse staff to hire
Yes, this reflects our needs regarding implementation of diversity.
Promote value in having a plan to help overcome internal struggles on whether this is a valuable tool
School district has existing diversity plan. In school libraries, any plans for library diversity would run through local building level.

Increasing community support for diversity

(School) uses ILL frequently, so support for diverse public library collections is important.
Nearby libraries must also share a commitment to hiring diverse and non-native English speakers so that one library does not bear the burden.
SpPops can help by fostering conversations and encouraging library staff to overcome prejudices
Aurora passed school bond election & administration promised attention to diversity training; looking for ways to bridge between low achievers and regular. Aurora Public Schools have an office of Diversity and Equity.

What are the top three needs of your library in regards to diversity?

1) Staffing—(JeffCo) could benefit not only from staff that mirrors the community that walk into their libraries but also from staff that speak different languages (language was not specified.)
2) Training—there is a need to make current staff comfortable with engaging with different ethnic groups that come into the library.
3) Programming—identify programming that meets the needs of the different ethnic groups that will keep them engaged and interested in the library.
Diversity Summit helped the district have a group of educated, committed professionals to implement changes.
Working with special populations puts you at the fringe, the 'other' that is often last to be served and first to be cut
Irene observed that what constitute "pressing needs" varies across sites. While she believes that each of these identified challenges is critically important, her library has already come a long way in "engaging new community users," "increasing community support," and implementing plans. She therefore named "increasing diversity of collection materials" as a local priority. While many bilingual resources are available at Poudre River, many are more focused on adults than the children with whom Irene works. Further, her library has few to no resources available in languages other than English and Spanish. Irene noted that although her library is doing a great deal to serve the local Latino community, she would love to foster efforts to be even more inclusive by reaching out to international families arriving in Fort Collins to study at Colorado State University or to work for local employers such as Hewlett-Packard.
There is a gap between plan and reality; director said regular staff and materials need to bolster their attention and involvement. Mesa County Libraries Literacy Center now in charge of collection development, signage, to broaden library's work, but a slow process.
Hiring diverse staff is the most important thing. There's a bottleneck in hiring, especially

when it comes to recruiting MLIS graduates of color. This is the duty of administration, the Library Commission, and City Librarian. It has to be a priority.

Pressing needs primarily have to do with funding. Need a van for outreach instead of sharing between facilities and central library. Need more laptops for offsite training. Also need more tech savvy staff.

3. *Identified most strongly with a need for improvement were the following four items. For each, consider the next year and say if you think they are very important, important, somewhat important or not important.*

	Very Important	Important	Somewhat Important	Not Important
Having staff that represent the community's diversity	2	2	2	
Including special populations in library decision-making	2	3	1	
Training staff and volunteers in cultural competence or awareness	4	2		
Having an overall library diversity plan.	3	2	1	

Including special populations in library decision-making: Irene noted that in her library, decisions are made by three-to-four members of the management staff. While she believes that inclusive consultation is important, she did not believe that a more dispersed decision-making process is in the realm of possibility.

While **"overall library diversity plan"** can be crucial to sites just getting started on diversity planning, Irene acknowledged that her site no longer needs such umbrella documents, as attention to diversity is now woven into virtually every yearly goal and new initiative at one library. Another prioritizes flexibility to address current community issues.

Training: "Have a safety committee, why not a diversity committee??"
Don't really have diversity training, but thinking about it, and want to do it in a way that those already trained won't be bored or feel like their time is being wasted.

Collaboration--comments from public libraries & schools: Teachers should engage libraries more frequently--more collaboration. Teachers often think of public library as last option. Cooperate with schools and satellite libraries, because they're aware of community needs.

4. *How do you and your library convey messages about inclusivity?*

The Jeffco leader said he thinks that they (JeffCo) could do a better job in this area. He believes that inclusivity is a one-on-one type of interaction between folks who are comfortable with themselves and who are approachable and willing to answer questions and concerns of people of a particular ethnic group. JeffCo does do the following: put together displays to highlight their diverse collections; on any application, there is a disclaimer that JCPL does not discriminate; they have a weekly newsletter called the Grapevine. It is distributed electronically to all staff. There is a section where staff can

anonymously ask any questions of their administrative staff which is then answered in a future newsletter for all staff to see. Questions on inclusivity have been asked and answered through this vehicle in past.
Inclusivity is conveyed through: diverse images in programming literature; promoting events in a variety of ways – radio, posters, web, etc.; highlighting library events to community groups meeting at the library
MOST IMPORTANT: make person-to-person connections through services!
DPS promotes diversity websites in staff development, and encourage staff to do outreach to diverse populations.
Statement on all program announcements that Pueblo has assistive technology, and staff from Center for Disabilities (paid by library) can sign for hearing impaired. Brochure on assistive workstations in English & Spanish, and online. Results of partnering with Center for Disabilities + Workforce Center: large print brochures, Braille survey for feedback, greater staff awareness of referral sources, blind / hearing loss support groups meet at library, including assistive technology overview at meetings.
Irene noted that many public-information materials in her library are available in both English and Spanish, including flyers, brochures, a Website, and welcome signs; Poudre River also has a Spanish-language phone line and bilingual e-mail availability. Again, she noted as a limitation that Poudre River does not provide information in languages beyond English and Spanish.
Mesa has discovered several methods. Spanish newspaper in Glenwood, distributed throughout western part of the state; collaborate with them and the Spanish radio station. Lit Center has put out flyers and info in Spanish, including events. They collaborate with many groups.
Aurora Schools: (a) Setting examples, what they send out, emphasize publishing awards for diversity-related books (like Coretta King Awards, not just Caldecott), check to see what the schools are ordering. (b) School has district translating office, she sends things to be translated for school newsletters (ex: Read Across America). (c) local libraries are included in local schools' activities like festivals, programs, food event. One school before the Olympics studied Greece and mythology; each took a different country and talked about how it is difficult for some in their native culture if they aren't skilled/don't like local popular sports, may try other sports and are good at them. Different handshakes, bows of the head. Kids thought about how do different people from different cultures communicate and get along in the Olympic Village? (Cultural competency) (d) *If the library person is strong, he's always involved.* (e) She and libraries work at getting students to understand anyone can be an author. They promote authors and illustrators from different special population groups, and are considering author visits via Skype.

5. *What do you think our volunteer group should do to fulfill our mission? The mission of the SPC is to address the needs of special populations through the training and mentoring of library staff.*

Help people understand what diversity is/does and how it can be of importance to them (as in their work environments.)
Encourage a more formal mentoring program. Many full-time managers are already

trying to serve as mentors so no time to volunteer as a mentor, but see the need and also encourage peer support. 21st Century Skills and rewriting of state standards is perfect time to encourage mentoring.
Irene emphasized the value of face-to-face networking and tailoring support to particular needs. She sees particular value in mentoring that focuses on a few key priorities, especially programs and strategies that can be feasibly replicated across sites.
Glenwood Springs training (Summit 2008) was incredible. That was the foundation to get her rolling. Diversity is bigger than one tiny town. Connecting with those people was so incredibly important. And having their support for the Spanish speaking library staff was important. This summer, one is scheduled in Denver that connected people to people and networking. (?) Face to face can't be replaced; webinars, etc., are complementary. Look at ways to cut costs for face-to-face training.
Aurora Schools: (a) Her people struggle, what should they order? Awareness of new books. (i.e. repackage our resources? A more timely reminder? (b) Not able to attend outside training, can't get time off, so info would have to be delivered in other ways than training.   Webinars—don't usually have the time to attend. Poorly attended. (NOTE FROM BONNIE: perhaps try some very specialized webinars for schools that can be marketed sexy, attended later)
Online courses on CLiC, LEAD diversity courses similar to difficult patrons class; Produce own video, contract LEAD to produce it? Training on disabilities would be excellent! (See Missouri state training video http://www.librarian411.org) Would be most useful to have (RMDBTAC?) on DVD/via Webjunction for free.
Bring back a mentor program, but market it differently. Bring in students or others willing to get involved and call them "interns," offer some incentive, a way to get things done with limited staff and budget.
Offer incentives for taking training.
Talk to administrators about hiring. Somehow lobby to administration. Partner with other diversity groups.

6. *Survey results indicate a few popular ideas for diversity resources and assistance over the next few years. What creative ideas would you suggest the SPC provide to assist with these needs?*

Recruiting Diverse Staff:

Think about having a presence at the national conferences that come to Denver, such as hosting a resource table and let those participants that there is a diverse population here in Colorado. Committee could create a diverse librarian listserv and make it visible via the web so that when people are considering library jobs in Colorado, they have a way to contact someone in the state.
Publicity (in, for instance, a newsletter or on our website) calling attention to sites that have successfully hired diverse staff. As libraries want to stay at the vanguard of progress, such portraits would likely encourage other library managers to recruit more diverse staff at their own sites. Irene emphasized that as simply hiring culturally and linguistically diverse staff members is never enough such portraits should also provide exemplars of strong commitment to teamwork and service.
Littleton supports pay differential for language expertise, etc., which is a good incentive.

Find a way to get libraries to recruit diverse staff; involve decision makers; model grant project (Seattle Public Library); look for people with the passion to initiate change & get buy in! Change has to come at the director level, and has to be a priority of the powers that be.

Marketing to and Collaboration with Diverse Populations:

Make the national ethnic caucuses aware that SpPops exist. Visit their websites, have links on our site to them and on their site to us. Have a variety of tags associated with the SpPops website so that when people search the internet, they have a good chance of finding us. Collaborate with the other diverse groups in the state (i.e. Reforma) and attempt to join forces.

Irene would like to see templates for materials such as flyers, posters, and Web pages to be produced locally as well as copies of completed materials for local distribution.

Help with messages to the community in various languages, e.g. posters, pamphlets, and other marketing materials in other languages like Vietnamese, Korean, Chinese, Russian, etc.

Mesa County examples: (a) Culture Fest. Students dress in costume, bring country food, entertainment from native country; 700 attendees first year and 2000 in second. Cost to library: $100. Three major events have now spun off the original event; Culture Fest remains one. Mexican grocery store provides food, ethnic restaurants provide food. (b) NEED: Signage in multiple languages is important. Colors are vibrant, part of their native culture. (c) IDEA: Have applied for grant for "Creating a Cultural Canvas," juried art show. Collaborating with college which has huge diverse population.

Aurora Schools: (1) Get more with videoconferencing, Skype, get diverse authors to do that. (2) She works closely with complaints committee; parents referred to her. She gets complaints, for example, books about same sex parents. SP could support those who have to deal with these complaints. She feels every child has the right to see himself successfully portrayed in books. In buying books, she's not advocating a lifestyle. Example is "Tango Makes Three," based on a true story, which created complaints & demands to remove. Or a new story of 15 year old unwed Black mother who refused to give up her seat on bus 9 months before Rosa Parks; what age students should be able to read this? Just knowing there's support is important

We look to Queens Library and Boulder Public Library for programming ideas. Help libraries develop outreach strategies. The library has to go out into the community, and into non-library community groups to find out what special populations want or need. e.g, figure out whether or not a hip-hop MC event would be appropriate/well-attended. Ask people what they want.

Grants force awareness of issues; encourage local libraries to pursue grants not only for funding but for internal change that comes with; e.g. develop focus groups that help people with special needs

Library Diversity Training:

Help people understand what diversity is.

More nitty-gritty like how to best serve the mentally ill, diffuse conflicts between cultures, self-reflection not generalizations

Irene recommends development of a few "core presentations"—perhaps five or so—that could be adapted for use at local sites, on such topics as the importance of Spanish-language reading opportunities in children's literacy development, the negative effects of societal discrimination and anti-immigration lobbying, etc.
Bibliography of great materials--by learning styles, by fluency; for picture books & story-telling books, esp. ECE & K-1
Repeat the Glenwood Springs seminar. Tap existing library activities. Hear from other people how they've done it. Examples are great.
Webinar better. Archived to watch later.
Committee training and communication must be delivered in a more direct fashion to have wider exposure. The idea of Skype or webinars or phone conferences is interesting & may build as younger people become library staff.
Publicize services; have a CLiC / Webjunction / online presence; collaborate with CAL; Other states make diversity a priority at the state level, not just at the library level – Colorado Talking Book Library is well-supported, market through collaboration with CTBL
Identify incentives; talk about assistive technology in libraries; engage volunteers to help with assistive technology

7. Is there something in particular in which you or your staff would like to participate?

1) Staffing—JeffCo could benefit not only from staff that mirrors the community that walk into their libraries but also from staff that speak different languages (language was not specified.)
2) Training—there is a need to make current staff comfortable with engaging with different ethnic groups that come into the library.
3) Programming—identify programming that meets the needs of the different ethnic groups that will keep them engaged and interested in the library.
DPS has scheduled training Sep/Nov/Feb/Apr 'embedded staff development at point of need'. Stevan Kalmon's work is always of interest as is Dr. Laura Summers on the culturally sensitive classroom, and moodle is a familiar online tool. DPS has a Division of Teaching and Learning, uses online learning, and does joint training 3x per year.
Irene belongs to a number of library groups that provide online venues for exchanging ideas and posing questions. Our committee should avoid duplicating these efforts and provide links to relevant organizations via our Website (Pubyac, a digest from IL.edu, etc.). She is interested in initiating an annual Spanish storytelling festival, and would love to collaborate with others around the state in planning this event.
Would like to be sure the school librarians have jobs.

8. Libraries often request diversity training. Could you describe what kind of training would be most useful to you and your staff? How would you like to see this training--in person, online, at an existing conference, as a stand-along workshop, at your workplace or other ideas?

I need support with upper management to have a commitment or to hire diversity. Decision-makers must come from diverse backgrounds.
At existing events: CAL conference, already scheduled conferences, staff trainings

Summit, with some sort of funding support; people prefer this to any other style of training. A conference setting would be best to allow for dialogue rather than online. Feel online should be last resort.
Cultural competency training opens people's minds. Learn about a culture and respect it and be respectful of others and their work ethic. Example: low income mom who couldn't afford to replace a missing DVD.
Online: Skype, moodle, webinars, phone conferences, etc. Recorded for playback. School library staff can't get time off, plus all conference/training budgets have been eliminated. Or provide funds to pay for trainers or send staff to training.
Use people like key informants or committee members as trainers, either live, to send out to other libraries, or webinars/phone conferences. (e.g. Denise in Mesa)
Training topics: how to correct staff who are not acting appropriately to change, specific programming ideas, e.g. how to put on a multi-cultural fair. Again, use key informants, experts, leaders in these areas.
Training should be specific to library workers. A bad experience with a two-hour "diversity" training, where some people came away with "I should not make direct eye contact with anyone who appears to be Asian." This type of training forces people to make assumptions. Instead, why not have a class on how to know when a co-worker (or yourself) has engaged in inappropriate behavior, or has said something inappropriate or racist. Real understanding comes from conversations about inclusivity, not formal training.
Define diversity for staff, because it's not just about people who look different. Understand that training will look different for different libraries.
Widening the perception of who is part of our diverse community, like the mentally ill, for example.

9. *Diversity is often seen as an 'extra', one more item on the to-do list. What ideas do you have about <u>integrating</u> diversity to what libraries and library staff already do?*

Including diversity in new hire orientation would become part of their social consciousness and awareness.
New teacher orientation in August is a great time to integrate cultural sensitivity training, and DPS is including diversity as a topic.
Need a clearinghouse of trainers/training ideas for in-service
Foster norms of collaboration and dedication to service at libraries. Too often, a single "outreach" person is left to function alone. For example, at Poudre River, on the other hand, Irene is able to act as a facilitator, knowing that her colleagues share the conviction that diversity support efforts are everyone's responsibility. This attitude is important to consider in hiring decisions (in hiring *all* staff, that is). Again, calling attention to sites with these norms of collaboration and service might bring this need to the front of others' minds.
An example is dealing with immigrants. They already come in, just deal with it. A person is a person. She respectfully corrects library staff who are dealing incorrectly with a patron. The diverse populations exist and are growing rapidly. Libraries either deal with it or will be buried in the growing waves.
Making it part of the mindset and mission, and making it a priority starting from the top of the organization is key. Library has been working on this since 2004 and is now part

of fabric of services as a result of being in touch with community changes.
That's correct, it should be every day. Black History shouldn't be a month; it should be all year. The way of doing business, who's our customer. District is already behind this and bridging gap between low-achievers and other students.
Diversity be part of initial policy training that every new employee undergoes & should be on staff meeting agendas. Ideas for training could come from shelvers, custodians, clerks or librarians; let passion for subject guide training.

Closing Thoughts:

It is important to get as many populations as we can have on the committee.
Face-to-face gatherings sponsored by the committee--value in opportunities to connect with other groups and sites.
Decisions are impacted by the make-up of school districts, e.g. 23% Black, 20% White, 52% Hispanic. Buying books and doing diverse things is year-round; staff is changing to be more diverse, too. Current training is focused on awareness.
School libraries obviously are much different from public libraries. Frequently they are embedded within a district's diversity planning and budgets.
Interviewer (Anne's) closing thought: Irene is *so impressive*—thoughtful, dedicated, intellectually generous, and very kind and gracious. I suspect that she'd be willing to consult with our committee on future efforts, and she'd offer important insights.
Diversity plans and activities have to be part of the school's and/or district's, not stand alone for any given library.

<div align="center">**Special Populations   Goals 2014**</div>

> **Mission**: The Special Populations Interest Group addresses the needs of special populations through the training and mentoring of Colorado library staff.
> **Vision**: Colorado's libraries are where communities connect around diversity and special populations seek out resources.

Goal #1: Marketing   Increase libraries awareness of Special Populations' content and existence.
OUTCOME: Colorado libraries will have a heightened awareness of the Special Populations Interest Group.

Objectives

1. **Revamp resource website to clean up, redesign, move hosting, link to other sources and enhance resources; ongoing but initial by March 2011.**

    Promote downloadable templates for libraries' use in multiple languages, e.g. http://oh.webjunction.org/ohspanmarket

2. Develop a marketing plan

    Use social media as a tool to increase awareness of diversity by empowering librarians who care about diversity to spread SP word.

3. Increase visibility through CAL

    Add webpage for CAL Interest Group. 9/2010 design, launch

Goal #2: Training & Resources   Offer resources that increase Colorado libraries' awareness of and responsiveness to the needs of diverse communities.
OUTCOME: Colorado libraries will increase responsiveness to the needs of their diverse communities.

Objectives

1. **Increase awareness of existing materials and resources; track website hits, periodic survey**
2. Conduct at least 3 workshops annually for library staff.
3. Develop 2 or more presentations that address libraries' needs such as outreach, programming, hiring and collection development.
4. Model cutting-edge tools & availability:

    Explore virtual assistance opportunities e.g. training webinars, chats and real-time help.

Goal #3: Mentoring   Offer opportunities for Colorado library workers to consult experts.
OUTCOME: Colorado library workers will indicate usefulness of Special Populations' experts for advice and mentoring.

Objectives

1. **Rebrand and market mentor pairs--'save time and money'--**to match & coach 5 active pairs per year.
2. Expand committee membership as experiential learning opportunity.

3. Create more connections to library school students:

        Find students; create a list of entry-level scholarship organizations; offer internships

4. Improve online 'experts list' interactivity so that library staff can easily access and add to list.

Objectives: SMART Format: Specific, Measurable, Attainable, Relevant or Realistic, and Time-phased