**Script for Equity – Parts 1 and 2:**

**Slide 1:**
*Title Slide*

**Slide 2:**
*\*\*\*We’ll cover sections 1 and 2 in this recording. Section 3 is covered in the next recording.*

**Slide 3:**
*We’ll start with discovery –listening to and learning about the communities in your library’s service area*

**Slide 4:***At the end of this module, you will be able to:*

* *Define equity*
* *Demonstrate knowledge of best practices for community engagement*
* *Assess community needs and identify opportunities for collaborative partnerships in your library including creating a welcoming environment*

**Slide 5:**
*Framing our conversation*

* *There is a wealth of research showing the disparities that exist in early learning. Low income, children of color are disproportionately impacted by limited or no access to learning opportunities. (Refer to your course resources for research articles)*
* *Libraries are an important part of the early learning landscape and are uniquely positioned to provide quality early learning experiences for young children.*
* *What does this mean in your everyday work?*
	+ *You have resources available (staff, collections, expertise, meeting rooms, equipment, etc.)*
	+ *You can assess your library branch’s program offerings and identify gaps (language, time, location).*

*Gaps are not deficits, they are opportunities to expand your library’s reach and build collaborative relationships*

**Slide 6:***Establishing a framework starts with ensuring you understand and can make the distinction between equity, inclusion and diversity. Take time to familiarize yourself with the following terms*

*Equity- Individualized strategies designed to address historical barriers to access*

*Inclusion- Bringing traditionally under-represented individuals and communities into processes and activities (sharing power)*

*Diversity- The ways in which people differ; also includes different ideas, perspectives and values*

*Why focus on equity?*

*Inclusion and diversity are already occurring your work and often confused with equity. Leading for equity means you recognize the individual and distinct needs of community and designing programs accordingly*.

**Slide 7:**
*Let’s take a moment to think about the following question – what can I influence? As an exercise, take a look at your calendar. How did you spend your time this week? Where did you go? Who did you meet with? Did you engage a new audience or community?*(adapt interactivity according to platform)

**Slide 8:**
*What is the point of looking at how you spent your time this month?*

* *Where did you go? Looking at where you went during the month reveals choices you made (or were made for you) about how you allocated your time*
* *Did you engage with a new community? This could include a new service provider in an area or parent group. You have no established connections.*
* *Did you deliver a program to a new audience?*

*You have tremendous influence in your library work. Determining how and where you allocate your time is a critical step in the planning process. Continue to examine your practices and look for opportunities.*

**Slide 9:**
*Section 2- Building Equitable Relationships in the Community*

**Slide 10:**
*All programming has a beginning or starting point and an end. In order to build your capacity to create equitable programming, a pathway has been created for you to understand the importance of each step in the process.*

*Let’s use an actual programming example to deepen your understanding of the pathway*

**Slide 11:**
***Decide***

* *Engage in conversation with internal (library) and external (community) stakeholders*
* *Ex. Family Child Care Providers have been identified as a gap in programming and library connections.*
* *Tip: Identify formal and informal connections*

**Slide 12:**
***Gather Information***

* *Increase your knowledge of a particular community by gathering data*
* *Ex. Specific data was gathered to determine the number of family child cares currently operating. Data revealed there was a high concentration of Somali providers in a particular area of the city*
* *Tip: Think about who you want to engage and why. The strategies for engagement will vary widely in different communities.*

**Slide 13:**
***Listen***

* *Once you have gathered information and determined a particular community that you are not reaching, it is time to start engaging in community listening and relationship building.*
* *Ex. Engagement started with reaching out to individuals and organizations with connections to the Somali community.*
* *Tip: Listen more and talk less. Invest in relationships. Acknowledge that this work will not be done overnight. It is critical to take time to meaningful and trusting relationships. Real community engagement takes a lot of time.*

**Slide 14:**
***Plan***

* *Now you are ready to start developing a plan to address the gaps you have identified.*
* *Ex. Community conversations identified a need for early literacy support and resources tailored to meet the specific needs of Somali Family Child Care Providers.*
* *Tip: Share power- recognize how power plays out in groups, and that there may be a power imbalance between library and a grassroots community org. Be intentional in creating space for others to shared their experiences and ideas.*

**Slide 15:**
***Implement***

* *If possible collaborate with a partner who is already serving the audience you want to reach*
* *Ex. A partnership was developed with the lead contact for the monthly Somali Provider meeting. The partnership results were 6 co-designed sessions focused on early literacy and story time training.*

*Tip: Form a project with benchmarks and an endpoint.*

**Slide 16:**
***Reflect***

* *Your program has now ended which means it is time to evaluate. Were your outcomes met? What did you learn? What occurred during the program that you did not anticipate?*
* *Ex. Evaluation was conducted through large group discussion at the program’s end. This was decided based on the language needs of the group and concerns that formal surveys would not fully capture the experiences of the participants. Participants reported an increase in knowledge and confidence providing story time. Resources were limited in provider homes and an unanticipated need not factored into the budget was more financial support to purchase books and story time materials.*

*Tip: Measure mutually agreed upon outcomes*

***Refer to the*** *course* ***resources for more pathway examples, “Serving Patrons with Barriers to Access”***

**Slide 17:**
*Assess your program offerings and gaps.*

*Look for opportunities to expand your library’s reach and build collaborative partnerships.*

*Use your pathway as guide to developing equitable programming*

*Thank you!*

**Slide 18:**
*Closing / Acknowledgements*