A Toolbox for

Library Community Catalyzers

*Written and compiled by **the Paschalville Partnership**,*
a collaboration led by the Free Library of Philadelphia

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The report made possible in part by the Institute of Museum and Library Services.

I. INTRODUCTION TO THE TOOLBOX

We are pleased to share this toolbox for libraries and library systems that want to learn about being catalyzers for community engagement. This toolbox is based on our experience—the Free Library of Philadelphia—convening and leading the Paschalville Partnership. Since 2014, the Partnership has worked to transform services for the community served by Paschalville Library, located in Southwest Philadelphia at 70th Street and Woodland Avenue. The Partnership originated as a collaboration of 11 organizations, with a common agenda for serving job seekers. Our work has been made possible in part by the Institute of Museum and Library Services (IMLS).

In 2018, the Partnership sought to become more community-informed by inviting community members to take a leadership role in our work. Funded through IMLS' Community Catalyst Initiative and following the principles of asset-based community development (ABCD), we embarked on a journey of authentic engagement with community members at the helm. We experimented with new ideas, learned from these experiences, and arrived at the end of the process with a firm belief that libraries indeed can be natural catalyzers in the communities where they serve. In the language of ABCD, this toolbox is our gift back to the library and museum world.

LINKS

To learn more about the Paschalville Partnership and to view our **State of the Community** reports, visit our page at the Free Library's website: freelibrary.org.

Why libraries are natural catalyzers

Libraries enjoy a lot of good will in their communities and are among the most trusted and highly regarded public institutions in our country (see the Pew Research Center's *Libraries 2016* study,[1] among many others). *Neighborhood* libraries are an especially trusted community presence with a keen understanding of residents who are coming in their doors every day. Paschalville Library, an institution perceived as a "safe haven," is a place that residents turn to not just for educational or intellectual nourishment, but also in times of need.

HIGHLIGHTS

"Museums and libraries of all shapes and sizes share a number of features that make them well situated as catalysts for positive change: they are embedded in local communities; they have a public service orientation; and they are viewed as community assets."

Read more about IMLS' **Community Catalyst Initiative** and the report that kicked if off (quoted above)—*Strengthening Networks, Sparking Change: Museums and Libraries as Community Catalysts*, completed by The Reinvestment Fund in 2016— at IMLS' website: IMLS.gov.

[1] http://www.pewinternet.org/2016/09/09/americans-attitudes-toward-public-libraries/

What is ABCD?

Traditional community development is rooted in a deficit mindset: W*hat is wrong with this community? What are the barriers to its growth and well-being?* Too often, institutions and outsiders bring this deficit mindset to their work, telling community members not only what their shortcomings are, but also how they should fix them. Moreover, these outsiders claim to be the ones who can fix a community's problems. In this scenario, community members usually do not have a seat at the table, let alone a meaningful role, even though they are the ones with "lived experience" (in the most literal sense). Rather, they are viewed as recipients of programs and services, not just by outsider organizations, but sometimes also by themselves.

ABCD flips the script on community development. In our view, ABCD boils down to two basic concepts: asset-based thinking and community members moving up the power ladder.

Asset-based thinking. ABCD starts with a thorough understanding of and appreciation for a community's strengths, or *assets* as they are called in ABCD. When seeking an understanding of a community, there are generally six groups of assets we should be looking for:

QUOTES

While it sounds academic, ABCD fits libraries and museums. Professional staff are able to hear and understand it. It's a shared language.

Andrea Lemoins
Community Organizer, SW Cluster
Free Library of Philadelphia

- **People:** the talents and skills of the people who live in the community.
- **Associations:** informally affiliated groups of two or more individuals joined together around a common activity, often sharing a common vision or goal. Examples include book clubs, neighborhood clean-up crews, babysitting co-ops, and seed exchange groups.
- **Institutions:** formally organized entities often structured as non-profit organizations or as part of a government agency, with a mission to provide programs and services to community members.
- **Place:** the physical assets that are generally open and available to the public, such as libraries, parks and playgrounds, recreation centers, public transit, and places of worship.
- **Economic assets:** the productive work of employees and local businesses that takes place within the community, often concentrated along commercial corridors.
- **Culture and stories:** the individual and group histories, traditions, memories, and norms that give the community its character.

It is no accident that the first asset in this list is people. The foundational truths of ABCD are: *Everyone has gifts. Everyone has something to contribute. Everyone cares about something, and that is their motivation to act.* In our experience, having people think about and express what gifts they have and can offer back to the community—such as a love for reading, cooking skills, or a passion for travel—is a really powerful way to engage with them authentically.

TOOLS

You can find our version of the exercise **Gifts of the Head, Hand, and Heart** in Section III of this toolbox. It is a great way to learn about residents' gifts (aka *people* assets) and to kick off a community meeting.

Under the ABCD approach, *community members* participate in, if not lead, asset mapping: identifying the six groups of assets, thinking about how they are connected to each other, and brainstorming how they can be activated in support of what the community cares about. In Section II, we share our step-by-step approach to ABCD as a guide for other libraries to think about and develop an approach that works for them.

Moving up the power ladder. ABCD rests on the idea that individuals experiencing an issue or living in a community are best equipped to lead its transformation. The concept of a "power ladder" is useful in illustrating this: at the bottom of the ladder, residents are *recipients*; as they move up the ladder, they become *information sources* and then *advisors and advocates*; when they arrive at the top, they are *in control*. ABCD empowers residents to understand not just where they are on the power ladder but, more importantly, where they should be. Organizations and institutions working in a community also can benefit from thinking about where their programs on the power ladder sit (in terms of community participation), and where they could (or should) be. See Section II, Step 4 for details on how to use the power ladder for forging ties between residents and community-based organizations.)

LINKS

Many of the concepts presented in this toolbox, including the concept of the *power ladder*, come from **The ABCD Institute**, which provided on-going coaching and support to the Partnership throughout the project. Visit their page on DePaul University's website for more information and a wealth of resources on ABCD: depaul.edu. Our sincere thanks to the ABCD Institute for their steadfast support and guidance of our work.

How the toolbox is organized

Section II of this toolbox outlines the steps we took in conducting asset mapping using an ABCD approach. Along the way, we include:

- Practical tips and **TOOLS**, including examples from materials developed by the Partnership;
- **QUOTES** from our project team, including community members;
- **HIGHLIGHTS** from related resources and research; and
- Helpful **LINKS** to some of the Partnership's published reports and others' work.

Section III is a compendium of the **TOOLS** mentioned in Section II, which we derived from the work of The ABCD Institute or we developed ourselves.

QUOTES

I think we [the Free Library] are learning to be more receptive. We should be a platform for the community to discover what it wants to see happen.

Omelio Alexander
Digital Resource Specialist
Paschalville Library

II. PRACTICAL STEPS FOR LIBRARY CATALYZERS

QUOTES

I think the ABCD approach created an opportunity for people to present their authentic self. The questions about the gifts of the head, hands, and heart gave a more positive focus and helped people open up. When I start my own business, I will use these questions for my interviews.

LaShon Jackson
Neighborhood Ambassador and
Resident Consultant Team Member

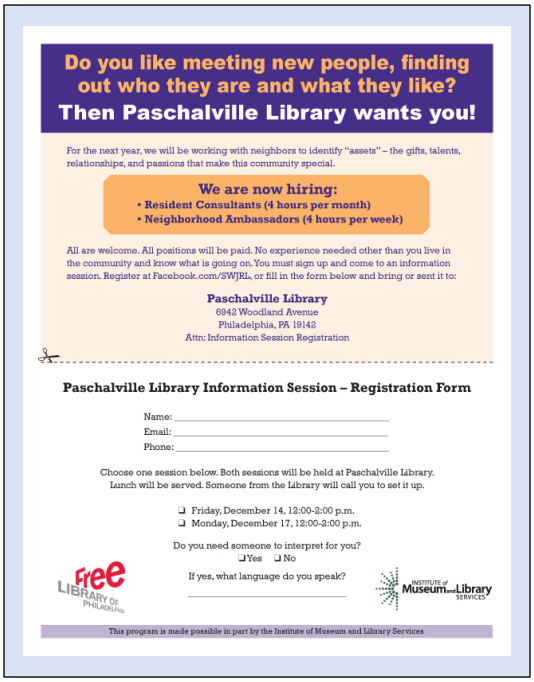
Step 1. Inviting community members to sit at the table

In launching our project, we knew we wanted to have community members involved from the beginning, and we knew from ABCD principles that the most effective approach would be to find the "connectors" in the community. According to the ABCD Institute, community connectors are "…leaders [who] have earned trust, influence, and a following among citizens. They have relationships necessary to bring citizens together in ways that create opportunities…"[2]

Our first job was to figure out how to involve community connectors. To give them some choice in how they could become involved, we created two types of positions: Resident Consultants and Neighborhood Ambassadors. *Residents Consultants,* as their name suggests, would provide top-level guidance to the project work and would undertake asset mapping for the Partnership; they would meet monthly, requiring a lower level of effort. *Neighborhood Ambassadors* would be out in the community talking to residents on a weekly basis, which would require a higher level of effort. Both positions would work as teams and were to be compensated on an hourly basis.

Our next step was to figure out how to find them. Our hunch was that a traditional hiring process—having people submit individual applications and interviewing them one-on-one in a formal setting—would send the wrong message and not result in us finding the people we were looking for. Rather, we wanted our process to reflect the values of ABCD and the goals of our project. In particular, we wanted the process to:

- Allow us to get to know each participant in an authentic way;
- Take place in a group setting so we could see how participants interacted and collaborated with each other;
- Be an opportunity to model some of the ABCD concepts we were learning about, so participants could get a sense for the work they might be doing;
- Allow us to convey a lot of information about ABCD, the project itself, and the specific positions we wanted to hire community members for; and
- Give participants the opportunity to ask questions and express the interest in the positions after learning more about the project.



Do you like meeting new people, finding out who they are and what they like?
Then Paschalville Library wants you!

For the next year, we will be working with neighbors to identify "assets" – the gifts, talents, relationships, and passions that make this community special.

We are now hiring:
- **Resident Consultants (4 hours per month)**
- **Neighborhood Ambassadors (4 hours per week)**

All are welcome. All positions will be paid. No experience needed other than you live in the community and know what is going on. You must sign up and come to an information session. Register at Facebook.com/SWJRL, or fill in the form below and bring or sent it to:

Paschalville Library
6942 Woodland Avenue
Philadelphia, PA 19142
Attn: Information Session Registration

Paschalville Library Information Session – Registration Form

Name: _____
Email: _____
Phone: _____

Choose one session below. Both sessions will be held at Paschalville Library. Lunch will be served. Someone from the Library will call you to set it up.

❑ Friday, December 14, 12:00-2:00 p.m.
❑ Monday, December 17, 12:00-2:00 p.m.

Do you need someone to interpret for you?
❑Yes ❑No

If yes, what language do you speak?
_____

Free Library of Philadelphia

Institute of Museum and Library Services

This program is made possible in part by the Institute of Museum and Library Services

[2] Green, Mike et.al., *When People Care Enough to Act* (Second Edition), 2009, p. 62.

With this in mind, we created an "information session," which was part information-sharing, part group-hiring process. Highlights of the two-hour long information session included:

- Lunch to start, giving participants a chance to settle in and get to know each other;
- A presentation on the project, including background information on the Partnership, an ABCD primer, and the role of community members;
- Several ABCD exercises facilitated by Library staff, which were a combination of individual work, discussions in pairs, and full group report-outs; and
- A candidate questionnaire at the end, where participants could express their interest in either or both positions and indicate their availability.

To get the word out on the sessions, we created a flyer and distributed it through our partner organizations and also placed an ad in the neighborhood newspaper. Participants were able to choose between one of two session dates and could register online or complete the form on the flyer and return it to Paschalville Library.

TOOLS

You can find the flyer and exercise sheet we created for our **Information Sessions** in Section III of this toolbox. All participants completed the sheet over the duration of the session and then returned it to us at the end, so we had a record of their participation.

Step 2. Putting community members in the lead

The Resident Consultant Team (RCT) provided top-level guidance for our project. This played out in several ways. First, they advised our various project partners on executing their parts of the project. For example, they gave ideas to the Neighborhood Ambassadors on where they could go in the community to meet with residents and they identified community-minded businesses for visits. They also helped determine themes for our story circles and community chats, often drawing from the Neighborhood Ambassadors' learning conversations and the business visits. In this regard, the project was iterative, in that what the RCT learned from each activity helped inform their planning of the next one.

The RCT was also primarily responsible for doing asset mapping on behalf of the Partnership. Details on our approach to asset mapping can be found in Step 4.

QUOTES

I love the idea of community driving libraries. This is the community's space. You can't run a public library well without knowing the community. People in a leadership role should know this: you don't have to be innovative; you just have to listen because the community is innovative.

Tiffany Nardella
Southwest Cluster Leader
Free Library of Philadelphia

Lastly, the RCT was involved in event and programming planning at Paschalville Library, with an eye toward incorporating what we were learning about the community into the planning. Details on how we revamped event and programming at Paschalville Library can be found in Step 5.

The RCT met over the duration of the project on a monthly basis. When meeting in person, we met once per month for three to four hours, often over lunch; when meeting via video conference call, we met twice a month for 90 minutes each time. An agenda was shared ahead of time, as well as meeting notes afterwards. RCT members who participated in the meeting signed in on a sheet or a screen shot was taken

for video conference calls; these forms were used to track hours and were submitted with their cumulative time to the Library for compensation.

Step 3. Engaging with the community

A goal of ABCD is to have authentic community engagement, and our Catalyst grant gave us the opportunity to be creative on this front. Rather than engage in activities that made residents feel like they were being studied (e.g., surveys, interviews, focus groups), we developed a set of activities drawing from the ABCD playbook that we felt were more inviting and appealing to community members. They were:

- **Learning conversations.** Our primary means for reaching out to the community was one-on-one conversations initiated by our Neighborhood Ambassadors. In these "learning conversations," Neighborhood Ambassadors worked from a question guide, though they were not obligated to stick with the questions. These conversations took place with a broad cross-section of the community: from visitors at the Southwest Senior Center and Paschalville Library to leaders and participants at Myers Rec Center and Tilden Middle School to congregants at Grace Christian Fellowship and other places of worship.
- **Business visits.** Our organizational partner, Southwest CDC, the publisher of the *Southwest Globe Times*, was tasked with visiting with businesses located in the community. As noted above, the RCT selected the businesses on the *Globe*'s behalf based on their knowledge of the businesses' contribution to the community's well-being in some way. The visits were with *long-standing businesses* that draw customers from all over the city; businesses that act as a *community gathering place*; and businesses that give back to the community through *giveaways, mentoring, and outstanding customer service*. As with the learning conversations, *Globe* staff worked from a question guide, though often the visit covered topics not anticipated, such as broader visions some business owners have for the community. Articles profiling each business were written and published in the *Globe*.
- **Story circles.** First Person Arts, another organizational partner, brought together different groups of community members to share stories about their passions and histories. Each story circle had a theme and a set of prompts used by the facilitator, which the RCT helped craft. Examples of story circles we hosted were: *unsung heroes*, who without being asked give selflessly back to the

QUOTES

Our conversations with folks like visitors at the Southwest Senior Center were an opportunity to discover what people care about. Seniors enjoyed telling us stories about the places and history of this community. It helped build relationships quickly.

Diane Poulson-Venn
Neighborhood Ambassador and
Resident Consultant Team Member

I learned that there's a strong desire in the community to be involved and that people in the community have a lot to bring to the table. Like when we interviewed Fred Cooper of Fred's Water Ice–there was real excitement and sense of community in his story.

Steve Kuzmicki
Economic Development Program Manager
Southwest CDC

At our story circle with veterans, we saw people look into each other's eyes, listen, and share. People, like veterans, have had experiences that you might not hear about unless you ask the right questions and ask them at the right time.

Neil Bardhan
Director of Applied Storytelling
First Person Arts

This project has helped us transition as an organization to make this our primary function. Our meetings have switched from information sharing to information gathering.

Cean James
Director, CityLights Network

community in the form of service and wisdom; *dedicated community caretakers* of our children, such as crossing guards and the Southwest Reading Captains; and *veterans*, whose service to our country, along with their service in the community today, is all too often unheard and unrecognized. Neighborhood Ambassadors and RCT members attended the story circles as well, bearing witness to the individual stories and helping to weave together a larger community story.

- **Community chats.** For this activity, we brought together activists and associations around themes of interest and concern to the community arising from the Neighborhood Ambassadors' learning conversations. The RCT was instrumental in determining the themes for these community "chats," hosted by CityLights Network. They included: *food access and security*, which brought together the numerous grassroots food pantry programs located in Southwest; *violence and crime*, where we discussed the prevalence of drugs and guns with the Southwest Block Captains; and *the community's hopes for youth, parenting, and families*, a convening with community-based programs such as F.O.C.U.S. Youth.

In the end, we completed over 120 learning conversations, six business visits, six story circles, and five community chats. Through these activities, we were able to gather feedback from community members on our two key questions: What do they view as being assets in the community (including their own gifts to the community), and what do they care about in the community? But these activities also served the very useful purpose of laying the groundwork for lasting relationships with many community members, given their authentic beginning.

TOOLS

You can find example flyers and the **Question Guides and Protocols** for all these activities—Learning Conversations, Business Visits, Story Circles, and Community Chats—in Section III of this toolbox.

Step 4. Forging ties between residents and organizations

While community-based organizations have missions to serve residents, there is always room to examine how residents are being engaged in the organization's programs and services. We found a productive exercise to be bringing together residents and one or more community-based organizations to learn about the power ladder.

In this exercise, we started with an explanation of the what power ladder is, giving examples of what community engagement would be at each rung. Then, we had the organizations list out their programs and services (up to five is a workable number) that we wanted to review and had each participant—resident and organization staff person—note where they thought residents were on the powder ladder for each program and service. (Helpful hint: having chart paper and sticky notes on hand is a great way to facilitate this exercise.) Next, we had each participant say where they thought residents

should be on the power ladder and tried to come to consensus on this. Finally, if there was a difference in where they were now and where they should be, we discussed *how* we would get them there, identifying concrete steps that both the organizations and the residents could take to make this happen. These steps could be the basis of a guiding plan for working toward more authentic community engagement and used to keep all parties accountable.

Step 5. Mapping community assets

QUOTES

This project was unique in that it focused on community assets. Seldom does something make people so proud. We're reminded that this is a neighborhood of people who are working hard to make things better.

Donna Henry
Executive Director, Southwest CDC

Once we had gathered a good amount of feedback from the activities described in the previous section, the RCT embarked on asset mapping, dedicating a portion of each monthly meeting to the process. The first stage was simple: We would read through (together, and out loud) the content gathered through the Neighborhood Ambassadors' learning conversations and shared through their spreadsheet. Then we would discuss this content, identifying any assets we heard mentioned and assigning them to one of the six asset groups. We also keep a running list of what community members said they cared about, grouping them into similar issue areas. One person acting as scribe was always at the white board recording this information for the group to see and discuss.

From these discussions, we started to build an asset "inventory," which started off as a simple list, but then expanded into a spreadsheet we could analyze. For example, we started to note when an asset was mentioned more than once (a proxy for how widely it was viewed as an asset in the community), the geographic location of the asset (so we could plot them on a map), and, when available, information on who mentioned the asset (age range, length of time living in community).

Going through the exercise of asset mapping naturally led the RCT to the conclusion that the community is abundant with assets. For sure, RCT members knew about many of the assets mentioned by community members, but by making them more visible through this process, they found they had a renewed pride for them. On the other hand, some assets were not as well known by RCT members, or they had never thought of them as assets.

The RCT also started to discuss how the community assets could be activated in support of what the community said it cared about. For example, much of the community said it cares about our youth—giving them safe and healthy places to learn and play. The group discussed how assets across all six groups could be activated in support of the community's youth, from place-based assets such as parks, playgrounds, and rec centers to people-based assets such as a passion for mentoring and a calling for helping others learn to read.

Step 6. Infusing ABCD into library programming

An exciting part of our project was the opportunity for the RCT to revamp several library events with ABCD values in mind. We had success with two events in particular:

- **Back to School Night.** While community open houses are common at libraries, we wanted to do something that was more of a community celebration, so we turned to our growing understanding of assets, especially the gifts residents could offer back to the community. To reflect many residents' gift of music, we invited a DJ to "make noise," which had the added benefit of dispelling the notion that libraries have to be quiet places. We also hired a community artist, who we met through the

Neighborhood Ambassadors' learning conversations, to offer face painting to the children. And we invited community members to showcase their talents and skills, including a photographer who set up a background and took photos of attendees in fun poses and an amateur genealogist who shared her skills for researching family trees. All involved with the planning of this event agreed it was one of the most well-attended at Paschalville in a while.

- **Employment Boot Camp.** The "boot camp" was a long-standing program for job seekers offered by the Partnership, but its curriculum was due for an overhaul, so we took the opportunity to draw on the many ABCD tools we were learning about through our work for this project. As with the information sessions we held to recruit community connectors, we started off by having participants talk about their gifts, especially ones they could offer back to the community. This exercise was a good ice breaker and put participants in a positive frame of mind. We also had them do journey mapping and storytelling through a "job history" lens (see Step 7 for more details on journey mapping) before even mentioning the words "résumé" or "mock interview." The revamped curriculum was well-received by participants and holds promise for future boot camps.

Step 7. Celebrating community assets

After the RCT completed asset mapping, the next step was to figure out how to share back what we learned with the community. As with the revamped library programming, we wanted to portray the community's assets in a way that was inviting and celebratory, which led us to the idea of creating an illustrated map. We hired another community artist who we met through our work to complete the illustration, and she worked very closely with the RCT on this. On the back of the map, we provided details about how the map sprang forth from community feedback and what we learned from the process. We also invited community members to tell us what other assets the community has (including their own gifts) and how they can be activated in support of what the community cares about by making a recording and sending it to our project team. It is our hope that this "community asset map" is a catalyst for the keeping the conversations going and a springboard for collective action.

Step 8. Evaluating ABCD initiatives

In doing our final project evaluation, we had two key questions in mind: How well did we implement the activities we had proposed to do, and did these activities result in the outcomes we had intended? Before embarking on answering these questions, we referred back to a "logic model" of our project that we had created at the start of the project. This logic model clearly laid out the activities we were proposing to do and what outcomes—short, medium, and long-term—we were expecting to see in our target population as a result of successfully completing these activities.

HIGHLIGHTS

A **logic model** is a concise, graphical depiction of how a program or initiative works and how program inputs and outputs are linked to participant and community outcomes. Logic models also can articulate assumptions, values, and external factors undergirding the program or initiative's "theory of change." The internet provides many resources on developing and examples of logic models. We suggest starting with the W.K. Kellogg Foundation Logic Model Development Guide, downloadable at wkkf.org.

To answer our key questions for the project evaluation, we conducted two information-gathering activities with project team members: journey mapping and interviews.

Journey mapping. In preparation for our journey-mapping exercise, we put together an outline of all the activities we had completed over the duration of the project in chronological order, along with key milestones. The actual journey mapping took place during a joint meeting of the Neighborhood Ambassadors and RCT. All participants received a copy of the outline, and the group talked through the activities conducted for each stage of the project, almost like reminiscing at a family reunion. By revisiting each stage, we were able to understand what worked according to plan and what did not. We were able to discuss roadblocks in the process, as well as lessons we learned. And we were able to gather stories that illustrated a particular point or shed light on a larger theme.

We also had a community artist, who we met during the course of our project work, present at our session. As we talked through the outline, she sketched elements of our journey—where we went, who we met, roadblocks we encountered, lessons we learned. In subsequent weeks, she worked with the group to turn her sketch into a beautiful illustration, intended as a keepsake.

Much of the information and feedback gathered during the journey mapping exercise helped us answer the first key question for our project evaluation: How well did we implement the activities we had proposed to do?

Evaluation interviews. Conducting one-on-one interviews with project team members was our second information gathering activity for the project evaluation. Working with our ABCD coach, we crafted a set of questions that asked about outcomes for the project. These outcomes related to the project team members themselves, staff at the Free Library (especially staff at Paschalville Library and the Southwest Cluster), and our partner organizations. The interviews were conducted by our ABCD coach, and summaries were written up for each one. These summaries fed into our final project evaluation. We also pulled quotes from many of them and printed them on the back on our community asset map, and they are featured throughout this toolbox as well. The feedback from our evaluation interviews helped us answer the second question: Did our activities result in the outcomes we had intended?

TOOLS

You can find the **Interview Question Guide** used for the one-on-interviews for our final project evaluation in Section III.

III. TOOLS FOR LIBRARY COMMUNITY CATALYZERS

Tool 1. Example Flyers

- Information Sessions
- Story Circle: Unsung Heroes
- Back to School Night
- Employment Boot Camp

Tool 2. Information Session Exercise Sheet

- Gifts of the Head, Hand, and Heart
- Inventorying Associations
- What do you care about?
- Candidate Questionnaire

Tool 3. Question Guides and Protocols

- Learning Conversations
- Business Visits
- Story Circles: example provided is from our Veterans Story Circle
- Community Chats: example provided is from our Community Convening on Food Access in Southwest Philadelphia

Tool 4. Evaluation Interview Question Guide

Tool 1. Example Flyers

Do you like meeting new people, finding out who they are and what they like?

Then Paschalville Library wants you!

For the next year, we will be working with neighbors to identify "assets" – the gifts, talents, relationships, and passions that make this community special.

We are now hiring:

- **Resident Consultants (4 hours per month)**
- **Neighborhood Ambassadors (4 hours per week)**

All are welcome. All positions will be paid. No experience needed other than you live in the community and know what is going on. You must sign up and come to an information session. Register at Facebook.com/SWJRL, or fill in the form below and bring or sent it to:

Paschalville Library
6942 Woodland Avenue
Philadelphia, PA 19142
Attn: Information Session Registration

Paschalville Library Information Session – Registration Form

Name: _____

Email: _____

Phone: _____

Choose one session below. Both sessions will be held at Paschalville Library.
Lunch will be served. Someone from the Library will call you to set it up.

❑ Friday, December 14, 12:00-2:00 p.m.
❑ Monday, December 17, 12:00-2:00 p.m.

Do you need someone to interpret for you?
❑ Yes ❑ No

If yes, what language do you speak?

_____

Free Library of Philadelphia

Institute of Museum and Library Services

This program is made possible in part by the Institute of Museum and Library Services

Do you have a neighbor who goes above and beyond?

We want to hear from them!

The Free Library of Philadelphia and Paschalville Partnership invite you to honor an **unsung hero, legendary community member, or wisdom-bearer** who lives in the neighborhood served by Paschalville Library. Join us for a "story circle" celebration where we honor these neighbors by hearing their stories.

Story Circle at Paschalville Library
Thursday, May 23, 4:30 to 6:30 p.m.
6942 Woodland Avenue
DINNER WILL BE PROVIDED

All are welcome. Event is free but you must sign up to attend. Register at Facebook.com/Paschalville or fill in the form below and bring or send it to:

Paschalville Library
6942 Woodland Avenue
Philadelphia, PA 19142

Paschalville Story Circle – Registration Form

Name of neighbor you are nominating: _____

Tell us why you are nominating this person: _____

_____

_____

_____

Your name: _____

Your phone: _____ Your email: _____

Someone from the Library will call you back to set it up.

This program is made possible in part by the Institute of Museum and Library Services.

Tuesday,
September 24
4:00 to 6:00 p.m.
70th & Woodland
Avenue

Let's get loud at Paschalville Library!

It's back-to-school time and Paschalville Library wants to celebrate with you. Join us for an evening of fun, helpful information, and giveaways.

- Face painting
- Music, crafts, and virtual reality
- Refreshments

Free. No sign-up required.
ALL ARE WELCOME!

Paschalville hours:

Mon and Wed 10:00 a.m. - 6:00 p.m.
Tues and Thurs 11:00 a.m. - 7:00 p.m.
Fri 10:00 a.m. - 5:00 p.m.

Free Library of Philadelphia

INSTITUTE of Museum and Library SERVICES

This program is made possible in part by the Institute of Museum and Library Services.

SOUTHWEST JOB READINESS LABS

EMPLOYMENT BOOT CAMP

PASCHALVILLE LIBRARY | 70th STREET & WOODLAND AVENUE

Wednesday, October 23, 1:00 – 5:00 p.m.

During this afternoon workshop you will receive:

- Help with your resume, cover letter, and thank you letter
- Account sign-up for Gmail, LinkedIn, and Digital Badges
- Guidance on professional attire and interview prep
- And so much more...**FOR FREE**

To register or for more information, please contact Omelio Alexander at Paschlville Library: alexandero@freelibrary.org or call 215-685-2662.

INSTITUTE of Museum and Library SERVICES

Free LIBRARY OF PHILADELPHIA

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Tool 2. Information Session Exercise Sheet

EXERCISE WORKSHEET

The Paschalville Partnership 2.0: Catalyzing a Community-Led Future

Name: _____

Exercise #1: Gifts of the Head, Hand, and Heart

What are your individual gifts? Individual gifts can be thought of as gifts of the head (knowledge), hand (skills or talents), or heart (passions or interests).

Here is a guiding question: If you were asked to teach a class to the community, what would it be?

INSTRUCTIONS: Write down your individual gifts below. Then, with a partner, take turns introducing yourself and sharing your individual gifts. Choose one of your partner's individual gifts. You will be introducing them to the group and sharing their gift.

Gifts of the Head (Knowledge)	Gifts of the Hand (Skills or Talents)	Gifts of the Heart (Passions or Interests)
#1	#1	#1
#2	#2	#2
#2	#3	#3

Partner's Name: _____

Partner's Gift:

What is this a gift of? (Circle One): HEAD HAND HEART

(1)

Exercise #2: Inventorying Associations

What associations are you a part of?

Associations are groups of two or more community members joined together around a common activity, often sharing a common vision and goal. Examples: business associations, collector groups, interest groups, mutual support groups, neighborhood groups, service clubs, study groups, and faith-based groups.

INSTRUCTIONS: Write down on your sheet all the associations you are part of, even the most loosely organized ones. Count up the number of associations and write it on the sheet. We will go around the room and each person will guess how many associations we have together in total, then we will count up the actual total and see how your guesses measure up.

Associations you are part of:

#1	#6
#2	#7
#3	#8
#4	#9
#5	#10

TOTAL NUMBER OF ASSOCIATIONS: _____

GUESS FOR GROUP TOTAL: _____

Exercise #3: What do you care about?

What do you care about in our community? And how willing are you to act on this?

INSTRUCTIONS: Write down up to three specific issues, concerns, or challenges that you see in our community. Then, think about your willingness to act on each of them – very willing, somewhat willing, or not really willing. Share your list with your partner, circle any areas of common concern, and then compare your willingness to act on them. We will ask you to report back to the group on what you have found.

What are specific issues, concerns, or challenges you see in our community? How wiling are you to act on them?	
#1	☐ Very willing ☐ Somewhat willing ☐ Not willing
#2	☐ Very willing ☐ Somewhat willing ☐ Not willing
#3	☐ Very willing ☐ Somewhat willing ☐ Not willing

What (if any) are the areas of common concern with your partner? Explain.

Candidate Questionnaire

INSTRUCTIONS: Please answer the questions below.

1. How did you hear about this information session? Pick one.

   ☐ Flyer
   ☐ Newspaper ad
   ☐ Facebook post
   ☐ Friend or family member
   ☐ Library staff
   ☐ Southwest CDC staff
   ☐ Other:

2. How interesting was this session to you? Pick one.

   ☐ Very interesting ☐ Somewhat interesting ☐ Not interesting

3. Did you learn or try something new today? ☐ Yes ☐ No

   Explain: _____

   _____

4. How interested are you in the positions we're hiring for? Check one box per row.

	Very interested	Somewhat interested	Not interested
Resident Consultant Team Member	☐	☐	☐
Neighborhood Ambassador	☐	☐	☐

5. How confident do you feel about working on this project?

   ☐ Very confident ☐ Somewhat confident ☐ Not confident

6. When are you available to work? Check off the days/times that work for you.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

7. What is the best way to reach you? Check one or both, and write in contact info:

☐ Email: _____

☐ Phone: _____

8. Zip code of where you live (or where you work): _____

Tool 3. Question Guides and Protocols

Neighborhood Ambassadors – Learning Conversation Question Guide

Date:
Name *(Optional):* Zip where you live or work:
Location:
NA conducting conversation:

1. Tell me about yourself. Do you live in this community? How long have you lived here? Why do you live here? What do you call this neighborhood?

2. Do you work, worship, or shop in SW Philly? What do you love about this community?

3. What two gifts, talents or skills do you wish your neighbors knew about you? If you were given a chance to give a workshop at the library, what would you present? *(Think about your natural gifts and talents. To NAs: talk about your own gifts as an example.)*

4. What do you care about in this community? What concerns, if any, do you have about the neighborhood? If you could do 1 thing to build your community, what would you be willing to do? (Ex. sign a petition, call an elected official, donate money, volunteer your time, attend a neighborhood meeting)?

5. What associations, community groups, or organizations do you have strong relationships with?

6. Have you ever been to Paschalville Library? Any other library branch in the city? What do you consider your neighborhood branch?

7. Would you be interested in joining the *Friends of Paschalville*?

8. Have you been to the Southwest CDC? Have you used the Globe Times for current events?

9. Where do you get your resources from?

10. Block of where person lives or works:

11. Would you like us to stay in touch with you about our work? (YES or NO) *If so*, please share your email address and/or phone.

    Email: **Phone:**

12. Are there any other neighbors you think we might want to talk with?

    Name:

    Email:

    Phone:

Additional information / request / questions / points of concerns?

-
-
-
-
-

Thank the participant for their time and offer Free Library / SW CDC Swag bag with resources.

Business Visit Question Guide

Who: Names of persons and/or organizations involved: sole proprietorship, partnership, etc.

What: What is the main activity of the business? Secondary, etc.?

When: When did you open the business? Date, time, hours of operation, etc.

Where: Address of primary location and any others? Plans to expand or downsize?

Why: Why did you choose Southwest? Why did you choose your particular location?

How: How do you run/operate your business or activity? Do you have unique education or skills? How many people do you employ? Who are your employees? Seasonal or full-time?

How Much: Quantities involved – things or money

With What Effect: What impact has your business had on the Southwest community?

Quote A: In your opinion, what is special or unique about Southwest?

Quote B: What changes have you seen over the years? How have they affected you?

Quote C: What do you think the future holds for Southwest?

VETERANS STORY CIRCLE
Tuesday, October 29, 4:30 to 6:30 p.m.

NAME:

May we add you to our email list? If so, please provide your address.
EMAIL ADDRESS:

1. How did your service journey begin?

2. What was a moment of valor/bravery/compassion that you witnessed?

3. How did you feel the day that your service was completed? Why did you feel that way?

4. When did you realize the importance of your service?

5. What "gifts" do you bring to the community as a resident and a veteran? By gifts we mean any sort of talent, skill, interest, or passion.

6. What do you love about this community? What are its strengths? Its assets?

7. Name one thing that you care about in this community? Explain why you care and what you are doing or plan to do about it.

Community Convening on Food Access in Southwest Philadelphia
Saturday, November 16, 11:00 a.m. to 1:00 p.m. at Eastwick Library

Name: _____
Association/Group/Non-Profit: _____

May we add you to our email list? If so, please provide your email address.
Email address: _____

Introduction: Gifts of the Head, Hand, and Heart

What are your individual gifts? Individual gifts can be thought of as gifts of the head (knowledge), hand (skills or talents), or heart (passions or interests).

Here is a guiding question: If you were asked to teach a class to the community, what would it be?

INSTRUCTIONS: Write down your individual gifts below. Then, with a partner, take turns introducing yourself and sharing your individual gifts. Choose one of your partner's individual gifts. You will be introducing them to the group and sharing their gift.

Gifts of the Head (Knowledge)	**Gifts of the Hand** (Skills or Talents)	**Gifts of the Heart** (Passions or Interests)
#1	#1	#1
#2	#2	#2
#3	#3	#3

Partner's Name:

Partner's Gift:

What is this a gift of? (Circle One): HEAD HAND HEART

Group Discussion

1. How did your work with providing food to others begin?

2. Do you partner with other associations or groups? What does that look like?

3. What do you love about this community? What are its strengths? Its assets?

4. Name one thing that you care about in this community? Explain why you care and what you are doing or plan to do about it.

5. How can the library support your efforts? Ex. space, post flyers for your events, share flyes about library programs, etc.

Tool 4. Evaluation Interview Question Guide

Final Project Evaluation: Interview Questions

Introduction and thanks

1. How were you involved in the Project? Why was is important for you to be a part of the Project

2. Before this had you heard about ABCD? Was it helpful for you?

3. What impact has the project had on you? What did you learn?

4. Has there been a time when you felt a strong sense of community during the project?

5. What do you hope comes from the Project? What can you imagine your role?

6. How do you view the Library's role going forward?

7. Tell me a story of a time during the project when something of meaning happened.