The Inclusive Services Assessment and Guide for Wisconsin Public Libraries

Produced by the Public Library Development Team

Participants in the inaugural 2018 Inclusive Services Institute developed this self-assessment tool and guide so that libraries are better able to evaluate the inclusivity of their spaces, programming, services, and administrative operations.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Inclusive Services in Wisconsin Public Libraries

The Inclusive Services Statement (link)

Wisconsin public libraries are places where everyone should be safe, welcomed, and respected in experiences such as (but not limited to):
- Arrival at the building (transportation, physical accessibility, signage, hours of service, greetings by library staff)
- Intersections with library policies (getting a library card, using a computer, paying a fine)
- Perusal, use, and request of library materials (navigating the aisles, accessing Wi-Fi, individual privacy, diversity of collection)
- Participation in library-sponsored or library-located events (marketing of events, time and location, transportation, registration, room set-up, novice-friendly vs. designed for frequent users)
- Interactions with library staff (body language, tone, diversity of library staff, proactive/reactive engagement)
- Passive and virtual interactions through library signage, webpages, displays, and marketing (readability, tone, diversity, accommodations).

The Division of Libraries and Technology interprets Statute 43.24(2)(k) "Promotion and facilitation of library service to users with special needs" to encompass inclusive services. Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community. Diverse communities are strengthened by libraries that intentionally develop and deliver services to individuals or groups for whom accessing and using the library is difficult, limited, or minimized.

The library director and board of trustees should provide awareness and leadership concerning the concept and
implementation of inclusive services to library staff and stakeholders. Regional library systems should both support member libraries in matters of compliance, and communicate such efforts through annual system plans
and reports. The state library agency will provide consulting and collaborate with libraries and systems regarding
inclusive services. Wisconsin public libraries serve everyone, and it is the duty of everyone in the service of Wisconsin public libraries to foster inclusivity.

The practice of providing inclusive services requires continuous reflection and ongoing dialog with and between
library administration, staff, and members of the community, with particular emphasis on including the voices of
those who are underserved, underrepresented, and underrecognized within the community. Efforts should respond to the assets and needs of non-library users and users alike. Attention to actual, versus perceived, assets and needs is paramount; i.e., a barrier perceived by library staff may or may not be an actual barrier experienced by the user.

On a concrete level, inclusive services should be visibly incorporated into all library services. The concept that libraries are for everyone should be evident through every point of access or interaction with the library. A person's race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries - or any other dimension of identity - should neither negatively influence nor interfere with access to library services.

When libraries honor the full diversity of their communities, communities thrive. First and foremost, inclusive library services should be developed locally with and for all community members. Wisconsin public library systems and state library staff should facilitate coordinated regional and statewide inclusive services training and consulting. Our common goal is to improve life and learning opportunities for all Wisconsin residents.

The Inclusive Services Institute

The Inclusive Services Institute was a professional development and workgroup opportunity for Wisconsin public library and regional system staff committed to making Wisconsin libraries more inclusive to all community members and potential library users. The Institute offered reflective learning experiences on topics of equity and social justice. Participants worked on small teams to develop statewide resources. The Inclusive Services Statement from the Division of Libraries and Technology provides the foundation for the Institute content and workgroup efforts.

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We thank the 2018 Inclusive Services Cohort for their time, talent, and commitment in developing the Inclusive Services Assessment and Guide.

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Introduction

The Inclusive Services Assessment and Guide was designed by Wisconsin public library and library system staff for Wisconsin public library directors, staff, and boards with the intent to foster inclusive library environments where everyone is safe, welcomed, and respected. This resource was developed to support libraries in implementing the Inclusive Services Statement. In addition, this resource intentionally complements the 2018 WI Public Library Standards.

How to Use the Inclusive Services Assessment and Guide

This resource was designed to be used by individuals and groups as an ongoing reflection tool. The checklist and supporting resources are meant to help libraries evaluate current services as well as plan for the future.

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. These responses are defined as follows:
- Yes - This response indicates that the library is currently executing the checklist statement
  - Example - "Yes; the library displays pictograms at the entrances of the restrooms"
- No - This response indicates that the library is NOT currently executing the checklist statement
  - Example - "No; the library does not display pictograms at the entrances of the restrooms"
- In Progress - This response indicates that the library is currently developing the checklist statement
  - Example - "In Progress; the library is in the process of installing pictograms at the entrances of the restrooms"
- Not Applicable - This response indicates that the checklist statement is factually irrelevant to the library
  - Example - "Not Applicable; The library does not have public restrooms because it is a bookmobile."

Scoreable responses to each checklist will provide a snapshot of current levels of inclusion. Supporting materials, such as the reflection worksheet (available now) and next-step suggestions (coming later), offer ways for individual libraries to evaluate existing assets and opportunities for growth and change.

The comprehensive nature of the considerations asked within the Inclusive Services Assessment and Guide is overwhelming. All communities are unique and therefore each library will use this guide differently. This tool might be used as an annual reflection, or utilized more often. The tool might be used as a whole, or by prioritizing sections. First and foremost, the Inclusive Services Assessment and Guide is meant to assist the library in better understanding how it considers inclusion as an institution. Each library needs to determine how to connect with the tool and process the reflections it provokes. In addition, each library will determine how to best share its efforts.

In developing the Inclusive Services Assessment and Guide, attention was given to language and sensitivities of groups and individuals. Terms and phrasing used in this document will likely need to be updated in response to evolution of language and society. A glossary will be provided in the final version of this resource.

Beta Version of the Inclusive Services Assessment and Guide

This initial version, the first of its kind, was designed to have a period of response from the public library professional community. Input on every aspect of the document is welcome through December 31, 2018 and can be shared by individuals using this Google Form: https://goo.gl/forms/9se1jZagoaSMAiuj1.

Who Is Responsible? Service Providers and Policy

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the Scoring Rubric to score each section. See "How to Use the Inclusive Services Assessment and Guide" for examples.

Governance

Y N IP NA 1. Does the Library Board reflect the demographics of the community?
Y N IP NA 2. Is the need for diversity among Library Board trustees communicated to the municipal governing body who makes trustee appointments (mayor/city council, village president/board, county executive, etc)?
Y N IP NA 3. Are the bylaws available in the languages spoken by the community, including braille if necessary?
Y N IP NA 4. Are the bylaws written in gender-neutral language?

Y N IP NA 5.   Do the bylaws have language on equity and inclusion being foundational to the purpose of the library?

Y N IP NA 6.   Does the library regularly review all policies to determine if they are creating unnecessary barriers?

Y N IP NA 7.   Are policies regularly updated to reflect the needs of the community the library serves?

Y N IP NA 8.   Are the policies accessible to all members of the community, including language spoken, reading ability, etc.?

Y N IP NA 9.   Do the policies refer to patrons in a respectful, gender-neutral, unbiased way?

Y N IP NA 10. Does the library offer meeting space at the library for diverse community group meetings to take place?

Y N IP NA 11. Does the library budget reflect the values of the community?

Y N IP NA 12. When creating or revising the Library Director position description, are members of the community who reflect the population demographics included?

Y N IP NA 13. Is inclusion reflected in the Library Director position description (e.g. created with input from the Hmong community)?

Y N IP NA 14. Is the Library Director position description gender-neutral?

Y N IP NA 15. Is the Library Director position description translated into the languages spoken by the community, including Braille if necessary?

Y N IP NA 16. Is community demographic information included in the Library Director job advertisement?

Y N IP NA 17. Does the Library Director job advertisement include a description of the ADA-accessibility of the library facility/facilities?

Y N IP NA 18. Do Library Director candidates have an opportunity to meet community members who reflect the population demographics?

Y N IP NA 19. Are members of the community included in the decision-making process of choosing the new Library Director?

Y N IP NA 20. Upon hire, are there opportunities for the new Director to meet members of the community not just at the library, but through invitations to events or places of the community's choosing? (e.g. a PrideFest celebration, a Hindu service, the local Irish bar, a rehab center, etc.)

Y N IP NA 21. Does the Library Director's evaluation tool ask how they interact with members and organizations reflecting the demographics of the community?

Y N IP NA 22. Does the evaluation instrument ask how the Library Director is interacting with members and organizations reflecting the demographics of the community?

Y N IP NA 23. Are salaries equitable for all staff?

Y N IP NA 24. Are part-time staff salaries equitable with salaries for those working full-time in similar positions?

Y N IP NA 25. When the Library Board begins to develop its strategic plan, are community members that reflect the demographics of the community invited to participate?

Y N IP NA 26. Are inclusive services goals and objectives included in the strategic plan to meet the community's needs?

Administration

Y N IP NA 1. Has the Library Director ensured that the Inclusive Services Statement is shared with new board members when they are appointed to the Library Board?

Y N IP NA 2. Do written procedures include the library's primary commitment to equitable service to all patrons?

Y N IP NA 3. Does the Library Director make the Library Board and/or Trustees aware of upcoming library-related continuing education related to inclusive services?

Y N IP NA 4. Does the Library Director present updates to the Library Board of services, programs, and issues related to inclusive services?

Y N IP NA 5. Has the Library Director studied and shared the impact of fines on low-income families with the Board?

Y N IP NA 6. Has the Library Director had an open discussion with the library board, management team and staff to be assured that they understand the importance of funding for diverse trainings, programs and collections?

Y N IP NA 7. Does the Library Director actively engage with diverse community groups?

Y N IP NA 8. Does the Library Director attend community meetings that address the needs of diverse members of the community?

Y N IP NA 9. Does the Library Director have opportunities to participate in professional activities such as continuing education opportunities?

Y N IP NA 10. Does the Library Director integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?

Y N IP NA 11. Is the Library Director aware of professional development opportunities in relation to inclusive services for self and staff?

Y N IP NA 12. Does the Library Director encourage active staff participation in their library system's inclusivity programming?

Y N IP NA 13. Does the Library Director promote inclusive services planning at the county and system level?

Y N IP NA 14. Does the Library Director consider inclusive services in the technology plan?

Staffing

Y N IP NA 1. Do library staff have a general understanding of basic inclusivity standards?

Y N IP NA 2. Are all library staff able to explain library policies to the public?

Y N IP NA 3. Are all library staff well trained in procedures required by their positions?

Y N IP NA 4. Do library staff project an image of competence and courtesy?

Y   N   IP   NA   5.   Do library staff communicate and work effectively with other staff?
Y   N   IP   NA   6.   Do library staff evaluate and measure the effectiveness of library programs and services?
Y   N   IP   NA   7.   Do library staff assist in library planning efforts?
Y   N   IP   NA   8.   Do library staff use current and emerging technologies?
Y   N   IP   NA   9.   Do library staff participate in the political and social structure of the community?
Y   N   IP   NA   10.   Are all library staff trained in emergency protocols and procedures?
Y   N   IP   NA   11.   Are all library staff, volunteers, and trustees trained in patron privacy and confidentiality?

What the Library Has to Offer

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the Scoring Rubric to score each section. See "How to Use the Inclusive Services Assessment and Guide" for examples.

Collections

A person's ethnicity, age, citizenship, immigration status, literacy or education level, ability, family structure, income level, LGBTQ/gender identity or expression, sexuality, housing status, neurodiversity, style of dress, military status, or any other dimension of identity should neither negatively influence nor interfere with access to the library collection.

This checklist applies to all collection areas of the library.

Y N IP NA 1. Does the collection development policy have a statement about inclusion?

Y N IP NA 2. Does the collection reflect the community's tastes, beliefs, or attitudes?

Y N IP NA 3. Does the collection challenge the community's tastes, beliefs, or attitudes?

Y N IP NA 4. Is the community involved in building and advising on the content of the collection?

Y N IP NA 5. Are multiple sources, representative of diverse communities, consulted while building the collection?

Y N IP NA 6. Does the collection include storylines and characters by and from diverse groups (racial, ethnic, gender identity/expression, sexual identity, disability, veteran status, education level, etc.)?

Y N IP NA 7. Does the collection include accurate, respectful, and current information by and about diverse groups as fact, characters in a storyline, or settings and contexts? (racial, ethnic, gender identity/expression, sexual identity, disability, veteran status, education level, etc.)

Y N IP NA 8. Does the collection include resources for furthering education (GED, ACT/SAT test prep, etc.)?

Y N IP NA 9. Does the collection include titles for self-improvement in skills?

Y N IP NA 10. Does the collection provide materials for people of varied education levels and literacy/English language skills?

Y N IP NA 11. Does the library subscribe to or offer materials for language learning?

Y N IP NA 12. Is the collection in multiple formats [i.e. books, audio books, large print, graphic formats, materials in braille, braille and print combination, narrated TV programs and movies, tangible materials (toys, tools, and sensory items), and audiovisual]?

Y N IP NA 13. Is the collection accessible to people with sensory, ambulatory, social, emotional, and intellectual differences?

Y N IP NA 14. Are databases and other e-resources accessible through alternative means (i.e. screen readers, magnification, closed captioning, and assistive devices)?

Y N IP NA 15. Does the collection contain items in languages other than English?

Y N IP NA 16. Does the collection include titles for "hi-low" readers; such as adults who read at a middle school level?

Y N IP NA 17. Does the library offer various audiobook formats, such as CDs, downloadable audiobooks, and eBooks?

Y N IP NA 18. Does the library offer audio-described movies and television programs (formatted to include a narration of events for which there isn't a dialogue) on DVD?

Programming

Programming may include policies, planning, and execution of educational, recreational, informational and cultural programs.

Y N IP YA 1. Does the library have a written programming policy?
Y N IP YA 2. Does the programming policy include a diversity or inclusivity statement?
Y N IP YA 3. Does the library offer programming at different times of day and various days of the week, including nights and weekends?
Y N IP YA 4. Does the library offer programming in languages other than English?
Y N IP YA 5. Are people able to participate in library programming whether or not they have a library card?
Y N IP YA 6. Does the library include an inclusivity statement on promotional materials?
Y N IP YA 7. Does the library include a diverse group of community members in the development of programs?
Y N IP YA 8. Does the library plan programs based on community needs and interest?
Y N IP YA 9. Does the library collaborate with established community organizations when planning and promoting programs?
Y N IP YA 10. Does the library provide ADA accommodations for presenters and program attendees?
Y N IP YA 11. Does the library provide a clear path for persons to request ADA accommodations that will enable them to participate fully in library programs?
Y N IP YA 12. Are there multiple avenues available for program attendees to provide feedback?
Y N IP YA 13. Does the library offer programming for the diverse audiences listed in the introduction?
Y N IP YA 14. Does the library contract with performers, authors, and presenters from the diverse audiences listed in the introduction?
Y N IP YA 15. Does the library provide traditional and non-traditional creative programming to attract and meet the needs of non-English speaking persons in the community?
Y N IP YA 16. Does the library offer free programs related to work and life skills development, as well as cultural and recreational presentations through local partnerships, volunteers, or contracted performers for people of all ages?
Y N IP YA 17. Are there free classes for people who want to learn and improve their English or literacy skills?
Y N IP YA 18. Does the library offer programs that celebrate a wide variety of heritages and cultural events?

Services

Services may include physical resources/equipment that allow individuals to make use of the library or they may be the intrinsic way that staff interact with patrons.

Y N IP NA 1. Does the library use programs, literature, and publicity in creative ways and in a variety of settings to attract those for whom libraries are not part of their life experience?

Y N IP NA 2. Does the library provide programs and services about gender identity, gender expression, or sexual orientation?

Y N IP NA 3. Does the library avoid asking about gender on forms, or dividing activities based on gender?

Y N IP NA 4. Does the library create pathfinders, subject guides or reader's advisory bookmarks related to topics of interest to diverse communities (LGBTQ, immigrants, neurodiverse people, etc.)?

Y N IP NA 5. Do library displays regularly include materials by and about diverse groups (people of color, LGBTQ, people with disabilities, etc.)?

Y N IP NA 6. Does the library offer discreet information, such as shortcuts to local services on computer desktops, about PTSD and other sensitive topics?

Y N IP NA 7. Are resources available for all community members?

Y N IP NA 8. Does the library provide visual schedules of library events or due dates of materials?

Y N IP NA 9. Does the library provide visual timers for program or computer scheduling?

Y N IP NA 10. Does the library provide touch screen devices for internet or communication purposes?

Y N IP NA 11. Does the library provide adaptive technologies, such as screen readers, text to speech software, adaptive mice, and magnifiers?

Y N IP NA 12. Does the library provide fidgets (small manipulatives, such as soft balls, that fit safely and comfortably in the hand) for neurodiverse patrons?

Y N IP NA 13. Does the library provide sensory storytimes or programs for children?

Y N IP NA 14. Does the library provide inclusive seating options, such as the option to sit at the front of the room, space for wheelchairs, or space to stand, during library programs and activities?

Y N IP NA 15. Does the library offer personal FM or other listening devices during presentations?

Y N IP NA 16. Does the library help non-English speaking immigrants understand and interact with the culture, government, and educational system of the United States, via resources and services offered?

Y N IP NA 17. Is there information on free legal assistance and financial counseling for people interested in becoming US Citizens and information on free legal services for immigrants?

Y N IP NA 18. Do programs and services reflect the local immigrant community needs and offer a variety of print materials (books, magazines, newspapers), as well as media (CDs, DVDs) in the language of the immigrant community for all ages, and online resources?

Y N IP NA 19. Are there programs and resources readily available for teen parents?

Y N IP NA 20. Are there multigenerational family literacy programs for children and their parents, grandparents, and caregivers?

Y N IP NA 21. Are programs and materials presented in both English and other prevailing languages within the community?

Y N IP NA 22. Is there a community space/meeting room that all groups are welcomed to reserve?

Y N IP NA 23.   Are there Advisory Boards to allow the library to better understand the needs and interests of various populations (teens, seniors, underrepresented populations, etc.)?

Where the Interactions Take Place

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the Scoring Rubric to score each section. See "How to Use the Inclusive Services Assessment and Guide" for examples.

Facility

Outdoor Spaces

Y N IP NA 1. Does public library parking meet the requirements of the Americans with Disabilities Act (ADA)?

Y N IP NA 2. Is the parking area well lit?

Y N IP NA 3. Is library parking free?

Y N IP NA 4. Is parking convenient to library's entrances?

Y N IP NA 5. Are bicycle racks convenient to the building entrances?

Y N IP NA 6. Does the book return meet the requirements of the Americans with Disabilities Act (ADA)?

Y N IP NA 7. Is the book return accessible 24/7?

Y N IP NA 8. Does the book return accommodate access by cars and pedestrians, including pedestrians using wheelchairs?

Y N IP NA 9. Does the outdoor signage meet the requirements of the Americans with Disabilities Act (ADA)?

Y N IP NA 10. Does the library have wayfinder signs with pictograms?

Y N IP NA 11. Is the entrance signage in languages spoken in the community, as well as pictograms?

Y N IP NA 12.   Do the library walkways meet the requirements of the Americans with Disabilities Act (ADA)?

Y N IP NA 13. Are walkway surfaces safe and uniform?

Y N IP NA 14. Are the library's outdoor spaces easily accessible, and if there is outdoor equipment (picnic tables, playground equipment) is it wheelchair accessible?

Y N IP NA 15. If there are signs/activities/etc. for outdoor spaces, are they welcoming to all?

Y N IP NA 16. Do all entrances and exits meet the requirements of the Americans with Disabilities Act (ADA)?

Y N IP NA 17. Does the library entrance have an electronic door opener?

Y N IP NA 18. Do all emergency exits meet state/municipal building codes?

Y N IP NA 19. Do all entrance and interior doors have adequate clearance?

Y N IP NA 20. Are the security gates wide enough to accommodate a wheelchair?

Y N IP NA 21. Does the entryway have level, clear and slip-resistant flooring?

Indoor Spaces (General)

Y N IP NA 1.   Is there an elevator when the facility is on multiple levels?

Y N IP NA 2.   Does the elevator meet ADA requirements and state/municipal building codes?

Y N IP NA 3.   Are elevator signs and controls in multiple languages, including Braille?

Y N IP NA 4.   Does the elevator have auditory signals?

Y N IP NA 5.   Does emergency/safety equipment meet ADA requirements and state/municipal building codes?

Y N IP NA 6.   Is there a visual indicator for emergency alarms?

Y N IP NA 7.   Are points of service easily identified?

Y N IP NA 8.   Is the equipment in public spaces accessible?

Y N IP NA 9.   Does the library provide a variety of options for quiet study and privacy?

Y N IP NA 10.   Are floors carpeted (rather than hard floors) to reduce noise from moving chairs/furniture?

Y N IP NA 11.   Are carpets appropriately secured to the floor?

Y N IP NA 12.   Is the library free of obstructions for those with mobility aids?

Y N IP NA 13.   Are all levels of the library connected via an accessible route of travel?

Y N IP NA 14.   Are sight lines adequate throughout?

Y N IP NA 15.   Are there adequate outlets?

Y N IP NA 16.   Are youth spaces designed to be considerate of size and usage?

Y N IP NA 17.   Does the library provide allocated space for people who are nursing/pumping?

Y N IP NA 18.   Are there measures in place for patrons and staff sensitive to overstimulation?

Y N IP NA 19.   Are there measures in place for patrons and staff sensitive to scents?

Y N IP NA 20.   Is there space that can be used for prayer or meditation?

Y N IP NA 21.   Is it clear that service animals are welcome in the library?

Y N IP NA 22.   Are gallery spaces and display cases accessible?

Y N IP NA 23.   Is there adequate lighting throughout the library space?

Y N IP NA 24.   Is there adequate seating throughout the library space?

Y N IP NA 25.   Are the service desks the appropriate height for adults, children, and wheelchair access?

Y N IP NA 26.   Are there assistive technologies available?

Y N IP NA 27.   Is there self-checkout, accessible by wheelchair?

Y N IP NA 28.   If there is a self-checkout, does it display instructions in multiple languages?

Y N IP NA 29.   Is seating available for customer/staff consultation?

Y N IP NA 30.   Is adequate space allowed for customer use of reference materials?

Y N IP NA 31.   Do the service desks provide separate or acoustically isolated spaces for the following services: Interlibrary loan, database searches, general information, customer interviews, photocopiers?

Y N IP NA 32.   Are there technologies available to make it easier to hear in meeting/event spaces (eg: microphones, sound systems, hearing loops)?

Y N IP NA 33.   Are assistive technologies available in meeting/event spaces?

Y N IP NA 34. Is there adequate and adjustable lighting in meeting/event spaces?

Y N IP NA 35. Is there comfortable adult seating for use while adults are sharing books with children?

Y N IP NA 36. Is the floor a single level to allow for flexibility in programming and accessibility, as well as to avoid injuries?

Y N IP NA 37. Has sufficient space been allowed for easy access by children if materials are checked out or returned at the children's desk?

Y N IP NA 38. If children's and adult circulation counters are separated, is there lower counter space set aside for children, visibly marked by large graphics?

Y N IP NA 39. Although there should be imaginative pieces of furniture, cheerful colors, etc. is there a space for individuals who require less stimuli?

Y N IP NA 40. Is there a quiet corner where children can retreat from the program without leaving the room?

Y N IP NA 41. Is there a separate programming area out of the traffic flow?

Y N IP NA 42. Is there secure and adequate space to store teen gear such as skateboards and backpacks?

Y N IP NA 43. Are there physical resources available to use when the library is closed (wifi, drinking fountain, outlets, public phone, restroom)?

Meeting Room/Event Space

Y N IP NA 1. Is the meeting room entry close to the main entrance? If not, is the path clear for ease of access?

Y N IP NA 2. Are there window coverings in the meeting room/event space?

Y N IP NA 3. Can the meeting room area be closed off from the remainder of the library? If not, what options can be explored to separate that space to avoid audio, visual, or other interruptions (example: folding partitions)?

Y N IP NA 4. Are there blackboards and/or white marker boards?

Y N IP NA 5. Are the chairs and tables light enough to be moved and maneuvered by patrons and staff?

Computers and Technology

Y N IP NA 1. Are assistive technologies available?

Y N IP NA 2. Are video transcripts available?

Y N IP NA 3. Does the library have wheelchair accessible tables and computer workstations?

Y N IP NA 4.   Are laptops available to use in the library?

Y N IP NA 5. Are keyboards ergonomically designed?

Y N IP NA 6. Are high contrast keyboards available?

Y N IP NA 7. Are computer monitors shielded from direct sunlight or glare?

Y N IP NA 8. Does the library have print-to-speech scanners?

Y N IP NA 9. Are braille embossers available?

Y   N   IP   NA   10.   Are talking book readers available?

Y   N   IP   NA   11.   Are low tech options available (i.e. magnifier sheets, magnifying glasses, flashlights, table lamps, etc.)?

Y   N   IP   NA   12.   Are written transcripts of tutorials and videos on the library Web site available for both English speakers and others?

Y   N   IP   NA   13.   Are apps available that can provide conversation practice?

Y   N   IP   NA   14.   Does the library provide internet access and personal computing applications to patrons free of charge and regardless of library card status?

Y   N   IP   NA   15.   Does the library provide workspaces that offer patrons the opportunity to use online services?

Y   N   IP   NA   16.   Does the library provide free wireless internet access?

Y   N   IP   NA   17.   Is the library flexible with time restrictions on computer use to allow users to complete desired tasks?

Y   N   IP   NA   18.   Does the library avoid restricting activities users can engage in on the computers that may impact their ability to complete desired tasks?

Y   N   IP   NA   19.   Can users borrow mobile wifi units?

Y   N   IP   NA   20.   Can users borrow mobile devices?

Y   N   IP   NA   21.   Does the library avoid restrictions or limits on printing or making copies that may impact users' ability to complete desired tasks?

Y   N   IP   NA   22.   Are written transcripts of tutorials and videos on the library Web site available in simplified language (i.e. not children's version)?

Y   N   IP   NA   23.   Can users adjust the reading level of information?

Y   N   IP   NA   24.   Are workstations staggered to enhance noise control?

Y   N   IP   NA   25.   Does the library provide ergonomic workstations/ chairs for users and staff?

Y   N   IP   NA   26.   Is a staff member managing upgrades to software to ensure products contain the latest accessibility tools?

Y   N   IP   NA   27.   Are there apps available that assist with social skills?

Y   N   IP   NA   28.   Are there lightweight and/or portable devices offered as alternatives to workstations?

Y   N   IP   NA   29.   Are strategies in place to assist users with using the library's wireless network?

Y   N   IP   NA   30.   Can users bring their own adaptive devices and/or check out adaptive technology equipment for home use?

Y   N   IP   NA   31.   Are alternative mouses or touch pads available (senior mouse, jelly bean switch, etc.)?

Y   N   IP   NA   32.   Are workstations staggered to enhance privacy?

Collection Spaces

Y   N   IP   NA   1.   Are there a variety of display options (sloping shelves, spinners, etc.)?

Y   N   IP   NA   2.   Are there no more than eight 36-inch sections of shelving without a break?

Y   N   IP   NA   3.   Does length of shelving and width of aisles take traffic patterns and accessibility into consideration?

Y   N   IP   NA   4.   Is there a method for accessing high shelves for those unable to reach?

Y N IP NA 5. Are shelving units sturdy? Braced or anchored?
Y N IP NA 6. Are all stacks and shelves clearly labelled?
Y N IP NA 7. Are stack labels large enough to be seen?
Y N IP NA 8. Are there braille shelf markers?
Y N IP NA 9. Are there special features like built-in lighting?
Y N IP NA 10. Is there a clear distinction between floors and walls to assist the visually impaired?
Y N IP NA 11. Are any stacks labelled in any non-dominant languages?
Y N IP NA 12. Have visual cues (photos, illustrations) been used to identify stack contents?
Y N IP NA 13. Are shelving units smoothly finished with no sharp edges?
Y N IP NA 14. Are there accessories to display and house a variety of material types (compact discs, oversized and miniature materials, odd-shaped items, etc.)?
Y N IP NA 15. Is there a minimum of 36 inches between stacking shelves?

Restrooms

Y N IP NA 1. Does the facility have wheelchair accessible restrooms and are the restrooms well marked with signs indicating they are wheelchair accessible?
Y N IP NA 2. Are restrooms marked with pictograms for those who cannot read English?
Y N IP NA 3. Are there gender-neutral restrooms available?
Y N IP NA 4. Do single occupancy restroom facilities use gender-neutral signage for those facilities?
Y N IP NA 5. Are gender-neutral restrooms available on all floors/service areas?
Y N IP NA 6. Are auxiliary areas and items such as restrooms and drinking fountains scaled for children located in the children's area?
Y N IP NA 7. Do all of the restrooms include an area for changing diapers?
Y N IP NA 8. Are there adult changing stations available?

Staff Areas

Y N IP NA 1. Do library staff have access to hearing aid and volume control telephones?
Y N IP NA 2. Is there an area with reduced distractions for staff to work?
Y N IP NA 3. Are white noise or environmental sound machines acceptable or available for use?
Y N IP NA 4. Does the library provide ergonomic workstations for staff?
Y N IP NA 5. Are counters/tables at a comfortable height as to avoid injury from lifting?
Y N IP NA 6. Are there secure spaces for staff's professional and personal use (i.e. lockers)?
Y N IP NA 7. Are employee posters clearly posted and available in other languages and formats?

Access

Location, Hours, and Services

Y N IP NA 1. Is the library located near public transportation and community services?

Y N IP NA 2. Are library hours fixed and prominently posted?
Y N IP NA 3. Are open hours based on community need?
Y N IP NA 4. Do library hours cater to the different shifts that people work? E.g. Does someone who works third shift have access to the library?

Library Card Registration

Y N IP NA 1. Are written materials available with step-by-step instructions to assist patrons with new library card registration?
Y N IP NA 2. Is there a work surface/work space that is easily accessible to patrons to allow them to register for a library card?
Y N IP NA 3. Does the library provide training for staff to assist visually-impaired patrons and those who do not read with library card registration?
Y N IP NA 4. Are library card applications printed in multiple languages?
Y N IP NA 5. Does the library charge for a library card or replacement card?
Y N IP NA 6. When creating a new card, does the library accept something other than a photo ID as proof of identity, and offer to send a postcard so people can have proof of address?
Y N IP NA 7. Does the library card application form avoid requiring binary gender identification?
Y N IP NA 8. Does the library card registration application instruct patrons to notify the library of preferred name (even if the name has not been legally changed), i.e. individual transitioning.

Online Access (Website and Catalog)

Y N IP NA 1. Is the library website ADA compliant?
Y N IP NA 2. Are there captions for any video content?
Y N IP NA 3. Can content be converted to large print, braille, speech, symbols?
Y N IP NA 4. Can content be converted to simpler language and multiple languages?
Y N IP NA 5. Is information displayed in simple layouts and menus (i.e. not communicated solely by structure, color or graphic design?)
Y N IP NA 6. Is the Web portal free of flickers and an excess of color?
Y N IP NA 7. Does the website contain welcoming language for all sexualities and genders?
Y N IP NA 8. Are there textual descriptions for any photographic content?
Y N IP NA 9. Does the Web content work with different devices?
Y N IP NA 10. Can the information be accessed through keyboard only (no mouse required)?

How Does the Library Engage With the Community?

The checklist is organized by areas of library service identified in the WI Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the

Scoring Rubric to score each section. See "How to Use the Inclusive Services Assessment and Guide" for examples.

Marketing

Y N IP NA 1. Do the graphics on library promotional materials include people from a range of ethnicities, genders, religions and abilities?

Y N IP NA 2. Does the library follow social media related to a wide array of diverse populations and create content for the same diverse populations?

Y N IP NA 3. Do library social media profiles or accounts include content that would be beneficial to all people?

Y N IP NA 4. If the library provides accommodations for those with disabilities, do promotional materials communicate that, along with a clear path for requesting accommodation?

Y N IP NA 5. Does the library place marketing materials where people from different backgrounds are likely to see them?

Y N IP NA 6. Is the content of the library's marketing materials accessible to diverse populations?

Community Engagement

Y N IP NA 1. Does the library regularly analyze the demographics of the community in which it is located?

Y N IP NA 2. Does the library involve patrons, residents, local businesses and other key organizations and stakeholders when preparing the strategic plan?

Y N IP NA 3. Has the library identified the needs and issues of specific groups in the community in collaboration with them?

Y N IP NA 4. Does the library have multiple formats for receiving feedback from diverse community groups that account for potential barriers?

Y N IP NA 5. Is the library responsive to the feedback from groups and individuals in underrepresented communities?

Y N IP NA 6. Does the library work with community ambassadors to help promote the library?

Y N IP NA 7. Does the library have meaningful engagement and collaboration with neighborhoods, local organizations and businesses, with a set of shared priorities for the library and community?

Y N IP NA 8. Does the library seek out and engage with underrepresented communities to make sure that everyone feels welcome at the library?

Y N IP NA 9. Does the library work with organizations in the community to facilitate reciprocal sharing of information about programs, collections/materials and resources to the diverse populations in the community? (PFLAG, NAMI, ADRC, food pantries, housing assistance, etc.)

Y N IP NA 10. Does the library send staff to represent the library at meetings and events held by the various organizations in the community? (county/city youth coalitions, health or human services coalitions, Pride celebrations, heritage festivals, etc.)

Y N IP NA 11. Does the library collaborate with other institutions to ensure library service for people who can't come to the library (senior housing, assisted living, juvenile or adult detention, shelters/transitional housing, etc.)?

Y N IP NA 12. Does the library offer resources for people who are reintegrating into the community after incarceration?

Y N IP NA 13. Does the library work with other organizations (Lion's Club, Friends group, Community Center, etc.) to provide free food at library events, or summer lunch programs for children?

Funding

Y N IP NA 1. Does the library budget include funds for cultural competency and anti-bias training for library staff and volunteers?

Y N IP NA 2. Does the library budget include funds for cultural competency and anti-bias training for the Board of Trustees, Friends board members and Foundation board members?

Y N IP NA 3. Does the budget include funds for programming geared to the diverse groups in the community?

Y N IP NA 4. Does the budget include funds for purchasing materials for the collection that reflect the diversity in the community and beyond?

Y N IP NA 5. Does the budget allow for staff hours to spend outside the library connecting and providing services with diverse groups and populations?

Y N IP NA 6. Does the budget include funds for recruiting staff and volunteers of color?

Y N IP NA 7. Does the budget include funds to offer culturally relevant digital resources that have been reviewed and evaluated by peer reviewers?

Y N IP NA 8. Does the library seek out supplemental funding via grants, foundations and a Friends of the Library group to cover the costs of trainings, programs and special collections?

Y N IP NA 9. Does the library have a list of community members who would be willing to donate to the library or advocate for the library to have the diverse trainings, programs and collections?

Self Care for Library Workers

In order for library workers to provide consistent, empathetic, and sustainable service to their community, they must be able to attend to their own needs. Library administration needs to value the importance of creating an expectation of self-care among staff, as well as for themselves.   [We'll include a link to appendix for further individual assessment tools]

Y N IP NA 1. Is library staff encouraged to take breaks during their shifts?
Y N IP NA 2. Is library staff encouraged to take time away from the library?
Y N IP NA 3. Is library staff encouraged to create healthy boundaries between work and home life?
Y N IP NA 4. Does library administration respect staff work and home boundaries?
Y N IP NA 5. Is library staff encouraged to take breaks from programming or on-going services?
Y N IP NA 6. Is library staff encouraged to take time to reflect on programming and on-going services?
Y N IP NA 7. Is library staff encouraged to take time to reflect on or process library incidents or stressors?
Y N IP NA 8. Does library administration support self care behaviors of library staff?

Inclusive Culture at the Library

The library culture is integral to providing inclusive services. These considerations provide ways to enrich culture and foster professional development as individuals and organizationally.

Y N IP NA 1. Do library staff have an understanding of what inclusivity means to the members of their community?
Y N IP NA 2. Does library administration have conversations with staff about being an inclusive library?
Y N IP NA 3. Are staff members properly trained to deal with the diverse populations in their community?
Y N IP NA 4. Does staff adhere to core values of creating an inclusive environment at their library?
Y N IP NA 5. Does staff put the customer/patron first?
Y N IP NA 6. Are staff tasks focused on providing the best possible service?
Y N IP NA 7. Is there a teamwork mentality in creating an inclusive environment at the library?
Y N IP NA 8. Is there an atmosphere of respect among staff members and members in the community?
Y N IP NA 9. Does everyone respect the decisions and choices made by the board and administration regarding community engagement and inclusivity at the library?
Y N IP NA 10. Does staff make thoughtful decisions in dealing with patrons and members of the community as part of their daily work routine?
Y N IP NA 11. Is there a measurement in place to track expected outcomes regarding community engagement and relationship building in their community?

Scoring Rubric

1. To score each section, give each answer the following number value:
   ○ Give each "Y" circled in the section a score of 1
   ○ Give each "N" circled in the section a score of 0
   ○ Give each "IP" circled in the section a score of 0.5
   ○ Give each "NA" circled in the section a score of 1

2. Add up the scores in each section to get a "raw score." For example, add up the scores of all of the answers in the Governance section, based on what was circled for each consideration. Because there are 26 considerations in that section, there is a maximum score of 26.

3. When you have scored a section, enter the raw score in the appropriate column on the scoring rubric.

4. Continue this process until all sections are scored.

[NOTE to reviewers: the green numbers in the "raw score" column are for illustrative purposes only. This column will be blank on the actual tool.]

https://docs.google.com/spreadsheets/d/144Za8FiQt-INoaI93CzQrsgyfdjGditjtodivYl2hll/edit?usp=sharing

Remember that this is a self-evaluation tool. The scoring rubric is designed to help libraries to identify areas of strength, and of areas that may require some focus. One library may determine that a comparatively low score in the "Facility" section is worth the investment of time and money, while another library may choose to focus on a lower score in an area that requires less costly improvements, such as Governance. Only the local library board and staff can make that determination. This scoring rubric is intended as a prioritization aid.

Reflection Worksheet

Section to be addressed:

1. Describe how this looks in your library right now:

2. How do you want this to look in the future?

3. Why is this important to your library and community?

4. What steps do you need to take towards this future?

   - What assets do you have to work on this topic?

   - What information do you have or need to work on this topic? E.g. demographic data, anecdotal data, survey results, acknowledging invisible populations?

   - What is the feasibility of making changes?

5. With whom will you share this reflection? How and when?