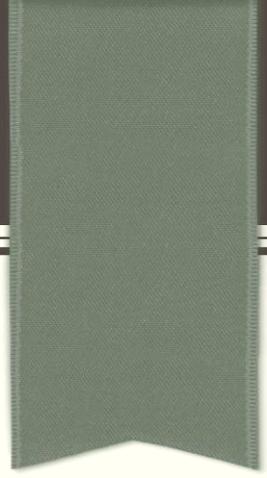




**SOCIAL WORK IN THE CITY LIBRARY: A NEW FRONTIER FOR
TRANSFORMING LIVES**

By: Alanna Kelley and Adria E. Navarro

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SOCIAL WORK IN THE CITY LIBRARY: A NEW FRONTIER FOR TRANSFORMING LIVES



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*With support from Kara Riggelman & Ingrid Clara
Azusa Pacific University, Azusa, CA*

Introduction

- Part of an accredited MSW program
 - Part-time students (11), evening course
- Experiential community practice
 - Meaningful project
 - Community engagement skills
- City Library of Azusa



Pursuing Shalom

“Speak up for those who cannot speak for themselves; ensure justice for those being crushed. Yes, speak up for the poor and helpless, and see that they get justice.”

~Proverbs 31:8-9

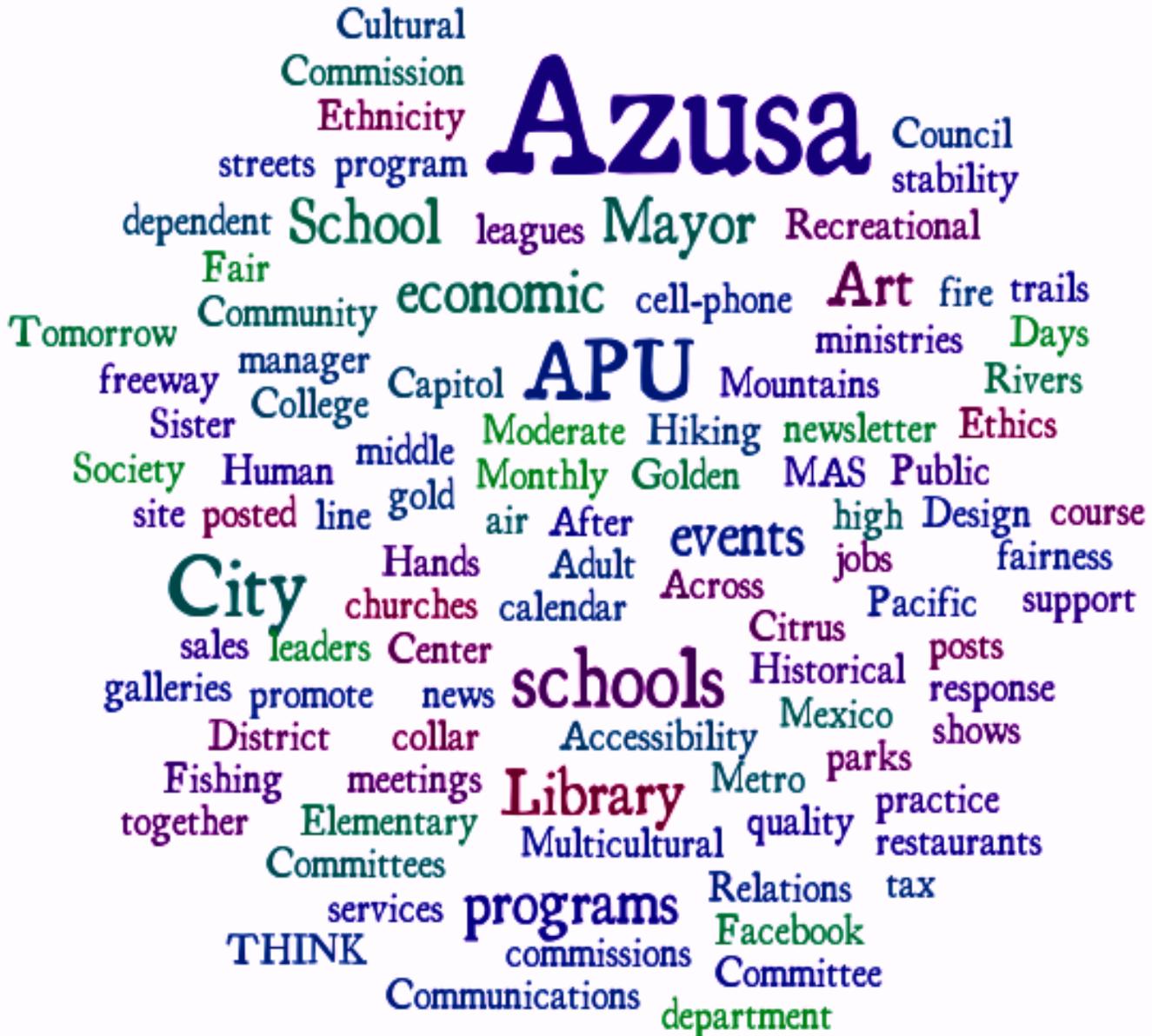
- Social work, the vehicle to ***ensure justice and bring hope*** to those on the margins
- Through this project, as an MSW class, discovered the marginalized who've made the public library their refuge
- Action plan, to bring continued resources for the betterment of this population

The Arena: California

- Azusa
- Population demographics
 - 47,842 (Census, 2013)
 - 65% Hispanic
 - 60% report speaking a language other than English at home
 - Education level lower than the state and national averages



Community Capital

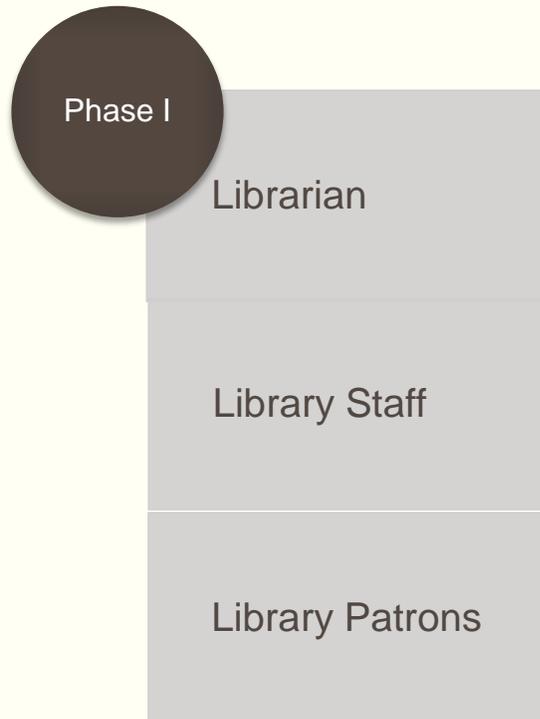


Community Organizing: Social Work Practice

- Foundation from previous two years of collaboration
 - Student community needs assessment
- University-Community Partnership
- Community request and a commitment to a participatory method involving those directly affected by the organizing effort
- Gap analysis (Mandell & Schram, 2011) – analytical process
 - I. Identifying the gap: understanding, raising consciousness
 - II. Magnifying the gap: understanding the larger context
 - III. Microscoping: determining the action steps

Is there Need for Social Services in the City Library?

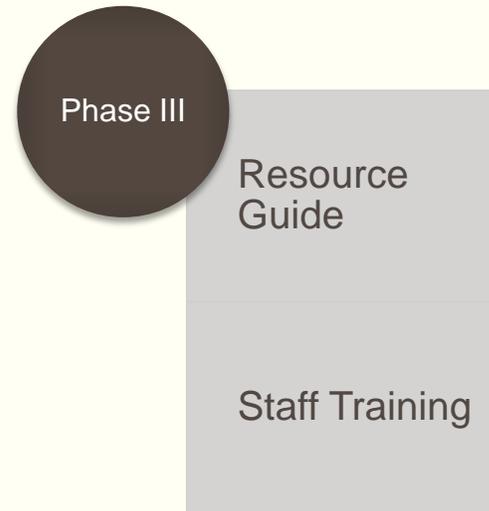
Community input



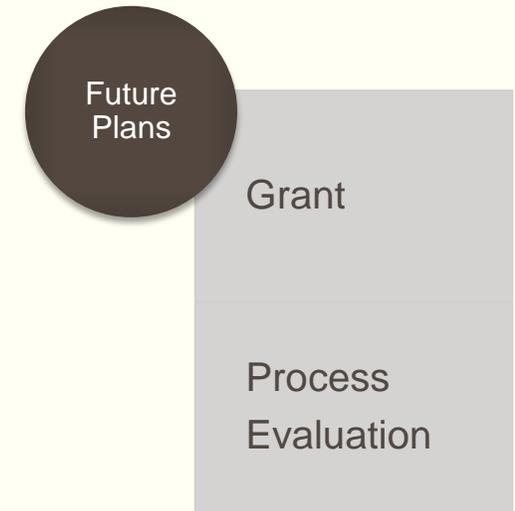
Gap analysis



Action steps



Evaluation



Phase I – Identifying the Gap

Initial observations & meeting:

- Librarian defines identified gaps in libraries services
- Emphasis on meeting needs but not violating privacy
- American Library Association focus on meeting needs of the disenfranchised
- City budget cuts, reducing staff to 14 FTE (full time equivalents)

Phase I – Identifying the Gap -continued

Staff Survey:

1) What is your typical work day like?

- Reference desk, computer help, passport services, book mobile

2) What are some things that work well at the library?

- English/Spanish computer classes, story time for parents & kids, tutoring for kids, ELS classes, strong support for staff

3) What are some things that you think need to be worked on?

- Consistency in services provided, & how much service staff is willing to do, communication between staff, understaffed, lack of resources

Phase I – Identifying the Gap - continued

4) What are some services that patrons need?

- Immigration assistance, parenting support, mental health services, jail accounts, help with technology, unemployment services, senior assistance, more computers, resume building, financial resources (Cal Fresh, Medi-Cal, etc.)

5) Are there services that you are able to provide but do not have enough time to?

- Translation of forms, job searches, computer classes, adult tutoring, resume building, parenting classes, anger management, voting resources

Phase I – Identifying the Gap

Patron Survey:

- Consisted of 23 questions using a Likert Scale (1-5) and included an open-ended question to identify Patron service needs
- Interviews were administered by the students in English/Spanish and generally were no more than ten minutes in length
- As an incentive, Target gift cards (\$5) were presented in exchange for participation

AZUSA LIBRARY NEEDS ASSESSMENT

Age: 18-24 25-34 35-59 60+ Language: _____

Gender: M F Marital Status: Single Married Divorced Widowed

Ethnicity: _____ Sexual Orientation: L G B T Hetero

For each item identified below, circle the number to the right that best fits your preference.

Service	Scale					Service	Scale				
	N o t	Interested			V e r y		N o t	Interested			V e r y
1. Job Search	1	2	3	4	5	2. Computer Education (Adult)	1	2	3	4	5
3. Resume Building	1	2	3	4	5	4. Computer Education (Child)	1	2	3	4	5
5. Day Care	1	2	3	4	5	6. Early Childhood Programs	1	2	3	4	5
7. Tutoring (K-6 th)	1	2	3	4	5	8. Tutoring (7 th -12 th)	1	2	3	4	5
9. Adult Literacy	1	2	3	4	5	10. Child Literacy	1	2	3	4	5
11. Becoming A Library Volunteer	1	2	3	4	5	12. Applying for Unemployment	1	2	3	4	5
13. Food Service Certification	1	2	3	4	5	14. Resources for Substance Abuse	1	2	3	4	5
15. Resources for Domestic Violence	1	2	3	4	5	16. Resources for Depression	1	2	3	4	5
17. Homeless Resources	1	2	3	4	5	18. Housing/Rental Assistance	1	2	3	4	5
19. Food Resources	1	2	3	4	5	20. Healthcare	1	2	3	4	5
21. Parenting Classes	1	2	3	4	5	22. Mental Illness Resources	1	2	3	4	5
23. Transportation	1	2	3	4	5	24.	1	2	3	4	5

- What is the primary reason you come to the Azusa Public Library?
- What do you find most often that you need that the library is not able to provide?
- Do you prefer to be left alone to use the library as you need at your own pace or do you prefer to speak with someone on site who can help you directly with any issues or concerns you have?

Phase I – Identifying the Gap - Survey Outcomes

- A total of 32 Patrons were surveyed
- Gender: slightly more female, 56% ($n=18$)
- Majority aged 35-59: 47%
- Race/ethnicity: majority Hispanic, 78%
- Greatest need: 56% identified Computer Education for Adults
- Followed by:
 - Tutoring for 7-12th grades
 - Computer education for children
 - Food resources
 - Parenting classes

Phase II – Magnifying the Gap

Environmental scan

- Online research of national, county and city library services and resources available

Findings:

- National
 - San Francisco, San Jose/NASW, New York, Baltimore, Pima County
 - Resources: street cards, homeless guide for resources
 - American Library Association special emphasis on assessing the needs of low-income patrons

Created by the Baltimore County Public Library in cooperation with the Baltimore County Communities for the Homeless. BCCH is a network of volunteers formed to eliminate homelessness through education, government relations, advocacy and community development. Contact Homeless Services Coordinator 410-887-2886.

STREET CARD

Resources for Help

Baltimore County 2014



Baltimore County
Communities for
the Homeless

Baltimore County
Public Library



Phase II – Magnifying the Gap: Comparison to nearby Library Services

County and City Findings

- Aggregated services offered in surrounding counties: Riverside, San Bernardino, Kern, and Ventura
- Compared with services available at Azusa City Library

Review with the Librarian

- Services requested: employee training, community resource guide for patrons, and a social work presence

COUNTIES	Los Angeles	Riverside	San Bernardino	Kern	Ventura	Azusa Library
SERVICES						
211- Information	1				1	
Cal-Fresh/ SNAP	1				1	1
Citizenship	1	1	1		1	1
Health Care	1	1		1	1	1
Homeless Resources					1	
Job Search/Resume		1			1	1
Legal Forms	1				1	1
Literacy	1	1		1	1	1
Mental Health	1		1		1	
Notary Services						1
Nutrition	1					
Parenting	1			1		
Passport						1
Senior Citizen Resources					1	
Small Business Info						1
Social Security	1					
Tax Forms	1	1			1	1
Veteran Affairs		1			1	
Total	11	6	2	3	12	10

Phase III – Microscoping: The Social Service Needs

Homeless

- Staff and patrons believed that the homeless needed referrals for social services
 - Employment services, housing/shelter services, food banks and translation services
 - Staff believed an on-site social worker would be beneficial
- Staff were concerned that the homeless were having difficulty accessing computers without a library card
 - Difficulty obtaining a library card without an address
 - Issued computer cards but staff staff believed the process needed to be streamlined
 - Many patrons need a great deal of assistance with computer usage

Phase III – Microscoping: Identified Social Service Needs

Basic Needs

- Patrons expressed needing help to address basic needs ,such as Medi-Cal, CalFresh
- Programming for children was a strength, yet increased opportunities for parents while children were occupied was recommended

Employment

- Many sought to complete online job applications
- Patrons had difficulty utilizing computers to receive food handlers certification
- Patrons needed assistance with creating email accounts
 - This required a great deal of assistance from staff
 - Frequently required translation service

Phase III – The Exit Meeting - Possible Action Steps

- Computer assistance desired by patrons
 - How do we offer this without placing added burden on staff?
 - Classes? Intern? Written instructions? Workshops?
- Addressed pros and cons of an internship
 - Explored the possibility with field faculty
 - Internship is possible but difficult to implement at this time
- Partnership proposed and introduced
 - Representative present from AP Recovery
 - Mental health and triage services
- Staff uncomfortable with mental health issues
 - Safety for all patrons vs. privacy
 - Training opportunities through AP Recovery or campus counseling center

Action Steps Taken

Resource guide created for homeless patrons:

- Current resources outdated
- Partnership with an APU student for creating resource guide

Mental health training for staff:

- Community partnership
- Privacy vs. safety concerns



Future Plans

Neighborhood Connections grant funding:

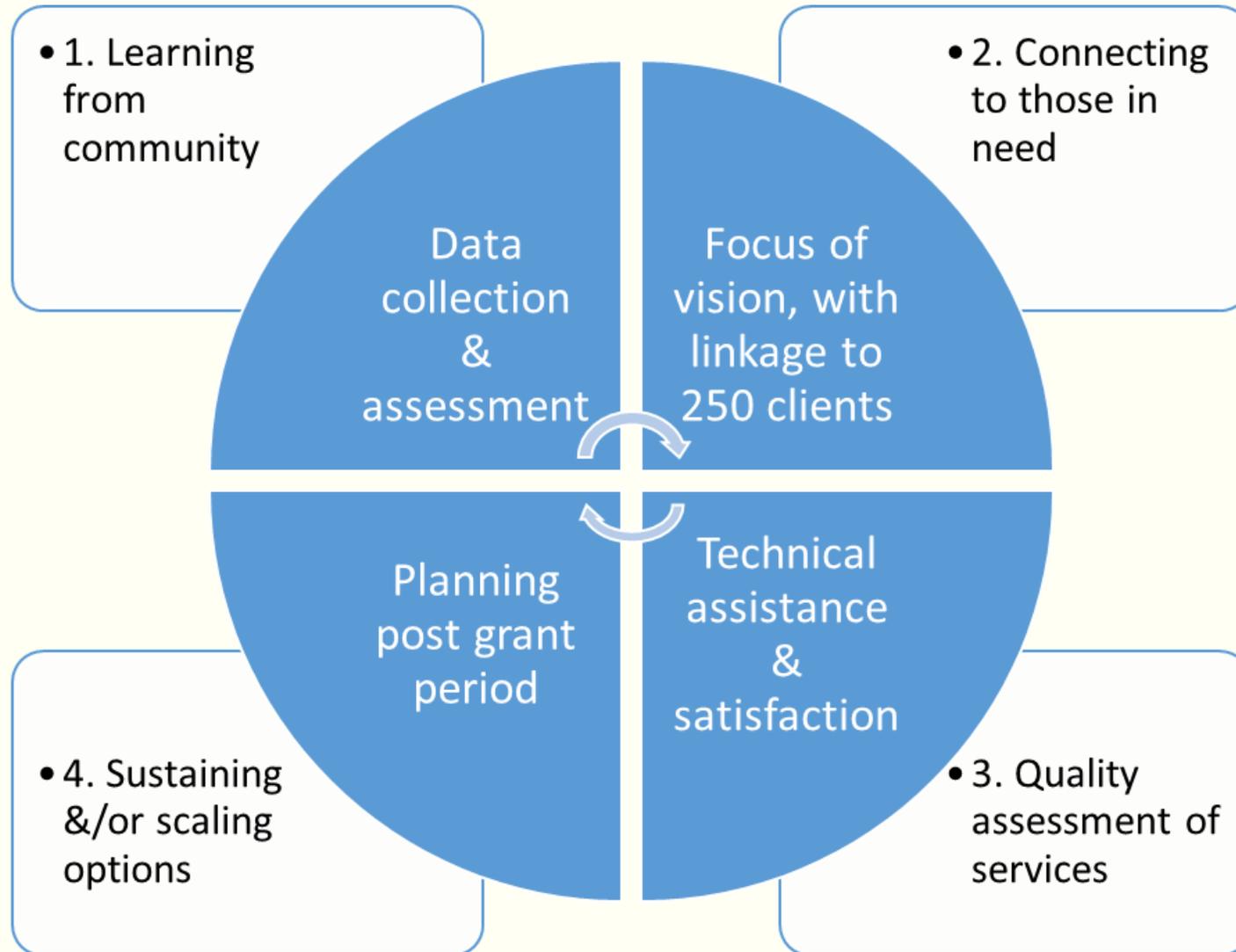
- Social work presence
- 19 hrs. per week

Future process evaluation:

- Continued partnership with APU learners
- Future cohorts will conduct evaluation of grant usage



Process Evaluation: Planning for Collaboration and Enhancement of Goals



Comments and Questions Welcome



Thank you