

Final Project for Write Time at the Herman and Kate Kaiser Library

**Community Engagement Plan for the Herman and Kate Kaiser Library: Write Time**

The Herman and Kate Kaiser (HKK) Library is part of the Tulsa City-County Library system at 51st Street and Hudson Avenue. HKK shares a building with a Tulsa County Parks Community Center and is across the street from the Case Tennis Center. We are situated on just one corner of the 270+ acres of LaFortune Park.

South on Hudson Avenue is Memorial High School and Key Elementary School, both part of Tulsa Public Schools. Across 51st Street is the Tandy YMCA and further beyond in that neighborhood is the Islamic Society of Tulsa which hosts Peace Academy, a private Islamic school. Other public and private schools are in the surrounding area, as well as many Christian churches of various denominations and the large medical complex of Saint Francis Health Systems. The University of Oklahoma-Tulsa is also in the service area.

As of 2015, 40% of the service area included people over 55; 20% of the service area included households with children. These statistics are borne out by experience, with the main regular customers being seniors and young families. Just these two groups alone offer many opportunities for programming. For the purposes of this project, I have chosen to focus on the elementary age group, with an eye to extending the program to other age groups if time and resources permit.

Through the first weeks of class, I considered what kind of program I wanted to pursue for this class project. I eventually settled on exploring a program I created for Dr. Koh's Books and Materials for Children, but was not ever able to implement: a writing club workshop for children, called Write Time. I think this kind of educational yet creative program could have a

broad appeal in my community for both children and their parents. Further, I could see possibilities for expansion and growth into other age groups if this program is effective and popular. It also ties in to goals for my library system beyond my branch setting in that we have a Young People's Creative Writing Program for which Write Time could be a preparation.

Write Time is a monthly writing club to encourage elementary age (7-10 year-olds) children to write and to share their stories. A writing club will encourage children to tell their own stories (Woodson 1998) while also learning skills that will help them in the classroom and in life. What's more, many children who spend their after-school time in the library are looking for a creative outlet other than being bored or playing an online game (Mattison 2016). This club will follow the interests and skills of the children who begin attending the program.

While the idea for this program began in a different class, the opportunity to consider it from a community perspective has given it fresh life. The missing piece in actually implementing the program successfully is the connection to the community and the potential for growth to other age groups. I realized the interest in this kind of programming after a one-off creative writing workshop created by TCCL Children's Services Coordinator was very popular at my branch this summer. Twenty-one children attended this workshop led by a local picture book author, which demonstrated to me a high level of interest from the community in learning more about writing. Going forward with this program as a monthly event, I want to attract students from nearby public schools, but there are also other avenues at my disposal.

Three important groups beyond my four closest public schools come to mind: homeschoolers, Epic Charter School students, and Peace Academy (private Islamic) students. Multiple homeschool groups use the meeting rooms at my location, many Epic Charter School

teachers and students meet at my location, and Peace Academy is within a mile of my location. Each of these groups of students and, by extension, their parents and caregivers are likely to have an interest in participating in this kind of program. I plan to make visits to each of these physical schools as they have availability and speak with the other groups as they visit my branch location. I also want to connect with the children's librarians at other nearby library locations to see if they would like to partner in this kind of programming.

Considering the various venues where children are educated in my community is a key part of my strategy for encouraging attendance at this program. Kansas University's Community Toolbox suggests many ways to describe a community as a means of learning about it. I chose to focus on different schooling opportunities as a means of connecting with and exploring the many ways people in my community choose to educate their children because this choice is influenced by many of the factors that make up a community. By starting with schooling choices, I can learn more about the members of my community.

When it comes to the actual content of this community program, I chose to focus on teaching and encouraging writing skills for children. A writing program, even for children, is essential for developing the tools necessary for what Arnstein (1967) describes as citizen participation. In order for young citizens to climb the rungs of the ladder of citizen participation as she describes, they need to become confident in their self-expression, particularly writing and communicating with others. A program like Write Time will encourage writing skills but will also support small community building between the program attendees: both these outcomes will support the the ability of these children to participate in their community and harness their own young power and voice.

I am excited about the potential for this program to help connect my branch to the young members of my community and their families. Both writing and developing relationships with others are such important skills for children of this age. I have fond memories of attending book groups at the library and writing groups with my own homeschool group at this age and believe it can be a valuable and formational experience.

**Logical Framework on Write Time for the Herman and Kate Kaiser Library**

	<b>PROJECT SUMMARY</b>	<b>INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>RISKS / ASSUMPTIONS</b>
<b>Goal</b>	Launch a program for elementary age kids called Write Time, a writing club for ages 7-10	Regular implementation of program	Written after-action report	Are children interested in a writing club? Are parents interested in bringing their children to such a program?
<b>Outcomes</b>	Develop relationships with attendees and their parents/caregivers Encourage writing skills in attendees Increase participation in TCCL Young People's Creative Writing Contest Consider expanding the program to other age groups	Regular conversations and/or interactions with children and parents/caregivers Submissions to YPCWC from HKK participants	Questions and feedback from parents/caregivers and children Survey of parents/caregivers and children Information from TCCL Youth Services	Do children want to participate in the creative writing contest? Are they interested in conversation with the youth librarian? Will the program be too difficult or too simple for the attendees?
<b>Outputs</b>	Have average attendance of 5 children per program (over a year)	Program attendance	Stats entered into appropriate spreadsheet	Is the program offered at an appropriate time?
<b>Activities</b>	Promote Write Time Implement Write Time Analyze Write Time Invite authors/writers to Write Time Explore expanding Write Time to other ages	Post event in TCCL event guide (print and online) Communicate with local teachers, school librarians, and homeschool groups Plan visits to schools and talks with homeschool/Epic Hear interest from children and parents via interaction or phone calls to branch. Query teens and adults who visit the branch and/or	Event guide printing and online posting E-mails/phone call log of contact with teachers and/or parents Log of trips to schools	Will teachers/school librarians be interested and/or have time to support program? Will other ages be interested in this kind of program?

		express interest in Write Time for Kids		
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### **Write Time Marketing Plan**

To market my Write Time program, I turn to both tried and true tactics alongside new ideas. Marketing programs for children is a complex process in that you have to appeal to both children and parents. Children want something interesting and fun, while parents may want something educational. Parents are the ultimate decision-maker when it comes to whether a child can attend a program, so the marketing must appeal to them and be accessible. The To Do list I have outlined below will be implemented over a longer period of time as resources become available.

### **Write Time Marketing To Do List**

- January 2019
  - Art Request for Posters and bookmarks
  - Begin conversations with school media specialists
- March 2019
  - Schedule school visits (offer a demo of Writing Club to promote)
  - Talk to homeschool groups
  - Post event in system event guide
- April 2019
  - Facebook posts
  - Visit schools
  - Posters and bookmarks posted (Library, Schools, Stores and restaurants with community boards)
  - Create survey
- May 2019
  - Facebook posts
  - Make display promoting Write Time alongside SRP promotion
- June 2019
  - Facebook posts
  - Program
    - Collect e-mail addresses
    - Administer survey
- July 2019
  - Facebook posts
  - Program

- Collect e-mail addresses
- Administer survey
- August 2019
  - Write post-program report
  - Share program to TCCL Commission Staff Report
  - Start e-mail newsletter

### **Program Goals and Objectives**

- Launch a program for elementary age kids called Write Time, a writing club for ages 7-10
- Develop relationships with attendees and their parents/caregivers
- Encourage writing skills in attendees

### **Write Time SWOT Analysis**

- Strengths: built-in interest for the program as known from previous summer writing program; personal writing skills and knowledge to run the program; clear path to build and grow the program due to TCCL's Young People's Creative Writing Contest (YPCWC)
- Weaknesses: unsure about day and time for program; Youth Librarian is currently the sole programmer for the busy branch and it is difficult to find time to devote energy to this program with other responsibilities; easier to plan programs for other age groups, like kids under 5 not attending school
- Opportunities: connection with new students, parents, librarians, and school support staff; knowledge of the struggle for local schools to include creative outlets for children due to budget constraints, etc; grow knowledge of YPCWC in community among kids

- Threats: unsure about school-year interest in the program with competition from other extracurricular events (including nearby tennis courts); lack of buy-in from branch support staff who often see children's programming as superfluous or unimportant; busy schedule with other job responsibilities

### **Success Measurements**

- Average attendance of five per month over a year
- Noting important or valuable conversations with children or parents

For example: at my October session, I had one attendee who heard me announce the program at a school visit. We put together a floor puzzle and talked about stories. She wants to write a story about princesses and we discussed setting and story. This young girl is Chinese and at one point in our conversation I asked her if her princess in her story would be Chinese. Sadly, she told me that she would not do that because Chinese princesses are not pretty because they have such dark eyes. This was heartbreaking to me, so I quietly reassured her that Chinese princesses *are pretty* and that she could write about whoever she wants. I cannot fix the unfortunate conversations this child has had that led her to say that Chinese princesses aren't pretty, but the conversation encouraged me to continue on in this program and support children in writing their stories. I may have had only one attendee at this session, but it was a meaningful experience.

- Quarterly, write a narrative update evaluation of how the program is going and send to appropriate parties. This is a practice of evaluation I already implement for some of my



seasonal programs. These evaluations include what went well, what didn't succeed, and what I want to try next time. One program I already do this for is my seasonal Build A Reader Family Workshops, which are three weeks long and include a number of stakeholders. I began using this narrative update evaluation with this program, sending it to the supervisor of the program. She liked it so much that she implemented it with the other facilitators of the program at other branches. I love to evaluate my work and narrative is a tool that works well for me.

### **Ethics Framework**

I consider a number of frameworks when I plan my programming for children. As a youth librarian, I am constantly moderating my own beliefs and interests in a child's right to read with the desires of parents to help a child find the right book that the parent will also be satisfied with. It's tricky. Occasionally a dramatic situation arises where a parent is shocked by a book suggestion with a response along the lines of "How dare you suggest this?" Most of the time, though, it's a tired parent wanting to rush a child's choosing, dismissing a child's interests, or insisting on a selection of boring material. The dramatic situations get a lot of press and social media time, but these everyday encounters are where the rubber really meets the road.

My professional duty is first to serve the child. I listen to a parent's opinions and consider their point of view, but the needs of the child come first. The parents are free to reject my suggestions, ignore my recommendations, or seek the opinions of others: I am not the only youth librarian or suggester of children's materials! But in my interactions with children, I have to remember to keep their needs first in my mind. The parents can be the parents and I can be the librarian.

My background before libraries was studying and serving children, particularly in the contexts of religious settings and special education. In these contexts as in youth library services, the needs of the child are paramount. Working with children has been my profession my entire adult life and over the years my personal and professional beliefs have intertwined, influencing each other as I continue studying and working.

I find the competencies for Association for Library Service to Children (ALSC) a guiding light for my youth librarian work and ethical decision-making. Their list is extensive because the needs of children are so complex and multi-faceted. Suffice it to say that these competencies offer an exhaustive look at the important aspects of serving children. The two main competencies that apply to my Write Time program are the Commitment to Client Group and Programming Skills.

ALSC also highlights the Freedom to Read statement; I wish they would craft a specific statement directed at the unique needs of children. I believe the Freedom to Read statement extends to the freedom of children to tell their own stories and to be supported in that endeavor. I also consider the UN Convention on the Rights of the Child in Child Friendly Language. Finally, the ALA Code of Ethics and its focus on all of library work is instrumental in how I approach my job and this program.

**Media Plan**

E-mail Memo to TCCL CEO and CSO

TO: Kim Johnson, Kiley Roberson

FROM: Sarah Davis

SUBJECT: Write Time Program

Dear Kim and Kiley,

I am excited to tell you about a new program I'm launching at the Herman and Kate Kaiser Library (HKK) for kids ages seven to ten called Write Time. This program is a monthly writing club to encourage writing and inspire creativity for kids in the HKK service area. I'm reaching out to local public schools, private schools, and homeschool groups to encourage attendance.

A long-term goal of this program is to encourage participation in the Young People's Creative Writing Contest. I also want to foster relationships with local elementary-age kids and

their families, encourage their continued library use, and engage the HKK community. When I plan programming, I keep the goals of TCCL in mind and I think Write Time contributes to all three of our goals.

Thank you,

Sarah Davis

HKK Youth Librarian

Memo to co-workers

*I have been writing e-mail memos to my co-workers about programs where they may receive questions from customers, so they are becoming used to receiving them. I have so far received good feedback about these e-mails. I print the e-mails and place them in a binder that all staff can access.*

TO: Herman and Kate Kaiser Library Staff

FROM: Sarah Davis

SUBJECT: Write Time

Hello everyone,

I want to let you know about a new program for elementary age kids that I have been launching over the past few months. I am beginning to advertise this program more in different venues so you may start hearing more questions from customers.

Write Time is a monthly writing club for kids ages 7-10. This program is for kids who are aspiring writers interested in learning about stories and books and making new friends. I create simple plans for each meetup to inspire writing and creativity in attendees. In the future, this program will also encourage participation in the annual Young People's Creative Writing Contest put on by the Youth Services Department.

I have intentionally started this program out small, with minimal advertising, as I did not want to launch with too large a group of children. As I move forward with this program, I will be doing more outreach in schools, posting on Facebook, and sharing promotional material to encourage attendance.

Registration is not required for this program. Each meeting is in our regular Meeting Room. Starting in January, it will be the last Wednesday of the month at 3:30 PM. Please let me know if you have any questions yourself or if you receive questions you don't feel equipped to answer from customers.

I will print a copy of this letter and place it in the PATS binder for future reference.

Thank you!

Sarah

### Social media assessment

The focus for the Herman and Kate Kaiser (HKK) Library on social media should be on cultivating its Facebook page. Once a month, the Youth Librarian or the Teen Associate should send a photo to the manager of the Tulsa Library Instagram page for possible inclusion on the branch-wide Instagram. Joining Instagram as HKK Library should be considered in the future but that is not an immediate priority.

The priorities for the Facebook page are as follows:

- Update the profile and cover photo. (Consider changing these photos seasonally).
- Create and publish a Facebook event for every branch event
- Host a contest to encourage reviews
- Do seasonal posts on the following topics
  - Staff Introductions
  - Staff book picks
  - Teen Interest
  - Family interest

Media plan

In my system, we have a department dedicated to Public Relations, including staff who write the press releases and determine what media will be contacted. I am not encouraged or even really allowed to contact media outlets on my own. Anything created for this project for this system, such as a press release, could be offered to that staff as a starting point, but they generally do not ask for or want our input. I understand that I may not always be a part of this system, but it is my context for the foreseeable future and that impacts my media plan.

One of the biggest parts of my media plan is figuring out how to make my program important enough for the system to decide to promote it. In the past, I have achieved this by tying programs to bigger system-wide events and asking to be promoted alongside it. In one recent case with my Creative Truths History Book Discussion group, my co-leader has been friends for 20+ years with the person who creates the TCCL event guide and due to their friendship she highlighted our first book discussion group that tied in to the larger One Book, One Tulsa event featuring *Killers of the Flower Moon* and its author David Grann. We were featured in an ad created by TCCL PRO on the back of August's event guide, which helped draw 25 people to our discussion. As they say, sometimes it isn't what you know, it's who you know.

I have loosely tied my Write Time program to TCCL's annual Young People's Creative Writing Contest. However, I don't necessarily want the wider advertisement that being featured system-wide would bring. I want the group to grow organically and locally, through outreach to schools and other educational groups. For this program and to achieve that goal, I have chosen to make my press release my promotional speech for schools, with amended versions for different audiences, including teachers, students, and parents.

- Goals:

- Spread the word about Write Time by scheduling at least three visits to schools or homeschool groups in a three month period to talk specifically about the program.
- Have an average of five youth attendees over a year's worth of programs (fiscal year 2019-2020).
- Develop relationships with attendees and their parents/caregivers.
- Encourage writing skills in attendees.
- Audience: children and teachers at schools; children and parents in homeschool groups
- Media list and tools: School media specialists; Facebook posts. I will not be contacting broader media about this event. This event is too small to warrant further media attention. I want this program to stay scaled to the correct attendance size, so my "media" list are my school librarians.

- E-mail to librarians
- Graphic from PRO
- Timeline for Summer Launch of Write Time in June 2019 with Space Focus to correspond with SRP 2019 Theme
  - January 2019
    - Art Request for Posters and bookmarks
    - Begin conversations with school media specialists
  - March 2019
    - Schedule school visits (offer a demo of Writing Club to promote)
    - Talk to homeschool groups
    - Post event in system event guide
  - April 2019
    - Facebook posts
    - Visit schools
    - Posters and bookmarks posted (Library, Schools, Stores and restaurants with community boards)
    - Create survey
  - May 2019
    - Facebook posts



- Make display promoting Write Time alongside SRP promotion
- June 2019
  - Facebook posts
  - Program
    - Collect e-mail addresses
    - Administer survey
- July 2019
  - Facebook posts
  - Program
    - Collect e-mail addresses
    - Administer survey
- August 2019
  - Write post-program report
  - Share program to TCCL Commission Staff Report
  - Start e-mail newsletter

### Presentation Scripts

For kids in a school setting

Hello!

My name is Miss Sarah and I am the Youth Librarian at the Herman and Kate Kaiser Library.

I'm here to talk to you about a fun program but I wanted to let you know about a fun program that I have at my library one Wednesday afternoon a month for kids your age! The program is a writing club called Write Time for kids who are aspiring writers! Are you interested in learning about stories and books? Making new friends? If you like to tell stories, this program is for you!

If you or your parents have questions, they can call the library and ask for me, Miss Sarah.

(If time allows, lead a small story starter activity with story cubes.)

For a homeschool group:

To the groups who meet in our meeting room or in a directed e-mail

Hello (homeschool group name here):

My name is Sarah Davis and I am the Youth Librarian at the Herman and Kate Kaiser Library. I don't want to take up too much of your time today, but I wanted to let you know about a fun program that I am hosting here one Wednesday afternoon a month for kids ages 7-10. The program is a writing club called Write Time for kids who are aspiring writers interested in learning about stories and books and making new friends. I create simple plans for each program session to inspire writing and creativity and I let the interests of the kids who attend guide what I plan. The next session is (date). If you have any questions, please let me know!

Also, if you're interested in this program, but the time doesn't work for you? We can chat about having a special session of Write Time or about library services for kids at one of your meetups. I was homeschooled myself and often met with our homeschool group at the library. If you'd like something like this for your group, I'd love to talk!

**Press Release**

*Modeled after Tulsa City-County Library's (TCCL) Public Relations Office (PRO) press releases*

FOR IMMEDIATE RELEASE

CONTACT – John Fancher – 918-549-7391

May 20, 2019

A Universe of Stories:

Summer Reading and Writing at the Library

Young aspiring writers can join a writing club just for kids and sign up for TCCL's A Universe of Stories Summer Reading Program on June 11, 11 a.m.-12 p.m. at the Herman and Kate Kaiser Library, 5201 S. Hudson Ave.

The Write Time program for kids is a fun creative experience for young aspiring writers. Kids are invited to bring their own creative ideas and learn how to turn them into fun and interesting stories. Notebooks, pencils, and snacks will be provided.

Kids, teens, and adults of all ages are also welcome to sign up for and participate in the Summer Reading Program. The theme is *A Universe of Stories*, celebrating the 50th anniversary

of the moon landing all summer long. Check out [www.tulsalibrary.org/summer](http://www.tulsalibrary.org/summer) for fun events all summer long.

The Summer Reading Program at TCCL is sponsored by the Tulsa Library Trust. For more information about Write Time, the Summer Reading Program, or any TCCL program, call the AskUs Hotline, 918-549-7323, or visit the library's website, [www.tulsalibrary.org](http://www.tulsalibrary.org)

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### **Advocacy Plan Presentation for Write Time at the Herman and Kate Kaiser (HKK)**

#### **Library**

I aim this presentation at kids ages 7-10 at local schools. Kids this age respond really well to catchy book covers, so I have included as my images in this presentation a variety of book covers they will probably recognize and get excited about as well as others that may be new to them. This will capture their attention and spark conversation about the books they like and the stories they might want to write.

[Advocacy Plan Presentation](#)

#### **Final Presentation**

[Final Presentation Slideshow](#)

[Final Presentation Screencast](#)

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