



iCount

Removing Barriers to Equity at Your Library





Dear Library Staff,

It is only fitting that I begin this letter with four words:

“What an amazing year!”

We have accomplished so much. I am especially proud

that we are a 2018 finalist

for the National Medal for Museum and Library Service.

iCount is prominently featured in this award along with our

efforts to create Library Equity Action Plans (LEAPs) that demonstrate our commitment to breaking down barriers

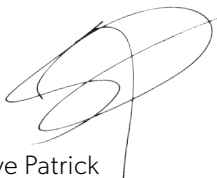
to service. Programs focused on increasing services for older adults, people with special needs, immigrants,

hospitalized children and more. The scope and innovation were truly impressive. Above all, I am truly inspired by the

passion and dedication each of you embeds in your work to empower people in our communities to achieve their

dreams. I look forward to another year of working together to build bridges and create even greater social impact.

Thank you for all that you do!



Skye Patrick
Library Director







Training Timeline

June 2018

- Training 1 – Reviewing your 2017 Library Equity Action Plan (LEAP)
- Final report on outcome of 2017 LEAP due by June 26, 2018

July 2018

- Training 2 – Discussing Implicit Bias

August 2018

- Training 3 – Library Equity Action Plan (LEAP)

September 2018

- Formalize Library Equity Action Plan (LEAP)
- Submit LEAP to iCount Committee online by September 30, 2018

October 2018 – March 2019

- Implement Library Equity Action Plan (LEAP)

April 2019

- Submit final report on the outcome of the 2018 Library Equity Action Plan (LEAP) online by April 30, 2019

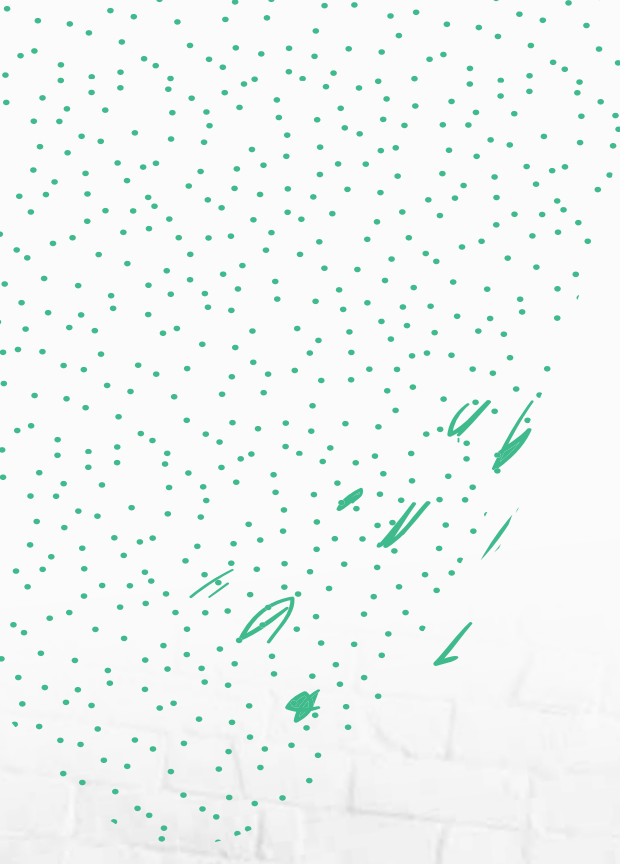


Purpose of Training

This training is developed by LA County Library to ensure that all people feel welcome in the library and that we provide equitable services.

It is designed to help supervisors and managers educate staff on equity, explore equity issues, develop and implement equity plans, and create opportunities for continuation of equity discussions.





iCount is an initiative introduced by LA County Library that embodies the equity of services to library customers. iCount ensures the Library makes a conscious effort in designing services and programs that address the needs of the diverse community it serves, which includes customers of different age, gender, sexual orientation, ethnicity, socioeconomic status, physical ability, nationality, legal status, and more.

Equity extends beyond equality—fairness and universal access—to deliberate and intentional efforts to create service delivery models that will make sure that community members have the resources they need. Often these needs are different not only as a result of race and ethnicity but also owing to religious belief, sexual orientation, gender identification, socioeconomic status, or physical ability.



iCount Training Module

Training 1

Estimated training time: 45 minutes

Reviewing your 2017 Library Equity Action Plan

Over the past year, we have been implementing a Library Equity Action Plan (LEAP). Today, we will be evaluating our LEAP. We will consider how it addressed our chosen equity issue and whether we achieved our desired results.

Questions for Staff:

- How well did our LEAP address an equity issue in our library?
- How did the implementation go overall? What were some of our successes, and what were some of our challenges? Is there something we could do differently in the next round?
- What impact did our LEAP have on the community (i.e., did we meet our anticipated outcomes)?

Reminder: An outcome is the impact that a program or service has on our customers.

- What will the long-term impact of our LEAP be?

Next Step:

Before the next training, invite all staff to take an implicit association test (IAT) from Harvard's Project Implicit. The IAT is strictly a personal educational tool and is taken anonymously. Encourage staff to take an IAT privately in staff work spaces. Website: implicit.harvard.edu/implicit/takeatest.html



Case Study

Outreach to Hospitalized Patients

LA Verne Library and Avalon Library

Through the LEAP process, two County libraries identified hospital-bound patients as an underserved demographic and developed plans to reach out to both children and adult patients with new library programs. The La Verne Library will be implementing a special Storytime program with pediatric patients at a local hospital, providing a welcome break from the routine of medicine, tests, examinations, and other unpleasant treatments children must undergo in the hospital. A library staff member will share stories, art activities, and other games on-site at the hospital. Library staff will also provide a small rotating library of 50-100 titles that the hospitalized children will have access to between Storytime visits, with at least a third of the collection designated for graphic novels.

In Avalon, staff will be providing a special adult Storytime for patients at the Catalina Island Medical Center, which includes a long-term recuperative care unit and a skilled nursing facility. The patients who are at the Medical Center for long-term stays become bored without meaningful activities. Since they cannot come to the library, staff will go there on a monthly basis to provide an adult Storytime and other activities, which will continue to be developed and adapted to patients' needs.

iCount Training Module

Training 2

Estimated training time: 1 hour

Discussing Implicit Bias

Supervisors: Please make sure you read the Implicit Bias article found on page 14 in this training booklet before conducting Training 2.

Last year, our iCount discussions focused on equity in general. This year, we will be delving a bit deeper into equity as it relates to implicit bias. Hopefully all our staff had a chance to take an implicit association test before today's training. This will give us some context for our discussion.

Questions for Staff:

- Share information from the Implicit Bias article.
- Talk through the scenarios found in the Implicit Bias article.
- How can implicit bias affect customer service?
- What can we do to help ourselves recognize our own biases and address them appropriately?

Next Step:

Think about how implicit bias relates to our library's LEAP from 2017, and consider how our 2018 LEAP can address equity and implicit bias in the library.



Case Study

Serving Adults with Developmental Disabilities

*Agoura Hills Library and
Gardena Mayme Dear Library*

Adults with developmental disabilities are frequent visitors to most County libraries. Though many of them are accompanied by coaches, these customers may not be experiencing all the library has to offer. Several libraries identified this population as one that could benefit from special programming to have a more meaningful library experience. Agoura Hills Library, for example, plans to start an adult reading club for differently abled adults in partnership with one or more of the adult day-care agencies that bring clients to the library. The hour-long program would include a phonics review, echo reading of a book chosen by the group, and oral reading by the librarian of a short story from *Lucky Dogs*, *Lost Hats*, and *Dating Don'ts* by Jillian Ober and Thomas Fish, a high interest / low reading level book written by experts in literacy and inclusion for people with developmental disabilities.

Gardena Mayme Dear Library has been working with local community agencies on a weekly program for adults with special needs who visit the library on a regular basis. This program will rotate between different activities such as art, board games, STEAM activities, and an interactive Storytime with the goal of providing targeted services to this important customer demographic.

iCount Training Module

Training 3

Estimated training time: 1 hour+

Library Equity Action Plan

Considering our discussions over the past two months, we will now create a Library Equity Action Plan (LEAP) that describes the efforts we can make in our library to support equity. Our LEAP can be an enhanced version of our 2017 LEAP or address a different barrier to equity in the library. Consider any changes or new observations we've made about the community in the past year. The outline for creating and submitting your LEAP is available on page 18. The LEAP should include:

1. Equity issue being addressed
2. Action plan and implementation timeline
3. Anticipated outcomes and how they will be measured

Questions for Staff:

- What steps do we need to take to put our plan into action?
- What will we do in the next three months and then in the next six months?
- What kind of administrative support and/or resources do we need to accomplish this?
- How will we know we have been successful?



Case Study

Services for Older Adults

La Mirada Library

In developing their LEAP, La Mirada Library discovered that older adults represent over one-fourth of the city's population, in addition to those in the surrounding cities that the Library also serves. However, the library offers very few programs that are specifically targeted to that population. To address this equity issue, the La Mirada Library plans to enhance their outreach, programs, and services to older adults in various ways. The Library will reach out to local senior communities, centers, and organizations to raise awareness of library programs; participate in the city's Activity Center's lecture series; and partner with the local organization SeniorNet to offer computer classes for older adults. They will also improve older adults' access to the library collection by enhancing their large-print collection with the financial support of the Friends of the Library and hosting workshops on how to use OverDrive/Libby. The Library will also use their newly acquired movie license to host bimonthly classic movie screenings on Friday afternoons.

The Library's goal is to become a key resource for older adults: providing access to resources to meet their information needs; planning and developing programs that enrich lives and promote lifelong learning; providing a space where older adults can connect, explore, and socialize with others; and helping to close the gap between older adults and new and existing technologies.

What Is Implicit Bias?

Implicit bias refers to our attitudes and stereotypes that affect our understanding and actions in an unconscious manner. Unlike known biases that can be concealed, implicit biases are activated involuntarily.

The implicit associations we hold in our subconscious can cause us to have feelings and attitudes about other people based on their race, ethnicity, age, and appearance. These associations develop over the course of a lifetime through exposure to direct and indirect messages from media and the culture at large. (This definition was adapted from the Kirwan Institute for the Study of Race and Ethnicity.)

You, library staff, and customers all have implicit biases. Implicit biases are not just based on race or ethnicity. Biases could also be based on appearance, age, or familiarity with technology, for example.

Harvard University's Project Implicit has developed a series of implicit bias tests you can take to discover your own blind spots. You can find these tests at implicit.harvard.edu. Take some time to go through these tests. Remember, the results only demonstrate biases absorbed through our larger culture, they are not judgments of your character.

You and library staff can address implicit biases. The first step is being aware of them! Take the implicit bias tests and examine your own reactions and assumptions thoughtfully.

Other steps that can be taken include the following:

- Notice when your responses, decisions, or behaviors might have been caused by bias or stereotypes, and make an intention to think positive thoughts when encountering those individuals or other members of stigmatized groups in the future.
- When assessing the behavior of a person, focus on concrete positive and negative factors, and your memory of what actually happened, rather than relying on overall "gut" feelings.
- Imagine, in detail, people who break from expected stereotypes in a positive way and practice thinking about these positive examples.
- Make an effort to assess and think about members of stereotyped groups as individuals.

Adapted from AAUW's How to Fight Your Own Implicit Biases.
aauw.org/2016/03/30/fight-your-biases





Read through the following common scenarios.

Think of your own reactions and the possible implicit biases in play. Also think about what you might do to address any biases.

- An older customer approaches the reference desk with an iPad in hand.
- A group of teenagers asks to use a study room.
- A heavily tattooed man in a sleeveless T-shirt walks into the children's area.

Further information:

Managing Unconscious Bias: Your Workplace Advantage. Website: youtube.com/watch?v=YrtxzhGhHCO

The New York Times, Peanut Butter and Racism. Website: nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html

The Perception Institute. The Science of Equality. Website: perception.org/publications/science-of-equality-vol-1

Understanding Implicit Bias. Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. Website: kirwaninstitute.osu.edu/research/understanding-implicit-bias

How to Fight Your Own Implicit Biases. American Association of University Women. Website: aauw.org/2016/03/30/fight-your-biases

Case Study



Supporting Libraries in Creating Welcoming Spaces for Customers

Central Regional Office

Though the Central Regional Office has limited direct interaction with customers, they decided to improve equity by providing resources and support to the individual libraries in the region that would help staff make their libraries more welcoming spaces for underserved populations, including older adults, LGBTQ+ customers, people with autism spectrum disorders, and customers with mental illness. To improve library spaces for these specific populations, the Central Regional Office will use S&S funds to purchase vinyl chair cushions for hard wooden chairs that would be available upon request for customers who find library furniture too hard and uncomfortable and for whom such furniture would be a barrier to using the library.

The Regional Office will also supply pencil incentives and décor with rainbow motifs that will help identify the libraries as safe spaces for LGBTQ+ customers. The Central Regional Office also plans to help their staff's ability to improve equity and customer service by asking CLMs to ensure that all full-time staff are trained on recent technology initiatives, such as the OverDrive/Libby app, and that all staff view the Infopeople webinar *Understanding and Supporting Patrons with Autism Spectrum Disorder* and the State Library's Mental Health Initiative videos.



Equity Resources

HOMELESSNESS

Department of Public & Social Services (DPSS) CalWORKs Housing Program

Various locations throughout LA County
(866) 613-3777

Email: dpssinfo@dpss.lacounty.gov

Website: dpss.lacounty.gov/wps/portal/dpss/main/programs-and-services/homeless-services

Los Angeles Homeless Services Authority

811 Wilshire Boulevard, 6th Floor
Los Angeles, CA 90017
(213) 683-3333

Website: lahsa.org

Los Angeles Youth Network

1853 Taft Avenue
Los Angeles, CA 90028
(323) 240-2253

Email: info@layn.org

Website: layn.org

PATH (People Assisting the Homeless)

340 North Madison Avenue
Los Angeles, CA 90004
(323) 644-2200

Email: PATH@epath.org

Website: epath.org

OLDER ADULTS

Helping Hands Foundation

(866) 295-2732
(818) 279-6580

Email: info@helpinghandsla.org

Website: helpinghandsla.org

Los Angeles County Housing Resource Center

(704) 334-8722

Local Housing Office

Website: housing.lacounty.gov

Workforce Development, Aging and Community Services (WDACS)

3175 West 6th Street
Los Angeles, CA 90020

(800) 510-2020

Website: wdacs.lacounty.gov

PEOPLE WITH DISABILITIES

Los Angeles Regional Center

Various locations throughout LA County

Website: dds.ca.gov/RC

The Arc Los Angeles & Orange Counties

12049 Woodruff Avenue
Downey, CA 90241

(562) 803-4606

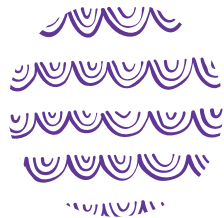
Website: thearcaoc.org

TASK (Team of Advocates for Special Kids)

100 West Cerritos Avenue
Anaheim, CA 92805

(866) 828-8275

Website: taskca.org



Library Equity Action Plan (LEAP)



LIBRARY NAME:

COST CODE:

Equity Issue

What issues, barriers, or underserved groups will you be serving with this plan?

Equity Action Plan

What will your library/department do to address the equity issue?

Implementation Timeline

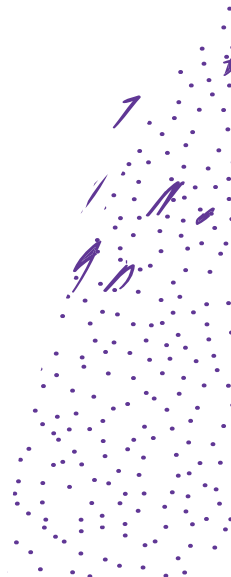
What are the steps you will take to put the plan into action?

Anticipated Outcomes

What impact will your plan have and how will it be measured?

Other Notes

What background information, resources, or other considerations are needed for the development and implementation of your plan?





iCount Leadership Committee

The committee was formed in 2015 and was originally named the My Brother's Keeper (MBK) Committee. The initial goal was to support programming and services for young men of color in support of the countywide MBK initiative. In 2017, the committee changed its name to the iCount Leadership Committee to support Library Director, Skye Patrick's vision of addressing a broader array of equity issues and challenges. The committee is voluntary and comprised of the following staff:

Debbie Anderson,
iCount Committee Co-Chair

Kristi Samuelson,
iCount Committee Co-Chair

Katherine Adams
Gladstone Bucknor

Christina Cabrera

Hilda Casas

Alex Echevarria

Alejandra Garcia

Robert Gardner

Matt Gill

Hilda Loh
Marten Malelu

Carlos Ortiz
Vickie Raymundi

Alejandro Rubio

Meredith Sires

Margo Tanenbaum

Biz Tanner

Lyda Truick

Grace Yang

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development of the iCount Equity Training Toolkit.*



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